



JECRCTM
UNIVERSITY
BUILD YOUR WORLD

**SCHOOL OF HUMANITIES AND SOCIAL
SCIENCES**

DEPARTMENT OF ENGLISH

BOARD OF STUDIES : M.A. ENGLISH

FOR THE ACADEMIC SESSION 2025-26

Semester 1										
Course Code	Course Name	Course Type	L (Hrs)	T (Hrs)	S (Hrs)	Total Hours	L (Credit)	T (Credit)	S (Credit)	Total Credit
MEN001A	Major 1- Literary Criticism	Core	3	0	3	3	3	0	0	3
MEN002A	Major 2- Research Methodology	Core	3	1	0	4	3	1	0	4
MEN003A	Major 3- Literature from Renaissance to Restoration	Core	4	0	0	4	4	0	0	4
MEN017A	Major 4- Introduction to Gender Studies	Core	3	0	0	3	3	0	0	3
MEN026A	Indian Literatures: Indian Non-Fiction Prose	Major DSE	3	0	0	3	3	0	0	3
OR										
MEN027A	Critical Approaches to Literature: Film Theories and	Major DSE	3	0	0	3	3	0	0	3

	Appreciation									
MEN025A	Open Elective (Mytho-historical Fiction of Ashwin Sanghi)	Multidisciplinary	3	0	0	3	3	0	0	3
	Total					20				20

SECOND SEMESTER										
Course Code	Course Name	Course Type	L (Hrs)	T (Hrs)	Seminar (Hrs)	Total Hours	L (Credit)	T (Credit)	S (Credit)	Total Credit
MEN004A	Major 1-Indian Aesthetics	Core	4	0	0	4	4	0	0	4
MEN005A	Major 2-Indian Writing in English	Core	4	0	0	4	4	0	0	4
MEN006A	Major 3- Literature from Neo Classical to Victorian	Core	4	0	0	4	4	0	0	4
MEN007A	Major 4- Critical Theory	Core	4	0	0	4	4	0	0	4
MEN028A	Major 5- Translation: Theory and Practise	Core	3	0	2	5	3	0	1	4
	Total					21				20

THIRD SEMESTER										
Course Code	Course Name	Cours	L	T	Semin	Total	L	T	S	Total Credit

		e Type	(Hr s)	(Hr s)	ar (Hrs)	Hour s	(Credi t)	(Credit)	(Credit)	
MEN029A	Indian Literatures: Modern Indian Drama	Major DSE	4	0	0	4	4	0	0	4
MEN030A	Indian Literatures: Partition Literature	Major DSE	4	0	0	4	4	0	0	4
MEN031A	Indian Literatures: Indian Women's Writing	Major DSE	4	0	0	4	4	0	0	4
OR										
MEN032A	Critical Approaches to Literature: Literature and Environment	Major DSE	4	0	0	4	4	0	0	4
MEN033A	Critical Approaches to Literature: Postcolonial Literature	Major DSE	4	0	0	4	4	0	0	4
MEN034A	Critical Approaches to Literature: Memory, Trauma and Resistance	Major DSE	4	0	0	4	4	0	0	4

	Prompt Engineering in Content Writing	Major Core	4	0	0	4	0	0	1	4
MEN012A	Dissertation 1	Core	0	0	8		0	0	8	4
	Total					16				20

FOURTH SEMESTER										
Course Code	Course Name	Course Type	L (Hrs)	T (Hrs)	Seminar (Hrs)	Total Hours	L (Credit)	T (Credit)	S (Credit)	Total Credit
MEN013A	Dissertation	Core	0	0	40	0	0	0	20	20
	Total									20

Semester I

Major Core: Literary Criticism (MEN001A)

Course Objectives:

- To develop students' understanding about the principles of Western European philosophy and aesthetic theory.
- To trace the evolution of these principles from the Classical to the Romantic and Modern periods.
- To prepare the student for more critical writings of contemporary nature.

Course Content

Unit 1	<p>Plato: <i>The Republic</i> (Book X)</p> <p>Aristotle: <i>Poetics</i> (Extracts- Chap 1, 2, 3, 4)</p> <p>Philip Sidney: <i>An Apology for Poetry</i> (Excerpts 2,4,5,6)</p>
Unit 2	<p>Hume: “Of the Standard of Taste”</p> <p>Burke: Sublime and Beautiful</p>
Unit 3	<p>Coleridge: <i>Biographia Literaria</i> (Chapters XIV & XVI)</p> <p>P.B. Shelley: “A Defence of Poetry”</p> <p>Mathew Arnold: “The Study of Poetry”</p>
Unit 4	<p>Northorp Frye: “Tradition and Individual Talent”</p> <p>I.A. Richards: <i>Practical Criticism</i> (Four Kinds of Meaning/ Two Uses of Language)</p> <p>Bakhtin: Concept of Chromotope</p>

Suggested Readings

- Blamires, Harry. *A History of Literary Criticism*.
- Brooks, Cleanth and W.K. Wimsatt. *A Short History of Literary Criticism*.
- Elam, Kier. *Semiotics of Drama*.
- Ford, Andrew. *The Origins of Criticism*.
- Murray, Penelope and T.S. Dorsch. *Classical Literary Criticism*. (Penguin Classics)
- Prasad, B. *An Introduction to Classic Criticism*.
- Styan, J.L. *Modern Drama in Theory and Practice*.
- Watson, George. *English Criticism*
- Wellek, Rene. *A History of Literary Criticism* (6 Vols.)

Course Outcomes:**The student will be able to –****CO1:** Familiarized with origin of critical ideas in literature from Plato to present**CO2:** Understand function of criticism, idea of tradition with a deep historical sense in the field of Literature.**CO3:** Explore The World, the Text, and the Critic in Modern Criticism and Theory.**CO4:** Acquire critical skills in the handling of theoretical issues related to the study of literature and culture.**CO5:** Read and understand new articles on current research, theories, and analyses theories and discipline-specific skills to teach, edit and other professional areas.***Course Articulation Matrix: (Mapping of COs with POs and PSOs)***

Course Outcomes	Program Outcomes							Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO 2	PSO3
CO1	3	2	3	3	3	2	2	3	3	2
CO2	3	2	2	2	2	2	2	3	3	2
CO3	3	3	3	3	3	2	2	3	3	2
CO4	3	3	3	3	3	2	2	3	3	2
CO5	3	3	3	3	3	3	3	3	3	3

Major Core: Research Methodology (MEN002A)**Course Objectives**

- To familiarize students with the basic concepts of research on the post-graduate level before heading towards higher dimensions of research.
- To enable students to understand various paradigms of research, its tools, ethics and challenges related to English studies and related fields and develop creative and academic skills in them.

Course Content

Unit 1	Introduction to Research Methodology: Aims and principles of Research, Selection of a topic, Sources, Evaluation of Sources, Research aids, Literature Review, Research Plan, Research Hypothesis, (Research Process) Data collection- Primary and Secondary Sources
Unit2	The Mechanics of Research: Documentation, Format of a research paper, Preparation of thesis and dissertations, Proofreading
Unit 3	Principles of Citation: Schools of Citation, Why do we Cite? ; In-text Citation, Quotations, APA Citation and References, MLA Citation and Work-cited, Chicago Manual Style: Citation and Bibliography, Footnotes
Unit 4	What is literary research? Discourse Analysis (Gabriele Griffin), Creative Writing as a Research Method (Jon Cook)
Unit 5	Ethics in Research and Plagiarism Definition and Importance of Ethics Violation of Ethics, authorship and contributor ship

CO3	1	3	3	3	2	3	2	3	3	3
CO4	3	3	3	3	2	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3

Major Core: Literature from Renaissance to Restoration (MEN003A)

Course Objectives:

- To introduce the student to the tradition of Renaissance in 16th and 17th century England
- To provide basic insights about the Elizabethan Drama (both Tragedy and Comedy)
- To introduce the New English poetic forms of Spenserian stanza, Shakespearean sonnet, Metaphysical Poetry and Epics.
- To introduce Restoration Age and Comedy of Manner

Course Content

Unit 1	Christopher Marlowe: <i>The Jew of Malta</i>
Unit2	Edmund Spenser: <i>The Shepherds Calendar</i> (April Eclogue) William Shakespeare: “Shall I Compare thee to a Summers day?”, “Let me not to the Marriage”
Unit 3	William Shakespeare: <i>Hamlet</i>
Unit 4	John Donne: “A Valediction: Forbidding Mourning”, “Flea”

	John Milton: <i>Lycidas</i>
Unit 5	William Congreve <i>The Way of the World</i>

Suggested Readings:

- Age of Shakespeare, Vol. 2.
- Bradley, A C. Shakespearean Tragedy.
- Eighteenth Century Background. Augustan Age
- Ford, Boris. General Editor. Pelican History of Literature.
- From Donne to Marvell. Vol. 3.
- From Dryden to Johnson. Vol. 4.
- Wiley, Basil. Seventeenth Century Background

Course Outcomes:

The student will be able to-

CO1: Understand the concept of Renaissance and its emergence in 16th and 17th century England.

CO2: Understand the basics of comedy and difference between humor and manner

CO3: Reflect at the rise of Puritanism and development of scientific enquiry

CO4: Understand and differentiate the reflective prose and literary criticism – in both its theoretical and evaluative form

CO5: Apply the theories and criticism across all major texts, works and movements and write critical essays on it.

Course Articulation Matrix: (Mapping of COs with POs and PSOs)

Course Outcomes	Program Outcomes							Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	2	3	2	2	2	2	2	3	2	2

CO2	2	1	2	2	1	1	1	3	2	1
CO3	3	3	3	3	2	2	2	3	3	2
CO4	3	3	3	3	2	2	2	3	3	2
CO5	3	3	3	3	1	2	2	3	3	2

Major Core: Introduction to Gender Studies (MEN017A)

Course Objectives:

- To understand how gender and sexuality operate in institutions, systems, organizations and the public sphere;
- To develop an understanding of genders and sexualities that emphasizes the histories, theorizing, and experiences of multiple communities, identities, and perspectives;
- To recognize the intersection of race, class, sexuality, gender, and the structural sources of privilege in the full range of human endeavours;
- To understand the diversity of women's and sexual minority's lives in the past and present, in local, national and global contexts.

Course Content

UNIT 1	Conceptualizing Gender Sex and Gender; Types of Gender Gender Roles and Gender Division of Labour Gender Stereotyping and Gender Discrimination Construction of Sexuality
UNIT 2	Gender Perspectives of Body Biological, Phenomenological and Socio-Cultural Perspectives of body Body as a Site and Articulation of Power Relations Cultural Meaning of Female Body and Women's Lived Experiences

UNIT 3	Gender and Society Gender and Family Gender and Education Social Dynamics of Gender – Patriarchy, Capitalism, Caste, Class and Gender
UNIT 4	Social Construction of Femininity Bio-Social Perspective of Gender Gender as Attributional Fact. Essentialism in the Construction of Femininity Challenging Cultural Notions of Femininity Images of Women in Sports, Arts, Media, Entertainment and Fashion Industry

Suggested Reading:

- Butler, Judith and Joan Scott, eds., 1992. *Feminists Theorize the Political*, New York: Routledge
- Butler, Judith, 1990, *Gender Trouble*, Routledge, New York
- Cherry Smith, 1997, 'Queer Notions', in Sandra Kemp and Judith Squires (eds), *Feminisms*, Oxford University Press: New York
- Connell, R W, 1987, *Gender and Power*, Cambridge, Polity Press
- Di Leonardo, Micaela. Ed. 1991. *Gender at Crossroads of Knowledge: Feminist Anthropology in the Postmodern Era*, University of California Press. California
- Gerda Lerner, 1985 *Creation of Patriarchy*, Oxford University Press
- Grew, Sneja, 1991, *A Reader in Feminist Knowledge*, Routledge, New York
- Jackson, Steve, 1999, 'Heterosexuality in Question', Sage Publications.
- Jaggar, A, 1983. *Feminist Politics and Human Nature*, Brighton: The Harvester Press.
- Kathy Rudy, 2000, 'Queer Theory and Feminism', *Women's Studies*, vol.29, 195- 216.
- Menon, Nivedita. ed. 2007. *Sexualities. Women Unlimited*. New Delhi.
- Millett, Kate, 1970, *Sexual Politics*, Avon Books, New York

- Mohanty, Chandra Talpade. 1991. Third World Women and the Politics of Feminism, ed. Indianapolis: Indiana University Press
- Scott, Joan 1988 Gender and the politics of history, New York: Columbia University Press
- Seidman, Steven 1996, (ed), 'Queer Theory/Sociology', Blackwell
- V. Geetha, 2007, Patriarchy, Stree Publications, Calcutta

Course Outcomes (CO):
Students will be able to:

CO1: Define and Evaluate gender as a social construct.

CO2: Identify the ways gender, power, privilege, and oppression play out across a range of cultures and human experiences.

CO3: Demonstrate an understanding of gender as it intersects with sexuality, race, ethnicity, religion, class and other critical variables.

CO4: Analyse human interactions and social/political systems using a “gender lens”.

CO5: Conduct scholarly research on key gender issues and/or debates.

Course Articulation Matrix: (Mapping of COs with POs and PSOs)

Course Outcomes	Program Outcomes							Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	3	3	3	2	3	2	3	3	3	2
CO2	3	3	3	3	2	2	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	2	2	2	3	3	3	3
CO5	3	2	3	3	2	2	3	3	3	3

Discipline Specific Elective Track: Indian Literatures

DSE: Indian Non-fiction Prose (MEN026A)

Course Objectives:

- To acquaint students with the forms, history, and development of Indian non-fiction prose in English and in translation.
- To critically engage with notable essays, autobiographies, travelogues, speeches, memoirs, reportage, and philosophical writings.
- To introduce major authors and works, both originally written in English and those translated from Indian languages.
- To foster an understanding of the socio-cultural and political contexts of non-fiction prose in India.
- To develop analytical and interpretive skills to study non-fiction prose forms.

Course Content

Unit 1	Mahatma Gandhi: Sections from <i>Hind Swaraj</i> Jawaharlal Nehru: Sections from <i>Letters from a Father to his Daughter, An Autobiography</i>) Rabindranath Tagore: <i>Nationalism</i>
Unit 2	Swami Vivekananda (Selected speeches and essays) A. P. J. Abdul Kalam (<i>Wings of Fire</i> – memoir extracts)
Unit 3	Pandita Ramabai (translated autobiographical writings) Rassundari Debi: <i>Amar Jiban</i>
Unit 4	Manoranjan Byapari: Sections from <i>Interrogating my Chandal Life</i>

	Nirad C. Chaudhuri: <i>The Autobiography of an Unknown Indian</i>
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Suggested Readings

- Mahatma Gandhi: *The Story of My Experiments with Truth*
- Jawaharlal Nehru: *An Autobiography*
- Rabindranath Tagore: *Creative Unity* (essays)
- Dr. B. R. Ambedkar: *Annihilation of Caste* (translation)
- Nirad C. Chaudhuri: *The Autobiography of an Unknown Indian*
- Arundhati Roy: *Listening to Grasshoppers, Field Notes on Democracy*
- Swami Vivekananda: Select Speeches
- Omprakash Valmiki: *Joothan* (translated excerpts)

Course Outcomes:

CO1: Critically analyse key works of Indian non-fiction (original and translated)

CO2: Understand genre development and variations in Indian non-fiction

CO3: Grasp core concepts in translation studies applied to Indian prose

CO4: Write informed, critical responses to major texts and contexts

CO5: Engage with the theme of resistance and dissent in Modern Indian non-fiction

Course Articulation Matrix: (Mapping of COs with POs and PSOs)

Course	Program Outcomes	Program Specific outcomes
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Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3			2	3	2	2	2	2	3	3	2	2	2	
CO2	3	3				2	3	2	2	2	2	3	3	3	2	2	
CO3	3	3	3			2	3	3	2	2	2	3	3	3	2	2	
CO4	3	3	3		2	2	3	3	2	2	2	3	3	3	2	2	

OR

Discipline Specific Elective Track: Critical Approaches to Literature

DSE: Film Theories and Appreciation (MEN027A)

Course Objective:

1. To develop a foundational understanding of the language and vocabulary of cinema, including key concepts such as mise-en-scène, signs, and syntax.
2. To explore the origins of cinema as a new artistic form and analyse its relationship with traditional art through the lens of mechanical reproduction.
3. To critically examine the theory and practice of adapting literary texts into films, focusing on intertextual relationships and cinematic reinterpretation.
4. To analyse representations of gender and sexuality in cinema using feminist and queer theoretical frameworks, with attention to the cinematic gaze and body politics.
5. To investigate the political, ideological, and spatial dimensions of cinema, particularly focusing on urban themes and the socio-political contexts of Hindi films.

Course Content

Unit 1	<p>Language of Cinema: mise en scene, film vocabulary signs and syntax</p> <p>James Monaco: “The Language of Film: Signs and Syntax”, Chapter 3 in <i>How to Read a Film: The World of Movies and Multimedia</i>, pp. 170-249</p>
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Unit 2	<p>Origin of Cinema as a New Form of Art: questioning the traditional functions of art; analyzing new art forms in the 20th century; film as a new form of art; silent cinema.</p> <p>Walter Benjamin ‘The Work of Art in the Age of Mechanical Reproduction.’</p> <p>Film: Modern Times, dir. Charlie Chaplin perf. Charlie Chaplin (1936).</p>
Unit 3	<p>Cinematic adaptations of literary texts: theory of adaptation; the relationship between literature and films; film as an adapted text; film itself</p> <p>Drama William Shakespeare, Macbeth (1623) – not for detailed study</p> <p>Films a) Maqbool dir. Vishal Bhardwaj (2003). b) Throne of Blood dir. Akira Kurosawa (1957)</p>
Unit 4	<p>Gender and sexuality; connection with literature; the difference between sexuality in films and that in literary texts; the gaze; the body; representation; cinematography.</p> <p>Laura Mulvey, ‘Visual Pleasure and Narrative Cinema’, in Film Theory and Criticism: Introductory Readings, eds Leo Braudy and Marshall Cohen (New York: Oxford UP 1999) pp. 833-44.</p> <p>Films a) Thelma and Louise dir. Ridley Scott (1991). b) Margarita with a Straw dir. Shonali Bose (2014)</p>

Suggested Readings:

- Benjamin, Walter. “The Work of Art in the Age of Mechanical Reproduction.” *Illuminations*, edited by Hannah Arendt, translated by Harry Zohn, Schocken Books, 1969, pp. 217–251.
- Mulvey, Laura. “Visual Pleasure and Narrative Cinema.” *Film Theory and Criticism: Introductory Readings*, edited by Leo Braudy and Marshall Cohen, 7th ed., Oxford University Press, 1999, pp. 833–844.

- Monaco, James. *How to Read a Film: The World of Movies and Multimedia*. 3rd ed., Oxford University Press, 2000. (Chapter 3: “The Language of Film: Signs and Syntax,” pp. 170–249)
- Prasad, Madhava. “The Absolutist Gaze: The Political Structure and the Cultural Form.” *Ideology of the Hindi Film: A Historical Construction*, Oxford University Press, 1998, pp. 48–82.
- Mazumdar, Ranjani. “Gangland Bombay.” *Bombay Cinema: An Archive of the City*, Permanent Black, 2007, pp. 149–196.

Course Outcomes

CO1: Students will be able to articulate and apply film vocabulary and concepts such as mise-en-scène and film syntax in textual analyses.

CO2: Students will critically assess cinema's role as a new form of art in the 20th century and understand theoretical perspectives such as Walter Benjamin's on mechanical reproduction.

CO3: Students will demonstrate analytical skills in comparing and contrasting literary texts and their cinematic adaptations.

CO4: Students will evaluate cinematic portrayals of gender and sexuality and apply critical theories such as Laura Mulvey's concept of the gaze.

CO5: Students will interpret films within their political and urban contexts, engaging with scholarly discourse on ideology and cultural representation.

Course Articulation Matrix: (Mapping of COs with POs and PSOs)

[illegible]

Open Elective Semester 1: Mytho-historical Fictions of Ashwin Sanghi

Course Objectives:

- To introduce students to Ashwin Sanghi's literary contributions within the genre of Indian mytho-thrillers and historical fiction.
- To familiarize students with the interplay between mythology, history, and contemporary politics in Sanghi's novels.
- To enable students to critically analyze the narrative structures, themes, and stylistic elements that characterize Sanghi's writing.
- To explore how Sanghi reinterprets ancient Indian texts and traditions through the lens of modern conspiracy, science, and global geopolitics.
- To encourage reflection on key themes such as civilizational identity, religious symbolism, esoteric traditions, and the tension between faith and rationality in contemporary Indian fiction.

Course Content

Unit 1	<i>Chanakya's Chant</i>
Unit 2	<i>The Rozabal Line</i>
Unit 3	<i>The Sialkot Saga</i>

Unit 4	<i>The Ayodhya Alliance</i>
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Suggested Readings:

- Doniger, Wendy. *The Implied Spider: Politics and Theology in Myth*. Columbia University Press, 1998.
- Eliade, Mircea. *Myth and Reality*. Translated by Willard R. Trask, Harper & Row, 1963.
- Hutcheon, Linda. *A Poetics of Postmodernism: History, Theory, Fiction*. Routledge, 1988.
- Knight, Peter. *Conspiracy Culture: From the Kennedy Assassination to The X-Files*. Routledge, 2000.
- Eco, Umberto. *Foucault's Pendulum*. Harcourt, 1989.

Course Outcomes

CO1: Students will gain knowledge of Ashwin Sanghi's novels and their contributions to contemporary Indian popular fiction.

CO2: Students will understand how Sanghi blends mythology, history, science, and thriller elements to create complex, multi-layered narratives.

CO3: Students will develop the ability to critically analyze Sanghi's use of intertextuality, symbolism, and narrative techniques.

CO4: Students will explore the role of myth, religion, and historical reinterpretation in shaping Indian cultural and civilizational identity in fiction.

CO5: Students will reflect on themes such as national security, geopolitics, esoteric traditions, and the relationship between faith and reason as represented in Sanghi's novels.

Course Articulation Matrix: (Mapping of COs with POs andPSOs)

Course Outcome	Program Outcomes												Program Specific outcomes				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO11	PO12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	2			2	2		2	2	2	2	3	3	2	2	
CO2	3	2				2	2	1	2	2	2	2	3	3	2	2	
CO3	3	3				2	3	2	2	2	2	3	3	3	2	2	
CO4	3	3				2	3	3	3	2	2	2	3	3	2	2	

Semester II

Major Core: Indian Aesthetics (MEN004A)

Course Objectives

- To initiate students in the study of Indian aesthetics and Literary Criticism
- To enable them to appreciate its theoretical dimensions and interpret texts

Course Content

UNIT 1	Rasa Theory Bharatamuni: <i>On Natya and Rasa: Aesthetics of Dramatic Experience</i> (translated by G.K. Bhatt)- Theory of Rasa, Constituents of Rasa- Vibhav, Anubhav, Vyabhichari, Sattvik Bhavas, Number of Rasas, Limitations of Rasa Doctrine
UNIT 2	Dhvani Theory Anandavardhan: <i>Dhvani: Structure of Poetic Meaning</i> (translated by K.Krishnamoorthy)

UNIT 3	Vakrokti <i>Kuntaka: Language of Poetry and Metaphor</i> (translated by George G.O. Hass)
UNIT 4	Rabindranath Tagore: “What is Art?” A.K. Ramanujan: “Is there an Indian Way of Thinking? An Informal Essay”
UNIT 5	Indian Poetic Traditions <i>Amir Khusrau: Multilingual Literary Culture</i> (translated by R. Nath and Faiyaz ‘Gwaliari’)

Suggested Reading:

- Auchitya in Sanskrit Poetics, 245-261. By V. Raghavan.
- Bhartrihari: Vakyapadiya, Trans. By K. A. Subramania Iyer. New Delhi: MLBD, 1971.
- Bhartrihari’s Discussions of the Nature of the Sphota. 272-286. By K. Raja
- Devy, G. N.: Indian Literary Criticism: Theory and Interpretation (2002). Hyderabad: Orient Blackswan, 2010.
- From Dhavanyaloka: Anandavardhana. Pp 78-88.
- From Locana: Abhinavgupta. Pp 108-135.
- From Vakrokti Jivita: Kumtaka. Pp 143-150.
- Kapoor, Kapil: Literary theory: Indian Conceptual Framework. Delhi: Affiliated East-West Press Pvt. Ltd, 2012.
- Kuntaka’s Theory of Poetry: Vakrokti. 206-218. By SK De
- Padia, Chandrakala: “Feminism, Tradition and Modernity: An Essay in Relation to Manusmriti.” (pp 231-39). Shimla: IIAS, 2002 & 2015.
- Sethuraman, V.S.: Indian Aesthetics: An Introduction. Bangalore: Trinity Press, 2014.
- Theory of Dhvani. 287-309. By K. Raja

Course Outcomes

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

CO1: Understand the basic concepts of aesthetics according to Indian scholars and philosophers against the historical background of the aspect of "beauty" in Fine Arts

CO2: Understand the four facets of Aesthetics, and the various aspects of Aesthetics, such as Aesthetic Attitude, Expression, Experience, Feeling and Emotion.

CO3: Analyze the contextual relevance of aesthetic theories.

CO4: To develop a culture of critical and analytical thinking

CO5: To engage with diverse poetic traditions of India

Course Articulation Matrix: (Mapping of COs with POs and PSOs)

Course Outcome s	Program Outcomes							Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	3	2	3	3	2	3	2	3	3	3
CO2	3	2	3	2	1	2	1	3	3	1
CO3	3	3	3	2	1	1	1	3	3	2
CO4	3	1	3	2	1	2	2	3	3	2

Major Core: Indian Writing in English (MEN005A)

Course Objectives:

- Familiarize the students with the importance of translation as a tool bridging the gap among various linguistic regions.
- Explain how Literature becomes wide reaching, from local confines to universal readership.
- Initiate to analyze the impact of social, political, economic, and political factors on the translation

Course Content

Unit 1	Upmanyu Chatterjee: <i>The Mammaries of the Welfare State</i>
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Unit2	Amitav Ghosh: <i>The Shadow Lines</i>
Unit 3	Mahesh Dattani: <i>Final Solutions</i>
Unit 4	Henry Derozio: “The Harp of India” Sarojini Naidu: “In the Bazaars of Hyderabad” A.K. Ramanujan: “Snakes”
Unit 5	Meena Alexander: “Where Do You Come From?” Vikram Seth: “The Frog and the Nightingale” Jeet Thayil: “The Haunts”

Suggested Readings:

- K.R.S. Iyengar, Indian Writing in English, New Delhi: Sterling Publishers, 1985.
- Mehrotra, Arvind K. A Concise History of Indian Literature in English, Macmillan, 2009.
- Mukherjee, Sujit. "Indo-English Literature: An Essay in Definition", Critical Essays on Indian
- Mukherjee, Sujit. "Towards a Literary History of India", The Idea of Indian Literature. Ed. Sujit
- Mukherjee. Mysore: Central Institute of Indian Language, 1981.
- Naik, M.K. and Shyamala Narayan. A History of Indian Writing in English. New Delhi: Sahitya Akademi
- Ramanan, Mohan. "Introduction" to Nineteenth Century Indian English Prose. Ed. Mohan
- Ramanan. New Delhi: Sahitya Akademi.
- Talwar, Urmil and Bandana Chakravarty. Contemporary Indian Drama. Rawat.
- Walsh, William. Indian Literature in English. London and New York: Longman, 1990.
- Writing: Presented to Armando Menezes. Eds. M.K. Naik et al., Dharwar: 1968.

Course Outcomes:

CO1: The student will be able to identify and discuss major works, authors, and genres in contemporary Indian literature.

CO2: The student will be able to analyze themes, styles, and narrative techniques in selected texts across novels, drama, poetry, and short stories.

CO3: The student will be able to interpret literary works in relation to their cultural, social, and political contexts.

CO4: The student will be able to appreciate and critically engage with diverse voices and perspectives in modern Indian writing.

CO5: The student will be able to present informed and coherent literary analyses in both oral and written forms.

Course Articulation Matrix: (Mapping of COs with POs and PSOs)

Course Outcome s	Program Outcomes							Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	3	2	3	2	1	3	2	3	3	3
CO2	1	3	2	2	3	1	2	3	1	2
CO3	3	3	3	2	2	2	3	3	3	2
CO4	3	3	3	3	2	3	2	3	3	3

Major Core: Literature from Neo-Classical to Victorian (MEN006A)

Course Objectives:

- Acquaint the students with three remarkable forms of literature: Essay, poetry and drama.
- Understand gradual changes from reason to emotion in British literature
- Highlight on the major features of neo-classicism and Enlightenment.
- Provide the students with the broad idea of the social and historical contexts of British Romantic Literature.
- Understand the concept of nature as stated by the romantic poets in literature.

- Appreciate the simplicity and lucidity of expression of poets in romantic literature

Course Content

Unit 1	Alexander Pope: <i>Rape of the Lock</i>
Unit2	Jonathan Swift: <i>Gulliver’s Travels</i> , “A Modest Proposal”
Unit 3	Thomas Gray: “Elegy Written in the Country Churchyard” Samuel Taylor Coleridge: “The Rime of the Ancient Mariner” Percy Bysshe Shelley: “Ozymandias”
Unit 4	Anna Seward: “To the Poppy” Hannah More: “Slavery: A Poem” Alfred Lord Tennyson: “In Memoriam” Robert Browning: “Porphyria’s Lover”
Unit 5	Emily Bronte: <i>Wuthering Heights</i>

Suggested Readings

- Abrams, M.H. The Mirror and the Lamp.
- Ford, Boris. General Editor. From Blake to Byron. Pelican History of Literature. Vol. 5.
- M Butler, Romantics, Rebels and Reactionaries: English Literature and its Background
- M. Kirkham, Jane Austen, Feminism and Fiction (Brighton, 1983)

Course Outcomes:

At the end of the course the student will be able to-

CO1: Read, understand and learn to interpret Neoclassical Literature

CO2: Differentiate between the various literary forms and devices such as the Epic, Mock Epic, Satire, Elegy Comedy of Manners, the Picaresque novel etc.

CO3: Follow the concept and significance of nature in Romantic poetry and understand the spiritual interpretation of nature and its educative power as depicted by the romantic poets

CO4: Understand the difference between reason and imagination, literature and revolution and get the glimpse of the presence of Gothic element in romantic literature.

CO5: Critically analyze and understand formal, societal, cultural, and human issues discussed and described in the poems, prose and the novel of that eras.

Course Articulation Matrix: (Mapping of COs with POs and PSOs)

Course Outcome s	Program Outcomes							Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	3	1	2	3	1	1	2	3	3	1
CO2	3	2	2	2	2	1	2	3	3	2
CO3	3	2	3	2	3	2	3	3	3	2
CO4	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	2	3	3	3	3	3	3

Major Core: Critical Theory (MEN007A)

Course Objectives

- undertake an in-depth study of structuralism and post-structuralism theories, their application in literary studies
- critique gender discrimination and ideological formations
- equip students with essential tools of research in literary studies via introducing them to modernism and post-modernist theoretical postulations in literary studies
- enable students to apply theoretical postulations concerned with cultural studies in literary texts.
- to equip students with postcolonial theory and practice

Course Content

UNIT 1	Structuralism and post-structuralism Ferdinand de Saussure: <i>Nature of the Linguistic Sign</i> Roland Barthes: <i>Death of the Author</i> Jacques Derrida: <i>Structure, Sign and Play in the Discourse of Human Sciences</i>
UNIT 2	Feminist Theory Sandra M. Gilbert and Susan Gubar: Chapter 2 of <i>The Mad Woman in the Attic</i> Elaine Showalter- Introduction to – <i>Towards a Feminist Poetics</i> Judith Butler: Excerpts from Chapter 3 Subversive Bodily Acts, Gender Trouble: Feminism and the Subversion of Identity
UNIT 3	Modernism and Postmodernism Louis Althusser: Excerpts from Ideology and Ideological State Apparatuses Jean Francois-Lyotard: Defining the Postmodern

	Jean Baudrillard: The Procession of Simulacr
UNIT 4	Cultural Studies Stuart Hall: <i>Cultural Studies and Theoretical Legacies</i> Stephen Greenblatt- <i>Culture</i> Raymond Williams: <i>The Analysis of Culture</i>
UNIT 5	Postcolonial Theory Edward Said: <i>Orientalism</i> (Chapter 1 Part IV) Chinua Achebe: <i>Colonialist Criticism</i> Homi Bhabha- <i>Of Mimicry and Man</i> (page 85-92 from <i>Location of Culture</i>)

Suggested Readings:

- Eagleton, Terry (1983). *Literary Theory: An Introduction*. Oxford: Blackwell.
- Leitch, Vincent B, et al., eds. (2010). *The Norton Anthology of Theory and Criticism*. New York: W. W. Norton. 845-867; 1895-1910.
- Lodge, David (1988). *Modern Criticism and Theory: A Reader*. New Delhi: Longman.
- Norris, Christopher (2002). *Deconstruction: Theory and Practice* (Chapter 2). London: Routledge.
- Thiong'o, Ngugi wa (1986). *Decolonizing the Mind: The Politics of Language in African Literature*. London: Oxford. 87-109.
- Ashcroft, Bill, et al. (2002). *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. London: Routledge.
- Barry, Peter (1999). *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester and New York: Manchester UP.
- Tyson, Lois (2013) *Critical Theory Today*. New York: Routledge.

Course Outcomes (CO):

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

CO1: Familiarize students with the literary premises and intellectual background pertinent to important eras of the literary and critical theory.

CO2: Encourage students to discover their own literary and critical "theories" as they read.

CO3: Know how to read, comprehend, discuss, analyze, and interpret critical texts of all types. Special emphasis will be placed on the cultivation of critical thinking, writing, and conversational skills.

CO4: Historicize and contextualize foundational theoretical and critical texts.

CO5: Employ critical methodologies appropriate to the practice of critical disciplines.

Course Articulation Matrix: (Mapping of COs with POs and PSOs)

Course Outcomes	Program Outcomes							Program Outcomes Specific		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	2	2	2	2	2	1	2	3	2	1
CO2	3	2	3	2	1	2	2	3	3	2
CO3	3	3	3	3	1	3	2	3	3	3
CO4	3	3	3	2	2	1	1	3	3	2
CO5	3	3	3	2	2	3	2	3	3	3

Major Core: Translation: Theory and Practise (MEN028A)

Course Objectives

- Introducing students to definitions and theories of translation.
- Familiarize students with the historical context of Translation in India and West
- Allowing students to gauge the politics of translation as a cultural phenomenon and the role of translator

- Enable students to gain a practical understanding of the practice of translation

Course Content

UNIT 1	<p>Concept of translation in the West and in the Indian tradition.</p> <p>Types of translation – intra-lingual and inter-semiotic; “word for word” or “sense for sense”; decoding and recoding</p> <p>Equivalence – linguistic and cultural; formal and dynamic; Equivalent Effect</p>
UNIT 2	<p>“Translators’ Invisibility” – Domestication and Foreignisation. Translation as Rewriting, Self – translation (Auto Translation), ‘Transcreation’</p> <p>Translation of an actual text: a short story/ excerpts from a novel or play/ poems</p>
UNIT 3	<p>Philosophical Theories of Translation – Steiner’s Hermeneutic Motion; Ezra Pound and the Energy of Language; The Task of the translator; Walter Benjamin; Deconstruction</p>
UNIT 4	<p>Literary Translation in Nineteenth Century India</p> <p>Postcolonial Translation Theory</p>
UNIT 5	<p>Translation in practise</p>

Suggested Readings:

Bassnett, Susan and Harsh Trivedi eds. *Postcolonial Translation: Theory and Practice*, Routledge, 1999.

Venuti, Lawrence. *The Translation Studies Reader*. New York: Routledge, 2004. Print.

Kalyani, P.K, *Translation Studies*, New Delhi, Creative Books, 2001

Mukherjee, Meenakshi, *The Twice Born Fiction*, New Delhi, Pencraft, 2001

Walter Benjamin, “The Task of the Translator” [first printed as introduction to a Baudelaire translation, 1923], in *Illuminations*, trans. Harry Zohn; ed. & intro. Hannah Arendt (NY: Harcourt Brace Jovanovich 1968), pp.69-82; and *Do.* [another edn.] (London: Fontana 1973).

Course Outcomes (CO):

Students should be able to:

CO1: learn about the fundamental theories of translation in the east and the west

CO2: get practical experience of translating the texts

CO3: familiarize themselves with the nuances of translating a text

CO4: get acquainted with the history of translation

CO5: familiarize themselves with the application of translation

Course Articulation Matrix: (Mapping of COs with POs and PSOs)

Course Outcome s	Program Outcomes							Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	2	2	2	2	2	1	2	3	2	1
CO2	3	2	3	2	1	2	2	3	3	2
CO3	3	3	3	3	1	3	2	3	3	3
CO4	3	3	3	2	2	1	1	3	3	2

CO5	3	3	3	2	2	3	2	3	3	3
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Semester III

Discipline Specific Elective Track: Indian Literatures

DSE: Modern Indian Drama (MEN029A)

Course Objectives:

- To explore the major conventions and stylistic innovations in modern Indian drama, including realist, metatheatrical, and postcolonial approaches.
- To analyse selected works by leading dramatists—Girish Karnad, Vijay Tendulkar, Manjula Padmanabhan, Abhishek Majumdar—focusing on thematic complexity and cultural context.
- To understand the interplay between Indian traditions and Western theatrical techniques.
- To identify and interpret postcolonial paradigms and their manifestations in Indian theatre.
- To encourage critical and creative engagement with dramatic texts via reading, performance critique, and research.

Course Content

Unit 1	Conventions of Indian Theatre Western realist techniques, metatheatre, and postcolonial paradigms
Unit 2	Girish Karnad: <i>Hayavadana</i>
Unit 3	Vijay Tendulkar: <i>Silence! The Court is in Session</i>
Unit 4	Manjula Padmanabhan: <i>Harvest</i>
Unit 5	Abhishek Majumdar: <i>The Djinns of Eidgah</i>

Suggested Readings

- Karnad, Girish. *Hayavadana*. Oxford University Press, 2018.
- Tendulkar, Vijay. *Silence! The Court is in Session*. Translated by Priya Adarkar, Oxford University Press, 2007.
- Padmanabhan, Manjula. *Harvest*. Aurora Metro Press, 2003.
- Majumdar, Abhishek. *The Djinns of Eidgah*. Methuen Drama, 2014.
- Chaudhuri, Asha Kuthari. “Metatheatre and Modern Indian Drama.” *Modern Drama*, vol. 57, no. 3, 2014, pp. 345–366.
- Dharwadker, Aparna Bhargava. *Theatres of Independence: Drama, Theory, and Urban Performance in India since 1947*. University of Iowa Press, 2005.
- Lal, Ananda. *Indian Drama in English: The Beginnings*. Sahitya Akademi, 2010.

Course Outcomes

CO1: Students will articulate the conventions that characterize modern Indian drama, distinguishing them from traditional and classical forms.

CO2: Students will perform critical analysis of dramatic texts, engaging with cultural, social, and political themes from an informed perspective.

CO3: Students will evaluate the influence of Western realism, metatheatre, and postcolonial theory on contemporary Indian plays and playwrights.

CO4: Students will present informed arguments and interpretations in written and oral formats.

CO5: Students will demonstrate an understanding of the evolving nature of Indian English-language drama in a global and local context.

Course Articulation Matrix: (Mapping of COs with POs and PSOs)

Course Outcome	Program Outcomes												Program Specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3			2	3	2	2	2	2	3	3	2	2	2	
CO2	3	3				2	3	2	2	2	2	3	3	3	2	2	
CO3	3	3	3			2	3	3	2	2	2	3	3	3	2	2	
CO4	3	3	3		2	2	3	3	2	2	2	3	3	3	2	2	

DSE: Partition Literature (MEN030A)

Course Objectives:

- To enable an understanding of the affective dimensions of the Partition in varied geopolitical spaces.
- To aid the student in comprehending the country's postcolonial realities.
- To introduce students to the following topics through the study of literary texts: colonialism nationalisms and the Partition of India in 1947 communalism violence and the British Rule in India homelessness exile and migration women and children in the Partition refugees rehabilitation and resettlement borders and borderlands.

Course Content

Unit 1	Bhishm Sahani: <i>Tamas</i>
Unit 2	Bapsi Sidhwa: <i>Ice Candy Man</i>
Unit 3	Sa'adat Hasan Manto: "Toba Tek Singh", "Khol do", "Thanda Gosht"

	Krishan Chander: “Peshawar Express”
Unit 4	Jibananda Das: “I Shall Return to This Bengal” Faiz Ahmed Faiz: “Night of Freedom” Amrita Pritam: “To Waris Shah”
Unit 5	M.S. Sathyu: <i>Garam Hawa</i>

Films

Garam Hawa (dir. M.S. Sathyu, 1974).

Khamosh Paani: Silent Waters (dir. Sabiha Sumar, 2003).

Subarnarekha (dir. Ritwik Ghatak, 1965)

Suggested Topics and Readings for Class Presentation Topics

Colonialism, Nationalism, and the Partition Communalism and Violence

Homelessness and Exile

Women in the Partition

Suggested Readings and Screenings

- Ritu Menon and Kamla Bhasin, ‘Introduction’, in *Borders and Boundaries* (New Delhi: Kali for Women, 1998).
- Sigmund Freud, ‘Mourning and Melancholia’, in *The Complete Psychological Works of Sigmund Freud*, tr. James Strachey (London: Hogarth Press, 1953) pp. 3041–53.
- Sukrita P. Kumar, *Narrating Partition* (Delhi: Indialog, 2004).
- Urvashi Butalia, *The Other Side of Silence: Voices from the Partition of India* (Delhi: Kali for Women, 2000).

Course Outcomes

CO1 – Student will develop a strong understanding of the complex politics that led to the partition of the Indian subcontinent into the two states of India and Pakistan.

CO2 – Student will have an insight to human and social costs of geo-political power struggles.

CO3 – Student will have an understanding of how “History” informs literature.

CO4 – Student will be able to comprehend the sense of alienation and exile in the context of partition.

CO5 – Student will be able to understand the role and position of women during partition.

Course Articulation Matrix: (Mapping of COs with POs and PSOs)

Course Outcome	Program Outcomes												Program Specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3			2	3	2	2	2	2	3	3	2	2	2	
CO2	3	3				2	3	2	2	2	2	3	3	3	2	2	
CO3	3	3	3			2	3	3	2	2	2	3	3	3	2	2	
CO4	3	3	3		2	2	3	3	2	2	2	3	3	3	2	2	

DSE: Indian Women’s Writing (MEN031A)

Course Objectives

- The aim of this course is to introduce the students to the Women writers of India and to present to them the Culture of India which they depicted in their writings.
- To understand women’s literary history, women’s studies and feminist criticism.
- To understand and examine closely narratives that seek to represent women femininities and by extension gendering itself
- To understand how gender norms intersect with other norms such as those of caste race religious and community to create further specific forms of privilege and oppression
- Identify how gendered practices influence and shape knowledge production and circulation of such knowledges including legal sociological and scientific discourses.

Course Content

UNIT 1	Mahasweta Devi: <i>Hazar Chaurasi Ki Ma</i>
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UNIT 2	Shashi Deshpande: <i>That Long Silence</i>
UNIT 3	Kamala Das: “My Story” Polie Sengupta: Thus Spake Shoornpankha, So Said Shakuni from <i>Women Centre Stage: The Dramatist And The Play</i>
UNIT 4	Manju Kapur: <i>Difficult Daughters</i>
UNIT 5	Selected Poems of Sarojini Naidu, Mira Bai, Balamani Amma, Kamla Bhasin

Suggested Topics and Readings for Class Presentations

Gender and Sex
The Confessional Mode in Women's Writing
Sexual Politics
Race, Caste and Gender
Social Reform and Women's Rights
Culture and Tradition and Women of India

Suggested Reading:

- Amrita Pritam. *Selected Poems of Amrita Pritam*. Dialogue Calcutta Publications
 - Anuja Chauhan. *The Zoya Factor*. Westland:2016.
 - Butler, Judith. *Gender Trouble* (1990).
 - de Beauvoir, Simone. *The Second Sex* (1949).
 - Freidan, Betty. *The Feminine Mystique* (1963).
 - Kamala Das. *My Story*. Harper Collins:2009.
 - Manjula Padmanabhan. *Laughter and Blood: Performance Pieces*. Hachette India:2020
 - Polie Sengupta. *Women Centre Stage: The Dramatist And The Play*. Routledge:2010
 - Sudhir Madhpati. *The Theme of Quest for Identity in Rama Mehta's Inside the Haveli*. Two Day National Seminar on Postcolonial Indian English Literature, August 2020.
- Tharu, Susie and K.S. Lalita, eds. "Introduction" Women Writing in India (New Delhi: O.U.P., 1993)*

Course Outcomes

CO1 - Students will be able to understand gender equality and women's rights.

CO2 - Students will learn about the revolutionary changes that occurred due to women empowerment.

CO3 - Students will be acquainted with the suppression and oppression a woman faces in a society.

CO4 - Students will learn about problems women face within different cultures and political boundaries.

CO5: Students will understand and examine closely narratives that seek to represent women femininities and by extension gendering itself

Course Articulation Matrix: (Mapping of COs with POs and PSOs)

Course Outcome	Program Outcomes												Program Specific outcomes				
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3			2	3	2	2	2	2	3	3	2	2	2	
CO2	3	3				2	3	2	2	2	2	3	3	3	2	2	
CO3	3	3	3			2	3	3	2	2	2	3	3	3	2	2	
CO4	3	3	3		2	2	3	3	2	2	2	3	3	3	2	2	

OR

Discipline Specific Elective Track: Critical Approaches to Literature

DSE: Literature and Environment (MEN032A)

Course Objective:

- Understand man's changing relationship with Ecology through fictionally factual and non fictional writings.
- Investigate and interpret interrelationship between literature and environment, also known as 'environmental humanities'.

- Understand the historical, demographic, physical, social, economic and institutional attributes of urbanization which along with innate biological and behavioural characteristics, constitute the multi-sectoral and multi-level determinants of urban health and well-being.
- Advocate a more thoughtful and ecologically sensitive relationship of man to nature.

Course Content

Unit 1	<p>Cherryl Glotfelty: <i>Literary Studies in an Age of Environmental Crisis</i></p> <p>William Howarth: <i>Ecocriticism in Context</i></p> <p>Graham Huggan and Helen Tiffin: <i>Postcolonial Ecocriticism- Literature, Animals, Environment</i> (Selections)</p>
Unit 2	<p>Gieve Patel: “On Killing a Tree”</p> <p>W.S Merwin: “End of a Day”</p> <p>Margaret Atwood: “Red Fox”</p> <p>Mamang Dai: “Green Jacket”</p>
Unit 3	<p>Henry David Thoreau: “Pond”</p> <p>Rachel Carlson: “And No Birds Sing”</p> <p>Aldo Leopold: “Land Ethic”</p>
Unit 4	Amitav Ghosh: <i>The Great Derangement</i>
Unit 5	Rabindranath Tagore: <i>Muktadhara</i>

Suggested Readings:

- Beginning Theory, Peter Barry, Vinod Vasishtha, 2010, 3rd edition
- Ecofeminism, Maria Mies & Vandana Shiva, Rawat Publications 1993, 1Edition
- Buell, Lawrence. *The Future of Environmental Criticism*. Wiley Blackwell, 2005.
- Nayar, Pramod K. *Ecoprecarity: Vulnerable Lives in Literature and Culture*. New York: Routledge, 2019.
- ---. *Vulnerable Earth: The Literature of Climate Crisis*. Cambridge, 2024.
- DeLoughrey, Elizabeth. *Allegories of the Anthropocene*. Duke, 2019.
- Heise, Ursula. *Sense of Place and Sense of Planet: The Environmental Imagination of the Global*. Oxford, 2008.
- DeLoughrey, Elizabeth, Jill Didur and Anthony Carrigan. Eds. *Global Ecologies and the Environmental Humanities: Postcolonial Approaches*. Routledge, 2015.
- Chao, Sophie, Karin Bolender and Eben Kirksey. Eds. *The Promise of Multispecies Justice*. Duke, 2022.
- Herman, David. *Narratology Beyond the Human: Storytelling and Animal Life*. Oxford, 2018.
- Pali, Brunilda, Miranda Forsyth and Felicity Tepper. Eds. *The Palgrave Handbook of Environmental Restorative Justice*. Palgrave Macmillan, 2022.
- The Green Studies Reader: From Romanticism to Eco criticism, Laurence Coupe Routledge (3 August 2000) 1Edition
- The Oxford Handbook of Eco criticism, Greg Garrard, Oxford University Press 2014.

Course Outcomes

At the end of the course the student will be able to-

CO1: Apply the study as a tool to explore the way nature / environment is understood, imagined and made.

CO2: Critically analyze urban health and well-being as an outcome of the complexities of the urban way of life

CO3: Develop critical awareness about sustainability practices

CO4: Explore issues such as environmental crisis, human greed, critiquing cultural and socio-historical contexts, capitalism, consumerism

CO5: Develop multi-disciplinary approach by studying environmental anthropology, environmental history, and environmental philosophy

Course Articulation Matrix: (Mapping of COs with POs and PSOs)

Course	Program Outcomes	Program	Specific
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Outcomes								Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	3	3	3	2	3	3	3	3	3	3
CO2	3	2	3	2	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3

DSE: Post-Colonial Literature (MEN033A)

Course Objectives

- Introduce the students to post colonial literature that includes the theory and concepts of post colonial studies.
- Develop the students' understanding of the cultural politics of imperialism.
- Trace the trajectory from the colonial subaltern's subordination to assertions of agency
- Problematize the idea of postcolonial literature and ask whether the geographically and culturally dispersed authors can be subsumed under the umbrella term 'postcolonial'.

Course Content

Unit 1	Bill Ashcroft- Introduction to Empire Writes Back
	Ashis Nandy: Introduction to <i>The Intimate Enemy</i>

Unit2	Derek Walcott: “Ruins of a Great House” A.D. Hope: “The Death of the Bird” Octavio Paz: “Eagle or Sun?”
Unit 3	Chinua Achebe: “Dead Men’s Path” Salman Rushdie: “The Prophet’s Hair” Chimamanda Ngozi Adichie: “The Thing Around Your Neck”
Unit 4	Shyam Selvadurai: <i>Funny Boy</i>
Unit 5	Gaiutra Bahadur: <i>Coolie Woman: The Odyssey of Indenture</i>

Suggested Readings

- Ashcroft, Bill, Gareth Griffiths & Helen Tiffin. Eds. *The Postcolonial Studies Reader*. New York & London: Routledge (1995) 1997.
- Australia. South Yaara: Hyland House, 1990
- Boehmer, Elleke. *Colonial & Postcolonial Literature* (1995). New Delhi: OUP, 2006.
- Bose, Sugata. “Post-Colonial Histories of South Asia: Some Reflections”. *Journal of Contemporary History*. Vol. 38, No. 1, (Jan., 2003), pp. 133-146
- Cilano, Cara N. *Contemporary Pakistani Fiction in English: Idea, Nation, State*, New York: Routledge, 2013
- Gandhi, Leela. *Postcolonial Theory*. Edinburgh: Edinburgh Univ. Press.
- Mukherjee, Meenakshi. *The Perishable Empire: Essays on Indian Writing in English*. OUP, 2002.

Course Outcomes

At the end of the course, student will be able to–

CO1: Understand the themes of colonialism, liberation, independence, tradition, modernity, individualism, community, socialism and capitalism.

CO2: Acquainted with the key concepts of postcolonial literary theory through the study of postcolonial texts

CO3: Understand and analyze how the colonial power has provoked from the nation in their search for a literature of their own.

CO4: understand ways in which literary theory applies to their own lives and cultures in Postcolonial literature.

CO5: Evaluate and apply post-colonial theories through different texts.

Course Articulation Matrix: (Mapping of COs with POs and PSOs)

Course Outcomes	Program Outcomes							Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	3	3	3	2	3	2	3	3	2	2
CO2	2	3	2	2	2	2	2	2	2	2
CO3	3	3	3	2	2	3	2	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	2	2	2	3	3	2

DSE: Memory, Trauma and Resistance (MEN034A)

Course Objectives

- To introduce students to foundational theories of memory, trauma, and witnessing in cultural and literary contexts.
- To analyse personal and collective narratives of trauma and resistance through diverse genres including prose, poetry, and performance.

- To engage critically with testimonies of historical atrocities, displacement, and political violence.
- To explore the intersections of memory and resistance in postcolonial and global contexts.
- To develop students' abilities to interpret and discuss trauma and memory as complex cultural and literary phenomena.

Course Content

Unit 1	Maurice Halbwachs: Selections from <i>On Collective Memory</i> Astrid Erll: Selections from <i>Memory in Culture</i> Pierre Nora: “Les Lieux des Memoires”
Unit 2	Cathy Caruth: Introduction to <i>Unclaimed Experience</i> Stef Craps: Selections from <i>Postcolonial Witnessing: Trauma out of Bounds</i>
Unit 3	Primo Levi: <i>If This is a Man</i>
Unit 4	Ghassan Kanafani: <i>Returning to Haifa</i>
Unit 5	Rafeef Ziadah: “We Teach Life, Sir” Franca Rame: “Rape” Claude McKay: “If We Must Die”

Suggested Readings;

- Caruth, Cathy. *Unclaimed Experience: Trauma, Narrative and History*. Johns Hopkins University Press, 1996. (Introduction)
- Craps, Stef. *Postcolonial Witnessing: Trauma Out of Bounds*. Palgrave Macmillan, 2014. (Selected chapters)
- Erll, Astrid. *Memory in Culture*. Palgrave Macmillan, 2011. (Selected excerpts)
- Halbwachs, Maurice. *On Collective Memory*. Translated by Lewis A. Coser, University of Chicago Press, 1992. (Selections)
- Kanafani, Ghassan. *Returning to Haifa*. Translated by Trevor Le Gassick, Lynne Rienner Publishers, 1999.
- Levi, Primo. *If This Is a Man*. Translated by Stuart Woolf, Abacus, 2005.
- McKay, Claude. "If We Must Die." *The Poetry and Prose of Claude McKay*, edited by William J. Maxwell, Library of America, 2007.
- Nora, Pierre. "Les Lieux de Mémoire." *Representations*, no. 26, 1989, pp. 7–24.
- Rame, Franca. "Rape." Translated by Ed Emery, *BOMB Magazine*, 1973.
- Ziadah, Rafeef. "We Teach Life, Sir." *Angry Nieces*, Bint Battuta Books, 2014.

Course Outcomes

CO1: Students will demonstrate an understanding of key theoretical frameworks on collective memory and trauma.

CO2: Students will critically analyze literary and artistic texts that engage with memory, trauma, and resistance.

CO3: Students will contextualize individual and collective experiences of trauma within broader social and political histories.

CO4: Students will articulate the role of art, literature, and performance in processes of witnessing and cultural memory.

CO5: Students will produce informed, thoughtful responses to complex issues of trauma, memory, and resistance in academic discussions and writings.

Major Core: Dissertation I (MEN012A)

Course Objectives:

- To develop research aptitude in students so that they can design and conduct an original and ethical research.
- To make students write a dissertation in the MLA format.
- To learn researches like empirical/data based (quantitative, qualitative, or mixed-methods)
- To do critical review of research and theory.
- To gain insights about the domain researched and critically reflecting on the steps of the research process.

Course Content

Unit 1	Abstract & Introduction: Understanding the area of research, ethical guidelines of research, and finalization of Topic
Unit 2	Review of Literature: Understanding and exploration of related research in the discipline
Unit 3	Methodology: Designing the Study, Methods of Data Collection as per the requirements of the topic and design
Unit 4	Data Analysis & Discussion: Qualitative and/or Quantitative Analysis as per the design and aims of the research
Unit 5	Writing of Research Paper and Dissertation

Course Outcomes

CO 1: Students will be able to design and conduct an original and ethical research.

CO 2: Students will be able to write a dissertation in the MLA format.

CO 3: Students will learn researches like empirical/data based (quantitative, qualitative, or mixed-methods)

CO 4: Students will be able to do critical review of research and theory.

CO 5: They will gain insights about the domain researched and critically reflecting on the steps of the research process.

Course Articulation Matrix: (Mapping of COs with POs and PSOs)

Course Outcomes	Program Outcomes							Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	3	1	3	2	1		2	3	3	2
CO2	3	3	3	2	2	2	2	3	3	3
CO3	3	3	3	2	2	2	3	3	3	2
CO4	3	1	2	2	3	2	3	3	3	2

Semester IV:

Major Core: Dissertation II (MEN013A)

Course Objectives:

- To develop research aptitude in students so that they can design and conduct an original and ethical research.
- To make students write a dissertation in the MLA format.
- To learn researches like empirical/data based (quantitative, qualitative, or mixed-methods)
- To do critical review of research and theory.
- To gain insights about the domain researched and critically reflecting on the steps of the research process.

Course Content

Unit 1	Abstract & Introduction: Understanding the area of research, ethical guidelines of research, and finalization of Topic
Unit 2	Review of Literature: Understanding and exploration of related research in the discipline
Unit 3	Methodology: Designing the Study, Methods of Data Collection as per the requirements of the topic and design
Unit 4	Data Analysis & Discussion: Qualitative and/or Quantitative Analysis as per the design and aims of the research
Unit 5	Writing of Research Paper and Dissertation

Course Outcomes

CO 1: Students will be able to design and conduct an original and ethical research.

CO 2: Students will be able to write a dissertation in the MLA format.

CO 3: Students will learn researches like empirical/data based (quantitative, qualitative, or mixed-methods)

CO 4: Students will be able to do critical review of research and theory.

CO 5: They will gain insights about the domain researched and critically reflecting on the steps of the research process.

Course Articulation Matrix: (Mapping of COs with POs and PSOs)

Course Outcome s	Program Outcomes							Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	3	1	3	2	1		2	3	3	2
CO2	3	3	3	2	2	2	2	3	3	3

CO3	3	3	3	2	2	2	3	3	3	2
CO4	3	1	2	2	3	2	3	3	3	2