

University of Mumbai



No. UG/99 of 2021-22

CIRCULAR:-

Attention of the Principals of the Affiliated Colleges, the Head of the University Departments and Directors of the recognized Institutions in Humanities Faculty is invited to this office circular No.UG/79 of 2018-19, dated 13th July, 2018 relating to the revised Syllabus as per the (CBCS) for the M.A. Honours in English and M.A. Honours with Research in English-Sem.III & IV.

They are hereby informed that the recommendations made by the Board of Studies in English at its online meeting held on 19th October, 2020 vide Item No.6 and subsequently passed by the Board of Deans at its meeting held on 27th January, 2021 vide item No.5.1(R) & 5.2 (R) have been accepted by the Academic Council at its meeting held on 23rd July, 2020 vide item No. 5.1(R) and 5.2(R) and that in accordance therewith, M.A. Honours in English and M.A. Honours with Research in English- Sem. IV the Paper No.XVI (C) "Research Methodology" is replaced with the new Paper No.XVI(A) titled::E-Content and Instructional Design in English" and Paper No. XVII (D) "English for Research Writing and Conferences" is replaced with the new paper titled: 'Rediscovery of Indian Culture through Literature" has been brought into force with effect from the academic year 2020 -21 accordingly. (The same is available on the University's website www.mu.ac.in).

MUMBAI – 400 032

08th April, 2021

To

(Dr. B.N.Gaikwad)

I/c REGISTRAR

The Principals of the Affiliated Colleges, the Head of the University Departments and Directors of the recognized Institutions in Humanities Faculty. (Circular No. UG/334 of 2017-18 dated 9th January, 2018.)

A.C/5.1 & 5.2/23/07/2020

No. UG/99 -A of 2021

MUMBAI-400 032

08th April, 2021

Copy forwarded with Compliments for information to:-

- 1) The Dean, Faculty of Humanities,
- 2) The Chairman, Board of Studies in English,
- 3) The Director, Board of Examinations and Evaluation,
- 4) The Director, Board of Students Development,
- 5) The Co-ordinator, University Computerization Centre,

(Dr.B.N.Gaikwad)

I/c REGISTRAR

Copy to :-

- 1. The Deputy Registrar, Academic Authorities Meetings and Services (AAMS),**
- 2. The Deputy Registrar, College Affiliations & Development Department (CAD),**
- 3. The Deputy Registrar, (Admissions, Enrolment, Eligibility and Migration Department (AEM),**
- 4. The Deputy Registrar, Research Administration & Promotion Cell (RAPC),**
- 5. The Deputy Registrar, Executive Authorities Section (EA),**
- 6. The Deputy Registrar, PRO, Fort, (Publication Section),**
- 7. The Deputy Registrar, (Special Cell),**
- 8. The Deputy Registrar, Fort/ Vidyanagari Administration Department (FAD) (VAD), Record Section,**
- 9. The Director, Institute of Distance and Open Learning (IDOL Admin), Vidyanagari,**

They are requested to treat this as action taken report on the concerned resolution adopted by the Academic Council referred to in the above circular and that on separate Action Taken Report will be sent in this connection.

- 1. P.A to Hon'ble Vice-Chancellor,**
- 2. P.A Pro-Vice-Chancellor,**
- 3. P.A to Registrar,**
- 4. All Deans of all Faculties,**
- 5. P.A to Finance & Account Officers, (F.& A.O),**
- 6. P.A to Director, Board of Examinations and Evaluation,**
- 7. P.A to Director, Innovation, Incubation and Linkages,**
- 8. P.A to Director, Board of Lifelong Learning and Extension (BLLE),**
- 9. The Director, Dept. of Information and Communication Technology (DICT) (CCF & UCC), Vidyanagari,**
- 10. The Director of Board of Student Development,**
- 11. The Director, Department of Students Welfare (DSD),**
- 12. All Deputy Registrar, Examination House,**
- 13. The Deputy Registrars, Finance & Accounts Section,**
- 14. The Assistant Registrar, Administrative sub-Campus Thane,**
- 15. The Assistant Registrar, School of Engg. & Applied Sciences, Kalyan,**
- 16. The Assistant Registrar, Ratnagiri sub-centre, Ratnagiri,**
- 17. The Assistant Registrar, Constituent Colleges Unit,**
- 18. BUCTU,**
- 19. The Receptionist,**
- 20. The Telephone Operator,**
- 21. The Secretary MUASA**

for information.

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AC 23/02/2021
Item No. 5.1

UNIVERSITY OF MUMBAI



Syllabus for Approval

Sr. No.	Heading	Particulars
1	Title of the Course	M.A. Hon. in English & M.A. Hon. with Research in E-Content and Instructional Design in English Paper: XVI (A)
2	Eligibility for Admission	Graduate
3	Passing Marks	40
4	Ordinances / Regulations (if any)	No
5	No. of Years / Semesters	4 Semesters
6	Level	P.G. / U.G. / Diploma / Certificate (Strike out which is not applicable)
7	Pattern	Yearly / Semester (Strike out which is not applicable)
8	Status	New / Revised (Strike out which is not applicable)
9	To be implemented from Academic Year	From Academic Year: 2020-21

Name & Signature of BOS Chairperson:

Name & Signature of Dean:

[Signature]
Dr. Sudhir Nixam

University of Mumbai
Syllabus for
M.A. Hon in English and M.A. Hon with Research in English

Course: Ability Enhancement Course
Course Title: E-Content and Instructional Design in English
Paper: XVI (A)

(With effect from the academic year 2020-21)

01	Syllabus E-Content and Instructional Design in English	
i	Name of the Program	M.A. Hon in English and M.A. Hon with Research in English
ii	Course Code	
iii	Course Title	E-Content and Instructional Design in English
iv	Course Contents	Enclosed the copy of syllabus
v	References and Additional References	Enclosed in the Syllabus
vi	Total Marks	100
vii	Examination Pattern	Semester
viii	Credit Structure (No. of Credits)	06
02	Scheme of Examination	Theory Examination + Internal Evaluation (60+40)
03	Special notes, if any	No
04	Eligibility, if any	Graduate
05	Fee Structure	As per University Structure
06	Special Ordinances / Resolutions if any	No

M.A. Hon in English and M.A. Hon with Research in English

Ability Enhancement Courses: Paper – XVI (A)

Title of the Course: **E-Content and Instructional Design in English**

Preamble

In the age of Internet and World Wide Web (www), the access to information has become commonplace through digitalization. Students today are multi-literate and learn in a global classroom. The use of innovative digital devices and tools has been explored to improve educational outcomes. This demands that students as potential educators must understand such digital devices and be able to produce digital content that will improve teaching and learning and thus enhance educational opportunities and benefits. Instructional design is a creative process that uses learning theories and frameworks, project planning, content expertise, communication, writing, and technology to architect experiences for today's learners. This course on E-content and Instructional Design is meant to understand the meaning and standards of E-content and Instruction, learning objects, designing and development of digital resources for teaching and learning of English language and literature. Thus this course aims in providing the knowledge and skill for instructors to cater to present day learners and their learning styles.

Course Objectives:

1. To familiarize students with key digital skills, tools and techniques necessary with e-content development
2. To acquaint students with the key concepts in and processes of instructional designing
3. To enable students to review various digital tools and interfaces used in learning, teaching and assessment
4. To train students to produce e-content in general and for the learning of English language and literature in particular

Course Outcomes:

- CO 1: Students will demonstrate familiarity with key digital skills, concepts, tools and techniques necessary in developing e-content.
- CO 2: Students will show their acquaintance with the key concepts in instructional designing through activities and classroom discussions.
- CO 3: Students are able to review various digital tools and interfaces used in learning, teaching and assessment
- CO4: Students are able to produce e-content in general and for the learning of English language, and literature in particular

Ability Enhancement Courses: Paper:XVI (A) Title – E-Content and Instructional Design in English

Unit I:

- A Orientation:
Key digital skills & concepts: Foundational skills, communicating applications, using network to access and manage information, working with digital tools, recording and editing, creating presentations, understanding copyright & plagiarism (among other skills), e-learning, self-paced learning vs. instructor paced learning, digital interfaces, types of media

- B Introduction to Instructional Design: Definition, scope and limitation
Foundations of Instructional Design: Mishra and Koehler's Technological Pedagogical Content Knowledge (T-PACK) framework; ADDIE Model, Merrill's Principles of Instruction, Gagne's Nine Events of Instructions, Bloom's Taxonomy

Unit Two:

- A. Needs Assessment, Learning Environment, Learner Characteristics, Diversity and Inclusion (Universal Design Learning (UDL) Principles)

- B. Instructional Design Process
Content Management System and Learning Management System
Objectives, Content Delivery of Instruction and Assessment Methods

Unit Three:

- A Content Authoring Tools & platforms
(such as CourseLab, Glo Maker, OBS, H5P, Open Author, Canvas, MOODLE, MOOC)
Documentation & Presentation Tools

- B. Storyboarding and the Script writing:
Backward Design Thinking
Mayer's 12 Principles of Multimedia Learning.

Unit Four:

- A Developing E-learning Content for
Skill and ability enhancement in Language
Comprehension and critical appreciation of literary works

- B Developing E-Content for Assessment (Formative and Summative)

Evaluation Pattern:**Internal Assessment (40 Marks):**

Sr.No.	Particulars	Marks
1	Classroom Participation	10
2.	Oral Presentation (10 Minutes)	10
3	Written Assignment (Min 2000 words)	20

End Examination (60 Marks):

Evaluation: Semester End Examination Pattern 60 Marks Hours: 02 Hours
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The End Examination for 60 marks will have 4 questions (with internal choice) of 15 marks each:

- Q.1 (Based on Unit 1)
A: Short answer questions (5/7) Or
B: Short notes (3/5)
- Q.2. (Based on Unit 2)
A: Short Notes (3/5) Or
B: Long Answer Question
- Q.3 (Based on Unit 3)
A: Short Notes (3/5) Or
B: Long Answer Question
- Q.4 (Based on Unit 4)
A/B Application Based Long answer Question

Recommended Reading

1. Association for Educational Communications Technology (2018). History of LIDT. In R. West (Ed.). *Foundations of Learning and Instructional Design Technology* (1st ed.). Available at <https://lidtfoundations.pressbooks.com/chapter/history-of-the-field/>
2. Branch, R. M., & Dousay, T. A. (2015). *Survey of instructional design models* (5th ed.). Bloomington, IN: Association for Educational Communications & Technology.
3. Burgstahler, S. E., & Cory, R. C. (Eds.). (2010). *Universal design in higher education: From principles to practice*. Harvard Education Press.
4. Cassidy, S. (2004). Learning styles: An overview of theories, models, and measures. *Educational Psychology*, 24(4), 419-444.
(<https://www.tandfonline.com/doi/full/10.1080/0144341042000228834>)

5. Dousay, T. A. (2018). Instructional design models. In R. West (Ed.), *Foundations of Learning and Instructional Design Technology* (1st ed.). Available at <https://lidtfoundations.pressbooks.com/chapter/instructional-design-models/>
6. Elkins, Diane, and Desirée Pinder.(2015). *E-learning fundamentals: A practical guide*. American Society for Training and Development.
7. Ertmer. P. A., & Newby, T. J. (2018). Behaviorism, Cognitivism, Constructivism. In R. West (Ed.). *Foundations of Learning and Instructional Design Technology* (1st ed.). Available at <https://lidtfoundations.pressbooks.com/chapter/behaviorism-cognitivism-constructivism/>
8. Gagne, R. M., Wager, W. W., Golas, K. C., Keller, J. M. (2005). *Principles of instructional design*. Belmont, CA: Wadsworth/Thomson Learning.
9. McGrath, I. (2002). *Materials evaluation and design for language teaching*. Edinburgh: Edinburgh University Press.
10. Harwood, Nigel (ed.) (2010). *English language teaching materials: Theory and practice*. Cambridge: Cambridge University Press.
11. Mayer, R., & Mayer, R. E. (Eds.). (2005). *The Cambridge handbook of multimedia learning*. Cambridge university press.
12. Mehdiabadi, A. H. & Li, J. (2016). Understanding talent development and implications for human resource development: An integrative literature review. *Human Resource Development Review*. 15(3), 263-294. DOI: 10.1177/1534484316655667
13. Mehrotra, C., Hollister, C. D., & McGahey, L. (2001). *Distance learning: Principles for effective design, delivery, and evaluation*. Sage Publications.
14. Molenda, M. (2018). Programmed instruction. In R. West (Ed.), *Foundations of Learning and Instructional Design Technology* (1st ed.). Available at <https://lidtfoundations.pressbooks.com/chapter/programmed-instruction/>
15. Reeves, T. C. (2000). Alternative assessment approaches for online learning environments in higher education. *Journal of Educational Computing Research*, 23(1), 101-111.
16. Rothwell, William J., and Hercules C. Kazanas. *Mastering the instructional design process: A systematic approach*. John Wiley & Sons, 2011.
17. Rushby, Nick, and Dan Surry (eds.) (2016). *The Wiley Handbook of Learning Technology*. John Wiley & Sons.
18. Smith, P. L., & Ragan, T. J. (2005). *Instructional Design* (3rd ed.). Hoboken, NJ: Wiley.
19. Tomlinson, B. (2003). Developing principled frameworks for materials development. *Developing materials for language teaching*, 107-129.
20. Tomlinson, Brian (ed.) (2003). *Developing materials for language teaching*. London: Continuum Press. Pp. x+ 534. ISBN 0-8264-5917-X (paperback).
21. Varghese, N. V., Nidhi S. Sabharwal, and C. M. Malish, (eds.) (2017) *India higher education report 2016: Equity*. SAGE Publishing India. (part II chapter 8)
22. Wagner, E. (2018). What is this thing called instructional design? In R. West (Ed.), *Foundations of Learning and Instructional Design Technology* (1st ed.). Available at <https://lidtfoundations.pressbooks.com/chapter/what-is-instructional-design/>

Members of the Syllabus Sub-committee:

Dr Sachin Labade	-	Convener
Department of English University of Mumbai		

Dr Rajesh Karankal	-	Member
Head Department of English University of Mumbai		

Dr Nirmala Menon	-	Member
School of Humanities and Social Sciences, English Department, Indian Institute of Technology (IIT), Indore		

Dr SatywanHanegave	-	Member
Department of English Somaiya College of Arts and Commerce, Vidyavihar, Mumbai.		

Dr Rajesh Yeole	-	Member
Head Department of English CKT. Arts, Commerce and Science College, New Panvel		

Cover Page

AC 23/02/2024
Item No. 5.2

UNIVERSITY OF MUMBAI



Syllabus for Approval

Sr. No.	Heading	Particulars
1	Title of the Course	M.A. Hon. in English & M.A. Hon. with Research in English Rediscovery of Indian Culture through Literature Paper : XVII (D)
2	Eligibility for Admission	Graduate
3	Passing Marks	40
4	Ordinances / Regulations (if any)	No
5	No. of Years / Semesters	4 Semesters
6	Level	P.G. / U.G. / Diploma / Certificate (Strike out which is not applicable)
7	Pattern	Yearly- / Semester (Strike out which is not applicable)
8	Status	New- / Revised (Strike out which is not applicable)
9	To be implemented from Academic Year	From Academic Year: 2020-21

Name & Signature of BOS Chairperson :

 Dr. Sudhir Nikam

Name & Signature of Dean:



University of Mumbai
Syllabus for
M.A. Hon in English and M.A. Hon with Research in English

Semester: IV

Course: Interdisciplinary/ Cross Disciplinary
Course Title: Rediscovery of Indian Culture through Literature
Paper: XVII (D)

(With effect from the academic year 2020-21)

01	Syllabus E-Content and Instructional Design in English	
i	Name of the Program	M.A. Hon in English and M.A. Hon with Research in English
ii	Course Code	
iii	Course Title	Rediscovery of Indian Culture Through Literature
iv	Course Contents	Enclosed the copy of syllabus
v	References and Additional References	Enclosed in the Syllabus
vi	Total Marks	100
vii	Examination Pattern	Semester
viii	Credit Structure (No. of Credits)	06
02	Scheme of Examination	Theory Examination + Internal Evaluation (60+40)
03	Special notes, if any	No
04	Eligibility, if any	Graduate
05	Fee Structure	As per University Structure
06	Special Ordinances / Resolutions if any	No

M.A. Hon in English and M.A. Hon with Research in English

Interdisciplinary/ Cross Disciplinary: **Paper – XVII (D)**

Title of the Course: Rediscovery of Indian Culture Through Literature

Preamble

India is a multicultural nation and hence the cultural diversity is also considered as the strength of Indian society. However, very little is known about the sources of re-construction of culture and cultural heritage. The history and geography of any society contribute in shaping the culture of people which sometimes is shaped and enriched by literary documents like travelogues, diaries, reports etc. in addition to other sources such as caves, edicts, inscriptions, excavation, scripts to name a few. The discovery of the above sources of culture, many a times, leads to the rediscovery of that part of the culture not known to the new generation of a society till then. In this context, this paper attempts to introduce learners with the rediscovery of Indian culture through literature.

Course Objectives:

1. To familiarize students with the ancient Indian cultural heritage
2. To acquaint students with the landmarks in the cultural history of India
3. To enable students to understand and evaluate literary sources of their culture
4. To introduce students with the rediscovery of Indian culture through literature

Course Outcomes:

1. Students show familiarity with the ancient Indian cultural heritage
2. Students are acquainted with the landmarks in the cultural history of India
3. Students are able to understand and evaluate the literary sources of culture and their significance
4. Students are able to critically appreciate the rediscovery of Indian culture through literature

Interdisciplinary/ Cross Disciplinary: Paper:XVII (D) Title – Rediscovery of Indian Culture Through Literature

Unit I:

Part A:

- i. Culture as a sociological and anthropological concept

- ii. Various facets of culture such as geography, worldviews, history, literature, daily life, customs, values, religion, mythology, arts – paintings, sculptures, language and literature
- iii. Culture and cultural plurality
- iv. Sources of culture – literary and non-literary
- v. Ancient Indian culture and the historical, political, social and religious **conditions** of India reflected through literature, art and architecture

Part B:

- i. Culture and hegemony
- ii. Culture and politics
- iii. Culture and social development

Unit II:

Fragments of the Indika of Megasthenes (Ancient India by Megasthenes) (302 BCE)

Unit III:

On Yuan Chwang's Travels in India by Thomas Watters (602-664 AD)

Unit IV:

Alberuni's India Vol. I, Chapters I to XII (973 – after 1050 AD)

(Ed. by Dr. Edward C. Sachau)

Texts for Internal Assessment and Classroom Discussion:

1. Ctesias (400 BCE) : *Indica*
2. Nearchus (326 BCE): *Arrian's Indica*
3. Unknown (1st cent. CE): *Periplus of the Erythraen Sea*
4. Ptolemy (130 CE): *Geography of India*
5. Hiuen Tsang Vol 1 &2: *Buddhist Records of the Western World*
6. Alexander Cunningham: *The Ancient Geography of India*
7. H. Oldenburg: *Ancient India*
8. Works of Ibn Batuta (1333 CE)
9. Thomas Watters: *On Yuan Chwang's Travels in India, Vol 1*

10. E. Hultzsch, ASI: *Corpus InscriptonumIndicarum, Vol 1 - Inscriptions of Asoka*
11. Alexander Cunningham: *Four Reports Made During the Years 1862 -63-64-65*
12. Kosambi, Meera. *Nivedan*

Evaluation Pattern:

1. Internal Assessment (40 marks)

Sr.No.	Particulars	Marks
1.	One Written Assignment/Research Paper on the text prescribed by the teacher for Internal Assessment	20 Marks (minimum 2000 words)
2.	Classroom Attendance and Participation	10 marks
3.	Presentation (10 minutes with or without Power Point)	5 marks
4.	Viva Voce	05 arks

2. Semester End Examination: (60 Marks):

Evaluation: Semester End Examination Pattern 60 Marks Hours: 02 Hours
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The Semester End Examination for 60 marks will have 4 questions (with internal choice) of 15 marks each:

1. Essay (any 1 out of 2) (on Unit 1)
2. Essay (any 1 out of 2) (on Unit 2)
3. Essay (any 1 out of 2) (on Unit 3)
4. Essay (any 1 out of 2) (on Unit 4)

Recommended Reading:

ALBERUNI. *Alberuni's India*. An account of the religion, philosophy, literature, geography, chronology, astronomy, customs, laws and astrology of India about 1030 A.D., transl. By E.C. Sachau, London 1888. Repr. Delhi 1964.

BEAL, S., Si-yu-kí. *Buddhist Records of the Western World*. Translated from the Chinese of Hiuen Tsiang, 629 A.D. London 1906.

BEAL, S. *Travels of Fah-Hian and Sung-Yun*, Buddhist Pilgrims from China to India (400 A.D. and 518 A.D.). London 1869.

FEI SHIN, Hsing-Ch'a-sheng-lan: *The Overall Survey of Star Raft* by Fei Hsin, transl. by J.V.G. Mills, rev., annotated and ed. by R. Ptak. Wiesbaden 1996. [Zheng He's travels to India]

FORSTER, W. (ed.) *Early Travels in India 1583-1619*. London 1921 (repr. Delhi 1985). [R. Fitch, J. Mildenhall, W. Hawkins, W. Finck, N. Withington, T. Coryat, E. Terry]

LEGGE, J.H. *Record of the Buddhistic Kingdoms*, being an account of the Chinese monk Fa-hsien of his travels in India and Ceylon (A.D. 399-414) in search of the Buddhist Books of Discipline. Transl. by James Legge. Oxford 1886. Repr. New York 1965.

MAJUMDAR, R.C. *The Classical Accounts of India*. Calcutta 1960.

McCRINDLE, J.W. *Ancient India, as Described by Ptolemy*. A facsimile reprint, ed. with an introduction by S.N. Majumdar Sastri. Calcutta 1927.

McCRINDLE, J.W. *The Invasion of India by Alexander the Great*. London 1898, Indian Repr. Delhi 1983.

SASTRI, K.A.N. *Foreign Notices of South India from Megasthenes to Ma Huan*. Madras 1939.

WATTERS, T. *On Yuan Chwang's Travels in India* (629-645 A.D.) ed. by T.W. Rhys Davids and S.W. Bushell. 2. vols. London 1904-1905. Repr. Delhi 1961.

Members of the Syllabus Sub-committee:

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Dr Sachin Labade Assistant Professor Department of English University of Mumbai	-	Member
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