

Maharshi Dayanand Saraswati University, Ajmer



SYLLABUS

SCHEME OF EXAMINATION AND COURSES OF STUDY

M.A. (ENGLISH)

TWO-YEAR POST-GRADUATE DEGREE PROGRAMME (SEMESTER-SCHEME) IN ENGLISH

w.e.f. Session 2026-27

TWO-YEAR POST-GRADUATE DEGREE PROGRAMME (SEMESTER-SCHEME) IN ENGLISH

Credit Score and Scheme

TABLE 1: STRUCTURAL FRAMEWORK OF THE TWO YEARS M.A. PROGRAMME UNDER NEP-2020				
SEMESTER	SEM-I	SEM-II	SEM-III	SEM-IV
Core Courses	ENG DCC-01-Th (4 Cr) ENG DCC-02-Th (4 Cr) ENG DCC-03-Th (4 Cr) ENG DCC-04-Th (4 Cr) ENG DCC-05 Th (4 Cr)	ENG DCC-06-Th (4 Cr) ENG DCC-07 -Th (4 Cr) ENG DCC-08 -Th (4 Cr) ENG DCC-09 -Th (4 Cr)	ENG DCC-10-Th (4 Cr) ENG DCC-11-Th (4 Cr) ENG DCC-12 Th (4 Cr)	ENG DCC-13-Th (4 Cr) ENG DCC-14-Th (4 Cr) ENG DCC-15-Th (4 Cr)
Discipline Specific Elective(DSE)		ENG DSE-01 Th (4 Cr)	ENG DSE-02 Th (4 Cr) ENG DSE-03 Th (4 Cr)	ENG DSE-04 Th (4 Cr) ENG DSE-05 Th (4 Cr)
Total No. of Credits	20+0=20	16 + 4 = 20	12+08=20	12+08=20
	60 (DCC) + 20 (DSE) = 80			

- Duration of examination of each course shall be 3 hours (for Theory courses).
- Each Core and Elective course will be of 100 marks (70+ 30).
- It is mandatory to clear Theory and Internal Assessment courses separately. The minimum qualifying marks in both shall be **40 percent**.

The semester wise details of Master's Course are given below:

2.0 SCHEME OF TWO YEARS POST GRADUATE DEGREE PROGRAMME IN ENGLISH

Programme Code:

Programme Faculty: ARTS

Programme Name: TWO-YEAR POST-GRADUATE DEGREE PROGRAMME (SEMESTER-SCHEME) IN ENGLISH

Scheme and Weightage of Courses

S. No.	Course Category	Title of the Course	Credits			Credits earned	Evaluation			Remarks
			L	T	P		IA	ESA	Total	
SEMESTER – I										
1	DCC – 01	Grammar, Composition and Elementary Linguistics-I	4	0	0	4	30	70	100	All Courses are compulsory Courses
2	DCC – 02	From Chaucer to Shakespeare: Foundations of English Literature	4	0	0	4	30	70	100	
3	DCC – 03	From Donne to Alexander Pope: From Metaphysical Vision to Augustan Reason	4	0	0	4	30	70	100	
4	DCC – 04	Pre Romantics and Romantics	4	0	0	4	30	70	100	
5	DCC – 05	Victorian Literature	4	0	0	4	30	70	100	
			Total Credits in Semester I			20	Total Marks in Semester I		500	
SEMESTER – II										
6	DCC – 06	Grammar, Composition and Elementary Linguistics-II	4	0	0	4	30	70	100	
7	DCC – 07	Trends and Movements	4	0	0	4	30	70	100	
8	DCC – 08	Twentieth Century Literature	4	0	0	4	30	70	100	
9	DSE– 01A	Special Study of Shakespeare	4	0	0	4	30	70	100	Student may opt any one option
	DSE – 01B	Special Study of Milton	4	0	0	4	30	70	100	
10	DCC – 09	Indian Writings in English	4	0	0	4	30	70	100	
			Total Credits in Semester II			20	Total Marks in Semester II		500	

SEMESTER – III										
11	DCC – 10	Literary Criticism and Theory	4	0	0	4	30	70	100	1
12	DCC – 11	American Literature	4	0	0	4	30	70	100	
13	DSE – 02A	Women's Writing	4	0	0	4	30	70	100	Student may opt any one option
	DSE – 02B	Subaltern Literature								
14	DSE – 03A	South Asian Literature	4	0	0	4	30	70	100	Student may opt any one option
	DSE – 03B	Partition Literature								
15	DCC – 12	Post-Colonial Literature	4	0	0	4	30	70	100	
			Total Credits in Semester III			20	Total Marks in Semester III		500	
SEMESTER – IV										
16	DCC – 13	Research Methodology and Academic Writing	4	0	0	4	30	70	100	
17	DCC – 14	World Literature	4	0	0	4	30	70	100	
18	DSE – 04A	Comparative Literature: Theory and Practice	4	0	0	4	30	70	100	Student may opt any one option
	DSE – 04B	Special Study of G.B. Shaw								
19	DSE – 05A	Ecocriticism	4	0	0	4	30	70	100	Student may opt any one option
	DSE – 05B	Special Study of Thomas Hardy								
20	DCC – 15	Indian Classics in Translation	4	0	0	4	30	70	100	
			Total Credits in Semester IV			20	Total Marks in Semester IV		500	
		Total Credits in all semester (20+20+20+20)				80	Total Marks in all semesters		2000	

Note:

Course Categories: DCC–Discipline Core Course: DSE – Discipline Specific Elective

Contact Hours: Lecture-1 Credit=1Hour/ Week

Maharshi Dayanand Saraswati University, Ajmer

Name of Programme- Two-Year Post-Graduate Degree Programme (Semester-Scheme) in English

Semester- I

ENG-DCC 01- Grammar, Composition and Elementary Linguistics-I

Course Objectives:

- To strengthen grammatical competence and writing skills.
- To develop accuracy in spoken and written English.
- To introduce students to basic concepts of phonetics and linguistics.
- To familiarize learners with practical aspects of language usage.
- To improve composition and communication skills.

Pattern of ESA /University Question Paper:

Scheme of Evaluation

Internal Evaluation – **30 Marks**

The internal assessment shall consist of the following components:-

* First Internal Test	–	10 Marks
* Second Internal Test	–	10 Marks
* Hand Written Assignment	–	05 Marks (to be written in approximately 500 words)
* Attendance	–	05 Marks

Total – **30 Marks**

End Semester Examination – **70 Marks**

There shall be a Terminal Examination at the end of each Semester carrying 70 marks. The question paper shall comprise of three sections (Section A, Section B and Section C).

Section A

Section shall be of 20 marks and consist of 10 questions carrying 2 marks each to be answered in approximately 20 words each. All questions shall be compulsory.

Section B

Section shall be of 30 marks and consist of 9 questions (3 question from each unit) carrying 5 marks each to be answered in approximately 250 words each. A Candidate has to attempt six questions choosing at least 1 question from each unit.

Section C

Section of 20 marks, consist of three questions (1 from each unit) carrying 10 marks each, candidate has to attempt two questions to be answered in 500 words each.

UNIT I

Introduction to Grammar (10 Marks)

- Definition and Types of Grammar: (Prescriptive Grammar, Descriptive Grammar, Traditional Grammar and Functional Grammar)
- Basic Sentence Patterns
- Tenses
- Subject–Verb Agreement
- Articles and Determiners
- Modals and Auxiliaries

Vocabulary Development (10 Marks)

- Idioms and Proverbs
- Phrasal Verbs

UNIT II

Composition and Functional English (10 Marks)

- Paragraph Writing
- Notice Writing
- Report Writing
- Precis Writing

Comprehension (15 Marks)

- Reading Comprehension
- Literary Appreciation: Poetry and Prose

UNIT III

Language and Linguistics (10 Marks)

- Definition and Functions of Language
- Salient features of Human Language
- Definition and Scope of Linguistics
- Branches of Linguistics
- Communicative Approach to Language Teaching

Key Concepts in Linguistics - Elementary Level (15 Marks)

- Langue and Parole
- Speech and Writing
- Dialect and Accent
- Phonology
- Morphology
- Syntax
- Semantics and Pragmatics
- Standard Language
- Bilingualism and Multilingualism
- Code Mixing and Code Switching
- Register
- Pidgin
- Creole

Suggested Readings:

- Thomson, A. J. and A. V. Martinet. *A Practical English Grammar*. Oxford University Press, New Delhi.
- Murphy, Raymond. *Intermediate English Grammar*. Cambridge University Press, Cambridge.
- Wren & Martin, *High School English Grammar and Composition*. S. Chand.
- Michael Swan, *Practical English Usage*. Oxford University Press.
- Krishna Mohan & Meera Banerji, *Developing Communication Skills*. Macmillan.
- Sethi, J. and P. V. Dhamija. *A Course in Phonetics and Spoken English*. PHI Learning Pvt. Ltd., New Delhi.
- Peter Roach, *English Phonetics and Phonology*. Cambridge University Press.
- A. C. Gimson, *An Introduction to the Pronunciation of English*. Hodder Education.
- George Yule, *The Study of Language*. Cambridge University Press.
- S. K. Verma & N. Krishnaswamy, *Modern Linguistics*. Oxford University Press.
- David Crystal, *Linguistics: An Introduction*. Penguin.
- N. F. Blake, *Linguistics for Students of Literature*. Macmillan.
- Fromkin, Rodman & Hyams, *An Introduction to Language*. Cengage Learning.

Course Outcomes:

After successful completion of the course, students will be able to:

- Demonstrate a sound understanding of English grammar and apply grammatical rules accurately in written and spoken communication.
- Develop effective composition skills through coherent paragraph writing, essays, reports, précis, correspondence, and academic writing tasks.
- Enhance vocabulary, sentence construction, editing, and proofreading skills for professional and academic purposes.

- Acquire foundational knowledge of linguistic concepts, language structure, and major branches of linguistics.
- Analyze language scientifically through the study of phonology, morphology, syntax, semantics, and language variation.
- Apply language skills confidently in academic, professional, and competitive examination settings.

ENG-DCC 02- From Chaucer to Shakespeare: Foundations of English Literature

Course Objectives:

- This course will familiarize students with the Early Modern World through poetry, drama and philosophy.
- The course aims to make students understand the early developments of modes of representation.
- To make them familiar with the early history of English literature.
- To acquaint them with English drama with special focus on Elizabethan drama.
- To enhance their disciplinary knowledge.
- To make students capable of critical thinking.

Pattern of ESA /University Question Paper:

Scheme of Evaluation

Internal Evaluation — **30 Marks**

The internal assessment shall consist of the following components:-

* First Internal Test — 10 Marks

* Second Internal Test — 10 Marks

* Hand Written Assignment — 05 Marks (to be written in approximately 500 words)

* Attendance — 05 Marks

Total — **30 Marks**

End Semester Examination — **70 Marks**

There shall be a Terminal Examination at the end of each Semester carrying 70 marks. The question paper shall comprise of three sections (Section A, Section B and Section C).

Section A

Section shall be of 20 marks and consist of 10 questions carrying 2 marks each to be answered in approximately 20 words each. All questions shall be compulsory.

Section B

Section shall be of 30 marks and consist of 9 questions (3 question from each unit) carrying 5 marks each to be answered in approximately 250 words each. A Candidate has to attempt six questions choosing at least 1 question from each unit.

Section C

Section of 20 marks, consist of three questions(1 from each unit) carrying 10 marks each, candidate has to attempt two questions to be answered in 500 words each.

UNIT-I

For Detailed Study:

Geoffrey Chaucer: *The Prologue to the Canterbury Tales*

Edmund Spenser: *The Faerie Queene Book I Canto I*

Christopher Marlowe: *Doctor Faustus*

UNIT-II

For Detailed Study:

William Shakespeare: *Hamlet, Twelfth Night*

Ben Jonson: *Every Man in His Humour*

UNIT-III

For Detailed Study:

Francis Bacon: 'Of Truth', 'Of Adversity', 'Of Love', 'Of Revenge', 'Of Envy', 'Of Marriage and Single Life'.

John Webster: *The Duchess of Malfi*

Recommended Readings-

1. W.H. Hudson- *An Outline History of English Literature* (Atlantic)
2. Birjadish Prasad- *A Short History of English Poetry*
3. Allardyce Nicoll- *History of English Drama 1660-1900* (CUP)
4. Marjorie Boulton- *Anatomy of Drama* (Routledge)
5. Robert Scholes- *Elements of Drama* (OUP)
7. Alfred Harbage Ed- *Shakespeare: The Tragedies: A Collection of Critical Essays* (Prentice-Hall)
8. Kiernan Ryan- *Shakespearean Tragedy* (Bloomsbury Publishing)
9. Robert Maslen- *Shakespeare and Comedy: Arden Critical Companions* by (The Arden Shakespeare)

Course Outcomes:

- Students will have a better understanding of literary texts and intellectual debates of 16th and 17th century Europe.
- This course will familiarise students with drama of the 16th and 17th centuries with a focus on the plays of Shakespeare.
- Good understanding of literary genre of poetry and its elements.
- Better understanding of drama, its elements and dramatic devices.
- Enhanced critical thinking.
- Enhanced reading, writing, listening and speaking skills.

**ENG-DCC 03- From John Donne to Alexander Pope: From Metaphysical
Vision to Augustan Reason**

Course Objectives:

- The course aims to acquaint students with the background to the Metaphysical Poetry.
- Students will evaluate the socio-cultural influences on Augustan literature.
- They will come to know how historical contexts shaped literary themes and styles of the period.
- They will analyze prominent works to discern characteristic literary devices and forms, such as the use of satire and mock-epic in Augustan poetry.

Pattern of ESA /University Question Paper:

Scheme of Evaluation

Internal Evaluation – **30 Marks**

The internal assessment shall consist of the following components:-

* First Internal Test	–	10 Marks
* Second Internal Test	–	10 Marks
* Hand Written Assignment	–	05 Marks (to be written in approximately 500 words)
* Attendance	–	05 Marks
Total	–	30 Marks
End Semester Examination	–	70 Marks

There shall be a Terminal Examination at the end of each Semester carrying 70 marks. The question paper shall comprise of three sections (Section A, Section B and Section C).

Section A

Section shall be of 20 marks and consist of 10 questions carrying 2 marks each to be answered in approximately 20 words each. All questions shall be compulsory.

Section B

Section shall be of 30 marks and consist of 9 questions (3 question from each unit) carrying 5 marks each to be answered in approximately 250 words each. A Candidate has to attempt six questions choosing at least 1 question from each unit.

Section C

Section of 20 marks, consist of three questions(1 from each unit) carrying 10 marks each, candidate has to attempt two questions to be answered in 500 words each.

UNIT-I**For Detailed Study:**

John Milton: *Paradise Lost Book I*

John Donne: 'The Extasie', 'The Flea', 'The Canonization', 'A Valediction: Forbidding Morning', 'The Relic'

John Dryden- *Absalom and Achitophel*

UNIT-II**For Detailed Study:**

Richard B. Sheridan: *The Rivals*

Jonathan Swift: *Battle of Books*

Alexander Pope: *The Rape of the Lock*

UNIT-III

Daniel Defoe: *Moll Flanders* (For Non-Detailed Study)

For Detailed Study:

Joseph Addison: 'Sir Roger at Home', 'Sir Roger in Town', 'The Ladies' Association', 'Coffee-House Debates'

Richard Steel: 'Sir Roger and his Servants', 'Parents and Children', 'The Trumpet Club and its Members', 'Memories of his Childhood'

Suggested Readings:

1 *The Metaphysical Poets*: David Reid

2 *Augustan Poetry and Augustinism*: Philip Hardie (ed.)13 - from Part V - Augustan Literature
Published online by Cambridge University Press: 28 March 2007

3 *Alexander Pope: The Critical Heritage*: Edited by John Barnard

4 *The Elements of Style*: E. B. White and William Strunk

5 *An Outline History of English Literature*: W.H. Hudson (Atlantic)

5. *Milton's Grand Style*: Ricks, Christopher. (OUP) 1963.

6. *The Life of John Milton: A Critical Biography*: Lewalski, Barbara K. Blackwell 2000.

Course Outcomes:

- Students will attain a good knowledge of the socio-political, cultural, and religious influences of the Jacobean and Augustan eras on literature.
- They will be able to analyze major works and their themes to grasp their significance and impact.
- They will develop critical thinking skills to evaluate the literary merits and historical context of texts from the given periods.

ENG-DCC 04 -Pre-Romantics and Romantics**Course Objectives:**

- Students will be able to evaluate the transition from Neoclassicism to Romanticism, understanding how societal shifts towards individualism, nature, and emotion influenced Pre-Romantic and Romantic literature.
- They will analyze key works by Pre-Romantic poets like William Blake and Thomas Gray, as well as Romantic poets such as William Wordsworth and Samuel Taylor Coleridge and others, to discern characteristic themes of imagination, nature, and the sublime.
- Students will understand the poetic forms and language innovations of the Romantics, including the use of blank verse, lyrical ballads, and the exploration of the supernatural and folklore.

Pattern of ESA /University Question Paper:

Scheme of Evaluation

Internal Evaluation — **30 Marks**

The internal assessment shall consist of the following components:-

* First Internal Test	—	10 Marks
* Second Internal Test	—	10 Marks
* Hand Written Assignment	—	05 Marks (to be written in approximately 500 words)
* Attendance	—	05 Marks
Total	—	30 Marks
End Semester Examination	—	70 Marks

There shall be a Terminal Examination at the end of each Semester carrying 70 marks. The question paper shall comprise of three sections (Section A, Section B and Section C).

Section A

Section shall be of 20 marks and consist of 10 questions carrying 2 marks each to be answered in approximately 20 words each. All questions shall be compulsory.

Section B

Section shall be of 30 marks and consist of 9 questions (3 question from each unit) carrying 5 marks each to be answered in approximately 250 words each. A Candidate has to attempt six questions choosing at least 1 question from each unit.

Section C

Section of 20 marks, consist of three questions(1 from each unit) carrying 10 marks each, candidate has to attempt two questions to be answered in 500 words each.

UNIT-I**For Detailed Study:**

William Cowper: 'The Sofa' (From -*The Task: Book I*)

William Blake: 'The Little Black Boy', 'The Chimney Sweeper: When My Mother Died I was Very Young'

William Wordsworth: *The Prelude* - Book I- 'Childhood and School-Time'

S.T. Coleridge: 'The Rime of the Ancient Mariner', 'Kubla Khan'

UNIT-II**For Detailed Study:**

P.B. Shelley: *Adonais*

John Keats: 'Ode on a Grecian Urn', 'Ode to a Nightingale', 'The Ode on Melancholy', 'Ode to Psyche', 'Ode on Indolence', 'To Autumn'

G.G. Byron: 'She walks in Beauty', 'When we two Parted', 'Darkness', 'On This Day I Complete My Thirty-Sixth Year', 'Prometheus'

UNIT-III

Oliver Goldsmith: *The Vicar of Wakefield* (For Non-Detailed Study)

Jane Austen: *Mansfield Park* (For Non-Detailed Study)

William Hazlitt: 'On Going a Journey', 'On the Fear of Death' (For Detailed Study):

Charles Lamb: 'Dream-Children: A Reverie', 'In the Praise of Chimney -Sweepers', 'My Relations' (For Detailed Study)

Course Outcomes:

- Students will understand the cultural, political, and philosophical influences of the late 18th and early 19th centuries on literature.
- They will develop a critical perspective on how Pre-Romantic and Romantic literature challenged the Enlightenment rationalism and embraced subjective experience and intuition as valid sources of knowledge.
- Students will recognize the enduring legacy of Pre-Romantic and Romantic literature in influencing later literary movements, including its impact on Victorian poets and the development of modern literary sensibilities.

Recommended Readings:

1. *The Cambridge History of English Romantic Literature* Edited by James Chandler (CUP)
2. *The Romantic Imagination* by Maurice Bowra (OUP)
3. *Romantic Literature* by Jennifer Breen (Bloomsbury Academic India)
4. *English Poetry of the Romantic Period 1789-1830* by J.R. Watson (Routledge)
5. *The Oxford Dictionary of Literary Terms* by Chris Baldick (OUP)
6. *History of English Drama 1660-1900* by Allardyce Nicoll (Cambridge University Press)
7. *Studies in Contemporary Indian-English Short Stories* by A.N. Dwivedi (B.R.P.C.)
8. *Oliver Goldsmith: The Critical Heritage* by G.S. Rousseau (Routledge)

ENG-DCC-05 -Victorian Literature**Course Objectives:**

- Students will be able evaluate the societal, political, and cultural changes of the Victorian era, such as industrialization, urbanization, and shifts in gender roles, to understand their impact on literature.
- They will understand the thematic concerns of Victorian literature, including representations of morality, social class, gender dynamics, imperialism, and the tensions between progress and tradition.
- The course will enable students to analyze Victorian novels and poetry to explore how these texts reflect Victorian values, anxieties, and aspirations.
- They will develop an appreciation for the diverse narrative techniques and literary forms employed by Victorian writers.

Pattern of ESA /University Question Paper:

Scheme of Evaluation

Internal Evaluation – 30 Marks

The internal assessment shall consist of the following components:-

* First Internal Test	–	10 Marks
* Second Internal Test	–	10 Marks
* Hand Written Assignment	–	05 Marks (to be written in approximately 500 words)
* Attendance	–	05 Marks
Total	–	30 Marks
End Semester Examination	–	70 Marks

There shall be a Terminal Examination at the end of each Semester carrying 70 marks. The question paper shall comprise of three sections (Section A, Section B and Section C).

Section A

Section shall be of 20 marks and consist of 10 questions carrying 2 marks each to be answered in approximately 20 words each. All questions shall be compulsory.

Section B

Section shall be of 30 marks and consist of 9 questions (3 question from each unit) carrying 5 marks each to be answered in approximately 250 words each. A Candidate has to attempt six questions choosing at least 1 question from each unit.

Section C

Section of 20 marks, consist of three questions(1 from each unit) carrying 10 marks each, candidate has to attempt two questions to be answered in 500 words each.

UNIT-I

Alfred Tennyson: 'Ulysses', 'The Lotus Eaters' (For Detailed Study)

Mathew Arnold: *Culture and Anarchy*- Chapter I- 'Sweetness and Light' and Chapter II- 'Doing as One Likes' (For Non-Detailed Study)

Robrt Browning: 'Grammarians's Funeral', 'Porphyria's Lover', 'Andrea Del Sarto' (For Detailed Study)

UNIT-II

John Ruskin: *Unto This Last* (For Non-Detailed Study)

Hopkins: 'Spring and Fall', 'Felix Randal', 'The Windhover', 'God's Grandeur' (For Detailed Study)

W.B. Yeats: 'When You are Old', 'A Bronze Head', 'Sailing to Byzantium', 'Easter, 1916' (For Detailed Study)

UNIT-III

Oscar Wilde: *The Importance of Being Earnest* (For Detailed Study)

Emily Bronte: *Wuthering Heights* (For Non-Detailed Study)

George Eliot: *Adam Bede* (For Non-Detailed Study)

Recommended Readings:

1. *A History of Victorian Literature* by James Eli Adams (Wiley-Blackwell)
2. *The Cambridge History of Victorian Literature* Edited by Kate Flint (Cambridge University Press)
3. *English Literature: Its History and Significance for the Life of the English Speaking World* by William J. Long (Maple Press)
4. *The Poetry Handbook* by John Lennard (OUP)
5. *A History of English Literature* by Arthur Compton-Rickett (Gyan Publishing House)
6. *The Penguin Dictionary of Literary Terms and Literary Theory* (Penguin Books Ltd.)
7. *The Book of Literary Terms: The Genres of Fiction, Drama, Nonfiction, Literary Criticism, and Scholarship* by Lewis Turco (UPNE)
8. *A Short History of English Drama* by B.I. Evans (Bloomsbury Publishing Plc)

Course Outcomes:

- At the end of the course students will have a good understanding of the pattern of development and change in the themes and literary techniques used by the Victorian writers.
- Students will recognize the enduring influence of Victorian literature on subsequent literary movements and its reflection on the cultural anxieties and aspirations of the time.
- Better understanding of the literary history of Victorian Age.
- Enhanced critical thinking.

Name of Programme- Two-Year Post-Graduate Degree Programme (Semester-Scheme) in English

Semester- II

ENG-DCC- 06 - Grammar, Composition and Elementary Linguistics - II

Course Objectives

- To strengthen grammatical accuracy and language proficiency.
- To develop accuracy in spoken and written English.
- To provide a foundation for advanced linguistic studies.
- To introduce students to basic concepts of phonetics and linguistics.
- To familiarize learners with practical aspects of language usage.
- To improve composition and communication skills.
- To prepare students for NET, SET, UPSC, and other competitive examinations.

Pattern of ESA /University Question Paper:

Scheme of Evaluation

Internal Evaluation – **30 Marks**

The internal assessment shall consist of the following components:-

* First Internal Test	–	10 Marks
* Second Internal Test	–	10 Marks
* Hand Written Assignment	–	05 Marks (to be written in approximately 500 words)
* Attendance	–	05 Marks
Total	–	30 Marks
End Semester Examination	–	70 Marks

There shall be a Terminal Examination at the end of each Semester carrying 70 marks. The question paper shall comprise of three sections (Section A, Section B and Section C).

Section A

Section shall be of 20 marks and consist of 10 questions carrying 2 marks each to be answered in approximately 20 words each. All questions shall be compulsory.

Section B

Section shall be of 30 marks and consist of 9 questions (3 question from each unit) carrying 5 marks each to be answered in approximately 250 words each. A Candidate has to attempt six questions choosing at least 1 question from each unit.

Section C

Section of 20 marks, consist of three questions(1 from each unit) carrying 10 marks each, candidate has to attempt two questions to be answered in 500 words each.

UNIT I

Grammar and Usage (15 Marks)

- Voice: Active and Passive
- Narration: Direct and Indirect Speech
- Question Tags
- Transformation of Sentences
- Common Errors in English
- Concepts and Notions (Requests, Orders, Questions, Conditions, Purpose, Suggestion, Wish, Hope, Intention, Obligation, Permission, Likelihood, Possibility, Ability, Cause, Willingness, Comparison, and Contrast, Concession. (Different concepts and Notions and their manner of expression))

Vocabulary Development (10 Marks)

- Synonyms and Antonyms
- Homonyms
- One-word Substitutes

UNIT II

Composition and Functional English (10 Marks)

- C.V. and Resume Writing
- Application Writing
- Letter Writing: (Formal, Informal and Business letters)

Comprehension and Communication (10 Marks)

- Major Logical Fallacies: (Fallacy of Hasty Generalisation, Fallacy of Equivocation, The Fallacy of Circumlocution or Begging the question, Appeal to Authority, Argument from Ignorance, The Abusive argument, The Fallacy of Composition, The Fallacy of Division, The Fallacy of False Cause, The Fallacy of False Analogy, The Fallacy of Excluded Middle, The Fallacy of Faulty Premise, The Fallacy of Undistributed Middle, The Fallacy of Non-Sequitur)

UNIT III

Introduction to Phonetics and Phonology (25 Marks)

- Definition of Phonetics

- Organs of Speech, Speech Mechanism
- English Sounds: (Vowels and Consonants, Monophthongs and Diphthongs, Voiced and Voiceless Sounds, Minimal Pairs)
- Phonetic Features: (Stress, Intonation, Rhythm, Syllable)
- IPA (Basic Introduction): Phonetic Transcription of Simple Words, Pronunciation Practice

Suggested Readings:

- Thomson, A. J. and A. V. Martinet. *A Practical English Grammar*. Oxford University Press, New Delhi.
- Sharma, H. C. *A Practical English Grammar and Composition*.
- Murphy, Raymond. *Intermediate English Grammar*. Cambridge University Press, Cambridge.
- Michael Swan, *Practical English Usage*. Oxford University Press.
- Krishna Mohan & Meera Banerji, *Developing Communication Skills*. Macmillan.
- Sethi, J. and P. V. Dhamija. *A Course in Phonetics and Spoken English*. PHI Learning Pvt. Ltd., New Delhi.
- Peter Roach, *English Phonetics and Phonology*. Cambridge University Press.
- A. C. Gimson, *An Introduction to the Pronunciation of English*. Hodder Education.
- George Yule, *The Study of Language*. Cambridge University Press.
- S. K. Verma & N. Krishnaswamy, *Modern Linguistics*. Oxford University Press.
- David Crystal, *Linguistics: An Introduction*. Penguin.
- N. F. Blake, *Linguistics for Students of Literature*. Macmillan.

Course Outcomes:

After successful completion of the course, students will be able to:

- Demonstrate a sound understanding of English grammar and apply grammatical rules accurately in written and spoken communication.
- Develop effective composition skills through correspondence and academic writing tasks.
- Enhance vocabulary, sentence construction, editing, and proofreading skills for professional and academic purposes.
- Understand the basic principles of phonetics and employ appropriate pronunciation, stress, rhythm, and intonation patterns in speech.
- Acquire foundational knowledge of linguistic concepts, language structure, and major branches of linguistics.
- Apply language skills confidently in academic, professional, and competitive examination settings.

ENG-DCC -07-Trends and Movements

Course Objectives:

- To enable students to recognize recurring motifs, devices, and narrative structures characteristic of certain genres and periods.
- Students will learn to analyze how major events inspired specific themes.
- They will recognise how literature acts as a mirror, exposing the prevailing values and conflicts of a specific period.
- To enhance disciplinary knowledge.
- To make students capable of critical thinking.

Pattern of ESA /University Question Paper:

Scheme of Evaluation

Internal Evaluation — **30 Marks**

The internal assessment shall consist of the following components:-

* First Internal Test	—	10 Marks
* Second Internal Test	—	10 Marks
* Hand Written Assignment	—	05 Marks (to be written in approximately 500 words)
* Attendance	—	05 Marks
Total	—	30 Marks
End Semester Examination	—	70 Marks

There shall be a Terminal Examination at the end of each Semester carrying 70 marks. The question paper shall comprise of three sections (Section A, Section B and Section C).

Section A

Section shall be of 20 marks and consist of 10 questions carrying 2 marks each to be answered in approximately 20 words each. All questions shall be compulsory.

Section B

Section shall be of 30 marks and consist of 9 questions (3 question from each unit) carrying 5 marks each to be answered in approximately 250 words each. A Candidate has to attempt six questions choosing at least 1 question from each unit.

Section C

Section of 20 marks, consist of three questions(1 from each unit) carrying 10 marks each, candidate has to attempt two questions to be answered in 500 words each.

UNIT-I

The Renaissance Humanism, The Universality Wits, Euphemism, The Metaphysical Movement, The Cavalier poetry, Puritan Literature, Neo-Classicism

UNIT-II

The age of Sensibility, The Romantic Revival, The Gothic Movement, The Pre-Raphaelite Poetry, Lake Poets, Transcendentalism, Realism, Aestheticism and Decadence

UNIT-III

Modernism, Symbolism, Dadaism, Surrealism, Expressionism, Imagism, Stream of Consciousness, Theatre of the Absurd, The Movement Poetry, Postmodernism

Suggested Readings:

- 1 *An Outline History of English Literature* by William Henry Hudson
- 2 *Major Movements in the History of English Literature* by A.N. Johri
- 3 *The Routledge History of Literature in English: Britain and Ireland* by Ronald Carter and John McRae
- 4 *The Oxford Companion to English Literature* Edited by Dinah Birch
- 5 *A Glossary of Literary Terms* by M.H. Abrams
- 6 *A History of English Literature* by Arthur Compton-Rickett (Gyan Publishing House)
- 7 *Modern English Literature* by G.H. Mair (Atlantic Publishers)
- 8 *The Penguin Dictionary of Literary Terms and Literary Theory* (Penguin Books Ltd.)
- 9 *The Book of Literary Terms: The Genres of Fiction, Drama, Nonfiction, Literary Criticism, and Scholarship* by Lewis Turco (UPNE)

Course Outcomes:

- Studying diverse literary traditions will foster cross-cultural understanding and allows students to experience diverse lived realities.
- Students will understand the progression of human thought by tracing eras like Romanticism or Modernism, realizing that literature serves as both a reflector and a catalyst of historical change.
- Students will gain knowledge on how literature as a discipline continues to critique and alter its times.

ENG-DCC 08-Twentieth Century Literature

Course Objectives:

- To offer students an understanding of the distinctive characteristics of the twentieth century as a space of thought, with specific reference to its poetry, drama and novel as significant tools of cultural analysis.
- To open up the way in which the poetry, drama, prose and fiction of the period reconstitute readership as agents of cultural change.
- To enhance disciplinary knowledge.
- To make students capable of critical thinking.

Pattern of ESA /University Question Paper:

Scheme of Evaluation

Internal Evaluation	—	30 Marks
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The internal assessment shall consist of the following components:-

* First Internal Test	—	10 Marks
* Second Internal Test	—	10 Marks
* Hand Written Assignment	—	05 Marks (to be written in approximately 500 words)
* Attendance	—	05 Marks
Total	—	30 Marks
End Semester Examination	—	70 Marks

There shall be a Terminal Examination at the end of each Semester carrying 70 marks. The question paper shall comprise of three sections (Section A, Section B and Section C).

Section A

Section shall be of 20 marks and consist of 10 questions carrying 2 marks each to be answered in approximately 20 words each. All questions shall be compulsory.

Section B

Section shall be of 30 marks and consist of 9 questions (3 question from each unit) carrying 5 marks each to be answered in approximately 250 words each. A Candidate has to attempt six questions choosing at least 1 question from each unit.

Section C

Section of 20 marks, consist of three questions(1 from each unit) carrying 10 marks each, candidate has to attempt two questions to be answered in 500 words each.

UNIT-I

For Detailed Study:

Bertrand Russell: 'Ideas That Have Helped Mankind', 'Ideas That Have Harmed Mankind'

G.B. Shaw: *Pygmalion*

T.S. Eliot: 'The Love Song of J. Alfred Prufrock', 'The Hollow Men'

D.H. Lawrence: *Sons and Lovers* (For Non-detailed Study)

UNIT-II

For Detailed Study:

Samuel Beckett: *Waiting For Godot*

Philip Larkin- 'Toads', 'Church Going', 'The Whitsun Wedding'

Thom Gunn- 'My Said Captains', 'Autumn Chapter', 'On the Move'

Virginia Woolf: *Mrs. Dalloway* (For Non-detailed Study)

UNIT-III

For Detailed Study:

John Osborne: *Look Back in Anger*

Hardy: *Return of the Native* (For Non-detailed Study)

James Joyce: *Portrait of An Artist as A Young Man* (For Non-detailed Study)

Recommended Readings:

1 *English Literature: Its History and Significance for the Life of the English-Speaking World* by William J. Long (Maple Press)

2 *The Oxford Companion to Modern Poetry in English* Edited by Ian Hamilton and Jeremy Noel-Tod (OUP)

3 *The Poetry Handbook* by John Lennard (OUP)

4 *A History of English Literature* by Arthur Compton-Rickett (Gyan Publishing House)

5 *Modern English Literature* by G.H. Mair (Atlantic Publishers)

6 *The Penguin Dictionary of Literary Terms and Literary Theory* (Penguin Books Ltd.)

7 *The Book of Literary Terms: The Genres of Fiction, Drama, Nonfiction, Literary Criticism, and Scholarship* by Lewis Turco (UPNE)

8 *A Short History of English Drama* by B.I. Evans (Bloomsbury Publishing Plc)

9 *The Genius of George Bernard Shaw* by Samiran Kumar Paul (Notion Press)

Course Outcomes:

- At the end of the course students will have a good understanding of the pattern of development and change in the themes and literary techniques used by the Modern writers.
- By studying this course, students will be able to inculcate a basic sense of the anxieties and influences of the age immediately preceding our own.

- Students will gain knowledge on how literature as a discipline continues to critique and alter its times.
- Enhanced critical thinking.

ENG-DSE 01 A- Special Study of Shakespeare

Course Objectives:

- Understand Shakespeare's contribution to English literature and Renaissance culture.
- To develop an advanced understanding of Shakespeare's dramatic and poetic art.
- To study Shakespeare's major dramatic genres—comedy, tragedy, history, and romance.
- To explore themes, characterization, language, imagery, and stagecraft in Shakespeare's works.
- Examine the major themes, characters, and dramatic techniques in Shakespeare's writings.
- Develop critical appreciation of Shakespeare's language, imagery, and poetic artistry.
- Analyze Shakespeare's works in their literary, historical, and cultural contexts.

Pattern of ESA /University Question Paper:

Scheme of Evaluation

Internal Evaluation — **30 Marks**

The internal assessment shall consist of the following components:-

* First Internal Test	—	10 Marks
* Second Internal Test	—	10 Marks
* Hand Written Assignment	—	05 Marks (to be written in approximately 500 words)
* Attendance	—	05 Marks
Total	—	30 Marks
End Semester Examination	—	70 Marks

There shall be a Terminal Examination at the end of each Semester carrying 70 marks. The question paper shall comprise of three sections (Section A, Section B and Section C).

Section A

Section shall be of 20 marks and consist of 10 questions carrying 2 marks each to be answered in approximately 20 words each. All questions shall be compulsory.

Section B

Section shall be of 30 marks and consist of 9 questions (3 question from each unit) carrying 5 marks each to be answered in approximately 250 words each. A Candidate has to attempt six questions choosing at least 1 question from each unit.

Section C

Section of 20 marks, consist of three questions (1 from each unit) carrying 10 marks each, candidate has to attempt two questions to be answered in 500 words each.

UNIT I (For Detailed Study)

- Selected Sonnets

Sonnet 15 - When I Consider Everything That Grows

Sonnet 29 - When in Disgrace with Fortune and Men's Eyes

Sonnet 30 — When to the sessions of sweet silent thought

Sonnet 60 — Like as the waves make towards the pebbled shore

Sonnet 65 — Since brass, nor stone, nor earth, nor boundless sea

Sonnet 116 — Let me not to the marriage of true minds

- A Midsummer Night's Dream

UNIT II

- Henry IV, Part I
- Antony and Cleopatra (For Detailed study)

UNIT III

- Macbeth (For Detailed study)
- King Lear (For Detailed study)
- Much Ado About Nothing

Suggested Readings and Reference Books

1. Bradley, A. C. *Shakespearean Tragedy*. London: Macmillan.
2. Barber, C. L. *Shakespeare's Festive Comedy*. Princeton University Press.
3. Bloom, Harold. *Shakespeare: The Invention of the Human*. New York: Riverhead Books.
4. Booth, Stephen. *An Essay on Shakespeare's Sonnets*. Yale University Press.
5. Kermode, Frank. *Shakespeare's Language*. Allen Lane.

6. Tillyard, E. M. W. *Shakespeare's History Plays*. Chatto & Windus.
7. Muir, Kenneth. *Shakespeare: The Great Comedies*.
8. Leggatt, Alexander. *Shakespeare's Comedy of Love*.
9. Campbell, Lily B. *Shakespeare's Tragic Heroes*.
10. Ribner, Irving. *Patterns in Shakespearean Tragedy*.

Course Outcomes:

After completing this course, students will be able to:

1. Understand Shakespeare's contribution to Renaissance and world literature.
2. Analyze representative texts from Shakespeare's major dramatic genres and poetry.
3. Evaluate the characteristics of Shakespearean tragedy, comedy, history play, and romance.
4. Examine Shakespeare's language, characterization, and dramatic techniques.
5. Interpret Shakespeare's works in their literary, cultural, and historical contexts.
6. Apply critical and analytical approaches to the study of Shakespearean texts.
7. Appreciate the continuing significance and global influence of Shakespeare's works.

ENG-DSE 01 B- Special Study of John Milton

Course Objectives:

- The course will teach students to trace how Milton inherited the classical epic tradition from the ancients and redefined it into a distinctly Christian, English epic.
- Students will be introduced to the grand style of Milton.
- They will have a deep engagement with Britain's 17th century political and religious conditions.
- To enhance disciplinary knowledge.
- To make students capable of critical thinking.

Pattern of ESA/ University Question Paper:

Scheme of Evaluation

Internal Evaluation — **30 Marks**

The internal assessment shall consist of the following components:-

* First Internal Test	—	10 Marks
* Second Internal Test	—	10 Marks
* Hand Written Assignment	—	05 Marks (to be written in approximately 500 words)
* Attendance	—	05 Marks
Total	—	30 Marks

End Semester Examination – 70 Marks

There shall be a Terminal Examination at the end of each Semester carrying 70 marks. The question paper shall comprise of three sections (Section A, Section B and Section C).

Section A

Section shall be of 20 marks and consist of 10 questions carrying 2 marks each to be answered in approximately 20 words each. All questions shall be compulsory.

Section B

Section shall be of 30 marks and consist of 9 questions (3 question from each unit) carrying 5 marks each to be answered in approximately 250 words each. A Candidate has to attempt six questions choosing at least 1 question from each unit.

Section C

Section of 20 marks, consist of three questions(1 from each unit) carrying 10 marks each, candidate has to attempt two questions to be answered in 500 words each.

UNIT-I

For Detailed Study:

‘Lycidas’

‘L’ Allegro’

‘II Penseroso’

‘On the Late Massacre in Piedmont’

‘Methought I Saw My Late Espoused Saint’

UNIT-II

For Detailed Study:

Paradise Lost- Book IV

Paradise Regain'd: Book 1

UNIT-III

For Detailed Study:

Samson Agonistes

‘Of Education’

‘Aeropagitica’ (For Non-Detailed Study)

Course Outcomes

- Students will recognize how the political upheavals of seventeenth-century England profoundly shaped John Milton's poetic vision, influencing both the themes and *purposes* of his writings.
- It will teach students how to read history through verse and to deconstruct complex political ideologies.
- They will be able to evaluate the significance of the socio-political and historical events which shaped the perspective of various authors.
- They will be able to investigate the way how the volatile socio-political scenario influenced the literary production of a particular era

Recommended Readings-

1. Beer, Anna. *Milton: Poet, Pamphleteer, and Patriot*. New York: Bloomsbury Press, 2008.
2. Dexter, Raymond. *The Influence of Milton on English Poetry*. London: Kessinger Publishing. 1922
3. Hill, Christopher. *Milton and the English Revolution*. London: Faber, 1977
4. Hunter, William Bridges. *A Milton Encyclopedia*. Lewisburg: Bucknell University Press, 1980.
5. Ricks, Christopher. *Milton's Grand Style*. (OUP) 1963.
6. Lewalski, Barbara K. *The Life of John Milton: A Critical Biography*. Blackwell 2000.
7. Hudson W.H. *An Outline History of English Literature* (Atlantic)

ENG-DCC 09-Indian writings in English

Course Objectives:

- To familiarize students with the trajectory of Indian writings in English that leads towards the understanding and appreciation of Indian heritage, culture, traditions, diversity and knowledge as per NEP 2020 that focuses on Indian Knowledge System and Thought as a guiding principle.
- To introduce learners to the various phases of evolution in Indian Writings in English.
- To familiarize students with the literary history of Indian Writings in English.
- To provide students a comprehensive understanding of social and intellectual climate of the different time periods and eras during which the prescribed authors wrote.
- To instill values and develop human concern in students through exposure to literary texts.
- To enable students to explore the art of narration and storytelling.
- To enhance their knowledge and understanding of Indian English drama.
- To make students capable of critical thinking.

Pattern of ESA /University Question Paper:

Scheme of Evaluation

Internal Evaluation – **30 Marks**

The internal assessment shall consist of the following components:-

* First Internal Test	–	10 Marks
* Second Internal Test	–	10 Marks
* Hand Written Assignment	–	05 Marks (to be written in approximately 500 words)
* Attendance	–	05 Marks
Total	–	30 Marks
End Semester Examination	–	70 Marks

There shall be a Terminal Examination at the end of each Semester carrying 70 marks. The question paper shall comprise of three sections (Section A, Section B and Section C).

Section A

Section shall be of 20 marks and consist of 10 questions carrying 2 marks each to be answered in approximately 20 words each. All questions shall be compulsory.

Section B

Section shall be of 30 marks and consist of 9 questions (3 question from each unit) carrying 5 marks each to be answered in approximately 250 words each. A Candidate has to attempt six questions choosing at least 1 question from each unit.

Section C

Section of 20 marks, consist of three questions(1 from each unit) carrying 10 marks each, candidate has to attempt two questions to be answered in 500 words each.

UNIT-I

For Detailed Study:

Toru Dutt: 'Our Casurina Tree', 'Lakshman', 'Baugmaree'

Sir Aurbindo: 'Revelation', 'Transformation'

R.N. Tagore: 'The Child', From Gitanjali- 1-'Thou hast made me endless, such is thy pleasure,' 27- 'Light, oh where is the light?', 82- 'Time is endless in thy hands, my lord,' 'Heaven of Freedom'

Sarojini Naidu: 'The Queen's Rival', 'The Pardah Nasheen'

UNIT-II

For Detailed Study:

Nissim Ezekiel: 'Enterprise', 'Background Casually', 'The Poet, Lover and Birdwatcher'

Girish Karnad: *Tughlaq*G.V. Desani: *All About H. Hatter* (For Non-detailed Study)

UNIT-III

For Detailed Study:

A.K. Ramanujan: 'A River', 'Love Poem for a Wife', 'Obituary'

Bhabani Bhattacharya: *So Many Hungers* (For Non-detailed Study)

Manju Kapoor: *Difficult Daughters* (For Non-detailed Study)

Recommended Readings:

1. *Indian Writings in English* by Dr. Manmohan K. Bhatnagar (Atlantic Publishers and Distributors (P) Ltd)
2. *The Penguin Book of Indian Poets* Edited by Jeet Thayil (Penguin Hamish Hamilton)
3. *Ins and Outs of Indian Theatre* by H.S. Shivprakash (Sahitya Akademi, Delhi)
4. *Indian Drama in English: The Beginnings* by Ananda Lal (Kolkata: Jadavpur University Press).
5. *Modern Indian English novel: Critical study of the political motif* by Dr. Manmohan K. Bhatnagar (Atlantic Publishers and Distributors (P) Ltd)
6. *An Illustrated History of Indian Literature in English* Edited by Arvind Krishna Mehrotra (Delhi: Permanent Black)
7. *Indian Writing in English* by K. R. Srinivasa Iyengar (New Delhi: Sterling)
8. "Drama". University of Washington South Asian Studies Bibliographies. <https://guides.lib.uw.edu/c.php?g=341864&p=2301845#9577519>

Course Outcomes-

- At the end of the course the students will be able to understand and appreciate Indian heritage, culture, traditions, diversity and knowledge.
- They will be able to evaluate the significance of the socio-political and historical events which shaped the perspective of various authors.
- Enriched with the knowledge of Indian English poets, their poetry and poetic style.
- Enriched with the knowledge of Indian English authors, their short stories and prose style.
- Enhanced understanding of Indian English drama, its elements and dramatic devices.
- Determine socio-cultural aspects of Indian Literature.
- Enhanced critical thinking.

Name of Programme- Two-Year Post-Graduate Degree Programme (Semester-Scheme) in English

Semester- III

ENG-DCC 10-Literary Criticism and Theory

Course Objective:

- To train students to analyze a single text through multiple lenses.
- To Equip students to look for gaps, silences, and contradictions in a text rather than taking it at face value.
- Shifting focus from "what the author meant" to how meaning is constructed by language, history, and the reader.
- To enhance disciplinary knowledge.
- To make students capable of critical thinking.

Pattern of ESA /University Question Paper:

Scheme of Evaluation

Internal Evaluation – **30 Marks**

The internal assessment shall consist of the following components:-

* First Internal Test	–	10 Marks
* Second Internal Test	–	10 Marks
* Hand Written Assignment	–	05 Marks (to be written in approximately 500 words)
* Attendance	–	05 Marks
Total	–	30 Marks
End Semester Examination	–	70 Marks

There shall be a Terminal Examination at the end of each Semester carrying 70 marks. The question paper shall comprise of three sections (Section A, Section B and Section C).

Section A

Section shall be of 20 marks and consist of 10 questions carrying 2 marks each to be answered in approximately 20 words each. All questions shall be compulsory.

Section B

Section shall be of 30 marks and consist of 9 questions (3 question from each unit) carrying 5 marks each to be answered in approximately 250 words each. A Candidate has to attempt six questions choosing at least 1 question from each unit.

Section C

Section of 20 marks, consist of three questions(1 from each unit) carrying 10 marks each, candidate has to attempt two questions to be answered in 500 words each.

UNIT-I

I- Aristotle: *Poetics*

Indian Poetics: Theory of Rasa, BharatMuni's Rasa Sutra, Constituent of Rasa: Vibhav, Anubhav, Vyabhichari and Satvik Bhavas etc. Number of Rasas Doctrine as given by Bhattanayak and Abhinav Gupta along with a brief reference to Shankuk and Lollat, Limitations of Rasa Doctrine.

Dryden: 'An Essay on Dramatic Poesy' (English Critical Texts Ed. D. J. Enright and Ernest De Chickera. OUP, 2001)

UNIT-II

William Wordsworth: 'Preface to Lyrical Ballads' (English Critical Texts Ed. D. J. Enright and Ernest De Chickera. OUP, 2001)

S.T. Coleridge: 'Biographia Literaria' (Chapters XIV & XVII) (English Critical Texts Ed. D. J. Enright and Ernest De Chickera. OUP, 2001)

Matthew Arnold: 'The Study of Poetry' (English Critical Texts Ed. D. J. Enright and Ernest De Chickera. OUP, 2001)

T.S. Eliot: 'Tradition and The Individual Talent' (English Critical Texts Ed. D. J. Enright and Ernest De Chickera. OUP, 2001)

UNIT-III

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

Bhabha: 'Cultural Diversity and Cultural Differences- The Post-Colonial Studies' Reader Ed. by Bill Ashcroft, Gareth Griffiths, Helen Tiffin

Roland Barthes: 'The Death of Author'

Elaine Showalter: 'Towards a feminist Poetics'

Brief Introduction to Contemporary Literary Theory- (Origin, Main Features, Theorists): Psycho-Analysis, Post-Colonialism, Eco- criticism, Cultural Studies, New Historicism, Queer Theory

Course Outcomes:

- Students will seamlessly identify and differentiate between major theoretical schools.
- Students will trace how contemporary cultural ideas evolved from historical philosophical movements.
- Students will be able to analyze a single literary work using multiple, contrasting theoretical frameworks.

Suggested Readings:

- 1 *Beginning Theory: An Introduction to Literary and Cultural Theory*- Peter Barry
- 2 *Literary Theory: An Introduction*- Terry Eagleton
- 3 *Structuralist Poetics: Structuralism, Linguistics, and the Study of Literature*- Jonathan Culler
- 4 *Of Grammatology*-Jacques Derrida
- 5 *Writing Degree Zero* -Roland Barthes
- 7 *The Critical Tradition: Classic Texts and Contemporary Trends* -David H. Richter (Editor)

ENG-DCC 11-American Literature**Course Objectives:**

- To examine the roots of American literature by focusing on multiple genres like Poetry, Drama and Novel.
- To give the glimpses of American literature and culture to the students.
- To make students aware of multiple social, historical, literary and cultural elements of changes in the American literature.
- To acquaint them with various different features of American literature.
- To enhance communication skills in students.
- To enhance disciplinary knowledge.
- To make students capable of critical thinking.

Pattern of ESA /University Question Paper:

Scheme of Evaluation

Internal Evaluation – **30 Marks**

The internal assessment shall consist of the following components:-

* First Internal Test	–	10 Marks
* Second Internal Test	–	10 Marks
* Hand Written Assignment	–	05 Marks (to be written in approximately 500 words)
* Attendance	–	05 Marks
Total	–	30 Marks
End Semester Examination	–	70 Marks

There shall be a Terminal Examination at the end of each Semester carrying 70 marks. The question paper shall comprise of three sections (Section A, Section B and Section C).

Section A

Section shall be of 20 marks and consist of 10 questions carrying 2 marks each to be answered in approximately 20 words each. All questions shall be compulsory.

Section B

Section shall be of 30 marks and consist of 9 questions (3 question from each unit) carrying 5 marks each to be answered in approximately 250 words each. A Candidate has to attempt six questions choosing at least 1 question from each unit.

Section C

Section of 20 marks, consist of three questions(1 from each unit) carrying 10 marks each, candidate has to attempt two questions to be answered in 500 words each.

UNIT-I

For Detailed Study:

Ralph Waldo Emerson: 'The Over Soul' (Essay), 'The Problem', 'Brahma', 'Hamatreya'

Hart Crane: 'To Brooklyn Bridge'

Edgar Allan Poe: 'The Purloined Letter', 'Ligeia'

Nathaniel Hawthorne: *The Scarlet Letter* (For Non-detailed study)

UNIT-II

For Detailed Study:

Walt Whitman: 'When Lilacs Last in the Dooryard Bloom'd', 'Crossing Brooklyn Ferry'

Arthur Miller: *Death of a Salesman*

Tennessee Williams: *A Street car Named Desire*

UNIT-III

For Detailed Study:

Emily Dickinson: 'I Felt a Funeral in My Brain', 'A Bird Came down the Walk', 'I heard a Fly Buzz when I Died'

Wallace Stevens: 'Of Modern Poetry', 'Sunday Morning', 'Anecdote of the Jar'

Eugene O'Neill: *The Emperor Jones*

Ernest Hemingway: *A Farewell to Arms* (for Non-detailed Study)

Recommended Readings:

1. *Plays and Playwrights of the Contemporary Theatre*: Allan Lewis
2. *The Oxford Book of American Poetry* Edited by David Lehman and John Brehm (OUP)
3. *Nineteenth-century American Poetry* by Robert A. Lee (Barnes & Noble Books- Imports)
4. *American Poetry 1915 to 1945* by Harold Bloom (Chelsea House Pub)
5. *American Fiction: The Intellectual Background* by D. E. S. Maxwell (Routledge)
6. *The American Dream and the Popular Novel* by Elizabeth Long (Routledge)
7. *A Critical Introduction to Twentieth-Century American Drama: Williams, Miller and Albee* by C.W. E. Bigsby (CUP)
8. *Modern American Drama: 1945-2000* by C.W.E. Bigsby (CUP)
9. *The Cambridge History of American Literature* by Sacvan Bercovitch (CUP)

10. *Complete Tales and Poems*: Edgar Allan Poe (Maplewood Book)

Course Outcomes:

- Students will understand the social and political contexts that influenced the creation of these literary works, including issues of patriarchy, colonialism, nationalism, and cultural identity.
- Through studying diverse narratives and voices, students will develop empathy and the ability to consider perspectives different from their own, enhancing their appreciation for cultural and gender diversity.
- Students will understand the social and historical contexts that shaped American literature during the 20th century, including the impact of wars, social movements, economic changes, and cultural shifts on literary production and themes.
- To enhance disciplinary knowledge.
- To make students capable of critical thinking.

ENG-DSE 02A- Women's Writing

Course Objectives - The course aims to:

- Introduce students to the evolution and significance of Women's Writing as a distinct literary tradition.
- Familiarize students with major concepts of feminism and gender studies relevant to literary analysis.
- Examine women's experiences and representations across different historical, cultural, and social contexts.
- Develop critical understanding of issues such as identity, patriarchy, resistance, agency, and selfhood in women's literature.
- Enable students to analyze poetry, drama, fiction, autobiography, and feminist prose written by women.
- Encourage comparative and interdisciplinary approaches to the study of women's writing.

Pattern of ESA /University Question Paper:

Scheme of Evaluation

Internal Evaluation — **30 Marks**

The internal assessment shall consist of the following components:-

- | | | |
|---------------------------|---|---|
| * First Internal Test | — | 10 Marks |
| * Second Internal Test | — | 10 Marks |
| * Hand Written Assignment | — | 05 Marks (to be written in approximately 500 words) |

* Attendance	–	05 Marks
Total	–	30 Marks
End Semester Examination	–	70 Marks

There shall be a Terminal Examination at the end of each Semester carrying 70 marks. The question paper shall comprise of three sections (Section A, Section B and Section C).

Section A

Section shall be of 20 marks and consist of 10 questions carrying 2 marks each to be answered in approximately 20 words each. All questions shall be compulsory.

Section B

Section shall be of 30 marks and consist of 9 questions (3 question from each unit) carrying 5 marks each to be answered in approximately 250 words each. A Candidate has to attempt six questions choosing at least 1 question from each unit.

Section C

Section of 20 marks, consist of three questions(1 from each unit) carrying 10 marks each, candidate has to attempt two questions to be answered in 500 words each.

UNIT I

- Introduction to Women's Writing: Meaning, Scope and Significance
- Feminism: Definition, Objectives and Major Waves
- Virginia Woolf : A Room of One's Own (Chapter I)
- Anita Desai: Fire On the Mountain
- Ama Ata Aidoo: Anowa (For Detailed Study)

UNIT II (For Detailed Study)

- Elizabeth Barrett Browning: Aurora Leigh Book II
- Sylvia Plath: Lady Lazarus
- Imtiaz Dharkar: Purdah I and II
- Maya Angelou: Still I Rise
- Adrienne Rich: Aunt Jennifer's Tigers
- Jayaprabha: Chupulu (Stares)
- Kamla Das: A Hot Noon in Malabar, Dance of the Eunuchs

UNIT III

- Charlotte Perkins Gilman: The Yellow Wallpaper (For Detailed Study)
- Jean Rhys: Wide Sargasso Sea
- Shashi Deshpande: That Long Silence

Suggested Readings:

- Simone de Beauvoir. *The Second Sex*. Translated by H. M. Parshley. New York: Vintage Books.
- Mary Wollstonecraft. *A Vindication of the Rights of Woman*. London: Penguin Classics.
- Sandra Gilbert and Susan Gubar. *The Madwoman in the Attic*. New Haven: Yale University Press.
- Elaine Showalter. *A Literature of Their Own*. Princeton: Princeton University Press.
- Susie Tharu and K. Lalita (eds.). *Women Writing in India*. Oxford University Press.
- Mary Eagleton (ed.). *Feminist Literary Theory*. Blackwell Publishers.

Course Outcomes –

Upon successful completion of the course, students will be able to:

- Explain the emergence and development of Women's Writing and feminist literary thought.
- Apply feminist and gender-based approaches to literary texts.
- Critically analyze representations of women, gender relations, and power structures in literature.
- Evaluate the contribution of women writers from diverse cultural and national backgrounds.
- Interpret literary texts in relation to issues of identity, selfhood, agency, and resistance.
- Demonstrate advanced analytical and research skills in the field of Women's Writing.

ENG-DSE 02B- Subaltern Literature**Course Objectives:**

- To introduce students to the concept of subalternity and marginalization.
- To examine representations of race, caste, gender, colonialism, and indigeneity in literature.
- To analyze literary texts that foreground silenced and marginalized voices.
- To familiarize students with key theoretical perspectives in Subaltern Studies.
- To develop critical perspectives on social exclusion, resistance, and power relations as reflected in literature.
- To appreciate the literary and cultural contributions of Dalit, Indigenous, Black, and other marginalized writers.

Pattern of ESA /University Question Paper:

Scheme of Evaluation

Internal Evaluation – **30 Marks**

The internal assessment shall consist of the following components:-

* First Internal Test	–	10 Marks
* Second Internal Test	–	10 Marks
* Hand Written Assignment	–	05 Marks (to be written in approximately 500 words)
* Attendance	–	05 Marks
Total	–	30 Marks
End Semester Examination	–	70 Marks

There shall be a Terminal Examination at the end of each Semester carrying 70 marks. The question paper shall comprise of three sections (Section A, Section B and Section C).

Section A

Section shall be of 20 marks and consist of 10 questions carrying 2 marks each to be answered in approximately 20 words each. All questions shall be compulsory.

Section B

Section shall be of 30 marks and consist of 9 questions (3 question from each unit) carrying 5 marks each to be answered in approximately 250 words each. A Candidate has to attempt six questions choosing at least 1 question from each unit.

Section C

Section of 20 marks, consist of three questions(1 from each unit) carrying 10 marks each, candidate has to attempt two questions to be answered in 500 words each.

UNIT I

- Subaltern Studies: Definition, Major Exponents (Very brief Introduction), Key Concepts: Subalternity, Hegemony, Representation, Voice & Agency, Resistance, Othering & Marginalization (Definition and Meaning).

Poems: (For detailed study)

- Wole Soyinka: Telephone Conversation
- Maya Angelou: Caged Bird
- Olive Senior: Colonial Girls' School
- Waman Kardak: Send My Boy to School
- L. S. Rokade: To be or Not to be Born
- Bama: Sangati Autobiography: (For non-detailed study)

UNIT II (For non-detailed study)

- Mulk Raj Anand: Untouchable
- Alice Walker: The Color Purple

UNIT III (For detailed study)

- Thomas King: Borders
- Omprakash Valmiki: Salaam, Amma, Fear
- Mahasweta Devi: The Hunt
- Shankarrao Kharat: A Corpse in the Well
- Kumud pawed: The Story of My Sanskrit
- Ngũgĩ wa Thiong'o: Minutes of Glory

Suggested Readings:

- *Annihilation of Caste* – B. R. Ambedkar
- *Poisoned Bread* – Ed. Arjun Dangle
- Towards an Aesthetic of Dalit Literature. Trans. Alok Mukherjee. Hyderabad: Orient BlackSwan.
- *Can the Subaltern Speak?* – Gayatri Chakravorty Spivak
- *Selected Subaltern Studies* – Ranajit Guha and Gayatri Chakravorty Spivak. Oxford University Press.
- Postcolonialism: A Very Short Introduction. Oxford: Oxford University Press.
- Dalit Women Speak Out. New Delhi: Sage Publications India.

Course Outcomes - Upon successful completion of the course, students will be able to:

- Explain the basic concepts of Subaltern Studies, including subalternity, hegemony, representation, voice, agency, resistance, othering, and marginalization.
- Identify and discuss the social, cultural, and historical conditions that contribute to the marginalization of individuals and communities.
- Critically analyze poetry, fiction, autobiography, and short stories from the perspective of subaltern and marginalized experiences.
- Evaluate the ways in which literary texts challenge dominant structures of caste, race, gender, colonialism, and social inequality.
- Interpret the diverse forms of resistance, self-expression, and identity formation articulated by marginalized groups.
- Apply concepts and theories of subalternity to literary texts and produce informed critical responses in oral and written forms.

ENG-DSE 03A- South Asian Literature

Course Objectives -After completing this course, students will be able to:

- Understand the historical, cultural, and socio-political contexts of South Asian literature.
- Examine literary representations of identity, nation, migration, diaspora, gender, and cultural diversity in South Asia.
- Analyze major literary texts from India, Pakistan, Bangladesh, Sri Lanka, and Afghanistan through critical and comparative perspectives.
- Explore themes of colonialism, Partition, displacement, memory, and globalization in South Asian writing.
- Appreciate the contribution of South Asian writers to world literature and intercultural dialogue.
- Develop critical reading, interpretation, and analytical skills through the study of fiction, drama, and poetry.
- Recognize the plurality of South Asian cultures, languages, and literary traditions.
- Apply interdisciplinary approaches to literary texts in alignment with the objectives of NEP 2020.

Pattern of ESA /University Question Paper:

Scheme of Evaluation

Internal Evaluation	—	30 Marks
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The internal assessment shall consist of the following components:-

* First Internal Test	—	10 Marks
* Second Internal Test	—	10 Marks
* Hand Written Assignment	—	05 Marks (to be written in approximately 500 words)
* Attendance	—	05 Marks
Total	—	30 Marks
End Semester Examination	—	70 Marks

There shall be a Terminal Examination at the end of each Semester carrying 70 marks. The question paper shall comprise of three sections (Section A, Section B and Section C).

Section A

Section shall be of 20 marks and consist of 10 questions carrying 2 marks each to be answered in approximately 20 words each. All questions shall be compulsory.

Section B

Section shall be of 30 marks and consist of 9 questions (3 question from each unit) carrying 5 marks each to be answered in approximately 250 words each. A Candidate has to attempt six questions choosing at least 1 question from each unit.

Section C

Section of 20 marks, consist of three questions(1 from each unit) carrying 10 marks each, candidate has to attempt two questions to be answered in 500 words each.

UNIT I

- Rabindranath Tagore: The Post Office (Play) (For Detailed Study)
- R. K. Narayan: A Horse and Two Goats
An Astrologer's Day (For Detailed Study)
- Khaled Hosseini: A Thousand Splendid Suns
- Romesh Gunesequera: Reef

UNIT II

- Jhumpa Lahiri: The Namesake (For Detailed Study)
- Monica Ali: Brick Lane
- Kamila Shamsie: Salt and Saffron

UNIT III (For Detailed Study)

- Amitav Ghosh: Shadow Lines (For non detailed Study)
- Anita Desai: The Artist of Disappearance (For non detailed Study)
- Jhumpa Lahiri: Interpreter of Maladies, Mrs. Sen's (Short Stories)
- Nisim Ezekiel: Enterprise, Island
- Gieve Patel: On Killing A Tree, Servants
- Imtiaz Dharkar: Prayer, Choice
- Parveen Shakir: A Bit of Advice, Working woman (Poems from the book *Defiance of the Rose*)

Suggested Readings:

- Meenakshi Mukherjee. *The Perishable Empire: Essays on Indian Writing in English*.
- Aijaz Ahmad. *In Theory: Classes, Nations, Literatures*.
- Bill Ashcroft, Gareth Griffiths and Helen Tiffin. *The Empire Writes Back*.
- Leela Gandhi. *Postcolonial Theory: A Critical Introduction*.
- Elleke Boehmer. *Colonial and Postcolonial Literature*.
- Bruce King. *Modern Indian Poetry in English*.
- Ania Loomba. *Colonialism/Postcolonialism*.
- Priyamvada Gopal. *The Indian English Novel: Nation, History and Narration*.
- Claire Chambers. *British Muslim Fictions*.
- Susheila Nasta (ed.). *South Asian Writers in English*.

Course Outcomes - Upon successful completion of the course, students will be able to:

- Demonstrate knowledge of major trends, themes, and developments in South Asian literature.
- Critically analyze literary texts in relation to history, culture, gender, class, nation, and identity.
- Interpret representations of migration, diaspora, displacement, and cultural hybridity in South Asian writing.
- Evaluate the impact of colonialism, Partition, and globalization on South Asian societies and literatures.
- Compare literary expressions from different South Asian countries and cultural contexts.
- Develop an informed understanding of South Asia's multicultural heritage and its relevance in contemporary global contexts.

ENG-DSE 03B- Partition Literature

Course Objectives - The course aims to:

- Introduce students to the historical and cultural context of the Partition of India (1947).
- Examine literary representations of displacement, migration, violence, trauma, and memory.
- Study Partition narratives through diverse genres such as novels, short fiction, drama, poetry, memoir, and testimony.
- Develop critical understanding of nation, identity, borders, and communal relations.
- Encourage comparative reading of Indian and Pakistani literary responses to Partition.

Pattern of ESA /University Question Paper:

Scheme of Evaluation

Internal Evaluation — **30 Marks**

The internal assessment shall consist of the following components:-

* First Internal Test	—	10 Marks
* Second Internal Test	—	10 Marks
* Hand Written Assignment	—	05 Marks (to be written in approximately 500 words)
* Attendance	—	05 Marks
Total	—	30 Marks
End Semester Examination	—	70 Marks

There shall be a Terminal Examination at the end of each Semester carrying 70 marks. The question paper shall comprise of three sections (Section A, Section B and Section C).

Section A

Section shall be of 20 marks and consist of 10 questions carrying 2 marks each to be answered in approximately 20 words each. All questions shall be compulsory.

Section B

Section shall be of 30 marks and consist of 9 questions (3 question from each unit) carrying 5 marks each to be answered in approximately 250 words each. A Candidate has to attempt six questions choosing at least 1 question from each unit.

Section C

Section of 20 marks, consist of three questions(1 from each unit) carrying 10 marks each, candidate has to attempt two questions to be answered in 500 words each.

UNIT I

- Chaman Nahal: Azadi
- Khushwant Singh: Train to Pakistan
- Bapsi Sidhwa: India Cracking (Ice-Candy-Man)

Unit II (For detailed Study)

- Amrita Pritam: Pinjar
- Rajinder Singh Bedi: Lajwanti
- Krishan Chander: Peshawar Express
- Saadat Hasan Manto: Toba Tek Singh
- Gulzar: Crossing the Raavi, Two Sisters

Unit III (For detailed Study)

- Amit Majumdar: Partitions (For non-detailed Study)
- Amrita Pritam: I Call upon Waris Shah Today (Ajj Aakhaan Waris Shah Nu)
- Gulzar: Selected Poems *From Footprints on Zero Line* (Zero Line , Dina, A Knock, Karachi)

Suggested Readings:

1. Ritu Menon and Kamla Bhasin. *Borders and Boundaries: Women in India's Partition*. New Delhi: Kali for Women.
2. Mushirul Hasan. *India Partitioned: The Other Face of Freedom*. New Delhi: Rupa.

3. Jasbir Jain. *The Trauma and the Triumph: Gender and Partition in Eastern India*.
4. Anindya Raychaudhuri. *Remembering Partition: Violence, Nationalism and History in India*.
5. Tarun K. Saint (Ed.). *Witnessing Partition: Memory, History, Fiction*.
6. Ravikant and Tarun K. Saint (Eds.). *Partition: The Long Shadow*.

Course Outcomes - Upon successful completion of the course, students will be able to:

- Explain the historical significance of Partition and its impact on South Asian society.
- Analyze literary representations of violence, displacement, and trauma.
- Interpret Partition texts using concepts such as memory, identity, migration, and nationalism.
- Evaluate the role of literature in preserving personal and collective histories.
- Compare different genre-specific responses to Partition.
- Demonstrate awareness of the continuing relevance of Partition in contemporary South Asian culture and politics.

ENG-DCC 12- Post-Colonial Literature

Course Objectives:

- The course aims to provide a window into the rich and diverse literary traditions of formerly colonized nations.
- The students will be able to realize how the marginalized and historically voiceless have brought their lived realities to the forefront.
- They will realize how this literature addresses the problems and consequences of the colonization and subsequent decolonization of a country, especially questions relating to the political and cultural independence of formerly subjugated people.
- To enhance disciplinary knowledge.
- To make students capable of critical thinking.

Pattern of ESA /University Question Paper:

Scheme of Evaluation

Internal Evaluation — **30 Marks**

The internal assessment shall consist of the following components:-

- | | | |
|------------------------|---|----------|
| * First Internal Test | — | 10 Marks |
| * Second Internal Test | — | 10 Marks |

* Hand Written Assignment	–	05 Marks (to be written in approximately 500 words)
* Attendance	–	05 Marks
Total	–	30 Marks
End Semester Examination	–	70 Marks

There shall be a Terminal Examination at the end of each Semester carrying 70 marks. The question paper shall comprise of three sections (Section A, Section B and Section C).

Section A

Section shall be of 20 marks and consist of 10 questions carrying 2 marks each to be answered in approximately 20 words each. All questions shall be compulsory.

Section B

Section shall be of 30 marks and consist of 9 questions (3 question from each unit) carrying 5 marks each to be answered in approximately 250 words each. A Candidate has to attempt six questions choosing at least 1 question from each unit.

Section C

Section of 20 marks, consist of three questions(1 from each unit) carrying 10 marks each, candidate has to attempt two questions to be answered in 500 words each.

UNIT-I

For Detailed Study-

Edward Said: *Orientalism*: ‘Introduction’

Arun Kolatkar: ‘The Bus’, ‘An Old Woman’

Derek Walcott: ‘Ruins of a Great House’, ‘A Far Cry from Africa’

Rohinton Mistry: *Tales from Firozsha Baag* (for non-Detailed Study)

UNIT-II

For Detailed Study-

Les Murray: ‘Sanskrit’, ‘The Common Wealth of Manu’

Keki Daruwala: ‘The Ghaghra in Spate’, ‘From Ruminations’, ‘Fire Hymn’

Salman Rushdie: ‘Imaginary Homelands’ (Essay for non-Detailed Study)

E.M. Foster: *A Passage to India* (for non-Detailed Study)

UNIT-III

For Detailed Study-

Judith Wright: ‘Woman to Man’, ‘Bullocky’

Margret Atwood: 'Journey to the Interior'

V.S. Naipaul: *A House for Mr. Biswas* (for non-Detailed Study)

Suggested Readings:

1 *The Empire Writes Back* by Bill Ashcroft, Gareth Griffiths, and Helen Tiffin

2 *Postcolonial Theory: A Very Short Introduction* by Robert J. C. Young

3 *Can the Subaltern Speak?* by Gayatri Chakravorty Spivak

4 *The Location of Culture* by Homi K. Bhabha

5 *Black Skin, White Masks* by Frantz Fanon

6 *Culture and Imperialism* by Edward W. Said

Course Outcomes:

- The students will be able to know how writers have used the colonizer's language (English) as an empowering tool of resistance and self-expression.
- Students will explore how the complex cultural, racial, and national identities have been shaped by the colonial encounter.
- Enhanced critical thinking.
- To enhance disciplinary knowledge.

Name of Programme- Two-Year Post-Graduate Degree Programme (Semester-Scheme) in English

Semester- IV

ENG-DCC 13 - Research Methodology and Academic Writing

Course Objectives:

- To acquaint students with the fundamental principles of research.
- To introduce major research methods and approaches in English Studies.
- To develop academic writing and documentation skills.
- To foster awareness of research ethics and scholarly practices.
- To enable the students create good research design.

Pattern of ESA /University Question Paper:

Scheme of Evaluation

Internal Evaluation — **30 Marks**

The internal assessment shall consist of the following components: -

* First Internal Test	—	10 Marks
* Second Internal Test	—	10 Marks
* Hand Written Assignment	—	05 Marks (to be written in approximately 500 words)
* Attendance	—	05 Marks
Total	—	30 Marks
End Semester Examination	—	70 Marks

There shall be a Terminal Examination at the end of each Semester carrying 70 marks. The question paper shall comprise of three sections (Section A, Section B and Section C).

Section A

Section shall be of 20 marks and consist of 10 questions carrying 2 marks each to be answered in approximately 20 words each. All questions shall be compulsory.

Section B

Section shall be of 30 marks and consist of 9 questions (3 question from each unit) carrying 5 marks each to be answered in approximately 250 words each. A Candidate has to attempt six questions choosing at least 1 question from each unit.

Section C

Section of 20 marks, consist of three questions(1 from each unit) carrying 10 marks each, candidate has to attempt two questions to be answered in 500 words each.

UNIT I

Introduction to Research Methodology:

- Definition and Objectives of Research
- Significance of Research in English Studies
- Characteristics of Good Research

Types of Research:

- Basic and Applied
- Analytical Research
- Qualitative and Quantitative Research
- Literary and Linguistic Research

Research Process:

- Selection of Topic
- Research Problem and Research Questions
- Review of Literature

UNIT II

Methods of Literary Research:

- Textual Analysis
- Historical Method
- Comparative Method
- Theoretical/Critical Research
- Interdisciplinary Research

Major Critical Approaches to Research:

- Psycho-analytical
- Feminist Approach
- Postcolonial Approach
- Ecocritical Approach

Research Ethics:

- Academic Integrity
- Plagiarism and Its Forms
- Responsible Use of Digital Resources and AI Tools

UNIT III

Academic Writing:

- Features of Academic Writing
- Structure of Research Paper
- Abstract, Introduction and Conclusion

Documentation:

- MLA Style (Latest Edition)
- In-text Citation
- Works Cited

Dissertation Writing:

- Components of Dissertation
- Bibliography and References

Suggested Readings:

- Griffin, Gabriele. *Research Methods for English Studies*. Edinburgh University Press, Edinburgh.
- Kothari, C. R., and Gaurav Garg. *Research Methodology: Methods and Techniques*. 4th ed., New Age International Publishers, New Delhi.
- Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. Modern Language Association, New York.
- Eco, Umberto. *How to Write a Thesis*. MIT Press, Cambridge, MA.
- Kumar, Ranjit. *Research Methodology: A Step-by-Step Guide for Beginners*. Sage Publications, New Delhi.
- Walliman, Nicholas. *Your Research Project: Designing and Planning Your Work*. Sage Publications, London.
- Anderson, Jonathan, Berry H. Durston, and Millicent Poole. *Thesis and Assignment Writing*. Wiley Eastern Ltd., New Delhi.
- Brown, James Dean, and Theodore S. Rodgers. *Doing Second Language Research*. Oxford University Press, Oxford.
- Murray, Rowena. *How to Write a Thesis*. Open University Press, Maidenhead.
- MLA. *MLA Handbook*. 9th ed., Modern Language Association, New York.
- Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations*. University of Chicago Press, Chicago.

- Creswell, John W., and J. David Creswell. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications, Thousand Oaks.
- Singh, Yogesh Kumar. *Fundamentals of Research Methodology and Statistics*. New Age International Publishers, New Delhi.
- Punch, Keith F. *Developing Effective Research Proposals*. Sage Publications, London.

Course Outcomes - After completing this course, students will be able to:

- Understand the nature, scope, and significance of research in English Studies.
- Acquire knowledge of basic research methods and critical approaches used in literary and language studies.
- Develop the ability to identify research problems and formulate research questions.
- Gain familiarity with scholarly resources, documentation practices, and citation styles.
- Understand the principles of academic integrity, research ethics, and plagiarism avoidance.
- Develop skills in academic writing, including the preparation of research papers, dissertations, and project reports.
- Cultivate independent and critical thinking necessary for scholarly inquiry.

ENG-DCC 14- World Literature

Course Objectives:

- It aims to equip students with the phenomenon of World Literature by providing an avenue for the best writings and best minds.
- The aim is also to bring the comprehensive corpus of World Literature into one frame by providing segments of thought in the literary, cultural, and philosophical traditions.
- It aims addressing global and national concerns as well regarding making the lived lives more humane.
- To enhance disciplinary knowledge.
- To make students capable of critical thinking.

Pattern of ESA /University Question Paper:

Scheme of Evaluation

Internal Evaluation — **30 Marks**

The internal assessment shall consist of the following components:-

* First Internal Test	–	10 Marks
* Second Internal Test	–	10 Marks
* Hand Written Assignment	–	05 Marks (to be written in approximately 500 words)
* Attendance	–	05 Marks
Total	–	30 Marks
End Semester Examination	–	70 Marks

There shall be a Terminal Examination at the end of each Semester carrying 70 marks. The question paper shall comprise of three sections (Section A, Section B and Section C).

Section A

Section shall be of 20 marks and consist of 10 questions carrying 2 marks each to be answered in approximately 20 words each. All questions shall be compulsory.

Section B

Section shall be of 30 marks and consist of 9 questions (3 question from each unit) carrying 5 marks each to be answered in approximately 250 words each. A Candidate has to attempt six questions choosing at least 1 question from each unit.

Section C

Section of 20 marks, consist of three questions(1 from each unit) carrying 10 marks each, candidate has to attempt two questions to be answered in 500 words each.

UNIT-I

Sophocles: *Oedipus: King of Thebes* (For Detailed Study)

Sudraka: *The Little Clay Cart* (For Detailed Study)

Nikolai Gogol: *The Overcoat* (For Detailed Study)

UNIT-II

Franz Kafka: *The Metamorphosis* (For Non-detailed Study)

Wole Soyinka: *Death and the King's Horseman* (For Detailed Study)

Amitav Ghosh: *Sea of Poppies* (For Non-detailed Study)

UNIT-III

For Detailed Study:

Maya Angelou: 'Phenomenal Woman', 'Our Grandmothers', 'A Plagued Journey'

Alice Munro: 'The Bear came over the Mountain'

Khaled Hosseini: *The Kite Runner* (For Non-detailed Study)

Course outcomes:

- Students completing Master's in World Literature shall gain a sound knowledge of the field of literature and culture from across the world.
- To enhance disciplinary knowledge.
- To make students capable of critical thinking.

- Students will gain knowledge on how literature as a discipline continues to critique and alter its times.
- They will also develop deep insights into the cultural, social and historical contexts in which various literary works have been written.

Suggested Readings:

- 1 *The Cambridge History of Classical Literature: Volume 1, Greek Literature* -P. E. Easterling and B. M. W. Knox (Editors)
- 2 *The Plays of Kalidasa: Theater of Memory*- Edited by Barbara Stoler Miller
- 3 *Reading Alice Munro, 1973–2013*- Robert Thacker
- 4 *What Is World Literature?* - David Damrosch
- 5 *Kalidasa: Date, Life and Works*-Vasudev Vishnu Mirashi and N.R. Navlekar
- 6 *Translation and World Literature*-Susan Bassnett
- 7 *The Location of Culture*- Homi K. Bhabha

ENG-DSE 04A- Comparative Literature: Theory and Practice

Course Objectives:

- To introduce students to the principals and methods of comparative literary theory.
- To understand the role of translation in comparative studies.
- To familiarize them with major theories and approaches in comparative literature.
- To teach students how universal themes are expressed across different cultures.
- To teach students to read differently by identifying patterns, structural similarities, and dissimilarities between texts.
- Students will learn how writers borrow, adapt, and respond to texts from other languages.
- To enhance disciplinary knowledge.
- To make students capable of critical thinking.

Pattern of ESA /University Question Paper:

Scheme of Evaluation

Internal Evaluation – **30 Marks**

The internal assessment shall consist of the following components:-

* First Internal Test	–	10 Marks
* Second Internal Test	–	10 Marks
* Hand Written Assignment	–	05 Marks (to be written in approximately 500 words)
* Attendance	–	05 Marks
Total	–	30 Marks
End Semester Examination	–	70 Marks

There shall be a Terminal Examination at the end of each Semester carrying 70 marks. The question paper shall comprise of three sections (Section A, Section B and Section C).

Section A

Section shall be of 20 marks and consist of 10 questions carrying 2 marks each to be answered in approximately 20 words each. All questions shall be compulsory.

Section B

Section shall be of 30 marks and consist of 9 questions (3 question from each unit) carrying 5 marks each to be answered in approximately 250 words each. A Candidate has to attempt six questions choosing at least 1 question from each unit.

Section C

Section of 20 marks, consist of three questions(1 from each unit) carrying 10 marks each, candidate has to attempt two questions to be answered in 500 words each.

UNIT-I

Definition, Scope and Objectives of Comparative Literature.

Nelson Mandela: *Long Walk to Freedom* (for Non-detailed Study)

A.P.J. Abdul Kalam: *Wings of Fire* (for Non-detailed Study)

G.D. Maupassant: 'The Necklace' (For Non- Detailed Study)

Leo Tolstoy: 'How Much Land Does a Man Need?' (For Non-Detailed Study)

UNIT-II

Translation as Rewriting

Problems of Equivalence and Untranslatability

Comparative approaches through Translation

Girish Karnad: *Hayavadana* (For Detailed Study)

Luigi Pirandello: *Six Characters in Search of an Author* (For Detailed Study)

Pearl S. Buck: 'The Enemy' (For Non-Detailed Study)

Liam o' Flaherty: 'The Sniper' (For Non-Detailed Study)

UNIT-III

Major Approaches:

Influence studies

Parallel studies

Interdisciplinary Studies

Reception studies

R.N. Tagore: *Gitanjali*- (For Detailed Study) 1 'Thou hast made me endless, such is thy pleasure'

11- 'Leave this chanting and singing and telling of beads!'

35- 'Where the mind is without fear'

36- 'This is my prayer to thee, my lord'

50- 'I had gone a-begging from door to door'

63- 'Thou hast made me known to friends whom I knew not'

73- 'Deliverance is not for me in renunciation'

95- 'I was not aware of the moment'

100- 'I dive down into the depth of the ocean'

T.S. Eliot: 'The Wasteland' (For Detailed Study)

Raja Rao: *Kanthapura* (for Non-detailed Study)

Chinua Achebe: *Things Fall Apart* (for Non-detailed Study)

Suggested Readings:

1 *Comparative Literature in India* by Sisir Kumar Das

2 *World Literature* by R.N. Tagore

3 *The crisis of Comparative Literature* by Rene Wellek

4 *The Politics of Translation* by Gayatri Spivak Chakravorty

5 *Comparative Literature: A Very Short Introduction* by Ben Hutchinson

6 *Comparative Literature: A Critical Introduction* by Susan Bassnett

7 *The Routledge Companion to Global Comparative Literature* Edited by Zhang Longxi, Omid Azadibougar

8 *Classical Literature: A Very Short Introduction* by William Allan

9 *Introduction to Classical Greek Literature* by William Cranston

10 *The Oxford Companion to Canadian Literature* Edited by William Toye and Eugene Benson

Course Outcomes:

- Students will be able to explain major theories and methods of Comparative Literature
- They will be able to analyze literary texts across linguistic and cultural boundaries.

- Students will acquire a deep sensitivity to cultural differences and learn to navigate diverse socio-political realities.
- Students will master the ability to evaluate texts across distinct historical eras and geographic boundaries.
- Enhanced critical thinking.
- To enhance disciplinary knowledge.

ENG-DSE 04B- Special Study of G.B. Shaw

Course Objectives:

- To study George Bernard Shaw as dramatist, critic, essayist, and social thinker.
- To understand the development of the "drama of ideas."
- To examine Shaw's critique of Victorian society, class, gender, religion, and politics.
- To introduce students to Shaw's non-dramatic writings in an accessible manner. Shaw was not only a playwright but also an influential critic, essayist, and Fabian socialist.

Pattern of ESA /University Question Paper:

Scheme of Evaluation

Internal Evaluation	—	30 Marks
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The internal assessment shall consist of the following components: -

* First Internal Test	—	10 Marks
* Second Internal Test	—	10 Marks
* Hand Written Assignment	—	05 Marks (to be written in approximately 500 words)
* Attendance	—	05 Marks
Total	—	30 Marks
End Semester Examination	—	70 Marks

There shall be a Terminal Examination at the end of each Semester carrying 70 marks. The question paper shall comprise of three sections (Section A, Section B and Section C).

Section A

Section shall be of 20 marks and consist of 10 questions carrying 2 marks each to be answered in approximately 20 words each. All questions shall be compulsory.

Section B

Section shall be of 30 marks and consist of 9 questions (3 question from each unit) carrying 5 marks each to be answered in approximately 250 words each. A Candidate has to attempt six questions choosing at least 1 question from each unit.

Section C

Section of 20 marks, consist of three questions(1 from each unit) carrying 10 marks each, candidate has to attempt two questions to be answered in 500 words each.

UNIT I

- Arms and the Man (For Detailed Study)
- Candida (For Detailed Study)
- The Author's Apology (Preface to Mrs Warren's Profession)

UNIT II

- Caesar and Cleopatra
- Man and Superman (For Detailed Study)
- Back to Methuselah (Preface only)

UNIT III

- Major Barbara (For Detailed Study)
- Saint Joan
- Freedom (Essay)
- Apple Cart (Preface only)

Course Outcomes - After completing the course, students will be able to:

- Demonstrate a comprehensive understanding of George Bernard Shaw's contribution to modern English drama and prose.
- Analyze Shaw's dramatic techniques, including the Drama of Ideas, satire, realism, characterization, and intellectual debate.
- Examine Shaw's engagement with social, political, economic, and moral issues such as class, gender, religion, war, and social reform.
- Evaluate Shaw's historical imagination and his treatment of leadership, nationalism, and individualism in historical plays.
- Interpret Shaw's critical and philosophical writings in relation to his dramatic works and Fabian socialist thought.
- Develop critical and analytical skills through close reading of dramatic and non-dramatic texts and engage with major scholarly perspectives on Shaw.

Suggested Readings:

- The Cambridge Companion to George Bernard Shaw, ed. Christopher Innes
- George Bernard Shaw: A Critical View by Stanley Weintraub
- The Genius of Shaw, ed. M. Holroyd
- George Bernard Shaw by T. F. Evans
- Shaw: The Critical Heritage, ed. T. F. Evans
- George Bernard Shaw: His Life and Works by Archibald Henderson
- George Bernard Shaw, G. K. Chesterton

ENG-DSE 05A- Ecocriticism

Course Objectives: This course aims-

- To acquaint students with the emergence, scope, and major theoretical approaches of Ecocriticism as an interdisciplinary field of literary studies.
- To develop an understanding of key ecocritical concepts such as ecology, ecocentrism, anthropocentrism, deep ecology, ecofeminism, environmental ethics, sustainability, and climate change.
- To examine literary representations of nature, environment, landscapes, animals, forests, rivers, and ecological crises across different genres and cultures.
- To make students analyze literary texts using ecocritical theories and explore the relationship between literature, culture, and the natural environment.
- Evaluate contemporary environmental concerns through literary perspectives and cultivate ecological awareness, environmental responsibility, and sustainable thinking.

Pattern of ESA/University Question Paper:

Scheme of Evaluation

Internal Evaluation — **30 Marks**

The internal assessment shall consist of the following components: -

* First Internal Test	—	10 Marks
* Second Internal Test	—	10 Marks
* Hand Written Assignment	—	05 Marks (to be written in approximately 500 words)
* Attendance	—	05 Marks
Total	—	30 Marks
End Semester Examination	—	70 Marks

There shall be a Terminal Examination at the end of each Semester carrying 70 marks. The question paper shall comprise of three sections (Section A, Section B and Section C).

Section A

Section shall be of 20 marks and consist of 10 questions carrying 2 marks each to be answered in approximately 20 words each. All questions shall be compulsory.

Section B

Section shall be of 30 marks and consist of 9 questions (3 question from each unit) carrying 5 marks each to be answered in approximately 250 words each. A Candidate has to attempt six questions choosing at least 1 question from each unit.

Section C

Section of 20 marks, consist of three questions(1 from each unit) carrying 10 marks each, candidate has to attempt two questions to be answered in 500 words each.

UNIT I (For Non detailed Study)

Cheryll Glotfelty – Literary Studies in an Age of Environmental Crisis

William Rueckert – Literature and Ecology: An Experiment in Ecocriticism

Key Concepts: (Meaning and Definition)

- Ecology, Environment and Nature
- Anthropocentrism, Ecocentrism and Biocentrism
- Deep Ecology
- Environmental Ethics and Sustainability
- Biodiversity and Ecosystem
- Climate Change and Anthropocene
- Ecofeminism and Environmental Justice

(For Detailed Study)

- Gieve Patel – On Killing a Tree
- Dilip Chitre's – The Felling of a Banyan Tree
- Nissim Ezekiel – *Urban*
- W. S. Merwin – *For a Coming Extinction*
- Hopkins - Binsey Poplars
- Gulzar –The Burial of a Well, Placing Stone Upon Stone, The Tree at the Corner (From *Green Poems*)

Unit II

- Amitav Ghosh –The Living Mountain
- Kamla Markandaya – Nector in a Sieve
- R. K. Narayan - The Man Eater of Malgudi

Unit III

- Sarah Joseph – The Banyan Tree
- Ruskin Bond – Romi and the Wildfire, The Tree Lover
- R. k. Narayan – The Axe, A Snake in the Grass
- Thomas Hardy – The Fiddler of the Reels
- Ernest Hemingway — Big Two-Hearted River

Rabindranath Tagore – Muktaadhara (Drama) **(For Detailed Study)**

Course Outcomes - Upon successful completion of the course, students will be able to:

- Explain the origin, development, major concepts, and theoretical frameworks of Ecocriticism.
- Interpret poetry, fiction, drama, and non-fiction from an ecocritical perspective by identifying ecological themes and environmental concerns.
- Critically analyze literary representations of human–nature relationships, biodiversity, environmental justice, climate change, and sustainability.
- Compare Indian and world literatures in terms of their ecological imagination, environmental ethics, and cultural responses to nature.
- Apply ecocritical approaches in literary research and articulate informed perspectives on contemporary environmental issues through oral and written academic work.

Suggested Readings:

- Garrard, Greg. Ecocriticism.
- Glotfelty, Cheryll, and Harold Fromm, eds. The Ecocriticism Reader: Landmarks in Literary Ecology.
- Clark, Timothy. The Cambridge Introduction to Literature and the Environment.
- Ghosh, Amitav. The Great Derangement: Climate Change and the Unthinkable.
- Shiva, Vandana. Staying Alive: Women, Ecology and Development
- Guha, Ramachandra. Environmentalism: A Global History. New Delhi: Oxford University Press, 2000.

ENG-DSE 05B- Special Study of Thomas Hardy

Course Objectives:

- To acquaint students with the multifaceted talent of Thomas Hardy as a writer of short stories, novels and poems.
- To acquaint students with the major features of his novels.
- To acquaint them about Hardy's religious and social beliefs.
- To give them an insight into the deeply disturbing social and religious issues of his time.
- To reveal his empathy and compassion towards the underprivileged people who bore the brunt of social injustice as a result of the Victorian moral codes that were particularly discriminatory against women.
- To instill values and develop human concern in students through exposure to literary texts
- To enhance disciplinary knowledge.
- To make students capable of critical thinking.

Pattern of ESA /University Question Paper:

Scheme of Evaluation

Internal Evaluation — **30 Marks**

The internal assessment shall consist of the following components:-

* First Internal Test	—	10 Marks
* Second Internal Test	—	10 Marks
* Hand Written Assignment	—	05 Marks (to be written in approximately 500 words)
* Attendance	—	05 Marks

Total — **30 Marks**

End Semester Examination— **70 Marks**

There shall be a Terminal Examination at the end of each Semester carrying 70 marks. The question paper shall comprise of three sections (Section A, Section B and Section C).

Section A

Section shall be of 20 marks and consist of 10 questions carrying 2 marks each to be answered in approximately 20 words each. All questions shall be compulsory.

Section B

Section shall be of 30 marks and consist of 9 questions (3 question from each unit) carrying 5 marks each to be answered in approximately 250 words each. A Candidate has to attempt six questions choosing at least 1 question from each unit.

Section C

Section of 20 marks, consist of three questions(1 from each unit) carrying 10 marks each, candidate has to attempt two questions to be answered in 500 words each.

UNIT-I**For Detailed Study:****Poems:**

‘During Wind and Rain’

‘Afterwards’

‘In Time of the Breaking of Nations’

‘The Casterbridge Captains’

‘Shelley's Skylark’

Essays:

‘How I Built Myself a House’

‘Memories of Church Restoration’

UNIT-II**For Detailed Study:****Short Stories:**

‘The Son’s Veto’

‘A Tragedy of Two Ambitions’

‘An Imaginative Woman’

‘The Duke’s Reappearance’

‘Fellow-Townsmen’

UNIT-III**For Non-Detailed Study:**

Far from the Madding Crowd

Jude the obscure

The Mayor of the Casterbridge

Recommended Readings:

1. *A Companion to Thomas Hardy* by Keith Wilson (Wiley-Blackwell)
2. *A History of Victorian Literature* by James Eli Adams (Wiley-Blackwell)
3. *The Cambridge History of Victorian Literature* Edited by Kate Flint (Cambridge University Press)
4. *The Life of Thomas Hardy: A Critical Biography* by Paul Turner (Oxford: Blackwell)

5. *Thomas Hardy: Materials for a Study of his Life, Times, and Works* by J. Stevens Cox (Toucan Press)
6. *Thomas Hardy: A Biography Revisited* by Michael Millgate (OUP)
7. *Thomas Hardy: A Critical Spectrum* by Rama Kundu (Atlantic)
8. *Critical Approaches to the Fiction of Thomas Hardy* by Dale Kramer (Springer Link)
9. *The Complete Critical Guide to Thomas Hardy* by Geoffrey Harvey (Psychology Press)
10. *Thomas Hardy's 'Facts' Notebook: A Critical Edition* by William Greenslade (Routledge)
11. *Thomas Hardy: The Poet- A Critical Study* by Mallikarjun Patil (Atlantic Publishers & Distributors Pvt Ltd)

Course Outcomes:

- At the end of the course the students will be able to analyze the significance of fate, destiny and coincidence in Thomas Hardy's craft of storytelling.
- To examine the larger framework and socio-political scenario of Victorian England.
- To evaluate Thomas Hardy's portrayal of the main protagonist and his treatment of women in the novel.
- Enhanced understanding of how the socio-historical factors have influenced individual texts and how individual texts are representative of their age.
- Enhanced critical thinking.

ENG-DCC 15- Indian Classics in Translation

Course Objectives - The course aims to:

- Introduce students to major works of Indian literature available in English translation from diverse linguistic traditions.
- Familiarize students with the cultural, philosophical, social, and literary heritage of India through translated texts.
- Develop an understanding of the role of translation in disseminating Indian literary traditions across linguistic boundaries.
- Examine representations of religion, ethics, nationalism, gender, caste, identity, and social change in Indian literature.
- Encourage comparative and interdisciplinary approaches to literary study.
- Enhance critical appreciation of literary genres such as epic poetry, lyric poetry, drama, novel, and short fiction in translation.

- Explore the challenges and possibilities of translating Indian texts into English.

Pattern of ESA /University Question Paper:

Scheme of Evaluation

Internal Evaluation – **30 Marks**

The internal assessment shall consist of the following components: -

* First Internal Test	–	10 Marks
* Second Internal Test	–	10 Marks
* Hand Written Assignment	–	05 Marks (to be written in approximately 500 words)
* Attendance	–	05 Marks
Total	–	30 Marks
End Semester Examination	–	70 Marks

There shall be a Terminal Examination at the end of each Semester carrying 70 marks. The question paper shall comprise of three sections (Section A, Section B and Section C).

Section A

Section shall be of 20 marks and consist of 10 questions carrying 2 marks each to be answered in approximately 20 words each. All questions shall be compulsory.

Section B

Section shall be of 30 marks and consist of 9 questions (3 question from each unit) carrying 5 marks each to be answered in approximately 250 words each. A Candidate has to attempt six questions choosing at least 1 question from each unit.

Section C

Section of 20 marks, consist of three questions(1 from each unit) carrying 10 marks each, candidate has to attempt two questions to be answered in 500 words each.

UNIT I

- Valmiki Ramayan: Sunderkand (For Detailed Study)
- Ved Vyas : Bhagwad Geeta (Tr. by Fitzgerald) Chapter II

UNIT II

- Kalidas: Meghadutam
- Bankim Chandra Chatterji: Anandmath Tr. by Julius J. Lipner
- Mohan Rakesh: Aadhe Adhure (Halfway House) (For Detailed Study)

UNIT III

- U. R. Ananthamurthy: Samskara (Tr. A. K. Ramanujan)
- Rabindranath Tagore: Chandalika (Play) (For Detailed Study), Subha, (Short Story) (For Detailed Study)

- Premchand : Eidgaah, Shroud, A Writer, A Wintry Night (Short Stories) (For Detailed Study)

Suggested Readings:

- Translation as Discovery and Other Essays on Indian Literature in English Translation – Sujit Mukherjee
- The Collected Essays of A. K. Ramanujan (Selected Essays on Translation) – A. K. Ramanujan
- Indian Literature Through the Ages – Mohan Lal
- A History of Indian Literature – Sisir Kumar Das
- Indian Literary Criticism: Theory and Interpretation – G. N. Devy (ed.)
- Kalidasa: The Loom of Time – Chandra Rajan
- Bankimchandra Chattopadhyay: Anandamath – Julius J. Lipner
- Mohan Rakesh and His Plays – Nemichandra Jain
- The Cloud Messenger – Chandra Rajan
- Rabindranath Tagore: Selected Plays
- Selected Short Stories – Rabindranath Tagore
- The Complete Short Stories of Premchand
- Premchand: The Novelist and Story Writer – Harbans Lal Sharma

Course Outcomes - Upon successful completion of the course, students will be able to:

- Demonstrate knowledge of major Indian literary traditions represented through translation.
- Analyze literary texts within their historical, cultural, and social contexts.
- Evaluate the significance of translation in shaping Indian literary discourse.
- Identify major themes such as dharma, devotion, nationalism, caste, gender, identity, and social reform in Indian literature.
- Apply critical and comparative approaches to translated literary texts.
- Appreciate the diversity of Indian languages and literary cultures.