

BHAKTA KAVI NARSINH MEHTA
UNIVERSITY, JUNAGADH



M.A.English Syllabus
(Sem-I to IV)
Effective from Academic Year
2026-2027

with options of:

- (A): Only Coursework
- (B): Coursework + Research
- (C): Only Research

Curriculum and Credit Framework for Postgraduate Studies in English (Effective from Academic Year 2026-2027)

Preamble:

This document sets out the Curriculum and Credit Framework (CCF_2026) for the Two-Year Postgraduate Programme (M.A.) in English at Bhakta Kavi Narsinh Mehta University, Junagadh, effective from the Academic Year 2026–2027. It has been prepared in conformity with the BKNMU Regulations for Curriculum and Credit Framework for Postgraduate Programmes, 2026, the UGC Curriculum and Credit Framework for Postgraduate Programmes (June 2024), and the National Education Policy (NEP) 2020.

The framework is designed to be simple, transparent and outcome-based, so that faculty, students, and external stakeholders can readily understand what is taught, how it is assessed, and what a graduate of the programme is expected to know and do. It covers the credit structure, course contents, assessment scheme, and Programme Outcomes for all three permissible tracks in Year 2 i.e. 1) Only Coursework, 2) Coursework + Research, and 3) Only Research - as prescribed by the University Regulations.

Curriculum and Credit Framework for Postgraduate Studies in English (Effective from Academic Year 2026-2027)

(A): Only Coursework

Semester-I (MA) of Two-Year PG

SN	Category	Title of the Course	Course Code	Course No.	Credit	Internal Marks	External Marks	Total Marks	Exam Time (Theory)
1	DSC	History of English Literature (1901–1945) – The Modern Age	ENGDSC-1	101	4	30	70	100	2 Hrs 30 Min.
2	DSC	New Criticism	ENGDSC-2	102	4	30	70	100	2 Hrs 30 Min.
3	DSC	Indian Poetry in English	ENGDSC-3	103	4	30	70	100	2 Hrs 30 Min.
4	DSE	Indian English Novel	ENGDSE-1(A)	104(A)	4	30	70	100	2 Hrs 30 Min.
4	DSE	Indian English Drama and Short Story	ENGDSE-1(B)	104(B)	4	30	70	100	2 Hrs 30 Min.
5	DSE	Modern English Grammar and Usage	ENGDSE-2(A)	105(A)	4	30	70	100	2 Hrs 30 Min.
5	DSE	ELT: Pedagogy, Curriculum Development and Assessment	ENGDSE-2(B)	105(B)	4	30	70	100	2 Hrs 30 Min.
6	SEC/VoC	Research Methodology-1	ENGSEC/VoC-1	106	2	15	35	50	1 Hr 00 Min.
Total					22				
Credits									

NOTE:

- All the 3 Discipline Specific Courses (DSC-1, 2, 3) are Mandatory Courses.
- Student has to select any one course from Discipline Specific Elective (DSE) 1(A) and 1(B).
- Student has to select any one course from Discipline Specific Elective (DSE) 2(A) and 2(B).
- Skill Enhancement Course (SEC)/Vocational Course (VoC)-1 is mandatory.

Curriculum and Credit Framework for Postgraduate Studies in English
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Semester-2 (MA) of Two-Year PG

SN	Category of Course	Title of the Course	Course Code	Course No.	Credit	Internal Marks	External Marks	Total Marks	Exam Time (Theory)
1	DSC	History of English Literature (1945–Present): The Contemporary Period	ENGDSC-4	107	4	30	70	100	2 Hrs 30 Min.
2	DSC	Literary Movements, 'Isms' and Literary Theories	ENGDSC-5	108	4	30	70	100	2 Hrs 30 Min.
3	DSC	Indian Literature in Translation	ENGDSC-6	109	4	30	70	100	2 Hrs 30 Min.
4	DSE	Literature of the Indian Diaspora	ENG DSE-3(A)	110(A)	4	30	70	100	2 Hrs 30 Min.
		Comparative Indian Literature	ENG DSE-3(B)	110(B)	4	30	70	100	2 Hrs 30 Min.
5	DSE	American Literature	ENG DSE -4(A)	111(A)	4	30	70	100	2 Hrs 30 Min.
		African Literature	ENG DSE -4(B)	111(B)	4	30	70	100	2 Hrs 30 Min.
6	SEC/ Vocational Course	Research Methodology-2	ENGSEC/ VoC-2	112	2	15	35	50	1:00 Hr
Total Credits					22				

NOTE:

- All the 3 Discipline Specific Courses (DSC-4,5,6) are Mandatory Courses.
- Student has to select any one course from Discipline Specific Elective (DSE) 3(A) and 3(B)
- Student has to select any one course from Discipline Specific Elective (DSE) 4(A) and 4(B)
- Skill Enhancement Course (SEC)/Vocational Course(VoC)-2 is mandatory.

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Semester-3 (MA) of Two-Year PG

SN	Category of Course	Title of the Course	Course Code	Course No.	Credit	Internal Marks	External Marks	Total Marks	Exam Time (Theory)
1	DSC	Literary Criticism: Classical to Modern	ENGDSC-7	113	4	30	70	100	2 Hrs 30 Min.
2	DSC	Research Methodology in English Literature and Academic Writing	ENGDSC-8	114	4	30	70	100	2 Hrs 30 Min.
3	DSC	Popular Literature (Crime/Detective, Thriller and Romance)	ENGDSC -9	115	4	30	70	100	2 Hrs 30 Min.
4	DSE	Digital Humanities and Literary Studies	ENGDSE-5(A)	116 (A)	4	30	70	100	2 Hrs 30 Min.
		Artificial Intelligence and Literary Studies	ENGDSE-5(B)	116 (B)	4	30	70	100	2 Hrs 30 Min.
5	DSE	Ecocriticism and Environmental Humanities	ENGDSE -6(A)	117 (A)	4	30	70	100	2 Hrs 30 Min.
		Feminist Literature and Women's Writing	ENGDSE -6(B)	117 (B)	4	30	70	100	2 Hrs 30 Min.
6	SEC/ Vocational Course	Literary Blogging and Podcasting	ENGSEC/ VoC-3	118	2	15	35	50	1:00 Hr
Total Credit					22				

NOTE:

- All the 3 Discipline Specific Courses (DSC-7,8,9) are Mandatory Courses.
- Student has to select any one course from Discipline Specific Elective (DSE) 5(A) and 5(B)
- Student has to select any one course from Discipline Specific Elective (DSE) 6(A) and 6(B)
- Skill Enhancement Course (SEC)/Vocational Course(VoC)-3 is mandatory.

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Semester-4 (MA) of Two-Year PG

SN	Category of Course	Title of the Course	Course Code	Course No.	Credit	Internal Marks	External Marks	Total Marks	Exam Time (Theory)
1	DSC	Contemporary Literary Theory and Cultural Studies	ENGDSC-10	119	4	30	70	100	2 Hrs 30 Min.
2	DSC	Interdisciplinary Literary Research	ENGDSC-11	120	4	30	70	100	2 Hrs 30 Min.
3	DSC	Post-Colonial Literature	ENGDSC -12	121	4	30	70	100	2 Hrs 30 Min.
4	DSE	French Literature in English Translation	ENGDSE-7(A)	122 (A)	4	30	70	100	2 Hrs 30 Min.
		Russian Literature in English Translation	ENGDSE-7(B)	122 (B)	4	30	70	100	2 Hrs 30 Min.
5	DSE	Indian Knowledge Systems and Literature	ENGDSE -8(A)	123 (A)	4	30	70	100	2 Hrs 30 Min.
		Partition Literature	ENGDSE -8(B)	123 (B)	4	30	70	100	2 Hrs 30 Min.
6	SEC/ Vocational Course	Literature, Society and Moral Responsibility	ENGSEC/ VoC-4	124	2	15	35	50	1:00 Hrs
Total Credit					22				

NOTE:

- All the 3 Discipline Specific Courses (DSC-10,11,12) are Mandatory Courses.
- Student has to select any one course from Discipline Specific Elective (DSE) 7(A) and 7(B).
- Student has to select any one course from Discipline Specific Elective (DSE) 8(A) and 8(B)
- Skill Enhancement Course (SEC)/Vocational Course(VoC)-4 is mandatory.

Curriculum and Credit Framework for Postgraduate Studies in English (Effective from Academic Year 2026-2027)

(B): Coursework + Research

Semester-3 (MA) of Two-Year PG

N	Category of Course	Title of the Course	Course Code	Course Number	Credit	Internal Marks	External Marks	Total Marks	Exam Time (Theory)
1	DSC	Literary Criticism: Classical to Modern	ENGDSC-7	113	4	30	70	100	2 Hrs 30 Min.
2	DSC	Research Methodology in English Literature and Academic Writing	ENGDSC-8	114	4	30	70	100	2 Hrs 30 Min.
3	DSE	Digital Humanities and Literary Studies	ENGDSE-5(A)	115 (A)	4	30	70	100	2 Hrs 30 Min.
		Artificial Intelligence and Literature	ENGDSE-5(B)	115 (B)	4	30	70	100	2 Hrs 30 Min.
4	DSR	Research Project (Dissertation Writing)	RPD-1	-	10	75	175	250	-
Total Credit					22				

NOTE:

- All the 2 Discipline Specific Courses (DSC-7 & 8) are Mandatory Courses.
- Student has to select any one course from Discipline Specific Elective (DSE) and 5(A), 5(B).
- Discipline Specific Research Project-Dissertation Writing (DSR) is mandatory for those who have chosen Coursework + Research track

(B): Coursework + Research

Semester-4 (MA) of Two-Year PG

SN	Category of Course	Title of the Course	Course Code	Course Number	Credit	Internal Marks	External Marks	Total Marks	Exam Time (Theory)
1	DSC	Contemporary Literary Theory and Cultural Studies	ENGDSC-9	115	4	30	70	100	2 Hrs 30 Min.
2	DSC	Interdisciplinary Literary Research	ENGDSC-10	116	4	30	70	100	2 Hrs 30 Min.
3	SEC/ Vocational Course	Literature, Society and Moral Responsibility	ENGSEC/VoC-3	117	2	15	35	50	1:00 Hrs
4	DSR	Research Project (Dissertation Writing)	RPD-2	-	12	90	210	300	-
Total Credit					22				

NOTE:

- All the 2 Discipline Specific Courses (DSC-9 & 10) are Mandatory Courses.
- Skill Enhancement Course (SEC)/Vocational Course(VoC)-3 is mandatory.
- Discipline Specific Research Project-Dissertation Writing (DSR) is mandatory for those who have chosen Coursework + Research track.

**Curriculum and Credit Framework for Postgraduate Studies in English
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(C): Only Research

Semester-3 & 4 (MA) of Two-Year PG

SN	Category of Course	Title of the Course	Course Code	Credit	Internal Marks	External Marks	Total Marks	Exam Time (Theory)
Semester-3								
1	DSR	Research Project (Dissertation Writing)-22 Cr.	RPD	22	165	385	550	-
Semester-4								
1	DSR	Research Project (Dissertation Writing)-22 Cr.	RPD	22	165	385	550	-

Curriculum and Credit Framework for Postgraduate Studies in English
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(A): Only Coursework

Semester-I (MA) of Two-Year PG

SN	Category	Title of the Course	Course Code	Course No.	Credit	Internal Marks	External Marks	Total Marks	Exam Time (Theory)
1	DSC	History of English Literature (1901–1945) – The Modern Age	ENGDSC-1	101	4	30	70	100	2 Hrs 30 Min.
2	DSC	New Criticism	ENGDSC-2	102	4	30	70	100	2 Hrs 30 Min.
3	DSC	Indian Poetry in English	ENGDSC-3	103	4	30	70	100	2 Hrs 30 Min.
4	DSE	Indian English Novel	ENGDSE-1(A)	104(A)	4	30	70	100	2 Hrs 30 Min.
4	DSE	Indian English Drama and Short Story	ENGDSE-1(B)	104(B)	4	30	70	100	2 Hrs 30 Min.
5	DSE	Modern English Grammar and Usage	ENGDSE-2(A)	105(A)	4	30	70	100	2 Hrs 30 Min.
5	DSE	ELT: Pedagogy, Curriculum Development and Assessment	ENGDSE-2(B)	105(B)	4	30	70	100	2 Hrs 30 Min.
6	SEC/VoC	Research Methodology-1	ENGSEC/VoC-1	106	2	15	35	50	1 Hr 00 Min.
Total Credits					22				

NOTE:

- All the 3 Discipline Specific Courses (DSC-1, 2, 3) are Mandatory Courses.
- Student has to select any one course from Discipline Specific Elective (DSE) 1(A) and 1(B).
- Student has to select any one course from Discipline Specific Elective (DSE) 2(A) and 2(B).
- Skill Enhancement Course (SEC)/Vocational Course (VoC)-1 is mandatory.

Curriculum and Credit Framework for Postgraduate Studies in English (Effective from Academic Year 2026-2027)

Programme Outcomes (POs)

On successful completion of the M.A. English programme at BKNMU, graduates will be able to demonstrate the following twelve Programme Outcomes, as established in the consolidated M.A. English CCF_2026 regulations:

PO	Outcome Statement
PO1	Disciplinary Knowledge — Disciplinary Knowledge and Understanding
PO2	Research Principles — Research Principles and Methods
PO3	Cognitive & Technical Skills — Advanced Cognitive and Technical Skills
PO4	Research Design — Research Design and New Knowledge Generation
PO5	Problem Analysis — Problem Identification and Analysis
PO6	Evidence-Based Solutions — Evidence-Based Solutions and Research Application
PO7	Communication & Writing — Communication, Scholarly Writing and Presentation
PO8	Research Inquiry & Tools — Research Inquiry, Data and Tool Proficiency
PO9	Judgement & Accountability — Judgement, Accountability and Decision-Making
PO10	Ethics & Sustainability — Constitutional Values, Ethics and Sustainability
PO11	Employability & Innovation — Employability, Innovation and Entrepreneurship
PO12	Lifelong Learning — Lifelong and Self-Directed Learning

Programme-Specific Outcomes (PSOs)

The Board of Studies in English, BKNMU, defines the following four Programme-Specific Outcomes for the M.A. English programme:

PSO	Title	Statement
PSO1	Literary-Critical Analysis	Apply advanced knowledge of literary theories, critical methodologies, and comparative perspectives to analyse, interpret, and evaluate canonical and non-canonical texts across periods, genres, and cultural contexts.
PSO2	Research in English Studies	Design and conduct original, methodologically rigorous research in English literature, language, or cultural studies, demonstrating proficiency in bibliographic research, textual analysis, and scholarly writing.
PSO3	Language, Discourse & Pedagogy	Demonstrate specialised competence in English language studies, discourse analysis, and pedagogical practice, enabling effective contribution to language teaching, editing, publishing, media, or communication-intensive professions.
PSO4	Humanistic & Ethical Engagement	Apply constitutional, ethical, and humanistic values to literary interpretation and professional practice, engaging responsibly with questions of gender, class, caste, ecology, and cultural diversity as reflected in and through literary and cultural texts.

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CO–PO–PSO Mapping: Legend and Scale

Symbol	Meaning
3	Strong / High Correlation — the CO directly and substantially contributes to attaining this PO or PSO
2	Moderate Correlation — the CO contributes partially to this PO or PSO
1	Low / Indirect Correlation — the CO has a marginal or indirect connection to this PO or PSO
–	No Correlation — the CO does not contribute to this PO or PSO

Curriculum and Credit Framework for Postgraduate Studies in English (Effective from Academic Year 2026-2027)

(A): Only Coursework

Course Structure M.A.Sem-1_English

Course Level	6	Internal Marks	30
Programme	MA	External Marks	70
Semester	1	Practical Internal	-
Category of Course	DSC	Practical External	-
Course Credit	4	Prac. External Exam Duration	-
Teaching Hours	60	Total	100
Course Code	ENGDSC-1	Exam Duration	2 Hrs 30 Min.
Course No.	101		
Course Title	History of English Literature (1901–1945) – The Modern Age		

Course Objectives:

- To introduce the socio-historical, cultural, and intellectual shifts that shaped early 20th-century English literature and its fragmented aesthetics.
- To critically examine the distinct stylistic, thematic, and formal innovations of seminal Modernist poets and fiction writers.
- To analyze the evolution of drama through G.B. Shaw's "drama of ideas" and his subversion of traditional theatrical conventions.
- To explore the foundations of modern feminist literary thought and gender politics through Virginia Woolf's non-fiction prose.

Course Outcomes (COs):

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

- CO1: Identify and critique core themes like stream of consciousness, alienation, and the crisis of faith across texts.
- CO2: Evaluate and contrast the distinct stylistic techniques and themes of Yeats, Eliot, Joyce, and Lawrence.
- CO3: Critique *Man and Superman*, tracing how concepts like the "Life Force" challenge early 20th-century societal, marital, and class norms.
- CO4: Formulate arguments on gender, space, and female authorship by synthesizing the core concepts of *A Room of One's Own*.

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Course Structure

Unit	Topics	Teaching Hrs
1	Historical Background of the Modern Age - Characteristics of Modern English literature - Major literary trends: Modernist fiction and feminist literary thought	15
2	Major Modernist Writers W. B. Yeats, T. S. Eliot, James Joyce, D. H. Lawrence, Katherine Mansfield, E. M. Forster	15
3	Prescribed Text: Drama <i>Man and Superman</i> – G. B. Shaw	15
4	Prescribed Text: Essay <i>A Room of One's Own</i> – Virginia Woolf	15

CO–PO–PSO Mapping Matrix:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	3	–	2	–	2	–	–	–	–	–	–	–	3	–	–	–
CO2	3	–	3	–	–	–	2	–	–	–	–	–	3	–	–	–
CO3	2	–	2	–	3	–	–	–	2	–	–	–	2	–	–	–
CO4	–	–	2	–	–	–	2	–	–	3	–	–	2	–	–	3

Suggested Reading & Online Resources:

A. Offline Resources (Books)

- Childs, Peter. *Modernism*. 3rd ed., Routledge, 2017.
- Cleary, Joe, editor. *The Cambridge Companion to Irish Modernism*. Cambridge UP, 2014.
- Daiches, David. *A Critical History of English Literature*. Vol. 4, Secker & Warburg, 1979.
- Levenson, Michael, editor. *The Cambridge Companion to Modernism*. 2nd ed., Cambridge UP, 2011.
- Marcus, Laura, and Peter Nicholls, editors. *The Cambridge History of Twentieth-Century English Literature*. Cambridge UP, 2004.
- Poplawski, John, editor. *English Literature in Context*. 2nd ed., Cambridge UP, 2017.
- Sanders, Andrew. *The Short Oxford History of English Literature*. 3rd ed., Oxford UP, 2004.

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B. Online Resources (Websites)

1. "Modernism." The British Library, www.bl.uk/20th-century-literature/themes/modernism. Accessed 21 July 2026.
2. The Modernist Journals Project. Brown U and U of Tulsa, modjourn.org. Accessed 21 July 2026.
3. "The Modern Age (1901–1945)." Norton Anthology of English Literature Online, W. W. Norton, www.norton.com/college/english/nael/. Accessed 21 July 2026.
4. The Poetry Foundation. Poetry Foundation, www.poetryfoundation.org. Accessed 21 July 2026.
5. JSTOR. ITHAKA, www.jstor.org. Accessed 21 July 2026.
6. Project MUSE. Johns Hopkins UP, muse.jhu.edu. Accessed 21 July 2026.
7. The Orwell Foundation. The Orwell Foundation, www.orwellfoundation.com. Accessed 21 July 2026.
8. Virginia Woolf Heritage. International Virginia Woolf Society, vwoolf.org. Accessed 21 July 2026.

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Course Level	6	Internal Marks	30
Programme	MA	External Marks	70
Semester	1	Practical Internal	-
Category of Course	DSC	Practical External	-
Course Credit	4	Prac. External Exam Duration	-
Teaching Hours	60	Total	100
Course Code	ENGDSC-2	Exam Duration	2 Hrs 30 Min.
Course No.	102		
Course Title	New Criticism		

Course Objectives:

- To introduce the emergence of New Criticism, highlighting its pivot from biographical/historical context toward textual autonomy.
- To familiarize students with foundational texts and key theorists like Ransom, Richards, Tate, Brooks, Empson, Wimsatt, and Beardsley.
- To train students in textual analysis using core concepts like paradox, irony, tension, and ambiguity.
- To critique the strengths and limitations of the movement, specifically focusing on the Intentional and Affective Fallacies.

Course Outcomes (COs):

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

- CO1: Articulate how New Criticism's focus on textual autonomy differs from traditional biographical and historical approaches.
- CO2: Execute rigorous close readings of poetry using I. A. Richards' methodology to unpack thematic layers.
- CO3: Analyze how meaning is generated using irony, paradox, tension, and Empson's types of ambiguity.
- CO4: Evaluate texts independently of authorial intent (Intentional Fallacy) and reader emotion (Affective Fallacy) while assessing the movement's legacy.

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Course Structure

Unit	Topics	Teaching Hrs
1	Foundations of New Criticism - Definition and historical background - Reaction against historical and biographical criticism - John Crowe Ransom and the idea of the text as autonomous	15
2	I. A. Richards and Allen Tate - Practical Criticism (basic concepts) - Close reading applied to a poem	15
3	Cleanth Brooks and William Empson - Paradox, irony and tension - Seven Types of Ambiguity	15
4	Wimsatt, Beardsley and the Legacy of New Criticism - The Intentional Fallacy and the Affective Fallacy - Strengths and limitations of New Criticism	15

CO–PO–PSO Mapping Matrix:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	3	–	2	–	–	–	–	–	–	–	–	–	3	1	–	–
CO2	2	–	3	–	2	–	–	–	–	–	–	–	3	–	–	–
CO3	2	–	3	–	2	–	–	–	–	–	–	–	3	–	–	–
CO4	–	–	3	–	2	–	–	–	2	–	–	–	2	1	–	–

Suggested Reading & Online Resources:

A. Offline Resources (Books)

- Brooks, Cleanth. The Well Wrought Urn: Studies in the Structure of Poetry. Harcourt, Brace & World, 1947.
- Brooks, Cleanth, and Robert Penn Warren. Understanding Poetry. 4th ed., Holt, Rinehart and Winston, 1976.

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3. Empson, William. *Seven Types of Ambiguity*. New Directions, 1947.
4. Jancovich, Mark. *The Cultural Politics of the New Criticism*. Cambridge UP, 1993.
5. Ransom, John Crowe. *The New Criticism*. New Directions, 1941.
6. Richards, I. A. *Practical Criticism: A Study of Literary Judgment*. Harcourt, Brace & Co., 1929.
7. Wimsatt, W. K., and Monroe C. Beardsley. *The Verbal Icon: Studies in the Meaning of Poetry*. U of Kentucky P, 1954.

B. Online Resources (Websites)

1. "Formalism / New Criticism." *Critical Theory Shorthand*, University of Utah, formalisms.humanities.utah.edu. Accessed 21 July 2026.
2. "Introduction to Theory of Literature: New Criticism and Formalism." *Open Yale Courses*, Yale U, oyc.yale.edu/english/engl-300/lecture-4. Accessed 21 July 2026.
3. "New Criticism." *Encyclopædia Britannica*, 8 Jan. 2026, www.britannica.com/art/New-Criticism. Accessed 21 July 2026.
4. "New Criticism." *Oxford Bibliographies*, Oxford UP, www.oxfordbibliographies.com. Accessed 21 July 2026.
5. "The Intentional Fallacy." *The Poetry Foundation*, www.poetryfoundation.org/articles/68482/the-intentional-fallacy. Accessed 21 July 2026.
6. *The Johns Hopkins Guide to Literary Theory and Criticism*. Johns Hopkins UP, litguide.press.jhu.edu. Accessed 21 July 2026.
7. *The Kenyon Review*. Kenyon College, kenyonreview.org/history/. Accessed 21 July 2026.
8. *The Sewanee Review*. U of the South, thesewaneeereview.com. Accessed 21 July 2026.

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Course Level	6	Internal Marks	30
Programme	MA	External Marks	70
Semester	1	Practical Internal	-
Category of Course	DSC	Practical External	-
Course Credit	4	Prac. External Exam Duration	-
Teaching Hours	60	Total	100
Course Code	ENGDSC-3	Exam Duration	2 Hrs 30 Min.
Course No.	103		
Course Title	Indian Poetry in English		

Course Objectives:

- To examine how colonial influences, the rise of nationalism, and post-independence shifts shaped the growth of Indian Poetry in English.
- To distinguish between early romantic/nationalist poets and modern/postmodern practitioners in the canon.
- To execute deep critical readings of Rabindranath Tagore's *Gitanjali* and Jayanta Mahapatra's *Relationship*.
- To investigate the unique identity negotiations, linguistic adaptations, and aesthetic choices that define Indian English verse.

Course Outcomes (COs):

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

- CO1: Demonstrate how colonialism, nationalism, and cultural identity shape the socio-historical trajectories of Indian English poetry.
- CO2: Contrast the idioms and disillusionment of modern poets (Ezekiel, Das, Mahapatra) with the romantic sensibilities of pre-independence writers (Derozio, Aurobindo, Naidu).
- CO3: Evaluate the spiritual, philosophical, and mystical dimensions of *Gitanjali* alongside its place in global and Indian literature.
- CO4: Critique *Relationship*, examining how it uses myth, history, and the Orissan landscape to construct post-independence memory.

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Course Structure

Unit	Topics	Teaching Hrs
1	Introduction to Indian Poetry in English - Historical background: colonial influence and nationalism - Major characteristics and growth of Indian English poetry	15
2	Early and Modern Poets - Henry Louis Vivian Derozio, Sri Aurobindo Ghosh, Sarojini Naidu - Nissim Ezekiel, Kamala Das, Jayanta Mahapatra	15
3	Prescribed Text <i>Gitanjali</i> – Rabindranath Tagore	15
4	Prescribed Text <i>Relationship</i> - Jayanta Mahapatra	15

CO–PO–PSO Mapping Matrix:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	3	–	–	–	2	–	–	–	–	–	–	–	3	–	–	1
CO2	2	–	3	–	–	–	–	–	–	–	–	–	3	–	–	–
CO3	2	–	2	–	–	–	–	–	–	–	–	–	2	–	–	1
CO4	–	–	3	–	2	–	–	–	–	–	–	–	2	–	–	2

Suggested Reading & Online Resources:

A. Offline Resources (Books)

1. Chaudhuri, Rosinka, editor. *A History of Indian Poetry in English*. Cambridge UP, 2016.
2. Daruwalla, Keki N., editor. *Two Decades of Indian Poetry: 1960–1980*. Vikas Publishing House, 1980.
3. de Souza, Eunice, editor. *Nine Indian Women Poets: An Anthology*. Oxford UP, 1997.
4. Gokak, Vinayak Krishna, editor. *The Golden Treasury of Indo-Anglian Poetry, 1828–1965*. Sahitya Akademi, 1970.
5. King, Bruce. *Modern Indian Poetry in English*. Rev. ed., Oxford UP, 2005.
6. Mehrotra, Arvind Krishna, editor. *Twelve Modern Indian Poets*. Oxford UP, 1992.
7. Parthasarathy, R., editor. *Ten Twentieth-Century Indian Poets*. Oxford UP, 1976.

Curriculum and Credit Framework for Postgraduate Studies in English (Effective from Academic Year 2026-2027)

8. Thayil, Jeet, editor. The Bloodaxe Book of Contemporary Indian Poets. Bloodaxe Books, 2008.

B. Online Resources (Websites)

1. Muse India. Muse India, museindia.com. Accessed 21 July 2026.
2. "Poetry from India." The Poetry Archive, poetryarchive.org/explore/?fwp_countries=india. Accessed 21 July 2026.
3. Sahitya Akademi Digital Library. Sahitya Akademi, sahitya-akademi.org. Accessed 21 July 2026.
4. "Indian Poets." The Poetry Foundation, www.poetryfoundation.org. Accessed 21 July 2026.
5. Kavyaalaya: Contemporary Indian Poetry. Kavyaalaya, kavyaalaya.org. Accessed 21 July 2026.
6. The Caravan Magazine: Poetry Section. Delhi Press, caravanmagazine.in/category/poetry. Accessed 21 July 2026.
7. Economic and Political Weekly (EPW). Sameeksha Trust, www.epw.in. Accessed 21 July 2026.

Curriculum and Credit Framework for Postgraduate Studies in English (Effective from Academic Year 2026-2027)

Course Level	6.5	Internal Marks	30
Programme	MA	External Marks	70
Semester	1	Practical Internal	-
Category of Course	DSE	Practical External	-
Course Credit	4	Prac. External Exam Duration	-
Teaching Hours	60	Total	100
Course Code	ENGDSE-1(A)	Exam Duration	2 Hrs 30 Min.
Course No	104(A)		
Course Title	Indian English Novel		

Course Objectives:

- To examine the trajectory of the Indian Novel in English from its colonial origins and nation-building narratives to contemporary globalized fiction.
- To explore the diverse themes, experimental narrative techniques, and linguistic innovations pioneered by major Indian novelists across different eras.
- To guide students through a structurally nuanced critique of *The God of Small Things*, focusing on its interrogation of history, caste, and social boundaries.
- To analyze gender dynamics, domesticity, and female agency in postcolonial India through Shashi Deshpande's *That Long Silence*.

Course Outcomes (COs):

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

- CO1: Trace and evaluate how the Indian Novel in English shifts stylistically from colonial constraints to postcolonial and postmodern realities.
- CO2: Critique and contrast the diverse narrative strategies of literary, historical, and diaspora writers (Ghosh, Desai, Divakaruni) against popular fiction (Bhagat).
- CO3: Deconstruct the narrative architecture, linguistic subversions, and political themes, such as caste discrimination and the "Love Laws", in *The God of Small Things*.
- CO4: Analyze the intersections of patriarchy, psychological isolation, and identity in *That Long Silence* using feminist and postcolonial frameworks.

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Course Structure

Unit	Topics	Teaching Hrs
1	Introduction to the Indian Novel in English - Historical background - Growth from colonial to postcolonial fiction	15
2	Major Writers Khushwant Singh, Amitav Ghosh, Chetan Bhagat, Arundhati Roy, Kiran Desai, Chitra Banerjee Divakaruni	15
3	Prescribed Text <i>The God of Small Things</i> - Arundhati Roy	15
4	Prescribed Text <i>That Long Silence</i> – Shashi Deshpande	15

CO–PO–PSO Mapping Matrix:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	3	–	–	–	2	–	–	–	–	–	–	–	3	–	–	–
CO2	2	–	3	–	–	–	2	–	–	–	–	–	3	–	–	–
CO3	–	–	3	–	3	–	–	–	–	2	–	–	2	–	–	3
CO4	–	–	2	–	2	–	–	–	–	3	–	–	2	–	–	3

Suggested Reading & Online Resources:

A. Offline Resources (Books)

1. Anjaria, Ulka, editor. *A History of the Indian Novel in English*. Cambridge UP, 2015.
2. Gopal, Priyamvada. *The Indian English Novel: Nation, History, and Narration*. Oxford UP, 2009.
3. Iyengar, K. R. Srinivasa. *Indian Writing in English*. 5th ed., Sterling Publishers, 1985.
4. Khair, Tabish. *Babu Fictions: Alienation in Contemporary Indian English Novels*. Oxford UP, 2001.
5. Mee, Jon. *The Cambridge Introduction to Modern British Fiction, 1950–2000*. Cambridge UP, 2011.
6. Mukherjee, Meenakshi. *The Twice-Born Fiction: Themes and Techniques of the Indian Novel in English*. Heinemann, 1971.
7. Naik, M. K. *A History of Indian English Literature*. Sahitya Akademi, 1982.

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B. Online Resources (Websites)

1. "South Asian Diaspora Literature." The British Library, www.bl.uk/learning/histcitizen/asians/literature/southasiandiasporaliterature.html. Accessed 21 July 2026.
2. Postcolonial Text. Open Humanities Press, www.postcolonial.org. Accessed 21 July 2026.
3. The Sahitya Akademi Digital Library. Sahitya Akademi, sahitya-akademi.org. Accessed 21 July 2026.
4. Muse India. Muse India, museindia.com. Accessed 21 July 2026.
5. The Caravan Magazine: Books Section. Delhi Press, caravanmagazine.in/category/books. Accessed 21 July 2026.
6. JSTOR. ITHAKA, www.jstor.org. Accessed 21 July 2026.
7. The Hindu Literary Review. THG Publishing, www.thehindu.com/books/. Accessed 21 July 2026.
8. The Open Journal of Humanities (OJH). OJH Press, openjournalofhumanities.org. Accessed 21 July 2026.

Curriculum and Credit Framework for Postgraduate Studies in English (Effective from Academic Year 2026-2027)

Course Level	6.5	Internal Marks	30
Programme	MA	External Marks	70
Semester	1	Practical Internal	-
Category of Course	DSE	Practical External	-
Course Credit	4	Prac. External Exam Duration	-
Teaching Hours	60	Total	100
Course Code	ENGDSE-1(B)	Exam Duration	2 Hrs 30 Min.
Course No.	104(B)		
Course Title	Indian English Drama and Short Story		

Course Objectives:

- To analyze the distinct narrative structures, themes, and cultural contexts of 20th-century Indian short stories and contemporary drama.
- To introduce Short Fiction Realism: explore the slice-of-life realism, psychological nuance, and humanism in the short stories of R. K. Narayan and Ruskin Bond.
- To explore theatrical innovations: investigate how playwrights like Mahesh Dattani and Girish Karnad utilize theater to confront social realisms, communal history, and indigenous folklore.
- To analyze socio-political issues: critique complex issues, such as communal tension, gender politics, and marginalization, through textual and performance-oriented readings.

Course Outcomes (COs):

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

- CO1: Differentiate and analyze how R. K. Narayan's Malgudi ironies and Ruskin Bond's localized narratives capture everyday Indian life.
- CO2: Evaluate how Girish Karnad incorporates folklore and myth in Naga-Mandala to critique contemporary patriarchy, gender roles, and female desire.
- CO3: Deconstruct Mahesh Dattani's representation of marginalization, trauma, and identity in The Tale of a Mother Feeding Her Child and Clearing the Rubble.
- CO4: Critique the dramatic architecture, historical parallels, and representations of communal prejudice and reconciliation in Dattani's Final Solutions.

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Course Structure

Unit	Topics	Hrs
1	Introduction to Indian English Drama and Short Story - Historical background and major themes - Growth from colonial to contemporary writing	15
2	Major Writers - Rabindranath Tagore, Girish Karnad, Mahesh Dattani R. K. Narayan, Ruskin Bond, Shashi Deshpande	15
3	Short Stories R. K. Narayan: <i>An Astrologer's Day;</i> <i>A Horse and Two Goats</i> - Under the Banyan Tree Ruskin Bond: <i>The Night Train at Deoli</i> <i>The Eyes Are Not Here (also published as 'The Eyes Have It')</i> - The Kitemaker Shashi Deshpande - A Liberated Woman	15
4	Prescribed Text Final Solutions – Mahesh Dattani	15

CO–PO–PSO Mapping Matrix:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	3	–	2	–	–	–	–	–	–	–	–	–	3	–	–	–
CO2	–	–	2	–	2	–	–	–	–	2	–	–	3	–	–	3
CO3	–	–	3	–	2	–	–	–	–	2	–	–	2	–	–	3
CO4	–	–	3	–	3	–	–	–	2	3	–	–	2	–	–	3

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Suggested Reading & Online Resources:

A. Offline Resources (Books)

1. Babu, M. Sarat. Indian Drama in English: Myths and Realities. Atlantic Publishers, 2008.
2. Bhatta, S. Krishna. Indian English Drama: A Critical Study. Sterling Publishers, 1987.
3. Dattani, Mahesh. Collected Plays. Vol. 1, Penguin Books India, 2000.
4. Giri, Dipak, editor. Indian Short Story: A Critical Evaluation. Books Way, 2018.
5. Iyengar, K. R. Srinivasa. Indian Writing in English. 5th ed., Sterling Publishers, 1985.
6. Melwani, Murli Das. Themes in the Indian Short Story in English: An Historical and a Critical Survey. Pilgrim Books, 2009.
7. Reddy, K. Venkata, and R. K. Dhawan, editors. Flowering of Indian Drama: Growth and Development. Prestige Books, 2004.

B. Online Resources (Websites)

1. Theatre in Context: India. The British Library, www.bl.uk/learning/histcitizen/asians/theatre/indiantheatreinbritain.html. Accessed 21 July 2026.
2. Muse India. Muse India, museindia.com. Accessed 21 July 2026.
3. "Indian Playwrights." The Sahitya Akademi Digital Library, Sahitya Akademi, sahitya-akademi.org. Accessed 21 July 2026.
4. Postcolonial Text. Open Humanities Press, www.postcolonial.org. Accessed 21 July 2026.
5. The Caravan Magazine: Literature and Art Section. Delhi Press, caravanmagazine.in/category/books. Accessed 21 July 2026.
6. JSTOR. ITHAKA, www.jstor.org. Accessed 21 July 2026.
7. The Indian Express: Eye Section. Indian Express Group, indianexpress.com/section/eye/. Accessed 21 July 2026.
8. The Open Journal of Humanities (OJH). OJH Press, openjournalofhumanities.org. Accessed 21 July 2026.

Curriculum and Credit Framework for Postgraduate Studies in English (Effective from Academic Year 2026-2027)

Course Level	6.5	Internal Marks	30
Programme	MA	External Marks	70
Semester	1	Practical Internal	-
Category of Course	DSE	Practical External	-
Course Credit	4	Prac. External Exam Duration	-
Teaching Hours	60	Total	100
Course Code	ENGDSE-2(A)	Exam Duration	2 Hrs 30 Min.
Course No.	105(A)		
Course Title	Modern English Grammar and Usage		

Course Objectives:

- To build foundational expertise by contrasting prescriptive and descriptive frameworks while exploring English syntax, morphology, and semantics.
- To analyze the systemic rules governing English structures, from word-formation and phrasal modification to complex clausal relationships.
- To connect formal grammatical structures to communicative realities by analyzing sentence-level semantics, pragmatics, speech acts, and discourse.
- To apply linguistic concepts to modern realities by examining contemporary neologisms, form-function mismatches, and the features of Indian English.

Course Outcomes (COs):

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

- CO1: Apply descriptive linguistics to evaluate word-formation productivity, neologisms, and the syntax of the English nominal system.
- CO2: Map sentence architecture, including finite/non-finite verb forms, complex aspects, passivization motivations, and phrasal structures.
- CO3: Evaluate clause types, coordination/subordination, thematic roles (Agent, Patient), and syntactic form-function mismatches.
- CO4: Distinguish sentence meaning from utterance meaning using pragmatics, while detailing the phonetic, lexical, and structural features of Indian English.

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Course Structure

Unit	Topics	Teaching Hrs
1	Foundations & Basic Grammar Prescriptive vs. descriptive approaches to language analysis • Prescriptive vs Descriptive • Standard English vs Varieties • Word classes (Parts of Speech) • Nouns (count/non-count, articles, determiners) • Basic morphology	15
2	The Verb System • Tenses and aspects (focus on practical use) • Finite vs non-finite verbs • Modals and auxiliaries • Active-Passive (basic)	15
3	Sentence Structure & Syntax • Basic sentence patterns (SV, SVO, SVC etc.) • Simple, compound, complex sentences • Coordination & subordination (basic) • Declarative, interrogative, imperative, and exclamative forms (including form-function mismatches).	15
4	Usage, Common Errors & Indian English • Subject-verb agreement, tense consistency • Prepositions, articles in Indian context • Features of Indian English • Style and register (formal/informal)	15

CO–PO–PSO Mapping Matrix:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	3	–	2	–	–	–	–	–	–	–	–	–	–	–	3	–
CO2	2	–	3	–	–	–	–	–	–	–	–	–	–	–	3	–
CO3	–	–	3	–	2	–	–	–	–	–	–	–	–	–	2	–
CO4	–	–	2	–	–	–	2	–	–	–	2	–	–	–	3	–

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Suggested Reading & Online Resources:

A. Offline Resources (Books)

1. Biber, Douglas, et al. Longman Grammar of Spoken and Written English. Longman, 1999.
2. Crystal, David. Making Sense: The Glamorous Story of English Grammar. Oxford UP, 2017.
3. Greenbaum, Sidney. The Oxford English Grammar. Oxford UP, 1996.
4. Huddleston, Rodney, and Geoffrey K. Pullum. The Cambridge Grammar of the English Language. Cambridge UP, 2002.
5. Leech, Geoffrey, and Jan Svartvik. A Communicative Grammar of the English Language. 3rd ed., Routledge, 2002.
6. Quirk, Randolph, et al. A Comprehensive Grammar of the English Language. Longman, 1985.
7. Swan, Michael. Practical English Usage. 4th ed., Oxford UP, 2016.

B. Online Resources (Websites)

1. British National Corpus (BNC). Oxford University Computing Services, www.natcorp.ox.ac.uk. Accessed 21 July 2026.
2. Corpus of Contemporary American English (COCA). English-Corpora.org, www.english-corpora.org/coca/. Accessed 21 July 2026.
3. "Grammar." Merriam-Webster, www.merriam-webster.com/grammar. Accessed 21 July 2026.
4. Grammarphobia. Grammarphobia, www.grammarphobia.com. Accessed 21 July 2026.
5. Oxford English Dictionary Online. Oxford UP, www.oed.com. Accessed 21 July 2026.
6. The Grammar Logs. Capital Community College Foundation, www.grammar.ccc.commnet.edu/grammar/. Accessed 21 July 2026.
7. The Internet Grammar of English. University College London, www.ucl.ac.uk/internet-grammar/. Accessed 21 July 2026.
8. The LINGUIST List. Indiana University Department of Linguistics, linguistlist.org. Accessed 21 July 2026.

Curriculum and Credit Framework for Postgraduate Studies in English (Effective from Academic Year 2026-2027)

Course Level	6.5	Internal Marks	30
Programme	MA	External Marks	70
Semester	1	Practical Internal	-
Category of Course	DSE	Practical External	-
Course Credit	4	Prac. External Exam Duration	-
Teaching Hours	60	Total	100
Course Code	ENGDSE-2(B)	Exam Duration	2 Hrs 30 Min.
Course No.	105 (B)		
Course Title	ELT: Pedagogy, Curriculum Development and Assessment		

Course Objectives:

- To provide a foundation in SLA theories and trace ELT methods from their historical roots to contemporary Post-Method frameworks in India.
- To train students in the Integrated Skills Approach, sub-skill instruction (grammar, vocabulary, phonetics), lesson planning, and classroom management.
- To cultivate skills in curriculum design, needs analysis, and materials development aligned with Outcome-Based Education (OBE) principles.
- To introduce digital teaching tools, alternative and AI-assisted assessments, and strategies for navigating multilingual classroom dynamics.

Course Outcomes (COs):

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

- CO1: Critique and apply historical and contemporary ELT methods by mapping them against major Behaviorist, Cognitive, and Constructivist SLA theories.
- CO2: Design and execute structured lesson plans implementing the Integrated Skills Approach (LSRW) and sub-skill instruction for diverse classrooms.
- CO3: Formulate and evaluate language curricula and pedagogical materials using learner needs analyses, syllabus design principles, and OBE frameworks.
- CO4: Construct valid language assessments, ranging from alternative models to AI-assisted and digital tools, while applying reflective practices in multilingual classrooms.

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Course Structure

Unit	Topics	Hrs
1	Foundations, Methods, and Second Language Acquisition - Nature, scope, and objectives of English Language Teaching - ESL, EFL, and ELF conceptual frameworks - Historical development of ELT with special reference to India - Major Methods: Grammar-Translation, Direct, Audio-Lingual - Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) - Post-Method Pedagogy and principled eclecticism - Key SLA Theories: Behaviourism, Cognitivism, Constructivism, Krashen's Input Hypothesis, Interaction Hypothesis	15
2	Classroom Pedagogy, Language Skills, and Sub-skills - Pedagogical strategies for Listening and Reading - Methodologies for developing Speaking and Writing - Integrated Skills Approach - Grammar Teaching: Deductive vs Inductive; Focus on Form vs Focus on Forms - Lexical Approach, vocabulary acquisition, and collocations - Teaching Pronunciation (phonetics, stress, rhythm, intonation) - Lesson planning and setting structural objectives - Lesson Planning, micro-teaching and Classroom Management	15
3	Curriculum Design, Materials Development, and Language Assessment - Foundational principles and parameters of curriculum design - Conducting learner needs analysis - Types of Syllabi: Structural, Functional-Notional, Task-based, Communicative, Content-based - Outcome-Based Education (OBE) and alignment with learning outcomes - Criteria for critical textbook evaluation - Selection and development of authentic materials	15
4	Language Assessment, Digital Tools & Indian ELT Context - Principles of testing: Reliability, Validity, Practicality, Washback - Types of Assessment: Diagnostic, Formative, Summative - Alternative Assessment: Portfolio, Peer, Self-assessment - Digital tools, online testing, AI in assessment and ethical issues - Utilizing learning analytics and AI-assisted evaluation tools - Features and challenges of ELT in multilingual Indian classrooms - Teacher identity, reflective practice and Continuous Professional Development (CPD)	15

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CO–PO–PSO Mapping Matrix:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	2	–	2	–	–	–	–	–	–	–	2	–	–	–	3	–
CO2	–	–	2	–	–	–	–	–	–	–	3	–	–	–	3	–
CO3	–	–	–	2	–	–	–	–	–	–	3	–	–	–	3	–
CO4	–	–	–	–	–	2	–	2	–	–	2	2	–	–	3	–

Suggested Reading & Online Resources:

A. Offline Resources (Books)

1. Brown, H. Douglas, and Heekyeong Lee. Teaching by Principles: An Interactive Approach to Language Pedagogy. 4th ed., Pearson Education, 2015.
2. Celce-Murcia, Marianne, et al., editors. Teaching English as a Second or Foreign Language. 4th ed., National Geographic Learning/Cengage Learning, 2014.
3. Fulcher, Glenn. Practical Language Testing. Routledge, 2010.
4. Hughes, Arthur. Testing for Language Teachers. 3rd ed., Cambridge UP, 2020.
5. Macalister, John, and I. S. P. Nation. Language Curriculum Design. 2nd ed., Routledge, 2020.
6. Richards, Jack C. Curriculum Development in Language Teaching. 2nd ed., Cambridge UP, 2017.
7. Ur, Penny. A Course in English Language Teaching. 2nd ed., Cambridge UP, 2012.

B. Online Resources (Websites)

1. American Association for Applied Linguistics (AAAL). AAAL, www.aaal.org. Accessed 21 July 2026.
2. British Council: TeachingEnglish. British Council and BBC, www.teachingenglish.org.uk. Accessed 21 July 2026.
3. "Common European Framework of Reference for Languages (CEFR)." Council of Europe, www.coe.int/en/web/common-european-framework-reference-languages/. Accessed 21 July 2026.
4. ELT Journal. Oxford UP, academic.oup.com/eltj. Accessed 21 July 2026.
5. International Language Testing Association (ILTA). ILTA, www.iltaonline.com. Accessed 21 July 2026.
6. JSTOR. ITHAKA, www.jstor.org. Accessed 21 July 2026.
7. TESOL International Association. TESOL, www.tesol.org. Accessed 21 July 2026.
8. The Modern Language Journal. Wiley, onlinelibrary.wiley.com/journal/15404781. Accessed 21 July 2026.

Curriculum and Credit Framework for Postgraduate Studies in English (Effective from Academic Year 2026-2027)

Course Level	6	Internal Marks	15
Programme	MA	External Marks	35
Semester	1	Practical Internal	-
Category of Course	SEC/VoC	Practical External	-
Course Credit	2	Prac. External Exam Duration	-
Teaching Hours	30	Total	50
Course Code	ENGSEC/VoC-1	Exam Duration	1 Hr 00 Min.
Course No.	106		
Course Title	Research Methodology-1		

Course Objectives:

- To walk students through the step-by-step pathway of research, from initial topic selection and problem definition to design and reporting.
- To train students in conducting comprehensive literature reviews, including database navigation, source evaluation, and synthesis.

Course Outcomes (COs):

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

- CO1: Map and execute the step-by-step research process, transitioning logically from problem re-definition to structuring a research proposal or report.
- CO2: Conduct comprehensive literature reviews by strategically navigating digital databases, academic journals, and advanced note-making methodologies.

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Course Structure

Unit	Topics	Hrs
1	Foundations of Inquiry and Problem Re-definition • Concepts and foundational paradigms of academic research • Characteristics of systematic and scientific inquiry • Distinguishing academic research from routine inquiry • Core purposes of research in academic and professional contexts • Expanding knowledge, textual critique, and problem-solving through research • Step-wise pathway from problem selection to final reporting • Identifying valid research problem sources in language and literature • Criteria for a viable, high-quality research problem	15
2	Conceptual Frameworks, Literature Reviews, and Typologies • Core purposes and functions of a comprehensive literature review • Navigating academic sources: books, journals, theses, and digital databases • Strategies for source searching, filtering, and note-making • Fundamental vs. applied research frameworks • Quantitative vs. qualitative research methodologies • Descriptive vs. analytical inquiry • Conceptual vs. empirical research setups • Differentiating research questions, core objectives, and formal hypotheses • Characteristics of high-quality, focused, and feasible research questions	15

CO–PO–PSO Mapping Matrix:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	–	3	–	2	–	–	–	2	–	–	–	–	–	3	–	–
CO2	–	2	–	–	–	–	–	3	–	–	–	–	–	3	–	–

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Suggested Reading & Online Resources:

A. Offline Resources (Books)

1. Altick, Richard D., and John J. Fenstermaker. The Art of Literary Research. 4th ed., W. W. Norton, 1993.
2. Correa, Delia da Sousa, and W. R. Owens, editors. The Handbook to Literary Research. 2nd ed., Routledge, 2010.
3. Gibaldi, Joseph. MLA Style Manual and Guide to Scholarly Publishing. 3rd ed., Modern Language Association of America, 2008.
4. Harner, James L. Literary Research Guide: An Annotated Bibliography of Sources in English-Language Literary Studies. 6th ed., Modern Language Association of America, 2014.
5. MLA Handbook. 9th ed., Modern Language Association of America, 2021.
6. Griffin, Gabriele, editor. Research Methods for English Studies. 2nd ed., Edinburgh UP, 2013.
7. Ridley, Diana. The Literature Review: A Step-by-Step Guide for Students. 2nd ed., SAGE Publications, 2012.

B. Online Resources (Websites)

1. MLA Style Center. Modern Language Association, style.mla.org. Accessed 21 July 2026.
2. "Purdue OWL: MLA Formatting and Style Guide." Purdue Online Writing Lab, Purdue U, owl.purdue.edu/owl/research_and_citation/mla_style/. Accessed 21 July 2026.
3. Google Scholar. Google, scholar.google.com. Accessed 21 July 2026.
4. JSTOR. ITHAKA, www.jstor.org. Accessed 21 July 2026.
5. Project Gutenberg. Project Gutenberg Literary Archive Foundation, www.gutenberg.org. Accessed 21 July 2026.
6. Directory of Open Access Journals (DOAJ). IS4OA, doaj.org. Accessed 21 July 2026.
7. "Committee on Publication Ethics (COPE)." COPE, publicationethics.org. Accessed 21 July 2026.
8. Shodhganga: A Reservoir of Indian Theses. INFLIBNET Centre, shodhganga.inflibnet.ac.in. Accessed 21 July 2026.

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(A): Only Coursework

Semester-2 (MA) of Two-Year PG

SN	Category of Course	Title of the Course	Course Code	Course No.	Credit	Internal Marks	External Marks	Total Marks	Exam Time (Theory)
1	DSC	History of English Literature (1945–Present): The Contemporary Period	ENGDSC-4	107	4	30	70	100	2 Hrs 30 Min.
2	DSC	Literary Movements, 'Isms' and Literary Theories	ENGDSC-5	108	4	30	70	100	2 Hrs 30 Min.
3	DSC	Indian Literature in Translation	ENGDSC-6	108	4	30	70	100	2 Hrs 30 Min.
4	DSE	Literature of the Indian Diaspora	ENG DSE-3(A)	110(A)	4	30	70	100	2 Hrs 30 Min.
		Comparative Indian Literature	ENG DSE-3(B)	110(B)	4	30	70	100	2 Hrs 30 Min.
5	DSE	American Literature	ENG DSE -4(A)	111(A)	4	30	70	100	2 Hrs 30 Min.
		African Literature	ENG DSE -4(B)	111(B)	4	30	70	100	2 Hrs 30 Min.
6	SEC/ Vocational Course	Research Methodology-2	ENGSEC/ VoC-2	112	2	15	35	50	1:00 Hrs
Total Credits					22				

NOTE:

- All the 3 Discipline Specific Courses (DSC-4,5,6) are Mandatory Courses.
- Student has to select any one course from Discipline Specific Elective (DSE) 3(A) and 3(B)
- Student has to select any one course from Discipline Specific Elective (DSE) 4(A) and 4(B)
- Skill Enhancement Course (SEC)/Vocational Course(VoC)-2 is mandatory.

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Course Level	6		Internal Marks	30
Programme	MA		External Marks	70
Semester	2		Practical Internal	-
Category of Course	DSC		Practical External	-
Course Credit	4		Prac. External Exam Duration	-
Teaching Hours	60		Total	100
Course Code	ENGDSC-4		Exam Duration	2 Hrs. 30 Min.
Course No.	107			
Course Title	History of English Literature (1945–Present): The Contemporary Period			

Course Objectives

- To introduce students to the post-1945 historical, political, and socio-cultural shifts that shaped the Contemporary literary period.
- To explore the core characteristics, stylistic innovations, and prominent literary movements defining contemporary fiction.
- To analyze the distinct literary contributions, thematic styles, and narratives of influential modern authors like Neil Gaiman, Hilary Mantel, and Zadie Smith.
- To provide a critical foundation for analyzing major contemporary texts, focusing specifically on William Golding's *Lord of the Flies* and Kazuo Ishiguro's *Never Let Me Go*.

Course Outcomes (COs):

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

- CO1: Connect key historical events of the post-WWII era to the themes and evolution of contemporary English texts.
- CO2: Identify and critique modern literary trends—such as Postmodernism, Postcolonialism, Magical Realism —within current literature.
- CO3: Evaluate how authors like Gaiman, Mantel, and Smith push the boundaries of genre, historical fiction, and social commentary.
- CO4: Conduct close textual analysis of *Lord of the Flies* and *Never Let Me Go* to discuss themes of human nature, ethics, and identity.

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Course Structure

Unit	Topics	Hrs
1	The Contemporary Period (1945 to the Present) - Historical Background of the Age (Post-WWII realities, Cold War, Decolonization, Thatcherism, Globalization, Multiculturalism, Digital Revolution) - Characteristics of Contemporary English Literature - Major Literary Trends and Movements (Postmodernism, Postcolonialism, Magical Realism)	15
2	Introduction and Contribution of: Neil Gaiman: Speculative fiction, myth-making, and the literary elevation of graphic novels and fantasy. Hilary Mantel: Revival of ambitious historical fiction and political narrative. Zadie Smith: Multiculturalism, race, class, and identity in contemporary Britain.	15
3	Text: <i>Lord of the Flies</i> (1954) by William Golding	15
4	Text: <i>Never Let Me Go</i> (2005) – Kazuo Ishiguro	15

CO–PO–PSO Mapping Matrix:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	3	–	–	–	2	–	–	–	–	–	–	–	3	–	–	–
CO2	3	–	3	–	–	–	2	–	–	–	–	–	3	–	–	–
CO3	2	–	2	–	–	2	–	–	–	–	–	–	2	–	–	–
CO4	–	–	2	–	–	–	–	–	3	–	–	–	2	–	–	3

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Reading & Online Resources:

A. Offline Resources (Books)

1. Birch, Dinah, editor. *The Oxford Companion to English Literature*. 7th ed., Oxford University Press, 2009.
2. Carter, Ronald, and John McRae. *The Routledge History of Literature in English: Britain and Ireland*. 3rd ed., Routledge, 2016.
3. Head, Dominic. *The Cambridge Introduction to Modern British Fiction, 1950–2000*. Cambridge University Press, 2002.
4. Ishiguro, Kazuo. *Never Let Me Go*. Faber & Faber, 2005.
5. Gaiman, Neil. *The View from the Cheap Seats: Selected Nonfiction*. William Morrow, 2016.
6. Mantel, Hilary. *Wolf Hall*. Fourth Estate, 2009.
7. Smith, Zadie. *Changing My Mind: Occasional Essays*. Penguin Books, 2010.
8. Greenblatt, Stephen, editor. *The Norton Anthology of English Literature*. Vol. F, *The Twentieth and Twenty-First Centuries*, 11th ed., W. W. Norton & Company, 2018.
9. Daiches, David. *A Critical History of English Literature*. Vol. 2, Allied Publishers, 2010.
10. Childs, Peter. *Contemporary Novelists: British Fiction since 1970*. Palgrave Macmillan, 2005.
11. Acheson, James, and Romana Huk, editors. *Contemporary British Poetry: Essays in Theory and Criticism*. State U of New York P, 1996.
12. Boxall, Peter. *Twenty-First-Century Fiction: A Critical Introduction*. Cambridge UP, 2013.
13. Gasiorek, Andrzej. *Postwar British Fiction: Realism and the Invention of Tradition*. Wiley-Blackwell, 1995.
14. Khanna, Stuti. *English Fiction Since 1984: Narrating a Nation*. Routledge, 2006.
15. MacKay, Marina, and Lyndsey Stonebridge, editors. *British Fiction after Modernism: The Novel at Mid-Century*. Palgrave Macmillan, 2007.
16. Peacock, D. Keith. *Contemporary British Drama: 1950–2000*. MUP, 1999.

B. Online Resources (Journals & Databases)

1. British Council. Literature. <https://literature.britishcouncil.org/>. Accessed 12 July 2026.
2. Faber & Faber. *Never Let Me Go* by Kazuo Ishiguro. <https://www.faber.co.uk/product/9780571335770-never-let-me-go/>. Accessed 12 July 2026.

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3. Gaiman, Neil. The Official Neil Gaiman Website. <https://www.neilgaiman.com/>. Accessed 12 July 2026.
4. Hilary Mantel. Official Website. <https://hilary-mantel.com/>. Accessed 12 July 2026.
5. Penguin Books. Zadie Smith. <https://www.penguin.co.uk/authors/182390/zadie-smith>. Accessed 12 July 2026.
6. SparkNotes Editors. Never Let Me Go Study Guide. SparkNotes, <https://www.sparknotes.com/lit/never-let-me-go/>. Accessed 12 July 2026.
7. Oxford Reference. The Oxford Companion to English Literature. <https://www.oxfordreference.com/>. Accessed 12 July 2026.
8. Cambridge University Press. English Literature. <https://www.cambridge.org/highereducation/subjects/english/english-literature>. Accessed 12 July 2026.
9. JSTOR. <https://www.jstor.org/>. Accessed 12 July 2026.

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Course Level	6	Internal Marks	30
Programme	MA	External Marks	70
Semester	2	Practical Internal	-
Category of Course	DSC	Practical External	-
Course Credit	4	Prac. External Exam Duration	-
Teaching Hours	60	Total	100
Course Code	ENGDSC-5	Exam Duration	2 Hrs 30 Min.
Course No.	108		
Course Title	Literary Movements, 'Isms' and Literary Theories		

Course Objectives

- To Survey the historical evolution of literature from Classicism through Romanticism and Realism.
- To Explore the ideological shifts and socio-political impacts of Symbolism, Feminism, and Existentialism.
- To Examine how Modernism, Postmodernism, and Postcolonialism redefined narrative structures and global identities.
- To introduce major literary theories, including Structuralism, Poststructuralism, and Feminist Criticism, and evaluate their contribution to literary interpretation.

Course Outcomes (COs):

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

1. Differentiate between the core aesthetic values of Classicism, Romanticism, and Realism.
2. Apply feminist, existential, and symbolic frameworks to critique diverse literary texts.
3. Analyze how modern, postmodern, and postcolonial works challenge traditional Western narratives.
4. Apply Structuralism, Poststructuralism, Feminist Criticism, and other theoretical perspectives in the analysis of literary texts

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Course Structure

Unit	Topics	Hrs
1	Classical Literary Movements • Classicism • Romanticism • Realism	15
2	Nineteenth- and Twentieth-Century Literary Movements • Symbolism • Feminism • Existentialism	15
3	Modern Literary Movements • Modernism • Postmodernism • Postcolonialism	15
4	Literary Theories • Structuralism • Post Structuralism • Feminist Criticism	15

CO–PO–PSO Mapping Matrix:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	3	–	2	–	–	–	–	–	–	–	–	–	3	–	–	–
CO2	2	–	3	–	2	–	–	–	–	–	–	–	3	–	–	2
CO3	2	–	3	–	–	–	–	–	2	–	–	–	3	–	–	2
CO4	–	–	3	–	–	2	–	–	–	–	–	–	3	–	–	–

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Suggested Reading & Online Resources:

A. Offline Resources (Books)

1. Ashcroft, Bill, et al. *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. 2nd ed., Routledge, 2002.
2. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. 4th ed., Manchester UP, 2020.
3. Cuddon, J. A. *A Dictionary of Literary Terms and Literary Theory*. Revised by M. A. R. Habib, 5th ed., Wiley-Blackwell, 2013.
4. Eagleton, Terry. *Literary Theory: An Introduction*. Anniversary ed., U of Minnesota P, 2008.
5. Gilbert, Sandra M., and Susan Gubar. *The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination*. 2nd ed., Yale UP, 2000.
6. Leitch, Vincent B., editor. *The Norton Anthology of Theory and Criticism*. 3rd ed., W. W. Norton & Company, 2018.
7. Lodge, David, and Nigel Wood, editors. *Modern Criticism and Theory: A Reader*. 3rd ed., Routledge, 2008.
8. Rivkin, Julie, and Michael Ryan, editors. *Literary Theory: An Anthology*. 3rd ed., Wiley-Blackwell, 2017.
9. Tyson, Lois. *Critical Theory Today: A User-Friendly Guide*. 4th ed., Routledge, 2023.

B. Online Resources

- 1 "Critical Theory." Stanford Encyclopedia of Philosophy, Stanford University, 2005, plato.stanford.edu/entries/critical-theory/. Accessed 22 July 2026.
- 2 Felluga, Dino. Introductory Guide to Critical Theory. Purdue University, 2015, www.cla.purdue.edu/academic/english/theory/. Accessed 22 July 2026.
- 3 JSTOR. ITHAKA, www.jstor.org. Accessed 22 July 2026.
- 4 Literary Movements. Jalic Inc., 2026, www.online-literature.com/periods/. Accessed 22 July 2026.
- 5 Mambrol, Nasrullah. Literary Theory and Criticism. 2026, literariness.org. Accessed 22 July 2026.

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Course Level	6	Internal Marks	30
Programme	MA	External Marks	70
Semester	2	Practical Internal	-
Category of Course	DSC	Practical External	-
Course Credit	4	Prac. External Exam Duration	-
Teaching Hours	60	Total	100
Course Code	ENGDSC-6	Exam Duration	2.30 hrs.
Course No.	109		
Course Title	Indian Literature in Translation		

Course Objectives

- To Introduce foundational classical Indian drama through Kalidasa's *Abhijnanasakuntalam*.
- To Explore the socio-religious and philosophical impact of Kabir's selected *Dohas*.
- To Examine regional Indian realities and agrarian life through Pannalal Patel's Gujarati masterpiece *Manvini Bhavai*.
- To Survey the diverse themes of regional Indian short fiction through translated works from Marathi, Hindi, and Kannada.

Course Outcomes (COs):

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

- Analyze the aesthetic principles, cultural context, and dramatic structure of classical Sanskrit drama.
- Interpret the spiritual, moral, and social commentary embedded within Kabir's poetry.
- Critique the regional ethos, human struggles, and cultural identity depicted in modern Gujarati literature.
- Evaluate how translation bridges diverse cultural landscapes and universal human experiences across regional Indian short stories.

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Unit	Topics	Hrs
1	Sanskrit Literature Kalidasa: <i>Abhijnanasakuntalam</i>	15
2	Hindi Literature Kabir's <i>Dohas</i> (Selected)	15
3	Gujarati Literature Pannalal Patel: <i>Manvini Bhavai</i> (Translated by Prof.Kantak)	15
4	Short Stories in Translation <i>The Casual Acquaintance</i> - G.A. Kulkarni (Marathi) <i>Draupadi</i> - Mahasweta Devi (Bengali) <i>Diddubatu</i> - U. R. Ananthamurthy (Kannada)	15

CO–PO–PSO Mapping Matrix:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	3	–	–	–	2	–	–	–	–	–	–	–	3	–	–	–
CO2	2	–	2	–	–	–	–	–	–	–	–	–	3	–	–	2
CO3	2	–	–	–	2	–	–	–	–	–	–	–	2	–	–	2
CO4	–	–	2	–	–	2	–	–	–	–	–	–	2	–	2	2

Annexure - List of Dohas to be studied:

- बुरा जो देखन मैं चला, बुरा न मिलिया कोय।
जो मन खोजा आपना, मुझसे बुरा न कोय॥
- धीरे-धीरे रे मना, धीरे सब कुछ होय।
माली सींचे सौ घड़ा, ऋतु आए फल होय॥
- पोथी पढ़ि पढ़ि जग मुआ, पंडित भया न कोय।
ढाई आखर प्रेम का, पढ़े सो पंडित होय॥

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4. गुरु गोविन्द दोऊ खड़े, काके लागूँ पाय।
बलिहारी गुरु आपने, गोविन्द दियो बताय॥
5. माला फेरत जुग भया, फिरा न मन का फेर।
कर का मनका छोड़ दे, मन का मनका फेर॥
6. साईं इतना दीजिए, जामे कुटुम समाय।
मैं भी भूखा न रहूँ, साधु न भूखा जाय॥
7. जाति न पूछो साधु की, पूछ लीजिए ज्ञान।
मोल करो तलवार का, पड़ा रहन दो म्यान॥
8. जब मैं था तब हरि नहीं, अब हरि हैं मैं नाहिं।
सब अँधियारा मिट गया, दीपक देखा माहिं॥
9. कबीरा खड़ा बाजार में, लिए लुकाठी हाथ।
जो घर फूँके अपना, चले हमारे साथ॥
10. ऐसी बानी बोलिए, मन का आपा खोय।
औरन को शीतल करे, आपहु शीतल होय॥

Suggested Reading & Online Resources:

A. Offline Resources (Books)

1. Kalidasa. The Recognition of Shakuntala (Abhijnanasakuntalam). Translated by Chandra Rajan, Penguin Classics, 1989.
2. B. Patel, Pannalal. Manvini Bhavai (Endurance: A Droll Saga). Translated by V. Y. Kantak, Sahitya Akademi, 1995.
3. C. Kabir. The Bijak of Kabir. Translated by Linda Hess and Shukdev Singh, Oxford University Press, 2002.
4. D. Kabir. One Hundred Poems of Kabir. Translated by Rabindranath Tagore, assisted by Evelyn Underhill, Macmillan, 1915.
5. E. Tagore, Rabindranath. Selected Short Stories. Translated by William Radice, Penguin Classics, 2005.
6. F. Basheer, Vaikom Muhammad. Basheer: Selected Stories. Translated by V. Abdulla, DC Books, 2008.

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7. G. Ananthamurthy, U. R. Selected Short Stories. Translated by A. K. Ramanujan and others, Oxford University Press, 2001.
8. H. Kulkarni, G. A. The Casual Acquaintance and Other Stories. Translated by Vilas Salunke, Sahitya Akademi, 2017.
9. Iyengar, Masti Venkatesha. The Curdseller Mangamma and Other Stories. Translated by A. K. Ramanujan, Sahitya Akademi, 1982.
10. J. Apparao, Gurajada. Diddubatu and Other Stories. Translated by Velcheru Narayana Rao, Sahitya Akademi, 1998.
11. K. Bassnett, Susan. Translation Studies. 4th ed., Routledge, 2014.
12. L. Mukherjee, Sujit. Translation as Discovery and Other Essays on Indian Literature in English Translation. Orient Longman, 2006.
13. Ahmad, Aijaz. *In Theory: Classes, Nations, Literatures*. Verso, 2008.
14. Das, Sisir Kumar. *A History of Indian Literature: 1911–1956, Struggle for Freedom: Triumph and Tragedy*. Sahitya Akademi, 1995.

B. Online Resources

1. Sahitya Akademi. Official Website. <https://sahitya-akademi.gov.in/>.
2. Oxford University Press. The Bijak of Kabir. <https://global.oup.com/academic/product/thebijak-of-kabir-9780195146752>
3. Internet Archive. Godaan. <https://archive.org/search?query=Premchand+Godaan>.
4. Penguin Random House India. The Recognition of Shakuntala. <https://www.penguin.co.in/book/the-recognition-of-shakuntala/>.
5. Oxford University Press. U. R. Ananthamurthy. <https://global.oup.com/academic/>.
6. Sahitya Akademi. G. A. Kulkarni. <https://sahitya-akademi.gov.in/>.
7. Sahitya Akademi. Masti Venkatesha Iyengar. <https://sahitya-akademi.gov.in/>.
8. Sahitya Akademi. Gurajada Apparao. <https://sahitya-akademi.gov.in/>
9. e-PG Pathshala (INFLIBNET). "Indian Literature in Translation." <https://epgp.inflibnet.ac.in/>.
10. National Digital Library of India (NDLI). <https://ndl.iitkgp.ac.in/>.
11. Sahapedia. Indian Literature. <https://www.sahapedia.org/>.
12. JSTOR. Indian Literature and Translation Studies. <https://www.jstor.org/>.

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13. *Bhashavaad: Repository of Translations from Indian Languages*. Ashoka Centre for Translation, 2026, bhashavaad.org.
14. *SCILET: Study Centre for Indian Literature in English and Translation*. The American College, Madurai, 2026, www.scilet.org. Accessed 22 July 2026.
15. Oxford University Press. The Bijak of Kabir. <https://global.oup.com/academic/product/thebijak-of-kabir-9780195146752>. Accessed 12 July 2026.
16. National Digital Library of India (NDLI). <https://ndl.iitkgp.ac.in/>. Accessed 12 July 2026.

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Course Level	6.5	Internal Marks	30
Programme	MA	External Marks	70
Semester	2	Practical Internal	-
Category of Course	DSE	Practical External	-
Course Credit	4	Prac. External Exam Duration	-
Teaching Hours	60	Total	100
Course Code	ENG DSE-3(A)	Exam Duration	2.30 hrs.
Course No.	110(A)		
Course Title	Literature of the Indian Diaspora		

Course Objectives

- To Define the historical background, key evolutionary stages, and theoretical frameworks of Indian Diaspora Literature.
- To Explore core diasporic themes like migration, exile, memory, hybridity, displacement, and the search for belonging.
- To Examine the styles and socio-cultural significance of major diaspora writers, including Naipaul, Rushdie, Mukherjee, and Divakaruni.
- To Provide a critical foundation for evaluating complex diasporic narratives through Rohinton Mistry's *A Fine Balance* and Jhumpa Lahiri's *The Namesake*.

Course Outcomes (COs):

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

1. Trace the socio-historical shifts that initiated and shaped global Indian migration patterns across generations.
2. Analyze how characters navigate identity crises, alienation, and cultural hybridity in fictional immigrant spaces.
3. Critique the differing narrative viewpoints and distinct thematic contributions of foundational South Asian diaspora authors.
4. Deconstruct the specific literary choices, cultural conflicts, and structural themes present in *A Fine Balance* and *The Namesake*.

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Course Structure

Unit	Topics	Hrs
1	Introduction to Literature of the Indian Diaspora - Historical background and evolution (Indentured labour, Partition, Post-colonial migration, Globalisation, and contemporary transnationalism) - Major themes: Migration, exile, identity, displacement, memory, hybridity, belonging, alienation, and cultural negotiation - Characteristics and significance of Indian Diaspora Literature (Postcolonial, Transnational, and Cosmopolitan perspectives)	15
2	Major Writers: V. S. Naipaul - Meena Alexander - Bharati Mukherjee - Jhumpa Lahiri - Pankaj Mishra	15
3	<i>A Fine Balance</i> - Rohinton Mistry	15
4	<i>The Namesake</i> – Jhumpa Lahiri	15

CO–PO–PSO Mapping Matrix:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	3	–	–	–	2	–	–	–	–	–	–	–	3	–	–	–
CO2	2	–	3	–	–	–	–	–	–	–	–	–	3	–	–	2
CO3	2	–	2	–	–	2	–	–	–	–	–	–	3	–	–	–
CO4	–	–	2	–	–	–	–	–	2	–	–	–	2	–	–	3

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Suggested Reading & Online Resources:

A. Offline Resources (Books)

1. Brah, Avtar. *Cartographies of Diaspora: Contesting Identities*. Routledge, 1996.
2. Fludernik, Monika, editor. *Diaspora and Multiculturalism: Common Affections and New Ellipses*. Rodopi, 2003.
3. Giri, Dipak, editor. *Indian Diaspora Literature: A Critical Evaluation*. Malik and Sons Publishers, 2024.
4. Kalra, Virinder S., et al. *Diaspora and Hybridity*. SAGE Publications, 2005.
5. Mishra, Vijay. *The Literature of the Indian Diaspora: Theorizing the Diasporic Imaginary*. Routledge, 2007.
6. Nelson, Emmanuel S., editor. *Rewriting the Homeland: Essays on the Literature of the Indian Diaspora*. Worldview Publications, 2004.
7. Paranjape, Makarand, editor. *In Diaspora: Theories, Histories, Texts*. Indialog Publications, 2001.
8. Ray, Sangeeta. *En-Gendering India: Woman and Nation in Colonial and Postcolonial Narratives*. Duke UP, 2000.
9. Safran, William, et al., editors. *Transnational Migrations: The Indian Diaspora*. Routledge, 2009.

B. Online Resources

1. *Diaspora Studies*. Brill, 2026, brill.com/view/journals/bdia/bdia-overview.xml. Accessed 22 July 2026.
2. *Diasporic Literature*. Rupkatha Journal on Interdisciplinary Studies in Humanities, 2026, rupkatha.com/category/diasporic-literature/. Accessed 22 July 2026.
3. *GRFDT: Global Research Forum on Diaspora and Transnationalism*. GRFDT, 2026, grfdt.com. Accessed 22 July 2026.
4. *International Journal of English Literature and Social Sciences*. Infogain Publication, 2026, ijels.com. Accessed 22 July 2026.
5. *The Fiction of Indian Diaspora*. Swayam-NPTEL, Ministry of Education, 2026, onlinecourses.nptel.ac.in/noc25_hs111/preview. Accessed 22 July 2026.
6. *Wasafiri: International Contemporary Writing*. Routledge, 2026, www.wasafiri.org. Accessed 22 July 2026.

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Course Level	6.5	Internal Marks	30
Programme	MA	External Marks	70
Semester	2	Practical Internal	-
Category of Course	DSE	Practical External	-
Course Credit	4	Prac. External Exam Duration	-
Teaching Hours	60	Total	100
Course Code	ENG DSE-3(B)	Exam Duration	2.30 hrs.
Course No.	110(B)		
Course Title	Comparative Indian Literature		

Course Objectives

- To Introduce the core concepts, methodologies, and historical scope of Comparative Literature in the Indian context.
- To Explore the structural crosscurrents among Sanskrit, regional languages, Bhakti/Sufi movements, and oral traditions.
- To Analyze how disparate regional texts unify around shared national themes of culture, identity, and resistance.
- To Provide a framework for comparing radical social critiques via Mahasweta Devi's *Mother of 1084* and U.R. Ananthamurthy's *Samskara*.

Course Outcomes (COs):

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

1. Apply comparative literary frameworks to evaluate connections across India's multilingual traditions.
2. Contrast the expression of spiritual, political, and folk ideologies across different Indian linguistic regions.
3. Critically evaluate how diverse texts negotiate concepts of statehood, community identity, and structural marginalization.
4. Deconstruct the thematic interplay between caste, gender, state violence, and individual ethics in *Mother of 1084* and *Samskara*.

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Course Structure

Unit	Topics	Hrs
1	Introduction to Comparative Indian Literature • Concept, scope and objectives of Comparative Literature • Historical development of Comparative Indian Literature • Unity in diversity: multilingual literary traditions of India • Comparative approaches and methodologies	15
2	Comparative Study of Indian Literary Traditions • Sanskrit and Regional Literatures • Bhakti and Sufi Traditions across Indian Languages • Folk Literature and Oral Traditions • Themes of nation, culture and identity in Indian Literatures	15
3	Mahasweta Devi: Mother of 1084	15
4	<i>Samskara</i> – U. R. Ananthamurthy (English Translation by A.K. Ramanujan)	15

CO–PO–PSO Mapping Matrix:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	2	–	2	–	2	–	–	–	–	–	–	–	3	–	–	–
CO2	2	–	–	–	2	–	–	–	–	–	–	–	2	–	–	2
CO3	2	–	–	–	–	–	–	–	2	–	–	–	2	–	–	3
CO4	–	–	2	–	–	–	–	–	3	–	–	–	2	–	–	3

Suggested Reading & Online Resources:

A. Offline Resources (Books)

1. Bandyopadhyay, Sibaji. *Three Essays on the Mahabharata: Exercises in Literary Comparison*. Orient BlackSwan, 2016.
2. Chanda, Ipshita. *Reception of the Other: Methodological Frameworks for Comparative Indian Literature*. Jadavpur UP, 2021.

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3. Das, Sisir Kumar. *A History of Indian Literature: 1800–1910, Western Impact: Indian Response*. Sahitya Akademi, 1991.
4. Dev, Amiya, and Sisir Kumar Das, editors. *Comparative Literature: Theory and Practice*. Indian Institute of Advanced Study, 1989.
5. Devy, G. N. *Of Many Heroes: An Essay on Literary Historiography and Folk Creativity*. Orient BlackSwan, 1998.
6. George, K. M., editor. *Comparative Indian Literature*. Vol. 1, Kerala Sahitya Akademi and Macmillan, 1984.
7. Majumdar, Swapan. *Comparative Literature: Indian Dimensions*. Papyrus, 1987.
8. Pollock, Sheldon. *The Language of the Gods in the World of Men: Sanskrit, Culture, and Power in Premodern India*. U of California P, 2006.
9. Radhakrishnan, R. *Theory in an Uneven World*. Blackwell Publishing, 2003.

Online Resources

1. *Comparative Literature Association of India (CLAI)*. CLAI, 2026, www.clai.in. Accessed 22 July 2026.
2. *Indian Literature*. Sahitya Akademi, 2026, sahitya-akademi.gov.in/journals/indianliterature.jsp. Accessed 22 July 2026.
3. *Jadavpur Journal of Comparative Literature*. Department of Comparative Literature, Jadavpur University, 2026, jaduniv.edu.in/departments/comparative-literature/. Accessed 22 July 2026.
4. *Journal of Comparative Literature and Aesthetics*. Vishvanatha Kaviraja Institute, 2026, jcla.in. Accessed 22 July 2026.
5. "Modern Indian Writing in Translation." *Swayam-NPTEL*, Ministry of Education, 2026, onlinecourses.nptel.ac.in. Accessed 22 July 2026.
6. *Sahapedia: An Open Online Resource on Indian Arts and Cultures*. Sahapedia, 2026, www.sahapedia.org. Accessed 22 July 2026.

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Course Level	6.5		Internal Marks	30
Programme	MA		External Marks	70
Semester	2		Practical Internal	-
Category of Course	DSE		Practical External	-
Course Credit	4		Prac. External Exam Duration	-
Teaching Hours	60		Total	100
Course Code	ENGDSE -4(A)		Exam Duration	2 Hrs 30 Min.
Course No.	111(A)			
Course Title	American Literature			

Course Objectives

- To Trace the evolution of American literature from the Puritan era to the Contemporary period.
- To Explore core cultural themes, including American identity, individualism, and the American Dream.
- To Examine the stylistic innovations and philosophies of foundational American poets, essayists, and novelists.
- To Introduce critical frameworks for analyzing *The Scarlet Letter* and *Death of a Salesman*.

Course Outcomes (COs):

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

1. Identify the defining literary movements and historical contexts of major American literary periods.
2. Critique how American authors challenge or support traditional societal structures and values.
3. Differentiate the thematic and structural approaches used by iconic American writers across genres.
4. Analyze the moral conflicts, psychological depth, and tragic elements in Hawthorne and Miller's masterpieces.

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Course Structure

Unit	Topics	Hrs
1	Introduction to American Literature - Historical development of American Literature - Major Literary Periods: Puritanism, American Renaissance, Realism, Modernism and Contemporary American Literature - Major themes and characteristics of American Literature	15
2	Major Writers: - Ralph Waldo Emerson - Walt Whitman - Emily Dickinson - Ernest Hemingway - Toni Morrison	15
3	<i>Death of a Salesman</i> - Arthur Miller	15
4	<i>The Scarlet Letter</i> – Nathaniel Hawthorne	15

CO–PO–PSO Mapping Matrix:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	3	–	–	–	2	–	–	–	–	–	–	–	3	–	–	–
CO2	2	–	3	–	–	–	–	–	2	–	–	–	3	–	–	–
CO3	2	–	2	–	–	–	–	–	–	–	–	–	2	–	–	–
CO4	–	–	2	–	–	2	–	–	–	–	–	–	2	–	–	2

Suggested Reading & Online Resources:

A. Offline Resources (Books)

- Baym, Nina, and Robert S. Levine, editors. *The Norton Anthology of American Literature*. 9th ed., W. W. Norton & Company, 2017.
- Bercovitch, Sacvan, editor. *The Cambridge History of American Literature*. Vol. 1, Cambridge UP, 1994.
- Chase, Richard Volney. *The American Novel and Its Tradition*. Johns Hopkins UP, 1980.

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4. Elliot, Emory, editor. *Columbia Literary History of the United States*. Columbia UP, 1988.
5. Gates, Henry Louis Jr. *The Signifying Monkey: A Theory of African-American Literary Criticism*. 30th anniversary ed., Oxford UP, 2014.
6. Kazin, Alfred. *On Native Grounds: An Interpretation of Modern American Prose Literature*. Harcourt Brace Jovanovich, 1995.
7. Lewis, R. W. B. *The American Adam: Innocence, Tragedy, and Tradition in the Nineteenth Century*. U of Chicago P, 1955.
8. Matthiessen, F. O. *American Renaissance: Art and Expression in the Age of Emerson and Whitman*. Oxford UP, 1941.
9. Showalter, Elaine. *A Jury of Her Peers: American Women Writers from Anne Bradstreet to Annie Proulx*. Vintage Books, 2010.

B. Online Resources

1. *American Literature*. Duke University Press, 2026, read.dukeupress.edu/american-literature. Accessed 22 July 2026.
2. *American Transcendentalism Web*. Virginia Commonwealth University, 2026, transcendentalism.vcu.edu. Accessed 22 July 2026.
3. *The Edgar Allan Poe Society of Baltimore*. Edgar Allan Poe Society, 2026, www.eapoe.org. Accessed 22 July 2026.
4. *The Mark Twain Project Online*. University of California Press, 2026, www.marktwainproject.org. Accessed 22 July 2026.
5. *The Walt Whitman Archive*. Center for Digital Research in the Humanities, University of Nebraska-Lincoln, 2026, whitmanarchive.org. Accessed 22 July 2026.
6. *The William Faulkner Society*. Center for Faulkner Studies, 2026, williamfaulknersociety.com. Accessed 22 July 2026.

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Course Level	6.5	Internal Marks	30
Programme	MA	External Marks	70
Semester	2	Practical Internal	-
Category of Course	DSE	Practical External	-
Course Credit	4	Prac. External Exam Duration	-
Teaching Hours	60	Total	100
Course Code	ENGDSE -4(B)	Exam Duration	2 Hrs 30 Min.
Course No.	111(B)		
Course Title	African Literature		

Course Objectives

- To Trace the evolution of African literature from oral traditions to contemporary written forms.
- To Explore the historical impacts of colonialism, decolonization, and cultural nationalism on African writing.
- To Examine the distinct themes, styles, and political commitments of major African novelists, poets, and playwrights.
- To Provide a critical foundation for evaluating iconic works by Chinua Achebe and Ngũgĩ wa Thiong'o.

Course Outcomes (COs):

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

1. Analyze the transition and interplay between African oral performance styles and modern written texts.
2. Evaluate how key political, postcolonial, and cultural realities shape contemporary African literary movements.
3. Contrast the different linguistic strategies and narrative styles used by prominent African writers to reclaim history.
4. Deconstruct the thematic focus on cultural erosion, resistance, and trauma in *Things Fall Apart* and *A Grain of Wheat*.

Curriculum and Credit Framework for Postgraduate Studies in English (Effective from Academic Year 2026-2027)

Course Structure

Unit	Topics	Hrs
1	Introduction to African Literature: - Historical development of African Literature - Oral traditions and the emergence of written literature - Major literary movements and characteristics of African Literature	15
2	Major Writers: Chinua Achebe, Ngũgĩ wa Thiong'o, Wole Soyinka, Nadine Gordimer, J. M. Coetzee, Chimamanda Ngozi Adichie	15
3	Chinua Achebe: <i>Things Fall Apart</i>	15
4	Ngũgĩ wa Thiong'o: <i>A Grain of Wheat</i>	15

CO–PO–PSO Mapping Matrix:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	3	–	2	–	–	–	–	–	–	–	–	–	3	–	–	–
CO2	2	–	–	–	2	–	–	–	2	–	–	–	3	–	–	2
CO3	–	–	2	–	–	–	–	–	–	–	–	–	2	–	2	2
CO4	–	–	2	–	–	–	–	–	3	–	–	–	2	–	–	3

Suggested Reading & Online Resources:

A. Offline Resources (Books)

1. Achebe, Chinua. *Hopes and Impediments: Selected Essays*. Anchor Books, 1990.
2. Andrade, Susan Z. *The Nation Writ Small: African Fictions and Feminisms, 1958–1988*. Duke UP, 2011.
3. Gikandi, Simon, editor. *The Routledge Encyclopedia of African Literature*. Routledge, 2003.
4. Irele, Abiola. *The African Imagination: Literature in Africa and the Black Diaspora*. Oxford UP, 2001.
5. Ngũgĩ wa Thiong'o. *Decolonising the Mind: The Politics of Language in African Literature*. James Currey, 1986.
6. Nwapa, Flora. *Efuru*. Heinemann Educational Books, 1966.

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7. Olaniyan, Tejumola, and Ato Quayson, editors. *African Literature: An Anthology of Criticism and Theory*. Blackwell Publishing, 2007.
8. Owomoyela, Oyekan, editor. *A History of Twentieth-Century African Literatures*. U of Nebraska P, 1993.
9. Soyinka, Wole. *Myth, Literature and the African World*. Cambridge UP, 1976.

B. Online Resources

1. *Africa Access Review*. Africa Access, 2026, africaaccessreview.org. Accessed 22 July 2026.
2. *African Studies Quarterly*. University of Florida, 2026, asq.africa.ufl.edu. Accessed 22 July 2026.
3. *Brittle Paper: An Online Magazine for African Literature*. Brittle Paper, 2026, brittlepaper.com. Accessed 22 July 2026.
4. *James S. Coleman African Studies Center*. University of California, Los Angeles, 2026, international.ucla.edu/africa/. Accessed 22 July 2026.
5. *Journal of the African Literature Association*. Taylor & Francis, 2026, www.tandfonline.com/journals/rjal20. Accessed 22 July 2026.
6. *Research in African Literatures*. Indiana University Press, 2026, muse.jhu.edu/journal/174. Accessed 22 July 2026.

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Course Level	6.5	Internal Marks	15
Programme	MA	External Marks	35
Semester	2	Practical Internal	-
Category of Course	VoC-2	Practical External	-
Course Credit	2	Prac. External Exam Duration	-
Teaching Hours	30	Total	50
Course Code	ENGSEC/VoC-2	Exam Duration	1:00 Hour
Course No.	112		
Course Title	Research Methodology-2		

Course Objectives:

1. To Explore differences between experimental, non-experimental, cross-sectional, and longitudinal designs.
2. To Teach qualitative and quantitative data collection methods, including surveys, interviews, and archives.

Course Outcomes (COs):

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

1. Distinguish between different experimental and non-experimental research design parameters.
2. Collect and categorize primary, secondary, qualitative, and quantitative data effectively.

Course Structure

Unit	Topics	Hrs
1	Unit 1: Structural Elements, Research Design, and Sampling - Identifying independent vs. dependent variables. - Defining target population and representative sample parameters. - Elementary concepts and types of sampling. - Primary non-experimental designs: surveys and case studies. - Distinguishing experimental vs. non-experimental research design parameters. - Defining cross-sectional vs. longitudinal research.	15

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2	Unit 2: Data Collection, Research Ethics, and Academic Integrity • Categorizing primary vs. secondary data sources. • Distinguishing qualitative data from quantitative data in English studies. • Design and use of questionnaires and interviews. • Utilizing direct observation and secondary archival analysis. • Selection of Research Techniques: Contextual Appropriateness. • Research Ethics: Honesty, Integrity, and Objectivity. • Securing informed consent and respecting participant anonymity. • Academic Integrity: Plagiarism, Citation Practices, and Source Acknowledgment.	15
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CO–PO–PSO Mapping Matrix:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	–	3	–	3	–	–	–	2	–	–	–	–	–	3	–	–
CO2	–	2	–	2	–	–	–	3	–	–	–	–	–	3	–	–

Suggested Reading & Online Resources:

A. Offline Resources (Books)

1. Bentley, Nick. *Contemporary British Fiction*. Edinburgh UP, 2008.
2. Boxall, Peter, editor. *The Cambridge Companion to British Fiction: 1980–2018*. Cambridge UP, 2019.
3. Boxall, Peter, and Bryan Cheyette, editors. *The Oxford History of the Novel in English*. Vol. 7: *British and Irish Fiction Since 1940*, Oxford UP, 2016.
4. English, James F., editor. *A Companion to Contemporary British and Irish Poetry, 1960–2015*. Wiley-Blackwell, 2020.
5. Head, Dominic. *The Cambridge Introduction to Modern British Fiction, 1950–2000*. Cambridge UP, 2002.
6. Innes, C. L. *A History of Black and Asian Writing in Britain, 1700–2000*. 2nd ed., Cambridge UP, 2008.

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7. James, David, editor. *The Cambridge Companion to British Fiction since 1945*. Cambridge UP, 2015.
8. Lane, Richard J., et al., editors. *Contemporary British Fiction: A Reader's Guide to Essential Criticism*. Palgrave Macmillan, 2003.
9. Waugh, Patricia. *Harvest of the Sixties: English Literature and Its Background 1960 to 1990*. Oxford UP, 1995.

B. Online Resources

1. *British Council Literature*. British Council, 2026, literature.britishcouncil.org. Accessed 22 July 2026.
2. *Contemporary Literature*. University of Wisconsin Press, 2026, cl.uwpress.org. Accessed 22 July 2026.
3. "Post-War English Literature." *The British Library: Discovering Literature: 20th Century*, British Library Board, 2026, www.bl.uk/20th-century-literature/. Accessed 22 July 2026.
4. *Post45*. Post45 Collective, 2026, post45.org. Accessed 22 July 2026.
5. *The Review of Contemporary Fiction*. Dalkey Archive Press, 2026, www.dalkeyarchive.com/rcf/. Accessed 22 July 2026.
6. *Wasafiri: International Contemporary Writing*. Routledge, 2026, www.wasafiri.org. Accessed 22 July 2026.

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(A): Only Coursework Semester-3 (MA) of Two-Year PG

SN	Category of Course	Title of the Course	Course Code	Course No.	Credit	Internal Marks	External Marks	Total Marks	Exam Time (Theory)
1	DSC	Literary Criticism: Classical to Modern	ENGDSC-7	113	4	30	70	100	2 Hrs 30 Min.
2	DSC	Research Methodology in English Literature and Academic Writing	ENGDSC-8	114	4	30	70	100	2 Hrs 30 Min.
3	DSC	Popular Literature (Crime/Detective, Thriller and Romance)	ENGDSC -9	115	4	30	70	100	2 Hrs 30 Min.
4	DSE	Digital Humanities and Literary Studies	ENGDSE-5(A)	116 (A)	4	30	70	100	2 Hrs 30 Min.
		Artificial Intelligence and Literary Studies	ENGDSE-5(B)	116 (B)	4	30	70	100	2 Hrs 30 Min.
5	DSE	Ecocriticism and Environmental Humanities	ENGDSE -6(A)	117 (A)	4	30	70	100	2 Hrs 30 Min.
		Feminist Literature and Women's Writing	ENGDSE -6(B)	117 (B)	4	30	70	100	2 Hrs 30 Min.
6	SEC/ Vocational Course	Literary Blogging and Podcasting	ENGSEC/ VoC-3	118	2	15	35	50	1:00 Hr
Total Credit					22				

NOTE:

- All the 3 Discipline Specific Courses (DSC-7,8,9) are Mandatory Courses.
- Student has to select any one course from Discipline Specific Elective (DSE) 5(A) and 5(B)
- Student has to select any one course from Discipline Specific Elective (DSE) 6(A) and 6(B)
- Skill Enhancement Course (SEC)/Vocational Course(VoC)-3 is mandatory.

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Course Level	6.5	Internal Marks	30
Programme	MA	External Marks	70
Semester	3	Practical Internal	-
Category of Course	DSC	Practical External	-
Course Credit	4	Prac. External Exam Duration	-
Teaching Hours	60	Total	100
Course Code	ENGDSC-7	Exam Duration	2 Hrs 30 Min.
Course No.	113		
Course Title	Literary Criticism: Classical to Modern		

Course Objectives:

- To Survey classical and early modern frameworks from aesthetic sublimity to the moral defense of poetry.
- To Explore Romantic and Aesthetic shifts concerning emotion, imagination, and the value of art.
- To Trace critical methods from formalist close reading to structural linguistics and poststructuralist deconstruction.
- To Introduce ideological lenses including Marxist economic structures, psychoanalysis, and historical power dynamics.

Course Outcomes (COs):

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

- Apply classical rules of decorum, grandeur, and structural unity to literary texts.
- Contrast Romantic views on spontaneous feeling against the philosophies of the Aesthetic movement.
- Analyze texts by identifying structural signs, binary oppositions, and linguistic instabilities.
- Evaluate literature as a product of class struggle, unconscious desires, or historical power networks.

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Course Structure

Unit	Topics	Hrs
1	Foundations, Classical, and Early Modern Critical Tradition: - Longinus: <i>On the Sublime</i>, grandeur of thought, passion, and noble diction in style elevation. - Horace: <i>Ars Poetica</i>: classicist emphasis on decorum, structural unity, and the poet's dual purpose of use and delight. - Sir Philip Sidney: <i>An Apology for Poetry</i> reclaiming the moral imagination of poetry against puritanical critiques.	15
2	Romanticism and the Aesthetic Movement - William Wordsworth: <i>Preface to Lyrical Ballads</i>, democratization of poetic language and poetry as a spontaneous overflow of powerful feelings. - Samuel Taylor Coleridge: <i>Biographia Literaria</i>, organic unity, Primary and Secondary Imagination vs. Fancy, and the function of symbols. - Walter Pater and the Aesthetic Movement: Philosophical tenets of "art for art's sake" and impressionistic criticism.	15
3	Formalism, Structuralism, and the Poststructuralist Turn - Anglo-American New Criticism: Close reading practices and parsing internal textual dynamics like tension, paradox, irony, and organic unity. - Ferdinand de Saussure: Foundational concepts of the signifier/signified relationship, langue vs. parole, and linguistic arbitrariness. - Jacques Derrida: Critique of logocentrism, linguistic instability, the trace, and the concepts of différance and aporia.	15
4	Ideology, Postcolonial Identity, and Contemporary Horizons: - Marxist Criticism: Terry Eagleton, <i>Marxism and Literary Criticism</i> (Ch. 1, "Literature and History") - base/superstructure, ideology, class struggle, and alienation - Psychoanalytic Approaches: Sigmund Freud, "Creative Writers and Day-Dreaming" - the unconscious, repression, and literature as wish-fulfillment; Carl Jung, "On the Relation of Analytical Psychology to Poetry" - the collective unconscious and archetypal criticism - Postcolonial Criticism: Edward Said, <i>Orientalism</i> - Chapter 1, "The Scope of Orientalism," Section I: "Knowing the Oriental"	15

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CO–PO–PSO Mapping Matrix:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	3	–	2	–	–	–	–	–	–	–	–	–	3	–	–	–
CO2	2	–	3	–	–	–	–	–	–	–	–	–	3	–	–	–
CO3	–	–	3	–	2	–	–	–	–	–	–	–	3	–	–	–
CO4	–	–	2	–	–	–	–	–	3	–	–	–	2	–	–	2

Suggested Reading & Online Resources:

A. Offline Resources (Books)

1. Habib, M. A. R. *A History of Literary Criticism: From Plato to the Present*. Blackwell Publishing, 2005.
2. Leitch, Vincent B., general editor. *The Norton Anthology of Theory and Criticism*. 3rd ed., W. W. Norton & Company, 2018.
3. Richter, David H., editor. *The Critical Tradition: Classic Texts and Contemporary Trends*. 3rd ed., Bedford/St. Martin's, 2007.
4. Wellek, René, and Austin Warren. *Theory of Literature*. 3rd ed., Harcourt, Brace & World, 1956.
5. Abrams, M. H. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*. Oxford UP, 1953.
6. Aristotle. *Poetics*. Translated by Malcolm Heath, Penguin Books, 1996.
7. Horace, and Longinus. *Classical Literary Criticism*. Translated by Penelope Murray and T. S. Dorsch, Penguin Books, 2000.
8. Plato. *The Republic*. Translated by Desmond Lee, 2nd ed., Penguin Books, 2003.
9. Sidney, Sir Philip. *An Apology for Poetry (or The Defence of Poesy)*. Edited by R. W. Maslen, 3rd ed., Manchester UP, 2002.

B. Online Resources

1. Mambrol, Nasrullah. "An Apology for Poetry." *Literary Theory and Criticism*, 17 Nov. 2017, literariness.org/tag/an-apology-for-poetry/.
2. "Longinus: On the Sublime." *Internet Classics Archive*, MIT, classics.mit.edu/Longinus/sublime.html
3. "Horace: Ars Poetica." *Internet Classics Archive*, MIT, classics.mit.edu/Horace/arspoet.html Mambrol, Nasrullah. "Marxism and Literary Theory."

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Literary Theory and Criticism, 12 Apr. 2016, literariness.org/2016/04/12/marxism-and-literary-theory/. — supports Unit 4

4. "Preface to Lyrical Ballads." Poetry Foundation, poetryfoundation.org
5. Coleridge, Samuel Taylor. *Biographia Literaria*. Project Gutenberg, gutenberg.org
6. "Walter Pater and Aestheticism." The Victorian Web, victorianweb.org
7. Mambrol, Nasrullah. "Structuralism." *Literary Theory and Criticism*, 20 Mar. 2016, literariness.org/2016/03/20/structuralism/.
8. "New Criticism." The Johns Hopkins Guide to Literary Theory and Criticism, litguide.press.jhu.edu
9. "Ferdinand de Saussure." Stanford Encyclopedia of Philosophy, plato.stanford.edu
10. "Jacques Derrida." Stanford Encyclopedia of Philosophy, plato.stanford.edu
11. Mambrol, Nasrullah. "Marxism and Literary Theory." *Literary Theory and Criticism*, 12 Apr. 2016, literariness.org/2016/04/12/marxism-and-literary-theory/.
12. Freud, Sigmund. "Creative Writers and Day-Dreaming." Internet Archive, archive.org
13. "Carl Jung." Internet Encyclopedia of Philosophy, iep.utm.edu
14. "Edward Said." The Johns Hopkins Guide to Literary Theory and Criticism, litguide.press.jhu.edu

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Course Level	6.5		Internal Marks	30
Programme	MA		External Marks	70
Semester	3		Practical Internal	-
Category of Course	DSC		Practical External	-
Course Credit	4		Prac. External Exam Duration	-
Teaching Hours	60		Total	100
Course Code	ENGDSC-8		Exam Duration	2 Hrs 30 Min.
Course No.	114			
Course Title	Research Methodology in English Literature and Academic writing			

Course Objectives

- To define the frameworks of literary inquiry, research design, and source classification.
- To explore textual methods ranging from traditional close reading to contemporary interdisciplinary theories.
- To teach professional academic writing mechanics, MLA formatting style, and publication ethics.
- To introduce Digital Humanities computational methods and the formal structures of dissertation writing.

Course Outcomes (COs):

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

1. Formulate clear literary research questions, arguments, and structured thesis proposals.
2. Apply relevant critical theories and interdisciplinary models to diverse textual analyses.
3. Produce well-structured scholarly literature reviews that adhere strictly to MLA guidelines.
4. Utilize digital archive tools and corpus analysis techniques to draft and edit dissertations.

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Course Structure

Unit	Topics	Teaching Hrs
1	Foundations of Literary Inquiry, Research Design, and Sources - Objectives of literary research. - ELT/Linguistics vs. Literary Studies frameworks. - Textual, historical, comparative, theoretical, interdisciplinary, and digital typologies. - Critical qualities of a researcher. - Designing research questions, objectives, and arguments. - Proposal and thesis synopsis structures. - Primary, secondary, and tertiary source classification. - Library, archive, and physical manuscript mechanics.	15
2	Literary Methods, Theoretical Applications, and Interdisciplinary Trends - Close reading and intrinsic analysis. - Historical, comparative, and archival research. - Translation theory and practice. - Reception histories and reader-response frameworks. - Applying theory to textual critique. - Research design across major critical paradigms. - Merging literature with media, visual culture, and ideology. - Ecocriticism, Memory Studies, World Literature, and Subaltern scholarship.	15
3	Academic Writing, Style Sheets, and Research Ethics - Academic genres: essays, articles, literature reviews, abstracts, annotated bibliographies, and book reviews. - Developing thesis statements and critical analysis - Academic stylistics, coherence, and critical distance. - Navigating databases: JSTOR, Project MUSE, MLA, and Shodhganga. - MLA style guidelines (9th Edition): paper formatting, headings, pagination, Constructing in-text citations and Works Cited entries - Academic integrity: Intellectual property, fair use, plagiarism avoidance, and paraphrasing practice - Ethics and academic-integrity considerations in using AI/LLMs — disclosure, attribution, and misuse.	15

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4	Digital Humanities, Thesis Mechanics and Practicum - Digital Humanities definitions and cultural shifts. - Corpus linguistics, distant reading, and textual analysis. - Navigating digital archives, editions, and hypertexts. - AI-assisted research tools in practice - text-mining, summarization, and drafting assistance in literary research. - Layout and structure of an M.A. dissertation. - Integrating theoretical frameworks with textual analysis. - Macro-revision, editing, and mechanical proofreading. - Conferences, journal publishing, and the viva defense.	15
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CO–PO–PSO Mapping Matrix:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	–	3	–	2	–	–	2	–	–	–	–	–	–	3	–	–
CO2	–	2	–	–	–	–	–	–	–	–	–	–	2	3	–	–
CO3	–	2	–	–	–	–	3	–	–	–	–	–	–	3	–	–
CO4	–	–	–	–	–	–	–	3	2	–	–	–	–	3	–	–

Suggested Reading & Online Resources:

A. Offline Resources (Books)

- Altick, Richard D., and John J. Fenstermaker. *The Art of Literary Research*. 4th ed., W. W. Norton & Company, 1993.
- Da Sousa Correa, Delia, and W. R. Owens, editors. *The Handbook to Literary Research*. 2nd ed., Routledge, 2010.
- Griffin, Gabriele, editor. *Research Methods for English Studies*. 2nd ed., Edinburgh UP, 2013.
- Harner, James L. *Literary Research Guide: An Annotated Listing of Reference Sources in English Literary Studies*. 6th ed., Modern Language Association of America, 2014.
- Gibaldi, Joseph. *MLA Style Manual and Guide to Scholarly Publishing*. 3rd ed., Modern Language Association of America, 2008.
- Modern Language Association of America. *MLA Handbook*. 9th ed., Modern Language Association of America, 2021.

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7. Sword, Helen. *Stylish Academic Writing*. Harvard UP, 2012.
8. Williams, Joseph M., and Joseph Bizup. *Style: Lessons in Clarity and Grace*. 12th ed., Pearson, 2016.
9. Zinsser, William. *On Writing Well: The Classic Guide to Writing Nonfiction*. 30th anniversary ed., Harper Perennial, 2006.

B. Online Resources

1. "MLA Style Center." *Modern Language Association*, 2026, style.mla.org.
2. "Purdue Online Writing Lab (OWL)." *Purdue U*, 2026, owl.purdue.edu.
3. "Debates in the Digital Humanities." *CUNY Digital Humanities Initiative*, edited by Matthew K. Gold and Lauren F. Klein, U of Minnesota P, 2026, dhdebates.gc.cuny.edu.
4. "Harvard College Writing Center Strategies for Essay Writing." *Harvard U*, 2026, writingcenter.fas.harvard.edu/pages/strategies-essay-writing.
5. "The Review of English Studies." *Oxford Academic*, 2026, academic.oup.com/res.
6. "Digital Humanities Now" (dhnow.org)

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Course Level	6.5	Internal Marks	30
Programme	MA	External Marks	70
Semester	3	Practical Internal	-
Category of Course	DSC	Practical External	-
Course Credit	4	Prac. External Exam Duration	-
Teaching Hours	60	Total	100
Course Code	ENGDSC-9	Exam Duration	2.30 hrs.
Course No.	115		
Course Title	Popular Literature (Crime/Detective, Thriller and Romance)		

Course Objectives

- To define the evolution of popular literature and its distinction from canonical high culture.
- To explore how mass publishing, readership markets, and formulaic genre structures influence fiction.
- To examine the psychological thriller genre's mechanics of suspense, unreliable narration, and social critique through contemporary bestselling fiction.
- To examine the structural conventions and narrative techniques of Golden Age detective fiction through Agatha Christie's work.
- To examine modern best-selling formulas, publishing trends, and tropes within contemporary romance fiction.

Course Outcomes (COs)

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

- **CO1:** Distinguish the structural, aesthetic, and cultural differences between high art and mass-market fiction.
- **CO2:** Analyze how genre formulas and commercial publishing houses shape reader expectations and texts.
- **CO3:** Analyze suspense mechanics, unreliable narration, and marriage/media satire in Gillian Flynn's *Gone Girl*.
- **CO4:** Critique detective tropes, plot mechanics, and narrative misdirection in Agatha Christie's *The Murder of Roger Ackroyd*.
- **CO5:** Deconstruct contemporary romance tropes and thematic choices in Emily Henry's *Beach Read*.

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Course Structure

Unit	Topics	Hrs
1	Foundations of Popular Culture, Market Dynamics, and Genre Theory - Definition, scope, structural characteristics, and historical evolution of popular literature. - The shifting boundaries between "High Culture" (Canonical Literature) and "Low/Mass Culture" (Popular Literature). - Mass readership, the democratization of literacy, and the impact of the commercial publishing industry on taste. - Understanding structural genre theory: How formulaic structures shape reader expectations and text production.	15
2	Thriller Gillian Flynn: Gone Girl (2012)	15
3	Crime and Detective Fiction Agatha Christie: The Murder of Roger Ackroyd (1926)	15
4	Romance Emily Henry: Beach Read (2020)	15

CO–PO–PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	2	–	2	–	–	–	–	–	–	–	–	–	3	–	–	–
CO2	2	–	–	–	–	2	–	–	–	–	2	–	2	–	–	–
CO3	–	–	2	–	–	–	–	–	–	–	–	–	3	–	–	2
CO4	–	–	2	–	–	–	–	–	–	–	–	–	3	–	–	–
CO5	–	–	2	–	–	–	–	–	–	–	–	–	2	–	–	2

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Suggested Reading & Online Resources:

A. Offline Resources (Books)

1. Cawelti, John G. *Adventure, Mystery, and Romance: Formula Stories as Art and Popular Culture*. U of Chicago P, 1976.
2. Glover, David, and Scott McCracken, editors. *The Cambridge Companion to Popular Fiction*. Cambridge UP, 2012.
3. Gelder, Ken. *Popular Fiction: The Logics of a Literary Field*. Routledge, 2004.
4. Bloom, Clive. *Cult Fiction: Popular Reading and Pulp Theory*. Palgrave Macmillan, 2004.
5. Pyrhönen, Heta. *Murder from Content to Context: The Development of Detective Fiction*. State U of New York P, 1994.
6. Rzepka, Charles J. *Detective Fiction*. Polity Press, 2005.
7. Scaggs, John. *Crime Fiction*. Routledge, 2005.
8. Symons, Julian. *Bloody Murder: From the Detective Story to the Crime Novel: A History*. 3rd rev. ed., Pan Books, 1994.
9. Modleski, Tania. *Loving with a Vengeance: Mass-Produced Fantasies for Women*. 2nd ed., Routledge, 2008.
10. Radway, Janice A. *Reading the Romance: Women, Patriarchy, and Popular Literature*. U of North Carolina P, 1991.
11. Regis, Pamela. *A Natural History of the Romance Novel*. U of Pennsylvania P, 2003.

B. Online Resources

1. "Journal of Popular Culture." *Wiley Online Library*, 2026, onlinelibrary.wiley.com/journal/15405931.
2. "Journal of Popular Romance Studies." *International Association for the Study of Popular Romance*, 2026, jprs.org.
3. "Crime Studies Forum." *Modern Language Association*, 2026, mla.hcommons.org/groups/crime-studies/.
4. "The Pulp Magazines Project." *Edited by Patrick Belk and Brooks Hefner*, 2026, www.pulpmags.org.
5. "Gillian Flynn." Poets & Writers or The Paris Review interviews archive, theparisreview.org
6. Mambrol, Nasrullah. "Themes of Agatha Christie's Novel The Murder of Roger Ackroyd." *Literary Theory and Criticism*, literariness.org.
7. "100 Years of 'The Murder of Roger Ackroyd.'" *CrimeReads*, crimereads.com/100-years-of-the-murder-of-roger-ackroyd/
8. "Emily Henry on Writing Romance and the Publishing Industry." *Publishers Weekly interviews archive*, publishersweekly.com

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Course Level	6.5	Internal Marks	30
Programme	MA	External Marks	70
Semester	3	Practical Internal	-
Category of Course	DSE	Practical External	-
Course Credit	4	Prac. External Exam Duration	-
Teaching Hours	60	Total	100
Course Code	ENGDSE-5(A)	Exam Duration	2.30 hrs.
Course No.	116(A)		
Course Title	Digital Humanities and Literary Studies		

Course Objectives

- To define the core nature, scope, and interdisciplinary evolution of Digital Humanities (DH) in literary studies.
- To introduce essential digital resources, including open-access repositories, digital archives, and structural text-encoding standards.
- To explore computational methods for analyzing literature, including text mining, corpus linguistics, and data visualization.
- To provide foundational principles for designing online heritage preservation projects and ethical AI applications.

Course Outcomes (COs)

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

- **CO1:** Evaluate how digital scholarship transforms traditional literary methodologies and interdisciplinary research frameworks.
- **CO2:** Navigate digital libraries to analyze structural metadata, dynamic electronic editions, and scholarly archives.
- **CO3:** Apply core text mining, distant reading, and spatial mapping techniques to vast literary corpora.
- **CO4:** Conceptualize a digital storytelling or preservation project while navigating the ethics of AI tools.

Curriculum and Credit Framework for Postgraduate Studies in English (Effective from Academic Year 2026-2027)

Course Structure

Unit	Topics	Hrs
1	Introduction to Digital Humanities • Nature, scope and evolution of Digital Humanities. • Digital Humanities and literary studies. • Digital scholarship and interdisciplinary research. • Emerging trends in Digital Humanities.	15
2	Digital Resources and Literary Research • Digital libraries, archives, and repositories. • Electronic texts and digital editions. • Concepts of metadata, annotation, and text encoding. • Open-access resources and academic databases.	15
3	Digital Methods in Literary Studies • Corpus-based literary analysis concepts. • Text mining and distant reading basics, using tools such as Voyant Tools. • Data visualization and digital mapping. • AI tools: computational opportunities in literary analysis.	15
4	Digital Humanities in Practice • Preserving digital literary and cultural heritage. • Digital storytelling and online projects. • Conceptual design of DH projects. • Ethics of AI in digital project design and preservation. • Future of DH and literary scholarship.	15

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CO–PO–PSO Mapping

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	2	–	2	–	–	–	–	–	–	–	–	–	2	–	–	2
CO2	2	–	–	2	–	–	–	–	–	–	2	–	2	–	–	2
CO3	–	–	2	2	–	–	–	–	–	–	–	–	2	–	–	3
CO4	–	2	2	2	–	–	–	–	–	–	2	–	2	–	–	3

Suggested Reading & Online Resources

A. Offline Resources (Books)

1. Burdick, Anne, et al. Digital_Humanities. MIT Press, 2012.
2. Eve, Martin Paul. The Digital Humanities and Literary Studies. Oxford UP, 2022.
3. Jockers, Matthew L. Macroanalysis: Digital Methods and Literary History. U of Illinois P, 2013.
4. Moretti, Franco. Distant Reading. Verso, 2013.
5. Schreibman, Susan, et al., editors. A New Companion to Digital Humanities. John Wiley & Sons, 2016.
6. Piper, Andrew. Enumerations: Data and Literary Study. U of Chicago P, 2018.
7. Ramsay, Stephen. Reading Machines: Toward an Algorithmic Criticism. U of Illinois P, 2011.
8. Underwood, Ted. Distant Horizons: Digital Evidence and Literary Change. U of Chicago P, 2019.

B. Online Resources

1. "Debates in the Digital Humanities." CUNY Digital Humanities Initiative, edited by Matthew K. Gold and Lauren F. Klein, U of Minnesota P, dhdebates.gc.cuny.edu.
2. Digital Humanities Quarterly (DHQ). Association for Computers and the Humanities, dhq.digitalhumanities.org.
3. "Journal of Cultural Analytics." Founded at the Department of Languages, Literatures, and Cultures, McGill University; editorial operations transitioning to the Center for Digital Humanities, Princeton University (2026), culturalanalytics.org.
4. The Programming Historian. ProgHist Ltd, programminghistorian.org.
5. "The Stanford Literary Lab." Stanford University, litlab.stanford.edu.
6. "Voyant Tools." Created by Stéfán Sinclair and Geoffrey Rockwell, voyant-tools.org.
7. "Women Writers Project." Northeastern University, wwp.northeastern.edu.

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Course Level	6.5		Internal Marks	30
Programme	MA		External Marks	70
Semester	3		Practical Internal	-
Category of Course	DSE		Practical External	-
Course Credit	4		Prac. External Exam Duration	-
Teaching Hours	60		Total	100
Course Code	ENGDSE-5(B)		Exam Duration	2.30 hrs.
Course No.	116(B)			
Course Title	Artificial Intelligence and Literature			

Course Objectives

- To explore historical, philosophical, and science fiction representations of AI consciousness and machine ethics.
- To introduce computational literary methods, including sentiment analysis, stylometry, and text processing frameworks.
- To examine how generative AI changes authorship, creative workflows, and interactive digital narrative structures.
- To address key AI ethical issues, including data copyright, algorithmic bias, and academic integrity.

Course Outcomes (COs)

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

- **CO1:** Critique literary representations of machine interiority, technological empathy, and human-AI relationships.
- **CO2:** Apply text mining and computational tools to analyze authorship patterns and narrative arcs.
- **CO3:** Construct interactive fiction or digital stories using creative human-AI collaborative writing workflows.
- **CO4:** Evaluate the structural biases, legal intellectual property challenges, and pedagogical limitations of AI.

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Course Structure

Unit	Topics	Hrs
1	The Machine Imagination: AI as a Literary Theme and Consciousness - History and philosophical evolution of AI. - The Humanities in the age of intelligent technology. - Science fiction as a sandbox for machine ethics. - Representations of robots, androids, and machine interiority. - The artificial gaze: empathy, loneliness, and simulated love.	15
2	Algorithmic Critique: Computational Literary Studies and Processing - Digital Humanities and its interface with classic Literary Studies. - Foundational tenets of Computational Literary Studies (CLS). - Text mining and computational analysis vs. human close reading. - Sentiment analysis in narrative arcs and stylometry for authorship. - NLP architecture and Machine Translation: evolution, capabilities, and limitations in literary translation.	15
3	The Generative Shift: Machine Authorship and Digital Narratives - Algorithmic generation vs. human imagination: can machines possess poesis, or is this merely pattern matching without authentic semantic depth? - Collaborative writing workflows between humans and LLMs. - Interactive storytelling and prompt engineering as creative writing disciplines. - Interactive fiction and hypertext literature architecture. - How reactive, algorithmic environments change reader agency.	15
4	The Ethics of Intellect: Academic Integrity, Bias, and Pedagogy - Copyright and IP dilemmas in AI training data. - Redefining plagiarism, authorship, and originality in text synthesis. - Structural bias (gender, race, colonial history), transparency, and accountability in LLMs. - Practical AI applications: ELT, automated language evaluation, and literary research tools. - Impact, challenges, and opportunities for postgraduate English departments.	15

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CO–PO–PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	–	–	2	–	–	–	–	–	–	–	–	–	3	–	–	2
CO2	2	–	2	2	–	–	–	–	–	–	–	–	2	–	–	3
CO3	–	2	2	–	–	–	–	–	–	–	2	–	2	–	–	3
CO4	–	–	2	2	–	2	–	–	–	–	–	–	2	–	–	2

Suggested Reading & Online Resources

A. Offline Resources (Books)

1. Cave, Stephen, Kanta Dihal, and Sarah Dillon, editors. *AI Narratives: A History of Imaginative Thinking about Intelligent Machines*. Oxford UP, 2020.
2. Hayles, N. Katherine. *How We Became Posthuman: Virtual Bodies in Cybernetics, Literature, and Informatics*. U of Chicago P, 1999.
3. Slocombe, Will, and Genevieve Liveley, editors. *The Routledge Handbook of AI and Literature*. Routledge, 2024.
4. du Sautoy, Marcus. *The Creativity Code: Art and Innovation in the Age of AI*. Harvard UP, 2019.
5. Funkhouser, C. T. *Prehistoric Digital Poetry: An Archaeology of Forms, 1959–1995*. U of Alabama P, 2007.
6. Harper, Graeme, editor. *AI and Creative Writing*. Springer Nature Switzerland, 2026.
7. Miller, Arthur I. *The Artist in the Machine: The World of AI-Powered Creativity*. MIT Press, 2020.
8. Tenen, Dennis. *Literary Theory for Robots: How Computers Learned to Write*. W. W. Norton, 2024.

B. Online Resources

1. "How Do I Cite Generative AI in MLA Style? (Updated and Revised)." MLA Style Center, Modern Language Association, 2025, style.mla.org/citing-generative-ai-updated-revised/.
2. Mills, Anna. "AI and College Writing: An Orientation for Students." Shared under CC BY-NC 4.0, docs.google.com/document/d/1cfs_ubpIEOUpsfSBTxQLU54jyOtMYpDYyRQLcLw4Kn4.
3. "AI Narratives Project." Leverhulme Centre for the Future of Intelligence, University of Cambridge, lcfi.ac.uk/research/ai-narratives/.

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4. Chun, Jon, and Katherine Elkins. "The Crisis of Artificial Intelligence: A New Digital Humanities Curriculum for Human-Centred AI." *IJHAC: A Journal of Digital Humanities*, vol. 17, no. 2, Oct. 2023, www.euppublishing.com/doi/10.3366/ijhac.2023.0311.
5. "Electronic Literature Organization." ELO, eliterature.org.

C. Electronic Literature Archives and Databases

1. "Electronic Literature Directory." Electronic Literature Organization, directory.eliterature.org.
2. "ELMCIP Electronic Literature Knowledge Base." University of Bergen, elmcip.net/knowledgebase.

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Course Level	6.5		Internal Marks	30
Programme	MA		External Marks	70
Semester	3		Practical Internal	-
Category of Course	DSE		Practical External	-
Course Credit	4		Prac. External Exam Duration	-
Teaching Hours	60		Total	100
Course Code	ENGDSE -6(A)		Exam Duration	2.30 hrs.
Course No.	117 (A)			
Course Title	Theatre of the Absurd			

Course Objectives

- To explore post-WWII historical trauma, spiritual alienation, and the structural origins of the Theatre of the Absurd.
- To contrast the conventions of traditional classical drama with the linguistic devaluation and static structures of absurdism.
- To examine Martin Esslin's critical formulation of the Absurd across distinct global dramatic styles and contexts.
- To provide a critical foundation for evaluating absurdist masterworks by Jean Genet, Samuel Beckett, and Harold Pinter.

Course Outcomes (COs)

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

- **CO1:** Connect the post-war socio-political crisis of meaning to the thematic alienation portrayed in absurdist theater.
- **CO2:** Analyze how absurdist scripts deliberately devalue language, break linear plot structures, and utilize circular repetition.
- **CO3:** Apply Martin Esslin's theoretical framework to parse existential subtext, dark humor, and domestic menace in performance.
- **CO4:** Critique power dynamics and existential isolation in Jean Genet's *The Maids*.
- **CO5:** Critique psychological dread, stasis, and the collapse of meaning in Samuel Beckett's *Endgame*.
- **CO6:** Critique domestic menace, power dynamics, and identity erosion in Harold Pinter's *The Birthday Party*.

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Course Structure

Unit	Topics	Hrs
1	Historical Realities, Esslin's Framework, and Structural Subversions - Post-WWII historical trauma, spiritual displacement, and alienation. - Nature, origins, and core characteristics of Absurd Theatre. - Structural contrasts: Classical Drama vs. Absurd Drama. - Martin Esslin's seminal formulation and conventions of the Absurd. - Formal conventions: language devaluation, repetition, and static settings.	15
2	Jean Genet: <i>The Maids</i>	15
3	Samuel Beckett: <i>Endgame</i>	15
4	Harold Pinter: <i>The Birthday Party</i>	15

CO–PO–PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	2	–	2	–	–	–	–	–	–	–	–	–	2	–	–	–
CO2	–	–	2	–	–	–	–	–	–	–	–	–	3	–	–	–
CO3	–	–	2	–	–	–	–	–	–	–	–	–	3	–	–	–
CO4	–	–	2	–	–	–	–	–	–	–	–	–	3	–	–	2
CO5	–	–	2	–	–	–	–	–	–	–	–	–	3	–	–	2
CO6	–	–	2	–	–	–	–	–	–	–	–	–	3	–	–	2

Suggested Reading & Online Resources

A. Offline Resources (Books)

- Esslin, Martin. *The Theatre of the Absurd*. 3rd ed., Vintage Books, 2001.
- Bennett, Michael Y. *Reassessing the Theatre of the Absurd: Camus, Beckett, Ionesco, Genet, and Pinter*. Palgrave Macmillan, 2011.
- Innes, Christopher. *Avant Garde Theatre: 1892–1992*. Routledge, 1993.

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4. Camus, Albert. *The Myth of Sisyphus and Other Essays*. Translated by Justin O'Brien, Vintage Books, 1991.
5. Artaud, Antonin. *The Theater and Its Double*. Translated by Mary Caroline Richards, Grove Press, 1958.
6. Beckett, Samuel. *Waiting for Godot: A Tragicomedy in Two Acts*. Grove Press, 1954.
7. Ionesco, Eugène. *The Bald Soprano and Other Plays*. Translated by Donald M. Allen, Grove Press, 1958.
8. Pinter, Harold. *Various Voices: Prose, Poetry, Politics*. Grove Press, 1998.

B. Online Resources

1. "The Samuel Beckett Society." The Samuel Beckett Society, samuelbeckettsociety.org.
2. "Modern Drama." University of Toronto Press, online.utpress.utoronto.ca/md.
3. "The Harold Pinter Society." Harold Pinter Society, pintersociety.org.
4. "Nonsense Talk: Theatre of the Absurd." The British Library, 3 Aug. 2017, www.bl.uk/20th-century-literature/articles/nonsense-talk-theatre-of-the-absurd.
5. "The Eugène Ionesco Society." Eugène Ionesco Society, ionesco.org.
6. "Existentialism and Literature." Stanford Encyclopedia of Philosophy, Stanford University, 9 Oct. 2020, plato.stanford.edu/entries/existentialism-literature/.
7. "Drama Online." Bloomsbury Publishing, dramaonlinelibrary.com.

Curriculum and Credit Framework for Postgraduate Studies in English (Effective from Academic Year 2026-2027)

Course Level	6.5	Internal Marks	30
Programme	MA	External Marks	70
Semester	3	Practical Internal	-
Category of Course	DSE	Practical External	-
Course Credit	4	Prac. External Exam Duration	-
Teaching Hours	60	Total	100
Course Code	ENG DSE -6(B)	Exam Duration	2.30 hrs.
Course No.	117 (B)		
Course Title	Feminist Literature and Women's Writing		

Course Objectives

- To trace the historical development, evolving political waves, and diverse global intersections of feminist ideology.
- To investigate how feminist criticism exposes patriarchal biases and challenges traditional literary canon structures.
- To examine literary representations of female financial dependency, creative autonomy, and institutional domestic confines.
- To provide analytical tools to interpret the works of Woolf, Ibsen, and Chopin through gendered lenses.

Course Outcomes (COs)

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

- **CO1:** Distinguish the key goals, historical timelines, and theories driving each major wave of global feminism.
- **CO2:** Evaluate how feminist criticism exposes patriarchal bias and challenges traditional literary canon structures.
- **CO3:** Evaluate how economic independence and physical space directly influence women's artistic and literary voice in Virginia Woolf's *A Room of One's Own*.
- **CO4:** Critique domesticity, patriarchal control, and institutional marriage in Henrik Ibsen's *A Doll's House*.
- **CO5:** Critique financial dependency, institutional domestic confinement, and awakening creative/artistic autonomy in Kate Chopin's *The Awakening*.

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Course Structure

Unit	Topics	Hrs
1	Foundations, Ideology, and Historical Waves of Feminism - Feminism as political ideology and literary critique. "Women's Writing" tradition and canon politics. - First-Wave: suffrage and legal rights. - Second-Wave: patriarchal oppression and reproductive autonomy. - Third and Fourth-Wave: intersectionality, performativity, and digital activism. - Cross-currents: Radical, Marxist, Psychoanalytic, Black, Postcolonial, and Ecofeminism.	15
2	Virginia Woolf — A Room of One's Own	15
3	Henrik Ibsen — A Doll's House	15
4	Kate Chopin — The Awakening	15

CO–PO–PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	2	–	2	–	–	–	–	–	–	–	–	–	2	–	–	–
CO2	–	2	2	–	–	–	–	–	–	–	–	–	2	–	–	3
CO3	–	–	2	–	–	–	–	–	–	–	–	–	3	–	–	2
CO4	–	–	2	–	–	–	–	–	–	–	–	–	3	–	–	2
CO5	–	–	2	–	–	–	–	–	–	–	–	–	3	–	–	2

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Suggested Reading & Online Resources

A. Offline Resources (Books)

1. Gilbert, Sandra M., and Susan Gubar. *The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination*. 2nd ed., Yale UP, 2000.
2. Moi, Toril. *Sexual/Textual Politics: Feminist Literary Theory*. 2nd ed., Routledge, 2002.
3. Showalter, Elaine. *A Literature of Their Own: British Women Novelists from Brontë to Lessing*. Expanded ed., Princeton UP, 1999.
4. Woolf, Virginia. *A Room of One's Own*. Edited by David Bradshaw, Oxford UP, 2015.
5. Anzaldúa, Gloria. *Borderlands / La Frontera: The New Mestiza*. 4th ed., Aunt Lute Books, 2012.
6. Christian, Barbara. *Black Feminist Criticism: Perspectives on Black Women Writers*. Pergamon Press, 1985.
8. Hooks, Bell. *Talking Back: Thinking Feminist, Thinking Black*. South End Press, 1989.
9. Mohanty, Chandra Talpade. *Feminism Without Borders: Decolonizing Theory, Practicing Solidarity*. Duke UP, 2003.
10. Gilbert, Sandra M., and Susan Gubar, editors. *The Norton Anthology of Literature by Women: The Traditions in English*. 3rd ed., vols. 1 and 2, W. W. Norton, 2007.
11. Sage, Lorna, editor. *The Cambridge Guide to Women's Writing in English*. Cambridge UP, 1999.
12. Chopin, Kate. *The Awakening*. Edited by Margo Culley, 2nd ed., Norton Critical Editions, W. W. Norton, 1994.

B. Online Resources

1. Orlando: Women's Writing in the British Isles from the Beginnings to the Present. Cambridge UP, orlando.cambridge.org. Institutional subscription required for full-text access.
2. The Perdita Project: Early Modern Women's Manuscripts. University of Warwick and Nottingham Trent University, amdigital.co.uk/primary-sources/perdita-project. Institutional subscription required.
3. Women Writers Project. Northeastern University, wwp.northeastern.edu. Freely accessible.
4. Contemporary Women's Writing. Oxford UP, academic.oup.com/cww. Institutional/journal subscription may be required.

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Course Level	6.5		Internal Marks	15
Programme	MA		External Marks	35
Semester	3		Practical Internal	-
Category of Course	VoC-3		Practical External	-
Course Credit	2		Prac. External Exam Duration	-
Teaching Hours	30		Total	50
Course Code	ENGSEC/VoC-3		Exam Duration	1:00 Hr.
Course Title	Literary Blogging and Podcasting			

Course Objectives

- To introduce the theory and craft of web-native literary writing, including hypertext structure, online reading cognition, and web-tailored composition.
- To explore the ethical landscapes of digital production, covering copyright, fair use, and open-access licensing.
- To teach the structural art of adapting dense print materials into conversational, rhythmically paced audio scripts.
- To provide technical proficiency in audio production tools, sound design, and podcast distribution platforms.

Course Outcomes (COs)

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

- **CO1:** Demonstrate proficiency in web-native writing craft, including hypertext structure, SEO copywriting, and readability optimization for digital literary platforms.
- **CO2:** Apply Creative Commons and intellectual property standards to source and curate digital materials legally.
- **CO3:** Perform conversational voice narrations using deliberate pacing, vocal modulation, and breath control techniques.
- **CO4:** Operate audio production tools and platforms, including multitrack editing, sound design, metadata tagging, and podcast hosting/distribution.

Curriculum and Credit Framework for Postgraduate Studies in English (Effective from Academic Year 2026-2027)

Course Structure

Unit	Topics	Hrs
1	Foundations of Digital Media, Online Writing Stylistics, and Ethics - Digital media infrastructure and contemporary literary expression. - Online literary communities, collaborative storytelling, and hypertext reading. - Cognitive differences between print and web-based reading. - Web layout, structural scannability, microcopy, and readability scores. - Line-editing, SEO copywriting, and web-tailored proofreading workflows. - Responsible curation and ethical sourcing of digital materials. - Copyright, Fair Use, Creative Commons, and open-access IP.	15
2	The Audio Turn: Scripting, Production, and Voice Mechanics - History and democratization of audio broadcasting. - Essays, dialogues, adaptations, and recitations. - Adapting dense print texts into engaging conversational audio. - Pacing, cues, and rhythmic narration. - Modulation, breath control, and listener engagement. - Multitrack mixing, noise gates, EQ, and soundscapes. - Audacity, GarageBand, and Adobe Audition. - Metadata, RSS feeds, and hosting platforms.	15

CO–PO–PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	2	–	2	2	–	–	–	–	–	2	–	–	2	–	–	2
CO2	–	2	–	–	–	2	–	–	–	–	–	–	2	–	–	–
CO3	–	–	2	2	–	–	–	2	–	–	2	–	2	–	–	2
CO4	2	–	2	2	–	–	–	2	–	2	2	–	2	–	–	3

Curriculum and Credit Framework for Postgraduate Studies in English (Effective from Academic Year 2026-2027)

Suggested Reading & Online Resources

A. Offline Resources (Books)

1. Baron, Naomi S. Words Onscreen: The Fate of Reading in a Digital World. Oxford UP, 2015.
2. Murray, Simone. The Digital Literary Sphere: Reading, Writing, and Cultural Value in a Media Age. Johns Hopkins UP, 2018.
3. Striplhas, Ted. The Late Age of Print: Everyday Book Culture from Consumerism to Control. Columbia UP, 2009.
4. Berry, Richard. Podcasting: The Audio Media Revolution. Palgrave Macmillan, 2018.
5. Lovink, Geert. Zero Comments: Blogging and Critical Internet Culture. Routledge, 2008.
6. Rettberg, Jill Walker. Blogging. 2nd ed., Polity Press, 2014.
7. Jenkins, Henry. Convergence Culture: Where Old and New Media Collide. New York UP, 2006.
8. Bottomley, Andrew J. Sound Streams: A Cultural History of Radio-Internet Convergence. U of Michigan P, 2020.

B. Online Resources

1. BookNet Canada: Digital Literacy & Podcast Studies. BookNet Canada, booknetcanada.ca/research.
2. The New Books Network: Digital Public Scholarship. Consortium of University Presses, newbooksnetwork.com.
3. The Podglomerate: Literary Media & Analytics. Podglomerate Network, thepodglomerate.com/literary-insights.
4. First Monday: Peer-Reviewed Journal on the Internet. University of Illinois Chicago, firstmonday.org.
5. Journal of Digital Humanities. George Mason University, journalofdigitalhumanities.org.

Curriculum and Credit Framework for Postgraduate Studies in English (Effective from Academic Year 2026-2027)

(A): Only Coursework Semester-4 (MA) of Two-Year PG

SN	Category of Course	Title of the Course	Course Code	Course No.	Credit	Internal Marks	External Marks	Total Marks	Exam Time (Theory)
1	DSC	Contemporary Literary Theory and Cultural Studies	ENGDSC-10	119	4	30	70	100	2 Hrs 30 Min.
2	DSC	Interdisciplinary Literary Research	ENGDSC-11	120	4	30	70	100	2 Hrs 30 Min.
3	DSC	Post-Colonial Literature	ENGDSC -12	121	4	30	70	100	2 Hrs 30 Min.
4	DSE	French Literature in English Translation	ENGDSE-7(A)	122 (A)	4	30	70	100	2 Hrs 30 Min.
		Russian Literature in English Translation	ENGDSE-7(B)	122 (B)	4	30	70	100	2 Hrs 30 Min.
5	DSE	Indian Knowledge Systems and Literature	ENGDSE -8(A)	123 (A)	4	30	70	100	2 Hrs 30 Min.
		Partition Literature	ENGDSE -8(B)	123 (B)	4	30	70	100	2 Hrs 30 Min.
6	SEC/ Vocational Course	Literature, Society and Moral Responsibility	ENGSEC/ VoC-4	124	2	15	35	50	1:00 Hrs
Total Credit					22				

NOTE:

- All the 3 Discipline Specific Courses (DSC-10,11,12) are Mandatory Courses.
- Student has to select any one course from Discipline Specific Elective (DSE) 7(A) and 7(B).
- Student has to select any one course from Discipline Specific Elective (DSE) 8(A) and 8(B)
- Skill Enhancement Course (SEC)/Vocational Course(VoC)-4 is mandatory.

Curriculum and Credit Framework for Postgraduate Studies in English (Effective from Academic Year 2026-2027)

Course Level	6.5	Internal Marks	30
Programme	MA	External Marks	70
Semester	4	Practical Internal	-
Category of Course	DSC	Practical External	-
Course Credit	4	Prac. External Exam Duration	-
Teaching Hours	60	Total	100
Course Code	ENGDSC-10	Exam Duration	2.30 hrs.
Course No.	119		
Course Title	Contemporary Literary Theory and Cultural Studies		

Course Objectives

- To introduce the linguistic and philosophical foundations of structuralist and poststructuralist theory, tracing the shift from humanist criticism to deconstruction and reader-response aesthetics.
- To examine materialist and ideological critiques of literature and culture, from classical Marxism through the founding of British Cultural Studies.
- To explore psychoanalytic, feminist, and postcolonial theories of subjectivity, identity, and power.
- To engage emerging and interdisciplinary theoretical trends, including ecocriticism, digital and computational approaches, historicism-formalism debates, and affect and trauma studies.

Course Outcomes (COs)

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

- **CO1:** Apply structuralist and poststructuralist concepts (Saussure, Lévi-Strauss, Derrida, Foucault, Iser) to analyze meaning, discourse, and reader engagement in literary texts.
- **CO2:** Critique literature and culture through materialist and ideological frameworks (Marx, Gramsci, Althusser) and the foundational methods of British Cultural Studies (CCCS, Williams, Hall).
- **CO3:** Analyze subjectivity, gender, and colonial power through psychoanalytic, feminist, and postcolonial theory (Freud, Lacan, Beauvoir, Butler, Fanon, Said, Spivak, Bhabha).
- **CO4:** Evaluate literary and cultural texts through emerging theoretical lenses, including ecocriticism, digital/computational criticism, historicism-formalism debates, and affect/trauma studies.

Curriculum and Credit Framework for Postgraduate Studies in English (Effective from Academic Year 2026-2027)

Course Structure

Unit	Topics	Hrs
1	The Linguistic Turn, Deconstruction, and Reception Aesthetics • Meaning, nature, and systemic scope of literary and cultural theory. • Epistemic shift: from traditional humanist criticism to high theory. • Interplay of literature, culture, ideology, and interpretation. • Ferdinand de Saussure: foundational concepts of structural linguistics. • Claude Lévi-Strauss: mapping binary systems in structural anthropology. • Jacques Derrida: deconstruction, logocentrism, différance, and aporia. • Michel Foucault: discourse, institutional power, and biopolitics. • Wolfgang Iser: reader-response theory and the function of narrative gaps.	15
2	Materialist Critiques, Ideology, and British Cultural Studies • Marx and Engels: dialectical materialism, class conflict, and the Base/Superstructure model. • Antonio Gramsci: cultural hegemony and the role of organic intellectuals. • Louis Althusser: Ideological vs. Repressive State Apparatuses, and interpellation. • Origins of Cultural Studies: the institutional history of the Birmingham School (CCCS), including Richard Hoggart's account of working-class literacy and culture. • Raymond Williams: culture as "ordinary" and the concept of "structures of feeling." • Stuart Hall: the encoding/decoding matrix, identity politics, and media ideologies.	15
3	Psychoanalysis, Gender Performativity, and Postcolonial Subjectivity • Freud: cartography of the psyche, the unconscious, and artistic repression. • Lacan: linguistic return to Freud, the Mirror Stage, registers (Imaginary/Symbolic/Real), and desire.	15

Curriculum and Credit Framework for Postgraduate Studies in English (Effective from Academic Year 2026-2027)

Unit	Topics	Hrs
	• Beauvoir and Butler: biological vs. social construction of the female subject, and queer performativity. • Intersectionality: compounding vectors of race, class, and gender in Black and Third-World feminisms. • Fanon: psychological trauma of colonization and decolonial violence. • Said: Orientalism and the ideological construction of the "East" for imperial dominance. • Spivak: strategic essentialism and the ethical challenges of the subaltern voice. • Bhabha: imperial spaces, hybridity, mimicry, ambivalence, and the "Third Space."	
4	The Environmental Turn, Digital Horizons, and Emerging Trends • Environmental Humanities: foundational ecocriticism (deep ecology, nature writing, anti-anthropocentrism), ecofeminism, and climate fiction/Anthropocene studies. • Digital and Computational Turns: digital textuality, hypertext reading paths, computational literary studies, algorithmic distant reading, and AI text criticism. • Historicism and Formalism Debates: New Historicism vs. Cultural Materialism, and New Formalism's reclamation of aesthetic specificity. • Affect, Trauma, and Memory Studies: bodily emotion registers, pre-conscious response, public moods, and collective trauma/historical remembrance.	15

CO–PO–PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	–	–	2	–	–	–	–	–	–	–	–	–	3	–	–	2
CO2	–	2	2	–	–	–	–	–	–	–	–	–	3	–	–	2
CO3	–	2	2	–	–	–	–	–	–	–	–	–	3	–	–	3
CO4	2	–	2	2	–	–	–	–	–	2	–	–	2	–	–	2

Curriculum and Credit Framework for Postgraduate Studies in English (Effective from Academic Year 2026-2027)

Suggested Reading & Online Resources

A. Offline Resources (Books)

1. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. 4th ed., Manchester UP, 2017.
2. Eagleton, Terry. *Literary Theory: An Introduction*. Anniversary ed., Wiley-Blackwell, 2008.
3. Rivkin, Julie, and Michael Ryan, editors. *Literary Theory: An Anthology*. 3rd ed., Wiley-Blackwell, 2017.
4. Derrida, Jacques. *Of Grammatology*. Translated by Gayatri Chakravorty Spivak, Johns Hopkins UP, 1976.
6. Foucault, Michel. *Discipline and Punish: The Birth of the Prison*. Translated by Alan Sheridan, Vintage Books, 1995.
7. Hall, Stuart. "Encoding/Decoding." *Culture, Media, Language*, edited by Stuart Hall et al., Hutchinson, 1980.
8. Williams, Raymond. *Culture and Society, 1780–1950*. Columbia UP, 1983.
9. Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. Routledge, 1990.
10. Said, Edward. *Orientalism*. Pantheon Books, 1978.
11. Spivak, Gayatri Chakravorty. "Can the Subaltern Speak?" *Marxism and the Interpretation of Culture*, edited by Cary Nelson and Lawrence Grossberg, U of Illinois P, 1988.
12. Bhabha, Homi K. *The Location of Culture*. Routledge, 1994.
13. Glotfelty, Cheryll, and Harold Fromm, editors. *The Ecocriticism Reader: Landmarks in Literary Ecology*. U of Georgia P, 1996.

B. Online Resources

1. Mambrol, Nasrullah. "Structuralism." *Literary Theory and Criticism*, 20 Mar. 2016, literariness.org/2016/03/20/structuralism/.
2. Mambrol, Nasrullah. "Marxism and Literary Theory." *Literary Theory and Criticism*, 12 Apr. 2016, literariness.org/2016/04/12/marxism-and-literary-theory/.
3. Mambrol, Nasrullah. "Feminist Literary Criticism." *Literary Theory and Criticism*, 7 Oct. 2022, literariness.org/2022/10/07/feminist-literary-criticism/.
4. "Jacques Derrida." *Stanford Encyclopedia of Philosophy*, plato.stanford.edu/entries/derrida/.
5. "Michel Foucault." *Stanford Encyclopedia of Philosophy*, plato.stanford.edu/entries/foucault/.

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Course Level	6.5	Internal Marks	30
Programme	MA	External Marks	70
Semester	4	Practical Internal	-
Category of Course	DSC	Practical External	-
Course Credit	4	Prac. External Exam Duration	-
Teaching Hours	60	Total	100
Course Code	ENGDSC-11	Exam Duration	2.30 hrs.
Course No.	120		
Course Title	Interdisciplinary Literary Research		

Course Objectives

- To introduce the principles of interdisciplinary research design, distinguishing multidisciplinary, interdisciplinary, and transdisciplinary approaches to literary study.
- To apply historical and psychological methods, including New Historicism and trauma theory, as interdisciplinary research tools for reading literary texts.
- To apply translation studies and digital humanities methods as interdisciplinary tools for analyzing literary and cross-media texts.
- To apply ecocritical and research-ethics frameworks to design and propose an original interdisciplinary research project.

Course Outcomes (COs)

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

- **CO1:** Distinguish between multidisciplinary, interdisciplinary, and transdisciplinary approaches, and design a cross-disciplinary literary research question.
- **CO2:** Apply New Historicism and trauma theory as interdisciplinary research methods to interpret literary texts in dialogue with history and psychology.
- **CO3:** Apply translation studies and digital humanities methods to analyze literary texts across media and disciplines.
- **CO4:** Design and justify an original interdisciplinary research proposal that combines literary study with ecocriticism or another discipline, in accordance with academic integrity and AI ethics standards.

Curriculum and Credit Framework for Postgraduate Studies in English (Effective from Academic Year 2026-2027)

Course Structure

Unit	Topics	Hrs
1	Foundations of Interdisciplinary Research Design ● Scope and significance of interdisciplinary approaches in the humanities. ● Distinguishing multidisciplinary, interdisciplinary, and transdisciplinary approaches. ● The inherently cross-disciplinary nature of literary inquiry. ● Designing a cross-disciplinary research question.	15
2	Literature in Dialogue with History and Psychology ● Texts as historical documents vs. history as narrative. ● Applying New Historicism as a research method (case study). ● Trauma theory and psychological interiority as an interdisciplinary lens. ● Combining historical and psychological methods to interpret narratives of collective experience.	15
3	Literature in Dialogue with Translation and Digital Studies ● Literary translation across media: page-to-screen adaptation, fidelity vs. remediation. ● Translation studies concepts: polysystem theory and translator visibility. ● Digital humanities methods: distant reading, corpus linguistics, and text mining as research tools. ● Managing digital archives and editions in interdisciplinary research.	15
4	Literature in Dialogue with Environmental Studies, Research Ethics, and Research Proposal Design ● Ecocriticism and ecofeminism as interdisciplinary methods for reading environmental narratives. ● Research ethics: academic integrity, citation, and the responsible use of AI in research. ● Designing a research question that combines literature with one or more other disciplines. ● Final stage: proposing and defending an original interdisciplinary research project.	15

Curriculum and Credit Framework for Postgraduate Studies in English (Effective from Academic Year 2026-2027)

CO–PO–PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	2	–	2	–	–	–	–	–	–	–	–	–	2	–	–	2
CO2	–	–	2	–	–	–	–	–	–	–	–	–	3	–	–	2
CO3	2	–	2	2	–	–	–	–	–	2	–	–	2	–	–	2
CO4	2	2	2	2	–	–	–	2	–	–	–	2	3	–	–	3

Note for Teachers:

This course assumes students have already met the core theories (New Historicism, trauma theory, digital humanities methods, ecocriticism) in their earlier courses. Do not re-teach these theories from scratch here. Treat each of them as already known, and spend class time on how to apply and combine them as research methods. In Units 2, 3 and 4, use one worked example per unit (e.g., a single short story or novel excerpt) to show students how to build a research question that draws on two disciplines at once, rather than covering multiple texts. Reserve at least 2–3 sessions in Unit 4 for students to draft, present, and receive feedback on their own interdisciplinary research proposals, since this is the course's capstone output and should carry real assessment weight.

Suggested Reading & Online Resources

A. Offline Resources (Books)

1. Boyd, Brian. *On the Origin of Stories: Evolution, Cognition, and Fiction*. Harvard UP, 2009.
2. Burke, Peter. *What Is the History of Knowledge?* Polity Press, 2015.
3. Caruth, Cathy. *Unclaimed Experience: Trauma, Narrative, and History*. 20th anniversary ed., Johns Hopkins UP, 2016.
4. Gallagher, Catherine, and Stephen Greenblatt. *Practicing New Historicism*. U of Chicago P, 2000.
5. Gold, Matthew K., and Lauren F. Klein, editors. *Debates in the Digital Humanities 2023*. U of Minnesota P, 2023.
6. Hayles, N. Katherine. *How We Think: Digital Media and Contemporary Technogenesis*. U of Chicago P, 2012.
7. Moretti, Franco. *Graphs, Maps, Trees: Abstract Models for a Literary History*. Verso, 2005.
8. Repko, Allen F., and Rick Szostak. *Interdisciplinary Research: Process and Theory*. 4th ed., SAGE Publications, 2020.
9. Tally, Robert T., Jr. *Spatiality: The New Critical Idiom*. Routledge, 2013.

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10. Zunshine, Lisa. *Why We Read Fiction: Theory of Mind and the Novel*. Ohio State UP, 2006.

B. Online Resources

1. Journal of Digital Humanities. George Mason University, journalofdigitalhumanities.org.
2. Literature and Medicine. Johns Hopkins UP, muse.jhu.edu/journal/119.
3. PALABRA: The International Journal of Literature and Arts Interdisciplinary Research. Stanford University, palabra.stanford.edu.
4. Stanford Literary Lab. Stanford University, litlab.stanford.edu.

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Course Level	6.5	Internal Marks	30
Programme	MA	External Marks	70
Semester	4	Practical Internal	-
Category of Course	DSC	Practical External	-
Course Credit	4	Prac. External Exam Duration	-
Teaching Hours	60	Total	100
Course Code	ENGDSC-12	Exam Duration	2.30 hrs.
Course No.	121		
Course Title	Post-Colonial Literature		

Course Objectives

- To trace the historical shifts of colonialism, empire, and decolonization that shaped global postcolonial literature.
- To explore foundational postcolonial concepts including hybridity, mimicry, otherness, diaspora, and fragmented identity.
- To examine the core thematic choices, resistance strategies, and structural characteristics of postcolonial writing.
- To provide a critical foundation for analyzing masterworks by Jean Rhys, Aravind Adiga, and Jamaica Kincaid.

Course Outcomes (COs)

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

- **CO1:** Align the historical impacts of imperial rule and decolonization with themes in postcolonial texts.
- **CO2:** Apply postcolonial theories like otherness and mimicry to critique identity construction in literature.
- **CO3:** Analyze how Jean Rhys subverts the canonical narrative and patriarchal structures of Jane Eyre in Wide Sargasso Sea.
- **CO4:** Analyze class, caste, and the persistence of colonial-era power hierarchies in contemporary India in Aravind Adiga's The White Tiger.
- **CO5:** Analyze cultural displacement, psychological trauma, and fragmented identity in Jamaica Kincaid's Annie John.

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Course Structure

Unit	Topics	Hrs
1	Introduction to Postcolonial Literature - Historical background: colonialism, decolonization, and empire. - Major concepts: postcolonialism, hybridity, mimicry, otherness, diaspora, and identity. - Major themes and characteristics of postcolonial literature. - Two modes of postcolonial writing: literature set during colonial rule (e.g., Rhys, Kincaid) vs. literature examining the lasting structural effects of colonialism in post-independence societies (e.g., Adiga).	15
2	Jean Rhys — Wide Sargasso Sea	15
3	Aravind Adiga — The White Tiger	15
4	Jamaica Kincaid — Annie John	15

CO–PO–PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	2	–	2	–	–	–	–	–	–	–	–	–	2	–	–	–
CO2	–	–	2	–	–	–	–	–	–	–	–	–	3	–	–	–
CO3	–	–	2	–	–	–	–	–	–	–	–	–	3	–	–	2
CO4	–	–	2	–	–	–	–	–	–	–	–	–	3	–	–	2
CO5	–	–	2	–	–	–	–	–	–	–	–	–	3	–	–	2

Suggested Reading & Online Resources

A. Offline Resources (Books)

1. Achebe, Chinua. Hopes and Impediments: Selected Essays. Anchor Books, 2012.
2. Ashcroft, Bill, et al. The Empire Writes Back: Theory and Practice in Post-Colonial Literatures. 2nd ed., Routledge, 2002.
3. Ashcroft, Bill, et al., editors. The Post-Colonial Studies Reader. 2nd ed., Routledge, 2006.

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4. Fanon, Frantz. *The Wretched of the Earth*. Translated by Richard Philcox, Grove Press, 2004.
5. Loomba, Ania. *Colonialism/Postcolonialism*. 3rd ed., Routledge, 2015.
6. Ngũgĩ wa Thiong'o. *Decolonising the Mind: The Politics of Language in African Literature*. James Currey, 1986.
7. Said, Edward W. *Culture and Imperialism*. Vintage Books, 1994.
8. Said, Edward W. *Orientalism*. Pantheon Books, 1978. Reprint, Penguin Books, 2003.
9. Spivak, Gayatri Chakravorty. *A Critique of Postcolonial Reason: Toward a History of the Vanishing Present*. Harvard UP, 1999.
10. Young, Robert J. C. *Postcolonialism: An Historical Introduction*. Anniversary ed., Wiley-Blackwell, 2016.
11. Adiga, Aravind. *The White Tiger*. Free Press, 2008.

B. Online Resources

12. "Colonialism." *Stanford Encyclopedia of Philosophy*, edited by Edward N. Zalta and Uri Nodelman, Stanford University, plato.stanford.edu/entries/colonialism/.
13. *Interventions: International Journal of Postcolonial Studies*. Routledge, tandfonline.com/journals/rrij20.
14. *Journal of Postcolonial Writing*. Taylor & Francis, tandfonline.com/journals/rjpw20.
15. Mambrol, Nasrullah. "Postcolonialism." *Literary Theory and Criticism*, 6 Apr. 2016, literariness.org/2016/04/06/postcolonialism/.

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Course Level	6.5	Internal Marks	30
Programme	MA	External Marks	70
Semester	4	Practical Internal	-
Category of Course	DSE	Practical External	-
Course Credit	4	Prac. External Exam Duration	-
Teaching Hours	60	Total	100
Course Code	ENGDSE-7(A)	Exam Duration	2.30 hrs.
Course No.	122 (A)		
Course Title	French Literature in English Translation		

Course Objectives

- To survey the historical development, defining movements, and global significance of French literature in translation.
- To explore the conventions of French classical comedy and dramatic satire through the works of Molière.
- To examine the subversion of romantic ideals and the mechanics of 19th-century realism in Gustave Flaubert.
- To introduce autofiction, social class, and the politics of memory through Annie Ernaux.

Course Outcomes (COs)

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

- **CO1:** Identify the major historical shifts, literary movements, and cross-cultural themes defining French literature.
- **CO2:** Critique religious hypocrisy, domestic power dynamics, and societal structures in Molière's Tartuffe.
- **CO3:** Analyze the psychological depth, social constraints, and tragic realism present in Madame Bovary.
- **CO4:** Interpret the interplay of memory, social class, and personal history in Annie Ernaux's A Man's Place.

Curriculum and Credit Framework for Postgraduate Studies in English (Effective from Academic Year 2026-2027)

Course Structure

Unit	Topics	Hrs
1	Introduction to French Literature in English Translation - Historical background of French literature. - Major literary movements and characteristics. - Significance of French literature in World Literature and Translation.	15
2	Molière — Tartuffe	15
3	Gustave Flaubert — Madame Bovary	15
4	Annie Ernaux — A Man's Place (La Place), English Translation	15

CO–PO–PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	2	–	2	–	–	–	–	–	–	–	–	–	2	–	–	2
CO2	–	–	2	–	–	–	–	–	–	–	–	–	3	–	–	–
CO3	–	–	2	–	–	–	–	–	–	–	–	–	3	–	–	2
CO4	–	–	2	–	–	–	–	–	–	–	–	–	2	–	–	2

Suggested Reading & Online Resources

A. Offline Resources (Books)

1. Apter, Emily. *Against World Literature: On the Politics of Untranslatability*. Verso, 2013.
2. Bassnett, Susan. *Translation Studies*. 4th ed., Routledge, 2014.
3. Cave, Terence. *The Cornucopian Text: Problems of Writing in the French Renaissance*. Oxford UP, 1979.
4. France, Peter, editor. *The Oxford Guide to Literature in English Translation*. Oxford UP, 2000.
5. Kay, Sarah, Terence Cave, and Malcolm Bowie. *A Short History of French Literature*. Oxford UP, 2003.
6. Robb, Graham. *The Discovery of France: A Historical Geography*. W. W. Norton, 2007.

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7. Venuti, Lawrence. *The Translator's Invisibility: A History of Translation*. 3rd ed., Routledge, 2018.
8. Ernaux, Annie. *A Man's Place*. Translated by Tanya Leslie, Seven Stories Press, 1992.

B. Online Resources

1. Asymptote Journal. Asymptote Journal, asymptotejournal.com.
2. Gallica: Bibliothèque Numérique. Bibliothèque Nationale de France, gallica.bnf.fr.
3. French Studies. Oxford UP, academic.oup.com/fs.
4. The French Review. American Association of Teachers of French, frenchreview.frenchteachers.org.
5. Words Without Borders: The Online Magazine for International Literature. Words Without Borders, wordswithoutborders.org.
6. The Paris Review. The Paris Review Foundation, theparisreview.org.

Curriculum and Credit Framework for Postgraduate Studies in English (Effective from Academic Year 2026-2027)

Course Level	6.5	Internal Marks	30
Programme	MA	External Marks	70
Semester	4	Practical Internal	-
Category of Course	DSE	Practical External	-
Course Credit	4	Prac. External Exam Duration	-
Teaching Hours	60	Total	100
Course Code	ENGDSE-7(B)	Exam Duration	2.30 hrs.
Course No.	122 (B)		
Course Title	Russian Literature in English Translation		

Course Objectives

- To survey the historical evolution, defining movements, and global significance of Russian literature in translation.
- To explore the formal innovations, poetic realism, and structural conventions of Alexander Pushkin's verse novel.
- To examine the moral and existential confrontation with mortality and self-deception in Leo Tolstoy's late fiction.
- To provide a critical foundation for analyzing Fyodor Dostoevsky's exploration of psychological alienation and moral crime in Crime and Punishment.

Course Outcomes (COs)

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

- **CO1:** Trace how major socio-political shifts and intellectual eras shaped the core themes of Russian literature.
- **CO2:** Analyze the narrative structure, social satire, and character development in Pushkin's Eugene Onegin.
- **CO3:** Critique the confrontation with mortality, self-deception, and moral awakening in Tolstoy's The Death of Ivan Ilyich.
- **CO4:** Deconstruct the psychological alienation, legal guilt, and ethical choices depicted in Dostoevsky's Crime and Punishment.

Curriculum and Credit Framework for Postgraduate Studies in English (Effective from Academic Year 2026-2027)

Course Structure

Unit	Topics	Hrs
1	Introduction to Russian Literature in English Translation • Historical background of Russian literature. • Major literary movements and characteristics. • Significance of Russian literature in World Literature and Translation.	15
2	Alexander Pushkin — Eugene Onegin	15
3	Leo Tolstoy — The Death of Ivan Ilyich	15
4	Fyodor Dostoevsky — Crime and Punishment (English Translation)	15

CO–PO–PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	2	–	2	–	–	–	–	–	–	–	–	–	2	–	–	2
CO2	–	–	2	–	–	–	–	–	–	–	–	–	3	–	–	–
CO3	–	–	2	–	–	–	–	–	–	–	–	–	3	–	–	2
CO4	–	–	2	–	–	–	–	–	–	–	–	–	3	–	–	2

Suggested Reading & Online Resources

A. Offline Resources (Books)

7. Baer, Brian James. Translation and the Making of Modern Russian Literature: Transnational Contexts, Development, and Resistance. Bloomsbury Academic, 2016.
8. France, Peter, and Kenneth Haynes, editors. The Oxford History of Literary Translation in English: Volume 4: 1790–1900. Oxford UP, 2006.
9. Friedberg, Maurice. Literary Translation in Russia: A Cultural History. Pennsylvania State UP, 1997.
10. Leighton, Lauren G. Two Worlds, One Art: Literary Translation in Russia and America. Northern Illinois UP, 1991.

Curriculum and Credit Framework for Postgraduate Studies in English (Effective from Academic Year 2026-2027)

2. Lowe, David, editor. *Russian Writing on Translation: An Anthology*. Routledge, 2017.
3. McAteer, Cathy. *Translating Great Russian Literature: The Penguin Russian Classics*. Routledge, 2021.
4. Venuti, Lawrence, editor. *The Translation Studies Reader*. 4th ed., Routledge, 2021.
5. Wachtel, Andrew Baruch, and Ilya Vinitzky. *A Cultural History of Russian Literature*. Polity Press, 2009.

B. Online Resources

1. Asymptote Journal. Asymptote Journal, asymptotejournal.com.
2. The Russian Review. Wiley-Blackwell / Ohio State University, onlinelibrary.wiley.com/journal/14679434.
3. Slavic and East European Journal. AATSEEL, aatseel.org/publications/seej.
4. Soviet and Post-Soviet Review. Brill, brill.com/view/journals/spsr/spsr-overview.xml.
5. Translation and Literature. Edinburgh UP, euppublishing.com/loi/tal.
6. Words Without Borders: The Online Magazine for International Literature. Words Without Borders, wordswithoutborders.org.

Curriculum and Credit Framework for Postgraduate Studies in English (Effective from Academic Year 2026-2027)

Course Level	6.5	Internal Marks	30
Programme	MA	External Marks	70
Semester	4	Practical Internal	-
Category of Course	DSE	Practical External	-
Course Credit	4	Prac. External Exam Duration	-
Teaching Hours	60	Total	100
Course Code	ENGDSE -8(A)	Exam Duration	2.30 hrs.
Course No.	123 (A)		
Course Title	Indian Knowledge Systems and Literature		

Course Objectives

- To define the core concepts, historical traditions, and worldview parameters of Indian Knowledge Systems (IKS).
- To explore classical Indian aesthetic theories, including Rasa, Dhvani, Vakrokti, and principles of poetic excellence.
- To examine how traditional Indian texts address ethical governance, ecological systems, and spiritual philosophy.
- To provide a thorough textual foundation for interpreting the active duty principles of Karma Yoga, including its major commentarial traditions.

Course Outcomes (COs)

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

- **CO1:** Align the worldviews of the Vedas, Upanishads, and Purusharthas with broader cultural memory.
- **CO2:** Apply classical aesthetic frameworks like Rasa, Dhvani, and Vakrokti to critique literary texts and art.
- **CO3:** Evaluate themes of environmental consciousness, social structures, and governance within traditional Indian literature.
- **CO4:** Deconstruct the arguments regarding selfless action and ethical obligation in Adhyay 3 of the Bhagavad Gita, across its major commentarial interpretations.

Curriculum and Credit Framework for Postgraduate Studies in English (Effective from Academic Year 2026-2027)

Course Structure

Unit	Topics	Teaching Hrs
1	Foundations of Indian Knowledge Systems ● Concept and scope of Indian Knowledge Systems. ● Knowledge traditions in the Vedas, Upanishads, and Itihasas. ● Purusharthas and the Indian worldview. ● Literature as a repository of knowledge and cultural memory.	15
2	Indian Aesthetics and Literary Thought ● Bharata's Natyashastra and the theory of Rasa. ● Anandavardhana's Dhvani theory. ● Kuntaka's Vakrokti theory. ● Mammata's Kavyaprakasha and principles of poetic excellence.	15
3	Knowledge Traditions in Indian Literary Texts ● Dharma and ethical thought in Indian literature. ● Nature, ecology, and environmental consciousness. ● Devotion, spirituality, and philosophical inquiry. ● Society, governance, and cultural values.	15
4	The Bhagavad Gita, Adhyay 3: Karma Yoga (कर्मयोग) ● Close reading of Adhyay 3: the argument for selfless, duty-bound action. ● Shankaracharya's Advaita (non-dualist) reading of Karma Yoga. ● Ramanuja's Vishishtadvaita (qualified non-dualist) reading. ● Tilak's activist interpretation of Karma Yoga in Gita Rahasya. ● Gandhi's Anasakti Yoga: detached action as ethical practice.	15

Prescribed Primary Sources

Unit 1

Conceptual/foundational unit — no single primary text prescribed; draws on excerpts from the Vedas, Upanishads, and Itihasas as introduced through the secondary readings below.

Curriculum and Credit Framework for Postgraduate Studies in English (Effective from Academic Year 2026-2027)

Unit 2

- Bharata. *Natyashastra* (chapters on Rasa theory). Translated by Manomohan Ghosh, Asiatic Society, Calcutta, rev. ed., 1967.
- Anandavardhana. *Dhvanyaloka*, with the *Locana* of Abhinavagupta. Translated by Daniel H. H. Ingalls, Jeffrey Moussaieff Masson, and M. V. Patwardhan, Harvard Oriental Series, vol. 49, Harvard UP, 1990.
- Kuntaka. *Vakroktijivita*. Translated by K. Krishnamoorthy, Karnatak University, 1977.
- Mammata. *Kavyaprakasha*. Translated by R. C. Dwivedi, Motilal Banarsidass, 1966.

Unit 3

- "Yaksha Prashna" (Vana Parva). *The Mahabharata, Book 3: The Book of the Forest*. Translated by J. A. B. van Buitenen, U of Chicago P, 1975. [Dharma and ethical thought]
- "Bhumi Sukta" (Atharva Veda, Book 12). Translated by William Dwight Whitney, Harvard Oriental Series, vols. 7–8, 1905. [Ecology and environmental consciousness]
- Mirabai. *Selected padas. Songs of the Saints of India*, translated by John Stratton Hawley and Mark Juergensmeyer, Oxford UP, 1988. [Devotion and spirituality]
- Kautilya. *Arthashastra* (Book 1, excerpts). Translated by L. N. Rangarajan, Penguin Classics, 1992. [Society and governance]

Unit 4

- Bhagavad Gita, Adhyay 3 (base text). Translated by Barbara Stoler Miller, *The Bhagavad-Gita: Krishna's Counsel in Time of War*, Columbia UP / Bantam Classics, 1986.
- Bhagavad Gita: With the Commentary of Shankaracharya. Translated by Swami Gambhirananda, Advaita Ashrama, 1984. [Advaita reading]
- The *Gitabhashya* of Ramanuja. Translated by M. R. Sampatkumaran, Ananthacharya Indological Research Institute, 1985. [Vishishtadvaita reading]
- Tilak, Bal Gangadhar. *Srimad Bhagavad-Gita-Rahasya, or Karma-Yoga-Shastra*. Translated by Bhalchandra Sitaram Sukthankar, Tilak Brothers, 1935. [Activist reading]
- Gandhi, M. K. *The Gospel of Selfless Action, or The Gita According to Gandhi (Anasakti Yoga)*. Translated by Mahadev Desai, Navajivan Publishing House, 1946. [Anasakti Yoga reading]

Curriculum and Credit Framework for Postgraduate Studies in English (Effective from Academic Year 2026-2027)

CO–PO–PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	2	–	2	–	2	–	–	–	–	–	–	–	2	–	2	–
CO2	–	–	2	–	–	–	–	–	–	–	–	–	3	–	2	–
CO3	–	2	2	–	2	–	–	–	–	–	–	–	2	–	2	–
CO4	–	2	2	–	2	–	–	–	–	–	–	–	3	–	2	–

Suggested Reading & Online Resources

A. Offline Resources (Books)

1. Kapoor, Kapil. Text and Interpretation: The Indian Tradition. D.K. Printworld, 2005.
2. Kapoor, Kapil, and A. K. Singh, editors. Indian Knowledge Systems. D.K. Printworld, 2005.
3. Mahadevan, B., Vinayak Rajat Bhat, and Nagendra Pavana R. N. Introduction to Indian Knowledge System: Concepts and Application. PHI Learning, 2022.
4. Pollock, Sheldon. The Language of the Gods in the World of Men: Sanskrit, Culture, and Power in Premodern India. U of California P, 2006.
5. Radhakrishnan, Sarvepalli, and Charles A. Moore, editors. A Source Book in Indian Philosophy. Princeton UP, 1957.
6. Ray, Partha Pratim. A Guide to Indian Knowledge Systems. Rajmangal Publishers, 2024.
7. Shulman, David. More than Real: A History of the Imagination in South India. Harvard UP, 2012.
8. Singh, Kartikey, et al., editors. Indian Knowledge Systems: A Sustainable Approach. Excel India Publishers, 2024.
9. Chari, V. K. *Sanskrit Criticism*. University of Hawai'i Press, 1993.
10. Ganeri, Jonardon. *Indian Thought: A Very Short Introduction*. Oxford University Press, 2017.
11. *The Bhagavad Gita*. Translated by Barbara Stoler Miller, Bantam Books, 1986.
12. Pollock, Sheldon. *A Rasa Reader: Classical Indian Aesthetics*. Columbia University Press, 2016.
13. Rao, D. S. Sarma, editor. *Indian Knowledge Systems: Concepts and Applications*. Springer, 2022.
14. Satchidananda Murty, K. *Indian Spirit*. Indian Council of Philosophical Research, 2012.
15. Sharma, C. *A Critical Survey of Indian Philosophy*. Motilal Banarsidass, 2013.
16. Srinivasan, Amba Kulkarni, and Kapil Kapoor, editors. *Indian Knowledge Systems*. Indian Institute of Advanced Study, 2024.

Curriculum and Credit Framework for Postgraduate Studies in English (Effective from Academic Year 2026-2027)

B. Online Resources

1. Indian Literature. Sahitya Akademi, jstor.org/journal/indianliteraturesa.
2. Indian Knowledge Systems Division Portal. Ministry of Education, Government of India, iksindia.org.
3. Journal of Indian Knowledge Systems. Brill / Indian Knowledge Systems and Heritage Association (IKSHA), brill.com/view/journals/jiks/jiks-overview.xml.
4. Journal of Indian Knowledge Systems and Contemporary Learnings. TheJournals, thejournals.in/iks.
5. Journal of Indian Philosophy. Springer, link.springer.com/journal/10781.
6. Muktabodha Online Library. Muktabodha Indological Research Institute, muktabodha.org.
7. National Digital Library of India. Ministry of Education, Government of India, ndl.iitkgp.ac.in.
8. Indian Council of Philosophical Research (ICPR). [https://icpr.in/](http://icpr.in/)
9. Indira Gandhi National Centre for the Arts (IGNCA). [https://ignca.gov.in/](http://ignca.gov.in/)
10. Sahitya Akademi. [https://sahitya-akademi.gov.in/](http://sahitya-akademi.gov.in/)
11. e-PG Pathshala (UGC–INFLIBNET). Indian Literature and Indian Poetics. [https://epgp.inflibnet.ac.in/](http://epgp.inflibnet.ac.in/)
12. INFLIBNET Centre (e-Books). [https://ebooks.inflibnet.ac.in/](http://ebooks.inflibnet.ac.in/)
13. National Digital Library of India (NDLI). [https://ndl.iitkgp.ac.in/](http://ndl.iitkgp.ac.in/)
14. Bhandarkar Oriental Research Institute. [https://bori.ac.in/](http://bori.ac.in/)
15. Muktabodha Digital Library. [https://muktabodha.org/](http://muktabodha.org/)
16. Gita Supersite, Indian Institute of Technology Kanpur. [https://www.gitasupersite.iitk.ac.in/](http://www.gitasupersite.iitk.ac.in/)

Curriculum and Credit Framework for Postgraduate Studies in English (Effective from Academic Year 2026-2027)

Course Level	6.5	Internal Marks	30
Programme	MA	External Marks	70
Semester	4	Practical Internal	-
Category of Course	DSE	Practical External	-
Course Credit	4	Prac. External Exam Duration	-
Teaching Hours	60	Total	100
Course Code	ENG DSE -8(B)	Exam Duration	2.30 hrs.
Course No.	123 (B)		
Course Title	Partition Literature		

Course Objectives

- To examine the socio-political trauma, communal fractures, and historical realities surrounding the 1947 Partition of India.
- To explore how national borders, citizenship, and collective memory are constructed and challenged in literature.
- To analyze gendered violence, displacement, and the psychological impact of geopolitical crises on women.
- To introduce the narrative techniques, micro-histories, and humanistic critiques unique to Partition fiction.

Course Outcomes (COs)

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

- **CO1:** Critique the causes of communal polarization and mass displacement depicted in Bhisham Sahni's *Tamas*.
- **CO2:** Deconstruct the arbitrary nature of national borders and the fluid relationship of memory in Amitav Ghosh's *The Shadow Lines*.
- **CO3:** Evaluate the intersections of patriarchal honor, physical trauma, and identity recovery in Amrita Pritam's *Pinjar*.
- **CO4:** Analyze how localized community dynamics and individual ethics fracture during macro-political crises in Khushwant Singh's *Train to Pakistan*.

Curriculum and Credit Framework for Postgraduate Studies in English (Effective from Academic Year 2026-2027)

Course Structure

Unit	Topics	Hrs
1	Bhisham Sahni — Tamas	15
2	Amitav Ghosh — The Shadow Lines	15
3	Amrita Pritam — Pinjar	15
4	Khushwant Singh — Train to Pakistan	15

CO–PO–PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	–	–	2	–	–	–	–	–	–	–	–	–	3	–	2	–
CO2	–	–	2	–	–	–	–	–	–	–	–	–	2	–	2	–
CO3	–	2	2	–	–	–	–	–	–	–	–	–	3	–	2	2
CO4	–	–	2	–	–	–	–	–	–	–	–	–	3	–	2	–

Suggested Reading & Online Resources

A. Offline Resources (Books)

1. Butalia, Urvashi. *The Other Side of Silence: Voices from the Partition of India*. Duke UP, 2000.
2. Didur, Jill. *Unsettling Partition: Literature, Gender, Memory*. U of Toronto P, 2006.
3. Menon, Ritu, and Kamla Bhasin. *Borders & Boundaries: Women in India's Partition*. Rutgers UP, 1998.
4. Saint, Tarun K. *Witnessing Partition: Memory, History, Fiction*. 2nd ed., Routledge, 2020.
5. Sarkar, Bhaskar. *Mourning the Nation: Indian Cinema in the Wake of Partition*. Duke UP, 2009.
6. Cowasjee, Saros, and K. S. Duggal, editors. *Orphans of the Storm: Stories on the Partition of India*. UBS Publishers, 1995.
7. Manto, Saadat Hasan. *Manto: Selected Stories*. Translated by Aatish Taseer, Vintage Books / Random House India, 2012.
8. Sidhwa, Bapsi. *Ice-Candy-Man*. Penguin Books, 1989.

Curriculum and Credit Framework for Postgraduate Studies in English (Effective from Academic Year 2026-2027)

B. Online Resources

1. 1947 Partition Archive. The 1947 Partition Archive, [1947 partitionarchive.org](http://1947partitionarchive.org).
2. Partition Museum Digital Repository. The Arts and Cultural Heritage Trust, partitionmuseum.org.
3. "The Partition of India." British Library: Spotlight on South Asian History, bl.uk/south-asian-history/articles/the-partition-of-india.
4. Journal of Postcolonial Writing. Routledge, tandfonline.com/toc/rjpw20/current.
5. Postcolonial Text. Open Journal Systems, postcolonial.org/index.php/pct.
6. South Asia: Journal of South Asian Studies. South Asian Studies Association of Australia / Routledge, tandfonline.com/toc/csas20/current.
7. South Asian Review. South Asian Literary Association / Routledge, tandfonline.com/toc/rnar20/current.

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Course Level	6.5	Internal Marks	15
Programme	MA	External Marks	35
Semester	4	Practical Internal	-
Category of Course	VoC-4	Practical External	-
Course Credit	2	Prac. External Exam Duration	-
Teaching Hours	60	Total	50
Course Code	ENGSEC/VoC-4	Exam Duration	1:00 hr.
Course No.	124		
Course Title	Literature, Society and Moral Responsibility		

Course Objectives

- To examine the relationship between literature, society, and individual moral choice, and the ethical demands of truth and freedom of expression, through Chekhov's Ward No. 6.
- To explore human rights, social equality, and ethical citizenship through short fiction addressing communal harmony, racial injustice, and social change.

Course Outcomes (COs)

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

- **CO1:** Critique the moral cost of institutional indifference and the conflict between truth-telling and social conformity in Chekhov's Ward No. 6.
- **CO2:** Evaluate how short fiction by Tagore, Gordimer, and Achebe represents human rights, equality, and the individual's ethical responsibility toward social change.

Course Structure

Unit	Topics	Hrs
1	Literature, Society, and the Ethics of Truth • Anton Chekhov: Ward No. 6	15
2	Rights, Equality, and Social Change • Rabindranath Tagore: "Kabuliwala" • Nadine Gordimer: "The Moment Before the Gun Went Off" • Chinua Achebe: "Dead Men's Path"	15

Curriculum and Credit Framework for Postgraduate Studies in English (Effective from Academic Year 2026-2027)

Prescribed Primary Sources

1. Chekhov, Anton. "Ward No. 6." Translated by Constance Garnett, 1892. Freely available via archive.org and ibiblio.org (public domain).
2. Tagore, Rabindranath. "Kabuliwala." 1892. Widely available in free translation (public domain in India).
3. Gordimer, Nadine. "The Moment Before the Gun Went Off." *Jump and Other Stories*, Farrar, Straus and Giroux, 1991.
4. Achebe, Chinua. "Dead Men's Path." 1953. Widely anthologized, including in *Girls at War and Other Stories*, Heinemann, 1972.

CO–PO–PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	–	2	2	–	–	2	–	–	–	–	–	2	3	–	–	–
CO2	–	2	2	–	–	–	–	–	–	–	–	2	3	–	–	2

Suggested Reading & Online Resources

A. Offline Resources (Books)

1. Booth, Wayne C. *The Company We Keep: An Ethics of Fiction*. U of California P, 1988.
2. Nussbaum, Martha C. *Poetic Justice: The Literary Imagination and Public Life*. Beacon Press, 1995.

B. Online Resources

1. Stanford Encyclopedia of Philosophy. Metaphysics Research Lab, Stanford University, plato.stanford.edu.
2. PEN America. PEN America, pen.org.
3. United Nations: Universal Declaration of Human Rights. United Nations, un.org/en/about-us/universal-declaration-of-human-rights.

Curriculum and Credit Framework for Postgraduate Studies in English (Effective from Academic Year 2026-2027)

(B): Coursework + Research

Semester-3 (MA) of Two-Year PG

N	Category of Course	Title of the Course	Course Code	Course Number	Credit	Internal Marks	External Marks	Total Marks	Exam Time (Theory)
1	DSC	Literary Criticism: Classical to Modern	ENGDSC-7	113	4	30	70	100	2 Hrs 30 Min.
2	DSC	Research Methodology in English Literature and Academic Writing	ENGDSC-8	114	4	30	70	100	2 Hrs 30 Min.
3	DSE	Digital Humanities and Literary Studies	ENGDSE-5(A)	115 (A)	4	30	70	100	2 Hrs 30 Min.
		Artificial Intelligence and Literature	ENGDSE-5(B)	115 (B)	4	30	70	100	2 Hrs 30 Min.
4	DSR	Research Project (Dissertation Writing)	RPD-1	-	10	75	175	250	-
Total Credit					22				

NOTE:

- All the 2 Discipline Specific Courses (DSC-7 & 8) are Mandatory Courses.
- Student has to select any one course from Discipline Specific Elective (DSE) and 5(A), 5(B).
- Discipline Specific Research Project-Dissertation Writing (DSR) is mandatory for those who have chosen Coursework + Research track.
- Course contents of course No.113,114,115(A),115(B) will be same as course No.113, 114, 116(A) and 116(B) of Semester-3 of Two Year P.G (Only Coursework).

(B): Coursework + Research

Semester-4 (MA) of Two-Year PG

SN	Category of Course	Title of the Course	Course Code	Course Number	Credit	Internal Marks	External Marks	Total Marks	Exam Time (Theory)
1	DSC	Contemporary Literary Theory and Cultural Studies	ENGDSC-9	116	4	30	70	100	2 Hrs 30 Min.
2	DSC	Interdisciplinary Literary Research	ENGDSC-10	117	4	30	70	100	2 Hrs 30 Min.
3	SEC/ Vocational Course	Literature, Society and Moral Responsibility	ENGSEC/ VoC-3	118	2	15	35	50	1:00 Hrs
4	DSR	Research Project (Dissertation Writing)	RPD-2	-	12	100	200	300	-
Total Credit					22				

NOTE:

- All the 2 Discipline Specific Courses (DSC-9 & 10) are Mandatory Courses.
- Skill Enhancement Course (SEC)/Vocational Course(VoC)-3 is mandatory.
- Discipline Specific Research Project-Dissertation Writing (DSR) is mandatory for those who have chosen Coursework + Research track.

Curriculum and Credit Framework for Postgraduate Studies in English (Effective from Academic Year 2026-2027)

- Course contents of course No. ENGDSC-9, ENGDSC-10 and ENGSEC/VoC-3 will be same as course No. ENDDSC-10, ENDDSC-11 and ENGSEC/VoC-4 of Semester-4 of Two Year P.G. (Only Coursework)

(C): Only Research

Semester-3 & 4 (MA) of Two-Year PG

SN	Category of Course	Title of the Course	Course Code	Credit	Internal Marks	External Marks	Total Marks	Exam Time (Theory)
Semester-3								
1	DSR	Research Project (Dissertation Writing)-22 Cr.	RPD	22	165	385	550	-
Semester-4								
1	DSR	Research Project (Dissertation Writing)-22 Cr.	RPD	22	165	385	550	-

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Structure of the External Question Paper

Q. No.	Question Type	Units Covered	Set	Marks Each	Total Marks
1	Long Answer / Essay Type	Unit 1	A or B	14	14
2	Long Answer / Essay Type	Unit 2	A or B	14	14
3	Long Answer / Essay Type	Unit 3	A or B	14	14
4	Long Answer / Essay Type	Unit 4	A or B	14	14
5	Short Notes or Short Answer Questions	All Units	Short Notes: 2 out of 4 OR Short Questions: 7 out of 10	7 (short note) / 2 (short question)	14
	TOTAL				70

Internal Assessment Scheme

Sr. No.	Evaluation Component	4-Credit Subjects (Marks)	2-Credit Subjects (Marks)
1	Assignments, seminars, quizzes, mid-term tests, lab records, presentations, Term Paper, Viva-voce, Projects/Surveys/Field visits, Journal Writing (Any three — 5 marks each for 4-credit; any one — 5 marks for 2-credit)	15	05
2	Mid-Term Evaluation	15	10
	TOTAL	30	15

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Evaluation Components for Research Project — Semester III

Coursework + Research (CWR) Track:

SN	Component	Type	Evaluator	Marks
1	Research Proposal / Synopsis Submission (written). Evaluators should keep in mind the RP components during evaluation.	Internal	DRC	30
2	Presentation of Research Proposal	Internal	Supervisor	30
3	Regularity and Engagement	Internal	Supervisor	15
4	Progress Review (end-of-semester)	External	DRC with External Expert	175
TOTAL — Internal: 75 + External: 175				250

Only Research Track:

SN	Component	Type	Evaluator	Marks
1	Research Proposal / Synopsis Submission (written)	Internal	DRC	40
2	Presentation of Research Proposal	Internal	Supervisor	40
3	Research Paper Publications: One papers in a) SCOPUS or b) WoS or two Research Papers in c) Refereed or d) Peer-Reviewed Journals; OR one patent filed (for a) and b)_published-40, Accepted-25, Communicated 20 while for category c) and d) one paper published carries 20 Marks.	Internal	Supervisor	40
4	Assignments — two written assignments	Internal	Supervisor	30
5	Regularity and Engagement	Internal	Supervisor	15
6	Progress Review: written report (200 Marks) + Research Project/Dissertation/Thesis Viva (185 Marks)	External	DRC with External Expert	385
TOTAL — Internal: 165 + External:385				550

Curriculum and Credit Framework for Postgraduate Studies in English (Effective from Academic Year 2026-2027)

Evaluation Components for Research Project — Semester IV

Coursework + Research (CWR) Track:

SN	Component	Type	Evaluator	Marks
1	Research Proposal / Synopsis Submission (written). Evaluators should keep in mind the RP components during evaluation.	Internal	DRC	35
2	Presentation of Research Proposal	Internal	Supervisor	40
3	Regularity and Engagement	Internal	Supervisor	15
4	Progress Review: written report (110 Marks) + Research Project/Dissertation/Thesis Viva (100 Marks)	External	DRC with External Expert	210
TOTAL Internal: 90 + External: 210				300

Only Research Track:

SN	Component	Type	Evaluator	Marks
1	Research Proposal / Synopsis Submission (written)	Internal	DRC	40
2	Presentation of Research Proposal	Internal	Supervisor	40
3	Research Paper Publications: One papers in a) SCOPUS or b) WoS or two Research Papers in c) Refereed or d) Peer-Reviewed Journals; OR one patent filed (for a) and b)_published-40, Accepted-25, Communicated 20 while for category c) and d) one paper published carries 20 Marks.	Internal	Supervisor	40
4	Assignments: two written assignments	Internal	Supervisor	30
5	Regularity and Engagement	Internal	Supervisor	15
6	Progress Review: written report (200 Marks) + Research Project/Dissertation/Thesis Viva (185 Marks)	External	DRC with External Expert	385
TOTAL — Internal: 165 + External: 385				550

Evaluation Scheme

Component	Mode	Conducted by	Max Marks	Passing Marks
External Examination	Written (Descriptive)	University	70	28 (40%)
Internal Assessment	Continuous and Comprehensive Evaluation (CCE)	Department / Concerned Teacher	30	12 (40%)
TOTAL			100	40 (40%)
