

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



Department of English

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

Syllabus (Based on NEP)

2023 – 2024 Onwards

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

Dr. Babasaheb Ambedkar Marathwada University, Aurangabad

Department of English

Syllabus

2023 – 2024 Onwards

Level 6

M.A. First Year

Semester II

Major

- **Mandatory**

(ENG M. II. 1) [4 Credits] Paper – V Poetry

(ENG M. II. 2) [4 Credits] Paper -VI Language Orientation : Pragmatics

(ENG M. II. 3) [4 Credits] Paper -VII Literature in English 1660-1798

(ENG M. II. 4) [2 Credits] Paper – VIII(Activity) Research Article: Writing and Presentation

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

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

A] Literature and Philosophy

B] Discourse Studies

C] Colonial and Post-Colonial Literature

D] English Literature (Age)

E] Academic Writing

F] Indian English Literature

G] Semantics

H] Translation Studies

I] Introduction to Feminism

J] Shakespeare

Field Project:

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

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

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

- **Cumulative Credits- 22**

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

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

Assignment/ Sessional: 40 Marks

Credits: 4

Semester Exam: 60 Marks

Introduction:

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

Objectives:

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

Course Outcome:

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

Unit I : Introduction to English Poetry

(10 Periods)

A) : As a Literary Genre

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

B): Poetical Types

(10 Periods)

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

Unit II: Select Major Schools and Movements:

(10 Periods)

A] Metaphysical School, Renaissance and Neo-classical Poetry

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

B] Romantic Revival

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

CJ Victorian Poetry

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

Unit III: Modern Poetry

(10 Periods)

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

Unit IV: Post Modern Poetry

(10 Periods)

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

Unit V: Indian English Poetry

(10 Periods)

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

Recommended Readings :

1. **B. J. Pendlebury, English Lyrical Types**, New Delhi : Blackie & Sons, 1975
2. **F. R. Leavis. New Bearings in English Poetry** : New Movement, OUP: 1080
3. **The Norton Anthology of English Literature : Sixteenth/Early Seventeenth Century**, Volume B, 2012
4. **Margaret Drabble.ed. The Oxford Companion to English Literature**,
5. **Woods, George Benjamin; Buckley, Jerome Hamilt.** *Poetry of the Victorian Period* (Revised 2nd. ed.). Chicago, Atlanta, Dallas, Palo Alto, New York: Scott, Foresman and Company, 1955.
6. **Coughlan, Patricia & Davis, Alec eds.** *Modernism and Ireland: The Poetry of the 1930s* Cork University Press, 1995.

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

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

Assignment/ Sessional: 40 Marks

Credits: 4

Semester Exam: 60 Marks

Objectives:

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

Course Outcome:

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

Unit: I

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

Unit II

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

Unit III

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

Unit IV:

(a). Implicature

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

(b) Cross- cultural pragmatics

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

Unit V:

(a)Pragmatics markers

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

Texts:

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

Recommended Readings:

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

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

Assignment/ Sessional: 40 Marks

Credits: 4

Semester Exam: 60 Marks

Objectives:

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

Course Outcome:

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

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

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

Unit 3. Daniel Defoe – *Robinson Crusoe*

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

Unit 5. Nicholas Rowe –*Tamerlane*

Recommended Reading:

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

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

Paper No. IV

Activity: Research Article: Writing and Presentation

Assignment/ Sessional: 40 Marks

Credits; 2

Introduction;

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

Objectives:

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

Course Outcome :

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

Writing of two research papers and presenting its PPT

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

Recommended Reading:

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

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

Assignment/ Sessional: 40 Marks

Credits: 4

Semester Exam: 60 Marks

Objectives :

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

Course Outcome:

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

Unit - 1

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

Philosophic Reading of Literary Texts

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

Recommended Reading:

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

Elective Paper – (ENG-E-5-B)

Paper No. IX – B

Discourse Studies

Assignment/ Sessional: 40 Marks

Credits; 4

Semester Exam: 60 Marks

Objectives:

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

Course Outcome:

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

UNIT I.

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

Unit II.

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

UNIT III.

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

UNIT IV.

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

UNIT V.

12 lectures

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

Recommended Reading :

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

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

Assignment/ Sessional: 40 Marks

Credits: 4

Semester Exam: 60 Marks

Objectives :

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

Course Outcome:

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

Unit I:

A Brief Introduction to :

12 Lectures

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

Unit II:

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

12 Lectures

Unit III:

Farida Karodia -*A Shattering of Silence*.

12 Lectures

Unit IV:

Nadine Gordimer-*My Son's Story*

Joseph Conrad-*Heart of Darkness*

12 Lectures

Unit V:

Meher Pestonji-Pervez

12 Lectures

Texts:

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

Recommended Reading:

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

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

Assignment/ Sessional: 40 Marks

Credits : 4

Semester Exam: 60 Marks

Objectives :

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

Course Outcome:

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

Unit : 1 : Background : Modernism

Unit : 2 : Poetry : *Crow* : Ted Hughes

Unit : 3 : Fiction : *Lucky Jim* : Kingsley Amis

Unit : 4 : Drama : *Look Back in Anger* : John Osborne

Unit : 5 : Non-fiction : *The Impact of Science on Society* : Bertrand Russell

Recommended Readings:

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

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

Assignment/ Sessional: 40 Marks

Credits; 4

Semester Exam: 60 Marks

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

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

Contents:

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

Recommended Reading:

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

Elective Paper –(ENG-E-5-F)
Paper No. IX-F
Indian English Literature

Assignment/ Sessional: 40 Marks

Credits; 4

Semester Exam: 60 Marks

Objectives:

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

Course Outcome:

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

Unit : 1 Introduction / History / Theory

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

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

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

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

Recommended Reading :

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

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

Assignment/ Sessional: 40 Marks

Credits; 4

Semester Exam: 60 Marks

Objectives:

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

Course Outcome:

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

Unit I: Semantics and Linguistic Semantics: Toward Grammatical Meaning

- Grammatical Meaning
- Philosophical Semantics and Linguistic semantics

Unit II: Approaches to Meaning I

- Meaning as reference
- Meaning as logical form

Unit III: Approaches to Meaning II

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

Unit IV: Entities and Events

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

Unit V: Space, Tense and Modality

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

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

Recommended Readings:

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

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

Assignment/ Sessional: 40 Marks

Credits: 4

Semester Exam: 60 Marks

Objectives:

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

Course Outcome:

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

Component I: Introduction to Translation Theory.

12 lectures

Contents: Definition of Translation

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

Component II: Bases of translations

12 lectures

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

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

12 lectures

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

12 lectures

Component V: Practical Translation Work.

12 lectures

Recommended Readings:

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

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

Assignment/ Sessional: 40 Marks

Credits; 4

Semester Exam: 60 Marks

Objectives:

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

Course Outcome:

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

Unit I:

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

Unit II:

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

Unit III:

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

Unit IV:

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

Unit V:

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

Texts:

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

• Recommended Readings:

- Hélène Cixous, Catherine Clement. *The Newly Born Woman*. Trans. Betsy Wing. Manchester: Manchester University Press, 1986.
- Astell, Mary. *The First English Feminist: Reflections upon Marriage and Other Writings*. Ed. Bridget Hill. Aldershot: Gower/Maurice /Emple Smith, 1987.
- Beauvoir, Simone de . *The Second Sex*: Trans. And Ed. H.M. Parshley. Harmondsworth: Penguin, 1972.
- Ed. Elizabeth Weed and Naomi Schor. 'Against Proper Objects.' *Feminism Meets Queer Theory*. . Bloomington: Indiana University Press, 1997. 1-30.
- Cixous, Helene. 'Sorties.' *New French Feminisms: An Anthology*. Ed. Elaine Marks and Isabelle de Courtrivon. Sussex: Harvester, 1981.
- Cornell, Drucilla. *Beyond Accommodation: Ethical Feminism, Deconstruction and the Law*, New York: Routledge, 1991.
- Culler, Jonathan. *On Deconstruction: Theory and Criticism after Structuralism*. London: Routledge and Kegan Paul, 1983.
- Daly, Mary. *Gyn/ecology: The Metaethics of Radical Feminism*, London: Women's Press, 1979.
- Engels, Friedrich. *The Origin of the Family: Private Property and the State*. London: New York: International Publishers, 1942.
- Fausto- Sterling, Anne. *Sexing the Body: Gender Politics and the Construction of Sexuality*. New York Basic Books, 2000.
- Foucault, Michel. *The Order of Things : An Archeology of the Human Sciences*. London: Tavistock, 1970.
- Grosz, Elizabeth. *Sexual Subversions: Three French Feminists*. Sydney: Allen and Unwin, 1989.
- -----, Jacques Lacan: *A Feminist Introduction*. Sydney : Allen and Unwin, 1990.

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

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

Assignment/ Sessional: 40 Marks

Credits; 4

Semester Exam: 60 Marks

Objectives:

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

Course Outcome:

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

Component I

- 1. General Shakespeare :** 12 Lectures
 - a. Biography
 - b. Elizabethan Stage
 - c. Intellectual Background

Component II

- 2. Plays: i) Tragedy** 12 Lectures
 - a. *Othello*
 - b. *Julius Ceaser*

ii) Comedy and tragic Comedy 12 Lectures

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

Component III

- 3. Sonnets :** 12 Lectures
 - a. Sonnet 1 *From Fairest Creatures We Desire Increase*
 - b. Sonnet 16 *Shall I Compare thee to a summer's Day?*
 - c. Sonnet 1 *No Longer Mourn For Me When I am Dead*
 - d. Sonnet 116 *Let Me Not To The Marriage of True Minds*
 - e. Sonnet 130 *My Mistress' Eye Are Nothing Like The Sun*
 - f. Sonnet 147 *My Love is A Fever Longing Still*

4. Shakespearean Criticism:

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

Recommended Reading :

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

Paper – (ENG-FP-II-6)
Paper No. X
Field Project

Assignment: 100 Marks

Credits: 4

Introduction:

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

Objectives:

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

Course Outcome :

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

Topics for field activity

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