

PURNEA UNIVERSITY, PURNIA
PG DEPARTMENT OF ENGLISH



MA ENGLISH CBCS SYLLABUS
2018-2020

APPROVED BY THE BOARD OF STUDIES

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Name of Department		P.G. Department of English
Name of Faculty		Humanities
SEMESTER: I		
Course Code	Name of Course	
PUENG 501	English Poetry from Chaucer to Milton	(CC-1)
PUENG 502	Shakespearean Drama	(CC-2)
PUENG 503	15 th to 17 th Century Drama	(CC-3)
PUENG 504	Late 17 th and 18 th Century Literature	(CC-4)
PUES 500	Environmental sustainability & Swachha Bharat Abhiyan Activities	(AECC-1)
SEMESTER: II		
Course Code	Name of Course	
PUENG 505	Film and Literature	(CC-5)
PUENG 506	19 th Century Poetry	(CC-6)
PUENG 507	Indian and British Criticism	(CC-7)
PUENG 508	Modern and Contemporary Critical Theory	(CC-8)
PUENG 509	19 th Century Fiction and non-fiction	(CC-9)
<i>Any one course from the following</i>		
PUENG 500A	* Yoga Science	(AEC-1)
PUENG 500B	* Tourism and Hospitality Management	(AEC-1)
PUENG 500C	* Environmental Law and Policy	(AEC-1)
PUENG 500D	* Life and Communication Skill Development	(AEC_1)
SEMESTER: III		
Course Code	Name of Course	
PUENG 510	Modern and Contemporary Poetry	(CC-10)
PUENG 511	Modern and Contemporary Drama	(CC-11)
PUENG 512	Modern and Contemporary Fiction	(CC-12)
PUENG 513	Indian Literature in English & in Translation	(CC-13)
PUENG 514	Linguistics	(CC-14)
PUENG 600	Human Values, Professional Ethics and Gender Sensitization	(AECC-2)
SEMESTER: IV		
<i>Elective Courses: Group-A (Any one of the following)</i>		
Course Code	Name of Course	
PUENG 515	Spoken English: Phonology and the Grammar of Conversation	(EC-15)
PUENG 516	Technical Communication	(EC-16)
PUENG 517	The Campus Novel	(EC-17)
PUENG 518	Indian Diasporic Fiction in English	(EC-18)
PUENG 519	The Detective Novel	(EC-19)
PUENG 520	Cultural Studies: Marxism, Socialism, Nationalism, Globalisation, and their Critique	(EC-20)
PUENG 521	The Local and the Global: Writing in English from Bihar	(EC-21)
PUENG 522	The Graphic Novels/Narratives	(EC-22)
<i>Elective Courses: Group-B (Any one of the following)</i>		
PUENG 523	New Literature in English	(EC-23)
PUENG 524	American Literature	(EC-24)
PUENG 525	Women's Literature	(EC-25)
PUENG 526	16 th & 17 th Century Prose	(EC-26)
PUENG 527	Translation Theory and Practice	(EC-27)
PUENG 528	Science Fiction	(EC-28)



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PUENG 529	Twitterature & Nano-Fiction	(EC-29)
<i>Any one course from the following groups</i>		
<i>Discipline Specific Group</i>		
PUENG 530	Partition Narratives	(DSE-1)
PUENG 531	Film and Literature	(DSE-1)
PUENG 532	Western Logic	(DSE-1)
OR		
<i>General Elective Group</i>		
PUENG 533	Inclusive Policies	(GE-1)
PUENG 534	Human Rights	(GE-1)



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PG Department of English

Courses for the MA Programme of Studies under the CBCS Scheme

The MA English syllabus comprises 14 Core courses to be taught over 4 semesters, plus one GE (Generic Elective) or DSE (Discipline Specific Elective), two AECCs (Ability Enhancement Compulsory Courses), one AEC (Ability Enhancement Course) and two ECs (Elective Courses) in two years. The students will be evaluated through End-Semester Examination/ Project Evaluation and the teaching will be structured accordingly.

MA in English

Semester 1: Core Courses 1 to 4 plus AECC-1

Semester 2: Core Courses 5 to 9 plus AEC-1

Semester 3: Core Courses 10 to 14 plus AECC-2

Semester 4: EC-1 and EC-2 plus DSE-1 or GE-1

Structure of the 2-year (four semesters) course under Post Graduate Degree Course under CBCS

Semester	No. of Courses/Papers	Credit per Course/paper	Total credit	No of Minimum Learning hours	No of CC	No Of EC	Code and Nature of EC
1	05	05	25	250	4	1	AECC-1
2	06	05	30	300	5	1	AEC-1
3	06	05	30	300	5	1	AECC-2
4	03	05	15	150	0	3	EC-1 EC-2 DSE-1 Or GE-1
Total	20	100	1000		14	6	

Scheme of Examination: The students will be evaluated through ESE (End-Semester Examination) / Project Evaluation and Internal Assessment for each course during the semester. The maximum marks for each paper will be 70. The Internal Assessment for each course will be of 30 marks with the following components:

Tests and Assignments: 15 Marks.

Paper presentation/ Seminar: 10 Marks

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Regularity and Conduct: 5 Marks

Core Course (CC): A Course which should compulsorily be studied by a candidate as a core requirement or central to the subject of MA studies is termed as Core Course.

Elective Course (EC): Generally a course which can be chosen from a pool of courses (basket) and which may be very specific or specialized or advanced or supportive to the subject/ discipline of study or which provides an extended scope or which enables an exposure to another subject/discipline/domain or nurtures the candidate's proficiency/skill is called an elective course.

Discipline Specific Elective Course (DSE): Elective courses may be offered by the discipline/ subject of study referred to as Discipline Specific Elective. The University may also offer discipline -related elective courses of inter-disciplinary nature (to be offered by the main discipline/subject of study).

Generic Elective Course (GE): An elective course chosen generally from an unrelated discipline/subject with an intention to seek exposure is called a **Generic Elective Course**. A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as GE.

Ability Enhancement Courses (AEC): The Ability Enhancement Courses or Skill Enhancement Courses (SEC) are the courses based upon the content that leads to life skill enhancement.

Ability Enhancement Compulsory Courses (AECC): The University will run a number of Ability Enhancement Compulsory Courses (AECC), which are qualifying in nature and students from all faculties have to qualify in all courses.

Dissertation/Project: An elective course designed to acquire special / advanced knowledge, such as supplement study/ support study to a project work, and a candidate studies such a work on his own with an advisory support by a teacher/ faculty member is called a dissertation/project.

The distribution of the six elective papers shall be - two EC, one DSE or one GE, two AECC, one AEC. Students may opt for any elective course out of a list of elective papers (Basket) offered by the parent department or any other department/s as per his/her choice with the prior permission of the parent department.

The final CGPA/ class will be decided on the performance of the student in the 16 courses including the 14 Core Courses (CC) and two ECs. The one DSE or one GE, two AECC, one AEC courses will be qualifying in nature and a student has to score at least 45 per cent marks in these courses. Grades will be awarded separately for these courses, however, performance in these elective courses will not be considered for awarding the final CGPA/ class.

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Evaluation of Performance under Semester System

The performance of a student in each paper will be assessed on the basis of a Continuous Internal Assessment (CIA) of 30 marks and the End of Semester Examination (ESE) consisting of 70 marks.

The components of C.I.A. are follows:

- (i) Two mid-semester written tests of one-hour duration each = 15 marks
- (ii) Seminar/Quiz = 05 Marks
- (iii) Assignment = 05 Marks
- (iv) Punctuality and conduct = 05 Marks

Total = 30 Marks

The performance of a student in the elective papers AEC and AECC in each semester addressing the issues of (i) Skill Development, (ii) Human Values and Professional Ethics and Gender Sensitization (iii) Environment and Sustainability and Swachhha Bharat Abhiyan Activities shall be assessed on the basis of a Continuous Internal Assessment (CIA) of 50 marks and the End Semester Examination (ESE) consisting of 50 marks.

The components of C.I.A. in these papers shall be as follows:

- (i) One mid-semester written tests of one-hour duration each = 10 Marks
- (ii) Seminar/Quiz: 10 Marks
- (iii) Assignment = 15 Marks
- (iv) Discharge of Institutional Social Responsibility /Community Services (report to be submitted) =15 Marks

Total

= 50 Marks

The End of Semester Examination (ESE) shall be named as follows:

- (a) M.A. Part (I) - Semester I Examination and Semester II Examination respectively.
- (b) M.A. Part (II) - Semester III Examination and Semester IV Examination respectively.
- (c) Syllabus for each paper shall be divided into at least 5 units. Based on this, the question paper pattern for the End Semester Examination shall have divided into three parts A, B, C, comprising of Objective Type Questions with Multiple Choice, Short Answer Type Questions and Long Answer Type Questions respectively as mentioned below:

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Part	Nature of Questions	Number of questions to be asked	Number of questions to be answered	Marks of each question	Total marks
Part A	Objective-type questions with multiple choice	10	10	1	10
Part B	Short answer type questions	5	4	6	24
Part C	Long answer type questions	4	3	12	36
Total Marks					70

Part - A

Ten objective type Questions - All questions to be answered

(Questions shall be picked up from the whole syllabus, preferably two questions from each unit) $10 \times 1 = 10$ Marks

Part-B

Five short Answer Questions - Four questions to be answered (Questions shall be picked up from the whole syllabus, preferably one question from each unit) $4 \times 6 = 24$ Marks

Part - C

Five long answer Questions - Three questions to be answered. (Questions shall be picked up from the whole syllabus, preferably one questions from each unit) $3 \times 12 = 36$ Marks

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DETAILED COURSE OF STUDY

Semester-1 (Odd Semester)

Students are required to attempt:

- Q.1 (Compulsory) Ten multiple Choice Questions 10x1=10 Marks
Q.2 (Compulsory) any four short-answer questions with reference to the context requiring critical analysis 4x6=24 Marks
Q.3. Any three Long-answer questions 3x12=36 Marks

PUENG 501: English Poetry from Chaucer to Milton 5 Credits

- Unit-1: Chaucer: *The Canterbury Tales: The General Prologue*
Unit-2: Spenser: *The Faerie Queene* Book 1
Unit-3: **Shakespearean Sonnets:** From fairest creatures we desirers increase;
Devouring time blunt thou the lion's paws; What is your substance, whereof
are you made; Not Marble, nor the gilded monuments; In the old age black
was not counted fair; My mistress' eyes are nothing like the sun; Two loves
I have, of comfort and despair
Unit-4: **Metaphysical Poetry:**
John Donne: The Good Morrow; The Canonisation; The Flea; Hymn to God
my Father; Valediction Forbidding Mourning.
Herbert: Redemption; Jordan; The Collar; Love.
Marvell: To His Coy Mistress, Definition of Love.
Unit-5: Milton: *Paradise Lost*, Book 1

Recommended Reading:

The Age of Chaucer. The Pelican Guide to English Literature, ed. Boris Ford, 1955.

K W Gransden. *Spenser: The Faerie Queene.* London: Macmillan, 1969.

A I. Rowse (ed). *Shakespeare's Sonnets.* London, 1964.

David Daiches. *Milton's Paradise Lost.* Hodder Arnold, 1983.

Helen Gardner (ed). *John Donne: a Collection of Critical Essays.* Prentice-Hall, 1962.

Course outcome: This course provides a panoramic structure of English poetry from Chaucer to Milton. It will enable the understanding and interpretation of poetic production in relation to its historicity, culture and inheritance drawn from classical Greek antiquity and diverse continental influences in relation to thematic patterns and forms.

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PUENG 502: Shakespearean Drama

5 Credits

Students are required to attempt:

- Q.1 (Compulsory) Ten multiple Choice Questions 10x1=10 Marks
Q.2 (Compulsory) any four short-answer questions with reference to the context requiring critical analysis 4x6=24 Marks
Q.3. Any three Long-answer questions 3x12=36 Marks

Unit 1: Hamlet

Unit 2: King Lear

Unit 3: The Tempest

Unit 4: Twelfth Night

Unit 5: Antony and Cleopatra

Recommended Reading:

The Age of Shakespeare. The Pelican Guide to English Literature, ed. Boris Ford, 1962.

Smriti Singh & Sweta Sinha (ed). *Conscious Re-Imaginations of Shakespeare's Plays*. New Delhi: Bahri Publications, 2017.

Harold C. Goddard. *The Meaning of Shakespeare*. Chicago & London: Chicago University Press, 1951.

Course Outcome: This course will enable the learners to gain knowledge of different dramatic forms used by Shakespeare. It will also enable students to revisit Shakespearean drama as a cultural production with relation to contemporary society and culture

PUENG 503: 15th to 17th Century Drama

5 Credits

Students are required to attempt:

- Q.1 (Compulsory) Ten multiple Choice Questions 10x1=10 Marks
Q.2 (Compulsory) any four short-answer questions with reference to the context requiring critical analysis 4x6=24 Marks
Q.3. Any three Long-answer questions 3x12=36 Marks

Unit 1: *Everyman*

Unit 2: Marlowe: *Edward II*

Unit 3: Ben Jonson: *Volpone*

Unit 4: Webster: *The Duchess of Malfi*

Unit 5: Aphra Behn: *The Rover*

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Recommended Readings:

Harry Levin. *The Overreacher: A Study of Christopher Marlowe*. Harvard University Press, 1952.

A N Kaul. *The Action in English Comedy: Studies in the Encounter of Abstraction and Experience from Shakespeare to Shaw*. Yale University Press, 1970.

Edward Partridge. *The Broken Compass: A Study of the Major Comedies of Ben Jonson*. Columbia University Press, 1958.

Course Outcome: This course offers a spectrum of different kinds of drama beginning with a Morality play and concluding with a woman dramatist who wrote Comedy of Manners.

PUENG 504: Late 17th and 18th Century Literature

5 Credits

Students are required to attempt:

- | | |
|------------------------------------------------------------------------------------------------------------|---------------|
| Q.1 (Compulsory) Ten multiple Choice Questions | 10x1=10 Marks |
| Q.2 (Compulsory) any four short-answer questions with reference to the context requiring critical analysis | 4x6=24 Marks |
| Q.3. Any three Long-answer questions | 3x12=36 Marks |

Unit 1: Pope: *An Epistle to Dr Arbuthnot*

Unit 2: Swift: *A Modest Proposal*

Unit 3: Fielding: *Tom Jones*

Unit 4: Gray: *An Elegy Written in a Country Churchyard*

Unit 5: Blake: **Songs of Innocence**

I. The Lamb

II. The Little Black Boy

III. The Chimney-Sweeper

IV. Holy Thursday

Songs of Experience

V. The Garden of Love

VI. The Tyger

VII. Ah Sunflower

VIII. London

Recommended Reading:

Martin C Battestin (ed). *Twentieth-Century Interpretations of Tom Jones*. Prentice-Hall, 1968.

From Dryden to Johnson. The Pelican Guide to English Literature, ed. Boris Ford, 1957.

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Richard H Douglas. "More on the Rhetoric and Imagery of Pope's Arbuthnot." *Studies in English Literature, 1500-1900*. Vol 13, No.13, Restoration and Eighteenth Century (Summer 1973): 488-502.

Michael Ferber. *The Poetry of William Blake*. Penguin Books, 1992.

Course Outcome: This variety of selection of poetry, prose and novel is located within the Enlightenment project with its rationalizing processes impacting prosodic forms in poetry and anticipating a movement towards Romanticism. It will familiarize the students with the rising culture of the bourgeoisie

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PUES 500: Ability Enhancement Compulsory Course 5 Credits

A-Environment Sustainability (3 Credits)

B-Swachcha Bharat Abhiyan Activities (2 Credits)

Each Credit requires 10 hours of teaching-learning for the theory and 20 hours for practical assignment field work

A-Unit 1: Environmental ethics & ecosystem: Concept of sustainable development with reference to human values in Western and Indian perspectives, sustainable development & conservation of natural resources (Nature, factors, structure, development and people participation, environment: rural and urban, concept of ecosystem

A-Unit 2: Development and its effect on environment: Environmental pollution due to urbanisation, industrial civilization, concept of global warming, climate change, greenhouse effect, acid rain, ozone layer depletion

A-Unit 3: Concept of Bio-diversity and its conservation: Environmental Degradation and Conservation. Need of environmental education and awareness programme and ecological economics

B-Unit 4: Swachha Bharat Abhiyan: The Concept of Swachha as personal, Gandhian approach towards social and environmental moral values and concept of swachha and its relation to moral upgradation of society and freedom struggle. Awareness programme related to Swachhata. Role of Swachhagrahis in Swachh Bharat Abhiyan.

Sanitation and hygiene, why sanitation is needed? Plantation, value of nature, concept of community participation and role of state agencies. Effects of cleanliness, diseases-infectious and vector-born idea of spread of diseases through body and other biological fluids and excreta.

B-Unit 5: Assignment /Practical Field work based on unit-4

Semester 2 (Even Semester)

PUENG 505: Film and Literature

5 Credits

Students are required to attempt:

- Q.1 (Compulsory) Ten multiple Choice Questions **10x1=10 Marks**
Q.2 (Compulsory) any four short-answer questions with reference to the context requiring critical analysis **4x6=24 Marks**
Q.3. Any three Long-answer questions **3x12=36 Marks**

- Unit 1:** Introduction to Basic Concepts in Film-Making: Mise-én-scene, Long Takes,
Deep Focus, Types of Shots, Colour and Sound
Major Genres of Films
Major Movements, Periods and Theories of Film-Making
- Unit 2:** Novel: Khushwant Singh: *Train to Pakistan*, 1956
Film: Pamela Rooks, *Train to Pakistan*, 1998
- Unit 3:** Novel: R K Narayan: *The Guide*, 1958
Film: Nav Ketan Films: *Guide*, 1965
- Unit 4:** Novel: Rabindranath Tagore, *Home and the World*, 1916
Film: Satyajit Ray, *Ghare Baire*, 1984
- Unit 5:** Novel: Bapsi Sidhwa, *Cracking India/Ice-Candy Man*, 1988
Film: *Earth* 1947, Deepa Mehta's 1998 film

Recommended Reading:

Sara Martin Alegre. "India on the Screen in the 1980s and 1990s". *India Fifty Years after Independence*, eds Kathleen Firth & Felicity Hand. Leeds: Peepal Tree Press, 2001.

Anup C Nair. *R K Narayan's Guide and its Cinematic Adaptation: A Case Study*. Jaipur: Paradise Publishers, 2010.

John Thieme. *R K Narayan*. Manchester University Press.2007.

A.N.Kaul. "R K Narayan and the East-West Theme." In *Considerations*, ed. Meenakshi Mukherjee, Delhi: Allied Publishers, 1977. 43-65.

D K Pabby & Alpana Neogy (eds). *Rabindranath Tagore's Home and the World: New Dimensions*. New Delhi: Asia Book Club, 2001.

M A Quayum. "Rabindranath Tagore's Political Imagination in *The Home and the World: A Textual and Contextual Reading*." *The Poet and His World*, ed.M A Quayum, New Delhi: Orient BlackSwan, 2011.

Crane, Ralph J. "'A Passion for History and for Truth Telling': The Early Novels of

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Bapsi Sidhwa." Eds. Dhawan, R.K. and Novy Kapadia. *The Novels of Bapsi Sidhwa*. New Delhi: Prestige Books, 1996.48-60.

Course Outcome: The course on Film and Literature is to enable the understanding of two most important cultural productions of our times. The course will examine films and texts as reflection and production of culture, ideology and history. It will encourage analytical skills related to visual literacy and its correspondences with the world framed as a structured text, familiarizing students with the techniques and grammar of films.

PUENG 506: 19th Century Poetry

5 Credits

Students are required to attempt:

- Q.1 (Compulsory) Ten multiple Choice Questions **10x1=10 Marks**
Q.2 (Compulsory) any four short-answer questions with reference to the context requiring critical analysis **4x6=24 Marks**
Q.3. Any three Long-answer questions **3x12=36 Marks**

- Unit 1: William Wordsworth; *The Prelude* Book 1
Unit 2: Samuel Taylor Coleridge: *The Rime of the Ancient Mariner*
Unit 3: John Keats: Ode to a Nightingale, Ode on a Grecian Urn, Ode to Psyche
Unit 4: Tennyson: The Lotos-Eaters, Ulysses, The Charge of the Light Brigade, Tithonus
Unit 5: Browning: Rabbi Ben Ezra, Porphyria's Lover
Matthew Arnold: *The Scholar Gypsy*

Recommended Readings:

From Blake to Byron. The New Pelican Guide to English Literature, ed. Boris Ford, 1983.

From Dickens to Hardy. The New Pelican Guide to English Literature, ed. Boris Ford, 1983.

Course Outcome: The close of the eighteenth century saw a wide-moving and restless spirit of change and new creation in Europe. The French revolution was the most flamboyant manifestation of this spirit. The nineteenth century movement championed not only political liberty but also freedom from conventions, social and institutional restrictions. This course will make the students familiar with aesthetic responses to the quest of freedom, as aesthetic forms liberated themselves from the rigid orthodoxies of eighteenth-century forms of poetry and their expression.

PUENG 507: Indian and British Criticism

5 Credits

Students are required to attempt:

- Q.1 (Compulsory) Ten multiple Choice Questions **10x1=10 Marks**
Q.2 (Compulsory) any four short-answer questions with reference to the context requiring critical analysis **4x6=24 Marks**

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Q.3. Any three Long-answer questions

3x12=36 Marks

- Unit 1:** a) Aristotle: *Poetics*
b) Indian Aesthetics: Bharatmuni: On Natya and Rasa
Anandvardhan: The Structure of Poetic Meaning
- Unit 2:** Dryden: *An Essay of Dramatic Poesy*
- Unit 3:** Samuel Johnson: Preface to Shakespeare
- Unit 4:** Coleridge: *Biographia Literaria*, chapters 14, 17, 18
- Unit 5:** T.S. Eliot: Tradition and the Individual Talent, The Perfect Critic, Hamlet and his Problems

Recommended reading:

Vernon Hall. *A Short History of Literary Criticism*. London: The Merlin Press, 1964.

David H. Richter, ed. *The Critical Tradition: Classic Texts and Contemporary Trends*.
New York: St Martin's Press, 1989.

Richard Dutton. *An Introduction to Literary Criticism*. London: Longman, 1984.

Devy, G.N. Ed. *Indian Literary Criticism: Theory and Interpretation*. Hyderabad: Orient Longman, 2004. Print.

Course Outcome: Indian Literary Theory will engage students in understanding the intricacies of the craft of aesthetic production affecting a decolonised recovery of the importance of Indian aesthetic traditions. This course will provide insight into the historical development of criticism from Aristotle to the advent of theory in the twentieth century.

PUENG 508: Modern and Contemporary Critical Theory

5 Credits

Students are required to attempt:

- Q.1 (Compulsory) Ten multiple Choice Questions **10x1=10 Marks**
- Q.2 (Compulsory) any four short-answer questions with reference to the context requiring critical analysis **4x6=24 Marks**
- Q.3. Any three Long-answer questions **3x12=36 Marks**

- Unit 1:** **Psychoanalytic Criticism:** Freud: Beyond the Pleasure Principle
Marxism: Marx: From 'Das Capital' (from Rivkin and Ryan)
Deconstruction: Derrida: Structure, Sign and Play in the Discourse of Human Sciences
- Unit 2:** **Postcolonialism:** Ania Loomba: Situating Colonial and Postcolonial Studies
Postmodernism: Lyotard- The Postmodern Condition
- Unit 3:** **New Historicism:** Greenblatt: 'Invisible Bullets'

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Cultural Materialism: Dollimore, Johnathan and Sinfield, Alan, eds, *Political Shakespeare: New Essays in Cultural Materialism* (Only Introduction)

Unit 4: Eco-criticism, Green Studies:

Cheryll Glofelty: Introduction to Ecocriticism Reader

Patsy Hallen: Making Peace with Nature: Why Ecology needs Feminism

Feminism: Kamla Bhasin: What is Patriarchy?

Unit 5: Narratology: Key terms: Diegesis (heterodiegetic, homodiegetic, auto-diegetic), Focalization, Analepsis, Prolepsis

Stylistics: Linguistic approaches to Literary Interpretation

Recommended Reading:

Peter Barry. *Beginning Theory*, 3rd Edition. Manchester: Manchester University Press, 2009.

John Mcleod. *Beginning Postcolonialism*. Manchester: Manchester University Press, 2010.

Cixous, Helene. "The Laugh of the Medusa." *Literature in the modern world: Critical*

Essays and Documents. Ed. Dennis Walder. New York: Open UP, 1990. 316-25.

Course Outcome: Modern and Contemporary Critical Theory is integral to how literary criticism is produced in the late 20th and 21st centuries and this form of critical literacy enhances a nuanced interpretation of literature's scope, content and form. This form of interdisciplinary critical literacy fosters different ways of thinking about and reading literature and culture. Students will find these exciting approaches immensely empowering in shaping thoughts on different ways in which literature may be read.

PUENG 509: 19th Century Fiction and Non-Fiction

5 Credits

Students are required to attempt:

- | | |
|------------------------------------------------------------------------------------------------------------|----------------------|
| Q.1 (Compulsory) Ten multiple Choice Questions | 10x1=10 Marks |
| Q.2 (Compulsory) any four short-answer questions with reference to the context requiring critical analysis | 4x6=24 Marks |
| Q.3. Any three Long-answer questions | 3x12=36 Marks |

- | | |
|----------------|--------------------------------------------|
| Unit 1: | Jane Austen: <i>Emma</i> |
| Unit 2: | Emily Bronte: <i>Wuthering Heights</i> |
| Unit 3: | George Eliot: <i>Middlemarch</i> |
| Unit 4: | Charles Dickens: <i>Hard Times</i> |
| Unit 5: | Matthew Arnold: <i>Culture and Anarchy</i> |

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Recommended reading:

Arnold Kettle, *An Introduction to the English Novel*, Vol 1. 1951; Routledge, 2015.

Harish Trivedi (ed). *Jane Austen: An Anthology of Recent Criticism*. Delhi: Pencraft International. 1996.

Meenakshi Mukherjee. *Re-reading Jane Austen*. London: Macmillan, 1995.

Walter Allen. *The English Novel*. Harmondsworth: Penguin, 1958.

Terry Eagleton. *The English Novel*. Oxford: Blackwell Publishing, 2005.

Course Outcome: The study of Victorian literature should foster the understanding of the gradual establishment of democracy, the utilitarian attitude on account of striking material prosperity, the expansion of the British Empire, the effects of the aftermath of the industrial revolution, and the impact of Darwin's theory of evolution that influenced the literature of the age.

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Any one AEC course from the following:

Course code: PUENG 500A

5 Credits

Course Title: Yogic Sciences

Unit 1 Basic Concept of Yoga

1. Introduction to Yoga: Definitions of Yoga, Thinkers on yoga and their views - Patanjali, Gherand and; Goraksh; Karma Yoga, Bhakti Yoga and Gyan Yoga: Concept and Characteristics
2. Raja Yoga: Eight steps of Yoga; Description and significance of Yamas and Niyamas.
3. Asanas and Pranayams: Methods, advantages and limitations; Concept of Prana and Nadis; The subtle body, Chakras.
4. Pratyahara and Dharana: Significance and techniques; Pratyahara and Dharana -Yoga Nidra, Antar Mouna, Ajapa, Jap.
5. Hath Yoga: Shatkarmas- their methods, benefits and limitations
6. Body and Mind: Body-mind relation; the conscious, subconscious and unconscious; Psychosomatic disorders.

Unit 2 Applications of Yoga

1. Yogic Lifestyle and Health: Medical concept and definition of health, Causes of disease according to medical science and yoga; Basic instincts and their management through yoga.
2. Diet and Nutrition: Medical and Yogic concept of diet; the three Gunas in relation to diet.
3. Effect of Yoga on body systems: The Bones and Joints, Cardiovascular, Respiratory, Digestive, Nervous, Endocrinal and Excretory systems. Preventive, Promotive and curative effects of yoga.
4. Stress management: Concept and types of stress, Effects of stress on body and mind, Yogic management techniques.
5. Social Health management: Causes and effects of crime and substance abuse on society, Role of yoga as supporting and transforming agent.

Unit 3 Practical

- (i) Pawanmuktasana -Part I, II and III
- (ii) Relaxation Asanas: Shawasana, Adwasana, Makarasana, Matsyakridasana.
- (iii) Meditative Asanas -Padmasana, Siddhasana, Siddhayoniasana, Sukhasana.
- (iv) Standing Asanas -Tadasana, Tiryaktadasana, Katichakrasana, Dwikonasana, Trikonasana.
- (v) Vajrasana series -Vajrasana, Suptavajrasana, Singhasana, Shashankasana, Ustrasana, Vyaghrasana.
- (vi) Forward Bending Asanas - Pashchimottanasana, Janushirasana.
- (vii) Backward Bending Asanas -Bhujangasana, Tiryakbhujangasana, Shalabhasana, Dhanurasana, Chakrasana, Gomukhasana, Kandhrasana.

Unit 4

Practical

- (i) Gatyatmak Asanas — Suryanamaskar, Shankhprakhshalana Asanas.
- (ii) Inverted Asanas — Bhumipadmastasana, Sarwanganasana, Halasana.

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(iii)Pranayama - Prepranayama Practices, Yogic Breathing, Nadishodhan upto stage III, Kapalbhati, Bhastrika, Bhramari

(iv)Mudras and Kriyas Gyan, Chin, Shambhawi, Nasikagra, Ashwini, Khechari, Agnisar

(v)Bandhas - Jalandhar, Moola, Uddiyana, Mahabandha

(vi)Shatkarmas - Kunjal, Jalneti, Laghooshankhaprakshalana, Trataka.

(vii)Pratyahara -Yoganidra, Antarmauna, Ajapa.

Unit 5

Assignment/Vocational Training

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Course code: PUENG 500B

5 Credits

Course title: Tourism and Hospitality Management

(there shall be 5 units each consisting of one credit)

Course description: The course is designed to enable students to learn various components of tourism and hospitality industry like tour arrangements, transportation, hospitality and travel circuits. This course will enable students to earn required skills needed for self-employment and employment for others.

Course objectives: The aim of the course is to provide elementary knowledge of tourism industry including transportation, hotel, destination and future scopes.

Course content:

- Unit 1 Introduction:**
Overview of tourism industry. Concept of tourism. Why it is important to study tourism? Scope of tourism and its economic importance. Impact of Tourism.
- Unit 2 Elements of Tourism:**
Attraction, accessibility, accommodation, tourism product, characteristics of tourism products, types of products and tourism. Hotel Industry, Hotel Chains, Departments of Hotel. Tourist Guide and Escort. Public Relation.
- Unit 3 Tour operation:**
Travel Agency and Tour Operator, Travel related documents, Passport, Visa, currency regulations. custom, health regulations, baggage regulations etc.
- Unit 4 Transportation:**
Role of transportation industry in tourism, Indian railways and its special trains (Palace on Wheels, Royal orient), airlines operating in India and international. Kind of Taxi and bus/coach services available.
- Unit 5 Travel circuits:**
Some popular and important tourism circuits in India (golden triangle, desert circuit. Buddhist circuit, sun and sand, back waters etc.) and International circuits.

Learning outcomes:

On completion of this course, the students would:

1. Have a strong foundation to undertake specialized courses in the field of tourism and hospitality Management
2. Gain training for self-employment and generate employment for others.

Assignments: Assignment will be based on Unit I, II, III, IV and V

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PUENG:

Course code: 500C

5 Credits

Course title: Environmental Law and Policy

(there shall be 5 units each consisting of one credit)

Course description: Law and policy plays a major role in the conservation and management of natural resources as well as pollution control. This course intends to introduce the students to the vast field of Environmental Law and Policy. The course would be divided into three broad areas. The first part would cover the basic concepts and principles of Environmental Law. This would include judicial precedents, which now forms an essential part of environmental jurisprudence. The second part would be divided into specific introductory modules on forests and wild life including bio-diversity related laws; Air and Water related laws including mega projects and marine laws; and laws relating to hazardous substances. The third part would discuss the role of judiciary including the National Green Tribunal in protecting the environment.

Course objectives:

- 1.To provide an overview of the law and policies relating to environment both at the national and international level.
- 2.To critically analyse the implementation of these laws and the role of adjudicatory bodies in the field of environment.

Course content:

- Unit 1 Introduction:** Environment: meaning and components
Environment vs Development debates, trigger events, business and environmental law, a brief introduction to SDGs.
Introduction to environmental laws in India; Constitutional provisions, an overview of the laws.
General principles in Environmental law: Precautionary principle; Polluter pays principle;
Sustainable development; Public trust doctrine.
- Unit 2 Forest, Wildlife and Biodiversity related laws:**
Evolution and Jurisprudence of Forest and Wildlife laws; Colonial forest policies; Forest policies after independence.
Statutory framework on Forests, Wildlife and Biodiversity: 1FA, 1927; WLPA, 1972; FCA, 1980; Biological Diversity Act, 2002; Forest Rights Act, 2006.
Strategies for conservation—Dolphin, Tiger, Elephant, Rhino
- Unit 3 Air and Water Laws**
National Water Policy
Laws relating to prevention of pollution, access and management of water and institutional mechanism: Water Act, 1974; Water Cess Act, 1977, EPA, 1986.
Pollution Control Boards
Ground water and law

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Legal framework on Air pollution: Air Act, 1981; EPA, 1986 as amended to date including rules and notifications issued under it.

Unit 4

Environment protection laws and large Projects

Legal framework on environment protection-Environment Protection Act as the framework legislation—strength and weaknesses; EIA.

Marine laws of India; Coastal zone regulations, Wetland conservation.

Unit 5

Judicial remedies and the role of National Green Tribunal

Role of judiciary in environmental protection: Infrastructure projects and the Indian judiciary.

Learning outcomes:

On completion of this course, the students would:

1. Have a strong foundation to undertake specialized courses in the field of environmental laws and policy
2. Develop an inter-disciplinary approach to the issues relating to environment.

Assignments:

1. Environmental laws in India
2. Evolution and Jurisprudence of Forest and Wildlife laws
3. Legal framework on Air pollution
4. Biological Diversity law
5. Role of judiciary in environmental protection
6. Air Laws
7. Water Laws
8. Wetland conservation etc.

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Course code: PUENG 500D

5 Credits

Course Title: Life and Communication Skill Development

(There shall be 5 units each consisting of one credit)

Course description: Acquisition of life skills will empower students to cope with the transitive interactions in personal and professional lives while in an age of communication the curriculum will equip students to develop expertise in the utilities of ICT in the transmission of knowledge.

Course objectives:

1. To develop communication skill of students
2. To develop writing skill of students
3. To develop expertise in the utilities of ICT in the transmission of knowledge.

Unit 1: Life skills: Critical thinking, Aristotle's Law of Logic, Problem solving, Creative thinking

Unit 2: Inter Personal Skills: Coping with emotions and stress, Negotiating difference of Opinions

Unit 3: Communication Skills: What is Communication? Listening skills, speaking skills, Reading Skills, writing skills, Group Discussion and Personal Interview, Barriers to Communication

Unit 4: Specialized Writing Skills: Official letters, Business letters, Personal letters, writing Agendas, Minutes, Reports, Writing CVs, Resume, Statement of Purpose, Sending applications through mail with attachments, Rapporteur, Documentation

Unit 5: Information and Communication Technology (ITC) Literacy: Word Processor, Excel, PageMaker, PDF conversion, Preparing Power-point Presentation.

Learning outcomes:

After completion of the course students should be able to cope with the transitive interactions in personal and professional lives. The course will equip students to develop expertise in the utilities of ICT in the transmission of knowledge.

Assignments:

Assignment will be based on Unit I, II, III, IV and V

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Semester-3 (Odd Semester)

PUENG 510: Modern and Contemporary Poetry

5 Credits

Students are required to attempt:

- Q.1 (Compulsory) Ten multiple Choice Questions **10x1=10 Marks**
Q.2 (Compulsory) any four short-answer questions with reference to the context requiring critical analysis **4x6=24 Marks**
Q.3. Any three Long-answer questions **3x12=36 Marks**

- Unit 1:** **W B Yeats:** The Second Coming, Sailing to Byzantium, Byzantium, Among School Children, Easter 1916
Unit 2: **T.S. Eliot:** Four Quartets
Unit 3: **W H Auden:** In Memory of W B Yeats, Who's Who, The Novelist;
Ted Hughes: Hawk Roosting;
Philip Larkin: Churchgoing
Unit 4: **Sylvia Plath:** Mirror, Daddy, Winter Trees;
Emily Dickinson: 'Hope' is the thing with feathers; I felt a funeral, in my Brain
Unit 5: **Seamus Heaney:** Digging, Traditions, Punishment, The Railway Children, A Dream of Jealousy

Recommended Reading:

- Boris Ford. *The Pelican Guide to English Literature: The Modern Age*. Penguin Books, 1976.
B. Rajan. *W B Yeats: A Critical Introduction*. London: Hutchinson University Library, 1975
J Birje Patil. *Beneath the Axle-Tree: An Introduction to Eliot's Poems, Play, and Criticism*. Delhi: Macmillan, 1977.
Shibby Wilson. "The Voice of Agha Shahid Ali: The Triple Exile." *Apperception*, Vol.5. Visvabharati, Santiniketan (2011): 124-134.
Arvind K Mehrotra(ed). *The Oxford India Anthology of Twelve Modern Indian English Poets*.1997.

Course outcome: The striking features of Modernism in literature are a spirit of disillusionment, reflections on the complexities of modern urban life, importance of the unconscious mind, recognition of impossibility of an absolute interpretation of reality and a feeling of ideological uncertainty. This course will help the students understand the intricacies of the aesthetic production of the age.

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PUENG 511: Modern and Contemporary Drama

5 Credits

Students are required to attempt:

- Q.1 (Compulsory) Ten multiple Choice Questions **10x1=10 Marks**
Q.2 (Compulsory) any four short-answer questions with reference to the context requiring critical analysis **4x6=24 Marks**
Q.3. Any three Long-answer questions **3x12=36 Marks**

- Unit 1:** G.B. Shaw: *Man and Superman*
Unit 2: Samuel Becket: *Waiting for Godot*
Unit 3: John Osborne: *Look Back in Anger*
Unit 4: Mahesh Dattani: *Final Solutions*
Unit 5: Harold Pinter: *The Birthday Party*

Recommended Reading:

Angelie Multani (ed). *Final Solutions: Text and Context*. Delhi: Pencraft International, 2009.

Murari Prasad. "Reading Mahesh Dattani's *Final Solutions* Politically," in *Final Solutions: Text and Context*, ed. Angelie Multani.

Hammond, B. S. "Beckett and Pinter- Towards a Grammar of the Absurd." *Journal of Beckett Studies* (1979). Web.

Hinden, Michael, "After Beckett: The Plays of Pinter, Stoppard, and Beckett." *Contemporary Literature* 27:3 (1986): 400-408. Web.

Course outcome: Modern drama is born out of responses to a changing world order, family structures, existential crisis and absurdity of life and totalitarian regimes and surveillance. Students will appreciate the social, historical, cultural and political matrix that was expressed in innovative forms using multiple dramatic techniques.

PUENG 512: Modern and Contemporary Fiction

5 Credits

Students are required to attempt:

- Q.1 (Compulsory) Ten multiple Choice Questions **10x1=10 Marks**
Q.2 (Compulsory) any four short-answer questions with reference to the context requiring critical analysis **4x6=24 Marks**
Q.3. Any three Long-answer questions **3x12=36 Marks**

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- Unit 1:** Conrad: *Heart of Darkness*
Unit 2: James Joyce: *A Portrait of the Artist as a Young Man*
Unit 3: E M Forster: *A Passage to India*
Unit 4: Chinua Achebe: *Things Fall Apart*
Unit 5: V S Naipaul: *The Enigma of Arrival*

Recommended Reading:

B.K. Das (ed). *E M Forster: An Anthology of Recent Criticism*. Delhi: Pencraft International. 2005.

Arnold Kettle. *An Introduction to the English Novel*, Vol 2. 1953; Routledge, 2015.

Pradhan, P.C. *V. S. Naipaul and Postcolonialism: Writing History, Politics, Culture, Self*. Delhi: Atlantic Publishers. 2018. Print.

Helen Hayward. *The Enigma of V S Naipaul: Sources and Contexts*. New York: Palgrave & Macmillan, 2002.

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

Suman Gupta. *V S Naipaul*. Devon & Delhi: Northcote House Publishers, 1999.

Terry Eagleton. *The English Novel*. Oxford: Blackwell Publishing, 2005.

Course outcome: This course will make the students understand fiction from different parts of the world covering multiple themes, styles, ideological persuasions and experiences.

PUENG 513: Indian Literature in English & in Translation

5 Credits

Students are required to attempt:

- Q.1 (Compulsory) Ten multiple Choice Questions **10x1=10 Marks**
Q.2 (Compulsory) any four short-answer questions with reference to the context requiring critical analysis **4x6=24 Marks**
Q.3. Any three Long-answer questions **3x12=36 Marks**

- Unit 1:** Nayantara Sahgal: *Rich Like Us*
Unit 2: Amitav Ghosh: *The Shadow Lines*
Unit 3: (a): Girish Karnad: *Tughlaq*
(b): Poetry
Nissim Ezekiel: Poet, Lover, Birdwatcher;
Kamala Das: Summer in Calcutta;
Agha Shahid Ali: Post Card from Kashmir
Unit 4: Arundhati Roy: *The Algebra of Infinite Justice*
Unit 5: (a) Rabindranath Tagore: *Nashtanirh* (The Broken Nest, translated from Bengali into English by Krishna Dutta and Mary Lago
(b) Phanishwar Nath Renu: *Kalankmukti* (Freed from Disgrace), translated from Hindi into English by Satti Khanna.

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Recommended Readings:

Murari Prasad (ed). *Arundhati Roy: Critical Perspectives*. Delhi: Pencraft International, 2006.

----- (ed). *The Shadow Lines: A Critical Companion*. Delhi: Pencraft International, 2008.

----- "Representation of Family and Society in *Rich Like Us*", *Families: A Journal of Representations*. Vol 9, Number 2 & Vol 10, Number 1 (2012): 203-214.

Mary M Lago. *Rabindranath Tagore*. Boston: Twayne, 1976.

Rajeev S Patke. "Poetry Since Independence." *A Concise History of Indian Literature in English*, ed. Arvind K Mehrotra, Ranikhet: Permanent Black, 2008.

Course outcome: Decentring English literature from metropolitan Britain and the creation of visibility of Postcolonial literatures from India that is inclusive of identities of multiple constituencies is a significant national project. Students will be able to appreciate different genres of writing with which cultural affiliations are likely to be immediate.

PUENG 514: Linguistics

5 Credits

Students are required to attempt:

- Q.1 (Compulsory) Ten multiple Choice Questions **10x1=10 Marks**
Q.2 (Compulsory) any four short-answer questions with reference to the context requiring critical analysis **4x6=24 Marks**
Q.3. Any three Long-answer questions **3x12=36 Marks**

- Unit 1:** (a): Syntax: Word Class, Phrase, Clause, Sentence, IC analysis, Transformational Generative Grammar
(b): Morphology: Morph, Morpheme, Allomorphs, Roots and Affixes, Truncation, Suppletion, Morphophonemics, Word Formation
(c): Semantics: Lexical and Grammatical meaning; Phrase and Sentence meaning; Utterance meaning
- Unit 2:** Phonetics and Phonology with reference to the English language: Description of English and Vowels and Consonants; Phoneme and Allophone; Syllabic Structure of English words; Stress and Intonation
- Unit 3:** History of the English Language: Language Families, Lexical borrowings, Evolution of Modern English, American English, varieties of English
- Unit 4:** Sociolinguistics: Varieties of Language, Dialect, Register, Standard language, Pidgin, Creole, Slang, Idiolect, Code switching, Code mixing
- Unit 5:** English Language Teaching: Teaching English as a second language, Teaching Aids, Contrastive Analysis, Error Analysis, Testing

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Recommended Reading:

Daniel Jones. Cambridge Pronouncing Dictionary, edited by Peter Roach, James Hartman & Jane Setter. Cambridge U Press, 2006.

Damodar Thakur. *Linguistics Simplified: Syntax*. Patna: Bharati Bhawan, 1998.

----- *Linguistics Simplified: Morphology*. Patna: Bharati Bhawan, 1997.

----- *Linguistics Simplified: Semantics*. Patna: Bharati Bhawan. 2000.

----- *A Concise History of English*. Patna: Bharati Bhawan, 2002.

Course outcome: study of Linguistics will enable the understanding of the structural and generative aspects of language, and social, cultural, historical and political factors through which linguistic-and language-based context is often determined.

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PUENG 600: AECC-2

5 Credits

Human Values & Professional Ethics 3 Credits; Gender Sensitization 2 Credits

(One Credit requires ten hours of theory and twenty hours of practical /assignment/field work)

- Unit 1: Variety of Moral issues, Principals of Ethics and Morality:**
Understanding the Harmony in the Society (society being an extension of family), Integrity, Work Ethic, Courage, Empathy, Self Confidence, Professional Ideas and Virtues, Ethics as a subset of Morality, Ethics and Organizations, Duties and Rights of employees and employers.
- Unit 2: Holistic approach to corporate ethics:**
Vedantic ethics—Tagore, Vivekanand, Gandhi and Aurobindo on Ethics, Ethics in Finance, Business and Environment, Professional Rights, Intellectual Property Rights, Corporate Responsibility. Social Audit and Ethical Investing, Computer and Ethics.
- Unit 3: Professional Ethics:**
Augmenting Universal Human Order, Characteristics of people-friendly and eco-friendly production, Strategy for Transition from the Present State to Universal Human Order. At the Level of Individual- as Socially and Ecologically Responsible Technologists and Managers, At the Level of Society- as Mutually Enriching Institutions and Organizations. Case studies of typical holistic technologies and management patterns.
- Unit 4: Gender—an Overview:**
Gender: Definition, nature and evolution, culture, tradition, historicity; Gender spectrum: biological, sociological, psychological conditioning; Gender-based division of labour—domestic work and use value.
- Unit 5: Gender—Contemporary Perspectives:**
Gender justice and human rights: international perspectives; Gender: constitutional and legal perspectives, media and gender; Gender: emerging issues and challenges.

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Semester 4 (Even Semester)

The Basket of Elective Courses

Only two Elective Courses of 05 Credits each are to be taught from the options given below, plus students have to take any one course either from DSE (Discipline Specific Elective) or GE (General Elective) from the courses offered under them.

Elective Course Group-1

PUENG 515: Spoken English: Phonology and the Grammar of Conversation

5 Credits

Students are required to attempt:

- Q.1 (Compulsory) Ten multiple Choice Questions 10x1=10 Marks
Q.2 (Compulsory) any four short-answer questions with reference to the context requiring critical analysis 4x6=24 Marks
Q.3. Any three Long-answer questions 3x12=36 Marks

- Unit 1:** Sounds of English, Word accent, Intonation and the Rhythm of English
Unit 2: Performance Phenomena: Dysfluency, Error, and Conversational Grammar
Unit 3: The Constructional Principles of Spoken Grammar
Unit 4: Discourse Markers, Prefatory Expressions, Utterance Launchers, Attention signals
Unit 5: Syntactic Non-clausal Units: Situational Ellipsis, Condensed Directives, and Vocatives

Recommended Reading:

H.E. Palmer, F G Blandford and R. Kingdon. *A Grammar of Spoken English*. Cambridge University Press, 1976

Douglas Biber et al. *Longman Grammar of Spoken and Written English*. Harlow: Pearson, 1999.

Course Outcome: Teaching this course will not only promote language gains for the students but will also improve their proficiency in spoken English. They will be able to handle English in practical communication situations with ease, confidence and clarity.

5 Credits

PUENG 516: Technical Communication

Students are required to attempt:

- Q.1 (Compulsory) Ten multiple Choice Questions 10x1=10 Marks
Q.2 (Compulsory) any four short-answer questions with reference to the context requiring critical analysis 4x6=24 Marks
Q.3. Any three Long-answer questions 3x12=36 Marks

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- Unit 1:** Basics of Technical Communication
Unit 2: Technology in Communication and Effective Presentation Strategies
Unit 3: Constituents of Effective Writing
Unit 4: Oral and Written Forms
Unit 5: Research Papers, Dissertation, and Thesis

Recommended Reading:

Meenakshi Raman & Sangeeta Sharma. *Technical Communication: Principles and Practice*. New Delhi: Oxford University Press, 2004.

MLA Handbook for Writers of Research Papers, 8th Edition

Course outcome: Completion of this course will make the students efficient users of English in a variety of professional transactions. They will be able to operate the language in diverse kinds of text-making.

PUENG 517: The Campus Novels

5 Credits

Students are required to attempt:

- Q.1 (Compulsory) Ten multiple Choice Questions **10x1=10 Marks**
Q.2 (Compulsory) any four short-answer questions with reference to the context requiring critical analysis **4x6=24 Marks**
Q.3. Any three Long-answer questions **3x12=36 Marks**

- Unit 1:** Kingsley Amis: *Lucky Jim*
Unit 2: David Lodge: *Nice Work*
Unit 3: Prema Nandakumar: *Atom and the Serpent*
Unit 4: J M Coetzee: *Disgrace*
Unit 5: Marylin French: *The Women's Room*

Recommended Reading:

Robert F Scott. "It's a Small World after All: Assessing the Contemporary Campus Novel." *The Journal of the Midwest Modern Language Association*. Vol 37, No 1, *The University* (2004):81-87.

Mark Bosco & Kimberly Rae Connor (eds). *Academic Novels as Satire: Critical Studies of an Emerging Genre*. Lewiston: Edwin Mellen Press, 2007.

David Bevan (ed). *University Fiction*. Atlanta, GA: Rodopi, 1990.

Course Outcome: A novel set on a university or polytechnic campus usually written by novelists who are also (temporarily or permanently) academics is called a campus novel. It is a novel, usually comic or satirical, in which the action is set within enclosed world of university (or similar set of learning) and highlights the follies of academic life. It is a

small but recognizable sub-genre of contemporary fiction. It dwells upon various issues related to the campus life and may be called University/College Novel or Campus Novel.

PUENG 518: Indian Diasporic Fiction in English

5 Credits

Students are required to attempt:

- Q.1 (Compulsory) Ten multiple Choice Questions 10x1=10 Marks
Q.2 (Compulsory) any four short-answer questions with reference to the context requiring critical analysis 4x6=24 Marks
Q.3. Any three Long-answer questions 3x12=36 Marks

- Unit 1: V S Naipaul: *A House for Mr Biswas* (1961)
Unit 2: Rohinton Mistry: "Auspicious Occasion" from *The Tales from Firozsha Baag* (1987), Jhumpa Lahiri: "A Temporary Matter", from *Interpreter of Maladies* (1999)
Unit 3: Chitra Banerjee Divakaruni: *The Mistress of Spices* (1996)
Unit 4: Gaiutra Bahadur: *Coolie Woman: The Odyssey of Indenture* (2013)
Unit 5: Amitava Kumar: *Immigrant, Montana* (2018)

Recommended Reading:

Vijay Mishra. "The Diasporic Imaginary: Theorizing the Indian Diaspora", *Textual Practice*, Volume 10, 1996—Issue 3, Published online, 30 June 2008: 421-447.

Purabi Panwar (ed). *V S Naipaul*. Delhi: Pencraft International, 2007.

Meenakshi Bharat (Ed). *A House for Mr Biswas: Critical Perspectives*. Delhi: Pencraft International, 2013.

Murari Prasad & Binod K Jha. "Indian Diasporic Formations: Reading *Coolie Woman: The Odyssey of Indenture*." *Asiatic* Vol.10, No.2 (December 2016): 230-246.

Bromley, Roger. *Narratives for a New Belonging: Diasporic Cultural Fictions*. Edinburgh: Edinburgh UP, 2000.

Course Outcome: A flourishing body of diasporic writing has emerged during past five decades. This course will enable the students to appreciate and evaluate a quality and variety of literary productions of the Indian diaspora dispersed in many locations.

5 Credits

PUENG 519: The Detective Novel

Students are required to attempt:

- Q.1 (Compulsory) Ten multiple Choice Questions 10x1=10 Marks
Q.2 (Compulsory) any four short-answer questions with reference to the context requiring critical analysis 4x6=24 Marks
Q.3. Any three Long-answer questions 3x12=36 Marks

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- Unit 1:** Wilkie Collins: *The Woman in White*
Unit 2: Agatha Christie: *The Murder of Roger Ackroyd*
Unit 3: Peter Carey: *True History of the Kelly Gang*
Unit 4: Chitra Sankaran: *Void of Reason*
Unit 5: Dorothy L Sayers: *Strong Poison*

Recommended Reading:

David Trotter. "Theory and Detective Fiction." *Critical Quarterly*. June 1991.

Birch, Dinah. "Detective Fiction." In *The Oxford Companion to English*

Literature, edited by Dinah Birch. New York: Oxford University Press, 2009. 289-290.

Course Outcome: This segment of English writing contains signifying transactions, apart from the elements of thrill and crime. The major practitioners of this genre have made significant contributions in the enrichment of this stream of fiction. This course will make the students familiar with the growth and maturity of the detective fiction.

PUENG 520: Cultural Studies: Marxism, Socialism, Nationalism, Globalisation, and their Critique

5 Credits

Students are required to attempt:

- Q.1 (Compulsory) Ten multiple Choice Questions **10x1=10 Marks**
Q.2 (Compulsory) any four short-answer questions with reference to the context requiring critical analysis **4x6=24 Marks**
Q.3. Any three Long-answer questions **3x12=36 Marks**

- Unit 1:** Louis Althusser: From 'Ideology and Ideological State Apparatuses' (Notes towards an Investigation); From On the Reproductions of the Conditions of Production; Franz Fanon: 'The Pitfalls of National Consciousness' from *The Wretched of the Earth*; Globalisation, Transnation, Multiculturalism
Unit 2: M. K. Gandhi: 'What is Truth?', 'On Ahimsa', 'Satyagraha- Not Passive Resistance', 'What is Unconstitutional?' 'Civil Disobedience' from Part I (Satyagraha: The Power of Nonviolence) from *Mahatma Gandhi: Selected Political Writings* edited by Dennis Dalton
Unit 3: Ram Manohar Lohia: 'Gandhism and Socialism' from Marx, Gandhi and Socialism
Unit 4: Deendayal Upadhyay: Integral Humanism: An Analysis of Some Basic Elements.
Unit 5: Gender, Age, Race, Ethnicity, Class, Caste

Recommended Reading:

Mahatma Gandhi. *Hind Swaraj and Other Writings* (ed). Anthony J Parel, Cambridge University Press, 1997.

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Leela Gandhi. "Gandhi and Fannon: The Slave's recovery", *Postcolonial Theory: A Critical Introduction*, Leela Gandhi. New Delhi: Oxford University Press, 1998.

-----." Marxism, Poststructuralism and the Problem of Humanism" in *Postcolonial Theory: a Critical Introduction*.

B R Ambedkar. *Annihilation of Caste*, with an annotated Introduction by Arundhati Roy, *The Doctor and the Saint*. New Delhi: Navayana Publishing, 2014.

Shashi Tharoor. "The Political Philosophy of Deendayal Upadhyaya." *Think India Journal*, Vol 17 (December 2017): 12-30.

Pavan K. Varma. "Philosophy of Integral Humanism." *Think India Journal*, Vol 17 (December 2017):34-41.

Liam Connell & Nicky Marsh (eds). *Literature and Globalisation: A Reader*. New York: Routledge, 2011.

Janet Wilson et al (ed). *Rerouting the Postcolonial*. London & New York: Routledge, 2010.

Ravindra K Jain. *Nation, Diaspora, Trans-Nation: Reflections from India*. New Delhi: Routledge, 2010.

Course Outcome: The objective of this course is to make the students understand the basic tenets of different schools of political thought prevalent in contemporary India. The expected learning outcome is that the students will be able to carry out a comparative study of all these political thoughts. This course will inculcate analytical capability and enable the students to critique some or all of these political thoughts.

PUENG 521: The Local and the Global: Writing in English from Bihar 5 Credits

Students are required to attempt:

- | | |
|------------------------------------------------------------------------------------------------------------|---------------|
| Q.1 (Compulsory) Ten multiple Choice Questions | 10x1=10 Marks |
| Q.2 (Compulsory) any four short-answer questions with reference to the context requiring critical analysis | 4x6=24 Marks |
| Q.3. Any three Long-answer questions | 3x12=36 Marks |

Prose Non-Fiction

- Unit 1:** (a) *The Travels of Dean Mahomet*, Ed. Michael Fisher
(b) Sujit Mukherjee: *Autobiography of an Unknown Cricketer*

Fiction

- Unit 2:** Amitava Kumar: *A Matter of Rats: A Short Biography of Patna*
Unit 3: Siddhartha Chowdhury: *Patna Roughcut*
Unit 4: Tabish Khair: *How to Fight Islamist Terror from a Missionary Position*
Unit 5: (a): **Poems:**

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Gurudas Mukherjee: Holyhock, Each Day;
Amarendra Kumar: Day and Night, Words;
Ranjana Sharan Sinha: She is gone forever, The Silent shore;
Shaileshwar Sati Prasad: To my daughter
(b): **Essays:**
Kalimudddin Ahmad: *Meaning of Criticism*;
Meenakshi Mukherjee: "Nation, Novel, Language" & "The Anxiety of Indianness" (Two essays from *The Perishable Empire*)

Recommended Reading:

Meenakshi Mukherjee. *The Perishable Empire*. New Delhi: Oxford U Press, 2000.
Ramachandra Guha. *The Last Liberal and Other Essays*. Permanent Black, 2008.
Ranjana Sharan Sinha. *Scents and Shadows*. New Delhi: Authorspress, 2019.
Vinay Dharwedkar. *English in India and Indian Literature in English: The Early History, 1579-1834. Comparative Literature Studies*, Vol 39, No.2, 2002: 93-119.

Course outcome: Provincial writing in English as opposed to metropolitan writings in English has not received its due recognition. The course will acquaint the students with the fine samples of literature in English produced by the writers having their origin from or base in Bihar. Engagement with this course will determine their contribution to Indian English literature carving a cultural constituency with local flavour and global appeal.

PUENG 522: The Graphic Novel/Narrative

5 Credits

Students are required to attempt:

Q.1 (Compulsory) Ten multiple Choice Questions **10x1=10 Marks**
Q.2 (Compulsory) any four short-answer questions with reference to the context
requiring critical analysis **4x6=24 Marks**
Q.3. Any three Long-answer questions **3x12=36 Marks**

Unit 1: Will Eisner: *A Contract with God*
Unit 2: Orijit Sen: *The River of Stories*
Unit 3: Sarnath Banerjee: *Corridor*
Unit 4: Craig Thompson: *Blankets*
Unit 5: Chris Reynolds: *The New World*

Recommended Reading:

Jan Baetens and Hugo Frey. *The Graphic Novel: An Introduction*. Cambridge, Cambridge University Press, 2015.
Pramod K Nayar. *The Indian Graphic Novel: Nation, History and Critique*. Routledge, 2016.

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Course Outcome: This course will promote a remarkable understanding of the dialectical relationship between visual and verbal content, and will show how it underlies any critical discussion of graphic literature. Students will learn to identify the distinctive feature of the graphic narrative genre, and the one which differentiates it from other forms of literary expression, as well as from communication based exclusively on visual language. Appreciation of the contest, conflict and conflation of verbal and visual texts will generate visual literacy and convert it into critical literacy.

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Elective Course Group-2

PUENG 523: New Literatures in English

5 Credits

Students are required to attempt:

- Q.1 (Compulsory) Ten multiple Choice Questions **10x1=10 Marks**
Q.2 (Compulsory) any four short-answer questions with reference to the context requiring critical analysis **4x6=24 Marks**
Q.3. Any three Long-answer questions **3x12=36 Marks**

- Unit 1: Margaret Atwood: The Edible Woman
Unit 2: Patrick White: Voss
Unit 3: (a): Karen Tei Yamashita: Tropic of Orange
(b): Mena Abdullah: The Time of the Peacock
Unit 4: Pablo Neruda: A Dog Has Died, Keeping Quiet
Derek Walcott: A Far Cry from Africa, Love after Love
Langston Hughes: Let America be America Again, The Negro Mother;
Maya Angelou: Phenomenal Woman, Still I Rise
Unit 5: Edwin Thumboo (edited): Literature and Liberation: Five Essays from Southeast Asia

Recommended Reading:

Murari Prasad. "Re-reading the Feminist Discourse in Margaret Atwood's *The Edible Woman*. In Margaret Atwood: Critical Perspectives, ed. Somdatta Mondal, Pencraft International, 2014.

-----, "Immigration and Exclusionary Politics in Kiran Desai's *The Inheritance of Loss* and Karen tei Yamashita's *Tropic of Orange*." *Dialog*, No. 24 (Autumn 2013): 46-62.

-----, Mapping Indo-Australian Experience: from *The Time of the Peacock* to *Homework*" in *Approaches*, Vol. VII (August 2018): 54-64.

Paul Sharrad. "Les Murray in a Dhoti." *Transnationalizing Australian Literature. Antipodes*, Volume 25, Number 1, Special Issue: Australia and Asia (June 2011): 29-36.

Course Outcome: The quality and variety of the diverse voices will foster cross-cultural understanding and enable the students to hold a conversation with the world.

PUENG 524: American Literature

5 Credits

Students are required to attempt:

- Q.1 (Compulsory) Ten multiple Choice Questions **10x1=10 Marks**
Q.2 (Compulsory) any four short-answer questions with reference to the context requiring critical analysis **4x6=24 Marks**

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Q.3. Any three Long-answer questions

3x12=36 Marks

- Unit 1: Mark Twain: *Huckleberry Finn*
Unit 2: Theodore Dreiser: *Sister Carrie*
Unit 3: **Walt Whitman:** *Song of Myself*;
Robert Frost: *The Road Not Taken, Stopping by Woods on a Snowy Evening; Meeting and Passing.*
Unit 4: Arthur Miller: *Death of a Salesman*
Unit 5: Toni Morrison: *Jazz*

Recommended Reading:

A N Kaul. *The American Vision*. 1963; OUP India, 2002.

Christopher Bigsby. *Arthur Miller: A Critical Study*. Cambridge University Press, 2005.

Murari Prasad. "Gender and Culture in *Sister Carrie*." *Indian Journal of American Studies*. Vol.27, Number 1 (Winter 1997): 59-64.

Linden Peach. *Toni Morrison: Contemporary Critical Essays*. Palgrave/Macmillan, 1998.

Course Outcome: American literature is a substantial component of English studies. The multi-generic menu of this course will acquaint the students with the distinctive flavour of writing that has flourished in America.

5 Credits

PUENG 525: Women's Literature

Students are required to attempt:

Q.1 (Compulsory) Ten multiple Choice Questions

10x1=10 Marks

Q.2 (Compulsory) any four short-answer questions with reference to the context requiring critical analysis

4x6=24 Marks

Q.3. Any three Long-answer questions

3x12=36 Marks

- Unit 1: Virginia Woolf: Introduction to *A Room of One's Own*
Unit 2: (a): Poetry: Sylvia Plath: *Spinster, Edge, Childless Woman*; Maya Angelou: *Caged Bird, Alone, Touched by an Angel*; Meena Alexander: *Dog Days of Summer*
(b): Short Stories: Anita Mehta: "Letters/4, 5, 6"; Nayantara Sahgal: "Martand"
Unit 3: Novels: Suneeta Peres da Costa: *Homework*
Unit 4: Arundhati Roy: *The God of Small Things*
Unit 5: Shobha De: *Socialite Evenings*

Recommended Reading:

Murari Prasad. "The Representation of Bombay in Shobha De's Novels." *Apperception, Journal of the Department of English and Modern European Languages, Vol IV* (2009): 141-153.

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..... "Literary Manifestations of Feminism in India (1947-1997)" in *India: Fifty Years after Independence*, eds. Kathleen Firth & Felicity Hand. Leeds: Peepal Tree Press, 2001.

..... (Ed). *Arundhati Roy: Critical Perspectives*. Delhi: Pencraft International, 2006.

..... "The Representation of Emotion in Arundhati roy's *The God of Small Things*" in *Production of Emotions*, ed. Teresa Brus & Marcin Tereszewski. Frankfurt: Peter Lang, 2016.

Course Outcome: The content of this course embraces a multicultural cross-section of women's experiences as women, their perspective on society and their calling as authors, members of diverse ethnic communities. The objective is to analyse, race, class, social identity, ethnicity, and the intersections of these categories.

PUENG 526: 16th and 17th Century Prose

5 Credits

Students are required to attempt:

- | | |
|-------------------------------------------------------------------------------------------------------------------|----------------------|
| Q.1 (Compulsory) Ten multiple Choice Questions | 10x1=10 Marks |
| Q.2 (Compulsory) any four short-answer questions with reference to the context requiring critical analysis | 4x6=24 Marks |
| Q.3 Any three Long-answer questions | 3x12=36 Marks |

- | | |
|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Unit 1: | The Bible: <i>The Book of Job</i> (Authorised Version) |
| Unit 2: | Bacon: Essays: Of Truth; The Unity in Religion; Of Revenge; Of Love; Of Superstition; Of Marriage and Single Life; Of Friendship; Of Ambition; Of Gardens; Of Studies; Of Honour and Reputation. |
| Unit 3: | Thomas More: From <i>Utopia</i> —Travel and Trade, Gold and Silver, Moral Philosophy, Delight in Learning, Slaves, Marriage Customs |
| Unit 4: | John Bunyan: <i>The Pilgrim's Progress</i> |
| Unit 5: | Machiavelli: <i>The Prince</i> , Chapters 5,7, 16,17,23 |

Recommended Reading:

Chaudhuri, Sukanta. *Bacon's Essays*. College and University Level Text Edition. Delhi: OUP, 1977.

Boris Ford. *The Pelican Guide to English Literature: The Age of Chaucer*. Penguin Books, 1955.

Basil Willey. *The Seventeenth Century Background*. Columbia University Press, 1934.

Course Outcome: This course will encourage students to appreciate Wisdom literature, and in terms of style, the shaping of English prose in dealing with matters as diverse as satire and political, utopian, imaginary and spiritual reawakening as well as a sample of prison literature.

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PUENG 527: Translation Theory and Practice

5 Credits

Students are required to attempt:

- Q.1 (Compulsory) Ten multiple Choice Questions **10x1=10 Marks**
Q.2 (Compulsory) any four short-answer questions with reference to the context requiring critical analysis **4x6=24 Marks**
Q.3. Any three Long-answer questions **3x12=36 Marks**

- Unit 1:** Translation and Creation; Translation as Cultural Encounter
Unit 2: Translation: Theory, Craft and Method
Unit 3: Translation and Multilingualism; Machine Translation and Auto-translation
Unit 4: The question paper will contain a brief text for translation into English from a choice of passages in Hindi, Urdu or Bangla.
Unit 5: Translation of Technological, legal and literary texts

- As part of the CIA, a Project work shall be undertaken that may include an article on translation theory, a write-up on the candidate's experience of undertaking the translation project and the translation of a short story or five poems.

Recommended Reading:

- Sukanta Chaudhuri. *Translation and Understanding*. Delhi: Oxford University press, 1999.
Sujit Mukherjee. *Translation as Recovery*, with an Introduction by Harish Trivedi. Delhi: Pencraft International, 2009.
Bassnett, Susan. *Translation Studies*. London & New York: Routledge, 2002.

Course Outcome: This course will impart the skills of translating a text from its source language into the target language. Students will gather insights from various theories of translation and consolidate their training by generating a variety of texts from one language into another. It will also enrich their ability to recover the meaning from one version for its creative rendition into another.

5 Credits

PUENG 528: Science Fiction

Students are required to attempt:

- Q.1 (Compulsory) Ten multiple Choice Questions **10x1=10 Marks**
Q.2 (Compulsory) any four short-answer questions with reference to the context requiring critical analysis **4x6=24 Marks**
Q.3. Any three Long-answer questions **3x12=36 Marks**

- Unit 1:** H G Wells: *Time Machine*
Unit 2: Isaac Asimov: *Pebble in the Sky*

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Unit 3:

Unit 4:

Unit 5:

William Gibson: *Neuromancer*

Amitav Ghosh: *The Calcutta Chromosome*

George Orwell: *Nineteen Eighty-Four*

Recommended Reading:

David Pringle: *The Ultimate Guide to Science Fiction*. New York: Pharos Books, 1991.

Lou Ratte. "Unlikely Encounters: Fiction and Scientific Discourse in the Novels of Amitav Ghosh." *History, Narrative, and Testimony in the Fiction of Amitav Ghosh*, ed. Chitra Sankaran, Albany: SUNY Press, 2012. 17-32.

Course Outcome: Reading Science Fiction will help students use the stories as a bridge between narrative thinking and logico-scientific mode of thinking as well as understand new concepts, entities of the natural world and some picture of the scientist's vision of the material world. The students will experience and recognize the nature of science and its contribution to the development of human culture.

PUENG 529: Twitterature & Nano-fiction

5 Credits

Students are required to attempt:

- Q.1 (Compulsory) Ten multiple Choice Questions **10x1=10 Marks**
Q.2 (Compulsory) any four short-answer questions with reference to the context requiring critical analysis **4x6=24 Marks**
Q.3. Any three Long-answer questions **3x12=36 Marks**

- Unit 1:** Jane Austen: *Pride and Prejudice*
Unit 2: Vikram Seth: *The Golden Gate*
Unit 3: Upamanyu Chatterjee: *The English August, an Indian Story*
Unit 4: Kiran Desai: *The Inheritance of Loss*
Unit 5: Alexander Aciman, Emmett Rensin. *Twitterature*. Penguin General UK, 2009.

Recommended Reading:

Murari Prasad. Vikram Seth's *The Golden Gate* and Contemporary Indian English Poetry." *Apperception*. Vishwabharati, Santiniketan. Volume V, 2011.

Sharma, Vijay K. and Neeru Tondon, ed. Kiran Desai and Her Fictional World. New Delhi: Atlantic Publishers and Distributors, 2011. Print.

Prasad, Murari. "Literary Perspectives on Globalisation: Reading Kiran Desai's *The Inheritance of Loss*". *The Indian English Novel of the New Millennium*, ed. P K Singh, Newcastle upon Tyne: Cambridge Scholars Publishing, 2013.

..... "Reading Upamanyu Chatterjee's *English August*." *CIEFL Bulletin*, vol 16, no. 2, Dec 2006. Pp 82-93.

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Michigan: 'Upamanyu Chatterjee.' *South Asian Writers in English*. Ed. Alam Fakrul, Thomson Gale, 2006.

Varish Trivedi (ed). *Jane Austen: An Anthology of Recent Criticism*. Delhi: Pencraft International. 1996.

Meenakshi Mukherjee. *Re-reading Jane Austen*. London: Macmillan. 1995.

Course Outcome: we realize that literature cannot be proposed to the modern-day readers in the same form it has been for centuries and needs to be translated in the language and format of our time. Our digital time should develop new and more functional ways of addressing literary texts. Literature can be retold through tweets and short snatches of Nano-fiction. Novels, short stories, poems and plays can be reduced into a slim format of 280 characters or Nano-fiction versions. The plots of novels can be summarised by recreating them into 20-25 tweets reading like Nano-fiction. Pedagogic and aesthetic potential of smart phone text message and the Internet are involved in practising these skills. It will regenerate a reading practice and sharpen the students' comprehension of the text. Tweets can be used as a creative interpretative tool to extrapolate the quintessential element of the text with its immediate and insightful grasp, for lively and active reading and rewriting the text in different formats, for a productive interface between language and literature as well as composing a sequence of tweets/Nano-fiction pieces as a new text. Tweets can capture the core idea within the number of characters allowed by the format. It requires creativity and comprehension. The encounter between digital technology and literature has opened a wealth of new possibilities.

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one course from the following groups

Discipline Specific Group

PUENG 530: Partition Narratives

5 Credits

Students are required to attempt:

1. (Compulsory) Ten multiple Choice Questions 10x1=10 Marks
2. (Compulsory) any four short-answer questions with reference to the context requiring critical analysis 4x6=24 Marks
3. Any three Long-answer questions 3x12=36 Marks

- Unit 1:** Khushwant Singh: Train to Pakistan
Unit 2: Jyotirmoyee Devi: The River Churning
Unit 3: Bhisham Sahni: The Train has Reached Amritsar
Unit 4: Amrita Pritam: Pinjar
Unit 5: Bapsi Sidhwa: Cracking India

Recommended Reading

Chatterjee, Partha. *The Nation and its Fragments: Colonial and Postcolonial Histories*. Princeton: Princeton University Press, 1993.

Pandey, Gyanendra. *Routine Violence: Nations, Fragments, Histories*. New Delhi: Permanent Black, 2006.

Pandey, Gyanendra. *Remembering Partition*. New Delhi: Foundation Books, 2003.

Bagchi, Jasodhara and Subhoranjan Dasgupta (eds.). *The Trauma and the Triumph: Gender and Partition in Eastern India*. Kolkata: Stree, 2003.

Menon, Ritu and Kamla Bhasin. *Borders and Boundaries: Women in India's Partition*. New Delhi: Kali for Women, 1998.

Course Outcome: These canonical texts offer a moving and meaningful perspective on the discourse of India's partition in 1947. The students will register and appreciate the portrayal of immigrants' memory in the context of the trauma and dislocation caused by the momentous divisive transition in both Punjab and Bengal as well as the tense and intolerant inter-faith ethos in post-partition India.

5 Credits

PUENG 531: Film and Literature

Students are required to attempt:

- Q.1 (Compulsory) Ten multiple Choice Questions 10x1=10 Marks
- Q.2 (Compulsory) any four short-answer questions with reference to the context requiring critical analysis 4x6=24 Marks

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3 Any three Long-answer questions

3x12=36 Marks

- Unit 1: Introduction to Basic Concepts in Film-Making: Mise-én-scene, Long Takes,
Deep Focus, Types of Shots, Colour and Sound
Major Genres of Films
- Unit 2: Major Movements, Periods and Theories of Film-Making
Novel: Khushwant Singh: *Train to Pakistan*, 1956
Film: Pamela Rooks, *Train to Pakistan*, 1998
- Unit 3: Novel: R K Narayan: *The Guide*, 1958
Film: Nav Ketan Films: *Guide*, 1965
- Unit 4: Novel: Rabindranath Tagore, *Home and the World*, 1916
Film: Satyajit Ray, *Ghare Baire*, 1984
- Unit 5: Novel: Bapsi Sidhwa, *Cracking India/Ice-Candy Man*, 1988
Film: *Earth* 1947, Deepa Mehta's 1998 film

Recommended Reading:

Sara Martin Alegre. "India on the Screen in the 1980s and 1990s". *India Fifty Years after Independence*, eds Kathleen Firth & Felicity Hand. Leeds: Peepal Tree Press, 2001.

Anup C Nair. *R K Narayan's Guide and its Cinematic Adaptation: A Case Study*. Jaipur: Paradise Publishers, 2010.

John Thieme. *R K Narayan*. Manchester University Press. 2007.

A.N.Kaul. "R K Narayan and the East-West Theme." In *Considerations*, ed. Meenakshi Mukherjee, Delhi: Allied Publishers, 1977. 43-65.

D K Pabby & Alpana Neogy (eds). *Rabindranath Tagore's Home and the World: New Dimensions*. New Delhi: Asia Book Club, 2001.

M A Quayum. "Rabindranath Tagore's Political Imagination in *The Home and the World: A Textual and Contextual Reading*." *The Poet and His World*, ed. M A Quayum, New Delhi: Orient BlackSwan, 2011.

Crane, Ralph J. "'A Passion for History and for Truth Telling': The Early Novels of

Bapsi Sidhwa." Eds. Dhawan, R.K. and Novy Kapadia. *The Novels of Bapsi Sidhwa*. New Delhi: Prestige Books, 1996. 48-60.

Course Outcome: The course on Film and Literature is to enable the understanding often two most important cultural productions of our times. The course will examine films and texts as reflection and production of culture, ideology and history. It will encourage analytical skills related to visual literacy and its correspondences with the world framed as a structured text, familiarizing students with the techniques and grammar of films.

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PUENG 532: Western Logic

5 Credits

Students are required to attempt:

Q.1 (Compulsory) Ten multiple Choice Questions

10x1=10 Marks

Q.2 (Compulsory) any four short-answer questions with reference to the context requiring critical analysis

4x6=24 Marks

Q.3. Any three Long-answer questions

3x12=36 Marks

Course Content

- Unit 1**
- (1) What is logic
 - (2) What is symbolic logic
 - (3) Advantages of Symbolic logic
 - (4) Propositions and Arguments
- Unit 2**
- (1) Categorical propositions and its four kinds according to quality and quantity
 - (2) Distribution of Terms
 - (3) Square of opposition
- Unit 3**
- (1) Immediate Inference- conversion and observation
 - (2) Figures- Four figures
 - (3) Syllogistic rules and fallacies
- Unit 4**
- (1) Truth and Validity
 - (2) Contradictory, Tautology, Contingent & Equivalence
 - (3) Determination of Truth value by using Truth Table Method
 - (4) Validity and Invalidity of argument by Truth Table Method
- Unit 5**
- (1) Formal truth of validity
 - (2) Proof of invalidity
 - (3) Conditional proof and Indirect proof

Recommended Reading:

- Symbolic logic - I. M. Copi 4th edition
An introduction to logic - Copi and Cohen 9th Edition
An Introduction to logic - Copi and Cohen Jetli and Prabhakar 12th Edition
Deductive logic - B. N. Roy

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General Elective (GE-1)

5 Credits

PUENG 533: Inclusive Policies

(Course offered in Semester-4)

Course Content

- Unit 1: Concept of Inclusive Policy:**
(a) Meaning and Nature of inclusive policy
(b) Exclusion and Inclusion Controversy, caste-based Exclusion
- Unit 2: Right of Individual and their Redressal:**
(a) State Policies and Right of Individual
(b) Obstacles in the fulfilment of individual Rights, Poverty, Illiteracy, Under Development, Government Policies
- Unit 3: Sources of Inclusive Policies:**
(a) Constitutional Provisions and Inclusive Policies
(b) Ideas of Amartya Sen.
- Unit 4: Inclusive Policies and Human Rights:**
(a) Social, Economic, Political and Legal Structure of the Country
(b) Bureaucratic corruption, police atrocities and criminal judicial process.
- Unit 5: Assignment/ Field Work based on Units 1, 2, 3, and 4.**

General Elective (GE-1)

5 Credits

PUENG 534: Human Rights

(Course offered in Semester-4)

Course content:

- Unit 1 Conceptual Aspects of Human Rights**
a. Meaning and Concept of Human Rights
b. Human Rights, Natural Rights, Civil Rights, Political Rights and Legal Rights
- Unit 2 Evolution of the Concept of Human Rights**
a. Magna Carta, The united states declaration of Independence: The French Declaration of the Rights of Man and the Citizen: United State Bill of Rights: Geneva Convention of 1864: Universal declaration of Human Rights, 1948.
b. International Bill of Rights, Significance of Universal Declaration of Human Rights International Covenant on Civil and political Rights, International Covenant on Economic, Social and cultural Rights.
- Unit 3 Diversity, Multiculturalism and Human Rights**
a. Value of Diversity: Collective Cultural Rights and the Idea of Universal Human Rights: Multiculturalism and Minority Rights: protection and promotion of Human Rights in Multicultural Societies.

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b. Beyond Universal Human Rights: Universalism of human Rights: Nation-State and the Right to national Self-Determination: state Sovereignty and the Politics of Universal Human rights.

Unit 4

Theoretical aspects of Human rights.

a. Theories of Human Rights-Liberal Perspective-Locke, Rousseau, J.S. Mill, Marxian Perspective-Marx, Gramsci

Unit 5

b. Feminist Perspective of Human Rights.
Assignment / Field Work based and Unit I, II, III and IV.

