

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



Department of English

M.A. IInd Year

IVth Semester

Syllabus (Based on NEP)

2024 – 2025 Onwards

Dr. Babasaheb Ambedkar Marathwada University, Aurangabad

Department of English

Syllabus

2023 – 2024 Onwards

Level 6.5

M.A. Second Year

Semester IV

Major

- **Mandatory**

(ENG M. IV. 1) [4 Credits]

Paper – XVI Non-Fiction

(ENG M. IV. 2) [4 Credits]

Paper – XVII Critical Theory

(ENG M. IV. 3) [4 Credits]

Paper – XVIII Literature in English 1914-2000

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

(ENG-E-III.4) [4 Credits]

Paper-XIX

A] Literature and Film

B] Minority Literature

C] Stylistics

D] Media Writing

E] Creative Writing

F] Diaspora Literature

G] Register and Genre Analysis

H] Folk Literature

I] Pandemic Literature

J] Introduction to Dalit Literature

Research Project

Paper no XVI: (ENG-RP-III. 5) [6 Credits]

- Dissertation not less than 100 pages.
- Cumulative Credit of the semester 22
- **After 2years: 4 Sem.PG Degree (88credits after 3 years UG degree) or 1 year 2 Sem PG Degree (44 Credits after 4 years UG Degree)**

Mandatory Paper : (ENG-M-IV- 1)
Paper No. XVI
Non- Fiction

Assignment/ Sessional: 40 Marks

Credits:4

Semester Exam: 60 Marks

Objectives:

This course aims at developing political social, historical understanding among the students. The course also aims at creating moral values among the students through the prescribed texts. To acquaint the students with social, historical, scientific, philosophical and political Ideologies of the world. The course also seeks to generate awareness among the learner's community of the (socio-political, cultural-historical, scientific and philosophical) through prescribed texts. The students will be able to differentiate between the fact and opinion and develop a constructive Humanist Ideology.

Course Outcome:

Non Fiction is based on true events, real life situations and factual information .Through this course the students will be prepared to get the best of both worlds. They will be inspired by the great ideologues of the world and achieve their goal, aims and ambitions in life and develop constructive Humanist Ideology and approach leading towards this Ideology.

Unit I : Auto biography

Nelson Mandela- *Long walk to Freedom*

Unit II : Political Social Writings

Dr. B.R. Ambedkar- *Federation versus Freedom*

Martin Luther King- *Speeches- I have a Dream*

Unit III : Philosophical writings

Simone. de. Beauvoir- *The Second Sex*

Unit IV : Historical Writings

Amartya Sen- *The Argumentative Indian, Writings on Indian History, Culture and Identity.*

Unit V: Scientific Essays:

Erich S. Fromm: *The Forgotten Language: An introduction to the Understanding of Dreams, Fairy Tales and Myths.*

Recommended Readings:

1. Anderson, Linda. *Autobiography*. London and New: Rutledge, 2007.
2. Lee, Spinks. *Fredrick Nietzsche*. London and New York : Rutledge, 2007
3. Jean – Paul Sartre. *Being and Nothingness: an essay in Phenomenological ontology*. Forms Hazel E Barmes atadel press, 2001.

4. Fekele, John. *Life After post modernism essays on Value and Culture*. New York: smartins Press, 1987.
5. Jackson, turner, Fredrick. *The Frontier in American History*. New York: Hol, Rinehart and winstan, 1962.
6. Rousseau Jean Jacques *The Confessions*. Translated by W. conyngham Mallory. Published by The university of Adelaide South Auskaha, 1782.
7. Joseph Addison and Richard Steele. *The Spectator* Pub. Macmillan Company. First edition St. Martins Street, London 1908.
8. Thomas Carlyle *The Modern British essayists* A Hart late Carey and Hart vol V Philadelphia; pub. 1852
9. Ralph waldo Emerson. *Essays* Two volumes in one Houghton Miffling Company Boston and New York 1883.
10. Niccolo Machiavelli. *The Prince* edited Marti Loyal, Manchester and New York: Manchester University Press 1995.
11. Abraham Cowley *The essays by Abraham Cowley* New York: Scribner, Welford pub. 1869.
12. Wilham, Hazlitt, *Twenty two essays of William Hazlitt* ed. Beatty Arthur. Boston New York. D. C. Health and co. pub. 1918
13. The William Hazlitt. *The Complete Works of William Hazlitt*. Ed A.R. Walter and Arnold Glover J. M. Dent & Co. London- 1903
14. Francis, Bacon. *The Essays of Francis Bacon* ed. Mary Augusta Scott. New York: Charles Scribner's Sons 1908.
15. Michel, Foucault. *The Archaeology of Knowledge and the Discourse on Language*. Trans. A. M. Sheridan Smith U.S.A. : Vintage Books , 2010.
16. McAfee, Noelle. *Julia Kristeva*. Routledge. London-2004.
17. Colebrook, Claire. *Gender*. Atlantic publishers and Distributors. New Delhi-2004.
18. Crowley -Helen et.al- *Knowing Women: Feminism and Knowledge*- Rawat publications Jaipur.2016
19. Jain Jasbir et. Al . *Films and Feminism Essays in Indian Cinema*- Second Edition Rawat Publications Jaipur.2015.
20. [Richard Stengel](#). *Long Walk to Freedom*. America: [Little Brown & Co](#).1994.
21. Martin Luther King Jr. *Why Can't We Wait?* New York : Evanston London ,First edition publ. [Harper & Row](#),1964
22. Simone de Beauvoir, Jack Kirkup. *Memoirs of a dutiful daughter*. Harmondsworth: Penguin Books, 1963.
23. Simone de Beauvoir, Richard Howard. *Force of Circumstance*. Harmondsworth : Penguin, 1968, 1978 printing.
24. Amartya Sen. *Poverty and Famines : An Essay on Entitlement and Deprivation*. Oxford : Oxford Univ. Press, 2013
25. Amartya Sen. *Inequality Reexamined*. New York : Russell Sage Foundation ; Cambridge, Mass. : Harvard University Press, 1992
26. Erich Fromm, Rainer Funk. *The Erich Fromm Reader* New York : Open Road Distribution, [2014] ©1985.
27. Erich Fromm, Sigmund Freud. *Erich Fromm on Sigmund Freud : [Man is Not a Thing]*. Los Angeles, Calif. : Pacifica Tape Library, 1971, ©1983.

Mandatory Paper : (ENG-M-IV-2)
Paper No: XVII
Critical Theory

Assignment/ Sessional: 40 Marks

Credits: 4

Semester Exam: 60 Marks

Objectives :

The course intends to introduce the major modern critical discourses which have been influencing literary production and immensely contributing to the various branches of knowledge to render the multidisciplinary face to the literary and the cultural studies. It attempts to enhance student's understanding of multidimensional and multidisciplinary nature of literary texts in recent time. The course also attempts to sharpen the intellectual sensibility of the students with the confrontation of the multifaceted critical and intellectual positions of the theoreticians. It intends to acquaint the students with the intrinsic, extrinsic complexities and the sharp dichotomies in socio-political and cultural situations and the corollaries of the various shifts in literary and cultural directions and connotations in contemporary time.

Course Outcome:

- The students will acquire critical perspectives while reading literary and cultural texts.
- They will understand Ambedkar's arguments regarding caste and socio-cultural and historical-religious realities while reading Indian cultural texts.
- They will acquire the ability to analyze the literary texts through various critical theoretical frameworks.
- They will understand the multidisciplinary dimension of literary texts.
- The students would also understand the political ideological position of the Feminist theory.

Unit 1: B.R. Ambedkar: *Annihilation of Caste* 12 lectures

Unit 2: Fredric Jameson: *The Politics of Theory: Ideological Positions in the Postmodernism Debate* 12 lectures

Unit 3: Jacques Derrida: *Structure, Sign and Play in the Discourse of the Human Sciences* 12 lectures

Unit 4: Michel Foucault: *What is an Author?* 12 lectures

Unit 5: Elaine Showalter: *Feminist Criticism in the Wilderness* 12 lectures

Recommended Reading:

1. Bennett, Andrew and Royle, Nicholas, *An Introduction to Literature, Criticism and Theory* (Prentice Hall, 2nd edn, 1999)
2. Bertens, Hans, *Literary Theory: The Basics* (Routledge, 2001)
3. Eagleton, Terry, *Literary Theory: An Introduction* (Blackwell, 2nd edn, 1996)
1. Selden, Raman, Widdowson, Peter, and Brooker, Peter, *A Reader's Guide to Contemporary Literary Theory* (Harvester, 4th edn, 1996)
2. Barry, Peter, ed. *Issues in Contemporary Critical Theory* (Macmillan Case-book, 1987)
3. Rivkin, Julie, Michael Ryan, *Literary Theory: An Anthology* (Blackwell, 2002)
4. Williams, Raymond, *Marxism and Literature*, (Oxford, 1977)
5. Trotsky, Leon, *Literature and Revolution* (Ann Arbor, 1971)
6. *Dr. Babasaheb Ambedkar Writings and Speeches* Vol. 1, Education Department, Govt. of Maharashtra, Mumbai, 1989.
7. Rodrigues, Valerian, *The Essential Writings of B. R. Ambedkar*, (Oxford, 11th impression, 2012)
8. Simon, Lawrence, Karl Marx, *Selected Writings* (Hackett, 1994)
9. Loomba, Ania, *Colonialism / Postcolonialism* (Routledge, 2nd edn. 2005)
10. The G.N. Devy Reader, *Orient Blackswan* (2009)
11. Waugh, Patricia, *Literary Theory and Criticism*, (Oxford, 2006)
12. Woods, *Tim Beginning Postmodernism*, (Viva Books, 2010)
13. Jameson, Fredric, *The Prison-House of Language*, (Princeton, 1972)
14. Culler, Jonathan, *Saussure*, (London, 1976)
15. Derrida, Jacques, *Of Grammatology*, (Baltimore, 1976)
16. Freud, Sigmund, *Introductory Lectures on Psychology*, (Harmondsworth, 1973)
17. Millett, Kate, *Sexual Politics*, (London, 1971)

Mandatory Paper – (ENG-M-IV-3)
Paper No. XVIII
Literature in English 1914-2000

Assignment/ Sessional: 40 Marks

Credits: 4

Semester Exam: 60 Marks

Objectives:

- To acquaint the students community with the evolution of new techniques in modern literature.
- To acquaint them with the development of war books.
- To aware them with prose poetry drama fiction during the inter -war period.
- To focus on new traditionalism, surrealism and other literary and non-literary work of art.

Course Outcome:

- Students will be introduced to the development of the age with its socio-politico-cultural nuances
- Imagined and material worlds will be introduced through English literary works of the age
- The learner will understand the literary and philosophical concepts of the period

Unit I--a)T.S Eliot -Tradition And Individual Talent

b)Ernest Hemingway --The Old Man And The Sea

Unit II- John Steinbeck --The Grapes Of Wrath

Unit III- a) John Osborne -Look Back In Anger

b) Eugene O'Neil --The Hairy Ape

Unit IV -Chinua Achebe -- Things Fall Apart

Unit V Salman Rushdie --Midnight Children

Recommended Readings:

- Benita Parry. Post Colonial Studies :A Materialist Critique.London :Routledge, 2004.
- Franz Fanon .Black Skin White Masks .London :Lunto press, 1986.
- Swinden ,Patrick. Images of India .New York : St .Martin 's Press,1980.
- Jackson Rosemary . Fantasy:The Literature of Subversion .London :Methuen ,1981.
- Bailey, Paul. Meg and Sylvia .Twentieth Century Literature 292 (Summer 1983):221.
- Margaret, Drabble .Edited.The Oxford Companion to English Literature.Fifth Edition Oxford U.P,Oxford : 1985.
- Carter,Angela.Heroes and Villains .Penguin Books,Harmondsworth: 1981.

- Hutcheon ,Linda .The Politics of Postmodernism.Routledge, London : 1989.
- Meyer Michael.The Bedford Introduction to Literature:Reading Thinking ,Writing .St.Martin , Boston : 2008.
- Jackson J. Benson .The True Adventure of John Steinbeck, Writer.The Viking Press, New York : 1984.
- Flemming, Olsen. Eliot's Objective Correlative Tradition or Individual Talent .Sussex Academic Press ,United Kingdom:2014.
- Bryant Jr.j.a Twentieth -Century Southern Literature .Lexington :University Press of Kentucky ,1997.
- Davis ,Charles. and Henry Louis Gates Jr.The Slave's Narrative.Oxford university Press , Oxford: 1985.
- Murray ,David. American Cultural Critics.University of Exeter, Exeter :1995.

Elective Paper : (ENG-E-IV-4-A)
Paper No. XVIII-A
Literature and Film

Assignment/ Sessional: 40 Marks

Credits: 4

Semester Exam: 60 Marks

Objectives:

This course will lead to develop a sensibility amongst the learners to understand the role of film and literature in the contemporary conditions. This course explores the relationship between literature and films by investigating how filmmakers present literary forms such as short stories, plays, novels, and comics on screens. Both literature and film speak their languages, but the terminology they each use can sometimes overlap. The course will analyze these similarities and differences by comparing literature passages with scenes that present them in their respective film adaptations.

Course Outcome:

- The learner will get acquainted with the technical terminology of film and will learn the role of literary elements which strengthen the film.
- The end goal of the course is to provide students with the ability to critically assess and discuss film adaptations and apply the knowledge they have gained through their engagement in a group or an individual project.

Component I: Theories of Literature on Screen

12 Lectures

- *Reading Film and Literature* by Brian McFarlane
- *Novels, Films, and the Word/Image Wars* by Kamilla Elliot
- *Visual Pleasure and Narrative Cinema* by Laura Mulvey

Component II: Techniques of Film

12 Lectures

- Elements of mise-en-scene
- Cinematography
- Editing Styles

Component III: Adaptation of Literature on Screen

12 Lectures

- What is Adaptation?
- Adaptation, Authorship and Authorial voice
- Auterism

- ***The Great Dictator*** by Charlie Chaplin
- ***The Bicycle Thieves*** by Vittorio De Sica
- ***Guide*** by Vijay Anand

Recommended Reading:

1. Andre Bazin. ***“In Defence of Mixed Cinema”. What is Cinema?*** Berkeley: University of California Press, 1967.
2. Bordwell, David and Kristin Thompson. ***Film Art: An Introduction***, 8th ed. , Boston: McGraw-Hill, 2007.
3. Branigan, Edward. ***Narrative Comprehension and Film***. London, Routledge, 1992.
4. Brown, Royal, S: ***Overtones and Undertones: Reading Film Music***. Berkeley. Los Angeles and London: University of California Press, 2000.
5. Cartmell, Deborah and Imelda Whelehan (ed.) ***The Cambridge Companion to Literature on Screen***, New York, Cambridge University Press, 2007.
6. Codell, Julie F. (ed.) ***Genre, Gender, Race and World Cinema: An Anthology***, Malden MA and Oxford, Blackwell Publishing, 2007.
7. Fairclough, Don. ***Film Editing: History, Theory and Practice***. Manchester, Manchester University Press, 2001.
8. George Bluestone, ***Novels into Film: The Metamorphosis of Fiction into Cinema***. Berkeley & Los Angeles: University of California Press, 1957.
9. Gerald Mast, ***“Literature and Film”. Interrelations of Literature***. Eds. Barricelli & Gibaldi. New York: The Modern Language Association of America. 1982.
10. Gibbs, John. ***Mise-en-scene: Film Style and Interpretation***. London, Wallflower, 2002.

Elective Paper : (ENG-E-IV-4-B)
Paper No. XVIII--B
Minority Literature

Assignment/ Sessional: 40 Marks

Credits: 4

Semester Exam: 60 Marks

Objectives:

The course aims at understanding the literature produced by the minority communities across the world in general and India in particular. The literature is written in the major language but talks about those who have not allowed to say due to certain deterritorialization, political, linguistic and religious reasons. The course will make the learner aware of the issues of the minorities and their expression in the form of literature.

Course Outcome :

- The students will know about the literary production by minority community across the globe.
- The students will know the socio-cultural and political predicaments faced by the minorities.

Unit I : The concept and idea of Minority Literature.

Unit II: Bapsi Sidhwa: *The Ice Candy Man*

Unit III: Helen Maria Viramontes: *Under the Feet of Jesus*

Unit IV: Khaled Hussaini: *Thousand Splendid Sons*

Unit V: Narayan (Tr. By Catherine Thankamma and G.S. Jayasree): *Kocharethi: The Araya Woman*

Recommended Readings:

1. Deuluze and Gutteri. *Kafka: Towards a Minor Literature*. Princeton, Univ of Minnesota, 1986.
2. Ferber, Jimenez, O'Reilly, Herrera, & Samuels. *The Matrix Reader: Examining the Dynamics of Oppression and Privilege*, 1st edition. McGraw-Hill Higher Education, 2009.
3. Bhabha, Homi. *The Location of Culture*. London: Routledge, (Indian rpt.) 2010 (1994).
4. Nayar, Pramod K. *Post-Colonial Literature: An Introduction*. New Delhi: Dorling Kindersley / Pearson Longman, 2008.
5. Manav Ratti. *The Post secular Imagination : Postcolonialism, Religion, And Literature*. Abingdon, Oxon ; New York : Routledge, 2013.
6. Stephen P Knadler. *The Fugitive Race : Minority Writers Resisting Whiteness*. Jackson : University Press of Mississippi, 2002.

7. Suzanne M Miller; Barbara McCaskill. ***Multicultural Literature And Literacies : Making Space For Difference.*** Albany, N.Y. : State University of New York Press, 1993.
8. Mary Jo Bona; Irma Maini. ***Multiethnic Literature And Canon Debates.*** Albany : State University of New York Press, 2006.
9. Paula M L Moya. ***Learning From Experience: Minority Identities, Multicultural Struggles.*** Berkeley : University of California Press, 2002.
10. Abdul R Jan Mohamed; David Lloyd. ***The Nature and Context of Minority Discourse.*** New York : Oxford University Press, 1990.

Elective Paper : (ENG-E-IV-4-C)
Paper No. XVIII-C
Stylistics

Assignment/ Sessional: 40 Marks

Credits: 4

Semester Exam: 60 Marks

Objectives:

- The focus of the course shall be on new developments in stylistics.
- There is need to understand style as choice in making meaning in the context.
- Recently stylistics is developed as interdisciplinary.
- Discourse and context, text and cognition are the major components that focus on function interaction, text comprehension, and text processing.
- Language and style are core elements in understanding language and language use in context.

Course Outcome :

- The students would learn new developments in Stylistics.
- They would learn the function interaction, text comprehension and text processing.

Unit I- Language and Style

Stylistics: Need, Scope, aims, data, and principles

- Text and style
What is style?
Defamiliarisation, Linguistic levels and stylistic analysis questions of style: literariness.
- Methodological considerations and stylistic studies
- Stylistics: an interdisciplinary.

Unit II- Discourse and context I: Function

- Texts as Discourse.
- Functional Categories and style.

Unit III- Discourse and Context II: Interaction

- Stylistics and Pragmatics
- Interaction in Discourse
- Analysis of an extract from a dramatic text.

Unit IV- Text and Cognition I: Text Comprehension

- Cognitive stylistics
- Schema theory
- Figure and ground
- Cognitive metaphor theory

Unit IV- Text and Cognition II: Text Processing

- The reading process
- Text world theory
- Deictic shift theory
- Contextual frame theory

Text: Jeffries, Lesley and McIntyre, Dan, *Stylistics*, Cambridge University Press, 2010.

Recommended Readings:

1. Black Elizabeth, *Pragmatics Stylistics*, Edinburgh University Press, 2006.
2. Bradford Richard, *Stylistics*, Routledge 1997 (The New United Idiom).
3. Carter R. and Simpson P. (eds.) *Language Discourse and Literature: An Introductory Reader in Discourse Stylistics*, Unwin Hyman, 1989.
4. Carter, R. (ed) *Language and Literature: An Introductory Reader in Stylistics*, Allen and Unwin 1982.
5. Cook, Guy, *Discourse and Literature: The Inter play of Form and Mind*, Oxford, 1994.
6. Culpeper, J., Short, M., and Verdonk, P., (eds.) *Exploring the Language of Drama: From Text to Context*. Routledge, 1992.
7. Fowler, Roger, *Literature as social Discourse: The Practice of Linguistic Criticism*, Batsford Academic and Education Ltd. 1981.
8. Leech, G. N. and Short, M. H. *Style in Fiction: A Linguistic Introduction to English Fictional Pros.*, Longman, 1981.
9. Lesley, Jeffries, *Critical Stylistics: The Power of English*, Palgrave, Mcmillan, 2010.
10. Short Mick, *Exploring the Language of Poems, Plays and Prose*, Addison, Wesley, Longman, 1996.
11. Simpson, Paul, *Language through Literature: An Introduction*, Routledge 1997.
12. Stockwell, Peter, *Cognitive Poetics: An Introduction*, Routledge, London and New York, 2002 (2007).
13. Toolan, Michael, *Language in Literature: An Introduction to Stylistics*, Arnold 1998.
14. Verdonk, Peter, *Stylistics*, Oxford 2002.
15. Verdonk, Peter, (ed.) *Twentieth Century Poetry from Text to Context*, Routledge, 1993.

Elective Paper : (ENG-E-IV-4-D)
Paper No. XVIII--D
Media Writing

Assignment/ Sessional: 40 Marks

Credits: 4

Semester Exam: 60 Marks

Objectives:

The media industry requires the skilled persons and the course aims at providing the facility to the learners to join the sector. This course introduces students to the basic concepts of media writing including journalistic writing, and writing for web and advertising. It also teaches key techniques used to write advertisements and news and feature stories for the print media.

Course Outcome: The course surely helps the learner to get employment and cater the need of the sector.

Component I: Principles of Media Writing

12 lectures

- **Sentence Structure**
 - Agreement of Verbs and Nouns
 - Active Sentences
 - Lead Sentences
 - Ending Sentences
 - Varying Sentence Length
- **Punctuation**
 - Full Stop (Period)
 - Comma
 - Semi Colon
 - Colon
 - Hyphen
 - Double-Dash
 - Exclamation Point
 - Ellipses
- **General Rules**
 - Objectivity vs Bias
 - Active vs. Passive Sentences
 - Simple Word Choices
 - Colorful Writing
 - Cliches
 - Castism
 - Sexism
 - Racism

Component II: Writing For Print

12 lectures

- **Magazine Media**
 - Feature Story Length
 - Integration of Photos, Ads, and Pictures
 - Integration of Ads
 - Carrying Stories Across Pages
 - The Beginning, the Middle, and the Ending
- **Newspaper Media**
 - Broadsheets vs. Tabloids vs. Compacts
 - Fundamentals of the Newspaper Story
 - Inverted Pyramid
 - Sourcing
 - AP Style
 - Newspaper Sections
 - Broadsheets vs. Tabloids vs. Compacts
 - Carrying Stories Across Pages
 - Carrying Stories Across Ads

Component III: Writing for Radio/Television

12 lectures

- **Radio Sentence Structure**
 - Brevity and Informality
 - Format Rules
 - Names and Titles
 - Sources Attribution
 - Pronouncer Brackets
 - Conversational Word Choices
 - Abbreviations
 - Verbs for Quotes versus Paraphrases
 - Leads
 - Endings
 - Use of the Comma For Taking Breaths
 - The Sound Bite
 - Editing the Actuality into the Soundbite
 - The Bite Line in the Script
 - Transition to and From the Bite Line
- **Writing for Television**
 - Television as Teamwork
 - Writers
 - Anchors
 - Reporters
 - Other Personnel
 - Selection of Content
 - General Structure of Content
 - TV Script
 - Camera Commands
 - Camera Shot Transitions

- Packages
- Video Bite Line
- Television Watchers Using Social Media
- Companies Capturing Social Media Use Data
- Social Media Content During Television Viewing
- Interface of Social Media Content and Television Content in Advertising

Component IV: Writing for the Web

12 lectures

- **Basic Features of Web Layout**
 - Links
 - Drop Down Menus
 - Scrolling
 - Text
 - Photo
 - Graphics: Stationary and Moving
 - Icons
 - The Web as a Mobile Medium
 - The Wireless Web
 - Telephonic Web
 - Saving Web Pages
 - Hands Free Web Use
- **Resources for Learning Web Program**
 - HTML
 - CGI
 - Java script
 - PHP
 - XML
 - Word press
- **Content Design**
 - Paragraphs
 - Sentences
 - Fonts
 - Other Formatting Items-Italics, Bold, Underline, Coloration

Component V: Writing Advertising Copy

12 lectures

- **Analyzing Needs and Interests for Advertised Practices**
 - Physical Needs
 - Social Needs
 - Psychological Needs
 - Communicative Needs
- **Strategies for Advertising Content**
 - Grabbing Attention
 - Meeting Needs and Interests
 - Creating Urgency
 - Removing Objection

- **Advertising Structure and Placement**
 - Book Cover Ads
 - Newspaper Ads
 - Radio Ads
 - Television Ads
 - Web Ads
 - Media Promos

Recommended Readings:

1. Mencher, Melvin. *Basic Media Writing* 4th Edition. Boston, McGraw Hill, 1996.
2. Stovall, James. *Writing for Mass Media*. Englewoods Cliff, N.J. Prentice Hall, 1985.
3. Houndsmill, Craig. *Media Writing: A Practical introduction*. New York, Palgrave MacMillan, 2010.
4. McAdams. *Guide to Media Writing*. Boston, Pearson Higher Education, 1996.
5. Gupta Om. *Basic Aspects of Media Writing*. New Delhi, Kansika Publication, 2006.
6. Waseem, M.K. *A Textbook of Media Writing*. New Delhi, Wisdom Publication, 2015.
7. Choudhary, R. *Media Writing*. New Delhi, Anmol Publication, 2010.
8. Wilber, Rick and Miller, Randy. *Modern Media Writing*. Australia, Wadsworth, 2003.
9. Arnold, George,T. *Media Writer's Handbook*. Boston, McGraw Hill Education, 2010.
10. Pensod, Diana. *Composition in Convergence: The Impact of New Media*. Mahwah, Lawrence Erlbaum Asso. Inc. 2005.

Elective Paper : (ENG-E-IV-4-E)
Paper No. XVIII--E
Creative Writing in English

Assignment/ Sessional: 40 Marks

Credits: 4

Semester Exam: 60 Marks

Objectives:

Writing understandably, is the most potent and yet simplest form of human expression. Unlike speech, writing transcends the barriers of space and time. Therefore, if you can write well, you have true power at your disposal. That is why courses in creative writing can open a new world. The craft of writing has multiple dimensions- novels, short stories, nonfiction, screenwriting, writing for mainline media, writing profiles, interviewing, blogs, travelogues and experimental pieces. If you choose to, you might even turn writing into a career. The course would be helpful to be a professional and skillful writer.

Course Outcome :

- This is a career oriented course. It is designed in a professional way to explore and expose career opportunities. Accordingly it has focused on contemporary forms of writing.
- The process of Creative Writing and its use in the field of creative writing and its professional approach would be familiarised with the students.
- The basic principles of writing, major genres of literature, features of writing, its use in media writing and property so that student would feel comfortable to make use of it in his individual and professional life.

Following skills are to be developed:

1. Think creatively
2. Get interesting ideas
3. Develop imagination
4. Construct plots
5. Write better
6. Build interesting characteristics
7. Pick up interviewing skills
8. Improve communication and expression
9. Explore different genres
10. Learn how to listen better and uses different senses.

Unit – I Basic Principles of Writing :

- Developing Authorial Voice
- Structure of Writing a story Developing
- Script Writing
- Publisher / Publication

Unit – II Major Genres

- Writing Poetry
- Writing Drama
- Writing Novel
- Writing Short Story

Unit – III Feature Writing

- Profile Writing
- Book Review
- Travel Writing
- Interview

Unit – IV Media Writing

- Writing for Radio
- Writing for Television
- Blog Writing

Unit – V Process of Publication

- Final Draft
- Proof Reading
- Publications

Recommended Reading :-

- 1) *Creative Writing: A beginner's Manual*, Anjana Neira Dev Anuradha Marwah, Swati Pal Delhi pearson, Longman, 2009
- 2) *Element of Literature : Essay, fiction, Poetry, drama film*, Robert Sholes, Nancy Comely, Carl H Klaus, Michael Silverman, Delhi group, 2007
- 3) *Write from the heart : Unkenling the power of your creativity* Hal Zina Bennet, California wew Wold Library, 2010
- 4) *A guide to writing about literature*, Sylvan Barnet, William E Cain, New Delhi, Pearson 2006
- 5) Auslander, Phillip, *Performance: Critical Concepts in Literary and Cultural Studies*, New York: Taylor & Francis, 2003.

- 6) Caulley, Darrel N. "***Making Qualitative Research Reports Less Boring: The Techniques or Writing Creative Nonfiction.***" *Qualitative Inquiry* 14.3 (2008)
- 7) Friedman, Norman. "***Point of View in Fiction: The Development of a Critical Concept.***" *PMLA: The Modern Language Association* 70(1955)
- 8) Kupfer, Fern. "***The Dream, and the Reality, or Writing Fiction.***" *Chronicle of Higher Education* 49.20(2003):
- 9) LaPlante, Alice. ***The Making of a Story: The Norton Guide to Writing Fiction and Non-Fiction.*** 2nd. New York: W.W. Norton and Company, 2007.
- 10) Leonard, Elmore. "***TEN rules for success & happiness writing fiction.***" *Writer* 115.1(2002).

Elective Paper : (ENG-E-IV-4-F)
Paper No. XVIII--F
Diaspora Literature

Assignment/ Sessional: 40 Marks

Credits; 4

Semester Exam: 60 Marks

Objectives:

Human movement has always taken place as nomads, hunters, traders, cultural carriers and exiles. Indian's too have migrated since the dawn of history. Today there are near about 20 million people of Indian origin spread all over the world. They exhibit all the cultural diversities that India has. The creative writers of Indian origin all over the world have responded to their diasporic condition variously with an aim to understand their identify and ideology.

Course Outcome :

- The learner will know the life and culture of diasporic writers.
- They will also come to know the socio-cultural-political predicaments of the emigrants.

Unit – I Introduction & Theory

Unit – II Prose :

- Writing as Resistance : Satendra Nandan
- In Defense of the Novel, Yet Again : Salman Rushdie

Unit – III Fiction :

- No New Land : M.G Vassanji
- Glass Palace : Amitav Ghosh
- The Namesake : Jhumpa Lahiri
- Anita and me : Meera Syal

Unit – IV Poetry :

- A.K Ramanujan
 - 1) Fare well
 - 2) Extended Family
 - 3) Chicago Zen
- Sujata Bhatt
 - 1) The one Who Goes Away
 - 2) History is a Broken Narrative
 - 3) Brooklyn Bridge

- Meena Alexander
 - 1) Brown Skin, What Mask
 - 2) Translated Lives
 - 3) Her Garden

Unit - V **Introduction to**

- Indo - Canadian Writing
- Indo - Australian Writing
- Indo - African Writing
- Indo - Caribbean Writing
- Indo - American Writing

Recommended Readings:

- 1) Vinoda T. & others. 2006 The Expatriate. Prestige New Delhi
- 2) Sharma, Kavita A & others. 2004 Interpreting Indian Diasporic Experience. Creative Books. New Delhi
- 3) Chakrabarti Tapas. 2010 Critiquing Nationalism, Transnationalism and Indian Diaspora. Creative Books. New Delhi
- 4) Lohen. Robin. 1997. Global Diasporas. UCL Press, London
- 5) Brah. Avtar. 1996. Cartographies of Diaspora. Routledge. London
- 6) Baumann. Gerd. 1999. The Multicultural Riddle : Rethinking National, Ethnic and Religions Identities. Routledge. New York
- 7) Santaolalla, Isabel. 2000. New Exoticisms, Rodopi Amsterdam.
- 8) Fanon, Frantz. 1986. Black Skins, White Marks, Pulo Press, London.
- 9) Rushdie, Salman. 2002. Step Across This Line. Jonathan Cape, Britain.
- 10) Mason, Anthony (ed). 2000. Paradise in Pieces. The Centre for Research in New Literatures in English South Australia.
- 11) Pal, Adesh. 2005. Contextualizing Nationalism, Transnationalism and Indian Diaspora. Creative Books, Delhi.
- 12) Singh, Manjt Inder. 2010. Contemporary Diasporic Literature. Pencraft International, Delhi.

Elective Paper : (ENG-E-IV-4-G)
Paper No. XVIII--G
Registers and Genres Analysis

Assignment/ Sessional: 40 Marks

Credits: 4

Semester Exam: 60 Marks

Objectives:

- The course aims to make the student to discuss the constructing the genres which is a part of the creating literature.
- It is preparing the learners to understand the function of ideology and helping them to support the unity research.

Course Outcome :

- The learner will be able to understand the use of genres and ideology and successfully apply this in their writing of dissertation.

Unit I- Approaches to Genre

- Genre and folklore studies
- Genre and linguistic anthropology
- Genre and conversation analysis
- Genre and the ethnography of speaking
- Genre and rhetoric
- Genre and literary theory
- Genre and the sociology of language
- Genre and applied linguistics
- Definition of Genre
- Genre and the structure of the text
- Genre and context
- Genre and culture
- Genre and cognition
- Genre and social structures
- Genre and audience
- Genre and language

Unit II- Genre and frames

- Frames semantics
- Interaction and cognitive frames
- Frames and context
- Frames and the notion of prototype
- Frames and semantic memory
- Frames and intertextuality
- Frames and inheritance
- Frames and genre

Unit III- A sample analysis: writing up research

- Selection of the text
- Examination of the text
- Generic potential
- Semantic attributes
- Lexicogrammatical patterns
- Group structures
- Logico-semantic relations
- Technical taxonomies
- Genre and language
- Interactional frames
- Cognitive frames
- Discourse elements, Discourse relations, Components of discourse elements, and semantic relations
- Genre, discourse structures and language
- A frame work for genre assignment
- A definition of genre
- Summary of conclusions.

Unit IV- Register Analysis: Theory and Practice

- Register in discourse studies: A concept in search of a theory- Robert De Beaugrande.
- Specification of text: Register, genre, and language teaching- Helen Tarry.

Unit V- Ideology and a unified theory of register analysis

a. Controlling and changing ideology:

- Drama praxis and the dialogues imperatives- David Birch
- Evaluation and ideology in scientific writing- Sasuan Hunston

b. A unified theory of register analysis:

- Register in the round: diversity in a unified theory of register analysis

Text:

1. Paltridge, B. *Genre, Frames and Writing in Research Settings* (1997). John Benjamins Publishing Company: Amsterdam/Philadelphia.
2. Ghadessy, Mohsen. (1993), *Register Analysis: Theory and Practice*. London, New York: Pinter Publisher, New York.

Recommended Readings:

- Halliday, M.A.K. (1978) *Language as Social Semiotic: the Social Interpretation of Language and Meaning*. London: Edward Arnold.
- Halliday, M.A.K. & Hasan, Ruqaiya (1985) *Language, Context, and Text: Aspects of Language in a Social-semiotic Perspective*. Geelong, Victoria: Deakin University Press. (Reprinted London: Oxford University Press, 1989).
- Halliday, M. A. K. (1991) ‘*The notion of “context” in language education*’, in Thao Lê &

- Mike McCausland (eds.), *Language Education: Internation and Development, Proceedings of the International Conference, Vietnam, April 1991*. Launceston: University of Tasmania. (Reprinted in M. A. K. Halliday (2007) *Language and Education*. Volume 9 in the Collected works of M. A. K. Halliday, edited by Jonathan J. Webster. London and New York: Continuum).
- Halliday, M.A.K. (2005) *Computational and Quantitative Studies*. Volume 6 of the Collected Works of M.A.K. Halliday, edited by Jonathan J. Webster. London and New York: Continuum. pp. 239-267
 - Martin, James R. (1992) *English Text: System and Structure*. Amsterdam and Philadelphia, P.A.: John Benjamins.
 - Martin, James R. & Rose, David (2008) *Genre Relations: Mapping Culture*. London and Oakville: Equinox.
 - Christie, Frances & Martin, James R. (eds) (1997) *Genre and Institutions: Social Processes in the Workplace and School*. London: Cassell.
 - Bhatia Kumar V. (2004). *Worlds of Written Discourse: A Genre-Based View*. A&C Black.
 - Halliday, M.A.K., McIntosh, Angus & Stevens, Peter (1964) *The Linguistic Sciences and Language Teaching*. London: Longman.
 - Martin, James R. (1992) *English Text: System and Structure*. Amsterdam and Philadelphia, P.A.: John Benjamins.
 - Halliday, M.A.K. (1978) *Language as Social Semiotic: the Social Interpretation of Language and Meaning*. London: Edward Arnold.
 - Hasan, Ruqaiya (1993) 'Context for meaning', in James E. Alatis (ed.), *Language, Communication and Social Meaning: Georgetown University Round Table on Languages and Linguistics 1992*. Washington, D.C.: Georgetown University Press. pp. 79–103.
 - Ghadessy, Mohsen (ed.) (1988) *Registers of Written English: Situational Factors and Linguistic Features*. London: Pinter.
 - Ghadessy, Mohsen (ed.) (1993) *Register Analysis: Theory and Practice*. London: Pinter.
 - Gregory, Michael J. (1967) 'Aspects of varieties differentiation', *Journal of Linguistics* 3: 177–198.
 - Matthiessen, Christian M.I.M. (1993) 'Register in the round: diversity in a unified theory of register analysis', in Mohsen Ghadessy (ed.), *Register Analysis. Practice and Theory*. London: Frances Pinter.
 - Matthiessen, Christian M.I.M. (1995) *Lexico grammatical Cartography: English Systems*. Tokyo: International Language Sciences Publishers.
 - Swales, John. (1990). *Genre Analysis: English in Academic and Research Settings*. Cambridge: Cambridge University Press.

Elective Paper : (ENG-E-IV-4-H)
Paper No. XVIII--H
Folk Literature

Assignment/ Sessional: 40 Marks

Credits: 4

Semester Exam: 60 Marks

Objectives:

The course aims the learners to native traditions and traditions of certain other countries of the world. This would help them go to depths of the oral culture and life of the people who have practised it.

Course Outcome:

- The learners will develop awareness of the native traditions and oral culture. They will also develop awareness of other traditions.
- The learners will develop a taste for research in folk literature.

Contents:

1. Definition of Folk Literature
2. Origins and Development of Folk Literature
3. The Nature of Oral Traditions
4. Cultural Exchange in Oral Traditions
5. Characteristics of Folk Literature
6. Techniques of Folk Literature
7. Regional and Ethnic Manifestations in Folk Literature
8. Major Forms of Folk Literature:
 - a. Folk Song
 - b. Ballad
 - c. Folk Drama
 - d. Fable
 - e. Folk Tale
 - f. Proverbs, Riddles and Charms

Texts for Study:

1. All Things Are Quite Silent (collected by Ralph Vaughan Williams): [All Things Are Quite Silent \(Roud 2532\) \(mainlynorfolk.info\)](#)
2. Death and the Lady (collected by Francis M. Collison): [Death and the Lady \(Roud 1031\) \(mainlynorfolk.info\)](#)
3. O Shepherd, O Shepherd (collected by Henry Hammond of Dorchester): [O, Shepherd, O, Shepherd / The Shepherd's Wife \(Roud 1055; G/D 7:1513\) \(mainlynorfolk.info\)](#)
(Source Text: *English Folk Songs* by Ralph Vaughan Williams (Penguin, 2009))
4. *Naga- Mandala: Play with a Cobra* by Girish Karnad (Oxford University Press, 1999)
5. *The Jatakas* by Sarah Shaw (Penguin Classics, 2006)
6. *Aesop's Fables* by Aesop (Amazon Classics, 2019)

Recommended Reading:

1. Laurence, Gomme, G. *The Handbook of Folklore*. Massachusetts: Franklin Classics, 2018.
2. Mabie, Hamilton. Ed. *Folktales Every Child Should Know*. Gurgaon: Hachette India, 2017.
3. Grignard, A. *Hahn's Oraon Folk-Lore in the Original: A Critical Text with Translations and Notes*. New Delhi: Gyan Publication, 2017.
4. Sharma, Vandhana. *Studies In Myth, Orality And Folklore In World Literature*. New Delhi: Atlantic Publishers and Distributors, 2013.
5. Dundes, Allan. Ed. *Folklore: Critical Concepts in Literary and Cultural Studies*. London: Routledge, 2005.
6. Nongkynrih, Kynpham Sing. *Around the Hearth: Khasi Legends*. New Delhi: Penguin India, 2007.
7. Preston, and Cathy Lynn. Eds. *Folklore, Literature, And Cultural Theory: Collected Essays*. New York: Garland Publishing, 1995.
8. Kumar Susheel, and Naresh Kumar. *Encyclopedia of Folklore and Folk Tales of South Asia*. New Delhi: Anmol India, 2003.
9. Mieder, Wolfgang. *Tradition and Innovation in Folk Literature*. London: Routledge, 1987.
10. Shannon, G. W. B. *Folk Literature and Children*. Connecticut: Greenwood Press, 1981.

Elective Paper : (ENG-E-IV-4-I)
Paper No. XVIII--I
Pandemic Literature

Assignment/ Sessional: 40 Marks

Credits: 4

Semester Exam: 60 Marks

Objectives:

The course helps the student to understand politics, socio-economic structures, and personal relationship during pandemic through prescribed texts. From the earliest times to the present, end epidemics, plague, small pox etc have affected human history demographically, politically- culturally, socially, and financially and so on. Through this course the students will be able to understand how deeply climate variability and changes affected and transformed society from earlier times to the present and what factors, other than climate, interfered in the development of environmental stress and socio-economic crisis.

Course Outcome: The learner will be familiar with of climate change, pandemics, epidemics through the texts and prevent another outbreak in the future and preparedness for any such ecological disasters.

Unit I:	Slavoj Zizek	- <i>Pandemic! Covid 19 shakes the world.</i>
Unit II:	Lawrence Wright	- <i>The Plague year: America in the times of Covid.</i>
Unit III :	Kim Stanley Robinson	- <i>Forty Signs of Rain.</i>
Unit IV:	J.G. Ballard	- <i>The Drowned World .</i>
Unit V:	David Arnold	- <i>Colonizing the Body.</i>

Texts:

1. Zizek, Slavoj. *Pandemic: Covid-19 Shakes the World*: New York: OR Books.2020.
2. Wright Lawrence. *The Plague Year: America in the Times of Covid*: U.K: Penguin,2021.
3. Robinson, Kim Stanley. *Forty Signs of Rain*. U.K: Harper Collins, 2004.
4. Ballard, J.G. *The Drowned World*. U.K: Berkley Books, 1962.
5. Arnold David. *Colonizing the Body: State Medicine and Epidemic Disease in Nineteenth Century India*. London: University of California Press. 1993.

Recommended Reading:

- Jack, John Griffith Chaney London. *The Scarlet Plague*. London: Macmillan 1912;
- Gulisano P. Pandemic -*From the Plague to the Avian Flu: History, Literature Medicine*.(in Italian) Milano” Ancora;1914
- Crawford, R. *Plague and pestilence in literature and art*. Oxford: The Clarendon Press,1914 (Google Scholar)

- Cooke J. *Legacies of Plague in Literature Theory and Film*. Houndmills (U.K): Palgrave Macmillan:2009.
- Watts: S.J. *Epidemics and History: Disease, power and Imperialism*. London: Yale University Press; 1997.
- Koshy, Yohann. '*Pandemic by Slavoj Zizek Review-The Philosopher Provides His Solution*'. The Guardian London. Retrieved 5 June 2020.
- Horton, Richard. *After Covid-19 is an a 'Alternate Society Possible?'* The Lancet. 395. 30th May, 2020.
- Kremer, Attay. '*Spirit is a virus*'. A Review of Pan(dem)ic! International Journal of Zizek Studies.
- Saramago, Jose. *Blindness*. Portugal: Caminho, First publ.1995, publ. In English 1997.
- Chen, Mike. *A Beginning at the End*. California. Harper Collins, 2020.
- Wright, Lawrence. *The End of October*. U.S.A: Knopf; First Edition.2020.

Elective Paper : (ENG-E-IV-4-J)
Paper No. XVIII--J
Introduction to Dalit Studies

Assignment/ Sessional: 40 Marks

Credits: 4

Semester Exam: 60 Marks

Objectives :

The present course seeks to constructively explore and critique the socio-cultural and historical-political roots of the exclusion and marginalization of Dalits, Adivasis, women, minorities etc. through their literary, intellectual and discursive practices. It intends to acquaint the students with the possibilities of research in formulating the Dalit discourse to contribute to the ongoing cultural-political debate and locate the probable spaces for the Dalit expression. The course also intends to enable the students to adopt multidisciplinary modes of enquiry as the discipline of Dalit Studies demands the methodologies from social sciences and cultural studies to read and interpret creative articulation of the socially excluded and marginalized communities.

Course Outcome:

- The students will be able to explore and critique the socio cultural and historical political roots of oppression of the Dalits and Marginalization.
- They would explore the possibilities of research in formulating a comprehensive Dalit Discourse.
- The students will learn to adopt the multidisciplinary modes of inquiry in research in Dalit studies.
- They would understand the significance of Phule and Ambedkar's role in the movement of Dalit emancipation.
- They would learn to contribute creatively in the ongoing debates and discourses on Dalit issues.
- The students will also understand various creative articulations like Cinema and Drama apart from fictional and non-fictional writing.

Unit 1: Theory

10 Lectures

a. B. R. Ambedkar: *Castes in India*

Unit 2: Auto narrative

10 Lectures

a. Babytai Kamble: *The Prisons We Broke*

Unit 3: Poetry

10 Lectures

(From: Poisoned Bread, Ed. Arjun Dangle)

a. Namdeo Dhasal: *Hunger*

b. Baburao Bagul: *You Who have Made the Mistake*

c. Daya Pawar: *Blood- Wave*

(From: *From Those Stubs, Steel Nibs are Sprouting*, Ed. K. Satyanarayana and Susie Tharu)

d. Challapalli Swaroopa Rani: *Water*

(From: *No Alphabet In Sight*, Ed. K. Satyanarayana and Susie Tharu)

e. S. Joseph: Identity Card

Unit 4: Theatre

10 Lectures

a. Datta Bhagat: *Routes and Escape Routes*

Unit 5: Discourse

10 Lectures

a. Suraj Yngde: *Caste Matters: Chapter 1*

Unit 6: Cinema (Internal Assessment)

10 Lectures

a. Nagraj Manjule: *Sairat*

b. Mari Selvaraj: *Karnan*

c. T. J. Gnanavel: *Jay Bhim*

(Students would write an article in 500 words on any one of the above films)

Recommended Reading :

1. *Dr. Babasaheb Ambedkar Writings and Speeches* Vol. 1-14. Mumbai, Education Department, Govt. of Maharashtra.
2. Satyanarayana, K & [Tharu, Susie](#) (2013) *From those Stubs Steel Nibs are Sprouting: New Dalit Writing from South India*, Dossier 2: Kannada and Telugu, New Delhi: Harper Collins, India.
3. Satyanarayana, K & [Tharu, Susie](#) (2011) *No Alphabet in Sight: New Dalit Writing from South India*, Dossier 1: Tamil and Malayalam, Penguin Books India.
4. *Untouchable! : Voices of the Dalit Liberation Movement*, by Barbara R. Joshi, Zed Books, 1986.
5. *Dalits and the Democratic Revolution* – Dr. Ambedkar and the Dalit Movement in Colonial India, by [Gail Omvedt](#). 1994, Sage Publications.
6. *The Untouchables: Subordination, Poverty and the State in Modern India*, by Oliver Mendelsohn, Marika Vicziany, Cambridge University Press, 1998,
7. *Dalit Identity and Politics*, by Ranabira Samaddara, Ghanshyam Shah, Sage Publications, 2001.
8. *Journeys to Freedom: Dalit Narratives*, by Fernando Franco, Jyotsna Macwan, Suguna Ramanathan. Popular Prakashan, 2004.
9. *Towards an Aesthetic of Dalit Literature*, by [Sharankumar Limbale](#). 2004, Orient Longman.
10. *From Untouchable to Dalit – Essays on the Ambedkar Movement*, by [Eleanor Zelliot](#). 2005, Manohar.

11. *Dalit Politics and Literature*, by Pradeep K. Sharma. Shipra Publications, 2006.
12. *Dalit Visions: The Anti-caste Movement and the Construction of an Indian Identity*, by Gail Omvedt. Orient Longman, 2006.
13. *Dalits in Modern India – Vision and Values*, by S M Michael. 2007, Sage Publications.
14. *Debrahmanising History : Dominance and Resistance in Indian Society*, by Braj Ranjan Mani. 2005. Manohar Publishers and Distributors.

Paper – (ENG-RP-IV-5)
Paper No. XVI
Research Project

Assignment: 100 Marks

Credits : 4

Objectives:

- To make them understand the limitations of their proposed research and further scope.
- To enable them to formulate list of primary and secondary sources.
- To familiarize them with the research methodologies relevant to their research topic.
- To enable them to build befitting arguments pertaining to their topic.
- To enable them to prepare relevant bibliography.

Course Outcome:

- The learners will locate the broader area for conducting research within the discipline
- They will prepare the list of primary and secondary sources.
- They will formulate the objectives and pertinent hypothesis.
- They will attempt to build relevant arguments.
- They will prepare relevant bibliography
- They will compile a dissertation and submit to the concerned supervisor

Writing a Research Dissertation

(In not more than 100 pages)

- The students are expected to write a research paper not less 2000 words on any topic / literary text of their choice.
- The teacher is expected to deliver general ideas / lectures on how to write a research article / paper.
- The teacher will deliver lecture on specific research topics as expected by students.

Recommended Readings:

- Silverman, D. (2004) *Doing Qualitative Research: A Practical Handbook, Second Edition*. London: Sage.
- Silverman, D. (2006) *Interpreting Qualitative Data: Methods for Analyzing Talk Text and Interaction, Third Edition*. London: Sage.
- Thody, A. (2006) *Writing and Presenting Research*. London : Sage.