

## Semester – I

### Core Courses

<b>1. Name of the Department:</b> Language						
<b>2. Course Name</b>	17 <sup>th</sup> -18 <sup>th</sup> Century English Literature	<b>L</b>	<b>T</b>	<b>P</b>		
<b>3. Course Code</b>	412	5	1	0		
<b>4. Type of Course (use tick mark)</b>	<b>Core</b> (☑)	<b>DSE</b> ( )	<b>AEC</b> ( )	<b>SEC</b> ( )	<b>OE</b> ( )	
<b>5. Pre-requisite (if any)</b>	Graduate in English	<b>6. Frequency (use tick marks)</b>	Even ( )	Odd (☑)	Either Sem ( )	Every Sem ( )
<b>7. Total Number of Lectures, Tutorials, Practicals</b>						
<b>Lectures = 50</b>		<b>Tutorials = 10</b>		<b>Practical = Nil</b>		
<b>8. COURSE OBJECTIVES:</b> The purpose of this Post graduate course is to provide knowledge about the basics of literature. impart knowledge of prose, poetry and drama through literature and literary theories. Students will be able to understand the basic idea of life through literature. They will develop the understanding of ethics of society, rationality and logical thinking through literature and encourage students to articulate ways in which the text contributes to self understanding						
<b>9. COURSE OUTCOMES (CO):</b>						
<i>After the successful course completion, learners will develop following attributes:</i>						
<b>COURSE OUTCOME (CO)</b>		<b>ATTRIBUTES</b>				
<b>CO1</b>	Awareness about the social and intellectual background of 17 <sup>th</sup> and 18 <sup>th</sup> century and develop the insight to understand the vision of the poetry of that time.					
<b>CO2</b>	Recognition of poetry from a variety of cultures, language and historic periods. as a literary art form and will analyse elements such as diction, tone, form, genre, figures, symbols, theme etc.					
<b>CO3</b>	Knowledge of literary genre of drama by studying historical context, psych-social aspects and discern the various culture and moral values associated with the text.					
<b>CO4</b>	Trace the growth of fiction, recognize elements of fiction, be acquainted with British and non British fiction, formulate knowledge on stylistic strategies, comprehend literal and figurative use of language, recognition of form structure and shape of text, deploy the idea of text in their own writings					
<b>CO5</b>	Examine significant works of poetry, drama, fiction, short stories and novels, from diverse cultures and periods in history. Explore fiction as an art form designed to provoke thought and challenge social norms. Consider fiction as an expression of human experience					
<b>10. Unit wise detailed content</b>						
<b>Unit-1</b>	<b>Number of lectures = 15</b>	<b>Title of the unit: Social and Intellectual Background</b>				
John Milton: <i>Paradise Lost</i> (Book 1), John Donne: A Valediction, The Canonization, The Good -Morrow, Andrew Marvell: To His Coy Mistress (Detailed study)						
<b>Unit-2</b>	<b>Number of lectures = 15</b>	<b>Title of the unit: Poetry</b>				
John Dryden: Absalom and Achitophel, Alexander Pope: <i>Rape of The Lock</i> (Detailed study)						
<b>Unit-3</b>	<b>Number of lectures = 10</b>	<b>Title of the unit: Drama</b>				
William Congreve: <i>The Way of The World</i> , R B Sheridan: <i>The Rivals</i>						

<b>Unit-4</b>	<b>Number of lectures = 10</b>	<b>Title of the unit: Fiction</b>						
Daniel Defoe: <i>Robinson Crusoe</i> , Henry Fielding: <i>Joseph Andrew</i>								
<b>11. CO-PO mapping</b>								
<b>COs</b>	<b>Attributes</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	Awareness about the social and intellectual background of 17 <sup>th</sup> and 18 <sup>th</sup> century and develop the insight to understand the vision of the poetry of that time.	<b>3</b>	<b>1</b>	<b>1</b>		<b>2</b>	<b>1</b>	
<b>CO2</b>	Recognition of poetry from a variety of cultures, language and historic periods. as a literary art form and will analyse elements such as diction,tone,form,genre,figures,symbols, theme etc.	<b>3</b>	<b>1</b>	<b>2</b>		<b>3</b>	<b>1</b>	
<b>CO3</b>	Knowledge of literary genre of drama by studying historical context , psych-social aspects and discern the various culture and moral values associated with the text.	<b>3</b>	<b>1</b>	<b>2</b>		<b>3</b>	<b>1</b>	
<b>CO4</b>	Trace the growth of fiction, recognize elements of fiction,be acquainted with British and non British fiction,formulate knowledge on stylistic strategies,comprehend literal and figurative use of language ,recognition of form structure and shape of text.deploy the idea of text in their own writings	<b>3</b>	<b>1</b>	<b>1</b>		<b>2</b>	<b>1</b>	
<b>CO5</b>	Examine significant works of poetry, drama,fiction, short stories and novels, from divers cultures and periods in history.Explore fiction as an art form designed to provoke thought and challenge social norms.Consider fiction as an expression of human experience	<b>3</b>	<b>1</b>	<b>1</b>		<b>2</b>	<b>1</b>	
3 Strong contribution, 2 Average contribution , 1 Low contribution								
<b>12. Brief description of self learning / E-learning component</b>								
1 <a href="https://www.sparknotes.com/poetry/paradiselost/section1/">https://www.sparknotes.com/poetry/paradiselost/section1/</a> 2 <a href="https://www.sparknotes.com/poetry/rapeofthelock/summary/">https://www.sparknotes.com/poetry/rapeofthelock/summary/</a> 3 <a href="https://www.sparknotes.com/poetry/donne/section5/">https://www.sparknotes.com/poetry/donne/section5/</a>								
<b>13. Books recommended:</b> 1 John Milton: <i>Paradise Lost</i> (Book 1) 2 Pope: <i>Rape of The Lock</i> 3 William Congreve: <i>The Way of The World</i> 4 R B Sheridan: <i>The Rivals</i>								

## Semester – I

### Core Courses

<b>1. Name of the Department: Languages</b>				
<b>2. Course Name</b>	<b>Literary Criticism</b>	<b>L</b>	<b>T</b>	<b>P</b>
<b>3. Course Code</b>	<b>LN416</b>	<b>5</b>	<b>1</b>	<b>0</b>

<b>4. Type of Course (use tick mark)</b>		<b>Core (☑)</b>	<b>DSE ( )</b>	<b>AEC ( )</b>	<b>SEC ( )</b>	<b>OE ( )</b>
<b>5. Pre-requisite (if any)</b>	U.G.	<b>6. Frequency (use tick marks)</b>	Even (☑)	Odd ( )	Either Sem ( )	Every Sem ( )
<b>7. Total Number of Lectures, Tutorials, Practicals</b>						
<b>Lectures = 50</b>		<b>Tutorial = 10</b>		<b>Practical = Nil</b>		
<b>8. COURSE OBJECTIVES:</b> The course will sensitize students in both the artistry and utility of the English language through the study of literature and other contemporary forms of culture. It will provide students with the critical ability necessary in an academic environment, on the job, and in an increasingly complex, interdependent world. Graduate students who are capable of performing research, analysis, and criticism of literary and cultural texts from different historical periods and genres. It will assist students in the development of intellectual flexibility, creativity, and cultural literacy so that they may engage in life-long learning. It aims to familiarize them with the concepts and theoretical aspects of the subject.						
<b>9. COURSE OUTCOMES (CO):</b>						
<i>After the successful course completion, learners will develop following attributes:</i>						
<b>COURSE OUTCOME (CO)</b>		<b>ATTRIBUTES</b>				
<b>CO1</b>	Students will be introduced to the features of Literature and what Criticism is, able to understand the relevance of Classical Criticism. Students should be familiar with representative literary and cultural texts within a significant number of historical, geographical, and cultural contexts. Students should be able to apply critical and theoretical approaches to the reading and analysis of literary and cultural texts in multiple genres.					
<b>CO2</b>	The wider aim of the course is to develop the students' ability to read the text from critical perspective. Students should be able to identify, analyze, interpret and describe the critical ideas, values, and themes that appear in literary and cultural texts and understand the way these ideas, values, and themes inform and impact culture and society, both now and in the past.					
<b>CO3</b>	The course aims to make the students familiar with the main themes and theoretical issues characterising criticism. This will be done through an in-depth analysis of representative texts which will both highlight a wider diachronic perspective and specific contexts.					
<b>CO4</b>	Read texts in the light of the current theoretical debate on them and on related topics, approach critically texts from an independent perspective, appropriating and adapting the ideas and themes dealt with in class.					
<b>CO5</b>	At the end of the course students will be able to critically analyse, read and interpret literary texts, and articulate confidently ideas and concepts.					
<b>10. Unit wise detailed content</b>						
<b>Unit-1</b>	<b>Number of lectures = 12</b>	<b>Title of the unit: Social &amp; Intellectual Background</b>				
Interpreting Aristotle's The Poetics and Longinus's On the Sublime Plato's theory of Mimesis and his objection to Poetry, Aristotle's Defence of Poetry and his Concept of Tragedy, Aristotle's definition and explanation of Tragedy, Six Formative Elements in Tragedy, Aristotle's explanation of Plot, Character and Tragic Hero and The Function of Tragedy.						
<b>Unit-2</b>	<b>Number of lectures =12</b>	<b>Title of the unit:</b>				
Critically analyzing Sir Philip Sidney's An Apology for Poetry and John Dryden's An Essay of Dramatic Poesie						
<b>Unit-3</b>	<b>Number of lectures = 12</b>	<b>Title of the unit:</b>				
Comprehending William Wordsworth's Preface to Lyrical Ballads (1802) and Samuel Taylor Coleridge's Biographia Literaria (Chapters IV and XIV)						
<b>Unit-4</b>	<b>Number of lectures = 12</b>	<b>Title of the unit: Fiction</b>				

Critically evaluating Matthew Arnold's *The Study of Poetry* and *The Function of Criticism at the Present Time*, T. S. Eliot's "Tradition and the Individual Talent" and *An Introduction to New Criticism* and Jacques Derrida's "Structure, Sign and Play in the Discourse of Human Sciences"

**11. CO-PO mapping**

COs	Attributes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Students will be introduced to the features of Literature and what Criticism is, able to understand the relevance of Classical Criticism. Students should be familiar with representative literary and cultural texts within a significant number of historical, geographical, and cultural contexts. Students should be able to apply critical and theoretical approaches to the reading and analysis of literary and cultural texts in multiple genres.	3	3	3	1	2	2	3	3
CO2	The wider aim of the course is to develop the students' ability to read the text from critical perspective. Students should be able to identify, analyze, interpret and describe the critical ideas, values, and themes that appear in literary and cultural texts and understand the way these ideas, values, and themes inform and impact culture and society, both now and in the past.	3	3	3	2	3	2	3	3
CO3	The course aims to make the students familiar with the main themes and theoretical issues characterising criticism. This will be done through an in-depth analysis of representative texts which will both highlight a wider diachronic perspective and specific contexts.	3	3	3	2	2	1	3	3
CO4	Read texts in the light of the current theoretical debate on them and on related topics, approach critically texts from an independent perspective, appropriating and adapting the ideas and themes dealt with in class.	3	3	3	2	3	1	3	3
CO5	At the end of the course students will be able to read and interpret literary texts, and articulate confidently ideas and concepts.	3	3	3	2	3	2	3	3

3 Strong contribution, 2 Average contribution , 1 Low contribution

**12. Brief description of self learning / E-learning component**

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**13. Books recommended:**

1. F. H. Bradley's Shakespearean Tragedy
2. I. A. Richards's Practical Criticism
3. William Empson's Seven Types of Ambiguity
4. Caroline Spurgeon's Shakespeare's Imagery and What It Tells Us
5. F. R. Leavis's The Great Tradition
6. M. H. Abrams's The Mirror and the Lamp
7. Northrop Frye's Anatomy of Criticism
8. Gayatri Chakravorty Spivak's In Other Worlds: Essays in Cultural Politics
9. Sandra M. Gilbert and Susan Gubar's The Madwoman in the Attic
10. Christopher Ricks's The Force of Poetry
11. Nicholas Royle's Telepathy and Literature: Essays on the Reading Mind
12. Eleanor Cook's Against Coercion: Games Poets Play
13. Terry Eagleton's Literary Theory : An Introduction Terry Eagleton
14. Peter Barry's Beginning Theory

**Semester – I****Core Courses**

<b>1. Name of the Department: Languages</b>						
<b>2. Course Name</b>	<b>Literature and Gender</b>		<b>L</b>	<b>T</b>	<b>P</b>	
<b>3. Course Code</b>	<b>LN418</b>		5	1	0	
<b>4. Type of Course (use tick mark)</b>		<b>Core (☑)</b>	<b>DSE ( )</b>	<b>AEC ( )</b>	<b>SEC ( )</b>	<b>OE ( )</b>
<b>5. Pre-requisite (if any)</b>	U.G.	<b>6. Frequency (use tick marks)</b>	Even (☑)	Odd ( )	Either Sem ( )	Every Sem ( )
<b>7. Total Number of Lectures, Tutorials, Practicals</b>						
<b>Lectures = 50</b>		<b>Tutorial = 10</b>		<b>Practical = Nil</b>		
<b>8. COURSE OBJECTIVES:</b> The course will sensitize students towards contemporary gender issues by means of representative texts. It aims to familiarize them with the concepts and theoretical aspects of the subject.						
<b>9. COURSE OUTCOMES (CO):</b>						
<i>After the successful course completion, learners will develop following attributes:</i>						
<b>COURSE OUTCOME (CO)</b>	<b>ATTRIBUTES</b>					
<b>CO1</b>	Students will be introduced to the features of Poetry. It will develop their aesthetic sense. Give them knowledge of various poetical forms, techniques, rhymes and meters.					
<b>CO2</b>	The wider aim of the course is to develop the students' ability to read the text from a feminist perspective. It aims to critically understand the historical-political and cultural dynamics underlying them.					
<b>CO3</b>	The course aims to make the students familiar with the main themes and theoretical issues characterising Drama. This will be done through an in-depth analysis of representative texts which will both highlight a wider diachronic perspective and specific contexts.					
<b>CO4</b>	Read texts in the light of the current theoretical debate on them and on related topics, approach critically texts from an independent perspective, appropriating and adapting the ideas and themes dealt with in class.					

<b>CO5</b>	At the end of the course students will be able to read and interpret literary texts, and articulate confidently ideas and concepts.
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**10. Unit wise detailed content**

<b>Unit-1</b>	<b>Number of lectures = 12</b>	<b>Title of the unit: Poetry</b>
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Interpreting Amy Lowell : "Fireworks," Toru Dutt: "Sita," Margaret Atwood: "Spelling," Sylvia Plath: "The Munich Mannequins," Kamala Das: "The Old Playhouse," "An Introduction," Judith Wright : "Eve to her Daughters," Kishwar Naheed: "I am not that Woman"

<b>Unit-2</b>	<b>Number of lectures =12</b>	<b>Title of the unit: Prose</b>
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Critically analyzing Virginia Woolf: A Room of One's Own and Mahadevi Varma : Links in the Chain (Trans. Shrinkhala ki Khariyan)

<b>Unit-3</b>	<b>Number of lectures = 12</b>	<b>Title of the unit: Drama</b>
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Comprehending Caryl Churchill: Top Girls and Lorraine Hansberry: A Raisin in the Sun

<b>Unit-4</b>	<b>Number of lectures = 12</b>	<b>Title of the unit: Fiction</b>
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Critically evaluating Maya Angelou: I Know Why the Caged Bird Sings and Margaret Atwood: The Handmaid's Tale

**11. CO-PO mapping**

COs	Attributes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
<b>CO1</b>	Students will be introduced to the features of Poetry. It will develop their aesthetic sense. Give them knowledge of various poetical forms, techniques, rhymes and meters.	3	3	3	2	3	3	3	3
<b>CO2</b>	The wider aim of the course is to develop the students' ability to read the text from a feminist perspective. It aims to critically understand the historical-political and cultural dynamics underlying them.	3	3	3	3	3	2	2	3
<b>CO3</b>	The course aims to make the students familiar with the main themes and theoretical issues characterising Drama. This will be done through an in-depth analysis of representative texts which will both highlight a wider diachronic perspective and specific contexts.	3	2	3	2	2	3	3	3
<b>CO4</b>	Read texts in the light of the current theoretical debate on them and on related topics, approach critically texts from an independent perspective, appropriating and adapting the ideas and themes dealt with in class.	2	3	3	2	2	1	2	3
<b>CO5</b>	At the end of the course students will be able to read and interpret literary texts, and articulate confidently ideas and concepts.	3	3	2	2	2	2	3	3

3 Strong contribution, 2 Average contribution , 1 Low contribution

**12. Brief description of self learning / E-learning component**

**13. Books recommended:**

1. Gender Trouble: Feminism and the Subversion of Identity by Judith Butler
2. We Should All Be Feminists by Chimamanda Ngozi Adichie
3. The Second Sex by Simone de Beauvoir
4. The Feminine Mystique by Betty Friedan
5. Feminism is for Everybody: Passionate Politics by bell hooks
6. A Vindication of the Rights of Woman by Mary Wollstonecraft
7. Feminist Theory: From Margin to Center by bell hooks

## Semester – IV

### Core Courses

<b>1. Name of the Department: Languages</b>						
<b>2. Course Name</b>	<b>Feminist Literary Theory and Criticism</b>			<b>L</b>	<b>T</b>	<b>P</b>
<b>3. Course Code</b>	<b>LN519</b>			<b>5</b>	<b>1</b>	<b>0</b>
<b>4. Type of Course (use tick mark)</b>	<b>Core (☑)</b>	<b>DSE ( )</b>	<b>AEC ( )</b>	<b>SEC ( )</b>	<b>OE ( )</b>	
<b>5. Pre-requisite (if any)</b>	Graduation (English) & student from other stream need	<b>6. Frequency (use tick marks)</b>	Even (☑)	Odd (☑)	Either Sem ( )	Every Sem ( )
<b>7. Total Number of Lectures, Tutorials, Practicals</b>						
<b>Lectures = 50</b>		<b>Tutorials = 10</b>		<b>Practical = Nil</b>		
<b>8. COURSE OBJECTIVES:</b>						
<b>9. COURSE OUTCOMES (CO):</b>						
<i>After the successful course completion, learners will develop following attributes:</i>						
<b>COURSE OUTCOME</b>	<b>ATTRIBUTES</b>					
<b>CO1</b>	students will gain an insight into feminism as a subject & female tradition of writing					
<b>CO2</b>	students will be able to question the centuries old stereotypes about women and comprehend various complexities and issues regarding women's status & her role in a patriarchal society.					
<b>CO3</b>	Students will learn how to reject the prejudiced behaviour of the society towards men and women & her struggle.					
<b>CO4</b>	To introduce the various upsurging concepts of feminism, Waves of feminism, Marxist feminism, postcolonial feminism, Queer Theory and a Introduction of LGBT studies.					

<b>CO5</b>	students would have understood feminism as a separate literary theory & how to interpret a text from feminist perspective.							
<b>10. Unit wise detailed content</b>								
<b>Unit-1</b>	<b>Number of lectures = 08</b>	<b>Title of the unit:</b> Introduction to Feminism						
Virginia Woolf (Selections from A Room of One's Own), Elaine Showalter: "Towards a Feminist Poetics", Mary Wollstonecraft: A Vindication of the Rights of Woman (1792)								
<b>Unit-2</b>	<b>Number of lectures =08</b>	<b>Title of the unit:</b> Feminist literary theory						
Helene Cixous' "Sorties," "Castration or Decapitation"?, Simone de Beauvoir: The Second Sex (Introduction), Kate Millet : Sexual Politics								
<b>Unit-3</b>	<b>Number of lectures = 08</b>	<b>Title of the unit:</b> Marxist Feminism & Queer theory						
Michèle Barrett: "Ideology and the Cultural Production of Gender" (from Women's Oppression Today: Problems in Marxist Feminist Analysis) , Judith Butler's "Subject of Sex/Gender/ Desire"								
<b>Unit-4</b>	<b>Number of lectures = 08</b>	<b>Title of the unit:</b> Feminism in India						
Sandra Harding : "Is There A Feminist Method?" Chandra Mohanty's "Under Western Eyes: Feminist Scholarship and Colonial Discourses" Shashi, Deshpande Roots and Shadows								
<b>Unit-5</b>	<b>Number of lectures = 08</b>	<b>Title of the unit:</b>						
<b>11. CO-PO mapping</b>								
<b>COs</b>	<b>Attributes</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	students will gain an insight into feminism as a subject & female tradition of writing	3	1	1		2	1	
<b>CO2</b>	students will be able to question the centuries old stereotypes about women and comprehend various complexities and issues regarding women's status & her role in a patriarchal society.	3	1	2		3	1	
<b>CO3</b>	Students will learn how to reject the prejudiced behaviour of the society towards men and women & her struggle.	3	1	2		3	1	
<b>CO4</b>	To introduce the various upsurging concepts of feminism, Waves of feminism, Marxist feminism, postcolonial feminism, Queer Theory and a Introduction of LGBT	3	1	1		2	1	
<b>CO5</b>	students would have understood feminism as a separate literary theory & how to interpret a text from feminist	3	1	1		2	1	

3 Strong contribution, 2 Average contribution , 1 Low contribution

**12. Brief description of self learning / E-learning component**

1. IANNONE, CAROL. "FEMINIST LITERARY CRITICISM: AT WAR WITH ITSELF." *CEA Critic*, vol. 45, no. 2, 1983, pp. 11–19. *JSTOR*, [www.jstor.org/stable/44376115](http://www.jstor.org/stable/44376115). Accessed 9 July 2020.
2. Eagleton, Mary. "Who's Who and Where's Where: Constructing Feminist Literary Studies." *Feminist Review*, no. 53, 1996, pp. 1–23. *JSTOR*, [www.jstor.org/stable/1395659](http://www.jstor.org/stable/1395659). Accessed 9 July 2020.

**13. Books recommended:**

1. Feminist literary theory and criticism by Sandra gilbert and Susan gubar. Indiana univ press. 1993
2. Sister Outsider:Essays and Speeches. Audre Lorde, penguin, 2020.
3. A history of feminist literary criticism by gill plain and Susan sellers. Cambridge Univ press, 2012
4. Feminist theory:A reader, edited by kolmar, Wendy and bartowski, McGraw hill, 2005.
5. Feminism: A very Short Introduction by Margaret Walters, Oxford University Press, 2006.

**Semester – I**

**Core Courses**

<b>1. Name of the Department: Languages</b>						
<b>2. Course Name</b>	<b>New Literatures in English</b>		<b>L</b>	<b>T</b>	<b>P</b>	
<b>3. Course Code</b>	<b>LN518</b>		5	1	0	
<b>4. Type of Course (use tick mark)</b>		<b>Core (☑)</b>	<b>DSE ( )</b>	<b>AEC ( )</b>	<b>SEC ( )</b>	<b>OE ( )</b>
<b>5. Pre-requisite (if any)</b>	U.G.	<b>6. Frequency (use tick marks)</b>	Even (☑)	Odd ( )	Either Sem ( )	Every Sem ( )
<b>7. Total Number of Lectures, Tutorials, Practicals</b>						
<b>Lectures = 50</b>		<b>Tutorial = 10</b>		<b>Practical = Nil</b>		
<b>8. COURSE OBJECTIVES:</b> To introduce the variety of new literatures in English to students, to familiarise them to the colonial as well as postcolonial experience in those writings and to accustom with Australian, Pakistani, African and Canadian writings across genres.						
<b>9. COURSE OUTCOMES (CO):</b>						
<b>After the successful course completion, learners will develop following attributes:</b>						
<b>COURSE OUTCOME (CO)</b>	<b>ATTRIBUTES</b>					
<b>CO1</b>	Students will be introduced to the features of New Literatures in English from Australian Literature, Pakistani Literature, African Literature and Canadian Literature.					
<b>CO2</b>	The wider aim of the course is to develop the students' ability to read the texts of New literatures in English critically and to understand the historical-political and cultural dynamics underlying them.					
<b>CO3</b>	The course aims to make the students familiar with the main themes and theoretical issues characterising New Literatures in English. This will be done through an in-depth analysis of representative texts which will both highlight a wider diachronic perspective and specific contexts.					
<b>CO4</b>	Read texts in the light of the current theoretical debate on them and on related topics, approach critically texts from an independent perspective, appropriating and adapting the ideas and themes dealt with in class.					

<b>CO5</b>	At the end of the course students will be able to read and interpret literary texts, and articulate confidently ideas and concepts.								
<b>10. Unit wise detailed content</b>									
<b>Unit-1</b>	<b>Number of lectures = 12</b>	<b>Title of the unit: Australian Literature</b>							
Interpreting Patrick White's A Fringe of Leaves (1976), Les Murray's "Poetry and Religion", "The Images Alone", "A Retrospect of Humidity," and Peter Carey's Oscar and Lucinda.									
<b>Unit-2</b>	<b>Number of lectures =12</b>	<b>Title of the unit: Pakistani Literature</b>							
Critically analyzing Kamila Shamsi's Broken Verses, Tehmina Durrani's Blasphemy and Mohsin Hamid's The Reluctant Fundamentalist.									
<b>Unit-3</b>	<b>Number of lectures = 12</b>	<b>Title of the unit: African Literature</b>							
Comprehending Chinua Achebe's Anthills of the Savannah, Chimamanda Ngozi Adichie's Purple Hibiscus and Nuruddin Farah's From A Crooked Rib									
<b>Unit-4</b>	<b>Number of lectures = 12</b>	<b>Title of the unit: Canadian Literature</b>							
Critically evaluating Rohinton Mistry's A Fine Balance, Margaret Atwood's Cat's Eye and Robert Kroetsch's The Studhorse Man.									
<b>11. CO-PO mapping</b>									
<b>COs</b>	<b>Attributes</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>
<b>CO1</b>	Students will be introduced to the features of New Literatures in English from Australian Literature, Pakistani Literature, African Literature and Canadian Literature.	3	3	3	2	3	3	3	3
<b>CO2</b>	The wider aim of the course is to develop the students' ability to read the texts of New literatures in English critically and to understand the historical-political and cultural dynamics underlying them.	3	3	3	3	3	2	2	3
<b>CO3</b>	The course aims at making the students familiar with the main themes and theoretical issues characterising New Literatures in English. This will be done through an in-depth analysis of representative texts which will both highlight a wider diachronic perspective and specific contexts.	3	2	3	2	2	3	3	3
<b>CO4</b>	Read texts in the light of the current theoretical debate on them and on related topics, approach critically texts from an independent perspective, appropriating and adapting the ideas and themes dealt with in class.	2	3	3	2	2	1	2	3
<b>CO5</b>	At the end of the course students will be able to read and interpret literary texts, and articulate confidently ideas and concepts.	3	3	2	2	2	2	3	3
3 Strong contribution, 2 Average contribution , 1 Low contribution									
<b>12. Brief description of self learning / E-learning component</b>									

**13. Books recommended:**

1. Nischik, Reingard, ed. History of Literature in Canada: English-Canadian and French-Canadian. Rochester: Camden House, 2008.
2. New, William Herbert. A History of Canadian Literature. London: Macmillan, 1989.
3. Skinner, John. The Stepmother Tongue: An Introduction to New Anglophone Fiction. Basingstoke: Macmillan, 1998.
4. Talib, Ismail. The Language of Postcolonial Literatures: An Introduction. London: Routledge, 2002.
5. Döring, Tobias. Postcolonial Literatures in English. Stuttgart: Klett, 2008.
6. Kumar, Bishun. Major Voices In New Literatures In English, India: Atlantic 2015.
7. Atwood, Margaret. Survival: A Thematic Guide to Canadian Literature. Toronto: Anansi, 1972.
8. Frye, Northrop. "Conclusion to a Literary History of Canada." Literary History of Canada. Ed. Carl F. Klinck. Toronto: University of Toronto Press, 1965. 213–50.
9. Skinner, John. The Stepmother Tongue: An Introduction to New Anglophone Fiction. Basingstoke: Macmillan, 1998.

## Semester – I

### Core Courses

<b>1. Name of the Department: Languages</b>						
<b>2. Course Name</b>	Literatures in English Translation			<b>L</b>	<b>T</b>	<b>P</b>
<b>3. Course Code</b>	LN520			5	1	0
<b>4. Type of Course (use tick mark)</b>	<b>Core</b> (☐)	<b>DSE</b> ( )	<b>AEC</b> ( )	<b>SEC</b> ( )	<b>OE</b> ( )	
<b>5. Pre-requisite (if any)</b>	U.G.	<b>6. Frequency (use tick marks)</b>	Even (☐)	Odd ( )	Either Sem ( )	Every Sem ( )
<b>7. Total Number of Lectures, Tutorials, Practicals</b>						
Lectures = 50		Tutorial = 10		Practical = Nil		
<b>8. COURSE OBJECTIVES:</b> To promote the practice of translation among global readership so as to enhance the circle of study in this sphere. To aid the students in equipping themselves with various techniques of translation and the theories related to it for a deeper grasp of the subject.						
<b>9. COURSE OUTCOMES (CO):</b>						
<i>After the successful course completion, learners will develop following attributes:</i>						
<b>COURSE OUTCOME (CO)</b>		<b>ATTRIBUTES</b>				
CO1		Helps in language learning. Today's multicultural and multilingual society demands effective, efficient, and empathetic communication between languages and cultures.				

<b>CO2</b>	Translation is necessary for the spread of information, knowledge, and ideas. It is absolutely necessary for effective and empathetic communication between different cultures.
<b>CO3</b>	Translation is also the only medium through which people come to know different works that expand their knowledge.
<b>CO4</b>	Courses in Translation Studies are a great way for linguists, language graduates, and translators to develop a deep understanding of the academic field, and the skills to practice as a translation professional.
<b>CO5</b>	It is a courier for the transmission of knowledge, a protector of cultural heritage, and essential to the development of a global economy.

#### 10. Unit wise detailed content

<b>Unit-1</b>	<b>Number of lectures = 12</b>	<b>Title of the unit: Translation: Theory</b>
Evaluating the concept of Translation, Types of Translation, Postcolonial translation theory and Language and Culture		
<b>Unit-2</b>	<b>Number of lectures =12</b>	<b>Title of the unit: Indian literature in translation</b>
Critical reading of Ali Sardar Jafri's "Morsel", "My Journey," U.R. Ananthamurthy's Samskara, Qurratulain Hyder's Aag ka Dariya (River of Fire) and Mirza Mohammad Hadi Ruswa's Umrao Jaan Ada		
<b>Unit-3</b>	<b>Number of lectures = 12</b>	<b>Title of the unit: European literature in translation</b>
Analysis of Sophocles's Oedipus the King, Dostoevsky's The Idiot, Gustave Flaubert's Madam Bovary, Kafka's "Metamorphosis," Bertolt Brecht's Mother Courage and Baudelaire's Les Fleurs du mal (Flower of Evil)		
<b>Unit-4</b>	<b>Number of lectures = 12</b>	<b>Title of the unit: African literature in translation</b>
Examining Mariama Ba's So Long a Letter, Ousmane Sembene's God's Bits of Wood and Ngugi wa Thiong'o's Devil on the Cross		

#### 11. CO-PO mapping

<b>COs</b>	<b>Attributes</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>
<b>CO1</b>	Helps in language learning. Today's multicultural and multilingual society demands effective, efficient, and empathetic communication between languages and cultures.	2	2	3	3	3	2	2	2
<b>CO2</b>	Translation is necessary for the spread of information, knowledge, and ideas. It is absolutely necessary for effective and empathetic communication between different cultures.	2	3	3	3	2	2	2	3
<b>CO3</b>	Translation is also the only medium through which people come to know different works that expand their knowledge.	3	2	2	2	1	1	3	3
<b>CO4</b>	Courses in Translation Studies are a great way for linguists, language graduates, and translators to develop a deep understanding of the academic field, and the skills to practice as a translation professional.	2	3	3	2	3	1	2	3
<b>CO5</b>	It is a courier for the transmission of knowledge, a protector of cultural heritage, and essential to the development of a global economy.	2	2	2	3	2	2	3	2

3 Strong contribution, 2 Average contribution , 1 Low contribution

#### 12. Brief description of self learning / E-learning component

**13. Books recommended:**

1. Susan Bassnett's *Translation Studies*
2. Lawrence Venuti's *The Translation Studies Reader and The Translator's Invisibility*
3. Peter Newmark's *A Text Book of Translation*
4. Mona Baker's *In Other Words*
5. Jeremy Munday's *Introducing Translation Studies Theories and Application*