



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

(Established u/s 3 of the UGC Act, 1956 vide Notification No.F.9-15/95-U-3 of the Govt. of India)

**'A+' Grade Accreditation by NAAC**

**"Social Transformation Through Dynamic Education"**

**SCHOOL OF DISTANCE EDUCATION**

**PROGRAMME GUIDE**

**OF**

**MASTER OF ARTS (ENGLISH)**

**(M.A. – Eng.)**

**With effect from 2018-19**

# BHARATI VIDYAPEETH DEEMED TO BE UNIVERSITY, PUNE

## SCHOOL OF DISTANCE EDUCATION

Under: The Faculty of Arts, Social Sciences and Commerce

**Master of Arts (M.A.) English (July 2018 Course)**

To be implemented from July 2018

The M.A. English degree course provides an opportunity to acquire advanced knowledge in the main areas of English as well as to enhance the ability for better understanding the subject.

### Objectives of the course:

- i. To produce experts in English language and literature,
- ii. To develop literary sensibility and critical judgment,
- 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.

### 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.**

Medium of Instructions:

**The medium of instructions of M.A. (English) Course will be in English only.**

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. All 16 papers will have 100 marks each out of which 30 marks will be for Internal Assessment and 70 marks for University Examination. 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	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	03	30	70	100	
		PGENG 12	Introduction to the Study of English Language – I	04	03	30	70	100	
		PGENG 13	English Language and Literature Teaching – I	04	03	30	70	100	
	<b>Any one from the following:</b>								
	Core Elective	PGENG 14	a) Postcolonial Literature – I	04	03	30	70	100	
		PGENG 15	b) Linguistics & Stylistics – I	04	03	30	70	100	
		PGENG 16	c) American Literature: 19 <sup>th</sup> Century – I	04	03	30	70	100	
		PGENG 17	d) Indian Literature in English Translation – I	04	03	30	70	100	

### M.A. English: Semester – II

Semester	Subject Type	Code	Title of the paper	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	03	30	70	100	
		PGENG 22	Introduction to the Study of English Language – II	04	03	30	70	100	
		PGENG 23	English Language and Literature Teaching – II	04	03	30	70	100	
	<b>Any one from the following:</b>								
	Core Elective	PGENG 24	a) Postcolonial Literature – II	04	03	30	70	100	
		PGENG 25	b) Linguistics and Stylistics – II	04	03	30	70	100	
		PGENG 26	c) American Literature: 19 <sup>th</sup> Century – II	04	03	30	70	100	
		PGENG 27	d) Indian Literature in English Translation – II	04	03	30	70	100	
	Skill Enhancement Course	PGSEC 11	English for Specific Purposes	02	02	20	30	50	

### M.A. English: Semester – III

Semester	Subject Type	Code	Title of the paper	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	03	30	70	100	
		PGENG 32	Contemporary Critical Thoughts – I	04	03	30	70	100	
		PGENG 33	Research Methodology – I	04	03	30	70	100	
	<b>Any one from the following:</b>								
	Core Elective	PGENG 34	a) Postcolonial Indian English Literature – I	04	03	30	70	100	
		PGENG 35	b) Semantics and Pragmatics – I	04	03	30	70	100	
		PGENG 36	c) Contemporary American Literature and Culture – I	04	03	30	70	100	
		PGENG 37	d) World Classics in English Translation – I	04	03	30	70	100	
	Ability Enhancement Course	PGAEC 31	Soft Skills	02	02	20	30	50	

### M.A. English: Semester – IV

Semester	Subject Type	Code	Title of the paper	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	03	30	70	100
		PGENG 42	Contemporary Critical Thoughts – II	04	03	30	70	100
		PGENG 43	Research Methodology – II (Project Report)	06	-	30	70	100
	<b>Any one from the following:</b>							
		PGENG 44	a) Postcolonial Indian English Literature – II	04	03	30	70	100
		PGENG 45	b) Semantics and Pragmatics – II	04	03	30	70	100
		PGENG 46	c) Contemporary American Literature and Culture – II	04	03	30	70	100
		PGENG 47	d) World Classics in English Translation – II	04	03	30	70	100

**(Note: Special paper for second year will be from the same group as chosen by the student in Part – I)**

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

**a) University Examination (UE):**

The university examination will be held at the end of each term of first, second and third year; which shall be called 'University Examination' (UE). For each paper of 100 marks, there will be Internal Assessment (IA) of 30 marks and the UE of 70 marks at the end of each semester. The UE of each subject will be of 70 marks and three hours duration. The 4 credits will be given to a student who secures at least 40% 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.

**b) Internal Assessment (IA):**

The Internal Assessment (IA) for each paper will be of 30 marks. It may be in the forms as follows:

- a) Home Assignment/Tutorial/Test/Presentation 30 Marks

**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)	:	30 Marks
A full Project Report (Minimum 50-80 pages) (University Assessment)	:	50 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.**

**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 ≤ Marks < 70	A	8
55 ≤ Marks < 60	B+	7
50 ≤ Marks < 55	B	6
40 ≤ 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.

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  $x = Max/10$  (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 $6.00 \leq CGPA \leq 8.00$



2								
3								
4								
5								
Total Cumulative Credits Completed			SGPA		CGPA		Equivalent Marks (%)	
<p><u>Note:</u> 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.</p>								

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# Semester – I

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

Total Credits: 04

## 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:

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<br>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><br>***** |
|-----------------|---|-------------------------------|

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

Total Credits: 04

## 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:**

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)

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SDE

**M.A. (English) (CBCS 2018 Course)**

**Semester – I**

**PGENG13 : English Language and Literature Teaching – I**

**Total Credits: 04**

**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:**

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

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

**Total Credits: 04**

Objectives:

1. To acquaint the students with literary advancements in postcolonial 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:**

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

**Total Credits: 04**

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:**

**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.

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

Total Credits: 04

**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:**

**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"

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

Total Credits: 04

**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:**

**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.

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# Semester – II

SDE

M.A. (English) Semester – II

PGENG21 : Literature in English 1550 to 1832 – II

Total Credits: 04

## 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.

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SDE

M.A. (English) Semester – II

PGENG22 : Introduction to the Study of English Language – II

Total Credits: 04

## 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
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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.

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**SDE**  
**M.A. (English) Semester – II**  
**PGENG23 : English Language and Literature Teaching – II**

**Total Credits: 04**

**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, 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 Watcrs, 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 Rinvolucri. M. (1993) *Once Upon a Time: Using Stories in the langauge Classroom*, CUP, Cambridge.
20. Nagaraj, G. (1996) *English Language Teaching. Approaches. Methods and Techniques*, Orient Longman, Hydrabad.
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)

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

**Total Credits: 04**

**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. Glenn Hooper and Colin Graham, eds. *Irish and Postcolonial Writing*. Basingstoke: Palgrave Macmillan, 2002.
8. Ania Loomba, *Colonialism/Postcolonialism*. 2<sup>nd</sup> 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

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

**Total Credits: 04**

**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



- 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.

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#### SDE

#### M.A. (English) Semester – II

#### PGENG27: d) Indian Literature in English Translation – II

Total Credits: 04

#### 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  
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**SDE**  
**M.A. (English) (CBCS 2018 Course)**  
**Semester – II**  
**PGSEC 11: 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**

The course content consists of the following Modules.

**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 Texts:**

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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# Semester III

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

Total Credits: 04

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

Total Credits: 04

## 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

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

**Total Credits: 04**

**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

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

**Total Credits: 04**

**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 Sutte 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)25

- 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

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

**Total Credits: 04**

**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

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

**Total Credits: 04**

**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>   |

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

**Total Credits: 04**

**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>       |

**PGAEC 31: Soft Skills**

**Objectives of the course:**

- a) To inculcate the value system among students
- b) To develop a multi-faceted personality of students
- c) To enhance the desirable life skills
- d) To convert capacities into capabilities to create better human resources
- e) To create a accountable and responsible citizen

**Course Contents**

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

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# Semester IV

SDE

M.A. (English) Semester – IV

PGENG 41 : Literature in English 1832 to 1980 – II

Total Credits: 04

## 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<br>ii. The Hollowmen     |
| 2. Philip Larkin | : | i. Church Going<br>ii. Lines on a Young Lady's Photograph Album |
| 3. Ted Hughes    | : | i. The Jaguar<br>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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SDE

M.A. (English) Semester – IV

PGENG 42 : Contemporary Critical Thoughts - II

Total Credits: 04

## 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 Cullar *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), *20<sup>th</sup> 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), *20<sup>th</sup> 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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**SDE**  
**M.A. (English) Semester – IV**  
**EN 43: Research Methodology II (Research Project)**

**Total Credits: 06**

**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 (7<sup>th</sup> 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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**SDE**  
**M.A. (English) Semester – IV**  
**PGENG 44 : a) Postcolonial Indian English Literature – II**

**Total Credits: 04**

**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 Reaity: 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.

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#### SDE

#### M.A. (English) Semester – IV

#### PGENG 45 : b) Semantics and Pragmatics – II

**Total Credits: 04**

#### 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 Progmatics*, John Benjamms, 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*, Edwqard Amold, London.
12. Verchucuren, Jet (1999) *Understanding Pragmatics*, OUP, New York.
13. Yule, G (1996) *Pragmatics*, OUP.
14. Taylor, P.J. (1987) *Analyzisng Conversation*, Pergamon Press.
15. Hudson. 'Sociolinguistics' CUP.

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**SDE**  
**M.A. (English) Semester – IV**  
**PGENG 46 : c) Contemporary American Literature and Culture - II**

**Total Credits: 04**

**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 20<sup>th</sup> 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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**SDE**  
**M.A. (English) Semester – IV**  
**PGENG 47 : d) World Classics in English Translation – II**

**Total Credits: 04**

**Course content:**

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

**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 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: 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 the Novel*, Princeton : Princeton University Press.
12. Brustein Robert (1965) *The Theatre of Revolt: An Approach to Modern Drama*, London: Methuen.
13. Cambon elaué, *Pirandello : A collection of Critical Essays*, Englewood Cliffs: Prentice Hall.

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