

**DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY,
AURANGABAD.**



Circular / Acad Sec./ HF/ Curriculum-12(7)/ NEP-PG/ 2023.

It is hereby inform to all concerned that, on the recommendation of Dean, Faculty of Humanities; **the Hon'ble Vice-Chancellor has accepted the following subject wise Curriculum of National Education Policy-2020** under the faculty of Humanities in his emergency powers under Section 12 [7] of the Maharashtra Public University Act, 2016 on behalf of the Academic Council.

Sr. No.	PG Subject wise Curriculum	Semesters
01.	M.A. First & Second Year Progressively [English] for affiliated Colleges, Uni. Campus & Sub-Campus.	Ist & IInd and IIIrd & IVth
02.	M.A. First & Second Year Progressively [Geography] for affiliated Colleges and University Campus.	Ist & IInd and IIIrd & IVth
03.	M.A. First & Second Year Progressively [Sociology] for affiliated Colleges and University Campus.	Ist & IInd and IIIrd & IVth
04.	M.A. First & Second Year Progressively [Economics] for affiliated Colleges and University Campus.	Ist & IInd and IIIrd & IVth

This is effective from the Academic Year 2023-24 and Onwards progressively as appended herewith.

All concerned are requested to note the contents of this circular and bring notice to the students, teachers and staff for their information and necessary action.

University campus,
Aurangabad-431 004.
Ref. No. SU/Col. & UC/NEP-20/
PG/ 2023/ 3692-702

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**Deputy Registrar,
Academic.**

Date: 03.07.2023.

Copy forwarded with compliments to:-

- 1] **The Head, all concerned departments ,**
Dr. Babasaheb Ambedkar Marathwada University, Aurangabad
and Sub-Center, Osmanabad.
- 2] **The Principal, all affiliated colleges,**
Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.
- 3] **The Director, University Network & Information Centre, UNIC,**
with **a request to upload this Circular on University Website.**

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Copy to :-

- 1] **The Director, Board of Examinations & Evaluation,**
 - 2] **The Sec. Officer, [M.A. Unit] Exam. Branch,**
 - 3] The Section Officer, [Eligibility Unit],
 - 4] The Programmer [Computer Unit-1] Examinations,
 - 5] The Programmer [Computer Unit-2] Examinations,
 - 6] The In-charge, [E-Suvidha Kendra],
 - 7] The Public Relation Officer,
 - 8] The Record Keeper,
- Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.

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DrK*030723/-

**DR. BABASAHEB AMBEDKAR
MARATHWADA UNIVERSITY,
AURANGABAD.**



**Curriculum of
M. A. First & Second Year
[English]**

Semester-I to IV

‘under National Education Policy-2020’

**[Implemented at University Campus Autonomous
Department]**

[Effective from the Academic Year 2023-24 & Onwards Progressively]

Dr. Babasaheb Ambedkar Marathwada University, Aurangabad
Credit Distribution Structure for Two Year/One year PG

(M.A. 1st Year Sem 1 and Sem II)

Level 6

Exit Option: PG Diploma (After 3 year Degree) 44 Credits

Semester 1

Major		Research Methodology	Cum Cr.
Mandatory	Elective(Select any one from the basket)		
ENG M.I. 1: Drama 4 Credits ENG M.I. 2. Language Orientation: English Grammar 4 Credits ENG M.I. 3. Literature in English: From 1550 to 1660 4 Credits ENG M.I. 4. (Activity) Book Review 2 Credits Out of 10 books student will choose one book for review	ENG E.I. 5 4 Credits A) Literature, Psychology and Psychoanalysis B) Comparative Literature C) Introduction to Linguistic Theory D) Women's Writing : Mary Wollstonecraft to the present E) Sociolinguistics F) Study of Major Author G) Ambedkar Discourse H) World Classics I) Gender Studies J) Post Modernism	Research Methodology 4 Credits	22

Semester II

Major		Field Project	Cum Cr.
Mandatory	Elective(Select any one from the basket)		
ENG M.II. 1: Poetry 4 Credits ENG M.II. 2. Language Orientation: Pragmatics 4 Credits ENG M. II. 3. Literature in English: From 1660 to 1798 4 Credits ENG M.II. 4. (Activity) Research Article: Writing and Presentation 2 Credits	ENG E.II. 5 4 Credits A) Literature and Philosophy B) Discourse Studies C) Colonial Post-Colonial Literature D) English Literature (Age) E) Academic Writing F) Indian English Literature G) Semantics H) Translation Studies I) Introduction to Feminism J) Shakespeare	- Interviews of Literary figures/ Artists/Popular artist/ Painters/activists/Politicians Writing Documentary on Historical Monuments/Mythological and Historical themes Compilation of Regional Oral literature The FP will assigned to the students by the faculty FP should be completed during summer vacation 4 Credits	22

Reviewed
Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.
Dean

Dr. Mustajeeb Khan
Professor and Head
Department of English
Dr. Babasaheb Ambedkar Marathwada University,
Aurangabad.

Dr. Babasaheb Ambedkar Marathwada University, Aurangabad
Credit Distribution Structure for Two Year/One year PG

(M.A. IInd Year Sem III and Sem IV)

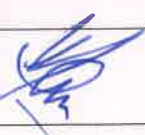
Level 6.5

After 2 years: 4 Sem. PG Degree (88 credits after 3 years UG degree) or 1 year 2 Sem PG Degree (44 Credits after 4 years UG Degree)
Semester III

Major		Research Project	Cum Cr.
Mandatory	Elective (Select any one from the basket)		
ENG M. III. 1: Fiction 4 Credits ENG M. III. 2. Foundation: Literary Theory 4 Credits ENG M. III. 3. Literature in English: From 1798 to 1914 4 Credits ENG M. III. 4. (Activity) Translation of literary work (Short Story and Poetry) 2 Credits	ENG E. III. 5 4 Credits A) Literature and Science B) Translation Theory and practice C) Discourse analysis D) English Language Teaching E) Literature of the Oppressed F) American Literature G) Cultural Studies H) Ethnic Studies I) Literature and Theatre Arts J) Science Fiction K) Tribal literature	Two Research Articles based on Elective 4 Credits	22

Semester IV

Major		Research Project	Cum Cr.
Mandatory	Elective (Select any one from the basket)		
ENG M. IV. 1: Non-Fiction 4 Credits ENG M. IV. 2. Foundation: Critical Theory 4 Credits ENG M. IV. 3. Literature in English: From 1914 to 2000 4 Credits	ENG E. IV. 4 4 Credits A) Literature and Film B) Minority Literature C) Stylistics D) Media Writing E) Creative Writing F) Diaspora Literature G) Register and Genre Analysis H) Folk Literature I) Pandemic Literature J) Introduction to Dalit Studies K) Narratology	Dissertation (not less than 100 pages) 6 Credits	22


Mustajeeb Khan
 Professor and Head
 Department of English
 Dr. Babasaheb Ambedkar Marathwada University,
 Aurangabad

**DR. BABASAHEB AMBEDKAR
MARATHWADA UNIVERSITY,
AURANGABAD**



Department of English

M.A. Ist Year

Ist Semester

Syllabus (Based on NEP)

2023 – 2024 Onwards


Dr. Mustajeeb Khan
Professor and Head
Department of English

**Dr. Babasaheb Ambedkar Marathwada University,
Aurangabad.**

Dr. Babasaheb Ambedkar Marathwada University, Aurangabad
Department of English

Syllabus

2023– 2024 Onwards

Level 6

M.A. First Year

Semester I

Major

- **Mandatory**

(ENG M. I. 1) [4 Credits] Paper – I Drama

(ENG M.I. 2.) [4 Credits] Paper-II Language Orientation: English Grammar

(ENG M.I. 3) [4 Credits] Paper – III Literature in English: From 1550 to 1660

(ENG M.I. 4.) [2 Credits] Paper – IV (Activity) Book Review

- **Elective** (Select any one from the basket)

(ENG-E-I.5) [4 Credits] Paper-V

A] Literature, Psychology and Psychoanalysis

B] Comparative Literature

C] Introduction to Linguistic Theory

D] Women's Writing: Mary Wollstonecraft to the Present

E] Sociolinguistics

F] Study of Major Author

G] Ambedkar Discourse

H] World Classics

I] Gender Studies

J] Post Modernism

Research Methodology

(ENG R.I.6) [4 Credits] Paper – VI Research Methodology

Cumulative Credits: 22

Mandatory Paper : (ENG-M-I-1)
Paper No. I
Drama

Assignment/ Sessional: 20 Marks

Credits; 4

Semester Exam: 80 Marks

Objectives :

Drama as the course intends to introduce effective and powerful genre in the world of literature. The birth and development of drama in Greece, Rome, England and India emphasizes upon the fact that it has always been an integral part of cultures. Gifted with the facility of direct audio-visual impact, drama has always been following life closely highlighting and evaluating moral commitments, religious convictions, philosophical approaches and social and political changes in various countries.

Course Outcome :

The learner will understand the genre drama theoretically and practically through the close study. This will lead to enhance the life skills and his critical acumen.

Component I. Grammar of Drama

18 lectures

- Meaning and Defining Drama
- Elements of drama (Plot, Characterization. Setting, Dialogue, Movement and theme)
- Historical Outline (Greek, Roman, English)
- Tragedy, Comedy and Tragicomedy
- Speech Act
- The Said and Unsaid

Component II. Close Study of following texts

- | | |
|---|-------------|
| • William Shakespeare: <i>King Lear</i> | 12 lectures |
| • Oscar Wilde: <i>The Importance of Being Earnest</i> | 12 lectures |
| • Bertolt Brecht: <i>Caucasian Chalk the Circle</i> | 12 lectures |
| • Anton Chekov: <i>The Proposal</i> | 06 lectures |

Recommended Readings:

1. Barber, C.L. *Shakespeare's Festive Comedy: A Study of Dramatic Form and its Relation to Social Custom*. Princeton, Princeton University Press, 1959.
2. Bentley, Eric. *The Life of Drama*. London Methuen & Co. 1965.
3. Boulton, Marjorie. *The Anatomy of Drama*. New Delhi, Routledge and Kegan Paul, 1960.
4. Bradley, A.C. *Shakespearean Tragedy*, London, Macmillan, 1983.
5. Esslin, Martin. *An Anatomy of Drama*. London, Temple Smith, 1976.
6. Esslin, Martin. *The Field of Drama*. London, Methuen Drama, 1987.
7. Esslin, Martin. *The Theatre of Absurd*. London, Methuen, 1976.
8. Halliwell, Stephen. (trans and commentary. *The Poetics of Aristotle*. London, Duckworth, 1987.
9. Nicoll, Allardyce. *The Theater of Dramatic Theory*. Bristol: George, G. Harrap & Co. Ltd., 1962.
10. Nietzsche, Friedrich. *The Birth of Tragedy*. Trans. Douglas Smith, Oxford, Oxford University Press, 2000.
11. Oscar Brockett, *History of the Theatre*, 7th ed., Holt, Rinehart & Winston, NY, 1995
12. Shepherd, Simon and Womack, Peter. *English Drama: A Cultural History*. Oxford, Blackwell, 1996.
13. Stantori, Sarah and Banham, Martin. eds. *Cambridge Paperback Guide to Theatre*, Cambridge University Press, 1996.
14. White, Martin. *Renaissance Drama in Action: An Introduction to Aspects of Theatre Practice and Performance*. London, Routledge, 1988.
15. Wickham, Glynne. *A History of the Theatre*, 2nd edition, London, Phaidon, 2007.

Mandatory Paper:(ENG M.I. 2.)
Paper No. II
Language Orientation: English Grammar

Assignment/ Sessional: 20 Marks

Credits; 4

Semester Exam: 80 Marks

Introduction:

This course is designed to review and build upon students' grammatical command of English structures in order to enhance their written and spoken performance. The students will be able to apply one's knowledge of English grammar in both productive and receptive skills. This course exposes the student to the study of rules and techniques beyond basic level and builds their grammar skills necessary for success in professional, academic, social, political and institutional fields in the English speaking world.

Objectives:

- This course aims to develop writing skills of the students. They will be able to write correct short grammatical sentences.
- To enable them to generate and understand structure of English.
- The course intends to develop the student's basic skills in the use of language and also focuses on the usage of language.
- To generate understanding of English among the non-native speakers of English Language.
- To focus on definition, types and various forms of grammar.

Course Outcome:

- The students will be developed in practical skills in reading, writing, reasoning and research in both the traditional and electronic sources.
- The students will think critically and analytically, will communicate effectively in a variety of contexts and promote their literary and cultural history.
- The students will be able to write about texts and produce original texts.

The basic elements of grammar have been dealt here with:

Unit - I

- Definition, types, origin and development of English Grammar.
- Varieties of English
- Standard English - Elements of Grammar - Sentence element, parts of speech, stative and dynamic, proforma, question & negation.

Unit - II

- Verbs and the Verb Phrase
- Regular Verbs and in fictional rules, Irregular Verbs, Auxiliaries.
- Tense and aspect, Mood. - Nouns, Pronouns and the basic noun phrase - Noun classes, Determines, Reference & the articles Number, Gender, the genitive, pronouns.

Unit - III

- Adjective and Adverb - Adjectives, attributive and predicative, Adverbs as modifiers, comparison and intensification, correspondence between adjective and adverb, adjective adverb and other word clauses.
- Prepositions and propositional phrases. - Place relations, time relations other relations chiefly as adjuncts, as disjunction, as complementation of verb or adjective.

Unit - IV

- The Simple Sentence - Negation, Question and Commands.
- Adjuncts, disjuncts, conjuncts - Adjuncts of manner, means and Instrument of place, of time, style and attitudinal disjunct, conjuncts.

Unit - V

- Coordination and Apposition - Ellipsis, coordination of clauses. Coordination of phrases, Apposition, Non-restrictive apposition, Restrictive apposition.
- Sentence connection - Time relaters, Logical connectors, substitution, Discourse reference, Ellipsis in dialogue.
- The Complex Sentence - Finite, non-finite and verbs clauses, subordinators and subordination, Nominal clauses, Adverbial Clauses, Comparative Sentence, The Verb Phrase, in dependent Clauses, Direct and Indirect speech.

Recommended Reading:

1. Quirk, R. and S. Greenbaum. *A University Grammar of English Language*. Harlow: Pearson education limited, 1973.
2. Quirk, Randolph. *A Student's Grammar of the English Language*. Harlow: Pearson education Limited. 1990.
3. Crystal, David. *A Rediscover Grammar with David crystal*. London: Longman. 1996.
4. Leech, Geoffrey and Jan. Svartvik. *A Communicative English Grammar*. Pearson education ltd. 1994.
5. Marlinet A; Thompson, *A Practical English Grammar*. Delhi : Oxford University Press. 1986.
6. Leach, Geoffrey and Svartvik Jan. *A Communicative Grammar of English*. Second edition Singapore: Singapore Publishers, 1994.
7. Angela Downing and Philip Locke. *A University course in English Grammar*. London and New York. Routledge 2002.
8. Angela Downing and Philip Locke. *English Grammar a University Course*. Second edition. London and New York. Rutledge - 2006.
9. Xavier Dekeyser, Betty Devriendt, Guy A.J. Tops and Steven Geukens *Foundations of English Grammar*. U.K. pub. Acco, 1999.
10. Brett Reynolds etl. *A Student's Introduction to English Grammar*. Cambridge University press. U.K. 2021.

Mandatory Paper : (ENG-M-I-3)

Paper No. III

Literature in English -1550-1660

Assignment/ Sessional: 20 Marks

Credits: 4

Semester Exam: 80 Marks

Objectives:

- To acquaint the learner's community with development of English Literature from 1550-1660 especially British Literature.
- To introduce various literary Forms, Movement and ages to the students.
- To acquaint the student with political, social, literary, trends, cultures, thoughts and movements of the periods through the prescribed texts.
- To acquaint the students with various literary and non-literary work of art during the above mentioned period.

Course Outcome:

- Students will be introduced to the development of the age with its socio-cultural and psychological nuances
- Imagined and material ~~worlds~~ will be introduced through English literary works of the age

Unit 1. General Survey of Elizabethan Literature. [Literary And Non-Literary Forms]

Unit 2. Edmund Spenser – *The Faerie Queene*

Unit 3. Christopher Marlowe – *Dr. Faustus*

Unit 4. [A] William Shakespeare – *Macbeth*

[B] William Shakespeare- *As You Like It*

Unit 5. Thomas Hobbes – *Leviathan* [Selected Part]

Recommended Reading:

- Dorden, Madeline. *Endeavors of Art: A study of form in Elizabethan drama* Madison university of Wisconsin press, 1954.
- Feuillerat, Albert. *The composition of Shakespeare plays*. Yale university press, London: 1953.
- Mc. Curdy, Harold Grier. *The personality of Shakespeare. A venture in psychological method*. Yale university press, London: 1953.
- Shakespeare, Williams. *Complete work*. Edited by C.J Sisson Odhams Press, London: 1954.
- Weilgart, Wolfgang. J. *Shakespeare psychognostic. Character evolution and transformation*. Hokuseido Press, Tokyo: 1952.
- Albert, Edward. *History of English literature*. Oxford university Press, New York: fifth revised edition [1979] 2002.
- H.B Charlton. *Shakespearian comedy*. Methuen's Co.Ltd.rept. London: 1959.
- John Dover Wilson. *Life in Shakespeare's England*. , Cornell University press, Cornell: 1956.
- E.M.W Tillyard. *The Miltonic setting: past and present*. Cambridge university press, England: 1938.

- _____ .The Elizabethan World Pictures. Pimlico Publisher, Australia: 1998.
- Bradley, A.C. Shakespearean Tragedy, McMillan, London: 1904.
- Ed .A.R. Waller. Thomas Hobbes Leviathan. Cambridge University Press, London: 1904.
- Jones volumes. Master of political thought vol-1, 2, and 3.
- J.P. Suda. Modern Political Thought. K.Nath and co, Meerut India: 2017
- A.L Rowse. Christopher Marlowe. Harper and Row, Michigan: 1964.(Rept-2006).
- Frederick, Boas. Christopher Marlowe A biographical and critical study. Oxford University Press 1940. (2012 rept.)
- J.D Wilson. Shakespeare Happy Comedies: 1962.
- Nicoll, Allardyce. Shakespeare Survey .Cambridge University Press, Great Britain :1955 .
- T.R.K.Manar (Edited). Edmund Spencer The Faerie Queene (Book I) Epithalamion,Prothalamion . Macmillan India Limited Madras India :1979.

Mandatory Paper:(ENG-M-I-4)
Paper No. IV

Activity: Book Review

Assignment/ Sessional: 40 Marks

Credits; 2

Introduction;

The mandatory paper of activity is expected to prepare the learner with a skill of writing a book review. In this process from the following texts the learners will be assigned the selected literary texts and they will submit their review to the concerned teacher.

Objectives:

- To acquaint the learner to read the literary work closely.
- To understand the literary work for the writing of review.
- Practicing the skills of reviewing.
- Writing the reviews.

Course Outcome:

- The learner will able to write a book review required for the media and other literary journals.
- The learner will be skilled in the writing of the review.

Texts:

- 1) R.K.Narayan: *Guide*
- 2) R.K. Narayan: *Waiting for Mahatma*
- 3) A.P.J. Abdul Kalam: *The Ignited Minds*
- 4) Ruskin Bond: *Susanna's Seven Husband*
- 5) Ruskin Bond: *Tiger in the Tunnel*
- 6) Chetan Bhagat: *Five Point Someone*
- 7) Chetan Bhagat: *The 3 Mistakes of My Life*
- 8) Sudha Murty: *The Serpent's Revenge*
- 9) Sudha Murty: *The Gopi Diaries*
- 10) Preeti Shenoy: *A Place Called Home*

Elective Paper: (ENG-E-5-A)
Paper No. V-A
Literature, Psychology and Psychoanalysis

Assignment/ Sessional: 20 Marks

Credits; 4

Semester Exam: 80 Marks

Objectives:

The present course intends to acquaint the students with the basic concepts in psychology and psychoanalysis that have been influencing the study of literature especially since the emergence of Freudian psychoanalytic turn. The course also attempts to familiarize the students with the psychoanalytic critical methods designed by contemporary theorists to analyze, understand and interpret the work of art. The organic proximity between literature and psychology along with innumerable socio-cultural and economic dimensions is taken into consideration while designing this course which would enable the students to widen the horizon of literary and critical perception.

Course Outcome:

- The students would perceive the basic concepts in psychology and psychoanalysis.
- They would learn to pinpoint the organic propinquity between literature and psychology.
- They would develop the psychoanalytical perspective to understand literary texts.
- The students will understand Sigmund Freud's major arguments that have been influencing literary studies.
- They will also understand human behavior and its underlying impulses.

Unit 1: Introduction to Psychology and Psychoanalysis (12 Lectures)

- a. Sigmund Freud: Life and Work
- b. Id, Ego and Superego
- c. Dreams
- d. Oedipus complex
- e. Repression

Unit 2: Reading Post Freudian Ideas (12 Lectures)

Erich Fromm : a. *Being and Having as modes of existence*

- b. Security versus Freedom
- c. Social Character
- d. Character Orientation

C. G. Jung: a. *Collective Unconscious*

- b. Archetypes
- c. Anima and Animus
- d. Synchronicity
- e. Complex

Unit 3: Psychoanalysis and Feminism

(12 Lectures)

- a. Juliet Mitchell: *Femininity, Narrative and Psychoanalysis*
- b. Luce Irigaray: *The Bodily Encounter with the Mother*

Unit 4: Psychoanalysis in practice

(12 Lectures)

- a. Eugene O'Neill: *Mourning Becomes Electra*
- b. E. A. Poe: *The Purloined Letter*

(12 Lectures)

Recommended Reading :

1. Rivkin, Julie and Michael Ryan, ed. *Literary Theory: An Anthology* First Indian Reprint, Blackwell publishers 2002.
2. Slade, Andrew. *Psychoanalytic Theory and Criticism*. Hyderabad, Orient Blackswan, 2016.
3. Freud, Sigmund. *A Childhood Recollections from Dichtung and Wahrheit*. Standard Edition Vol. xvii, London, Hogart Press, 1994.
4. ----- *Creative Writers and Daydreaming*. Standard Edition Vol. ix, London, Hogart Press, 1994.
5. ----- *Family Romances*. Standard Edition Vol. ix, London, Hogart Press, 1994.
6. ----- *The Interpretation of Dreams*. Standard Edition Vol. iv-v, London, Hogart Press, 1994.
7. ----- *The Uncanny*. Standard Edition Vol. xvii, London, Hogart Press, 1994.
8. Bonaparte, Marie. *The Life and Works of Edgar Allen Poe: A Psychoanalytic Interpretation*. New York, Prometheus Books, 1980.
9. Fink, Bruce. *Clinical Introduction to Lacanian Psychoanalysis: Theory and Practice*. Cambridge and London, Harvard UP, 1997.
10. Kahn, Michael. *Basic Freud: Psychoanalytic Thought for Twenty-First Century*. New York, Basic Books, 2002.

Elective Paper: (ENG-E-5-B)
Paper No. V –B
Comparative Literature

Assingment/ Sessional: 20 Marks

Credits:4

Semester Exam : 80 Marks

Objectives :

The course is designed to develop the nature and the critical understanding of Comparative Literature. To introduce and examine the study and texts of different literature.

Course Outcome:

The course places its emphasis on theories and trends of Comparative Literature and will develop skills in analyzing literature in a comparative context.

Unit I: Comparative Literature: Definition and Development 12 lectures

- Henry Remak: *Comparative Literature, Its Definition and Function*
- Amiya Dev: *Comparative Literature in India*

Unit II: Major Schools of Comparative Literature 12 lectures

- French School
- American School

Unit III: Comparison of Fiction (Indian and African novel) 12 lectures

- *The Ministry of Utmost Happiness* by Arundhati Roy
- *Chronicles from the Land of the Happiest People on the Earth* by Wole Soyinka

Unit IV: Comparison of Poetry (American and Indian Women Poetess) 12 lectures

Selected Poems of Adrienne Rich and Meena Kandasami

1. Adrienne Rich: *Rape*;
2. Adrienne Rich: *Amnesia*;
3. Adrienne Rich: *Transit*
4. Meena Kandasami: *Aggression*
5. Meena Kandasami : *The Belt-Bomb Girl's Suicide Note*
6. Meena Kandasami : *Amnesia, Selective*

Unit V: Comparison of drama and film. 12 lectures

- Shakespeare's Play *Comedy of Errors*
- Gulzar's Film *Angeer*

Recommended Readings:

- U. Weisstein, *Comparative Literature and Literary Theory* (tr. W. Riggan, Indiana UP, 1973)
- S. Prawer, *Comparative Literary Studies: An Introduction* (Duckworth, London, 1973)
- N.P. Stallknecht & H. Franz, *Comparative Literature: Method and Perspective* (Southern Illinois UP, 1971)
- F. Jost, *Introduction to Comparative Literature* (Bobbs-Merrill, Indianapolis, 1974)
- Owen Allridge, *Comparative Literature: Matter and Method* (Illinois UP, 1964)
- C. Koelb & S. Noakes (ed.), *The Comparative Perspective on Literature* (Cornell UP, 1977)
- C.L. Wrenn, *The Idea of Comparative Literature* (Modern Humanities Research Association, London, 1968)
- S. Bassnett, *Comparative Literature: A Critical Introduction* (Blackwell, Oxford, 1993)
- C. Guillén, *The Challenge of Comparative Literature*, tr. C. Franzer (Harvard UP, 1993)
- Aijaz Ahmed, *In Theory*. Verso, London, 1992.
- Gayatri Chakravarty-Spivak, *Death of a Discipline*. Methuen,

Elective Paper: (ENG-E-5-C)
Paper No. 5-C
Introduction to Linguistic Theory
Systemic Functional Grammar: M. A. K. Halliday

Assignment/ Sessional: 20 Marks

Credits; 4

Semester Exam: 80 Marks

Objectives:

To understand:

- Halliday's concept of language as social semiotic.
- Grammar as resource of meaning making in a context.
- Grammar as paradigmatic and semanticky.
- Text and context grammar of ideational meaning, interpersonal meaning and textual meaning.
- Analysis, description and theory of language is useful for discourse analysis, register and genre analysis.

Course Outcome:

- The learner will able to understand the use of language in systemic function.
- The learner can apply the components of language in literary word in various forms.
- The learner can use the meaning of language as defined by M.A.K. Halliday.

Unit - I

a. The architecture of language.

- Text and Grammar.
- Phonology and Grammar.
- Basic concepts for the study of language.
- Context and language.
- Theory, Description and Analysis.

b. Towards a functional Grammar

- Towards a functional analysis.
- The lexicogrammar cline.
- Grammaticalization.
- Clauses and functions. ★
- Subject, Actor, Theme.
- Three clines of meaning in the clause.

Unit - II

a. Clause as Message

- Theme and Rheme.
- Thematic equatives.
- Theme and mood.
- Theme types.
- Information unit: Given + new.
- Predicated Themes.
- Theme in bound, minor, and elliptical clauses.
- Thematic interpretation of texts.

b. Clause as Exchange

- The nature of dialogue.
- The mood element.
- Mood as system.
- Modality, Polarity, and Assessment.
- Clause as Subject
- Texts

c. Clause as Representation

- Modelling experience of change.
- Clauses and processes.
- Summary of process types.
- Circumstantial elements.
- Transitivity and Voice.
- Texts.

Unit - III

a. Below the clause: groups and phrases

- Groups and phrases.
- Group types
- Prepositional phrase.
- Word clauses and group functioning.

b. Groups and Phrase Complexes

- Overview of complexing at group/phrase rank.
- Parataxis: groups and phrases.
- Hypotaxis types
- Logical organization: Complexes at clause and group/phrase structure, and groups.

Unit - IV

Above the Clause: the Clause Complex

- The notion of 'clause complex'.
- Types of relationships between clauses.
- Taxis: parataxis and Hypotaxis.

- Expansion.
- Projection.
- The clause complex as textual domain.
- Clause complex and tone.
- Texts.

Unit - V

a. Around the Clause: Cohesion and Discourse

- The concepts of text; logogenetic patterns.
- The lexicogrammatical resonances of COHESION.
- Conjunction, Reference, Elipsis, and Substitution.
- Lexical Cohesion.
- The creation of Texture.

b. Beyond the Clause: Metaphorical Methods of expression.

- Lexicogrammar and Semantics.
- Semantic and Domains.
- Modality.
- Interpersonal metaphors.
Metaphors of mood.
- Ideational metaphors.

Text : Halliday's Introductory to Functional Grammar, M. A. K. Halliday, Revised by M. I. M. Matthiessen. Routledge, London and New York, 4th edition 2014.

Recommended Readings:

1. Biber, D. Johansson, S., Leech, G., Conrad, S., Finnegan, E., (1999): *The Longman Grammar of Spoken and Written English*, London: Longman.
2. Butler, C., Berry, M., Fawcett, R. P., Huang, G., (eds) (1996), *Meaning and Form: Systemic Functional Interpretations*, Norwood, NJ: Ablex.
3. Halliday, M. A. K., Fawcett, R. P., (eds), *New Developments in Systemic Linguistics: Theory and Description*. London: Pinter 1987.
4. Benson, J. D., Greaves, W. S., (eds). *Systemic Functional Approaches to Discourse*. Norwood, N J: Ablex, 1988.
5. Fawcett, R. P., 2000: *A theory of Syntax for Systemic Functional Linguistics*. Amsterdam: Benjamins.
6. Halliday, M. A. K., Fawcett, R. P., Lamb, S., Makkai A. (eds) *The Semiotics of Language and Culture*, Vol. 1. London: Frances Pinter. 1984.
7. Cloran, C., Butt, D, Hasan, R., (eds), *Functional Descriptions: Theory into practice*. Amsterdam: Benjamins, 1996.
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9. Halliday, M. A. K., Martin, J. R. (eds) (1981), *Readings in Systemic Linguistics*, London: Batsford.
10. Cloran, C., Butt, D., Williams, G. (ed), *Selected Papers of Ruqaiya Hasan* (open Linguistics Series). London; Cassel.
11. Fawcett, R. P., Young, D., (eds), *New Developments in Systemic Linguistics*. Vol. 2: theory and application. London. Frances Pinter, (1988).
12. Ghodessy, M. (eds), *Register Analysis: Theory and Practices*. London: Pinter 1993.
13. de Joia, Alex Stention, Adrian (1480), *Terms in Systemic Linguistics: A Guide to Halliday*. New York: St. Martin's Press.
14. Matthiessen, Christian M. I. M. and Halliday M. A. K. (2009), *Systemic Functional Grammar, : A First step into the Theory*, Beijing, H. E. Press.
15. Nina Norgaard, Beatrix Busse, and Rocio Montoro, *Key Terms in Stylistics*, Continuum, London, New York, 2010.
16. Christian M. I. M. Matthiessen, Kazuhira Teruya and Marvin Lam, *Key Terms in Systemic Functional Linguistics*, Continuum, London, New York, 2010.
17. Halliday. M. A. K., Webster. Jonathan J. (edt), *On Grammar*, Vol. 1 in the Collected works of M. A. K. Halliday, Continuum, London, New York, 2002 (2005).
18. Halliday. M. A. K., Webster. Jonathan J. (edt), *Studies in English Language*, Vol. 7 in the collected works of M. A. K. Halliday, Continuum, London. New York, 2005 .reprint (2009).

Elective Paper: (ENG-E-5-D)
Paper No. 5-D
Women's Writing: Mary Wollstonecraft to the Present

Assignment/ Sessional: 20 Marks

Credits: 4

Semester Exam: 80 Marks

Objectives :

The aim of this course is to introduce students about what is patriarchal social order and how the patriarchal social order tries to dominate women in every walk of life. The patriarchal social order creates its own dominant ideology and cultural hegemony so that women become secondary in the world. However, women thinkers such as Mary Wollstonecraft, Virginia Woolf, Simone de Beauvoir or Luce Irigaray, Helene Cixous, Bell Hooks, Elaine Showalter and others have created their own world: the world of women from womanist/ feminist perspectives.

Course Outcome:

- The course will introduce students to the predicament of women and how women writers try to highlight the issues related to their life.
- The students to understand the predicament of women and how the women writers try to raise their voice against the patriarchal social order so that equality of gender could be established in every nook and corner of the world and also across the globe.

Unit -I Feminism, nature and scope of feminist/womanist movements and Feminist Literary Theory, Criticism and Aesthetics

Unit-II General Survey of the writings of Mary Wollstonecraft, Simon de Beauvoir, Bell hooks and Tarabai Shinde

Unit-III Maya Angelou - *I Know Why the Caged Birds Sing*

Unit -IV Margaret Atwood - *Surfacing*

Unit -V Baby Kamble - *The Prisons We Broke*

Recommended Reading:

1. Beauvoir, Simone de. *The Second Sex*. 1949. Harmondsworth: Penguin, 1972.
2. Donovan, Josephine. *Feminist Literary Criticism*. 1975. Lexington: University Press of Kentucky, 1989.
3. Eagleton, Mary, ed. *Feminist Literary Criticism*. London: Longman, 1991.
4. -----, ed. *Working With Feminist Criticism*. Oxford: Blackwell, 1996.
5. -----, ed. *A Concise Companion to Feminist Theory*. Oxford: Blackwell, 2003.
6. Ellman, Mary. *Thinking about Women*. London: Macmillan, 1968.

7. Fetterley, Judith. *The Resisting Reader: A Feminist Approach to American Fiction*. Bloomington: Indian University Press, 1978.
8. Gilbert, Sandra M., and Susan Gubar. *The Madwoman in the Attic: The Woman Writer and the Nineteenth Century Imagination*. New Haven, Conn.: Yale University Press, 1979.
9. ----- . *The Norton Anthology of Literature by Women*. New York: Norton, 1985.
10. Gubar, Susan. *Critical Condition: Feminism at the Turn of the Century*. New York: Columbia University Press, 2000.
11. Irigaray, Luce. *Speculum of the Other Woman*. Trans. Gillian C. Gill. Ithaca, NY: Cornell University Press, 1985.
12. ----- . *An Ethics of Sexual Difference*. Ithaca, N.Y. : Cornell University Press, 1993.
13. Millett, Kate. *Sexual Politics*. Garden City, NY: Doubleday, 1970.
14. Moi, Toril. *Textual/Sexual Politics: Feminist Literary Theory*. London: Methuen, 1985.
15. ----- . *What is a Woman? And other Essays*. Oxford: Oxford University Press, 1999.
16. ----- . *Sex, Gender and Body*. Oxford: Oxford University Press, 2005.
17. Ruthven, K. K. *Feminist Literary Studies: An Introduction*. Cambridge: Cambridge University Press, 1984.
18. Schweckart, Patrocinio P. 'Reading Ourselves: Toward a Feminist Theory of Reading'. *Modern Criticism and Theory: A Reader*. Rev. ed. Nigel Wood. London: Longman, 1998.
19. Showalter, Elaine. *A Literature of their Own: British Women Novelists From Bronte to Lessing*. Princeton, N.J.: Princeton University Press, 1977.
20. ----- . *The New Feminist Criticism: Essays on Women, Literature and Theory*. New York: Pantheon Books, 1982.
21. ----- . *Inventing Herself: Claiming a Feminist Intellectual Heritage*, New York: Scribner, 2001.
22. ----- . *Faculty Towers: The Academic Novel and its Discontents*. Philadelphia: University of Philadelphia Press, 2005.
23. Spacks, Patricia Meyer. *The Female Imagination*. New York: Knopf, 1975.
24. Walker, Alice. *In Search of our Mother's Gardens: Womanist Prose*. New York: Harcourt Brace, Jovanovich, 1973.
25. Warhol Robin, R. and Diane Price Herndl, eds. *Feminisms: An Anthology of Literary Theory and Criticism*. New Brunswick, New Jersey: Rutgers University Press, 1991.

Elective Paper: (ENG-E-5-E)
Paper No. 5-E
Sociolinguistics

Assignment/ Sessional: 20 Marks

Credits; 4

Semester Exam: 80 Marks

Objectives:

To understand-

- Basic concepts and theories in Sociolinguistics
- New ideas evolved in sociolinguistics
- The relation of language and society.
- The applications of sociolinguistics in general and pedagogy in particular.

Course Outcome:

- The learner will understand role of language in social aspects.
- The learner will come to know the way to focus on the culture, language and social interaction.

Unit I- Introduction

- Sociolinguistics
- Sociolinguistics phenomena
- Speakers and communities conformity and individualism
- The sociolinguistic development of child
- Varieties

Unit II- Varieties of Language Speech Communities

- Languages
- Dialects
- Registers
- Mixture Varieties

Unit III- Language, Culture and Thought

- Culture thought, language
- Linguistic and Cultural Relativity
- Semantic relativity
- Language and thought
- Language and Socialization
- The Sapir-Whorf hypothesis
- Sexism in the language system

Unit IV- Speech as Social of Interaction

- The social nature of speech
- Speech as skilled work
- Speech as a signal of social identity

- Power and Solidarity
- The structure of speech'
- Verbal and Non-verbal Behavior
- Male-female differences of speech.

Unit V- Linguistic and Social Inequality

- Linguistic inequality
- Three types of linguistic inequality
- Subjective inequality
- Linguistic incompetence
- Communicative incompetence
- The social functions of language
- Face
- Power
- The structure of language

Recommended Readings:

1. Bauman. R. and Sherzer, J., eds. (1974) *Explorations in the Ethnography of Speaking*. Cambridge: Cambridge University Press.
2. Bernstein, B., ed. (1973) *Class, Codes and Control*, volume II: *Empirical Studies*. London: Routledge & Kegan Paul.
3. Chambers, J. (1995) *Sociolinguistics Theory: Linguistic Variation and its Social Significant*. Oxford: Blackwell.
4. Chambers, J. and Trudgill, P. (1980) *Dialectology*. Cambridge: Cambridge University Press.
5. Fishman, J. (1971) *Sociolinguistics: A Brief Introduction*. Rowley: Newbury House.
6. Gumperz, J. and Hymes, D., eds. (1972) *Directions in Sociolinguistics: the Ethnography of Communication*. New York: Holt, Rinehart & Winston.
7. Halliday, M. (1978) *Language as Social Semiotic*. London: Arnold.
8. Holmes, J. (1992) *An Introduction to Sociolinguistics*. London: Longman.
9. Hymes, D. (1974) *Foundation of Sociolinguistics: An Ethnographic Approach*. Philadelphia: University of Pennsylvania Press.
10. Labov, W. (1972a) *Sociolinguistic Patterns*. Oxford: Blackwell.
11. Labov, W. (1973) 'The Boundaries of Words and Their Meanings'. In C-J. Bailey and R. Shuy, eds. *New Ways of Analyzing Variation in English*. Washington: Georgetown University Press.
12. Langacker, R. (1990) *Concept, Image and Symbol: The Cognitive Basis of Grammar*. Berlin: Mouton de Gruyter.
13. Pride, J. and Holmes, J., eds. (1972) *Sociolinguistics*. Harmondsworth: Penguin.
14. Trudgill, P. (1974) *The Social Differentiation of English in Norwich*. Cambridge: Cambridge University Press.
15. Wardhaugh R. (1986) *An Introduction to Sociolinguistics*. Oxford: Blackwell.
16. Wodak. R. and Meyer, M., ed. (2001) *Methods of Critical Discourse Analysis*. London: Sage.

Elective Paper: (ENG-E-5-F)
Paper No. 5-F
Study of Major Author
Rabindranath Tagore

Assignment/ Sessional: 20 Marks

Credits; 4

Semester Exam: 80 Marks

Objectives:

- To expose learners to the aspects of Indian civilization and culture with reference to Tagore.
- To initiate learners into the study of Tagore's works and his narrative techniques.

Course Outcome:

- This will lead the learner to reach to understand human behavior through various plays and poems.
- The learner will be able to apply this in their life and find out the issues of Indian society through works of Tagore

Unit I - Poetry : Gitanjali (Selections)

Unit II - Drama : Red Oleanders

Unit III - Fiction : Gora

Unit IV - Prose : Spirituality and Philosophy
: Religion

Unit V - Short Stories: Kabuliwala
: Subha

References :

1. Ghosh, Sisir Kumar. (2005) *Rabindranath Tagore*. Sahitya Akademi, New Delhi.
2. Iyengar, Srinivasa. 1965. *Rabindranath Tagore*. Popular Prakashan. Bombay.
3. Rudhakrishnan, S. 1919. *The Philosophy of Rabindranath Tagore*. Macmillan, London.
4. Thompson, Edward. 1991. *Rabindranath Tagore : Poet and Dramatist*. Delhi, OUP.
5. Chakraverty, Bishweshwar. 2000. *Tagore the Dramatist : A Critical Study*. Delhi, B.R. Publishing.
6. Rai Mohit K. (ed). 2004 *Studies on Rabindranath Tagore* (2 Vols.) New Delhi, Atlantic Pub.

Elective Paper: (ENG-E-5-G)
Paper No. 5-G
Ambedkar Discourse

Assignment/ Sessional: 20 Marks

Credits; 4

Semester Exam: 80 Marks

Objectives:

- This course on Ambedkar Discourse shall focus on understanding of Ambedkar's speeches, writings, and works published as a discourse.
- To introduce B. R. Ambedkar as one of the chief builders of modern India.
- To introduce him as an ardent follower of Buddha's trinity equality, liberty, and fraternity.
- To introduce his ideas of reconstruction of society, state, nation, social democracy and state socialism.
- To focus on his contributions to making of the constitution, social reform, religious reform and gender equality.

Course Outcome:

- The learner will be able to understand Ambedkarite Philosophy after the course work.

Unit- I *B. R. Ambedkar: An introduction*

Castes in India: Their Mechanism, Genesis and Development
Annihilation of Caste

Unit- II *States and Minorities*

Unit- III *Ranade, Gandhi, and Jinnah*

Unit- IV *Three Speeches delivered in the Constituent Assembly*

Unit- V *Buddha or Marx?*
Thoughts on linguistic states

Recommended Readings:

1. Ambedkar, Dr. B. R., **Dr. Babasaheb, Writings and Speeches** vol.17, Education Department, Government of Maharashtra, 2003.
2. Ambedkar, Dr. B. R., **Dr. Babasaheb, Writings and Speeches** vol.-1, Government of Maharashtra, 1979.
3. Ambedkar, Dr. B. R., **Dr. Babasaheb, Writings and Speeches** Vol.5, Education Department, Government of Maharashtra, 1989.
4. Kuber, W. N., **Dr. Ambedkar: A Critical Study**. Peoples Publishing House, New Delhi, 1979.
5. Keer, Dhananjay, **Dr. Ambedkar: Life and Mission**, Popular Prakashan, Bombay, 1994.
6. Ambedkar, Dr. B. R., **Writings and Speeches** Vol.3, Education Department, Government of Maharashtra, 1987.
7. Ambedkar, Dr. B. R., **Writings and Speeches**, Vol.-11, Education Department, Government of Maharashtra, 1992.
8. Ambedkar, Dr. B. R., **Writings and Speeches**, Vol.-14, Education Department, Government of Maharashtra, 1995.
9. Ambedkar, Dr. B. R., **Writings and Speeches**, Vol.-13, Education Department, Government of Maharashtra, 1994.
10. Ambedkar, Dr. B. R., **What way Emanicipation**, (Speech at Dadar, Mumbai, 30th and 31st May, 1936).
11. Keer, Dhananjay, **Dr. Ambedkar: Life and Mission**, Popular Prakashan, Bombay, 1994.
12. Ambedkar, Dr. B. R., **Writings and Speeches**, Vol.-12, Education Department, Government of Maharashtra, 1993.
13. **The Constitution of India.**

Elective Paper: (ENG-E-5-H)
Paper No. 5-H
World Classics

Assignment/ Sessional: 20 Marks

Credits; 4

Semester Exam: 80 Marks

Introduction:

The course will focus on World Classics. It enables us to better understand the universal aspects of the human experience. It surveys rise and development of World classics. It also attempts to study themes, rhetoric, and methods of storytelling in World classics. Classic literature is important because it is another way to look at history, reading a classic novel that improves our overall vocabulary and writing skills and finally classic literature is unique. World classics focus on representative texts by major authors in major genres from antiquity to the present. This course will emphasize the world classics from Greek, Latin, and Sanskrit.

Objectives:

- Study World Classics as unique literature
- Define the social and historical contexts out of which major world classics
- Impart sound knowledge of the historic development of World Classics
- Introduce students to World classics as mode of entertainment and art
- Place representative of World classics in a larger cultural, intellectual and aesthetic context
- Trace the influence of World classics upon modern civilizations.

Course Outcome:

- Students will be introduced to tradition and modernity
- Students will be introduced to World Classics
- Students will focus on world classics portraying life as complex and many-sided, depicting both negative and positive aspects of human character in the process of discovering and testing enduring virtues.
- Students will learn how modern culture is different from traditional culture
- Students will develop understanding and appreciation for a genre called World classics
- Students will be introduced to distinguished style, fine artistry, and keen intellect but create whole universes of imagination and thought

Unit I: Introduction to World Classics

(12 Periods)

1. Introduction to World Classics
2. World classic Epic, Tragedy, Comedy

Unit II: World Classics - Poetry

(12 Periods)

1. Homer's - *Odyssey Book 1*

Unit II: World Classics - Drama

(12 Periods)

1. Sophocles - *Oedipus the Rex*

Unit III: World Classics - Novel

(12 Periods)

1. Leo Tolstoy- *War and Peace*

Unit IV: Essay

(12 Periods)

1. Bharata - *Natyashastra*

Unit V: Mapping Students' Knowledge (Any two)

(12 Periods)

1. Home Work
2. Unit Tests/Tutorials
3. Oral Presentation
4. Power Point Presentation
5. Writing a Research Paper
6. Creative writing
7. Seminar
8. Quizzes
9. Group Discussion

Recommended Reading:

Primary Reading Material

1. Homer. *Odyssey Book 1*,
2. Sophocles. *Oedipus the Rex*,
3. Leo Tolstoy . *War and Peace*, Hudson & Penguin, 2008.
4. Bharata. *Natyashastra*

Secondary Reading Material

1. Smith, Helaine (2005). *Masterpieces of Classic Greek Drama*. Greenwood.
2. Thomas, J.E. & Osborne, E. (2004). *Oedipus Rex: Literary Touchstone* Edition. Prestwick House Inc.
3. Whitman, C. (1951). *Sophocles*. Harvard University Press.
4. Hall, E. (1994). "Introduction". *Sophocles: Antigone, Oedipus the King, Electra*. Oxford University Press.
5. Lloyd-Jones, Hugh. Introduction and trans. *Sophocles: Ajax, Electra, Oedipus Tyrannus*. By Sophocles. Loeb Classical Library ser. vol. 20. Harvard University Press.
6. Myrsiades, Kostas (2019). "1. Telemachus' Journey (Od 1-4)". *Reading Homer's Odyssey*. Rutgers University Press.
10. Foley, John Miles (2007). "Reading" *Homer through Oral Tradition*". College Literature. 34 (2):
11. Most, Glenn W. (1989). "The Structure and Function of Odysseus' Apologoi". Transactions of the American Philological Association.
12. Carne-Ross, D. S. (1998). "The Poem of Odysseus." In *The Odyssey*, translated by R. Fitzgerald. New York: Farrar, Straus and Giroux.
13. Thornton, Agathe (1970). "Omens." Pp. 52-57 in *People and Themes in Homer's Odyssey*. Dunedin: University of Otago with London: Methuen.
14. Briggs, Anthony. 2005. "Introduction" to *War and Peace*. Penguin Classics.
15. Pevear, Richard (2008). "Introduction". *War and Peace*. Trans. Pevear; Volokhonsky, Larissa. New York: Vintage Books.
16. Tolstoy, Leo (1949). *War and Peace*. Garden City: International Collectors Library.
17. Kale Pramod (1974). *The Theatric Universe: (a Study of the Natyasastra)*. Popular Prakashan.
18. David Mason; et al. (2016). Siyuan Liu (ed.). *Routledge Handbook of Asian Theatre*. Routledge.
19. Susan L. Schwartz (2004). *Rasa: Performing the Divine in India*. Columbia University Press.
20. Manmohan Ghosh, ed. (1950). *Natyashastra*. Calcutta: Asiatic Society

Elective Paper: (ENG-E-5-I)
Paper No. 5-I
Gender Studies

Assignment/ Sessional: 20 Marks

Credits; 4

Semester Exam: 80 Marks

Objectives:

The concept of Gender continues to be a central issue in the literary and cultural studies, with a significance that crosses disciplinary boundaries and provokes lively debate. This course seeks to answer the questions such as what is Sex, Gender and Sexuality. What do we mean by LGBTQIA? and how are these concepts related to the workplace? It introduces the learners community with the exciting field of Gender, Sexuality, Women's studies, LGBTQIA identities, gendered histories, beyond sex and gender and concludes with Reading Gender.

Course Outcome:

The students will be able to comprehend the history of this complex term and will be able to indicate its ongoing presence in literary and cultural theory and the new directions it is taking. It will help the students to learn key concepts that will support them to interpret and understand the world they share. It's basic aim is to gender sensitize the learners community through the following topics.

Unit I: Introduction: Gendered Histories, Gendered Context.

(David Glover and Cora Kaplan's *Genders*)
(Introductory Part - 1 to 19 pages.)

12 lectures

Unit II:

12 lectures

a. Femininity and Feminism

(Chapter I: David Glover and Cora Kaplan's *Genders*)

b. Sex without Gender

(Chapter IV Claire Colebrook's *Gender*)

Unit III:

12 lectures

a. Masculinities

(Ch: II David Glover and Cora Kaplan's *Genders*)

b. Beyond Sex and Gender

(chapter V Claire Colebrook's *Gender*)

Unit IV: Queering the pitch

(Ch: III David Glover and Cora Kaplan's *Genders*) 12 lectures

Unit V:

12 lectures

a. Readers and Spectators.

(Chapter: IV David Glover and Cora Kaplan's *Genders*)

b. Conclusion : Reading Gender.

(Last part, Claire Colebrook's *Gender*)

Texts :

- David, Glover and Cora Kaplan. *Genders*. New York: Routledge, 2009.
- Claire, Colebrook. *Gender*. New York : Palgrave Macmillan, 2017. (Reprint)

Recommended Reading:

- Beauvoir, Simone de. *The Second Sex*. Trnas. And Ed. H.M. Parshley. Harmonds worth : Penguin, 1972.
- Bourdieu, Pierre. *Masculine Domination*. Trnas. Richard Nice, Cambridge : Polity, 2001.
- Butler Judith. *Gender Trouble : Feminism and the Subversion of Identity*. London : Routledge, 1990.
- ----- *Bodies that matter : on the Discursive limits of sex*. London : Routledge, 1993.
- ----- *Gender Trouble : Feminism and the subversion of Identity*. London : Routledge, 1990. 2nd edn 1999.
- Daston Lorraine. *The Nature of Nature in early modern Europe*. Configuration 6.2 (1998) : 149-172.
- De Lauretis, Teresa. *Technologies of Gender : Essays on Theory, Film and Fiction*. Bloomington: Indiana University, Press, 1987.
- Dekuze, Gilles. *Expressionism in Philosophy : Spinoza*. Trans. Martin Joughin, New York : Zone, 1992.
- Edelman, Lee. *Homographesis : Essays in Gay Literary and cultural Theory*. New York : Routledge, 1994.
- Delphy, Christine. 'Rethinking sex and Gender' Women's Studies International forum 6.1 (1993) : 1-9
- Grosz, Elizabeth, 'Notes Towards a corporeal Feminism'. Australian Feminist Studies 5 (1987) : 1-15.
- ----- *Sexual subversions : These French Feminist*. Sydney : Alln and unwinn, 1989.
- ----- *Jacques Lacan : A feminist Introduction*. Sydney : Allen and Unwin, 1990.
- Herdt, Gilbert. *Third Sex/ Third Gender: Beyond Sexual Dimorphism in culture and History*. New York : Lone, 1993.
- ---- '*The Question of the other*: Trans Noak Guynn. Yale French studies 87 (1999):7-19.
- Mitchell, Juliet. *Psychoanalysis and feminism*. New York Patheon Books, 1974.
- Ortner, sherry B. *Making Gender: The politics of Erotics and culture*. Boston: Beacon Press, 1996.
- Scott, Joan. *Gender and the politics of History*. New York: Columbia University Press, 1988.
- Showwalter, Elaine . '*Feminist Criticism in the wilderness*', *The New feminist criticism: Essays on women, Literature and Theory*. Ed. Elaine Showalter, London: Virago, 1986.2 43-270.
- Spelman. Elizabeth V. *Inessential woman. Problem's of exclusion in feminist Thought* London: Women's Press. 1990.
- Spivak, Gayatri. *Interview with Elizabeth grosz, 'Criticism, feminism, and the institution.'* *The post colonial critic, interviews, strategies, dialogues: Gayatri Chakravorty Spivak*. Ed. Sarah Harasym. New York, 1990. 1-16.
- Warren, Karen Ed. *Ecofeminism: Women, Culture, Nature*. Bloomington : Indiana University Press, 1997.
- Wittgenstein, Ludwig. *Philosophical Investigations* New York : Macmillan, 1958.
- Wittig, Monique, '*Homo Sum*': Feminist Issues. 10.1 (1990)
- Wollstonecraft, Mary. *A Vindication of the Rights of woman in the works of Mary Wollstonecraft* Vol. 5 Ed. Jomet Todd and Marilyn Butler. London : William Pickering. 1989.

Elective Paper: (ENG-E-5-J)
Paper No. 5-J
Post Modernism

Assignment/ Sessional: 20 Marks

Credits; 4

Semester Exam: 80 Marks

Objectives:

This course will introduce students to the basic themes and concepts of Post Modernism. The learner's community will be acquainted with the literature produced along with some of the significant and relevant essays in the development of post modern theories. It will focus on the emergence of radical new forms of consciousness and technology and the ways in which post modern culture re-imagines the 'other' through such categorization as gender, race, class, culture etc. The learner's will be acquainted with the literary forms of Art and how architecture brought about new structures along with the spaces available. This course also intends to understand humans in a culture mediated by image. This course is designed to familiarize the students with these recent currents in western thought and to provide them with a measure of the intellectual schemes that stand to inherit in their own life time.

Course Outcome :

- During the past quarter century a growing number of intellectuals have begun to proclaim an end of 'modern' era and started themselves as already living in the Post modern era.
- Post Modernism brings ideas like fracturing, fragmentation, indeterminacy and plurality as key postmodern concepts.
- It is a fragmentary discourse. The students will be aware of such concepts as Postmodern, Post-modernity, Culture, Architecture and Spaces and will be able to comprehend what exactly separates Post-Modernism from Modernism and Meta-Modernism.

Unit I: Key Ideas(Simon Malpas- *Jean -Francois Lyotard*)

- The Post Modern Condition.
- Art, the sublime and the Post Modern
- Jameson's Marxisms : Marxism and Form and Late Marxism.(Adam Roberts-*Fredric Jameson*)

Unit II:

- **Modernism and Post modernism**(Simon Malpas -*The Postmodern*)
- Architecture : Modernism and postmodernism
- Modernism and Postmodernism in Art.

Unit III:

- **Postmodernism: Philosophy and Cultural Theory.**(Tim woods -*Beginning Post Modernism*)
- Postmodernism and Literary Arts.

Unit IV:

- **The Evolution of Postmodernism**
- Modernity, Modernism, Post Modernity and Post Modernism

Unit V:

- **Towards popular Culture**(Francis Mulhern-*Culture/Metaculture*)
- **A critique of Postmodernism** (B.K Das- *Twentieth century Literary Criticism*)

Recommended Readings:

- Malpas, Simon. *Jean- Francois Lyotard*- New York: Routledge, 2007.
- Malpas, Simon. *The Postmodernism*. New York: Routledge, 2007.
- Woods, Tim. *Beginning Postmodernism*. New Delhi: Viva Books private ltd. 2010.
- Roberts, Adam, *Fredric Jameson*. New York: Routledge, 2007
- Waugh. Patrica. *Literary Theory*. New Delhi: Oxford University Press, 2006.
- Mulhern Francis, *Culture/ Metaculture*. New York: Routledge , 2013.
- Das, Bijay Kumar, *Twentieth Century Literary Criticism*. New Delhi: Atlantic publishers, 2003
- Ghirado, Diane. *Architecture After Modernism*. London: Thames and Hudson, 1994.
- Jencks, Charles. *The Language of Post-Modern Architecture*. London: Academy editions, 6th edition 1991.
- _____. *The Prince, the Architects and New Wave Monarchy*. London: Academy Editions, 1988.
- Collins, Michael. *Towards Post-Modernism*. Design since 1851. London: British Museum Publications, 1987.
- Roberts, John. *Postmodernism, Politics and Art*. Manchester: Manchester University Press, 1990.
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- Connor, Steve. *Postmodern Culture*. Oxford: Blackwell, 1989.
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- Hebdige, Dick. 'Staking Out the Posts' in *Hiding in the Light: On Images and Things*. London: Routledge, 1988.
- Lyon, David. *Postmodernity*. Buckingham: Open University Press, 1994.
- Rose, Margaret A. *The Post- Modern and the Post-Industrial: A Critical Analysis*. Cambridge: Cambridge University Press, 1991.
- Wheale, Nigel (ed). *The Postmodern Arts: An Introductory Reader*. London: Routledge, 1995.
- Baudrillard, Jean. *Selected Writings*. ed. Mark Poster Stanford, Stanford University Press, 1988.
- Brooker, Peter. (ed) *Modernism and Postmodernism*. London: Longman, 1992.
- Callinicos, Alex. *Against Post modernism: A Marxist Critique*. Cambridge, Polity Press, 1990.
- Norris, Christopher. *The Truth About Postmodernism*. Oxford: Blackwell. 1993.
- Alexander, Marguerite. *Flights from Realism*. London: Edward Arnold, 1990.
- Barker, Francis, Peter Hulme and Margaret Inverson (eds) *Postmodernism and the Re-reading of Modernity*. Manchester, Manchester University Press. 1992

Paper Code –(ENG-R-6)
Paper No. VI
Research Methodology

Assignment/ Sessional: 20 Marks

Credits: 4

Semester Exam: 80 Marks

Objectives:

- To acquaint the learners with the research methods in language and literature.
- To enable the students to design critical theoretical frames in order to evaluate and interpret literary texts.
- To enable the learners to use research methods and methodologies independently for writing research paper.
- To acquaint the students with the recent critical theoretical schools from structuralism to post modernism.
- To enable the learners to apply research methods in the analysis of literary and cultural texts.
- To acquaint the students with the social, political, cultural and economic perspectives of the major theorists to understand interdisciplinarity in literary and linguistic research.

Outcome:

- The students will be able to understand the nature, necessity methods of research in literary and linguistic studies.
- They will know the models and tools of research.
- They will learn to design the structure of research paper.
- They will understand various critical theoretical perspectives.

Unit I- Components of Research and the process of Academic Writing

- i. The nature of Research
- ii. How to locate Research
- Framework of Research Article
- Research Design
- Planning
- Research questions & Documentation
- Data Gathering/Field Work
- iii. The Process of Academic Writing
 - The research thesis
 - The intellectual content of thesis
 - Grammar, punctuation, citations, referencing and paraphrasing
 - Writing bibliographical details
 - Research ethics

Unit II-Writing a Research Paper

- i. Literature review

- ii. Research methods/analytical approach
- iii. Data analysis and Documentation and Data Storage
- iv. Plagiarism

Unit III:-Research methods in literature I

- I Structuralism and post structuralism II Modernism
- III New Criticism and New Historicism
- IV Post modernism
- V Psychoanalysis

Unit IV-Research methods in Literature II

- I. Maxism
- II.Ambedkarism
- III. Feminism
- IV. Post Contonialism
- V. Gender Studies

Unit V- Research methods in Languages

- I. Discourse analysis
- II. Conversation analysis
- III. Genre analysis
- IV. Ethnography
- V. Text Analysis and Interpretation

Text:

Recommended Readings:

1. Barry, P., (1995), *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester: Manchester University Press.
2. Bloor, T. and Bloor, M. (2004), *The Functional Analysis of English: A Hallidayan Approach*. Second edition. London: Arnold.
3. Borg, E. (2003), 'Key concepts in ELT: Discourse community', *ELT Journal*.
4. Cameron, D. (2001), *Working with Spoken Discourse*. London: Sage.
5. Correa. D.D.S and Owens W.R.(ed) *The Handbook to Literary Research*. Edition 2nd Oxon Routledge (2010)
6. Craswell, G. (2004), *Writing for Academic Success: A Postgraduate Guide*. London: Sage.
7. Culler, J., (1997) *Literary Theory: A Very Short Introduction*. Oxford: Oxford University Press.
8. Culler, J. *On Deconstruction: Theory and Criticism after Structuralism*, (Ithaca, 1982).

9. Culler, J. (1975), *Structuralist Poetics: Structuralism, Linguistics and the Study of Literature*. London: Routledge and Kegan Paul.
10. Delamont, S. (1997), *Supervising the Ph.D.: A Guide to Success*. Buckingham: Open University Press.
11. Eagleton, T., (1983), *Literary Theory: An Introduction*. Oxford: Blackwell.
12. Foucault, M.: *The Order Of things*, (London, 1970).
13. Oliver, P. *Writing Your Thesis*, edition 2nd, Sage Publication India: India. 2004 (2010).
14. Websites for looking theses and dissertations which take a discourse perspective:
15. *The Networked Digital Library of Theses and dissertations* (www.ndltd.org/)
16. *UMI Pro Quest Digital Dissertations* (www.lib.umi.com/dissertations/)
17. *The Australian Digital Theses Program* (adt.caul.edu.au/)
- Journals for looking for examples of studies which take a discourse perspective:
 - I. *Discourse and Society*
 - II. *Discourse Studies*
 - III. *English for Specific Purposes*
 - IV. *Journal of English for Academic Purposes*
 - V. *Journal of Second Language Writing*

**DR. BABASAHEB AMBEDKAR
MARATHWADA UNIVERSITY,
AURANGABAD**



Department of English

**M.A. Ist Year
IInd Semester**

Syllabus (Based on NEP)

2023 – 2024 Onwards

Exit Option: PG Diploma (After 3 year Degree) 44 Credits

Dr. Mustajeeb Khan
Professor and Head
Department of English

Dr. Babasaheb Ambedkar Marathwada University,
Aurangabad. Page 1

Dr. Babasaheb Ambedkar Marathwada University, Aurangabad

Department of English

Syllabus

2023 – 2024 Onwards

Level 6

M.A. First Year

Semester II

Major

- **Mandatory**

- (ENG M. II. 1) [4 Credits] Paper – V Poetry
(ENG M. II. 2) [4 Credits] Paper -VI Language Orientation : Pragmatics
(ENG M. II. 3) [4 Credits] Paper -VII Literature in English 1660-1798
(ENG M. II. 4) [2 Credits] Paper – VIII(Activity)Research Article: Writing and Presentation

- **Elective**(Select any one from the basket)

(ENG-E-II.5) [4 Credits] Paper-IX

A] Literature and Philosophy

B] Discourse Studies

C] Colonial and Post-Colonial Literature

D] English Literature (Age)

E] Academic Writing

F] Indian English Literature

G] Semantics

H] Translation Studies

I] Introduction to Feminism

J] Shakespeare

Field Project:

Paper no X: (ENG-FP-II. 6) [4 Credits]

- Interviews,
- Writing Documentary,
- Compilation of regional Oral Literature

The FP will assigned to the students by the faculty
FP should be completed during summer vacation

- **Cumulative Credits- 22**

Exit Option: PG Diploma (After 3 year Degree) 44 Credits

Mandatory Paper: (ENG M.II. 1)
Paper No. V
Poetry

Assignment/ Sessional: 20 Marks

Credits: 4

Semester Exam: 80 Marks

Introduction:

The course will focus on English poetry as a literary genre. It will focus on literary art, scientific and philosophical speculation, and the evocation of the peculiar emotion often characterized as the “sense of wonder.” It will survey rise and development of the genre and its types. It also attempts to focus on themes, rhetoric, and methods of storytelling in English poetry.

Objectives:

- To study verse/poetry as a genre
- To study various genres of English poetry
- To impart sound knowledge of the historic development of English poetry
- To introduce English poetry as a mode of entertainment and art
- To represent English poetry in a larger cultural, intellectual and aesthetic context.

Course Outcome:

- Students will be introduced to the process of poetic creation with its socio-cultural and psychological nuances
- Imagined and material worlds will be introduced through English poetry

Unit I : Introduction to English Poetry

(10 Periods)

A) : As a Literary Genre

1. Socio-historical and literary background of English Poetry
2. Types of English Poetry
3. Rise and development of English Poetry
4. Modernism and Postmodernism in English Poetry

B): Poetical Types

(10 Periods)

1. The Lyric
2. The Ode
3. The Sonnet
4. The Elegy
5. The Epic
6. The Idyll
7. Ballad
8. Satire

Unit II: Select Major Schools and Movements:

(10 Periods)

A] Metaphysical School, Renaissance and Neo-classical Poetry

1. **John Donne :** The Sun Rising
2. **William Shakespeare :** Under the Green Wood Tree
3. **Alexander Pope :** Solitude

B] Romantic Revival

B] Romantic Revival

1. **William Wordsworth** : The Daffodils
: The Lucy Poems
2. **George Gordon Lord Byron** : She Walks in Beauty
: There Be None of Beauty's Daughters

C] Victorian Poetry

1. **John Keats** : Ode On Melancholy
: To Maia
2. **Robert Browning** : My Last Duchess
: *The Lost Leader*

Unit III: Modern Poetry

(10 Periods)

1. **W. B. Yeats** : A Prayer For My Daughter
: The Second Coming
2. **T. S. Eliot** : Journey of Magi
: The Hollow Men

Unit IV: Post Modern Poetry

(10 Periods)

1. **Dylan Thomas** : Do Not Go Gentle Into That Good Night
2. **Philip Larkin** : Deceptions

Unit V: Indian English Poetry

(10 Periods)

1. **Sarojini Naidu** : The Soul's Prayer
2. **Kunj Bihari Das** : A Worker's God
3. **Rabindranath Tagore** : Thou Hast Given Us To Live
4. **Arun Kolatkar** : An Old Woman (From Jejuri)

Recommended Readings :

1. **B. J. Pendlebury, English Lyrical Types**, New Delhi : Blackie & Sons, 1975
2. **F. R. Leavis. New Bearings in English Poetry** : New Movement, OUP: 1980
3. **The Norton Anthology of English Literature : Sixteenth/Early Seventeenth Century**, Volume B, 2012
4. **Margaret Drabble.ed. The Oxford Companion to English Literature**,
5. **Woods, George Benjamin; Buckley, Jerome Hamilt. Poetry of the Victorian Period** (Revised 2nd. ed.). Chicago, Atlanta, Dallas, Palo Alto, New York: Scott, Foresman and Company, 1955.

6. Coughlan, Patricia & Davis, Alec eds. *Modernism and Ireland: The Poetry of the 1930s* Cork University Press, 1995.
7. Michael Schmidt, *Reading Modern Poetry*. Routledge, London.
8. J.A.Cuddon. *The Penguin Dictionary of Literary Terms and Literary Theory*.
9. Dragan Milovanovic. *Dueling Paradigms: Modernist v/s Postmodernist Thought*. 1997.
10. George Hartley. *Textual Politics and the Language Poets*. 1989.
11. Faverty, Frederick, ed. *The Victorian Poets: A Guide to Research*., 2nd ed. (The first edition is still useful reading. 1968.
12. Frank Jordan, ed. *The English Romantic Poets: A Review of Research and Criticism*, fourth edition, (1985).
13. M. H. Abranas : A Glossary of Liferary Terms
14. Ross Murfin : The Bedford Glossary of Critical and Liferary Terms
15. Kennedy, X. J. and Dana Gioia : An Introduction to Poetry, New York : Harper Collins, 1994 8 Thed.

Mandatory Paper – (ENG-M-II-2)
Paper No. VI
Language Orientation : Pragmatics

Assignment/ Sessional: 20 Marks

Credits: 4

Semester Exam: 80 Marks

Objectives:

- The course aims to enable students to understand and comprehend
- Language and use in Context.
- Speaker meaning and utterance meaning.
- Relation between language and society, roles and relations of the language users.
- Research Methods in Pragmatics.
- Basic theories in pragmatics such as speech act theory, co-operative principles, relevance theory, politeness face and power, pragmatic markers and pragmatics meaning.
- Cross- cultural pragmatics, historical pragmatics, Pragmatics and power and C.D.A. investigations and complete understanding of overall discipline of Pragmatics.

Course Outcome:

- The students community will be able to use the knowledge acquired/learned in their day to day conversation and in different context and understand the invisible meaning.
- They will be able to comprehend the meaning of spoken and written text/utterance and also it will be beneficial for their future endeavors related to projects /articles or any sort of critical and analytical research work related to the broad discipline of Pragmatics.

Unit: I

- Definition of Pragmatics
- Pragmatics as inter discipline
- Speaking meaning and utterance meaning
- Context and function
- Pragmatics theories
- Methodology
- Research Methods in Pragmatics:
 - Data Collection and the Observer's Paradox
 - Data-types-spoken-written
 - Evidence in Pragmatic Research
 - Transcribing spoken Language
 - Corpus Pragmatics: Combining quantitative and Quantitative

Unit II

- The Semantic-Pragmatic interface
- The meaning of meaning in Pragmatics
- Reference
- Deixis-attitudinal Orientation
- Presupposition
- Grice's influence

Unit III

- Speech acts: Doing things with words.
- Austin's Performatives
- Searle's theory of Speech acts.
- Direct and Indirect Speech acts
- Speech act as routines.

Unit IV:

(a). Implicature

- Meaning more than 'what is said'
- Implicature types
- Meaning types Grice's co-operative principle and the conversational maxims. Flouting the maxims.
- Rethinking Grice: Neo-Gricean Pragmatics.
- Leech's expansionist approach (1983).
- Horn's Reductionist approach (1984).
- Levinson's Revisionist approach (1995, 2000).
- Sperber and Wilson's Post- Gricean Pragmatics.
- The role of Sandtt in meaning.

(b) Cross- cultural pragmatics

- Speech act and indirectness
- Pragmalinguistic and socio- pragmatic failure: What is going wrong?
- Forms of address
- Culture scripts
- Discourse
- Historical : Approaches and Principles

Unit V:

(a) Pragmatics markers

- Delimiting Pragmatics markers
- Characteristics Pragmatics markers
- Pragmatics marker and function, texts- type and socio linguistic variation.
- Pragmatics and Power
- What is Power?
- C.D.A. investigation : what makes them critical
- Pragmatics investigations of 'power in talk', the courtroom , police, interaction, political interview, doctor- patient interactions.

Texts:

Dawn Archer, Karin Aijmer and Anne Wichmann. *Pragmatics an Advanced Research Book for Students.* London and New York: Routledge, 2012.

Recommended Readings:

1. Archer, Dawn and Grundy, Peter, *The Pragmatics Reader*, London and New York: Routledge, 2011.
2. Austen, J., *How to Do Things with Words*, 2nd Edn., United States of America : Clarendon Press, 1975.
3. Brown, P. and Levinson, S., *Politeness: Some Universals of Language Usage*. United Kingdom : Cambridge University Press, 1982.
4. Grundy, Peter, *Doing Pragmatics*. New York: 3rd Edn., Hodder Education, 2008.
5. Leech, Geoffrey, *Principles of Pragmatics*. London and New York: Longman, 1983.
6. Levinson, Stephen C. *Pragmatics*. United Kingdom: Cambridge University Press, 1983.
7. Mey L. Jacob, *Pragmatics: An Introduction Oxford USA* :Blackwell, 1993.
8. Searle, John, *Speech Acts: An Essay in the Philosophy of Language*, New York: Cambridge University Press, 1969.
9. Searle, John, *Expression and Meaning: Studies in the Theory of Speech Acts*, New York: Cambridge University Press, 1979.
10. Talmy, Givon, *Mind, Code and Context: Essays in Pragmatics*. New York : Psychology Press ,1989.
11. Yule, George. *Pragmatics*. Oxford United Kingdom: Oxford University Press, 1996.

Mandatory Paper – (ENG-M-II-3)
Paper No. VII
Literature in English 1660-1798

Assignment/ Sessional: 20 Marks

Credits: 4

Semester Exam: 80 Marks

Objectives:

- To acquaint the students with the literary tendencies of Restoration period.
- To acquaint the student with the Restoration period and British literature.
- To acquaint the student with political and social changes during Restoration period.
- To introduce origin and development of Fiction to the students especially Prose – Fiction.
- To focus on Augustan and Jacobean literature of the age and the development of literary history of the period.

Course Outcome:

- Students will be introduced to the development of the age with its socio-politico-cultural and psychological nuances
- Imagined and material worlds will be introduced through English literary works of the age

**Unit 1. a) John Dryden – *Absalom And Achitophel*
b) John Milton – *Paradise Lost Book I***

Unit 2. Jonathan Swift- *Gulliver's Travels [Book No 1]*

Unit 3. Daniel Defoe – *Robinson Crusoe*

Unit 4. William Congreve – *The Way The World*

Unit 5. Nicholas Rowe – *Tamerlane*

Recommended Reading:

- B. Willey. The Seventeenth Century Background. Columbia University Press, New York :1952.
- J and R, Tonson, S. Draper and H. Lintot. The Works of Nicholas Rowe. Kissinger Publishing -London :Rept. 2009.
- Kathleen, Williams. Jonathan Swift and The Age of Compromise. University of Kansas press, Kansas: 1959.
- Ellis Fermor Una Mary. The Jacobean Drama. Routledge, New York and London: 1958
- Diaches, David. The history of English Literature. Millan Hutchinson 1957.
- Ifor Evans. A Short History of English Literature. Penguin, Paperback Edition. India : 2015.
- Pat Rogers. (ed) Defoe: The Critical Heritage. Routledge, London and New York: 2011.
- C.V. Wedgwood. Poetry And Politics Under The Stuarts. Cambridge University Press, United Kingdom :1950.
- Alan, Roper. Dryden's Poetic kingdoms. Routledge Revivals, New York: 1965.
- D. Nichol, Smith. John Dryden. Cambridge University Press, United Kingdom :1950.

Mandatory Paper :(ENG-M-I-4)

Paper No. IV

Activity: Research Article: Writing and Presentation

Assignment/ Sessional: 40 Marks

Credits; 2

Introduction;

The mandatory paper of activity is expected to prepare the learner with a skill of writing a research article. In this process the learner will practically implement the learning of mandatory paper Research Methodology from semester I and they will submit their review to the concerned teacher.

Objectives:

- To enable learners to use research methods independently for writing a research paper about 15 pages.
- To create awareness of use of theoretical framework in research writing.
- To prepare the learner for presenting their own work in front of the scholars.
- To practice and apply different research methods for text analysis and interpretation.

Course Outcome :

- The learners will know the models and tools for research.
- They will learn to design the structure of research paper.
- They will learn to present their research work.

Writing of two research papers and presenting its PPT

The topics of research will be assigned from the elective papers in consultation with the teachers and research fellows will monitor the process.

Recommended Reading:

1. Hughes, R. (2002), *Teaching and Researching Speaking*. Harlow, UK: Longman.
2. Hyland, K. (2002b), *Teaching and Researching Writing*. Harlow, UK: Longman.

Elective Paper : (ENG-E-II-5 A)
Paper No. IX – A
Literature and Philosophy

Assignment/ Sessional: 20 Marks

Credits: 4

Semester Exam: 80 Marks

Objectives :

The present course intends to introduce how literature has been shaping and reshaping human attitude and widening horizons of perception. Philosophy too, has been searching perennially for the divergent intrinsic aspects of knowledge, truth and consciousness to enrich the humanity. Specifically, Philosophy insists on the five fields of study and discourse: logic, politics, aesthetics, ethics and metaphysics which have an organic relationship with literature. The present course, therefore, intends to focus on the influence of philosophy on literature and vice versa. It comprises the major western and Indian traditions along with the representative literary texts.

Course Outcome:

- The students would understand the relationship between literature and philosophy.
- They would know the key texts and arguments in philosophy and their impact on literary texts.
- They would also learn to read literary text with philosophic perspective.
- The students would also learn to underscore the influence of literature on philosophy.
- They would, most importantly, understand how knowledge, truth, and consciousness transform a person.

Unit - 1

- A. **Introduction to the major Indian traditions:** 07 lectures
Upanishadic, Buddhist, Jainism, Sufism. (Key Concepts)
- B. **Introduction to the major Western traditions:** 07 lectures
Socrates, Plato, Aristotle. (Key Concepts)
- C. **Enlightenment tradition:** 07 lectures
Copernicus, Descartes, Marx, Wollstonecraft, Kant, Freud. (Key Concepts)
- D. **Introduction to the modern/postmodern traditions:** 07 lectures
Nietzsche, Foucault, Saussure, Derrida. (Key Concepts)

Philosophic Reading of Literary Texts

- Unit - 2. Sophocles: *Oedipus Rex* 08 lectures
- Unit - 3. F. Dostoevsky: *Crime and Punishment* 08 lectures
- Unit - 4. Ravindranath Tagore : *Gora* 08 lectures
- Unit - 5. Jotirao Phule : *The Book of the True Faith* 08 lectures

Recommended Reading:

1. *An Introduction to Indian Philosophy*: Satishchandra Chatterjee
2. *History of Indian Philosophy*: Vol. 1- 5 : S. Dasgupta
3. *Confessions*. Augustine 1961
4. *Blackwell Companion to Philosophy*
5. *A History of Western Philosophy*. Bertrand Russell
6. *A History of Philosophy*. F. Copleston
7. *Thus Spoke Zarathustra*. Nietzsche
8. *Sufism*. Sadia Delhvi
9. *The Postcard: From Socrates to Freud and Beyond*. Derrida.
10. *The Metamorphosis*. F. Kafka
11. *Etics*. Aristotle 1976
12. *Politics*. Aristotle. 1981
13. *Evolution of Indian Philosophy*: K. Satchidanand Murty
14. *Indian Philosophy: An Introduction to Hindu and Buddhist Thought*: - Richard King
15. *A Modern Introduction of Indian Aesthetic Theory*: S. S. Barlingay
16. *Archaeology of Knowledge*: Foucault
17. *The Proper Study of Mankind: An Anthology of Essays*: Issiah Berlin
18. *How to Read Literature*: Terry Eagleton
19. *Jainism: Art, Architecture, Literature and Philosophy*: Haripriya Rangarajan
20. *Samuel Beckett and the Encounter of Philosophy and Literature*: Chattopadhyay
21. *Essays on Literature and Philosophy*: Edward Caird
22. *The Works of Voltaire: Essays on Literature and Philosophy*: Voltaire
23. *Intellectual Autobiography: Ideas on Literature, Philosophy and Religion*: Victor Hugo
24. *Dr. Babasaheb Ambedkar Writings and Speeches* Vol. 1- 11
25. *The Story of Philosophy*: Will Durant

Elective Paper –(ENG-E-5-B)

Paper No. IX – B

Discourse Studies

Assignment/ Sessional: 20 Marks

Credits; 4

Semester Exam: 80 Marks

Objectives:

- This course aims at generating a debate on the nature and orientation of Discourse Studies.
- Select pieces from a wide range of literary theory and practice shall be consisting the course content.
- The objective is to acquaint the students with the context of literary practice.
- It also aims at introducing current developments in various schools of Literary Criticism.
- The first part focuses on theoretical developments.
- The second part attempts an elaborate study of Discourse from various perspectives.
- The course as a whole aims to generate knowledge and introduce the methodology of Discourse Studies

Course Outcome:

- This course aims at generating a debate on the nature and orientation of Discourse Studies.
- The learners community will be acquainted with the context of literary practice.
- They will be introduced to current development in Literary Criticism and will be able to generate knowledge and introduce themselves to the methodology of Discourse Studies.

UNIT I .

- a. **Introduction to Discourse.**(Sara Mill's *Discourse*) 12 lectures
- b. **Diaspora.**(John McLeod's *Beginning Post Colonialism*)

Unit II.

- a. **Languages of Class, Ideology and Imperialism.**
(Ajaz Ahmed- *In theory Nations Classes Literature*).
- b. **Ideology after 11 September.**(David Hawkes :- *Ideology*) 12 lectures

UNIT III.

- a. **History.** (Simon Malpas - *The Postmodern*)(chp:04)
- b **Images of Women criticism.** (Ruth Robbin'-*Literary Feminisms*) 12 lectures

UNIT IV.

- a **Deconstructing the 'Popular.'** (James Procter -*Stuart Hall*) 12 lectures
- b **Cultural Affirmation and Resistance.**
(Chidi Okonkwo's *Decolonization Agonistics in Postcolonial Fiction*)

UNIT V.

- a. **Aijaz Ahmed's " 'Indian Literature': Notes towards the Definition of Category."** 12 lectures
(Bijay Kumar Das - *Twentieth Century Literary Criticism*)
- b. **The Discourse on Language.**(Michael Foucault- *The Archeology of Knowledge*)

Recommended Reading :

1. Robbins, Ruth. *Literary Feminisms*. New York: Palgrave, 2000.
2. James Procter. *Stuart Hall*. U.S.A and Canada: Routledge, 2004
3. Ahmed, Aijaz. *In Theory: Classes, Nations, Literatures*. London: Verso, 1992.
4. Hawkes, David. *Ideology*. London and New York: Routledge, 2007.
5. Das Kumar, Bijay. *Twentieth Century Literary Criticism*. New Delhi: Atlantic, 2005.
6. Hamilton, Paul. *Historicism*. London and New York: Routledge, 2007.
7. Malpas, Simon. *The Postmodern*. London and New York: Routledge, 2007.
8. Leod, Mc John. *Beginning Post Colonialism*. Manchester and New York: Manchester Press, 2007.
9. Mills, Sara. *Michel Foucault*. London and New York: Routledge, 2004.
10. Tidd, Ursula. *Simone de Beauvoir*. London and New York: Routledge, 2004.
11. Tiffin, Helen. *Post Colonialism and the Rehabilitation of Post Colonial History*. The Journal of Common Wealth Literature 1988. ,23.1:169-81
12. Barry, Peter. *Beginning Theory: An Introduction*. Manchester and New York: Literary and Cultural Theory University Press, 1995.
13. Mills, Sara. *Michel Foucault*. London and New York: Routledge, 2004.
14. Eagleton, Terry. *Base and Super Structure Revisited*. New Literary History, (218.1) 1977.
15. Hall, Stuart. *Introduction: Who Needs Identity?* Questions of Cultural Identity. Stuart Hall and Paul du Gay London: Sage publications, 1996.
16. Woods, Tim. *Beginning Postmodernism*. New Delhi: Viva Books, 2010.
17. Tzvetan, Todorov. *The Coexistence of Cultures*. The Oxford Literary Reviews, 1992.

Elective Paper-(ENG-E-5-C)
Paper No. IX – C
Colonial and Postcolonial Literature

Assignment/ Sessional: 20 Marks

Credits: 4

Semester Exam: 80 Marks

Objectives :

The aim of this course is to introduce what is colonization and what are its impacts on the colonized countries across the globe. The course also aims to acquaint the students about the literature written in different countries during the period of colonization and also after the post colonial period, when these countries were liberated from the foreign yoke. It aims to introduce the theory of colonial and postcolonial literature, resistance and representation, and how colonial discourses are reflected in different texts written by different writers during and after the colonial times. The students will be exposed to literature produced in English from formerly colonized nations in their historical and cultural contexts and examine the central concepts and questions like how literary forms and politics are related to one another. The course explores authors and texts through the historically under represented perspectives of race, ethnicity, gender, postcoloniality, class, sexuality etc. and how the dominant hegemonic constructions and structures have shaped the colonial and post colonial nations and literatures.

Course Outcome:

- The learners will be introduced with colonization and its impacts on the colonized people.
- They will be acquainted with the literature written in different parts of the world during the period of colonization and Post colonization. To introduce the theory of colonial and post colonial literature, resistance, representation and colonial discourses.
- The course provides with an opportunity to consider the complex power dynamics that influence literature and the academic field of literary study and consider the way literary texts can engage and influence these same power dynamics. The binaries that are formulated how they shape our understanding of language, literature, culture, society, gender, class, ethnicity and so on.

Unit I:

A Brief Introduction to :

- a) Colonialism, Post-colonialism and Neo-colonialism.
- b) Post Colonial Literature
- c) Post Colonial Theory
- d) Post Colonial Criticism
- e) Post colonial studies

12 Lectures

Unit II:

E.M. Forster- *A Passage to India*.

12 Lectures

Unit III:

Farida Karodia -*A Shattering of Silence*.

12 Lectures

Unit IV:

Nadine Gordimer-*My Son's Story*

Joseph Conrad-*Heart of Darkness*

12 Lectures

Unit V:

Meher Pestonji-*Pervez*

12 Lectures

Texts:

- Forster, E.M. *A Passage To India*. New Delhi: Peacock Books, 2004.
Karodia, Farida. *A shattering of silence*. U.K: Heinemann, 1993.
Gordimer, Nadine. *My Son's story*. New Delhi: Doaba publications, 2001.
Cenrad, Joseph : *Heart of Darkness*. New Delhi: peacock Books, 2003.
Pestonji, Meher. *Pervez*, New Delhi India: Harper Collins Publisher, 2003.

Recommended Reading:

1. Ahmad, Aijaz, *In Theory : Classes, Nations, Literatures*. Delhi: Oxford University Press, 1994.
2. Ashcraft, Bill, et al, *The Empire Writes Back* London: Routledge, 1989.
3. ----- *The Post-Colonial Studies Reader*. London: Routledge, 2003.
4. Abraham, Taisha. *Introducing Postcolonial Theories*. Delhi : Macmillan India Ltd, 2007.
5. Barker, F., P. Hulme and M. Iversen, (eds.) *Colonial Discourse/Postcolonial Theory*. Manchester : Manchester University Press, 1994.
6. Bhabha, Homi. *The Location of Culture*. London: Routledge, 1994.
7. ----- *Nation and Narration*. London : Routledge, 1998.
8. Boehmer Elleke, *Empire Writing : An Anthology of Colonial Literature, 1870-1918*. Oxford : Oxford University Press, 1999.
9. ----- *Colonial and Postcolonial Literature*. Oxford: Oxford University Press, 1995.
10. Cesaire, Aime. *Discourse on Colonialism*. New York : Monthly Review Press, 1972.
11. Chides, Peter and R. J. Patrick Williams. *An Introduction to Postcolonial Theory*. London : Prentice Hall, 1977.
12. Fanon, Frantz. *Black Skin, White Masks*. London : Pluto, 1986.
13. ----- *The Wretched of the Earth*. London : penguin 1990.
14. Gandhi, Leela. *Postcolonial Theory : A Critical Introduction*. Delhi: Oxford University, 1998.
15. Harlow, Barbara, *Resistance Literature*. New York and London : Methuen, 1987.
16. Hulme, Peter, ed. *Postcolonial Theory and Colonial Discourse*. Manchester : Manchester University Press, 1993.
17. McLeod, John. *Beginning Post colonialism*. New Delhi: viva Books private limited, 2010.
18. JanMohamed Abdul. *Manichean Aesthetics : The Politics of Literature in Colonial Africa*. Amherst : University of Massachusetts Press, 1983.
19. Loomba, Ania. *Colonialism / Post Colonialism* London : Routledge, 1998.

Elective Paper –(ENG-E-5-D)
Paper No. IX-D
English Literature (Age)

Assignment/ Sessional: 20 Marks

Credits : 4

Semester Exam: 80 Marks

Objectives :

The paper enhances the understanding of modernism in literature. Modernism is used to identify new and distinctive features in the subjects, forms, concepts and style of literature and other arts. It involves a deliberate and radical break with some of the traditional bases not only of western art, but of western culture in general.

Course Outcome:

- The learner will come to know about modernism in literature
- The learner will understand the forms and concepts of modernism from the related texts.

Unit : 1	: Background	: Modernism	
Unit : 2	: Poetry	: <i>Crow</i>	: Ted Hughes
Unit : 3	: Fiction	: <i>Lucky Jim</i>	: Kingsley Amis
Unit : 4	: Drama	: <i>Look Back in Anger</i>	: John Osborne
Unit : 5	: Non-fiction	: <i>The Impact of Science on Society</i>	: Bertrand Russell

Recommended Readings:

1. *Six Dramatists in search of Language : Shaw, Eliot Beckett, Pinter, Osborne.* Kennedy, Andrew. 1975.
2. *World Literature : Contemporary Post-Colonial and Post Imperial Literature* : Bharuch N. E. 2007.
3. *Modernism : An Anthology* : Rainey, Lawrence. 2005.
4. *Modernism vessus Post-Modernism* Dash Sudarshan. 2000.
5. *Modernity and Contemporary Indian Literature* : Machwe Prabhakar. 1978.
6. *Look Back in Anger* : Malik, Neeraj. 2002.
7. *Look Back in Anger* : John Osborn. 2014.
8. *Lucky Jim* : Kingsley Amis. 2006.
9. *The New British Drama : Ffourteen Playwright Since Osborn and Pinter.* Kerneskey, Oleg. 1977.
10. *Modernism and Cultural Conflict.* Ann Ardis. 2002
11. *Literature, Modernism and Myth* : Michael Bell. 1997.
12. *Modernism : 1890-1930* Malcolm Bradbury. 1991.
13. *The aesthetics of Modernism* : Joseph Chiari. 1970.
14. *The Cambridge Companion to Modernism* : Michael Levenson (ed.). 1999.
15. *Modernism : A Literary Guide* : Peter Nicholls. 1995.
16. *21st Century Modernism* : Marjorie Perl off. 2001.
17. *Ted Hughes : The Life of a Poet* : Elaine Feinstein. 2001
18. *Myth in the Poetry of Ted Hughes* : student Hirscheberg. 1981.

Elective Paper –(ENG-E-5-E)
Paper No. IX-E
Academic Writing

Assignment/ Sessional: 20 Marks

Credits; 4

Semester Exam: 80 Marks

Objective: To enable the learners to be good writers of academic and research fields.

Course Outcome: The learners would enhance their writing skills to be applied to the academic and research areas.

Contents:

1. Academic Writing: Definition, Nature and Scope
2. Academic Writing as Nonfiction
3. Academic Writing Formal Prose
4. Essentials of Academic Writing
5. Academic Style
6. The Role of Noun Phrase in Academic Writing
7. Discourse Community
8. Intertextuality
9. Research Writing and Plagiarism
10. Types of Academic Writing:
 - a. Dissertation/Thesis
 - b. Essay
 - c. Research Article/Paper
 - d. Chapter in Edited Book
 - e. Report
 - f. Book Review
 - g. Presentations
 - h. Monograph
 - i. Scripts for Documentary Film, Radio, TV, etc.
 - j. Collaborative Writing

Recommended Reading:

1. Baily, Stephen. *Academic Writing: A Handbook for International Students*. London: Routledge, 2017.
2. Sword, Helen. *Stylish Academic Writing*. India, 2016.
3. Goodson, Patricia. *Becoming an Academic Writer: 50 Exercises for Paced, Productive, and Powerful Writing*. New Delhi: Sage Publications, 2016.
4. Butler, Linda. *Longman Academic Writing Series 1: Sentences to Paragraphs with Essential Online Resources*. London: Pearson Education, 2017.
5. Ruskiewicz, John J. *How to Write Anything: A Guide and Reference*. Boston: Bedford/St. Martin's, 2021.
6. Graham, Andrew. *English for Academic Purposes: A Handbook for Students*. 1st ed. Hertfordshire: Critical Publishing, 2018.
7. Dew, Stephen E. *Practical Academic Essay Writing Skills*. 2nd ed. hbicambodia.com, 2013.
8. Cantor, Jeffrey A. *A guide to Academic Writing*. Connecticut: Praeger Publishers Inc., 1993.
9. Modern Language Association of America. *MLA Handbook*. 9th ed. 2021.
10. American Psychological Association. *Publication Manual of the American Psychological Association*. 7th ed. 2019.
11. Swan, Michael. *Practical English Usage*. 4th ed. Oxford: Oxford University Press, 2017.
12. Fowler, H. W. *A Dictionary of Modern English Usage*. New Delhi: Peacock Books, 2022.

Elective Paper –(ENG-E-5-F)

Paper No. IX-F

Indian English Literature

Assignment/ Sessional: 20 Marks

Credits; 4

Semester Exam: 80 Marks

Objectives:

- This course intends to introduce different literary forms of Indian English Literature. Indian English Literature has attracted a wide spread interest recently both in India and abroad.
- It has come to occupy a greater significance in world literature.

Course Outcome:

- The learner will come to know the Indian way of expression through literature.

Unit : 1 Introduction / History / Theory

Unit : 2 : Fiction : *Plans for Departure* : Nayantara Sehgal

Unit : 3 : Drama : *Counter Offence* : Rahul Varma

Unit : 4 : Poetry : *Tribute to Papa* : Mamta Kalia

Unit : 5 : Non-fiction : *India : Midnight to Millenium* : Shashi Tharoor

Recommended Reading :

1. *Aspects of Indian Writing in English* : M. K. Naik(ed). 1979.
2. *Feminism and the Post –modern Indian Women Novelist in English*: Anita Myles. 2006.
3. *A History of Indian English Literature* : M. K. Naik. 1993.
4. *Literature and feminism : An Introduction* : Pam Morris. 1993.
5. *Women's writing in India : New Perspectives* : K. V. Surendram
6. *Contemporary Indian Women Writers in English* : Surya Nath Pandey (ed). 2012.
7. *Transforming spirit of Indian women writers* : Anita Balkrishna (ed). 2012.
8. *Political Consciousness and Literature* :Akhilanand Chaubey. 1983.
9. *Awakened Conscience* : C. D. Narasimbhaiah (ed). 1978.
10. *Problems of the Indian Creative Writer in English* : Verghese C. Paul
11. *Political Consciousness in Indian writing* : M. K. Bhatnagar. 1991.
12. *Theatres of Independence : Drama, Theory and Urban Performance in India Since 1947* : A.B. Dharwadkar. 2005.
13. *Indian English Drama* : Jaydipsingh K . Dodiya. 2000.
14. *Nayantara Sahgal* : Jasbir Jain. 1978.
15. *Nayantara Sahgal* : A V. Krishna Rao. 1976.

Elective Paper –(ENG-E-5-G)
Paper No. IX-G
Semantics

Assignment/ Sessional: 20 Marks

Credits; 4

Semester Exam: 80 Marks

Objectives:

- The course in Semantics aims to introduce basic concepts and theories in especially linguistic semantics.
- Linguistic semantics focuses on grammatical meaning.
- The course introduces five approaches to meaning as reference, as logical form, as context and use, as culture, and as conceptual structure.
- The students need to understand concepts and theories of entities, events, space, tense and modality.

Course Outcome:

- The learners community will be able to comprehend the language in usage by applying knowledge of semantics.
- The learners community will be able to understand the grammatical meaning in their day to day discourses.

Unit I: Semantics and Linguistic Semantics: Toward Grammatical Meaning

- Grammatical Meaning
- Philosophical Semantics and Linguistic semantics

Unit II: Approaches to Meaning I

- Meaning as reference
- Meaning as logical form

Unit III: Approaches to Meaning II

- Meaning as context and use
- Meaning as culture
- Meaning as conceptual structure

Unit IV: Entities and Events

- Concept of entities and Events
- Classes of semantic properties of entities
- Four kinds of Events
- Typologies of events

Unit V: Space, Tense and Modality

- Location; Deixis
- Negation, Epistemic modality;
- Deontic modality
- Tense structure and tense systems

Text: Frawley, William, *Linguistic Semantics*, Routledge, Taylor and Francis Group, New York and London, 1991.

Recommended Readings:

1. Cowie, A. P., *Semantics*, Oxford University Press, 2009.
2. Cruse, Alan, *Meaning in language, An Introduction to semantics and Pragmatics*, OUP, 1995.
3. Leech, Geoffrey, *Semantics: The Study of Meaning* (2nd edn.), Penguin 1981.
4. Murray, Knowles and Rosamund, Moon, *Introducing Metaphor*, Routledge, 2005.
5. Nida, Eugene, *Componential Analysis of Meaning*, Mouton, 1975.
6. Palmer, Frank, *Semantics: A New Outline* (2nd edn.) Cambridge University Press, 1981.
7. Ullmann, Stephen, *Semantics: An Introduction to the science of meaning*, Blackwell, 1962.

Elective Paper –(ENG-E-5-H)
Paper No. IX-H
Translation Studies

Assignment/ Sessional: 20 Marks

Credits: 4

Semester Exam: 80 Marks

Objectives:

This course aims to focus on translation studies as an academic discipline, which comprises theoretical, historical and cultural components. Brief historical surveys will be given of specific periods, and attention will be paid to the relationship between translation and culture. The course is designed to introduce students to basic concepts of translation theory, brief histories of translation, and the close link between translation and culture in the present-day world.

Course Outcome:

- The learner will be able to translate the texts from one language to another.
- This will help him/her to work in translation industry with a theoretical understanding.

Component I: Introduction to Translation Theory.

12 lectures

Contents: Definition of Translation

1. Theory and Types of Translation
2. The Concepts of Equivalence and Polysemy
3. Essentials of Translation
4. Techniques of Translation
5. Style in Translation
6. Translation and Interpretation
7. The Translator's Tools: Dictionaries and the Internet
8. Literary and Cultural Translation
9. Machine Translation and Machine-Aided Translation
10. Interpretive Theory
11. Polysystem Theory of Translation
12. Application, Features and Challenges before the Translator
13. Skopos Theory (propounded by Hans Josef Vermeer)
14. Prospects of Translation Studies

Component II: Bases of translations 12 lectures

- Structural Base
- Semantic Base
- Sociolinguistics Base
- Stylistic Base

Component III: Issues in Translating Poetry, Drama and Novel.

12 lectures

Component IV: Case Study of the Translation of *Silence! The Court is in Session*.

12 lectures

Component V: Practical Translation Work.

12 lectures

Recommended Readings:

1. Biguenet, John and SchulteRainer. *The Craft of Translation*. Chicago, University of Chicago Press. 1989.
2. Biguenet, John and Schulte Rainer. *Theories of Translation: An Anthology of Essays from Dryden to Derrida*. Chicago, University of Chicago Press. 1992.
3. Samuelsson-Brown, Geoffrey. *A Practical Guide for Translators*. Clevedon [England] ; Philadelphia : Multilingual Matters, 1995.
4. Steiner, George. *After Babel: Aspects of Language and Translation*. Oxford University Press, New York : Oxford University Press, 1975
5. Chesterman, Andrew. ed. *Readings in Translation Theory*. Helsinki: Oy Finn LecturaAb, 1989.
6. Fawcett, Peter. *Translation and Language: Translation Theories Explained*. Manchester, St. Jerome Publishing, 1997.
7. Hatim, Basil, and Jeremy Munday. *Translation: An Advanced Resource Book*. London and New York: Routledge, 2004.
8. Munday, Jeremy. *Introducing Translation Studies: Theories and Applications*. London & New York: Routledge, 2001.
9. Deshpande, L.S. *Defining Translatology*. Nanded, Ameya Publishing House, 2010.
10. Venuti, Lawrence. ed. *The Translation Studies Reader*. New York: Routledge, 2000.

Elective Paper –(ENG-E-5-I)
Paper No. IX-I
Introduction To Feminism

Assignment/ Sessional: 20 Marks

Credits; 4

Semester Exam: 80 Marks

Objectives:

- This course aims to develop a comprehensive understanding of the term feminism, its origin and development.
- To acquaint the learners community with diverse collection of social theories, political movements and moral philosophies concerning with the experiences of women.
- To acquaint the learners community with the definition ,types and different waves of Feminism.
- To bring about a comprehensive understanding among the students about the discipline in order to undertake future research and develop critical thinking and analysis.

Course Outcome:

- To apprise the students with the definition, history of feminism and Gender crisis.
- To bring out awareness about Gender sensitization among the learners community.
- To inculcate a better understanding of equality for all the sexes among the learners community, through the chapters and essays from the prescribed texts.

Unit I:

- a. **Definition, Types and Waves of Feminism.**
- b. ***Discrimination , Subordination and Differences Feminist perspective***
(Helen Crowley *Knowing Women*)
- c. ***Identity crisis: Post Feminism, Media and Feminist superstars.***
(Imelda Whelenham's *Modern Feminist Thought*)

Unit II:

- a) ***Empowerment of women.***
(S.K Kulkarni's *women in Hindu Society*)
- b) ***Women in Indian Cinema: Fictional constructs.***
(Jasbir Jain's *Films and Feminism Essays in Indian Cinema*).

Unit III:

- a) ***History of Islamic Feminism.***
Dr.Bhasker Shukla's (*Islam and Feminism .ch.10*).
- b) ***Saudi Women : Their Role in science and Education -samira I Islam***
(cd. by Neelam Kumar's (*Gender and Science Studies across Cultures*).

Unit IV:

- a) ***Women's Time***(Noelle MacAfee's- *Julia Kristeva*)
- b) ***Narrating Qucerness***-(Sunita Sinha's - *Rethinking Gender*)

Unit V:

- a) *Gender before Modernity*-(Claire Colebrook's *Gender* .)
- b) *Aims and achievement of Feminist Theory*.
(Hellen Crowley et.al (*Knowing Women: Feminism and Knowledge*.)
- c) *Readings*. (Ruth Robbins *Literary Feminisms* (Part IV) .)

Texts:

- Robbins , Ruth. *Literary Feminisms*. New York:Palgrave,2000.
- Kulkarni. S.K. *Women in Hindu Society*. Indus Source Books, Mumbai,2011.
- Whelenham Imelda, *Modern Feminist Thought*, Rawat Publication, Jaipur,2015.
- Kumar Neelam. *Gender and science*, Foundation Books. New Delhi, 2012.
- Shakla, Bhaskar- *Islam and Feminism* - Vital Publications- Jaipur,2008.
- Sinha, Sunita- *Rethinking Gender*. Atlantic Publishers and Distributors (P)Ltd. New Delhi,2016.
- McAfee, Noelle. *Julia Kristeva*. London :Routledge,2004.
- Colebrook, Claire. *Gender*. Atlantic publishers and Distributors. New Delhi,2004.
- Crowley -Helen et.al- *Knowing Women: Feminism and Knowledge*- Rawat publications Jaipur,2016
- Jain Jasbir et. al . *Films and Feminism Essays in Indian Cinema*- Second Edition Rawat Publications Jaipur,2015.

• Recommended Readings:

- Hélène Cixous, Catherine Clement. *The Newly Born Woman*. Trans. Betsy Wing. Manchester: Manchester University Press, 1986.
- Astell, Mary. *The First English Feminist: Reflections upon Marriage and Other Writings*. Ed. Bridget Hill. Aldershot: Gower/Maurice /Emple Smith,1987.
- Beauvoir, Simone de . *The Second Sex*: Trans. And Ed. H.M. Parshley. Harmondsworth: Penguin, 1972.
- Ed. Elizabeth Weed and Naomi Schor. 'Against Proper Objects.' *Feminism Meets Queer Theory*. . Bloomington: Indiana University Press,1997.1-30.
- Cixous, Helene. 'Sorties.' *New French Feminisms: An Anthology*. Ed. Elaine Marks and Isabelle de Courtrivon. Sussex: Harvester, 1981.
- Cornell, Drucilla. *Beyond Accommodation: Ethical Feminism, Deconstruction and the Law*, New York: Routledge,1991.
- Culler, Jonathan. *On Deconstruction: Theory and Criticism after Structuralism*. London: Routledge and Kegan Paul,1983.
- Daly, Mary. *Gyn/ecology: The Mataethics of Radical Feminism*, London: Women's Press, 1979.
- Engels, Friedrich. *The Origin of the Family: Private Property and the State*. London: New York: International Publishers,1942.
- Fausto- Sterling, Anne. *Sexing the Body: Gender Politics and the Construction of Sexuality*. New York Basic Books,2000.
- Foucault, Michel. *The Order of Things : An Archeology of the Human Sciences*. London: Tavistock, 1970.
- Grosz, Elizabeth. *Sexual Subversions: Three French Feminists*. Sydney: Allen and Unwin,1989.
- -----, Jacques Lacan: *A Feminist Introduction*. Sydney : Allen and Unwin, 1990.

- ----- 'Thinking the New : Of Futures yet Unthought.' *Becomings: Explorations in Time, Memory and Futures*. Ed. Elizabeth Grosz. Ithaca: Cornell University Press, 1999.
- Guillaumin, Colette. 'The Question of Difference.' *Feminist Issues* 8.2 (1988)
- Herdt, Gilbert. *Third Sex/ third Gender: Beyond Sexual Dimorphism in Cultures and History*. New York: Zone, 1993.
- Hobbes, Thomas. *Leviathan* .Ed. Richard Tuck. Cambridge: Cambridge: Cambridge University Press, 1991.
- Irigaray, Luce. *Spectrum of the Other Woman*. Trans. Gillian C. Gill. Ithaca: Cornell University Press, 1985.
- ----- *Sexes and Genealogies*. Trans. Gillian C. Gill. New York: Columbia, 1993.
- ----- *An Ethics of Sexual Differences*. Trans. Carolyn Burke and Gillian C. Gill. Ithaca: Cornell University Press, 1993.
- Mitchell, Juliet. *Psychoanalysis and Feminism*. New York: Pantheon Books, 1974.
- Moi, Toril. *Sexual/Textual Politics: Feminist Literary Theory*. London: Methuen, 1985.
- Montrose, Louis Adrian. "Shaping Fantasies": Figurations of Gender and Power in Elizabethan Culture.' *Representations* 2(1983): 61-94.
- Riley, Denise. 'Am I That Name?': *Feminism and the Category of 'Women' in History* London: Macmillan, 1988.
- Segal, Lynne. *Is the Future Female? Troubled Thoughts on Contemporary Feminism* London: Virago, 1987.
- Spivak, Gayatri Chakravorty. 'Three Women's Texts and a Critique of Imperialism', in Henry Louis Gates, Jr. Ed. *Race, Writing and Difference* Chicago: Chicago University Press, 1985.
- Stolle, Robert J. *Sex and Gender: On the Development of Masculinity and Femininity* London: Hogarth Press, 1968.
- Taylor, Barbara *Mary Wollstonecraft and the Feminist Imagination*. Cambridge: Cambridge University Press, 2003.
- White, Jim. 'Queering the Pitch', *The Guardian* G2. (4 March), 2-3. (1999),
- Williams, Raymond. 'The Analysis of Culture', in *The Long Revolution*. Harmondsworth: Penguin, 1965.
- Okin, Susan Moller. *Justice, and Gender*, *Ethics* 105.1 (1994): 23-43.

Elective Paper –(ENG-E-5-J)
Paper No. IX-J
Shakespeare

Assignment/ Sessional: 20 Marks

Credits; 4

Semester Exam: 80 Marks

Objectives:

This course aims to enable the students proficient in their understanding of the periods proceeding and following Elizabethan Era. This course will also provide the students an opportunity to fully comprehend Shakespeare's creative genius as projected in his plays and poetry.

Course Outcome:

- This will lead the learner to reach to understand human behavior through various plays and poems.
- The learner will be able to apply this in critical stages of practical life and help them to inculcate human resource qualities.

Component I

1. General Shakespeare :

12 Lectures

- a. Biography
- b. Elizabethan Stage
- c. Intellectual Background

Component II

2. Plays: i) Tragedy

12 Lectures

- a. *Othello*
- b. *Julius Ceaser*

ii) Comedy and tragic Comedy

12 Lectures

- c. *Winter's Tale*
- d. *Comedy of Errors*

Component III

3. Sonnets :

12 Lectures

- a. Sonnet 1 *From Fairest Creatures We Desire Increase*
- b. Sonnet 16 *Shall I Compare thee to a summer's Day?*
- c. Sonnet 1 *No Longer Mourn For Me When I am Dead*
- d. Sonnet 116 *Let Me Not To The Marriage of True Minds*
- e. Sonnet 130 *My Mistress' Eye Are Nothing Like The Sun*
- f. Sonnet 147 *My Love is A Fever Longing Still*

4. Shakespearean Criticism:

- Samuel Johnson
- T.S.Eliot
- A.C.Brady

Recommended Reading :

1. Bradley. A. C. *Shakespearean Tragedy* (London: Mac-Millan and Company Ltd. 1964)
2. Frye, Northrop : *A Natural Perspective : The Development of Shakespearean Comedy and Romance* (New York : Harcourt Brace and World Inc. 1965)
3. Halliday, F. E. *Shakespeare Companion*. Harmondsworth : Penguin Books, 1969.
4. Knight, Wilson G : *The Wheel of Hire* .London : Methuen and Co. Ltd. 1980.
5. Pyle Fitzroy : *The Winters Tale : A Commentary on the Structure*. London : Routledge and Kegan Paul, 1969.
6. Reese, M. M. *Shakespeare and His World* .London : Edward Arnold Ltd. 1958.
7. Schanzer, Ernest : *The Problem Plays of Shakespeare*. London : Routledge and Kegan Paul 1963.
8. Tillyard E. M. W/ : *Shakespeare's History Plays* .New York, MacMillan, 1945.
9. Amur, G. S. *The concept of Comedy*. Dharwar Karnatak University Press, 1963.
10. *The William Shakespeare collection : Tragedies*. Peacock books. Atlantic pub .2022

Paper – (ENG-FP-II-6)

Paper No. X Field Project

Assignment: 100 Marks

Credits: 4

Introduction:

The learner will be allotted to work in the field and understand the use of their skills of converting verbatim into text and creating the documentary evidences for the prospective research scholars. The learner will be assigned to work on the topics and the senior research fellows will monitor the whole process. **The learner is supposed to work on the field during vacation** and submit the work on the first day of next academic session.

Objectives:

- To enable learners to use research methods independently for collecting the data
- To create awareness of language while converting from verbatim to text.
- To practice and apply research methods in language for analysis and interpretation.
- To prepare the documentary evidences .

Course Outcome :

- The learners will learn the skill of writings.
- They will learn to design the texts for prospective researchers.

Topics for field activity

- Interviews of Literary figures/ Artists/Popular artist/ Painters/activists/Politicians
- Writing Documentary on Historical Monuments/Mythological and Historical themes
- Compilation of Regional Oral literature


Dr. Mustajeeb Khan
Professor and Head
Department of English
Dr. Babasaheb Ambedkar Marathwada University,
Aurangabad.

**DR. BABASAHEB AMBEDKAR
MARATHWADA UNIVERSITY,
AURANGABAD**



Department of English

**M.A. IInd Year
IIIrd Semester**

**Syllabus (Based on NEP)
2024 – 2025 Onwards**

Dr. Mustajeeb Khan
Professor and Head
Department of English
Dr. Babasaheb Ambedkar Marathwada University
Aurangabad.

Dr. Babasaheb Ambedkar Marathwada University, Aurangabad

Department of English

Syllabus

2024 – 2025 Onwards

Level 6.5

M.A. Second Year

Semester III

Major

- **Mandatory**

- (ENG M. III. 1) [4 Credits] Paper –XI Fiction
(ENG M. III. 2) [4 Credits] Paper –XII Foundation- Literary Theory
(ENG M. III. 3) [4 Credits] Paper- XIII Literature in English: From 1798 to 1914
(ENG M. III. 4) [2 Credits] Paper – XIV (Activity) Translation of Literary work

- **Elective**(Select any one from the basket)

(ENG-E-III.5) [4 Credits] Paper-XV

A] Literature and Science

B] Translation Theory and Practice

C] Discourse Analysis

D] English Language Teaching

E] Literature of the Oppressed

F] American Literature

G] Cultural Studies

H] Literature and Theatre Arts

I] Science Fiction

J] Tribal Literature

Research Project

Paper no XVI: (ENG-RP-III. 6) [4 Credits]

- Two Research Articles of 20 pages each based on Electives

Cumulative Credits - 22

Mandatory Paper: (ENG-M-II-1)
Paper No. – XI
Fiction

Assignment/ Sessional: 20 Marks

Credits: 4

Semester Exam: 80 Marks

Objectives:

This course is designed to focus on world Fiction. It attempts to offer critical insights into the movements and trends that shaped the history and tradition of fiction. The course offers reading the texts in the socio-religious and cultural contexts.

Course Outcome:

- The learner will be able come to know the development of Post war British fiction and socio-religious and cultural contexts of the texts.

History / Background / Development

Unit : 1	The Time Machine	: H. G. Wells
Unit : 2	House of the Spirits	: Isabel Allende
Unit : 3	Travelling on one Log	: Herta Muller
Unit : 4	Immortality	: Milan Kundera
Unit : 5	The Trial	: Frantz Kafka
Unit : 6	Never Let Me Go	: Kazuo Ishiguro
Unit : 7	Like the Flowing River	: Paulo Coelho
Unit : 8	The Thousand Faces of the Night	: Gita Hariharan

Recommended Readings:

1. Booth Wayne C. 1963 The Rhetoric of Fiction. University of Chicago Press, Chicago.
2. The Illusions of Postmodernism : Terry Eagleton.1990.
3. Postmodern Culture : Hal Foster (ed.). 1985.
4. The Poetics of Postmodernism : History, Theory, Fiction : Linda Hutcheon. 1988.
5. Postmodernism : Eleanor Heartley. 2000.
6. What is Postmodernism : Charles Jencks. 1987.
7. Postmodernist Fiction : Brian McHale. 1987.
8. Post-war British Fiction as Metaphysical Ethnography : Roula Ikonomakis

Mandatory Paper: (ENG-M-III- 2)
Paper No. XII
Literary Theory

Assignment/ Sessional: 20 Marks

Credits: 4

Semester Exam: 80 Marks

Objectives:

The course aims at the learners to acquaint with some principal literary critical perspective. The literary theories are not only treated as the aids to understand and appreciate the literary texts but also becoming an emergent branch of knowledge. The literary critics, which the learners read, carry a vital position in adding in to the growth of the literatures of the world.

Course Outcome:

The course help the learners to get familiarize with the tradition of literary criticism. It also makes the learner aware of some of the basic concepts of critical traditions also.

Component I: (Neoclassical Criticism) John Dryden: <i>An Essay of Dramatic Poesie</i>	12 Lectures
Component II: (Romantic Criticism) S.T. Coleridge: <i>Biographia Literaria</i>	12 Lectures
Component III: (Victorian Criticism) Matthew Arnold: <i>Culture and Anarchy</i>	12 Lectures
Component IV: (Modern Criticism) T. S. Eliot: <i>The Function of Criticism.</i>	12 Lectures
Component V: (New Criticism) Wimsatt and Beardsley: <i>The Intentional Fallacy</i>	12 Lectures

Recommended Readings:

1. Wimsatt and Brooks. *Literary Criticism: A Short History*. New York : Knopf, 1957.
2. *Johns Hopkins Guide to Literary Theory and Criticism*, Johns Hopkins University Press, 2005.
3. Daiches, David. *Critical Approaches To literature*. New Delhi, Orient Longman, 1989.
4. Abrahms, M.H. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*. Oxford and New York: Oxford University Press, 1953.
5. Adams, Hazard, ed. *Critical Theory Since Plato*. New York: Harcourt Brace Jovanovich, 1971.
6. Eagleton, Terry. *Literary Theory: An Introduction*. Minneapolis: University of Minnesota Press, 1983.
7. Frye, Northrop. *Anatomy of Criticism: Four Essays*. Princeton, N.J.: Princeton University Press, 1957.
8. Wellek, René, and Austin Warren. *Theory of Literature* 3rd ed. New York: Harcourt, Brace, 1956.
9. D. A. Russell and M. Winter bottom. *Ancient Literary Criticism* Clarendon Press, Oxford, 1972.
10. D. A. Russell and M. Winter bottom. *Classical literary criticism*. Oxford [England] ; New York : Oxford University Press, 1998.

Mandatory Paper – (ENG-M-III-3)
Paper No. XIII
Literature in English 1798-1914

Assignment/ Sessional: 20 Marks

Credits: 4

Semester Exam: 80 Marks

Objectives:

- To acquaint the students with origin and development of Romanticism, high imagination, Ballads, individuality and freedom in literary art.
- To acquaint the student with political and periodical writings.
- To acquaint them with the growth and development of American literature.
- To focus on nature parts and their poetry with reference to the prescribed text
- To acquaint the student with the Victorian age and the development of various literary works international influences and intellectual developments.
- To acquaint the student community with the emergence of modern literature.

Course Outcome:

- Students will be introduced to the development of the age with its socio-politico-cultural nuances
- Imagined and material worlds will be introduced through English literary works of the age

Unit 1. Emily Bronte – *Wuthering Heights*

Unit 2. Jane Austen-*Pride and Prejudice*

Unit 3. Charles Dickens – *A Tale of Two Cities*

Unit 4. George Eliot – *Silas Mariner*

Unit 5. D.H. Lawrence – *Women in Love*

Recommended Readings:

- Tim Horton And Daniel Reed. (Ed) *Aesthetics, Beauty, Mystics And Romanticism In English Literature*. Dominant Publishers and distributors .New Delhi: 2009.
- Gilbert Keith. Chesterton. *The Victorian Age in Literature*. Open Road Media .Rept United Kingdom 2015. (www.free classice books.com)
- K.J. Fielding . Charles Dickens. Longmans ,Green and co. Lt. London :1953 .
- I.S. Ewbank. *Their Proper Sphere: A Study Of The Bronte Sisters As Early Victorian Female Novelists*. University of California Press .Oakland . (1966) Rept Online- 2023.
- J. Bennet . *George Eliot: Her Mind And Her Art*. Cambridge University Press. London :1961.
- W.J Harvey. *The Art Of George Eliot* .Cambridge University Press, London: 1962 .
- Wright H Andrew . *Jane Austen's Novels : A Study In Structure* . Oxford University Press, New York :1953 (Rept 1967).

Mandatory Paper: (ENG-M-I-4)
Paper No. IV
Activity: Translation of Literary work

Assignment/ Sessional: 40 Marks

Credits; 2

Introduction;

The mandatory paper of activity is expected to prepare the learner with a skill of translation and this will help the learner to prepare themselves for the professional ways of translations. The short stories and poems will give them a chance to translate the literary work and articles will give them a chance to get the skill of non-literary work of translations this will be supervised by the teachers and monitored by the research fellows and they will submit their translation to the concerned teacher.

Objectives:

- To enable learners to use translation methods independently for translating a short story or a poem.
- To create awareness of the use of literary synonyms in target language in translation.
- To prepare the learner for using the non-literary language for translating the articles from journals.

Course Outcome:

- The learners will know the models and tools for translations.
- They will learn to translate the literary works of art.
- They will learn to understand the usage of literary and non-literary language.

Work:

- **Short Stories and Poems**

This will be assigned to them by the concerned teacher in consultation with the learners during the course.

Elective Paper:(ENG-E-III-5-A)
Paper No. XV-A
Literature and Science

Assignment/ Sessional: 20 Marks

Credits: 4

Semester Exam: 80 Marks

Objectives :

The course is designed to make the learners' extrapolation that is taking up current developments or trends and projecting them through literature. Science Fiction is both a literature of thought, experiment and literature of ideas. In the 21st century astrology, cosmology, astrophysics, astrobiology, scientific research on extra terrestrial life and popular science fiction, fantasy and literature, communication system in space is being researched and written about as never before.

Course Outcome :

- The learner will be able come to know the concepts of literature and science. The gradual development of science in different genres would be helpful to acknowledge the communication system in the field of Science and literature.

Unit : 1 Non –Fiction :
 Literature and Science - Aldous Huxley

Unit : 2 Fictions :
 1. *20,000 Leagues Under the Sea* - Jules Verne
 2. *Time Machine* - H.G. Wells
 3. *Wind –up Girl* - Pailo Bacigalupi
 4. *The Hunger Games* - Suzanne Collins

Recommended Readings:

1. Aldiss, Brain W. *Science Fiction Art*. New York: Bounty, 1975
2. Aldiss, Brain. *Billion Year Spree: The True History of Science Fiction*. New York: Doubleday, 1973.
3. Allen, Dick. *Science Fiction: The Future*. New York: Harcourt Brace, 1971.
4. Allen, L. David. *Science Fiction: An Introduction*. Lincoln: Nebraska. Cliff Notes, 1973.
5. Allen, L. David. *Science Fiction: Reader's Guide*. Lincoln, Nebraska: Centennial Press, 1974.
6. Ashilery, Michael. *Asimov's Galaxy: Reflections on Science Fiction*. New York: Doubleday, 1989.

7. Bainbridge, William Sims. *Dimensions of Science Fiction*. Cambridge: Harvard University Press, 1986.
8. Barr, Marleen S. *Feminist Fabulation: Space/Postmodern Fiction*. Iowa City: University of Iowa City, 1992.
9. Barron, Neil. Editor. *Anatomy of Wonder: A Critical Guide to Science Fiction*. 4th edition. New York: Bowker, 1995.
10. Bleiler, E.F. Editor. *Science Fiction Writers: Critical Studies of the Major Authors from the Early Nineteenth Century to the Present Day*. New York: Scribner, 1982.
11. Bretnor, Reginald. Editor. *The Craft of Science Fiction*. New York: Harper, 1976.
12. Bretnor, Reginald. Editor. *Science Fiction, Today and Tomorrow*. New York: Harper, 1974.
13. Fredericks, Casey. *The Future of Eternity: Mythologies of Science Fiction and Fantasy*. Bloomington: Indiana University Press, 1982.
14. Garvin, Harry R. Editor. *Science and Literature*. London and Toronto: Associated University Press, 1983.
15. Gunn, James E. Editor. *The Road to Science Fiction*. New York: New American Library, 2 Vols, 1979.
16. Gunn, James E. *The Discovery of the Future: The Ways Science Fiction Developed*. College Station: Texas and M. University, 1975.
17. James, Edward. *Science Fiction in the 20th Century*. Oxford: Oxford University Press, 1994.
18. Landon, Brooks. *Science Fiction After 1900: From the Steam Man to the Stars*. New York and London: Routledge, 2002.
19. Lawler, Donald L. *Approaches to Science Fiction*. Boston: Houghton Mifflin, 1978.
20. Moore, Patrick. *Science and Fiction*. London: Harrap, 1957.
21. Pfeifter, John R. *Fantasy and Science Fiction: A Critical Guide*. Palmer Lake, Colorado: Filter Press, 1971.
22. Pierce, John J. *Great Themes of Science Fiction*. Westport, CT: Greenwood, 1987.
23. Seed, David. Editor. *A Companion to Science Fiction*. Singapore: Blackwell, 2008.

Elective Paper : (ENG-E-III-5-B)

Paper No. XV-B

Translation: Theory and Practice

Assignment/ Sessional: 20 Marks

Credits: 4

Semester Exam: 80 Marks

Objective:

This course aims to focus on translation studies as an academic discipline, included within which are theoretical, historical and cultural components. Brief historical surveys will be given of specific periods, and attention will be paid to the relationship between translation and culture. The course is designed to introduce students to basic concepts of translation theory, brief histories of translation, and the close link between translation and culture in the present-day world.

Course Outcome :

- The learners will know the models and tools for translations.
- They will learn to translate the literary works of art.
- They will learn to understand the usage of litera and non-literal language.

Unit I: Introduction to Translation Theory.

12 lectures

Unit II: Bases of translations

12 lectures

Structural Base

Semantic Base

Sociolinguistics Base

Stylistic Base

Unit III: Issues in Translating Poetry, Drama and Novel

12 lectures

Unit IV: Case Study of the Translation of Silence! The Court is in Session.

12 lectures

Unit V: Practical Translation Work

12 lectures

Recommended Readings:

- Biguenet, John and Schulte Rainer. The Craft of Translation. Chicago, University of Chicago Press. 1989.
- Biguenet, John and Schulte Rainer. Theories of Translation: An Anthology of Essays from Dryden to Derrida. Chicago, University of Chicago Press. 1992.
- Samuelsson-Brown, Geoffrey. **A Practical Guide for Translators.** Clevedon [England] ; Philadelphia : Multilingual Matters, 1995.
- Steiner, George. After Babel: Aspects of Language and Translation. Oxford University Press, New York : Oxford University Press, 1975
- Chesterman, Andrew. ed. Readings in Translation Theory. Helsinki: Oy Finn Lectura Ab, 1989.

- Fawcett, Peter. Translation and Language: Translation Theories Explained. Manchester, St. Jerome Publishing, 1997.
- Hatim, Basil, and Jeremy Munday. Translation: An Advanced Resource Book. London and New York: Routledge, 2004.
- Munday, Jeremy. Introducing Translation Studies: Theories and Applications. London & New York: Routledge, 2001.
- Deshpande, L.S. Defining Translatology. Nanded, Ameya Publishing House, 2010.
- Venuti, Lawrence. ed. The Translation Studies Reader. New York: Routledge, 2000.

Elective Paper:(ENG-E-III-5-C)
Paper No. XV-C
Discourse Analysis

Assignment/ Sessional: 20 Marks

Credits:4

Semester Exam: 80 Marks

Objectives:

- To understand the concepts of 'Discourse' and three perspectives to its analysis.
- To understand cohesion and coherence of text/discourse.
- To know how to analyze the genres.
- To understand discourse in relation to ideology power and identity.
- To analyze conversation and contexts.

Course Outcome :

- The learner will come to know about the Basics of Discourse analysis.
- The learner will come to know the analysis of different genres and texts.
- The skill of conversation and its contexts will be understood by the learner.

Unit I

- What is discourse analysis?
- Three ways of looking at discourse.
- Doing discourse analysis: First steps.
- Reading in perspectives: Zellig Harris.
H. G. Widdowson
James Paul Gee

Unit II

- Text and texture
- Cohesion and coherence
- Analyzing texture
- Readings in two perspectives on texture:
 - i. M. A. K. Halliday and Ruqaiya Hasan
 - ii. Davod Ramelhart.

Unit III

a.

- Texts and their social functions.
- All the right moves.
- Analyzing genres.
- Genres, discourse communities and power. Readings in John Swales and Vijay K. Bhatiya.

b.

- Discourse and Ideology.
- Constructive Ideology.
- Other peoples' voices.
- Readings in Ideologies in discourse (Norman Fairclough and James Paul Gee)

Unit IV

a.

- Spoken discourse.
- The texture of talk.
- Analyzing speech acts.
- Readings in two perspectives on conversation:
 - i. John L. Auster
 - ii. E. A. Shegloff and Harvey Sacks.

b.

- Strategic interaction.
- Negotiating relationships and activities.
- Analyzing conversational strategies.
- Reading in frames in interaction.
 - i. Deboraha Tannaen
 - ii. Cynthia Wallat

Unit V

a.

- Context, culture and communication.
- The *speaking* model.
- Analyzing contexts.
- Readings in the ethnography of communication
 - i. Dell Hymes
 - ii. Muriel Saville Troike

b.

- Multimodal discourse analysis.
- Models, meaning and acti
- Analyzing multimodality.
- Readings in two perspectives on multimodality
 - i. Theo van Lecuwen
 - ii. Sigrid Norris

Text: Rodney H. Jones, *Discourse Analysis*, a resource book for students, Routledge, London and New York 2012.

Recommended Readings:

1. James Paul Gee, *How to do discourse analysis*, A Tool Kit, 2010.
www.routledge.com/linguistics
James Paul Gee, *An introduction to Discourse Analysis Theory and Method*, Routledge. www.routledge.com/linguistics 2010.
3. James Paul Gee and Michael Handford, *The Routledge Handbook of discourse Analysis*, Routledge 2011.
4. Ammon. U. Dittman. N. and Matthew. K. J. (eds). *Sociolinguistics: An International Handbook of the Science of Language and Society*, Berlin: Walter de Gruyter (D7).
5. Benson, J. D., and Greaves., W. S., (eds). *Systemic Functional Approaches to Discourse*. Norwood, N J: Ablex, 1988.
6. Cloran. C., Butt, D., Williams, G. (ed), *Selected Papers of Ruqaiya Hasan* (open Linguistics Series). London; Cassel.
7. Cutting, J. *Pragmatics and Discourse : A Resource Book for Students*, 2nd edition. A Bingham: Routledge, 2007.
8. Fawcett, R. P. *A theory of Syntax for Systemic Functional Linguistics*. Amsterdam: Benjamins. 2000.
9. Gee, J. P. *Introduction to Discourse Analysis: Theory and Method*, 3rd edition, London: Routledge, 2010.
10. Hyland, K. and Paltridge, B. (eds). *Continuum Companion to Discourse Analysis*. London: Continuum, 2011.
11. McEnery, A. and Xiao, R. *Corpus- based language Studies: An Advanced resource book*. London: Routledge, 2006.
12. Nina Norgaard, Beatrix Busse, and Rocio Montoro, *Key Terms in Stylistics*, Continuum, London, New York, 2010.
13. Paltridge. B. *Discourse Analysis: An Introduction*, London, New York: Continuum. 2006.
14. Schiffrin. D., Tannen. D., and Hamilton. H. E. (eds), *The Handbook of Discourse Analysis*, Oxford: Wiley-Blackwell. 2004
15. Schiffrin. D., (eds), *Meaning, Form, and Use in Context: Linguistics Applications*. Washington, D.C.: Georgetown University Press.
16. Sinclair. J. *Corpus, Concordance and Collocation*. Oxford: OUP (B10). 1991
17. Simpson, P. and Mayr, A. *Language and Power: A resource book for students*. Abingdon: Routledge, 2009.
18. Stoddard, S. *Text and Texture: Patterns of Cohesion*. Norwood, N J: Ablex, 1991
19. Stubbs. M. *Text and Corpus Analysis*. Oxford: Blackwell. 1996
20. Van Dijk, T. A. *Discourse and Context: A Socio-cognitive Approach*. Cambridge: Cambridge University Press, 2008.
21. Van Leeuwen, T. *Discourse and Practice: new tools for critical discourse analysis*. Oxford University Press, 2008.
22. Van Leeuwen. T. *The Language of Color: An Introduction*. London: Routledge (A9), 2011.
23. Widdowson, H. G. *Discourse Analysis*. New York: Oxford University Press, 2007.
24. Wodak, R. and Meyer, M. (eds). *Methods of Critical Discourse Analysis*. London: Sage, 2001.
25. Jaworski. Adam, and Coupland. Nikolas. *The Discourse Reader*, 2nd edition, Routledge. London and New York. (Part one, up to page no. 1 to 123), 1999, 2006.
26. Jones. Rodney H. *Discourse Analysis, A resource book for students*, Routledge. London and New York, 2012.

Elective Paper:(ENG-E-III-5-D)

Paper No. XV - D

English Language Teaching

Assignment/ Sessional: 20 Marks

Credits: 4

Semester Exam: 80 Marks

Objectives:

- The course will enhance the learners' community with the learning process, the nature and structure of language.
- Teaching of English language in terms of new and more effective methodologies of classroom management, material selection and evaluation.
- To acquaint the learners' community with a brief history of language teaching and detailed knowledge of the Methods and grammatical aspects of English language teaching and learning.
- Different types of methods and disciplinary techniques with distinct focus on learner's community.
- To focus on classroom management, lesson planning, material handling and rich learning experience through various presentations and interactions especially classroom interactions.

Course Outcome:

- To enable the learners' community to develop their communicative and study skills.
- A thorough grounding in all aspects of English language teaching and learning.

Unit I A brief history of Language Teaching.

Importance of English: Historical perspective and contemporary relevance. Status of English in India. English as a second language. English as a Link Language. English as a foreign language. English as an international language. Teaching of English in India. The problems of Teaching and learning English in Contemporary India. Development of Indian English. Aims and Objectives of Teaching English in India.

Unit II Theories of Language acquisition and learning;

- Behaviorist School
- Cognitivist School
- Krashen's Hypotheses of Second language acquisition

Unit III Approaches to Language Teaching;

- Structural Approach
- Communicative Approach
- Methods of English Language Teaching and use of Audio – Visual Aids;
- Dr. West's Method –New Method
- Direct Method
- Grammar cum Translation Method
- Bilingual Method
- Bangalore Procedural Syllabus
- Blended Methods

Unit IV

- A) Principles of Curriculum Planning and Syllabus designing
 - Explicit and Implicit Teaching of Grammar;
 - Teaching Prose, Poetry, Drama and Fiction
 - Use of Information Technology in Teaching of English
- B) Computer Assisted Language Learning;
- C) English for Specific purposes
- D) English for Academic purposes
- E) Uses and Applications of Linguistics
- F) I.C.T and Digital technology

Unit V Evaluation and Language Testing;

- Principles of Language Testing
- Proficiency Test, Terminal Test, Remedial Test
- Characteristics of a good language test.
- Statistical Tools of measurement
- Remedial Teaching: Identification of Error and Remedies thereof

Recommended Readings:

1. Brown, H.D. *Principles of Language Learning and Teaching*. Prentice Hall: Englewood Cliffs, 1987.
2. Brumfit, C.J. *General English Syllabus Design*. London: Pergamon Press, 1984.
3. Carter, R.A. *Teaching Literature*. London: Longman, 1987.
4. Catlin R. Tucker, Tiffany Wycoff and Jason T Green. *Blended Learning in Action*. United States of America: Corwin Press, 2017.
5. Collier and Slater. *Literature in Language Classroom*. Cambridge: University Press, 1987.
6. Dash, Neena, M. Dash. *Teaching English As An Additional Language*. New Delhi: Atlantic Publishers, 2007.
7. David P. Harris. *Testing English as a Second Language*. Bombay: Tata McGraw Hill Publishing Co. Ltd.
8. Ghosh, Marinal K. *The Practice of English Language Teaching*. Delhi: Authors Press, 2009.
9. Glenn, Fulcher and Fred, Davidson. *Language Testing Assessment*. London: Routledge,
10. Harmer, J. *The Practice of English Language Teaching*. London: Longman, 1983.
M.A IInd year Semester IIIrd Page 11
11. Heaton, J.B. *Writing English Language Testing*. London: Longman 2nd Edition, 1989.
12. Howatt, A.P.R. *History of English Language Teaching*. London: OUP, 1984.
13. Hughes, Arthur. *Testing for Language Teachers*. Cambridge: University Press, 1989.
14. Jack C. Richards and Theodore S. Rodgers. *Approaches and Methods in Language Teaching* 2nd edition. Cambridge University Press, U.K, 2001.
15. ----- *Approaches and Methods In Language Teaching: A Description and Analysis*. Cambridge: University Press, 1995.

16. Kaushik, D.P. *Teaching of English*. Agra: Agarwal Publications 2011.
17. Krashen, S.D. *Principles and Practice of Second Language Acquisition*. London: Pergamon Press, 1983.
18. Kumar, Rajendra. *Teaching of English*. New Delhi: Lotus Press, 2010.
19. Michael, West. *A General Service List of English Words*. England: Longman, 1953.
20. Pahuja, N.P. *Teaching of English*. New Delhi: Anmol Publications, 1995.
21. Shaik, Mowla. *Techniques of Teaching English*. Hyderabad: Neelkamal Publication, 2002.
22. Stern, H.H. *Fundamental Concepts of Language Teaching*. UK: OUP, 1983.
23. Tickoo, M.L. *Teaching and Learning English: A Sourcebook for Teachers and Teacher – Trainers*. New Delhi: Orient Longmans, 2004.
24. William, Littlewood. *Communicative Language Teaching – An Introduction*. Cambridge: University Press, 1983.
25. Yardi, V.V. *Teaching of English in India Today*. Aurangabad: Saket Prakashan, 1987.

Elective Paper:(ENG-E-III-5-E)
Paper No. XV - E
Literature of the Oppressed

Assignment/ Sessional: 20 Marks

Credits : 4

Semester Exam: 80 Marks

Objectives :

Different people across the globe have been suppressed and oppressed by the people of dominant groups in the name of caste, creed, religion, gender, colonization and race. These oppressed people have been victimized by the people who were in power and who have created their own dominant ideology and cultural hegemony. However, in the recent time the oppressed people have also raised a war against people of the dominant ideology and cultural hegemony through their arts and literature. They use different language, style, techniques, images, similes, symbols, metaphors, myths, miracles, fables, legends, folksongs and folklore to turn down the dominant ideology and cultural hegemony of the dominant people who are powerful and have created different systems to perpetuate their power against the powerless. Therefore, this course aims to equip the students to enable and empower them to understand the Literature of the Oppressed who are either Dalits in India or women or colonized people or the former slaves who are basically African Americans.

Course Outcome:

- The students will understand how the dominant ideology is propounded and perpetuated.
- They would be able to understand power relations in the society.
- They will also understand the hegemonic strategies deployed through language, style, techniques, images, similes etc. by the dominant class/castes.
- The students would be able to critique the supremacist regime by reading writings of the oppressed.

The units to be studied in this course are as following :

Unit – I	: Theory of Literature of the Oppressed	- 12 hours
Unit – II	: Ooru Keri – Siddalingaiah	- 12 hours
Unit – III	: Poems by Namdeo Dhasal	- 12 hours
	1. Ambar /Sky Alcohols in the Glass	
	2. Leaving the House	
	3. Their Eternal Pity	
	4. Now, Now	
	5. Ambedkar, 79	
	6. Ambedkar, 80	
	7. So that my mother may be convinced	
	8. Song of the Republic and the Dog	
	9. On the way to the Durgah	
	10. Poverty as my own Independent piece of Land.	

Unit – IV : Alice Walker – *The Color Purple* - 12 hours

Unit – V : Flora Nwapa – *Efuru*. - 12 hours

Recommended Reading :

1. Abraham, Taisha. *Introducing Postcolonial Theories*. (Delhi : Macmillan India Ltd, 2007).
2. Ahmad, Aijaz, *In theory : Classes, Nations, Literatures*(Delhi: Oxford University Press,1994)
3. Amarnath Prasad and M.B. Gaijan (Eds.) *Dalit Literature : A Critical Exploration*, (New Delhi : Sarup and sons, 2007)
4. Anand, Mulk Raj and Eleanor Zelliot (eds.), *An Anthology of Dalit Literature (Poems)*. (New Delhi : Gyan Publishing House, 1992).
5. Arjun Dangle (ed). *Poisoned Bread : Translations from Modern Marathi Dalit Literature*, (Hyderabad Orient Longman, 1992).
6. Barker, F., P. Hulme and M. Iversen, (eds.) *Colonial Discourse/Postcolonial Theory*. (Manchester : Manchester University Press, 1994).
7. Bill Ashcraft, et al, *The Post-Colonial Studies Reader*. (London:Routledge,2003)
8. Bill, Ashcraft, et al, *The Empire Writes Back* (London:Routledge,1989)
9. Boehmer Elleke, *Colonial and Postcolonial Literature* (Oxford: Oxford University Press, 1995)
10. Boehmer Elleke, *Empire Writing : An Anthology of colonial Literature, 1870-1918*. (Oxford: Oxford University Press, 1998)
11. Cesaire, Aime. *Discourse on Colonialism*. (New York : Monthly Review Press, 1972)
12. Chides, Peter and R. J. Patrick Williams. *An Introduction to Postcolonial Theory*. (London : Prentice Hall, 1977).
13. D. R. Nagaraj *The Flaming Feet and Other Essays : The Dalit Movement in India*. Ed. By Prithvi Datta Chandra Shobhi. (Rani Khet : Permanent black, 2010).
14. Eleanor Zelliot *Untouchable to Dalit Essays on the Ambedkar Movement*, (New Delhi : Manohar Publication, 1992).
15. Fanon, Frantz. *Black Skin, White Masks*. (London : Pluto, 1986)
16. Fanon, Frantz. *The Wretched of the Earth*. (London : penguin 1990)
17. G. Lakshmi Narsaiah, *The Essence of Dalit Poetry : A Socio-philosophic Study of Telugu Dalit Poetry*, (Hyderabad : Dalit Sana Publication, 1999)
18. Gail Omvedt, *Buddhism in India : Challenging Brahmanism and Caste*. (New Delhi : Sage Publication, 2003).
19. Gail Omvedt, *Dalit Visions: The Anti-caste Movement and the Construction of an Indian Identity*. (Hyderabad : Orient Longman, 1995).
20. Gail Omvedt, *Dalits and the Democratic Revolution : Dr. Ambedkar and the Dalit Movement in Colonized India*, (New Delhi : Sage Publication, 1994).
21. Gail Omvedt, *Reinventing Revolution: New Social Movements and the Socialist Tradition in India*. (Armonk, New York : M.E. Sharpe Inc., 1993).

22. Gandhi, Leela. *Postcolonial Theory : A Critical Introduction*. (Delhi: Oxford University, 1998)
23. Harbir Singh Randhawa (ed.) *Dalit Literature : Contexts, Trends and Concerns* (New Delhi : Sarup Book Publishers Pvt. Ltd, 2010)
24. Harlow, Barbara, *Resistance Literature* (New York and London : Metheum, 1987)
25. Homi Bhabha, *Nation and Narration* (London : Routledge, 1998)
26. Homi Bhabha, *The Location of Culture*. (London:Routledge,1994)
27. Hulme, Peter, ed., *Postcolonial Theory and Colonial Discourse*. (Manchester : Manchester University Press, 1993).
28. Illaiah, Kancha. *Post-Hindu India : A Discourse on Dalit-Bahujan Socio-Spiritual and Scientific Revolution*. (New Delhi : Sage Publication, 2009).
29. Illaiah, Kancha. *Why I am not a Hindu : A Sudra Critique of Hindutva philosophy, Culture and Political Economy*. (Calcutta : Samya, 2009)
30. Imtiaz Ahmed and Shashi Bhushan Upadhyay (Eds). *Dalit Assertions in Society, Literature and History*, (Hyderabad : Orient Black swan, 2010)
31. JanMohamed Abdul. *Manichean Aesthetics : The Politics of Literature in Colonial Africa*. (Amherst : University of Massachusetts Press, 1983)
32. Jayashree Gokhale, *From Concessions to Confrontation : The politics of an a median Untouchable Community* (Bombay : Popular Prakashan, 1993).
33. Karan Singh, Amod Rai and Jyoti Yadaav (Eds.) *Dalit Literature. Challenges and Potentials* (New Delhi : Creative Books, 2009).
34. Loomba, Ania. *Colonialism / Post Colonialism* (London : Routledge, 1998)
35. M.S. Gore, *The Social context of an Ideology : Ambedkar's Political and Social Thought* (New Delhi : Sage Publication, 1993).
36. McLeod, John. *Beginning Postcolonialism* (Manchester : Manchester University Press, 2007)
37. Memmi, Albert. *The Colonizer and the Colonized*. (New York : Oxon Press, 1965)
38. Mennoni, Octave. *Prospero and Caliban : The Psychology of Colonization*. trans, by Pamela Powerland. (New York : Prager,. 1964)
39. Miller, D. M. et al, *Dominance and Resistance*. (London : Unwin Hyman, 1989)
40. Mongia, Padmini, (ed.), *Contemporary Post-Colonial Theory : A Reader*. (New Delhi : Oxford University Press, 2000)
41. Moore, Gilbert Bart. *Post-Colonial Theory : Contexts, Practices, Politics*. (London : Verso, 1997)
42. N.M. Aston (ed.) *Literature of Marginality :Dalit Literature and African – American Literature*. (New Delhi : Prestige Books, 2001)
43. Nandy, Ashish. *The Intimate Enemy : Loss and Recovery of Self under Colonialism*. (New Delhi : Oxford University Press, 1983)
44. Ngugi Wa Thiong'O, *Decolonizing the Mind : The Politics of Language in African Literature*. (London: James Currey 1986)
45. Raj Kumar, *Dalit Personal Narratives : Reading Caste, Nation and Identity* (Hyderabad : Orient Black Swan Pvt. Ltd, 2011)
46. Rosalind O'Hanlon, *Caste, Conflict and Ideology: Mahatma Jotirao Phule and Low Caste protest in Western India*, (Cambridge : Cambridge University press, 1985).

47. Said, Edward. *Culture and Imperialism*. (London :Chatto and Windus, 1993)
48. Said, Edward. *Orientalism* (London : Penguin, 1991)
49. Sharan Kumar Limbale, *Towards an Aesthetic of Dalit Literature : History Considerations Controversies and Trans.* by Alok Mukherjee. (Hyderabad : Orient Longman Pvt. Ltd, 2004)
50. Sharmila Rege, *Writing Caste / Writing Gender : Reading Dalit Women's Testimonies*, (New Delhi : Zubaan, Kali for Women, 2006)
51. Spivak, Gayatri. *In other worlds : Essays in Cultural Politics* (London : Routledge, 1987)
52. Susie Tharu and K. Satyanarayana (eds.) *No Alphabet in Sight : New Dalit Writing from South India* (New Delhi : Penguin Books, 2011)
53. Thummapudi Bharati, *A History of Telugu Dalit Literature*, (New Delhi : Kalpaz Publications 2008)
54. Tomllinson, John. *Cultural Imperialism*. (London : Printer, 1991)
55. Walder, Dennis. *Post-Colonial Literature in English : History, Language, Theory*. (Oxford : Blackwekk, 2002).
56. Williams, Patrick and Laura Chrisman. *Colonial Discourse and Post-Colonial Theory*.
57. Young, Robert J. C. *Postcolonialism : An Historical Introduction* (Oxford : Blackwell, 2001)
58. Young, S. C. *Colonial Desire : Hybridity in Theory, Culture and Race*. (Oxford : Blackwell, 2001).
59. Zakir Abedi, *Contemporary Dalit Literature. Quest for Dalit Liberation*. (New Delhi : Arise Publishers, 2010).

Elective Paper:(ENG-E-III-5-F)
Paper No. XV-F
American Literature

Assignment/ Sessional: 20 Marks

Credits; 4

Semester Exam: 80 Marks

Objectives:

The Course intends to introduce the American Literature. It covers the Socio-cultural and historical background as a source of literary work. The select works are very much representative to get an idea of American life and culture. The select genres like-poetry, prose, fiction and drama will definitely enhance the interest of students to study American literature.

Course Outcome :

- Socio – Cultural history of American People and Literature would be introduced to the students.
- Different types of genres of American literature would be introduced.
- The Ethnic writing of American Writers would be introduced.
- By knowing the socio-cultural history and various types of genres of literature students would be able to know about the America as a country, its cultural development and how the literature has helped to develop their psyche.

- (I) Poetry:** (1) Socio-cultural background of American Poetry
(2) Ethnic writing
(3) Trends in Current Writing

(1) Walt Whitman:

- (1) *I Hear America Singing*
- (2) *Myself and Mine*

(2) Langston Hughes:

- (1) *I too sing America*
- (2) *The Negro Speaks of River*

(3) Joy Harjo:

- (1) *The Postcolonial Tale*
- (2) *Anchorage*

(II) Prose:

- (1) R. W. Emerson: *The American Scholar.*
- (2) W. E. B. Du Bois: *Of the Dawn of Freedom.*

(III) Fiction:

- (1) Mark Twain : *Adventures of Huckleberry Finn*
(2) N. Scott Momaday: *The Way to Rainy Mountain*

(IV) Drama:

- (1) Arthur Miller: *All My Sons*
(2) O'Neill: *The Emperor Jones*

Recommended Reading:

1. Roy Harvey Pearce – *The Continuity of American Poetry*, New Jersey, Princeton University Press, 1977.
2. Alfred Kazin – *On Native Grounds*, New York, Doubleday and Company, 1966.
3. Tony Tanner – *City of Words*, New York, Harper and Row, 1971.
4. F. O. Matthiessen – *American Renaissance*, New Delhi, Oxford University Press, 1941.
5. John Gassner - *Eugene O' Neill*, Minneapolis, University of Minnesota Press, 1965.
6. Falk Doris V. – *Eugene O'Neill and the Tragic Tension*, (New Brunswick, N. J. Rutgers University Press, 1958).
7. W. E. B. Du Bois – *The Souls of Black Folk*.
8. J. Sanders Readings : *To Make a Poet Black* (Chapel Wills, University of Cardina Press, 1939).
9. Donald A Gibson – *Five Black Writers, Essays on Wright, Elison, Baldmin, Huges and Le Roi Jones* (New York, Alfred A Knopf, 1959).
10. James A Emanuel – *Langston Hughes* (New York, The Publishers, 1967).
11. Nathan Irvin Huggin- *Harlem Renaissance*, New Oxford University Press, 1971.
12. Ranveer Kashinath G. : *Black Feminist Consciousness: A Study of Black women Writers*. (Jaipur: Print well, 1995).
13. Ambhore Uttam B. *American Indian Writing*. Vital Publications, Jaipur (2010)
14. Spiller Rojer, *Cycles of American Literature*_,
15. Herald Bloom *.Native American Writers*. Bloom's Literary Criticism InfoBase Publishing New York.
16. Egbert S. Oliver, *An Anthology of American Literature* – 1890-1965 S. Chand and Company Reprint 2008.

Elective Paper:(ENG-E-III-5-G)
Paper No. XV-G
Cultural Studies

Assignment/ Sessional: 20 Marks

Credits; 4

Semester Exam: 80 Marks

Objectives :

Culture in its broader sense includes man's interaction with his habitat and what he makes of it. The course works on Cultural Studies therefore includes texts across various disciplines. The theoretical section includes essays from major theoreticians who have defined culture from different perspectives; and literary section includes texts focusing on multiplicity of cultural environments.

Course Outcome:

- Through this course the students will understand the project of Cultural Studies as an independent discipline.
- They will understand the concepts of Popular Culture and High Culture.
- They will be able to pinpoint the political connotations implied in the cultural products.
- They will also understand how the specific power structure is perpetuated through various cultural practices.

Unit 1 Karl Marx: *The German Ideology*

Unit 2: Stuart Hall: *The Rediscovery of 'Ideology'*

Unit 3: Raymond Williams: *Culture is Ordinary*

Unit 4: Arvind Adiga: *The White Tiger*

Unit 5: Chinua Achebe: *Things Fall Apart*

Recommended Reading

1. Adorno, T.W. *The Cultural Industry: Selected Essays on Mass Culture* (ed., with intro.), J.M. Bernstein. London: Routledge. 1991
2. **Dr. Babasaheb Ambedkar Writing and Speeches Vol.1 to 11.** Education Department, Govt. of Maharashtra Publication
3. Angus, I. & Jhally, S. (eds.). (1989). *Cultural Politics in Contemporary America*. New York and London: Routledge.
4. Appignanesi, L. (1986). *Postmodernism*. London: ICA.
5. Baldick, C. (1983). *The Social Mission of English Criticism*. Oxford: Clarendon Press.
6. Baldwin, E. (2004). *Introducing Cultural Studies*. New York: Pearson/Prentice Hall.
7. Balslev, A.N. (1996). *Cross-cultural Conversation*. Atlanta, Ga.: Scholars Press.

8. Barrett, M., Corrigan, P., Kuhn, A. & Wolff, J. (eds.). (1979). *Ideology and Cultural Production*. London: Croom Helm.
9. Barthes, R. (1973). *Mythologies*. London: Paladin.
10. Belsey, C. (2005). *Culture and the Real: Theorizing Cultural Criticism*. London; New York: Routledge.
11. Benjamin, W. (1968). *Illuminations*. New York: Schocken Books.
12. Bennett T., L. Grossberg, and M. Morris. (2005). *New Keywords: A Revised Vocabulary of Culture and Society*. Malden, MA: Blackwell.
13. Bennett, T., Martin, G., Mercer, C. & Woollacott, J. (1981). *Culture, Ideology and Social Process*. London: Batsford Academic and Educational in association with the Open University Press.
14. Bennett, T., Mercer, C., & Woollacott, J. (eds.). (1986). *Popular Culture and Social Relations*. Milton Keynes: Open University Press.
15. Bennett, T. (1990). *Outside Literature*. London: Routledge.
16. Best, S. & Kellner, D. (1991). *Postmodern Theory*. London: Macmillan.
17. Blundell, V., Shepherd, J. & Taylor, I. (eds.). (1993). *Relocating Cultural Studies: Developments in Theory and Research*. London: Routledge.
18. Bourdieu, P. (1993). *The Field of Cultural Production*. Cambridge: Polity Press.
19. Bourdieu, P. (1977). *Outline of a Theory of Practice*. Cambridge: Cambridge University Press.
20. Deshpande, G.P. *Selected Writings of Jotirao Phule*. Delhi: Leftword
21. Easthope, A. (1991). *Literary into Cultural Studies*. London: Routledge.
22. Easthope, A. & McGowan, K. (eds.). (1992). *A Critical and Cultural Theory Reader*. Milton Keynes: Open University Press.
23. Enloe, C. (2000). *Bananas, Beaches and Bases: making feminist sense of international politics*. Berkeley: University of California Press.
24. Ferguson, M. & Golding, P. (eds.). (1997). *Cultural Studies in Question*. London: Sage.
25. Fiske, J. (1989). *Understanding Popular Culture*. Boston, MA: Unwin Hyman.
26. Forbes, J. & Kelly, M. (eds.). (1996). *French Cultural Studies: An Introduction*. Oxford: Oxford University Press.
27. Foster, H. (1983). *Post-modern Culture*. London: Pluto Press.
28. Frow, J. & Morris, M. (1993). *Australian Cultural Studies: A Reader*. St Leonards: Allen and Unwin.
29. Frow, J. (ed.). (1995). *Cultural Studies and Cultural Value*. Oxford; New York: Oxford University Press.
30. Fuery, P. & Mansfield, N. (2001). *Cultural Studies and Critical Theory* (2nd ed.). Melbourne, Australia; New York: Oxford University Press.
31. Gardiner, M. E. (2000). *Critiques of Everyday Life*. London; New York: Routledge.
32. Gramsci, A. (1985). *Selection from Cultural Writings*. London: Lawrence and Wishart.
33. Hall, S. (1980). 'Cultural studies: Two paradigms,' *Media, Culture and Society*, 2, 57-72. Also in (1986). Collins, R. et al. (eds.). *Media Culture and Society: A Critical Reader*, London: Sage.
34. Hall, S. (1990). 'The emergence of cultural studies and the crisis of the humanities,' *October* 53, 11-90.

35. Hall, S. (1992). '*Cultural studies and its theoretical legacies.*' In Grossberg, L. et al. (op cit.)
36. Hall S. (1997). *Representation: Cultural Representations and Signifying Practices.*: Sage.
37. Hall, S. & Gieben, B. (1992). *Formations of Modernity.* New York: Pantheon.
38. Hall, S., Hobson, D., Lowe, A. & Willis, P. (1980). *Culture, Media, Language.* London: Hutchinson.
39. Hall, S. & Whannel, P. (1964). *The Popular Arts.* London: Pantheon Books.
40. Jameson, F. (1991). *Postmodernism, or the Cultural Logic of Late Capitalism.* Durham: Duke University Press.
41. Jenks, C. (1993). *Culture.* London: Routledge.
42. Johnson, R. (1987). '*What is cultural studies anyway?*,' Social Text, 6, 38-90.
43. Jordan, G. & Weedon, C. (1994). *Cultural Politics.* Oxford: Blackwell.
44. Kaplan, E.A. (1987). *Postmodernism and its Discontents: Theories, Practices.* New York: Verso.
45. Kellner, D. (1995). *Media Culture: Cultural Studies, Identity, and Politics between the Modern and the Postmodern.* London; New York: Routledge.
46. Long, E. (ed.). (1997). *From Sociology to Cultural Studies: New Perspectives.* Oxford: Blackwell.
47. Loomba, A. (2005). *Colonialism/Postcolonialism.* London; New York: Routledge.
48. Spivak, G.C. (1987). *In Other Worlds: Essays in Cultural Politics.* London and New York: Methuen.
49. Williams, R. (1958). *Culture and Society: 1780-1950.* London: Chatto and Windus.
50. Williams, R. (1975). *Television: Technology and Cultural Form.* New York: Schocken Books.
51. Williams, R. (1975). *The Country and The City.* New York, Oxford University Press.
52. Williams, R. (1976). *Keywords: A Vocabulary of Culture and Society.* New York: Oxford University Press.
53. Williams, R. (1980). *Problems in Materialism and Culture: Selected Essays.* London: Verso Press.
54. Williams, R. (1982). *The Sociology of Culture.* New York: Schocken Books.
55. Willis, P. (1990). *Common Culture.* Milton Keynes: Open University Press.
56. Wollen, P. (1993). *Raiding the Icebox: Reflections on Twentieth-Century Culture.* London: Verso.

Elective Paper : (ENG-E-III-5-H)

Paper No. XV- H

Literature and Theatre Arts

Assignment/ Sessional: 20 Marks

Credits: 4

Semester Exam: 80 Marks

Objectives:

Theatre Arts is the part of performing aspect and the ancient form for bringing literary text into existence. It is the area which performed the literary text i.e. drama or play. The conversion needs the support of the theory or school.

Course Outcome:

The course will deal the history of the theatre, the theory or school and a play which will help the learner to understand the trends of theatre and can able to relate literature and theatre arts.

Component I : Ancient Greek Theatre and Sophocles: *Oedipus Rex The King* 12 Lectures

Component II: Oriental Theater and Sudraka: *Mrcchkatika (The Little Clay Cart)* 12 Lectures

Component III : Elizabethan Theatre and Shakespeare: *Measure for Measure* 12 Lectures

Component IV : World theatre and Anton Chekhov: *The Chery Orchard* 12 Lectures

Component V : Modern Indian Theater and Vijay Tendulkar: *Ghashiram Kotwal* 12 Lectures

Recommended Reading:

1. Antonin Artaud. *The Theatre and its Double*. New York, Groove Press, 1958.
2. Augusto Boal, *Theatre of the Oppressed*. New York, Theatre Communications Group 1985.
3. Barker, Howard. *Arguments for a Theatre*, London, John Calder, 1989.
4. Bentley, Eric. Ed. *The Theory of the Modern Stage*. New Delhi: Penguin Books, 1992.
5. Bentley, Eric. *In Search of Theater*, New York, Vintage Book 1953.
6. Bhatia, Nandi.(ed.) *Modern Indian Theatre*. New Delhi, OUP, 2002.
7. Bondi, H. Bullock, A. East, W. Piper, D. and Williams, B. *The World of Theatre*, London. Marshall Cavendish Books, 1970.
8. Boon Richard and Plastro Jane. *Theatre Matters*, London: Cambridge University Press 1988.
9. Bowers, Faubion, *Theater in the East*, New York: Thomas Nelson & Son, 1956.
10. Dalmia Vasudha. *Poetics, Plays and Performances*, New Delhi, Oxford India Paperbacks (2008).

Elective Paper :(ENG-E-III-5-I)
Paper No. XV-I
Science Fiction

Assignment/ Sessional: 20 Marks

Credits: 4

Semester Exam: 80 Marks

Introduction:

The course will focus on science fiction as a literary genre focusing on literary art, scientific and philosophical speculation, and the evocation of the peculiar emotion often characterized as the “sense of wonder.” It will survey rise and development of the genre and its types. It also attempts to themes, rhetoric, and methods of storytelling in fiction. In addition, it will also examine the composition of science fiction from a writer’s standpoint and an individual student may elect to try his or her hands at a story in lieu of a paper.

Objectives:

- To study Science fiction as a genre
- To study influence of science on literature and vice versa
- To impart sound knowledge of the historic development of science fiction
- To introduce students modern science fiction as modes of entertainment and art
- To place representative of science fiction in a larger cultural, intellectual and aesthetic context.

Course Outcome:

- Students will learn recent development in science and technology
- Students will be introduced to technological culture and its utility
- Students will focus on the postmodern culture of late capitalism and science
- Students will learn how modern culture different from consumer culture
- Students will develop understanding and appreciation for a genre called science fiction
- Imagined and material worlds will be introduced through science fiction

Unit I: Introduction to Science Fiction

(12 Periods)

- Meanings of science fiction
- Types of science fiction
- Rise and development of Science fiction

Unit II: Modern Science Fiction

(12 Periods)

- Postmodern Science fiction

Unit III: Beginning of Science Fiction

(12 Periods)

- Mary Shelley – *Frankenstein*

Unit IV: Modern Science Fiction

(12 Periods)

- H. G. Wells – *The Time Machine*
- Thomas Pynchon – *Gravity Rainbow*

Unit V: Postmodern Science Fiction

(12 Periods)

- William Gibson – *Necromancer*

Texts :

1. William Gibson. *Necromancer*.
2. H. Wells. *The Time Machine*
3. Thomas Pynchon. *Gravity Rainbow*
4. Mary Shelly. *Frankenstein*

Recommended Readings:

1. Aldiss, Brian and Wingrove, David. *Trilling year Spree: The History of Science Fiction*. London: Gollancz, 1986.
2. Appignanesi, Richard. *Postmodernism for Beginners*. Cambridge: Icon Books Ltd., 1995.
3. Asimov, Isaac. *The Mammoth Book of Golden Age: Science Fiction*. Bombay: Jaico Publishing House, 1991.
4. Barron, Neil. *Anatomy of Wonder: A Critical Guide to Science Fiction*. New York: 1995 Baudrillard, Jean. *Simulacra and Simulation*. Trans. Sheila Glaser. France: University of Michigan press, 1994.
5. Marcus Leaning and Birgit Pretzsch, *Visions of the Human in Science Fiction and Cyberspace* (ed.) London: Inter-Disciplinary Press, 2010.
6. Bhelkar, Ratnakar. *Fantasy and Reality*. New Delhi: Atlantic Pub., 2009.
7. Heinlein. "Science Fiction: Its Nature, Faults and Virtues" appeared in Basil Bavenport (ed.) *The Science Fiction Novel: Imagination and Social Criticism*. New York: Advent, 1979.
8. Mann, George. (ed.) *The Mammoth Encyclopedia of Science Fiction*. London: Constable Pub., 2001.

Elective Paper:(ENG-E-III-5-J)
Paper No. XV-J
Tribal Literature

Credits: 4

Semester Exam: 80 Marks

Objectives:

To acquaint the learners community with Tribal literature which is available in various forms like folklore, oral stories, poems, literary and non-literary texts. Tribal literature imbued with Tribal consciousness is trying to carve out a place in world literature either in form of Indigenous, Tribal or Adivasi Literature. To project the students with the emergence of Tribal Literary movement and the resistance manifested into socio-political and also in art and literature. The learners will be focused to autobiography, essays, poems, novels, and short stories through this course on Tribal Literature.

Course Outcome:

To protect the Tribal identity and existence in face of intensified exploitation due to economic liberalization. To understand the relationship between Tribals and 'identitism'. The students will be aware with the origin, development and emergence of Tribal literature and understand the Tribal Writings and comprehend them. The students will be able to understand the significance and relevance of resistance and representation in Tribal Literature.

Unit I: *The Rise of a Tribal: An Autobiography-*
(Prof. D. Swaminadhan)

Unit II: *Angor* - Jacinta Kerketta (Select Poems)
Dancing Earth - Robin Singh Ngangom (Select Poems)

Unit III: Essays on Tribal Culture and Literature.

Unit IV: *The Adivasi will Not Dance* : Stories by Hansda Sowvendra Shekhar.

Unit V: *Bhaunri: A Novel* - Anukriti Upadhyay

Recommended Reading:

1. Hasnain, Nadeem. ***Tribal India***. Delhi: Palaka Prakashan.(2019)
2. Minz, Diwakar, ***The Religious History of Munda and Oraon tribes***. Delhi: Kalpaz Publications, 2017.
3. Gavankar, Nikhil. ***The Awakening of Man. Mumbai***: Popular Prakashan 2015.
4. Sen, Sunil Kumar, ***Tribal Struggle for Freedom***, New Delhi: Concept publishing Company.
5. Misra, Kumal K.G. Jaya Prakashan. (ed). ***Tribal Movements in India***, New Delhi: Manohar Publishers and distributors.
6. Vidyarthi L.P. Rai. Binay Kumar. (1976) ***The Tribal Culture of India***. New Delhi: Concept Publishing Company.
7. Robin Singh Ngangom. ***Dancing Earth***. India: Penguin Publishers India.2009.
8. Temsula Ao. ***Laburnum For My Head***. India : Penguin India, 2009

9. Hansda Sowvendra. *The Mysterious Ailment Of Rupri Baskey*. United Kingdom: Aleph Book Company. (2014)
10. Nzanmongi Jasmine Patton. *A Girl Swallowed By A Tree: Lotha Naga Tales Retold*. India: Adivaani, 2017.
11. Rejina Marandi .*Becoming Me*. India: Adivaani 2014.
12. G. N. Devy *Painted Words: An Anthology Of Tribal Literature*. India: Penguin Books. (2003)
13. Mamang Dai.*The Black Hill*. India: Aleph Book Company, 2014.
14. A Respectable Woman. *Easterine Kire*. New Delhi: Zubaan 2019.
15. K Purushotham. *Black Lilies*. New Delhi: Critical Quest 2013
16. Narayan. *Kocharethi: The Araya Woman*. translated by Catherine Thankamma India: Oxford University Press 2011.
17. Desmond L. Kharmawphlang. *Khasi Folk Songs and Tales*. India: Sahitya Akademi, Delhi 2006.
18. Amir Hasan. *Tribal Administration in India*. India: Uppal Publishing House 1986.
19. Madhav Gadgil and Ramachandra Guha. *This Fissured Land: An Ecological History of India*. India: Oxford University Press 2012.

Paper – (ENG-RP-III-6)
Paper No. XVI
Research Project

Assignment: 100 Marks

Credits : 4

Objectives :

- To enable the learners to locate the broader area for research within the discipline.
- To enable them to formulate the research question and statement.
- To make them understand the limitations of their proposed research and further scope.
- To enable them to formulate list of primary and secondary sources.
- To familiarize them with the research methodologies relevant to their research topic.

CourseOutcome:

- The learners will locate the broader area for conducting research within the discipline.
- They will pinpoint the research question and formulate the topic of dissertation accordingly.
- They will state the limitations of the proposed research and also denote the further scope in the chosen area of research.

Assignment:

Two Research Articles based on Elective

Note :

- The students are expected to write a research paper not less 2000 words on any topic / literary text of their choice.
- The teacher is expected to deliver general ideas / lectures on how to write a research article / paper.
- The teacher will deliver lecture on specific research topics as expected by students.

Text:

1. Oliver, P. Writing Your Thesis, edition 2nd, Sage Publication India: India. 2004 (2010).

Recommended Readings:

1. Celce-Murcia, M. and Olshtain, E. (2000), *Discourse and Context in Language Teaching. A Guide for Language Teachers*. Cambridge: Cambridge University Press.
2. Hutchby, I. and Wooffitt, R. (1998) *Conversation Analysis: Principles, Practices, and Applications*. Cambridge: Polity Press.
3. Hyland, K. (2004a), *Genre and Second Language Writing*. Ann Arbor: University of Michigan Press.

4. Phelps, R. Fisher, K. and Ellis, A. (2007) ***Organizing and Managing Your Research: A Practical Guide for Postgraduates***. London: Sage.
5. Punch, K. (2006) ***Developing Effective Research Proposals, Second Edition***. London: Sage.
6. Richards, L. (2005) ***Handling Qualitative Data: A Practical Guide***. London: Sage.
7. Ridley, D. (2008) ***The Literature Review: A Step-by-step Guide for Students***. London: Sage.
8. Seales, J. M. (2004), ***Research Genre: Explorations and Applications***.
9. William, R: ***Marxism and Literature***, (oxford, OUP, 1977).
10. Wright, E: ***Psychoanalytic Criticism: Theory and Practice***, (London, Methuen, 1984).

Dr. Mustajeeb Khan
Professor and Head
Department of English
Dr. Babasaheb Ambedkar Marathwada University,
Aurangabad.

**DR. BABASAHEB AMBEDKAR
MARATHWADA UNIVERSITY,
AURANGABAD**



Department of English

**M.A. IInd Year
IVth Semester**

**Syllabus (Based on NEP)
2024 – 2025 Onwards**

Dr. Babasaheb Ambedkar Marathwada University, Aurangabad
Department of English

Syllabus

2023 – 2024 Onwards

Level 6.5

M.A. Second Year

Semester IV

Major

• **Mandatory**

(ENG M. IV. 1) [4 Credits]

Paper – XVI Non-Fiction

(ENG M. IV. 2) [4 Credits]

Paper – XVII Critical Theory

(ENG M. IV. 3) [4 Credits]

Paper – XVIII Literature in English 1914-2000

• **Elective**(Select any one from the basket)

(ENG-E-III.4) [4 Credits] Paper-XIX

A] Literature and Film

B] Minority Literature

C] Stylistics

D] Media Writing

E] Creative Writing

F] Diaspora Literature

G] Register and Genre Analysis

H] Folk Literature

I] Pandemic Literature

J] Introduction to Dalit Literature

Research Project

Paper no XVI: (ENG-RP-III. 5) [6 Credits]

- Dissertation not less than 100 pages.

- Cumulative Credit of the semester 22

- After 2years: 4 Sem.PG Degree (88credits after 3 years UG degree) or 1 year 2 Sem PG Degree (44 Credits after 4 years UG Degree)

Mandatory Paper : (ENG-M-IV- 1)
Paper No. XVI
Non- Fiction

Assignment/ Sessional: 20 Marks

Credits:4

Semester Exam: 80 Marks

Objectives:

This course aims at developing political social, historical understanding among the students. The course also aims at creating moral values among the students through the prescribed texts. To acquaint the students with social, historical, scientific, philosophical and political Ideologies of the world. The course also seeks to generate awareness among the learner's community of the (socio-political, cultural-historical, scientific and philosophical) through prescribed texts. The students will be able to differentiate between the fact and opinion and develop a constructive Humanist Ideology.

Course Outcome:

Non Fiction is based on true events, real life situations and factual information. Through this course the students will be prepared to get the best of both worlds. They will be inspired by the great ideologues of the world and achieve their goal, aims and ambitions in life and develop constructive Humanist Ideology and approach leading towards this Ideology.

Unit I: Auto biography

Nelson Mandela- *Long walk to Freedom*

Unit II :Political Social Writings

Dr. B.R. Ambedkar- *Federation versus Freedom*

Martin Luther King- *Speeches- I have a Dream*

Unit III : Philosophical writings

Simone. de. Beauvoir- *The Second Sex*

Unit IV : Historical Writings

Amartya Sen- *The Argumentative Indian, Writings on Indian History, Culture and Identity.*

Unit V:Scientific Essays:

Erich S. Fromm: *The Forgotten Language: An introduction to the Understanding of Dreams, Fairy Tales and Myths.*

Recommended Readings:

1. Anderson, Linda. *Autobiography*. London and New: Rutledge, 2007.
2. Lee, Spinks. *Fredrick Nietzsche*. London and New York : Rutledge, 2007
3. Jean – Paul Sartre. *Being and Nothingness: an essay in Phenomenological ontology*. Forms Hazel E Barmes atadel press, 2001.

4. Fekete, John. *Life After post modernism essays on Value and Culture*. New York: smartins Press, 1987.
5. Jackson, turner, Fredrick. *The Frontier in American History*. New York: Hol, Rinehart and winstan, 1962.
6. Rousseau Jean Jacques *The Confessions*. Translated by W. conyngham Mallory. Published by The university of Adelaide South Auskaha, 1782.
7. Joseph Addison and Richard Steele. *The Spectator* Pub. Macmillan Company. First edition St. Martins Street, London 1908.
8. Thomas Carlyle *The Modern British essayists* A Hart late Carey and Hart vol V Philadelphia; pub. 1852
9. Ralph waldo Emerson. *Essays* Two volumes in one Houghton Miffling Company Boston and New York 1883.
10. Niccolo Machiavelli. *The Prince* edited Marti Loyal, Manchester and New York: Manchester University Press 1995.
11. Abraham Cowley *The essays by Abraham Cowley* New York: Scribner, Welford pub. 1869.
12. Wilham, Hazlitt, *Twenty two essays of William Hazlitt* ed. Beatty Arthur. Boston New York. D. C. Health and co. pub. 1918
13. The William Hazlitt. *The Complete Works of William Hazlitt*. Ed A.R. Walter and Arnold Glover J. M. Dent & Co. London- 1903
14. Francis, Bacon. *The Essays of Francis Bacon* ed. Mary Augusta Scott. New York: Charles Scribner's Sons 1908.
15. Michel, Foucault. *The Archaeology of Knowledge and the Discourse on Language*. Trans. A. M. Sheridan Smith U.S.A. : Vintage Books , 2010.
16. McAfee, Noelle. *Julia Kristeva*. Routledge. London-2004.
17. Colebrook, Claire. *Gender*. Atlantic publishers and Distributors. New Delhi-2004.
18. Crowley -Helen et.al- *Knowing Women: Feminism and Knowledge-* Rawat publications Jaipur.2016
19. Jain Jasbir et. Al . *Films and Feminism Essays in Indian Cinema-* Second Edition Rawat Publications Jaipur.2015.
20. Richard Stengel. *Long Walk to Freedom*. America: Little Brown & Co. 1994.
21. Martin Luther King Jr. *Why Can't We Wait?* New York : Evanston London ,First edition publ. Harper & Row,1964
22. Simone de Beauvoir, Jack Kirkup. *Memoirs of a dutiful daughter*. Harmondsworth: Penguin Books, 1963.
23. Simone de Beauvoir, Richard Howard. *Force of Circumstance*. Harmondsworth : Penguin, 1968, 1978 printing.
24. Amartya Sen. *Poverty and Famines : An Essay on Entitlement and Deprivation*. Oxford : Oxford Univ. Press, 2013
25. Amartya Sen. *Inequality Reexamined*. New York : Russell Sage Foundation ; Cambridge, Mass. : Harvard University Press, 1992
26. Erich Fromm,Rainer Funk. *The Erich Fromm Reader* New York : Open Road Distribution, [2014] ©1985.
27. Erich Fromm, Sigmund Freud. *Erich Fromm on Sigmund Freud : [Man is Not a Thing]*. Los Angeles, Calif. : Pacifica Tape Library. 1971, ©1983.

Mandatory Paper : (ENG-M-IV-2)

Paper No: XVII

Critical Theory

Assignment/ Sessional: 20 Marks

Credits: 4

Semester Exam: 80 Marks

Objectives :

The course intends to introduce the major modern critical discourses which have been influencing literary production and immensely contributing to the various branches of knowledge to render the multidisciplinary face to the literary and the cultural studies. It attempts to enhance student's understanding of multidimensional and multidisciplinary nature of literary texts in recent time. The course also attempts to sharpen the intellectual sensibility of the students with the confrontation of the multifaceted critical and intellectual positions of the theoreticians. It intends to acquaint the students with the intrinsic, extrinsic complexities and the sharp dichotomies in socio-political and cultural situations and the corollaries of the various shifts in literary and cultural directions and connotations in contemporary time.

Course Outcome:

- The students will acquire critical perspectives while reading literary and cultural texts.
- They will understand Ambedkar's arguments regarding caste and socio-cultural and historical-religious realities while reading Indian cultural texts.
- They will acquire the ability to analyze the literary texts through various critical theoretical frameworks.
- They will understand the multidisciplinary dimension of literary texts.
- The students would also understand the political ideological position of the Feminist theory.

Unit 1: B.R. Ambedkar: <i>Annihilation of Caste</i>	12 lectures
Unit 2: Fredric Jameson: <i>The Politics of Theory: Ideological Positions in the Postmodernism Debate</i>	12 lectures
Unit 3: Jacques Derrida: <i>Structure, Sign and Play in the Discourse of the Human Sciences</i>	12 lectures
Unit 4: Michel Foucault: <i>What is an Author?</i>	12 lectures
Unit 5: Elaine Showalter: <i>Feminist Criticism in the Wilderness</i>	12 lectures

Recommended Reading:

1. Bennett, Andrew and Royle, Nicholas, *An Introduction to Literature, Criticism and Theory* (Prentice Hall, 2nd edn, 1999)
2. Bertens, Hans, *Literary Theory: The Basics* (Routledge, 2001)
3. Eagleton, Terry, *Literary Theory: An Introduction* (Blackwell, 2nd edn, 1996)
1. Selden, Raman, Widdowson, Peter, and Brooker, Peter, *A Reader's Guide to Contemporary Literary Theory* (Harvester, 4th edn, 1996)
2. Barry, Peter, ed. *Issues in Contemporary Critical Theory* (Macmillan Case-book, 1987)
3. Rivkin, Julie, Michael Ryan, *Literary Theory: An Anthology* (Blackwell, 2002)
4. Williams, Raymond, *Marxism and Literature*, (Oxford, 1977)
5. Trotsky, Leon, *Literature and Revolution* (Ann Arbor, 1971)
6. *Dr. Babasaheb Ambedkar Writings and Speeches* Vol. 1, Education Department, Govt. of Maharashtra, Mumbai, 1989.
7. Rodrigues, Valerian, *The Essential Writings of B. R. Ambedkar*, (Oxford, 11th impression, 2012)
8. Simon, Lawrence, Karl Marx, *Selected Writings* (Hackett, 1994)
9. Loomba, Ania, *Colonialism / Postcolonialism* (Routledge, 2nd edn. 2005)
10. The G.N. Devy Reader, *Orient Blackswan* (2009)
11. Waugh, Patricia, *Literary Theory and Criticism*, (Oxford, 2006)
12. Woods, *Tim Beginning Postmodernism*, (Viva Books, 2010)
13. Jameson, Fredric, *The Prison-House of Language*, (Princeton, 1972)
14. Culler, Jonathan, *Saussure*, (London, 1976)
15. Derrida, Jacques, *Of Grammatology*, (Baltimore, 1976)
16. Freud, Sigmund, *Introductory Lectures on Psychology*, (Harmondsworth, 1973)
17. Millett, Kate, *Sexual Politics*, (London, 1971)

Mandatory Paper – (ENG-M-IV-3)

Paper No. XVIII

Literature in English 1914-2000

Assignment/ Sessional: 20 Marks

Credits: 4

Semester Exam: 80 Marks

Objectives:

- To acquaint the students community with the evolution of new techniques in modern literature.
- To acquaint them with the development of war books.
- To aware them with prose poetry drama fiction during the inter -war period.
- To focus on new traditionalism, surrealism and other literary and non-literary work of art.

Course Outcome:

- Students will be introduced to the development of the age with its socio-politico-cultural nuances
- Imagined and material worlds will be introduced through English literary works of the age
- The learner will understand the literary and philosophical concepts of the period

Unit I--a)T.S Eliot -Tradition And Individual Talent

b)Ernest Hemingway --The Old Man And The Sea

Unit II-John Steinbeck --The Grapes Of Wrath

Unit III- a) John Osborne -Look Back In Anger

b) Eugene O'Neil --The Hairy Ape

Unit IV -Chinua Achebe -- Things Fall Apart

Unit VSalman Rushdie --Midnight Children

Recommended Readings:

- Benita Parry. Post Colonial Studies :A Materialist Critique.London :Routledge, 2004.
- Franz Fanon .Black Skin White Masks .London :Lunto press, 1986.
- Swinden ,Patrick. Images of India .New York : St .Martin 's Press,1980.
- Jackson Rosemary . Fantasy:The Literature of Subversion .London :Methuen ,1981.
- Bailey, Paul, Meg and Sylvia .Twentieth Century Literature 292 (Summer 1983):221.
- Margaret, Drabble .Edited.The Oxford Companion to English Literature.Fifth Edition Oxford U.P,Oxford : 1985.
- Carter,Angela.Heroes and Villains .Penguin Books,Harmondsworth: 1981.

- Hutcheon ,Linda .The Politics of Postmodernism.Routledge, London : 1989.
- Meyer Michael.The Bedford Introduction to Literature:Reading Thinking ,Writing .St.Martin , Boston : 2008.
- Jackson J. Benson .The True Adventure of John Steinbeck, Writer.The Viking Press, New York : 1984.
- Flemming, Olsen. Eliot's Objective Correlative Tradition or Individual Talent .Sussex Academic Press ,United Kingdom:2014.
- Bryant Jr.j.a Twentieth -Century Southern Literature .Lexington :University Press of Kentucky ,1997.
- Davis ,Charles. and Henry Louis Gates Jr.The Slave's Narrative.Oxford university Press , Oxford: 1985.
- Murray ,David. American Cultural Critics.University of Exeter, Exeter :1995.

Elective Paper : (ENG-E-IV-4-A)
Paper No. XVIII-A
Literature and Film

Assignment/ Sessional: 20 Marks

Credits: 4

Semester Exam: 80 Marks

Objectives:

This course will lead to develop a sensibility amongst the learners to understand the role of film and literature in the contemporary conditions. This course explores the relationship between literature and films by investigating how filmmakers present literary forms such as short stories, plays, novels, and comics on screens. Both literature and film speak their languages, but the terminology they each use can sometimes overlap. The course will analyze these similarities and differences by comparing literature passages with scenes that present them in their respective film adaptations.

Course Outcome:

- The learner will get acquainted with the technical terminology of film and will learn the role of literary elements which strengthen the film.
- The end goal of the course is to provide students with the ability to critically assess and discuss film adaptations and apply the knowledge they have gained through their engagement in a group or an individual project.

Component I: Theories of Literature on Screen

12 Lectures

- *Reading Film and Literature* by Brian McFarlane
- *Novels, Films, and the Word/Image Wars* by Kamilla Elliot
- *Visual Pleasure and Narrative Cinema* by Laura Mulvey

Component II: Techniques of Film

12 Lectures

- Elements of mise-en-scene
- Cinematography
- Editing Styles

Component III: Adaptation of Literature on Screen

12 Lectures

- What is Adaptation?
- Adaptation, Authorship and Authorial voice
- Auterism

Component IV: Introduction to Screenplay Writing

12 Lectures

Component V: Close reading and review of the films based on the above units 12 Lectures

- *The Great Dictator* by Charlie Chaplin
- *The Bicycle Thieves* by Vittorio De Sica
- *Guide* by Vijay Anand

Recommended Reading:

1. Andre Bazin. *"In Defence of Mixed Cinema". What is Cinema?* Berkeley: University of California Press, 1967.
2. Bordwell, David and Kristin Thompson. *Film Art: An Introduction*, 8th ed. , Boston: McGraw-Hill, 2007.
3. Branigan, Edward. *Narrative Comprehension and Film*. London, Routledge, 1992.
4. Brown, Royal, S: *Overtones and Undertones: Reading Film Music*. Berkeley. Los Angeles and London: University of California Press, 2000.
5. Cartmell, Deborah and Imelda Whelehan (ed.) *The Cambridge Companion to Literature on Screen*, New York, Cambridge University Press, 2007.
6. Codell, Julie F. (ed.) *Genre, Gender, Race and World Cinema: An Anthology*, Malden MA and Oxford, Blackwell Publishing, 2007.
7. Fairclough, Don. *Film Editing: History, Theory and Practice*. Manchester, Manchester University Press, 2001.
8. George Bluestone, *Novels into Film: The Metamorphosis of Fiction into Cinema*. Berkeley & Los Angeles: University of California Press, 1957.
9. Gerald Mast, "Literature and Film". *Interrelations of Literature*. Eds. Barricelli & Gibaldi. New York: The Modern Language Association of America. 1982.
10. Gibbs, John. *Mise-en-scene: Film Style and Interpretation*. London, Wallflower, 2002.

8. George Bluestone, *Novels into Film: The Metamorphosis of Fiction into Cinema*.

Elective Paper : (ENG-E-IV-4-B)
Paper No. XVIII--B
Minority Literature

Assignment/ Sessional: 20 Marks

Credits: 4

Semester Exam: 80 Marks

Objectives:

The course aims at understanding the literature produced by the minority communities across the world in general and India in particular. The literature is written in the major language but talks about those who have not allowed to say due to certain deterritorialization, political, linguistic and religious reasons. The course will make the learner aware of the issues of the minorities and their expression in the form of literature.

Course Outcome :

- The students will know about the literary production by minority community across the globe.
- The students will know the socio-cultural and political predicaments faced by the minorities.

Unit I : The concept and idea of Minority Literature.

Unit II: Bapsi Sidhwa: *The Ice Candy Man*

Unit III: Helen Maria Viramontes: *Under the Feet of Jesus*

Unit IV: Khaled Hussaini: *Thousand Splendid Sons*

Unit V: Narayan (Tr. By Catherine Thankamma and G.S. Jayasree): *Kocharethi: The Araya Woman*

Recommended Readings:

1. Deuluze and Gutteri. *Kafka: Towards a Minor Literature*. Princeton, Univ of Minnesota, 1986.
2. Ferber, Jimenez, O'Reilly, Herrera, & Samuels. *The Matrix Reader: Examining the Dynamics of Oppression and Privilege*, 1st edition. McGraw-Hill Higher Education, 2009.
3. Bhabha, Homi. *The Location of Culture*. London: Routledge, (Indian rpt.) 2010 (1994).
4. Nayar, Pramod K. *Post-Colonial Literature: An Introduction*. New Delhi: Dorling Kindersley / Pearson Longman, 2008.
5. Manav Ratti. *The Postsecular Imagination : Postcolonialism, Religion, And Literature*. Abingdon, Oxon ; New York : Routledge, 2013.
6. Stephen P Knadler. *The Fugitive Race : Minority Writers Resisting Whiteness*. Jackson : University Press of Mississippi, 2002.

7. Suzanne M Miller; Barbara McCaskill. *Multicultural Literature And Literacies : Making Space For Difference*. Albany, N.Y. : State University of New York Press, 1993.
8. Mary Jo Bona; Irma Maini. *Multiethnic Literature And Canon Debates*. Albany : State University of New York Press, 2006.
9. Paula M L Moya. *Learning From Experience: Minority Identities, Multicultural Struggles*. Berkeley : University of California Press, 2002.
10. Abdul R Jan Mohamed; David Lloyd. *The Nature and Context of Minority Discourse*. New York : Oxford University Press, 1990.

Elective Paper : (ENG-E-IV-4-C)
Paper No. XVIII-C
Stylistics

Assignment/ Sessional: 20 Marks

Credits: 4

Semester Exam: 80 Marks

Objectives:

- The focus of the course shall be on new developments in stylistics.
- There is need to understand style as choice in making meaning in the context.
- Recently stylistics is developed as interdisciplinary.
- Discourse and context, text and cognition are the major components that focus on function interaction, text comprehension, and text processing.
- Language and style are core elements in understanding language and language use in context.

Course Outcome :

- The students would learn new developments in Stylistics.
- They would learn the function interaction, text comprehension and text processing.

Unit I- Language and Style

Stylistics: Need, Scope, aims, data, and principles

- Text and style
What is style?
Defamiliarisation, Linguistic levels and stylistic analysis questions of style: literariness.
- Methodological considerations and stylistic studies
- Stylistics: an interdisciplinary.

Unit II- Discourse and context I: Function

- Texts as Discourse.
- Functional Categories and style.

Unit III- Discourse and Context II: Interaction

- Stylistics and Pragmatics
- Interaction in Discourse
- Analysis of an extract from a dramatic text.

Unit IV- Text and Cognition I: Text Comprehension

- Cognitive stylistics
- Schema theory
- Figure and ground
- Cognitive metaphor theory

Unit IV- Text and Cognition II: Text Processing

- The reading process
- Text world theory
- Deictic shift theory
- Contextual frame theory

Text: Jeffries, Lesley and McIntyre, Dan. *Stylistics*, Cambridge University Press, 2010.

Recommended Readings:

1. Black Elizabeth. *Pragmatics Stylistics*, Edinburgh University Press, 2006.
2. Bradford Richard, *Stylistics*, Routledge 1997 (The New United Idiom).
3. Carter R. and Simpson P. (eds.) *Language Discourse and Literature: An Introductory Reader in Discourse Stylistics*, Unwin Hyman, 1989.
4. Carter, R. (ed) *Language and Literature: An Introductory Reader in Stylistics*, Allen and Unwin 1982.
5. Cook, Guy, *Discourse and Literature: The Interplay of Form and Mind*, Oxford, 1994.
6. Culpeper, J., Short, M., and Verdonk, P., (eds.) *Exploring the Language of Drama: From Text to Context*. Routledge, 1992.
7. Fowler, Roger, *Literature as social Discourse: The Practice of Linguistic Criticism*, Batsford Academic and Education Ltd. 1981.
8. Leech, G. N. and Short, M. H. *Style in Fiction: A Linguistic Introduction to English Fictional Pros.*, Longman, 1981.
9. Lesley, Jeffries, *Critical Stylistics: The Power of English*, Palgrave, Mcmillan, 2010.
10. Short Mick, *Exploring the Language of Poems, Plays and Prose*, Addison, Wesley, Longman, 1996.
11. Simpson, Paul, *Language through Literature: An Introduction*, Routledge 1997.
12. Stockwell, Peter, *Cognitive Poetics: An Introduction*, Routledge, London and New York, 2002 (2007).
13. Toolan, Michael, *Language in Literature: An Introduction to Stylistics*, Arnold 1998.
14. Verdonk, Peter, *Stylistics*, Oxford 2002.
15. Verdonk, Peter, (ed.) *Twentieth Century Poetry from Text to Context*, Routledge, 1993.

Elective Paper : (ENG-E-IV-4-D)
Paper No. XVIII--D
Media Writing

Assignment/ Sessional: 20 Marks

Credits: 4

Semester Exam: 80 Marks

Objectives:

The media industry requires the skilled persons and the course aims at providing the facility to the learners to join the sector. This course introduces students to the basic concepts of media writing including journalistic writing, and writing for web and advertising. It also teaches key techniques used to write advertisements and news and feature stories for the print media.

Course Outcome: The course surely helps the learner to get employment and cater the need of the sector.

Component I: Principles of Media Writing

12 lectures

- **Sentence Structure**
 - Agreement of Verbs and Nouns
 - Active Sentences
 - Lead Sentences
 - Ending Sentences
 - Varying Sentence Length
- **Punctuation**
 - Full Stop (Period)
 - Comma
 - Semi Colon
 - Colon
 - Hyphen
 - Double-Dash
 - Exclamation Point
 - Ellipses
- **General Rules**
 - Objectivity vs Bias
 - Active vs. Passive Sentences
 - Simple Word Choices
 - Colorful Writing
 - Cliches
 - Castism
 - Sexism
 - Racism

Component II: Writing For Print

12 lectures

- **Magazine Media**
 - Feature Story Length
 - Integration of Photos, Ads, and Pictures
 - Integration of Ads
 - Carrying Stories Across Pages
 - The Beginning, the Middle, and the Ending
- **Newspaper Media**
 - Broadsheets vs. Tabloids vs. Compacts
 - Fundamentals of the Newspaper Story
 - Inverted Pyramid
 - Sourcing
 - AP Style
 - Newspaper Sections
 - Broadsheets vs. Tabloids vs. Compacts
 - Carrying Stories Across Pages
 - Carrying Stories Across Ads

Component III: Writing for Radio/Television

12 lectures

- **Radio Sentence Structure**
 - Brevity and Informality
 - Format Rules
 - Names and Titles
 - Sources Attribution
 - Pronouncer Brackets
 - Conversational Word Choices
 - Abbreviations
 - Verbs for Quotes versus Paraphrases
 - Leads
 - Endings
 - Use of the Comma For Taking Breaths
 - The Sound Bite
 - Editing the Actuality into the Soundbite
 - The Bite Line in the Script
 - Transition to and From the Bite Line
- **Writing for Television**
 - Television as Teamwork
 - Writers
 - Anchors
 - Reporters
 - Other Personnel
 - Selection of Content
 - General Structure of Content
 - TV Script
 - Camera Commands
 - Camera Shot Transitions

- Packages
- Video Bite Line
- Television Watchers Using Social Media
- Companies Capturing Social Media Use Data
- Social Media Content During Television Viewing
- Interface of Social Media Content and Television Content in Advertising

Component IV: Writing for the Web

12 lectures

- **Basic Features of Web Layout**
 - Links
 - Drop Down Menus
 - Scrolling
 - Text
 - Photo
 - Graphics: Stationary and Moving
 - Icons
 - The Web as a Mobile Medium
 - The Wireless Web
 - Telephonic Web
 - Saving Web Pages
 - Hands Free Web Use
- **Resources for Learning Web Program**
 - HTML
 - CGI
 - Java script
 - PHP
 - XML
 - Word press
- **Content Design**
 - Paragraphs
 - Sentences
 - Fonts
 - Other Formatting Items-Italics, Bold, Underline, Coloration

Component V: Writing Advertising Copy

12 lectures

- **Analyzing Needs and Interests for Advertised Practices**
 - Physical Needs
 - Social Needs
 - Psychological Needs
 - Communicative Needs
- **Strategies for Advertising Content**
 - Grabbing Attention
 - Meeting Needs and Interests
 - Creating Urgency
 - Removing Objection

- **Advertising Structure and Placement**

- Book Cover Ads
- Newspaper Ads
- Radio Ads
- Television Ads
- Web Ads
- Media Promos

Recommended Readings:

1. Mencher, Melvin. *Basic Media Writing* 4th Edition. Boston, McGraw Hill, 1996.
2. Stovall, James. *Writing for Mass Media*. Englewoods Cliff, N.J. Prentice Hall, 1985.
3. Houndsmill, Craig. *Media Writing: A Practical introduction*. New York, Palgrave MacMillan, 2010.
4. McAdams. *Guide to Media Writing*. Boston, Pearson Higher Education, 1996.
5. Gupta Om. *Basic Aspects of Media Writing*. New Delhi, Kansika Publication, 2006.
6. Waseem, M.K. *A Textbook of Media Writing*. New Delhi, Wisdom Publication, 2015.
7. Choudhary, R. *Media Writing*. New Delhi, Anmol Publication, 2010.
8. Wilber, Rick and Miller, Randy. *Modern Media Writing*. Australia, Wadsworth, 2003.
9. Arnold, George, T. *Media Writer's Handbook*. Boston, McGraw Hill Education, 2010.
10. Pensod, Diana. *Composition in Convergence: The Impact of New Media*. Mahwah, Lawrence Erlbaum Asso. Inc. 2005.

Elective Paper : (ENG-E-IV-4-E)
Paper No. XVIII--E
Creative Writing in English

Assignment/ Sessional: 20 Marks

Credits: 4

Semester Exam: 80 Marks

Objectives:

Writing understandably, is the most potent and yet simplest form of human expression. Unlike speech, writing transcends the barriers of space and time. Therefore, if you can write well, you have true power at your disposal. That is why courses in creative writing can open a new world. The craft of writing has multiple dimensions- novels, short stories, nonfiction, screenwriting, writing for mainline media, writing profiles, interviewing, blogs, travelogues and experimental pieces. If you choose to, you might even turn writing into a career. The course would be helpful to be a professional and skillful writer.

Course Outcome :

- This is a career oriented course. It is designed in a professional way to explore and expose career opportunities. Accordingly it has focused on contemporary forms of writing.
- The process of Creative Writing and its use in the field of creative writing and its professional approach would be familiarised with the students.
- The basic principles of writing, major genres of literature, features of writing, its use in media writing and property so that student would feel comfortable to make use of it in his individual and professional life.

Following skills are to be developed:

1. Think creatively
2. Get interesting ideas
3. Develop imagination
4. Construct plots
5. Write better
6. Build interesting characteristics
7. Pick up interviewing skills
8. Improve communication and expression
9. Explore different genres
10. Learn how to listen better and uses different senses.

Unit – I Basic Principles of Writing :

- Developing Authorial Voice
- Structure of Writing a story Developing
- Script Writing
- Publisher / Publication

Unit – II Major Genres

- Writing Poetry
- Writing Drama
- Writing Novel
- Writing Short Story

Unit – III Feature Writing

- Profile Writing
- Book Review
- Travel Writing
- Interview

Unit – IV Media Writing

- Writing for Radio
- Writing for Television
- Blog Writing

Unit – V Process of Publication

- Final Draft
- Proof Reading
- Publications

Recommended Reading :-

- 1) *Creative Writing: A beginner's Manual*, Anjana Neira Dev Anuradha Marwah, Swati Pal Delhi pearson, Longman, 2009
- 2) *Element of Literature : Essay, fiction, Poetry, drama film*, Robert Sholes, Nancy Comely, Carl H Klaus, Michael Silverman, Delhi group, 2007
- 3) *Write from the heart : Unkenling the power of your creativity* Hal Zina Bennet, California wew Wold Library, 2010
- 4) *A guide to writing about literature*, Sylvan Barnet, William E Cain, New Delhi, Pearson 2006
- 5) Auslander, Phillip, *Performance: Critical Concepts in Literary and Cultural Studies*, New York: Taylor & Francis, 2003.

- 6) Caulley, Darrel N. "*Making Qualitative Research Reports Less Boring: The Techniques or Writing Creative Nonfiction.*" Qualitative Inquiry 14.3 (2008)
- 7) Friedman, Norman. "*Point of View in Fiction: The Development of a Critical Concept.*" PMLA: The Modern Language Association 70(1955)
- 8) Kupfer, Fern. "*The Dream, and the Reality, or Writing Fiction.*" Chronicle of Higher Education 49.20(2003):
- 9) LaPlante, Alice. *The Making of a Story: The Norton Guide to Writing Fiction and Non-Fiction.* 2nd. New York: W. W. Norton and Company, 2007.
- 10) Leonard, Elmore. "*TEN rules for success & happiness writing fiction.*" Writer 115.1(2002).

Elective Paper : (ENG-E-IV-4-F)
Paper No. XVIII--F
Diaspora Literature

Assignment/ Sessional: 20 Marks

Credits; 4

Semester Exam: 80 Marks

Objectives:

Human movement has always taken place as nomads, hunters, traders, cultural carriers and exiles. Indian's too have migrated since the dawn of history. Today there are near about 20 million people of Indian origin spread all over the world. They exhibit all the cultural diversities that India has. The creative writers of Indian origin all over the world have responded to their diasporic condition variously with an aim to understand their identity and ideology.

Course Outcome :

- The learner will know the life and culture of diasporic writers.
- They will also come to know the socio-cultural-political predicaments of the emigrants.

Unit – I Introduction & Theory

Unit – II Prose :

- Writing as Resistance : Satendra Nandan
- In Defense of the Novel, Yet Again : Salman Rushdie

Unit – III Fiction :

- No New Land : M.G Vassanji
- Glass Palace : Amitav Ghosh
- The Namesake : Jhumpa Lahiri
- Anita and me : Meera Syal

Unit – IV Poetry :

- A.K Ramanujan
 - 1) Fare well
 - 2) Extended Family
 - 3) Chicago Zen
- Sujata Bhatt
 - 1) The one Who Goes Away
 - 2) History is a Broken Narrative
 - 3) Brooklyn Bridge

- Meena Alexander
 - 1) Brown Skin, What Mask
 - 2) Translated Lives
 - 3) Her Garden

Unit - V Introduction to

- Indo - Canadian Writing
- Indo - Australian Writing
- Indo - African Writing
- Indo - Caribbean Writing
- Indo - American Writing

Recommended Readings:

- 1) Vinoda T. & others. 2006 The Expatriate. Prestige New Delhi
- 2) Sharma, Kavita A & others. 2004 Interpreting Indian Diasporic Experience. Creative Books. New Delhi
- 3) Chakrabarti Tapas. 2010 Critiquing Nationalism, Transnationalism and Indian Diaspora. Creative Books. New Delhi
- 4) Lohen. Robin. 1997. Global Diasporas. UCL Press, London
- 5) Brah. Avtar. 1996. Cartographies of Diaspora. Routledge. London
- 6) Baumann. Gerd. 1999. The Multicultural Riddle : Rethinking National, Ethnic and Religions Identities. Routledge. New York
- 7) Santaolalla, Isabel. 2000. New Exoticisms, Rodopi Amsterdam.
- 8) Fanon, Frantz. 1986. Black Skins, White Marks, Pulo Press, London.
- 9) Rushdie, Salman. 2002. Step Across This Line. Jonathan Cape, Britain.
- 10) Mason, Anthony (ed). 2000. Paradise in Pieces. The Centre for Research in New Literatures in English South Australia.
- 11) Pal, Adesh. 2005. Contextualizing Nationalism, Transnationalism and Indian Diaspora. Creative Books, Delhi.
- 12) Singh, Manjit Inder. 2010. Contemporary Diasporic Literature. Pencraft International, Delhi.

Religions Identities. Routledge. New York

Elective Paper : (ENG-E-IV-4-G)

Paper No. XVIII--G

Registers and Genres Analysis

Assignment/ Sessional: 20 Marks

Credits: 4

Semester Exam: 80 Marks

Objectives:

- The course aims to make the student to discuss the constructing the genres which is a part of the creating literature.
- It is preparing the learners to understand the function of ideology and helping them to support the unity research.

Course Outcome :

- The learner will be able to understand the use of genres and ideology and successfully apply this in their writing of dissertation.

Unit I- Approaches to Genre

- Genre and folklore studies
- Genre and linguistic anthropology
- Genre and conversation analysis
- Genre and the ethnography of speaking
- Genre and rhetoric
- Genre and literary theory
- Genre and the sociology of language
- Genre and applied linguistics
- Definition of Genre
- Genre and the structure of the text
- Genre and context
- Genre and culture
- Genre and cognition
- Genre and social structures
- Genre and audience
- Genre and language

Unit II- Genre and frames

- Frames semantics
- Interaction and cognitive frames
- Frames and context
- Frames and the notion of prototype
- Frames and semantic memory
- Frames and intertextuality
- Frames and inheritance
- Frames and genre

Unit III- A sample analysis: writing up research

- Selection of the text
- Examination of the text
- Generic potential
- Semantic attributes
- Lexicogrammatical patterns
- Group structures
- Logico-semantic relations
- Technical taxonomies
- Genre and language
- Interactional frames
- Cognitive frames
- Discourse elements, Discourse relations, Components of discourse elements, and semantic relations
- Genre, discourse structures and language
- A frame work for genre assignment
- A definition of genre
- Summary of conclusions.

Unit IV- Register Analysis: Theory and Practice

- Register in discourse studies: A concept in search of a theory- Robert De Beaugrande.
- Specification of text: Register, genre, and language teaching- Helen Tarry.

Unit V- Ideology and a unified theory of register analysis

a. Controlling and changing ideology:

- Drama praxis and the dialogues imperatives- David Birch
- Evaluation and ideology in scientific writing- Sasuan Hunston

b. A unified theory of register analysis:

- Register in the round: diversity in a unified theory of register analysis

Text:

1. Paltridge, B. *Genre, Frames and Writing in Research Settings* (1997). John Benjamins Publishing Company: Amsterdam/Philadelphia.
2. Ghadessy, Mohsen. (1993), *Register Analysis: Theory and Practice*. London, New York: Pinter Publisher, New York.

Recommended Readings:

- Halliday, M.A.K. (1978) *Language as Social Semiotic: the Social Interpretation of Language and Meaning*. London: Edward Arnold.
- Halliday, M.A.K. & Hasan, Ruqaiya (1985) *Language, Context, and Text: Aspects of Language in a Social-semiotic Perspective*. Geelong, Victoria: Deakin University Press. (Reprinted London: Oxford University Press, 1989).
- Halliday, M. A. K. (1991) 'The notion of "context" in language education', in Thao Lê

& Mike McCausland (eds.). *Language Education: International and Development, Proceedings of the International Conference, Vietnam, April 1991*. Launceston: University of Tasmania. (Reprinted in M. A. K. Halliday (2007) *Language and Education*. Volume 9 in the Collected works of M. A. K. Halliday, edited by Jonathan J. Webster. London and New York: Continuum).

- Halliday, M.A.K. (2005) *Computational and Quantitative Studies*. Volume 6 of the Collected Works of M.A.K. Halliday, edited by Jonathan J. Webster. London and New York: Continuum. pp. 239-267
- Martin, James R. (1992) *English Text: System and Structure*. Amsterdam and Philadelphia, P.A.: John Benjamins.
- Martin, James R. & Rose, David (2008) *Genre Relations: Mapping Culture*. London and Oakville: Equinox.
- Christie, Frances & Martin, James R. (eds) (1997) *Genre and Institutions: Social Processes in the Workplace and School*. London: Cassell.
- Bhatia Kumar V. (2004). *Worlds of Written Discourse: A Genre-Based View*. A&C Black.
- Halliday, M.A.K., McIntosh, Angus & Stevens, Peter (1964) *The Linguistic Sciences and Language Teaching*. London: Longman.
- Martin, James R. (1992) *English Text: System and Structure*. Amsterdam and Philadelphia, P.A.: John Benjamins.
- Halliday, M.A.K. (1978) *Language as Social Semiotic: the Social Interpretation of Language and Meaning*. London: Edward Arnold.
- Hasan, Ruqaiya (1993) 'Context for meaning', in James E. Alatis (ed.), *Language, Communication and Social Meaning: Georgetown University Round Table on Languages and Linguistics 1992*. Washington, D.C.: Georgetown University Press. pp. 79–103.
- Ghadessy, Mohsen (ed.) (1988) *Registers of Written English: Situational Factors and Linguistic Features*. London: Pinter.
- Ghadessy, Mohsen (ed.) (1993) *Register Analysis: Theory and Practice*. London: Pinter.
- Gregory, Michael J. (1967) 'Aspects of varieties differentiation', *Journal of Linguistics* 3: 177–198.
- Matthiessen, Christian M.I.M. (1993) 'Register in the round: diversity in a unified theory of register analysis', in Mohsen Ghadessy (ed.), *Register Analysis. Practice and Theory*. London: Frances Pinter.
- Matthiessen, Christian M.I.M. (1995) *Lexicogrammatical Cartography: English Systems*. Tokyo: International Language Sciences Publishers.
- Swales, John. (1990). *Genre Analysis: English in Academic and Research Settings*. Cambridge: Cambridge University Press.

Elective Paper : (ENG-E-IV-4-H)

Paper No. XVIII--H

Folk Literature

Assignment/ Sessional: 20 Marks

Credits: 4

Semester Exam: 80 Marks

Objectives:

The course aims the learners to native traditions and traditions of certain other countries of the world. This would help them go to depths of the oral culture and life of the people who have practised it.

Course Outcome:

- The learners will develop awareness of the native traditions and oral culture. They will also develop awareness of other traditions.
- The learners will develop a taste for research in folk literature.

Contents:

1. Definition of Folk Literature
2. Origins and Development of Folk Literature
3. The Nature of Oral Traditions
4. Cultural Exchange in Oral Traditions
5. Characteristics of Folk Literature
6. Techniques of Folk Literature
7. Regional and Ethnic Manifestations in Folk Literature
8. Major Forms of Folk Literature:
 - a. Folk Song
 - b. Ballad
 - c. Folk Drama
 - d. Fable
 - e. Folk Tale
 - f. Proverbs, Riddles and Charms

Texts for Study:

1. All Things Are Quite Silent (collected by Ralph Vaughan Williams): All Things Are Quite Silent (Roud 2532) (mainlynorfolk.info)
2. Death and the Lady (collected by Francis M. Collison): Death and the Lady (Roud 1031) (mainlynorfolk.info)
3. O Shepherd, O Shepherd (collected by Henry Hammond of Dorchester): O, Shepherd, O, Shepherd / The Shepherd's Wife (Roud 1055; G/D 7:1513) (mainlynorfolk.info)
(Source Text: *English Folk Songs* by Ralph Vaughan Williams (Penguin, 2009))
4. *Naga-Mandala: Play with a Cobra* by Girish Karnad (Oxford University Press, 1999)
5. *The Jatakas* by Sarah Shaw (Penguin Classics, 2006)
6. *Aesop's Fables* by Aesop (Amazon Classics, 2019)

Recommended Reading:

1. Laurence, Gomme, G. *The Handbook of Folklore*. Massachusetts: Franklin Classics, 2018.
2. Mabie, Hamilton. Ed. *Folktales Every Child Should Know*. Gurgaon: Hachette India, 2017.
3. Grignard, A. *Hahn's Oraon Folk-Lore in the Original: A Critical Text with Translations and Notes*. New Delhi: Gyan Publication, 2017.
4. Sharma, Vandhana. *Studies In Myth, Orality And Folklore In World Literature*. New Delhi: Atlantic Publishers and Distributors, 2013.
5. Dundes, Allan. Ed. *Folklore: Critical Concepts in Literary and Cultural Studies*. London: Routledge, 2005.
6. Nongkynrih, Kynpham Sing. *Around the Hearth: Khasi Legends*. New Delhi: Penguin India, 2007.
7. Preston, and Cathy Lynn. Eds. *Folklore, Literature, And Cultural Theory: Collected Essays*. New York: Garland Publishing, 1995.
8. Kumar Susheel, and Naresh Kumar. *Encyclopedia of Folklore and Folk Tales of South Asia*. New Delhi: Anmol India, 2003.
9. Mieder, Wolfgang. *Tradition and Innovation in Folk Literature*. London: Routledge, 1987.
10. Shannon, G. W. B. *Folk Literature and Children*. Connecticut: Greenwood Press, 1981.

Elective Paper : (ENG-E-IV-4-I)
Paper No. XVIII--I
Pandemic Literature

Assignment/ Sessional: 20 Marks

Credits: 4

Semester Exam: 80 Marks

Objectives:

The course helps the student to understand politics, socio-economic structures, and personal relationship during pandemic through prescribed texts. From the earliest times to the present, end epidemics, plague, small pox etc have affected human history demographically, politically- culturally, socially, and financially and so on. Through this course the students will be able to understand how deeply climate variability and changes affected and transformed society from earlier times to the present and what factors, other than climate, interfered in the development of environmental stress and socio-economic crisis.

Course Outcome: The learner will be familiar with of climate change, pandemics, epidemics through the texts and prevent another outbreak in the future and preparedness for any such ecological disasters.

Unit I:	Slavoj Zizek	- <i>Pandemic! Covid 19 shakes the world.</i>
Unit II:	Lawrence Wright	- <i>The Plague year: America in the times of Covid.</i>
Unit III :	Kim Stanley Robinson	- <i>Forty Signs of Rain.</i>
Unit IV:	J.G. Ballard	- <i>The Drowned World .</i>
Unit V:	David Arnold	- <i>Colonizing the Body.</i>

Texts:

1. Zizek, Slavoj. *Pandemic: Covid-19 Shakes the World*: New York: OR Books.2020.
2. Wright Lawrence. *The Plague Year: America in the Times of Covid*: U.K: Penguin,2021.
3. Robinson, Kim Stanley. *Forty Signs of Rain*. U.K: Harper Collins, 2004.
4. Ballard, J.G. *The Drowned World*. U.K: Berkley Books, 1962.
5. Arnold David. *Colonizing the Body:State Medicine and Epidemic Disease in Nineteenth Century India*. London: University of California Press. 1993.

Recommended Reading:

- Jack,John Griffith Chaney London. *The Scarlet Plague*. London:Macmillan 1912;
- Gulisano P.Pandemic -*From the Plague to the Avian Flu: History,Literature Medicine*.(in Italian) Milano” Ancora;1914
- Crawford,R. *Plague and pestilence in literature and art*. Oxford:The Clarendon Press,1914 (Google Scholar)

- Cooke J. *Legacies of Plague in Literature Theory and Film*. Houndmills (U.K): Palgrave Macmillan:2009.
- Watts: S.J. *Epidemics and History: Disease, power and Imperialism*. London: Yale University Press; 1997.
- Koshy, Yohann. '*Pandemic by Slavoj Zizek Review-The Philosopher Provides His Solution*'. The Guardian London. Retrieved 5 June 2020.
- Horton, Richard. *After Covid-19 is an a 'Alternate Society Possible?'* The Lancet. 395. 30th May, 2020.
- Kremer, Attay. '*Spirit is a virus*'. A Review of Pan(dem)ic! International Journal of Zizek Studies.
- Saramago, Jose. *Blindness*. Portugal: Caminho, First publ.1995,publ. In English 1997.
- Chen, Mike. *A Beginning at the End*. California. Harper Collins, 2020.
- Wright, Lawrence. *The End of October*. U.S.A: Knopf; First Edition.2020.

Elective Paper : (ENG-E-IV-4-J)
Paper No. XVIII--J
Introduction to Dalit Studies

Assignment/ Sessional: 20 Marks

Credits: 4

Semester Exam: 80 Marks

Objectives :

The present course seeks to constructively explore and critique the socio-cultural and historical-political roots of the exclusion and marginalization of Dalits, Adivasis, women, minorities etc. through their literary, intellectual and discursive practices. It intends to acquaint the students with the possibilities of research in formulating the Dalit discourse to contribute to the ongoing cultural-political debate and locate the probable spaces for the Dalit expression. The course also intends to enable the students to adopt multidisciplinary modes of enquiry as the discipline of Dalit Studies demands the methodologies from social sciences and cultural studies to read and interpret creative articulation of the socially excluded and marginalized communities.

Course Outcome:

- The students will be able to explore and critique the socio cultural and historical political roots of oppression of the Dalits and Marginalization.
- They would explore the possibilities of research in formulating a comprehensive Dalit Discourse.
- The students will learn to adopt the multidisciplinary modes of inquiry in research in Dalit studies.
- They would understand the significance of Phule and Ambedkar's role in the movement of Dalit emancipation.
- They would learn to contribute creatively in the ongoing debates and discourses on Dalit issues.
- The students will also understand various creative articulations like Cinema and Drama apart from fictional and non-fictional writing.

Unit 1: Theory

10 Lectures

a. B. R. Ambedkar: *Castes in India*

Unit 2: Auto narrative

10 Lectures

a. Babytai Kamble: *The Prisons We Broke*

Unit3: Poetry

10 Lectures

(From: *Poisoned Bread*, Ed. Arjun Dangle)

a. Namdeo Dhasal: *Hunger*

b. Baburao Bagul: *You Who have Made the Mistake*

c. Daya Pawar: *Blood- Wave*

(From: *From Those Stubs, Steel Nibs are Sprouting*, Ed. K. Satyanarayana and Susie Tharu)

d. Challapalli Swaroopa Rani: *Water*

(From: *No Alphabet In Sight*, Ed. K. Satyanarayana and Susie Tharu)

e. S. Joseph: Identity Card

Unit 4: Theatre

10 Lectures

a. Datta Bhagat: *Routes and Escape Routes*

Unit 5: Discourse

10 Lectures

a. Suraj Yngde: *Caste Matters: Chapter 1*

Unit 6: Cinema (Internal Assessment)

10 Lectures

a. Nagraj Manjule: *Sairat*

b. Mari Selvaraj: *Karnan*

c. T. J. Gnanavel: *Jay Bhim*

(Students would write an article in 500 words on any one of the above films)

Recommended Reading :

1. *Dr. Babasaheb Ambedkar Writings and Speeches* Vol. 1-14. Mumbai, Education Department, Govt. of Maharashtra.
2. Satyanarayana, K & Tharu, Susie (2013) *From those Stubs Steel Nibs are Sprouting: New Dalit Writing from South India*, Dossier 2: Kannada and Telugu, New Delhi: Harper Collins, India.
3. Satyanarayana, K & Tharu, Susie (2011) *No Alphabet in Sight: New Dalit Writing from South India*, Dossier 1: Tamil and Malayalam, Penguin Books India.
4. *Untouchable!: Voices of the Dalit Liberation Movement*, by Barbara R. Joshi, Zed Books, 1986.
5. *Dalits and the Democratic Revolution* -- Dr. Ambedkar and the Dalit Movement in Colonial India, by Gail Omvedt. 1994, Sage Publications.
6. *The Untouchables: Subordination, Poverty and the State in Modern India*, by Oliver Mendelsohn, Marika Vicziany, Cambridge University Press, 1998,
7. *Dalit Identity and Politics*, by Ranabira Samaddara, Ghanshyam Shah, Sage Publications, 2001.
8. *Journeys to Freedom: Dalit Narratives*, by Fernando Franco, Jyotsna Macwan, Suguna Ramanathan. Popular Prakashan, 2004.
9. *Towards an Aesthetic of Dalit Literature*, by Sharankumar Limbale. 2004, Orient Longman.
10. *From Untouchable to Dalit – Essays on the Ambedkar Movement*, by Eleanor Zelliot. 2005, Manohar.

11. *Dalit Politics and Literature*, by Pradeep K. Sharma. Shipra Publications, 2006.
12. *Dalit Visions: The Anti-caste Movement and the Construction of an Indian Identity*, by Gail Omvedt. Orient Longman, 2006.
13. *Dalits in Modern India – Vision and Values*, by S M Michael. 2007, Sage Publications.
14. *Debrahmanising History : Dominance and Resistance in Indian Society*, by Braj Ranjan Mani. 2005. Manohar Publishers and Distributors.

Paper – (ENG-RP-IV-5)
Paper No. XVI
Research Project

Assignment: 100 Marks

Credits : 4

Objectives:

- To make them understand the limitations of their proposed research and further scope.
- To enable them to formulate list of primary and secondary sources.
- To familiarize them with the research methodologies relevant to their research topic.
- To enable them to build befitting arguments pertaining to their topic.
- To enable them to prepare relevant bibliography.

Course Outcome:

- The learners will locate the broader area for conducting research within the discipline
- They will prepare the list of primary and secondary sources.
- They will formulate the objectives and pertinent hypothesis.
- They will attempt to build relevant arguments.
- They will prepare relevant bibliography
- They will compile a dissertation and submit to the concerned supervisor

Writing a Research Dissertation

(In not more than 100 pages)

- The students are expected to write a research paper not less 2000 words on any topic / literary text of their choice.
- The teacher is expected to deliver general ideas / lectures on how to write a research article / paper.
- The teacher will deliver lecture on specific research topics as expected by students.
- They will prepare the list of primary and secondary sources.

Recommended Readings:

- Silverman, D. (2004) *Doing Qualitative Research: A Practical Handbook, Second Edition*. London: Sage.
- Silverman, D. (2006) *Interpreting Qualitative Data: Methods for Analyzing Talk Text and Interaction, Third Edition*. London: Sage.
- Thody, A. (2006) *Writing and Presenting Research*. London : Sage.