

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



Department of English

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

Syllabus (Based on NEP)

2023 – 2024 Onwards

Dr. Babasaheb Ambedkar Marathwada University, Aurangabad
Department of English

Syllabus

2023– 2024 Onwards

Level 6

M.A. First Year

Semester I

Major

- **Mandatory**

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

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

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

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

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

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

A] Literature, Psychology and Psychoanalysis

B] Comparative Literature

C] Introduction to Linguistic Theory

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

E] Sociolinguistics

F] Study of Major Author

G] Ambedkar Discourse

H] World Classics

I] Gender Studies

J] Post Modernism

Research Methodology

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

Cumulative Credits: 22

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

Assignment/ Sessional: 40 Marks

Credits; 4

Semester Exam: 60 Marks

Objectives :

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

Course Outcome :

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

Component I. Grammar of Drama

18 lectures

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

Component II. Close Study of following texts

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

Recommended Readings:

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

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

Assignment/ Sessional: 40 Marks

Credits; 4

Semester Exam: 60 Marks

Introduction:

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

Objectives:

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

Course Outcome:

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

The basic elements of grammar have been dealt here with:

Unit - I

Definition, types, origin and development of English Grammar.

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

Unit - II

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

Unit - III

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

Unit - IV

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

Unit - V

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

Recommended Reading:

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

Mandatory Paper :(ENG-M-I-3)
Paper No. III
Literature in English -1550-1660

Assignment/ Sessional: 40 Marks

Credits: 4

Semester Exam: 60 Marks

Objectives:

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

Course Outcome:

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

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

Unit 2. Edmund Spenser – *The Faerie Queene*

Unit 3. Christopher Marlowe – *Dr.Faustus*

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

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

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

Recommended Reading:

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

- E.M.W Tillyard. The Miltonic setting: past and present. Cambridge university press, England: 1938.
- _____.The Elizabethan World Pictures. Pimlico Publisher, Australia: 1998.
- Bradley, A.C. Shakespearean Tragedy, McMillan, London: 1904.
- Ed .A.R. Waller. Thomas Hobbes Leviathan. Cambridge University Press, London: 1904.
- Jones volumes. Master of political thought vol-1, 2, and 3.
- J.P. Suda. Modern Political Thought. K.Nath and co, Meerut India: 2017
- A.L Rowse. Christopher Marlowe. Harper and Row, Michigan: 1964.(Rept-2006).
- Frederick, Boas. Christopher Marlowe A biographical and critical study. Oxford University Press 1940. (2012 rept.)
- J.D Wilson. Shakespeare Happy Comedies: 1962.
- Nicoll, Allardyce. Shakespeare Survey .Cambridge University Press, Great Britain :1955 .
- T.R.K.Manar (Edited). Edmund Spencer The Faerie Queene (Book I) Epithalamion,Prothalamion . Macmillan India Limited Madras India :1979.

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

Paper No. IV

Activity: Book Review

Assignment/ Sessional: 50 Marks

Credits; 2

Introduction;

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

Objectives:

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

Course Outcome:

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

Texts:

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

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

Assignment/ Sessional: 40 Marks

Credits; 4

Semester Exam: 60 Marks

Objectives:

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

Course Outcome:

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

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

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

Unit 2: Reading Post Freudian Ideas (12 Lectures)

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

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

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

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

Unit 3: Psychoanalysis and Feminism (12 Lectures)

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

Unit 4: Psychoanalysis in practice (12 Lectures)

- a. Eugene O'Neill: *Mourning Becomes Electra*
- b. E. A. Poe: *The Purloined Letter* (12 Lectures)

Recommended Reading :

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

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

Assingment/ Sessional: 40 Marks

Credits:4

Semester Exam : 60 Marks

Objectives :

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

Course Outcome:

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

Unit I: Comparative Literature: Definition and Development 12 lectures

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

Unit II: Major Schools of Comparative Literature 12 lectures

- French School
- American School

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

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

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

12 lectures

Selected Poems of Adrienne Rich and Meena Kandasami

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

Unit V: Comparison of drama and film. 12 lectures

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

Recommended Readings:

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

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

Assignment/ Sessional: 40 Marks

Credits; 4

Semester Exam: 60 Marks

Objectives:

To understand:

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

Course Outcome:

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

Unit - I

a. The architecture of language.

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

b. Towards a functional Grammar

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

Unit - II

a. Clause as Message

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

b. Clause as Exchange

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

c. Clause as Representation

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

Unit - III

a. Below the clause: groups and phrases

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

b. Groups and Phrase Complexes

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

Unit - IV

Above the Clause: the Clause Complex

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

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

Unit - V

a. Around the Clause: Cohesion and Discourse

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

b. Beyond the Clause: Metaphorical Methods of expression.

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

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

Recommended Readings:

1. Biber, D. Johansson, S., Leech, G., Conrad, S., Finnegan, E., (1999): *The Longman Grammar of Spoken and Written English*, London: Longman.
2. Butler, C., Berry, M., Fawcett, R. P., Huang, G., (eds) (1996), *Meaning and Form: Systemic Functional Interpretations*, Norwood, NJ: Ablex.
3. Halliday, M. A. K., Fawcett, R. P., (eds), *New Developments in Systemic Linguistics: Theory and Description*. London: Pinter 1987.
4. Benson, J. D., Greaves, W. S., (eds). *Systemic Functional Approaches to Discourse*. Norwood, N J: Ablex, 1988.
5. Fawcett, R. P., 2000: *A theory of Syntax for Systemic Functional Linguistics*. Amsterdam: Benjamins.
6. Halliday, M. A. K., Fawcett, R. P., Lamb, S., Makkai A. (eds) *The Semiotics of Language and Culture*, Vol. 1. London: Frances Pinter. 1984.
7. Cloran, C., Butt, D, Hasan, R., (eds), *Functional Descriptions: Theory into practice*. Amsterdam: Benjamins, 1996.
8. Halliday, M. A. K., Hasan, R. 1985: *Language, Context and Text: A Social Semiotic Perspective*; Geelong, Vic: Deakin University Press.

9. Halliday, M. A. K., Martin, J. R. (eds) (1981), *Readings in Systemic Linguistics*, London: Batsford.
10. Cloran, C., Butt, D., Williams, G. (ed), *Selected Papers of Ruqaiya Hasan* (open Linguistics Series). London; Cassel.
11. Fawcett, R. P., Young, D., (eds), *New Developments in Systemic Linguistics*. Vol. 2: theory and application. London. Frances Pinter, (1988).
12. Ghodessy, M. (eds), *Register Analysis: Theory and Practices*. London: Pinter 1993.
13. de Joia, Alex Stention, Adrian (1480), *Terms in Systemic Linguistics: A Guide to Halliday*. New York: St. Martin's Press.
14. Matthiessen, Christian M. I. M. and Halliday M. A. K. (2009), *Systemic Functional Grammar, : A First step into the Theory*, Beijing, H. E. Press.
15. Nina Norgaard, Beatrix Busse, and Rocio Montoro, *Key Terms in Stylistics*, Continuum, London, New York, 2010.
16. Christian M. I. M. Matthiessen, Kazuhira Teruya and Marvin Lam, *Key Terms in Systemic Functional Linguistics*, Continuum, London, New York, 2010.
17. Halliday. M. A. K., Webster. Jonathan J. (edt), *On Grammar*, Vol. 1 in the Collected works of M. A. K. Halliday, Continuum, London, New York, 2002 (2005).
18. Halliday. M. A. K., Webster. Jonathan J. (edt), *Studies in English Language*, Vol. 7 in the collected works of M. A. K. Halliday, Continuum, London. New York, 2005 .reprint (2009).

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

Assignment/ Sessional: 40 Marks

Credits: 4

Semester Exam: 60 Marks

Objectives :

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

Course Outcome:

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

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

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

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

Unit -IV Margaret Atwood - *Surfacing*

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

Recommended Reading:

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

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

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

Assignment/ Sessional: 40 Marks

Credits; 4

Semester Exam: 60 Marks

Objectives:

To understand-

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

Course Outcome:

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

Unit I- Introduction

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

Unit II- Varieties of Language Speech Communities

- Languages
- Dialects
- Registers
- Mixture Varieties

Unit III- Language, Culture and Thought

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

Unit IV- Speech as Social of Interaction

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

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

Unit V- Linguistic and Social Inequality

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

Recommended Readings:

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

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

Assignment/ Sessional: 40 Marks

Credits; 4

Semester Exam: 60 Marks

Objectives:

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

Course Outcome:

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

Unit I - Poetry : Gitanjali (Selections)

Unit II - Drama : Red Oleanders

Unit III - Fiction : Gora

Unit IV - Prose : Spirituality and Philosophy
: Religion

Unit V - Short Stories: Kabuliwala
: Subha

References :

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

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

Assignment/ Sessional: 40 Marks

Credits; 4

Semester Exam: 60 Marks

Objectives:

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

Course Outcome:

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

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

Castes in India: Their Mechanism, Genesis and Development

Annihilation of Caste

Unit- II *States and Minorities*

Unit- III *Ranade, Gandhi, and Jinah*

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

Unit- V *Buddha or Marx?*

Thoughts on linguistic states

Recommended Readings:

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

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

Assignment/ Sessional: 40 Marks

Credits; 4

Semester Exam: 60 Marks

Introduction:

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

Objectives:

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

Course Outcome:

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

Unit I: Introduction to World Classics (12 Periods)

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

Unit II: World Classics - Poetry (12 Periods)

1. Homer's - *Odyssey Book 1*

Unit II: World Classics - Drama (12 Periods)

1. Sophocles – *Oedipus the Rex*

Unit III: World Classics - Novel (12 Periods)

1. Leo Tolstoy– *War and Peace*

Unit IV: Essay (12 Periods)

1. Bharata – *Natyashastra*

Unit V: Mapping Students' Knowledge (Any two)

(12 Periods)

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

Recommended Reading:

Primary Reading Material

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

Secondary Reading Material

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

Elective Paper: (ENG-E-5-I)

Paper No. 5-I Gender Studies

Assignment/ Sessional: 40 Marks

Credits; 4

Semester Exam: 60 Marks

Objectives:

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

Course Outcome:

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

Unit I: *Introduction: Gendered Histories, Gendered Context.*

(David Glover and Cora Kaplan's *Genders*)

12 lectures

(Introductory Part - 1 to 19 pages.)

Unit II:

12 lectures

a. *Feminity and Feminism*

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

b. *Sex without Gender*

(Chapter IV Claire Colebrook's *Gender*)

Unit III:

12 lectures

a. *Masculinities*

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

b. *Beyond Sex and Gender*

(chapter V Claire Colebrook's *Gender*)

Unit IV: *Queering the pitch*

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

Unit V:

12 lectures

a. *Readers and Spectators.*

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

b. *Conclusion : Reading Gender.*

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

Texts :

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

Recommended Reading:

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

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

Assignment/ Sessional: 40 Marks

Credits; 4

Semester Exam: 60 Marks

Objectives:

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

Course Outcome :

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

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

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

Unit II:

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

Unit III:

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

Unit IV:

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

Unit V:

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

Recommended Readings:

- Malpas, Simon. *Jean- Francois Lyotard*- New York: Routledge, 2007.
- Malpas, Simon. *The Postmodernism*. New York: Routledge, 2007.
- Woods, Tim. *Beginning Postmodernism*. New Delhi: Viva Books private ltd. 2010.
- Roberts, Adam, *Fredric Jameson*. New York: Routledge, 2007
- Waugh. Patrica. *Literary Theory*. New Delhi: Oxford University Press, 2006.
- Mulhern Francis, *Culture/ Metaculture*. New York: Routledge , 2013.
- Das, Bijay Kumar, *Twentieth Century Literary Criticism*. New Delhi: Atlantic publishers, 2003
- Ghirardo, Diane. *Architecture After Modernism*. London: Thames and Hudson, 1994.
- Jencks, Charles. *The Language of Post-Modern Architecture*. London: Academy editions, 6th edition 1991.
- _____. *The Prince, the Architects and New Wave Monarchy*. London: Academy Editions, 1988.
- Collins, Michael. *Towards Post-Modernism*. Design since 1851. London: British Museum Publications, 1987.
- Roberts, John. *Postmodernism, Politics and Art*. Manchester: Manchester University Press, 1990.
- Appignanesi, Richard, and Chris Garrath, *Postmodernism for Beginners*. Cambridge: Icon Books, 1995.
- Connor, Steve. *Postmodern Culture*. Oxford: Blackwell, 1989.
- Eagleton, Terry. *The Illusions of Postmodernism*. Oxford: Blackwell, 1996.
- Hebdige, Dick. 'Staking Out the Posts' in *Hiding in the Light: On Images and Things*. London: Routledge, 1988.
- Lyon, David. *Postmodernity*. Buckingham: Open University Press, 1994.
- Rose, Margaret A. *The Post- Modern and the Post-Industrial: A Critical Analysis*. Cambridge: Cambridge University Press, 1991.
- Wheale, Nigel (ed). *The Postmodern Arts: An Introductory Reader*. London: Routledge, 1995.
- Baudrillard, Jean. *Selected Writings*. ed. Mark Poster Stanford, Stanford University Press, 1988.
- Brooker, Peter. (ed) *Modernism and Postmodernism*. London: Longman, 1992.
- Callinicos, Alex. *Against Post modernism: A Marxist Critique*. Cambridge, Polity Press, 1990.
- Norris, Christopher. *The Truth About Postmodernism*. Oxford: Blackwell. 1993.
- Alexander, Marguerite. *Flights from Realism*. London: Edward Arnold, 1990.
- Barker, Francis, Peter Hulme and Margaret Inverson (eds) *Postmodernism and the Re-reading of Modernity*. Manchester, Manchester University Press. 1992

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

Assignment/ Sessional: 40 Marks

Credits: 4

Semester Exam: 60 Marks

Objectives:

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

Outcome:

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

Unit I- Research and the process of Academic Writing

- i. The nature of Research
- ii. How to locate Research
- iii. The Process of Academic Writing
 - The research thesis
 - The intellectual content of thesis
 - Organizing your work
 - Grammar, punctuation, citations, referencing and paraphrasing
 - Writing bibliographical details, avoiding plagiarism
 - Research ethics

Unit II-Writing a Research Paper

- i. Literature review
- ii. Research methods/analytical approach
- iii. Data analysis and Documentation

Unit III:-Research methods in literature I

I Structuralism and post structuralism

II New Criticism and New Historicism

III Post colonialism and Post modernism

IV Psychoanalysis

Unit IV-Research methods in Literature II

I. Maxism

II. Ambedkarism

III. Feminism

Unit V- Research methods in Languages

I. Discourse analysis

II. Conversation analysis

III. Genre analysis

Text:

Recommended Readings:

1. Barry, P., (1995), *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester: Manchester University Press.
2. Bloor, T. and Bloor, M. (2004), *The Functional Analysis of English: A Hallidayan Approach*. Second edition. London: Arnold.
3. Borg, E. (2003), '*Key concepts in ELT: Discourse community*', *ELT Journal*.
4. Cameron, D. (2001), *Working with Spoken Discourse*. London: Sage.
5. Correa. D.D.S and Owens W.R.(ed) *The Handbook to Literary Research*. Edition 2nd Oxon Routledge (2010)
6. Craswell, G. (2004), *Writing for Academic Success: A Postgraduate Guide*. London: Sage.
7. Culler, J., (1997) *Literary Theory: A Very Short Introduction*. Oxford: Oxford University Press.
8. Culler, J. *On Deconstruction: Theory and Criticism after Structuralism*, (Ithaca, 1982).
9. Culler, J. (1975), *Structuralist Poetics: Structuralism, Linguistics and the Study of Literature*. London: Routledge and Kegan Paul.
10. Delamont, S. (1997), *Supervising the Ph.D.: A Guide to Success*. Buckingham: Open University Press.
11. Eagleton, T., (1983), *Literary Theory: An Introduction*. Oxford: Blackwell.
12. Foucault, M.: *The Order Of things*, (London, 1970).
13. Oliver, P. *Writing Your Thesis*, edition 2nd, Sage Publication India: India. 2004 (2010).
14. Websites for looking theses and dissertations which take a discourse perspective:

15. *The Networked Digital Library of Theses and dissertations* (www.ndltd.org/)
 16. *UMI Pro Quest Digital Dissertations* (www.lib.umi.com/dissertations/)
 17. **The Australian Digital Theses Program** (adt.caul.edu.au/)
- Journals for looking for examples of studies which take a discourse perspective:
 - I. *Discourse and Society*
 - II. *Discourse Studies*
 - III. *English for Specific Purposes*
 - IV. *Journal of English for Academic Purposes*
 - V. *Journal of Second Language Writing*