



Department of English

Pool of minimum 8 courses, out of which minimum of 3 should be Advanced NPTEL courses, (min. 12 weeks) for Course 1 and Course 2 respectively.

Pool 1: Pool of Minimum 8 Courses is required (for Course 1)

Pool 2: Pool of Minimum 8 Courses is required (for Course 2)

POOL I Courses:

S.No	Course Code	Title of the Course	L	T	P	C	SE	Total
1.	24EN710A	Introduction to World Literature	3	0	0	3	100	100
2.	24EN710B	Contemporary Literature	3	0	0	3	100	100
3.	24EN710C	Indian Writing in English	3	0	0	3	100	100
4.	24EN710D	Indian Writing in Translation	3	0	0	3	100	100
5.	24EN710E	Technology-Enhanced Language Learning (TELL)	3	0	0	3	100	100
6.	24EN710F	Theories and Approaches in English Language Teaching (ELT)	3	0	0	3	100	100
7.	24EN710G	Afro-American Literature	3	0	0	3	100	100
8.	24EN710H	Twentieth Century Fiction (NPTEL)	-	-	-	3	100	100

POOL II Courses:

S.No	Course Code	Title of the Course	L	T	P	C	SE	Total
1.	24EN720A	Literature and Life	3	0	0	3	100	100
2.	24EN720B	Introduction to Cultural Studies	3	0	0	3	100	100
3.	24EN720C	The Novel and Change	3	0	0	3	100	100
4.	24EN720D	Sociolinguistics and Language Teaching	3	0	0	3	100	100
5.	24EN720E	Toni Morrison's Fiction	3	0	0	3	100	100
6.	24EN720F	Literary Works of Anita Desai	3	0	0	3	100	100
7.	24EN720G	Amitav Ghosh's Novels	3	0	0	3	100	100
8.	24EN720H	Pinky Virani's Fiction	3	0	0	3	100	100

L – Lecture, T-Tutorial, P- Practical, SE-Semester End Exam, C – Credits, Total – Total Marks



DEPARTMENT of ENGLISH

Syllabus for Ph.D. Course-I: Course Title: Indian Writing in English

Course Outcomes (CO)

1. **CO1:** Analyze the historical and cultural contexts of Indian Writing in English.
2. **CO2:** Critically engage with major texts and themes in post-independence Indian fiction.
3. **CO3:** Evaluate the contributions of women writers and their impact on literature.
4. **CO4:** Investigate the representation of diaspora and multicultural identities in contemporary literature.
5. **CO5:** Apply critical theories to analyze poetry and drama, focusing on social and cultural issues.

Program Outcomes (PO)

1. **PO1:** Develop advanced analytical and critical thinking skills in literary studies.
2. **PO2:** Conduct independent research, demonstrating scholarly rigor and originality.
3. **PO3:** Engage with interdisciplinary approaches and theoretical frameworks in literature.
4. **PO4:** Communicate effectively through written and oral presentations in academic settings.
5. **PO5:** Contribute to discussions on contemporary social issues and cultural identities through literature.

Unit 1: Historical Context and Early Voices

- **Focus:** The roots of Indian Writing in English, early colonial influences, and the emergence of literary identity.
- **Key Texts and Authors:**
 - *The Discovery of India* by Jawaharlal Nehru (selected chapters)
 - Poetry by Rabindranath Tagore (*Gitanjali* - selected poems)
 - *Kanthapura* by Raja Rao
 - *Untouchable* by Mulk Raj Anand
 - *History of Indian English Literature* by M.K. Naik
- **Topics for Discussion:**
 - The influence of British colonialism on Indian literature.
 - The role of English as a medium of expression in India.
 - Nationalism and identity in early writing

Unit 2: Post-Independence Indian Fiction

- **Focus:** The development of the Indian novel in English post-1947, exploring themes of national identity and socio-political challenges.
- **Key Texts and Authors:**



- *Midnight's Children* by Salman Rushdie
- *The Guide* by R.K. Narayan
- *Clear Light of Day* by Anita Desai
- *The Shadow Lines* by Amitav Ghosh
- Critical essays from *The Postcolonial Novel in English* edited by Richard Bradford.
- **Topics for Discussion:**
 - The interplay between personal and political narratives.
 - The representation of diaspora and cultural hybridity.
 - The impact of globalization on contemporary Indian fiction.

Unit 3: Indian Women Writers and Gender Perspectives

- **Focus:** The voices of women writers in English, their contributions, and the exploration of gender issues in their works.
- **Key Texts and Authors:**
 - *The Thousand Faces of Night* by Githa Hariharan
 - *Fasting, Feasting* by Anita Desai
 - *Ladies Coupe* by Anita Nair
 - *The Palace of Illusions* by Chitra Banerjee Divakaruni
 - *The Inheritance of Loss* by Kiran Desai
- **Topics for Discussion:**
 - Feminism and its manifestations in Indian literature.
 - The role of memory and identity in women's narratives.
 - Analyzing gender dynamics within traditional and modern contexts.

Unit 4: Contemporary Indian Literature and the Diaspora

- **Focus:** The evolution of literature in the context of globalization, migration, and multiculturalism.
- **Key Texts and Authors:**
 - *Interpreter of Maladies* by Jhumpa Lahiri
 - *The God of Small Things* by Arundhati Roy
 - *The White Tiger* by Aravind Adiga
 - *The Namesake* by Jhumpa Lahiri
 - *The Immigrant* by Manju Kapur
- **Topics for Discussion:**
 - Issues of identity and belonging in the diaspora.
 - Cross-cultural narratives and the concept of home.
 - The influence of Western literature on contemporary Indian writers.

Unit 5: Indian Poetry and Drama in English

- **Focus:** An examination of the significant contributions of poetry and drama, highlighting themes of social issues, cultural identity, and personal expression.
- **Key Texts and Authors:**



- Poetry by A.K. Ramanujan (selected poems)
- Poetry by Kamala Das (*My Story* and selected poems)
- *Hayavadana* by GirishKarnad
- *Silence! The Court is in Session* by Vijay Tendulkar
- Selected plays by Mahesh Dattani.
- **Topics for Discussion:**
 - The evolution of Indian poetry in English: from colonial to contemporary.
 - The role of theatre in social critique and political commentary.
 - Intertextuality and the dialogue between poetry, mythology, and modernity.

Mapping of Course Outcomes (CO) to Program Outcomes (PO)

Course Outcomes (CO)	Program Outcomes (PO)
CO1: Analyze the historical and cultural contexts of Indian Writing in English.	PO1, PO2, PO3
CO2: Critically engage with major texts and themes in post-independence Indian fiction.	PO1, PO4
CO3: Evaluate the contributions of women writers and their impact on literature.	PO1, PO3, PO5
CO4: Investigate the representation of diaspora and multicultural identities in contemporary literature.	PO1, PO2, PO5
CO5: Apply critical theories to analyze poetry and drama, focusing on social and cultural issues.	PO2, PO3, PO4

Reference Books

1. **Nehru, Jawaharlal.** *The Discovery of India*. Penguin Books, 2004.
 - A foundational text providing insight into India's history and cultural identity.
2. **Tagore, Rabindranath.** *Gitanjali*. Macmillan, 1994.
 - A collection of poems reflecting profound philosophical themes and personal experiences.
3. **Rao, Raja.** *Kanthapura*. Vintage, 1999.
 - A significant novel that illustrates the impact of the Indian independence movement on a small village.
4. **Anand, Mulk Raj.** *Untouchable*. Penguin Classics, 2001.
 - A pioneering work highlighting caste issues and social injustice in India.
5. **Rushdie, Salman.** *Midnight's Children*. Granta Books, 2005.
 - A landmark novel intertwining personal and national history post-independence.
6. **Narayan, R.K.** *The Guide*. Penguin Books, 2001.
 - An exploration of Indian spirituality and self-discovery through the story of a tour guide.



7. **Desai, Anita.** *Clear Light of Day*. Vintage, 2006.
 - A novel that delves into family dynamics and the passage of time in post-independence India.
8. **Ghosh, Amitav.** *The Shadow Lines*. Penguin Books, 2001.
 - A complex narrative that addresses themes of nationalism, identity, and memory.
9. **Hariharan, Githa.** *The Thousand Faces of Night*. Penguin Books, 1993.
 - A nuanced portrayal of women's experiences in contemporary India.
10. **Desai, Anita.** *Fasting, Feasting*. Penguin Books, 1999.
 - A dual narrative exploring cultural and familial expectations through the lives of two siblings.
11. **Nair, Anita.** *Ladies Coupe*. Penguin Books, 2001.
 - A novel that provides a glimpse into the lives and struggles of Indian women.
12. **Divakaruni, Chitra Banerjee.** *The Palace of Illusions*. Anchor Books, 2008.
 - A retelling of the Mahabharata from the perspective of a woman, exploring themes of power and desire.
13. **Desai, Kiran.** *The Inheritance of Loss*. Grove Press, 2006.
 - A novel that tackles issues of globalization, immigration, and cultural dislocation.
14. **Lahiri, Jhumpa.** *Interpreter of Maladies*. Houghton Mifflin, 1999.
 - A Pulitzer Prize-winning collection of stories reflecting the immigrant experience.
15. **Roy, Arundhati.** *The God of Small Things*. Random House, 1997.
 - A novel that intertwines personal and political histories within a unique narrative structure.
16. **Adiga, Aravind.** *The White Tiger*. HarperCollins, 2008.
 - A satirical novel that critiques class struggle and the socio-economic divide in modern India.
17. **Kapur, Manju.** *The Immigrant*. Knopf, 2009.
 - A narrative exploring the complexities of identity and belonging among Indian immigrants.
18. **Ramanujan, A.K.** *The Collected Poems*. Oxford University Press, 2011.
 - A selection of poems that highlight cultural identity and personal experience.
19. **Das, Kamala.** *My Story* and selected poems. Penguin Books, 2003.
 - A significant work that reflects on personal identity and the complexities of womanhood.
20. **Karnad, Girish.** *Hayavadana*. Oxford University Press, 1998.
 - A play that addresses themes of identity, gender, and mythology.



Syllabus for Ph.D. Course-I: Course Title: Indian Writing in Translation

Course Objectives (CO):

1. **CO1:** To examine the rich diversity of Indian literature across regional languages and cultural traditions through translation.
2. **CO2:** To analyze the major themes, narratives, and stylistic elements in translated Indian texts.
3. **CO3:** To assess the impact of translation on the preservation and transformation of cultural narratives.
4. **CO4:** To understand the challenges and methodologies involved in literary translation in the Indian context.
5. **CO5:** To foster critical appreciation of Indian literary contributions within a global context.

Program Outcomes (PO):

- **PO1:** Advanced knowledge and understanding of cultural texts from varied Indian languages.
- **PO2:** Enhanced critical and analytical skills in interpreting Indian literature.
- **PO3:** Proficiency in identifying and analyzing translation methods and issues.
- **PO4:** Ability to contextualize Indian literature within global literary and cultural discourse.
- **PO5:** Contribution to academic scholarship in Indian literary studies.

Unit-Wise Syllabus

Unit 1: Introduction to Indian Writing in Translation

- **Content:**
 - Historical background and significance of translation in India.
 - Role of translation in promoting linguistic diversity and cultural heritage.
 - Overview of major translated works from Indian languages to English.
- **Primary Texts:**
 - Essays and excerpts from *Translations of Power: English as an Indian Literary Language*.

Unit 2: Classical Indian Literature in Translation

- **Content:**
 - Study of classical texts in translation, such as *Tirukkural*, *Kalidasa's Shakuntala*, *Bhagavad Gita*, and selections from the *Bhakti* and *Sufi* traditions.
 - Analysis of themes like devotion, morality, and metaphysics.
- **Primary Texts:**
 - Excerpts from *Shakuntala* by Kalidasa, *Tirukkural* (selected couplets).

Unit 3: Modern Indian Fiction and Poetry in Translation



- **Content:**
 - Key works of fiction and poetry from the 19th and 20th centuries.
 - Exploration of themes such as social reform, identity, colonialism, and independence.
- **Primary Texts:**
 - *Gitanjali* by Rabindranath Tagore, *Godaan* by Munshi Premchand, *The Striders* by A.K. Ramanujan.

Unit 4: Contemporary Indian Literature in Translation

- **Content:**
 - Examination of contemporary literature addressing social issues, gender, caste, and regional identities.
 - Critical perspectives on globalization and modernization in translated Indian literature.
- **Primary Texts:**
 - *Mother Forest: The Unfinished Story of C.K. Janu* (translated by Bhaskaran).
 - Selected works from authors like Mahasweta Devi and U.R. Ananthamurthy.

Unit 5: Translation Theories and Methodologies

- **Content:**
 - Introduction to theories of translation, with a focus on cultural translation.
 - Discussions on the challenges and politics of translating Indian texts.
 - Case studies on translation choices and their implications.
- **Primary Texts:**
 - Theoretical readings from *Translation as a Cultural Practice* and *In Other Words: Essays on Translation*.

Mapping of Course Outcomes (CO) to Program Outcomes (PO)

Course Outcomes (CO)	Program Outcomes (PO)
CO1: To examine the rich diversity of Indian literature across regional languages and cultural traditions through translation.	PO1, PO2, PO4
CO2: To analyze the major themes, narratives, and stylistic elements in translated Indian texts.	PO1, PO2, PO5
CO3: To assess the impact of translation on the preservation and transformation of cultural narratives.	PO1, PO2, PO5
CO4: To understand the challenges and methodologies involved in literary translation in the Indian context.	PO3, PO4
CO5: To foster critical appreciation of Indian literary contributions within a global context.	PO2, PO4, PO5



Reference Books

1. **Nehru, Jawaharlal.** *The Discovery of India*. Penguin Books, 2004.
 - Provides historical context and cultural insights valuable for understanding Indian literature.
2. **Tagore, Rabindranath.** *Gitanjali*. Macmillan, 1994.
 - A significant work reflecting the rich traditions of Indian poetry and philosophical thought.
3. **Premchand, Munshi.** *Godaan*. Penguin Books, 2003.
 - A classic novel addressing social issues and rural life in India, showcasing the importance of translation.
4. **Kalidasa.** *Shakuntala*. Oxford University Press, 2008.
 - A timeless Sanskrit play that highlights the beauty of Indian classical literature.
5. **Tirukkural.** *Tirukkural: A Translation*. Various translations available (choose a reputable one).
 - An ancient Tamil text focusing on ethics and morality, vital for understanding cultural narratives.
6. **Devi, Mahasweta.** *Breast Stories* (translated by the author). Seagull Books, 1997.
 - A collection of stories addressing social injustices, particularly concerning marginalized communities.
7. **Ananthamurthy, U.R.** *Samskara: A Rite for a Dead Man*. Penguin Books, 1976.
 - A novel that explores caste dynamics and the complexities of modern Indian identity.
8. **Bhagavad Gita.** *The Bhagavad Gita: A New Translation*. Various translations available (choose a reputable one).
 - A philosophical text central to Indian thought, offering insights into morality and duty.
9. **Ramanujan, A.K.** *The Striders*. Oxford University Press, 2006.
 - A collection of poems and translations reflecting on themes of identity and belonging.
10. **Bhaskaran, K.** *Mother Forest: The Unfinished Story of C.K. Janu*. Sahitya Akademi, 2016.
 - An important contemporary work addressing issues of environmentalism and indigenous rights.
11. **Bhatia, N.** *Translation as a Cultural Practice*. Routledge, 2013.
 - Explores translation theory and practice with a focus on cultural implications.
12. **Venuti, Lawrence.** *The Scandals of Translation: Towards an Ethics of Difference*. Routledge, 1998.
 - Discusses the ethics and politics of translation, offering valuable insights for understanding translation in the Indian context.
13. **Baker, Mona, and Gabriela Saldanha, eds.** *Routledge Encyclopedia of Translation Studies*. Routledge, 2009.
 - A comprehensive reference work that covers various aspects of translation theory and practice.



Syllabus for Ph.D. Course-I: Course Title: Technology-Enhanced Language Learning (TELL)

Course Objectives (CO):

1. **CO1:** To understand the principles and history of TELL and its evolution in the language teaching field.
2. **CO2:** To explore the range of digital tools and resources available for language instruction.
3. **CO3:** To develop strategies for integrating technology into various language skills.
4. **CO4:** To analyze and evaluate the effectiveness of TELL methods through practical applications.
5. **CO5:** To identify and assess emerging trends and research in the field of TELL.

Program Outcomes (PO):

- **PO1:** Advanced knowledge of current practices and innovations in TELL.
- **PO2:** Skill in utilizing technology for enhanced language instruction.
- **PO3:** Ability to critically evaluate and adapt digital tools for language learning contexts.
- **PO4:** Competency in conducting research on TELL and assessing its impact on language acquisition.
- **PO5:** Effective use of technology to address the diverse needs of language learners.

Unit-Wise Syllabus

Unit 1: Introduction to Technology-Enhanced Language Learning (TELL)

- **Content:**
 - Overview of TELL: definitions, scope, and historical development.
 - The role of technology in language education: from traditional to digital.
 - Advantages and challenges of TELL in various learning environments.
- **Readings:**
 - Selected chapters from *CALL Dimensions: Options and Issues in Computer-Assisted Language Learning*.

Unit 2: Tools and Resources in TELL

- **Content:**
 - Survey of digital tools for language learning: Learning Management Systems (LMS), mobile apps, interactive games, and virtual classrooms.
 - Evaluation of resources for teaching different skills (listening, speaking, reading, writing).
 - Ethical considerations in the use of technology for language teaching.



- **Practical Component:** Hands-on exploration of TELL tools (e.g., Duolingo, Kahoot, Flipgrid, Google Classroom).
- **Readings:**
 - Excerpts from *Teaching Language Online: A Guide for Designing, Developing, and Delivering Online, Blended, and Flipped Language Courses*.

Unit 3: Technology Integration for Language Skills Development

- **Content:**
 - Strategies for integrating technology to develop listening, speaking, reading, and writing skills.
 - Task-based language learning and communicative language teaching via digital tools.
 - Designing TELL-based lesson plans and activities for various language proficiency levels.
- **Practical Component:** Creation of a tech-based lesson plan targeting one language skill.
- **Readings:**
 - Research articles on task-based learning in TELL contexts.

Unit 4: Assessing and Evaluating TELL Practices

- **Content:**
 - Methods for assessing the impact of technology on language acquisition and learner engagement.
 - Qualitative and quantitative research approaches in TELL.
 - Data collection tools (surveys, interviews, quizzes, analytics) for evaluating TELL efficacy.
- **Practical Component:** Design a small-scale study or evaluation project to assess a TELL tool's effectiveness.
- **Readings:**
 - Selected studies from *Journal of Technology and Language Education*.

Unit 5: Future Trends and Research in TELL

- **Content:**
 - Exploration of cutting-edge trends: AI in language learning, VR/AR applications, gamification, and adaptive learning technologies.
 - Case studies of successful TELL implementations worldwide.
 - Research gaps and potential areas for further investigation in TELL.
- **Practical Component:** Final project proposal on a TELL-based research topic of interest.
- **Readings:** Review articles on AI and VR in language learning.



Mapping of Course Outcomes (CO) to Program Outcomes (PO)

Unit	Course Outcomes (CO)	Program Outcomes (PO)
1	CO1: Introduction to TELL	PO1, PO2, PO4
2	CO2: Tools and Resources	PO1, PO2, PO5
3	CO3: Technology Integration	PO1, PO2, PO5
4	CO4: Evaluation Techniques	PO3, PO4
5	CO5: Trends & Research	PO2, PO4, PO5

Reference Books

- Translation as a Cultural Practice** by Susan Bassnett
 - This book explores the relationship between translation and culture, providing insights into the role of translation in shaping cultural narratives.
- In Other Words: Essays on Translation** by Lawrence Venuti
 - A collection of essays discussing various aspects of translation theory, particularly focusing on cultural and ethical issues.
- The Craft of Translation** edited by John Biguenet and Rainer Schulte
 - This volume features essays by renowned translators that delve into the practicalities and challenges of translation.
- The Translator's Invisibility: A History of Translation** by Lawrence Venuti
 - Venuti's work critiques the dominant norms in translation, emphasizing the importance of visibility and the translator's role.
- Indian Literature: A Survey** by K. R. Srinivasa Iyengar
 - An overview of Indian literature, including discussions on the importance of translation in making regional literature accessible.
- Literary Translation: A Practical Guide** by David Bellos
 - This guide offers practical advice for translators and insights into the intricacies of literary translation.



Syllabus for Ph.D. Course-I: Course Title: Theories and Approaches in English Language Teaching (ELT)

Course Objectives (CO):

1. **CO1:** To explore foundational theories of language learning and their historical evolution.
2. **CO2:** To critically examine major approaches and methods in ELT, with a focus on their underlying theories.
3. **CO3:** To analyze the advantages and limitations of each approach and method within diverse classroom settings.
4. **CO4:** To evaluate current trends in ELT and their implications for language pedagogy.
5. **CO5:** To apply theoretical understanding to develop innovative teaching strategies suited to different learning contexts.

Program Outcomes (PO):

- **PO1:** Deep understanding of ELT theories and their pedagogical implications.
- **PO2:** Ability to analyze and implement ELT methods in varied educational contexts.
- **PO3:** Proficiency in critically evaluating teaching approaches for effective language instruction.
- **PO4:** Skill in adapting and innovating ELT practices to address contemporary educational needs.
- **PO5:** Contribution to academic scholarship and research in ELT.

Unit-Wise Syllabus

Unit 1: Foundations of Language Learning Theories

- **Content:**
 - Key theories of language acquisition: Behaviorism, Cognitivism, and Constructivism.
 - Sociocultural Theory and its impact on language learning.
 - Influence of language acquisition theories on ELT practices.
- **Readings:**
 - Selected chapters from *Principles of Language Learning and Teaching* by H. Douglas Brown.

Unit 2: Traditional Approaches to Language Teaching

- **Content:**
 - Grammar-Translation Method, Direct Method, and Audio-Lingual Method.
 - Historical context and effectiveness of traditional methods in ELT.
 - Comparative analysis of traditional methods with modern approaches.



- **Readings:**
 - Excerpts from *Techniques and Principles in Language Teaching* by Diane Larsen-Freeman.

Unit 3: Communicative Approaches and Beyond

- **Content:**
 - Development of Communicative Language Teaching (CLT) and Task-Based Language Learning (TBL).
 - Content-Based Instruction (CBI) and its applications in language teaching.
 - Functional-notional approach and its influence on language curricula.
- **Practical Component:** Design a CLT or TBL lesson plan for a target language level.
- **Readings:**
 - Selected articles on CLT and TBL from *Language Teaching Research* journal.

Unit 4: Post-Method Pedagogy and Eclectic Approaches

- **Content:**
 - Critique of the “method” concept and the emergence of post-method pedagogy.
 - Eclectic approaches: balancing various methods to meet specific learner needs.
 - Factors influencing the choice of approach, including context, learner profile, and objectives.
- **Readings:**
 - Selected chapters from *The Post-Method Condition: A Perspective on Language Pedagogy* by B. Kumaravadivelu.

Unit 5: Contemporary Trends in ELT and Innovation

- **Content:**
 - Exploration of current trends: digital ELT, Flipped Classroom, Blended Learning, and Multiliteracies.
 - Integration of technology in ELT practices, including social media, mobile learning, and VR/AR applications.
 - Innovations and research in ELT for diverse educational settings.
- **Practical Component:** Project proposal on an innovative ELT approach incorporating recent trends.
- **Readings:**
 - Review articles on digital and blended learning in ELT.



Mapping of Course Outcomes (CO) to Program Outcomes (PO)

Unit	Course Outcomes (CO)	Program Outcomes (PO)
1	CO1: Foundations of Language Learning Theories	PO1, PO2
2	CO2: Traditional Approaches to Language Teaching	PO1, PO3
3	CO3: Communicative Approaches and Beyond	PO2, PO3
4	CO4: Post-Method Pedagogy and Eclectic Approaches	PO1, PO2, PO3, PO4, PO5
5	CO5: Contemporary Trends in ELT and Innovation	PO2, PO4

Reference Books

1. **Principles of Language Learning and Teaching** by H. Douglas Brown
 - o A foundational text exploring various theories of language learning and their implications for teaching practices.
2. **Techniques and Principles in Language Teaching** by Diane Larsen-Freeman
 - o This book provides a comprehensive overview of different language teaching methods and their effectiveness.
3. **The Post-Method Condition: A Perspective on Language Pedagogy** by B. Kumaravadivelu
 - o A critical examination of the limitations of traditional methods and the emergence of eclectic and post-method approaches in ELT.
4. **Language Teaching Methodology: A Training Course for Teachers** by David Nunan
 - o This text focuses on practical applications of language teaching theories and provides strategies for effective instruction.
5. **Teaching by Principles: An Interactive Approach to Language Pedagogy** by H. Douglas Brown
 - o An overview of principles underlying effective language teaching, including methods, techniques, and assessments.
6. **Digital Technologies in ELT** by G. Thomas and J. M. J. Stoller
 - o A resource focusing on integrating digital technologies in language teaching and learning.
7. **Flipped Learning: A Guide for Higher Education Faculty** by Robert Talbert
 - o A guide that discusses the flipped classroom model and its application in language teaching.



Syllabus for Ph.D. Course-I: Course Title: Afro-American Literature

Course Objectives (CO):

1. **CO1:** To understand the historical and cultural contexts of Afro-American literature.
2. **CO2:** To analyze major themes, motifs, and symbols within Afro-American literary works.
3. **CO3:** To study prominent authors, genres, and literary movements in Afro-American literature.
4. **CO4:** To explore the role of literature in addressing social justice issues and promoting cultural identity.
5. **CO5:** To evaluate contemporary perspectives and the ongoing impact of Afro-American literature on global literature and society.

Program Outcomes (PO):

- **PO1:** Advanced understanding of literary theories and their application to Afro-American literature.
- **PO2:** Ability to analyze and interpret themes in Afro-American literature within historical and social frameworks.
- **PO3:** Critical appreciation of diverse voices and experiences in Afro-American literature.
- **PO4:** Research proficiency in Afro-American literature, contributing to academic scholarship.
- **PO5:** Effective articulation of complex ideas and themes in both written and oral forms.

Unit-Wise Syllabus

Unit 1: Historical Context and Early Writings

- **Content:**
 - Origins of Afro-American literature: slave narratives, oral traditions, and spirituals.
 - Analysis of classic slave narratives such as *Narrative of the Life of Frederick Douglass* and *Incidents in the Life of a Slave Girl* by Harriet Jacobs.
 - The impact of abolitionism and early Afro-American writers.
- **Readings:**
 - Selected passages from *Narrative of the Life of Frederick Douglass* and *Incidents in the Life of a Slave Girl*.

Unit 2: The Harlem Renaissance

- **Content:**
 - Overview of the Harlem Renaissance: cultural revival and literary expression.



- Key writers: Langston Hughes, Zora Neale Hurston, Claude McKay, and Countee Cullen.
- Analysis of poetry, essays, and fiction that reflect themes of racial pride, cultural identity, and resistance.
- **Readings:**
 - Selected poems by Langston Hughes and Claude McKay; excerpts from *Their Eyes Were Watching God* by Zora Neale Hurston.

Unit 3: Civil Rights and Protest Literature

- **Content:**
 - Literature of the Civil Rights era: narratives of protest, resistance, and social justice.
 - Key figures: Richard Wright, James Baldwin, and Lorraine Hansberry.
 - Analysis of works like *Native Son*, *The Fire Next Time*, and *A Raisin in the Sun*.
- **Readings:**
 - Excerpts from *Native Son* by Richard Wright, *The Fire Next Time* by James Baldwin, and *A Raisin in the Sun* by Lorraine Hansberry.

Unit 4: Contemporary Afro-American Literature

- **Content:**
 - Exploration of post-Civil Rights Afro-American literature and its focus on identity, gender, and intersectionality.
 - Notable authors: Toni Morrison, Alice Walker, and August Wilson.
 - Key texts: *Beloved*, *The Color Purple*, and *Fences*.
- **Readings:**
 - Selected chapters from *Beloved* by Toni Morrison, *The Color Purple* by Alice Walker, and *Fences* by August Wilson.

Unit 5: Afro-American Literature in the Global Context

- **Content:**
 - The influence of Afro-American literature on global movements and postcolonial discourse.
 - Exploration of contemporary voices: Ta-Nehisi Coates, Chimamanda Ngozi Adichie, and Colson Whitehead.
 - Discussion on the ongoing legacy and global impact of Afro-American literature.
- **Practical Component:** Research proposal or paper focusing on a comparative study of Afro-American literature's influence on other literary traditions.
- **Readings:**
 - Selected essays by Ta-Nehisi Coates; excerpts from *Americanah* by Chimamanda Ngozi Adichie and *The Underground Railroad* by Colson Whitehead.



Mapping of Course Outcomes (CO) to Program Outcomes (PO)

Unit	Course Outcomes (CO)	Program Outcomes (PO)
1	CO1: Historical Context	PO1, PO2
2	CO2: Harlem Renaissance	PO1, PO3
3	CO3: Civil Rights Literature	PO2, PO4
4	CO4: Contemporary Literature	PO1, PO3, PO5
5	CO5: Global Context	PO2, PO4, PO5

Reference Books

1. **The Narrative of the Life of Frederick Douglass** by Frederick Douglass
 - A seminal slave narrative providing insight into the experiences and struggles of African Americans.
2. **Incidents in the Life of a Slave Girl** by Harriet Jacobs
 - An important account of slavery from a female perspective, highlighting issues of gender and race.
3. **The Harlem Renaissance: A Brief History with Documents** by Nathan Irvin Huggins
 - An overview of the cultural movement, including primary documents that showcase the era's literary output.
4. **Their Eyes Were Watching God** by Zora Neale Hurston
 - A key work of the Harlem Renaissance that explores themes of race, gender, and self-identity.
5. **Native Son** by Richard Wright
 - A powerful novel addressing systemic racism and its effects on African American identity.
6. **The Fire Next Time** by James Baldwin
 - A collection of essays discussing race relations in America and the implications of a racially divided society.
7. **Beloved** by Toni Morrison
 - A landmark novel exploring the legacy of slavery and its psychological impact on individuals and families.
8. **The Color Purple** by Alice Walker
 - A profound narrative that examines the lives of African American women and themes of empowerment and resilience.
9. **Fences** by August Wilson
 - A play that addresses the complexities of race, family, and personal struggle within the African American community.
10. **Americanah** by Chimamanda Ngozi Adichie
 - A contemporary novel that explores themes of race and identity within a global context.



Syllabus for Ph.D. Course-II: Course Title: Sociolinguistics and Language Teaching

Course Objectives (CO):

1. **CO1:** To understand the key sociolinguistic concepts relevant to language teaching and learning.
2. **CO2:** To analyze the impact of social, cultural, and regional factors on language variation and learning.
3. **CO3:** To explore multilingualism, language choice, and code-switching in the classroom context.
4. **CO4:** To examine how sociolinguistic factors influence language assessment and curriculum development.
5. **CO5:** To apply sociolinguistic principles to create inclusive and culturally sensitive teaching strategies.

Program Outcomes (PO):

- **PO1:** Mastery of sociolinguistic concepts and their application in language teaching.
- **PO2:** Proficiency in recognizing and addressing diversity in language learning environments.
- **PO3:** Ability to design and implement context-sensitive language teaching methods.
- **PO4:** Skill in conducting research that reflects awareness of sociolinguistic issues in ELT.
- **PO5:** Contribution to scholarly discourse on sociolinguistics and language pedagogy.

Unit-Wise Syllabus

Unit 1: Foundations of Sociolinguistics

- **Content:**
 - Overview of sociolinguistics: language, society, and context.
 - Language varieties: dialect, register, style, and accent.
 - The concept of "Standard English" and its implications in ELT.
- **Readings:**
 - Selected chapters from *An Introduction to Sociolinguistics* by Ronald Wardhaugh.

Unit 2: Language Variation and Social Identity

- **Content:**
 - Social factors in language variation: class, gender, ethnicity, and age.
 - Identity, power, and language choice in multilingual contexts.
 - Language attitudes and their impact on language teaching.
- **Readings:**



- Selected articles on language and identity from *Journal of Sociolinguistics*.

Unit 3: Bilingualism, Multilingualism, and Code-Switching

- **Content:**
 - Bilingual and multilingual societies and their impact on language acquisition.
 - Code-switching and code-mixing in the classroom.
 - Pedagogical approaches to multilingualism.
- **Practical Component:** Analyze language use in a bilingual/multilingual classroom.
- **Readings:**
 - Selected chapters from *Foundations of Bilingual Education and Bilingualism* by Colin Baker.

Unit 4: Sociolinguistics and Language Policy

- **Content:**
 - Language policy and planning in educational contexts.
 - Language rights and the politics of language choice in schools.
 - Developing a language policy for multicultural classrooms.
- **Readings:**
 - Selected readings on language policy from *Language Policy* journal.

Unit 5: Sociolinguistic Principles in Curriculum and Assessment

- **Content:**
 - Designing inclusive curricula that reflect sociolinguistic diversity.
 - Addressing sociolinguistic factors in language assessment.
 - Creating culturally responsive teaching materials and methods.
- **Practical Component:** Project proposal to develop a sociolinguistically informed curriculum.
- **Readings:**
 - Selected articles on inclusive curriculum design from *TESOL Quarterly*.

Mapping of Course Outcomes (CO) to Program Outcomes (PO)

Unit	Course Outcomes (CO)	Program Outcomes (PO)
1	CO1: Foundations of Sociolinguistics	PO1, PO2
2	CO2: Language Variation and Identity	PO1, PO2, PO3
3	CO3: Bilingualism and Code-Switching	PO2, PO3
4	CO4: Language Policy and Planning	PO1, PO4
5	CO5: Sociolinguistics in Curriculum	PO2, PO3, PO4



Reference Books

1. **An Introduction to Sociolinguistics** by Ronald Wardhaugh
 - A foundational text covering key concepts in sociolinguistics, including language and society, language variation, and the implications for teaching.
2. **Language and Identity: National, Ethnic, Religious** by John Edwards
 - Explores the connections between language and identity, focusing on social factors and their impact on language use and attitudes.
3. **Foundations of Bilingual Education and Bilingualism** by Colin Baker
 - A comprehensive overview of bilingualism and multilingualism, with insights into code-switching and its pedagogical implications.
4. **Language Policy** by Bernard Spolsky
 - Discusses language policy and planning, focusing on the political dimensions of language use in educational settings.
5. **Language Policy and Political Issues in Education** by David L. C. Liu
 - A collection of articles examining the politics of language choice in educational contexts, addressing language rights and planning.
6. **TESOL Quarterly** (Journal)
 - A leading journal that publishes research articles on language teaching and learning, including discussions on inclusive curriculum design.
7. **Sociolinguistics: An Introduction to Language and Society** by Peter Trudgill
 - Offers insights into how social factors influence language use and variation, providing a practical understanding for educators.
8. **Culturally Responsive Teaching: Theory, Research, and Practice** by Geneva Gay
 - Focuses on creating culturally responsive teaching practices, emphasizing the importance of diversity in the classroom.
9. **Sociolinguistics and Language Teaching** by Patricia Duff and Natalie H. McKinney
 - Explores the relationship between sociolinguistics and language pedagogy, offering practical applications for educators.



Syllabus for Ph.D. Course-II: Course Title: Toni Morrison's Fiction

World of Toni Morrison

Course Objectives (CO):

1. **CO1:** To analyze the key themes and narratives in Toni Morrison's novels.
2. **CO2:** To examine Morrison's portrayal of African American identity and history.
3. **CO3:** To explore the narrative techniques employed by Morrison and their impact on readers.
4. **CO4:** To understand the socio-political contexts surrounding Morrison's works and their relevance today.
5. **CO5:** To critically evaluate Morrison's contributions to American literature and feminist discourse.

Program Outcomes (PO):

- **PO1:** Mastery of critical theories and methodologies relevant to literary analysis.
- **PO2:** Proficiency in interpreting themes of identity, race, and history in literature.
- **PO3:** Ability to conduct research that contributes to scholarly discussions on American literature.
- **PO4:** Skill in articulating complex ideas and arguments in both written and oral forms.
- **PO5:** Contribution to scholarly discourse on contemporary authors and literary movements.

Unit-Wise Syllabus

Unit 1: Song of Solomon

- **Content:**
 - Exploration of identity, heritage, and the search for self.
 - Analysis of flight as a symbol of liberation and cultural roots.
 - Themes of family dynamics and historical legacy.
- **Readings:**
 - Full text of *Song of Solomon*.

Unit 2: Beloved

- **Content:**
 - Discussion of the haunting legacy of slavery and maternal bonds.
 - Examination of memory and trauma in the African American experience.
 - Analysis of the character of Sethe and her struggle for freedom.
- **Readings:**
 - Full text of *Beloved*.



Unit 3: Jazz

- **Content:**
 - Study of the narrative structure and its non-linear approach.
 - Exploration of love, violence, and the complexity of relationships in Harlem.
 - Themes of art, music, and cultural expression as a response to history.
- **Readings:**
 - Full text of *Jazz*.

Unit 4: Paradise

- **Content:**
 - Analysis of gender roles and the concept of community.
 - Examination of the conflict between tradition and modernity.
 - Discussion of Morrison's critique of utopian ideals and societal norms.
- **Readings:**
 - Full text of *Paradise*.

Unit 5: A Mercy

- **Content:**
 - Exploration of early American history and the formation of racial identities.
 - Discussion of themes of slavery, exploitation, and the search for autonomy.
 - Analysis of the interconnections between various characters' stories.
- **Readings:**
 - Full text of *A Mercy*.

Mapping of Course Outcomes (CO) to Program Outcomes (PO)

Unit	Course Outcomes (CO)	Program Outcomes (PO)
1	CO1: Song of Solomon	PO1, PO2
2	CO2: Beloved	PO1, PO3
3	CO3: Jazz	PO2, PO4
4	CO4: Paradise	PO1, PO3, PO5
5	CO5: A Mercy	PO2, PO3, PO4

References

1. **Morrison, Toni.** *Song of Solomon*. New York: Alfred A. Knopf, 1977.
2. **Morrison, Toni.** *Beloved*. New York: Alfred A. Knopf, 1987.
3. **Morrison, Toni.** *Jazz*. New York: Alfred A. Knopf, 1992.
4. **Morrison, Toni.** *Paradise*. New York: Alfred A. Knopf, 1997.
5. **Morrison, Toni.** *A Mercy*. New York: Knopf, 2008.



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Additional Reading

- Gates, Henry Louis, Jr. *The Signifying Monkey: A Theory of African American Literary Criticism*. Oxford: Oxford University Press, 1988.
- Baker, Houston A. *Modernism and the Harlem Renaissance*. Chicago: University of Chicago Press, 1987.
- Spillers, Hortense J. *Black, White, and in Color: Essays on American Literature and Culture*. Chicago: University of Chicago Press, 2003.



Syllabus for Ph.D. Course-II: Course Title: Literary Works of Anita Desai

Course Objectives (CO):

1. **CO1:** To analyze key themes and character development in Anita Desai's novels.
2. **CO2:** To examine the portrayal of family dynamics and individual struggles within Indian society.
3. **CO3:** To explore Desai's narrative techniques and their effect on the reader's understanding.
4. **CO4:** To understand the socio-cultural contexts that shape Desai's literary works.
5. **CO5:** To critically evaluate Desai's contributions to contemporary Indian literature.

Program Outcomes (PO):

- **PO1:** Mastery of critical theories relevant to contemporary literature and gender studies.
- **PO2:** Proficiency in analyzing literary texts within their socio-cultural contexts.
- **PO3:** Ability to conduct research that contributes to scholarly discussions on Indian literature.
- **PO4:** Skill in articulating complex ideas and arguments in both written and oral forms.
- **PO5:** Contribution to scholarly discourse on contemporary Indian authors.

Unit-Wise Syllabus

Unit 1: Voices in the City

- **Content:**
 - Exploration of urban alienation and individual identity.
 - Analysis of the lives of three protagonists and their connection to the city.
 - Themes of loneliness, search for self, and the complexities of city life.
- **Readings:**
 - Full text of *Voices in the City*.

Unit 2: Bye-Bye Blackbird

- **Content:**
 - Discussion of the themes of expatriation and cultural dislocation.
 - Examination of the lives of Indians in post-colonial England.
 - Analysis of identity and belonging in a foreign land.
- **Readings:**
 - Full text of *Bye-Bye Blackbird*.



Unit 3: Fire on the Mountain

- **Content:**
 - Study of the relationship between personal and social conflicts.
 - Exploration of the role of women and their struggles in a patriarchal society.
 - Themes of memory, isolation, and the impact of nature.
- **Readings:**
 - Full text of *Fire on the Mountain*.

Unit 4: Clear Light of Day

- **Content:**
 - Analysis of family relationships and the passage of time.
 - Discussion of memory and its influence on identity.
 - Exploration of the socio-political backdrop of India in the narrative.
- **Readings:**
 - Full text of *Clear Light of Day*.

Unit 5: Fasting, Feasting

- **Content:**
 - Examination of cultural practices and their impact on individual choices.
 - Analysis of the contrast between Eastern and Western values.
 - Themes of hunger, fulfillment, and the quest for personal identity.
- **Readings:**
 - Full text of *Fasting, Feasting*.

Mapping of Course Outcomes (CO) to Program Outcomes (PO)

Unit	Course Outcomes (CO)	Program Outcomes (PO)
1	CO1: Voices in the City	PO1, PO2
2	CO2: Bye-Bye Blackbird	PO1, PO3
3	CO3: Fire on the Mountain	PO2, PO4
4	CO4: Clear Light of Day	PO1, PO2, PO3
5	CO5: Fasting, Feasting	PO2, PO3, PO4

References

1. Desai, Anita. *Voices in the City*. New Delhi: Orient Longman, 1965.
2. Desai, Anita. *Bye-Bye Blackbird*. New Delhi: Orient Longman, 1971.
3. Desai, Anita. *Fire on the Mountain*. New Delhi: Penguin Books, 1977.



4. Desai, Anita. *Clear Light of Day*. New Delhi: Penguin Books, 1980.
5. Desai, Anita. *Fasting, Feasting*. New Delhi: Penguin Books, 1999.

Additional Reading

- Chakrabarti, P. *Anita Desai: A Critical Study*. New Delhi: Atlantic Publishers, 1999.
- Nayar, Pramod K. *Contemporary Literary and Cultural Theory: From Structuralism to Ecocriticism*. New Delhi: Pearson Education, 2010.
- Rai, Amit. *Anita Desai's Fiction: A Critical Study*. New Delhi: Sarup & Sons, 2005.



Course Objectives (CO):

1. **CO1:** To examine the historical, political, and cultural contexts of Amitav Ghosh's works.
2. **CO2:** To analyze Ghosh's narrative style, themes, and characterization across his major novels.
3. **CO3:** To explore the concepts of identity, displacement, and migration in Ghosh's writing.
4. **CO4:** To understand Ghosh's representation of the environment and human interaction with nature.
5. **CO5:** To critically evaluate Ghosh's contributions to Indian and postcolonial literature.

Program Outcomes (PO):

- **PO1:** Mastery of critical theories and methodologies relevant to contemporary literature.
- **PO2:** Proficiency in interpreting themes of history, identity, and migration in postcolonial texts.
- **PO3:** Ability to conduct research that contributes to scholarly discussions on environmental and historical narratives.
- **PO4:** Critical understanding of narrative techniques and their effects in postcolonial literature.
- **PO5:** Effective presentation of complex ideas in both written and oral academic formats.

Unit-Wise Syllabus

Unit 1: The Shadow Lines

- **Content:**
 - Exploration of *The Shadow Lines* as a narrative on memory, nationalism, and the psychological impacts of political borders.
 - Analysis of the partition of Bengal and its effects on individual identity and memory.
 - Themes of memory, history, and the complexities of cross-cultural interactions.
- **Readings:**
 - Full text of *The Shadow Lines*.

Unit 2: The Glass Palace

- **Content:**
 - Study of *The Glass Palace* with a focus on colonialism, war, and economic exploitation.



- Examination of Ghosh's portrayal of Burma, India, and the impact of British colonialism on local societies.
- Themes of displacement, resilience, and the blending of personal and political histories.
- **Readings:**
 - Full text of *The Glass Palace*.

Unit 3: The Hungry Tide

- **Content:**
 - Discussion of *The Hungry Tide*, focusing on environmental concerns, human rights, and the interaction between humans and nature.
 - Analysis of the setting in the Sundarbans and its influence on the characters and storyline.
 - Exploration of themes related to conservation, marginalization, and cultural identity.
- **Readings:**
 - Full text of *The Hungry Tide*.

Unit 4: River of Smoke

- **Content:**
 - Examination of *River of Smoke* in the context of historical fiction, specifically regarding the opium trade between India and China.
 - Analysis of cross-cultural exchanges, trade networks, and colonial exploitation.
 - Themes of migration, commerce, and the socio-economic impact of colonial trade practices.
- **Readings:**
 - Full text of *River of Smoke*.

Unit 5: Flood of Fire

- **Content:**
 - Study of *Flood of Fire* as a continuation of the Ibis trilogy, focusing on themes of war, colonization, and rebellion.
 - Analysis of characters as they navigate cultural and geographical displacement in the context of colonial expansion.
 - Exploration of the intersection of personal narratives with historical events, and the effect of war on identity and survival.
- **Readings:**
 - Full text of *Flood of Fire*.

Mapping of Course Outcomes (CO) to Program Outcomes (PO)



Unit	Course Objectives (CO)	Program Outcomes (PO)
1	CO1: Examine historical, political, and cultural contexts of Ghosh's works	PO1, PO2
2	CO2: Analyze Ghosh's narrative style, themes, and characterization	PO1, PO3
3	CO3: Explore concepts of identity, displacement, and migration	PO2, PO3, PO4
4	CO4: Understand Ghosh's representation of the environment and human interaction with nature	PO1, PO2, PO3
5	CO5: Critically evaluate Ghosh's contributions to Indian and postcolonial literature	PO2, PO3, PO4, PO5

Reference Suggestions

Unit 1: The Shadow Lines

- Ghosh, Amitav. *The Shadow Lines*. (Full text)
- Inden, Ronald. "Imagining India: The Road to the Present." *Comparative Studies in Society and History*, vol. 26, no. 4, 1984.
- Ashcroft, Bill, et al. *Post-Colonial Studies: The Key Concepts*. Routledge, 2007.

Unit 2: The Glass Palace

- Ghosh, Amitav. *The Glass Palace*. (Full text)
- Said, Edward. *Culture and Imperialism*. Knopf, 1993.
- Bhabha, Homi. *The Location of Culture*. Routledge, 1994.

Unit 3: The Hungry Tide

- Ghosh, Amitav. *The Hungry Tide*. (Full text)
- Escobar, Arturo. *Encountering Development: The Making and Unmaking of the Third World*. Princeton University Press, 1995.
- Carson, Rachel. *Silent Spring*. Houghton Mifflin, 1962.

Unit 4: River of Smoke

- Ghosh, Amitav. *River of Smoke*. (Full text)
- The Economist. "The Opium Wars: A History of Trade." (For historical context)
- Marshall, P.J. *The Cambridge Illustrated History of the British Empire*. Cambridge University Press, 1996.

Unit 5: Flood of Fire

- Ghosh, Amitav. *Flood of Fire*. (Full text)



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- Fanon, Frantz. *The Wretched of the Earth*. Grove Press, 1963.
- Chatterjee, Partha. *The Nation and Its Fragments: Colonial and Postcolonial Histories*. Princeton University Press, 1993.

Additional References

- Ghosh, Amitav. *In an Antique Land*. (For understanding the author's narrative style and thematic concerns)
- Mukherjee, Bharati. *The Tiger's Daughter*. (For comparative analysis of diasporic themes)



Syllabus for Ph.D. Course-II: Course Title: The Literary Works of Pinky

Course Objectives (CO):

1. **CO1:** To examine the key themes and narratives in Pinky Virani's literary works.
2. **CO2:** To analyze Virani's portrayal of gender, identity, and the human condition within the Indian socio-political landscape.
3. **CO3:** To explore the socio-political issues addressed in her writing and their implications on contemporary Indian society.
4. **CO4:** To understand Virani's narrative techniques and their impact on readers' engagement with sensitive issues.
5. **CO5:** To evaluate Virani's contributions to Indian literature and her role in social advocacy through her writing.

Program Outcomes (PO):

- **PO1:** Mastery of critical theories relevant to contemporary literature and gender studies.
- **PO2:** Ability to analyze literary texts within socio-cultural and political contexts.
- **PO3:** Skill in conducting research on women's issues and societal reforms reflected in literature.
- **PO4:** Proficiency in presenting critical analyses and arguments in both oral and written forms.
- **PO5:** Contribution to academic discourse on Indian authors addressing social justice themes.

Unit-Wise Syllabus

Unit 1: *Aruna's Story*

- **Content:**
 - Overview of *Aruna's Story* as a biography exploring issues of mental health, abuse, and human rights.
 - Analysis of the social and ethical implications surrounding Aruna Shanbaug's life and treatment.
 - Themes of vulnerability, justice, and institutional failure.
- **Readings:**
 - Full text of *Aruna's Story*.

Unit 2: *Bitter Chocolate*

- **Content:**
 - Study of *Bitter Chocolate* as an exposé on child sexual abuse in India.



- Exploration of themes of trauma, resilience, and the silence around abuse.
- Analysis of Virani's investigative approach and her impact on public awareness and policy change.
- **Readings:**
 - Selected chapters from *Bitter Chocolate*.

Unit 3: *Once Was Bombay*

- **Content:**
 - Examination of *Once Was Bombay* and its depiction of the changing cultural, economic, and social landscape of Bombay.
 - Themes of nostalgia, urban decay, and the transformation of a city and its identity.
 - Virani's perspective on migration, community, and modernity in an urban setting.
- **Readings:**
 - Selected chapters from *Once Was Bombay*.

Unit 4: *Politics of the Womb*

- **Content:**
 - Analysis of *Politics of the Womb* and its exploration of reproductive rights, surrogacy, and ethics in India.
 - Discussion on gender politics, agency, and the commodification of women's bodies.
 - Virani's critique of policy, healthcare, and societal attitudes towards women's reproductive rights.
- **Readings:**
 - Selected readings from *Politics of the Womb*.

Unit 5: *Deaf Heaven*

- **Content:**
 - Study of *Deaf Heaven*, focusing on themes of marginalization, existential despair, and socio-political disillusionment.
 - Analysis of narrative techniques that amplify the characters' struggles against systemic and social constraints.
 - Discussion of Virani's literary style and her critical perspective on Indian society.
- **Readings:**
 - Full text of *Deaf Heaven*.



Mapping of Course Outcomes (CO) to Program Outcomes (PO)

Unit	Course Outcomes (CO)	Program Outcomes (PO)
1	CO1: Themes in <i>Aruna's Story</i>	PO1, PO2
2	CO2: Child Abuse in <i>Bitter Chocolate</i>	PO1, PO3
3	CO3: Urban Transformation in <i>Once Was Bombay</i>	PO2, PO3
4	CO4: Reproductive Rights in <i>Politics of the Womb</i>	PO1, PO2, PO4
5	CO5: Social Critique in <i>Deaf Heaven</i>	PO2, PO4, PO5

Reference Books

1. **Virani, Pinky.** *Aruna's Story*. New Delhi: Penguin Books, 1998.
 - o A biography that examines the life of Aruna Shanbaug, shedding light on issues of mental health and human rights.
2. **Virani, Pinky.** *Bitter Chocolate: Child Sexual Abuse in India*. New Delhi: Penguin Books, 2000.
 - o An investigative work that addresses the prevalence of child sexual abuse in India and the societal silence surrounding it.
3. **Virani, Pinky.** *Once Was Bombay*. New Delhi: Roli Books, 2005.
 - o A novel that explores the changing cultural landscape of Bombay and the impact of socio-economic transformations on its inhabitants.
4. **Virani, Pinky.** *Politics of the Womb: The Perils of IVF and Surrogacy*. New Delhi: Zubaan, 2008.
 - o This book critically analyzes reproductive technologies in India, discussing issues of agency, commodification, and gender politics.
5. **Virani, Pinky.** *Deaf Heaven*. New Delhi: Penguin Books, 2002.
 - o A novel that delves into the lives of marginalized individuals and their struggles against socio-political constraints in contemporary India.

Additional Reference Texts

6. **Butler, Judith.** *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge, 1990.
 - o A foundational text in gender theory that can provide a critical framework for analyzing Virani's work.
7. **Spivak, Gayatri Chakravorty.** *Can the Subaltern Speak?* In *Marxism and the Interpretation of Culture*. Urbana: University of Illinois Press, 1988.
 - o Offers insights into postcolonial theory, which can enhance understanding of Virani's focus on marginalized voices.



8. **Mohanty, Chandra Talpade.** *Feminism Without Borders: Decolonizing Theory, Practicing Solidarity*. Durham: Duke University Press, 2003.
 - A collection that addresses feminist discourse in a global context, relevant for examining themes of gender in Virani's works.
9. **Nussbaum, Martha.** *Women and Human Development: The Capabilities Approach*. Cambridge: Cambridge University Press, 2000.
 - Provides a framework for discussing women's rights and empowerment that can be applied to Virani's exploration of social justice.
10. **Bhaduri, A.** *Representations of Women in Literature: Feminist Perspectives*. New Delhi: Kalyani Publishers, 2010.
 - This book offers a feminist perspective on literature and can help in analyzing the portrayal of gender in Virani's works.

Journals and Articles

- **Journal of South Asian Literature**
- **Gender and Education**
- **Signs: Journal of Women in Culture and Society**
- Articles and papers on Pinky Virani's works available through academic databases like JSTOR, Research Gate, or Google Scholar.