

Semester	Paper Code (Will be defined later)	Paper Title	Credits
III	ENG - 601	The Teaching of English Language (Core-I)	4
	ENG -602	Cultural Studies (Core-II)	4
	ENG- 603	Comparative Literary Studies (Core-III)	4
	ENG -604 OR	Women's Literature in English (Elective-I)	4
	ENG -605	Postcolonial English Literatures (Elective-II)	
	ENG -610	Research Project	4
	Total Semester Credits		
IV	ENG -651	The Teaching of English Literature (Core-I)	4
	ENG-652	Literature of Decoloniality (Core-II)	4
	ENG-653	Translation Studies (Core-III)	4
	ENG -654 OR	African Literature (Elective-I)	2
	ENG -655	Subaltern Studies (Elective-II)	
	ECO -660	Research Project	6
	Total Semester Credits		
Total PG-II Credits			40

M.A. Semester III		
ENG-601	The Teaching of English Language (Core Paper 1)	Number of Credits : 04
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's Cognitive Level
CO1	Define some of the important concepts in the domain of Applied Linguistics	1
CO2	Understand different theories, approaches, methods and techniques that could be incorporated in language teaching	2
CO3	Apply knowledge that they gain from the course to carry out micro teaching effectively	3
CO4	Differentiate and compare various language teaching methods	4
CO5	Justify their point of view on some of the significant issues in language teaching	5
CO6	Create tasks for developing language skills, pronunciation, word power and grammatical competence	6

Unit. No.	Title of Unit and Contents	No. of Hours
I	Basic Concepts in ELT a) Teaching b) Learning c) 'Teaching language' and 'Teaching about language' d) 'Teacher-centred class' and 'Learner-centred class' e) 'Curriculum' and 'Syllabus' f) Remedial Teaching g) Error Analysis h) Roles of a Teacher: Diagnostician, Decision-maker, Counsellor, Motivator, Manager and Facilitator	15
II	Theories of Language Learning a) 'Language Acquisition' and 'Language Learning' b) Factors Affecting Language Learning: Age, Motivation, Personality, Interest and Aptitude c) The Behaviouristic Theory of Language Learning d) The Cognitivist theory of Language Learning e) Bloom's Taxonomy of Learning Domains	15
III	Methods and Techniques a) 'Method', 'Approach' and 'Technique' b) Grammar-Translation method c) The Direct Method d) Suggestopedia	15

	e) Communicative Language Teaching Method f) Methodology in ESP courses g) Integrating the theory of Multiple Intelligences in Language Teaching	
IV	The Teaching of English Language a) Teaching of Pronunciation, Vocabulary and Grammar b) Teaching of Language Skills: Listening, Speaking, Reading and Writing c) The Teaching of Study Skills: Referring to a Dictionary, Note-making and Note-taking d) Planning a Lesson: Stages in Lesson Planning, Characteristics of a Good Lesson Plan e) Micro Teaching (topics related to English Language Teaching will be considered)	15

Learning Resources:
 1. Allan, J. P. B. and Pit Corder, S. (1975), The Edinburgh University

Course in Applied

Linguistics, Vol. 1, 2 and 3, (OUP).

2. Babu, P. (1993), Teaching Spoken English in Colleges, (CIEFL, Hyderabad)
3. Brumfit, C. and Johnson, K. (1979), The Communicative Approach to Language Teaching, (OUP).
4. Brumfit, C. and Carter, R. (1986), Literature and Language Teaching, (OUP).
5. Carter, R. And Nunan, D. (2001), Teaching English to Speakers of Other Languages, (CUP).
6. Douglas, D. (2000), Assessing Languages for Specific Purposes, (CUP).
6. Hughes, A. (1989), Testing for Language Teachers, (CUP).
7. Hutchinson, T. and Waters, A. (1989), English for Specific Purposes: A Learning Centered Approach, (CUP).
8. Kaushik, S. and Bindu, B. (Ed.) (2009), A Handbook of Teaching English, (OUP).
9. Krishnaswamy, N. and Sriraman, T. (1994), English Teaching in India, (T. R. Publications).
10. Krishnaswamy, N. and Krishnaswamy, T. (2006), The Story of English in India, (Foundation Books).
11. Kudchedkar, S. (Ed.) (2002), English Language Teaching in India, (Orient Longman).
12. Nunan, D. (1988), Syllabus Design, (OUP).
13. Prabhu, N. S. (1987), Second Language Pedagogy, (OUP).
14. Richards, J. C. and Rodgers, T. S. (1986), Approaches and Methods in Language Teaching. (CUP).
15. Richards, J. C. (Ed.) (1974), Error Analysis, (Longman).
16. Saraswathi, V. (2004), English Language Teaching: Principles and Practice, (Orient Longman).
17. Tickoo, M. L. (2002), Teaching and Learning English, (Orient Longman).

M.A. Semester III		
ENG-602	Cultural Studies (Core Paper II)	Number of Credits : 04
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's Cognitive Level
CO1	Define the disciplinarity of Cultural Studies and understand the definitional and analytical discourse of the subject through an acquaintance with the historical developments and spread of the discipline	1
CO2	Understand the theoretical implications and foundations of propounded by the originators and cohorts of the discipline	2
CO3	Critique the discursive deliberations made into the prescribed texts and paraphrase the essays prescribed.	3
CO4	Review the learning and internalization of concepts presented in the texts as well as those explained during interaction on the learning components of the subject.	4
CO5	Formulate theoretical and conjectural deliberations based on the understanding of the learning components of the discipline.	5
CO6	Reproduce the concepts, ideas and theoretical constructs from the essays prescribed.	6

Unit. No.	Title of Unit and Contents	No. of Hours
I	Key Concepts: Cultural Studies, Disciplinarity Background Reading and Text: Selections from "Cultural Studies: A Critical Introduction" by Simon During The Discipline: 1.1 The Global Scene 1.2 Enterprise Culture 1.3 Genres and Genealogies 1.4 Problems	15
II	Key Concepts: Cultural History, Cultural Memory Background Reading and Text: Cultural Studies: A "Critical Introduction by Simon During" Time: 2.1 The Past: Cultural History/cultural memory 2.2 The Present 2.3 The Future: policies and prophesies	15
III	Key Concepts: Globalization, National Consciousness Background Reading and Text: Cultural Studies: A "Critical Introduction by Simon During" Space: 3.1 Thinking Globalisation 3.2 The Regional, National and Local	15
IV	Essays: 1. The Analysis of Culture- Raymond Williams 2. Cultural Studies and its Theoretical Legacies- Stuart Hall	15

	3. Marxist Utopianism- Tony Hilfer	
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References/ Suggested Readings

1. Lindlof, T. R., and B. C. Taylor. 2002. *Qualitative Communication Research Methods* (2nd ed.). Thousand Oaks, CA: SAGE.
2. Longhurst, Brian, Greg Smith, Gaynor Bagnall, Garry Crawford, and Michael Ogborn. 2008. *Introducing Cultural Studies* (2nd ed.). London: Pearson. ISBN 978-1-4058-5843-4.
3. Miller, Toby, ed. 2006. *A Companion to Cultural Studies*. Malden, MA: Blackwell Publishers. ISBN 978-0-631-21788-6.
4. Pollock, Griselda, ed. 1996. *Generations and Geographies: Critical Theories and Critical Practices in Feminism and the Visual Arts*. Routledge.
5. Smith, Paul. 1991. "A Course In 'Cultural Studies'." *The Journal of the Midwest Modern Language Association* 24(1):39–49.
6. Williams, Jeffrey, interviewer. 1994. "Questioning Cultural Studies: An Interview with Paul Smith." Hartford, CT: MLG Institute for Culture and Society, Trinity College. Retrieved 1 July 2020.
7. Williams, Raymond. 1985. *Keywords: A Vocabulary of Culture and Society* (revised ed.). New York: Oxford University Press.

M.A. Semester III		
ENG- 603	Comparative Literary Studies (Core Paper III- Theory)	Number of Credits: 04
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's Cognitive Level

CO1	trace the history and evolution of the discipline of comparative literature	1
CO2	understand major concepts and issues in comparative literary studies	2
CO3	apply the theoretical concepts in analysing selected texts	3
CO4	analyse comparatively the selected texts within the broader generic and literary traditions	4
CO5	evaluate the process of intercultural and intertextual transfer using the prescribed texts	5
CO6	use the acquired skills for research and career	6

Unit. No.	Title of Unit and Contents	No. of Lectures
I	<p>The Concept of Comparative Literature</p> <p>Reading: Bassnett, Susan "What is Comparative Literature Today?"</p> <p>Nature and Development of Comparative Literature</p> <p>Reading: César Domínguez, Haun Saussy and Darío Villanueva. 'Comparative Literature and the Future of Literary Studies'. In <i>Introducing Comparative Literature: New Trends and Applications</i>. London: Routledge, 2015.</p> <p>Schools of Comparative Literature: Indian and Western</p> <p>Reading: Selections from</p>	15
II	<p>Comparative Literature in India: Some Reflections</p> <p>Das, Sisir Kumar. "Comparative Indian Literature in India; A Historical Perspective"</p> <p>Dev, Amiya. "Comparative Literature in India"</p> <p>Ramakrishnan E. V. "Crisis in Comparative Indian Literature"</p>	15
III	<p>Comparative Indian Literatures: Bhakti Literature</p> <p>A comparative study of translations of the abhangas of Sant Tukaram</p> <p>Readings:</p> <p>Chitre, Dilip. <i>Says Tuka</i></p> <p>Amvedt, Gail and Bharat Patankar. <i>The Songs of Tukoba</i></p> <p>Tukaram and Prabhakar Machwe. "TWENTY-FIVE POEMS." <i>Mahfil</i>, vol. 5, no. 1/2, 1968, pp. 61–69. <i>JSTOR</i></p>	15
IV	<p>Comparative World Literatures: William Shakespeare</p> <p>A comparative study of Shakespeare in India with special reference to the translations/ adaptations of <i>Hamlet</i> in Marathi</p> <p>Readings:</p> <p>Rajadhyaksha, M. V. "Shakespeare in Marathi" from <i>Indian Literature</i> Vol. VII No. I, 1964</p> <p>Sagar, Sunil. "Shakespeare in Gujarati: A Translation History" from <i>Translation Today</i> Vol. 13 Issue 2, 61-127, 2019.</p> <p>Trivedi, Harish. "Shakespeare in India: Colonial Contexts" from <i>Colonial</i></p>	15

	<i>Transactions: English Literature and India</i> Agarkar, Gopal Ganesh- <i>Vikarvilasit</i> (1883)	
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Learning Resources:

- Bassnett, S. (1993). *Comparative Literature: A Critical Introduction*. Oxford: Blackwell.
- Dev, A. (1984). *The Idea of Comparative Literature in India*. Kolkata: Papyrus.
- Bernheimer, C. (1995). Ed. *Comparative Literature in the Age of Multiculturalism*. Baltimore: The Johns Hopkins University Press.
- Dev, A., & Das, S.K. (1989). Eds. *The Idea of Comparative Literature: Theory and Practice*. New Delhi: Allied Publishers
- Wellek, R., & Warren, A. (1956). *Theory of Literature*. New York: Harcourt, Brace and Company.
- George, K. M. (1984). Ed. *Comparative Indian Literature (Vol. I and II)*. Trivandrum: Kerala Sahitya Akkadami.
- Amiya Dev. 'Literary Genres: An Epilogue.' In *Literary Studies in India: Genealogy*. Department of Comparative Literature, Jadavpur University, 2004.
- P P Raveendran. 'Literature as Supermarket: Mapping World Literature Today'. In *Interdisciplinary Alter-natives in Comparative Literature*. ed. E V Ramakrishnan, Harish Trivedi and Chandra Mohan, Sage, 2013.
- Bose, Buddadeva. *Comparative Literature in India*. JJCL (19969:1-10)
- Iyengar, K. R. Srinivasa. "Shakespeare in India." *Indian Literature*, vol. 7, no. 1, 1964, pp. 1–11. *JSTOR*, <http://www.jstor.org/stable/23329674>. Accessed 19 Feb. 2024.
- Singh, Jyotsna. "Different Shakespeares: The Bard in Colonial/Postcolonial India." *Theatre Journal*, vol. 41, no. 4, 1989, pp. 445–58. *JSTOR*, <https://doi.org/10.2307/3208007>. Accessed 19 Feb. 2024.
- Gupta, Tapati. 2005. *Shakespeare Re-Configured: Hemchandra Bandyopadhyay's Bangla Transcreations*. *Translation Today*, vol. 2(1). 169-181
- Nair, Sreedevi K. 2015. *Re-texting as Translation: A Study Based on Ramayana Translations in India*. *Translation Today*, Vol. 9 (1). 68-76.
- Mendonça, Glenis Maria. 2022. *Transcreating the Bard: A Case Study of William Shakespeare's Romeo and Juliet in Hindi Celluloid*. *Translation Today*, Vol. 16(1). 77-94. DOI: 10.46623/tt/2022.16.1.ar4

S.Y.M.A. Semester III		
ENG-604	Women's Literature in English (Elective Paper 1)	Number of Credits:04
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's Cognitive level
CO1	describe the background of various women thinkers and their theoretical writings.	1
CO2	explain the various parameters of prescribed theoretical essays with reference to the text of their choice.	2
CO3	demonstrate an understanding of prescribed literary texts within their specific literary, socio-cultural and historical contexts.	3

CO4	analyze the selected literary samples from various angles and develop their own perspective.	4
CO5	compare the prescribed texts with the other literary works and cultivate their linguistic, literary and critical competence.	5
CO6	construct their own critical opinions and produce the research through oral/written exercise.	6

Unit.No.	Title of Unit and Contents	No. of Lectures
I	Essays: 1. Toward Feminist Narratology: Susan Lanser 2. Feminist Criticism in Wilderness: Elain Showalter	15
II	Poetry: 1. Women: Louise Bogan 2. Voice of an Unwanted Girl: Sujata Bhatt 3. Prologue: Ann Bradstreet 4. The Looking Glass: Kamala Das 5. Helen: Hilda Doolittle 6. We are Going: Oodgeroo Noonuccal 7. Coal: Adure Lorde 8. Eve to her Daughters: Judith Wrigh	15
III	Short Story: 1. The Story of an Hour: Kate Chopin 2. The Yellow Wall Paper: Charlotte Perkins Gilman 3. Quandary: Saroj Pathak 4. Liberation: C. Sujata (Translated by M. Sridhar and Alladi Uma) 5. To Room Nineteen: Doris Lessing 6. The Flower: Alice Walker	15
IV	Fiction: What Lies Between Us : Nayomi Munaweera	15

Learning Resources:

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- ew Feminist discourses : Critical Essays on Theories and text.* London and New York: Routledge,1990.
- Bamane, Sujata. *Feminism: A Multifaceted Discourse (A Study of Selected Women's Writings)*. India: New Man Publication and Distributors, 2019.
 - Benstock S. *Feminist Issues in Literary Scholarship*. John Willey & Sons, 1987.
 - Bhagwat, Vidyut. *Feminist Social Thought: An Introduction to Six Key Thinkers*. Jaipur: Rawat Publications, 2004.
 - Bhasin K. *Understanding Gender*. New Delhi: Kali for women, 2000.
 - Bhasin K & Agarwal B. *Women & Media: Analysis, Alternatives and Media*. New Delhi: Kali for Women,1984.
 - Bhasin kamala & Khan Nighat Said. *Some Questions on Feminism and its Relevance in South Asia*. New Delhi: Kali for Women, 1986.
 - Barry, Peter. *Beginning Theory: An Introduction to Literary and Critical Studies*. 3rd ed., 2009 →
 - Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. Routledge Publishers, 1990.
 - Eagleton Mary "Professions for Women." *Feminist Literary Theory: A Reader* (1996)
 - Menon N. *Seeing Like a Feminist*. Penguin India, 2012.
 - Tasha, Abraham *Women's Writing in the 19th & 20th century*.
 - Sage, Lorna. *Cambridge Guide to Women's Writing in English*, edited by Germaine Greer and Elaine

Showalter, Cambridge UP, 1999.

13. Tharu, Susie and K. Lalita , editors. "Introduction", Women Writing in India: 600 B.C. to the Present. vol.I, NY, Feminist P, 1991. — Walters, Margaret. Feminism: A Very Short Introduction. Oxford UP, 2005.

Web Resources:

1. <https://egyankosh.ac.in/bitstream/123456789/22677/1/Unit-5.pdf>
2. <https://www.poetryfoundation.org/>
3. <http://catdir.loc.gov/catdir/samples/cam032/98050778.pdf>

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M.A. Semester III		
ENG-605	Postcolonial English Literatures (Elective Paper II)	Number of Credits : 04
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's Cognitive Level
CO1	Identify the key issues like colonialism/postcolonialism, national consciousness, and race through a study of the select works of African and Caribbean writers	1
CO2	Understand how these writers rework the literary forms of mainstream British literature	2
CO3	Examine how African and Caribbean writers have written back to the Empire and challenged the discourse of imperialism	3
CO4	Analyze how the writers deal with these issues in their works	4

CO5	Compare the works of writers belonging to different cultures	5
CO6	Write the analysis of literary works in the light of postcolonial theory	6

Unit. No.	Title of Unit and Contents	No. of Hours
I	Key Concept: Colonialism/Postcolonialism Background reading: Excerpts from Ania Loomba's Colonialism/Postcolonialism Text: J M Coetzee: Foe	15
II	Key Concept: National Consciousness Background reading: Timothy Brennan: The National Longing for Form Text: Nguigi wa Thiong'O: A Grain of Wheat	15
III	Key Concept: Race Background reading: Frantz Fanon: The Fact of Blackness Derek Walcott: Dream on Monkey Mountain	15
IV	Postcolonial Poetry (Selections from An Anthology of Commonwealth Poetry, Edited by C D Narasimhaiah, The Arnold Anthology of Postcolonial Literatures in English, edited by John Thieme)	15

References:

- Appiah, K.W: *In My Father's House: Africa in the Philosophy of Culture*
- Ashcroft, Bill, Gareth Griffiths, Helen Tiffin: *The Post-Colonial Studies Reader*
- Bhaba, Homi : *Nation and Narration*
- Frantz, Fanon: *Black Skin, White Masks*
The Wretched of the Earth
- Gandhi, Leela: *Postcolonial Theory*
- Lamming, George: *The Pleasures of Exile*
- Loomba, Ania: *Colonialism/Postcolonialism*
- Mukherjee, Meenakshi: *The Twice-Born Fiction: Themes and Techniques of the Indian Novel in English*
- McLeod John, *Beginning Postcolonialism*
- Said, Edward: *Orientalism*
- Soyinka, Wole : *Myth, Literature and the African World*
- Thieme, John: *The Arnold Anthology of Post-Colonial Literatures in English*

ENG-660 RESEARCH PROJECT

Paper Code	Paper Title	Credits	Total Marks
XYZ -610	Research Project 1	4	100

Introduction

The NEP 2020 has emphasized on the inclusion of research and development in Higher Education Institutions. As colleges are integral part of knowledge impartment and creation NEP 2020 has introduced the research component to quite substantial degree at post graduate level. The multidisciplinary, transdisciplinary and translational research culture is expected to be introduced at postgraduate level. Such research project undertaken will obviously enhance the research productivity, collaboration at national and international level in various industries, government as well as community based organizations and agencies.

Objectives

1. To enable the students to undertake research projects that are relevant and important.
2. To apply pre-learnt concepts to design research problem with help of literature survey.
3. To enable students to do sufficient groundwork in terms of preparing the outline of research plan which includes grants, infrastructural requirements and procurement of resources.
4. To allow students the opportunity to develop a thorough research proposal. UGC guidelines to be followed for writing the research proposal.
5. To encourage research culture which includes exploring collaborative project ideas.
6. To give students the opportunity to present their proposal before funding agencies and if possible, procure funding for the project

Outcome

- I. Students will do the ground work for research in terms of identifying a relevant research topic (relevance will be decided based on the subject). Identifying the queries and literature review.
- II. Define well formulated specific objectives that help develop the overall research methodology,
- III. By the end of the semester the student is expected compile and communicate the Research Proposal with proper format and if possible have procured funding for the same.

will be of 40 marks and external evaluation will be of 60 marks.

- II. Students will be allowed to work individually or in groups (maximum number of students in each group should not exceed 4).
- III. The pattern of evaluation will be as follows:

	Examiner for Internal exam	Examiner for External exam	Nature of evaluation (Internal)	Nature of evaluation (External)
Sem III	Internal guide	External subject expert	Periodic assessment of ideation and proposal development	Student(s) present research proposal

Parameters for assessment

(Based on overall performance and oral presentation/ viva voce for the dissertation)

SR. NO.	POINTS / Evaluation Parameters
1	Selection Project Idea/Topic and Originality of the research problem identified
2	Significance of the Work and Literature Review
3	Review A statement of Aims and Objectives
4	Plan of Research Project
5	Thoroughness of the proposal in terms of methodology, apparatus/equipment required and timeline (PERT chart).
6	Regularity of work carried
7	Bibliography

ENG- 651	The Teaching of English Literature (Core Paper 1)	Number of Credits : 04
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's Cognitive Level
CO1	Describe important concepts related to the teaching of Literature	1
CO2	Understand different theories, approaches, methods and techniques that could be utilized for literature teaching	2
CO3	Apply knowledge that they gain from the course to carry out micro teaching effectively	3
CO4	Differentiate and compare the utility of teaching tools	4
CO5	Justify their point of view with respect to various issues related to the teaching of English literature	5
CO6	Create instructional materials and different types of questions	6

Unit. No.	Title of Unit and Contents	No. of Hours
I	Literature Teaching: Theoretical Perspective a) 'Teaching Literature' and 'Teaching about Literature' b) Objectives of Teaching Literature: What, Why and How of Literature c) Relationship between Language teaching and Literature Teaching d) Stylistic Approach to the Teaching of Literature	15
II	The Teaching of English Literature a) The Teaching of Poetry b) The Teaching of Drama c) The Teaching of Fiction d) Lesson Planning for Literature Teaching Micro-teaching (Topics related to English Literature teaching will be considered)	15

III	Material Development and the Use of Technology in ELLT a) Material Production: A Creative Endeavour b) Developing Print and Non-Print Materials c) Advantages, Issues and Concerns regarding the Use of Technology in Language and Literature Teaching d) The Use of Audio visual Aids in Language and Literature Teaching, Computer Assisted Learning and Mobile Assisted Learning	15
IV	Evaluation a) 'Testing', 'Assessment' and 'Evaluation' b) Difference between Formative and Summative Evaluation c) Evaluation in Large Classes d) Framing Different Kinds of Questions	15

Learning Resources:

1. Bassnet, S. and Grundy, P. (1993), Language Through Literature, (Longman).
2. Carter, R. and Long, M. N. (1991), Teaching Literature, (Longman).
3. Collie, J. and Slater, S. (1987), Literature in the Language Classroom ,(OUP).
4. Hill, J. (1986), Using Literature in Language Teaching, (Macmillan).
5. Indra, C.T. (1995), Teaching Poetry at the Advanced Level ,(T.R. Publications)
6. Lazar, G. (1993), Literature and Language Teaching,(CUP)
7. Marathe, Ramanan and Bellarmine (1993), Provocations: The Teaching of English Literature in India, (Orient Longman).
8. Nolasco, R. and Arthur, L. (1988), Large Classes, (Macmillan).
9. Saraswathi, V. (2004), English Language Teaching: Principles and Practice (Orient Longman).
10. Tickoo, M. L. (2002), Teaching and Learning English, (Orient Longman) .
11. Widdowson, H. G. (1975), Stylistics and the Teaching of Literature, (Longman).

ENG- 652	Literature of Decoloniality (Core Paper II- Theory)	Number of Credits : 04
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's Cognitive Level
CO1	Identify the key issues like Imperialism, Self-Identity, Decoloniality and Cultural Difference through a study of the select works of Indian writers	1
CO2	Understand how these writers indigenized the communicative and expressive aspects of literature in English	2
CO3	Examine how the Indian writers have successfully achieved cultural appropriation of the literary forms of British Literature as a response to colonial intellectual imperialism	3
CO4	Analyze how the creative writers deal with these issues in their works	4
CO5	Compare the works of writers who aimed at 'decolonizing the mind' through non-fiction writing and those who wrote literature of decoloniality.	5
CO6	Write the analysis of literary works in the light of Decoloniality	6

Unit. No.	Title of Unit and Contents	No. of Hours
I	Key Concept: Imperialism of Knowledge/Decoloniality Background reading: Excerpts from Vinay Lal's "World History and its Politics". Text: Bankim Chandra Chatterjee "The Abbey of Bliss"	15
II	Key Concept: Self Identity Background reading: S. N. Balgangadhara: "We Shall Not Cease from Exploration" (Section II) Text: Gopalkrishna Pai "Swapna Sarasvatha"	15
III	Key Concept: Cultural Difference Background reading: Excerpts from Vivek Dhareshwar's "The Trial of Pagans" Text: Shrinivas Vaidya "A Handful of Sesame"	15
IV	Poetry of Decoloniality: Selections from "Geetanjali" by Rabindranath Tagore, Selections from "Select Songs of Sharif Saheb of Shishunala (Kabir of Karnataka)"	15

References/ Suggested Readings

1. Beer, Andreas; Mackenthun, Gesa, eds. (2015). "Introduction". Fugitive Knowledge. The

Loss and Preservation of Knowledge in Cultural Contact Zones

2. Bhabra, G. (2012). Postcolonialism and decoloniality: A dialogue. In The Second ISA Forum of Sociology
3. Mignolo, Walter D.; Walsh Catherine E. (2018) “On Decoloniality”. Duke University Press
4. Mignolo. Walter D. (2021) “The Politics of Decolonial Investigations”. Duke University Press
5. Saal, Britta (2013). "How to Leave Modernity Behind: The Relationship Between Colonialism and Enlightenment, and the Possibility of Altermodern Decoloniality". Budhi: A Journal of Ideas and Culture.
6. Chalmers, Gordon (2013) Indigenous as 'not-Indigenous' as 'Us'?
7. Balangadhara, S.N. (2021) “Cultures Differ Differently: Selected Essays” (Critical Humanities Across Cultures) Routledge
8. Balangadhara, S.N. (2012) “Reconceptualizing India Studies”. Oxford.
9. Lal, Vinay (2003) “The History of History”, Politics and Scholarship in Modern India. Oxford.
10. Dhareshwar, Vivek (2023) Sites of Learning and Practical Knowledge: Against Normativity (Critical Humanities Across Cultures)
11. Vandana, Kamla , “Santa Shishunala Shareefa”
12. Laxmiprasad, P. V. (2021) Tagore as Philosophical Voyager: A Critical Study of "Gitanjali"

M.A. Semester IV		
ENG-653	Translation Studies (Core Paper III- Theory)	Number of Credits :04
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's Cognitive Level
CO1	trace the history and evolution of the discipline of translation studies	1
CO2	understand major concepts and issues in translation theory	2

CO3	apply the theoretical concepts in analysing translated texts	3
CO4	make a comparative study of the two prominent translations from literary and non- literary domain	4
CO5	evaluate the process of translation using the prescribed texts	5
CO6	use the acquired skills for research and career	6

Unit. No.	Title of Unit and Contents	No. of Lectures
I	<p>Translation Studies: Major Concepts and Issues</p> <p>Jakobson, Roman- “On Linguistic Aspects of Translation”</p> <p>Holmes, James- “The Name and Nature of Translation Studies”</p> <p>Even- Zohar, Itamer- “The Position of Translated Literature within the Literary Polysystem”</p> <p>Translation Studies: Development of the Discipline</p>	15
II	<p>Postcolonial Translation Studies</p> <p>Bassnett, Susan and Trivedi, Harish. “Introduction: of Colonies, Cannibals and Vernaculars” from <i>Post-colonial Translation: Theory and Practice</i></p> <p>hooks, bell. “this is the oppressor’s language/ yet I need it to talk to you” from <i>Between Languages and Cultures: Translation and Cross-Cultural Texts</i> ed. by Dingwaney, Anuradha and Carol Maier</p> <p>Trivedi, Harish. “In Our Own Time, On Our Own Terms” from <i>Translating Others Volume- I</i> ed. by Theo Hermans</p>	15
III	<p>Translation Theory and Practice in India</p> <p>Ramanujan, A. K. “Three Hundred Ramayanas: Five Examples and Three Thoughts on Translation”</p> <p>Ramakrishna, Shantha. “Cultural Transmission through Translation: An Indian Perspective from <i>Changing the Terms: Translation in the Postcolonial Era</i> ed. By Sherry Simon and Paul St-Pierre</p> <p>Devy, Ganesh. “Translation and Literary History- an Indian View” from <i>Post-colonial Translation: Theory and Practice</i></p>	15
IV	<p>Translation in Praxis:</p> <p>Literary Translation: Nemade, Bhalchandra. <i>The Cocoon</i>. Translated by Prabhakar Marathe</p> <p>Non- Literary Translation: Ambedkar/ Tilak/ Gandhi</p>	15

Learning Resources:

Bassnett, Susan. *Translation Studies*. London: Routledge, 2002.

Baker, Mona. ed. *Routledge Encyclopedia of Translation Studies*. London: Routledge, 1998.

Bassnett, Susan and Harish Trivedi. *Post-Colonial Translation. Theory and Practice*. London: Routledge, 2000.

Hermans, Theo. *Translating Others Volume- I*. New York: Routledge, 2006.

Hermans, Theo. *Translating Others Volume- II*. New York: Routledge, 2014.

Kothari, Rita. *Translating India: The Cultural Politics of English*. New Delhi: Foundation Books Pvt. Ltd., 2006.

Mukherjee, Sujit. *Translation as Discovery and Other Essays*. New Delhi: Allied Publishers Pvt. Ltd., 1981.

Niranjana, Tejaswini. *Siting Translation: History, Post-Structuralism and the Colonial Context* Oxford: University of California Ltd., 1992.

Ramakrishna, Shantha. ed. *Translation and Multilingualism: Post- Colonial Contexts*. New Delhi: Pencraft International, 1997.

Simon, Sherry and Paul St- Pierre. ed. *Changing the Terms: Translating in the Postcolonial Era*. Ottawa: University of Ottawa Press, 2000.

Venuti, Lawrence. ed. *The Translation Studies Reader*. London: Routledge, 2000.

S.Y.M.A. Semester IV		
ENG-654	African Literature (Elective Paper I)	Number of Credits:02
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's Cognitive level
CO1	describe the background of various thinkers and their theoretical writings.	1
CO2	demonstrate an understanding of prescribed literary texts specific literary, socio-cultural and historical contexts	3
CO3	demonstrate an understanding of prescribed literary texts within their specific literary, socio-cultural and historical contexts.	5

CO4	construct their own critical opinions and produce the research through oral/written exercise.	6
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Unit. No.	Title of Unit and Contents	No. of Lectures
I	Essays: 1. Colonialist Criticism: Chinua Achebe 2. Decolonizing the Mind : Ngugi wa Thiong’o 3. Problems of a Feminist Approach to African Literature: Kirsten Holst Petersen	15
II	Poetry: 1. Bread: Kamau Brathwaite 2. Telephone Conversation: Wole Soyinka 3. Africa : David Diop 4. Piano and Drums: Gabriel Okara 5. Songs of Sorrow: kofi Awoonor 6. Answer: Chinua Achebe	10
III	Short Story: 1. Once Upon a Time: Nadine Godimer 2. The Ostrich: Leila Aboulela	5

Learning Resources:

1. https://posthl2019.weebly.com/uploads/1/4/1/4/14146325/colonialist_criticism_-_achebe.pdf
2. https://marxistnkrumaistforum.files.wordpress.com/2013/12/wa-thiong_o-decolonising-the-mind-the-politics-of-language-in-african-literature.pdf
3. <https://ro.uow.edu.au/kunapipi/vol6/iss3/9/>
4. http://history.thiscenturysreview.com/post_apartheid.html#:~:text=The%20end%20of%20apartheid%20witnessed,various%20dimensions%20of%20human%20existence
5. <https://www.scribd.com/document/466240992/Achebe-Chinua-Collected-Poems-pdf>
6. <https://www.intangible.org/Acrobat/LeilaPDF/Ostrich.pdf>

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M.A. Semester IV		
ENG-655	Subaltern Studies (Elective Paper II)	Number of Credits : 02
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Understand the key concepts of Subaltern Studies and Dalit Studies	
CO2	Apply these concepts in the study of literary texts	
CO3	Examine the literary representation of the subaltern	
CO4	Evaluate the aesthetics of Dalit writing	

Unit No.	Title of Unit and Contents	No. of Hours
I	Key Concept: Gendered Subaltern Background Reading: Gayatri Chakravorty Spivak: 'Can the Subaltern Speak?' Mahasweta Devi: <i>Breast Stories</i>	15
II	Key Concept: Aesthetics of Dalit Literature Background Reading: Raj Kumar: Understanding Dalit Aesthetics Text: Selections from <i>Poisoned Bread</i> , edited by Arjun Dangle	15

References:
Dangle, Arjun:
Poisoned Bread

Bread

Devi, Mahasweta: *Breast Stories*

Gramsci, Antonio: *Prison Notebooks*

Guha, Ranajit: "On Some Aspects of the Historiography of Colonial India"

Limbale, Sharankumar: *Towards an Aesthetic of Dalit Literature*

Morton, Stephen: *Gayatri Chakravorty Spivak*

Spivak, Gayatri Chakravorty: "Can the Subaltern Speak?"

White, Hayden: *Tropics of Discourse: Essays in Cultural Criticism*

ENG- 660 RESEARCH PROJECT

Paper Code	Paper Title	Credits	Total Marks
ENG -660	Research Project	6	150

Introduction

The research project proposal needs to be implemented by following the given timeline Under the NEP, students are expected to get industry ready by the time they pass out of their Masters' degree course. There is also an emphasis on research so that every student is expected to carry out independent research project as a part of their Post Graduate program. The emphasis is on research that is socially applicable, and carried out with scientific rigor. One benchmark of good quality research is publication of the project either in International or National level scientific journals or the presentation of students' research work at International, National or State level conferences. With this broad objective, the following has been proposed for student research projects at Masters level.

Objectives:

1. To facilitate substantial data collection for the proposed research work
2. To carry out research following ethical aspects of research activities.
3. To compile and communicate the findings/conclusions / results obtained in the science community through various means of communication.
4. To enable students to put together a research paper that can be published or presented at conferences.

Outcome:

- I. Carry out a substantial research-based project
- II. Capacity development to analyze data and process research findings
- III. Use research findings to advance education theory and practice.
- IV. Focus on quality review of the research papers and may be published in peer reviewed journals or may be presented in conferences / seminars. The research project outcome can be considered for evaluation based on following criteria.
- V. Research Publication in Peer reviewed, Scopus / UGC -CARE indexed journal.
- VI. Poster/ Oral Presentation in seminars/ conferences outside the institute
- VII. Poster/ Oral Presentation in seminars/ conferences arranged by the institution.
- VIII. The dissertation will be done as per the guidelines of UGC

will be of 60 marks and external evaluation will be of 90 marks.

- II. Students will be allowed to work individually or in groups (maximum number of students in each group should not exceed 4).
- III. The pattern of evaluation will be as follows:

	Examiner for Internal exam	Examiner for External exam	Nature of evaluation (Internal)	Nature of evaluation (External)
Sem IV	Internal guide	External subject expert	Periodic assessment of data collection, analysis and report writing	Student(s) present research report. 30 marks to be allotted for publication/presentation at conference

Parameters for assessment

(Based on overall performance and oral presentation/ viva voce for the dissertation)

SR. NO.	POINTS / Parameters
1	Continuous Assessment of day-to-day work
2	Record keeping/ maintenance of journal
3	Ability design work protocol and troubleshooting
4	Proficiency of Presentation skills and use of audio-visual aids
5	Effective data representation (eg. Graphs, charts etc.)
6	Research Potential of the work, result and interpretation
7	Outline of the study and possible future plans
8	The dissertation report preparation (Scientific writing) and its contents
9	Abilities of satisfactory responses to the queries from the audience
10	Publication potential of the work (25% overall weightage to be given)