



AKAL UNIVERSITY
TALWANDI SABO
(Estd. under Punjab State Act No. 25 of 2015)

FACULTY OF INDIAN & FOREIGN LANGUAGES
DEPARTMENT OF ENGLISH STUDIES

Syllabi & Courses of Study
For
MASTER OF ARTS IN ENGLISH
(Under Honours School Scheme)

2020-2022

SYLLABI AND COURSES OF READING FOR M.A. (HONS. SCHOOL SCHEME) IN ENGLISH LITERATURES & LANGUAGE 2020-2021 ONWARDS

SEMESTER I: SCHEME OF TEACHING & EXAMINATION

NATURE OF COURSE	COURSE CODE	COURSE NAME/TITLE	SCHEDULE OF TEACHING (CR. HRS. PER WEEK)			CREDITS	MARKS		
			LECTURE	TUTORIAL	PRACTICAL		INTERNAL	MULTIPLE CHOICE EXAMINATION	END SEMESTER EXAMINATION
CORE 1	ENG06C103	BRITISH POETRY	4	1	-	5	20	20	60
CORE 2	ENG06C104	BRITISH FICTION	4	1	-	5	20	20	60
CORE 3	ENG06C105	BRITISH DRAMA	4	1	-	5	20	20	60
CORE 4	ENG06C107	FUNDAMENTALS OF LITERARY CRITICISM	4	1	-	5	20	20	60
DSE 1*	ENG06EXXX	FROM LIST/ SURVEY-X01	4	1	-	5	20	20	60
		TOTAL	20	5	-	25	100	100	300

“Core” indicates Core course; A core course is that knowledge which is deemed to be essential for students registered for a particular Program.

“DSE” indicates Discipline Specific Elective Course.

“SEC” indicates Skill Enhancement Course.

ALL courses may include Term Paper in part or in full as a component of Internal Assessment.

*From List.

SEMESTER II: SCHEME OF TEACHING & EXAMINATION

NATURE OF COURSE	COURSE CODE	COURSE NAME/TITLE	SCHEDULE OF TEACHING (CR. HRS. PER WEEK)			CREDITS	MARKS		
			LECTURE	TUTORIAL	PRACTICAL		INTERNAL	MULTIPLE CHOICE EXAMINATION	END SEMESTER EXAMINATION
CORE 5	ENG06C205	INTRODUCTION TO CULTURAL STUDIES	4	1	-	5	20	20	60
CORE 6	ENG06C206	INTRODUCTION TO LANGUAGE SCIENCES	4	1	-	5	20	20	60
CORE 7	ENG06C207	CRITICAL APPROACHES TO LITERATURE	4	1	-	5	20	20	60
CORE 8	ENG06C208	INTRODUCTION TO AMERICAN LITERATURE	4	1	-	5	20	20	60
DSE 2	ENG06EXXX	FROM LIST	4	1	-	5	20	20	60
		TOTAL	20	5	-	25	100	100	300

“Core” indicates Core course; A core course is that knowledge which is deemed to be essential for students registered for a particular Program.

“DSE” indicates Discipline Specific Elective Course.

ALL courses may include Term Paper in part or in full as a component of Internal Assessment.

SEMESTER III: SCHEME OF TEACHING & EXAMINATION (WITH DISSERTATION)

NATURE OF COURSE	COURSE CODE	COURSE NAME/TITLE	SCHEDULE OF TEACHING (CR. HRS. PER WEEK)			CREDITS	MARKS		
			LECTURE	TUTORIAL	PRACTICAL		INTERNAL	MULTIPLE CHOICE EXAMINATION	END SEMESTER EXAMINATION
CORE 9	ENG06C305	MODERN INDIAN WRITINGS IN ENGLISH	4	1	-	5	20	20	60
CORE 10	ENG06C306	MODERN LITERARY THEORY	4	1	-	5	20	20	60
DSE 3	ENG06EXXX	FROM LIST	4	1	-	5	20	20	60
DSE 4	ENG06EXXX	FROM LIST	4	1	-	5	20	20	60
DSE LAB*	ENG06LXXX*	FROM LIST	-	-	2*	2*	10*	10*	30*
ELECTIVE SEC	ENG06KX01**	RESEARCH IN LANGUAGE AND LITERATURES	3	-	-	3	20	20	60
		TOTAL	19	4	-/2	23/25	100/110	100/110	300/330

“Core” indicates Core course; A core course is that knowledge which is deemed to be essential for students registered for a particular Program.

“DSE” indicates Discipline Specific Elective Course.

“DSE LAB” indicates Lab Component of a Discipline Specific Elective Course.

“SEC” indicates Skill Enhancement Course.

ALL courses may include Term Paper in part or in full as a component of Internal Assessment.

*From List.

**Or any other equivalent course offered.

SEMESTER IV: SCHEME OF TEACHING & EXAMINATION (WITH DISSERTATION)

NATURE OF COURSE	COURSE CODE	COURSE NAME/TITLE	SCHEDULE OF TEACHING (CR. HRS. PER WEEK)			CREDITS	MARKS		
			LECTURE	TUTORIAL	PRACTICAL		INTERNAL	MULTIPLE CHOICE EXAMINATION / VIVA-VOCE	END SEMESTER EXAMINATION/ PROJECT
CORE 11	ENG06C402	INDIAN WRITINGS IN TRANSLATION	4	1	-	5	20	20	60
CORE 12	ENG06C403	COMPARATIVE LITERATURE: THEORETICAL FOUNDATIONS	4	1	-	5	20	20	60
DSE 5	ENG06EXXX	FROM LIST	4	1	-	5	20	20	60
DSE LAB*	ENG06LXXX*	FROM LIST	-	-	2*	2*	10*	10*	30*
DISS	ENG06D401	DISSERTATION	-	-	10	10	-	50 (VIVA-VOCE)	150 (PROJECT)
		TOTAL	17	4	6/8	25/27	80/90	80/90	240/270

“Core” indicates Core course; A core course is that knowledge which is deemed to be essential for students registered for a particular Program.

“DSE” indicates Discipline Specific Elective Course.

“DSE LAB” indicates Lab Component of a Discipline Specific Elective Course.

“SEC” indicates Skill Enhancement Course.

“DISS” indicates a Dissertation Project

ALL courses may include Term Paper in part or in full as a component of Internal Assessment.

*From List.

SEMESTER III: SCHEME OF TEACHING & EXAMINATION (WITHOUT DISSERTATION)

NATURE OF COURSE	COURSE CODE	COURSE NAME/TITLE	SCHEDULE OF TEACHING (CR. HRS. PER WEEK)			CREDITS	MARKS		
			LECTURE	TUTORIAL	PRACTICAL		INTERNAL	MULTIPLE CHOICE EXAMINATION	END SEMESTER EXAMINATION
CORE 9	ENG06C305	MODERN INDIAN WRITINGS IN ENGLISH	4	1	-	5	20	20	60
CORE 10	ENG06C306	MODERN LITERARY THEORY	4	1	-	5	20	20	60
DSE 3	ENG06EXXX	FROM LIST	4	1	-	5	20	20	60
DSE 4	ENG06EXXX	FROM LIST	4	1	-	5	20	20	60
DSE LAB*	ENG06LXXX*	FROM LIST	-	-	2*	2*	10*	10*	30*
		TOTAL	16	4	0/2	20/22	80/90	80/90	240/270

“Core” indicates Core course; A core course is that knowledge which is deemed to be essential for students registered for a particular Program.

“DSE” indicates Discipline Specific Elective Course.

“DSE LAB” indicates Lab Component of a Discipline Specific Elective Course.

“SEC” indicates Skill Enhancement Course.

ALL courses may include Term Paper in part or in full as a component of Internal Assessment.

*From List.

SEMESTER IV: SCHEME OF TEACHING & EXAMINATION (WITHOUT DISSERTATION)

NATURE OF COURSE	COURSE CODE	COURSE NAME/TITLE	SCHEDULE OF TEACHING (CR. HRS. PER WEEK)			CREDITS	MARKS		
			LECTURE	TUTORIAL	PRACTICAL		INTERNAL	MULTIPLE CHOICE EXAMINATION	END SEMESTER EXAMINATION
CORE 11	ENG06C402	INDIAN WRITINGS IN TRANSLATION	4	1	-	5	20	20	60
CORE 12	ENG06C403	COMPARATIVE LITERATURE: THEORETICAL FOUNDATIONS	4	1	-	5	20	20	60
DSE 5	ENG06EXXX	FROM LIST	4	1	-	5	20	20	60
DSE 6	ENG06EXXX	FROM LIST	4	1	-	5	20	20	60
DSE LAB*	ENG06LXXX*	FROM LIST	-	-	2*	2*	10*	10*	30*
ELECTIVE SEC	ENG06KX02**	WORKSHOP ON ACADEMIC COMMUNICATION	3	-	-	3	20	20	60
		TOTAL	19	4	0/2	23/25	100/110	100/110	300/330

“Core” indicates Core course; A core course is that knowledge which is deemed to be essential for students registered for a particular Program.

“DSE” indicates Discipline Specific Elective Course.

“DSE LAB” indicates Lab Component of a Discipline Specific Elective Course.

“SEC” indicates Skill Enhancement Course.

ALL courses may include Term Paper in part or in full as a component of Internal Assessment.

*From List.

**Or any other equivalent course offered.

LIST OF ELECTIVE COURSES

NATURE OF COURSE	COURSE CODE	COURSE TITLE	SCHEDULE OF TEACHING (HRS. PER WEEK)			CREDITS	MARKS			NEW/ OLD & APPROVED CODE
			L	T	P		INTERNAL	MULTIPLE CHOICE EXAMINATION	END SEMESTER EXAMINATION/ VIVA VOCE	
DSE	ENG06EX01	SURVEY OF BRITISH LITERATURE	4	1	-	5	20	20	60	
DSE	ENG06EX02	AFRICAN & CARIBBEAN LITERATURES	4	1	-	5	20	20	60	
DSE	ENG06EX03	AUSTRALIAN & CANADIAN LITERATURES	4	1	-	5	20	20	60	
DSE	ENG06EX04	EUROPEAN CLASSICS	4	1	-	5	20	20	60	
DSE	ENG06EX05	INDIAN CULTURAL STUDIES	4	1	-	5	20	20	60	
DSE	ENG06EX06	VISUAL CULTURE STUDIES	4	1	-	5	20	20	60	
DSE	ENG06EX07	INTRODUCTION TO DIGITAL HUMANITIES	4	1	-	5	20	20	60	
DSE	ENG06EX08	APPLIED COMPARATIVE LITERATURE	4	1	-	5	20	20	60	
DSE	ENG06EX09	ELT MATERIALS & SYLLABUS DESIGN	4	1	-	5	20	20	60	
DSE	ENG06EX10	ASSESSMENT, LANGUAGE TESTING & EVALUATION	4	1	-	5	20	20	60	
DSE	ENG06EX11	CURRENT TRENDS IN ELT	4	1	-	5	20	20	60	
DSE	ENG06EX12	SECOND LANGUAGE ACQUISITION	4	1	-	5	20	20	60	
DSE	ENG06EX13	MORPHOLOGY, SYNTAX & SEMANTICS	4	1	-	5	20	20	60	
DSE	ENG06EX14	PRINCIPLES OF PHONETICS AND PHONOLOGY	4	1	-	5	20	20	60	
DSE	ENG06EX15	LITERATURE AND CINEMA I	4	1	-	5	20	20	60	
DSE	ENG06EX16	LITERATURE AND CINEMA II	4	1	-	5	20	20	60	

DSE	ENG06EX017	POSTCOLONIAL LITERATURE I	4	1	-	5	20	20	60	
DSE	ENG06EX018	POSTCOLONIAL LITERATURE II	4	1	-	5	20	20	60	
DSE	ENG06EX019	CULTURAL STUDIES I	4	1	-	5	20	20	60	
DSE	ENG06EX020	CULTURAL STUDIES II	4	1	-	5	20	20	60	
DSE	ENG06EX021	HISTORY OF BRITISH LITERATURE I: OLD ENGLISH PERIOD TO PRE-ROMANTICS	4	1	-	5	20	20	60	
DSE	ENG06EX022	HISTORY OF BRITISH LITERATURE II: ROMANTIC AGE TO POSTMODERN	4	1	-	5	20	20	60	
DSE	ENG06EX023	SEMINAR- I	4	1	-	5	20	20	60	
DSE	ENG06EX024	SEMINAR- II	4	1	-	5	20	20	60	
DSE LAB	ENG06LX01	ADVANCED PHONETICS LAB	-	-	2	2	10	10	30	
DSE LAB	ENG06LX02	ELT ASSESSMENT LAB	-	-	2	2	10	10	30	

“Core” indicates Core course; A core course is that knowledge which is deemed to be essential for students registered for a particular Program.

“DSE” indicates Discipline Specific Elective Course.

ALL courses may include Term Paper in part or in full as a component of Internal Assessment.

LIST OF SKILL ENHANCEMENT COURSES

NATURE OF COURSE	COURSE C ODE	COURSE TITLE	SCHEDULE OF TEACHING (HRS. PER WEEK)			CREDITS	MARKS			NEW/ OLD & APPROVED CODE
			L	T	P		INTERNAL	MULTIPLE CHOICE EXAMINATION	END SEMESTER EXAMINATION/ VIVA VOCE	
SEC	ENG06KX01	RESEARCH IN LANGUAGE AND LITERATURES	3	-	-	3	20	20	60	
SEC	ENG06KX02	WORKSHOP ON ACADEMIC COMMUNICATION	3	-	-	3	20	20	60	

SEMESTER I

COURSE TITLE: BRITISH POETRY

COURSE CODE: ENG06C103

Credit: L-T-P: 4-1-0

Total Credit Hours: 50

Pedagogy of the course:

The objective of the paper is to acquaint the students with British poetry. The course is designed to provide the students historical-cum-critical perspective on British Poetry. The idea is to underline the significance of the poets in totality and to see how they become a part of a literary tradition.

For the course 80 percent will be Class room teaching and 20 percent will be Internal Assessment comprising Unit test, Assignments and class room participation. The evaluation method for this course will be 20 percent Internal Assessment, 20 percent Multiple Choice questions Test, and 60 percent End semester examination.

Instructions for Paper Setters:

The end semester examination will be of 3 hours and 60 marks. There shall be 9 questions in all. The first question, which would be compulsory, shall be short answer type word limit 125 each. It would carry 06 short questions, spread over the whole syllabus. The candidate will be required to attempt all short answer type questions. Each short answer type question would carry two marks $2 \times 6 = 12$. Rest of the paper shall contain 4 units. Each unit shall have two modules, and one question shall be asked from each module; the candidates shall be required to attempt one question from each Unit four in all. Each question shall carry 12 marks $12 \times 4 = 48$.

Literary Terms: Dramatic Monologue, Elegy, Confessional Poetry, Personification, Onomatopoeia, Supernaturalism in Romantic Poetry, Imagery, Epitaph, Epilogue

UNIT I (Hours: 15)

Module A:

William Shakespeare: "Shall I compare thee to a summer's day?"

John Donne: "Canonization"

Module B:

Thomas Gray: "Elegy Written in a Country Churchyard"

UNIT II (Hours: 15)

Module A:

ST Coleridge: "The Rime of The Ancient Mariner"

John Keats: "Ode on a Grecian Urn"

Module B:

Alfred L Tennyson: "Ulysses"

UNIT III (Hours: 15)

Module A:

TS Eliot: "The Love Song of J. Alfred Prufrock"

Module B:

WB Yeats: "The Second Coming"

WH Auden: "In Memory of W.B. Yeats"

UNIT IV (Hours: 15)

Module A:

Philip Larkin: "Church Going"

Module B:

Sylvia Plath: "Ariel"

Ted Hughes: "The Thought-Fox"

Suggested Readings:

- Abrams, M.H. 1975. *English Romantic Poets: Modern Essays in Criticism*. 2nd ed., Oxford: Oxford University Press.
- Bate, Walter Jackson ed.. 1975. *Keats: A Collection of Critical Essays*. New Delhi: Prentice Hall India Pvt. Ltd..
- Bennett, John. 1964. *Five Metaphysical Poets*. Cambridge: Cambridge University Press.
- Gardner, Helen ed.) 1979. *John Donne: A Collection of Critical Essays*. New Delhi: Prentice Hall India Ltd.
- Gardner, Helen. 1988. *The Art of T.S. Eliot*. New Delhi: Penguin.
- Hamilton, Ian. 1996. *Oxford Companion to Twentieth-Century Poetry in English*. Oxford University Press.
- Keith, Sagar. 1975. *The Art of Ted Hughes*. Cambridge: Cambridge University Press.
- Lucas, John. 1986. *Modern English Poetry – from Hardy to Hughes: A Critical Survey*. London, Batsford Ltd.
- Mendelson, Edward. 1999. *Early Auden*. London: Faber & Faber.
- Press, John. 1953. *Rule and Energy: Trends in British Poetry since the Second World War*. Oxford University Press.
- Smith, Stan. 2004. *Cambridge Companion to W.H. Auden*. Cambridge: Cambridge University Press.
- Wasserman, Earl R. 1967. *The Finer Tone: Keats' Major Poems*. Baltimore: The John Hopkins Press.
- Williamson, George. 1988. *A Reader's Guide to the Metaphysical Poets*. Yugoslavia: Thomas & Hudson.

**BRITISH FICTION
COURSE CODE: ENG06C104**

Credit: L-T-P: 4-1-0
Total Credit Hours: 50

Pedagogy of the Course: The overall aim of this paper is to study how the genre of novel developed from its early stages till the twentieth century. The purpose of the paper is to make the students acquainted with the changing stylistic and thematic concerns of fiction. Along with this the focus terms in this paper will cover the different sub types, as well as some literary trends in the history of British literature.

For the course 80 percent will be Class room teaching and 20 percent will be Internal Assessment comprising Unit tests, Assignments and class room presentations. The evaluation method for this course will be 20 percent Internal Assessment, 20 percent Multiple Choice Questions Test, and 60 percent End semester examination.

Instructions for Paper Setters: The end semester examination will be of 3 hours and 60 marks. There shall be 9 questions in all. The first question, which would be compulsory, shall be asked from Focus Terms word limit 125 each. It would carry 06 focus terms. The candidate will be required to attempt all of the terms. Each term would carry two marks $2 \times 6 = 12$. Rest of the paper shall contain 4 Units. Each unit shall have two questions and the candidates shall be required to attempt one question from each Unit four in all. Each question shall carry 12 marks $12 \times 4 = 48$.

Focus Terms: Fiction, Fable, Plot, Motif, Point of View, Round Character, Flat Character, Protagonist, Anti-hero, Allegory, Symbol, Irony, Satire, Stream of Consciousness, Magic Realism, Foreshadowing, Picaresque Novel, Epistolary Novel, Autobiographical Novel, Historical Novel, Science Fiction.

UNIT I (Hours: 15)

John Bunyan, "A Pilgrim's Progress"

UNIT II (Hours: 15)

Daniel Defoe, "Moll Flanders"

UNIT III (Hours: 15)

Jane Austen "Emma"

UNIT IV (Hours: 15)

William Golding, "Lord of the Flies"

Suggested Readings:

Baker, James R. 1988. *Critical Essays on William Golding*. Boston, Mass: G.K. Hall.

Battestin, C. Martin. Year of pub?. *The Moral Basis of Fielding's Art: A Study of Joseph Andrews. Place of pub.: Publisher?*

Bloom, Harold. 2008. *William Golding's Lord of the Flies*. New York: Bloom's Literary Criticism.

Campbell, Jill. 1995. *Natural Masques Gender and Identity in Fielding's Plays and Novels*. Stanford: Stanford University Press.

Davies, Michael. 2004. *Graceful Reading: Theology and Narrative in the Works of John Bunyan*. Oxford: Oxford Univ. Press.

Dunan-Page, Anne. 2010. *The Cambridge Companion to Bunyan*. Cambridge: Cambridge University Press.

Eagleton, Terry. 2005. *The English Novel: An Introduction*. Oxford: Blackwell.

Keeble, N H. 2002. *John Bunyan: Reading Dissenting Writing*. Oxford: P. Lang.

Paulson, R. 1976. *Henry Fielding: A Collection of Critical Essays*. New Delhi: Prentice Hall India.

Piper, John. 2008. *The Hidden Smile of God: The Fruit of Affliction in the Lives of John Bunyan, William Cowper, and David Brainerd*. Wheaton, Ill: Crossway Books.

Rivero, J. Iberto. 1998. *Critical Essays on Henry Fielding*. London: Barnes & Noble.

Tiger, Virginia, and William Golding. 2003. *William Golding: The Unmoved Target*. New York: Marion Boyars.

Tiger, Virginia. 1986. *William Golding: The Dark Fields of Discovery*. London: Boyars.

Credit: L-T-P: 4-1-0
Total Credit Hours: 50

Instructions for Paper Setters: For the course 80 percent will be Class room teaching and 20 percent will be Internal Assessment comprising Unit tests, Assignments and class room presentations. The evaluation method for this course will be 20 percent Internal Assessment, 20 percent Multiple Choice Questions Test, and 60 percent End semester examination.

The end semester examination will be of 3 hours and 60 marks. There shall be 9 questions in all. **The first question, which would be compulsory, shall be asked from Focus Terms word limit 125 each.** It would carry 06 focus terms. The candidate will be required to attempt all of the terms. Each term would carry two marks $2 \times 6 = 12$. Rest of the paper shall contain 4 Units. Each unit shall have two questions and the candidates shall be required to attempt one question from each Unit four in all. Each question shall carry 12 marks $12 \times 4 = 48$.

Anonymous Everyman

Christopher Marlowe Dr. Faustus

John Osborne *Look Back in Anger*

Samuel Beckett, *Waiting for Godot*

Focus Terms: Drama, Comedy, Tragedy, One-act Play, Mystery Play, Miracle Play, Morality Play, Problem Play, Theatre of the Absurd, Dramatic Monologue, Prologue, Epilogue, Stock Characters, Chorus, Soliloquy, Aside, Dramatic Irony, Humour, Comic relief, Allegory, Satire.

Barton, Anne. 2004. *Ben Jonson, Dramatist*. Cambridge: Cambridge University Press.

Denison, Patricia D. 2004. *John Osborne: A Casebook*. *Palace of pub.: publisher?*.

Farnham, Willard. 1969. *Twentieth Century Interpretations of Doctor Faustus: A Collection of Critical Essays*. Englewood Cliffs, NJ: Prentice-Hall.

Ferrar, Harold. 1973. *John Osborne*. New York: Columbia University Press.

Heilpern, John, and John Osborne. 2008. *John Osborne: The Many Lives of the Angry Young Man*. New York, NY: Vintage Books.

Kerrigan, William, and Gordon Braden. 1991. *The Idea of the Renaissance*. Baltimore: Johns Hopkins University Press. Internet resource.

Nicoll, A.. 1931. *The theory of Drama*. London: Harrap.

Norhouse, Cameron, and Thomas P. Walsh. 1974. *John Osborne: A Reference Guide*. Boston: G.K. Hall.

Potter, Robert. 1975. *The English Morality Play: Origins, History and Influence of a Dramatic Tradition*. London: Routledge.

Sharpe, J.A. 1987. *Early Modern England: A Social History 1550-1760*. London: Arnold.

Wrightson, Keith. 1995. *English Society, 1580-1680*. London: Routledge, 1995.

FUNDAMENTALS OF LITERARY CRITICISM
COURSE CODE: ENG06C107

Credit: L-T-P: 4-1-0
Total Credit Hours: 50

Pedagogy of the course:

The objective of the course is to introduce the learners to a wide range of critical methods and literary theories and enable them to use the various critical approaches and advanced literary theories. The amalgamation of diversified critical theories would enhance their analytical skills and familiarize them with the trends and cross-disciplinary nature of literary theories.

For the course 80 percent will be Class room teaching and 20 percent will be Internal Assessment comprising Unit test, Assignments and class room participation. The evaluation method for this course will be 20 percent Internal Assessment, 20 percent Multiple Choice questions Test, and 60 percent End semester examination.

Instructions for Paper Setters:

The end semester examination will be of 3 hours and 60 marks. The first question, **which would be compulsory**, shall be short answer type word limit 125 each. It would carry 12 short questions, spread over the whole syllabus. The candidate will be required to attempt any 6 short answer type questions. Each short answer type question would carry **two** marks $2 \times 6 = 12$. Rest of the paper shall contain 4 units. Each unit shall have **two** questions and the candidates shall be required to *attempt one question* from each Unit four in all. Each question shall carry 12 marks $12 \times 4 = 48$.

Literary Terms

Mimetics and expressive theories of poetry, Sublime, Three Unities, Catharsis, Decorum, Neoclassicism, Rational Humanism, Enlightenment, Fancy and Imagination, Synaesthesia, Disinterestedness, Objective Correlative, What is Touchstone, Mimesis, Hamartia, Tragic Hero, Poetic diction, impersonality

UNIT I (Hours: 15)

Module A:

Aristotle: *Poetics* Chapters i- xvi/xxvii)

Module B:

Longinus: *On the Sublime*

UNIT II Hours: 20)

Module A:

William Wordsworth: *Preface To Lyrical Ballads* 1880)

Module B:

S.T. Coleridge: *Biographia Literaria*, Chap. XIV, XVII and part of XVIII from D.J. Enright)

UNIT III (Hours: 15)

Module A:

Mathew Arnold: *The Study of Poetry*

Module B:

John Dryden: *An Essay on Dramatic Poesy*

UNIT IV (Hours: 10)

Module A:

T.S. Eliot: *Tradition and the Individual Talent*

Module B:

T.S. Eliot: *The Metaphysical Poets*

Cleanth Brooks: *The Language of Paradox*

Suggested Readings:

Ford, Boris ed.. 1980. *The Pelican Guide to English Literature*, Vols. 4 & 5. London: Pelican.

Blamires, Harry. 2001. *A History of Literary Criticism*. Delhi: Macmillan.

Habib, M.A.R. 2005. *A History of Literary Criticism: From Plato to the Present*. Oxford: Blackwell.

- Waugh, Patricia. 2006. *Literary Theory and Criticism: An Oxford Guide*. Delhi: OUP, 2006.
- Wellek, Rene. 1958. *A History of Modern Criticism: 1750-1950, Vols. I-IV*. London: Jonathan Cape.
- Daiches, David. 2001. *Critical Approaches to Literature*. Hyderabad: Orient Longman 2nd ed..
- Lucas, F.L.. 1970. *Tragedy in Relation to Aristotle's Poetics*. New Delhi: Allied Publishers.
- House, Humphrey. 1970. *Aristotle's Poetics*. Ludhiana: Kalyani Publishers.
- Abrams, M.H. 2000. *A Glossary of Literary Terms*, Singapore: Harcourt Asia.
- Richards, I.A. 2012. *Principles of Literary Criticism*. London & New York: Routledge Second Indian Edition.

Semester II
INTRODUCTION TO CULTURAL STUDIES
COURSE CODE: ENG06C205

Credit: L-T-P: 4-1-0

Total Credit Hours: 50

Pedagogy of the Course:

This course provides an introduction to critical approaches and debates in the field of cultural studies. The programme is designed to provide grounding in the theoretical debates that inform contemporary investigations in number of areas, such as society, subjectivity, ethnicity, aesthetics, postmodern experience and cultural history. Lectures and discussions will be particularly concerned with the following questions: How do understandings and ideas about culture emerge from historical as well as theoretical perspectives? This course will employ lecture and discussion format. Brief lectures will be given at the beginning of class in order to locate possible discussion topics. Students are expected to prepare discussion points for in-class conversation.

For the course 80 percent will be Class room teaching and 20 percent will be Internal Assessment comprising Unit test, Assignments and class room participation. The evaluation method for this course will be 20 percent Internal Assessment, 20 percent Multiple Choice questions Test, and 60 percent End semester examination.

Instructions for Paper Setters:

The end semester examination will be of 3 hours and 60 marks. There shall be 9 questions in all. The first question, **which would be compulsory**, shall be short answer type word limit 125 each. It would carry 06 short questions, spread over the whole syllabus. The candidate will be required to attempt all short answer type questions. Each short answer type question would carry **two** marks 2x6 = 12. Rest of the paper shall contain 4 units. Each unit shall have **two** questions and the candidates shall be required to *attempt one question* from each Unit four in all. Each question shall carry 12 marks 12x4 = 48.

UNIT I: CULTURE Hours 15)

Williams, Raymond. "Culture is Ordinary" *The Routledge Critical and Cultural Theory Reader*. Eds. Neil Badmington and Julia Thomas, London & New York: Routledge.

UNIT II: CULTURE STUDIES Hours 15)

Hall, Stuart. "Cultural Studies: Two Paradigms". *What is Cultural Studies?: A Reader*, ed. John Storey, London & New York: Arnold, 1976. 31-48.

UNIT III: POWER Hours 15)

Benjamin, Walter. "Work of Art in the Age of Mechanical Reproduction"; *Illuminations*, ed. Hannah Arendt, trans. Harry Zohn, New York: Schocken Books, 1969

UNIT IV: SUBJECT Hours 15)

Fiske, John. "Madonna". *Reading the Popular*. London and New York: Routledge, 1990. 95- 113.

Suggested Readings:

- Baker, Chris. *Cultural Studies Theory and Practice*. London: Sage Publications. 2003.
- Hall, Stuart. *Critical Dialogues in Cultural Studies*. London, Penguin, 1996.
- Haraway, Donna Simians, *Cyborgs and Women*. London: Free Association Books, 1991.
- Hoggart, Richard. *The Uses of Literacy*. London: Penguin, 1958.
- Malcolm, Waters. *Globlisation*. London: Routledge, 1995.
- Rajchman, Hohn. ed., *The Identity in Question*. London: Routledge, 1995.
- Rattansi, Ali and Sally Westwood Eds., *Racism, Modernity and Identity*. Polity Press, Oxford 1994.
- Sardar, Ziauddin and Jerome Ravetz, *Cyberfutures: Culture and Politics on the Information Superhighway*. London: Pluto Press, 1966.
- Storey, John. ed., *What is Cultural Studies?* London. Edward Arnold, 1996.

INTRODUCTION TO LANGUAGE SCIENCES

COURSE CODE: ENG06C206

Credit: L-T-P: 4-1-0
Total Credit Hours: 50

Pedagogy of the Course:

The objective of the course is to acquaint the students with the basic principles, concepts and methods of the scientific study of language. The students will be acquainted with the developments in the field of Linguistics in the 20th Century, and develop an understanding of the nature of language study through a scientific and analytical approach. It also aims at introducing linguists' major findings over the last 50 years or so regarding the study of human language in the areas of Phonetics, Phonology, Morphology, Cross-Linguistic Variation, Psycholinguistics, Sociolinguistics, Applied Linguistics, and the overarching notion of "grammar."

For the course 80 percent will be Classroom teaching and 20 percent will be Internal Assessment comprising Unit test, Assignments and classroom participation. The evaluation method for this course will be 20 percent Internal Assessment, 20 percent Multiple Choice questions Test, and 60 percent End semester examination.

Instructions for Paper Setters:

The end semester examination will be of 3 hours and 60 marks. The first question, which would be compulsory, shall be short answer type word limit 125 each. It would carry 06 short questions, spread over the whole syllabus. The candidate will be required to attempt all short answer type questions. Each short answer type question would carry two marks $2 \times 6 = 12$. Rest of the paper shall contain 4 units. Each unit shall have two questions and the candidates shall be required to attempt one question from each Unit four in all. Each question shall carry 12 marks $12 \times 4 = 48$.

UNIT I

The scope of the subject: general linguistics as the study of language; linguistics as a science; the range of general linguistics; langue and parole; syntagmatic and paradigmatic relations; synchrony and diachrony; dialect, idiolect; form and substance.

Unit 2

Phonetics: articulatory phonetics; the organs of speech; segmentation; acoustic phonetics; feature geometry and distinctive features; Classification And Description Of Speech Sounds: Consonants, Vowels, Diphthongs. Minimal Pairs; Word Stress; Weak Forms; Intonation.

IPA Phonetic Transcription, narrow and broad transcription.

Phonology: speech and writing; Phonological theory- phonemes and syllable structure; Morphophonemics.

Phonological systems: Jakobson-Halle classification.

Unit 3

Grammatical elements: the term 'grammar', the basic units of grammar: the sentence; the word; the morpheme; **morphological analysis**; structures and categories: syntactic relations; word classes; immediate constituents; grammatical categories.

Unit 4

Current linguistic theory: Theory formation; Ferdinand de Saussure, Chomsky's Standard Theory 1965);

Minimalist Theory; Alternative perspectives: **computational** linguistics, anthropology, sociology, psychology and neurosciences; linguistics and language teaching; linguistics and literature.

Essential Reading:

Verma, S.K. and Krishnaswamy, N. 1988) Modern Linguistics. New Delhi: Oxford University Press.

Suggested Readings:

- Bolinger, D.L. 1975) Aspects of language. New York: Harcourt Brace Jovanovich.
Chao, Y.R. 1968) Language and symbolic systems. London and New York: Cambridge University Press.
Crystal, D. 1985) Linguistics. Harmondsworth: Penguin.
Fromkin, V. and R. Rodman 1998) Introduction to language. New York: Holt, Rinehart and Winston.
Gleason, H.A. 1961) Introduction to descriptive linguistics. New York: Holt, Rinehart and Winston.
Hockett, C.F. 1958) A course in modern linguistics. New York: Macmillan.
Lyons, J. 1968) An introduction to theoretical linguistics. Cambridge: Cambridge University Press
Lyons, J. 1981) Language and linguistics. Cambridge: Cambridge University Press
Lyons, J. ed.) 1970) New horizons in linguistics. Harmondsworth: Penguin.
Radford, A., Atkinson, M. Britain, D. Clahsen, H. and Spencer, A. 1999) Linguistics: an introduction. Cambridge: Cambridge University Press.
Robins, R.H. 1996) General linguistics: an introductory survey. Harlow: Longman.
Caford, J.C. 1988) A Practical Introduction to Phonetics. Oxford: Oxford University Press.
Crystal, D. 1980) Linguistics. Harmondsworth: Penguin.
Culler, Jonathan. 1978) Saussure. London: Fontana Modern Classics.

Fromkin, Rodman and Hyams. 2004) *An Introduction to Language*. 7 th Ed., 11 Thomson
 Wadworth/Thomsan Asia, Singapore, reprinted in India.
 Gimson, A.C. 1988) *Introduction to the Pronunciation of English*. London: Arnold, 1988.
 Verma, SK and Krishnaswamy, N. 1988) *Modern Linguistics*. New Delhi: OUP.
 Lyons, J. 1982) *Language and Linguistics*. Cambridge: CUP.
 Radford, A. 1999) *Linguistics: An Introduction*. Cambridge: Cambridge University Press.
 Roach, P. 1995) *English Phonetics and Phonology*. Delhi: Prentice-Hall of India.
 Sethi, J. and Dhamija. 1999) *Course in Phonetics and Spoken English*. New Delhi,
 Syal, P. and Jindal, DV. 2007. *Introduction to Linguistics: Grammar and Semantics*, revised Ed., New Delhi,
 Prentice-Hall of India.
 Yule, G. 2009) *The Study of Language*. Cambridge: Cambridge University Press.

CRITICAL APPROACHES TO LITERATURE
COURSE CODE: ENG06C207

Credit: L-T-P: 4-1-0
Total Credit Hours: 50

Pedagogy of the course:

The paper seeks to facilitate a synoptic view of literary theory. It seems to acquaint the reader to a variety of post war critical approaches that have significantly impacted the study of English Literatures, setting up correspondences between and across disciplines. It will also enable reader to engage competently with critical debates and present her views in a lucid framework.

For the course 80 percent will be Class room teaching and 20 percent will be Internal Assessment comprising Unit test, Assignments and class room participation. The evaluation method for this course will be 20 percent Internal Assessment, 20 percent Multiple Choice questions Test, and 60 percent End semester examination.

Instructions for Paper Setters:

The end semester examination will be of 3 hours and 60 marks. The first question, **which would be compulsory**, shall be short answer type word limit 125 each. It would carry 6 short questions, spread over the whole syllabus. The candidate will be required to attempt all the 6 short answer type questions. Each short answer type question would carry **two** marks $2 \times 6 = 12$. Rest of the paper shall contain 4 units. Each unit shall have **two** questions and the candidates shall be required to *attempt one question* from each Unit four in all. Each question shall carry 12 marks $12 \times 4 = 48$. The questions may be based on the textbook that is prescribed as Essential Reading.

UNIT I (Hours: 15)

Module A:

Marxist Approach: An Introduction

Karl Marx, Georgy Lukacs, Terry Eagleton

Module B:

Georg Lukacs, "The Epic and the Novel". *The Theory of the Novel*, Cambridge, Mass: The MIT Press, 1971. 56-69.

UNIT II (Hours: 15)

Module A:

Psychological Approach: An Introduction

Sigmund Freud and Jacques Lacan

Module B:

Sigmund Freud, Selection From Introductory Lectures On Psychoanalysis. *Modern Literary Theory A Reader*, Phillip Rice and Patricia Waugh. New York OUP 2001, 24-33

UNIT III (Hours: 15)

Module A:

Archetypal Approach: An Introduction

Carl Jung and Northrope Frye

Module B:

Northrop Frye, "Theory of Myths", *Anatomy Of Criticism*

UNIT IV (Hours: 15)

Module A:

New Historicism and Cultural Materialism: An Introduction

Stephen Greenblatt, Alan Sinfield, Jonathan Dollimore

Module B:

Stephen Greenblatt, "Towards Poetics of Culture", *Greenblatt Reader*

Essential Reading:

Guerin et al. 2005) *A Handbook of Critical Approaches to Literature*. Delhi: OUP 1st Indian edition of 2006.
Habib, M.A.R. 2005. *A History of Literary Criticism: From Plato to the Present*. Oxford: Blackwell.

Suggested Readings:

Hans, Bertans. *Literary Theory: The Basics*. New York: New Directions, 1941.
Harry, Blamires. *A History of Literary Criticism*, Delhi: Macmillan, 2001.
Nagarajan, M.S. *English Literary Criticism & Theory: An Introductory History*, Hyderabad: Orient Longman, 2006.
Robey, David & Ann Jefferson: *Modern Literary Theory*, London: Batsford, 1986.
Seldon, Raman. *A Reader's Guide to Contemporary Literary Theory*, New Delhi: Pearson, 2006.
Waugh, Patricia. *Literary Theory & Criticism: An Oxford Guide*, New Delhi: Oxford University Press, 2006.
Wimsatt and Brooks. *Literary Criticism: A Short History*, New Delhi: Oxford & IBH Pub. Co., 1974.

INTRODUCTION TO AMERICAN LITERATURE
COURSE CODE: ENG06C208

Credit: L-T-P: 4-1-0
Total Credit Hours: 50

Pedagogy of the Course:

The objective of the course is to acquaint the learners of literature with the literary terms related with American Literature. The students will be introduced to the socio-cultural scene of nineteenth and 20th century America through literary texts. The course will familiarize students to the themes and styles of Nineteenth and twentieth century American Literature and enable them to write research papers on American literature. The course will focus on the conceptions, generalizations, myths and beliefs about American cultural history. It will also emphasize on the emergence of multicultural literature in America during the late 19th and 20th century.

For the course 80 percent will be Classroom teaching and 20 percent will be Internal Assessment comprising Unit test, Assignments and classroom participation. The evaluation method for this course will be 20 percent Internal Assessment, 20 percent Multiple Choice questions Test, and 60 percent End semester examination.

Instructions for Paper Setters:

The end semester examination will be of 3 hours and 60 marks. The first question, which would be compulsory, shall be short answer type word limit 125 each. It would carry 06 short questions, spread over the whole syllabus. The candidate will be required to attempt all short answer type questions. Each short answer type question would carry two marks $2 \times 6 = 12$. Rest of the paper shall contain 4 units. Each unit shall have two questions and the candidates shall be required to attempt one question from each Unit four in all. Each question shall carry 12 marks $12 \times 4 = 48$.

KEY TERMS:

Puritanism, American Enlightenment, Romanticism in America, Transcendentalism, Abolitionism in the United States, Indian Thought in Emerson, Thoreau and Whitman, New England Renaissance, Expressionism, Naturalism, Realism, Existentialism, The Theatre of the Absurd, The Beat Writers, the Harlem Renaissance, Postmodernism

UNIT I POETRY (Hours: 15)

Walt Whitman: "When Lilacs Last in the Door-yard Bloom'd", "Out of the Cradle Endlessly Rocking"
Emily Dickinson: "I taste a liquor never brewed", "She sweeps with many-colored brooms"

UNIT II FICTION (Hours: 15)

Toni Morrison: *The Bluest Eye*

UNIT III DRAMA (Hours: 15)

Eugene O'Neill: *Desire under the Elms*

UNIT IV SHORT FICTION (Hours: 15)

Henry James: *The Middle Years*
Ernest Hemingway: *The Snows of Kilimanjaro*

Suggested Readings:

- Crumpton, Molly. *American Narratives: Multiethnic Writing in the Age of Realism.*, LA: Louisiana State UP, 2007.
- Chase, Richard. *The American Novel and Its Tradition.* New York: Doubleday Anchor, 1957.
- Grossman, Jay. ed., *Breaking Bounds: Whitman and Cultural Studies.* Oxford: Oxford University Press, 1996.
- Kenneth, Price, ed., *Walt Whitman.* Cambridge: Cambridge University Press, 1996.
- Linden, Peach. ed., *Toni Morrison: Contemporary Critical Essays.* Casebook Series, 1998.
- Mary Kupiec Cayton. *Emerson's Emergence: Self and Society in the Transformation of New England. 1800-1845.* University of North Carolina Press, 1989.
- O'Neill, Eugene. *Desire under the Elms.* D'Arts Publications, 2010.
- Peterson, Nancy. *Toni Morrison: Critical Approaches.* Baltimore: Johns Hopkins University Press, 1997.
- Pizer, Donald. *Realism and Naturalism in Nineteenth Century American Fiction.* Carbondale: Southern Illinois U P, 1966.
- Robert K. Martin, *The Continuing Presence of Walt Whitman.* Iowa: Iowa Press, 1992.
- Warren, Joyce W., ed. *The Other American Tradition: Nineteenth-Century Women Writers.* New Brunswick, NJ: Rutgers University Press, 1993.

Semester III
COURSE TITLE: MODERN INDIAN WRITINGS IN ENGLISH
COURSE CODE: ENG06C305 NEW)/ ENG06C302 OLD)

Credit: L-T-P: 4-1-0
Total Credit Hours: 50

Pedagogy of the Course:

Though Indian writing in English started in the colonial period as a result of the British rule in India, the English language went on to become an integral part of the Indian culture and consequently, Indian literature. From the pre-Independence era to the present times, works by Indian English writers have been gaining worldwide critical recognition. The literature by Indian authors represents the cultural heritage of Indian literary tradition as well as grip on the contemporary literary forms and issues. With the study of this course, it is expected for the student to get an overall view of the contribution of the notable Indian authors to the body of English Literature.

For the course 80 percent will be Class room teaching and 20 percent will be Internal Assessment comprising Unit test, Assignments and class room participation. The evaluation method for this course will be 20 percent Internal Assessment, 20 percent Multiple Choice questions Test, and 60 percent End semester examination.

Instructions for Paper Setters:

The end semester examination will be of 3 hours and 60 marks. The first question, which would be compulsory, shall be short answer type word limit 125 each. It would carry 06 short questions, spread over the whole syllabus. The candidate will be required to attempt all short answer type questions. Each short answer type question would carry two marks $2 \times 6 = 12$. Rest of the paper shall contain 4 units. Each unit shall have two questions and the candidates shall be required to attempt one question from each Unit four in all. Each question shall carry 12 marks $12 \times 4 = 48$.

UNIT I: POETRY (Hours: 15)

A.K. Ramanujan

“A River”

“Chicago Zen”

“Small Scale Reflection on a Great House”

Agha Shahid Ali

“Ghazal”, “Feel the patient's heart”

“The Country without a Post Office”

“Dacca Gauzes”

UNIT II: FICTION (Hours: 15)

Arundhati Roy: *The God of Small Things*

UNIT III: SHORT STORIES (Hours: 15)

Salman Rushdie: Selections from *East, West* 1994)

Rohinton Mistry: Selections from *Tales From Firozsha Baag* 1987)

UNIT IV: PROSE (Hours: 15)

Amitav Ghosh: *Countdown*

Suggested Readings:

Ananthamurthy, U.R. Year of Publication? "Being a Writer in India", from *Tender Ironies*, ed. Dilip Chitre et. al., pp. 127-46.

Devy, G.N. Ed.) 2004. *Indian Literary Criticism: Theory and Interpretation*. Hyderabad: Orient Longman.

Iyengar, K.R.S. 1985. *Indian Writing in English*. New Delhi: Sterling.

King, Bruce. 1987. *Modern Indian Poetry in English*. New Delhi: Oxford University Press.

Kripal, Vinay. Ed.) 1996. *The Postmodern Indian English Novel*. Mumbai: Allied.

Kumar, Akshaya. 2006. *A.K. Ramanujan. In Profile and Fragment*. Delhi: Rawat.

Limbale, Sharankumar. 2010. *Towards an Aesthetic of Dalit Literature*. Hyderabad: Orient Blackswan.

Mehrotra, A.K. Ed.) 2003. *An Illustrated History of Indian Literature in English*. New Delhi: Permanent Black.

Mukherjee, Meenakshi. 1971. *Twice Born Fiction: Themes and Techniques of The Indian Novel in English*. New Delhi: Heinemann.

Mukherjee., Meenakshi. 2000. *The Perishable Empire: Essays on Indian Writing in English*. New Delhi: Oxford Univ. Press, pp. 1-29 and 166-186.

Singh, Namvar. 1992. 'Decolonising the Indian Mind', *Indian Literature*, no. 151(Sept/Oct).

COURSE TITLE: MODERN LITERARY THEORY
COURSE CODE: ENG06C306

Credit: L-T-P: 4-1-0

Total Credit Hours: 50

Pedagogy of the course:

The paper provides an important study of literary theory as an intellectual and critical activity 1960 onwards. Central to this course is the analysis of some of the major critical contributions to this area which form a benchmark in understanding the dynamics of literary/critical methods. The course takes up major strands of modern literary theory and provides a conceptual context for an understanding of the function and practice of modern literary and cultural criticism.

For the course 80 percent will be Class room teaching and 20 percent will be Internal Assessment comprising Unit test, Assignments and class room participation. The evaluation method for this course will be 20 percent Internal Assessment, 20 percent Multiple Choice questions Test, and 60 percent End semester examination.

Instructions for Paper Setters:

The end semester examination will be of 3 hours and 60 marks. The first question, which would be compulsory, shall be short answer type word limit 125 each. It would carry 12 short questions, spread over the whole syllabus. The candidate will be required to attempt any 6 short answer type questions. Each short answer type question would carry two marks $2 \times 6 = 12$. Rest of the paper shall contain 4 units. Each unit shall have two questions and the candidates shall be required to attempt one question from each Unit four in all. Each question shall carry 12 marks $12 \times 4 = 48$.

UNIT I: (Hours: 15)

Module A:

Literature and Text: Structuralism, Post-Structuralism

Module B:

J.H. Miller "Critic as Host"

UNIT 2: (Hours: 15)

Module A:

Literature and Society : Marxism New Left

Module B:

Terry Eagleton, "Literature and History", Marxism and Literary Criticism

UNIT 3: (Hours: 15)

Module A:

Literature and Gender

Module B:

Helene Cixous "Laugh of Medusa"

UNIT 4: (Hours: 15)

Module A:

Literature and Reader

Module B:

Wolfgang Iser, "The Reading Process: a Phenomenological approach"

Essential Reading:

Jefferson, Anne. and D. Robey, eds. *Modern Literary Theory: A Comparative Introduction*. London: Batsford, 1986.

Suggested Readings:

Adams, Hazard. 1971. *Critical Theory Since Plato*. New York, Harcourt Brace Jovanovich.

Barry, Peter. 2008. *Beginning Theory: An Introduction to Literary and Cultural Theory*. New Delhi: Viva Books.

Blamires, Harry. 2000 Reprint. *A History of Literary Criticism*. Macmillan.

Butler, Judith. Year of publication? *Gender Trouble: Feminism and the Subversion of Identity*. London & New York: Routledge.

Fowler, Roger. Ed.) 1987. *A Dictionary of Modern Critical Terms*. Rev. ed. London: Routledge & Kegan Paul.

Habib, M.A.R. 2005. *A History of Literary Criticism: From Plato to the Present*. London: Blackwell.

Harmon, William & Holman, C. Hugh. 1996. *A Handbook to Literature*. 7th ed.) Upper Saddle River, N.J.: Prentice-Hall.

Jameson, Fredric. Year of publication? “*On Interpretation: Literature as a Socially Symbolic Act*”. Place of Pub.?: Publisher?

Keesey, Donald. 2003. *Contexts for Criticism*. 4th Ed. Boston: McGraw Hill.

Latimer, Dan. 1989. *Contemporary Critical Theory*. San Diego: Harcourt.

Lodge, David & Wood, Nigel Ed.. 1988. *Modern Criticism and Theory: A Reader* Second edition. New Delhi: Pearson.

Haslett, Moyra. 2000. *Marxist Literary and Cultural Theories*. London: Macmillan.

Morris, Pam. 1993. *Literature and Feminism*. Oxford: Blackwell.

Steve, Jackson & Jones, Jackie. 1988. *Contemporary Feminist Theories*. New York: New York University Press.

Semester IV
COURSE TITLE: INDIAN WRITINGS IN TRANSLATION
COURSE CODE: ENG06C402

Credit: L-T-P: 4-1-0

Total Credit Hours: 50

Pedagogical Note:

The course would elucidate the continuum of Indian experience and worldview reflected in works across regional languages. The main purpose of the course would be to introduce students to the native varieties of literature. The range of texts, taken from different language-literatures would acquaint students with the corpus of the translated works.

For the course 80 percent will be Class room teaching and 20 percent will be Internal Assessment comprising Unit test, Assignments and class room participation. The evaluation method for this course will be 20 percent Internal Assessment, 20 percent Multiple Choice questions Test, and 60 percent End semester examination.

Instructions for Paper Setters:

The end semester examination will be of 3 hours and 60 marks. The first question, which would be compulsory, shall be short answer type word limit 125 each. It would carry 12 short questions, spread over the whole syllabus. The candidate will be required to attempt any 6 short answer type questions. Each short answer type question would carry two marks $2 \times 6 = 12$. Rest of the paper shall contain 4 units. Each unit shall have two questions and the candidates shall be required to attempt one question from each Unit four in all. Each question shall carry 12 marks $12 \times 4 = 48$.

FOCUS TERMS: Importance of Translation in India, Transliteration, Translation and Politics, Methods of Translation, Regional Literature in India, Pragtiyaad and Prayogvaad movement in Hindi poetry, "Nazm" in Urdu Poetry, Third-world Feminism, Feminism in Punjabi Literature, Mind-Body Dualism, Nativism, Indian Drama in Translation, Socialism in Indian Poetry, The concept of Subaltern in Indian Literature, Rewriting of Myths in Indian Literatures.

UNIT I POETRY (Hours: 15)

Muktibodh

- "The void"
- "So very far"

Faiz Ahmad Faiz

- "Don't Ask Me for that Love Again",
- "A Prison Evening"

UNIT II Fiction Hours 15)

Amrita Pritam: *Pinjar*, trans. Khushwant Singh. New Delhi: Tara Press, 2009.

UNIT III Hours 20)

Mahasweta Devi

- "Draupadi",
- "Breast-Giver"

Saadat Hasan Manto

- *The Dog of Titwal*
- *A Tale of 1947*

UNIT IV Hours 10)

Mohan Rakesh "One Day in Ashadha" Modern Indian Plays. Ed. Chandrasekhar Kambar. New Delhi; National School of Drama, 2007.

Suggested Readings:

- Das, Sisir. ed.. 1995. *History of Indian Literature*. Delhi: Sahitya Akademi.
- Devy, G.N. 1998. *After Amnesia*. Hyderabad: Orient Longman.
- George, K.M. 1984. *Comparative Indian Literature*, Delhi: Macmillan.
- Joshi, Priya. 2002. *In Another Country*, Delhi: Oxford University Press.
- Satchidanandan, K. 1999. *Indian Literature: Positions and Propositions*. Delhi: Pencraft.
- Kumar, Akshaya. 2009. *Poetry, Politics and Culture: Essays on Indian Texts and Contexts*. Routledge India.
- Lal, Ananda. ed.. 2009. *Theaters of India: A Concise Companion*, Delhi: Oxford University Press.
- Mukherjee, Meenakshi. 1994. *Realism and Reality: The Novel and Society in India*, Delhi: Oxford University Press.
- Mukherjee, Sujit. 1999. *A Dictionary of Indian Literature: Beginnings-1850*. Hyderabad: Orient Blackswan.
- Mukherjee, Tutun. Ed. 2006. *Girish Karnad's Plays: Performance and Critical Perspectives*, Delhi: Pencraft.
- Pollock, Sheldon I. ed. 2003. *Literary Cultures in History: Reconstructions from South Asia*, California: University of California Press.

COURSE TITLE: Comparative Literature: Theoretical Foundations
COURSE CODE: ENG06C403

Credit: L-T-P: 4-1-0

Total Credit Hours: 50

Pedagogy of the course:

This course intends to introduce students to a range of theoretical issues in the field of Comparative Literary studies. The task of inculcating a comparative awareness in the minds of the participants to realize its cultural significance in the globe as well as multilingual states like India is central to the goal of this course. The course will follow the broad outline of the emergence of the field; further, it aims to familiarize the critical debates in the field of study. It will focus on theoretical texts that have been influential both within the field of comparative literature and in wider theoretical debate. **A minimum of TWO texts will be used for comparison.**

For the course 80 percent will be Class room teaching and 20 percent will be Internal Assessment comprising Unit test, Assignments and class room participation. The evaluation method for this course will be 20 percent Internal Assessment, 20 percent Multiple Choice questions Test, and 60 percent End semester examination.

Instructions for Paper Setters:

The end semester examination will be of 3 hours and 60 marks. There shall be 9 questions in all. The first question, which would be compulsory, shall be short answer type word limit 125 each. It would carry 06 short questions, spread over the whole syllabus. The candidate will be required to attempt all short answer type questions. Each short answer type question would carry two marks $2 \times 6 = 12$. Rest of the paper shall contain 4 units. Each unit shall have two modules, and one question shall be asked from each module; the candidates shall be required to attempt one question from each Unit four in all. Each question shall carry 12 marks $12 \times 4 = 48$.

UNIT I

Module A

Tagore. "World Literature" (1907) in David Damrosch Ed. *World Literature in Theory*.

Module B

Goethe. "Conversations with Eckermann on *Weltliteratur*" (1827) in David Damrosch Ed. *World Literature in Theory*

UNIT II

Module A

Auerbach, Eric. 1969. "Philology and *Weltliteratur*" Trans. Marie and Edward Said. *The Centennial Review* XIII:1, 1-17.

Module B

Wellek, Rene. "The Crisis of Comparative Literature" (1959) in David Damrosch Ed. *The Princeton Sourcebook of Comparative Literature*. 160-172.

UNIT III

Module A

Franco Moretti. "Conjectures on World Literature" (2000) in *Distant Reading*. London: Verso, 2013. 43-62

Module B

Siskind, Mariano. "The Globalization of the Novel and the Novelization of the Global: A Critique of World Literature" in *World Literature: A Reader*. 329- 352

UNIT IV

Module A

Pascal Casanova. "Literature as a World" 2005) in David Damrosch Ed. *World Literature in Theory*

Module B

Michael Riffaterre "On the Complimentarity of Comparative Literature and Cultural Studies" in *Comparative Literature in the Age of Multiculturalism*. 66-73.

Suggested Readings:

- Ahmad, Aijaz. 2010. "'Show me the Zulu Proust': some thoughts on world literature" *Revista Brasileira de Literatura Comparada*, 17, 11-45.
- Apter, Emily. 2013. *Against World Literature: On the Politics of Untranslatability*. London and New York: Verso.
- Apter, Emily. 2008) "Untranslatables: A World System". *New Literary History*, 39: 3. pp. 581-598.
- Bassnet, Susan. 1993. *Comparative Literature: A Critical Introduction*. Oxford: Blackwell.
- Bernheimer, Charles, Ed. 1995. *Comparative Literature in the Age of Multiculturalism*. Baltimore: Johns Hopkins UP.
- Damrosch, David Ed. 2014. *World Literature in Theory*. Oxford: Wiley Blackwell.
- Damrosch, David. 2009. *How to Read World Literature*. London: Blackwell, 2009.
- Damrosch, David Ed. 2009. *The Princeton Sourcebook of Comparative Literature*. New Jersey: Princeton UP. *Selections*
- Dasgupta, Subha Chakraborty Ed. 2004. *Genology*. Jadavpur: Jadavpur University.
- D'haen, Theo, et al. Eds. 2013. *World Literature: A Reader*. London and New York: Routledge.
- Guillen, Claudio. 1993. *The Challenge of Comparative Literature*. Cambridge, Mass.: Harvard UP.
- Levin, Harry. 1972. *Refractions: Essays in Comparative Literature*. Oxford: Oxford UP.
- Moretti, Franco. 2013. *Distant Reading*. London: Verso, 2013.
- Spivak, Gayatri. 2003. *Death of a Discipline*. New York: Columbia UP.
- Zepetnek, Steven Totosy de. 1998. *Comparative Literature: Theory, Method, Application*. Amsterdam: Rodopi.

DISCIPLINE SPECIFIC ELECTIVES
SURVEY OF BRITISH LITERATURE
COURSE CODE: ENG06EX01

Credit: L-T-P: 4-1-0

Total Credit Hours: 50

Pedagogy of the course:

This paper is a refresher course for the students, to survey the history of British literature from Old English Period to Postmodern Age, to introduce major literary works, different literary genres and trends, major authors and basic literary theory and criticism that will help the students to develop literary sensibility, critical thinking, and sharp vision, pertaining to the thrust for literature.

For the course 80 percent will be Class room teaching and 20 percent will be Internal Assessment comprising Unit test, Assignments and class room participation. The evaluation method for this course will be 20 percent Internal Assessment, 20 percent Multiple Choice questions Test, and 60 percent End semester examination.

Instructions for Paper Setters:

The end semester examination will be of 3 hours and 60 marks. There shall be 9 questions in all. The first question, which would be compulsory, shall be short answer type word limit 125 each. It would carry 06 short questions, spread over the whole syllabus. The candidate will be required to attempt all short answer type questions. Each short answer type question would carry two marks $2 \times 6 = 12$. Rest of the paper shall contain 4 units. Each unit shall have two questions and the candidates shall be required to attempt one question from each Unit four in all. Each question shall carry 12 marks $12 \times 4 = 48$.

Literary Terms:

Miracle and Morality Plays; Allegory; University Wits; Graveyard Poets; Oxford Movement; Humanism; Reformation; Puritanism; Literature of Sensibility; Romantic Revival; Pre-Raphaelites; The Lost Generation; Symbolism; War Poets; Georgian Poets

UNIT I: (Hours: 15)

(A) Age of Chaucer: Social and historical background of the age; Chaucer's contribution to the English language and literature; Other important poets of the age.

(B) Features of the poetry in the 15th century; Survey of the English ballads in 14th and 15th century; Scottish Chaucerians

UNIT II: (Hours: 15)

(A) The influence of Renaissance on English Literature; Development of English Drama from beginning to the 15th century; Shakespeare's contribution to the art of Drama.

(B) Social and historical background of the Restoration Period; Characteristics of the Restoration Drama; Characteristics of the Metaphysical Poetry; Milton's Contribution to literature and criticism

UNIT III: (Hours: 15)

(A) Social and historical background of the Romantic age; Characteristics of the Romantic poetry; Survey of the principal Romantic poets; Jane Austen and the English Novel

(B) Social and historical background of the Victorian age; Characteristics of the Victorian Poetry; Survey of the women novelists of the age; Contribution of Charles Dickens to the English Novel

UNIT IV: (Hours: 15)

(A) Social and historical background of the Modern age; Characteristics of the Modern Poetry; Features of the Modern Novel; Trends in the Modern Drama.

(B) The Characteristics of the postmodern Literature; Principles of Psychoanalysis in literature; A survey of the politically informed literary movement.

Suggested Readings:

- Abrams, M.H. 2014. *A Glossary Of Literary Terms*, New Delhi: Cengage Learning, 10th Edition.
- Albert, Edward. 2009. *History of English Literature*, Oxford University Press-New Delhi, 5th Edition.
- Artz, Frederick. 1963. *Renaissance to Romanticism*. Chicago and London: University Of Chicago Press.
- Baugh, Albert C. & Thomas Cable. 2012. *A History of English Language*, Place of pub.?: Longman; 6th Revised Edition.
- Bradley, H. 1964. *The Making of English*, New York: The Macmillan Company; London: Macmillan & Co.
- Cuddon, J.A. 1991. *The Penguin Dictionary of Literary Terms and Literary Theory*. London: Penguin Books.
- Donaldson, E.T. 2000. *Speaking Of Chaucer*. Athlone Press.
- Long, William J. 2007. *English Literature: Its History and Significance*. New Delhi: AITBS Publishers.
- Trivedi, R.D. 2009. *A Compendious History of English Literature*. New Delhi: Vikas Publishing House Pvt. Ltd.

AFRICAN AND CARIBBEAN LITERATURES
COURSE CODE: ENG06EX02

Credit: L-T-P: 4-1-0

Total Credit Hours: 50

Pedagogy of the Course:

The objective of this paper is to familiarize the students with the literatures from African and Caribbean region. The aim is to offer a comparative treatment of ideas, issues and problems related to the study of these literatures and the cultures; to re-assess colonial histories in all their complexity and diversity, and to determine their continuing impact upon our globalised world.

For the course 80 percent will be Class room teaching and 20 percent will be Internal Assessment comprising Unit test, Assignments and class room participation. The evaluation method for this course will be 20 percent Internal Assessment, 20 percent Multiple Choice questions Test, and 60 percent End semester examination.

Instructions for Paper Setters:

The end semester examination will be of 3 hours and 60 marks. There shall be 9 questions in all. The first question, which would be compulsory, shall be short answer type word limit 125 each. It would carry 06 short questions, spread over the whole syllabus. The candidate will be required to attempt all short answer type questions. Each short answer type question would carry two marks $2 \times 6 = 12$. Rest of the paper shall contain 4 units. Each unit shall have two questions and the candidates shall be required to attempt one question from each Unit four in all. Each question shall carry 12 marks $12 \times 4 = 48$

UNIT I POETRY Hours 15)

Derek Walcott: "A Far Cry from Africa"

Edward Brathwaite: "Didn't He Ramble", "Calypso"

UNIT II FICTION Hours 15)

Chinua Achebe: *Things Fall Apart*

UNIT III DRAMA Hours 15)

Wole Soyinka: *Kongi's Harvest*

UNIT IV PROSE Hours 15)

Ngugi Wa Thiong'o: "The Language of African Literature" from *Decolonizing the Mind*

Derek Walcott. "The Muse of History". *The Routledge Reader in Caribbean Literature*, eds Donnell, Alison, Sarah Lawson Welsh. New York: Routledge, 1996. 282-286.

Reading List:

Baugh, Edward. *Derek Walcott*. Cambridge: Cambridge University Press, 2006.

Baugh, Edward. *Derek Walcott: Memory as Vision: Another Life*. Longman, 1978.

Bhabha, Homi. *Nation and Narration*. London and New York: Routledge, 1990.

Brown, Stewart. ed. *The Art of Derek Walcott*. Chester Springs, Dufour, 1991.

Brydon, Daina and Helen Tiffin. *Decolonising Fictions*. Sydney: Dangaroo, 1993.

Donnell, Alison, Sarah Lawson Welsh, Eds. *The Routledge Reader in Caribbean Literature*. New York: Routledge, 1996. 282-286.

Irele, F. Abiola, Simon Gikandi. Eds. *The Cambridge history of African and Caribbean Literature*. Cambridge: Cambridge University Press, 2004.

Killam, G. D. *The Novels of Chinua Achebe*. London: Heinemann, 1978.

King, Bruce ed., *The New National and Postcolonial Literatures: An Introduction* Oxford: Clarendon, 1996.

AUSTRALIAN AND CANADIAN LITERATURES
COURSE CODE: ENG06EX03

Credit: L-T-P: 4-1-0

Total Credit Hours: 50

Pedagogy of the course:

This course is an introduction to the literatures from Australia, New Zealand and Canada. Some questions we will tackle include: How have the cultural, historical, and economic processes of colonialism, diaspora and migration connected and shaped these diverse regions? How have different authors addressed these processes in their literary works? How have issues of race and indigeneity been central to various discourses of nationalism? Students in this course will examine novels, poetry, and theoretical texts to develop their critical thinking, reading and writing skills. Along the way, they will gain a solid grounding in the literatures as well as various issues emerging from this area.

Instructions for Paper Setters:

The end semester examination will be of 3 hours and 60 marks. There shall be 9 questions in all. The first question, which would be compulsory, shall be short answer type word limit 125 each. It would carry 06 short questions, spread over the whole syllabus. The candidate will be required to attempt all short answer type questions. Each short answer type question would carry two marks $2 \times 6 = 12$. Rest of the paper shall contain 4 units. Each unit shall have two modules, and one question shall be asked from each module; the candidates shall be required to attempt one question from each Unit four in all. Each question shall carry 12 marks $12 \times 4 = 48$.

UNIT I: Poetry Hours 15)

Pratt, E.J. "Newfoundland"

Hope, A.D. "Australia"

Campbell, David. "The Australian Dream"

OR

Select Poems by Judith Wright

UNIT II: Fiction Hours 15)

Ihimaera, Witi. *The Whale Rider*. London: Penguin, 1994.

UNIT III: Fiction Hours 15)

Munro, Alice. *Lives of Girls and Women*. New York: Vintage, 2001.

UNIT IV Prose Hours 15)

Frye, Northrop. "National Consciousness in Canadian Culture" *Collected Works of Northrop Frye, Vol. 12*, eds. Jean O'Grady and David Staines. Toronto: Univ of Toronto Press, 2003. 493-507.

Huggan, Graham. "Australian Literature: Race, and the Politics of Location." *Australian Literature: Postcolonialism, Racism, Transnationalism*. Oxford: Oxford University Press, 2007.1-34.

Reading List:

Bennet, Dona and Russell Brown Eds. *A New Anthology of Canadian Literature in English*. Toronto: Oxford, 2003.

Birns, Nicholas, Rebecca McNeer, Eds. *A Companion to Australian Literature Since 1900*. New York: Camden House, 2007.

Brennan, Bernadette, Ed. *Just Words? Australian Authors Writing for Justice*. St Lucia: UQP, 2008.

Davis, Jack, Stephen Muecke, Mudrooroo Narogin and Adam Shoemaker, Eds. *A Collection of Black Australian Writings*. St Lucia, Qld: University of Queensland Press, 1990.

Huggan, Graham. *Australian Literature: Postcolonialism, Racism, Transnationalism*. Oxford: Oxford University Press, 2007.

Keith, WJ. *Canadian Literature in English*. London: Longman, 1985.

Kennedy, Melissa. *Striding Both Worlds: Witi Ihimaera and New Zealand's Literary Traditions*. Amsterdam, New York: Rodopi, 2011.

Kröller, Eva-Marie, Ed. *The Cambridge Companion to Canadian Literature*. Cambridge: Cambridge University Press, 2004.

New, WH. *A History of Canadian Literature*. Montreal: McGill-Queen's University Press, 2003.

Sugars, Cynthia. *The Oxford Handbook of Canadian Literature*. New York: Oxford University Press, 2016.

Webby, Elizabeth Ed. *The Cambridge Companion to Australian Literature*. Cambridge: Cambridge University Press, 2000.

Walsh, Richard, Ed. *Traditional Australian Verse: The Essential Collection*. New South Wales: Allen & Unwin, 2009.

EUROPEAN CLASSICS

COURSE CODE: ENG06EX04

Credit: L-T-P: 4-1-0

Total Credit Hours: 50

Pedagogy of the Course: The overall aim of this paper is to study how literary texts interpret man's conflict with the narratives of religion, morality, society as well as politics. These texts are representatives of different time periods and different cultural and linguistic backgrounds in the history of Europe. The texts in this paper have layered meanings that will introduce the variety of concerns of the European literature. The selections in UNIT I and UNIT II must be specified in each semester at the beginning of the semester.

For the course 80 percent will be Class room teaching and 20 percent will be Internal Assessment comprising Unit tests, Assignments and class room presentations. The evaluation method for this course will be 20 percent Internal Assessment, 20 percent Multiple Choice Questions Test, and 60 percent End semester examination.

Instructions for Paper Setters: The end semester examination will be of 3 hours and 60 marks. There shall be 9 questions in all. The first question, which would be compulsory, shall be short answer type word limit 125 each. It would carry 06 short questions, spread over the whole syllabus. The candidate will be required to attempt all short answer type questions. Each short answer type question would carry two marks $2 \times 6 = 12$. Rest of the paper shall contain 4 Units. Each unit shall have two questions and the candidates shall be required to attempt one question from each Unit four in all. Each question shall carry 12 marks $12 \times 4 = 48$.

UNIT I

Dante Alighieri, "Inferno" Selections

UNIT II

Miguel De Cervantes, "Don Quixote" Selections

UNIT III

Bertolt Brecht, "Life of Galileo"

UNIT IV

Franz Kafka, "Metamorphosis"

Suggested Readings:

1. Ferguson Francis, Dante's Drama of the Mind. Greenwood Press 1981.
2. R.P. Blackmur, Eleven Essays on the European Novel. Harcourt, Brace & World, 1964.
3. John Gassner, Masters of World Drama. New York: Dover Publications, 1954. Print.
4. Peter Demetz, ed. Brecht: A Collection of Critical Essays. Englewood Cliffs, N.J: Prentice-Hall, 1987. Print.
5. Ruby Cohn, Contemporary Dramatists. London: St. James. New York: St. Martin's, 1973. Print.
6. Kafka, Franz. The Essential Kafka: The Trial, the Castle, Metamorphosis, Letter to My Father and Other Stories. , 2014. Print.
7. Osborne, Charles. Kafka. New York: Barnes & Noble, 1968. Print.
8. Durán, Manuel. Cervantes. New York: Twayne Publishers, 1974. Print.
9. Bloom, Harold. Miguel De Cervantes. Philadelphia: Chelsea House Publishers, 2005. Print.
10. Cervantes, Saavedra M, Edith Grossman, and Harold Bloom. Don Quixote. , 2015. Print.
11. Dante Alighieri, Robert M. Durling, and Ronald L. Martinez. The Divine Comedy of Dante Alighieri. New York: Oxford University Press, 1997. Print.
12. Bloom, Harold. Dante. New York: Chelsea House Publishers, 1986. Print.
13. McNeill, Dougal. The Many Lives of Galileo: Brecht, Theatre and Translation's Political Unconscious. Oxford GB: P. Lang, 2005. Print.
14. Schoeps, Karl-Heinz. Bertolt Brecht. New York: F. Ungar Pub. Co, 1977. Print.
15. Gray, Ronald D. Brecht the Dramatist. , 1976. Print.
16. Bloom, Harold. Dante's Inferno. New York: Chelsea House Publishers, 2000. Print.

INDIAN CULTURAL STUDIES
COURSE CODE: ENG06EX05

Credit: L-T-P: 4-1-0

Total Credit Hours: 50

Pedagogy of the Course:

This course provides an introduction to critical approaches and debates in the emerging field of cultural studies in India. The paper is designed to introduce to the select theoretical debates that inform contemporary investigations in this field. This course will employ lecture and discussion format. Brief lectures will be given at the beginning of class in order to locate possible discussion topics. Students are expected to prepare discussion points for in-class conversation.

For the course 80 percent will be Class room teaching and 20 percent will be Internal Assessment comprising Unit test, Assignments and class room participation. The evaluation method for this course will be 20 percent Internal Assessment, 20 percent Multiple Choice questions Test, and 60 percent End semester examination.

Instructions for Paper Setters:

The end semester examination will be of 3 hours and 60 marks. There shall be 9 questions in all. The first question, **which would be compulsory**, shall be short answer type word limit 125 each. It would carry 06 short questions, spread over the whole syllabus. The candidate will be required to attempt all short answer type questions. Each short answer type question would carry **two** marks $2 \times 6 = 12$. Rest of the paper shall contain 4 units. Each unit shall have **two** questions and the candidates shall be required to *attempt one question* from each Unit four in all. Each question shall carry 12 marks $12 \times 4 = 48$.

UNIT I: Hours 10)

Prasad, Madhav. "Culture". *International Encyclopedia of the Social and Behavioural Sciences*, Oxford: Elsevier Science, 2001.

Radhakrishnan, Ratheesh. "Cultural Studies in India: A Preliminary Report on Institutionalisation". Bangalore: Center for Study of Culture and Societies, 2008.

<www.cscs.res.in/dataarchive/textfiles/textfile.2008-07-04.3578111600/file>

UNIT II: Hours 15)

Guha, Ranajit. "On Some Aspects of the Historiography of Colonial India". *Selected Subaltern Studies*, eds. Ranajit Guha, Gayatri C Spivak. New Delhi: Oxford University Press, 1988. 37-44.

Amin, Shahid. "Gandhi as Mahatma". *Selected Subaltern Studies*, eds. Ranajit Guha, Gayatri C Spivak. New Delhi: Oxford University Press, 1988. 288- 348.

UNIT III: Hours 20)

Ramanujan, AK. "Is There an Indian Way of Thinking?". *The Collected Essays*, ed. Vinay Dharwadker. New Delhi: Oxford University Press, 2004. 34-51

Ananthamurthy, UR. *Hindutva or Hind Swaraj* Selections. New Delhi: Harper Collins, 2016.

UNIT IV: Hours 15)

Visvanathan, Shiv. "The Language of Khadi".

Devy, GN. "The Return of the Silenced Oral: Culture and Study in Our Time". *Cultural Studies in India*, eds. Nayar, Rana, Pushpinder Syal, and Akshaya Kumar. New Delhi: Routledge, 2016

Suggested Readings:

Bennett, Tony and Patrick Joyce. *Material Powers: Cultural studies, History and the Material Turn*. New York, London: Routledge, 2010.

Chakrabarty, Dipesh. *Provincializing Europe: Postcolonial Thought and Historical Difference*. New Jersey: Princeton University Press, 2000

Dhareshwar, Vivek and R. Srivatsan. "‘Rowdy Sheeters’: An Essay on Subalternity and Politics" *Subaltern Studies IX*, Eds. Shahid Amin and Dipesh Chakrabarty. Delhi: OUP, 1996. 201-231.

Grossberg, Lawrence, Cary Nelson and Paula Treicher Eds., *Cultural Studies*. London: Routledge, 1992.

Nayar, Rana, Pushpinder Syal, and Akshaya Kumar, Eds. *Cultural Studies in India*. New Delhi: Routledge, 2016.

Prasad, Madhav, Ed. *Critical Quarterly*, Special Issue: Indian Cultural Studies. 56.3 October 2014) 1-105.

Nandy, Ashis. *The Secret Politics of Our Desires: Innocence, Culpability, and Indian Popular Cinema*. London: Zed, 1999.

VISUAL CULTURAL STUDIES
COURSE CODE: ENG06EX06

Credit: L-T-P: 4-1-0

Total Credit Hours: 50

Pedagogy of the Course:

In a world increasingly mediated by the visual, to understand the production, circulation and reading thereof is essential. As a relatively new discipline, Visual Culture Studies brings critical theories from a wide array of fields including Sociology, Cultural Studies, Philosophy etc. to bear on a host of visual objects. The interdisciplinary nature of the programme allows one to analyze objects originating from a variety of contexts such as fine arts, mass media, corporate communication, visual communication design, film and architecture. The course attempts to adopt an overarching critical focus through which a range of visual domains, from image photography/painting), moving image cinema), digital image to graphic novels, in short both popular cultural or so-called high art images can be explored.

For the course 80 percent will be Class room teaching and 20 percent will be Internal Assessment comprising Unit test, Assignments and class room participation. The evaluation method for this course will be 20 percent Internal Assessment, 20 percent Multiple Choice questions Test, and 60 percent End semester examination.

Instructions for Paper Setters:

The end semester examination will be of 3 hours and 60 marks. There shall be 9 questions in all. The first question, which would be compulsory, shall be short answer type word limit 125 each. It would carry 06 short questions, spread over the whole syllabus. The candidate will be required to attempt all short answer type questions. Each short answer type question would carry two marks $2 \times 6 = 12$. Rest of the paper shall contain 4 units. Each unit shall have two questions, one from each module, and the candidates shall be required to attempt one question from each Unit four in all. Each question shall carry 12 marks $12 \times 4 = 48$.

UNIT I: IMAGE (Hours: 15)

Module A:

Mitchell, WJT. "What is an Image?" *Iconography: Image, Text and Ideology*. Chicago: University of Chicago Press, 1987. 7-46

Module B:

Ramaswamy, Sumathi. "Body Politic(s): Maps and Mother, Goddesses in Modern India". *Picturing The Nation: Iconographies of Modern India*, ed. Richard H Davis. Hyderabad: Orient Longman, 2007. 32- 50.

UNIT II: MOVING IMAGE (Hours: 15)

Module A:

Mulvey, Laura. "Visual Pleasure and Narrative Cinema." *Film Theory and Criticism : Introductory Readings*, eds. Leo Braudy, Marshall Cohen. New York, Oxford, 2009. 711-722

Module B:

Lutgendorf, Philip. "Is There an Indian Way of Filmmaking?" *IJHS* 10.3 Dec., 2006): 227-256

UNIT III: DIGITAL IMAGE (Hours: 15)

Module A:

Mitchell, WJT. "Biopictures." *Cloning Terror: The War of Images, 9/11 to the Present*. Chicago and London: University of Chicago Press, 2011.

Module B:

Hansen, Mark BN. "Affect as Interface: Confronting the 'Digital Facial Image'" *New Philosophy for New Media*. Cambridge, Mass. and London: The MIT Press, 2016. 127-158.

UNIT IV: GRAPHIC IMAGE (Hours: 15)

Module A:

Horstkotte, Silke. "Zooming In and Out: Panels, Frames, Sequences, and the Building of Graphic Storyworlds." *From Comic Strips to Graphic Novels: Contributions to the Theory and History of Graphic Narrative*, eds. Daniel Stein and Jan- Noël Thon. Berlin: De Gruyter, 2013. 27-48.

Module B:

Prasad, Bhagwati and Amitabh Kumar. *Tinker.Solder.Tap: A Graphic Novel*. Delhi: Centre for the Study of Developing Societies, 2009.

Suggested Reading:

Berger, John. *Ways of Seeing*. London: Penguin Random House, 2008.

Foucault, Michel. "Las Meninas" *The Order of Things: An Archaeology of Human Sciences*. London and New York: Routledge, 1989. 3-18

Fuery, Patrick Fuery and Kelli Fuery. *Visual Culture and Critical Theory*. London: Arnold, 2003.

Hackforth-Jones, Jocelyn, Mary Roberts. *Edges of Empire: Orientalism and Visual Culture*. Malden, Mass: Blackwell, 2005

Hall, Stuart. *Representation: Cultural Representation and Signifying Practices*. California: Sage publications, 1997.

Jenks, Chris, Ed. *Visual Culture*. London, New York: Routledge, 1995.

Mirzoeff, Nicholas. *The Right to Look: A Counter History of Visuality*. Durham and London: Duke University Press, 2011.

Mitchell, W.J.T. *Iconology: Image, Text, Ideology*. Chicago: University of Chicago Press, 1986.

--- *Picture Theory: Essays on Visual and Verbal Representation*. Chicago: University of Chicago Press, 1994.

Panofsky, Erwin. *Perspective as Symbolic Form*. New York: Zone Books, 1991.

Pinney, Christopher. *Photos of the Gods: The Printed Image and Political Struggle in India*. London: Reaktion Books, 2004.

COURSE TITLE: INTRODUCTION TO DIGITAL HUMANITIES

COURSE CODE: ENG06EX07

Credit: L-T-P: 4-1-0

Total Credit Hours: 50

Pedagogy of the Course:

Digital Humanities investigates how digitality is changing the way we produce and share knowledge in the humanities. The key problem here is this: the humanities is a discipline that values subtlety, nuance, conflicting ideas, and even paradox. When one is working with digital technology that is paradigmatically constituted by the principles of computing, ranging from word-processors to data visualization and digital maps, one has to negotiate with new challenges. So how does one practice literature and humanities in this context? This course is an introduction to some of the issue involved here.

For the course 80 percent will be Class room teaching and 20 percent will be Internal Assessment comprising Unit test, Assignments and class room participation. The evaluation method for this course will be 20 percent Internal Assessment, 20 percent Multiple Choice questions Test, and 60 percent End semester examination.

Instructions for Paper Setters:

The end semester examination will be of 3 hours and 60 marks. There shall be 9 questions in all. The first question, which would be compulsory, shall be short answer type word limit 125 each. It would carry 06 short questions, spread over the whole syllabus. The candidate will be required to attempt all short answer type questions. Each short answer type question would carry two marks $2 \times 6 = 12$. Rest of the paper shall contain 4 units. Each unit shall have two questions, one from each module and the candidates shall be required to attempt one question from each Unit four in all. Each question shall carry 12 marks $12 \times 4 = 48$.

UNIT I: Introduction (15 Hours)

Module A:

Digital Humanities Manifesto <<http://manifesto.humanities.ucla.edu/>>

Module B:

Digital Humanities Manifesto 2.0 <<http://manifesto.humanities.ucla.edu/>>

UNIT II: Theorizing the Discipline (15 Hours)

Module A:

Drucker, Johanna. "Humanistic Theory and Digital Scholarship" *Debates in the Digital Humanities*, ed. Mathew K Gold. Minneapolis, London: University of Minnesota Press, 2012. 85-95.

Module B:

Frabetti, Federica. "Rethinking The Digital Humanities In The Context Of Orinary Technicity" *Culture Machine* Vol. 12, 2011. 1-22.

UNIT III Issues, Questions, Debates (15 Hours)

Module A:

Liu, Alan. "Where Is Cultural Criticism in the Digital Humanities?" *Debates in the Digital Humanities*, ed. Mathew K Gold. Minneapolis, London: University of Minnesota Press, 2012. 490-509.

Module B:

Bernard Stiegler. "Digital knowledge, obsessive computing, short-termism and need for a negentropic Web." *Digital Humanities and Digital Media: Conversations on Politics, Culture, Aesthetics and Literacy*, ed. Roberto Simanowski. London: Open Humanities Press, 2016. 290-304.

UNIT IV DH @ Work (15 Hours)

Module A:

Meyer, Eric T. and Ralph Schroeder "Conceptualizing e-Research" *Knowledge Machines: Digital Transformations of the Sciences and Humanities*. Cambridge, Mass. and London: The MIT Press, 2015. 23-44.

Module B:

Shah, Nishant. "Beyond Infrastructure: Re-Humanizing Digital Humanities in India." *Between Humanities and the Digital*, eds. Patrik Svensson, David Theo Goldberg. Cambridge, Mass. and London: The MIT Press, 2015.

Reading List/Sources:

- Carr, Nicholas. *The Shallows: How the Internet Is Changing the Way We Think, Read and Remember*. London: Norton, 2010.
- Dreyfus, Hubert L. *On the Internet*. New York: Routledge, 2009.
- Drucker, Johanna. *Introduction to Digital Humanities*. Los Angeles: UCLA, 2014. <http://dh101.humanities.ucla.edu/wp-content/uploads/2014/09/IntroductionToDigitalHumanities_Textbook.pdf >
- Gardiner, Eileen and Ronald G Musto. *The Digital Humanities: A Primer for Students and Scholars*. New York: Cambridge UP, 2015.
- Gold, Mathew K. Ed. *Debates in the Digital Humanities*. Minneapolis, London: University of Minnesota Press, 2012.
- Hansen, Mark BN. *Bodies in Code: Interfaces with Digital Media*. London, New York: Routledge, 2006.
- Harraway, Donna. "Cyborg Manifesto"
- Hayles, Katherine N. *My Mother Was a Computer: Digital Subjects and Literary Texts*. Chicago: University of Chicago Press, 2005.
- Landow, George P. *Hypertext 3.0: Critical Theory and New Media in the Era of Globalization*. Baltimore: The Johns Hopkins University Press, 2006.
- The Perseus Archive*. <http://www.perseus.tufts.edu/>.
- Rajadhyaksha, Ashish. *The Last Cultural Mile: An Inquiry into Technology and Governance in India*. Bengaluru: The Center for Internet and Society, 2011. <[www. cis-india.org/raw/histories-of-the-internet/last-cultural-mile.pdf](http://www.cis-india.org/raw/histories-of-the-internet/last-cultural-mile.pdf)>
- The Republic of Letters*. <http://shc.stanford.edu/collaborations/supported-projects/mapping-republic-letters/>.
- The Rossetti Archive*. <http://www.rossettiarchive.org/>.
- Susan Schreibman, Ray Siemens, and John Unsworth Eds. *A Companion to Digital Humanities*. Malden, Mass: Blackwell, 2004.
- Svensson, Patrik and David Theo Goldberg. Eds. *Between Humanities and the Digital*. Cambridge, Mass. and London, The MIT Press, 2015.
- The Walt Whitman Archive*. <http://www.whitmanarchive.org/>.
- The William Blake Archive*. <http://www.blakearchive.org/>.
- The Women Writers Project*. <http://www.wwp.brown.edu/>.

Course Title: Applied Comparative Literature
Course Code: ENG06EX08

Credit: L-T-P: 4-1-0

Total Credit Hours: 50

Pedagogy of the course:

This course intends to introduce students to the practice of Comparative Literary Studies. The course will familiarize the students with the various methods and modes of comparative literary practice. Further, the students would study the literary texts and undertake a comparative analysis of the texts. The course will focus on the key issues which are significant while undertaking such comparative analysis.

For the course 80 percent will be Class room teaching and 20 percent will be Internal Assessment comprising Unit test, Assignments and class room participation. The evaluation method for this course will be 20 percent Internal Assessment, 20 percent Multiple Choice questions Test, and 60 percent End semester examination.

Instructions for Paper Setters:

The end semester examination will be of 3 hours and 60 marks. There shall be 9 questions in all. The first question, which would be compulsory, shall be short answer type word limit 125 each. It would carry 06 short questions, spread over the whole syllabus. The candidate will be required to attempt all short answer type questions. Each short answer type question would carry two marks $2 \times 6 = 12$. Rest of the paper shall contain 4 units. Each unit shall have two modules, and one question shall be asked from each module; the candidates shall be required to attempt one question from each Unit four in all. Each question shall carry 12 marks $12 \times 4 = 48$.

UNIT I

Nietzsche. Selections from *The Birth of Tragedy*. In *The Princeton Sourcebook in Comparative Literature* 27-40

UNIT II

David Damrosch. "Reading across Cultures" in *How to Read World Literature*. London: Blackwell, 2009. 46-64.

UNIT III

UR Anantmurthy. *Samskara*.

UNIT IV

Gurdial Singh. *The Last Flicker*.

Suggested Readings:

- Apter, Emily. 2008. "Untranslatables: A World System". *New Literary History*, 39: 3. pp. 581-598
- Bassnet, Susan 1993: *Comparative Literature: A Critical Introduction*. Oxford: Blackwell.
- Bernheimer, Charles, Ed. 1995. *Comparative Literature in the Age of Multiculturalism*. Baltimore: Johns Hopkins UP.
- Damrosch, David. 2009. *How to Read World Literature*. London: Blackwell, 2009.
- Damrosch, David Ed. 2009. *The Princeton Sourcebook of Comparative Literature*. New Jersey: Princeton UP, 2009.
- Guillen, Claudio. 1993. *The Challenge of Comparative Literature*. Cambridge, Mass.: Harvard UP.
- Koelb, Clayton and Susan Noakes. 1988) *The Comparative Perspective on Literature: Approaches to Theory and Practice*. Ithaca: Cornell UP.
- Zepetnek, Steven Totosy de. 1998. *Comparative Literature: Theory, Method, Application*. Amsterdam: Rodopi.

COURSE TITLE: ELT MATERIALS & SYLLABUS DESIGN
COURSE CODE: ENG06EX09

Credit: L-T-P: 4-1-0

Total Credit Hours: 50

Pedagogy of the Course: The course is designed to train the learners in the skills of developing materials in syllabus design, developing language skills of students, and evaluating language teaching and learning of English as a second/foreign language.

TOPICAL OUTLINE:

UNIT I

What is a syllabus?

Syllabus design basics

Syllabus and Curriculum

Materials in ELT : the role of materials; types of materials.

Unit 2

Types of syllabuses : Procedural, Cultural, Situational, Skill-based, Structural/Formal, Multi-dimensional, Task-based, Process, Learner-led, Proportional, Content-based, Notional/Functional Communicative.

Unit 3

Materials for developing language skills I: LSRW approach- listening skills; speaking skills; reading skills; writing skills.

Materials for developing language skills II: study skills; grammar; vocabulary; language through literature.

Unit 4

Materials for evaluating language teaching and learning: selecting / adapting materials for evaluation; classroom processes.

Materials for evaluating language ability: guidelines for evaluating language skills; test types for different language skills; managing and communicating assessment.

Essential Readings:

Allen, French 1983) Techniques in teaching vocabulary. Oxford: Cambridge University Press.

Brumfit, C 1985) Language and literature teaching : from practice to principles. London: Pergamon Press.

Brumfit, C. 1984) Communicative methodology in language teaching. Cambridge: Cambridge University Press.

Harwood, Nigel 2010) *English Language Teaching Materials: Theory and Practice*. Cambridge: Cambridge University Press.

Munby, J. 1978) Communicative syllabus design. Cambridge: Cambridge University Press.

Nunan, D. 1988) Syllabus design. Oxford: Oxford University Press.

Ur, Penny 1988) Grammar practice activities: a practical guide for teachers. Cambridge: Cambridge University Press.

Ur, Penny 1989) Teaching listening comprehension. Cambridge: Cambridge University Press.

Wilkins, D.A. 1976) Notional syllabuses. Oxford: Oxford University Press.

Reading List:

Byrne, Donn 1976. Teaching oral English. London: Longman.

Byrne, Donn 1988. Teaching writing skills. London: Longman.

Grellet, F. 1981. Developing reading skills. Cambridge: Cambridge University Press.

Harris, David P. 1969. Testing English as a second language. New York: McGraw-Hill.

McGrath, Ian 2002. *Materials evaluation and design for language teaching*. Edinburgh: Edinburgh University Press.

McGrath, Ian 2013. *Teaching materials and the roles of EFL/ESL teachers: practice and theory*. London: Bloomsbury. Available at: <http://ezproxy.lib.le.ac.uk/login?url=http://www.myilibrary.com?id=450324>.

Mishan, Freda 2005. *Designing Authenticity into Language Learning Materials*. Bristol: Intellect Books. Available at: <http://ezproxy.lib.le.ac.uk/login?url=http://site.ebrary.com/lib/leicester/Doc?id=10073901>.

Murphy, Raymond 1989. Grammar in use. Cambridge: Cambridge University Press

Nation, I. S. P. and Macalister, John 2010. *Language Curriculum Design*. New York: Routledge. Available at: <http://ezproxy.lib.le.ac.uk/login?url=http://www.myilibrary.com?id=228389>.

Norton, J. E. 2005. *Speaking test materials: Let's give them something to talk about*. MATDSA: Folio. Available at: http://www.matsda.org/folio_article_jan05.htm.

Nunan, David 1989. *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press.

O'Neill, R. 1982. 'Why use textbooks?', *ELT Journal*, 36(2), pp. 104–111. doi: 10.1093/elt/36.2.104.

Tomlinson, Brian 2002. *Developing Materials for Language Teaching*. London: Continuum.

Tomlinson, Brian 2008. *English Language Learning Materials: A Critical Review*. London: Continuum. Available at: <http://ezproxy.lib.le.ac.uk/login?url=http://www.myilibrary.com?id=230968>.

Tomlinson, Brian 2011a. *Materials development in language teaching*. 2nd ed. Cambridge: Cambridge University Press. Available at: <http://ezproxy.lib.le.ac.uk/login?url=http://www.myilibrary.com?id=305509>.

Tomlinson, Brian 2011b. *Materials Development in Language Teaching*. 2nd ed. Cambridge: Cambridge University Press. Available at: <http://ezproxy.lib.le.ac.uk/login?url=http://www.myilibrary.com?id=305509>.

Tomlinson, Brian 2013. *Applied linguistics and materials development*. London: Bloomsbury.

Tomlinson, Brian and Masuhara, Hitomi 2010. *Research for Materials Development in Language Learning: evidence for best practice*. London: Continuum. Available at: <http://site.ebrary.com/lib/leicester/Doc?id=10432539>.

COURSE TITLE: ASSESSMENT, LANGUAGE TESTING & EVALUATION
COURSE CODE: ENG06EX10

Credit: L-T-P: 4-1-0

Total Credit Hours: 50

Pedagogy of the Course:

The objective is to introduce the learners to the techniques underlying the designing and administration of various kinds of language tests for the purpose of continuous evaluation as well as end of term examination.

TOPICAL OUTLINE:

UNIT I

Teaching and testing: what is testing; the concept of backwash; the need for tests; characteristics of a good test validity, reliability, practicability.

Unit 2

Kinds of tests : proficiency tests; achievement tests; diagnostic tests; placement tests; test types multiple choice, cloze tests, C-tests, dictation, etc..

Unit 3

Techniques of testing: stages of test construction; administration of tests; statistical analysis of test results.

Basic statistics: Central tendencies: mean, median and mode, skewness, groups and frequency analysis. Simple correlation and regression.

Unit 4

Testing language skills: testing listening; oral ability; writing; reading; grammar and vocabulary.

Essential Reading:

Allwright, R. L. 1981. 'What do we want teaching materials for?', *ELT Journal*, 36(1), pp. 5–18. doi: 10.1093/elt/36.1.5.

Fulcher, Glen, & Davidson, Fred. Series Editor: C.N. Candlin. & Ronald Carter. 2007. *Language Testing and Assessment*. London and New York: Routledge.

Halliday, MAK. 1964. Allan Mackintosh and Peter Strevens. *The Linguistic Sciences and Language Teaching*. London: Longman.

Suggested Readings:

Breen, M. P. 1985. 'Authenticity in the Language Classroom*', *Applied Linguistics*, 6(1), pp. 60–70. doi: 10.1093/applin/6.1.60.

Davies, A. 2006. 'What do learners really want from their EFL course?', *ELT Journal*, 60(1), pp. 3–12. doi: 10.1093/elt/cci076.

Dubin, Fraida and Olshtain, Elite. 1986. *Course Design: developing programs and materials for language learning*. Cambridge: Cambridge University Press.

Ellis, R. 1997. 'The empirical evaluation of language teaching materials', *ELT Journal*, 51(1), pp. 36–42. doi: 10.1093/elt/51.1.36.

- Gray, John Ed.. 2013. *Critical perspectives on language teaching materials*. Basingstoke: Palgrave Macmillan.
- Hall, DR and A Hewings. Eds. 2001. *Innovations in English Language Teaching*. London and New York: Routledge.
- Harris, David P. 1969. *Testing English as a second language*. New York: McGraw-Hill.
- Hughes, Arthur. 1989. *Testing for language teachers*. Cambridge: Cambridge University Press.
- Madson, Harald S. 1983. *Techniques in testing*. New York: Oxford University Press.
- McGrath, I. 2006. 'Teachers' and learners' images for coursebooks', *ELT Journal*, 60(2), pp. 171–180. doi: 10.1093/elt/cci104.

COURSE TITLE: CURRENT TRENDS IN ELT
COURSE CODE: ENG06EX11

Credit: L-T-P: 4-1-0
Total Credit Hours: 50

Pedagogy of the Course:

The objective of the course is to acquaint the learners of literature with the current trends related to the study of English language teaching. The students will be introduced to the basics of language teaching theory with reference to the foundational thought in the discipline. The course will familiarize students with the issues, perspectives, strategies and major disciplinary approaches. It will also emphasize on the difference between acquisition and learning, and various methodologies of language teaching.

For the course 80 percent will be Classroom teaching and 20 percent will be Internal Assessment comprising Unit test, Assignments and classroom participation. The evaluation method for this course will be 20 percent Internal Assessment, 20 percent Multiple Choice questions Test, and 60 percent End semester examination.

Instructions for Paper Setters:

The end semester examination will be of 3 hours and 60 marks. The first question, which would be compulsory, shall be short answer type word limit 125 each. It would carry 06 short questions, spread over the whole syllabus. The candidate will be required to attempt all short answer type questions. Each short answer type question would carry two marks $2 \times 6 = 12$. Rest of the paper shall contain 4 units. Each unit shall have two questions and the candidates shall be required to attempt one question from each Unit four in all. Each question shall carry 12 marks $12 \times 4 = 48$.

UNIT I

Foundations of the Field-
Language theory: Saussure, Chomsky,
Educational theory: Piaget and Vygotsky

UNIT II

Language teaching- principles and methodology
Language Acquisition in Early Childhood
Second Language Acquisition/Learning
Individual Differences in Second Language Learning

UNIT III

Disciplinary Approach to Language Teaching Theory
Factors affecting Language Teaching
Strategies and styles
Explaining Second Language Learning
Learning and Teaching in the Second Language Classroom

UNIT IV

Methods, Methodics and Methodology
Various Methods of English Language Teaching- Grammar-Translation, Mim-Mem, Communicative, Functional
The Methodology of Teaching English Grammar- Descriptive vs. Prescriptive grammars

Reading List:

Bell, Roger T. Applied Linguistics: Approaches and Methods.
Ellis, Rod. English Language Teaching.
Hornby, A.S. Guide to Patterns and Usage of English. New Delhi: Oxford University Press.
Richards, J. & Rodgers, T. 1982. Method: Approach, design, procedure. *TESOL Quarterly* 16.2: 153-68.
Srivastava, R.N. Applied Linguistics.

Course Title: SECOND LANGUAGE ACQUISITION
Course Code: ENG06EX12

Credit: L-T-P: 4-1-0
Total Credit Hours: 50

Pedagogy of the Course:

The objective of the course is to acquaint the learners about second language acquisition.

For the course 80 percent will be Classroom teaching and 20 percent will be Internal Assessment comprising Unit test, Assignments and classroom participation. The evaluation method for this course will be 20 percent Internal Assessment, 20 percent Multiple Choice questions Test, and 60 percent End semester examination.

Instructions for Paper Setters:

The end semester examination will be of 3 hours and 60 marks. The first question, which would be compulsory, shall be short answer type word limit 125 each. It would carry 06 short questions, spread over the whole syllabus. The candidate will be required to attempt all short answer type questions. Each short answer type question would carry two marks $2 \times 6 = 12$. Rest of the paper shall contain 4 units. Each unit shall have two questions and the candidates shall be required to attempt one question from each Unit four in all. Each question shall carry 12 marks $12 \times 4 = 48$.

UNIT I: Theories of second language acquisition

The critical period; contrastive and developmental Hypotheses; the role of L1 in SLA; Krashen's Monitor Model; Schumann's Acculturation Model; Accommodation theories; theories of learner varieties; SLA in multilingual settings; sociolinguistic perspectives; social psychological and psycholinguistic perspectives.

UNIT II: Linguistic aspects

Structural properties of the input; input-output relationship; phonological, morphological and syntactic aspects; acquisition of vocabulary; sociolinguistic perspectives; functional and communicative competence.

UNIT III: Social-psychological aspects

Role of attitudes and motivation in SLA; aptitude and attitudes; attitude-motivation index; integrative and instrumental motivation; accounting for individual difference in SLA.

UNIT IV: Teaching a second language

Role of and focus on the learner; the affective filter; role of the teacher and teaching materials; methods of second language teaching; second and foreign language teaching; interaction between theory, research and pedagogy; bilingualism and cognitive development; SLA and bilingual education; metalinguistic awareness; bilingualism.

Suggested Readings:

- Alderson, J.C. and Beretta, A. ed. 1992. Evaluating Second Language Education. Cambridge: Cambridge University Press.
- Carroll, S. 2001. Input and evidence: the raw material of second language acquisition. Amsterdam: John Benjamins.
- Agnihotri, R.K. and Khanna, A.L. ed. 1994. Second Language Acquisition: Socio-cultural and Linguistic Aspects of English in India. New Delhi: Sage.
- Beebe, L.M. ed. 1988. Issues in Second Language Acquisition: Multiple Perspectives. New York: Newbury House.
- Fisiak, J. ed. 1981. Contrastive Linguistics and the Language Teacher. Oxford: Pergamon Press.
- Grosjean, F. 1982. Life with Two Languages. Cambridge: Harvard University Press.
- Klein, W. 1986. Second Language Acquisition. Cambridge: Cambridge University Press.
- Krashen, S. 1992. Principles and Practice in Second Language Acquisition. Oxford: Pergamon Press.
- Prabhu, N.S. 1987. Second Language Pedagogy. Oxford: Oxford University Press.
- White, Lydia. 2003. Second Language Acquisition and Universal Grammar. Cambridge University Press.

COURSE TITLE: MORPHOLOGY, SYNTAX AND SEMANTICS
COURSE CODE: ENG06EX13

Credit: L-T-P: 4-1-0
Total Credit Hours: 50

Pedagogy of the course:

This paper is a continuation of Elective Discipline I of Semester III. The paper is intended to familiarize the students with the principles of Linguistic study and their application to the English Language. The goal of linguistics is the enrichment of knowledge about the nature, grammar, and history of human language. The course is expected to familiarize students with the developments in the English language up to the present.

For the course 80 percent will be Class room teaching and 20 percent will be Internal Assessment comprising Unit test, Assignments and class room participation. The evaluation method for this course will be 20 percent Internal Assessment, 20 percent Multiple Choice questions Test, and 60 percent End semester examination.

Instructions for Paper Setters:

The end semester examination will be of 3 hours and 60 marks. There shall be 9 questions in all. The first question, **which would be compulsory**, shall be short answer type word limit 125 each. It would carry 06 short questions, spread over the whole syllabus. The candidate will be required to attempt all short answer type questions. Each short answer type question would carry **two** marks $2 \times 6 = 12$. Rest of the paper shall contain 4 units. Each unit shall have **two** questions and the candidates shall be required to *attempt one question* from each Unit four in all. Each question shall carry 12 marks $12 \times 4 = 48$.

UNIT I (Hours: 15)

Morphology: Morphemes and Allomorphs; Classification of Morphemes; Criteria for identifying morphemes; Analysis of morphological structure
Variation in morphology; the hierarchical structure of words; free and bound morphemes, allomorphs, zero morphemes, morphophonemics

UNIT II (Hours: 15)

Traditional grammar-Structural grammar-IC analysis-Phrase structural grammar-TG grammar
Transformational Generative Grammar with reference to Chomsky's distinction between deep and surface structures, kernel sentences and transformations; transformational rules

UNIT III (Hours: 15)

The Grammar of English - Basic sentence patterns in English, Description of the structure of Noun Phrase, Verb Phrase, Adjective and Adverbial Phrase in English with practical exercises)

UNIT IV (Hours: 15)

Theories of Semantics
Language acquisition versus language learning; Language Learning theories- Behaviourist and Cognitive Schools

Reading List:

Akmajian, A ed. *Linguistics: An Introduction to Language and Communication*. MIT, Cambridge, USA. 2001.

Biber, Conrad and Leech. *A Student Grammar of Spoken and Written English*. London: Longman, 2002.

Crystal, D. *English as a Global Language*. Cambridge: CUP, 1997.

Fromkin, V. ed.. *Linguistics: An Introduction to Linguistics*. Cambridge: Blackwell. 2000.

Hockett, CF. *A Course in Modern Linguistics*. New York: Macmillan, 1958.

Kachru, BB. *The Indianization of English*. New Delhi: OUP, 1988.

Knowles, J. *A Cultural History of English Language*. London, Longman, 1998.

Leech, Svartvik, Quirk and Greenbaum. *A Comprehensive Grammar of English Language*. London: Longman, 1988.

Lyons, John. *Language and Linguistics*. Cambridge University Press, 2003

Syal, P. and Jindal, DV. *Introduction to Linguistics, Grammar and Semantics*. New Delhi, Prentice-Hall of India, 2007, Revised edition.

COURSE TITLE: PRINCIPLES OF PHONETICS & PHONOLOGY
COURSE CODE: ENG06EX14

Credit: L-T-P: 4-1-0
Total Credit Hours: 50

Pedagogy of the course:

This paper is aimed to familiarize the students with the developments in the field of Linguistics in the 20th Century, and develop an understanding of the nature of language study through a scientific and analytical approach. It aims at introducing the student to a framework of scientific investigation of the speech sciences and related concepts of articulatory and acoustic phonetics in substantial detail.

For the course 80 percent will be Class room teaching and 20 percent will be Internal Assessment comprising Unit test, Assignments and class room participation. The evaluation method for this course will be 20 percent Internal Assessment, 20 percent Multiple Choice questions Test, and 60 percent End semester examination.

Instructions for Paper Setters:

The end semester examination will be of 3 hours and 60 marks. There shall be 9 questions in all. The first question, **which would be compulsory**, shall be short answer type word limit 125 each. It would carry 06 short questions, spread over the whole syllabus. The candidate will be required to attempt all short answer type questions. Each short answer type question would carry **two** marks $2 \times 6 = 12$. Rest of the paper shall contain 4 units. Each unit shall have **two** questions and the candidates shall be required to *attempt one question* from each Unit four in all. Each question shall carry 12 marks $12 \times 4 = 48$.

UNIT I

Module A:

Language and speech; arbitrariness of linguistic sign; The semiotic framework of speech sciences

Module B:

The relationship between phonetics and phonology; the architecture of phonetic classification

UNIT II

Module A:

Major branches of Phonetics; The anatomy and physiology of speech: speech organs & their configuration.

Module B:

Major components of speech production: Initiation, Phonation, and Articulation

UNIT III

Module A:

Classification and Description of Speech Sounds: Consonants, Vowels, Diphthongs; Minimal Pairs; Syllable Structure, Word Stress; Weak Forms; Intonation

Module B:

IPA Phonetic Transcription

UNIT IV

Module A:

Jakobson-Halle classification; Brief outlines of SPE Model

Module B:

Metrical phonology, Autosegmental phonology; Morphophonemics

Reading List:

- Catford, J.C. 1998. A Practical Introduction to Phonetics. Oxford: Oxford University Press.
Crystal, D. 1980. Linguistics. Harmondsworth: Penguin.
Culler, Jonathan. 1978. Saussure. London: Fontana Modern Classics.
Fromkin, V., Rodman, R. and Hyams, N. 2004. An Introduction to Language. 7th Ed. Thomson Wadworth/Thomson Asia, Singapore, reprinted in India.
Gimson, A.C. 1988. Introduction to the Pronunciation of English. London: Arnold.
Laver, John. 1994. Principles of Phonetics. Cambridge, UK: Cambridge University Press.
Lyons, J. 1982. Language and Linguistics. Cambridge, UK: Cambridge University Press.
Radford, A. 1999. Linguistics: An Introduction. Cambridge, UK: Cambridge University Press.
Roach, P. 1995. English Phonetics and Phonology. New Delhi: Prentice-Hall of India.
Sethi, J. and Dhamija, P.V. 1999. Course in Phonetics and Spoken English. New Delhi: Prentice-Hall of India.
Syal, P. and Jindal, D.V. 2007. Introduction to Linguistics. Language, Grammar and Semantics, Revised Ed., New Delhi: Prentice-Hall of India.
Verma, S.K. and Krishnaswamy, N. 1988. Modern Linguistics. Delhi: Oxford University Press.
Yule, G. 2009. The Study of Language. Cambridge, UK: Cambridge University Press.

COURSE TITLE: LITERATURE AND CINEMA I

COURSE CODE: ENG06EX15

Credit: L-T-P: 4-1-0

Total Credit Hours: 50

Pedagogy of the Course:

The objective of the course is to introduce students to films studies as a discipline and to develop in them analytical and critical skills so that they can appreciate cinema as an independent art form. The major thrust is to arrive at an appreciation of film as an art form and its aesthetics as well as see film as a gateway subject and to foster through film an understanding of visual aesthetics, forms and technological innovation.

For the course 80 percent will be Class room teaching and 20 percent will be Internal Assessment comprising Unit test, Assignments and class room participation. The evaluation method for this course will be 20 percent Internal Assessment, 20 percent Multiple Choice questions Test, and 60 percent End semester examination.

Instructions for Paper Setters:

The end semester examination will be of 3 hours and 60 marks. There shall be 9 questions in all. The first question, **which would be compulsory**, shall be short answer type word limit 125 each. It would carry 06 short questions, spread over the whole syllabus. The candidate will be required to attempt all short answer type questions. Each short answer type question would carry **two** marks $2 \times 6 = 12$. Rest of the paper shall contain 4 units. Each unit shall have **two** questions and the candidates shall be required to *attempt one question* from each Unit four in all. Each question shall carry 12 marks $12 \times 4 = 48$.

UNIT I Hours 15)

- Andre Bazin: "What is Cinema?"

UNIT II Hours 15)

INTRODUCTION TO FILM GENRES

- The Major Genres: Narrative, Avant-Garde, Documentary
- Other Genres: Thriller, Melodrama, Musical, Horror, Western, Fantasy Animation. Film Noir, Expressionist Historical, Mythological, Road Movies

UNIT III Hours 15)

INTRODUCTION TO MAJOR MOVEMENTS AND THEORIES

- The silent era; Classic Hollywood cinema, Neo-Realism, French New wave, Indian cinema
- Introduction to the film theories of Sergei Eisenstein, Andre Bazin, Auteur Theory, Christian Metz And Laura Mulvey

UNIT IV Hours 15)

- Satyajit Ray: *What is Wrong with Indian Films* from 'Our Films Their Films' OR
- C.S. Venkiteswaran, Swayamvaram: *Classic Prophecies in Film and Philosophy* ed. K Gopinathan

Suggested Reading:

1. Andre, Bazin. *What is Cinema*. Berkeley University of California Press. 2005.
2. Bordwell, David. *The Cinema of Eisenstein*. London: Routledge. 1992.
3. Braudy, Leo & Marshall Cohen. eds. *Film Theory and Criticism*. OUP. 2009.
4. Buckland, Warren. *Teach Yourself Film Studies*. London: Hadden. 2008.
5. Caughie, John. ed) *Theories of Authorship*. London: BFI. 2004.
6. Geoffry, Nowell Smith. *The Oxford History of World Cinema*. OUP. 1996.
7. Heyward, Susan. *Key concepts in Cinema Studies*. 4th ed. London: Routledge. 2013.
8. J Dudley, Andrew. *The Major Film Theories: An Introduction*. New Delhi: Oxford. 1976.
9. Jarek, Kupsc. *The History of Cinema for Beginners* Hyderabad: Orient Longman. 2003.
10. John, Corner. *The Art of Record: A Critical Introduction to Documentary*, Manchester University Press. 1996.
11. Perkins, Victor. *Film as Film: Understanding and Judging Movies*. Harmonds worth, Penguin. 1972.
12. Ray, Satyjit. *Our Films Their Films*. Hyderabad: Orient Longman. 1976.
13. Silverman, Michael. eds) *"Elements of Literature"* The Elements of Film New Delhi: Oxford University Press. 2007.
14. Villarejo, Amy. *Film Studies: The Basics*. London & New York: Routledge. 2007.
15. Virginia, Wright Wexman. *A History of Film*. Delhi: Pearson. 2006.

COURSE TITLE: LITERATURE AND CINEMA II
COURSE CODE: ENG06EX16

Credit: L-T-P: 4/1/0

Total Credit Hours: 50

Pedagogy of the Course:

The objective of the course is to inculcate the critical ability among students to understand how film connects with history, politics technology, psychology and performance so that the student can produce informed and thorough close readings of films.

For the course 80 percent will be Class room teaching and 20 percent will be Internal Assessment comprising Unit test, Assignments and class room participation. The evaluation method for this course will be 20 percent Internal Assessment, 20 percent Multiple Choice questions Test, and 60 percent End semester examination.

Instructions for Paper Setters:

The end semester examination will be of 3 hours and 60 marks. There shall be 9 questions in all. The first question, **which would be compulsory**, shall be short answer type word limit 125 each. It would carry 06 short questions, spread over the whole syllabus. The candidate will be required to attempt all short answer type questions. Each short answer type question would carry **two** marks $2 \times 6 = 12$. Rest of the paper shall contain 4 units. Each unit shall have **two** questions and the candidates shall be required to *attempt one question* from each Unit four in all. Each question shall carry 12 marks $12 \times 4 = 48$.

UNIT I: DRAMA AND FILM

- a) George Bernard Shaw - *Pygmalion* 1913)
- b) George Cukor Director) - *My Fair Lady* 1964)

UNIT 2: NOVEL AND FILM

- a) EM Forster - *A Passage to India* 1924)
- b) David Lean Director) - *A Passage to India* 1984.

UNIT 3: SHORT FICTION AND FILM

- a) Ruskin Bond - *The Blue Umbrella*
- b) Vishal Bhardwaj Director) - "*The Blue Umbrella*" 2007)

UNIT 4 CASE STUDIES OF CLASSIC CINEMA

- a) Rashomon: Asian Classic. Japanese Cinema
- b) Charulata: Indian Classic. Bengali Cinema

Reading List:

- Beja, Morris. *Film & Literature: An introduction*, Longman, 1979.
- Bluestone, George. *Novels into Film*, Johns Hopkins Press, 1957.
- Boyum, Joy Gould. *Double Exposure: Fiction into Film*, Seagull Books, 1989.
- Cartmell, Deborah and Imelda Whelehan, eds. *Adaptations: From Text to Screen, Screen to Text*. Routledge, 1999.
- Corrigan, Timothy, ed *Film and Literature: An Introduction and Reader*. Prentice Hall, 1999.
- Elliott, Kamilla. *Rethinking the Novel/Film Debate*. CUP, 2003.
- Gupta, Das Chidananda. *Talking about films*. Orient Longman, 1981.
- Literature -Film Quarterly. McFarlane, Brian. *Novel to film: an introduction to the theory of adaptation*. OUP, 1996.
- Ray, Satyajit. *Our Films, Their Films*. Orient Longman, 1976.
- Reberge, Gaston. *The Subject of Cinema*. Seagull Books, 1987.
- Stam, Robert and Alessandra Raengo, eds. *A Companion to literature and film*. Blackwell Pub., 2004.

COURSE TITLE: POSTCOLONIAL LITERATURE I
COURSE CODE: ENG06EX17

Credit: L-T-P: 4/1/0

Total Credit Hours: 50

Pedagogy of the Course:

The course will introduce students to the major issues, themes, and literary concepts of postcolonialism. The objective of the paper is to foreground issues such as history, class, race, gender, nation, culture, diasporic consciousness etc., emphasizing the emergent nature of literary productions from decolonized communities.

For the course 80 percent will be Class room teaching and 20 percent will be Internal Assessment comprising Unit test, Assignments and class room participation. The evaluation method for this course will be 20 percent Internal Assessment, 20 percent Multiple Choice questions Test, and 60 percent End semester examination.

Instructions for Paper Setters:

The end semester examination will be of 3 hours and 60 marks. There shall be 9 questions in all. The first question, **which would be compulsory**, shall be short answer type word limit 125 each. It would carry 06 short questions, spread over the whole syllabus. The candidate will be required to attempt all short answer type questions. Each short answer type question would carry **two** marks $2 \times 6 = 12$. Rest of the paper shall contain 4 units. Each unit shall have **two** questions and the candidates shall be required to *attempt one question* from each Unit four in all. Each question shall carry 12 marks $12 \times 4 = 48$.

UNIT I

ENGLISH LITERARY STUDIES with reference to English in India) Hours 15)

Gauri Vishwanathan. "Introduction to Masks of Conquest" New York: Columbia University Press, 1989): 1-22.

UNIT II

CULTURAL IDENTITY AND THE NATION Hours 15)

Ernest Renan, "What is a Nation?" in Homi K. Bhabha, ed. *Nation and Narration* London and New York: Routledge, 1990): 8-22.

UNIT III

DEFINING FORCES: GENDER AND RACE Hours 15)

Simone de Beauvoir: "Woman's Situation and Character", Chapter 6 from *The Second Sex*)

UNIT IV

CULTURAL IDENTITY AND DIASPORA Hours 15)

Stuart Hall, "Cultural Identity and Diaspora" in Jonathan Rutherford ed., *Identity: Community, Culture, Difference* London: Lawrence and Wishart, 1990): 222-37. Also in Padmini Mongia, *Contemporary Postcolonial Theory: A Reader* London: Arnold, 1996): 110-21.

Reading List:

Gandhi, Leela. *Postcolonial Theory*. Oxford: Oxford University Press, 1988.

Loomba, Ania. *Colonialism/Postcolonialism*. London and New York: Routledge, 1998.

McLeod, John. *Beginning Postcolonialism*. Manchester and New York: Manchester University Press, 2000.

Benedict, Anderson. *Imagined Communities*. London: Verso, 1983.

Bhabha, Homi K. *The Location of Culture*. London and New York: Routledge, 1994.

J. C. Young, Robert. *Postcolonialism: A Very Short Introduction*. Oxford: Oxford University Press, 2003.

Sangari, Kumkum and Sudesh Vaid eds.), *Recasting Women*. New Delhi: Kali, 1989.

Sethi, Rumina. *The Politics of Postcolonialism*. London: Pluto, 2011.

Sethi, Rumina. *Myths of the Nation: National Identity and Literary Representation*. Oxford: Clarendon, 1999.

Sunder, Rajeswari Rajan ed.), *The Lie of the Land: English Literary Studies in India*. Delhi: Oxford University Press, 1992.

Thomas Babington Macaulay, "Indian Education: Minute of the 2nd of February, 1835", in G. M. Young ed.), *Macaulay: Prose and Poetry* Cambridge, MA: Harvard University Press, 1967), 719-30.

Frantz Fanon, "On National Culture" from *The Wretched of the Earth* Harmondsworth: Penguin, 1967): 166-99.

Stuart, Hall. "What is This 'Black' in Black Popular Culture?"

Introducing Homi Bhabha: Concepts of 'ambivalence' and 'hybridity'.

COURSE TITLE: POSTCOLONIAL LITERATURE II
COURSE CODE: ENG06EX18

Credit: L-T-P: 4/1/0

Total Credit Hours: 50

Pedagogy of the Course:

The objective of this paper is to familiarize the students with the comparative treatment of ideas, issues and problems related to the study of the colonial past and to the cultures of the contemporary postcolonial world; to re-assess colonial histories in all their complexity and diversity, and to determine their continuing impact upon our globalised world. For the course 80 percent will be Class room teaching and 20 percent will be Internal Assessment comprising Unit test, Assignments and class room participation. The evaluation method for this course will be 20 percent Internal Assessment, 20 percent Multiple Choice questions Test, and 60 percent End semester examination.

Instructions for Paper Setters:

The end semester examination will be of 3 hours and 60 marks. There shall be 9 questions in all. The first question, **which would be compulsory**, shall be short answer type word limit 125 each. It would carry 06 short questions, spread over the whole syllabus. The candidate will be required to attempt all short answer type questions. Each short answer type question would carry **two** marks $2 \times 6 = 12$. Rest of the paper shall contain 4 units. Each unit shall have **two** questions and the candidates shall be required to *attempt one question* from each Unit four in all. Each question shall carry 12 marks $12 \times 4 = 48$

UNIT I POETRY

DEREK WALCOTT: "A Far Cry from Africa"

EDWARD BRATHWAITE: "Didn't He Ramble", "Calypso"

UNIT 2 FICTION

CHINUA ACHEBE: *Things Fall Apart*

UNIT 3 DRAMA

WOLE SOYINKA: *Kongi's Harvest*

UNIT 4 PROSE

V S NAIPAUL: "Indian Autobiographies" from Literary Occasions: Essays)

NGUGI WA THIONG'O: "The Language of African Literature" from Decolonizing the Mind)

Reading List:

Ashcroft, Bill and Gareth Griffiths and Helen Tiffin. *Key Concepts in Post-Colonial Studies*. London and New York: Routledge, 1998.

Ashcroft, Bill et al, eds. *The Post-Colonial Studies Reader*. London and New York: Routledge, 2006.

Baugh, Edward. *Derek Walcott*. Cambridge: Cambridge University Press, 2006.

Baugh, Edward. *Derek Walcott: Memory as Vision: Another Life*. Longman, 1978.

Bhabha, Homi. *Nation and Narration*. London and New York: Routledge, 1990.

Brown, Stewart. ed. *The Art of Derek Walcott*. Chester Springs, Dufour, 1991.

Brydon, Daina and Helen Tiffin. *Decolonising Fictions*. Sydney: Dangaroo, 1993.

Killam, G. D. *The Novels of Chinua Achebe*. London: Heinemann, 1978.

King, Bruce ed., *The New National and Postcolonial Literatures: An Introduction* Oxford: Clarendon, 1996.

Timothy, Brennan. *Salman Rushdie and the Third World*. New York: St. Martin's Press, 1989.

COURSE TITLE: CULTURAL STUDIES I
COURSE CODE: ENG06EX19

Credit: L-T-P: 4-1-0
Total Credit Hours: 50

Pedagogy of the Course:

This course provides an introduction to critical approaches and debates in the field of cultural studies. The programme is designed to provide grounding in the theoretical debates that inform contemporary investigations in number of areas, such as society, subjectivity, ethnicity, aesthetics, postmodern experience and cultural history. Lectures and discussions will be particularly concerned with the following questions: How do understandings and ideas about culture emerge from historical as well as theoretical perspectives? What arguments have historically been used to distinguish between high art and mass culture? How are race, gender, and class produced and consumed in the mass market? This course will employ a lecture and discussion format. Brief lectures will be given at the beginning of class in order to locate possible discussion topics. Students are expected to prepare discussion points for in-class conversation.

For the course 80 percent will be Class room teaching and 20 percent will be Internal Assessment comprising Unit test, Assignments and class room participation. The evaluation method for this course will be 20 percent Internal Assessment, 20 percent Multiple Choice questions Test, and 60 percent End semester examination.

Instructions for Paper Setters:

The end semester examination will be of 3 hours and 60 marks. There shall be 9 questions in all. The first question, **which would be compulsory**, shall be short answer type word limit 125 each. It would carry 06 short questions, spread over the whole syllabus. The candidate will be required to attempt all short answer type questions. Each short answer type question would carry **two** marks 2x6 = 12. Rest of the paper shall contain 4 units. Each unit shall have **two** questions and the candidates shall be required to *attempt one question* from each Unit four in all. Each question shall carry 12 marks 12x4 = 48.

UNIT I: WHAT IS CULTURE?

Stuart Hall, "The Emergence of Cultural Studies and the Crisis of the Humanities". *October*, Vol. 53, *The Humanities as Social Technology* Summer, 1990), pp. 11-23.

UNIT II: CULTURE STUDIES

Richard Johnson, "What is Cultural Studies Anyway?", in *What is Cultural Studies?: A Reader*, Ed. John Storey, London & New York: Arnold, 1976. 75-114.

UNIT III: CULTURE AS DISCOURSE

Eric Hobsbawm, "Introduction: *Inventing Tradition*", in *The Invention of Tradition*. Eds. Eric Hobsbawm and Terence Ranger, Cambridge: Cambridge University Press, 1997 rpt. 1-14.

UNIT IV: CULTURE AS IDEOLOGY

Louis Althusser, "From 'Ideology and Ideological State Apparatus'" in Anthony Easthope and Kate McGowan ed., *A Critical and Cultural Theory Reader* Open University Press.

Reading List:

Hall, Stuart. *Critical Dialogues in Cultural Studies*. London, Penguin, 1996.
Haraway, Donna Simians, *Cyborgs and Women*. London: Free Association Books, 1991.
Hoggart, Richard. *The Uses of Literacy*. London: Penguin, 1958.
Malcolm, Waters. *Globalisation*. London: Routledge, 1995.
Nandy, Ashis. *The Secret Politics of Our Desires: Innocence, Culpability, and Indian Popular Cinema*. London: Zed, 1999.
Rajchman, Hohn. ed., *The Identity in Question*. London: Routledge, 1995.
Rattansi, Ali and Sally Westwood Eds., *Racism, Modernity and Identity*. Polity Press, Oxford 1994.
Sardar, Ziauddin and Jerome Ravetz, *Cyberfutures: Culture and Politics on the Information Superhighway*. London: Pluto Press, 1966.
Storey, John. ed., *What is Cultural Studies?* London. Edward Arnold, 1996.
Turner, Graeme, *British Cultural Studies*. London: Routledge, 1990.

COURSE TITLE: CULTURAL STUDIES II
COURSE CODE: ENG06EX20

Credit: L-T-P: 4-1-0

Total Credit Hours: 50

Pedagogy of the Course:

The objective of the course is to unfold the multiple nuances of culture through a conceptual study of its emerging configurations. The paper enables the students to appreciate the processes of culture as it enters new mediums of films, computer, internet and cybernetics.

For the course 80 percent will be Class room teaching and 20 percent will be Internal Assessment comprising Unit test, Assignments and class room participation. The evaluation method for this course will be 20 percent Internal Assessment, 20 percent Multiple Choice questions Test, and 60 percent End semester examination.

Instructions for Paper Setters:

The end semester examination will be of 3 hours and 60 marks. There shall be 9 questions in all. The first question, **which would be compulsory**, shall be short answer type word limit 125 each. It would carry 06 short questions, spread over the whole syllabus. The candidate will be required to attempt all short answer type questions. Each short answer type question would carry **two** marks $2 \times 6 = 12$. Rest of the paper shall contain 4 units. Each unit shall have **two** questions and the candidates shall be required to *attempt one question* from each Unit four in all. Each question shall carry 12 marks $12 \times 4 = 48$.

UNIT I: MASS CULTURE

Dwight Macdonald, "A Theory of Mass Culture". From *Cultural Theory and Popular Culture: A Reader* Ed John Storey.

UNIT II: CULTURE INDUSTRY

Module A:

Adorno, "Free Time", from *The Culture Industry: Selected Essays on Mass Culture*, Ed. J.M. Bernstein, London and New York: Routledge, 1991, 187-197.

OR

Module B:

Habermas, "From a Culture-Debating to a Culture-Consuming Public", in *The Structural Transformation of the Public Sphere*, Polity Press, 1989, 159-175.

UNIT III: POPULAR CULTURE/ SUBCULTURE

Module A:

Schudson "The New Validation of Popular Culture" Reader)

OR

Module B:

Dick Hebdige, "Subculture", from *Popular Culture: A Reader*, Ed. Raiford Guins and Omayra Zaragoza Cruz, London: Sage, 2005, 355-371.

UNIT IV: SPACE, TIME, CITIES

Module A:

David, Harvey. "The Right to the City", *Rebel Cities*. London: Verso, 2012.

OR

Module A:

Lefebvre, Henri. "The Production of Space: Preface to New Edition 1986)". from Lefebvre: *Key Writings*)

Reading List:

Ahmad, Aijaz. *In Theory*. London: Verso, 1992.

Alvarado, Manuel and John Thompson Eds., *The Media Reader*. London: BFI, 1990.

Aronowitz, Stanley, Barbara Matinson and Michael Menser Eds., *Techno-Science and Cyber-Culture*. London: Routledge, 1996.

Gramsci, Antonio. *Selections from the Prison Notebooks*. London: Lawrence and Wishart 1971.

Lefebvre, Henri. *The Production of space*. United States of America. Blackwell. 1991.

Forbes, Jill and Michael Kelly Eds., *French Cultural Studies*. Oxford University Press, Oxford. 1995.

Jordan, Glenn and Chris Weedon. *Cultural Politics*. Blackwell, Oxford 1995.

Lawrence, Grossberg, Cary Nelson and Paula Treicher Eds., *Cultural Studies*. London: Routledge, 1992. .

Althusser, Louis. *Reading Capital*. London: New Left Books, 1970.

Thompson, E.P. *The Making of the English Working Class*. London: Penguin, 1978.

West, Cornel. *Beyond Eurocentrism and Multiculturalism*. 2 vol. Monroe: Common Courage Press, 1993.

**COURSE TITLE: HISTORY OF BRITISH LITERATURE I:
OLD ENGLISH PERIOD TO PRE-ROMANTICS
COURSE CODE: ENG06EX21**

Credit: L-T-P: 4-1-0

Total Credit Hours: 50

Pedagogy of the course: This paper introduces the students to the history of English literature, major literary works, different literary genres, a few major authors and basic literary theory and criticism which will help the students to develop literary sensibility, critical thinking, and sharp vision, penetrating to create a thrust for literature.

For the course 80 percent will be Class room teaching and 20 percent will be Internal Assessment comprising Unit test, Assignments and class room participation. The evaluation method for this course will be 20 percent Internal Assessment, 20 percent Multiple Choice questions Test, and 60 percent End semester examination.

Instructions for Paper Setters:

The end semester examination will be of 3 hours and 60 marks. There shall be 9 questions in all. The first question, **which would be compulsory**, shall be short answer type word limit 125 each. It would carry 06 short questions, spread over the whole syllabus. The candidate will be required to attempt all short answer type questions. Each short answer type question would carry **two** marks 2x6 = 12. Rest of the paper shall contain 4 units. Each unit shall have **two** questions and the candidates shall be required to *attempt one question* from each Unit four in all. Each question shall carry 12 marks 12x4 = 48.

Literary Terms:

Allegory; Dream Vision; Miracle and Morality Plays; University Wits; Graveyard Poets; Oxford Movement; Humanism; Renaissance; Reformation; Elizabethan Theatre; Puritanism; Cavalier Poets; Neo-Classicism; War of Roses

UNIT I (Hours: 15)

OLD ENGLISH PERIOD 450- 1066 A.D)

Introduction - The meaning of Literature; Importance of Literature; Origin of English Literature

Old English Period- Historical Background; Literary Features of the age; Old English Poetry; Development of Literary forms and Literary Style

UNIT II (Hours: 15)

MIDDLE ENGLISH PERIOD 1066-1500)

Anglo-Norman Period 1066 - 1350) - History of the Period; Literary features of the age; Development of Literary forms and Style

Age of Chaucer 1350 - 1450) - History of the Period; Literary features of the age; Development of Literary forms and Style

UNIT III (Hours: 15)

THE RENAISSANCE 1550- 1660)

1558 - 1625 - Historical Background and Literary features of Elizabethan Age and Jacobean Age

1625 - 1660 - Historical Background and Literary features of Caroline age and Commonwealth Period

UNIT IV (Hours: 15)

NEO- CLASSICAL 1660-1785)

1660 - 1700 - Historical Background and Literary features of The Restoration

1700 - 1785 - Historical Background and Literary features of The Augustan Age and The Age of Sensibility

Prescribed Reading:

Daiches, David. *Critical History of English Literature*.

Reading List:

Abrams, M.H. **A Glossary Of Literary Terms**. New Delhi: Cengage Learning, 2014, 10th Edition
Albert, Edward. *History of English Literature*, Oxford University Press-New Delhi, 2009, 5th Edition
B. Artz, Frederick. *Renaissance to Romanticism*. Chicago and London: University Of Chicago Press, 1963.
Baugh, Albert C. & Thomas Cable. *A History of English Language*, Longman; 6th Revised Edition, 2012.
Bradley, H. *The Making of English*, New York: The Macmillan Company; London, Macmillan & Co., Ltd., 1964.
Cuddon, J.A. *The Penguin Dictionary of Literary Terms and Literary Theory*. London: Penguin Books, 1991.
Donaldson, E.T. *Speaking Of Chaucer*. Athlone Press, 2000
Long, William J. *English Literature: Its History and Significance*, New Delhi: AITBS Publishers, 2007.
Trivedi, R.D. 2009. *A Compendious History of English Literature*. Vikas Publishing House Pvt Ltd, 2009.

**COURSE TITLE: HISTORY OF BRITISH LITERATURE II:
ROMANTIC AGE TO POSTMODERN AGE
COURSE CODE: ENG06EX22**

Credit: L-T-P: 4-1-0

Total Credit Hours: 50

Pedagogy of the course: This paper is a continuation of Paper I of Semester I which deals with the history of English literature. This paper will acquaint the students with major literary works, different literary genres, major authors and basic literary theory and criticism from the Romantic Period to the Postmodern Period. For the course 80 percent will be Class room teaching and 20 percent will be Internal Assessment comprising Unit test, Assignments and class room participation. The evaluation method for this course will be 20 percent Internal Assessment, 20 percent Multiple Choice questions Test, and 60 percent End semester examination.

Instructions for Paper Setters:

The end semester examination will be of 3 hours and 60 marks. There shall be 9 questions in all. The first question, **which would be compulsory**, shall be short answer type word limit 125 each. It would carry 06 short questions, spread over the whole syllabus. The candidate will be required to attempt all short answer type questions. Each short answer type question would carry **two** marks $2 \times 6 = 12$. Rest of the paper shall contain 4 units. Each unit shall have **two** questions and the candidates shall be required to *attempt one question* from each Unit four in all. Each question shall carry 12 marks $12 \times 4 = 48$.

Literary Terms: Literature of Sensibility; Romantic Revival; Lake Poets; Pre-Raphaelites; The Lost Generation; Symbolism; War Poets; Georgian Poets; Kitchen Sink Drama; Theatre of the Absurd; Victorian Temper, Victorian Compromise; The Great depression; Problem Plays; the Bloomsbury Group

UNIT I (Hours: 15)

THE ROMANTIC PERIOD 1785 - 1832)

Introduction - Historical Background; Literary Characteristics of the age; Precursors of Romanticism

Growth of Romantic Literature - Novel, Poetry, Drama and Miscellaneous Prose

UNIT II (Hours: 15)

THE VICTORIAN PERIOD 1832 - 1901)

Introduction - Historical background; Literary Characteristics of the age, Development of Literary forms and Style

Growth of Victorian Literature- Novel, Poetry, Drama and Miscellaneous Prose

UNIT III (Hours: 15)

THE MODERN PERIOD 1901 - 1945)

Introduction - Historical Background; Literary Characteristics of the age; Development of Literary forms and Style

Growth of Modern Literature - Introduction to Edwardian Period, Georgian poetry, Twentieth Century Novel and Twentieth Century Drama

UNIT IV (Hours: 15)

POSTMODERNISM 1945 onwards)

Introduction - Historical background; literary features of the Postmodern Literature; Development of Literary forms and Style

Growth of Postmodern Literature - Novel, Poetry, Drama and Miscellaneous Prose

Prescribed Reading:

Daiches, David. *Critical History of English Literature*.

Reading List:

- th
- Abrams, M.H. *A Glossary Of Literary Terms*, New Delhi: Cengage Learning, 2014. 10th Edition)
Albert, Edward. *History of English Literature*, Oxford University Press-New Delhi, 2009. 5th Edition)
B. Artz, Frederick. *Renaissance to Romanticism*. Chicago and London: University Of Chicago Press, 1963.
Baugh, Albert C. & Thomas Cable. *A History of English Language*, Longman; 6th Revised Edition, 2012.
Childs, Peter. *Modernism*. London: Routledge, 2000.
Cuddon, J.A. *The Penguin Dictionary of Literary Terms and Literary Theory*. London: Penguin Books, 1991.
Donaldson, E.T. *Speaking Of Chaucer*. Athlone Press, 2000.
Faulkner, Peter, Ed. *A Modernist Reader: Modernism in England 1910-1930*. London: Batsford, 1986.
Jenkins, Keith Ed. *The Postmodern History Reader (Routledge Readers In History)* Routledge, 1997.
Long, William J. *English Literature: Its History and Significance*, New Delhi: AITBS Publishers, 2007.
Trivedi, R.D. *A Compendious History of English Literature*. Vikas Publishing House Pvt Ltd, 2009.

ELECTIVE SEMINAR

COURSE TITLE:	Seminar-I
COURSE CODE:	ENG06EX23
Total Credits:	5 FIVE)
Course Teachers:	Department Faculty/ Invited Speaker(s)

Credit: L-T-P: 4-1-0

Total Credit Hours: 50

Pedagogy of the course:

The paper will provide the students with an advanced set of readings in an area of choice to be determined by faculty/student interest on a pre-approved topic/area. The paper intends to enable the potential researcher to engage competently with critical debates, and present her/his views in a lucid, structured framework in this advanced course.

The course will be held in a seminar format, in which the students will read through the chosen papers and focus on critical issues, engage in critical evaluation of the text, as well as the issues/themes involved.

This paper may be focused around the review of literature, or on a pre-approved topic.

Evaluation:

The course will be evaluated by a series of assignments and written work during the semester, and a seminar presentation to be evaluated by ONE external examiner at the end of the semester.

ELECTIVE SEMINAR

COURSE TITLE:	Seminar-II
COURSE CODE:	ENG06EX24
Total Credits:	5 FIVE)
Course Teachers:	Department Faculty/ Invited Speaker(s)

Credit: L-T-P: 4-1-0

Total Credit Hours: 50

Pedagogy of the course:

The paper will provide the students with an advanced set of readings in an area of choice to be determined by faculty/student interest on a pre-approved topic/area. The paper intends to enable the potential researcher to engage competently with critical debates, and present her/his views in a lucid, structured framework in this advanced course.

The course will be held in a seminar format, in which the students will read through the chosen papers and focus on critical issues, engage in critical evaluation of the text, as well as the issues/themes involved.

This paper may be focused around the review of literature, or on a pre-approved topic.

Evaluation:

The course will be evaluated by a series of assignments and written work during the semester, and a seminar presentation to be evaluated by ONE external examiner at the end of the semester.

COURSE TITLE: ADVANCED PHONETICS LAB
COURSE CODE: ENG06LX01

Credits: 2

L-T-P: 0-0-2

Pedagogy of the course: The objective of this course on Advanced Phonetics Laboratory is to train students with the experiments based on description of phonetic theory, statistical analysis of data, etc. This will enable students to verify some of theoretical concepts based on said topics.

Evaluation method: Internal Assessment 20%)
Record Book/Practical File 20%)
End semester practical examination 60%)

Instructions for End Semester Practical examination:

It shall be conducted by one internal and one external examiner. For end semester practical examination, the different components are as follows:

1. Conduct of Practical Examination:

Writing the Procedure of practical	:	20 marks
Estimation and Analysis	:	20 marks

2. Viva-Voce	:	20 marks
---------------------	---	----------

3. Record Book/Practical File	:	20 marks
--------------------------------------	---	----------

The evaluation of practical file is done by giving equal weight age to the following:

- Accurate record of observations
- Collection of data
- Ability to interpret results
- Proficiency in reaching evidence based conclusions
- Quality of work

Note: Use of simple or scientific calculator and log table is allowed in the end semester practical exam.

LIST OF LAB EXPERIMENTS

Featured Lab 1

The anatomy and physiology of speech: speech organs & their function, muscles, cartilage structure, vocal folds Advanced Description) (Week 1)
Major components of speech production: Initiation, Phonation including, Bernoulli effect on Vocal folds), and Articulation Detailed Description) (Week 2)

Featured Lab 2

Acoustic Description of Speech Sounds 1: Vowels, Diphthongs (Weeks 3-4)
Plotting of English and Punjabi vowels
RECORDING AND ANALYSIS IN PRAAT + STATS

Acoustic Description of Speech Sounds 2: Consonants (Weeks 5-6)
RECORDING AND ANALYSIS IN PRAAT + STATS

Coarticulation & VOT p-t-k/b-d-g (Week 7-8)
RECORDING AND ANALYSIS IN PRAAT + STATS
Statistical Analysis & Reporting Week 9) – **Mid Term Viva**

Featured Lab 3

Advanced IPA Phonetic Transcription (Week 10)

Featured Lab 4

<http://clas.mq.edu.au/speech/acoustics/frequency/tubes.html>

SPEECH ACOUSTICS: Calculating Resonance Frequencies of Tubes (Week 11)

*****Optional:** Featured Lab 5- BACKGROUND

<http://www.haskins.yale.edu/featured/heads/ASY/INFO/CASY.html>

COURSE TITLE: ELT ASSESSMENT & EVALUATION LAB

COURSE CODE: ENG06LX02

Credits: 2

L-T-P: 0-0-2

Pedagogy of the course: The objective of this course on introductory Phonetics Laboratory is to train students with the experiments based on description of articulatory system, phonetic theory, etc. This will enable students to verify some of theoretical concepts based on said topics.

Evaluation method: Internal Assessment 20%)
Record Book/Practical File 20%)
End semester practical examination 60%)

Instructions for End Semester Practical examination:

It shall be conducted by one internal and one external examiner. For end semester practical examination, the different components are as follows:

1. Conduct of Practical Examination:

Writing the Procedure of practical	:	20 marks
Estimation and Analysis	:	20 marks

2. Viva-Voce	:	20 marks
---------------------	---	----------

3. Record Book/Practical File	:	20 marks
--------------------------------------	---	----------

The evaluation of practical file is done by giving equal weight age to the following:

- Accurate record of observations
- Collection of data
- Ability to interpret results
- Proficiency in reaching evidence based conclusions
- Quality of work

Note: Use of simple or scientific calculator and log table is allowed in the end semester practical exam.

LIST OF LAB EXPERIMENTS

Learning Point I: REVIEW OF STATISTICS

Lab 1

Basic statistics: Central tendencies: mean, median and mode, skewness

Lab 2

Groups and frequency analysis

Lab 3

Simple correlation and regression

Learning Point II: DESIGN

Lab 4

Design of multiple choice tests

Lab 5

Design of cloze tests

Learning Point III

Conducting tests and Stages of test construction- theory [Seminar format- Factors in administration of tests, Evaluation of this section based on Student presentation and description in lab book]

Lab 6-10

Testing language skills: testing listening; writing free writing; writing guided and free/ non-guided composition; Testing reading; Testing grammar and vocabulary different levels)

Lab 11

Statistical analysis of test results

SKILL ENHANCEMENT COURSE
COURSE TITLE: RESEARCH IN LANGUAGE & LITERATURES
COURSE CODE: ENG06KX01

Credit: L-T-P: 2-1-0

Total Credit Hours: 30

Pedagogy of the course:

The paper intends to expose students to research. The objective is to equip the students with the tools and materials of research, to acquaint them with the research process and various approaches towards research, and to train them in presenting their research. It makes the students understand some basic concepts of research and its methodologies, identify appropriate research topics, select and define appropriate research problem and parameters, prepare an abstract for a paper scholarly papers. It also aims to make the students able to organize and conduct research project/dissertation. Practical/Real world examples will be provided for the additional practice.

For the course 80 percent will be Class room teaching and 20 percent will be Internal Assessment comprising Unit test, Assignments and class room participation. The evaluation method for this course will be 20 percent Internal Assessment, 20 percent Multiple Choice questions Test, and 60 percent End semester examination.

Instructions for Paper Setters:

The end semester examination will be of 3 hours and 60 marks. The first question, which would be compulsory, shall be short answer type word limit 125 each. It would carry 06 short questions, spread over the whole syllabus. The candidate will be required to attempt all short answer type questions. Each short answer type question would carry two marks $2 \times 6 = 12$. Rest of the paper shall contain 4 units. Each unit shall have two questions and the candidates shall be required to attempt one question from each Unit four in all. Each question shall carry 12 marks $12 \times 4 = 48$.

UNIT I Objectives and Types of Research

- Motivation and Objectives of Research
- Types of Research – Descriptive vs. Analytical, Applied vs. Fundamental, Quantitative vs. Qualitative, Conceptual vs. Empirical; Normative.
- Plagiarism, Copyright and Copyleft), IPR

UNIT II Research Question-Literature Review-Formation of Hypothesis

Defining and Formulating the Research Problem - Selecting the Problem - Necessity of defining the problem - Importance of literature review in defining a problem – Literature review – Primary and secondary sources – reviews, treatise, monographs – patents – web as a source – searching the web - Critical literature review – Identifying gap areas from literature review - Development of working hypothesis.

UNIT III Research Design

- Research design – Basic Principles, Need, and Features of a good research design.
- Developing a research plan - Exploration, Description, Diagnosis, Experimentation. Determining experimental and sample designs, Examination of hypothesis.

UNIT IV Research Methods

Correlation and Regression of causal data in Language Sciences, Sample Dependent Tests of Significance: T-test and F-test

Reading List

Barrett, Estelle & Bolt, Barbara Eds.) 2007. *Practice as Research: Approaches to Creative Arts Enquiry*. London: IB Tauris.

Kerashaw, B. & Nicholson, Helen Ed. 2011. *Research Methods in Theatre and Performance Research Methods for the Arts and Humanities*. Edinburgh: Edinburgh University Press.

Kothari, C.R. 2004. *Research Methodology: Methods and Techniques*. Delhi: New Age International Publishers.

Krishnaswamy, O.R. & Rangnatham, M. 2005. *Methodology of Research in Social Sciences*. New Delhi: Himalaya Publication House.

MLA Handbook for Writers of Research Papers 8th Edition.

Nunan, David. 1992. *Research Methods in Language Learning*, Cambridge University Press.

Winkler, Anthony C. & Metherell, Jo Ray. 2012. *Writing the Research Paper: A Handbook*. Boston: Wadsworth.

SKILL ENHANCEMENT COURSE
COURSE TITLE: WORKSHOP ON ACADEMIC COMMUNICATION
COURSE CODE: ENG06KX02

Credits: L-T-P: 3-0-0

Total Credit Hours: 30

Pedagogy:

The objective of the course is to enable students to acquire knowledge, concepts, methods and techniques of academic communication, and to make the students develop theoretical as well as practical aspects with communication skills in academic writing. The teaching methodology will involve classroom lectures. The students will learn about the theoretical premises of communication and its importance, as well as acquire skills essential for academic communication in the modern world. For the course, 80 percent will be Classroom teaching and 20 percent will be Internal Assessment comprising Unit test, Assignments and classroom participation/ presentation. The evaluation method for this course will be 20 percent Internal Assessment, 20 percent Multiple Choice questions Test, and 60 percent End semester examination.

Instructions for Paper Setters:

The end semester examination will be of 3 hours and 60 marks. There shall be 9 questions in all. The first question, which would be compulsory, shall be short answer type word limit 125 each. It would carry 6 short questions, spread over the entire syllabus. The candidate will be required to attempt all the 6 short answer type questions. Each short answer type question would carry two marks $2 \times 6 = 12$. Rest of the paper shall contain 4 units. Each unit shall have two questions and the candidates shall be required to attempt one question. ONE question in the End semester exam will be from the each module in each unit eight in all) and student will have to answer either. Each question shall carry 12 marks $12 \times 4 = 48$.

Units 3 and 4 will be tested by a comprehensive **Viva-voce examination** as part of the Internal Assessment.

UNIT – 1: Basic Principles of Communication

Module I: Introduction, Nature of Communication, The Communication process, Shannon-Weaver Model of information, channels of communication, theories and models of communication- Wendell Johnson, Newcomb, Schramm, Gerbner, Westley & Maclean

Module II: Barriers to communication, Essentials of communication, Non-verbal and verbal communication, The Seven C's of Communication

UNIT – 2: Types and Channels of Communication

Module I: Introduction, Types of Communication, psychology and pedagogy of communication

Module II: Formal Communication and Informal Communication, Communication- spoken and written

UNIT – 3: PROFESSIONAL COMPETENCE- 1

Module I: The Importance of Communication in the Workplace, Professionalism in Workplace Communication, interpersonal communication, communication for conflict management and resolution

Module II: Communication types: letters, memos, reports, emails

Project 1: Researching a Communication Report

Project 2: Writing a Formal Report

UNIT – 4: PROFESSIONAL COMPETENCE- 2

Module I: Role of presentations and displays in developing an idea, academic writing and technical writing

Module II: Visual presentations and charts

Project 3: Academic Presentations- Advanced Slideware & Infographics

Project 4: Analysis of Case Study

READING LIST:

Cusack, B. and McCarter, S. 2015. Listening and Speaking Skills. New Delhi: Macmillan.

Prasad, P. 2008/2009. The Functional Aspects of Communication Skills. New Delhi: Kataria & Sons.

Samson, T. 2009/2015. Business English. New Delhi: McGraw Hill Education.

Bhatnagar, N, and Bhatnagar, M. 2012. Effective Communication and Soft Skills. New Delhi: Pearson.

COURSE TITLE: DISSERTATION
COURSE CODE: ENG06D401

Credit: 10

Pedagogy of the course

The objective of this paper is to sharpen the research aptitude of the learner. The students will be introduced to the research methodology, critical analysis of the given project as well as theoretical tools to carry out the research project.

The evaluation of this project will be based on Viva-Voce (50 marks) as well as Dissertation (150 marks).

Instructions and Evaluation: The Dissertation carries carry maximum 10 credits and is spread over two Semesters, i.e. Semesters III and IV. Only those students who have scored B+ during the 1st year (1st and 2nd semesters), will be allowed to take up dissertation. No formal teaching would be offered in the department for this course.

The student shall prepare a dissertation under the supervision of assigned teacher of the department. She/he should also demonstrate the skills for the formulation of the research problem and the application of research tools. Total marks for the dissertation will be 200: 150 marks for the dissertation and 50 for the *viva-voce* examination. The viva-voce examination shall be held after the written examination of Semester IV and the students shall have to submit the dissertation by the 31st May or the date specified by the department. If any student is unable to submit his/her dissertation within stipulated time then student will be considered as absent from the exam and have to re-appear in the exam as per university policy and regulations. The evaluation of dissertation and viva-voce should be done by the external examiner only. External examiner shall be appointed as per University rules and regulations. The dissertation shall be written in English language only to develop the writing and research skills of the students except for the language departments. The following criterion is adopted to evaluate the dissertation. The external examiner also reserves the right to modify the criteria for dissertation as per requirement of the topic of dissertation:

a) Criteria for Viva-voce

The external examiner will evaluate the presentation of the students using the following criteria:

Criteria	Marks
Candidate's ability to discuss her/his research with focus and clarity	15
Depth of understanding: Candidate's defense of findings, interpretations & conclusions	10
Presentation skills eye contact, expression, posture)	15
Candidate's use of data/evidence to support claims slides/handouts etc)	10

b) Criteria for evaluation of dissertation

The dissertation shall be evaluated by one external examiner. The examiner shall evaluate the dissertation on the basis of following criteria. The following factors and percentages are to be taken into consideration by the examiners when assessing the dissertation:

a) Explanation, contextualization and articulation of research problem and objectives 20%, Marks=30) :

- Is the research problem clearly specified and contextualized?
- Are the research questions and hypotheses clearly formulated?
- Does the dissertation identifies the relevance, rationale and objectives of the proposed research?

b) Literature and/or technology review, as relevant 20%, Marks=30):

- Does the report include a comprehensive review and critical discussion of the relevant literature and/or technological developments?
- Is there a description on how the proposed research positions itself within the generic context of works which have been published in the area?

c) Methodology, design and implementation 20%, Marks=30):

- Is the adopted methodology and/or design approach clearly justified and described?
- Is the implementation well explained?
- Have any novel theoretical contributions from the student been rewarded appropriately?
- Is there any clear identification of any limitations, assumptions and constraints which may influence or condition in applying the methodology, and design approach?

d) Testing, results, analysis and evaluation 20%, Marks=30):

- Are the test procedures logical and objective?
- Do the proposed tests address the research problem being investigated?
- Are the test conditions, assumptions, constraints and limitations clearly identified?
- Are the results clearly presented, analyzed objectively and critically evaluated?
- Are the results and analyses discussed objectively? Do they lead to appropriate conclusions and/or fulfillment of the project aims?
- Does the analysis, evaluation and discussion of results exhibit independence of thought?
- Has any novelty in this regard been rewarded appropriately?

e) Report structure and organization of dissertation 20%, Marks=30):

- Is the style and structure of the dissertation logical, coherent, flowing and focused?
- Is the student's contribution clearly communicative to the reader?
- Does the report conform to the faculty guidelines?
- Does it make good use of language, citations, figures and tables?