

مولانا آزاد نیشنل اردو یونیورسٹی
MAULANA AZAD NATIONAL URDU UNIVERSITY
(A Central University Established by an Act of Parliament in 1998)



The Department of English

Agenda Items of the Ninth Board of Studies Meeting of the Department of English, Maulana Azad National Urdu University, scheduled on 25th January 2014.

Item No. 1 Confirmation of the Minutes of the 7th BoS (recalculated and renumbered as 8th BoS Meeting) & Action Taken Report (Annexure No. 1. Page Nos. 3-10)

Submitted for confirmation

Item No. 2 List of the candidates admitted into MA, MPhil and PhD programmes in 2013 (Annexure No. 2. Page Nos. 11-12)

Submitted for confirmation

Item No. 3 Allotment of Supervisors to MPhil and PhD candidates admitted in 2013 Annexure No. 3. Page Nos. 13)

Submitted of confirmation

Item No. 4 Modification of the topics of the research work of the MPhil and PhD scholars of the previous batches (Annexure No. 4. Page Nos. 14-15)

Submitted for confirmation

Item No. 5 List of MPhil and PhD recipients (Annexure No. 5. Page Nos. 15)

Submitted for reporting

Item No. 6 Proposed paper for Academic Reading and Writing (Annexure No. 6. Page Nos. 16-19)

Submitted for discussion

Item No. 7 Proposed paper for Urdu Literature in Translation for M A English students (on Executive Council's Direction) (Annexure No. 7. Page Nos. 20-22)

Submitted for discussion

Item No. 8 Proficiency Course in English (as general certificate course) and English as credit course for all PG programmes

Honourable Vice Chancellor and the Deans have directed the Department of English to offer Proficiency Course from the academic year 2014-2015; They further decided to offer English as compulsory credit paper for all the PG programmes offered by the University. Hence, the Proficiency Course offered by the Department until recently as non-credit (and later credit add-on course) shall be offered both as certificate course in general and to all the PG programmes of the University (Annexure No. 8. Page Nos. 23)

Submitted for reporting

Item No. 9 Extension of the List of Panel of Examiners for MPhil and PhD Programmes (Annexure No. 9. Page Nos. 24-29)

Submitted for confirmation

Item No. 10 Consideration of the requests of the PhD candidates to grant UGC non-JRF fellowship during the eligible extension period (Annexure No. 10. Page Nos. 30-32)

Submitted for consideration and recommendation

Prof. Syed Mohammed Haseebuddin Quadri.
Chairperson, English BoS

**THE MINUTES OF THE SEVENTH ORDINARY BOARD OF STUDIES (BoS),
MEETING OF THE DEPARTMENT OF ENGLISH HELD ON 8TH DECEMBER
2012 AT UNIVERSITY GUEST HOUSE, MANUU, HYDERABAD AT 10:00 a.m.**

At the outset Professor Syed Mohammed Haseebuddin Quadri, Chairperson BoS, welcomed all the members.

The following members were present:

Prof. Syed Mohammed Haseebuddin Quadri	Chairperson
Prof. Mohd. Zafaruddin	Member
Dr. Shugufta Shaheen	Member
Mr. S. Omprakash	Member
Mr. Govindaiah Godavarthi	Member
Ms. Khairunnisa Nakathorige	Invitee
Dr. Shilpaa Anand	Invitee
Mr. Muhammed Aslam Kunnathil	Invitee

Professor Anisur Rahman (JMI, Department of English), and Professor Syed Mujeebuddin (HCU, Department of English) could not attend the meeting.

The Chairperson asked Dr. Shugufta Shaheen to present the Agenda items:

Item No. – 01. Confirmation of the Minutes of the Sixth BoS (Presentation of Action Taken Report)

As no comments were received from the members, the minutes of the Sixth BoS were confirmed.

Item No. – 02. List of the Candidates Admitted in MA, MPhil and PhD Programme

The admissions were confirmed.

Item No. – 03. Granting of Supervision / Guide Status

The Supervision / Guide-ship of Dr. Shilpaa Anand (Assistant Professor, Dept. of English, MANUU) was resolved to be approved. However, in the case of Dr. Huma Yaqub and Dr. Mohammad Fayez (Assistant Professors, MANUU Satellite Campus, Lucknow), it was resolved that the direction of the Honourable Vice Chancellor should be sought, before approving their supervision/guide-ship.

In case of supervision (for MPhil) of those scholars of the Department, who have been awarded their Doctorates, it was resolved that when no vacancy for guidance/supervision is available in the Department then, they could be allotted candidates for supervision at MPhil level. In any case the matter is forwarded to the Hon. Vice Chancellor for direction.

Item No. – 04. Allotment of Supervisors and Broad Area of Research to the MPhil and PhD Candidates

The Supervisors and Broad Area of Research were allotted to the MPhil and PhD students

Maulana Azad National Urdu University Department of English

List of MPhil (English) 2012-13 with Supervisor and Broad Area of Research

<i>S.No</i>	<i>Name of the Candidate</i>	<i>Fathers Name</i>	<i>Enrolment No</i>	<i>Supervisor Allotted</i>	<i>Broad Area of Research</i>
1	Arif Ahammed	Safique Ahammed	1201040201	Dr. Shilpaa Anand	Drama
2	Mudasir Ahmad Mir	Abdul Hamid Mir	1201040202	Dr. Gulfishan Habeeb	Drama
3	Syeda Urooj Fatima	ASM Attan Akailvi	1201040203	Dr. Shugufta Shaheen	Poetry & Translation
4	Javaid Ahmad Wagay	GH. Hassan Wagay	1201040204	Dr. Huma Yaqub / Dr. Shugufta Shaheen	Fiction
5	Sirajudheen. P	Muhammed Ali. P	1201040205	Dr. Shilpaa Anand	Fiction & Criticism
6	Tanveer Fatima	Mohammed Mazhar Quraishi	1201040206	Dr. Mohammed Fayez / Dr. Shugufta Shaheen	English Language Teaching
7	Md. Sabir Hussain	Md. Afak Alam	1201040207	Dr. Huma Yaqub / Dr. Shilpaa Anand	Fiction

Maulana Azad National Urdu University
Department of English
List of PhD (English) II Phase 2011-12 with Supervisor and Broad Area of Research

S.No	Name of the Candidate	Father's Name	Enrolment No	Supervisor Allotted	Broad Area of Research
1	Masrook Ahmad Dar	Abdul Gani Dar	1101040104	Dr. Shugufta Shaheen	Resistance Literature
2	Riyaz Ahmad Kumar	GH. Hassan Kumar	1101040105	Dr. Shugufta Shaheen	Children's Literature

Maulana Azad National Urdu University
Department of English
List of PhD (English) 2012-13 with Supervisor and Broad Area of Research

S.No	Name of the Candidate	Father's Name	Enrolment No	Supervisor Allotted	Broad Area of Research
1	Shaik Khateebuddeen	Shaik Ghouse Mohieddeen	1201040101	Dr. Mohammed Fayez / Prof. Syed Mohammed Haseebuddin Quadri	English Language Teaching
2	Muhamed Ali. EK	Alavikutty. EK	1201040102	Dr. Shugufta Shaheen	Film & Translation

Item No. – 05. Modification / Confirmation of the Specific Topics of the MPhil and PhD Research Scholars of the Previous Batches

The Specific topics (from the broad area of research) of the PhD scholars of the previous batches were confirmed and approved.

1. Ms. V. Madhavi (Enrl. No. 1001040101) Ph D Scholar - 'An Analytic Study of the General English Syllabus Prescribed at Undergraduate Level in Osmania University and a Proposed Need-based Pragmatic Syllabus.'
2. Ms. Hina Tahir (Enrl. No. 1001040103) Ph D Scholar - 'Resistance in Literature: A Study of Selected Works of Nadine Gordimer, Peter Carey, Ngugi Wa Thiong'o and Kiran Desai.'

The topics submitted for modification are also confirmed and approved

1. Ms. Gousia Yousuf (Enrl No. 1101040101) Ph D Scholar – earlier approved as ‘Gender Issues Across Cultures’ is modified to ‘Reconstructing History Through Select Autobiographies.’
2. Mr. Naseer Ahmad Naseer (Enrl. No. 1001040104) PhD Scholar – earlier approved as ‘Ecocriticism as a Motif in Literature: British, American and South Asian Literature’ is modified to ‘An Ecocritical Approach to British, American and Indian Poetry.’
3. Mr. Chapparban Sajaudeen (Enrl. No. 1101040203) MPhil Scholar – earlier approved as ‘Stylistics of Inspirational Literature’ as a broad area is modified to ‘The Muslim Writes Back – Islamophobia and Resistance in the South Asian Novels After 9/11: With Special reference to Mohsin Hamid’s The Reluctant Fundamentalist and Monica Ali’s Brick Lane.’

Item No. – 06. Inclusion of the New Members of the Faculty in BoS English

The membership of BoS, English for Ms. Khairunnisa N, Dr. Shilpaa Anand and Mr. Muhammad Aslam K. (Assistant Professors, Dept. of English, MANUU), was resolved to be approved. In case of Dr. Huma Yaqub and Dr. Mohammad Fayez (Assistant Professors, MANUU Satellite Campus, Lucknow), the direction of the Honourable Vice Chancellor is sought

Item No. – 07. Extension of the List of Panel of Examiners for MA, MPhil and PhD Programmes

The Extended Panel of Examiners for Adjudication of MPhil and PhD dissertation and thesis respectively was approved.

Item No. – 08. Modification in MA, MPhil and a proposed PhD Course Work

The modification proposed by the Department in few papers of MA, MPhil and PhD Course Work was approved

Item No. – 09. Request of a student for Conversion of Regular PhD Programme into Part time Programme

Ms. Gousia Yousuf, PhD (regular) research scholar, bearing enrolment no. 1101040101 has requested the Department to grant her permission to continue her PhD full time regular programme through part-time mode. She had been recruited as School Teacher in Govt. School in Jammu & Kashmir. She has completed her PhD course work, and has also taken residence in the

University for one year. The Board has resolved and approved, however the matter will be forwarded to the Academic Council for its decision.

Item No. – 10. Fourth National English Conference

The Conference is resolved to be held in the month of October 2013.

Any other item by the permission of the Chair.

The names of Dr. Huma Yaqub, Dr. Mohammed Fayez, Ms. Khairunnisa N, Dr. Shilpaa Anand, and Mr. Muhammed Aslam K. are included in the Department of English's panel for paper setting and evaluation for MA (English) programme.

The proposal to extend Editorial Board of MAJELL has been approved. Dr Huma Yaqub, Dr. Mohammad Fayez, Ms. Khairunnisa N, Dr. Shilpaa Anand, and Mr. Muhammed Aslam K are included in the Editorial Board of MAJELL as Associate Editors, and Dr. Shugufra Shaheen shall serve as Editor, while Professor Syed Mohammed Haseebuddin Quadri shall henceforth serve as Chief Editor.

It was proposed that the fifth paper in the first semester of MA programme 'Fundamentals of Information Technology' may be scrapped and in its place Academic Writing and Oral Presentation Skills as a credit course should be offered as fifth paper. The Chairperson asked Dr. Shugufra Shaheen, Dr. Shilpaa Anand and Mr. Muhammed Aslam K. to devise the paper.

The meeting ended with the members thanking the chair.

***Professor Syed Mohammed Haseebuddin Quadri
Chairperson, BoS, English***

Action Taken Report
Of the Eighth Board of Studies Meeting held on 8th December 2012 at HoD's Chamber,
Department of English, SLL & I Building, MANUU

Item No. – 03. Granting of Supervision /Guide Status

The matter has been sent to the Honourable V C for direction. He suggested that the matter be deferred.

Item No. – 06. Granting of Membership to faculty at MANUU satellite campus

The matter has been sent to the Honourable V C for direction, through minutes, however, no comment has been received yet.

In Any other matter:

Charge of Editorship of MAJELL has been given to Dr. Shugufta Shaheen

Annexure -2

Maulana Azad National Urdu University
Department of English
Admitted List of M A (English) 2013-14

<i>Enrl. No.</i>	<i>Name of the Candidate</i>	<i>Fathers Name</i>	<i>Enrolment No</i>
1	Dasru Ramavath	Mangla Ramavath	1301040301
2	Salma Sultana	A K Rabbani	1301040302
3	Vankunavath Ganesh	Vankunavath Gyama	1301040303
4	Busi Akkamma	B Yesuratnam	1301040304
5	Mohaiminul Islam	Md. Mainul Hoque	1301040305
6	Md. Samsuzzoha	Md. Oliul Islam	1301040306
7	Majaz Hussain Shah	Aftab Hussain Shah	1301040307
8	Md. Khairul Alam	Md. Mansur Rahaman	1301040308
9	Washim Sajjad	Hamidul Islam	1301040309
10	Md. Reyaz	Md. Shakir	1301040310
11	Ebrahim Sekh	Sahajamal Sekh	1301040311
12	Pallepogu Sravani	P. Swamy	1301040312
13	Mahafujur Rahaman	Md. Abdur Rahaman	1301040313
14	Nagelli Praveen Kumar	Nagelli Galaiah	1301040314
15	Haleel Rahman P	Ibrahim P	1301040315
16	Muhammed Abdul Haque. K	UnneenKutty. K	1301040316
17	Yasir Ahmad Dar	GH. Mohamad Dar	1301040317
18	Md. Ruhul Azam	Md. Mainuddin	1301040318
19	Md. Hanif	Saifuddin Sk	1301040319
20	Md. Somel Sk	Md. Sadek Sk	1301040320
21	Mohammad Hasanujjaman	Mohammad Samsuddin	1301040321
22	D. Babu Rao	Balakistaiah	1301040322
23	Mehrab Ahmad Khan	Mohd. Nazeer Khan	1301040323
24	Sajad Ahmed	Mohd Akbar	1301040324
25	Neerudi Mahendar	Neerudi Laxmi	1301040325
26	Taisir Mohammed Mutahar Al Kuhlani	Mohammed	1301040326
27	Annamuhammet Hojagulyev	Bayrammurat	1301040327
28	Sk. Nur Amin	Sk. Ruhul Amin	1301040328
29	Tarik Anowar	Mohammed Ayesh	1301040329
30	Md. Abu Katadah	Md. Sohid Ali	1301040330
31	Amir Hossain	Abdul Gani	1301040331

32	Md. Samsujjaman	Md. Nurul Islam	1301040332
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33	Nalla Karteek	Gangaram	1301040333
34	Mohd. Ishaq	Khaja Mohinuddin	1301040334
35	Tamil Hossain	Taimur Hossain	1301040335
36	Kola Parusharamulu	Kola Anjaiah	1301040336
37	Zillo Homa	Neyaz Ahmad	1301040337
38	Godisela Naresh	Narasaiah	1301040338
39	Md. Ajmal	Abdul Quadir	1301040339

Maulana Azad National Urdu University

Department of English

Admitted List of MPhil (English) 2013-14

<i>S.No</i>	<i>Name of the Candidate</i>	<i>Fathers Name</i>	<i>Enrolment No</i>
1	Md. Humayun SK	Md. Fayej SK	1301040201
2	Tawseef Majid Mir	AB. Majid Mir	1301040202
3	Huda Majeed	Dr. Abdul Majeed	1301040203
4	Shamsul Haq Thoker	Abdul Gani Thoker	1301040204
5	Aneesa Mushtaq	Mushtaq Ahmad Hurrah	1301040205
6	Tajamul Islam	PZ. Shrief-ud-din Shah	1301040206
7	Ambili K R	P K Ravi	1301040207
8	Hara Mohan Nayak	Basanta Kumar Nayak	1301040208
9	Ekramul Haque	Golam Mortuza	1301040209
10	Shama Mazhar	Mazharul Haque	1301040210
11	J. Usha Rani	J. S. Rao	1301040211
12	Ishrat Jahan	Mohd. Umar	1301040212
13	Suhaib VP	Ahamed VP	1301040213

14	Hashif. K	Ahammed. K	1301040214
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Maulana Azad National Urdu University
Department of English
Admitted List of PhD (English) 2013-14

S.No	Name of the Candidate	Father's Name	Enrolment No
1	Shah Alam	Noorul Huda	1301040101
2	Showkat Hussain	GH. Mohd. Mir	1301040102
3	Peddipaga Rambabu	Satyanandan	1301040103
4	Shahul Hameed. M.P.	Mammikutty. M.P.	1301040104
5	Ishrat Bashir	Bashir Ahmad Mattoo	1301040105

Annexure - 3

Maulana Azad National Urdu University
Department of English
List of MPhil (English) 2013-14 with Supervisor and Broad Area of Research

S.No	Name of the Candidate	Fathers Name	Enrolment No	Supervisor Allotted	Broad Area of Research / Topic of Research
1	Tawseef Majid Mir	AB. Majid Mir	1301040202		Drama
2	Huda Majeed	Dr. Abdul Majeed	1301040203		Fiction
3	Shamsul Haq Thoker	Abdul Gani Thoker	1301040204		Drama
4	Aneesa Mushtaq	Mushtaq Ahmad Hurrah	1301040205		Fiction
5	Tajamul Islam	PZ. Shrief-ud-din Shah	1301040206		Fiction
6	Ambili K R	P K Ravi	1301040207		Fiction
7	Ekramul Haque	Golam Mortuza	1301040209		Fiction
8	Shama Mazhar	Mazharul Haque	1301040210		Fiction
9	J. Usha Rani	J. S. Rao	1301040211		Fiction
10	Ishrat Jahan	Mohd. Umar	1301040212		Fiction
11	Suhaib VP	Ahamed VP	1301040213		Fiction

12	Hashif. K	Ahammed. K	1301040214		Fiction
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Maulana Azad National Urdu University
Department of English
List of MPhil (English) 2013-14 with Supervisor and Broad Area of Research

S.No	Name of the Candidate	Father's Name	Enrolment No		<i>Broad Area of Research / Topic of Research</i>
1	Shah Alam	Noorul Huda	1301040101		Fiction
2	Showkat Hussain	GH. Mohd. Mir	1301040102		Fiction
3	Peddipaga Rambabu	Satyanandan	1301040103		English Language Teaching
4	Shahul Hameed. M.P.	Mammikutty. M.P.	1301040104		Fiction
5	Ishrat Bashir	Bashir Ahmad Mattoo	1301040105		Fiction

Modification of the Topics of the Research Work of the MPhil and PhD Scholars of the Previous Batches

Mr. Arif Ahammed (Enrl. No. 1201040201) MPhil scholar. His Broad Area of Study was approved as Drama. He submits his specific topic in the same area as “Representation of ‘others’ in selected plays of Mahesh Dattani and Studying the role of Indian Culture in the Making of these ‘others’.”

Mr. Mudasir Ahmad Mir (Enrl. No. 1201040202) MPhil scholar. His Broad Area of Study was approved as Drama. He submits his specific topic in the same area as “Harold Pinter’s Contribution to The Theatre of The Absurd.”

Ms. Syeda Urooj Fatima (Enri. No. 1201040203) MPhil scholar. Her Broad Area of Study was approved as Poetry and Translation. She submits her specific topic in the same area as “A Feminist Critique of Ghalib’s Select Couplets.”

Mr. Javaid Ahmad Wagay Enrl. No. 1201040204) MPhil scholar. His Broad Area of Study was approved as Fiction. He submits his specific topic in the same area as “Cricket Beyond the Boundary”

Mr. Sirajudheen. P (Enrl. No. 1201040205) MPhil scholar. His Broad Area of Study was approved as Fiction and Criticism. He submits his specific topic in the same area as “Opium in Contemporary Fiction: A Study of Narcopolis and Sea of Poppies.”

Mr. Md. Sabir Hussain (Enrl. No. 1201040207) MPhil scholar. His Broad Area of Study was approved as Fiction. He submits his specific topic in the same area as “Representation of Bihar in Contemporary Indian English Fiction”.

Ms. Humera Sultana (Enrl No. 0901040104) Ph D Scholar. Her earlier approved topic was ‘Anne Tyler as a Domestic Novelist (A Study of Selected Novels): *Dinner at the Homesick Restaurant and Ladder of Years*’. She requests for modification and submits her research topic as ‘Anne Tyler as a Liberal Feminist: A Study of *If Morning Ever Comes, Earthly Possessions and Dinner at the Homesick Restaurant*.’

Mr. Shouket Ahmad Tilwani (Enrl. No. 1001040102) PhD Scholar. His earlier approved topic was ‘Amitava Ghosh’. He submits his specific topic as ‘A Study of the Shade of swords Jihad and Conflict Between Christianity and Islam, The Reluctant Fundamentalist and Burnt Shadows.’

Mr. Shabeer Ahmad Taing (Enrl. No. 1001040105) PhD Scholar. His earlier approved topic was ‘Short Story Across Cultures’. He requests for modification and submits his research topic as “Short Story Across Cultures: A Sociological Study of Selected Short Stories of O. Henry, Leo Tolstoy, R.K. Narayan and Akhtar Mohi-ud-Din’.

Mr. Somapalyam Omprakash (Enrl. No. 1001040106) PhD Scholar. His Broad Area of Study was approved as Indian Fiction in English: Khushwant Singh. He submits his specific topic as ‘A Critical Study of Khushwant Singh’s Novels and Short Stories.’

Mr. Anand D Kattimani (Enrl. No. 1001040107) PhD Scholar. His earlier approved topic was 'Autobiography: Comparative Study'. He requests for modification and submits his research topic as 'Depiction of Hunger and Humiliation in the Autobiographies of Aravind Malagatti, Siddalingaiah, Sharankumar Limbale and Sheoraj Singh Bechain'.

Mr. Abdul Latheef V. (Enrl. No. 1001040108) PhD scholar. His Broad Area of Study was approved as Testing and Evaluation. He submits his specific topic as 'Examination Washback On Teaching and Learning English as a Second Language: Testing Versus the Four Skills at UG Level.'

Mr. Azeem Pasha (Enrl. No. 1001040109) PhD scholar. His Broad Area of Study was approved as Sufism in Literature. He submits his specific topic as 'Traces of Sufism in the Novels of Doris Lessing: Shikasta and The Making of the Representative for Planet 8.'

Ms. Ansa Alladin (Enrl. No. 1001040110) PhD Scholar. Her Broad Area of Study was approved as American Literature. She submits her specific topic as 'Revisiting Hemingway: A Post Colonial Reading of His Selected Short Fiction.'

Mr. Muhammed Salim. K (Enrl. No. 1101040102) PhD scholar. His Broad Area of Study was approved as English Language Teaching. He submits his specific topic in the same area as 'Neurolinguistic Programming in English Language Teaching with Special Reference to the Revised English Curriculum of the Higher Secondary Education in Kerala

Mr. Nagaraju Mandly (Enrl. No. 1101040103) PhD scholar. His Broad Area of Study was approved as English Language Teaching. He submits his specific topic in the same area as 'Teaching Spoken and Written English Communication Skills to Polytechnic Students Using Multiple Intelligence Approach: An Experimental Study.'

Annexure - 5

M Phil - 2009 Batch (Degree Awarded in the year 2013)

S. No.	Name of the candidate	Enrl. No.	Guide	Status of Degree
1.	Mr. Ahamed Musfar P M	1001040205	Prof. Amina Kishore	Awarded in 2013
2.	Ms. Syeda Farha Shah	1001040202	Dr Shugufta Shaheen	Awarded in 2013
3.	Mr. Showkat Hussain	1101040202	Dr. Gulfishaan Habeeb	Awarded in 2013
4.	Mr. Shah Alam	1101040204	Dr Shugufta Shaheen	Awarded in 2013
5.	Mr. Chapparban Sajaudeen	1101040203	Dr Shugufta Shaheen	Awarded in 2013

PhD (Degree Awarded in the year 2011)

<i>S. No.</i>	<i>Name of the candidate</i>	<i>Enrl. No.</i>	<i>Guide</i>	<i>Status of Degree</i>
1.	Ms. Hina Tahir	1001040103	Prof. Syed Mohammed Haseebuddin Quadri	Awarded in 2013
2.	Mr. Jan Mudasir Gul	0901040102	Dr. Gulfishaan Habeeb	Awarded in 2013

Annexure – 6

Proposal for Academic Reading and Writing (ARW)

Introduction

This exercise in the introduction of Academic Reading and Writing course comes against a background of the apparent failure of many postgraduate students of English department, MANUU, to write effectively in English. The reasons for this unfortunate situation could be more than one: poor schooling and undergraduate programs, repulsive textbooks, haphazard teaching methods and complacency on the part of students-to name a few. In any event, well-thought out measures to redeem the situation is all the more urgent. In this context, the English Department at MANUU has found it imperative to draw up a programme that could train the department students in reading and writing. In this connection, the BoS members discussed and unanimously agreed to introduce an Academic Writing Course, in the meeting held on 8th Dec, 2012. The distinguishing feature of this course is that it proposes activity-based teaching where students are not mere passive receivers of classroom lectures but keen participants in language skills practice activities. It is hoped that if implemented effectively, this course will go a long way in making students feel confident about using English in diverse life situations.

Consequently a three-member syllabus committee was constituted to explore various possibilities in designing and implementing the course sooner than later. As a result the committee has proposed that there are two methods of introducing academic writing skills into the MA syllabus.

The first method is outlined in Proposal 1. This method inserts writing components, into existing courses of the 2nd and 3rd semesters of the MA programme in a way that one unit per course would be adapted to the teaching and learning of writing skills. The second method is outlined in Proposal 2 which augments the existing E-107 course which runs in the 3rd semester of the MA programme so that the primary function of the course is to impart writing skills and its secondary function is to teach short stories and essays. As both proposals have different advantages, the committee concluded that it would be necessary to pilot both proposals so as to assess their feasibility. The committee thus recommends that the department pilot Proposal 1 in the year 2014 and Proposal 2 in the year 2015, January semester (3rd Semester of the MA programme). Once both the methods have been piloted, the committee along with the other faculty members of the department could evaluate the methods and decide which one suits the learners and instructors most favourably.

Objectives:

Both the methods have the following objectives:

1. To equip students with the English language skills necessary to undertake academic reading and write well-organized and self-edited essays in a variety of styles normally employed in academic discourse.
2. To extend students exposure to many different types of writing as well as the process of writing in many different contexts.
3. To help students adjust to conventions and demands of various genres, audiences, purposes with a special focus on the conventions of academic writing, including formatting, standards of argumentation, appropriate tone and diction, and use of sources.
4. To enable students to build vocabulary through close, intensive reading of texts so that they grow familiar not only with standard usages of words but the nuances of language as a whole.
5. To enable students to incorporate logic, clarity and critical thinking into a composition.
6. To foster in students self-confidence and a positive attitude towards language learning in general.

Proposal 1:

This proposal adds academic reading and writing components to five existing papers i.e. English Drama-1 (2nd Sem.), Essays and Short-stories (2nd Sem.), English Fiction-1 (2nd Sem.), Literary Criticism-2 (3rd Sem.) and English Poetry-2 (3rd Sem.) . Some existing units need to be dropped from each paper, in order to accommodate ARW component without putting extra burden on students or teachers. (No such dropping has been shown in this draft as matters of droppable units in each section are still to be settled. However, the committee suggests that the decision of which unit will be replaced with the writing component remain in the hands of the instructor of the course in that particular semester.)

Existing Course	Additional ARW Component (A)
<p align="center">Paper VI</p> <p><u>Paper Code: E 106; Title: English Drama -1</u> (Drama of the Renaissance/ Elizabethan Period)</p> <p>Unit I: Background to the study of Drama Origin & Development of English drama Elements of Drama Classical Drama</p> <p>Unit II: Christopher Marlowe: <i>Dr Faustus</i> Unit III: Ben Jonson: <i>Volpone</i> Unit IV: William Shakespeare: <i>King Lear</i> Unit V: William Shakespeare: <i>As You Like It</i> Unit VI: Webster: <i>The Duchess of Malfi</i></p>	<p>(Genre: Drama)</p> <p>Pre-reading Discussion: Vocabulary: Reading: (to be selected by instructor)</p> <p>Post Reading: Thinking about the content Thinking about writing Personal response</p> <p>Writing Free/ journal writing Formal writing: A. <i>Introduction to writing about drama.</i></p> <ul style="list-style-type: none"> ▪ <i>Theme</i> ▪ <i>Plot</i> ▪ <i>Character Analysis</i>

B. Summary Writing

Revising

Editing

Editing for Grammar:

- *Present perfect & perfect progressive, Past simple, progressive, perfect & perfect progressive*
- *Present simple, progressive perfect & perfect progressive.*
- *Subject verb agreement*
- Editing for Mechanics:
- *Paper format*
- *Using quotation mark, brackets and ellipses*

Existing Course	Additional ARW Component (B)
Paper VII <u>Paper Code: E 107; Title: English Essay and Short Story</u>	(Genre: Personal Essay & Academic Essay)
Unit I: Background Study	Pre-reading <ul style="list-style-type: none">▪ Discussion:▪ Vocabulary:
Unit II: Francis Bacon - <i>Of Books; Of Friendship</i>	Reading: <ul style="list-style-type: none">• (to be selected by instructor)• (to be selected by instructor)
Addison and Steele Periodical Essay – <i>Sir Roger at Church of the Club</i>	Post Reading: <ul style="list-style-type: none">▪ Thinking about the content▪ Thinking about writing▪ Personal response
Unit III: Charles Lamb – <i>Poor Relations</i>	Writing
Chesterton – <i>A Piece of Chalk</i>	<ul style="list-style-type: none">▪ Free/ journal writing:▪ Formal writing:<ul style="list-style-type: none">▪ <i>auto-biographical essay</i>▪ <i>Introduction to Academic Essay (Intro, Body division of paragraphs, Conclusion of essay)</i>▪ <i>Compare and Contrast Essay: methods of comparing and contrasting</i>
Unit IV: Hazlitt – <i>Indian Jugglers</i>	<ul style="list-style-type: none">▪ <i>Persuasive Essay</i>▪ <i>Descriptive Essay</i>▪ <i>Process Essays- steps of a process essay</i>
Unit V: Katherine Mansfield – <i>A Cup of Tea</i>	
Somerset Maugham - <i>A Bad Example</i>	
James Joyce – <i>A Little Cloud</i>	
Rudyard Kipling – <i>How the Camel got its Hump</i>	
Arthur Conan Doyle – <i>The Red Headed League</i>	
Unit VI: P. G. Wodehouse – <i>The Prize Poem; Jeeves in Spring Time</i>	Revising
Anton Chekov – <i>Strong Impression</i>	Editing
Achebe – <i>Marriage is a Private Affair</i>	Editing for Grammar:

Guy de Maupassant – <i>Useless Beauty</i> Harriet Beecher Stowe – <i>Mosses from an Old Manse</i> <i>And Miss Cricket</i> Qurratulain Hyder – <i>The Sound of Falling Leaves</i>	<ul style="list-style-type: none"> ▪ <i>Articles</i> ▪ <i>Voices – passive and active</i> ▪ <i>Indirect speech</i> ▪ <i>Word order in describing nouns</i> <p>Editing for Mechanics:</p> <ul style="list-style-type: none"> ▪ <i>Commas</i> ▪ <i>Capitalization</i> ▪ <i>Introduction to the MLA system</i>
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Existing Course	Additional ARW Component (C)
<p align="center">Paper VIII</p> <p><u>Paper Code: E 108; Title: English Fiction – 1</u> (Novel from Daniel Defoe to George Eliot)</p> <p>Unit I: Elements of Fiction: Plot, Character, Action & Point of View Unit II: Daniel Defoe: <i>Robinson Crusoe</i> Unit III: Jane Austen: <i>Northanger Abbey</i> Unit IV: Charles Dickens: <i>A Christmas Carol</i> Unit V: Charlotte Bronte: <i>Jane Eyre</i> Unit VI: George Eliot: <i>Silas Marner</i></p>	<p>(Genre: Fiction)</p> <p>Pre-reading Discussion: Vocabulary:</p> <p>Reading:</p> <ul style="list-style-type: none"> • (to be selected by instructor) <p>Post Reading: Thinking about the content Thinking about writing Personal response</p> <p>Writing Free/ journal writing Formal writing: A. <i>Introduction to writing about fiction.</i></p> <ul style="list-style-type: none"> ▪ <i>Theme</i> ▪ <i>Plot</i> ▪ <i>Character Analysis</i> ▪ <i>Interpretation of Symbols.</i> ▪ <i>Examining social context</i> <p>B. <i>Narration and telling a story</i></p> <p>Revising Editing Editing for Grammar:</p> <ul style="list-style-type: none"> ▪ <i>Pronoun antecedent agreements & avoiding sexism</i> ▪ <i>Precision in propositions</i> ▪ <i>Sentence variety</i> ▪ <i>Relative clauses- (restrictive and non-restrictive clauses)</i>

Editing for Mechanics:

- *Punctuating direct speech*
 - *Parallelism*
 - *Semi colon & colon*
-

Existing Course	Additional ARW Component (D)
Paper XII <u>Paper Code: E 112; Title: Literary Criticism</u> <u>- 2</u>	(Genre: Academic Essay & Critical Essay)
Unit I: FR Leavis: The Great Tradition - Introduction	Pre-reading Discussion: Vocabulary: Reading: <ul style="list-style-type: none">▪ (to be selected by instructor)
Unit II: Cleanth Brooks: <i>Language of Paradox</i> – <i>A Richards Practical Criticism</i>	Post Reading: Thinking about the content Thinking about writing Personal response
Unit III: Jacques Derrida: Structure, Sign and Play in the Discourse of the Human Sciences	Writing Free/ journal writing Formal writing: <ul style="list-style-type: none">▪ <i>Cause and Effect Essay</i>▪ <i>Writing a response essay</i>▪ <i>Writing a persuasive essay under test condition (e.g. Questions about your research proposal in a test)</i>▪ <i>Reports, memos and letters</i>
Unit IV: Gilbert, Sandra and Susan Gubar: The Mad Women in the Attic: Introduction	<ul style="list-style-type: none">▪ <i>Introduction to writing a research paper</i>▪ <i>Using various sources of information</i>
Unit V: Wolfgang Iser: <i>The Reading Process</i>	
Unit VI: Edward Said: <i>Orientalism</i>-Introduction	Revising Editing Editing for Grammar: <ul style="list-style-type: none">▪ <i>Modal verbs</i>▪ <i>Adverbial clauses</i> Editing for Mechanics: <ul style="list-style-type: none">▪ <i>Introduction to APA system</i>

Existing Course	Additional ARW Component (E)
<p align="center">Paper XIII</p> <p>Paper Code: E 113; Title: English Poetry 2 (Poetry from Victorian to Modern Times)</p> <p>Unit I: Robert Browning: My Last Duchess – Andrea Del Sarto Elizabeth Barrett Browning: Sonnets from Portuguese</p> <p>Unit II: Alfred Tennyson: <i>Ulysses</i> Mathew Arnold: <i>Dover Beach</i></p> <p>Unit III: WB Yeats: <i>The Second Coming</i> <i>Byzantium</i> Gabriel Rossetti: <i>Blessed Damozel</i></p> <p>Unit IV: GM Hopkins: <i>God’s Grandeur, Pied</i> <i>Beauty</i></p> <p>Unit V: WH Auden: <i>In Memory of WB Yeats</i> <i>The Unknown Citizen</i></p> <p>Unit VI: TS Eliot: <i>The Waste Land</i> <i>Journey of Magi</i></p>	<p>(Genre: Poetry)</p> <p>Pre-reading Discussion: Vocabulary:</p> <p>Reading:</p> <ul style="list-style-type: none"> ▪ (to be selected by instructor) <p>Post Reading: Thinking about the content Thinking about writing Personal response</p> <p>Writing Free/ journal writing Formal writing:</p> <ul style="list-style-type: none"> ▪ <i>Introduction to writing about a poem</i> ▪ <i>Writing a critical appreciation of a poem</i> ▪ <i>Interpretation of Symbols.</i> ▪ <i>Examining social context.</i> ▪ <i>Elucidating a poem. \</i> ▪ <i>Paraphrasing</i> <p>Revising Editing Editing for Grammar:</p> <ul style="list-style-type: none"> ▪ <i>Brushing up your work</i> <p>Editing for Mechanics:</p> <ul style="list-style-type: none"> ▪ <i>Final touch of a work</i>

Proposal 2

This proposal replaces the existing paper E 107 by retaining some essays and short stories that are already included in the course but also by adding material from other genres¹. The aim of the this course is to offer in one consolidated course all the components of academic reading and writing that

¹ The committee agreed that this course being replaced by the ARW component would not necessarily detract from the comprehensive nature of the MA programme that is designed to educate the students in different literary genres. Essays and short stories are a part of other courses such as the American Literature course, the course on Indian Writing in English as well as the Post-Colonial Literature, Comparative Literature and Children’s Literature optional courses. The committee believes that short stories could be added to these if necessary.

are spread across the different courses in Proposal 1. A second aim would be to hone the skills of the students in responding to and writing about different genres. They will also learn to do different kinds of writing – informal, formal and academic.

Semester 2

Course Title: Academic Reading and Writing (ARW)

Unit 1

(Genre: Personal Essay)

Pre-reading

Discussion:

Vocabulary:

Reading:

- a. (to be selected by instructor)
- b. (to be selected by instructor)

Post Reading:

Thinking about the content

Thinking about writing

Personal response

Writing

Free/ journal writing:

Formal writing:

- a. *auto-biographical essay*

Revising

Editing

Editing for Grammar:

- a. *Present perfect & perfect progressive, Past simple, progressive, perfect & perfect progressive*
- b. *Present simple, progressive perfect & perfect progressive.*
- c. *Subject verb agreement*

Editing for Mechanics:

- a. *Paper format*
- b. *Using quotation mark, brackets and ellipses*

Unit 2

(Genre: Academic Essay -1)

Pre-reading

Discussion:

Vocabulary:

Reading:

- a. (to be selected by instructor)
- b.

Post Reading:

Thinking about the content
Thinking about writing
Personal response

Writing

Free/ journal writing

Formal writing:

- a. *Introduction to Academic Essay (Intro, Body division of paragraphs, Conclusion of essay)*
- b. *Compare and Contrast Essay: methods of comparing and contrasting*
- c. *Persuasive Essay*
- d. *Descriptive Essay*

Revising

Editing

Editing for Grammar:

- a. *Articles*
- b. *Voices – passive and active*

Editing for Mechanics:

- a. *Using quotation mark, brackets and ellipses*
- b. *Commas*
- c. *Capitalization*

Unit 3

(Genre: Magazine / News Paper Journalism)

Pre-reading

Discussion:

Vocabulary:

Reading:

- **(to be selected by instructor)**
-

Post Reading:

Thinking about the content
Thinking about writing
Personal response

Writing

Free/ journal writing

Formal writing:

- a. *Process Essays- steps of a process essay*
- b. *Writing a persuasive essay under test condition (e.g. Questions about your research proposal in a test)*
- c. *Paraphrasing*
- d. *Summary Writing*
- e. *Cause and Effect Essay*
- f. *Writing a response essay*

- g. *Writing book reviews and film reviews*

Revising

Editing

Editing for Grammar:

- a. *Pronoun antecedent agreements & avoiding sexism*
- b. *Precision in propositions*
- c. *Relative clauses- (restrictive and non-restrictive clauses)*
- d. *Modal verbs*
- e. *Adverbial clauses*

Editing for Mechanics:

- a. *Punctuating direct speech*
- b. *Parallelism*
- c. *Semi colon & colon*

Unit 4

(Genre: Academic Essay -2)

Pre-reading

Discussion:

Vocabulary:

Reading:

- a. **(to be selected by instructor)**
- b.

Post Reading:

Thinking about the content

Thinking about writing

Personal response

Writing

Free/ journal writing

Formal writing:

- a. *Reports, Memos and letters*
- b. *Introduction to writing a research paper*
- c. *Using various sources of information*

Revising

Editing

Editing for Grammar:

- a. *Sentence variety*
- b. *Indirect speech*
- c. *Word order in describing nouns*

Editing for Mechanics:

- a. *Introduction to the MLA system*
- b. *Introduction to the APA system*

Unit 5

(Genre: Fiction & Drama)

Pre-reading

Discussion:

Vocabulary:

Reading:

b. (to be selected by instructor)

Post Reading:

Thinking about the content

Thinking about writing

Personal response

Writing

Free/ journal writing

Formal writing:

- a. Introduction to writing about fiction.*
- a. Theme*
- b. Plot*
- c. Character Analysis*
- d. Interpretation of Symbols.*
- e. Examining social context*
- f. Reviewing a text.*

Revising

Editing

Editing for Grammar:

- a. Brushing up your work*

Editing for Mechanics:

- a. Veracity of sources and keeping away from plagiarism*

Unit 6

(Genre: Poetry)

Pre-reading

Discussion:

Vocabulary:

Reading:

a. (to be selected by instructor)

b.

Post Reading:

Thinking about the content

Thinking about writing

Personal response

Writing

Free/ journal writing

Formal writing:

- a. *Introduction to writing about a poem*
 - a. *Writing a critical appreciation of a poem*
 - b. *Interpretation of Symbols.*
 - c. *Examining social context.*
 - d. *Elucidating a poem.*

Revising Editing

Editing for Grammar:

- a. *Brushing up your work*

Editing for Mechanics:

- a. *Final touch*

Evaluation

The committee thinks that as the ARW course is imparting a skill the method of evaluation should be continuous and comprehensive rather than examination oriented. The committee agreed that 100% internal evaluation in this paper could be proposed to the concerned authority as it is urging a positive and healthy change in existing rule. After all, the positive modifications in the rules are not, at all, against the interest the university; rather it will contribute to the dynamism, vibrancy, and speedy evolution of the academic system. As the evaluation being proposed would consist of a variety of assignments and continuous assessment of these assignments, the teaching of the course could be shared by two (or more in that case) instructors. The two/more instructors then would share the evaluation of assignments and classroom tasks equally. As first proposal is not compatible for a general evaluation guidelines committee suggest two separate evaluations for each proposal.

Scheme of Evaluation for Proposal 1

Total Marks: 75 (15 marks of each paperX 5 components modules)

15 marks out of 30 (each course) should be earmarked for the ARW components. It will be added to the internal of that particular paper.

No questions must be given from ARW components in term-end examinations.

Break-up of marks:

Continuous Evaluation (Internal Assessment): 15 marks for each ARW module

- a. **Student Journal:** 4 marks
- b. **Academic Writing**-students' formal writing assignments filed together as a **volume:** 7 marks
- c. **Overall student participation in** discussions/activities, willingness, hard work and discipline in the class: 4 marks

Scheme of Evaluation for Proposal 2

Total Marks: 100

Break-up of marks:

Continuous Evaluation (Internal Assessment): 100 marks

- a. **Student Journal:** 25 marks
- b. **Academic Writing**-students' formal writing assignments filed together as a **volume:** 50 marks
- c. **Overall student participation in** discussions/activities, willingness, hard work and discipline in the class: 25 marks

Appendix 1

The following section lists out a gist of what is taught in writing and editing for grammar and mechanics. All the fragments of writing and editing have been distributed throughout the units.

Writing

Formal writing:

- a. *auto-biographical essay*
- b. *Introduction to Academic Essay (Intro, Body division of paragraphs, Conclusion of essay)*
- c. *Compare and Contrast Essay: methods of comparing and contrasting*
- d. *Introductory paragraph/ opening of an essay- general statement, anecdotes etc.*
- e. *Process Essays- steps of a process essay*
- f. *Paraphrasing*
- g. *Summary Writing*
- h. *Concluding an essay*
- i. *Persuasive Essay*
- j. *Narration or telling a story.*
- k. *Descriptive Essay*
- l. *Writing a persuasive essay under test condition (e.g. Questions about your research proposal in a test)*
- m. *Technique of connecting ideas*
- n. *.Writing a response essay*
- o. *Cause and Effect Essay*
- p. *Report, memo and letters*
- q. *Introduction to writing a research paper*
- r. *Using various sources of information.*
- s. *Introduction to writing about fiction.*
 - i. *Theme*
 - ii. *Plot*
 - iii. *Character Analysis*
 - iv. *Interpretation of Symbols.*
 - v. *Examining social context*
 - vi. *Reviewing the text.*
- t. *Introduction to writing about a poem*
 - i. *Writing a critical appreciation of a poem*
 - ii. *Interpretation of Symbols.*
 - iii. *Examining social context.*
 - iv. *Elucidating a poem.*
- u. *Introduction to writing about drama*
 - i. *Theme*

- ii. *Plot*
- iii. *Character Analysis*
- iv. *Interpretation of Symbols.*
- v. *Examining social context.*

Editing

Editing for Grammar:

- a. *Present perfect & perfect progressive, past simple, progressive, perfect & perfect progressive*
- b. *Present simple, progressive perfect & perfect progressive.*
- c. *Subject verb agreements*
- d. *Pronoun antecedent agreements & avoiding sexism*
- e. *Articles*
- f. *Voices – passive and active*
- g. *Sentence variety*
- h. *Precision in propositions*
- i. *Relative clauses- (restrictive and non-restrictive clauses)*
- j. *Modal verbs*
- k. *Word order in describing nouns*
- l. *Adverbial clauses*
- m. *Verbals (gerunds, infinitives, participles)*
- n. *Indirect speech*
- o. *Brushing up your work*

Editing for Mechanics:

- a. *Paper format*
- b. *Using quotation mark, brackets and ellipses*
- c. *Capitalization*
- d. *Plurals*
- e. *Commas*
- f. *Punctuating direct speech*
- g. *Run-on sentences and comma splices*
- h. *Editing fragments in a sentence*
- i. *Semi colon & colon*
- j. *Parallelism*
- k. *Introduction to the MLA system*
- l. *Introduction to the APA system*
- m. *Veracity of sources and plagiarism*

Appendix 2

To the instructor

This is a further explanation of how the class could be engaged in all six steps listed above.

PREREADING

a) Discussion:

Discussions are the key to enhancing students' fluency in the language, which positions them apart from the rest of the people in a social/academic setting. As a matter of fact students need not be very enthusiastic about speaking up in class at the very outset of the course, but it is important not to give up on them at this stage. Move on, and as the teething troubles blow over, students will steadily enter into the spirit of the occasion.

b) Vocabulary: Words in Context

Choose some interesting passages from the selection and get your students to figure out the meaning of some important words from the context. Ask them to jot down words or expressions that they find difficult to understand despite contextual clues/aids-then have them look them up in a good dictionary, Oxford, Cambridge, etc. Help them get round the problem, if any. It is important, however, that students practice explaining the meaning of each passage in their own words. Also take the opportunity to acquaint your students with correct patterns of collocation; take a passage and let the students examine how words collocate in it. If students only pick up certain words and do not learn how, when, and where to use them, they will end up making much "sound and fury signifying nothing."

A whole session may be devoted to the pre-reading activities.

READING

Post-discussion and vocabulary review, now it is advisable that you ask your students to read the selection for the first time as homework. Then you can read the same out to students in class and help them practice the correct pronunciation and intonation. Or you may well get some students to read out the text in class and make interventions wherever and whenever necessary. (You should not hesitate to have your students read the selection first as homework: postgraduate students are supposed to do a lot of reading outside the class, if they are to build their English skills necessary to perform academic tasks) Multiple readings of the same selection could in turn serve several purposes such as:

First, to get a general idea of the piece

Next, to consider specific features such as the introduction, cohesion between paragraphs, vocabulary, etc.

Third, to zero in on the content and the author's point of view

POSTREADING

1. Thinking about the CONTENT:

Select some questions on the content of the piece for small group discussions or for discussions as class, as the teacher deems fit. Such discussions are helpful on many counts: first, they give students the opportunity to talk with each other about a common reading; to see how well they have comprehended the reading; and to expand their understanding of it by listening to other responses. After these discussions in small groups, the teacher can supplement/complement the discussion with the full class.

2. Thinking about the WRITING:

(May be discussed as a class rather than in small groups so that all students become familiar with the writing strategies which they can also apply to their own writing as necessary)

a) In what way do you think the beginning of the essay attracts your attention? Does the first paragraph leave you wanting to read more, and if so, why?

b) Go for some beautiful phrases/expressions the writer uses to add colour to his narrative and discuss how effective they all are in capturing the author's personal experiences.

3. A Personal Response:

Assign some questions (for partner work or group discussion) that help students to think about their own experiences in relation to what they have read.

WRITING

1. Free/ Journal Writing

Free/ Journal writing can be a very good follow-up to the personal response activities in pairs or small groups carried out in the post-reading session. Keeping a journal is an advisable way to practice one's writing skills. It often helps us overcome the so-called writer's block and allow us to consolidate our understanding of the text and to reflect upon it. Thus, in this section students should start off their **JOURNAL** by writing in it quite freely about what they have just read. Don't worry about spelling, grammar, or the mechanics of writing, such as punctuation and run-on sentences, at this stage; journals are students' personal learning tools. However, the teacher should ensure that students are maintaining journals without fail and check the entries commenting on the **content** and not on the language (Please put off editorial comments until the students have revised their first draft of the main essay).

You can also encourage your students to keep journals online instead of in manuscript; they can email or blog their entries but it is important that you comment on each student's entries-virtual or real. If you prefer, you can create a Google group of your students taking this course in order to facilitate online discussion. In their journals students can respond to the same questions that they must have discussed under the "Personal Response" head above. Students can, however, write journal entries about any aspect of the reading selection that strikes them or has any resonances for them.

2. Formal Writing Assignment

As part of this course, students will write on topics related to the readings in each unit. They will write such essays that are related to the genres in question.

How to start:

Encourage your students to take a sheet of paper and think about the given question or any other questions you would like for that matter, and then let them scribble whatever comes into their mind. Let them take time to organize their thoughts/ideas. That the time to start writing the first draft of the essay.

REVISING

Revising/rewriting is a strong point of all serious writers. Thus students should not feel bad about revising their work. At this stage, read the first draft, think about the organization, the focal point/s, the development of ideas, and how well the arguments/points fit together to produce the essay. Think also of additions, deletions, modifications, etc, so your work is all the more clear and coherent. This is easier said than done; but give it a try!

Again, do not let grammar and the mechanics of writing bother you at this point.

1. Peer Review

As part of revising, let students get involved in peer review by analyzing each other's writing. So divide students into pairs and ask everybody to critique each other's essay. This exercise helps students to enhance their own writing by learning from their peers.

2. Once peer review is done with, let each student revise their own essay, taking into account their partner's comments and observations. This can also be done online, if the teacher so prefers. But teacher supervision is indispensable.

EDITING

This section takes students to the last step in the writing process, namely **editing**. This means the student is preparing his writing for presentation, and

So let him put his best foot forward.

Edit the work for grammar and mechanics:

1. **Grammar:** there is no escape from grammar as long as you are a careful user of a language so please accept the hard fact and try to make your students "friends" with it.

Instruct them to read their essay, pause over every sentence, even every word, and see if the level of language is appropriate; then check it for grammatical errors, if any. Let them see to it that they have used the correct tense forms and voice forms of the verbs, the subjects and their verbs are in agreement, and so on. Encourage rereading it to ensure zero error.

2. **Mechanics** (formatting your writing)

Use this section to bring your students up to speed with the latest style sheets usually followed in scholarly writing. Teach them how to format their writing in line with standard style manuals in the humanities/social sciences. Punctuation marks speak a lot, so teach to use commas, periods, colons, hyphens, etc. when they suit an occasion fine.

For the sake of **uniformity** among students, it is recommended that the *MLA Handbook for Writers of Research Papers* may be consulted as a guide to text formatting, documentation of sources in particular and academic writing in general.

Note: While dealing with an academic essay/research article, students may be trained much deeper in the technical nuances of writing research papers, including format, documentation, etc.

General Notes

1. Formal Writing Assignment

Various units in the course introduce students to such different genres as personal essay, academic essay and magazine/newspaper journalism, writings on literature. The main writing assignment for a module may relate to the genre treated in each unit. That is, if a unit deals with a personal essay, students may write a personal narrative/autobiographical essay as the main assignment; if an academic essay is being dealt with, the corresponding main writing assignment can be something that train students more in academic articles, so students may be asked to write a review article or an academic essay on a topic of their choice; and if a newspaper/magazine piece is the subject of a unit,

students can write magazine articles/newspaper columns or where an newspaper editorial is being discussed, students may write detailed comments/letters to the Editor, for example.

Please note that the Student Journals and Main Writing Assignments earn them internal marks and will be checked at the end of the semester. Students should **file** these essays/written assignments under “**Academic Writing**” and get them duly verified and signed by the faculty member concerned. The “**Student Journal**” may also be treated the same way.

Suggested Readings

Smoke, Trudy. *A Writer's Workbook: a Writing Text with Readings*. 4th ed. Cambridge: CUP, 2005. Print.

Trudy, Smoke. *A Writer's Workbook: a Writing Text with Readings, Teacher's Manual*. 4th ed. Cambridge: CUP, 2005. Print.

MLA Handbook for Writers of Research Papers. 7th ed. New York: MLA, 2009. Print.

Internet Resources:

The Purdue Online Writing Lab (<https://owl.english.purdue.edu/>)

Writing a play review (<http://www.writing.wisc.edu/Handbook/PlayReview.html>)

Proposed paper for Urdu Literature in Translation for MA English students

Unit-I - Background to the Study:

(a) History of Urdu Literature

- (b) **Poetry:** Ghazal, Nazm, Marsiya, Qaseeda, and Rubayi
(c) **Prose:** Short Story, Essay, and Biography
(d) **Drama**
(e) **Novel**

Unit-II-Poetry

- (a) Mirza Asadullah Khan Ghalib
To Have Met My Friend Was Not My Fate
(Yeh Na Thi Hamari Qismat Ke Visaal-e-yaar hota)
- (b) Bahadur Shah Zafar
I Feel Ill at Ease
(Lagta Nahi Hai Ji Mera)
- (c) Parveen Shakir
My Love Had Found Wide Publicity
(Ku ba ku phail gyi baat shanasayi ki)
- (d) Faiz Ahmed Faiz
Love Do Not Ask
(Mujh Se Pehli Si Muhabbat Mere Mehboob Na Maang)
- (e) Allama Iqbal
Naya Shivala
- (f) Asrar-ul-Haq Majaz
The Vagabond
(Aawara)

Unit-III-Prose

- (a) Saadat Hasan Manto
Toba Tek Singh
- (b) Premchand
The Winding Sheet
- (c) Qurratulain Hyder
Dervish
- (d) Patras Bukhari
(i) Hostel Life
(ii) Mabel and Me
(iii) Obituary

Unit-IV-Novel

- Nazir Ahmed
The Bride's Mirror: A Tale of Domestic Life in Delhi Forty Years Ago (1903)
(Mirat-ul-Urus)

Unit-V-Drama

Salman Khurshid
Sons of Babar
(Babar ki Aulad)

Unit-VI-Biography

(a) Gulzar

Mirza Ghalib: A Biographical Scenario

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3. Khurshid, Salman. *Sons of Babar*. Rupa Publications India PVT LTD, n.d. Print.
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5. Kiernan, V.G. , *Poems by Faiz* .New Delhi: Oxford University Press, 2002. Print.
6. Kanda, K.C., *Masterpieces of Patriotic Poetry*. New Delhi: Sterling Publishers (P) Ltd., 2009. Print.
7. Kumar, Sukrita Paul and Sadique, ed. *Ismat: Her Life, Her Times*. Katha 2000. Print.
8. Mahmood, Khwaja Tariq, trans. *Selected Urdu Poetry of Women Poets* .New Delhi: Star Publications, 2008. Print.
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