



अंग्रेज़ी एवं विदेशी भाषा विश्वविद्यालय

हैदराबाद - ५००००७

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY
HYDERABAD – 500 007

MA English Literature / MA CAFETERIA

SEMESTER III (August - December 2026)

MA TWO YEARS PROGRAMME IN ENGLISH LITERATURE

COURSE DESCRIPTION

Course Title	Satire and the Augustan Age
Category	Existing Course with changes
Course Code	MAENGLITC522 (Specialised) & (Cafeteria)
Semester	III (August – November 2026)
Number of credits	04
Maximum intake	
Day/Time	Tuesday and Thursday 2.00 – 4.00 p.m
Name of the teacher/s	Prof. Sonba Salve
Course description	Course Overview This course explores the rich tradition of satire in the Neoclassical Age (1660–1789), a period marked by sharp wit, social critique, and literary refinement. Focusing on major satirical works of the era, students will examine how writers like John Dryden, Alexander Pope, Jonathan Swift, and Samuel Johnson used satire as a powerful tool for social commentary, political critique, and literary innovation. The course will delve into different forms of satire—Horatian, Juvenalian, and Menippean—while analysing key themes such as corruption, hypocrisy, vanity, and the clash between reason and folly. Students will also explore the historical and intellectual contexts of the period, including the impact of the Restoration, the rise of journalism, and Enlightenment thought. By engaging with primary texts and critical scholarship, students will develop a deeper appreciation of the tradition of satire and its enduring influence on later literary movements. Assignments will include close readings, comparative analyses, and research papers on the function and evolution of satire.

	Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered) The course seeks to fulfill the following Programme Specific Outcomes. Upon successful completion of the programme, participants will have: PO5: Obtained advanced skills including close reading and critical thinking skills required to analyse and interpret literary and other cultural texts. PO6: Developed research skills including identifying research areas of interest, and discussing various research methods in disciplinary and interdisciplinary literary studies PO10: Interpreted and analysed texts in their social, historical, political, and cultural contexts. PO11: Acquired transferrable skills in writing to relatively recent domains such as digital world. PO13: Developed research writing skills to enable the publication of high-quality academic papers. PO16: Empowered students to become critical thinkers, and scholars. Learning outcomes Upon successful completion of this course, students will be able to: Domain-specific outcome: 1. Critically evaluate the themes ingrained in the narrative in satires of Neoclassical age. 2. Identify the intersections between the genre and socio-political constructs in satires. 3. Articulate informed critiques of the ethical and aesthetic dimensions of satire's approach to wit. Skill-enhancement outcome: 1. Interpret and analyse readings across different historical, cultural contexts and genres. 2. Demonstrate critical reading, and research writing skills of satires.
Course delivery	Lectures and Seminar
Evaluation scheme	Internal: 40% End-semester: 60%

Reading List	Primary Readings: 1. John Dryden – <i>Absalom and Achitophel</i> (1681) 2. John Dryden – <i>Mac Flecknoe</i> (1682) 3. Jonathan Swift – <i>A Tale of a Tub</i> (1704) 4. Jonathan Swift – <i>Gulliver's Travels</i> (1726) 5. Jonathan Swift – <i>A Modest Proposal</i> (1729) 6. Alexander Pope – <i>The Rape of the Lock</i> (1712) 7. Alexander Pope – <i>The Dunciad</i> (1728) 8. Samuel Johnson – <i>The Vanity of Human Wishes</i> (1749) 9. Henry Fielding – <i>Jonathan Wild</i> (1743) 10. Richard Steele & Joseph Addison – Selected essays from <i>The Spectator</i> (1711–1712) Secondary Readings: 11. Ehrenpreis, Irvin. <i>Swift: The Man, His Works, and the Age</i> (3 vols., 1962–1983) 12. Quintana, Ricardo. <i>Eighteenth-Century Satire and Swift</i> (1965) 13. McLaverty, James. <i>Pope, Print, and Meaning</i> (2001) 14. Hammond, Brean. <i>Jonathan Swift</i> (2010) 15. Rogers, Pat. <i>The Alexander Pope Encyclopedia</i> (2004) 16. Williams, Kathleen. <i>Jonathan Swift and the Age of Compromise</i> (1958) 17. Griffin, Dustin. <i>Satire: A Critical Reintroduction</i> (1994) 18. Kernan, Alvin. <i>The Plot of Satire</i> (1965) 19. Rawson, Claude. <i>Satire and Sentiment 1660–1830</i> (2000) 20. Nokes, David. <i>Jonathan Swift: A Hypocrite Reversed</i> (1985)
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THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY
HYDERABAD – 500 007

MA English Literature / MA CAFETERIA

SEMESTER III (August - December 2026)

MA TWO YEARS PROGRAMME IN ENGLISH LITERATURE

COURSE DESCRIPTION

Course title	Literatures of Modern India: Indian Literature in Translation I & II
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course without changes b. Existing course with revision. Mention the percentage of revision and highlight the changes made. 50% c. New course
Course code	MAENGLITC573 (Specialised) MAENGLITC593 (Cafeteria)
Semester	III Aug-Nov.2026
Number of credits	4
Maximum intake	30(On first-come-first-served-basis for MA courses only)
Day/Time	Monday and Wednesday 2:00pm -4:00. pm
Name of the teacher/s	Prof. Aparna Lanjewar Bose
Course description	i) A Brief overview of the course The tradition of Indian Literature has greatly evolved over time, making it extremely rich and versatile. One of the major reasons for this evolution and transition is the availability of literature from the various regional Indian languages in translation. By enriching and expanding the canvas of Indian writing, these translations have contributed immensely through their diversity and plurality. These translated texts have become an equally innovative force and a significant part of the entire corpus of Indian writing, erasing linguistic and regional boundaries. They offer a vast multidimensional and cross-sectional view of the nation and Indian society in which it grew originally, proliferated and elicited responses. Much of these writings tend to continually interrogate and upgrade the Indian literary canon. This course entails a selective study of translations from regional Indian languages that challenge the monolithic singularity of dominant literary discourses and specifically contribute as narratives of resistance. These texts represent a paradigmatic quest into varied

linguistic practices and cultural productions within the Indian subcontinent.

Further, the course aims to familiarize students with specific themes and issues embedded within these translated texts-- their processes of initiation, inception, the larger context of legitimizing the need for creative orientation, the very purpose of their emergence and much more. Accordingly, these texts become both academically and creatively engaging, impelling the reader to take an objective overview of the literary and cultural scenario.

The focus of the course will primarily be on literary texts rather than the act of translation itself, although a brief acquaintance with the issues and problems of translation will also form part of the course. At the same time acknowledging the limitations of time, a selective corpus of six to seven translated texts will be provided.

The selections made would include works that have a sound progressive, ideological and philosophical underpinning.

ii) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)

The course seeks to fulfil the following programme specific outcomes

Upon successful completion of the course programme, the students will have

PO1: Gained critical understanding of the changing views on the nature and functions of literature across historical epochs and political landscapes

PO5: Obtained advanced skills including close readings and critical thinking skills required to analyze and interpret literary and other cultural texts.

PO9: Applied critical thinking skills and creative abilities in personal and professional contexts.

PO10: Interpreted and analyzed texts in their social, historical, political, and cultural contexts.

PO13: Developed research writing skills to enable the publication of high-quality academic papers.

PO16: Empowered students to become critical thinkers, and scholars.

ii) Learning outcomes—

Upon successful completion of the course the students will be able to:

a) Domain specific outcomes

- 1) students will be able to understand the historical and cultural evolution of Indian literature through rich translation tradition across regional languages
- 2) they will be able to analyze the importance of translated texts

in challenging both the dominant literary canon and the monolingual approach to Indian writing.

- 3) They may be able to develop a comparative perspective on regional writings and identify the thematic, aesthetic and ideological dimensions of literary translations.
- 4) Students may be able to examine the representation of resistance in relation to class, caste, gender, colonialism, partition, modernity, identity and nationalism.

b) Skill-enhancement

1) Develop critical thinking and analytical skills through close reading and discussion of texts.

2) Improve academic writing and argumentation skills through essays, classroom discussions, seminars, response papers, and presentations.

3) Strengthen comparative literary analysis by engaging with translations and multilingual perspectives.

4) Enhance research capabilities by incorporating scholarly criticism, secondary texts, and interdisciplinary perspectives.

5) Develop sensitivity towards linguistic diversity, cultural plurality, women and marginalized voices.

c) Value addition

1. Overall, the course shall contribute to sensitizing the students towards India's plurilingual heritage, social and cultural diversity.

2. Attempt to foster empathy, conscience and social responsibility through the translated texts on resistance and marginality.

3. Promote critical consciousness regarding impending issues of class, caste, gender and identity.

4. Encourage aesthetic appreciation and literary sensibility based on its own merit as a translated literary text.

d) Employability quotient

1) Students can venture into creative industries such as literary editing, scriptwriting, translation and interpretation services in media and publication houses.

2) Students can get into documentation and archival projects that involve regional literatures, Bhakti and oral traditions.

3) They may gain competency in teaching and/or academic research in literature, translation studies and culture studies.

Course delivery	The course shall be delivered through lectures, close reading of texts, classroom seminars, and use of audio- visual material if necessary.
Evaluation scheme	Internal 40% (Includes presentation and a short-written assignment) End-semester 60% (Includes a written exam)
Reading list	Essential reading: •Hallisay, Charles. <i>Therigatha: Poems of the First Buddhist Women</i>. Harvard University Press, 2015 •Shah, Ahmed. Trans. <i>The Bijak of Kabir</i>, 1917 •Bhavni Bhavai. Directed by Ketan Mehta, written by Dhiruben Patel, Sanchar Film Cooperative Society Ltd., 1980. •Mohanty, Gopinath. <i>Paraja</i>. Translated by Bikram K. Das, Oxford UP, 1987 •Selections from: Dharwadker, Vinay, and A. K. Ramanujan, editors. <i>The Oxford Anthology of Modern Indian Poetry</i>. OUP. 1994. •Selections from: Ramakrishnan, E. V., edited. <i>Indian Short Stories: 1900–2000</i>. Sahitya Akademi, 2005. •Selected poetry of Sahir Ludhianvi Additional reading: •Anand, Mulk Raj, and Eleanor Zelliot, editors. <i>An Anthology of Dalit Literature: Poems</i>. Gyan Publishing House, 1992. •Dangle, Arjun, editor. <i>Poisoned Bread: Translations from Modern Marathi Dalit Literature</i>. Orient Longman, 1992. •Das, Sisir Kumar. <i>A History of Indian Literature</i>. Sahitya Akademi, 1991. •Das, Sisir Kumar. <i>A History of Indian Literature: 1911–1956</i>. Sahitya Akademi, 1995. •Devy, G. N. <i>After Amnesia: Tradition and Change in Indian Literary Criticism</i>. Orient Longman, 1992. •Gokhale, Namita, editor. <i>The Book of Indian Short Stories</i>. Penguin Books, 1993. •Mehrotra, Arvind Krishna, editor. <i>A History of Indian Literature in English</i>. Columbia UP, 2003. •Mukherjee, Meenakshi. <i>The Perishable Empire: Essays on Indian Writing in English</i>. Oxford UP, 2000.

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| | <ul style="list-style-type: none">•Naik, M. K. <i>A History of Indian English Literature</i>. Sahitya Akademi, 1982.•Narasimhaiah, C. D. <i>The Swan and the Eagle: Essays on Indian English Literature</i>. Indian Institute of Advanced Study, 1969.•Ramakrishnan, E. V., editor. <i>Indian Short Stories: 1900–2000</i>. Sahitya Akademi, 2005.•Rao, Raja, editor. <i>Modern Indian Short Stories</i>. Orient Longman, 1982.•Srinivasan, K. S., and AK Ramanujan. “What is Indian Literature?” <i>Indian Literature</i> vol.25, no.4 July-August Sahitya Akademi.1982•Tharu, Susie, and K. Lalitha, editors. <i>Women Writing in India: 600 B.C. to the Present</i>. Vols. I & II, Oxford UP, 1991 & 1993. |
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THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY
HYDERABAD – 500 007

MA English Literature / MA CAFETERIA

SEMESTER III (August - December 2026)

MA TWO YEARS PROGRAMME IN ENGLISH LITERATURE

COURSE DESCRIPTION

Course title	Reading James Joyce's <i>Ulysses</i>
Category	Existing course without changes
Course code	MAENGLITC 640 (Specialised) & MAENGLITC 650 (Cafeteria)
Semester	III
Number of credits	4
Day/Time	Wednesday and Thursday, 11 a.m. – 1 p.m.
Name of the teacher/s	Prof. Jibu Mathew George (9849706932)
Course description	i) A Brief overview of the course I've put in so many enigmas and puzzles that it [<i>Ulysses</i>] will keep the professors busy for centuries arguing over what I meant, and that's the only way of insuring one's immortality – James Joyce to Benoît-Méchin, the French translator of <i>Ulysses</i>. James Joyce, an Irish Catholic by birth but cosmopolitan by temperament and training, is one of the high-modernist writers who extended the frontiers of fiction with his experimental writings. <i>Ulysses</i> (1922), his magnum opus, is the narrative of a single day's non-events, set in 1904 Dublin but within several elaborately schematized intertextual templates – Homeric, biblical, and Shakespearean, to name a few. A technical tour de force and an encyclopaedic compendium of miscellaneous data, <i>Ulysses</i> is also an implicit meta-literary investigation surrounding the question 'What would count as literature?'. The course aims to introduce participants to a text capable of generating meanings at multiple levels, through open-ended reading practices. <i>Ulysses</i> can be analyzed in terms of its narrative poetics, contexts (Irish, Continental, Catholic, and so on), its singular concerns, questions of language and representation, inter-art influences, critiques of dominant ideologies, and the fruitfulness of various critical approaches. As a matter of fact, some of these approaches came into vogue as part of the endeavour to grapple with the complexities of literary modernism epitomized by Joyce's texts. ii) Objectives of the course in terms of Programme Specific Outcomes (PSOs)

	1) to introduce participants to a text that, besides being a modern literary classic, represents a milestone in Western cultural history (PSO1). 2) to provide a critical understanding of the works of James Joyce, his background, politics, and aesthetics, and demonstrate how his innovations influenced literary history as well as contemporary theory (PSO2, PSO10). 3) to help participants develop "close reading" skills and develop the ability to deliberate on the dynamics of intra- and intertextual meaning beyond any assumed auctorial intention (PSO5). 4) critically acquaint participants with the salient features of modernist/avant-garde literature written in the face of crises, through nuanced readings of the prescribed text (PSO10). 5) help participants develop critical thinking skills and research capabilities, including identification of research gaps, methods, and approaches in disciplinary and interdisciplinary contexts (PSO6, PSO9, PSO13, PSO14, PSO16). iii) Learning outcomes Upon successful completion of the course, the students will Domain specific outcomes 1) understand the condition of modernity in its historical, social, economic, and political dimensions and explain how modernism, with its diverse movements and sometimes mutually contradictory tendencies, constitute a complex cultural response to it, through a quintessential high-modernist text and its inalienably Irish milieu. 2) be able to engage in advanced debates on fundamental questions in literature, art, culture, and history. Skill enhancement 3) have accomplished linguistic competence and cognitive rigour required to engage with higher-order questions in the humanities. 4) have acquired the tools to analyze and interpret complex literary and cultural texts. Application 5) be able to apply the skills gained from the exercise of reading a complex text such as <i>Ulysses</i> to interpretive analysis of other texts with an eye for their singularity and categorizable characteristics; 6) be able to write and publish theoretically nuanced academic papers that show awareness of language and representation, unique textual concerns, literary devices, and ideological/counter-ideological engagements.
Course delivery	The course will be delivered through lectures, classroom discussions, and student presentations.
Evaluation scheme	Evaluation consists of two mid-term assignments (20% each) and a semester-end research paper (60%) on a topic chosen by each participant in consultation with the course instructor.
Reading list	Essential reading Joyce, James. <i>Ulysses: A Critical Edition</i>. Edited by Hans Walter Gabler, Wolfhard Steppe, and Claus Melchior, Garland, 1984. Additional reading

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| | <p>Adorno, Theodor W. "Reconciliation under Duress." <i>Aesthetics and Politics</i>, edited by Ernst Bloch, NLB, 1977.</p> <p>Blamires, Harry. <i>The New Bloomsday Book: A Guide through Joyce's Ulysses</i>. Routledge, 1996.</p> <p>Gifford, Don, and Robert J. Seidman. <i>Ulysses Annotated: Notes for James Joyce's Ulysses</i>. Rev. ed., University of California Press, 1989.</p> <p>Gilbert, Stuart. <i>James Joyce's Ulysses: A Study</i>. Vintage, 1955.</p> <p>Homer. <i>The Odyssey</i>. Translated by Robert Fitzgerald, Anchor-Doubleday, 1963.</p> <p>Joyce, James. <i>A Portrait of the Artist as a Young Man: Text, Criticism, and Notes</i>. Edited by Chester G. Anderson, Viking-Penguin, 1977.</p> |
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THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY
HYDERABAD – 500 007

MA English Literature / MA CAFETERIA
SEMESTER III (August - December 2026)
MA TWO YEARS PROGRAMME IN ENGLISH LITERATURE

COURSE DESCRIPTION

Course title	Romantic Poetry
Category	Existing course
Course code	MAENGLITC530 (Specialised) & (Cafeteria)
Semester	III
Credits	4
Maximum intake	30
Day/Time	Tuesday 4 pm to 6 pm Thursday 4 pm to 6 pm
Name of the teacher	Prof. C.Sharada
Course description	A.1) Overview: The focus of this course is on the social and literary background of romantic age and the impact of French Revolution, Enlightenment and Industrialization on the poetry of the period. The poems prescribed for study will be analyzed and evaluated in relation to the historical, cultural, political, philosophical and social contexts. The course will examine the relevance of the prescribed poems in the present times II)Objective: To introduce the students to the characteristic features of the romantic age, romantic movement, romantic poetry and romantic criticism. The course seeks to fulfill the following programme specific outcomes approved by the BOS and Academic Council PO2: Develop aesthetic and philosophical understanding of key concepts, ideas and theories in literary Studies. PO5: Obtain advanced skills including close reading and critical thinking skills required to analyze and interpret literary texts PO6: Develop research skills including identifying research areas of

	interest, and discussing various research methods in disciplinary and interdisciplinary literary studies. PO12: Accomplish linguistic competence, nuanced articulation, cognitive rigour required for high achievement in multiple domains of employment. PO16: Empower students to become critical thinkers, and scholars iii) Learning Outcome: - Domain Specific: Upon completion of this course, the students should be able to evaluate the poems from contemporary critical perspectives - Value addition: Develop an ability of advanced analysis with regard to textual interpretation, appreciation and argumentation. - Skill-enhancement: Develop research skills through the location, evaluation, and synthesis of primary and secondary sources related to Romantic poetry. - Employability quotient: The course helps the students to take up teaching assignments and research projects. All the primary texts prescribed for the course subscribes to the above mentioned points(a, b, c, d)
Course delivery	Lecture and seminar
Evaluation scheme	Internal: Two sit-down exams and one research paper submission (40%) End-semester: Sit- down(60%)
Reading list	Essential reading William Wordsworth: <i>The Prelude</i> Tintern Abbey Ode: Intimations of Immortality Samuel Taylor Coleridge: The Rime of the Ancient Mariner Kubla Khan P.B.Shelley: Ode to the West Wind To a Skylark John Keats: Ode to a Nightingale Ode on a Grecian Urn Ode to Autumn

Additional reading

Abrams, M.H. ed. *English Romantic Poets: Modern Essays in Criticism*. New York: Oxford UP, 1960.

Beer, J.B. *Coleridge the Visionary*. New York: Collier, 1962.

Bowra, Maurice. *The Romantic Imagination*. London: Oxford UP, 1961.

Brooks, Cleanth. *The Well Wrought Urn*. London: Dennis Dobson, 1968.

Bush, Douglas. *John Keats: His Life and Writings*. London: Weidenfeld & Nicolson, 1966.

Darbshire, Helen. *The Poet Wordsworth*. Oxford: Clarendon P, 1950.

Hartman, Geoffrey H. *Wordsworth's Poetry: 1787-1814*. New Haven: Yale UP, 1964.

House, A. Humphrey. *Coleridge*. London: Harte-Davis, 1953.

Matthews, G.M. *Shelley*. London: Longman, 1970.

Perkins, David. *The Quest for Permanence*. Cambridge, MA: Harvard UP, 1959.

Vendler, Helen. *The Odes of John Keats*. Cambridge, MA: Harvard UP, 1983.

Woodings, R.B. *Shelley: Modern Judgments*. London: Macmillan, 1968.



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हैदराबाद - ५००००७

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY
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MA English Literature / MA CAFETERIA
SEMESTER III (August - December 2026)
MA TWO YEARS PROGRAMME IN ENGLISH LITERATURE

COURSE DESCRIPTION

Course title	Cognition of Cognition: A Neurolinguistic Study of Literature
Category (Mention the appropriate category (a/b/c) in the course description.)	c. New course
Course code	MAENGLITE567 (Specialised) MAENGLITE585 (Cafeteria)
Semester	III
Number of credits	4
Maximum intake	15 (On the basis of the written exam conducted by the course instructor) Biology at 10+1 and 10+2 (Intermediate level compulsory)
Day/Time	Monday: 9 am to 11 am and Wednesday: 9 am to 11 am
Name of the teacher/s	Dr. Jai Singh
Course description	Include the following in the course description i) A brief overview of the course Cognitive and neuro-linguistic studies examine how the mind works. It is a dynamic interdisciplinary investigation of the nature and origins of thought and language. How do we learn, remember, and sense the world around us? What is the relationship between the mind and the brain? What factors contribute to the shaping of the mind? Could a computer think? This course draws upon techniques and expertise from disciplines including psychology, linguistics, computer science, philosophy, and cognitive neuroscience. Despite different methods of investigation, cognitive scientists are committed to a set of ideas: The mind is a function of the brain, thinking is a kind of computation, and language and cognition are best understood as a set of specialized processes and representations. ii) Objectives of the course in terms of Program Specific

	Outcomes (PSO of the Program under which the course is being offered) Objectives: • Read and analyze cognitive science literature across disciplines. • Recognize and evaluate important ways in which philosophers, scientists, and others have perceived the mind over time. • Solve problems in cognitive and linguistic sciences using formal symbolic systems. • Recognize and describe the different research methodologies of various disciplines, and apply the research methodologies employed in a concentration discipline. iii) Learning outcomes—a) domain-specific outcomes b) value addition/ c) skill-enhancement/ d) employability quotient (Please highlight the portion that subscribes to a/b/c/d) Learning Outcomes: a) Read and analyze cognitive science literature across disciplines. b) Recognize and evaluate important ways in which philosophers, scientists, and others have perceived the mind over time. c) Solve problems in cognitive and linguistic sciences using formal symbolic systems. d) Recognize and describe the different research methodologies of various disciplines, and apply the research methodologies employed in a concentration discipline.
Course delivery	Lecture /Seminar/Experiential learning (highlight the portion in the course description that lends itself to these)
Evaluation scheme	Internal (modes of evaluation): Research Paper End-semester (mode of evaluation): Written Exam *Please note that open-book examination is permissible only for courses offered as part of MA programs and subject to approval by the Head of the Department/Dean of the School concerned
Reading list	Suggested Reading List: Ahlsén, Elisabeth. <i>Introduction to Neurolinguistics</i>. Amsterdam: John Benjamins Publishing Company. 2006. Barthes, Roland, "The Death of the Author." <i>The Norton Anthology of Theory and Criticism</i>. Ed. Vincent B. Leitch. New York: W. W. Norton & Company, Inc., 2001. 1466- 1470. Bogost, Ian. <i>Persuasive Games: The Expressive Power of Videogames</i>. Cambridge, MA: MIT, 2007. Butler, Samuel. <i>Erewhon, Everyman's Library</i>. 1872. London: J. M.

	Dent, 1965. Edelman, Lee. "The Plague of Discourse: Politics, Literary Theory, and AIDS." <i>The South Atlantic Quarterly</i> 88.1 (1989): 301-17. Freifeld, Clark C., et al. "Participatory Epidemiology: Use of Mobile Phones for Community- Based Health Reporting." <i>PLoS Med</i> 7.12 (2010): 1-5. Gagnon, Diana. "Videogames and Spatial Skills: An Exploratory Study." <i>Educational Communication and Technology</i> 33.4 (1985): 263-275. Greenfield, Susan. <i>Tomorrow's People</i>. London: Penguin, 2004. Gerlach, Neil, et al. <i>Becoming Biosubjects: Bodies, Systems, Technologies</i>. Toronto: U of Toronto P, 2011. Kramsch, Claire. "Language, Thought and Culture." Ed. Alan Davies and Catherine Elder. <i>The Handbook of Applied Linguistics</i>. Oxford: Blackwell, 2006. 235-261. Lucretius, "Book Six" <i>The Nature of Things</i>. Trans. Frank Copley. New York: W. W. Norton, 1977. MacKellar, Calum. "Cyberneuroethics." <i>Cyborg Mind: What Brain-Computer and Mind-Cyberspace Interfaces Mean for Cyberneuroethics</i>. Ed. CalumMacKellar. Berghahn Books, 2019. 99-216. Santon B. Garner, Jr. "Artaud, Germ Theory, and the Theatre of Contagion." <i>Theatre Journal</i> 58.1 (2006): 1-14. Wolf, Maryanne. <i>Proust and the Squid: The Story and Science of the Reading Brain</i>. New York: HarperCollins, 2007. Wolf, Maryanne. <i>Reader Come Home: The Reading Brain in a Digital World</i>. New York: HarperCollins, 2018. Wykowska, Agnieszka, et al. "Embodied artificial agents for understanding human social cognition." <i>Philosophical Transactions: Biological Sciences</i> 371.1693 (2016): 1-9.
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MA English Literature / MA CAFETERIA
SEMESTER III (August - December 2026)
MA TWO YEARS PROGRAMME IN ENGLISH LITERATURE

COURSE DESCRIPTION

Course title	Research Methodology
Category (Mention the appropriate category (a/b/c) in the course description.)	b. Existing course with revision. Mention the percentage of revision and highlight the changes made. 10%
Course code	MAENGLITRMC597 (Specialised) & (Cafeteria)
Semester	III Semester (August to December 2026)
Number of credits	04
Day/Time	Monday 04.00 pm - 06.00 pm Friday 02.00 p.m. - 04.00 pm
Name of the teacher/s	Dr. Eligedi Rajkumar
Course description	I) A brief overview of the course: Literary research today requires at the very least an openness to other disciplines, but there remain both dangers and opportunities in undertaking interdisciplinary study. Of the dangers, the failure to appreciate the distinctive histories and methodologies of contending disciplines is potentially the most damaging. But at the same time, interdisciplinary study allows unprecedented scope for posing new questions and it enables the pursuit of individual research interests in ways that were inconceivable 30 years ago (David Johnson, 2010). The main objective of this course is to introduce research methods and familiarize students with various aspects of research, and current research trends in literary studies. It explores interconnections between literary studies and other disciplines. The course enables students to write research proposals, research papers, theses, and encourage them to pursue research in Interdisciplinary Literary Studies. II) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered): • To introduce research methods in literary studies. • To encourage students to develop scholarly interest at the

intersection of literary studies and other disciplines.

- To encourage students to approach literature with critical mind by learning various critical approaches, applying new methods in literary studies, offering new insights to the texts, contexts and the culture of literature.
- To inculcate research rigour and ethics among the new researchers.
- To enable students to develop research proposals, research papers and theses.
- To address following questions:
 - What is research in humanities or literary studies?
 - What's a research gap? How do we find it?
 - What is research hypothesis or research question and how do we formulate it?
 - What is reading for research and writing? What is a well-structured argument?
 - What are research approaches and methods?
 - What are research tools? What is research ethics?

The course seeks to fulfill the following Programme Specific Outcomes.

Upon successful completion of the programme, participants will have

PO3: Understood research models, research trends, pedagogies, and debates in Literary studies.

PO5: Obtained advanced skills including close reading and critical thinking skills required to analyse and interpret literary and other cultural texts.

PO6: Developed research skills including Identifying research areas of interest, and discussing various research methods in disciplinary and interdisciplinary literary studies

PO7: Developed presentation skills, employability skills, and advanced communication skills which would be valuable in professional undertakings such as government, IT, corporate agencies, publishing houses, educational sector, advertising, HR, marketing and media.

PO12: accomplished linguistic competence, nuanced articulation, cognitive rigour required for high achievement in multiple domains of employment.

PO13: Developed research writing skills to enable the publication of high-quality academic papers.

PO14: Developed holistic and pluralistic perspectives on regional, national, and global understanding of issues resulting from interdisciplinarity of courses.

PO15: developed ethical decision making aligned to the principles of accountability, fairness, integrity, and Life skills.

PO16: Empowered students to become critical thinkers, and scholars.

	III) Learning outcomes: Upon successful completion of this course, students will be able to: a) domain specific outcomes • Develop interest in research at the intersection of literary studies and other disciplines. • Identify research areas of interest and discuss various research methods in literary studies. • Demonstrate knowledge of contemporary research trends in literary studies. b) value addition: • Adds significant value to students' academic, professional, and personal development. • Equips learners with scientific thinking, analytical skills, and research competence required across disciplines. • Enhances academic writing, referencing, documentation skills, problem-solving, and decision-making skills. • Prepares students for dissertations, research projects, publications, and higher studies. c) skill-enhancement: • Develop critical thinking skills. • Develop research skills by conducting surveys, writing research proposals, research papers and theses. • Empower students to undertake independent research by following research methods and ethics. d) employability quotient: • Enhances the employability quotient of students by preparing them for careers in teaching, research, content development, higher studies, government services, IT and corporate sectors, publishing houses, educational institutions, advertising, human resources, NGOs, marketing, and media industries.
Course delivery	Course will involve lecture mode as well as participation of students in classroom discussions and a seminar presentation.
Evaluation scheme	Internal (modes of evaluation): 40% Survey on contemporary research in Literary Studies and Quizzes Short Response Paper Research Seminar Presentation (PPT)

	End-semester (mode of evaluation):60% Research Proposal & Viva Voce
Reading list	Essential reading: Selections from the following readings: Griffin, G. (2013). <i>Research methods for English studies</i> (2nd ed). Edinburgh University Press. Sinha, M.P. (2004). <i>Research Methods in English</i> . New Delhi. Atlantic Publishers & Distributors (P) LTD. Sousa Correa, D. da, & Owens, W. R. (Eds.). (2010). <i>The handbook to literary research</i> (2nd ed). Routledge [in association with] the Open University. Booth, W. C., Colomb, G. G., & Williams, J. M. (2003). <i>The craft of research</i> . University of Chicago press. Rugg, G., & Petre, M. (2007). <i>A gentle guide to research methods</i> . McGraw-Hill/Open Univ. Press. Additional reading: Klarer, M. (2005). <i>An Introduction to Literary Studies</i> (2nd ed). Routledge. Hans Bertens. (2014). <i>Literary Theory: The Basics</i> . Routledge. Tison Pugh, & Johnson, M. E. (2014). <i>Literary studies: a practical guide</i> . Routledge. Childs, P., & Fowler, R. (2006). <i>The Routledge dictionary of literary terms</i> . Routledge. Tyson, L. (2006). <i>Critical theory today: A user-friendly guide</i> . Routledge.



अंग्रेजी एवं विदेशी भाषा विश्वविद्यालय

हैदराबाद - ५००००७

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY
HYDERABAD – 500 007

MA English Literature / MA CAFETERIA
SEMESTER III (August - December 2026)
MA TWO YEARS PROGRAMME IN ENGLISH LITERATURE

COURSE DESCRIPTION

Course title	Introduction to Science Fiction
Category (Mention the appropriate category (a/b/c) in the course description.)	New course
Course code	MAENGLITE546 (Specialised) MAENGLITE565 (Cafeteria)
Semester	III Semester (August–December 2026)
Number of credits	04
Maximum intake	–
Day/Time	Tuesday 09.00am – 11.00 am Friday 09.00 am – 11.00 am
Name of the teacher/s	Dr. Ankit Prasad
Course description	I) Course description: As a literary genre, science fiction has a rich, varied, and contested history. Of all the speculative genres, its definition, history, and theory have attracted the most scholarly attention. In this course, we will look at science fiction as a crucial genre of our age and understand the various ways we may engage with it from a scholarly perspective. To do this, we will read fiction alongside critical material and understand how the genre has developed over time. Our readings will encompass a global perspective, looking at the tradition of science fiction in different regions of the world. II) Objectives of the course in terms of Programme Specific Outcomes Upon completion of the programme, students will have:

PO1: gained critical understanding of the changing views on the nature and functions of literature across historical epochs.

PO2: developed aesthetic and philosophical understanding of key concepts, ideas, and theories in literary studies.

PO3: understood research models, research trends, pedagogies, and debates in literary studies.

PO5: obtained advanced skills including close reading and critical thinking skills required to analyse and interpret literary and other cultural texts.

PO6: developed research skills including identifying research areas of interest, and discussing various research methods in disciplinary and interdisciplinary literary studies.

PO7: developed presentation skills, employability skills, and advanced communication skills which would be valuable in professional undertakings.

PO10: interpreted and analysed texts in their social, historical, political, and cultural contexts

PO12: accomplished linguistic competence, nuanced articulation, cognitive rigour required for high achievement in multiple domains of employment.

PO14: developed holistic and pluralistic perspectives on regional, national, and global understanding of issues resulting from interdisciplinarity of courses.

PO16: empowered students to become critical thinkers and scholars

III) Learning outcomes:

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

a) domain specific outcomes

- understand the genre of science fiction, particularly as a literary form
- appreciate the aesthetics, form, and key tropes associated with science fiction
- critically evaluate and respond to key texts

	b) skill-enhancement • develop critical thinking • engage in scholarly discourse, presentation, and writing • identify key areas of further research
Course delivery	Lecture Student seminars
Evaluation scheme	Internal (seminar-type presentations/written exam): 40% End-semester (research paper/written exam): 60%
Reading list	<u>Essential reading:</u> [Selections from:] Evans, Arthur B. et al., ed. <i>The Wesleyan Anthology of Science Fiction</i>. Wesleyan UP, 2010. Latham, Rob. <i>Science Fiction Criticism: An Anthology of Essential Writings</i>. Bloomsbury, 2017. Vandermeer, Ann and Jeff, ed. <i>The Big Book of Science Fiction</i>. Vintage Books, 2016. <u>Additional Reading:</u> Canavan, Gerry, and Eric Carl Link, editors. <i>The Cambridge History of Science Fiction</i>. Cambridge UP, 2018. * Canavan, Gerry, and Kim Stanley Robinson, editors. <i>Green Planets: Ecology and Science Fiction</i>. Wesleyan UP, 2014. Chernyshova, Tatiana. "Science Fiction and Myth Creation in Our Age." <i>Science Fiction Studies</i> vol. 31, no. 3, 2004, pp. 345–357. * Chu, Seo-Young. <i>Do Metaphors Dream of Literal Sleep? A Science Fictional Theory of Representation</i>. Harvard UP, 2010. Csicsery-Ronay, Jr., Istvan. <i>The Seven Beauties of Science Fiction</i>. Wesleyan UP, 2008. Moylan, Tom. <i>Demand the Impossible: Science Fiction and the Utopian Imagination</i>. Methuen, 1986. Scholes, Robert, and Eric S. Rabkin. <i>Science Fiction: History, Science, Vision</i>. Oxford UP, 1977. Suvin, Darko. <i>Metamorphoses of Science Fiction: On the Poetics and History of a Literary Genre</i>. Peter Lang, 2016 [1979]. * Vint, Sherryl. <i>Science Fiction: A Guide for the Perplexed</i>. Bloomsbury, 2014. * Westfahl, Gary. <i>The Mechanics of Wonder: The Creation of the Idea of Science Fiction</i>. Liverpool UP, 1998. *