

University of Mumbai



No. AAMS_UGS/ICC/2024-25/61

CIRCULAR:-

All the Principals of the Affiliated Colleges, Directors of the Recognized Institutions and the Head, University Departments is invited to this office Circular No. AAMS_UGS/ICC/2023-24/23 dated 08th September, 2023 relating to the NEP UG & PG Syllabus.

They are hereby informed that the recommendations made by the Board of Studies in English at its meeting held on 18th May, 2024 and subsequently passed by the Board of Deans at its meeting held on 18th May, 2024 vide item No. 5.22 (N) have been accepted by the Academic Council at its meeting held on 24th May, 2024 vide item No. 5.22 (N) and that in accordance therewith syllabus for **M.A. (English) Sem – III & IV** is introduced as per appendix (NEP 2020) with effect from the academic year 2024-25.

(The said circular is available on the University's website www.mu.ac.in).

MUMBAI – 400 032
16th August, 2024

Baliram
(Prof. (Dr.) Baliram Gaikwad)
I/c. REGISTRAR

To,

All the Principals of the Affiliated Colleges, Directors of the Recognized Institutions and the Head, University Departments in Faculty of Humanities.

A.C/5.22(N)/24/05/2024

Copy forwarded with Compliments for information to:-

- 1) The Chairman, Board of Deans,
- 2) The Dean, Faculty of Humanities,
- 3) The Chairman, **Board of Studies in English**,
- 4) The Director, Board of Examinations and Evaluation,
- 5) The Director, Department of Students Development,
- 6) The Director, Department of Information & Communication Technology,
- 7) The Director, Institute of Distance and Open Learning (IDOL Admin), Vidyanagari.
- 8) The Deputy Registrar, Admissions, Enrolment, Eligibility & Migration Department (AEM).

Copy forwarded for information and necessary action to :-	
1	The Deputy Registrar, (Admissions, Enrolment, Eligibility and Migration Dept)(AEM), dr@eligi.mu.ac.in
2	The Deputy Registrar, Result unit, Vidyanagari drresults@exam.mu.ac.in
3	The Deputy Registrar, Marks and Certificate Unit,. Vidyanagari dr.verification@mu.ac.in
4	The Deputy Registrar, Appointment Unit, Vidyanagari dr.appointment@exam.mu.ac.in
5	The Deputy Registrar, CAP Unit, Vidyanagari cap.exam@mu.ac.in
6	The Deputy Registrar, College Affiliations & Development Department (CAD), deputyregistrar.uni@gmail.com
7	The Deputy Registrar, PRO, Fort, (Publication Section), Pro@mu.ac.in
8	The Deputy Registrar, Executive Authorities Section (EA) eau120@fort.mu.ac.in He is requested to treat this as action taken report on the concerned resolution adopted by the Academic Council referred to the above circular.
9	The Deputy Registrar, Research Administration & Promotion Cell (RAPC), rapc@mu.ac.in
10	The Deputy Registrar, Academic Appointments & Quality Assurance (AAQA) dy.registrar.tau.fort.mu.ac.in ar.tau@fort.mu.ac.in
11	The Deputy Registrar, College Teachers Approval Unit (CTA), concolsection@gmail.com
12	The Deputy Registrars, Finance & Accounts Section, fort draccounts@fort.mu.ac.in
13	The Deputy Registrar, Election Section, Fort drelection@election.mu.ac.in
14	The Assistant Registrar, Administrative Sub-Campus Thane, thanesubcampus@mu.ac.in
15	The Assistant Registrar, School of Engg. & Applied Sciences, Kalyan, ar.seask@mu.ac.in
16	The Assistant Registrar, Ratnagiri Sub-centre, Ratnagiri, ratnagirisubcentar@gmail.com

Copy for information :-

1	P.A to Hon'ble Vice-Chancellor, vice-chancellor@mu.ac.in
2	P.A to Pro-Vice-Chancellor pvc@fort.mu.ac.in
3	P.A to Registrar, registrar@fort.mu.ac.in
4	P.A to all Deans of all Faculties
5	P.A to Finance & Account Officers, (F & A.O), camu@accounts.mu.ac.in

As Per NEP 2020

University of Mumbai



**Title of the program
M.A. (English)**

Syllabus for

Semester – Sem.- III & IV

**Ref: GR dated 16th May, 2023 for Credit Structure of
PG**

(With effect from the academic year 2024-25)

University of Mumbai



(As per NEP 2020)

Sr. No.	Heading	Particulars
1	Title of program O: _____ B	M.A. (English)
2	Scheme of Examination R: _____	NEP 50% Internal 50% External, Semester End Examination Individual Passing in Internal and External Examination
3	Standards of Passing R: _____	40%
4	Credit Structure <u>R. HLP-5A,</u> <u>R. HLP-5B</u>	Attached herewith
5	Semesters	Sem. III
6	Program Academic Level	6.5
7	Pattern	Semester
8	Status	New
9	To be implemented from Academic Year	2024-25

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Preamble

1) Introduction:

M.A. (English) programme is introduced keeping in mind the immense popularity of English language as well as Literatures written and translated in English all over the world. There are millions of speakers and lovers of English language and literature and their number is constantly increasing, thanks to the recent advancements in the areas of internet that are using English as the primary medium of teaching and learning. The globalized world has become a small village, where people having diverse cultural backgrounds and following their social and religious customs and traditions but in most cases using English as the means of their social and professional communication. Taking into account this global phenomenon of catering this diverse group of English users, the Masters programme in English is a golden opportunity for all of them as it will help them to understand these cultures with the help of the literatures written in English and also translated in English from different languages of the world.

The students of this programme will be trained to critically appreciate different literary genres from ancient to the present times in addition to inculcate in them human values related to ethical behaviour and inclusiveness with respect to gender, language, nationality, caste and colour.

2) Aims and Objectives:

The present programme aims at contributing to the holistic development of students through the innovative, creative, critical and analytical engagement with literature and language; nurturing a globally informed local consciousness, and honing their skills and competencies for a better social and professional career. The objectives of the programme are as follows:

- To develop expertise in English literary studies, contemporary literary theory, English language and pedagogy
- To enable students characterize, instantiate, and critique the major critical theories, methodologies, and practices in the field of English literary and language studies.
- To train students in written and spoken academic English as well as a high-level proficiency in literary and language research
- To provide students with conducive environment to develop their critical and analytical skills in the interpretation and evaluation of literary texts.
- To enable students analyze complex issues, synthesize information from multiple sources, and communicate ideas using a variety of formats and technologies in related areas.
- To encourage students develop appropriate research topics, select appropriate research materials, and write a well-developed piece of original research following discipline-specific writing conventions

3) Programme Outcomes:

PO 1: Students will demonstrate an appropriate level of expertise in English literary studies, contemporary literary theory, English language and pedagogy.

PO2: Students will demonstrate mastery of the discipline by characterizing, instantiate, and critiquing the major critical theories, methodologies, and practices in the field of English literary and language studies.

1. PO3: Students will demonstrate a command of written and spoken academic English as well as a high-level proficiency in literary and language research.
2. PO4: Students will demonstrate critical and analytical skills in the interpretation and evaluation of literary texts.
3. PO5: Students will analyze complex issues, synthesize information from multiple sources, and communicate ideas using a variety of formats and technologies in related areas.
4. PO6: Students will develop appropriate research topics, select appropriate research materials, and write a well-developed piece of original research following discipline-specific writing conventions.

4) Any other point (if any): The completion of this programme will enable the learners to be well-acquainted with nuances of English language and literature.

- **Baskets of Electives** : **Two**

Basket - 1 : Semester III Electives

Sr. No.	Elective Courses	Name of the Course	Credits
1	Course XVII (A)	ELT	04
2	Course XVII (B)	Creative Writing	04

Basket - 2 : Semester III Electives

Sr. No.	Elective Courses	Name of the Course	Credits
1	Course XXII (A)	World Literature Today	04
2	Course XXII (B)	Environmental Studies	04

5) Credit Structure of the Program (Table as per परिशिष्ट १ with sign of HOD and Dean)

R. HLP -5B**Post Graduate Programme in College****M.A. (English)****M.A. (English)**

II	6.5	Se m III	Course XIII -Indian Literature in English - Credits 4 Course XIV -American Literature - Credits 4 Course XV -New Literatures in English - Credits 4 Course XVI - Study of Modern English – II - Credits 2	Course XVII (A) ELT OR Course XVII (B) Creative Writing - Credits 4		Course XVIII – Research Project - Credits 4	22	PG Degree After 3 -Yr UG
		Se m IV	Course XIX - Translation: Theory and Practice- Credits 4 Course XX - Indian Literature in Translation - Credits 4 Course XXI – European Literature in Translation- Credits 4	Course XXII (A) - World Literature Today OR Course XXII (B) – Environmental Studies - Credits 4		Course XXIII - Research Dissertation - Credits 6	22	
			Cum. Cr. for 1 Yr PG Degree	8		10	44	
			Cum. Cr. for 2 Yr PG Degree	16	4	10	88	

Semester III

Programme Name: **M.A. English**
Course Name: **Indian Literature in English**
Major Mandatory Course

Total Credits: 04

University Assessment: 50

Pre requisite: Any Graduate (Min. 03 Years Degree)

Total Marks: 100

College Assessment: 50

Preamble

Indian Literature in English has gained tremendous importance in the present era. It has established its own identity as it reveals various facets of Indian life. Indian writers, with their command over English language, have very aptly described Indian life with all its vigour and vivacity. Indian people responded enthusiastically to the introduction of English language as a sole medium of instruction and all subsequent phases of social reforms and freedom struggle. After Independence, they magnificently responded to the new economic and social and cultural reforms in life. Indian literature in English has captured all these changes occurred in Indian society since the introduction of English till date. Indian Literature in English has also shown keen interest in the various social, intellectual and literary movements and –isms in the world and assimilated them. Indian writers have been exploring variety of themes through various genres and trying hard to delineate life as minutely and faithfully as they perceive it. This course will definitely help the learners to understand the Indian life in a better way.

Course Objectives:

- To enable learners to understand the diversity of Indian writing in English
- To help learners to understand the importance of political, religious, social and economic issues in understanding the literature
- To enable learners to learn various facets of Indian history and society through literature

- To familiarise the learners to various themes and cultural contexts of Indian literature in English
- To help the learners to understand various voices in Indian literature in English

Course Outcomes:

After Completion of the course the learners will be able to:

- understand the thematic concerns of Indian Literature in English.
- analyse Indian Literature in English in various ways.
- understand Indian society and issues.
- find various research topics in Indian literature in English.

Semester III Title of the paper: Indian Literature in English Paper No. : XIII	
Total Credits: 04	Total Lectures: 60

MODULE I : (2 CREDITS)

Unit I: General Topics for Background Study:

- 1) The beginning of English education in India; the Indian renaissance, Social, Political, Cultural and religious context during 1857-1947, A survey of Indian English Poetry, Drama, Novel and Prose from the beginning to 1947, Various Thematic Concerns, Partition Literature
- 2) Changing social, political, economic and cultural scenario and its impact on Indian English literature after Independence, New trends in Indian English Poetry, Fiction and drama, Women's Poetry and Fiction in post-Independence period
- 3) Overview of literature after 1980's, postmodern Indian English Fiction, writing of Indian Diaspora, Postcolonial Indian English literature

Unit II: Novel (15 Lectures)

- Bankim Chandra Chatterjee: Rajmohan's Wife
- Shashi Deshpande: That Long Silence

MODULE II : (2 CREDITS)

Unit III: Drama (15 Lectures)

- Mahesh Dattani: The Big Fat City (Me and My Plays, Penguin books)
- Pratap Sharma: Sammy

Unit IV: Poetry (15 Lectures)

Pre- Independence Poetry:

- Henry Derozio : The Poet's Grave, The Harp of India, To the Pupils of the Hindu College
- Toru Datt : Our Casuarina Tree
- Sri. Aurobindo : A Tree, Life and Death, God, The Golden Light.

(From Early Indian Poetry in English : An Anthology 1829-1947 edited by Eunice de Souza ,Oxford University Press ,New Delhi, Oxford India Paperbacks, 2010, Indian Poetry in English edited by Makarand Paranjape, Macmillan India Limited,Madras,1993)

Post-Independence Poetry:

- Nissim Ezekiel: Background Casually, Case Study, Enterprise
- Kamala Das: An Introduction, The Looking Glass, The Sunshine Cat
- K. Ramanujan: Obituary, A River

(From Indian English Poetry since 1950: An Anthology, Edited by Vilas Sarang, Orient Longman Limited, Bombay, Reprinted in Disha books 1995)

Evaluation Pattern:

Department Assessment = Total Marks: 50		
S. No.	Nature of Assessment	Marks
1	Classroom Participation (Student led discussions/activities) & Attendance	10
2	Mid-Semester Written Assignment (on Unit I & II)	15
3	End Semester Written Assignment (on Unit III & IV)	15
4	Oral Presentation (Towards end of semester)	10
University Assessment (Semester End) Total Marks: 50		
S. No.	Pattern of Question Paper	
1	ANY FOUR out of 06 Essay type questions covering the prescribed Units.	
N.B.	1. Attempt any four of the following questions. 2. Each question will be assessed for 12.5 marks.	

Note: (If any): No

References:

- 1) Bhabha Homi K. The Location of Culture. London: Routledge, 1994.
- 2) Bharucha, Nilufer and Vrinda Nabar (eds). Mapping Cultural Spaces: Postcolonial Indian Literature in English, Essays in Honour of Nissim Ezekiel. Delhi: Vision Books, 1998.
- 3) Dangle, Arjun. (ed.) Poisoned Bread: Translations from Modern Marathi Dalit Literature. Hyderabad: Orient Longman, 1992. Print.
- 4) Dass Veena Nable and R.K. Dhawan (eds.) Fiction of Nineties. New Delhi: Prestige Books, 1994. Print.
- 5) Deshmukh, Smita. Style and Technique in the Poetry of Walt Whitman and Rabindranath

Tagore. Raleigh: Lulu Publication, 2019

6) Deshmukh, Smita. Philosophy Reflected in the Poetry of Walt Whitman and Rabindranath Tagore. Raleigh: Lulu Publication, 2019

7) Dhawan, R. K. (ed.) Indian Women Novelists. (Vol. I-V). New Delhi: Prestige, 1991. Print.

8) Fanon, Frantz. Black Skin, White Mask . London, 1986. Print.

9) —. The Wretched of the Earth. New Delhi: Penguin Books, 1965. Print.

10) Gandhi, Leela. Postcolonial Theory. New Delhi: Oxford University Press, 1988. Print.

11) Iyengar Srinivasa K. R. Indian Writing in English. Sterling Pub., 2019

12) King, Bruce Alvin. Three Indian Poets: Nissim Ezekiel, A K Ramanujan, Dom Moraes. Madras: Oxford University Press, 1991.

13) King, Bruce. Modern Indian Poetry in English. Delhi: Oxford University Press, 1987.

14) Kirpal, Viney. The New Indian Novel in English: A study of the 1980s. New Delhi: Allied Publishers Ltd., 1990. Print.

15) Kirpal Viney (ed.). The Postmodern Indian English Novel. Allied Publishers, 1996. Print.

16) Mehrotra, Arvind Krishna (ed.) A History of Indian Literature in English. New York: Columbia University Press, Distributed in India by Doaba Books Shanti Mohan House 16, Ansari Road, New Delhi, 2003.

17) Manohar, D. Murali (ed). Critical Essays on Dalit Literature. New Delhi: Atlantic, 2013. Print.

18) Manohar, D. Murali (ed). Dalit Hindu Narratives. New Delhi: Global, 2013. Print.

19) Mongia, Padmini (ed). Contemporary Postcolonial Theory: A Reader. New Delhi: Oxford University Press, 1988. Print.

20) Mukherjee, Meenakshi. The Twice Born Fiction: Themes and Technique of the Indian Novel in English. New Delhi: Heinemann, 1971. Print.

21) Naik M. K. A History of Indian English Literature. Sahitya Akademy, Delhi, 1982.

22) Naik M. K., Shyamala A. Narayan. Indian English Literature 1980-2000: A Critical Survey. Pencraft International, Delhi, 2001.

23) Naik M. K. Aspects of Indian Writing in English. Macmillan, Delhi 1979.

24) Navin, Sunil Kumar. Closed Doors and Other Stories. Delhi: Authors Press, 2012.

25) Nityanandam Indira and Reena Kothari. (eds.) Indo-English Fiction: The Last Decade. New Delhi: Creative Books, 2002. Print.

26) Paranjape, Makarand. In Diaspora: Theories, Histories, Texts. New Delhi: Indialog Pub., 2001. Print.

27) Ravi, P.S. Modern Indian Fiction: History, Politics and Individual in the Novels of Salman Rushdie, Amitav Ghosh, Upamanyu Chatterjee. New Delhi: Prestige Books, 2003. Print.

28) Trivedi, Harish and Meenakshi Mukherjee. Interrogating Post-colonialism: Theory, Text, Context. Shimla: Indian Institute of Advanced Study, 1996.

29) Vishwanathan, Gauri. Masks of Conquest: Literary History of British Rule in India. Faber, 1990

30) Walsh William. Indo-Anglian Literature 1800-1970: A Survey. Orient Longman, Madras, 1976.

Web Resources:

- <https://www.ukessays.com/essays/english-literature/the-introduction-to-indian-writing-in-english-english-literature-essay.php> (for survey of Indian English literature)
- https://www.researchgate.net/publication/306359465_Indian_Postmodern_English_Novels_Diachronic_Survey

MOOCS:

- <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=13>

Programme Name: M.A. English
Course Name: American Literature
Major Mandatory Course

Total Credits: 04

University Assessment: 50

Pre requisite: Any Graduate (Min. 03 Years Degree)

Total Marks: 100

College Assessment: 50

Preamble

Literature is an expression of human experiences, perceptions and observations conveyed through embellished language. America is an epitome of multiculturalism leading to diverse reflections in the prominent genres of literature. People around the world seek opportunities to be an integral part of this democratic and pluralistic society. American Literature is an amalgamation of contemporary ideas, ensuring an achievement of American Dream. It has resulted in creation of spirit of inquiry as well as sense of curiosity in the minds of learners. The ethos of variety of American land is retained in this course in order to provide varied experiences to the students. It also generates further interest in the land and its literature. This course is primarily intended to highlight aspects such as Expressionism, Puritanism, African American writings, Racism, Imagism, American Dream, and Civil Rights Movements. The eminent literary works selected in the course are best reflections of the rich legacy of American culture and literature. The eclectic choice of the writers aims at kindling learner's intellectual capabilities and acumen. The design of the course presents world classics in the realm of American Literature to the learners.

Course Objectives:

- To familiarize the students with prominent terms incorporated in American Literature
- To provide socio- cultural perspective pertaining to American Literary

Movements of 19th and 20th centuries to the learners

- To acquaint the learners with representative writers included in the realm of American Literature
- To comprehend the thematic concerns and writing styles of eminent American writers
- To explore philosophical veins underlined in the seminal works of America's literary expressions and impressions.

Course Outcomes:

At the end of the course, the learner will:

- Understand key concepts represented in American Literature
- Critically examine the impact of Movements on literature
- Appreciate contemporary themes and styles reflected in the works of representative American Writers.
- Identify universal co-relation between Humanity and Nature found in the realm of American Literature
- Evaluate the distinguishing tenets of American literature.

Semester III

Title of the paper: American Literature

Paper No. : XIV

Total Credits: 06 Total Lectures: 60

MODULE I : (2 CREDITS)

Unit 1: Terms:

Expressionism in American Drama, Puritanism, African American Women Writers,

Racism, Imagism, American Dream, Nihilism, Naturalism, Civil Rights Movements

Unit 2: Poetry:

A) Robert Frost: Mending Wall

The Road Not Taken

Stopping by Woods on a

Snowy Evening The

Runaway

B) Maya Angelou: Phenomenal Woman

Still I Rise

Caged Bird

My Life has Turned to Blue

MODULE II : (2 CREDITS)

Unit 3: Fiction:

- A) **Nathaniel Hawthorne:** The Scarlet Letter
- B) **Toni Morrison:** Beloved

Unit 4: Drama:

- A) **Tennessee Williams:** The Glass Menagerie
- B) **Lorraine Hansberry:** A Raisin in the Sun

Evaluation Pattern:

Department Assessment = Total Marks: 50		
S. No.	Nature of Assessment	Marks
1	Classroom Participation (Student led discussions/activities) & Attendance	10
2	Mid-Semester Written Assignment (on Unit I & II)	15
3	End Semester Written Assignment (on Unit III & IV)	15
4	Oral Presentation (Towards end of semester)	10
University Assessment (Semester End) Total Marks: 50		
S. No.	Pattern of Question Paper	
1	ANY FOUR out of 06 Essay type questions covering the prescribed Units.	
N.B.	1. Attempt any four of the following questions. 2. Each question will be assessed for 12.5 marks.	

Note: (If any)

References:

1. Abrams, M.H. *A Glossary of Literary Terms*. (8th Edition) New Delhi; Akash Press, 2007.
2. Elliot, Emory and Cathy N. Davidson, eds. *The Columbia History of the American Novel*. New York: Columbia University Press 1991.
3. Baldick, Chris. *The Oxford Dictionary of Literary Terms*, Oxford: Oxford University Press .2001.
4. Gould Jean. *Modern American Playwrights*. New York Dodd, Mead. 1996
5. Faggen, Robert. *The Cambridge Introduction to Robert Frost*. Cambridge, Cambridge University Press 2008.
6. Frattali, Steven. *Person, Place and World: A Late Modern Reading of Robert Frost*. Victoria, BC: English Literary Studies, University of Victoria, 2002.
7. Lawrence, Shaffer, *History of American Literature and Drama*. New Delhi: Sarup 2000
8. Ludwig, Richard M. and Nault, Clifford A. *Annals of American Literature, 1602-1983*, New York; Oxford University Press 1986.
9. Rush, Theresa Gunnell, *Black American Writers Past and Present* .2 vols. Metuchen, NJ Scarecrow Press, 1975.
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11. Woodress, James, *American Fiction, 1900-1950: A Guide to Information Sources*, Detroit: Gale Research Co., 1974.
12. Chase, Richard, *The American Novel and Its Tradition*, The John Hopkins University Press ,1980.
13. Fiedelson Charles, Jr. and Brodtkorb, Paul Jr, eds. *Interpretations of American Literature*, Oxford University Press. 1959.
14. Gerber, John G., ed. *The Scarlet Letter; Twentieth Century Interpretations*, Eaglewood Cliffs, N.J. Prentice –Hall .1968.
15. Kaul, A.N. ed. *Hawthorne: Twentieth Century Views*, Prentice Hall District ,1966

16. Frost, Robert. *Collected Poems of Robert Frost*. New York: Holt, 1930
17. Lathem, Edward Connery, ed. *The Poetry of Robert Frost*. New York: Holl, 1969.
18. Barron, Jonathan. N and Earl. J. Wilcox, *Roads not Taken: Rereading Robert Frost*, University of Missouri Press, Columbia and London, 2000.
19. Baym, Nina, *An Approach to Robert Frost's Nature Poetry*, American Quarterly, Vol. 17, No. 4, Winter, 1965, The John Hopkins University Press, 1965.
20. Beach, Christopher, *The Cambridge Introduction to 20th century American Poetry*, Cambridge University Press, 2003.
21. Maya, Angelou. *The Complete Collected Poems of Maya Angelou*, Deckle Edge, 13 September 1994
22. Maya, Angelou. *The Complete Poetry*, 31 March 2015
23. Maya, Angelou. *Poems Maya Angelou*, 1 January 1996
24. Hawthorne, Nathaniel. *The Scarlet Letter: A Romance Story* (2 ed.). Boston: Ticknor, Reed and Fields. Retrieved July 22, 2017
25. Hawthorne, N. *The Scarlet Letter*. Oxford: Oxford University Press, 1993.
26. Bloom, H. *Toni Morrison's Beloved*. New Delhi: Viva Books
27. Morrison, T. "*The Site of Memory*." *Inventing the Truth; The Art and Craft of Memoir*. William Zeissman (ed). Boston: Houghton Mifflin Company.
28. Morrison, T. (1987). *Beloved*. London: Random House, UK Ltd
29. Morgan, E.S. "*The Paradox of Slavery and Freedom*". *Major Problems in African- American History*; Vol. 1: From Slavery to Freedom, 1619-1877. Boston: Houghton Mifflin Company.
30. Tennessee Williams', *The Glass Menagerie*, (London: Cox & Wyman Ltd, 1945)
31. Teresa Pijoan & Arun Prabhune. *Water Stories of Native American and Asian Indians*. New Mexico: Sunstone Press, 2020
32. Roger B. Stain, "*The Glass Menagerie, Revisited: Catastrophe without Violence*," in Stephen S. Stanton, ed., *Tennessee Williams: A Collection of Critical essays* (Englewood Cliffs, N.J.: Prentice-Hall, Inc., Twentieth

Century Views Series, 1977)

33. Hansberry, Lorraine. *A Raisin in the Sun*. New York: Vintage Books, 1988.
34. Cummings, Michael. Lorraine Hansberry's – *A Raisin in the Sun* (The Ghetto Trap). 2010. Review of Arising in The Sun.
35. Green Review: "*A Raisin in The Sun*", 2000. Web.

Web Resources:

Robert Frost:

Mending Wall: <https://youtu.be/1DIFSX2UR3U> <https://youtu.be/gOT4NUKBNIU>
<https://youtu.be/tScdU97BKIQ> **The Road Not Taken** <https://youtu.be/vrBHd41YqTc>
<https://youtu.be/0AxRMLoBMPc>

Stopping by Woods on a Snowy Evening <https://youtu.be/1sWcq2-ZA5o> <https://youtu.be/lomZZYyf79A>

The Runaway

https://youtu.be/-RA4l_Iau14

<https://youtu.be/PXltmnbmfMA>

MAYA ANGELOU

Phenomenal Women <https://youtu.be/IEz6BsYP5vc>
<https://youtu.be/gOLEoSr93JA> **Still I Rise** https://youtu.be/qviM_GnJbOM
<https://youtu.be/UNMtFvTc0kA> **Caged Bird**
<https://youtu.be/Ark5443sB60> <https://youtu.be/iOmAUR08Eqo> **My Life**
has turned to Blue https://youtu.be/_72ns0-yLBo

Novels

The Scarlet Letter <https://youtu.be/9LvOkPl-71g>
<https://youtu.be/uen92KjCSsg> <https://youtu.be/aktGDEZTYyk>

Beloved

<https://youtu.be/-U5TM8dZ7Eg>
<https://youtu.be/1KtQESiQuHU>

Tennessee Williams: The Glass Menagerie

<https://youtu.be/nDPMBDiwL0M> <https://youtu.be/oo0WpeMqE-E>
<https://youtu.be/fLrLbTugWEQ>

Programme Name: M.A. English
Course Name: New Literatures in English
Major Mandatory Course

Total Credits: 04

University Assessment: 50

Pre requisite: Any Graduate (Min. 03 Years Degree)

Total Marks: 100

College Assessment: 50

Preamble

This paper aims to introduce learners to the body of literature being produced by writers from Africa, the Caribbean, Canada, and Australia. The paper seeks to situate the literatures in terms of the historical circumstances of their countries as settler colonies or as colonies of occupation. The paper will examine how different writers negotiate and represent social conditions in their works and how they incorporate and work with domestic and foreign literary forms and conventions. The paper will also study the impact of writing in English, which is a world language as well as the language of cultural imperialism for these writers.

Course Objectives:

- To familiarise the learners with Literatures in English from the former settler colonies and colonies of occupation.
- To acquaint the learners with the shared yet different historical and socio-political conditions reflected in the literatures of the various colonies.
- To help the learner understand the problems of cultural imperialism that lie at the heart of appropriation of the native voices.
- To sensitize the learner towards the complexities of dealings shared by the ethnic minorities and indigenous communities in settler colonies and colonies of occupation.
- To equip the learner with the tools to research African, Caribbean, Canadian, and Australian literature.

Course Outcomes:

At the end of the course, the learner will:

- be conversant with Literatures in English from the former settler colonies and colonies of occupation.
- be able to identify the major themes and concerns of the literatures in English.
- be able to contextualize a text from the settler colonies and colonies of occupation in the context of cultural imperialism, appropriation of voices of ethnic minorities and indigenous communities, and the retaliation of these communities to that appropriation.
- be able to appreciate the ethnic and cultural literary forms that inform the literary expressions of the minority communities.
- be equipped with the tools to carry out independent research on African, Caribbean, Canadian, and Australian literature.

Semester III Title of the paper: New Literatures in English Paper No. : XV	
Total Credits: 04	Total Lectures: 60

MODULE I : (2 CREDITS)

Unit 1: African Literature

African Fiction: *The Slave Girl* by Buchi Emcheta

African drama: *Not That Woman* by Tosin Jobi-Tume

Unit 2: Caribbean Literature

Caribbean fiction: *Pepperpot: New Stories from the Caribbeans* (short story collection)

Caribbean non-fiction: *Growing Up Stupid under the Union Jack* by Austin Clarke

MODULE II : (2 CREDITS)

Unit 3: Canadian Literature

Canadian fiction: Yann Martel's *Life of Pi*

Canadian poetry:

- i. Margaret Atwood: 'Death of Young Son by Drowning'
- ii. Anne Carson: 'She' and 'Three' from 'The Glass Essay'
- iii. Margaret Avison: 'Not the Sweet Cicely of Gerards Herball'
- iv. Peter Blue Cloud: 'When's the Last Boat to Alcatraz?'
- v. George Elliott Clarke: 'The Ballad of Othello Clemence'

Unit 4: Australian Literature

Australian Fiction: Thea Astley's *Drylands: A Book for the World's Last Reader*

Australian poetry:

- a. A.D. Hope: 'The Death of the Bird'
- b. Less Murray: 'Holland's Nadir'
- c. Lionel Fogarty: 'The Mununjali Exemption Man To my Great Grandfather Fredy Fogarty'
- d. Chris Mansell: 'The Unquiet City'

Evaluation Pattern:

Department Assessment = Total Marks: 50		
S. No.	Nature of Assessment	Marks
1	Classroom Participation (Student led discussions/activities) & Attendance	10
2	Mid-Semester Written Assignment (on Unit I & II)	15
3	End Semester Written Assignment (on Unit III & IV)	15
4	Oral Presentation (Towards end of semester)	10
University Assessment (Semester End) Total Marks: 50		
S. No.	Pattern of Question Paper	
1	ANY FOUR out of 06 Essay type questions covering the prescribed Units.	
N.B.	1. Attempt any four of the following questions. 2. Each question will be assessed for 12.5 marks.	

Note: (If any) NIL

References:

1. Armstrong, Jeannette. (ed.) Looking at the Words of Our People: First Nations Analysis of Literature. Penticton: Theytus Books, 1993.
2. Atwood, Margaret. Survival: A Thematic Guide to Canadian Literature. Toronto: Anansi Press, 1982.
3. Brydon, Diana & Helen Tiffin (Eds). Decolonising Fictions. Dangaroo, 1993.
4. Tiffin, Chris & Lawson, Alan (eds.) Describing Empire: Postcolonialism and Textuality. Routledge, 1994.
5. Castles, S. Kalantzis, M. Cope, B. and Morissey, M. Mistaken Identity: Multiculturalism and the Demise of Nationalism in Australia. Sydney: Pluto Press, 1988.
6. Corkhill, Annette Robyn. The Immigrant Experience in Australian Literature Melbourne: Academia Press, 1995.
7. Emenyonu, Ernest. Studies on the Nigerian Novel. Heinemann, 1991.
8. Fanon, Frantz. Black Skins, White Masks. Pluto Press: London, 1986
9. Gates, Henry Louis. Race, Writing and Difference. Chicago, 1985.
10. Gibbs, James. Critical Perspective on Wole Soyinka. Three Continents Press, 1980.
11. Githae-Mugo, Mirce. Visions of Africa. Kenya Literature Bureau, 1978.
12. Gilroy, Paul. The Black Atlantic: Modernity and Double Consciousness. Verso, 1994.
13. Hergenhan, L. (Ed.). The Penguin New Literary History of Australia. Ringwood: Penguin, 1988.
14. Howells, Coral Ann & Kroller, Eva-Marie (Eds.) The Cambridge History of Canadian Literature. New York: Cambridge University Press, 2009.
15. Jones, Eldred. The Writing of Wole Soyinka. Heinemann, 1987.

16. King, Bruce. *The New literatures: Cultural Nationalism in a Changing World*. Macmillan, 1987.
17. Lutz, Hartmut. And Coomi S. Vevaina. *Connections: Non-Native Responses to Native Canadian Literature*.(ed.) New Delhi: Creative Books, 2003.
18. Marlatt and Betsy Warland. *Telling It: Women and Language Across Cultures*. Press Gang, 1990.
19. Nasta, Susheila. *Motherlands: Women's Writing from Africa, the Caribbean and South Asia*. Women's Press, 1991.
20. Pandurang Mala and Anke Bartels. (eds.) *African Women Novelists: Re-imagining Gender*. New Delhi: Pencraft International. 2010.
21. Paravisini-Gebert, Lizabeth. *Literature of the Caribbean*. Westport: Greenwood Press, 2008
- Pierce, Peter. *The Cambridge History of Australian Literature*. Melbourne: Cambridge University Press, 2009.
22. Soyinka, Wole. *Myth, Literature and the African World*. Oxford, 1991
23. Vevaina, Coomi and Barbara Godard.(ed.) *Intersexions: Issues of Race and Gender in Canadian Women's Writing*. New Delhi: Creative, 1996.
24. White, R. *Inventing Australia: Images and Identity 1688-1980*. Sydney: Allen and Unwin, 1981.
25. Whitlock, Gillian and Carter, David (Ed). *Images of Australia*. Queensland: University of
26. Wright, Derek. *Wole Soyinka: Life, Work, and Criticism*. York Press: Queensland Press, 2001.

Web Resources:

African Literature: <https://www.britannica.com/art/African-literature>

<https://www.jstor.org/stable/40121795>

<https://study.com/academy/lesson/african-literature-history-characteristics.html>

<https://theconversation.com/global/topics/african-literature-10727>

<https://www.jstor.org/stable/10.5749/j.ctts930>

<https://files.eric.ed.gov/fulltext/ED089279.pdf>

<https://www.tandfonline.com/doi/abs/10.1080/21674736.2019.1606508?journalCode=rala20>

Caribbean Literature:

<http://www.worldscholars.org/index.php/ajhss/article/download/304/pdf>

<https://www.britannica.com/art/Caribbean-literature> <https://www.jstor.org/stable/40653115>

<https://www.grin.com/document/346417> <https://www.jstor.org/stable/40652726>

<https://www.bartleby.com/essay/Migration-Themes-in-Caribbean-Literature-More-Social-F3FZC34KRYZA>

Canadian Literature:

<https://www.thecanadianencyclopedia.ca/en/article/literature-in-english> <https://www.eng-literature.com/2021/06/history-of-canadian-literature-in-english.html> <https://canlit.ca/about/>

<https://www.jstor.org/stable/10.3138/j.ctt1vxmb4w>

<https://www.bartleby.com/essay/Themes-In-Contemporary-Canadian-Literature-PC24TFKBUR>

Australian Literature: <https://www.britannica.com/art/Australian-literature>
<https://www.slideshare.net/amilaendeno/australian-literature>
<https://www.jstor.org/stable/10.20851/j.ctt1t304sf.18>
<https://egyankosh.ac.in/bitstream/123456789/23070/1/Unit-1.pdf>
<https://link.springer.com/book/10.1007/978-1-349-18177-3>

MOOC resources:

<https://www.mooc-list.com/course/african-american-literature-saylororg>
<https://www.futurelearn.com/courses/slavery-in-the-british-caribbean>
<https://www.mooc-list.com/course/indigenous-canada-coursera> <https://www.mooc-list.com/course/australian-literature-rough-guide-coursera>

Programme Name: **M.A. English**
Course Name: **Study of Modern English – II**
Major Mandatory Course

Total Credits: 02
University Assessment: 25
Pre requisite: Any Graduate (Min. 03 Years Degree)

Total Marks: 50
College Assessment: 25

Preamble

This course invites learners to embark on a captivating journey of discovery and inquiry into the intricate workings of language and narrative through the exploration of exploring Linguistics, Stylistics, and Narratology. By delving into the realms of linguistics, discourse analysis, stylistics, and narratology, participants will emerge with a deeper understanding of how language shapes our worldviews, influences our perceptions, and constructs meaning within diverse contexts. Through a blend of theoretical exploration and practical application, learners will embark on a journey to unravel the underlying principles that govern linguistic expression, stylistic analysis, and narrative construction.

Objectives of the Course:

1. To acquaint the learners with the basic concepts of linguistics and stylistics.
2. To familiarise the learners with the concept of discourse and the principles of discourse analysis.
3. To explain the use of stylistic analysis.
4. To make the learners understand the impact of stylistic analysis on non-fiction writing
5. To enlighten the learners on some major concepts in narratology in analysing a text

Learning outcomes of the Course:

On successful completion of the course, students will be able to:

1. Explain the basic concepts of linguistics and stylistics.
2. Show the relationship between stylistics and literary criticism.
3. Use the principles of discourse analysis in analysing a text.
4. Apply stylistic devices in the analysis of literary and non-fictional texts.
5. Display an analytical bent of mind for prose narratives.

Semester: III	
Course: Major Mandatory	Title of the paper: Study of Modern English III
	Major Mandatory Course
Paper No.: XVI	Total Credits: 02

MODULE I : (2 CREDITS)

Unit I: Stylistics and Stylistic Analysis

- (i)** Key Concepts of Stylistics
 - a. Style versus Stylistics versus Literary Criticism
 - b. Linguistics and Stylistics
 - c. Foregrounding: Repetition, Parallelisms, Linguistic patterning and Deviation from Code
 - d. Figurative Language such as Simile, Metaphor, Alliteration, Imagery (Visual, Auditory, Tactile, Olfactory, Gustatory), Irony, Pun, Hyperbole, Climax, Anti-Climax, Synecdoche,
- (ii)** Discourse Analysis
 - a)** Cohesion markers: Linkages/Transitional words, Subordinating and coordinating conjunctions, Cross-referencing, Ellipses, Linking adverbials
 - b)** Lexical cohesion: reiteration and collocation
 - c)** Literary cohesion through reported speech, authorial comments in fiction
- (iii)** Coherence: sequence, segmentation and salience
- (iv)** Stylistic analysis of non-fiction pieces such as academic writing (student sample and exemplars), blogs and newspapers.

Unit II: Narratology and Narrative Analysis

- (i)** Understanding Key Terms: Narratives, Narratology, Narrator (First Person, Third Person Limited Perspective, Omniscient), Narratee, Author, Implied Author, Reader, Implied Reader
- (ii)** Narrators and narration: Focalization, Reliability of the narrator's perspective, point of view, authorial comment, direct, indirect, free direct and free indirect discourse, stream of consciousness
- (iii)** Plot, Setting (time and space), Tone, Mood, Character, Types of Characters (flat, round, static and dynamic) and Characterisation (direct and indirect)
- (iv)** Narrative analysis of fiction pieces such as extracts from short stories and novels.

Evaluation Pattern:

College Assessment = Total Marks: 25			
S. No.	Nature of Assessment	Marks	
1	Classroom participation and attendance	05	
2	Written Assignment	10	
3	Oral Presentation	10	
4	Total Marks	25	
University Assessment (Semester End) Total Marks: 25			
S. No.	The Pattern of Question Paper	Marks	Unit
Q.1	Short Notes on any 3 out of 5	15	I & II
Q.2	(a) Analysis of passage from a sample piece of non-fiction writing focusing on the aspects such as coherence and cohesion. OR (b) Analysis of aspects of narratology in a passage from prose fiction (short story or novel)	10	I & II

Suggested Topics for Internal Assessment (Written and Oral 10+10)

- (1) Narrative analysis of an extract from any fictional piece (short story or novel)
- (2) Stylistic analysis of a non-fictional piece of writing (blog, newspaper, academic writing)

Instructions for Written Assignment:

- Length of the written assignment: 1000 words (excluding abstract, keywords, references, and appendices if any)
- The written assignment should follow the below-given structure:
Title, Introduction, Detailed Analysis with references to selected text, Conclusion, Footnotes, if necessary, References and Appendix of Selected Text used in analysis.

Recommended Reading

1. Bhelande , Anjali. Lord of the Flies: A Stylistic Analysis. Calcutta: Writers Workshop.1996 (for a basic introduction to stylistic theory)
2. Bradford ,Richard. Stylistics. London and New York : Routledge, 1997
3. Burton D. Dialogue and Discourse : A Sociolinguistic Approach to Modern Drama Dialogue and Naturally Occurring Conversation . London : Routledge and Kegan Paul .1982
4. Carter , Ronald (ed) . Language and Literature . London: Allen and Unwin, 1982 (useful analysis of literary works.)
5. Cummings, M. , Simons, R. The Language of Literature : A stylistic introduction to the study of literature. London : Pergamon,1983
6. Fowler ,Roger. Style and Structure in Literature . Oxford : Blackwell, 1975 1974
7. Leech G.N. and Short, M.H. Style in Fiction. London: Longman, 1981
8. Lodge, David. Language of Fiction: Essays in Criticism and Verbal Analysis of the English Novel. London: Routledge, 1966
9. Narayan, Meenakshi (ed). Functional Stylistics: An Analysis of Three Canadian Novels. Bombay: SNTD, 1994
10. Short, M.H. and Culpeper, J. Exploring the Language of Drama: From Text to Context, London: Routledge,1998
11. Thorat, Ashok. A Discourse Analysis of Five Indian Novels. New Delhi: Macmillan India Ltd., 2002
12. Trudgill, Peter. Sociolinguistics, U.K. Penguin, 1972
13. Verdonk, Peter. Stylistics. Oxford: Oxford University Press, 2002
14. Widdowson H.G. Stylistics and the Teaching of Literature. London: Longman, 1973
15. Yule, George and Brown, Gillan. Discourse Analysis. Cambridge: Cambridge University Press, 1983

Web Resources:

Stylistics (Eng) <https://www.youtube.com/watch?v=SMHXdXeA-sk>

UoM - MA English - Study of Modern English III - 2024 - Playlist

https://youtube.com/playlist?list=PLdbdvOS44ZlZKXvfhL8EL3pao-Aq8AhR1&si=F9VT-b_5uSrxE3JA

Felluga, Dino. "Introduction to Narratology." Introductory Guide to Critical Theory.[July 2022]. Purdue University.

<<https://www.cla.purdue.edu/academic/english/theory/narratology/index.html>>

Programme Name: **M.A. English**
Course Name: **English Language Teaching (ELT)**
Major Elective Course

Total Credits: 04

University Assessment: 50

Pre requisite: Any Graduate (Min. 03 Years Degree)

Total Marks: 100

College Assessment: 50

Preamble

In this globalized world, the importance of English has grown due to its wide and varied use. Consequently, the teaching of English too has gained a lot of attention. Hence, aspirant teachers of English need to be introduced to the theoretical bases of English Language Teaching. This course aims to familiarize the students with the theoretical foundations of ELT so as to enable them to become better teachers. This starting point can further arouse interest in them to understand the relevance of the prescribed course content and to adopt the appropriate teaching strategies, teaching material and reliable evaluation models.

Course Objectives:

1. To acquaint students with the history of ELT in India
2. To understand the concepts of Acquisition and Learning
3. To familiarize students with the basic theories of Language Learning, Different Approaches , Methods and Techniques used in ELT
4. To introduce students to emerging concepts in syllabus designing, materials production and evaluation

Course Outcomes:

1. Apply the various theories in diverse language teaching-learning situations
2. Choose judiciously among conventional and ICT-based techniques to suit learning contexts.
3. Demonstrate LSRW skill building strategies.
4. Select and design teaching materials
5. Map assessment tools and learning outcomes.

Semester III Title of the paper: English Language Teaching (ELT) Paper No. : XI (A)	
Total Credits: 04	Total Lectures: 60

MODULE I : (2 CREDITS)

Unit 1: Development of ELT in India and Major Theories of Language Learning

- Brief history and development of English language teaching in independent India
- First Language (L1) Acquisition and Second Language (L2) Learning (Kachru's three circles)
- Notions of Competence and Proficiency:
 - Competency versus Proficiency (Dell Hymes)
 - General Language Proficiency and Specific Language Proficiency
- Introduction to Basic Theories of Language Learning:
 - Behaviorism (Skinner)
 - Cognitivism (Piaget)
 - Innateness (Chomsky)

Unit 2: Approaches and Methods of Teaching

- Approach, Method, Techniques (Anthony, Richards)
- Select Approaches and Methods in Language Teaching:
 - Structural Approach
 - Communicative Language Approach
 - Notional-Functional Approach
- Methods:
 - The Grammar-Translation/Classical Method
 - The Direct Method
 - The Audiolingual Method
 - Task-based Language Teaching

MODULE II : (2 CREDITS)

Unit 3: Techniques and Technologies used for English Language Teaching

1. Introduction to ELT Techniques:

- Regular Classroom Teaching Practices:
- Use of textbooks, teaching aids (charts, cues, flashcards), chalk and talk, role play, group/pair work, peer discussions, language games
- Use of ICT
 - Language Laboratory,
 - TELL (Technology-enabled Language Learning: CALL (Computer Assisted Language Learning) MALL (Mobile-Assisted Language Learning),
 - Flipped classrooms, Blended Learning

2. Teaching LSRW skills in English

- Reading Skills

- Reading for Leisure and Academic reading
 - Skimming, scanning, intensive and extensive reading
- Listening Skills
 - Listening and Hearing, active and passive listening
 - Barriers to listening
- Speaking Skills
 - opening a conversation,
 - dialogues: turn-taking, agreeing, disagreeing,
 - arguing a case, refuting,
 - closing a conversation
 - use of silence
- Writing Skills
 - Ideation
 - Selection and collation of ideas: Cohesion, coherence,
 - Use of appropriate vocabulary and syntax (register)

Unit 4: Syllabus Designing, Materials Production and Evaluation

1. Syllabus Designing:

- Difference between Curriculum and Syllabus
- Introduction to types of syllabi: product-oriented and process-oriented
- Needs Analysis and Need-based Syllabus
- English for General Purposes (EGP) course, English for Academic Purposes
- (EAP) course and English for Specific Purposes (ESP) course

2. Introduction to Materials Production

- The selection, evaluation and use/adaptation of materials and resources
- Production of materials to teach LSRW, grammar and vocabulary: activities, games, cues, worksheets, audio-visual aids

3. Evaluation: Self- Evaluation, Teacher- based Evaluation

- Formative and Summative Assessment
- Purposes of Tests: Proficiency, Achievement, Diagnostic
- Test formats: open-ended, close, multiple choice, project-based
- Introduction to concepts of lapse, error, mistake, bilingual interference and constructive feedback.
- Washback effect of language testing: for students and teachers

Evaluation Pattern:

Department Assessment = Total Marks: 50		
S. No.	Nature of Assessment	Marks
1	Classroom Participation (Student led discussions/activities) & Attendance	10
2	Mid-Semester Written Assignment (on Unit I & II)	15
3	End Semester Written Assignment (on Unit III & IV)	15
4	Oral Presentation (Towards end of semester)	10
University Assessment (Semester End) Total Marks: 50		
S. No.	Pattern of Question Paper	
1	ANY FOUR out of 06 Essay type questions covering the prescribed Units.	
N.B.	1. Attempt any four of the following questions. 2. Each question will be assessed for 12.5 marks.	

Note: (If any): No

References:

1. Agnihotri Rama Kant and Khanna, A.L. (Eds.). English Language Teaching In India: Issues and Innovations. Sage. 1995.
2. Agnihotri, R. K. &A. L. Khanna. Second Language Acquisition: Socio-cultural and Linguistic Aspects of English in India. New Delhi: Sage, 1994.
3. Allen, H. B. & R. N. Campbell. Readings in Teaching English as a Second Language. McCaw, 1994.
4. Aslam, Mohammad. Trends in English Language Teaching in India. New Delhi: Prakash Book
5. Bachman, Lyle, F. and Palmer, Adrian, S. Designing and Developing Using Language Tests. Oxford University Press, 1996.
6. Brown, H. Douglas. Principles of Language Learning and Teaching. Pearson Longman, 2007.
7. Carter, R. &D. Nunan. The Cambridge Guide to Teaching English to Speakers of Other Languages. CUP,2001
8. Celce-Murcia, Marianne., & Olshtain, Elite. Discourse-Based Approaches: A New Framework for Second Language Teaching and Learning. Handbook of Research in Second Language Teaching and Learning edited by Eli Hinkel. New York: Routledge, 2005. pp 753-7
9. Celce-Murcia, Marianne, and Sharon Hilles. Techniques and Resources in Teaching Grammar. Oxford University Press, USA, 1988.
10. Cheng, Liying, and Yoshinori Watanabe, eds. Washback in Language Testing: Research

Contexts and Methods. Routledge, 2004.

11. Corder, S. Pit. Error Analysis and Interlanguage. Oxford University Press, 1981.
12. Ellis, R. Instructed Second Language Acquisition: Learning in the Classroom. Basil Blackwell, 1990.
13. Goh, C. C. M. & Burns, A. Teaching Speaking: A Holistic Approach. New York: Cambridge University Press, 2012
14. Harmer, Jeremy. The Practice of English Language Teaching. 4th ed., Pearson Education Limited, 2007.
15. Harris, P. D. Testing English as a Second Language. Tata McGraw Hill Publishing Company, LTD: Bombay New Delhi, 2002.
16. Huchingson, Tom & Alan Waters. English for Specific Purpose: A Learner Centred Approach. CUP, 1987.
17. Ingram, D. First Language Acquisition. Cambridge UP, 1989.
18. Jayendran, Nishevita, Ramanathan, Anusha, and Nagpal, Surbhi. Language Education: Teaching of English in India. Routledge, 2021.
19. Jeanne Chall, Stages of Reading Development, N.Y.: McGraw-Hill Book Company, 1983
20. Kaur, Rajpal, ed. Teaching English: New Trends and Innovations. New Delhi: Deep, 2006.
21. Khan, Masood Ali. Modern Approach to Teaching English. Jaipur: Sublime Publication, 2004.
22. Krashen, S. Second Language Acquisition and Second Language Teaching. Oxford: Pergamum, 1982.
23. Krishnaswamy, Natesan, and Archana S. Burde. The Politics of Indians' English: Linguistic Colonialism and The Expanding English Empire. Oxford University Press, USA, 1998.
24. Kudchedkar, S. Readings in English Language Teaching in India. Orient Blackswan, 2002.
25. McGrath, I. Teaching Materials and the Roles of EFL/ESL Teachers: Practice and Theory. London: Bloomsbury. 2013 (Introduction)
26. Nation, I. S. P. & John Macalister. Language Curriculum Design. New York: Routledge. 2010.
27. Nation, Paul. Teaching ESL/EFL Reading and Writing. New York: Routledge, 2009.
28. Nunan, D. Syllabus Design. Oxford, New York : Oxford University Press, 1988.
29. Prabhu, N.S. Second Language Pedagogy. OUP, 1997.
30. Richards, Jack C. An Introduction to Error Analysis. Longman, 1972.
31. Richards, Jack. Communicative Language Teaching Today. Cambridge: CUP. 2005.
32. Richards, Jack C., and Richards Schmidt. Longman Dictionary of Applied Linguistics And Language Teaching. Harlow, UK: Longman (2002).
33. Richards, Jack C., and Rodgers, Theodore S. Approaches and Methods in Language Teaching. 2nd ed., Cambridge University Press, 2001.
34. Stern, H. H. Fundamental Concepts of Language Teaching. OUP, 2002.
35. Tickoo, M. L. Teaching and learning English. New Delhi, Orient Longman Pvt. Limited, 2003

36. Widdowson, H.G. Teaching Language as Communication. OUP,1978.
37. Yalden, Janice. Principles of Course Design for Language Teaching. CUP, 1987

Web Resources:

1. Ammani, S., and Aparanjani, U. The Role of ICT in English Language Teaching and Learning. International Journal of Scientific & Engineering Research, Volume 7, Issue 7, July 2016. ISSN 2229-5518. <https://www.ijser.org/researchpaper/THEROLE-OF-ICT-IN-ENGLISH-LANGUAGE-TEACHING-AND-LEARNING.pdf>
2. British Council. Technology for Teachers Series. British Council, India. <https://www.britishcouncil.in/teach/resources-for-teachers/technology-teachers-series>
3. Larsen-Freeman, D., and Anderson, M. (2012). Techniques and Principles in Language Teaching. 3rd Edition/2nd Edition (2004). Oxford: Oxford University Press. https://www.academia.edu/34404076/Techniques_and_Principles_in_LT_Larsen_Freeman_and_Anderson_Original
4. McDonaugh, J., Shaw, C. and Masuhara, H. (2013). Materials and Methods in ELT. Oxford: Wiley. (Ch. 1, 2, 6, 7, 8, 9, 10) <https://www.diako.ir/e-learning/preparedownload-link/materials-and-methods-in-elt/5d85cbfe4ae457224c616792>
5. Motteram, Gary. Innovations in learning technologies for English Language Teaching. British Council, 2013. https://www.research.manchester.ac.uk/portal/files/38535355/FULL_TEXT.pdf
6. Norling, Teresa. “Aims and objectives in the teaching of English literature at upper secondary school.” Diva-Portal <http://www.diva-portal.org/smash/get/diva2:292256/fulltext01> , pp. 33-49.
7. Wilga M. Rivers, Teaching Foreign Language Skills, pg 149-154 and 245-255 <https://archive.org/details/teachingforeignl0000rive>

MOOCS:

1. Teach English Now! Theories of Second Language Acquisition <https://www.coursera.org/learn/language-theories>
2. Teach English Now! Second Language Listening, Speaking and Pronunciation <https://www.coursera.org/learn/tesol-speaking?specialization=tesol-certificate-2>
3. Teach English Now! Second Language Reading, Writing, and Grammar <https://www.coursera.org/learn/tesol-writing?specialization=tesol-certificate-2>
4. Teach English Now! Technology Enriched Teaching <https://www.coursera.org/learn/tesol-technology?specialization=tesol-certificate-2>
5. Language Assessment in the Classroom <https://www.britishcouncil.org.tr/en/english/mooc/language-assessment-classroom>
6. Teach English Now! Foundational Principles (Coursera) <https://www.mooc-list.com/course/teach-english-now-foundational-principles-coursera>
7. Teach English Now! Lesson Design and Assessment (Coursera) <https://www.mooc-list.com/course/english-teaching-purposes-coursera>
8. English for Teaching Purposes (Coursera) <https://www.mooc-list.com/course/english-teaching-purposes-coursera>

Programme Name: **M.A. English**
Course Name: **Creative Writing**
Major Elective Course

Total Credits: 04

University Assessment: 50

Pre requisite: Any Graduate (Min. 03 Years Degree)

Total Marks: 100

College Assessment: 50

Preamble

This paper offers a primer to the groundwork of Creative Writing in English. It proposes to share the significant perceptions of past and present trends in the practice of creative writing. The purpose is to offer a kind of formative training to the unaware minds creatively involved in writing poems, stories and to shape them into the professional writer's mind. Thus, the course will provide the elementary knowledge of creative writing such as central values and components of writing and introduce the classical and new methods, and formulas of creative writing to the wishful and promising writers.

Course Objectives:

The main objectives of this course are:

- To acquaint the learners with information related to creativity in thinking and writing to inculcate the aptitude required for a creative writer
- To support learners to comprehend codes of creativity in thinking and writing with proper distinction between impressions and expressions to form the literary genres
- To clarify the alterations in writing for various fictional and public media
- To empower learners to practice the several formulas of artistic ways in writing that they have studied through the course

Course Outcomes:

The students will have the ability to:

- Distinguish between perceptions and perspectives related to the literary genres
- Write for several fields like advertisements, children's storybooks, publishing companies or corporate correspondents, fictional and public media and so on
- Critically appreciate various methods of shaping and producing literature
- Make innovative use of their artistic and critical talents

- Trace and find employment in many inventive fields professionally settling themselves as creative writers, editors, co-editors and so on

Major Mandatory/Elective Course: Elective Paper No. XIV A Title – Creative Writing

Module I: 02 Credits

UNIT I - Introduction to Creative Writing:

- Meaning and Significance of Creative Writing, forms of Creative Writing - poetry, fiction, non-fiction, drama, one-act play, novella, short story, tiny tales and so on; the changing fashions in creative writing from past to now, observing the Pre-Pandemic period as well as post-Pandemic writings.
- Reading and Research for Creative Writing, using history, geography, mythology, philosophy, psychology, science or such disciplines in creative writing, genres of literature as creative Texts, brainstorming to coin new diction and kindling the imagination; thinking by guided phrases, prompts, maps or pictures and so on .

UNIT 2 - Poetry, Drama and Theatrical Writing

- **Concepts, Forms, and Metrics of Poetry -**

Concepts like voice, persona, tone, mood, ambiance, rhyme, meter; poetic forms like ballad, lyric, ode, elegy, sonnet, haiku; metrics like imagery, alliteration, irony, simile, metaphor, personification, conceit, paradox, oxymoron, synecdoche etc.

(Texts to discuss the form: *The Norton Anthology of Poetry*, edited by Margaret Ferguson, Mary Jo Salter, Tim Kendall, 6th Edition or *The Oxford Indian Anthology of Twelve Modern Indian Poets* edited by Arvind Krishna Mehrotra, OUP. 1992)

- **Drama and Theatrical Writing -**

Elements in the making of drama as plot, setting, characterization, dialogues, syntax, action, chorus, spectacle; Theatrical writing in pieces like scene-performance, soliloquy, monologue, squid, aside, etc.; full-fledged plays with the classical designs like comedy, tragedy, tragic-comedy, melodrama, farce, musical drama, etc. (Texts to observe: Arthur Miller - *Death of a Salesman*, Henrik Ibsen - *Hedda Gabler*, Wole Soyinka - *Kongi's Harvest*, John Osborne -

Look back in Anger, Mahesh Elkunchwar - The Old Stone Mansion, Mohan Rakesh – Halfway House, Manjula Padmanabhan - Lights Out)

Module II: 02 Credits

UNIT3 – Short Fiction and Media

- **Short Fiction** - Narrative, Lyrical Short Story, Flash Fiction, Anecdote, Drabble, Fable, Mini-Saga, Vignette, Texts to observe: Stories by Chekov, Oscar Wilde, O. Henry, Ruskin Bond, Edgar Allen Poe, American Women Writers, Edgar Allen Poe, Rudyard Kipling and so on
- **Writing for Media** - Screenplay Writing, writing for media series: Constraint of Time, Dramatization of Ideas, Column writing, Journalistic Reporting, Editing, Feature Writing, Reports and Interviews, Use of Supportive Visuals, Extracts, Book Reviews, Memoir: Narrative Mode, Travelogues and so on

UNIT4 – Functional Skills and Practice of Writing

- Steps and phases in the process of writing: Prompts, Story Ideas and Hints. How to write Prompts for developing stories? How to write Hints for developing stories? Essay and academic writing, Developing scenes from newspaper stories, media, interviews, etc.
- Ethics of writing - literary and non-literary: Developing scenes from real life experiences. Ethics of writing on real-life people and historical events, Web Content Writing and Blog Writing, Copywriting

Evaluation Pattern:

Department Assessment = Total Marks: 50		
S. No.	Nature of Assessment	Marks
1	Classroom Participation (Student led discussions/activities) & Attendance	10
2	Mid-Semester Written Assignment (on Unit I & II)	15
3	End Semester Written Assignment (on Unit III & IV)	15
4	Oral Presentation (Towards end of semester)	10
University Assessment (Semester End) Total Marks: 50		
S. No.	Pattern of Question Paper	
1	ANY FOUR out of 06 Essay type questions covering the prescribed Units.	
N.B.	1. Attempt any four of the following questions. 2. Each question will be assessed for 12.5 marks.	

Topics* for Internal Assessment and Classroom Discussion:

- Reading a Novel and creating its synopsis in the form of a short story
- Writing a short story based on the Novella
- Fantasy Narration in a short story
- Mode of narration in a novel
- Point of View in a short story
- A story with Stream of Consciousness
- Interior monologue in story
- Psychological flashback as narration
- Bhalchandra Nemade's *Cocoon* – a comment on form
- *Siddharth* by Herman Hesse, as a spiritual story
- *Heart of Darkness* by Joseph Conrad, the Impressionistic Images
- *Old Man and the Sea* by Hemingway Ernest - Hero and heroism
- *Wuthering Heights* by Emily Bronte – Love story
- *Charulatha* by Rabindranath Tagore – Indian womanhood
- *The Heart Breaks Free* by Ismat Chughtai – a feminist appreciation
- Excerpts from Autobiography – A Critical Comment
- Character sketch of a child who has lost both the parents during Covid-19 □
- A passage describing a scene in the novel based on the theme of digitization and the life of a child in a megacity. □
- A narrative mode for a chapter based on the life of a celebrity/ film star □
- A humorous short story based on the strained relationship between a couple □
- A short story written in the form of a diary □
- A column on online learning during pandemic □
- Write the script for a 20 minutes' episode of a web series on a cricketer □
- An article on 'Lockdown and Economy' for the newspaper □
- Hitler into a funny situation □
- If there was a call support for God episodes □
- A stranger meeting a woman after 25 years at a lonely place □
- Story of a soldier who survived of border crisis and reached home safely □

(The teacher can suggest more such prompts or story ideas or hints or learners may also come up with their topics and in consultation with their teachers may write a creative piece)

* The students shall select separate texts for each presentation.

Guidelines for Teachers:

- All the above-mentioned points be illustrated by taking some examples by the prominent poets from the historical perspective.
- The students must get acquainted with creativity of each form, tendencies and trends dominant in the period. This is a creative writing course in which principles of what makes a good poem will be taught to the students. This will encourage the students to write their own poems.
- The teachers should note the assumption that talent, hidden in all the learners can and must be developed and cultivated. Some excerpts from Autobiography / Biographical Articles can be explained to the students.

- The teachers are expected to make the students aware about the shifting terrains of drama creativity from historical perspective by citing some examples of the prominent writers in order to bring out dramatic features of every age. Guidelines for Teachers:
- The teachers are expected to introduce to the students' various types of novels and how different trends developed over different ages illustrating with specific examples of those types of novels.
- They are expected to familiarize the students to different genres of fiction and the creative elements involved in the creation of these genres. They are expected to train the students in understanding the techniques employed in these genres.
- The teachers should discuss with the students the styles of fiction and short fiction with specific examples and how the creative elements work in the drafting.
- The teachers should discuss various elements of the prescribed text with the students helping them to be well- acquainted with the specific genre through the text.
- While teaching writing for media, it is necessary for teachers to discuss the importance of blending creativity with reality. They need to discuss various styles employed in writing for media

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https://quillbot.com/blog/academic-writing-vs-creative-writing/?utm_medium=cpc&utm_source=google&utm_campaign=VS+|+AWAR+-+Search+|+Blog+|+Keywords+|+DEVP+|+CPA&utm_term=&utm_content=682795216056&campaign_type=search-

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<https://www.amazon.in/Editing-professional-Yourself-Creative-Writing-ebook/dp/B07C2BXD5Q/ref=sr>

https://www.academia.edu/67170812/Content_Writing_in_the_21ST_Century_Information_Needs_Challenges_and_Opportunities

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<https://www.nawe.co.uk/DB/university-magazine-resources/journal-of-creative-writing-studies.html>

<https://www.criticalcreativewriting.org/journals.html>

<https://jrcrwriting.com/index.php/jocw>

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Programme Name: **M.A. English**
Course Name: **Research Project**
Research Project

Total Credits: 04
Research Dissertation Evaluation: 75
Pre requisite: Any Graduate (Min. 03 Years Degree)

Total Marks: 100
Viva-Voce Examination: 25

Preamble

This course is designed to give the students hands-on training in writing a research project as it is crucial in academia for advancement of knowledge as they contribute to the expansion of human knowledge by uncovering new findings, theories, and insights in various fields. Engaging in research hones critical thinking skills, as researchers evaluate evidence, analyze data, and draw conclusions based on rigorous methods and sound reasoning. That is why research projects offer valuable learning experiences for students, allowing them to apply theoretical knowledge to practical situations, develop research skills, and gain hands-on experience in their field of study.

Course Objectives:

- To acquaint the learners with various areas of research
- To enable the learners to look at the existing body of knowledge with new perspective/s
- To train the learners to use various online resources for research
- To enable the learners to become the creators of knowledge

Course Outcomes:

At the end of the completion of the research project, the learners will be able to:

CO 1: understand various areas of research

CO 2: look at the existing body of knowledge with new perspectives

CO 3: use various online resources for research

CO 4: create knowledge for the betterment of mankind

Topic for Project:

The students shall select any area related to Literary/Language Studies, Cultural studies, and Film Studies. The following list is indicative of some of the possible areas:

Comparative Literature; Re-reading Canonical Texts; Language and Literature; Film Studies, Art and Literature; Popular Culture; Subaltern Literature; Literature and Environment; Gender and Literature; Literature of Diaspora; Queer and LGBT Studies; Folk Literature; Mythology, Spirituality and Literature; Journalism and Literature; Marginality and Protest in Literature, English Language Teaching, etc.

Scheme of Examination

Research Project	Course No. XVIII	
	A Research Project of minimum 5000 words to be evaluated by 02 internal Examiners. (The students will be awarded the average marks given by the 02 examiners.)	03 Credits
	Viva-Voce to be conducted by a panel consisting of the Guide and 02 other members of the Department	01 Credit
	Total Credits	04 Credits

Semester IV

Programme Name: **M.A. English**
Course Name: **Translation: Theory and Practice**
Major Mandatory Course

Total Credits: 04

University Assessment: 50

Pre requisite: Any Graduate (Min. 03 Years Degree)

Total Marks: 100

College Assessment: 50

Preamble

This course in Translation: Theory and Practice is designed to provide the basic understanding of the act of translation with an attempt to inculcate the abilities to discover main concerns in the theoretical and practical aspects of translation among the learners. The preliminary knowledge, skills, techniques of translation and its process are offered to the learners. It also provides the learners with the opportunities to evaluate the translated texts of various kinds and use thus imbibed strategies and skills of translation in their practice. Endowed with the abilities and capabilities intended in this course, the learners as professional translators shall become self-reliant and self-employed.

Objectives of the Course: The prime objectives of the course are:

- To make the learners acquainted with the preliminary and basic concepts of Translation.
- To impart the basic skills, techniques and tools required for translation to the learners.
- To familiarise the learners with the key theories of translation and the techniques of translation
- To make the learners understand the idea of translation through texts and context
- To provide the opportunities to the learners to learn the act of translation from the prescribed translated texts of various literary genres.

Learning outcomes of the Course: On completion of this course, the learners will be able to:

- Understand the rudimentary knowledge of translation
- Employ/Exploit the skills, techniques and tools required for translation.
- Distinguish between various important theories of translation and use appropriate techniques in the act of translation.
- Gain knowledge of applications and strategies of translation through texts and contexts

- Explore the nuances of translation from the translation of prose, poetry, drama and narrative writing.

Semester IV	
Title of the paper: Translation: Theory and Practice	
Paper No. : XIX	
Total Credits: 04	Total Lectures: 60

MODULE I : (2 CREDITS)

Unit 1: Introduction to Translation

- Definition and basic Concepts of Translation
- Types of Translation
- Basic Skills of Translation
- Problems of Translation
- Tools of Translation

Unit 2: Theories and Techniques of Translation

- A Historical View of Translation Theories: First Period, Second Period, Third Period and Fourth Period
- Eugene Nida's Theories of Translation: Philological, Linguistic, Socio-linguistic theories,
- Functional Theories: Text type, Translational Action Theory, Skopos Theory
- Poly system Theory, Theory of Context, Theory of Equivalence
- Techniques of Translation: Vinay and Darbelnet's Techniques of Translation—Direct Translation and Oblique Translation; Amplification, False Friend, Loss, Gain and Competence, Explicitation, Generalization; Catford's Translational Shift

MODULE II : (2 CREDITS)

Unit 3: Understanding Translation through Text and Context

- Types of texts: Form- Translation of Prose and poetry- Syntax, prose-order, diction, idiomatic expression, ambiguity etc; Content: Literary, Scientific, philosophical, analytical, biography, media etc
- Problems of Translation: General problems- Incompetence, cultural gap, structural difference, idiomatic differences etc; Language-specific problems- Slangs, phrases, idioms, contextual meaning; Problems of translating genre: prose, poetry and drama.
- Role of context and intention: Textuality as identity - textuality as an expression of ideology - translation as cultural/politics/textual politics - choice of source text/source language - cultural needs of receptive culture-reciprocity of beliefs to receptive culture and assimilated culture - textual strategy as

ideological reflex - manipulation and appropriation of translated text - social change and radical movements linked to translation - commercialization of translation - marketing of books

Unit 4: Practice in Translation

- Poetry: "Says Tuka" by Dilip Chitre; "The Interior Landscape" (1967) A.K. Ramanujan; "The Golden Threshold" by Sarojini Naidu
- Short Story: "When I Hid My Caste" by Baburao Bagul Trans. By Jerry Pinto; "The Adivasi Will Not Dance" Hansda Sowvendra Shekhar (2017)
- Novel: "The Gift of a Cow" by Munshi Premchand, translated from Hindi by Gordon C. Roadarmel
- Autobiography: "Prisons We broke" by Baby Kamble Trans.by Maya Pandit; "Sangati: Events by Bama" translated from Tamil by Lakshmi Holmstrom
- Drama: "Ghashiram Kotwal" by Vijay Tendulkar trans. by Jayant Karve and Eleanor Zelliot; "Wata Palwata" by Datta Bhagat (Routes and Escape Routes)

Evaluation Pattern:

Department Assessment = Total Marks: 50		
S. No.	Nature of Assessment	Marks
1	Classroom Participation (Student led discussions/activities) & Attendance	10
2	Mid-Semester Written Assignment (on Unit I & II)	15
3	End Semester Written Assignment (on Unit III & IV)	15
4	Oral Presentation (Towards end of semester)	10
University Assessment (Semester End) Total Marks: 50		
S. No.	Pattern of Question Paper	
1	ANY FOUR out of 06 Essay type questions covering the prescribed Units.	
N.B.	1. Attempt any four of the following questions. 2. Each question will be assessed for 12.5 marks.	

Note: (If any): No

References:

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Web Resources:

Firdaus, Sonia. "Evolution of Translation Theories and Practice". www.qurtuba.edu.pk Theories of Translation Lecture 10. www.nptel.ac.in

Nida, Eugene. "Theories of Translation". www.erudit.org

Programme Name: **M.A. English**
Course Name: **Indian Literature in Translation**
Major Mandatory Course

Total Credits: 04

University Assessment: 50

Pre requisite: Any Graduate (Min. 03 Years Degree)

Total Marks: 100

College Assessment: 50

Preamble

Indian Literature in English translation has gained a tremendous importance in the present era. In this world of globalization translated literature has gained immense significance as it reveals various facets of human life at micro level. In a country like India where there is a diversity of people and languages, regional literature plays a very crucial role in building the national culture at micro level. Such literature delves deep into the life of people and unfolds various issues, customs and traditions across India. This special advantage of translated literature over all the rest has attracted the attention of the scholars from all over the world. Such literature is translated into English by Indian authors themselves or by foreigners. It has proved its potential for taking local to the global canvas. Therefore, it is apt to introduce a separate paper on it as it will enhance understanding of the cultural diversity with the inherent unity in India and Indian literature as well.

Course Objectives:

- To enable learners to understand the diversity of Indian writing
- To help learners to understand the importance of political, religious, social and economic issues through literature
- To enable learners to learn various facets of Indian literature
- To familiarise the learners to various themes and cultural contexts of Indian literature in English translations
- To help the learners to understand various voices in Indian literature in English translation

Course Outcomes: After Completion of the course the learners will be able to:

- understand the thematic concerns of Indian Literature in English translations.
- analyse Indian Literature in English translations in different ways.
- understand the beauty of translation.
- develop interest in translating literary texts.
- find various research topics in Indian literature in English translation.

Semester IV		
Title of the paper: Indian Literature in Translation		
Paper No. : XX		
Total Credits: 04		Total Lectures: 60

MODULE I : (2 CREDITS)

Unit I: Essays (15 Lectures)

- Vinay Dharwadker's "Translating the Millennium: Indian Literature in the Global Market", (Focus on Ten Principles of Translation, from the journal "Indian Literature". July/August 2008, pp. 133 – 146)
- K. Ayyappa Panikar: The Anxiety of Authenticity, Reflections on Literary Translation (Source: Indian Literature, Vol. 37, No. 4 (162) (July-August, 1994), pp. 128-138
Published by: Sahitya Akademi)
- M. Asaduddin's "Translation and Indian Literature"
(<https://www.ntm.org.in/download/ttvol/volume3/ARTICLES/01%20%20Translation%20and%20Indian%20Literature%20-%20%20Some%20Reflections%20-%20M.%20Asaduddin.pdf>)
- Arjun Dangle: Dalit Literature Past, Present and Future (From Poisoned Bread edited by Arjun Dangle, Orient Black Swan, 2009)

Unit II: Drama (15 Lectures)

- Girish Karnad: Tale-Danda (<https://ia600207.us.archive.org/28/items/Tale-danda-English-Play/karnad-taldand.pdf>)
- Vijay Tendulkar: Kanyadaan (Trans. By Gowri Ramnarayan, pub. by Oxford University Press, 2002)

MODULE II : (2 CREDITS)

Unit III: Novel (15 Lectures)

- T. S. Pillai: Chemmeen (Trans. By Anita Nair from Malayalam, pub. by Harper Perennial)
- Premchand: Godaan (Trans. by Jai Ratan and P. Lal, pub. By Jaico Pub. House)

Unit IV: (15 Lectures)

Section A: Poetry

- “Liberation Lost Its Meaning”, “Shadows”, “Let the holy Ganges” by Vinda Karandikar translated by himself from Poems of Vinda, Popular Prakashan, Mumbai, Second Edition, 2007
- “To Waris Shah” and “A Letter” by Amrita Pritam (Amrita Pritam – Ode to Waris Shah |Punjab Research Group (theprg.co.uk)) (<https://www.poetryfoundation.org/poetrymagazine/poems/54735/a-letter-56d2356ca0306>)
- 115 . O, Beloved Grant me thy sight, 141Now my faith is strong (from the Devotional Poems of Mirabai, A.J. Alston, Motilal Banarasilal Publishers, Pvt Ltd. Delhi)

Section B: Short Stories

- The Storeyed House by Waman Howal (from Poisoned Bread edited by Arjun Dangle, Orient Black Swan, 2009)
- The Post Office by Dhumketu (G. G. Joshi)
(<https://harpercollinsindia.scrollstack.com/post/1903/The-Post-Office-from-Dhumketu-s-Ratno-Dholi>)
- Atithi by Rabindranath Tagore (Atithi: short story by Rabindranath Tagore (englishliterature.info))

Evaluation Pattern:

Department Assessment = Total Marks: 50		
S. No.	Nature of Assessment	Marks
1	Classroom Participation (Student led discussions/activities) & Attendance	10
2	Mid-Semester Written Assignment (on Unit I & II)	15
3	End Semester Written Assignment (on Unit III & IV)	15
4	Oral Presentation (Towards end of semester)	10
University Assessment (Semester End) Total Marks: 50		
S. No.	Pattern of Question Paper	
1	ANY FOUR out of 06 Essay type questions covering the prescribed Units.	
N.B.	1. Attempt any four of the following questions. 2. Each question will be assessed for 12.5 marks.	

Note: (If any): ----

References:

1. Bassnett Susan. Political Discourse, Media and Translation, Cambridge Scholars, 2010.
2. Bassnett, Susan and Trivedi Harish (eds). Post-Colonial Translation: Theory and Practice. London: Routledge, 1999.
3. Bhatt Jenny. Ratno Dholi: The Best Stories of Dhumketu, HarperCollins, 2020.
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18. Zelliott, Eleanor From Untouchable to Dalit: Essays on the Ambedkar Movement: Manohar,1998.

Web Resources:

- <https://www.ukessays.com/essays/english-literature/the-introduction-to-indian-writing-in-english-english-literature-essay.php> (for survey of Indian English literature)
- https://www.researchgate.net/publication/306359465_Indian_Postmodern_English_Novels_Diachronic_Survey
- <https://www.sahapedia.org/the-practice-of-translation-india>
- https://www.researchgate.net/publication/341214999_On_Linguistic_Aspects_of_Translation_by_Roman_Jakobson

MOOCS:

- <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=13>

Programme Name: **M.A. English**
Course Name: **European Literature in English Translation**
Major Mandatory Course

Total Credits: 04

University Assessment: 50

Pre requisite: Any Graduate (Min. 03 Years Degree)

Total Marks: 100

College Assessment: 50

Preamble

This course introduces students to some illustrious works of European Literature and enables them to identify these texts as translated works. The course provides an understanding of the trajectory of major literary trends and techniques temporally and geographically. It will deepen an understanding of literary influence, as well as cross-cultural adaptation of literary modes and techniques in different genres. This is a course that can be taken by students with no exposure to foreign languages, as well as students who have a knowledge of European foreign languages such as French, Italian, German, Greek. A student of this course will gain a wider and deeper knowledge of Classical and Contemporary European Literature.

Course Objectives:

- 1) To acquaint students with influential European Literature in English translation
- 2) To train students to identify and trace artistic, creative and literary influence in a work of literature
- 3) To enable students to identify interrelations, parallels and distinctions between the manifestation and expression of literary trends in the literature of different countries during a given period
- 4) To sharpen analytical, evaluative, comparative and literary mapping skills

Course Outcomes:

On the completion of this course, the student will:

- 1) Be familiar with a number of important works of European Literature in translation
- 2) Gain insight into the historical development and socio-cultural adaptation of genres and literary trends
- 3) Be acquainted with the rich diversity of themes, techniques, and forms used in various literary genres across nations
- 4) Be capable of comparative analysis and evaluation of the various modes of influence of a given work
- 5) Be competent at literary mapping of historical, cultural and artistic trends manifested in literature

Semester IV Title of the paper: European Literature in English Translation Paper No. : XXI	
Total Credits: 04	Total Lectures: 60

MODULE I : (2 CREDITS)

Unit 1:

- Dante: *Inferno* (Cantos I to IV)
- Petrarch: Sonnet IV (“Doth any maiden seek the glorious fame”) / Sonnet V (“O Wandering Steps!”) / Sonnet VIII (“She ruled in beauty”)
- Charles Baudelaire: “Hymn to Beauty”, “The Dance of Death”
- Paul Verlaine: “Moonlight”, “For Charles Baudelaire”

Unit 2:

- Sophocles: *Antigone*
- Molière: *The Miser*

MODULE II : (2 CREDITS)

Unit 3: : **Novel**

- Victor Hugo: *The Hunchback of Notre-Dame*
- Fyodor Dostoevsky- *Crime and Punishment*

Unit 4: Non-Fictional Prose

- Plato: Dialogues: “Meno”
- Machiavelli: “The Prince”
- Albert Camus: *The Myth of Sisyphus*
- Immanuel Kant: “What Is Enlightenment?”

Evaluation Pattern:

Department Assessment = Total Marks: 50		
S. No.	Nature of Assessment	Marks
1	Classroom Participation (Student led discussions/activities) & Attendance	10
2	Mid-Semester Written Assignment (on Unit I & II)	15
3	End Semester Written Assignment (on Unit III & IV)	15
4	Oral Presentation (Towards end of semester)	10
University Assessment (Semester End) Total Marks: 50		
S. No.	Pattern of Question Paper	
1	ANY FOUR out of 06 Essay type questions covering the prescribed Units.	
N.B.	1. Attempt any four of the following questions. 2. Each question will be assessed for 12.5 marks.	

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MOOCs

1. Alisa Braithwaite. *21L.003-2 Reading Fiction*. Spring 2007. Massachusetts Institute of Technology: MIT OpenCourseWare, <https://ocw.mit.edu>. License: [Creative Commons BY-NC-SA](#).
2. Alvin Kibel. *21L.472 Major European Novels*. Fall 2008. Massachusetts Institute of Technology: MIT OpenCourseWare, <https://ocw.mit.edu>. License: [Creative Commons BY-NC-SA](#).
3. Alvin Kibel. *21L.422 Tragedy*. Fall 2002. Massachusetts Institute of Technology: MIT OpenCourseWare, <https://ocw.mit.edu>. License: [Creative Commons BY-NC-SA](#).
4. James Cain. *21L.012 Forms of Western Narrative*. Spring 2004. Massachusetts Institute of Technology: MIT OpenCourseWare, <https://ocw.mit.edu>. License: [Creative Commons BY-NC-SA](#).
5. Mary Fuller. *21L.463 Renaissance Literature*. Fall 2008. Massachusetts Institute of Technology: MIT OpenCourseWare, <https://ocw.mit.edu>. License: [Creative Commons BY-NC-SA](#).

6. Noel Jackson, Shankar Raman, and Alvin Kibel. *21L.017 The Art of the Probable: Literature and Probability*. Spring 2008. Massachusetts Institute of Technology: MIT OpenCourseWare, <https://ocw.mit.edu>. License: [Creative Commons BY-NC-SA](#).
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Programme Name: **M.A. English**
Course Name: **World Literature Today**
Major Elective Course

Total Credits: 04

University Assessment: 50

Pre requisite: Any Graduate (Min. 03 Years Degree)

Total Marks: 100

College Assessment: 50

Preamble

This paper aims to introduce learners to the body of literatures being produced by writers from all the continents in the 21st century. The paper seeks to situate the literatures in terms of the historical, socio-political, and the general cultural context of contemporary times. The paper will examine the various ways in which different writers negotiate and represent the current realities in their works, and the ways in which they incorporate and work with the influence of virtual world and the digital space. The paper will also study the impact of digitalisation of literature and how it has influenced various genres as well as created new sub-genres which are more digital friendly.

Objectives:

- To familiarise the learners with contemporary literatures produced around the world.
- To make the learners aware of the sub-genres of literature which have found a space in the digital world.
- To help the learners understand the themes and concerns of writers and the hybridity of genres and forms adopted.
- To acquaint the learners with the socio-political, historical and cultural backgrounds informing 21st Century literature.
- To equip the learners with the relevant tools to undertake research in world literature.

Course Outcomes:

At the end of the course, the learners will:

- Be familiar with the contemporary literatures produced around the world.
- Become aware of and appreciate the sub-genres of literatures produced in the digital space.
- Understand the varied themes and concerns of writers in addition to the hybridity of genres and forms adopted.
- Be acquainted with and contextualise a text from the contemporary era in its social-political, cultural and historical context.
- Be equipped with the necessary tools for carrying out independent research in world literatures.

Semester IV Title of the paper: World Literature Today Paper No. : XXII (A)	
Total Credits: 04	Total Lectures: 60

MODULE I : (2 CREDITS)

Unit I: European Literature

- i. Drama: Dorota Maslowska- A Couple of Poor, Polish-Speaking Romanians
- ii. Travel Blogs: Liz Carlson- www.youngadventuress.com
 - a. The Solo Female Traveler's Manifesto
 - b. My Big Issue with Fear and Travel
 - c. How Switzerland is Leading the Way for the Women in the Outdoors

Unit II: South and North American Literatures

- i. Novel: Claudia Pineiro-Thursday Night Widows
- ii. Digital Poetry:
 - a. Instagram Poetry
 - i. R.M. Broderick- 'The leaves have turned to rust'; 'and still'
 - ii. Christopher Poindexter- 'five shades of purple for grandmother june'; 'last night I wrote a letter to my brother'
 - b. Slam/Spoken Word Poetry:
 - i. Sarah Kaye and Phil Kaye- 'An origin story'
 - ii. Dylan Garity- 'Rigged Game'

MODULE II : (2 CREDITS)

Unit III: African and Middle Eastern Literatures

- i. Fiction: Orhan Pamuk- The Red-Haired Woman
- ii. Short Stories:
 - a. Hassan Blasim- The Abandoned Village (Iraqi)
 - b. Rasha Abbas- Statement of Absolute Hatred (Syrian)
 - c. Hisham Bustani- A Few Moments After Midnight (Jordanian)
 - d. Malika Moustadraf- Just Different (Moroccan)
 - e. Mohamed Makhzangi- Rhythmic Exercise (Egyptian)
 - f. Neema Komba- I Am Not My Skin (Tanzanian)

Unit IV: Asian Literatures

- i. Non-Fiction: Malala Yousafzai with Christina Lamb- I am Malala
- ii. Asian Poetry:
 - a. Li Zhiyong- 'Married Life' (Chinese)
 - b. Lam Thi My Da- 'Bomb Crater Sky' (Vietnamese)
 - c. Simeon Dumdum Jr.- 'How I want Picasso to Sketch Me' (Filipino)
 - d. Agus R. Sarjono- 'Celan' (Indonesian)
 - e. Yosuke Tanaka- 'Struggles with Meaningless Things' (Japanese)

Evaluation Pattern:

Department Assessment = Total Marks: 50		
S. No.	Nature of Assessment	Marks
1	Classroom Participation (Student led discussions/activities) & Attendance	10
2	Mid-Semester Written Assignment (on Unit I & II)	15
3	End Semester Written Assignment (on Unit III & IV)	15
4	Oral Presentation (Towards end of semester)	10
University Assessment (Semester End) Total Marks: 50		
S. No.	Pattern of Question Paper	
1	ANY FOUR out of 06 Essay type questions covering the prescribed Units.	
N.B.	1. Attempt any four of the following questions. 2. Each question will be assessed for 12.5 marks.	

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- Alkan, Burcu, and Cimen Gunay-Erkol, editors. Turkish Literature as World Literature. Bloomsbury Academic, 2021.
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- Wampole, Christy. Degenerative Realism: Novel and Nation in Twenty-First-Century France. Columbia UP, 2020.

Web Resources:

European Literatures

<https://www.slideshare.net/CedricDelaRojo/european-literature-by-group-1-gr12-modeller-in21st-century>

<https://www.dclibrary.org/node/67234>

<https://www.alibris.com/search/books/subject/Authors-European-21st-century>

<https://www.palgrave.com/gp/book/9781137484024>

North and South American Literatures

<https://www.slideshare.net/JoyceAngielynBasco/latin-american-literature-76813431>

<https://www.britannica.com/art/Latin-American-literature/The-modern-essay>

<https://aclairblog.wordpress.com/2014/03/07/21st-century-fiction-from-latin-america-the-report/>

<https://europeancollections.wordpress.com/2014/04/10/where-is-21st-century-latin-americanfiction-heading/>

<https://www.palgrave.com/gp/series/14765>

<https://northamericanreview.org/open-space/21-poets-21st-century>

African and Middle Eastern Literatures

<https://www.cambridge.org/core/books/new-novels-in-african-literature-today/editorial-articlethe-african-novel-in-the-21st-century-sustaining-the-gains-of-the-20thcentury/E36D2A473984124EE14D89A5E2E6348D>

<https://muse.jhu.edu/article/236886>

<https://newint.org/blog/2013/06/25/africa-writes>

<https://nyuiaaa.org/event-items/21st-century-new-african-and-african-diaspora-writings-and-arts/>

<https://theculturetrip.com/africa/articles/the-top-10-contemporary-african-writers-you-shouldknow/>

<https://scenearabia.com/Culture/21-Books-21st-Century-Explore-Arab-Women-s-ExperiencesFemale-Authors?M=True>

<https://cmes.fas.harvard.edu/event/middle-eastern-literatures-21st-century-0>

<https://www.encyclopedia.com/history/encyclopedias-almanacs-transcripts-and-maps/literaturemiddle-eastern>

<https://www.jstor.org/stable/10.3366/j.ctt1r26x5>

Asian Literatures

<https://www.danishculture.com/blog/2017/08/29/chinese-literature-writer-21st-century/>
<https://theculturetrip.com/asia/articles/10-award-winning-books-by-asian-authors-you-shouldread/>

<https://asiasociety.org/word-asia-contemporary-writing-japan-korea-and-pakistan>

<https://muse.jhu.edu/article/712476/pdf>

<https://www.slideshare.net/kazumaki/asian-literature>

MOOC resources: <https://www.coursera.org/learn/classicschinese-humanities>

<https://onlinelearning.harvard.edu/subject/asia>

<https://www.coursera.org/learn/contemporary-russian-literature>

<https://www.coursera.org/learn/modpo>

<https://www.edx.org/course/modern-masterpieces-of-world-literature>

<https://www.my-mooc.com/en/mooc/electronic-literature-davidsonx-d004x>

Programme Name: **M.A. English**
Course Name: **Environmental Studies**
Major Elective Course

Total Credits: 04

University Assessment: 50

Pre requisite: Any Graduate (Min. 03 Years Degree)

Total Marks: 100

College Assessment: 50

Preamble

Environmental Sustainability is one of the dominant issues and challenges of the 21st century with the ever-growing needs of the galloping global population increasingly pressing up against the limits of the earth's resources and ecosystems. As a value framework, environmental consciousness and awareness raising is an integral part of the Sustainable Development Goals (SDGs) and the National Education Policy (NEP) 2020. An environmentally literate workforce is critical to the achievement of long-term environmental sustainability. It is extremely important to make the citizens of the future sensitive towards the need to conserve the environment and prevent globalization from damaging our ecosystem irretrievably. To achieve this consciousness raising, it is vital to educate learners about better environmental practices. There are several lessons that can be learnt from environmental movements that have taken place both within the country as well as worldwide over the last few decades. This will improve the efficiency of the future policy and change makers and further ensure that the country is positioned better in terms of conserving natural resources for the future. A key component of an environmentally sustainable country is a highly educated workforce, with a thorough knowledge of both the theoretical knowledge and practical implications of environmental studies. As students of a postgraduate English literature Programme, who will be joining the workforce after their last semester, it is crucial to ensure environmental sensitization and make them globally competent citizens.

Course Objectives:

- To provide the learner with an understanding of interdisciplinary theoretical concepts that underscore the economic, social, cultural and geographical implications of being insensitive to pushing the earth's resources to its limits
- To acquaint the learner with the theoretical concepts concerning environmental sustainability
- To update the learner with trends and environmental movements that have impacted the world
- To train the learner in critically analysing literary works that advocate environmental sustainability by providing them with theoretical tools and paradigms

Course Outcomes:

After completing the course, the learner will be able to:

- Think rationally and critically, having gained an interdisciplinary perspective on environmental sustainability
- Understand how environmental sustainability can be achieved and maintained
- Recognize and understand the theoretical trends, concepts and environmental movements that have impacted the world
- Analyse literary works that advocate environmental sustainability using globally recognized theoretical tools and paradigms

Semester IV	Major Elective Course
Title of the paper: Environmental Studies	
Paper No. : XXII (B)	
Total Credits: 04	Total Lectures: 60

MODULE I : (2 CREDITS)

Unit 1:

Theoretical Concepts in Literary Studies:

The following concepts to be taught:

1. Deep Ecology
2. Anthropocene
3. Ecofeminism
4. Ecocide
5. Green Literature

Unit 2:

Critical Essays on Environmental Studies that highlight cross-cutting environmental issues:

1. "What is Ecocriticism?" Cheryll Glotfelty.
2. "Ecofeminism: Women, Animals and Nature". Greta Gaard.
3. "Monocultures of the Mind: Perspectives on Biodiversity and Biotechnology". Vandana Shiva. London. Zed Books.

MODULE II : (2 CREDITS)

Unit 3:

Fiction (Short Stories)

Ruskin Bond: "Death of the Trees"

Doris Lessing: "A Mild Attack of Locusts"

Uzma Aslam Khan: "My Mother is a Lunar Crater"

Giono Jean: "The Man Who Planted Trees"

Unit 4:

Poetry: *River Poems* (Poetry Collection) by Mamang Dai

Evaluation Pattern:

Department Assessment = Total Marks: 50		
S. No.	Nature of Assessment	Marks
1	Classroom Participation (Student led discussions/activities) & Attendance	10
2	Mid-Semester Written Assignment (on Unit I & II)	15
3	End Semester Written Assignment (on Unit III & IV)	15
4	Oral Presentation (Towards end of semester)	10
University Assessment (Semester End) Total Marks: 50		
S. No.	Pattern of Question Paper	
1	ANY FOUR out of 06 Essay type questions covering the prescribed Units.	
N.B.	1. Attempt any four of the following questions. 2. Each question will be assessed for 12.5 marks.	

References:

- Bate, Jonathan. *The Song of the Earth*. Harvard University Press, 2000.
- Bond, Ruskin. "Death of the Trees." *Our Trees Still Grow in Dehra: Stories*. Penguin, 1991. 114-115.
- Broszmitter, Frank. *Ecocide: A Short History of the Mass Extinction of Species*. Pluto Press, 2002.
- Buell, Lawrence. *The Future of Environmental Criticism: Environmental Crisis and Literary Imagination*. Blackwell Pub., 2005.
- Carson, Rachel. *The Silent Spring*. Houghton Mifflin, 2002.
- Clark, Timothy. *Ecocriticism on the Edge: The Anthropocene as a Threshold Concept*. Bloomsbury Academic, 2015.
- Coupe, Laurence. *The Green Studies Reader: From Romanticism to Ecocriticism*. Routledge, 2000.
- Devall, Bill and George Sessions. *Deep Ecology*. Peregrine Smith Books, 1985.
- Ghosh, Amitav. *The Great Derangement: Climate Change and the Unthinkable*. Penguin, 2016.
- Ghosh, Amitav. *The Hungry Tide*. London: Harper Collins, 2004. Print.
- Giono, Jean. *The Man who Planted Trees*. Chelsea Green Publishing Company, 1985.
- Glotfelty, Cheryll and Harold Fromm (eds.). *The Ecocriticism Reader: Landmarks in Literary Ecology*. The University of Georgia Press, 1996.
- Gupta, Megha. *Unearthed: An Environmental History of Independent India*. Penguin Random House, 2020.
- Heise, Ursula K. *Sense of Place and Sense of Planet: Environmental Imagination of the Global*. Oxford University Press, 2008.
- Huggan, Graham and Helen Tiffin. *Postcolonial Criticism: Literature, Animals, Environment*. Routledge, 2010.
- Lewis, Simon. L. and Mark A. Maslin. *The Human Planet: How We Created the Anthropocene*. Pelican, 2018.

Reynolds, Martin et al.eds. *The Environmental Responsibility Reader*. London: Zed Books, 2009.

Sarkar, Sahotra. *Environmental Philosophy: From Theory to Practice*. Wiley-Blackwell, 2012.

Satterfield, T. and Scott Slovic eds. *What's Nature Worth: Narrative ExPions of Environmental Values*. U of Utah P, 2004.

Shiva, Vandana. *Earth Democracy: Justice, Sustainability and Peace*. South End, 2005.

Smith, Mark J., and Piya Pangsapa. *Environment and Citizenship: Integrating Justice, Responsibility and Civic Engagement*. Zed Books, 2008.

Zalasiewicz, Jan, Mark Williams, Alan Haywood and Michael Ellis. "Introduction: The Anthropocene--A New Epoch of Geological Time?." *The Royal Society Publishing*. 13 March 2011. <https://doi.org/10.1098/rsta.2010.0339> [Anthropocene]

Web Resources:

"Climate Change And Why We Should Be Afraid : Amitav Ghosh Exclusive At India Today Conclave 2019." YouTube video, 22.05. India Today Conclave, 2 March 2019.
<https://www.youtube.com/watch?v=uXNfoiF6VQQ>

Stop Ecocide website. <https://www.stopecocide.earth/>

"Eco-Grief and Ecofeminism | Heidi Hutner | TEDxSBU." YouTube video, 16.54. TedX Talks, 17 November 2015. <https://www.youtube.com/watch?v=t6FuKhjfvK8>

"Environmental Humanities MOOC - 16: Eco-criticism and re-writing nature."
YouTube Video, 4.11. UNSW Learning, 5 February 2016.
<https://www.youtube.com/watch?v=-p53M6q0FcQ>

"Environmental Humanities MOOC - 10 What is anthropocentrism?." YouTube Video, 3.14. UNSW Learning, 5 February 2016. <https://www.youtube.com/watch?v=uvGPh4leo8A>

"Future of Food: Dictatorship or Democracy?" by Vandana Shiva." YouTube video, 1.20.31. Global Institute of Sustainability and Innovation, 26 May 2016.
<https://www.youtube.com/watch?v=COV-fWlfWAo>

"His Epic Message Will Make You Want to Save the World | Short Film Showcase." YouTube video, 4.23. National Geographic, 10 January 2017.
<https://www.youtube.com/watch?v=B-nEYsyRIYo>

"How to Save Our Planet." YouTube Video, 8.27. WWF International, 5 April 2019. <https://www.youtube.com/watch?v=0Puv0Pss33M>

"Is Ecofeminism still relevant?" YouTube Video, 7.00. Our Changing Climate. 26 April 2019. <https://www.youtube.com/watch?v=VBP0-XUe6bU>

"One Earth - Environmental Short Film." YouTube video, 4.26. Romain Pennes, 20 August 2020. <https://www.youtube.com/watch?v=QQYgCxu988s>

"Vandana Shiva | Ecofeminism and the decolonization of women, nature and the future." YouTube video, 53.24. San Telmo Museoa, 25 March 2020.
<https://www.youtube.com/watch?v=hVbboV9Rfig>

MOOCS:

Environmental Challenges: Human Impact in the Natural Environment. Future

Learn. <https://www.futurelearn.com/courses/environmental-ethics-human-impact>

[Complexity in nature arises from a myriad of simple interactions. How can this lead to an unpredictable dynamism?]

Environmental Studies. Swayam. <https://www.classcentral.com/course/swayam-environmental-studies-14042>

[Provides knowledge about multidisciplinary nature of environment, various sources of natural energy, ecosystem, social issues and the environment]

Exploring Sustainable Living and Loving with Mogli. Future Learn.

<https://www.futurelearn.com/courses/exploring-sustainable-living-and-loving-with-mogli>

[Embrace green living and learn how to adopt a more mindful and environmentally-friendly lifestyle with singer and activist, Mogli.]

Feeding a Hungry Planet: Agriculture, Nutrition and Sustainability. EdX.

<https://www.edx.org/course/feeding-a-hungry-planet-agriculture-nutrition-and>

[How do we create a healthy and sustainable diet for the growing world population?]

Greening the Economy: Sustainable Cities. Coursera. <https://www.coursera.org/learn/gte-sustainable-cities>

[Explores sustainable cities as engines for greening the economy, and places cities in the context of sustainable urban transformation and climate change.]

Introduction to Sustainability. Coursera. <https://www.coursera.org/learn/sustainability>

[Introduces the academic approach of Sustainability and focuses on key knowledge areas of sustainability theory and practice, including population, ecosystems, global change, energy, agriculture, water, environmental economics and policy, ethics, and cultural history.]

Invisible Worlds: Understanding the Natural Environment. Future Learn.

<https://www.futurelearn.com/courses/invisible-worlds>

[Explores the connection between life and the Earth's invisible systems and gain new insights into the natural environment.]

Nature-based Solutions for Disaster and Climate Resilience. EdX.

<https://www.edx.org/course/nature-based-solutions-for-disaster-and-climate-resilience>

[What are 'Nature-based solutions', or NbS? How can they help build resilience to disasters and climate change impacts? Why is NbS relevant? How can I apply NbS in my work and everyday life?]

One Planet, One Ocean. EdX. <https://www.edx.org/course/one-planet-one-ocean>

[A holistic view of how the ocean functions, how human interactions with the ocean can be understood, and what solutions are available to support both sustainable use and stewardship of our blue planet.]

Sustainable Cities. EdX. <https://www.edx.org/course/sustainable-cities-2>

[Learn how the government, the private sector, and other actors can support sustainable urban development.]

Programme Name: **M.A. English**
Course Name: **Research Dissertation**
Research Project

Total Credits: 06

Research Dissertation Evaluation: 75

Pre requisite: Any Graduate (Min. 03 Years Degree)

Total Marks: 100

Viva-Voce Examination: 25

Preamble

This course is designed to give the students hands-on training in writing a research project as it is crucial in academia for advancement of knowledge as they contribute to the expansion of human knowledge by uncovering new findings, theories, and insights in various fields. Engaging in research hones critical thinking skills, as researchers evaluate evidence, analyze data, and draw conclusions based on rigorous methods and sound reasoning. That is why research projects offer valuable learning experiences for students, allowing them to apply theoretical knowledge to practical situations, develop research skills, and gain hands-on experience in their field of study.

Course Objectives:

- To acquaint the learners with various areas of research
- To enable the learners to look at the existing body of knowledge with new perspective/s
- To train the learners to use various online resources for research
- To enable the learners to become the creators of knowledge

Course Outcomes:

At the end of the completion of the research project, the learners will be able to:

- CO 1: understand various areas of research
- CO 2: look at the existing body of knowledge with new perspectives
- CO 3: use various online resources for research
- CO 4: create knowledge for the betterment of mankind

Topic for Research Dissertation:

The students shall select any area related to Literary/Language Studies, Cultural studies, and Film Studies. The following list is indicative of some of the possible areas:

Comparative Literature; Re-reading Canonical Texts; Language and Literature; Film Studies, Art and Literature; Popular Culture; Subaltern Literature; Literature and Environment; Gender and Literature; Literature of Diaspora; Queer and LGBT Studies; Folk Literature; Mythology, Spirituality and Literature; Journalism and Literature; Marginality and Protest in Literature, English Language Teaching, etc.

Scheme of Examination

Research Dissertation	Course No. XXIII	
	A Dissertation of minimum 8000-10000 words to be evaluated by 01 internal and 01 external examiner (The students will be awarded the average marks given by the internal and external examiner.)	4.5 Credits
	Viva-Voce to be conducted by a panel of 02 internal and 01 external examiner. (The students will be awarded the average marks given by the members of the panel.)	1.5 Credits
	Total Credits	06 Credits

Letter Grades And Their Equivalent Grade Point

Semester GPA/Program CGPA Semester/Program	Percentage of Marks	Alpha-Sign/Letter Grade Result
9.00-10.00	90.0-100	(O) Outstanding
8.00<9.00	80.0<90.0	(A+) Excellent
7.00<8.00	70.0<80.0	(A) Very Good
6.00<7.00	60.0<70.0	(B+) Good
5.50<6.00	55.0<60.0	(B) Above Average
5.00<5.50	50.0<55.0	(C) Average
4.00<5.00	40.0<50.0	Pass
Below 4.00	Below 40.0	Fail
Ab (Absent)	–	Absent

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