



Date :- 01/08/2023

NOTIFICATION

Sub :- CBCS Syllabi of M. A. in English (Sem. I & II)

Ref. :- Decision of the Academic Council at its meeting held on 26/07/2023.

The Syllabi of M. A. in English (First and Second Semesters) as per **NATIONAL EDUCATION POLICY - 2020** and approved by the Academic Council as referred above are hereby notified for implementation with effect from the academic year 2023-24.

Copy of the Syllabi Shall be downloaded from the College Website
(www.kcesmjcollege.in)

Sd/-
Chairman,
Board of Studies

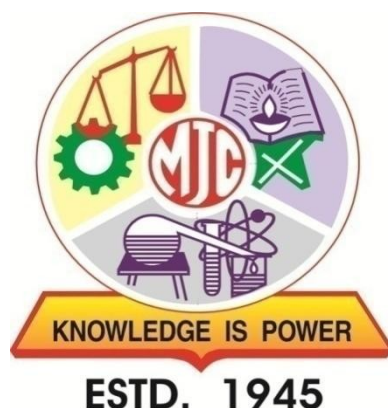
To :

- 1) The Head of the Dept., M. J. College, Jalgaon.
- 2) The office of the COE, M. J. College, Jalgaon.
- 3) The office of the Registrar, M. J. College, Jalgaon.

Knowledge is Power

Khandesh College Education Society's
Moolji Jaitha College, Jalgaon
An "Autonomous College"

Affiliated to
Kavayitri Bahinabai Chaudhari
North Maharashtra University, Jalgaon-425001



STRUCTURE AND SYLLABUS

FYMA / M. A. – I ENGLISH
(SEM-I & II)

As per NEP-2020 Guidelines
Under Choice Based Credit System (CBCS)

[w.e.f. Academic Year-2023-24]

Preface- Welcome to the world of English literature and language — a realm of words, ideas, and boundless possibilities. It is with great pleasure that we introduce you to our esteemed Master's Program in English Literature and Language. Within these pages, you will embark on an intellectual journey that will ignite your passion for literature, challenge your critical thinking skills, and deepen your understanding of language.

In this program, we have meticulously crafted a curriculum that aims to foster your growth as a scholar, researcher, and communicator. We believe that literature has the power to shape societies, illuminate the human experience, and inspire change. Through the study of both classic and contemporary works, we aim to explore the profound impact of literature on culture, identity, and the collective imagination.

Our distinguished faculty members, comprised of experienced scholars and experts in their fields, are dedicated to nurturing your intellectual curiosity and guiding you on your academic path. Their breadth of knowledge, diverse research interests, and commitment to excellence will enrich your learning experience and provide invaluable mentorship throughout your journey.

As you delve into the world of English literature and language, you will be exposed to a wide range of texts, genres, and literary movements. From Shakespearean plays to modernist poetry, from postcolonial literature to feminist theory, you will explore the depths of literary expression and engage in critical analysis that challenges conventional thinking.

Moreover, our program recognizes the integral role of language in literature and communication. Through rigorous linguistic study, you will gain a profound understanding of the intricacies of language—its structure, evolution, and cultural significance. This knowledge will empower you to interpret and appreciate literary texts with a heightened sensitivity to language's transformative power.

We also emphasize the importance of interdisciplinary approaches, encouraging you to explore connections between literature and other fields such as history, philosophy, sociology, and more. By embracing interdisciplinary perspectives, you will broaden your intellectual horizons and develop a comprehensive understanding of the complexities of human thought and expression.

Beyond the classroom, our program offers numerous opportunities for research, collaboration, and professional development. Whether through independent research projects, academic conferences, or engaging in community outreach, you will have the chance to apply your knowledge and skills in real-world contexts, making a tangible impact in the literary community and beyond.

Ultimately, our Master's Program in English Literature and Language aims to cultivate your intellectual curiosity, deepen your appreciation for literature and language, and equip you with the skills necessary to pursue a wide range of academic and professional paths. We are excited to have you join our community of scholars and embark on this transformative journey together.

Welcome to a world of words that will captivate your imagination, challenge your intellect, and shape your future. The possibilities are endless, and we look forward to witnessing the remarkable contributions you will make to the world of English literature and language.

Programme Specific Outcome (PSO) for M. A. English Programme (Honours/Honours with Research)-

PSO no.	Programme Specific Outcomes
1.	Comprehensive Knowledge- Graduates will demonstrate a comprehensive understanding of the major literary movements, genres, and periods, as well as their historical, cultural, and intellectual contexts. They will exhibit a deep knowledge of literary theory, criticism, linguistics, and translation, and apply this knowledge to analyze and interpret texts effectively.
2.	Advanced Critical Thinking- Graduates will develop advanced critical thinking skills, enabling them to engage in in-depth textual analysis, evaluate diverse perspectives, and construct well-reasoned arguments. They will demonstrate the ability to critically evaluate literary works, apply various theoretical frameworks, and contribute original insights to ongoing scholarly debates.
3.	Proficiency in Linguistics and Language Analysis- Graduates will possess a high level of proficiency in linguistic analysis, including phonetics, syntax, semantics, and sociolinguistics. They will be able to apply linguistic theories and methods to analyze language structures, variation, and change. Graduates will demonstrate an understanding of the interplay between language and literature, illuminating the ways in which language shapes meaning and contributes to literary expression.
4.	Translation Competence- Graduates will develop advanced translation skills, encompassing both theoretical knowledge and practical application. They will exhibit proficiency in translating literary texts from one language to another while preserving the essence, style, and cultural nuances of the original work. Graduates will demonstrate an understanding of translation theory, ethical considerations, and effective strategies for cross-cultural communication.
5.	Research Proficiency- Graduates will possess the skills to conduct independent research in the fields of English literature, literary theory and criticism, linguistics, and translation. They will demonstrate proficiency in research methodologies, including gathering and analyzing primary and secondary sources, formulating research questions, and producing scholarly papers of high quality. Graduates will have the ability to contribute to the existing body of knowledge through original research and critical analysis.
6.	Effective Communication- Graduates will demonstrate effective oral and written communication skills, adapting their discourse to various academic and professional contexts. They will exhibit the ability to present complex ideas clearly and persuasively, engaging in scholarly discussions and effectively conveying their research findings. Graduates will also demonstrate proficiency in writing critically and creatively in different genres, including essays, research papers, and translations.

7.	Interdisciplinary Perspective- Graduates will develop an interdisciplinary approach to the study of literature, literary theory, linguistics, and translation. They will appreciate the interconnectedness of these fields and draw upon their diverse knowledge to explore the complex relationships between language, culture, and society. Graduates will be able to integrate insights from multiple disciplines, fostering innovative approaches and interdisciplinary collaborations.
8.	Ethical and Cultural Awareness- Graduates will demonstrate an understanding of ethical considerations and cultural sensitivities in the study of literature, linguistic analysis, and translation. They will exhibit awareness of diverse perspectives, challenging stereotypes and promoting inclusivity in their scholarly work. Graduates will engage in respectful and ethical practices in their research, translation, and interactions with diverse linguistic and cultural communities.

NHEQF level	Examples of higher education qualifications located within each level
Level 6.5	Master's degree. (e.g. M.A., M.Com., M.Sc., etc.) Programme duration: Two years (four semesters) after obtaining a 3- year Bachelor's degree (e.g. B.A., B.Sc., B.Com. etc.).
Level 6.5	Master's degree. (e.g. M.A., M.Com., M.Sc., etc.) Programme duration: One year (two semesters) after obtaining a 4 -year Bachelor's degree (Honours/ Honours with Research) (e.g. B.A., B.Sc., B.Com. etc.).

M. A. ENGLISH STRUCTURE

MA – I

(With effect from June-2023)

Course Module	Credits	Contact Hours	TH/PR	Paper Code	Title
Semester-I					
DSC	4	4	TH	ENG-DSC-511	POETRY-I
DSC	4	4	TH	ENG-DSC-512	FICTION-I
DSC	4	4	TH	ENG-DSC-513	DRAMA-I
DSC	2	2	TH	ENG-DSC-514	LITERARY THEORY AND CRITICISM -I
DSE	4	4	TH	ENG-DSE-515 (A)	ADVANCED SKILLS IN ENGLISH FOR EMPLOYMENT-I
				ENG-DSE-515 (B)	INDIAN WRITING IN ENGLISH (E-PG PATHSHALA COURSE)
RM	4	4	TH	ENG-RM-516	RESEARCH METHODOLOGY IN ENGLISH
Semester-II					
DSC	4	4	TH	ENG-DSC-521	POETRY-II
DSC	4	4	TH	ENG-DSC-522	FICTION-II
DSC	4	4	TH	ENG-DSC-523	DRAMA-II
DSC	2	2	TH	ENG-DSC-524	LITERARY THEORY AND CRITICISM-II
DSE	4	4	TH	ENG-DSE-525 (A)	ADVANCED SKILLS IN ENGLISH FOR EMPLOYMENT-II
				ENG-DSE-525 (B)	NEW LITERATURES IN ENGLISH (E-PG PATHSHALA COURSE)
INT /OJT	4	8	PR	ENG-INT/OJT-526	INTERNSHIP/ON JOB TRAINING/

DSC - Department-Specific Core course
DSE - Department-Specific elective
ENG - English

TH - Theory
PR - Practical

Examination Pattern will be notified separately.

Semester - I

MA-I
ENG-DSC-511- Poetry - I
(w. e .f. 2023-24)

Semester-I

CREDITS- 4

HOURS- 60

Course Objectives-	- To acquaint the students with the social, political and other contexts in which the prescribed poems are situated. - To acquaint the students with significant Indian, English and American, African, Poets through the study of the representative poems. - To develop the ability to interpret, analyze and evaluate English poems in the context of literary history among the students. - To enable the students to understand different thematic patterns, poetic structures, devices and stylistic peculiarities.	
Course Outcomes-	After successfully completing the course, the students - have been acquainted with the social, political and other contexts in which the prescribed poems are situated. - have been acquainted with significant Indian, English, American, African poets through the study of the representative Poems - have developed the ability to interpret and analyze English poems in the context of literary history among the students. - have understood different thematic patterns, poetic structures, devices and stylistic peculiarities.	
UNIT	CONTENTS	HOURS
I	Context to Study Poetry- 1. Background to Indian Poetry 2. Background to British Poetry 3. Background to American – African Poetry	15
II	Indian Poetry- 1. Postcard from Kashmir- Agha Shahid Ali 2. To a Buddha seated on a Lotus- Sarojini Naidu 3. Poet, Lover, Birdwatcher- Nissim Ezekiel 4. Punishment in the Kindergarten - Kamla Das 5. Ride- Dilip Chitre 6. From Exile (5)- R. Parthasarathy 7. Yashwant Rao- Arun Kolhatkar 8. Looking and Finding- A. K. Ramanujan	15

III	British Poetry- 1. Sonnet 116,130- William Shakespeare 2. Poem- Simon Armitage 3. The Invocation (An excerpt from Paradise Lost)- John Milton 4. Pied Beauty - John Keats 5. Canonization – John Donne 6. Broken Heart – Andrew Marvel 7. <i>Mac Flecknoe</i> – John Dryden 8. <i>The Hollow men</i> – T. S. Eliot	15
IV	American and African Poetry- 1. Terminus- Ralph Emerson 2. “Hope” is the thing with Feathers- Emily Dickinson 3. In a station at the Metro- Ezra Pound 4. Mending Wall- Robert Frost 5. The Operation- Anne Sexton 6. We Wear the Mask- Paul Laurence Dunbar 7. Phenomenal Woman- Maya Angelou 8. Once upon a Time– Gabriel Okora	15
Study Resources-	• Abrams, M. H. <i>A Glossary of Literary Terms</i>. Noida: Cengage India Private Limited, 2015. • <i>English Poetry: A Kaleidoscope</i>. University Press, Hyderabad: 1989. Print. • Hall, Donald. <i>Contemporary Poetry American Poetry</i>. New York: Penguin Books Ltd, 1964. Print. • Sarang, Vilas. <i>Indian English Poetry since 1950: an anthology</i>, Longman Ltd: Hyderabad: 1989. Print. • Shawcross, John T. <i>Poetry and Its Conventions: An Anthology Examining Poetic Forms and Themes</i>. Macmillan Company, New York: 1972. Print. • Untermeyer, Louis. <i>A Treasury of Great Poems (English and American)</i>, Siman and Schuster, New York: 1942. Print. • https://www.poetryfoundation.org/ • https://en.wikipedia.org/wiki/Poetry_Foundation • https://www.google.co.in/search?q=african+poetry+in+english+online • https://en.wikisource.org/wiki/Portal:Canadian_poetry	

M. A. - I [English]
ENG-DSC-512- Fiction I
(w. e .f. 2023-24)

Semester-I

CREDITS- 4

HOURS- 60

Course Objectives	- To expose students to various forms of fiction, such as novels, novellas, and short stories, enabling them to explore the diverse possibilities within this genre. - To cultivate a critical understanding amongst students about the creative experiments in the genre: Fiction. - To encourage students to appreciate the human values in the prescribed texts.	
Course Outcomes	At the end of the course, the students will - have gained familiarity with the distinct characteristics and literary techniques employed in various forms of fiction, enabling them to discern and appreciate their unique qualities. The students will have developed a comprehensive understanding of the diverse possibilities within the genre of fiction, fostering their creativity and imagination. - have developed a critical understanding of creative experiments within the genre of fiction, enabling them to analyze and appreciate diverse storytelling techniques. - Be able to appreciate the human values in the prescribed texts.	
Unit	Contents	Hours
I	Novel <i>Emma</i> - Jane Austen	15
II	Novel <i>To Kill a Mockingbird</i> - Harper Lee	15
III	Novella <i>Heart of Darkness</i> - Joseph Conrad <i>Animal Farm</i>- George Orwell	15
IV	Short Story - A Very Old Man with Enormous Wings - Gabriel García Márquez - And of Clay Are We Created- Isabel Allende - The Precedent - Sean McMullen - Interpreter of Maladies- Jhumpa Lahiri	15

Study Resources-	• Alexander, Marguerite. <i>Flights from Realism: Themes and Strategies in Postmodernist British and American Fiction</i>. London: Edward Arnold, 1990. Print. • Austen, Jane. <i>Emma</i>. Penguin Classics, 2003. • Bradford, Richard. <i>The Novel Now: Contemporary British Fiction</i>. Oxford: Blackwell Publishing, 2007. Print. • Conrad, Joseph. <i>Heart of Darkness</i>. Narthex, 2018. Print. • Crane, Gregg. <i>The Cambridge Introduction to the 19th Century American Novel</i>. Cambridge: CUP, 2007. Print. • Daiches, David. <i>The Novel and the Modern World</i>. Chicago: University of Chicago Press, 1984. Print. • Egbert S. Oliver. <i>An Anthology of American Literature 1890:1965</i>. New Delhi: Eurasia Publishing House, 2002. Print. • Gray, Richard. <i>A History of American Literature</i>. West Sussex: Blackwell, 2012. Print. • Head, Dominic. <i>The Cambridge Introduction to Modern British Fiction, 1950:2002</i>. Cambridge: Cambridge University Press, 2002. Print. • Lauter, Paul. <i>A Companion to American Literature and Culture</i>. Oxford: Blackwell, 2010. Print. • Lee, Harper. <i>To Kill a Mockingbird</i>. New York: Harper Perennial Modern Classics, 2006. Print. • Orwell, George. <i>Animal Farm</i>. Mumbai: Grapevine India, 2022. Print. • Rabassa, Gregory and J. S. Bernstein. Tra. <i>Gabriel Garcia Marquez: Collected Stories</i>. New Delhi: Penguin Books, 1996. Print.	
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MA-I
ENG-DSC-513- Drama – I
(w. e .f. 2023-24)

Semester-I

CREDITS- 4

HOURS- 60

Course Objectives	• To acquaint the students with the contribution of the various dramatists to the Genre of Drama • To make the students understand the human values, Psyche and issues raised in the representative dramas. • To enable the students to understand thematic patterns, plot structures and other dramatic devices. • To cultivate a critical understanding amongst students about creative experiments in drama.	
Course Outcomes	After completing the course successfully, the students • have been acquainted with the contribution of the various dramatists to the Genre of drama • have developed the understanding of the human values, psyche and issues raised in the representative dramas • have understood the thematic patterns, plot structures and other dramatic devices • have developed a critical understanding amongst students about creative experiments in drama	
UNIT	CONTENTS	HOURS
I	Context of the Play- Tradition of Theatre <i>The Tempest</i> – William Shakespeare	15
II	Context of the Play - Thirty Years War <i>Mother Courage and Her Children</i> – Bertolt Brecht	15
III	Context of the Play- Indian Drama and Mythology <i>Nagmandal</i> – Girish Karnard	15

IV	One Act Play- Context of the Play- One Act Play as a form of Play Absurd Theatre 1. <i>Chitra</i> – Rabindranath Tagore 2. <i>The Zoo Story</i>- Edward Albee	15
Study Resources-	• Abrams, M. H. <i>A Glossary of Literary Terms</i>. Noida: Cengage India Private Limited, 2015. • Brecht, Bertolt. <i>Mother Courage and Her Children</i>. https://elearning.raghunathpurcollege.ac.in/files/1068BEC815874692530.pdf • Gates, Louis Henry. <i>The Norton Anthology of African American Literature</i>. USA: W. W. Norton & Company, 2004. Print. • George Stella Mary. <i>Modern American Literature</i>. Commonwealth Publishers; New Delhi- 2011. Print. • Gaskell, Ronald. <i>Drama and Reality: The European Theatre since Ibsen</i>. London: Routledge & Kegan Paul, 1972. Print. • Gassner, John- <i>Masters of the Drama</i>, New York, Dover Publications, 1954. • Handa, Sangeeta. <i>Realism in American Fiction</i>. Rawat Publications; Jaipur- 2001. Print. • Innes, Paul. <i>Shakespeare</i>. New Delhi: Viva Books Pvt Ltd., 2007. Print. • Iyengar, Srinivasa K. R. <i>Indian Writing in English</i>. New Delhi: Sterling Publishers Pvt. Ltd., 1999. Print. • Jacob, John. <i>History of American Literature</i>. Jaipur: Sublime Publication, 2005. Print. • Lumley, Frederich. <i>New Trends in 20th Century Drama</i>. London: Barrie and Jenkins, 1972. • Nicoll, Allardyce. <i>British Drama</i>. New Delhi: Doaba House, 1969. • Shakespeare, William. <i>The Tempest</i>. https://www.opensourceshakespeare.org/views/plays/play_view.php?WorkID=tempest&Scope=entire&pleasewait=1&msg=pl • Styron J. L. <i>The Elements of Drama</i>. Cambridge University Press, 1999. • Williams, Raymond. <i>Drama- From Ibsen to Eliot</i>. Harmondsworth: Penguin, 1964. Print. https://www.williamshakespeare.net/ebook-tempest.jsphhttps://wakelet.com/wake/gAJULQwNTae5MaGbYxqko • https://www.scribd.com/document/325203370/The-Zoo-Story-Edward-Albee	

MA-I
ENG-DSC-514- Literary Theory and Criticism-I
(WEF 2023-24)

Semester-I

CREDITS- 2

HOURS- 30

Course Objectives-	- To introduce students to the foundational concepts and critical approaches in Greco-Roman, Renaissance, Neoclassical, and Romantic literary criticism. - To develop students' ability to critically analyze and interpret primary texts from different periods of literary criticism. - To encourage students to evaluate the historical and cultural contexts that influenced major works of literary criticism and their impact on the development of literary theory.	
Course Outcomes-	After completing the course successfully, - Students will be able to explain and compare the key principles of literary theory as articulated by thinkers such as Aristotle, Longinus, Sir Philip Sidney, and Samuel Johnson. - Students will demonstrate the ability to critically analyze and synthesize ideas from works such as Aristotle's <i>Poetics</i>, Dryden's <i>An Essay of Dramatic Poesy</i>, and Wordsworth's <i>Preface to Lyrical Ballads</i>, applying them to contemporary literary analysis. - Students will be able to assess the influence of historical and cultural contexts on the development of literary criticism from the Greco-Roman to the Romantic periods, articulating these insights in written essays and discussions.	
UNIT	CONTENTS	HOURS
I	Greco-Roman Criticism	10
	Aristotle- <i>Poetics</i> Longinus- From <i>On the Sublime</i>	
II	Renaissance and Neoclassical Criticism	10
	Sir Philip Sidney- <i>An Apology for Poetry</i> John Dryden- <i>An Essay of Dramatic Poesy</i> Samuel Johnson- <i>Preface to Shakespeare</i>	
III	Romantic Criticism	10
	William Wordsworth- <i>Preface to Lyrical Ballads</i> S. T. Coleridge- From <i>Biographia Literaria</i> Part I - From Chapter 1, 4 and 13; Part II - From Chapter 14	

Study Resources-	• Abrams, M. H. <i>A Glossary of Literary Terms</i>. 7th edition. Thomson India. Rprt. 2006. Print. • Abrams, M. H. <i>The Mirror and the Lamp</i>. Oxford: OUP, 1953. Print. • Butcher, S. H. <i>The Poetics of Aristotle</i>. London: Macmillan, 1898. Print. • Gupta, Neerja. <i>A Student's Handbook of Indian Aesthetics</i>. Cambridge: CSP, 2017. Print. • Leitch, Vincet. Ed. <i>The Norton Anthology of Theory and Criticism</i>. 2nd Ed. 2001. Print. • S. Ramaswami and Sethuraman V. S. <i>The English Critical Tradition</i>. Delhi: Macmillan India Ltd. 1978. Print. • Sethuraman, V. S. Ed. <i>Indian Aesthetics: An Introduction</i>. Delhi: Macmillan India Ltd. 2005. Print. • Thorat Ashok, et al. <i>A Spectrum of Literary Criticism</i>. Noida: Frank Brothers, 2001. Print. • Wimsatt & Brooks. <i>Literary Criticism: A Short History</i>. New Delhi: Oxford & IBH, 1957. Print
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MA-I English

ENG-DSE-515 (A)- Advanced Skills in English for Employment-I

(w. e. f. 2023-24)

Semester- I

Course Credits- 4 credits

Course Duration- 60 Hours

Course Objectives-	• To acquaint students with the basics on Internship and On-the-Job Training • To develop the ability to teach English language skills effectively using diverse teaching methods and strategies. • To equip educators with the skills to analyze, interpret, and teach various literary works effectively. • To empower educators with the knowledge and skills to integrate technology tools seamlessly into the teaching process.	
Course Outcomes-	After successful completion of the course- • the students will have been acquainted with the basics on Internship and On-the-Job Training • the students will be able to design and deliver English language lessons that incorporate a variety of interactive activities and materials to engage learners and enhance language acquisition. • the students will be able to critically analyze and teach different genres of English literature, demonstrate an understanding of literary devices, and engage students in meaningful discussions about literary themes and contexts. • the students will be able to incorporate a range of technological tools and resources into their lessons, enhancing engagement, collaboration, and learning outcomes among students.	
UNIT	CONTENTS	HOURS
I	Introduction to Internship and On-the-Job Training ○ Introduction to Internship and On-the-Job Training ○ Identifying Learning Objectives and Goals ○ Preparing for Internship and On-the-Job Training ○ Professional Conduct and Workplace Ethics and Etiquettes ○ Reflection and Learning Journaling ○ Skills Development through Practical Experience ○ Professional Networking- LinkedIn, Behance, ResearchGate, Academia.edu, AngelList, WayUP, Internshala ○ Presenting Internship and On-the-Job Training Findings and Experiences	15
II	English Language Teaching ○ Understanding Language Acquisition Theories ○ Approaches and Methods in English Language Teaching (ELT) ○ Syllabus Design and Lesson Planning in ELT ○ Classroom Management and Learner-Centered Teaching ○ Assessing Language Skills- Testing and Evaluation ○ Using Authentic Materials in ELT ○ Addressing Multilingual and Multicultural Classrooms	15

III	English Literature Teaching ○ Pedagogical Approaches to Teaching Literature ○ Selecting and Adapting Literary Texts for Teaching ○ Strategies for Analyzing Poetry, Prose, and Drama ○ Teaching Literary Elements and Literary Theory ○ Fostering Critical Thinking through Literature Discussions ○ Creative Projects and Activities for Literature Classes ○ Incorporating Diverse Voices in Literature Teaching	15
IV	Integrating Technology in Teaching ○ The Role of Technology in Modern Education ○ Blended Learning and Flipped Classroom Models ○ Interactive Educational Software and Tools ○ Online Resources for Language and Literature Instruction ○ Incorporating Social Media and Virtual Reality in Teaching ○ Addressing Digital Literacy and Online Safety ○ Designing Engaging Online Learning Activities	15
Study Resource s-	• On-the-Job Training (OJT) Guidance Manual https://workforce-central.org/wp-content/uploads/2017/08/wfcojtguidancemanualfinal6.pdf • http://ideku.net/resources/PPTENG1661.pdf • https://uou.ac.in/sites/default/files/2023-04/english-A5II-%20book.pdf • Scrivener, Jim. <i>Learning Teaching: The Essential Guide to English Language Teaching</i>. MacMillan. https://www.ircambridge.com/books/Learning_Teaching.pdf • Patrao, Sushmita. <i>Methods of Teaching English</i>. https://ddceutkal.ac.in/Syllabus/MA_Education/Education_Paper_5_ENGLISH.pdf • Thaler, Engelbert. <i>Teaching English Literature</i>. https://beckassets.blob.core.windows.net/product/readingsample/137045/9783825229979_excerpt_001.pdf • Showalter, Elain. <i>Teaching Literature</i>. Wiley, 2002. • <i>ICTs FOR TEACHING AND LEARNING</i> https://egyankosh.ac.in/bitstream/123456789/8520/1/Unit-12.pdf • ICT in EFL Teaching and Learning: A Systematic Literature Review. https://files.eric.ed.gov/fulltext/EJ1238911.pdf • The Use of Information and Communication Technology (ICT) in the Teaching and Learning of English Language in Nigeria https://core.ac.uk/download/pdf/234693104.pdf	

MA-I English
ENG-DSE-515 (B)- Indian Writing in English-I
(w. e. f. 2023-24)

Semester- I

Course Credits- 4 credits

Course Duration- 60 Hours

Course Objectives:

- To explore the development and evolution of Indian English writing, including its poetics, politics, and the contestation of "Indianness."
- To examine the aesthetics of self-fashioning in Indian English poetry and its engagement with gender, identity, and nature.
- To investigate the representation of Indian identity in drama and its evolution, particularly in the context of diaspora, border, and travel.
- To analyze the new experimental trends in Indian English poetry and the thematic diversity it offers in contemporary literary discourse.

Course Outcomes: After successful completion of the course:

- Students will be able to trace the historical trajectory of Indian English literature and critically analyze the ways in which language, culture, and history shape the notion of "Indianness" in Indian novels and prose.
- Students will demonstrate the ability to interpret and evaluate the role of self-fashioning, gender, and the depiction of nature in Indian English poetry, both in the pre- and post-independence eras.
- Students will critically assess the portrayal of Indian identity in Indian English drama, considering the influences of diaspora, border dynamics, and travel on the themes and narratives of these works.
- Students will be able to identify and critique the various experimental forms and themes in modern Indian English poetry, linking these innovations to broader socio-political and cultural contexts.

List of Modules to be studied

M-01. Situating 'Indian English Writing'

M-02. The Poetics and Politics of 'Language' and Indian Prose

M-03. Contesting 'Indianness' in Indian Novel: Culture, Language and History

M-04. Aesthetics of Self-fashioning and Indian Poetry

M-05. 'Indian' Identity in Question and the Evolution of Indian Drama

- M-06. Self-fashioning and the 'Gender' Question
- M-07. "Indianness" at Crossroads: Diaspora, Border and Travel
- M-08. Introduction/Background/Evolution of Indian English Poetry
- M-09. Treatment of Nature in Indian English Poetry (Pre-Independence/ Post-Independence era)
- M-10. The Female Imagination: Early Indian Feminism and the Role of Society
- M-11. Identity/Home/Space
- M-12. Memory/Voice
- M-13. History/Nation/Politics
- M-14. New Experimentation in Indian English Poetry (Miscellaneous Themes)
- M-15. Indian Theatre in English: Genesis and Evolution
- M-16. Recreating the Past: Girish Karnad's Tughlaq

This course is an online course from e-PG pathshala. Those students who opt for this course are expected to study this course online. Click the following link to study <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=9RA537jM1m7VD3VCoav4lQ==>

MA-I [English]
ENG-RM-516- Research Methodology in English
(w. e. f. 2023-24)

Semester-I

CREDITS- 4

HOURS- 60

Course Objectives-	• To enable students to identify research problems, questions, hypotheses and construct a research design • To introduce the various types and the methods employed in research in English • To enable students to understand the parts and structures of Research paper/Dissertation, and ethics of Research • To enable students to use documentation style as per MLA Handbook	
Course Outcomes-	At the end of the course, the students will be able to • identify research problems, questions, hypotheses and construct a research design • understand the various types and the methods employed in research in English • understand the parts and structures of Research paper/Dissertation, and ethics of Research • use documentation style as per MLA Handbook	
UNIT	CONTENTS	HOURS
I	Research- The beginning and The Mechanics of Writing	
	1.1. Research- Definitions, Nature & Scope 1.2. Types of Research & Research Process 1.3. Taking Notes & Outlining 1.4. Writing Drafts	15
II	Research Methods & Research in English Language and Literature	
	2.1. Qualitative & Quantitative Research Methods 2.2. Mixed Methods Research & Textual Analysis 2.3. Types of Research- Theory & Genre focused research 2.4. General areas of research in language	15
III	Parts and Structure of Research Paper/ Dissertation & Ethics of Research and the Formatting of Research Paper	
	3.1. Parts and Structure of Research paper 3.2. Parts and Structure of Dissertation 3.3. Plagiarism Related Issues and Forms of Plagiarism 3.4. Formatting of the Research Paper	15
IV	Documentation- Preparing the list of Works & Citing Sources in the Text	

	4.1. The List of Works Cited 4.2. Citing Print Publications and Web Publications 4.3. Parenthetical Documentation 4.4. Using Notes with Parenthetical Documentation	15
Study Resources-	• Blaxter, Loraine. <i>How To Research</i> (4th Edition). Maidenhead & England- Open University Press, 2010. Print. • Brown, Brian J. and Sally Baker. <i>Philosophies of Research into Higher Education</i>. London- Continuum International Publishing, 2007. Print. • Chindhade, S. & A. Thorat. <i>Doing Research</i>. Mumbai- CUP, 2009. Print. • Correa, Delia da Sousa and W.R. Owens (Eds). <i>A Handbook to Literary Research</i>. London- Routledge in Association with The Open University, 2010. Print. • Dawson, Catherine. <i>Introduction to Research Methods- A Practical Guide for Anyone undertaking a Research Project</i>. Oxford- How To Books, 2009. Print. • Eliot, Simon and W. R. Owens (Eds). <i>A Handbook to Literary Research</i>. London- Routledge in Association with The Open University, 2005. Print. • Griffin, Gabriele (Ed). <i>Research Methods for English Studies</i>. Edinburg- Edinburg University Press, 2013. Print. • Grix, Jonathan. <i>Demystifying Postgraduate Research</i>. University of Birmingham- Continuum International Publishing, 2010. Print. • Hesse-Biber and Sharlene Nagy. <i>Mixed Methods Research- Merging Theory with Practice</i>. New York- Guilford Press, 2010. Print. • Hinkel, Eli (Ed). <i>Handbook of Research in Second Language Teaching and Learning</i>. London- Lawrence Erlbaum Associates Publishers, 2005. Print. • Hogan, John, Paddy Dolan and Paul Donnelly. <i>Approaches to Qualitative Research- Theory and Its Practical Application - A Guide for Dissertation Students</i>. Cork&Ireland- Oak Tree Press, 2011. Print. • Kothari, C. R. <i>Research Methodology- Methods & Techniques</i>. New Delhi- New Age International Ltd, 1985. Print. • Kumar, Ranjit. <i>Research Methodology- A Step by Step Guide for Beginners</i>. New Delhi- SAGE Publications, 2011. Print. • McKay, Sandra Lee. <i>Researching Second Language Classrooms</i>. London- Lawrence Erlbaum Associates Publishers, 2006. Print. • <i>MLA Handbook for Writers of Research Papers- Seventh Edition</i>. New Delhi- Affiliated East-West Press Pvt Ltd, 2009. Print. • <i>MLA Handbook- Ninth Edition. The Modern Language Association of America New York 2021. Print.</i> • Nicodemus, Brenda, and Swabey, Laurie. <i>Advances in Interpreting Research- Inquiry in Action</i>. Amsterdam- John Benjamins Publishing Company, 2011. Print. • Sinha, M. P. <i>Research Methods in English</i>. New Delhi- Atlantic Publishers & Distributors Pvt Ltd, 2018. Print.	

SEMESTER-II

MA-I
ENG-DSC-521- Poetry - II
(w. e .f. 2023-24)

Semester-II

CREDITS- 4

HOURS- 60

Course Objectives -	- To acquaint the students with the social, political and other contexts in which the prescribed poems are situated. - To acquaint the students with significant Indian, English and American, African, Canadian Poets through the study of the representative poems. - To develop the ability to interpret, analyze and evaluate English poems in the context of literary history among the students. - To enable the students to understand different thematic patterns, poetic structures, poetic devices and stylistic peculiarities.	
Course Outcomes-	After completing the course successfully, the students - have been acquainted with the social, political and other contexts in which the prescribed poems are situated - have been acquainted with significant Indian, English, American, African and Canadian poets through the study of the representative Poems - have developed the ability to interpret, analyze and evaluate English poems in the context of literary history among the students. - have understood different thematic patterns , poetic devices and stylistic peculiarities.	
UNIT	CONTENTS	HOURS
I	1) Background to Indian Poetry 2) Background to British Poetry 3) Background to American – African Poetry	15
II	Indian Poetry- 1) Upagupta- Tagore 2) My Grandmother House- Kamala Das 3) Return- Eunice De Souza 4) The Beggar- K. K. Daruwala 5) Hunger- Mahapatra 6) On Killing a Tree- Gieve Patel 7) More Light- Sanjukta Dasgupta 8) Mascara- Meena Kandasamy	15

II	British Poetry- 1) Kubla Khan- S. T. Coleridge 2) The Garden of Love- William Blake 3) St. Cecilia's Day- John Dryden 4) The Force That Through the Green Fuse Drives the Flower- Dylan Thomas 5) Last- Emily Bronte 6) Strange Meeting- Wilfred Owen 7) Home- Warsan Shire 8) I Think Continually of Those- Stephen Spender	15
III	American, African, Canadian- 1) Deep Green- Nisyi Osundare 2) Tell Your Story- Lebo Mashile 3) Everything is Free- George Elliott Clarke 4) Rainforest- Judith Wright 5) Daddy- Sylvia Plath 6) Crossing Jordan- Langston Hughes 7) Epilogue- Robert Lowell 8) My Country- Dorothea Mackellar	15
Study Resources-	• Abrams, M.H. <i>A Glossary of Literary Terms</i>. Cengage India Private Limited, Noida- 2015. • <i>English Poetry- A Kaleidoscope</i>. University Press, Hyderabad- 1989. print. • Hall, Donald. <i>Contemporary Poetry American Poetry</i>. Penguin Books Ltd, New York- 1964. Print. • Sarang, Vilas. <i>Indian English Poetry since 1950- an anthology</i>, Longman Ltd- Hyderabad- 1989.. Print. • Shawross, John T. <i>Poetry and Its Conventions- An Anthology Examining Poetic Forms and Themes</i>. Macmillan Company, New York- 1972. print. • Untermeyer, Louis. <i>A Treasury of Great Poems (English and American)</i>, Siman and Schuster, New York - 1942. Print. • https://www.poetryfoundation.org/ • https://www.google.co.in/search?q=african+poetry+in+english+online	

MA I [English]
ENG-DSC-522- Fiction- II
Semester-II

CREDITS- 4

HOURS- 60

Course Objectives	- To expose students to various forms of fiction, such as novels, novellas, and short stories, enabling them to explore the diverse possibilities within this genre. - To cultivate a critical understanding amongst students about the creative experiments in the genre; Fiction. - To encourage students to appreciate the human values in the prescribed texts.	
Course Outcomes	At the end of the course, the students will - Have gained familiarity with the distinct characteristics and literary techniques employed in various forms of fiction, enabling them to discern and appreciate their unique qualities. The students will have developed a comprehensive understanding of the diverse possibilities within the genre of fiction, fostering their creativity and imagination. - Have developed a critical understanding of creative experiments within the genre of fiction, enabling them to analyze and appreciate diverse storytelling techniques. - Be able to appreciate the human values in the prescribed texts.	
Unit	Contents	Hours
I	Novel <i>Lucky Jim</i> - Kingsley Amis	15
II	Novel <i>The Book Thief</i> - Markus Zusak	15
III	Novella <i>The Metamorphosis</i>- Franz Kafka <i>Jonathan Livingston Seagull</i>- Richard Bach	15
IV	Short Story - The Prophet's Hair - Salman Rushdie - Draupadi- Mahashweta Devi - The Monk's Story- Gita Mehta - Nawabddin Electrician- Daniyal Mueenuddin	15

Study Resources-	• Amis, Kingsley. <i>Lucky Jim</i>. Penguin Books, 2012. • Bach, Richard. <i>Jonathan Livingston Seagull</i>. Scribner, 2014. • Badal, R. K. <i>Indo-Anglian Literature- An Outline</i>. Bareilly- Prakash Book Depot, 1994. Print. • Devi, Mahasweta. <i>The Breast Stories</i>. Translated by Gayatri Chakravorty Spivak, Seagull Books, 1997. • Head, Dominic. <i>The Cambridge Introduction to Modern British Fiction, 1950-2002</i>. Cambridge- Cambridge University Press, 2002. Print. • Iyengar, K. R. S. <i>Indian Writing in English</i>. New Delhi- Sterling Publishers, 2004. Print. • Kafka, Franz. <i>The Metamorphosis</i>. Translated by Stanley Corngold, Bantam Classics, 1972. • Mehra, Gita. <i>The River Sutra</i>. Anchor Books, 1995. • Naik, M. K. <i>Aspects of Indian Writing in English</i>. Delhi. Macmillan India Ltd, 1999. Print. • Naik, M. K. <i>Critical Essays on Indian Writing in English</i>. Madras- Macmillan India Ltd, 1977. Print. • Naik, M. K. <i>History of Indian English Literature</i>. New Delhi- Sahitya Academy, 1960. Print. • Naik, M. K. <i>Twentieth Century Indian English Fiction</i>. Delhi- Pencraft International, 2004. Print. • Rushdie, Salman. <i>East, West</i>. Vintage International, 1995. • Zusak, Markus. <i>The Book Thief</i>. Alfred A. Knopf, 2006.
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MA-I
ENG-DSC-523- Drama – II
(w. e .f. 2023-24)

Semester-II

CREDITS- 4

HOURS- 60

Course Objectives -	- To acquaint the students with the contribution of the various dramatists to the Genre of Drama. - To make the students understand the human values, Psyche and issues raised in the representative drama. - To enable the students to understand different thematic patterns, plot structures and other dramatic devices. - To cultivate a critical understanding amongst students about the creative experiments in drama.	
Course Outcomes-	After successfully completing the course, the students will - be acquainted with the contribution of the dramatists to the Genre of Drama - have developed the understanding of the human values, psyche and issues raised in the representative drama - have understood different thematic patterns. plot structures and other dramatic devices - have developed critical understanding amongst the creative experiments in drama	
UNIT	CONTENTS	HOURS
I	Drama - Context of Drama - Feminism <i>Candida</i> - George Bernard Shaw	15
II	Context of Drama - American Dream <i>Death of a Salesman</i> - Arthur Miller	15
III	Context of Drama - African Drama and Racism <i>The Black Hermit</i> – Ngugi Wa Thiongo	15
IV	One Act Play- Context of Drama- Angry Young Man and Realism 1. <i>Look Back in Anger</i> – John Osborne 2. <i>The Bear</i> –Anton Chekov	15
Study Resources-	- Abrams, M. H. <i>A Glossary of Literary Terms</i>. Noida: Cengage India Private Limited, 2015. - Brecht, Bertolt. <i>Mother Courage and Her Children</i>. https://elearning.raghunathpurcollege.ac.in/files/1068BEC815874692530.pdf - Gates, Louis Henry. <i>The Norton Anthology of African American Literature</i>. USA: W.	

W. Norton & Company, 2004. Print.

- George Stella Mary. *Modern American Literature*. Commonwealth Publishers; New Delhi- 2011. Print.
 - Gaskell, Ronald. *Drama and Reality: The European Theatre since Ibsen*. London: Routledge & Kegan Paul, 1972. Print.
 - Gassner, John. *Masters of the Drama*. New York: Dover Publications, 1954.
 - Handa, Sangeeta. *Realism in American Fiction*. Rawat Publications; Jaipur- 2001. Print.
 - Innes, Paul. *Shakespeare*. New Delhi: Viva Books Pvt Ltd., 2007. Print.
 - Iyengar, Srinivasa K. R. *Indian Writing in English*. New Delhi: Sterling Publishers Pvt. Ltd., 1999. Print.
 - Jacob, John. *History of American Literature*. Jaipur: Sublime Publication, 2005. Print.
 - Lumley, Frederich. *New Trends in 20th Century Drama*. London: Barrie and Jenkins, 1972.
 - Nicoll, Allardyce. *British Drama*. New Delhi: Doaba House, 1969.
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- Shakespeare, William. *The Tempest*.
https://www.opensourceshakespeare.org/views/plays/play_view.php?WorkID=tempest&Scope=entire&pleasewait=1&msg=pl
 - Styan J. L. *The Elements of Drama*. Cambridge University Press, 1999.
 - Ngugi, James. *The Black Hermit*.
https://drive.google.com/file/d/0B1cyBmNB_SxwYjVINzE5Y2MtNWNmMS00ZTgxLWJmYmQtYmEwM2UzZTZmN2Rh/view?sort=name&layout=list&pid=0B1cyBmNB_SxwMzIyYmU2MGYtMTBiMy00ZWVmLWE1ZmEtNDY1MzhiNWQ0ODMw&cindex=2&resourcekey=0-UfdC_-CIB3P7LU-lmWLUWw
 - Williams, Raymond. *Drama- From Ibsen to Eliot*. Harmondsworth: Penguin, 1964. Print. <https://www.williamshakespeare.net/ebook-tempest.jsphhttps://wakelet.com/wake/gAJULQwNTae5MaGbYxqko>
 - <https://www.scribd.com/document/325203370/The-Zoo-Story-Edward-Albeehttp://www.gutenberg.org/ebooks/4023>
 - <https://www.overdrive.com/media/236615/death-of-a-salesman>
 - https://www.pval.org/cms/lib/NY19000481/Centricity/Domain/105/the_glass_menagerie_messy_full_text.pdf
 - <https://docs.google.com/file/d/0Byq6h70zkproYXNCc2hueTZURWc/view>
 - https://www.forgottenbooks.com/en/download/ContemporaryOneActPlays_10792991.pdf

MA-I
ENG-DSC-524- Literary Theory and Criticism-II
(w. e. f. 2023-24)

Semester-II

CREDITS- 2

HOURS- 30

Course Objectives-	- To familiarize students with the key ideas and debates in Victorian and Modern criticism, focusing on the works of Matthew Arnold, Walter Pater, T.S. Eliot, and Virginia Woolf. - To introduce students to the foundational concepts of Indian aesthetics, including Rasa, Dhvani, Vakrokti, and Alamkara, and explore their application in literary analysis. - To develop students' ability to compare and contrast Western and Indian critical traditions, examining their relevance in contemporary literary studies.	
Course Outcomes-	After completing the course successfully, - Students will be able to articulate and critically assess the central arguments in Victorian and Modern criticism, particularly the ideas of cultural criticism, tradition, individual talent, and feminist literary theory. - Students will demonstrate the ability to apply concepts from Indian aesthetics to the interpretation of both classical and modern literary texts, showing an understanding of the nuances in these traditional theories. - Students will be able to compare Victorian, Modern, and Indian critical frameworks, analyzing how these differing perspectives influence the interpretation of literature in a global context.	
UNIT	CONTENTS	HOURS
I	Victorian Criticism	10
	1. Matthew Arnold- The Function of Criticism at the Present Time 2. Walter Pater- From <i>Studies in the History of the Renaissance</i> - Preface and Conclusion	
II	Modern Criticism	10
	1. T. S. Eliot- - Tradition and Individual Talent - Hamlet 2. Virginia Woolf- A Room of One's Own	
III	Indian Aesthetics	10
	1. Rasa 2. Dhvani 3. Vakrokti 4. Alamkara	
Study Resources-	- Abrams, M. H. <i>A Glossary of Literary Terms</i>. 7th edition. Thomson India. Rprt. 2006. Print. - Abrams, M. H. <i>The Mirror and the Lamp</i>. Oxford- OUP, 1953. Print. - Butcher, S. H. <i>The Poetics of Aristotle</i>. London- Macmillan, 1898. Print.	

	• Gupta, Neerja. <i>A Student's Handbook of Indian Aesthetics</i>. Cambridge- CSP, 2017. Print. • Leitch, Vincet. Ed. <i>The Norton Anthology of Theory and Criticism</i>. 2nd Ed. 2001. Print. • S. Ramaswami and Sethuraman V. S. <i>The English Critical Tradition</i>. Delhi- Macmillan India Ltd. 1978. Print. • Sethuraman, V. S. Ed. <i>Indian Aesthetics- An Introduction</i>. Delhi- Macmillan India Ltd. 2005. Print. • Thorat Ashok, et al. <i>A Spectrum of Literary Criticism</i>. Noida- Frank Brothers, 2001. Print. • Wimsatt & Brooks. <i>Literary Criticism- A Short History</i>. New Delhi- Oxford & IBH, 1957. Print
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MA-I English
ENG-DSE-525 (A)- Advanced Skills in English for Employment-II
w.e.f. 2023-24

Semester II

Course Credits- 4 credits

Course Duration- 60 Hours

Course Objectives-	- To develop students' proficiency in creating clear, concise, and effective written content for various purposes, audiences, and platforms. - To enhance students' ability to draft, edit, and proofread written content with a keen focus on grammar, style, and coherence. - To equip customer service executives with the verbal and written communication skills required to effectively interact with customers in English. - To acquaint students with principles, techniques, tools of translation and career opportunities in translation	
Course Outcomes-	After successful completion of the course- - the students will be able to produce well-structured and persuasive written content, such as articles, marketing copy, and technical documents, while adhering to industry-specific standards and guidelines. - the students will have the skills to draft, revise, and refine written pieces effectively, demonstrating improved grammar, clarity, and attention to detail in their work. - the students will be able to communicate fluently and courteously in English, demonstrating improved skills in handling customer inquiries, resolving issues, and maintaining positive interactions. - the students will have been acquainted with principles, techniques, tools of translation and career opportunities in translation	
UNIT	CONTENTS	HOURS
I	Content / Copy / Technical Writing - Understanding Different Types of Writing- Content, Copy, and Technical - Elements of Effective Writing- Clarity, Coherence, Conciseness - Structuring Content for Different Audiences and Purposes - Writing for Digital Platforms- SEO, Blogging, Web Content - Technical Writing- Manuals, Reports, Documentation - Ethical Considerations in Copywriting and Content Creation - Peer Review and Feedback in Writing Process	15
II	Drafting, Editing, and Proofreading - The Writing Process- Drafting, Revising, Editing - Strategies for Effective Proofreading - Grammar and Style- Common Writing Errors and How to Avoid Them - Peer Editing and Collaborative Writing - Techniques for Improving Sentence Structure and Clarity - Professional Editing Tools and Software - Crafting Polished and Publication-Ready Documents	15

III	English Communication Skills for Customer Service Executives ○ Role of Effective Communication in Customer Service ○ Developing Active Listening Skills ○ Written Communication- Emails, Letters, and Chat Support ○ Telephone Etiquette and Verbal Communication Skills ○ Handling Difficult Conversations and Customer Complaints ○ Cross-Cultural Communication and Sensitivity ○ Role-Play and Simulations for Real-Life Customer Service Scenarios	15
IV	Translation- Principles, Tools and Techniques ○ Introduction to Translation- Principles and Techniques ○ Translating Business Documents and Legal Texts ○ Translating Technical and Scientific Content ○ Literary Translation- Challenges and Approaches ○ Localization and Cultural Adaptation ○ CAT Tools (Computer-Assisted Translation) and Software ○ Freelancing and Career Opportunities in Translation	15

Study Resources-	• Alfred G. et al. <i>Handbook of Technical Writing</i>. New York: 2003. PDF. • Robinson Michelle et al. <i>Writing Guide with Handbook</i>. Rice Uni. Openstax, 2021. pdf. • https://assets.openstax.org/oscms-prodcms/media/documents/WritingGuide-WEB.pdf • Web Content Writing • https://www.wcupa.edu/infoservices/training/documents/courses/Specials/WebContentWriting_Handout.pdf • Content Writing https://www.msuniv.ac.in/Download/Pdf/9afcec087a44485 • Kane Thomas S. <i>Oxford Essential Guide to Writing</i>. Berkley Books: New York, 2000. pdf. • https://www.bbau.ac.in/Docs/FoundationCourse/TM/AECC105/Oxford.pdf • Creative writing and translation skills. https://www.cbse.gov.in/cw-xii/creative-writing-xii-unit-1.pdf • Bly, Robert. <i>The Copywriter's Handbook</i>. 3rd Ed. New York: HHC. 2005. pdf. • https://www.cbse.gov.in/cw-xii/creative-writing-xii-unit-1.pdf • Copywriting 101: How to Craft Compelling Copy, 2016. • https://davidlykhim.com/wp-content/uploads/2015/05/Copyblogger-Copywriting-101.pdf • Patel Neil & Joseph Putan. <i>The Definitive Guide to Copywriting</i>. • https://www.davidhodder.com/wp-content/uploads/2018/01/The-Definitive-Guide-to-Copywriting-260118.pdf • PROOFREADING, REVISING, & EDITING SKILLS SUCCESS • https://www.misd.net/languageart/grammarinaction/proofreadingrevisingediting.pdf • Handbook for Customer Service: • https://www.nsdindia.org/scmp/assets/image/2133223710-Customer_Care_Executive_-_Call_Center.pdf • Newmark, Peter. <i>A Textbook of Translation</i> • http://ilts.ir/Content/ilts.ir/Page/142/ContentImage/A%20Textbook%20of%20Translation%20by%20Peter%20Newmark%20(1).pdf • Hatim, Basil and Jeremy Munday. <i>Translation: An advanced resource book</i>. Routledge, 2004. pdf. • https://www.copygrad.com/wp-content/uploads/2014/04/The-Copywriters-Library.pdf • http://site.iugaza.edu.ps/mahir/files/2017/01/Handbook-of-Technical-Writing-9th-Edition.pdf.
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MA-I English
ENG-DSE-525 (B)- Indian Writing in English-II
(w. e. f. 2023-24)

Semester- II

Course Credits- 4 credits

Course Duration- 60 Hours

Course Objectives:

- To explore the representation of alternative sexualities, socio-political unrest, and body politics in contemporary Indian drama and literature.
- To investigate the role of activism and women's issues in Indian theatre and literature, particularly through the lens of feminist and socio-political critique.
- To analyze the themes of nationalism, resistance, and the interplay between history, myth, and modernity in Indian fiction and life writing.
- To examine the influence of environmentalism, globalization, and historical perspectives in Indian literature, focusing on the complex relationships between individuals, society, and the environment.

Course Outcomes: After completing the course successfully,

- Students will critically analyze the depiction of alternative sexualities, socio-political issues, and the commodification of the human body in plays such as Mahesh Dattani's *On a Muggy Night in Mumbai*, Abhishek Majumdar's *The Djinns of Eidgah*, and Manjula Padmanabhan's *Harvest*.
- Students will evaluate the impact of activist theatre and women's issues in plays like Dina Mehta's *Getting Away with Murder* and Poile Sengupta's *Mangalam*, understanding their contributions to the discourse on gender and social justice in India.
- Students will demonstrate the ability to interpret and critique the themes of nationalism, resistance, and cultural identity in works such as Raja Rao's *Kanthapura*, Rabindranath Tagore's *Gora*, and Salman Rushdie's *Midnight's Children*.
- Students will critically assess the themes of environmentalism, globalization, and the representation of historical and spatial narratives in works like Amitav Ghosh's *The Hungry Tide* and *The Imam and the Indian*, as well as in life writing by figures such as Mahatma Gandhi and Kamala Das.

List of Modules to be studied

M-17. Alternative Sexuality: Mahesh Dattani's *On a Muggy Night in Mumbai* and *Bravely Fought the Queen*

M-18. Socio-political Unrest: Abhishek Majumdar's *The Djinns of Eidgah*

M-19. Trading the Human Body: Manjula Padmanabhan's *Harvest*

- M-20. Activist Theatre in India: Dina Mehta's Getting away with Murder
- M-21. Women's Theatre in India: Poile Sengupta's Mangalam
- M-22. A Historical Study of the Origin and Evolution of Indian Fiction in English
- M-23. Untouchability: Mulk Raj Anand: Untouchables
- M-24. Nationalism and Resistance: Raja Rao, Kanthapura
- M-25. Towards a New Indian Culture: Political Freedom and Modernity: Rabindranath Tagore, Gora
- M-26. History, the Idea of Myth and the Burden of History: Salman Rushdie - Midnight's Children
- M-27. Social Order and Law: The Woman Question: Arundhati Roy - God of Small Things
- M-28. Environmentalism, Destabilization, Globalization: Amitav Ghosh - The Hungry Tide
- M-29. An Introduction to Life Writing in India: Its Forms and Development
- M-30. Nationalism/Self/ Spiritual: Mahatma Gandhi The Story of My Experiments with Truth
- M-31. Nationalism/Women/Domesticity: Select Letters of Jawaharlal Nehru & Sarojini Naidu
- M-32. Kamala Das: My Story
- M-33. Nationalism/Ethnography: Ramachandra Guha: Savaging the Civilised - Verrier Elwin His Tribals and India
- M-34. MY DAYS by R.K NARAYAN
- M-35. Travel/History/Space: Amitav Ghosh The Imam and the Indian

This course is an online course from e-PG pathshala. Those students who opt for this course are expected to study this course online. Click the following link to study <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=9RA537jM1m7VD3VCoav4lQ==>

MA-I ENGLISH
ENG-ITN/OJT-526- Internship/On Job Training
(w. e. f. 2023-24)

CREDITS- 4

HOURS- 120

Course Objectives-	• To equip students with the necessary knowledge, skills, and strategies to effectively teach English language and literature, fostering language proficiency and a deeper appreciation for literary works. • To train students in the art of crafting compelling and clear written content for various purposes, such as marketing, technical documentation, and online communication, enhancing their writing versatility and effectiveness. • To develop students' proficiency in the drafting, editing, and proofreading processes, enabling them to create polished and error-free written materials suitable for professional, academic, or personal use.
Course Outcomes-	At successful completion of the course, • The students will be able to design engaging lesson plans that integrate language and literature concepts, catering to diverse learning styles and fostering critical thinking and analytical skills. • The students will be able to produce well-structured and persuasive content, adapting their writing style to suit different audiences and platforms, while also incorporating effective SEO techniques to optimize content for online visibility. • The students will have the skills to meticulously draft, edit, and proofread documents, effectively identifying and rectifying grammatical errors, structural inconsistencies, and typos, resulting in refined and coherent written works.
What is Internship/ On Job Training	Internship An internship is a professional learning experience that offers meaningful, practical work related to a student's field of study or career interest. An internship gives a student the opportunity for career exploration and development, and to learn new skills. On the job training On the job training is a form of training provided at the workplace. During the training, employees are familiarized with the working environment they will become part of. Employees also get a hands-on experience using machinery, equipment, tools, materials, etc.
Guidelines for students	1. Each student is required to start the Internship/On Job Training process at least one semester prior to the Internship/On Job Training. He/She should interact with the Faculty Coordinator as early as is possible. Undertake a self analysis to identify her strengths and weaknesses. 2. The first step is for the intern to submit a written application to the HOD through the Faculty Coordinator along with bio-data, including the learning objectives for her Internship/On Job Training and career goals.

	3. Identify agencies/organizations that would help make the Internship/On Job Training a fruitful learning experience under guidance of the Faculty Coordinator Finalize the agency/organization for Internship/On Job Training with approval of Faculty Coordinator and HOD. Student should meet with Supervisor/Mentor and Faculty Coordinator and finalize the work plan and work schedule vis-à-vis her learning objectives. 4. A student cannot accept an Internship/On Job Training or leave the Internship/On Job Training without the approval of the Faculty Coordinator and the Head of Department. If the student wishes to change the agency/organization or to leave the Internship/On Job Training, she should have cogent reasons for doing so. 5. The student should devote her full time to the Internship/On Job Training. He/She should not work part time or undertake anything that will distract her and compromise her ability to fulfill her Internship/On Job Training responsibilities unless this has been agreed upon by the Supervisor/Mentor, Faculty Coordinator and Head of Department. 6. He/She should not use the agency/organization/s resources for personal use or personal benefit. The student should not negotiate changes/alterations in assigned work hours or try to reduce the number of hours, days and weeks that have already been agreed upon. 7. No Internship/On Job Training should be completed earlier by working extra or overtime hours.
	During the Internship/On Job Training- 1. Become familiar with the formal and informal reporting structures within the organization 2. Understand the organization's policies, regulations and procedures so that she is fully oriented about her work setting. Here student must pay attention to the persons or people in the organization, who are the decision makers, what is the decision-making style, is she going to be supervising others. 3. Revise with the supervisor/mentor what are the expectations and work assigned and the time schedule for the same 4. Treat the Internship/On Job Training as a professional commitment. In the agency/organization, the student is an employee like the regular employees. 5. Keep a detailed record of - 5.1 Hours spent 5.2 Activities performed 5.3 Supervisory meetings 5.4 Attendance at conferences, seminars, in-service training programmes 6. Report to the Supervisor/ Mentor and Faculty Coordinator regularly about the progress of Internship/On Job Training on weekly basis. 7. If the student must miss a day(s) at the Internship/On Job Training either due to bad weather or illness, she should inform the Supervisor about her absence. If the

	student misses three or more days, she should inform the Faculty Coordinator as well. The time(days) missed should be made up by the intern over, as prescribed by the Supervisor/Mentor and above the scheduled period. 8. Have work ethics such as respecting confidentiality, refraining from talking about people, not gossiping, respecting support staff, observing basic social courtesies& skills e.g. wishing your superiors and colleagues, not chewing gum, keeping feet off furniture, adhering to the dress code. 9. Always remember that attendance and promptness are expected. If a student enters a class late, there may be no penalty. In the world of work, tardiness and absenteeism may be taken as a sign of disrespect for others' time, and lack of interest in work. Being prompt reflects eagerness, responsibility and respect for others. Reaching the workplace or for seminars/conferences at least five minutes early is important. 10. Learn how to make introductions and how to introduce yourself. First impressions are important. 11. He/She should be careful about the language and words used and speak like a professional. 12. Inform the Supervisor/mentor about work-related difficulties and challenges. 13. If there are problems, discuss them with the Supervisor/Mentor at the earliest. If a solution cannot be found, the problem should be discussed with the Faculty Coordinator. 14. If inappropriate advances are made or there are safety issues, the intern should discuss it with the Faculty Coordinator.
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