

# Curriculum Framework

## Master of Arts in English

As per NEP 2020 and Learning Outcomes-based National Curriculum Framework  
(Aligned with NCrF and NHEQF)

Effective From Academic Year 2025-2026



Founded by Mahatma Gandhi in 1920

**Gujarat Vidyapith**  
**Ahmedabad**

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## Master of Arts (English)

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**GUJARAT VIDYAPITH: AHMEDABAD**

**Curriculum Framework of Master of Arts (English)**

**Published by:**

**Dr. Himanshu Patel**

**Registrar**

Gujarat Vidyapith

Near Income Tax Office, Ashram Road, Ahmedabad - 380009.

## From the Desk of Vice Chancellor...



Dear All,

Any curriculum, at any level, must be firmly grounded in the objectives and goals that an educator or an educational institution aspires to achieve for its students. A course that trains students to solve mathematical equations must be very different from one that teaches them how to play a musical instrument, practice yoga, or conduct social research. Each subject requires its own methods, activities, and learning goals, which is why curriculum design is so important.

Therefore, curriculum is of utmost importance, as it determines how teachers and students will spend their time—in laboratories, in clinical practice, in creative endeavors, or in interactive lectures. It also reflects what a class, a department, a school, or an institution values; what it defines as its mission; and what it expects its graduates to accomplish. In this sense, the curriculum is the map that guides the essentials of learning from the classroom level to the institutional level.

The true success of any curriculum must be judged by its ability to achieve its intended objectives. It is a test of how well an institution—or an individual teacher—understands and articulates those objectives, and how effectively a pathway is created for students to attain success as defined by them. Curriculum is, in fact, a continuous chain of activities designed to translate broad educational goals into concrete practices, learning materials, and observable changes in behavior. A lesson plan, for instance, is curriculum at the classroom level, answering the critical questions: *What do I want my students to know? How can I engage them meaningfully? How will I measure what they have learned?*

For a society to achieve its educational aspirations, the curriculum must be both functional and relevant to its needs. Through careful management of curriculum, effective use of resources, and policies that bring systemic improvements, education can move society toward a more promising future. Indeed, curriculum is the very foundation of any academic institution—without it, the institution would lose its purpose and direction.

At Gujarat Vidyapith, established by Mahatma Gandhi in 1920 with its rich cultural and educational heritage, we remain committed to these ideals and we work with well-defined objectives to prepare our students for a brighter academic and social future.

It gives me immense pride and joy to announce the unveiling of the latest curriculum of Gujarat Vidyapith. This curriculum has been carefully designed in alignment with the objectives and guiding principles of the National Education Policy (NEP) 2020. I take this opportunity to place on record my deep appreciation for the efforts of the teaching faculty of Gujarat Vidyapith, the Members of the Board of Studies, and the Members of the Academic Council. Their dedication and vision have given shape to this comprehensive neo-curriculum, which will guide our students and our institution toward continued excellence.

With best wishes,

**Dr. Harshad Patel**  
Vice Chancellor  
Gujarat Vidyapith



# Curriculum Framework

## Master of Arts (English)

Effective From Academic Year 2025-2026

Department of English  
Faculty of Languages and Literature  
Gujarat Vidyapith

## Board of Studies

### Chairperson:

**Dr. Atulkumar Parmar**

Associate Professor & Head, Department of English, Gujarat Vidyapith, Ahmedabad.

### External Experts:

**1) Prof. Darshana Bhatt**

Professor, Department of English, Gujarat University, Ahmedabad

**2) Prof. V. Sudhakar**

Professor (Retd.), EFL University, Hyderabad.

### Members from the Department:

**1) Dr. Divyeshkumar D. Bhatt**

Assistant Professor, Department of English, Gujarat Vidyapith, Ahmedabad.

**2) Dr. Amarendra Pandey**

Assistant Professor, Department of English, Gujarat Vidyapith, Ahmedabad.

## Curriculum Framework- Master of Arts (English) - 2025

PROGRAMME STRUCTURE							
Course Code	Course Name	Hours			Credit	Evaluations	
		Theory	Practical	Total		CCE	TEE
SEMESTER-1							
256010403001	Pre-Independence Indian Writing in English	60	0	60	4	40	60
256010403002	Gandhi in English – I (Engaging with Non-violence and Satyagraha)	60	0	60	4	40	60
256010403003	Regional Literature: Gujarati Writings in Translation	60	0	60	4	40	60
256010403004	Professional Writing in English	60	0	60	4	40	60
256010403005	Indian Literary Criticism	60	0	60	4	40	60
Total		300	0	300	20	200	300
SEMESTER-2							
256010403006	Post-Independence Indian Writing in English	60	0	60	4	40	60
256010403007	Gandhi in English – II (Colonization, Decolonization, and Swaraj)	60	0	60	4	40	60
256010403008	Translation Studies	60	0	60	4	40	60
256010403009	English Language Teaching	60	0	60	4	40	60
256010403010	Modern Literary Theory	60	0	60	4	40	60
Total		300	0	300	20	200	300
SEMESTER-3							
256510403011	Postcolonial Literature	60	0	60	4	40	60
256510403012	Research Methodology	60	0	60	4	40	60
256510403013	American Literature OR	60	0	60	4	40	60
256510403014	Modern European Literature						
256510403015	Latin American Literature OR	60	0	60	4	40	60
256510403016	Diaspora Literature						
256510403017	Dalit Writing in India OR	60	0	60	4	40	60
256510403018	Research Dissertation						
Total		300	0	300	20	200	300
SEMESTER-4							
256510403019	Women’s Writing	60	0	60	4	40	60
256510403020	African Literature	60	0	60	4	40	60
256510403021	Travel Writing	60	0	60	4	40	60
256510403022	Cultural Studies OR	60	0	60	4	40	60
256510403023	Ecocriticism						
256510403024	Literature and Cinema OR	60	0	60	4	40	60
256510403025	Research Dissertation						
Total		300	0	300	20	200	300
GRAND TOTAL		1200	0	1200	80	800	1200

\*CCE- Continuous Comprehensive Evaluation; \*\*TEE- Term End Evaluation

Programme Contents	Credits
Core Courses	72/76
Field and Research	08/04
Professional Competency	00
Development Elective Modules	00
Institutional Managerial Internship	00
<b>Total Credits of Programme</b>	<b>80</b>



## Programme Outcomes (POs)

After successful completion of the management program, students will be able to:

<b>PO-1</b>	<b>Advanced Scientific Knowledge</b>	Develops advanced literary and critical knowledge to deal with complex literary and cultural practices.
<b>PO-2</b>	<b>Research and Problem-Solving Skills</b>	Develops literary and cultural skills in undertaking complex research projects in diverse areas of literary and cultural studies.
<b>PO-3</b>	<b>Experimental and Analytical Proficiency</b>	Develops students' experimental and analytical proficiency through in-study of linguistics, speech mechanisms, modern English grammatical categories as well as modern literary theories.
<b>PO-4</b>	<b>Interdisciplinary Approach</b>	Develop interdisciplinary approach in the students so as to enable them to use different disciplinary practices to deal with literary studies.
<b>PO-5</b>	<b>Environmental Consciousness and Sustainability</b>	Encourages ecological awareness and responsibility through in-depth study of various texts to identify environmental concerns.
<b>PO-6</b>	<b>Ethics and Professional Values</b>	Encourages Gandhian principles, professional ethics, and integrity through intensive study of literary texts and its comparison with the real-world scenarios for promotion of an egalitarian society.
<b>PO-7</b>	<b>Effective Scientific Communication</b>	Equips students to produce academic writings of quality and also to foster creative writings in their chosen genres.
<b>PO-8</b>	<b>Modern Technological Applications</b>	Promotes modern and advanced IT tools in the acquisition of language and literary skills.
<b>PO-9</b>	<b>Teamwork and Leadership in Research</b>	Prepares students for collaborative work in research-related works as well as other day-to-day teaching-learning activities.
<b>PO-10</b>	<b>Lifelong Learning and Adaptability</b>	Encourages continuous learning and adaptability, ensuring that graduates continue engaging with literary texts and larger societal issues.
<b>PO-11</b>	<b>Project Management and Entrepreneurial Thinking</b>	Fosters creative thinking to lookout for possibilities of language-related starts-ups through offering solutions to language-related problems of people and organizations.
<b>PO-12</b>	<b>Social and Community Engagement</b>	Applies critical thinking for social goods reinforcing self-reliance, rural development, and the application of Gandhian ideals in different walks of life.

**Programme Specific Outcomes (PSOs)**

After successful completion of the MBA program with a specialization in Rural Management, students will be able to:

<b>PSO1</b>	Application of Critical Theories	Students can apply modern critical theories in engaging with past as well as contemporary literary texts and making sense of the relationship between text and society.
<b>PSO2</b>	Theory and Praxis of Translation	Using translation as an effective tool in cross-cultural knowledge transmission as well as linking translation as a tool for employability.
<b>PSO3</b>	Exposure and Research in New Trends in Indian and World Literature	Students can undertake research projects in Indian and world literature through the medium of English and can identify points of convergence and departures in different literary traditions.

**CO Attainment Levels (OBE & NEP 2020 Aligned)**

<b>COs Attainment Levels</b>	<b>Level</b>	<b>Description</b>	<b>Attainment Criteria</b>			
	Level 3	High	≥ 80% of students score above a set performance benchmark			
	Level 2	Moderate	60% – 79% of students meet the performance benchmark			
	Level 1	Low	40% – 59% of students meet the performance benchmark			
	Level 0	Not Attained	< 40% of students achieve the desired learning outcome			
<b>Target Attainment (Benchmark)</b>	<b>COs</b>		<b>CO1</b>	<b>CO2</b>	<b>CO3</b>	<b>CO4</b>
	<b>Target Level (%)</b>		<b>55</b>	<b>55</b>	<b>55</b>	<b>55</b>



Program -MA (English)		
Semester 1		
Course Code 256010403001	Name of Course Pre-Independence Indian Writing in English	Core
Credit: 04	Teaching Scheme : L (4) T (0) PR (0)	Teaching Hours: 60
Course Outcomes (COs)		
After completing this course, students will be able to		
CO-1:	Critically analyze the historical and political debates surrounding the introduction and role of the English language in colonial India, as articulated by key figures such as Raja Rammohan Roy, Macaulay, and Gandhi.	
CO-2:	Demonstrate an understanding of colonial and postcolonial narratives through Indian prose writings, analyzing themes of identity, resistance, and cultural negotiation in selected essays and literary pieces.	
CO-3:	Demonstrate an understanding of colonial and postcolonial narratives through Indian prose writings, analyzing themes of identity, resistance, and cultural negotiation in selected essays and literary pieces.	
CO-4:	Demonstrate an understanding of colonial and postcolonial narratives through Indian prose writings, analyzing themes of identity, resistance, and cultural negotiation in selected essays and literary pieces.	
Detailed Syllabus		
Unit 1: Politics of English Language in India		
1.1 Raja Rammohan Roy: Letter to LordAmherst		
1.2 T.B. Macaulay: Macaulay’s Minute		
1.3 M.K. Gandhi on Place of English Language in India.		
Unit 2: Prose		
2.1 Anonymous: The “Colonisation of India”		
2.2 Bankim Chandra Chattopadyay: “TheConfession of Young Bengal”		
2.3 Shoshee Chandar Datt: “The StreetMusic of Calcutta”		
2.4 Rabindranath Tagore: “The Nation”		
2.5 Jawaharlal Nehru: “Tribal Folk”		
2.6 Salim Ali: “The Indian House Crow		
Unit 3: Novel		
3.1 Meenakshi Mukherjee: “The Beginnings of the Indian Novels”		
3.2 “Introduction” to <i>Saguna</i>		
3.3 Krupabai Satthianadhan: <i>Saguna</i>		
Unit 4: Poetry		
4.1 “Introduction” to The Golden Treasury of Indo-Anglican Poetry, 1828- 1965		
4.2 Kasiprasad Ghosh: “To a Dead Crow”		
4.3Michael Madhusudan Dutt: “King Porus – A Legend of the Old”		
4.4 Toru Dutt: “Lakshman”		
4.5 Rabindranath Tagore: “Heaven of Freedom”		
4.6 Sarojni Naidu: “Awake!”		
4.7 V.N. Bhushan: “The Promise”		

**Mapping Matrix of POs, PSOs, and COs**

COs	POs													PSOs			
	1	2	3	4	5	6	7	8	9	10	11	12	Avg	1	2	3	Avg
CO-1	3	3	–	2	3	2	–	2	2	–	–	3	2.27	3	–	2	2
CO-2	3	3	–	2	3	2	–	2	2	–	–	3	2.27	3	2	2	2
CO-3	3	2	–	1	2	2	–	2	2	–	2	2	2.00	2	–	3	2
CO-4	3	2	–	2	2	3	–	2	2	–	–	2	2.09	3	–	2	3
Avg	3.0	2.5	–	1.75	2.5	2.25	–	2.0	2.0	–	2.0	2.5		2.75	0.5	2.25	2.25

3 = Strong Contribution, 2 = Moderate Contribution, 1 = Slight Contribution, --- = No Significant Contribution

**Teaching Pedagogy**

COs	Teaching Strategy
CO1 ( Unit : 1)	Lecture, Group Discussion, Story Telling
CO2 ( Unit : 2)	Lecture, Group Discussion, Assignment, presentation
CO3 ( Unit : 3)	Lecture, Story Telling, Assignment, presentation
CO4 ( Unit : 4)	Lecture, Presentation,,Group Discussion, Story Telling

**Assessment Method**

	COs	Marks	Exam Component		
			Class Test	Assignment	Presentation
<b>Continuous Comprehensive Evaluation 40 Marks</b>	CO-1	10	5	5	--
	CO-2	10	5	--	5
	CO-3	10	5	5	--
	CO-4	10	5	--	5
<b>Term-End Evaluation 60 Marks</b>	COs	Marks	Exam Component		
	CO-1	15	Term End Examination		
	CO-2	15			
	CO-3	15			
	CO-4	15			

**References**

Bruce Carlisle Robertson: *The English Writings of Raja Rammohan Ray*.  
 Gokak, V.K. *The Golden Treasury of Indo-Anglian Poetry: 1828-1965*. New Delhi Sahitya Akademi, 2014.  
 Malbari, Behramji. *The Indian Eye on English Life*. Westminster, S.W. 1893.  
 Mehrotra, A.K. *The Book of Indian Essays*. Ranikhet: Permanent Black, 2008.  
 Mehrotra, Arvind Krishna. Ed. *A Concise History of Indian Literature in English*. Ranikhet: Permanent Black, 2008.  
 Mukherjee, Meenakshi: *The Beginnings of Indian Novel*.  
 Naik, M.K. *History of Indian English Literature*. New Delhi: Sahitya Akademi,  
 Sathianadhan, Krupabai: *Saguna*. Ed. Chandani Lokuge. New Delhi: OUP, 1998.  
 Singh, A.K. Ed. *Discourse of Resistance in the Colonial Period*. New Delhi: Creative Book, 2005.  
 Singh, A.K. Ed. *Indian Renaissance Literature*. New Delhi: Creative Books, 2003. Tagore, Rabindranath. *The Post Office*. New Delhi: Rupa and Co. 2002.  
 Walsh, William. *Indo-Anglian Literature: 1800-1970*. Madras: Orient Longman, 1976

**Web and Other E-Resources**

<https://www.youtube.com/watch?v=gYeVIUtBKXQ>

<https://www.youtube.com/watch?v=bHr4FIKIU6c>

<https://www.youtube.com/watch?v=fsuarkpIABI>

<https://www.youtube.com/watch?v=94gEkoph5SA>

[http://www.tmv.edu.in/pdf/Distance\\_education/MA\(English\)/Indian%20Literature%20in%20English/Ch-1.pdf](http://www.tmv.edu.in/pdf/Distance_education/MA(English)/Indian%20Literature%20in%20English/Ch-1.pdf)

<https://www.boloji.com/articles/49016/indian-english-poetry--beginning-and-growth>

Program - M.A. (English)		
Semester- 1		
Course Code 256010403002	Name of Course: Gandhi in English – I (Engaging with Non-violence and Satyagraha)	Core
Credit: 04	Teaching Scheme: Theory (60) - Practical (0)	Teaching Hours: 60
Course Outcomes (COs)		
After completing this course, students will be able to		
CO-1:	Critically understand and articulate the philosophical foundations and practical applications of Gandhi’s concept of non-violence and Satyagraha.	
CO-2:	Analyse the emergence, evolution, and distinctive features of Satyagraha as both a philosophical and socio-political tool through a close reading of Gandhi’s texts and supporting theoretical frameworks.	
CO-3:	Evaluate major responses and critiques of Gandhian non-violence and Satyagraha, articulating diverse perspectives ranging from supportive interpretations to radical oppositions by contemporary thinkers.	
CO-4:	Demonstrate an ability to map Gandhian ideals of non-violence and Satyagraha within a literary context by interpreting given literary text as a narrative embodiment of these principles.	
Detailed Syllabus		
<b>Unit 1. Understanding Gandhi’s Non-violence</b>		
1.1 Gandhi: “Theory and Practice of Non-violence”		
1.2 Gandhi: “A Discourse on Non-violence”		
1.3 Gandhi: “My Attitude Towards War”		
1.4 Gandhi: “An Interesting Discourse”		
1.5 Gandhi: “Passive Resistance Versus Non-violence”		
1.6 Gandhi: “How to Combat Hitlerism?”		
1.7 Gandhi: “Letter to Adolf Hitler”		
1.8 Gandhi: “The Jews”		
1.9 Neera Chandoke: “Negating Violence: The Gandhi Way”		
<b>Unit 2. Understanding Gandhi’s Satyagraha</b>		
2.1 Gandhi: “The Advent of Satyagraha” from M.K.Gandhi’s <i>Satyagraha in South Africa</i>		
2.2 Gandhi: “Satyagraha vs Passive Resistance” from M.K. Gandhi’s <i>Satyagraha in South Africa</i>		
2.3 Gandhi: Satyagraha Leaflets of April 1919		
2.4 Jean Bondurant: “Satyagraha: Its Basic Precepts”		
2.5 Jean Bondurant: “Satyagraha as Applied Socio-political Action		
<b>Unit 3. Responses / Critiques of Gandhi’s Non-violence and Satyagraha</b>		
3.1 Thomas Weber: “Gandhian Non-violence and its Critics”		
3.2 E.M.S. Namboodiripad: “Salt Satyagraha” from <i>The Mahatma and the Ism.</i>		
3.3 Jean-Paul Sartre: ‘Preface’ to <i>The Wretched of the Earth</i>		
3.4 Frantz Fanon: “On Violence” from <i>The Wretched of the Earth</i>		
3.5 Hannah Arendt: “On Violence” Part I		
<b>Unit 4. Literary Text</b>		
4.1 Raja Rao: <i>Kanthapura</i>		

**Mapping Matrix of POs, PSOs, and Cos**

COs	POs													PSOs			
	1	2	3	4	5	6	7	8	9	10	11	12	Avg	1	2	3	Avg
CO-1	3	3	–	2	3	2	–	2	2	–	–	3	2.27	3	–	2	2
CO-2	3	3	–	2	3	2	–	2	2	–	–	3	2.27	2	–	2	2
CO-3	3	2	–	1	2	2	–	2	2	–	2	2	2.00	3	–	2	3
CO-4	3	2	–	2	2	3	–	2	2	–	–	2	2.09	3	–	3	2
Avg	3.0	2.5	–	1.75	2.5	2.25	–	2.0	2.0	–	2.0	2.5	2.16	2.75	–	2.25	2.25

3 = Strong Contribution, 2 = Moderate Contribution, 1 = Slight Contribution, --- = No Significant Contribution

**Teaching Pedagogy**

COs	Teaching Strategy
CO1 ( Unit : 1)	Lecture, Group Discussion
CO2 ( Unit : 2)	Lecture, Group Discussion, Assignment, Presentation
CO3 ( Unit : 3)	Lecture, Assignment, Presentation
CO4 ( Unit : 4)	Lecture, Presentation, Group Discussion, Story Telling

**Assessment Method**

Continuous Comprehensive Evaluation 40 Marks	COs	Marks	Exam Component		
			Class Test	Assignment	Presentation
	CO-1	10	5	5	--
	CO-2	10	5	--	5
	CO-3	10	5	5	--
	CO-4	10	5	--	5
Term-End Evaluation 60 Marks	COs	Marks	Exam Component		
	CO-1	15	Term End Examination		
	CO-2	15			
	CO-3	15			
	CO-4	15			

**References**

- Amin, Shahid. *Event, Memory, Metaphor: Chauri Chaura 1922-1992*. New Delhi: Oxford University Press, 1997.
- Anand, Mulk Raj. *The Sword and the Sickle*. Bombay: Kutub Publishers, 1955.
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**Web and Other E-Resources**

Mahatma Gandhi and Non-violent Revolution

<https://www.youtube.com/watch?v=7afSbwgixHw>

Gandhi's Concept of Non-violence <https://www.youtube.com/watch?v=sSUTuAw8K90>

The Theory of Satyagraha [https://www.youtube.com/watch?v=mgRK9Pn\\_wVA](https://www.youtube.com/watch?v=mgRK9Pn_wVA)

The Rowlett Satyagraha <https://www.youtube.com/watch?v=kd4izWrTpDw>

Mythmaking and Mahatma <https://www.youtube.com/watch?v=kbA5BeEEntw>

<b>Program - M.A. (English)</b>		
<b>Semester- 1</b>		
<b>Course Code:</b> <b>256010403003</b>	<b>Name of Course:</b> <b>Regional Literature: Gujarati Writings in Translation</b>	<b>Core</b>
<b>Credit: 04</b>	<b>Teaching Scheme: Theory (60) - Practical (0)</b>	<b>Teaching Hours: 60</b>
<b>Course Outcomes (COs)</b>		
<p><b>After completing this course, students will be able to</b></p> <p>CO-1: Critically trace the evolution of the Indian novel, with specific reference to the socio-cultural transitions highlighted in Meenakshi Mukherjee's essay and Dalpat Chauhan's <i>Malak</i>.</p> <p>CO-2: Analyze biography as a literary form, exploring the intersections of memory, gender, and historical narrative in <i>Lilavati: A Life</i> and Tridip Suhrud's interpretive framework.</p> <p>CO-3: Identify and interpret key themes and stylistic features in modern Indian poetry, recognizing the contribution of diverse voices and the shift from tradition to modernism.</p> <p>CO-4: Evaluate the narrative techniques and thematic concerns in contemporary Gujarati short stories, with an emphasis on social identity, marginalization, and everyday resistance.</p>		
<b>Detailed Syllabus</b>		
<p><b>1. Literary Form: Novel</b></p> <p>1.1 Meenakshi Mukherjee: "From Purana to Nutana"</p> <p>1.2 Dalpat Chauhan: <i>Malak</i> (Trans. Nilufer E. Bharucha)</p>		
<p><b>2. Literary Form: Biography</b></p> <p>2.1 Tridip Suhrud: "Introduction" to <i>Lilavati: A Life</i></p> <p>2.2 Govardhanram Tripathi: <i>Lilavati: A Life</i> (Trans. Tridip Suhrud)</p>		
<p><b>3. Literary Form: Poetry</b></p> <p>3.1 K. Satchidanandan: Introduction to <i>Indian Poetry: Modernism and After</i></p> <p><b>3.2 Poems:</b></p> <p>1. Umashankar Joshi: "Passing through Rajasthan"</p> <p>2. Ravji Patel: "Whirlwind"</p> <p>3. Ghulam Mohammed Sheikh: "Jaisalmer, I"</p> <p>4. Krushna Trivedi: "Nest"</p> <p>5. Raju Solanki: "Midas"</p> <p>6. Neerav Patel: "Kaliyo"</p>		
<p><b>4. Literary Form: Short Story</b></p> <p>4.1 Rita Kothari: Introduction to <i>Greatest Gujarati Stories Ever Told</i></p> <p><b>4.2 Short Stories:</b></p> <p>1. Dhumketu: "Jumo Bhisti"</p> <p>2. Neerav Patel: "Creamy Layer"</p> <p>3. Himanshi Shelat: "Doors"</p> <p>4. Dashrath Parmar: "Nandu"</p> <p>5. Raam Mori: "The Twenty-first Tiffin"</p>		

## Curriculum Framework- Master of Arts (English) - 2025

Mapping Matrix of POs, PSOs, and Cos																	
COs	POs													PSOs			
	1	2	3	4	5	6	7	8	9	10	11	12	Avg	1	2	3	Avg
CO-1	3	2	2	2	3	2	2	—	—	2	—	2	2.09	3	—	2	2.5
CO-2	3	3	2	2	2	3	2	—	—	2	—	2	2.27	2	—	2	2.0
CO-3	3	2	2	1	3	2	3	—	—	2	—	2	2.18	3	—	3	3.0
CO-4	3	2	2	2	2	2	2	—	1	2	—	3	2.09	2	—	3	2.5
Avg	3.0	2.25	2.0	1.75	2.5	2.25	2.25	—	1.0	2.0	—	2.25	2.16	2.5	—	2.5	2.5

3 = Strong Contribution, 2 = Moderate Contribution, 1 = Slight Contribution, --- = No Significant Contribution

Teaching Pedagogy	
COs	Teaching Strategy
CO1 ( Unit : 1)	Lecture, Group Discussion, Story Telling
CO2 ( Unit : 2)	Lecture, Group Discussion, Assignment, Presentation
CO3 ( Unit : 3)	Lecture, Group Discussion, Assignment, Presentation
CO4 ( Unit : 4)	Lecture, Group Discussion, Assignment, Presentation

Assessment Method					
Continuous Comprehensive Evaluation 40 Marks	COs	Marks	Exam Component		
			Class Test	Assignment	Presentation
	CO-1	10	5	5	--
	CO-2	10	5	--	5
	CO-3	10	5	5	--
	CO-4	10	5	--	5
Term-End Evaluation 60 Marks	COs	Marks	Exam Component		
	CO-1	15	Term End Examination		
	CO-2	15			
	CO-3	15			
	CO-4	15			

References	
Dharwadker, Vinay and Ramanujan, A.K. Eds. <i>The Oxford Anthology of Modern Indian Poetry</i> . New Delhi: Oxford University Press. 1994.	
Jaaware, Aniket. "Eating, and Eating with, the Dalit: A Re-Consideration Touching upon Marathi Poetry." <i>Indian Poetry: Modernism and After</i> . Ed. K. Satchidanandan. New Delhi: Sahitya Akademi, 2001. 262–93.	
Khandwala, Pradip. <i>Beyond the Beaten Tracks: Offbeat Poems from Gujarat</i> . Ahmedabad: Gujarati Sahitya Parishad. 2009.	
Kothari, Rita. <i>Greatest Gujarati Stories Ever Told</i> . New Delhi: Aleph Book Company. 2022.	
Kothari, Rita. <i>Translating India</i> . New Delhi: Foundation Books, 2006.	
Mukherjee, Meenakshi. <i>Realism and Reality: The Novel and Society in India</i> . New Delhi: OUP, 1994.	
Niranjana, Tejaswini. <i>Siting Translation: History, Post-Structuralism, and the Colonial Context</i> . Berkeley: University of California Press, 1992.	
Ramakrishnan, E.V. <i>Indian Short Stories: 1900-2000</i> . New Delhi: Sahitya Akademi, 2011.	
Satchidanandan, K. <i>Indian Poetry: Modernism and After</i> . New Delhi: Sahitya Akademi, 2001.	

Program - M.A. (English)		
Semester- 1		
Course Code 256010403004	Name of Course: Professional Writing in English	Core
Credit: 04	Teaching Scheme: Theory (60) - Practical (0)	Teaching Hours: 60
Course Outcomes (COs)		
After completing this course, students will be able to		
CO-1:	Understand organizational communication structures and effectively draft official documents such as notices, circulars, agendas, meeting minutes, and reports in a professional context.	
CO-2:	Produce ethically sound academic writings, including research proposals, papers, and book reviews, while mastering appropriate citation styles and different forms of scholarly communication.	
CO-3:	Craft clear, engaging content tailored for various media platforms, including newspapers, magazines, radio, television, websites, and press releases, understanding the unique language and formats of each.	
CO-4:	Use foundational knowledge of advertising principles and public relations strategies, enabling them to create effective advertisements for print and electronic media and to understand the role of PR in organizational communication.	
Detailed Syllabus		
Unit 1. General Official Communication		
1.1 Organizational Hierarchy		
1.2 Types of Organization Communication		
1.3 Notice, Circular, Agenda		
1.4 Minute of a Meeting		
1.5 Report Writing		
Unit 2. Academic Writing		
2.1 Introduction		
2.2 Art of Academic Writing		
2.3 Ethics of Academic Writing		
2.4 Styles of Citation		
2.5 Different Kinds of Academic Writing		
2.6 Research Proposal		
2.7 Research Paper		
2.8 Book Review		
Unit 3. Writing for Media		
3.1 Different Kinds of Media		
3.2 Language for Media		
3.3 News, Feature, Editorial		
3.4 Writing for Newspaper and Magazine		
3.5 Writing for Radio		
3.6 Writing for TV		
3.7 Content for Website		
3.8 Press Release		
Unit 4. Advertisement and Public Relations		
4.1 What is Advertising?		
4.2 Features of Advertisement		
4.3 Types of Advertisement: Print andElectronic Media		
4.4 Preparing Advertisements		
4.5 Public Relations		

## Curriculum Framework- Master of Arts (English) - 2025

Mapping Matrix of POs, PSOs, and COs																	
COs	POs													PSOs			
	1	2	3	4	5	6	7	8	9	10	11	12	Avg	1	2	3	Avg
CO-1	1	2	—	1	—	1	3	2	2	1	2	1	1.45	1	2	—	1.5
CO-2	2	3	2	2	1	3	3	2	2	3	2	2	2.17	2	2	2	2.0
CO-3	2	2	1	2	—	2	3	3	2	2	2	2	2.00	1	3	—	2.0
CO-4	2	2	—	2	—	2	3	3	3	2	3	2	2.27	1	2	—	1.5
Avg	1.75	2.25	1.00	1.75	0.25	2.00	3.00	2.50	2.25	2.00	2.25	1.75	1.97	1.25	2.25	1.0	1.75

3 = Strong Contribution, 2 = Moderate Contribution, 1 = Slight Contribution, --- = No Significant Contribution

Teaching Pedagogy	
COs	Teaching Strategy
CO1 ( Unit : 1)	Lecture, Group Discussion, Assignment, Presentation
CO2 ( Unit : 2)	Lecture, Group Discussion, Assignment, Presentation
CO3 ( Unit : 3)	Lecture, Group Discussion, Assignment, Presentation
CO4 ( Unit : 4)	Lecture, Group Discussion, Assignment, Presentation

Assessment Method					
Continuous Comprehensive Evaluation 40 Marks	COs	Marks	Exam Component		
			Class Test	Assignment	Presentation
	CO-1	10	5	5	--
	CO-2	10	5	--	5
	CO-3	10	5	5	--
	CO-4	10	5	--	5
Term-End Evaluation 60 Marks	COs	Marks	Exam Component		
	CO-1	15	Term End Examination		
	CO-2	15			
	CO-3	15			
	CO-4	15			

References
<p>Bailey, S. <i>Academic Writing: A Handbook for International Students</i>. Routledge, 2014.</p> <p>Kumar, Varinder and Bodh Raj. <i>Business Communication</i>. New Delhi: Kalyani, 2010.</p> <p>Leskikar, Raymond V. and John D. Pettit Jr. <i>Business Communication: Theory and Application</i>. Delhi: All India Traveller Bookseller, 1996.</p> <p><i>MLA Handbook</i>. 9<sup>th</sup> ed., Modern Language Association of America, 2021.</p> <p>Rai, Urmila and S.M. Rai. <i>Business Communication</i>. Mumbai, Himalaya, 2007.</p> <p>Rizvi, M. Ashraf. <i>Effective Technical Communication</i>. New Delhi: Tata McGraw-Hill, 2007.</p> <p>Teel, Leonard Ray and Ron Taylor. <i>An Introduction to Journalism: Into the Newsroom</i>. New Delhi: Prentice Hall, 1985.</p>

## Program - M.A. (English)

<b>Semester- 1</b>		
<b>Course Code:</b> <b>256010403005</b>	<b>Name of Course:</b> <b>Indian Literary Criticism</b>	<b>Core</b>
<b>Credit: 04</b>	<b>Teaching Scheme: Theory (60) - Practical (0)</b>	<b>Teaching Hours: 60</b>
<b>Course Outcomes (COs)</b>		
<p><b>After completing this course, students will be able to</b></p> <p>CO-1: Explain the foundational concepts of Sanskrit literary theory and critically engage with Krishna Rayan’s insights on the relevance of Indian critical traditions in modern literary discourse.</p> <p>CO-2: Identify and analyze classical Indian views on the nature, origin, purpose, and soul of poetry, enhancing their appreciation of poetry as a refined artistic expression.</p> <p>CO-3: Demonstrate an understanding of the origin and structure of classical Indian drama through key texts like Bharata’s <i>Natyashastra</i> and Dhananjaya’s <i>Dasarupa</i>, including the theatrical conventions and characterization techniques.</p> <p>CO-4: Distinguish between the major schools of Indian poetics and critically evaluate their contributions to the development of literary aesthetics in classical Indian literature.</p>		
<b>Detailed Syllabus</b>		
<p><b>Unit 1. Introduction</b></p> <p>1.1 An Overview of Sanskrit Literary Theory</p> <p>1.2 Krishna Rayan: “Literary Theory and Indian Critical Practice” by Krishna Rayan</p>		
<p><b>Unit 2. Poetry and Its Conception as an Art</b></p> <p>2.1 The Causes of Poetry</p> <p>2.2 The Definition of Poetry</p> <p>2.3 The Aim and Purpose of Poetry</p> <p>2.4 The Soul of Poetry</p>		
<p><b>Unit 3. Understanding the Conception of Drama</b></p> <p>3.1 Introduction to Bharata’s <i>Natyashastra</i> and Dhananjaya’s <i>Dasarupa</i></p> <p>3.2 Origin of Drama</p> <p>3.3 Conventions of Theatrical Performances</p> <p>3.4 Characteristics and Qualities of Hero and Heroine</p>		
<p><b>Unit 4. Different Schools of Indian Poetics</b></p> <p>4.1 Rasa (Aesthetic Pleasure) School</p> <p>4.2 Alamkara (Poetic Figures) School</p> <p>4.3 Riti (Style) School</p> <p>4.4 Guna/Dosa (Attribute) School</p> <p>4.5 Dhvani (Suggestion) School</p> <p>4.6 Vakrokti (Obliquity) School</p> <p>4.7 Anumana (Inference) School</p> <p>4.8 Aucitya (Propriety) School</p>		

**Mapping Matrix of POs, PSOs, and COs**

COs	POs													PSOs			
	1	2	3	4	5	6	7	8	9	10	11	12	Avg	1	2	3	Avg
CO-1	3	2	2	2	–	3	2	–	1	2	–	2	2.0	3	–	2	2.5
CO-2	3	2	1	2	2	2	2	–	–	2	–	1	1.8	3	–	1	2.0
CO-3	2	2	3	2	–	2	1	–	–	2	–	1	1.7	2	–	3	2.5
CO-4	3	3	2	3	1	2	2	1	1	2	1	2	2.0	3	–	2	2.5
Avg	2.75	2.25	2.0	2.25	1.0	2.25	1.75	0.25	0.5	2.0	0.25	1.5	1.88	2.75	–	2.0	2.38

3 = Strong Contribution, 2 = Moderate Contribution, 1 = Slight Contribution, --- = No Significant Contribution

**Teaching Pedagogy**

COs	Teaching Strategy
CO1 ( Unit : 1)	Lecture, Group Discussion, Assignment, Presentation
CO2 ( Unit : 2)	Lecture, Group Discussion, Assignment, Presentation
CO3 ( Unit : 3)	Lecture, Group Discussion, Assignment, Presentation
CO4 ( Unit : 4)	Lecture, Group Discussion, Assignment, Presentation

**Assessment Method**

Continuous Comprehensive Evaluation 40 Marks	COs	Marks	Exam Component		
			Class Test	Assignment	Presentation
	CO-1	10	5	5	--
	CO-2	10	5	--	5
	CO-3	10	5	5	--
	CO-4	10	5	--	5
Term-End Evaluation 60 Marks	COs	Marks	Exam Component		
	CO-1	15	Term End Examination		
	CO-2	15			
	CO-3	15			
	CO-4	15			

**References**

Anandavardhana. *Dhvanyaloka*. Trans. and Ed. K. Krishnamoorthy. Delhi, 1982

Chandran, Mini and V.S, Sreenath. *An Introduction to Indian Aesthetics: History, Theory and Theoreticians*. Bloomsbury, 2021.

Chari, V.K. *Sanskrit Criticism*. Motilal Banarsidass, 1993.

De, Sushilkumar. *History of Sanskrit Poetics*. Firma K.L Mukhopadhyay. 1960.

De, Sushilkumar. *Sanskrit Poetics as a Study of Aesthetics*. University of California Press, 1963.

De, Sushilkumar. *Some Problems of Sanskrit Poetics*. K. L. Mukhopadhyay, 1959.

Deshpande, G T. *Indian Poetics*. Popular Prakashan, 2009.

Devy, G. N. *After Amnesia: Tradition and Change in Indian Literary Criticism*. Orient Longman, 1992.

Kane, P. V. *History of Sanskrit Poetics*. New Delhi: Motilal Banarasidas Publishers Pvt. Ltd., 1971.

Nemade, Bhalchandra. *Nativism*. *IIAS Review* 15(1). 51–53.

Pollock, Sheldon. Trans and Ed. *A Rasa Reader: Classical Indian Aesthetics*. Columbia University Press, 2016.

Rayan, Krishna. *The Lamp and the Jar*. Ed. Krishna S. Arjunwadkar. New Delhi: Sahitya Akademi, 2002.

Seturaman, V.S. Ed. *Indian Aesthetics: An Introduction*. Trinity Press.

Program - M.A. (English)		
Semester- 2		
Course Code: 256010403006	Name of Course: Post-Independence Indian Writing in English	Core
Credit: 04	Teaching Scheme: Theory (60) - Practical (0)	Teaching Hours: 60
Course Outcomes (COs)		
After completing this course, students will be able to		
CO-1:	Critically examine the representation of trauma, memory, and gender in <i>Mahesh Dattani’s Thirty Days in September</i> , and articulate how theatre can serve as a medium for social awareness and change.	
CO-2:	Analyze <i>Anita Nair’s The Better Man</i> to explore themes of identity, marginalization, and cultural transformation in postcolonial Indian society, and connect them to contemporary realities.	
CO-3:	Interpret a range of modern Indian poems to understand how poets navigate personal, political, and cultural concerns through language, symbolism, and form.	
CO-4:	Evaluate the thematic and stylistic diversity in selected Indian short stories, gaining insight into the human condition and social dynamics represented through different narrative voices.	
Detailed Syllabus		
Unit 1. Play		
1.1 Mahesh Dattani: <i>Thirty Days in September</i>		
Unit 2. Novel		
2.1 Anita Nair: <i>The Better Man</i>		
Unit 3. Poetry		
3.1 Nissim Ezekiel: “The Patriot		
3.2 Arun Kolatkar: ”A Game of Tigersand Sheep”		
3.3 Dilip Chitre: “Father ReturningHome”		
3.4 Jayant Mahapatra: “Freedom”		
3.5 Kamla Das: “Words”		
3.6 Meena Kandasamy: “Marriamma		
Unit 4. Short Story		
4.1 Githa Hariharan: “The Remains of theFeast”		
4.2 Manoj Das: “The Tree”		
4.3 Manjula Padmanabham: “Stains”		
4.4 Anita Desai: “Games at Twilight”		
4.5 Nayantara Sahgal: “Martand”		



**Mapping Matrix of POs, PSOs, and COs**

COs	POs													PSOs			
	1	2	3	4	5	6	7	8	9	10	11	12	Avg	1	2	3	Avg
CO-1	3	2	1	2	2	3	2	-	2	2	-	3	2.18	3	—	2	2.5
CO-2	3	2	1	2	2	2	2	1	2	2	1	3	2.00	3	1	2	2.0
CO-3	3	2	2	2	3	2	3	1	1	2	-	2	2.08	2	—	3	2.5
CO-4	3	2	2	2	2	2	3	-	2	2	1	2	2.08	2	—	3	2.5
Avg	3.00	2.00	1.50	2.00	2.25	2.25	2.50	0.75	1.75	2.00	0.75	2.50	2.09	2.5	1.0	2.5	2.38

3 = Strong Contribution, 2 = Moderate Contribution, 1 = Slight Contribution, --- = No Significant Contribution

**Teaching Pedagogy**

COs	Teaching Strategy
CO1 ( Unit : 1)	Lecture, Group Discussion, Assignment, Presentation
CO2 ( Unit : 2)	Lecture, Group Discussion, Assignment, Presentation
CO3 ( Unit : 3)	Lecture, Group Discussion, Assignment, Presentation
CO4 ( Unit : 4)	Lecture, Group Discussion, Assignment, Presentation

**Assessment Method**

Continuous Comprehensive Evaluation 40 Marks	COs	Marks	Exam Component		
			Class Test	Assignment	Presentation
	CO-1	10	5	5	--
	CO-2	10	5	--	5
	CO-3	10	5	5	--
	CO-4	10	5	--	5
Term-End Evaluation 60 Marks	COs	Marks	Exam Component		
	CO-1	15	Term End Examination		
	CO-2	15			
	CO-3	15			
	CO-4	15			

**References**

Dattani, Mahesh. *Thirty Days in September*. New Delhi: Penguin Books. 2013. Desai, Anita. *Cry, the Peacock*. New Delhi: Orient Paperbacks. 1980.  
Desai, Anita. *Cry, the Peacock*.  
Kumar, Shiv K. Compl. *Contemporary Indian Short Stories in English*. New Delhi: Sahitya Akademi, 1991.  
Mehrotra, A.K. Ed. *A History of Indian Literature in English*. Ranikhet: Permanent Black, 2003.  
Nair, Anita. *The Better Man*. New Delhi: Penguin Books. 2015.  
Narsimhaiah, C.D. Ed. *Makers of Indian English Literature*. New Delhi: Pencraft International, 2003.  
Paranjape, Makarand. Ed. *Indian Poetry in English*. New Delhi: Macmillan, 2009

**Web Resources**

[http://www.culturopedia.net/Theatre/postindependence\\_theatre.html](http://www.culturopedia.net/Theatre/postindependence_theatre.html)  
Introduction/Background/Evolution of Indian English Poetry  
<https://www.youtube.com/watch?v=ZTh5mM5kBQU>  
Indian Poetry Post Independence <https://www.youtube.com/watch?v=eUjcfXNqXe4>  
Short Story in Modern India [https://www.youtube.com/watch?v=eff5oKQ0\\_HE](https://www.youtube.com/watch?v=eff5oKQ0_HE)

<b>Program - M.A. (English)</b>		
<b>Semester- 2</b>		
<b>Course Code</b> 256010403007	<b>Name of Course</b> <b>Gandhi in English – II</b> <b>(Colonization, Decolonization, and Swaraj)</b>	<b>Core</b>
<b>Credit: 04</b>	<b>Teaching Scheme: Theory (60) - Practical (0)</b>	<b>Teaching Hours: 60</b>
<b>Course Outcomes (COs)</b>		
<p><b>After completing this course, students will be able to</b></p> <p>CO-1: Critically examine how colonial education policies, as articulated by figures like Macaulay and Trevelyan, were instrumental in shaping a system that prioritized British cultural values, leading to the colonization of the Indian intellect and identity.</p> <p>CO-2: Analyze Gandhi's critique of Western education and modernity and understand his vision for a self-reliant India through indigenous knowledge systems and moral education.</p> <p>CO-3: Interpret Ashis Nandy's psychological and cultural insights into colonialism, recognizing the deep internal impacts of colonization and the possibilities of reclaiming cultural selfhood.</p> <p>CO-4: Explore Rabindranath Tagore's <i>Gora</i> as a narrative of identity, nationalism, and cultural awakening, assessing how literature can reflect and critique colonial and postcolonial ideologies.</p>		
<b>Unit 1. British Education and the Colonization of the Mind</b>		
<p>1.1 Raja Rammohan Roy: Letter to LordAmherst, 1823</p> <p>1.2 T.B. Macaulay: Macaulay's Minute, 1835</p> <p>1.3 Charles Trevelyan: The PoliticalTendency of Different Systems of Education in Use in India, 1838</p>		
<b>Unit 2. Gandhi and the Decolonization of theMind</b>		
<p>2.1 M.K. Gandhi: <i>Hind Swaraj or IndianHome Rule</i>, 1909</p> <p>2.2 M.K. Gandhi: Speech at the Inauguration of Banaras Hindu University, 1916</p> <p>2.3 M.K. Gandhi: Inaugural Address at Wardha Conference, 1937</p>		
<b>Unit 3. Analyzing Colonization / Decolonizationof the Mind</b>		
<p>3.1 Ashis Nandy: <i>The Intimate Enemy: Loss and Recovery of Self Under Colonialism</i></p>		
<b>Unit 4. Literary Text</b>		
<p>4.1 Rabindranath Tagore: <i>Gora</i></p>		

Mapping Matrix of POs, PSOs, and COs																	
COs	POs													PSOs			
	1	2	3	4	5	6	7	8	9	10	11	12	Avg	1	2	3	Avg
CO-1	3	2	2	2	2	3	2	–	1	2	1	2	2.0	3	–	2	2.5
CO-2	2	2	1	2	3	3	2	–	1	3	2	3	2.2	2	1	2	1.67
CO-3	2	2	2	2	2	3	2	–	1	3	1	3	2.1	3	–	2	2.5
CO-4	3	2	2	3	2	2	3	1	2	2	1	2	2.1	3	–	3	3.0
Avg	2.5	2.0	1.75	2.25	2.25	2.75	2.25	1.0	1.25	2.5	1.25	2.5	2.1	2.75	0.33	2.25	2.42

3 = Strong Contribution, 2 = Moderate Contribution, 1 = Slight Contribution, --- = No Significant Contribution

Teaching Pedagogy	
COs	Teaching Strategy
CO1 ( Unit : 1)	Lecture, Group Discussion, Assignment, Presentation
CO2 ( Unit : 2)	Lecture, Group Discussion, Assignment, Presentation
CO3 ( Unit : 3)	Lecture, Group Discussion, Assignment, Presentation
CO4 ( Unit : 4)	Lecture, Group Discussion, Assignment, Presentation

Assessment Method					
Continuous Comprehensive Evaluation 40 Marks	COs	Marks	Exam Component		
			Class Test	Assignment	Presentation
	CO-1	10	5	5	--
	CO-2	10	5	--	5
	CO-3	10	5	5	--
	CO-4	10	5	--	5
Term-End Evaluation 60 Marks	COs	Marks	Exam Component		
	CO-1	15	Term End Examination		
	CO-2	15			
	CO-3	15			
	CO-4	15			

References
Bhattacharyya, K.C. “Swaraj in Ideas.” <i>Indian Philosophical Quarterly</i> Vol. 11 No. 4. 1984.
Gandhi, M.K. <i>Hind Swaraj or Indian Home Rule</i> . Ahmedabad: Navjivan, 2013.
Macaulay, T.B. “Minutes on Education.” <i>Selections from Educational Records</i> Part I (1781-1839). Ed. H. Sharp. Calcutta: Superintendent Government Printing, 1920.
Mukherjee, Rudrangshu. “Gandhi’s Swaraj”. <i>Economic and Political Weekly</i> , XLIV. 50 (2009):34-39.
Nandy, Ashis. <i>The Intimate Enemy: Loss and Recovery of Self Under Colonialism</i> . New Delhi:Oxford University Press, 1983.
Parel, Anthony. <i>Hind Swaraj and Other Writings</i> . New Delhi: Foundation Books, 1997.
Roy, Raja Rammohan. “Letter to Lord Amherst.” <i>Selections from Educational Records</i> Part I(1781-1839). Ed. H. Sharp. Calcutta: Superintendent Government Printing, 1920.
Tagore, Rabindranath. <i>Gora</i> . New Delhi: Rupa, 2002.
Trevelyan, Charles E. <i>On the Education of the People of India</i> . Paternoster-Row: Longman <i>etal</i> , 1898. (Available on <a href="http://www.archive.org">www.archive.org</a> )
Vajpeyi, Ananya. <i>Righteous Repulic: The Political Foundations of Modern India</i> . Cambridge,Massachusetts, and London: Harvard University Press, 2012
Viswanathan, Gauri. <i>Masks of Conquest: Literary Study and the British Rule in India</i> . NewYork: Columbia University Press, 1989.

<b>Program - M.A. (Gujarati)</b>		
<b>Semester- 2</b>		
<b>Course Code</b> 256010403008	<b>Name of Course</b> Translation Studies	<b>Core</b>
<b>Credit: 04</b>	<b>Teaching Scheme: Theory (60) - Practical (0)</b>	<b>Teaching Hours: 60</b>
<b>Course Outcomes (COs)</b>		
<p><b>After completing this course, students will be able to</b></p> <p>CO-1: Explain the fundamental concepts of translation, including the dynamics between source and target languages, and critically evaluate how meaning and cultural context may shift during the translation process.</p> <p>CO-2: Identify and distinguish between different types of translations—such as metaphrase, paraphrase, collaborative, and back translation—and analyze their specific applications and limitations.</p> <p>CO-3: Critically assess the translated text <i>Angaliyat</i> by Joseph Macwan, exploring linguistic, cultural, and thematic transformations from the original.</p> <p>CO-4: Interpret and critique the translated version of <i>Nirmala</i> by Premchand, evaluating the translator's choices and their impact on narrative voice, social context, and character portrayal.</p>		
<b>Detailed Syllabus</b>		
<p><b>Unit 1. What is Translation?</b></p> <p>1.1 Source language and target language</p> <p>1.2 Loss of meaning</p> <p>1.3 Translation as mapping one worldview over another</p> <p>1.4 Purpose and importance of translation</p>		
<p><b>Unit 2. Types of Translations</b></p> <p>2.1 Metaphrase</p> <p>2.2 Paraphrase</p> <p>2.3 Bilingual / Multilingual collaborative translation</p> <p>2.4 Back translation as an emerging trend</p>		
<p><b>Unit 3. Critical Study of a Translated Text:</b></p> <p>3.1 Joseph Macwan: <i>Angaliyat</i></p>		
<p><b>Unit 4. Critical Study of a Translated Text:</b></p> <p>4.1 Premchand: <i>Nirmala</i></p>		

**Mapping Matrix of POs, PSOs, and COs**

COs	POs													PSOs			
	1	2	3	4	5	6	7	8	9	10	11	12	Avg	1	2	3	Avg
CO-1	3	2	3	2	1	2	3	3	—	2	2	1	2.18	—	3	2	2.5
CO-2	2	2	2	2	—	1	2	3	—	1	2	—	1.73	—	3	1	2.0
CO-3	3	3	3	3	2	3	3	2	1	2	2	2	2.42	2	3	2	2.33
CO-4	3	3	2	3	3	3	3	2	1	2	2	3	2.50	2	3	3	2.67
Avg	2.75	2.5	2.5	2.5	2.0	2.25	2.75	2.5	0.5	1.75	2.0	1.5	2.21	2.0	3.0	2.0	2.38

3 = Strong Contribution, 2 = Moderate Contribution, 1 = Slight Contribution, --- = No Significant Contribution

**Teaching Pedagogy**

COs	Teaching Strategy
CO1 ( Unit : 1)	Lecture, Group Discussion, Assignment, Presentation
CO2 ( Unit : 2)	Lecture, Group Discussion, Assignment, Presentation
CO3 ( Unit : 3)	Lecture, Group Discussion, Assignment, Presentation
CO4 ( Unit : 4)	Lecture, Group Discussion, Assignment, Presentation

**Assessment Method**

Continuous Comprehensive Evaluation 40 Marks	COs	Marks	Exam Component		
			Class Test	Assignment	Presentation
	CO-1	10	5	5	--
	CO-2	10	5	--	5
	CO-3	10	5	5	--
	CO-4	10	5	--	5
Term-End Evaluation 60 Marks	COs	Marks	Exam Component		
	CO-1	15	Term End Examination		
	CO-2	15			
	CO-3	15			
	CO-4	15			

**References**

Basnett, Susan. *Translation Studies*. Routledge, 1991.  
 Macwan, Joseph. *Angaliyat*.  
 Mukherjee, Sujit. *Translation as Discovery*. Hyderabad: Orient Longman, 1994.  
 Niranjana, Tejaswini. *Siting Translations: History, Post-Structuralism, and the Colonial Context*. Berkeley: University of California Press. 1992.  
 Premchand. *Nirmala*.  
 Selver, Paul. *The Art of Translating Poetry*. London: John Baker, 1966.  
 Singh, A.K. *Translation: Its Nature and Strategies*.  
 Singh, A.K. *Translation: Its Theory and Practice*.  
 Venuti, Lawrence. *The Translation Studies Reader*. London and New York: Routledge, 2000.

**Web Resources**

Introduction to Translation Studies <https://www.youtube.com/watch?v=stlpQeYxguM>  
 Naom Chomsky “Concept of Language” <https://www.youtube.com/watch?v=hdUblwHRkY> Meaning, Nature and Scopes of Translation <http://osou.ac.in/eresources/CIT-01-Unit-01-Meaning,%20Nature%20and%20Scope%20of%20Translation.pdf>  
 Loss in Translation <https://www.publicbooks.org/loss-in-translation/>  
 Types of Translation <https://www.amu.ac.in/emp/studym/99994902.pdf>  
 All Types of Translation <https://pecattestation.com/translation-types>  
 Paraphrase and Metaphrase  
<https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780198718390.001.0001/oxfordhb-9780198718390-e-12>

Program - M.A. (Gujarati)		
Semester- 2		
Course Code 256010403009	Name of Course English Language Teaching	Core
Credit: 04	Teaching Scheme: Theory (60) - Practical (0)	Teaching Hours: 60
Course Outcomes (COs)		
After completing this course, students will be able to		
CO-1:	Explain the key concepts of English Language Teaching (ELT), including distinctions between first and second language acquisition, and the contemporary relevance of ELT in multilingual contexts.	
CO-2:	Compare and critically evaluate various language teaching methods and approaches, including traditional, communicative, and digital methodologies.	
CO-3:	Identify and describe the major aspects and levels of linguistic analysis, including phonological, syntactic, and semantic components, with attention to sociolinguistic phenomena like code mixing and code switching.	
CO-4:	Identify and describe the major aspects and levels of linguistic analysis, including phonological, syntactic, and semantic components, with attention to sociolinguistic phenomena like code mixing and code switching.	
Detailed Syllabus		
<b>Unit 1. What is ELT?</b> 1.1 What is ELT? 1.2 Distinction between L1 and L2? 1.3 Second Language Learning and Bilingualism 1.4 Second Language Versus Foreign Language 1.5 English Language Teaching Today		
<b>Unit 2. Methods and Theories</b> 2.1 Theories of Language Teaching 2.2 Methods of Language Teaching 2.3 Grammar-Translation Method 2.4 Direct Method 2.5 The Reading Method 2.6 Communicative Approach/ Structural Approach 2.7 Task-based Language Teaching 2.8 Digital Resources- MALL, TELL		
<b>Unit 3. Understanding Language and Linguistics</b> 3.1 What is Language and Linguistics 3.2 Sociolect, Register, Style, Pidginization, and Creolization 3.3 Linguistics: aspects, branches and tools 3.4 Levels of Analysis: Phonological, lexical syntactic and semantic 3.5 Code Mixing and Code Switching		
<b>Unit 4. Speech Mechanism</b> 4.1 Phonetics: Articulatory Phonetics, Auditory Phonetics, Acoustic 4.2 The Organs of Speech 4.3 Place of Articulation 4.4 Manner of Articulation 4.5 Vowels and Consonants		

**Mapping Matrix of POs, PSOs, and COs**

COs	POs													PSOs			
	1	2	3	4	5	6	7	8	9	10	11	12	Avg	1	2	3	Avg
CO-1	2	3	3	2	–	1	3	2	2	2	1	1	2.00	2	1	1	1.33
CO-2	3	2	3	2	–	1	3	3	2	2	1	1	2.17	2	2	1	1.67
CO-3	2	2	3	1	–	–	2	3	2	2	1	–	1.82	1	3	2	2.00
CO-4	2	2	3	1	–	–	2	3	1	2	–	–	1.73	1	3	2	2.00
Avg	2.25	2.25	3.00	1.50	–	0.50	2.50	2.75	1.75	2.00	0.75	0.50	1.96	1.5	2.25	1.5	1.75

3 = Strong Contribution, 2 = Moderate Contribution, 1 = Slight Contribution, --- = No Significant Contribution

**Teaching Pedagogy**

COs	Teaching Strategy
CO1 ( Unit : 1)	Lecture, Group Discussion, Assignment, Presentation
CO2 ( Unit : 2)	Lecture, Group Discussion, Assignment, Presentation
CO3 ( Unit : 3)	Lecture, Group Discussion, Assignment, Presentation
CO4 ( Unit : 4)	Lecture, Group Discussion, Assignment, Presentation

**Assessment Method**

Continuous Comprehensive Evaluation 40 Marks	COs	Marks	Exam Component		
			Class Test	Assignment	Presentation
	CO-1	10	5	5	--
	CO-2	10	5	--	5
	CO-3	10	5	5	--
	CO-4	10	5	--	5
Term-End Evaluation 60 Marks	COs	Marks	Exam Component		
	CO-1	15	Term End Examination		
	CO-2	15			
	CO-3	15			
	CO-4	15			

**References**

Ashby, Michael and John Maidment. *Introducing Phonetic Science*. Cambridge: Cambridge University Press, 2003

Bauer, Laurie. *English Word-Formation*. Cambridge: Cambridge University Press, 1984

Burton-Roberts, Neol. *Analyzing Sentences: An Introduction to English Syntax*. London and Cambridge: Cambridge University Press, 2002.

Carter, Roland and David Nunan. Eds. *The Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge: Cambridge University Press, 2001

Coulthard, Malcom. *An Introduction to Discourse Analysis*. London and New York: Longman, 1977.

Huddleston, Rodney and Geoffrey Pullum. *The Cambridge Grammar of the English Language*. New York: Longman, 1986.

**Web Resources**

A brief history of English language teaching

<https://www.slideshare.net/madhava08/a-brief-history-of-english-language-teaching>

A Brief History of English Language Teaching in India

<https://pdfs.semanticscholar.org/bbc6/a59b5daf70970234086ddec1da0c137342b4.pdf>

Bilingualism/Multilingualism and the Disadvantaged Learner

<https://www.youtube.com/watch?v=Jm7XNyFg20E>

Second Language Acquisition <https://www.youtube.com/watch?v=KL21Cqlccdo>

Teaching of English as a Second Language in India <https://www.youtube.com/watch?v=NPVpcXfh6Xo>

The Study of Language [https://www.youtube.com/watch?v=Goq\\_qIKojTU](https://www.youtube.com/watch?v=Goq_qIKojTU)



<b>Program - M.A. (English)</b>		
<b>Semester- 2</b>		
<b>Course Code</b> <b>256010403010</b>	<b>Name of Course</b> <b>Modern Literary Theory</b>	<b>Core</b>
<b>Credit: 04</b>	<b>Teaching Scheme: Theory (60) - Practical (0)</b>	<b>Teaching Hours: 60</b>
<b>Course Outcomes (COs)</b>		
<p><b>After completing this course, students will be able to</b></p> <p>CO-1: Critically engage with foundational concepts of structuralism and poststructuralism, demonstrating an understanding of how meaning is constructed and deconstructed in literary texts through the works of Jonathan Culler, Roland Barthes, and J. Hillis Miller.</p> <p>CO-2: Analyze literary and cultural texts through the lenses of feminist and Marxist theory, with an emphasis on ideological structures and power relations, as articulated in the writings of Toril Moi, Chandra Talpade Mohanty, and Louis Althusser.</p> <p>CO-3: Interpret texts within postcolonial and postmodern frameworks, applying concepts such as cultural hegemony, language politics, and narrative fragmentation, informed by the works of Edward Said, Ngugi wa Thiong'o, and Jean-François Lyotard.</p> <p>CO-4: Demonstrate the capacity to situate literary texts within their historical and cultural contexts, employing the principles of New Historicism and Cultural Materialism as presented by Stephen Greenblatt and John Brannigan.</p>		
<b>Detailed Syllabus</b>		
<p><b>1. Structuralism and Poststructuralism</b></p> <p>1.1 Jonathan Culler: "Structuralism and Literature"</p> <p>1.2 Roland Barthes: "The Death of the Author"</p> <p>1.3 J. Hillis Miller: "The Critic as Host"</p>		
<p><b>2. Feminist Theory and Marxist Theory</b></p> <p>2.1 Toril Moi: "Feminist, Female, Feminine"</p> <p>2.1 Chandra Talpade Mohanty: "Under Western Eye: Feminist Scholarship and Colonial Discourse"</p> <p>2.3 Louis Althusser: "Ideology and Ideological State Apparatuses (Notes Towards an Investigation)"</p>		
<p><b>3. Postcolonial Theory and Postmodern Theory</b></p> <p>3.1 Edward Said: "Introduction" to <i>Orientalism</i></p> <p>3.2 Ngugi wa Thiong'o: "The Language of African Literature"</p> <p>3.3 Jean Francois Lyotard: "Answering the Question: What is Postmodernism?"</p>		
<p><b>4. New Historicism and Cultural Materialism</b></p> <p>4.1 Stephen Greenblatt: "Towards a Poetics of Culture"</p> <p>4.2 John Brannigan: "Introduction: Literature and History"</p> <p>4.3 John Brannigan: "New Historicism and Cultural Materialism Today"</p>		



## Curriculum Framework- Master of Arts (English) - 2025

Mapping Matrix of POs, PSOs, and COs																	
COs	POs													PSOs			
	1	2	3	4	5	6	7	8	9	10	11	12	Avg	1	2	3	Avg
CO-1	3	2	3	2	–	1	2	1	–	2	–	–	1.82	3	–	2	2.5
CO-2	3	3	2	2	2	3	2	–	–	2	–	2	2.27	3	–	2	2.5
CO-3	3	2	3	3	2	2	2	1	1	3	2	2	2.17	3	2	3	2.67
CO-4	3	2	2	3	1	2	2	–	1	2	1	2	1.92	3	–	3	3.0
Avg	3.0	2.25	2.5	2.5	1.75	2.0	2.0	0.5	0.5	2.25	0.75	1.5	2.05	3.0	2.0	2.5	2.67

3 = Strong Contribution, 2 = Moderate Contribution, 1 = Slight Contribution, --- = No Significant Contribution

COs	Teaching Strategy
CO1 ( Unit : 1)	Lecture, Group Discussion, Assignment, Presentation
CO2 ( Unit : 2)	Lecture, Group Discussion, Assignment, Presentation
CO3 ( Unit : 3)	Lecture, Group Discussion, Assignment, Presentation
CO4 ( Unit : 4)	Lecture, Group Discussion, Assignment, Presentation

Assessment Method					
Continuous Comprehensive Evaluation 40 Marks	COs	Marks	Exam Component		
			Class Test	Assignment	Presentation
	CO-1	10	5	5	--
	CO-2	10	5	--	5
	CO-3	10	5	5	--
	CO-4	10	5	--	5
Term-End Evaluation 60 Marks	COs	Marks	Exam Component		
	CO-1	15	Term End Examination		
	CO-2	15			
	CO-3	15			
	CO-4	15			

References
Abrams, M.H. <i>The Mirror and the Lamp: Romantic Theory and the Critical Tradition</i> . New York: OUP, 1971.
Althusser, Louis. "Ideology and Ideological State Apparatuses: Notes Towards and Investigation." <i>Lenin and Philosophy and Other Essays</i> . New York: Monthly Review, 1972.
Barthes, Roland. "The Death of the Author." <i>Image, Music, Text</i> . London: Fontana, 1977.
Bradbury, Malcolm and David Palmer, eds. <i>Contemporary Criticism. Stanford-Upon-Avon Studies 12</i> . London: Arnold, 1970.
Brannigan, John. <i>New Historicism and Cultural Materialism</i> . London: Macmillan, 1998.
Brooks, Cleanth and William Wimsatt. <i>Literary Criticism: A Short History</i> . New Delhi: OUP and IBH, 1957.
Butcher S.H. <i>Aristotle's Theory of Poetry and Fine Art</i> . London: Macmillan, 1932. Bywater, Ingram. <i>Aristotle on the Art of Poetry</i> . Oxford: Clarendon Press, 1909.
Crane, R.S., ed. <i>Critics and Criticism: Ancient and Modern</i> . University of Chicago Press, 1952.
Culler, Jonathan. "Structuralism and Literature."
Daiches, David. <i>Critical Approaches to Literature</i> . Bombay: Longman, 1967.

<b>Program - M.A. (English)</b>		
<b>Semester- 3</b>		
<b>Course Code</b> 256510403011	<b>Name of Course</b> Postcolonial Literature	<b>Core</b>
<b>Credit: 04</b>	<b>Teaching Scheme: Theory (60) - Practical (0)</b>	<b>Teaching Hours: 60</b>
<b>Course Outcomes (COs)</b>		
<b>After completing this course, students will be able to</b> CO-1: Explain the key concepts of colonialism and postcolonialism and critically engage with major postcolonial theorists and their contributions to the discourse. CO-2: Analyze the themes, narrative structure, and socio-political context of Amitav Ghosh's <i>The Shadow Lines</i> , demonstrating an understanding of postcolonial identity and transnationalism. CO-3: Interpret selected postcolonial poems across diverse regions and voices, identifying how poets address themes such as displacement, identity, cultural hybridity, and resistance. CO-4: Evaluate the dramatic techniques and postcolonial concerns in Wole Soyinka's <i>The Strong Breed</i> , with particular attention to issues of ritual, community, and cultural conflict.		
<b>Detailed Syllabus</b>		
<b>Unit 1. Understanding Colonialism and Postcolonialism</b> 1.1 Defining the terms: colonialism and postcolonialism 1.2 Colonialism and its implications 1.3 Issues taken up by postcolonial literature 1.4 Major figures in postcolonial theory and their contribution		
<b>Unit 2. Novel</b> 2.1 Postcolonial Novel: Amitav Ghosh's <i>The Shadow Lines</i>		
<b>Unit 3. Poetry</b> 3.1 Derek Walcott 1. "Goats and Monkeys" 2. "A Far Cry From Africa" 3.2 Agha Shahid Ali 3. "Decca Gauzes" 4. "Postcard from Kashmir" 5. "Tonight" 3.3 Pablo Neruda 1. "Tonight I Can Write" 2. "Ode to Tomato" 3. "The Way Spain Was" 3.4 John Agard 1. "Listen Mr. Oxford Don" 2. "Half Caste" 3.5 Mamang Dai 1. "Small Towns and the River" 2. "The Voice of the Mountain" 3. "The Missing Link" 4.		
<b>Unit 4. Drama</b> 4.1 Postcolonial Drama: Wole Soyinka: <i>The Strong Breed</i>		

**Mapping Matrix of POs, PSOs, and COs**

COs	POs													PSOs			
	1	2	3	4	5	6	7	8	9	10	11	12	Avg	1	2	3	Avg
CO-1	3	3	2	3	2	3	2	1	2	2	1	3	2.25	3	-	2	2.5
CO-2	3	2	2	2	2	2	3	1	2	2	1	2	2.00	2	-	3	2.5
CO-3	3	2	1	2	3	2	2	—	2	2	—	3	2.00	2	-	3	2.5
CO-4	3	2	2	2	2	3	2	—	2	2	—	2	2.00	3	-	2	2.5
Avg	3.0	2.25	1.75	2.25	2.25	2.5	2.25	1.0	2.0	2.0	1.0	2.5	2.06	2.5	-	2.5	2.5

3 = Strong Contribution, 2 = Moderate Contribution, 1 = Slight Contribution, --- = No Significant Contribution

**Teaching Pedagogy**

COs	Teaching Strategy
CO1 ( Unit : 1 )	Lecture, Group Discussion, Assignment, Presentation
CO2 ( Unit : 2 )	Lecture, Group Discussion, Assignment, Presentation
CO3 ( Unit : 3 )	Lecture, Group Discussion, Assignment, Presentation
CO4 ( Unit : 4 )	Lecture, Group Discussion, Assignment, Presentation

**Assessment Method**

Continuous Comprehensive Evaluation 40 Marks	COs	Marks	Exam Component		
			Class Test	Assignment	Presentation
	CO-1	10	5	5	--
	CO-2	10	5	--	5
	CO-3	10	5	5	--
	CO-4	10	5	--	5
Term-End Evaluation 60 Marks	COs	Marks	Exam Component		
	CO-1	15	Term End Examination		
	CO-2	15			
	CO-3	15			
	CO-4	15			

**References**

Abrams, M.H. and Geoffrey Galt Harpham. *A Glossary of Literary Terms*. Delhi: CengageLearning, 2015.

Achebe, Chinua. *Collected Poems*. New York: Anchor Books, 2004.

Ahmad, Aijaz. *In Theory: Classes, Nations, Literatures*. London, Verso, 1992.

Ashcroft, B., G. Griffiths and H. Tiffins. Eds. *The Postcolonial Studies Reader*. London and New York: Routledge, 1995.

Cesaire, Aime. *A Discourse on Colonialism*.

Chibber, Vivek. *Postcolonial Theory and the Spector of Capital*. Verso, 2013.

Chipasula, Frank M. *Bending the Bow: An Anthology of African Love Poetry*. Carbondale: Southern Illinois University Press, 2009.

Fanon, Frantz. *Black Skin, White Masks*. New York: Grove Press, 1967.

Ghosh, Amitav. *The Shadow Lines*. New Delhi: Penguin, 2019.

Fanon, Frantz. *The Wretched of the Earth*. New Delhi: Penguin, 2001.

Gilbert, Helen. Ed. *Postcolonial Plays: An Anthology*. London and New York: Routledge, 2007.

Loomba, Ania. *Colonialism/Postcolonialism*. London and New York, Routledge, 2005.

Memmi, Albert. *The Colonizer and the Colonized*. London: Earthscan, 2003.

Mistry, Cyrus. *Doongaji House*. New Delhi: Sahitya Akademi, 2006.

Mongia, Padmini. Ed. *Contemporary Postcolonial Theory: A Reader*. London, Arnold, 1996.

Said, Edward. *Orientalism*. London and Henley: Routledge and Kegan Paul, 1978.

Sati, Someshwar. Ed. *A Warble of Postcolonial Voices: An Anthology of Short Stories and Poems*. Delhi: Worldview, 2018.

Soyinka, Wole. *The Strong Breed*. Oxford University Press, 1997.

Spivak, Gayatri Chakravorti. "Can the Subaltern Speak?" in *Marxism and the Interpretation of Culture*. Eds. C. Nelson and L. Grossberg. Basingstoke: Macmillan Education, 1988.

Viswanathan, Gauri. *Masks of Conquest: Literary Study and the British Rule in India*. Columbia University Press, 2015.

Program - M.A. (English Semester- 3		
Course Code 256510403012	Name of Course Research Methodology	Core
Credit: 04	Teaching Scheme: Theory (60) - Practical (0)	Teaching Hours: 60
Course Outcomes (COs)		
After completing this course, students will be able to		
CO-1:	Define key concepts of research and identify the qualities of a good researcher, along with differentiating between primary and secondary sources and understanding basic research terminology.	
CO-2:	Formulate a research problem or topic in English literature and develop appropriate research objectives, including creating a preliminary bibliography and outlining the scope of their research.	
CO-3:	Able to structure the essential components of a dissertation correctly, including title page, abstract, bibliography, and appendices, following academic conventions.	
CO-4:	Apply the MLA style of writing effectively, incorporate quotations and citations properly, and understand how to avoid plagiarism through accurate documentation practices.	
Detailed Syllabus		
<b>1. What is Research?</b> 1.1 Definition of ‘research’ 1.2 Qualities of a good researcher 1.3 Research Area and ResearchTopic 1.4 Key terms in research: Investigation, Exploration, Hypothesis, Literature Review, Primary and Secondary sources, Methods and Techniques, Results and Findings		
<b>2. Research Process</b> 2.1 Kinds of research possible in English literature 2.2 Formulating research problem or research topic 2.3 Preparing bibliography 2.4 Review of literature 2.5 Defining aims and objectives 2.6 Deciding the scope and limitations of the research task		
<b>3. Parts of Dissertation</b> 3.1 Title Page 3.2 Certificate Page 3.3 Acknowledgement Page 3.4 Abstract 3.5 Content Page 3.6 Appendices 3.7 Bibliography		
<b>4. Major Concerns in the Thesis</b> 4.1 Writing style: MLA 4.2 Quotations, citations and acknowledging the sources 4.3 Footnotes and endnotes 4.4 Guarding against plagiarism		

<b>Mapping Matrix of POs, PSOs, and COs</b>																	
COs	POs													PSOs			
	1	2	3	4	5	6	7	8	9	10	11	12	Avg	1	2	3	Avg
CO-1	2	3	1	-	-	-	1	1	-	1	-	-	1.17	2	1	2	1.67
CO-2	2	3	2	1	-	-	2	1	1	1	-	-	1.42	2	1	3	2.00
CO-3	1	2	1	-	-	-	3	-	-	-	-	-	0.58	1	2	2	1.67
CO-4	1	2	1	-	-	-	3	2	-	-	-	-	0.75	1	2	1	1.33
Avg	1.5	2.5	1.25	1	-	-	2.25	1.33	1	1	-	-	0.98	1.5	1.5	2.0	1.67

3 = Strong Contribution, 2 = Moderate Contribution, 1 = Slight Contribution, --- = No Significant Contribution

<b>Teaching Pedagogy</b>	
COs	Teaching Strategy
CO1 ( Unit : 1)	Lecture, Group Discussion, Assignment, Presentation
CO2 ( Unit : 2)	Lecture, Group Discussion, Assignment, Presentation
CO3 ( Unit : 3)	Lecture, Group Discussion, Assignment, Presentation
CO4 ( Unit : 4)	Lecture, Group Discussion, Assignment, Presentation

<b>Assessment Method</b>					
Continuous Comprehensive Evaluation 40 Marks	COs	Marks	Exam Component		
			Class Test	Assignment	Presentation
	CO-1	10	5	5	--
	CO-2	10	5	--	5
	CO-3	10	5	5	--
	CO-4	10	5	--	5
Term-End Evaluation 60 Marks	COs	Marks	Exam Component		
	CO-1	15	Term End Examination		
	CO-2	15			
	CO-3	15			
	CO-4	15			

<b>References</b>	
Chindhade, S and A. Thorat, <i>Doing Research</i> . Mumbai: CUP, 2009. Hunt, Andy. <i>Your Research Project</i> . New Delhi: Foundation Books, 2005, Kothari, C R. <i>Research Methodology: Methods &amp; Techniques</i> . Delhi: New Age International Ltd.,1985. <i>MLA Handbook</i> 8 <sup>th</sup> Edition. New York: The Modern Language Association of America, 2016. Sinha M.P. <i>Research Methods in English</i> . New Delhi: Atlantic Publishers.	

Program - M.A. (Gujarati)		
Semester- 3		
Course Code 256510403013	Name of Course American Literature	Elective
Credit: 04	Teaching Scheme: Theory (60) - Practical (0)	Teaching Hours: 60
Course Outcomes (COs)		
After completing this course, students will be able to		
CO-1:	Analyze the socio-political and historical contexts of 18th and 19th century America and explain how these influenced the development of major literary genres and the broad characteristics of American literature.	
CO-2:	Examine Toni Morrison’s <i>Beloved</i> to understand its thematic concerns, narrative techniques, and its reflection on historical trauma and African American identity.	
CO-3:	Interpret and appreciate selected poems by Elizabeth Bishop, Emily Dickinson, Robert Lowell, Langston Hughes, and Maya Angelou, identifying the distinctive styles, themes, and cultural significance of American poetry across different eras.	
CO-4:	Analyze Arthur Miller’s <i>After the Fall</i> with a focus on its dramatic structure, character development, and exploration of personal and political conflicts in post-war American society.	
Detailed Syllabus		
1. Introduction to American Literature		
1.1 A Brief History of the USA		
1.2 Socio-political Background of the USA during 18th and 19th Century		
1.3 Major Literary Genres		
1.4 Broad Characteristics of American Literature		
2. Novel		
2.1 Toni Morrison: <i>Beloved</i>		
3 Poetry		
3.1 Elizabeth Bishop		
1. “The Man-Moth!”		
2. “The Fish		
3.2 Emily Dickinson		
1. <u>"Because I could not stop for Death"</u>		
2. <u>"I felt a Funeral, in my Brain"</u>		
3.3 Robert Lowell		
1. “End of a Year”		
2. “Dolphin”		
3.4 Langston Hughes		
1. “The Negro Mother”		
2. “Let America Be America Again”		
3.5 Maya Angelou		
1. “Caged Bird”		
2. “Million Man March Poem”		
4. Drama		
4.1 Arthur Miller: <i>After the Fall</i>		

**Mapping Matrix of POs, PSOs, and COs**

COs	POs													PSOs			
	1	2	3	4	5	6	7	8	9	10	11	12	Avg	1	2	3	Avg
CO-1	3	2	2	2	2	2	2	–	1	2	–	1	1.91	2	–	3	1.67
CO-2	3	3	2	2	2	3	2	–	2	2	–	2	2.36	3	–	2	1.67
CO-3	3	2	2	1	2	2	3	–	1	2	–	2	2.09	2	–	3	1.67
CO-4	3	2	3	2	1	2	2	–	2	2	–	2	2.18	3	–	2	1.67
Avg	3.00	2.25	2.25	1.75	1.75	2.25	2.25	–	1.50	2.00	–	1.75	2.14	2.5	–	2.5	1.67

3 = Strong Contribution, 2 = Moderate Contribution, 1 = Slight Contribution, --- = No Significant Contribution

**Teaching Pedagogy**

COs	Teaching Strategy
CO1 ( Unit : 1)	Lecture, Group Discussion, Assignment, Presentation
CO2 ( Unit : 2)	Lecture, Group Discussion, Assignment, Presentation
CO3 ( Unit : 3)	Lecture, Group Discussion, Assignment, Presentation
CO4 ( Unit : 4)	Lecture, Group Discussion, Assignment, Presentation

**Assessment Method**

Continuous Comprehensive Evaluation 40 Marks	COs	Marks	Exam Component		
			Class Test	Assignment	Presentation
	CO-1	10	5	5	--
	CO-2	10	5	--	5
	CO-3	10	5	5	--
	CO-4	10	5	--	5
Term-End Evaluation 60 Marks	COs	Marks	Exam Component		
	CO-1	15	Term End Examination		
	CO-2	15			
	CO-3	15			
	CO-4	15			

**References**

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Misra, Rosy. *The Fiction of Nathaniel Hawthorne: A Study in the Theme of Morality*. New Delhi: Prestige, 2003.

Salzman, Jack. Ed. *The Cambridge Handbook of American Literature*. New York: Cambridge University Press, 1989.

Spiller, Robert. *Literary History of the United States*. New York: Macmillan, 1963.

Wilmeth, Don B. and Christopher Bigsby. Eds. *The Cambridge History of American Theatre Volume 2: 1870-1945*. Cambridge: Cambridge University Press, 2006.



<b>Program - M.A. (English)</b>		
<b>Semester- 3</b>		
<b>Course Code</b> <b>256050403014</b>	<b>Name of Course</b> <b>Modern European Literature</b>	<b>Elective</b>
<b>Credit: 04</b>	<b>Teaching Scheme: Theory (60) - Practical (0)</b>	<b>Teaching Hours: 60</b>
<b>Course Outcomes (COs)</b>		
<p><b>After completing this course, students will be able to</b></p> <p>CO-1: Critically analyze the interplay of history, memory, and individual agency as presented through postmodern narrative techniques in <i>The Tin Drum</i>.</p> <p>CO-2: Evaluate the thematic and stylistic diversity of European short fiction, with attention to moral philosophy, irony, and existentialism in works by Tolstoy, Maupassant, Chekhov, Kafka, and Brecht.</p> <p>CO-3: Interpret the dramatic structure and philosophical underpinnings of absurdist theatre, particularly its treatment of time, identity, and meaning in <i>Waiting for Godot</i>.</p> <p>CO-4: Demonstrate the ability to analyze complex poetic forms and themes across modern European poetry, exploring motifs such as alienation, surrealism, and modernist aesthetics in the works of Pessoa, Lorca, Valery, Rimbaud, and Milosz.</p>		
<b>Detailed Syllabus</b>		
<p><b>1. Novel</b></p> <p>1.1 Gunter Grass' <i>Tin Drum</i></p>		
<p><b>2. Short Story</b></p> <p>2.1 Leo Tolstoy: "How Much Land A Man Need?"</p> <p>2.2 Guy de Maupassant: "The Necklace"</p> <p>2.3 Anton Chekhov: "The Lady with the Dog"</p> <p>2.4 Frantz Kafka: "The Judgement"</p> <p>2.5 Bertolt Brecht: "The Experiment"</p>		
<p><b>3. Drama</b></p> <p>3.1 Samuel Beckett: <i>Waiting for Godot</i></p>		
<p><b>4. Poetry</b></p> <p><b>4.1 Fernando Pessoa</b></p> <p>1. "Sonnet III"</p> <p>2. "I Don't Know How Many I Should Have"</p> <p><b>4.2 Federico Garcia Lorca</b></p> <p>1. "City That Does Not Sleep"</p> <p>2. "Ode to Salvador Dali"</p> <p><b>4.3 Paul Valery</b></p> <p>1. "The Graveyard by The Sea"</p> <p>2. "The Steps"</p> <p><b>4.4 Arthur Rimbaud</b></p> <p>1. "A Season in Hell"</p> <p>2. "The Drunken Boat"</p> <p><b>4.5 Czeslaw Milosz</b></p> <p>1. "To Mrs. Professor in Defense of My Cat's Honor and Not Only"</p> <p>2. "The Road"</p>		

**Mapping Matrix of POs, PSOs, and COs**

COs	POs													PSOs			
	1	2	3	4	5	6	7	8	9	10	11	12	Avg	1	2	3	Avg
CO-1	3	2	2	2	–	3	2	–	1	2	–	2	2.0	3	–	2	2.5
CO-2	3	2	1	2	2	2	2	–	–	2	–	2	1.9	3	–	2	2.5
CO-3	3	2	3	2	–	2	2	–	–	2	–	1	2.0	3	–	2	2.5
CO-4	3	2	3	2	2	2	3	1	–	2	–	1	2.1	3	–	3	3.0
Avg	3.0	2.0	2.25	2.0	1.5	2.25	2.25	1.0	0.25	2.0	–	1.5	2.0	3.0	–	2.25	2.63

3 = Strong Contribution, 2 = Moderate Contribution, 1 = Slight Contribution, --- = No Significant Contribution

**Teaching Pedagogy**

COs	Teaching Strategy
CO1 ( Unit : 1)	Lecture, Group Discussion, Assignment, Presentation
CO2 ( Unit : 2)	Lecture, Group Discussion, Assignment, Presentation
CO3 ( Unit : 3)	Lecture, Group Discussion, Assignment, Presentation
CO4 ( Unit : 4)	Lecture, Group Discussion, Assignment, Presentation

**Assessment Method**

Continuous Comprehensive Evaluation 40 Marks	COs	Marks	Exam Component		
			Class Test	Assignment	Presentation
	CO-1	10	5	5	--
	CO-2	10	5	--	5
	CO-3	10	5	5	--
	CO-4	10	5	--	5
Term-End Evaluation 60 Marks	COs	Marks	Exam Component		
	CO-1	15	Term End Examination		
	CO-2	15			
	CO-3	15			
	CO-4	15			

**References**

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 Brecht, Bertolt. *Collected Short Stories*. Ed. John Willett. London: Methuen, 1999.  
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 Camus, Albert. *The Outsider*  
 Chekhov, Anton. *Five Short Stories*. Ed. Stanley Appelbaum. New York: Dover, 1990.  
 Grass, Gunter. *Tin Drum*.  
 Kafka, Frantz. *Letters to Friends, Family and Editors*. Surrey: Oneworld Classics, 1978.  
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 Kafka, Frantz. *The Complete Stories*. New York: Schocken Books, 1971.  
 Kundera, Milan. *Art of the Novel*.  
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 Rilke, Rainer Maria. *Poems*. Trans. Jessie Lemont. New York: Tobias A. Wright, 1918.

Program - M.A. (English)		
Semester- 3		
Course Code 256510403015	Name of Course Latin American Literature	Elective
Credit: 04	Teaching Scheme: Theory (60) - Practical (0)	Teaching Hours: 60
Course Outcomes (COs)		
After completing this course, students will be able to		
CO-1:	Analyze the historical, cultural, and literary contexts of modern Latin American literature through critical essays and foundational texts, enabling students to understand the evolution and significance of the region’s literary movements.	
CO-2:	Interpret and critically evaluate key Latin American short stories by diverse authors, identifying narrative techniques, thematic concerns, and cultural elements unique to the region’s storytelling traditions.	
CO-3:	Examine the poetic styles and themes of major Latin American poets, exploring how their works reflect social, political, and existential issues within Latin American societies.	
CO-4:	Critically assess Gabriel Garcia Marquez’s <i>One Hundred Years of Solitude</i> to understand the use of magical realism and its impact on both Latin American and world literature.	
Detailed Syllabus		
Unit 1. Making Sense of Latin American Literature		
1.1 Roberto Gonzalez Echevarria: <i>A Very Short Introduction to Modern Latin American Literature</i>		
1.2 Philip Swanson. “Culture Wars”		
1.3 Gerald Martin. “The Boom of Spanish American Fiction and the 1960s Revolution”		
1.4 Stephen M. Hart. “Latin American Poetry”		
1.5 Roberto Gonzalez Echevarria: “Introduction” to <i>The Oxford Book of Latin American Short Stories</i>		
Unit 2. Short Story		
2.1 Ricardo Palma: a. “Frey Gomez’s Scorpion”; and b. “Where and How the Devil Lost His Poncho”		
2.2 Ruben Dario: “The Death of the Empress of China”		
2.3 Rafael Arevalo Martinez: “The Man Who Resembled a Horse”		
2.4 Jorge Luis Borges: “The Garden of Forking Paths”		
2.5 Miguel Angel Asturias: “The Legend of El Cadijo”		
2.6 Julio Cortazar: “The Night Face Up”		
2.7 Rosario Ferre: “When Women Love Men”		
Unit 3. Poetry		
3.1 Pablo Neruda		
1. “Melancholy Inside Families”; 2. “The People”; 3. “Walking Around”		
3.2 Octavio Paz		
1. “In Her Splendor is Landed”; 2. “Across”; 3. “Between Going and Staying”		
3.3 Jorge Luis Borges		
1. “The Golem”; 2. “The Mythical Founding of Buenos Aires”; 3. “Limits”		
3.4 Gabriela Mistral		
1. “Airflower”; 2. “A Word”; 3. “The Other Woman”		
3.5 Isabel Fraire		
1. “A Moment Captured by a Japanese Painter”; 2. “Untitled”; 3. “Housing Complex”		
Unit 4. Novel:		
4.1 Gabriel Garcia Marquez’s <i>One Hundred Years of Solitude</i>		

**Mapping Matrix of POs, PSOs, and COs**

COs	POs													PSOs			
	1	2	3	4	5	6	7	8	9	10	11	12	Avg	1	2	3	Avg
CO-1	3	2	2	2	1	1	2	–	–	2	–	2	1.73	3	–	3	3.0
CO-2	2	2	1	2	2	2	3	–	1	2	–	3	2.00	2	–	2	2.0
CO-3	3	2	2	2	3	2	2	–	–	2	–	2	2.00	3	–	3	3.0
CO-4	3	2	3	2	2	2	3	1	2	3	1	2	2.25	3	1	3	2.33
Avg	2.75	2.00	2.00	2.00	2.00	1.75	2.50	0.25	0.75	2.25	0.25	2.25	2.0	2.75	0.25	2.75	2.58

3 = Strong Contribution, 2 = Moderate Contribution, 1 = Slight Contribution, --- = No Significant Contribution

**Teaching Pedagogy**

COs	Teaching Strategy
CO1 ( Unit : 1)	Lecture, Group Discussion, Assignment, Presentation
CO2 ( Unit : 2)	Lecture, Group Discussion, Assignment, Presentation
CO3 ( Unit : 3)	Lecture, Group Discussion, Assignment, Presentation
CO4 ( Unit : 4)	Lecture, Group Discussion, Assignment, Presentation

**Assessment Method**

Continuous Comprehensive Evaluation 40 Marks	COs	Marks	Exam Component		
			Class Test	Assignment	Presentation
	CO-1	10	5	5	--
	CO-2	10	5	--	5
	CO-3	10	5	5	--
	CO-4	10	5	--	5
Term-End Evaluation 60 Marks	COs	Marks	Exam Component		
	CO-1	15	Term End Examination		
	CO-2	15			
	CO-3	15			
	CO-4	15			

**References**

**References**

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Bushnell, David. Ed. *El Libertador: Writings of Simon Bolivar*. Oxford: Oxford University Press, 2003.

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Fuentes, Carlos and Julio Ortega. Eds. *The Vintage Book of Latin American Stories*. New York: Vintage, 2000.

Guevara, Che. *The Motorcycle Diaries*. London: Harper Perennial, 2004.

Marquez, Gabriel Garcia. *One Hundred Years of Solitude*. New Delhi: Penguin, 1996.

Mitra, Arpan. Ed. *Contemporary Latin American Short Stories*. Noida: Maple Press, 2010.

Neruda, Pablo. *Memoirs*. Trans. Hardie St. Martin. Penguin, 1978.

Stavans, Ilan. Ed. *The Poetry of Pablo Neruda*. New York: Farrar, Straus and Giroux, 2005.

Swanson, Philip. *Latin American Fiction: A Short Introduction*. Chichester: John Wiley and Sons, 2008.

Vicuna, Cecilia and Ernesto Livon-Grosman. Eds. *The Oxford Book of Latin American Poetry*. OUP, 2009.

Program - M.A. (English)		
Semester- 3		
Course Code 256510403016	Name of Course Diaspora Literature	Elective
Credit: 04	Teaching Scheme: Theory (60) - Practical (0)	Teaching Hours: 60
Course Outcomes (COs)		
After completing this course, students will be able to		
CO-1:	Define the concept of diaspora, differentiate between its traditional and modern forms, and identify the various phases through which diasporic communities have evolved historically.	
CO-2:	Critically analyze key theoretical perspectives on the Indian diaspora, including Vijay Mishra’s ideas on the diasporic imaginary and girmity ideology, as well as Ravindra K. Jain’s insights on the reflexivity of Indian women in post-indenture contexts.	
CO-3:	Examine the socio-historical context of the indentured Indian diaspora through Robin Cohen’s theories on labor and imperial diasporas and evaluate the representation of this experience in V.S. Naipaul’s <i>A House for Mr. Biswas</i> .	
CO-4:	Explore contemporary diasporic identities and cultural negotiations in Jhumpa Lahiri’s <i>The Namesake</i> , focusing on themes of migration, belonging, and intergenerational conflict in the twenty-first century.	
Detailed Syllabus		
Unit 1. Understanding Diaspora		
1.1 What is Diaspora? Traditional Definitions and Modern Varieties		
1.2 Historical background and modern varieties		
1.3 Different phases of Diaspora		
Unit 2. Theorizing Indian Diaspora		
2.1 Vijay Mishra: The Diasporic Imaginary		
2.2 Vijay Mishra: The <i>girmity</i> Ideology		
2.3 Ravindra K Jain: Reflexivity and the Diaspora: Indian Women in Post-indenture Caribbean, Fiji, Mauritius, and South Africa.		
Unit 3. Novel: Indentured Diaspora		
3.1 Robin Cohen: “Labour and imperial diasporas: indentured Indians and the British”		
3.2 V.S. Naipaul: <i>A House for Mr. Biswas</i>		
Unit 4. Novel: Twenty-first Century		
4.1 Jhumpa Lahiri: <i>The Namesake</i>		

**Mapping Matrix of POs, PSOs, and COs**

COs	POs													PSOs			
	1	2	3	4	5	6	7	8	9	10	11	12	Avg	1	2	3	Avg
CO-1	3	2	—	2	—	—	—	—	—	2	—	—	<b>1.67</b>	2	—	3	2.5
CO-2	3	3	2	3	—	2	2	—	—	—	—	—	<b>2.29</b>	3	—	2	2.5
CO-3	3	3	3	2	2	—	2	—	—	—	—	—	<b>2.14</b>	3	—	3	3.0
CO-4	3	2	2	2	2	2	3	—	2	2	—	2	<b>2.09</b>	2	—	3	2.5
Avg	<b>3.0</b>	<b>2.5</b>	<b>2.33</b>	<b>2.25</b>	<b>1.5</b>	<b>1.33</b>	<b>1.75</b>	<b>—</b>	<b>1.0</b>	<b>1.5</b>	<b>—</b>	<b>0.5</b>	<b>2.05</b>	<b>2.5</b>	<b>—</b>	<b>2.75</b>	<b>2.63</b>

3 = Strong Contribution, 2 = Moderate Contribution, 1 = Slight Contribution, --- = No Significant Contribution

**Teaching Pedagogy**

COs	Teaching Strategy
CO1 ( Unit : 1)	Lecture, Group Discussion, Assignment, Presentation
CO2 ( Unit : 2)	Lecture, Group Discussion, Assignment, Presentation
CO3 ( Unit : 3)	Lecture, Group Discussion, Assignment, Presentation
CO4 ( Unit : 4)	Lecture, Group Discussion, Assignment, Presentation

**Assessment Method**

Continuous Comprehensive Evaluation 40 Marks	COs	Marks	Exam Component		
			Class Test	Assignment	Presentation
	CO-1	10	5	5	--
	CO-2	10	5	--	5
	CO-3	10	5	5	--
	CO-4	10	5	--	5
Term-End Evaluation 60 Marks	COs	Marks	Exam Component		
	CO-1	15	Term End Examination		
	CO-2	15			
	CO-3	15			
	CO-4	15			

**References**

Abrams, M. H. *A Glossary of Literary Terms*. Delhi: Cengage Learning, 2012.

Cohen, Robin and Steven Vortovec. *Migration, Diaspora and Transnationalism*. London: Edward Elgar, 1999.

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Jain, Ravindra K. *Nation, Diaspora, Trans-Nation*. London, New York and New Delhi: Routledge, 2010.

Koser, Khalid. *International Migration: A Very Short Introduction*. Oxford: OUP, 2007.

Lahiri, Jhumpa. *The Namesake*. Harpercollins, 2007.

Lal, Brij V. Ed. *The Encyclopedia of Indian Diaspora*. New Delhi: OUP, 2007.

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Mishra, Vijay. *The Literature of the Indian Diaspora: Theorizing the Diasporic Imaginary*. London and New York: Routledge, 2007.

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Rushdie, Salman. *Imaginary Homelands*. London: Viking, 1991.

Sahoo, Ajay Kumar and Laxmi Narayan Kadekar. Eds. *Global Indian Diaspora: History, Culture and Identity*. Jaipur: Rawat Publications, 2012.

- Singh, Manjit Inder and Joga Singh. Eds. *Indian/Punjabi Diaspora: Identities, Locations and Intersections*. Patiala: Publication Bureau, Punjabi University, 2014.
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- Wolfreys, Julian, Robbins Ruth and Kenneth Womack. Eds. *Key Concepts in Literary Theory*. New Delhi: Atlantic Publishers and Distributors, 2005.
- Wolfreys, Julian. *Introducing Criticism in the 21st Century*. Jaipur: Rawat Publications, 2008.



Program - M.A. (English)		
Semester- 3		
Course Code 256510401017	Name of Course Dalit Literature in India	Elective
Credit: 04	Teaching Scheme: Theory (60) - Practical (0)	Teaching Hours: 60
Course Outcomes (COs)		
After completing this course, students will be able to		
CO-1:	Analyze the historical context of Dalit literature and critically examine the caste question, understanding the emergence and unique literary characteristics of Dalit poetry, prose, drama, and memoir.	
CO-2:	Develop an appreciation for Dalit drama by interpreting the themes, characters, and social commentary in Premanand Gajvi’s <i>Ghotbhar Pani</i> , recognizing its role in representing Dalit experiences on stage.	
CO-3:	Gain insights into the lived realities of Dalit communities through a close reading of Sunitha Gidla’s <i>Ants Among Elephants</i> , enhancing their understanding of caste dynamics in modern India via personal narrative.	
CO-4:	Critically evaluate themes of identity, resistance, and social injustice in selected short stories by Dalit writers such as Bama, Paul Chirakkarode, Mohan Parmar, Ajay Navariya, and Dalpat Chauhan, identifying diverse literary techniques employed to convey Dalit voices.	
Detailed Syllabus		
<b>Unit 1. Studying the Dalit Literature</b> 1.1 Dalits and the Caste Question 1.2 The Emergence of Dalit Literature 1.3 Major Genre: Poetry, Prose, Drama, Memoir and their Literary Characteristics		
<b>Unit 2. Drama:</b> Premanand Gajvi: <i>Ghotbhar Pani</i>		
<b>Unit 3. Memoir</b> 3.1 Sunitha Gidla: <i>Ants Among Elephants: An Untouchable Family and the Making of Modern India</i>		
<b>Unit 4. Short Stories</b> 4.1 Bama: “Just One Word” 4.2 Paul Chirakkarode: “Nostalgia” 4.3 Mohan Parmar: “The Unblemished One” 4.4 Ajay Navariya: “Tattoo” 4.5 Dalpat Chauhan : “The Invasion”		



Mapping Matrix of POs, PSOs, and COs																	
COs	POs													PSOs			
	1	2	3	4	5	6	7	8	9	10	11	12	Avg	1	2	3	Avg
CO-1	3	2	2	2	3	3	2	–	–	2	–	2	2.2	3	–	2	2.5
CO-2	2	2	2	2	2	3	2	–	–	2	–	2	2.1	2	–	2	2.0
CO-3	3	2	2	2	3	3	2	–	–	3	–	3	2.4	3	–	2	2.5
CO-4	3	3	2	2	2	3	2	–	–	2	–	3	2.4	3	–	3	3.0
Avg	2.8	2.25	2.0	2.0	2.5	3.0	2.0	–	–	2.25	–	2.5	2.28	2.75	–	2.25	2.5

3 = Strong Contribution, 2 = Moderate Contribution, 1 = Slight Contribution, --- = No Significant Contribution

Teaching Pedagogy	
COs	Teaching Strategy
CO1 ( Unit : 1)	Lecture, Group Discussion, Assignment, Presentation
CO2 ( Unit : 2)	Lecture, Group Discussion, Assignment, Presentation
CO3 ( Unit : 3)	Lecture, Group Discussion, Assignment, Presentation
CO4 ( Unit : 4)	Lecture, Group Discussion, Assignment, Presentation

Assessment Method					
Continuous Comprehensive Evaluation 40 Marks	COs	Marks	Exam Component		
			Class Test	Assignment	Presentation
	CO-1	10	5	5	--
	CO-2	10	5	--	5
	CO-3	10	5	5	--
	CO-4	10	5	--	5
Term-End Evaluation 60 Marks	COs	Marks	Exam Component		
	CO-1	15	Term End Examination		
	CO-2	15			
	CO-3	15			
	CO-4	15			

References	
<p>Chauhan, Dalpat. "The Invasion." Trans. Hemang Desai from <i>The Greatest Gujarati Stories Ever Told</i>. Ed. Rita Kothari. New Delhi: Aleph Book Company, 2022.</p> <p>Dangle, Arjun, ed. <i>Poisoned Bread</i>. Bombay: Orient Longman, 1992.</p> <p>Dasan, M. <i>et al</i>, eds. <i>The Oxford India Anthology of Malayalam Dalit Writing</i>. New Delhi:Oxford University Press, 2012.</p> <p>Gajvi, Premamand. "Ghotbhar Pani" from <i>The Strength of Our Wrists</i>. Tr. Shanta Gokhale and M.D. Hatkanangalekar. New Delhi: Navayana, 2013.</p> <p>Gidla, Sujatha. <i>Ants Among Elephants: An Untouchable Family and the Making of Modern India</i>. New Delhi: HarperCollins, 2017</p> <p>Limbale, Sharankumar. <i>Towards an Aesthetic of Dalit Literature</i>. Trans. Alok Mukherjee. New Delhi: Orient Longman, 2004.</p> <p>Mishra, D.S., ed. <i>An Anthology of Gujarati Dalit Literature</i>. New Delhi: Standard Publishers,2011.</p> <p>Navaria, Ajay. <i>Unclaimed Terrain</i>. Trans. Laura Brueck. New Delhi: Navayana, 2013.</p> <p>Ravikumar and Azhagarasan. <i>The Oxford India Anthology of Tamil Dalit Writing</i>. New Delhi:Oxford University Press, 2012.</p> <p>Satyanarayana K. and Susie Tharu, eds. <i>No Alphabet in Sight: New Dalit Writing from SouthIndia</i>. New Delhi: Penguin Books, 2011.</p>	

Program - M.A. (English)																	
Semester- 3																	
Course Code 256510403018				Name of Course Research Dissertation										Elective			
Credit: 04				Teaching Scheme: Theory (60) - Practical (0)										Teaching Hours: 60			
Course Outcomes (COs)																	
After completing this course, students will be able to																	
CO-1:				Demonstrate a thorough understanding of key research methodologies.													
CO-2:				Formulate viable and original research questions that reflect critical engagement with current scholarly debates in the field of English Studies, and design appropriate strategies to investigate them.													
CO-3:				Apply appropriate citation styles and ethical research practices, including the responsible use of secondary sources, plagiarism avoidance, and adherence to institutional research guidelines.													
CO-4:				Produce a well-structured dissertation that reflects clarity of thought, methodological rigor, critical insight, and scholarly articulation suited to postgraduate-level work in English.													
Detailed Syllabus																	
Students will select a topic and will be assigned a supervisor for the dissertation. Every week, four hours have been earmarked for the meeting between the researcher and the supervisor.																	
Mapping Matrix of POs, PSOs, and COs																	
COs	POs													PSOs			
	1	2	3	4	5	6	7	8	9	10	11	12	Avg	1	2	3	Avg
CO-1	2	3	2	2	–	1	2	2	2	2	–	1	2.0	2	1	3	2
CO-2	3	3	2	3	–	2	3	2	3	3	2	2	2.5	3	—	3	3
CO-3	2	2	2	1	–	3	3	2	2	2	1	1	2.0	1	3	—	2
CO-4	3	3	2	3	–	2	3	3	3	3	2	2	2.6	2	1	3	2
Avg	2.5	2.75	2.0	2.25	–	2.0	2.75	2.25	2.5	2.5	1.67	1.5		2	1.7	3	
3 = Strong Contribution, 2 = Moderate Contribution, 1 = Slight Contribution, --- = No Significant Contribution																	
Teaching Pedagogy																	
CO1				<ul style="list-style-type: none"><li>• Discussion Method</li><li>• Group Discussion Method</li><li>• Panel Discussion Method</li><li>• Research Method</li><li>• Project Method</li></ul>													
CO2																	
CO3																	
CO4																	
Assessment Method																	
Dissertation				60 Marks													
Viva				40 Marks													

Program - M.A. (English)		
Semester- 4		
Course Code 256510403019	Name of Course Women's Writing	Core
Credit: 04	Teaching Scheme: Theory (60) - Practical (0)	Teaching Hours: 60
Course Outcomes (COs)		
After completing this course, students will be able to		
CO-1:	Analyze key feminist theoretical frameworks and perspectives on women's writing through critical engagement with foundational texts.	
CO-2:	Evaluate the influence of feminist literary criticism on the redefinition of the literary canon, with reference to both theoretical writings and creative texts.	
CO-3:	Interpret diverse voices in Indian women's writing across genres to demonstrate an understanding of socio-cultural contexts and feminist positions unique to the Indian subcontinent.	
CO-4:	Critically examine Third World feminist concerns as articulated in postcolonial contexts, with a focus on power, representation, and resistance in literary works.	
Detailed Syllabus		
Unit 1. Theorizing Women's Writing		
1.1 Virginia Woolf: <i>A Room of One's Own</i>		
1.2 Susie Tharu and K. Lalitha. "Introduction" to <i>Women's Writing in India</i>		
1.3 Nabaneeta Dev Sen: "Alternative Interpretation of the Ramayana: Views from Below"		
Unit 2. Feminism and Literary Canon		
2.1 Sandra Gilbert and Susan Gubar. "The Queen's Looking Glass: Female Creativity, Male Images of Women, and the Metaphor of Literary Paternity"		
2.2 Jean Rhys: <i>Wide Sargasso Sea</i>		
Unit 3. Women's Writing in India		
3.1 Jasodhara Bagchi: "Introduction" to <i>Indian Women: Myth and Legend</i>		
3.2 Poems		
1. Anjum Hasan: "Where I Now Live"		
2. Rachna Joshi: "Groping for Love"		
3. Deepa Agarwal: "Once There was a Princess".		
4. K. Srilata: "Hurt".		
5. Arundhati Subramaniam: "5.46, Andheri Local"		
3.3 Prose		
1. Tarabhai Shinde: A Comparison of Men and Women		
2. Pandita Ramabai Sarawati: "Married Life" from <i>The High Caste Hindu Women</i>		
3. Rokeya Sakhawat Hossain: "Sultana's Dream"		
4. Ashapura Debi: "On with the Show"		
5. Lalithambika Anterjanam: "The Goddess of Revenge"		
Unit 4. Women's Writing in Third World		
4.1 Chandra Talpade Mohanty: "Under Western Eyes: Feminist Scholarship and Colonial Discourse"		
4.2 Alice Walker: <i>The Color Purple</i>		

**Mapping Matrix of POs, PSOs, and COs**

COs	POs													PSOs			
	1	2	3	4	5	6	7	8	9	10	11	12	Avg	1	2	3	Avg
CO-1	3	2	—	2	—	3	2	—	—	2	—	2	2.29	3	—	2	2.5
CO-2	3	3	2	2	—	3	2	—	—	2	—	2	2.38	3	—	2	2.5
CO-3	3	3	2	3	2	3	2	—	2	3	—	3	2.55	2	1	3	2.0
CO-4	3	3	—	3	2	3	2	—	2	3	—	3	2.56	3	—	3	3.0
Avg	3.0	2.75	2.0	2.5	2.0	3.0	2.0	—	2.0	2.5	—	2.5		2.75	1.0	2.5	

3 = Strong Contribution, 2 = Moderate Contribution, 1 = Slight Contribution, --- = No Significant Contribution

**Teaching Pedagogy**

COs	Teaching Strategy
CO1 ( Unit : 1)	Lecture, Group Discussion, Assignment, Presentation
CO2 ( Unit : 2)	Lecture, Group Discussion, Assignment, Presentation
CO3 ( Unit : 3)	Lecture, Group Discussion, Assignment, Presentation
CO4 ( Unit : 4)	Lecture, Group Discussion, Assignment, Presentation

**Assessment Method**

Continuous Comprehensive Evaluation 40 Marks	COs	Marks	Exam Component		
			Class Test	Assignment	Presentation
	CO-1	10	5	5	--
	CO-2	10	5	--	5
	CO-3	10	5	5	--
	CO-4	10	5	--	5
Term-End Evaluation 60 Marks	COs	Marks	Exam Component		
	CO-1	15	Term End Examination		
	CO-2	15			
	CO-3	15			
	CO-4	15			

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 Mohanty, Chandra Talpade. "Under the Western Eye: Feminist Scholarship and Colonial Boundaries." *Boundary 2*. 12:3-13:1. 333-358.  
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 Rhys, Jean: *Wide Sargasso Sea*.  
 Sangari, Kumkum and Suresh Vaid. Eds. "Introduction" to *Recasting Women: Essays in Colonial History*. New Delhi: Kali for Women, 1989.  
 Tharu, Susie and K. Lalitha. Eds. "Introduction" to *Women's Writing in India* Vol. I and Vol. II. New Delhi: Oxford University Press, 1991.  
 Woolf, Virginia. *A Room of One's Own*.  
 Walker, Alice: *The Color Purple*

<b>Program - M.A. (English)</b>		
<b>Semester- 4</b>		
<b>Course Code</b> 256510403020	<b>Name of Course</b> African Literature	<b>Core</b>
<b>Credit: 04</b>	<b>Teaching Scheme: Theory (60) - Practical (0)</b>	<b>Teaching Hours: 60</b>
<b>Course Outcomes (COs)</b>		
<b>After completing this course, students will be able to</b> CO-1: Analyze the cultural and ideological implications of colonialism and postcolonialism as reflected in key theoretical texts. CO-2: Evaluate the role of language and narrative in constructing resistance to colonial ideologies through a close reading of the given literary text within a given theoretical framework. CO-3: Interpret major thematic concerns and stylistic innovations in modern African poetry, with attention to issues of identity, race, and cultural memory. CO-4: Critique the representation of gender, tradition, and postcolonial dilemmas in African drama.		
<b>Detailed Syllabus</b>		
<b>Unit 1. Decolonizing Africa: Africa and English Language</b> 1.1 Aime Cesaire: “Culture and Colonisation” 1.2 Frantz Fanon: “Racism and Culture” 1.3 Chinua Achebe: “An Image of Africa: Racism in Conrad’s Heart of Darkness” 1.4 Appiah, Kwame Anthony: “The Postcolonial and the Postmodern”		
<b>Unit 2. Prose: Novel</b> 2.1 Ngugi wa Thiong’o: Decolonizing the Mind: The Politics of Language in African Literature 2.2 Ngugi wa Thiong’o: <i>A Grain of Wheat</i>		
<b>Unit 3. Poetry</b> 3.1 Leopold Sedar Senghor 1. “Paris in the Snow” 2. “All Day Long” 3.2 David Diop 1. “The Vultures” 2. “To a Black Dancer” 3.3 Jean Joseph Rabearivelo 1. “The Hide of the Black Cow” 3.4 Gabriel Okara 1. “Piano and Drums” 2. “Where to I Choose” 3.5 Wole Soyinka 1. The Telephone Conversation”		
<b>Unit 4. Drama:</b> 4.1 Ama Ata Aidoo: <i>Anowa</i>		

**Mapping Matrix of POs, PSOs, and COs**

COs	POs													PSOs			
	1	2	3	4	5	6	7	8	9	10	11	12	Avg	1	2	3	Avg
CO-1	3	2	2	3	2	2	2	–	–	2	–	3	2.27	3	–	2	2.5
CO-2	3	3	2	3	2	2	2	–	–	2	–	2	2.27	3	1	2	2.0
CO-3	3	2	1	2	3	2	2	–	–	2	–	2	2.09	2	–	3	2.5
CO-4	2	2	1	2	2	3	2	–	–	2	–	3	2.09	2	–	3	2.5
Avg	2.75	2.25	1.5	2.5	2.25	2.25	2.0	–	–	2.0	–	2.5	2.18	2.5	0.25	2.5	2.38

3 = Strong Contribution, 2 = Moderate Contribution, 1 = Slight Contribution, --- = No Significant Contribution

**Teaching Pedagogy**

COs	Teaching Strategy
CO1 ( Unit : 1)	Lecture, Group Discussion, Assignment, Presentation
CO2 ( Unit : 2)	Lecture, Group Discussion, Assignment, Presentation
CO3 ( Unit : 3)	Lecture, Group Discussion, Assignment, Presentation
CO4 ( Unit : 4)	Lecture, Group Discussion, Assignment, Presentation

**Assessment Method**

Continuous Comprehensive Evaluation 40 Marks	COs	Marks	Exam Component		
			Class Test	Assignment	Presentation
	CO-1	10	5	5	--
	CO-2	10	5	--	5
	CO-3	10	5	5	--
	CO-4	10	5	--	5
Term-End Evaluation 60 Marks	COs	Marks	Exam Component		
	CO-1	15	Term End Examination		
	CO-2	15			
	CO-3	15			
	CO-4	15			

**References**

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Nadezda, Obradovic. Ed. *Hot Days Long Nights: An Anthology of African Short Stories*. New Delhi: National Book Trust, 2000.

Senghor, Léopold Sédar. "Negritude," in *Postcolonialisms: An Anthology of Cultural Theory and Criticism*. Eds.: Gaurav Desai and Supriya Nair, Oxford: Berg, 2005.

Soyinka, Wole. *Lion and the Jewel*.

Thiong'o, Ngugi wa. *A Grain of Wheat*. Penguin, 2012.

Thiong'o, Ngugi wa. *Decolonizing the Mind: The Politics of Language in African Literature*. Presence Africane. The 1st International Conference of Negro Writers and Artists. September 1956.

Program - M.A. (English)		
Semester- 4		
<b>Course Code</b> 256510403021	<b>Name of Course</b> Travel Writing	<b>Core</b>
<b>Credit: 04</b>	<b>Teaching Scheme: Theory (60) - Practical (0)</b>	<b>Teaching Hours: 60</b>
Course Outcomes (COs)		
<p><b>After completing this course, students will be able to</b></p> <p>CO-1: Critically analyze the evolution of travel writing as a literary genre, including its thematic concerns such as gender and sexuality, and appreciate its relevance in the twenty-first century.</p> <p>CO-2: Demonstrate an understanding of colonial perspectives by examining colonial travel narratives through theoretical reading of the given text.</p> <p>CO-3: Analyze cross-cultural travel accounts by studying given texts by Indian traveller to English in the 19<sup>th</sup> century.</p> <p>CO-4: Analyze modern travel writing to contextualize contemporary travel narratives within historical and cultural frameworks through close reading of given texts.</p>		
Detailed Syllabus		
<p><b>Unit 1. Theorizing Travel Writing</b>  Text: Tim Youngs: The Cambridge Introduction to Travel Writing.  1.1 Introduction to Cambridge Introduction to Travel Writing  1.2 Writing Travel  1.3 Reading Travel Writing  1.4 The Way Ahead: Travel Writing in the Twenty-first Century  1.5 Gender and Sexuality</p>		
<p><b>Unit 2. 19<sup>th</sup> Century British Traveler in India</b>  2.1 Richard Francis Burton: Goa and the Blue Mountains or Six Month of Sick Leave</p>		
<p><b>Unit 3. 19<sup>th</sup> Century Indian Traveler in England</b>  3.1 Behramji M. Malabari: The Indian Eye on English Life or Rambles of a Pilgrim Reformer</p>		
<p><b>Unit 4. Late 20<sup>th</sup> Century Travel Account</b>  4.1 William Dalrymple: In Xanadu: A Quest</p>		



**Mapping Matrix of POs, PSOs, and COs**

COs	POs													PSOs			
	1	2	3	4	5	6	7	8	9	10	11	12	Avg	1	2	3	Avg
CO-1	3	2	1	2	2	3	3	1	1	2	–	2	2.0	2	3	3	2.67
CO-2	3	3	1	2	1	3	2	–	–	2	–	3	2.1	2	3	2	2.33
CO-3	3	2	1	2	2	2	2	1	1	2	–	3	2.0	2	3	–	2.50
CO-4	3	2	1	2	2	2	3	1	2	3	1	2	2.1	2	3	2	2.33
Avg	3.0	2.25	1.0	2.0	1.75	2.5	2.5	0.75	1.0	2.25	0.25	2.5		2.00	3.00	2.33	

3 = Strong Contribution, 2 = Moderate Contribution, 1 = Slight Contribution, --- = No Significant Contribution

**Teaching Pedagogy**

COs	Teaching Strategy
CO1 ( Unit : 1)	Lecture, Group Discussion, Assignment, Presentation
CO2 ( Unit : 2)	Lecture, Group Discussion, Assignment, Presentation
CO3 ( Unit : 3)	Lecture, Group Discussion, Assignment, Presentation
CO4 ( Unit : 4)	Lecture, Group Discussion, Assignment, Presentation

**Assessment Method**

Continuous Comprehensive Evaluation 40 Marks	COs	Marks	Exam Component		
			Class Test	Assignment	Presentation
	CO-1	10	5	5	--
	CO-2	10	5	--	5
	CO-3	10	5	5	--
	CO-4	10	5	--	5
Term-End Evaluation 60 Marks	COs	Marks	Exam Component		
	CO-1	15	Term End Examination		
	CO-2	15			
	CO-3	15			
	CO-4	15			

**References**

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Youngs, Tim. *Cambridge Introduction to Travel Writing*. Cambridge: Cambridge University Press, 2013.

<b>Program - M.A. (English)</b>		
<b>Semester- 4</b>		
<b>Course Code</b> <b>256510403022</b>	<b>Name of Course</b> <b>Cultural Studies</b>	<b>Elective</b>
<b>Credit: 04</b>	<b>Teaching Scheme: Theory (60) - Practical (0)</b>	<b>Teaching Hours: 60</b>
<b>Course Outcomes (COs)</b>		
<p><b>After completing this course, students will be able to</b></p> <p>CO-1: Explain the origins, aims, and scope of Cultural Studies and understand its interdisciplinary nature and relevance in contemporary academic and social contexts.</p> <p>CO-2: Critically engage with key theoretical frameworks such as Structuralism, Marxism, Postcolonialism, and Feminism, and analyze their application in the study of culture and power relations.</p> <p>CO-3: Analyze cultural phenomena within global and national contexts, including the impact of globalization, modernity, and identity movements on cultural expressions and societal structures.</p> <p>CO-4: Investigate mobile communication as a cultural practice, exploring its social significance, modes of regulation, and the emergence of new communication cultures.</p>		
<b>Detailed Syllabus</b>		
<p><b>Unit 1. Introducing Cultural Studies</b></p> <p>1.1 What is Cultural Studies?</p> <p>1.2 Origins of Cultural Studies</p> <p>1.3 Aims of Cultural Studies</p> <p>1.4 Scope of Cultural Studies</p>		
<p><b>Unit 2. Theories for Cultural Studies</b></p> <p>2.1 Structuralism and Poststructuralism</p> <p>2.2 Marxism</p> <p>2.3 Postmodernism and Postcolonial Theory</p> <p>2.4 Marxism</p> <p>2.5 Feminism and Post-feminism</p>		
<p><b>Unit 3. Locations of Cultural Studies</b></p> <p>3.1 Modernity and Postmodernity</p> <p>3.2 Globalization</p> <p>3.3 The Nation-State</p> <p>3.4 New Social Movements</p> <p>3.5 Fundamentalism</p>		
<p><b>Unit 4. Communication Culture: Studying Cell Phone Culture</b></p> <p>4.1 Setting up the field: Sites, Terms, Conditions</p> <p>4.2 The Circuit of Communication</p> <p>4.3 Consumption and Regulation</p> <p>4.4 The New Cultures of Communication</p>		

**Mapping Matrix of POs, PSOs, and COs**

COs	POs													PSOs			
	1	2	3	4	5	6	7	8	9	10	11	12	Avg	1	2	3	Avg
CO-1	3	2	1	3	2	2	2	1	1	2	1	2	1.83	3	1	2	2.0
CO-2	3	3	2	3	2	3	2	—	2	2	1	2	2.25	3	—	3	3.0
CO-3	2	2	2	2	3	2	1	—	1	3	1	3	2.00	2	1	3	2.0
CO-4	2	2	3	2	1	2	2	3	2	2	2	2	2.08	2	2	1	1.7
Avg	2.50	2.25	2.00	2.50	2.00	2.25	1.75	1.33	1.50	2.25	1.25	2.25	2.04	2.5	1.3	2.3	2.18

3 = Strong Contribution, 2 = Moderate Contribution, 1 = Slight Contribution, --- = No Significant Contribution

**Teaching Pedagogy**

COs	Teaching Strategy
CO1 ( Unit : 1)	Lecture, Group Discussion, Assignment, Presentation
CO2 ( Unit : 2)	Lecture, Group Discussion, Assignment, Presentation
CO3 ( Unit : 3)	Lecture, Group Discussion, Assignment, Presentation
CO4 ( Unit : 4)	Lecture, Group Discussion, Assignment, Presentation

**Assessment Method**

Continuous Comprehensive Evaluation 40 Marks	COs	Marks	Exam Component		
			Class Test	Assignment	Presentation
	CO-1	10	5	5	--
	CO-2	10	5	--	5
	CO-3	10	5	5	--
	CO-4	10	5	--	5
Term-End Evaluation 60 Marks	COs	Marks	Exam Component		
	CO-1	15	Term End Examination		
	CO-2	15			
	CO-3	15			
	CO-4	15			

**References**

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Program - M.A. (English)		
Semester- 4		
<b>Course Code</b> 256510403023	<b>Name of Course</b> Ecocriticism	<b>Elective</b>
<b>Credit: 04</b>	<b>Teaching Scheme: Theory (60) - Practical (0)</b>	<b>Teaching Hours: 60</b>
Course Outcomes (COs)		
<p><b>After completing this course, students will be able to</b></p> <p>CO-1: Explain the fundamental concepts, origins, and scope of Ecocriticism, demonstrating an understanding of its theoretical foundations and interdisciplinary nature.</p> <p>CO-2: Critically analyze diverse ecological frameworks and evaluate their relevance within contemporary environmental discourse.</p> <p>CO-3: Interpret pastoral traditions across different literary periods and assess their ecological implications through the lens of Ecocriticism.</p> <p>CO-4: Examine representations of wilderness in various literary contexts and articulate the evolving perceptions of the wild in relation to ecological thought.</p>		
Detailed Syllabus		
<p><b>Unit 1. Introducing Ecocriticism</b></p> <p>1.1 What is Ecocriticism?</p> <p>1.2 Origin, History, and Theories of Ecocriticism</p> <p>1.3 Aims of Ecocriticism</p> <p>1.4 Scope of Ecocriticism</p>		
<p><b>Unit 2. Positioning Ecocriticism</b></p> <p>2.1 Ecological Modernisation</p> <p>2.2 Ecofeminism</p> <p>2.3 Political Ecology and Environment Justice</p> <p>2.4 Radical Ecology</p> <p>2.5 New Materialism</p>		
<p><b>Unit 3. Pastoral Literature and Ecocriticism</b></p> <p>3.1 Classical Pastoral Literature</p> <p>3.2 Romantic Pastoral Literature</p> <p>3.3 American Pastoral Literature</p> <p>3.4 Pastoral Ecology</p>		
<p><b>Unit 4. Literature of the Wilderness and Ecocriticism</b></p> <p>4.1 Old World Wilderness</p> <p>4.2 Sublime in Literature</p> <p>4.3 Wilderness in North American Literature</p> <p>4.4 The Trouble with Wilderness</p> <p>4.5 The New Wild</p>		

**Mapping Matrix of POs, PSOs, and COs**

COs	POs													PSOs			
	1	2	3	4	5	6	7	8	9	10	11	12	Avg	1	2	3	Avg
CO-1	2	1	–	2	3	2	1	1	–	2	–	2	1.55	3	–	2	2.5
CO-2	2	2	1	2	3	2	1	–	–	2	–	2	1.73	3	–	2	2.5
CO-3	2	1	–	2	3	2	–	–	–	2	–	2	1.55	2	–	3	2.5
CO-4	2	1	1	2	3	2	–	–	–	2	–	2	1.64	3	–	2	2.5
Avg	2.00	1.25	0.50	2.00	3.00	2.00	0.75	0.25	–	2.00	–	2.00	1.62	2.75	–	2.25	2.5

3 = Strong Contribution, 2 = Moderate Contribution, 1 = Slight Contribution, --- = No Significant Contribution

**Teaching Pedagogy**

COs	Teaching Strategy
CO1 ( Unit : 1)	Lecture, Group Discussion, Assignment, Presentation
CO2 ( Unit : 2)	Lecture, Group Discussion, Assignment, Presentation
CO3 ( Unit : 3)	Lecture, Group Discussion, Assignment, Presentation
CO4 ( Unit : 4)	Lecture, Group Discussion, Assignment, Presentation

**Assessment Method**

Continuous Comprehensive Evaluation 40 Marks	COs	Marks	Exam Component		
			Class Test	Assignment	Presentation
	CO-1	10	5	5	--
	CO-2	10	5	--	5
	CO-3	10	5	5	--
	CO-4	10	5	--	5
Term-End Evaluation 60 Marks	COs	Marks	Exam Component		
	CO-1	15	Term End Examination		
	CO-2	15			
	CO-3	15			
	CO-4	15			

**References**

Dattaray, Debashree and Sarita Sharma. Eds. *Ecocriticism and Environment: Rethinking Literature and Culture*. Delhi: Primus Books, 2018.

Garrard, Greg. *Ecocriticism*. London and New York: Routledge, 2023.

Ghosh, Amitav. *The Hungry Tide*. Harper Collins, 2016.

Glottfelty, Cheryl and Harold Fromm. Eds. *Ecocriticism Reader*. University of Georgia Press, 1996.

Hiltner, Ken. Ed. *Ecocriticism: The Essential Reader*. Routledge, 2014.

Nayar, Pramod K. *Contemporary Literary and Cultural Theory: From Structuralism to Ecocriticism*. Pearson India, 2009.

Rangarajan, Swarnalatha and Scott Slovic. *Ecocriticism*. Orient BlackSwan, 2018.

<b>Program - M.A. (English)</b>		
<b>Semester- 4</b>		
<b>Course Code</b> 256510403024	<b>Name of Course</b> Literature and Cinema	<b>Elective</b>
<b>Credit: 04</b>	<b>Teaching Scheme: Theory (60) - Practical (0)</b>	<b>Teaching Hours: 60</b>
<b>Course Outcomes (COs)</b>		
<p><b>After completing this course, students will be able to</b></p> <p>CO-1: Identify and compare the fundamental features of literature and cinema, demonstrating an understanding of their distinct narrative techniques and mediums of expression.</p> <p>CO-2: Explain key adaptation theories and critically engage with scholarly perspectives on intertextuality, authorship, and the definition of adaptation.</p> <p>CO-3: Analyze the adaptation of given texts into cinema, examining how cultural, linguistic, and cinematic elements reshape the original literary work.</p> <p>CO-4: Evaluate the adaptation of given text into film, reflecting on narrative fidelity, character portrayal, and the visual translation of literary themes.</p>		
<b>Detailed Syllabus</b>		
<p><b>Unit 1. Introduction to Literature and Cinema</b></p> <p>1.1 Features of Literature</p> <p>1.2 Features of Cinema</p> <p>1.3 Differences in the Medium</p> <p>1.4 List of Literary Texts Adapted into Films</p>		
<p><b>Unit 2. Concept and Theories</b></p> <p>2.1 What is Adaptation?</p> <p>2.2 Theories of Adaptation</p> <p>2.3 Thomas Leitch: “Adaptation and Intertextuality, or, What isn’t an Adaptation, and What Does it Matter?”</p> <p>2.4 Shelley Cobb: “Film Authorship and Adaptation”</p>		
<p><b>3. Text to Cinema - I</b></p> <p>3.1 William Shakespeare: <i>Othello</i></p> <p>3.2 Vishal Bharadwaj, dir. <i>Omkara</i></p>		
<p><b>4. Text to Cinema – II</b></p> <p>4.1 Jhumpa Lahiri: <i>The Namesake</i></p> <p>4.2 Mira Nair, dir. <i>The Namesake</i></p>		



**Mapping Matrix of POs, PSOs, and COs**

COs	POs													PSOs			
	1	2	3	4	5	6	7	8	9	10	11	12	Avg	1	2	3	Avg
CO-1	3	2	2	2	1	—	3	2	1	2	—	1	1.83	2	—	2	2.0
CO-2	3	3	2	2	—	1	2	1	2	2	—	—	1.73	3	1	2	2.0
CO-3	3	2	3	3	1	1	2	1	1	2	1	2	1.75	3	2	2	2.3
CO-4	3	2	2	2	2	2	3	2	1	3	1	2	2.00	3	2	1	2.0
Avg	3.0	2.25	2.25	2.25	1.0	1.0	2.5	1.5	1.25	2.25	0.5	1.25	1.83	2.8	1.7	1.8	2.08

3 = Strong Contribution, 2 = Moderate Contribution, 1 = Slight Contribution, --- = No Significant Contribution

**Teaching Pedagogy**

COs	Teaching Strategy
CO1 ( Unit : 1)	Lecture, Group Discussion, Assignment, Presentation
CO2 ( Unit : 2)	Lecture, Group Discussion, Assignment, Presentation
CO3 ( Unit : 3)	Lecture, Group Discussion, Assignment, Presentation
CO4 ( Unit : 4)	Lecture, Group Discussion, Assignment, Presentation

**Assessment Method**

Continuous Comprehensive Evaluation 40 Marks	COs	Marks	Exam Component		
			Class Test	Assignment	Presentation
	CO-1	10	5	5	--
	CO-2	10	5	--	5
	CO-3	10	5	5	--
	CO-4	10	5	--	5
Term-End Evaluation 60 Marks	COs	Marks	Exam Component		
	CO-1	15	Term End Examination		
	CO-2	15			
	CO-3	15			
	CO-4	15			

**References**

Bharadwaj, Vishal, dir. *Omkara*. 2006.

Cartmell, Deborah and Imelda Whelehan. Eds. *The Cambridge Companion to Literature on Screen*. Cambridge UP, 2007.

Cartmell, Deobrah. Ed. *A Companion to Literature, Film, and Adaptation*. Wiley-Blackwell, 2012.

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Corrigan, Timothy. *Film and Literature: An Introduction and Reader*. Routledge, 2012.

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Hutcheon, Linda. "On the Art of Adaptation." *Daedalus* vol. 133. 2004.

Hutcheon, Linda. *A Theory of Adaptation*. Routledge, 2006.

Lahiri, Jhumpa. *The Namesake*. Visionias, 2023.

Leitch, Thomas. "Adaptation Studies at Crossroads." *Adaptation* vol. 1(1). 2008: 63-77.

Mazumdar, Ranjani. *Bombay Cinema: An Archive of the City*. University of Minnesota Press, 2007.

Mcfarlens, B. *Novel to Film: An Introduction to the Theory of Adaptation*. Clarendon UP, 1996.

Nair, Mira, dir. *The Namesake*. 2006.

Prasad, Madhava. *Ideology of the Hindi Film: A Historical Construction*. New Delhi: Oxford University Press, 2000.

Shakespeare, William. *Othello*. Maple Press, 2013.

Program - M.A. (English)																	
Semester- 3																	
Course Code 256510403025				Name of Course Research Dissertation										Elective			
Credit: 04				Teaching Scheme: Theory (60) - Practical (0)										Teaching Hours: 60			
Course Outcomes (COs)																	
After completing this course, students will be able to																	
CO-1:		Demonstrate a thorough understanding of key research methodologies.															
CO-2:		Formulate viable and original research questions that reflect critical engagement with current scholarly debates in the field of English Studies, and design appropriate strategies to investigate them.															
CO-3:		Apply appropriate citation styles and ethical research practices, including the responsible use of secondary sources, plagiarism avoidance, and adherence to institutional research guidelines.															
CO-4:		Produce a well-structured dissertation that reflects clarity of thought, methodological rigor, critical insight, and scholarly articulation suited to postgraduate-level work in English.															
Detailed Syllabus																	
Students will select a topic and will be assigned a supervisor for the dissertation. Every week, four hours have been earmarked for the meeting between the researcher and the supervisor.																	
Mapping Matrix of POs, PSOs, and COs																	
COs	POs													PSOs			
	1	2	3	4	5	6	7	8	9	10	11	12	Avg	1	2	3	Avg
CO-1	2	3	2	2	–	1	2	2	2	2	–	1	2.0	2	1	3	2
CO-2	3	3	2	3	–	2	3	2	3	3	2	2	2.5	3	—	3	3
CO-3	2	2	2	1	–	3	3	2	2	2	1	1	2.0	1	3	—	2
CO-4	3	3	2	3	–	2	3	3	3	3	2	2	2.6	2	1	3	2
Avg	2.5	2.75	2.0	2.25	–	2.0	2.75	2.25	2.5	2.5	1.67	1.5		2	1.7	3	
3 = Strong Contribution, 2 = Moderate Contribution, 1 = Slight Contribution, --- = No Significant Contribution																	
Teaching Pedagogy																	
CO1		<ul style="list-style-type: none"><li>• Discussion Method</li><li>• Group Discussion Method</li><li>• Panel Discussion Method</li><li>• Research Method</li><li>• Project Method</li></ul>															
CO2																	
CO3																	
CO4																	
Assessment Method																	
Dissertation		60 Marks															
Viva		40 Marks															



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