Syllabus for Master's (PG) Degree Programme in English Under NEP (2020) Batch 2025 onwards

1/2yr Master's (PG) Degree Programme in English

Department of English
2nd Floor, Humanities Block
University of Kashmir
Hazratbal, Srinagar-190006

The MA Programme in English is one of the most sought-after postgraduate programs at the University of Kashmir. This is partly due to the primacy of English as a global language and its efficacy in today's world culture. Students aspire to attain competence in English language and literature in order to equip themselves with the necessary literary and communicative skills. A postgraduate degree in English also enables placement in various public and private sectors especially the Higher Education Department, J&K Govt. We are aware of our role in disseminating the right academic and professional expertise and design our curriculum in accordance with local and global requirements.

The present MA programme to commence from August 2025 is in compliance with NEP 2020 guidelines which emphasize flexibility, multidisciplinary learning, and a focus on outcomes. The policy also encourages a move away from rote learning towards critical thinking, creative insights, and the development of practical skills.

Keeping in view the above points, the syllabus has been framed keeping in view the importance of English as a global language but equally, regional varieties of English have been given due representation. Kashmiri literature in translation, Urdu /Persian Poetry in translation are some important courses that make students aware of their own linguistic and cultural heritage. Further, the aim of the programme is to familiarize students with major canonical literary works from the European and American Traditions in order to build a foundational knowledge of these important cultural traditions. The programme also offers multiple courses in other English literatures namely Indian, African, Canadian and other South Asian literatures. This will enable students to recognize the diversification of English and its implications for a more broad-based approach to English literary Studies. There is also a thrust on interdisciplinary learning and skill-based courses including Language and Linguistics, Writing Skills etc. which are aimed to develop linguistic competence and language skills.

The programme includes Core courses and Discipline Centric Electives. The range and scope of these courses is wide and care has been taken to include the most important and crucial courses for a well-rounded curriculum. In addition, students will be introduced to important literary movements and genres and various stylistic and narrative methods. Courses also have a bearing on socio-ethical concerns like Gender, Disability, Environment etc.

Programme Learning Outcomes of the MA Programme in English:

1. To develop students' expertise in English literary studies by providing a range of literary texts representing diverse traditions.
2. To enable students to appreciate the distinctness of literary texts and develop their critical and analytical skills in the interpretation of texts.
3. To enable students to appreciate regional literary traditions and thereby create awareness about cultural identity.

4. To introduce students to literary theory from Classical to Contemporary times in order to supplement their reading of texts with critical tools and methods.
5. To introduce students to Linguistics, phonetics and Applied English in order to develop professional competence in English Language Skills and pedagogy.
6. To introduce students to the ideological, philosophical and cultural underpinnings of literary texts.
7. To train students in written and spoken academic English as well as proficiency in other forms of creative writing.
8. To enable students to develop appropriate research topics, select appropriate secondary research material and write a well-developed piece of original research following discipline specific writing conventions.
9. To prepare students for competitive examinations like NET, SET and the Civil Services.
10. To raise awareness in students about social and political concerns through courses on Gender, Environment, Social justice, Disability Studies etc.
11. To prepare students for employment in the private as well as public sectors.

Syllabus for Master's Degree Programme in English under NEP-2020 to be implemented from August, 2025 onwards.

A student pursuing MA English will have to earn a maximum of 20 credits per semester and total credits required for the award of 2 years Master's Degree shall be a maximum of 80 credits. However, a total of 40 credits shall be the requirement for the award of a one-year PG Diploma in English for those students who may take an exit after one year from the programme. In the 2nd year of the programme, there shall be two options i.e (CW+CW) or (CW+R) available to students.

SEMESTER-I

Course Code	Course Title	Paper Category	Credits
MENGCDR125	Drama-I	CC	4
MENGCLP125	Introduction to Linguistics and Phonetics	CC	4
MENGCLC125	Literary Criticism	CC	4
MENGCPT125	Poetry-I	CC	4
MENGCNL125	Novel-I (18th Century)	CC	2
A student shall take any of the following 2 credit Discipline Centric Elective Courses (DCEC) in addition to all the above mandatory Core courses			
MENGDWW125	Women's Writing	DCEC	2
MENGDTW125	Travel Writing	DCEC	2
MENGDWS125	Writing Skills	DCEC	2
MENGDPF125	Popular Fiction	DCEC	2
MENGDNF125	Non-Fictional Prose-I	DCEC	2

SEMESTER-II

Course Code	Course Title	Paper Category	Credits
MENGCDR225	Drama-II	CC	4
MENGCEL225	English Language Teaching	CC	4
MENGCLT225	Literary Theory	CC	4
MENGCPT225	Poetry-II (Romantic and Victorian)	CC	4
MENGCNL225	Novel-II (19th Century)	CC	2
A student shall take any of the following 2 credit Discipline Centric Elective Courses (DCEC) in addition to all the above mandatory Core courses			
MENGDDL225	Dalit Literature	DCEC	2
MENGDIL225	Indian Literature in Translation	DCEC	2
MENGDSS225	Short Story Across Cultures	DCEC	2
MENGDNF225	Non-Fictional Prose-II	DCEC	2
MENGDRL225	Russian Literature (Novella and Short Story)	DCEC	2

SEMESTER-III

Course Code	Course Title	Paper Category	Credits
MENGCPT325	Poetry III (Modern Poetry)	CC	4
MENGCAL325	American Literature-I (Novel)	CC	4
MENGCPL325	Postcolonial Literature	CC	4
MENGCRM325	Research Methodology and Term Paper	CC	4
MENGCNL325	Novel-III (20th Century)	CC	2
A student shall take any of the following 2 credit Discipline Centric Elective Courses (DCEC) in addition to all the above mandatory Core courses			
MENGDMC325	Modern Critical Theory	DCEC	2
MENGDKL325	Kashmiri Literature in Translation	DCEC	2
MENGDLA325	Latin American Fiction	DCEC	2
MENGDWM325	Writing for the Media	DCEC	2
MENGDTP325	Translation: Theory and Practice	DCEC	2

SEMESTER-IV

Option-I (CW+CW) option

Course Code	Course Title	Paper Category	Credits
MENGCAL425	American Literature-II (Poetry and Drama)	CC	4
MENGDSA425	South Asian Diasporic Literature	CC	4
MENGCLE425	Literature and Environment	CC	4
MENGCIW425	Indian Writing in English	CC	4
MENGCLD425	Literature and Disability	CC	2
A student shall take any of the following 2 credit Discipline Centric Elective Courses (DCEC) in addition to all the above mandatory Core courses			
MENGDGN425	Graphic Narratives	DCEC	2
MENGDUP425	Urdu/Persian Poetry in Translation	DCEC	2
MENGDPN425	Postmodern Novel	DCEC	2
MENGDLC425	Literature and Cinematic Adaptation	DCEC	2
MENGDFL425	Folk Literature	DCEC	2

Option-II (CW+R) option

Course Code	Course Title	Paper Category	Credits
MENGCRP425	Research and Publication Ethics	CC	4
MENGPDI425	Project with Dissertation	PDI	16

- The 4th semester will have an alternative to Course work for students who wish to opt for research mode. Students will have to earn 20 credits in the semester out of which 16 credits will be for a written dissertation and 4 credits for a paper on Research and Publication Ethics. The dissertation which will be based on a research topic mutually decided by student and allotted supervisor. It will follow the MLA style (9th edition). The word limit will be 15000-20000 words.

- **Mode of Evaluation of Research Project Dissertation:**
  The dissertation will be evaluated by an external examiner. The student will also have to defend the dissertation in a viva-voce examination.

Component	Marks
Abstract, Synopsis & Literature Review	80
Methodology	80
MLA Style	80
Structure, Language & Argument	80
Presentation/Viva	80

MASTER'S (PG) DEGREE PROGRAMME IN ENGLISH
SEMESTER-I
CORE COURSE

MENGCDR125: ENGLISH _ DRAMA-I **CREDITS: 4; CONTACT HOURS: 60**
MAX. MARKS: 100

Course Learning Outcomes (CLOs):

CLO1: Students will gain an understanding of the key historical periods and cultural movements that shaped the dramatic traditions.
CLO2: Students will gain understanding of Ancient Greek classical drama with major focus on the Aristotelian ideas of classical tragedy.
CLO3: Students will gain knowledge about drama in England and will obtain an in depth understanding of the historical and cultural context of the Renaissance period.
CLO4: Students will gain insight into the central themes and dramatic techniques of Shakespearean plays.
CLO5: Students will learn about the social, moral and economic anxieties of Jacobean England and gain insight into the dramatic functioning of Comedy of humours.

Unit I: Sophocles: *Oedipus Rex*
Unit II: Christopher Marlowe: *Doctor Faustus*
Unit III: William Shakespeare: *Hamlet*
Unit IV: Ben Jonson: *Volpone*

CLO: PLO Matrix:

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
MENGCDR125.1	3	3	1	1	1	3	2	1	3	2	2
MENGCDR125.2	3	3	1	1	1	3	1	1	3	2	2
MENGCDR125.3	3	3	1	1	1	3	2	1	3	2	2
MENGCDR125.4	3	3	1	2	1	3	1	2	3	2	2
MENGCDR125.5	3	3	1	2	1	3	1	2	3	2	2
MENGCDR125	**3**	**3**	**1**	**1.4**	**1**	**3**	**1.4**	**1.4**	**3**	**2**	**2**

Recommended Reading:

- Bevington, David M. (ed). *Twentieth Century Interpretations of Hamlet*. Prentice Hall, 1968.
- Bradley, A.C. *Shakespearean Tragedy*. Macmillan, 1905.
- Draper, R P (ed). *Tragedy: Development in Criticism*. (Casebook). Macmillan, 1980.
- Farnham, Willard (ed). *Twentieth Century Interpretations of Dr Faustus.* Eaglewood Cliffs, 1969.
- Kitto, H.D.F. *Greek Tragedy in Action*. Routledge, 1982.
- Parker, Brian (ed). *The Revels Plays: Volpone, or the Fox*. Manchester UP, 1983.

MASTER'S (PG) DEGREE PROGRAMME IN ENGLISH
SEMESTER-I
CORE COURSE
MENGCLP125: ENGLISH _ INTRODUCTION TO LINGUISTICS AND PHONETICS

CREDITS: 4; CONTACT HOURS: 60
MAX. MARKS: 100

Course Learning Outcomes (CLOs):

CLO1: Students will develop a foundational understanding of language structure, use, and evolution by engaging with core concepts of linguistics and phonetics.

CLO2: Students will learn about how language began, what makes it work, and how the study of language has developed as a field over time.

CLO3: Students will learn about different ways to study language: structural, functional and generative approaches and understand the ideas of important linguists like Saussure, Bloomfield, Halliday and Chomsky.

CLO4: Students will learn how to recognize and describe English speech sounds, understand basic sound patterns and use phonemic symbols to write them correctly.

CLO5: Students will learn about the evolution of the English language, understand the structure and function of language and examine regional, social and stylistic language variations.

Unit I:

- Language: Theories of origin and Properties
- Linguistics: Definition and Scope
- Traditional Grammar and Objections against it
- Linguistics as a Science (David Crystal, Robins and Lyons)
- Comparative Philology

Unit II:

- Structural Linguistics: Ferdinand de Saussure and Leonard Bloomfield
- Functional Linguistics: Michael A K Halliday
- Mentalistic Approach to Linguistics: Noam Chomsky
- Transformational Generative Grammar

Unit III:

- Speech Mechanism
- Phonetics and Phonology:
- Production, Classification and Description of English Phonemes
- Vowels, Consonants and Diphthongs
- Suprasegmental Phonology: Syllable, Stress, Intonation
- Phonemic/ Phonetic Transcription
- Phonemic Transcription of a Dialogue/Passage

Unit IV:

- Introduction to Morphology, Semantics, Syntax & Semiotics
- Language variation and language change
- Brief history of English language (Old, Middle and Modern English)
- Syntactic, Semantic, Spelling, Morphological and other changes
- Sociolinguistics and its variations
- Dialect, idiolect, social dialect, class dialect, caste dialect etc.
- Register, pidgin, isogloss, bundling, dialect boundary, diglossia, style and creole
- Standardization of Dialect (standard language and dialect)

PLO: CLO Matrix

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
MENGCLP125.1	1	1	1	1	3	1	3	3	3	1	3
MENGCLP125.2	1	2	1	1	3	1	3	2	3	1	3
MENGCLP125.3	0	1	1	0	3	0	3	2	3	0	3
MENGCLP125.4	0	1	1	1	3	1	3	3	3	0	3
MENGCLP125.5	1	1	2	2	3	1	3	3	3	2	3
MENGCLP125	**0.6**	**1.2**	**1.2**	**1**	**3**	**0.8**	**3**	**2.6**	**3**	**0.8**	**3**

Recommended Reading:

- Crystal, David. *Linguistics.* Penguin, 1999.
- Culler, Jonathan. *Saussure.* Fontana Books, 1976.
- Jones, Daniel. *English Pronouncing Dictionary*. CUP, 2006.
- Lyons, John. *An Introduction to Theoretical Linguistics*. CUP, 1968.
- Lyons, John. *Chomsky*. Fontana/Collins, 1970.
- O'Connor, J. D. *Better English Pronunciation*. CUP, 1980.
- Roach, Peter. *English Phonetics and Phonology*. CUP, 2009.

MASTER'S (PG) DEGREE PROGRAMME IN ENGLISH
SEMESTER-I
CORE COURSE

MENGCLC125: ENGLISH _ LITERARY CRITICISM

CREDITS: 4; CONTACT HOURS: 60
MAX. MARKS: 100

COURSE LEARNING OUTCOMES (CLOS):

CLO1: Students will have a comprehensive overview of the history of literary criticism from Plato to the twentieth century.
CLO2: Students will learn about the important landmarks in literary criticism beginning with ancient Greeks down to the New Critics and get to know about how literature has been read from different perspectives.
CLO3: They also learn how to study literary texts with awareness to the nuances of language.
CLO4: They become equipped with the skills to interpret texts and learn to relate them to their authors and historical contexts.
CLO5: Students are trained to respond to literary texts using different perspectives in order to bring out their richness.

Unit I: Classical Criticism
- Plato (*The Republic*, Part X)
- Aristotle (*The Poetics*, chapters 1-4,6-19)

Unit II: Romantic Criticism
- William Wordsworth (*Preface to Lyrical Ballads* 1802)
- S T Coleridge (*Biographia Literaria*, chapters 12-14,17)

Unit III: Victorian Criticism
- Matthew Arnold: *Culture and Anarchy* (Preamble, Chapters I-IV)

Unit IV: Modern and New Criticism
- T S Eliot: "Tradition and the Individual Talent"
- I A Richards: "Two Uses of Language"
- J C Ransom: "Criticism Inc."
- Cleanth Brooks: "Irony as a Principle of Structure"

CLO: PLO Matrix

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
MENGCLC125.1	3	3	3	3	1	3	1	3	3	2	3
MENGCLC125.2	3	3	2	3	0	3	1	3	3	1	3
MENGCLC125.3	3	3	3	3	1	3	1	3	3	2	3
MENGCLC125.4	3	3	3	3	0	3	1	3	3	2	3
MENGCLC125.5	3	3	2	3	1	3	2	3	3	1	3
MENGCLC125	3	3	2.6	3	0.6	3	1.2	3	3	0.6	3

Recommended Reading:

- Abrams, M H. *The Mirror and The Lamp: Romantic Theory and the Critical Tradition*. OUP.
- Austen, Allen. *T S Eliot: The Literary and Social Criticism.* Indiana University Press.
- Brown, R et al (eds). *I A Richards: Essays in His Honour*. OUP.
- Hagstrum, J H. *Samuel Johnson's Criticism*. University of Minnesota.
- J R De J Jackson. *Methods and Imagination in Coleridge's Criticism*. Routledge.
- Marks, E R. *The Poetics of Reason: English Neo-classical Criticism*. Random House.
- Trilling, Lionel. *Matthew Arnold.* New York.
- Wellek, Rene. *A History of Modern Criticism: 1750-1950: The Romantic Age*, Vol. 2. Jonathan Cape.

MASTER'S (PG) DEGREE PROGRAMME IN ENGLISH
SEMESTER-I
CORE COURSE

MENGCPT125: ENGLISH _ POETRY-I

CREDITS: 4; CONTACT HOURS: 60
MAX. MARKS: 100

COURSE LEARNING OUTCOMES (CLOs):

CLO1: Students will be able to read and understand major English poems from the Renaissance to the Neoclassical period, exploring their themes, forms, and styles, and relate them to their historical and literary backgrounds.

CLO2: Students will be able to critically analyze the themes, language, and poetic devices in William Shakespeare's Sonnets, demonstrating an understanding of the sonnet form and its exploration of love, time, beauty, and mortality.

CLO3: Students will be able to analyze the metaphysical poetry of John Donne and Andrew Marvell, examining their use of conceits, imagery, and philosophical themes.

CLO4: Students will be able to critically engage with John Milton's Paradise Lost (Book I), exploring its epic conventions, theological themes, character portrayal.

CLO5: Students will be able to analyze Alexander Pope's The Rape of the Lock (Canto I) as a mock-epic poem, examining its satirical treatment of 18th-century society, poetic style, use of heroic couplets, and classical allusions.

Unit I:

- Geoffrey Chaucer: *Prologue to The Canterbury Tales*

Unit II:

- William Shakespeare: Sonnets: 12, 30, 86, 94
- John Donne: "The Good Morrow"
  "Canonization"

Unit III:

- John Milton: *Paradise Lost Book I*

Unit IV:

- Alexander Pope: The Rape of the Lock (Canto 3)

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
MENGCPT125.1	3	3	3	2	1	3	2	1	3	2	3
MENGCPT125.2	3	3	3	2	1	3	2	1	3	2	3
MENGCPT125.3	3	3	3	1	1	3	2	1	3	2	3
MENGCPT125.4	3	3	3	2	1	3	2	1	3	2	3
MENGCPT125.5	3	3	3	2	1	3	2	1	3	3	3
MENGCPT125	3	3	3	1.8	1	3	2	1	3	2.2	3

Recommended Reading:

- H Gardner (ed). *Twentieth Century Views: John Donne.* Anglewood Cliffs.
- Helen Gardner. *A Reading of Paradise Lost.* OUP.
- Hunt, John Dixon. *The Rape of the Lock: A Casebook*.
- J B Leishman. *The Metaphysical Poets.* OUP.
- J B Leishman. *Themes and Variations in Shakespeare's Sonnets*. Hetehnson.
- Peter Jones (ed*). Shakespeare: The Sonnets*, A Casebook. Macmillan.
- Theodore Redpath (ed). *The Songs and Sonnets of John Donne*. Methuen.

MASTER'S (PG) DEGREE PROGRAMME IN ENGLISH
SEMESTER-I
CORE COURSE

MENGCNL125: ENGLISH _ NOVEL-I

CREDITS: 2; CONTACT HOURS: 30
MAX. MARKS: 50

COURSE LEARNING OUTCOMES (CLOs):

CLO1: Students will develop an understanding of the historical evolution of the novel as a literary form during the 18th century and gain insight into the narrative techniques such as satire, realism, free indirect discourse.

CLO2: Students will gain an understanding of the social and cultural themes such as class, gender, morality, and societal norms and will understand the transition from picaresque and comic novels of Fielding to domestic realism Austen.

CLO3: Students will gain insight into the characterization and plot structure and understand how Fielding's heroes critique hypocrisy and Austen's heroines observe marriage and social mobility and how characters in general navigate social expectations.

Unit 1: Henry Fielding: *Joseph Andrews*

Unit II: Jane Austen: *Emma*

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
MENGCNL125.1	3	3	2	2	1	3	2	1	3	3	3
MENGCNL125.2	3	3	2	2	1	3	2	1	3	3	3
MENGCNL125.3	3	3	2	1	1	3	2	1	3	3	3
MENGCNL125	**3**	**3**	**2**	**1.6**	**1**	**3**	**2**	**1**	**3**	**3**	**3**

Recommended Reading:

- Goldberg, Hormer (ed). *Joseph Andrews*. Norton, 1987.
- Kettle, Arnold. *Introduction to the Novel.* Universal Book Stall, 1967.
- Lodge, David (ed). *Jane Austen: Emma (*A Casebook). Macmillan, 1991.
- Watt, Ian. *The Rise of the Novel*. Penguin, 1957.

MASTER'S (PG) DEGREE PROGRAMME IN ENGLISH
SEMESTER-I
DISCIPLINE CENTRIC ELECTIVE COURSE

MENGDWW125: ENGLISH _ WOMEN'S WRITING

CREDITS: 2; CONTACT HOURS: 30
MAX. MARKS: 50

COURSE LEARNING OUTCOMES (CLOs):

CLO1: Students gain an understanding of the distinctive characteristics of women's writing—including themes of embodiment, silence, agency, domesticity, resistance, and relational identity—across diverse literary forms and cultural contexts.

CLO2: Students gain an insight into the themes of autonomy, emotional awakening, and gender roles in feminist storytelling. The use of narrative voice, symbolism, and irony to depict the psychological and social constraints imposed on women in patriarchal societies, especially regarding marriage, autonomy, and mental health is well understood.

CLO3: Students understand the poetic strategies used by women writers to articulate feminist re-visioning, intergenerational discourse, and bodily empowerment—placing their work within broader conversations on identity, resistance, and transformation.

Unit I Short Story

- Charlotte Perkins Gilman "The Yellow Wallpaper"
- Kate Chopin "The Story of an Hour"

Unit II Poetry

- Adrienne Rich: "Diving into the Wreck"
- Judith Wright: "Eve to Her Daughters"
- Maya Angelou: "Phenomenal Woman"

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
MENGDWW125.1	3	3	3	2	1	3	2	2	3	3	3
MENGDWW125.2	3	3	3	2	1	3	2	2	3	3	3
MENGDWW125.3	3	3	3	2	1	3	2	2	3	3	3
MENGDWW125	**3**	**3**	**3**	**2**	**1**	**3**	**2**	**2**	**3**	**3**	**3**

Recommended Reading:

- Koloski, Bernard. *Kate Chopin: A Study of the Short Fiction*. Twayne, 1996.
- Meyering, Sheryl L., editor. *Charlotte Perkins Gilman: The Woman and Her Work*. Garland, 1989.
- Keyes, Claire. *The Aesthetics of Power: The Poetry of Adrienne Rich*. U of Georgia P, 1986.
- McVitty, Walter. *Judith Wright*. Oxford UP, 1978.
- Bloom, Harold, editor. *Maya Angelou*. Bloom's Modern Critical Views, Chelsea House, 2001.

MASTER'S (PG) DEGREE PROGRAMME IN ENGLISH
SEMESTER-I
DISCIPLINE CENTRIC ELECTIVE COURSE

MENGDTW125: ENGLISH _ TRAVEL WRITING

CREDITS: 2; CONTACT HOURS: 30
MAX. MARKS: 50

Course Learning Outcomes (CLOs):

CLO1: Students will gain an understanding of the emerging genre of travel writing, its types and distinguishing features

CLO2: Students will gain awareness about how travel has been redefined in a globalized world and how various factors inform its creative expression.

CLO3: Students will engage with samples of travel writing. A close reading of Pico Iyer's travel writing will broaden their intellectual and cultural horizon.

Unit I:

- Introduction to Travel writing, Travel writing and Ethnography, Types of Travel writing.
- Globalization and Travel, Travel and Gender, Travel and Religion
- "Modernism and Travel" by Helen Carr in *The Cambridge Companion to Travel Writing*. (Peter Hulme and Tim Youngs, eds.)

Unit II: Pico Iyer: *The Global Soul* (selections)

CLO: PLO Matrix

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
MENGDTW125.1	3	3	2	2	1	3	2	1	3	3	3
MENGDTW125.2	3	3	2	2	1	3	2	1	3	3	3
MENGDTW125.3	3	3	2	2	1	3	1	1	2	3	3
MENGDTW125	**3**	**3**	**2**	**2**	**1**	**3**	**1.6**	**1**	**2.6**	**3**	**3**

Recommended Reading:

- Balton, Casey. *Travel Writing, the Self and the Other*. Routledge, 2012.
- Edwards, Justin and Graulund Rune. *Postcolonial Travel Writings, Critical Explorations*. Palgrave Macmillan, 2011.
- Mohanty, Sachidananda. *Travel Writing and Empire*. New Delhi: Katha, 2004.
- Nayar, Pramod K. *Postcolonial Literature: An Introduction.* Pearson Longman, 2008.

MASTER'S (PG) DEGREE PROGRAMME IN ENGLISH
SEMESTER-I
DISCIPLINE CENTRIC ELECTIVE COURSE
MENGDWS125: ENGLISH _ WRITING SKILLS

CREDITS: 2; CONTACT HOURS: 30
MAX. MARKS: 50

Course Learning Outcomes (CLOs):

CLO1: Students will develop the ability to write effectively in academic and professional contexts with clarity and correctness.

CLO2: They will demonstrate an understanding of various types of writing and apply the writing process to produce coherent and context-appropriate texts across a range of genres.

CLO3: They will be able to create structured paragraphs, summaries, reports and professional documents with clarity and purpose.

Unit I:

- Effective Writing and its Importance
- Types of Writing: Descriptive, Narrative, Expository, Persuasive, Academic
- The Writing Process: Planning & Outlining, Rough Draft, Editing & Proof Reading
- Sub-Skills of Writing: Organization and Sequencing of Ideas, Presenting ideas logically and coherently.
- Basics of Good Writing: Grammar, Punctuation, Spelling and Sentence Structure

Unit II:

- Paragraph Writing
- Summary & Précis
- Paraphrasing
- Book Review
- Report Writing
- Email & CV

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
MENGDWS125.1	1	1	0	2	3	2	3	3	3	1	3
MENGDWS125.2	1	1	0	2	3	2	3	3	3	1	3
MENGDWS125.3	1	1	0	1	3	1	3	3	3	1	3
MENGDWS125	**1**	**1**	**0**	**1.6**	**3**	**1.6**	**3**	**3**	**3**	**1**	**3**

Recommended Reading:

- Cameron, Julia. *The Artist's Way: A Spiritual Path to Higher Creativity*. Tarcher Perigee, 2002.
- Horner, Winifred Bryan, and Michael K. Glenn. The Elements of Academic Style: Writing for the Humanities. Columbia UP, 2014.
- Lewis, Norman. *Word Power Made Easy*. Anchor Books, 2014
- Paul, D. S. *Advanced Writing Skills*. Goodwill Publishing House,
- S. Kane, Thomas. *The Oxford Essential Guide to Writing*. Berkley Books, 2000.

MASTER'S (PG) DEGREE PROGRAMME IN ENGLISH
SEMESTER-I
DISCIPLINE CENTRIC ELECTIVE COURSE
MENGDPF125: ENGLISH _ POPULAR FICTION

CREDITS: 2; CONTACT HOURS: 30
MAX. MARKS: 50

Course Learning Outcomes (CLOs):

CLO1: Students will understand the significance of popular literature and assess its contemporary appeal.

CLO2: Students will get insight into the cultural, social and psychological factors that contribute to the popularity of specific works of fiction, and discuss the implications of these factors on readers' preferences and broader literary consumption habits.

CLO3: Students will get insight into the thematic concerns and literary techniques used in the selected text through critical analysis.

Unit I:

- Introduction to Popular fiction, Canonical vs Popular fiction, Best-sellers, Magical/Fantasy narratives
- "Introduction" in *The Cambridge Companion to Popular fiction*.
  (David Glover, ed.)

Unit II: Paulo Coelho: *The Alchemist*

CLO: PLO Matrix:

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
MENGDPF125.1	3	3	2	2	1	3	2	2	3	2	3
MENGDPF125.2	3	3	2	2	1	3	2	2	3	2	3
MENGDPF125.3	3	3	2	2	1	3	2	1	3	2	3
MENGDPF125	**3**	**3**	**2**	**2**	**1**	**3**	**2**	**1.6**	**3**	**2**	**3**

Recommended Reading:

- Berberich, Christine (ed). *The Bloomsbury Introduction to Popular Fiction*. Bloomsbury Publishing.
- De Bellis, Jack. *The Art of Coelho: Fiction, Philosophy, and the Alchemist*. ECW Press, 2014.
- Murphy, Bernice M. *Twenty-first Century Popular Fiction*. Edinburgh University Press, 2018.
- Pawling, Christopher (ed). *Popular Fiction and Social Change*. Macmillan, 1984.

MASTER'S (PG) DEGREE PROGRAMME IN ENGLISH
SEMESTER-I
DISCIPLINE CENTRIC ELECTIVE COURSE

MENGDNF125: ENGLISH _ NON-FICTIONAL PROSE-I

CREDITS: 2; CONTACT HOURS: 30
MAX. MARKS: 50

Course Learning Outcomes (CLOs):

CLO1: Students will develop the ability to critically engage with non-fictional prose by analyzing and interpreting major themes, rhetorical strategies, and philosophical ideas across historical and cultural contexts, thereby enhancing their understanding of the essay as a vehicle for intellectual and social discourse.

CLO2: Students will be able to critically analyze and interpret the themes, style, and rhetorical techniques in Francis Bacon's "Of Friendship" and William Hazlitt's "On the Ignorance of the Learned", demonstrating an understanding of their philosophical and literary significance within the essay tradition.

CLO3: Students will be able to evaluate and compare the ideas of individualism and social empowerment as presented in Emerson's "Self-Reliance" and understand the distinction between tragedy and a more comprehensive approach to truth as depicted in Aldous Huxley's "Tragedy and the Whole Truth".

Unit I: Francis Bacon: "Of Friendship"
William Hazlitt: "On the Ignorance of the Learned"
Unit II: Ralph Waldo Emerson: "Self-Reliance"
Aldous Huxley: "Tragedy and the Whole Truth"

CLO: PLO Matrix

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
MENGDNF125.1	3	3	2	2	1	3	2	1	3	3	3
MENGDNF125.2	3	3	2	2	1	3	2	1	3	3	3
MENGDNF125.3	3	3	2	2	1	3	2	1	3	3	3
MENGDNF125	3	3	2	2	1	3	2	1	3	3	3

Recommended Reading:

- Buell, Lawrence. *Emerson.* Harvard University Press, 2003.
- Firchow, Peter Edgerly. *Aldous Huxley: Satirist and Novelist*. University of Minnesota Press, 1972.
- Knoepflmacher, U.C. *The Cambridge Companion to Hazlitt.* Cambridge University Press.
- Lopate, Phillip. *The Art of the Personal Essay: An Anthology from the Classical Era to the Present*. Anchor.
- Peltonen, Markku. *The Cambridge Companion to Bacon*. Cambridge University Press.

MASTER'S (PG) DEGREE PROGRAMME IN ENGLISH
SEMESTER-II
CORE COURSE

MENGCDR225: ENGLISH _ DRAMA-II **CREDITS: 4; CONTACT HOURS: 60**
MAX. MARKS: 100

Course Learning Outcomes (CLOs):

CLO1: Students will gain insight into how the innovative dramatic structures, thematic concerns, and performance techniques utilized by these playwrights reflect the complexities of the modern human experience.

CLO2: Students will develop an understanding regarding the evolution of modern drama and Ibsen's role in the initiation of realism in Norwegian theatre.

CLO3: Students will learn about the socio-political and historical contexts as highlighted in the play and uncover the philosophical allegiance of Bertolt Brecht to the Marxist aesthetic.

CLO4: Students will gain insight into the emergence of absurdist theatre— challenging the traditional notions of plot, character, setting etc.

CLO5: Students will learn how Tom Stoppard uses experimentation to reflect on existential uncertainty and also how this play is a metatheatrical commentary on *Hamlet*.

Unit I: Henrik Ibsen*: A Doll's House*
Unit II: Bertolt Brecht: *Galileo*
Unit III: Samuel Beckett: *Waiting for Godot*
Unit IV: Tom Stoppard: *Rosencrantz and Guildenstern Are Dead*

CLO: PLO Matrix:

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
MENGCDR225.1	3	3	3	2	1	3	2	1	3	3	3
MENGCDR225.2	3	3	3	2	1	3	2	1	3	3	3
MENGCDR225.3	3	3	2	2	1	3	2	1	3	3	3
MENGCDR225.4	3	3	2	2	1	3	2	1	3	3	3
MENGCDR225.5	3	3	2	3	1	3	2	1	3	2	3
MENGCDR225	**3**	**3**	**2.4**	**2.2**	**1**	**3**	**2**	**1**	**3**	**2.8**	**3**

Recommended Reading:

- Harold Bloom (ed). *Tom Stoppard*. Chelsea House.
- J L Styan. *Modern Drama in Theory and Practice: Expressionism and Epic Theatre*. Vol. 3. CUP.
- John Pilling. *The Cambridge Companion to Brecht.* CUP.
- John Russell Brown. (ed). *Modern British Dramatists*. Prentice Hall.
- Katherine Kelly (ed). *The Cambridge Companion to Tom Stoppard*. CUP.
- Ruby Cohn. *A Casebook on Waiting for Godot*. Grove Press.
- Shaw. *The Quintessence of Ibsenism*. Kessinger Publications.

MASTER'S (PG) DEGREE PROGRAMME IN ENGLISH
SEMESTER-II
CORE COURSE
MENGCEL225: ENGLISH _ ENGLISH LANGUAGE TEACHING

CREDITS: 4; CONTACT HOURS: 60
MAX. MARKS: 100

Course Learning Outcomes (CLOs):

CLO1: Students will develop foundational knowledge and practical skills in language learning theories, teaching methodologies, curriculum design and oral communication for effective use of language.

CLO2: Students will gain foundational knowledge and practical skills in language learning theories, teaching methodologies, curriculum design and oral communication for effective language instruction.

CLO3: Students will understand key theories of language learning and apply them to second language learning/ teaching.

CLO4: Students will learn to design curricula and syllabi and apply basic principles of lesson planning, testing and evaluation.

CLO5: Students will develop oral communication skills by understanding how spoken language works.

Unit I: Language Learning Theories: Behaviourism, Cognitivism, Contrastive Analysis Hypothesis; 2nd Language Learning Theories; Universal Grammar Hypothesis; Krashen's Monitor Model; Anderson's Information Processing Modal; Pidgenization/Acculturation; Discourse Theory; Functional Perspectives; Neuro-functional theory

Unit II: Methods of Language Teaching: Approach, Method and Technique; Grammar-Translation Method; Reform Movement; Direct Method; Audio-Lingual Method; Communicative Language Teaching; Eclectic Approach of Language Teaching Post-Method Era

Unit III: Curriculum: Classical Humanism, Reconstructionism and Progressivism in Curriculum Development. Syllabus Designing: Various Syllabus Designs; Lesson Planning; Testing: characteristics of a good test, techniques of testing. Evaluation and its types

Unit IV: Teaching of Oral Communication: Difference between Oral and Written Communication; Difference between Verbal and Non-Verbal Communication; Body Language; Speaker-Listener Rapport; Tasks: Paper Presentation; Group Discussion; Role Play and Conversations/Dialogues; Conducting Meetings and Interviews; Compeering/ Anchoring; Telephonic Conversations

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
MENGCEL225.1	1	2	1	1	3	1	3	3	3	1	3
MENGCEL225.2	1	2	1	1	3	1	3	3	3	1	3
MENGCEL225.3	1	2	1	1	3	0	3	3	3	1	3
MENGCEL225.4	0	2	0	0	3	0	3	3	3	0	3
MENGCEL225.5	0	2	0	0	3	0	3	3	3	0	3
MENGCEL225	**0.6**	**2**	**0.6**	**0.6**	**3**	**0.4**	**3**	**3**	**3**	**0.6**	**3**

Recommended Readings:

- Adler, Ronald B., and Jeanne Marquardt Elmhorst. *Communicating at Work: Strategies for Success in Business and the Professions*. 11th ed., McGraw-Hill Education, 2012.
- Johnson, Keith. *An Introduction to Foreign Language Learning and Teaching*. Routledge, 2018.
- Nation, I.S.P., and John Macalister. *Language Curriculum Design*. Routledge, 2010.
- Nunan, David. *Designing Tasks for the Communicative Classroom.* Cambridge University Press, 1989.
- Richards, Jack C. *Curriculum Development in Language Teaching*. Cambridge University Press, 2001.
- Richards, Jack C., and Theodore S. Rodgers. *Approaches and Methods in Language Teaching. Cambridge University Press, 2001*.
- Short, Mick. *Exploring the Language of Poems, Plays, and Prose*. Routledge, 1996.

MASTER'S (PG) DEGREE PROGRAMME IN ENGLISH
SEMESTER-II
CORE COURSE

MENGCLC225: ENGLISH _ LITERARY THEORY

CREDITS: 4; CONTACT HOURS: 60
MAX. MARKS: 100

Course Learning Outcomes (CLOs):

CLO1: Students will be taught the most important schools in literary theory such as Structuralism, Poststructuralism, Marxism, Feminism and Postcolonialism.
CLO2: The paper enables the students to develop a rigorous understanding of literary texts through an exposure to the concepts like identity, power, representation, ideology etc.
CLO3: Students learn to see literature as part of a complex social reality beyond the traditional confines of aesthetics.
CLO4: They acquire an in-depth understanding of several concepts and problems related to class, gender, race etc.
CLO5: Students learn to apply Western theoretical paradigms for the study of regional literatures.

Unit I: Structuralism and Poststructuralism
- Saussure: "Nature of the Linguistic Sign"
- Jacques Derrida: "Structure, Sign and Play in the Discourse of the Human Sciences"
- Roland Barthes: "The Death of the Author

Unit II: Marxism and New Historicism
- Terry Eagleton: *Marxism and Literary Criticism* (Selections)
- George Lukacs: Ideology of Modernism
- Stephen Greenblatt: "Invisible Bullets"

Unit III: Feminist Literary Theory
- Elaine Showalter: "Towards a Feminist Poetics"
- Chandra Talpade Mohanty: "Under Western Eyes: Feminist Scholarship and Colonial Discourse"

Unit IV: Postcolonial Theory
- Edward Said: "Introduction" to *Orientalism*
- Ranajit Guha: "On Some Aspects of the Historiography of Colonial India"

CLO: PLO Matrix

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
MENGCLC225.1	1	3	2	3	1	3	2	2	3	3	3
MENGCLC225.2	1	3	2	3	1	3	2	2	3	3	3
MENGCLC225.3	1	3	2	3	1	3	2	2	3	3	3
MENGCLC225.4	1	3	3	3	1	3	2	2	3	3	3
MENGCLC225.5	1	3	3	3	1	3	2	2	3	3	3
MENGCLC225	**1**	**3**	**2.4**	**3**	**1**	**3**	**2**	**2**	**3**	**3**	**3**

Recommended Reading:

- Allen, Graham. *Roland Barthes*. Routledge, 2003.
- Chaturvedi, Vinayak, ed. *Mapping Subaltern Studies and the Postcolonial*. Verso, 2000.
- Culler, Jonathan. *Structuralist Poetics: Structuralism, Linguistics and the Study of Literature*. Routledge, 1975.
- Eagleton, Terry. *Literary Theory: An Introduction*. 2nd ed., Blackwell, 1996.
- Gallagher, Catherine, and Stephen Greenblatt. *Practicing New Historicism*. University of Chicago Press, 2000.
- Jones, Rodney. *The Dialectics of Modernism: Georg Lukács and the Spirit of the Age*. Palgrave Macmillan, 1997.
- Kennedy, Valerie. *Edward Said: A Critical Introduction*. Polity Press, 2000.
- Norris, Christopher. *Derrida*. Harvard University Press, 1987.
- Plain, Gill, and Susan Sellers. *A History of Feminist Literary Criticism*. Cambridge University Press, 2007.
- Ruthven, K. K. *Feminist Literary Studies: An Introduction*. Cambridge University Press, 1984.

MASTER'S (PG) DEGREE PROGRAMME IN ENGLISH
SEMESTER-II
CORE COURSE
MENGCP2225: ENGLISH _ POETRY-II _ ROMANTIC AND VICTORIAN

CREDITS: 4; CONTACT HOURS: 60
MAX. MARKS: 100

Course Learning Outcomes (CLOs):

CLO1: Students will gain insight into the poetics of nature and memory. The philosophy of imagination and prophetic symbolism and myth-making will aid the student to understand how Romantic writers interrogate institutional religion and socio-political structures.

CLO2: Students will gain an understanding of the aesthetic philosophy of "Negative Capability" and the treatment of mutability and artistic immortality through the study of various odes.

CLO3: Students will understand the deployment of supernatural elements and psychological complexity. They will also understand Romantic irony and narrative form.

CLO4: Students will gain an understanding of the technique of the dramatic monologue as a mode of psychological revelation. They will understand the use of unreliable narration in evaluating the poem's ethical ambiguity and dramatic irony. While also be able to trace the poet's engagement with loss, doubt, and Victorian crisis of faith

CLO5: Students will gain an insight into the poetic and cultural criticism of Victorian era, with an emphasis on elegiac tone and Victorian melancholy. The student will gain an understanding of the intersections between Victorian piety and gender politics.

Unit I: William Blake

- "Introduction"
- "The Lamb"

(*Songs of Innocence*)

- "Introduction"
- "The Tyger"

(*Songs of Experience*)

William Wordsworth

- "Ode: Intimations of Immortality"

Unit II: Coleridge

- "Rime of the Ancient Mariner"

John Keats

- "To Autumn"

P. B. Shelley

- "To a Skylark"

Unit III: Robert Browning

- "Porphyria's Lover"

Alfred Tennyson

- "Tithonus"
- "Tears, Idle Tears"

Unit-IV: Mathew Arnold

- "Thyrsis"

Christina Rossetti

- "Uphill"
- "Sappho"

CLO: PLO Matrix:

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
MENGCP2225.1	3	3	3	2	1	3	2	0	3	3	3
MENGCP2225.2	3	3	3	2	1	3	2	0	3	3	3
MENGCP2225.3	3	3	3	2	1	3	2	0	3	3	3
MENGCP2225.4	3	3	3	2	1	3	2	0	3	3	3
MENGCP2225.5	3	3	3	2	1	3	2	0	3	3	3
MENGCP2225	**3**	**3**	**3**	**2**	**1**	**3**	**2**	**0**	**3**	**3**	**3**

Recommended Reading:

- Bernard Richards. *English Poetry of the Victorian Period*. Longman.
- Collini, Stefan. *Arnold: The Poet as Humanist*. Cambridge University Press, 1988.
- E C Pettet. *On the Poetry of Keats.* CUP.
- F W Bateson. *Wordsworth: A Re-interpretation.* Longman.
- G K Chesterton. *The Victorian Age in Literature*. OUP.
- Goeffrey H Hartman. *Wordsworth's Poetry*. Yale.U P.
- John Middleton Murry. *William Blake*. London.
- Joseph Wicksteed. *Blake's Innocence and Experience: A Study of the Songs and Manuscripts.* London.
- M H Abrams. *The Mirror and The Lamp*: Romantic Theory and the Critical Tradition. Norton.
- Northrop Frye. *Fearful Symmetry: A Study of W. Blake*. Princeton.
- Palazzo, Lynda. *Christina Rossetti's Feminist Theology*. Palgrave Macmillan, 2002.

MASTER'S (PG) DEGREE PROGRAMME IN ENGLISH
SEMESTER-II
CORE COURSE
MENGCN225: ENGLISH _ NOVEL-II _ 19th CENTURY

CREDITS: 2; CONTACT HOURS: 30
MAX. MARKS: 50

Course Learning Outcomes (CLOs):

CLO1: Students will develop an understanding of Victorian literature and will gain insight into the literary trends, themes, and historical context of the 19th century. They will understand the narrative techniques such as Dickens' social realism and Brontë's gothic romanticism.

CLO2: Students will gain an insight into social and cultural themes and understand industrialization, class struggle, gender roles, morality, and individual agency in Victorian novels.

CLO3: Students will gain an understanding of character development and plot structure and gain an insight into Dickens' serialized storytelling and Brontë's intense psychological characterizations.

Unit I: Emily Bronte: *Wuthering Heights*

Unit II: Charles Dickens: *Great Expectations*

CLO: PLO Matrix:

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
MENGCN225.1	3	3	3	2	1	3	2	1	3	3	3
MENGCN225.2	3	3	3	2	1	3	2	1	3	3	3
MENGCN225.3	3	3	3	2	1	3	2	1	3	3	3
MENGCN225	**3**	**3**	**3**	**2**	**1**	**3**	**2**	**1**	**3**	**3**	**3**

Recommended Reading:

- Arnold Kettle. *Introduction to the Novel,* Vol. II. Universal Book Stall.
- Glen, Heather. *The Cambridge Companion to the Brontës*. Cambridge University Press, 2002.
- Levine, George, ed. *The Cambridge Companion to the Victorian Novel*. Cambridge University Press, 2001.
- Slater, Michael. *Charles Dickens*. Yale University Press, 2009.

MASTER'S (PG) DEGREE PROGRAMME IN ENGLISH
SEMESTER-II
DISCIPLINE CENTRIC ELECTIVE COURSE

MENGDDL225: ENGLISH _ DALIT LITERATURE

CREDITS: 2; CONTACT HOURS: 30
MAX. MARKS: 50

Course Learning Outcomes (CLOs):

CLO1: Students will be familiar with an important sub-genre of Indian writing i.e . Dalit Writing and understand its emergence and major concerns.

CLO2: Students will gain an awareness about the socio-political context of the Dalits and how it informs their literary expression.

CLO3: Students will engage with samples of Dalit writing and understand how various genres have been used to raise issues of caste discrimination and social marginalization.

Note: It is mandatory for teachers to highlight the following as part of background discussions on Dalit Literature:

- Dangle, Arjun. "Introduction: Dalit Literature Past, Present and Future." In Arjun Dangle *Poisoned Bread*
- Muktibodh, Sharatchandra. "What is Dalit Literature?" In Arjun Dangle (ed.), *Poisoned Bread*.

Unit I: **Autobiography**

Om Prakash Valmiki. *Jhootan.* (Tr. by Arun Prabha Mukherjee)

Unit II: **Poetry**

- Nirav Patel: "The Song of Our Shirt"
- M.R. Renukumar: "The Question Paper"
- Rajni Tilak: "Beat of a Thousand Feet"
- Meena Kandasamy: "Touch"

CLO: PLO Matrix:

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
MENGDDL225.1	3	3	3	2	1	3	2	1	3	3	3
MENGDDL225.2	3	3	3	2	1	3	2	1	3	3	3
MENGDDL225.3	3	3	3	2	1	3	2	1	3	3	3
MENGDDL225	**3**	**3**	**3**	**2**	**1**	**3**	**2**	**1**	**3**	**3**	**3**

Recommended Reading:

- Arjun Dangle. (Ed.) *Poisoned Bread: Translations from Modern Marathi Dalit Literature* (Orient BlackSwan, 1992)
- Bagul, Baburao, Trans. Pinto, Jerry. *When I Hid my Caste*. Speaking Tiger, 2018.
- Krishnamurthy AlameluGeetha. *Contesting Categories, Remapping Boundaries: Literary Interventions by Tamil Dalits.* CSP, 2014.
- Ravikumar, Azhagarasan, *The Oxford India Anthology of Tamil Dalit Writing*.OUP, 2012.
- Rege, Sharmila. *Writing Caste, Writing Gender*.
- Sonya Surabhi Gupta. *Subalternities in India and Latin America.* Routledge, 2022.

MASTER'S (PG) DEGREE PROGRAMME IN ENGLISH
SEMESTER-II
DISCIPLINE CENTRIC ELECTIVE COURSE
MENGDIL225: ENGLISH _ INDIAN LITERATURE IN TRANSLATION

CREDITS: 2; CONTACT HOURS: 30
MAX. MARKS: 50

Course Learning Outcomes (CLOs):

CLO1: Students will be able to appreciate and critically analyze Indian literary works in English translation and understand their cultural and social depth.

CLO2: Students will be able to understand and interpret the themes and imagery in selected poems by Amir Khusrau and Rabindranath Tagore.

CLO3: Students will be able to analyze the social issues and character portrayals in Premchand's *Kafan* and Ismat Chughtai's *Gainda* and understand their relevance to Indian society.

Unit I: Poetry

- Amir Khusrau: "The Clouds Rain Down"
  "Many Nights I was with a Moon"
- Rabindranath Tagore: "Death-Wedding"
  "A Half Acre of Land"

Unit II: Short Story

- Munshi Premchand: "Kafan
- Ismat Chugtai: "Gainda" (The Marigold)

CLO: PLO Matrix:

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
MENGDIL225.1	3	3	3	2	1	3	2	2	3	3	3
MENGDIL225.2	3	3	3	2	1	3	2	2	3	3	3
MENGDIL225.3	3	3	3	2	1	3	2	2	3	3	3
MENGDIL225	**3**	**3**	**3**	**2**	**1**	**3**	**2**	**2**	**3**	**3**	**3**

Recommended Reading:

- Losensky, Paul E and Sunil Sharma. *In the Bazar of Love: Selected Poetry of Amir Khusrau*. Penguin. 2011.
- Mirza, Mohammad Wahid. *The Life and Works of Amir Khusrau*. University of Punjab, 1936
- Nandi, S. K. *Art and Aesthetics of Rabindranath Tagore*. Asiatic Society, 1999.
- Narain, Govind. *Premchand, Novelist and Thinker*. Pragati Publications, 1999.
- Rizvi, Rukhsana. *Companion to Ismat Chughtai*. Viva Books Pvt. Ltd, 2013.

MASTER'S (PG) DEGREE PROGRAMME IN ENGLISH
SEMESTER-II
DISCIPLINE CENTRIC ELECTIVE COURSE

MENGDSS225: ENGLISH _ SHORT STORY ACROSS CULTURES

CREDITS: 2; CONTACT HOURS: 30
MAX. MARKS: 50

Course Learning Outcomes (CLOs):

CLO1: Students will gain knowledge of the origin, development of the short story genre and identify its distinguishing features.

CLO2: Students will have knowledge of the evolution of the genre in different cultural contexts and gain insight into various literary traditions.

CLO3: Students will gain an in-depth understanding of the technical and thematic features used by writers from different parts of the world in shaping their stories.

Unit I: Sadat Hasan Manto: "Toba Tek Singh"
Guy de Maupassant: "Little Louise Roque"
Unit II: Katherine Mansfield: "The Fly"
Edgar Allan Poe: "The Tell-Tale Heart"

CLO: PLO Matrix:

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
MENGDSS225.1	3	3	3	2	1	3	2	1	3	3	3
MENGDSS225.2	3	3	3	2	1	3	2	1	3	3	3
MENGDSS225.3	3	3	3	2	1	3	2	1	3	3	3
MENGDSS225	**3**	**3**	**3**	**2**	**1**	**3**	**2**	**1**	**3**	**3**	**3**

Recommended Reading:

- Jalal, Ayesha. *The Pity of Partition: Manto's Life, Times, and Work across the India-Pakistan Divide*. Princeton University Press, 2013.
- Hayes, Kevin J. *The Cambridge Companion to Edgar Allan Poe*. Cambridge University Press.
- Hanson, Clare. *Katherine Mansfield*. Macmillan, 1981.
- Neveux, Pol. *Guy de Maupassant: A Study*. University of Michigan Library.

MASTER'S (PG) DEGREE PROGRAMME IN ENGLISH
SEMESTER-II
DISCIPLINE CENTRIC ELECTIVE COURSE
MENGDNF225: ENGLISH _ NON-FICTIONAL PROSE-II

CREDITS: 2; CONTACT HOURS: 30
MAX. MARKS: 50

Course Learning Outcomes (CLO):

CLO1: Students will get insight into key philosophical, linguistic and contemporary issues by engaging with a range of essays that promote critical thinking and analytical reading.

CLO2: Students will get insight into the role of philosophy in everyday life and the connection between language and personal experience through the essays of Russell and Tan.

CLO3: Students will learn about the evolving form of the essay and critical debates on artificial intelligence by examining the ideas presented by Zadie Smith and Chomsky.

Unit I: Bertrand Russell: "Philosophy for Laymen"
Amy Tan: "Mother Tongue"

Unit II: Zadie Smith: "The Rise of the Essay"
Noam Chomsky, Ian Roberts, Jeffrey Watermull: "The False Promise of ChatGPT"

CLO: PLO Matrix

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
MENGDNF225.1	3	3	3	2	1	3	3	2	3	2	3
MENGDNF225.2	3	3	3	2	1	3	3	2	3	2	3
MENGDNF225.3	3	3	3	2	1	3	3	2	3	2	3
MENGDNF225	3	3	3	2	1	3	3	2	3	2	3

Recommended Reading:

- Blackwell, Kenneth. *The Philosophy of Bertrand Russell*. Routledge, 2003.
- Huntley, E. D. *Amy Tan: A Critical Companion*. Greenwood Press, 1998.
- McGilvray, James. *Chomsky: Language, Mind, and Politics*. Polity Press, 1999.
- Tew, Philip. *Zadie Smith: Critical Essays*. Palgrave Macmillan, 2013.

MASTER'S (PG) DEGREE PROGRAMME IN ENGLISH
SEMESTER-II
DISCIPLINE CENTRIC ELECTIVE COURSE
MENGDRL225: ENGLISH _ RUSSIAN LITERATURE _ NOVELLA AND SHORT STORY

CREDITS: 2; CONTACT HOURS: 30
MAX. MARKS: 50

Course Learning Outcomes (CLOs):

CLO1: Students will be familiar with Russian Literature as an important constituent of world literature and understand how it engages with Russian socio-political reality to offer truths of universal significance.

CLO2: Students will gain understanding of profound questions of human existence through a close reading of Tolstoy's novella.

CLO3: Students will gain understanding of the rich legacy of the short story in Russia and will appreciate the technical and thematic brilliance of Gogol and Chekov.

Unit I:

- Leo Tolstoy: *The Death of Ivan Ilyich*

Unit II: Short Story

- Nikolai Gogol: "The Overcoat"
- Anton Chekhov: "The Woman with the Dog"

CLO: PLO Matrix:

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
MENGDRL225.1	3	3	3	2	1	3	2	1	3	3	3
MENGDRL225.2	3	3	3	2	1	3	2	1	3	3	3
MENGDRL225.3	3	3	3	2	1	3	2	1	3	3	3
MENGDRL225	**3**	**3**	**3**	**2**	**1**	**3**	**2**	**1**	**3**	**3**	**3**

Recommended Reading:

- Karlinsky, Simon. *The Sexual Labyrinth of Nikolai Gogol*. University of Chicago Press, 1976.
- Orwin, Donna Tussing. *The Cambridge Companion to Tolstoy*. Cambridge University Press, 2002.
- Rayfield, Donald. *Understanding Chekhov: A Critical Study of Chekhov's Prose and Drama*. University of Wisconsin Press, 1999.
- Terras, Victor. *Handbook of Russian Literature*. Yale University Press, 1985.

MASTER'S (PG) DEGREE PROGRAMME IN ENGLISH
SEMESTER-III
CORE COURSE
MENGCMP325: ENGLISH _ POETRY-III (MODERN POETRY)

CREDITS: 4; CONTACT HOURS: 60
MAX. MARKS: 100

Course Learning Outcomes (CLOs):

CLO 1: Students will gain an understanding of the modern Anglo-American poetic tradition in English and its socio-political and intellectual background.

CLO 2: Students will gain an understanding of W B Yeats' poetry with reference to his important thematic and stylistic preoccupations.

CLO 3: Students will gain knowledge of T S Eliot's landmark poem *The Waste Land* and its relevance, artistic as well as conceptual.

CLO 4: Students will learn about major poets who practiced outside mainstream modernism and reinvigorated the tradition with politically and socially charged aesthetics.

CLO 5: Students will gain an understanding of women poets and their relationship with literary modernism.

Unit I: W B Yeats:

- "The Second Coming"
- "Sailing to Byzantium"
- "Among School Children"
- "Easter 1916"

Unit II: T S Eliot: "The Waste Land"

Unit III: Ted Hughes:

- "The Jaguar"
- "Hawk Roosting"

Seamus Heaney:

- "Exposure"
- "Bogland"

Unit IV: Carol Ann Duffy:

- "Text"
- "Havisham"

Marianne Moore:

- "Poetry"
- "Picking and Choosing"

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
MENGCMP325.1	3	3	3	2	1	3	2	1	3	3	3
MENGCMP325.2	3	3	3	2	1	3	2	1	3	3	3
MENGCMP325.3	3	3	3	3	1	3	2	1	3	3	3
MENGCMP325.4	3	3	3	2	1	3	2	1	3	3	3
MENGCMP325.5	3	3	3	2	1	3	2	1	3	3	3
MENGCMP325	**3**	**3**	**3**	**2.2**	**1**	**3**	**2**	**1**	**3**	**3**	**3**

Recommended Reading:

- Bloom, Harold. *Yeats.* OUP.
- Childs, Peter. *Modernism.* Routledge.
- Ellmann, Richard. *Yeats: The Man and the Masks*. Macmillan.
- Gifford, Terry. *Oxford Companion to Ted Hughes*. Cambridge University Press.
- Hall, Joan Wylie. *Marianne Moore: An Introduction to the Poetry*. Columbia University Press, 1999.
- Lootens, Tricia. *Women and the Making of Modern Poetry*. McFarland.
- Matthiessen, F. O. *Achievement of T S Eliot: An Essay on the Nature of Poetry*. OUP.
- Moody, A. (ed). *The Waste Land in Different Voices*. CUP.
- Sagar, Keith and Stephen Tabor. *The Art of Ted Hughes*. Cambridge University Press.
- Vendler, Helen. *The Poetry of Seamus Heaney: A Critical Study*. Faber & Faber, 1998.
- Welsch, J. Thomas. *Carol Ann Duffy: A Sourcebook*. Routledge, 2007.

MASTER'S (PG) DEGREE PROGRAMME IN ENGLISH
SEMESTER-III
CORE COURSE
MENGCAL325: ENGLISH _ AMERICAN LITERATURE-I (NOVEL)

CREDITS: 4; CONTACT HOURS: 60
MAX. MARKS: 100

Course Learning Outcomes (CLOs):

CLO1: Students will understand the relationship between American historical and literary evolution and how American literature engages with social and cultural issues.

CLO2: Students will understand the emergence of the novelistic tradition in America and gain knowledge about important writers and seminal novels.

CLO3: Students will be able to understand and compare various literary movements like Romanticism, Realism, Modernism and Postmodernism and identify the mode each novel is written in.

CLO4: Students will be able to analyse narrative techniques, identify narrative voice. examine stylistic elements and thematic concerns of each novel through a close reading of the prescribed texts.

Unit I: Nathaniel Hawthorne: *The Scarlet Letter*

Unit II: Mark Twain: *The Adventures of Huckleberry Finn*

Unit III: Ralph Ellison: *The Invisible Man*

Unit IV: Don DeLillo: *White Noise*

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
MENGCAL325.1	3	3	3	2	1	3	2	1	3	3	3
MENGCAL325.2	3	3	3	2	1	3	2	1	3	3	3
MENGCAL325.3	3	3	3	2	1	3	1	1	3	3	3
MENGCAL325.4	3	3	2	2	1	3	2	2	3	3	3
MENGCAL325.5	3	3	3	2	1	3	1	1	3	3	3
MENGCAL325	**3**	**3**	**2.8**	**2**	**1**	**3**	**1.6**	**1.2**	**3**	**3**	**3**

Recommended Reading:

- Arthur L Scott. *Mark Twain: Selected Criticism.* Southern Methodist Univ. Press.
- Bloom, Harold, ed. *Don DeLillo's White Noise*. Chelsea House, 2003.
- Callahan, John F. *The Invisible Man: A Casebook*. Oxford University Press, 2004.
- Malcolm Bradbury. *The Modern American Novel*. OUP.
- Michael J Colacurcia (ed). *New Essays: The Scarlet Letter*. CUP.
- Richard Gray. *A History of American Literature*. Blackwell.

MASTER'S (PG) DEGREE PROGRAMME IN ENGLISH
SEMESTER-III
CORE COURSE
MENGCPL325: ENGLISH _ POSTCOLONIAL LITERATURE

CREDITS: 4; CONTACT HOURS: 60
MAX. MARKS: 100

Course Learning Outcomes (CLOs):

CLO1: Students will understand implications of theoretical concerns like colonialism, postcolonialism and neo-colonialism.

CLO2: Students will learn about Ngugi Wa Thiongo's engagement with indigenous traditions and language as a postcolonial resistance to cultural imperialism.

CLO3: Students will gain insight into how *Wide Sargasso Sea* succeeds in deconstructing the imperial gaze of *Jane Eyre* and how the setting is used as a counter-narrative to the English moors of *Jane Eyre*.

CLO4: Students will understand how Abdulrazak Gurnah depicts the layered nature of colonialism in East Africa, particularly the interplay between Arab, African, and European influences.

CLO5: Students will become aware of how Tayeb Salih explores the psychological consequences of colonialism and cultural hybridity alongside how the novel critiques Orientalist fantasies and the fetishization of the exotic other.

Unit I: Ngũgĩ wa Thiong'o: *A Grain of Wheat*

Unit II: Jean Rhys: *Wide Sargasso Sea*

Unit III: Abdulrazak Gurnah: *Paradise*

Unit IV: Tayeb Salih: *Season of Migration to the North*

CLO: PLO Matrix

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
MENGCPL325.1	3	3	3	2	1	3	1	2	3	3	3
MENGCPL325.2	3	3	3	3	1	3	2	2	3	3	3
MENGCPL325.3	3	3	3	2	1	3	1	2	3	3	3
MENGCPL325.4	3	3	3	2	1	3	2	1	3	3	3
MENGCPL325.5	3	3	3	2	1	3	1	1	3	3	3
MENGCPL325	**3**	**3**	**3**	**2.2**	**1**	**3**	**1.4**	**1.6**	**3**	**3**	**3**

Recommended Reading:

- Hassan, Waïl S. *Tayeb Salih: Ideology and the Craft of Fiction*. Syracuse University Press, 2003.
- Johnson, Samuel P. *Rewriting the Canon: Revisionary Strategies in Modern English Literature*. Cambridge University Press, 2018.
- Killam, G. D. *The Novels of Ngugi*. Heinemann, 1980.
- Plante, David. *Jean Rhys: A Critical Study*. Knopf, 1978.
- Steiner, Tina, and Maria Olaussen, editors. *Critical Perspectives on Abdulrazak Gurnah*. Routledge, 2024.
- Williams, Laura A. *Redefining Tradition: Revisionary Approaches to Literary Works in English Literature*. Routledge, 2016.

MASTER'S (PG) DEGREE PROGRAMME IN ENGLISH
SEMESTER-III
CORE COURSE
MENGCTP325: ENGLISH _ RESEARCH METHODOLOGY AND TERM-PAPER
CREDITS: 4; CONTACT HOURS: 60
MAX. MARKS: 100

Course Learning Outcomes (CLOs):

CLO1: Students will equip themselves with a comprehensive understanding of research methodologies and the foundational knowledge and skills necessary for conducting scholarly research.

CLO2: Students will learn how to start literary research by understanding its types and developing clear topics using suitable sources.

CLO3: Students will learn to critically review literature, organize their research work and follow ethical research practices.

CLO4: Students will learn to format their research properly, write clearly and inclusively, and use MLA (9th edition) citation style correctly.

CLO5: Students will get insight into applying their research skills by completing a supervised term paper and presenting their findings through a viva-voce examination.

Unit I: Research Methodology

- Introduction to Research/Definition, Research Objectives
- Types of Research: Descriptive vs Analytical
- What is Literary research?
- Critical thinking, Techniques for generating research topics.
- Primary and Secondary sources
- Online data bases – search tools

Unit II:

- Literature review
- Writing a Research Proposal
- Structuring a Research paper
- Thesis Statement and Outline
- Developing an Argument: Drafting, Editing. Proofreading
- Research ethics and Plagiarism

Unit III:

- Formatting a Research Project
- Mechanics of Prose
- Principles of Inclusive Language
- Documenting Sources
- Citations

From the *MLA Handbook* (9th Edition)

Unit 1V: Term Paper

This component will consist of a written term paper on a relevant topic duly supervised by a faculty member.

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
MENGCTP325.1	1	2	1	1	2	1	3	3	3	1	3
MENGCTP325.2	1	2	1	1	2	1	3	3	3	1	3
MENGCTP325.3	1	2	1	0	2	0	3	3	3	1	3
MENGCTP325.4	1	2	1	0	2	0	3	3	3	1	3
MENGCTP325.5	1	2	1	0	2	0	3	3	3	1	3
MENGCTP325	**1**	**2**	**1**	**0.4**	**2**	**0.4**	**3**	**3**	**3**	**1**	**3**

Recommended Reading:

- Creswell, John W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications, 2017.
- Dorairaj, A. Joseph. *FAQs on Research in Literature and Language*. Emerald Publishers, 2019.
- Gibaldi, Joseph, and Modern Language Association of America. *MLA Handbook for Writers of Research Papers.* Modern Language Association, 2016.
- Leitch, Vincent B., et al. The Norton Anthology of Theory and Criticism. W.W. Norton & Company, 2018.
- The Modern Language Association of America. *MLA Handbook*. Spain, Modern Language Association of America, 2021.

MASTER'S (PG) DEGREE PROGRAMME IN ENGLISH
SEMESTER-III
CORE COURSE
MENGCNL325: ENGLISH _ NOVEL-III (20th CENTURY)

CREDITS: 2; CONTACT HOURS: 30
MAX. MARKS: 50

Course Learning Outcomes (CLOs):

CLO1: Students will gain an understanding of modernist and postmodernist literature and gain insight into stylistic innovations and thematic complexities of 20th-century fiction, particularly the narrative techniques and experimental storytelling.

CLO2: Students will gain an insight into Joyce's exploration of consciousness and perception along with an understanding of Irish Nationalism and shifting social structures.

CLO3: Students will gain an understanding of the themes of civilization, chaos, and human nature and gain an insight into Golding's critique of primal instincts through highly symbolic characters.

Unit I: William Golding: *Lord of the Flies*

Unit II: James Joyce: *A Portrait of the Artist as a Young Man*

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
MENGCNL325.1	3	3	2	2	1	3	1	1	3	3	3
MENGCNL325.2	3	3	2	2	1	3	1	1	3	3	3
MENGCNL325.3	3	3	2	2	1	3	1	1	3	3	3
MENGCNL325	**3**	**3**	**2**	**2**	**1**	**3**	**1**	**1**	**3**	**3**	**3**

Recommended Reading:

- Baker, James R. *William Golding: A Critical Study*. St. Martin's Press, 1965.
- Bloom, Harold, ed. *James Joyce's A Portrait of the Artist as a Young Man*. Chelsea House, 2004.
- Bloom, Harold, ed. *William Golding's Lord of the Flies*. Chelsea House, 2003.
- Stevenson, Randall. *Modernist Fiction: An Introduction*. University Press of Kentucky, 1992.

MASTER'S (PG) DEGREE PROGRAMME IN ENGLISH
SEMESTER-III
DISCIPLINE CENTRIC ELECTIVE COURSE

MENGDMC325: ENGLISH _ MODERN CRITICAL THEORY

CREDITS: 2; CONTACT HOURS: 30
MAX. MARKS: 50

Course Learning Outcomes:

CLO1: Students will gain a clear understanding of Post-Orientalism and Posthumanism by studying key thinkers.

CLO2: Students will understand how Dabashi and Hallaq move beyond Edward Said to challenge how the East is studied and represented. They will also reflect on why these ideas matter in today's world.

CLO3: Students will learn how Haraway and Braidotti rethink what it means to be human in a world shaped by technology. They will reflect on how these ideas change the way we understand identity and the role of the humanities.

Unit-I: Post-Orientalism

- Hamid Dabashi: "Introduction: Knowledge and Power" from *Post-Orientalism: Knowledge and Power in Time of Terror*
- Wael Hallaq: "Putting Orientalism in its Place" from *Restating Orientalism: A Critique of Modern Knowledge*

Unit-II: Posthumanism

- Donna Haraway: "A Cyborg Manifesto"
- Rosi Braidotti: "Posthuman Humanities: Life Beyond Theory" from *The Posthumanism*

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
MENGDMC325.1	2	3	2	3	1	3	2	2	3	3	3
MENGDMC325.2	2	3	2	3	1	3	1	2	3	3	3
MENGDMC325.3	2	3	2	3	1	3	2	2	3	3	3
MENGDMC325	**2**	**3**	**2**	**3**	**1**	**3**	**1.6**	**2**	**3**	**3**	**3**

Recommended Reading:

- Badmington, Neil, ed. *Posthumanism*. Palgrave Macmillan, 2000.
- Dabashi, Hamid. *The Arab Spring: The End of Postcolonialism*. Zed Books, 2012.
- Ferrando, Francesca. *Philosophical Posthumanism*. Bloomsbury Academic, 2019.
- Hallaq, Wael B. *The Impossible State: Islam, Politics, and Modernity's Moral Predicament*. Columbia University Press, 2013.
- Hayles, N. Katherine. *How We Became Posthuman: Virtual Bodies in Cybernetics, Literature, and Informatics*. University of Chicago Press, 1999.

MASTER'S (PG) DEGREE PROGRAMME IN ENGLISH
SEMESTER-III
DISCIPLINE CENTRIC ELECTIVE COURSE
MENGDKL325: ENGLISH _ KASHMIRI LITERATURE IN TRANSLATION

CREDITS: 2; CONTACT HOURS: 30
MAX. MARKS: 50

Course Learning Outcomes:
CLO1: The course enables the students to learn about their cultural roots giving them a good grasp of Kashmiri literary landscape, their mother tongue and its literary genres.
CLO2: Students will learn about the contribution of great Kashmiri poets like Mehjoor and Rahman Rahi and learn to appreciate their poetic art.
CLO3: Students will learn about the Kashmiri short story tradition by studying themes and techniques of major Kashmiri short story writers.

Unit I: **Poetry**

a) Mehjoor:
- "I will make garlands of flowers"
- "Yemberzal"

(trans. Trilokinath Raina)

b) Rehman Rahi:
- "The Spectacle and the Psalm"
- "Intimations from the Dark"

(from The Vyeth is not Asleep: Poems of Rahman Rahi. edtd. Nusrat Bazaz and Mufti Mudasir)

Unit II: **Short Story**
- Akhter Mohiuddin: "Trauma" (tr. Mohd. Amin)
- Dinanath Nadim: "Reply-Paid Card" (tr. Neerja Mattoo)

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
MENGDKL325.1	3	3	3	1	1	3	2	1	2	3	3
MENGDKL325.2	3	3	3	1	1	3	2	1	2	3	3
MENGDKL325.3	3	3	3	1	1	3	2	1	2	3	3
MENGDKL325	**3**	**3**	**3**	**1**	**1**	**3**	**2**	**1**	**2**	**3**	**3**

Recommended Reading:

- Ahmed, Abid (ed). *An Anthology of Modern Kashmiri Poetry*. J&K Cultural Academy.
- Kaul, J. L. *Lal Ded*. Sahitya Academy, 1973.
- Malik, G. R. *Habba Khatoon*. J&K Cultural Academy.
- Mudasir, Mufti. *Yusuf's Fragrance: Poems of Mahmud Gami*. Penguin Classics, 2022.
- Shauq, Shafi. *Lal: Translation, Introduction and Glossary*. Ali Mohammad and Sons, 2022.
- Shauq, Shafi. *Nund: Translation, Introduction and Glossary*. Ali Mohammad and Sons, 2022.

MASTER'S (PG) DEGREE PROGRAMME IN ENGLISH
SEMESTER-III
DISCIPLINE CENTRIC ELECTIVE COURSE
MENGDLA325: ENGLISH _ LATIN AMERICAN FICTION

CREDITS: 2; CONTACT HOURS: 30
MAX. MARKS: 50

Course Learning Outcomes (CLOs):

CLO1: Students will gain an understanding of the technique of 'magical realism' both as a mode of resistance to Western literary realism and a tool for political memory and cultural identity.

CLO2: Students will gain an understanding of the stylistic and thematic innovations of mytho-historical realism and understand the writer's engagement with political history—such as colonialism, dictatorship, and civil war—through narrative motifs like cyclical history, familial legacy, and collective trauma.

CLO3: Students will gain an understanding of Borges's labyrinthine intellectualism with particular emphasis on metafiction, paradox, and philosophical speculation. Key motifs such as doubles, mirrors, circular time, and infinite regress in his fiction will make students relate them to questions of epistemology and textuality and evaluate Borges' contributions to modernist and postmodernist literary traditions.

Unit I: Gabriel Garcia Marquez

- *No one Writes to the Colonel*

Unit II: Jorge Luis Borges

- "The Aleph"
- "The Dead Man"

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
MENGDLA325.1	3	3	3	2	1	3	1	2	3	3	3
MENGDLA325.2	3	3	3	2	1	3	1	2	3	3	3
MENGDLA325.3	3	3	3	2	1	3	1	2	3	3	3
MENGDLA325	**3**	**3**	**3**	**2**	**1**	**3**	**1**	**2**	**3**	**3**	**3**

Recommended Reading:

- Bell-Villada, Gene H. *García Márquez: The Man and His Work*. University of North Carolina Press, 2010.
- Bloom, Harold (ed). *Gabriel García Márquez*. Chelsea House, 2005.
- Bloom, Harold (ed). *Jorge Luis Borges*. Chelsea House, 1986.
- Stabb, Martin S. *Borges Revisited*. Twayne Publishers, 1998.

MASTER'S (PG) DEGREE PROGRAMME IN ENGLISH
SEMESTER-III
DISCIPLINE CENTRIC ELECTIVE COURSE
MENGDWM325: ENGLISH _ WRITING FOR THE MEDIA

CREDITS: 2; CONTACT HOURS: 30
MAX. MARKS: 50

Course Learning Outcomes:

CLO1: Students will develop foundational skills in media and content writing across various platforms: print, broadcast and digital media.

CLO2: Students will understand the forms and functions of mass media and learn to write effective content for both print and digital platforms.

CLO3: Students will gain practical experience in writing and editing media texts such as scripts, news reports, advertisements and web-based content.

Unit I:

- Introduction to Mass Media
- Forms of mass media
- Content Writing (scope and relevance)
- Types of content writing: Print and web content writing

Unit II

- Scriptwriting for TV and Radio
- Writing news reports and editorials
- Editing for print and online Media
- Advertisements
- Writing for the Web
- Blogging /Vlogs
- Micro blogging sites

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
MENGDWM325.1	1	1	1	1	3	1	3	3	3	1	3
MENGDWM325.2	1	1	1	1	3	1	3	3	3	1	3
MENGDWM325.3	1	1	1	1	3	1	3	3	3	1	3
MENGDWM325	**1**	**1**	**1**	**1**	**3**	**1**	**3**	**3**	**3**	**1**	**3**

Recommended Reading:

- Chunawala, S. A. *Advertising Principles & Practice*. Himalaya Publishers, New Delhi, 1999.
- Feldar, Lynda. *Writing for the Web: Creating Compelling Web Content Using Words, Pictures, and Sound*. New Riders, CA, USA.
- Redish, Janice. *Letting Go of The Words: Writing Web Content That Works*. Morgan Kaufmann.
- Srivastava, K.M. *News Reporting & Editing*. Sterling Pub. House, New Delhi, 1987.
- Verma, M. *News Reporting and Editing*. New Delhi; A. P. H. Publishing Corporation, 2009.

MASTER'S (PG) DEGREE PROGRAMME IN ENGLISH
SEMESTER-III
DISCIPLINE CENTRIC ELECTIVE COURSE
MENGDTP325: ENGLISH _ TRANSLATION: THEORY AND PRACTICE

CREDITS: 2; CONTACT HOURS: 30
MAX. MARKS: 50

Course Learning Outcomes (CLOs):

CLO1: Students will gain an understanding of the importance of translation, its importance in the current world and the emergence of Translation Studies as a significant area in Literary Studies.

CLO2: Students will gain knowledge about the types of translation, the problems of translating literary texts and the need for translation.

CLO3: Students will gain practice of translating literary pieces from one language into another and will put theoretical concepts into use.

Unit I:

- Introduction to Translation (Scope and Objectives)
- Types of Translation
- Problems in Literary Translation
- Chapter 3 of *Translation Studies* by Susan Bassnett

Unit II: Translation of Hindi/Urdu/Kashmiri Literary texts into English (To be selected by the teacher concerned)

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
MENGDTP325.1	3	3	3	1	3	2	3	2	3	1	3
MENGDTP325.2	3	3	3	1	3	2	3	2	3	1	3
MENGDTP325.3	3	3	3	1	3	2	3	2	3	1	3
MENGDTP325	**3**	**3**	**3**	**1**	**3**	**2**	**3**	**2**	**3**	**1**	**3**

Recommended Reading:

- Hatim, Basil, and Jeremy Munday. *Translation: An Advanced Resource Book*. Routledge, 2004.
- Susan Bassnett and Harish Trivedi (eds). *Postcolonial Translation: Theory and Practice*. Routledge.
- Venuti, Lawrence. *The Translation Studies Reader*. Routledge, 2012.
- Obrock, Luther James. *Translation and History: The Development of a Kashmiri Textual Tradition from ca. 1000-1500*. University of California, Berkeley, 2015.

MASTER'S (PG) DEGREE PROGRAMME IN ENGLISH
SEMESTER-IV
CORE COURSE
MENGCAL425: ENGLISH _ AMERICAN LITERATURE-II (POETRY AND DRAMA)

CREDITS: 4; CONTACT HOURS: 60
MAX. MARKS: 100

Course Learning Outcomes (CLOs):

CLO1: Students will have an understanding of the evolution and major developments in American drama and poetry
CLO2: Students will gain knowledge of major American poets and their thematic concerns. They will be able to situate the prescribed poets within various literary movements like romanticism, confessional poetry, beat generations, black American writing etc.
CLO3: Students will gain insights into the technical and stylistic features used by the poets
CLO4: Students will gain understanding of trends in American drama and distinguish between realistic, expressionistic and postmodern drama.
CLO5: Students will identify major thematic concerns of Miller and Shepard and understand their innovative technical strategies.

Unit I: Walt Whitman: *Song of Myself* (1-7, 16-21, 30-32, 48-52)

Allen Ginsberg:

- "A Supermarket in California"
- "America"

Unit II: Anne Sexton:

- "Her Kind"
- "Wanting to Die"
- "All My Pretty Ones"

Audre Lorde:

- "A Litany for Survival"
- "A Woman Speaks"

Unit III: Arthur Miller: *Death of a Salesman*

Unit IV: Sam Shepard: *The Buried Child*

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
MENGCAL425.1	3	3	3	2	1	3	1	1	3	3	3
MENGCAL425.2	3	3	3	2	1	3	2	1	3	3	3
MENGCAL425.3	3	3	3	2	1	3	2	1	3	3	3
MENGCAL425.4	3	3	3	2	1	3	1	1	3	3	3
MENGCAL425.5	3	3	3	2	1	3	1	1	3	3	3
MENGCAL425	**3**	**3**	**3**	**2**	**1**	**3**	**1.4**	**1**	**3**	**3**	**3**

Recommended Reading:

- Baym, Nina. *The Norton Anthology of American Literature*. W.W. Norton & Company, 2013.
- Bryer, Jackson R. Six *Characters in Search of a Stage: Sam Shepard's Buried Child*. University of Missouri Press, 1997.
- Folsom, and Kenneth M. Price (ed). *Re-Scripting Walt Whitman: An Introduction to His Life and Work*. Wiley-Blackwell, 2005.
- Kinnahan, Linda (ed). *Audre Lorde's Transnational Legacies*. University of Massachusetts Press, 2015.
- Raskin, Jonah. *American Scream: Allen Ginsberg's Howl and the Making of the Beat Generation*. University of California Press, 2004.

MASTER'S (PG) DEGREE PROGRAMME IN ENGLISH
SEMESTER-IV
CORE COURSE
MENGCSA425: ENGLISH _ SOUTH ASIAN DIASPORIC LITERATURE

CREDITS: 4; CONTACT HOURS: 60
MAX. MARKS: 100

COURSE LEARNING OUTCOMES (CLOs):

CLO1: Students will learn to read and analyze South Asian diasporic fiction and poetry with a focus on themes like identity, migration, cultural conflict, assimilation etc.
CLO2: Students will gain understanding how *Such a Long Journey* portrays political, cultural and personal struggles in a postcolonial and diasporic context.
CLO3: Students will get insight into Monica Ali's *Brick Lane* in its social and cultural context.
CLO4: Students will learn to interpret themes such as generational divide, cultural negotiation and displacement in selected short stories by Jhumpa Lahiri and Chitra Banerjee Divakaruni.
CLO5: Students will gain insight into the ways A. K. Ramanujan and Michael Ondaatje engage with themes of memory, cultural heritage and identity in their poetic works.

Novel

Unit I: Rohinton Mistry: *Such a Long Journey*
Unit II: Monica Ali: *Brick Lane*

Short Fiction

Unit III: Jhumpa Lahiri:

- "Hell-Heaven"

Chitra Banerjee Divakaruni

- "Mrs Dutta Writes a Letter"

Poetry

Unit IV: A. K. Ramanujan:

- "Conventions of Despair"
- "Some Indian Uses of History on a Rainy Day"

Michael Ondaatje:

- "Last Ink"
- "Wells I & II"

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
MENGCSA425.1	3	3	3	2	1	3	2	2	3	3	3
MENGCSA425.2	3	3	3	2	1	3	2	2	3	3	3
MENGCSA425.3	3	3	3	2	1	3	2	2	3	3	3
MENGCSA425.4	3	3	3	2	1	3	2	2	3	3	3
MENGCSA425.5	3	3	3	2	1	3	2	2	3	3	3
MENGCSA425	**3**	**3**	**3**	**2**	**1**	**3**	**2**	**2**	**3**	**3**	**3**

Recommended Reading:

- Acheson, James, and Sarah C. E. Ross, eds. *The Contemporary British Novel Since 2000*. Edinburgh University Press, 2017.
- King, Bruce. *Modern Indian Poetry in English*. Oxford University Press, 2001.
- Nelson, Emmanuel S. *Rohinton Mistry: Critical Perspectives*. Allied Publishers, 2002.
- Sharma, Meenakshi. *Jhumpa Lahiri: Interpreting Diaspora*. Book Enclave, 2006.
- Yadav, Poonam, and Dinesh Kumar, eds. *Chitra Banerjee Divakaruni: A Critical Response*. New Delhi: Sarup Book Publishers, 2012.
- York, Lorraine M. *Michael Ondaatje*. ECW Press, 1993.

MASTER'S (PG) DEGREE PROGRAMME IN ENGLISH
SEMESTER-IV
CORE COURSE
MENGCLE425: ENGLISH _ LITERATURE AND ENVIRONMENT

CREDITS: 4; CONTACT HOURS: 60
MAX. MARKS: 100

Course Learning Outcomes (CLOs):

CLO1: Students will be able to understand how literature explores environmental issues and human-nature relationships and critically reflect on ecological concerns through various literary forms.
CLO2: Students will be able to explain the role of literature in addressing environmental crises through key eco-critical theories and Amitav Ghosh's reflections on storytelling and climate change.
CLO3: Students will be able to analyze how Barbara Kingsolver's *Prodigal Summer* portrays the interconnection between humans and nature.
CLO4: Students will be able to critically explore environmental injustice and survival in Indra Sinha's *Animal's People*.
CLO5: Students will be able to interpret environmental themes in selected poems and how different poets express concern for nature and ecological balance.

Unit I:

- Cheryll Glotfelty. "Literary Studies in an Age of Environmental Crisis" from *The Eco-Criticism Reader*
- Amitav Ghosh: Section 3-6 (from Part 1, "Stories" in *The Great Derangement*)

Unit II: Barbara Kingsolver: *Prodigal Summer*
Unit III: Indra Sinha: *Animal's People*
Unit IV: Wendel Berry: "The Peace of Wild Things"
Dilip Chitre; "The Felling of the Banyan Tree"
Niyi Osundare: "Our Earth will not Die"
Gary Synder: "Mother Earth: Her Whales"

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
MENGCLE425.1	3	3	2	2	1	3	2	2	3	3	3
MENGCLE425.2	3	3	2	2	1	3	2	2	3	3	3
MENGCLE425.3	3	3	2	2	1	3	2	2	3	3	3
MENGCLE425.4	3	3	2	2	1	3	1	2	3	3	3
MENGCLE425.5	3	3	2	2	1	3	2	2	3	3	3
MENGCLE425	**3**	**3**	**2**	**2**	**1**	**3**	**1.8**	**2**	**3**	**3**	**3**

Recommended Reading:

- Carson, Rachel. *Silent Spring*. Penguin. 1962.
- Glotfelty, Cheryll, and Harold Fromm (eds). *The Ecocriticism Reader: Landmarks in Literary Ecology.* Athens: University of Georgia. 1996.
- Hiltner, K. (ed). *Ecocriticism: The Essential Reader*. London: Routledge. 2015.
- Okuyade, Ogaga, ed. *Eco-Critical Literature: Regreening African Landscapes*. African Heritage Press, 2013.
- Westling, Louise (ed). *The Cambridge Companion to Literature and the Environment*. 2014.

MASTER'S (PG) DEGREE PROGRAMME IN ENGLISH
SEMESTER-IV
CORE COURSE
MENGCIW425: ENGLISH _ INDIAN WRITING IN ENGLISH

CREDITS: 4; CONTACT HOURS: 60
MAX. MARKS: 100

Course Learning Outcomes (CLOs):

CLO1: Students will gain an understanding of the history and evolution of the English language in India.
CLO2: Students will gain an understanding of colonial and postcolonial developments of Indian English literature, particularly the pre-independence Indian English novel.
CLO3: Students will learn to examine the postcolonial Indian English novel and its engagement with socio-political themes.
CLO4: Students will gain knowledge of the English poetic traditions of India through a reading of some major Indian English poets.
CLO5: Students will understand the development of Indian English drama especially modern Indian theatre and its exploration of contemporary themes and theatrical strategies.

Unit I: Raja Rao: *Kanthapura*
Unit II: Anita Desai: *In Custody*
Unit III: Kamala Das

- "Freaks"
- "The Sunshine Cat"

Nissim Ezekiel

- "Poet, Lover, Birdwatcher"
- "A Morning Walk"

Keki Daruwalla

- "The Ghaghra in Spate"
- "Migrations"

Unit IV: Mahesh Dattani: *Dance Like a Man*

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
MENGCIW425.1	3	3	3	2	1	3	2	1	3	3	3
MENGCIW425.2	3	3	3	2	1	3	2	1	3	3	3
MENGCIW425.3	3	3	3	2	1	3	2	1	3	3	3
MENGCIW425.4	3	3	3	2	1	3	2	1	3	3	3
MENGCIW425.5	3	3	3	2	1	3	2	1	3	3	3
MENGCIW425	**3**	**3**	**3**	**2**	**1**	**3**	**2**	**1**	**3**	**3**	**3**

Recommended Reading:

- Dhawan, R.K. (ed). *Indian Women Novelists*, vol. I – IV. New Delhi, Prestige Books, 1991.
- Dwivedi, A. N., ed. *Kamala Das and Her Poetry*. Atlantic Publishers, 2000.
- Iyengara,Srinivasan. K R. *Indian Writing in English*. Sterling Publishers.1987.
- Khair, Tabish. *Babu Fictions: Alienation in Contemporary Indian English Novels*. New Delhi: Oxford University Press, 2001.
- King, Bruce. *Modern Indian English Poetry*. New Delhi, OUP, 1989.
- Mukherjee, Meenakshi. *The Twice Born Fiction.* New Delhi: Arnold-Heinemann Publishers: 1971.
- Multani, Angelie. *Mahesh Dattani's Plays*: *Critical Perspectives*. Pencraft International, New Delhi 2007.
- Naik, M.K. *Twentieth Century Indian English Fiction*. Delhi: Pencraft International, 2004.

MASTER'S (PG) DEGREE PROGRAMME IN ENGLISH
SEMESTER-IV
CORE COURSE
MENGCLD425: ENGLISH _ LITERATURE AND DISABILITY

CREDITS: 2; CONTACT HOURS: 30
MAX. MARKS: 50

Course Learning Outcomes (CLOs):
CLO1: Students will learn about the evolution and main concerns of Disability Studies.
CLO2: Students will develop awareness of disability studies as a multidisciplinary field fostering an appreciation for the potential of literature to challenge stereotypes, advocate for inclusivity, and promote a more inclusive society.
CLO3: Students will engage with the thematic and technical strategies of Malini Chib's life narrative and gain a deeper understanding of the role of literature in bringing social awareness and change.

Unit I:

- Disability- meaning and definitions.
- Disability Studies- development and scope
- Literary representations of disability.
- "Introduction" in Reclaiming the Disabled Subject (Eds) Someshwar Sati, GJV Prasad, Ritwick Bhatacharjee.

Unit II: Malini Chib: *One Little Finger*

CLO: PLO Matrix:

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
MENGCLD425.1	2	3	2	2	1	3	2	2	3	3	3
MENGCLD425.2	2	3	2	2	1	3	2	2	3	3	3
MENGCLD425.3	3	3	2	2	1	3	2	2	3	3	3
MENGCLD425	**2.3**	**3**	**2**	**2**	**1**	**3**	**2**	**2**	**3**	**3**	**3**

Recommended Reading:

- Barker, Clare and Stuart Murray(eds). *The Cambridge Companion to Literature and Disability*. Cambridge University Press, 2017.
- Davis, Lennard J (ed). *The Disability Studies Reader*. Routledge, 2017.
- Davis, Lennard J. *Enforcing Normalcy: Disability, Deafness and the Body*. Verso, 1995.
- Linton, Simi. Claiming Disability Knowledge and Identity. NYU Press, 1998.
- Nilika, Mehrotra. *Disability Studies in India*. Springer, 2020.

MASTER'S (PG) DEGREE PROGRAMME IN ENGLISH
SEMESTER-IV
DISCIPLINE CENTRIC ELECTIVE COURSE

MENGDGN425: ENGLISH _ GRAPHIC NARRATIVES

CREDITS: 2; CONTACT HOURS: 30
MAX. MARKS: 50

Course Learning Outcomes:

CLO1. To introduce students to the unique genre of graphic narratives, encompassing graphic novels, comics, and other visual storytelling forms, fostering an appreciation for the visual and textual synergy in conveying narratives.

CLO2. To explore the artistic, narrative, and thematic dimensions of graphic narratives, encouraging students to critically analyze how visual and textual elements work together to create meaning.

CLO3. To develop students' visual literacy skills and analytical competencies by engaging with graphic narratives, enabling them to interpret the complexities of this multimodal storytelling medium.

Unit I:

- Introduction to Graphic Narratives
- Development of the Graphic Novel
- "The Graphic turn in Indian Writing in English" by Pramod Nayar (*The Indian Graphic Novel, Nation, History and Critique*)

Unit II: Orijit Sen: *River of Stories*

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
MENGDGN425.1	2	3	2	2	1	2	2	2	3	1	3
MENGDGN425.2	2	3	2	2	1	2	2	2	3	1	3
MENGDGN425.3	3	3	2	2	1	2	2	2	3	3	3
MENGDGN425	**2.3**	**3**	**2**	**2**	**1**	**2**	**2**	**2**	**3**	**1.6**	**3**

Recommended Reading:

- Eisner, W. *Graphic Storytelling and Visual Narrative*. New York: W.W. Norton. 2008.
- Hillary Chute and Marianne DeKoven. in *Modern Fiction Studies*, Vol 52. 2006.
- Sinha, P K, Sinha, Mona (ed*). Indian Popular Fiction, New Genres, Novel Spaces*. Routledge.2022.
- Varughese, ED. *Visuality and Identity in Post-millennial Indian Graphic Narratives*. Palgrave. 2018.

MASTER'S (PG) DEGREE PROGRAMME IN ENGLISH
SEMESTER-IV
DISCIPLINE CENTRIC ELECTIVE COURSE
MENGDUP425: ENGLISH _ URDU/PERSIAN POETRY IN TRANSLATION

CREDITS: 2; CONTACT HOURS: 30
MAX. MARKS: 50

Course Learning Outcomes (CLOs):

CLO1: The students get to know about the Eastern literary landscape. They also learn something about the art of poetic translation and are encouraged to try their hand at it.

CLO2: They learn about the contribution of great poets such as Ghaliband Iqbal. An exposure to their poetry offers them an Eastern perspective on life thus enriching their learning experience.

CLO3: Students get insight into philosophical and mystical themes by closely reading selected poems of Rumi and Ghani Kashmiri in translation.

Unit I: Poetry

Mirza Ghalib:

- "This was not to be my fate that all should end in lover's meeting"
- "My pain would not accept salve's healing"
- "My sighs will need a lifetime to touch your unfeeling heart"

(trans. Ralph Russel)

Allama Iqbal:

- "If the stars are astray…"
- "Gabriel and Satan"
- "The Tulip of the Desert"

(Selections from *Bal-i-Jibreel*, trans. Nayeem Siddiqui)

Unit II: Poetry

Maulana Jalaludin Rumi:

- "The Song of the Reed"
- "Adam's Fall"
- "Adam's Superiority to Satan"
- "The Gift Brought by Joseph's Visitor"

(From *Rumi:The Masnavi* Book 1, trans. Jawid Mojaddedi)

Tahir Ghani Kashmiri:

- "For a frenzy that could free me from the bonds of reason"
- "To drown me, O Fate, raise no storm in the sea"
- "Shun fast what you have nurtured, O heart!"

(From *The Captured Gazelle: Poems of Ghani Kashmiri*, trans. Mufti Mudasir and Nusrat Bazaz)

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
MENGDUP425.1	3	3	3	1	1	3	2	2	3	3	2
MENGDUP425.2	3	3	3	1	1	3	2	2	3	3	2
MENGDUP425.3	3	3	3	1	1	3	2	2	3	3	2
MENGDUP425	**3**	**3**	**3**	**1**	**1**	**3**	**2**	**2**	**3**	**3**	**2**

Recommended Reading:

- Mudasir, Mufti and Nusrat Bazaz. *The Captured Gazelle: Poems of Ghani Kashmiri*. Penguin, 2013.
- Mojaddedi, Jawid. *The Masnavi*, Book One. Oxford University Press, 2004.
- Shackle, Christopher. *Iqbal: His Art and Thought*. Cambridge University Press, 1986.
- Sarshar, Ahmad. *Ghazals of Ghalib: Mirza Asadullah Khan Ghalib*. Columbia University Press, 1995.

MASTER'S (PG) DEGREE PROGRAMME IN ENGLISH
SEMESTER-IV
DISCIPLINE CENTRIC ELECTIVE COURSE

MENGDPN425: ENGLISH _ POSTMODERN NOVEL

CREDITS: 2; CONTACT HOURS: 30
MAX. MARKS: 50

Course Learning Outcome (CLOs)s:

CLO1: Students will develop an understanding of postmodern literature by exploring its historical and theoretical foundations as well as its distinct narrative and formal features.

CLO2: Students will gain insight into the key ideas of postmodernism and examine how postmodernism differs from earlier literary movements in form and content.

CLO3: Students will gain insight into postmodern fiction by studying Italo Calvino's *If on a Winter's Night a Traveller* with a focus on its unique narrative structure, use of metafiction and reflections on authorship and reading.

Unit I:

- Introduction to Postmodernism
- Historical and Cultural Development
- Postmodern and the Literary
- Narrative and formal features of Postmodern Literature
- Ihab Hasan, "Towards a Concept of Postmodernism" in *The Postmodern Turn*.

Unit II: Italo Calvino: *If on a Winter's Night a Traveller*

CLO: PLO Matrix:

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
MENGDPN425.1	2	3	2	3	1	3	2	2	3	2	3
MENGDPN425.2	2	3	2	3	1	3	2	2	3	2	3
MENGDPN425.3	3	3	2	3	1	3	2	2	3	2	3
MENGDPN425	**2.3**	**3**	**2**	**3**	**1**	**3**	**2**	**2**	**3**	**2**	**3**

Recommended Reading:

- Baudrillard, Jean. *Simulacra and Simulation*. University of Michigan Press, 1994.
- Bloom, Harold (ed). *Italo Calvino*. Chelsea House, 2003.
- Hutcheon, Linda. *The Politics of Postmodernism*. Routledge, 2002.
- Jameson, Fredric. *Postmodernism, or, The Cultural Logic of Late Capitalism*. Duke University Press, 1991.
- Lyotard, Jean-François. *The Postmodern Condition: A Report on Knowledge*. University of Minnesota Press, 1984.
- Segre, Cesare. *Italo Calvino: A Journey Toward Postmodernism*. University of Michigan Press, 1999.

MASTER'S (PG) DEGREE PROGRAMME IN ENGLISH
SEMESTER-IV
DISCIPLINE CENTRIC ELECTIVE COURSE
MENGDLC425: ENGLISH _ LITERATURE AND CINEMATIC ADAPTATION

CREDITS: 2; CONTACT HOURS: 30
MAX. MARKS: 50

Course Learning Outcomes (CLOs):

CLO1: Students will develop an understanding of how literary texts are adapted into films and critically explore the relationship between literature and cinema through key theoretical perspectives.

CLO2: Students will learn about the interrelationship between literature and cinema and engage with foundational theories of film adaptation through the works of Linda Hutcheon and Poonam Trivedi.

CLO3: Students will learn how *Omkara* adapts Shakespeare's *Othello* by looking at how the film reshapes the story to fit an Indian cultural and cinematic setting.

Unit I:

- Literature and Cinema-interrelationship
- Adaptation of literary texts into film
- Theories of Film adaptation
- Poonam Trivedi, 'Filmi Shakespeare', Litfilm Quarterly, vol. 35, issue 2, 2007.
- Chapter 1 from *A Theory of Adaptation*. Linda Hutcheon. 2006.

Unit II: Vishal Bhardwaj: *Omkara* (cinematic adaptation of William Shakespeare's *Othello*)

CLO: PLO Matrix:

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
MENGDLC425.1	2	3	2	2	1	3	2	2	3	2	3
MENGDLC425.2	2	3	2	2	1	3	2	2	3	2	3
MENGDLC425.3	3	3	2	2	1	3	2	2	3	2	3
MENGDLC425	**1.6**	**3**	**2**	**2**	**1**	**3**	**2**	**2**	**3**	**2**	**3**

Recommended Reading:

- Boyum, J.G. *Double Exposure*. Seagull, 1989.
- Cartmell, Deborah and Imelda Whelehan (eds). *The Cambridge Companion to Literature on Screen*. Cambridge University Press, 2007.
- Desmond, John M. and Peter Hawkes. *Adaptation: Studying Film and Literature*. McGraw-Hill, 2005.
- Mcfarlens. *Novel to Film: An Introduction to the Theory of Adaptation*. Clarendon University Press, 1996.
- Leitch, Thomas. 'Adaptation Studies at Crossroads', Adaptation, 2008.

MASTER'S (PG) DEGREE PROGRAMME IN ENGLISH
SEMESTER-IV
DISCIPLINE CENTRIC ELECTIVE COURSE

MENGDFL425: ENGLISH _ FOLK LITERATURE

CREDITS: 2; CONTACT HOURS: 30
MAX. MARKS: 50

Course Learning Outcomes (CLOs):

CLO1: Students will gain understanding of folklore as an important cultural phenomenon and identify the relationship between literature and folklore.

CLO2: Students will gain knowledge of the distinguishing features of folk literature and its different genres

CLO3: Students will gain in depth knowledge about folk literature in the Kashmiri context and closely analyze a few Kashmiri folk tales.

Unit I:

- Folklore and Cultural Heritage
- Folklore and Folk Literature
- Orality, Text and Context
- Folk Genres of Kashmir: Folk Songs
  Folk Performances
  Folk Narratives

Unit II:

- "A Stupid Husband and his Clever Wife"
- "A Brave Princess"
- "Good King Hatam"

(From *Folk-tales of Kashmir* by J Hinton Knowles)

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
MENGDFL425.1	3	3	3	2	1	3	2	2	3	3	3
MENGDFL425.2	3	3	3	2	1	3	2	2	3	3	3
MENGDFL425.3	3	3	3	1	1	3	2	2	3	3	3
MENGDFL425	**3**	**3**	**3**	**1.6**	**1**	**3**	**2**	**2**	**3**	**3**	**3**

Recommended Reading:

- Dundes, Alan. *Interpreting Folklore*. Indiana University Press, 1980.
- Zutshi, Chitralekha. *Kashmir's Contested Pasts: Narratives, Sacred Geographies, and the Historical Imagination*. Oxford University Press, 2014.
- Crooke, William. *An introduction to the popular religion and folklore of Northern India*. Printed at the government Press, North-Western Provinces and Oudh, 1894.
- Knowles, James Hinton. *A dictionary of Kashmiri proverbs & sayings: Explained and illustrated from the rich and interesting Folklore of the valley*. Education Society's Press, 1885.

Option-II

The 4th semester will have an alternative to course work for students who wish to pursue research. Students will have to earn 20 credits out of which 16 credits will be for a written dissertation and 4 credits for a paper on Research and Publication Ethics. The dissertation which will be based on a research topic mutually decided by student and allotted supervisor. It will follow the MLA style (9th edition). The word limit will be 15000-20000 words.

MASTER'S (PG) DEGREE PROGRAMME IN ENGLISH
SEMESTER-IV
RESEARCH RELATED COURSE

MENGCRP425: ENGLISH _ RESEARCH AND PUBLICATION ETHICS

CREDITS: 4; CONTACT HOURS: 60
MAX. MARKS: 100

Course Learning Outcomes (CLOs):

CLO1: Students will gain critical insight into scholarly research practices and publishing tools.
CLO2: Students will learn about plagiarism, the importance of research ethics and academic integrity.
CLO3: Students will get an insight into publishing guidelines as outlined by CARE, COPE, and WAME to promote transparency and accountability in scholarly publishing.
CLO4: Students will understand how open access works and will also learn to use journal selection tools like JANE, Elsevier Journal Finder, Springer Journal Suggested etc.
CLO5: Students will understand the purpose and structure of indexing databases and how they support academic visibility.

Unit I: Research Conduct

- Ethics and Research
- Intellectual honesty and research integrity
- Research misconduct: Falsification, Fabrication and Plagiarism (FFP)
- Redundant publications: duplicate and overlapping publications
- Misrepresentation of Data

Unit II: Publication Ethics

- Publication ethics: definition, introduction and importance
- Best practices/standards setting initiatives and guidelines: CARE, COPE, WAME etc.
- Conflicts of interest
- Publication misconduct: definition, concept, problems that lead to unethical behavior and vice versa, types
- Violation of publication misconduct, authorship and contributorship
- Identification of publication misconduct, complaints and appeals
- Predatory publishers and journals

Unit III: Open Access Publishing

- Open Access Publications and Initiatives

- SHERPA/RoMEO online resource to check publisher copyright and self-archiving policies
- Software Tools to Identify Predatory Publications
- Journal Finder/ Journal Suggestion Tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggester etc.

Unit IV: Databases and Research Metrics

- Databases: Indexing databases
  Citation databases: Web of Science, Scopus etc.
- Research Metrics: Impact factor of journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score. Metrics: h-index, g index, i10 index, altmetrics

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
MENGCRP425.1	1	1	1	1	1	1	2	3	3	1	3
MENGCRP425.2	1	1	1	1	1	1	2	3	3	1	3
MENGCRP425.3	1	1	1	1	1	1	2	3	3	1	3
MENGCRP425.4	1	1	1	1	1	1	2	3	3	1	3
MENGCRP425.5	1	1	1	1	1	1	2	3	3	1	3
MENGCRP425	1	1	1	1	1	1	2	3	3	1	3

Recommended Reading:

- Suber, P. *Open Access*. Cambridge, MA, USA: MIT Press, 2012.
- MacIntyre, Alasdair C. *A Short History of Ethics*. London. Notre Dame Press, 1998.
- Das, A.K and Mishra, S. "Genesis of Altmetrics or Article-level Metrics for Measuring Efficacy of Scholarly Communications: Current Perspectives." *Journal of Scientometric Research*, 3(2): 82-92, 2014.
- Chaudhari, N. and Baliga, V. *Intellectual Property Rights*: UNESCO Curriculum for Researchers, Module 3. Paris: UNESCO, 2015.
- Chaddah, P. *Ethics in Comparative Research: Do Not Get Scooped; To Not Plagiarized*. ISBN: 9789387480865, 2018.

MASTER'S (PG) DEGREE PROGRAMME IN ENGLISH
SEMESTER-IV
RESEARCH PROJECT WITH DISSERTATION

MENGPDI425: ENGLISH _ PROJECT WITH DISSERTATION

CREDITS: 16
MAX. MARKS: 400

Course Learning Outcomes (CLOs):

CLO1: Students will get an insight into selecting a meaningful research topic and developing a clear and focused abstract or synopsis that defines the direction of their dissertation.

CLO2: Students will learn how to apply appropriate research methods and tools to support their critical argument and analysis.

CLO3: Students will understand the importance of structure, academic language and proper MLA citation style in presenting scholarly work.

CLO4: Students will develop confidence in presenting their research findings and defending their arguments effectively during the viva.

- The 4th semester will have an alternative to course work for students who wish to pursue research. Students will have to submit a written dissertation which will be based on a research topic mutually decided by student and allotted supervisor. It will follow the MLA style (9th edition). The word limit will be 15000-20000 words.
- **Mode of Evaluation:**

  The dissertation will be evaluated by an external examiner. The student will also have to defend the dissertation in a viva-voce examination.

Components	**Marks**
Abstract, Synopsis & Literature Review	80
Methodology	80
MLA Style	80
Structure, Language & Argument	80
Presentation/Viva	80

CLO: PLO Matrix for the Programme:

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
MENGCDR125	**3**	**3**	**1**	**1.4**	**1**	**3**	**1.4**	**1.4**	**3**	**2**	**2**
MENGCLP125	**0.6**	**1.2**	**1.2**	**1**	**3**	**0.8**	**3**	**2.6**	**3**	**0.8**	**3**
MENGCLC125	3	3	2.6	3	0.6	3	1.2	3	3	0.6	3
MENGCPT125	3	3	3	1.8	1	3	2	1	3	2.2	3
MENGCNL125	**3**	**3**	**2**	**1.6**	**1**	**3**	**2**	**1**	**3**	**3**	**3**
MENGDWW125	**3**	**3**	**3**	**2**	**1**	**3**	**2**	**2**	**3**	**3**	**3**
MENGDTW125	**3**	**3**	**2**	**2**	**1**	**3**	**1.6**	**1**	**2.6**	**3**	**3**
MENGDWS125	**1**	**1**	**0**	**1.6**	**3**	**1.6**	**3**	**3**	**3**	**1**	**3**
MENGDPF125	**3**	**3**	**2**	**2**	**1**	**3**	**2**	**1.6**	**3**	**2**	**3**
MENGDNF125	3	3	2	2	1	3	2	1	3	3	3
MENGCDR225	**3**	**3**	**2.4**	**2.2**	**1**	**3**	**2**	**1**	**3**	**2.8**	**3**
MENGCEL225	**0.6**	**2**	**0.6**	**0.6**	**3**	**0.4**	**3**	**3**	**3**	**0.6**	**3**
MENGCLC225	**1**	**3**	**2.4**	**3**	**1**	**3**	**2**	**2**	**3**	**3**	**3**
MENGCP2225	**3**	**3**	**3**	**2**	**1**	**3**	**2**	**0**	**3**	**3**	**3**
MENGCN225	**3**	**3**	**3**	**2**	**1**	**3**	**2**	**1**	**3**	**3**	**3**
MENGDDL225	**3**	**3**	**3**	**2**	**1**	**3**	**2**	**1**	**3**	**3**	**3**
MENGDIL225	**3**	**3**	**3**	**2**	**1**	**3**	**2**	**2**	**3**	**3**	**3**
MENGDSS225	**3**	**3**	**3**	**2**	**1**	**3**	**2**	**1**	**3**	**3**	**3**
MENGDNF225	3	3	3	2	1	3	3	2	3	2	3
MENGDRL225	**3**	**3**	**3**	**2**	**1**	**3**	**2**	**1**	**3**	**3**	**3**
MENGCMP325	**3**	**3**	**3**	**2.2**	**1**	**3**	**2**	**1**	**3**	**3**	**3**
MENGCAL325	**3**	**3**	**2.8**	**2**	**1**	**3**	**1.6**	**1.2**	**3**	**3**	**3**
MENGCPL325	**3**	**3**	**3**	**2.2**	**1**	**3**	**1.4**	**1.6**	**3**	**3**	**3**
MENGCTP325	**1**	**2**	**1**	**0.4**	**2**	**0.4**	**3**	**3**	**3**	**1**	**3**
MENGCNL325	**3**	**3**	**2**	**2**	**1**	**3**	**1**	**1**	**3**	**3**	**3**
MENGDMC325	**2**	**3**	**2**	**3**	**1**	**3**	**1.6**	**2**	**3**	**3**	**3**
MENGDKL325	**3**	**3**	**3**	**1**	**1**	**3**	**2**	**1**	**2**	**3**	**3**
MENGDLA325	**3**	**3**	**3**	**2**	**1**	**3**	**1**	**2**	**3**	**3**	**3**
MENGDWM325	**1**	**1**	**1**	**1**	**3**	**1**	**3**	**3**	**3**	**1**	**3**
MENGDTP325	**3**	**3**	**3**	**1**	**3**	**2**	**3**	**2**	**3**	**1**	**3**
MENGCAL425	**3**	**3**	**3**	**2**	**1**	**3**	**1.4**	**1**	**3**	**3**	**3**
MENGCSA425	**3**	**3**	**3**	**2**	**1**	**3**	**2**	**2**	**3**	**3**	**3**
MENGCLE425	**3**	**3**	**2**	**2**	**1**	**3**	**1.8**	**2**	**3**	**3**	**3**
MENGCIW425	**3**	**3**	**3**	**2**	**1**	**3**	**2**	**1**	**3**	**3**	**3**
MENGCLD425	**2.3**	**3**	**2**	**2**	**1**	**3**	**2**	**2**	**3**	**3**	**3**
MENGDGN425	**2.3**	**3**	**2**	**2**	**1**	**2**	**2**	**2**	**3**	**1.6**	**3**
MENGDUP425	**3**	**3**	**3**	**1**	**1**	**3**	**2**	**2**	**3**	**3**	**2**
MENGDPN425	**2.3**	**3**	**2**	**3**	**1**	**3**	**2**	**2**	**3**	**2**	**3**
MENGDLC425	**1.6**	**3**	**2**	**2**	**1**	**3**	**2**	**2**	**3**	**2**	**3**
MENGDFL425	**3**	**3**	**3**	**1.6**	**1**	**3**	**2**	**2**	**3**	**3**	**3**
MENGCRP425	1	1	1	1	1	1	2	3	3	1	3