



Swami Ramanand Teerth Marathwada University, Nanded

School of Language, Literature and Culture Studies

Department of English

Syllabus for M.A. (English) – Parts – I and II (CBCS)

To be Introduced from the Academic Year 2019-20

Sr. No.	Course	Titles of the Course	Credits Allotted
Semester – I			
1.	Core Courses EN-CC-1	Core Courses EN-CC-1 Phonetics and Phonology	4
2.	EN-CC-2	EN-CC-2 Forms of Literature – Poetry and Drama	4
3.	EN-CC-3	EN-CC-3 Academic Writing and Presentation	4
4.	Subject Electives EN-SE-4 (A)	Subject Electives EN-SE-4 (A) American Literature: Poetry and Drama	4
5.	EN-SE-4 (B)	EN-SE-4 (B) British Literature: Poetry and Drama	
6.	EN-SE-4 (C)	EN-SE-4 (C) Theory of Translation	
7.	EN-SE-4 (D)	EN-SE-4 (D) Indian English Literature: Poetry and Drama	
8.	EN-SE-4 (E)	EN-SE-4 (E) Gender Studies – Poetry and Drama	
EC-V-I		Viva –Voce – I	2
Two credits are to be earned by the students of Semester – II from the Departments of Marathi / Spanish / French or from other school.			2
Total Credits for Semester – I			20

Semester – II			
9.	Core Courses EN-CC-5	Core Courses EN-CC-5 The Structure of Modern English	4
10.	EN-CC-6	EN-CC-6 Forms of Literature – Prose and Fiction	4
11.	EN-CC-7	EN-CC-7 Linguistics and Sociolinguistics	4
12.	Subject Electives EN-SE-8 (A)	Subject Electives EN-SE-8 (A) American Literature: Prose and Fiction	4
13.	EN-SE -8 (B)	EN-SE-8 (B) British Literature: Prose and Fiction	
14.	EN-SE-8 (C)	EN-SE-8 (C) Practice of Translation	
15.	EN-SE -8 (D)	EN-SE-8 (D) Indian English Literature: Prose and Fiction	
16.	EN-SE-8 (E)	EN-SE-8 (E) Gender Studies – Prose and Fiction	
EC-V-II		Viva –Voce – II	2
Two credits are to be earned by the students of Semester – II from the Departments of Marathi / Spanish / French or from other school.			2
Total Credits for Semester – II			20
Semester – III			
17.	Core Courses EN-CC-9	Subject Electives EN-CC-9 Literary Theory – I	4
18.	EN-CC-10	EN-CC-10 English Language Teaching	4
19.	EN-CC-11	EN-CC-11 Cultural Studies – I	4
20.	Subject Electives EN-SE-12 (A)	Subject Electives EN-SE-12 (A) Comparative Literature – I	4
21.	EN-SE-12 (B)	EN-SE-12 (B) Special Author - Jane Austen	
22.	EN-SE-12 (C)	EN-SE-12 (C) Indian Literature in English Translation – Poetry and Drama	
23.	EN-SE-12 (D)	EN-SE-12 (D) Literature of Protest – Poetry and Drama	
24.	EN-SE-12 (E)	EN-SE-12 (E) Film Studies – I	
EC-MCQ-III		MCQ-based Examination – III	2
Two credits are to be earned by the students of Semester – II from the Departments of Marathi / Spanish / French or from other school.			2
Total Credits for Semester – III			20

Semester- IV			
25.	Core Courses EN-CC-13	Core Courses EN-CC-13 Literary Theory – II	4
26.	EN-CC-14	EN-CC-14 English Literature Teaching	4
27.	EN-CC-15	EN-CC-15 Cultural Studies – II	4
28.	Subject Electives EN-SE-16 (A)	Subject Electives EN-SE-16 (A) Comparative Literature – II	4
29.	EN-SE-16 (B)	EN-SE-16 (B) Special Author – Amitav Ghosh	
30.	EN-SE-16 (C)	EN-SE-16 (C) Indian Literature in English Translation – Prose and Fiction	
31.	EN-SE-16 (D)	EN-SE-16 (D) Literature of Protest – Prose and Fiction	
32.	EN-SE-16(E)	EN-SE-16(E) Film Studies-II	
EC-MCQ-IV		MCQ-based Examination – IV	2
Two credits are to be earned by the students of Semester – II from the Departments of Marathi / Spanish / French or from other school.			2
Total Credits for Semester – IV			20
Total Credits for Entire MA			80

Intra-School / Inter-School Open Elective Courses for Semester - I

The following Intra-School Elective Courses can be opted for by the students of MA (Marathi) Semester – I of the SLLCS and the Inter-School Elective Courses can be opted for by the students of Semester – I of any other school.

1.	Open Elective (OE) Courses Intra-School Course EN-OE-1	Open Elective (OE) Courses Intra-School Course EN-OE-1 World Literature in Marathi Translation (Poetry)) अनुवादित जागतिक साहित्य -कविता) (मराठी)	2
2.	Inter-School Courses EN-OE-2	Inter-School Courses EN-OE-2 The Constitution of India – I	2
3.	EN-OE-3	EN-OE-3 Communications Skills – I	
4.	EN-OE-4	EN-OE-4 Dalit Poetry in English Translation	

Intra-School / Inter-School Open Elective Courses for Semester - II

The following Intra-School Elective Courses can be opted for by the students of MA (Marathi) Semester – I of the SLLCS and the Inter-School Elective Courses can be opted for by the students of Semester – I of any other school.

These courses have been designed in such a manner that students can opt for these courses without

having done the corresponding earlier courses.			
5.	Open Elective Courses Intra-School Course EN- OE5	Open Elective Courses Intra-School Course EN-OE-5 World Literature in Marathi Translation (Drama) (अनुवादित जागतिक साहित्य- नाटक (म)राठी (2
6. 7. 8.	Inter-School Courses EN-OE-6 EN-OE-7 EN-OE-8	Inter-School Courses EN-OE-6 The Constitution of India – II EN-OE-7 Communications Skills – II EN-OE-8 Dalit Drama in English Translation	2

Intra-School / Inter-School Open Elective Courses for Semester - III

The following Intra-School Elective Courses: Courses can be opted for by the students of MA (Marathi) Semester – II of the SLLCS and the Inter-School Elective Courses can be opted for by the students of Semester – II of any other school.

These courses have been designed in such a manner that students can opt for these courses without having done the corresponding earlier courses.

9.	Open Elective Courses Intra-School Course EN-OE-9	Open Elective Courses Intra-School Courses EC-OE- World Literature in Marathi Translation (Prose) अनुवादित)जागतिक साहित्य- गद्यम) (राठी(2
10. 11. 12.	Inter-School Courses EN-OE-10 EN-OE-11 EN-OE-12	Inter-School Courses EN-OE-10 The Constitution of India – III EN-OE-11 Communication Skills – III EN-OE-12 Dalit Prose in English Translation	2

Intra-School / Inter-School Open Elective Courses for Semester - IV

The following Intra-School Elective Courses can be opted for by the students of MA (Marathi) Semester – III of the SLLCS and the Inter-School Elective Courses can be opted for by the students of Semester – III of any other school.

These courses have been designed in such a manner that students can opt for these courses without having done the corresponding earlier courses.

13.	Open Elective Courses Intra-School Course EN-OE-13	Open Elective Courses Intra-School Courses EN-OE-13 World Literature in Marathi Translation (Fiction))अनुवादित जागतिक साहित्य-कादंबरी) (मराठी (2
14. 15. 16.	Inter-School Courses EN-OE-14 EN-OE-15 EN-OE-16	Inter-School Courses EN-OE-14 The Constitution of India – IV EN-OE-15 Communication Skills– IV EN-OE-16 Dalit Fiction in English Translation	2

Total Number of Credits	-	Core Papers and Subject Electives = 72 Open Electives = 8 Total Number of Credits= 80
Total Marks	-	2,000

Master of Arts in English of 4 semester duration (two years). This programme is meant for those who have completed their bachelor's degree like B.A English included as Core Course.

Programme Outcome

PO – 1 This Programme is oriented towards developing literary values, perspectives, linguistic skills and aesthetic sensitivity essential for an academician / professional in the making. The programme introduces students to the various genres and periods in literature.

PO – 2 The Course is predominantly based on the canons of English literature; however, it also gives critical orientation of the idea of canon. Besides aiming at the linguistic skill and sensibility, the programme a wide range of opportunities aims at providing them with in the emerging areas such as translation studies, cultural studies, comparative literature, film studies, etc. Various courses such as Academic Writing, English Language Teaching, Sociolinguistics, Translation Studies will provide them with an opportunity of developing professional skills.

PO–3 At the end of the programme, a post-graduate student is expected to have developed literary sensibility as well as certain professional skills. S/he is also expected to have enhanced her/his employability.

Programme-Specific Outcome:

At the end of the programme, the students are expected to have earned the following skills:

- PSO–1 The students should be able to have fairly good knowledge of various genres of literature;
- PSO–2 They should also be able to have grounding in the domain of language studies;
- PSO–3 They should also be able to teach English literature and language at a UG level
- PSO–4 They should also be able to qualify SET and NET in English *and*
- PSO– They should be able think critically.

Semester— I

EN-CC-1: Phonetics and Phonology

Rationale:

With the increased focus on the learner in learner-centered approaches and with the continuing emphasis on the communicative aspect of language teaching, it becomes necessary to incorporate pronunciation with other language skills. This has resulted in pronunciation being linked mainly to speaking and listening. Hence, phonetics and phonology play a major role in the teaching and learning of language. Phonology is the study or description of the distinctive sound units (phonemes) of a language and their relationship to one another. This branch of linguistics is concerned with how phonemes and their allophones operate in different phonological systems.

Objectives:

- To acquaint the students with the basic principles of the study of language.
- To familiarize them with the phonological aspect of language.
- To enable them to use English language correctly, appropriately, and accurately.

Course Outcomes:

- C O 1. The learners knew how a language emerges as one of the branches of knowledge.
- C O 2. The students are get familiarized with the British Received pronunciation.
- C O 3. The ability to use with correct pronunciation, stress and intonation is the major gain.

Course Contents:

Part-I

(A) Concepts in Language:

- (i) What is language? The nature of language: definition of Language:
Language as a system of communication: Animal and human communication.
- (ii) Varieties of English language.e: Regional: British, American, Indian, Australian, African, etc.
Registral: Journalism, Business, Law, Science, Agriculture, Religion, Education, Criticism, Politics, etc.
Formal and Informal English
- (iii) Various Approaches to Language
 - (a) Traditional Approach
 - (b) Structural Approach
 - (c) Cognitive Approach

- (iv) Dimensions of Linguistics
- (v) Levels of Linguistic analysis: Phonological, Morphological, Lexical
Syntactic and Semantic

Part-II

(B) Basic Concepts in English Phonology:

Phonetics and Phonology: Phonemes and Allophones

Spoken English in India.

The Organs of Speech.

The English Consonants

The Syllable and its Structure:

Phonetic transcription,

Word Accent

Features of connected Speech: Accent, Rhythm and Intonation:

Elision and Assimilation

Essential Reading:

- Bansal, R.K. and J. B. Harrison. *Spoken English*. Orient Longman, 1984.
- Sethi, J., and P. V. Dhemeja. *A Course in Phonetics and Spoken English*. Prentice Hall, 1989.
- O'Conner, J.D. *Better English Pronunciation of English*. CUP, 2000.

Recommended Reading:

- Balasubramayam, T. *A Textbook of Phonetics for Indian Students*. Macmillan, 1984.
- Jones, Daniel. *English Pronouncing Dictionary*. EUP, 2000.

EN-CC – 2- Forms of Literature – Poetry and Drama

Rationale:

Through the works selected, the course, aims to expose the learners to the correlation of the time-spirit and its reflection in the different literary manifestations. The selection of the works, in the genre specific, is done on the basis of its importance in the field of world literature.

Objectives:

- To appraise the learner with the relevance and impact of the work on the epoch particular;
- To familiarize the learner with the social evils and its impact on the human psyche;
- To demonstrate the importance of egalitarian ideology.

Course Outcomes:

- C O 1. The students get familiarized with the temper of time with all its hues and its consequences / impact on the then society and its relevance/application with the present one.
- C O 2. The accommodative culture can be had only through patient listening to the varied voices is the lesson the learners receive.
- C O 3. The learners understand the evils of the discrimination in the name of gender.

Course Contents:

Poetry

- i) Geoffrey Chaucer – *The General Prologue*
- ii) Alice Walker- *First, They Said, Each One, Pull One, Remember?*

Drama

- i) Henrik Ibsen – *A Doll's House*
- ii) Wole Soyinka – *A Dance of the Forests*

Essential Reading:

- Koff, Leonard Michael. *Chaucer and the Art of Story Telling*. University of California.
- Williams, R. *Drama from Ibsen to Brecht*. Penguin, 1981.
- Sundquist, Eric J. *To Wake the Nation: Race in the Making of American Literature*. Harvard University Press, 1993.
- Bamber, Gascoigne (1962). *Twentieth Century Drama*. London: Hutchinson,

Recommended Reading:

- Abrams, M.H. *The Mirror and the Lamp*. OUP, 1972.
- Kaul, A.N. *The American Vision*. Yale University Press, 1970.
- Judt, Tony. *Language, Nation and State: Identity Politics in a Multilingual Age*. Palgrave Macmillan, 2004.

EN – CC- 3 Academic Writing and Presentation

Rationale:

Academic writing has its own importance and use for the students of language and literature. It provides an access to Basics of writing skills along with analytical writing and other components of Academic writing. Learning Academic writing is practically useful for the students to meet the challenges of studies and research. It helps the student to make their writing technically perfect. Learning presentation skills is practically beneficial for the students to achieve their all round development. It will prepare students for the job market in the new global order. Development of presentation skills and personality is becoming increasingly important, as there is intense competition for the posts available. Hence, the inclusion of Presentation skills along with Academic writing, in the postgraduate course can enhance their performance.

Objectives:

- To introduce students to Academic writing.
- To make the learners aware about Basics of Writing skill.
- To enable the students to prepare their Resume and CV.
- To acquaint the students with Analytical writing.
- To help students to use the Reference skills effectively.
- To develop clarity of presentation, both through speech and writing.
- To get better insight into one's responsibility and personal style.

Course Outcomes:

At the end of the successful completion of the course, the student will be able to ..

C O 1. Understand the basics of writing skills and reference skills.

C O 2. Master the analytical writing and Research paper writing.

C O 3. Write C.V. and Resume with perfection.

C O 4. Know the presentation skill and Integration of skills.

Course Contents:

Unit-I Basics of Writing Skill

1. Sentence Construction
2. Unity
3. Coherence
4. Paragraph Design

Unit-II Analytical Writing

1. Note Making
2. Note Taking
3. Summarizing

Unit- III Writing Resume and CV

Unit- IV Reference Skills

1. Dictionary
2. Periodicals
3. Encyclopaedia

4. E Recourses, E-books E- Journals

Unit: V Presentation Skills

1. Presentation skills- concept and practice
2. Pair Discussion
3. Group Discussion
4. Interview Techniques

Unit: VI Integration of Skills

1. Use of Technology in communication
2. PPT presentation
3. Time management

Unit-VII Writing of a Research Paper

1. Requirements of a Research Paper
2. Abstract
3. Selection of Topic
4. Format and Components of a Research Paper
Bibliography

Essential Reading:

- Baily, Stephen. *Academic Writing, A Handbook for International Students*. Routledge.2011.
- Eastwood, John. *Oxford Guide to English Grammar*. NewDelhi: OUP,2004.
- Swales, John and Christine Feak. *Abstracts and the Writing of Abstracts*. University of Michigan Press ELT.2009.

Recommended Reading:

- Caplan, Nigel. *Grammar Choices for Graduate and Professional Writers*.University of Michigan Press.ELT.2012.
- Greenbaum, S. *The Oxford English Grammar*. New Delhi: OUP.,1994.
- Gupta, Renu. *Course in Academic Writing*. New Delhi: Orient Blackswan,2010.
- Hewings, Martin. *Advanced English Grammar*. New York: Cambridge University Press.1999.

EN-SE- 4 (A) American Literature: Poetry and Drama

Rationale:

Besides the British Literature, it is essential in the contemporary literary scenario to learn different literatures in English. American literature is one significant branch of English literature. Learning American literature offers the learner insight into the literature produced in America with its socio-cultural and political contexts. Access to American Poetry and Drama allows a student to see the linkages, contacts and conflicts between different literatures and cultures. Hence, the inclusion of American literature in the postgraduate course of English can only enhance the understanding and research capacity of students of literature and culture studies.

Objectives:

- To introduce students to the socio-cultural scene of America through literary texts.
- To sensitize students about racial and gender politics.
- To make the learners aware of the social, cultural, and psychological implications of fiction in the American context.

Course Outcomes:

At the end of the successful completion of the course, the student will be able to

- C O 1. Know about racial and gender politics.
- C O 2. Be aware of the social, cultural, and psychological implications of fiction in the American context.
- C O 3. Analyse the basic issues in the study of drama regarding stagecraft, performance and dramatic devices.

Course Contents:

Unit -I Poetry

- (i) Robert Frost :
 - 1. The Death of the Hired Man
 - 2. After Apple Picking
 - 3. Stopping by Woods on a Snowy Evening
- (ii) Emily Dickinson:
 - 1. Success is Counted Sweetest
 - 2. I Died for Beauty
 - 3. Because I Could Not Stopped for Death
- (iii) Langston Hughes:
 - 1. The Negro Speaks of a River
 - 2. I Too
 - 3. Democracy

Unit- I Drama

- (i) Eugene O'Neill: *The Emperor Jones*
- (ii) Tennessee Williams: *The Glass Menagerie*
- (iii) Edward Albee: *The American Dream*

Essential Reading:

- Baym, Nina, Ed. *The Norton Anthology of American Literature*. New York: W.W. Norton & Company, 2007.
- Lawrence Levine. *Black Culture and Black Consciousness*. Oxford: OUP, 1977.

- Matterson Stephen. *The Essential Glossary American Literature*. New York: Arnold Oxford University Press:2003.
- Richardson , Mark. Ed. *The Cambridge Companion for American Poets*. Cambridge University Press, 2015.

Recommended Reading:

- Bendixen, Alfred and Stephen Burt.Ed. *Cambridge History of American Poetry*. Cambridge University Press, 2014.
- Bratton, J.S. *New Reading in Theatre History; Theatre and Performance Theory* Cambridge: Cambridge University Press, 2003.
- Gray, Richard. *A History of American Literature*. Blackwell,2004.
- Spiller, Robert E, et.al. *Literary History of the United States*.3rd ed. NewYork: Macmillan,1963.
- Van Doren, Carl, et. al., Eds. *The Cambridge History of American Literature*. New York: Macmillan Pub., 1971.

EN-SE-4 (B) British Literature: Poetry and Drama

Rationale:

This course attempts to expose the learners to the time- spirit the works were composed in. The study of the various genres of British literature allows students to develop new ideas and ethical standpoints about the English society, the then existing ideology, and can help them to develop their stand-point. The universality of the temper of the works is another important gain, the learners receive.

Objectives:

- To facilitate learners to gain insight into the development of British Poetry and Drama
- To enable them to comprehend literary works in the historical context
- Provide students with the opportunity to study literature within its cultural contexts
- To gain insight and enrich experience of learners while reading British literature.

Course Outcomes:

- C O 1. The learners would be able to critically evaluate and appreciate texts under study through literary criticism
- C O 2. They will be able to analyse the texts in the light of contemporary theories
- C O 3. They will learn to examine the subtle nuances of the works under study
- C O 4. The learners will be able to comment upon the contemporary relevance of these works

Course Contents:

I Poetry:

1. John Milton: *On My Blindness*
2. John Donne: *The Cannonization*
3. Alexander Pope: *Rape of the Lock*
4. John Keats: *Ode to the Nightingale*
5. T. S. Eliot: *Love Song of J. Alfred Prufrock*

II Drama:

1. Christopher Marlowe: *Dr Faustus*
2. William Congreve: *The Way of the World*
3. John Osborne: *Look Back in Anger*

Essential Reading:

- Nicholas Potter (2000). *Metaphysical Poetry*. Cambridge: CUP.
- Prasad, Amae Nath. *British and Indian English Literature: A Critical Study*. New Delhi: Sarup and Sons, 2007.
- Bamber, Gascoigne (1962). *Twentieth Century Drama*. London: Hutchinson.

Recommended Reading:

- James Thorpe (1983) *John Milton: The Inner Life*. San Marino, CA: Huntington Library
- Michael Bryson (2004) *The Tyranny of Heaven: Milton's Rejection of God as King*. Newark: University of Delaware Press
- Harold Bloom (2009) *John Donne BMP Series*. Infobase Publishing.

EN-SE-4-C Theory of Translation

Rationale:

This course aims at fulfilling the need for a systematic approach to the theory of translation. Focusing on the various dimensions of translation, it addresses the theory of equivalence. The course will help the students hone their skill of translation at the basic level.

Objectives:

- Introduce major stages in the development of translation studies.
- Familiarize the students with the theory and practice of translation.
- Enable the students to understand the some critical issues such as gender.

Course Outcomes:

- C O 1. The students are enabled to comprehend the idea and history of translation.
- C O 2. The students are enabled to understand the basic issues in translation studies.
- C O 3. The students get aware the gains and limitations of translation.

Course Contents:

I] What is Translation Studies?

- i) The Concept of translation
- ii) A Brief History of Translation
- iii) The Scope of Translation Studies
- iv) Development since the 1970s

II] Basic Issues in Translation

- i) Culture and Translation
- ii) Philosophy and Translation
- iii) Linguistics and Translation
- iv) History and Translation
- v) Politics and Translation
- vi) Ideology and Translation

III] History of Translation Theory

A) Translation Theory before the Twentieth Century

- i) 'Word-for-word' or 'sense-for-sense'?
- ii) The Romans
- iii) Bible Translation
- iv) Early Theorists
- v) The Renaissance
- vi) Faithfulness, spirit and truth
- vi) Early attempts at systematic translation theory: Dryden, Dolet and Tytler
- vii) Schleiermacher and the valorization of the foreign
- viii) Translation theory of the nineteenth and early twentieth centuries in Britain
- ix) Towards contemporary translation theory

B) History of Translation in India

- i) Translation in Pre-colonial India
- ii) Translation in Colonial India
- iii) Translation in Post-colonial India

Essential Reading:

- Baker, Mona. *In Other Words: A Course book in Translation*. New York: Routledge, 1992.
- Bell, Roger T. *Translation and Translating Practice*. London: Longman, 1991.
- Hatim, Basil and Jeremy Munday. *Translation: An Advanced Resource Book*. London: Routledge, 2004.
- Munday, Jeremy. *Introducing Translation Studies*. London: Routledge, 2001.
- Niranjana, Tejaswini. *Siting Translation: History, Post-Structuralism, and the Colonial Context*. Hyderabad: Orient Longman, 1995.

Recommended Reading:

- Bassnett, Susan and Harish Trivedi. *Post-Colonial Translation: Theory and Practice*. London and NY: Routledge, 1999.
- Piotr Kuhiwczak and Karin Littau. *A Companion to Translation Studies*. Clavedon: Multilingual Matters Ltd, 2007.
- Simon, Sherry. *Gender in Translation: Cultural Identity and the Politics of Translation*.
- Talgeri, P and Verma. SB. *Literature in Translation from Cultural Transference to Metonymic Displacement*. Mumbai: Popular Prakashan, 1988.
- Venuti, Lawrence. *The Translator's Invisibility*. London: Routledge, 1995.

EN-SE-4 (D) Indian English Literature: Poetry and Drama

Rationale:

Indian Writing in English refers to literature written in English by Indian authors. The origin of Indian literature is traced back to the end of 18th century and the beginning of 19th century. The literary works reflect the socio-political ethos of the era. Indian writers used novel as a form of social document from its beginning till date. The various genres in the course have the foundation of socio-political, cultural reality of India. The course will introduce the students the growth and development of English in the pre- and post-independent Indian society.

Objectives:

- To enable the students to approach the various literary forms, the characteristic features of the pre- and post-independence period and the literary works of the Indian Literature in English.
- To introduce the students to the socio-cultural aspects of Indian Literature in English.
- To familiarize the students with the major representative works of various genres of Indian literature in English.
- To enable the students to know the main currents of development in English writing in India.

Course Outcomes:

- C O 1. The students get acquainted with the various literary forms and the characteristic features of the pre- and post-independence period.
- C O 2. The students comprehend the socio-cultural temper in the pre and post-independence literary manifestations.
- C O 3. The development in the above spheres is the major exposure the learners are acquainted with.

Course Contents:

Poetry:

- Rabindranath Tagore: *Gitanjali*: First Five Sonnets, “Where the Mind is Without Fear”
- Nissim Ezekiel: “Enterprise”, “Background Casually”, “Poet, Lover, and Bird-watcher”, “Goodbye Party for Miss. Pushpa T. S.”

Drama:

1. Girish Karnad: *Flowers*
2. Asif Currimbhoy: *An Experiment with Truth*

Essential Reading:

- Tagore, Rabindranath. *Gitanjali*. Macmillan, 2004.
- Agrawal, Krishna Avtar. *The Best Plays of Asif Currimbhoy : A Critical Study*. Book Enclave Publishers, 2007.
- Mukherjee, Tutun. *Girish Karnad's Plays: Performance and Critical Perspective*. Pencraft International, 2006.
- Wadikar Shailaja B. *Girish Karnad: A Contemporary Playwright*. Atlantic, 2016.

Recommended Reading:

- Naik, M. K. *Aspects of Indian Writing in English*. Orient Longman, 1998.
- Iyengar. K.R.S. *Indian Writing in English*. Asia Publishing House, 1962.
- Mc Cutchion, David. *Indian Writing in English, Critical Essays*. Writers' Workshop, 1969.

EN-SE-4 (E) Gender Studies- Poetry and Drama

Rationale:

The Course aims at sensitizing the young minds about the effect of discrimination in the name of gender. How does language and location affect or otherwise the issue is the concern. To arrive at a clear understanding of the hues of gender discrimination in different language and locale the texts have been chosen.

Objectives:

- To show how gendered upbringing shape personality and character;
- To expose the students to the velvet the victim showed against the oppression;
- To stress the relevance of gender equality .

Course Outcomes:

- C O 1. The students become aware of the evils of discrimination in the name of gender.
C O 2. The learners get conscious of the value of woman's assertion as a person.
C O 3. Simultaneously, they understand the importance of gender equality as an essential need for strengthening social equality.

Course Contents:

Poetry

- i) Imtiaz Dharker – *Purdah-1, Honor Killing, Prayer*
- ii) Meena Kandasamy- *Shame, Touch, We Will Rebuild Worlds*

Drama

- i) G.B. Shaw – *Saint Joan*
- ii) Dina Mehta – *Getting away with Murder*

Essential Reading:

- Loomba, Ania. *Race, Gender and Renaissance Drama*. New Delhi: Oxford India, 1992.
- Bamber, Gascoigne (1962). *Twentieth Century Drama*. London: Hutchinson.
- Forbes, Geraldine. *Women in Modern India*. New Delhi: Foundation Books, 1996.
- King, Bruce. *Modern Indian Poetry in English*. OUP, 2005.

Recommended Reading:

- Gaskell, Ronald. *Drama and Reality*. Routledge and Kegan Paul, 1972.
- Jasbir Jain and Sudha Rai. *Films and Feminism: Essays in Indian Cinema*. Jaipur: Rawat Publications, 2002.
- Millett, Kate. *Sexual Politics*. New York Doubleday. 1970.

Semester— II

EN-CC-5 The Structure of Modern English

Rationale:

Teaching and learning of grammar is essential to give the learner the sense of correctness, style and effectiveness in language use. Grammar is the key to all learning. The course deals with various units of grammar such as morpheme, word, phrase, clause, sentence and discourse. It also covers concepts like grammaticality, acceptability, appropriateness and ambiguity.

Objectives:

- To acquaint the students with the basic principles of the study of language.
- To familiarize them with the morphological, lexical, syntactic and semantic aspects of language.
- To help them acquire the language skills: listening, speaking, talking, and writing effectively and efficiently.
- To enable them to use English language correctly, appropriately, and accurately.

Course Outcomes:

- C O 1. The learners develop command over the language through knowing its basic structures.
- C O 2. The students are introduced to the morphological, lexical, syntactic and semantic aspects of language and they get familiarized with them.
- C O 3. At the same time the students become able to handle the language grammatically correct.

Part-I

(A) Concepts in English Syntax

The Structure of Noun Phrase and Verb Phrase, Prep. Phrase, Adjective Phrase, and Adverb Phrase

Clause and Sentences: Simple, Complex Sentences (Simple Sentences: Grammatical Functions/ Elements of Clause)

Structures S, V, O, Oi, Cs, Co, A.

Basic clause Types/Sentence Pattern

Concord/ s-v Agreement

Subordination and Co-ordination

Main clause, Subordinate clause: Noun clause, Adverb clause, Relative Clause

Analysis of Multiple Sentence

Part-II

(B) Concepts in Semantic and Other Topics:

- (i) The Notion of Grammaticality and Acceptability
- (ii) Ambiguity

Part- III

Basic Concepts in English Morphology

Affixes, Stems and Roots.

Inflectional Morphology: of the English Nouns, Pronouns, Adjectives, Adverbs and Verbs

Derivational Morphology: Classification of Derivational affixes: Word Formation Processes: Prefixes, Suffixation, Conversion, Compounding, Back Formation, Reduplication, clipping, Blending and Acronymy.

Essential Reading:

- Cheshire, J., editor. *English Around the World*. CUP, 1999.
- Verma, S.K., editor *Modern Linguistics*. OUP, 1989.
- Quirk, Randolph, editor. *A Comprehensive Grammar of English*. Longman, 1985.
- ---. *A University Grammar of English*. Longman, 1973.

Recommended Reading:

- Yule, G. *The Study of Language: An Introduction*. CUP, 1985.
- Geist, Robert. *An Introduction to Modern Grammar*. Macmillan, 1970.
- Crystal, David. *Linguistics*. Penguin, 1971.
- Selkirk, E. O. *The Syntax to Words*. MIT Press, 1982.

EN-CC-6 Forms of Literature – Prose and Fiction

Rationale:

The course aims at to expose the students to representative works in the genre belonging to different lands, times and tempers. The texts included acquire relevance not only in its era but to the present also.

Objectives:

- To appraise the students with the societal transformation;
- To the nature and influence of colonization and caste;
- To familiarize the learners with the response/reaction of the sujugged to the oppressive structures;

Course Outcomes:

- CO1. The learners comprehend the disadvantages of colonization, race and caste.
CO2. At the same time, through the struggle against these structures by the oppressed, make the learners aware of the importance of such move.
CO3. Bring to notice the need of just, humane society.

Course Contents:

Prose

- i) Adrienne Rich – *When We Dead Awaken: Writing as Re-Vision*
- ii) J S Mill – *The Subjection of Women*

Fiction

- i) Chinua Achebe – *Things Fall Apart*
- ii) Omprakash Valmiki – *Salaam, The Killing of a Cow, Amma*

Essential Reading:

- Mukherjee, Meenakshi. *The Twice Born Fiction*. Pencraft International, 2007.
- Bell, Scott Patricia, et. al. *Double Stitch: Black Women Write about Mothers and Daughters*. Beacon Press, 1991.
- Thiong'o, Ngugi wa. *Decolonizing the Mind*. James Currey, 1986.

Recommended Reading:

- Dangle, Arjun ed. *Poisoned Bread: Translations from Modern Marathi Dalit Literature*. Orient Longman, 1992.
- Pawling, Christopher ed. *Popular Fiction and Social Change*. Macmillan, 1984.
- Kuiper, Kathleen. *Prose: Literary Terms and Concepts*. Britannica Educational Publishing, 2012.
- Dass, Veena. *Feminism and Literature*. Prestige, 1995.

EN-CC-7 Linguistics and Sociolinguistics

Rationale:

Sociolinguistics is now a recognised part of linguistics and language modules in most of the courses at university level. It enables the learners to examine the way in which people use language in different social contexts as well as to explain how language affects the day-to-day workings of social relationships in a community. Linguistics is a tool to attempt an in-depth, scientific study of literature. Therefore, a study of linguistics and sociolinguistics is most desirable to sharpen our understanding of life and literature.

Objectives:

- To help the students understand the importance of the systematic study of language in order to enrich their understanding of language and literature.
- To provide them with an opportunity to learn some of the basic issues in linguistics.
- To enable them to enrich their understanding of language and literature.

Course Outcomes:

At the end of the course the students grasp—

C O 1. Some of the basic issues in language.

C O 2. Various elements of linguistics and sociolinguistics.

C O 3. The nature of Indian linguistics and sociolinguistics.

C O 4. The interpretation of literature on the basis of phono-lexico-grammatical constituents of language.

Course Contents:

I – Origins of Language, Writing Systems, Languages of the World, History of Linguistics

II – Elements of Phonology, Morphology, Syntax, Linguistics, Historical Linguistics, Comparative Linguistics, Computational Linguistics, Clinical Linguistics, Corpus Linguistics and Psychoanalysis and Field Linguistics

III Definitions and Scope of Sociolinguistics

ii) Contributions of Valentin N Volosinov, Ferdinand de Saussure, Joshua Fishman, Basil Bernatein, William Labov and Peter Tnudgill

IV) Sociology of Language

- a) Linguistic Variables
- b) Language Contact and Language Change
- c) Language Planning
- d) Bilingualism and Multilingualism
- e) Language Maintenance
- f) Language and Education
- g) Language and Ethnic Groups
- h) Speech Community

- i) Dialect, Idiolect and Diaglossia
- j) Language and Religion
- k) Language and standardisation
- l) Language Planning
- m) Language, Power and Politics

V) Mixtures of Varieties

- a) Code Switching
- b) Code mixing
- c) Borrowing
- d) Pidgins
- e) Creoles

VII) Issues in Indian Sociolinguistics

- a) History of Linguistics in India
- b) Language and Caste
- c) Language and Gender
- d) Sanskrit and Indian Languages
- e) Tribal and Minority Languages
- f) Standardisation of Indian Languages
- g) Bilingualism and Multilingualism in India

Essential Reading:

- Mark Aronoff and Janie Rees-Miller, *The Handbook of Linguistics* Blackwell Publishing Company, Oxford, 2003.
- Sandra Lee McKay, *Linguistics and Language Teaching* Cambridge University Press, Cambridge, 1996.
- Hudson, R. A. *Sociolinguistics*. Cambridge: Cambridge University Press, 1980.

Recommended Reading:

- Miriam Meyerhoff, *Introducing Sociolinguistics*, Oxon: Routledge, 2006.
- Wardhaugh, Ronald, and Janet M. Fuller. *Introduction to Sociolinguistics*. VII Edition. Blackwell, 2015.
- Trudgill, Peter. *Sociolinguistics*. IV Edition. London: Penguin, 2000.

EN-SE- 8 (A) American Literature: Prose and Fiction

Rationale:

American literature is a very significant branch of English literature. Learning American literature provides an opportunity to analyse the social, political and cultural contexts of American literature. Access to American Drama and Prose writing allows a student to see the contact and linkage between different literatures and cultures. It provides an opportunity to know American society in particular and human society in general. Inclusion of American literature at the postgraduate level can only enhance the understanding and research capacity of students.

Objectives:

- To make students familiar with the works of prose and fiction writers in American literature.
- To familiarize them with the African - American voice in prose and fiction.
- To introduce basic issues in the study of fiction in terms of discourse, narrator, narrative techniques and climax.

Course Outcomes:

At the end of the successful completion of the course, the student will be able to

C O 1. Familiar with the works of prose and fiction writers in American literature.

C O 2. Analyse the African - American voice in prose and fiction.

C O 3. Understand basic issues in the study of fiction in terms of discourse, narrator, narrative techniques and climax.

Course Contents:

Unit -I Prose

- i) R.W. Emerson: *Self Reliance*
- ii) Martin Luther king: *I Have a Dream*
- iii) Thoreau : *Civil Disobedience*

Unit – II Fiction

- i) Ernest Hemingway : *The Old Man and the Sea*
- ii) Nathaniel Hawthorne: *The Scarlet Letter*
- iii) Edger Allen Poe : *The Fall of the House of the Usher*

Essential Reading:

- Elliot, Emory and Cathy N. Davison. Eds. *The Columbia History of the American Novel* .New York: Columbia University Press,1991.
- Matterson Stephen. *The Essential Glossary American Literature*. New York: Arnold Oxford University Press.,2003
- Patte, Fred Lewis. *The Development of the American Short Story*. [1960] New York: Harper,1923.

Recommended Reading:

- Lawrence Levine. *Black Culture and Black Consciousness*. Oxford: OUP,1977.
- Baym, Nina, Ed. *The Norton Anthology of American Literature*. New York: W.W. Norton & Company, 2007
- Chase,Richard. *The American Novel and Its Tradition*.GardenCity,N.Y: Doubleday Anchor,1957.

- Gerstenberger Donna and Hendrick, George. *The American Novel*, 2 Vols. Chicago: The Swallow Press, 1961-70.
- Matterson, Stephen. *American Literature*. London: Arnold, A member of the Headline, 2003.
- Van Doren, Carl, et.al., eds. *The Cambridge History of American Literature*. New York: McMillan, 1971.

EN-SE-8 (B) British Literature: Prose and Fiction

Rationale:

This course attempts to expose the learners to the time- spirit the works were composed. The study of the various genres of British literature allows students to develop new ideas and ethical standpoints about the English society, the then existing ideology, and can help them to develop their stand-point. English Studying literature can be an enriching, enlightening experience.

Course Objectives:

- To facilitate learners to gain insight into the development of British Prose and Fiction
- To enable them to comprehend literary works in the historical context
- Provide students with the opportunity to study literature within its cultural contexts

Course Outcomes:

- C O 1. The learners would be able to critically evaluate and appreciate texts under study through literary criticism.
- C O 2. They will be able to analyse the texts in the light of contemporary theories.
- C O 3. They will learn to examine the subtle nuances of the works under study.
- C O 4. The learners will be able to comment upon the contemporary relevance of these works.

Course Contents:

I Prose:

1. Francis Bacon:
Of Travel
Of Friendship
Of Marriage and Single Life
Of Revenge
2. John Ruskin: *Unto this Last*

II Fiction:

1. Jane Austen: *Sense and Sensibility*
2. E M Forster: *A Passage to India*
3. D H Lawrence: *Women in Love*

Essential Reading:

- Kiernan, Michael (Ed.) (2012). *The Oxford Francis Bacon VIII*. Oxford. OUP.
- William Baker (2007) *Critical Companion to Jane Austen: A Literary Reference to Her Life and Work*. Infobase Publishing.
- Clive Wilmer (Ed)(1986) *Unto This Last and Other Writings*. London: Penguin.

Recommended Reading:

- Armstrong, Nancy. *Desire and Domestic Fiction: A Political History of the British Novel*.
- Bradbrook, Frank W. *Jane Austen and her Predecessors*. Cambridge: Cambridge University Press. Paperback Printing. 2010.
- Kermode,F. *Modern British literature*. New York: Oxford University Press.1973.

EN-SE-8-C Practice of Translation

Rationale:

This course aims at fulfilling the need for a systematic approach to the training of translators. Focusing on the practical aspects of translation, the course addresses the theory of equivalence. The course will help the students hone their skill of translation at a higher level.

Objectives:

- This course aims at fulfilling the need for a systematic approach to the training of translators.
- Focusing on the practical aspects of translation, the course addresses the theory of equivalence.
- The course will help the students hone their skill of translation at a higher level.

Course Outcomes:

C O 1. The students should be able to carry out successfully the task of translation;

C O 2. They should be able to understand the theory of equivalence *and*

C O 3. They should be able to understand the way literary translation is carried out.

Course Contents:

I] Theory of Equivalence

- i) Equivalence at Word Level
- ii) Equivalence above Word Level
- iii) Textual Equivalence
- iv) Pragmatic Equivalence

II] Literary Translation

- i) Poetic Translation
- ii) Translation of Prose
- iii) Translation of Dramatic Text

III] Studies in Practical Translation

- i) *A Comparison Between Women and Men: Tarabai Shinde and the Critique of Gender Relations in Colonial India* – Rosalind O’Hanlon
- ii) *Poet of the Underworld* – Dilip Chitre

IV] Practical Translation

- i) Translation of a News Item
- ii) Translation of a Newspaper Article / Editorial
- iii) Translation of a Poem
- iv) Translation of a Short Story
- v) Translation of a Film Script
- vi) Translation of a Scientific Text
- vii) Translation of an Advertisement

Essential Reading:

- Baker, Mona. *In Other Words: A Course Book in Translation*. New York: Routledge, 1992.
- Bell, Roger T. *Translation and Translating Practice*. London: Longman, 1991.
- Chitre, Dilip. *Namdeo Dhasal: Poet of the Underworld*. New Delhi: Navayana, 2007.
- Hatim, Basil and Jeremy Munday. *Translation: An Advanced Resource Book*. London: Routledge, 2004.
- Mundy, Jeremy. *Introducing Translation Studies*. London: Routledge, 2001.

Recommended Reading:

- Bassnett, Susan and Harish Trivedi. *Post-Colonial Translation: Theory and Practice*. London and NY: Routledge, 1999.
- Piotr Kuhiwczak and Karin Littau. *A Companion to Translation Studies*. Clavedon: Multilingual Matters Ltd, 2007.
- Simon, Sherry. *Gender in Translation: Cultural Identity and the Politics of Translation*.
- Talgeri, P and Verma. SB. *Literature in Translation from Cultural Transference to Metonymic Displacement*. Mumbai: Popular Prakashan, 1988.

EN-SE-8 (D) Indian English Literature: Prose and Fiction

Rationale:

Indian Writing in English refers to literature written in English by Indian authors. The origin of Indian literature is traced back to the end of 18th century and the beginning of 19th century. The literary works reflect the socio-political ethos of the era. Indian writers used novel as a form of social document from its beginning till date. The various genres in the course have the foundation of socio-political, cultural reality of India. The course will introduce the students the growth and development of English in the pre- and post-independent Indian society.

Objectives:

- To enable the students to approach the various literary forms, the characteristic features of the pre- and post-independence period and the literary works of the Indian Literature in English.
- To introduce the students to the socio-cultural aspects of Indian Literature in English.
- To familiarize the students with the major representative works of various genres of Indian literature in English.
- To enable the students to know the main currents of development in English writing in India.

Course Outcomes:

- C O 1. The students get acquainted with the various literary forms and the characteristic features of the pre- and post-independence period.
- C O 2. The students comprehend the socio-cultural temper in the pre and post-independence literary manifestations.
- C O 3. The development in the above spheres is the major exposure the learners are acquainted with.

Course Contents:

- | | |
|---|-------------------|
| i) <i>Is Dalit Literature but Human Literature?</i> | Baburao Bagul |
| ii) <i>Our Culture</i> | C. Rajgopalachari |

Novel

- | | |
|--------------------------------|-------------|
| i) <i>Fire on the Mountain</i> | Anita Desai |
| ii) <i>Kanthapura</i> | Raja Rao |

Short Stories by Rabindranath Tagore

- i) "Kabuliwala"
- ii) "The Post Master"

Essential Reading:

- Dangle, Arjun. *Poisoned Bread: Translation from Modern Marathi Literature*. Mumbai: Orient Longman, 1992.
- Roy, Arundhati. *The God of Small Things*. India Ink India, 1997.
- Mukherjee, Meenakshi. *The Twice Born Fiction*. OUP, 1998.
- Tagore, Rabindranath. *Selected Short Stories*. Penguin Books. 1994.

Recommended Reading:

- Naik, M. K. *Aspects of Indian Writing in English*. Orient Longman, 1998.
- Iyengar, K.R.S. *Indian Writing in English*. Asia Publishing House, 1962.
- Mc Cutchion, David. *Indian Writing in English, Critical Essays*. Writers' Workshop, 1969.

EN-SE-8 (E) Gender Studies- Prose and Fiction

Rationale:

The course aims at sensitizing the students about the effects of discrimination in the name of gender. How does language and location affect or otherwise the issue is the concern. To arrive at a clear understanding of the hues of gender discrimination in different language and locale the texts have been chosen.

Objectives:

- To show how gendered upbringing shape personality and character;
- To expose the students to the valour the victim showed against the oppression;
- To stress the relevance of gender equality

Course Outcomes:

- CO 1. The students become aware of the evils of discrimination in the name of gender.
CO 2. The learners get conscious of the value of woman's assertion as a person.
CO3. Simultaneously, they understand the importance of gender equality as an essential need for strengthening social equality.

Course Contents:

Prose

- i) Alice Walker – *In Search of Our Mothers' Gardens*
- ii) Simone de Beauvoir– (Selection from *The Second Sex*)

Fiction

- i) Ismat Chughtai – *The Quilt, The Wife, The Rock*
- ii) Bapsi Sidhwa– *Ice- Candy Man*

Essential Reading:

- Beauvoir, Simone de. *The Second Sex*. Vintage, 1989.
- Fanon, Frantz. *The Wretched of the Earth*. New Delhi: Penguin Books, 1965.
- Bhattacharya, Rinki (ed.) *Behind Closed Doors: Domestic Violence in India*. Sage, 2013.

Recommended Reading:

- Rich, Adrienne. *On Lies, Secrets and Silence: Selected Prose 1966-1979*. Norton, 1979.
- Tharu, Susie and K. Lalitha. (Ed.). *Women Writing in India Vols. I & II*. New Delhi: OUP, 1995.
- Carby, Hazel. *Reconstructing Womanhood: The Emergence of the Afro-American Woman Novelist*. Oxford University Press, 1987.

M.A. English Second Year

Sr. No.	Course	Titles of the Course	Credits Allotted
Semester – III			
25.	Core Courses EC- 9	Core Courses EC-9 Literary Theory – I	4
26.	EC-10	EC-10 English Language Teaching	4
27.	Elective Courses EC-11 (A)	Core Courses EC-11 (A) Cultural Studies	4
28.	EC-11 (B)	EC-11 (B) Comparative Literature – I	
29.	EC-11 (C)	EC-11 (C) Special Author - Jane Austen	
30.	EC-11 (D)	EC-11 (D) Indian Literature in English Translation– Poetry and Drama	
31.	EC-11 (E)	EC-11 (E) Literature of Protest – Poetry and Drama	
32.	Elective Module EC-12 (A)	Intra-School Courses EC-12 (A) Commonwealth Literature (Prose) – III	4
33.	Inter-School Courses EC-12 (B)	Inter-School Courses EC-12 (B) Linguistics and Sociolinguistics – I	
34.	EC-12 (C)	EC-12 (C) Communications Skills – III	
35.	EC-12 (D)	EC-12 (D) Soft Skills - I	
36.	EC-12 (E)	EC-12 (E) Film Studies – I	
	Viva –Voce		2
Total Credits Sem. III			18
Semester – IV			
37.	Core Courses EC-13	Core Courses EC-13 Literary Theory – II	4
38.	EC-14	EC-14 English Literature Teaching	4
39.	Elective Courses EC-15 (A)	EC-15 (A) Cultural Studies - II	4
40.	EC-15 (B)	EC-15 (B) Comparative Literature – II	
41.	EC-15 (C)	EC-15 (C) Special Author – Amitav Ghosh	
42.	EC-15 (D)	EC-15 (D) Indian Literature in English Translation – Prose and Fiction	
43.	EC-15 (E)	EC-15 (E) Literature of Protest – Prose and Fiction	

44.	Elective Courses EC-16 (A)	Intra-School Courses EC-16 (A) Commonwealth Literature (Fiction) - IV	4
45.	EC-16 (B)	Inter-School Courses EC-16 (B) Linguistics and Sociolinguistics – II	
46.	EC-16 (C)	EC-16 (C) Communications Skills – IV	
47.	EC-16 (D)	EC-16 (D) Soft Skills – II	
48.	EC-16 (E)	EC-16 (E) Film Studies – II	
	Viva –Voce		2
49.	Research Methodology and Project Writing		4
Total Credits IV Sem.			22
Total Credits of M.A. English III & IV Semester			40

Semester- III

EC- 9 Literary Theory – I

Rationale:

Theory is a precondition for radical transformation. The present outburst of theory is indicative of the complexity of the contemporary society and is tremendously useful in understanding the same. It also requires constant engagement and critical appraisal.

Objectives:

- The objective of this course is to introduce the students to the major trends in literary theory.
- To enable the student to select a text which reflects best the spirit of the trend that it best belongs to.
- To enable them to understand and engage with theory.

Course Contents:

Classical Theory and Criticism

- 1) Aristotle – *From Poetics*

Enlightenment Theory

- 2) Samuel Johnson – *From Preface to Shakespeare*

Romantic Theory

- 3) William Wordsworth – *Preface to Lyrical Ballads, with Pastoral and Other Poems*

Modernism

- 4) T S Eliot – *Tradition and the Individual Talent*
- 5) Cleanth Brooks – *From The Well Wrought Urn*

Reader Response Theory

- 6) Roland Barthes – *The Death of the Author*

Postmodernism and Poststructuralism

- 7) Michel Foucault – *What Is an Author?*
- 8) Julia Kristeva – *From Revolution in Poetic Language*

Recommended Reading:

- *The Norton Anthology of Theory and criticism*. Vincet. Leitch, William .Cain , Laurie. Finke, John McGowan (Ed).New York: W. W. Norton.
- Barry ,Peter (1995). *Beginning Theory: An Introduction to Literary and Cultural Theory*. New York : Manchester University Press.
- Culler, Jonathan (2009). *Literary Theory: A Brief Insight* . New York : Sterling Publishing co, Inc.
- Bertens, Hans (2001). *Literary Theory :The Basics*. New York : Psychology Press.

- Eagleton, Terry(1983). *Literary Theory: An Introduction*. Australia: Blackwell Publishing
- Waugh, Patricia(2006). *Literary Theory and criticism: An Oxford Guide*. New York: Oxford University Press.

EC-10 English Language Teaching

Rationale:

English language teaching has been a major concern for the teachers of English in India. It is essential for the students of English to learn how to teach English language. In the Indian context, it is somewhat difficult for the students to acquire English. Therefore, its highly essential for the future teachers and researchers to know the nature, process and challenges while teaching English in the Indian scenario. Access to English language teaching allows a student to study the theories, approaches and methods of language teaching along with various techniques to be used in the classroom teaching.

Objectives:

- To introduce the concept of English language teaching to the students focusing various levels of learners.
- To make them aware about the expectations and challenges regarding teaching English in India.
- To introduce various theories and approaches of language teaching.
- To familiarize them with the theories and approaches of language teaching.
- To enable students to arrive at their own conclusions about the classroom teaching. .

Course Contents:

Unit I:

1. History and Development of Language Teaching in the Colonial and postcolonial India.
2. Problems of Teaching English in India: Nature, Causes, Concept, types and Remedies.

Unit II: Theories of Language Teaching

1. Defining Theory.
2. Behaviourism
3. Cognitivism

Unit III: Methods of Language Teaching

1. Defining Method
2. Grammar Translation Method
3. Bilingual Method
4. Structural Method
5. Communicative Language teaching

Unit IV: Teaching of Skills

1. Listening
2. Speaking
3. Reading
4. Writing
5. Presentation Skill

Unit V: Teaching Essentials

1. Grammar
2. Vocabulary
3. Integration of Skills

Unit VI: Test and Examination

1. The Concept of Test
2. Types of Test
3. The concept of Examination
4. Evaluation: Concept and pattern

Unit VII: Teaching Aids

I: Audio Aids:

1. Tape recorder
2. Radio
3. Language Laboratory

II: Visual Aids

1. Blackboard
2. Pictures
3. Realia
4. Projector

III: Audio-Visual Aids:

1. Computer
2. Television
3. Video

Recommended Reading:

- Fawcett, John, Atkinson, Judith and Protherough, Robert. *The Effective Teaching of English*. London and New York: Longman. 1989.

- Lazar Gilliam. *Literature and Language Teaching: A Guide for teachers and trainers*. UK: Cambridge University Press. 1993.
- McDough Jo and Shaw Christopher. *Materials and Methods in ELT, A Teacher's Guide*. New Delhi: Blackwell. 2004.
- Richards , Jack and Rodgers Theodore. *Approaches and Methods of Language Teaching*. UK; Cambridge University Press. 2001.
- Salim B. *A Companion to Teaching of English*. NewDelhi: Atlantic .2001.
- Sharma, Tarachand. *Modern Methods of Teaching English*.New Delhi; Sarup and Sons. 2003.
- Ur, Penny. *A Course in Language Teaching*. UK: Cambridge University Press. 1996.

EC-11 (A) Cultural Studies

Rational:

This course aims at offering grounding in the theories on Cultural Studies which draws on Marxism, Structuralism, Post-Structuralism, Post-Marxism, Feminism, and Post-Modernism. It introduces the students to some of the basic concepts in domain of Cultural Studies and hopes to inculcate in the students critical thinking and problem-posing perspective.

Objectives:

The *objective of cultural studies* is to help the students develop a critical perspective on various issues such as power, dominance and resistance. The *objective of cultural studies* includes understanding *culture* in all its complex forms and analysing the socio-political contexts which shape *culture*.

The contemporary world is increasingly getting marked by various kinds of cultural clash. For the resolution of such clashes, we need a fine theory which transcends the limitations of the traditional theories.

Course Contents:

1) Culture Theory: Emergence and Development

- i. Richard Hoggart
- ii. F. R. Leavis
- iii. Raymond Williams

2) Some Key Concepts

- i. Subjectivity
- ii. Identity
- iii. Ideology
- iv. Representation
- v. Power
- vi. Discourse
- vii. Nation/ Narration, Nationalism

3) Sites

- i. The Body
- ii. Space
- iii. Time
- iv. Development

- v. Language
- vi. Ethnicity, Race and Nation
- vii. Globalisation

4) Culture Industry

- i. Culture Industry, Consumption and the Market
- ii. Commodity
- iii. Media
- iv. Television
- v. New Media
- vi. Science Technology and Culture
- vii. Cyberculture
- viii. Cultural Policy

Recommended Reading:

- 1) Simon During. *Cultural Studies An Introduction*, Routledge, 2005
- 2) Chris Barker, *Cultural Studies : Theory and Practice* London: Sage, 2003
- 3) Wilfred Guerin and other (Eds.) *A Handbook of Critical Approaches to Literature* New York : Oxford U P, 2005.
- 4) Johnson, What is Cultural Studies Anyway? Centre Cultural Studies, 1983.
- 5) Jeff, Lewis (2002). *Cultural Studies: The Basics*. London: Sage Publication.
- 6) Hall, Stuart(2007). *Cultural Studies 1983: A Theoretical History*. Jennifer. D. S and Lawrence G.(Ed). USA: Routledge.

EC-11 (B) Comparative Literature – I

Rationale:

The course will introduce students to the methods of comparative literary studies by defining the concepts and analyzing the theoretical frameworks that contribute towards the making of the discipline. It also intends to explore the ideological vicissitudes of comparative literary studies in processing post-colonial identities, and thereby examining alternatives of understanding comparison as a tool. The selected texts and essays will acquaint students with the methods of comparative literary studies and with the concerns which are addressed by the discipline in current debates about the literary studies at large.

Course Objectives:

- To encourage learners to comprehend literary texts from multiple perspectives
- Provide students with the opportunity to study literature within its cultural contexts
- To enrich experience of learners while comparing and contrasting texts
- To promote tolerance towards diverse practices
- Prepare students to work in any field where critical thinking, strong writing skills and a sophisticated understanding of cultural difference and diversity are called for

Course Contents:

I Essays/Articles:

1. Henry H. H. Remak: Comparative Literature, Its Definition and Function
2. Sisir Kumar Das: The Mad Lover
3. S D Kapoor: Freedom and Identity in Dalits and African Americans

II Poetry:

1. T. S. Eliot: *Selected Poems*, London: Faber and Faber, 1959
2. B. S. Mardekar: *Mardekaranchi Kavita*, Mumbai: Mauj Prakshan, 1959

III Prose/Fiction:

Ed Hussein: *The Islamist*

Mohsen Hamid: *The Reluctant Fundamentalist*

Recommended Reading:

Hutcheson Macaulay Posnett (1886) *Comparative Literature*. London: Kegan Paul, Trench & Co

Rambhau Badode, et al (Eds) (2007) *New Directions in Comparative Literature*. New Delhi: Macmillan India Ltd.

Newton Stallknecht and Horst Frenz (Eds) (1961) *Comparative Literature: Method and Perspective*. Carbondale: Southern Illinois University Press

EC- 11 (C) Special Author : Jane Austen

Rationale:

Besides studying various genres, it is quite essential for the students to focus on one single author and to study the literary contribution in-depth. The course enables the students to analyse and interpret a single form of literature handled by a single author. Jane Austen is one important British novelist of the 19th century. Access to Special author enables students to undergo an in-depth study of a Jane Austin's novels. It provides them an opportunity to compare, contrast and examine Austen's literary share in total.

Objectives:

- To introduce students to the 19th Century British novel.
- To familiarize students with the concept and study of one single author.
- To introduce them to the contribution of Jane Austen as a novelist.
- To enable students to analyse and interpret the role of narrator and plot construction.
- To enable students to study the construction of male and female gender roles.
- To make the students aware about a number of formal and thematic questions which link together Austen's novels.

Course Contents:

1. **Sense and Sensibility (1811)**
2. **Pride and Prejudice (1813)**
3. **Mansfield Park (1814)**
4. **Emma (1815)**
5. **Northanger Abbey (1818)**

Recommended Reading:

- Gubar Susan and Sandra Gilbert. *The Madwoman in the Attic: The Woman Writer and the Nineteenth Century Literary Imagination*. New Haven : Yale University press, 1984.
- Kermode, F. *Modern British literature*. NewYork: Oxford University Press.1973

EC-11 (D) Indian Literature in English Translation – Poetry and Drama

Rationale:

English being adopted as primary language has opened up the doors for translators to escalate the works of vernacular writers. Mahashweta Devi's writing would have restricted to Begalis and Karnad's work would have been imbibed only by Kannada speakers if these works were not translated. In past few years, translations in Indian Literature have evolved with their own identity- reaching out to the wider audiences.

The division of the paper in two different parts, that is, Poetry and Drama, is to introduce the learners the different genres in different regional languages in India.

Objectives:

- To acquaint the students with Indian writing in English translation with a focus on its growth and development.
- To enable the students to understand how the works in regional literature have been used as a means to reflect the contemporary reality.
- To enable the student to attempt an in-depth study of regional Indian literature in the modern period.

The Course Contents:

Poetry

1. R. Parthasarathy: "Exile", "Home Coming"
2. Rushali Kinhalakar: Selected poems in the collection *Pangs of Love*.

Drama

1. *Bhoma* BadalSircar
2. *Silence! The Court is in Session* Vijay Tendulkar

Recommended Reading:

- Kinhalakar, Rushali. *Pangs of Love* translated by L. S. Deshpande. Creative Publication. 2018.
- Tendulkar Vijay. *Five Plays of Vijay Tendulkar*. OUP, 1995.
- SircarBadal. *Three Plays: Procession, Bhoma, Stale News*. Seagull. 1985.
- Babu, ManchiSarat. *Indian Drama Today*. Prestige. 1997.
- Wadikar, Shailja B. *BadalSircar: People's Playwright*. Atlantic, 2018.
- Naik, M. K. *Aspects of Indian Writing in English*. Hyderabad: Orient Longman, 1998.
- Paranjape, Makarand. *An Anthology of Indian English Poetry*. New Delhi: Macmillan, 1998.

- Naik M.K. *Perspectives in Indian Prose in English*. New Delhi: Sterling, 1917.
- Nissim Ezekiel and Meenakshi Mukherjee. (Eds.) *Another India: An Anthology of Contemporary Indian Fiction and Poetry*. Penguin, 1990.
- Dilip Chitre. (Ed.). *A Current of Blood*. . Navayana Publication.
- Pandey, Sudhakar, and Freya Taraporwala, editors. *New Directions in Indian Drama*. Prestige, 1994.
- Pandey, Sudhakar, and Freya Taraporwala, editors. *The Studies in Contemporary Indian Drama*. Prestige, 1990.

EC-11 (E) Literature of Protest – Poetry and Drama

Rationale:

The course aims at the exposure of the oppressive forces that divide human beings for petty gains. The impact of it on the subjugated and their response to it is essential for attaining personal identity and dignity, the learners receive.

Objectives:

- To expose the oppressive forces in life;
- To illustrate the nature and temper of protest;
- To explain its constructive nature;

Course Contents:

Poetry

- i) Kamala Das – *An Introduction, The Old Playhouse, The Dance of the Eunuchs*
- ii) Loknath Yashwant – (selections from *Broken Man- In Search of Homeland*)

Drama

- i) John Osborne – *Look Back in Anger*
- ii) Manjula Padamanabhan – *Lights Out*

Recommended Reading:

- Naik, M. K. *A History of Indian English Literature*. Sahitya Akademi, 2007.
- Ahmed, Aijaz. *In Theory: Classes, Nations, Literatures*. Verso, 1992.
- Williams, R. *Drama from Ibsen to Brecht*. Penguin, 1981.
- Merchant, Hoshang. *Yaraana: Gay Writing from South Asia*. Penguin, 2000.
- Thiong'o, Ngugi wa. *Decolonizing the Mind*. James Currey, 1986.

EC-12 (A) Commonwealth Literature - (Prose) III

Rationale:

Besides the British and American Literature, it is essential in the contemporary literary scenario to learn different literatures in English. Commonwealth literature includes the literary works from territories that were once part of the British Empire. These are 54 countries including Africa, Newzeland, Canada, India, Sri Lanka and others. Commonwealth literature as a heterogeneous product of diverse cultures provides the learners larger perspectives of humanity. It has a tremendous vitality and variety, which provides them the opportunity to study the linkages, contacts and conflicts between different literatures and cultures.

Objectives:

- To introduce the idea of Commonwealth literature *and*
- To help the students realise the nature of various texts written in the erstwhile colonies.

Course Contents:

- 1) Amartya Sen: *The Argumentative Indian*
- 2) Nelson Mandela: *Selected Speeches of Nelson Mandela*

Recommended Reading:

- Naik, M. K. *Aspects of Indian Writing in English*. Hyderabad: Orient Longman, 1998.
- Naik M.K. *Perspectives in Indian Prose in English*. New Delhi: Sterling, 1917.

EC-12 (B) Linguistics and Sociolinguistics – I

Rationale:

A fine study of linguistics and sociolinguistics is most desirable in order to sharpen our understanding of literature.

Objectives:

The objective of this course is to help the students understand the importance of the systematic study of language in order to enrich their understanding of language and literature. This course will provide them with an opportunity to learn some of the basic issues in linguistics.

Course Contents:

I – Origins of Language, Writing Systems, Languages of the World, History of Linguistics

II – Elements of Phonology, Morphology, Syntax, Linguistics, Historical Linguistics, Comparative Linguistics, Computational Linguistics, Clinical Linguistics, Corpus Linguistics and Psychoanalysis and Field Linguistics

III – Meaning – Its Elements and Sources, Pragmatics and Critical Discourse Analysis

IV – Linguistics and Literature, Linguistics and Literary Criticism, Language and Gender, Language and Class

V – Language Variation, Language Standardisation

Recommended Reading:

- Mark Aronoff and Janie Rees-Miller, *The Handbook of Linguistics* Blackwell Publishing Company, Oxford, 2003.
- Miriam Meyerhoff, *Introducing Sociolinguistics*, Oxon: Routledge, 2006.

EC-12 (C) Communication Skills - III

Rationale:

The course is designed to develop the students' essential communication and language skills needed in the contemporary world. It aims to build competence, fluency and confidence in the learners in handling various situations of communication.

Objectives:

- To develop the basic skills of the language - LSRW.
- To get better insight into one's responsibility and personal style.
- To develop cautious attitude towards communication skills.
- To develop clarity of presentation, both through speech and writing.

Course Contents:

I] Nature of Communication

Meaning

Process of Communication

Characteristics of Communication

Need for Communication

II] Barriers to Communication

Noise

Lack of Planning

Semantic Problems

Cultural Barriers

Wrong Assumptions

Socio-psychological Barriers

Poor Retention

Offensive Style of Communication

Recommended Reading:

- Language Learning India. *English Language Communication Skills*. India:Cengage Learning India Pvt.Ltd.2013.
- Eastwood,John.*Oxford Guide to English Grammar*. NewDelhi: OUP, 2004.
- Lewis,Norman. *Speak Better Write Better English*. NewDelhi:Goyal Publishers., 2011.

EC 12 (D) Soft Skills – I

Rationale:

The course is designed to develop the students' essential soft skills needed in the contemporary world. It aims to build competence, fluency and confidence in the learners in handling various situations of communication.

Objectives:

- To develop cautious attitude towards soft skills.
- To develop clarity of presentation, both through speech and writing.
- To cultivate awareness about vocabulary development and grammar.

Course Contents:

- A) Body Language
- B) Time Management
- C) Facial Expressions
- D) Stress Management
- E) Emotional Intelligence
- F) Critical Reading
- G) Critical Thinking

Recommended Reading:

- Lewis, Norman. *Speak Better Write Better English*. New Delhi: Goyal Publishers., 2011.
- Greenbaum, S. *The Oxford English Grammar*. New Delhi: OUP

EC-12 (E) - Film Studies – I

Rationale:

Film studies as an academic discipline emerged in the twentieth century. The aspects of film studies have grown to encompass numerous methods for teaching history. This course aims at providing the students of literature a comprehensive overview of films studies. Since films and literature are very much intimately connected, the study of films becomes a rewarding experience for the students of literature.

Objectives:

- The primary aim is to produce a critical mind in the student to engage film and media actively in life, rather than to be passive recipients of images.
- To demonstrate a general knowledge of the history of cinema from its beginning to the present.
- To make the students understand the co-relationship between film and society and its dependency on each other.

Course Contents:

Film Studies – An Introduction

a) The Development of Cinema

- i. What is Cinema?
- ii. Early Cinema, Silent era of Cinema
- iii. The Introduction of Sound and colour in Cinema

b) The dimensions of Cinema

- i. Time
- ii. Space
- iii. *Mise-en-scene*
- iv. Montage
- v. Sound
- vi. Narrative
- vii. Camera-stylo and Author theory

c) Indian Cinema

Indian Popular Cinema

Early Indian Cinema – Historical Approaches

The Studio Era

Authorship – Major Directors and Styles

Popular Forms in the Post Colonial era

Recommended Reading:

- Miller, Toby and Robert Stam (ed.). *A Companion to Film Theory* .Maldon, MA and Oxford: Blackwell, 1999.
- Miller, Toby and Robert Stam (ed.). *Film and Theory : An Anthology* .Maldon, MA and Oxford: Blackwell, 2000.
- Stam, Robert. *Film Theory: An Introduction*. Blackwell Publication, 2000.

EC-13 Literary Theory-II

Rationale:

Theory is a precondition for radical transformation. The present outburst of theory is indicative of the complexity of the contemporary society and is tremendously useful in understanding the same. It also requires constant engagement and critical appraisal.

Objectives:

- The objective of this course is to introduce the students to the major trends in literary theory.
- To enable the student to select a text which reflects best the spirit of the trend that it best belongs to.
- To enable them to understand and engage with theory.

Course Contents:

Cultural Studies

- 1) Jürgen Habermas – Modernity : An Incomplete Project
- 2) Stuart Hall – Cultural Studies and Its Theoretical Legacies

Postcolonial Theory

- 3) Frantz Fanon - *From The Wretched of the Earth*
- 4) Chinua Achebe – An Image of Africa : Racism in Conrad's *Heart of Darkness*

Marxism

- 4) Antonio Gramsci - The Formation of the Intellectual
- 5) Louis Althusser – Ideology and Ideological State Apparatuses

Feminism

- 7) Elaine Showalter - *The Madwoman in the Attic*
- 8) Unbearable Weight : Feminism, Western Culture, and the Body

Recommended Reading:

- Barry ,Peter (1995). *Beginning Theory: An Introduction to Literary and Cultural Theory*. New York : Manchester University Press.
- Culler, Jonathan (2009). *Literary Theory: A Brief Insight* . New York : Sterling Publishing co, Inc.
- Bertens, Hans (2001). *Literary Theory :The Basics*. New York : Psychology Press.
- Eagleton, Terry(1983). *Literary Theory: An Introduction*. Australia: Blackwell Publishing
- Waugh, Patricia(2006). *Literary Theory and criticism: An Oxford Guide*. New York: Oxford University Press.
- *The Norton Anthology of Theory and criticism*. Vincet. Leitch, William .Cain , Laurie. Finke, John McGowan (Ed).New York: W. W. Norton.

EC-14 English Literature Teaching

Rationale:

Besides the British Literature, it is essential in the contemporary literary scenario to learn different literatures in English. There are several types of English literature flourished in the last two centuries or so. Teaching literature in twenty-first century has its own demands. There are several questions and problems while teaching . Access to Teaching English Literature provides a new orientation towards the ideological, intellectual and practical problems while teaching literature in the classroom. It will enable them to see the erosion of the boundaries between literary criticism and creative writing, between teaching and acting, between the abstract ethics of theory and the real problems involved in teaching literature. It will provide them an adequate knowledge of theories approaches and methods of literature teaching along with the different genres.

Objectives:

- To introduce the concept of literature teaching.
- To make them aware about the problems and challenges involved in teaching literature.
- To familiarize them with various theories and methods of Teaching Literature.
- To enable them to use different methods of Teaching Literature.
- To provide the knowledge of different genres of Literature and help them to understand the need of genre based teaching.

Course Contents:

Unit I :

1. History and Development of Literature teaching in colonial and postcolonial India.
2. The Challenges and problems of Teaching Literature.

Unit II: Theories of Teaching Literature

1. Subject –centred theories
2. Teacher-centred theories
3. Student- centred theories
4. Eclectic theories

Unit III: Methods of Teaching Literature

1. Lecturing
2. Leading discussion
3. Modeling

4. New Technology

Unit IV: Approaches to Study literature

1. Marxist
2. Postcolonial
3. Feminist

Unit V: Teaching Drama

Unit VI: Teaching Poetry

Unit VII: Teaching Fiction

Recommended Reading:

- Gandhi ,Leela. *Postcolonial Theory*. New Delhi: OUP.1999.
- Hudson William. *An Introduction to the Study of Literature*. New Delhi: Kalyani Pub.1998.
- Lazar Gilliam. *Literature and Language Teaching: A Guide for teachers and trainers*. UK: Cambridge University Press. 1993.
- Marathe , Ramanan and Bellarmine. *Provocations: The Teaching of English Literature in India*.
- Salim B. *A Companion to Teaching of English*. New Delhi: Atlantic .2001.
- Showalter , Elaine. *Teaching Literature*. New Delhi. Blackwell Publishing/Atlantic. 2003.
- Willingham, Guerin, Labor and Others. *A Handbook of Critical Approaches to Literature*. New Delhi: OUP.2006.

EC - 15 (A) Cultural Studies – II

Rationale:

It is believed that the definition of culture is highly amorphous, embracing history, society, nature, science, technology, economic activity, education and lifestyle, as well as language, religion, ideas, literature and the arts. Realising the limitations of many branches of knowledge specific to humanities and social sciences, Cultural Studies presupposes the need for a fine perspective on the contemporary life. Such a perspective is most essential for having better understanding of the complex nature of power.

Objectives:

The *objective of cultural studies* is to help the students develop a critical perspective on various issues such as power, dominance and resistance. The *objective of cultural studies* includes understanding *culture* in all its complex forms and analysing the socio-political contexts which shape *culture*.

The contemporary world is increasingly getting marked by various kinds of cultural clash. For the resolution of such clashes, we need a fine theory which transcends the limitations of the traditional theories.

Course Contents:

- 1) Sociology of Culture
 - i) Religion
 - ii) Ethnicity
 - iii) Caste
 - iv) Race
- 2) Marxism
 - i) Marxism and the Centrality of Class
 - ii) Capitalism
 - iii) Class and Consciousness
 - iv) Marxism and Cultural Studies
- 3) Feminism Gender
 - i) Feminism and Cultural Studies
 - ii) Sex, Gender and Identity
 - iii) Men and Masculinity
 - iv) Gender Representation and Media Culture
- 4) Information Theory
 - i) Digital Media Culture
 - ii) Cyberspace and Democracy

iii) Computer Gaming

iv) The Global Economy of Cyber Space

Recommended Reading:

- 1) Simon During. *Cultural Studies : An Introduction*, Routledge, 2005
- 2) Chris Barker, *Cultural Studies Theory and Practice* London: Sage, 2003
- 3) Chris Barker, *The Sage Dictionary of Cultural Studies* Sage, 2004.
- 4) John Storey, ed. *What is Cultural Studies? A Reader* Arnold, 1996.
- 5) *The Polity Reader in Cultural Theory* Polity Press, 2004 for Contemporary
- 6) Johnson, What is cultural studies anyway? Centre Cultural Studies, 1983.

EC-15 (B) - Comparative Literature – II

Rationale:

The course will introduce students to the methods of comparative literary studies by defining the concepts and analyzing the theoretical frameworks that contribute towards the making of the discipline. It also intends to explore the ideological vicissitudes of comparative literary studies in processing post-colonial identities, and thereby examining alternatives of understanding comparison as a tool. The selected texts and essays will acquaint students with the methods of comparative literary studies and with the concerns which are addressed by the discipline in current debates about the literary studies at large

Objectives:

- To encourage learners to comprehend literary texts from multiple perspectives
- Provide students with the opportunity to study literature within its cultural contexts
- To enrich experience of learners while comparing and contrasting texts
- To promote tolerance towards diverse practices

Course Contents:

I Essays/Articles:

1. Susan Basnett: Reflections on Comparative Literature in the 21st Century
2. P. C. Kar: The Politics of Location: Towards Plural Discourses in Literary Studies
3. A. K. Singh: Future of Comparative Literary Studies

II Fiction:

1. Mary Shelley: *Frankenstein*
2. Jules Verne: *Twenty Thousand Leagues under the Sea*

III Drama:

1. Mahesh Elkunchwar: *Garbo*
2. Tennessee Williams: *A Streetcar Named Desire*

Recommended Reading:

- Hutcheson Macaulay Posnett (1886) *Comparative Literature*. London: Kegan Paul, Trench & Co
- Rambhau Badode, et al (Eds) (2007) *New Directions in Comparative Literature*. New Delhi: Macmillan India Ltd.
- Newton Stallknecht and Horst Frenz (Eds) (1961) *Comparative Literature: Method and Perspective*. Carbondale: Southern Illinois University Press
- Mahesh Elkunchwar; Shanta Gokhale, Supantha Bhattacharya (translation) (2008). *Collected plays of Mahesh Elkunchwar: Garbo, Desire in the rocks, Old stone mansion, Reflection, Sonata, An actor exits*. Oxford University Press.

EC- 15 (C) Special Author: Amitav Ghosh

Rationale:

Besides studying various genres, it is quite essential for the students to focus on one single author and to study the literary contribution in-depth. The course enables the students to analyse and interpret a single form of literature handled by a single author. The present course introduces them to one of the very significant contributors of Indian English Literature, Amitav Ghosh. It provides them the opportunity to observe different elements he used to construct novel and also introduce them to various thematic concerns, historical details, role of the narrator and plot construction.

Objectives:

- To introduce students to the 20th Century Indian English novel.
- To familiarize students with the concept and study of one single author.
- To introduce them to the contribution of Amitav Ghosh as a novelist.
- To sensitize students about the historical details of India, the formation of Bangladesh and mass migration.
- To enable students to analyse and interpret the role of narrator and plot construction.
- To enable students to study the construction of male and female gender roles.
- To make the students aware about a number of formal and thematic questions which link together Amitav Ghosh's novels.

Course Contents:

The Shadow Lines (1988)
The Calcutta Chromosome (1995)
The Glass Palace (2000)
The Hungry Tide (2004)
Sea of Poppies (2008)

Recommended Reading:

- Dhar, T.N. *History-Fiction Interface in Indian English Novel*. New Delhi: Prestige, 1999.
- Hawley, John. *Contemporary Indian Writers in English*. Delhi: Foundation Books.
- Hutchison, Linda. *The Poetics of Postmodernism: History, Theory and Fiction*. London: Routledge, 1998.
- Iyengar, K.R.S. *Indian Writing in English*. New Delhi: Sterling Publishers, 1982
- Kripal, Vinay. *The postmodern Indian English Novel: Interrogating the 1980's and 1990's*. New Delhi: Allied Publishers, 1996.

EC-15 (D) Indian Literature in English Translation – Prose and Fiction

Rationale:

English being adopted as primary language has opened up the doors for translators to escalate the works of vernacular writers. Mahashweta Devi's writing would have restricted to Bengalis and Karnad's work would have been imbibed only by Kannada speakers if these works were not translated. In past few years, translations in Indian Literature have evolved with their own identity- reaching out to the wider audiences.

The division of the paper in two different parts, that is, Non-fictional Prose, and Fiction is to introduce the learners the different genres in three different regional languages in India.

The Objectives:

- To acquaint the students with Indian writing in English translation with a focus on its growth and development.
- To enable the students to understand how the works in regional literature have been used as a means to reflect the contemporary reality.
- To enable the student to attempt an in-depth study of regional Indian literature in the modern period.

Course Contents:

Non-fictional Prose

“Hind Swaraj”

Mahatma Gandhi

“StriPurushTulana ”

TarabaiShinde

Novel

Sahab, Bibi Golam

BimalMitra

Short Stories

“Draupadi”

Mahasweta Devi

“Mother”

BaburaoBagul

Recommended Reading:

- Susie Tharu and K. Lalita. (Eds). *Women Writing in India*. Vol I. New Delhi: OUP, 1991.
- Dangle, Arjun. *Poisoned Bread: Translation from Modern Marathi Literature*. Mumbai: Orient Longman, 1992.
- Anthony J. Parel. "Introduction" to *Gandhi: 'Hind Swaraj' and Other Writings*. Cambridge University Press, 1997.
- Mitra, Bimal. *Saheb, Bibi, Golam*, translated by Subhas Chandra Sarker and SucharitaSarker. National Book Trust. 2004.
- Digole, D.P. *Postcolonial Indian Novel: A Comparative Study in the Soci-Cultural Dynamics*. New Delhi: Prestige Books, 2016.
- Naik, M. K. *Aspects of Indian Writing in English*. Hyderabad: Orient Longman, 1998.
- Paranjape, Makarand. *An Anthology of Indian English Poetry*. New Delhi: Macmillan, 1998.

EC-15 (E) Literature of Protest – Prose and Fiction

Rationale:

The course aims at the exposure of the oppressive forces that divide human beings for petty gains. The impact of it on the subjugated and their response to it is essential for attaining personal identity and dignity, the learners receive.

Objectives:

- To expose the oppressive forces in life;
- To illustrate the nature and temper of protest;
- To explain its constructive nature;

Course Contents:

Prose

- i) B.R. Ambedkar– *Annihilation of Caste*
- ii) Martin Luther King Jr. - *I have a Dream*

Fiction

- i) Hamid Dalwai– *Fuel*
- ii) Leo Tolstoy– *How much Land does a Man Need ?*, *Three Questions*

Recommended Reading:

- Iyengar, Srinivasa. *Indian Writing in English*. Asia Publishing House, 1973.
- Naik, M. K.(ed.) *Aspects of Indian Writing in English: Essays in Honour of K R Srinivasa Iyengar*. Macmillan, 1979.
- Henderson, Carol. *Scarring the Black Body: Race and Representation in African American Literature*. University of Missouri Press, 2002.
- Said, Edward. *Literature and Resistance*. South End Press, 2003.
- Limbale, Sharankumar. *Towards an Aesthetics of Dalit Literature*. Orient Black Swan, 2004.

EC-16 (A) Commonwealth Literature (Fiction)- IV

Rationale:

Besides the British and American Literature, it is essential in the contemporary literary scenario to learn different literatures in English. Commonwealth literature includes the literary works from territories that were once part of the British Empire. These are 54 countries including Africa, Newzeland, Canada, India, Sri Lanka and others. Commonwealth literature as a heterogeneous product of diverse cultures provides the learners larger perspectives of humanity. It has a tremendous vitality and variety, which provides them the opportunity to study the linkages, contacts and conflicts between different literatures and cultures.

Objectives:

- To introduce students to Commonwealth literature.
- To introduce students to the socio-cultural scene through literary texts.
- To make the learners aware of the social, cultural, and psychological implications of fiction in the context of colonialism and post colonialism.
- To enable students to arrive at their own evaluation of changes in themes , techniques and forms of Commonwealth fiction.

Course Contents:

- Salman Rushdie : *Midnights Children*
- Anthony Burgess : *A Clockwork Orange*
- Chinua Achebe : *Things Fall Apart*

Recommended Reading:

- Naik, M. K. *Aspects of Indian Writing in English*. Hyderabad: Orient Longman, 1998.
- Naik M.K. *Perspectives in Indian Prose in English*. New Delhi: Sterling, 1917.

EC-16-(B) Linguistics and Sociolinguistics – II

Rationale:

Sociolinguistics is now a recognised part of linguistics and language modules in most of the courses at university level. It enables the learners to examine the way in which people use language in different social contexts as well as to explain how language affects the day-to-day workings of social relationships in a community. Linguistics is a tool to attempt an in-depth, scientific study of literature. Therefore, a study of linguistics and sociolinguistics is most desirable to sharpen our understanding of life and literature.

Objectives:

- To help the students understand the importance of the systematic study of language in order to enrich their understanding of language and literature.
- To provide them with an opportunity to learn some of the basic issues in linguistics.
- To enable them to enrich their understanding of language and literature.

Course Contents:

i) Linguistics and Sociolinguistics

i) Definitions and Scope of Sociolinguistics

ii) contributions of Valentin N Volosinov, Ferdinand de Saussure, Joshua Fishman,

Basil Bernstein, William Labov, Peter Trudgill

iv) Sociology of Language

- n) Linguistic Variables
- o) Language Contact and Language Change
- p) Language Planning
- q) Bilingualism and Multilingualism
- r) Language Maintenance
- s) Language and Education
- t) Language and Ethnic Groups
- u) Speech Community
- v) Dialect, Idiolect and Diglossia
- w) Language and Religion
- x) Language and standardisation
- y) Language Planning
- z) Language, Power and Politics

v) Mixtures of Varieties

- f) Code Switching
- g) Code mixing

- h) Borrowing
- i) Pidgins
- j) Creoles

vi)Issues in Indian Sociolinguistics

- h) History of Linguistics in India
- i) Language and Caste
- j) Language and Gender
- k) Sanskrit and Indian Languages
- l) Tribal and Minority Languages
- m) Standardisation of Indian Languages
- n) g Bilibualism and Multilingualism in India

Recommended Reading:

- Miriam Meyerhoff, *Introducing Sociolinguistics*, Oxon: Routledge, 2006.
- Wardhaugh, Ronald, and Janet M. Fuller. *Introduction to Sociolinguistics*. VII Edition. Blackwell, 2015.
- Trudgill, Peter. *Sociolinguistics*. IV Edition. London: Penguin, 2000.

EC-16 – (C) Communication Skills – IV

Rationale:

The course is designed to develop the students' essential communication and language skills needed in the contemporary world. It aims to build competence, fluency and confidence in the learners in handling various situations of communication.

Objectives:

- To develop the basic skills of the language - LSRW.
- To get better insight into one's responsibility and personal style.
- To develop cautious attitude towards communication skills.
- To impart the knowledge of IT

Course Contents:

I] Communication Technology

Computer

Internet

FAX

E-mail

Power-point- Presentation

II] Basic Skills of Language Learning

Listening

Types of listening

Informative Listening

Relationship Listening

Appreciative Listening

Critical Listening

Discriminative Listening

Bad habits of Listening

Barriers to Listening

Speaking

Speeches

Presentation

Interview

Reading

A) Types of Reading

- a) Intensive Reading
- b) Extensive Reading
- c) Scanning
- d) Skimming
- B) Speed of Reading
- C) Bad Habits of Reading
- D) Proofreading
 - a) Why proofread?
 - b) The Proofreading Process
 - c) Common Proofreading Symbols

Recommended Reading:

- S. Keith Folse. *Great Writing 2 Great Paragraph*. Heinle Cengage Learning. 2010
- ...*English Language and Communication Skills for Professionals* 2013.
- Eastwood John. *Oxford Guide to English Grammar*. London : Oxford University Press. 1994

EN-16 (D) Soft Skills – II

Rationale:

The course is designed to develop the students' essential communication and language skills needed in the contemporary world. It aims to build competence, fluency and confidence in the learners in handling various situations of communication.

Objectives:

- To develop cautious attitude towards soft skills.
- To develop clarity of presentation, both through speech and writing.
- To cultivate awareness about vocabulary development and grammar.

Course Contents:

I] Writing

- A) Basics of Writing
 - a) Clarity
 - b) Brevity
 - c) Accuracy
- B) Summarising
- C) Note-making
- D) Note-taking
- E) Letter and Report Writing
- F) Unity and Coherence in Writing

II] Vocabulary Development

- A) Synonyms and Antonyms
- B) Word Formation
- C) Collocation
- D) Commonly Misused Words
- E) Abbreviations

III] Time Management

IV] Interview Techniques

V] Group Discussion

VI] Grammar

- A) Basic Sentence Structure
- B) The Use of Verb
- C) Prepositions
- D) The Use of Articles

Recommended Reading:

- Lewis, Norman. *Speak Better Write Better English*. New Delhi: Goyal Publishers., 2011.
- Greenbaum, S. *The Oxford English Grammar*. New Delhi: OUP

EN-SE-16- (E) Film Studies – II

Rationale:

Film studies as an academic discipline emerged in the twentieth century, The aspects of film studies have grown to encompass numerous methods for teaching history. This course aims at providing the students of literature a comprehensive overview of films studies. Since films and literature are very much intimately connected, the study of films becomes a rewarding experience for the students of literature.

Objectives:

- The primary aim is to produce a critical mind in the student to engage film and media actively in life, rather than to be passive recipients of images.
- To demonstrate a general knowledge of the history of cinema from its beginning to the present.
- To make the students understand the co-relationship between film and society and its dependency on each other.

Course Contents:

Ideologies and Films

Marxist Criticism: Sergei Eisenstein, Jean-Luc-Godard.

Feminist Criticism: Judith Butler, Laura Mulvey

Gender and Sexuality

Feminist theories and Film making practices

Feminist Critiques of Dominant practices/ Laura Mulvey / Mary Ann Doane/ Moly Huskel

Any two from: Women's Cinema, LGBT films, alternative sexualities in documentaries and experimental films.

Global Bollywood

Globalisation and Indian Cinema

Globalisation and Bollywood

Indian Cinema, Nationalism and Globalisation

Recommended Reading:

- As Film Studies – The Essential Introduction – Sarah Casey Benyahia and others.
- Thomson, David. *The New Biographical Dictionary of Film*. 4th ed. London: Little, Brown, 2003.
- Metz, Christian. *Film Language: A Semiotics of the Cinema*. New York: Oxford University Press, 1976.

Research Methodology and Project Writing

Viva-Voce

Pattern of Question Paper

Total Marks – 50

Time- 3 Hours

Note:

- Question one is compulsory.
- Attempt any four from the remaining questions,.
- Each question carries 10 marks.

Q. 1. Short notes (Attempt any two out of the 4)

Q. 2 Descriptive answer question.

Q.3 Descriptive answer question .

Q. 4 Descriptive answer question.

Q. 5. Descriptive answer question.

Q. 6. Descriptive answer question.

Q. 7. Descriptive answer question.