



M. A. (English)

One-Year Programme as per NEP 2020

CURRICULUM

w.e.f. (Session:2026-27)

**DEPARTMENT OF ENGLISH,
SCHOOL OF LANGUAGES
DOON UNIVERSITY, DEHRADUN**

Course Structure

SEMESTER I						
Course Type	Course Code	Course Title	L	T	P	C
DSC	ENC501	Modern and Postmodern Literature	2	2	0	4
DSC	ENC502	Cultural Studies	2	2	0	4
DSE/GE		From the List of Electives of English Literature/Others	2	2	0	4
DSE/GE		From the List of Electives of English Literature/Others	2	2	0	4
DSE/GE		From the List of Electives of English Literature/Others	2	2	0	4
SEC	ENS501	Seminar-I				2
Total Credits						22
SEMESTER II						
Course Type	Course Code	Course Title	L	T	P	C
SEC	ENS	Seminar- II				2
DSCP	ENP	Dissertation			20	20
Total credits: 44 for the award of the degree of M.A. in English (One-Year)			Total Credits			22

List of Electives

Course Code	Course Title	L	T	P	C
ENE101	Translation Studies	4	0	0	4
ENE102	English Language Teaching (ELT)	4	0	0	4
ENE103	Bhakti and Sufi Movements Literature	4	0	0	4
ENE104	American Literature	4	0	0	4
ENE105	Restoration and Neo-Classical Literature (16th- 17th century)	4	0	0	4
ENE106	Film and Literature	4	0	0	4
ENE107	Introduction to Linguistics	4	0	0	4

ENE108	Romantic and Victorian Literature	4	0	0	4
ENE109	Gender and Literature	4	0	0	4
ENE110	Digital Humanities	4	0	0	4
ENE111	African and Caribbean Literature	4	0	0	4
ENE112	Vulnerability Studies/Dalit Studies	4	0	0	4

Syllabus
(Semester I – Semester II)

Semester I

Course Code: ENC501

L | T | P (4 | 0 | 0)

Course Name: Modern and Postmodern Literature

Course Outcomes:

- Explain the key historical, cultural, and philosophical contexts of modernism and postmodernism, and their influence on literary forms and themes.
- Critically interpret modernist and postmodernist fiction and drama (Woolf, Golding, Osborne, Shaw, Pinter), exploring themes of identity, alienation, class, and existential conflict.
- Compare modernist and postmodernist aesthetics, highlighting continuities, ruptures, and innovations in narrative technique, style, and ideology.
- Apply theoretical perspectives of modernism and postmodernism to develop independent literary analysis, research, and critical arguments.

Unit I: W.B. Yeats: "The Second Coming"
T. S. Eliot: "The Waste Land"

Unit II: E.M. Forster: *Howard's End*
D.H. Lawrence: *Women in Love*

Unit III: Virginia Woolf: *To the Lighthouse*
William Golding: *Lord of the Flies*

Unit IV: John Osborne: *Look Back in Anger*
Harold Pinter: *The Homecoming*

Suggested Readings:

Levenson, Michael. *The Cambridge Companion to Modernism*. Cambridge University Press, 2011.

Lodge, David. *The Modes of Modern Writing: Metaphor, Metonymy, and the Typology of Modern Literature*. Bloomsbury, 1990.

Hutcheon, Linda. *A Poetics of Postmodernism: History, Theory, Fiction*. Routledge, 1988.

Innes, Christopher. *Modern British Drama: The Twentieth Century*. Cambridge University Press, 2002.

Course Code: ENC502

L | T | P (4 | 0 | 0)

Course Name: Cultural Studies

Course Outcomes:

- Analyse foundational concepts of culture, critically evaluating their perspectives on cultural formation, democracy, and everyday life.
- Interpret the intersections of culture, civilisation, and historiography, assessing the

literary and social construction of historical narratives.

- Examine theories of textual openness and popular culture, applying critical frameworks to understand audience reception, meaning-making, and cultural negotiation.
- Evaluate the political economy of culture and media, assessing the production, dissemination, and consumption of cultural texts in modern society.
- Integrate theoretical knowledge with critical inquiry to produce informed analyses of cultural phenomena, linking concepts of power, ideology, and representation across multiple media and historical contexts.

Unit I: T.S. Eliot: “The Three Senses of Culture”, *Notes Towards the Definition of Culture*, (HMH, 2014), 19-32.

Raymond Williams: “Culture is Ordinary”, *Resources of Hope: Culture, Democracy, Socialism*, (Verso, 1989), 3- 18.

Unit II:

John Storey: “The culture and civilisation tradition”, *Culture Theory and Popular Culture* 18-28.

Hayden White: “Historical Text as Literary Artefact”, *Tropics of Discourse: Essays in Cultural Criticism* (The Johns Hopkins University Press, 1986), 81-100.

Unit III:

Umberto Eco: “The Open Work”, *The Open Work*, trans. Anna Cancogni (Cambridge & Massachusetts: Harvard University Press, 1989) 1-23.

Stuart Hall: “Notes on Deconstructing the Popular”, *People’s History and Socialist Theory*, ed. Raphael Samuel (Routledge Revival: 1981) 227-241.

Unit IV:

Theodor W Adorno: “Free Time”, *The Culture Industry* (London & New York: Routledge, 1991 ed.) 187-197.

John Fiske: “The modes of television”, *Reading Television* (London & New York: Routledge, 1978) 85-100.

Suggested Readings:

Eliot, T.S. *Notes Towards the Definition of Culture*. HMH, 2014, pp. 19–32.

Storey, John. *Cultural Theory and Popular Culture: An Introduction*. Routledge, 2018.

White, Hayden. *Tropics of Discourse: Essays in Cultural Criticism*. Johns Hopkins University Press, 1986, pp. 81–100.

Hall, Stuart. *People’s History and Socialist Theory*, ed. Raphael Samuel, Routledge Revival, 1981, pp. 227–241.

Eagleton, Terry. *Literary Theory: An Introduction*. Blackwell, 2008.

Course Code: ENS501

L | T | P (2 | 0 | 0)

Course Name: Seminar-I

Course Outcome: By the end of the seminar, students should be able to:

- CO1:** Develop skills in AI tools and methods in the field of Literary Studies
- CO2:** Interpret and evaluate texts by applying theoretical and critical frameworks.
- CO3:** Develop coherent articles and reviews that demonstrate clarity, originality, and critical insight.

For this Seminar, students may choose one of the following two options:

Option A: Internship

Option B: Either One MOOC in Literary Studies (SWAYAM Portal) or One MOOC from SWAYAM 2.0 (AI-related course, as maintained by Doon University)

OR

Course Code: ENP501

L | T | P (0 | 0 | 20)

Course Name: Dissertation-Part 1

Course Outcome: By the end of Dissertation-Part 1, students should be able to:

- CO1.** Formulate the research objectives
- CO2.** Design the research methodology and framework of the proposed work
- CO3.** Demonstrate research tools.

Course Code: ENS501

L | T | P (2 | 0 | 0)

Course Name: Seminar-I

Course Outcome: By the end of the seminar, students should be able to:

- CO1:** Develop skills in AI tools and methods in the field of Literary Studies
- CO2:** Interpret and evaluate texts by applying theoretical and critical frameworks.
- CO3:** Develop coherent articles and reviews that demonstrate clarity, originality, and critical insight.

For this Seminar, students may choose one of the following two options:

Option A: Internship

Option B: Either one MOOC in Literary Studies (SWAYAM Portal) or One MOOC from SWAYAM 2.0 (AI-related course, as maintained by Doon University)

SEMESTER II

Course Code: ENS

L | T | P (2 | 0 | 0)

Course Name: Seminar-II

Course Outcome: By the end of the seminar, students should be able to:

- CO1.** Understand the concept of research
- CO2.** Describe and present the literature study and research gaps identified.
- CO3.** Improve written and communication skills

All the students will prepare a presentation for the research seminar, which includes their research topic and literature survey.

Course Code: ENP
Course Name: Dissertation

L | T | P (0 | 0 | 20)

Course Outcome: By the end of Dissertation-Part 1, students should be able to:

CO1. Formulate the research objectives

CO2. Design the research methodology and framework of the proposed work

CO3. Demonstrate research tools.

OR

Course Code: ENS
Course Name: Seminar-II

L | T | P (2 | 0 | 0)

Course Outcome: By the end of the seminar, students should be able to:

CO1. Understand the concept of research

CO2. Describe and present the literature study and research gaps identified.

CO3. Improve written and communication skills

All the students will prepare a presentation for the research seminar, which includes their research topic and literature survey.

Course Code: ENP
Course Name: Dissertation-Part II

L | T | P (0 | 0 | 20)

Course Outcome: By the end of Dissertation-Part 2, students should be able to: **CO1.** Design and implement the proposed research methodology and framework in the proposed work

CO2. Research paper writing and publishing

CO3. Dissertation report

LIST OF ELECTIVES

Course Title: ENE101

L | T | P (4 | 0 | 0)

Course Name: Translation Studies.

Course Outcomes:

- Trace the historical development and diverse traditions of translation studies in India and the West.
- Analyse theoretical and practical dimensions of translation, including disciplinary, interdisciplinary, and intercultural frameworks.
- Critically engage with key debates in translation theory, such as the politics of translation, translator's invisibility, and issues of cultural representation.
- Utilise knowledge of translation tools (e.g., CAT tools, glossaries) to explore practical challenges in professional translation contexts.

Unit I: The History and Scope of Translation:

1. *"Translation in Practice: Regional Indian Examples"*
 2. Ganesh Devy: "Literary History and Translation- An Indian View"
 3. Dharwadker: A.K. Ramanujan's translational poetics in bilingual literary culture.
- Nature of Translation
 - Western and Indian Traditions
 - Discipline/Interdiscipline

Unit II: Issues in Translation:

1. Gayatri Chakravorty Spivak – "The Politics of Translation" (postcolonial-feminist intervention)
 2. Lawrence Venuti – "Translator's Invisibility" (ethics, cultural hegemony)
- Types of Translation
 - Process and Fields of Translation (technical, literary, audiovisual)
 - Vetting, Evaluation, Editing
 - Tools of Translation (CAT tools, glossaries)

Unit III: Classical and Linguistic Translation Theories (I):

Walter Benjamin: "The Task of the Translator"

Roman Jakobson: "On Linguistic Aspects of Translation"

Unit IV: Translation Theories (II): Eugene Nida: "Principles of Correspondence"

J.C. Catford: "Translation Shifts"

André Lefevere: Ch. 5: "Translation: Ideology." On the Construction of Different Anne Franks" from *Translation Rewriting and the Manipulation of Literary Fame*

Suggested Readings:

Devy, Ganesh. *Literary History and Translation: An Indian View*. Orient Blackswan, 2002.

Munday, Jeremy. *Introducing Translation Studies: Theories and Applications*. Routledge, 2016.

Spivak, Gayatri Chakravorty. *The Politics of Translation*. Routledge, 1993.

Jakobson, Roman. *On Linguistic Aspects of Translation*. In *Language in Literature*, Harvard University Press, 1987.

Catford, J.C. *Translation Shifts*. In *A Linguistic Theory of Translation*, Oxford University Press, 1965.

Lefevere, André. *Translation, Rewriting and the Manipulation of Literary Fame*. Routledge, 1992. (Chapter 5: “Translation and Ideology”)

Course Code: ENE102

L | T | P (4 | 0 | 0)

Course Name: English Language Teaching (ELT)

Course Outcomes:

- Distinguish between approaches and methods in ELT and evaluate the effectiveness of major methods such as Grammar-Translation, Direct, Audio-lingual, Structural-Situational, and Communicative approaches.
- Describe the historical development of ELT in India and critically assess issues of policy, multilingualism, and mother tongue influence.
- Apply strategies for teaching language skills (LSRW, vocabulary, grammar) across different levels and design need-based syllabi, including English for Specific Purposes (ESP).
- Explain key principles of language testing and evaluation, and design assessment tools that ensure validity, reliability, and positive washback effects.
- Integrate theoretical knowledge with classroom practice by developing lesson plans, materials, and evaluation tasks for different learner contexts.

Unit I:

Approaches and methods in language teaching: Difference between approach and method. Methods and approaches: Direct, Grammar Translation, Audio-lingual Structural-situational, Communicative Language Teaching and the Communicative Approach. The future of methods.

(Jack C. Richards: Curriculum Approaches in Language Teaching: Forward, Central and Backwards Design, RELC Journal 44(1) 5–33, 2013)

Unit II:

Brief Historical overview of English Language Teaching with reference to the Problem of Teaching English in India. Pre and Post Independence Language Policies, Multilingualism, mother tongue influence and choice of a model for teaching.

(V.Saraswathi: English in India in English Language Teaching: Principles and Practice by V.Saraswathi, Orient Longman ELT 2006)

Unit III:

Approaches to teaching Skills: LSRW, vocabulary and grammar at primary, secondary and

tertiary/ advanced levels. Practical exercises in each of the skill areas. Making a language syllabus: needs analysis. Teaching of English for specific purposes.

(West, R. (1994). Needs analysis in language teaching. *Language Teaching*, 27(1), 1-19. doi:10.1017/S0261444800007527)

Unit IV:

Testing Language: Principles, relationship between teaching and testing, washback effect and purposes of tests. Evaluation: Criteria, grading and determining levels of proficiency.

(Alan Davies. Introduction. Fifty Years of Language Assessment. Vol I
<https://doi.org/10.1002/9781118411360.wbcla127>)

Suggested Readings:

Larsen-Freeman, Diane, and Marti Anderson. *Techniques and Principles in Language Teaching*. Oxford University Press, 2011.

Saraswathi, V. *English Language Teaching: Principles and Practice*. Orient Longman, 2006.

Richards, Jack C. *Curriculum Approaches in Language Teaching: Forward, Central and Backwards Design*. RELC Journal 44(1), 5–33, 2013.

Mohan, Radha. *English Teaching in India: Challenges and Prospects*. Orient Blackswan, 2010.

Richards, Jack C. & Rodgers, Theodore S. *Approaches and Methods in Language Teaching*. 3rd ed., Cambridge University Press, 2014.

Bachman, Lyle F. & Palmer, Adrian S. *Language Assessment in Practice: Developing Language Assessments and Justifying their Use*. Oxford University Press, 2010.

Course Code: ENE103

L | T | P (4 | 0 | 0)

Course Name: Bhakti and Sufi Movements Literature

- Analyse the historical, social, and religious contexts of the Bhakti and Sufi movements, situating literary texts within broader cultural and spiritual frameworks.
- Interpret key poems and writings of Kabir, Ravidas, Sheikh Farid, and Bulleh Shah, critically examining themes, linguistic features, and devotional symbolism.
- Compare and contrast Bhakti and Sufi literary expressions to evaluate similarities and divergences in philosophy, spiritual praxis, and social critique.
- Evaluate the role of translation and interpretive frameworks in mediating vernacular devotional literature, considering issues of linguistic fidelity and cultural representation.
- Apply literary and critical theories to the analysis of Bhakti and Sufi texts, producing scholarly interpretations that integrate historical, philosophical, and aesthetic perspectives.

Unit I: Kabir, “Garabvas mein kul nahi jaati” (212-13), “Aval Allah Noor Upaya Kudrat de sab

bande” (215) “Hirdai Kapat mukh gyani” (213)

Unit II:

Ravi Das, “Begumpura shehar ka naam” (230), “Nagar jaana meri jaat bikhyat chamara” (232) & —Tohi Mohi Mohi Tohi” (230)

(The source-text for the two poets and their poems in translation is Selections from the Sacred Writings of the Sikhs, translated by Trilochan Singh, Bhai Jodh Singh, Kapur Singh, Bawa Harkishen Singh & Khushwant Singh, Introduction by S. Radhakrishnan (Ruskin House, George Allen Unwin Ltd, London, 1960)

Unit III:

Sheikh Farid: Tap tap loh loh hath maroranl kia bhavain” (220), Shloks: Farida je ti akal latif

Farida jo tain maaran mukian

Farida ja lab taneh kia

Farida Jangal Jangal

Farida galian chikadd dur ghar

Bhijo sijo kambli allah vasau meh

Farida bure da bhala kar

Farida mai jania dukh dukh mujh ko (220-222)

(The source-text for Sheikh Farid’s poems in translation is Selections from the Sacred Writings of the Sikhs, translated by Trilochan Singh, Bhai Jodh Singh, Kapur Singh, Bawa Harkishen Singh & Khushwant Singh, Introduction by S. Radhakrishnan (Ruskin House George Allen Unwin Ltd, London, 1960)

Unit IV:

Bulle Shah, —Bullah Ki Jaana Main Kaunl (184) —Ik Nukta (37) & —Kar Kattan wal Dhian Kurel (91), Bullhe Shah Sufi Lyrics, Shackleton, Christopher, ed. & trans. Massachusetts, London: Murty Classical Library of India, 2015

Suggested Readings:

Sharma, R.S. *The Bhakti Movement: Its Social and Cultural Dimensions*. Munshiram Manoharlal, 1970.

Lorenzen, David N. *The Classical Hindi Literature of the Bhakti Saints*. Motilal Banarsidass, 1991.

Singh, Khushwant. *The Sacred Writings of Sheikh Farid: A Critical Introduction*. HarperCollins India, 2001.

Shackle, Christopher. *Punjabi Sufi Poetry: From Farid to Bulleh Shah*. Murty Classical Library, 2015.

Ernst, Carl W. *Sufism: An Introduction to the Mystical Tradition of Islam*. Shambhala, 1997.

Shackle, Christopher. *Punjabi Sufi Poetry: From Farid to Bulleh Shah*. Murty Classical Library, 2015.

Course Code: ENE104

L | T | P (4 | 0 | 0)

Course Name: American Literature

Course Outcomes:

- Analyse major poetic works by Langston Hughes, Allen Ginsberg, and Adrienne Rich, examining themes of race, identity, social critique, and cultural consciousness.
- Interpret American short fiction by Henry James and Saul Bellow, critically evaluating narrative techniques, character development, and socio-historical context.
- Examine American drama through works of August Wilson and Sam Shepard, assessing thematic concerns, dramaturgical strategies, and representations of family and society.
- Evaluate American novels by William Faulkner and Toni Morrison, exploring narrative structure, symbolism, and engagement with issues such as race, gender, and cultural memory.
- Integrate literary analysis with critical theory to produce coherent scholarly interpretations across multiple genres, situating texts within broader American literary and cultural traditions.

Unit I: (Poetry) Langston Hughes: “The Weary Blues”, “Let America be America Again”, “The Negro Speaks of Rivers”

Allen Ginsberg: “Kaddish”, “America”

Adrienne Rich: “Planetarium”, “Cartographies of Silence”

Unit II: (Short Story) Henry James: *The American*

Saul Bellow: *The Adventures of Augie March*

Unit III: (Drama) August Wilson: *The Piano Lesson*

Sam Shepard: *Buried Child*

Unit IV: (Fiction) William Faulkner: *Light in August*

Toni Morrison: *God Help the Child*

Suggested Readings:

Rampersad, Arnold. *The Life of Langston Hughes: Volume I: 1902–1941*. Oxford University

Press, 1986.

Bloom, Harold, ed. *Modern American Novelists*. Chelsea House, 2000.

Bigsby, C.W.E. *The Cambridge Companion to American Drama*. Cambridge University Press, 1998.

Fowler, D. *The Cambridge Introduction to William Faulkner*. Cambridge University Press, 2007.

Gates, Henry Louis, Jr. *The Signifying Monkey: A Theory of African-American Literary Criticism*. Oxford University Press, 1988.

Bloom, Harold, ed. *Toni Morrison's Beloved*. Chelsea House, 2003.

Course Code: ENE105

L | T | P (4 | 0 | 0)

Course Name: Restoration and Neo-Classical Literature (16th-17th century)

Course Outcomes:

- Analyse major poetic works, evaluating their stylistic features, literary forms, and engagement with political, philosophical, and aesthetic concerns.
- Interpret Restoration and Neo-Classical drama, examining character, plot, and social critique within historical and cultural contexts.
- Examine narrative strategies and thematic concerns in early English fiction to understand the development of the novel and satire in the 17th–18th centuries.
- Evaluate prose and non-fictional works, analysing their commentary on society, culture, and morality, and their contribution to essayistic and critical traditions.
- Integrate literary analysis with historical, philosophical, and cultural frameworks to produce coherent interpretations across multiple genres in Restoration and Neo-Classical literature.

Unit I: (Poetry)

John Milton: *Paradise Lost* (Book 1)

Andrew Marvell: “To His Coy Mistress” / “An Horatian Ode upon Cromwell’s Return from Ireland”

John Dryden: “Mac Flecknoe”

Alexander Pope: *The Rape of the Lock*

Unit II: (Drama)

John Webster: *The Duchess of Malfi*

William Congreve: *The Way of the World*

Unit III: (Fiction)

Daniel Defoe: *Moll Flanders*

Jonathan Swift: *Gulliver's Travels*

Unit IV: (Prose and Non-Fictional Prose)

Joseph Addison: "Sir Roger at Church" from *The De Coverley Papers*

Mathew Arnold: *Culture and Anarchy*

Suggested Readings:

Greenblatt, Stephen. *The Norton Anthology of English Literature: The Restoration and the Eighteenth Century*. Norton, 2012.

Kastan, David Scott. *Shakespeare and the Shapes of Time*. Macmillan, 1982. (contextual chapters on Restoration drama)

Logan, Terence P., and Denzell Smith. *The Later Restoration and Eighteenth-Century Drama*. Clarendon Press, 1978.

Watt, Ian. *The Rise of the Novel: Studies in Defoe, Richardson and Fielding*. University of California Press, 1957.

Arnold, Matthew. *Culture and Anarchy*. Penguin Classics, 1994.

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

Course Code: ENE106

L | T | P (4 | 0 | 0)

Course Name: Literature and Film

Course Outcomes:

- Identify and describe fundamental concepts of adaptation, narrative, and film language.
- Analyse the transformation of themes, characters, and narrative techniques from literature to cinema.
- Evaluate the effectiveness of adaptations through critical approaches, comparative methods, and socio-cultural contexts.
- Produce informed reviews, essays, and presentations integrating literary and cinematic analysis.

Unit I: Introduction – Theories and Frameworks

Literature and cinema: Interdisciplinary approaches

Narrative and storytelling across media

Theories of adaptation: fidelity, intertextuality, translation of culture

Basic film language: mise-en-scène, editing, sound, cinematography

Unit II: Adaptation of Classics: Texts & Screenings:

William Shakespeare, *Macbeth* → Vishal Bhardwaj, *Maqbool* (2003)

Jane Austen, *Pride and Prejudice* → *Bride and Prejudice* (2004) or *Pride & Prejudice* (2005)

Unit III: Indian Literature and Cinema: Texts & Screenings:

R. K. Narayan, *The Guide* → Vijay Anand, *Guide* (1965)

Bapsi Sidhwa, *Ice-Candy-Man (Cracking India)* → Deepa Mehta, *Earth* (1998)

Satyajit Ray's essays on cinema → Selected sequences from *Pather Panchali* (1955)

Unit IV: Contemporary Cross-Media Adaptations: Texts & Screenings:

Aravind Adiga, *The White Tiger* → Ramin Bahrani, *The White Tiger* (2021)

Jhumpa Lahiri, *The Namesake* → Mira Nair, *The Namesake* (2006)

Short stories (e.g., Ruskin Bond) → Selected adaptations (*Junoon*, *The Blue Umbrella*)

Suggested Readings:

Hutcheon, Linda. *A Theory of Adaptation*. Routledge, 2012.

Stam, Robert. *Literature through Film: Realism, Magic, and the Art of Adaptation*. Blackwell, 2005.

Gokulsing, K. Moti, and Wimal Dissanayake. *Indian Popular Cinema: A Narrative of Cultural Change*. Trentham Books, 2004.

Vasudevan, Ravi S. *The Melodramatic Public: Film Form and Spectatorship in Indian Cinema*. Palgrave Macmillan, 2010.

Ezra, Elizabeth, and Terry Rowden, editors. *Transnational Cinema: The Film Reader*. Routledge, 2006.

Chopra, Rani, and Ira Bhaskar, editors. *Modernity and Indian Cinema*. Oxford UP, 2012.

Course Code: ENE107

L | T | P (4 | 0 | 0)

Course Name: Introduction to Linguistics

Course Outcomes:

- Explain the historical development of the English language and identify the major influences of Scandinavian, French, Latin, Greek, and Indian elements on its evolution.
- Analyse fundamental characteristics of language (arbitrariness, duality, directness, productivity) and evaluate their role in linguistic communication.
- Distinguish between key theoretical frameworks such as *langue and parole*, *synchronic and diachronic* approaches, and discuss the process of standardisation in relation to language varieties.
- Demonstrate knowledge of general phonetics, including speech production, classification of sounds, syllable structure, and the differences between phonetics and phonology.
- Apply phonological analysis to English by examining vowels, consonants, connected speech, and prosodic features, and compare variations between British RP and Indian English.

Unit I: History of the English Language. Various influences and elements in English (Scandinavian, French, Latin, Greek, and Indian). Some characteristics of language: arbitrariness, duality, directness, and productivity.

Unit II: Language System: Language as a social fact. Langue and Parole, sound and meaning, diachronic and synchronic description of language. Language in society: Language varieties; dialect, register, style, speech and writing. The process of standardisation.

Unit III: General Phonetics: The speech mechanism, the description of speech sounds - vowels and consonants, the syllable, the phoneme. Difference between Phonetics and Phonology. Branches of Phonetics: acoustic, auditory, and articulatory.

Unit IV: The Phonology of English: vowels and consonants, the syllable, sounds in connected speech, free and allophonic variations, assimilations, elision, and prosodic features. Difference between the vowel systems of British R.P. and Indian English for transcription and speech practice.

Theories of Style, Stylistics, Style as Deviance, Foregrounding, Stylistic analysis, Stylistics and teaching of Literature.

Suggested Readings:

Saussure, Ferdinand de. *Course in General Linguistics*. Edited by Charles Bally and Albert Sechehaye, translated by Wade Baskin, McGraw-Hill, 1966.

Lyons, John. *Introduction to Theoretical Linguistics*. Cambridge University Press, 1968.

Ladefoged, Peter, and Keith Johnson. *A Course in Phonetics*. 7th Edition, Cengage Learning, 2014.

Roach, Peter. *English Phonetics and Phonology*. 5th Edition, Cambridge University Press, 2009.

Gimson, A. C., revised by Alan Cruttenden. *Gimson's Pronunciation of English*. 8th Edition, Routledge, 2014.

Course Code: ENE108

L | T | P (4 | 0 | 0)

Course Name: Gender and Literature

Course Outcomes:

- Define and distinguish key concepts such as patriarchy, sex/gender, androgyny, womanism, and gynocriticism, with special attention to the development of feminist thought in India.
- Critically analyse foundational feminist texts by Wollstonecraft, Woolf, and de Beauvoir, evaluating their arguments on gender equality, women's rights, and cultural constructions of femininity.
- Apply feminist literary theories to diverse genres and cultural contexts, developing comparative insights across Western, postcolonial, and Dalit feminist traditions.
- Produce informed critical readings and academic writing that integrate theoretical frameworks with textual analysis of gendered literary representation.

Unit I: Basic Concepts: Patriarchy, Sex and Gender, Androgyny, Types of Feminism, Womanism, Écriture féminine, Gynocriticism, Introduction to Feminism in India

Unit II: Mary Wollstonecraft: *A Vindication of the Rights of Woman* (Introduction, Chapter I and XII)

Virginia Woolf: *A Room of One's Own*

Simone de Beauvoir: *The Second Sex* (Introduction)

Unit III: Mahadevi Varma: *Links in the Chain* (*Srinkhala Ki Kariyan*)

Chandra Talpade Mohanty: "Under Western Eyes: Feminist Scholarship and Colonial Discourses"

Unit IV: Maya Angelou: 'Phenomenal Woman'

Suniti Namjoshi: 'The Unicorn'*

Rashid Jahan: *Behind the Veil* (One-Act Play)

Baby Kamble: *The Prisons We Broke*

Suggested Readings:

Kumar, Radha. *The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800–1990*. Zubaan, 1993.

Rege, Sharmila. *Writing Caste, Writing Gender: Reading Dalit Women's Testimonios*. Zubaan, 2006.

Spivak, Gayatri Chakravorty. "Can the Subaltern Speak?" in *Marxism and the Interpretation of Culture*. Edited by Cary Nelson and Lawrence Grossberg, University of Illinois Press, 1988.

Mohanty, Chandra Talpade. "Under Western Eyes: Feminist Scholarship and Colonial Discourses." *Boundary 2* 12/13 (1984): 333–358.

Eagleton, Mary. *Feminist Literary Criticism*. Longman, 1991.

Moi, Toril. *Sexual/Textual Politics: Feminist Literary Theory*. Routledge, 2002.

Course Code: ENE109

L | T | P (4 | 0 | 0)

Course Name: Digital Humanities

Course Outcomes:

- Define and explain the scope of Digital Humanities (DH), with emphasis on its relationship to data, texts, and interdisciplinary research.
- Identify and evaluate major DH projects, tools, and platforms, understanding their relevance to cultural, historical, and literary studies.
- Apply practical skills in data acquisition, cleaning, and creation, and demonstrate familiarity with basic digital tools such as the command line and Voyant.
- Critically assess the ethical dimensions of digital research, including issues of data privacy, access, authorship, and digital divides.
- Analyse literary texts and cultural materials using DH methodologies, integrating computational and interpretive approaches.
- Develop independent digital research projects that combine theoretical insights with hands-on engagement in tools and methods.

Unit I: Digital Humanities and Data

Unit II: Digital Humanities Projects and Tools

Unit III: Acquiring, Cleaning, and Creating Data; Digital Ethics;

The Command Line and its functions, Working with Tools- Voyant

Unit IV: Digital Humanities and Literature

Suggested Readings:

Dodd, Maya. "Digital Cultures in India: Digitality and its Discontents". In Zaidi, N., & Pue, A.S. (Eds.). (2022). *Literary Cultures and Digital Humanities in India* (1st ed.). Routledge India. <https://doi.org/10.4324/9781003354246>

Dodd, M., & Kalra, N. (Eds.). (2020). *Exploring Digital Humanities in India: Pedagogies, Practices, and Institutional Possibilities* (1st ed.). Routledge India. <https://doi.org/10.4324/9781003052302>

Dodd, M., & Menon, N. (Eds.). (2024). *Practices of Digital Humanities in India: Learning by Doing* (1st ed.). Routledge India. <https://doi.org/10.4324/9781003325239>

Fitzpatrick, Kathleen. 'The Humanities, Done Digitally.' *Debates in the Digital Humanities* 2012. <http://dhdebates.gc.cuny.edu/debates/text/30>

Pawlicka-Deger, U., & Thomson, C. (Eds.). (2023). *Digital Humanities and Laboratories: Perspectives on Knowledge, Infrastructure and Culture* (1st ed.). Routledge. <https://doi.org/10.4324/9781003185932>

Schriebman, Susan, Ray Siemens, and John Unsworth (Eds.). (2015). *A New Companion to Digital Humanities* <https://companions.digitalhumanities.org/DH/https://datasociety.net/library/a-primer-on-ai-in-from-the-majority-world/>

Course Code: ENE110

L | T | P (4 | 0 | 0)

Course Name: African and Caribbean Literature

Course Outcomes:

- Demonstrate knowledge of the historical, political, and cultural contexts shaping African and Caribbean literature in English, including Negritude, Apartheid, diaspora, orature, and gender issues.
- Interpret and analyse selected African and Caribbean poetry, drama, and fiction through close reading and critical frameworks.
- Examine the intersections of literature, colonialism, and resistance in African and Caribbean societies.
- Evaluate the role of oral traditions and their transformation into written forms in postcolonial narratives.
- Critically engage with issues of identity, race, class, and gender as represented in diverse literary genres.
- Compare and contrast African and Caribbean literary voices, tracing both shared concerns and region-specific expressions.

Unit I: History of African Literature in English: Negritude, Apartheid, Gender issues, Diaspora, Orature

Unit-II: (Poetry) Gabriel Okara: “You Laughed and Laughed and Laughed”
Dennis Brutus: “A Common Hate Enriched Our Love and Us”
Edward Braithwaite: “Tizzic”
Derek Walcott: “A Far Cry from Africa”

Unit-III: (Drama) Ngugi wa Thiongo: *The Trial of Dedan Kimathi*
Wole Soyinka: *Death and the King's Horseman*
Athol Frugard: *Sizwe Banzi is Dead*

Unit-IV: (Fiction and Prose): Nadine Gordimer: *Burger's Daughter*
Buchi Emecheta: *The Joys of Motherhood*
Chimamanda Ngozie Adichie: *Half a Yellow Sun*.
Jamaica Kincaid: *A Small Place*

Suggested Readings:

Abiola Irele. *The African Imagination: Literature in Africa and the Black Diaspora*. Oxford University Press, 2001.

Bernth Lindfors, ed. *African Literature in the Twentieth Century*. University of Minnesota Press, 1974.

Okpewho, Isidore. *African Oral Literature: Backgrounds, Character, and Continuity*. Indiana University Press, 1992.

Moore, Gerald, and Ulli Beier, eds. *Modern Poetry from Africa*. Penguin, 1963.

Paula Burnett, ed. *The Penguin Book of Caribbean Verse in English*. Penguin, 1986.

V.S. Naipaul. *The Middle Passage: Impressions of Five Colonial Societies*. André Deutsch, 1962.

Course Code: ENE111

L | T | P (4 | 0 | 0)

Course Title: Dalit Studies and Vulnerability Studies

Course Outcomes:

- Define and explain theoretical concepts of vulnerability, precarity, and resilience.
- Analyse the representation of age, caste, and gender in selected literary texts.
- Evaluate contemporary debates on social justice, structural inequalities, and systemic oppression.
- Produce critical essays, reviews, and presentations applying vulnerability frameworks to literature.

Unit I: Key Concepts: Vulnerability, Resilience, Resistance, Humanitarianism,
Social exclusion (caste, class, gender, disability, sexuality, migration, etc.)
Structural inequalities and precarity
Disaster, displacement, and environmental vulnerability;
intersections of identity and systemic oppression

Unit II: Adolescence, Ageing and Precarity

J. D. Salinger: *The Catcher in the Rye*.

Kazuo Ishiguro: *The Remains of the Day*.

Unit III: Gender, Caste, and Intersectionality

Omprakash Valmiki, *Joothan: An Untouchable's Life*
Urmila Pawar, *The Weave of My Life*
Bama, *Karukku*

Unit IV: Contemporary Debates and Cultural Texts

Anand Teltumbde, *The Persistence of Caste: The Khairlanji Murders and India's Hidden Apartheid*
Selected Dalit poetry (Namdeo Dhasal, Meena Kandasamy: *Ms. Militancy*)

Suggested Readings:

- Brown, Patrick. *On Vulnerability: A Critical Introduction*. Routledge 2022.
- Butler, Judith. *Precarious Life: The Powers of Mourning and Violence*. Verso, 2004.
- Satyanarayana, K., and Susie Tharu, eds. *No Alphabet in Sight: New Dalit Writing from South India*. Penguin, 2011.
- Guru, Gopal, ed. *Humiliation: Claims and Context*. Oxford UP, 2011.
- Rege, Sharmila. *Writing Caste/Writing Gender: Narrating Dalit Women's Testimonios*. Zubaan, 2006.