



**SYLLABUS**  
**B. A. Honors (English)**

**Department of English**  
**School of Languages**  
**Doon University, Dehradun 248001**  
**Uttarakhand**

**(A) Programme Outcomes:**

The three year undergraduate honours' degree programme in English aims at:

- extending the core and applied knowledge of English Studies across the globe with special emphasis on History of English Literature, Literary Terms and Movements, European, Indian, American, Literature of Diaspora, Ecology and Literature, Literature and Films, Literary Theory and Criticism and Post Colonial Studies.
- strengthening understanding of basic Indian Economy, Environmental Studies, Indian History and Human Resource Management.
- mapping creative synthesis of texts, society and culture.
- promoting critical thinking and humanitarian values.
- developing research skills and aptitude of the students.
- facilitating the students to recognise the distinct shift from Eurocentric literature to Indian literature.
- creating awareness and sensitizing the students to society, environment, gender and disability, intersectionality and other issues of human dignity.

**(B) Programme Specific Outcomes:**

- Comprehend and analyse the characteristics of literary movements and their development in chronological order.
- Enhance English writing skills and understand the fundamental concepts of language and communication to facilitate our first generation learners.
- Apply the knowledge of literary genres in interdisciplinary fields.
- Read and analyse the representative texts as categorized under the various genres.
- Communicate new ideas of literature through written and verbal assessment.
- Explore the concepts of critical thinking through major literary theories.
- Identify the political and intellectual interrelations between literature and society.
- Explore ideas of literature for propagation of knowledge and popularizing literary sensibility in a society.
- Develop a gender-sensitive outlook through an understanding of the women's condition in the society.
- Model the social issues prevalent across the contemporary cultures and present their improved understanding.

## **SEMESTER-I**

**SLE 401: Background to English Literature (6 Credits)****Course Outcomes:**

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

- Comprehend and analyse the characteristics of literary history and their development in chronological order.
- Recognise the impact of discovery of new lands and circulation of new ideas across Europe.
- Identify the shift of the worldview with change in the timeline of the literary history.
- Develop understanding of social and intellectual background.

- Compare the similarities and dissimilarities among the literary ages.

**Unit 1:** History of English Literature 1485 - 1660

- 1350- 1550 The Age of Chaucer
- 1558- 1603 Elizabethan Age
- 1603- 1625 Jacobean Age
- 1625- 1649 Caroline Age
- 1649- 1660 Puritan Age or Commonwealth Period

**Unit 2:** History of English Literature 1660 - 1785

- 1660- 1700 The Restoration Age
- 1700- 1745 The Augustan Age
- 1745- 1785 Age of Sensibility

**Unit 3:** History of English Literature 1785 - 2000

- 1789- 1832 Romantic Age
- 1832- 1901 Victorian Age
- 1901- 1945 Modern Age
- 1945- 2000 Postmodern Age

**Prescribed Texts:**

*The Routledge History of English Literature* by Ronald Carter and John McRae, Special Edition, 2011.

*History of English Literature* by W. H. Hudson

*The Pelican Guide to English Literature* by Boris Ford

*A History of English Literature* by Arthur Compton Rickett

*A Critical History of English Literature* by David Daiches

*A Background to the Study of English Literature* by Birjadish Prasad

*A Glossary of Literary Terms* by M. H. Abrams

**SLE 402: English Poetry 1 (15<sup>th</sup> Century to early 18<sup>th</sup> Century) (6 Credits)**

**Course Outcomes:**

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

- Develop an understanding of poems from 15<sup>th</sup> century to 18<sup>th</sup> century.
- Appraise the different types of poems.
- Identify the type of society through specific poems of the age.
- Develop critical eye for technique, structure, meter and tone of the poems.

**Unit 1:**

Geoffrey Chaucer: *The Nun's Priestess' Tale*

Edmund Spenser: "*Epithalamion*"

John Milton: "*L'Allegro and Il Penseroso*"

**Unit 2:**

John Donne: "*The Flea*"

John Dryden: "*Alexander's Feast*"

Thomas Gray: "*Elegy Written in a Country Churchyard*"

**Suggested Topics and Background Prose Readings for Class Presentations:**

Renaissance Humanism  
The Stage, Court and City  
Religious and Political Thought  
Ideas of Love and Marriage  
The Writer in Society

**Suggested Texts:**

*Stories From Chaucer, the Canterbury Tales* edited by William Thomas

*The Prologue to the Canterbury Tales, Geoffrey Chaucer, A critical Evaluation* by Dr. S Sen  
*Geoffrey Chaucer, The Canterbury Tales*, Oxford World Classics by Oxford University Press  
*Edmund Spenser's Amoretti and Epithalamion: A Critical Edition* by Kenneth J Larsen  
*Milton's Paradise Lost, Book I and Book II, Comus, Lycidas, Il Penseroso and L'Allegro, With Notes and Glossary* by J. G. Davis.

*John Donne: Selected Poems*, Penguin Classics

*Alexander's Feast* by John Dryden, publisher Forgotten Books

*Elegy Written in a Country Churchyard* by Thomas Gray, Publisher: Wentworth Press

**SLE 403: English Communication (Ability enhancement compulsory course) (6 Credit)**

**Course Outcomes:**

- Enhance communicative skills like writing, reading, speaking and listening.
- Develop communication etiquettes.
- Express an ability to communicate effectively
- Reinforce language proficiency.
- Extend their knowledge of contemporary issues.

**Unit 1: Introduction:**

Theory of Communication, Types and modes of Communication

**Unit 2: Language of Communication:**

Verbal and Non-verbal  
(Spoken and Written)

Personal, Social and Business

Barriers and Strategies

Intra-personal, Inter-personal and Group communication.

**Unit 3: Speaking Skills:**

Monologue

Dialogue

Group Discussion

Effective Communication/ Mis- Communication

Interview

Public Speech

**Unit 4: Reading and Understanding**

Close Reading

Comprehension  
Summary Paraphrasing  
Analysis and Interpretation  
Translation (from Indian language to English and vice-versa) Literary/Knowledge, Texts

### **Unit 5: Writing Skills**

Documenting  
Report Writing  
Making notes  
Letter writing

### **Suggested Readings:**

1. *Fluency in English - Part II*, Oxford University Press, 2006.
2. *Business English*, Pearson, 2008.
3. *Language, Literature and Creativity*, Orient Blackswan, 2013.
4. *Language through Literature (forthcoming)* ed. Dr. Gauri Mishra, Dr Ranjana Kaul, Dr Brati Biswas

### **Seminar: SLE 404 (2 credits)**

#### **Course Outcome:**

- Mapping critical understanding of text, society and culture
- Analysing the text through brainstorming.
- Developing presentation skills.

A two-credit course on a Seminar is introduced in this semester, in which 30 hours of Seminar-based group discussions by the students will be considered equivalent to 2 credits (15 hours for 1 credit). A final seminar shall follow at the end of the semester, where along with the course In-charge, other faculty members may be invited to submit their observations to students. Students will be marked out of a total of 100 marks, on the basis of the equivalent structure for all other courses i.e. 30 marks (mid-term), 20 marks (internal assessment) and 50 (final end-term semester presentation). With due permission from the Head of Department, students are free to opt for this course during any of the other semesters.

## **SEMESTER II**

### **SLE 405: English Drama 1(6 Credit)**

#### **Course Outcomes:**

- Develop understanding of Renaissance dramatists.
- Identify the shift of the worldview towards humanism post Renaissance and Reformation
- Develop understanding of tragedy and comedy.
- Learn about comedy of humours.

**Unit 1:**

Ben Jonson: *Alchemist*

**Unit 2:**

William Shakespeare: *Hamlet*

**Unit 3:**

Christopher Marlowe: *Dr Faustus*

**Suggested Readings:**

*Elizabethan Jacobean Drama: The Theatre in its Time* by C Blackmore Evans

*Shakespeare: The Drama of Generations* by Stewart Justman

**Suggested Topics and Background Prose Readings for Class Presentations**

Religious and Secular Thought in the 16th Century

The Stage, the State and the Market

Women in the 16th Century

The Comedy of Humours

**SLE 406: English Fiction 1 (6 Credit)****Course Outcomes:**

- Estimate the social, cultural, religious and gendered impact on the literature of the time.
- Identify the reasons of the emergence of prose and novels and the decline of drama in England.
- Assess the impact of science, technology, industrialization, revolution and its reflection in consequent emergent cultural and political issues of the day.
- Appraise different aspects of novels.

**Unit 1:**

Mary Shelley: *Frankenstein*

W.M. Thackeray: *Vanity Fair*

**Unit 2:**

Charles Dickens: *A Tale of Two Cities*

Thomas Hardy: *The Tess of d'Urbervilles*

**Unit 3:**

Jane Austen: *Persuasion*

George Eliot: *Mill on the Floss*

**Suggested Topics and Background Prose Readings for Class Presentations**

Utilitarianism

The 19th Century Novel

Marriage and Sexuality

The Writer and Society

Faith and Doubt

The Dramatic Monologue

**Suggested Readings:**

*Gothic Literature* by Andrew Smith, Edinburgh Critical Guide  
*Charles Dickens: A Critical Study* by George Gissing  
*The Complete Novels of Jane Austen* by Penguin Publication  
*George Eliot: The Critical Heritage* by David Carroll

### **EES 110: Environmental Study (Ability enhancement compulsory course) (4 Credit)**

#### **Course Outcomes:**

- Sensitization towards sustainable environment.
- Strengthen the understanding of ideas and concepts related to the study of environment.
- Assess the impact of damage incurred on environment.

Environmental pollution: Air, water, soil and noise pollution, Nuclear hazards and human health risks, Solid waste management: Control measures of urban and industrial waste. Environmental Protection Act and International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD).

#### **Suggested Readings:**

1. Carson, R. 2002. *Silent Spring*. Houghton Mifflin Harcourt.
2. Gadgil, M., & Guha, R. 1993. *This Fissured Land: An Ecological History of India*. Univ. of California Press.
3. Gleeson, B. and Low, N. (eds.) 1999. *Global Ethics and Environment*, London, Routledge.
4. Gleick, P. H. 1993. *Water in Crisis. Pacific Institute for Studies in Dev., Environment & Security*. Stockholm Env. Institute, Oxford Univ. Press.
5. Groom, Martha J., Gary K. Meffe, and Carl Ronald Carroll. *Principles of Conservation Biology*. Sunderland: Sinauer Associates, 2006.
6. Grumbine, R. Edward, and Pandit, M.K. 2013. *Threats from India's Himalaya dams*. *Science*, 339: 36-37.
7. McCully, P. 1996. *Rivers no more: the environmental effects of dams* (pp. 29-64). Zed Books.
8. McNeill, John R. 2000. *Something New Under the Sun: An Environmental History of the Twentieth Century*.
9. Odum, E.P., Odum, H.T. & Andrews, J. 1971. *Fundamentals of Ecology*. Philadelphia:Saunders.

### **SLE 407: Ecology and Literature (2 Credit)**

#### **Course Outcomes:**

- Develop critical awareness about sustainable practices.
- Explore environmental issues through literary and historical narratives.
- Understand environmental crises.

**Unit 1:** Ramchandra Guha: *The Unquiet Woods*

**Unit 2:** Vandana Shiva: *Staying Alive: Women, Ecology and Development*

**Suggested Readings:**

Curtin, Deana (2005) *Environmental Ethics for a Postcolonial world*, Lanham MD: Rowman & Littlefield

Guha, R. (2000) *The Unquiet woods: Ecological Change and Peasant Resistance in the Himalayas*, Berkeley: University of California Press.

**SLE 408: Women's Writings in India (4 Credit)****Course Outcomes:**

- Develop knowledge of the seminal Indian women writers and their texts.
- Assess women's literary expressions and their navigation of socio-cultural spaces from India.
- Recognise the struggles of women in India in overcoming barriers of gender, caste, class and culture.

**Unit 1:**

Anita Desai: "Cry, the Peacock"

**Unit 2:**

Kamala Das: "An Introduction", "The Freaks"

**Unit 3:**

Mahasweta Devi: Daulati the Bountiful

Ismat Chughtai: Lihaaf

**Unit 4:**

Sarojini Naidu: "Indian Women and the Franchise" in Sarojini Naidu: Selected Poetry and Prose, edited by Makarand Paranjape

**Suggested Topics and Background Prose Readings for Class Presentations:**

Topics related to women's writings in India and its readership.

Themes and Contexts of the writings

The Aesthetics of women's writing and poetry

Patriarchy and women's writing

The Confessional Mode in Women's Writing

Sexual Politics

Race, Caste and Gender

Social Reform and Women's Rights

**Suggested Readings:**

*Indian Feminism* by Jasbir Jain and Avadhesh Kumar Singh

*The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990*, by Radha Kumar

*Sexual/Textual Politics* by T. Moi

*Gender Trouble* by Judith Butler

*Second Sex* by Simone de Beauvoir

**SEMESTER III****SLE 409: English Poetry II (6 Credit)**



**Course Outcomes:**

- Compare and contrast between Romantic and Victorian tendencies through poems.
- Critical assessment of poetry.
- Develop understanding of literary concepts like ode, dramatic monologue and Pre-Raphaelite movements.
- Explore critical and creative thinking.

**Unit 1:**

William Blake: “The Chimney Sweeper” “The Sick Rose”

William Wordsworth: “Solitary Reaper”

Samuel Taylor Coleridge: “Christabel”

Shelley: “Ode to West Wind”

**Unit 2:**

Robert Browning: “My Last Duchess”

Tennyson: “Ulysses”

D.B Rossetti: “*The Blessed Damozel*”

T.S. Eliot: “Love Song of J. Alfred Prufrock”

**Suggested Topics and Background Prose Readings for Class Presentations:**

Romantic Age in British Literature, French Revolution and American Revolution and its effects on the poetry, Objective correlative. Pre-Raphaelites, Symbolism.

**Suggested Readings:**

1) William Wordsworth - the Major Works (Oxford World's Classics) Paperback. OUP

2) William Blake: Selected Poems (Oxford World's Classics) Paperback – Import. OUP

3) Poetry of the Romantics (Penguin Popular Classics) Paperback. Penguin classics

4) The Waste Land, Prufrock, and Other Poems (Dover Thrift S.) Paperback. Dover publications Inc.

5) A Glossary of Literary Terms, MH Abrams

**SLE 410: Literary Criticism (6 Credit)****Course Outcomes:**

- Develop an overview of the critical theories since classical times.
- Apply the critical theories to literary texts.
- Recognise the relevance of the theories in the social context.
- Develop the art of critical thinking.

**Unit 1:**

Plato: "Theory of Forms"

Aristotle: *The Poetics* (Aspects of Tragedy)

**Unit 2:**

Samuel Johnson: "Life of Milton"

William Wordsworth: "Preface to the *Lyrical Ballads*"

**Unit 3:**

T. S. Eliot: "Hamlet and its Problems"

New Criticism: Practical Criticism; John Crowe Ransom 'New Critics'

Introduction to Archetypal Criticism

**Suggested Topics and Background Prose Readings for Class Presentations:**

Genres of poetry

Mimesis

Concept of Idea and Reality

Writing biographies

The art of characterization

Objective correlative

Close reading of a text

20<sup>th</sup> century literary theory

Effects of World War I on literature

Intertextuality.

**Prescribed/Suggested Readings:**

- 1) Poetics. Aristotle. 2017. Fingerprint Publishing and imprint Fingerprint Classics
- 2) Poetics (Penguin Classics) 1996 edition
- 3) The Republic. Plato. Maple Press
- 4) Lyrical Ballads: 1798 and 1802 (Oxford World's Classics) Paperback. OUP
- 5) A Study Guide for T. S. Eliot's Selected Essays, 1917-1932 Paperback – Import. Gale study guides.

6) Contemporary Literary and Cultural Theory: From Structuralism to Ecocriticism. P K Nayar 7), *A Glossary of Literary Terms* by M. H. Abrams

**SLE 411: Literature and Film (4 Credit)**

**Course Outcomes:**

- Develop an understanding of the technical terminology associated with film studies
- Interpret films as text and evaluate them critically
- Appraise the process of adaptation of texts into films
- Recognise the nuances of cinematography
- Assess various film genres and their characteristics

**Unit 1:**

Introduction to Basic Concepts in Film-Making: Mise-én-scene, Long Takes, Deep Focus, Types of Shots, Colour and Sound

**Unit 2:**

## Major Genres of Films

### Unit 3:

Films and literature

Any two films to be screened and reviewed from among the following:

- a. Shakespeare: *Macbeth*; *Hamlet*
- b. The Novel in English: *Oliver Twist*, *Pride and Prejudice*, *Gone with the Wind*
- c. Indian English Fiction: *Guide*; *English, August*; *The Namesake*
- d. Popular Fiction: *Three Idiots*; *Slumdog Millionaire*
- e. Bhasha Classics: *Pather Panchali*; *Ghare Baire*; *Tamas*
- f. Animation: *Pocahontas*; *The Jungle Book*

### SLE 412: Self-Study of any two authors (with a special focus on the given text) (6 Credit)

#### Course Outcomes:

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

- Estimate the social, philosophical, economic and cultural impacts on Indian society.
- Develop an understanding of Indian literature.
- Appraise the philosophical aspects in literature and art.
- Identify aspects of autobiographical fiction in texts.

#### Unit 1:

Rabindra Nath Tagore: *Gora*

#### Unit 2:

Sri Aurobindo: *Savitri*

#### Unit 3:

Amartya Sen: *The Argumentative Indian*

#### Unit 4:

Mahatma Gandhi: *My Experiments with Truth*

#### Unit 5:

Ananda Coomaraswamy: *Introduction to Indian Art*

#### Important note:

The course I/c may select any two of the above authors for each semester. Students will study the texts on self-study basis. The final evaluation will also involve the presentation of a Seminar out of a maximum of 20 marks which shall act as the score required for internal assessment. Students shall present the seminar before a panel consisting of all the Faculty members of the department at the end of the semester.

#### Prescribed Readings:

- 1) *Gora*, Rabindranath Tagore, Penguin Global.
- 2) *Savitri: A Legend and a Symbol* Hardcover – 2009, Sri Aurobindo Ashram Publications
- 3) *The Argumentative Indian: Writings on Indian History, Culture and Identity*. Amartya Sen. Penguin UK
- 4) *My Experiments with Truth*. MK Gandhi.

## **LGN-401 Indian economy since 1947 (2 credits)**

### **Course Outcomes:**

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

- Develop an understanding of Indian economy.
- Comprehend importance and aspects of economy.
- Critically assess the role of planning and five year Plans in Indian economy.

### **Unit 1** Introduction to the Indian economy

what is an economy? what are the basic problems of an economy? solutions to the problems. understanding the term's growth, development, sustainable development, birth rate, death rate, population growth, infant mortality rate, reasons for population growth, stages of population growth under demographic transition. measurement of human development with HDI.

### **Unit 2**

types of economies

understanding of economy under capitalism, socialism and mixed economy features, examples, merits and demerits.

underdeveloped, developed and developing economies- features and examples.

Study of characteristics of indian economy on the eve of Independence

### **Unit - 3** Role of planning and Five Year plans in Indian economy

Types of plans

Five year plans - introduction to five year plans

Study of 11 FYP (starting from 1951-2012)

Objectives and agenda's of 12 FYP

### **Unit-4**

Growth of Indian economy

Changes in English through globalisation, privatization and liberalisation

Study of growth in agriculture sector (including green revolution, it impacts)

Study of growth in industrial sector

Study of growth in service sector

Studying the characteristics on the present economic scenario

### **(Assignment)**

Comparison of Indian economy with respect to developed and underdeveloped countries.

### **Reference list:**

Indian economy by Dutt and Sundaram 69th edition

Indian economy by Mishra and puri 38th edition, 31st edition.

## **Semester IV**

### **LGN 402: India Since 1947-II (2 Credit)**

#### **Course Outcomes:**

- After the completion of the course, students will be able to:
- Develop an understanding of the beginnings of the modern Indian political system after Independence.
- Appraise the different aspects of Indian political system in history.
- Assess the impact of Nehruvian era to the Coalition era.
- Identify the reasons of the emergence of women movement in India.

1. An assessment of India's freedom struggle: The Colonial rule is over
2. The Indian Constitution
3. The Nehru Era: Indian Foreign Policy
4. Indian political parties: From one party dominance to multi-party system
5. Indian political parties (1947 to 1964) Congress versus others
6. India from Shastri to Indra Gandhi: (1964 to 1973)
7. The J.P movement and emergency in India (1974 to 1977): The janta experiment to Indra Gandhi's second term (1977 to 1984)
8. The Rajiv Era
9. The Coalition Era
10. Indian thinkers: Gandhi: an apostle of peace non-violence and satyagrah
11. Ambedkar: A profit of social revolution
12. Tagore: Cultural icon of India
13. Women movement since Independence

### **SLE 413: English Drama II (4 credit)**

#### **Course Outcomes:**

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

- Estimate the social and cultural impact of movements like modernism and expressionism through texts.
- Develop an understanding of theatre of the absurd and theatre of cruelty.
- Assess and interpret modern dramatists' texts.

**Unit 1:** G. B. Shaw: *Candida*

**Unit 2:** Eugene O'Neill: *The Hairy Ape*

#### **Unit 3:**

Samuel Beckett: *Waiting for Godot*

#### **Unit 4:**

Edward Bond: *Lear*

### **Suggested Topics and Background Prose Readings for Class Presentations:**

Paganism and Catholicism  
 Gender roles and the changing tradition  
 Tradition versus modernity  
 Theatre of the absurd and existentialism

Problem plays  
The concept of marriage  
Women and femininity.

**Prescribed Readings:**

- 1) *A Glossary of literary Terms*. MH Abrams
- 2) *Modern and Contemporary Irish Drama: Backgrounds and Criticism*. WW Norton and Company 2009.

**SLE 414: English Fiction II (4 credit)**

**Course Outcomes:**

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

- Develop an understanding of modernistic novels and its impact on the society.
- Appraise the emergence of female narratives in art and literature
- Interpret the literary concepts and ideas like interior monologue, dystopian fiction, primitivism and modernism.

**Unit 1:**

D. H. Lawrence: *Sons and Lovers*  
Virginia Woolf: *Mrs Dalloway*

**Unit 2:**

George Orwell: *Animal Farm*  
R. L. Stevenson: *Dr Jekyll and Mr Hyde*

**Suggested Topics and Background Prose Readings for Class Presentations:**

Sigmund Freud and his Oedipus and Electra complex  
Changing face of modernity and city life  
Russian Revolution and the emergence of Communism  
The rising differences between haves and have nots  
Wessex novels  
Victorian era novels.

**Prescribed Readings:**

- 1) *A History of English Literature* (English, Paperback, Compton-Rickett)
- 2) *History of English Literature* (English, Paperback, Edward Albert)

**SLE 415: Literary Terms and Movements (6 credit)**

**Course Outcomes:**

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

- Develop an understanding of various literary terms
- Assess how movements and ideas revolutionised the entire Europe

- Identify the shift of the worldview in different ages through movements and texts.
- Compare the similarities between the Renaissance and contemporary ideas.

**Unit 1:** Lyric, Ode, Elegy and Dramatic Monologue;

Blank Verse, Heroic Couplet, Free Verse, Soliloquy, Dramatic Irony

**Unit 2:** Simile and Metaphor, Image and Imagery, Allegory, Symbol;

Epic, Tragedy, Comedy, One-Act Play, Novella (A short novel)

**Unit 3:** Renaissance and Reformation;

The Metaphysical School of Poets

**Unit 4:** English Neoclassicism;

English Romanticism;

Realism and Naturalism

**Recommended book:**

*A Glossary of Literary Terms* by M. H. Abrams

*Dictionary of Literary Terms and Literary Theory* by J. A. Cuddon

**SLE 416: Human Resource Management (4 credit)**

**Course Outcomes:**

- Develop understanding of concept and functions of Human Resource Management
- Importance of training and management.
- Assess real life engagement of Human resources.

**Unit 1: Human Resource Management**

Concept and functions; Role, status and competencies of HR manager; HR policies; Evolution of HRM; emerging challenges of human resource management – Workforce diversity, empowerment, downsizing, VRS, work life balance.

**Unit 2: Acquisition of Human Resource**

Human resource planning – Quantitative and qualitative dimensions; Job analysis – Job description and job specification; Recruitment – concept sources; selection – concept and process; Test and interview; Placement, induction and socialization; Retention.

**Unit 3: Training and Development**

Concept and importance; Role specific and competency based training; Training and development methods – Apprenticeship, understudy, job rotation, vestibule training, case study,

role playing, sensitivity training, In-basket, management games, conferences and seminars, coaching and mentoring, management development programs; Training process outsourcing.

**Unit 4: Performance Appraisal and Compensation Management**

Performance appraisal – Nature, objectives and process; Performance management; Methods of

performance appraisal; Potential appraisal; Employee counseling; Job changes – Transfers and promotions Human resource audit;

Compensation – Concept and policies, Base and supplementary compensation; individual, group and organization incentive plans; Fringe benefits; Performance linked compensation; Employee stock option; Pay band compensation system; Job evaluation.

### **Suggested Readings**

1. Mondy, A.W., and Noe, R.M. Human resource Management. Pearson Education.
2. Decenzo, D.A., and Robbins, S.P. fundamentals of Human resource Management. Wiley. India.
3. Dessler, g., and Varkkey, B. Human resource Management Person Education. Delhi.
4. Chhabra, T.N. Human resource Management. Dhanpat Rai & Co., Delhi.
5. Aswathappa, K. Human resource Management. Tata McGraw-Hill. New Delhi
6. French, W.L., Human resource Management. Haughten Miffin, Boston.
7. Gupta, C.B. Human resource Management. Sultan Chand & Sons. Delhi.
8. Rao, V.S.P. Human resource Management: Text and Cases. Excel Books.

### **SLE 417: Indian Writing in English (4 credit)**

#### **Course Outcomes:**

- Develop a knowledge of the seminal writers and texts of India
- Recognise the importance and benefits of translation
- Recognise the loss of ethos that inevitably occurs due to translation
- Review the past through the reconstruction of the culture through their translated texts
- Develop a knowledge of the different languages and literatures of India

**Unit 1:** Girish Karnad- *Tughlaq*

**Unit 2:** Ruskin Bond: *Room on the Roof*

**Unit 3:** Toru Dutt: “Baugmaree”  
Nissim Ezekiel: “In India”  
Vikram Seth: “All You Who Sleep Tonight”

**Unit 4:** Allen Seally: *The Everest Hotel*

### **Suggested Topics and Background Prose Readings for Class Presentations**

Indian English

Indian English Literature and its Readership

Themes and Contexts of the Indian English Novel

The Aesthetics of Indian English Poetry

Modernism in Indian English Literature

### **Suggested Readings:**

1. Raja Rao, Foreword to Kanthapura (New Delhi: OUP, 1989) pp. v–vi.
2. Salman Rushdie, ‘Commonwealth Literature does not exist’, in *Imaginary Homelands* (London: Granta Books, 1991) pp. 61–70.
3. Meenakshi Mukherjee, ‘Divided by a Common Language’, in *The Perishable Empire*



(New Delhi: OUP, 2000) pp.187–203.

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

## **SEMESTER V**

### **Course Outcomes:**

- Develop an overview of the critical theories of Rasa and Dhvani since Indian classical times.
- Compare Indian and Western literary theoretical frameworks.
- Apply the critical theories to literary texts
- Recognise the relevance of the theories in the social context
- Develop the art of critical thinking

### **SLE 418: Introduction to Literary Theory (4 credit)**

#### **Unit 1:**

Introduction to Indian Poetics (Rasa, Dhvani)

#### **Unit 2:**

Ferdinand de Saussure: "The Object of Study"

Roland Barthes: "The Death of the Author"

Stephen Greenblatt: „The Circulation of Social Energy”

Elaine Showalter: "Feminist Criticism in the Wilderness"

### **Suggested Background Prose Readings and Topics for Class Presentations:**

The East and the West

Questions of Alterity

Power, Language, and Representation

The State and Culture

### **Suggested Readings:**

1. Terry Eagleton, *Literary Theory: An Introduction* (Oxford: Blackwell, 2008).

2. Peter Barry, *Beginning Theory* (Manchester: Manchester University Press, 2002).

### **SLE 419: Advertising (4 Credit)**

#### **Course Outcomes:**

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

- Understand the importance of concepts, tools and techniques of advertising.
- Explore theoretical frameworks and usage in practical fields.
- Assess information about copywriting, ASCI, etc.

#### **Unit 1:**

Introduction to Advertising: Definition, Origin & development

#### **Unit 2:**

Purpose of advertising

Types of advertising

**Unit 3:**

Ad copy- Copywriting  
Advertising as a Marketing Tool

**Unit 4:**

Advertising Theories: Unique Selling Proposition, Brand Image, Role & effects.  
Ad campaign planning.  
Ad agencies.  
Bodies like ASCI, AAAI.

**SLE 420: European Modernism (4 credit)****Course Outcomes:**

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

- Develop an overview of the contemporary critical theories like Marxism and Psychoanalysis
- Assess the relevance of the theories in the social context
- Explore range of experimental and avant-garde trends in literature.
- Demonstrate a broad understanding of the major debates concerning modernism and modernity in Europe

**Unit 1:**

Bertolt Brecht: Mother Courage and her Children

**Unit 2:**

Karl Marx and  
Friedrich Engels: “The German Ideology”

**Unit 3:**

Benedetto Croce: “History as the Story of Liberty”

**Unit 4:**

Sigmund Freud “An Outline of Psychoanalysis”  
(\*From *The Modern Tradition: Background of Modern Literature*, ed. Richard Ellmann)

**Suggested Topics and Background Prose Readings for Class Presentations:**

Politics, Social Change and the Stage Text and Performance  
European Drama: Realism and Beyond  
Marxism and Literature

**Suggested Readings:**

Williams, Raymond. 1997. *Marxism and Literature*. Oxford: Oxford University Press.

Montag, Warren. 2003. *Louis Althusser*. Basingstoke: Palgrave Macmillan.

Bennett, Tony. 1979. *Formalism and Marxism*. London: Methuen. Brannigan, John. 1998. *New Historicism and Cultural Materialism*. London: Macmillan.

Constantin Stanislavski, *An Actor Prepares*, chap. 8, 'Faith and the Sense of Truth', tr. Elizabeth Reynolds Hapgood (Harmondsworth: Penguin, 1967) sections 1, 2, 7, 8, 9, pp. 121–5, 137–46.

Bertolt Brecht, 'The Street Scene', 'Theatre for Pleasure or Theatre for Instruction', and 'Dramatic Theatre vs Epic Theatre', in *Brecht on Theatre: The Development of an Aesthetic*, ed. and tr. John Willet (London: Methuen, 1992) pp. 68–76, 121–8.

George Steiner, 'On Modern Tragedy', in *The Death of Tragedy* (London: Faber, 1995) pp. 303–24.

## **SLE 421: Postcolonial Literature (4 credit)**

### **Course Outcomes:**

- Recognise the difference in colonial and post- colonial sensibilities
- Develop an understanding of the post- colonial theory
- Evaluate texts on the basis of post- colonial tenets
- Appraise the importance and efforts to decolonize
- Develop an understanding of Indian Colonial History and struggle against it

**Unit 1:** Ngugi wa thiong'o: Decolonising The Mind

Chinua Achebe: "An Image of Africa: Racism in Conrad's *Heart Of Darkness*"

**Unit 2:** George Orwell: *Shooting an Elephant*

W. H New: *New Language, New World*

**Unit 3:**

Jumpha Lahiri: *Namesake*

Khushwant Singh: *Train to Pakistan*

**Unit 4:**

Amitav Ghosh: *The Hungry Tide*

### **Suggested Topics and Background Prose Readings for Class Presentations:**

De-colonization, Globalization and Literature

Literature and Identity Politics

Writing for the New World Audience

Region, Race, and Gender

Postcolonial Literatures and Questions of Form

### **Suggested Readings:**

1. Franz Fanon, 'The Negro and Language', in *Black Skin, White Masks*, tr. Charles Lam Markmann (London: Pluto Press, 2008) pp. 8–27.
2. Ngugi wa Thiong'o, 'The Language of African Literature', in *Decolonising the Mind* (London: James Curry, 1986) chap. 1, sections 4–6.
3. Gabriel Garcia Marquez, the Nobel Prize Acceptance Speech, in *Gabriel Garcia Marquez: New Readings*, ed. Bernard McGuirk and Richard Cardwell (Cambridge: Cambridge University Press, 1987).
4. "Cultural Configurations of Diaspora," in Kalra, V. Kaur, R. and Hutynuk, J. (2005). *Diaspora & hybridity*. London: Sage Publications.
5. "The New Empire within Britain," in Rushdie, S. (1991). *Imaginary Homelands*.

London: Granta Books.

6. W. H. New, "New Language, New World," *Awakened Conscience: Studies in Commonwealth Literature*, ed. C. D. Narasimhaiah (London: Heinemann, 1978)

### **SLE 422: Understanding India through Creative Writings in English: 1900-1950 (4 Credit)**

#### **Course Outcome:**

- recognise and use basic terminology in creative writing through the texts by Indian writers.
- use the knowledge to apply major styles and techniques in creative writing .
- develop critical reading skills for writing the criticism through Indian literature in English.
- Explore the social, cultural and political background of the society, space and text.

**Unit 1:** Rudyard Kipling- *Kim*

Rabindra Nath Tagore -*Gitanjali*

**Unit 2:** Ruth Praver Jhabvala- *Heat and Dust*

EM Forster- *Passage to India*

**Unit 3:** Mulk Raj Anand- *Untouchable* 1934

Raja Rao *Kanthapura*

**Unit 4:** RK Narayan Mr Sampath : The Printer of Malgudi

#### **Suggested Topics and Readings for Class Presentation:**

Colonialism, Nationalism, and the Partition

Communalism and Violence

Homelessness and Exile

Women in the Partition

#### **Suggested Readings:**

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

### **SLE 423: Indian Classical Literature (4 Credits)**

#### **Course Outcomes:**

After taking the course the students shall be able to:

- Develop knowledge about the masterpieces in Indian classical literature.
- Motivated by the superb classical drama of Kalidas, Vyasa and Sudraka.
- A comparative study of English literature and Indian classical literature.
- Understood the richness of Indian literature

**Unit 1.** Kalidasa *Meghaduta*

**Unit 2.** Vyasa ‘The Dicing’ and ‘The Sequel to Dicing, ‘The Book of the Assembly Hall’, , in *The Mahabharata*: tr. and ed. J.A.B. van Buitenen (Chicago: Brill, 1975) pp. 106–69.

**Unit 3.** Sudraka *Mrcchakatika*, tr. M.M. Ramachandra Kale (New Delhi: Motilal Banarasidass, 1962).

**Unit 4:** Ilango Adigal ‘The Book of Banci’, in *Cilappatikaram: The Tale of an Anklet*, tr. R. Parthasarathy (Delhi: Penguin, 2004) book 3.

### **Suggested Topics and Background Prose Readings for Class Presentations**

The Indian Epic Tradition: Themes and Recensions

Classical Indian Drama: Theory and Practice

Alankara and Rasa

Dharma and the Heroic

### **Readings:**

1. Bharata, *Natyashastra*, tr. Manomohan Ghosh, vol. I, 2nd edn (Calcutta: Granthalaya, 1967) chap. 6: ‘Sentiments’, pp. 100–18.

2. Iravati Karve, ‘Draupadi’, in *Yuganta: The End of an Epoch* (Hyderabad: Disha, 1991) pp. 79–105.

3. J.A.B. Van Buitenen, ‘Dharma and Moksa’, in Roy W. Perrett, ed., *Indian Philosophy*, vol. V, *Theory of Value: A Collection of Readings* (New York: Garland, 2000) pp. 33–40.

4. 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.

## **Semester VI**

### **SLE 424: American Literature (6 credit)**

#### **Course Outcomes:**

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

- Appraise the idea of multiculturalism in America
- Compare and contrast the various sociological theories of American cultural milieu
- Recognise and reflect the social problems in America

**Unit 1:** Ernest Hemingway- *Old Man and the Sea*

**Unit 2:** Walt Whitman- “I Hear America Singing;” “When Lilacs Last in the Dooryard Bloom'd”

**Unit 3:** Emily Dickinson: “Because I Could Not Stop for Death”; Robert Frost: “Mending Wall”

**Unit 4:** Mark Twain- *The Adventures of Huckleberry Finn*

### **Suggested Topics and Background Prose Readings for Class Presentations:**

The American Dream

Social Realism and the American Novel

Folklore and the American Novel  
Black Women's Writings  
Questions of Form in American Poetry

**Suggested Readings:**

1. Hector St John Crevecoeur, 'What is an American', (Letter III) in *Letters from an American Farmer* (Harmondsworth: Penguin, 1982) pp. 66–105.
2. Frederick Douglass, *A Narrative of the life of Frederick Douglass* (Harmondsworth: Penguin, 1982) chaps. 1–7, pp. 47–87.
3. Henry David Thoreau, 'Battle of the Ants' excerpt from 'Brute Neighbours', in *Walden* (Oxford: OUP, 1997) chap. 12.
4. Ralph Waldo Emerson, 'Self Reliance', in *The Selected Writings of Ralph Waldo Emerson*, ed. with a biographical introduction by Brooks Atkinson (New York: The Modern Library, 1964).
5. Toni Morrison, 'Romancing the Shadow', in *Playing in the Dark: Whiteness and Literary Imagination* (London: Picador, 1993) pp. 29–39.

**SLE 425: Literature of Diaspora (6 Credit)**

**Course Outcomes:**

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

- Develop understanding of the term diaspora and literature associated with it.
- Recognise the issues like identity crisis, nostalgia and the idea of home among diasporic communities.
- Interpret the inter- generational issues that exist in diasporic communities.

**Unit 1:** *Jhumpa Lahiri: Interpreter of Maladies*

**Unit 2:** *Bharati Mukherjee: Jasmine*

**Unit 3:** *Bapsi Sidhwa: Ice Candy Man*

**Unit 4:** *Rohinton Mistry: Tales From Ferozshah Bagh*

**SLE 426: Dissertation (14 Credit)**

A dissertation of 14 credits shall be prepared and presented by the students on a topic related to literature, including any interdisciplinary study. The dissertation shall be of approximately 50 pages and based on the format issued by the competent authority at Doon University.

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