UNIVERSITY OF DELHI
MASTER OF ARTS
COMPARATIVE INDIAN LITERATURE
(Effective from Academic Year 2018-19)

PROGRAMME BROCHURE

M. A. Comparative Indian Literature Revised Syllabus as approved by Academic Council on XXXX, 2018 and
Executive Council on YYYY, 2018
CONTENTS

I. About the Department
II. Introduction to CBCS
   Scope
   Definitions
   Programme Objectives (POs)
   Programme Specific Outcomes (PSOs)
III. M.A. in Comparative Indian literature
   Programme Details
   Programme Structure
   Eligibility for Admissions
   Assessment of Students’ Performance
   and Scheme of Examination
   Pass Percentage & Promotion Criteria:
   Semester to Semester Progression
   Conversion of Marks into Grades
   Grade Points
   CGPA Calculation
   Division of Degree into Classes
   Attendance Requirement
   Span Period
   Guidelines for the Award of Internal Assessment Marks
   M.A. Comparative Indian Literature Programme (Semester Wise)
I. About the Department:

Name of the Department: Department of Modern Indian languages and literary Studies

The Department of Modern Indian Languages and Literary Studies (MIL&LS), University of Delhi, was established in 1961. A unique feature that identifies the department as the first and only one of its kinds in the Indian University system is its institutional and methodological structure that enables a dialogue among Indian Literatures, Languages and Cultures. In times where ideas of interdisciplinary and cross-cultural exchanges are being revisited with new academic zeal, the department serves as a role model where such endeavours have been continuing for more than five decades.

The Department of MIL&LS is engaged in teaching and research in 11 Indian Languages and Literatures. The language programmes offered at different levels are Assamese, Bengali, Gujarati, Kannada, Malayalam, Manipuri, Marathi, Odia, Sindhi, Tamil and Telugu. Besides, post-graduate programmes are offered in Bengali, Tamil and Comparative Indian Literature. Three thrust areas under which the department is carrying out in-depth research and investigations are - Comparative Indian Literature, Translation among Indian Languages, and Folklore and Tribal Lore of India. National seminars on thrust areas are organized annually, eminent scholars deliver special lectures throughout the year, and the research students and teachers of the department undertake field studies in different parts of the country.

The Department of Modern Indian languages and Literary Studies is known in the country and overseas for its programmes in Comparative Indian Literature that provides a new dimension in the study of Comparative Literature in India and contributed to the theoretical debate on Indian school of Comparative literature. Based on the teaching and research in the department going on for last fifty six years or so the Department of Modern Indian languages and Literary Studies was adjudged as the CENTRE OF EXCELLENCE in a report prepared for the Research Council, United Kingdom, in 2011.

The M A in Comparative Indian Literature revised syllabus under Choice Based Credit System has been prepared by the experts of Indian Literature working in the department in consultation with the superannuated teachers of the department. In the process of making of the syllabus the views of students and teachers, as stake-holders, have been taken into consideration. The overall response of the stake-holders is in favour of the revised syllabus that has accommodated many new areas of investigation such as Gender studies, Indigenous studies, Folk and Popular Culture, Contemporary literary and Cultural theories, Interdisciplinary studies, Translation studies, Literary theories- East and the West, Dalit literature, Tribal literature, and the interrelationship between Indian literature and other disciplines. All these areas will be studied in comparative frameworks during the two-year M. A. Programme.
II. Introduction to CBCS (Choice Based Credit System)

Choice Based Credit System:
The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective and open elective courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Grading system provides uniformity in the evaluation and computation of the Cumulative Grade Point Average (CGPA) based on student’s performance in examinations which enables the student to move across institutions of higher learning. The uniformity in evaluation system also enables the potential employers in assessing the performance of the candidates.

Definitions:
(i) ‘Academic Programme’ means an entire course of study comprising its programme structure, course details, evaluation schemes etc. designed to be taught and evaluated in the teaching Department.
(ii) ‘Course’ means a segment of a subject that is part of an Academic Programme
(iii) ‘Programme Structure’ means a list of courses (Core, Elective, Open Elective) that makes up an Academic Programme, specifying the syllabus, credits, hours of teaching, evaluation and examination schemes, minimum number of credits required for successful completion of the programme etc. prepared in conformity to University Rules, eligibility criteria for admission
(iv) ‘Core Course’ means a course that a student admitted to a particular programme must successfully complete to receive the degree and which cannot be substituted by any other course
(v) ‘Elective Course’ means an optional course to be selected by a student out of such courses offered in the Department/Centre
(vi) ‘Open Elective’ means an elective course which is available for students of all programmes, including students of same department. Students of other Department will opt these courses subject to fulfilling of eligibility of criteria as laid down by the department offering the course.
(vii) ‘Credit’ means the value assigned to a course which indicates the level of instruction; One-hour lecture per week equals 1 Credit, 2 hours practical class per week equals 1 credit. Credit for a practical could be proposed as part of a course or as a separate practical course
(viii) ‘SGPA’ means Semester Grade Point Average calculated for individual semester.
(ix) ‘CGPA’ is Cumulative Grade Points Average calculated for all courses completed by the students at any point of time. CGPA is calculated each year for both the semesters clubbed together.
(x) ‘Grand CGPA’ is calculated in the last year of the course by clubbing together of CGPA of two years, i.e., four semesters. Grand CGPA is being given in Transcript form. To benefit the student a formula for conversation of Grand CGPA into %age marks will be given in the Transcript.
III. M.A. in Comparative Indian Literature Programme Details:
Each paper has been designed on a specific format under the following sub-headings:

1. Programme Objectives (POs):
POs are what knowledge, skills and attitudes a post-graduate should have at the time of completion of the course. POs are discipline specific. Keeping in view the characteristics of the course PO has been noted down for each course separately.

2. Programme Specific Outcomes (PSOs):
Programme specific outcome for each course is given based on the distinctive features of the M.A. in Comparative Indian Literature programme.

3. Programme Structure:
The M.A. in Comparative Indian Literature programme is a two-year course divided into four-semesters. A student is required to complete 80 (Eighty) credits for the completion of course and the award of the degree.

<table>
<thead>
<tr>
<th>Part – I</th>
<th>Semester</th>
<th>Part – II</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>Semester I</td>
<td>Second Year</td>
<td>Semester II</td>
</tr>
</tbody>
</table>

### Course Credit Scheme

<table>
<thead>
<tr>
<th>Semester</th>
<th>Core Courses</th>
<th>Elective Course</th>
<th>Open Elective Course</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of papers</td>
<td>Credits (L+T)</td>
<td>Total Credits</td>
<td>No. of papers</td>
</tr>
<tr>
<td>I</td>
<td>04</td>
<td>16+4</td>
<td>20</td>
<td>-</td>
</tr>
<tr>
<td>II</td>
<td>04</td>
<td>16+4</td>
<td>20</td>
<td>-</td>
</tr>
<tr>
<td>III</td>
<td>02</td>
<td>08+2</td>
<td>10</td>
<td>02</td>
</tr>
<tr>
<td>IV</td>
<td>02</td>
<td>08+2</td>
<td>10</td>
<td>02</td>
</tr>
<tr>
<td>Total Credits for the Course</td>
<td>12</td>
<td>48+12</td>
<td>60</td>
<td>04</td>
</tr>
</tbody>
</table>

* For each Core and Elective Course there will be 4 lecture hours of teaching and 1 tutorial per week.
* Open Electives course are of 8 credits.
* Duration of examination of each paper shall be 3 hours.
* Each paper will be of 100 marks out of which 70 marks shall be allocated for semester examination and 30 marks for internal assessment.
## COURSE CONTENTS

### Core Courses: 12

<table>
<thead>
<tr>
<th>Paper No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CILCC101</td>
<td>Comparative Literature: Theory, History and Methods</td>
<td>5</td>
</tr>
<tr>
<td>CILCC102</td>
<td>Comparative Indian Literature: Concept and Practices</td>
<td>5</td>
</tr>
<tr>
<td>CILCC103</td>
<td>Literary Genres</td>
<td>5</td>
</tr>
<tr>
<td>CILCC104</td>
<td>Ancient Indian Literature</td>
<td>5</td>
</tr>
<tr>
<td>CILCC201</td>
<td>Aesthetics and Poetics</td>
<td>5</td>
</tr>
<tr>
<td>CILCC202</td>
<td>Medieval Indian Literature</td>
<td>5</td>
</tr>
<tr>
<td>CILCC203</td>
<td>Study of Themes</td>
<td>5</td>
</tr>
<tr>
<td>CILCC204</td>
<td>Indian Dramatic Theory and Literature</td>
<td>5</td>
</tr>
<tr>
<td>CILCC301</td>
<td>Reception and Intertextuality: Indian Epic(s)</td>
<td>5</td>
</tr>
<tr>
<td>CILCC302</td>
<td>Contemporary Literary and Cultural Theories</td>
<td>5</td>
</tr>
<tr>
<td>CILCC401</td>
<td>Indian Fiction</td>
<td>5</td>
</tr>
<tr>
<td>CILCC402</td>
<td>Bhakti Movements and Indian Literature</td>
<td>5</td>
</tr>
</tbody>
</table>

### Elective Courses: 04

<table>
<thead>
<tr>
<th>Paper No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CILEC303 (i)</td>
<td>Tragedy in Indian Theatre</td>
<td>5</td>
</tr>
<tr>
<td>or (ii)</td>
<td>Folk and Popular Culture</td>
<td>5</td>
</tr>
<tr>
<td>CILEC304 (i)</td>
<td>Dalit Literature</td>
<td>5</td>
</tr>
<tr>
<td>or (ii)</td>
<td>Indian Women Writings</td>
<td>5</td>
</tr>
</tbody>
</table>
Open Elective Courses: 02

<table>
<thead>
<tr>
<th>Paper No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CILOE305 (i)</td>
<td>Translation Studies and Translation among Indian Languages</td>
<td>4</td>
</tr>
<tr>
<td>or (ii)</td>
<td>Literature and Media</td>
<td>4</td>
</tr>
<tr>
<td>CILOE405 (i)</td>
<td>19th Century Bengal: Ideas and Cultural Trends</td>
<td>4</td>
</tr>
<tr>
<td>or (ii)</td>
<td>Ancient Tamil Literature</td>
<td>4</td>
</tr>
</tbody>
</table>

Semester wise Details of M. A. in Comparative Indian Literature Course

SEMMESTER- I

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Paper No.</th>
<th>Paper Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Theory</td>
</tr>
<tr>
<td>CILCC</td>
<td>101</td>
<td>Comparative Literature: Theory, History and Methods</td>
<td>4</td>
</tr>
<tr>
<td>CILCC</td>
<td>102</td>
<td>Comparative Indian Literature: Concept and Practices</td>
<td>4</td>
</tr>
<tr>
<td>CILCC</td>
<td>103</td>
<td>Literary Genres</td>
<td>4</td>
</tr>
<tr>
<td>CILCC</td>
<td>104</td>
<td>Ancient Indian Literature</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>04</td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>
### SEMESTER- II

<table>
<thead>
<tr>
<th>Course</th>
<th>Paper No.</th>
<th>Paper Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Theory</td>
<td>Tutorial</td>
</tr>
<tr>
<td>CILCC</td>
<td>201</td>
<td>Aesthetics and Poetics</td>
<td>4</td>
</tr>
<tr>
<td>CILCC</td>
<td>202</td>
<td>Medieval Indian Literature</td>
<td>4</td>
</tr>
<tr>
<td>CILCC</td>
<td>203</td>
<td>Study of Themes</td>
<td>4</td>
</tr>
<tr>
<td>CILCC</td>
<td>204</td>
<td>Indian Dramatic Theory and Literature</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>04</strong></td>
<td><strong>16</strong></td>
<td><strong>4</strong></td>
</tr>
</tbody>
</table>

### SEMESTER- III

<table>
<thead>
<tr>
<th>Course</th>
<th>Paper No.</th>
<th>Paper Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Theory</td>
<td>Tutorial</td>
</tr>
<tr>
<td>CILCC</td>
<td>301</td>
<td>Reception and Intertextuality: Indian Epic(s)</td>
<td>4</td>
</tr>
<tr>
<td>CILCC</td>
<td>302</td>
<td>Contemporary Literary and Cultural Theories</td>
<td>4</td>
</tr>
<tr>
<td>CILEC</td>
<td>303 (i)</td>
<td>Tragedy in Indian Theatre</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>or (ii)</td>
<td>Folk and Popular Culture</td>
<td></td>
</tr>
<tr>
<td>CILEC</td>
<td>304 (i)</td>
<td>Dalit Literature</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>or (ii)</td>
<td>Indian Women Writings</td>
<td></td>
</tr>
<tr>
<td>CILOE</td>
<td>305 (i)</td>
<td>Translation Studies and Translation among Indian Languages</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>or (ii)</td>
<td>Literature and Media</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5</strong></td>
<td><strong>20</strong></td>
<td><strong>4</strong></td>
</tr>
</tbody>
</table>
### SEMESTER- IV

<table>
<thead>
<tr>
<th>Course</th>
<th>Paper No.</th>
<th>Paper Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Theory</td>
</tr>
<tr>
<td>CILCC</td>
<td>401</td>
<td>Indian Fiction</td>
<td>4</td>
</tr>
<tr>
<td>CILCC</td>
<td>402</td>
<td>Bhakti Movements and Indian Literature</td>
<td>4</td>
</tr>
<tr>
<td>CILEC</td>
<td>403 (i)</td>
<td>Indian Partition Literature</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>or (ii)</td>
<td>Tribal Literature</td>
<td></td>
</tr>
<tr>
<td>CILEC</td>
<td>404 (i)</td>
<td>Post modernism and Post colonialism</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>or (ii)</td>
<td>Project Work and Dissertation</td>
<td></td>
</tr>
<tr>
<td>CILOE</td>
<td>405(i)</td>
<td>19th Century Bengal: Ideas and Cultural Trends</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>or (ii)</td>
<td>Ancient Tamil Literature</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS = 88**

**Minimum requirement of credits for promotion: 80**

**Selection of Elective Courses:**

There is the provision for options out of 8 (eight) Elective Courses provided in the programme. Elective Courses will be offered in the 2nd year (2 in Semester III and 2 in Semester IV). In Semester III the students will chose one course out of 2 choices given in the course, CILEC – 301, and one course out of the choices given in course, CIICE -302. Similarly in Semester IV students will chose one course out of 2 choices given in the course, CILEC – 401, and one course out of the choices given in course, CILCE – 402.

**Open Elective Courses:**

There is the provision for options out of 4 (four) Open Elective Courses in the programme. Open Elective Courses will be offered in the 2nd year (1 in Semester III and 1 in Semester IV). In Semester III the students will chose one course out of 2 choices given in the course, CILOE – 305. Similarly in Semester IV students will chose one course out of 2 choices given in the course, CILOE – 405. Open Elective Courses are meant for the students of Comparative Indian Literature and the students of other disciplines as per Delhi University rules.
Teaching:

The Department of Modern Indian Languages and Literary Studies is primarily responsible for organizing lectures of M.A. in Comparative Indian Literature programme. There will be 4 (four) theory classes and 1 (one) tutorial for each paper in a week except the Open Elective Courses, which will have no tutorial. All the classes will be held in the First Floor, Tutorial building, Faculty of Arts, University of Delhi. Teaching will be arranged as per the Time-Table to be circulated in the beginning of every semester and the students will get information about the tutorials from the course teacher. There shall be 90 instructional days excluding examination in a semester. No extra or special classes will be arranged during the semester or after.

Details about Projects/Dissertation and role of supervisor:

Elective Course, CILEC – 404 (option- ii) is on Project Work and Dissertation Writing. Students who will opt for this paper will have to decide the project he/she wants to undertake and the topic of dissertation in the beginning of the semester and work in consultation with the supervisor allotted to him/her. The role of the supervisor is to design the project, supervise the work and dissertation writing. The supervisor will be available for consultation till the completion of the project and submission of the dissertation.

Eligibility for Admissions:

Admission to the M. A. in Comparative Indian Literature programme will be given through Entrance Test and Direct admission mode. Eligibility Criteria in detail is available in the Department website, www.mil.du.ac.in as well as Delhi University Website, www.du.ac.in

Assessment of Students’ Performance and Scheme of Examinations:

1. Assessment of students’ performance shall consist of:
Each course will carry 100 marks, of which 30 marks shall be reserved for internal assessment based on classroom participation, seminar, term papers, tests and attendance. Weightage given to each of these components shall be decided and announced at the beginning of the semester by the course teacher. Marks will be changed to Credits; 5 (five) credits per paper under Core and Elective Courses as per university rules. Each Open Elective course will be of 4 (four) credits and the marks will be converted to credits accordingly.

Pass Percentage & Promotion Criteria:

The minimum percentage of marks required to declare pass in individual paper is 40% and minimum requirement of the credits for promotion is 80 (Eighty)
Part I to Part II Progression:

Semester to Semester: Students shall be required to fulfill the Part to Part Promotion Criteria. Within the same Part, students shall be allowed to be promoted from a Semester to the next Semester, provided she/he has passed at least half of the courses, i.e. two courses of the current semester.

Part to Part:

Part I to II: In order to be promoted from Part A to Part B of the course a student is required to clear two papers from Semester I and two papers from Semester II amounting to 16 credits. However, the student has to clear the remaining papers while studying in Part-II of the Programme.

Examinations for courses shall be conducted only in the respective odd and even Semesters as per the Scheme of Examinations. Regular as well as Ex-Students shall be permitted to appear/re-appear/improve in courses of Odd Semesters only at the end of Odd Semesters and courses of Even Semesters only at the end of Even Semesters.

Conversion of Marks into Grades:

As per University of Delhi Examination guidelines

Grade Points:
Grade point table as per University Examination rule

CGPA Calculation:
As per University Examination rule

Grand SGPA Calculation:
As per University Examination rule

Conversion of Grand CGPA into Marks
As notified by the competent authority the formula for conversion of Grand CGPA into marks is: Final %age of marks = CGPA based on all four semesters × 9.5

Division of Degree into Classes:
Post Graduate degree to be classified based on CGPA obtained into various classes as notified into Examination policy.

Attendance Requirement:
No student shall be considered to have pursued a regular course of study unless he/she is certified by the Head of the Department of Modern Indian Languages and Literary Studies, University of Delhi, to have attended 75% of the total number of lectures, tutorials and seminars conducted in each semester, during his/her course of study. Provided that he/she fulfills other conditions the Head, Department of Modern Indian Languages and Literary Studies, may permit a student to the next Semester who falls short of the required percentage of attendance by not more than 10 percent of the lectures, tutorials and seminars conducted during the semester.
Span Period:
No student shall be admitted as a candidate for the examination for any of the Parts/Semesters after the lapse of four years from the date of admission to the Part-I/Semester-I of the M A in Comparative Indian Literature Programme.

SCHEME OF EXAMINATIONS

1. The medium of examination shall be in **English**.

2. Examinations shall be conducted at the end of each Semester as per the Academic Calendar notified by the University of Delhi.

3. The system of evaluation shall be as follows:
   a. Each course will carry **100** marks, of which **30** marks shall be reserved for internal assessment based on classroom participation, seminar, term courses, tests and attendance. Weightage given to each of these components shall be decided and announced at the beginning of the semester by the individual teacher responsible for the course. Any student who fails to participate in classes, seminars, term courses, tests will be debarred from appearing in the end-semester examination in the specific course and non-Internal Assessment marks will be awarded. His/her Internal Assessment marks will be awarded as and when he/she attends regular classes in the course in the next applicable semester. No special classes will be conducted for him/her during other semesters.
   b. The remaining **70** marks in each paper shall be awarded on the basis of a written examination at the end of each semester. The duration of written examination for each paper shall be of **three** hours.

4. Examinations for courses shall be conducted only in the respective odd and even Semesters as per the Scheme of Examinations. Regular as well as Ex-Students shall be permitted to appear/re-appear/improve in courses of Odd Semesters only at the end of Odd Semesters and courses of Even Semesters only at the end of Even Semesters.
SEMESTER – I

CORE COURSES

CILCC – 101

COMPARATIVE LITERATURE: THEORY, HISTORY AND METHODS

Marks: 70+30 = 100
Duration: 50 hours
Credits: 05

Objectives:

The course aims at introducing Comparative Literature as a discipline and giving a general history of its development along with the basic methods and models it follows. It takes a closer look at the various schools of thoughts in Comparative Literature and their positions along with the new directions and contemporary perspectives of the discipline.

Course learning outcomes:

The course is expected to introduce the students a new subject and new area of literary investigation. It will equip the students to explore the possibility of understanding literary systems beyond the mono-literary framework and orient them towards analyzing the literary and human knowledge systems within a comparative framework.

Course Units:

I. Comparative Literature: Introduction (20 marks)
II. Schools of Comparative Literature: French, German, American and Asian (20 marks)
III. Areas of study in a Comparative framework: thematology, genalogy, historiography, reception and influence, intertextuality; interliterariness, and interdisciplinarity (10 marks)
IV. Comparative Literature: New Directions and Contemporary Perspectives (20 marks)

Teaching Plan: Lecture- 40 Hrs., Discussions-10 Hrs., Assignments/Presentations

<table>
<thead>
<tr>
<th>Unit</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit I</td>
<td>4 weeks</td>
</tr>
<tr>
<td>Unit II</td>
<td>4 weeks</td>
</tr>
<tr>
<td>Unit III</td>
<td>2 weeks</td>
</tr>
<tr>
<td>Unit IV</td>
<td>4 weeks</td>
</tr>
</tbody>
</table>

Suggested Readings:


**Further Readings:**


**CILCC - 102**

**COMPARATIVE INDIAN LITERATURE: CONCEPTS AND PRACTICES**

**Marks: 70+30 = 100**

**Duration: 50 hours**

**Credits: 05**

**Objectives:**

The course aims at introducing the language, culture, folklore and literatures of India and their studies in a comparative framework. While dealing with the various components of the above aspects an attempt will be made to identify commonalities and establish the appropriate connections in them, thus justifying the idea of ‘Comparative Indian Literature’. 
Course learning outcomes:
The course is expected to orient the students towards a departure from the mono-literary investigation and the need for a new methodology for the literary analysis in a multi-lingual and multi-cultural situation that India provides.

Course Units:

I. Land, people, language and their linguistic distribution. (10 marks)
II. Indian languages: Common linguistic features and Language family. (20 marks)
III. Indian narrative traditions: Oral and Written (20 marks)
IV. The concept of Indian literature, Comparative Indian literature in India. (20 marks)

Teaching Plan: Lecture- 40 Hrs., Discussions-10 Hrs., Assignments/Presentations

Unit I : 2 weeks
Unit II : 4 weeks
Unit III : 4 weeks
Unit IV : 4 weeks

Suggested Readings:


Further Readings:


LITERARY GENRES

Marks: 70+30 = 100
Duration: 50 hours
Credits: 05

Objectives:

The course aims at understanding the concept of literary genres and its theoretical classifications. Special focus shall be given to the study of literary movements and genres in Indian Literature. The course also takes a closer study of fiction and non-fiction genres in India and their differences and overlapping.

Course learning outcomes:

The course is expected to engage the students towards theoretical classification of genres and the role of genre study in Comparative Literature. The corpus of Indian literature, both fiction and non-fiction, shall provide scope for students to study literary movements with respect to literary genres.

Course Units:

I. Understanding Genres: Concept and Classifications (10 marks)
II. Literary Movements and Genres (20 marks)
III. Study of Fiction Genres: Drama, Humour, Science Fiction, Historical Fiction Novel, Poetry, Short Story, Mythology etc. (20 marks)
IV. Study of Non-Fiction Genres: Autobiography, Biography, Essay, Speech, etc. (20 marks)

Teaching Plan: Lecture- 40 Hrs., Discussions-10 Hrs., Assignments/Presentations

Unit I : 2 weeks
Unit II : 4 weeks
Unit III : 4 weeks
Unit IV : 4 weeks

Suggested Readings:


**Further Readings:**


---

**CILCC – 104**

**ANCIENT INDIAN LITERATURE**

**Marks: 70+30 = 100  Duration: 50 hours  Credits: 05**

**Objectives:**

The aim of the course is to provide basic knowledge of Ancient Indian literature and various literary genres. The course attempts to introduce the literature of ancient India i.e. from Vedic period to 5th century A.D., which includes the Vedas, Puranas, Prakrit, Pali, Apabhramsha and Tamil writings. It attempts to explain complex literary interrelationships of Indian literature, in terms of continuities and changes with reference to (i) exchanges between marga-desi, high-low etc., and (ii) exchange between different religious traditions; Brahminical, Buddhist, Jaina etc. and their works.

**Course learning outcomes:**

After completing this course, students will be able to get an idea about the Ancient Indian literary tradition from the Vedic period to fifth century A.D. They would be able to understand how different literary genres emerged in Sanskrit literary tradition, and they influenced on other Indian literatures.

**Course Units:**

I. Outline of the history of Sanskrit- Prakrit-Pali- Tamil Languages (10 marks)
II. Introduction to Sanskrit literature - Vedic literature – *Itihasas* (the *Ramayana* and the *Mahabharata*) and *Puranas* (30 marks)
III. Introduction to *Pali-Prakrit-Apabhramsa* literature (15 marks)
IV. Introduction to Ancient Tamil literature (15 marks)
Teaching Plan: Lecture- 40 hrs., discussions-10 hrs, assignments/presentations

Unit I : 2 weeks
Unit II : 6 weeks
Unit III : 3 weeks
Unit IV : 3 weeks

Suggested Reading:


Further readings:


SEMESTER – II

CORE COURSES

CILCC– 201

AESTHETICS AND POETICS

Marks: 70+30 = 100
Duration: 50 hours
Credits: 05

Objectives:

Aesthetics and Poetics deal with the basic questions surrounding the production and reception of Art and Literature, resulting in specific postulations and debates. The course will introduce the students to the trajectory of ancient and medieval Aesthetics and Poetics, aiming at a critical engagement with the concepts and categories developed during that phase. Both Indian and Western traditions of Aesthetics and Poetics will be given importance along with a thrust on comparative approach.

Course learning outcomes:

The course is expected to create an understanding of the development of Aesthetics and Poetics in ancient India and West in a comparative framework.

Course Units:

I. Socio-Literary background of the development of Aesthetics and Poetics. (10 marks)
II. Major schools of Sanskrit poetics. (30 marks)
III. Tamil Akam and Puram poetics. (10 marks)
IV. Major concepts of Greek and Latin poetics. (20 marks)

Teaching Plan: Lecture- 40 Hrs., Discussions-10 Hrs., Assignments/Presentations

<table>
<thead>
<tr>
<th>Unit</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>2 weeks</td>
</tr>
<tr>
<td>II</td>
<td>6 weeks</td>
</tr>
<tr>
<td>III</td>
<td>2 weeks</td>
</tr>
<tr>
<td>IV</td>
<td>4 weeks</td>
</tr>
</tbody>
</table>

Suggested Readings:


**Further Readings:**


**CILCC – 202**

**MEDIEVAL INDIAN LITERATURE**

**Marks: 70+30 = 100**

**Duration: 50 hours**

**Credits: 05**

**Objectives:**

The aim of the course is to introduce *Nataka, Kavya* and other important medieval literary genres to the students. This course focuses on literature in India from 6th century A.D. to 17th century A.D. Literary writing began during the medieval period in several Indian languages. Most of the Indian language poets followed classical Sanskrit and Prakrit style adopted in their writings. This course also studies the Sanskrit influence on vernacular languages.

**Course learning outcomes:**

Students would be able to understand the importance of the theoretical knowledge of the *Natyashatsra, Kavya* literature etc and how the poet at times followed an earlier tradition and at times created a new style. This course gives an idea about how vernacular poets created a new style of translation while translating Sanskrit works in their languages and the importance of those works in vernacular languages.
Course Units:
I. Introduction Medieval Indian literature; classical Heritage of the medieval Indian literature (10 Marks)

II. Nataka Literature: An Introduction to Nataka Literature- Importance of the Natyashastra in Indian Literature and few important plays (20 marks)

III. Kavya Literature: An Introduction to Kavya Literature; Laghukavya, Mahakavya and Champu Kavya. (20 marks)

IV. Classical tradition in India: the Ramayana and the Mahabharata. (20 Marks)

Teaching Plan: Lecture- 40 Hrs., Discussions-10 Hrs., Assignments/Presentations

<table>
<thead>
<tr>
<th>Unit</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit I</td>
<td>2 weeks</td>
</tr>
<tr>
<td>Unit II</td>
<td>4 weeks</td>
</tr>
<tr>
<td>Unit III</td>
<td>4 weeks</td>
</tr>
<tr>
<td>Unit IV</td>
<td>4 weeks</td>
</tr>
</tbody>
</table>

Suggested Readings:


Further Readings:


CILCC – 203
THEMATOLOGY

Marks: 70+30 = 100  Duration: 50 hours  Credits: 05

Objectives:
The course aims at introducing thematic approach towards studying literary texts as a core area of Comparative Literature. While dealing with tracing themes in literary texts across languages and cultures, an attempt will be made to examine the link between the literary works and their ideological and representational discourse within historical, social and cultural contexts with reference to themes, motifs and images. A detailed analysis of the themes; City and Village, and Women in different Indian literary traditions will be taken up to show the continuities and changes of their representations.
Course learning outcomes:

The course is expected to acquaint the students towards the nature and function of themes in Indian literature as well as stimulate them to undertake thematic criticism as a form of literary analysis. The students shall be able to reflect upon the use and representation of themes across literatures in India and beyond in general and the depiction and representations of City and Village and Women as themes in particular.

Course Units:

I. A Brief History and Practice of Thematic Studies; Key Concepts and Terminologies like themes, motifs, stoff, situations, traits, topos etc. (10 marks)

II. Identification of major themes in Indian Literature: City and Village; Women; Mythology and History; Journey to the Underworld; Love; Protest; Nationalism; Freedom Struggle; Underprivileged and Exploitation; The Outsider; Waiting etc. (20 marks)

III. Study of theme: Women in Indian literary representations (20 marks)

IV. Study of theme; City and Village in Indian Literature: Reflections on the ideology and representation. (20 marks)

Teaching Plan: Lecture- 40 Hrs., Discussions-10 Hrs., Assignments/Presentations

<table>
<thead>
<tr>
<th>Unit</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit I</td>
<td>4 weeks</td>
</tr>
<tr>
<td>Unit II</td>
<td>2 weeks</td>
</tr>
<tr>
<td>Unit III</td>
<td>4 weeks</td>
</tr>
<tr>
<td>Unit IV</td>
<td>4 weeks</td>
</tr>
</tbody>
</table>

Suggested Readings:


**Further Readings:**


---

**CILCC – 204**

**INDIAN DRAMATIC THEORY AND LITERATURE**

**Marks: 70+30 = 100**

**Duration: 50 hours**

**Credits: 05**

**Objectives:**

This course imparts the concepts and theories of drama and theatre arts in Indian context. It introduces various schools and movements of Indian dramatic arts and literature. The essential part of the teaching includes the structure and function of dramatic texts in the historical background from ancient to modern and postmodern. It provides an optimum understanding of the role of drama and theatre arts in the formation and transformation in aesthetic, artistic, social and political sensibility of Indian society. The prime objective of the course is to train the students in interpretation and contextualization of the dramatic texts with various theoretical methods like semiotics and psychoanalysis.
Course learning outcomes:

The students will study and explain the Dramatic literature as the major domain of literary practice and will be able to analyze and investigate any dramatic text with the theoretical apparatus. The students will read and interpret dramatic texts in the aesthetic, social, political and historical context. The students will be able to write articles on theatre performance and dramatic texts.

Course Units:

I. Drama and Theatre Arts: Concepts and Theories (10 Marks)
II. Dramatic Literature: Structure and Function. (20 Marks)
III. Indian Drama in historical and social context. (20 Marks)
IV. Analytical study of selected dramatic texts. (20 Marks)

Prescribed Texts:

Abhijnana Sakuntalam - Kalaidasa  
Uru Bhanga and Karnabhara - Bhasha  
Nagamandala - Girish Karnad  
Silence the Court is in Session - Vijay Tendulkar

Teaching Plan: Lecture- 40 Hrs., Discussions-10 Hrs., Assignments/Presentations

Unit I : 4 week  
Unit II : 2 weeks  
Unit III : 4 weeks  
Unit IV : 4 weeks

Suggested Readings:


Further Readings:


SEMMER – III

CORE COURSES

CILCC – 301

RECEPTION AND INTERTEXTUALITY: INDIAN EPIC(S)

Marks: 70+30 = 100

Duration: 50 hours

Credits: 05

Objectives:
The course looks at the reception and intertextuality of the Epic(s) in different Indian languages. With the argument that Indian literature provides examples of multiple renderings of a text, this course intends to explore and understand the continuity and changes in the Ramayana/Mahabharata in various Indian languages. The course attempts to understand the processes and methods that were operating in cultural transactions that produced such multiple telling and renderings of the Epics. The course looks at a variety of representations of Ramayana/Mahabharata themes in the textual, aural and visual traditions.

Course learning outcomes:
The course is expected to familiarize the students with the multiplicity of the epic tradition in Indian subcontinent as well as understand the nature of their literary and cultural transactions within the scope of reception and intertextuality study. The course also expected to encourage the students to explore, document, and comprehend the vibrant epic tradition in Indian culture and to look at the modes of transmission and mobility of the text through a vast geographic area and span of time,

Course Units:

I. Reception and Intertextuality – Basic Concepts. (10 marks)
II. Textual, Recitation and Performing Traditions as Cultural Transactions and Pluralistic Epistemologies. (20 marks)
III. The Epic Traditions in India: Its Aural, Visual and Textual representations. (20 marks)
IV. Reception, Localization and Aesthetic Response of the Ramayana/Mahabharata among the folk communities in India (20 marks)

Teaching Plan: Lecture- 40 Hrs., Discussions-10 Hrs., Assignments/Presentations

Unit I : 2 weeks
Unit II: 4 weeks
Unit III : 4 weeks
Unit IV : 4 weeks
Suggested Readings (for Ramayana):


Further Readings (for Ramayana):


CONTEMPORARY LITERARY AND CULTURAL THEORIES

Marks: 70+30 = 100
Duration: 50 hours
Credits: 05

Objectives:

While the first half of the twentieth century witnessed major changes in the theoretical understanding of Art and Culture, the second half has witnessed the development of Literary and Cultural Theory as an important sub-discipline. This paper aims at giving a general understanding of the trends in Contemporary Literary and Cultural theories. Starting with the basic concepts of literary and cultural theories, this course will provide an introduction to the condition of theoretical engagement of contemporary India.

Course learning outcomes:

The course is expected to create an understanding of the major schools and concepts of contemporary literary and cultural theories. It is also expected to orient students in understanding contemporary trends in literary and cultural theories in the Indian context.

Course Units:

I. Understanding ‘Theory’ as a category. (10 marks)
II. Major concepts in contemporary literary and cultural theories. (30 marks)
III. Understanding the Post-colonial situation. (15 marks)
IV. Search for ‘Indian’ theories in contemporary academia. (15 marks)

Teaching Plan: Lecture- 40 Hrs., Discussions-10 Hrs., Assignments/Presentations

<table>
<thead>
<tr>
<th>Unit</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit I</td>
<td>2 weeks</td>
</tr>
<tr>
<td>Unit II</td>
<td>6 weeks</td>
</tr>
<tr>
<td>Unit III</td>
<td>3 weeks</td>
</tr>
<tr>
<td>Unit IV</td>
<td>3 weeks</td>
</tr>
</tbody>
</table>

Suggested Readings:


**Further Readings:**


**ELECTIVE COURSES**

**CILEC - 303 (i)**

**TRAGEDY IN INDIAN LITERATURE**

**Marks: 70+30 = 100**

**Duration: 50 hours**

**Credits: 05**

**Objectives:**

The course will teach the concept and genre of ‘Tragedy’ in Indian context. The absence of tragedy in ancient Indian literature and the emergence of tragedy in modern Indian literature will be the pivotal point of the study. The course aims to train the students to identify, read and analyze the tragedy as a literary genre in social and political contexts.

**Course learning outcomes:**

The primary outcome the course is the orientation towards a method of literary reading with the concept of Tragedy in Literature. The functional knowledge of investigating the literature in multilingual and multicultural context is the extension of the study. The students will be able to apply the theory for the future research.

**Course Units:**

I. The concept of tragedy in western and Indian context. (10 marks)

II. Reading of *Andha Yug*, a Play by Dharamvir Bharati (20 marks)

III. Reading of *Defying Winter* by Nabaneeta Dev Sen (20 marks)

IV. Analytic study of *Frozen whites in a dark alley and other short stories* of Himanshi Shelat (20 marks)
Prescribed Texts:

AndhaYug- Dharamvir Bharati.
Frozen whites in a dark alley and other short stories- Himanshi Shelat.

Teaching Plan: Lecture- 40 Hrs., Discussions-10 Hrs., Assignments/Presentations

Unit I : 2 weeks
Unit II : 4 weeks
Unit III : 4 weeks
Unit IV : 4 weeks

Suggested Reading:


Further Reading:


CILEC – 303 (ii)

FOLK AND POPULAR CULTURE

Marks: 70+30 = 100
Duration: 50 hours
Credits: 05

Objectives:

Folk culture refers to the localized life style and popular culture as the totality of distinct ideas, perspectives, attitudes and the changes that take place in a spatio-temporal space. The course aims at looking folk culture and popular culture separately and also trying to establish connectivity in Indian socio-cultural context. It is expected to be a unique course, in its own merit, in multi-lingual, multi-cultural and multi-ethnic setups that our country provides.
Course learning outcomes:

The course would be of immense help to the students interested in investigation areas such as the folklore and the cultural studies. It has the scope of highlighting the rapid changes that take place in folk life, thus creating an arena of popular culture, and it is at the same time the folk culture retains its core elements. The students will be encouraged to look inward in the age of modernization.

Course Units:

I. Introduction to Folklore and Cultural Theory (10 marks)
II. Folklore, Folkloristics and Folklife (20 marks)
III. Folklore and Material culture that includes Migrant and Urban culture (20 marks)
IV. Popular Culture and Mass Culture: Patterns of Folk-popular interactions (20 marks)

Teaching Plan: Lecture- 40 Hrs., discussions-10 Hrs., Assignments/Presentations

<table>
<thead>
<tr>
<th>Unit</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>2 weeks</td>
</tr>
<tr>
<td>II</td>
<td>2 weeks</td>
</tr>
<tr>
<td>III</td>
<td>5 weeks</td>
</tr>
<tr>
<td>IV</td>
<td>5 weeks</td>
</tr>
</tbody>
</table>

Suggested Readings:


Further Readings:


CILEC – 304 (i)

DALIT LITERATURE

Marks: 70+30 = 100
Duration: 50 hours
Credits: 05

Objectives:
Dalit literature is an emerging branch of literature in India. The aim of this course is to familiarize the students with the literary works of Dalit writers. It will give them a holistic view over their lives in past and present by tracing the discrimination and sufferings they have been subjected to. It has scope to shed light on the age old heritage and culture of dalits and it would educate the students aware of dalits’ persisting problems even today.

Course learning outcomes:
This course would enable students to realize that all the dalit writings are not just dotting of the ordinary authors but testimonies of their personal experiences. The students would also able to appreciate the aesthetic side of the literary creations of Dalit writers. At the end the students would understand the pathetic living conditions of their fellow humans and would strive sincerely for their betterment.

Course Units:

I. The Historical Background of Dalit literature: Ideology of Dalit literature. Etymological references to different terms used for referring to ‘Dalits’. References about Dalits in Vedas –Charvakam– Jainism – Buddhism –Ambedkarism – Marxism. (10 marks)


III. Dalit Literature: Poetry, Drama and Autobiography. (20 marks)

IV. Dalit Literature: Novel and Short Stories. (20 marks)

Prescribed Texts:
An Anthology of Dalit Literature - Mulk Raj Anand and Eleanor Zelliot (Eds.)
Paaleru – Boyi Bhimanna (Madhava Rao, K., Trans.)
Department of Modern Indian Languages and Literary Studies, University of Delhi

_The Scar_ – K. A. Gunasekaran (V. Kadambari, Trans)

_The Weave of My Life: A Dalit Woman’s Memoirs_ – Urmila Pawar (Maya Pandit, Trans.)

_The Oxford India Anthology of Telugu Dalit Writing_ – Gita Ramaswamy Purushotham, Gogu Shyamala and Mini Krishnan (Eds.)

_The Grip of Change_ – P. Sivakami.

**Teaching Plan:** Lecture 40 Hrs., Discussions 10 Hrs., Assignments/Presentations.

<table>
<thead>
<tr>
<th>Unit</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>2 weeks</td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>4 weeks</td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>4 weeks</td>
<td></td>
</tr>
<tr>
<td>IV</td>
<td>4 weeks</td>
<td></td>
</tr>
</tbody>
</table>

**Reading List:**


**Further Reading:**


**CILEC – 304 (ii)**

**INDIAN WOMEN WRITINGS**

**Marks: 70+30 = 100**

**Duration: 50 hours**

**Credits: 05**

**Objectives:**

The course is an attempt to introduce major approaches on women’s writings in order to enable students to critique the assumptions of the conventional, dominant ideas of patriarchy. It is a critical study of Indian women’s writings of different genre examined from historical, socio-cultural points of view. The course undertakes a survey of women’s writing in Indian literature from the ancient times and in the light of such a diachronic perspective attempts to understand four texts. The course is a survey of writing by women from various time periods, geographic regions, and social classes of India. Particular attention will be given to the themes and issues concerning women’s lives and how they pertain and influence the writing of Indian women.

33
Course learning outcomes:
The course will acquaint students with the culture and history of India through the perspective of women. Students will understand the canvas of the gender politics of language, custom and tradition, and community identity. The course will also enable the students to understand critically about the politics of women creative writings, self, language, identity, Diaspora, cultural construction, class/caste.

Course Units:

I. Feminism, Feminist Theories in Indian Context, Women Studies, Gender Studies, Women in Literature (20 marks)

II. Reasons for women’s presence in Literature, marginalization, devaluation, silencing etc. women self, language, identity, diaspora, cultural construction. (20 marks)

III. A brief survey of Women in Indian Literary Representations. (10 marks)

IV. Therikatha, Sangam women poets, Bhakthi Women poets Women lore in oral tradition. (20 marks)

Prescribed Texts:

* Desire * - Ashutosh  
* Marichika * - Lily Ray Jha  
* The Appeasement of Radhika: Radhika - Sandhya Mulchandani (Trans.)  
* Pan lakshyan kan ghetto - But Who Cares * - Santhosh Bhoomkar (Trans)

Teaching Plan: Lecture- 40 Hrs., discussions-10 Hrs., Assignments/Presentations

Unit I : 3 weeks  
Unit II : 4 weeks  
Unit III : 3 weeks  
Unit IV : 4 weeks

Suggested Readings:


OPEN ELECTIVE COURSES

CILOE – 305 (i)

TRANSLATION STUDIES AND TRANSLATION AMONG INDIAN LANGUAGES

Marks: 70+30 = 100

Duration: 40 hours

Credits: 04

Objectives:

The course aims at introducing the theory and practice of translation. It focuses on the translation scenario of multilingual and multicultural situation of India, a land where translation is an everyday activity. Keeping in mind the multilingual situation of India and the corpus of literary and non-literary writings produced in here, the course intends to encourage students to take up translation activities between Indian languages as well as between English and Indian languages.

Course learning outcomes:

The course is expected to add theoretical knowledge of translation and will be acquainted with the challenges and strategies while dealing with the translation among Indian languages. The course will also equip the students to take up translation of literary as well as non-literary writings.

Course Units:

I. Theory of Translation Studies (20 marks)
II. Translation and Comparative Indian Literature: Significance, Relevance and Challenges. (10 marks)
III. Translation among Indian languages and via English: Problems and Strategies. (20 marks)
IV. Translation, Communication and Mass Media: (20 marks)

Teaching Plan: Lecture- 30 Hrs., discussions-10 Hrs., Assignments/Presentations

Unit I : 4 weeks
Unit II : 2 weeks
Unit III : 4 weeks
Unit IV : 4 weeks
Suggested Readings:

Further Readings:

CILOE – 305 (ii)
LITERATURE AND MEDIA

Marks: 70+30 = 100
Duration: 40 hours
Credits: 04

Objectives:
The objective of this course is to introduce the students to the concept of literature as media, basic conception about other media, the relationship between literature and other media, and literature in the perspective of new media. Major thrust of the course would be to understand how contemporary authors have taken advantage of the new media, as medium of writing as well as creating new genres of literature.

Course learning outcomes:
This course would enable the students to understand the importance of Media in the modern literary world and how authors are using new media and technology for their literary works. Students will also be able to identify new methods to study different literary forms in relation to media as intermediary in the global era.
Course Units:

I. An Introduction to Literature and Media (10 marks)

II. Classification of Media- Traditional print Media–Newspaper-Journals-Magazine-Electronic Media-Radio-Television etc. (20 marks)

III. Literature as Media: Literature and the media- the characteristics of media, Digital literature and the understanding digital Literature. (20 marks)

IV. Interactive Fiction: Text – hypertext, hypertext and critical theory, Narrative and New Media Writing- Aesthetics of Digital Literature. (20 marks)

Teaching Plan: Lecture- 30 Hrs., Discussions-10 Hrs., Assignments/Presentations

<table>
<thead>
<tr>
<th>Unit</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit I</td>
<td>2 weeks</td>
</tr>
<tr>
<td>Unit II</td>
<td>4 weeks</td>
</tr>
<tr>
<td>Unit III</td>
<td>4 weeks</td>
</tr>
<tr>
<td>Unit IV</td>
<td>4 weeks</td>
</tr>
</tbody>
</table>

Suggested Readings:


Further Readings:


SEMESTER – IV

CORE COURSES

CILCC - 401

INDIAN FICTION

Marks: 70+30 = 100 Duration: 50 hours
Credits: 05

Objectives:
The objective of the course is to train the students to approach Indian Novels and Short Stories in Literary, Social, Cultural, Political and historical context with reference to modern and postmodern literary theories and methods. The possibilities of various readings and interpretation will be demonstrated through analytical reading of selected novels and short stories from various Indian languages. This course is to equip the students for further specialization of Indian fiction and to inspire to explore the possibilities of future researches on Indian writing.

Course learning outcomes:
The students will be able to read and analyse the Novel and Short Story as the literary productions as well as other forms of knowledge production, historiography, ethnography, paradigm marker, and political discourse. The students will read and interpret the fiction in the aesthetic, social, political, psychological and historical context and apply various theoretical apparatus.

Course Units:

I. Fiction: Concepts, Theories and History. (10 Marks)
II. Structure and Function of fiction writing. (20 Marks)
III. Indian fiction in historical and social context. (20 Marks)
IV. Analytical study of specific novels and short stories. (20 Marks)

Teaching Plan: Lecture- 40 Hrs., Discussions-10 Hrs., Assignments/Presentations

Unit I : 2 weeks
Unit II : 4 weeks
Unit III : 4 weeks
Unit IV : 4 weeks

Suggested Reading:


**Further Readings:**


Marks: 70+30 = 100   Duration: 50 hours
Credits: 05

Objectives:

This course aims at surveying origin and development of Bhakti Movements in historical, regional and social perspectives. It analyses the role of prominent saint poets in propagating the Bhakti cults, and also their philosophies and agendas recorded in Indian Literature from the earliest times to modern period i.e. from the sixth century to the twentieth century. It aims at looking Bhakti literature in Indian languages as a pluralistic epistemology in the framework of Comparative Indian Literature.

Course learning outcomes:

The course is expected to familiarize the students in the theme of Bhakti by introducing a multi-lingual and multi-cultural system of India who are otherwise conventionally accustomed to a single literary investigation until joining the course. The students will be taught a methodology involved in the discipline of Comparative literature to understand the Bhakti literature in a proper perspective.

Course Units:

I. Concept of Bhakti and a brief survey of Bhakti Literature. (10 marks)
II. Origin, Development, and characteristics of Bhakti Movements in India. (20 marks)
III. Various Bhakti cults and their philosophies – Saivism, Virasaivism, Kashmir Saivism, Vaishnavism, Srivaishnavism, etc. (20 marks)
IV. Hymns of Nayanmars and Alvars, Poems of Siddhas, Vacanas of Virasaivites, poems of Varkaris, Vakhs of Lalleswari, Adi Granth, etc. (20 marks)

Prescribed Texts:

Speaking of Siva - A.K. Ramanujan (Trans.)
Slaves of the Lord: The Path of the Tamil Saints – Vidya Dehejia.
The Guru Granth Sahib - (Pashaura Singh, Trans.)
Lal Ded: The Great Kashmiri Saint-Poetess - (S.S. Toshkhani, Trans)
The Oxford Anthology of Bhakti Literature – Andrew Schelling (Ed.)

Teaching Plan: Lecture- 40 Hrs., Discussions-10 Hrs, Assignments/Presentations

Unit I : 2 weeks
Unit II : 4 weeks
Unit III : 4 weeks
Unit IV : 4 weeks
Suggested Readings:


Further Readings:


ELECTIVE COURSES

CILEC - 403 (i)

INDIAN PARTITION NARRATIVES

Marks: 70+30 = 100  Duration: 50 hours  Credits: 05

Objectives:

Starting with the historical and political background of partition in India, the course undertakes a survey of the representations of the theme of partition in Indian Literature. First unit discusses the role of colonial establishment in precipitating a communalistic discourse which eventually led to partition of India. The second unit takes up the violence, suffering and trauma during and immediately after partition. The third and the forth units addresses the issues of cultural memories and their representation in literary and cultural narratives. The course aims at exploring the theme of partition in Indian narratives in different forms of Indian literature. And it attempts to establish a new area of investigation in cultural studies contributing the idea of ‘Partition literature’.

Course Learning Outcome:

The course is expected to orient the students towards a new area of investigation where literature comes out as the source of the historical, social, and political situations of the country during and after the partition of India and their reflection in Indian literature and culture. It will also provide scope to know how the issue remains contemporary and create the foundation for cultural and interdisciplinary studies.

Course Units:

I. Historical and political background of partition. (10 marks)
II. Violence, trauma and displacement due to partition. (10 marks)
III. Cultural memories and representation of partition in literature: Novels, Autobiography, and Short stories. (40 marks)
IV. Cultural memories and representation of partition: Theatre and Films. (10 marks)

Prescribed texts:

Novels:
Ajho- Hari Motwani
Pinjar- Amrita Pritam

Autobiography:
The Pages of My Life – Popati Hiranandani
Select short stories:

- *Gona Nayak* – Satinath Bhaduri
- *Khol Do* - Sadat Hasan Manto
- *Dastavez* - Narayan Bharati
- *Israila* – Jayanti Dalal
- *Sikka Badal Gaya* - Krishna Sobti
- *Ladhe Wala Warraich* – Mahendra Singh Sarana

Film:

- *Garam Hawa* – Directed by M. S. Sathyu (1973)

**Teaching Plan: Lecture- 40 Hrs., Discussions-10 Hrs, Assignments/Presentations**

- Unit I: 2 weeks
- Unit II: 3 weeks
- Unit III: 6 weeks
- Unit IV: 3 weeks

**Suggested Readings:**


Further Readings:


CILEC – 403 (ii)

TRIBAL LITERATURE

Marks: 70+30 = 100

Duration: 50 hours

Credits: 05

Objectives:

The paper aims at investigating the oral and written traditions of different ethnic communities of India and it is expected to contribute to the idea of ‘Tribal Literature’ as a genre of Indian literature that has the potential to study in a comparative perspective. While analyzing the prescribed texts the student will be aware of the new ingredients of Indian literature, which can be taken from the socio-cultural and community life of the indigenous communities of India. The course also aims at the evaluation of the collections available in print form to identify the problems and strategies involved in the collections and their translations.
Course learning outcomes:

The course will provide a thorough knowledge of different tribes groups of India and the oral texts that exist in the indigenous communities of India even today. It is expected to create a platform for the study of orality/orature/oral traditions along with the analysis of the literary texts on tribal life. The outcome may be developing interest among students to look at the community life through written texts and get motivated to collect information from the field to match the adequacy of descriptions of tribal life in them.

Course Units:

I. Tribes, Tribal life and Oral Traditions (10 marks)
II. Tribal literature: Oral, Written and Collections available in Print. Collections of locals and the Western anthropologists (20 marks)
III. Indian Literature and Tribal Narratives (Select Texts) (20 marks)
IV. Tribal Narratives from the North-east India (Select Texts) (20 marks)

Prescribed Texts:

Paraja – Gopinath Mohanty, English translation by Bikram K Das
Yaruingam - Birendra Kumar Bhattacharya (Trans.)

Teaching Plan: Lecture- 40 Hrs., Discussions-10 Hrs, Assignments/Presentations

Unit I : 2 weeks
Unit II : 4 weeks
Unit III : 4 weeks
Unit IV : 4 weeks

Suggested Readings:


Further Readings:


CILEC – 404 (i)

POSTMODERNISM AND POST COLONIALISM

Marks: 70+30 = 100

Duration: 50 hours

Credits: 05

Objectives:

Two most important theoretical orientations in contemporary Literary and Cultural studies are Postmodernism and Post-colonialism. Though developed in the western centers of literary and theoretical production, these theories have received attention of the Indian intellectuals as well, specially so in the case of Post-colonial studies, which includes India as one of its area of analysis. This paper aims at offering a general understanding of the production and circulation of these theories in the Western and Non-Western cultural fields.

Course learning outcomes:

The course is expected to orient the students towards a critical understanding of the complexities of the two major contemporary theoretical schools and the nature of the reception of these schools in India.
Course Units:
I. Postmodern Literature and Postmodern Theory: Historical overview. (25 marks)
II. Circulation of Post-modernism in dependent cultures. (15 marks)
III. Development of Postcolonial Studies as a discipline. (15 marks)
IV. Reception of Post-colonialism in India. (15 marks)

Teaching Plan: Lecture- 40 Hrs., Discussions-10 Hrs., Assignments/Presentations

Unit I : 5 weeks
Unit II : 3 weeks
Unit III : 3 weeks
Unit IV : 3 weeks

Suggested Readings:


Further Readings:


PROJECT WORK AND DISSERTATION

Marks: 70+30 = 100
Duration: 50 hours
Credits: 05

Objectives:
Assigning project work and thereby getting reports from the students has become a necessity in 21st century learning through higher education. Keeping the new challenges of the present era in mind, and responding to the New Education Policy of the Government of India, the course has been designed. The students will be exposed to data collection through field work, analysis of the data and application of theoretical frameworks in their investigations, proper methods of research and the art of report/thesis writing. In nut-shell the course will be of immense help to the students joining in higher studies and research anywhere in the world.

Outcome of the course:
The course is expected to generate interests among students and train them with proper research methodology required for researches at higher level. Students will have verities of information in the related areas of knowledge and acquire enough skills required in the making of a thesis. Such skills are the use of language and style in the writing, editing, typing, formatting and how to maintain ethics involved in the preparation of research report etc.

Course Units:
I. Research Methodology: A general pattern. (10 marks)
II. Collection and analysis of the information. (20 marks)
III. Theoretical Frameworks and their applications supported by illustrations and citations. (20 marks)
IV. Writing of the report/thesis and the dissertation in its final form. (20 marks)

Teaching Plan: Lecture- 40 Hrs., Discussions-10 Hrs., Assignments/Presentations

- Unit I : 2 weeks
- Unit II : 4 weeks
- Unit III : 4 weeks
- Unit IV : 4 weeks

Further Reading:
(Subsequent Revised Eds. of MLA Handbook)

MLA Style Sheet (Latest Edition).

Suggested Readings:


**OPEN ELECTIVE COURSES**

**CILOE – 405 (i)**

**19TH CENTURY BENGAL: IDEAS AND CULTURAL TRENDS**

*Marks: 70+30 = 100*  
*Duration: 40 hours*  
*Credits: 04*

**Objectives:**

The course aims to introduce the primary ideas of nineteenth century Bengal and would follow their carrier in social and cultural sphere. Nineteenth century Bengal being the point of departure for the colonial modernity in India the course will explore the notions like Renaissance, Nation and Nationalism, Colonial Pedagogy and the Cultures of Print.

**Course learning outcomes:**

This course will enable the students to understand 19th century Bengal as an area of study and will give them a general idea of Bengali society and culture in the 19th century.

**Course Units:**

I. Colonial Education and Bengali *Bhadralok*  
II. Idea of Renaissance and Nineteenth Century Bengal  
III. Emergence of Print and New Literary Form  
IV. Conceptualizing Nation and Bengali Intelligentsia

*Teaching Plan: Lecture- 30 Hrs., Discussions-10 Hrs., Assignments/Presentations*

<table>
<thead>
<tr>
<th>Unit</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>3 weeks</td>
</tr>
<tr>
<td>II</td>
<td>3 weeks</td>
</tr>
<tr>
<td>III</td>
<td>4 weeks</td>
</tr>
<tr>
<td>IV</td>
<td>4 weeks</td>
</tr>
</tbody>
</table>
Suggested Readings:


Macaulays, Thomas Babington. (1835). Minutes on Education in India, Calcutta: Baptist Mission Press


Further Readings:


CILOE – 405 (ii)

ANCIENT TAMIL LITERATURE

Marks: 70+30 = 100

Duration: 40 hours

Credits: 04

Objectives:

This course aims at introducing and explaining some of the prominent literary texts of ancient Tamil literature such as Kuṟuntogai, Puṟanāṉṟu, Tirukkuṟaḷ, Cilappadigaram and Maṇimēkalai. The course is to define and deliberate on the tiṅai concepts of classical Tamil poetry. It further envisions elucidating on the seven kinds of akam themes and seven kinds of puram themes and the two unique literary techniques of tiṅai poetry called ‘ulḷuṟai’ (hidden metaphor) and ‘iṟaicci’ (implied meaning), ethical and social values essayed in the Sangam poems. It would also explain the ethical traits illustrated in Tirukkuṟaḷ, the universally acclaimed Tamil didactic work, and the epic features of Cilappadigaram, the first Tamil Jaina epic and Maṇimēkalai, the first Tamil Buddhist epic.
Course learning outcomes:

By introducing and explaining the basic characteristics of *akam* and *puṟam* themes portrayed in Sangam anthologies in the backdrop of *akam* and *puṟam* theories of *Tolkāppiyam*, the course would make the students understand the classical features of Sangam poems. The students would gain a proper knowledge about seven love themes such as sexual union of lovers, yearning, sulking, pining, and separation and seven non-love themes such as cattle raid, beginning of invasion, seizing of fort, pitched battle, victory, transient nature of victory, and praise over the victory. Further they would acquire good knowledge on the ethics of the ancient Tamil mind illustrated by Tiruvalḷuvar, the stories and epic features of *Cilappadigaram* and *Maṇimēkalai* and the tenets of Jainism and Buddhism essayed therein the twin epics.

Course Units:

I. A brief survey of ancient Tamil literature and a detailed account of literary texts *viz.* *Kuruntogai*, *Puruṇāṇūṟu*, *Tirukkuḷ*, *Cilappadigaram* and *Maṇimēkalai*. (20 marks)

II. Deliberating in detail about the *akam* and *puṟam* theories defined in *Tolkāppiyam* and categories of *akam* and *puṟam* themes. (10 marks)

III. Detailed discussion on *Kuruntogai* and *Puruṇāṇūṟu* poems. (20 marks)

IV. Comprehensive discussion on the ethical codes pronounced by Tiruvalḷuvar, epic features and the tenets of Jainism and Buddhism essayed in the twin Tamil epics *viz.* *Cilappadigaram* and *Maṇimēkalai*. (20 marks)

Teaching Plan: Lecture- 30 Hrs., Discussions-10 Hrs., Assignments/Presentations

<table>
<thead>
<tr>
<th>Unit</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit I</td>
<td>3 weeks</td>
</tr>
<tr>
<td>Unit II</td>
<td>2 weeks</td>
</tr>
<tr>
<td>Unit III</td>
<td>4 weeks</td>
</tr>
<tr>
<td>Unit IV</td>
<td>5 weeks</td>
</tr>
</tbody>
</table>

Suggested Readings:


**Further Readings:**


