

GOA UNIVERSITY
Taleigao Plateau, Goa 403 206

REVISED MINUTES
of the 5th Meeting of the Standing Committee of
X ACADEMIC COUNCIL

Day & Date

Tuesday, 14th February, 2023 & Thursday, 23rd February, 2023

Time

10.00 a.m.

Venue
Council Hall,
Administrative Block
Goa University

D 3.3	<p>Minutes of the Board of Studies in Physics meeting held on 04.11.2022.</p> <p>The Standing Committee of the Academic Council approved the minutes of the Board of Studies in Physics meeting held on 04.11.2022 with a suggestion to Replace Terminology 'Learning Outcomes' with 'Course Outcomes'</p> <p style="text-align: center;">(Action: Assistant Registrar Academic-PG)</p>
D 3.4	<p>Minutes of the Board of Studies in Social Work meeting held by circulation.</p> <p>The Standing Committee of the Academic Council approved the minutes of the Board of Studies in Social Work meeting held by circulation with the following suggestions:</p> <ol style="list-style-type: none"> 1. Heading for the Courses listed under the structure to be mentioned. (Research Specific Elective Courses and General Elective Courses) 2. Terminology 'Optional Courses' to be replaced with 'Elective Courses'. 3. Terminology 'Recommended readings' to be replaced with 'References/Readings'. 4. Uniform format for the References/Readings to be followed. <p style="text-align: center;">(Action: Assistant Registrar Academic-PG)</p>
D 3.5	<p>Minutes of the Board of Studies in Public Administration meeting held on 01.07.2022.</p> <p>The Standing Committee of the Academic Council approved the minutes of the Board of Studies in Public Administration meeting held on 01.07.2022 with the following suggestions:</p> <ol style="list-style-type: none"> 1. Data Analysis under the content of the syllabus to be added for Course code PATR-501 Qualitative and Quantitative Research Methodology. 2. Heading for the Courses listed under the structure to be mentioned. (Research Specific Elective Courses and General Elective Courses) 3. Course, objectives of PATR-501 - Qualitative and Quantitative Research Methodology to be checked. <p style="text-align: center;">(Action: Assistant Registrar Academic-PG)</p>
D 3.6	<p>Minutes of the Board of Studies in Mathematics meeting held on 03.11.2022.</p> <p>The Standing Committee of the Academic Council approved the minutes of the Board of Studies in Mathematics meeting held on 03.11.2022 with the suggestion to verify the title of the Course Code MTTE- 407 as the same Course is offered at UG level.</p> <p style="text-align: center;">(Action: Assistant Registrar Academic-PG)</p>
D 3.7	<p>Minutes of the Board of Studies in English meeting held on 17.10.2022.</p> <p>The Standing Committee of the Academic Council approved the minutes of the Board of Studies in English meeting held on 17.10.2022 with the following suggestions:</p> <ol style="list-style-type: none"> 1. Terminology 'Optional Courses' to be replaced with 'Elective Courses'. 2. Terminology 'Recommended readings' to be replaced with 'References/Readings'.

	<p>3. The syllabus to be submitted as per prescribed syllabus template.</p> <p>4. ODL courses to be added under the Pedagogy.</p> <p>(Action: Assistant Registrar Academic-PG)</p>
D 3.8	<p>Minutes of the Board of Studies in Food Technology meeting held on 27.07.2022.</p> <p>The Standing Committee of the Academic Council approved the minutes of the Board of Studies in Food Technology meeting held on 27.07.2022 with the following suggestions:</p> <ol style="list-style-type: none"> 1. Digital learning to be added under Pedagogy of the Course. 2. Terminology 'Reference books' to be replaced with 'References/Readings.' 3. To maintain uniformity in the syllabus for Number of hours, Credits, Prerequisites for the Course, References/Readings etc. 4. ROSC 112 Study Tour to be classified as RSEC. <p>(Action: Assistant Registrar Academic-PG)</p>
D 3.9	<p>Minutes of the Board of Studies in Zoology meeting held on 26.07.2022.</p> <p>The Standing Committee of the Academic Council did not approve the minutes of the Board of Studies in Zoology meeting held on 26.01.2022.</p> <p>The Board of Studies was suggested to make the following changes:</p> <ol style="list-style-type: none"> 1. Semester IV Clinical Genetics I and II Practical Courses to be made as 1 Credit Course. 2. Terminology 'Optional Courses' to be replaced with 'Elective Courses'. 3. The Chairperson, Board of Studies was advised to refer the matter back to the Board to introduce new RSCC. 4. Research Methodology Course to be introduced. <p>The House authorized the Vice-Chancellor to approve the same on behalf of the Academic Council.</p> <p>(Action: Assistant Registrar Academic-PG)</p>
D 3.10	<p>Minutes of the Board of Studies in Women's Studies meeting held by circulation.</p> <p>The Standing Committee of the Academic Council approved the minutes of the Board of Studies in Women's Studies meeting held by circulation.</p> <p>(Action: Assistant Registrar Academic-PG)</p>
D 3.11	<p>Minutes of the Board of Studies in Political Science meeting held on 01.11.2022.</p> <p>The Standing Committee of the Academic Council approved the minutes of the Board of Studies in Political Science meeting held on 01.11.2022 with the following suggestions:</p> <ol style="list-style-type: none"> 1. PSTR – 505 Human Rights, Research Specific Elective Course Course to be offered in online mode. 2. Credits for PSTR – 503 (2+2 or 3+2) to be clarified. <p>(Action: Assistant Registrar Academic-PG)</p>

GOA UNIVERSITY
Taleigao Plateau, Goa 403 206

FINAL AGENDA

For the 5th Meeting of the Standing Committee of

X ACADEMIC COUNCIL

Day & Date

Tuesday, 14th February, 2023

Time

10.00 a.m.

Venue
Conference Hall
Administrative Block
Goa University

	<ul style="list-style-type: none"> • MSc Mathematics syllabus for Semester III and IV approved by the BoS. • New Discipline specific elective courses to be offered in Semester I and II and modification of syllabus of one of the discipline specific core courses of Semester II as approved by the BoS. • Research Methodology paper for PhD Mathematics coursework as approved by the BoS. • Examination pattern of Postgraduate Diploma in Applied Statistics as approved by the BoS. <p>The declaration by the Chairman, that the minutes were read out by the Chairman at the meeting itself.</p> <p>Date: 03.11.2022 Place: Goa University</p> <p style="text-align: right;">Sd/- Signature of Chairman</p> <p>Part G: The remarks of the Dean of the Faculty.</p> <p>(I) The minutes are in order. (II) The minutes may be placed before the Academic Council with remarks if any. (III) May be recommended for approval of Academic Council. (IV) Special remarks if any: Nil</p> <p>Date: 03.11.2022 Place: Goa University</p> <p style="text-align: right;">Sd/- Signature of the Dean (Back to Index)</p>
D 3.7	<p>Minutes of the Board of Studies in English meeting held on 17.10.2022.</p> <p>Part A.</p> <ol style="list-style-type: none"> Recommendations regarding courses of study in the subject or group of subjects at the undergraduate level: NIL Recommendations regarding courses of study in the subject or group of subjects at the postgraduate level: <ol style="list-style-type: none"> The BoS approved Research Specific Optional Courses and Generic Optional Courses for Semester III & IV from the academic year 2023-24 onwards (Annexure I Refer page No. 295) The BoS also prepared Research Methodology Course for PhD students in English (Annexure II Refer page No.313) <p>Part B</p> <ol style="list-style-type: none"> Scheme of Examinations at undergraduate level: NIL Panel of examiners for different examinations at the undergraduate level: NIL Scheme of Examinations at postgraduate level: Panel of examiners for different examinations at post-graduate level: NIL <p>Part C.</p> <ol style="list-style-type: none"> Recommendations regarding preparation and publication of selection of reading material in the subject or group of subjects and the names of the persons recommended for appointment to make the selection: NIL

	<p>Part D</p> <ul style="list-style-type: none"> i) Recommendations regarding general academic requirements in the Departments of University or affiliated colleges: NIL ii) Recommendations of the Academic Audit Committee and status thereof: NIL <p>Part E.</p> <ul style="list-style-type: none"> i. Recommendations of the text books for the course of study at undergraduate level: NIL ii. Recommendations of the text books for the course of study at post graduate level: NIL <p>Part F.</p> <p><u>Important points for consideration/approval of Academic Council</u></p> <ul style="list-style-type: none"> i. The important points/recommendations of BoS that require consideration/approval of Academic Council (points to be highlighted) as mentioned below NIL ii. The declaration by the Chairperson that the minutes were readout by the Chairperson at the meeting itself. <p>Date: 17.10.2022 Place: Goa University</p> <p style="text-align: right;">Sd/- Signature of the Chairperson</p> <p>Part G. The Remarks of the Dean of the Faculty</p> <ul style="list-style-type: none"> i. The minutes are in order. ii. The minutes may be placed before the Academic Council with remarks if any. iii. May be recommended for approval of Academic Council. iv. Special remarks if any. <p>Date: 17.10.2022 Place: Goa University</p> <p style="text-align: right;">Sd/- Signature of the Dean</p> <p style="text-align: right;">(Back to Index)</p>
D 3.8	<p>Minutes of the Board of Studies in Food Technology meeting held on 27.07.2022.</p> <p>Part A</p> <ul style="list-style-type: none"> i. Recommendations regarding courses of study in the subject or group of subjects at the undergraduate level: NA ii. Recommendations regarding courses of study in the subject or group of subjects at the postgraduate level: MSc. In Food Technology Syllabus attached as Annexure I (Refer page No. 315) <p>Part B</p> <ul style="list-style-type: none"> i. Scheme of Examinations at undergraduate level: NA ii. Panel of examiners for different examinations at the undergraduate level: NA iii. Scheme of Examinations at postgraduate level: NA iv. Panel of examiners for different examinations at post-graduate level: NA <p>Part C</p>

D 3.7 Minutes of the Board of Studies in English meeting held on 17.10.2022.

Annexure I

GOA UNIVERSITY
Shenoi Goembab School of Languages and Literature
MA English Programme
Semester III & IV
GENERIC OPTIONAL COURSES

Code	Title of the Course	Credits
EGTG 501	Indian Writing in English	4
EGTG 502	Indian Writing in Translation	4
EGTG 503	Contemporary Indian English Fiction	4
EGTG 504	Regional Sensibilities in Indian Writing	4
EGTG 505	Creative Writing	4
EGTG 506	Canadian Cultural Studies	4
EGTG 507	Critical Disability Studies	4

RESEARCH SPECIFIC OPTIONAL COURSES

Code	Title of the Course	Credits
EGTR 501	Feminism: Theory and Praxis	4
EGTR 502	Translation Studies: Theory and Praxis	4
EGTR 503	Cultural Studies : Theory and Practice	4
EGTR 504	Goa: Cultural Perspectives	4
EGTR 505	Readings in Contemporary Theory	4
EGTR 506	Academic Writing in English	4

Goa University
Shenoi Goembab School of Languages & Literature

M.A English Programme
Semester III & IV
GENERIC OPTIONAL COURSES
Title of the Course: Indian Writing in English

Course Code: EGTG—501
Total Contact Hours: 60

Number of credits: 04

Objective:	The course aims at acquainting the student with the tradition of writing in English that has evolved in India over the last two centuries.	
Course Content:	Background: 1. India's encounter with the British and the travelogue of Dean Mohamet. 2. War of Independence 1857 and its fallout for India and Indian writing. 3. Factors that impacted India and thereby writing in English during the 19th century. 4. Developments at the turn of the Century and their relevance to Writing in English. 5. Significant milestones of this era: writers, genres and works in English. 6. Reflection of the freedom struggle and its aftermath in the 20th Century Writing in English. 7. Indian writing in post-independent India: a critique of trends, texts and issues. 8. Indian writing: changing scenario in the era of globalization.	12 hours
	Prescribed Texts: 1. Selected poems of Kamala Das, Jayant Mahapatra, Nissim Ezekiel, Eunice D'Souza.	12 hours
	2. Rao, Raja. <i>Kanthapura</i> .	12 hours
	3. Dattani, Mahesh. <i>Final Solutions</i> .	12 hours
	4. Rushdie, Salman. <i>Midnight's Children</i> .	12 hours
Pedagogy:	Lectures/tutorials/assignments/seminars.	
References:	Iyengar, K. R. S. <i>Indian Writing in English</i> . Asia Publishing House, 1973. Mukherjee, Meenakshi. <i>The Twice Born Fiction</i> . Arnold Heineman, 1974.	

	Naik, M. K., S. K. Desai, and G. S. Amur. <i>Critical essays on Indian Writing in English</i> . MacMillan, 1968.	
Learning Outcome:	Candidates who take the course will demonstrate knowledge of literary output arising from India's colonial encounter with Britain and contemporary Indian writing in English across historical eras, genres and regions.	

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Title of the Course: Indian Writing in Translation

Course Code: EGTG—502

Number of credits: 04

Total Contact Hours: 60

Objective:	The aim of this course is to acquaint the students with a representative number of Sanskrit Classics (ancient and /or medieval) as well as masterpieces produced in the various regional literatures of India. Textual explication of the classics prescribed should demonstrate that ancient and medieval literary heritage of India provides a well-established tradition to modern Indian literary activities.	
Course Content:	<p>Background</p> <ol style="list-style-type: none"> 1. Notion of godhead in ancient India: spirituality beyond religion. 2. Ancient Indian drama in the light of western drama: Bharata & Aristotle. 3. An insight into translated poetry: Tagore's themes and techniques. 4. Tradition and modernity in contemporary fiction: an analysis. 5. Female predicaments and agrarian cultures: a representative feature of Indian life. <p>Prescribed Texts:</p> <ol style="list-style-type: none"> 1. Sri Aurobindo, translator. <i>Isha Upanishad</i> 2. Sri Aurobindo, translator. <i>Vikramorvasieor The Hero and the Nymph</i> by Kalidasa 3. Tagore, Rabindranath. <i>Gitanjali</i>. 4. Pillai, Tagazi Shivshankar Pillai. <i>Chemmeen</i>. 5. Pai, Vidya, translator. <i>Kali Ganga</i> by Mahabaleshwar Sail 	<p>10 hours</p> <p>10 hours</p> <p>10 hours</p> <p>10 hours</p> <p>10 hours</p>
Pedagogy:	Lectures/tutorials/assignments/seminars.	
References:	<p>Sri Aurobindo, translator. <i>The Upanishads</i>.</p> <p>Karnakar, R. D. <i>Kalidasa</i>. Karnatak University, 1971.</p> <p>Bhat, G. K. <i>Sanskrit Drama</i>. Karnatak University, 1975.</p> <p>Naravane, V. S. <i>An Introduction to Rabindranath Tagore</i>. Macmillan Company of India, 1977.</p> <p>Macmillan, 1977. Iyenger, K. R. S. <i>Indian Writing in English</i>.</p>	

	Sterling, 1983. Budkuley, Kiran. <i>Musings in the Meadows</i> . 2012.	
Learning Outcome:	The course will elucidate the continuum of Indian experience and worldview reflected in works across regional languages.	

Title of the Course: Contemporary Indian English Fiction

Course Code: EGTG—503

Number of credits: 4 credits

Total Contact Hours: 60 hours

Objectives:	<ol style="list-style-type: none"> 1. To inform the student and situate him/her within the area of contemporary writing in English. 2. To encourage the debate regarding India's cross-cultural identity and to address issues related to the intellectual tradition associated with English studies in India. 3. To use postcolonial discourses and evolve new critical practices and indigenous critical discourse. 	
Course Content:	<ol style="list-style-type: none"> 1. Roy, Arundhati. <i>The God of Small Things</i>. 2. Rushdie, Salman. <i>Shame</i>. 3. Tharoor, Shashi. <i>The Great Indian Novel</i>. 4. Ghosh, Amitav. <i>The Glass Palace</i>. 	15 hours 15 hours 15 hours 15 hours
Pedagogy:	Lectures/tutorials/assignments/seminars.	
References:	Rushdie, Salman and Elizabeth West (eds). "Introduction" to <i>The Vintage Book of Indian Writing</i> . Vintage, 1997. Naipaul, V. S. <i>India: A Wounded Civilization</i> . Pan Macmillan, 2012. Mukherjee, Meenakshi. <i>Reality and Realism</i> . Oxford University Press, 1994. Nandy, Ashis. <i>The Intimate Enemy: Loss and Recovery under Colonialism</i> . Oxford University Press, 2009.	
Learning Outcome:	This course will enable the student to locate herself/himself by responding to the interrogation of local issues within a globalized scenario.	

Title of the Course: Regional Sensibilities in Indian Writing

Course Code: EGTG—504

Number of credits: 4 credits

Total Contact Hours: 60 hours

Objective:	This course intends to develop the students' tastes for	
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	indigenous writing from the various regions of India. Folk traditions, the Bhakti Cult and the history of women's writing will form the basis of developing an overall understanding of the forms and practices associated with creative writing from diverse areas of our country.	
Course Content:	1. Bhakti Tradition: Tukaram – <i>Says Tuka</i> . Dilip Chitre, translator. 2. Dalit Writing: Dangle, Arjun. <i>Poisoned Bread</i> . 3. Women's Writing: Selections from Susie Tharu and K. Lalita. <i>Women Writing in India</i> . 4. Fiction: Ananthamurthy, U. R. <i>Samskara</i> .	15 hours 15 hours 15 hours 15 hours
Pedagogy:	Lectures/tutorials/assignments/seminars.	
References:	Iyengar, K. R. S. <i>Indian Writing in English</i> . Asia Publishing House, 1973. Mukherjee, Meenakshi. <i>Realism and Reality</i> . Oxford University Press, 1994. Naik, M. K., S. K. Desai and G. S. Amur. <i>Critical essays on Indian Writing in English</i> . MacMillan, 1968	
Learning Outcome:	This course will introduce the student to a variety of indigenous forms of writing. It is an introduction to the rich cultural and folk heritage of India. The course will make an attempt to inculcate a comparative thinking through its diverse forms.	

Title of the Course: Creative Writing

Course Code: EGTG—505

Number of credits: 4 credits

Total Contact Hours: 60 hours

Objectives:	This course is an attempt to draw the creative talent from students having a natural aptitude to creative writing. It aims at imparting the relevant information with regard to the art and technique of writing, the use and relevance of genres, importance of critical faculty to creative writing and so on. The course involves classroom-workshops intended to hone the creative skills of participants. It also seeks to train the students in the modes of writing for multiple media.	
Course Content:	Section I 1. Study of Literary Works in progress. 2. Analysis of the Creative Writing Components (Poem, Novel, Short Story, Drama, Diary). 3. Craft of poetry: subject matter, theme, rhythm, metre,	25 hours

	<p>stanza forms, sub-genres of Poetry.</p> <p>4. Writing for various media.</p> <p>5. Editing & Proof Reading.</p> <p>Section II</p> <p>1. Fundamental Norms of Writing.</p> <p>2. Feature Writing.</p> <p>3. Composing poetry; fiction (short/long).</p> <p>4. Writing for Children.</p> <p>5. Writing for Radio, Theatre, Television and Films.</p> <p>6. Learning to write scripts for Publishers and Copy Writing.</p> <p>Section III</p> <p>Assignment in Creative Writing: Either Poetry OR Fiction OR Drama</p>	<p>25 hours</p> <p>10 hours</p>
Pedagogy:	Lectures/tutorials/assignments/seminars.	
References:	<p>Corbett, Edward P. J. <i>The Little Rhetoric and Handbook</i>. John Wiley & Sons, 1977.</p> <p>Watkins, F. C. and K. E. Knight. <i>Write to Write: Readings on the Craft of Writing</i>. Houghton Mifflin, 1966.</p> <p>Mullins, Carolyn J. <i>A Guide to Writing and Publishing</i>. John Wiley & Sons, 1987.</p> <p><i>The Writer's Manual</i>, ETC Publications, 1977.</p> <p>Baker, Sheridan. <i>The Practical Stylistics</i>. Harper and Row, 1977.</p> <p>Vroomanm, Alan. <i>Good Writing: An Informal Manual of Style</i>. Atheneum, 1972.</p>	
Learning Outcome:	The course will encourage the aspirants to have a hands-on experience of writing poetry, fiction, drama and literary prose.	

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Title of the Course: Canadian Cultural Studies

Course Code: EGTG—506

Number of credits: 4 credits

Total Contact Hours: 60 hours

Objectives:	<ol style="list-style-type: none"> 1. The course attempts to capture the rich cultural diversity of Canadian Writing. Reading through a variety of genres, it proposes to examine works by authors from different geographical and ethnic backgrounds. 2. To acquire a fuller appreciation of contemporary Canadian cultural and literary history. 3. To introduce students to the challenges of Canadian culture and it changes overtime. 4. To enable students to appreciate the benefits of an interdisciplinary approach to understanding of Canadian culture and literature. 	
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Course Content:	Background	10 hours
	1. Understanding Canadian Cultural History.	
	2. Nation Building and The Canadian Identity	
	3. Canadian Mosaic: Mapping the “First World”	
	4. Multiculturalism and Multicultural Literature	
	5. Transculturalism: The Goan-Canadian Experience	
	Prescribed Texts:	8 hours
	1. Grady, Wayne. <i>The Penguin Book of Modern Canadian Short Stories</i>	10 hours
	2. Reaney, James. <i>The Donnelly's</i> .	8 hours
	3. Lawrence, Margaret. <i>A Bird in the House</i> .	8 hours
	4. Atwood, Margaret. Selected poems.	10 hours
	5. Mosionier, Beatrice. <i>In Search of April Raintree</i> .	6 hours
	6. McGifford, Dianne. <i>Shakti's Words</i>	
Pedagogy:	Lectures/tutorials/assignments/seminars.	
References:	Hutcheon, Linda. <i>The Canadian Postmodern: A Study of Contemporary English-Canadian Fiction</i> . O.U.P., 1988.	
	Morton, Desmond. <i>A Short History of Canada</i> . Hurting Publishers, 2001.	
	Mukherjee, Arun. <i>Oppositional Aesthetics: Reading from a Hyphenated Space</i> . TSAR, 1994.	
	https://goatoronto.com/	
	https://goacom.org/	
	http://lists.goanet.org/listinfo.cgi/goanet-goanet.org/	
Learning Outcomes:	Students will be familiarised with the Canadian National Identity, First Nations, Visible Immigrants and Minority Women in Canada, Theories of Hybrid Identity and Postmodernity, Identity Politics, Cultural Appropriation and Goan Transcultural Experience.	

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Title of the Course: Critical Disability Studies

Course Code: EGTG--507

Number of credits: 04

Total Contact Hours: 60

Objectives:	i. To situate Disability as an important identity category and its relationship to culture	
	ii. To introduce students to the key concepts of Disability Studies, Medical Model, Social Model of Disability and problematizing Stigma	
	iii. To show the intersectionality of Disability with other social categories.	
Content:	Module 1: Introduction	8 hours

	<p>Constructions of Disability</p> <p>Ableism</p> <p>Questions of Embodiment</p> <p>Disability and Literary representations</p> <p>‘Narrative Prosthesis’</p> <p>Tropes of disability</p> <p>Intersection of Disability with Race, Gender, Caste and Class</p> <p>Rights-based approach to Disability</p> <p>Module 2: Personal Narratives: Disability and Short Fiction</p> <p>Alice Wong: <i>Disability Visibility: First- Person Stories from the Twenty First Century</i>. 2020</p> <p>Module3: Disability and Autobiography</p> <p>Ved Mehta: <i>Face to Face</i>. 1957</p> <p>Module 4: Disability and Theatre</p> <p>Mahesh Dattani: <i>Tara</i>. 1995 (Play)</p> <p>Module 5: Disability and Fiction</p> <p>Sharon Bell Mathis: <i>Listen for the Fig Tree</i>. 1974 (Novel)</p>	<p>12 hours</p> <p>10 hours</p> <p>15 hours</p> <p>15 hours</p>
Pedagogy:	Lectures/tutorials/assignments/seminars.	
References/ Readings:	<p>Dattani, Mahesh. <i>Tara</i>. 1995. Penguin, 2013.</p> <p>Ghai, Anita. <i>Rethinking Disability in India</i>. Routledge, 2015.</p> <p>Ghosh, Nandini. <i>Interrogating Disability in India: Theory and Practice</i>. Springer, 2016.</p> <p>Ghosh, Nandini. <i>Impaired Bodies, Gendered Lives</i>. Primus, 2016.</p> <p>Mathis, Sharon Bell. <i>Listen for the Fig Tree</i>. Viking, 1974.</p> <p>Love, Genevieve. <i>Early Modern Theatre and the Figure of Disability</i>. Bloomsbury Publishing. 2018.</p> <p>Mehrotra, Nikita. <i>Disability, Gender & State Policy: Exploring Margins</i>. Rawat Publsihers, 2013.</p> <p>Mehta, Ved. <i>Face to Face</i>. 1957. Penguin, 2013.</p> <p>Mitchell T. U David & Sharon L Snyder. <i>Narrative Prosthesis: Disability and the Dependencies of Discourse</i>. University of Michigan Press, 2000.</p> <p>Smith, Bonnie G and Beth Hutchison, editors. <i>Gendering Disability</i>. Rutgers University Press, 2004.</p> <p>Wendell, Susan. <i>The Rejected body: Feminist Philosophical Reflections on Disability</i>. Routledge, 2013.</p> <p>Wong, Alice. <i>Disability Visibility: First- Person Stories from the Twenty First Century</i>. Vintage, 2020.</p>	
Learning Outcomes	1. Critically look at disability as an important identity category in the textual as well as the material world.	

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Title of the Course: Feminism: Theory and Praxis

Number of credits: 04

References/

Readings:	<p>Estate. 2014</p> <p>Beauvoir, Simone De. <i>The Second Sex</i>. 1949 (selections)</p> <p>Butler, Judith. 'Subjects of Sex/Gender/Desire'. In <i>Gender Trouble: Feminism and the Subversion of Identity</i>. Routledge, 1990</p> <p>Chakravarti, Uma. 1993. "Conceptualising Brahmanical Patriarchy in Early India: Gender, Caste, Class and State." <i>Economic and Political Weekly</i> 28 (14):579–85.</p> <p>Ghai, Anita. "Marginalisation and disability: Experiences from the third world". In <i>Disability and the life course: Global Perspectives</i>, ed. M. Priestley. Cambridge University Press.2001</p> <p>hooks, bell. "The Oppositional Gaze". <i>Black Looks: Race and Representation</i>. South End Press, 1992. 115-31</p> <p>Kandasamy, Meena. <i>Miss Militancy</i>. Navyana. 2010</p> <p>Lorde, Audre. <i>The Master's Tools Will Never Dismantle the Master's House</i>. 1984.Penguin Modern 2018.</p> <p>Lughod, Lila Abu. "Do Muslim women really need saving? Anthropological reflections on cultural relativism and its others." <i>American Anthropologist</i>. Vol.104, no. 3 (2002): 783-790.</p> <p>Omvedt, Gail. <i>We Will Smash This Prison</i>. Zed Books, 1980.</p> <p>Padmanabhan, Manjula. <i>Harvest</i>. Kali for Women, 1998.</p> <p>Rege, Sharmila. "Dalit Women Talk Differently: A Critique of 'Difference' and Towards a Dalit Feminist Standpoint Position". <i>Economic and Political Weekly</i>, Vol. 33, No. 44 (Oct. 31 - Nov. 6, 1998), pp. WS39-WS46.</p> <p>Rich, Adrienne. "Compulsory Heterosexuality & Lesbian Existence." <i>Journal of Women's History</i>. Vol. 15. Issue.3. 2003. 11-48</p> <p>Sharmila Rege. <i>Writing Caste/Writing Gender: Narrating Dalit Women's Testimonies</i>. Zubaan.2006.</p> <p>Spivak, G. Can the Subaltern Speak? In Cary Nelson and Lawrence Grossberg (Eds). <i>Marxism and the Interpretation of Culture</i>. 271-314. 1988.</p> <p>Thomson, Rosemarie Garland. "Integrating Disability, Transforming Feminist Theory." <i>Feminist Disability Studies</i>. NWSA Journal, Vol. 14,</p>	
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	<p>No. 3, Autumn, 2002. 1-32</p> <p>Truth, Sojourner. <i>Ain't I a Woman</i>. 1851. Penguin Classics, 2020.</p> <p>Walker, Alice. <i>The Color Purple</i>. 1982. W&N, 2014.</p> <p>Wollstonecraft, Mary. <i>A Vindication of the Rights of Woman</i>. 1792. Oxford World's Classics, 2008.</p>	
Learning Outcomes:	<ol style="list-style-type: none"> 1. Understand various feminist movements. 2. Understand the performativity of gender. 3. Ability to analyse literary texts from the theoretical lens of feminism and an interest in future research. 4. Make a critique of gender inequality and bias in the material world and discover ways to overcome the same. 	

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Title of the Course: Translation Studies: Theory and Praxis

Course Code: EGTR--502

Number of credits: 4 credits

Total Contact Hours: 60 hours

Objectives:	<ol style="list-style-type: none"> 1. To equip the students with the art and science of translation as a valuable asset for self- navigation in multi-cultural situation. 2. To unfold the significance of translation as a supplementary tool for a mono-lingual individual to acquire knowledge and information from other language domains. 3. To demonstrate the potential of translation to enrich or extend knowledge domains through mutual transfer of information and data across languages. 4. To reveal the latent power of translation as an influence-exertion source in literary cultural political and allied fields. 5. To tap its present-day importance in the areas of transmutation, transcription, tele-translation, interpretation, journalism and media studies among others. 	
Course Content:	<ol style="list-style-type: none"> 1. The notion of translation: meaning and definition; nature and characteristics; and functions of translation. 2. Various critical positions on translation; the western and the Indian view of translation; types of translation as per these views with special references to concepts such as "transliteration, transcreation, transmutation, chaaya, bhashantar, anuvaad, anusarjan, rupantar, prakarantar" etc. 3. Specimen translation and practice sessions: notion of 	<p>8 hours</p> <p>12 hours</p>

	Equivalence: translating prose and poetry; fiction and non-fiction, critical and scientific, literary and non-literary material.	10 hours
	4. Relationship of translation with literature and culture: role of language in translation studies within literary and non-literary domains.	10 hours
	5. Translation, transcreation and transmutation: the boundaries of demarcation and areas of contact.	10 hours
	6. Contribution to a selected literary/non-literary field by way of assignment. (Period, genre, form, language to be determined from time to time.)	10 hours
Pedagogy:	Lectures/tutorials/assignments/seminars.	
References:	Bassnett, Susan and Andre Lefevere, editors, <i>Translation, History and Culture</i> . Pinter, 1990. Basnett-McGuire, Susan. <i>Translation Studies</i> . Methuen, 1980. Catford, J. C. <i>A Linguistic Study of Translation</i> . O.U.P., 1968. Derrida, Jacques. <i>Of Grammatology</i> . Gayatri Chakravorty Spivak, translator. Motilal Banaasidas Publication Pvt. Ltd., 1994 Gentzer, Edwin. <i>Contemporary Translation Theories</i> , 1993. Newmark, Peter. <i>Approaches to Translation</i> . Pergamon, 1981	
Learning Outcomes:	The students will be able to perceive the importance of interlingual communication in the pluralistic climate of the globalized world. The course will enhance the bi-lingual and if possible multilingual-communication process to which a large majority of Indian students are exposed.	

Title of the Course: Cultural Studies: Theory and Practice

Course Code: EGTR--503

Number of credits: 04

Total Contact Hours: 60

Objectives:	<ol style="list-style-type: none"> 1. To drive home the significance of cultural studies in understanding society, culture and literature 2. To introduce students to the key concepts of cultural studies 3. To demonstrate the ability of cultural studies in unravelling as well as critiquing the structures of power embedded in our socio-cultural institutions and practices. 	
Content:	Module 1: Introduction 1.1 The Idea of Culture 1.2 The Evolution of British Cultural Studies <ol style="list-style-type: none"> a. Matthew Arnold b. F R Leavis c. Raymond Williams 	20 hours

	<p>d. Richard Hoggart e. E P Thompson f. Stuart Hall and Birmingham Centre for Contemporary Cultural Studies</p> <p>1.3 Roland Barthes: <i>Mythologies</i> 1.4 Theodore Adorno: <i>Culture Industry</i> 1.5 New Historicism 1.6 Feminist Cultural Studies 1.7 Third World Cultural Studies</p> <p>Module 2: Concepts & Categories 2.1 Popular Culture 2.2 Multiculturalism 2.3 Race 2.4 Gender 2.5 Ideology 2.6 Hegemony 2.7 Representation 2.8 Subject 2.9 Other 2.10 Text</p> <p>Module 3: Cultural Studies in Practice 3.1 <i>Reading the Romance</i> by Janice Radway 3.2 <i>Policing the Crisis</i> by Stuart Hall 3.3 “Reification and Utopia in Mass Culture” by Fredric Jameson 3.4 “Nostalgia, Myth and Ideology: Visions of Superman at the End of American Century” by Ian Gordon 3.5 <i>Bond and Beyond</i> by Tony Bennett’s and Janet Woollacott</p>	<p>20 hours</p> <p>20 hours</p>
Pedagogy:	Lectures/tutorials/assignments/seminars.	
References/ Readings:	<p>Barker, Chris. <i>Cultural Studies: Theory and Practice</i>. Sage, 2012. During, Simon. Ed. <i>Cultural Studies Reader</i>. Routledge, 1993. During, Simon. <i>Cultural Studies: A Critical Introduction</i>. Routledge, 2005. Dworkin, Dennis. <i>Cultural Marxism in Postwar Britain</i>. Duke UP, 1997. Fiske, John. <i>Reading the Popular</i>. Routledge, 1990. Inglis, Fred. <i>Cultural Studies</i>. Blackwell, 1993. Nayar, Rana et al Ed. <i>Cultural Studies in India</i>. Routledge India, 2015. Sardar, Ziauddin & Van Loon, Borin. <i>Cultural Studies: A Graphic Guide</i>. Icon Books, 2010. Turner, Graeme. <i>British Cultural Studies</i>. Routledge, 2002.</p>	
Learning	1. After completion of the course, the student will be able to	

Outcomes	critically examine cultural practices and institutions through the prism of cultural studies. 2. Understand literary and cultural texts from the perspective of cultural studies. 3. Inculcate critical ability among students to make an independent analysis of popular cultural texts like fictional narratives/films/teleserials etc. with the help of concepts and tools of cultural studies.	
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Title of the Course: Goa: Cultural Perspectives

Course Code: EGTR--504

Number of credits: 04

Total Contact Hours: 60

Objective:	This course introduces students to the complex cultural fabric of Goa. The more complex the historiography of a state, the more complex is its identity construction. The superimposition of 450 years of Portuguese colonialism over the essentially Pan-Indian social base comprising Hindus, Buddhists, Jains and Muslims has rendered the small state of Goa a unique cultural fabric which is well reflected in many of its folk practices. The Post-Liberation scenario faced major issues such as the Opinion poll, Statehood, Language and Goan Identity.	
Course Content:	<p>I. Pre and Post Liberation Goa – Socio-cultural perspectives</p> <p>Shyam Benegal's film <i>Trikal</i> Lambert Mascarenhas' <i>Sorrowing Lies My Land</i> The Role of the Press in Pre-Liberation Goa Survey of select journalistic writings.</p> <p>II. Cultural Syncretism</p> <p>Folkloristic Practices of Goa: Study of Jagor, Sontreo and Mussoll Khell. Study of Goan Folk/Popular theatre: Tiatr</p> <p>III. Contemporary Issues:</p> <p>Problems of Tourism industry. Opinion Poll and Statehood Language and Identity</p> <p>IV. Contemporary Goan Writing</p> <p>Selected poems of Manoharai Sardessai Selected poems of Armando Menezes Selected short stories of Pundalik Naik Selected short stories of Damodar Mauzo</p>	<p>12 hours</p> <p>12 hours</p> <p>12 hours</p> <p>12 hours</p>

	V. Goan Transcultural Experience: Nazareth, Peter. <i>In the Brown Mantle</i> . Rangel-Rebeiro, Victor. <i>Tivolem</i> .	12 hours
Pedagogy:	Lectures/tutorials/assignments/seminars.	
References:	<p>Angle, Prabhakar. <i>Concepts and Misconcepts</i>. Kala Vibhag, 1994.</p> <p>Bhandari, Romesh. <i>Goa</i>. Lotus Publication, 1999.</p> <p>Borges, Charleset. al. <i>Goa and Portugal: History and Development</i>. Other India Press.</p> <p>---. <i>Goa and Portugal: Their Cultural Links</i>. Other India Press.</p> <p>De Souza, Teotonio R. <i>Essays in Goan History</i>. Other India Press.</p> <p>---. <i>Goa to Me</i>. Concept, 1994.</p> <p>---. <i>Discoveries, Missionary Expansion and Asian Cultures</i>. Concept, 1994.</p> <p>---. <i>Indo-Portuguese History: Old Issues, New Questions</i>. Concept, 1984.</p> <p>Dantas, Norman. <i>The Transforming of Goa</i>. Other India Press.</p> <p>Gomes, Olivinho. <i>Village Goa</i>. S Chand & Co., 1987.</p> <p>Anand, Mulk Raj et al. <i>Golden Goa</i>. Marg Publication, 1980.</p> <p>Gomes Pereira, Rui. <i>Hindu Temples and Deities</i>. Printwell, 1978.</p> <p>Hall, Stuart. <i>Representation: Cultural Representations and Signifying Practices</i>. Thousand Oaks and Sage Publications, 1997.</p> <p>Handoo, Jawaharlal. <i>Folklore and Discourse</i>. Zooni Publication, 1999.</p> <p>---. <i>Folklore: New Perspectives</i>. Zooni Publication, 1999.</p> <p>Hutt, Anthony. <i>Goa</i>. Scorpion Publishing Ltd., 1988.</p> <p>Morenas, Zenaides. <i>Mussoll Dance of Chandor: The Dance of the Christian Kshatriyas</i>. The ClarrisaVaz e Morenas Konkani Research Fellowship Endowment Fund, 2002.</p> <p>Propp, Vladimir. <i>Theory and History of Folklore</i>. Anatoly Liberman, editor. Ariadna Y. Martin and Richard P. Martin, translators. Manchester University Press, 1984.</p> <p>Punia, Deep. <i>Social Values in Folklore</i>. Rawat Publication 1993.</p> <p>Priolkar, A. K. <i>The Goa Inquisition</i>. Voice of India, 1961.</p> <p>Redfield, Robert. <i>Peasant Society and Culture</i>. The University Press of Chicago Press 1958</p>	
Learning Outcomes:	The outcome of the paper would be the sensitization of students to the cultural history of Goa. The students would be encouraged in conducting independent and interdisciplinary research on various cultural aspects of Goa. They would also be introduced to contemporary issues of Goa, as well as, thoughts about the future of the State.	

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Title of the Course: Readings in Contemporary Theory

Course Code: EGTR—505

Number of credits: 04

Total Contact Hours: 60

Objectives:	The Principal objective of the course is to familiarise the students with a few trend-setting original essays which significantly contribute in shaping the contours of contemporary theory.	
Course Content:	<p>The following ten essays have been prescribed for the study: (Selections from <i>Modern Criticism and Theory: A Reader</i> Edited by David Lodge)</p> <ol style="list-style-type: none"> 1. de Saussure, Ferdinand. "The Object of Study." 6 hours 4. Derrida, Jacques. "Structure Sign and Play in the Discourse of the Human Sciences." 6 hours 5. Barthes, Roland. "The Death of the Author." 6 hours 6. Foucault, Michel. "What is an Author?" 6 hours 7. Abrams, M. H. "The Deconstructive Angle." 6 hours 6. Jameson, Fredric. "The Politics of Theory." 6 hours 7. Eagleton, Terry. "Capitalism, Modernism and Post Modernism." 6 hours 8. Michell, Juliet. "Femininity, Narrative and Psychoanalysis." 6 hours 9. Said, Edward. "Crisis in Orientalism." 6 hours 10. Chakravorty-Spivak, Gayatri. "Feminism and Critical Theory." 6 hours 	
Pedagogy	Lectures/tutorials/assignments/seminars.	
References:	<p>Belsey, Catherine. <i>Poststructuralism: A Very Short Introduction</i>. Oxford University Press, 2002.</p> <p>Culler, Jonathan. <i>Literary Theory: A Very Short Introduction</i>. 2d ed. Oxford University Press, 2011.</p> <p>Dillet, Benoit, Robert Porter, and Iain Mackenzie, editors. <i>The Edinburgh Companion to Poststructuralism</i>. Edinburgh University Press, 2013.</p>	

	<p>Harland, Richard. <i>Superstructuralism: The Philosophy of Structuralism and Post-structuralism</i>. Routledge, 2010.</p> <p>Norris, Christopher. <i>Reclaiming Truth: Contribution to a Critique of Cultural Relativism</i>. Duke University Press, 1996.</p> <p>Roudinesco, Élisabeth. <i>Philosophy in Turbulent Times: Canguilhem, Sartre, Foucault, Althusser, Deleuze, Derrida</i>. William McCuaig, translator. Columbia University Press, 2008.</p> <p>Williams, James. <i>Understanding Poststructuralism</i>. Acumen, 2005.</p> <p>Young, Robert, editor. <i>Untying the Text: A Post-structuralist Reader</i>. Routledge and Kegan Paul, 2004.</p>	
Learning Outcome:	The course will enable the students to have first-hand knowledge of the various articles written by critics/thinkers associated with contemporary theory.	

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Title of the Course: Academic Writing in English

(adapted from UGC-MOOCs)

Course Code: EGTR—506

Number of credits: 04

Total Contact Hours: 60

Objectives:	<ol style="list-style-type: none"> 1. To refine the writing skills of students. 2. To discourage plagiarism and inculcate research ethics. 3. To introduce tools beneficial while conducting research. 	4.
Course Content:	<ol style="list-style-type: none"> 1. Academic and Research Writing – Introduction, Importance and Basic Rules 2. Importance of the English language in Academic Writing 3. MLA Style – Referencing and Citation 4. Research Ethics – Types of Plagiarism, Detection tools and how to avoid Plagiarism 5. Journal and Author Metrics 6. Literature Review – Process, Online databases, Tools, Review Paper Writing 7. Research Proposal and Thesis Writing – Process, Empirical and Non-Empirical Studies 8. Abstract, Conference/Research Paper, Book Chapter – Process, Team and Time Management 9. Challenges in Indian Research Writing 10. Open Educational Resources 	<p>8 hours</p> <p>6 hours</p> <p>8 hours</p> <p>6 hours</p> <p>6 hours</p> <p>6 hours</p> <p>6 hours</p> <p>6 hours</p> <p>4 hours</p> <p>4 hours</p>
Pedagogy:	Lectures/tutorials/assignments/seminars.	
References:	Adler, Abby. "Talking the Talk: Tips on Giving a Successful	

	<p>Conference Presentation." <i>American Psychological Association</i>, , April 2010, apa.org/science/about/psa/2010/04/presentation</p> <p>Anson, Chris M. and Robert A. Schwegler. <i>The Longman Handbook for Writers and Readers</i>. 6th edition.</p> <p>Creswell, J. W. (2008). <i>Educational Research: Planning, conducting, and evaluating quantitative and qualitative research</i> (3rd ed.). Upper Saddle River: Pearson.</p> <p>Gibaldi, Joseph. <i>MLA Handbook for Writers of Research Papers</i>. Modern Language Association of America, 2009. Print.</p> <p>Henly, Susan. "Finding the right journal to disseminate your research." <i>Nursing Research</i>, Wolters Kluwer Health Inc, November-December 2014, journals.lww.com/nursingresearchonline/Fulltext/2014/11000/Finding_the_Right_Journal_to_Disseminate_Your.1.aspx?WT.mc_id=HPxADx20100319xMP.</p> <p>Hadley, Chris. "How to Get Started With a Research Project". <i>wikiHow</i>, 5 January 2021, wikihow.com/Get-started-with-a-Research-Project.</p> <p>Modern Language Association. <i>MLA Handbook Eighth Edition</i>. https://style.mla.org/</p> <p>"Open Educational Resources". <i>Wikipedia</i>, Wikimedia Foundation, 15 March 2021, en.wikipedia.org/wiki/Open_educational_resources.</p> <p>Pappas, Christopher. "Top 10 Free Plagiarism Detection Tools for eLearning Professionals". <i>eLearning Industry</i>, 18 November 2013, elearningindustry.com/top-10-free-plagiarism-detection-tools-for-teachers.</p> <p>Roberts J. "Plagiarism, Self-Plagiarism, and Text Recycling." <i>Headache</i>, John Wiley & Sons Inc, 26 February 2018, headachejournal.onlinelibrary.wiley.com/doi/full/10.1111/head.13276.</p>	
Learning Outcome:	The students will be able to write in a professional and academic manner, having learnt to use the MLA style and to cite sources appropriately.	

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Annexure II

Title of the Ph.D Course: Research Methodology (English)

Total Contact Hours: 60

Number of Credits: 4

Objectives:	The major objective of the course is to introduce the doctoral students in English to the theoretical & pragmatic issues related to research in the areas of English & cultural studies. In addition to briefing the students about the various theories and methods associated with these areas, the course endeavours to impart necessary writing skills required for research.	
Content:	Module 1: Becoming a Researcher Objectives of Literary Research Background Knowledge Finding a Good Research Problem Learning to Work with the Problem From a Broad Topic to Focused One Framing Questions on the Topic leading to Hypothesis	10 hours
	Module 2: How to Search for Sources Primary and Secondary Sources Locating Sources through a Library Locating Sources on the Internet Understanding what kind of Evidence to look for Evaluating Sources for Authenticity Using Secondary Sources to Expand on the Research Problem	10 hours
	Module 3: Theoretical Framework & Methodology Embracing a Theory: Conviction vs. Convenience Relationship between Theory and Methodology Introducing Critical Approaches to Literature <ol style="list-style-type: none"> Feminism Marxism Postcolonialism Cultural Studies Deconstruction & Poststructuralist Theories Freudian Psychoanalysis Methods of Reading <ol style="list-style-type: none"> Close Reading and its Limitations Symptomatic Reading & Reading Between the Lines Deconstructive Reading & Reading Against the Grain 	20 hours
	Module 4: Planning, Drafting & Revising the Thesis Thesis Statement Rationale behind Chapterisation The Art of Quoting, Paraphrasing & Summarising the Sources	20 hours

	<p>Bibliography & Footnotes/Endnotes</p> <p>MLA Style sheet</p> <p>Citation Rules & Styles</p> <p>Avoiding Inadvertent Plagiarism</p> <p>Writing Suitable Introductions & Conclusions</p> <p>Grammar & Style: Principles of Writing</p>	
Pedagogy:	Lectures/assignments/seminars.	
References/ Readings:	<p>Barry, Peter. <i>Beginning Theory</i>. Manchester UP, 2002.</p> <p>Booth, Wayne C et al. <i>The Craft of Research</i>. The University of Chicago Press, 2008.</p> <p>Carter, Susan and Deborah Laurs. Eds. <i>Developing Research Writing</i>. Routledge, 2018.</p> <p>Correa, Delia da Sousa and W.R. Owens. Eds. <i>The Handbook to Literary Research</i>. Routledge, 2010.</p> <p>Denzin, Norman K and Yvonna S. Lincoln. <i>The Sage Handbook of Qualitative Research</i>. Sage, 2018.</p> <p>Griffin, Gabriele. Ed. <i>Research Methods for English Studies</i>. Edinburgh UP, 2013.</p> <p>Sinha, M.P. <i>Research Methods in English</i>. Atlantic, 2018.</p> <p>Smith, Philip and Alexander Riley. <i>Cultural Theory: An Introduction</i>. Blackwell, 2009.</p>	
Learning Outcomes:	On completion of the course, the students will be familiarized with major theoretical approaches and the various methodological as well as writing strategies associated with literary research which would enable them to conduct research independently on their own.	

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