



**BHARATI VIDYAPEETH
(DEEMED TO BE UNIVERSITY), PUNE**

**Faculty of Arts, Social Sciences and Commerce
M.A. - English
New Syllabus**

“Social Transformation Through Dinamic Education”



BHARATI VIDYAPEETH (DEEMED TO BE UNIVERSITY)

**YASHWANTRAO MOHITE COLLEGE OF ARTS, SCIENCE AND COMMERCE,
PUNE 411038**

Accredited with 'A+' Grade (2017) by NAAC
'A' Grade University Status by MHRD, Govt. of India
Accredited (2004) & Reaccredited (2011) with 'A' Grade by NAAC



MASTER OF ARTS (M.A. ENGLISH) PROGRAME

CBCS 2018 COURSE STRUCTURE

Under the Faculty of Arts, Social Sciences and Commerce

TO BE IMPLEMENTED FROM ACADEMIC YEAR 2018-19

BHARATI VIDYAPEETH DEEMED UNIVERSITY, PUNE (INDIA)

Master of Arts (M.A. English) (CBCS 2018 COURSE)

**Under : The Faculty of Arts, Social Sciences and Commerce
(To be implemented from June 2018)**

The M.A. Degree programme provides an opportunity to acquire advanced knowledge in the main areas of English Literature and Language.

1. The broad objectives of the Learning Outcomes-based Curriculum Framework (LOCF) of Master of Arts Degree programme in English:

Master's Degree is the well-recognized postgraduate qualification in higher education. The contents of this degree are determined in terms of knowledge and understanding, expertise and skills that a student intends to acquire. Often it does not come within the traditional boundaries recognizable at previous academic levels of study; it is specialised and close to the boundaries of current knowledge.

Master's Degree programmes attract entrants with a bachelor's degree with honors or equivalent, or experience that may or may not be directly relevant to the particular profession. Thus, MA in English studies aims to equip students to qualify for joining a profession or to provide development opportunities in particular employment settings. Graduates are enabled to enter a variety of jobs or to continue academic study at a higher level.

Qualification descriptors for this Postgraduate Education reflect in-depth and advanced knowledge and understanding of their subjects enriched by scholarship, research and current practice. These include critical awareness of contemporary issues and developments; critical skills, knowledge of professional responsibility, integrity and ethos. Thus, qualification descriptor sets out the broad level of skills and competencies that Master's students are expected to achieve. They include generic information about what all holders of the qualification are able to do, and the qualities and skills that they have. These reflect student's different aspirations, motivations, learning needs and personal circumstances. Programmes assess not only academic skills but also other skills and attributes including what any professional body requires, recognises and accredits the award of Master's Degrees.

The characteristics associated with the specialised study such as MA in English studies is predominantly composed of structured learning opportunities. This programme is devoted to research project, leading to dissertation. Training in research methodology is involved in this programme of study. Students are likely to be further characterized by their ability to study independently, and to use a range of research methods and techniques applicable to advance scholarship in the subject. The ability to complete a research in the subject includes a critical review of existing literatures or other scholarly outputs. They are able to apply research and critical perspective to professional situations both practical and theoretical.

1.2 Aims of Master of Arts Degree Programme in English

It aims to provide students with a rigorous and integrated academic study of English Language and Literature. Students who complete the Master of Arts Degree Programme in English successfully should:

- acquire an understanding of the principles and institutions of English Language and Literature;
- acquire an improved ability to think analytically about English studies and to apply this knowledge in their professional and national settings;
- acquire an improved ability to conduct research on English Language and Literature;
- institutionalise framework for cross-national professional collaboration and the exchange of information;
- communicate their conclusions clearly;
- demonstrate self-direction and originality in tackling and solving problems, and in collecting and commenting on complex information;
- indicate ways of extending practices in English studies and apply English studies theories to quickly evolving situations

1.3 Postgraduate Attributes in English

The postgraduate attributes in English Language and Literature involve skills expected to be gained by a student through studies that support in sharpening competence for augmenting contemporary knowledge base, acquiring new learning and skills, identifying with future studies, engaging well in a preferred career and performing a positive role as enlightened citizen in the society. The characteristic, profundity and magnitude of the learning experiences made available to the students support them to unfold the quality attributes in the following manner:

- **Disciplinary Knowledge:** Aptitude to manifest wide and extensive knowledge in the field of study and comprehension of one or more disciplines constitute part of postgraduate attributes including how other disciplines relate to the field of knowledge. An international perspective in the area of study also gives a wider learning of the subject. In the specialised course on English Language and Literature, the constant review and renewal of subject and courses assure coverage of recent developments. Quality education and training build a condition in which learning is exchanged, critically evaluated and used in contemporary situations with the aptitude to review, examine and integrate and utilize actual learning in the appropriate field.
- **Communication Skill:** Classroom discussion and formal presentations render a suitable opportunity to sharpen oral communication and written assessment skills. They create ability to manifest ideas and thoughts in writing and orally to communicate confidently their viewpoints. By expressing adeptness to listen meticulously, they can read and write logically as well as give obscure information in explicit and succinct manner. With practice as a part of interdisciplinary team, students become able to choose and employ the proper form and methods of communication.
- **Critical Thinking:** The ability to apply critical reasoning to issues through independent thought and informed judgment are important postgraduate attributes integrating information from a wide range of sources. The postgraduates are able to apply analytical thought to body of knowledge and critically evaluate ideas, arguments, claims, beliefs on the basis of empirical evidence from open-ended and reasoned perspectives. They become able to identify relevant assumptions or implications and formulate coherent arguments.
- **Research Related Skills:** Research papers and other research tasks are expected to develop a degree of creativity, originality and discovery that benefits a postgraduate programme of the highest quality and to which students are encouraged. An ability is developed to undertake supervised research, including the design and conduct of investigations in a systematic, critical

manner. Identification of appropriate problem and research questions, a critical analysis of the literatures, data analysis by using software and ICT, drawing logical conclusion are integral part of research skills. Postgraduate programme in English studies is designed to enhance skills in research and analysis, which are tested in all forms of assessment. All postgraduates demonstrate, through subject assessment, their ability to develop substantial research-based scholarship. Research related skill involves a sense of inquiry and capability for asking relevant questions, defining problems, articulation, ability to recognise cause and effect relationship, formulate hypothesis, and to report the result of experiment or investigation.

- **Self-Directed Learning:** The demanding nature of postgraduate attributes requires effective time-management and an ability to work independently. The rigour of programmes ensure that all postgraduates have developed the ability to work with relative autonomy, which provides a foundation for future leadership roles. Ability to work and learn independently and effectively leads to generating innovative ideas in the changing environment to investigate problems and to have creative solution. Self-learning and application of competence in exploring also help in solving non-familiar problems. This leads to application of one's learning to real life situation and critical sensibility to lived experiences. Well-developed problem-solving abilities also contribute to flexibility of approach.
- **Ethical and Social Understanding:** Profound respect for truth and intellectual integrity including the ethics of scholarship add to the ability to embrace values in conducting one's life and in formulating position about ethical problems from multiple perspectives appreciating environmental and sustainability issues. This postgraduate attribute fosters understanding of social and ethical responsibility and ability to apply ethical standards in order to attain unbiased and truthful actions in all aspects of life. It also involves appreciation of the philosophical and social contexts of a discipline with knowledge of other cultures and appreciation of cultural diversity.
- **Quality of Teamwork:** Teamwork, as postgraduate attributes, creates capacity to value and work effectively and respectfully with diverse team and to facilitate coordinated effort for a common cause. It involves training in mapping out tasks of a team, setting directions and formulating an inspiring vision.

1.4 Qualification Descriptors

The qualification descriptors indicate both disciplinary knowledge and understanding as well as generic skills, including global competencies that all students in postgraduate programmes of study for the award of qualification of MA Degree in English studies should demonstrate.

The students, who complete the course successfully for the Master's Degree in the subject, acquire an understanding of the principles and institutions of English studies. The qualification descriptors reflect an improved ability to think analytically about the concept, implementation and development of English studies in their own professional and national settings. These descriptors also describe an improved ability to conduct research on English studies in the institutional framework for national or cross-national professional collaboration and the exchange of information.

Postgraduates will have

- an advanced and integrated knowledge of English studies for the protection and promotion of English Language and Literature;

- an advanced appreciation of the relationship between English Language, Literature and society, at the international and domestic levels, in the field of English Language and Literature; and
- the cognitive and technical skills to independently examine and critically evaluate current issues by reference to international and domestic English studies standard.

Further, the postgraduates will also be able to

- understand and critically examine the interrelationship between international, regional and domestic histories, philosophies, policies and practices of English Language and Literature;
- engage as informed and open-minded participant in debates about the contested universality of English studies and its application;
- analyze, interpret and assess the challenges posed to English studies in the context of globalization; and
- demonstrate autonomy, expert judgment and responsibility as advocate in the field of English studies.

The students who complete the postgraduate programme of study will be awarded a Master's Degree in English studies discipline. Some of the qualification descriptors a postgraduate will be capable to demonstrate on completion of Master level programme will include the following:

- systematic, extensive, coherent knowledge and understanding of English study as a whole with its links to related disciplinary areas; critical comprehension of theories, principles and concepts; and understanding of emerging issues in English Language and Literature;
- procedural knowledge related to the study of English Language and Literature, including research and development;
- skills in one's specialization and contemporary developments in English Language and Literature study, including critical understanding of latest developments in English Language and Literature;
- comprehensive knowledge about current research and skills for identifying problem relating to English studies; analysis and interpretation of data using methodologies for formulating evidence based solutions and argument; and skill for critical assessment of wide range of ideas and complex problems relating to English Language and Literature;
- application of disciplinary knowledge and skills to unfamiliar context with ability to analyse issues and seek solution to real-life problem; and
- English Language and Literature related skills to job trades and employment opportunities.

1.5 Programme Specific Learning Outcomes (MA English)

Programme Learning Outcomes in MA English programme include subject-specific skills and generic skills, including transferable global skills and competencies, the achievement of which students are able to demonstrate for the award of MA Degree in English Studies qualification. It is to develop expertise to:

- explore the conditions and dimensions of empowering and transformative learning processes;

- cultivate ability to look at and evaluate literary texts as a field of study and as part of the wider network of local and global culture;
- describe and critique the differing approaches, perspectives, and models of English studies and how they impact the ways in which English Studies education is carried out in diverse settings;
- design, conduct, analyze and present findings using diverse research tools and methods in order to create knowledge and awareness about English studies issues;
- drawing on critical pedagogies, produce advocacy tools and curricular resources to be used in formal or non-formal educational contexts to address English language and literature;
- identify diverse methodological tools and skills needed to conduct ethical research;
- synthesize contextual understanding, reflective analysis, theoretical frameworks, and methodological training to inform the production of a thesis/report and field-based research projects;
- provide grounding in research methods relevant to the advanced study of global issues and develop learner's ability to apply these skills appropriately in an individual dissertation;
- provide opportunities for the development of practical skills necessary to work in organizations confronted by these challenges;
- ensure comparability of learning levels and academic standard across universities;
- focus on knowledge and skill for further study, empowerment and citizenship;

2. Eligibility for admission to M.A. (English) Course:

Any graduate of this University or any other recognized University shall be admitted to M.A. (English) Course.

3. Intake Capacity:

The intake capacity of the course will be 60 seats every year.

4. Course Structure of M.A. (English) Course:

The M.A. programme will be of two years duration consisting of four semesters and of minimum 70 Credits: Semester I (16 Credits), Semester II (18 Credits), Semester III (18 Credits), and Semester IV (18 Credits). In first three Semesters, there will be four theory papers of 04 credits each. In Fourth Semester, there will be three theory papers of 04 credits and one research project of 06 credits. Total 16 papers will have 100 marks each out of which 40 marks will be for Internal Assessment and 60 marks for University Examination and two skill papers will have 50 marks each. Thus M.A. English degree examination, four Semesters shall be of minimum 70 credits altogether. The following shall be the course structure:

M.A. English: Semester – I

Semester	Subject Type	Code	Title of the paper	Hrs/ Week	Credits	Exam Hrs	Maximum Marks		
							Internal Assessment	University Examination	Total
Semester I	Core: Compulsory	PGENG 11	Literature in English from 1550 to 1832 – I	04	04	03	40	60	100
		PGENG 12	Introduction to the Study of English Language – I	04	04	03	40	60	100
		PGENG 13	English Language and Literature Teaching – I	04	04	03	40	60	100
	Core: Elective	Any one from the following:							
		PGENG 14	a) Postcolonial Literature – I	04	04	03	40	60	100
		PGENG 15	b) Linguistics and Stylistics – I	04	04	03	40	60	100
		PGENG 16	c) American Literature: 19 th Century – I	04	04	03	40	60	100
		PGENG 17	d) Indian Literature in English Translation – I	04	04	03	40	60	100

M.A. English: Semester – II

Semester	Subject Type	Code	Title of the paper	Hrs/ Week	Credits	Exam Hrs	Maximum Marks		
							Internal Assessment	University Examination	Total
Semester II	Core: Compulsory	PGENG 21	Literature in English from 1550 to 1832 – II	04	04	03	40	60	100
		PGENG 22	Introduction to the Study of English Language – II	04	04	03	40	60	100
		PGENG 23	English Language and Literature Teaching – II	04	04	03	40	60	100
	Core: Elective	Any one from the following:							
		PGENG 24	a) Postcolonial Literature – II	04	04	03	40	60	100
		PGENG 25	b) Linguistics and Stylistics – II	04	04	03	40	60	100
		PGENG 26	c) American Literature: 19 th Century – II	04	04	03	40	60	100
		PGENG 27	d) Indian Literature in English Translation – II	04	04	03	40	60	100
	Ability Enhancement Course	PGAEC 21	English for Specific Purposes	02	02	02	20	30	50

M.A. English: Semester – III

Semester	Subject Type	Code	Title of the paper	Hrs/ Week	Credits	Exam Hrs	Maximum Marks		
							Internal Assessment	University Examination	Total
Semester III	Core: Compulsory	PGENG 31	Literature in English from 1832 to 1980 – I	04	04	03	40	60	100
		PGENG 32	Contemporary Critical Thoughts – I	04	04	03	40	60	100
		PGENG 33	Research Methodology – I	04	04	03	40	60	100
	Core: Elective	Any one from the following:							
		PGENG 34	a) Postcolonial Indian English Literature – I	04	04	03	40	60	100
		PGENG 35	b) Semantics and Pragmatics – I	04	04	03	40	60	100
		PGENG 36	c) Contemporary American Literature and Culture – I	04	04	03	40	60	100
		PGENG 37	d) World Classics in English Translation – I	04	04	03	40	60	100
	Skill Enhancement Course	PGSEC 31	Soft Skills	02	02	02	20	30	50

M.A. English: Semester – IV

Semester	Subject Type	Code	Title of the paper	Hrs/ Week	Credits	Exam. Hrs	Maximum Marks		
							Internal Assessment	University Examination	Total
Semester IV	Core: Compulsory	PGENG 41	Literature in English from 1832 to 1980 – II	04	04	03	40	60	100
		PGENG 42	Contemporary Critical Thoughts – II	04	04	03	40	60	100
		PGENG 43	Research Methodology – II (Project Report)	-	06	-	40	60	100
	Core: Elective	Any one from the following:							
		PGENG 44	a) Postcolonial Indian English Literature – II	04	04	03	40	60	100
		PGENG 45	b) Semantics and Pragmatics – II	04	04	03	40	60	100
		PGENG 46	c) Contemporary American Literature and Culture – II	04	04	03	40	60	100
		PGENG 47	d) World Classics in English Translation – II	04	04	03	40	60	100

5. Scheme of Examination:

The Assessment of Regular students of Master of Arts (M.A.) English course in the academic session 2018-19 and after, shall be based on

- (a) University Examinations,
- (b) Internal Assessment,
- (c) Choice Based Credit System, and
- (d) Semester Grade Point Average and Cumulative Grade Point Average system

For each paper of 100 marks, there will be Internal Assessment of 40 marks and the University Examination of 60 marks/3 hours duration at the end of each semester. The 04 credit will be given to a student who secures atleast 40% of marks allotted to each paper. A candidate who does not pass the examination in any subject or subjects in one semester will be permitted to reappear in such failed subject or subjects along with the papers of following semesters.

The Internal Assessment (IA) for each paper will be of 40 marks which will be carried out by the department during the term. The Internal Assessment may be in the forms as follows: Attendance, Written tests, seminars, term papers, presentations, assignments, orals or any such others. There will be at least two types of assessments from the types given above.

At the end of each semester, a cumulative grade point average (CGPA) and also Semester grade point average (SGPA) will be calculated as a weighted average of the GPI of all courses in which the student has passed till that semester.

A candidate shall be permitted to proceed from the First Semester up to Final Semester irrespective of his/her failure in any of the Semester examinations subject to the condition that the candidates should register for all the arrear subjects of earlier semesters along with current (subsequent) semester subjects.

Research Project Work:

There will be a Research Project to be prepared by a student during the fourth semester. The objective of the project work is to introduce students to research methodology in the subject and prepare them for pursuing research in theoretical or experimental or computational areas of the subject. The project work is to be undertaken under guidance of a teacher allotted to a student by the department.

Division of Marks

Synopsis with working bibliography (Internal Assessment)	:	40 Marks
A full Project Report (Minimum 50-80 pages) (University Assessment)	:	40 Marks
Viva Voce (University Assessment)	:	20 Marks

As the Research Project is based on the self study done by the candidate and evaluated for 100 marks altogether, 06 credits will be awarded to a successful candidate in this subject. The project may be evaluated by two examiners one internal and one external, selected from the panel of PG examiners of the University.

The candidate has to submit the project report before the deadline announced by the department. A candidate who fails to submit the project may resubmit the same in the subsequent semester examination for evaluation. The project work activities must be duly supported by documentary evidences to be endorsed by the Head or the Guide.

6. Standard of Passing:

For all courses, both UE and IA constitute separate heads of passing. In order to pass in such courses and to earn the assigned credits, a student must obtain a minimum grade point of 5.0 (40% marks) at UE and also a minimum grade point of 5.0 (40% marks) at IA.

Even a student fails in IA, he/she shall be declared 'pass' in the course provided he/she obtains a minimum of 25% in IA and GPA for the course is at least 6.0 (50% in aggregate). The GPA for a course will be calculated only if the student passes at the UE.

A student who fails at UE in a course has to reappear only at UE as a backlog candidate and clear the head of passing. Similarly, a student who fails in a course at IA has to reappear only at IA as a backlog candidate and clear the head of passing.

A candidate shall be permitted to proceed further from the First Semester up to Fourth Semester irrespective of his/her failure in any of the Semester examinations subject to the condition that the candidates should register for all the backlog subjects of earlier semesters along with current (subsequent) semester subjects.

The 10-point scale Grades and Grade Points according to the following table.

Range of Marks (Out of 100)	Grade	Grade Point
$80 \leq \text{Marks} \leq 100$	O	10
$70 \leq \text{Marks} < 80$	A+	9
$60 \leq \text{Marks} < 70$	A	8
$55 \leq \text{Marks} < 60$	B+	7
$50 \leq \text{Marks} < 55$	B	6
$40 \leq \text{Marks} < 50$	C	5
Marks < 40	D	0

The performances at UE and IA will be combined to obtain the Grade Point Average (GPA) for the course. The weights for performance at UE and IA shall respectively be 60% and 40%.

GPA is calculated by adding the UE marks out of 60 and IA marks out of 40. The total marks out of 100 are converted to grade point, which will be the GPA.

7. Formula to Calculate Grade Points (GP):

Suppose that 'Max' is the maximum marks assigned for an examination or evaluation based on which GP will be computed. In order to determine the GP, Set $x = \text{Max}/10$ (since we have adapted 10-point system). Then GP is calculated by the formulas shown as below.

Range of Marks at the evaluation	Formula for the Grade Point
$8x \leq \text{Marks} \leq 10x$	10
$5.5x \leq \text{Marks} < 8x$	Truncate (Marks/x) + 2
$4x \leq \text{Marks} < 5.5x$	Truncate (Marks/x) + 1

Two kinds of performance indicators, namely, the Semester Grade Point Average (SGPA) and the Cumulative Grade Point Average (CGPA) shall be computed at the end of each term. The SGPA measures the cumulative performance of a student in all the courses in a particular semester, while the CGPA measures the cumulative performance in all courses since his/her enrolment to the course. The CGPA of a student when he/she completes the programme is the final result of the student.

The SGPA is calculated by the formula $SGPA = \frac{\sum C_k \times GP_k}{\sum C_k}$, where C_k is the credit-value assigned to a course and GP_k is the GPA obtained by the student in the course. In the above, the sum is taken over all the courses that the student has undertaken for the study during the semester, including those in which he/she might have failed or those for which he/she remained absent. The SGPA shall be calculated up to two decimal place accuracy.

The CGPA is calculated by the formula $CGPA = \frac{\sum C_k \times GP_k}{\sum C_k}$, where C_k is the credit-value assigned to a course and GP_k is the GPA obtained by the student in the course. In the above, the sum is taken over all the courses that the student has undertaken for the study from the time of his/her enrolment to the course and also the during the semester for which CGPA is calculated, including those in which he/she might have failed or those for which he/she remained absent. The CGPA shall be calculated up to two decimal place accuracy.

The Formula to compute equivalent percentage marks for specified CGPA:

% Marks (CGPA) =	$10 \times CGPA - 10$	if $5.00 \leq CGPA \leq 6.00$
	$5 \times CGPA + 20$	if $6.00 \leq CGPA \leq 8.00$
	$10 \times CGPA - 20$	if $8.00 \leq CGPA \leq 9.00$
	$20 \times CGPA - 110$	if $9.00 \leq CGPA \leq 9.50$
	$40 \times CGPA - 300$	if $9.50 \leq CGPA \leq 10.00$

8. Award of honours:

A student who has completed the minimum credits specified for the programme shall be declared to have passed in the programme. The final result will be in terms of letter grade only and is based on the CGPA of all courses studied and passed. The criteria for the award of honours are given below.

Range of CGPA	Final Grade	Performance Descriptor	Equivalent Range of Marks (%)
$9.50 \leq CGPA \leq 10.00$	O	Outstanding	$80 \leq \text{Marks} \leq 100$
$9.00 \leq CGPA \leq 9.49$	A+	Excellent	$70 \leq \text{Marks} < 80$
$8.00 \leq CGPA \leq 8.99$	A	Very Good	$60 \leq \text{Marks} < 70$
$7.00 \leq CGPA \leq 7.99$	B+	Good	$55 \leq \text{Marks} < 60$
$6.00 \leq CGPA \leq 6.99$	B	Average	$50 \leq \text{Marks} < 55$
$5.00 \leq CGPA \leq 5.99$	C	Satisfactory	$40 \leq \text{Marks} < 50$
CGPA Below 5.00	F	Fail	Marks Below 40

9. Gracing:

The gracing shall be done as per existing rules of the University.

10. Verification and Revaluation:

There is provision for verification and revaluation of the result. A student can apply for the verification and revaluation of the result within the two weeks from the declaration of the results with the prescribed fee. The verification and revaluation shall be done as per the existing rules of the University.

11. Format of the transcript:

The student will be given a transcript indicating his/her performance at the end of every semester examination. The transcript shall be given as per the following table along with other necessary details:

Course No.	Course Name	No. of Credits	University Examination		Internal Assessment		Grade Point Average	Result
			Grade	Grade Point	Grade	Grade Point		
1								
2								
3								
4								
5								
Total Cumulative Credits Completed			SGPA		CGPA		Equivalent Marks (%)	
Note: GPA is calculated by adding the UE marks out of 60 and IA marks out of 40. The total marks out of 100 are converted to Grade Point, which will be the GPA.								

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M.A. (English) (CBCS 2018 Course) Semester – I
PGENG11 : Literature in English 1550 to 1832 – I

Course Outcomes:

At the end of this course, a student shall be able to:

- understand the tradition of English literature from 1550 to 1832
- demonstrate in-depth knowledge and understanding of the religious, socio-intellectual and cultural thoughts of English literature from 1550 to 1832
- engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts
- appreciate and analyze the poems, plays and fiction in the larger socio-political and religious contexts of the time
- examine critically key themes in representative texts of the period
- show their appreciation of texts in terms of plot-construction, socio-cultural contexts and genre of poetry, drama and fiction
- analyze literary devices forms and techniques in order to appreciate and interpret the texts

Total Credits: 04

Total Lectures: 60

Course content:

Historical background to the period with special reference to the texts.

A) Poetry:

- | | | |
|-------------------|---|--|
| 1. Edmund Spenser | : | i. Epithalamion |
| 2. John Donne | : | i. The Good Morrow
ii. A Valediction: Forbidding Mourning |
| 3. John Milton | : | i. Lycidas, ii. On His Blindness |
| 4. William Blake | : | i. The Lamb, ii. The Tiger |

B) Drama:

- | | | |
|------------------------|---|----------------|
| 1. William Shakespeare | : | <i>Othello</i> |
|------------------------|---|----------------|

C) Fiction:

- | | | |
|-----------------|---|----------------------|
| 1. Daniel Defoe | : | <i>Moll Flanders</i> |
|-----------------|---|----------------------|

Note: Standard and authentic editions of the texts published by the publishers like OUP, CUP, Longman, Macmillan, Penguin, Routledge, Signet Classic, Allen and Unwin etc.

M.A. (English) (CBCS 2018 Course) Semester – I
PGENG 12 : Introduction to the Study of English Language – I

A. Course Outcomes:

At the end of this course, a student shall be able to:

- familiarize with the basic concepts of Phonology, Morphology, Syntax and Semantics
- recognize their own ability to improve their own competence in using the language
- identify deviant use of English both in written and spoken forms
- understand and appreciate English spoken by people
- familiarise with language i.e. English as a means of communication
- use English confidently, appropriately and accurately in an intelligible and acceptable manner

Total Credits: 04

Total Lectures: 60

Course content:

1. The Phonology of English:
 - i. Phonemes/Sounds of English
 - ii. Syllable
 - iii. Word Stress
 - iv. Sentence Stress
 - v. Intonation
2. The Morphology of English
 - i. The structure of words
 - ii. Morphemes & allomorphs
 - iii. Types of Morpheme
 - iv. Processes of word formation
3. The Grammar of English
 - i. Elements of grammar: Open Ended class and Closed class of words
 - ii. Phrases: NP, VP, AjP, AvP, PP
 - iii. The simple sentence
4. Semantics
 - i. The Terms 'Semantics' and 'Meaning'
 - ii. Seven Types of Meaning
 - iii. Components and Contrasts of Meaning (Synonymy, Antonymy, Hyponymy, Prototypes)
 - iv. Lexical Relations (Homonymy, Homophony, Polysemy, Metonymy)

Reference books:

1. Quirk R, Greenbaum S., & Swartvik J. *A University Grammar of English*, London, Longman, 1973.
1. Quirk R. *The Use of English*, London, Longman, 1962.
2. Gimson, A.C. *An Introduction to The Pronunciation of English*, a revised edition, 1996.
3. Kachru B.B. *The Indianization of English, The English Language in India*, Delhi, OUP, 1983.
4. Kachru B.B. *The Alchemy of English: The spread, functions & models of non-native Englishes*, Delhi, OUP, 1986.

M.A. (English) (CBCS 2018 Course) Semester – I
PGENG13 : English Language and Literature Teaching – I

Course Outcomes:

At the end of this course, a student shall be able to:

- identify and classify strategies used by a teacher to teach language
- demonstrate clear understanding of the syllabus, its structure and development
- understand the structure of a textbook and its use
- articulate the reasons for different types of tests the teacher administers
- demonstrate the ways in which technology can be used for learning language

Total Credits: 04

Total Lectures: 60

Course content:

1. The nature of language learning and language teaching, the study of literature and the teaching of literature
2. Language acquisition and language learning
3. Theories of language learning and their implications for teachers and learners
4. Socio-Linguistic Context of English Language and Literature Teaching in India
5. The teaching of language skills, reference skills, study skills and presentation skills
6. Approaches, methods and techniques – communicative approach to language teaching, teaching without lecturing
7. Teaching Without Lecturing: Use of Audio-Visual Aids & Computers in Language Teaching
8. Curriculum and Syllabus
9. Materials Production for English Language and Literature Teaching
10. Developing Pragmatic Competence

Books for reference:

1. Brumfit, C. and Carter, R. (1986) *Literature and Language Teaching*, Oxford, OUP.
2. Brumfit & Johnson. (1979) *The Communicative Approach to Language Teaching*, OUP.
3. Byrne, D. (1990) *Teaching Writing Skills*, Longman: London and New York.
4. Carter, R. and Long, M. N. (1991) *Teaching Literature*, Longman: London.
5. Byrne, D. (1990) *Teaching Writing Skills*, Longman, London and New York.
6. Grant, N. (1987) *Making the most of your Textbook*, Longman, London and New York.
7. Crellet, F. (1990) *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises*, CUP, Cambridge.
8. Havgar, J. (1990) *The Practice of English Teaching*, Longman, London.
9. Huges, A. (1989) *Testing for Language Teachers*, CUP, Cambridge.
10. Krishnaswamy, N. and T. Sriraman (1994), *English Teaching in India*, (TRP, Madras)
11. Kudchedkar, G. (1993), *Literature and Language Teaching* (CUP)
12. Mogran. J. and Rinvolucris. M. (1993) *Once Upon a Time: Using Stories in the language Classroom*, CUP, Cambridge.
13. Nagaraj, G. (1996) *English Language Teaching. Approaches. Methods and Techniques*, Orient Longman, Hyderabad.
14. Sarasvati, V. (2004), *English Language Teaching: Principles and Practice* (O.L.)
15. Tickoo, M. L. (2002), *Teaching and Learning English* (Orient Longman)

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M.A. (English) (CBCS 2018 Course) Semester – I
PGENG14: a) Postcolonial Literature – I

Course Outcomes:

At the end of this course, a student shall be able to:

- understand the social-historical-political-economic contexts of colonialism and postcolonialism in India and other countries affected by colonial rule
- understand the scope of postcolonial literatures in India and elsewhere, primarily as a response to the long shadow of colonialism, not just of colonial occupation
- see through a corpus of representative postcolonial texts from different colonial locations: the effects of colonial rule on the language, culture, economy and habitat of specific groups of people affected by it
- appreciate and analyze the growing spectres of inequality arising out of colonial occupation and the role played by postcolonial literatures to resist it in India and similar locations
- critically engage with issues of racism and imperialism during and after colonial occupation
- appreciate the changing role and status of English in postcolonial literatures link colonialism to modernity

Total Credits: 04

Total Lectures: 60

Course content:

A) The Basic Concepts:

- i. Introduction: situating the postcolonial
- ii. Postcolonial issues in performance
- iii. Postcolonial autobiographical writing
- iv. Appropriating the world: language and voice
- v. Form and genre

B) Texts:

- i. Ngugi Wa Thiango : *Decolonising the Mind*
- ii. Dorris Lessing : *The Grass is Singing*

Reference Books:

1. Aijaz Ahmad, *In Theory: Classes Nations, Literature*. London: Verso, 1992.
2. Bill Ashcroft, Gareth Griffiths & Helen Tiffin, *The Post-Colonial Reader*. London: Routledge, 1995.
3. Ashok Bery, *Postcolonial Poetry and Cultural Translation*. Basingstoke: Palgrave Macmillan, 2007.
4. Homi Bhabha, *The Location of Culture*. London: Routledge, 1994.
5. Lloyd Brown, *Women Writers in Black Africa*, Westport, CT: Greenwood Press, 1981.
6. Robert Fraser, *Lifting the Sentence: A Poetics of Postcolonial Fiction*. Manchester: Manchester University Press, 2000.
7. Ania Loomba, *Colonialism/Postcolonialism*. 2nd edition. London: Routledge, 2005.
8. Gayatri Chakravorty Spivak, *A Critic of Postcolonial Reason: Toward a History of the Vanishing Present*. Cambridge, MA, and London: Harvard University Press, 1999.
9. John Thieme, *Post-Colonial Studies: The Essential Glossary*. London: Arnold, 2003.
10. Robert J.C. young, *Postcolonilism: A Very Short Introduction*. Oxford: OUP, 2003.
11. Roberts, Neil. Ed. *A Companion to Twentieth Century Poetry* Blackwell, 2001

M.A. (English) (CBCS 2018 Course) Semester – I
PGENG15: b) Linguistics and Stylistics – I

Course Outcomes:

At the end of this course, a student shall be able to:

- recognize/understand the structure and various parts of the language
- understand the existence of language in the form of different dialects based on a set of established factors
- identify the various functions a language performs and the roles assigned to it
- understand that all languages behave alike and develop a tolerance for other languages
- understand that making errors is a process of learning and not hesitate to use language for the fear of making errors

Total Credits: 04

Total Lectures: 60

Course content:

1. Orientation:

Linguistics as a scientific study of language, langue and parole, linguistic competence and linguistic performance; syntagmatic and paradigmatic relations; ordinary language and literary language, free repetition and repetition and parallelism; foregrounding.

2. Phonology and literature:

Segmental and suprasegmental features, sound patterns, onomatopoeia and sound symbolism. The importance of the spoken word and pauses in literature.

3. Syntax and literature:

Periodic and loose sentence structure, use of the passive voice, direct and indirect speech, free direct speech and free indirect speech, sentence length, types of sentences - declarative, interrogative, imperative and exclamatory; simple, complex and compound. Syntactic cohesion.

4. Lexis, Semantics and Literature:

Content words and function words, lexical sets, collocations and selectional restrictions. Lexical cohesion. Synonymy, antonymy, hyponymy, semantic entailments, paraphrase relationship, semantic anomaly, tautology, contradiction, indeterminacy of meaning in literature, figures of speech based on meaning.

Reading List

1. Austin, J. L. (1962), *How to do things with words*, Oxford: Clarendon Press.
2. Black, Elizabeth (2006), *Pragmatic Stylistics*, (Edinburgh)
3. Crystal, David, *A Dictionary of Applied Linguistics and Stylistics*
4. Cummings, M. and R. Simmons (1983), *The Language of Literature : A Stylistic Introduction to the Study of Literature*, London : Pergamon
5. Fowler, Roger (1971), *The Language of Literature*, London : Routledge and Kegan
6. Krishnaswamy, Verma & Nagarajan (1992), *Modern Applied Linguistics*, Madras: Macmillan
7. Leech, Geoffrey (1969), *A Linguistic Guide to English Poetry*, London: Longman
8. Lyons, J. (1981), *Language and Linguistics*, Cambridge: CUP.
9. Welsh, Katie (1989), *A Dictionary of Stylistics*, London: Longman
10. Wright & Jonathan Hope (1996), *Stylistics : A Practical Course Book*, London : Routledge

M.A. (English) (CBCS 2018 Course) Semester – I
PGENG16: c) American Literature: 19th century – I

Course Outcomes:

At the end of this course, a student shall be able to:

- understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America
- understand the historical, religious and philosophical contexts of the American spirit in literature; social-cultural-ecological-political contexts
- appreciate the complexity of the origin and reception of American literature, given its European and non-European historical trajectories
- critically engage with the complex nature of American society, given its journey from specific religious obligations and their literary transformations (such as Puritanism, Unitarianism, Transcendentalism, etc.) to the growth of anti- or non-Christian sensibilities
- critically appreciate the diversity of American literature in the light of regional variations in climate, cultural traits, economic priorities
- explore and understand the nature of the relationships of human beings to other human beings and other life forms in relation to representative literary texts in various genres
- analyze the American mind from global and Indian perspectives and situate the American in the contemporary world

Total Credits: 04

Total Lectures: 60

Course content:

1: Terms: Puritanism, Frontier Myth, Transcendentalism, Philosophy of self-reliance, American Romanticism.

2: Poetry

1. Ralph Waldo Emerson
 - i. “The World-Soul” ii. “Each and All” iii. “The Snow-Storm” iv. “Nature”
2. Henry David Thoreau
 - i. “The Inward Morning” ii. “Pray to What Earth”
3. Walt Whitman
 - i. “I Saw in Louisiana a Live-Oak Growing” ii. “A Noiseless, Patient Spider”
 - iii. “O Captain! My Captain!” iv. “On the Beach at Night”
 - v. “On the Beach at Night Alone” vi. “Song of Myself”

3: Fiction

- i. Nathaniel Hawthorne: *The House of Seven Gables*
- ii. Herman Melville: *White-Jacket*

4: Short Stories

- Edgar Allan Poe
- i. “The Black Cat” ii. “The Fall of the House of Usher” iii. “Hop-Frog”

Books for reference:

Abel, Darrel. *Ruined Eden of the Present: Hawthorne, Melville, and Poe: Critical Essays in Honor of Darrel Abel*. eds. G.R. Thompson and Virgil L. Lokke. West Lafayette: Purdue UP, 1981.

- Barrish, Phillip. *American Literary Realism: Critical Theory and Intellectual Prestige, 1880-1995*. Cambridge: Oxford U P, 2001.
- Bell, Michael Davitt. *The Problem of American Realism*. Chicago: U of Chicago P, 1993.
- Belluscio, Steven J. *To Be Suddenly White: Literary Realism and Racial Passing*. Columbia, MO: U of Missouri P, 2006.
- Buell, Lawrence. *Literary Transcendentalism: Style and Vision in the American Renaissance*. Ithaca, NY: Cornell University Press, 1986.
- Chase, Richard. *The American Novel and Its Tradition*. Garden City, N. Y.: Doubleday Anchor, 1957.
- Elliot, Emory., and Cathy N. Davidson, eds. *The Columbia History of the American Novel*. New York: Columbia University Press, 1991.
- Myerson, Joel, ed. *The Transcendentalists: A Review of Research and Criticism*. New York: Modern Language Association, 1984
- Lewis, R. W. B. *The American Adam: Innocence, Tragedy, and Tradition in the Nineteenth Century*. Chicago: University Chicago Press, 1955.
- Pattee, Fred Lewis. *The Development of the American Short Story*. [1966] New York: Harper, 1923.
- Pizer, Donald. *Realism and Naturalism in Nineteenth Century American Fiction*. Carbondale: Southern Illinois U P, 1966.
- Warren, Joyce W., ed. *The (Other) American Tradition: Nineteenth-Century Women Writers*. New Brunswick, NJ: Rutgers University Press, 1993
- Winter, Molly Crumpton. *American Narratives: Multiethnic Writing in the Age of Realism*. Baton Rouge, LA: Louisiana State UP, 2007.

M.A. (English) (CBCS 2018 Course) Semester – I
PGENG17: d) Indian Literature in English Translation – I

Course Outcomes:

At the end of this course, a student shall be able to:

- critically appreciate literary achievements of some of the significant Indian writers whose works are available in English Translation
- create an awareness of sub cultural variations in the translated works
- acquaint with major ancient, medieval and modern movements in Indian thought as reflected in the translated works
- acquaint to compare the treatment of different themes and styles in the genres of fiction, poetry and drama as reflected in the prescribed translations

Total Credits: 04

Total Lectures: 60

Course content:

1: I - Movements of Medieval India

(A) Bhakti Movement:

- i. Devotion to Spirituality
- ii. Reaction to Brahminical structure of the society
- iii. Medieval Indian Renaissance

(B) Influence of Islamic Culture on life and literature

- i. The Muslim invasions in the medieval period
- ii. Initiatives towards communal harmony
- iii. Growth of Art and literature

II-Colonial Period and Post-Independence Indian Literature

- i. Introduction to English Language in Indian Education,
- ii. Romanticism as reflected in Indian Classical Writers,
- iii. The spread of Democratic values and Partition Literature,
- iv. Emergences of Regional and Translated Literatures,
- v. East-West Encounters in language, literature and culture,
- vi. Rise and growth of women's writings during Post-Independence India.

2: Short Stories

1. Saadat Hasan Manto, *Mottled Dawn*, Trans. Khalid Hasan, Penguin, 1997.
 - i. Toba Tek Singh, ii. The Dog of Titwal, iii. The Price of Freedom,
 - iv. A Tale of 1947 iv. The New Constitution.
2. Premchand: *Widows, Wives and other Stories* Trans. David Rubin

- 3:
 - i. Amrita Pritam; *The Revenue Stamp*, Trans. Krishna Gorowara
 - ii. Rabindranath Tagore: *Gora*

- 4: i. Haribans Rai Bachchan, *The House of Wine*, Trans. By M. Boulton and R.Vyas, Penguin, 1950. Poem Nos.4, 6, 18, 26,44,50,51,121,128,135.
- ii. *One Hundred Poems of Kabir*, translated by Rabindranath Tagore; Chronicle Books An imprint of DC Publishers, New Delhi, 2003. Poem nos.1, 2, 12, 36, 39, 42, 45, 66, 69, 91.

Reference books:

- K.R.S. Iyengar, *Indian Writing in English*, Bombay, 1962.
- M.K. Naik, *A History of Indian English Literature*, Sahitya Akademi, Delhi, 1982.
- R.K. Dhawan, ed. *50 Years of Indian Writing*
- M.K. Naik, *Macmillan Aspects of Indian Writing in English*, Delhi 1979.
- William Walsh, *Indo-Anglian Literature 1800-1970*, Orient Longman, Madras, 1976.
- R.K. Dhawan, ed *Postcolonial Discourse: A Study of Contemporary Literature*
- Bhagyashree S. Varma ed. *Amrita Pritam: Life as Literature*
- Nivedita Sen, Nikhil Yadav Mahasweta Devi – An Anthology of Recent Criticism, *Gender & Caste: Issues in Contemporary Indian Feminism*. New Delhi, Kali for Women, 2003.
- The Danger of Gender: Caste, Class and Gender in Contemporary Indian Women's Writing*, Clara Nubile 2003 .
- Makarand Paranjape, ed. *Realism and Reality: the Novel and Society in India, Nativism: Essays in Nativism*.
- Manu S. Rajadurai and Geetha Vardarajan *Towards a Non-Brahmin Millennium*.
- K.V. Reddy and R.K. Dhawan, ed. *Flowering of Indian Drama: Growth & Development*.
- Sudhakar Pandey and Freya Barua, ed. *New Directions in Indian Drama*, *Towards an Aesthetic of Dalit Literature: History, Controversies and Considerations*, by Sharankumar Limbale. Translated by Alok Mukherjee. Orient Longman, 2004
- From Untouchable to Dalit : Essays on the Ambedkar Movement*: Eleanor Zelliot. Manohar, 1998
- A.P. Pandey(Ed), *New Horizons in Indian English Drama*, Bhasker, Publishers, Kanpur, 2011
- Dalit Movement in South India : 1857-1950*: Swapna H. Samel. New Delhi, Serials, 2004
- Shantha Ramakrishna, ed, *Translation and Multilingualism: Post-Colonial Context*.
- A.P. Pandey, *Flames and Fire In Kabir's Poetry*, Bhasker Publishers ,Kanpur, 2008
- Translation: From Periphery to Centrestage*, Tutun Mukherjee, ed.
- Author, Texts, Issues: Essays on Indian Literature*, K. Satchidanandan

M.A. (English) (CBCS 2018 Course) Semester – II
PGENG21 : Literature in English 1550 to 1832 – II

Course Outcomes:

At the end of this course, a student shall be able to:

- understand the tradition of English literature from 1550 to 1832
- demonstrate in-depth knowledge and understanding of the religious, socio-intellectual and cultural thoughts of English literature from 1550 to 1832
- engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts
- appreciate and analyze the poems, plays and fiction in the larger socio-political and religious contexts of the time
- examine critically key themes in representative texts of the period
- show their appreciation of texts in terms of plot-construction, socio-cultural contexts and genre of poetry, drama and fiction
- analyze literary devices forms and techniques in order to appreciate and interpret the texts

Total Credits: 04

Total Lectures: 60

Course content:

Historical background to the period with special reference to the texts.

A) Poetry:

- | | | | |
|-----------------------|---|--------------------------|-------------------|
| a. William Wordsworth | : | i. The Solitary Reaper, | ii. By The Sea |
| b. P.B. Shelley | : | i. Ode to The West Wind, | ii. To a Skylark |
| c. John Keats | : | i. The Eve of St. Agnes, | ii. Ode to Autumn |

B) Drama:

- | | | |
|---------------------|---|-----------------------------|
| a. William Congreve | : | <i>The Way of the World</i> |
|---------------------|---|-----------------------------|

C) Fiction:

- | | | |
|----------------|---|----------------------------|
| a. Jane Austen | : | <i>Pride and Prejudice</i> |
|----------------|---|----------------------------|

Note: Standard and authentic editions of the texts published by the publishers like OUP, CUP, Longman, Macmillan, Penguin, Routledge, Signet Classic, Allen and Unwin etc.

M.A. (English) (CBCS 2018 Course) Semester – II

PGENG22 : Introduction to the Study of English Language – II

A. Course Outcomes:

At the end of this course, a student shall be able to:

- familiarize with the basic concepts of Language and Society, Distinctiveness of varieties of languages, Pragmatics and its principles
- recognize their own ability to improve their own competence in using the language
- identify deviant use of English both in written and spoken forms
- understand and appreciate effective use of English language by people
- familiarise with language i.e. English as a means of communication
- use English confidently, appropriately and accurately in an intelligible and acceptable manner

Total Credits: 04

Total Lectures: 60

Course content:

1. Language and Society:
 - i. Language Variation:
 - a. Regional Variation/Dialects b. Social Variation/Sociolects
 - c. Individual Variation/Idiolects d. Stylistic Variation/(i.e. Formal and Informal Styles)
 - ii. Language Contact:
 - a. Code Switching b. Code Mixing c. Borrowing
2. Distinctive Features of British, American and Indian English:
 - a) Phonological Features b) Syntactic Features
 - c) Features of Vocabulary d) Spelling Conventions
3. Pragmatics:
 - i. Basic Concepts:
 - a. Speech Acts b. Situation and Speech Event
 - c. Deixis d. Presuppositions and Implicatures
 - e. The Concept of Discourse f. Cohesion and Coherence
 - g. Turn Taking and Adjacency Pairs
 - ii. Conversational Principles:
 - a. Politeness in Conversation : Face, Power, Solidarity, etc
 - b. Maxims of Politeness Principle (as given by Lakoff and Leech)
 - c. Co-operation in Conversation: Maxims of Co-operative Principle (Gricean Maxims as given in G. N. Leech (1983))
 - d. Observation and Violation of CP and PP in Conversation

Reference books:

1. Quirk R, Greenbaum S., & Swartvik J. *A University Grammar of English*, London, Longman, 1973.
1. Quirk R. *The Use of English*, London, Longman, 1962.
2. Gimson, A.C. *An Introduction to The Pronunciation of English*, a revised edition, 1996.
3. Kachru B.B. *The Indianization of English, The English Language in India*, Delhi, OUP, 1983.
4. Kachru B.B. *The Alchemy of English: The spread, functions & models of non-native Englishes*, Delhi, OUP, 1986.

M.A. (English) (CBCS 2018 Course) Semester – II
PGENG23 : English Language and Literature Teaching – II

Course Outcomes:

At the end of this course, a student shall be able to:

- identify and classify strategies used by a teacher to teach language
- demonstrate clear understanding of the syllabus, its structure and development
- understand the structure of a textbook and its use
- articulate the reasons for different types of tests the teacher administers
- demonstrate the ways in which technology can be used for learning language

Total Credits: 04

Total Lectures: 60

Course content:

1. Remedial Teaching, Peer Teaching and Micro Teaching
2. Testing and assessment, qualities of good test and types of tests
3. English for Specific Purposes
4. The teaching of vocabulary
5. The teaching of grammar
6. The teaching of poetry
7. The teaching of drama
8. The teaching of fiction
9. Lecture plan for teaching English language and literature
10. The Relationship Between Language Teaching and Literature Teaching
11. Stylistic and Pragmatic Approaches to the Teaching of Literature
12. Major Issues in English Language Teaching in India:
Teaching in Large Classes, Role of Mother Tongue in English Language Teaching

Books for reference:

1. Brumfit, C. and Carter, R. (1986) *Literature and Language Teaching*, Oxford, OUP.
2. Brumfit & Johnson. (1979) *The Communicative Approach to Language Teaching*, OUP.
3. Byrne, D. (1990) *Teaching Writing Skills*, Longman: London and New York.
4. Carter, R. and Long, M. N. (1991) *Teaching Literature*, Longman: London.
5. Byrne, D. (1990) *Teaching Writing Skills*, Longman, London and New York.
6. Grant, N. (1987) *Making the most of your Textbook*, Longman, London and New York.
7. Crellet, F. (1990) *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises*, CUP, Cambridge.
8. Havgar, J. (1990) *The Practice of English Teaching*, Longman, London.
9. Huges, A. (1989) *Testing for Language Teachers*, CUP, Cambridge.
10. Krishnaswamy, N. and T. Sriraman (1994), *English Teaching in India*, (TRP, Madras)
11. Kudchedkar, G. (1993), *Literature and Language Teaching* (CUP)
12. Mogran. J. and Rinvolutri. M. (1993) *Once Upon a Time: Using Stories in the language Classroom*, CUP, Cambridge.
13. Nagaraj, G. (1996) *English Language Teaching. Approaches. Methods and Techniques*, Orient Longman, Hyderabad.
14. Sarasvati, V. (2004), *English Language Teaching: Principles and Practice* (O.L.)
15. Tickoo, M. L. (2002), *Teaching and Learning English* (Orient Longman)

* * *

M.A. (English) (CBCS 2018 Course) Semester – II
PGENG24: a) Postcolonial Literature – II

Course Outcomes:

At the end of this course, a student shall be able to:

- understand the social-historical-political-economic contexts of colonialism and postcolonialism in India and other countries affected by colonial rule
- understand the scope of postcolonial literatures in India and elsewhere, primarily as a response to the long shadow of colonialism, not just of colonial occupation
- see through a corpus of representative postcolonial texts from different colonial locations: the effects of colonial rule on the language, culture, economy and habitat of specific groups of people affected by it
- appreciate and analyze the growing spectres of inequality arising out of colonial occupation and the role played by postcolonial literatures to resist it in India and similar locations
- critically engage with issues of racism and imperialism during and after colonial occupation
- appreciate the changing role and status of English in postcolonial literatures link colonialism to modernity

Total Credits: 04

Total Lectures: 60

Course content:

A) The Basic Concepts:

- i. Nation and gender
- ii. Acknowledging economical and cultural diversity
- iii. Colonizing in reverse
- iv. Citizens of the world: reading postcolonial literature

A) Texts:

- i. Chinua Achebe : *Things Fall Apart*
- ii. Wole Soyinka : *A Dance of the Forest*

Poems selected from *An Anthology of Commonwealth Poetry* (Macmillan):

- i. Margaret Atwood: Journey to the Interior
- ii. Les Murray: Wilderness
- iii. J. Wright: Woman to Man, The Harp and the King, Nigger's Leap

Reference Books:

1. Aijaz Ahmad, *In Theory: Classes Nations, Literature*. London: Verso, 1992.
2. Bill Ashcroft, Gareth Griffiths & Helen Tiffin, *The Post-Colonial Reader*. London: Routledge, 1995.
3. Ashok Bery, *Postcolonial Poetry and Cultural Translation*. Basingstoke: Palgrave Macmillan, 2007.
4. Homi Bhabha, *The Location of Culture*. London: Routledge, 1994.
5. Lloyd Brown, *Women Writers in Black Africa*, Westport, CT: Greenwood Press, 1981.
6. Robert Fraser, *Lifting the Sentence: A Poetics of Postcolonial Fiction*. Manchester: Manchester University Press, 2000.
7. Ania Loomba, *Colonialism/Postcolonialism*. 2nd edition. London: Routledge, 2005.
8. Gayatri Chakravorty Spivak, *A Critic of Postcolonial Reason: Toward a History of the Vanishing Present*. Cambridge, MA, and London: Harvard University Press, 1999.
9. John Thieme, *Post-Colonial Studies: The Essential Glossary*. London: Arnold, 2003.
10. Robert J.C. young, *Postcolonilism: A Very Short Introduction*. Oxford: OUP, 2003.
11. Roberts, Neil. Ed. *A Companion to Twentieth Century Poetry* Blackwell, 2001

M.A. (English) (CBCS 2018 Course) Semester – II
PGENG25: b) Linguistics and Stylistics – II

Course Outcomes:

At the end of this course, a student shall be able to:

- recognize/understand the structure and various parts of the language
- understand the existence of language in the form of different dialects based on a set of established factors
- identify the various functions a language performs and the roles assigned to it
- understand that all languages behave alike and develop a tolerance for other languages
- understand that making errors is a process of learning and not hesitate to use language for the fear of making errors

Total Credits: 04

Total Lectures: 60

Course content:

1. Orientation:

The relationship between linguistics and stylistics, the relationship between literature and stylistics, practical criticism and stylistics. The nature and scope of stylistics, the stages in stylistic analysis, linguistic stylistics and literary stylistics. The strengths and limitations of stylistics.

2. The stylistics of poetry:

The concept of poetic diction, creativity in the use of language, poetic license, music in poetry, metre, ambiguity, obscurity and indeterminacy.

3. The stylistics of drama:

Theatre and drama, dramatic mode, dramatic text and performance text, the use of proximal deixis in drama, dramatic dialogues and speech act theory, the cooperative principle and the politeness principle, turn taking and adjacency pairs, dramatic dialogues and everyday conversations.

4. The stylistics of fiction:

Fiction as a narrative form of discourse, narrative strategies, point of view, universe of discourse, the use of distal deixis in fiction.

Reading List

1. Austin, J. L. (1962), *How to do things with words*, Oxford: Clarendon Press.
2. Black, Elizabeth (2006), *Pragmatic Stylistics*, (Edinburgh)
3. Crystal, David, *A Dictionary of Applied Linguistics and Stylistics*
4. Cummings, M. and R. Simmons (1983), *The Language of Literature : A Stylistic Introduction to the Study of Literature*, London : Pergamon
5. Fowler, Roger (1971), *The Language of Literature*, London : Routledge and Kegan
6. Krishnaswamy, N., S. K. Verma and N. Nagarajan (1992), *Modern Applied Linguistics*, Madras: Macmillan
7. Leech, Geoffrey (1969), *A Linguistic Guide to English Poetry*, London: Longman
8. Lyons, J. (1981), *Language and Linguistics*, Cambridge: CUP.
9. Welsh, Katie (1989), *A Dictionary of Stylistics*, London: Longman
10. Wright, Laura and Jonathan Hope (1996), *Stylistics : A Practical Course Book*, London : Routledge

M.A. (English) (CBCS 2018 Course) Semester – II
PGENG26: c) American Literature: 19th century – II

Course Outcomes:

At the end of this course, a student shall be able to:

- understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America
- understand the historical, religious and philosophical contexts of the American spirit in literature; social-cultural-ecological-political contexts
- appreciate the complexity of the origin and reception of American literature, given its European and non-European historical trajectories
- critically engage with the complex nature of American society, given its journey from specific religious obligations and their literary transformations (such as Puritanism, Unitarianism, Transcendentalism, etc.) to the growth of anti- or non-Christian sensibilities
- critically appreciate the diversity of American literature in the light of regional variations in climate, cultural traits, economic priorities
- explore and understand the nature of the relationships of human beings to other human beings and other life forms in relation to representative literary texts in various genres
- analyze the American mind from global and Indian perspectives and situate the American in the contemporary world

Total Credits: 04

Total Lectures: 60

Course content:

1: Terms: American Civil War, Local Color Movement, Realism, Naturalism, Pragmatism and Veritism

2: Poetry

William. D. Howells:

i. "Dead"

ii. "The Bewildered Guest"

Henry Cuyler Bunner:

i. "One, Two, Three"

ii. "Candor"

iii. "Shriven"

Bret Harte:

i. "Mary's Album"

ii. "Love and Physic"

3: Fiction

i. Stephen Crane: *Red Badge of Courage*

ii. Mark Twain: *The Adventures of Tom Sawyer*

4: Short Stories

Kate Chopin:

i. "Beyond the Bayou"

ii. "A Pair of Silk Stockings"

Jack London:

i. "The Unexpected"

ii. "Love of Life"

Books for reference:

Abel, Darrel. *Ruined Eden of the Present: Hawthorne, Melville, and Poe: Critical Essays in Honor of Darrel Abel*. eds. G.R. Thompson and Virgil L. Lokke. West Lafayette: Purdue UP, 1981.

Barrish, Phillip. *American Literary Realism: Critical Theory and Intellectual Prestige, 1880-1995*. Cambridge: Oxford U P, 2001.

- Bell, Michael Davitt. *The Problem of American Realism*. Chicago: U of Chicago P, 1993.
- Belluscio, Steven J. *To Be Suddenly White: Literary Realism and Racial Passing*. Columbia, MO: U of Missouri P, 2006.
- Buell, Lawrence. *Literary Transcendentalism: Style and Vision in the American Renaissance*. Ithaca, NY: Cornell University Press, 1986.
- Chase, Richard. *The American Novel and Its Tradition*. Garden City, N. Y.: Doubleday Anchor, 1957.
- Elliot, Emory., and Cathy N. Davidson, eds. *The Columbia History of the American Novel*. New York: Columbia University Press, 1991.
- Myerson, Joel, ed. *The Transcendentalists: A Review of Research and Criticism*. New York: Modern Language Association, 1984
- Lewis, R. W. B. *The American Adam: Innocence, Tragedy, and Tradition in the Nineteenth Century*. Chicago: University Chicago Press, 1955.
- Pattee, Fred Lewis. *The Development of the American Short Story*. [1966] New York: Harper, 1923.
- Pizer, Donald. *Realism and Naturalism in Nineteenth Century American Fiction*. Carbondale: Southern Illinois U P, 1966.
- Warren, Joyce W., ed. *The (Other) American Tradition: Nineteenth-Century Women Writers*. New Brunswick, NJ: Rutgers University Press, 1993
- Winter, Molly Crumpton. *American Narratives: Multiethnic Writing in the Age of Realism*. Baton Rouge, LA: Louisiana State UP, 2007.

M.A. (English) (CBCS 2018 Course) Semester – II
PGENG27: d) Indian Literature in English Translation – II

Course Outcomes:

At the end of this course, a student shall be able to:

- critically appreciate literary achievements of some of the significant Indian writers whose works are available in English Translation
- create an awareness of sub cultural variations in the translated works
- acquaint with major ancient, medieval and modern movements in Indian thought as reflected in the translated works
- acquaint to compare the treatment of different themes and styles in the genres of fiction, poetry and drama as reflected in the prescribed translations

Total Credits: 04

Total Lectures: 60

Course content:

1: I- Recent Trends in Indian Writings in Translations:

- i. Literature of the Marginalized and Dalit Consciousness in writings, including translations,
- ii. Issues of Gender relations and women's works in translations,
- iii. Voices of the Subaltern and tribal studies,
- iv. Identity crisis in Diaspora and Immigrant Writers,
- v. Postmodernism as reflected in the techniques of writing and translation in India,
- vi. Literature of new Native writers in translation

II -Concepts in Translation Studies:

- i. Scope and relevance of Translation studies
- ii. History of Translations in English,
- iii. Problems of Linguistic and Cultural Equivalence in Translation,
- iv. Concepts of transference, transliteration and transcreation
- v. Problems of translating a literary text
- vi. Translation as Linguistic Bridge-building entity

2: i. Girish Karnad, *Hayavadana*, Trans. by the author

ii. Mohan Rakesh: *Half-way House*

3: i. Mahasweta Devi, *Old Women* Trans. By Gayatri Chakravarti Spivak

ii. Gulzar : *Across the Raavi* (New Urdu Fictions, Katha, 2004)

iii. S.L. Duncan: A Christmas Story (from *The Heart of the Matter*, Katha, 2004)

4: i. Baby Kamble, *The Prison We Broke* Trans. By Maya Pandit

ii. Bama: *Harum Scarum Saar and Other Stories*

Reference books:

K.R.S. Iyengar, *Indian Writing in English*, Bombay, 1962.

M.K. Naik, *A History of Indian English Literature*, Sahitya Akademi, Delhi, 1982.

R.K. Dhawan, ed. *50 Years of Indian Writing*

M.K. Naik, Macmillan *Aspects of Indian Writing in English*, Delhi 1979.

William Walsh, *Indo-Anglian Literature 1800-1970*, Orient Longman, Madras, 1976.

R.K. Dhawan, ed *Postcolonial Discourse: A Study of Contemporary Literature*

Bhagyashree S. Varma ed. *Amrita Pritam: Life as Literature*

- Nivedita Sen, Nikhil Yadav Mahasweta Devi – An Anthology of Recent Criticism, *Gender & Caste: Issues in Contemporary Indian Feminism*. New Delhi, Kali for Women, 2003.
- The Danger of Gender: Caste, Class and Gender in Contemporary Indian Women's Writing*, Clara Nubile 2003 .
- Makarand Paranjape, ed. *Realism and Reality: the Novel and Society in India, Nativism: Essays in Nativism*.
- Manu S. Rajadurai and Geetha Vardarajan *Towards a Non-Brahmin Millennium*.
- K.V. Reddy and R.K. Dhawan, ed. *Flowering of Indian Drama: Growth & Development*.
- Sudhakar Pandey and Freya Barua, ed. *New Directions in Indian Drama, Towards an Aesthetic of Dalit Literature: History, Controversies and Considerations*, by Sharankumar Limbale. Translated by Alok Mukherjee. Orient Longman, 2004
- From Untouchable to Dalit : Essays on the Ambedkar Movement*: Eleanor Zelliot. Manohar, 1998
- A.P. Pandey(Ed), *New Horizons in Indian English Drama*, Bhasker, Publishers, Kanpur, 2011
- Dalit Movement in South India : 1857-1950*: Swapna H. Samel. New Delhi, Serials, 2004
- Shantha Ramakrishna, ed, *Translation and Multilingualism: Post-Colonial Context*.
- A.P. Pandey, *Flames and Fire In Kabir's Poetry*, Bhasker Publishers ,Kanpur, 2008
- Translation: From Periphery to Centrestage*, Tutun Mukherjee, ed.
- Author, Texts, Issues: Essays on Indian Literature*, K. Satchidanandan

M.A. (English) (CBCS 2018 Course) Semester – II

PGAEC 21: English for Specific Purposes

English for Specific Academic Purposes (ESAP) is an attempt to prepare and train the students in English in Business, English for General Purposes, and English in Science and Technology etc. The course is aimed at raising the learners' awareness by providing them with a theoretical framework based on current research in English for Specific Purposes for practical work on almost all the four modules.

Course Content

30 hours

1. English for Specific Academic Purposes

- i. English for Specific Purposes with focus on English for Academic Purposes; basic concepts in ESP; and characteristics of ESP
- ii. Language and Communication: meaning of communication, barriers to effective communication, principles of effective communication; functions of everyday usage; participating in conversations in familiar situations, and on telephone
- iii. Listening to short lectures, descriptions, narrations, rapid talks, passages read aloud and/or dictated, and identify language functions; using synonyms and antonyms, one-word substitutes, idioms and typical phrasal verbs
- iv. Reading for information; for comprehension, critically; analytically; to discover the flow of ideas; note-taking and note-making; development of paragraphs; cohesion, coherence and style

2. English in Business Management

- i. Difference between General English and Business English; use of English in business communication; terminology used; use of abbreviations; and Business Jargon
- ii. Internal business communication: memoranda, and documentation of meetings; drafting of notices, agenda and minutes of a meeting; drafting of the resolutions passed in the meetings
- iii. The structure of a report in business management; writing individual and committee reports; the structure of market reports
- iv. The structure and content of business letters: sales, complaint, adjustment, collection, and insurance letters

3. English in Science and Technology

- i. Difference between General English and English in Science and Technology (EST); terminology used; and use of abbreviations
- ii. Writing elements: technical definitions, technical descriptions, summaries, graphs, instructions, comparisons and contrasts
- iii. Forms of technical communication: technical reports, forms, memos, and e-mail; business letters, presentations, résumés
- iv. Writing paragraphs, developing points/ideas; writing letters of formal and informal kind especially applications, invitations etc

4. English in the Media and Advertising World

- i. Difference between General English and English in the Media and the Advertising World; actual use of English; terminology used; and use of abbreviations

- ii. The structure and language of a media report in print, and in electronic format; the structure and language of an advertisement in print, and in electronic format
- iii. Familiarising oneself with various stylistic devices in a print media report including style; familiarising oneself with various stylistic devices in an advertisement
- iv. Tackling texts of media reports and advertisement for the purpose of negotiating meaning in them

Reference Books:

1. RA Carter and David Nunan (eds). 2001. **The Cambridge Guide to Teaching English to Speakers of Other Languages**. Cambridge: Cambridge University Press.
2. Shirley Taylor. 1999. **Communication for Business**: a practical approach. Third edition. Harlow, Essex: Pearson Education.
3. Adrea J Rutherford. 2001. **Basic Communication Skills for Technology**. Low Price Second Edition. New Delhi: Pearson Education India.
4. A Bell.1991. **The Language of News Media**. Oxford: Blackwell.

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M.A. (English) (CBCS 2018 Course) Semester – III
PGENG 31 : Literature in English 1832 to 1980 – I

Course Outcomes:

At the end of this course, a student shall be able to:

- understand the tradition of English literature from 1832 to 1980
- demonstrate in-depth knowledge and understanding of the religious, socio-intellectual and cultural thoughts of English literature from 1832 to 1980
- engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts
- appreciate and analyze the poems, plays and fiction in the larger socio-political and religious contexts of the time
- examine critically key themes in representative texts of the period
- show their appreciation of texts in terms of plot-construction, socio-cultural contexts and genre of poetry, drama and fiction
- analyze literary devices forms and techniques in order to appreciate and interpret the texts

Total Credits: 04

Total Lectures: 60

Course content:

Historical background to the period with special reference to the texts.

A) Poetry:

- | | | |
|--------------------|---|---------------------------|
| 1. Alfred Tennyson | : | i. Ulysses |
| | | ii. The Lady of Shalott |
| 2. Robert Browning | : | i. The Last Ride Together |
| | | ii. The Patriot |
| 3. W.B. Yeats | : | i. The Second Coming |
| | | ii. Leda and the Swan |

B) Drama:

- | | | |
|--------------|---|------------------|
| 1. G.B. Shaw | : | <i>Pygmalion</i> |
|--------------|---|------------------|

C) Fiction:

- | | | |
|-----------------|---|---------------------------|
| 1. E.M. Forster | : | <i>A Passage to India</i> |
|-----------------|---|---------------------------|

Note: Standard and authentic editions of the texts published by the publishers like OUP, CUP, Longman, Macmillan, Penguin, Routledge, Signet Classic, Allen and Unwin etc.

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M.A. (English) (CBCS 2018 Course) Semester – III
PGENG 32 : Contemporary Critical Thoughts - I

Course Outcomes:

At the end of this course, a student shall be able to:

- have a historical overview of major literary theorists, particularly of the 20th century
- show an understanding of historical and philosophical contexts that led to the development of literary theory and its practices
- develop awareness of various literary theories and the way they enrich and change our thinking about language, literature and society
- historically situate literary theorists whose works had informed and shaped various literary theoretical discourses
- identify theoretical concepts with theorists and movements with which they are associated and in the process understand their contexts
- apply various theoretical frameworks and concepts to literary and cultural texts
- evaluate and analyze strengths and limitations of theoretical frameworks and arguments
- sharpen interpretative skills in the light of various theoretical frameworks
- learners will be able to apply various theoretical frameworks and concepts to literary and cultural texts

Total Credits: 04

Total Lectures: 60

Course content:

An introduction to the following contemporary critical approaches / schools / ideas.

1. Liberal Humanism
2. Structuralism
3. Post-structuralism and deconstruction
4. Postmodernism
5. Psychoanalytic criticism
6. Feminist criticism
7. Marxist criticism
8. New historicism and cultural materialism
9. Postcolonial criticism

Reading List

1. Ramaswami and Sethuraman (eds.) (1986), *The English Critical Tradition*, Vol. 1 (Macmillan) For Samuel Johnson and William Wordsworth.
2. Hardy and Westbrook (eds.) (1974), *20th Century Criticism*, (Light and Life Publishers, New Delhi) for T.S. Eliot, I. A. Richards, Cleanth Brooks, Richard Chase, and Ernest Jones.
3. Ramaswami and Sethuraman (eds.) (1986), *The English Critical Tradition*, Vol. II (Macmillan) for Wimsatt and Beardsley.
4. Lodge, David (1989), *20th Century Literary Criticism* (London Longman) For George Lukacs
5. Sethuraman (ed.), *Contemporary Criticism: An Anthology*, (Macmillan), for Roland Barthes, Stanley Fish, M.H. Abrams, and Elaine Showalter.
6. Barry, Peter (2007), *Beginning Theory : An Introduction to Literary and Cultural Theory*, Manchester University Press

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M.A. (English) (CBCS 2018 Course) Semester – III
EN33 : Research Methodology – I

Course Outcomes:

At the end of this course, a student shall be able to:

- develop a critical thinking to understand the concept of research
- collect data based on a survey and arrive at inferences using a small sample
- discuss and draft a plan for carrying out a piece of work systematically
- refer to authentic sources of information and document the same properly
- provide proper explanation for technical terms in simple language

Total Credits: 04

Total Lectures: 60

Course content:

A. Introduction:

1. Meaning and objectives of research, Qualities of a Good Researcher
2. Key terms in research: investigation, exploration, examination, analysis, hypothesis data, methods and techniques, results and findings, etc.
3. Dimensions and Different methods of research in Language and Literature

B. Process of Research:

1. Research Area and Research Topic, Preparing Bibliography for Background Reading, Formulating the Research Problem, Extensive Survey of Relevant Literature
2. Developing Hypothesis and Defining Aims and Objectives, Deciding the Scope and Limitations
3. Adopting Appropriate Research Methodology, Writing a Research Proposal

C. Research Process

1. Collecting and Classifying Data (books, anthologies, thesauruses, encyclopedias, conference proceedings, unpublished theses, newspaper articles, journals, govt publications, e-journals, web references, research sites, printed and web indexes, etc.; e-mail discussion groups, special libraries, advanced study centers, virtual libraries, web search engines, etc.)
2. Analyzing the Data, Arriving at Interpretations and Generalizations, Preparing Chapter wise Design

D. Presentation of Research

1. Format of the Thesis, Logical Writing, Introductions and Conclusions, Presentation of Findings,
2. Footnotes and Endnotes, Writing Bibliography Using Standard Style sheets
3. Writing a Short Research Paper, Writing a Short Dissertation

Reference Books:

1. Adam Sirjohn (2004), *Research Methodology: Methods & Techniques*, Delhi: New Age
2. Ballou, Stephen V. *A Model for Thesis and Research Papers*
3. Campbell, William *Form and Style in Thesis Writing*
4. Hillway, George *Introduction to Research*
5. Gibaldi, Joseph, *MLA Handbook for Writers of Research Papers*, New York: MLA Association
6. Lenburg, Jeff (2007), *Guide to Research*, Viva Books
7. Rajannan, B. (1968), *Fundamentals of Research*, ASRC Hyderabad
8. Sinha, M.P. *Research Methods in English*
9. Robinson, *Research Design and Statistical Measures*
10. Campbell, William *Form and Style in Thesis Writing*
11. Watson, George *The Literary Thesis*

M.A. (English) (CBCS 2018 Course) Semester – III
PGENG 34 : a) Postcolonial Indian English Literature – I

Course Outcomes:

At the end of this course, a student shall be able to:

- understand the social-historical-political-economic contexts of colonialism and postcolonialism in India
- see through a corpus of representative postcolonial texts from different colonial locations: the effects of colonial rule on the language, culture, economy and habitat of specific groups of people affected by it
- understand the scope of postcolonial literatures in India
- appreciate and analyze the growing spectres of inequality arising out of colonial occupation and the role played by postcolonial literatures to resist it in India
- critically engage with issues of racism and imperialism during and after colonial occupation
- appreciate the changing role and status of English in postcolonial literatures link colonialism to modernity

Total Credits: 04

Total Lectures: 60

Course content:

A) The Basic Concepts:

- | | |
|---|---------------------------------------|
| 1. Introduction: situating the postcolonial | 2. Postcolonial issues in performance |
| 3. Postcolonial fiction | 4. Postcolonial poetry |

B) Texts: Poetry:

The following prose articles from *Interrogating the Raj: Indian Response to Colonialism* edited by Shubhangi Raykar, Diamond Publications (2008)

- | | | |
|--------------------------|---|---|
| a) Raja Ram Mohan Roy | : | i. Address to Lord William Bentinck; 2. Anti Sutee Petition |
| b) Jotirao Phule | : | i. Preface to Slavery |
| c) Pandita Ramabai | : | i. A Letter about Yamuna; 2. Her Own Story |
| d) Mahadev Govind Ranade | : | i. Address to the Third Annual Social Conference
ii. Address to the Fifth Annual Social Conference |
| e) Mahatma Gandhi | : | i. From the Hind Swaraj |
| f) Jawaharlal Nehru | : | i. The Record of the British Rule |
| g) Babasaheb Ambedkar | : | i. Annihilation of Cast |

The following poems from *Ten Twentieth Century Indian Poets in English* ed. by R. Parthasarathy (OUP)

1. A. K. Ramanujan: i) Obituary
2. Nissim Ezekiel: i) The Poet, Lover and Bird Watcher
3. Kamala Das: i) Sunshine Cat
4. Keki N. Daruwalla: i) Ghaghra in Spate
5. Arun Kolatkar: i) The Boat Ride

Reference Books:

1. Gandhi, Leela : *Post-Colonial Theory: A Critical Introduction*.
2. Kripal, Vinay : *The New Indian Novel in English: A Study of the 1980s*.
3. Loomba, Ania : *Colonialism/Post-Colonialism*.
4. Nabar, Vrinda & Nilufer Bharucha (ed.) : *Post-Colonial Perspective on the Raj & its Literature*.
5. Sing, A.K. : *Contemporary Indian Fiction in English*.
6. Mukherjee, Meenakshi: *Realism and Reality: The Novel and Society in India*.
7. — : *The Twice Born fiction: Themes and Techniques of the Indian Novel in English*.
8. Elleke Boehmer, *Colonial and Postcolonial Literature: Migrant Metaphores*. OUP, 2005.

M.A. (English) (CBCS 2018 Course) Semester – III
PGENG 35 : b) Semantics and Pragmatics – I

Course Outcomes:

At the end of this course, a student shall be able to:

- recognize/understand the structure and various parts of the language
- understand the existence of language in the form of different dialects based on a set of established factors
- identify the various functions a language performs and the roles assigned to it
- understand that all languages behave alike and develop a tolerance for other languages
- understand that making errors is a process of learning and not hesitate to use language for the fear of making errors

Total Credits: 04

Total Lectures: 60

Course content:

1. The terms 'Semantics' and 'Meaning'
2. Surface structure and Deep structure
3. Denotations and connotations
4. Seven types of meanings
5. Components and contrast of meaning (synonym, antonym, hyponymy, prototype)
6. Lexical relations (homonymy, homophony, polysemy, metonymy)
7. Semantics and lexicon
8. Entailment
9. Semantics and logic

Books for reference:

1. Leech, G. (1974) *Semantics*, Penguin : Harmondsworth.
2. Leech, G. (1980) *Explorations in Semantics and Pragmatics*, John Benjamins, Amsterdam.
3. Lyons, J. (1977) *Semantics*, (two vols) CUP.
4. Palmer, F.R. (1981) *Semantics*, CUP.
5. Searle, J. R. (1969) *Speech Acts*, CUP.
6. Searle, J.R. (1979) *Expression and Meaning*, CUP.
7. Levinson, S.C. (1983) *Pragmatics*, CUP.
8. Leech, R.N. (1983) *Principles of Pragmatics*, Longman.
9. Thorat, A.R. (2001) *A Discourse Analysis of Five Great Indian Novels*, Macmillan.
10. Mey, J.L. (1993) *Pragmatics : An Introduction*, Blackwell, Oxford.
11. Grundy, Peter (1995) *Doing Pragmatics*, Edward Arnold, London.
12. Verchuren, Jet (1999) *Understanding Pragmatics*, OUP, New York.
13. Yule, G (1996) *Pragmatics*, OUP.
14. Taylor, P.J. (1987) *Analyzing Conversation*, Pergamon Press.
15. Hudson. 'Sociolinguistics' CUP.

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M.A. (English) (CBCS 2018 Course) Semester – III
PGENG 36 : c) Contemporary American Literature and Culture - I

Course Outcomes:

At the end of this course, a student shall be able to:

- understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America
- understand the historical, religious and philosophical contexts of the American spirit in literature; social-cultural-ecological-political contexts
- appreciate the complexity of the origin and reception of American literature, given its European and non-European historical trajectories
- critically engage with the complex nature of American society, given its journey from specific religious obligations and their literary transformations (such as Puritanism, Unitarianism, Transcendentalism, etc.) to the growth of anti- or non-Christian sensibilities
- critically appreciate the diversity of American literature in the light of regional variations in climate, cultural traits, economic priorities
- explore and understand the nature of the relationships of human beings to other human beings and other life forms in relation to representative literary texts in various genres
- analyze the American mind from global and Indian perspectives and situate the American in the contemporary world

Total Credits: 04

Total Lectures: 60

Course content:

A study of the historical and socio-cultural background of Twentieth Century American Literature with reference to the following topics:

i) Pragmatism ii) Naturalism iii) Expressionism iv) The Lost Generation v) The Southern Renaissance

A) Poetry

- | | | |
|--------------------|---|---|
| 1. Robert Frost | : | i) Mending Wall
ii) The Death of the Hired Man
iii) The Road Not Taken |
| 2. Hart Crane | : | i) At Melville's Tomb
ii) Voyages |
| 3. Wallace Stevens | : | i) The Farmer's Wife
ii) The Emperor of Icecream
iii) Anecdote of the Jar |

B) Drama

- | | | |
|-------------------|---|------------------------------|
| 1. Eugene O'Neill | : | <i>Desire Under the Elms</i> |
| 2. Arthur Miller | : | <i>Death of a Salesman</i> |

Books for reference:

1. Frederick J. Hoffman, *The 20th American Writing in the Post War Decade*
2. Robert Spiller et. al, *A Literary History of the United State*
3. Roy Harvey Pearce, *The Continuity of American Poetry*
4. Alan Downer, *American Theater*
5. Jean Gould, *Modern American Playwrights*
6. R.W. Horton and H.W. Edwards, *Background of American Literary Thought*

M.A. (English) (CBCS 2018 Course) Semester – III
PGENG 37 : d) World Classics in English Translation – I

Course Outcomes:

At the end of this course, a student shall be able to:

- critically appreciate literary achievements of some of the significant writers in the world whose works are available in English Translation
- create an awareness of sub cultural variations in the translated works
- acquaint with major ancient, medieval and modern movements in the world thought as reflected in the translated works
- acquaint to compare the treatment of different themes and styles in the genres of fiction, poetry and drama as reflected in the prescribed translations

Total Credits: 04

Total Lectures: 60

Objectives:

1. To acquaint the students with selected masterpieces of European literature.
2. To familiarise them with the important literary and historical movements of the period.

Course content:

- | | | |
|---------------|---|------------------------|
| 1. Sophocles | : | <i>Antigone</i> |
| 2. Moliere | : | <i>The Misanthrope</i> |
| 3. Tolstoy | : | <i>Resurrection</i> |
| 4. Dostoevsky | : | <i>The Idiot</i> |

Books for reference:

1. Bieber, M. (1959) *The History of the Greek and Roman Theatre*, Princeton.
2. Harsh, Philip W. (1960) *A Hand book of Classical Drama*, Stanford University.
3. Le grand, P.E. *The New Greek Comedy*, London Norwood, Gilbert.
4. Adam Antoine (1974) *Grandeur and Illusion French Literature & Society 1600-1715*, Harmondsworth, Penguin.
5. Eossmann Lionel (1969) *Men and Masks*, A Study of Mohere Baltimore the Johns Hopkins Press.
6. Guichamaud Jacques (1964) *Mohere : A Collection of Critical Essays*, Englewood Cliffs : Prentice-Hall.
7. Bayley John (1966) *Tolstoy and the Novel*, London: Chato & Windus.
8. Christian R.F. (1969) *Tolstoy: A critical Introduction*, Cambridge: C.U.P.
9. Carr Edward Hallett (1962) *Dostoevsky: 1821-1881*, London: Unwin Books.
10. Hingley Ronald (1962) *The Undiscovered Dostoyevsky*, London : Harmish Hamilton.
11. Hodquist Michael. (1977) *Dostoevsky and thje Novel*, Princeton : Princeton University Press.
12. Brustein Robert (1965) *The Theatre of Revolt: An Approach to Modern Drama*, London: Methuen.
13. Cambon elau, *Pirandello : A collection of Critical Essays*, Englewood Cliffs: Prentice Hall.

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M.A. (English) (CBCS 2018 Course) Semester – III

PGSEC 31: Developing Soft Skills

Course Outcomes

At the end of the course, a student shall be able to:

- communicate with others effectively
- exhibit qualities of leadership
- take responsibility to undertake a work and complete it.
- aware of their own weaknesses
- work in groups either as members or leaders
- think critically or laterally and solve problems
- be flexible to the needs of others
- negotiate with others to solve problems (conflict resolution)
- cope with pressure and yet produce results

Course Contents

30 Hours

1. Soft Skills: Meaning and definition; Employability skills, Life skills, Corporate skills.
2. Developing positive attitude: Ethics, Values, Manners & Etiquettes
3. SWOT analysis and Career Planning: Strengths, Weaknesses, Opportunities and Threats
4. Curriculum Vitae, Resume, Bio-Data: Types of personal and educational information, preparing CV according to the job requirements
5. Interview Techniques: Types of interviews, Personal appearance, basic research, Confidence, knowledge preparation, interview style
6. Time Management: Competency-building skills; identifying use of time, management of on-time task, identifying reasons for poor time management, and taking corrective action; overall time-planning; and learning where to go for information or guidance
7. Stress Management: coping with stress and anger; recognizing/understanding others' point of view; problem solving; peer negotiation and resistance; conflict management; active listening and effective communication; acceptance and/or tolerance of diversity groups; and telephone skills
8. Confidence building and Personal Integration:
9. Teamwork and Leadership: Group discussion, effective communication skills, Group behaviour, helping nature
10. Developing work culture: sincerity, negotiation techniques, summarizing information; summarizing information about specific points; organizing studies

Reference Books

1. Covey Sean, *Seven Habits of Highly Effective Teens*, New York, Fireside Publishers, 1998.
2. Carnegie Dale, *How to win Friends and Influence People*, New York: Simon & Schuster, 1998.
3. Daniel Coleman, *Emotional Intelligence*, Bantam Book, 2006
4. Fredrick H. Wentz, *Soft skills Training - A workbook to develop skills for employment*
5. Barun K. Mitra *Personality Development and Soft skills*, Oxford University Press

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M.A. (English) (CBCS 2018 Course) Semester – IV
PGENG 41 : Literature in English 1832 to 1980 – II

Course Outcomes:

At the end of this course, a student shall be able to:

- understand the tradition of English literature from 1832 to 1980
- demonstrate in-depth knowledge and understanding of the religious, socio-intellectual and cultural thoughts of English literature from 1832 to 1980
- engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts
- appreciate and analyze the poems, plays and fiction in the larger socio-political and religious contexts of the time
- examine critically key themes in representative texts of the period
- show their appreciation of texts in terms of plot-construction, socio-cultural contexts and genre of poetry, drama and fiction
- analyze literary devices forms and techniques in order to appreciate and interpret the texts

Total Credits: 04

Total Lectures: 60

Course content:

Historical background to the period with special reference to the texts.

A) Poetry:

- | | | |
|------------------|---|---|
| 1. T.S. Eliot | : | i. The Love Song of J. Alfred Prufrock
ii. The Hollowmen |
| 2. Philip Larkin | : | i. Church Going
ii. Lines on a Young Lady's Photograph Album |
| 3. Ted Hughes | : | i. The Jaguar
ii. Hawk Roosting |
| 4. Robert Frost | : | i. Mending Wall |

B) Drama:

- | | | |
|------------------|---|---------------------------|
| 1. Harold Pinter | : | <i>The Birthday Party</i> |
|------------------|---|---------------------------|

C) Fiction:

- | | | |
|------------------|---|--------------------------------|
| 1. Graham Greene | : | <i>The Power and the Glory</i> |
|------------------|---|--------------------------------|

Note: Standard and authentic editions of the texts published by the publishers like OUP, CUP, Longman, Macmillan, Penguin, Routledge, Signet Classic, Allen and Unwin etc.

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M.A. (English) (CBCS 2018 Course) Semester – IV
PGENG 42 : Contemporary Critical Thoughts - II

Course Outcomes:

At the end of this course, a student shall be able to:

- have a historical overview of major literary theorists, particularly of the 20th century
- show an understanding of historical and philosophical contexts that led to the development of literary theory and its practices
- develop awareness of various literary theories and the way they enrich and change our thinking about language, literature and society
- historically situate literary theorists whose works had informed and shaped various literary theoretical discourses
- identify theoretical concepts with theorists and movements with which they are associated and in the process understand their contexts
- apply various theoretical frameworks and concepts to literary and cultural texts
- evaluate and analyze strengths and limitations of theoretical frameworks and arguments
- sharpen interpretative skills in the light of various theoretical frameworks
- learners will be able to apply various theoretical frameworks and concepts to literary and cultural texts

Total Credits: 04

Total Lectures: 60

Course content:

The essays prescribed for study

1. Archetypal Criticism : Northrop Frye *The Archetypes of Literature*
2. Marxist Criticism : George Lukacs *The Ideology of Modernism*
3. Psychoanalytic Approach : Ernest Jones *Hamlet :The Psychological Solution*
4. Structuralism : Jonathan Culler *Structuralism and Literature*
5. Reader-Response Theory : Roland Barthes *Death of the Author*
6. Deconstruction :M.H. Abrams *The Deconstructive Angel*
7. Feminism :Elaine Showalter *Feminist Criticism in the Wilderness*

Reading List

1. Ramaswami and Sethuraman (eds.) (1986), *The English Critical Tradition*, Vol. 1 (Macmillan) For Samuel Johnson and William Wordsworth.
2. Hardy and Westbrook (eds.) (1974), *20th Century Criticism*, (Light and Life Publishers, New Delhi) for T.S. Eliot, I. A. Richards, Cleanth Brooks, Richard Chase, and Ernest Jones.
3. Ramaswami and Sethuraman (eds.) (1986), *The English Critical Tradition*, Vol. II (Macmillan) for Wimsatt and Beardsley.
4. Lodge, David (1989), *20th Century Literary Criticism* (London Longman) For George Lukacs
5. Sethuraman (ed.), *Contemporary Criticism: An Anthology*, (Macmillan), for Roland Barthes, Stanley Fish, M.H. Abrams, and Elaine Showalter.
6. Barry, Peter (2007), *Beginning Theory : An Introduction to Literary and Cultural Theory*, Manchester University Press

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M.A. (English) (CBCS 2018 Course) Semester – IV
EN 43: Research Methodology II (Research Project)

Course Outcomes:

At the end of this course, a student shall be able to:

- develop a critical thinking to arrive at the topic of research
- develop ability to pursue research in the field of new literatures in English
- understand the purpose and process of academic writing
- read and understand longer pieces of discourse independently
- collect data based on a survey and arrive at inferences using a small sample
- refer to authentic sources of information and document the same properly
- create the report based on research system
- write and revise the drafts
- cite books referred to in a systematic and acceptable manner

Total Credits: 06

Total Hours to be spent: 90

Course Content:

I) A student is required to prepare the synopsis alongwith the following lines in at least 4 pages: Introduction to the title and topic allotted; Hypothesis; Objectives of the Research; Proposed Structure: Chapter Scheme; Working Bibliography. This will be treated as Internal Evaluation and will be evaluated for 20 Marks.

II) Research Project Writing:

A student is required to be familiar with methodology and technique of research report writing. S/he has to submit an exhaustive research report on the given topic, to be submitted by the end of February each year. The research report will be treated as a part of University Examination & will carry 60 Marks.

III) Viva-Voce/presentation:

The viva-voce/presentation will be organised in the month of March every year and will be a part of university examination. The student has to present his/her research in front of the examiners including the other students. This will carry 20 marks.

Reference Books:

1. Adam Sirjohn (2004), *Research Methodology: Methods & Techniques*, Delhi: New Age
2. Ballou, Stephen V. *A Model for Thesis and Research Papers*
3. Campbell, William *Form and Style in Thesis Writing*
4. Hillway, George *Introduction to Research*
5. Gibaldi, Joseph, *MLA Handbook for Writers of Research Papers*, New York: MLA
6. Lenburg, Jeff (2007), *Guide to Research*, Viva Books
7. Rajannan, B. (1968), *Fundamentals of Research*, ASRC Hyderabad
8. Sinha, M.P. *Research Methods in English*
9. Robinson, *Research Design and Statistical Measures*
10. Campbell, William *Form and Style in Thesis Writing*
11. Watson, George *The Literary Thesis*

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M.A. (English) (CBCS 2018 Course) Semester – IV
PGENG 44 : a) Postcolonial Indian English Literature – II

Course Outcomes:

At the end of this course, a student shall be able to:

- understand the social-historical-political-economic contexts of colonialism and postcolonialism in India
- see through a corpus of representative postcolonial texts from different colonial locations: the effects of colonial rule on the language, culture, economy and habitat of specific groups of people affected by it
- understand the scope of postcolonial literatures in India
- appreciate and analyze the growing spectres of inequality arising out of colonial occupation and the role played by postcolonial literatures to resist it in India
- critically engage with issues of racism and imperialism during and after colonial occupation
- appreciate the changing role and status of English in postcolonial literatures link colonialism to modernity

Total Credits: 04

Total Lectures: 60

Course content:

A) Texts:

- | | | |
|---------------------|---|--------------------------------|
| 1. Raja Rao | : | <i>Kanthapura</i> |
| 2. Shashi Deshpande | : | <i>The Narayanpur Incident</i> |
| 3. Kiran Nagarkar | : | <i>The Cukold</i> |
| 4. Amitav Ghosh | : | <i>Sea of Poppies</i> |

Reference Books:

1. Gandhi, Leela : *Post-Colonial Theory: A Critical Introduction*.
2. Vinay Kripal: *The New Indian Novel in English*.
3. Kripal, Vinay : *The New Indian Novel in English: A Study of the 1980s*.
4. Loomba, Ania : *Colonialism/Post-Colonialism*.
5. Naik, M.K. : *A History of Indian English Literature*.
6. Nabar, Vrinda & Nilufer Bharucha (ed.) : *Post-Colonial Perspective on the Raj & its Literature*.
7. Sing, A.K. : *Contemporary Indian Fiction in English*.
8. Lal, P. : *The Concept of an Indian Literature*.
9. Mukherjee, Meenakshi: *Realism and Reality: The Novel and Society in India*.
10. Mukherjee, Meenakshi: *The Twice Born fiction: Themes and Techniques of the Indian Novel in English*.
11. Naik, M.K. : *Dimensions of Indian English Literature*.
12. Aijaz Ahmad: *In Theory*. New Delhi: Oxford University Press, 1992.
13. Timothy Brennan, *Salman Rushdie and the Third World*. New York: St. Martin's Press, 1989.
14. Elleke Boehmer, *Colonial and Postcolonial Literature: Migrant Metaphores*. Oxford University Press, 2005.
15. Devi, Ganesh: *The G. N. Devy Reader: After Amnesia, 'Of Many Heros', The Being of Bhasha; Countering Violence*, Orient Blackswan, 2009.

M.A. (English) (CBCS 2018 Course) Semester – IV

PGENG 45 : b) Semantics and Pragmatics – II

Course Outcomes:

At the end of this course, a student shall be able to:

- recognize/understand the structure and various parts of the language
- understand the existence of language in the form of different dialects based on a set of established factors
- identify the various functions a language performs and the roles assigned to it
- understand that all languages behave alike and develop a tolerance for other languages
- understand that making errors is a process of learning and not hesitate to use language for the fear of making errors

Total Credits: 04

Total Lectures: 60

Course content:

1. Semantics and pragmatics
2. Emergence of pragmatics
3. Sentence and utterance
4. Presupposition and implicature
5. Speech event and speech situation
6. Speech Acts
7. Conversational Principles: PP, CP etc.
8. Deixis
9. Turn-taking and adjacency pairs
10. Discourse Analysis

Books for reference:

1. Leech, G. (1974) *Semantics*, Penguin : Harmondsworth.
2. Leech, G. (1980) *Explorations in Semantics and Pragmatics*, John Benjamins, Amsterdam.
3. Lyons, J. (1977) *Semantics*, (two vols) CUP.
4. Palmer, F.R. (1981) *Semantics*, CUP.
5. Searle, J. R. (1969) *Speech Acts*, CUP.
6. Searle, J.R. (1979) *Expression and Meaning*, CUP.
7. Levinson, S.C. (1983) *Pragmatics*, CUP.
8. Leech, R.N. (1983) *Principles of Pragmatics*, Longman.
9. Thorat, A.R. (2001) *A Discourse Analysis of Five Great Indian Novels*, Macmillan.
10. Mey, J.L. (1993) *Pragmatics : An Introduction*, Blackwell, Oxford.
11. Grundy, Peter (1995) *Doing Pragmatics*, Edward Arnold, London.
12. Verchuren, Jet (1999) *Understanding Pragmatics*, OUP, New York.
13. Yule, G (1996) *Pragmatics*, OUP.
14. Taylor, P.J. (1987) *Analyzing Conversation*, Pergamon Press.
15. Hudson. 'Sociolinguistics' CUP.

* * *

M.A. (English) (CBCS 2018 Course) Semester – IV

PGENG 46 : c) Contemporary American Literature and Culture - II

Course Outcomes:

At the end of this course, a student shall be able to:

- understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America
- understand the historical, religious and philosophical contexts of the American spirit in literature; social-cultural-ecological-political contexts
- appreciate the complexity of the origin and reception of American literature, given its European and non-European historical trajectories
- critically engage with the complex nature of American society, given its journey from specific religious obligations and their literary transformations (such as Puritanism, Unitarianism, Transcendentalism, etc.) to the growth of anti- or non-Christian sensibilities
- critically appreciate the diversity of American literature in the light of regional variations in climate, cultural traits, economic priorities
- explore and understand the nature of the relationships of human beings to other human beings and other life forms in relation to representative literary texts in various genres
- analyze the American mind from global and Indian perspectives and situate the American in the contemporary world

Total Credits: 04

Total Lectures: 60

Course content:

A) Drama

1. Edward Albee : *Who's Afraid of Virginia Woolf?*

B) Fiction

1. William Faulkner: *As I Lay Dying*
2. John Steinbeck : *Of Mice and Men*
3. Toni Morrison : *Tar Baby*

Books for reference:

1. Frederick J. Hoffman, *The 20th American Writing in the Post War Decade*
2. Robert Spiller et. al , *A Literary History of the United State*
3. Roy Harvey Pearce, *The Continuity of American Poetry*
4. Alan Downer, *American Theater*
5. Jean Gould, *Modern American Playwrights*
6. R.W. Horton and H.W. Edwards, *Background of American Literary Thought*

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M.A. (English) (CBCS 2018 Course) Semester – IV
PGENG 47 : d) World Classics in English Translation – II

Course Outcomes:

At the end of this course, a student shall be able to:

- critically appreciate literary achievements of some of the significant writers in the world whose works are available in English Translation
- create an awareness of sub cultural variations in the translated works
- acquaint with major ancient, medieval and modern movements in the world thought as reflected in the translated works
- acquaint to compare the treatment of different themes and styles in the genres of fiction, poetry and drama as reflected in the prescribed translations

Total Credits: 04

Total Lectures: 60

Course content:

- | | | |
|---------------------|---|--|
| 1. Pirandello | : | <i>Six Characters in Search of an Author</i> |
| 2. Sartre | : | <i>The Files</i> |
| 3. Camus | : | <i>The Outsider's (Stranger)</i> |
| 4. Uttar Ram Charit | : | <i>Bhavabhuti</i> |

Books for reference:

1. Bieber, M. (1959) *The History of the Greek and Roman Theatre*, Princeton.
2. Harsh, Philip W. (1960) *A Hand book of Classical Drama*, Stanford University.
3. Le grand, P.E. *The New Greek Comedy*, London Norwood, Gilbert.
4. Adam Antoine (1974) *Grandeur and Illusion French Literature & Society 1600-1715*, Harmondsworth, Penguin.
5. Eossmann Lionel (1969) *Men and Masks*, A Study of Mohere Baltimore the Johns Hopkins Press.
6. Guichamaud Jacques (1964) *Mohere : A Collection of Critical Essays*, Englewood Cliffs : Prentice-Hall.
7. Bayley John (1966) *Tolstoy and the Novel*, London: Chato & Windus.
8. Christian R.F. (1969) *Tolstoy: A critical Introduction*, Cambridge: C.U.P.
9. Carr Edward Hallett (1962) *Dostoevsky: 1821-1881*, London: Unwin Books.
10. Hingley Ronald (1962) *The Undiscovered Dostoyevsky*, London : Harmish Hamilton.
11. Hodquist Michael. (1977) *Dostoevsky and thje Novel*, Princeton : Princeton University Press.
12. Brustein Robert (1965) *The Theatre of Reval: An Approach to Modern Drama*, London: Methuen.
13. Cambon elaeue, *Pirandello : A collection of Critical Essays*, Englewood Cliffs: Prentice Hall.

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**BHARATI VIDYAPEETH
(DEEMED TO BE UNIVERSITY), PUNE**

**Faculty of Arts, Social Sciences and Commerce
M.A. - English
Old Syllabus**

“Social Transformation Through Dinamic Education”



BHARATI VIDYAPEETH (DEEMED TO BE UNIVERSITY)
YASHWANTRAO MOHITE COLLEGE OF ARTS, SCIENCE AND COMMERCE,
PUNE 411038

Accredited with 'A+' Grade (2017) by NAAC
'A' Grade University Status by MHRD, Govt. of India
Accredited (2004) & Reaccredited (2011) with 'A' Grade by NAAC



MASTER OF ARTS (M.A. ENGLISH) PROGRAME

CBCS 2012 COURSE STRUCTURE

Under the Faculty of Arts, Social Sciences and Commerce

TO BE IMPLEMENTED FROM ACADEMIC YEAR 2012-13

**BHARATI VIDYAPEETH
DEEMED UNIVERSITY, PUNE (INDIA)**

**Master of Arts (M.A. English)
(Choice Based Credit and Grade System)**

**Under : The Faculty of Arts, Social Sciences and Commerce
(To be implemented from June 2012)**

The M.A. Degree programme provides an opportunity to acquire advanced knowledge in the main areas of English Literature and Language.

1. Objectives of the course:

- i. To produce experts in English language and literature,
- ii. To develop literary sensibility and critical judgement,
- iii. To develop linguistic ability and sensibility,
- iv. To develop compositional and communicative skills,
- v. To train students in independent use of tools of learning, i.e. reference skills.

2. Eligibility for admission to M.A. (English) Course:

Any graduate of this University or any other recognized University shall be admitted to M.A. (English) Course. A student who has a degree other than English as a special subject shall have to clear the entrance test conducted by the department every year.

3. Intake Capacity:

The intake capacity of the course will be 60 seats every year.

4. Course Structure of M.A. (English) Course:

The M.A. programme will be of two years duration consisting of four semesters and of minimum 100 Credits: Semester I (24 Credits), Semester II (24 Credits), Semester III (24 Credits), and Semester IV (28 Credits). In first three Semesters, there will be four theory papers of 06 credits each. In Fourth Semester, there will be three theory papers of 06 credits and one research project of 10 credits. All 16 papers will have 100 marks each out of which 40 marks will be for Internal Assessment and 60 marks for University Examination. Thus M.A. English degree examination, four Semesters shall be of 1600 marks and of minimum 100 credits altogether. The following shall be the course structure:

M.A. English: Semester – I

Semester	Subject Type	Code	Title of the paper	Hrs/ Week	Credits	Exam Hrs	Maximum Marks		
							Internal Assessment	University Examination	Total
Semester I	Core: Compulsory	PGENG 11	Literature in English from 1550 to 1832 – I	04	06	03	40	60	100
		PGENG 12	Introduction to the Study of English Language – I	04	06	03	40	60	100
		PGENG 13	English Language and Literature Teaching – I	04	06	03	40	60	100
	Core: Elective	Any one from the following:							
		PGENG 14	a) Postcolonial Literature – I	04	06	03	40	60	100
		PGENG 15	b) Linguistics and Stylistics – I	04	06	03	40	60	100
		PGENG 16	c) American Literature: 19 th Century – I	04	06	03	40	60	100
		PGENG 17	d) Indian Literature in English Translation – I	04	06	03	40	60	100
	Non-Core: Optional	To earn extra credits, a student may opt for any number of the following subjects:							
		PGGEN 11	English for Specific Purposes	02	02	02	20	30	50
		PGGEN 12	Basics of Information Technology	02	02	02	20	30	50
		PGGEN 13	Bioinformatics	02	02	02	20	30	50

M.A. English: Semester – II

Semester	Subject Type	Code	Title of the paper	Hrs/ Week	Credits	Exam Hrs	Maximum Marks		
							Internal Assessment	University Examination	Total
Semester II	Core: Compulsory	PGENG 21	Literature in English from 1550 to 1832 – II	04	06	03	40	60	100
		PGENG 22	Introduction to the Study of English Language – II	04	06	03	40	60	100
		PGENG 23	English Language and Literature Teaching – II	04	06	03	40	60	100
	Core: Elective	Any one from the following:							
		PGENG 24	a) Postcolonial Literature – II	04	06	03	40	60	100
		PGENG 25	b) Linguistics and Stylistics – II	04	06	03	40	60	100
		PGENG 26	c) American Literature: 19 th Century – II	04	06	03	40	60	100
		PGENG 27	d) Indian Literature in English Translation – II	04	06	03	40	60	100
	Non-Core: Optional	To earn extra credits, a student may opt for any number of the following subject:							
		PGGEN 21	Scientific Writing	02	02	02	20	30	50
		PGGEN 22	Consumer Protection	02	02	02	20	30	50
		PGGEN 23	Cyber Security	02	02	02	20	30	50

M.A. English: Semester – III

Semester	Subject Type	Code	Title of the paper	Hrs/ Week	Credits	Exam Hrs	Maximum Marks		
							Internal Assessment	University Examination	Total
Semester III	Core: Compulsory	PGENG 31	Literature in English from 1832 to 1980 – I	04	06	03	40	60	100
		PGENG 32	Contemporary Critical Thoughts – I	04	06	03	40	60	100
		PGENG 33	Research Methodology – I	04	06	03	40	60	100
	Core: Elective	Any one from the following:							
		PGENG 34	a) Postcolonial Indian English Literature – I	04	06	03	40	60	100
		PGENG 35	b) Semantics and Pragmatics – I	04	06	03	40	60	100
		PGENG 36	c) Contemporary American Literature and Culture – I	04	06	03	40	60	100
		PGENG 37	d) World Classics in English Translation – I	04	06	03	40	60	100
	Non-Core: Optional	To earn extra credits, a student may opt for any number of the following subject:							
		PGGEN 31	Soft Skills	02	02	02	20	30	50
		PGGEN 32	Clinical Biochemistry	02	02	02	20	30	50
		PGGEN 33	Income Tax Management	02	02	02	20	30	50

M.A. English: Semester – IV

Semester	Subject Type	Code	Title of the paper	Hrs/ Week	Credits	Exam. Hrs	Maximum Marks		
							Internal Assessment	University Examination	Total
Semester IV	Core: Compulsory	PGENG 41	Literature in English from 1832 to 1980 – II	04	06	03	40	60	100
		PGENG 42	Contemporary Critical Thoughts – II	04	06	03	40	60	100
		PGENG 43	Research Methodology – II (Project Report)	04	10	-	40	60	100
	Core: Elective	Any one from the following:							
		PGENG 44	a) Postcolonial Indian English Literature – II	04	06	03	40	60	100
		PGENG 45	b) Semantics and Pragmatics – II	04	06	03	40	60	100
		PGENG 46	c) Contemporary American Literature and Culture – II	04	06	03	40	60	100
		PGENG 47	d) World Classics in English Translation – II	04	06	03	40	60	100

5. Scheme of Examination:

The Assessment of Regular students of Master of Arts (M.A.) English course in the academic session 2012-13 and after shall be based on

- (a) University Examinations,
- (b) Internal Assessment,
- (c) Choice Based Credit System, and
- (d) Semester Grade Point Average and Cumulative Grade Point Average system

For each paper of 100 marks, there will be Internal Assessment of 40 marks and the University Examination of 60 marks/3 hours duration at the end of each semester. The 06 credit will be given to a student who secures atleast 40% of marks allotted to each paper. A candidate who does not pass the examination in any subject or subjects in one semester will be permitted to reappear in such failed subject or subjects along with the papers of following semesters.

The Internal Assessment (IA) for each paper will be of 40 marks which will be carried out by the department during the term. The Internal Assessment may be in the forms as follows: Attendance, Written tests, seminars, term papers, presentations, assignments, orals or any such others. There will be at least two types of assessments from given above.

At the end of each semester, a cumulative grade point average (CGPA) and also Semester grade point average (SGPA) will be calculated as a weighted average of the GPI of all courses in which the student has passed till that semester.

A candidate shall be permitted to proceed from the First Semester up to Final Semester irrespective of his/her failure in any of the Semester examinations subject to the condition that the candidates should register for all the arrear subjects of earlier semesters along with current (subsequent) semester subjects.

Research Project Work:

There will be a Research Project to be prepared by a student during the fourth semester. The objective of the project work is to introduce students to research methodology in the subject and prepare them for pursuing research in theoretical or experimental or computational areas of the subject. The project work is to be undertaken under guidance of a teacher allotted to a student by the department.

Division of Marks

Synopsis with working bibliography (Internal Assessment)	:	40 Marks
A full Project Report (Minimum 50-80 pages) (University Assessment)	:	40 Marks
Viva Voce (University Assessment)	:	20 Marks

As the Research Project is based on the self study done by the candidate and evaluated for 100 marks altogether, 10 credits will be awarded to a successful candidate in this subject. The project may be evaluated by two examiners one internal and one external, selected from the panel of PG examiners of the University.

The candidate has to submit the project 15 days before the commencement of the fourth semester university examination. A candidate who fails to submit the project may resubmit the same in the subsequent semester examination for evaluation. The project work activities must be duly supported by documentary evidence to be endorsed by the Head or Guide.

6. Standard of Passing:

A candidate shall be declared to have passed in the paper provided he/she has secured minimum GP of 4.5 in the University Examination and a GPA of 4.0 in aggregate of University Examination and Internal Assessment taken together.

A student who passes in all the courses will be declared to have passed M.A. (English) with the following honours.

CGPA in [4.00, 4.99]	-- Pass Class
CGPA in [5.00, 5.49]	-- Second Class
CGPA in [5.50, 5.99]	-- Higher Second Class
CGPA in [6.00, 7.99]	-- First Class
CGPA in [8.00, 10.00]	-- First Class with Distinction

7. Scheme of credits:

Sixty (60) hours of teaching will lead to four credits (which means four hours per week teaching in one semester) and long term paper as well as presentation will carry ONE credit each. Each semester of Master's course shall offer 24 credits or more.

8. Extra Credits:

Regular students can also opt for extra credits if the departmental committee agrees. A candidate must communicate which extra credits s/he is going to attempt at the commencement of the semester. A student can enrol for extra credits over and above the total 100 credits prescribed for the course by attending and appearing for the examination of the opted extra credits. However, in such case grades of the extra credits will NOT be counted for arriving at GPA.

The extra credit course can be selected from within the institute or any other Faculties of Bharati Vidyapeeth Deemed University offering courses for Faculty of Arts, Social Sciences and Commerce, which will be declared at the commencement of session. The extra credits earned by the student will be mentioned separately in the Grade sheet.

9. Grade point scheme:

The 10-point scale would be used to convert marks out of 100 to grades and grade points according to the following table:

Marks as Percentage	Grade	Grade Point
[75.0, 100]	O	10.0
[70.0, 74.9]	A+	9.0
[65.0, 69.9]	A	8.0
[60.0, 64.9]	B+	7.0
[55.0, 59.9]	B	6.0
[50.0, 54.9]	C+	5.5
[45.0, 49.9]	C	5.0
[40.0, 44.9]	D	4.5

10. Structure of Transcript:

At the end of each semester, student will be given a transcript showing the performance and result in each course. The transcript shows, for each course the title of the course, credit values, grade in UE, grade in IA, Grade point index, result as pass or fail. Also, the Semester grade point average and cumulative grade point average will be shown. Further, the equivalent percentage of marks corresponding to SGPA and CGPA will be shown. The formula to convert SGPA or CGPA to equivalent percentage is given by:

$$\text{Equivalent percentage marks} = \begin{cases} 10 \times \text{CGPA} & \text{if CGPA/SGPA is in } [4.00, 6.00] \\ 05 \times \text{CGPA} + 30 & \text{if CGPA/SGPA is in } [6.00, 9.00] \\ 25 \times \text{CGPA} - 150 & \text{if CGPA/SGPA is in } [9.00, 10.00] \end{cases}$$

The above formula computes to the following table:-

Range in % of marks	Range of CGPA	Letter grade	Division
[75.0, 100]	[9.00, 10.00]	O	First class with Distinction
[70.0, 74.9]	[8.00, 8.99]	A+	
[65.0, 67.9]	[7.00, 7.99]	A	First class
[60.0, 64.9]	[6.00, 6.99]	B+	
[55.0, 59.9]	[5.50, 5.99]	B	Higher second class
[50.0, 54.9]	[5.00, 5.49]	C+	Second class
[45.0, 49.9]	[4.50, 4.99]	C	Pass class
[40.0, 44.9]	[4.00, 4.49]	D	
[00.0, 39.9]	[0.00, 3.99]	F	Fail

Thus, the percentage of marks can be obtained by using the following table:

CGPA	% of Marks	CGPA	% of Marks	CGPA	% of Marks	CGPA	% of Marks
4.0	40.0	5.5	55.0	7.0	65.0	8.5	72.5
4.1	41.0	5.6	56.0	7.1	65.5	8.6	73.0
4.2	42.0	5.7	57.0	7.2	66.0	8.7	73.5
4.3	43.0	5.8	58.0	7.3	66.5	8.8	74.0
4.4	44.0	5.9	59.0	7.4	67.0	8.9	74.5
4.5	45.0	6.0	60.0	7.5	67.5	9.0	75.0
4.6	46.0	6.1	60.5	7.6	68.0	9.1	77.5
4.7	47.0	6.2	61.0	7.7	68.5	9.2	80.0
4.8	48.0	6.3	61.5	7.8	69.0	9.3	82.5
4.9	49.0	6.4	62.0	7.9	69.5	9.4	85.0
5.0	50.0	6.5	62.5	8.0	70.0	9.5	87.5
5.1	51.0	6.6	63.0	8.1	70.5	9.6	90.0
5.2	52.0	6.7	63.5	8.2	71.0	9.7	92.5
5.3	53.0	6.8	64.0	8.3	71.5	9.8	95.0
5.4	54.0	6.9	64.5	8.4	72.0	9.9	97.5
						10.0	100.0

M.A. (English) Semester – I**PGENG11 : Literature in English 1550 to 1832 – I****Objective:**

1. To acquaint students with major trends and writers in English Literature through detailed study of specific literary works.
2. To enable students to read and appreciate critically the literary works by the major English authors.
3. To cultivate among students a sense of understanding in order to make them better human beings by the exposure to literature.
4. To improve the linguistic competence along with the literary competence of students.

Course content:**60 Lectures**

Historical background to the period with special reference to the texts.

A) Poetry:

- | | | |
|-------------------|---|--|
| 1. Edmund Spenser | : | i. Epithalamion |
| 2. John Donne | : | i. The Good Morrow
ii. A Valediction: Forbidding Mourning |
| 3. John Milton | : | i. Lycidas, ii. On His Blindness |
| 4. William Blake | : | i. The Lamb, ii. The Tiger |

B) Drama:

- | | | |
|------------------------|---|----------------|
| 1. William Shakespeare | : | <i>Othello</i> |
|------------------------|---|----------------|

C) Fiction:

- | | | |
|-----------------|---|----------------------|
| 1. Daniel Defoe | : | <i>Moll Flanders</i> |
|-----------------|---|----------------------|

M.A. (English) Semester – II**PGENG21 : Literature in English 1550 to 1832 – II****Course content:****60 Lectures**

Historical background to the period with special reference to the texts.

A) Poetry:

- | | | | |
|-----------------------|---|--------------------------|-------------------|
| a. William Wordsworth | : | i. The Solitary Reaper, | ii. By The Sea |
| b. P.B. Shelley | : | i. Ode to The West Wind, | ii. To a Skylark |
| c. John Keats | : | i. The Eve of St. Agnes, | ii. Ode to Autumn |

B) Drama:

- | | | |
|---------------------|---|-----------------------------|
| a. William Congreve | : | <i>The Way of the World</i> |
|---------------------|---|-----------------------------|

C) Fiction:

- | | | |
|----------------|---|----------------------------|
| a. Jane Austen | : | <i>Pride and Prejudice</i> |
|----------------|---|----------------------------|

Note: Standard and authentic editions of the texts published by the publishers like OUP, CUP, Longman, Macmillan, Penguin, Routledge, Signet Classic, Allen and Unwin etc.

M.A. (English) Semester – I

PGENG 12 : Introduction to the Study of English Language – I

Objectives:

1. To familiarise students with the phonological, morphological, lexical and syntactic systems of the English language.
2. To help them improve their language skills: listening, reading, speaking and writing.
3. To enable them to use English confidently, appropriately and accurately.
4. To familiarise them with language i.e. English as a means of communication.

Course content:

60 Lectures

1. The Phonology of English:
 - i. Phonemes/Sounds of English
 - ii. Syllable
 - iii. Word Stress
 - iv. Sentence Stress
 - v. Intonation
2. The Morphology of English
 - i. The structure of words
 - ii. Morphemes & allomorphs
 - iii. Types of Morpheme
 - iv. Processes of word formation
3. The Grammar of English
 - i. Elements of grammar: Open Ended class and Closed class of words
 - ii. Phrases: NP, VP, AjP, AvP, PP
 - iii. The simple sentence
4. Semantics
 - i. The Terms 'Semantics' and 'Meaning'
 - ii. Seven Types of Meaning
 - iii. Components and Contrasts of Meaning (Synonymy, Antonymy, Hyponymy, Prototypes)
 - iv. Lexical Relations (Homonymy, Homophony, Polysemy, Metonymy)

M.A. (English) Semester – II

PGENG22 : Introduction to the Study of English Language – II

Course content:

60 Lectures

1. Language and Society:
 - i. Language Variation:
 - a. Regional Variation/Dialects
 - b. Social Variation/Sociolects
 - c. Individual Variation/Idiolects
 - d. Stylistic Variation/(i.e. Formal and Informal Styles)
 - ii. Language Contact:
 - a. Code Switching
 - b. Code Mixing
 - c. Borrowing
2. Distinctive Features of British, American and Indian English:
 - a) Phonological Features
 - b) Syntactic Features
 - c) Features of Vocabulary
 - d) Spelling Conventions

3. Pragmatics:

i. Basic Concepts:

- | | |
|------------------------------------|-------------------------------------|
| a. Speech Acts | b. Situation and Speech Event |
| c. Deixis | d. Presuppositions and Implicatures |
| e. The Concept of Discourse | f. Cohesion and Coherence |
| g. Turn Taking and Adjacency Pairs | |

ii. Conversational Principles:

- a. Politeness in Conversation : Face, Power, Solidarity, etc
- b. Maxims of Politeness Principle (as given by Lakoff and Leech)
- c. Co-operation in Conversation: Maxims of Co-operative Principle (Gricean Maxims as given in G. N. Leech (1983))
- d. Observation and Violation of CP and PP in Conversation

Reference books:

1. Quirk R, Greenbaum S., & Swartvik J. *A University Grammar of English*, London, Longman, 1973.
1. Quirk R. *The Use of English*, London, Longman, 1962.
2. Gimson, A.C. *An Introduction to The Pronunciation of English*, a revised edition, 1996.
3. Kachru B.B. *The Indianization of English, The English Language in India*, Delhi, OUP, 1983.
4. Kachru B.B. *The Alchemy of English: The spread, functions & models of non-native Englishes*, Delhi, OUP, 1986.

M.A. (English) Semester – I

PGENG13 : English Language and Literature Teaching – I

Objectives:

1. To acquaint the students with the basic issues and concepts in English language and literature teaching in the Indian context.
2. To familiarise them to various approaches, methods and techniques of teaching English language and literature.
3. To enable them to use different types of aids and procedures of teaching.
4. To enable them to understand the importance of framing suitable questions of various types and their use for developing different language skills.

Course content:

60 Lectures

1. The nature of language learning and language teaching, the study of literature and the teaching of literature
2. Language acquisition and language learning
3. Theories of language learning and their implications for teachers and learners
4. Socio-Linguistic Context of English Language and Literature Teaching in India
5. The teaching of language skills, reference skills, study skills and presentation skills
6. Approaches, methods and techniques – communicative approach to language teaching, teaching without lecturing
7. Teaching Without Lecturing: Use of Audio-Visual Aids and Computers in Language Teaching
8. Curriculum and Syllabus
9. Materials Production for English Language and Literature Teaching
10. Developing Pragmatic Competence

* * *

M.A. (English) Semester – II

PGENG23 : English Language and Literature Teaching – II

Course content:

60 Lectures

1. Remedial Teaching, Peer Teaching and Micro Teaching
2. Testing and assessment, qualities of good test and types of tests
3. English for Specific Purposes
4. The teaching of vocabulary
5. The teaching of grammar
6. The teaching of poetry
7. The teaching of drama
8. The teaching of fiction
9. Lecture plan for teaching English language and literature

10. The Relationship Between Language Teaching and Literature Teaching
11. Stylistic and Pragmatic Approaches to the Teaching of Literature
12. Major Issues in English Language Teaching in India: Teaching in Large Classes, Role of Mother Tongue in English Language Teaching

Books for reference:

1. Brumfit, C. and Carter, R. (1986) *Literature and Language Teaching*, Oxford, OUP.
2. Brumfit, C. J. and Johnson, K. (1979) *The Communicative Approach to Language Teaching*, Oxford, OUP.
3. Byrne, D. (1990) *Teaching Oral English*, Longman: Essex.
4. Byrne, D. (1990) *Teaching Writing Skills*, Longman: London and New York.
5. Carter, R. and Long, M. N. (1991) *Teaching Literature*, Longman: London.
6. Byrne, D. (1990) *Teaching Oral English*, Longman, Essex.
7. Byrne, D. (1990) *Teaching Writing Skills*, Longman, London and New York.
8. Duff A. and Maley, A. (1990) *Literature*, Oxford.
9. Grant, N. (1987) *Making the most of your Textbook*, Longman, London and New York.
10. Crellet, F. (1990) *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises*, CUP, Cambridge.
11. Havgar, J. (1990) *The Practice of English Teaching*, Longman, London.
12. Hill, J. (1986) *Using Literature in Language Teaching*, Macmillan, London.
13. Huges, A. (1989) *Testing for Language Teachers*, CUP, Cambridge.
14. Hutchinson, T. and Waters, A. (1989) *English for Specific Purposes: A Learning Centred Approach*, CUP, Cambridge.
15. Kipple, F. (1990) *Keep Talking – Communicative Fluency Activities for Language Teaching*, CUP, Cambridge.
16. Krishnaswamy, N. and T. Sriraman (1994), *English Teaching in India*, (T. R. Publications, Madras)
17. Krishnaswamy, N. And T. Krishnaswamy (2006), *The Story of English in India*, (Foundation Books)
18. Kudchedkar, G. (1993), *Literature and Language Teaching* (CUP)
19. Mogran. J. and Rinvolutri. M. (1993) *Once Upon a Time: Using Stories in the Language Classroom*, CUP, Cambridge.
20. Nagaraj, G. (1996) *English Language Teaching. Approaches. Methods and Techniques*, Orient Longman, Hyderabad.
21. Nunan, D. (1988), *Syllabus Design* (OUP)
22. Sarasvati, V. (2004), *English Language Teaching: Principles and Practice* (O.L.)
23. Tickoo, M. L. (2002), *Teaching and Learning English* (Orient Longman)
24. Widdowson, H. G. (1975), *Stylistics and the Teaching of Literature* (Longman)

M.A. (English) Semester – I
PGENG14: a) Postcolonial Literature – I

Objectives:

1. To acquaint the students with literary advancements in postcolonil era.
2. To make the students familiar with the contributions made by modern writers English.
3. To introduce the students to socio-cultural scenario as reflected in the writing of Postcolonial writers.

Course content:

60 Lectures

A) The Basic Concepts:

- i. Introduction: situating the postcolonial
- ii. Postcolonial issues in performance
- iii. Postcolonial autobiographical writing
- iv. Appropriating the world: language and voice
- v. Form and genre

B) Texts:

- i. Ngugi Wa Thiango : *Decolonising the Mind*
- ii. Dorris Lessing : *The Grass is Singing*

M.A. (English) Semester – II
PGENG24: a) Postcolonial Literature – II

Course content:

60 Lectures

A) The Basic Concepts:

- i. Nation and gender
- ii. Acknowledging economical and cultural diversity
- iii. Colonizing in reverse
- iv. Citizens of the world: reading postcolonial literature

A) Texts:

- i. Chinua Achebe : *Things Fall Apart*
- ii. Wole Soyinka : *A Dance of the Forest*

Poems selected from *An Anthology of Commonwealth Poetry* (Macmillan):

- i. Margaret Atwood: Journey to the Interior
- ii. Les Murray: Wilderness
- iii. J. Wright: Woman to Man, The Harp and the King, Nigger's Leap

Reference Books:

1. Aijaz Ahmad, *In Theory: Classes Nations, Literature*. London: Verso, 1992.
2. Bill Ashcroft, Gareth Griffiths & Helen Tiffin, *The Post-Colonial Reader*. London: Routledge, 1995.
3. Ashok Bery, *Postcolonial Poetry and Cultural Translation*. Basingstoke: Palgrave Macmillan, 2007.
4. Homi Bhabha, *The Location of Culture*. London: Routledge, 1994.
5. Lloyd Brown, *Women Writers in Black Africa*, Westport, CT: Greenwood Press, 1981.
6. Robert Fraser, *Lifting the Sentence: A Poetics of Postcolonial Fiction*. Manchester: Manchester University Press, 2000.

7. Glenn Hooper and Colin Graham, eds. *Irish and Postcolonial Writing*. Basingstoke: Palgrave Macmillan, 2002.
8. Ania Loomba, *Colonialism/Postcolonialism*. 2nd edition. London: Routledge, 2005.
9. Gayatri Chakravorty Spivak, *A Critic of Postcolonial Reason: Toward a History of the Vanishing Present*. Cambridge, MA, and London: Harvard University Press, 1999.
10. John Thieme, *Post-Colonial Studies: The Essential Glossary*. London: Arnold, 2003.
11. Robert J.C. young, *Postcolonilism: A Very Short Introduction*. Oxford: OUP, 2003.
12. Roberts, Neil. Ed. *A Companion to Twentieth Century Poetry* Blackwell, 2001

M.A. (English) Semester – I
PGENG15: b) Linguistics and Stylistics – I

Objectives:

1. To familiarise students with the basic concepts in Linguistics and Stylistics.
2. To acquaint them with the use of linguistics and stylistics in the study of English literature.
3. To make them aware of the difference between ordinary language and literary language.
4. To enable them to make a linguistic and stylistic analysis of discourse.

Course content:

60 Lectures

1. Orientation:

Linguistics as a scientific study of language, langue and parole, linguistic competence and linguistic performance; syntagmatic and paradigmatic relations; ordinary language and literary language, free repetition and repetition and parallelism; foregrounding.

2. Phonology and literature:

Segmental and suprasegmental features, sound patterns, onomatopoeia and sound symbolism. The importance of the spoken word and pauses in literature.

3. Syntax and literature:

Periodic and loose sentence structure, use of the passive voice, direct and indirect speech, free direct speech and free indirect speech, sentence length, types of sentences - declarative, interrogative, imperative and exclamatory; simple, complex and compound. Syntactic cohesion.

4. Lexis, Semantics and Literature:

Content words and function words, lexical sets, collocations and selectional restrictions. Lexical cohesion. Synonymy, antonymy, hyponymy, semantic entailments, paraphrase relationship, semantic anomaly, tautology, contradiction, indeterminacy of meaning in literature, figures of speech based on meaning.

M.A. (English) Semester – II
PGENG25: b) Linguistics and Stylistics – II

Course content:

60 Lectures

1. Orientation:

The relationship between linguistics and stylistics, the relationship between literature and stylistics, practical criticism and stylistics. The nature and scope of stylistics, the stages in stylistic analysis, linguistic stylistics and literary stylistics. The strengths and limitations of stylistics.

2. The stylistics of poetry:

The concept of poetic diction, creativity in the use of language, poetic license, music in poetry, metre, ambiguity, obscurity and indeterminacy.

3. The stylistics of drama:

Theatre and drama, dramatic mode, dramatic text and performance text, the use of proximal deixis in drama, dramatic dialogues and speech act theory, the cooperative principle and the

politeness principle, turn taking and adjacency pairs, dramatic dialogues and everyday conversations.

4. The stylistics of fiction:

Fiction as a narrative form of discourse, narrative strategies, point of view, universe of discourse, the use of distal deixis in fiction.

Reading List

1. Austin, J. L. (1962), *How to do things with words*, Oxford: Clarendon Press.
2. Black, Elizabeth (2006), *Pragmatic Stylistics*, (Edinburgh)
3. Crystal, David, *A Dictionary of Applied Linguistics and Stylistics*
4. Cummings, M. and R. Simmons (1983), *The Language of Literature : A Stylistic Introduction to the Study of Literature*, London : Pergamon
5. Fowler, Roger (1971), *The Language of Literature*, London : Routledge and Kegan
6. Krishnaswamy, N., S. K. Verma and N. Nagarajan (1992), *Modern Applied Linguistics*, Madras: Macmillan
7. Leech, Geoffrey (1969), *A Linguistic Guide to English Poetry*, London: Longman
8. Lyons, J. (1981), *Language and Linguistics*, Cambridge: CUP.
9. Welsh, Katie (1989), *A Dictionary of Stylistics*, London: Longman
10. Wright, Laura and Jonathan Hope (1996), *Stylistics : A Practical Course Book*, London : Routledge

M.A. (English) Semester – I

PGENG16: c) American Literature: 19th century – I

Objectives:

1. To acquaint the students with the significant American novelists, poets, playwrights.
2. To make them study the salient features of the American literature.
3. To acquaint them with Americanness as reflected in American Literature.

Course content:

60 Lectures

1: Terms: Puritanism, Frontier Myth, Transcendentalism, Philosophy of self-reliance, American Romanticism.

2: Poetry

1. Ralph Waldo Emerson
 - i. "The World-Soul"
 - ii. "Each and All"
 - iii. "The Snow-Storm"
 - iv. "Nature"
2. Henry David Thoreau
 - i. "The Inward Morning"
 - ii. "Pray to What Earth"
3. Walt Whitman
 - i. "I Saw in Louisiana a Live-Oak Growing"
 - ii. "A Noiseless, Patient Spider"
 - iii. "O Captain! My Captain!"
 - iv. "On the Beach at Night"
 - v. "On the Beach at Night Alone"
 - vi. "Song of Myself"

3: Fiction

- i. Nathaniel Hawthorne: *The House of Seven Gables*
- ii. Herman Melville: *White-Jacket*

4: Short Stories

- Edgar Allan Poe
- i. "The Black Cat"
 - ii. "The Fall of the House of Usher"
 - iii. "Hop-Frog"

M.A. (English) Semester – II

PGENG26: c) American Literature: 19th century – II

Course content:

60 Lectures

1: Terms: American Civil War, Local Color Movement, Realism, Naturalism, Pragmatism and Veritism (16 lectures)

2: Poetry

(14 Lectures)

William. D. Howells:

- i. "Dead"
- ii. "The Bewildered Guest"

Henry Cuyler Bunner:

- i. "One, Two, Three"
- ii. "Candor"
- iii. "Shriven"

Bret Harte:

i. "Mary's Album"

ii. "Love and Physic"

3: Fiction

(16 Lectures)

i. Stephen Crane: *Red Badge of Courage*

ii. Mark Twain: *The Adventures of Tom Sawyer*

4: Short Stories

(14 Lectures)

Kate Chopin:

i. "Beyond the Bayou"

ii. "A Pair of Silk Stockings"

Jack London:

i. "The Unexpected"

ii. "Love of Life"

Books for reference:

Abel, Darrel. *Ruined Eden of the Present: Hawthorne, Melville, and Poe: Critical Essays in Honor of Darrel Abel*. eds. G.R. Thompson and Virgil L. Lokke. West Lafayette: Purdue UP, 1981.

Barrish, Phillip. *American Literary Realism: Critical Theory and Intellectual Prestige, 1880-1995*. Cambridge: Oxford U P, 2001.

Bell, Michael Davitt. *The Problem of American Realism*. Chicago: U of Chicago P, 1993.

Belluscio, Steven J. *To Be Suddenly White: Literary Realism and Racial Passing*. Columbia, MO: U of Missouri P, 2006.

Buell, Lawrence. *Literary Transcendentalism: Style and Vision in the American Renaissance*. Ithaca, NY: Cornell University Press, 1986.

Chase, Richard. *The American Novel and Its Tradition*. Garden City, N. Y.: Doubleday Anchor, 1957.

Elliot, Emory., and Cathy N. Davidson, eds. *The Columbia History of the American Novel*. New York: Columbia University Press, 1991.

Myerson, Joel, ed. *The Transcendentalists: A Review of Research and Criticism*. New York: Modern Language Association, 1984

Lewis, R. W. B. *The American Adam: Innocence, Tragedy, and Tradition in the Nineteenth Century*. Chicago: University Chicago Press, 1955.

Pattee, Fred Lewis. *The Development of the American Short Story*. [1966] New York: Harper, 1923.

Pizer, Donald. *Realism and Naturalism in Nineteenth Century American Fiction*. Carbondale: Southern Illinois U P, 1966.

Warren, Joyce W., ed. *The (Other) American Tradition: Nineteenth-Century Women Writers*. New Brunswick, NJ: Rutgers University Press, 1993

Winter, Molly Crumpton. *American Narratives: Multiethnic Writing in the Age of Realism*. Baton Rouge, LA: Louisiana State UP, 2007.

M.A. (English) Semester – I

PGENG17: d) Indian Literature in English Translation – I

Objectives:

1. To acquaint the students with literary achievements of some of the significant Indian writers whose works are available in English Translation.
2. To create an awareness among the students of sub cultural variations in the translated works.
3. To acquaint the students with major ancient, medieval and modern movements in Indian thought as reflected in the translated works.
4. To acquaint the students to compare the treatment of different themes and styles in the genres of fiction, poetry and drama as reflected in the prescribed translations

Course content:

60 Lectures

1: I - Movements of Medieval India

(A) Bhakti Movement:

- i. Devotion to Spirituality
- ii. Reaction to Brahminical structure of the society
- iii. Medieval Indian Renaissance

(B) Influence of Islamic Culture on life and literature

- i. The Muslim invasions in the medieval period
- ii. Initiatives towards communal harmony
- iii. Growth of Art and literature

II-Colonial Period and Post-Independence Indian Literature

- i. Introduction to English Language in Indian Education,
- ii. Romanticism as reflected in Indian Classical Writers,
- iii. The spread of Democratic values and Partition Literature,
- iv. Emergences of Regional and Translated Literatures,
- v. East-West Encounters in language, literature and culture,
- vi. Rise and growth of women's writings during Post-Independence India.

2: Short Stories

1. Saadat Hasan Manto, *Mottled Dawn*, Trans. Khalid Hasan, Penguin, 1997.
 - i. Toba Tek Singh, ii. The Dog of Titwal, iii. The Price of Freedom,
 - iv. A Tale of 1947 iv. The New Constitution.
2. Premchand: *Widows, Wives and other Stories* Trans. David Rubin
- 3: i. Amrita Pritam; *The Revenue Stamp*, Trans. Krishna Gorowara
 ii. Rabindranath Tagore: *Gora*
- 4: i. Haribans Rai Bachchan, *The House of Wine*, Trans. By M. Boulton and R.Vyas, Penguin, 1950.
 Poem Nos.4, 6, 18, 26,44,50,51,121,128,135.
- ii. *One Hundred Poems of Kabir*, translated by Rabindranath Tagore; Chronicle Books An imprint of DC Publishers, New Delhi, 2003. Poem nos.1, 2, 12, 36, 39, 42, 45, 66, 69, 91.

M.A. (English) Semester – II

PGENG27: d) Indian Literature in English Translation – II

Course content:

60 Lectures

1: I- Recent Trends in Indian Writings in Translations:

- i. Literature of the Marginalized and Dalit Consciousness in writings, including translations,
- ii. Issues of Gender relations and women's works in translations,
- iii. Voices of the Subaltern and tribal studies,
- iv. Identity crisis in Diaspora and Immigrant Writers,
- v. Postmodernism as reflected in the techniques of writing and translation in India,
- vi. Literature of new Native writers in translation

II -Concepts in Translation Studies:

- i. Scope and relevance of Translation studies
- ii. History of Translations in English,
- iii. Problems of Linguistic and Cultural Equivalence in Translation,
- iv. Concepts of transference, transliteration and transcreation
- v. Problems of translating a literary text
- vi. Translation as Linguistic Bridge-building entity

2: i. Girish Karnad, *Hayavadana*, Trans. by the author

ii. Mohan Rakesh: *Half-way House*

3: i. Mahasweta Devi, *Old Women* Trans. By Gayatri Chakravarti Spivak

ii. Gulzar : *Across the Raavi* (New Urdu Fictions, Katha, 2004)

iii. S.L. Duncan: A Christmas Story (from *The Heart of the Matter*, Katha, 2004)

4: i. Baby Kamble, *The Prison We Broke* Trans. By Maya Pandit

ii. Bama: *Harum Scarum Saar and Other Stories*

Reference books:

K.R.S. Iyengar, *Indian Writing in English*, Bombay, 1962.

M.K. Naik, *A History of Indian English Literature*, Sahitya Akademi, Delhi, 1982.

R.K. Dhawan, ed. *50 Years of Indian Writing*

M.K. Naik, Macmillan *Aspects of Indian Writing in English*, Delhi 1979.

William Walsh, *Indo-Anglian Literature 1800-1970*, Orient Longman, Madras, 1976.

R.K. Dhawan, ed *Postcolonial Discourse: A Study of Contemporary Literature*

Bhagyashree S. Varma ed. *Amrita Pritam: Life as Literature*

Nivedita Sen, Nikhil Yadav Mahasweta Devi – An Anthology of Recent Criticism, *Gender & Caste:*

Issues in Contemporary Indian Feminism. New Delhi, Kali for Women, 2003.

The Danger of Gender: Caste, Class and Gender in Contemporary Indian Women's Writing, Clara

Nubile 2003 .

Makarand Paranjape, ed. *Realism and Reality: the Novel and Society in India, Nativism: Essays in*

Nativism.

Manu S. Rajadurai and Geetha Vardarajan *Towards a Non-Brahmin Millennium*.

- K.V. Reddy and R.K. Dhawan, ed. *Flowering of Indian Drama: Growth & Development*.
- Sudhakar Pandey and Freya Barua, ed. *New Directions in Indian Drama*,
Towards an Aesthetic of Dalit Literature: History, Controversies and Considerations, by Sharankumar
 Limbale. Translated by Alok Mukherjee. Orient Longman, 2004
- From Untouchable to Dalit : Essays on the Ambedkar Movement*: Eleanor Zelliott. Manohar, 1998
- A.P. Pandey (Ed), *New Horizons in Indian English Drama*, Bhasker, Publishers, Kanpur, 2011
- Dalit Movement in South India : 1857-1950*: Swapna H. Samel. New Delhi, Serials, 2004
- Shantha Ramakrishna, ed, *Translation and Multilingualism: Post-Colonial Context*.
- A.P. Pandey, *Flames and Fire In Kabir's Poetry*, Bhasker Publishers, Kanpur, 2008
- Translation: From Periphery to Centrestage*, Tutun Mukherjee, ed.
- Author, Texts, Issues: Essays on Indian Literature*, K. Satchidanandan

ANNEXURE – I (B)

M.A. (English) Semester – III

PGENG 31 : Literature in English 1832 to 1980 – I

Objectives:

1. To acquaint students with major trends and writers in English Literature through detailed study of specific literary works.
2. To enable students to read and appreciate critically the literary works by the major English authors.
3. To cultivate among students a sense of understanding in order to make them better human beings by the exposure to literature.
4. To improve the linguistic competence.

Course content:

Historical background to the period with special reference to the texts.

A) Poetry:

1. Alfred Tennyson :
 - i. Ulysses
 - ii. The Lady of Shalott
2. Robert Browning :
 - i. The Last Ride Together
 - ii. The Patriot
3. W.B. Yeats :
 - i. The Second Coming
 - ii. Leda and the Swan

B) Drama:

1. G.B. Shaw : *Pygmalion*

C) Fiction:

1. E.M. Forster : *A Passage to India*

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M.A. (English) Semester – IV

PGENG 41 : Literature in English 1832 to 1980 – II

Course content:

Historical background to the period with special reference to the texts.

A) Poetry:

1. T.S. Eliot :
 - i. The Love Song of J. Alfred Prufrock
 - ii. The Hollowmen
2. Philip Larkin :
 - i. Church Going
 - ii. Lines on a Young Lady's Photograph Album
3. Ted Hughes :
 - i. The Jaguar
 - ii. Hawk Roosting
4. Robert Frost :
 - i. Mending Wall

B) Drama:

1. Harold Pinter : *The Birthday Party*

C) Fiction:

1. Graham Greene : *The Power and the Glory*

Note: Standard and authentic editions of the texts published by the publishers like OUP, CUP, Longman, Macmillan, Penguin, Routledge, Signet Classic, Allen and Unwin etc.

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M.A. (English) Semester – III
PGENG 32 : Contemporary Critical Theories - I

Objectives:

1. To acquaint the students with the work of significant critics of the contemporary age.
2. To familiarise them with the important critical movement.
3. To give them firsthand knowledge of the works of the great critics.
4. To enable them to apply principles of criticism to literary texts.
5. To encourage them to undertake further reading in critical movements and critical theory.

Course content:

An introduction to the following contemporary critical approaches / schools / ideas.

1. Liberal Humanism
2. Structuralism
3. Post-structuralism and deconstruction
4. Postmodernism
5. Psychoanalytic criticism
6. Feminist criticism
7. Marxist criticism
8. New historicism and cultural materialism
9. Postcolonial criticism
10. Ecocriticism

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M.A. (English) Semester – IV
PGENG 42 : Contemporary Critical Theories - II

Course content:

The essays prescribed for study

1. Archetypal Criticism : Northrop Frye *The Archetypes of Literature*
2. Marxist Criticism : George Lukacs *The Ideology of Modernism*
3. Psychoanalytic Approach : Ernest Jones *Hamlet : The Psychological Solution*
4. Structuralism : Jonathan Culler *Structuralism and Literature*
5. Reader-Response Theory : Roland Barthes *Death of the Author*
6. Deconstruction : M.H. Abrams *The Deconstructive Angel*
7. Feminism : Elaine Showalter *Toward a Feminist Poetics*

Reading List

1. Ramaswami and Sethuraman (eds.) (1986), *The English Critical Tradition*, Vol. 1 (Macmillan) For Samuel Johnson and William Wordsworth.
2. Hardy and Westbrook (eds.) (1974), *20th Century Criticism*, (Light and Life Publishers, New Delhi) for T.S. Eliot, I. A. Richards, Cleanth Brooks, Richard Chase, and Ernest Jones.
3. Ramaswami and Sethuraman (eds.) (1986), *The English Critical Tradition*, Vol. II (Macmillan) for Wimsatt and Beardsley.
4. Lodge, David (1989), *20th Century Literary Criticism* (London Longman) For George Lukacs
5. Sethuraman (ed.), *Contemporary Criticism: An Anthology*, (Macmillan), for Roland Barthes, Stanley Fish, M.H. Abrams, and Elaine Showalter.
6. Barry, Peter (2007), *Beginning Theory : An Introduction to Literary and Cultural Theory*, Manchester University Press

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M.A. (English) Semester – III
EN33 : Research Methodology – I

Objectives:

1. To familiarise students with the phonological, morphological, lexical and syntactic systems of the English language.
2. To acquaint them with the main geographical registral and social varieties of English.
3. To let them know that situational, cotextual, social and cultural appropriateness is as important as grammatical correctness.

Course content:

A. Introduction:

1. Meaning and objectives of research, Qualities of a Good Researcher
2. Key terms in research: investigation, exploration, examination, analysis, hypothesis data, methods and techniques, results and findings, etc.
3. Dimensions and Different methods of research in Language and Literature

B. Process of Research:

1. Research Area and Research Topic, Preparing Bibliography for Background Reading, Formulating the Research Problem, Extensive Survey of Relevant Literature
2. Developing Hypothesis and Defining Aims and Objectives, Deciding the Scope and Limitations
3. Adopting Appropriate Research Methodology, Writing a Research Proposal

C. Research Process

1. Collecting and Classifying Data (books, anthologies, thesauruses, encyclopedias, conference proceedings, unpublished theses, newspaper articles, journals, govt publications, e-journals, web references, research sites, printed and web indexes, etc.; e-mail discussion groups, special libraries, advanced study centers, virtual libraries, web search engines, etc.)
2. Analyzing the Data, Arriving at Interpretations and Generalizations, Preparing Chapter wise Design

D. Presentation of Research

1. Format of the Thesis, Logical Writing, Introductions and Conclusions, Presentation of Findings,
2. Footnotes and Endnotes, Writing Bibliography Using Standard Style sheets
3. Writing a Short Research Paper, Writing a Short Dissertation

M.A. (English) Semester – IV
EN 43: Research Methodology II (Research Project)

Course Content:

I) A student is required to prepare the synopsis alongwith the following lines in at least 4 pages: Introduction to the title and topic allotted; Hypothesis; Objectives of the Research; Proposed Structure: Chapter Scheme; Working Bibliography. This will be treated as Internal Evaluation and will be evaluated for 20 Marks.

II) Research Project Writing:

A student is required to be familiar with methodology and technique of research report writing. S/he has to submit an exhaustive research report on the given topic, to be submitted by the end of February each year. The research report will be treated as a part of University Examination & will carry 60 Marks.

III) Viva-Voce/presentation:

The viva-voce/presentation will be organised in the month of March every year and will be a part of university examination. The student has to present his/her research in front of the examiners including the other students. This will carry 20 marks.

Reference Books:

1. Adam Sirjohn (2004), *Research Methodology: Methods & Techniques*, Delhi: New Age International Ltd
2. Abdul Rahim, F. (2005), *Thesis Writing: A Manual for Researchers* (New Delhi: New Age International)
3. Ballou, Stephen V. *A Model for Thesis and Research Papers*
4. Campbell, William *Form and Style in Thesis Writing*
5. Hillway, George *Introduction to Research*
6. Gibaldi, Joseph (7th edn. 2007), *MLA Handbook for Writers of Research Papers*, New York: MLA Association
7. Lenburg, Jeff (2007), *Guide to Research*, Viva Books
8. Rajannan, B. (1968), *Fundamentals of Research*, ASRC Hyderabad
9. Rahim, F. Abdul (1996), *Thesis Writing-A Manual for Researchers*, New Delhi: New Age International
10. Sinha, M.P. *Research Methods in English*
11. Hillway, George *Introduction to Research*
12. Robinson, *Research Design and Statistical Measures*
13. Campbell, William *Form and Style in Thesis Writing*
14. Ballou, Stephen V. *A Model for Thesis and Research Papers*
15. Hook, L. and Gaver, M. V. *The Research Paper*
16. Watson, George *The Literary Thesis*
17. Davidson, Donald *Thesis and Dissertations as Information Sources*

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M.A. (English) Semester – III

PGENG 34 : a) Postcolonial Indian English Literature – I

Objectives:

1. To acquaint the students with literary advancements in Indian English Literature.
2. To make the students familiar with the contributions made by modern Indian writers writing in English.
3. To introduce the students to socio-cultural scenario as reflected in the writing of Post-Independence Indian writers.

Course content:

A) The Basic Concepts:

1. Introduction: situating the postcolonial
2. Postcolonial issues in performance
3. Postcolonial fiction
4. Postcolonial poetry

B) Texts: Poetry:

The following prose articles from *Interrogating the Raj: Indian Response to Colonialism* edited by Shubhangi Raykar, Diamond Publications (2008)

- | | | |
|--------------------------|---|---|
| a) Raja Ram Mohan Roy | : | i. Address to Lord William Bentinck; 2. Anti Sutee Petition |
| b) Jotirao Phule | : | i. Preface to Slavery |
| c) Pandita Ramabai | : | i. A Letter about Yamuna; 2. Her Own Story |
| d) Mahadev Govind Ranade | : | i. Address to the Third Annual Social Conference
ii. Address to the Fifth Annual Social Conference |
| e) Mahatma Gandhi | : | i. From the Hind Swaraj |
| f) Jawaharlal Nehru | : | i. The Record of the British Rule |
| g) Babasaheb Ambedkar | : | i. Annihilation of Cast |

The following poems from *Ten Twentieth Century Indian Poets in English* ed. by R. Parthasarathy (OUP)

1. A. K. Ramanujan: i) Obituary
2. Nissim Ezekiel: i) The Poet, Lover and Bird Watcher
3. Kamala Das: i) Sunshine Cat
4. Keki N. Daruwalla: i) Ghaghra in Spate
5. Arun Kolatkar: i) The Boat Ride

M.A. (English) Semester – IV

PGENG 44 : a) Postcolonial Indian English Literature – II

Course content:

A) Texts:

- | | | |
|---------------------|---|--------------------------------|
| 1. Raja Rao | : | <i>Kanthapura</i> |
| 2. Shashi Deshpande | : | <i>The Narayanpur Incident</i> |
| 3. Kiran Nagarkar | : | <i>The Cukold</i> |
| 4. Amitav Ghosh | : | <i>Sea of Poppies</i> |

Reference Books:

1. Gandhi, Leela : *Post-Colonial Theory: A Critical Introduction*.
2. Vinay Kripal: *The New Indian Novel in English*.
3. Iyengar : *Indian Writing in English*.
4. Kripal, Vinay : *The New Indian Novel in English: A Study of the 1980s*.
5. Loomba, Ania : *Colonialism/Post-Colonialism*.
6. Naik, M.K. : *A History of Indian English Literature*.
7. Naik, M.K. : *Critical Essays on Indian Writing in English*.

8. Nabar, Vrinda & Nilufer Bharucha (ed.) : *Post-Colonial Perspective on the Raj & its Literature*.
9. Sing, A.K. : *Contemporary Indian Fiction in English*.
10. Lal, P. : *The Concept of an Indian Literature*.
11. Mukherjee, Meenakshi: *Realism and Reality: The Novel and Society in India*.
12. Mukherjee, Meenakshi: *The Twice Born fiction: Themes and Techniques of the Indian Novel in English*.
13. Naik, M.K. : *Dimensions of Indian English Literature*.
14. Aijaz Ahmad: *In Theory*. New Delhi: Oxford University Press, 1992.
15. Timothy Brennan, *Salman Rushdie and the Third World*. New York: St. Martin's Press, 1989.
16. Elleke Boehmer, *Colonial and Postcolonial Literature: Migrant Metaphores*. Oxford University Press, 2005.
17. Devi, Ganesh: *The G. N. Devy Reader: After Amnesia, 'Of Many Heros', The Being of Bhasha; Countering Violence*, Orient Blackswan, 2009.

M.A. (English) Semester – III
PGENG 35 : b) Semantics and Pragmatics – I

Course content:

1. The terms 'Semantics' and 'Meaning'
2. Surface structure and Deep structure
3. Denotations and connotations
4. Seven types of meanings
5. Components and contrast of meaning (synonym, antonym, hyponymy, prototype)
6. Lexical relations (homonymy, homophony, polysemy, metonymy)
7. Semantics and lexicon
8. Entailment
9. Semantics and logic

M.A. (English) Semester – IV
PGENG 45 : b) Semantics and Pragmatics – II

Course content:

1. Semantics and pragmatics
2. Emergence of pragmatics
3. Sentence and utterance
4. Presupposition and implicature
5. Speech event and speech situation
6. Speech Acts
7. Conversational Principles: PP, CP etc.
8. Deixis
9. Turn-taking and adjacency pairs
10. Discourse Analysis

Books for reference:

1. Leech, G. (1974) *Semantics*, Penguin : Harmondsworth.
2. Leech, G. (1980) *Explorations in Semantics and Pragmatics*, John Benjamins, Amsterdam.
3. Lyons, J. (1977) *Semantics*, (two vols) CUP.
4. Palmer, F.R. (1981) *Semantics*, CUP.
5. Searle, J. R. (1969) *Speech Acts*, CUP.
6. Searle, J.R. (1979) *Expression and Meaning*, CUP.
7. Levinson, S.C. (1983) *Pragmatics*, CUP.
8. Leech, R.N. (1983) *Principles of Pragmatics*, Longman.
9. Thorat, A.R. (2001) *A Discourse Analysis of Five Great Indian Novels*, Macmillan.
10. Mey, J.L. (1993) *Pragmatics : An Introduction*, Blackwell, Oxford.
11. Grundy, Peter (1995) *Doing Pragmatics*, Edward Arnold, London.
12. Verchuren, Jet (1999) *Understanding Pragmatics*, OUP, New York.
13. Yule, G (1996) *Pragmatics*, OUP.
14. Taylor, P.J. (1987) *Analyzing Conversation*, Pergamon Press.
15. Hudson. 'Sociolinguistics' CUP.

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M.A. (English) Semester – III

PGENG 36 : c) Contemporary American Literature and Culture - I

Objectives:

1. To introduce the students to the literature of the United States of America of the twentieth century.
2. To familiarise them with the important literary and historical movements of the period.
3. To give them a firsthand knowledge of some works and authors of the period.

Course content:

A study of the historical and socio-cultural background of Twentieth Century American Literature with reference to the following topics:

i) Pragmatism ii) Naturalism iii) Expressionism iv) The Lost Generation v) The Southern Renaissance

A) Poetry

- | | | |
|--------------------|---|---|
| 1. Robert Frost | : | i) Mending Wall
ii) The Death of the Hired Man
iii) The Road Not Taken |
| 2. Hart Crane | : | i) At Melville's Tomb
ii) Voyages |
| 3. Wallace Stevens | : | i) The Farmer's Wife
ii) The Emperor of Icecream
iii) Anecdote of the Jar |

B) Drama

- | | | |
|-------------------|---|------------------------------|
| 1. Eugene O'Neill | : | <i>Desire Under the Elms</i> |
| 2. Arthur Miller | : | <i>Death of a Salesman</i> |

M.A. (English) Semester – IV

PGENG 46 : c) Contemporary American Literature and Culture - II

Course content:

A) Drama

- | | | |
|-----------------|---|--|
| 1. Edward Albee | : | <i>Who's Afraid of Virginia Woolf?</i> |
|-----------------|---|--|

B) Fiction

- | | | |
|---------------------|---|------------------------|
| 1. William Faulkner | : | <i>As I Lay Dying</i> |
| 2. John Steinbeck | : | <i>Of Mice and Men</i> |
| 3. Toni Morrison | : | <i>Tar Baby</i> |

Books for reference:

1. Frederick J. Hoffman, *The 20th American Writing in the Post War Decade*
2. Robert Spiller et. al, *A Literary History of the United State*
3. Roy Harvey Pearce, *The Continuity of American Poetry*
4. Alan Downer, *American Theater*
5. Jean Gould, *Modern American Playwrights*
6. R.W. Horton and H.W. Edwards, *Background of American Literary Thought*

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M.A. (English) Semester – III

PGENG 37 : d) World Classics in English Translation – I

Objectives:

1. To acquaint the students with selected masterpieces of European literature.
2. To familiarise them with the important literary and historical movements of the period.

Course content:

- | | | |
|---------------|---|------------------------|
| 1. Sophocles | : | <i>Antigone</i> |
| 2. Moliere | : | <i>The Misanthrope</i> |
| 3. Tolstoy | : | <i>Resurrection</i> |
| 4. Dostoevsky | : | <i>The Idiot</i> |

M.A. (English) Semester – IV

PGENG 47 : d) World Classics in English Translation – II

Course content:

- | | | |
|---------------------|---|--|
| 1. Pirandello | : | <i>Six Characters in Search of an Author</i> |
| 2. Sartre | : | <i>The Flies</i> |
| 3. Camus | : | <i>The Outsider's (Stranger)</i> |
| 4. Uttar Ram Charit | : | <i>Bhavabhuti</i> |

Books for reference:

1. Bieber, M. (1959) *The History of the Greek and Roman Theatre*, Princeton.
2. Harsh, Philip W. (1960) *A Handbook of Classical Drama*, Stanford University.
3. Le grand, P.E. *The New Greek Comedy*, London Norwood, Gilbert.
4. Adam Antoine (1974) *Grandeur and Illusion French Literature & Society 1600-1715*, Harmondsworth, Penguin.
5. Eossmann Lionel (1969) *Men and Masks, A Study of Moliere* Baltimore the Johns Hopkins Press.
6. Guichamaud Jacques (1964) *Moliere : A Collection of Critical Essays*, Englewood Cliffs : Prentice-Hall.
7. Bayley John (1966) *Tolstoy and the Novel*, London: Chatto & Windus.
8. Christian R.F. (1969) *Tolstoy: A critical Introduction*, Cambridge: C.U.P.
9. Carr Edward Hallett (1962) *Dostoevsky: 1821-1881*, London: Unwin Books.
10. Hingley Ronald (1962) *The Undiscovered Dostoyevsky*, London : Harvill Hamilton.
11. Hodquist Michael. (1977) *Dostoevsky and the Novel*, Princeton : Princeton University Press.
12. Brustein Robert (1965) *The Theatre of Revolt: An Approach to Modern Drama*, London: Methuen.
13. Cambon eliaue, *Pirandello : A collection of Critical Essays*, Englewood Cliffs: Prentice Hall.

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