

Programme Structure for Semester I to VIII Under Graduate Programme- English										
Semester	Major	Minor	MC	AEC	SEC	I	D	VAC	Total Credits	Exit
I	ENG-100 Introduction to English Literature (4)	ENG-111 Science Fiction in English (4)	ENG-131 Culture Study through Film: India (3) OR ENG-132 Advanced Writing Skills in English (3)	ENG-151 Communicative English: Spoken and written (2)	ENG-141 Soft Skills (3) OR ENG-142 Creative Writing in English (3) (DELETED)					
II		ENG-111 Science Fiction in English (4) ENG-112 Detective Fiction in English (4) (DELETED)	ENG-133 Travel Narratives of India (3) OR ENG-134 Culture Study through Film: America (3)	ENG-152 Digital Content Creation in English (2)	OR ENG-143 English for Competitive Exams (3)					ENG-161 Hotel Front Office Operations (4)

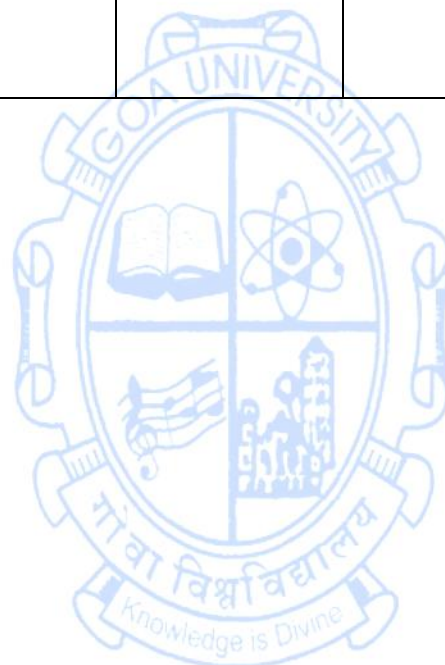
III	<p>ENG-200 British Literature: 14th to 17th centuries (4)</p> <p>ENG-201 Goan Literature in English Translation (4)</p>	<p>ENG-211 World Literatures (4)</p>	<p>ENG-231 Metaverse and Literature (4)</p> <p>OR</p> <p>ENG-232 Narrative Medicine (4)</p>	<p>ENG-251 Functional English I: Communicative English 1.1 (2)</p>	<p>ENG-241 Learning English Language through Literature (3)</p> <p>OR</p> <p>ENG-242 Text and performance in English (3)</p>					
IV	<p>ENG-202 British Literature: 18th and 19th century (4)</p> <p>ENG-203 Ecology and Literature (4)</p>	<p>ENG-221 News Reporting and Editing (4)</p>		<p>ENG-252 Functional English II: Communicative English 1.2 (2)</p>						<p>ENG-261 Corporate Communication</p>

	ENG-204 Diasporic Goan Literature (4)								
	ENG-205 Dalit Literature (4)								
V	ENG-300 Literary Criticism: From the Classical to the Modern (4) ENG-301 Modern European Drama (4) ENG-302 British Literature: Early 20 th Century (4)	ENG-321 Creative Writing (4)				ENG-361 Internship-Translation Studies (2)			

	ENG-303 Modern Indian Writing in English Translation (2)									
VI	ENG-304 Postcolonial Literatures (4) ENG-305 Women's Writing (4) ENG-306 Popular Literature (4) ENG-307 Project (4)	ENG-322 The Mechanics of Print and Digital Writing (4)								

VII	ENG-400 Literary criticism (4)								
	ENG-401 Shakespeare: Plays (4)	ENG-411 Study of a Major Poet: P.B. Shelley or T.S. Eliot (4)							
	ENG-402 English Novel (4)								
	ENG-403 English Drama (4)								
VIII	ENG-404 English Poetry (4)	ENG-412 Study of a Major Novelist: D.H. Lawrence or Joseph Conrad (4)							
	ENG-405 Novel as a Major Literary form (4)								

	ENG-406 Linguistics (4)									
	ENG-407 American Literature (4)									



➤ **Number of Courses for Colleges opting for 60% for Double Major in English**

- Sem III
 - Major-2 ENG 200 British Literature: 14th to 17th Centuries (4 credits)
- Sem IV
 - Major-4 ENG 202 – British Literature: 18th and 19th century (4 credits)
 - Major-5 ENG 203 – Ecology and Literature (4 credits)
 - Major-7 ENG 205 – Dalit Literature (2 credits)
- Sem V
 - Major-8 ENG 300 – Literary Criticism: From the Classical to the Modern (4 credits)
 - Major-9 ENG 301 – Modern European Drama (4 credits)
 - Major-11 ENG 303 – Modern Indian Writing in English Translation (2 credits)
- Sem VI
 - Major-12 ENG 304 – Postcolonial Literatures (4 credits)
 - Major-13 ENG 305 – Women's Writing (4 credits)
- Sem VII
 - Major-16 ENG 400 – Literary criticism (4 credits)
 - Major-17 ENG 401 – Shakespeare: Plays (4 credits)
- Sem VIII
 - Major-20 ENG 404 – English Poetry (4 credits)
 - Major-21 ENG 405 – Novel as a Major Literary form (4 credits)

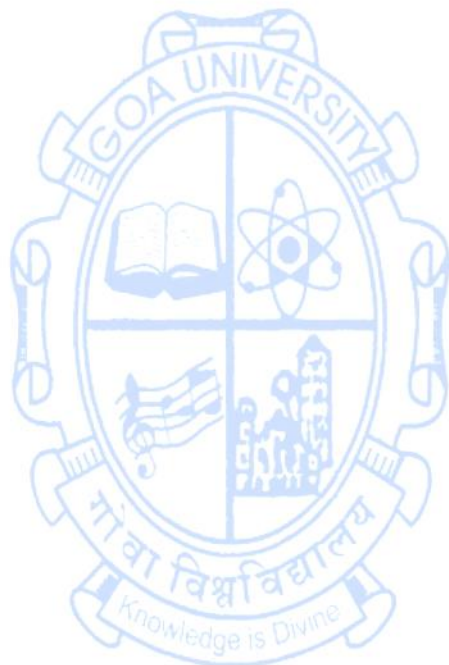
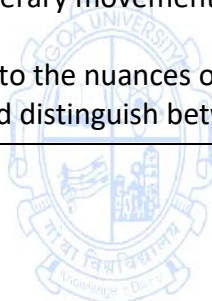
➤ **Number of Courses for Colleges opting for 40% for Double Major in English**

- Sem III
 - Major-2 ENG 200 British Literature: 14th to 17th Centuries (4 credits)
- Sem IV
 - Major-4 ENG 202 – British Literature: 18th and 19th century (4 credits)
- Sem V
 - Major-8 ENG 300 – Literary Criticism: From the Classical to the Modern (4 credits)
- Sem VI
 - Major-12 ENG 304 – Postcolonial Literatures (4 credits)
 - Major-13 ENG 305 – Women's Writing (4 credits)
- Sem VII
 - Major-16 ENG 400 – Literary criticism (4 credits)
 - Major-17 ENG 401 – Shakespeare: Plays (4 credits)
- Sem VIII
 - Major-20 ENG 404 – English Poetry (4 credits)
 - Major-21 ENG 405 – Novel as a Major Literary form (4 credits)

Name of the Programme : B.A. English
Course Code : ENG-100
Title of the Course : Introduction to English Literature
Number of Credits : 04
Effective from AY : 2023-24

Pre-requisites for the Course:	<ul style="list-style-type: none"> • Basic knowledge of the English language • An interest in reading literature • Ability to express oneself in writing 	
Course Objectives:	<ul style="list-style-type: none"> • To develop an interest in literature among learners • To acquaint the students with English literature • To analyse the values in the prescribed texts 	
		No. of Hours
Content:	Unit 1 - Short Story H.H. Munro - "The Open Window" Katherine Mansfield - "A Cup of Tea" O. Henry - "The Gift of the Magi" James Thurber - "The Secret Life of Walter Mitty"	15
	Unit 2 - Poetry Michael Drayton - "The Parting" William Shakespeare - Sonnet 116: "Let me not to the marriage of true minds" Ben Jonson - "On my First Son" William Wordsworth - "The World Is Too much With Us" Robert Frost - "Mending Wall" W.B. Yeats - "The Ballad of Father Gilligan" Rudyard Kipling - "If" Maya Angelou - "Still I Rise"	15
	Unit 3 – Novel George Orwell - <i>Animal Farm</i> Ernest Hemingway - <i>The Old Man and the Sea</i>	20
	Unit 4 – Drama Henrik Ibsen - <i>The Doll's House</i>	10
Pedagogy:	1) Reflective approach 2) Integrative approach	
References/Readings:	1. Abrams, M.H. <i>A Glossary of Literary Terms</i> , Cengage Learning, 2012. 2. Green, David. <i>The Winged Word</i> . Macmillan India Ltd, 2009. 3. Hemingway, Ernest. <i>The Old Man the Sea</i> . Arrow Books, 1993. 4. Ibsen, Henrik. <i>The Doll's House</i> . Dover Publications, 1992. 5. Iyengar, Srinivasa K.R. <i>Indian Writing in English</i> . Sterling Publishers, India.	

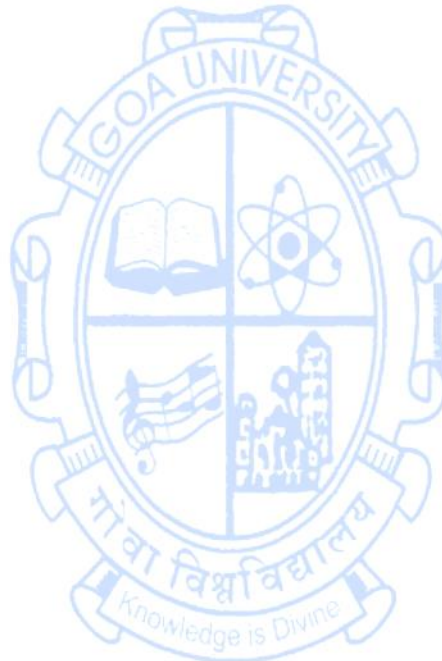
	6. Orwell, George. <i>Animal Farm</i> . Oxford University Press, 2021. 7. Ramachandran, C. N. and Achar Radha eds. <i>Five Centuries of Poetry</i> . Trinity Press. 1991.
Course Outcomes:	On completion of the course, the student will be able to do the following: 1. Read and appreciate literary texts 2. Understand literary movements and the writers representing their times 3. Get insights into the nuances of literary writing 4. Appreciate and distinguish between major genres of literature



Name of the Programme : B.A. English
Course Code : ENG-111
Title of the Course : Science-Fiction in English
Number of Credits : 04
Effective from AY : 2023-24

Pre-requisites for the Course:	<ul style="list-style-type: none"> • An interest in the genre of Science Fiction • The ability to read independently and also express oneself in writing • Confidence in interacting with peers and teachers to facilitate classroom activities 	
Course Objectives:	<ul style="list-style-type: none"> • To introduce the students to the genre of Science Fiction • To acquaint students with the concepts of 'future' and 'change' in science fiction • To explore the scientific temperament through the prescribed works 	
Content:		No. of Hours
	Unit 1: H.G. Wells - <i>The Time Machine</i>	15
	Unit 2: Robert Louis Stevenson <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i>	15
	Unit 3: Isaac Asimov - <i>I, Robot</i>	15
	Unit 4: Andy Weir - <i>The Martian</i>	15
Pedagogy:	1) Reflective approach 2) Integrative approach	
References/ Readings:	<ol style="list-style-type: none"> 1. Hammond, John R. H.G. Wells' <i>The Time Machine: A Reference Guide</i> Author John R. Hammond, Praeger, 2004. 2. Prucher, Jeff. <i>Brave New Words: The Oxford Dictionary of Science Fiction</i>. Oxford University Press, 2006. 3. Rooney, Anne. <i>York Notes for GCSE</i>. Pearson Education Limited. 1st edition, 2015. ISBN-13: 978-1447982180 4. Smith, C. Curtis, editor. <i>Twentieth Century Science Fiction Writers</i>. St. James P, 1986. 5. Stevenson, Robert Louis. <i>Strange case of Dr. Jekyll and Mr. Hyde</i>. Jaico Publishing House, Bombay: 2014 6. Wolfe, Gary K. <i>Critical Terms for Science Fiction and Fantasy</i>. Greenwood, 1986. 	
Course Outcomes:	On completion of the course, the student will be able to do the following: <ol style="list-style-type: none"> 1. Understand the concepts related to science fiction 2. Appreciate the dystopian/futuristic points of view 3. Integrate the futuristic, imaginative world with the real-time world 	

	4. Critically analyse the literary devices used in science fiction
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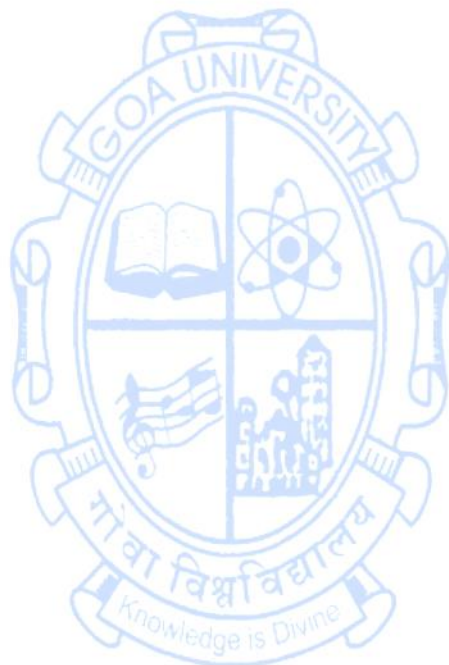
Name of the Programme : Bachelor of Arts
Course Code : ENG-141
Title of the Course : Soft Skills
Number of Credits : 03
Effective from AY : 2023-24

Pre-requisites for the Course:	<ul style="list-style-type: none"> • The aspiration for personality development • Basic inter-personal communication skills 	
Course Objectives:	<ul style="list-style-type: none"> • To develop effective communication skills • To formulate problem solving skills • To enhance the ability to work with others • To improve the quality of their body language • To make students more proficient in their future career 	
		No. of Hours
Content:	Course Content: UNIT 1- Theory <ul style="list-style-type: none"> • Interpersonal Skills – Communication: Speaking, Listening • Team spirit and ability to work as a team player • Emotional Intelligence • Adaptability - interpersonal sensitivity, cultural tolerance 	15
	UNIT 2- Practical <ul style="list-style-type: none"> • Leadership • Problem solving skills • Negotiation Skills • Business Etiquette 	30
	UNIT 3- Practical <ul style="list-style-type: none"> • Social Graces • Behavioural traits • Personal Qualities and Work ethics • Cultural Awareness 	30
Pedagogy:	Collaborative and integrative approach	
References/Readings:	<ol style="list-style-type: none"> 1. Dhanavel, S. P. <i>English and Soft Skills</i>. Orient Black Swan, 2013. 2. Kaushik, et al., editors. <i>English for Students of Commerce: Precis, Composition, Essays, Poems</i>. 	
Course Outcomes:	On completion of the course, the student will be able to do the following: <ol style="list-style-type: none"> 1. Improve their overall communication and interpersonal skills 2. Develop self-confidence to function effectively in different circumstances 3. Put into practice emotional intelligence and problem-solving skills 4. Use appropriate body language in different social settings 	


Name of the Programme : Bachelor of Arts
Course Code : ENG-143
Title of the Course : English for Competitive Exams
Number of Credits : 03
Effective from AY : 2023-24


Pre-requisites for the Course:	The learner should possess a mindset for the rigour in language used for competitive exams	
Course Objectives:	<ul style="list-style-type: none"> To give the learners authentic information about the content and criteria of competitive exams. To help the learners to improve basic grammar, vocabulary skills and develop their comprehension abilities. To develop competence and confidence in language skills. To enhance writing skills. 	
		No. of Hours
Content:	Unit I- Theory Practical English Grammar- Parts of Speech, Gender and Number, Collective noun, Tenses, Articles, Prepositions, Conjunctions, Degrees of Comparison, Subject and Predicate, Modals, Voice (Active and Passive), Reported speech (Direct and Indirect)	15
	Unit II- Practicals Vocabulary Building – Synonyms, Antonyms, Homonyms, Spellings, Idioms and Phrases, Prefixes, Suffixes, One-word Substitution, Word-Pair relationship, Root words, Abbreviations. (Practical exercises/Workshop method for practicals)	30
	Unit III- Practicals Comprehension Skills – Reading Comprehension, (Objective/Subjective) (Practical exercises/Workshop method for practicals)	30
Pedagogy:	Collaborative and integrative approach	
References/Reading:	<ol style="list-style-type: none"> Agarwal, D. S., and Vikas Agarwal. <i>Objective General English</i>. S. Chand Ltd. <i>A Manual for Competitive Examination: Goa Public Service Examinations and Allied Posts in Goa Administration</i>. Rajhauns Vitaran. Bhatnagar, R. P., and Rahul Bhargava. <i>English for Competitive Exams</i>. Macmillan. Dhillon, R. S. et al. <i>English Improvement Course</i>. Dhillon group of publications. Gupta, S. C. <i>General English for all Competitive Exams</i>. Arihant. 	

	6. Jaffe, E. D., and Stephen Hilbert. <i>How to Prepare for the Graduate Management Admission Test</i> . Barron's. 7. Prasad, H M., and Uma Rani Singh. <i>Objective English for Competitive Exams</i> . Tata McGraw Hill.
Course Outcomes:	On completion of the course, the student will be able to do the following: 1. Develop proficiency in grammar 2. Acquire accuracy in different genres of writing 3. Gain expertise in formal correspondence 4. Be adept at summarising and expansion of ideas



Name of the Programme : Bachelor of Arts- English
Course Code : ENG-151
Title of the Course : Communicative English: Spoken and Written
Number of Credits : 02
Effective from AY : 2023-24

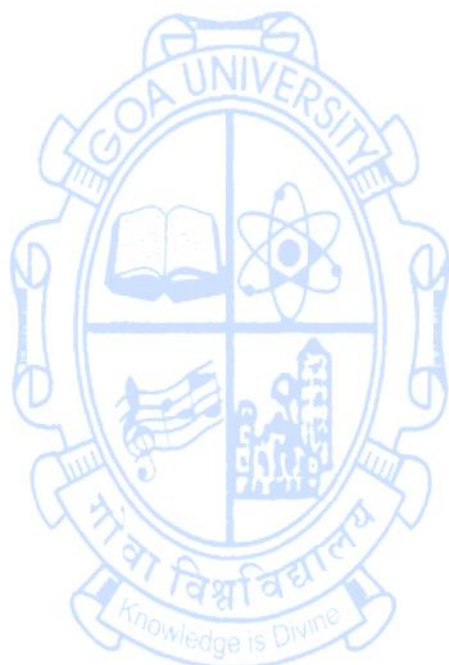
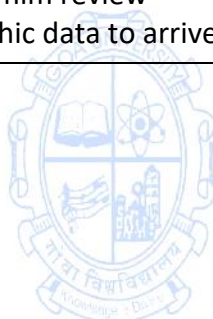
Pre-requisites for the Course:	Interest in improving spoken and written English skills	
Course Objectives:	<ul style="list-style-type: none"> • To listen, understand and convey information • To listen and respond appropriately to the contributions of others • To understand others and present facts, ideas and opinions • To articulate experience and express what is thought, felt and imagined • To communicate clearly and fluently • To use grammatically correct language • To use a register appropriate to the audience and context 	
		No. of Hours
 Content:	UNIT 1 <ul style="list-style-type: none"> • Verbal and non-verbal Skills: importance of pronunciation, enunciation, diction, articulation, intonation and body language. • Group Discussion: persuasion, negotiation, leading and participating. • Interview Skills: techniques of answering and conducting interviews. • Delivering Speeches: balancing rhetoric and empathy to connect with the audience. 	15
	UNIT 2 <ul style="list-style-type: none"> • Communication through Letters: cover letters, letters of goodwill, complaint letters and invitation letters. • Email Correspondence: components, format, attachments, content and language. • Writing Reports: format and steps. • Drafting Speeches: special occasion, motivational, informative, and extemporaneous. 	15
Pedagogy:	Topics to be taught using interactive teaching and the workshop method.	

References/Readings:	<ol style="list-style-type: none"> 1. Beebe, S. A., & Beebe, S. J. <i>Public Speaking: An audience centered approach</i>. 8th ed, 2012 2. Hancock, Mark. <i>English Pronunciation in Use</i>. Cambridge UP, 2003 onwards. 3. Krishna Mohan and N. P. Singh. <i>Speaking English Effectively</i>. Macmillan India Ltd ISBN: 0333925521 4. Loughheed, Lin. <i>Business Correspondence: A Guide to Everyday Writing</i>. Longman, 2003. 5. Murphy, Raymond. <i>Murphy's English Grammar</i>. Cambridge UP. 6. Vyas Manish A., Yogesh L. Patel. <i>Tasks for the English Classroom</i>. Macmillan, 2012. 7. Online Resource – The homepage of NATE (National Association of Teaching English) while a national British association, has many resources which are in effect international. Series: English Writing Frames – Copiable books. Could be used in used in conjunction with any language/Communication skills course. A systematic resource, with step-by-step practical exercises and photocopiable frames to practice with.
 Course Outcomes:	<p>On completion of the course, the student will be able to do the following:</p> <ol style="list-style-type: none"> 1. Elicit and show respect for the views of others as well as be culturally sensitive. 2. Display emotional stability and self-confidence. 3. Apply critical thinking skills through decision-making and problem-solving. 4. Demonstrate effective written communication for an intended purpose and audience that follows genre/disciplinary conventions that reflect creation, organization, precision, and revision.


Name of the Programme : Bachelor of Arts
Course Code : ENG-152
Title of the Course : Digital Content Creation in English
Number of Credits : 02
Effective from AY : 2023-24

Pre-requisites for the Course:	Knowledge of the digital medium coupled with an interest to create content for various online digital platforms	
Course Objectives:	<ul style="list-style-type: none"> To introduce students to the process, genres and types of writing for digital platforms To enhance multimedia literacy skills among students To build confidence and ability in using digital technology for communication 	
		No. of Hours
Content:	Unit 1 –Digital Presentations <ul style="list-style-type: none"> Use of various software PowerPoint / Prezi (the Zooming Presentation Editor)/ Mind-Mapping Software Learning the principles of slide designing - Slide: ology/Zen Presentation skills (tone of voice, body language, eye-contact, etc.) 	15
	Unit 2 – Content creation Creating a blog Digital Story Telling <ul style="list-style-type: none"> Elements of a story and preparation of a storyboard Create/compose the digital story using appropriate software 	15
Pedagogy:	A combination of traditional writing skills and the use of technology to create, share and publish written content by introducing the students to a variety of digital tools, such as word processors, blogging platforms, and social media	
References/Readings:	<ol style="list-style-type: none"> Frazel, Midge. <i>Digital Storytelling: Guide for Educators</i>, International Society for Technology in Education, 2010. Hindle, Tim. <i>Making Presentations</i>. Dorling Kindersley Publishers, 1999. Raina, Roshan Lal et al. <i>Professional Communication</i>. Himalaya Publishing House, 2012/ later editions Reynolds, Garr. <i>Presentation Zen: Simple Ideas on Presentation Design and Delivery</i>. 2nd edition, Voices that Matter, 2011. Zelazny, Gene. <i>Say it with Presentations</i>. Tata McGraw Hill Education, 2004. 	

Course Outcomes:	<p>On completion of the course, the student will be able to do the following:</p> <ol style="list-style-type: none"> 1. Create and deliver individual presentations using a variety of digital software 2. Compose and present a digital story 3. Identify and distinguish between different genres of writing 4. Write a book/ film review 5. Interpret graphic data to arrive at an informed conclusion
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SEMESTER III**Name of the Programme : B.A. English****Course Code : ENG-200****Title of the Course : British Literature: 14th to 17th Centuries****Number of Credits : 04****Effective from AY : 2024-25**

Pre-requisites for the Course:	1. Basic knowledge of English Literature 2. An interest in reading English Literature 3. Ability to analyze texts in English Literature	
Course Objectives:	1. To introduce learners to the socio-cultural milieu of the period from 14 th to 17 th centuries 2. To acquaint learners with Renaissance Humanism 3. To familiarize learners with the poetry and drama of the period under study 4. To encourage the independent reading of matter related to the various critical schools of thought prevailing during the period	
		No. of hours
 Content:	Unit 1 1. Geoffrey Chaucer: <i>The Wife of Bath's Prologue</i> 2. Edmund Spenser: Selections from <i>Amoretti</i> - Sonnet LXVII "Like as a Huntsman..." - Sonnet LVII "Sweet Warrior..." 3. John Donne: - "The Sunne Rising" - "Batter My Heart"	15
	Unit 2 Christopher Marlowe – <i>Doctor Faustus</i>	15
	Unit 3 John Milton – <i>Paradise Lost Book I</i>	15
	Unit 4 William Shakespeare – <i>Macbeth</i>	15
Pedagogy:	Interactive, integrative and dramatization approaches	
References/Readings:	1. Bradley, A.C. <i>Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear, Macbeth</i> . MW Books Limited, 1929. 2. Calvin, John. 'Predestination and Free Will', in <i>The Portable Renaissance Reader</i> , eds. James Bruce Ross and Mary Martin McLaughlin. New York: Penguin Books, 1953. pp. 704–11. 3. Castiglione, Baldassare. 'Longing for Beauty' and 'Invocation of Love', in <i>The Book of the Courtier</i> . tr. George Bull. Harmondsworth: Penguin, rpt. 1983. pp. 324–8, 330–5. 4. McDowell, Nicholas & Nigel Smith. <i>The Oxford Handbook of Milton</i> . OUP Oxford, 2009. 5. Mangan, Michael. <i>A Preface to Shakespeare's Comedies</i> . Routledge, 1996. 6. Mirandola, Pico Della. Excerpts from the <i>Oration on the Dignity of Man</i> , in <i>The Portable Renaissance Reader</i> , eds.	

	<p>James Bruce Ross and Mary Martin McLaughlin. New York: Penguin Books, 1953. pp.476–9.</p> <p>7. Schwartz, Louis. Ed. <i>The Cambridge Companion to Paradise Lost</i>. Cambridge University Press, 2014.</p>
Course Outcomes:	<p>On completion of the Course, the student will be able to:</p> <ol style="list-style-type: none"> 1. Describe the socio-cultural milieu of the period from 14th to 17th centuries 2. Identify /Enumerate the characteristics of Renaissance Humanism 3. Demonstrate the ability to appreciate the literature of the period 4. Critically analyze the literary texts




Name of the Programme : B.A. English
Course Code : ENG-201
Title of the Course : Goan Literature in English Translation
Number of Credits : 04
Effective from AY : 2024-25

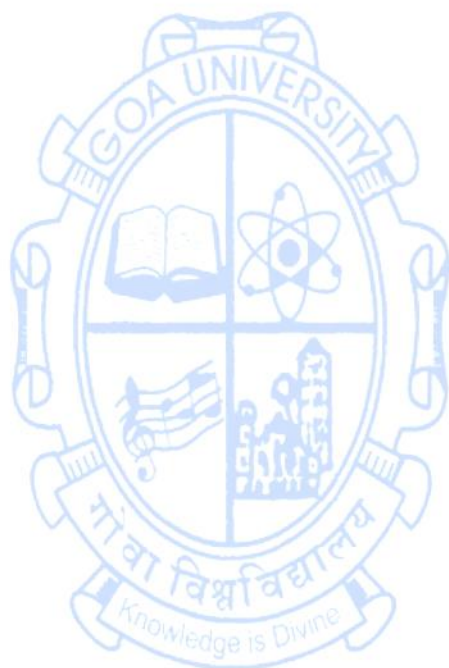
Pre-requisites for the Course:	Basic knowledge of the Socio-political history of Goa with reference to: 1. Conquest of Goa by the Portuguese 2. Nationalist Uprising in Goa 3. Liberation of Goa	
Course Objectives:	1. To introduce students to Goan writing in English translation 2. To create awareness about the different literary forms of Goan writing in translation 3. To acquaint students with aspects of Goan history as explored by Goan writers 4. To analyze the literary texts with reference to the socio-political situation in Goa	
		No. of Hours
Content:	Unit 1- Poetry English translations Manohar Rai Sardessai's poems: 1. "The Call of Konkani" 2. "Oh My Enemy" 3. "Goa is Free" 4. "This Land of Mine" 5. "The Liberators" 6. "Leave Me an Open Sky" 7. "There Lies my Home" 8. "We are the World Conquerors"	10
	Unit 2- Short Story 1. "These are my Children" by Damodar Mauzo (translated by Xavier Cota) 2. "Biyantul: A Cinderella Story" by Jayanti Naik (translated by Augusto Pinto) 3. "Varsal" by Prakash Parienkar (translated by Vidya Pai)	15
	Unit 3 -Novel <i>The Brahmans (Os Brahmanes)</i> by Francisco Luis Gomes (translated by Joseph da Silva, and included in Luis de Assis Correia's <i>Francisco Luis Gomes 1829-1869</i>)	10
	Unit 4 – Novel <i>The Upheaval (Acchev)</i> by Pundalik Naik (translated by Vidya Pai)	25
Pedagogy:	Interactive, integrative and dramatization approaches	
References/Readings	1. Correia, Luis de Assis. <i>Francisco Luis Gomes 1829-1869</i> . Goa1556, 2011. 2. Gomes, Olivinho J.F. <i>Goa</i> . National Book Trust, 2004.	

	<ol style="list-style-type: none"> 3. Mauzo, Damodar. <i>These are my Children</i>. 'These are my Children'. trans. Xavier Cota. Katha. 2019. 4. Naik. Jayanti. <i>The Salt of the Earth: Rustic Short Stories from Goa</i>. 'Biyantul: A CinderellaStory'.trans. Augusto Pinto. Golden Heart Emporium Books, 2017. 5. Naik, Pundalik. <i>The Upheaval</i>. trans. Vidya Pai. OUP India, 2002. 6. Nazareth, Peter. <i>Pivoting on the Point of No Return- Modern Goan Literature</i>. Goa1556 (co-publishers), 2010. 7. Parienkar, Prakash. 'Varsal'.Trans. Vidya Pai. 2000. 8. Sardessai, Manohar Rai. <i>History of Konkani Literature</i>. New Delhi: Sahitya Akademi. 2000. 9. Sardessai, Manohar Rai. <i>My Song Ma Chanson O Meu Canto</i>. Goa, 2008. 10. Shetty, Manohar. Ed. <i>Ferry Crossing: Short Stories from Goa</i>. New Delhi: Penguin Books India, 1998. 11. Shetty, Manohar. Ed. <i>The Harvest and other Short Stories from Goa</i>. Institute Menezes Braganza. 2017.
Course Outcomes:	<p>On completion of the Course, the student will be able to:</p> <ol style="list-style-type: none"> 1. Get an overview of the Socio-political history of Goa 2. Sensitize learners about the hybridity of Goan culture 3. Create awareness with respect to the environment and economy of Goa 4. Critically analyze the texts


Name of the Programme : B.A. English
Course Code : ENG-211
Title of the Course : World Literatures
Number of Credits : 04
Effective from AY : 2024-25

Pre-requisites for the Course:	1. Basic knowledge of World Literature 2. An interest in the socio-political trends in contemporary English Literature 3. Ability to analyze texts within specific contexts	
Course Objectives:	1. To identify contemporary socio-cultural voices in literature 2. To explore texts that have not been a part of mainstream literature 3. To analyse the influence(s) of the socio-political and cultural milieu of the time on literary expression 4. To evaluate, through representative texts, the idea of “World Literature” and other thematic concerns	
		No. of hours
 Content:	Unit 1: Poetry Judith Wright: “Bora Ring” Gabriel Okara: “The Mystic Drum” Kishwar Naheed: “The Grass is Really Like Me” Shu Ting: “Assembly Line” Jean Arasanayagam: “Two Dead Soldiers”	15
	Unit 2: Novella Antoine De Saint-Exupery - <i>The Little Prince</i>	10
	Unit 3: Drama Marie Clements - <i>The Unnatural and Accidental Women</i>	15
	Unit 4: Novel V.S. Naipaul - <i>A Bend in the River</i>	20
Pedagogy:	Interactive and integrative approaches	
References/Readings:	1. Damrosch, David. <i>How to Read World Literature?</i> Wiley-Blackwell, 2009. pp. 1–64, 65–85. 2. Lawall, Sarah. Preface and Introduction. <i>Reading World Literature: Theory, History, Practice</i> . U of Texas P, 1994. pp ix–xviii, 1–64. 3. Moretti, Franco. “Conjectures on World Literature”, <i>New Left Review</i> . vol.1, 2000. 4. Theo D’haen, et al, eds. Introduction. <i>World Literature: A Reader</i> . Routledge, 2012.	
Course Outcomes:	By the end of the course the students will be able to: 1. Conceptualize themes, techniques and styles of World Literature 2. Identify concepts like Memory, Displacement, Diaspora, Hybridity, Race and Culture 3. Explore the aesthetics and politics in World Literature	

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| | 4. Assess and analyse the works of world poets, playwrights and novelists |
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Name of the Programme : B.A. English
Course Code : ENG-242
Title of the Course : Text and Performance in English
Number of Credits : 03 (01 theory + 02 practical)
Effective from AY : 2024-25

Pre-requisites for the Course:	1. Basic knowledge of Theatre and Performance 2. Affinity for Teamwork	
Course Objectives:	1. To identify the connection between text and performance 2. To learn modern theories of theatre 3. To explore contemporary forms of theatre 4. To experience the actual staging of a play	
		No. of Hours
 Content:	Unit 1- Theory 1. The beginnings of theatre 2. Introduction to western theatre 3. Modern Indian theatre in the post-independence period 4. Theories of Performance	15
	Unit 2- Practical <u>Activity:</u> The students will be guided towards experiencing the performance aspects of plays through the actual enactment of a play Suggested plays for the activity component: Bertolt Brecht: <i>A Respectable Wedding</i> Anton Chekhov: <i>The Bear</i> Mahesh Dattani: <i>Dance Like a Man</i> (Any other suitable play in English may be chosen for the practical component) <u>Focus areas:</u> 1. Staged reading, elocution, body language/expressive gestures, and choreographed movement 2. Performing short pieces either individually or in a group. This is to be followed by discussion and analysis with application of theoretical perspectives	30
	Unit 3- Practical <u>Activity:</u> The students will be required to stage a play/excerpt of a play of their choice with guidance/assistance from the teacher. <u>Focus areas:</u> 1. Direction and production aspects of staging a performance 2. Expression of meaning through voice, movement, visual elements 3. Improvisation, characterization 4. 4. Space, Sets, Lights, Costumes, Properties, Make Up, etc.	30

Pedagogy:	Collaborative, interactive and dramatization approaches
References/Readings:	<ol style="list-style-type: none"> 1. Bentley, Eric. <i>The Life of Drama</i>. Applause, 2000. 2. Brecht, Bertolt. 'A Short Organum for the Theatre' Trans. and Ed. Willett, John. New York: Hill and Wang, 1957. 3. Dattani, Mahesh. <i>Dance like a Man</i>. Penguin India, 2006. 4. Esslin, Martin. <i>The Theatre of the Absurd</i>. Penguin, 1961. 5. Freeborn, Richard. <i>Russian Literary Attitudes from Pushkin to Solzhenitsyn</i>. Macmillan, 1976. 6. Gupta, Chandra Bhan. <i>The Indian Theatre</i>. New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd., 1991. 7. Hayman, Ronald. <i>Theatre of Anti-Theatre</i>. OUP, 1979. 8. Hughes, Stuart H. <i>Consciousness and Society: The Reorientation of European Social Thought</i>. New York, 1967. 9. Schechner, Richard. 'The Fan and the Web', in <i>Performance Theory</i>. New York: Routledge, 2002. 10. Stanislavski, Constantin. 'Faith and the Sense of Truth', Chapter 8, Section I, in <i>An Actor Prepares</i> [1936]. London: Methuen, 1988. 11. Williams, Raymond. <i>Drama from Ibsen to Brecht</i>. Penguin, 2013.
Course Outcomes:	<p>By the end of the course students will be able to:</p> <ol style="list-style-type: none"> 1. Describe the theories of performance in drama 2. Identify the various theatrical forms 3. Evaluate the contemporary trends in drama 4. Demonstrate knowledge and skills pertaining to the elements of theatre

SEMESTER IV

Name of the Programme : B.A. English

Course Code : ENG-202

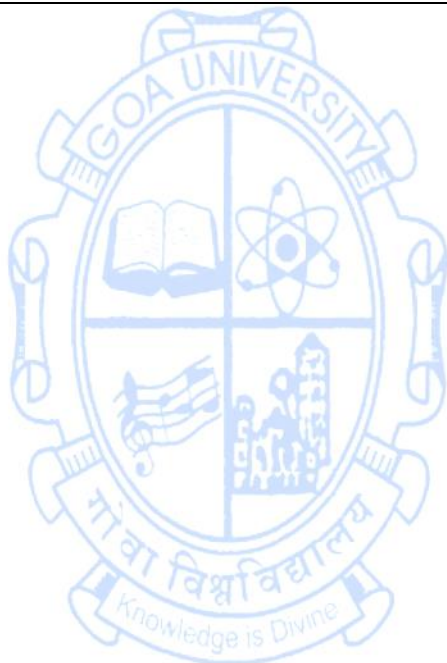
Title of the Course : British Literature: 18th and 19th Centuries

Number of Credits : 04

Effective from AY : 2024-25

Pre-requisites for the Course:	<ol style="list-style-type: none">1. Knowledge of the socio-cultural and political milieu of 18th and 19th century English Literature2. An interest in reading English Literature3. Ability to analyze texts in English Literature	
Course Objectives:	<ol style="list-style-type: none">1. To appreciate literary works of the eighteenth and nineteenth century2. To identify the impact of social, economic and political factors of the eighteenth and nineteenth century on literature written during the period3. To create awareness of the stylistic features of works prescribed in the syllabus.4. To encourage independent reading of literary works of the period.	
		No. of Hours
Content:	Unit 1- Poetry William Blake: "The Lamb" "The Tyger" Robert Burns: "My Luve is Like a Red, Red Rose" William Wordsworth: "Lines Composed a few miles above Tintern Abbey" S.T. Coleridge: "Kubla Khan" John Keats: "Ode on a Grecian Urn" P.B. Shelley: "To a Skylark"	20
	Unit 2- Essay Charles Lamb: "Bachelor's Complaint against Married People" William Hazlitt: "On Going on a Journey"	10
	Unit 3- Novel Jane Austen: <i>Pride and Prejudice</i>	15
	Unit 4- Novel Charles Dickens: <i>Oliver Twist</i>	15
Pedagogy:	Interactive and integrative approach	
References/Readings:	<ol style="list-style-type: none">1. Chatterjee, Bhabatosh. <i>John Keats: His Mind & Work</i>. Orient Longman.2. Daiches, David. <i>Critical History of English Literature</i> (Vol 4).3. Danby, John F. <i>The Simple Wordsworth: Studies in the Poems 1797–1807</i>. Routledge & Kegan Paul: London.4. Ford, Boris. (Gen. ed.). <i>Pelican Guide to English Literature</i> (Vol. 5, 6).5. Gardner, Stanley. Ed. <i>Blake</i>. Evans Brothers Ltd.	

	<p>6. King, Desmond. <i>Shelley: His Thoughts & Works</i>. Macmillan & Co. Lt: London.</p> <p>7. Lamb, Charles. <i>Essays of Elia</i>. Pantianos Classics, 1915.</p> <p>8. Marshall William H. <i>Byron, Shelley & The Liberal</i>. University of Pennsylvania Press: Philadelphia.</p> <p>9. Sampson, George. Ed. <i>Hazlitt: Selected Essays</i>. Cambridge UP. 1917.</p>
Course Outcomes:	<p>On completion of the Course, the student will be able to:</p> <ol style="list-style-type: none"> 1. Explain the pattern of development in the themes and literary techniques 2. Assess the impact of social, economic and political factors on literature of the eighteenth and nineteenth century 3. Analyse the literary works of the eighteenth and nineteenth century 4. Critique the literary texts of the prescribed period of study



Name of the Programme : B.A. English
Course Code : ENG-203
Title of the Course : Ecology and Literature
Number of Credits : 04
Effective from AY : 2024-25

Pre-requisites for the Course:	Basic understanding of environmental issues	
Course Objectives:	1. To explore environmental concepts in literature 2. To develop awareness about the connection between literature and the environment 3. To assess ecological concerns as represented in the literary texts 4. To highlight environmental issues through literary readings	
		No. of Hours
Content:	Unit 1 Gieve Patel: "On Killing a Tree" Mamang Dai: "Small Towns and the River" A.K Ramanujan: "A Flowering Tree"	10
	Unit 2 Amitav Ghosh: <i>The Hungry Tide</i>	20
	Unit 3 Rabindranath Tagore: <i>The Waterfall</i>	15
	Unit 4 Ruskin Bond: <i>The Lone Fox Dancing</i>	15
Pedagogy:	Interactive and integrative approach	
References/Readings:	1. Barry, Peter. <i>Beginning Theory: An Introduction to Literary and Cultural Theory</i> . 4 th ed., Vikas Book House, 2018. 2. Bond, Ruskin. <i>The Lone Fox Dancing: My Autobiography</i> . Speaking Tiger, 2017. 3. Curtin, Deane. <i>Environmental Ethics for a Postcolonial World</i> , Lanham MD: Rowman & Littlefield, 2005. 4. Ghosh, Amitav. <i>The Hungry Tide</i> . HarperCollins. 2005. 5. Ramanujan, A. K. <i>A Flowering Tree and Other Oral Tales from India</i> . Penguin India, 2000. 6. Tagore, Rabindranath. <i>The Waterfall</i> . Rupa & Co., 2002.	
Course Outcomes:	By the end of the course, students will be able to: 1. Explain environmental challenges 2. Identify environmental issues through literary narratives 3. Evaluate environmental and ecological crises 4. Enhance the level of consciousness towards environmental degradation	

Name of the Programme : B.A. English
 Course Code : ENG-204
 Title of the Course : Diasporic Goan Literature
 Number of Credits : 04
 Effective from AY : 2024-25

Pre-requisites for the Course:	1. Knowledge of Goan Diaspora 2. Interest in reading	
Course Objectives:	1. To introduce the historical background of Goan migration. 2. To identify the contemporary migration patterns arising because of globalization. 3. To assess how migration and transnationalism is perceived in the context of Goan diaspora writing 4. To analyze the issues of identity among the diaspora	
		No. of hours
Content:	Unit 1- Short Story Vimala Devi- "Hope" translated by Oscar de Noronha Derek Mascarenhas- "Fallen Leaves" Roanna Gonsalves- "The Teller in the Tale"	15
	Unit 2- Novel Antonio Gomes- <i>The Sting of Peppercorns</i>	15
	Unit 3- Drama Orlando Da Costa- <i>No Flowers, No Wreaths</i> (trans. by Isabel de Santa Rita Vas)	10
	Unit 4- Memoir Ivo de Figueiredo- <i>A Stranger At My Table</i>	20
Pedagogy:	Interactive and integrative approach	
References/Readings:	1. Da Costa, Orlando. <i>No Flowers, No Wreaths</i> . trans. Isabel de Santa Rita Vas. Goa1556 and Broadway, 2017 2. de Figueiredo, Ivo. <i>A Stranger at my Table</i> . trans. Deborah Dawkin. DoppelHouse Press, 2018. 3. Gomes, Antonio. <i>Sting of the Peppercorns</i> . Goa1556 and Broadway, 2010. 4. Gonsalves, Roanna. <i>The Permanent Resident</i> . UWA Publishing, 2016. 5. Mascarenhas-Keyes, Stella. <i>Colonialism, Migration & The International Catholic Goan Community</i> . Goa1556, 2011. 6. Mascarenhas, Derek. <i>Coconut Dreams</i> . Book Hug Press, 2019. 7. Shetty, Manohar. Ed. <i>Ferry Crossing</i> . Penguin, 1998. 8. Noronha, Frederick. <i>Another Goa</i> . Goa1556 and Broadway. 2009.	
Course Outcomes:	At the end of the course students will be able to: 1. Describe migratory patterns 2. Identify issues of displacement and identity 3. Assess the impact of memory on diasporic sensibility 4. Analyze the connections between homeland and the host land	

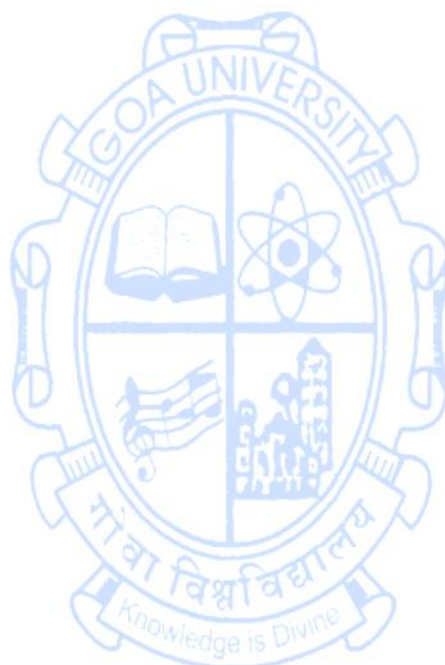
Name of the Programme : B.A. English
Course Code : ENG-205
Title of the Course : Dalit Literature
Number of Credits : 02
Effective from AY : 2024-25

Pre-requisites for the Course:	1. Knowledge of the caste system in India 2. Awareness of socio-cultural issues in India	
Course Objectives:	1. Create awareness regarding issues pertaining to the marginalized society in India 2. Focus on various forms of literary expression of the Dalits 3. Analyse Dalit literature, criticism, politics and aesthetics 4. Sensitize students about the Dalit challenge to mainstream literary conventions	
		No. of Hours
Content:	Unit 1-Poetry Siddalingaiah: "The Dalits are Coming" (trans. by M. Madhav Prasad) NamdeoDhasal: "Man, You should Explode" (trans. by Dilip Chitre)	4
	Unit 2- Drama Premanand Gajvi: <i>Kirwant</i> (trans. by Ma. Da Hatakanangalekara)	8
	Unit 3- Short Story Baburao Bagul: "When I Hid my Caste" (trans. by K. Satyanarayana & Susie Tharu) Dangle Arjun: "Promotion" (trans. by Lalita Paranjape)	8
	Unit 4- Memoir Bama Faustina Soosairaj: <i>Sangati</i> (trans. by Lakshmi Holmstrom)	10
Pedagogy:	Interactive, integrative and dramatization approach	
References/Readings:	1. Dangle Arjun. 'Promotion'. trans. by Lalita Paranjape. Dangle Arjun ed., <i>Poison Bread: translation from Modern Marathi Dalit literature</i> . Orient Longman Ltd.1992. 2. Gajvi, Premanand. <i>Kirwant</i> . trans. by Ma. Da Hatakanangalekara. Seagull Books, 2005. 3. Bama, <i>Sangati</i> . Trans. by Lakshmi Holmstrom. OUP, 2008.	
Course Outcomes:	By the end of the course, students will be able to: 1. Identify the concerns and problems of the marginalized societies in India 2. Develop sensitivity and consciousness with regard to the diversity and hierarchy of cultures and communities in India 3. Critically analyze the literature of the Dalits in India 4. Examine disparity in society with respect to the Dalits	

Name of the Programme : B.A. English
Course Code : ENG-221
Title of the Course : News Reporting and Editing
Number of Credits : 04
Effective from AY : 2024-25

Pre-requisites for the Course:	1.Knowledge of the English language 2.Habit of reading newspapers	
Course Objectives:	1. To introduce students to the various dimensions of journalism 2. To familiarize students with the skills of writing for the print media 3. To acquaint students with specialized reporting and analyzing skills 4. To train students in editing skills	
		No. of Hours
Content:	Unit 1 News Gathering: 1. 1.Training and qualifications for reporters/reporting (Observation, 'Nose for News') 2. 2.Reporting expected and unexpected events 3. Note-taking, verifying and cross-checking, analyzing and interpreting information 4. Interrogation skills 5. 5.Interview types and techniques	15
	Unit 2 News Writing Skills: 1. Elements of a news story (proximity, significance, timelines, prominence, and human interest) 2. The Inverted Pyramid style 3. Lead writing types (Direct and Delayed) 4. Dateline, Credit line, Byline 5. Checklist for news stories	15
	Unit 3 Types of News Reporting: 1. Objective 2. Interpretative 3. Investigative	15
	Unit 4 Editing: 1. Importance of editing Principles of editing 2. Copy editing 3. Proofreading symbols 4. Style sheet	15
Pedagogy:	Interactive and integrative approach	
References/Readings:	1. Hough, George. <i>News Writing</i> . (Reprint) Kanishka Publishers, 2006. 2. Kamath, M.V. <i>The Professional Journalism</i> . S Chand, 2018.	

	3. Kamath, M.V. <i>The Journalist 's Handbook</i> . S Chand, 2018.
Course Outcomes	<p>At the end of this course, students will be:</p> <ol style="list-style-type: none"> 1. Students will be adept at gathering and reporting news 2. Students will demonstrate skills in editing of reports 3. Students will demonstrate different writing skills needed in journalism 4. They will be able to distinguish between different types of writing.



Semester V



Name of the Programme : B.A. English

Course Code : ENG-300

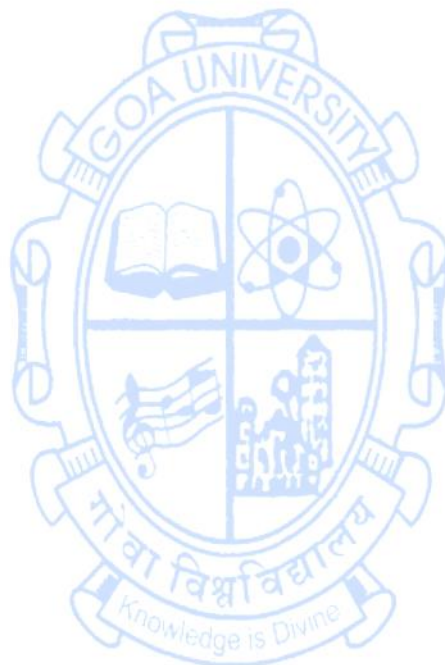
Title of the Course : Literary Criticism: From the Classical to the Modern

Number of Credits : 04

Effective from AY : 2025-26

Pre-requisites for the Course:	1. Ability to analyze literary and critical writing 2. Logical and critical thinking	
Course Objectives:	1. To introduce students to the significant schools of literary criticism 2. To familiarize students with western critics and their literary theoretical perspectives 3. To acquire knowledge of basic concepts underlying select literary theories 4. To comprehend literature through the application of critical inquiry	
		No. of hours
 Content:	Unit 1: Classical Plato: Platonic rejection of Literature Aristotle: Justification of Literature Notion of Imitation Tragedy & Catharsis	15
	Unit 2: Neoclassical Dryden: “Of Dramatic Poesy” Pope: “Essay On Criticism”	15
	Unit 3: Romantic William Wordsworth: “Preface” to the <i>Lyrical Ballads</i> (1802) S.T. Coleridge: <i>Biographia Literaria</i> (Chapters IV, XIII and XIV)	15
	Unit 4: Modern T.S. Eliot: “Tradition and the Individual Talent” (1919) Cleanth Brooks: “The Heresy of Paraphrase” “The Language of Paradox” in <i>The Well-Wrought Urn: Studies in the Structure of Poetry</i> (1947)	15
Pedagogy:	Interactive and integrative approach	
References/Readings:	1. Abrams, M. H. <i>Glossary of Literary Terms</i> . Prism Publishers, 1999. 2. Abrams, M. H. <i>The Mirror and the Lamp</i> . Oxford UP, 1971. 3. Barrie, Peter. <i>Beginning Theory</i> . Manchester UP, 1995. 4. Bennett, Andrew, and Nicholas Royce. <i>An Introduction to Literature, Criticism and Theory</i> , Routledge, 2016. 5. Lewis, C. S. Introduction. <i>An Experiment in Criticism</i> . Cambridge UP, 1992.	


	6. Wellek, Rene, and Stephen G. Nicholas. <i>Concepts of Criticism</i> . Yale U, 1963.
Course Outcomes:	<p>By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> 1. Engage in a close reading of literary texts 2. Identify and explain major trends in critical thought 3. Acquire skills of summarizing and critiquing literary texts 4. Analyse, interpret and cite from critics' interpretation



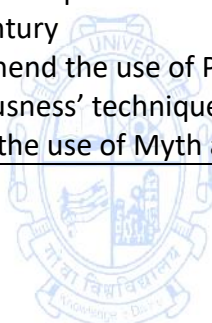
Name of the Programme : B.A. English
Course Code : ENG-301
Title of the Course : Modern European Drama
Number of Credits : 04
Effective from AY : 2025-26

Pre-requisites for the Course:	1. Knowledge of European Literature 2. Interest in Drama as a form of Literature	
Course Objectives:	1. To explore the socio-political changes in Europe and their consequent impact on European Theatre 2. To acquaint the students with some prominent European dramatists and their literary styles 3. To familiarize the students with the various theatrical forms and styles 4. To comprehend the concepts of Modernism, Realism and the Theatre of the Absurd through a critical evaluation of the prescribed texts	
		No. of hours
Content:	Unit 1: Henrik Ibsen: <i>Ghosts</i>	15
	Unit 2: Bertolt Brecht: <i>The Good Woman of Szechuan</i>	15
	Unit 3: Samuel Beckett: <i>Waiting for Godot</i>	15
	Unit 4: Eugene Ionesco: <i>Rhinoceros</i>	15
Pedagogy:	Interactive, integrative and dramatization approach	
References/Readings:	1. Brecht, Bertolt. "The Street Scene", "Theatre for Pleasure or Theatre for Instruction", and "Dramatic Theatre vs Epic Theatre", in <i>Brecht on Theatre: The Development of an Aesthetic</i> , ed. and tr. John Willet. Methuen, 1992, pp. 68–76, 121–8. 2. Esslin, Martin. <i>The Theatre of the Absurd</i> . Penguin, 1991. 3. Stanislavski, Constantin. <i>An Actor Prepares</i> , chap. 8, "Faith and the Sense of Truth", tr. Elizabeth Reynolds Hapgood. Penguin, 1967. sections 1, 2, 7, 8, 9, pp. 121–5, 137–46. 4. Steiner, George. "On Modern Tragedy", <i>The Death of Tragedy</i> . Faber, 1995.	
Course Outcomes:	By the end of the course the students will be able: <ol style="list-style-type: none"> To appreciate the socio-cultural milieu, the politics, social change and the stage which shaped the modern theatre To comprehend the dramatic innovations that emerged from the imaginative output of the prominent European dramatists To analyze European Drama with reference to Realism, Tragedy and Heroism To appreciate the notions of Text and Performance, and, the Theatre of the Absurd 	


Name of the Programme : B.A. English
Course Code : ENG-302
Title of the Course : British Literature: Early 20th Century
Number of Credits : 04
Effective from AY : 2025-26

Pre-requisites for the Course:	1. Knowledge of history of English Literature 2. Knowledge of the socio-political trends in Britain	
Course Objectives:	1. To familiarise students with the history of the British Novel and Poetry in the Twentieth Century 2. To grasp the socio-cultural milieu of the Twentieth Century represented in the texts 3. To comprehend the tenets of Modernism and Post-modernism through the prescribed texts 4. To be able to trace the development of the themes, theories and techniques of early 20 th century literary writing	
		No. of Hours
Content: 	Unit 1 Joseph Conrad <i>Heart of Darkness</i>	15
	Unit 2 D.H. Lawrence <i>Sons and Lovers</i>	15
	Unit 3 Virginia Woolf <i>Mrs Dalloway</i>	15
	Unit 4 W. B. Yeats: "Leda and the Swan" "The Second Coming" "No Second Troy" "Sailing to Byzantium" T.S. Eliot: "The Love Song of J. Alfred Prufrock" "Sweeney among the Nightingales" "The Hollow Men"	15
Pedagogy:	Interactive and integrative approach	
References/Readings:	1. Abrams, M.H, Geoffrey, Harpham. eds. <i>Glossary of Literary Terms</i> . 11th ed. Cengage Learning, 2015. 2. Drabble, Margaret. <i>The Oxford Companion to English Literature</i> . 5th ed. rev. and updated. Oxford UP, 1995. 3. Eliot, T. S. "Tradition and Individual Talent." <i>Norton Anthology of English Literature</i> . 8 th ed., vol. 2, edited by Stephen Greenblatt, Norton, 2006, pp. 2319–25. 4. Eliot, T. S. "Tradition and Individual Talent." <i>The English Novel from Dickens to Lawrence</i> . Introduction by Raymond Williams, Hogarth, 1984, pp. 9–27. 5. Fowler, Roger, editor. <i>A Dictionary of Modern Critical Terms</i> . Rev. ed. London: Routledge & Kegan Paul, 1987. 6. Freud, Sigmund. "Theory of Dreams", "Oedipus Complex", and "The Structure of the Unconscious." <i>The Modern Tradition</i> ,	

	edited by Richard Ellman, et al. Oxford UP, 1965, pp. 571, 578–80, 559–63.
Course Outcomes:	<p>By the end of the course, students will be able to</p> <ol style="list-style-type: none"> 1. Identify the trends of Modernism, Post-modernism and non European Cultures 2. Assess the impact of the Women's Movement in the Early 20th Century 3. Comprehend the use of Psychoanalysis and the 'Stream of Consciousness' technique in the given texts 4. Analyse the use of Myth and the Avant Garde movement




Pre-requisites for the Course:	1. Knowledge of the diverse cultures of India 2. Interest in the literature of India	
Course Objectives:	1. To examine the aesthetics of translation 2. To scrutinize the nodal thematic preoccupations and trends like caste, gender and resistance in Modern India 3. To explore the linguistic peculiarities of select languages of India 4. To study the unique stylistic elements in the literary texts	
		No. of Hours
Content:	Unit 1: Short Stories 1. Premchand "The Shroud" 2. Ismat Chughtai "The Quilt" 3. Gurdial Singh "A Season of No Return" 4. Fakir Mohan Senapati "Rebati"	15
	Unit 2: Poetry 1. Rabindranath Tagore "Light, Oh Where is the Light?" "When my Play was with thee" 2. G.M. Muktinodh "The Void" "So Very Far" 3. Amrita Pritam "I Say Unto Waris Shah" 4. Thangjam Ibopishak Singh "Dali, Hussain, or Odour of Dream, Colour of Wind" "The Land of the Half-Humans"	15
Pedagogy:	Interactive and integrative approach	
References/Readings:	1. Ambedkar, B. R. "Annihilation of Caste." <i>Dr. Babasaheb Ambedkar: Writings and Speeches</i> . Vol. 1. Education Department, Government of Maharashtra, 1979. 2. Chughtai, Ismat. "The Quilt." <i>Lifting the Veil: Selected Writings of Ismat Chughtai</i> . M. Assaduddin, Translator. Penguin Books, 2009. 3. Devy, G. N. "Introduction to After Amnesia." <i>The G. N. Devy Reader</i> . Orient Black Swan, 2009. 1-5. 4. Kapse, Dhananjay. Ed. <i>Modern Indian Writing in English Translation: A Multilingual Anthology</i> . Worldview Critical Edition. Worldview Publications, 2016. 5. Mukherjee, Sujit. "A Link Literature for India." <i>Translation as Discovery</i> . Orient Longman, 1994. 34-45. 6. Muktibodh, G. M. "So Very Far." <i>The Oxford Anthology of Modern Indian Poetry</i> . Vinay Dharwadker and A. K.	

	<p>Ramanujan, Editors. Vishnu Khare and Adil Jussawalla, Translators. OUP, 2000.</p> <ol style="list-style-type: none"> 7. Muktibodh, G. M. "The Void." <i>The Oxford Anthology of Modern Indian Poetry</i>. Vinay Dharwadker and A. K. Ramanujan, Editors. Vinay Dharwadker, Translator. OUP, 2000. 8. Premchand. "The Shroud." <i>Penguin Book of Classic Urdu Stories</i>. M. Assaduddin, Editor. Viking, Penguin India, 2006. 9. Pritam, Amrita. "I Say Unto Waris Shah." <i>Modern Indian Literature: An Anthology, Plays and Prose, Surveys and Poems</i>. K. M. George, Editor. Tasneem N.S., Translator. Vol. 3. Sahitya Akademi, 1992. 10. Senapati, Fakir Mohan. "Rebati." <i>Oriya Stories</i>. Vidya Das, Editor. Kishori Charan Das, Translator. Srishti Publishers, 2000. 11. Singh, Gurdial. "A Season of No Return." <i>Earthly Tones</i>. Rana Nayar, Translator. Fiction House, 2002. 12. Singh, Namwar. "Decolonising the Indian Mind." <i>Indian Literature</i>. Harish Trivedi, Translator. Vol. 35. Sahitya Akademi, Sept.-Oct. 1992. 145-156. 13. Singh, Thangjam Ibopishak. "Dali, Hussain, or Odour of Dream, Colour of Wind." <i>The Anthology of Contemporary Poetry from the Northeast</i>. Robin S. Ngangom, Translator. NEHU, 2003. 20 14. Singh, Thangjam Ibopishak. "The Land of the Half-Humans." <i>The Anthology of Contemporary Poetry from the Northeast</i>. Robin S. Ngangom, Translator. NEHU, 2003. 15. Tagore, Rabindranath. <i>Gitanjali: Song Offerings</i>. William Radice, Translator. Penguin Books, 2011.
<p>Course Outcomes:</p>	<p>By the end of the course the students will be able to</p> <ol style="list-style-type: none"> 1. Identify the unique stylistic elements in the literary texts 2. Comprehend thematic concerns in modern Indian writings in english translation 3. Critically appreciate the diverse literatures of India 4. Explore the aesthetics of translation

Name of the Programme : B.A. English
Course Code : ENG 361
Title of the Course : Internship- Translation Studies
Number of Credits : 02
Effective from AY : 2025-26

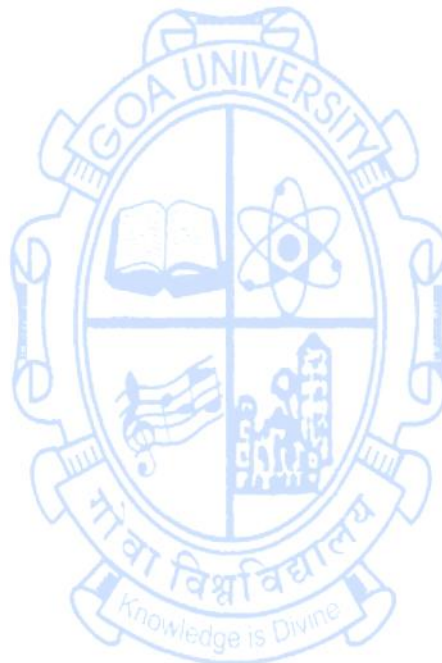
Pre-requisites for the Course:	Basic knowledge of translation studies Interest in translation	
Course Objectives:	1. To demystify languages through literary engagement 2. To demonstrate the relationship between language and culture 3. To hone the latent skill for trans-lingual communications in the students 4. To understand the role of translation in communication, education, employment and travel	
		No. of Hours
Content:	Unit 1: 1. Translation in Mass Communication / Business Advertising, subtitling, dubbing 2. Critiquing subtitles of English and Hindi films 3. Translating a story or poem or prose piece.	15
	Unit 2: Using tools of technology for translation: online translation, translation software	15
	Resources for Practice: 1. Dictionaries 2. Encyclopedia 3. Glossaries Suggested Texts for Translation 'Coinsanv's Cattle' by Damodar Mauzo (Original in Konkani) 'The Shroud' by Premchand (Original in Hindi) Any short story from <i>Poisoned Bread</i> by Arjun Dangle (Original in Marathi)	
Pedagogy:	Interactive and integrated approach	
References/Readings:	1. Baker, Mona, <i>In Other Words: A Coursebook on Translation</i> , Routledge, 2001. (Useful exercises for practical translation and training) 2. Baker, M. <i>In Other Words -- A Casebook on Translation</i> , New York- London: Routledge 1997. 3. Catford, I.C. <i>A Linguistic Theory of Translation</i> . Oxford UP, 1965. ---. 4. (Ed.) <i>Routledge Encyclopedia of Translation Studies</i> . Routledge, 2001. (Readable entries on concepts and terms) 5. Frishberg, Nancy J. <i>Interpreting: An Introduction</i> . Registry of Interpreters, 1990. 6. Gargesh, Ravinder and Krishna Kumar Goswami, editors.. <i>Translation and Interpreting: Reader and Workbook</i> . Orient Longman, 2007.	

	<ol style="list-style-type: none"> 7. Gentzer, Edwin, <i>Contemporary Translation Theories</i>. London, Routledge 1993. 8. House, Juliana. A Model for Translation Quality Assessment. Gunter Narr, 1977. 9. Jacobson, Roman. "On Linguistic Aspects of Translation". <i>On Translation</i>. Ed. R.A. Bower. Cambridge, Massachusetts: Howard Press, 1959. 10. Lakshmi, H. Problems of Translation. Booklings Corporation, 1993. Newmark, Peter. A Textbook of Translation. Prentice Hall, 1988. 11. Lefevere, Andre., Susanne Bassnett. <i>Constructing Culture: Essays on Literary Translation</i>. UK: Multilingual Matters, 1998. 12. Munday, Jeremy. <i>Introducing Translation Studies</i>. Oxon: Routledge, 3rd edn. 2012 13. Newmark, Peter. <i>Approaches To Translation</i>, Pergamon Press, 1981. 14. Newmark, Peter, <i>A Textbook of Translation</i>, London. Prentice Hall, 1988. 15. Nida, E.A. and C.R. Taber. The Theory and Practice of Translation. E.J. Brill, 1974. 16. Savery, T. <i>The Art of Translation</i>, London: Jonathan Cape, 1957. 17. Sherry Simon, Gender in translation: Cultural Identity and the Politics of Transmission. Routledge, 1996. 18. Toury, Gideon. Translation Across Cultures. New Delhi : Bahri Publications Private Limited, 1987. 19. Venuti, Lawrence. "Retranslations: the Creation of Value". <i>Translation and Culture</i>. Bucknell Reviewed. Katherine Faull. Canbury: Associated University Presses.
<p>Course Outcomes:</p>	<p>By the end of the course students will</p> <ol style="list-style-type: none"> 1. Be able to appreciate linguistic and cultural diversity 2. Develop bilingual /multilingual competence 3. Be equipped with the art and science of translation 4. Perceive the importance of interlingual communication in a pluralistic society

Semester VI**Name of the Programme : B.A. English****Course Code : ENG-304****Title of the Course : Postcolonial Literatures****Number of Credits : 04****Effective from AY : 2025-26**

Pre-requisites for the Course:	1. Knowledge of colonial history 2. Interest in literature	
Course Objectives:	1. To comprehend the notion of colonialism 2. To identify historical and political issues of the Postcolonial period 3. To scrutinize the major traits of the Postcolonial period. 4. To familiarize students with the notions of Identity, Region, Race and Gender	
		No. of hours
Content:	Unit 1 Chinua Achebe: <i>Things Fall Apart</i>	15
	Unit 2 Gabriel Garcia Marquez. <i>Chronicle of a Death Foretold</i>	15
	Unit 3 1. Bessie Head: "The Collector of Treasures" 2. Ama Ata Aidoo: "The Girl who Can" 3. Grace Ogot: "The Green Leaves"	15
	Unit 4 1. Pablo Neruda: "Tonight I can Write" "The Way Spain Was" 2. Derek Walcott: "A Far Cry from Africa" "Names" 3. David Malouf: "Revolving Days" "Wild Lemons" 4. Mamang Dai: "Small Towns and the River" "The Voice of the Mountain"	15
Pedagogy:	Interactive and integrative approach	
References/Readings:	1. Fanon, Franz, "The Negro and Language", <i>Black Skin, White Masks</i> , tr. Charles Lam Markmann, Pluto Press, 2008 pp. 8–27. 2. Marquez, Gabriel Garcia. Nobel Prize Acceptance Speech, <i>Gabriel Garcia Marquez: New Readings</i> , ed. Bernard McGuirk and Richard Cardwell, Cambridge University Press, 1987. 3. Thiong'o, Ngugi wa. "The Language of African Literature", <i>Decolonising the Mind</i> , (James Curry, 1986, chap. 1, sections 4-6.	
Course Outcomes:	By the end of the course students will be able to 1. Discern the notion of decolonization in literature 2. Comprehend Postcolonial trends and issues in literature	

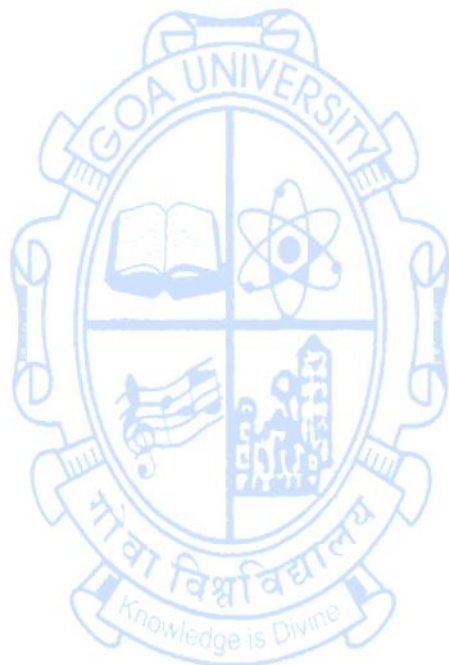
	<p>3. Explore the question of form in writing for the new world audience</p> <p>4. Analyse the concepts of region, race, and gender in postcolonial literature</p>
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Name of the Programme : B.A. English
Course Code : ENG-305
Title of the Course : Women's Writing
Number of Credits : 04
Effective from AY : 2025-26

Pre-requisites for the Course:	Knowledge of the feminist movements Interest in literature	
Course Objectives:	1. To give students a better understanding of women's writing 2. To appreciate various perspectives in women's writing 3. To consider the contribution of women writers in the development of the female perspective 4. To critically analyze women's writing with the help of literary texts	
		No. of hours
Content:	Unit 1- Poetry Emily Dickinson: "I cannot live with you" "I'm wife" "I've finished that" Sylvia Plath: "Daddy" "Lady Lazarus" Eunice De Souza: "Advice to Women" "Bequest"	15
	Unit 2- Novel Alice Walker – <i>The Color Purple</i>	15
	Unit 3- Short Story 1. Charlotte Perkins Gilman: "The Yellow Wallpaper" 2. Katherine Mansfield: "Bliss" 3. Mahashweta Devi: "Draupadi" (tr. Gayatri Chakravorty Spivak)	15
	Unit 4- Essay 1. Mary Wollstonecraft, "A Vindication of the Rights of Woman" (New York: Norton, 1988) chap. 1, pp. 11–19; chap. 2, pp. 19–38 2. Ramabai Ranade, "A Testimony of our Inexhaustible Treasures", in 'Pandita Ramabai Through Her Own Words: Selected Works', tr. Meera Kosambi (New Delhi: OUP, 2000) pp. 295–324. 3. Rashsundari Debi, Excerpts from Amar Jiban in Susie Tharu and K. Lalita, eds., <i>Women's Writing in India</i> , vol. 1 (New Delhi: OUP, 1989) pp. 191–2.	15
Pedagogy:	Interactive and integrative approach	
References/Readings:	1. Barrett, Michèle, <i>Virginia Woolf: on Women & Writing</i> , Women's P, 1979. 2. Gilbert, Sandra M. and Susan Gubar, <i>The Norton Anthology of Literature by Women : the Tradition in English</i> . W.W. Norton Limited, 2007.	

	<ol style="list-style-type: none"> 3. Salzman, Paul ed., <i>Early Modern Women's Writing: An Anthology 1560-1700</i>, OUP, 2000. 4. Shattock, Joann., <i>The Oxford Guide to British Women Writers</i>. OUP, 1993 5. Tharu, Susie, and K. Lalita. <i>Women Writing in India: 600 B.C. to the Early Twentieth Century</i>. The Feminist Press, 1991.
Course Outcomes:	<p>By the end of the course, the students will be able</p> <ol style="list-style-type: none"> 1. To explore the genre of women's writing 2. To evaluate the contribution of women writers 3. To appreciate the woman's perspective through close reading of the prescribed texts 4. To analyse the major traits of women's writing through literary texts




Name of the Programme : B.A. English
Course Code : ENG-306
Title of the Course : Popular Literature
Number of Credits : 04
Effective from AY : 2025-26

Pre-requisites for the Course:	Knowledge of elements of literature Interest in reading popular literature	
Course Objectives:	1. To be able to grasp the distinction between Canonical and Popular Literature 2. To be able to appreciate the tenets of Popular Literature 3. To learn about the Coming of Age and Graphic Novel 4. To encourage the student to think critically about Caste, Gender and Identity	
		No. of hours
Content:	Unit 1 Lewis Carroll <i>Through the Looking Glass</i>	15
	Unit 2 Agatha Christie <i>The Murder of Roger Ackroyd</i>	15
	Unit 3 Shyam Selvadurai <i>Funny Boy</i>	15
	Unit 4 Durgabai Vyam and Subhash Vyam Bhimayana: Experiences of Untouchability. Autobiographical Notes on Ambedkar (For the Visually Challenged students)	15
Pedagogy:	Interactive and integrative approach	
References/Readings:	1. Chelva Kanaganayakam, 'Dancing in the Rarefied Air: Reading Contemporary Sri Lankan Literature' (ARIEL, Jan. 1998) rpt, Malashri Lal, Alamgir Hashmi, and Victor J. Ramraj, eds., Post-Independence Voices in South Asian Writings (Delhi: Doaba Publications, 2001) pp. 51–65. 2. Sumathi Ramaswamy, 'Introduction', in Beyond Appearances?: Visual Practices and Ideologies in Modern India (Sage: Delhi, 2003) pp. xiii–xxix. 3. Leslie Fiedler, 'Towards a Definition of Popular Literature', in Super Culture: American Popular Culture and Europe, ed. C.W.E. Bigsby (Ohio: Bowling Green University Press, 1975) pp. 29–38.	
Course Outcomes:	By the end of the course, the students will be able 1. CO1. To comprehend the definition and history of Popular Literature 2. CO2. To gain an understanding of the Coming-of-Age Novel 3. CO3. To appreciate the form of the Graphic Novel 4. CO4. To critique texts pertaining to Caste, Gender and Identity	

Name of the Programme : B.A. English
Course Code : ENG-322
Title of the Course : The Mechanics of Print and Digital Writing
Number of Credits : 04
Effective from AY : 2025-26

Pre-requisites for the Course:	Knowledge of technology and creative writing	
Course Objectives:	1. To familiarize students with writing skills for the different kinds of media 2. To train students to write with clarity, purpose and precision 3. To equip them with practical knowledge for the evolving writing ecology 4. To empower students with skills for employment	
		No. of Hours
Content:	Unit 1: Basics of writing and types of writing: 1. Writing mechanics- grammar, vocabulary, phrases and clauses 2. How to write- construction of clear, simple and precise sentences 3. Writing for the reader- role of the reader, and broadening the reader-response theory 4. Different kinds of writing- fiction, non-fiction (including historical writing, travel writing, memoirs), scientific writing, journalistic writing	15
	Unit 2: Exploring the new avenues for writing: 1. Difference between traditional print writing (newspapers, magazines, books, etc.) and writing in the age of the internet- need to adapt to change 2. Different forms of media- print, social media, websites, blogs, online platforms, etc. 3. Understanding writing for different media through examples.	15
	Unit 3: Customising online writing based on the online platform: 1. Long forms of writing- Language, writing styles, content, vocabulary, focus, title, introduction and conclusion- film review, blog posts, scientific writing, e-magazines- with a minimum of two examples each 2. Shorter forms of writing- language, writing styles, content, vocabulary, focus, caption- twitter feeds, poems, fan fiction, Instagram stories, facebook posts, etc.- with a minimum of two examples each 3. Photo and video writing- language, writing style, content, vocabulary, focus, caption, introduction, and conclusion, synchronizing content- video logging, photo blogging, etc.	15

	Unit 4: Journalistic and Ad writing: <ol style="list-style-type: none"> 1. Comparing print and online writing- for newspapers, magazines, journals 2. Understanding the evolving dynamics of the adspace- including pop-up ads, scrolls, flash ads-change in language, font, style and incorporating doodling with ad writing 	15
Pedagogy:	Interactive and integrative approach	
References/Readings: 	<ol style="list-style-type: none"> 1. Booth, Angela. <i>Twitter for Writers: Achieve Writing Success 25 Words at a Time</i>. 2011. 2. Burnett, Ron. <i>How Images Think</i>. Mit Pr, 2005. 3. Craig, Richard. <i>Online Journalism – Reporting, Writing and Editing for New Media</i>. Cengage, 2005. 4. Hayes, Derrick. <i>How to start Vlogging: A complete Beginner's Guide</i>. 2019. 5. Hayles, Katherine. <i>Writing Machines</i>. MIT Press, 2002. 6. Lawfield, Terence. <i>Blogging for Beginners: Learn How to Start and Maintain a Successful Blog the Simple Way</i>. 2014. 7. Manovich, Lev. <i>The Language of New Media</i>. 2001. 8. Thomas, Sunny. <i>Writing for the Media</i>. Vision Books, 1997. 9. Tuggle, C.A., Forrest Carr and Suzanne Huffman. <i>Broadcast News Handbook – Writing, Reporting, Producing in the Age of Social Media</i>. McGraw Hill Education, 2013. 10. Wysocki, Anne, Johndan Johnson-Eilola, Cynthia L. Selfe and Geoffrey Sirc. <i>Writing New Media: Theory and Applications for Expanding the Teaching of Composition</i>. Utah State University Press, 2004. 	
Course Outcomes:	<p>By the end of the course the students will be able to</p> <ol style="list-style-type: none"> 1. Write with clarity, purpose and precision 2. Understand how to modify writing styles based on the media employed 3. Use these skills to pursue higher education in other allied fields 4. Use the knowledge to take up freelance writing assignments/projects and other related employments 	