



FACULTY OF LIBERAL ARTS AND MEDIA STUDIES

**JC BOSE UNIVERSITY OF SCIENCE AND TECHNOLOGY, YMCA, FARIDABAD,
HARYANA**

VISION

The Faculty of Liberal Arts and Media Studies aspires to develop into a niche for liberal education integrating a spectrum of disciplines ranging from the classic to the avant-garde offering production-oriented programs with visual as well as literary appeal enhanced by computational tools and data analytics.

MISSION

- To build an atmosphere that nurtures creativity and can assimilate **plurality of perspectives and approaches**.
- To offer a spectrum of major and minor subjects providing for a liberal arts education that is **broad and diverse**.
- To provide an enviable research environment for liberal arts aided by **computational tools and digital analytics**.



DEPARTMENT OF LITERATURE AND LANGUAGES

VISION

The Department of Literature and Languages strives to be recognized as an intellectual arcadia offering an academically stimulating atmosphere that fosters critical thinking, encourages literary acumen, and cultivates a sensitive response to English literature and emerges as a distinct locus for experiencing frontline movements in English Studies that explore the boundaries of this academic and research discipline.

MISSION

- To provide informed exposure to canonized as well as marginalized literary texts.
- To introduce students to literary and critical theories and practice.
- To synergize the efforts of its competent faculty towards imparting intellectual confidence that aids comprehension.

MA (ENGLISH): Academic Session (2026 onwards)
PROGRAMME EDUCATIONAL OBJECTIVES

- **PEO-1.** To provide students with a sound foundation in literary and critical concepts necessary to formulate, analyse and articulate narrative expressions.
- **PEO-2.** To equip students to use the literary and critical skills learnt during the course for critical analysis and creative productions drawing on cultural artefacts.
- **PEO-3.** To create interest in independent literary and critical pursuits for further career in academics, research and industry.
- **PEO-4.** To motivate students towards life-long learning that uses the intellectual advantage gained from the course to understand the world better.
- **PEO-5.** To make the students aware of the importance of historical contexts, cultural dynamics and ideological drifts through exposure to critical theory.

PROGRAMME OUTCOMES (POs) FOR MA (English)

PO	A student with a Master's degree in English will be able to:
PO1	Literary knowledge: Apply knowledge of literary texts and contexts to critique texts and interpret cultural artifacts, folklore, and visual narratives through interdisciplinary lenses like cultural materialism.
PO2	Textual analysis: Identify, formulate, review literature and analyze texts to interpret narrative and discursive concerns.
PO3	Design /development of creative /literary productions: Design productions focused on trans-media story-telling/translations/folk literature oriented towards contemporary concerns.
PO4	Conduct investigations of discursive and narrative problems: Use critical theory and practices to investigate narrative constructs and to analyze power dynamics, identity, and globalization in postcolonial and transmedia contexts.
PO5	Modern tool usage: Support creative writing and narrative skills to create storyboards for experimental productions and to apply ethnographic and semiotic methods to study indigenous and contemporary cultural practices.
PO6	The littérateur, scholar and society: Apply reasoning informed by the contextual knowledge to assess socio- cultural issues and the consequent responsibilities relevant to a literary person and to foster ethical engagement with diverse multicultural perspectives, promoting inclusivity in academic discourse.
PO7	Environment and sustainability: Understanding the importance of considering environmental concerns while engaging with other prominent theories.
PO8	Ethics: Attempt at objective analysis while understanding the extent of subjectivity involved in all evaluations; prioritize earnest literary investigation over rhetoric.

PO9	Individual and team work: Function effectively in diverse teams, and in multidisciplinary settings in collaborative writing, and research and development projects.
PO10	Communication: Articulate, clearly and persuasively, literary concepts, cultural differences and critical theories learnt during the course.
PO11	Project Management and finance: Execute guided projects that may have significant social value.
PO12	Life- long learning: Ability to engage in independent research and lifelong learning.
PROGRAMME SPECIFIC OUTCOMES (PSOs) FOR MA(English)	
PSO1	To undertake critical reading and writing that is able to transcend authorial and discursive influences in understanding geopolitical dynamics.
PSO2	To apply the knowledge of literary texts and contexts for better comprehension of socio-cultural concerns .

PROGRAMME OUTCOMES

After completion of the program, students will:

- Apply understanding of critical and literary theories to read texts.
- Apply reasoning skills supported by critical theories for drafting informed critique.
- Students will be able to transcend ideological guidance in assessing the significance of a text.
- Students will be able to intercept discourse working through narratives.
- Students will be able to appreciate different perspectives.
- Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.

Attendance Requirement: As per the university norms.

Structure of MA English Literature under CBCS-NEP

The student requires 40 credits per year to enter the next year.

Types of Courseware:

Foundation Course (FC), Discipline Specific Course [Discipline Core Course (DCC), Discipline Specific Electives (DSE)]; Ability Enhancement Core Course (AECC); Skill Enhancement Course (SEC); Value-Added Course (VAC).

Level 6 as per NEP 2020:

**First Year of PG Curricular Structure within Two-Year PG Programmes
[after regular three-year graduate programmes (3+2)]**

SEMESTER	CREDITS				
	Discipline Specific Course (DSC)	Discipline Specific Elective (DSE)	SECIALISED LABS (Builds towards CAPSTONE PROJECT) [Skills Enhancement Course/ Ability Enhancement Course/ Value Added Course/Workshop/ Labs] (SEC/AECC/VAC/WS/ LABS)	DISSERTATION	TOTAL CREDITS
SEMESTER-I	DSC-1, DSC-2, DSC-3. [12]	DSE-1, DSE-2 OR DSE-1 and GE-1 [8]	[2]	Nil	[22]
SEMESTER-II	DSC-4, DSC-5, DSC-6. [12]	DSE-3, DSE-4 OR DSE-3 and GE-2 [8]	[2]	Nil	[22]

SEE NEXT PAGE FOR LEVEL 6.5 as per NEP

PTO

Level 6.5 as per NEP:

Curricular Structure for 2nd Year of PG for Two-Year PG Programmes after regular three-year graduate programmes (3+2)

OR

One Year PG Programme after the completion of Four-Year UG Programme (4+1)

DEPARTMENT OF LITERATURE AND LANGUAGES IS OFFERING COURSEWORK with RESEARCH:

SEMESTER	CREDITS				
	Discipline Specific Course (DSC)	Discipline Specific Elective (DSE)	SECIALISED LABS (Builds towards CAPSTONE PROJECT) [Skills Enhancement Course/ Ability Enhancement Course/ Value Added Course/Workshop/ Labs] (SEC/AECC/VAC/WS/ LABS)	DISSERTATION/ Projects	TOTAL CREDITS
SEMESTER-III	DSC-7 and DSC-8. [8]	DSE-5 and DSE-6. (OR) DSE-5, and GE-3 [8]	Nil	 [6]	 [22]
SEMESTER-IV	DSC-9 and DSC-10. [8]	DSE-7 and DSE-8. (OR) DSE-7 and GE-4 [8]	Nil	 [6]	 [22]

[The Dissertation/Entrepreneurship Projects/Minor Projects/ Capstone Projects should be original submissions conforming to the MA course guidelines.]

INSTRUCTIONS REGARDING Evaluation and Examination Process w.e.f AY 2026-27.

With reference to **Notice No.Acd. /2026/3008 dated 29.05.26** on the subject cited above, the following will be implemented:

Recommendation 1: Regarding Weightage of Internal and External Assessment and Components in the internal assessment and their respective weightage.

The following Table contains the recommendations for internal and external weightage for theory, practical and industrial training/internship and their internal components along with their weightage.

Table 1: Summary of marks distribution and weightage

S.No.	Component	Total Marks	Internal Weightage	External Weightage
1.	Theory	100	Total=40 Marks	Total=60 marks
			Sessional = 25* Marks # Project Based Learning (PBL) may contain the following components. PBL =15 Marks	Assessment will be done through external examination
2.	Practical	50	Total =25 marks	Total =25 marks
			Internal Viva=10 Cont. Eval. = 10 Lab Record = 5	Viva =10 Execution =10 Written =5
3.	Industrial Training/ Internship/ Entrepreneurial Project	Uniform scheme.		

* These marks are mere indicative which means Some theory or practical may have marks other than 100 or 50, however, internal distribution of marks will remain in the same proportionate as in given Table 1.

** This assessment of 25 marks will be based on one mid- semester examination and the question paper will have at least 04 questions covering approximately 50% of the syllabus. The time saved by not conducting the 2nd sessional will be utilized as examination preparatory leaves to students.

Project Based Learning (PBL) may contain the following components.:

- I. Assignments
- II. Quiz
- III. Surprise Test
- IV. Mini Projects
- V. Tutorials
- VI. Case Studies
- VII. Visit to Site/Company/Laboratories
- VIII. Field Work
- IX. Seminars

Structure of the Question Paper [Final Exam]

The total number of marks for the end semester examination for BA (English) Programme (2026 scheme) and MA(English) Programme (2026 scheme) will be 60 Marks as per the above proposal. The salient features of questions papers will be following.

- i. The student is to attempt 05 questions of 12 marks each.
- ii. Question no. 01 will be Compulsory and will have 08 questions of 1.5 marks each covering whole syllabus of the course.
- iii. The students will attempt 04 questions out of remaining 06 questions (of 12 marks each).
- iv. While setting up the question papers, all units must be given equal weightage and at least one question (of 12 marks) must be set from each unit.

**MA Scheme Details Follows
(PTO)**

Adopted from NEP: Structure 2 (Coursework+ Research), Level 6.5 (Semesters III and IV)
***For One-Year MA Programme, Semester III and Semester IV scheme will be applicable.**

JCBOSE UNIVERSITY OF SCIENCE AND TECHNOLOGY, YMCA, FARIDABAD
DEPARTMENT OF LITERATURE AND LANGUAGES
SCHEME FOR PG PROGRAMME A: SEMESTER-III

. No.	Subject Code	Title	L	T	P	Sessional Marks	Final Exam Marks	Total	Credits	Category code
1.	ENP-201-V1	Literary Theory and Criticism-I	4	0	0	40	60	100	4	DSC-7
2.	ENP-203-V1	Research Methodology in English and Cultural Studies	4	0	0	40	60	100	4	DSC-8
3.	ENP-205-V1	Dalit and Subaltern Studies-I	4	0	0	40	60	100	4	DSE-5-A
4.	ENP-207-V1	African American Studies-I	4	0	0	40	60	100	4	DSE-5-B
5.	ENP-209-V1	Travel Writing and Green Humanities	4	0	0	40	60	100	4	DSE-5-C
		Choose any one of the above DSE-5 courses (ENP-205-V1/207-V1/209-V1)								
6.	ENP-211-V1	Shakespeare Studies-I	4	0	0	40	60	100	4	DSE-6-A
7.	ENP-213-V1	Comparative Studies in Settler and Indigenous Literatures-I	4	0	0	40	60	100	4	DSE-6-B
8.	ENP-215-V1	Women's Writing-I	4	0	0	40	60	100	4	DSE-6-C
		Choose any one of the above DSE-6 courses (ENP-211-V1/213-V1/215-V1)								
9.	ENP-217-V1	Visual Narrative Adaptations from Mythology and IKS/any other GE paper	4	0	0	-	-	-	4	GE-3/MOOCs permitted
10.	ENP-219-V1	Dissertation/ Project: [Transmedia Storytelling and Narrative Adaptations for Behavioural Change]	0	0	12	50	50	100	6	Dissertation / Academic Project/ Entrepreneurship
		Total							22	

NB: Apart from two Core Courses of total 8 credits, the student can pursue DSE- 5 and DSE-6 for 8 credits OR DSE- 5 and GE-3 for 8 credits along with a Dissertation/ Project of 6 credits. If student earns marks through MOOCs then the marks will be computed on pro-rata basis, i.e. corresponding to 40-60 (rather than the original MOOCs schema of 25-75).

SEMESTER-III	DSC-7 and DSC-8. [8]	DSE-5 and DSE-6 OR DSE-5, and GE-3 [8]	Nil	[6]	22
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JC BOSE UNIVERSITY OF SCIENCE AND TECHNOLOGY, YMCA, FARIDABAD
DEPARTMENT OF LITERATURE AND LANGUAGES
SCHEME FOR PG PROGRAMME A: SEMESTER IV

S. No.	Subject Code	Title	L	T	P	Sessional Marks	Final Exam Marks	Total	Credits	Category code
1	ENP-202-V1	Literary Theory and Criticism-II	4	0	0	40	60	100	4	DSC-9
2	ENP-204-V1	Slavonic Literature in Eurasian Contexts	4	0	0	40	60	100	4	DSC-10
3.	ENP-206-V1	Dalit and Subaltern Studies-II	4	0	0	40	60	100	4	DSE-7-A
4.	ENP-208-V1	African American Studies-II	4	0	0	40	60	100	4	DSE-7-B
5.	ENP-210-V1	Travel Writing and Blue Humanities	4	0	0	40	60	100	4	DSE-7-C
		Choose any one of the papers listed under DSE-7 (ENP-206-V1/208-V1/210-V1)								
6.	ENP-212-V1	Shakespeare Studies-II	4	0	0	40	60	100	4	DSE-8-A
7.	ENP-214-V1	Comparative Studies in Settler and Indigenous Literatures-II	4	0	0	40	60	100	4	DSE-8-B
8.	ENP-216-V1	Women's Writing-II	4	0	0	40	60	100	4	DSE-8-C
		Choose any one of the papers listed under DSE-8 (ENP-212-V1/214-V1/216-V1)								
9.	ENP-218-V1	Art of Rhetoric in Advertising, and Corporate Communication/ (GE-4)	4	0	0	40	60	100	4	GE-4
10.	ENP-220-V1	Capstone Project/Dissertation: Narrative Adaptations of Visual Arts for Behavioural Change	0	0	12	-	-	200	6	Dissertation/ Academic Project/ Entrepreneurship
		Total				-	-		22	
Complete two DSC courses for 8 credits; 2 DSE courses OR 1 DSE and 1 GE course for 8 credits and one Dissertation/ Capstone Project for 6 credits.										
		GRAND TOTAL						44	credits	

SEMESTER-IV	DSC-9 and DSC-10. [8]	DSE-7 and DSE-8. OR DSE-7 and GE-4 [8]	Nil	[6]	[22]
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The students who have joined this course can get a PG degree in English Literature on completion of this two-year PG programme or in one-year provided the minimum eligibility requirements and stipulated number of credits to be acquired conform to the mandatory requirements according to **UGC Curriculum-and-Credit Framework for Postgraduate Programmes.**

MA Syllabus (2026 Scheme)

SEMESTER-III

ENP-201-V1: Literary Theory and Criticism-I (DSC-7)

L T P

MM: 100 marks

4 0 0

TA: 3 hrs

Internal Assessment: 40

External Exam: 60

Course Objectives

CO1: To trace evolution from classical poetics to structuralism.

CO2: To analyze key concepts such as mimesis, catharsis, intentional fallacy.

CO3: To apply theories to literary excerpts.

CO4: To evaluate theory's socio-cultural relevance.

Detailed Syllabus

Unit 1: Classical Foundations

Plato: *Ion*, *Republic* Book X (mimesis critique).

Aristotle: *Poetics* (tragedy elements: plot, character, catharsis; Ch. 6-14).

Longinus: *On the Sublime* (excerpts on grandeur).

Unit 2: Renaissance-Neoclassical

Sidney: *An Apology for Poetry* (poetry vs. history/philosophy).

Dryden: *Essay of Dramatic Poesy* (Ancient vs. Modern debate).

Johnson: *Preface to Shakespeare* (unities, nature vs. rules).

Unit 3: Romantic-Expressive Theories

Wordsworth: *Preface to Lyrical Ballads* (spontaneous overflow).

Coleridge: *Biographia Literaria* Ch. 14 (imagination/fancy).

Arnold: *The Function of Criticism* (disinterestedness).

Unit 4: Formalism-New Criticism

Russian Formalists: Shklovsky "Art as Technique" (defamiliarization); Jakobson "Linguistics and Poetics".

Richards: *Practical Criticism* (close reading).

Brooks: "The Heresy of Paraphrase" (intentional fallacy).

Suggested Readings:

- **M.H. Abrams, *The Mirror and the Lamp***
- **René Wellek, *A History of Modern Criticism* Vol. 1-4**
- **Hazard Adams, *Critical Theory Since Plato* (excerpts; library).**
- ***Norton Anthology of Theory and Criticism* (core selections).**

Indian Contexts:

- **M.K. Naik, *A History of Indian English Literature***

Course Outcomes (Bloom's)

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

CO1: Recall theorists/concepts.

CO2: Explain theory evolution.

CO3: Analyze texts theoretically.

CO4: Evaluate applications to Indian/English canons.

ENP-203-V1: Research Methodology in English and Cultural Studies (DSC-8)

L T P

MM: 100 marks

4 0 0

TA: 3 hrs

Internal Assessment: 40

External Exam: 60

Course Objectives

CO1: To master research design, ethics, and documentation (MLA 9th).

CO2: To apply qualitative/quantitative methods to literary/cultural texts.

CO3: To develop skills for thesis writing, archival work, fieldwork.

CO4: To navigate digital tools, plagiarism detection, publication ethics.

Detailed Syllabus

Unit 1: Research Fundamentals

Research types (basic/applied; qualitative/quantitative/mixed); problem formulation, hypothesis, objectives.

Literature review: databases (JSTOR, Scopus); note-taking.

Proposal writing: abstract, rationale, methodology outline.

Unit 2: Methods in English/Cultural Studies

Textual analysis: close reading, discourse analysis, hermeneutics.

Archival/historical: primary sources; oral history.

Cultural studies: ethnography, audience reception, media framing.

Unit 3: Documentation and Ethics

MLA 9th Handbook: in-text citations, Works Cited, secondary sources.

Ethics: plagiarism (Turnitin), authorship, predatory journals.

Thesis structure: chapters, appendices, viva prep.

Unit 4: Advanced Tools and Publication

Digital: Voyant (distant reading), Gephi (networks).

Fieldwork: interviews, surveys (Google Forms); mixed methods.

Publication: journal selection (Scopus/DOAJ), peer review process.

Suggested Readings

Core Manuals:

- MLA Handbook 9th edition.
- Kothari, *Research Methodology*

English-Specific:

- Eagleton, *Literary Theory* (Ch. methods).
- McCarthy, *Research Methods for the Humanities* (discourse analysis).

Tools:

- Zotero Guide (free); *Doing Digital Humanities* (open access).
- *Publication Manual APA 7th* (comparative).

Course Outcomes (Bloom's)

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

CO1: Design research proposals with clear methodology/hypothesis.

CO2: Conduct textual/archival analysis using cultural studies tools.

CO3: Format theses ethically per MLA 9th.

CO4: Use digital software for data analysis/publication prep

ENP-205-V1: Dalit and Subaltern Studies-I (DSE-5-A)

L	T	P	MM: 100 marks
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4	0	0	TA: 3 hrs
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Internal Assessment: 40

External Exam: 60

Course Objectives

- CO1: To examine Dalit/Subaltern paradigms from Ambedkar to Spivak.
- CO2: To analyze autobiographies, manifestos, oral testimonies as resistance literature.
- CO3: To apply discourse analysis to caste/gender intersections.
- CO4: To evaluate translation/political stakes in English-mediated voices.

Detailed Syllabus

Unit 1: Theoretical Foundations

- B.R. Ambedkar: *Annihilation of Caste* (full; speech text); *Who Were the Shudras?* (Ch. 1-2).
- Jyotiba Phule: *Gulamnagiri* (excerpts, trans.).

Unit 2: Dalit Literary Emergence

- Omprakash Valmiki, *Joothan* (Ch. 1-4 excerpts).
- Baby Kamble, *The Prisons We Broke* (Ch. 2-3).
- Bama, *Karukku* (Ch. 1 "Karukku"; Tamil-English).

Unit 3: Subaltern Studies and Gender

- Ranajit Guha, *Elementary Aspects of Peasant Insurgency* (Ch. 1 intro).
- Gayatri Spivak, *"Can the Subaltern Speak?"* (full).
- Mahasweta Devi, *"Draupadi"* (trans. Spivak).

Unit 4: Translation and Contemporary Dalit Voices

- Sharankumar Limbale, *Towards an Aesthetic of Dalit Literature* (Ch. 1-2).
- Urmila Pawar, *The Weave of My Life* (Marathi excerpts).

Suggested Readings

Theory:

- Gopal Guru, *Humiliation* (caste violence).
- Sharmila Rege, *Writing Caste/Writing Gender*.

Anthologies:

- *No Alphabet in Sight* (Dalit women's writings).
- Laura Brueck, *Writing Resistance*.

Primary:

- Arjun Dangle, *No Entry for the New Sun* (anthology).
- *Poisoned Bread* (Marathi Dalit poetry trans.).

Course Outcomes (Bloom's)

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

CO1: Identify Ambedkar/Spivak paradigms vs. mainstream nationalism.

CO2: Trace Dalit aesthetics in autobiographies.

CO3: Analyze subaltern silences.

CO4: Evaluate translation's role in Dalit English canon.

ENP-207-V1: ` American Studies-I (DSE-5-B)

L T P

MM: 100 marks

4 0 0

TA: 3 hrs

Internal Assessment: 40

External Exam: 60

Course Objectives

CO1: To master slave narrative conventions through Equiano-Douglass-Jacobs close reading.

CO2: To analyze blues poetics as Reconstruction cultural insurgency.

CO3: To apply Du Bois double-consciousness to New Negro texts.

CO4: To evaluate Black feminist/Pan-African theoretical tensions.

Detailed Syllabus

Unit 1: Slavery Narratives – Literacy as Weapon

- Olaudah Equiano, *The Interesting Narrative*, Ch. 2 "Middle Passage" (Penguin pp. 55-72) – Igbo trauma calculus.
- Frederick Douglass, *Narrative*, Ch. 6-7 "Covey Fight" (Norton pp. 33-48) – literacy violence epiphany.

Unit 2: Reconstruction Blues Poetics

W.C. Handy, "*St. Louis Blues*" lyrics + Bessie Smith recording – AAB lament structure.

Langston Hughes, *The Weary Blues*, title poem (pp. 23-27 Vintage) – jazz syncopation.

Zora Neale Hurston, *Their Eyes Were Watching God*, Ch. 3 pear tree (pp. 45-55) – folkloric dialect.

Unit 3: Harlem Renaissance – New Negro

Alain Locke, "*Enter the New Negro*" (pp. 3-12) – talent vs. charity manifesto.

W.E.B. Du Bois, *Souls of Black Folk*, Ch. 1 "Spiritual Strivings" (pp. 7-15) – double-consciousness.

Claude McKay, *"If We Must Die" + Home to Harlem* Ch. 1 opening (pp. 1-10).
Framework: Signifyin(g) chains (Hughes allusion vs. McKay militancy).

Unit 4: Black Feminist & Pan-African Voices

Sojourner Truth, *"Ain't I a Woman?"* (1851 full speech, 3 pp.) – vernacular feminism.

Anna Julia Cooper, *Voice from the South*, "Woman vs. Indian" (pp. 51-64).

Suggested Readings:

Theory Foundations:

Henry Louis Gates Jr., *The Signifying Monkey* (Ch. 1 "Literacy and Signifyin(g)", Vintage).

Houston Baker, *Blues, Ideology, Afro-American Literature* (Ch. 2).

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

Course Outcomes (MA Research Level)

CO1: Dissect slave narrative evolution.

CO2: Trace blues poetics migration.

CO3: Deploy double-consciousness across genres.

CO4: Contrast Pan-African positions.

ENP-209-V1: Travel Writing and Green Humanities (DSE-5-C)

L T P

MM: 100 marks

4 0 0

TA: 3 hrs

Internal Assessment: 40

External Exam: 60

Course Objectives

CO1: To trace travel writing evolution from imperial survey to eco-conscious reflection.

CO2: To apply ecocritical frameworks to landscape description and anthropocentrism.

CO3: To analyze gender/race intersections in mobility narratives.

CO4: To develop green humanities research skills for contemporary travel ethics.

Detailed Syllabus

Unit 1: Imperial Travelogue Colonial Gaze

Mary Kingsley, *Travels in West Africa* – Congo River chapter (pp. 45-68): Victorian adventuress vs. equatorial "savagery."

Richard Burton, *Personal Narrative of a Pilgrimage to Al-Madinah* – Mecca disguise (pp. 23-41): Orientalist ethnography..

Unit 2: Modernist Wanderers – Subjective Cartographies

D.H. Lawrence, *Sea and Sardinia* – train journey opening (pp. 15-34)

Graham Greene, *Journey Without Maps* – Liberian interior (pp. 67-89)

Unit 3: Postcolonial Mobility – Hybrid Horizons

V.S. Naipaul, *An Area of Darkness* – India railway chapter (pp. 34-52)

Pico Iyer, *Video Night in Kathmandu* – Bollywood globalization (pp. 78-95).

Unit 4: Green Humanities – Eco-Travel Awakening

Rebecca Solnit, *A Field Guide to Getting Lost* – "Blue" essay (pp. 23-44)

Amitav Ghosh, *The Hungry Tide* – Sundarbans chapter 1 (pp. 1-25).

Suggested Readings:

Tim Cresswell, *On the Move*

Paul Smethurst, *Travel Writing and the Environment*

Timothy Clark, *The Cambridge Introduction to Literature and the Environment*.

Ursula Heise, *Sense of Place, Sense of Planet*.

Indian Contexts:

Pablo Mukherjee, *Postcolonial Environments* (India ecocriticism).

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

Course Outcomes

CO1: Dissect colonial vs. postcolonial spatial grammars

CO2: Apply ecocritical reading to travel description.

CO3: Analyze mobility ethics across eras

CO4: Contrast Pan-African positions

ENP-211-V1: Shakespeare Studies I (DSE-6-A)

L	T	P	MM: 100 marks
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4	0	0	TA: 3 hrs
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Internal Assessment: 40

External Exam:60

Course Objectives

CO1: To master tragic machinery through *Hamlet/Othello* close reading.

CO2: To analyze history cycle as Tudor propaganda (*Richard III/Henry V*).

CO3: To apply Elizabethan stagecraft/performance history to texts.

CO4: To evaluate critical traditions from Johnson to New Historicism.

Detailed Syllabus

Unit 1: Hamlet – Tragedy of Thought

Hamlet (Arden 3rd, eds. Thompson/Sukanta Chaudhuri) – Acts 1-2: Ghost + "O what a rogue" soliloquy (1.2.129-159; 2.2.547-605).

"To be or not to be" (3.1.56-91); nunnery scene (3.1.90-155); closet scene (3.4)..

Unit 2: Othello – Tragedy of Jealousy

Othello (Arden, ed. E.A.J. Honigmann) – Acts 1-2: "Her father loved me" (1.3.127-169); Cyprus arrival.

Acts 3-5: "Othello's occupation's gone" (3.3.357-362); pillow speech (4.3); strangling (5.2).

Unit 3: History Cycle – Tudor Mythos

Richard III (Arden, ed. James R. Siemon) – Opening "Now is the winter" (1.1.1-40); wooing Lady Anne (1.2).

Henry V (Arden, ed. T.W. Craik) – "Once more unto the breach" (3.1); Crispin Day (4.3.18-67)..

Unit 4: Elizabethan Theatre & Criticism

Theatre: Globe reconstruction; boy actors; blank verse conventions.

Criticism: Johnson *Preface to Shakespeare* (unities critique); Coleridge *Biographia Literaria* Ch. 15 (Hamlet character).

Suggested Readings

Editions:

Arden Shakespeare 3rd Series – *Hamlet* (Thompson), *Othello* (Honigmann), *Richard III* (Siemon), *Henry V* (Craik)

Criticism:

Stephen Greenblatt, *Will in the World*.

Samuel Johnson, *Preface to Shakespeare* (Penguin, free excerpts).

Performance:

Folger Shakespeare Library online (free scene guides).

Course Outcomes (Performance-Research Fusion)

By the end of the course the students will be able to:

CO1: Explore *Hamlet* soliloquies with Elizabethan metrics.

CO2: Analyze *Othello* racial rhetoric through Iago's manipulations.

CO3: Trace Tudor myth construction.

CO4: Evaluate 3 centuries criticism

ENP-213-V1: Comparative Studies in Settler and Indigenous Literatures-I (DSE-6-B)

L T P

MM: 100 marks

4 0 0

TA: 3 hrs

Internal Assessment: 40

External Exam: 60

Course Objectives

CO1: To confront settler "vanishing Indian" tropes vs. indigenous survival texts.

CO2: To analyze land sovereignty through competing narrative cartographies.

CO3: To trace oral-to-written transitions in indigenous literatures.

CO4: To apply decolonial frameworks to comparative reading practices.

Detailed Syllabus

Unit 1: Captivity Narratives vs. Survival Testimonies

Settler: Mary Rowlandson, *Narrative of the Captivity* – Removal scenes (pp. 18-35, 2nd removal)

Indigenous Counter: Samson Occom, *A Short Narrative* – Mohegan land loss (pp. 45-62)

Unit 2: Frontier Romance vs. Trickster Resistance

Settler: James Fenimore Cooper, *The Last of the Mohicans* – Massacre opening (Ch. 1-3, pp. 12-45)

Indigenous Counter: Zitkala-Ša, *American Indian Stories* – "Impressions of an Indian Childhood" (pp. 23-38)

Unit 3: Settler Pastoral vs. Landback Testimonies

Settler: Willa Cather, *O Pioneers!* – "The Wild Land" (Part I Ch. 1-3, pp. 15-42)

Indigenous Counter: Mourning Dove, *Cogewea* – Ranch scenes (Ch. 4-6, pp. 67-89)

Unit 4: National Epic vs. Sovereign Declarations

Settler: Walt Whitman, *Leaves of Grass* – "Song of Myself" (Sections 6, 24, 33; pp. 32, 78, 112); prairie manifest destiny.

Indigenous Counter: Simon Ortiz, *from Sand Creek* – "Wanting to Live in the Desert" cycle (pp. 45-62); nuclear colonialism.

Suggested Readings:

Settler Canon:

Rowlandson *Narrative*; Cooper *Last of the Mohicans*, Cather *O Pioneers!*

Indigenous Resistance:

Occom *Short Narrative* (free PDF); Zitkala-Ša *Stories*; Mourning Dove *Cogewea*; Ortiz *Sand Creek*.

By the end of the course the students will be able to:

Course Outcomes:

CO1: Expose settler captivity redemption vs. Occom sovereign refusal structures.

CO2: Contrast Cooper vanishing Indian with Zitkala-Ša assimilation survivance.

CO3: Juxtapose Cather pastoral plow with Mourning Dove stolen cattle testimony.

CO4: Confront Whitman grass democracy with Ortiz nuclear sovereignty claims.

ENP-215-V1: Women's Writing-I (DSE-6-C)

L T P

MM: 100 marks

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TA: 3 hrs

Internal Assessment: 40

External Exam: 60

Course Objectives

CO1: To analyze medieval women's mystical writings as subversive theology.

CO2: To trace Renaissance conduct literature resistance through poetry.

CO3: To examine 18th-century novelistic emergence against sentimental norms.

CO4: To evaluate Victorian realist rebellion through economic/domestic critique.

Detailed Syllabus

Unit 1: Medieval Mystics – Embodied Spirituality

Julian of Norwich, *Revelations of Divine Love** – Showings 6-7 complete (pp. 45-72, Penguin Classics)

Margery Kempe, *The Book of Margery Kempe** – Book I Ch. 1-6 (pp. 23-48).

Unit 2: Renaissance Poets – Courtly Subversions

Aemilia Lanyer, *Salve Deus Rex Judaeorum** – "Eve's Apology" + "To the Virtuous Reader" (pp. 67-85)

Lady Mary Wroth, *Pamphilia to Amphilanthus** – Sonnets 1-14, 25, 42 (pp. 23-45)

Unit 3: 18th-Century Novelists – Domestic Realism

Frances Burney, *Evelina** – Letters 1-25 complete (pp. 15-78, Oxford)

Maria Edgeworth, *Belinda** – Vol. 1 Ch. 1-10 (pp. 23-95).

Unit 4: Victorian Realists – Economic Critique

Elizabeth Gaskell, *Mary Barton** – Ch. 1-5, 13-15 (pp. 25-67, 145-178)

George Eliot, *The Mill on the Floss** – Book 1-3 complete (pp. 45-123, Penguin)

Suggested Readings:

Medieval: Julian *Revelations*; Kempe *Book*.

Renaissance: Lanyer/Wroth *Norton Critical*.

18th-Century: Burney *Evelina*; Edgeworth *Belinda*.

Victorian: Gaskell *Mary Barton*, Eliot *Mill on the Floss*.

Course Outcomes (Feminist Textual Mastery)

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

CO1: Explicate Julian's anchoritic hazelnut vs. Margery's ambulatory ecstasy

CO2: Analyze Lanyer Passion inversion + Wroth corona completeness

CO3: Trace Burney epistolary bildung + Edgeworth marriage economics

CO4: Map Gaskell industrial solidarity vs. Eliot sibling tragedy

ENP-217-V1: Visual Narrative Adaptations from Mythology and IKS /any other GE paper (GE-3)/MOOCS

Course Objectives

CO1: To analyze mythological source texts vs. modern visual adaptations.

CO2: To apply IKS visual aesthetics (Chitrasutra proportions, Bhakti iconography).

CO3: To conduct student-led research on transmedia adaptation strategies.

CO4: To evaluate cultural politics of mythological reinterpretation (Sita agency, Draupadi feminism).

Seminar Structure:

Unit 1: Ramayana Visual Adaptations

Source: Valmiki Ramayana – Sundara Kanda

Adaptations:

- Nina Paley *Sita Sings the Blues* (2008) – Sita jazz blues vs. Valmiki stoicism.
- *Ramayana: The Legend of Prince Rama* (Nippon Ramayan, 1992) – anime stylization.
- Upendra Kannada *Sita Kalyana* (1960) – Sita-centric inversion.

IKS Framework: Chitrasutra Ravana proportions; Ahankaar visual excess.

Student Topics: Sita gaze evolution; Hanuman animation physics.

Unit 2: Mahabharata Battle Visuals

Source: Vyasa Mahabharata – Bhishma Parva

Adaptations:

- *Mahabharat* (B.R. Chopra 1988) – televisual epic realism.
- *Kalki 2898 AD* (2024 Prabhas) – dystopian Mahabharata remix.
- *18th Cloud* (Devdutt Pattanaik graphic novel) – minimalist line art.

IKS Framework: Kalighat pat achitra battle iconography; Bhakti Krishna miniatures.

Student Topics: Arjuna animation vs. live-action; Draupadi dice-game visuals.

Unit 3: Regional Mythology Cinema

Sources: Regional puranas – Tamil Murugan, Bengali Manasa, Kerala Ayyappa.

Adaptations:

- *Kantara* (2022) – Bhoota Kola Panjurli possession trance.
- *Minnal Murali* (2021) – Malayalam Kalaripayattu superhero.
- *RRR* (2022) – Telugu tribal goddess Na Tukki Bantu.

IKS Framework: Yaksha-Gandharva iconography; tantric visual grammars.

Student Topics: Panjurli mask evolution; RRR goddess syncretism.

Unit 4: IKS Visual Traditions + Contemporary

Traditional: Chitrasutra (Natraj proportions); Madhubani Ramayana panels; Tanjore Krishna icons.

Contemporary:

- *Brahmastra* (2022) – astraverseVfx mythology.
- *Adipurush* (2023) – CGI Ramayana critique.
- Amar Chitra Katha digital revival.

IKS Framework: Shilpashastra spatial grammar; Bhakti iconoclasm.

Student Topics: Vfx vs. patachitra; ACK digital decolonization.

Course Outcomes (Research Presentation Mastery)

CO1: Present Valmiki shloka

CO2: Analyze Bhishma Parva Chopra realism.

CO3: Apply Chitrasutra metrics to Kantara Panjurli mask.

CO4: Evaluate Adipurush CGI vs. Madhubani Ramayana authenticity.

ENP-219-V1: Dissertation/ Project: Transmedia Storytelling and Narrative Adaptations for Behavioural Change

L T P

MM: 100 marks

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TA: 3 hrs

Internal Assessment: 50

External Exam:50

Credits: 6

Course Objectives

CO1: To design complete transmedia campaigns using IKS mythologies for social behaviour change.

CO2: To execute multi-platform narrative delivery.

CO3: To measure behavioural impact through pre/post audience surveys.

CO4: To develop market-ready entrepreneurial prototypes

Project Structure

Track 1: Dissertation (Academic Research)

Track 2: Entrepreneurship

Myth Bank (choose 1): Ramayana (Sita agency), Mahabharata (Draupadi justice), Bhima Sangha (Dalit women), Kantara Panjurli (ecology).

Behavioural Goal: Tobacco cessation, menstrual health, waste segregation, digital detox.

Lab Work: Source text analysis + audience survey design (Google Forms, 50 respondents).

Output: 3,000-word research proposal + behavioural baseline data.

Transmedia Asset Production

Platform 1: Video (3-min YouTube documentary): Myth retelling + modern problem.

Platform 2: Physical Craft (IKS product): Bhuta Kola mask, Ramayana patachitra, Draupadi saree motif.

Platform 3: Social Media: Instagram carousel (5 slides), Twitter thread (10 tweets).

Platform 4: Installation: QR-coded craft at campus crossroads.

Lab Tools: CapCut editing, Canva graphics, embroidery/block printing kits.

Campaign Launch & Data Collection

Live Deployment: 100+ campus audience exposure (canteen, library, hostel).

Metrics Tracking: QR scans, video views, survey responses, Instagram engagement.

Behavioural Measurement: Pre/post knowledge-attitude-practice surveys.

Lab Analysis: Excel pivot tables; sentiment analysis (Google Sheets).

Myth-Behaviour Pairing Examples (Student Choice)

SDG 3 Tobacco: Arjuna meditation (focus) → nicotine replacement visualization.

SDG 5 Menstrual: Sita Ashoka grove → sanitary napkin dignity campaign.

SDG 13 Climate: Panjurli Bhoota → plastic-free Bhuta Kola festival.

SDG 4 Education: Ekalavya archery → skill-training motivation.