



MASTER OF ARTS (ENGLISH) COURSE STRUCTURE

ENGLISH AND FOREIGN LANGUAGES AREA
SCHOOL OF LIBERAL STUDIES
PANDIT DEENDAYAL ENERGY UNIVERSITY



	SCHOOL OF LIBERAL STUDIES				
	MASTER OF ARTS (ENGLISH)				
	ENGLISH AND FOREIGN LANGUAGES AREA				
	COURSE STRUCTURE REVISED in 2024				
Sr. No.	PAPER TITLE	COURSE CODE	COURSE CREDIT	HOURS PER WEEK	CORE/ ELECTIVE
SEMESTER I					
1	English Literature, 1550-1660	24MAENG501T	4	4	CORE
2	English Literature, 1660-1798	24MAENG502T	4	4	CORE
3	Literary Criticism	24MAENG503T	4	4	CORE
4	Literature and Science	24MAENG504T	4	4	CORE
5	Literature and Visual Arts	24MAENG505T	4	4	CORE
SEMESTER II					
6	English Literature, 1798-1914	24MAENG506T	4	4	CORE
7	English Literature, 1914-2000	24MAENG507T	4	4	CORE
8	Literary Criticism and Theory	24MAENG508T	4	4	CORE
9	Literature and Gender	24MAENG509T	4	4	CORE
10	Research Methodology	24MAENG510T	4	4	CORE
SEMESTER III					
11	Literature and Psychoanalysis	24MAENG601T	4	4	CORE
12	Literature and Philosophy	24MAENG602T	4	4	CORE
13	Literature and the Theatre Arts	24MAENG603T	4	4	CORE
14	Children’s Literature	24MAENG604T	4	4	CORE
15	Translation Studies	24MAENG605T	4	4	ELECTIVE
	Postcolonial Literature	24MAENG606T			
	New Literatures	24MAENG607T			
16	Research Dissertation -1	24MAENG651	5		
SEMESTER IV					
17	Popular Literature	24MAENG608T	4	4	CORE
18	American Literature	24MAENG609T	4	4	CORE
19	South Asian Literature	24MAENG610T	4	4	CORE
20	Comparative Bhakti Traditions	24MAENG611T	4	4	CORE
21	Introduction to English Language and Approaches to English Language Teaching	24MAENG612T	4	4	ELECTIVE
	Classical Literature	24MAENG613T			
	Literature and Diaspora	24MAENG614T			
22	Research Dissertation -2	24MAENG652	5		

FoET (M.Sc. MATHEMATICS)					
23	Communication Skills (M.Sc. Mathematics: First Year)	24ENG101T	2	2	

SEMESTER I

Pandit Deendayal Energy University					School of Liberal Studies					
24MAENG501T					English Literature 1550-1660					
Teaching Scheme					Examination Scheme					
L	T	P	C	Hrs./Week	Theory			Practical		Total Marks
					MS	ES	IA	LW	LE/Viva	
4	0	0	4	4	25	50	25	--	--	100

COURSE OBJECTIVES

- To expose students to the socio-political context of Elizabethan and Jacobean literature
- To introduce students to the influence of religion and science on literature in English from 1550-1660
- To explore major genre of literature in English from 1550-1660
- To examine major themes in literature in English from 1550-1660 through selection of texts from major authors of the period
- To critically examine literary traditions and renaissance spirit of the age

UNIT 1 Historical Context of the Age	10 Hrs.
<ul style="list-style-type: none"> ▪ Political and Socio-Economic background of the Age from 1550-1660 ▪ Religious and Literary History: Reformation, Renaissance, Elizabethan Literature, Jacobean Literature, Metaphysical school of poetry, Cavalier Poets, Milton and the age of Puritanism. 	
UNIT 2 Select Poems	20 Hrs.
<ol style="list-style-type: none"> 1. John Donne Death be not proud, Flea, The Ecstasy, The Canonization 2. George Herbert Virtue, They Pulley, Love 3. Andrew Marvell To His Coy Mistress, The Garden 4. Edmund Spenser Prothalamion 5. John Milton 'When I Consider How My Light Is Spent' or 'On His Blindness', 'When the Assault was intended to the City'. 	
UNIT 3 Plays	20 Hrs.
<ul style="list-style-type: none"> ▪ <i>King Lear</i> by William Shakespeare ▪ <i>The Duchess of Malfi</i> by John Webster 	
UNIT 4 Essays by Francis Bacon	10 Hrs.
<ul style="list-style-type: none"> ▪ Of Marriage and Single Life, Of Love, Of Friendship, Of Studies 	
Max. 60 Hrs.	

COURSE OUTCOMES: On completion of the course, student will be able to

- CO1 Understand the socio-political; religio-cultural influence of the age on literary works
- CO2 Define literary genre significant in the age with their specific style of writing and literary aspects

- C03 Examine major themes present in the literature in English from 1550-1660
- C04 Interpret the select texts in the light of prevalent theoretical positions then and now
- C05 Critically appreciate English Renaissance Literature
- C06 Propose alternative approaches to interpret the prescribed texts.

TEXT/REFERENCE BOOK:

1. Grennen, J. E. Poetry of John Donne & Metaphysical Poets
2. Leech, Clifford. *Christopher Marlowe: Poet for the Stage*. Vol. 11. New York: AMS Press, 1986.
3. Muir, Kenneth & Schoenaum. *A New Companion to Shakespeare Studies*
4. Nayar, Pramod K. *A short history of English literature*. Foundation Books, 2009.
5. Bacon, Francis. *The Cambridge Companion to Bacon*. Cambridge University Press, 1996.
6. Waith, A. C. *20th Century Views: Shakespeare's Tragedies*
7. de Grazia, Ed. *The Cambridge Companion to Shakespeare*. Cambridge University Press, 2001.

END SEMESTER EXAMINATION QUESTION PAPER PATTERN

Max. Marks: 100	Exam Duration: 3Hrs
Part A: Questions based on theoretical and conceptual understanding	40 Marks
Part B: Textual Questions for Critical Analysis	60 Marks

SEMESTER I

COURSE OBJECTIVES

Pandit Deendayal Energy University					School of Liberal Studies					
24MAENG502T					English Literature 1660 - 1798					
Teaching Scheme					Examination Scheme					
L	T	P	C	Hrs./Week	Theory			Practical		Total Marks
					MS	ES	IA	LW	LE/Viva	
4	0	0	4	4	25	50	25	--	--	100

- To acquaint students with the socio-politico-philosophical environment of 17th and 18th Century England.
- To familiarize students with the different forms of literature that existed in that age.
- To provide an in-depth understanding of the various literary forms like plays, poetry and prose.
- To enable students to develop interpretive and analytical abilities for the study of literature.
- To explore major genre of literature in English from 1660 - 1798

UNIT 1 Historical Context of the Age	10 Hrs.
<ul style="list-style-type: none"> ▪ Political and Socio-Economic background of the Age from 1660-1798 ▪ Literary features of the Age from 1660-1798 	
UNIT 2 Select Poems	10 Hrs.
<ul style="list-style-type: none"> ▪ Epistle to Dr. Arbuthnot by Alexander Pope ▪ Mac Flecknoe by John Dryden 	
UNIT 3 Plays	16 Hrs.
<ul style="list-style-type: none"> ▪ <i>The Way of the World</i> by William Congreve ▪ <i>The School for Scandal</i> by Richard Sheridan 	
UNIT 4 Prose	24 Hrs.
<ul style="list-style-type: none"> ▪ <i>The Pilgrim's Progress</i> by John Bunyan ▪ <i>Robinson Crusoe</i> by Daniel Defoe ▪ Select essays from The Coverley papers by Joseph Addison and Richard Steele 	
Max. 60 Hrs.	

COURSE OUTCOMES: On completion of the course, student will be able to

- CO1 Define various literary terms associated with the literature during 1660-1798.
- CO2 Explain the socio-politico-philosophical influence on the literature of this age.
- CO3 Interpret the texts in the light of prevalent theoretical positions then and now.
- CO4 Examine the relevance of these texts in that age and how they relate to the present world.
- CO5 Appraise their status as classics and relevance in the present context.
- CO6 Propose alternative approaches to interpret the prescribed texts.

TEXT/REFERENCE BOOK:

1. Scott-James, Rolfe Arnold. "The making of literature." (1967).
2. Nayar, Pramod K. *A short history of English literature*. Foundation Books, 2009.
3. Zwicker, Steven N., ed. *The Cambridge Companion to John Dryden*. Cambridge University Press, 2004.
4. Rogers, Pat, ed. *The Cambridge Companion to Alexander Pope*. Cambridge University Press, 2007.
5. Payne, Deborah. *The Cambridge Companion to English Restoration Theatre*. Cambridge University Press, 2000.

END SEMESTER EXAMINATION QUESTION PAPER PATTERN

Max. Marks: 100	Exam Duration: 3Hrs
Part A/Question: Conceptual and thematic questions on Literary texts.	50 Marks
50 Marks	
Part B/Question: Argumentative questions within the textual frameworks	50 Marks

SEMESTER I

Pandit Deendayal Energy University					School of Liberal Studies					
24MAENG503T					Literary Criticism					
Teaching Scheme					Examination Scheme					
L	T	P	C	Hrs./Week	Theory			Practical		Total Marks
					MS	ES	IA	LW	LE/Viva	
4	0	0	4	4	25	50	25	--	--	100

COURSE OBJECTIVES

- To acquaint students with the tradition of literary criticism from Classical to the Romantic age.
- To familiarize students with the different methods of literary criticism.
- To enable students to develop analytical and interpretive skills to appraise the claims of literary criticism.
- To enable students to think beyond the existing frameworks to practice literary criticism.

UNIT 1	14 Hrs.
1. Plato <ul style="list-style-type: none"> ▪ <i>The Republic</i> (Book 1 & 10) 2. Aristotle <ul style="list-style-type: none"> ▪ <i>The Poetics</i> 	
UNIT 2	12 Hrs.
1. Horace <ul style="list-style-type: none"> ▪ <i>Ars Poetica</i> 2. Longinus <ul style="list-style-type: none"> ▪ <i>On the Sublime</i> 	
UNIT 3	20 Hrs.
1. Sir Philip Sidney <ul style="list-style-type: none"> ▪ <i>An Apology for Poetry</i> 2. John Dryden <ul style="list-style-type: none"> ▪ <i>An Essay on Dramatic Poesy</i> 3. Dr. Samuel Johnson <ul style="list-style-type: none"> ▪ <i>From Preface to the Plays of Shakespeare</i> 	
UNIT 4	14 Hrs.
1. William Wordsworth <ul style="list-style-type: none"> ▪ <i>From Preface to Lyrical Ballads</i> 2. S. T. Coleridge <ul style="list-style-type: none"> ▪ <i>From Biographia Literaria</i> 3. Matthew Arnold <ul style="list-style-type: none"> ▪ <i>The Study of Poetry</i> 	
Max. 60 Hrs.	

COURSE OUTCOMES: On completion of the course, student will be able to

- C01 Define key concepts and principles underlying the domain of literary criticism.
- C02 Explain the socio-politico-cultural factors that shaped the attitude of literary critics.
- C03 Interpret the texts in the light of theoretical frameworks offered by literary criticism.
- C04 Examine the nature of criticism aimed at literary works and compare them with rival positions.
- C05 Appraise critically the methods of literary criticism viz. descriptive, prescriptive, and aesthetic.

C06 Propose novel methods and frameworks for the practice of literary criticism.

TEXT/REFERENCE BOOK:

1. Leitch, Vincent B., et al., eds. The Norton Anthology of Theory and Criticism. WW Norton & Company, 2001.
2. Friedman, Norman. "What Good is Literary Criticism?" The Antioch Review 20.3 (1960): 315-330.
3. Hyman, Virginia Riley. "Sidney's Definition of Poetry." Studies in English Literature, 1500-1900 (1970): 49-62.
4. Partee, Morriss Henry. "Plato's Banishment of Poetry." The Journal of Aesthetics and Art Criticism 29.2 (1970): 209-222.
5. Wimsatt and Cleanth Brooks. Literary criticism: A Short History". Oxford: 1957.

END SEMESTER EXAMINATION QUESTION PAPER PATTERN

Max. Marks: 100	Exam Duration: 3Hrs
Part A/Question: Conceptual and thematic questions on Literary Criticism	50 Marks
50 Marks	
Part B/Question: Argumentative questions within the textual frameworks.	50 Marks

SEMESTER I

Pandit Deendayal Energy University					School of Liberal Studies					
24MAENG504T					Literature and Science					
Teaching Scheme					Examination Scheme					
L	T	P	C	Hrs./Week	Theory			Practical		Total Marks
					MS	ES	IA	LW	LE/Viva	
4	0	0	4	4	25	50	25	--	--	100

COURSE OBJECTIVES

- To enable students to understand the importance between literature and Science
- To explore the two different yet intertwining branches of life
- To understand the depth of literary creativity and scientific pragmatism
- To study how scientific discoveries have been instrumental in creating literary platforms

Unit 1: Literature and Science: Road Travelled Together										15 Hrs.
<ul style="list-style-type: none"> ▪ Defining Science and Literature ▪ Aristotle's theories of Terrestrial and Celestial ▪ Astrology and Astronomy during Middle Ages ▪ Chaucer's <i>Canterbury Tales</i> ▪ Elizabethan Science – <i>Doctor Faustus</i> and <i>King Lear</i> ▪ Science and the Metaphysical Poetry ▪ Darwin, Thomas Hardy and Tennyson ▪ Cyber-Physical and Industry 4.0 in scientific fiction. 										
UNIT 2: History of the Royal Society and <i>Gulliver's Travels Book III</i>										15 Hrs.
<ul style="list-style-type: none"> ▪ Philosophical Transactions of the Royal Society ▪ Rivalry between England and Ireland and flying island ▪ Elements of Difficult Vs. Impossible in Science 										
UNIT 3										15 Hrs.
<ul style="list-style-type: none"> ▪ <i>In Memoriam</i> by Tennyson ▪ <i>Time Machine</i> by H. G. Wells ▪ <i>Brave New World</i> by Aldous Huxley 										
UNIT 4										15 Hrs.
<ul style="list-style-type: none"> ▪ <i>Twenty Thousand Leagues under the Sea</i> by Jules Verne ▪ <i>Calcutta Chromosome</i> by Amitav Ghosh ▪ Ode to the Royal Society by Abrahman Cowley 										
										Max. 60 Hrs.

COURSE OUTCOMES: On completion of the course, student will be able to

- CO1 Understand various nuances of the two different disciplines of literature and science
- CO2 Analyze and apply variations in pragmatism and creative writing
- CO3 Evaluate various theories that have been instrumental in propelling literary texts
- CO4 Create authentic arguments that are crucial in setting the tone of the culture and society.
- CO5 Synthesize logic and Aesthetics
- CO6 Create transdisciplinary framework of truth from the texts prescribed

TEXT/REFERENCE BOOK:

1. Gossin, Pamela. Encyclopedia of Literature and Science, Library of Congress, 2002
2. Otis, Laura. Literature and Science in 19th century, OUP, 2002
3. Cartwright, John and Baker Brian, Literature and Science: Social Impact and Interaction, Library of Congress, 2005

END SEMESTER EXAMINATION QUESTION PAPER PATTERN

Max. Marks: 100	Exam Duration: 3Hrs
Part A/Question: 2 questions of 10 marks each with internal choice	20 Marks
50 Marks	
Part B/Question: 4 questions example based with internal choice	20 Marks
Part C/Question: 2 questions based on analytical study	40 Marks

SEMESTER I

Pandit Deendayal Energy University					School of Liberal Studies					
24MAENG505T					Literature and Visual Arts					
Teaching Scheme					Examination Scheme					
L	T	P	C	Hrs./Week	Theory			Practical		Total Marks
					MS	ES	IA	LW	LE/Viva	
4	0	0	4	4	25	50	25	--	--	100

COURSE OBJECTIVES

- To introduce students to the study of Visual Narratives, an interdisciplinary field in academia
- To understand the critical relation between literature and visual narratives
- To expose students to the key concepts and movements pertaining to the medium of Film Studies and Painting as artistic medium of expression
- To study different genre and traditions in visual narratives

UNIT 1 Introduction to Literature and Visual Narratives	15 Hrs.
<ul style="list-style-type: none"> ▪ Critical relation between literature and visual arts ▪ Basic concepts such as Ecphrasis, Framing, Ways of seeing, Visual Pleasure and the gaze, Mise-en-scène ▪ Overview of different genres and traditions in visual narratives 	
UNIT 2 Gothic Art, Landscape Art and Nature Poetry	15 Hrs.
<ul style="list-style-type: none"> ▪ Paintings by Michelangelo Merisi da Caravaggio ▪ <i>The Name of the Rose</i> by Umberto Eco (Film Adaptation – Directed by Jean Jacques Annaud) ▪ Paintings by J.M.W. Turner and John Constable ▪ <i>Daffodils</i> and <i>The Solitary Reaper</i> by William Wordsworth ▪ <i>To a Skylark</i> by P. B. Shelley 	
UNIT 3 Pre-Raphaelite Poetry and Paintings	15 Hrs.
<ul style="list-style-type: none"> ▪ Paintings by Raphael and the opposition of later painters and literary artists against the conventions of Raphael ▪ <i>The Blessed Damsel</i> by Dante Gabriel Rossetti ▪ <i>The Brook</i> by Alfred Lord Tennyson 	
UNIT 4 Impressionism to Expressionism and Self-Portrait	15 Hrs.
<ul style="list-style-type: none"> ▪ Paintings by Claude Monet and Edouard Manet (impressionistic) ▪ Paintings by Vincent Van Gogh and Pablo Picasso (post-Impressionistic) ▪ Select poems by Ezra Pound (Imagist Poetry) ▪ <i>Un Chien Andalou</i>, a film by Salvador Dali and Luis Bunuel (Surrealism) ▪ <i>The Picture of Dorian Gray</i>, a film based on the novel by Oscar Wilde (Expressionism) ▪ AI and its Impact on Visual Creations and Literature 	
Max. 60 Hrs.	

COURSE OUTCOMES: On completion of the course, student will be able to

- CO1 Understand the critical relation between literature and artistic medium of expressions such as Films and Paintings
- CO2 Examine key concepts and narrative techniques of Films and Paintings with their relation to literary studies
- CO3 Critically appreciate the influence of artistic movements and traditions and establish its close connection with select literary texts

- C04 Evaluate any work of art from the cross-disciplinary perspective
 C05 Analyse and locate the work of art in its socio-historical, cultural, and literary context
 C06 Apply artistic lenses to create personal narrative/to fictionalize a reality

TEXT/REFERENCE BOOK:

1. Honour, Hugh, and John Fleming. (2005). *The World History of Art*. London
2. Laurence John C. Van Dyke. *A Textbook of the History of Painting*. London
3. Roston, Murray. (1990). *Changing Perspectives in Literature and the Visual Arts*. Princeton University
4. Bordwell, David. *Narration in the Fiction Film*. University of Wisconsin Press, 1989.
5. Bordwell, David. *On the History of Film Style*. University of Wisconsin Press, 1992.
6. Rieser, Martin, ed. *New Screen Media: Cinema / Art / Narrative* British Film Institute, 1999.
7. Rush, Michael. *New Media in Late 20th Century Art*. Thames and Hudson, 2001.

END SEMESTER EXAMINATION QUESTION PAPER PATTERN

Max. Marks: 100	Exam Duration: 3Hrs
Part A/Question: Conceptual and thematic questions on visual narratives	50 Marks
Part B/Question: Argumentative questions within the textual frameworks	50 Marks

SEMESTER II

Pandit Deendayal Energy University					School of Liberal Studies					
24MAENG506T					English Literature 1798-1914					
Teaching Scheme					Examination Scheme					
L	T	P	C	Hrs./Week	Theory			Practical		Total Marks
					MS	ES	IA	LW	LE/Viva	
4	0	0	4	4	25	50	25	--	--	100

COURSE OBJECTIVES

- To enable students to explore the historical background of the literature of the time
- To explore the transition of literature from Neo-Classical to Romantic and further to Victorian era
- To understand the narrative techniques of the writers of the age through readings of poetry, drama and novels
- To study the development of the novel form

UNIT 1 Historical Context of the Age	10 Hrs.
<ul style="list-style-type: none"> ▪ Political and Socio-Economic background of the Age from 1798-1914 ▪ Literary features of the Age from 1798-1914 	
UNIT 2 Poetry	20 Hrs.
<ol style="list-style-type: none"> 1. John Keats <ol style="list-style-type: none"> a. Ode on a Grecian Urn, La Belle Dame sans Merci 2. P. B. Shelley <ol style="list-style-type: none"> a. Ode to the west wind, Ozymandias 3. Lord Byron <ol style="list-style-type: none"> a. She Walks in Beauty 4. S. T. Coleridge <ol style="list-style-type: none"> a. Kubla Khan 5. William Wordsworth <ol style="list-style-type: none"> a. Tintern Abbey, Lucy Poems 6. William Blake <ol style="list-style-type: none"> a. The Tyger, London 7. Alfred Tennyson <ol style="list-style-type: none"> a. The Lady of Shalott, The Charge of the Light Brigade 	
UNIT 3 Fiction	22 Hrs.
<ul style="list-style-type: none"> ▪ <i>Oliver Twist</i> by Charles Dickens ▪ <i>Wuthering Heights</i> by Emily Brontë 	
UNIT 4 Play	08 Hrs.
<ul style="list-style-type: none"> ▪ <i>Pygmalion</i> by George Bernard Shaw 	
Max. 60 Hrs.	

COURSE OUTCOMES: On completion of the course, student will be able to

- CO1 Identify the characteristic features of the Romantic Age and the Victorian Age
- CO2 Appreciate the socio-cultural and literary background of the period and its influence on literature from 1798 to 1914
- CO3 Analyse the major themes and complexities of literary texts of the period

- C04 Assess the narrative techniques that developed and were predominantly reflected in the literature of this period
- C05 Critically appreciate the literary genre of the period, including drama, poetry, and prose
- C06 Interpret select texts in the light of critical theories and concepts that were central to this period in literary history

TEXT/REFERENCE BOOK:

1. A History of English Literature. Vol II. W.R. Goodman. New Delhi: Doaba House, 1972
2. Nayar, Pramod K. *A short history of English literature*. Foundation Books, 2009.
3. Scott-James, Rolfe Arnold. "The making of literature." (1967).

END SEMESTER EXAMINATION QUESTION PAPER PATTERN

Max. Marks: 100	Exam Duration: 3Hrs
Part A: Questions based on theoretical and conceptual understanding	40 Marks
Part B: Textual Questions for Critical Analysis	60 Marks

SEMESTER II

Pandit Deendayal Energy University					School of Liberal Studies					
24MAENG507T					English Literature 1914-2000					
Teaching Scheme					Examination Scheme					
L	T	P	C	Hrs./Week	Theory			Practical		Total Marks
					MS	ES	IA	LW	LE/Viva	
4	0	0	4	4	25	50	25	--	--	100

COURSE OBJECTIVES

- To expose students to the socio-political context of the period from 1914-2000
- To explore various genre of literature and narrative techniques predominant in that period
- To introduce critical theories and concepts that were central to this period in the literary history
- To examine major themes in literature in English from 1914-2000 through selection of texts from major authors of the period

UNIT 1 Historical Context of the Age	08 Hrs.
<ul style="list-style-type: none"> ▪ Political and Socio-Economic background of the Age from 1914-2000 ▪ Literary features of the Age from 1914-2000 	
UNIT 2 Select Poems	20 Hrs.
<ol style="list-style-type: none"> 1. T. S. Eliot <ol style="list-style-type: none"> a. Love Song of J. Alfred Prufrock 2. W. B Yeats <ol style="list-style-type: none"> a. Easter 1916, The Second Coming 3. Philip Larkin <ol style="list-style-type: none"> a. From High Windows 4. Wilfred Owen <ol style="list-style-type: none"> a. Strange Meeting 5. Rupert Brooke <ol style="list-style-type: none"> a. The Soldier 6. W. H. Auden <ol style="list-style-type: none"> a. September 1, 1939 	
UNIT 3 Prose	20 Hrs.
<ol style="list-style-type: none"> 1. <i>To the Lighthouse</i> by Virginia Woolf 2. <i>Animal Farm</i> by George Orwell 3. Select Stories by Katherine Mansfield 	
UNIT 4 Play	12 Hrs.
<ul style="list-style-type: none"> ▪ <i>The Playboy of the Western World</i> by J. M. Synge ▪ <i>Waiting for Godot</i> by Samuel Beckett 	
Max. 60 Hrs.	

COURSE OUTCOMES: On completion of the course, student will be able to

- CO1 Understand the socio-political and cultural influence of the age on literary works
- CO2 Define literary genre significant in the age with their specific style of writing and literary aspects
- CO3 Examine major themes and complexities present in the literature in English from 1914-2000
- CO4 Interpret select texts in the light of critical theories and concepts that were central to this period in literary history

- C05 Critically appreciate the literary genre of the period, including drama, poetry, and prose
C06 Propose alternative approaches to interpret the prescribed texts.

TEXT/REFERENCE BOOK:

1. Nayar, Pramod K. *A short history of English literature*. Foundation Books, 2009.
2. Rodden, John, ed. *The Cambridge Companion to George Orwell*. Cambridge University Press, 2007.
3. Levenson, Michael, ed. *The Cambridge Companion to Modernism*. Cambridge University Press, 2011.
4. Mathews, Patrick J., ed. *The Cambridge Companion to JM Synge*. Cambridge University Press, 2009.
5. Moody, Anthony David, ed. *The Cambridge Companion to TS Eliot*. Cambridge University Press, 1994.
6. Susan, Sellers, et al., eds. *The Cambridge Companion to Virginia Woolf*. Cambridge University Press, 2000.

END SEMESTER EXAMINATION QUESTION PAPER PATTERN

Max. Marks: 100	Exam Duration: 3Hrs
Part A: Questions based on theoretical and conceptual understanding	40 Marks
Part B: Textual Questions for Critical Analysis	60 Marks

SEMESTER II

Pandit Deendayal Energy University					School of Liberal Studies					
24MAENG508T					Literary Criticism and Theory					
Teaching Scheme					Examination Scheme					
L	T	P	C	Hrs./Week	Theory			Practical		Total Marks
					MS	ES	IA	LW	LE/Viva	
4	0	0	4	4	25	50	25	--	--	100

COURSE OBJECTIVES

- To acquaint students with the tradition of late 19th and 20th century English Literary Criticism.
- To familiarize students with the different methods of literary criticism.
- To enable students to develop analytical and interpretive skills to appraise the claims of literary criticism.
- To enable students to think beyond the existing frameworks to practice literary criticism.

UNIT I New/Practical Criticism	15 Hrs.
1.T.S. Eliot ▪ <i>Tradition and the Individual Talent</i> 2.I. A Richards ▪ "The Two Uses of Language" (From <i>Principles of Criticism</i>), "The Four Kinds of Meaning" (From <i>Practical Criticism</i>)	
UNIT 2 Structuralism/Post-Structuralism:	15 Hrs.
1.Northrop Frye ▪ <i>The Archetypes of Literature</i> 2.Ferdinand de Saussure ▪ <i>Nature of Linguistic Sign</i> 3.Jacques Derrida ▪ <i>Structure, Sign, and Play in the Discourse of the Human Sciences</i>	
UNIT 3 Postcolonialism and Postmodernism	15 Hrs.
1.Edward Said ▪ "Crisis" from <i>Orientalism</i> 2. Jean-Francois Lyotard ▪ <i>Defining the Postmodern</i>	
UNIT 4 New Historicism and Cultural Studies	15 Hrs.
1. Michel Foucault ▪ <i>What is an Author?</i> 2. Raymond Williams ▪ <i>Realism And The Contemporary Novel</i> 3. Stephen Greenblatt ▪ <i>Resonance and Wonder</i>	
Max. 60 Hrs.	

COURSE OUTCOMES: On completion of the course, student will be able to

- CO1 Define key concepts and principles underlying the domain of literary criticism and theory.
- CO2 Explain the socio-politico-cultural factors that shaped the attitude of literary critics and theorists.
- CO3 Interpret the texts in the light of theoretical frameworks offered by literary criticism and theory.
- CO4 Examine the nature of criticism and theory aimed at literary works and compare with rival positions.

C05 Appraise critically the methods of literary criticism and theory.

C06 Propose novel methods and frameworks for the practice of literary criticism and theory.

TEXT/REFERENCE BOOK:

1. Leitch, Vincent B., et al., eds. *The Norton Anthology of Theory and Criticism*. WW Norton & Company, 2001.
2. Barry, Peter. *Beginning Theory: An introduction to literary and cultural theory*. Manchester university press, 2020.
3. Eagleton, Terry. *Literary theory: An introduction*. John Wiley & Sons, 2011.
4. Rivkin, Julie, and Michael Ryan, eds. *Literary theory: An Anthology*. John Wiley & Sons, 2017.

END SEMESTER EXAMINATION QUESTION PAPER PATTERN

Max. Marks: 100	Exam Duration: 3Hrs
Part A/Question: Conceptual and thematic questions on Literary Criticism	50 Marks
Part B/Question: Argumentative questions within the textual frameworks	50 Marks

SEMESTER II

Pandit Deendayal Energy University					School of Liberal Studies					
24MAENG509T					Literature and Gender					
Teaching Scheme					Examination Scheme					
L	T	P	C	Hrs./Week	Theory			Practical		Total Marks
					MS	ES	IA	LW	LE/Viva	
4	0	0	4	4	25	50	25	--	--	100

COURSE OBJECTIVES

- To introduce students to gender studies, an interdisciplinary field in academia
- To familiarize students with central concepts such as gender, sex, sexuality, feminism, patriarchy, gender difference, gender politics and intersectionality
- To expose students to the affects of culture, race, ethnicity, economic systems, politics at local and global level on construction of gender
- To analyse themes of gendered performance through exposure to significant concepts and texts pertaining to the field of gender studies

UNIT 1 Theoretical Understanding	20 Hrs.
<ul style="list-style-type: none"> ▪ “Professions for Women” by Virginia Woolf ▪ <i>We Should All Be Feminists</i> by Chimamanda Ngozi Adichie ▪ <i>Seeing like a Feminist</i> by Nivedita Menon 	
UNIT 2 Poems	12 Hrs.
1. Imtiaz Dharkar <ul style="list-style-type: none"> a. Purdah Poems I & II b. Another Woman c. Stone d. Zarina’s Mother 2. Kamala Das <ul style="list-style-type: none"> a. Select poems from <i>The Old Playhouse and Other Poems</i> 	
UNIT 3 Fiction	20 Hrs.
<ul style="list-style-type: none"> ▪ Selections from <i>The Inner Courtyard</i> by Lakshmi Holmstrom ▪ “The Yellow Wallpaper” by Charlotte Perkins Gilman ▪ <i>Funny Boy</i> by Shyam Selvadurai 	
UNIT 4 Prose	08 Hrs.
<ul style="list-style-type: none"> ▪ <i>On A Muggy Night in Mumbai</i> by Mahesh Dattani 	
Max. 60 Hrs.	

COURSE OUTCOMES: On completion of the course, student will be able to

- C01 Understand and examine the key concepts and debates in the field of Gender Studies
- C02 Examine factors that contribute to the formation and operation of gendered structure of power and authority
- C03 Appreciate diverse viewpoints that encourage critical and alternative thinking to understand concepts central to this field
- C04 Apply concepts and theories of Gender Studies to life experiences and closely examine the processes of gender construction through the close reading of literary works
- C05 Analyse the ways in which gender intersect with race, caste, class, ethnicity, religion and sexuality

C06 Express effectively about gender issues in both writing and speech

TEXT/REFERENCE BOOK:

1. 50 Key Concepts in Gender Studies, Dr. Jane Pilcher and Dr. Imelda Whelehan, Sage
2. Introducing Gender and Women's Studies, Third Edition, Diane Richardson & Victoria Robinson, Palgrave MacMillan Pub, 2008
3. Theorizing Gender, eds. Rachel Alsop et al, (2002)
4. De Beauvoir, Simone. *The Second Sex*. Translated by Constance Borde and Sheila Malovany-Chevallier. Vintage, 2011.
5. John, Mary E, editor. *Women's Studies in India*. Penguin Books, 2008.
6. Mill, John Stuart. *The Subjection of Women*. 1869.
7. Naples, Nancy A, editor. *Companion to Women's and Gender Studies*. Wiley Blackwell, 2020.
8. Smith, Barbara (October 1977). "Towards a Black Feminist Criticism". *The Radical Teacher*. No. 7: 20–27. March, 1978. Published by: University of Illinois Press <<http://www.jstor.com/stable/20709102>>

END SEMESTER EXAMINATION QUESTION PAPER PATTERN

Max. Marks: 100	Exam Duration: 3Hrs
Part A/Question: Conceptual and thematic questions on Gender Studies	50 Marks
Part B/Question: Argumentative questions within the textual frameworks	50 Marks

SEMESTER II

Pandit Deendayal Energy University					School of Liberal Studies					
24MAENG510T					Research Methodology					
Teaching Scheme					Examination Scheme					
L	T	P	C	Hrs./Week	Theory			Practical		Total Marks
					MS	ES	IA	LW	LE/Viva	
4	0	0	4	4	25	50	25	--	--	100

COURSE OBJECTIVES

- To expose students to the basics of research writing in literary studies
- To introduce the resources available for literary research
- To familiarize students to the various research methods used in literary studies
- To provide a firm foundation for sound writing practices and research ethics

UNIT 1: Understanding Research	15 Hrs.
<ul style="list-style-type: none"> ▪ Definition/s ▪ Kinds of Research ▪ Identification of a Research Problem ▪ Focus: Humanities Research ▪ Identification of Research Sources 	
UNIT 2	15 Hrs.
<ul style="list-style-type: none"> ▪ Research Methods in Humanities ▪ Critical Discourse Analysis, Archival Method, Life Histories/Autobiographies, Narrative inquiry, Mixed method and more 	
UNIT 3: Writing Strategies	20 Hrs.
<ul style="list-style-type: none"> ▪ Research Questions ▪ Writing a concept note ▪ Proposal Writing ▪ Abstract ▪ Key Words ▪ Literature Review ▪ Paraphrasing ▪ Documentation and Intellectual Property 	
UNIT 4 Referencing and Bibliography	10 Hrs.
<ul style="list-style-type: none"> ▪ Referencing Style: MLA Handbook (Ninth Edition) ▪ Introduction to other Styles of referencing ▪ In-text Citation and Parenthetical References and Work Cited ▪ Footnotes and endnotes ▪ Bibliography for Print, Websites, Audio-Visual Sources 	
Max. 60 Hrs.	

** 50% weightage of this course is for submission of the individual research paper at the end of the semester.*

COURSE OUTCOMES: On completion of the course, student will be able to

- CO1 Identify the major trends in humanities research
- CO2 Appreciate the complexities of literary research
- CO3 Compare and comprehend the various research methods available to literary scholars
- CO4 Evaluate and utilize the various print and electronic resources available for literary research
- CO5 Apply writing skills specific to various stages of the process of research
- CO6 Create research papers based on literary methods and sound writing practices

TEXT/REFERENCE BOOK:

1. Graff, Gerald, Cathy Birkenstein, and Russel Durst. *They Say, I Say: The Moves that Matter in Academic Writing*. 4th Edition. W. W. Norton & Company, 2018.
2. *MLA Handbook, Ninth Edition*. Modern Language Association, 2022.

END SEMESTER EXAMINATION QUESTION PAPER PATTERN

Max. Marks: 100	Exam Duration: 3Hrs
Part A/Question: Methods in Literary Research 50 Marks	40 Marks
Part B/Question: Application based question on writing practices	60 Marks

SEMESTER III

Pandit Deendayal Energy University					School of Liberal Studies					
24MAENG601T					Literature and Psychoanalysis					
Teaching Scheme					Examination Scheme					
L	T	P	C	Hrs./Week	Theory			Practical		Total Marks
					MS	ES	IA	LW	LE/Viva	
4	0	0	4	4	25	50	25	--	--	100

COURSE OBJECTIVES

- To introduce major concepts of psychoanalysis
- To enable students to apply the concepts of psychoanalysis to literature
- To appreciate psychoanalysis as a major part of the English literary critical canon and therefore foster a measure of interdisciplinary approach to study literary texts
- To understand the evolution and trajectories of psychoanalysis as a critical approach

UNIT 1 Theoretical Understanding	15 Hrs.
<ul style="list-style-type: none"> ▪ Seduction and Trauma: the Beginnings of Psychoanalysis ▪ Narrating Trauma, Interpreting Dreams ▪ Sexuality and the Drives, Ego, Id and Subjectivity ▪ Mirror stage, Real Register, Symbolic Register ▪ Screen Memory and Transference ▪ Narcissistic Melancholia and the undoing of the Ego 	
UNIT 2	15 Hrs.
<ol style="list-style-type: none"> 1. <i>Oedipus Rex; Electra</i> by Sophocles 2. <i>Portrait of the Artist as a Young Man</i> by James Joyce 3. <i>Hamlet</i> by William Shakespeare 	
UNIT 3	15 Hrs.
<ol style="list-style-type: none"> 1. Jacques Lacan: Selections from <i>Ecrits</i> and Four Fundamental Concepts of Psychoanalysis 2. Sigmund Freud: Selections from <i>Studies in Hysteria</i>, <i>Uncanny</i>, <i>Case Histories of Lucy R and Katrina</i> 3. Jung: Selection from <i>The Archetypal Imagination</i> 	
UNIT 4	15 Hrs.
<ul style="list-style-type: none"> ▪ <i>Jai Somnath</i> by K. M. Munshi ▪ <i>Anandamath</i> by Bankim Chandra Chatterjee 	
Max. 60 Hrs.	

COURSE OUTCOMES: On completion of the course, student will be able to

- CO1 Understand the various concepts related to psychoanalysis in relation to literature
- CO2 Create a case history out of the prescribed text based on certain behavioural characteristics
- CO3 Critically study the textual elements and discuss the dynamic nature of the discipline
- CO4 Interpret the complexities and themes unique to different texts
- CO5 Discuss various nuances of the discipline of psychoanalysis
- CO6 Reflect upon the contemporary field of psychoanalysis in relation to literature

TEXT/REFERENCE BOOK:

1. Freud, *Introductory Lectures on Psychoanalysis* (1916-17)
2. Jacques Lacan. "*Desire and the Interpretation of Desire in Hamlet*"
3. Slavij Zizek, *The Sublime Object of Ideology*. London – New York: Verso, 1989.

END SEMESTER EXAMINATION QUESTION PAPER PATTERN

Max. Marks: 100	Exam Duration: 3Hrs
Part A/Question: Conceptual and thematic questions on Gender Studies	50 Marks
Part B/Question: Argumentative questions within the textual frameworks	50 Marks

SEMESTER III

Pandit Deendayal Energy University					School of Liberal Studies					
24MAENG602T					Literature and Philosophy					
Teaching Scheme					Examination Scheme					
L	T	P	C	Hrs./Week	Theory			Practical		Total Marks
					MS	ES	IA	LW	LE/Viva	
4	0	0	4	4	25	50	25	--	--	100

COURSE OBJECTIVES

- To acquaint learners with key philosophical concepts and their expressions in literary works.
- To introduce learners to the various philosophical traditions and their impact on literature.
- To sensitize learners to various ontological, epistemological, and moral questions raised at the intersection of literature and philosophy.
- To enable learners to understand and appreciate literary works with philosophical implications.

UNIT 1	Tragedy and Two Philosophical Perspectives	10 Hrs.
1. Nietzsche <ul style="list-style-type: none"> ▪ <i>The Birth of Tragedy</i> 2. Martha Nussbaum <ul style="list-style-type: none"> ▪ "Tragedy: Fragility and Ambition" from the <i>Fragility of Goodness: Luck and Ethics in Greek Tragedy & Philosophy</i> 		
UNIT 2	Religion/Spirituality in Literature and Philosophy	20 Hrs.
1. Dante <ul style="list-style-type: none"> ▪ "The Inferno" from <i>Divine Comedy</i> 2. Herman Hesse <ul style="list-style-type: none"> ▪ <i>Siddhartha</i> 3. Jallaluddin Rumi <ul style="list-style-type: none"> ▪ "A Great Wagon", "Let the Lover be...", "Unfold Your Own Myth" (From <i>Spring Giddiness: Stand in the Wake of this Chattering and Grow Airy</i>) ▪ "Who Says Words with My Mouth"? (From <i>The Tavern</i>) ▪ "Be Melting Snow" (From <i>Bewilderment</i>) ▪ "The Guest House" – (From <i>Being a Lover: The Sunrise Ruby</i>) ▪ "This World Which Is Made of Our Love for Emptiness", "Enough Words?", "Emptiness". (From <i>Emptiness and Silence: The Night Air</i>) <u>All selections are from <i>The Essential Rumi</i> translated by Coleman Barks.</u>		
UNIT 3	Enlightenment and its discontents in Literature	15 Hrs.
1. Fyodor Dostoevsky <ul style="list-style-type: none"> ▪ <i>Crime and Punishment</i> 2. Voltaire <ul style="list-style-type: none"> ▪ <i>Candide</i> 		
UNIT 4	Existentialism and Beyond in Literature	15 Hrs.
1. Jean Paul Sartre <ul style="list-style-type: none"> ▪ <i>No Exit</i> 2. Harold Pinter <ul style="list-style-type: none"> ▪ <i>The Caretaker</i> 		
Max. 60 Hrs.		

COURSE OUTCOMES: On completion of the course, student will be able to

- C01 Define key philosophical concepts that find expressions in literary works.
- C02 Explain the nature of philosophical questions that are raised by literary works.
- C03 Interpret literary texts from various philosophical perspectives.
- C04 Examine ontological, epistemological, and moral questions in select literary works.
- C05 Appraise philosophical claims pertaining to religion, spirituality, reality, knowledge and human condition through the analysis of select literary texts.
- C06 Formulate systematic and coherent arguments in their analysis of literary and philosophical works.

TEXT/REFERENCE BOOK:

1. Durant, Will. *The Story of Philosophy*. Courier Dover Publications, 2022.
2. Kaufmann, Walter. *Existentialism: From Dostoevsky to Sartre*. New York: Meridian Books, 1956.
3. Nussbaum, Martha C. *The Fragility of Goodness: Luck and Ethics in Greek Tragedy and Philosophy*. Cambridge University Press, 2001.
4. Rumi, Jalal al-Din, and Coleman Barks. *The Essential Rumi*. Harmondsworth: Penguin, 1995.
5. Russell, Bertrand. *The Problems of Philosophy*. OUP Oxford, 2001.

END SEMESTER EXAMINATION QUESTION PAPER PATTERN

Max. Marks: 100	Exam Duration: 3Hrs
Part A/Question: Conceptual and thematic questions	50 Marks
Part B/Question: Argumentative questions within the textual frameworks	50 Marks

SEMESTER III

Pandit Deendayal Energy University					School of Liberal Studies					
24MAENG603T					Literature and Theatre Arts					
Teaching Scheme					Examination Scheme					
L	T	P	C	Hrs./Week	Theory			Practical		Total Marks
					MS	ES	IA	LW	LE/Viva	
4	0	0	4	4	25	50	25	--	--	100

COURSE OBJECTIVES

- To introduce students to the concepts of Performance, Theatre, Aesthetics and Performativity
- To provide socio-historical contexts of the theatrical arts and its relation to literature both in Indian and Western contexts based on select texts
- To critically study the literary features through select plays
- To examine the shifts in the development of the form of drama and their themes

UNIT 1 Theoretical Underpinning	12 Hrs.
<ul style="list-style-type: none"> ▪ Selections from <i>Performance Studies: An Introduction</i> by Richard Schechner ▪ Selections from <i>Performance Theory</i> by Richard Schechner ▪ Selections from <i>Performance: Critical Concepts in Literary and Cultural Studies</i> edited by Philip Auslander 	
UNIT 2 Overview of World Theatre	18 Hrs.
<ul style="list-style-type: none"> ▪ Selections from <i>Natyashastra</i> by Bharat ▪ Selections from <i>An Actor Prepares</i> by Stanislavsky ▪ Selections from <i>Theories of the Theatre: A Historical and Critical Survey from the Greeks to the Present</i> by Marvin A. Carlson 	
UNIT 3	12 Hrs.
<ul style="list-style-type: none"> ▪ <i>Andha Yug</i> by Dharamvir Bharti 	
UNIT 4	18 Hrs.
<ul style="list-style-type: none"> ▪ <i>Six Characters in Search of an Author</i> by Luigi Pirandello ▪ <i>Mother Courage</i> by Bertolt Brecht 	
Max. 60 Hrs.	

COURSE OUTCOMES: On completion of the course, student will be able to

- C01 Understand various concepts related to Theatre Studies in relation to literature
- C02 Identify theatre traditions and evaluate their transformations into the literary texts
- C03 Critically study textual elements and performance art through select texts
- C04 Interpret the complexities and themes unique to different forms of theatre
- C05 Appreciate theatre as a mode of voice to express, enjoy, protest, and revolutionize
- C06 Apply understanding of contemporary theatre performances with their roots in the various traditions

TEXT/REFERENCE BOOK:

1. Brockett, Oscar. *History of Theatre*. 7th Ed. Holt, Rinehart & Winston, NY
2. Rangacharya, Adya. *The Indian Theatre*. New Delhi: NBT, 1971.

END SEMESTER EXAMINATION QUESTION PAPER PATTERN

Max. Marks: 100	Exam Duration: 3Hrs
Part A/Question: Conceptual and thematic questions	50 Marks
Part B/Question: Argumentative questions within the textual frameworks	50 Marks

SEMESTER III

Pandit Deendayal Energy University					School of Liberal Studies					
24MAENG604T					Children’s Literature					
Teaching Scheme					Examination Scheme					
L	T	P	C	Hrs./Week	Theory			Practical		Total Marks
					MS	ES	IA	LW	LE/Viva	
4	0	0	4	4	25	50	25	--	--	100

COURSE OBJECTIVES

- To approach children's classics afresh
- To develop an understanding of the field of Children's Literature
- To become familiar with the issues that underpin the study of Children's Literature
- To understand the intersectionality of Children's Literature criticism

UNIT 1 Theoretical Underpinning	10 Hrs.
<ul style="list-style-type: none"> • Definitions and complications in the study of children's literature • Essay 1 and 2 from <i>Cambridge Companion to Children's Literature</i> • Chapter 1 - "Imagining the Child" from <i>Introducing Children's Literature: From Romanticism to Postmodernism</i> by Deborah Cogan Thacker and Jean Webb 	
UNIT 2 Fairy Tales Original and Alternatives	20 Hrs.
<ul style="list-style-type: none"> ▪ "Snow White" by the Brothers Grimm, "Sleeping Beauty in the Woods" by Charles Perrault ▪ "Snow, Glass, Apples" and <i>The Sleeper and the Spindle</i> by Neil Gaiman 	
UNIT 3 Gendering the Classics	15 Hrs.
<ul style="list-style-type: none"> ▪ <i>The Coral Island</i> by R. M. Ballantyne ▪ <i>Alice's Adventures in the Wonderland</i> by Lewis Carroll 	
UNIT 4 Twentieth Century Representations	15 Hrs.
<ul style="list-style-type: none"> ▪ Selected stories from <i>Just William</i> by Richmal Crompton ▪ <i>Are you there God, it's me Margaret</i> by Judy Blume 	
Max. 60 Hrs.	

COURSE OUTCOMES: On completion of the course, student will be able to

- CO1 Understand the difficulties associated with defining the field of Children's Literature
- CO2 Discover hidden pattern and agenda in seemingly innocent genre
- CO3 Articulate the problems faced in the study of literature written for and/or about children
- CO4 Apply various critical lens to texts
- CO5 Evaluate the significance of Children's Literature as a cultural product, mediated by time
- CO6 Engage with politics of power, (especially the domestic, the hegemonic) and develop an understanding of forms of oppression and resistance

TEXT/REFERENCE BOOK:

1. Perry Nodelman: *The Hidden Adult: Defining Children's Literature*
2. Kimberley Reynolds:
 - *Children's Literature A Very Short Introduction*
 - *Girls Only? Gender and Popular Children's Fiction*
3. Peter Hunt
 - *Criticism, Theory and Children's Literature*
 - *International Companion encyclopedia of Children's Literature*
 - *Understanding Children's Literature*
4. Alison Lurie: *Boys and Girls Forever*
5. *Introducing Children's Literature: From Romanticism to Postmodernism* by Deborah Cogan Thacker and Jean Webb
6. *Cambridge Companion to Children's Literature* by M O Grenby and Andrea Immel

END SEMESTER EXAMINATION QUESTION PAPER PATTERN

Max. Marks: 100	Exam Duration: 3Hrs
Part A/Question: Conceptual and thematic questions	50 Marks
Part B/Question: Argumentative questions within the textual frameworks	50 Marks

SEMESTER III

Pandit Deendayal Energy University					School of Liberal Studies					
24MAENG605T					Translation Studies (Elective Course)					
Teaching Scheme					Examination Scheme					
L	T	P	C	Hrs./Week	Theory			Practical		Total Marks
					MS	ES	IA	LW	LE/Viva	
4	0	0	4	4	25	50	25	--	--	100

COURSE OBJECTIVES

- To introduce the basic concepts of Translation Studies
- To explore the historical growth of Translation Studies as a discipline and expose students to the interdisciplinary nature of translation involving linguistics, literature, history, intercultural communication, and technology.
- To develop an understanding of the various approaches and methodology in literary translation
- To enable students to translate literary/non-literary texts to and from English

UNIT 1: Introduction and Basic Issues	15 Hrs.
1. Cicero, 'The Best Kind of Orator' 2. Walter Benjamin, 'The Task of the Translator' 3. Rueben Brower, 'Seven Agamemnons' 4. Roman Jakobson, 'On Linguistic Aspects of Translation'	
UNIT 2: Nature and Principles of Translation	15 Hrs.
1. Vinay and Darbelnet, 'A Methodology for Translation' 2. Eugene Nida, 'Principles of Correspondence' 3. J.C. Catford, 'Translation Shifts' 4. George Steiner, 'The Hermeneutic Motion'	
UNIT 3: Literary Translation and its Complexities	15 Hrs.
1. Matthew Arnold, "On Translating Homer" 2. Dryden John, "Preface to Ovid's Epistles" 3. Hilaire Belloc, 'On Translation' 4. Andre Lefevere, 'Seven Strategies' (From <i>Translating Poetry</i>)	
UNIT 4: The Politics of Translation	15 Hrs.
1. Annie Brisset, 'The Search for a Native Language: Translation and Cultural Identity' 2. Gayatri Spivak, 'The Politics of Translation' 3. Tejaswini Niranjana, <i>Siting Translation</i> (Selections) 4. Ganesh Devy, 'Translation and Literary History—An Indian View'	
Max. 60 Hrs.	

COURSE OUTCOMES: On completion of the course, student will be able to

- CO1 Understand the basic concepts and issues in translation
- CO2 Appreciate the role of translation as a cultural and literary process
- CO3 Interpret the complexities and themes unique to works of translation
- CO4 Compare the process of translation in various literary genre
- CO5 Critically appraise works of translation based on their methodology and cultural significance
- CO6 Practically translate literary and non-literary writing based on the methodologies proposed in the course

TEXT/REFERENCE BOOK:

1. Bassnett, Susan. Translation Studies. London: Methuen, 1980. Print.
2. Bassnett, Susan and Harish Trivedi. Postcolonial Translation: Theory and Practice. London: Routledge, 1999. Print.
3. Gentzler, Edwin. Contemporary Translation Theories. London and New York: Routledge, 1993. Print.
4. Robinson, Douglas. Western Translation Theory: From Herodotus to Nietzsche. 2nd ed. (Ed) Douglas Robinson. St. Jerome Publishing, 2002. Print.
5. Tymoczko, Maria, and Edwin Gentzler (Ed). Translation and Power. Univ of Massachusetts Press, 2002. Print.
6. Tytler, Alexander Fraser. "Essay on the Principles of Translation"
7. Venuti, Lawrence. The Translation Studies Reader. 3rd ed. Oxon: Routledge, 2012. Print.

END SEMESTER EXAMINATION QUESTION PAPER PATTERN

Max. Marks: 100	Exam Duration: 3Hrs
Part A/Question: Conceptual and thematic questions	50 Marks
Part B/Question: Argumentative questions within the textual frameworks	50 Marks

SEMESTER III

Pandit Deendayal Energy University					School of Liberal Studies					
24MAENG606T					Postcolonial Literature (Elective Course)					
Teaching Scheme					Examination Scheme					
L	T	P	C	Hrs./Week	Theory			Practical		Total Marks
					MS	ES	IA	LW	LE/Viva	
4	0	0	4	4	25	50	25	--	--	100

COURSE OBJECTIVES

- To expose students to the key concepts of postcolonial studies
- To introduce postcolonial literature from South Asia and other regions
- To explore the various genre of postcolonial literature
- To examine the common themes in postcolonial literature from different regions
- To critically examine the influence of postcolonial literature and offer an entry into a wider understanding of world literature

UNIT 1 Theoretical Perspectives	10 Hrs.
<ul style="list-style-type: none"> • “Cutting the ground” and “Re-placing Language” essays from <i>The Empire Writes Back: Theory and practice in post-colonial literatures</i> (2nd Edition) by Bill Ashcroft, Gareth Griffiths and Helen Tiffin. Routledge, 2002. • “Signs Taken for Wonders” by Homi K. Bhabha from <i>Location of Culture</i>. Routledge, 1994. • “Introduction” from <i>Orientalism</i> by Edward Said. Penguin Books, 2003. • “What is the Postcolonial?” by Robert J.C. Young • “On National Culture” from <i>The Wretched of the Earth</i> by Frantz Fanon. Grove Press, 2004. • “Is the Post- in Postmodernism the Post- in Postcolonial?” by Kwame Anthony Appiah. <i>Critical Inquiry</i>. Vol. 17, No. 2 (winter, 1991), pp. 336-357. Published by The University of Chicago Press. 	
UNIT 2 Prose	25 Hrs.
<ul style="list-style-type: none"> • <i>Wide Sargasso Sea</i> by Jean Rhys • <i>Midnight's Children</i> by Salman Rushdie • Select Short Stories by Gabriel Garcia Marquez 	
UNIT 3	10 Hrs.
<ul style="list-style-type: none"> • Select poems by Derek Walcott 	
UNIT 4	15 Hrs.
<ul style="list-style-type: none"> • <i>Death and the King's Horseman</i> by Wole Soyinka 	
Max. 60 Hrs.	

COURSE OUTCOMES: On completion of the course, student will be able to

- C01 Understand the concepts of postcolonial studies and its significance in literature
- C02 Define the major theories of postcolonial studies
- C03 Interpret the literary themes in postcolonial texts
- C04 Appreciate the complexity and variety of postcolonial literature.
- C05 Critically analyze and compare various texts with specific focus on postcolonialism
- C06 Evaluate the socio-historical background and significance of postcolonial studies and its intersections with other disciplines

TEXT/REFERENCE BOOK:

1. Gandhi, Leela. *Postcolonial Theory: A Critical Introduction*. Columbia University Press, 2019.
2. Ashcroft, Bill, Gareth Griffiths, and Helen Tiffin. *The empire writes back: Theory and practice in post-colonial literatures*. Routledge, 2003.
3. Ashcroft, Bill, Gareth Griffiths, and Helen Tiffin. *Post-colonial studies: The key concepts*. Routledge, 2013.
4. Nayar, Pramod K. *Postcolonial Literature: An Introduction*. Pearson, 2013.

END SEMESTER EXAMINATION QUESTION PAPER PATTERN

Max. Marks: 100	Exam Duration: 3Hrs
Part A/Question: Conceptual and thematic questions	50 Marks
Part B/Question: Argumentative questions within the textual frameworks	50 Marks

SEMESTER III

Pandit Deendayal Energy University					School of Liberal Studies					
24MAENG607T					New Literatures (Elective Course)					
Teaching Scheme					Examination Scheme					
L	T	P	C	Hrs./Week	Theory			Practical		Total Marks
					MS	ES	IA	LW	LE/Viva	
4	0	0	4	4	25	50	25	--	--	100

COURSE OBJECTIVES

- To understand what is New Literature
- To recognise and evaluate important literary works from different corners of the world
- To explore the geographical locales and the respective voices presented in the select Literatures
- To locate the respective Literatures in the existing body of Literature

Unit 1 Australian Literature	15 Hrs
Novel <ul style="list-style-type: none"> ▪ Grenville, Kate <i>The Secret River</i> (2005) Short Story Collection <ul style="list-style-type: none"> ▪ Leanne, Jeanine <i>Purple Threads</i> (selected) (2011) 	
UNIT 2 Canadian Literature	15 Hrs.
Drama <ul style="list-style-type: none"> • Pollock, Sharon. <i>The Komagata Maru Incident</i> (1992) Poetry: <i>An Anthology of Canadian Literature in English</i> Eds. Donna Bennet & Russell Brown (1982) OUP	
UNIT 3 Japanese Literature	15 Hrs.
Poetry <ul style="list-style-type: none"> ▪ Higginson, W. J. <i>The Haiku Handbook</i>. Tokyo: Kodansha. (1985) Novel <ul style="list-style-type: none"> ▪ Murakami Shikibu <i>The Tale of Genji</i> 	
UNIT 4 Israeli Literature	15 Hrs.
Novel <ul style="list-style-type: none"> ▪ Amir, Eli, <i>Scapegoat</i>, (1987) ▪ Shalev, Meir, <i>A Pigeon and a boy</i>, (2006) 	
Max. 60 Hrs.	

COURSE OUTCOMES: On completion of the course, student will be able to

- C01 Understand the socio-political; religious and cultural influences of the respective region on literary works
- C02 Define each specific style of writing and literary aspects
- C03 Examine major themes present in the literature
- C04 Interpret the select texts in the light of prevalent theoretical positions
- C05 Critically appreciate literature from different countries
- C06 Propose alternative approaches to interpret the prescribed texts.

TEXT/REFERENCE BOOK:

1. Netti Palmer Modern Australian Literature
2. Tucker, T G The Cultivation of Literature in Australia
3. Coleman, Daniel. *White Civility: The Literary Project of English Canada*. University of Toronto Press, 2006.

END SEMESTER EXAMINATION QUESTION PAPER PATTERN

Max. Marks: 100	Exam Duration: 3Hrs
Part A: Questions based on theoretical and conceptual understanding	40 Marks
Part B: Textual Questions for Critical Analysis	60 Marks

SEMESTER IV

Pandit Deendayal Energy University					School of Liberal Studies					
24MAENG608T					Popular Literature					
Teaching Scheme					Examination Scheme					
L	T	P	C	Hrs./Week	Theory			Practical		Total Marks
					MS	ES	IA	LW	LE/Viva	
4	0	0	4	4	25	50	25	--	--	100

COURSE OBJECTIVES

- To understand how the present time scenario opens up new vistas of literature.
- To explore the upcoming modes of Creative Writing under the broad light of Literature.
- To expand the scope for new literary tools
- To view literature as the lighter medium that exhibits the routine life of the contemporary time.

UNIT 1: Theoretical Underpinnings of Popular Literature	10 Hrs.
UNIT 2 Ballads	20 Hrs.
<ul style="list-style-type: none"> ▪ Lochinvar by Sir Walter Scott ▪ Lord Ullin's Daughter by Thomas Campbell ▪ The Ballad of Reading Goal by Oscar Wilde ▪ <i>Annabel Lee</i> by Edgar Allan Poe 	
UNIT 3 Romance and Humour	20 Hrs.
<ul style="list-style-type: none"> ▪ <i>Pride and Prejudice</i> by Jane Austen ▪ The Inimitable Jeeves by P. G. Woodhouse 	
UNIT 4 Detective Fiction and Graphic Novel	10 Hrs.
<ul style="list-style-type: none"> ▪ <i>The Moonstone</i> by Wilkie Collins ▪ <i>Murder in the Orient Express</i> by Agatha Christie ▪ <i>Corridor</i> by Sarnath Banerjee 	
Max. 60 Hrs.	

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

- C01 Identify and define the contemporary art forms of Creative Writing
- C02 Explain how literature becomes a medium to project society in various manners
- C03 Apply new forms of Creative Writing (romantic, lyrical, humorous, detective, fantasy, comedy to the present time situation
- C04 Debate over the different modes of literary expressions to understand the prevailing society better
- C05 Compose a framework to study the reasons for the popularity of the prescribed modes of literature
- C06 Create an impression that popular literature basically spreads awareness for the health, happiness and prosperity of the society

TEXT/REFERENCE BOOK:

1. American Civil War.
2. Civil war reference materials and guide books- C. Clayton Thompson.
3. P.G.Wodehouse-The Literature network.
4. Everyman's guide to the mysteries of Agatha Christie-Bruce Pendergast.
5. The Quiet Revolution-Susan Cain

END SEMESTER EXAMINATION QUESTION PAPER PATTERN

Max. Marks: 100	Exam Duration: 3Hrs
Part A/Question: Conceptual and thematic questions	50 Marks
Part B/Question: Argumentative questions within the textual frameworks	50 Marks

SEMESTER IV

Pandit Deendayal Energy University					School of Liberal Studies					
24MAENG609T					American Literature					
Teaching Scheme					Examination Scheme					
L	T	P	C	Hrs./Week	Theory			Practical		Total Marks
					MS	ES	IA	LW	LE/Viva	
4	0	0	4	4	25	50	25	--	--	100

COURSE OBJECTIVES

- To expose students to select texts of American literature
- To study the development of American literature and its impact in nation building
- To critically analyze select texts to familiarize students with the linguistic and literary nuances of American literature
- To analyze the narrative techniques of American literature through reading of drama, poetry, and prose.

UNIT 1 Poems	12 Hrs.
b. Select Poems, Robert Frost c. Select Poems, Wallace Stevens d. Select Poems, Langston Hughes e. Select Poems, Emily Dickinson	
UNIT 2	20 Hrs.
f. Ernest Hemingway, <i>Farewell to Arms</i> g. Toni Morrison, <i>Beloved</i>	
UNIT 3 Drama	16 Hrs.
5. Arthur Miller, <i>Death of a Salesman</i> 6. Tennessee Williams, <i>A Streetcar Named Desire</i>	
UNIT 4 Prose	12 Hrs.
▪ Select Short Stories, Ray Bradbury ▪ H. D. Thoreau, "Walking"	
Max. 60 Hrs.	

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

- CO1 Identify examples of American literature and its socio-cultural context
- CO2 Understand the usage and linguistic nuances of American English
- CO3 Interpret the complexities and themes unique to American Literature through select texts
- CO4 Evaluate the inter-relationship of individualism, culture, politics, liberty and American Dream
- CO5 Critically analyse texts from American literature
- CO6 Evaluate the critical relationship between American literature and the major socio-cultural movements that shaped America

TEXT/REFERENCE BOOK:

1. A Brief History of American Liter, Richard Gray, Wiley Blackwell Pub, 2011
2. The Norton Anthology of American Literature, Nina Baym, W.W.Nortan and Company Inc, 1999
3. The Oxford Companion to American Literature, James Hart, Ed. Phillip Leininger, OUP, 1995

END SEMESTER EXAMINATION QUESTION PAPER PATTERN

Max. Marks: 100	Exam Duration: 3Hrs
Part A/Question: Conceptual and thematic questions	50 Marks
Part B/Question: Argumentative questions within the textual frameworks	50 Marks

SEMESTER IV

Pandit Deendayal Energy University					School of Liberal Studies					
24MAENG610T					South Asian Literature					
Teaching Scheme					Examination Scheme					
L	T	P	C	Hrs./Week	Theory			Practical		Total Marks
					MS	ES	IA	LW	LE/Viva	
4	0	0	4	4	25	50	25	--	--	100

COURSE OBJECTIVES

- To expose students to a selection of texts from the large volume and variety of South Asian literature
- To examine the idea of a South Asian identity and explore regional diversity of the Indian Subcontinent
- To provide a historiography of the development of South Asian literature
- To read select texts and critically analyze to familiarize students with the linguistic and literary nuances of South Asian literature
- To analyze the socio-cultural fabric of the region as reflected in its literature.

UNIT 1 Poems	12 Hrs.
h. Select poems, Faiz Ahmed Faiz i. Select poems, Meena Alexander	
UNIT 2 Fiction	26 Hrs.
j. Amitav Ghosh, <i>The Hungry Tide</i> k. Kamila Shamsie, <i>Kartography</i> l. Shyam Selvadurai, <i>Cinnamon Gardens</i>	
UNIT 3 Prose	14 Hrs.
7. Samrat Upadhyay, <i>Arresting God in Kathmandu</i> (Selections) 8. Niaz Zaman (Ed.), <i>Literature in Bangladesh: Selected Short Stories from Bangladesh</i> (Selections)	
UNIT 4 Play	08 Hrs.
▪ Girish Karnad, <i>Tughlaq</i>	
Max. 60 Hrs.	

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

- CO1 Identify examples of South Asian and define its development and historiography
- CO2 Appreciate the literary features of South Asian Literature
- CO3 Interpret the socio-cultural complexities unique to South Asia as reflected in literature
- CO4 Understand and analyse the development of a South Asian identity
- CO5 Critically appraise texts/selections from South Asian Literature
- CO6 Apply narrative techniques of South Asian literature to their own writing specimens

TEXT/REFERENCE BOOK:

1. Brians, Paul. *Modern South Asian Literature in English*. Greenwood Publishing Group, 2003.
2. Hussain, Yasmin. *Writing diaspora: South Asian women, culture and ethnicity*. Routledge, 2017
3. Sarwal, Amit. *South Asian Diaspora Narratives: Roots and Routes*. Springer, 2017.

END SEMESTER EXAMINATION QUESTION PAPER PATTERN

Max. Marks: 100	Exam Duration: 3Hrs
Part A/Question: Conceptual and thematic questions	50 Marks
Part B/Question: Argumentative questions within the textual frameworks	50 Marks

SEMESTER IV

Pandit Deendayal Energy University					School of Liberal Studies					
24MAENG611T					Comparative Bhakti Traditions					
Teaching Scheme					Examination Scheme					
L	T	P	C	Hrs./Week	Theory			Practical		Total Marks
					MS	ES	IA	LW	LE/Viva	
4	0	0	4	4	25	50	25	--	--	100

COURSE OBJECTIVES

- To acquaint learners with various approaches to comparative literature.
- To enable learners to understand the concept of bhakti and its cognates across traditions.
- To familiarize students with representative bhakti poets from Medieval India and their poetry.
- To provide an alternative framework for research in bhakti tradition.

UNIT 1 Introduction to Frameworks of Bhakti:	15 Hrs.
1. Comparative Literature: General Introduction - Susan Bassnett, Comparative Literature: A Critical Introduction. 2. Bhakti concepts and their cognates across traditions: <i>Sagun</i> (Form) and <i>Nirgun</i> (Formless) bhakti; <i>Vaidhi</i> (Prescriptive) and <i>Raganuga</i> (Spontaneous) Bhakti; Differentiating bhakti from 'devotion', 'love', 'faith' in Christianity and ' <i>Aqeedat</i> ', ' <i>ibadat</i> ', ' <i>bandagi</i> ' in Islam. 3. Frameworks for the study of bhakti: 1. Orientalist/Indologist framework 2. Sociological framework 3. Psychological framework 4. Political framework 4. Critique of the existing frameworks	
UNIT 2 Locating Bhakti in Indian Intellectual Tradition	15 Hrs.
1. <i>Bhagavad Gita</i> – Bhakti Yoga – Chapter 12 2. <i>Bhagvata Purana</i> – 10th Canto (select excerpts) 3. <i>Gita Govinda</i> – Jaydev (Excerpts)	
UNIT 3 Reading Bhakti Poetry	20 Hrs.
Selections from the following bhakti poets: 1. Surdas – <i>Sursagar</i> (Sur's Ocean) 2. Tulsidas – <i>Ramcharit Manas</i> 3. Kabir - Selections 4. Raskhan - Selections 5. Mira - Selections	
UNIT 4 Reading Sufi Poetry	10 Hrs.
Selections from the following Sufi poets: <ul style="list-style-type: none"> • Bulle Shah • Waris Shah 	

- Shah Latif.
- Mirza Ghalib

Max. 60 Hrs.

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

- C01 Define various concepts and terms associated with bhakti.
- C02 Explain socio-politico-cultural implications in bhakti literature.
- C03 Interpret and analyze bhakti poems using analytical and hermeneutic approaches.
- C04 Examine the literary and historical factors that led to the emergence of bhakti literature.
- C05 Evaluate the claims of existing scholars on bhakti and its historiography.
- C06 Formulate novel and alternative frameworks for the study of bhakti texts.

TEXT/REFERENCE BOOK:

1. Bassnett, Susan. *Comparative Literature: A Critical Introduction*. Oxford-UK; Blackwell, 1993.
2. Behl, Aditya. "Presence and Absence in Bhakti: An Afterword." *International Journal of Hindu Studies* 11.3 (2007): 319-324.
3. Bryant, Edwin F. *Bhakti yoga: Tales and Teachings from the Bhagavata Purana*. North Point Press, 2017.
4. Das, Sisir Kumar. "The Mad Lover." *Indian Literature* 47.3 (215 (2003): 149-178.
5. Hawley, John Stratton. *A storm of songs: India and the idea of the bhakti movement*. Harvard University Press, 2015.

END SEMESTER EXAMINATION QUESTION PAPER PATTERN

Max. Marks: 100	Exam Duration: 3Hrs
Part A/Question: Conceptual and thematic questions	50 Marks
Part B/Question: Argumentative questions within the textual frameworks	50 Marks

SEMESTER IV

Pandit Deendayal Energy University					School of Liberal Studies					
24MAENG612T					Introduction to English Language and Approaches to English Language Teaching (Elective course)					
Teaching Scheme					Examination Scheme					
L	T	P	C	Hrs./Week	Theory			Practical		Total Marks
					MS	ES	IA	LW	LE/Viva	
4	0	0	4	4	25	50	25	--	--	100

COURSE OBJECTIVES

- To acquaint students with the history of the evolution of English language over the centuries.
- To explain the factors which were responsible for the change in English language.
- To critically evaluate the existing principles and methods in the domain of English Language Teaching.
- To enable students to develop novel pedagogic approaches in English Language Teaching as second language

UNIT 1: Constituents of English Language: An Introduction	15 Hrs.
<ul style="list-style-type: none"> ▪ Phonetics, Morphology, Syntax, Semantics 	
UNIT 2: Development of English Language	15 Hrs.
<ol style="list-style-type: none"> 1. Indo-European Languages, Anglo-Saxon English 2. Early Modern English, 19th & 20th Century English 3. English in India <ol style="list-style-type: none"> a. Regional Dialects 4. J. L. Austin's Speech Act Theory 	
UNIT 3: English Language Teaching: Principles and Methods	15 Hrs.
<ol style="list-style-type: none"> 9. The Grammar Translation Method, the Direct Method, the Audio-lingual Method, Communicative language teaching Method, Total physical response (TPR) and the natural approach, Competency-based approach. 10. Principles and approaches to Second Language Acquisition: Structural Linguistic model, Universal Grammar, Constructive Learning, teaching of four skills: Reading, Writing, Speaking, Listening 	
UNIT 4: Integration of Technology	15 Hrs.
<ul style="list-style-type: none"> ▪ Asynchronous and synchronous online teaching ▪ MOOCs for Language Teaching ▪ Language Laboratories and ELT ▪ Online tools for ELT 	
Max. 60 Hrs.	

*Project Work: Creation of Digital Portfolio for language teaching

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

- CO1 Identify major strengths and weaknesses in the prevalent methods of ELT.
- CO2 Explain the factors that affect the learning of English as a second language.
- CO3 Match the principles of English Language Teaching to a classroom teaching in Indian context.
- CO4 Solve the pedagogical problems that teachers confront in their everyday teaching of English.
- CO5 Survey different ELT practices in Indian educational institutes and analyse their merits and demerits.
- CO6 Construct novel pedagogical models of English Language Teaching.

TEXT/REFERENCE BOOK:

1. Cook, Vivian. Second language learning and language teaching. Routledge, 2016.
2. Lazar, Gillian. Literature and language teaching: A guide for teachers and trainers. Ernst Klett Sprachen, 1993.
3. Strevens, Peter. "Second language learning." Daedalus (1973): 149-160.
4. Baugh, Albert C., and Thomas Cable. A History of the English Language. Routledge, 1993.

END SEMESTER EXAMINATION QUESTION PAPER PATTERN

Max. Marks: 100	Exam Duration: 3Hrs
Part A/Question: Conceptual and thematic questions	50 Marks
Part B/Question: Argumentative questions within the textual frameworks	50 Marks

SEMESTER IV

Pandit Deendayal Energy University					School of Liberal Studies					
24MAENG613T					Classical Literature (Elective Course)					
Teaching Scheme					Examination Scheme					
L	T	P	C	Hrs./Week	Theory			Practical		Total Marks
					MS	ES	IA	LW	LE/Viva	
4	0	0	4	4	25	50	25	--	--	100

COURSE OBJECTIVES

- To acquaint students with the rich tradition of classical Greco-Roman and Indian civilization.
- To familiarize students with the representative texts from the classical traditions.
- To enable students to develop analytical and interpretive approaches to examine the classical texts.
- To provide an alternative framework for research and studies in classical literature.
- To enable students to compare and contrast these traditions and identify the parallels and differences in them.

UNIT 1 Introduction to the Greco-Roman and Indian Classical Literature	15 Hrs.
m. Introduction to literary terms like tragedy, comedy, epic, rhetoric etc. n. Key philosophical and literary themes in Greek and Roman tradition. o. Key concepts in Indian Classical Tradition, Thematic exploration of the Indian classical texts.	
UNIT 2 Greek Literature	15 Hrs.
▪ Prometheus Bound – Aeschylus, Ion- Euripides, The Clouds - Aristophanes	
UNIT 3 Roman Literature	15 Hrs.
▪ Aeneid –Virgil, Metamorphoses- Ovid, Satires and Epistles- Horace (selections only)	
UNIT 4 Indian Classical Literature	15 Hrs.
▪ Ramayana- (Ayodhya Kand) – Valmiki, Mahabharata (Book of Assembly and Book of Peace) - Vyasa, Mrcchakatika- Sudraka	
Max. 60 Hrs.	

COURSE OUTCOMES: On completion of the course, student will be able to

- CO1 Define concepts and literary terms that populate the classical traditions.
- CO2 Identify the socio-politico-cultural underpinnings in the classical texts.
- CO3 Classify the thematic and stylistic patterns in the classical literature.
- CO4 Compare and contrast the texts from different classical traditions to identify the parallels and differences in them.
- CO5 Appraise the significance and relevance of these texts in the contemporary context.
- CO6 Formulate research questions for an alternative understanding of classical traditions.

TEXT/REFERENCE BOOK:

1. Kallen, Horace M. "The Essence of Tragedy." The International Journal of Ethics 22.2 (1912): 179-202.
2. Tragedies, Greek. "vols. I and 2, ed. David Green and Richmond Lattimore." (1960).

3. Hadot, Pierre, and Arnold Ira Davidson. Philosophy as a Way of Life: Spiritual exercises from Socrates to Foucault. Oxford: Blackwell, 1995.
4. Foucault, Michel. Fearless Speech. Semiotext, 2001.
5. Rutherford, Richard. Classical Literature: a Concise History. John Wiley & Sons, 2008.
6. Pollock, Sheldon. "Sanskrit Literary Culture from the Inside Out." Literary Cultures in History: Reconstructions from South Asia 39-130 (2003).

END SEMESTER EXAMINATION QUESTION PAPER PATTERN

Max. Marks: 100	Exam Duration: 3Hrs
Part A/Question: Conceptual questions on classical literature	50 Marks
Part B/Question: Textual interpretations of select works	50 Marks

SEMESTER IV

Pandit Deendayal Energy University					School of Liberal Studies					
24MAENG614T					Literature and Diaspora (Elective Course)					
Teaching Scheme					Examination Scheme					
L	T	P	C	Hrs./Week	Theory			Practical		Total Marks
					MS	ES	IA	LW	LE/Viva	
4	0	0	4	4	25	50	25	--	--	100

COURSE OBJECTIVES

- To Study the meaning of the term “diaspora” through History
- To understand the role of culture in the making of diaspora
- To study the concept of diaspora through literary oeuvre
- To introduce social and Political theories of Diaspora

UNIT 1: Diaspora: Meaning, History and Theories

20 Hrs.

- Seewosagar Ramgoolam and Ananed Mullo. *Our Own Struggle 20th Century Mauritius* (1983)
- Brij. V. Lal *Girmiyas: The Origins of the Fiji Indians*(1982)
- Social theory (Milton Gordon's Theory of Assimilation)
- Political theory (Everett Spurgeon Lee's Push-and-pull theory)

UNIT 2: Literature and Diaspora: Novels

14 Hrs.

- M.G. Vasanji. *Gunnysack* (1989)
- V. S. Naipaul. *The Mimic Men* (196

UNIT 3 Literature and diaspora: Short Story and Essay

14 Hrs.

- *Tales from Firozsha Baag* by Rohinton Mistry(1987)
- *Trishanku and Other Writings* by Uma Parmeshwaran (1988)
- Decolonizing the Mind by Ngugi Wa Thiongo (1938)

UNIT 4 Literature and Diaspora: Film

12 Hrs.

- Mira Nair. (Director) *Mississippi Masala* (1991)
- Revathy. (Director) *Mitr, My Friend* (2002)

Total 60 Hrs.

COURSE OUTCOMES: On completion of the course, students will be able to

- CO1 Define concepts that explain the term Diaspora.
- CO2 Identify the socio-cultural underpinning in the diaspora literature.
- CO3 Learn the expression of diaspora sensibility through novels, short stories, essays and films
- CO4 Apply the theoretical understanding to the literature of diaspora.
- CO5 Appreciate Diaspora as a process and not as an event.
- CO6 Formulate research questions in the light of Theories, Texts and Films.

TEXT/REFERENCE BOOK:

1. Brij V. Lal: *The Encyclopaedia of Indian Diaspora*
2. Salman Rushdie : *Imaginary Homelands*
3. Ghosh, Amitav. *The Diaspora in Indian Culture*.

4. Gillion, K.L. *The Fiji Indians Challenge to European Dominance 1920 -1946*.
5. Gilroy, Paul. *The Black Atlantic, Modernity and Double Consciousness*.
6. Paranjape, Makarand. *In Diaspora: Histories, Texts, Theories*.
7. Diversities in the Indian Diaspora: Nature, Implications, Responses (Oxford Indian Paperbacks)
8. The Full Report of the High Level Committee on Indian Diaspora constituted by the Govt. of India, 2001
9. Robert Cohen Global Diasporas: An Introduction
10. Satyan, U. Indian Diaspora and Identities: A Study of *M.G. Vassanji's* Novels and Memoirs by Dr. *Urmi Satyan*.
11. Satyan, U. Cultural Sentiments and Diaspora Sensibilities
12. Reflections on the Select Anthologies of Bharati Mukherjee and Chitra Banerjee Divakaruni
13. Kallen, Horace M. "The Essence of Tragedy." *The International Journal of Ethics* 22.2 (1912): 179-202.
14. Tragedies, Greek. "vols. I and 2, ed. David Green and Richmond Lattimore." (1960).
15. Hadot, Pierre, and Arnold Ira Davidson. *Philosophy as a Way of Life: Spiritual exercises from Socrates to Foucault*. Oxford: Blackwell, 1995.
16. Foucault, Michel. *Fearless Speech*. Semiotext, 2001.
17. Rutherford, Richard. *Classical Literature: a Concise History*. John Wiley & Sons, 2008.
18. Pollock, Sheldon. "Sanskrit Literary Culture from the Inside Out." *Literary Cultures in History: Reconstructions from South Asia* 39-130 (2003).

END SEMESTER EXAMINATION QUESTION PAPER PATTERN

Max. Marks: 100	Exam Duration: 3Hrs
Part A/Question: Conceptual questions on classical literature	50 Marks
Part B/Question: Textual interpretations of select works	50 Marks

Pandit Deendayal Energy University					School of Technology					
24ENG101T					Communication Skills M.Sc (Mathematics - First Semester)					
Teaching Scheme					Examination Scheme					
L	T	P	C	Hrs/Week	Theory			Practical		Total Marks
					MS	ES	IA	LW	LE/Viva	
0	0	2	1	2 hours per week	--	--	--	50	50	100

COURSE OBJECTIVES

- To equip them with professional skills through competence in linguistic skills by assigning balanced and integrated tasks.
- To enhance communication skills for social and professional life and tasks.
- To participate in the life-long learning process with confidence and certainty.
- Know and understand different practices of verbal and non-verbal communication with inputs to improve basic language skills.

8 hrs

UNIT 1

Listening Skills:

- Listening to Conversation (Formal and Informal)
- Academic Listening (Listening to Lectures)
- Listening to Talks and Presentations
- Note Taking/Note Making

UNIT 2

8 hrs

Writing Skills:

- Technical Writing (Proposals, Reports, Journals)
- Paragraph Writing (Linkage and Cohesion)
- Summarising
- Précis Writing
- Review Writing

UNIT 3

8 hrs

Communication Skills for Career:

- Preparing for Interview
- Preparing Cover letters/CV/Resume
- Presentation Skills
- Group Discussion
- Management Skills (Questionnaire)
- Science Communication (Concepts, Theorems)

UNIT 4

6 hrs

Reading Skills:

Slideshare/Video Modules

Max. 30hrs.

COURSE OUTCOMES

On completion of the course, student will be able to

- CO1 Have better improved and sharpened skills to present, convince and persuade to be an effective and successful professional.
- CO2 Demonstrate relevant knowledge of communication skills in different settings to cater to different purposes and audiences.
- CO3 Realize and apply communication skills and language processes for multiple perspectives and interdisciplinary approach in profession.
- CO4 Have dynamic communication skills to build and maintain robust and effective professional relationships.
- CO 5 Analyse situations to identify opportunities for professional and career growth through strong communication skills.
- CO6 Have high competence of oral, written and visual communication skills for a workplace ready professional.

TEXT/REFERENCE BOOKS

- Harmer, Jeremy. The Practice of English Language Teaching. Harlow: Pearson Longman, 2007.
- Kaul, Asha. Business Communication. Delhi: Prentice-Hall of India, 2006.
- Richards, Jack C., and Willy A. Renandya, eds. Methodology in Language Teaching: An Anthology of Current Practice. Cambridge University Press, 2002.
- Sharma, Sangeeta and Binod Mishra. Communication Skills for Engineers and Scientists. New Delhi: PHI Learning Pvt. Ltd., 2009.
- Michael Vince. Advanced Language Practice. Macmillan Education, Oxford, 2003.
- Eisenbach Iris. English for Materials Science and Engineering. Springer Fachmedien Wiesbaden GmbH, 2011.
- B. K. Das et al. An Introduction to Professional English and Soft Skills. Cambridge University Press.
- Harmer, Jeremy. The Practice of English Language Teaching. Harlow: Pearson Longman, 2007.

Assessment Tool	Marks	Assignments
Lab Work	50	<ul style="list-style-type: none">• Note Taking/Note Making – 10• Listening Comprehension – 10• Business Proposal – 10• Review Writing – 10• Presentation – 10
Lab Exam/Viva	50	<ul style="list-style-type: none">• Cover Letter and CV – 10• Questionnaire – 10• Science Communication (Writing) – 10• Group Discussion – 10• Video Module (Given book/movie/article) – 10