

# **GURU KASHI UNIVERSITY**



## **Master of Arts in English** **Appendix I**

**Session: 2025-26**

**Faculty of Sciences, Humanities and Languages**

**Graduate Attributes of the Programme: -**

<b>Type of learning outcomes</b>	<b>The Learning Outcomes Descriptors</b>
Graduates should be able to demonstrate the acquisition of:	
Learning outcomes that are specific to disciplinary areas of learning.	Comprehensive knowledge and understanding of their subject area.
	The ability to engage with different traditions of thoughts, and the ability to apply their knowledge in practice including multi-disciplinary context
	They convey ideas and information effectively to a range of audiences for a variety of purposes and contribute in a positive and collaborative manner to achieving common goals.
Generic learning outcomes	The ability to critically analyses and interpret complex literary texts.
	Construct well-supported arguments, engage in scholarly research, and effectively communicate findings through written and oral presentations.
	Demonstrating a deep understanding of literary history, theory, and diverse cultural contexts.

**Programme Learning outcomes:** The P.G Diploma in English is awarded to students who have demonstrated the achievement of the outcomes located at level 6.5

<b>Element of the Descriptor</b>	<b>Programme learning outcomes relating to P.G Diploma in English</b>
The graduates should be able to demonstrate the acquisition of:	
Knowledge and understanding	Apply literary knowledge in assessing relationship of works of different genres with life and its values.
	Exhibit skill of critical thinking and to comprehend scientific texts and placing scientific statements and themes in their contexts as well as to evaluate them in terms of generic conventions
	Exhibit skill of critical thinking and to comprehend scientific texts and placing scientific statements and themes in their contexts as well as to evaluate them in terms of generic conventions.
General, technical and professional skills required to perform and accomplish tasks	Exhibit skill of critical thinking and to comprehend scientific texts and placing scientific statements and themes in their contexts as well as to evaluate them in terms of generic conventions.
	Exhibit skill of critical thinking and to comprehend scientific texts and placing scientific statements and themes in their contexts as well as to evaluate them in terms of generic conventions
Application of knowledge and skills	Exhibit skill of critical thinking and to comprehend scientific texts and placing scientific statements and themes in their contexts as well as to evaluate them in terms of generic conventions.
Generic learning outcomes	Exhibit skill of critical thinking and to comprehend scientific texts and placing scientific statements and themes in their contexts as well as to evaluate them in terms of generic conventions.
Constitutional, humanistic, ethical, and moral values	Exhibit skill of critical thinking and to comprehend scientific texts and placing scientific statements and themes in their contexts as well as to evaluate them in terms of generic conventions. Inculcate moral, historical, cultural values, myths and rituals of India by studying Indian writing in English literature
Employability and job-ready skills, and	Demonstrate refined communication skills through written and oral presentations and to analyze

entrepreneurship skills and capabilities/qualities and mindset	existing literary theories and evaluate their theoretical and practical relevance.
Credit requirements	<p>Bachelor's degree with Honors/ Honors with Research in the relevant subject (4-years) or one-year P. G Diploma in relevant subject with at least 45 % marks or equivalent</p> <p>CGPA in Aggregate, after 3-year Bachelor Degree and requires 44 credits with Research) at level 6.5</p>
Entry requirements	A 3-year Bachelor's degree for the 2-year/4-semester Master's degree in English.

Semester I									
Course Code	Course Title	Type of Course	L	T	P	No. of Credits	Int.	Ext.	Total Marks
MEG1400	From Chaucer to Renaissance: Prose and Poetry	Core	4	0	0	4	30	70	100
MEG1401	The Restoration Period	Core	4	0	0	4	30	70	100
MEG1402	Indian Writing in English	Core	4	0	0	4	30	70	100
MEG1403	Colonial Discourse and Postcolonial Studies	Core	4	0	0	4	30	70	100
IKS0022	Indian Cultural Studies	IKS	4	0	0	4	30	70	100
Discipline Elective-I (Choose Any one)									
MEG1405	Introduction to Language and Linguistics	Discipline Elective	4	0	0	4	30	70	100
MEG1406	Indian Literary Theories								
Total			24	0	0	24	180	420	600

Semester II									
Course Code	Course Title	Type of Course	L	T	P	No. of Credits	Int.	Ext.	Total
MEG2450	The Romantic to Victorian Age	Core	4	0	0	4	30	70	100
MEG2451	Diaspora Literature	Core	4	0	0	4	30	70	100
MEG2452	Literary Criticism	Core	4	0	0	4	30	70	100
MEG2453	Literature, Gender & Feminism	Core	4	0	0	4	30	70	100
MEG2454	Content Writing and Editing.	Employability & Entrepreneurship Skill (EEC)	0	0	4	2	30	70	100
Discipline Elective II (Choose Any one)									
MEG2455	Eco-literature	Discipline Elective	4	0	0	4	30	70	100
MEG2456	Non-Fiction Literature								
Total			20	0	4	22	180	420	600

**Programme Learning outcomes:** The Master's degree in English) two-year Programme is awarded to students who have demonstrated the achievement of the outcomes located at level 6.5

Type of learning outcomes	The Learning Outcomes Descriptors
Element of the Descriptor	Programme learning outcomes relating to Master's Degree
The graduates should be able to demonstrate the acquisition of:	
Knowledge and understanding	Develops a deep understanding of 20th-century literature, modern British literature, and modern Canadian fiction
	Encourages critical engagement with European literature and its historical and cultural contexts.
	Introduces key debates in cultural studies, cinema, and interdisciplinary textual interpretations.
General, technical and professional skills required to perform and accomplish tasks	Provides an in-depth exploration of literary theory, including structuralism, poststructuralism, postcolonialism, feminism, and more
	Enhances skills in stylistics and discourse analysis, fostering a deeper appreciation of language in literary and non-literary contexts
Application of knowledge and skills	Offers electives in Dalit literature, Indian literature in English and in English translation, and African American literature, fostering awareness of diverse literary traditions. Bridges literature with science and climate change, highlighting literature's role in discussing environmental and scientific concern
Generic learning outcomes	Bridges literature with science and climate change, highlighting literature's role in discussing environmental and scientific concerns
Constitutional, humanistic, ethical, and moral values	Explores war literature, examining the impact of war on literature and society.
Employability and job-ready skills, and entrepreneurship skills and capabilities/qualities and mindset	Strengthens academic writing skills for research, publication, and professional communication. Develops interdisciplinary skills by studying literature alongside cinema, science, and cultural studies.

	Prepares students for careers in education, publishing, content creation, journalism, and research.
Credit requirements	<p>A student with eligible for admission in a PG Programme either in the major or minor discipline taken by the student in his/her UG Programmes.</p> <p><b>OR</b></p> <p>Irrespective of the major or minor disciplines taken by the students is eligible for admission in any discipline of PG Programmes if the student qualifies for National Level (CUCET) or university level entrance examination in the discipline of PG Programme requires 88 credits from the first and second years of the programme, with 44 credits in the first year of 44 credits in the second year of the programme at level 6.5</p>
Entry requirements	4-year degree Course (Hons or Hon's with for the 1-year/2-semester P.G Diploma in English.



Semester III									
Course Code	Course Title	Course Type	L	T	P	Credits	Int.	Ext.	Total Marks
MEG3500	Literary Theory	Core	4	0	0	4	30	70	100
MEG3501	American Literature	Core	4	0	0	4	30	70	100
MEG3502	Basics of Academic Writing	Employability & Entrepreneurship Skill (EEC)	0	0	4	2	30	70	100
Discipline Elective III (Choose Any one)									
MEG3503	Modern British Literature	Discipline Elective	4	0	0	4	30	70	100
MEG3504	World Literature								
Discipline Elective IV (Choose Any one)									
MEG3505	Cultural Studies: Texts and Interpretations	Discipline Elective	4	0	0	4	30	70	100
MEG3506	European Literature								
Discipline Elective V (Choose Any one)									
MEG3507	Literature and Allied Arts: Cinema	Discipline Elective	4	0	0	4	30	70	100
MEG3508	Translation Theory and Practice								
Total			20	0	4	22	180	420	600

Semester IV									
Course Code	Course Title	Course Type	L	T	P	Credits	Int.	Ext.	Total Marks
MEG4550	Post-Modern Literature	Core	4	0	0	4	30	70	100
MEG4551	Dissertation	Research Project	0	0	0	12	30	70	100
MEG4552	Research Skills	Skill	0	0	4	2	30	70	100
Discipline Elective VI (Choose Any one)									
MEG4553	Dalit Literature	Discipline Elective	4	0	0	4	30	70	100
MEG4554	Indian Literature in English and in English Translation								
Total			8	0	4	22	120	280	400
Grand Total			72	0	12	80			

**Semester – I**

<b>Course Title: From Chaucer to Renaissance: Prose and Poetry</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MEG1400</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Course Learning Outcomes:** On completion of this course, the learner will be able to:

- 1 Explain the major literary works like Canterbury Tales of the period.
- 2 Analyze the style of metaphysical poetry of particularly John Donne, Andrew Marvell, Herbert and Thomas Wyatt.
3. Find the Prose writings of major essayists of the Age in the line of Francis Bacon.
4. Grasp the grand style of selected spiritual and political poems of John Milton.

**Course Content****UNIT 1** **14 hours**

History of English Literature: The Age of Chaucer 1340 to 1400.

Geoffrey Chaucer – *Prologue to the Canterbury Tales*

**UNIT 2** **16 hours**

Andrew Marvell: *To His Coy Mistress*

George Herbert: *The Flowers*

Thomas Wyatt: *I find no Peace, and all my War is done*

**UNIT 3** **13 hours**

Francis Bacon: Essay

Of Studies

Of Friendship

Of Marriage and Single Life

**UNIT 4** **17 hours**

John Milton: *Paradise Lost Book-I*

John Donne: *A Valediction: Forbidding Mourning*

**TRANSACTION MODE:** Brain Storming, Quiz, Group Discussion, Open Talk, Self-Learning, Collaborative Learning.

**SUGGESTED READINGS:**

- *Evans, I for. A Short History of English Literature. Penguin Books, 2010.*

- Coghill, N. *The Poet Chaucer*. Oxford University Press, 2007.
- Martz, Louis L., ed., *Milton: A Collection of Critical Essays*, Prentice Hall, N.J., 1995
- Smeaton, Oliphant, *Francis Bacon's Essays*. Lossq1ndon. Dant, 2003.
- *Prologue to the Canterbury Tales: A Critical Introduction, Complete Text with Paraphrase, Notes, Explanatory Comments and Questions with Answers Latest Edition (English, Paperback, Thoroughly Edited, Revised, Updated by Shakti Batra, Geoffrey Chaucer, Dr. Raghukul Tilak)*, Surjeet Publications, Latest edition.
- Bacon, Francis and Pitcher, John. *The Essays (Penguin Classics) [Paperback]* Bacon, Francis and Pitcher, John Paperback, 1998.
- *Paradise Lost*, Penguin Classics, Paperback, 2003.
- Bennett, John. *Five metaphysical poets*, Paperback, 2017.

<b>Course Title: The Restoration Period</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MEG1401</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours 60**

**Course Learning Out comes:** On the completion of this course, the learner will be able to

1. Demonstrate the knowledge of social, cultural and intellectual backgrounds of the Restoration Age.
2. the elements of new literary forms, e.g., Satire, Poetry, Drama and Heroic Couplet in *Absalom and Acidophil*.
3. Illustrate the reflections of recklessness in society and need for human values in the Restoration comedies like *The Way of the World*.
4. Evaluate critically the major texts like *The Rape of the Lock* of the Restoration Age.

### **Course Content**

#### **UNIT 1 17 hours**

William Congreve – *The Way of the World*

#### **UNIT 2 14 hours**

John Dryden -*Absalom and Acidophil*

#### **UNIT 3 16 hours**

Jonathan Swift- *A Modest Proposal*

#### **UNIT 4 13 hours**

Aphra Behn: *Oroonoko*

### **TRANSACTION MODE:**

Brain Storming, Quiz, Group Discussion, Open Talk, Self-Learning, Collaborative Learning.

### **SUGGESTED READINGS:**

- Congreve, William. *The Way of the World*. 1700.
- Dryden, John. *Absalom and Achitophel*. 1681.
- Swift, Jonathan. *A Modest Proposal*. 1729.
- Behn, Aphra. *Oroonoko*. 1688.
- Hammond, Paul. *The Restoration and the Eighteenth Century*. Oxford University Press, 2006.
- McMillin, Scott. *Restoration and Eighteenth-Century Comedy*. Norton Critical Editions, 2001.

- *Griffin, Dustin.* Dryden and the Art of Satire. *Princeton University Press*, 1974.
- *Rawson, Claude.* Jonathan Swift: A Collection of Critical Essays. *Prentice Hall*, 1995.
- *Gallagher, Catherine.* Nobody's Story: The Vanishing Acts of Women Writers in the Marketplace, 1670-1820. *University of California Press*, 1995.
- *Spencer, Jane.* The Rise of the Woman Novelist: From Aphra Behn to Jane Austen. *Blackwell*, 1986.
- *Abrams, M.H.* A Glossary of Literary Terms. *11th ed.*, *Cengage Learning*, 2015.
- *Daiches, David.* A Critical History of English Literature: Volume III - The Restoration to the Present Day. *Secker & Warburg*, 1960.
- *Sanders, Andrew.* The Short Oxford History of English Literature. *3rd ed.*, *Oxford University Press*, 2004.
- *Hudson.* *An Online History of English Literature.* *Maple Press Private Limited*, 2004.

<b>Course Title: Indian Writing in English</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MEG1402</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Course Learning Outcomes:** On completion of this course, the learner will be able to:

1. Explore themes of identity, loyalty, and social justice against the backdrop of political turmoil in India through the work like *Such a Long Journey*.
2. Explore the themes like Indian Culture, Nationalism and Gandhian Philosophy in the Raja Rao's *Kanthapura*
3. Recognize the elements of Personal Integration, Scepticism, Modern Urban Life and Spiritual issues in the writings of Nissim Ezekiel.
4. Analyse the theme of Ambition and Failure, Family, Gender and Indian Tradition etc. in the work *In Custody*- Anita Desai

### **Course Content**

#### **UNIT-1** **16 hours**

History of Indian Writing in English  
Rohinton Mistry - *Such a Long Journey*

#### **UNIT-2** **14 hours**

Raja Rao: *Kanthapura*

#### **UNIT-3** **17 hours**

Nissim Ezekiel: *Night of the Scorpion, Poet, Lover and Birdwatcher*.  
Kamala Das: *An Introduction, Relationship*

#### **UNIT-4** **13 hours**

Anita Desai- *In Custody*

### **TRANSACTION MODE:-**

Brain Storming, Quiz, Group Discussion, Open Talk, Self-Learning, Collaborative Learning.

### **SUGGESTED READINGS:**

- Iyengar, K. R. Srinivasa. *Indian Writing in English*. Sterling Publishing House, 2019.
- Naik, M.K. *A History of Indian Writing in English*. Sahitya Akademi, 2009.
- Desai, Anita. *In Custody*. RHI publishers, 2012.
- Mistry, Rohinton. *Such a Long Journey*. Faber & Faber, 2008.
- Rao, Raja. *Kanthapura*. Penguin Modern Classics, 2014.

- Thieme, John. *Nissim Ezekiel: Collected Poems*. Oxford University Press, 2005.
- Das, Kamala. *Selected Poems*. Penguin Modern Classics, 2014.
- Mcrae, John. *The Routledge History of Literature in English: Britain and Ireland*. Routledge; 3rd edition. 2021.



<b>Course Title: Colonial Discourse and Postcolonial Studies</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MEG1403</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Course Learning Outcomes:** On completion of this course, the learner will be able to:

1. Read closely and analyse postcolonial literature.
2. Analyse how literature can be variously interpreted by using post-colonial theories and study key essays pertaining to colonial discourse and postcolonial studies
3. Exploring the concepts and issues such as the nature of the colonized cultures and anti-colonial resistance, constructions of Western subjectivity.
4. In-depth introduction to the debates within postcolonial theory and criticism.

### **Course Content**

#### **UNIT-1** **14 hours**

Introduction to postcolonial studies: Concepts of in betweenness, Mimicry, Identity, Subaltern.

#### **UNIT-2** **16 hours**

Gayatri Chakravorty Spivak 'Can the Subaltern Speak' Frantz Fanon 'On National Culture' from *The Wretched of the Earth* (Harmondsworth: Penguin, 1967): 166-99.

#### **UNIT-3** **13 hours**

Chinua Achebe: "Colonialist Criticism" Homi Bhabha 'Of Mimicry and Man'

#### **UNIT-4** **17 hours**

George Lamming: *In the Castle of My Skin*

#### **Transactional Modes:**

Lecture, class discussion, presentations by students, assignments, library research on topics or problems, open text-book study, use of audio-visual aids.

#### **Suggested Readings:**

- Anderson, Benedict. *Imagined Communities*. London: Verso, 1983.
- Bhabha, Homi K. *The Location of Culture*. London and New York: Routledge, 1994.
- Leela Gandhi, *Postcolonial Theory*. Oxford: Oxford UP, 1988).

- Loomba, Ania. *Colonialism/Postcolonialism*. London and New York: Routledge, 1998.
- McLeod, John. *Beginning Postcolonialism*. Manchester and New York: Manchester UP, 2000.
- Rajan, Rajeswari Sunde (ed.). *The Lie of the Land: English Literary Studies in India*. Delhi: Oxford UP, 1992.
- Sangari, Kumkum and Sudesh Vaid (eds.). *Recasting Women*. New Delhi: Kali, 1989.
- Sethi, Rumina. *Myths of the Nation: National Identity and Literary Representation*. Oxford: Clarendon, 1999.
- Sethi, Rumina. *The Politics of Postcolonialism*. London: Pluto, 2011.
- 10. Young, Robert J. C. *Postcolonialism: A Very Short Introduction*. Oxford: Oxford UP, 2003.

<b>Course Title: INDIAN CULTURAL STUDIES (Indian Knowledge System)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: IKS0022</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60****Course Objective:**

Academic study of cultures in India has remained derivative of Western categories, assumptions and ideologies. The proposed course aims at introducing students to distinct Indian ways of cultural expressions and offers pathways to understand self and subjectivity in the context of localism, nationalism and globalism. Conventional cultural studies, predicated on Western intellectual frameworks, cannot adequately capture the complexity and layered nature of Indian history. The course will cover key texts from the late 19th century to understand what constitutes Indian subjectivity, its difference, authenticity and life world, its implications for nationhood and claims of particularism vis-à-vis universalism.

**Learning Outcome:**

1. **Understanding Modern Indian Thought:** Students will gain a theoretical foundation to explore how Indian philosophical and cultural ideas since the early 20th century have shaped individual and collective experiences.
2. **Analyzing Cultural Transformations:** Learners will investigate the impact of modern Indian thought on personal identity and cultural context, understanding its role in shaping societal values and worldviews.
3. **Developing Conceptual Vocabulary:** Students will become familiar with key ideas and terminologies introduced in the course, enabling them to critically engage with and interpret modern Indian intellectual traditions.
4. **Articulating Personal and Shared Experiences:** Learners will cultivate the ability to express their own and others' experiences using the conceptual and philosophical frameworks discussed in the course.

**Course Content****Unit 1** **15 Hours**

Introduction: (Orientalist, colonial and contemporary representation of India)

**Unit 2** **17 Hours**

Indian difference: (Aurobindo, Ramanujan, Bankimchandra, Malhotra and others), Self and subjectivity: (Gandhi, Upadhyay, M.N. Roy, Ashis Nandy, Dharmapal and others)

**Unit 3** **13 Hours**

Home, Nation and the World: (Nehru, Tagore, Ambedkar, Savarkar, Mazumdar, Malaviya and others)

**Unit 4****15 Hours**

Swaraj: (Lajpat Rai, Gandhi, Tilak, Rajaji, Alvares, Balagangadhar and others), Art and aesthetics: (Coomaraswamy, Hiriya, Radhakrishnan, Aurobindo, Naipaul, Devy and others)

**Transactional Mode:**

Seminars, Group discussion, Team teaching, Focused group discussion, Assignments, Project-based learning, Simulations, reflection and Self-assessment

**Suggested Readings:**

- Knut A. Jacobsen. Ed. *Modern Indian Culture and Society*. Routledge: London, 2009.
- Upadhyay, Deendayal. *Integral Humanism*. 1965. <http://www.chitrakoot.org/download/IntegralHumanism.pdf>
- Savarkar, V.D. *The Essentials of Hindutva*. [http://savarkar.org/en/encyc/2017/5/23/2\\_12\\_12\\_04\\_essentials\\_of\\_hindutva.v001.pdf\\_1.pdf](http://savarkar.org/en/encyc/2017/5/23/2_12_12_04_essentials_of_hindutva.v001.pdf_1.pdf)
- Vasudha Dalmia & Rashmi Sadana. Eds. *The Cambridge Companion to Modern Indian Culture*. Cambridge University Press: Cambridge, 2012.
- Alvares, Claude. "A Critique of the Eurocentric Social Science and the Question of Alternatives". *Economic and Political Weekly*. 46. 22, 2011.
- Ambedkar, B.R. *Pakistan or the Partition of India*. Columbia University: [http://www.columbia.edu/itc/mealac/pritchett/00ambedkar/ambedkar\\_partition](http://www.columbia.edu/itc/mealac/pritchett/00ambedkar/ambedkar_partition)
- Balagangadhar, S.N. *Reconceptualizing India Studies*. Oxford University Press: New Delhi, 2012.
- Chatterjee, Partha. *Nationalist Thought and the Colonial World: A Derivative Discourse*. Zed Books: London, 1993.
- Chattopadhyay, Bankimchandra. "Is Nationalism a Good Thing?" and "Critics of Hinduism". In *Awakening Bharat Mata*, ed. Swapan Dasgupta. Penguin: New Delhi, 2019.
- Coomaraswamy, A.K. "Indian Nationality". *Indian Philosophy in English: From Renaissance to Independence*. Oxford University Press: New York, 2011.
- Gandhi, M.K. *Hind Swaraj*. Navjeevan Publishing: Ahmedabad, 1938.
- Ghosh, Aurobindo. "A Defence of Indian Culture". *The Renaissance in India and other Essays on Indian Culture*. Sri Aurobindo Ashram: Pondicherry, 2002.

<b>Course Title: Introduction to Language and Linguistics (Discipline Elective)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MEG1405</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Course Learning Outcomes: On completion of this course, the learner will be able to:**

1. acquaint the students with the basic tools essential for a systematic study of language.
2. know about the Basic Structural Units of Language, morphology with different theories.
3. study the principles and practices of effective Intelligible Communication, Drafting skills, Rectification of Grammatical Errors and Formal Academic Skills in Written Format
4. Trace the basics of phonetics for academic, Pronunciation and professional purposes.

### **Course Content**

#### **UNIT I**

**15 hours**

##### **Language and its origin:**

Definition, origin of language. Different theories of Language. Properties of Language.

#### **UNIT II**

**16 hours**

##### **Oral Communication:**

Concept of Transcription: Phonetic and Phonetic Symbols, Speech mechanism, Vowels and Consonants, Diphthongs Syllable Division. Word Stress, Accent and Intonation.

#### **Unit III**

**14 hours**

##### **Introduction to Morphology:**

Concept of Morphology: Morphs, Allomorphs, Morpheme, Allophones, Classification of Morphemes, Semantics, Syntax.

#### **Unit IV**

**15 hours**

##### **Linguistics:**

*Concept of Linguistics, scope, Branches, Definition of Langue, Parole, Synchronic and Diachronic, Syntagmatic and Paradigmatic*

### **TRANSACTION MODE:**

Brain Storming, Quiz, Group Discussion, Open Talk, Self-Learning, Collaborative Learning.

**SUGGESTED READINGS:**

- *Dhamija, P.V and J. Sethi. A Course in Phonetics And Spoken English, second edition. PHI Publisher, 2013.*
- *Sasikumar and P. V Dhamija. Spoken English: A Self Learning Guide to Conversation Practice, McGraw, Hill Education. 2015*
- *Sofi, Naseer and Prof. Sunita Kumari. Introduction to Phonetics and Grammar, Narendara Publishing House. 2023*
- *Sofi, Naseer, Raheela Mohamad. Introduction to linguistics and Phonetics. Comorin Publisher Kanyakumari, Tamil Nadu, India 2023.*
- *Swan Micheal. Practical English Usage. Oxford: Oxford University press, 2005.*
- *Roach, Peter. English Phonetics and Phonology: A practical Course, 4<sup>th</sup> Edition. Cambridge University Press. 2009*

<b>Course Title: Indian Literary Theories (Discipline Elective)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MEG1406</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Course Learning Outcomes:** On completion of this course, the learner will be able to:

1. Develop a historical understating of how literary criticism and theory has evolved in India.
2. Detail study of some of the canonical texts written by established theorists in the field of literary theory and criticism.
3. Explain the meaning, nature, and definition of important critical traditions of the period.
4. Trace the evolution of Literary Criticism and Theory in India with its sociohistorical and political background.
5. Provide a conceptual framework for developing an incisive understanding of the function and practice of different literary methodologies available to a student in Indian classroom.

### **Course Content**

#### **Unit - I 15 Hours**

Sanskrit Aesthetics Introduction to various schools of Sanskrit Criticism: Rasa, Dhvani, Alamkara, Riti, Vakrokti and Auchitya.

#### **Unit - II 14 Hours**

Nativism G.N. Devy: "Tradition and Amnesia" in After Amnesia.

#### **Unit - III 15 Hours**

Postcolonial Theory in India Namwar Singh: "Decolonising the Indian Mind" translated by Harish Trivedi and published in Indian Literature. Vol. 35, No. 5, 1992. 145-157.

#### **Unit - IV 16 Hours**

Aijaz Ahmad: "Literary Theory and 'Third World Literature': Some Contexts" in In Theory: Classes, Nations, Literatures. OUP, 1992. Print. (Selected excerpts)

#### **TRANSACTION MODE:**

Brain Storming, Quiz, Group Discussion, Open Talk, Self-Learning, Collaborative Learning.

**Suggested Reading:**

- *Bharata. Natyashastra*, tr. Manomohan Ghosh. Calcutta: Granthalaya, 1967, vol. I, pp 100-18.
- *hari, V.K. Sanskrit Criticism*. Motilal Banarsidass Pvt. Ltd., 1993.
- *Chaitananya, Krishna. New History of Sanskrit Literature*. 2nd. ed. Manohar, 1977.
- *Devy, Ganesh N. After Amnesia*. Orient Longman, 1992.
- ---. "Swa and Para". *Of Many Heroes*. Orient Longman, 1998.
- *Kane, P. V. History of Sanskrit Poetics*. 3rd. ed. Motilal Banararsidas, 2002.
- *Kapoor, Kapil and Nalini M. Ratnam. Literary Theory: Indian Conceptual Framework*. Affiliated East-West Press, 1998.
- *Ahmad, Aijaz. In Theory: Classes, Nations, Literatures*. OUP, 1992.
- *Rayan, Krishna. Sahitya, A Theory: For Indian Critical Practice*. Sterling Publishers, 1987.
- *Sharma, Shrawan K. Indian Poetics: Theory and Practice*. Creative Books, 2019.
- *Shastri, Gaurinath. A Concise History of Classical Sanskrit Literature*. Motilal Banarsidass, 1998.



**Semester-II**

<b>Course Title: The Romantic to Victorian Age</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MEG MEG2450</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60****Course Learning Outcomes:** On successful completion of this course,

1. the students will be able to Understand the historical, cultural, and literary background of the Romantic and Victorian periods.
2. Analyze major themes, stylistic devices, and philosophical underpinnings in the selected Romantic poetry.
3. Critically evaluate Coleridge's contribution to Romanticism and his exploration of imagination and supernatural elements.
4. Examine the social, historical, and political context in *A Tale of Two Cities* and its reflection of the Victorian age.
5. Develop an appreciation for the aesthetic and philosophical dimensions of Romantic and Victorian literature.

**Course Content****UNIT 1** **15 hours**

History of English Literature: The Romantic and Victorian Period.  
 “The Solitary Reaper”, “Ode on Intimations of Immortality”

**UNIT 2** **13 hours**

P.B. Shelley: Ode to the West Wind”, “Ode to a Skylark”,  
 John Keats- Odes: “Ode to a Nightingale”, “Ode to autumn,” “Ode on a Grecian Urn”,

**UNIT 3** **16 hours**

S.T. Coleridge: Kubla Khan, Rime of the Ancient Mariner

**UNIT 4** **16 hours**

Charles Dickens: A Tale of Two Cities

**TRANSACTION MODE:**

Brain Storming, Quiz, Group Discussion, Open Talk, Self-Learning, Collaborative Learning.

**SUGGESTED READINGS:**

- Wordsworth, William. *The Solitary Reaper; Ode on Intimations of Immortality.*
- Shelley, P.B. *Ode to the West Wind; Ode to a Skylark.*
- Keats, John. *Ode to a Nightingale; Ode to Autumn; Ode on a Grecian Urn.*
- Coleridge, S.T. *Kubla Khan; The Rime of the Ancient Mariner.*
- Dickens, Charles. *A Tale of Two Cities.*

- *Hudson, William Henry. An Outline History of English Literature. Atlantic Publishers, 2011.*
- *Ford, Boris. The Pelican Guide to English Literature: From Blake to Byron. Penguin Books, 1982.*
- *Bloom, Harold, ed. The Romantic Poets. Chelsea House, 2005.*
- *Abrams, M.H. The Mirror and the Lamp: Romantic Theory and the Critical Tradition. Oxford University Press, 1953.*
- *Miller, J. Hillis. Charles Dickens: The World of His Novels. Harvard University Press, 1958.*

<b>Course Title: Diaspora Literature</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MEG MEG2451</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Course Learning Outcomes: By the end of this course, students will be able to:**

- Understand key concepts such as exile, hybridity, nostalgia, and transnational identity in diaspora literature.
- Analyse major diasporic literary works in relation to themes of migration, displacement, and cultural negotiation.
- Examine the role of gender, race, and colonial histories in shaping diasporic experiences.
- Apply theoretical perspectives from thinkers like Stuart Hall, Homi Bhabha, and Edward Said to literary texts.
- Evaluate contemporary global migration narratives, including refugee literature and digital storytelling.
- Develop critical writing and research skills through textual analysis and comparative studies of diasporic works.

### **Course Content**

**Unit 1:** **17 Hours**

Introduction to Diaspora Literature

**Unit 2:** **16 Hours**

V.S. Naipaul: A House for Mr Biswas

**Unit 3:** **13 Hours**

Meena Alexander: Fault Lines

**Unit 4:** **14 Hours**

Mohsin Hamid: Exit West

### **Transactional Modes:**

Lecture, class discussion, presentations by students, assignments, library research on topics or problems, open text-book study, use of audio-visual aids.

### **Suggested Readings**

- Bhabha, Homi K. *The Location of Culture*. Routledge, 1994.
- Brah, Avtar. *Cartographies of Diaspora: Contesting Identities*. Routledge, 1996.
- Divakaruni, Chitra Banerjee. *Arranged Marriage: Stories*. Anchor, 1995.

- Hall, Stuart. "Cultural Identity and Diaspora." In *Identity: Community, Culture, Difference*, edited by Jonathan Rutherford, Lawrence & Wishart, 1990, pp. 222–237.
- Hamid, Mohsin. *Exit West*. Riverhead Books, 2017.
- Naipaul, V.S. *A House for Mr Biswas*. Vintage, 1961.
- Said, Edward W. *Reflections on Exile and Other Essays*. Harvard University Press, 2000.
- Shire, Warsan. *Teaching My Mother How to Give Birth*. Flipped Eye Publishing, 2011.
- Spivak, Gayatri Chakravorty. "Can the Subaltern Speak?" In *Colonial Discourse and Post-Colonial Theory: A Reader*, edited by Patrick Williams and Laura Chrisman, Routledge, 1994, pp. 66–111.
- Alexander, Meena. *Fault Lines: A Memoir*. Feminist Press, 1993.
- Birbalsingh, Frank. *Indo-Caribbean Literature*. Heinemann, 1996.

<b>Course Title: Literary Criticism</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MEG2452</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total hours: 60**

**Course Learning Outcomes:** On successful completion of this course, the students will be able to:

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

- 1: Approach the field of literary criticism with clarity
- 2: Analyse the historical evolution of literary criticism and theory.
- 3: Identify the unique qualities of the key figures and their contributions and some of their seminal texts.
- 4: Appreciate the culture of literary appreciation and criticism over the years

### **Course Content**

#### **UNIT 1 17 hours**

Aristotle Poetics.

Philip Sidney 'An Apology for Poetry'

Discussion on Horace "Ars Poetica", and Longinus "On the Sublime"

#### **UNIT 2 16 hours**

Matthew Arnold: Culture and Anarchy.

John Dryden: An Essay of Dramatic Poesie

#### **Unit 3 13 hours**

William Wordsworth 'Preface' to The Lyrical Ballads (1800)

Samuel Taylor Coleridge Biographia Literaria, Chapters XIII, and XIV

#### **Unit 4 14 hours**

Thomas Stearns Eliot: 'Tradition and the Individual Talent'

Cleanth Brooks 'Irony as a Principle of Structure'

#### **Transactional Modes:**

Lecture, class discussion, presentations by students, assignments, library research on topics or problems, open text-book study, use of audio-visual aids.

#### **SUGGESTED READINGS**

- Abrams, M.H. *A Glossary of Literary Terms*. Singapore: Harcourt Asia Pvt. Ltd., 2000.
- Blamires, Harry. *A History of Literary Criticism*. Delhi: Macmillan, 2001.
- Daiches, David. *Critical Approaches to Literature*. 2nd ed. Hyderabad: Orient

Longman, 2001.

- David Lodge (ed.). *Modern Criticism and Theory*. London, Longman, 1988.
- David Lodge (ed.). *Twentieth-Century Literary Criticism Reader*. London, Longman, 1972. 14
- Ford, Boris (ed.). *The Pelican Guide to English Literature, Vols.4 & 5*. London: Pelican, 1980.
- Habib, M.A.R. *A History of Literary Criticism: From Plato to the Present*. Oxford: Blackwell, 2005.
- House, Humphrey. *Aristotle's Poetics*. Ludhiana: Kalyani Publishers, 1970.
- Lucas, F. L. *Tragedy in Relation to Aristotle's Poetics*. New Delhi: Allied Publishers, 1970.
- Nagarajan, M.S. *English Literary Criticism & Theory: An Introductory History*. Hyderabad: Orient Longman, 2006.
- Robert Con Davis (ed). *Contemporary Literary Criticism: Modernism Through Post Structuralism*. London: Longman, 1986.
- Sethuraman, V S. (ed) *Contemporary Criticism; An Anthology*. Madras: Macmillan, 1989.
- Waugh, Patricia. *Literary Theory & Criticism: An Oxford Guide*. Delhi: OUP, 2006.
- Wellek, Rene. *A History of Modern Criticism: 1750-1950, Vols. I-IV*. London: Jonathan Cape, 1958.
- Wilbur Scott (ed). *Five Approaches of Literary Criticism*. New York: Macmillan, 1978

<b>Course Title: Literature Gender &amp; Feminism</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MEG2453</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Course Learning Outcomes:** On successful completion of this course, the students will be able to

1. Discuss the history and forms of feminism in *A Vindication of the Rights of Woman*.
2. Examine the themes such as Literature, Gender & Feminism by exploring the work like *A Room of One's Own*
3. Analyse literary texts using feminism, masculinity and queer theory in *Gender Trouble: 'Subjects of Sex/Gender/Desire'*.
2. 4. Explain the evolution and distinguishing features of Feminism in *The Second Sex*.

### Course Content

#### UNIT-1 16 hours

Mary Wollstonecraft: *A Vindication of the Rights of Woman*

#### UNIT-2 14 hours

Virginia Woolf: *A Room of One's Own*

#### UNIT-3 15 hours

Simon De Beauvoir: *The Second Sex*

#### UNIT-4 15 hours

Judith Butler: *Gender Trouble: Feminism and the Subversion of Identity*

#### TRANSACTION MODE:

Brainstorming, Quiz, Group Discussion, Open Talk. Self- Learning.

#### SUGGESTED READINGS:

- Beauvoir De, Simon. *The Second Sex*. RHUK, 2010.
- Woolf, Virginia. *A Room of One's Own*. Maple Press. 2018
- Wollstonecraft, Mary. *A Vindication of the Rights of Women: A Comprehensive Study*. GenNext Publication, 2023.
- Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. Routledge. 2006
- Mcrae, John. *The Routledge History of Literature in English: Britain and Ireland*. Routledge; 3rd edition. 2021.

<b>Course Title: Content Writing and Editing (EEC)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MEG2454</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>2</b>

**Total Hours: 30**

**Course Learning Outcomes:** On successful completion of this course, the students will be able to:

1. To critically analyse the Major skills for Writing Quality Content and Strategies in producing High-quality Content.
2. To explore the writings of E-book and its Different Formats.
3. Illustrate the Content Writing for E-commerce Sites and Steps involved in Writing E-commerce Product Description.

### **Course Content**

#### **UNIT-1**

**10 hours**

Meaning, definition and Scope of Content Writing  
Types of Content Writing  
Content Writing Topics  
Problems Faced in Content Writing

#### **UNIT-2**

**8 hours**

Different Content Writing Formats  
Major skills for Writing Quality Content  
Strategies in producing High-quality Content  
Different  
Stages of Writing a Good Content

#### **UNIT-3**

**6 hours**

Blogging and Types  
Blogging and Advertising  
E-book and its Different Formats  
Plagiarism Detection

#### **UNIT-4**

**6 hours**

Content Writing for E-commerce Sites  
Steps involved in Writing E-commerce Product Description  
Types of Content Marketing for E-commerce  
Effective ways to Share Content in social media  
Employment Opportunities

#### **TRANSACTION MODE:**

Brain Storming, Quiz, Group Discussion, Open Talk, Self-Learning.



**SUGGESTED READINGS:**

- Content Writing for the Web -Kristine Halverson
- The Content Strategy Toolkit -Kristine Halverson, Melissa Rach, Megan Casey.

<b>Course Title: Eco-Literature (Discipline Elective)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MEG2455</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Course Learning Outcomes:** On successful completion of this course, the students will be able to

1. Initiate the students into the nature and ecology aspects of literature and the critical practice of reading literature on that basis.
2. Introduce students to the latest schools of criticism thereby providing them with a new approach to be used practically in research work by using *A Theological Response to the Ecological Crisis*.
3. Ability to identify and analyse the ecological themes and environmental concerns presented in various literary works like *Literature and Ecology: An Experiment in Ecocriticism*.
4. Skills to interpret how different authors use literature to address environmental issues, advocate for conservation, and challenge anthropocentric views.

### Course Content

#### UNIT-1

**15 hours**

Introduction: “*Ecocriticism*” (from Peter Barry’s *Eco-Literature Beginning Theory*)

“The World is Too Much with Us” by William Wordsworth

#### UNIT-2

**18 hours**

K.C. Abraham: *A Theological Response to the Ecological Crisis* (From *Ecology*:

Voices from South and North by David G. Hallman)

“The sap that through the green fuse drives the flower” by Dylan Thomas

#### UNIT-3

**15 hours**

The Hungry Tide by Amitav Ghosh

#### UNIT-4

**12 hours**

H. D. Thoreau: *Walden*

### TRANSACTION MODE:

Brain Storming, Quiz, Group Discussion, Open Talk, Self-Learning.

### Suggested Readings:

- Peter Barry: *Beginning Theory* (Chapter: *Ecocriticism*)
- Greg Garrard: *Ecocriticism*
- William Wordsworth: *The World is Too Much with Us*

- *K.C. Abraham: A Theological Response to the Ecological Crisis*
- *Pope Francis: Laudato Si: On Care for Our Common Home*
- *Dylan Thomas: The Force that through the Green Fuse Drives the Flower*
- *Amitav Ghosh: The Hungry Tide*
- *Amitav Ghosh: The Great Derangement: Climate Change and the Unthinkable*
- *Arundhati Roy: The Cost of Living*
- *H.D. Thoreau: Walden*
- *Ralph Waldo Emerson: Nature*
- *Aldo Leopold: A Sand County Almanac*
- *Abel, Daniel C., and Robert L. McConnell. Environmental Oceanography: Topics and Analysis. 2009.*
- *Adamson, Joni, Mei Mei Evans, and Rachel Stein, eds. The Environmental Justice Reader: Politics, Poetics, & Pedagogy. Tucson: The U of Arizona P, 2002.*

<b>Course Title Non- Fiction Literature (Discipline Elective)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MEG2456</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Course Learning Outcomes:** On successful completion of this course, the students will be able to:

1. Explore the diverse forms of non-fiction prose, including essays, biographies, autobiographies, and social commentaries across different historical periods.
2. Critically engage with texts that reflect social, cultural, and political conditions, understanding how writers respond to their contexts.
3. Examine the rhetorical strategies, satire, personal reflection, and social critique used in non-fiction writing.
4. Trace the evolution of ideas, cultural identities, and literary approaches from the Renaissance to the Postmodern period.
5. Develop clear and persuasive critical arguments through textual analysis, connecting personal, social, and cultural perspectives.

### **Course Content**

#### **UNIT-1**

**15 hours**

Desiderius Erasmus – The Praise of Folly (Excerpt: On Self-Deception and Foolishness)

Michel de Montaigne – Of Cannibals (Essay)

#### **UNIT-2**

**15 hours**

Joseph Addison & Richard Steele – The Spectator (Essays: The Aim of the Spectator, Sir Roger at Church)

William Hazlitt – On the Pleasure of Hating (Essay)

#### **UNIT-3**

**15 hours**

Lytton Strachey – Eminent Victorians (Chapters: Florence Nightingale and General Gordon)

Florence Nightingale – Notes on Nursing (Excerpt: What It Is and What It Is Not)

#### **Unit-4**

**15 hours**

George Orwell – Why I Write (Essay)

Zadie Smith – Fail Better (Essay) from Changing My Mind: Occasional Essays)

### **TRANSACTION MODE:**

Brain Storming, Quiz, Group Discussion, Open Talk, Self-Learning.

**SUGGESTED READINGS:**

- *Desiderius Erasmus – The Praise of Folly (Excerpt: On Self-Deception and Foolishness)*
- *Michel de Montaigne – Of Cannibals (Essay)*
- *Joseph Addison & Richard Steele – The Spectator (Essays: The Aim of the Spectator, Sir Roger at Church)*
- *William Hazlitt – On the Pleasure of Hating (Essay)*
- *Lytton Strachey – Eminent Victorians (Chapters: Florence Nightingale and General Gordon)*
- *Florence Nightingale – Notes on Nursing (Excerpt: What It Is and What It Is Not)*
- *George Orwell – Why I Write (Essay)*
- *Zadie Smith – Fail Better (Essay from Changing My Mind: Occasional Essays)*
- *Phillip Lopate – The Art of the Personal Essay: An Anthology from the Classical Era to the Present*
- *Richard Altick – The Art of Literary Research (For understanding critical approaches to non-fiction)*
- *John Gross – The Rise and Fall of the Man of Letters (Insight into Victorian biographical prose)*
- *James Wood – How Fiction Works (Although focused on fiction, it introduces essay techniques relevant to non-fiction)*
- *George Packer (Ed.) – The Orwell Reader: Fiction, Essays, and Reportage*
- *Helena Kelly – The Art of Biography: Lytton Strachey and the Bloomsbury Group (For understanding Strachey's biographical satire)*

**Semester III**

<b>Course Title: Literary Theory</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MEG3500</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60****By the end of this course, students will be able to:**

1. Read closely and analyse the seminal writings of select influential figures in literary theory pertaining to different perspectives on literature.
2. Demonstrate knowledge of how literature can be variously interpreted and identify the unique qualities of the authors studied, and compare and contrast them.
3. Analyse important trends in literary theory and key essays pertaining to these trends.
4. Identify different theoretical postulates from Formalism to cultural studies

**Course Content****Unit -1****16 Hours**

Marxism, Feminisms and Gender Studies

Elaine Showalter 'Feminist Criticism in the Wilderness' Terry Eagleton "Literature and History"

(1st chapter from Marxism and Literary Criticism)

**UNIT- 2****14 Hours**

Formalism, Structuralism and Post-Structuralism

W.K. Wimsatt and Munroe &amp; C. Beardsley: 'The Intentional Fallacy'

Jacques Derrida: 'Structure, Sign and Play in the 'Discourse of the Human Sciences'

**Unit - 3****17 Hours**

Post-Colonialism, New Historicism and Cultural Studies

Edward Said: "Overlapping Territories, Intertwined Histories" (in Culture and Imperialism)

Stuart Hall 'Cultural Studies and its Theoretical Legacies'

**Unit – 4****13 Hours**

Psychoanalysis, Modernism and Post-Modernism

Lionel Trilling 'Freud and Literature'

Michel Foucault 'What is an Author'

**Transactional Modes:**

Lecture, class discussion, presentations by students, assignments, library research on topics or problems, open textbook study.

**Suggested Readings:**

- Abrams, M. H. *A Glossary of Literary Terms*. Singapore: Harcourt Asia Pvt. Ltd., 2000.
- Ashcroft, Griffiths and Tiffin (eds), *The Post-colonial Studies Reader*. London: Routledge 1995
- Blamires, Harry. *A History of Literary Criticism*. Delhi: Macmillan, 2001.
- Barry, Peter. *Beginning Theory*. Manchester: Manchester UP, 2002.
- Daiches, David. *Critical Approaches to Literature*. 2nd ed. Hyderabad: Orient Longman, 2001. 34
- Eagleton, Terry. *Literary Theory: An Introduction*. 2nd ed. Minneapolis: U of Minnesota, 1999.
- Ford, Boris. ed. *The Pelican Guide to English Literature*, Vols.4 & 5. London: Pelican, 1980.
- Habib, M.A.R. *A History of Literary Criticism: From Plato to the Present*. Oxford: Blackwell, 2005.
- Homi K. Bhabha: 'How Newness Enters the World: Postmodern space, postcolonial times and the trials of cultural translation', in *The Location of Culture* (London: Routledge, 1994), pp. 212-35.
- Leitch, V.B. ed. *The Norton Anthology of Theory and Criticism*, New York: W.W. Norton, 2001
- Lodge, David ed. *Modern Criticism and Theory*, London: Longman, 1988.
- Mikhail Bakhtin: 'Epic and Novel', trs. Caryl Emerson and Michael Holquist, in M. M. Bakhtin, *The Dialogic Imagination*, ed, Michael Holquist (Austin, Texas: University of Texas Press, 1981), pp. 3-40.
- Nagarajan, M.S. *English Literary Criticism & Theory: An Introductory History*. Hyderabad: Orient Longman, 2006.
- Nayar, Pramod K. *Contemporary Literary and Cultural Theory*. New Delhi: Pearson, 2010.
- Waugh, Patricia. *Literary Theory & Criticism: An Oxford Guide*. Delhi: OUP, 2006.
- Wellek, Rene. *A History of Modern Criticism: 1750-1950*, Vols. I-IV. London: Jonathan Cape, 1958.
- 16. Wolfreys, Julian. *Literary Theories: A Reader and Guide*. Edinburgh, Edinburgh UP, 1999.

<b>Course Title: American Literature</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MEG3501</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Course Learning Outcomes:** On successful completion of this course, the students will be able to

1. Critically analyze major themes, literary devices, and socio-cultural contexts in American poetry, drama, fiction, and short stories from the colonial to contemporary period.
2. Develop an understanding of the evolution of American literature through various movements such as Puritanism, Transcendentalism, Realism, Modernism, and Postmodernism.
3. Appreciate and interpret the works of major American poets, dramatists, novelists, and short story writers in relation to their historical, cultural, and social contexts.
4. Evaluate the representation of identity, race, gender, class, and psychological conflicts in American literature.
5. Enhance critical thinking and comparative analysis skills by connecting literary works to contemporary socio-cultural issues.

### **Course Content**

#### **UNIT-1** **16 hours**

Anne Bradstreet: The Prologue; To My Dear and Loving Husband  
Walt Whitman: Song of Myself (Section 1); O Captain! My Captain!  
Sylvia Plath: Daddy; Lady Lazarus

#### **UNIT-2** **14 hours**

Arthur Miller: Death of a Salesman  
Tennessee Williams: A Streetcar Named Desire

#### **UNIT-3** **17 hours**

F. Scott Fitzgerald: The Great Gatsby  
Toni Morrison: Beloved

#### **UNIT-4** **13 hours**

Nathaniel Hawthorne: Young Goodman Brown  
Edgar Allan Poe: The Fall of the House of Usher  
Ernest Hemingway: A Clean, Well-Lighted Place

#### **TRANSACTION MODE:**

Brain Storming, Quiz, Group Discussion, Open Talk.



**SUGGESTED READINGS:**

- Bradstreet, Anne. *The Prologue, To My Dear and Loving Husband*.
- Whitman, Walt. *Song of Myself, O Captain! My Captain!*.
- Plath, Sylvia. *Daddy, Lady Lazarus*.
- Miller, Arthur. *Death of a Salesman*.
- Williams, Tennessee. *A Streetcar Named Desire*.
- Fitzgerald, F. Scott. *The Great Gatsby*.
- Morrison, Toni. *Beloved*.
- Hawthorne, Nathaniel. *Young Goodman Brown*.
- Poe, Edgar Allan. *The Fall of the House of Usher*.
- Hemingway, Ernest. *A Clean, Well-Lighted Place*.
- Bloom, Harold. *Modern Critical Views: Sylvia Plath*. Chelsea House, 2007.
- Gray, Richard. *A History of American Literature*. Blackwell Publishing, 2012.
- Abrams, M.H. *A Glossary of Literary Terms*. Cengage Learning, 2014.
- Bercovitch, Sacvan. *The Cambridge History of American Literature*. Cambridge University Press, 2005.
- Bigsby, Christopher W.E. *Arthur Miller: A Critical Study*. Cambridge University Press, 2005.
- Morrison, Toni. *Playing in the Dark: Whiteness and the Literary Imagination*. Harvard University Press, 1992.
- Hassan, Ihab. *Radical Innocence: Studies in the Contemporary American Novel*. Princeton University Press, 1961.
- Kazin, Alfred. *On Native Grounds: An Interpretation of Modern American Prose Literature*. Harcourt Brace, 1942.
- Matthiessen, F.O. *American Renaissance: Art and Expression in the Age of Emerson and Whitman*. Oxford University Press, 1941.
- Eliot, T.S. *Selected Essays*. Harcourt Brace, 1932.

<b>Course Title: Basics of Academic Writing (Employability &amp; Entrepreneurship Skill (EEC))</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MEG3502</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>2</b>

**Total Hours: 30**

### **Course Learning Outcomes:**

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

- 1: Write well (grammatically correct, clear, effective prose).
- 2: Communicate ideas effectively and coherently, in a variety of forms.
- 3: Identify and apply rhetorical models of thinking and writing in practical exercises.

### **Course Content**

#### **Unit I**

**10 Hours**

Introduction to academic writing; Writing process (pre-writing, writing, re-writing); Paragraph structure; Parts of an argument.

#### **Unit II**

**5 Hours**

Writing Vocabulary and language; precision, clarity, conciseness, academic vocabulary, word choice; grammar & mechanics

#### **Unit III**

**5 Hours**

Avoiding plagiarism; effective use of quotation, paraphrase and summary

#### **Unit IV**

**10 Hours**

Structure of research paper; organising the document, transition, data implementation and display

### **Transactional Modes:**

Lecture, class discussion, presentations by students, assignments, library research on topics or problems, open text-book study, use of audio-visual aids.

### **Suggested Readings:**

- Cohen, R. F., & Miller, J. L. *Longman Academic Reading Series 4. White Plains, NY: Pearson Education, 2014.*
- Swales, J. M., & Feak, C.B. *Academic Writing for Graduate Students: Essential Tasks and Skills (3rd ed.). Ann Arbor, MI: University of Michigan, 2012.*
- Silvia, Paul J.. *How to Write a Lot. United Kingdom, American Psychological Association, 2007.*

- *Strunk, William. The Elements of Style. United Kingdom, Arcturus Publishing, 2023.*
- *Graff, Gerald, et al. "They Say/I Say": The Moves that Matter in Academic Writing : with Readings. United States, W.W. Norton & Company, 2012.*
- *Eco, Umberto. How to Write a Thesis. United States, MIT Press, 2015.*
- *Bailey, Stephen. Academic Writing: A Handbook for International Students. United Kingdom, Taylor & Francis, 201*

<b>Course Title: Modern British Literature (Discipline Elective)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MEG3503</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Course Learning Outcomes: On successful completion of this course, the students will be able to**

1. Examine the intersections of personal and national identity in *A Portrait of an Artist as a Young Man*.
2. Acquaint with the alienation, darkness, racism and loneliness in the works *Heart of Darkness*.
3. Identify the themes like religion, melancholy, realism and Social Chaos in the poems of Philip Larkin
4. Outline Nihilism, guilt, transgression and meaninglessness in *The Birthday Party*.

### **Course Content**

#### **UNIT-1** **16 hours**

James Joyce: *A Portrait of an Artist as a Young Man*

#### **UNIT-2** **15 hours**

Joseph Conrad: *Heart of Darkness*

#### **UNIT-3** **14 hours**

Phillip Larkin *Poems from The North Ship (Faber & Faber, 1973)*

'I see a girl dragged by the wrists'

'The North Ship'

'The Whitsun Weddings'

'The Importance of Elsewhere'

'Afternoons'

#### **UNIT-4** **15 hours**

Harold Pinter: *The Birthday Party*

### **TRANSACTION MODE:**

Brain Storming, Quiz, Group Discussion, Open Talk.

### **SUGGESTED READINGS:**

- Larkin, Philip. *The North Ship*. Faber and Faber, 1974.
- Martin, Amis. *Philip Larkin Poems: Selected*. Faber and Faber, 2013.
- Joyce, James. *A Portrait of The Artist As A Young Man*. Fingerprint, 2015.
- Pinter, Harold. *Birthday Party*. Faber, 1991.

- Conrad, Joseph. *Heart of Darkness*. Fingerprint! Publishing, 2018.
- Mcrae, John. *The Routledge History of Literature in English: Britain and Ireland*. Routledge; 3rd edition. 2021

<b>Course Title: World Literature (Discipline Elective)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MEG3504</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60****Course Outcomes**

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

1. Analyse key themes such as morality, alienation, existentialism, and identity in major works of world literature.
2. Interpret complex narratives and literary styles across different cultural and historical contexts.
3. Examine philosophical and psychological dimensions in literature, particularly in relation to human nature and societal norms.
4. Compare the works of Dostoevsky, Kafka, Camus, and Murakami to identify commonalities and differences in their literary approaches.
5. Apply critical theories such as existentialism, absurdism, and magical realism to textual analysis.
6. Develop strong analytical writing and argumentation skills through essays and discussions.

**Course Content****Unit 1** **16 Hours**

Fyodor Dostoevsky: Crime and Punishment

**Unit 2** **14 Hours**

Franz Kafka: Metamorphosis

**Unit 3** **15 Hours**

Albert Camus: The Stranger

**Unit 4** **15 Hours**

Haruki Murakami: Kafka on the Shore

**Suggested Readings**

- Camus, Albert. *The Stranger*. Translated by Matthew Ward, Vintage International, 1989.
- Dostoevsky, Fyodor. *Crime and Punishment*. Translated by Richard Pevear and Larissa Volokhonsky, Vintage Classics, 1993.
- Kafka, Franz. *The Metamorphosis*. Translated by Stanley Corngold, W.W. Norton & Company, 1996.
- Murakami, Haruki. *Kafka on the Shore*. Translated by Philip Gabriel, Vintage International, 2005.

- Camus, Albert. *The Myth of Sisyphus*. Translated by Justin O'Brien, Vintage International, 1991.
- Frank, Joseph. *Dostoevsky: A Writer in His Time*. Princeton University Press, 2009.
- Kundera, Milan. *The Art of the Novel*. Harper Perennial, 2003.
- Sartre, Jean-Paul. *Existentialism Is a Humanism*. Translated by Carol Macomber, Yale University Press, 2007.
- Wellek, René. *Dostoevsky: A Collection of Critical Essays*. Prentice-Hall, 1962.

<b>Course Title: Cultural Studies: Texts and Interpretations (Discipline Elective)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MEG3505</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Course Learning Outcomes:** By the end of this course, students will be able to:

1. Understand Cultural Theories: Demonstrate a clear understanding of key cultural theories such as hegemony, representation, subculture, and power dynamics.
2. Analyze Cultural Texts: Critically analyze diverse cultural texts (film, novel, graphic novel, documentary) using cultural theoretical frameworks.
3. Interpret Power Structures: Identify and interpret the workings of power, race, class, and identity in cultural representations.
3. Engage with Popular Culture: Apply cultural studies approaches to understand and critique popular culture, social media, and mass communication.
4. Develop Critical Thinking: Formulate independent, well-argued critiques of cultural phenomena and their socio-political implications.

### **Course Content:**

#### **Unit 1 15 Hours**

Raymond Williams – Culture and Society (1780-1950) (Introduction and Chapter 1)

Stuart Hall – Encoding/Decoding (Essay)

Antonio Gramsci – Hegemony (From Selections from the Prison Notebooks)

#### **UNIT-II 18 Hours**

Henri Lefebvre – The Production of Space (Chapter 1: Plan of the Present Work)

Michel Foucault – Discipline and Punish (Excerpt: Panopticism)

Dick Hebdige – Subculture: The Meaning of Style (Chapter 1: From Culture to Hegemony)

#### **UNIT-III 12 Hours**

Roland Barthes – Mythologies (Essay: The World of Wrestling)

Theodor Adorno & Max Horkheimer – Dialectic of Enlightenment (Chapter: The Culture Industry)

Jean Baudrillard – Simulacra and Simulation (Chapter: The Precession of Simulacra)



**UNIT-IV****15 Hours**

Persepolis - Marjane Satrapi (Cultural Memory, War, and Identity)

Get Out (2017) - Jordan Peele (Race, Power, and Social Control)

**Transactional Modes:**

Lecture, presentations by students, multi-media viewing, screening of cultural texts like movies, advertisements and music, assignments, term paper, analysis and interpretation of visual cultural texts.

**Suggested Readings:**

- *Raymond Williams - Culture and Society (1780-1950)*
- *Stuart Hall - Encoding/Decoding (from Representation: Cultural Representations and Signifying Practices)*
- *Antonio Gramsci - Selections from the Prison Notebooks (Hegemony)*
- *Michel Foucault - Discipline and Punish (Panopticism)*
- *Dick Hebdige - Subculture: The Meaning of Style*
- *Jean Baudrillard - Simulacra and Simulation*
- *Roland Barthes - Mythologies (Selected Essays)*
- *Marjane Satrapi - Persepolis (Graphic Novel)*
- *Jordan Peele (Director) - Get Out (Film, 2017)*
- *John Storey – Cultural Theory and Popular Culture: An Introduction*
- *Simon During – Cultural Studies: A Critical Introduction*
- *Chris Barker – Cultural Studies: Theory and Practice*
- *Michael Ryan – Cultural Studies: A Practical Introduction*
- *Terry Eagleton – Culture*

<b>Course Title: European Literature (Discipline Elective IV)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MEG3506</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Course Outcomes:** On successful completion of this course, the students will be able to:

1. The West through the literature of European Countries, i.e. France, Germany, Norway etc.
2. Analyze representative works of Europe on Social, Cultural and Historical grounds.
3. Examine the Psychological, Political and Feministic Ideologies of Europe presented through texts.
4. Explain the concept of Mythological or Archetypal Criticism to criticize the European literature.
5. Identify Symbolism and Oedipus Complex in the novel Sons and Lovers by D. H. Lawrence.

### Course Content

#### **UNIT-1 15 Hours**

Henrik Ibsen: A Doll's House

#### **UNIT-2 15 Hours**

Albert Camus: The Myth of Sisyphus

#### **UNIT-3 15 Hours**

Franz Kafka: The Trial

#### **UNIT-4 15 Hours**

D. H. Lawrence: Sons and Lovers

#### **Transactional Modes:**

Lecture, presentations by students, multi-media viewing, screening of cultural texts like movies, advertisements and music, assignments, term paper, analysis and interpretation of visual cultural texts.

#### **Suggested Readings:**

- Charles, Neider. *The Frozen Sea: A Study of Franz Kafka*. Oxford University Press, 1948.
- Macfarlaine, James. *Penguin Critical Anthology on Ibsen*. Penguin, 1970.
- Thody, P. *Albert Camus: A Study of His Work*. Grove Press, 1959.

- *Hanna, T. The Thought and Art of Albert Camus. Literary Licensing Corporation, 2011.*
- *Emrich, Withelm. Franz Kafka: A Study of his Writings. Ungar Publications Corporation, 1981.*

<b>Course Title: Literature and Allied Arts: Cinema</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MEG3507</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60****Course Outcome:** By the end of this course, students will be able to

1. Demonstrate an understanding of key concepts in Indian and Western cinema, including narrative structures, aesthetic traditions, and documentary forms.
2. Analyze the formation and evolution of cinematic genres such as melodrama and family drama, and critically examine the representation of gender and social issues in Indian cinema.
3. Evaluate the historical and socio-political development of Indian popular cinema, including the impact of digital platforms like OTT and the resurgence of the documentary form.
4. Critically engage with selected Indian films to explore themes of nationalism, realism, class, caste, and modernity using cinematic and literary frameworks.

**Course Content****UNIT-I****12 Hours**

Major Concepts in Cinema Indian and Western traditions, Documentaries.

**UNIT-II****18 Hours**

The Formation of Genres like Melodrama, Family and Gender as well as an overview of the Development of Indian Popular Cinema, OTT and Documentaries Teachers will be free to choose the texts of films dependent on availability.

**UNIT-III****16 Hours**

Indian Films suggested for teaching are: 'Mother India'; 'Kaghaz ke Phool', 'Pather Panchali', 'Ankur', 'Jaane Bhi Do Yaaro\*', 'Maqbool\*', 'Gangs of Wasseypur\*' 'Masaan' 'Anne Ghode da Daan'

**UNIT-IV****14 Hours**

World Cinema Suggested: Hitchcock's 'Psycho', Vittoria De Sica's 'Bicycle Thieves', Bergman's 'Autumn Sonata\*', Rashomon (Akira Kurosawa, 1950), Oldboy\*, Amelia

**Transactional Modes:**

Lecture, class discussion, presentations by students, assignments, library research on topics or problems, open text-book study, use of motion pictures, educational films, videotapes, theatre motion pictures, film strips

**Suggested Readings:**

- Bordwell, David and Kristin Thompson. *Film Art: An Introduction*. New York: McGraw-Hill, 1979.
- *Contemporary Readings* (Boston and New York: Bedford/St. Martin's, 2011)
- Corrigan, Timothy, Patricia White, and Meta Mazaj, eds. *Critical Visions in Film Theory: Classic and Contemporary Readings*. New York: Macmillan, 2011.
- Hill, John and Pamela Church Gibson, eds. *The Oxford Guide to Film Studies*. Oxford and New York: Oxford University Press, 1998.
- Lal, Vinay and Ashish Nandy (Ed.). *Fingerprinting Popular Culture: The Mythic and the Iconic in Indian Cinema*. New Delhi: Oxford University Press, 2007.
- Mazumdar, Ranjani. *Bombay Cinema*. New Delhi: Orient BlackSwan Pvt. Ltd., 2009.
- Nandy, Ashish "An Intelligent Critic's Guide to Indian Cinema." *Reinventing Film Studies*. Ed. Christine Gledhill and Linda Williams. London: Arnold, 2000.
- Prasad, M. Madhava. *Ideology of the Hindi Film: A Historical Construction*. New Delhi: Oxford University Press, 2000.
- R. Dwyer and C. Pinney (Ed.). *Pleasure and the Nation: History, Politics and Consumption of Public Culture in India*. Oxford: Oxford University Press, 2001.
- Ray, Satyajit. *Our Films Their Films*. New Delhi: Orient Blackswan Pvt. Ltd., 1992.
- Smith, Geoffrey Nowell, ed. *The Oxford History of World Cinema*. Oxford and New York: Oxford University, 1997.
- Mulvey, Laura. "Visual Pleasure and Narrative Cinema." *Feminist Film Theory: A Reader*, edited by Sue Thornham, NYU Press, 1999.

<b>Course Title: Translation Theory and Practice</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MEG3508</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

### **Course Learning Outcomes:**

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

1. Examine the scope and objectives of Translation.
2. Examine various theories of translation
3. Illustrate the cultural contexts of translation
4. Learn how to evaluate a translation
5. Learn to be able to engage with translation.

### **Course Contents**

#### **Unit I 18 Hours**

Theories of translation, scope and objectives, nature of translation, task of a translator, equivalence - spirit and truth, addition and deletion, faithfulness in interpretation, translation as writing, reading and criticism.

#### **Unit II 15 Hours**

Contexts of translation, translation and multi-culturalism, politics of translation, gender in translation, subjectivity and ideology in translation, translating subaltern texts.

#### **Unit III 15 Hours**

Study and analysis of translated texts with the help of insights of Units I and II

#### **Unit IV 12 Hours**

Translation Practical – translation of selected texts by students

### **Transactional Modes:**

Lecture, class discussion, presentations by students, assignments, library research on topics or problems, open text-book study, translation.

### **Suggested Readings:**

- Bassnett, Susan & Harish Trivedi (eds.). *Post-colonial Translation: Theory and Practice*. London: Routledge 1999.
- Benjamin, Walter. 'The Task of a Translator' in *Translation Studies Reader*. Routledge: London, 2004.
- G.J.V. Prasad, ed. *India in Translation, Translation in India*. New Delhi: Bloomsbury India, 2019.

- Nord, Christiane: *Translating as a Purposeful Activity. Functionalist Approaches Explained*. Manchester: St. Jerome, 1997.
- Richards, I.A. *On Translation*. Harvard University Press, Cambridge, 1959.
- Spivak, Gayatri Chakravorty. 'The Politics of Translation' in *Translation Studies Reader*. Routledge: London, 2004.
- Toury, G. *Translation across Cultures*. New Delhi: Bahri Publications, 1984.
- Wolf, Michaela "Culture as Translation - and Beyond. Ethnographic Models of Representation in Translation Studies", in: Hermans, Theo (ed.) *Crosscultural Transgressions*. Manchester: St. Jerome, 2002.
- Wolf, Michaela "The female state of the art: Women in the 'translation field'", in: Pym, Anthony/Shlesinger, Miriam/Jettmarová, Zuzana (eds.) *Sociocultural aspects of translating an interpreting*. Amsterdam-Philadelphia: Benjamins, 2006.

**Semester IV**

<b>Course Title: Postmodern Literature</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MEG4550</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Course Learning Outcomes:** On successful completion of this course, the students will be able to

1. Develop a comprehensive understanding of the fundamental concepts, themes, and characteristics of Postmodernism in literature, art, and culture.
2. Gain insight into the historical, social, and cultural contexts that influenced the emergence and evolution of Modernist and Postmodernist movements in the novel *The French Lieutenant's Woman*.
3. Enhance the ability to critically analyse and interpret key texts and artworks from the Modernist and Postmodernist periods, understanding their stylistic innovations and thematic complexities in *Catch 22*.
4. Apply relevant theoretical frameworks and critical perspectives to the analysis of Modernist and Postmodernist texts and artworks in *Love in the Time of Cholera*.

**Course Content****UNIT-1** **16 hours**John Fowles: *The French Lieutenant's***UNIT-2** **15 hours**Joseph Heller: *Catch -22***UNIT-3** **14 hours**Gabriel Garcia Marquez: *Love in the Time of Cholera***UNIT-4** **15 hours**Margaret Atwood: *The Handmaid's Tale***TRANSACTION MODE:**

Brain Storming, Quiz, Group Discussion, Open Talk, Self-Learning.

**SUGGESTED READINGS:**

- Atwood, Margaret. *Surfacing*. Virago. 2012
- Garcia Marquez, Gabriel. *Love in the Time of Cholera*. Penguin India, 2007.
- Fowles, John. *The French Lieutenant's Woman*. Jonathan Cape (UK) Little, Brown (US), 2009.
- Heller, Joseph, *Catch-22*. VINTAGE BOOKS. 2010.
- Mcrae, John. *The Routledge History of Literature in English: Britain and Ireland*. Routledge; 3rd edition. 2021.



<b>Course Title: Dissertation (Research Project)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MEG4551</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

<b>Course Title: Research Skills</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MEG4552</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>2</b>

**Total Hours: 30**

**Course Learning Outcomes:** On successful completion of this course, the students will be able to:

1. Develop hypotheses and methodology for research.
2. Analyse complex research issues in order to communicate their scientific results clearly for peer review.
3. Demonstrate the capacity to choose research methods aligned with research objectives and goals.
4. Develop proficiency in both qualitative and quantitative data analysis techniques and effectively present research findings.

### **Course Content**

#### **Unit-1** **08 Hours**

Research: Its concept, nature, scope, need and Objectives of Research, Research types, Research methodology, Research process- description of various steps, Selection of research problem.

#### **Unit-2** **07 Hours**

Research Design: Qualitative research: Designing a qualitative study; Research methods in literary research: archival, personal narratives, oral history, visual methodologies, discourse analysis, ethnographic methods.

#### **Unit-3** **08 Hours**

Textual analysis, creative writing, stylistics, grounded theory, case study, participatory and ethnographic methods, focus groups, participant observation, action research, in-depth interviews; qualitative data collection and data analysis.

#### **Unit-4** **07 Hours**

MLA 9<sup>th</sup> Edition

#### **Suggested readings:**

- Panneerselvam, R, 'Research Methodology', PHI, New Delhi.
- Cooper, D.R., Schindler, P.S., 'Business Research Methods,' Tata McGraw Hill
- Anderson, Jonathan and Millicent Poole, Assignment and Thesis Writing, New Delhi: Wiley India Pvt. Ltd., 2011.
- Bernard, H.R. Social Research Methods: Qualitative and Quantitative Approaches. Sage Publications, 2000.

- Dörnyei, Zoltan. *Research Methods in Applied Linguistics: Quantitative, Qualitative and Mixed Methodologies*. OUP, 2007.
- Ember, Carol R., and Melvin Ember, *Cross-Cultural Research Methods*, 2nd ed. Lanham: Altamira. 2009
- Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*, New York: MLA Association, (9th ed. 2021).
- Goddard, Wayne, and Stuart Melville, *Research Methodology – An Introduction*, 2nd ed. Lansdowne: JUTA, 2004.

<b>Course Title: Dalit Literature (Discipline Elective)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MEG4553</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Course Learning Outcomes:** On completion of this course, the learner will be able to:

1. Examine the caste question in the Indian literary tradition with special reference to Annihilation of Caste by Dr B R Ambedkar.
2. Critically analyze the subjugation, exploitation and dehumanization of Dalits in India.
3. Explore the writings of Dalit women and their resilience against Brahmanical patriarchy.
4. Illustrate the feminine insights like self-discovery and independence in the Dalit literary texts.

### Course Content

#### UNIT-1 15 hours

B.R. Ambedkar: *The Annihilation of Caste*

#### UNIT-2 15 hours

Om Prakash Valmiki: *Joothan*

#### UNIT-3 15 hours

Balbir Singh Madhopuri: *Changiya Rukh, Against the Night*

#### UNIT-4 15 hours

Namdeo Dhasal : "Hunger"

Bama's : "The Scent of Mother"

#### Short Stories

Bandhumadhav's : "The Poisoned Bread"

#### TRANSACTION MODE:

Brain Storming, Quiz, Group Discussion, Open Talk, Self-Learning.

#### SUGGESTED READINGS:

- Dangle, Arjun, ed. *Poisoned Bread: Translations from Marathi Dalit Literature*. Orient Longman, 1992.
- Valmiki, Omprakash, *Joothan: An Untouchable's Life, Translated from Hindi by Arun Prabha Mukherjee*, Columbia University Press, 2003.
- Viswanathan, S. *Dalits in Dravidian Land, Frontline Reports on Anti-Dalit Violence in Tamil Nadu (1995-2004)* Navayana, 2005.

- Satyanarayana, K and Tharu, Susie. *The Exercise of Freedom: An Introduction to Dalit Writing*, Navayana, 2013.
- Limbale, Sharankumar. *Towards an Aesthetic of Dalit Literature*, Orient Longman, 2004.
- Madhopuri, Balbir. *Changiya Rukh, Against the Night*, trans. by Tripti Jain, Oxford, 2010.
- Sivakami, P. *The Grip of Change and Author's Notes*, Orient Longman Pvt Ltd Publication, 2006.
- Kandasamy, Meena. *The Gypsy Goddess: From the author of 'When I Hit You'*. Atlantic Books Ltd, 201

<b>Course Title: Indian Literature in English and in English Translation</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr.</b>
<b>Course Code: MEG4554</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60****Course Outcome:** By the end of this course, students will be able to:

1. Analyse the style, structure, and content of the assigned literary texts, from Indian literature.
2. Identify the unique qualities of the authors studied, and compare and contrast them.
3. Situate the assigned seminal texts in Indian writing in English and create literary sensibility and emotional response to the Indian literary texts
4. Develop a well-written argument about one or more literary texts or authors, and accurately cite literary and other sources.

**Course Contents****Unit I** **15 hours**

A brief introduction to Indian English Literature  
Mamang Dai: The Legends of Pensam (Selected short stories)

**Unit II** **14 Hours**

Ruth Vanita: Memory of Light\*  
Chitra Banerjee Divakaruni: The Palace of Illusions\*

**Unit III** **15 Hours**

A brief introduction to Indian Literature in English Translation  
Mahesh Elkunchwar: The Terrorist (Translated by Alok Bhalla)

**Unit IV** **16 Hours**

Geetanjali Shree: Tomb of Sand (Translator Daisy Rockwell) \*  
Amrita Pritam: Rasidi Ticket\* (The Revenue Stamp: An Autobiography by Amrita Pritam; Translated by Krishna Gorowara; Published by Wide Canvas)

**Transactional Modes:**

Lecture, class discussion, presentations by students, assignments, library research on topics or problems, open textbook study

**Suggested Readings:**

- *M.K. Naik: A History of Indian English Literature*
- *Arvind Krishna Mehrotra (Ed.): An Illustrated History of Indian Literature in English*
- *Mamang Dai: The Legends of Pensam*

- *Ruth Vanita: Memory of Light*
- *Chitra Banerjee Divakaruni: The Palace of Illusions*
- *Mahesh Elkunchwar: The Terrorist (Translated by Alok Bhalla)*
- *Geetanjali Shree: Tomb of Sand (Translated by Daisy Rockwell)*
- *Amrita Pritam: Rasidi Ticket (The Revenue Stamp) (Translated by Krishna Gorowara)*
- *Susan Bassnett & Harish Trivedi (Eds.): Post-colonial Translation: Theory and Practice.*
- *Alok Bhalla: Politics of Translation: Essays in Honour of Harish Trivedi*
- *Agrawal, Anju Bala. Post-Independence Indian Writing in English (Vols. I and II). Delhi: Authorspress, 2010.*
- *Ahmad, Aijaz. In Theory: Classes, Nations, Literatures. Delhi: Oxford University Press, 1996.*
- *Iyengar, Srinivasa. Indian Writing in English, 5th ed. New Delhi: Sterling Publishers, 1985.*
- *Joshi, Priya. In Another Country: Colonialism, Culture and the English Novel in India. New Delhi: Oxford University Press, 2003.*