

Department of English, CUSB
Minutes of DC meeting dt. 12 Feb. 2020

A meeting of the Departmental Committee of English consisting of the following members was held today the 12th Feb. 2020 at 10 a.m. in the official chamber of the HoD (I/c) to finalize the revised and updated syllabus of MA English programme to be introduced w.e.f. academic session 2020-21:

1. Professor Prabhat K. Singh, Head (I/c) -- Chairman *Pk Singh*
2. Dr Vipin Kumar Singh, Associate Professor -- Member
3. Dr Archana Kumari, Associate Professor -- Member *Archana Kumari*
4. Dr Suresh Kurapati, Assistant Professor --- Member
5. Dr Arpana Jha, Assistant Professor -- Member *Arpana Jha*
6. Dr Saroj Kumar, Assistant Professor, -- Member *Saroj Kumar*
7. ~~Dr~~ Abhay Leonard Ekka, Assistant Professor -- Member *Abhay*
8. Dr Sunil Kumar, Assistant Professor -- Member

Proceedings and Resolution

The Committee considered the revised and updated syllabus of the MA English programme to be introduced w.e.f. academic session 2020-21 and discussed it in detail. All the members present unanimously finalized the course contents of the programme added with some more elective courses in consonance with the revised course structure submitted for the prospectus of the university earlier.

It was decided that the restructured, revised and updated syllabus of the above said programme with added elective courses be placed before the Board of Studies of English for its consideration and endorsement.

Saroj Kumar
12-2-20

Archana Kumari
12/02/20

Abhay
12.02.2020

Arpana Jha
12.02.2020

Pk Singh
12.2.2020
Prof. Prabhat K. Singh
अध्यक्ष / HEAD
HOD (I/c)
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CENTRAL UNIVERSITY OF SOUTH BIHAR



Syllabus

Master of Arts (M.A. English) Programme

(Effective from Academic Session 2020-2021)

Department of English

SCHOOL OF LANGUAGES AND LITERATURE

Dr. Jyoti Prasad Singh
12.12.2020
18.08.2020
Sanyal
12.12.2020

12.12.2020

विभागेत ऑफ इंग्लिश
DEPARTMENT OF ENGLISH
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Department of English

List of Courses in M.A. English (96 Credits)

Course Code	Course Title	Credits	Course Instructor
	Semester – I		
MAENG1001C04	Shakespeare and 17 th Century British Literature and Thought	4	Dr Archana Kumari
MAENG1002C04	Introduction to Linguistics	4	Dr. Arpana Jha
MAENG1003C04	Eighteenth Century British Literature	4	Mr Abhay L. Ekka
MAENG1004C04	Romantic Literature and Thought	4	Dr. Vipin K. Singh
	Semester – II		
MAENG2001C04	British Literature and Thought of the Victorian Age	4	Dr. Saroj Kumar
MAENG2002C04	Literary Criticism	4	Dr. Sunil Kumar
MAENG2003C04	English Language Teaching	4	Dr. Archana Kumari
MAENG2004C04	Post-Colonial Literature	4	Dr. Arpana Jha
	Semester – III		
MAENG3001C04	Literary Theory: The Major Texts	4	Dr. Sunil Kumar
MAENG3002C04	American Literature	4	Mr Abhay L. Ekka
MAENG3003C04	Twentieth Century British Literature	4	Dr. Archana Kumari
	Semester – IV		
MAENG4001C04	Indian Writing in English	4	Prof. Prabhat K. Singh
MAENG4002C04	Research Methodology and Writing Skills	4	Dr. Archana Kumari
MAENG4003C04	European Literature in English Translation	4	Mr Abhay L. Ekka

Elective Courses			
Course Code	Courses	Credits	Course Instructor
MAENG1001E04	Advanced Writing & Communication Skills	4	Dr. Saroj Kumar
MAENG1002E04	Contemporary Indian English Novel	4	Dr. Archana Kumari
MAENG1003E04	English Language in India	4	Dr. Suresh Kurapati
MAENG2001E04	Translation: Theory and Practice	4	Dr. Vipin K. Singh
MAENG2002E04	Indian Literature in English Translation	4	Prof. Prabhat K. Singh
MAENG2003E04	Film Appreciation course (MOOC)	4	SWAYAM
MAENG2004E04	Ecocriticism and Environmental Sustainability	4	Mr Abhay L. Ekka Mr AMr. Abhay L. Ekka
MAENG3001E04	New Literatures in English	4	Prof. Prabhat K. Singh
MAENG3002E04	Introduction to Stylistics	4	Dr. Arpana Jha
MAENG3003E04	Rajal and Dalit Literatures in English	4	Dr. Suresh Kurapati
MAENG3004E04	Contemporary World Literature	4	Dr. Suresh Kurapati
MAENG4001E04	Gender, Sexuality and Social Change	4	Dr. Sunil Kumar

MAENG4002E04	<i>Film and Literature</i>	4	<i>Dr. Arpana Jha</i>
MAENG4003E04	<i>Material Design in ELT</i>	4	<i>Dr. Suresh Kurapati</i>
MAENG4004E04	<i>Indian Intellectual Traditions</i>	4	<i>Prof. Prabhath K. Singh/ Dr. Arpana Jha</i>
MAENG4005E04	<i>English Writing from Bihar</i>	4	<i>Prof. Prabhath K. Singh/ Dr. Saroj Kumar</i>
MAENG4006E04	<i>South Asian Literature in English</i>	4	<i>Dr. Vipin K. Singh/ Dr. Sunil Kumar</i>
Self-study/Skill course			
Course Code	Course Title	Credits	Course Instructor
MAENG1001S04	<i>Soft Skills and Personality Development</i>	0	<i>Dr. Saroj Kumar</i>
MAENG2001S04	<i>English for Academic Writing</i>	0	<i>Dr. Arpana Jha</i>

NB: The syllabus will be followed in accordance with the Ordinance of MA English Programme.

Core Courses

Programme : M.A. English		
Course Code : 4	Course Title :	Shakespeare and 17 th Century British Literature and Thought
Credits	4	
Course Duration	One Semester	
Contact Hours	60 Hrs.	
Instruction Method	Class Room Teaching, Seminars/ Workshops and Paper Presentation, Discussion, etc.	
Evaluation Method	Continuous Internal Evaluation (30%) & End Term Evaluation (70%)	

Objective: This course seeks to acquaint students with Marlowe, Shakespeare and the other major writers of the sixteenth and seventeenth centuries. This age witnesses the flowering of the Renaissance and the Reformation, the emergence of the Metaphysical school of poetry and the genesis of the neo-classicism. The drama of the Elizabethan and the Jacobean periods touches unprecedented heights both in terms of craftsmanship and popularity. Milton crowns the English literature with the great epic, Dryden sets the example of the Heroic Tragedy and Bacon becomes the fountainhead of English prose. Thus this course will enable students to cultivate a profound understanding of the great age of English literature through a detailed study of specific texts.

Course Outcome

On the completion of this course, students will be able to:

1. Identify the major literary trends in representative texts of the Renaissance and Jacobean periods.

Dr. Saroj Kumar
12/2/2020

Dr. Arpana Jha
12/2/2020

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2. Demonstrate a basic knowledge of literary conventions and genres of the periods.
3. Examine the influence and development of the cultural, philosophical and social ideas in the representative texts.

Course Contents:

Unit – I Poetry

1. William Shakespeare-- Sonnets- 18, 130.
2. John Donne -- The Canonization', The Ecstasie'.
3. Andrew Marvel-- 'To His Coy Mistress'.
4. Milton--*Paradise Lost*: Book I
5. John Dryden – A Song for St. Cecelia's Day

Unit – II Prose

7. Bacon-- Selected Essays -- "Of Truth", "Of Adversity", "Of Revenge".

Unit – III Drama

8. William Shakespeare—*Hamlet*
9. Christopher Marlowe --*Dr. Faustus*
10. Ben Jonson – *Volpone*

Session Plan:

Session No.	Topics/Contents
1-5	William Shakespeare-- Sonnets- 18, 130.
6-9	John Donne -- The Canonization', The Ecstasie'.
10-13	Andrew Marvel-- 'To His Coy Mistress'.
14-23	Milton-- <i>Paradise Lost</i> : Book I
24-27	John Dryden – A Song for St. Caelia's Day
28-35	Bacon-- Selected Essays -- "Of Truth", "Of Adversity", "Of Revenge".
36-44	William Shakespeare— <i>Hamlet</i>
45-52	Christopher Marlowe -- <i>Dr. Faustus</i>
53-60	Ben Jonson – <i>Volpone</i>

Suggested Reading:

1. M. Van D'oren: *John Dryden: A Study of His Poetry*.
2. J.D. Wilson- *Life in Shakespeare's England* 1911.
3. H. Craig- *The Enchanted Glass: The Elizabethan Mind in Literature* 1936.
4. E. M. W. Tillyard- *The Elizabethan World Picture* 1943.
5. J.R. Hale- *England and the Italian Renaissance*. 1954.
6. F. E. Halliday- *Shakespeare in his Age*. 1956.
7. J.W. Lever- *The Elizabethan Love Sonnets*. 1966.

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A. K. Singh

PROFESSOR / HEAD
DEPARTMENT OF ENGLISH
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8. M.C. Bradbrook- *Themes and Conventions of Elizabethan Tragedy*. 1935
9. F.T. Bowers- *The Elizabethan Revenge Tragedy* (1587-1642). 1940.
10. M. C. Bradbrook- *The Growth and Structure of Elizabethan Comedy*. 1955
11. A. Gurr- *The Shakespearean Stage* (1574-1642).
12. F.S. Boas- *Christopher Marlowe: A Biographical and Critical Study*. 1940
13. A. C. Bradley – *Shakespearean Tragedy*: 1904
14. K. Muir- *The Comedy of Manners*, 1970
15. K. R. Srinivasa Iyengar – *Shakespeare: His World and His Art*

Programme : M.A. English

Course	MAENG1002C0	Course	Introduction to Linguistics
Code :	4	Title :	
Credits	4		
Course Duration	One Semester		
Contact Hours	60 Hrs.		
Instruction Method	Class Room Teaching, CALL, Term-Papers, Seminars and Presentations		
Evaluation Method	Continuous Internal Evaluation		

Course Objective: The prime objective of this course is to develop a fair awareness of language and aspects related to the scientific approaches to the study of language. Students will be able to build up a solid foundation by understanding the nature and origin of language and tracing language families, along with a historic view of English language in particular. This course further enables the learners to focus on the articulation of speech and be familiar with the internationally accepted representation of sound system so that they are able to speak any language through phonetic transcription.

Course Outcomes:

Through this course the students will be able to

1. Develop a sense of origin and history of their respective languages
2. Understand the relationship between different language families.
3. Articulate English speech by understanding its speech sounds.
4. Articulate any of the world's language through the knowledge of phonetic transcription.

Course Content:

Unit – I Notions of Language

- i. Language as a means of communication
- ii. Origin of Language
- iii. Salient features of human language
- iv. Functions of Language

Unit – II Language Histories and Change

- i. Language Family trees
- ii Comparative Reconstruction
- iii. Evolution of English Language

Unit – III Phonetics I

Supervisor
D. Gupta

Dr. S. S. Sanyal
12/12

Dr. S. S. Sanyal
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- i. Organs of Speech
- ii. Classification of Vowel and Consonant sounds
- iii. Phonetic transcription

Unit – IV Phonetics II

- i. Stress pattern in English
- ii. Tone
- iii. Intonation
- iv. Endangered languages of India

Session Plan:

Session No.	Topics/Contents
1-3	Language as a means of communication
4-8	Origin of Language
9-12	Salient features of human language
13-15	Functions of Language
16-20	Language Family trees
21-25	Comparative Reconstruction
26-31	Evolution of English Language
32-34	Phonetics and phonation
35-39	Organs of Speech and production of speech sounds
40-42	Classification of Vowel sounds
43-46	Classification of Consonant sounds
47	Phonetic transcription: introduction to IPA
48-52	IPA and Transcription practice exercises
53-55	Stress pattern in English
56-57	Tone
58-60	Intonation

Suggested Reading:

1. Balasubramanian, T. (2012) A Textbook of English phonetics for Indian Students 2nd Edition. Macmillan Publishers.
2. Bhat, R. (1990). Linguistics and language teaching. Delhi: Media Publishers.
3. Brahma Dutta Sharma. Introduction to general linguistics and the teaching of English language in India. Mitribinda Prakashan.
4. Connor, J. D. O. (2008). Better English pronunciation 2nd Edn. CUP.
5. D.W. Turner. Stylistics. Harmondsworth. Penguin. 1973
6. David Crystal. Linguistics. Penguin Books. 1971
7. F.R. Palmer. Semantics. A New Outline. CUP. Cambridge. 1976
8. Jennings Bryant, Robert L. Heath. Human communication theory and research: Concepts, contexts, and challenges. Routledge, 2000.
9. John Lyons. Language and Linguistics. An Introduction. CUP. 1981
10. Krishnaswamy, N. & Lalitha K. The story of English in India. CUP, 2006.
11. Victorian Fromkin. An Introduction to Language. Harcourt Brace College Publishers. 1998
12. Yule, G. (1996). The study of language. 2nd Ed. New York: CUP.

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 Dr. Sachin
 12/12

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 DEPARTMENT OF ENGLISH
 CENTRAL UNIVERSITY OF SOUTH INDIA

Programme : M.A. English

Course Code :	MAENG1003C0	Course Title :	Eighteenth Century British Literature
	4		

Credits	4
Course Duration	One Semester
Contact Hours	60 Hrs.
Instruction Method	Class Room Teaching, Seminars/Paper Presentation
Evaluation Method	Continuous Internal Evaluation, assignments, class tests, take-home tests, term papers, presentations, end term exam

Course Objective: This course seeks to acquaint students with the major writers and trends in the eighteenth century through detailed study of specific literary works. It deals with the rise of neo-classicism, the age of prose and reason, the dominance of satire and didacticism in literature as well as the emergence of the novel in the eighteenth century.

Course Outcome:

1. The students will be enabled to define and describe the major British authors and literary genres of the 18th century.
2. Gain wide perspectives on 18th century British thought and literature.
3. Interpret literary texts from a critical perspective.
4. Attain knowledge about rich traditions of English literature.

Course Contents:

Unit – I Poetry

1. Alexander Pope – *Epistle to Dr. Arbuthnot*
2. Thomas Gray – ‘*Elegy Written in a Country Churchyard*’

Unit – II Drama

1. William Congreve – *The Way of the World*
2. John Gay – *The Beggar’s Opera*

Unit – III Prose

1. Addison and Steele – *The Spectator* (No. 1, 10)
2. Jonathan Swift – *A Modest Proposal*

Unit – IV Fiction

1. Henry Fielding – *Tom Jones*
2. Aphra Behn – *Oroonoko*

Supervisor
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Session Plan:

Session No.	Topics/Contents
1-2	Introduction to the major temperament and literary genres of the 18 th century
3-6	18 th century satire and pastoral elegy, transition from classic to romantic literature
7-10	Introduction to Heroic Plays, the Comedy of Manners and Opera
11-14	Periodical Essays, The Spectator and the Tatler, Satire and Prose literature
15-19	The Way of the World as a comedy, The aim and purpose of the periodical essays
20-23	The Spectator Club, Satire and types of satire, Critical analysis of A Modest Proposal
24-28	The origin and development of the English novel, The four wheels of novel,
29-33	Novel as comic epic in prose, Fielding as the father of English novel, Popularity of Novel
34-40	Aphra Behn as a novelist, Oroonoko as a historical and realistic novel
41- 50	Reading and discussion of poems, Dr. Arbuthnot and Elegy Written in a Country Churchyard
51- 56	Reading and discussion of plays, The Beggars Opera
57-60	Clarification of doubts, tutorials,

Suggested Reading :

1. L. Stephen : *English literature and Society in the Eighteenth Century*. 1904.
2. B. Willey : *The Eighteenth Century Background*. 1940.
3. G. Tillotson : *On the Poetry of Pope*. (rev. 1950).
4. R.A. Brower : *Alexander Pope: The Poetry of Allusion*. 1959.
5. R. Trickett : *The Honest Muse: A Study in Augustan Verse*. 1967.
6. D. Cecil : *The Poetry of Thomas Gray*. 1945.
7. M. Golden : *Thomas Gray*. 1964.
8. F.W. Bateson : *English Comic Drama (1700-1750)*. 1929.
9. W. Connely : *Sir Richard Steele*. 1934.
10. P. Smithers : *The Life of Joseph Addison*. (rev. 1968).
11. D. Donoghue : *Swift*. 1969.
12. A.L. Rowse : *Jonathan Swift, Major Prophet*. 1975.
13. I.P. Watt : *The Rise of the Novel: Studies in Defoe, Richardson and Fielding*. 1957.
14. E. Jenkins : *Henry Fielding*. 1947.
15. R. Alter : *Fielding and the Nature of the Novel*. 1968.
16. Ian Jack : *Augustan Satire*. Clarendon. 1957
17. B. Dobree. *Restoration Comedy*. OUP. 1924
18. Prabhat K. Singh. *Dynamics of Poetry in Fiction*, 1994.

Dr. Prabhakar Singh
12/02/2020

HEAD
DEPARTMENT OF ENGLISH
CENTRAL UNIVERSITY OF SOUTH BIHAR

Programme : M.A. English

Course Code :	MAENG1004C0 4	Course Title :	Romantic Literature and Thought
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Credits	4
Course Duration	One Semester
Contact Hours	40 Hrs.
Instruction Method	Class Room Teaching, Seminars/ Workshops and Paper Presentation
Evaluation Method	Continuous Internal Evaluation

Course Objectives: This course seeks to acquaint students with the major writers and trends in the Romantic era through detailed study of specific literary works. Since debates in literature, usually, crystallize around two poles- Classicism and Romanticism, it becomes inevitable for students to have a thorough understanding of the ideas underlying the spirit of the age. This will enable students to develop their independent critical insights required for the analysis of literature.

Learning Outcomes: Learners will be able to:

- Recognize different genres of Romantic literature- poetry and prose
- Understand and appreciate poetry as a literary art form
- Identify forms of poetry
- Analyse the various elements of poetry, such as diction, tone, form, genre, imagery, figures of speech, symbols, themes
- Recognize the rhythms, metrics and other musical aspects of poetry
- Read and comprehend the poems
- Understand and appreciate the prose
- Develop their critical thinking and evaluation skills
- Critically evaluate themes of novels and know of innovative approaches to novel
- Understand the culture and tradition

Course Contents:

Unit – I Poetry (Early Romantic Poets)

1. William Blake – ‘The Lamb’, ‘Infant Joy’, ‘The Tiger’, ‘The Sick Rose’ (*Songs of Innocence and Experience*)
2. William Wordsworth – *Prelude Bk- I*, ‘Intimations of Immortality ...’
3. S.T. Coleridge – *Christabel*

Unit – II Poetry (Later Romantic Poets)

1. P.B. Shelley – ‘Ode to the Westwind’, ‘The Cloud’
2. John Keats – ‘Ode on a Grecian Urn’, ‘Ode to a Nightingale’

Unit – III Prose

1. Charles Lamb – “Christ’s Hospital Five and Thirty Years Ago”
2. William Hazlitt – “On Going a Journey”

Unit - IV Fiction

1. Jane Austen– *Emma*
2. Mary Wollstonecraft Shelley -- *Frankenstein*

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अध्यक्ष / HEAD
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Lecture Plan:

Lecture/Discussion (Each Session of 1 Hour)	Topics
1-2	Introduction to Romanticism and the period
3-5	Characteristics of Romantic age
6-7	French Revolution and its influence
8-11	Introducing William Blake – <i>Songs of Innocence and Experience</i>
12-15	Reading a few poems from the <i>Songs of Innocence and Songs of Experience</i> and comprehending the romantic spirit
16-22	William Wordsworth – <i>Prelude Bk- I</i> , 'Intimations of Immortality' ...
23-30	S.T. Coleridge – <i>Christabel</i>
31-33	Introduction to later Romantics
34-37	Reading, and analysing with major themes of P.B. Shelley – 'Ode to the Westwind', 'The Cloud'
38-43	John Keats – 'Ode on a Grecian Urn', 'Ode to a Nightingale'
44-50	Charles Lamb – "Christ's Hospital Five and Thirty Years Ago" William Hazlitt – "On going a journey" Reading and understanding the essays
51-55	Jane Austen – <i>Emma</i> – Major characters and their analysis, the major themes of the novel
56-60	Mary Wollstonecraft Shelley – <i>Frankenstein</i> – Background, character analysis, the development of novel and the major themes Watching a few videos on Frankenstein

Suggested Readings:

1. N. Frye: *Fearful Symmetry: A Study of William Blake*. 1947.
2. G.W. Digby: *Symbol and Image in William Blake*. 1957.
3. Geoffrey Hartman: *Wordsworth's Poetry*. 1964.
4. Margaret Drabble: *Wordsworth*. 1966.
5. Harold Bloom: *The Visionary Company*. 1972.
6. W.J. Bate: *Coleridge*. 1968.
7. J.L. Lowes: *The Road to Xanadu: A Study in the Ways of the Imagination*. 1972.
8. S. Spender: *Shelley*.
9. A.B. Woodings: *Shelley: Modern Judgement*. 1968.
10. W.J. Bate: *The Stylistic Development of Keats*. 1945.
11. Kenneth Muir (ed.) *John Keats: A Reassessment*.
12. E. Blunden: *Charles Lamb and his Contemporaries*. 1933.
13. Albrecht, W. P.: *Hazlitt and the Creative Imagination*, 1965.
14. A.H. Wright: *Jane Austen's Novels*. 1953.
15. F.W. Bradbrook: *Jane Austen and her Predecessors*. 1966.
16. D. Mansell: *The Novels of Jane Austen*. 1973
17. Cecil Maurice Bowra: *The Romantic Imagination*. 1949.

Programme : M.A. English

Course	MAENGL2001C0	Course	British Literature and Thought of the Victorian
Code :	2001C04	Title :	
Credits	4		
Course Duration	One Semester		

Contact Hours	60 Hrs.
Instruction Method	Class Room Teaching, Seminars/ Workshops and Paper Presentation
Evaluation Method	Continuous Internal Evaluation (assignments, class tests, take-home tests, mid- semester tests, term papers, presentations) (30%) & End Semester (70%)

Objective: This paper seeks to acquaint students with the representative works of literature of the Victorian age. The selected works of poetry, prose and fiction with their undeniable aesthetic appeal touch upon issues like industrialization, the conflict between science and religion, morality and decadence, the women's perspective, movement in social class, etc. This will enable students to understand critically the ethos of the age and the texture of Victorian thought.

Course Outcome

At the end the course the learners will be able to:

1. Understand and interpret key Victorian texts.
2. Explain key aspects of Victorian literary genres, including the novel and poetry.
3. Read and interpret literary criticism and apply it within an academic argument.
4. Locate and access appropriate primary and secondary sources.
5. Evaluate critical arguments about Victorian realism and incorporate into their own arguments.
6. Write logical and coherent arguments based on evidence, and engage in critical debate.
7. Work with others in the exploration of ideas and the negotiation of solutions to problems.

Course

Contents: Unit

- I Poetry

- Alfred Tennyson-- 'The Lotos-Eaters', 'Ulysses'
 Robert Browning -- 'Andrea Del Sarto', 'The Last Ride Together'
 Matthew Arnold-- 'Dover Beach', 'Memorial Verses'
 Thomas Hardy-- 'Afterwards', 'The Darkling Thrush'
 G. M. Hopkins-- 'Pied Beauty', 'Thou Art Indeed Just My Lord'

Unit - II (Prose I)

A General survey of the prose of Victorian age with special reference to Thomas Carlyle, J.S. Mill and John Ruskin.

Unit - III (Prose II)

Matthew Arnold - Culture and Anarchy

John Henry Newman: "The idea of a university"

Unit -IV Fiction

Charles Dickens- *Hard Times*

Thomas Hardy- *Tess of the d'Urbervilles*

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 A general survey of the Victorian age with special reference to Thomas Carlyle, J.S. Mill and John Ruskin.
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Session No.	Topics/Contents
1-10	Alfred Tennyson-- 'The Lotos-Eaters', 'Ulysses'
11-20	Robert Browning -- 'Andrea Del Sarto', 'The Last Ride Together'
21-26	Matthew Arnold-- 'Dover Beach', 'Memorial Verses', 'Culture and Anarchy'
27-33	Thomas Hardy-- 'Afterwards', 'The Darkling Thrush'
34-40	G. M. Hopkins-- 'Pied Beauty', 'Thou Art Indeed Just My Lord'
41-42	A General survey of the prose of Victorian age with special reference to Thomas Carlyle, J.S. Mill and John Ruskin.

43-49	Charles Dickens- <i>Hard Times</i>
50-55	Thomas Hardy- <i>Tess of the d' Urbervilles</i>
56-60	Newman's "The idea of a university"

Suggested Reading:

1. E. Bartho and Bonamy Dobree. *The Victorians and After. (1830-1914)* rev. Ed. 1950
2. A. Dwight Culler. *The Poetry of Tennyson*. New haven. Yale University Press. 1977
3. Elaine Jordan. *Alfred Tennyson*. U.K. Cambridge University Press. 1988
4. Boris Ford. (ed.) *From Dickens to Hardy. (The New pelican Guide to English Literature)* 1983
5. J. Hillis Miller. *The Disappearance of God: Five Nineteenth Century Writers*. 1963
6. H. Bloom and B. Munich (ed.) *Robert Browning : A collection of Critical Essays*. 1966
7. Ian Jack. *Browning's Major Poetry*. 1973.
8. Douglas Bush. *Matthew Arnold : A Survey of His Poetry and Prose*. Macmillan. 1971
9. D. G. James. *Matthew Arnold and the Decline of English Romanticism*. 1961
10. N. H. Mackenzie. *A Reader's Guide to G. M. Hopkins*. 1981
11. E. M. Forster. *Aspects of the Novel*.
12. Walter Allen. *The English Novel*.
13. Martin Price (ed.) *Dickens: A Collection of Critical Essays*.
14. Angus Wilson. *The World of Charles Dickens*. Viking Penguin. 1970
15. Rosemary Sumner. *Thomas Hardy: Psychological Novelist*. St. Martin's Press. 1981
16. F.B. Pinton. *A Commentary on the Poems of Thomas Hardy*. Macmillan. 1976
17. Dale Karter (ed.) *The Cambridge Companion to Thomas Hardy*. C. U.P. 1999.
18. Arnold Kettle. *Introduction to the English Novel*. Volume I & II. Northup Press. 2007
19. Harold Bloom. *The Victorian Novel*: Chelsea House Publication. 2004.

Programme : M.A. English

Course Code :	MAENG2002C0 4	Course Title :	Literary Criticism
Credits	4		
Course Duration	One Semester		
Contact Hours	60 Hrs.		
Instruction Method	Class Room Teaching, Seminars/Paper Presentation		
Evaluation Method	Continuous Internal Evaluation, assignments, class tests, take-home tests, term papers, presentations, end term exam		

Course Objective: This paper seeks to acquaint students with representative texts of literary criticism both Western and Eastern. This survey begins with Plato, Aristotle, Bharatmuni and Longinus, and moving through Dr. Johnson, Coleridge and Arnold culminates in T.S. Eliot. It will enable students to analyse, evaluate, compare and interpret literary texts from various points of view which make the science of literature. Thereby students will also develop an understanding of the process of creation and making of literature.

Course Outcome:

1. At the end of the course the students will have an understanding of western, English, and Indian tradition of literary criticism.
2. Will gain wide perspectives on literary criticism.
3. The Students will be able to interpret literary texts from various critical perspectives.
4. To attain knowledge about rich literary traditions of the world and great critics.
5. Be equipped with critical thinking and analysis.

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Course Contents:**Unit I**Plato: *The Republic* Book III and XAristotle : *Poetics*

Longinus: 'On the Sublime'

Sidney : 'An Apologie for Poetry'

Unit II

Dryden: 'An Essay of Dramatic Poesy'

Dr. Johnson: 'Preface to Shakespeare'

Wordsworth : 'Preface to Lyrical Ballads'

S. T. Coleridge: *Biographia Literaria* (Chapter xiii, xvii)**Unit III**

Arnold : 'The Study of Poetry'

T. S. Eliot: 'Tradition and the Individual Talent'

F. R. Leavis: 'Poetry and the Modern World' - from *New Bearings in English Poetry***Note-****Unit IV**

Bharatamuni: On Natya and Rasa: Aesthetics of Dramatic Experience

Anandavardhana: Dhvani: Structure of Poetic Meaning

G.N. Devy: "Introduction" to Indian Literary Criticism

Nagendra Prasad: "Introduction" to Personal Bias in Literary Criticism

Session Plan:

Session No.	Topics/Contents
1-2	Introducing literary theories and criticism,
3-6	Aesthetic experience: Theory of Rasa
7-14	Plato's views on poetry and poet, Cinematic cave and world of forms, Views on poetry and poet, the concept of the ideal city-state
14-22	Concept of Tragedy, Catharsis, and Tragic Hero
23-27	Theory of Dhvani, poetry as aesthetic suggestion, principle of Deviation, merits and defects of literary compositions
28-32	Sublimity, kinds of sublimity, Sources of sublimity
33-35	Sidney's Defense of Dramatic Poesy,
36-39	Aim and purpose of the Preface to Shakespeare, Contribution of Dr. Johnson to literary criticism
40-44	Wordsworth's contribution as a critic, Poetry, Poet, Poetic Diction, and Poetic Language
45-48	Fancy, Imagination, Difference between the two, Romantic critic
49- 50	Poetry as criticism of life, Touchstone Method, Grand Style
51-52	Theory of impersonality
53-58	G.N. Devy: "Introduction" to Indian Literary Criticism Nagendra Prasad: "Introduction" to Personal Bias in Literary Criticism
59-60	Revision

Suggested Reading:

1. Humphry House- *Aristotle's Poetics*, Rupert Hart- Davies.

2. S. H. Butcher- *Aristotle's Theory of Poetry and Fine Art*, Paperback Edition, Dover Publications, New York.

3. V. S. Seturaman- *Indian Aesthetics*, Macmillan.
4. B. K. Chari- *Sanskrit Criticism*, Motilal Banarasidas.
5. G. N. Devy- *Indian Literary Criticism*, Orient Black Swan
6. U. Ellis-Fermor- *The Frontiers of Drama*, Methuen.
7. J. Livingstone Lowes- *The Road to Xanadu*, Constable.
8. Matthew Arnold- *Essays in Criticism*, Second series, Macmillan.

9. T. S. Eliot- *The Sacred Wood*.

10. F. R. Leavis- *The Great Tradition*, Windus and Chatto.

11. Scott- James- *Making of Literature*.

12. Wimsatt and Brooks- *Literary Criticism: A Short History*.

13. Sainsbury- *History of Criticism*.

14. Rajnath - *Essays in Criticism*.

15. M.H.Abrams- *The Mirror and the Lamp*.

16. I.A. Richards- *Principles of Literary Criticism*

17. David Daiches- *Critical Approach to Literature*.

18. V. Raj and Dwivedi- *A History of Literary Criticism*.

19. Wellek and Warren- *Theory of Literature*.

20. Nagendra Prasad: *Personal Bias in Literary Criticism* (Dr Johnson, Matthew Arnold, T. S. Eliot), 2002.

21. M. A. R. Habib. *An Introduction to Literary Criticism, Theory*.

22. D. J. Enright and Ernst de Chickera (Ed.) *English Critical Texts*, ed. Oxford University Press, Delhi, 1975).

Programme : M.A. English		
Course Code :	MAENG2003C0 4	Course Title : English Language Teaching

Credits	4
Course Duration	One Semester
Contact Hours	40 Hrs.
Instruction Method	Class Room Teaching, Seminars/ Workshops and Paper Presentation
Evaluation Method	Continuous Internal Evaluation

Objective: The main objective of this course is to understand the pedagogy of English language. This course aims at introducing major trends in English language teaching and testing along with usage of technology for language development. It will focus on traditional and modern methods and approaches to understand language teaching and its practices. It will also facilitate the learners to understand the concept of CLT and TBLT. Finally, it enables the students to develop language material for target groups.

Learning Outcomes: Learners will be able to:

- Know the principles of language teaching and learning
- Understand the methodological history of language teaching
- Critically evaluate the advantages and disadvantages of each method of teaching
- Demonstrate each method of teaching
- Assess the language skills of the learners
- Adopt new trends in language teaching with technology
- Teach and test four skills of language

Course contents:

Unit – I A methodological history of language teaching

- i. Introduction to teaching
- ii. Teaching history of English in India
- iii. Approaches, methods, and techniques
 - a) The GMT

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- b) The Direct method
- c) The Audiolingual method
- d) Community Language Learning
- e) Suggestopedia
- f) The Silent way
- g) Total Physical Response

Unit – II The Post-method Era

- i. The dysfunction of the theory – practice dichotomy
- ii. Eclectic approach
- iii. Communicative Language Teaching
- iv. Task-based language teaching
- v. Learner-centered instruction, cooperative learning, interactive learning, whole language education, content based instruction

Unit – III Curriculum development in Second language Teaching

- i. Curriculum development
- ii. Situation Analysis
- iii. Needs analysis
- iv. Materials evaluation, adaptation and design

Unit – IV Teaching and assessing language skills:

- i. Teaching Listening, Speaking, Reading and Writing skills
- ii. Language assessment: Principles of language assessment
Kinds of language tests, practical steps to test construction
- iii. Types of tests: Proficiency, Achievement, Diagnostic and Prognostic/apititude tests
- iv. Use of technology in ELT classroom

Lecture Plan for the semester:

Lecture/Discussion (Each Session of 1 Hour)	Topics and contents
1-2	Introduction to teaching
3-4	Teaching history of English in India
5-6	Approaches, methods, and techniques
7-9	The GMT
10-12	The Direct method
13-15	The Audiolingual method
16-18	Community Language Learning
19-20	Suggestopedia
21-22	The Silent way
23-24	Total Physical Response

Arundhama Karmakar

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Arundhama Karmakar

25	The dysfunction of the theory – practice dichotomy
26	Eclectic approach
27-28	Communicative Language Teaching
29-32	Task-based language teaching
33-38	Learner-centred instruction, cooperative learning, interactive learning, whole language education, content based instruction
39-40	Introduction to Curriculum development and major components of curriculum development
41	Situation Analysis
42-45	Needs analysis
40-42	Materials evaluation, adaptation and design
43-44	Teaching Listening skills
45-46	Teaching Speaking skills
47-48	Teaching Reading skills
49-51	Teaching writing skills Writing skills
52-53	Grammar and its teaching
54	Language assessment: Principles of language assessment
55-57	Kinds of language tests, practical steps to test construction
58-60	Types of tests: Proficiency, Achievement, Diagnostic and Prognostic/apptitude tests

Suggested Readings:

1. Cohen, A. D. (1998). *Strategies in learning and using a second language*. New York: Longman.
2. Cook, V. (1996). *Second language learning and language teaching*. 2nd ed. London: Arnold.
3. Douglas, D. (2000). *Assessing language for specific purposes*. New York: Cambridge University Press.
4. Dudley-Evans, T. & M. J. St. John. (1998). *Developments in English for specific purposes: A multi-disciplinary approach*. New York: Cambridge University Press.
5. Ellis, R. (2003). *Task-based Language Learning and Teaching*. Oxford: OUP.
6. Heaton, J.B. (1978). *Writing English language tests*. London: Longman.
7. Larsen-Freeman, D. (2000). *Techniques and principles in language teaching*. 2nd ed. New York: OUP.
8. Levy, M. (1997). *Computer assisted language learning: Context and conceptualization*. New York: OUP.
9. Lynch, T. (1996). *Communication in the language classroom*. New York: OUP.
10. Prabhu, N.S. (1987). *Second language pedagogy*. Oxford: OUP.
11. Richards, J. C. (2001). *Curriculum development in language teaching*. CUP.
12. Richards, J.C. & Rodgers, T.S. (2002). *Approaches and methods in language teaching*. Cambridge: CUP.
13. Sinha, S. (2005). *English language teaching: Prospects, problems and suggestions*. New Delhi: Mangal Deep.
14. Ur, P. (1997). *A course in language teaching: Practice and theory*. Cambridge: CUP.
15. Willis, J. (1996). *A framework for task-based learning*. New York: Longman.

Programme : M.A. English

Course Code :	MAENNG2004C0	Course Title :	Postcolonial Literature
	4		

Credits	4
Course Duration	One Semester
Contact Hours	60 Hrs.
Instruction Method	Class Room Teaching, Seminars/Film Screening, and Paper Presentation
Evaluation Method	Continuous Internal Evaluation, assignments, class tests, take-home tests, term papers, presentations, end term exam

Course Objectives:

The objective of the course is to impart knowledge of a wide range of postcolonial literature from Commonwealth countries as well as postcolonial discourse theory whereby the students can utilize their knowledge to understand histories and cultures of countries once colonized and their relations with colonial and neo colonial forces.

Course outcomes:

This course will enable the students to

1. Think about key issues of postcolonial contexts through literature and understand how race, class, gender, history, and identity are problematized and presented in literary texts.
2. Develop critical thinking by reading texts in the light of postcolonial theory and applying it in cultural contexts.
3. Base their arguments on the theory being taught and develop research skills.

Course Contents:

Unit I

Introduction: What is post-colonial literature?

Homi Bhabha -- "Of Mimicry and Man: The Ambivalence of Colonial Discourse"

(*Location of Culture*)

Frantz Fanon -- "On National Culture" (*The Wretched of the Earth*)

Rabindra Nath Tagore -- "Nationalism"

Unit II

Derek Walcott. 'Castaway', 'Sea Grapes'

Edwin Thumboo: 'Ulysses by the Merlion', 'Evening'

Unit III

V. S. Naipaul: *The Enigma of Arrival*.

Chandani Lokuge: *If the Moon Smiled*.

Unit IV

Amitav Ghosh: *The Shadow Lines*.

K. N. Daruwalla: *For Pepper and Christ*.

Session Plan:

Session No.	Topics/Contents
1-4	Introducing postcolonial literature
5-6	Discussion on issues in postcolonial discourses
7-12	Frantz Fanon's chapter

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13-16	Homi Bhabha's chapter
17-20	Tagore's Nationalism
21-24	Edwin Thumboo: 'Ulysses by the Merlion', 'Evening'
25-29	Derek Walcott's poem(s) and discussion
30-38	V. S. Naipaul: <i>The Enigma of Arrival</i> .
39-45	Chandani Lokuge: <i>If the Moon Smiled</i> .
46-54	Amitav Ghosh: <i>The Shadow Lines</i> .
55-60	K. N. Daruwalla: <i>For Pepper and Christ</i> .

Suggested Readings:

1. Ashcroft, Bill, Gareth Griffiths and Helen Tiffin, eds. *The Post-Colonial Studies Reader*, 2nd edn. (London: Routledge, 2005, ISBN 0415345650)
2. Edward Said, *Culture and Imperialism* (1993)
3. Aijaz Ahmad. *In Theory: Classes, Nations, Literatures*
4. Frantz Fanon. *Black Skin, White Masks*
5. Gayatri. Chakravorty Spivak. *The Postcolonial Critic: Interviews, Strategies, Dialogues*
6. Ngugi wa Thiongo. *Decolonizing the mind: the politics of language in African literature*. London
7. Bill Ashcroft et al. (eds), *The Empire Writes Back*, Theory and Practice in Post-Colonial Literatures (1989)
8. Homi Bhabha (ed), *Nation and Narration* (1990)
9. Ania Loomba, *Colonialism-Postcolonialism* (1998)
10. Derek Walcott. *Collected Poems (1948-1984)*
11. V. S. Naipaul: *The Enigma of Arrival*.
12. Chandani Lokuge: *If the Moon Smiled*.
13. King, Bruce. *V.S. Naipaul*, 2nd ed .Macmillan.2003
14. Hayward, Helen *The Enigma of V.S. Naipaul: Sources and Contexts* .Macmillan.2002
15. Barnouw, Dagmar. *Naipaul's Strangers*. Indiana University Press.2003

Programme : M.A. English

Course Code :	MAENG3001C0	Course Title :	Literary Theory: The Major Texts
Credits	4		
Course Duration	One Semester		
Contact Hours	60 Hrs.		
Instruction Method	Class Room Teaching, Seminars/ Workshops and Paper Presentation		
Evaluation Method	Continuous Internal Evaluation, assignments, class tests, take-home tests, term papers, presentations, end term exam		

Course Objective: This paper seeks to acquaint students with various schools of literary theory (an abstract degree of literary criticism) as they emerged in the twentieth century. The equation of author, text and reader undergoes a frequent change for each theory brings some new issues and proves the inadequacy of the other. Literary criticism in this age overlaps with other disciplines as philosophy, psychology, history, sociology, anthropology, ecology and prompts students to enlarge the domain of understanding literature.

Course Outcomes:

This course will enable the students to

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1. Develop a sense of appreciation of literature
2. Inculcate a sense of perspective in the criticism of literary texts by applying the different literary theories in modern period.
3. Understand literary theory in its interdisciplinary and international dimensions.

Course Contents:

Unit – I Formalistic Approaches to Literature – I

1. Key Concepts and Literary Terms

Discourse, Intentional Fallacy, Affective Fallacy, New Criticism, Logocentrism, Orientalism, Gynocriticism, Ecofeminism

2. Structuralism

- (a) ‘Nature of Linguistic Sign’- Ferdinand de Saussure
- (b) ‘Introduction’ to *Anatomy of Criticism*, Northrop Frye

3. Post-structuralism/ Deconstruction

- (a) “Structure, Sign and Play in the Discourse of the Human Sciences”- Jacques Derrida
- (b) “The Death of the Author”-Roland Barthes

Unit – II Formalistic Approaches to Literature - II

1. Reader-Response Criticism

“The Reading Process: A Phenomenological Approach”- Wolfgang Iser

2. New Historicism and Cultural Materialism

- (a) “Counter History and Anecdote” – Stephen Greenblatt
- (b) “Dominant Residual and Emergent– Raymond Williams

Unit – III Interdisciplinary Approaches to Literature - I

1. Psychoanalytic Theory

“The Insistence of the Letter in the Unconscious”- Jacques Lacan

2. Feminist Literary Theory

- (a) “Towards a Feminist Poetics”- Elaine Showalter
- (b) Introduction to *Sexual Politics* -- Kate Millet

3. Eco-criticism

“Literary Studies in an Age of Environmental Crisis”- Cheryl Glotfelty and Harold Fromm

Unit – IV Postcolonial Theory

- (a) “Can the Subaltern Speak”- Gayatri Chakravorty Spivak
- (b) “Literary Theory and third World Literature: Some Contexts”– Aijaz Ahmad

Session Plan:

Session No.	Topics/Contents
1-3	Understanding literary theory
4-8	Key concepts and literary terms
9-13	Structuralism
14-20	Post structuralism

Dr. Dipankar Chakravorty
Dr. Sanjiv Kumar

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21-24	Deconstruction
24-26	Reader-Response Criticism
27-30	New Historicism
31-33	Cultural Materialism
34-39	Psychoanalytic approach to literature
40-44	Feminist Literary Theory
45-50	Postcolonial Theory
51-55	Eco-criticism
56-60	Sample application of theory to literary texts

Suggested Reading:

1. Brooks, Cleanth. *The Well-Wrought Urn*. New York: Reynal & Hitchcock, 1947.
2. Saussure, Ferdinand (ed). *Course in General Linguistics*. Trans. W. Baskin. London: Fontana/Collins, 1974
3. Barthes, Roland. *Elements of Semiology*. Trans. R. Howard. Evanston: Northwestern UP, 1972
4. Culter, Jonathan. *Structuralist Poetics: Structuralism, Linguistics, and the Study of Literature*. New York: Cornell UP, 1973.
5. Derrida, Jacques. *Of Grammatology and Writing and Difference*. Trans. Gayatri Chakravorty Spivak. Baltimore: Johns Hopkins UP, 1976.
6. Jameson, Fredric. *Postmodernism, or the Cultural Logic of Late Capitalism*. New Left Review.1984
7. Frye, Northrop. *Anatomy of Criticism*. Princeton University Press.1957.
8. Iser, Wolfgang. *The Act of Reading: A Theory of Aesthetic Response*. Baltimore: John Hopkins UP, 1974.
9. Elliott, Anthony. *Psychoanalytic Theory: An Introduction*. Oxford: Blackwell, 1994.
10. de, Beauvoir, Simone. *The Second Sex* (1949), trans. By H.M. Parshley. Newyork: Penguin, Harmondsworth. 1974.
11. Said, Edward. *Orientalism*. Penguin. 1990
12. Ashcroft, Bill, Griffiths, and Tiffin, Helen. *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. 1985. Routledge. London.2002
13. Spivak, Gayatri Chakravorty. *In Other Worlds: Essays in Cultural Politics*. London: Routledge, 1988.
14. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. 3rd ed. Manchester: Manchester UP, 2009.
15. Coupe, Lawrence, ed. *The Green Studies Reader: From Romanticism to Ecocriticism*. London: Routledge, 2000
16. Cheryl Glotfelty and Harold Fromm. *The Ecocriticism Reader: Landmarks in Literary Ecology*

Programme : M.A. English

Course Code :	MAENG3002C0 4	Course Title :	American Literature
Credits	4		
Course Duration	One Semester		
Contact Hours	60 Hrs.		<i>Aradhana Samant</i>
Instruction Method	Class Room Teaching, Seminars/Paper Presentation		<i>infoc@</i>
Evaluation Method	Continuous Internal Evaluation, assignments, class tests, take-home tests, term papers, presentations, end term exam		<i>अन्तर्गत परीक्षा</i>

Course Objective: This course seeks to familiarize students with the varied shades and voices of American poetry, drama and fiction throughout the ages. This course is an introductory course that enables the students to understand the character, flavour and ethos of the American literature.

It also intends to impart critical knowledge of the major literary innovations and cultural issues of the nineteenth and twentieth century America.

Course Outcome:

1. The students will be able to tell about the origin and development of American Literature.
2. Will gain a wide perspective on American Literature.
3. To interpret literary texts from American perspectives.
4. To attain knowledge about rich intellectual traditions of America and its great thinkers.

Course Contents:

Unit – I Poetry

Walt Whitman--*Song of Myself* (No.1,16), ‘O Captain, My Captain’
 Wallace Stevens--‘The Emperor of Ice-cream’, ‘Sunday Morning’
 Emily Dickinson-- ‘Success is Counted Sweetest’, ‘Because I could not Stop for Death’ .
 Robert Frost--‘Mending Wall’, ‘The Road Not Taken’
 Sylvia Plath--‘Lady Lazarus’, ‘Daddy’

Unit – II Drama

Eugene O’Neill--*Desire Under the Elms*
 Arthur Miller --*Death of a Salesman*

Unit – III Novel

Earnest Hemingway-- *For Whom the Bell Tolls*
 Toni Morrison– *Beloved*.

Unit IV – Prose

Mark Twain – *Eve’s Diary*
 Edgar Allen Poe – *The Fall of the House of Usher*

Session Plan:

Session No.	Topics/Contents
1-3	Introduction to American Literature,
3-6	The Pilgrim Fathers, the first settlement in New England,
7-12	Whitman as a national poet of America, American Transcendentalism, O Captain! My Captain! As an Elegy
13-17	Wallace Stevens as a sceptic poet, Critical appreciation of his poems,
18-22	Dickinson as a poet of death, Symbolism and poetic technique in her poems,
23-25	Frost as a nature poet, Discussion of his poems,
26-28	Sylvia Plath as a confessional poet, Issues of patriarchy and feminism in her Poems
29-32	Class Test, Presentation, Discussion
33-38	Eugene O’Neill as a modern American Playwright, Blending of the classical myths to present context, character analysis of the play <i>Desire Under the Elm</i>
39-44	Arthur Miller as Playwright, The themes of the play <i>Death of the Salesman</i> , The American Dream, character analysis
45-50	Hemingway as a novelist, The themes of the novel <i>For Whom the Bell Tolls</i>
51-54	Slavery and Freedom, Aristocracy and democracy, the major themes of the novel
55-58	Mark Twain, s <i>Eve’s Diary</i>
59-60	Class Test, Presentation, Revision

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Suggested Reading:

1. Loving, Jerome. *Walt Whitman: The Song of Himself*. University of California Press, 1999
2. Miller, James E., Jr. *Walt Whitman*. New York: Twayne Publishers, Inc. 1962
3. Reynolds, David S. *Walt Whitman's America: A Cultural Biography*. New York: Vintage Books, 1994
4. Baird, James. *The Dome and the Rock: Structure in the Poetry of Wallace Stevens*. Baltimore, John Hopkins Press. 1968
5. Doggett, Frank. *Wallace Stevens: The Making of the Poem*. Baltimore, Johns Hopkins University Press. 1980
6. Pickard, John B. *Emily Dickinson: An Introduction and Interpretation*. New York: Holt, Rinehart and Winston. 1967.
7. Farr, Judith. *The Gardens of Emily Dickinson*. Cambridge, Massachusetts & London, England: Harvard University Press. 2005.
8. Cox, James M., ed. *Robert Frost : A Collection of Critical Essays*. Englewood Cliffs: Prentice-Hall, 1962.
9. Brodsky, Joseph, Seamus Heaney, and Derek Walcott. *Homage to Robert Frost*. New York: Farrar, Straus and Giroux, 1996.
10. Wagner-Martin, Linda. *Sylvia Plath: A Literary Life*. Basingstoke, Hampshire: Palgrave Macmillan. 2003
11. Wagner-Martin, Linda (Ed). *Sylvia Plath (Critical Heritage)*. London: Routledge. 1988
12. Hemphill, Stephanie. *Your Own, Sylvia: A Verse Portrait of Sylvia Plath*. New York, NY: Alfred A. Knopf. 2007
13. Black, Stephen A. *Eugene O'Neill: Beyond Mourning and Tragedy*. Yale University press. 2002
14. Wainwright, Ronald H. *Staging O'Neill: The Experimental Years*. Yale University Press. 1988
15. Moss, Leonard. *Arthur Miller*. Boston: Twayne Publishers, 1980
16. Bigsby, Christopher (ed.), *The Cambridge Companion to Arthur Miller*, Cambridge 1997
17. Crews, Frederick. *The Sins of the Fathers: Hawthorne's Psychological Themes*. Berkeley: University of California Press, 1966; reprinted 1989
18. Mellow, James R. *Nathaniel Hawthorne in His Times*. Boston: Houghton Mifflin Company, 1980
19. Porte, Joel. *The Romance in America: Studies in Cooper, Poe, Hawthorne, Melville, And James*. Middletown, Conn.: Wesleyan University Press, 1969.
20. Baker, Carlos. *Hemingway: The Writer as Artist*. Princeton: Princeton UP. 1972
21. Lynn, Kenneth. *Hemingway*. Cambridge: Harvard UP. 1987
22. McCormick, John. *American Literature 1919-1932*. London: Routledge. 1971

Programme : M.A. English		
Course Code :	MAENG3003C0	Course Title :
	4	Twentieth Century British Literature

Credits	4
Course Duration	One Semester
Contact Hours	60 Hrs.
Instruction Method	Class Room Teaching, Seminars/ Workshops and Paper Presentation, Discussion, etc.
Evaluation Method	Continuous Internal Evaluation (assignments, class tests, take-home tests, mid- semester tests, term papers, presentations) (30%) & End Semester (70%) <i>70% Internal 30% External</i>

Objective: This paper seeks to acquaint students with representative texts, major trends and writers of the twentieth century literature. The age witnesses technical innovations and varieties on a vast scale. Form and content of literature are revolutionized and gain a new momentum. Through the prescribed texts students will come to understand the forces of modernism and

postmodernism which shape the literature of this age. It will enhance the linguistic competence along with the literary competence of students.

Course Outcome

On the completion of this course, students will be able to:

1. have a sophisticated understanding of the relationship between literary texts and social structures,
2. know the cultural, political, and stylistic protocols of modernism and its various literary movements,
3. can read texts closely, and know how to read both formal and thematic aspects of texts as part of larger cultural and historical movements.

Course Contents:

Unit – I Poetry

W. B. Yeats-

T.S. Eliot-

W.H. Auden-

Wilfred Owen-

Ted Hughes-

Seamus Heaney-

Unit – II Drama

Samuel Becket-

Arnold Wesker-

Unit – III Fiction

Joseph Conrad-

D.H. Lawrence-

John Fowles:

‘Byzantium’, ‘The Tower’

The Waste Land

‘In Memory of W.B. Yeats’, ‘Muse de Beaux Arts’

‘Anthem for the Doomed Youth’ ‘Insensibility’

‘The Thought-Fox’, ‘Hawk Roosting’

‘Digging’, ‘Act of Union’

Waiting for Godot

Roots

Heart of Darkness

Sons and Lovers

The French Lieutenant Woman

Unit – IV Non-Fictional Prose

Virginia Woolf-

“Introduction” to Modern Fiction

Session Plan

Session No.	Topics/Contents
1-5	W. B. Yeats-
6-12	T.S. Eliot-
13-15	W.H. Auden-
16-18	Wilfred Owen-
19-21	Ted Hughes-
22-24	Seamus Heaney-
25-30	Arnold Wesker
31-35	Samuel Becket-
36-40	D.H. Lawrence-
41-47	Joseph Conrad-
48-53	Virginia Woolf-
53-60	John Fowles:
	‘Byzantium’, ‘The Tower’
	<i>The Waste Land</i>
	‘In Memory of W.B. Yeats’, ‘Muse de Beaux Arts’
	‘Anthem for the Doomed Youth’ ‘Insensibility’
	‘The Thought-Fox’, ‘Hawk Roosting’
	‘Digging’, ‘Act of Union’
	<i>Waiting for Godot</i>
	<i>Roots</i>
	<i>Heart of Darkness</i>
	<i>Sons and Lovers</i>
	<i>Introduction” to Modern Fiction</i>
	<i>The French Lieutenant Woman</i>

Suggested Reading:

1. Unterecker, John Eugene, *A Reader's Guide to William Butler Yeats*. – New York : Noonday Press, 1959
2. Vendler, Helen, *Our secret Discipline : Yeats and lyric form*. – Cambridge, Mass. : Belknap Press of Harvard University Press, 2007
3. Donoghue, Denis, *Yeats* (Fontana Modern Masters), 1971.

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4. Rai, Vikramaditya. *The Waste Land: A Critical Study*. Motilal Banarsidas, 1970
5. Smith, Grover Cleveland. *T. S. Eliot's Poetry and Play : a Study In Sources and Meaning*. Chicago: University Press., 1956
6. Fuller, John. *W. H. Auden: A Commentary*. London: Faber and Faber. (1998)
7. Owen, W. *The Collected Poems of Wilfred Owen*/ edited with an introduction and notes by C. Day Lewis, and with a memoir by Edmund Blunden, London: Chatto & Windus. (1963).
8. Hibberd, D. *Owen the Poet*, Basingstoke: Macmillan. (1986)
9. Gammage, Nick (ed.) *The Epic Poise: a celebration of Ted Hughes*. Faber and Faber. 1999
10. Corcoran, Neil, *The Poetry of Seamus Heaney : A Critical Study*. London : Faber, 1998
11. Finn, Christine, *Past Poetic : Archaeology and the Poetry of W.B. Yeats and Seamus Heaney*. London : Duckworth, 2004
12. Alvarez, A. *Samuel Beckett*. New York: Viking Press. 1973
13. Cohn, R., *From Desire to Godot* (London: Calder Publications; New York: Riverrun Press), 1998
14. John Russell Brown. *Theatre Language: A Study of Arden, Osborne, Pinter and Wesker*. Allen Lane / The Penguin Press. 1972
15. Edward Said, *Joseph Conrad and the Fiction of Autobiography*, Cambridge, Massachusetts, Harvard University Press, 1966.
16. Peter Edgerly Firchow. *Envisioning Africa: Racism and Imperialism in Conrad's Heart of Darkness*, University Press of Kentucky, 2000.
17. Froula, Christine. *Virginia Woolf and the Bloomsbury Avant-Garde: War, Civilisation and Modernity* (New York: Columbia University Press, 2005)
18. Merli, Carol (ed.), *Illuminations: New Readings of Virginia Woolf* (New Delhi: Macmillan, 2004)
19. David Lodge. *The Language of Ficion*. Routledge, 2002
20. Malcolm Bradbury. *The Novel Today*
21. Graham Hough: *The Dark Sun: A Study of D.H. Lawrence*. 1957.

Programme : M.A. English

Course Code :	MAENG4001C0	Course Title :	Indian Writing in English
Credits	4		
Course Duration	One Semester		
Contact Hours	60 Hrs.		
Instruction Method	Class Room Teaching, Seminars/ Workshops and Paper Presentation		
Evaluation Method	Continuous Internal Evaluation (30%) & End Term Examination (70%)		

Objective: This course aims at providing a comprehensive introduction to the study of the growth and development of Indian Writing in English. The approach calls for a detailed reading of select pieces of prose, poetry and drama to cater in the understanding of Indian perspectives through English language. Prescribed texts will also enable the students to acquire a historical perspective of the development of the Indian Writing in English till the contemporary era in socio-cultural, regional and pre and post-colonial impacts.

Course Outcome:

On the completion of this course, students will be able to:

1. Gain insight into "Indianness" through representative works.
2. Identify the relationship between Indian Writing in English and its social context.
3. Critically respond to Indian texts.
4. Acquire knowledge of various genres and discourse of high order in Indian writings in English.

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Course Contents:

Unit – I Poetry

Nissin Ezekiel -- 'A Night of the Scorpion', 'Poet, Lover and Birdwatcher'
 Jayanta Mahapatra -- 'The Abandoned British Cemetery of Balasore', 'The Captive
 Air of Chandipur on Sea wasting'
 Shiv K. Kumar- 'Indian Women', 'Trappalls in the Sky'
 K. N. Daruwalla- 'The Unrest of Desire', 'Crossing the River'
 Agha Shahid Ali – 'Post Card from Kashmir', 'The Season of The Plains'.

Unit – II Fiction

Salman Rushdie -- *Midnight's Children*
 Kiran Desai -- *The Inheritance of Loss*
 Cyrus Mistry -- *The Chronicle of a Corpse Bearer*

Unit – III Drama

Mahesh Dattani-- *Tara*
 Manjula Padmanabhan -- *Harvest*

Unit – IV Non-Fiction

Swami Vivekananda – "The Necessity of Religion"
 Subhash Chandra Bose – "India since 1857-A Bird's Eye View"

Session Plan:

Session No.	Topics/Contents
1-5	Nissin Ezekiel
6-10	Jayanta Mahapatra -- 'The Abandoned British Cemetery of Balasore', 'The Captive Air of Chandipur on Sea wasting'
11-15	Shiv K. Kumar- 'Indian Women' K.N. Daruwalla
16-19	Agha Shahid Ali – 'Post Card from Kashmir', 'The Season of The Plains'.
20-27	Cyrus Mistry- <i>Chronicles of a Corpse Bearer</i>
28-36	Salman Rushdie -- <i>Midnight's Children</i>
37-44	Kiran Desai -- <i>The Inheritance of Loss</i>
45-49	Mahesh Dattani-- <i>Tara</i>
50-54	Manjula Padmanabhan-- <i>Harvest</i>
55-57	Swami Vivekananda – "The Necessity of Religion"
58-60	Subhash Chandra Bose – "India since 1857-A Bird's Eye View"

Suggested Reading:

1. Iyengar, K. R. Srinivasa. *Indian Writing in English*. Sterling Low Price Edition 1985.
2. Paranjape, Makarand (ed.) *Indian Poetry in English* Macmillan India Ltd. 1993.
3. Mokashi- Puneekar, Shanker. *Theoretical and Practical Studies in Indo-English Literature*

Dharwad

4. C.D. Narasimhaiah. *The Swan and the Eagle: Essays on Indian English Literature*5. Mukherjee, Meenakshi. *The Twice Born Fiction* Pencraft publisher. 20106. Mukherjee, Meenakshi. *The Perishable Empire*. Essays on Indian Writing.7. Belliapa, K. C. *The Image of India in English Fiction*, B. R. Publishing Corporation 1991.8. Walsh, W. *Indian Literature in English*, Longman 1990.

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 19.08.19

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9. Rushdie, Salman. And west, Elizabeth, *The Vintage Book of Indian Writing 1947-1997*, Vintage 1997.

Programme : M.A. English

Course	MAENG4002C0	Course	Research Methodology and Writing Skills
Code :	4	Title :	
Credits	4		
Course Duration	One Semester		
Contact Hours	20 Hrs.		
Instruction Method	Class Room Teaching, Seminars/ Workshops and Paper Presentation		
Evaluation Method	Continuous Internal Evaluation		

Objective: The aim of this paper is to acquaint the first time researcher with the mechanics of the process leading to the formal procedures of writing research papers. The course will guide the learners according to the following steps leading to the systematic learning of the research methods. An aligned approach will procure clarity and sound understanding to those keen for innovative difference towards any research.

Learning outcomes: After completion of the course, the learners will be able to:

- Understand the meaning of research and its basic types
- Acquire the knowledge about different terms of research
- Identify the research problem
- Use suitable research methods for their research problems
- Take up research projects for academic and non-academic purposes
- Report research findings in standard formats
- Understand the research ethics

Course Contents:

Unit I Foundation of Research

- i. Meaning of research
- ii. Characteristics and functions of research
- iii. Objectives of Research
- iv. Types of Research

Unit II Review of literature, Hypothesis & Research Design

- i. Meaning of review of literature, Need of review of literature & Sources of review of literature
- ii. Hypothesis and Research Problem
- iii. Research plan/design
- iv. Population and sampling

Unit III Methods of Research

- i. Meaning and definition of method
- ii. Textual analysis, Content analysis, Linguistic analysis
- iii. Historical method, philosophical method
- iv. Case study method, Action Research, Statistical method
- v. Qualitative and quantitative method

Unit IV-

- i. Tools of Research, Data Collection and Analysis, Report Writing
- ii. Tools of Research: Questionnaire, Schedule, Rating Scale, and Tests.

Andhara Jaisan
12/02/20

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- iii. Statistical analysis of data and Research report
- iv. Ethics of Research
- v. Referencing and citation

Lecture Plan for the semester:

Lecture/Discussion (Each Session of 1 Hour)	Topics and contents
1	Introduction to research
1	Meaning of research
1	Characteristics and functions of research
2	Objectives of Research
4	Classification of research: Fundamental, Applied and Action Research
3	Identification of Research Problem and defining
2	Meaning of review of literature, Need of review of literature & Sources of review of literature
5	Meaning of hypothesis, Definitions of hypothesis, Kinds of hypotheses, Variables in a hypothesis, Formulating hypothesis & Testing hypothesis
4	Meaning of research plan/design, Design format for a research proposal, Characteristics of good research design
4	Population and sampling, Sampling designs & Characteristics of a good sample
1	Meaning and definition of method of research
2	Survey method: its meaning, purpose, approaches, steps and writing Report
2	Historical method: its meaning, purpose, approaches, steps and writing report
2	philosophical method in detail
2	Experimental method in detail
2	Case study method in detail
3	Action research its purpose, steps in action search
4	Tools of Research: Questionnaire, Schedule, Rating Scale, and Tests.
2	Data collection and Analysis
2	Construction of Schedules and Questionnaires
2	Statistical analysis of data and Research report
2	Ethics of Research

Suggested Readings:
Quantitative Research Methods
Research Methods in Psychology
Research Methods in Education
Research Methods in Business
Research Methods in Health Sciences
Research Methods in Social Sciences
Research Methods in Life Sciences
Research Methods in Physical Sciences
Research Methods in Humanities
Research Methods in Interdisciplinary Studies

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- Leslie: *Student Guide to Research in the Digital Age*
- *How to Do Research: A Practical Guide to Designing and Managing Research*
- Blaxter, Loraine, Hughes, Christina, Tight, Malcolm. *How to Research*. McGraw-Hill Education (UK)
- McNeill, P. & S. Chapman (2005) (2nded.) *Research Methods* London & New York: Routledge, Taylor and Francis Group.

Programme : M.A. English		
Course Code :	MAENG4003C0 4	Course Title : European Literature in English Translation
Credits	4	
Course Duration	One Semester	
Contact Hours	60 Hrs.	
Instruction Method	Class Room Teaching, Seminars/Paper Presentation	
Evaluation Method	Continuous Internal Evaluation, assignments, class tests, take-home tests, term papers, presentations, end term exam	

Course Objective: This course gives an introduction to the vast range of European literature spanning from classical antiquity to modern times. It offers a comparative estimate of French, Russian, German, and Spanish literature and their interaction with each other. It seeks to demonstrate the similarities, parallels and differences among various literatures of different European nations with a special emphasis on historical and philosophical background.

Course Outcome:

5. At the end of the course the students will be able to tell what is meant by European literature in translation.
6. To gain a wide perspectives on European literature in translation.
7. To interpret literary texts from different related perspectives.
8. To attain knowledge about rich intellectual traditions of European countries and its great thinkers.

Course Contents:

Unit – I Poetry

Charles Baudelaire-

Les Fleurs du mal (The Flowers of Evil) : 'To The Reader',
'The Swan', 'Lesbos', 'Condemned Women'

Rainer Maria Rilke-'A Sybil', 'Before Summer Rain'

F. G. Lorca – 'Of the Dark Doves', 'Little Ballad of Three Rivers'

Unit – II Drama

Bertolt Brecht -

Anton Chekhov -

Luigi Pirandello-

Unit – III Fiction

Gustave Flaubert-

Feodore Dostoyevsky-

Franz Kafka-

Life of Galileo

Cherry Orchard

Six Characters in Search of a Character

Madam Bovary

Notes From the Underground

The Trial

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Session Plan:

Session No.	Topics/Contents
1-2	Introduction to European Literature in Translation
3-8	Baudelaire as a pioneer of modernism in literature, Symbolism and Imagery in his poems, portrayal of women in his poems,
9-10	Rilke as a modern poet, The Impact of Nazism in his poems, critical appreciation of his poems
11-15 16-19	Luigi Pirandello- <i>Six Characters in Search of a Character</i> Clash between Religion and science, the impact of German Nazism in Life of Galileo,
20-23	Chekhov as a playwright, Aristocracy vs. Modernity, The Cherry Orchard as a sociological allegory.
24-28	Flaubert as novelist, Madame Bovary as a realistic novel, the major themes of the novel, character analysis of the play
29-32	Dostoevsky as a novelist , Notes From The Underground,
33-38	Kafka as novelist, Kafkaesqueness, the issues of legality, the themes of the novel The Trial, as an absurd and dystopian novel
39-48	Lorca's Poetry
49-55	Reading, and analysis of the texts,
56-60	Revision, clarification of the doubts

Suggested Reading:

- Richardson, Joanna. *Baudelaire*. New York: St. Martin's Press. 1994
- Ryan, Judith. *Rilke, Modernism, and Poetic Tradition*. Cambridge: Cambridge University Press.1999
- Brecht, Bertolt. 1955. *Life of Galileo*. In *Collected Plays: Five*. Trans. John Willett. Ed. John Willett and Ralph Manheim. London: Methuen, 1980.
- Benjamin, Walter. *Understanding Brecht*. Trans. Anna Bostock. London and New York: Verso. 1983
- Laurence M. Porter, Eugène F. Gray. *Gustave Flaubert's Madame Bovary: A reference guide*. Greenwood Publishing Group.2002
- Steegmuller, Francis. *Flaubert and Madame Bovary: a Double Portrait*, New York: Viking Press; 1939.
- Kenner, Hugh. *Flaubert, Joyce and Beckett: The Stoic Comedians*. Boston: Beacon Press. 1962
- Starkie, Enid. *Flaubert: The Making of the Master*. New York: Atheneum. 1967
- Mochulsky, Konstantin. *Dostoevsky: His Life and Work*. Princeton University Press.1967
- Breger, Louis. *Dostoevsky: The Author As Psychoanalyst*. Transaction Publishers. 2008
- Bloom, Harold. *Franz Kafka*. New York: Chelsea House Publishers.2003
- Gray, Ronald. *Franz Kafka*. Cambridge: Cambridge University Press.1973

Elective Courses**SEMESTER - I**

Programme : M.A. English		
Course Code	MAENG1001E04	Course Title
:	:	Advance Writing and Communication Skills

Credits	4
Course Duration	One Semester
Contact Hours	60 Hrs.
Instruction Method	Class Room Teaching, Applied Grammar Exercises, Paper Presentation, Mock Interview, etc.
Evaluation Method	Continuous Internal Evaluation (assignments, class tests, take-home tests, mid- semester tests, term papers, presentations) 30 marks + End Semester 70 marks.

Objective: This course aims at aiding the learners to have a practical and advance level theoretical knowledge of the syntactic and semantic aspects of the English language and thereby developing their speaking and writing skills. Learners will be able to explore various styles of writing by practicing its techniques in the course. This course also aims at providing the learners advance level communication skills in English which is the most sought after attributes.

Course Outcome:

At the end the course the learners with be able to:

1. Form syntactically correct sentences and avoid errors in writing any text in the English Language.
2. Use correct collection and select appropriate words in the use of English.
3. Understand different nuances of formal writing and their formats.
4. Communicate in a better way in their professional world.
5. Understand nuances of language use in relation to power, gender, culture, etc.

Course contents:

Unit – I Communication skills in English

- Cross Culture Communication
- Language and power
- Language and gender
- Politeness theories
- Conversational Maxims

Unit – II Functional English

- Formal and functional analysis of sentence
- Constituent structure
- Heads, modifiers and quantifiers
- Constructions and meanings

Unit – III Functional English and Lexicon

- Roles of words in sentences, grammar and meaning
- Syntactic ambiguity
- Collocation
- Word formation processes and productivity

Unit – IV Writing skills development

- Principles of paragraph writing
- Creative writing: Short story, play script
- Technical writing: formal letters, reports, resume writing
- Research Proposal

Session Plan:

Session No.	Topics/Contents
1-3	Cross-Culture Communication
4-7	Language and power

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8-11	Language and gender
12-15	Politeness theories
15-16	Conversational Maxims
17-21	Formal and functional analysis of sentence
22-25	Constituent structure
26-29	Heads, modifiers and quantifiers
30-34	Constructions and meanings
35-39	Roles of words in sentences, grammar and meaning
40-43	Syntactic ambiguity
44-45	Collocation
46-49	Word formation processes and productivity
50-51	Principles of paragraph writing
52-55	Creative writing: Short story, play script
56-58	Technical writing: formal letters, reports, resume writing
59-60	Research Proposal

Suggested Reading:

1. Miller, Jim. *An Introduction to English Syntax*. Edinburgh: Edinburgh University Press. 2002.
2. VAN VALIN, JR, ROBERT D. *An Introduction to English Syntax*. UK: CUP. 2004.
3. Bakshi, R. N. *A Course in English Grammar*. Hyderabad: Orient Longman Publisher. 2000.
4. M. Ashraf Rizvi. *Effective Technical Communication*, Tata McGraw Hills, Delhi, 2009.
5. Quirk, Randolph. And Leech, Geoffrey A *Comprehensive Grammar of the English Language* Pearson 2010.
6. O'Dell, Felicity, and Michael McCarthy. *English Collocations in Use*. Cambridge: Cambridge University Press, 2008.
7. Eckert, Penelope, and Sally McConnell-Ginet. *Language and Gender*. Cambridge: Cambridge University Press, 2003.
8. Yule, George. *Pragmatics*. Oxford: Oxford University Press, 1996.
9. Mesthrie, Rajend, Joan Swann, Andrea Deumert and William L. Leap. *Introducing Sociolinguistics*. Edinburgh: Edinburgh University Press. 2000.
10. Bailey, Stephen. *Academic Writing: A Handbook for International Students* (3ed). London: Routledge. 2011.
11. Tredinnick, Mark. *Writing Well: The Essential Guide*. Cambridge: Cambridge University Press, 2008.

Programme : M.A. English

Course Code	: Course Title : Contemporary Indian English Novel
MAENG1002E0	
Credits :	4
Contact Hours	60 Hrs.
Instruction Method	Class Room Teaching, Discussion, Paper Presentation etc.
Evaluation Method	Continuous Internal Assessment (Assignments, class tests, take-home tests, term papers, presentation) (30%) & End Semester (70%)

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अध्यक्ष
 सचिव
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Objective: This course aims at providing a comprehensive and deep insight into the literary traditions and forms of the Indian English novel. The works prescribed make a fair representation of the different stages of development in the art and craft of Indian English novel. The course will apprise the students of the thematic and stylistic changes the genre has undergone, enable them to evaluate critically the socio-cultural perspectives of life discernable in the works, and acknowledge the new heights and success that the Indian English novel has registered in the recent past.

Course Outcome:

At the end of the course the learners will be able to:

1. Have a comprehensive and deep insight into the literary traditions and forms of the Indian English novel
2. Compare and contrast the different stages of development in the art and craft of Indian English novel.
3. Understand the thematic and stylistic changes the genre has undergone and they will be able to evaluate critically the socio-cultural perspectives of life discernable in the works.

Course Contents:

1. Unit I

- a. Amitav Ghosh: *The Hungry Tide*
- b. Jeet Thayil: *Narcopolis*

2. Unit II

- a. Shashi Deshpande : *That Long Silence*
- b. Easterine Kire Iralu: *A Naga Village Remembered*

3. Unit III

- a. Rohinton Mistry: *Fine Balance*
Radhika Jha : *Smell*

4. Unit IV

- a. Upamanyu Chatterjee: *English August: An Indian Story*
- b. Chitra Banerjee Divakaruni: *The Palace of Illusions*

Session Plan:

Session No.	Topics/Contents
1-8	Amitav Ghosh: <i>The Hungry Tide</i>
9-17	Jeet Thayil: <i>Narcopolis</i>
17-26	Shashi Deshpande: <i>That Long Silence</i>
27-35	Easterine Kire Iralu: <i>A Naga Village Remembered</i>
36-42	Rohinton Mistry: <i>Fine Balance</i>
43-49	Radhika Jha : <i>Smell</i>
50-55	Upamanyu Chatterjee: <i>English August: An Indian Story</i>
55-60	Chitra Banerjee Divakaruni: <i>The Palace of Illusions</i>

Suggested Reading:

1. Belliapa, K. C. *The Image of India in English Fiction*. B. R. Publishing Corporation

2. Bose, Brinda. *Amitav Ghosh- Critical Perspectives*. Pencraft International. 2003.
3. Greenberger, A.J. *The British Image of India: A Study in the Literature Imperialism. 1880-1960*. Oxford University Press. 1969.
4. Iyengar, K. R. Srinivasa. *Indian Writing in English*. Sterling. 1985.
5. Khair, Tabish. *Amitav Ghosh- A Critical Companion*. Orient Black Swan. 2005.
6. Mukherjee, Meenakshi. *The Twice Born Fiction*. Pencraft publisher 2010
7. Naik, M. K. *A History of Indian English Literature*. New Delhi: SahityaAkadem. 2004
8. Narasimhaiah, C. D. *The Swan and the Eagle: Essays on Indian English Literature*. Indian Institute of Advanced Study, 1987
9. Singh, Prabhat K. *The Indian English Novel of the New Millennium*. UK: Cambridge Scholar Publishing. 2013.
10. Walsh, W. *Indian Literature in English*. Longman. 1990.

Programme : M.A. English

Course Code :	MAENG1003E0 4	Course Title :	English Language in India
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Credits	4
Course Duration	One Semester
Contact Hours	60 Hrs.
Instruction Method	Class Room Teaching, CALL, Term-Papers, Seminars and Workshops
Evaluation Method	Continuous Internal Evaluation

Course Objectives:

- To know the entry of English language into Indian soil
- To comprehend historical facts in a socio-cultural framework
- To understand the politics of language and education in India
- To understand critically the role of English before, during and after the freedom fight movement
- To study the historical documents – Macaulay, Anglicists and Orientalists
- To evaluate the reasons for institutionalization of English India

Learning Outcomes:

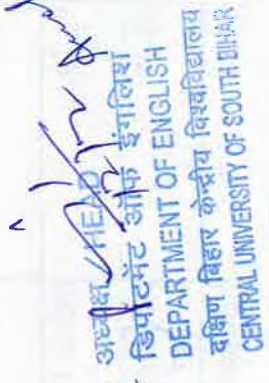
Learners will be able to:

- Understand the Transportation Phase of English in India
- Explain the history of English in India
- Understand the role of English before independence and after independence
- Critically evaluate the strengths and weakness of English language in India
- Read and comprehend the views of Anglicists and Orientalists
- Discuss the advantages and disadvantages of English in India
- Analyse the effect of English in India and in the world
- Develop their critical thinking skills

Course Contents:

Unit – I The Transportation Phase of English in India

- i. 1600-1857: An Overview of the Period
- ii. 1600-1813: The Pre- transportation Phase


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- iii. Macaulay's Minute – The Orientalist- Anglicist controversy
- iv. Transporting English

Unit – II The Expansion Phase of English in India

- i. An Overview of the Period
- ii. Indian Education Commission
- iii. Indian Universities Act of 1904
- iv. Government Control and Uniformity

Unit – III Institutionalization Phase of English in India i. 1905-1947: An Overview of the Period

- ii. The Evolution of English in India
- iii. During the World Wars
- iv) During the struggle for Independence

Unit – IV Identity Phase of English in India

- i. Second Half of the 20th Century: An Overview
- ii. Committees and Commissions: I
- iii. Committees and Commissions: II
- iv. The English Boom in India

Unit – IV Identity Phase

- i. The Current Scene: Overview
- ii. Globalization and English
- iii. Global English and Local Cultures
- iv. English Education, The English Language and Post-Independence India

Lecture Plan for the semester:

Lecture/Discussion (Each Session of 1 Hour)	Topics
1-1	Brief History of English
2-3	1600-1857: An overview of the period
4-7	1600- 1813: The Pre- transportation Phase --Advent of Europeans
8-9	Macaulay's Minute
10-11	Transporting English – India a trail ground
12-13	The specimens of English written by Indians
14-15	1857- 1094: The Expansion Phase of English in India
16-17	Indian Education Commission
18-19	Indian Universities Act of 1904
20-21	Government Control and Uniformity
22-23	Institutionalization Phase of English in India

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24	1905-1947: An Overview of the Period
25-27	The Evolution of English in India – English during the company days
28-30	Raja Rammohan Roy's letter to Lord Amherst on Western Education
31-32	Specimen of print media communication and other letters in English
33-34	English During the World Wars – Educational Policy 1913, Calcutta University Commission, National education movement, Hartog Report
35-39	During the struggle for Independence- Role of English, India's economic nationalism, political nationalism
40	Identity Phase of English in India
41	English after independence
42-46	Committees and Commissions: University Education Committee, The Sargent Committee, Kothari commission
47-48	Committee on primary education 1951, Secondary education Commission
49-50	Education commission 1964, National policy on education 1968,
51-52	The Study group report on the teaching of English 1969, NET 1986, Acharya Ramamurthy commission 1990, Curriculum development centre 1989
53-54	The English Boom in India, Globalization phase
55-57	English in the information age, English and culture,
58	Communication skills in English and its market value

59	Global English and Local cultures
60	The dynamics of power and neo-classicalism

Suggested Readings:

1. Aggarwal, J.C. (1984). Landmarks in the history of modern Indian education (7th Edition). Delhi: Vikas Publishing House.
2. Ashcroft, Tiffin, Griffiths & Menin (1989). The Empire Writes. New York: Routledge.
3. Basham, A. L. (1998). A Cultural history of India. Oxford: Oxford India.
4. Basu, B.D. (1989) History of education in India. New Delhi: Cosmo Publication.
5. Burchfield, R. (1994). The Cambridge history of the English language (volume IV). English in Britain and Overseas: Origins and development. Cambridge: CUP.

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6. Chatterjee, K. Kalyan (1976). English education in India: Issues and opinions. Macmillan India.
7. Chatterjee, Reena. (1983). Impact of Raja Rammohan Roy on education in India. New Delhi: S. Chand and Co.
8. Dharampal. (1983). The beautiful tree: indigenous education ind the eighteenth century. New Delhi: BIP.
9. Gupta, R.S. & K. Kapoor (1991). English in India, Issues and Problems. Delhi: Academic Foundation.
10. Joshi, S. (1994). Rethinking English: Essays in literature, language and history. OUP.
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15. Surendra Prasad Sinha (1978). English in India: A Historical Study with Particular Reference to English Education in India. Patna: Janaki Prakashan
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Programme : M.A. English

Course Code :	MAENG2001E0 4	Course Title :	Translation: Theory and Practice
Credits	4		
Course Duration	One Semester		
Contact Hours	40 Hrs.		
Instruction Method	Class Room Teaching, Seminars/ Workshops and Paper Presentation		
Evaluation Method	Continuous Internal Evaluation		

Objective: Translation is a complex and fundamental human activity involving transfer of meaning between languages, cultures and forms of expression. The Course aims to develop practical skills in Translation to promote an understanding of cultural differences pertinently evident in texts in any language. The understanding consequently detects difficulties for translators to devise strategies for their solution. To develop an understanding of differences in the types of texts, comparison and evaluation of translations remain vital for learning. The students are trained to be able identify different text types, the problems for the translator and ways to overcoming those problems.

Learning Outcomes: After studying this course, learners will be able to:

- Know the history of translation and translators in the west and in the East.
- Understand the process of translation
- Identify the qualities of translation
- Recognize the units of translation
- Differentiate the literary translation and non-literary translation
- Identify the central issue of translation
- Undertake a translation activity
- Demonstrate the ability to interpret simultaneously
- Demonstrate accuracy in translation/interpretation at all linguistic levels (phonemic, morphological, syntactic, semantic, and pragmatic)

Dependent upon
 12/02/2020
 A. K. Jaisankar
 12/02/20
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- Differentiate between interpretation and translation and the basic skills needed for translation and interpretation
- Apply different theories in the task of translation

Course Contents:

Unit – I History of Translation

- Introduction to the translation
- Beginnings of translation
- Early translators to the modern
- Landmark texts in the history of translation
- History of Indian translations

Unit – II Translation Process and Problems

- Translation Strategies – Translation theories
- Units of translation
- Equivalence in Translation
- Specific problems of literary translation –Prose, Poetry and drama
- The problems of Cultural understanding

Unit- III Trends in translation and Translation Theories

- Technology and translation
- Machine Translation
- Computer- assisted translation
 - Audio-visual translation
- Translation theories

**Unit – IV Ttranslation Practice
Bilingual translation
Original Text and translated Version**

Practice:-

- *Practical translation exercises: Identification of textual features and cultural references of source texts
- Strategies for translating different features of discourse and handling cultural references;
- Comparison and evaluation of published translations; Reflection on own practice.

Note :-Students will be required to translate a short text. The teacher will play the role of a facilitator. The attempt may either be individual or collective depending upon the choice and capability of the student/students..

Lecture Plan for the semester:

Lecture/Discussion (Each Session of 1 Hour)	Topics and contents
1-4	Introduction to the practice of translation -History of the practice of translation in the west - concepts and evolution History of the practice of translation in India.
5-9	Introduction to Translation Studies as a discipline

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10-14	<p>a. Earliest translators and their strategies Evolution and formation of translation as a separate discipline.</p> <p>b. Basic concepts and terminology of Translation Studies.</p> <p>(a) Translation Strategies -- Translation theories</p> <p>(b) Units of translation</p> <p>(c) Translation Shifts</p> <p>(d) Equivalence in Translation</p> <p>(e) Views on evaluating translation</p>
15-19	<p>Issues in translation</p> <p>Current issues of translation</p> <p>The problems of Cultural understanding</p>
20-22	<p>Translation as secondary activity.</p>
23	
24-25	<p>Concept of equivalence</p>
26-28	<p>Specific problems of literary translation –Prose, Poetry and drama</p>
29-30	<p>Issue of translatability</p>
31-32	<p>Politics of Translation by Gayatri Chakravorty Spivak</p>
33-37	<p>Theories of translation</p> <p>a. Instrumental and hermeneutic concept of language and translation.</p> <p>b. Theories of Nida, Itamar Evan-Zohar, Jakobson, Lefevere.</p>
38-45	<p>Role of the translator</p> <p>a. The invisible translator.</p> <p>b. Translator as traitor.</p> <p>c. Strategies of translation.</p>
46-54	<p>(a) Technology and translation</p> <p>(b) Machine Translation</p> <p>(c) Computer- assisted translation</p>
55-59	<p>a) Issues in interpreting studies</p> <p>b) Issues in audio-visual translation</p>
60	<p>Future of translation</p>

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3. Baker, Mona, ed. *The Routledge Encyclopedia of Translation Studies*. London: Routledge, 1998.
4. Trivedi, Harish Susan Bassnet. *Postcolonial Translation: Theory and Practice*. London: Routledge, 1999.
5. Gentzler, Edwin. *Contemporary Translation Theories*. London: Routledge, 1993.

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2. Newmark, P. Approaches to Translation. Oxford. Pergaman Press, 1982.
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4. Andrews, Edna and Maksimova A. Elena. *Russian Translation: Theory and Practice*. London and New York: Routledge, 2010.
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6. Bellos, David. *Is that a Fish in your ear? Translation and the Meaning of Everything*. New York: Faber and Faber, Inc., 2011.
7. Grossman, Edith. *Why Translation Matters*. New Haven and London: Yale University Press, 2010.
8. Munday, Jeremy. *Introducing Translation Studies. Theories and Applications*. London and New York: Routledge, 2001.
9. Hatim, Basil and Munday, Jeremy. *Translation. An Advanced Resource Book*. London and New York: Routledge, 2004.
10. Bassnet McGuire Susan and andreLefevere : Translation History and Culture.
11. Catford J. C. *Linguistic Theory of Translation*, London, OUP, 1965.
12. Jacobson, Roman (ed.) : 'On Linguistic aspects of Translation', in R. Brower (ed.)
13. Hermas, Thoe : The Manipulation of Literature.
14. Kelly L. G. True Interpreter : a History of Translation Theory and Practice in the West, Oxford, Blackwell, 1979.
15. Nida, Eugene anwarDil (ed.) : Language Structure and Translation, Stanford University Press, 1975).
16. SteneirGeorge : After Babel : aspects of Language and Translation, OUP, London, 1975.
17. Sujit Mukherjee : Translation as Discovery.
18. Mukharjee, Sujit. *Translation as Discovery*. Sangam Books Ltd. 1994
19. Catford, J. C. *A Linguistic Theory of Translation*. OUP. 1965

Programme : M.A. English	
Course Code :	MAENG2002E0 4
Course Title :	Indian Writing in English Translation

Credits	4
Course Duration	One Semester
Contact Hours	60 Hrs.
Instruction Method	Class Room Teaching, Seminars/Paper Presentation
Evaluation Method	Continuous Internal Evaluation, assignments, class tests, take-home tests, term papers, presentations, end term exam

Course Objective: The course incorporates various works in their translated representations in English from the writers who remain relevant for study irrespective of boundaries. Selection of

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Dr. Ananta Prasad
 12/02/2020
 5/2/20

the texts inaugurates an inter-lingual cultural keenness amongst students to study literature in multiple perspectives. A wide spectrum of views expressed by the selected writers mirrors the political, ideological and cultural speculations of pre and post- Colonial India for the students to understand Literatures in their entirety.

Course Outcome:

9. At the end of the course the students will Gain a wide perspective on Indian writing in English Translation.
10. The students will be able to interpret literary texts from Indian perspectives.
11. To attain knowledge about rich intellectual traditions of India and its great thinkers.
12. To appreciate the literary and cultural heritage of India.

Course Contents:

Unit – I Poetry

1. Songs Of Kabir- (Translated by Arvind Krishna Mehrotra)
Upside-Down Poems- ‘Brother, I have seen some’, ‘How do you’,
2. RabindraNath Tagore- ‘Chain of Pearls’, ‘Closed Path’, ‘Where The Mind Is Without Fear’, ‘Silent Steps’.

Unit – II Prose/Short Story

1. Galib: Life and Letters (Translated and Edited by Ralph Russel and Khurshidul Islam)
Letter to Tufta dated June 19, 1858, Letter to Bekhabar January 30, 1859
2. Amrita Pritam: “Shah’s Harlot” (Shah di Karjari)

Unit – III Novel

1. UR Anantha Murthy. *Samskara*: A Rite for a Dead Man, tr A.K. Ramanujan
2. Phanishwar Nath Renu: *Maila Anchal*, tr. by Indira Junghare

Unit – IV Drama

1. Vijay Tendulkar: *Ghasiram Kotwal*.
2. Girish Karnad : *Tughlaq*.

Session Plan:

Session No.	Topics/Contents
1-2	Introduction to Indian Writing in English Translation
3-6	The importance and relevance of translation in present world scenario
7-10	Kabir as a mystic poet, Upside-down poems, message for humanity
11-14	Discussion of Tagore’s poems, Tagore as a great Indian poet,
15-19	Galib’s Life and Letters, Readind and Discussion of the text
20-23	Amrita Pritam’s Story. Discussion of the text
24-28	Ananth Murthi as a novelist, The impoirtance of Samskara in Indian Context,
29-33	Maila Anchal as a regional novel, characteristics and issues involved in the novel,
34-38	Vijay Tendulkar as an Indian Playwright, Issues in Ghasiram Kotwal
39-45	Girish Karnad as a Playwright, Political issues in the play, merit of the play

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46-50	Class Test and Presentation
51-55	Reading and discussion of the texts
56-60	Revision, Clarification of doubts

Suggested Reading:

1. Indian Institute of Advanced Studies (ed.): *Modernity and Contemporary Indian Literature*. Pooceedings of a Seminar. 1968
2. Songs of the Saints of India (Oxford India Paperbacks
3. VS Seturaman, ed. *Indian Aesthetics: An Introduction*, Chennai: Macmillan India Ltd., 1992
4. Anuradha Dingwaney and Carol Maier.(eds.) *Between Languages and Cultures: Translation and Cross-Cultural Texts*. Delhi: Oxford University Press. 1996
9. *Four Decades of Indian literature: a Critical Evaluation*. Delhi. Chetna Publications, 1976
9. Rukmini Bhaya Nair, ed. *Translation, Text & Theory: The Paradigm of India*. Sage Publications, 2002
10. Umashanker Joshi, 'The Idea of Indian Literature', New Delhi. SahityaAkademi, 1990 William Walsh, *Indian Literature in English*, London: Longman, 1990
14. Baker, Mona(ed.), *Routledge Encyclopaedia of Translation Studies* (London: Routledge, 1998).
15. Bassnett, Susan. *Translation Studies*. London and NY: Methuen, 1980.
16. Bassnett, Susan and Harish Trivedi. *Post-Colonial Translation: Theory and Practice*. London and NY: Routledge, 1999.
17. Booth, A.D. et al. (eds.) *Aspects of Translation*. Secker and Warburg : London, 1958
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22. Holmes, James S. (ed.), *The Nature of Translation: Essays on the Theory and Practice of Literary Translation* (The Hague: Mouton, 1970).
26. Lefevere, Andre (ed. and trans.), *Translation/History/Culture: A Sourcebook* (London: Routledge, 1992).
29. Lefevere, Andre *Translating Poetry: Seven Strategies and a Blueprint* (Assen: Van Gorcum, 1975)
30. Mukherjee, Tutun.(ed.). *Translation from Periphery to Centre Stage*. New Delhi: Prestige Books, 199
31. Newmark, Peter. *Approaches to Translation*. Oxford. Pergamon.1982
32. Nida, E A (1964): *Towards a Science of Translating* Leiden: Brill
33. Nida, E A and C. Taber. *The Theory and Practice of Translation*. Leyden, Brill.1974
34. Niranjana, Tejaswini. *Siting Translation: History, Post-Structuralism, and the Colonial Context*. Hyderabad: Orient Longman, 1995
35. Ramakrishna, S (ed.). *Translation and Multilingualism*. PostColonial Contexts, Delhi: Pencraft International, 19
36. Schulte, R and Biguenet. J. (eds.) *Theories of Translation: An anthology of Essays from Dryden to Derrida*. Chicago, University of Chicago, 1992.
37. Schulte, R and Biguenet. & J Paul St. Pierre, (ed.) *Changing the Terms: Translating in the Post Colonial Era*. Orient Longman, 2002
38. Simon, Sherry, *Gender in Translation: Cultural Identity and the Politics of Transmission* (London: Routledge, 1996).
39. Singh, A.K. (ed.). *Translation: Its theory and Practice*. New Delhi: Creative Books, 1996
40. Snell-Hornby, Mary (1988): *Translation Studies: An Integrated Approach* Amsterdam:
42. Stainer, G. *After Babel: Aspects of Language and Translation*. London and New York: Oxford University Press, 1975
43. Talgar, P and Verma. S.B. *Literature in Translation from Cultural Transference to Metonymic Displacement*. Mumbai: Popular Prakashan, 1988.

44. Toury, G. *In Search of a Theory of Translation*. Tel Aviv: Porter Institute for Semiotics and Poetics, 1980.
45. Venuti, L. *The Translator's Invisibility: A history of translation*. London and New York: Routledge, 1995
46. Venuti, L. (ed.) *The Translation Studies Reader*, Routledge, 2000
47. Weissbort, Daniel and AstráðurEysteinnsson. Ed. *Translation: theory and practice* : a historical reader. Oxford University Press, 2006
48. UNESCO, *Scientific & Technical Translation and Other Aspects of the Language Problem* (Geneva: UNESCO)
49. Chan Sin-wai, *Translation and Information Technology*, The Chinese University Press, 2003
50. Hutchins, W. John; and Harold L. Somers (1992). *An Introduction to Machine Translation*. London: Academic Press.

Programme : M.A. English

Course Code: MAENG2003E04	Course Title : Film Appreciation Course (Moocs/Swayam)
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Programme : M.A. English

Course	MAENG2004E0	Course	Ecocriticism and Environmental Sustainability
Code :	4	Title :	

Credits	4
Course Duration	One Semester
Contact Hours	60 Hrs.
Instruction Method	Class Room Teaching, Seminars/Film Screening, and Paper Presentation
Evaluation Method	Continuous Internal Evaluation, assignments, class tests, take-home tests, term papers, presentations, end term exam

Course Objective: This course focusses on representations of nature in literary works and of the relationship between literature and the environment. As a separate movement or school of literary criticism, ecocriticism is an interdisciplinary study of Ecology and Literary Criticism which is unusual as a combination of a natural science and a humanistic discipline. It studies the relationships between literature and environment and how man's relationships with his physical environment are reflected in literature.

Course outcomes:

This course will enable the students to

1. Understand the relation between literature and environment

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2. Analyse the relationship between man and nature or the physical environment through its reflection in literary texts

Course Contents:

Unit I: Eco-criticism and Environment Sustainability: Major concepts in Theory

“Romanticism and Ecocriticism”. Kate Rigby

“Literary Studies in an Age of Environmental Crisis”- Cheryl Glotfelty and Harold Fromm

“Literature and Ecology: An Experiment in Ecocriticism”. Rueckert, William. Love, Glen. “Revaluating Nature: Toward an Ecological Criticism.”

Unit II: Ecocriticism and Environment Sustainability in India:

Selvamony, Nirmal. "Introduction." Essays in Ecocriticism

Women and Environment: Chipko Movement

Unit III: Eco-criticism: Some Literary Texts I

Ruskin Bond, “The Cherry Tree”.

Nissim Ezekiel, “Ganga”

Rabindranath Tagore, “Breezy April”

William Shakespeare, *The Tempest*

Unit IV: Eco-criticism: Some Literary Texts II

Suniti Namjoshi, *The Conversations of Cow*

Amitav Ghosh, *Sea of Poppies*

Session Plan:

Session No.	Topics/Contents
1	Introduction to Ecocriticism
2-12	Growth of Ecocriticism in the West: Discussion on Articles prescribed
13-18	Growth of Ecocriticism in India: Discussion on Articles and movements and authors
19-21	Ruskin Bond, “The Cherry Tree”.
22-25	Nissim Ezekiel, “Ganga”
26-30	Rabindranath Tagore, “Breezy April”
31-38	William Shakespeare, <i>The Tempest</i>
39-44	Suniti Namjoshi, <i>The Conversations of Cow</i>
45-52	Amitav Ghosh, <i>Sea of Poppies</i>

Handwritten notes:
 19-21-25
 26-30
 31-38
 39-44
 45-52
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 10/12/2024

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Suggested Readings:

- Barry, Peter. *Beginning Theory-An introduction to literary and cultural theory*. Manchester: Manchester University Press, 2002. Print.
- Ezekiel, Nissim. *Collected Poems (1952-1988)*. New Delhi: OUP, 1989. Print.
- Frazer, J.G. —*The Worship of Trees*. *Green History: A Reader in Environmental Literature, Philosophy and Politics*. Ed. Derek Wall. New York: Routledge, 1994: 28-29. Print.
- “Beyond Anthropocentricism”. *Thinking like a Mountain*. 35-40. Seed, John.
- Rueckert, William. “Literature and Ecology: An Experiment in Ecocriticism.” *The Ecocriticism Reader: Landmarks in Literary Ecology*. Ed. Cheryll Glotfelty and Harold Fromm. Georgia: U of Georgia P, 1996. Print.
- Coupe, Lawrence, ed. *The Green Studies Reader: From Romanticism to Ecocriticism*. London: Routledge, 2000
- Cheryl Glotfelty and Harold Fromm. *The Ecocriticism Reader: Landmarks in Literary Ecology*
- Selvamony, Nirmal. “Introduction.” *Essays in Ecocriticism*. Ed. Nirmal Selvamony, Nirmaldasan and Rayson K.Alex. New Delhi: OSLE-India, Chennai and Sarup & Sons, 2007. xi-xxxii.
- Love, Glen. “Reevaluating Nature: Toward an Ecological Criticism.” In *The Ecocriticism Reader: Landmarks in Literary Ecology*. Edited by Cheryll Glotfelty and Harold Fromm, 225–240. Athens, GA: University of Georgia Press, 1996
- “Romanticism and Ecocriticism”. Chapter 3. Kate Rigby in *The Oxford Handbook of Ecocriticism* edited by Greg Garrard

Programme : M.A. English

Course Code: MAENG3001E04	New Literatures in English
Credits	4
Course Duration	One Semester
Contact Hours	60 Hrs.
Instruction Method	Class Room Teaching, Seminars/Paper Presentation
Evaluation Method	Continuous Internal Evaluation, assignments, class tests, take-home tests, term papers, presentations, end term exam

Course Objective: This module aims to introduce students to the ‘newness’ of New literatures by acquainting them with theoretical and literary texts that debate the issues of modernity, postcolonialism, globalization, identity, politics, canon etc. They works will be read comparatively, in relation to one another, and as contributions to particular literary and cultural traditions.

- Course Outcome:**
- At the end of the course the students will be able to tell what is meant by New Literatures in English.
 - To gain a wide perspective on New Literatures in English.
 - To interpret literary texts from cultural perspectives of concerned countries.

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16. To attain knowledge about rich intellectual traditions of commonwealth countries and their great thinkers.

Course Contents:

Unit – I Poetry

Margaret Atwood -- Notes Towards a Poem that Can Never be Written,

‘The Animals in that Country’.

Judith Wright -- ‘The Harp and the King’

Derek Walcott -- ‘A Far Cry from Africa’, ‘A City’s Death by Fire’

A.D. Hope--‘Australia’, ‘Standardization’

Unit – II Drama

Mahesh Dattani – *The Final Solution*

Wole Soyinka--*A Dance of the Forest*

Unit – III Novel

Chinua Achebe --*Things Fall Apart*

J. M. Coetzee – *Disgrace*

Unit – IV Non-fiction

Ngugi Wa Thiong’O : “Decolonising the Mind”

Edward Said : “Crisis (in Orientalism)

Session Plan:

Session No.	Topics/Contents
1-2	Introduction to New Literatures, the importance and relevance of it
3-6	Atwood as a Canadian poet, major themes of her poems, analysis of her poems
7-10	Judith Wright as a poet, critical analysis of the poems prescribed
11-14	Derek Walcott as a poet, interpretation and analysis of his poems
15-19	A.D. Hope as an Australian poet. Critical analysis of his poems
20-23	Mahesh Dattani as a modern Indian Playwright, the major themes of his plays, reading and discussion of <i>The Final Solution</i>
24-28	Wole Soyinka as a Nigerian playwright, Reading of the play <i>A Dance of the Forest</i>
29-32	Chinua Achebe as a Nigerian novelist, Okonkwo as the champion of Igbo culture, deconstructive study of <i>The Things Fall Apart</i> ,
33-36	J.M. Coetzee as a novelist , Reading of the novel <i>Disgrace</i>
37-40	Critical study of Ngugi Wa Thiong’O’s ‘Decolonising the Mind’ ,
41-45	Critical reading of Edward Said’s ‘Crisis (in Orientalism)’
46-49	Class test, Presentation , discussion

50-57	Reading and discussion of the texts
58-60	Revision, Clarification of doubts

Suggested Reading:

1. Carrington de Papp, *Margaret Atwood and Her Works*. Toronto: EWC, 1985
2. Cooke, Nathalie. *Margaret Atwood: A Critical Companion*. Connecticut: Greenwood Press, 2004. Print.
3. Brady, Veronica *South of My Days: A Biography of Judith Wright*, Angus & Robertson, 1998
4. Baugh, Edward, *Derek Walcott: Memory as Vision: Another Life*. London: Longman, 1978

5. Burnett, Paula, *Derek Walcott: Politics and Poetics*. Gainesville: University Press of Florida, 2001
6. King, Bruce, *Derek Walcott, A Caribbean Life*. Oxford: Oxford University Press, 2000.
7. Bauch, Marc A., *Canadian self-perception and self-representation in English-Canadian drama after 1967*, Köln, Germany: Wiku Verlag, 2012
8. Douglas Killam and Ruth Rowe (eds.) *The Companion to African Literature*, Oxford: James Currey/Bloomington: Indiana University Press, 2000
9. Ogunyemi, Yemi D, *The Literary/Political Philosophy of Wole Soyinka* 2009.
10. Killam, G. D. *The Writings of Chinua Achebe London*. Heinemann Educational. 1977
11. Gera, Anjali. *Three Great African Novelists*. New Delhi: Creative Books. 2001
12. Ekwe-Ekwe, Herbert. *African Literature in Defence of History: An Essay on Chinua Achebe*. Dakar: African Renaissance. 2001

Programme : M.A. English

Course	MAENG3002E04	Course	Introduction to Stylistics
Code :		Title :	
Credits	4		
Course Duration	One Semester		
Contact Hours	60 Hrs.		
Instruction Method	Class Room Teaching, Seminars/ Workshops and Paper Presentation		
Evaluation Method	Continuous Internal Evaluation, assignments, class tests, take-home tests, term papers, presentations, end term exam		

Course Objective: The course introduces different theories and practices of stylistic interpretation of literary texts. It provides the students with tools to interpret meaning and effect of literary and other discourses by integrating linguistic and literary aspect of texts or discourses.

Course outcomes:

This course will enable the students to

1. Learn to analyse the language of texts.
2. Integrate linguistic elements with literary forms in interpretation of discourses.
3. Interpret texts such as poems, short stories, dramas, fiction for their stylistic features.

Course Contents:

Unit I: Introducing Stylistics

Define style and stylistics; Stylistics as a multi-dimensional discipline
 Historical perspectives in Stylistics: rhetoric and poetics; formalist perspective; functionalist perspective; reader response criticism and stylistics
 Tools of stylistics: sound, lexis, syntax, semantics, context, discourse
 Stylistics features: Cohesion: reference, ellipsis, conjunction, lexical, presupposition; Implicature; Spatio-temporal reference

Unit II: Appreciation of Poetry

Rhythm and metre
 Poetic sound effects –alliteration, assonance, onomatopoeia, enjambment
 Relating poetic form to poetic meaning
 Poetic figure and ground
 Linguistic Foregrounding: Deviation and Parallelism
 Metaphor –cognitive, autological, orientational
 Metonymy and Meronymy

Handwritten notes: *Handwritten notes*

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Unit III: Stylistic analysis of Drama

- Drama's discourse levels
- Dramatic conversation:
 - Speech utterances, verbal and non-verbal fillers, hedges, implicature,
 - Adjacency pairs of dialogue, turn taking
- Characterisation:
 - flat and round characters
 - character social schemata -personal schemata, role schemata, group/ stereotype schemata
- Pragmatics of Drama:
 - Speech Acts
 - Grice's Maxims- Cooperative principle and four maxims
 - Politeness theory and Relevance theory

Unit IV: Stylistic analysis of Fiction, Prose and Other Text Types (e.g. advertisements, newspaper)

- Some terminology: narratives, plot, story, narrative cycle, implied author, implied reader
- Types of narration: homodiegetic / heterodiegetic
- Point of view: spatio-temporal, psychological/ perceptual, ideological/ world-view
- Modality: deontic, epistemic, boulomaic, perception, ability
- Narrator's representation of speech act
- Character's thought representation
- Narrative Worlds: Possible Worlds, Text Actual World, Text World Theory, Schema
- Theory
- Storytelling: Labov's oral narrative model; Propp's morphology of the folktale;
- Emmott's frame theory

Session Plan:

Session No.	Topics/Contents
1-2	Introducing stylistics
3-10	Tools of stylistics
11-19	Stylistics features
20-24	Appreciation of Poetry: theory/concepts
25-29	Practice sessions on poetry
30-34	Stylistic analysis of Drama : theory/concepts
35-39	Practice sessions on Drama
40-44	Stylistic analysis of Prose: theory/concepts
45-49	Practice sessions on Prose
50-55	Stylistic analysis of other text types (e.g. advertisements, newspaper): theory/ Concepts
55-60	Practice sessions on other text types

Suggested Readings:

1. P. Simpson, 2004. *Stylistics: A Resource Book for Students*, Psychology Press.
2. Gregoriot, C. 2009. *English Literary Stylistics*, Palgrave, Macmillan.
3. Jonathan Hope, Laura Wright, 2002. *Stylistics: A Practical Coursebook*, Routledge.
4. Peter Verdonk, 2013. *The Stylistics of Poetry: Context, Cognition, Discourse*, A&C Black.

5. Martin Solly, 2015. *The Stylistics of Professional Discourse*, CUP.
6. Short, Mick (1996) *Exploring the Language of Poems, Plays and Prose*, (Longman).
7. Leech, G.N. & Short, M.H. (1981) *Style in Fiction*, Longman.
8. Burke, Michael, ed. 2014. *The Routledge Handbook of Stylistics*, Routledge.
9. Gavins, Joanna. 2007. *Text World Theory: An Introduction*, Edinburgh Univ. Press.
10. George Lakoff, and Mark Johnson. 2003. *Metaphors We Live By*, University of Chicago Press.

Programme : M.A. English

Course Code :	MAENG3003E04	Course Title:	Tribal and Dalit Literatures in English
Credits	4		
Course Duration	One Semester		
Contact Hours	Minimum 40 Hrs.		
Instruction Method	Class Room Teaching, Seminars/ Workshops and Paper Presentation		
Evaluation Method	Continuous Internal Evaluation		

Objective:

This elective course intends to bring the marginalized literature into the main stream literature. The socio-cultural realities and the complexities of life as portrayed in the different genres of tribal and Dalit literatures deserve the attention of the academia. The students of this course will be acquainted with the different perspectives of Tribal and Dalit literatures and the current discourses going on in these hitherto unfocused areas of literary studies.

Learning Outcomes:

After completion of the course, the learners will be able to:

- Understand the Tribal literature and Dalit literature
- Critically understand the themes of their writing
- Understand the stigma of caste and its suppression
- Compare both Tribal and Dalit literatures
- Distinguish the genres of poetry and prose with the main stream literature
- Interpret the Tribal and Dalit literatures in the historical context

Course Contents:

Unit – I Poetry

- i. Introduction to Tribal and Dalit Literature and Discourse
- ii. Koshal Panwar - 'Life'
- iii. J. V. Pawar - 'Birds in Prison'
- iv. Arun Kamble - 'Which Language I Should Speak?'
- v. Namdeo Dhasal - 'Hunger'

Unit – II Drama

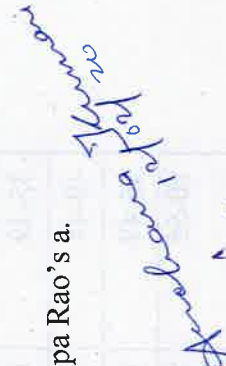
- i. Vijay Tendulkar: *Bride-Price* (Translation of Gurajada Appa Rao's a. *Kanyasulkam*)
- ii. Sumitarani: *Thirst* (Translation of Vinodini's *Daaham*)

Unit – III Novel

- i. Mulk Raj Anand - *Untouchable*
- ii. Cyrus Mistry - *Chronicles of a Corpse Bearer*
- iii. Narayan - *The Araya Woman*
- iv. P. Sivakami - *The Grip of Change*

Unit IV: Non-Fiction


- i. Sharankumar Limbale - *Towards An Aesthetic of Dalit Literature*


 अध्यक्ष / HEAD
 विभागात् ऑफ इंग्लिश
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 दक्षिण बिहार केन्द्रीय विश्वविद्यालय
 UNIVERSITY OF SOUTH BIHAR

- ii. Om Prakash Valmiki - *Joothan*
 iii. D.R. Nagaraj- *The Flaming Feet*
 iv. G.N. Devy. *Painted Words*.

Lecture Plan for the semester:

Lecture/Discussion (Each Session of 1 Hour)	Topics and contents
1-2	Introduction to Dalit Literature and Discourse The beginning of Dalit literature
3-4	Introduction to Tribal Literature and Discourse and its significance in the present times
5-6	Koshal Panwar - 'Life': introduction to the poet, reading poem and analysis/discussion on theme
7-8	J. V. Pawar - 'Birds in Prison': introduction to the poet, reading poem and analysis and discussion on theme
9-10	Arun Kamble - 'Which Language I Should Speak?': introduction to the poet, reading poem and analysis and discussion on theme
11-12	Namdeo Dhasal - 'Hunger': introduction to the poet, reading poem and analysis and discussion on theme
13-18	Vijay Tendulkar: <i>Bride-Price</i> (Translation of Gurajada Appa Rao's <i>Kanyasulkam</i>): The context of the play, its importance, the major, minor themes and its critical appreciation
19-24	Sunitarani: <i>Thirst</i> (Translation of Vinodini's <i>Daaham</i>): the play reading, its background, its context in India, its significance today, its major themes of the play, critical appreciation of the play
25-29	Mulk Raj Anand - <i>Untouchable</i> : The novelist and his background to the context of novel, Significance of the novel in the


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	<p>historical context, the major characters and their analysis, major them of the novel, and critical appreciation</p>
30-33	<p>Cyrus Mistry - <i>Chronicles of a Corpse Bearer</i> : The novelist and his background to the context of novel, Significance of the novel in the historical context, the major characters and their analysis, major them of the novel, and critical appreciation</p>
34-38	<p>Narayan - <i>The Arayer Woman</i>: The novelist and his background to the context of novel, Significance of the novel in the historical context, the major characters and their analysis, major them of the novel, and critical appreciation</p>
39-43	<p>P. Sivakami - <i>The Grip of Change</i>: The novelist and his background to the context of novel, Significance of the novel in the historical context, the major characters and their analysis, major them of the novel, and critical appreciation</p>
44-48	<p>Sharankumar Limbale- <i>Towards An Aesthetic of Dalit Literature</i>: <i>Reading and comprehension of the Dalit aesthetics, Discussion on Dalit aesthetics and comparison of Dalit aesthetics with mainstream Indian aesthetics</i></p>
49-53	<p>Om Prakash Valmiki - <i>J</i> <i>themes and narrative styles of the Novel</i> <i>oothan : Context of the novel, its author, his and Discussion on the major themes</i></p>
54-57	<p>D.R. Nagaraj- <i>The Flaming Feet</i>: Critical reading of the essays and discussion on the major themes.</p>
57 -60	<p>G.N. Devy. <i>Painted Words</i>: <i>Context of the novel, its author, his themes and narrative styles and Discussion on the major themes of the novel</i></p>

Suggested Readings:

1. B. R. Ambedkar *Annihilation of Caste*, 1936.

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2. B.R. Ambedkar *The Untouchables: who were they and why they become untouchables?*
3. Dangle, Arjun. *Poisoned Bread: Translations from Marathi Dalit Literature*. New Delhi: Orient Blackswan, 209.
4. K Satyanarayana& Susie Tharu (ed). *No Alphabet in Sight: New Dalit Writings from South India*. New Delhi: Penguin Boks. 2011
5. R. Kumar. *Dalit Personal Narratives*. New Delhi: Orient Blackswan
6. Singha, Sankar Prasad (ed.). *Towards social change: Essays on Dalit Literature*. *Orient Black Swan*, 2014
7. Vasant Moon, Gail Omvedt, Eleanor Zelliott's *Growing up Untouchable in India: A Dalit Autobiography*. Rowman Littlefield

Programme : M.A. English

Course Code :	MAENG3004E04 4	Course Title :	Contemporary World Literature
Credits	4		
Course Duration	One Semester		
Contact Hours	Minimum 40 Hrs.		
Instruction Method	Class Room Teaching, Seminars/ Workshops and Paper Presentation		
Evaluation Method	Continuous Internal Evaluation		

This course is designed to give a comparative view English writings across the continents. Both 20th and 21st century writers have been considered in the backdrop of the wide-ranging historical events, geographical realities, and cultural practices that have shaped their art with a view to showing how these writers have handled human condition in general, irrespective of their national identities and commitments, and how they have reconciled past trauma and present situation, tradition and change, pain and pleasure, and ecstasy and melancholy. A comparative reading of works from India, Singapore, Norway, Turkey, Palestine, Mexico, Poland, Canada, Germany, Italy, New Zealand and Austria will be possible for the students.

Course Objectives:

1. To endorse the ideal of one world, beyond national frontiers, by embracing the concept of *Viswa-Sahitya* as visualized by Tagore or Goethe's *Weltliteratur*, that will promote international understanding and project the essential unity of human experience.
2. To identify and explore the intricacies art in varied contexts through the works prescribed and appreciate their cross cultural and cross continental substances.
3. To understand the relative places of authors and their works in their respective literary traditions.

Course Contents

Unit I: Prose

- Edward Said's "Travelling Theory" (1982)
- David Damrosch's "What is World Literature?" (2003)
- Franco Moretti's "Conjunctures on World Literature" (2007)
- Susan Bassnett's "What is Comparative Literature" (2011)

Unit II: Poetry

- Edwin Thumboo (Singapore): 'Gods Can Die', 'May 1954'
- Tomas Tranströmer (Norway): 'The Scattered Congregation', 'Below Freezing'
- Octavio Paz (Mexico): 'Small Variations', 'The Key of Water'
- Mahmoud Darwish (Palestine): 'On Wishes', 'It is Night and she is Lonely'
- Jayant Mahapatra (India): 'A Monsoon Day', 'Rable', 'Sanskrit'
- Jacques Dupin (France): 'Mineral Kingdom', 'My Body'

Unit III: Fiction: Novels and Short Stories

- Orhan Pamuk (Turkey): *Snow*

V. S. Naipaul (Trinidad & Tobago): Magic Seeds
 Italo Calvino (Italy): *Invisible Cities*
 Alice Munero (Canada) "The Bear Came over the Mountain"
 Salman Rushdie (India): "The Firebird's Nest"

Unit IV: Drama and Screenplays (Films)

Girish Karnad (India): *Tale Danda (Death by Beheading)*
 Briar Grace-Smith (New Zealand): *Purapurawhetu*
 Peter Handke (Austria): *Wings of Desire* (Screenplay)
 Roman Polanski (France): *The Pianist* (Screenplay)

Session Plan:

Session No.	Topics/Contents
1	Introduction to World Literature
2-4	Edward Said's "Travelling Theory" (1982)
5-8	David Damrosch's "What is World Literature?" (2003)
9-12	Franco Moretti's "Conjunctures on World Literature" (2007)
13-17	Susan Bassnett's "What is Comparative Literature" (2011)

18-22	Edwin Thumboo (Singapore): 'Gods Can Die', 'May 1954' Tomas Tranströmer (Norway): 'The Scattered Congregation', 'Below Freezing'
23-27	Octavio Paz (Mexico): 'Small Variations', 'The Key of Water' Mahmoud Darwish (Palestine): 'On Wishes', 'It is Night and she is Lonely'
28-32	Jayant Mahapatra (India): 'A Monsoon Day Fable', 'Sanskrit' Jacques Dupin (France): 'Mineral Kingdom', 'My Body'
33-37	Orhan Pamuk (Turkey): <i>Snow</i>
38-42	V. S. Naipaul (Trinidad & Tobago): Magic Seeds
43-47	Italo Calvino (Italy): <i>Invisible Cities</i>
48-52	Alice Munero (Canada) 'The Bear Came over the Mountain' Salman Rushdie (India) 'The Firebird's Nest' <i>Sarah</i> <i>12</i> <i>Superintendent's HEAD</i>
53-54	Girish Karnad (India): <i>Tale Danda (Death by Beheading)</i> <i>12</i>

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55-56

Briar Grace-Smith (New Zealand): *Purapurawhetu*

57-58

Peter Handke (Austria): *Wings of Desire* (Screenplay)

58-60

Roman Polanski (France): *The Pianist* (Screenplay)

Suggested Readings

- John David Pizier. *The Idea of World Literature*. 2006.
 Tórtósy de Zepetnek, Steven, and Tutun Mukherjee (eds.). *Companion to Comparative Literature, World Literatures, and Comparative Cultural Studies*. 2013.
 J.D. McClathy(ed.). *The Vintage Book of Contemporary World Poetry*. 1996.
 Theo D'haen, David Damrosch, Djelal Kadir (eds.). *The Routledge Companion to World Literature*. 2016.
 David Damrosch. *World Literature in Theory*. 2014.
 ---. *Teaching World Literature*. 2007.
 Susan Basnett. *Comparative Literature*. 2011.
 Hannah Arndt. *The Human Condition*. 1958.

Programme : M.A. English

Course	MAENG4001E04	Course	Gender, Sexuality and Social Change
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Code :

Title :

Credits

4

Course Duration

One Semester

Contact Hours

60 Hrs.

Instruction Method

Class Room Teaching, Seminars/ Workshops and Paper Presentation

Evaluation Method

Continuous Internal Evaluation, assignments, class tests, take-home tests, term papers, presentations, end term exam

Course Objective: The course provides opportunities to explore the multidisciplinary relevance of gender and sexuality as a subgenre of literature. In hues of cultural, regional and ideological perspectives the selected works delve deep into the diverse experiences across the literary dimensions. The study will strive to iterate and reiterate to counter the monolithic views of the social world in both sexual as well as gender dimensions. The interlocking nature of oppression irrespective of age and ages remains the prime idea in context of theoretical perspectives.

Course outcomes:

This course will enable the students to

4. Develop an understanding of different theoretical perspectives on the relationships between gender, sexuality and social change.
5. Critically analyse social practices and cultural representations of gender.

Course Contents:

Section A: Gender and Sexuality: Major concepts in Theory

- Freud: "Sexual Aberration" from *Three essays on the Theory of Sexuality*
 Foucault: Introduction to History of Sexuality
 Cixous: "Laugh of the Medusa"
 Connell: "Hegemonic Masculinity"
 Butler: "Sex and Gender in Simon de Beauvoir's The Second Sex"

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Sylvio Federici: "Wages against Housework"

Section B: Gender and Sexuality: Some Literary Texts

Ismat Chughtai- *Lihaf* (The Quilt)

Manju Kapoor- *Married Woman*

Hoshang Merchant- *Yaarana*: "The Slaves", "Moonlight Tandoori",

"The Sweetest of All",

Mahesh Dattani- *Dance Like a Man*

Section C: Gender, Sexuality and Social Change

Women and education

Labour force restructuring

Sexual harassment of women in workplace

Session Plan:

Session No.	Topics/Contents
1	Introduction
2-6	Freud: "Sexual Aberration" from <i>Three essays on the Theory of Sexuality</i>
7-10	Foucault: Introduction to History of Sexuality "We 'Other' Victorians"
11-15	Cixous: "Laugh of the Medusa"
16-21	Connell: "Hegemonic Masculinity" and Butler: "Sex and Gender in Simon de Beauvoir's The Second Sex"

22-25	Sylvio Federici: "Wages against Housework"
26-31	
32-34	Ismat Chughtai- <i>Lihaf</i> (The Quilt)
35-40	Manju Kapoor- <i>Married Woman</i>
41-44	Hoshang Merchant- A Selection from <i>Yaarana</i> : Gay Writing from India
45-50	Mahesh Dattani- <i>Dance Like a Man</i>
51-53	Women and education
54-56	Labour force restructuring
57-60	Sexual harassment of women in workplace

Suggested Readings:

1. Friedrich Engels- The Origin of the Family Private Property and the State
2. Simone De Beauvoir- The Second Sex 1949
3. Mary Daly- Gyn/ Ecology
4. Judith Butler- Gender Trouble Routledge
5. Henry Abelove- (ed) The Lesbian and Gay Studies Reader
6. Philomena Essed, David Goldberg, An Audrey Kobayashi (eds.) A Companion to Gender Studies
7. Tim Edwards- Cultures Of Masculinities
8. Hoshang Merchant- Forbidden Sex, Forbidden Texts. Routledge
9. Joseph Bristow- Sexuality
10. Vishaka v/s State of Rajasthan, Supreme Court guidelines, Prevention and Resolution

Programme : M.A. English	अध्यक्ष / HEAD
Course : M.A. ENGLISH	डिपार्टमेंट ऑफ इंग्लिश
Code : 4	DEPARTMENT OF ENGLISH
	दक्षिण बिहार केंद्रीय विश्वविद्यालय
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Credits	4
Course Duration	One Semester
Contact Hours	60 Hrs.
Instruction Method	Class Room Teaching, Seminars/Film Screening, and Paper Presentation
Evaluation Method	Continuous Internal Evaluation, assignments, class tests, take-home tests, term papers, presentations, end term exam

Course Objectives: Adaptation of Literature into films began almost immediately after the development of Cinema. Critics and admirers have been comparing various genres of Literature to films ever since the first adaptation was made. The course seeks to define subtle nuances of Film and Literature in familiar terms to prove the inter-penetrability of the related discourses. A comparative analysis of various prescribed Literature and their adaptations into Films or vice versa will enable the students to look into the intricacies of film and literature adaptations.

Course outcomes:

This course will enable the students to

1. Understand the language of films and its techniques
2. Relate the language of films with the language of literature
3. Criticize adaptations of literary texts through filmic techniques
4. Relate different modes of discourses in terms of films and literature

Course Contents:

1. Understanding Films

Filming techniques:

Seeing film: mise-en-scene; cinematography; editing

Hearing film: silence; sound and music

Film Theory:

- Andre Bazin; 'The Evolution of the Language of Cinema'
- Maya Deren: 'Cinematography: The Creative use of Reality'
- Laura Mulvey: 'Visual Pleasure and Narrative Cinema'

2. Adaptation Studies

Dudley Andrew: Adaptation

Robert Stam: 'Beyond Fidelity: the Dialogics of Adaptation'

Sergei Eisenstein: 'Dickens, Griffith, and the Film Today'

3. Indian Cinema

Ashish Rajadhyaksha: 'Indian Cinema: Origins to Independence' / Alison Griffiths:

'Discourses of Nationalism in Guru Dutt's *Pyasa*'

Satyajit Ray: 'Indian New Wave'

Satyajit Ray: 'My Life, My Work'

4. Study of Authors and Auteurs

Rabindranath Tagore and Ruskin Bond

Satyajit Ray and Shyam Benegal

Films for viewing and discussion:

Eisenstein's *Battleship Potemkin*

Maya Deren's *Meshes in the Afternoon*

Guru Dutt's *Pyasa*

Shonali Bose's *Amu*

Satyajit Ray's *Ghare Baire*

Shyam Benegal's *Flight of Pigeons*

Pamela Rooks' *Train to Pakistan*

Elliott Nugent's *The Great Gatsby*

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Session Plan:

Session No.	Topics/Contents
1-2	Relating film and literature
3-8	Understanding film techniques: mise-en-scene; cinematography
9-11	Seeing films: Editing
13-14	Film (scenes) viewing for techniques: scenes from <i>Battleship Potemkin</i> , <i>Citizen Kane</i> , <i>American Beauty</i>
15-17	Hearing film: silence; sound and music
18-19	Film (scenes) viewing for silence, sound and music
20-24	Discussion of Andre Bazin's article
25-27	Discussion of Maya Deren's article

28	Viewing Deren's <i>Meshes in the Afternoon</i>
29-30	Discussion of Laura Mulvey's article
31-39	Adaptation studies
40-50	Viewing Film adaptations and discussion on select films
51-55	Indian cinema; discussion of articles on Indian cinema
55-60	Study of select authors and auteurs

Suggested Readings:

- Alison Griffiths, 'Discourses of Nationalism in Guru Dutt's *Pyasa*', from *Deep Focus* 6, 1996, pp. 24-31
- Asauddin, M. and Anuradha Ghosh (ed). *Filming Fiction*: Tagore Premchand and Ray, Oxford University Press, New Delhi, 2012.
- Ashish Rajadhyaksha, 'Indian Cinema: Origins to Independence', in Geoffrey Nowell Smith, ed. *The Oxford History of World Cinema*, New York and Oxford: Oxford University Press, 1996, pp. 398-409
- Andre Bazin, 'The Evolution of the Language of Cinema', from *What is Cinema* Volume 1, trans. Hugh Gray, Berkeley, Los Angeles and London: University of California Press, 1967, pp. 23-40
- Ray Satyajit, *Our Films, Their Films*, Calcutta, Orient Longman, 1976.
- Ray Satyajit, *Speaking of Films*, India, Penguin, 2005.
- Chakravarty, Sumita S. *National Identity in Indian Popular Cinema, 1947-1987*, Oxford University Press, 1996.
- Coorigan, Timothy (ed). *Film and Literature: An Introduction and Reader*, Routledge, London, 2012
- David Bordwell, 'Classical Hollywood Cinema: Narrational Principles and Procedures', in Philip Rosen, ed. *Narrative, Apparatus, Ideology*, New York: Columbia University Press, 1986, pp. 17-34
- Dix, Andrew. *Beginning Film Studies*, Viva Books, New Delhi, 2010.
- Dr. Kishore Valicha. *The Moving Image: A Study of Indian Cinema*, Orient Longman, 1988.
- Ella Shohat, 'Sacred Word, Profane Images: Theologies of Adaptation', from Robert Stam and Alessandra Raengo, eds. *A Companion to Literature and Film*, Malden and Oxford: Blackwell Publishing, 2004, pp. 23-45
- Encyclopedia of Hindi Cinema, Encyclopedia Britannica, New Delhi, 2003.

Erik Barnauw, S. Krishnaswamy. *Indian Film*, Oxford University Press, New York, 1980.

Laura Mulvey, 'Visual Pleasure and Narrative Cinema', Philip Rosen, ed. *Narrative, Apparatus, Ideology: A Film Theory Reader*, New York: Columbia University Press, 1986.

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 12/10/20
 Ashish Rajadhyaksha
 12/10/20

Code : 4

Title :

Credits	4
Course Duration	One Semester
Contact Hours	40 Hrs.
Instruction Method	Class Room Teaching, Seminars/ Workshops and Paper Presentation
Evaluation Method	Continuous Internal Evaluation

Objective:

This course will give students a better idea of the role of materials within the ELT curriculum, and provide them with tools to investigate learners' needs, plan courses for ESP and General English classes. At the same time, it will enable students to analyze, design and adapt tasks and materials for their students in future. Students will have the opportunity to apply theory and principles from these earlier courses and put them to practical use. Finally, the students will critically evaluate the published material.

Learning Outcomes: After completion of the course, learners will be able to:

- Understand the importance of classroom materials
- Compare the material rich environment and non-material environment
- Map the different varieties of materials for language teaching
- Critically evaluate the value of different materials
- Acquaint with variety of material for teaching four basic language skills
- Analyse the appropriate material for evaluation for the present need

Course Content:**I. Importance of material preparation**

- i. Importance of material
- ii. Material rich and material poor environments
- iii. Material for specific learner and material for general learners
- iv. Types of material

II. Material design for curriculum development

- i. Role of material in curriculum development
- ii. Syllabus types and material
- iii. Needs Analysis for material design
- iv. Designing instructional material for teaching basic skills: Listening, Speaking, Reading and Writing

III. Evaluation of ELT materials

- i. Context of evaluation
- ii. External evaluation
- iii. Internal evaluation
- iv. Criteria for language teaching material evaluation

IV. Adaptation of ELT materials

- i. Context of adaptation
- ii. Reasons for adaptation
- iii. Principles and procedures
- iv. Socio-cultural appropriateness

Lecture Plan for the semester:

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Lecture/Discussion (Each Session of 1 Hour)	Topics and contents
1-2	Introduction to material design and importance of the course
3-4	Course book material and supplementary material
5-6	Material rich and material poor environments
7-8	Material for specific learner and material for general learners
9-10	Types of material and a brief history of their evolution
11-12	Role of material in curriculum development
13-18	Types of syllabus and material
19-26	Needs Analysis for material design
27-37	Designing instructional material for teaching basic skills: Listening, Speaking, Reading and Writing
38-39	Context of evaluation
40-42	External evaluation
43-45	Internal evaluation
46-47	Criteria for language teaching material evaluation
48-51	Context of adaptation
52-54	Reasons for adaptation
55-57	Principles and procedures
58-60	Socio-cultural appropriateness

Suggested Readings:

- Brown, D. B. (1994). Principles of language learning and teaching. Cambridge: CUP.
- Coelho, E. (2004). Adding English: A guide to teaching in multilingual classrooms. Ontario: Pippin Publishing Corporation.
- Duquettee, G. (1995) Second language practice: classroom strategies for developing communicative competence. New York: Multilingual Matters.
- F. Dubin & E. Olshtain (2000). Developing programs and materials for language learning. Cambridge: CUP.
- Geri McArdle. (1998). Conducting a needs analysis. London: Crisp Publication.
- Harwood, N. (2010). English language teaching materials: Theory and practice. Cambridge: CUP.
- Hutchinson, T. (1987). English for specific purposes. Cambridge: CUP.
- Jordan, R.R. (1997). English for academic purposes: A guide and resource book for teachers. Cambridge: CUP.
- Long, M.H. (2005). Second language needs analysis. Cambridge: CUP.

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9. Prabhu, N.S.(1987). Second language pedagogy. Oxford: OUP.
10. Richards, J.C. (2001). Curriculum development in language teaching. Cambridge: CUP.
11. Seliger, H.W.(1989). Second language research methods. Oxford: OUP.
12. Tomlinson, B. (2007). Materials development in language teaching. Cambridge: CUP.
13. Willis, J. (1996). A framework for task-based learning. Cambridge: CUP.

Programme : M.A. English

Course Code :	MAENG4004E04	Course Title :	Indian Intellectual Tradition
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Credits	4
Course Duration	One Semester
Contact Hours	60 Hrs.
Instruction Method	Class Room Teaching, Seminars/Paper Presentation
Evaluation Method	Continuous Internal Evaluation, assignments, class tests, take-home tests, term papers, presentations, end term exam

Course Objective: This course intends to introduce the students to various intellectual traditions that have gone into the making of Indian culture and ethos. It includes different literary theories for finer understanding, interpretation and analyses of Indian literature as well as literature of the world from Indian point of view. Students will also be acquainted with major Indian philosophical schools of thought and the contribution of contemporary thinkers to the great Indian intellectual traditions.

Course Outcome:

At the end of the course the students will

1. Gain a wide perspective on intellectual traditions of India
2. Interpret literary texts from Indian perspective
3. Attain knowledge about rich intellectual traditions of India and its great thinkers

Course contents:

Unit – I Major Indian Literary Theories

- i. Aesthetic experience: Rasa
- ii. Principle of figurativeness: Alamkar
- iii. Mode of expression: Riti
- iv. Verbal symbolism: Dhvani
- v. Principle of deviation: Vakroti
- vi. Style and compositional value: Guna/Dosa
- vii. Propriety: Auchitya

Unit – II Indian Philosophical Tradition I

- i. Samkhya
- ii. Yoga
- iii. Nyaya
- iv. Vaisesika
- v. PurvaMimamsa
- vi. Uttar Mimamsa (Vedanta: Advaita and Dvaita)

Unit – III Indian Philosophical Tradition II

- i. Charavasa
- ii. Buddhism
- iii. Jainism
- iv. Sufi Tradition


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 CENTRAL UNIVERSITY OF SOUTH BIHAR

Unit – IV Thinkers

Dayanand Saraswati, Aurobindo Ghosh, Swami Vivekananda, Rabindranath Tagore, M. K. Gandhi, Jyotiba Phule, S Radhakrishnan, M. N. Roy, Bhalchandra Nemade

Session Plan:

Session No.	Topics/Contents
1-2	Introducing Indian literary theories
3-6	Aesthetic experience: Rasa
7-10	Principle of figurativeness: Alamkar
11-14	Mode of expression: Riti
15-19	Verbal symbolism: Dhvani
20-23	Principle of deviation: Vakroti
24-28	Style and compositional value: Guna/dosa
29-32	Propriety: Auchitya
33	Introducing Indian Philosophical Tradition
34-36	Samkhya and Yoga
37-39	Nyaya and Vaisesika
40-43	Purva Mimamsa and Uttar Mimamsa
44-48	Buddhism and Jainism
49-52	Charavaka and Sufi Tradition
53-60	Discussion on select Great Indian Thinkers

Suggested Reading:

1. Anandavardhana. Dhvanyaloka, translated by K. Krishnamoorthy
2. Amiya Dev, Sisir Kumar Das. Comparative Literature: Theory and Practice, IAS in association with Allied Publishers, New Delhi, 1989.
3. Aurobindo. The Essential Aurobindo – Writings of Sri Aurobindo
4. Bhalchandra Nemade. Nativism (Desivad), Indian Institute of Advanced Study, Shimla
5. Bharata. Natyasastra, translated by G. K. Bhatt
6. Bhartrhari, translated by K. Raghavan Pillai, Motilal Banarsidas, 1971.
7. Dandin. Kavyadarsa, translated by V. V. Sastrulu, Madras, 1964.
8. G. N. Devy (ed). Indian Literary Criticism: Theory and interpretation, Orient Longman, Hyderabad, 2004.
9. Kapil Kapoor. Language, Linguistics and Literature: The Indian Perspective, Academic Foundation: New Delhi, 1994.
10. Kapil Kapoor (ed). Indian Knowledge Systems, Edited (A.K. Singh, Co-editor), DK Print World, New Delhi, 2005.
11. Kuntaka. Vakroti-jivita, translated by K. Krishnamoorthy
12. Ksemendra. Auchityavivacararca
13. M. N. Roy. Radical Humanist, (ed) Innaiah Nariseti, 1952.
14. P. T. Raju. The Philosophical Traditions of India, George Allen and Unwin Ltd., 1971.
15. Vamana. Kavyalamkarasutra, translated by Ganganath Jha, Poona Oriental Series 35, Oriental Book Agency, 1928.
16. Vivekananda. Vedanta Philosophy: An address before the Graduate Philosophical Society (1896)

Programme : M.A. English

Course

Code :

MAENG4005EGL Course

Title :

English Writing from Bihar

बिहार विश्वविद्यालय
CENTRAL UNIVERSITY OF SOUTH BIHAR

<i>Credits</i>	4
<i>Course Duration</i>	One Semester
<i>Contact Hours</i>	60 Hrs.
<i>Instruction Method</i>	Class Room Teaching, Seminars/Paper Presentation
<i>Evaluation Method</i>	Continuous Internal Evaluation, assignments, class tests, take-home tests, term papers, presentations, end term exam

Objective:

This course aims at providing an introduction to the history of Indian writing in English which evidently originated from Bihar in 1794. It brings into focus some of the authors who did not get the critical attention they deserved on the national scale. The approach calls for a detailed reading of select pieces of poetry, drama, novel and literary criticism that the authors offered to their reading public. Both the old guards and the contemporary writers have been included in the course in the backdrop of socio-cultural, regional and pre and post-colonial impacts.

Course Outcome:

On the completion of this course, students will be able to:

1. Have a fresh historicity of Indian writing in English.
2. Identify and evaluate through the prescribed texts the contribution of these authors to the corpus of Indian writing in English.
3. Critically respond to Indian texts in their context.
4. Acquire knowledge of various discourses of high order in Indian writings in English.

Course Content

Unit – I Poetry

Avadh Behari Lall: ‘An Address to Ind.’, ‘The White Man’s True Burden’

R. K. Singh: ‘I Do Not Question’, ‘Smallness’

Amarendra Kumar: ‘Poetic Myth’, ‘Composing a Dance’

Tabish Khair: ‘South Delhi Murder’, ‘Stone’

Ravinandan Sinha: ‘Famine’, ‘At the Golconda Fort’

Unit – II Drama

Syed Mehdi Imam: *The Folklore of Ancient Greece*

K. K. Sinha: *Sanjogita*

Unit – III Prose/ Novel

Sake Dean Mahomet: *The Travels of Dean Mahomet*

Amitav Kumar: *Passport Photo*

Raj Kamal Jha: *The Blue Bedspread*

Tabish Khair: *The Thing about Things*

Unit – IV Literary Criticism

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 DEPARTMENT OF ENGLISH
 राष्ट्रीय विद्यापीठ, सौराष्ट्र
 CENTRAL UNIVERSITY OF SOUTH BIHAR

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Kalimuddin Ahmad: "The Meaning of Criticism"

Damodar Thakur: "Intention and Idiom in Modern Poetry"

Meenakshi Mukherjee: "Churning the Seas of Treacle: Three Ways"

Session Plan:

Session No.	Topics/Contents
1	Introduction
2-5	Avadh Behari Lal: 'An Address to Ind.', 'The White Man's True Burden'
6-8	R. K. Singh: 'I Do Not Question', 'Smallness'
9-12	Amarendra Kumar: 'Poetic Myth', 'Composing a Dance'
13-16	Tabish Khair: 'South Delhi Murder', 'Stone'
17-20	Ravinandan Sinha: 'Famine', 'At the Golconda Fort'
21-25	Syed Mehdi Imam: <i>The Folklore of Ancient Greece</i>
26-29	K. K. Sinha: <i>Sanjogita</i>
30-34	Sake Dean Mahomet: <i>The Travels of Dean Mahomet</i>
35-39	Amitav Kumar: <i>Passport Photo</i>
40-45	Raj Kamal Jha: <i>The Blue Bedspread</i>
46-51	Tabish Khair: <i>The Thing about Thugs</i>
52-55	Kalimuddin Ahmad: "The Meaning of Criticism"
56-58	Damodar Thakur: "Intention and Idiom in Modern Poetry"
59-60	Meenakshi Mukherjee: "Churning the Seas of Treacle: Three Ways"

Suggested Reading:

Ravinandan Sinha: *History of English Literature in English*, B.R. Publishing Corporation, New Delhi, 2019

Meenakshi Mukherjee: *The Perishable Empire*, Oxford (India Paperbacks)

Babu Avadh Behari Lal: *Behar and Other Poems 1897*. Reprint: India, Bihar & Other Poems. AMS Publications, Kankarbagh, Patna, 2010

R. K. Singh: *I Do Not Question and There Is No Paradise and Other Selected Poems 2019*

Amarendra Kumar: *Voice Modulations*. Novelty & Co., Patna, 2012

R. N. Sinha: *Harbour Lights*, Writers Forum, Ranchi 1998

Kalimuddin Ahmad: "The Meaning of Criticism". *Current Studies (A Research Journal of Patna College)* 1953. Reprint: Golden Jubilee Edition 2002

Damodar Thakur: "Intention and Idiom in Modern Poetry". *Flight of A White Swan. Commemoration Volume*, Singuwar, Dhrabharaga-2015

K. K. Sinha: *Sanjogita*. 1903 (Available in National Library, Kolkata)

Dean Mahomet: *The Travels of Dean Mahomet, a Native of Patna in Bengal, through Several*

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SOUTH BIHAR

Parts of India, 1794. Reprint edited by Michael H. Fisher, OUP, 1996

Amitav Kumar: *Passport Photo*

Siddharth Chowdhury: *Day Scholar*, Picador, New Delhi, 2010

Tabish Khair: *The Thing about Thugs* (2009). HarperCollins India, 2010

Tabish Khair; *Where Parallel Lines Meet*, 2000

Raj Kamal Jha: *The Blue Bedsread*. Picador India, 2001

Syed Mehdi Imam: *The Folklore of Ancient Greece (A Dramatization of Select Greek Legends)* 1939. Reprint Motilal Banarsidas, 1976

Programme : M.A. English

Course Code :	MAENG4006E04	Course Title :	South Asian Literature in English
Credits	4		
Course Duration	One Semester		
Contact Hours	60 Hrs.		
Instruction Method	Class Room Teaching, Seminars/Paper Presentation		
Evaluation Method	Continuous Internal Evaluation, assignments, class tests, take-home tests, term papers, presentations, end term exam		

Course Content

Unit – I Poetry

Sri Aurobindo: ‘Bride of the Fire’, ‘Rose of God’

Vikram Seth: ‘A Little Distance’

Laxmi Prasad Devkota: ‘The Beggar’ (Bikhari)

Yasmine Gooneratne: ‘This Language, This Woman’, ‘There Was a Country’

Fahmida Riaz: ‘The Laughter of a Woman’, ‘Voice of Stone’

Unit – II Drama

Girish Karnad: *Boiled Beans on Toast*

Ernest Mac Intyre: *Rasanayagam’s Last Riot*

Unit – III Fiction

Prajwol Parajuly: *The Gurkha Daughter*

Manjushree Thapa: *Seasons of Flight*

Kunzang Choden: *Circle of Karma*

Taslina Nasreen: *Lajja*

Atiq Rahimi: *Earth and Ashes*

Unit – IV Non Fictional Prose

A. K. Ramanujan: *Is There an Indian Way of Thinking?*

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DEPARTMENT OF ENGLISH
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CENTRAL UNIVERSITY OF SOUTH BIHAR

Session Plan:

Session No.	Topics/Contents
1	Introduction
2-5	Sri Aurobindo: 'Bride of the Fire', 'Rose of God'
6-8	Vikram Seth: 'A Little Distance'
9-10	Laxmi Prasad Devkota: 'The Beggar' (Bikhari),
11-17	Yasmine Gooneratne: 'This Language, This Woman', 'There Was a Country'
18-22	Fahmida Riaz: 'The Laughter of a Woman', 'Voice of Stone'
23-27	Girish Karnad: <i>Boiled Beans on Toast</i>
28-33	Ernest MacIntyre: <i>Rasanayagam's Last Riot</i>
34-38	Prajwol Parajuly: <i>The Gurkha Daughter</i>
39-42	Manjushree Thapa: <i>Seasons of Flight</i>
43-48	Kunzang Choden: <i>Circle of Karma</i>
49-51	Taslina Nasreen: <i>French Lover</i>
52-55	Atiq Rahimi: <i>Earth and Ashes</i>
56-60	Non-fictional prose

Suggested Reading

1. Makarand Paranjape (ed.) *Indian Poetry in English*. Madras: Macmillan, 1993
2. Yasmine Gooneratne: 'This Language, This Woman', 'There Was a Country' in Rajiva Wijesinha edited *An Anthology of Sri Lankan Poetry in English*, English Association of Sri Lanka, 1998

Self-study/Skill course

Programme : M.A. English			
Course Code :	MAENG1001S04	Course Title :	Soft Skills and Personality Development
Credits	0		
Course Duration	One Semester		
Contact Hours	60 Hrs.		
Instruction Method	Class Room Teaching, Practice Sessions, Paper Presentation, Mock Interview, etc.		
Evaluation Method	Continuous Internal Evaluation (assignments, class tests, take-home tests, mid- semester tests, term papers, presentations) (30%) & End Semester		

Objective: The objectives of the course are:

1. To develop inter personal skills of the students and make them a good team player.
2. To develop their professional skills along their idealistic, practical and moral values.
3. To develop communication and problem solving skills.
4. To re-engineer their attitude and make them understand its influence on behavior

Course Outcome:

At the end the course the learners with be able to:

1. Adapt themselves in a better way in any profession.
2. Work in a team or group and lead a group of professionals.
3. Communicate effectively at their workplace and in their personal life
4. Develop a pleasant and likable personality.

Course contents:

Unit – I

Personality – An Explanation; Categories of Personality; Importance of Self Image; How to Identify the Personality Type; Factors Affecting Personality Development; The Role of These Factors in Contributing to Personality Development
SWOT Analysis, Who am I, Attributes, Importance of Self Confidence, Self Esteem.

Unit – II

Out of box thinking, Lateral Thinking.

Factors influencing Attitude, Challenges and lessons from Attitude, Etiquette
Factors of motivation, Self talk, Intrinsic & Extrinsic Motivators.

Unit – III

Time Management

Stress Management

Conflict Management

Unit – IV

Leadership

Interpersonal Behaviour

Communication in organizations

Session Plan:

Session No.	Topics/Contents
1-5	Personality – An Explanation; Categories of Personality; Importance of Self Image; How to Identify the Personality Type; Factors Affecting Personality Development; The Role of These Factors in Contributing to Personality Development
6-10	SWOT Analysis, Who am I, Attributes, Importance of Self Confidence, Self Esteem

11-15	Out of box thinking, Lateral Thinking.
16-20	Factors influencing Attitude, Challenges and lessons from Attitude, Etiquette
21-25	Factors of motivation, Self talk, Intrinsic & Extrinsic Motivators.
26-30	Time Management
32-40	Stress Management
40-45	Conflict Management
46-50	Leadership
51-55	Interpersonal Behaviour
56-60	Communication in organization

Text Books

1. Hurlock, E.B (2006). Personality Development, 28th Reprint. New Delhi: Tata McGraw Hill.
2. Stephen P. Robbins and Timothy A. Judge(2014), Organizational Behavior 16th Edition: Prentice Hall.

Suggested Reading:

1. Andrews, Sudhir. How to Succeed at Interviews. 21st (rep.) New Delhi. Tata McGraw-Hill 1988.
2. Heller, Robert. Effective leadership. Essential Manager series. Dk Publishing, 2002
3. Hindle, Tim. Reducing Stress. Essential Manager series. Dk Publishing, 2003
4. Lucas, Stephen. Art of Public Speaking. New Delhi. Tata - Mc-Graw Hill. 2001
5. Mile, D.J Power of positive thinking. Delhi. Rohan Book Company, (2004).
6. Pravesh Kumar. All about Self- Motivation. New Delhi. Goodwill Publishing House. 2005.
7. Smith, B . Body Language. Delhi: Rohan Book Company. 2004

Programme : M.A. English

Course Code :	MAENG2001S0	Course Title :	English for Academic Writing
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Credits	0
Course Duration	One Semester
Contact Hours	60 Hrs.
Instruction Method	Class Room Teaching, Seminars/Film Screening, and Paper Presentation
Evaluation Method	Continuous Internal Evaluation, assignments, class tests, take-home tests, term papers, presentations, end term exam

Course Objectives: The course focusses on developing skills to convert a general text into an academic text of various rhetoric structures such as essays, term papers, reports, synopsis, abstracts or thesis. The contents of the course empower the students to be able to write coherent and cohesive text with grammatically correct language appropriate to the context. It will create among students awareness regarding the importance of writing process in research work and ethics to be maintained in academic writing.

Course outcomes:

- सर्व प्रश्नों का उत्तर देना*
- सर्व प्रश्नों का उत्तर देना*
1. Develop critical reading and writing skills
 2. Be familiar with the techniques and format of academic writing.
 3. Be able to write different forms of academic prose in English.
 4. Present research works in a clear and structured manner.
 5. Develop research, revision and editing skills in academic writing.

Course Contents:

Unit I

Summarizing: Skimming and Scanning
Paraphrasing
Writing Definitions; Expressing Opinions and ideas
Describing Sources, Facts, Evidence, Data, Numbers, Statistics, Graphs and Diagrams
Expressing Time, Cause and Effect
Working with Academic Vocabulary

Unit II

Writing clear thesis statement
Logical Flow and coherence between sentences and paragraphs
Referring to ideas, subjects and objects throughout the text
Use of synonyms, demonstratives & pronouns
Use of Connecting Words: conjunctions and transition signals

Unit III

Report Writing (Field Reports, Term Papers): Function; Planning: making a Mind Map;
Developing a theme; Integration: Structure and format
Synopsis writing and Abstract writing
Critical Reading, Note Taking & Critical Thinking

Unit IV

Re-Reading Thesis for Grammar, Punctuation and Style:
Grammatical Errors, Errors in Sentence Fragments and Run on
Sentences Errors in language use according to context
Punctuation Errors

Referencing style and format: Types of Referencing; Citation Bibliography and
References; Footnotes and Endnotes
Ethics in Academic Writing:
What is Plagiarism?

How to avoid Plagiarism: summarising, paraphrasing and citation techniques

Session Plan:

Session No.	Topics/Contents
1	General writing vs academic writing
2-6	Summarizing and paraphrasing
7-9	Writing Definitions; Expressing Opinions and ideas
10-13	Describing Sources, Facts, Evidence, Data, Numbers
14-15	Describing Statistics, Graphs and Diagrams
16-19	Expressing Time, Cause and Effect
20-23	Working with Academic Vocabulary
24-26	Writing clear thesis statement by maintaining Logical Flow and coherence
27-29	Use of synonyms, demonstratives & pronouns; conjunctions and transition signals
30-34	Report Writing
35-37	Synopsis writing
38-41	Abstract writing
42-45	Note Taking; Critical thinking and reading

46-51	Re-reading academic works or reports for grammatical errors and punctuation
52-56	Referencing style and format
57-60	Plagiarism

Suggested Readings:

- Jordan, R. R. 1999. *Academic Writing Course*. Harlow: Longman.
- Oshima, Alice and Ann Hogue. 2007. *Introduction to Academic Writing (The Longman Academic Writing Series)*. Longman.
- McCarthy, Michael and Felicity O'Dell. 2009. *Academic Vocabulary in Use: 50 Units of Academic Vocabulary Reference and Practice; Self-study and Classroom Use*. Cambridge University Press.
- Morley, John et al. 2007. *University Writing Course*. Newbury, Berkshire: Express Publishing.
- Strunk, William Jr. 2000. *The Elements of Style (4th edition)*. Boston: Allyn & Bacon.
- Swales, John M. and Christine B. Feak. 2004. *Academic Writing for Graduate Students*. Ann Arbor: University of Michigan Press.
- Murphy, Raymond. 1992. *Elementary English Grammar (2nd edition)*. Cambridge University Press.
- Murphy, Raymond. 1994. *Intermediate English Grammar (2nd edition)*. Cambridge University Press.
- Hewings, Martin. 1999. *Advanced English Grammar*. Cambridge University Press.
- Gupta, Renu. 2010. *A Course in Academic Writing*. Orient Blackswan, New Delhi.
- McCarthy, Michael and Felicity O'Dell. 2009. *Academic Vocabulary in Use: 50 Units of Academic Vocabulary Reference and Practice; Self-study and Classroom Use*. Cambridge University Press.

Dr. Anshu K. Singh
 12-2-2020

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