



Integral University, Lucknow

Effective from Session: 2026-27 MA/ MA (One Year)							
Course Code	A040901 T/LN525	Title of the Course	Canonical British Literature I: Chaucer to the Victorian Period	L	5	T	1
Year	I/ II	Semester	I/ III	P	0	C	4
Pre-Requisite	BA (Four Year NEP)	Co-requisite	None				
Course Objectives	1. To introduce students to the major periods and movements of British literature from the medieval age through the Victorian era. 2. To familiarize students with canonical texts and authors representing each major literary period in British literary history. 3. To develop skills in close reading, literary analysis, and contextual interpretation of pre-modern and nineteenth-century British texts. 4. To understand the socio-political, religious, and cultural forces that shaped British literary production across centuries. 5. To foster critical engagement with issues of class, gender, religion, and empire as reflected in canonical British literature.						

Course Outcomes	
CO1	Demonstrate knowledge of the major periods, movements, and authors of British literature.
CO2	Analyse canonical texts in their historical, cultural, and philosophical contexts.
CO3	Interpret key literary forms – allegory, sonnet, blank verse, novel, dramatic monologue – with appropriate critical vocabulary.
CO4	Apply relevant theoretical frameworks (historicist, feminist, Marxist) to canonical British texts.
CO5	Evaluate the ideological and aesthetic significance of canonical works in shaping British cultural identity.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	The Medieval Period: Chaucer and the Birth of English Literature	Geoffrey Chaucer – The Canterbury Tales: General Prologue*	8	CO1
2	The Renaissance and the Elizabethan Age	Edmund Spenser – <i>Amoretti</i> (Sonnets I to V) Christopher Marlowe – <i>Doctor Faustus</i> William Shakespeare – Sonnet 18 (“Shall I compare thee to a summer’s day?”) Sonnet 29 (“When, in disgrace with fortune and men’s eyes”)	7	CO2
3	The Seventeenth Century: Milton and the Age of Revolution	John Milton – <i>Paradise Lost</i> (Book I) John Donne – “The Flea”, “A Valediction: Forbidding Mourning”	8	CO3
4	The Restoration and the Eighteenth Century	Alexander Pope – The Rape of the Lock (Cantos I and II) Samuel Johnson – <i>Preface to Shakespeare</i>	7	CO4
5	The Romantic Movement (1785–1830)	William Blake: “The Chimney Sweeper” (from <i>Songs of Innocence</i> and <i>Songs of Experience</i>) Charles Lamb: “Christ’s Hospital” John Keats – “Ode to a Nightingale”, “Ode on a Grecian Urn”	8	CO5
6	The Early Victorian Novel	Charles Dickens – <i>Hard Times</i> Charlotte Brontë – <i>Jane Eyre</i>	7	CO3
7	Victorian Poetry and the Dramatic Monologue	Robert Browning – “My Last Duchess” Matthew Arnold – “The Scholar-Gipsy” Gerard Manley Hopkins – “The Wind hover”	8	CO4
8	The Late Victorian Period: Decline, Decadence, and Transition	Thomas Hardy – <i>Tess of the d’Urbervilles</i> Rudyard Kipling – “The Man Who Would Be King” (short story)	7	CO5

Reference Books:

Dickens, Charles. *Great Expectations*. Oxford World's Classics. Oxford University Press, 2008.

Drabble, Margaret (ed.). *The Oxford Companion to English Literature*. 7th ed. Oxford University Press, 2009.

Milton, John. *Paradise Lost*. Ed. Alastair Fowler. Longman Annotated English Poets, 2007.

Sanders, Andrew. *The Short Oxford History of English Literature*. 3rd ed. Oxford University Press, 2004.

Shakespeare, William. *Hamlet*. Ed. Harold Jenkins. Arden Shakespeare, 2001.

e-Learning Source:

IGNOU e-Gyankosh: School of Humanities (British Literature materials)
British Library: English Literature Online Resources (www.bl.uk)
NPTEL Video Lectures: English Studies (IIT Madras and IIT Bombay)

Course Articulation Matrix (COs POs PSOs)												
PO- PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	1	2	3	2	3	2	2	1	2	3
CO2	1	2	2	1	2	3	2	3	2	2	1	2
CO3	2	2	2	1	2	3	2	3	2	2	1	2
CO4	1	2	2	1	2	3	2	3	2	2	1	2
CO5	3	2	2	1	2	3	2	3	2	2	1	2

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation



Integral University, Lucknow

Effective from Session: 2026-27- MA English 2 nd Year/ 3 rd Sem. (Aligned with MA 1 Year Program)							
Course Code	A04090 2T/LN5 26	Title of the Course	Digital Humanities: Theory, Texts and Literary Practice	L	T	P	C
Year	II/ 1 year Program	Semester	III/ I Sem	5	1	0	4
Pre-Requisite	MA 1 st Year/ BA 4 Year (NEP)<75 %	Co-requisite	BA (Hons.)				
Course Objectives	• To introduce students to the meaning, definition, scope and interdisciplinary nature of Digital Humanities as theory, method and literary practice. • To familiarise students with the history and development of humanities computing, hypertext, hypermedia, digital archives, digital libraries and online literary culture. • To provide theoretical understanding of major concepts such as hypertext, cybertext, ergodic literature, electronic literature, algorithmic criticism, posthumanism and cyborg theory. • To train students in the use of basic Digital Humanities tools such as Voyant Tools, Twine, TimelineJS, StoryMapJS, Gephi, Palladio and digital annotation tools for literary analysis. • To enable students to apply digital methods to the study of novels, drama, poetry and contemporary literary culture, with special focus on mapping, word-frequency analysis, character networks, digital poetics, AI, archives and platform culture..						

Course Outcomes	
CO1	Explain the concept, scope and interdisciplinary nature of Digital Humanities and its relationship with literature, technology, text, data, archive, interface and algorithm.
CO2	Trace the historical development of humanities computing, hypertext, hypermedia, digital archives, digital libraries, the World Wide Web and online literary culture.
CO3	Critically discuss major theoretical foundations of Digital Humanities, including hypertext, cybertext, ergodic literature, electronic literature, algorithmic criticism, posthumanism and cyborg theory..
CO4	Use selected Digital Humanities tools such as Voyant Tools, Twine, TimelineJS, StoryMapJS and digital annotation tools for textual analysis, literary mapping, timeline creation, interactive storytelling and collaborative reading..
CO5	Analyse literary texts and cultural practices through digital approaches, including character-network analysis, ecological mapping, AI and posthuman identity, surveillance culture, gendered dialogue, digital poetics, archives, algorithmic bias and platform culture.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Introduction to Digital Humanities	Key Concepts • Meaning and definition of Digital Humanities • Digital Humanities as theory, method and practice • Literature and technology • Text, data, archive, interface and algorithm • Close reading, distant reading and machine reading • Interdisciplinary nature of Digital Humanities Representative Texts: • Matthew Kirschenbaum — “What Is Digital Humanities and What’s It Doing in English Departments?” • Matthew K. Gold — “The Digital Humanities Moment” • Susan Schreibman, Ray Siemens and John Unsworth — <i>Introduction to A Companion to Digital Humanities</i>	7	CO1
2	History and Development of Digital Humanities	Key Concepts • Early development of humanities computing • Vannevar Bush and the idea of Memex • Ted Nelson and the concept of hypertext and hypermedia • Development of digital archives and digital libraries • Internet, World Wide Web and online literary culture • Digital Humanities in India and the Global South Representative Texts: • Vannevar Bush — “As We May Think” • Ted Nelson — selected ideas from <i>Literary Machines</i> • Willard McCarty — selected ideas from <i>Humanities Computing</i>	8	CO2
3	Theoretical Foundations of Digital Humanities	Key Concepts • Hypertext and hypermedia • Cybertext and ergodic literature • Electronic literature • Algorithmic criticism • Posthumanism and cyborg theory Representative Texts: • George P. Landow — selected ideas from Hypertext • Espen Aarseth — selected ideas from Cybertext: Perspectives on Ergodic Literature • Donna Haraway — “A Cyborg Manifesto”	7	CO3

4	Digital Tools for Literary Analysis and Practice	Key Concepts - Digital tools as literary research methods - Text analysis and word frequency - Hypertext and interactive storytelling - Literary timeline creation - Literary mapping - Digital annotation and collaborative reading - Advantages and limitations of digital tools Core Tools 1. Voyant Tools 2. Twine 3. TimelineJS 4. StoryMapJS 5. Digital Annotation Tools	8	CO4
5	Digital Humanities and the Novel	Suggested Digital Practice - Character-network analysis of <i>Pride and Prejudice</i> - Ecological mapping of <i>The Hungry Tide</i> - AI and posthuman identity in <i>Klara and the Sun</i> - Surveillance and digital culture in <i>The Circle</i> Suggested Tools - Voyant Tools - StoryMapJS - TimelineJS - Gephi - Palladio	7	CO5
6	Digital Humanities and Drama	Suggested Digital Practice - Love and conflict vocabulary in <i>Romeo and Juliet</i> - Gendered dialogue in <i>A Doll's House</i> - Repetition and silence in <i>Waiting for Godot</i> - Myth and identity in <i>Hayavadana</i> Suggested Tools - Voyant Tools - Gephi - TimelineJS - Digital annotation tools	8	CO3
7	Digital Humanities and Poetry	Key Concepts - Poetry from page to screen - Digital poetics - Word frequency and poetic vocabulary - Kinetic poetry - Code poetry - Visual poetry and screen-based poetry	7	CO4

		Suggested Digital Practice • Nature vocabulary in Romantic poetry • Allusion mapping in <i>The Waste Land</i> • Gender and body imagery in Kamala Das		
8	Cultural and Literary Relevance, Digital Archives, and AI, Ethics	Key Concepts • Cultural relevance of Digital Humanities • Literature, memory and digital archives • Digital preservation and access • AI and literary creativity • Algorithmic bias and platform culture • Digital identity and posthumanism Representative Texts: • Ruha Benjamin — selected ideas from <i>Race After Technology</i> • Alan Liu — selected ideas on Digital Humanities and cultural criticism	8	CO5

Reference Books:

- Aarseth, Espen J. *Cybertext: Perspectives on Ergodic Literature*. Johns Hopkins University Press, 1997.
- Benjamin, Ruha. *Race After Technology: Abolitionist Tools for the New Jim Code*. Polity Press, 2019.
- Bush, Vannevar. “As We May Think.” *The Atlantic Monthly*, 1945.
- Gold, Matthew K., editor. *Debates in the Digital Humanities*. University of Minnesota Press, 2012.
- Gold, Matthew K. “The Digital Humanities Moment.” In *Debates in the Digital Humanities*, edited by Matthew K. Gold, University of Minnesota Press, 2012.

e-Learning Source:

NPTEL (National Programme on Technology Enhanced Learning), IIT Madras.

Available at: <https://nptel.ac.in/courses/109/106/109106113/>

https://companions.digitalhumanities.org/DH/?chapter=content/9781405103213_chapter_1.html

SWAYAM Platform, UGC-Ministry of Education.

Available at: <https://swayam.gov.in/>

Course Articulation Matrix (COs POs PSOs)												
PO- PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	1	2	3	2	3	2	2	1	2	2
CO2	3	2	2	1	2	1	2	3	2	2	1	1
CO3	2	2	2	1	2	1	2	3	2	2	1	2
CO4	2	2	3	2	2	1	2	3	2	2	1	1
CO5	3	2	2	1	2	3	2	3	2	2	1	3

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation



Integral University, Lucknow

Effective from Session: 2026-27- MA English 2 nd Year/ 3 rd Sem. (Aligned with MA 1 Year Program)							
Course Code	A040903 T/LN527	Title of the Course	Cultural Theory and Literary Practices	L	5	T	1
Year	II/ 1 year Program	Semester	III/ I Sem	P	0	C	4
Pre-Requisite	MA 1 st Year/ B4 Year (NEP)	Co-requisite	BA (Hons.)				
Course Objectives	After studying this course, students will be able to: CO1. To introduce students to Cultural Studies as an interdisciplinary field through major theoretical traditions such as the Frankfurt School, Birmingham School, popular culture, representation, ideology and media studies. CO2. To develop an understanding of culture as a site of power, identity, discourse, hegemony, representation, resistance and social transformation. CO3. To examine postcolonial culture, nationalism, language politics, diaspora and identity through selected theorists such as Edward Said, Homi K. Bhabha, Stuart Hall, Barbara D. Metcalf, Mikhail Bakhtin and M. K. Gandhi. CO4. To analyse gender, caste, race, subalternity and social exclusion through feminist, Dalit, postcolonial and anti-racist theoretical perspectives. CO5. To enable students to apply Cultural Studies theories to representative literary, cinematic, ecological, digital and public-cultural texts such as novels, poems, short stories, films, advertisements, speeches and memory sites.						

Course Outcomes	
CO1	Explain the basic concepts of Cultural Studies, including culture, popular culture, ideology, hegemony, culture industry, representation and everyday cultural practices with reference to Raymond Williams, John Storey, the Frankfurt School and the Birmingham School.
CO2	Analyse media, advertisements, poetry and cultural signs through the theories of Roland Barthes, Stuart Hall and John Fiske, especially in relation to myth, ideology, representation and meaning-making.
CO3	Critically examine colonialism, nationalism, postcolonial identity, caste, race and subalternity through the ideas of Edward Said, Homi K. Bhabha, Frantz Fanon, B. R. Ambedkar and Gayatri Chakravorty Spivak.
CO4	Interpret language, Urdu identity, diaspora, ecological culture, technology and digital culture through theorists such as Barbara D. Metcalf, Stuart Hall, Mikhail Bakhtin, Donna Haraway and Cheryll Glotfelty.
CO5	Apply feminist, cinematic, memory and public culture theories to selected literary and cultural texts, including —The Yellow Wallpaper, —Sultana's Dream, —The Shadow Lines, —Bol, —Kafan, and other representative texts.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Introduction, Rise and Development of Cultural Studies	Concept: Frankfurt School and the Birmingham School Raymond Williams —Culture Is Ordinary John Storey —What Is Popular Culture? From: <i>Cultural Theory and Popular Culture: An Introduction</i>	07	CO1

		Representative Texts: George Orwell — <i>Animal Farm</i>		
2	Representation, Ideology, Media and Myth	Roland Barthes — —Soap-powders and Detergents Stuart Hall — —The Work of Representation John Fiske — “Ideology and Meanings” From: <i>Introduction to Communication Studies</i> Representative Texts: Imtiaz Dharker —Purdah W. B. Yeats, —The Second Coming *	08	CO2
3	Nation, Colonialism, Postcolonial Culture and Identity	Homi K. Bhabha — selected ideas from The Location of Culture Edward Said — selected ideas from <i>Orientalism</i> . Representative Texts: Joseph Conrad — <i>Heart of Darkness</i> M. K. Gandhi — — What is Swaraj?” from <i>Hind Swaraj</i>	07	CO3
4	Language, Urdu, Identity and Cultural Politics	Barbara D. Metcalf — —Urdu in India in the Twenty-first Century Stuart Hall — —Cultural Identity and Diaspora Mikhail Bakhtin — selected ideas from <i>The Dialogic Imagination</i> Representative Texts: Saadat Hasan Manto — —Toba Tek Singh <i>Midnight’s Children-</i> Salman Rushdie	08	CO4
5	Gender, Body, Domesticity and Cultural Representation	Simone de Beauvoir — selected ideas from <i>The Second Sex</i> . Judith Butler — selected ideas on gender performativity. bell hooks — selected essays on gender, race and culture. Representative Texts: Charlotte Perkins Gilman — —The Yellow Wallpaper Rokeya Sakhawat Hossain — —Sultana’s Dream	07	CO5
6	Caste, Race, Subaltern and Social Exclusion	Frantz Fanon — selected ideas from <i>Black Skin, White Masks</i> . B. R. Ambedkar — <i>Annihilation of Caste (ideas)</i> Gayatri Chakravorty Spivak — —Can the Subaltern Speak? Representative Text: Meena Kandasamy – Selected Poems from <i>Touch:</i> —Becoming a Brahmin,” Om Prakash Valmiki: <i>Joothan</i>	08	CO3
7	Ecology, Technology, Digital Culture and Applied Cultural Practice	Donna Haraway — selected ideas from —A Cyborg Manifesto. Cheryll Glotfelty — selected ideas on Ecocriticism and Environmental culture. Representative texts: Imtiaz Dharker - —Blessing E. M. Forster — —The Machine Stops	07	CO4
8	Cinema, Performance, Memory and Public Culture	Laura Mulvey — —Visual Pleasure and Narrative Cinema Pierre Nora — selected ideas on memory and sites of memory Representative texts : Amitav Ghosh — <i>The Shadow Lines</i> Faiz Ahmad Faiz — —Boll	08	CO5

Reference Books:

Adorno, Theodor W., and Max Horkheimer. —The Culture Industry: Enlightenment as Mass Deception.‖ *Dialectic of Enlightenment*, translated by John Cumming, Continuum, 1993.

Bakhtin, Mikhail. *The Dialogic Imagination: Four Essays*. Edited by Michael Holquist, translated by Caryl Emerson and Michael Holquist, University of Texas Press, 1981.

Barthes, Roland. —Soap-powders and Detergents.‖ *Mythologies*, translated by Annette Lavers, Hill and Wang, 1972.

Bhabha, Homi K. *The Location of Culture*. Routledge, 1994..

Dharker, Imtiaz. —Purdah.‖ *Purdah and Other Poems*, Oxford University Press, 1989..

e-Learning Source:

NPTEL (National Programme on Technology Enhanced Learning), IIT Madras.

Available at: <https://nptel.ac.in/courses/109/106/109106113/>

IGNOU e-Gyankosh

SWAYAM Platform, UGC-Ministry of Education.

Available at: <https://swayam.gov.in/>

Course Articulation Matrix (COs POs PSOs)

PO- PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	1	2	3	2	3	2	2	1	2	2
CO2	1	2	2	1	2	3	2	3	2	2	1	1
CO3	2	2	3	1	2	3	2	2	2	2	1	2
CO4	1	2	3	1	2	3	2	2	2	3	3	1
CO5	3	2	2	1	2	3	2	3	2	2	1	3

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation



Integral University, Lucknow

Effective from Session: 2026-27 MA/ MA (One Year)							
Course Code	A040904 T/LN528	Title of the Course	War, Partition and Trauma Narratives in Literature	L	5	T	1
Year	I/ II	Semester	I/ III	P	0	C	4
Pre-Requisite	BA (Four Year NEP)	Co-requisite	None				
Course Objectives	1. To introduce students to literary representations of war, partition, and historical trauma across different national and cultural contexts. 2. To familiarise students with key theoretical frameworks of trauma studies as applied to literary analysis. 3. To examine how literature bears witness to collective and individual trauma caused by war, displacement, and political violence 4. To explore the intersection of gender, memory, history, and identity in partition and war narratives. 5. To develop critical skills in reading testimonial, fiction, poetry, and life-writing that engage with extreme historical experience.						

Course Outcomes	
CO1	Understand major theoretical frameworks in trauma studies and apply them to literary texts dealing with war and partition.
CO2	Analyse literary representations of the World Wars, the Partition of India, and other conflict zones with historical and cultural sensitivity.
CO3	Interpret narrative strategies – fragmentation, silence, testimony, memory – used by authors to convey trauma.
CO4	Evaluate the ethical responsibilities of literature in representing violence, displacement, and human suffering.
CO5	Develop comparative perspectives on trauma narratives across different languages, genders, and national traditions.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Trauma, War, and Testimony	Theorists: Cathy Caruth, Dominick LaCapra Key Terms: Traumatic memory, Belatedness, Compulsion to repeat, Testimony as an act of witnessing, Working through trauma vs. Acting out and Cultural trauma Key Concepts: - The unspeakable and the limits of representation - Individual trauma vs. collective and historical trauma - Ethical responsibilities of the writer and the reader	8	CO1
2	The First World War in Literature	Wilfred Owen – “Dulce et Decorum Est” Siegfried Sassoon – “Suicide in the Trenches” Vera Brittain – <i>Testament of Youth</i> (Part I, Chapter I)	7	CO2
3	The Second World War and Holocaust Literature	Paul Celan – “Death Fugue (Todesfuge)” Primo Levi – <i>If This Is a Man (Survival in Auschwitz)</i> (Chapters “Journey”, “This Side of Good and Evil”, and “The Canto of Ulysses”)	8	CO3
4	The Partition of India (1947) in Literature	Saadat Hasan Manto – “Toba Tek Singh” (English translation) Bhisham Sahni – <i>Tamas</i> (Chapters 1, 14, 21)	7	CO4
5	Displacement, and the South Asian Novel	Monica Ali: <i>Brick Lane</i> M.G. Vassanji: <i>The In- Between World of Vikram Lall</i>	8	CO5
6	Post-Colonial War and Conflict Narratives	Tim O'Brien – <i>The Things They Carried</i> (selected stories: “The Things They Carried”, “How to Tell a True War Story”, “The Lives of the Dead”) Michael Ondaatje – <i>Anil's Ghost</i>	7	CO3
7	Gender, Violence, and Trauma in War Narratives	Pat Barker – <i>Regeneration</i> (Book I of the Regeneration Trilogy) Mahasweta Devi – “Draupadi” (from <i>Breast Stories</i> , translated by Gayatri Chakravorty Spivak)	8	CO4
8	Contemporary War and Trauma	Warsan Shire: “Home”, “What they did yesterday afternoon” Hassan Blasim: <i>The Corpse Exhibition</i> (“The Corpse Exhibition”, “The Thousand and One Knives”, and “The Iraqi Christ”)	7	CO5

Reference Books:
Butalia, Urvashi. <i>The Other Side of Silence: Voices from the Partition of India</i> . Penguin Books, 1998.
Caruth, Cathy. <i>Unclaimed Experience: Trauma, Narrative and History</i> . Johns Hopkins University Press, 1996.
Das, Veena. <i>Life and Words: Violence and the Descent into the Ordinary</i> . University of California Press, 2006.
Felman, Shoshana and Dori Laub. <i>Testimony: Crises of Witnessing in Literature, Psychoanalysis, and History</i> . Routledge, 1992.

LaCapra, Dominick. Writing History, Writing Trauma. Johns Hopkins University Press, 2001.

e-Learning Source:

1947 Partition Archive (www.1947partitionarchive.org) – Oral Testimonies and Resources

IGNOU e-Gyankosh: Partition Literature and Trauma Studies materials

NPTEL: Partition Studies and Post-Colonial Literature lectures

Course Articulation Matrix (COs POs PSOs)												
PO- PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	1	2	3	2	3	2	2	1	2	3
CO2	1	2	2	1	2	3	2	3	2	2	1	2
CO3	2	2	2	1	2	3	2	3	2	2	1	2
CO4	1	2	2	1	2	3	2	3	2	2	1	2
CO5	3	2	2	1	2	3	2	3	2	2	1	2

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation



Integral University, Lucknow

Effective from Session: 2026-27- MA English 2 nd Year/ 3 rd Sem. (Aligned with MA 1 Year Program)											
Course Code	A040905 T/LN529	Title of the Course	Theory and Practice of Literary Translation	L	5	T	1	P	0	C	4
Year	II/ 1 year Program	Semester	III/ I Sem								
Pre-Requisite	MA 1 st Year/ BA 4 Year (NEP)<75 %	Co-requisite	BA (Hons.)								
Course Objectives	To introduce students to the basic concepts of translation studies, including source language, target language, source text, target text, literary translation and non-literary translation. To develop an understanding of major translation theories and strategies, such as equivalence, fidelity, freedom, literal translation, free translation, adaptation, transcreation, domestication and foreignization. To enable students to understand the challenges of translating classical and literary texts, especially poetry, fiction, drama, prose, idioms, cultural expressions and philosophical meanings. To examine the relationship between translation, culture and society, with special focus on gender, caste, postcolonial identity, multilingualism and marginalized voices in Indian literature. To train students in practical translation, back translation, machine translation analysis and research-based translation projects, helping them identify loss, gain, cultural shifts and stylistic problems in translation.										

Course Outcomes	
CO1	Explain the meaning, nature and scope of translation and distinguish between literary and non-literary translation, source language and target language, and source text and target text.
CO2	Apply important translation concepts and strategies such as equivalence, fidelity, freedom, adaptation, transcreation, domestication, foreignization, untranslatability, loss and gain.
CO3	Translate and critically analyse literary texts such as poems, couplets, short stories, drama and prose while paying attention to rhythm, metaphor, idioms, cultural words and narrative voice. .
CO4	Evaluate translation as a cultural, social and political practice by examining gender, caste, postcolonial issues, Indian multilingual literature and the translation of marginalized voices. .
CO5	Prepare practical and research-based translation projects involving back translation, machine translation error analysis, cultural glossary, translation strategy, translator's note and reflective commentary..

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Introduction to Literary Translation	Key Concepts: Meaning and nature of translation; literary and non-literary translation; source language and target language; source text and target text; translator as reader, interpreter and creator.	7	CO1

		Suggested Readings: Susan Bassnett — <i>Translation Studies</i> Roman Jakobson — —On Linguistic Aspects of Translation		
2	Major Concepts and Theories	Key Concepts: Equivalence, fidelity, freedom, literal translation, free translation, adaptation, transcreation, untranslatability, loss and gain, domestication and foreignization. Suggested Readings: Eugene Nida — <i>Toward a Science of Translating</i> Peter Newmark — <i>A Textbook of Translation</i> Lawrence Venuti — <i>The Translator's Invisibility</i>	8	CO2
3	Overview of Classical Translation	Translation of ancient or classical literary texts from languages such as Sanskrit, Greek, Latin, Arabic, Persian, Tamil, Prakrit, etc., into modern languages while preserving their meaning, cultural context, style, poetic beauty, and philosophical depth. Suggested Representative Texts (Choice Based Two Text) • Kalidasa — <i>Abhijnanasakuntalam</i> • Valmiki — <i>Ramayana</i> • Vyasa — <i>Mahabharata</i> • Homer — <i>The Iliad / The Odyssey</i> • Sophocles — <i>Oedipus Rex</i> • Dante — <i>The Divine Comedy</i> • Omar Khayyam — <i>Rubaiyat</i>	7	
4	Translation of Literary Genres	Key Concepts: Translation of poetry, fiction, drama and prose; rhythm, metaphor, dialogue, narrative voice, idioms, cultural words and local expressions. Suggested Texts for Practice: Kabir — selected dohas Ghalib — selected couplets Premchand — selected stories	8	CO3
5	Translation, Culture and Identity	Key Concepts: Translation and culture; translation and gender; translation and caste; postcolonial translation; Indian multilingual literature; translation of marginalized voices. Suggested Readings: Gayatri Chakravorty Spivak — —The Politics of Translation Tejaswini Niranjana — <i>Siting Translation</i> Harish Trivedi — selected essays on Indian translation	7	CO4
6	Back Translation Exercise	Students will translate a short passage from Language A to Language B, and then translate it back into Language Activity: Hindi → English → Hindi	8	CO5

		or Urdu → English → Urdu Focus: Changes in meaning, Loss of tone, Cultural shift Difference between original and back-translated text Research Output: Short reflection on translation loss and change.		
7	Machine Translation Evaluation	Students will compare human translation with machine translation. Activity: Take a short Hindi/Urdu/regional language passage and translate it using Google Translate or any machine translation tool. Then prepare a better human translation. Focus: Errors in machine translation, Loss of literary style, Cultural mistakes, Wrong idiomatic meaning, Need for human revision Research Output: Error-analysis report with improved translation.	7	CO3
8	Translation Research Project	Each student will prepare one small research project on translation.(Any One) Suggested Topics: 1. Problems in translating poetry from Hindi/Urdu into English. 2. Translation of cultural text 3. Translation of Partition memory and Trauma 4. Feminist issues from related text 5. Problems of translating Dalit autobiography. 6. Machine translation and literary style. 7. Translation of idioms and proverbs in Indian languages. 8. Translation and loss of humour in drama. 9. Translation of religious and spiritual vocabulary. 10. Translation as cultural negotiation in Indian literature. Research Output: A short project report of 1500–2000 words. Format of Practical Translation Project Students may submit their practical project in the following format: Title of the project Introduction Source language and target language Source text details Translation Notes on difficult words Cultural glossary Translation strategy used	8	CO4

		Problems faced during translation Conclusion Bibliography		
Reference Books:				
• Bassnett, Susan. <i>Translation Studies</i> . Routledge.				
• Jakobson, Roman. —On Linguistic Aspects of Translation. In <i>On Translation</i> , edited by Reuben A. Brower.				
• Nida, Eugene A. <i>Toward a Science of Translating</i> . Brill.				
• Newmark, Peter. <i>A Textbook of Translation</i> . Prentice Hall.				
• Venuti, Lawrence. <i>The Translator's Invisibility: A History of Translation</i> . Routledge.				
e-Learning Source:				
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Course Articulation Matrix (COs POs PSOs)												
PO- PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	1	2	3	2	3	2	2	1	2	2
CO2	1	3	2	1	2	3	2	3	2	2	1	1
CO3	2	3	3	1	2	3	2	3	2	2	1	2
CO4	1	2	2	1	2	3	2	3	2	2	1	1
CO5	3	1	3	1	2	3	2	3	2	2	1	3

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation