

*Progressive Education Society's*

**Modern College of Arts, Science and Commerce (Autonomous)**

**Shivajinagar, Pune - 5**

**(An Autonomous College Affiliated to Savitribai Phule Pune University)**

## **Framework of Syllabus For M.A.**

(Based on NEP 2020 framework)

(To be implemented from the Academic Year 2024-2025)

### **Semester 3 (Second Year)**

| <b>Course Type</b>                     | <b>Code</b> | <b>Course</b>             | <b>Course/Paper Title</b>                | <b>Hours/Week</b> | <b>Credit</b> | <b>CIA</b> | <b>ESE</b> | <b>Total</b> |
|----------------------------------------|-------------|---------------------------|------------------------------------------|-------------------|---------------|------------|------------|--------------|
| <b>Major Mandatory<br/>(4 + 4+4+2)</b> | 23ArEngP311 | Major Paper 3<br>(Theory) | Indian Literature in English             | 4                 | 4             | 50         | 50         | 100          |
|                                        | 23ArEngP312 | Major Paper 4<br>(Theory) | English Language and Literature Teaching | 4                 | 4             | 50         | 50         | 100          |
|                                        | 23ArEngP313 | Major Paper 5<br>(Theory) | Introduction to American Literature      | 4                 | 4             | 50         | 50         | 100          |
|                                        | 23ArEngP314 | Major Paper 6<br>(T/P)    | Literary Criticism                       | 2                 | 2             | 25         | 25         | 50           |
| <b>Major Electives<br/>(4)</b>         | 23ArEngP321 | Major Elective 5<br>(T/P) | East Asian Literary Studies              | 4                 | 4             | 50         | 50         | 100          |
|                                        | 23ArEngP322 | Major Elective 6          | Introduction to                          |                   |               |            |            |              |

|               |             |       |                     |    |    |     |     |     |
|---------------|-------------|-------|---------------------|----|----|-----|-----|-----|
|               |             | (T/P) | Literary Retellings |    |    |     |     |     |
| <b>RP (4)</b> | 23ArEngP351 | RP    | Research Project    | 8  | 4  | 50  | 50  | 100 |
| <b>OJT(4)</b> |             |       |                     |    |    |     |     |     |
| <b>Total</b>  |             |       |                     | 26 | 24 | 275 | 275 | 550 |

#### Semester 4 (Second Year)

| Course Type                                                          | Code        | Course                    | Course/Paper Title                                         | Hours/Week | Credit | CIA | ESE | Total |
|----------------------------------------------------------------------|-------------|---------------------------|------------------------------------------------------------|------------|--------|-----|-----|-------|
| <b>Major Mandatory (4 + 4+4+2)</b>                                   | 23ArEngP411 | Major Paper 3 (Theory)    | Indian Literature in English                               | 4          | 4      | 50  | 50  | 100   |
|                                                                      | 23ArEngP412 | Major Paper 4 (Theory)    | English Language and Literature Teaching                   | 4          | 4      | 50  | 50  | 100   |
|                                                                      | 23ArEngP413 | Major Paper 5 (Theory)    | Introduction to American Literature                        | 4          | 4      | 50  | 50  | 100   |
| <b>Major Electives (4)</b><br><br><b>RP (4)</b><br><br><b>OJT(4)</b> | 23ArEngP421 | Major Elective 7 (T/P)    | Introduction to Dalit Literature                           | 4          | 4      | 50  | 50  | 100   |
|                                                                      | 23ArEngP4   | Major Elective 8 (T/P) RP | Introduction to Latin American Literature Research Project | 12         | 6      | 75  | 75  | 150   |
|                                                                      | 22          |                           |                                                            |            |        |     |     |       |
|                                                                      | 23ArEngP4   |                           |                                                            |            |        |     |     |       |
|                                                                      | 52          |                           |                                                            |            |        |     |     |       |
| <b>Total</b>                                                         |             |                           |                                                            | 28         | 22     | 275 | 275 | 550   |

OE : Open Elective

AEC: Ability Enhancement Course

VEC: value Education Courses

CC : Co-Curricular Courses

IKS : Indian Knowledge System

OJT : On Job Training

FP : Field Project

VSC : Vocational Skill Courses

CEP : Community Engagement Project

**Subject Teacher Head Principal Chairperson BoS (English)**  
***Progressive Education Society's***  
**Modern College of Arts, Science and Commerce,**  
**Shivajinagar, Pune - 5**  
**Second Year of M.A. (English)**  
**(2023 Course under NEP 2020)**

**Course Code: 23ArEngP311 Course Name: Indian Literature in English Teaching**

**Scheme: TH: 4 Hours/Week Credits: 04 Examination Scheme: CIA: 50 Marks**

**End-Sem: 50 Marks**

**Prerequisite Courses:**

Bachelor's degree from any faculty.

**Course Objectives:**

To enable the learners –

- To define the continuum of Indian Literature in English, from Pre-Independence to the present day.
- To illustrate the cultural, historical and social influences on Indian writers and their works.
- To make use of artistic and innovative use of language employed by the writers. ● To examine values and instill human concern in students through exposure to literary texts.
- To interpret the diverse literary genres found within Indian Literature in English.
- To develop analytical skills, literary and linguistic competence, and language proficiency of the students.

**Course Outcomes:**

On completion of the course, student will be able to–

- Define and demonstrate a thorough understanding of the historical, social and cultural context of the prescribed era.
- Compare and contrast the different genres focusing on literary, linguistics, thematic, and stylistic elements.
- Identify and critique ethics and values through a close study of literary texts.
- Analyse and examine the transitions in the genre of drama.
- Explain and evaluate the development in poetry right from the Pre-Independence Era to the present day.
- Discuss and elaborate the theoretical and conceptual developments in the given period with use of Fiction and Non-Fiction.

### Course Contents

#### Semester III

|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <b>Unit 1</b> | <b>Pre-Independence Drama</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>15</b> |
|               | <ul style="list-style-type: none"> <li>● Background Studies</li> <li>● Rabindranath Tagore: <i>Chitrangada</i></li> </ul> <p><b>Class Activity:</b> Critical appreciation of a scene from a play excluding the prescribed ones.</p>                                                                                                                                                                                                                                                           |           |
| <b>Unit 2</b> | <b>Fiction and Non-Fiction</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>15</b> |
|               | <ul style="list-style-type: none"> <li>● Mulk Raj Anand: <i>Untouchable</i></li> <li>● Jawaharlal Nehru: An excerpt from <i>Scientific Temperament</i> in <i>The Discovery of India</i> \ Dr. B. R. Ambedkar: <i>Buddha or Karl Marx</i></li> </ul> <p><b>Class Activity:</b> Analysis of any one Pre-Independence Pamphlets.</p>                                                                                                                                                             |           |
| <b>Unit 3</b> | <b>Pre-Independence Poetry</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>15</b> |
|               | <ul style="list-style-type: none"> <li>● Henry L. Derozio: <i>To India - My Native Land, Romeo and Juliet</i></li> <li>● Toru Dutt: <i>Our Casuarina Tree, Lakshman</i></li> <li>● Sri Aurobindo: <i>Rose of God, The Pilgrim of the Night</i></li> <li>● Sarojini Naidu: <i>The Queen's Rival, The Indian Weavers</i></li> <li>● Joseph Furtado: <i>The Fortune Teller</i></li> </ul> <p><b>Class Activity:</b> Critical appreciation of any poet's works excluding the prescribed ones.</p> |           |

|               |                                                                                                                                                                                                                                                                                                                                                                         |           |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <b>Unit 4</b> | <b>Short Stories</b>                                                                                                                                                                                                                                                                                                                                                    | <b>15</b> |
|               | <ul style="list-style-type: none"> <li>● Saadat Hasan Manto: <i>Dog of Titwal</i></li> <li>● Ismat Chughtai: <i>Lihaaf - The Quilt</i></li> <li>● Raja Rao – <i>The Cow of the Barricades</i></li> <li>● Amarlal Hingorani – <i>Brother Abdul Rahman</i></li> </ul> <p><b>Class Activity:</b> Critical appreciation of a short story excluding the prescribed ones.</p> |           |

### References:

### Semester III

1. Ambedkar, B. R. *Buddha Or Karl Marx*. New Delhi: Critical Quest, 2005.
2. Anand Mulk Raj. *Untouchable*. United Kingdom: Penguin India; New Edition, 2001
3. Chughtai, Ismat. *Lifting the Veil*. New Delhi, Penguin India, 2009.
4. Iyengar, Srinivas. *A Short History of India*. Oxford University Press, 1930.
5. Jussawalla, Adil. *New Writing in India*. Aylesbury, Great Britain: Penguin Books, 1974.
6. Manto, Saadat Hasan. *Bitter Fruit: The Very Best of Saadat Hasan Manto*. Calcutta: Penguin Books, 2008.
7. Naik, M. K. *A History of Indian English Literature*. Delhi: Sahitya Akademi,, 1992
8. Nehru, Jawaharlal. *Discovery of India*. New Delhi: Penguin India, 2008.
9. Paranjape, Makarand. *Indian Poetry in English*. Michigan: Macmillan, 1992.
10. Tagore, Rabindranath. *Collected Poems and Plays of Rabindranath Tagore*. Calcutta: Rupa, 2002.

**Subject Teacher Head Principal Chairperson BoS (English)**

***Progressive Education Society's***

**Modern College of Arts, Science and Commerce,**

**Shivajinagar, Pune - 5**

**Second Year of M.A. (English)**

**(2023 Course under NEP 2020)**

**Course Code: 23ArEngP411 Course Name: Indian Literature in English Teaching**

**Scheme: TH: 4 Hours/Week Credits: 04 Examination Scheme: CIA: 50 Marks**

**End-Sem: 50 Marks**

**Prerequisite Courses:**

- Bachelor's degree from any faculty.

**Course Objectives:**

To enable the learners –

- To define the continuum of Indian Literature in English, from Pre-Independence to the present day.
- To illustrate the cultural, historical and social influences on Indian writers and their works.
- To make use of artistic and innovative use of language employed by the writers.
- To examine values and instill human concern in students through exposure to literary texts.
- To interpret the diverse literary genres found within Indian Literature in English.
- To develop analytical skills, literary and linguistic competence, and language proficiency of the students.

**Course Outcomes:**

On completion of the course, student will be able to–

- Define and demonstrate a thorough understanding of the historical, social and cultural context of the prescribed era.
- Compare and contrast the different genres focusing on literary, linguistics, thematic, and stylistic elements.
- Identify and critique ethics and values through a close study of literary texts.
- Analyse and examine the transitions in the genre of drama.
- Explain and evaluate the development in poetry right from the Pre-Independence Era to the present day.
- Discuss and elaborate the theoretical and conceptual developments in the given period with use of Fiction and Non-Fiction.

**Course Contents**

**Semester IV**

|               |              |           |
|---------------|--------------|-----------|
| <b>Unit 5</b> | <b>Drama</b> | <b>15</b> |
|---------------|--------------|-----------|

|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
|               | <ul style="list-style-type: none"> <li>● Background Studies</li> <li>● Girish Karnad: <i>Tughlaq</i></li> </ul> <p><b>Class Activity:</b> Critical appreciation of a scene from a play excluding the prescribed ones.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |
| <b>Unit 6</b> | <b>Fiction and Non-Fiction</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>15</b> |
| <b>Unit 7</b> | <ul style="list-style-type: none"> <li>● Salman Rushdie: <i>Commonwealth Literature Does Not Exist</i> from <i>Imaginary Home Lands</i></li> <li>● Bapsi Sidhwa: <i>The Crow Eaters</i></li> </ul> <p><b>Class Activity:</b> Critical appreciation of a scene from a play excluding the prescribed ones.</p> <p style="text-align: center;"><b>Poems</b></p> <ul style="list-style-type: none"> <li>● Nissim Ezekiel: <i>Patriot</i></li> <li>● Agha Shahid Ali: <i>Postcard from Kashmir</i></li> <li>● Jayanta Mahapatra: <i>Dawn at Puri</i></li> <li>● Kamala Das: <i>The Old Playhouse, Nani</i></li> <li>● Arun Kolatkar: <i>Irani Restaurant Bombay</i></li> <li>● Gieve Patel: <i>On Killing a Tree</i></li> <li>● Eunice De Souza: <i>Advice To Women</i></li> <li>● Arundhati Subramaniam: <i>Tongue</i></li> <li>● Meena Kandasamy: <i>Eklavya</i></li> <li>● Ranjit Hoskote: <i>Passage</i>, Excerpt from <i>I, Lalla: The Poems of Lal Ded</i></li> </ul> <p><b>Class Activity:</b> Compare and contrast the works of other Post-Independence and Contemporary Indian poets.</p> | <b>15</b> |
| <b>Unit 8</b> | <b>Short Stories</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>15</b> |

|  |                                                                                                                                                                                                                                                                                                                                                    |  |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | <ul style="list-style-type: none"> <li>● Jhumpa Lahiri: <i>The Interpreter of Maladies</i></li> <li>● Mahasweta Devi: <i>Seed</i></li> <li>● Temsula Ao: <i>Laburnum for my Head</i></li> <li>● Rangnath Pathare: <i>News Story</i></li> </ul> <p><b>Class Activity:</b> Critical appreciation of a short story excluding the prescribed ones.</p> |  |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

## References:

### Semester IV

1. Appudurai, Arjun, *Modernity at Large: Cultural Dimentions of Globalization* (University of Minnestota Press, Minneapolis, 2005)
2. Brown, R. H. & Coelho, G.V., *Migration and modernization: the Indian diaspora in comparative perspective*. 39,1987
3. Del Villano, B. "No Footprints in Sand... Diaspora and Return in *The God of Small things*." *Indias abroad: The diaspora writes back*. Ed. Chetty, R and Piciuccio, P.P. Johannesburg: STE Publishers, 2004.
4. Holeyannavar Nagraj (ed.) *Trends in Indian English Drama: A Study and Perspectives*. Manglam Publishers, New Delhi, 2014
5. Iyenger, K. R. S. *Indian Writing in English*. New Delhi. Sterling Publisher, 1984.
6. Karnad, Girish. *Tughlaq*. Delhi; London: Oxford University Press, 1972. 7. Khair, Tabish, Babu *Fictions: Alienation in Contemporary Indian English Novels*. New Delhi: Oxford University Press, 2001.
8. Lalleshwari, and Ranjit Hoskote. *I, Lalla: The Poems of Lal Dēd*. Penguin Books, 2013.
9. Mehrotra, A. K. *Twelve Modern Indian Poets*. Calcutta: Oxford University Press, 1992.
10. Paniker, Ayyappa K. *Modern Indian Poetry in English*. New Delhi: Sahitya Akademi, 1991.
11. Sett, A.K. (ed.) *An Anthology of Modern Indian Poetry*. London: John Murray, 1929.
12. Sevilla, Jesús, *Transnational Spaces of Identity Recognition in Jhumpa Lahiri's "Interpreter of Maladies"*. *Journal of English Studies*, 2019.
13. Sidhwa, Bapsi. *The Crow Eaters*. New Delhi: Penguins Books, 2000. 14. Thayil, Jeet, and Madhu Kapparath. *The Penguin Book of Indian Poets*. HH Penguin, An Imprint of Penguin Random House, 2022.

**Subject Teacher Head Principal Chairperson BoS (English)**

***Progressive Education Society's***

**Modern College of Arts, Science and Commerce,**

**Shivajinagar, Pune - 5**

**Second Year of M.A. (English)**

**(2024 Course under NEP 2020)**

**Course Code: 23ArEngP312 English Language and Literature Teaching Teaching**

**Scheme: TH: 4 Hours/Week Credits: 04 Examination Scheme: CIA: 50 Marks**

**End-Sem: 50 Marks**

**Prerequisite Courses:**

- Bachelor's degree from any faculty

**Course Objectives:**

To enable the learners –

- To label different approaches, methods and techniques of teaching English language and literature.
- To explain a historical perspective of English language and literature in India, and obtain detailed knowledge of the methods of English language and literature Teaching and Learning.
- To build a research-based outlook towards Literature and Language. ● To examine various effective methodologies of classroom management, material selection, and evaluation.
- To evaluate a thorough grounding in all aspects of English Language and Literature teaching and learning.
- To propose solutions to the students about the major issues in ELLT in the Indian context.

**Course Outcomes:**

On completion of the course, students will be able to –

- Define the interdisciplinary connection between language and humanities, categorizing the significance of an integrated approach.
- Apply the knowledge gained to enhance the communication skills and study habits of his / her students thereafter.
- Analyze research-based approaches to language and literature.
- Combine study skills and note-taking techniques, arranging information efficiently for effective learning.
- Explain various language teaching methods effectively, demonstrating proficiency in teaching skills such as pronunciation, vocabulary, and grammar.
- Design fair and effective tests and assessments, creating evaluation tools to measure student progress accurately.

### Course Contents

#### Semester III

|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                       |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| <b>Unit 1</b> | <b>Language Learning with Humanities and Theories of Psychology</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>12 Clock Hours</b> |
| <b>Unit 2</b> | <p>(i) Contextualizing English Language and Literature in Humanities and advocating an Interdisciplinary approach</p> <p>(ii) Contributions of Behaviourism and Cognitivism in Education/language Learning</p> <p>(iii) Language Acquisition Device (LAD) – concept and educational implications</p> <p>(iv) Difference between Language Acquisition and Language Learning</p> <p><b>Evolution of Language Teaching: Historical and Contemporary</b></p> <p>(i) Historical perspective and contemporary relevance of English</p> <p>(ii) Status of English in India as a Second Language and Link Language</p> <p>(iii) Challenges of Teaching and Learning English in Contemporary India</p> <p>(iv) Development of Indian English</p> <p>(v) Aims and Objectives of Teaching English in India</p> | <b>10 Clock Hours</b> |

|               |                                                                                                                                                                                                                                                     |                       |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| <b>Unit 3</b> | <b>Core Language Teaching Concepts</b>                                                                                                                                                                                                              | <b>10 Clock Hours</b> |
|               | (i) Linguistic/grammatical, Communicative, Pragmatic competence<br><br>(ii) Grammar-Translation, Structural, Communicative Methods of Language Teaching<br><br>(iii) English for General Purpose (EGP) versus English for Specific/Academic Purpose |                       |

|               |                                                                                                                                                                                                                                                                                                                                                         |                       |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
|               | (ESP/EAP)                                                                                                                                                                                                                                                                                                                                               |                       |
| <b>Unit 4</b> | <b>Essential Communication Skills</b>                                                                                                                                                                                                                                                                                                                   | <b>15 Clock Hours</b> |
|               | (i) Meaning, nature, and importance of communication<br><br>(ii) Components and Process of Communication; Barriers to Communication<br><br>(iii) Methods for teaching Communication Skills (Role-play, Group games, Films, Introspection, Turn-talking, Asking questions, Record and reflect)<br><br>(iv) Modes of Communication: Verbal and Non-verbal |                       |
| <b>Unit 5</b> | <b>Research-based Approach to Language and Literature</b>                                                                                                                                                                                                                                                                                               | <b>08 Clock Hours</b> |
|               | (i) Academic Reading and Writing<br><br>(ii) Writing a Research Paper – basic concept and format                                                                                                                                                                                                                                                        |                       |
|               | <b>Tests and Projects</b>                                                                                                                                                                                                                                                                                                                               | <b>05 Clock Hours</b> |

**References:**

1. Allan, J. P. B. and Pit Corder, S. (1975), The Edinburgh University Course in Applied Linguistics, Vol. 1, 2 and 3 (OUP)
2. Brumfit, C.J. General English Syllabus Design. London: Pergamon Press, 1984.
3. Carter, R. And D. Nunan (2001), Teaching English to Speakers of Other Languages (CUP)
4. Hughes, A. (1989), Testing for Language Teachers (CUP)
5. Hutchinson, T. And A. Waters (1989), English for Specific Purposes: A Learning Centered Approach (CUP, Cambridge)
6. Krashen, S.D. Principles and Practice of Second Language Acquisition. London: Pergamon Press, 1983.
7. Krishnaswamy, N. and T. Sriraman (1994), English Teaching in India, (T. R. Publications, Madras)
8. Nunan, D. (1988), Syllabus Design (OUP)
9. Richards, J. C. And T. S. Rodgers (1986), Approaches and Methods in Language Teaching (CUP)
10. Saraswathi, V. (2004), English Language Teaching: Principles and Practice (Orient Longman)
11. William, Littlewood. Communicative Language Teaching – An Introduction. Cambridge: University Press, 1983.
12. Tickoo, M. L. (2002), Teaching and Learning English (Orient Longman)

**Subject Teacher Head Principal Chairperson BoS (English)**

***Progressive Education Society's***

**Modern College of Arts, Science and Commerce,**

**Shivajinagar, Pune - 5**

**Second Year of M.A. (English)**

**(2024 Course under NEP 2020)**

**Course Code: 23ArEngP412 English Language and Literature Teaching Teaching**

**Scheme: TH: 4 Hours/Week Credits: 04 Examination Scheme: CIA: 50 Marks**

**End-Sem: 50 Marks**

**Prerequisite Courses:**

- Bachelor's degree from any faculty

**Course Objectives:**

To enable the learners –

- To label different approaches, methods and techniques of teaching English language and literature.
- To explain a historical perspective of English language and literature in India, and obtain detailed knowledge of the methods of English language and literature Teaching and Learning.
- To build a research-based outlook towards Literature and Language. ● To examine various effective methodologies of classroom management, material selection, and evaluation.
- To evaluate a thorough grounding in all aspects of English Language and Literature teaching and learning.
- To propose solutions to the students about the major issues in ELLT in the Indian context.

**Course Outcomes:**

On completion of the course, students will be able to –

- Define the interdisciplinary connection between language and humanities, categorizing the significance of an integrated approach.
- Apply the knowledge gained to enhance the communication skills and study habits of his / her students thereafter.
- Analyze research-based approaches to language and literature.
- Combine study skills and note-taking techniques, arranging information efficiently for effective learning.
- Explain various language teaching methods effectively, demonstrating proficiency in teaching skills such as pronunciation, vocabulary, and grammar. ● Design fair and effective tests and assessments, creating evaluation tools to measure student progress accurately.

**Course Content****Semester IV**

|               |                               |                       |
|---------------|-------------------------------|-----------------------|
| <b>Unit 6</b> | <b>Enhancing Study Skills</b> | <b>08 Clock Hours</b> |
|---------------|-------------------------------|-----------------------|

|               |                                                                                                                                                                        |                       |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
|               | (i) Teaching of Note-taking and Note-making<br>(ii) Using Dictionaries<br>(iii) Remedial Teaching – Identification of students’ errors and remedies thereof            |                       |
| <b>Unit 7</b> | <b>Literature Teaching</b>                                                                                                                                             | <b>15 Clock Hours</b> |
|               | (i) Advantages of Literature Teaching<br>(ii) Relationship between Literature Teaching and Language Teaching<br>(iii) Stylistic Approach to the Teaching of Literature |                       |
| <b>Unit 8</b> | <b>Material Development and Use of Teaching Aids</b>                                                                                                                   | <b>10 Clock Hours</b> |
|               | (i) Print and Non-print material<br>(ii) Use of Audio–visual and Supplementary Aids<br>(iii) I.C.T and Digital Technology<br>(iv) Language Lab                         |                       |
| <b>Unit 9</b> | <b>Teaching of Language Skills and Literature</b>                                                                                                                      | <b>11 Clock Hours</b> |

|  |                                                                                                                                                                                                                       |  |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | (i) Teaching of Listening, Speaking, Reading, Writing<br>(ii) Teaching of Pronunciation, Vocabulary, Grammar<br>(iii) Teaching of Poetry, Drama, Fiction<br>(iv) Lesson Planning for Language and Literature Teaching |  |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

| <b>Unit 10</b> | <b>Curriculum Development and Evaluation</b>                                                                                                                                                              | <b>11 Clock Hours</b> |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
|                | (i) Difference between Curriculum and Syllabus (ii)<br>Different types of Syllabuses<br>(iii) Difference between Evaluation and Testing, and their types<br>(iv) Qualities of a Good Test, Question Types |                       |
|                | <b>Tests and Projects</b>                                                                                                                                                                                 | <b>05 Clock Hours</b> |

### References:

1. Babu, Prabhakar (1993), Teaching Spoken English in Colleges (CIEFL, Hyderabad)
2. Bagchi, G. (1994), Teaching Poetry in School and Colleges, (T.R. Publications, Madras)
3. Bassnet, S. And P. Grundy (1993), Language Through Literature (Longman)
4. Brumfit, C. and K. Johnson (1979), The Communicative Approach to Language Teaching (OUP)
5. Brumfit, C. and R. Carter (1986), Literature and Language Teaching (OUP)
6. Carter, R. and M. N. Long (1991), Teaching Literature (Longman, London)
7. Collie, J. and S. Slater (1987), Literature in the Language Classroom, (CUP, Cambridge)
8. David P. Harris. Testing English as a Second Language. Bombay: Tata McGraw Hill Publishing Co. Ltd.
9. Hill, J. (1986), Using Literature in Language Teaching (Macmillan, London)
10. Howatt, A.P.R. History of English Language Teaching. London: OUP, 1984.
11. Indra, C.T. (1995), Teaching Poetry at the Advanced Level (T.R. Publications, Madras)
12. Kaushik, Sharda and Bindu Bajwa (Ed.) (2009), A Handbook of Teaching English (OBS)
13. Marathe, Ramanan and Bellarmine (1993), Provocations: The Teaching of English Literature in India (Orient Longman)
14. Nagaraj, G. (1996), English Language Teaching: Approaches, Methods and Techniques (Orient Longman)
15. Richards, J. C. (Ed.) (1974), Error Analysis (Longman)
16. Shaik, Mowla. Techniques of Teaching English. Hyderabad: Neelkamal Publication, 2002.

17. Widdowson, H. G. (1975), Stylistics and the Teaching of Literature (Longman)
18. Yardi, V.V. Teaching of English in India Today. Aurangabad: Saket Prakashan, 1987.

**Subject Teacher Head Principal Chairperson BoS (English)**

***Progressive Education Society's***

**Modern College of Arts, Science and Commerce,**

**Shivajinagar, Pune - 5**

**Second Year of M.A (2023 Course)**

**Course Code: 23ArEngP313 Course Name: An Introduction to American Literature**

**Teaching Scheme: TH: 4 Hours/Week Credits: 04 Examination Scheme: CIA: 50**

**Marks End-Sem: 50 Marks**

**Prerequisite Courses:**

- MA I English

**Course Objectives:**

- To define different genres and representative texts of American Literature
- To compare and contrast the literary forms and movements through literature
- To understand the origin and history of American Literature and explain the cultural, political, and stylistic protocols that governed early American literature, the impact of Puritanism and significance of Transcendentalism using prescribed texts.
- To analyze the culture, politics and style that emerged in Modern American literature, using prescribed texts.
- To interpret literary works of eminent American writers
- To evaluate literary works of eminent American writers

**Course Outcomes:**

On completion of the course, student will be able to—

- Relate the major historical and cultural developments of the American Literature

- Classify the various timelines of American Literary history and relate them to the literature produced.
- Analyze the various genres of American literature (Poetry, Fiction and Drama)
- Compare the literary texts and American history and culture
- Assess thematic aspects of literary texts as a part of cultural and historical movements in America
- Estimate critically the distinct literary characteristics of American literature

## Course Contents

### Semester III

|            |                                                                                                                          |             |
|------------|--------------------------------------------------------------------------------------------------------------------------|-------------|
|            | <b>Novel</b>                                                                                                             | 15 lectures |
| Semester 3 | <ul style="list-style-type: none"> <li>• <b>Henry James:</b> The Fall of the House of Usher</li> </ul> Test              |             |
|            | <b>Novel</b>                                                                                                             | 15 lectures |
|            | <ul style="list-style-type: none"> <li>• <b>Nathaniel Hawthorne:</b> The Scarlet Letter</li> </ul> Assignment            |             |
|            | <b>Drama</b> <ul style="list-style-type: none"> <li>• <b>Eugene O'Neill:</b> Desire Under the Elms</li> </ul> Assignment | 15 lectures |
|            | <b>Poetry</b>                                                                                                            | 15 lectures |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | <ul style="list-style-type: none"> <li>● <b>Emily Dickinson:</b> I Felt a Funeral in my Brain</li> <li>● <b>Walt Whitman:</b> A Noiseless Patient Spider</li> <li>● <b>Ralph Waldo Emerson:</b> Brahma</li> <br/> <li>● <b>Robert Frost:</b> Birches</li> <li>● <b>Paul Laurence Dunbar:</b> Sparrow</li> <li>● <b>William Carlos Williams:</b> The Red Wheelbarrow <ul style="list-style-type: none"> <li>● <b>Wallace Stevens:</b> Thirteen Ways of Looking at a Black Bird</li> </ul> </li> <li>● <b>Sylvia Plath:</b> Daddy</li> <li>● <b>Langston Hughes:</b> I Too</li> </ul> <p>Test</p> |  |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

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- York.: 1924.
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**Shivajinagar, Pune - 5**

**Second Year of M.A (2023 Course)**

**Course Code: 23ArEngP413 Course Name: An Introduction to American Literature**

**Teaching Scheme: TH: 4 Hours/Week Credits: 04 Examination Scheme: CIA: 50**

**Marks End-Sem: 50 Marks Prerequisite Courses:**

- MA I English

**Course Objectives:**

- To define different genres and representative texts of American Literature
- To compare and contrast the literary forms and movements through literature
- To understand the origin and history of American Literature and explain the cultural, political, and stylistic protocols that governed early American literature, the impact of Puritanism and significance of Transcendentalism using prescribed texts.
- To analyze the origin and history of American Literature – understand and explain the culture, politics and style that emerged in Modern American literature, using prescribed texts.

- To interpret literary works of eminent American writers
- To Evaluate literary works of eminent American writers

### Course Outcomes:

On completion of the course, student will be able to–

- Relate the major historical and cultural developments of the American Literature
- Classify the various timelines of American Literary history and relate them to the literature produced.
- Analyze the various genres of American literature (Poetry, Fiction and Drama) • Compare the literary texts and American history and culture
- Assess thematic aspects of literary texts as a part of cultural and historical movements in America
- Estimate critically the distinct literary characteristics of American literature

### Course Contents

#### Semester IV

|            |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |             |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| Semester 4 | <b>Novel</b>                                                                                                                                                                                                                                                                                                                                                                                                                                          | 15 lectures |
|            | <ul style="list-style-type: none"> <li>• <b>Zora Neale Hurston:</b> Their Eyes were Watching God/</li> <li>• <b>Arthur Miller:</b> A View from the Bridge</li> </ul> <p>Test</p>                                                                                                                                                                                                                                                                      |             |
|            | <b>Short Stories</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  | 15 lectures |
|            | <ul style="list-style-type: none"> <li>• <b>Edgar Allan Poe:</b> The Purloined Letter</li> <li>• <b>Ernest Hemingway:</b> Hills Like White Elephants</li> <li>• <b>William Faulkner:</b> Rose for Emily</li> <li>• <b>John Steinbeck:</b> The Chrysanthemums               <ul style="list-style-type: none"> <li>• <b>Charlotte Perkins Gilman:</b> Yellow Wall-paper</li> </ul> </li> <li>• <b>Kate Chopin:</b> Regret</li> </ul> <p>Assignment</p> |             |

|  |                                                                                                                    |             |
|--|--------------------------------------------------------------------------------------------------------------------|-------------|
|  | <b>Drama</b>                                                                                                       | 15 lectures |
|  | <ul style="list-style-type: none"> <li>● <b>Edward Albee:</b> Who's Afraid of Virginia Woolf</li> </ul> Assignment |             |
|  | <b>Novel</b>                                                                                                       | 15 lectures |
|  | <ul style="list-style-type: none"> <li>● <b>Kathryn Stockett:</b> The Help</li> </ul> Test                         |             |

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**Modern College of Arts, Science and Commerce (Autonomous),**

**Shivajinagar, Pune - 5**

**PG Part 2 of M.A. (English)  
(2023 Course under NEP 2020)**

**Course Code : 23ArEngP314 Course Name: Literary Criticism Teaching Scheme:**

**TH: 2 Hours/Week Credits: 02 Examination Scheme: CIA: 25 Marks End-Sem : 25**

**Marks**

**Prerequisite Courses:**

- **M.A.-I English.**

**Course Objectives:**

- To define the nature, function and relevance of literary criticism and theory
- To demonstrate various critical approaches and their tenets
- To apply critical approaches to the chosen texts
- To analyse intellectual content and thereby develop logical thinking
- To evaluate texts from a critical perspective
- To build an understanding and appreciation of critical theory

**Course Outcomes:**

On completion of the course, student will be able to—

- Define the nature and function of literary criticism

- Understand critical approaches to literary texts
- Identify critical approaches from the selected essays and illustrate them with examples
- Examine and analyse critical approaches
- Assess and evaluate texts from a critical perspective
- Formulate opinions based on an understanding of critical theory

## Course Contents

### Semester III

|                  |                                                                                                                                                                                                                                                              |                       |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
|                  | <b>Chapter 1 Structuralism, Poststructuralism, and Reader Response</b>                                                                                                                                                                                       | <b>20</b>             |
|                  | <ul style="list-style-type: none"> <li>• Background and Critical Approaches</li> <li>• Michel Foucault: <i>What is an author?</i></li> <li>• Stanley Fish: <i>Is there a Text in the Class?</i></li> </ul> <p>Term Paper/ Application to Literary Texts.</p> | <b>18+02</b>          |
| <b>Chapter 2</b> | <b>Feminist Criticism and Postcolonialism</b>                                                                                                                                                                                                                | <b>10 Clock Hours</b> |

- Elaine Showalter: *Feminist Criticism in the Wilderness*
- Gayatri Spivak Chakravorty: *Can the*

**08+02**

*Subaltern Speak?* Presentation/ Application to  
Literary Texts.

## References:

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**Subject Teacher Head Principal Chairperson BoS (English)**  
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**Second Year of M.A. (English)**

**(2024 Course under NEP 2020)**

**Course Code : 23ArEngP321 Course Name : East Asian Literary Studies Teaching Scheme: 4 Hours/Week Credits: 04**  
**Examination Scheme: CIA : 50 Marks End-Sem : 50 Marks**

**Prerequisite Courses:**

- MA-I English

**Course Objectives:**

- To introduce students to East Asian Literature as a different genre as compared to mainstream Western literature.
- To offer students a glimpse at how the process of creative writing in East Asian literature is very different from the Western standard.
- To develop an insight in students regarding the influence of Eastern philosophy on East Asian literature through the ages.
- To reveal the link between the personal and political in East Asian society, as explored by its literature.
- To initiate students into Chinese, South Korean, and Japanese cultures with their nuances and relationship to each other.
- To guide students into observing how literature is a form of introspection in the East Asian literary tradition.

### Course Outcomes:

On completion of the course, the students will be able to–

- Understand the cultural differences that affect the creative process and literary expression of East Asian writers.
- Observe the outer world as a medium for introspection as a unique aspect of East Asian literature.
- Broaden their understanding of East Asian philosophy and how it is closely related to artistic traditions.
- Gain exposure into how literature can be meditative.
- Inculcate a cultural and racial sensitivity towards the social problems of East Asia as portrayed in its literature.
- Explore new avenues of research in East Asian Cultural Studies and Literature.

### Course Contents

#### Semester III Elective

|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <b>Unit 1</b> | <b>Introduction to East Asian Literature</b>                                                                                                                                                                                                                                                                                                                                                                                                              | <b>15</b> |
|               | <ul style="list-style-type: none"><li>● The philosophy of Minimalism<ul style="list-style-type: none"><li>- Wabi</li><li>- Shibui</li><li>- Iki</li><li>- Danshari</li></ul></li><li>● Character-centrism in East Asian works</li><li>● The influence of mythology in literature</li><li>● The influence of Buddhism</li><li>● Literature as socio-political commentary</li></ul>                                                                         |           |
| <b>Unit 2</b> | <b>Introspection in Korean Literature</b>                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>15</b> |
|               | <ul style="list-style-type: none"><li>● Selections from Han Kang's <i>The White Book</i><ul style="list-style-type: none"><li>- Frost</li><li>- Wings</li><li>- Yulan</li><li>- Sugar cubes</li><li>- Your Eyes</li></ul></li></ul> <p><b>Class Activity:</b> Observe the selections to answer the following: What does the colour white connote in each essay? How does the colour take on different meanings to reflect the speaker's mental state?</p> |           |
| <b>Unit 3</b> | <b>The World and the Self in Japanese Literature</b>                                                                                                                                                                                                                                                                                                                                                                                                      | <b>15</b> |
|               | <ul style="list-style-type: none"><li>● Sayaka Murata - <i>Convenience Store Woman</i> (Excerpts)</li></ul> <p><b>Class Activity:</b> How do the protagonist's interactions with other people inform her about herself? What is the part that her job at the convenience store plays in her understanding of herself and society?</p>                                                                                                                     |           |

|               |                                                                                                                                                                                                                                                                                                                   |           |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <b>Unit 4</b> | <b>The World and the Self in Chinese Literature</b>                                                                                                                                                                                                                                                               | <b>15</b> |
|               | <ul style="list-style-type: none"> <li>● Charles Yu - <i>Interior Chinatown</i> (Excerpts)</li> </ul> <p><b>Class Activity:</b> How is the Chinese-American immigrant identity explored in the narrative? How does the screenplay format enhance the pop culture setting that the protagonist is situated in?</p> |           |

## References

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**Second Year of M.A. (English)  
(2024 Course under NEP 2020)**

**Course Code : 23ArEngP322 Course Name : Introduction to Literary Retellings**

**Teaching Scheme: 4 Hours/Week Credits: 04**

**Examination Scheme: CIA : 50 Marks End-Sem : 50 Marks**

**Prerequisite Courses:**

- MA-I English.

**Course Objectives:**

- To introduce students to Literary Retellings as a genre in literary creation.
- To explore Literary Retellings from an academic perspective.
- To create a better awareness of extratextual elements in literary creation.
- To expose students to the artistic and innovative application of classic narratives to contemporary situations.
- To develop an insight in students as to how literature is a medium of social, political, and economic commentary.
- To observe how Literary Retellings best show the constant relevance of literature across eras.

**Course Outcomes:**

On completion of the course, the students will be able to–

- Understand the relevance of classic narratives in the present world.
- Observe how many contemporary fictional narratives find their roots in classical narratives, myths, and lores.
- Comprehend the unique influence of mythology in Indian society on various personal and institutional levels.
- Study how literary retellings experiment with various elements of traditional narratives to create a new or parallel narrative.
- Conduct in-depth and independent studies and analyses on various literary retellings from a research perspective.
- Apply creativity and imagination to literary retellings as writers themselves.

**Course Contents****Semester III Elective**

|               |                                                                                                                                                                                                                                                                                                                            |           |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <b>Unit 1</b> | <b>Introduction to Literary Retellings</b>                                                                                                                                                                                                                                                                                 | <b>10</b> |
|               | <ul style="list-style-type: none"><li>● Definition</li><li>● Types of Literary Retellings<ul style="list-style-type: none"><li>- Adaptations</li><li>- Revisions</li></ul></li><li>● The Function of Literary Retellings</li><li>● The Appeal of Literary Retellings</li><li>● Literary Retellings and Relevance</li></ul> |           |
| <b>Unit 2</b> | <b>Appeal and Techniques of Literary Retellings</b>                                                                                                                                                                                                                                                                        | <b>10</b> |

|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
|               | <ul style="list-style-type: none"> <li>● Meg Donohue - <i>Why We'll Never Get Tired of Literary Retellings</i></li> <li>● Hannah Boettcher - <i>Pride, Prejudice, and Diversity: The Retelling Culture</i> [Chapter - 'Best Practices']</li> </ul> <p><b>Class Activity:</b> Select any one retelling of a classic narrative and write a report on how it appeals to the public and why it makes the classic narrative relevant even today.</p>         |           |
| <b>Unit 3</b> | <b>Literary Retellings in India</b>                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>10</b> |
|               | <ul style="list-style-type: none"> <li>● Dr. Sabita Mishra - <i>A Modern Approach to Retelling of Indian Epics and Mythical Characters</i> [Excerpts]</li> </ul> <p><b>Class Activity:</b> Select any one retelling of an Indian myth/epic, and observe how the values of the original narrative have been applied to the world/era it is set in. Accordingly, write a report on how the myth proves to be relevant even in the contemporary world.</p> |           |
| <b>Unit 4</b> | <b>Gender in Literary Retellings</b>                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>10</b> |
|               | <ul style="list-style-type: none"> <li>● Margaret Atwood - <i>Eurydice</i></li> </ul> <p><b>Class Activity:</b> Find other poems or short stories that retell a narrative from the perspective of another character, and discuss how it adds to the overall understanding of the source text.</p>                                                                                                                                                       |           |
| <b>Unit 5</b> | <b>Race in Literary Retellings</b>                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>10</b> |
|               | <ul style="list-style-type: none"> <li>● Ibi Zoboi - <i>Pride</i> [Excerpts]</li> </ul> <p><b>Class Activity:</b> How does the racial identity of the protagonist(s) affect the events of the narrative? Compare the retelling with the source text with this in mind.</p>                                                                                                                                                                              |           |
| <b>Unit 6</b> | <b>Perspective in Literary Retellings</b>                                                                                                                                                                                                                                                                                                                                                                                                               | <b>10</b> |
|               | <ul style="list-style-type: none"> <li>● Tom Stoppard - <i>Rosencrantz and Guildenstern Are Dead</i></li> </ul> <p><b>Class Activity:</b> What role do the characters perform in the source text and the selected retelling? How much of their characterisation is based on the source text's depiction? How much of their portrayal in the retelling is based on the writer's liberties and imagination?</p>                                           |           |

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**Second Year of M.A. (Elective Sem. IV) (English)**

**(2023 Course under NEP 2020)**

**Course Code : 23ArEngP421 Course Name : Introduction to Dalit Literature**

**Teaching Scheme: 4 Hours/Week Credits: 04 Examination Scheme: CIA : 50 Marks**

**End-Sem : 50 Marks**

**Prerequisite Courses:**

- **MA-I English.**

**Course Objectives:**

- To find the advent of Dalit literature, comprising poems, novels, memoirs, etc. depicting the nuances of the Dalit culture and lives.
- To interpret the literary sensibilities with reference to the expressions of Dalit Writers in literature across the globe and years.
- To experiment with Dalit literature as one of the most important literary phenomena in post-independence India that is trying to restore dignity to a community.
- To compare and contrast Dalit Literature with Global Marginal Literature.
- To justify Dalit Literature to offer new perspectives as a part of Indian Literature.
- To develop an interest in Dalit Literature as a field of research.

**Course Outcomes:**

**On completion of the course, the students will be able to–**

- Comprehend oppressions and marginality as a factor in literary history and expression.
- Understand the discourse as the foundation of dalit sociopolitical movement and literary productions.
- Observe the multi-layered nature of one's identity across cultures, and how it affects one's social roles.
- Appreciate literary works from the perspective of research.
- To inspire the progress of the community despite all odds. This message can be beneficial for the entire world to take steps towards bringing brighter tomorrow.
- To determine innovative approaches by combining anthropological, historical and literary fields.

**Course Contents****Semester IV Elective**

|               |                                                    |                    |
|---------------|----------------------------------------------------|--------------------|
| <b>Unit 1</b> | <b>Introduction to Dalit Literature in English</b> | <b>15 lectures</b> |
|---------------|----------------------------------------------------|--------------------|

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|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| Unit 2 | <ul style="list-style-type: none"> <li>● <i>We Too Are Human</i> : Dr. B.R. Ambedkar</li> <li>● <i>Caste Differently</i> : G. N. Devy</li> <li>● <i>Emergence of Dalit consciousness, politics and literary expression: Historical Overview.</i></li> <li>● <i>The Concept of Dalit Aesthetics : Towards an Aesthetics of Dalit Literature</i> : Excerpts from the book by Sharankumar Limbale</li> <li>● <i>Gender and Caste</i> : Excerpts from “<i>Periyar, Women and Ethic of Citizenship</i>” by V Geetha,</li> <li>● <i>Dalit Women Talk Differently</i> : Gopal Guru</li> </ul> <p>Class Activity: Presentation and discussion on the concepts above.</p> <p style="text-align: center;"><b>Memoir and Fiction</b></p> | 15 lectures |
|        | <ul style="list-style-type: none"> <li>● <i>Karukku</i> by Bama : <i>Translated by Lakshmi Holmstorm</i></li> </ul> <p>Class Activity: A discussion on the writer's everyday reality in the villages.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |             |
| Unit 3 | <b>Short Stories</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 15 lectures |
|        | <ul style="list-style-type: none"> <li>● <i>There is Gunpowder in the Air</i> : Manoranjan Byapari</li> <li>● <i>Gold from the Grave</i> : Annabhau Sathe</li> <li>● <i>The Parable of the Lost Daughter</i>: M.M. Vinodini</li> <li>● <i>Culture Cache and Onward to Columbia (Coming out as Dalit: A Memoir)</i> : Yashica Dutt</li> <li>● <i>Circle (Vartool)</i> : Urmila Pawar</li> </ul> <p>Class Activity: Observing how men and women are denied certain opportunities or have different experiences in the same sphere as human beings, and</p>                                                                                                                                                                      |             |
|        | how they try to reclaim their rights.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |             |

| Unit 4 | Poetry                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 15 lectures |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
|        | <ul style="list-style-type: none"> <li>● <i>Hunger</i> by Namdeo Dhasal; translated by Shanta Gokhale</li> <li>● <i>Jotiba</i> by Chhaya Koregaonkar; translated by Sanika Dhakephalkar</li> <li>● <i>Thousands of Rivers</i> by Siddalingaiah; translated by M. Madhava Prasad</li> <li>● <i>Untitled Poem and Pariah God</i> by Sukirtharani; translated by Meena Kandsamy</li> <li>● <i>Yashodhara</i> by Hira Bansode; translated by Jayant Karve and Philip Engblom</li> <li>● <i>Vithabhau Mang Narayangaonkar</i> by Pradnya Daya Pawar</li> </ul> <p>Class Activity : Poetry reading related to the subjects discussed above and their critical appreciation.</p> |             |

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***Progressive Education Society's***

**Modern College of Arts, Science and Commerce (Autonomous)**

**Shivajinagar, Pune - 5**

**PG Part 2 Year of M.A. (2023-24)**

**(2023 Course under NEP 2020)**

**Course Code: 23 ArEngP422 Course Name: Latin American Literature in English**

**Teaching Scheme: TH:4 Hours/Week Credits: 04 Examination Scheme: C.I.A.: 50**

**Marks End-Sem.: 50 Marks**

**Prerequisite Courses:**

- MA I English Literature

**Course Objectives:**

- To define major literary movements and figures of South American Literature in English through the study of selected literary texts
- To relate literary sensibility and emotional response to the literary texts and implant sense of appreciation of literary texts
- To identify the artistic and innovative use of language employed by the writers ● To examine values and develop human concern in students through exposure to literary texts
- To evaluate the literary merit of the chosen texts
- To build the literary and linguistic competence of students

**Course Outcomes:**

**On completion of the course, student will be able to–**

- Identify the nations that comprise the political designation “Latin America,” and be able to recognize and discuss the major literary works, genres, movements, and ideological components of this category
- Recognize and discuss major themes of Latin American literature, and identify major tropes used by representative authors.
- Identify the major periods of Latin American literary history
- Apply appropriate and culturally relevant critical lenses to respond to, evaluate, analyze, and understand major works of Latin American literature. Develop ethics and values through a close study of literary texts

- Improve literary and linguistic competence.
- Produce a properly formatted written evaluation of selected works of Latin American literature; and demonstrate competency in literary analysis.

### Course Contents

#### Semester IV Elective

| Unit 1 | Short Stories                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 15 lectures |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
|        | <ul style="list-style-type: none"> <li>• Background Studies</li> <li>• The Garden of Forking Paths-Jorge Luis Borges</li> <li>• Blow Up- / Letter to a Young Lady in Paris- Julio Cortazar               <ul style="list-style-type: none"> <li>• Balthazar's Marvelous Afternoon/ The Trail of Your Blood in the Snow-Gabriel García Márquez</li> </ul> </li> <li>• The Fifth Story/The Imitation of the Rose -Clarice Lispector</li> <li>• The Plain in Flames- Juan Rulfo • My Life with the Wave-Octavio Paz</li> </ul> <p>Test</p> |             |
| Unit 2 | Poetry                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 15 lectures |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | <ul style="list-style-type: none"> <li>• Jorge Luis Borges: Browning Decides to be a Poet, Instants</li> <li>• Gabriela Mistral: Death Sonnet I, Poems of the Mothers</li> <li>• Pablo Neruda: Your Laughter, If You Forget Me</li> <li>• Cesar Vallejo: To My Brother Miguel in Memoriam, Weary Rings</li> <li>• Octavio Paz: As One Listens to the Rain, The Street.</li> <li>• Test</li> </ul> <p><u>Activity:</u> Critical Appreciation of a poem excluding the prescribed ones.</p> |  |
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| Unit 3 | Novel                                                                                                                                                                                                                                   | 15 lectures |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
|        | <ul style="list-style-type: none"> <li>• House of Spirits-Isabel Allende</li> <li>• Presentation/Group Discussion</li> </ul> <p><u>Activity:</u> Critical Appreciation of a scene/Novel/Short story, excluding the prescribed ones.</p> |             |
| Unit 4 | Memoir                                                                                                                                                                                                                                  | 15 lectures |
|        | <ul style="list-style-type: none"> <li>• The Motorcycle Diaries-Che Guevara</li> <li>• Test/Presentation</li> </ul> <p><u>Activity:</u> Critical Appreciation of a text excluding the prescribed ones.</p>                              |             |

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