



**CHRIST**  
(DEEMED TO BE UNIVERSITY)  
DELHI-NCR, INDIA

# School of Humanities and Social Sciences

Delhi NCR Campus

## Syllabus Master of Arts (English with Communication Studies) 2020-22

CHRIST(Deemed to be University)  
Delhi NCR Campus  
[www.ncr.christuniversity.in](http://www.ncr.christuniversity.in)

**Department of  
ENGLISH-AND-CULTURAL-STUDIES**

**Syllabus for  
Master of Arts (English with  
Communication Studies)  
Academic Year (2020)**

1 Semester - 2020 - Batch				
Paper Code	Paper	Hours Per Week	Credits	Marks
MEL111	TECHNICAL WRITING	3	3	50
MEL132	AMERICAN LITERATURE: VOICES FROM THE NATION	4	4	100
MEL133	CRITICAL STUDIES	4	4	100
MEL134	LINGUISTICS	4	4	100
MEL135	INTRODUCTION TO MASS COMMUNICATION AND JOURNALISTIC WRITING	4	4	100
2 Semester - 2020 - Batch				
Paper	Paper	Hours	Credits	Marks

<b>Code</b>		<b>Per Week</b>		
<b>MEL211</b>	<b>SPEECH AND ACCENT</b>	<b>3</b>	<b>3</b>	<b>50</b>
<b>MEL231</b>	<b>BRITISH LITERATURE II: CRITICAL READINGS</b>	<b>4</b>	<b>4</b>	<b>100</b>
<b>MEL232</b>	<b>RESEARCH METHODOLOGY</b>	<b>4</b>	<b>4</b>	<b>100</b>
<b>MEL233</b>	<b>LITERARY THEORY</b>	<b>4</b>	<b>4</b>	<b>100</b>
<b>MEL234</b>	<b>ENGLISH LANGUAGE EDUCATION</b>	<b>4</b>	<b>4</b>	<b>100</b>
<b>MEL241A</b>	<b>DEVELOPING MEDIA SKILLS</b>	<b>4</b>	<b>4</b>	<b>100</b>
<b>3 Semester - 2019 - Batch</b>				
<b>Paper Code</b>	<b>Paper</b>	<b>Hours Per Week</b>	<b>Credits</b>	<b>Marks</b>
<b>MEL331</b>	<b>INDIAN LITERATURES IN TRANSLATION</b>	<b>4</b>	<b>4</b>	<b>100</b>
<b>MEL332</b>	<b>POSTCOLONIAL LITERATURES</b>	<b>4</b>	<b>4</b>	<b>100</b>
<b>MEL333</b>	<b>CULTURAL STUDIES : EXPLORING IDENTITIES</b>	<b>4</b>	<b>4</b>	<b>100</b>
<b>MEL334</b>	<b>GENDER STUDIES</b>	<b>4</b>	<b>4</b>	<b>100</b>
<b>MEL381</b>	<b>INTERNSHIP</b>	<b>4</b>	<b>4</b>	<b>100</b>
<b>4 Semester - 2019 - Batch</b>				
<b>Paper Code</b>	<b>Paper</b>	<b>Hours Per Week</b>	<b>Credits</b>	<b>Marks</b>
<b>MEL411</b>	<b>SOCIAL INNOVATION AND ENTREPRENEURSHIP</b>	<b>3</b>	<b>3</b>	<b>50</b>
<b>MEL431</b>	<b>INDIAN LITERATURES IN ENGLISH</b>	<b>4</b>	<b>4</b>	<b>100</b>
<b>MEL432</b>	<b>WORLD LITERATURES</b>	<b>4</b>	<b>4</b>	<b>100</b>
<b>MEL433</b>	<b>FILM STUDIES : PERSPECTIVES</b>	<b>4</b>	<b>4</b>	<b>100</b>
<b>MEL441A</b>	<b>TRANSLATION STUDIES</b>	<b>4</b>	<b>4</b>	<b>100</b>
<b>MEL441B</b>	<b>READING THE CITY</b>	<b>4</b>	<b>4</b>	<b>100</b>
<b>MEL441C</b>	<b>CHILDREN'S LITERATURE</b>	<b>4</b>	<b>4</b>	<b>100</b>
<b>MEL441D</b>	<b>BHAKTI POETRY</b>	<b>4</b>	<b>4</b>	<b>100</b>
<b>MEL441E</b>	<b>CULTURAL POLITICS OF FOOD IN INDIA</b>	<b>4</b>	<b>4</b>	<b>100</b>
<b>MEL481</b>	<b>DISSERTATION</b>	<b>4</b>	<b>4</b>	<b>100</b>

### **Assesment Pattern**

Internal assessment - 50%

### **Examination And Assessments**

Written exam, Portfolio, Research papers, Dissertation, Performances, Internship

### **Department Overview:**

The Department of English in consonance with its mission statement is committed to promoting an intellectual climate through artistic creation, critical mediation and innovative ideation. The Department inculcates among its students a critical reading of the self, the society and the imagined with the aim of moulding them into responsible and socially sensitive citizens. The Department facilitates their holistic development by building emotional, academic, social, professional and global competencies. The Department aspires to create a nuanced understanding of canonical and non-canonical literary and cultural texts, their social milieu for an engaged and enduring understanding of life. The Department concurrently functions as a service department across the University and as a core Department under the Deanery of Humanities and Social Sciences. As a service department it offers English as a language to Undergraduate students of the Deaneries of Humanities and Social Sciences, Sciences, Commerce and Management. Additional English is offered in lieu of a second language to foreign students who have no prior knowledge of any Indian language or foreign language offered in the University and to Indian and NRI students who have not had a regional language in their school days. The Department offers the following core courses: English Studies and MA English with Communication Studies; two full time Research Programmes namely: MPhil and PhD

### **Mission Statement:**

Vision Towards critically reading Self, Society and the Imagined  
Mission The Department of English aspires to promote an intellectual climate through artistic creation, critical mediation and innovative ideation in a culture of reciprocal transformation.

### **Introduction to Program:**

The Masters programme in English with Communication Studies aspires to sustain and revive an academic interest in literary and cultural theories. The papers offered are as contemporarily relevant as possible, even eclectic. A conscious effort is made to ensure that theories are grounded in textual readings, wherever possible. Testing and evaluation patterns aim at fostering a culture of research rather than an exam driven system, which will enhance student reading and creativity. In keeping with practical demands, ELT,

communication study papers and the internship component are skill based and endeavour to make the programme application oriented. The programme will offer one value added course per semester at the Postgraduate level for the first three semesters alone. Value added courses provide students an opportunity to develop discipline specific and inter-disciplinary skills. These courses will give the adequate training to the students to develop their own interests and aptitudes. The objective is to help them enhance and gain a nuanced understanding of their curriculum.

### **Program Objective:**

? By the end of the four semesters the programme will prepare students to carry out independent and scholarship/original contribution that informs research, teaching and service in English departments. ? The students will have ?

- o Core knowledge methods and scholarship
- o Specialization knowledge, methods and scholarship
- o Critical thinking and creative synthesis
- o Research methods, methodology and publication
- o Become independent learners
- o Hands on experience through internships and service learning

### **Assesment Pattern**

Internal assessment - 50%

End Sem exam 50%

### **Examination And Assesments**

Written exam, Portfolio, Research papers, Dissertation, Performances, Internship

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### **Program Objective:**

By the end of the four semesters the programme will prepare students to carry out independent and scholarship/original contribution that informs research, teaching and service in English departments. The students will have: 1) Core knowledge methods and scholarship 2) Specialization knowledge, methods and scholarship 3) Critical thinking and creative synthesis 4) Research methods, methodology and publication 5) Become independent learners 6) Hands on experience through internships and service learning

Learning Outcomes Students will :

- 1) Acquire general knowledge of a range of historical fields, theories, methods, research protocols and scholarly practices
- 2) Demonstrate comprehensive knowledge of texts ? literary, cultural and filmic in

their chosen historical fields or research focus. 3) Acquire numerous skills like practical skills, creative thinking, critical reading, analytical writing and self-learning 4) Learn a number of strategies for analyzing individual examples of literary and cultural texts 5) Learn how to design and carry out original and persuasive research, produce original scholarship that contributed to the growth of knowledge, demonstrate an ability to define projects and conduct research independently

## **MEL111 - TECHNICAL WRITING (2020 Batch)**

**Total Teaching Hours for  
Semester:45**

**No of Lecture  
Hours/Week:3**

**Max Marks:50**

**Credits:3**

### **Course Objectives/Course Description**

#### **Course Description**

The course aspires to enable the learners to develop rhetorical and professional competencies to plan, draft, revise, edit and produce scientific and/or technical documents by employing the appropriate research methods as well as comprehending the ethical standards for the same. The focal point of the course will be on technical writing. However, oral communication of scientific and technical information will also form a vital component of the course. As the paper is intended to add value to the learners' professional skills, the prescribed readings and the mode of assessment endeavour to embed as well as extend the course on technical writing within and beyond the syllabus.

#### **Course Objectives**

- To create scientific and/or technical documents with rhetorical and professional competencies.
- To understand the legal and ethical considerations for creating the technical and/or scientific documents.

- To correspond in professional environments equipped with skills in content creation, copyedit as well as content review.

## **Learning Outcome**

### **Learning Outcomes**

A student should be able to copyedit, critically review and also produce technical and/or scientific documents for professional purposes. The ability to master this skill will enhance the students' chances of employability as a technical writer or content editor at organizations that necessitate learning and content development. The student should be equipped to create content catering to varied spheres, ranging from scientific products to technical applications to online tools.

## **Unit-1**

**Teaching Hours:7**

### **Introduction**

The unit will engage with the technical and/or scientific writing at a basic level, discuss technical writing process and related genres, and critically analyze the need and scope for technical writing as a necessary professional skill, in the form of email, business letters, and other such correspondences.

- Introduction to technical/scientific writing
- Writing in the Professional set-up
- Structure of the Formal Communication Avenues

## **Unit-2**

**Teaching Hours:12**

### **Writing Style, Content Review and Copy-Edit**

The unit will engage with the technical and/or scientific writing at the pragmatic level. The lesson will help the learners understand the nuances of Content review and copy-editing skills. The learners will also identify and apply the strategies for editing documents and standard proofreading.

- Introduction to Writing style, Copy editing and Reviewing
- Discussion on Writing Styles for Technical/Scientific writing



- The Need for Reviewing and copyediting in the Professional set-up
- Technical and/or scientific Language, Grammar and Punctuation Review

- Copyediting and Reviewing the technical documents

### **Unit-3**

**Teaching Hours:4**

#### **Ethics in Technical Writing**

The unit will analyze the ethical and legal considerations with the technical and/or scientific writing through discussions and critical analysis. The lesson will help the learners understand the need for understanding the ethical and legal criteria for technical and/or scientific writing.

- Examining the Ethical and legal considerations of technical writing

### **Unit-4**

**Teaching Hours:7**

#### **Target Audience, Motive and Research in Technical Writing**

The unit will analyze the importance of identifying the target audience or end-users of the Technical content, the purpose of the target audience with regard to the content, and the research that should be employed towards the same. The lesson will help the learners plan, draft and revise the technical and/or scientific content with valid prior assessments of the vital criteria.

- Evaluate the audience or end users for technical and/or scientific writing.
- Analyse the Document Adaptability of Primary, secondary and tertiary end users.
- Decipher and Apply the Research Methods for technical and/or scientific writing.

### **Unit-5**

**Teaching Hours:2**

#### **Graphics, Page Design and Layout in Technical Writing**

The unit will teach graphical aids (including tables and figures), page design and layout related techniques. The lesson will enhance the learner's visual aid, page design and layout application skills for the technical and/or scientific content that they develop.

- Assessment and application of tables and figures (including charts and illustrations) and best practices for integrating them into a technical and/or

scientific document.

- Definitions and examples of page design and layout and best practices for integrating them into a technical and/or scientific document.

## **Unit-6**

**Teaching Hours:8**

### **Online Content and Oral Presentations in Technical Writing**

The unit will examine the nuances of technical writing for online portals. The lesson will also study the techniques of oral presentations for technical and/or scientific content.

- Examine the nuances of online media and technical content writing

- Analyse and evaluate concepts, strategies and supplementary aids for oral presentations.

### **Text Books And Reference Books:**

Markel, M. Practical strategies for technical communication. (Boston, 2013).

Diana Hacker and Nancy Sommers, A Writer's Reference

Martha Kolln & Loretta Gray, Rhetorical Grammar: Grammatical Choices, Rhetorical Effects (7th ed.)

### **Essential Reading / Recommended Reading**

Markel, M. Practical strategies for technical communication. (Boston, 2013).

Diana Hacker and Nancy Sommers, A Writer's Reference

Martha Kolln & Loretta Gray, Rhetorical Grammar: Grammatical Choices, Rhetorical Effects (7th ed.)

## **Evaluation Pattern**

Every module will require a practical assignment which is graded to demonstrate an understanding of the topics discussed. The assignment could be individually maintained or collaborative, depending on the class dynamics and size (20 marks).

End Semester: Project Submission

The Project can be a combination of various scientific or technical content documents that are created by the students individually and it could vary from content copy-edit and/or content review and/or content creation. This form of assessment allows for a learner to apply the course knowledge as they develop their technical writing skills (30Marks).

The written evaluation to understand the theoretical knowledge of the students in lieu of the course. (100 marks).

## **MEL111N - TECHNICAL WRITING (2020 Batch)**

**Total Teaching Hours for Semester:45**

**No of Lecture  
Hours/Week:3**

**Max Marks:50**

**Credits:3**

### **Course Objectives/Course Description**

The course aspires to enable the learners to develop rhetorical and professional competencies to plan, draft, revise, edit and produce scientific and/or technical documents by employing the appropriate research methods as well as comprehending the ethical standards for the same. The focal point of the course will be on technical writing. However, oral communication of scientific and technical information will also form a vital component of the course. As the paper is intended to add value to the learners' professional skills, the prescribed readings and the mode of assessment endeavour to embed as well as extend the course on technical writing within and beyond the syllabus.

- To create scientific and/or technical documents with rhetorical and professional competencies.
- To understand the legal and ethical considerations for creating the technical and/or scientific documents.
- To correspond in professional environments equipped with skills in content creation, copyedit as well as content review.

## **Learning Outcome**

A student should be able to copyedit, critically review and also produce technical and/or scientific documents for professional purposes. The ability to master this skill will enhance the students' chances of employability as a technical writer or content editor at organizations that necessitate learning and content development. The student should be equipped to create content catering to varied spheres, ranging from scientific products to technical applications to online tools.

### **Unit-1**

**Teaching Hours:7**

#### **Introduction**

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- Introduction to technical/scientific writing
- Writing in the Professional set-up
- Structure of the Formal Communication Avenues

### **Unit-2**

**Teaching Hours:12**

#### **Writing Style, Content Review and Copy-Edit**

The unit will engage with the technical and/or scientific writing at the pragmatic level. The lesson will help the learners understand the nuances of Content review and copy-editing skills. The learners will also identify and apply the strategies for editing documents and standard proofreading.

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### **Unit-3**

**Teaching Hours:4**

#### **Ethics in Technical Writing**

The unit will analyze the ethical and legal considerations with the technical and/or scientific writing through discussions and critical analysis. The lesson will help the learners understand the need for understanding the ethical and legal criteria for technical and/or scientific writing.

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### **Unit-4**

**Teaching Hours:7**

#### **Target Audience, Motive and Research in Technical Writing**

The unit will analyze the importance of identifying the target audience or end-users of the Technical content, the purpose of the target audience with regard to the content, and the research that should be employed towards the same. The lesson will help the learners plan, draft and revise the technical and/or scientific content with valid prior assessments of the vital criteria.

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- Assessment and application of tables and figures (including charts and illustrations) and best practices for integrating them into a technical and/or scientific document.
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### **Unit-6**

**Teaching Hours:8**

#### **Online Content and Oral Presentations in Technical Writing**

The unit will examine the nuances of technical writing for online portals. The lesson will also study the techniques of oral presentations for technical and/or scientific content.

- Examine the nuances of online media and technical content writing
- Analyse and evaluate concepts, strategies and supplementary aids for oral presentations.

#### **Text Books And Reference Books:**

- Markel, M. Practical strategies for technical communication. (Boston, 2013).
- Diana Hacker and Nancy Sommers, A Writer's Reference
- Martha Kolln & Loretta Gray, Rhetorical Grammar: Grammatical Choices, Rhetorical Effects (7th ed.)

#### **Essential Reading / Recommended Reading**

As suggested by the course instructor.

#### **Evaluation Pattern**

Every module will require a practical assignment which is graded to demonstrate an understanding of the topics discussed. The assignment could be individually maintained or collaborative, depending on the class dynamics and size (20 marks).

#### End Semester: Project Submission

The Project can be a combination of various scientific or technical content documents that are created by the students individually and it could vary from content copy-edit and/or content review and/or content creation. This form of assessment allows for a learner to apply the course knowledge as they develop their technical writing skills (30Marks).

The written evaluation to understand the theoretical knowledge of the students in lieu of the course. (50 marks).

## **MEL131N - BRITISH LITERATURE I: CRITICAL READINGS (2020 Batch)**

**Total Teaching Hours for Semester:60**

**No of Lecture  
Hours/Week:4**

**Max Marks:100**

**Credits:4**

### **Course Objectives/Course Description**

This is a survey course that studies a selection of British texts and their contexts. Chronologically this paper introduces literature of medieval through early post French Revolution Britain, from the earliest written English poems, such as Beowulf to select texts of the Romantic era. Students learn to read this literature both formally and culturally, in relation to the charged and constantly changing social, political, religious, and linguistic landscape of pre-modern Britain. The syllabus attends to the early history of literary forms, to the developing idea of a vernacular literary canon, and to the category of the literary and canon itself. This paper actively engages students in the critical reading process-to read, comprehend, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, nonfiction and poetic texts.

### **Course Objectives**

- Be able to extend beyond basic comprehension of a text in order to evaluate and appraise its themes, motifs, characters, and structure.
- Participate in theoretical discussions about the text and produce extended written arguments regarding themes, motifs, characterization, etc.

- Develop proficiency in written analysis demonstrating the ability to develop and expand upon ideas which support a clear and well formulated thesis.
- Follow MLA style in formatting text and citing sources.
- Demonstrate awareness of rhetorical and grammatical conventions in all written assignments.
- Understand the relevant social, historical, and artistic contexts of these literary works.

### **Learning Outcome**

Students will demonstrate:

- The ability to read complex texts, closely and accurately.
- The ability to comprehend both traditional and contemporary schools/methods of critical theory and apply them to literary texts to generate relevant interpretations.
- The knowledge of literary history of particular periods of British literature.
- The ability to effectively conduct literary research.
- The ability to write clear, grammatically correct prose for a variety of purposes besides literary analysis.

### **Unit-1**

**Teaching Hours:15**

#### **Demons, Dragons and Heroes**

This is a survey of medieval British literature from the 7th c. through the 15th c. Unit 1 will help learners to describe the cultural hallmarks of the English Middle Ages that define it as a distinct period, while also pointing out the problematic of trying to separate it from the Renaissance or Early Modern period (usually identified with the sixteenth and seventeenth centuries in England). The learners will find significant continuities as well as differences between the medieval past and modernity, problematizing the notion of a sudden “Rebirth” of England. Instead of stereotypical notions of the Middle Ages as the nostalgic view of a simpler time of great faith and communal living with knights in shining armor and devout pilgrims, or the caricature of a barbaric and benighted time of reckless violence, superstition, and provincialism, the unit will reconstruct a more heterogeneous British Middle Age with both its riches and its shortcomings, while uncovering the many ways in which the Middle Ages continue to shape and inform current ideas, values, beliefs, etc.

**Key Concepts and Movements:** Medieval Times, Anglo Saxon Literature, Literary forms- Heroic Poems, Elegy, Lais, Verse Romance, Allegorical Dream Vision, Estate Satires, Literary Confessions, Spiritual Autobiography, Miracle, Mystery and Morality Plays, Literary Devices – Alliteration, apposition, meter, end rhyme, Tropes- epithet, blazon, affected modesty topos, personification and Irony

- NAEL Introduction to the Middle Ages (PP 3-28)
- Who is a medieval literature author? JSTOR article - **SLB**
- Excerpts- Caedmon's hymn, Beowulf, Marie de France- Milun, Pearl Poet- Sir Gawain and the Green Knight
- Excerpts- Malory- Morte D'arthur,
- Mary Hoffman from Women of Camelot,- **SLB**
- Article- King Arthur as Christian and Pagan - **SLB**
- Excerpts- William Langland- Piers Ploughman -The Prologue
- John Ball- When Adam delved and Eve span...
- Chaucer- Wife of Bath's Prologue, Excerpt- The Franklin's Tale
- Excerpts -Margery Kempe- The Book of Margery Kempe
- Excerpts- The Wakefield Second shepherds Play, Everyman - **SLC**

## **Unit-2**

**Teaching Hours:15**

### **Renaissance**

This unit focuses on Renaissance and marks a difference between the Italian Renaissance and the English Renaissance. The great age of English literary awakening, this period is also called Elizabethan Age. The new culture was refined by other European influences mainly Italian followed by French and Spanish. The evolution of the theatre, novels and religious poetry are results of Italian encounters. Reformation marks a break from this influence and the need to establish an English national character which was an antithesis to the Italian character. Unlike the medieval age, patriotism became the guiding force which desired to monopolize God and resulted in the triumph of Protestantism. The written works of England became as successful as their voyages, discoveries and political conquests in the sixteenth century. The emergence of English poetry intoxicated with the newness of metre and the freshness of vocabulary.

**Key Concepts and Movements:** Renaissance, Reformation, Humanism, Anglicanism, English Theatre, Greek Tragedy and Comedy, Bible Translations, Protestantism, The Dissolution of Monasteries, University Wits, Puritanism, Sonnets, Epic, Metaphysical poetry, Royal Society of London, Oliver Cromwell and British Commonwealth.

- Excerpts from Utopia, Thomas More



- Excerpts from Apologie for Poetry Philip Sydney
- Epithalamion , Edmund Spenser
- Dr. Faustus Christopher Marlowe- Select monologues - **SLC**
- Hamlet William Shakespeare
- “Of Truth” Francis Bacon
- John Milton L’Allegro and Il Penseroso
- Andrew Marvell To His Coy Mistress

### **Unit-3**

**Teaching Hours:15**

#### **Neo Classical Age**

In continuation with the survey of British social history, this unit deals with the latter half of the seventeenth century after the restoration of the monarchy to Charles II. As is characteristic of the age, a new revival of classics (neoclassical) by the learned men of letters made it an Age of Reason. The spirit of enquiry popularized by the influence of Renaissance gave impetus to empirical experience. The intellectual vigour made people move away from orthodoxy and the literate middle class even the poor felt dogmatism to be dangerous. A ‘homogenous coterie audience’ gave rise to Comedy of Manners. The Church of England became very powerful with its sacrament. The emergence of the political parties due to the decline of confidence in the monarchy (James I being catholic) and the civil war had its impact on literature. The latter half of the seventeenth century saw the emergence of a new genre of writing called the novel. There was a need to respect private and individual life as is evident in the writings of diaries and letters.

**Key Concepts and Movements:** Reaction to Puritanism, Heroic couplet, prose allegories, Coffee houses of London, Restoration Comedy, town poetry, (high and low verse), mock-epic, The Rise of the Novel, travelogues, Journalistic writing, diaries, The Whigs and the Tories.

- Macflecknoe (Part I) John Dryden
- Excerpts from Hudibras Samuel Butler (delete)
- John Bunyan The Pilgrim’s Progress(Chapter one and final Chapter) - **SLC**
- Samuel Pepys Excerpts from Diary
- Alexander Pope Preface to Epistle to Dr. Arbuthnot
- Daniel Defoe Journal of the Plague Year- Excerpts
- Jonathan Swift excerpts from The Travels
- Oliver Goldsmith -She Stoops to Conquer

### **Unit-4**

**Teaching Hours:15**

## **Romantic Age**

In the aftermath of the French Revolution, ideas of equality, liberty and fraternity found echoes in literature and the arts across Europe. Romanticism thus emerged as a differential aesthetic which radically rethought the purpose and meaning of literature, emphasizing connections with nature and society. The transcendental and sublime were extensively explored by Romantic poets who highlighted imagination as a powerful approach to realizing the world in subjective terms. Poetic language and diction became more accessible and ushered in the spirit of democracy in Literature. The Gothic Novel and the Novel of Romance and Sensibility alike introduced more women writers into popular fiction.

**Key Concepts and Movements:** Revolution and reaction, Spirit of the age, Romanticism as an aesthetic category, The Romantic Novel

- William Blake: “The Tyger”/ “The Poison Tree”
- Percy Bysshe Shelley: “Ode to the West Wind”
- Preface to The Lyrical Ballads
- William Wordsworth: The World is too Much With Us
- Lord Byron: She Walks in Beauty
- William Hazlitt: Excerpts from “The spirit of the Age”
- John Keats: “Ode upon a Grecian Urn”
- Coleridge: “Kubla Khan”
- Jane Austen: Pride and Prejudice - SLC

### **Text Books And Reference Books:**

The Norton Anthology of English Literature. 10th edition

### **Self-Learning Matrix:**

**SLA:** Reading

**SLB:** Reading and Discussion

**SLC:** Reading, Discussion and Assessment

### **Essential Reading / Recommended Reading**

1. Attridge, Derek. The Rhythms of English Poetry, 1982

2. Baugh, Albert. A Literary History of England, 1967
3. Brantlinger, Patrick. Rule of Darkness: British Literature and Imperialism, 1830-1914, 1988
4. Conrad, Peter. Modern Times, Modern Places. 1998
5. Doody, Margaret. The True Story of the Novel. 1996
6. Ellmann, Richard and Feidelson, Charles (ed.)The Modern Tradition: Backgrounds of Modern Literature, 1965
7. Pinsky, Robert. The Sounds of Poetry: A Brief Guide, 1998
8. Poovey, Mary. Making a Social Body: British Cultural Formation, 1830-1864, 1995
9. Watt, Ian. The Rise of the Novel, 1957
10. Bradley, A C. Shakespearean Tragedy
11. Wilson, F P. The English Drama
12. Tomlinson, T. B. A Study of Elizabethan and Jacobean Tragedy
13. Walker, Hugh. English Essays and Essayists

### **Evaluation Pattern**

CIA I and III can be either written analysis / presentation of a movement or dominant idea of the time, literary quiz or debates or seminar / panel discussions.

Mid-semester exam will be a written paper on the modules covered for 50 marks (5 questions out of 8, 10 marks each)

End semester exam: One Section: Five questions carrying 20 marks to be answered out of eight.

## **MEL132 - AMERICAN LITERATURE: VOICES FROM THE NATION (2020 Batch)**

**Total Teaching Hours for  
Semester:60**

**Max Marks:100**

**Course Objectives/Course  
Description**

**No of Lecture  
Hours/Week:4**

**Credits:4**

## Course Description

The course offers a survey of American Literature from the Beginning to the Contemporary time period. It attempts to map out the socio-political and cultural domains of the Nation from its formative years to the struggle and shaping and forging of an American ethos across centuries. The syllabus has a vast representation from all forms of literature, thus giving learners the opportunity to have a dialogue with oral, written and audio-visual texts that zooms one's vision to the intricate mixture of identities and aesthetic sensibilities of the ages; from 'melting pot' to 'salad bowl' culture. The uniqueness of the syllabus lies in the selection of the texts under each period which attempts to help the learners understand the nature and composition of literatures across times.

## Course Objectives

The course intends to enable learners to:

- Critically appreciate literary texts
- Systematically study the pattern in the historicity of America leading to Nation formation
- Understand the uniqueness and singular identities that many writers of America have
- Interact with the richness of culture and concepts that the various literatures represent

## Learning Outcome

### Learning Outcomes

By the end of the course, learners will be able to:

- Demonstrate familiarity with fundamental terminology and concepts relevant to the analysis of American literature.
- Demonstrate critical thinking skills to understand texts.
- Identify and appreciate the language of expression present in the various selections presented.

- Demonstrate the ability to formulate a thesis through readings and support it with evidence and argumentation.

## Unit-1

**Teaching  
Hours:10**

### **Exploring Origins, Contact Zone and American Revolution (Native American ? 1820)**

#### Unit Description

The unit introduces the learners to the history of Native America and the first stories of nation formation. The focus of this unit will be on the history of settlers, invaders and colonizers. The unit aims to help learners understand how the initial settlements, invasions and establishment of colonies shaped the nation formation. An overview of the entry of Columbus, John Smith and others will enable us to establish the history. The unit will focus on the Enlightenment period with specific reference to religion and science. The unit will also highlight the American Revolution, the expansion of the nation, democracy formation, the thirteen colonies and American Independence.

- “The Iroquois Creation Story”
- [Jan van der Straet, called Stradanus - Discovery of America: Vespucci Landing in America ca. 1587–89](#)
- Bartolome De Las Casas – Excerpt from An Account, Much Abbreviated, of the Destruction of the Indies- SLA
- Thomas Paine – “In What the True Revelation Consists”
- [Excerpts from \*The Declaration of Independence\*](#)

## Unit-2

**Teaching  
Hours:20**

### **Creating an American Idiom and New Trajectories (1820- 1914)**

The unit will highlight the major changes with expansion of the nation. Racism would be discussed. The focus will be on Civil war and other major

movements with regards to philosophy and literature- Transcendentalism, romanticism and dark romanticism.

- Longfellow – “A Psalm of Life”
- Emerson – “Brahma”
- Edgar Allan Poe – “The Cask of Amontillado” - SLC
- Herman Melville - Moby Dick (Audio-visual text - 1956)
- Frederick Douglass – Excerpt from The claims of the Negro Ethnologically Considered (Reference to Paul Laurence Dunbar – “Frederick Douglass” - SLA)
- Abraham Lincoln – “Gettysburg Address” (Audio text)
- Emily Dickinson – “My Life had Stood a Loaded Gun”
- Walt Whitman – “One's Self I Sing”
- Mark Twain - “The Celebrated Jumping Frog of Calaveras County” - SLC

### **Unit-3**

**Teaching  
Hours:15**

#### **Modernism: Breaking/ Re-envisioning Traditions (1914 -1945)**

The unit will focus on the new forms in literature, Afro-American writers, key movements like Harlem Renaissance and the American Dream. The central theme will also be World War and its effects on the psyche of the people of the nation. The fundamental idea of modernism and its influence on literature will be highlighted.

- Robert Frost – “Fire and Ice”
- Sandburg – “Cool Tombs”
- Wallace Stevens – “Of Modern Poetry”
- William Carlos Williams - “The red wheelbarrow” and “This is Just to Say” - SLC
- Ezra Pound – “In a Station of the Metro” and “A Pact” - SLC
- Zora Neal Hurston – “How it feels to be Colored me”
- E.E.Cummings – “The Grasshopper”

- Faulkner – “A Rose for Emily”
- Hemingway – “Hills Like White Elephants” - SLC

- [F. Scott Fitzgerald - The Great Gatsby](#)

## **Unit-4**

**Teaching  
Hours:15**

### **Coming of Age Literature (1945 - present)**

The unit will cover the post war effect on the nation. The American psyche which underwent a metamorphosis post world war and emerged as the superpower will be central to this unit. This unit has a wide range of texts to be discussed with specific reference to the contexts.

- Allen Ginsberg – “A Desolation”
- Arthur Miller – Crucible
- Gwendolyn Brooks – “Kitchenette Building”
- Anne Sexton – “The Black Art”
- Hunter S Thompson – Excerpt from Generation of Swine: Tales of Shame and Degradation in the '80's (Amazon) – SLB
- Bob Dylan – “All along the Watchtower”

- [Barack H. Obama - Speech at 2004 DNC Convention](#)

### **Text Books And Reference Books:**

The Norton Anthology of American Literature. 9th ed

### **Essential Reading / Recommended Reading**

Required Reading

American Literature, Volume 1: Colonial and Early National Writing, (ed) Darrel Abel.

American Literature, Volume 2: Literature of the Atlantic Culture, (ed) Darrel Abel.

Recent American Literature to 1930, (ed) Heiney and Downs Lenthel H, Volume 3; Barron's Educational Series

Recent American Literature After 1930, (ed) Heiney and Downs, Lenthel H. Volume 4; Barron's Educational Series

Literary History of The United States. (ed) Spiller, Thorp, Johnson, Canby, Ludwig,

Third Edition: Revised; Amerind Publishing Co. Pvt. Ltd.

The Heath Anthology of American Literature, Volume 1, Second Edition; (ed) Lauter, Yarborough et al, Heath

The Harper American Literature, Compact Edition; (ed) McQuade, Atwan et al, Harper and Row

#### Recommended Reading

Anne Bradstreet: from Contemplations

Sarah Kemble Knight : The journal of Madame Knight

Philip Freneau : The Indian Student or Force of Nature

Washington Irving : From A History of New York

James Fenimore Cooper : From The Last of the Mohicans

William Apess: An Indian's Looking-Glass for the White Man

Herman Melville: The Paradise of Bachelors and The Tartarus of Maids

Sarah Margaret Fuller: "Woman in the Nineteenth Century"

American Literature; Its position in the present time, and prospects for the future

Sojourner Truth: Address to the first Annual Meeting of the American Equal Rights Association

Frances Ellen Watkins Harper: The Colored People in America and the "Woman Question"

Mariano Guadalupe Vallejo (1808-1890): An Account of the Gold Rush



Lydia Howard Huntley Sigourney (1791-1865): The suttee

Sherwood Anderson: From Winesburg, Ohio

John Dos Passos: U.S.A

Elizabeth Bishop: In the waiting room

Sylvia Plath: Lady Lazarus

Robert Lowell: Skunk hour

Alice Walker: The child who favoured daughter

Adrienne Rich: Upper Broadway

Gary Snyder: Sixth-month song in the foothills

Vladimir Nabokov: Lolita

Ralph Ellison: Invisible Man

Thomas Pynchon: Entropy

### **Evaluation Pattern**

CIA I: The students are required to analyze any literary text based on Units 1 & 2 and write an analytical essay reviewing and examining the text closely with reference to the socio-political context. The text chosen could be either teacher's selection list or student choice based on the class dynamics.

CIA II: Mid-semester exam

Short essays based on the texts 3x10 = 30 marks

Long essay may be based on a single text or comparison of texts with reference to an age, phenomenon, movement or any socio-political discourse. 1 x 20 = 20 marks

CIA III: Students may base their assignment on Understanding America through Hollywood, through Television shows, Advertisements, Paintings and the like and present their analysis in the form of an essay or display. The assignment could be done in groups.

End Semester Exam

Short Essay type 1- 4 x 10 = 40 (Short essays could be based on genre, context, concept / movement and the like, questions could also include comparison of texts)

Essay type 2- 3 x 20 = 60 (Socio-Political discourse based questions)

## **MEL132N - AMERICAN LITERATURE: VOICES FROM THE NATION (2020 Batch)**

**Total Teaching Hours for Semester:60**

**No of Lecture  
Hours/Week:4**

**Max Marks:100**

**Credits:4**

### **Course Objectives/Course Description**

The course offers a survey of American Literature from the Beginning to the Contemporary time period. It attempts to map out the socio-political and cultural domains of the Nation from its formative years to the struggle and shaping and forging of an American ethos across centuries. The syllabus has a vast representation from all forms of literature, thus giving learners the opportunity to have a dialogue with oral, written and audio-visual texts that zooms one's vision to the intricate mixture of identities and aesthetic sensibilities of the ages; from 'melting pot' to 'salad bowl' culture. The uniqueness of the syllabus lies in the selection of the texts under each period which attempts to help the learners understand the nature and composition of literatures across times.

The course intends to enable learners to:

- Critically appreciate literary texts
- Systematically study the pattern in the historicity of America leading to Nation formation
- Understand the uniqueness and singular identities that many writers of America have
- Interact with the richness of culture and concepts that the various literatures represent

### **Learning Outcome**

By the end of the course, learners will be able to:

- Demonstrate familiarity with fundamental terminology and concepts relevant to the analysis of American literature.

- Demonstrate critical thinking skills to understand texts.
- Identify and appreciate the language of expression present in the various selections presented.
- Demonstrate the ability to formulate a thesis through readings and support it with evidence and argumentation.

## **Unit-1**

**Teaching  
Hours:10**

### **Exploring Origins, Contact Zone and American Revolution (Native American ? 1820)**

The unit introduces the learners to the history of Native America and the first stories of nation formation. The focus of this unit will be on the history of settlers, invaders and colonizers. The unit aims to help learners understand how the initial settlements, invasions and establishment of colonies shaped the nation formation. An overview of the entry of Columbus, John Smith and others will enable us to establish the history. The unit will focus on the Enlightenment period with specific reference to religion and science. The unit will also highlight the American Revolution, the expansion of the nation, democracy formation, the thirteen colonies and American Independence.

- “The Iroquois Creation Story”
- Jan van der Straet, called Stradanus - Discovery of America: Vespucci Landing in America ca. 1587–89
- Bartolome De Las Casas – Excerpt from An Account, Much Abbreviated, of the Destruction of the Indies- SLA
- Thomas Paine – “In What the True Revelation Consists”
- Excerpts from The Declaration of Independence

## **Unit-2**

**Teaching  
Hours:20**

### **Creating an American Idiom and New Trajectories (1820- 1914)**

The unit will highlight the major changes with expansion of the nation. Racism would be discussed. The focus will be on Civil war and other major movements with regards to philosophy and literature- Transcendentalism, romanticism and dark romanticism.

- Longfellow – “A Psalm of Life”
- Emerson – “Brahma”

- Edgar Allan Poe – “The Cask of Amontillado” - SLC
- Herman Melville - Moby Dick (Audio-visual text - 1956)
- Frederick Douglass – Excerpt from The claims of the Negro Ethnologically Considered (Reference to Paul Laurence Dunbar – “Frederick Douglass” - SLA)
- Abraham Lincoln – “Gettysburg Address” (Audio text)
- Emily Dickinson – “My Life had Stood a Loaded Gun”
- Walt Whitman – “One's Self I Sing”
- Mark Twain - “The Celebrated Jumping Frog of Calaveras County” - SLC

### **Unit-3**

**Teaching  
Hours:15**

#### **Modernism: Breaking/ Re-envisioning Traditions (1914 -1945)**

The unit will focus on the new forms in literature, Afro-American writers, key movements like Harlem Renaissance and the American Dream. The central theme will also be World War and its effects on the psyche of the people of the nation. The fundamental idea of modernism and its influence on literature will be highlighted.

- Robert Frost – “Fire and Ice”
- Sandburg – “Cool Tombs”
- Wallace Stevens – “Of Modern Poetry”
- William Carlos Williams - “The red wheelbarrow” and “This is Just to Say” - SLC
- Ezra Pound – “In a Station of the Metro” and “A Pact” - SLC
- Zora Neal Hurston – “How it feels to be Colored me”
- E.E.Cummings – “The Grasshopper”
- Faulkner – “A Rose for Emily”
- Hemingway – “Hills Like White Elephants” - SLC
- F. Scott Fitzgerald - The Great Gatsby

### **Unit-4**

**Teaching  
Hours:15**

## **Coming of Age Literature (1945 - present)**

The unit will cover the post war effect on the nation. The American psyche which underwent a metamorphosis post world war and emerged as the superpower will be central to this unit. This unit has a wide range of texts to be discussed with specific reference to the contexts.

- Allen Ginsberg – “A Desolation”
- Arthur Miller – Crucible
- Gwendolyn Brooks – “Kitchenette Building”
- Anne Sexton – “The Black Art”
- Hunter S Thompson – Excerpt from Generation of Swine: Tales of Shame and Degradation in the '80's (Amazon) – SLB
- Bob Dylan – “All along the Watchtower”
- Barack H. Obama - Speech at 2004 DNC Convention

### **Text Books And Reference Books:**

The Norton Anthology of American Literature. 9th ed

American Literature, Volume 1: Colonial and Early National Writing, (ed) Darrel Abel.

American Literature, Volume 2: Literature of the Atlantic Culture, (ed) Darrel Abel.

Recent American Literature to 1930, (ed) Heiney and Downs Lenthil H, Volume 3; Barron's Educational Series

Recent American Literature After 1930, (ed) Heiney and Downs, Lenthil H. Volume 4; Barron's Educational Series

Literary History of The United States. (ed) Spiller, Thorp, Johnson, Canby, Ludwig,

Third Edition: Revised; Amerind Publishing Co. Pvt. Ltd.

The Heath Anthology of American Literature, Volume 1, Second Edition; (ed) Lauter, Yarborough et al, Heath

The Harper American Literature, Compact Edition; (ed) McQuade, Atwan et al, Harper and Row

## **Self-Learning Matrix**

SLA: Reading

SLB: Reading and Discussion

SLC: Reading, Discussion and Assessment

Students are expected to read the self-reading texts before the discussion in class. These texts will be briefly analyzed in class with reference to the age and not dealt with in detail. The texts will provide the students with the literature necessary for understanding the socio-political and literary movements of America. The plays and novels will not be read in the classroom, but will be discussed during the class sessions.

### **Essential Reading / Recommended Reading**

Anne Bradstreet: from Contemplations

Sarah Kemble Knight : The journal of Madame Knight

Philip Freneau : The Indian Student or Force of Nature

Washington Irving : From A History of New York

James Fenimore Cooper : From The Last of the Mohicans

William Apess: An Indian's Looking-Glass for the White Man

Herman Melville: The Paradise of Bachelors and The Tartarus of Maids

Sarah Margaret Fuller: "Woman in the Nineteenth Century"

American Literature; Its position in the present time, and prospects for the future

Sojourner Truth: Address to the first Annual Meeting of the American Equal Rights Association

Frances Ellen Watkins Harper: The Colored People in America and the "Woman Question"

Mariano Guadalupe Vallejo (1808-1890): An Account of the Gold Rush

Lydia Howard Huntley Sigourney (1791-1865): The suttee

Sherwood Anderson: From Winesburg, Ohio

John Dos Passos: U.S.A

Elizabeth Bishop: In the waiting room

Sylvia Plath: Lady Lazarus

Robert Lowell: Skunk hour

Alice Walker: The child who favoured daughter

Adrienne Rich: Upper Broadway

Gary Snyder: Sixth-month song in the foothills

Vladimir Nabokov: Lolita

Ralph Ellison: Invisible Man

Thomas Pynchon: Entropy

### **Evaluation Pattern**

CIA I: The students are required to analyze any literary text based on Units 1 & 2 and write an analytical essay reviewing and examining the text closely with reference to the socio-political context. The text chosen could be either teacher's selection list or student choice based on the class dynamics.

CIA II: Mid-semester exam

Short essays based on the texts  $3 \times 10 = 30$  marks

Long essay may be based on a single text or comparison of texts with reference to an age, phenomenon, movement or any socio-political discourse.  $1 \times 20 = 20$  marks

CIA III: Students may base their assignment on Understanding America through Hollywood, through Television shows, Advertisements, Paintings and the like and present their analysis in the form of an essay or display. The assignment could be done in groups.

End Semester Exam

Short Essay type 1-  $4 \times 10 = 40$  (Short essays could be based on genre, context, concept / movement and the like, questions could also include comparison of texts)

Essay type 2-  $3 \times 20 = 60$  (Socio-Political discourse based questions)

UNIT 133 - CRITICAL STUDIES (2020 Batch)

**Total Teaching Hours for Semester:60**

**No of Lecture  
Hours/Week:4**

**Max Marks:100**

**Credits:4**

### **Course Objectives/Course Description**

#### Course Description

The critic is perhaps the author's simultaneous 'Other'. Art has perennially been chased by certain philosophical questions like: What is the purpose of Art? What is the role of the Artist? Has Art changed the world? True to the mysterious nature of art, it has not been able to dislodge these questions. On the contrary, it thrives on continuously unpacking answers to these questions. In so doing, every age has come up with its individual answers to some of these questions. That leads us to the next set of questions: How has the nature and role of Art changed over the years? Does Art influence its intellectual and social environment or is Art a culmination, a product of its socio-political times?

In this semester, we will look at discussions around the nature and purpose of Art. Our context of study will be focused on major trends that emerged in Europe, from the classical times to the beginning of the 20th century.

#### Course Objectives

- To introduce students to diverse perspectives in literary criticism.
- To encourage students to read primary texts.
- To enable students to critically evaluate the contributions and limitations of key thinkers
  
- To enable students to critique the relevance of early principles of art evaluation to the contemporary times

### **Learning Outcome**

#### Learning Outcomes



- The student will have an overview of major thinkers and their contributions to the field of literary criticism.
  - The student will attempt to encounter thinkers by approaching their primary sources.
  - The student will develop the ability to question the relevance of some key critical positions.
  - The student will learn to summarise key arguments of an essay.
- 
- The students will learn to apply some of these principles to their reading of literature.

### **Unit-1**

**Teaching Hours:15**

#### **The beginnings of literary criticism**

The unit is an introduction to early developments in the area of Western Literary Criticism and will look at issues related to literature and its criticism

- What is Literary criticism and literary theory?: Introductions from the Internet Encyclopedia of Philosophy and Norton Anthology.
- Plato: Republic - Books 3, 5, 7
- Aristotle's Poetics: Books I-III

(Self-Study: Open Yale Courses - Dr. Paul H. Fry's Lecture 1: Introduction- SLB)

### **Unit-2**

**Teaching Hours:15**

#### **The Humanist Tradition: From Medieval to Victorian Criticism**

The unit is an overview of ideas around Art, Artist, World and Text as it developed from the Medieval to Renaissance and Enlightenment and Romantic and Victorian Theory and Criticism. All essays are from the Norton Anthology.

- Dante: The Letter to Can Grande
- Sir Phillip Sydney: An Apology for Poetry
- Samuel Johnson: From Preface to Shakespeare
- William Wordsworth: Preface to Lyrical Ballads

- Matthew Arnold: Sweetness and Light from Culture and Anarchy

### **Unit-3**

**Teaching Hours:15**

#### **Literary Criticism in the 20th century**

The unit will focus on text-based approaches to literary studies – these were the first schools of literary thought that emerged in the 20th century

- Formalism and New Criticism : from Internet Encyclopedia of Philosophy
- T.S. Eliot: Tradition and the Individual Talent (Norton Anthology)
- Cleanth Brooks: The Language of Paradox
- Wimsatt and Beardsley: Intentional and Affective Fallacies

(Self-study: Yale Open Courses: Dr. Paul H. Fry's Lecture 6: the New Criticism and Western Formalisms and Lecture 7: Russian Formalism- SLB)

### **Unit-4**

**Teaching Hours:15**

#### **Structuralism and Post-structuralism**

The unit looks at the directions paved by Formalisms – we move from unified notions of literature to a challenging of these positions

- Structuralism and Post-structuralism. From Internet Encyclopedia of Philosophy.
- Saussure: Course on General Linguistics. From the Norton Anthology
- Roland Barthes: Elements of Semiology
- Foucault: What is an Author?

•Derrida: Structure, Sign and Play.

(Self-study: Yale open Courses Lecture 8 – Semiotics and Structuralism - SLB)

### **Text Books And Reference Books:**

Leitch B. Vincent. Ed. The Norton Anthology of Theory and Criticism. W.W. Norton Company, 2010.

Yale University's Open Yale Courses: Introduction to the theory of Literature: Dr. Paul H. Fry's Lecture Series

The Stanford Encyclopedia of Philosophy

The Internet Encyclopedia of philosophy

### **Essential Reading / Recommended Reading**

Habib, M.A. R. A History of Literary Criticism: From Plato to the Present. Wiley – Blackwell, 2011.

Waugh, Patricia. Ed. Literary Theory and Criticism. Oxford University Press, 2006.

Lavine, T. Z. From Socrates to Sartre: The Philosophic Quest. Bantam Books, U.S.A., 1984.

Abrams, M.H. The Mirror and the Lamp: Romantic theory and the Literary Tradition. OUP. 1972

J.A. Cuddon: Dictionary of Literary Terms and Literary Theory

Jeremy Hawthorn: A Glossary of Contemporary Literary Theory

### **Evaluation Pattern**

CIA I: NET / SET like objective questions on syllabus covered. This could be an online test. 20 marks

CIA II: A written test. One section – 5 questions out of 7 – 10 marks each.

CIA III: A response paper that critiques formalism or an application of Formalism to the reading of a poem.

End Semester Exam: A written exam of 100 marks. 5 questions out of 8 carrying 20 marks each.

## **MEL133N - CRITICAL STUDIES (2020 Batch)**

**Total Teaching Hours for Semester:60**

**No of Lecture  
Hours/Week:4**

**Max Marks:100**

**Credits:4**

### **Course Objectives/Course Description**

Course Description The critic is perhaps the author's simultaneous ? Other?. Art has perennially been chased by certain philosophical questions like: What is the purpose of Art? What is the role of the Artist? Has Art changed the world? True to the mysterious nature of art, it has not been able to dislodge these questions. On the contrary, it thrives on continuously unpacking answers to these questions. In so doing, every age has come up with its individual answers to some of these questions. That leads us to the next set of questions: How has the nature and role of Art changed over the years? Does Art influence its intellectual and social environment or is Art a culmination, a product of its socio-political times? In this semester, we will look at discussions around the nature and purpose of Art. Our context of study will be focused on major trends that emerged in Europe, from the classical times to the beginning of the 20th century. Course Objectives ?To introduce students to diverse perspectives in literary criticism. ?To encourage students to read primary texts. ?To enable students to critically evaluate the contributions and limitations of key thinkers ?To enable students to critique the relevance of early principles of art evaluation to the contemporary times

### **Learning Outcome**

Learning Outcomes ?The student will have an overview of major thinkers and their contributions to the field of literary criticism. ? The student will attempt to encounter thinkers by approaching their primary sources. ?The student will develop the ability to question the relevance of some key critical positions. ?The student will learn to summarise key arguments of an essay. ?The students will learn to apply some of these principles to their reading of literature.

### **Unit-1**

**Teaching Hours:15**

#### **The beginnings of literary criticism**

The unit is an introduction to early developments in the area of Western Literary Criticism and will look at issues related to literature and its criticism

- What is Literary criticism and literary theory?: Introductions from the Internet Encyclopedia of Philosophy and Norton Anthology.

- Plato: Republic - Books 3, 5, 7

- Aristotle's Poetics: Books I-III

(Self-Study: Open Yale Courses - Dr. Paul H. Fry's Lecture 1: Introduction- SLB)

## **Unit-2**

**Teaching Hours:15**

### **The Humanist Tradition: From Medieval to Victorian Criticism**

The unit is an overview of ideas around Art, Artist, World and Text as it developed from the Medieval to Renaissance and Enlightenment and Romantic and Victorian Theory and Criticism. All essays are from the Norton Anthology.

- Dante: The Letter to Can Grande

- Sir Phillip Sydney: An Apology for Poetry

- Samuel Johnson: From Preface to Shakespeare

- William Wordsworth: Preface to Lyrical Ballads

- Matthew Arnold: Sweetness and Light from Culture and Anarchy

**Unit-3****Teaching Hours:15****Literary Criticism in the 20th century**

The unit will focus on text-based approaches to literary studies – these were the first schools of literary thought that emerged in the 20th century

- Formalism and New Criticism : from Internet Encyclopedia of Philosophy
- T.S. Eliot: Tradition and the Individual Talent (Norton Anthology)
- Cleanth Brooks: The Language of Paradox
- Wimsatt and Beardsley: Intentional and Affective Fallacies

(Self-study: Yale Open Courses: Dr. Paul H. Fry's Lecture 6: the New Criticism and Western Formalisms and Lecture 7: Russian Formalism- SLB)

**Unit-4****Teaching Hours:15****Structuralism and Post-structuralism**

The unit looks at the directions paved by Formalisms – we move from unified notions of literature to a challenging of these positions

•Structuralism and Post-structuralism. From Internet Encyclopedia of Philosophy.

•Saussure: Course on General Linguistics. From the Norton Anthology

•Roland Barthes: Elements of Semiology

•Foucault: What is an Author?

•Derrida: Structure, Sign and Play.

(Self-study: Yale open Courses Lecture 8 – Semiotics and Structuralism - SLB)

### **Text Books And Reference Books:**

Leitch B. Vincent. Ed. The Norton Anthology of Theory and Criticism. W.W. Norton Company, 2010. Yale University's Open Yale Courses: Introduction to the theory of Literature: Dr. Paul H. Fry's Lecture Series The Stanford Encyclopedia of Philosophy The Internet Encyclopedia of philosophy

### **Essential Reading / Recommended Reading**

Habib, M.A. R. A History of Literary Criticism: From Plato to the Present. Wiley ? Blackwell, 2011. Waugh, Patricia. Ed. Literary Theory and Criticism. Oxford University Press, 2006. Lavine, T. Z. From Socrates to Sartre: The Philosophic Quest. Bantam Books, U.S.A., 1984. Abrams, M.H. The Mirror and the Lamp: Romantic theory and the Literary Tradition. OUP. 1972 J.A. Cuddon: Dictionary of Literary Terms and Literary Theory Jeremy Hawthorn: A Glossary of Contemporary Literary Theory

### **Evaluation Pattern**

CIA I:NET / SET like objective questions on syllabus covered. This could be an online test. 20 marks CIA II:A written test. One section ? 5 questions out of 7 ? 10 marks each. CIA III: A response paper that critiques formalism or an application of Formalism to the reading of a poem. End Semester Exam: A written exam of 100 marks. 5 questions out of 8 carrying 20 marks each.

## **MEL134 - LINGUISTICS (2020 Batch)**

**Total Teaching Hours for Semester:60**

**No of Lecture  
Hours/Week:4**

**Max Marks:100**

**Credits:4**

### **Course Objectives/Course Description**

#### **Course Description**

The course will provide a conceptual foundation for understanding the concerns, theories, and methodologies of linguistics. The paper will begin with the discussions on the basic principles/subfields of linguistics, covering aspects of phonology, morphology, syntax, semantics and pragmatics. The course will help students synthesise the knowledge pertaining to these principles/sub-fields and reflect on their implications on the cognitive, social, and pedagogical dimensions of language. The course will provide an in-depth understanding of the theoretical and methodological frameworks relevant for linguistics. The primary focus of the course will be on the socio-linguistic dimensions. Students will have an opportunity to learn how to analyse and evaluate historical and contemporary research observations on a varied range of issues in linguistics, thereby, familiarizing them with the research possibilities associated with linguistics.

#### **Course Objectives**

- Introduce the students to the core concepts in Linguistics.
- Instill basic understanding of the different levels of analysis in Linguistics, including Phonology, Morphology, Syntax, Semantics and Pragmatics.
- Introduce the learners to the basic theories and concepts in Psycholinguistics - Language Acquisition and Production.
- Introduce learners to basic concepts and scholarship in Sociolinguistics – Specific attention towards multilingualism as a problem or resource, language minoritisation



- Introductory exposure to research protocols in Linguistics.

## **Learning Outcome**

Learning Outcomes:

- Demonstrate a critical understanding of the scientific study of language;
- Demonstrate proficiency in conceptualization of phonetic, syntactic, and semantic aspects of language;
- Demonstrate the ability to apply acquired knowledge and theories to diverse settings: policy framework evaluations, EI or SL classrooms, language endangerment, or language conflicts
- Demonstrate the ability to analyze and conduct independent analyses of linguistic phenomena

### **Unit-1**

**Teaching Hours:6**

#### **Introduction to Linguistics**

Introduction to Linguistics: Brief history of the discipline; Major branches of linguistics; Introduction to the sub-systems of language; Relationship between language and communication; Communication: Definition, nature, requirements and types of communication

### **Unit-2**

**Teaching Hours:25**

#### **Essential of Linguistics**

Part 1: Definitions of major concepts, nature, properties, and functions of language

Part 2: Battle of Ideas: Often, courses introduce students to the concepts of syntax, semantics and pragmatics in a decontextualised manner, as separate courses. After introducing the individual components, this module will attempt to demonstrate the interrelatedness of the components, how the current research paradigms are reflecting on it and provide them a broad overview of the multiple dimensions of connecting the word and the world.

### Part 1a. Phonetics

This module will familiarise the students with basic principles of Phonetics and introduce the social implications of accent, pitch and intonations.

- Definition and branches - articulatory, acoustic and auditory phonetics
- Speech: Formation, organs of speech and airstream mechanism (clicks ingressive sounds)
- Stress, rhythm and intonation
- Introduction to language families through tonal variations/qualities

### Part 1b. Morphology-

- Etymology
- Morph, morpheme, and allomorph and their relationship.
- Word: Definition and types; Processes of word formation

### Part 1c. Syntax:

- Syntactic analysis
- Acceptability and grammaticality of sentences.

### Part 1d. Semantics:

- Concept of meaning.
- Different types of meanings.
- Meaning Relations, Semantic ambiguity.

- Pragmatics: Presupposition, implicature and entailment

### Part 2: Essentials of Linguistics: The battle of syntax, semantics and pragmatics

This unit will conclude by orienting students to these four perspectives and their interrelations four essential aspects of language studies. Using contemporary research and studies, issues and examples, an attempt will be

made to make the learner aware of the interconnectedness of the framework. E.g., learners will be exposed to question whether grammar is/is not a pragmatist's concern.

- Relationship between language and words
- Relationship between language and grammar
- Relationship between language and meaning (language change and language varieties)
- Relationship between language and interpretation

### **Unit-3**

**Teaching Hours:7**

#### **Language in society: Sociolinguistics**

This unit will aim to provide a foundation for understanding the 'place' of a language in society. Students will be exposed to myriad range of social factors, including but not restricted to, class, gender, ethnicity and age, including language change and evolution.

- Language families (Indo European family, Austro Asiatic, Sino Tibetan, and Dravidian), the branching of languages and the relevance of analyzing languages, dialects through the lens of language families.
- Relationships between language and social structure: Linguistic relativity
- Introduction to Sociolinguistics: Language isolates, Language change, Language varieties, Languages in Contact.
- Multilingual speech communities: dialects, pidgins and creoles, code-switching and code-mixing, language maintenance and shift:
- Sociolinguistic variation: class, gender, region, age
- Language change
- Diaglossia

- Social networks, style and register, politeness, cross-cultural communication

#### **Unit-4**

**Teaching Hours:7**

#### **Language and Mind: Psycholinguistics**

This unit will provide an understanding of the psychological and cognitive aspects of linguistics. Contemporary research will be discussed in class wherein, the innateness, universalisable aspects of issues such as ‘competence’ will be debated. For example, students will be made aware of the cognitive aspects of a bilingual language speaker and learner.

- Introduction to psycholinguistics
- Competence and performance
- Language acquisition (e.g., FL, SL will be covered)
- Language production

- Bilingualism, Multilingualism

#### **Unit-5**

**Teaching Hours:7**

#### **Concerns of Applied Linguistics: Language, Ideology and Identity**

The attempt of this unit is to orient students to understand Linguistics within a multidisciplinary framework. This approach aims to relook at the course on Linguistics as a competency based course, increasing the opportunities for the graduating students to engage, not only with traditional concerns of Linguistics (phonetics, semantics, syntax and pragmatics), but also contribute, with their training, to practical, policy based concerns, such as contributing to policy formulations and research driven projects, service and entrepreneurship. Keeping in mind the relevance of three core concerns: discourse of language within sub-disciplines of linguistics, research-level/action-driven research potential of course modules and to build on the range of the course, not delimiting it to generic categories of Linguistics, this module aims to elaborate the socio-cultural-anthropological implications of linguistic analysis. Specifically, this module will aim to provide a foundation for understanding the ‘place’ of a language in society. Therefore, the module will discuss issues that deal with how ideologies operate and create language

rights and policies, minoritisation, and discrimination. Students will also learn how languages are constitutive of the discourses of nation and identities.

- Linguicism-linguistic discrimination
- Language rights
- Language planning
- Future of endangered language, Language revitalization and maintenance (G N Devy, ref. 14)
- Language and its ecological niche (ref. 15, 16)
- Ethnicity and identity (ref. 17, 18)
- Territories, nations and their languages ( ref. 19)
- National languages
- Linguistic minorities

- Language and the media

## **Unit-6**

**Teaching Hours:8**

### **Linguistic Research Methods**

This unit will provide an introductory foundation for research in Linguistics. This will orient the students to the various methods, their scope, differential relevance for varied research projects and their limitations.

- Linguistic Analysis: Contemporary approaches of linguistic analyses (data-based Corpus design). Varied theoretical and methodological approaches of data will be discussed.
- Corpus Linguistics Methods
- Field Linguistic Methods (ref. 20, 21)
- Ethnography: the ‘observer's paradox’ (ref. 33)
- Discourse Analysis: Hands-on experience in data collection and analysis of discursive data. Understanding how linguists, through discursive data, uncover meanings, interpretations, and ideologies. (ref. 29)
- Language Advocacy: Creating a language revitalisation programme: assessing needs, goals, attitudes/The role of the researcher and external ‘expert’ (and case studies) (ref. 30,31,32)

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- Walsh, Michael. 2005. Will Indigenous Languages Survive? *Annual Review of Anthropology* 34:293-315; DOI: 10.1146/annurev.anthro.34.081804.120629.
- UNESCO, Ad Hoc Expert Group on Endangered Languages. 2003. Language Vitality and Endangerment: By way of introduction. UNESCO. [http://portal.unesco.org/culture/en/ev.php-URL\\_ID=9105&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/culture/en/ev.php-URL_ID=9105&URL_DO=DO_TOPIC&URL_SECTION=201.html)
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- Reyhner, Jon, Cantoni, Gina, St. Clair, Robert N., and Parsons Yazzie, Evangeline (eds.) 1999. *Revitalizing Indigenous Languages*. Flagstaff, AZ: Northern Arizona University (<http://jan.ucc.nau.edu/~jar/books.html>).

Holmes, Janet. 2008. *An introduction to sociolinguistics*. 3rd edn. London: Longman. ISBN: 9781405821315

### **Evaluation Pattern**

CIA I: A Review of Literature (Unit I and Unit II 1.a, b) / Reflective Journal / review of an Article

CIA 3: Full length article (Research Article/Proposal - Language Policy/Advocacy)

Mid-semester written exam based on modules 1 to 3 for 50 marks (2 hours)

End-semester written exam based on all the modules for 100 marks (3 hours)

**Total Teaching Hours for Semester:60**

**No of Lecture  
Hours/Week:4**

**Max Marks:100**

**Credits:4**

### **Course Objectives/Course Description**

The course will provide a conceptual foundation for understanding the concerns, theories, and methodologies of linguistics. The paper will begin with the discussions on the basic principles/subfields of linguistics, covering aspects of phonology, morphology, syntax, semantics and pragmatics. The course will help students synthesize the knowledge pertaining to these principles/sub-fields and reflect on their implications on the cognitive, social, and pedagogical dimensions of language. The course will provide an in-depth understanding of the theoretical and methodological frameworks relevant for linguistics. The primary focus of the course will be on the socio-linguistic dimensions. Students will have an opportunity to learn how to analyse and evaluate historical and contemporary research observations on a varied range of issues in linguistics, thereby, familiarizing them with the research possibilities associated with linguistics.

- Introduce the students to the core concepts in Linguistics.
- Instill basic understanding of the different levels of analysis in Linguistics, including Phonology, Morphology, Syntax, Semantics and Pragmatics.
- Introduce the learners to the basic theories and concepts in Psycholinguistics - Language Acquisition and Production.
- Introduce learners to basic concepts and scholarship in Sociolinguistics – Specific attention towards multilingualism as a problem or resource, language minoritisation
- Introductory exposure to research protocols in Linguistics.

### **Learning Outcome**

- Demonstrate a critical understanding of the scientific study of language;
- Demonstrate proficiency in conceptualization of phonetic, syntactic, and semantic aspects of language;
- Demonstrate the ability to apply acquired knowledge and theories to diverse settings: policy framework evaluations, EL or SL classrooms, language endangerment, or language conflicts
- Demonstrate the ability to analyze and conduct independent analyses of linguistic phenomena.

**Unit-1****Teaching Hours:6****Introduction to Linguistics**

Introduction to Linguistics: Brief history of the discipline; Major branches of linguistics; Introduction to the sub-systems of language; Relationship between language and communication; Communication: Definition, nature, requirements and types of communication.

**Unit-2****Teaching Hours:25****Part 1a. Phonetics**

This module will familiarize the students with basic principles of Phonetics and introduce the social implications of accent, pitch and intonations.

- Definition and branches - articulatory, acoustic and auditory phonetics
- Speech: Formation, organs of speech and airstream mechanism (clicks ingressive sounds)
- Stress, rhythm and intonation
- Introduction to language families through tonal variations/qualities

**Unit-2****Teaching Hours:25****Essential of Linguistics**

Part 1: Definitions of major concepts, nature, properties, and functions of language

Part 2: Battle of Ideas: Often, courses introduce students to the concepts of syntax, semantics and pragmatics in a decontextualized manner, as separate courses. After introducing the individual components, this module will attempt to demonstrate the interrelatedness of the components, how the current research paradigms are reflecting on it and provide them a broad overview of the multiple dimensions of connecting the word and the world.

**Unit-2****Teaching Hours:25****Part 1b. Morphology**

- Etymology
- Morph, morpheme, and allomorph and their relationship.
- Word: Definition and types; Processes of word formation.

**Unit-2****Teaching Hours:25****Part 1d. Semantics**

- Concept of meaning.
- Different types of meanings.
- Meaning Relations, Semantic ambiguity.
- Pragmatics: Presupposition, implicature and entailment

**Unit-2****Teaching Hours:25****Part 1c. Syntax**

- Syntactic analysis

- Acceptability and grammaticality of sentences.

## **Unit-2**

**Teaching Hours:25**

### **Part 2: Essentials of Linguistics: The battle of syntax, semantics and pragmatics**

This unit will conclude by orienting students to these four perspectives and their interrelations four essential aspects of language studies. Using contemporary research and studies, issues and examples, an attempt will be made to make the learner aware of the interconnectedness of the framework. E.g., learners will be exposed to question whether grammar is/is not a pragmatist's concern.

- Relationship between language and words
- Relationship between language and grammar
- Relationship between language and meaning (language change and language varieties)
- Relationship between language and interpretation

## **Unit-3**

**Teaching Hours:7**

### **Language in society: Sociolinguistics**

This unit will aim to provide a foundation for understanding the 'place' of a language in society. Students will be exposed to myriad range of social factors, including but not restricted to, class, gender, ethnicity and age, including language change and evolution.

- Language families (Indo European family, Austro Asiatic, Sino Tibetan, and Dravidian), the branching of languages and the relevance of analyzing languages, dialects through the lens of language families.
- Relationships between language and social structure: Linguistic relativity
- Introduction to Sociolinguistics: Language isolates, Language change, Language varieties, Languages in Contact.
- Multilingual speech communities: dialects, pidgins and creoles, code-switching and code-mixing, language maintenance and shift:
- Sociolinguistic variation: class, gender, region, age
- Language change
- Diaglossia
- Social networks, style and register, politeness, cross-cultural communication

## **Unit-4**

**Teaching Hours:7**

### **Language and Mind: Psycholinguistics**

This unit will provide an understanding of the psychological and cognitive aspects of linguistics. Contemporary research will be discussed in class wherein, the innateness, universalisable aspects of issues such as 'competence' will be debated. For example, students will be made aware of the cognitive aspects of a bilingual language speaker and learner.

- Introduction to psycholinguistics
- Competence and performance
- Language acquisition (e.g., FL, SL will be covered)
- Language production
- Bilingualism, Multilingualism

## **Unit-5**

**Teaching Hours:7**

### **Concerns of Applied Linguistics: Language, Ideology and Identity**

The attempt of this unit is to orient students to understand Linguistics within a multidisciplinary framework. This approach aims to relook at the course on Linguistics as a competency based course, increasing the opportunities for the graduating students to engage, not only with traditional concerns of Linguistics (phonetics, semantics, syntax and pragmatics), but also contribute, with their training, to practical, policy based concerns, such as contributing to policy formulations and research driven projects, service and entrepreneurship. Keeping in mind the relevance of three core concerns: discourse of language within sub-disciplines of linguistics, research-level/action-driven research potential of course modules and to build on the range of the course, not delimiting it to generic categories of Linguistics, this module aims to elaborate the socio-cultural-anthropological implications of linguistic analysis. Specifically, this module will aim to provide a foundation for understanding the ‘place’ of a language in society.

Therefore, the module will discuss issues that deal with how ideologies operate and create language rights and policies, minoritisation, and discrimination. Students will also learn how languages are constitutive of the discourses of nation and identities.

- Linguicism-linguistic discrimination
- Language rights
- Language planning
- Future of endangered language, Language revitalization and maintenance (G N Devy, ref. 14)
- Language and its ecological niche (ref. 15, 16)
- Ethnicity and identity (ref. 17, 18)
- Territories, nations and their languages ( ref. 19)
- National languages
- Linguistic minorities
- Language and the media

## **Unit-6**

**Teaching Hours:8**

### **Linguistic Research Methods**

This unit will provide an introductory foundation for research in Linguistics. This will orient the students to the various methods, their scope, differential relevance for varied research projects and their limitations.

- Linguistic Analysis: Contemporary approaches of linguistic analyses (data-based Corpus design). Varied theoretical and methodological approaches of data will be discussed.
- Corpus Linguistics Methods
- Field Linguistic Methods (ref. 20, 21)
- Ethnography: the 'observer's paradox' (ref. 33)
- Discourse Analysis: Hands-on experience in data collection and analysis of discursive data. Understanding how linguists, through discursive data, uncover meanings, interpretations, and ideologies. (ref. 29)
- Language Advocacy: Creating a language revitalisation programme: assessing needs, goals, attitudes/The role of the researcher and external 'expert' (and case studies) (ref. 30,31,32)

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- Dalby, Andrew 2002 *Language in Danger: How language loss threatens our future*. London: Penguin.
- Fishman, Joshua A. (ed.) 1991. *Reversing Language Shift: Theoretical and Empirical Foundations of Assistance to Threatened Languages*. Clevedon: Multilingual Matters.
- Reyhner, Jon, Cantoni, Gina, St. Clair, Robert N., and Parsons Yazzie, Evangeline (eds.) 1999. *Revitalizing Indigenous Languages*. Flagstaff, AZ: Northern Arizona University (<http://jan.ucc.nau.edu/~jar/books.html>).
- Holmes, Janet. 2008. *An introduction to sociolinguistics*. 3rd edn. London: Longman. ISBN: 9781405821315

### **Evaluation Pattern**

CIA I: A Review of Literature (Unit I and Unit II 1.a, b) / Reflective Journal / review of an Article

CIA 3: Full length article (Research Article/Proposal - Language Policy/Advocacy)

Mid-semester written exam based on modules 1 to 3 for 50 marks (2 hours)

End-semester written exam based on all the modules for 100 marks (3 hours)

## **MEL135 - INTRODUCTION TO MASS COMMUNICATION AND JOURNALISTIC WRITING (2020 Batch)**

**Total Teaching Hours for Semester:60**

**No of Lecture  
Hours/Week:4**

**Max Marks:100**

**Credits:4**

**Course Objectives/Course Description**

Course Description

The course is designed to provide students considerable input regarding areas related to communication, the newspaper industry, the profession of reporting & the legal-ethical issues linked to news writing and news dissemination.

### Course Objectives

- To enable students garner considerable knowledge regarding the communication process and the news industry with special emphasis to newspapers.
- To provide students a clear understanding about the newspaper industry and the dynamics within.
- To inculcate in students the skill to write news articles for newspapers.

### Learning Outcome

#### Learning Outcomes

- Students will have good knowledge about newsroom roles and responsibilities.
- Students will be able to create content for the various pages of the newspaper across different domains-politics, economy and society.
- Students will have a functional understanding of newspaper design and page layout.

#### **Unit-1**

**Teaching Hours:15**

#### **Communication**

Definitions, process, elements, function, barriers

- Kinds of communication- intra/inter-personal, group, mass.
- Communication, society & socialization. Mass media communication-nature, characteristics, impact.
- Models of communication: Aristotle, Shannon and Weaver, Harold Laswell, Frank Dance.

- Media Effects Theories: News Framing; Media Priming; Social-Cognitive theory of mass communication; Uses and Gratifications; Cultivation theory.

## **Unit-2**

**Teaching Hours:15**

### **Print Media Communication**

- History of newspapers-world/India.
- Contribution of newspapers to India's freedom struggle.
- Newspapers in India post-independence. Iconic individuals and their contributions to Indian journalism.
- Philosophy & Editorial stands of select newspapers-TOI, The Hindu, Hindustan Times, Indian Express.

- Regional newspapers and their relevance. Milestones in Indian journalism.

## **Unit-3**

**Teaching Hours:15**

### **Reporting News**

Aspects of beat reporting- research, reading & recording of information.

- Cultivating news sources.
- Reporting techniques-Investigative, interpretative, depth reports, human interest.
- Conducting interviews.
- Reporting different domains-Politics, economy, crime, sports, law, lifestyle.

- Legal & ethical issues while reporting.

## **Unit-4**

**Teaching Hours:15**

### **Writing for newspapers**

Journalistic writing-nature, process and styles.

- Concept of news-definitions, news values, nose for news.
- News writing- elements of news stories-Lead, body & closure; 5 Ws & 1 H.
- News writing structures- pyramid, inverted pyramid, hourglass, chronological.
- Feature writing and supplement pages.
- Newspaper design.
- Anatomy of a newspaper.
- Typography-font type, anatomy of type, type families.

- Readability & aesthetic principles.

- Page layout & design.

### **Text Books And Reference Books:**

Text Books and Reference Books

- David K. Berlo, The Process of Communication, Holt Rhinehart and Winston, 1960.
- Denis McQuail, Mass Communication Theory, Third Edition, Sage Publication, 1994
- Julius Harris The Complete Reporters, Macmillon, Newyork, 1981.
- Kamath M.V., Professional Journalism, Vikas Publications, 1980.
- Louis Alexnde, Beyond the Facts: A guide to the art of the Feature writing, Gulf Publishing Company, 1982.

### **Essential Reading / Recommended Reading**

Text Books and Reference Books

- David K. Berlo, The Process of Communication, Holt Rhinehart and Winston, 1960.
- Denis McQuail, Mass Communication Theory, Third Edition, Sage Publication, 1994
- Julius Harris The Complete Reporters, Macmillon, Newyork, 1981.
- Kamath M.V., Professional Journalism, Vikas Publications, 1980.
- Louis Alexnde, Beyond the Facts: A guide to the art of the Feature writing, Gulf Publishing Company, 1982.

## Evaluation Pattern

- One comprehensive current affairs test based on newspaper reading-20 marks (Individual)
  - A weekly newsletter in groups of 5, which will have university news & views, conceptualized and created by the students-text, visuals and design-20 marks (group)
  - Portfolio-A collection of articles written by the student. One article every week by each student on either Google classroom or LMS. Each article would represent the different journalistic styles discussed in class-50 marks (Individual)
  - Design the cover page of the portfolio using principles of design & layout-10 marks (Individual)
  - Newsletters will have to be printed and a colour copy of the same submitted by group to the concerned faculty offering the course. The cost of printing must be borne by the group.
- Similarly, the portfolio will showcase the articles of each individual and have an attractive cover page. The cover page should be in colour but the rest of the pages may be in black/white. A print copy of the portfolio should be submitted to the concerned faculty offering the course. The cost of printing must be borne by the individual student.

## MEL135N - INTRODUCTION TO MASS COMMUNICATION AND JOURNALISTIC WRITING (2020 Batch)

**Total Teaching Hours for Semester:60**

**Max Marks:100**

**Course Objectives/Course Description**

The course is designed to provide students considerable input regarding areas related to communication, the newspaper industry,

**No of Lecture Hours/Week:4**

**Credits:4**

the profession of reporting & the legal-ethical issues linked to news writing and news dissemination.

- To enable students garner considerable knowledge regarding the communication process and the news industry with special emphasis to newspapers.
- To provide students a clear understanding about the newspaper industry and the dynamics within.
- To inculcate in students the skill to write news articles for newspapers

### **Learning Outcome**

- Students will have good knowledge about newsroom roles and responsibilities.
- Students will be able to create content for the various pages of the newspaper across different domains-politics, economy and society.
- Students will have a functional understanding of newspaper design and page layout.

### **Unit-1**

**Teaching Hours:15**

#### **Communication**

- Definitions, process, elements, function, barriers
- Kinds of communication- intra/inter-personal, group, mass.
- Communication, society & socialization. Mass media communication- nature, characteristics, impact.
- Models of communication: Aristotle, Shannon and Weaver, Harold Laswell, Frank Dance.
- Media Effects Theories: News Framing; Media Priming; Social-Cognitive theory of mass communication; Uses and Gratifications; Cultivation theory.

### **Unit-2**

**Teaching Hours:15**

#### **Print Media Communication**

- History of newspapers-world/India.
- Contribution of newspapers to India's freedom struggle.
- Newspapers in India post-independence. Iconic individuals and their contributions to Indian journalism.

- Philosophy & Editorial stands of select newspapers-TOI, The Hindu, Hindustan Times, Indian Express.

- Regional newspapers and their relevance. Milestones in Indian journalism.

### **Unit-3**

**Teaching Hours:15**

#### **Reporting News**

- Aspects of beat reporting- research, reading & recording of information.
- Cultivating news sources.
- Reporting techniques-Investigative, interpretative, depth reports, human interest.
- Conducting interviews.
- Reporting different domains-Politics, economy, crime, sports, law, lifestyle.
- Legal & ethical issues while reporting.

### **Unit-4**

**Teaching Hours:15**

#### **Writing for newspapers**

- Journalistic writing-nature, process and styles.
- Concept of news-definitions, news values, nose for news.
- News writing- elements of news stories-Lead, body & closure; 5 Ws & 1 H.
- News writing structures- pyramid, inverted pyramid, hourglass, chronological.
- Feature writing and supplement pages.
- Newspaper design.
- Anatomy of a newspaper.
- Typography-font type, anatomy of type, type families.
- Readability & aesthetic principles.
- Page layout & design.

#### **Text Books And Reference Books:**

- David K. Berlo, The Process of Communication, Holt Rhinehart and Winston, 1960.
- Denis McQuail, Mass Communication Theory, Third Edition, Sage Publication, 1994
- Julius Harris The Complete Reporters, Macmillon, Newyork, 1981.
- Kamath M.V., Professional Journalism, Vikas Publications, 1980.
- Louis Alexnde, Beyond the Facts: A guide to the art of the Feature writing, Gulf Publishing Company, 1982.

### **Essential Reading / Recommended Reading**

As suggested by the course instructor

### **Evaluation Pattern**

- One comprehensive current affairs test based on newspaper reading-20 marks (Individual)
- A weekly newsletter in groups of 5, which will have university news & views, conceptualized and created by the students-text, visuals and design-20 marks (group)
- Portfolio-A collection of articles written by the student. One article every week by each student on either Google classroom or LMS. Each article would represent the different journalistic styles discussed in class-50 marks (Individual)
- Design the cover page of the portfolio using principles of design & layout-10 marks (Individual)
- Newsletters will have to be printed and a colour copy of the same submitted by group to the concerned faculty offering the course. The cost of printing must be borne by the group.
- Similarly, the portfolio will showcase the articles of each individual and have an attractive cover page. The cover page should be in colour but the rest of the pages may be in black/white. A print copy of the portfolio should be submitted to the concerned faculty offering the course. The cost of printing must be borne by the individual student.

## **MEL211 - SPEECH AND ACCENT (2020 Batch)**

**Total Teaching Hours for  
Semester:45**

**Max Marks:50**

**Course Objectives/Course  
Description**

**No of Lecture  
Hours/Week:3**

**Credits:3**



## Course Description

Although most Indian students are well versed in reading and writing English, their speaking and listening skills still lag behind. In today's globalized world, where addressing international audience is a requirement, it is necessary to have the desired speaking skills which is not impregnated with mother tongue/ first language (L1) influence. Although L1 interferences are natural and acceptable, it is desirable if a learner of English language can attain near-native fluency. This course will facilitate the students to improve their English-speaking skills, focusing on pronunciation, syllable structure, stress and intonation.

## Course Objectives

- To introduce the concept of International Phonetic Alphabet (IPA)
  - To acquaint the learners with segmental features of English
  - To acquaint the learners with suprasegmental/prosodic features of English
  - To enable Dictionary assisted learning of English pronunciation
- 
- To minimize Mother Tongue interferences in the learners' English Speech

## Learning Outcome

- Learners will be acquainted with IPA scripts and symbols
- Learners will be equipped to use a dictionary to facilitate self-learning
- Learners will be able to distinguish English consonant and vowel sounds from other languages.
- Learners will have knowledge in syllable structure, stress and intonational patterns in English.
- Learners will be aware of the MT interferences and ways to overcome such interferences.

**Unit-1****Teaching Hours:7****Introduction to Phonetics**

This unit will engage with topics such as speech production and articulatory phonetics. International Phonetic Alphabet/ IPA helps the learners to understand the phonemes of all known languages and thereby, facilitates the learners to distinguish English sounds from others. This unit will also train the students to use a dictionary in order enhance their pronunciation.

- Speech Productions
- Organs of Speech
- Manner and Place of Articulation
- IPA Chart
- Phonetic Transcription

- Dictionary Assisted Learning

**Unit-2****Teaching Hours:10****Segmental Features of English**

This unit will familiarize the students with the segmental properties of English language.

- English Vowels
- English Consonants
- English Diphthongs

- Case study

**Unit-3****Teaching Hours:15****Suprasegmental Features of English**

Learners will be introduced to the concept of syllabification and other prosodic features such as stress and intonation. This will help the learners to use appropriate accent and tone while delivering a sentence.

- Syllable Structure and Types of Syllables
- Syllable Structure in English
- Word Stress
- Phonemic Stress
- Intonation

- Lab Sessions

## **Unit-4**

**Teaching Hours:13**

### **Mother Tongue Interferences and Accent Neutralization**

For a speaker to eliminate MT/L1 interferences, he/she has to be aware of such interferences. Features of Indian English varieties will be discussed so that the learners know the extent of MT/L1 influence in the variety of English they speak.

- Mother Tongue Interferences
- Interferences in Segmental level
- Interferences in Suprasegmental level
- Syllable Structure in Indian English Varieties- Case Study
- Minimizing Interferences

- Accent Neutralization

### **Text Books And Reference Books:**

- Jones, D. (1922). An outline of English phonetics. BG Teubner.
- Jones, D. (2006). English pronouncing dictionary. Cambridge University Press.
- Ladefoged, P., & Johnson, K. (2014). A course in phonetics. Nelson Education.
- Pierrehumbert, J. B. (1980). The phonology and phonetics of English intonation (Doctoral dissertation, Massachusetts Institute of Technology).
- Roach, P. (2009). English Phonetics and Phonology Paperback with Audio CDs (2): A Practical Course. Cambridge university press.
- Sethi, J., & Dhamija, P. V. (1999). A course in phonetics and spoken English. PHI Learning Pvt. Ltd.

### **Essential Reading / Recommended Reading**

- Carr, P. (2019). English phonetics and phonology: An introduction. John Wiley & Sons.
- Fromkin, V., Rodman, R., & Hyams, N. (2018). An introduction to language. Cengage Learning.
- Ladefoged, P., & Johnson, K. (2014). A course in phonetics. Nelson Education.

### **Evaluation Pattern**

Students will be continuously assessed for their speaking skills and phonetic transcription.

- Homework and class tests: Homework assignments will be distributed almost every week, and will often include transcription of sound files. (10 marks)
- Quizzes: Occasional dictation-style transcription quizzes will be held during most lectures. Best three quiz scores will be considered for evaluation. (10 marks)
- Speaking Exercise 1: Each student's skills at accurately producing various speech sounds will be tested individually. (20 marks)
- Speaking Exercise 2: Students will be asked to speak on various topics for 5-10 minutes. Pronunciation, stress assignment and intonation will be assessed. (15 marks)

## **MEL231 - BRITISH LITERATURE II: CRITICAL READINGS (2020 Batch)**

**Total Teaching Hours for Semester:60**

**No of Lecture  
Hours/Week:4**

**Max Marks:100**

**Credits:4**

### **Course Objectives/Course Description**

#### **Course Description**

Literature can never be separated from the culture that produces it. This course is an introduction to British literature from the 19th century to the

Contemporary times through a close reading of fiction, drama, poetry and other literary forms. Placing the texts in a social, historical and formal context, they will consider how the definition of 'Englishness' has shifted in the course of the century and has become more inclusive and complex, and how the changing position of Britain in the world is reflected in the literature. This course will examine how British authors have responded to historical and cultural change through the twentieth century to the twenty first, a history that has moved from the heights of colonialism at the end of the nineteenth century to contemporary multiculturalism, with all of its attendant ideological and geographical restructurings. The course will examine the politics of realism, the growth of modernism, and the response and contribution of the British writers to the increasingly postmodern and postcolonial experience of British culture. Cultural, historical, and theoretical context will be integrated into the discussion by means of lecture and secondary readings and resources, to situate close reading of the texts within the historical moment of their production and reception.

#### Course Objectives

- To become familiar with the narrative forms and themes of contemporary British literature
- To study contemporary British literature within the cultural context of its production and reception
- To participate in lively and informed discussions about/ around the reading
- To develop and apply critical skills for reading, thinking, and writing about several genres
- To explore what a literary or cultural text conveys (its themes, its view of the world)
- To examine how a literary or cultural text conveys that knowledge (its aesthetic form, its selection/omission of detail)

#### Learning Outcome

Course Learning Outcomes

Students will demonstrate:

- The ability to read complex texts, closely and accurately.
  - The ability to comprehend both traditional and contemporary schools/methods of critical theory and apply them to literary texts to generate relevant interpretations.
  - The knowledge of literary history of particular periods of British literature.
  - The ability to effectively conduct independent research.
- 
- The ability to write clear, grammatically correct prose for a variety of purposes besides literary analysis.

## **Unit-1**

**Teaching Hours:15**

### **Victorian Age**

The Victorian Age marked the rise of British imperialism, material prosperity and global cosmopolitanism on the one hand and crisis of faith and fear of moral decadence on the other. Both colonial outreach and rise in scientific temper characterize the spirit of inquiry, quest and self-analysis evident in early and late Victorian literature. Darwin's theory of evolution shook the foundation of Religion while asserting human agency, flux and change. Empiricism and Utilitarian ideologies transformed worldviews. Industrialization and large scale urbanization, coupled by huge class divides, growing corruption and increasing poverty reflected themselves in realistic modes of writing. Much of Victorian literature gave expression to the stark contrast between private and public worlds and increasing mechanization of human relationships. Many Victorian writers thus retrieve the past to make sense of a changing world, be it classical or medieval

Key Concepts and Movements: Spirit of Quest, Industrialization, Cosmopolitanism, Urban Economy and Class Divide, Women in Victorian Times, Art for Art's Sake

- Alfred Tennyson: Excerpts from "In Memoriam"
- Robert Browning: [My Last Duchess](#)
- Elizabeth Barrett Browning: "The Cry of the Children"
- Annie Besant: Excerpts from White Slavery in London

- Charles Dickens: [Christmas Carol](#)
- Emily Bronte: Wuthering Heights- SLC
- Christina Rossetti: “Goblin Market”
- Oscar Wilde: The Importance of Being Earnest- SLC

## **Unit-2**

**Teaching Hours:15**

### **Early Modernism ? Alienation and Exile**

The units 2 and 3 will seek to explore, define, and critique several key concepts that emerged in 20th Century British literature and were expressed in terms of sociology, history, and politics. Many of the Modernist British writers were ‘outsiders’ (Irish, immigrants, expatriates, exiles) - Joyce, Eliot, Lawrence, Conrad and others. It is then imperative to explore important terms such as. The unit will also survey several momentous periods from the end of the Victorian period through the First World War and the height of Empire to the first ‘modern’ revolutionary attempts to undermine British imperialism. The unit will go on to examine the years between the two World Wars, the post-War period and the slow dismantling of the imperial state.

Key Concepts and Movements: Modernism, Bildungsroman, Stream of consciousness novel, nationalism, imperialism, regionalism, post-industrialization, class, race and gender, world wars, rise of mystery thrillers, absurd drama, modernism in other art forms

- “The Twentieth Century and After” Norton Anthology of English Literature, pages 1827-1847
- Thomas Hardy – The Convergence of the Twain
- Joseph Conrad – Preface to The Heart of Darkness and The Nigger and the Narcissus,”
- W. B. Yeats -- “The Second Coming”, “Leda and the Swan”
- Virginia Woolf – [A Haunted House](#)

- Wilfred Owen - Dulce et Decorum Est
- James Joyce- Portrait of the Artist as a young Man (Excerpts) - SLC
- DH Lawrence – The Odour of Chrysanthemums- SLC
- Katherine Mansfield- The Garden Party- SLC
- GK Chesterton- Upon this Rock

- TS Eliot – The Waste Land (Excerpts),

### **Unit-3**

**Teaching Hours:15**

#### **Late Modernism? A Project of Disrupture**

George Orwell- Politics and the English Language

- WH Auden- Unknown Citizen
- Agatha Christie- The King of Clubs- SLC
- Harold Pinter – The Dumb Waiter- SLB
- Doris Lessing- To Room Nineteen- SLC
- Angela Carter- The Werewolf- SLC
- Adrian Henri- Where 'Er you walk
- Tom Stoppard- Shakespeare in Love (Original Screenplay)- SLC

- Adaptations of any one of J K Rowling's Harry Potter series - SLB

### **Unit-4**

**Teaching Hours:15**

#### **Postmodernism? Multicultural Fluidity**

This unit introduces students to concerns of globalization, multiculturalism, diasporic identity and the postcolonial bulwark of writings which characterize postmodernity in the UK of the late 20th and early 21st centuries.

Key Concepts and Movements: The rise of conservatism and neoliberalism in the 1980s and '90s, the reappearance of armed resistance to British rule in Northern Ireland, and the moves toward devolution in Scotland and Wales.



- Salman Rushdie: English is an Indian Literary Language.
- Monica Ali: Brick Lane- SLC
- Carol Ann Duffy- Medusa
- Kazuo Ishiguro: Never Let Me Go- SLB

- Buchi Emecheta- Second Class Citizen- SLC

### **Text Books And Reference Books:**

Greenblatt, S. The Norton Anthology of English Literature, 10th ed. Vol.A.  
New York: (2012)

### **Essential Reading / Recommended Reading**

Attridge, Derek. The Rhythms of English Poetry, 1982

Baugh, Albert. A Literary History of England, 1967

Brantlinger, Patrick. Rule of Darkness: British Literature and Imperialism,  
1830-1914, 1988

Conrad, Peter. Modern Times, Modern Places. 1998

Doody, Margaret. The True Story of the Novel. 1996

Ellmann, Richard and Feidelson, Charles (ed.) The Modern Tradition:  
Backgrounds of Modern Literature, 1965

Pinsky, Robert. The Sounds of Poetry: A Brief Guide, 1998

Poovey, Mary. Making a Social Body: British Cultural Formation, 1830-  
1864, 1995

Watt, Ian. The Rise of the Novel, 1957

### **Evaluation Pattern**

CIA I and III can be either written analysis/presentation of a movement or  
dominant idea of the time, literary quiz or debates or seminar/panel  
discussions.

Mid semester exam will be a written paper on the modules covered for 50  
marks (5 questions out of 8, 10 marks each)

End-semester exam- One Section: Five questions carrying 20 marks to be answered out of eight.

**MEL232 - RESEARCH METHODOLOGY (2020 Batch)**

**Total Teaching Hours for Semester:60**

**No of Lecture Hours/Week:4**

**Max Marks:100**

**Credits:4**

**Course Objectives/Course Description**

**Course Description**

This course is designed to provide an introduction to research skills relevant to postgraduate work in English language and literature. Topics center on research practices, research tools, and dissertation preparation. The goal of the course is to equip students with both practical tools and guiding principles for issues like the identification of a research question, the use of relevant literature, the collection and analysis of data, the format and style of writing, and the methods and methodologies followed in the field of English literary studies.

**Course Objectives**

- To introduce students to the fundamentals of research
  - To train students on the process of organizing and drafting a research paper/project,
  - To help students to identify, and use a wide variety of sources in the service of responsible research and scholarship,
  - To introduce students to different methods and methodologies pertaining to English literary studies,
- 
- To prepare students to produce a paper using MLA documentation and manuscript styles.

## **Learning Outcome**

### **Learning Outcomes**

From the perspective of one's program of study, this course poses a real-world test helping to make a realistic transition from coursework to dissertation. A successful completion of the course is marked by your ability to do the following:

- Apply the theoretical and methodological understanding and skills into devising researchable ideas and specific research questions and hypotheses,
  - Utilize various sources to gather data for a research paper,
  - Organize ideas, write annotated bibliographies, and thesis statements,
  - Conduct a focused review of the relevant literature and create appropriate conceptual framework,
  - Think through and articulate a chapter-by-chapter outline of the intended dissertation,
- 
- Communicate research ideas and their appropriate theoretical and methodological issues effectively and efficiently.

## **Unit-1**

**Teaching Hours:20**

### **The Philosophy of Research**

#### **Fundamentals of Research**

- Defining the 'Construct' of Research
- Research in the Academia
- Nature of Research -Translation, Documentation and Archiving
- Interpretation and Validity

#### **Nature of inquiry in Physical Sciences, Social Sciences and Humanities**

- Positivism, Post-positivism, Constructivism, Interpretivism

#### **The Philosophy of Research in Literature.**

- Subjectivities, Identities, Vulnerabilities and Biases

- Criticism and Evolution of Research in literature ( Terry Eagleton and Gabriele Griffith)

## **Unit-2**

**Teaching Hours:30**

## **The Process of Research: Theory and Practice**

### Reading for Research

- Pre-reading, Pre-writing (Mind mapping, Concept mapping, Analyzing and Synthesizing )
- Language, Style and Types of Discourses (Scholarly, Narrative, Argumentative, Expository, Descriptive)
- Contemporary fields of research
- Genres of Academic writing: response paper, essay, reviews, annotated bibliography

### Research Design

- Thinking through the Research Issue
- Background Reading
- Methodology and Theoretical Framework
- Data Collection
- Data Analysis
- The Writing Process
- Dissemination

The Design component should look into the Research Problem – Topic Idea, C.A.R.S Model, Research Questions, Literature Review, The Object of research and Rationale,

### Identification of a Research Gap

- Research Proposal
- Writing for research - abstract, introduction, literature review, theoretical and methodological framework, analysis, discussion, inferences and implications

- Protocols for Submission

## **Unit-3**

**Teaching Hours:10**

## **The Mechanics of Research**

### The Format (Presentation) of a research paper

- Procedures in Literary Research / Culture Studies/Film Studies/Language Studies
- Ethics in research - Plagiarism and Consensus and Conflict of interest

### **Text Books And Reference Books:**

Carter V. Good. "Fundamentals of Research: Methodology." *The Journal of Educational Research* Vol. 31, No. 2 (Oct., 1937), pp. 138-139

Griffin, Gabriele. *Research Methods for English Studies*. Edinburgh University Press, 2014

James C. Raymond. "Rhetoric: The Methodology of the Humanities." *College English*. Vol. 44, No. 8 (Dec., 1982), pp. 778-783

Paul Rico. "The Model of the Text: Meaningful Action Considered as a Text." *Interpretive Social Science: A Reader* edited by Paul Rabinow, William M. Sullivan

Rens Bod and Julia Kursell. "Introduction: The Humanities and the Sciences." *Isis*. Vol. 106, No. 2 (June 2015), pp. 337-340

Srivastava, Raju. *Research Methodolgy in English Studies*. Sublime publications, 2013

### **Essential Reading / Recommended Reading**

Carter V. Good. "Fundamentals of Research: Methodology." *The Journal of Educational Research* Vol. 31, No. 2 (Oct., 1937), pp. 138-139

Griffin, Gabriele. *Research Methods for English Studies*. Edinburgh University Press, 2014

James C. Raymond. "Rhetoric: The Methodology of the Humanities." *College English*. Vol. 44, No. 8 (Dec., 1982), pp. 778-783

Paul Rico. "The Model of the Text: Meaningful Action Considered as a Text." *Interpretive Social Science: A Reader* edited by Paul Rabinow, William M. Sullivan

Rens Bod and Julia Kursell. "Introduction: The Humanities and the Sciences." *Isis*. Vol. 106, No. 2 (June 2015), pp. 337-340

Srivastava, Raju. *Research Methodolgy in English Studies*. Sublime publications, 2013

## **Evaluation Pattern**

### **CIA 1: Annotated bibliography**

For this assignment, each student will draft a 25-30 annotated bibliography of books and articles on the topic you chose for your dissertation.

The Annotated Bibliography is a list of the sources the student has found so far in his/her area of research. The list is in alphabetical order as it would be on the Works Cited page, and includes a full citation for each source as it would appear on the Works Cited page. However, in addition, an Annotated Bibliography includes an annotation for each source, which is basically a summary of the source and some commentary on why the source is useful to the project.

The purpose of the Annotated Bibliography is to motivate students to begin their research early, to begin evaluating research sources, and to begin thinking about how they might fit together in his/her paper. In addition, this assignment asks students to put together Works Cited page citations now, so that they are not scrambling to do them at the last minute.

This assignment also helps give the instructor a clearer sense of where students are headed with his/her dissertation/project so that the instructor can better advise him/her and help him/her generate ideas. It also allows the instructor to identify any problems with sources early on.

### **CIA 2: Literature Review**

For this assignment, each student will compose a 10-12 source researched literature review of the assigned topic. Your paper must be typed per MLA format and submitted to me before your presentation.

A literature review is a survey of scholarly material relevant to a particular issue, area of research, or theory that provides a description, summary, and critical evaluation of each work. The purpose of a literature review is to offer a particular overview of significant literature published on a given topic. A literature review, framed to suit the needs of your project, demonstrates your familiarity with literature pertinent to your topic of research. As such, it serves as the foundational material from which your argument will emerge in the final paper you compose for this class. In addition to developing and enriching your knowledge about your research topic, writing a literature review affords you the opportunity to develop and practice three fundamental skills: Research, Analysis, and Synthesis.

- a. Research: The ability to find existing data by scanning the literature efficiently using the databases common to scholars in the university and the ability to identify a set of useful sources.
- b. Analysis: The ability to identify significant findings, connections, or conclusions in and among the published literature on your topic.
- c. Synthesis: The ability to articulate connections, patterns, common themes and areas of disagreement within a range of studies.

### CIA 3: Portfolio assignment

Every student turns in a portfolio that contains final versions of the literature review, drafts of the research paper, plus a reflection on the dissertation writing experience. (Reflection on the Dissertation Writing Experience: This assignment is designed for the student to reflect on personal expectations, concerns, and questions related to the dissertation writing process. Roughly, the students will answer the following question in an essay format: What are your thoughts on the dissertation process, fears, and questions? What is your current interest in the topic you selected? What resources can you use in the dissertation writing process? What are your strengths and weakness related to writing?)

End Semester Exam: Research Paper

Students should complete a research paper using up to two primary sources and a minimum of ten secondary sources, correctly documented utilizing MLA / APA style citations, with a Works Cited page.

## **MEL233 - LITERARY THEORY (2020 Batch)**

**Total Teaching Hours for Semester:60**

**No of Lecture  
Hours/Week:4**

**Max Marks:100**

**Credits:4**

### **Course Objectives/Course Description**

#### **Course Description**

In continuation with the paper on Literary Studies (MEL 133), this paper begins with 20th century developments in Europe that are 'transdiscursive'. Foucault used this term to describe certain works that began as part of a specific discourse but became legitimately relevant to other discourses like Marxism, for instance.

Following the works of these transdiscursive thinkers, the 20th century became a hotbed of radical ways of viewing the world. In this paper, we will look at several prominent thinkers who have had a dominating influence in shaping the ways in which the world and the text can be viewed and received.

Towards the latter part of the 20th century, several approaches to literature like postcolonial studies, gender studies and cultural studies have added dimensions of location, gender and caste to the classical questions on the nature and reception of art. The focus has shifted from what constitutes meaning to how meanings are produced. We conclude this paper with reflections on the future of literary theory.

#### **Course Objectives**

- To make students familiar with key terms and ideas that contributed to the critical and theory-driven movements.
- To encourage students to develop capabilities in interpreting/critiquing literary texts in relation to philosophical, intellectual, social and historical



contexts.

- To enable students to demonstrate capabilities in writing and analyzing texts based on familiarity with theoretical movements and arguments.

### **Learning Outcome**

The student will apply multiple frames of thinking to a text.

- The student will develop the ability to write a response paper to any one thinker or theoretical framework.
- Students will make use of theoretical tools in their research papers.

## **Unit-1**

**Teaching Hours:15**

### **Concepts of Self, Other and Identity Politics**

Following a text-centred approach that inaugurated the 20th century, we move to the reader and the artist and the idea of what constitutes the self

- A Freudian Reading of Fiction: Key Terms and extracts from The Interpretation of Dreams: The Material and Sources of Dreams / The Dream Work/ Creative Writers and Day Dreaming.

This is to be followed by application on the concepts and ideas on the select fiction of D.H. Lawrence or any other relevant material.

- A Lacanian Reading of Literary Language: The Mirror Stage / The Agency of the Letter in the Unconscious.

This would be followed by a Lacanian reading of the plays of Shakespeare – the unconscious / Real in Twelfth Night, for example.

- The Ecriture Feminine of Literature: Approaches to Feminism: from the Stanford Encyclopedia of Philosophy.

The class is to conclude with an application of important feminist ideas like writing the body and identifying and encountering the Law of the Father.

- Gender Studies and Queer theory: Internet Encyclopedia.

The classes would attempt a retake on literature from the past till contemporary times in terms of the problematics of gender.

- Identity Politics: Stanford Encyclopedia.

A reading of identity politics in terms of how literature has evolved in contemporary times. This would provide a survey of the emergence of identity politics literature and would also problematize them in terms of theory

## **Unit-2**

**Teaching Hours:15**

### **Marxism and Ideology**

What drives Human consciousness? If for the psychoanalysts it was the irrational, for another school of theorists it was your social class that determined consciousness

- Karl Marx and Engels: Excerpts from the Communist manifesto: The Norton Anthology
- Walter Benjamin: Stanford Encyclopedia
- Marxism and Critical Theory: Internet Encyclopedia
- Althusser: From Ideology and Ideological State Apparatuses

(Self Study: Yale Open Courses Lecture 17: The Frankfurt School of Critical Theory and Lecture 18: the Political Unconscious)

## **Unit-3**

**Teaching Hours:10**

### **Language, Text, Reader**

This unit focusses attention of how meanings are produced and who owns meaning making

- Bakhtin: from Discourse in the Novel
- J.L.Austin: Performative Utterances
- Wolfgang Iser: Interaction Between Text and Reader

- JSTOR :Dr. Louise M. Rosenblatt : The Poem as Event (for Reader-Response Theory)

## **Unit-4**

**Teaching Hours:4**

### **Texts and Contexts**

The reader who creates meaning is a construct of history and location

- New Historicism and Cultural Materialism: Internet Encyclopedia
- Edward Said: From Orientalism

**Teaching Hours:6**

## **Unit-5**

### **New Directions**

This unit looks at newer theories that have left critics questioning the future of theory

- Ecocriticism
- Trauma Theory
- Chaos Theory
- Against Theory: William Deresiewicz: The Business of Theory

•JSTOR: Evolutionary Paradigm for Literary Study: Dr. Joseph Carroll

## **Unit-6**

**Teaching Hours:10**

### **Application of Theory to Literary Texts**

This unit is meant to help students read a text from different lenses

- Psychoanalytical criticism of a novel / poem prescribed for study.
- Marxist criticism of a novel / poem prescribed for study
- Feminist criticism of a text prescribed for study.
- Formalist reading of a poem
- Critique of any prominent critic / school of criticism prescribed for study.

(Self – study: Glossary of Semiotics, Intertextuality, Aporia, Difference, Dialectical Materialism, False consciousness, Hermeneutics, Phenomenology, Alterity, Interpellation)

(For Textual Analysis: Students can choose any text prescribed for study in the British, American or Indian Literature syllabi. They could take one text or multiple texts)

### **Text Books And Reference Books:**

Introduction to The Norton Anthology of Theory and Criticism. Ed. Vincent Leitch. Norton, New York, 2010.

Yale University lectures on You Tube.

Internet Encyclopedia of Philosophy

Stanford Encyclopedia of Philosophy

### **Essential Reading / Recommended Reading**

Leitch, Vincent and William Cain. Eds. The Norton Anthology of Theory and Criticism. Norton, New York, 2010. (Introduction)

Tyson, Lois. Critical theory Today: A user-friendly guide. Routledge, 2006.

Habib, M.A.R. A History of Literary Criticism and Theory: from Plato to the Present. Blackwell, 2005.

Rice, Phillip and Patricia Waugh. Modern Literary Theory. Hodder Arnold, London. 1989.

Sturrock, John. Structuralism and Since: from Levi-Strauss to Derrida. Oxford University Press, 1979.

Zima, Peter V. The Philosophy of Modern Literary Theory. Athlone, London. 1999.

Klages, Mary. Literary Theory: A Guide for the Perplexed. A & C Black, 2006.

Hall, Donald. Literary and Cultural Theory. Houghton Mifflin Company, 2001.

Richter, David. Ed. The Critical Tradition: Classic Texts and Contemporary Trends. 3rd ed. Boston: Bedford / St. Martin's, 2007.

Cuddon, John Anthony. Dictionary of Literary Terms and Literary Theory. John Wiley and Sons, 2012.

### **Evaluation Pattern**

#### **CIA I**

Application of Psychoanalysis or Marxism to a literary text prescribed for study in British, American or Indian literatures.

#### **CIA II**

Written exams: Answer any 5 out of 7 questions. 10 marks for each answer.

#### **CIA III**

Application of Feminism or Formalism to a literary text prescribed for study.

End Semester Exam

Written examination: Any 5 out of 8.20 marks for each answer.

## **MEL234 - ENGLISH LANGUAGE EDUCATION** (2020 Batch)

**Total Teaching Hours for Semester:60**

**No of Lecture  
Hours/Week:4**

**Max Marks:100**

**Credits:4**

### **Course Objectives/Course Description**

#### Course Description

The course visualizes the paradigm of English language education as a wide platform that primarily is concerned with but not limited to issues of teaching and learning English. It is with this broad understanding that the present paper has been designed. The purpose of the paper is to view ELE not just as a skill focused paper but as a paper that would give equal importance to the various theories and notions in language education. Therefore, the paper is inclusive of issues that concern education in general and language education in specific. The paper starts with introducing the notions of language classrooms as shaping social identities, issues of gender neutrality and policies in education with specific focus on language education. It uses the notion of English language education as a base to discuss various aspects of language education from a theoretical as well as practical perspective basing theory on philosophies of education, learning and teaching. The Units are designed and graded in an attempt to attach equal importance to both theory and practice.

#### Course Objectives

The present course aims to:

- familiarize learners with core theories of language education
- provide a detailed historical overview of language teaching
- make learners aware of the notions of alternate education and home-schooling
- explore the role of language in Education and understand notions of language hegemony and hierarchy
- discuss different aspects of the structure of education with specific focus on language

- discuss measures, policies and changes in language education
- provide opportunities for service learning by integrating it as a part of both theory and practise.
- sensitize learners to issues of gender and equality in the language education
- provide opportunities for practice teaching

### **Learning Outcome**

By the end of this course learners will be able to

- debate and discuss various educational process with a sound theoretical understanding
- research on issues that impact language education
- teach English as a skill based subject
- create material based for teaching English
- be sensitive to the use of gender biased language in education
- critique current educational process and policies with specific focus on language
- critically reflect on their roles and abilities as teachers and learners

### **Unit-1**

**Teaching Hours:5**

#### **Approaches and Methods in Language Teaching**

The unit is designed for giving learners a basic introduction to English Language Teaching and the various approaches and methods that have developed over a period of time. The unit is divided into two halves. The first half sets the historical background required to understand ELT as a discipline. The second half of the unit introduces the notion of curriculum and syllabus to the learners. As a major component of this paper is a project/text book that the learners would design, the second half of the unit is designed to provide the learners with the training required to design text books.

## Introduction to ELT

- ELT as a separate discipline. Composition of ELT as a discourse.

## Tracing historical developments in Language Teaching

- Grammar translation
- direct method
- audio-lingual method
- situational language teaching
- total physical response
- the natural approach
- the communicative approach
- the silent way
- suggestopedia
- community language learning
- task based language teaching.

- Situating the position of English within India- Macaulay's Minutes

## Unit-2

Teaching Hours:10

### Basic components of Syllabus, Curriculum design and Pedagogy

#### Syllabus, curriculum design

- Processes in syllabus and curriculum design
- Reading the National Curriculum Framework
- Types of curriculum
- Types of Syllabi
- Framing a syllabus

#### Content Design- Designing a Textbook

- Selection and Grading
- Tasks Design

- Packaging the content

### **Unit-3**

**Teaching Hours:15**

#### **Service Learning**

This unit is an integral component of the paper as it integrates theory into practice. It explores the notion of experiential learning and situates service learning within experiential learning.

Experiential Learning- Theories-

- Kolbe's Learning cycle,
- Constructivism
- Nodding's Care in Education
- Affect in teaching/learning

Defining Service Learning- Philosophy and Rationale

Service learning and Community Needs

Service Learning in India: Challenges and concerns

Designing Lesson Plans for Service learning

Issues and Challenges in Classroom teaching

Reflection as a tool in Service Learning: Maintaining reflective Journals

Educational Equality- Opportunities, Policies and Practicality

### **Unit-4**

**Teaching Hours:10**

#### **Skill Based Teaching**

Receptive Skills: (reading and listening materials): reasons and strategies for reading; reading speed; intensive and extensive reading and listening; reading development; reasons and strategies for listening; listening practice materials and listening development.

Productive Skills: (speaking and writing): skimming, scanning, taking notes from lectures and from books; reasons and opportunities for speaking; development of speaking skills; information-gap activities; simulation and role-play; dramatization; mime-based activity; relaying instructions; written and oral communicative activities.



Vocabulary: choice of words and other lexical items; active and passive vocabulary; word formation; denotative, connotative meanings.

Grammar: teaching of word classes; morphemes and word formation; noun(s); prepositional and adjective phrases; verb phrases; form and function in the English tenses; semantics and communication.

Peer Teaching: Teaching skill oriented lessons as a part of peer teaching in the class. This could also be considered as CIA I

### **Unit-5**

**Teaching Hours:10**

#### **Testing and Assessment**

Understanding Evaluation, Assessment and Testing, Content-based and Skill-based Testing

- Validity, reliability, standardised testing
- Alternative teaching and assessment practices

### **Unit-6**

**Teaching Hours:10**

#### **Language, pedagogy and education**

The last unit of the paper deals with different concerns related to the notions of language, pedagogy and identity. It discusses various theoretical positions related to these areas. It also introduces learners to the different policies related to education with specific focus on language education. It also introduces the notion of home schooling and alternative education and provides a brief overview of gender roles and gender neutrality in language classroom.

Language, pedagogy and Social identities in pedagogic spaces- challenges and concerns

Introduction to alternative education and home schooling

Policies in Education

- Kothari Commission
- Right To education
- No child Left behind
- Recapitulating Language policies

Gender and Language- gender biases and gender neutrality in the language classroom

Understanding notions of classrooms as pedagogic spaces

- Space as a notion in education
- Role and impact of space in language classrooms
- Negotiating space of the language classroom

### **Text Books And Reference Books:**

Gabriel, S.L and Smithson, I. 1990. Gender in the Classroom

Richards, J.C. and Rogers,T. 2001. Approaches and Methods in Language Teaching.

Sadker, D.S. (Ed.) and Silber, E.S. (Ed). 2006. Gender in the Classroom: Foundations, Skills, Methods and Strategies AcrossCurriculum.

Bailey, Richard W. Images of English. A Cultural History of the Language. Cambridge: CUP 1991.

Bayer, Jennifer. Language and social identity. In: Multilingualism in India. Clevedon: Multilingual Matters Ltd: 101-111. 1990.

Durairajan, G. (2015). Assessing Learners. A Pedagogic Resource. India: Cambridge University Press.

Ellis, R. Understanding Second Language Acquisition. Oxford:OUP. 1991.

Freire, P. (2014). Pedagogy of hope: Reliving pedagogy of the oppressed. Bloomsbury Publishing.

Richards Jack C. Curriculum Development in Language Teaching. India: Cambridge University Press. 2001.

Richards Jack C. and Rodgers Theodore S. Approaches and Methods in Language Teaching. Cambridge University Press.1986.

Widdowson, H G. Teaching Language as Communication. Oxford University Press.1978.

Ur, P. 1996. A Course in Language Teaching: Practice and Theory. Cambridge: Cambridge University Press.

### **Essential Reading / Recommended Reading**

Gabriel, S.L and Smithson, I. 1990. Gender in the Classroom

Richards, J.C. and Rogers,T. 2001. Approaches and Methods in Language Teaching.

Sadker, D.S. (Ed.) and Silber, E.S. (Ed). 2006. Gender in the Classroom: Foundations, Skills, Methods and Strategies AcrossCurriculum.

Bailey, Richard W. Images of English. A Cultural History of the Language. Cambridge: CUP 1991.

Bayer, Jennifer. Language and social identity. In: Multilingualism in India. Clevedon: Multilingual Matters Ltd: 101-111. 1990.

Durairajan, G. (2015). Assessing Learners. A Pedagogic Resource. India: Cambridge University Press.

Ellis, R. Understanding Second Language Acquisition. Oxford:OUP. 1991.

Freire, P. (2014). Pedagogy of hope: Reliving pedagogy of the oppressed. Bloomsbury Publishing.

Richards Jack C. Curriculum Development in Language Teaching. India: Cambridge University Press. 2001.

Richards Jack C. and Rodgers Theodore S. Approaches and Methods in Language Teaching. Cambridge University Press.1986.

Widdowson, H G. Teaching Language as Communication. Oxford University Press.1978.

Ur, P. 1996. A Course in Language Teaching: Practice and Theory. Cambridge: Cambridge University Press.

### **Evaluation Pattern**

CIA I for this paper will be based on the decision take by the teacher. It could be a research based paper or a test.

CIA II or the Mid Sem is a submission of the Srujana Teaching Report- 50 Marks

Srujana is a significant component of the paper and the teacher in charge of the paper needs to coordinate with the coordinator for Srujana for the smooth functioning of the process. A cluster of 4-5 can be assigned to a particular faculty member who would be in charge of approving the lesson plans and

the Srujana reports. The Centre for Social Action, of which Srujana is a part, would also review the reports at an interval of every three months.

For CIA II all report would have to submit to the paper in charge along with the lesson plans of the respective reports. The submissions would include comments and suggestions on the reports by the faculty in charge and, the feedback by the CSA. All the students should have finished two round of teaching by the time they appear for the Mid semester exam.

The Mid semester exam will comprise of a compilation of the two lesson plans that the students would have used for their classes. These lessons plans will have to be in the format that the tutor would have provided. All lesson plans need approval of the teacher in charge of the group prior to the actual teaching. The self- analysis report would be a reflection report on the learners teaching experiences in Srujana. Unit II of the syllabus familiarizes the learners with the format of the report and the theory behind reflection. The learners are expected to adhere to the theory and the guidelines provided.

The learners would have to submit signed and approved copies of the lesson plan along with the self-analysis report. Both of these would be evaluated for 50 Marks.

CIA III - The first draft of the text book or the project that the learners seek to undertake would comprise the CIA III

The learners should have designed the first two Units of the text book. The draft will be accompanied by a report that states the aims, objectives, grade and rationale of the text book. The learners will be graded on the report and the two draft units that they design.

End Semester Exam - The end semester is divided into two parts- 50 marks would be allotted to the submission of the text book and 50 marks would be a written test for two hours.

## **MEL241A - DEVELOPING MEDIA SKILLS (2020 Batch)**

**Total Teaching Hours for Semester:60**

**No of Lecture  
Hours/Week:4**

**Max Marks:100**

**Credits:4**

### **Course Objectives/Course Description**

#### **Course Description**

The course hopes to enable the student with basic grounding in mass communication and media theory to build her media skill set and thereby gain a rounded media perspective. The student will be exposed to the technicalities of designing, photography and videography.

#### **Course Objectives**

- To build on the knowledge gained through the Mass Communication courses of the previous semesters
- To enable a basic understanding of audio-visual skills
- To ensure the creation of visual narratives

### **Learning Outcome**

#### **Course Learning Outcomes**

After the completion of this course, the student will have a basic understanding of the camera, AV software, and editing to create a visual narrative.

#### **Unit-1**

#### **Basics of media**

**Teaching Hours:15**

Pre-production procedures - Generating Idea, Developing the idea using mind mapping/mood board concept, Design thinking, Importance of research, Screenwriting, Preparing digital storyboard, Casting, budget

## **Unit-2**

**Teaching Hours:15**

### **Visual Media**

Designing software basics, Photography – Fundamentals, Introduction to different Cameras, film and digital Formats, lenses, Different file formats, ISO, Aperture, Shutter, White balance, new trends in Photography

## **Unit-3**

**Teaching Hours:15**

### **Real-time project**

Field-Reporting based on the assigned instructions

- shooting video/taking pictures
- conducting the on-camera interview (PTC)
- composing interesting shots
- telling stories in unconventional ways

## **Unit-4**

**Teaching Hours:15**

### **Basics of Editing**

Editing in camera, types of editing, Time code, finding the right cut, parallel narratives, long format and short format editing principles, elements of mixed media editing, Transitions-sound effects and visual effects

### **Text Books And Reference Books:**

Michael Rabiger, Directing the Documentary.

- Hugh W Badly, The techniques of documentary film production
- Joseph Marshelli, 5c's of Cinematography

### **Essential Reading / Recommended Reading**

Michael Rabiger, Directing the Documentary.

- Hugh W Badly, The techniques of documentary film production
- Joseph Marshelli, 5c's of Cinematography

### **Evaluation Pattern**

CIA I (dept level) – Storyboarding

CIA II (dept level) -3 minutes story, Photo essay

CIA III (dept level) -PSA for 60 seconds

## **MEL331 - INDIAN LITERATURES IN TRANSLATION (2019 Batch)**

**Total Teaching Hours for  
Semester:60**

**No of Lecture  
Hours/Week:4**

**Max Marks:100**

**Credits:4**

### **Course Objectives/Course Description**

#### **Course Description**

This course is offered in third semester course for the M A programme. The course attempts to offer an exposure to the various language (Bhasha) literatures of India in Translation. The multi-lingual, multi-ethnic and multi-religious entity that India encompasses make it almost a task to know all the languages and the literatures written in all of these languages. This course is an endeavour to include literatures of as many of these different languages which are available in translation. This is done without repeating the themes and concerns dealt with in the texts. Each of these texts are selected keeping in mind the myriad socio-political concerns within a region expressed in a language which is not accessible to all. Hence translation theories which are specific to the Indian languages and practice are also included to compliment the reading of the texts. The syllabus is in four Modules broadly divided as the Early Translations, Translations and Freedom Struggle, Dalit Translations and Contemporary Translations. This broad, general categorisation is done to avoid any kind of affiliations in foregrounding ideologies or polarities. In compiling a syllabus under this title there is the danger of leaning towards discourses like Post Colonial studies, Indology, Genre Studies, Aesthetics of Indian Literatures and Translation Studies. This course is a blend of all these discourses and many more that evolves during the deliberations in class.

#### **Course Objectives**

- To sensitise students to the literary works available in Bhasha literatures.
- To expose students to the variety of Indian literatures and the nuanced selections of translations

- To appreciate and acknowledge the aesthetics of Indian Bhasha literatures and to be an informed reader of translations.

## **Learning Outcome**

### **Course Outcomes**

- Students will be able to discern the historical, socio-cultural and political incidents in India and its impact on various literatures.
- Students can also be aware of writing in bhashas and the nuances of translation.
- This will give a better understanding of the literatures written in various languages of India.

## **Unit-1**

**Teaching Hours:15**

### **Early Translations**

This module is to introduce students to some of the earliest forms of literature available in Indian languages and translated for a larger reading public. This encompasses a vast literary period from Vedic literature to medieval representations. The texts are largely poems or hymns as a popular genre of the time.

- Rig Veda, Mandala 10, hymn CXXIX (129). Creation. A. L. Basham's Version
- Tirukkural - Chapter: 79 - On Friendship
- Basavanna - Select Vachanaas



- Vidyapati - Select Poems
- Bhima Bhoi - Select Poems
- Kabirdas - Select Dohas (any 10)

- Mirza Ghalib- Ghazal, Temple lamp

## **Unit-2**

**Teaching Hours:15**

### **Translations and Freedom Struggle**

The spurt of translations from Indian languages and from other languages to Indian languages led to the spirit of nationalism. It is important to read the nationalistic spirit and the literatures that influenced nation building. This module can be approached from a postcolonial perspective.

- Anandmath*- Bankim Chandra Chatterjee (novel)
- Hind Swaraj or the Indian Home Rule* (chapters 06 & 13) M.K Gandhi
- Sadaat Hasan Manto- “The Price of Freedom” (Short Story)

- Mother of 1084*- Mahasweta Devi (novel)

## **Unit-3**

**Teaching Hours:15**

### **Dalit Translations**

While Dalits have contributed to the literature that emanated from India from an early age, the Dalit literary movement gained momentum breaking the millennia old shackles in the twentieth century. The movement, spread across India, has resulted in the development of a new aesthetic and has produced self-narratives that are reflective of the oppression that the Dalits face in their everyday life.

- Baby Kamble, *The Prison We Broke* (Novel) Trans. By Maya Pandit
- “Deities” - K U Uma Devi (Poem From Tamil)
- “Damlai Piaral” - R L Thanmawia (Mizo Christian Hymn)
- “For a Fistful of Self-Respect” - Kalekuri Prasad (Telugu Poem)

- “Transitions” - Lal Singh Dil ( Poem from Punjabi)

## **Unit-4**

**Teaching Hours:15**

### **Contemporary Translations**

The recent burgeoning of quality literary works being published in the regional languages of India has brought the much deserved focus on Indian 'Bhasha' literature. This module includes texts from different parts of India that mirror the varied concerns and political, socio-cultural and economic milieus of the regions that they come from.

- Suresh Joshi: "On Interpretation" (Gujrati; Chintamayi Manasa)
- "The Land of the Half-Humans" - Thangjam Ibopishak (Manipuri Poem)
- Poonachi: Or the Story of a Black Goat* - Perumal Murugan (Tamil Novel)
- Cobalt Blue* -Sachin Kundalkar (Trans. By Jerry Pinto) (Marathi Novel)

•"Interregnum" -Naiyer Masud (Urdu Short Story Trans. By Muhammad Umar Memon)

### **Text Books And Reference Books:**

Devy, G.N, "Indian Literary Criticism: Theory and Interpretation" Hyderabad: Orient Longman, 2002.

•Nandy,Ashis.The Intimate Enemy: Loss and Recovery of Self under Colonialism. OUP, Delhi.1983. Print.

•Mehrotra, Arvind Krishna, "Illustrated History of Indian Literatures in English" New Delhi: Permanent Black, 2003.

•Towards an Aesthetic of Dalit Literature: History, Controversies and Considerations, by Sharankumar Limbale. Translated by Alok Mukherjee. Orient Longman, 2004

•Basu, Tapan, Ed. Volume 2. Translating Caste: Studies in Culture and Translation, Katha, New Delhi.2002. Print.

•Meenakshi Mukherjee, 'Divided by a Common Language', in The Perishable Empire (New Delhi: OUP, 2000) pp.187–203.

### **Essential Reading / Recommended Reading**

K.R.S. Iyengar, Indian Writing in English, Bombay, 1962

• Krishnaswami, Subasree, Ed..Short fiction from South India, Oxford University Press. 2005.

- Tiwari, Shubha.Ed.. Indian Fiction in English Translation.New Delhi, Atlantic, 2005. Print.
- The Little Magazine. Vol- VIII issues 1, 2&3 Sahitya Academy. New Delhi.2009. Print.
- The Little Magazine. Vol- VIII issues 4 &5 Sahitya Academy. New Delhi. 2009. Print.
- Ahmad, Aijaz. In Theory: Nations, Classes, Literatures. London: Verso, 1992. Print.
- Goswami, Indira. The Moth- eaten Howdah of the Tusker.Rupa 2004.
- Grassman, Edith. Ed. Why Translation Matters,Orient Blackswan.New Delhi.2011.Print
- Venuti, Lawrence. (2012). The Translation Studies Reader, 3rd ed. London: Routledge.
- Mehrotra, Aravind Krishna, “The Oxford India Anthology of Twelve Modern Indian Poets”, OUP.1992.
- Thayil , Jeet, “60 Indian Poets” Penguin Books.
- Asaduddin, Mohammed, “The Penguin Classic Urdu Stories”, Penguin, Viking, 2006.
- Vinay Dharwadkar, ‘Orientalism and the Study of Indian Literature’, in Orientalism and the Postcolonial Predicament: Perspectives on South Asia, ed. Carol A. Breckenridge and Peter van der Veer (New Delhi: OUP, 1994) pp.158–95.
- Raja Rao, Foreword to Kanthapura (New Delhi: OUP, 1989) pp.v–vi.
- Salman Rushdie, ‘Commonwealth Literature does not exist’, in Imaginary Homelands (London: Granta Books, 1991) pp.61–70.

- Bruce King, ‘Introduction’, in Modern Indian Poetry in English (New Delhi: OUP,2nd edn, 2005) pp.1–10

### **Evaluation Pattern**

CIA I - 20 marks (A written survey on any Indian language literature and history)

CIA II - Mid semester Exam (50 Marks) Written Exam

CIA II- 20 marks (Project/Presentations/ Discussions/Viva)

End Semester Exam (100 Marks)

**MEL332 - POSTCOLONIAL LITERATURES (2019  
Batch)**

**Total Teaching Hours for  
Semester:60**

**No of Lecture  
Hours/Week:4**

**Max Marks:100**

**Credits:4**

**Course Objectives/Course  
Description**

**Course Description**

This course will look at issues, themes and debates in writing from Asia, Africa, South America and other formerly colonized spaces. Postcolonial Literatures will also be looked at as writing which is an attempt at retrieving local, native and particular community histories freed from Euro-American versions of the same. The Texts therefore selected for this course will critically engage with a history of oppression, internal and external colonialism, racism, injustice and ethnicity. Postcolonial Literatures could also be looked at as literatures of emancipation, critique and transformation. Students learn to read this literature both formally and culturally, in relation to the charged and constantly changing social, political, religious, and linguistic landscape of post independent nation states. The question of identity is central to much postcolonial literature, especially since this literature often operates in contexts of individual and collective transformation. At stake is not simply a redefinition of selfhood, but also a re-imagining of political and cultural community and its relationship to a changing world. Accordingly, considerations of how texts balance literary concerns with wider political and ethical concerns will be explored. This course also leans towards in terms of theory and epistemology, the Global South as it is an exciting perspective through which to reflect on the infinite epistemic diversity of the world and the inherent impossibility of a general theory to understand it, but also to explore contemporary routes of conversations, critiques and coalitions towards a multi-epistemic world and a

truly cosmo-political universe of coexistence, well-being and mutual understanding.

### Course Objectives

- Be able to extend beyond basic comprehension of a text in order to evaluate and appraise its themes, motifs, characters, and structure.
- Participate in theoretical discussions about the text and produce extended written arguments regarding themes, motifs, characterization, etc.
- Develop proficiency in written analysis demonstrating the ability to develop and expand upon ideas which support a clear and well formulated thesis.
- Demonstrate awareness of rhetorical and grammatical conventions in all written assignments.
- Understand the relevant social, historical, political and artistic contexts of these literary works.

### Learning Outcome

#### Course Learning Outcomes

Students will demonstrate:

- Increased knowledge of postcolonial literatures and an enhanced awareness of debates surrounding the issues of postcolonial identities.
- The ability to read complex texts, closely and politically.
- The ability to comprehend both traditional and contemporary schools/methods of critical theory and apply them to literary texts to generate relevant interpretations.
- The knowledge of particular community histories
- The ability to effectively conduct literary research.

- The ability to write clear, grammatically correct prose for a variety of purposes besides literary analysis.

## **Unit-1**

**Teaching Hours:15**

### **The Postcolonial Frame**

This unit will introduce key concepts, thinkers, scholars, theorists, movements and discourses that will be the launch pad to contemporary debates, issues and narratives to Postcolonial understanding in the 21st century. The Unit will be a historical survey of Postcolonial theory from early Imperial turn to anti-colonial struggle to Gandhi and his resistance method, Fanon and the psychopathology of Colonialism, Aime Cesaire and Negritude to Edward Said, Orientalism and the Postcolonial moment. Facilitators are encouraged to bring in literary texts to augment the theories prescribed.

Key Concepts and Movements: Colonialism, Imperialism, Neocolonialism, White Studies, decolonization, Settler colonialism, Race, Discourse, Anti-colonial Struggle, Mk Gandhi

- Postcolonial Literature- An introduction- Pramod Nayar (pp1-35) SLB
- The Fact of Blackness- Frantz Fanon SLC
- Introduction to Orientalism- Edward Said SLC
- Of Mimicry and Man: The Ambivalence of Colonial Discourse -Homi K. Bhabha SLB

- The intimate Enemy- Ashis Nandy- SLC

## **Unit-2**

**Teaching Hours:15**

### **Questioning Colonialism, Retrieving History**

The Unit will explore the myriad ways of contesting Colonialism, among which the most important tool for decolonising is making use of history and historiography. The Unit will also look at how specific 'Other histories' were constructed, represented and the underpinning narratives formed. The essays prescribed will form the theoretical underpinning for understanding the texts

Key Concepts and Movements: methods of questioning colonialism, History as a tool of decolonization, Cultural alienation, nationalism, making mimic men, cultural fundamentalism, importance of retrieving histories, Subaltern Studies, white histories, Other histories, race, space, memory, representation, fiction, identity

- The Harp of India- Henry Derozio SLC
- Rebel Sultans- Manu S Pillai (pp 1-20) SLC
- [Invention of Traditions- Eric Hobsbawm \(Introduction\)](#)
- History without a Cause? Grand Narratives, World History, and the Postcolonial Dilemma -Barbara Weinstein SLC
- Tonight- Agha Shahid Ali (an English ghazal) SLC

- The Mummy- 1999 (Movie) SLC

### **Unit-3**

**Teaching Hours:15**

#### **Nation and Cultural Identity**

The unit will discuss current debates and conversations regarding Colonial discourses, English studies and Englishes, Language and Imperialism and look at modes of representation and narratives where Europeans constructed the natives in politically significant ways. This unit will attempt to unpack literary figures, themes and representations that have enforced imperialist ideology, colonial dominance and continuing western hegemony.

Key Concepts and Movements: Constructing the nation, locality, community, identity, Imagi- Nations, Imagined Communities, Cultural Identity, Aime Cesaire, nativism, writing Aboriginal, multinational citizenship, religion and spirituality, Postcolonial Subalternization, Continuing colonialism, postcolonial protest, orality and literature, folk, myth, history, ELIAC, Magic Realism, Decanonisation, Nation Languages, Postcolonial Englishes

- [Literature as History of Social Change- KN Panikkar](#)
- Literature/Identity: Transnationalism, Narrative and Representation - Arif Dirlik SLB
- The Famished Road- Ben Okri SLC
- [Anwar's Legacy- Rahul Maheshwari](#)

•Ulysses by the Merlion- Edwin Thumboo SLC

## **Unit-4**

**Teaching Hours:15**

### **Gender and Queer**

The Feminist critics have argued that the empire was always a ‘masculine adventure’. This has resulted in the effacement of woman in studies of colonialism. Feminist readings have foregrounded both the racial as well as the gendered contexts and problems of both European and native women in the colonial context. Imperialism also had a problematic relationship with other forms of sexuality. This unit will look at contemporary theorizations that have called into question the problematic linkage of caste and class configurations with that of national identity, gender roles and sexuality.

**Key Concepts and Movements:** Postcolonial feminism, gendered nation, national movements and women, gendered traditions and modernities, diasporas and women, marriage and family, Motherism, Motherhood, African feminism, motherland, mother tongue, patriarchy, fundamentalism, war, Islamic feminism, , body, desire, sexuality, subaltern women and life writing, queer, queering identities, queering borders

•Veils and Sales: Muslims and the Spaces of Postcolonial Fashion Retail - Reina Lewis SLB

•“Patriarchal Colonialism” and Indigenism: Implications for Native Feminist Spirituality and Native Womanism -M. A. Jaimes Guerrero SLB

•Nampally Road- Meena Alexander SLC

•Women at Point Zero- El Saadawi SLB

•[Parinayam\(malayalam movie with subtitles\)](#) SLB

•Kamasutra- Vatsyayna (Excerpts) SLC

•Scent of Love- Hoshang Merchant SLC

### **Text Books And Reference Books:**



**Essential Reading / Recommended Reading**

- Achebe, Chinua. "An Image of Africa: Racism in Conrad's Heart of Darkness." *Massachusetts Review*, Vol. 18, 1977.
- Achebe, Chinua. *Things Fall Apart*. UK: Heinemann, 1958.
- Bhabha, Homi K. *The Location of Culture*. London: Routledge, 1994.
- Boehmer, Elleke. *Colonial and Postcolonial Literature: Migrant Metaphors*. Oxford: Oxford University Press, 1995.
- Conrad, Joseph. *Heart of Darkness*. UK: Blackwood's Magazine, 1899.
- Derozio, Henry Louis Vivian. "The Harp of India." In *Songs of the Stormy Petrel: Complete Works of Henry Louis Vivian Derozio*. Ed. Abirlal Mukhopadhyay. Kolkata: Progressive Publisher, 2001.
- Derozio, Henry Louis Vivian. "To India - My Native Land." In *Songs of the Stormy Petrel: Complete Works of Henry Louis Vivian Derozio*. Ed. Abirlal Mukhopadhyay. Kolkata: Progressive Publisher, 2001.
- Devi, Mahasweta. "Pterodactyl." In *Imaginary Maps: Three Stories*. Tr. Gayatri Chakravorty Spivak. New York & London: Routledge, 1994.
- Fanon, Frantz. *The Wretched of the Earth*. New York: Grove Press, 1963.
- Foucault, Michel. "The Order of Discourse." In *Untying the Text: A Post-Structuralist Reader*. Ed. Robert Young. Boston: Routledge & Keagan Paul Ltd., 1971.
- Lahiri, Jhumpa. *Interpreter of Maladies*. Boston: Houghton Mifflin, 1999.
- Loomba, Ania. *Colonialism/Postcolonialism*. London: Routledge, 1998.
- Rao, Raja. *Kanthapura*. London: New Directions, 1938.
- Said, Edward. *Orientalism*. New York: Pantheon Books, 1978.
- Spivak, Gayatri Chakravorty. "Can the Subaltern Speak?" In *Marxism and the Interpretation of Culture*. Ed. Cary Nelson and Lawrence Grossberg. Urbana: University of Illinois Press, 1988.
- Tagore, Rabindranath. *Nationalism*. San Fransisco: The Book Club of California, 1917.
- Walcott, Derek. "A Far Cry from Africa." *Collected Poems, 1948-1984*. New York: Noonday Press, 1986.

•Walcott, Derek. "North and South." Collected Poems, 1948-1984. New York: Noonday Press, 1986.

### **Evaluation Pattern**

CIA I and III can be either written analysis/presentation of a movement or dominant idea of the time, literary quiz or debates or seminar/ panel discussions.

Mid semester exam will be a written paper on the modules covered for 50 marks (5 questions out of 8, 10 marks each, open book or crib sheet exam)

[End-semester: Submission of a Research Paper](#)

## **MEL333 - CULTURAL STUDIES : EXPLORING IDENTITIES (2019 Batch)**

**Total Teaching Hours for Semester:60**

**No of Lecture  
Hours/Week:4**

**Max Marks:100**

**Credits:4**

### **Course Objectives/Course Description**

#### **Course Description**

This course is designed to provide contemporary intersectional and interdisciplinary perspectives on cultural phenomena and theories, with specific focus on India. The students will be provided epistemological and methodological frameworks to read, examine, understand, and analyse cultural phenomenon and ideological frameworks that specifically pertain to caste, identities, and regionalism.

#### **Course Objectives**

- To introduce students to culture studies as a discipline
- To help students engage with "culture" as an academic inquiry

- To introduce theoretical interventions in studying culture from within culture studies
- To help students analyze cultural artefacts using dimensions such as nation, identity, power as interconnected entities
- To help students engage with cultural debates from India and the world

### **Learning Outcome**

Students will demonstrate:

- Understand culture studies as a discipline and framework of academic investigation
- Develop a theoretical understanding of cultural artefacts
- Be able to understand and engage with debates in the formulations of 'culture'
- Develop a critical understanding of culture, culture studies, and other related dimensions

### **Unit-1**

**Teaching Hours:15**

#### **Studying Culture- Issues of Definition, Scope and Methods**

This module will help the students understand the basic ideas, concepts, debates and methods of culture studies as practiced in contemporary times while retaining the traditional grounding of the discipline. They would be introduced to the ideas and interrelations of myth and culture, popular articulations of culture, culture as industry, and the processes of coding and decoding cultural artefacts.

- Fiske, J. (2010). Understanding popular culture. Routledge.
- Barthes, Roland (1957). "Myth Today".
- Williams, Raymond, (1958) "Culture is Ordinary" from The Everyday Life Reader.
- Adorno, Theodor and Max Horkheimer. "The Culture Industry: Enlightenment as Mass Deception." The Cultural Studies Reader. Simon

During(ed). New York, London: Routledge, 1993, 29-43.

•Hall, Stuart. "Encoding, decoding." The Cultural Studies Reader. Simon During (ed). New York, London: Routledge, 1993, 90-103.

•Miller, Toby. "What it is and what it isn't: Introducing... Cultural Studies." A companion to cultural studies (2001): 1-19.

## **Unit-2**

**Teaching Hours:15**

### **Culture and Nation**

This module is designed to familiarise the students with the current debates around culture and nationality, construction of a nation, divergences and convergences between imagined communities and culture, with a specific focus on caste and nationality.

•Vinod, M.J. and Deshpande, M. (2013). Contemporary Political Theory. New Delhi: PHI Learning.

•Romila Thapar: From On Nationalism

•Benedict Anderson: From Imagined Communities

•Partha Chatterjee: "Whose Imagined Community?"

•Volpp, L. (1996). Talking" culture": Gender, race, nation, and the politics of multiculturalism. Columbia Law Review, 96(6), 1573-1617.

•Guru, Gopal. "Archaeology of Untouchability". The Cracked Mirror. New Delhi: OUP, 2012.

## **Unit-3**

**Teaching Hours:30**

### **Culture and Texts**

This module, primarily based on the ocular models of culture will shed light on visualizing and conceptualizing culture. The module will also address various modes and text forms of culture and their connotations and ideological implications.

### Culture and texts: Ways and Modes of Seeing

- Berger, J. (2008). Ways of seeing (Vol. 1). Penguin UK. (video edition)  
[https://www.youtube.com/watch?v=0pDE4VX\\_9Kk](https://www.youtube.com/watch?v=0pDE4VX_9Kk)

### Advertisement

- Arnould, E. J., & Thompson, C. J. (2005). Consumer culture theory (CCT): Twenty years of research. *Journal of consumer research*, 31(4), 868-882.
- Vilanilam, J. (1989). Television advertising and the Indian poor. *Media, Culture & Society*, 11(4), 485-497.

### Twitter, YouTube and Social Media

- Gill, R., & Pratt, A. (2008). In the social factory? Immaterial labour, precariousness and cultural work. *Theory, culture & society*, 25(7-8), 1-30.
- Blackmore, S. (2000). The meme machine (Vol. 25). Oxford Paperbacks. (pp 1-66)
- Marwick, A. E., & Boyd, D. (2011). I tweet honestly, I tweet passionately: Twitter users, context collapse, and the imagined audience. *New media & society*, 13(1), 114-133.
- Banet-Weiser, S., & Miltner, K. M. (2016). #Masculinity So Fragile: culture, structure, and networked misogyny. *Feminist Media Studies*, 16(1), 171-174.

### Fashion

- Crane, D. (2012). Fashion and its social agendas: Class, gender, and identity in clothing. University of Chicago Press.
- Sara Pendergrast: "Clothing, Headgear and Body Decorations in India"
- Dhareshwar, V., & Niranjana, T. (1996). Kaadalan and the politics of resignification: Fashion, violence and the body.

### Art

- The Iconic Urinal & Work of Art, “Fountain,” Wasn’t Created by Marcel Duchamp But by the Pioneering Dada Artist Elsa von Freytag-Loringhoven. <http://www.openculture.com/2018/07/the-iconic-urinal-work-of-art-fountain-wasnt-created-by-marcel-duchamp.html> and How Duchamp’s Urinal Changed Art Forever. <https://www.artsy.net/article/artsy-editorial-duchamps-urinal-changed-art-forever>

- D'Souza, R. E. (2013). The Indian Biennale Effect: The Kochi-Muziris Biennale 2012. *Cultural Politics*, 9(3), 296-312.

Language

- Rita Kothari “Caste in a Casteless Language: English as a language of Dalit Expression”

- Probal Dasgupta “Sanskrit, English and Dalits” *EPW*, 35 (16), 2000.

- Rubdy, R. (2013). Hybridity in the linguistic landscape: democratizing English in India. *The global–local interface and hybridity: Exploring language and identity*, 43-65.

Films

- Kluge, Alexander, "On Film and the Public Sphere," *New German Critique* 24/25, Autumn, 1981 — Winter 1981. (pp. 206-220).

- Lal, V., & Nandy, A. (2006). *Fingerprinting popular culture: the mythic and the iconic in Indian cinema*. Oxford.

Theatre

- Dutt, U. (2009). *On Theatre*.

- Irving, H. (1994). *Theatre, culture and society: essays, addresses and lectures*. Edinburgh University Press.

Culture and Food- Identities and Nationality

- Narayan, Uma. "Eating cultures: incorporation, identity and Indian food." *Social Identities*, Vol.1, No. 1, 1995, pp.63-86.
- Bourdieu, Pierre, *Distinction: A Social Critique of the Judgment of Taste*. Cambridge, MA: Harvard University Press, 1984, pp.169-200.
  
- Natrajan, B., & Jacob, S. (2018). 'Provincialising' Vegetarianism. *Economic & Political Weekly*, 53(9), 55.

### **Text Books And Reference Books:**

- Agamben, Giorgio. "What is an apparatus?" *What is an Apparatus and Other Essays*. Stanford: Stanford UP, 2009, 1-24. (on Carmen).
- Pramod K Nayar: "Star Power: The Celebrity as Power" Zizek, Slavoj. *Violence*. New York: Picador, 2008.
  - Spivak, Gayatri Chakravorty and Sneja Gunew. "Questions of multiculturalism." *The Cultural Studies Reader*. Simon During (ed). New York, London: Routledge, 1993, 193-202.
  - Basu, D., & Das, D. (2014). Poverty–hunger divergence in India. *Economic and Political Weekly*, 49(2), 22-24.
  - Van Den Berghe, Pierre L, "Ethnic cuisine: culture in nature." *Ethnic and Racial Studies*, Vol.7, No. 3, 1984, pp.387-397.
  - UTPAL, K. B. (1991). *Folk Theatre: Pageantry and Performance*.
  - Bhattacharya, K. (2006). Non-western traditions: Leisure in India. In *A handbook of leisure studies* (pp. 75-89). Palgrave Macmillan, London.
  - Jacques Rancière. *Politics of Literature*. London: Polity Press, 2011
  - Castells, M. (2008). The new public sphere: Global civil society, communication networks, and global governance. *The aNNals of the american academy of Political and Social Science*, 616(1), 78-93.
  - Cairns, Kate, and Josée Johnston, *Food and Femininity*. New York: Bloomsbury Publishing, 2015, pp. 23-41.
  - Dwyer, R., & Patel, D. (2002). *Cinema India: The visual culture of Hindi film*. Rutgers University Press.

- Tharu, Susie. *Subject to Change: Teaching Literature in the Nineties*. Orient Longman, 1998.
- Han, S. P., & Shavitt, S. (1994). Persuasion and culture: Advertising appeals in individualistic and collectivistic societies. *Journal of experimental social psychology*, 30, 326-326.

•Nayar, P. *Contemporary Literary and Cultural theory: from Structuralism to Eco criticism* would be a good suggestion.

### **Essential Reading / Recommended Reading**

Agamben, Giorgio. "What is an apparatus?" *What is an Apparatus and Other Essays*. Stanford: Stanford UP, 2009, 1-24. (on Carmen).

- Pramod K Nayar: "Star Power: The Celebrity as Power" Zizek, Slavoj. *Violence*. New York: Picador, 2008.
- Spivak, Gayatri Chakravorty and Sneja Gunew. "Questions of multiculturalism." *The Cultural Studies Reader*. Simon During (ed). New York, London: Routledge, 1993, 193-202.
- Basu, D., & Das, D. (2014). Poverty–hunger divergence in India. *Economic and Political Weekly*, 49(2), 22-24.
- Van Den Berghe, Pierre L, "Ethnic cuisine: culture in nature." *Ethnic and Racial Studies*, Vol.7, No. 3, 1984, pp.387-397.
- UTPAL, K. B. (1991). *Folk Theatre: Pageantry and Performance*.
- Bhattacharya, K. (2006). Non-western traditions: Leisure in India. In *A handbook of leisure studies* (pp. 75-89). Palgrave Macmillan, London.
- Jacques Rancière. *Politics of Literature*. London: Polity Press, 2011
- Castells, M. (2008). The new public sphere: Global civil society, communication networks, and global governance. *The aNNals of the american academy of Political and Social Science*, 616(1), 78-93.
- Cairns, Kate, and Josée Johnston, *Food and Femininity*. New York: Bloomsbury Publishing, 2015, pp. 23-41.
- Dwyer, R., & Patel, D. (2002). *Cinema India: The visual culture of Hindi film*. Rutgers University Press.
- Tharu, Susie. *Subject to Change: Teaching Literature in the Nineties*. Orient Longman, 1998.



•Han, S. P., & Shavitt, S. (1994). Persuasion and culture: Advertising appeals in individualistic and collectivistic societies. *Journal of experimental social psychology*, 30, 326-326.

•Nayar, P. Contemporary Literary and Cultural theory: from Structuralism to Eco criticism would be a good suggestion.

### **Evaluation Pattern**

Students are required to submit a project report taking any one of the units as primary by the end of the semester. The project could be a detailed understanding, review, analysis, production (e.g., a documentary (short) written, shot, edited by the individual or an exhibition, designed, curated by the individual) of any of the cultural texts. They will be given a framework in which they should submit the report. The report will be typed in Times New Roman, 12, double spaced with the author name and project initials mentioned on header. Plagiarism will not be tolerated. Proper referencing format should be used. It's an individual submission. The student will be evaluated on selection of theme, rationale of the study, an argument to justify why the question should be handled in Culture Studies, provide a review of literature with a critical approach wherein, the ideas should be shown as contested, and the student's attempt to negotiate the constructedness with an argument of his/her own. The report should be bound and submitted 2 days prior to the deadline.

CIA I: For CIA 1, the student will be asked to submit the proposal for the project. It will be evaluated on the selection of theme, rationale of the study, an argument to justify why the question should be handled in Culture Studies. Academic format should be followed and will be an aspect for evaluation. (20 marks, 5 marks each for each criterion)

CIA II - Mid Semester Examination: Section A (10X5=50 marks) - Centralised

CIA III: The student is required to provide a review of literature with a critical approach wherein, the ideas should be shown as contested, and the student's attempt to negotiate the constructedness with an argument of his/her own. Academic format should be followed and will be an aspect for evaluation. (20 marks, 5 marks each for each criterion)

End Semester Examination: Submission of a project-100 marks

## **MEL334 - GENDER STUDIES (2019 Batch)**

**Total Teaching Hours for Semester:60**

**No of Lecture  
Hours/Week:4**

**Max Marks:100**

**Credits:4**

### **Course Objectives/Course Description**

#### Course Description

- The course examines the idea of Gender and its social constructs
- The difference between sex and gender and important concepts of Gender Studies are examined
- There is an attempt to answer questions pertaining to how the social constructs of race, class, gender, sexuality and ethnicity intersect
- The theoretical framework for the discussion of gender studies will be based on theories of the body, major movements in gender studies, femininity, masculinity and queer studies
- Students will integrate readings and theoretical frameworks of gender to real life contexts through assignments based on experiential learning in the form of case studies, interviews and production of material for further reading and research
- The course will involve interface with NGOs and public organizations working for individuals marginalized on the basis of gender

#### Course Objectives

- Help students understand biological, social and cultural dimensions of sex and gender and popular discourses of the body
- Enable approaches to concerns of gender through intersectional and interdisciplinary perspectives through a close reading of literary and visual texts

- Explore significant concepts, theories, movements and contexts in Gender Studies
- Contextualize gender issues in experiential domains through research, content creation and application oriented assignments

## **Learning Outcome**

### Course Learning Outcomes

The students will demonstrate

- Basic understanding of concepts, theories, movements and contexts of Gender Studies conceptual understanding of Gender Studies
- A broad based historical overview of concerns of gender from across the world in literature and visual texts
- Experiential and contextual understanding of contemporary issues of gender
- Ability to pursue individual research in interdisciplinary fields with an intersectional understanding of gender concerns
- The Institutional Values of CHRIST through gender sensitivity, social responsibility and love of fellow beings

## **Unit-1**

**Teaching  
Hours:10**

### **Doing Gender**

The unit introduces students to primary concepts of sex and gender through the critical lens of 'Biological Determinism' and 'Social Constructivism', underlining the difference between the two. It will also introduce the body as an ideological construct and enable students to comprehend how the body is narrativised in various popular discourses to uphold normative constructions of binaries of sex and gender

Theoretical Framework:

- Dani Cavallaro: “Why the Body?”
- Simone de Beauvoir: Chapter 1, The Second Sex
- Anne Fausto Sterling: “The Five Sexes: Why Male and Female are not Enough” (SL B)
- Michel Foucault: Excerpts from History of Sexuality

Literary Texts:

- Excerpts from Vachanas of Devara Dasimmaiah and Akka Mahadevi

- Kalki Subramaniam: “Phallus I Cut”

## **Unit-2**

**Teaching  
Hours:20**

### **From Equity to Identity Politics: Feminist Trajectories, Women's Writing and Contemporary Femininities**

This unit will give a historical overview of feminist concerns, movements and women's writing apart from sensitizing students to the intersectional and inclusive nature of contemporary feminisms

Theoretical Framework: Introduction to major feminist movements, intersectionality and contemporary approaches to feminism

- Virginia Woolf: “Professions for Women”
- Women Pioneers in India: Excerpts from the lives of Cornelia Sorabji, Ramabai Ranade & Savitribai Phule (SL B)
- Helene Cixous: “The Laugh of the Medusa”
- Luce Irigaray: “When our Lips Speak Together”
- Susie Tharu & Lalita. K: Introduction to Women Writing in India, Vol. 1 & 2
- Kumkum Sangari: “Mirabai and the Spiritual Economy of Bhakti”
- Ashapurna Devi: Subarnalatha (SL A)
- Bell hooks: Excerpts – Feminist Theory: From Margin to Centre
- Vandana Shiva: Videos on Eco-feminism (Youtube)
- Donna Haraway: Excerpts from The Cyborg Manifesto

Literary Texts

- Ismat Chughtai: “Lihaaf”
- Jharna Rahman: Arshinagar
- Olga Broumas: “Circe”, “Red Riding Hood”
- Mahasweta Devi: “Breast-Giver”
- Volga: Excerpts from The Liberation of Sita

Visual Text

- Chimamanda Adichie – The Danger of a Single Story (YouTube)

### **Unit-3**

**Teaching  
Hours:10**

#### **Hegemonic & Subversive Masculinities**

This unit will introduce students to the concept of Masculinities, theoretical frameworks for concerns of masculinities and the intersectional elements of race, class, caste and ethnicity in studies of masculinities

Theoretical Framework: Introduction to studies in Masculinities, Hegemonic and Subversive Masculinities, Alpha-male, Adonis Complex, Men and violence

- Rahul Roy & Anupama Chatterjee: A Little Book on Men
- Stephen M. Whitehead: “Materializing Male Bodies”
- Radhika Chopra: “Invisible Men: Masculinity, Sexuality and Male Domestic Labour”

Literary Texts

- James Baldwin: Giovanni’s Room (SLC)

Visual Text

- Barry Jenkins: Moonlight

### **Unit-4**

**Teaching  
Hours:20**

#### **Gender Performativity: Towards Multiple Ontologies of Gender**

This unit will introduce students to queer theory and literature

- Ruth Vanita & Saleem Kidwai: Excerpts from Same Sex Love in India
- Judith Butler: Excerpts from Gender Trouble
- Sara Ahmed: “Orientations: Towards a Queer Phenomenology”

#### Literary Texts

- Shyam Selvadurai: The Funny Boy

#### Visual Texts

- Santosh Sivan: Navarasa (visual text)
- Tom Hooper: The Danish Girl (visual text)

### **Text Books And Reference Books:**

Brinda Bose, “The Desiring Subject: Female Pleasures and Feminist Resistance in Deepa Mehta’s Fire.” in Indian Journal of gender studies (volume 7 Number 2 July – December 2000 Special Issue: Feminism and the Politics of Resistance) Ed. Rajeswari Sunder Rajan. Print.

- Butler, Judith. Undoing Gender. New York: Routledge, 2004. Print.
- Chandra Talpade Mohanty, “Cartographies of Struggle: Third World Women and The Politics of Feminism.” In Feminism Without Borders: Decolonizing Theory, Practicing Solidarity, Duke UP: 2004. Pp: 43-84. Print.
- David; Kaplan, Cora. Genders. Glover, London, Routledge: 2000. Print
- Eagleton, Mary (Ed). A Concise Companion to Feminist Theory, Oxford, Blackwell Publishing: 2003. Print.
- Jain, Jasbir (ed). Women in Patriarchy, New Delhi, Rawat Publications: 2005. Print.
- Kimmel, Michael, and Amy Aronson (eds). Men and Masculinities: A Social, Cultural, and Historical Encyclopedia. Santa Barbara, CA: ABC-Clio Press, 2003. Print.

•Spivak, Gayatri Chakravorty. "Three Women's Text and a Critique of Imperialism", in Henry Louis Gates, Jr. Ed., "Race", Writing and Difference Chicago: Chicago University Press: 1985. Print.

•Whitehead, Stephen M., and Frank J. Barrett. (eds). The Masculinities Reader, Cambridge: Polity Press, 2001. Print.

### **Essential Reading / Recommended Reading**

Cavallaro, Dani. The Body for Beginners. Orient Longman: 2001. Print.

•Collins, Patricia Hill. Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment. Routledge: 2000. Print.

•Featherstone M., Hepworth M., and Turner, B. (eds).The Body: Social Process and Cultural Theory. London, Sage: 1991. Print.

•Illich, Ivan. Gender. New York: Pantheon Books: 1982. Print.

•Kumar, Radha. The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990. New Delhi: Kali for Women: 1993. Print.

•Moi, Toril. "'I Am Not a Woman Writer': About Women, Literature and Feminist Theory Today", Feminist Theory 9.3 (December 2008), 259-71. Print.

•Ratheesh Radhakrishnan: "PE Usha, Hegemonic Masculinities and the Public Domain in Kerala: On the Historical Legacies of the Contemporary". Inter-Asia Cultural Studies, 6:2, 187-208, 2005. DOI: 10.1080/1464937050000659

•Showalter, Elaine. "Toward a Feminist Poetics," Women's Writing and Writing About Women. London: Croom Helm, 1979.

### **Evaluation Pattern**

Evaluation Pattern

Students will be evaluated on the basis of their performance in Continuous Internal Assessments (CIAs) and the End-semester examination.

CIA I: Individual Presentations with written abstracts based on discourses of the body (20 Marks)

CIA II: Mid-semester Exam for 50 marks (10x5 =50 marks – Answer any 5 out of 8 questions)

CIA III: Research Paper/ Presentation in Seminar or Workshop/ Content Creation for gender sensitization (20 Marks)

End-semester Examination: 20x5= 100 (Answer any 5 out of 8 questions).

## **MEL381 - INTERNSHIP (2019 Batch)**

**Total Teaching Hours for Semester:240**

**No of Lecture  
Hours/Week:4**

**Max Marks:100**

**Credits:4**

### **Course Objectives/Course Description**

#### Course Description

The course aims at introducing internship to the students. It helps them to get a practical experience in learning through the various kinds of jobs that they select according to their levels of interests and gain professional experience. This course also aims to aid students to choose their career according to the internship experiences.

#### Course Objectives

- To expose students to the field of their professional interest
- To give an opportunity to get a practical experience of the field of their interest
- To strengthen the curriculum based on internship-feedback where relevant
- To help student choose their career through practical experience

### **Learning Outcome**

#### Course Learning Outcomes



**Unit-1**

**Teaching Hours:240**

**Internship Hours / Days - Criteria**

MA English students have to undertake an internship of not less than 30 working days or 240 hours at any of the following: reputed research centers; recognized educational institutions; print, television, radio organizations; HR, PR firms; theatre groups/organizations; or any other approved by the Department.

The internship is to be undertaken during the second semester break. The internship is a mandatory requirement for the completion of the MA programme. However the Report and Viva will be conducted during Semester III and the marks will appear in the mark sheet of Semester III.

The students will have to give an internship proposal with the following details: organization where the student proposes to do the internship; reasons for the choice, nature of the internship, period of internship, relevant permission letters, if available, name of the mentor in the organization, email, telephone and mobile numbers of the person in the organization with whom CHRIST (Deemed to be University) could communicate matters related to internship. Typed proposals will have to be given at least a month before the end of the second semester.

The coordinator of the programme in consultation with the HOD will assign faculty members from the department as guides at least two weeks before the end of the second semester. The students will have to be in touch with the guides during the internship period either through person meetings, over the phone or through internet. At the place of internship the students are advised to be in constant touch with their mentors.

At the end of the required period of internship the candidates will submit a report in not less than 1500 words. The report should be submitted within first 10 days of reopening of the university for the III semester.

Apart from a photocopy of the letter from the organization stating the successful completion of internship, the report shall have the following parts.

- oIntroduction to the place of internship
- oReasons for the choice of the place and kind of internship
- oNature of internship
- oObjectives of the internship
- oTasks undertaken
- oChallenges Faced
- oLearning outcome
- oSuggestions, if any
- oConclusion

A photocopy of the portfolio, if available may be given along with the report. However, the original output, if available should be presented during the internship report presentation.

#### Report Format

- 12 font size
- Times New Roman font
- One and half line spaced
- Name, register no, and programme name, date of submission on the left-hand top corner of the page
- Below that in the centre title of the report 'Report of internship undertaken at \_\_\_\_ from \_\_\_\_ (date, month in words, year); no separate cover sheet to be attached.

Within 20 days from the day of re-opening, the department must hold a presentation by the students. Students should preferably be encouraged to make a PowerPoint presentation of their report. A minimum of 10 minutes should be given for each of the presenter. The maximum limit is left to the discretion of the evaluation committee. If the first year students are present they could also be made the audience.

### **Text Books And Reference Books:**

Guidelines for internship: A manual for students, faculty and site supervisors. (2002). Peterborough, Ont.: Sir Sandford Fleming College.

- Internship program: A vital working experience. (1974). Washington, D.C.: The Administration.
- Clowes, K. (2015). Put college to work: How to use college to the fullest to discover your strengths and find a job you love before you graduate. Fresno, CA: Quill Driver Books.
- Cooper, D. L. (2002). Learning through supervised practice in student affairs. New York: Brunner-Routledge.
- Hall, B. L., Etmanski, C., & Dawson, T. (2014). Learning and teaching community-based research: Linking pedagogy to practice. Toronto: University of Toronto Press.
- McDonald, B. A. (1983). VES 495 Teaching Internship. Student Manual. S.l.: Distributed by ERIC Clearinghouse.
- McDonald, B. A. (1983). VES 496 Professional Internship. Student Manual. S.l.: Distributed by ERIC Clearinghouse.
- Snowden, M. (1997). Internship program: Student reports. Lismore, N.S.W.: Southern Cross University.

### **Essential Reading / Recommended Reading**

Guidelines for internship: A manual for students, faculty and site supervisors. (2002). Peterborough, Ont.: Sir Sandford Fleming College.

- Internship program: A vital working experience. (1974). Washington, D.C.: The Administration.
- Clowes, K. (2015). Put college to work: How to use college to the fullest to discover your strengths and find a job you love before you graduate. Fresno, CA: Quill Driver Books.
- Cooper, D. L. (2002). Learning through supervised practice in student affairs. New York: Brunner-Routledge.

- Hall, B. L., Etmanski, C., & Dawson, T. (2014). Learning and teaching community-based research: Linking pedagogy to practice. Toronto: University of Toronto Press.
- McDonald, B. A. (1983). VES 495 Teaching Internship. Student Manual. S.l.: Distributed by ERIC Clearinghouse.
- McDonald, B. A. (1983). VES 496 Professional Internship. Student Manual. S.l.: Distributed by ERIC Clearinghouse.
- Snowden, M. (1997). Internship program: Student reports. Lismore, N.S.W.: Southern Cross University.

### **Evaluation Pattern**

End Semester Examinations – 100 marks

oPPT – 30 marks

oPresentation- 40 marks,

oReport Submission- 30 marks

## **MEL411 - SOCIAL INNOVATION AND ENTREPRENUERSHIP (2019 Batch)**

**Total Teaching Hours for  
Semester:45**

**No of Lecture  
Hours/Week:3**

**Max Marks:50**

**Credits:3**

### **Course Objectives/Course Description**

Rural India comprises 66.46% of India's population and contributes to a large portion of India's GDP by way of agriculture, services, skilled and non-skilled labour. Rural India suffers from socio-economic distress due to several factors, small land holding, rain dependent agriculture, and lack of alternative sources of income, migration to urban centers and due to several sociological factors.

Rural India in its diverse geographies has a huge potential to provide solutions to some of the gravest global challenges pertaining to environment and sustainable development and which remains largely untapped. This calls

for a focused approach in exploring the potential opportunities through a scientific approach of critical thinking and creativity, pro-active engagement of rural communities, creating effective structures to implement and create global visibility for the proprietary products and services created. Such an approach will substantially mitigate socio-economic distress in rural communities by providing them income generating opportunities by engaging social enterprises and also contribute to the sustainability goals of the UN.

The course of Social Innovation and Entrepreneurship for students of English Language and Literature seeks to sensitise students with an on field immersion with rural India and explore possibilities for enterprise through case studies on innovative rural enterprises. The course seeks to apply their finer eye for aesthetics and culture and

#### Course Objectives

- To familiarize students with the Sustainability goals envisioned by UN and motivate them to proactively contribute towards its attainment.
- To create a firsthand awareness of rural India and challenges which can be translated into entrepreneurial opportunities.
- To study and analyze different Social Enterprise models and their relative outcomes
- To gain an understanding of the challenges of running a social enterprise.
- To give students a firsthand experience of understanding the challenges of capacity building and leadership creation in rural communities for an enterprise and engage them proactively in building a sustainable business.
- To stimulate curiosity in students to identify the areas of gaps in products and services and come up with creative solutions which can be translated into profitable enterprises.
- To help students develop ethical business models founded on the principles of equity and fair play vis-à-vis the engagement of rural and grass root communities

- To enable students to curate branding and market strategies for products and services emerging from a social enterprise to make them profitable and sustainable

## **Learning Outcome**

At the end of the course-

- Students will have a comprehensive understanding of the U N Sustainability goals and get engaged in it proactively.
- Students will have gained a firsthand awareness of rural India and challenges which can be translated into entrepreneurial opportunities.
- Students will be exposed to different Social Enterprise models and their relative outcomes
- Students will have envisaged the challenges of running a social enterprise.
- Students will have gained on-field experience of engaging with rural communities for capacity building and leadership.
- Students will have identified at least one problem/gap area in a product or service and will have come up with creative solutions as part of their project.
- Students will develop business models founded on the principles of equity and fair play vis-à-vis the engagement of rural and grass root communities
- Students will simulate branding and market strategies for products and services which they will have developed as part of their project work.

### **Unit-1**

**Teaching Hours:2**

#### **Sustainable Development**

Sustainable Development Goals for Socially and Environmentally better world by 2030

UN Sustainability Goals

-17 sustainable goals and how it they can be achieved

### **Unit-2**

**Teaching Hours:4**

#### **Rural India**

Understanding Rural India

-Understanding the Polity, Society, and Economy of rural India

**Unit-3****Teaching Hours:6****India's Social Entrepreneurship Experience & Business Structures**

Case Studies

**Unit-4****Teaching Hours:12****Case studies of Rural Innovation and Enterprise**

Rural Innovation and Entrepreneurship

-Case Studies

**Unit-5****Teaching Hours:12****Grassroot Innovation**

Grassroots Innovation and Entrepreneurship

-Field visits and Hands on project

**Unit-6****Teaching Hours:6****Rural Enterprise and Business Plans**

Business plan for social enterprise

- Project Presentation

**Unit-7****Teaching Hours:3****Branding Rural Products and Services**

Branding and Marketing strategies for social Enterprise

-Presentation

•Suggested overnight field trip to SMID, Kanyakumari for on field case study of social enterprise

**Text Books And Reference Books:**

A Handbook of Rural India (Readings on Economy, Polity and Society)

Surinder S Jodha

•Women in Rural India: Vani Prabhakar

•Rural Development in India Strategies and Processes: G Sreedhar and D Rajasekar

•Communication for Rural Innovation: Cees Leeuwis, A. W. van den ban

- Frugal Innovation: How to Do More With Less: Navi Radjou Jaideep Prabhu
- Jugaad Innovation: Navi Radjou, Jaideep Prabhu, Simone Ahuja
- Poor Economics: Abhijit Bannerjee, Esther Duflo
- The Open Book of Social Innovation: Geoff Mulgan, Robin Murray
- The 22 Immutable Laws of Branding: Al Ries

- Marketing Strategy- A Decision-Focused Approach: Walker, Mullins

### **Essential Reading / Recommended Reading**

A Handbook of Rural India (Readings on Economy, Polity and Society)

Surinder S Jodha

- Women in Rural India: Vani Prabhakar
- Rural Development in India Strategies and Processes: G Sreedhar and D Rajasekar
- Communication for Rural Innovation: Cees Leeuwis, A. W. van den ban
- Frugal Innovation: How to Do More With Less: Navi Radjou Jaideep Prabhu
- Jugaad Innovation: Navi Radjou, Jaideep Prabhu, Simone Ahuja
- Poor Economics: Abhijit Bannerjee, Esther Duflo
- The Open Book of Social Innovation: Geoff Mulgan, Robin Murray
- The 22 Immutable Laws of Branding: Al Ries

- Marketing Strategy- A Decision-Focused Approach: Walker, Mullins

### **Evaluation Pattern**

Two Case Studies-40 Marks

Live Project-40 Marks

Presentation-20 Marks

## **MEL431 - INDIAN LITERATURES IN ENGLISH** (2019 Batch)

**Total Teaching Hours for Semester:60**

**No of Lecture  
Hours/Week:4**



**Course Objectives/Course Description****Course Description**

This course on Indian Writing in English is intended to give a comprehensive understanding of the evolution of Indian writing in English, spanning from pre-independence time to the current days. The selection of texts problematizes the acceptance of Indian English as an equivalent language to Indian bhashas. Further, it guarantees a critical, analytical and an aesthetic engagement with a few representative works from Indian Writing in English. The course intends to orient the learners towards a holistic understanding and engagement with the nature and dynamics of Indian writing in English.

**Course Objectives**

- To introduce learners to major movements and figures of Indian Literature in English through the study of selected literary texts
- To create a sense of appreciation of literary text located in various geographical and cultural spaces.
- To enable learners to the nuanced language use in Indian Writing in English
- To enhance literary and linguistic competence of learners
- To aid students to understand issues such as representation of culture, identity, history, national and gender politics
- To provide students opportunities to understand that antiquity and contemporary are brought together
  
- To enhance students' ability to understand and interpret Indian identity, ideologies, culture and history reflected through the voice of prominent writers of various ages in various forms and genres.

## Learning Outcome

### Course Learning Outcomes

- After the completion of this course, the participants would gain insight into “Indianness” through representative works.
- Students will be able to identify the relationship between Indian Writing in English and its social context.
- They will be able to critically respond to Indian English texts.
- Students will learn to analyze the diverse issues/thought processes that shape critical thinking in Indian Literature.
- They will utilize their knowledge empirically by applying to their immediate environment
- Students will be able to understand and interpret Indian identity, ideologies, culture and history reflected through the voice of prominent writers of various ages in various forms and genres.

### Unit-1

Teaching Hours:8

#### Essays

The unit aims to introduce the idea of Indian literature. The essays would help the learners to understand the complexities involved in creating literature in English but unique in culture, region, emotions and more. This section aims to help the learners to locate Indian Writing in English as a significant part of literature and to appreciate the diversity.

- Foreword to Kanthapura - Raja Rao -SL
- Is There an Indian way of Thinking- A.K.Ramanujam -SLC
- The Anxiety of Indianness- Meenakshi Mukerjee - SLC
- The politics and Poetics of Expatriation- C. Vijayasree-SLB

### Unit-2

Teaching Hours:12

#### Poetry

The unit provides the learners with a wide range of poetry from the initial phase to the contemporary, thereby allowing the learners to engage with a multiplicity in expression which allows for a closer peek into the unique world of Indian English poetry.

- Tagore's- Excerpts from Gitanjali SLC

- Kamala Das- The Stone age / The Dance of the Eunuchs /The Grandmother's House-SLC
- Gieve Patel - On Killing a Tree-SLB
- A K Ramanujam- Obituary, Extended Family, Prayers to Lord Murugan - SLC
- Toru Dutt- Our Casuarina Tree - SLC
- Mahapatra- Freedom -SL
- K.Satchidanandan- Gandhi & Poetry SL
- Jeet Thayyil - New Year,Goa, Round and Round-SL
- Jerry Pinto - I Want a Poem-SL
- Arundathi Subramaniam - Heirloom - SLB
- Sri Aurobindo – Savitri -SL

- Vikram Seth -Protocols-SL

### **Unit-3** **Plays**

**Teaching Hours:14**

The plays chosen attempt to help the learners read and understand the many issues that the Indian societies faced and the ideologies that Indian minds were trying to grapple with.

- Manjula Padmanabhan – Lights Out - SLB
- Mahesh Dattani - Thirty Days in September, Dance Like a Man – SLC
- Hayavadana- Girish Karnad - SLC
- Silence the Court is in Session- Vijay Tendulkar SLC

- Evam Indrajit- Badal Circar-SL

### **Unit-4** **Novels**

**Teaching Hours:14**

In this section, the learners would get to read a variety of texts to perceive the indigenous nature of experiences of the Indian society. It aims to help the learners reflect and question the ways of life that exist in India.

- Jhumpa Lahiri - In other Words SLC
- Upamanyu Chatterji - English August: An Indian Story SL
- Anitha Desai - In Custody - SLB
- Salman Rushdie - Shame - SL
- Khushwant Singh- Train to Pakistan - SL
- Salman Rushdie- Midnight's Children -SLB
- Amitav Ghosh- The Calcutta Chromosome - SLC
- Bharathi Mukherjee- Desirable Daughters -SLB

- Srividya Natarajan- Bhimayana-SLC

## **Unit-5**

**Teaching Hours:12**

### **Short Stories**

Like the novel, the short story section also aims to provide an insight into the lives of Indians and also helps to identify the uniqueness in the writing style used to deliver the same.

- The Mark of Vishnu- Khushwant Singh - SL
- The Blue Umbrella- Ruskin Bond - SLC
- Girls- Mrinal Pandey-SL
- Interpreter of Maladies- Jhumpa Lahiri- SLC

- The Political Murder- Shashi Tharoor- SLB

### **Text Books And Reference Books:**

- Vishwanathan,G. Masks of Conquest: Literary Study and British Role in India. New York: Colombia University Press, 1989.
- Iyenger,K R S. Indian Writing in English. New Delhi. Sterling Publisher, 1984.
- Devy, G.N. An Another Tongue: Essays on Indian English Literature, Madras: Macmillan India Ltd. 1995.

•Jha, Gauri Shankar. Current Perspectives in Indian English Literature. New Delhi,  
Atlantic Publishers, 2006.

•Mehrotra, K. ed. An Illustrated History of Indian Literature in English. New Delhi:

Permanent Black, 2003. Print.

### **Essential Reading / Recommended Reading**

Deshmane, Chetan, ed. Muses India: Essays on English-Language Writers from

Mahomet to Rushdie. Jefferson, NC, and London: McFarland & Co., 2013.

•Naik, M. K. A History of Indian English Literature. Delhi: Sahitya Akademi, 1992.

•Devy, G. N. After Amnesia: Tradition and Changes in Indian Literary Criticism.

Hydrabad: Orient Longman and Sangam Books, 1992.

•Mukherji, Minakshi . The Twice Born Fiction. New Delhi: Heinemann, 1971.

•Nandy, A. The Intimate Enemy: Loss and Recovery of Self Under Colonialism. Delhi,  
OUP, 1983.

•Radhakrishnan, N. Indo Anglian Fiction: Major Trends and Themes. Madras: Emerald.  
1984.

•Rao, Krishna. The Indo-Anglian Novels and the Changing Tradition. Mysore: Rao and  
Raghavan, 1973.

•Olney, James,(Ed.) Autobiography Essays-Theoretical and Critical. New Jersey: Princeton  
U P.1980.

•Anderson, Linda. Autobiography. Landon: Rontledge,2001.

•Pradeep Trikha, Ajmar. Multiple Celebration, Celebrating Multiplicity: Girish Karnad.

•Madras:ARAW LII publication,2009.

- Ansani, Shyam M. New Dimensions of Indian English Novels, Delhi: Doaba House, 1987.
- Gandhi, Leela. Post-Colonialism, New : Oxford University Press, 2002.
- Gokak, V K Indian and World Culture, Delhi: Sahitya Akademi, 1989.
- Gupta, Balram G S. (Ed.) Studies in Indian Fiction in English, Gulbarga: JIWE Publications, 1987.
- Jain, Jasbir. Beyond Postcolonialism: Dreams and Realities of a Nation, Jaipur: Rawat Publications, 2006.
- Kumar, Gajendra and Uday Shankar Ojha. The Post Modern Agony and Ecstasy of Indian English Literature, New Delhi: Sarup Book Publishers, 2009.
- Mehrotra, Arvind Krishna (Ed.) A Concise History of Indian Literature in English, Ranikhet: Permanent Black, 2010.
- Narasimhaiah, C D. (Ed.) Makers of Indian English Literature, Delhi: Pencraft International, 2000.
- Awari, M.D. Arun Joshi as a Novelist, Snevardhan, Pune, 2014
- Amur, G. S. (Ed.) Indian Reading in Common Wealth Literature. New Delhi: Sterling Publishers, 1985.
- Mehrotra, A. K. (Ed.) Twelve Modern Indian Poets. Calcutta: OUP, 1992.
- Nandy Pritish. Indian Poetry in English Today, Delhi: OUP, 1976.
- Sarang, Vilas. (Ed.) Indian English Poetry since 1950, Anthology. Hyderabad: Disha Books, 1990.
- Ameeruddin, Syed (ed.) Indian Verse in English, Madras: Poet Press India, 1977.
- Deshpande Gauri. (Ed.) An Anthology of Indian English Poetry, Delhi: Hind Pocket Books,n.d.

- Dwivedi, A.N. (Ed.) Indian Poetry in English, New Delhi: Arnold Heinemann, 1980.
- King, Bruse. Modern Indian Poetry in English, Delhi: OUP, 1987.
- Kharat, S. Cheating & Deception Motif in the Plays of Girish Karnad, Sahitya Manthan, Kanpur, 2012
- Parthasarathy, R. (Ed.) Ten Twentieth – Century Indian Poets, Delhi: Oxford University Press, 1976.
- Peeradina, S. (ed.) Contemporary Indian Poetry in English, Bombay: The Macmillan Co., 1972.
- Sett, A.K. (ed.) An Anthology of Modern Indian Poetry, London: John Murray, 1929.
- Singh, R.P.N.(ed.) A Book of English Verse on Indian Soil, Bombay: Orient Longmans, 1967.
- Jain R. S. Dalit Autobiography. Nagar, Ritu Publications. 2010
- Pandey Sudhakar, Raj Rao (Ed.). Image of India in Indian Novel in English, Orient Blackswan, 1991
- Iyengar, K. R. S. Indian Writing in English. New Delhi: Sterling, 1985. Print.
- King, Bruce Modern Indian Poetry in English. New Delhi: Oxford University Press, 1987. Print.
- Mukherjee, Meenakshi. Twice Born Fiction. New Delhi: Heinemann, 1971. Print.
- . - - -. The Perishable Empire: Essays on Indian Writing in English. New Delhi: Oxford University Press, 2000. Print.
- Naik, M. K. ed., Aspects of Indian Writing in English. Delhi: Macmillan, 1979. Print.

•Rangacharya, Adya. The Indian Theatre. New Delhi: National Book Trust, 1971. Print. 8. Balmiki, Om Prakash. Dalit Sahityaka Soundarya Shastra. New Delhi: Radhakrishana Parkashan Pvt. Ltd., 2001. Print.

### **Evaluation Pattern**

CIA I and III would be assignments for 20 marks each. The teacher could choose from the following options

Comparative analysis of two texts with similar themes but from different parts of the country or different themes from the same part of the country.

Students may be given topics to identify texts (not included in the syllabus) and make presentations of the same. The topics could include major movements, new style in writing, etc.

CIA II - Mid semester examination

End Term Exam - 100 Marks

## **MEL432 - WORLD LITERATURES (2019 Batch)**

**Total Teaching Hours for  
Semester:60**

**No of Lecture  
Hours/Week:4**

**Max Marks:100**

**Credits:4**

### **Course Objectives/Course Description**

Course Description

Literature as a repository of human experience walks hand-in-hand with time, which passes but doesn't pass away. However, our understanding of literature, time and the world presupposes an attempt at asking some of the following fundamental questions: What is life? What is time? What is literature and what is its role in a world which is incredibly diverse – culturally, demographically, ethnically, geographically, linguistically, racially, religiously, socially and biologically? What is the role of literature in the context of other modes of thinking and expression? Can literature be universal? If so, then what could be the possible hallmarks of its universality? If the word “literature” is thought of as subsuming all the literatures of the world, then what is the need for having disciplines like



“Comparative Literature” and “World Literature”? Is our world that unified that one can think of a common literature by the name “World Literature”? If so, then what is “World Literature”? Is it a discipline or a method of study; and how can it be theorized? Thus, this course will attempt at creating a dialogic space in the intersection of these questions, not for developing any kind of rigid definition or sets of definitions, but for a better understanding of the human race, its rises and falls through the undulating whisper of time.

### Course Objectives

- To introduce students to the philosophy behind “World Literature”.
  - To enable students to study the elements of “World Literature” in a rapidly changing world.
  - To encourage students to understand the course through some of the important texts, contexts and periods of the world.
  - To equip students with skills necessary for being a scholar in the field of “World Literature”.
  - To encourage students to become the citizens of the world by exposing them to events (literary and otherwise) that shape our world.
  - To develop the interest of the students in reading, appreciating and critiquing the literatures, philosophies and societies of the world with genuine empathy.
- 
- To develop their skills of reading, understanding and writing the world – logos redeemed by pathos.

### Learning Outcome

#### Course Learning Outcomes

- Students will be able to develop a better understanding of the world through an empathetic reading of texts and contexts.
- Students will be able to theorize “World Literature” as a discipline through an acute awareness of the various disciplinary currents and crosscurrents.
- Students will be aware of the importance of translation (theory and practice) as an activity in the understanding of “world Literature”.

- Students will have a fair understanding of some of the important texts and contexts of the world.

- Students will be able to demonstrate mature abilities of interpretation, discrimination and synthesis through the course of this course.

### **Unit-1**

**Teaching Hours:15**

#### **The Beginning: A Little Learning: Essays**

This unit focuses on opening a window on the theoretical dimension of World Literature as a discipline.

- David Damrosch: “Reading Across Time”, “Reading Across Cultures” and “Reading in Translation” (from How to Read World Literature?)

- Abhai Maurya: “”Evolution of the Concept of World Literature” (from Confluence: Historico-Comparative and Other Literary Studies)

- Vilashinin Coppan, "World Literature and Global Theory: Comparative Literature for the New Millennium" from World Literature: A Reader, Ed. Theo D'hean, Cesar Dominguez and Mads Rosendahl Thomsen, Routledge, 2013

- Ipshita Chanda, "World Literature": A View from Outside the Window, Contextualising World Literature, Ed. Jean Bessiere, Gerald Gillespie, PIE Peter Lang, 2015

- Martin Puchner, "Introduction: Earthrise Map and Timeline of the Written Word" from The Written World: How Literature Shapes History" Granta Publicaitons, 2017

### **Unit-2**

**Teaching Hours:15**

#### **Let?s Overhear: Poetry**

The unit, through an eclectic representation, strives to find a direction toward human truth an understanding of human existence.

- Arun Kolatkar (India: Asia): “Heart of Ruin”

-

Arun Kolatkar (India: Asia): “Heart of Ruin” and other poems from *Jejuri*

Reason : One poem from *Jejuri* is not enough to understand Post-Independent Modern Indian Poetry

- Kofi Awoonor (Ghana: Africa): “This Earth, My Brother” (Needs to be replaced with "NON-commitment" and other poems from *Collected Poems* by Chinua Achebe)

- Sophia De Mello Breyner (Portugal: Europe): “I Feel the Dead” (can be replaced with Bing Xin’s “The Paper-Boat – To Mother” and other poems Or Toni Morrison’s “The Perfect Ease of Grain” and other poems)

- Claribel Alegria (El Salvador: Latin America): “Documentary”

- Maria Elena Cruz Varela (Cuba: The Caribbean): “Love Song for Difficult Times”

### Unit-3

Teaching Hours:15

#### A Hyphenated World: Stories

It is difficult for human beings to merely live life without turning the events of life into stories. Through the included stories, this unit tries to understand the ruthless mixture of human motives.

- Georgi Gulia (USSR): “The Old Man and the Spring” (to be replaced with “The Dead” by James Joyce)

- Rabindranath Tagore (Asia): “The Hungry Stones”

- Gloria Kembabazi Muhatane (Africa): “The Gem and Your Dreams” (to be replaced with “The Aleph” by Jorge Luis Borges)

- Juan Carlos Onetti (Latin America): “Welcome, Bob”

- Merle Collins (Caribbean): “The Walk” (can be replaced with “A Madman's Diary” by Lu Xun Or “Minutes of Glory” by Ngugi Wa Thiongo Or “Civil Peace” by Chinua Achebe)

**The Hues of Life: Novel and Drama**

Life is a kaleidoscope. This unit attempts to explore the uninterrupted drama of life through two of the potent mediums of human expression - Novel and Drama.

•Gabriel Garcia Marquez: Love in the Time of Cholera

Or

•Haruki Murakami: The Wind-Up Bird Chronicle

Or

•Milan Kundera: The Unbearable Lightness of Being

Or

•Sandor Marai: Embers

•Aristophanes: The Frogs

Or

•Sophocles: Oedipus Rex (with reference to *Poetics* by Aristotle)

And /Or

•

*Abhigyanam Shakuntalam* by Kalidasa (With reference to “Rasa Theory” from *Natyasastra*)

**Text Books And Reference Books:**

Bassnett, Susan. Comparative Literature: A Critical Introduction. USA: Wiley- Blackwell, 1993

•----- . Translation Studies. UK: Routledge, 2003.

•----- . Translation and World Literature. UK: Routledge, 2018.

•----- . Translation. UK: Routledge, 2013.

•----- . Reflections on Translation. UK. Multilingual Matters, 2011.

•----- . Post-Colonial Translation: Theory and Practice. UK: Routledge, 1998.

•Damrosch, David – How To Read World Literature?

•Grossman, Edith. Why Translation Matters. India: Orient Blackswan, 2011.

- Hornstein, Lillian Herlands and Percy, G. D. The Reader's Companion to World Literature. USA: Penguin, 2002.
- N. Magill, Frank. Masterpieces of World Literature. USA: Collins Reference, 1991.
- Puchner, Martin and Akbari, Suzanne. The Norton Anthology of World Literature. USA: W W Norton & Co Inc, 2018.
- Totosy, Steven De Zepetnek and Mukherjee, Tutun. Companion to Comparative Literature, World Literatures and Comparative Cultural Studies. India: CUPIPL, 2012.
- Walder, Dennis. Literature in the Modern World. UK: OUP, 2003.

- Puchner, Martin. The Written World: How Literature Shaped History. UK: Granta Books, 2017.

### **Essential Reading / Recommended Reading**

Bassnett, Susan. Comparative Literature: A Critical Introduction. USA: Wiley- Blackwell, 1993

- . Translation Studies. UK: Routledge, 2003.
- . Translation and World Literature. UK: Routledge, 2018.
- . Translation. UK: Routledge, 2013.
- . Reflections on Translation. UK. Multilingual Matters, 2011.
- . Post-Colonial Translation: Theory and Practice. UK: Routledge, 1998.
- Damrosch, David – How To Read World Literature?
- Grossman, Edith. Why Translation Matters. India: Orient Blackswan, 2011.
- Hornstein, Lillian Herlands and Percy, G. D. The Reader's Companion to World Literature. USA: Penguin, 2002.
- N. Magill, Frank. Masterpieces of World Literature. USA: Collins Reference, 1991.
- Puchner, Martin and Akbari, Suzanne. The Norton Anthology of World Literature. USA: W W Norton & Co Inc, 2018.
- Totosy, Steven De Zepetnek and Mukherjee, Tutun. Companion to Comparative Literature, World Literatures and Comparative Cultural Studies. India: CUPIPL, 2012.

•Walder, Dennis. Literature in the Modern World. UK: OUP, 2003.

•Puchner, Martin. The Written World: How Literature Shaped History. UK: Granta Books, 2017.

### **Evaluation Pattern**

CIA I- Students have to submit an analytic essay on one of the texts/contexts/authors/movements of their choice. The assignment must adhere to the nuances of contemporary research.

CIA II (50 Marks) - Centralized. Written Examination.

CIA III (20 Marks) - Students have to prepare an anthology of “World Literature” with a proper introduction/ translate poems/stories/essays/excerpts/novella with a proper introduction.

End-Semester Examination (100 Marks)

## **MEL433 - FILM STUDIES : PERSPECTIVES (2019 Batch)**

**Total Teaching Hours for Semester:60**

**No of Lecture Hours/Week:4**

**Max Marks:100**

**Credits:4**

### **Course Objectives/Course Description**

Course Description

Cinema, one of the universal languages is the easiest to comprehend, be it a silent one or a talkie. As a mode of entertainment it caters to our interests and imagination in manifold ways. However as an audio-visual text it demands a more focused viewing towards the form, techniques, ideas and issues involved. Cinema a communicative system of representation, invites attention to the triadic structure of the creator (crew), the text (film) and the

receiver (audience) which makes a film a film. Film Studies is a distinct yet interdisciplinary field inviting varied approaches to the understanding and analysis of films and the film culture associated with it. The course offers a comprehensive insight into the different histories, theories and concepts emerging in this field. The course is designed to enable students to be active recipients of the audio-visual images and understand the multiple ways of film production, distribution and reception.

### Course Objectives

Students will be able to:

- Explore the extensive ways of reading films as audio-visuals texts worthy of academic engagement
- Gain a deeper knowledge of film history, theory, production and reception
- Make a nuanced reading of films through the application of the theories and concepts to films

### Learning Outcome

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

- View films as signifying texts open to multiple interpretations based on the lens adopted
- Understand, analyze and interpret films as audio-visuals texts in relation to key cultural debates and issues
- Recognize, interpret and understand the historical and cultural contexts that films operate in

**Unit-1**  
**Basics**

**Teaching Hours:5**

Many techniques are employed in filmmaking and they aid in reading films as audio-visual texts. The unit gives an insight into the ideas of mise-en-scene and mise-en-shot to understand how films are put together.

- Mise-en-scene
- Cinematography
- Editing
  
- Sound

## **Unit-2**

**Teaching Hours:20**

### **Theories and Lenses**

Several theories with a long standing history have been developed and structured through insights from literature, linguistics and politics. The unit focuses on these perspectives towards reading films together with the early insights into films as art and as texts. The texts move from an idea of authorship to the notions of genre specifications, negotiations between literature and films to an understanding of films as narrative structures.

- Initial Trajectories in Film Theory
- Formalism
- Realism
- Realism in Formalism: A Synthesis
  
- Authorship and Auteur Approach

Texts: Films by Alfred Hitchcock / Satyajit Ray

- Genre Theory



Texts: Gangster / Musical / Western / Horror / Comedy, etc - The Sound of Music / The Phantom of the Opera / Godfather / Good, Bad and the Ugly / Modern Times / Sholay

- Narrative Theory

Texts: Rashomon / Pulp Fiction / Snow White and the Seven Dwarfs / Shawshank Redemption

- Adaptation

Texts: Sense and Sensibility / Schindler's List / Fight Club / Spider Man / Romeo and Juliet

- Structuralism and Semiotics

Texts: Se7en / Citizen Kane

### **Unit-3**

**Teaching Hours:20**

#### **Representation and Ideology**

Cinema as a system of representation embodies different frames of references imbued by various ideologies. There are many emerging trajectories in Film studies from Cultural Studies and other related areas. The focus is on reading the representation of a few ideologies which structure the narrative. Moving from the ideology of the filmmaker and the crew, the unit looks into the different ideologies represented in the films and the power paradigms involved.

- Psyche

Texts: A Clockwork Orange / Annie Hall / Psycho / Fight Club

- Class Struggle

Texts: Modern Times / Slumdog Millionaire

- Gender and Sexuality

Texts: Frozen / Chak de India / Astitva / Arth / Margarita with a Straw / Boys Don't Cry / Mirch Masala

- Race and Ethnicity

Texts: Avatar / Monsoon Wedding / Lagaan / Salaam Bombay

#### **Unit-4 Processes**

**Teaching Hours:15**

Cinema is a cultural artefact with a clear complementary relation between production and reception. An evolving artefact it has moved from its vaudeville origins to being one of the most powerful mediums becoming even intertextual and self-referential in its approach. The unit delves into these pivotal aspects of production and consumption together with the circulation of stars as signs and the very existence of cinema in a hyperreal context.

- Production

- Reception

Texts: Shrek / Fast and Furious

- 

### Stars

Texts: Rajnikant / Elizabeth Taylor / Marilyn Monroe / Amitabh Bachchan

- 

### Postmodernism and New Media

Texts: Pulp Fiction / Run Lola run / Memento / Inception / The Matrix

### **Text Books And Reference Books:**

Shrader, "Notes on Film Noir," 581–91.

- Karen Hollinger, "Film Noir, Voice-Over, and the Femme Fatale," 243–59.
- Sergei Eisenstein, "Beyond the Shot" and "The Dramaturgy of Film Form," 13–40.
- André Bazin, "The Ontology of the Photographic Image," 159–63.
- Jafar Panahi: The White Balloon - story and plot 1. - linear narration
- Hitchcock: Vertigo or North by Northwest or Psycho - story and plot 2. - suspense
- Orson Welles: Citizen Kane - story and plot 3. - games with time 1: flashback and jigsaw puzzle
- Alexander Tarkovsky: The Mirror - story and plot 4. - games with time 2: time as a sculpture, black and white, colour and time
- Quentin Tarantino: Pulp Fiction - story and plot 5 - games with time 3: time as a serpent
- Wong Kar-wai: In the Mood for Love - story and plot 4. - games with time4: time as...?
- Laura Mulvey, "Visual Pleasure and Narrative Cinema" 711–22.
- Walter Benjamin "The Work of Art in the Age of Mechanical Reproduction," 665–85.
- Siegfried Kracauer, "Cult of Distraction: On Berlin's Picture Palaces," 323–28.

## **Essential Reading / Recommended Reading**

Andrew, J Dudley. *The Major Film Theories*. Oxford University Press, 1976.

•Bazin, Andre. *What is Cinema?* 2 volumes. University of California Press, 1971.

•Bordwell, David. *Narration in the Fiction Film*. Methuen, 1985.

•Branigan, Edward. *Narrative Comprehension and Film*. Routledge, 1992.

•Cartmell, Deborah, and Imelda Whelehan , eds. *Screen Adaptation: Impure Cinema*. Palgrave Macmillan, 2010.

•Caughie, John, ed. *Theories of Authorship: A Reader*. Routledge & Kegan Paul, 1981.

•Thompson, Kristin. *Storytelling in New Hollywood: Understanding Classical Narrative Technique*. Harvard University Press, 1999.

•Truffaut, Francois. "A Certain Tendency of the French Cinema", *Movies and Methods: An Anthology*, ed. Bill Nichols. University of California Press, 1976. 224-37

•Wollen, Peter. *Signs and Meaning in the Cinema*, 4th ed. BFI, 1998.

•Geraghty, Christine. *Now a Major Motion Picture: Film Adaptations of Literature and Drama*. Rowman & Littlefield, 2008.

•Grant, Barry Keith. *Film Genre: From Iconography to Ideology*. Wallflower, 2006.

•Hayward, Susan. *Cinema Studies: The Key Concepts*. Routledge. 2006.

•Hill, John, and Pamela Church Gibson, eds. *The Oxford Guide to Film Studies*, University Press Inc, 1998.

•Hutcheon, Linda. *A Theory of Adaptation*. Routledge, 2006.

•Neale, Stephen. *Genre*. BFI, 1980.

•Neale, Steve. *Genre and Hollywood*. Routledge, 2000.

•Neale. Steve, ed. *Genre and Contemporary Hollywood*. BFI, 2002.

•Perkins, Victor. *Film as Film: Understanding and Judging Movies*, 1993.

•Stam, Robert and Raengo, Alessandra, eds. (2005). *Literature and Film: A Guide to the Theory and Practice of Film Adaptation*. Blackwell.

•Warshow, Robert. *The Immediate Experience: Movies, Comics, Theatre and Other Aspects of Popular Culture*. Harvard University Press, 2002.

## **Evaluation Pattern**

CIA I can be a Test on the reading the techniques used in different films  
CIA III presentation on essays which have implemented any of these concepts to analyze films  
CIA II Mid semester will be a written exam for 50 marks  
[End-semester: Submission](#)

[Students will choose a film released during the even semester and analyze it with regard to the production aspect, as an audio-visual text through different lenses and the reception aesthetics. The compilation will have 5 parts. The first part will be on the production aspect, the next three through theories, concepts and the different ideologies and the last with reference to reception. The submission will be in the form of individual soft bound books on different films released during the semester when the course is offered.](#)

## MEL441A - TRANSLATION STUDIES (2019 Batch)

**Total Teaching Hours for Semester:60**

**No of Lecture Hours/Week:4**

**Max Marks:100**

**Credits:4**

### **Course Objectives/Course Description**

#### **Course Description**

The course will introduce students to the ‘what’ and the ‘how’ of translation. It offers an overview of translation processes and approaches that have been commonly used till recent times. It will also look at the role of the translator as a cultural mediator. The focus will be on reading recent essays on what Translation means, and on engaging in the act of translating. Given the multilingual ethos of India with the combined complexities of multiple and mixed dialects, the methodological approach in this course will be task-based and will be limited to translating texts from a few Indian languages\*\* into English. The broad aim is to look at both the ‘craft’ and the ‘art’ of translating and will be oriented towards both the process and the product.

#### **Course Objectives**

- To introduce students to key terms and approaches associated with Translation Studies.

- To enable students to locate the linguistic competence and the ideological role of a translator.
- To encourage students to translate texts from multiple genres
- To equip students with relevant skills for being a translator
- To indicate to students the relevance and importance of translation in the 'Indian' context.

### **Learning Outcome**

Students will demonstrate:

- Their awareness of the various approaches in Translation Studies to fidelity and freedom ( Paraphrasing, interpreting, restructuring, achieving formal or dynamic equivalence or literal translation)
- Their understanding of language functions ( referential, poetic, definitional)
- Their ability to translate texts by analysing the role of the translator.

### **Unit-1**

**Teaching Hours:15**

#### **Types of texts and Translating techniques**

This is an introductory unit which will begin with a hands-on experience of translating different kinds of texts.

- The student will translate – Artistic text: one poem and a part of a play – How it is said
- The student will translate – Informative text: Technical reports, textbooks – What is said
- The student will translate - Appellative texts: Notices, Advertisements, Political Speeches, Sermons or religious texts – How and What is said.
- The student will provide Subtitles for a short film.

### **Unit-2**

**Teaching Hours:15**

#### **Translation Processes**

The unit will look at some discussions around the act of translating

- Ten, Zaixi. 'Metaphors of Translation'. (from Perspectives: Studies in Translatology. Volume 14: 1) 2006.
- Munday, Jeremy. 'Main Issues of Translation Studies'. (PDF from the Routledge Translation Studies portal)

- Donald Frame's 'Pleasures and Problems of Translation' from: *Theories of Translation*. Schulte, Rainer, Biguenet eds. Chicago: University of Chicago Press, 1992. (Octavio Paz,)

- Article: 'The Eight Stages of Translation' by Robert Bly - SLB

### **Unit-3**

**Teaching Hours:15**

#### **A Step by Step Approach to Target Language Translating**

This Unit will look at translating select parts of a text so that the focus is completely on the language.

- Benjamin, Walter. 'The Task of a Translator' from *Selected Writings*, Volume I. London: Harvard University press, 1996 - SLC

- Translating metaphors, alliterations
- Translating the cultural markers – (Food, clothing, rituals, social practices)
- Translating mythological names / characters
- Translating book/ chapter titles
- Translating puns
- Translating dialogues
- Translating dialects / class indicators / time indicators
- Translating irony / sarcasm
- Translating proverbs
- Creating a style sheet for translation.

### **Unit-4**

**Teaching Hours:15**

#### **The Translated Product**

This unit will cover the stages of translations - reading, writing and editing.

- Barnstone, Willis. *The ABCs of Translation*. From poets.org. Posted, 2001-SLB
- Reading two translations of a text. (either Tuka Says or Aandal's Paasurams)
- The student will translate a short story or a novella or an essay. (Student must keep notes to document translating process – humour, puns, dialect, region specific words)

- Editing a translated text. Chapter 5: The Editing Process from Paul, Gill ed. *Translation in Practice*. London: Dalkey Archive Press, 2009.

### **Text Books And Reference Books:**

As per course pack

### **Essential Reading / Recommended Reading**

- Baker, Mona, ed. *The Routledge Encyclopaedia of Translation Studies*. London: Routledge, 1998.
- Bassnett, Susan. *Translation Studies*. London: Methuen, 1980
- Mukherjee, Sujit. *Translation as Discovery*. Delhi: Allied, 1981.
- Niranjana, Tejaswini. *Siting Translation: History, Post-structuralism and the Colonial Context*. Hyderabad: orient Longman, 1995.
- St. Pierre, Paul and Prafulla Kar eds. *In Translation: Reflections, Refractions, Transformations*. Delhi: Pencraft International, 2005.
- Trivedi, Harish, Bassnett. *Postcolonial Translation: Theory and Practice*. London: Routledge, 1999.
- Venuti, Lawrence, ed. *The Translation Studies Reader*. London: Routledge, 2000

### **Evaluation Pattern**

#### **CIA I**

- a) Submission of a short report on the differences while translating different types of writing – 10 marks – team work.
- b) Submission of a translation of a short poem – not more than 15 lines. 10 marks. Individual assignment.

#### **CIA II:**

Written examination – 50 marks

Short notes: Any 3 out of 5. 10 marks each answer.

Essay type answer: 1 out of 2. 20 marks



CIA III:

Submission of a style sheet for translations. Group work. 20 marks

End Semester – Portfolio Submission for 100 marks

Individual work: 20-25 pages - a) translation of a complete text \* into English or b) a monograph on translation.

\*If you choose to translate poems and if the poems are short, then at least 5 poems by the same poet must be translated.

- Translation of text: 30 marks
- Documentation of translation process: 30 marks
- Viva: 20 marks – justification of choices made.
- Editing a fellow students' translation from the target language perspective: 20 marks.

Monograph on translation studies:

- Summary of processes – 10 marks
- Demonstration of linguistic and cultural / ideological challenges across any 2 genres – 30
- Structural differences in Source language and Target language – 20 marks
- Bibliography – 10 marks
- Relevance of translation studies in India – 10 marks
- Viva – 20 marks.

\*\* Choice of Indian Languages is restricted to Tamil, Malayalam, Kannada, Telugu, Hindi, Urdu, Bengali, Oriya, Marathi and Gujarati. Oral literature can be transcribed and then translated.

**MEL441B - READING THE CITY (2019 Batch)**

**Total Teaching Hours for Semester:60**

**No of Lecture**

**Course Objectives/Course Description****Course Description**

This course aims at introducing Children's literature to the learners. The syllabus is framed to enable students to understand the discourses around children's literature and approaches used by authors to address their readers. The course aims at enabling students to read and frame Children's Literature from a socio cultural and political trajectory where the child occupies a unique position of Subject both as reader and character. Explore the shifts in children's literature.

**Course Objectives**

- Understand the nuances and expressions used in Children's literature
- Discern how illustration influences the written text
- Identify the diverse genres in children's literature and channel that knowledge to books they read
- Become sensitive to social and cultural issues in children's literature

**Learning Outcome****Course Learning Outcomes**

- Be able to analyse and critique children's literature
- Be able to discern children's texts including their form, language and tone
- Comprehend the manner in which children's books encourage children's multiple perceptions and aesthetic progress
- Progression in understanding and appreciating diversity at a global level through children's literature

**Unit-1****Teaching Hours:2****Essays**

Enables the learners to understand the basis of Children's literature and develop an aesthetic sense towards the genre

**Introductory reading**

- Reading Children's Literature: A Critical Introduction by Carrie Hintz and Eric L. Tribunella

- Writing Essays about Literature by Katherine O. Acheson

## **Unit-2**

**Teaching Hours:10**

### **Poetry / Rhymes**

To understand how children's poetry works as a genre with socio cultural and political overarching themes and contexts

- Richard Shackburg – Yankee Doodle
- Lewis Carrol- Jabberwocky
- Roud Folk Song Index - Georgie Porgie
- Eugene Field – Wynken, Blynken, and Nod
- This is the house that jack Built
- Here we go round the mulberry bush

## **Unit-3**

**Teaching Hours:12**

### **Short Stories**

An attempt to focus on the elements of short stories and its impact on young readers.

- R.K.Narayan – Malgudi Days – The Blind Dog
- Ruskin Bond- A Boy Called Rusty (excerpts)
- Enid Blyton- Amelia Jane series
- Dr. Seuss – The Lorax
- Hans Christian Andersen – The Little Mermaid
- Brothers Grimm- Rapunzel

## **Unit-4**

**Teaching Hours:12**

### **Graphic Texts**

Learners will understand that the illustrations add a level of context and meaning to the book that would not generally be understood from words alone.

- Anushka Ravishankar - Tiger on a Tree
- Amar Chitra Katha
- Peter Rabbit series
- Samhita Arni- The Mahabharata: A Child's view
- Princess Vaslissa and other stories
- Phantom- the ghost who walks

## **Unit-5**

**Teaching Hours:12**

### **Novels**

Helps learners understand how writers attempt to shape the concepts of culture, society and childhood through narratives

- Mark Twain- Tom Sawyer and Huckleberry
- Geronimo Stilton series
- J. K. Rowling – Harry Potter and the Sorcerer's Stone
- Charles Dickens- A Christmas Carol

## **Unit-6**

**Teaching Hours:12**

## **Audio-visual Texts**

Comprehend how an integration of words, sounds and images contribute to construction of a text

- Jungle Book directed by Wolfgang Reitherman
- Lion King
- Wizard of OZ
- *My Dear Kuttichatan*

## **Text Books And Reference Books:**

As per the course pack

### **Essential Reading / Recommended Reading**

#### **Recommended Reading**

- Bala, Rich. "Behind the song: 'Yankee Doodle' is a dandy." Sing out! The folk song magazine 46, no. 3 (Fall 2002): 72-74. Call number: ML1 .S588, ISSN: 0037-5624.
- Carroll, Lewis, 1832-1898. Lewis Carroll's Jabberwocky: With Annotations by Humpty Dumpty. New York: F. Warne, 1977. Print.
- Bhat, V. Nithyananth~ "'Existence for its Own Sake': R.K Narayan's's Stories on Children", Indian Literature Today. Vol. II: Poetry and Fiction Dhawan R. K (Ed) New Delhi: Prestige Books, 1994. Pp.121-130.
- <http://modernenglish2012.blogspot.in/2014/05/the-eyes-have-it-by-ruskin-bond-analysis.html?m=1> Similarities and contrast between the characters
- Holt, Ronald, Linda Clark, and Arthur Conan Sir Doyle. A Scandal in Bohemia. New ed. Harlow, England: Pearson Education, 1999.
- Kipling, Rudyard, 1865-1936. The Jungle Book. New York: Arcade Pub., 1991. Print.
- Wasserstein, Wendy. The Heidi Chronicles and Other Plays. New York: Vintage Books, 1991. Print.
- Feige, Kevin, Stephen McFeely, Christopher Markus, Joe Johnston, Chris Evans, Hayley Atwell, Hugo Weaving, Sebastian Stan, Tommy L. Jones, Samuel L. Jackson, and Alan Silvestri. Captain America, the First Avenger. Hollywood, Calif: Paramount Home Entertainment, 2011.
- Rowling, J. K., author. Harry Potter And the Sorcerer's Stone. New York: Arthur A. Levine Books, 1998. Print.
- Keats, Ezra Jack, illustrator, author. The Snowy Day. New York: Viking Press, 1962. Print.
- Andersen, H. C. (Hans Christian), 1805-1875. Hans Christian Andersen's The Snow Queen. Cambridge, Mass.:

### **Evaluation Pattern**

### **Evaluation Pattern**

CIA I – 20 marks

Mid Semester Examinations – 50 marks

CIA II – 20 marks

End Semester - Submission

## **MEL441C - CHILDREN'S LITERATURE (2019 Batch)**

**Total Teaching Hours for  
Semester:60**

**No of Lecture  
Hours/Week:4**

**Max Marks:100**

**Credits:4**

### **Course Objectives/Course Description**

### **Course Description**

This course aims at introducing Children's literature to the learners. The syllabus is framed to enable students to understand the discourses around children's literature and approaches used by authors to address their readers. The course aims at enabling students to read and frame Children's Literature from a socio cultural and political trajectory where the child occupies a unique position of Subject both as reader and character. Explore the shifts in children's literature.

### **Course Objectives**

- Understand the nuances and expressions used in Children's literature
- Discern how illustration influences the written text
- Identify the diverse genres in children's literature and channel that knowledge to books they read
- Become sensitive to social and cultural issues in children's literature

### **Learning Outcome**

### **Course Learning Outcomes**

- Be able to analyse and critique children's literature
- Be able to discern children's texts including their form, language and tone

- Comprehend the manner in which children's books encourage children's multiple perceptions and aesthetic progress
- Progression in understanding and appreciating diversity at a global level through children's literature

## **Unit-1**

**Teaching Hours:2**

### **Essays**

Enables the learners to understand the basis of Children's literature and develop an aesthetic sense towards the genre

Introductory reading

- Reading Children's Literature: A Critical Introduction by Carrie Hintz and Eric L. Tribunella
- Writing Essays about Literature by Katherine O. Acheson

## **Unit-2**

**Teaching Hours:10**

### **Poetry / Rhymes**

To understand how children's poetry works as a genre with socio cultural and political overarching themes and contexts

- Richard Shackburg – Yankee Doodle
- Lewis Carrol- Jabberwocky
- Roud Folk Song Index - Georgie Porgie
- Eugene Field – Wynken, Blynken, and Nod
- This is the house that jack Built
- Here we go round the mulberry bush

## **Unit-3**

**Teaching Hours:12**

### **Short Stories**

An attempt to focus on the elements of short stories and its impact on young readers.

- R.K.Narayan – Malgudi Days – The Blind Dog
- Ruskin Bond- A Boy Called Rusty (excerpts)
- Enid Blyton- Amelia Jane series
- Dr. Seuss – The Lorax
- Hans Christian Andersen – The Little Mermaid
- Brothers Grimm- Rapunzel

## **Unit-4**

**Teaching Hours:12**

### **Graphic Texts**

Learners will understand that the illustrations add a level of context and meaning to the book that would not generally be understood from words alone.

- Anushka Ravishankar - Tiger on a Tree
- Amar Chitra Katha

- Peter Rabbit series
- Samhita Arni- The Mahabharata: A Child's view
- Princess Vaslissa and other stories
- Phantom- the ghost who walks

## **Unit-5**

**Teaching Hours:12**

### **Novels**

Helps learners understand how writers attempt to shape the concepts of culture, society and childhood through narratives

- Mark Twain- Tom Sawyer and Huckleberry
- Geronimo Stilton series
- J. K. Rowling – Harry Potter and the Sorcerer's Stone
- Charles Dickens- A Christmas Carol

## **Unit-6**

**Teaching Hours:12**

### **Audio-visual Texts**

Comprehend how an integration of words, sounds and images contribute to construction of a text

- Jungle Book directed by Wolfgang Reitherman
- Lion King
- Wizard of OZ
- *My Dear Kuttichatan*

### **Text Books And Reference Books:**

As per the course pack

### **Essential Reading / Recommended Reading**

#### **Recommended Reading**

- Bala, Rich. "Behind the song: 'Yankee Doodle' is a dandy." Sing out! The folk song magazine 46, no. 3 (Fall 2002): 72-74. Call number: ML1 .S588, ISSN: 0037-5624.
- Carroll, Lewis, 1832-1898. Lewis Carroll's Jabberwocky: With Annotations by Humpty Dumpty. New York: F. Warne, 1977. Print.
- Bhat, V. Nithyananth~ "'Existence for its Own Sake': R.K Narayan's's Stories on Children", Indian Literature Today. Vol. II: Poetry and Fiction Dhawan R. K (Ed) New Delhi: Prestige Books, 1994. Pp.121-130.
- <http://modernenglish2012.blogspot.in/2014/05/the-eyes-have-it-by-ruskin-bond-analysis.html?m=1> Similarities and contrast between the characters
- Holt, Ronald, Linda Clark, and Arthur Conan Sir Doyle. A Scandal in Bohemia. New ed. Harlow, England: Pearson Education, 1999.

- Kipling, Rudyard, 1865-1936. The Jungle Book. New York: Arcade Pub., 1991. Print.
- Wasserstein, Wendy. The Heidi Chronicles and Other Plays. New York: Vintage Books, 1991. Print.
- Feige, Kevin, Stephen McFeely, Christopher Markus, Joe Johnston, Chris Evans, Hayley Atwell, Hugo Weaving, Sebastian Stan, Tommy L. Jones, Samuel L. Jackson, and Alan Silvestri. Captain America, the First Avenger. Hollywood, Calif: Paramount Home Entertainment, 2011.
- Rowling, J. K., author. Harry Potter And the Sorcerer's Stone. New York: Arthur A. Levine Books, 1998. Print.
- Keats, Ezra Jack, illustrator, author. The Snowy Day. New York: Viking Press, 1962. Print.
- Andersen, H. C. (Hans Christian), 1805-1875. Hans Christian Andersen's The Snow Queen. Cambridge, Mass.: Candlewick Press, 1996. Print.

### **Evaluation Pattern** **Evaluation Pattern**

CIA I – 20 marks

Mid Semester Examinations – 50 marks

CIA II – 20 marks

End Semester - Submission

## **MEL441D - BHAKTI POETRY (2019 Batch)**

**Total Teaching Hours for  
Semester:60**

**No of Lecture  
Hours/Week:4**

**Max Marks:100**

**Credits:4**

### **Course Objectives/Course Description**

Course Description

It is often remarked about Indian scholars that most of them come to know India from and through the West. Indian students of literature go to the American transcendentalists Thoreau and Emerson to learn about Indian philosophy. This paper is an introduction to a vast body of literary and philosophical knowledge that underlies “Indian” thought. It begins with the most ancient text available to the world – The Rg Veda – and traces trajectories of reform movements that took shape under the umbrella concept



of 'Bhakti' right up to the 19th century. It looks at the idea of mysticism as it panned out in India over a few millennia and attempts to understand the continuity of this line of thinking. Unlettered poets like Tukaram, Andal, Meera, Akka Mahadevi and Kabir Das remain alive in their specific geographic hinterlands in an almost uninterrupted tradition that is not at variance with modernity. At the heart of this exploratory paper is a recovery of the 'Indian' past and an understanding of the complex notions of 'Truth' and 'Self' as these were delivered orally by wandering , mostly subaltern, saint poets of India

### Course Objectives

The course aims to:

- Create an environment that explores an approach to 'Bhakti'.
- Enable students to engage with the past as it is available in the present
- Encourage students to critically evaluate the relevance of the fund of ancient oral wisdom

### Learning Outcome

#### Learning Outcomes

The student will:

- Become familiar with the bhakti poets and their themes.
- Gain an understanding of the conflicts between folk wisdom and modernity.
- Arrive at a personal understanding of the role of saint poetry in contemporary times.

## **Unit-1**

**Teaching Hours:12**

### **The Beginnings**

This unit will cover an introduction to this paper – it will attempt a definition of the word ‘Bhakti’ as spelt out by many thinkers. It will also cover those ideas that originated around 3,500 B.C and then gradually grew into a consolidation of the various schools of ‘Vedantic’ philosophy.

- Introduction to the terms Veda, Vedanta, Smritis, Shrutis.
- Rg Veda : Creation poem and three other popular poems
- Bhagwad Gita: Excerpts from chapter on Bhakti
  
- Adi Shankaracharya: 4 verses from the Bhaja Govindam

## **Unit-2**

**Teaching Hours:12**

### **Medieval bhakti poets from the South**

This Unit looks at the origins of Bhakti poetry.

- Alvar poets
- Veerashaiva poets

For detailed study:

- Andal – 3 pasurams
- Basavanna – 3 vachanas
- Mahadevi Akka
- Kshetrayya

## **Unit-3**

**Teaching Hours:12**

### **Bhakti poets from the North**

This Unit looks at poets who sang their songs in one of the many dialects of Hindi and this includes Sufi poetry.

- Kabir Das
- Mirabai
- Lalla Ded
- Bhulle-shah
- Raidas

#### **Unit-4**

**Teaching Hours:12**

#### **Bhakti poets from the East**

This unit will cover the Vaishnava tradition of bhakti.

- Vidyapati

- Baul poetry

#### **Unit-5**

**Teaching Hours:12**

#### **Bhakti poets from the West**

This unit will look at the Varkari tradition of Bhakti

- Tukaram – 10 abhangs
- Janabai
- Jnandev

#### **Text Books And Reference Books:**

Course pack is compiled by the faculty

#### **Essential Reading / Recommended Reading**

- Bhagavan, Manu and Anne Feldhaus. Eds. Speaking Truth to Power: Religion, Caste, and the Subaltern Question in India. New Delhi: Oxford University Press, 2008.

•Schelling, Andrew. Ed. The Oxford Anthology of Bhakti Literature. New Delhi: Oxford University Press, 2011.

### **Evaluation Pattern**

Each unit will have a class assignment carrying 10 marks each.

There will be a written exam for 100 marks.

## **MEL441E - CULTURAL POLITICS OF FOOD IN INDIA (2019 Batch)**

**Total Teaching Hours for Semester:60**

**No of Lecture Hours/Week:4**

**Max Marks:100**

**Credits:4**

### **Course Objectives/Course Description**

#### **Course Description**

In contemporary times, food has become an area of academic inquiry, a space for contestations of identity, and at the same time, a means of asserting and establishing material and cultural identities. In terms of food studies, one can note three strands (not only three, however for purposes of laying out the overview of the paper, three areas become relevant), one that looks at nutrition and scientific methods of inquiry highlighting food and its nutritional and wellness values. On the other hand, we have a theoretical strand working on understanding the material culture of food, often contesting the pure attention to symbolic references of food. The other strand focuses on the cultural turn in food, wherein food is analyzed for its semiotic and cultural connotations. More importantly, the intersectional framework that has been raising relevant concerns across disciplinarian boundaries have added to the understanding of food studies as an area where class, gender and race intersect in establishing the access, privilege and power dynamics of consumption and production of food. The Course titled You are what you eat - Exploring class, caste and gender in food aims to provide the students a broad overview of the history of the discipline, analytical and

methodological frameworks to analyze food as a contested space of material culture, politics and identity intersecting caste, gender and class. The objective of the course is to orient students to the tensions between the cultural politics and material culture of food.

### Course Objectives

The paper enables learners to develop an understanding of

- The intersections of caste-class-gender intersections on the food individuals consume
- The cultural politics and material culture of food
- Food as a contested space of asserting and contesting identities

### Learning Outcome

#### Learning Outcomes

- Analyze the intersections of food-caste-class-gender
- Understand how food is a site of constructing identities
- Evaluate the intersecting structures of oppression with reference to food in the Indian society

### Unit-1

Teaching Hours:15

#### Introduction

This unit will provide a foundation and introduction to the academic discipline of food studies and its material and socio-cultural dimension.

- Ray, U. (2015). Culinary culture in colonial India. Cambridge University Press.
- Bourdieu, Pierre. Distinction: A Social Critique or the Judgment of Taste. (1979)
- Ashley, Bob et al. Food-cultural studies – three paradigms (2004)
- De Certeau, Michael, Luce Giard, Pierre Mayol. The Practice of Everyday Life: Living and Cooking – Part II Doing-Cooking by Luce Giard (1998)

## **Unit-2**

**Teaching Hours:5**

### **Agrarian questions on Food**

The module will provide a background of agrarian questions, public distribution system and hegemony pertaining to food.

- Friedmann, H. (2016). Commentary: Food regime analysis and agrarian questions: widening the conversation. The Journal of Peasant Studies, 43(3), 671-692.
- Ahluwalia, D. (1993). Public distribution of food in India: Coverage, targeting and leakages. Food Policy, 18(1), 33-54.
- Drèze, J and R Khera (2015): “Understanding Leakages in the Public Distribution System,” Economic & Political Weekly, Vol 50, No 7, pp 39–42.
- Anveshi (2012): “What’s the Menu? Food Politics and Hegemony,” Broadsheet on Contemporary Politics, Vol 1, No 4, pp 2–3.

## **Unit-3**

**Teaching Hours:15**

### **Food and Identity**

The unit provides a foundation for understanding food and identity, with specific reference to food and nation.

- Appadurai, A. (1988). How to make a national cuisine: cookbooks in

Contemporary India. Comparative studies in society and history, 30(1), 3-24

- Pant, Pushpesh. India: Food and the Making of the Nation (2013)
- Yadav, Y and S Kumar (2006): “The Food Habits of a Nation,” Hindu, 14 August, viewed on 26 December 2016, <http://www.thehindu.com/todays-paper/the-food-habits-of-a-nation/article3089973.ece>
- Chakrabarty, D (2000): Provincializing Europe: Postcolonial Thought and Historical Difference, Princeton University Press.
- Banerjee, S (2012): Make Me a Man!: Masculinity, Hinduism, and Nationalism in India, SUNY Press.
- Chakravarti, A K (1974): “Regional Preference for Food: Some Aspects of Food Habit Patterns in India,” Canadian Geographer, Vol 18, No 4, pp 395–41

#### **Unit-4**

**Teaching Hours:15**

##### **Food and Discrimination**

This unit provides a foundation for understanding food and identity, with specific reference to oppressions related to food, caste and class.

- Natrajan, B., & Jacob, S. (2018). ‘Provincialising’ Vegetarianism Putting Indian Food Habits in their Place. Economic and Political Weekly, 53(9), 54-64.
- Freed, A. Stanley. Caste Ranking and Exchange of Food and Water in North Indian Village (1970)
- Guru, Gopal. Food as a Metaphor for Cultural Hierarchies (2009)
- Bruckert, Michael. The Politicization of Beef and Meat in Contemporary India:

oProtecting Animals and Alienating Minorities (2019)

#### **Unit-5**

**Teaching Hours:10**

##### **Writing and analyzing food in India**

The last section will focus on how individual students can use the theoretical frameworks to analyse any of the following:

- Food blogs
- Street food culture
- Recipe books
  
- Food shows

### **Text Books And Reference Books:**

Texts are compiled by the faculty

### **Essential Reading / Recommended Reading**

Recommended readings will be incorporated on a timely basis

### **Evaluation Pattern**

Students are required to submit a project report taking any one of the units as primary by the end of the semester. The project could be a detailed understanding, review, analysis, production (e.g., a documentary (short) written, shot, edited by the individual or an exhibition, designed, curated by the individual) of any of the texts. They will be given a framework in which they should submit the report. The report will be typed in Times New Roman, 12, double spaced with the author name and project initials mentioned on header. Plagiarism will not be tolerated. Proper referencing format should be used. It's an individual submission. The student will be evaluated on selection of theme, rationale of the study, an argument to justify why the question should be handled in Culture Studies, provide a review of literature with a critical approach wherein, the ideas should be shown as contested, and the student's attempt to negotiate the constructedness with an argument of his/her own. The report should be bound and submitted 2 days prior to the deadline.

CIA I: For CIA 1, the student will be asked to submit the proposal for the project. It will be evaluated on the selection of theme, rationale of the study, an argument to justify why the question should be handled in Culture



Studies. Academic format should be followed and will be an aspect for evaluation. (20 marks, 5 marks each for each criterion)

CIA II - Mid Semester Examination: Section A (10X5=50 marks) - Centralized

CIA III: The student is required to provide a review of literature with a critical approach wherein, the ideas should be shown as contested, and the student's attempt to negotiate the constructedness with an argument of his/her own. Academic format should be followed and will be an aspect for evaluation. (20 marks, 5 marks each for each criterion)

End Semester Examination: Submission of a project-100 marks

### **MEL481 - DISSERTATION (2019 Batch)**

**Total Teaching Hours for Semester:60**

**No of Lecture Hours/Week:4**

**Max Marks:100**

**Credits:4**

**Course Objectives/Course Description**

**Course Description**

The MA Dissertation intends to foster a research culture by focusing on critical reading and academic writing. Students are expected to make a submission at the end of the second year of their Postgraduate programme, MA in English with Communication Studies. Tapping on their interests in particular fields of study, the aim is to probe new areas of understanding, research domains and knowledge repositories. This paper will cater to diverse and disparate possibilities of doing research without limiting the scope of the paper to conventional methods and understandings of a dissertation. The aim is to cut across disciplines and patterns to equip students to cultivate reading habit with special focus on topics of research interest, honing writing skills with due emphasis on grammar and vocabulary and integrating reading and writing to communicate their knowledge about the chosen field of study in the most effective manner.

The focus will be on defining their area of study, contextualizing it within English studies. The students should have a comprehensive knowledge of the significance of the research they undertake. The prime focus will be to help students put into practice the theoretical knowledge that they have acquired from the Research Methodology paper (MEL 132).

As part of the requirements of the programme, the students will write a guided dissertation in the fourth semester of the course or they may undertake a guided project for the duration of the semester culminating in a Project Report. The choice between Dissertation or Project may be made on the basis of the student's skill sets and career choice on the advice of the faculty instructor in consultation with the Course Coordinator and HoD.

The coordinator in consultation with the HoD will assign guides to the students before the end of the second semester. The student may also indicate the names of supervisors they prefer. However, the coordinator in consultation with the HoD will allot the students to members of the faculty in consultation with them. If the dissertation demands and the coordinator feels the need for a supervisor outside the department, coordinator may assign guides from other departments in consultation with them.

The students are expected to start working with their guides in their third semester. In their 3rd semester, the students will also participate in a colloquium where they will be expected to present their work to an internal examiner and will be graded on it. Apart from this, each student will have to either present/publish a paper related to their area of interest by the end of the first year. By the end of the 4th semester, each student should have published atleast one article in an UGC approved journal. These publications and presentations will carry marks and also ensure the acceptance of the dissertation for final evaluation.

The dissertation should be submitted to the coordinator in the prescribed format in the penultimate week of the fourth semester. The evaluation and viva should be completed within a month from the last working day of the semester. The thesis will be evaluated by preferably external examiner and by the guide out of 100 each and the average of both the evaluations should be awarded out of 100. If there is a difference of more than 20 marks, a third evaluation should be by both the evaluators together. The viva should be conducted out of 50 each and average of the two should be taken. Only the supervisor and the external evaluator shall evaluate the thesis. The external examiner should have valid research experience, namely, MPhil or PhD or equivalent qualification, or should have undertaken a research project from reputed organizations in social sciences or humanities, or should have research publications preferably in refereed journals.

The course plan drawn for the dissertation needs to specify the evaluation rubrics/parameters that would be used to evaluate the students. Each supervisor can draw their course plans. The evaluation of the dissertation will be based on the rubrics specified in the course plan.

*The Department of English can decide to evolve with a common set of parameters or rubrics for both dissertation and project. These can further be modified to suit the needs of individual students.*

### **Course Objectives**

At the end of the course the students will:

- Understand research in different areas of interest
- Develop research skills in areas of interest
- Produce research in areas of relevance
- Gain a clear understanding of the different concerns in the areas of english studies
- Critique ideas with specific focus theoretical and methodological positions

### **Learning Outcome**

#### **Course Learning Outcomes**

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

- Identify research areas in English studies
- Formulate research questions
- Review literature in related areas of research
- Design and execute research projects applying the knowledge acquired in the discipline
- Draw logical arguments and conclusion
- Conduct research in different areas of English studies
- Write and publish papers in the areas of English studies

#### **Unit-1**

**Teaching Hours:60**

#### **Dissertation / Project**

#### **Dissertation Guidelines**

The MA dissertation can be:

- A thesis with a definite research objective, questions, thesis statement, analysis and findings. The thesis can be in any domain but should be linked to Literature. The students can undertake their research in Literature, Languages, Cultural studies, Film Studies, ELT, Linguistics. Since the prime criterion is to strengthen the reading culture, the emphasis will be on an exhaustive bibliography (minimum of 15 research articles / papers connected to the immediate area of study and feeding into the research undertaken). It is mandatory that the background is clear and the students have to be abreast of the latest developments in the chosen field of study (contemporariness is the binding concern). The research has to definitely contribute to the existing body of knowledge and the students should be able to articulate their questions and focus with utmost clarity. Any mere comparison or description will not be considered unless the student qualifies the necessary understanding as deemed by the supervising guide for the field chosen.
- A biography which will contextualize and enquire into the literary, political and socio-cultural climate of the time period of the individual taken up for study. The aim is to go beyond a simple biography and read the life history and socio-political history as co-texts than contexts.
- An ethnographic study thoroughly rooted in the notion of 'writing a culture'. It involves a perfect blend of description and interpretation with multi-methods of data collection and analysis.
- An action research that is simultaneously participatory and collaborative. The stress will be on the procedure and the analysis of the outcome. The implementation should feed into these processes perfectly.
- A literary translation with due emphasis on the mechanics of translation and the critical elucidation of the process involved. The translated piece should subscribe to the common understanding of Translation studies based on the invisibility of the translator.
- A project emanating from internships and research associations in the past, but with connection to the core understanding of English with Communication studies.
- The dissertation will enable students to bring about a confluence of their research interest and academic orientation, with a definite understanding of research and its parameters. Every student will have to be thorough with the different aspects of any dissertation.

As postgraduate students they should be able to write clearly:

A clear abstract stating -

- The area and purpose of the study
- The research problem
- The methods
- The conclusion and findings
- The significance of the research project

A literature review to -

- Place each work in the context of study
- Describe the relationship between different works
- Unearth different interpretations, applications and gaps / limitations
- Situate the research within the framework of existing research

Annotated Bibliography to highlight -

- The problem
- Research questions
- Sources
- Relevance

As stated above the prime aim of the dissertation is to help students implement:

- Critical reading –
  - Seeking mere information is not the sole aim
  - Unearthing and understanding new ways of thinking (central aim, reasoning, evidence and evaluation) about the topic

- Academic Writing –

- Writing as a process
- Seeking interpretations

Using specific methodologies relevant to the topic of study

- Asking questions
- Building arguments
- Bringing in evidence
- Documentation that breathes credibility

Researchers are expected to follow a definite strategy while carrying out their study. They have to:

Primarily outline their field of study within Humanities -

- Literature, Languages, Religion, History, Art, Music, Film, Theatre, Dance

Narrow the topic –

- Time period, Geographical location, Group associated, Genre or form, School or Movement, Theme, Associated social, cultural, historical or political concerns

Critical approaches:

- Historiographical, Comparative, Theoretical, Textual criticism, Gender studies, Ethnographic, Film Studies, Postcolonial, Psychoanalytic, Eco-aesthetics, Interdisciplinary

### **Guidelines for the supervisors**

- Supervisors should prudently decide based on any relevant assessment strategy, whether the candidate is proficient to handle the nature of study they propose to undertake.
- Supervisors also need to assure that the dissertation has a potential relevance for research

- Language consistency, logical flow and flawless grammar are compulsory criteria.
- The guide is expected to facilitate the student with proofreading and timely help and intervention.
- Ensure that the ward adheres to the plan, guidelines and deadlines like clockwork
- Evaluate and enable the paper facilitator to submit the marks on time
- Create an evaluation rubric for grading the dissertation
- Ensure that there is no delay in the submission of the various mandatory assignments on a timely basis.

### **Project Guidelines**

- The duration of the project work should be 7-8 weeks.
  - Each student will be attached with one internal project guide, with whom they shall be in continuous touch during the period of project work.
  - The internal project guide will be required to evaluate (out of 100 marks) on the basis of the viva voce and project report prepared by the student. The evaluation of the remaining 100 marks shall be made by external examiner appointed by the University who shall evaluate on the basis of viva-voce and the project report prepared by the student.

### **Suggested Areas of Projects**

- Translation of substantial text ( 50 pages)
- Content Development
- Creative work : Short Film Making , Recordings, Stage Production, Curating, Technical Writing, Editing and Publication, Materials Production

### **Instructions for Students**

Students shall be required to undertake a project in an organization approved of by the department. The organization may assign a specific project to the candidate, which will be completed by him / her during a specific period. The work done by the candidate on the project shall be submitted in the form of a Project Report.

The Project Report, wherever specified will be submitted in the typed form as per the following requirements:

- The typing should be done on one side of the paper
- The font size should be 12 with Times Roman / Arial Format.
- The Project Report be typed in 1.5 (one and a half) space. But the References/Bibliography should be typed in a single space.
- The paper should be A-4 size.
- One copy meant for the purpose of evaluation for the final submission along with duly signed declaration form by concerned faculty guide and one copy a student should keep with them for further reference.

#### **Evaluation method of the project**

- The evaluation shall be done in the manner specified in the Scheme of Examination of the program. The Project Report shall carry 100 marks which will be evaluated by internal examiner for 50Marks and the external examiner for 50Marks.
- The students will be evaluated based on a set of parameters/ rubrics developed for the same
- The Faculty guide has liberty to visit the Organization where the student is working to assess and evaluate fruitfulness of the project.

#### **Choice of the topic**

- No two students should work on a single Topic during their Training Report. Even if the students are assigned the same project it is expected that they work on different aspects of the project.

#### **Guide - Student interaction during the project work and while preparing the project report**



The students are required to meet their guides phase wise before submitting the report for final evaluation and are expected to send the weekly progress report by E- mail to their Faculty guide & program coordinator. It is obligatory for students to get their draft approved from concerned guide before giving final draft Project Report for submission.

- **The first phase** includes synopsis research methodology finalization, research questionnaire, action plan for data collection, sample data collection for pretesting & review of literature.
- **The second phase** consists of progress report, literature review, quality & volume of data collection, corrective measures & further action for data collection.
- **In third phase** progress report, data compilation &, preliminary data analysis, plan for report writing will be analyzed.
- **In fourth phase** draft report& final report based on guide's inputs shall be assessed. Then students will prepare for presentation & viva-voce. The duration of phases shall be decided and declared by the guides in consultation with Course Coordinator and HOD.

Project report submitted should have a proper declaration form attached to it by the candidate

Project report should contain following aspects of Organization i.e.

- Organization profile
- Business of the organization
- Management procedures and updates in various functional areas of Organization
- Critical assessment and evaluation of Organization Business, strength & weaknesses and future prospects of Organization.
- Suggestions and Recommendation for the organization.

Project report may be of following types:

- Covering single Organization, Multi-Functional Area, Problem Formulation, Analysis and Recommendations. Empirical study

### **Text Books And Reference Books:**

- Gibaldi, Joseph. *MLA Style Manual and Guide to Scholarly Publishing*. 3rd ed. New York: Modern Language Association, 2008.
- Somekh, Bridget and Cathy Lewin. eds. *Research Methods in Social Sciences*. New Delhi: Sage/Vistaar, 2005.
- Griffin, Gabriele. ed. *Research Methods for English Studies*. Edinburgh: Edinburgh University Press, 2005.
- Mckee, Alan. *Textual Analysis: A Beginners Guide* Sage, 2003
- Reissman, Catherine K. *Narrative analysis* Sage, c1993
- Ruane, Janet M. *Essentials of Research Methods: A Guide to Social Science Research*. Blackwell, 2004
- *The Chicago Manual of Style* 15th ed. Chicago: Chicago University Press, 2003.

### **Essential Reading / Recommended Reading**

- Gibaldi, Joseph. *MLA Style Manual and Guide to Scholarly Publishing*. 3rd ed. New York: Modern Language Association, 2008.
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- Ruane, Janet M. *Essentials of Research Methods: A Guide to Social Science Research*. Blackwell, 2004
- *The Chicago Manual of Style* 15th ed. Chicago: Chicago University Press, 2003.

## **Evaluation Pattern**

### **Evaluation Pattern**

CIA I - Introduction and Literature Review 20 marks

CIA II - Submission of Core Chapters – 50 marks

CIA III - Final Draft – 20 marks

End Semester – Submission of Dissertation / Project + Viva - 100 marks