
 <p>शिवाजी विद्यापीठ कोल्हापूर आनमेवाभ्युत्तम Estd. 1962 "A++" Accredited by NAAC (2021) With CGPA 3.52</p>	<p>SHIVAJI UNIVERSITY, KOLHAPUR - 416 004, MAHARASHTRA PHONE : EPABX – 2609000, www.unishivaji.ac.in, bos@unishivaji.ac.in शिवाजी विद्यापीठ, कोल्हापूर - ४१६ ००४, महाराष्ट्र दूरध्वनी - ईपीएबीएक्स - २६०९०००, अभ्यासमंडळे विभाग - ०२३१-२६०९०९४</p>	
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Ref. No./SU/BOS/Humanities/560

Date :26/07/2023

To,

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| <p>1. The Principal,
All Concerenced Affiliated
Colleges/Institutions,
Shivaji University, Kolhapur</p> | <p>2. The Head,
All Concerenced Department,
Shivaji University, Kolhapur</p> |
|---|--|

Subject : Regarding syllabi of M. A. & M.R.S. Part I (sem. I & II) degree programme under the Faculty of Humanities as per National Education Policy, 2020 (NEP)

Sir/Madam,

With reference to the subject mentioned above I am directed to inform you that the University authorities have accepted and granted approval to the revised syllabi, equivalence and nature of question paper of M. A. & M.R.S. Part I (Sem. I & II) under the Faculty of Humanities as per National Education Policy, 2020. (NEP)

English	Hindi	Marathi	Sanskrit	History
Sociology	Economics	Political Science	Russian	Psychology
Bhasha Proudyogiki	M.R.S.			


This syllabi shall be implemented from the academic year 2023-24 onwards . A soft copy containing the syllabus is attached herewith and it is also available on university website www.unishivaji.ac.in (Online Syllabus).

For students of Distance Education this syllabi be implemented from the academic yerar 2023-24.

You are therefore, requested to bring this to the notice of all students and teachers concerned.

Thanking you,

Yours faithfully


(Dr. S. M. Kubal)
Dy. Registrar

Encl : As above

Copy to,

For Information and necessary action.

Dean, Faculty of Humanities.	Computer Center/I. T. Cell.
Chairman, B.O.S./Ad-hoc Board under faculty of Humanities.	Eligibility Section.
Director, Board of Examinations & Evaluation	P. G. Seminar Section.
Appointment Section A & B	Distance Education Section.
O. E. Exam. 1 & 2 Section.	Affiliation Section (T. 1 & T 2)
P. G. Admission Section.	

SHIVAJI UNIVERSITY, KOLHAPUR



Accredited by NAAC 'A++' Grade with CGPA 3.52

New Syllabus For

Master of Arts [M. A. in English]

**UNDER
Faculty of Humanities**

M. A. Part - I (Sem. - I and II)

**STRUCTURE AND SYLLABUS IN ACCORDANCE WITH
NATIONAL EDUCATION POLICY - 2020
HAVING CHOICE BASED CREDIT SYSTEM**

WITH MULTIPLE ENTRY AND MULTIPLE EXIT OPTIONS

(TO BE IMPLEMENTED FROM ACADEMIC YEAR 2023-24 ONWARDS)

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1. PREAMBLE:

The study of English language and literature has gained unprecedented importance in the era of globalization. Efficient use of English as an international language, study of literatures across the globe, cultural studies and perspectives obtained from different literary and critical theorists have become imperative. Accordingly, syllabus has been revised in view to understand recent trends in English language and literature studies, interdisciplinary approach, hands-on research training, field work, Internship as well as skill development with the introduction of semester and multiple entries and exit options.

OBJECTIVES:

The objectives of this syllabus are:

1. To provide a wide range of options at postgraduate level under Choice Based Credit System comprising core and elective papers in Literary Studies and Linguistics and to evaluate the performance of students through four semester exams having 80 marks each for written papers and 20 marks for internal evaluation except Research Methodology courses.
2. To introduce core literature courses to provide comprehensive knowledge of major literary works of various periods with the help of representative texts and to acquaint the students with literary movements, genres and critical theories.
3. To introduce core language courses to provide an introduction to the basic concepts of linguistic theory.
4. To introduce practical components to enhance students' competence in English, Soft Skills, Computer and Research Skills. This will help students prepare for language proficiency tests like GRE-TOEFL and IELTS.
5. To introduce interdisciplinary papers to make students aware of the developments in other branches of knowledge like Sociology, Political Science, Philosophy, Psychology, Theatre and Film Studies, Culture Studies, Subaltern Studies and Gender Studies.
6. To develop research perspectives among the students and to enable them to write a short dissertation with the help of the Research Methodology courses.
7. Students will develop speaking and listening skills in English with the help of language practical.

Programme Outcomes (POs):

1. The students remember and recall various aspects of major literary works and linguistic concepts.
2. The students understand various theoretical approaches to literature and language.

3. The students analyse literary works and linguistic issues by applying various theoretical approaches.
4. The students evaluate and compare literary works.
5. Students develop creative competence with the help of research projects.

Programme Specific Outcomes (PSOs)

1. Students understand and criticise the major trends, movements, schools of literature in English across the globe like Indian, British, American, European, Australian, Canadian, African, and Caribbean Literatures.
2. Students distinguish among various schools of linguistics and applied linguistics.
3. Students understand research practices in language and literature.
4. Students apply, analyse and evaluate society and culture with the help of various critical and cultural theories.
5. Students distinguish between various registers and styles.
6. Students practise peer/micro teaching.

2. DURATION:

The Master of Arts in English programme shall be A FULL TIME COURSE OF TWO YEARS - FOUR SEMESTERS DURATION with 22 Credits per Semester. (Total Credits = 88)

3. ELIGIBILITY FOR ADMISSION:

ANY GRADUATE FROM RECOGNIZED UNIVERSITY/HEI is eligible for admission for this course. The criteria for admission is as per the rules and regulations set from time to time by concerned departments, HEIs, university, government and other relevant statutory authorities.

4. MEDIUM OF INSTRUCTION:

The medium of instruction shall be ENGLISH.

5. EXAMINATION PATTERN:

The pattern of examination will be Semester End Examination with Internal Assessment/Evaluation.

6. SCHEME OF TEACHING AND EXAMINATION:

Table 1: M. A. Programme Structure for Semester I and II

Semester - I												
Sr. No.	Teaching Scheme					Examination Scheme						
	Theory (TH)				Practical (PR)		Semester - end Examination (SEE)			Internal Assessment (IA)		
	Course Type	No. of Lectures per Week	Hours	Credits	Hours	Credits	Paper Hours	Max	Min	Internal	Max	Min
1	MM 1	4	4	4			3	80	32	--	20	08
2	MM 2	4	4	4			3	80	32	--	20	08
3	MM 3	4	4	4			3	80	32	--	20	08
4	MM 4 (One of the following) a) Language Laboratory for ELT*	-	-	-	4	2	2	40	16	--	10	04
	b) Understanding Shakespeare#	2	2	2	-	-						
5	ME 1	4	4	4			3	80	32	--	20	08
6	RM	4	4	4			3	80	32	--	20	08
Total		22	22	22				440		--	110	
										SEE + IA: 440 + 110 = 550		

Semester - II												
Sr. No.	Teaching Scheme					Examination Scheme						
	Theory (TH)				Practical (PR)		Semester - end Examination (SEE)			Internal Assessment (IA)		
	Course Type	No. of Lectures	Hours	Credits	Hrs	Credits	Paper Hours	Max	Min	Internal	Max	Min
1	MM 5	4	4	4			3	80	32	--	20	08
2	MM 6	4	4	4	--	--	3	80	32	--	20	08
3	MM 7	4	4	4			3	80	32	--	20	08
4	MM 8 (One of the following) a) Language Laboratory for ELT*	-	-	-	4	2	2	40	16	--	10	04
	b) Understanding Shakespeare#	2	2	2	-	-						
5	ME 2	4	4	4			3	80	32	--	20	08
6	OJT/FP	-	-	-	4	4	Certified Submission of Dissertation/ OJT Report/ Project Report	80	32	Viva-Voce/ Presentation	20	08
Total		18	18	18	4	4		440			110	
										SEE + IA: 440 + 110 = 550		
Semester		40	40	40	4	4		880	-	SEE + IA:		

I and II									880 + 220 = 1100
Total credits required for completing. M.A. I: 44 credits									

*** Only for University Department Students**

For other Students

MM: Major Mandatory - There will be FOUR mandatory courses for each semester.
ME: Major Elective Students should select only one elective group throughout the four semesters.
RM: Research Methodology - It is a mandatory course.
OJT/FP: On Job Training - Internship/Apprenticeship or Field Project: It is a mandatory course. It should be completed during the period from the end of first semester to the end of second semester.

NOTE: Separate passing is mandatory for both, Semester End Examination and Internal Evaluation/Assessment.

8. STRUCTURE OF PROGRAMME:

Table 2: Credit Distribution Structure for with Multiple Entry and Exit Options M.A. I in English

Year	Level	Sem	Major with Course Code (Credits)		RM	OJT/ FP	Total Credits	Degree
			Mandatory	Electives (Choose ONE elective)				
I	6.0	Sem I	<p>Course Code: MAU0325MML503G1 Course Name (Credits): Poetry in English up to the 19th Century (4)</p> <p>Course Code: MAU0325MML503G2 Course Name (Credits): Fiction in English up to the 19th Century(4)</p> <p>Course Code: MAU0325MML503G3 Course Name (Credits): Modern Linguistics: An Introduction (4)</p> <p>Course Code: MAU0325MMP503G4 Course Name (Credits): English Language Teaching: Methods (2) OR</p> <p>Course Code: MAU0325MML503G4 Course Name (Credits): Shakespearean Poetry (2)</p>	<p>Course Code: MAU0325MEL503G1 Course Name (Credits): Applied Linguistics (4)</p> <p>Course Code: MAU0325MEL503G2 Course Name (Credits): Indian English Literature (4)</p> <p>Course Code: MAU0325MEL503G3 Course Name (Credits): American Literature up to the Civil War (4)</p> <p>Course Code: MAU0325MEL503G4 Course Name (Credits): British Renaissance Literature (4)</p> <p>Course Code: MAU0325MEL503G5 Course Name (Credits): Comparative Literature: Theory (4)</p> <p>Course Code: MAU0325MEL503G6 Course Name (Credits): Introduction to Cultural Studies</p>	<p>Course Code: MAU0325RML5 03G Course Name (Credits):</p> <p>Research Methodology (4)</p>	--	22	PG Diploma (After 3 year Degree)

			(4) Course Code: MAU0325MEL503G7 Course Name (Credits): Introduction to Gender Studies (4) Course Code: MAU0325MEL503G8 Course Name (Credits): Sociolinguistics: Basic Issues and Concepts (4) Course Code: MAU0325MEL503G9 Course Name (Credits): Language in Use I(4)				
	Sem II	Course Code: MAU0325MML503H1 Course Name (Credits): Poetry in English: Modern and Postmodern(4) Course Code: MAU0325MML503H2 Course Name (Credits): Fiction in English: Modern and Postmodern(4) Course Code: MAU0325MML503H3 Course Name (Credits): Critical Theories-I(4) Course Code: MAU0325MMP503H4 Course Name (Credits): Syllabus Designing (2) OR	Course Code: MAU0325MEL503H1 Course Name (Credits): Theories of Language Learning (4) Course Code: MAU0325MEL503H2 Course Name (Credits): English Literatures of SAARC Nations (4) Course Code: MAU0325MEL503H3 Course Name (Credits): American Literature from the Civil War to the Turn of the Century (4) Course Code: MAU0325MEL503H4	--	Course Code: MAU0325OJP 503H Course Name (Credits): OJT: On Job Training (Internship, Apprenticeship/ FP (Field Project) (4)	22	

			<p>Course Code: MAU0325MML503H4 Course Name (Credits): Shakespearean Tragedy (2)</p>	<p>Course Name (Credits): British Neoclassical and Romantic Literature (4)</p> <p>Course Code: MAU0325MEL503H5 Course Name (Credits): Comparative Study of Major Literary Movements: English and Marathi (4)</p> <p>Course Code: MAU0325MEL503H6 Course Name (Credits): Popular Culture (4)</p> <p>Course Code: MAU0325MEL503H7 Course Name (Credits): Feminist Movements and Theories (4)</p> <p>Course Code: MAU0325MEL503H8 Course Name (Credits): Language Contact (4)</p> <p>Course Code: MAU0325MEL503H9 Course Name (Credits): Language in Use II (4)</p>				
Cumulative Credits for PG Diploma			28	8	4	4	44	

OJT/FP: (4 Credits)

On Job Training: Internship/ Apprenticeship OR Field projects

On-Job Training/ Internship: A course requiring students to participate in a professional activity or work experience, or

cooperative education activity with an entity external to the education institution, normally under the supervision of an expert of the given external entity. A key aspect of the internship is induction into actual work situations. Internships involve working with local industry, government or private organisations, business organisations, artists, crafts persons, and similar entities to provide opportunities for students to actively engage in on-site experiential learning.

Field practice/projects: Courses requiring students to participate in field-based learning/projects generally under the supervision of an expert of the given external entity.

A one-credit of On-Job training/ Internship /Studio activities or Field practice/projects or Community engagement and service means two-hour engagements per week.

Language Lab/ Practicum for Courses MAU0325MMP503G4, MAU0325MMP503H4 and MAU0325MMP503I4:

A one-credit course in practicum or lab work, in a semester means two-hour engagement per week. In a semester of 15 weeks duration, a one-credit practicum in a course is equivalent to 30 hours of engagement. So for this course, the University Department **students will have to engage in 60 hours of practicum in the language lab.**

Table 3: Mandatory 2 Credit course

Note: Students should select only one elective group throughout the three semesters.

Sem. No.	MM4 Language Laboratory for ELT (only for the students of Univ. Dept.)	MM4 Understanding Shakespeare (for all other students)	Credits
I	MAU0325MMP503G4 English Language Teaching: Methods (2)	MAU0325MML503G4 Shakespearean Poetry (2)	2
II	MAU0325MMP503H4 Syllabus Designing (2)	MAU0325MML503H4 Shakespearean Tragedy (2)	2
III	MAU0325MMP503I4 Testing and Evaluation (2)	MAU0325MML503I4 Shakespearean Comedy (2)	2

Table 4: Semester wise Major -Elective (ME) Courses for University Department, PG Centres and Centre for Distance Education Students

Note: Students should select only one elective group throughout the four semesters.

Group/ME	Sem. I ME-1	Sem. II ME-2	Sem. III ME-3	Sem. IV ME-4
G-1 Linguistics (only for the students of Univ. Dept. and PG Centres)	Applied Linguistics (4)	Theories of Language Learning (4)	Theoretical and Descriptive Linguistics	Stylistics
G2 New Literatures in English	Indian English Literature (4)	English Literatures of SAARC Nations (4)	African and Caribbean Literatures	Australian and Canadian Literatures
G3 American Literature	American Literature up to the Civil War (4)	American Literature from the Civil War to the Turn of the Century (4)	Modern American Literature	Postmodern American Literature
G4 British Literature	British Renaissance Literature (4)	British Neoclassical and Romantic Literature (4)	Victorian and Modern period	Modern and Postmodern British literature
G5 Comparative Literature and Translation Studies (only for the students of Univ. Dept.)	Comparative Literature: Theory (4)	Comparative Study of Major Literary Movements: English and Marathi (4)	Translation Studies: Theory	Translation: Problems and Evaluation
G6 Cultural Studies (only for the students of Univ. Dept.)	Introduction to Cultural Studies (4)	Popular Culture (4)	Cultural Studies: Theory	Cultural Studies and Media
G7 Gender Studies (only for the students of Univ. Dept.)	Introduction to Gender Studies (4)	Feminist Movements and Theories (4)	LGBT and Queer Studies	Gender Studies: Application of Theories
G8 Sociolinguistics (only for the students of Univ. Dept.)	Sociolinguistics: Basic Issues and Concepts (4)	Language Contact (4)	Extensions in Sociolinguistics	Dialectology
G9 Language in Use (only for the students of Univ. Dept.)	Language in Use I (4)	Language in Use II (4)	Language in Use III	Language in Use IV

9. COURSE CODE TABLE:

M. A. I Sem. - I and II

Semester No.	Course Code	Title of New Course
I	MAU0325MML503G1	Poetry in English up to 19th century
I	MAU0325MML503G2	Fiction in English up to 19th century
I	MAU0325MML503G3	Introduction to Modern Linguistics
I	MAU0325MMP503G4 OR MAU0325MML503G4	English Language Teaching: Methods OR Shakespearean Poetry
I	MAU0325MEL503G1	Applied Linguistics
I	MAU0325MEL503G2	Indian English Literature
I	MAU0325MEL503G3	American Literature up to Civil War
I	MAU0325MEL503G4	British Renaissance Literature
I	MAU0325MEL503G5	Comparative Literature: Theory
I	MAU0325MEL503G6	Introduction to Cultural Studies
I	MAU0325MEL503G7	Introduction to Gender Studies
I	MAU0325MEL503G8	Sociolinguistics: Basic Issues and Concepts
I	MAU0325MEL503G9	Language in Use – I
I	MAU0325RML503G	Research Methodology
II	MAU0325MML503H1	Poetry in English: Modern and Postmodern
II	MAU0325MML503H2	Fiction in English: Modern and Postmodern
II	MAU0325MML503H3	Critical Theories-I
II	MAU0325MMP503H4 OR MAU0325MML503H4	Syllabus Designing OR Shakespearean Tragedy
II	MAU0325MEL503H1	Theories of Language Learning
II	MAU0325MEL503H2	English Literatures of SAARC Nations
II	MAU0325MEL503H3	American Literature from the Civil War to the Turn of the Century
II	MAU0325MEL503H4	British Neoclassical and Romantic Literature
II	MAU0325MEL503H5	Comparative Study of Major Literary Movements: English and Marathi
II	MAU0325MEL503H6	Popular Culture
II	MAU0325MEL503H7	Feminist Movements and Theories
II	MAU0325MEL503H8	Language Contact
II	MAU0325MEL503H9	Language in Use – II
II	MAU0325OJP503H	On Job Training: Internship/ Apprenticeship -OR- Field projects

EQUIVALENCE OF THE PAPERS:

(Note: Add 'rows' as per course requirement and kindly apply proper course codes. The 'Papers' are considered as 'Course' in New Scheme.)

Equivalence: M. A. Sem. - I and II

Sem	Paper No.	M. A. English (June 2022)	Credits	Sem.	M. A. English (June 2023)	Credits
I	CC1	Poetry in English	4	II	Poetry in English: Modern and Postmodern	4
I	CC2	Introduction to Modern Linguistics	4	I	Modern Linguistics: An Introduction	4
II	CC3	Fiction in English	4	II	Fiction in English: Modern and Postmodern	4
II	CC4	Sociolinguistics and Stylistics	4	IV	Sociolinguistics and Stylistics	4
III	CC5	Drama in English	4	IV	Drama in English: Modern and Postmodern	4
III	CC6	Critical Theories-I	4	III	Critical Theories-II	4
IV	CC7	Non-Fiction in English	4	III	Nonfiction in English	4
IV	CC8	Critical Theories- II	4	IV	Critical Theories-III	4
I	SEC1	Skill Enhancement Courses (2 Credits Courses)	2	I	English Language Teaching: Methods * OR Shakespearean Poetry	2 2
II	SEC 2	Skill Enhancement Courses (2 Credits Courses)	2	II	Syllabus Designing OR Shakespearean Tragedy	2 2
II		Research Project	4	III	RM- Research Project	4
I		Internship/ Apprenticeship	4	II	On Job Training: Internship/ Apprenticeship OR Field projects	4
I	G1 DSE1	British Renaissance Literature	4	I	British Renaissance Literature	4
I	G1 DSE-1	British Neoclassical and Romantic Literature	4	II	British Neoclassical and Romantic Literature	4
II	G1 DSE-3	British Literature and Interdisciplinary Studies	4		-	
II	G1 DSE-4	Research Methodology: British Literature	4		-	
III	G1 DSE-5	Victorian and Modern Period	4	III	Victorian and Modern Period	4
III	G1 DSE-6	Modern and Postmodern British Literature	4	IV	Modern and Postmodern British Literature	4
IV	G1 DSE-7	Special Author: Kingsley Amis	4		-	

IV	G1 DSE-8	:British Women Writers	4		-	
I	G2 DSE-1	American Literature up to Civil War	4	I	American Literature up to Civil War	4
I	G2 DSE-2	American Literature from the Civil War to the Turn of the Century	4	II	American Literature from the Civil War to the Turn of the Century	4
II	G2 DSE-3	American Literature and Interdisciplinary Studies	4		-	
II	G2 DSE-4	Research Methodology: American Literature	4		-	
III	G2 DSE-5	Modern American Literature	4	III	Modern American Literature	4
III	G2 DSE-6	Postmodern American Literature	4	IV	Postmodern American Literature	4
IV	G2 DSE-7	Special Author: Ernest Hemingway	4		-	
IV	G2 DSE-8	American Women Writers	4		-	
I	G3 DSE-1	Indian English Literature	4	I	Indian English Literature	4
I	G3 DSE-2	English Literatures of SAARC Nations	4	II	English Literatures of SAARC Nations	4
II	G3 DSE-3	New Literatures and Interdisciplinary Studies	4		-	
II	G3 DSE-4	Research Methodology: New Literatures	4		-	
III	G3 DSE-5	African and Caribbean Literature	4	III	African and Caribbean Literature	4
III	G3 DSE-6	Australian and Canadian Literature	4	IV	:Australian and Canadian Literature	4
IV	G3 DSE-7	Special Author: Amitav Ghosh	4			
IV	G3 DSE-8	Postcolonial Women Writers	4			
I	G4 DSE-1	Applied Linguistics	4	I	G1 ME-1: Applied Linguistics	4
I	G4 DSE-2	Theories of Language Learning	4	II	G1 ME-2: Theories of Language Learning	4

II	G4 DSE-3	Stylistics -I	4	IV	Stylistics	4
II	G4 DSE-4	Research Methodology in Linguistics	4		-	
III	G4 DSE-5	Theoretical and Descriptive Linguistics-II	4	III	G1 ME-3: Theoretical and Descriptive Linguistics	4
III	G4 DSE-6	English Language Teaching	4		-	
IV	G4 DSE-7	Stylistics -II	4		-	
IV	G4 DSE-8	Theories of Language Learning-II	4		-	
I	G5 DSE-1	Comparative Literature: Theory	4	I	G5 ME-1: Comparative Literature: Theory	4
I	G5 DSE-2	Comparative Study of Major Literary Movements: English and Marathi	4	II	G5 ME-2: Comparative Study of Major Literary Movements: English and Marathi	4
II	G5 DSE-3	Adaptations of a Literary Text	4		-	
II	G5 DSE-4	Research Methodology in Comparative Literature	4		-	
III	G5 DSE-5	Translation Studies: Theory	4	III	G5 ME-3: Translation Studies: Theory	4
III	G5 DSE-6	Translation: Problems and Evaluation	4	IV	G5 ME-4: Translation: Problems and Evaluation	4
IV	G5 DSE-7	Translation Studies: Theory II	4		-	
IV	G5 DSE-8	Translation of Drama: Problems and Evaluation	4		-	
I	G6 DSE-1	Introduction to Cultural Studies	4	I	G6 ME-1: Introduction to Cultural Studies	4
I	G6 DSE-2	Popular Culture	4	II	G6 ME-2: Popular Culture	4
II	G6 DSE-3	Cultural Studies: Theory – I	4	III	G6 ME-3: Cultural Studies: Theory	4
II	G6 DSE-4	Research Methodology: Cultural Studies	4		-	
III	G6 DSE-5	Cultural Studies: Theory – II	4		-	
III	G6 DSE-6	Cultural Studies and Media	4	IV	G6 ME-4: Cultural Studies and Media	4
IV	G6 DSE-7	Cultural Studies and Folk Forms	4		-	
IV	G6 DSE-8	Contemporary Popular Culture:	4		-	

		Film, Media, Gender, Food and Travel.				
I	G7 DSE-1	Introduction to Gender Studies	4	I	G7 ME-1:Introduction to Gender Studies	4
I	G7 DSE-2	Feminist Movements and Theories	4	II	G7 ME-2:Feminist Movements and Theories	4
II	G7 DSE-3	Gender Studies : Application of Theories	4		-	
II	G7 DSE-4	Research Methodology	4		-	
III	G7 DSE-5	Masculinity Studies	4	III	G7 ME-3:Masculinity Studies	4
III	G7 DSE-6	LGBT and Queer Studies	4	IV	G7 ME-4:LGBT and Queer Studies	4
IV	G7 DSE-7	Gender Studies : Application of Theories 2	4		-	
IV	G7 DSE-8	Indian Feminist Movements and Thought	4		-	
I	G8 DSE-1	Sociolinguistics: Basic Issues and Concepts	4	I	G8 ME-1: Sociolinguistics: Basic Issues and Concepts	4
I	G8 DSE-2	Language Contact	4	II	Language Contact	4
II	G8 DSE-3	Extensions in Sociolinguistics	4	III	Extensions in Sociolinguistics	4
II	G8 DSE-4	Research Methodology	4		-	
III	G8 DSE-5	World Englishes	4		-	
III	G8 DSE-6	Dialectology	4	IV	Dialectology	4
IV	G8 DSE-7	Extensions in Sociolinguistics II	4		-	
IV	G8 DSE-8	Sociolinguistics in Indian Context	4		-	

11. Determination of CGPA, Grading and declaration of results:

Shivaji University has adopted 10 point Grading System as follows:

- **In each semester, marks obtained in each course (Paper) are converted to grade points:**
 - If the total marks of course are 100 and passing criteria is 40%, then use the following Table 1 for the conversion.
 - If total marks of any of the course are different than 100 (e.g. 50) and passing criterion is 40%, then marks obtained are converted to marks out of 100 as below:

$$\text{Marks out of 100} = \frac{\text{Marks obtained by student in that course}}{\text{Total marks of that course}} \times 100$$

and then grade points are computed using Marks out of 100 as per Table 1.

Table 1: Conversion of Marks out of 100 to grade point

Sr. No.	Marks Range out of 100	Grade point	Letter grade
1	80-100	10	O: Outstanding
2	70-79	9	A+: Excellent
3	60-69	8	A: Very Good
4	55-59	7	B+: Good
5	50-54	6	B: Above Average
6	45-49	5	C: Average
7	40-44	4	P: Pass
8	0-39	0	F: Fail
9	Absent	0	Ab: Absent

Table 2 : Conversion of Marks out of 50 to grade point (Passing: 20)

Sr. No.	Marks Range out of 50	Grade point	Letter grade
1	40-50	10	O: Outstanding
2	35-39	9	A+: Excellent
3	30-34	8	A: Very Good
4	28-29	7	B+: Good
5	25-27	6	B: Above Average
6	23-24	5	C: Average
7	20-22	4	P: Pass
8	0-19	0	F: Fail
9	Absent	0	Ab: Absent

➤ **Computation of Semester Grade Point Average (SGPA) :**

Based on the grade points earned in each course in each semester, *Semester Grade Point Average (SGPA)* is computed as follows:

The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student in that semester and the sum of the number of credits of all the courses undergone by a student in that semester. The SGPA of the i^{th} semester is denoted by S_i . The formula is given by

$$SGPA \text{ of semester } i = S_i = \frac{\sum_{j=1}^k c_j \times G_j}{\sum_{j=1}^k c_j}$$

where c_j is the number of credit of j^{th} course, G_j is the grade points earned in the j^{th} course and k be the number of courses in i^{th} semester.

➤ **Computation of Semester Grade Point Average (SGPA) :**

Based on the SGPA of each semester, Cumulative Grade Point Average (CGPA) is computed as follows:

The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programmed,

$$CGPA = \frac{\sum_{i=1}^m C_i \times S_i}{\sum_{i=1}^m C_i}$$

Where C_i is the total number of credits in i^{th} semester, S_i is the SGPA of i^{th} semester and m is the number of semesters in the programme.

➤ **Based on CGPA, final letter grade is assigned as below :**

Table 3: Final Cumulative Grade Point Average (CGPA) and Final Grade for course

Sr. No.	CGPA Range	Grade	Grade Descriptions
1	9.50-10.00	O	Outstanding
2	8.86-9.49	A+	Excellent
3	7.86-8.85	A	Very Good
4	6.86-7.85	B+	Good
5	5.86-6.85	B	Above Average
6	4.86-5.85	C	Average
7	4.00-4.85	P	Pass
8	0.00-3.99	F	Fail
9	Nil	AB	Absent

Remarks :

1. B+ is equivalent to 55% marks and B is equivalent to 50 % marks. The final later grade is based on the grade points in each course of entire programme and not on marks obtained each course of entire programme.
2. The SGPA and CGPA shall be round off to two decimal points.

12. NATURE OF QUESTION PAPER AND SCHEME OF MARKING:

Instruction for Internal Evaluation

Sem. 1: Home Assignment – 20 Marks

Sem. 2: Oral/Seminar – 20 Marks

Question Paper Pattern for M.A. Part I

(Common for all courses unless specified as below)

Note: Total marks – 80

1. All Questions are compulsory.
 2. Figures to the right indicate full marks
- Q. 1. Answer in one word/phrase/sentence (Ten items to be set): 10
- Q. 2. Answer any two (out of three) in about 600 words each 30
(Two questions will be set on General Topics and One on a text)
- Q. 3. Answer any two (out of three) in about 600 words each. 30
(All the questions will be set on prescribed texts – not covered in Q. 2)
- Q. 4. Write short notes on (any two – out of three: in about 200 words each) 10

* * *

Question Paper Pattern for Critical Theories I

Note: Total marks – 80

1. All Questions are compulsory.
 2. Figures to the right indicate full marks
- Q. 1. Answer in one word/phrase/sentence (Ten items to be set): 10
- Q. 2. Answer any two (out of three) in about 600 words each 30
(Three questions will be set on prescribed texts)
- Q. 3. Answer any two (out of three) in about 600 words each. 30
(All the questions will be set on prescribed texts – not covered in Q. 2)
- Q. 4. Write short notes on (any two – out of three: in about 200 words each) 10

Examination Pattern for all 2 Credits Practical Courses

Language Laboratory for ELT

Total marks – 50

Journal Writing – 20 marks

Practical demonstration – 30 Marks

For Practical demonstration, there will be one internal examiner (Senior Language Lab Assistant) and 1 External examiner (from Department Teaching Faculty).

* * *

Question Paper Pattern for 2 Credits Courses

Understanding Shakespeare

Time: 2 hours

Total marks – 40

Note: 1.All Questions are compulsory.

2.Figures to the right indicate full marks

Q. 1. Answer any two (out of three) in about 600 words each: 30

Q. 2. Write short notes on (any two – out of three: in about 200 words each) 10

* * *

Question Paper Pattern for Research Methodology

(Written Exam 80 + Internal Evaluation 20 Marks)

Time: 3 hours

Total marks – 80

Note: 1.All Questions are compulsory.

2. Figures to the right indicate full marks

Q. 1. Broad Answer-type questions with internal option (in about 800 words) (any 2 out of 3) 40

Q. 2. Answer the following in short (in about 400 words each) (any four out of six) 40

On Job Training: Internship/ Apprenticeship OR Field project

On-Site Training/Field Work and Report Writing- 80 Marks

Viva- 20 Marks

M. A. Part II (To be implemented from 2023 - 2024)
SEMESTER I

SYLLABUS

A) THEORY PAPERS:

Course Name: Poetry in English up to the 19th century

Type: Major Mandatory

Course Code: MAU0325MML503G1

Course Credits: 4

Marks: Semester End: 80 Internal Assessment: 20 Total Marks: 100

Course Learning Outcomes:

1. Students will be able to trace the development of verse tradition through American Romanticism, German Romanticism and French Symbolist Poetry.
2. Students will be able to locate a specific poem in historical and social context.
3. Students will be able to interpret and aesthetically appreciate poems.
4. Students will be able to understand the difference between implicit and explicit meaning of poems.

Unit 1: Poetry in the Age of Chaucer **(Hours - 15, Credit - 1)**

Geoffrey Chaucer (*from* The Canterbury Tales, selected from *The Penguin Book of English Verse* edited by Keegan Paul, Penguin Classics, 2004)

1. *from* The General Prologue
2. *From* The Knight's Tale [The Temple of Mars]
3. *from* The Knight's Tale [Saturn]
4. *From* The Miller's Tale [Alysoun]
5. *from* The Wife of Bath's Prologue
6. *From* The Pardoner's Tale

Unit 2: German Romanticism **(Hours - 15, Credit - 1)**

Johann Wolfgang von Goethe: (Poems selected from: *Johann Wolfgang von Goethe- Selected Poems-* (The Collected Works, Vol. 1) edited by Christopher Middleton, Princeton University Press, 1994.)

1. *Roman Elegies-* I 'Deign to speak to me,..'
2. *Roman Elegies-* IV 'Pious we lovers are ..'
3. *Roman Elegies-* VI 'How can you talk in that tone to me,....'
4. *Roman Elegies-* XX 'Men distinguished by strength ...'
5. 'Mignon'
6. 'Wanderer's Night Song'

7. 'Death of a Fly'

8. 'Erlkonig'

Friedrich Holderlin: (Poems selected from: *An Anthology of German Poetry from Holderlin to Rilke in English Translation* edited by Angel Flores, Gloucester, Mass. Peter Smith 1965)

1. 'Man'

2. 'Sunset'

3. 'To the Fates'

4. 'Hyperion's Song'

5. 'Memories'

6. 'Ripened the Fruit'

Unit 3: French Symbolist Poetry

(Hours - 15, Credit - 1)

Arthur Rimbaud (Poems selected from *Arthur Rimbaud: Collected Poems*. Translated by Martin Sorrell, Oxford: Oxford University Press, 2001)

1. 'Evil'

2. 'Asleep in the Valley'

3. 'The Dresser'

4. 'Seated'

5. 'Paris War-Cry'

6. 'Seven-year-old Poets'

7. 'Drunken Boat'

8. 'Evening Prayers'

9. 'Vowels'

10. 'What do they mean to us...'

11. 'Memory'

12. 'O seasons, o chateaux...'

Unit 4: Transcendentalism and American Romanticism

(Hours - 15, Credit - 1)

(Poem selected from: *American Literature of the Nineteenth Century: An Anthology* eds. Fisher, William J., H. Willard Reninger, Ralph Samuelson, and K. B. Vaid. Eurasia Publishing House (Pvt) Ltd, 1996)

Ralph Waldo Emerson: 1. The Problem,

2. The Snow-storm,

3. Ode Inscribed to W H Channing

4. Hamatreya

5. Earth-Song

6. Days

7. Brahma

8. Terminus

Emily Dickenson:

1. Because I could not stop for Death

2. A Bird came down the Walk

3. I felt a Funeral in my Brain

4. "Wild Nights – Wild Nights!"

5. "Success is counted sweetest"

6. I am Nobody! Who are you?

Reference Books:

Abrams, M. H. *The Mirror and the Lamp*. London: Oxford University Press, 1971.

Abrams, M. H. *Natural Supernaturalism: Tradition and Revolution in Romantic Literature*. New York: W.W. Norton, 1973.

Balakian, Anna. *The Symbolist Movement in the Literature of European Languages*. Amsterdam/Philadelphia: John Benjamins Publishing, 1984.

Beiser, Frederick C. *The Romantic Imperative: the Concept of Early German Romanticism*. Harvard University Press, 2003.

Berlin, Isaiah. "The Romantic Revolution: A Crisis in the History of Modern Thought," in *The Sense of Reality*, ed. Henry Hardy, pp. 168–193. New York: Farrar, Straus and Giroux, 1996.

- Berlin, Isaiah. *The Roots of Romanticism*. Princeton: Princeton University Press, 1999.
- Brewer, D. S. *A New Introduction to Chaucer*. 3rd edition. Abingdon; New York: Routledge, 2013.
- Constantine, David. *Hölderlin*. Oxford: Clarendon Press 1988.
- Curti, Merle, *The Growth of American Thought* Harper and Bros., 1951.
- Dana, Barbara. *A Voice of Her Own: Becoming Emily Dickinson*. Harper Collins, 2009
- Eva Dessau Bernhardt, *Goethe's Römische Elegien: The Lover and the Poet* (Bern: Peter Lang, 1990)
- Gardner, John. *The Life and Times of Chaucer*. New York: Knopf, 1977.
- Gert Lernout, *The poet as thinker: Hölderlin in France*. Columbia: Camden House, 1994.
- Horst, Eleanor Ter. 'Masks and Metamorphoses: The Transformation of Classical Tradition in Goethe's *Römische Elegien*', *German Quarterly* 85:4 (2012), 401-19
- Jennifer Anna Gosetti-Ferencei, *Heidegger, Hölderlin, and the Subject of Poetic Language*. New York: Fordham University, 2004.
- Lundin, Roger. *Emily Dickinson and the Art of Belief*. William B. Eerdmans Publishing Company, 2004.
- Myerson, Joel (Ed) *Transcendentalism: A Reader* Oxford University Press, USA, 2000.
- Nettles, Curtis P., *The Roots of American Civilization : A History of American Colonial Life* Appleton -Century Crofts 1938.
- Packer Barbara L. *The Transcendentalists* University of Georgia Press, 2007.
- Peschel, Enid Rhodes. *Flux and Reflux: Ambivalence in the Poems of Arthur Rimbaud*. Geneve: Librerie Droz S. A., 1977.
- Reed, T. J., *Goethe*. Oxford: Oxford University Press, 1984.
- Reed, T. J., *The Classical Centre: Goethe and Weimar 1775-1832*. Oxford: Oxford University Press, 1986. pp. 65-67
- Symons, Arthur, *The Symbolist Movement in Literature*. E. P. Dutton and Co., Inc. 1908
- Walzel, Oskar. *Deutsche Romantik*. Leipzig: B. G. Teubner, 1908. Translated by A. E. Lussky as *German Romanticism*. New York: Putnam, 1924.
- Wellek, René. "The Concept of Romanticism," in *Concepts of Criticism*, pp. 128–198. New Haven: Yale University Press, 1963.
- Whidden, Seth. *Arthur Rimbaud*, London: Reaktion, 2018.
- Willoughby, L. A. *The Romantic Movement in Germany*. New York: Russell and Russell, 1966.

Course Name: Fiction in English up to 19th century

Type: Major Mandatory

Course Code: MAU0325MML503G2

Course Credits: 4

Marks: Semester End: 80 Internal Assessment: 20 Total Marks: 100

Course Learning Outcomes:

1. Students will be able to appreciate English fiction of different countries in the light of various movements and aspects of fiction.
2. Students will understand major trends and writers in English Fiction through detailed study of specific novels.
3. They will be able to interpret and critically appreciate the novels of the major authors.
4. Students will be able to judge the texts and justify their readings.

Unit 1: Rise and development of British Novel (Hours - 15, Credit – 1)

Laurence Sterne (1713-68) – *The Life and Opinions of Tristram Shandy, Gentleman* (1759).

Unit 2: Romanticism in Fiction (Hours - 15, Credit – 1)

Victor Hugo (1802-85) – *The Hunchback of Notre-Dame* (1831)

Unit 3: Psychological Fiction (Hours - 15, Credit – 1)

Leo Tolstoy (1828-1910) – *Anna Karenina* (1878)

Unit 4: Realism in American Fiction (Hours - 15, Credit – 1)

Mark Twain (1835-1910) – *The Adventures of Huckleberry Finn* (1885)

Reference Books:

Barnett, Marva A., ed. *Victor Hugo on Things that Matter: A Reader*. Yale UP 2010.

Benson, Ruth Crego. *Women in Tolstoy: The Ideal and the Erotic*. U of Illinois P, 1973.

Bloom, Harold, ed. *Leo Tolstoy: Modern Critical Views*. Chelsea House Publishers, 1986

Byrd, Max. *Tristram Shandy*. Unwin Hyman, 1985.

Keymer, Thomas, Ed. *The Cambridge Companion to Laurence Sterne*. CUP, 2009.

Orwin, Donna Tussing, Ed. *The Cambridge Companion to Tolstoy*. CUP, 2002.

Robinson, Forrest G., Ed. *The Cambridge Companion to Mark Twain*. Cambridge: CUP, 1995.

Unwin, Timothy, Ed. *The Cambridge Companion to the French novel: From 1800 to the Present*. CUP, 1997.

Course Name: Modern Linguistics: An Introduction

Type: Major Mandatory

Course Code: MAU0325MML503G3

Course Credits: 4

Marks: Semester End: 80 Internal Assessment: 20 Total Marks: 100

Course Learning Outcomes:

1. Students will learn the nature, scope, and different branches of linguistics and pragmatics.
2. Students will understand the major concepts related to Modern Linguistics.
3. They will acquire the knowledge of various branches of Linguistics.
4. They will understand varieties of languages based on person, place, society, subject, etc.

Unit 1: (Hours - 15, Credit – 1)

Nature, scope and branches of Linguistics

Unit 2: (Hours - 15, Credit – 1)

Major Concepts in Linguistics: Langue/parole, signifier/ signified, synchronic/ diachronic, syntagmatic/ paradigmatic, competence/ performance, Jakobson's six elements/ functions of Speech Event

Unit 3: (Hours - 15, Credit – 1)

Semantics - Approaches to study of Meaning, Seven types of meaning

Unit 4: (Hours - 15, Credit – 1)

Pragmatics – Emergence of pragmatics, speech act theory, cooperative and politeness principles

Reference Books:

- Verma, S.k . (1989). *Modern Linguistics: An Introduction*.
- Mccabe, Anne .(2011). *Introduction to Linguistics and Language Studies*. London: Equinox publication.
- David, Crystal. (1971). *Linguistics*. London: Penguin
- Lyons, John. (1981). *Language and Linguistics: An Introduction*. Master Trinity Hall, Cambridge: Cambridge University Press.
- Radford, Andrew. (2002). *Linguistics: An Introduction*.et.al. New York: Cambridge University Press.
- Potter, Simeon. (1957). *Modern Linguistics*. London: Andre Deutsch.
- Lass, Roger. (1976). *English phonology and Phonological Theory-Synchronic and diachronic studies*. Cambridge: Cambridge University Press.
- Balsubramanian T. (1981). (2008). *A Textbook of English Phonetics for Indian Students*. Macmillan India Limited.
- O'Connor J.D. (1967). (2009). *Better English Pronunciation*. Cambridge: Cambridge University Press.
- Aronoff, Mark, Fudeman Kirsten. (2011). *What is Morphology (Fundamentals of Linguistics)*.Wiley- Blackwell: A John Wiley & Sons, Ltd. Publication.
- Andrew, Carnie. (2013). *Syntax: A Generative Introduction*. Third edition. Wiley-Blackwell: A John Wiley & Sons, Ltd. Publication.

- Scott, F. C. (1968). *English Grammar: A Linguistic Study of its classes and structures*.
London: Heinemann Educational books.
- Wilkins, Wendy (ed.) (1988). *Syntax and Semantics*. San Diego Press, Academic Press.
- Catell, Ray. (1984). *Syntax and Semantics: Composite Predicates in English*. Sydney Academic.

Course Name: English Language Teaching: Methods

Type: Major Mandatory

Course Code: MAU0325MMP503G4

Course Credits: 2

Marks: Practical Demonstration: 30 Journal Writing: 20 Total Marks: 50

Course Learning Outcomes:

1. The students will understand important methods of teaching English language.
2. They will be able to prepare lesson plans.
3. They will be trained in micro-teaching and/or peer teaching.

Unit I: (Practical Hours - 30, Credit – 1)

Audio-lingual Method, Communicative Method and Task-Based Method

Unit II: (Practical Hours - 30, Credit – 1)

Lesson Plan, Micro/Peer Teaching

Books for Reference:

- Allen H. B. & Campbell R. N.: *Readings in Teaching English as a Second Language*, McCraw.
- Allen JPB and S. Pit Corder (ed.): *The Edinburgh Course in Applied Linguistics*, Vols. II,
- Brumfit C. J. & R. A. Carter: *Literature and Language Teaching*, 1985.
- Brumfit C. J. (ed.): *Teaching Literature Overseas: Language Based Approaches ELT Documents*, 1985.
- Brumfit C.J. & K Johnson (ed.): *The Communicative Approach to Language Teaching*, OUP, 1979.
- Gokak V. K: *English in India, its Present and Future*, 1966.
- Harmer, Jeremy (2008) *The Practice of English Language Teaching*. Fourth Edition
- Howatt APR: *A History of English Language Teaching*, OUP, 1984.
- Indian Ministry of Education Study Group Reports, 1965, 1967.
- Kelly, Louis G.: *25 Centuries of Language Teaching*
New Education Policy Govt. of India, 1987.
- Nunan, David (1988) *Syllabus Design*. Oxford University Press.
- Prabhu N. S.: *Second Language Pedagogy*, OUP, 1897.
- Richard, Jack. *Methodology in Language Teaching*. C U P.

Richard, Jack. (2001) *Curriculum Development in Language Teaching*. Cambridge University Press.

Richards, J and T. Rodgers: *Approaches and Methods in Language Teaching*, OUP, 1986

Stern H. H.: *Fundamental Concepts of Language Teaching*, OUP.

Yardi V. V.: *Teaching English in India Today*, Parimal Prakashan.

Course Name: Shakespearean Poetry

Type: Major Mandatory

Course Code: MAU0325MML503G4

Course Credits: 2

Marks: Semester End: 40 Internal Assessment: 10 Total Marks: 50

Course Learning Outcomes:

1. The students will be acquainted with the form of Shakespearean sonnet.
2. They will be able to appreciate Shakespearean poetry.

Unit 1. Shakespearean Sonnets (Hours - 15, Credit – 1)

- i) Sonnet 3: 'Look in thy glass, and tell the face thou viewest'
- ii) Sonnet 18: 'Shall I compare thee to a summer's day?'
- iii) Sonnet 30: 'When to the Sessions of sweet silent thought'
- iv) Sonnet 64: 'When I have seen by Time's fell hand defaced'
- v) Sonnet 73: 'That Time of Year thou mayst in me behold'
- vi) Sonnet 104: 'To me, fair friend, you never can be old'
- vii) Sonnet 116: 'Let me not to the marriage of true minds'
- viii) Sonnet 130: 'My Mistress' Eyes are nothing like the sun'
- ix) Sonnet 141: 'In faith, I do not love thee with mine eyes'
- x) Sonnet 147: 'My love is as a fever longing still'

Unit 2. Venus and Adonis (Hours - 15, Credit – 1)

Reference Books:

Bloom, Harold, ed. *The Sonnets*. Infobase Publishing, 2008.

Booth, Stephen, ed. *Shakespeare's Sonnets*. New Haven, Conn., and London 1977.

Cheney, Patrick, ed. *The Cambridge Companion to Shakespeare's Poetry*. CUP, 2007.

deGrazia, Margreta and Stanley Wells, eds. *The Cambridge Companion to Shakespeare*. CUP, 2003.

Duncan-Jones, Katherine, Ed. *Shakespeare's Sonnets*. (The Arden Shakespeare) Thomas Nelson & Sons, 1998.

Schoenfeldt, Michael. *The Cambridge Introduction to Shakespeare's Poetry*. CUP, 2010.

Smith, Emma. *The Cambridge Introduction to Shakespeare*. CUP, 2007.

Vendler, Helen. *The Art of Shakespeare's Sonnets*. Harvard UP, 1999.

Wilson, J. Dover, ed., *Sonnets*. CUP, 1966.

Course Name: Applied Linguistics

Type: Major Mandatory-Electives

Course Code: MAU0325MEL503G1

Course Credits: 4

Marks: Semester End: 80 Internal Assessment: 20 Total Marks: 100

Course Learning Outcomes:

1. Students will understand the nature, scope and prominent branches of Applied Linguistics.
2. Students will comprehend major developments in Applied Linguistics.

Unit 1: (Hours - 15, Credit - 1)

Nature and scope of Applied Linguistics (Chapter 1 from Guy Cook, *Applied Linguistics*, and other sources)

Unit 2: (Hours - 15, Credit - 1)

Language Education – English for Academic Purposes.

Unit 3: (Hours - 15, Credit - 1)

Discourse Analysis and Critical Discourse Analysis

Unit 4: (Hours - 15, Credit - 1)

Language Policy and Planning; World Englishes.

(Units 2 to 4 from *The Routledge Handbook of Applied Linguistics*, Ed. James Simpson, 2011, London: Routledge)

Books for Reference:

Bhatia, Vijay K., John Flowerdew and Rodney H. Jones (Eds.) (2008) *Advances in Discourse Studies*. Routledge: London and New York.

Corder S. P., (1973) *Introducing Applied Linguistics*, Penguin.

Coulthard Malcolm, (1977) *An Introduction to Discourse Analysis*. Longman: London.

Davies, Alan (2007) *An Introduction to Applied Linguistics: From Practice to Theory*.
Edinburgh University Press: Edinburgh.

Davies, Alan and Catherine Elder (Eds.) (2004) *The Handbook of Applied Linguistics*.
Blackwell Publishing Ltd.: USA, UK & Australia

Guy, Cook. (1990) *Discourse*. Oxford University Press: Oxford.

Guy, Cook. (2003) *Applied Linguistics*. Oxford University Press: Oxford.

Jørgensen Marianne and Louise Phillips (2002) *Discourse Analysis as Theory and Method*.
SAGE Publications: London, Thousand Oaks and New Delhi.

Sealey, Alison and Bob Carter (2004) *Applied Linguistics as Social Science*. Continuum:
London.

Simpson, James (Ed.) (2011) *The Routledge Handbook of Applied Linguistics*. Routledge: London and New York.

Hyland, Ken and Philip Shaw (Eds.) (2016) *The Routledge Handbook of English for Academic Purposes*. Routledge: London and New York.

Course Name: Indian English Literature

Type: Major Mandatory-Electives

Course Code: MAU0325MEL503G2

Course Credits: 4

Marks: Semester End: 80 Internal Assessment: 20 Total Marks: 100

Course Learning Outcomes:

1. Students will understand various schools, trends and movements in Indian English Literature.
2. They will comprehend poetry, drama, novels and short stories in Indian English literature.

Unit 1: Trends in Postmodern Indian English Novel **(Hours - 15, Credit - 1)**

Amitav Ghosh: *The Shadow Lines*

Unit 2: Trends in Modern Indian English Drama **(Hours - 15, Credit - 1)**

Vijay Tendulkar: *Ghashiram Kotwal*

Unit 3: Trends in Modern Indian English Short Stories **(Hours - 15, Credit - 1)**

Selected stories from: *The Inner Courtyard: Stories By Indian Women*, Edited by

Lakshmi Holmstorm :

Kamala Das : 'Summar Vacation'

Mrinal Pande: 'Girls'

Lakshmi Kannan : 'Rhythms'

Ismat Chughtai: 'Chautika Jaura'

Mahasweta Devi: 'Draupadi'

Attia Hossain : 'The First Party'

Shama Futehally: 'The Meeting'

Anjana Appachanna : 'Her Mother'

Unit 4: Trends in Indian English Poetry **(Hours - 15, Credit - 1)**

Selected poems from *Indian Poetry in English* Edited by Makarand Paranjape

Henry Louis Vivian Derozio: 'The Harp of India', 'My Country! in thy day of Glory of Past', 'To the Pupils of the Hindu College'

Sri Aurobindo: 'From *Savitri*' Book Eight, Canto Three, Death in the Forest

Nissim Ezekiel: 'Poet Lover Birdwatcher', 'Enterprise' 'Two Nights' of Love'

Kamala Das: 'Ghanashyam', 'The Old Playhouse', 'The Sunshine Cat'

Arvind Krishna Mehrotra: 'Remarks of An Early Biographer', 'Continuities', 'A Letter to a Friend'

Jayant Mahapatra: 'Dawn at Puri', 'Hunger', 'Evening Landscape by the River'

Agha Shahid Ali: 'Postcard from Kashmir', 'The Season of the Plains' 'A Butcher'

Books for Reference

Chowdhary Arvind (ed.) *Amitav Ghosh's The Shadow Lines: Critical Essays*, Atlantic Publishers, Delhi, 2008.

Naik M.K., *A History of Indian English Literature*, New Delhi: Sahitya Akademi, 2004

Iyengar K.R. Srinivasa, *Indian Writing In English*, New Delhi, Sterling Pubs., 1985

Deshpande G.P.(ed.) *Modern Indian Drama: An Anthology*, Delhi: Sahitya Akademi, 2004

Gokak, V. K. *Sri. Aurobindo: Poet and Seer*. New Delhi: Abhinav, 1973

Karnani, Chetan. *Nissim Ezekiel*. New Delhi: Arnold Heinemann, 1974

King Bruce, *Modern Indian English Poetry*, Delhi OUP, 1990.

M. Sarat Babu, *Vijay Tendulkar's Ghashiram Kotwal: a Reader's Companion*. Asia Book Club, 2003.

Ashcroft, Bill, Griffiths, *The Empire Writes Back: Theory & Practice in Post-Colonial Literatures*, London Routledge 2000.

Prasad, Madhusudan, ed. *The Poetry of Jayanta Mahapatra: A Critical Study*. New Delhi: Sterling 1986.

Sinha Sunita, *Post Colonial Women Writers: New Perspectives*, New Delhi Atlantic pubs., 2008.

Course Name: American Literature up to the Civil War

Type: Major Mandatory-Electives

Course Code: MAU0325MEL503G3

Course Credits: 4

Marks: Semester End: 80 Internal Assessment: 20 Total Marks: 100

Course Learning Outcomes:

1. Students will understand various schools, trends and movements in American literature.

2. They will comprehend poetry and novels in American literature up to the Civil War.

Unit 1. Historical Romance (Hours - 15, Credit - 1)

James Fenimore Cooper (1789-1851) – *The Deerslayer: or The First War-Path* (1841)

Unit 2. American Renaissance Fiction (Hours - 15, Credit - 1)

Herman Melville (1819-91) – *Moby Dick* (1851)

Unit 3. Early 19th Century American Short Fiction (Hours - 15, Credit - 1)

Nathaniel Hawthorne (1804-1864): i) 'Dr. Heidegger's Experiment'
ii) 'The Minister's Black Veil'

Edgar Allan Poe (1809-49): i) 'The Fall of the House of Usher',
ii) 'The Purloined Letter'

Unit 4. Early American Poetry (including the Fireside Poets) (Hours - 15, Credit - 1)

Anne Bradstreet (1612-72): "The Author to her Book", "To My Dear and Loving Husband", "Upon the Burning of Our House July 10th, 1666"

Henry Wadsworth Longfellow (1807-82): "Paul Revere's Ride", "The Arsenal at Springfield"

John Greenleaf Whittier (1807-92): "A Day", "Trust", "Snow-Bound", "Forgiveness"

Oliver Wendell Holmes (1809-94): "Old Ironsides", "The Chambered Nautilus"

Reference Books:

"A Brief Guide to the Fireside Poets" poets.org. Academy of American Poets, n.d.

Arvin, Newton. *Herman Melville*. William Sloane, 1950.

Brodhead, Richard. *New Essays on Moby-Dick*. CUP, 1986.

Burns, Allan. *A Thematic Guide to American Poetry*. Greenwood Press, 2002.

Crane, Gregg. *The Cambridge Introduction to the 19th Century American Novel*. CUP, 2007.

Fields, Wayne. Ed. *James Fenimore Cooper: A Collection of Critical Essays*. Prentice-Hall, 1979.

Ford, Boris (ed.). *The New Pelican Guide to English Literature, Vol.9: American Literature*. Penguin, 1995.

Gray, Richard. *A History of American Literature*. 2nded. Blackwell, 2012.

Hayes, Kevin., Ed. *The Cambridge Companion to Edgar Allan Poe*. CUP, 2004.

Higgins, Brian, and Hershel Parker, ed. *Critical Essays on Herman Melville's Moby-Dick*. G. K. Hall, 1992.

Lauter, Paul, ed. *A Companion to American Literature and Culture*. Blackwell, 2010.

Lee, Robert A. *Nineteenth Century American Poetry*. (Critical Study Series). Barnes & Nobles, 1985.

Millington, Richard H., Ed. *The Cambridge Companion to Nathaniel Hawthorne*. CUP, 2004.

Nevins, Allan. Afterword. 1963. *The Deerslayer*. By James Fenimore Cooper. Signet Classic, 1980. 535-41.

Porte, Joel. *The Romance in America: Studies in Cooper, Poe, Hawthorne, Melville, and James*. Wesleyan UP, 1969.

Silverman, Kenneth, ed. *New Essays on Poe's Major Tales*. CUP, 1993.

Course Name: British Renaissance Literature

Type: Major Mandatory-Electives

Course Code: MAU0325MEL503G4

Course Credits: 4

Marks: Semester End: 80 Internal Assessment: 20 Total Marks: 100

Course Learning Outcomes:

1. Students will understand various periods, trends and movements in British literature.
2. They will comprehend Renaissance poetry, drama, theatre and prose.

Unit 1. British Renaissance: Intellectual Background (Hours - 15, Credit - 1)

Francis Bacon – *Selected Essays*

(I. 'Of Truth', II. 'Of Death', III. 'Of Unity in Religion', IV. 'Of Revenge', V. 'Of Adversity', IX. 'Of Envy', X. 'Of Love', XVI. 'Of Atheism', XVII. 'Of Superstition', XVIII. 'Of Travel', XXVII. 'Of Friendship', XXXVI. 'Of Ambition', XLII. 'Of Youth and Age', XLIII. 'Of Beauty', XLVIII. 'Of Followers and Friends', L. 'Of Studies', LIII. 'Of Praise', LVII. 'Of Anger')

(Selby, F. G. Ed. *Bacon's Essays*. Macmillan, 1971)

Unit 2. Jacobean Drama (Comedy) (Hours - 15, Credit - 1)

Ben Jonson (1572-1637) – *The Alchemist* (1610)

Unit 3. Epic Tradition (Hours - 15, Credit - 1)

John Milton (1608-74) – *Paradise Lost* (Book II)

Unit 4. Elizabethan and Metaphysical poetry (Selected Poems) (Hours - 15, Credit - 1)

(Source: *Five Centuries of Poetry*. Edited by C. N. Ramchandran and Radha Achar. Macmillan)

Edmund Spenser (1552-99): 'Epithalamion'

William Shakespeare (1564-1616):

Sonnet 30: 'When to the Sessions of sweet silent thought'

Sonnet 73: 'That Time of Year thou mayst in me behold'

Sonnet 130: 'My Mistress' Eyes are nothing like the sun'

John Donne (1572-1631): 'Song', 'The Canonization'; 'Batter My Heart'

Andrew Marvell (1621-1678): 'To His Coy Mistress',

George Herbert (1593-1633): 'The Collar'.

Reference Books:

Barnouw, Jeffrey. "The Experience of Bacon's Essays: Reading the Text vs. 'Affective Stylistics,'" *Proceedings of the Ninth Congress of the International Comparative Literature Association*, II, 351-7, 1979.

Blamiers, Harry. *A Short History of English Literature*. Routledge, 2003.

Bush, Douglas. *Paradise Lost in Our Time*. OUP, 1945.

Braunmuller, A. R. and Michael Hattaway. ed. *The Cambridge Companion to English Renaissance Drama*. CUP, 1990

Carter, Ronald and John McRay. *The Routledge History of Literature in English*. Routledge, 2001.

- Corns, Thomas N., Ed. *The Cambridge Companion to English Poetry: Donne to Marvell*. CUP, 2004.
- Craig, D.H. *Ben Jonson: The Critical Heritage*. Routledge, 1990.
- Daiches, David. *A Critical History of English Literature Vol.1-2*.
- Danielson, Dennis, Ed. *The Cambridge Companion to Milton*. CUP, 1997.
- Harp, Richard and Stanley Stewart. Ed. *The Cambridge Companion to Ben Jonson*. CUP, 2000.
- Ferry, Anne D. *Milton's Epic Voice: The Narrator in Paradise Lost*. U of Chicago P, 1983.
- Fricker, Franz. *Ben Jonson's Plays in Performance and the Jacobean Theatre*. Francke, 1972.
- Kinney, Arthur F., Ed. *The Cambridge Companion to English Literature: 1500-1600*. CUP, 2004.
- Knoll, Robert E. *Ben Jonson's Plays: An Introduction*. U of Nebraska P, 1964.
- Peltonen, Markku. Ed. *The Cambridge Companion to Bacon*. CUP, 1996.
- Saintsbury, George. *A History of Elizabethan Literature*. Macmillan, 1920.
- Vickers, Brian. *Francis Bacon and Renaissance Prose*. CUP, 1968.

Course Name: Introduction to Comparative Literature

Type: Major Mandatory-Electives

Course Code: MAU0325MEL503G5

Course Credits: 4

Marks: Semester End: 80 Internal Assessment: 20 Total Marks: 100

Course Learning Outcomes:

1. Students will understand the theories of Comparative Literature.
2. Students will explore various methods of comparative studies

Unit 1: (Hours - 15, Credit - 1)

The concept of Comparative Literature, Nature and Development of Comparative Literature in the West and in India.

Unit2: (Hours - 15, Credit - 1)

Schools of Comparative Literature

Unit 3: (Hours - 15, Credit - 1)

Methodology of Comparative Literature- Thematic, Influence, Reception, Movement, Genre

Unit 4: (Hours - 15, Credit - 1)

Current developments: from nation-based approach to culture-based approach

Reference Books:

- Newton, P. Stalkencht and Horst Frenz (eds) *Comparative Literature: Method Perspective* University of Southern Illinois Press, 1961, Second enlarged and modified edition, 1971.
- Henry Clifford, *Comparative literature* London: Routledge, KeganPaul, 1969.
- Harry, Levin, *Ground for Comparison* Massachusetts: Cambridge, 1972.
- S. S. Prawar *Comparative Literary Studies: An Introduction* London: Duckworth, 1973.
- Ulrich Weisstein *Comparative Literature and Literature Theory: Survey and Introduction* Indiana University Press, 1973.
- Susan Bassnett *Comparative Literature: A Critical Introduction* Oxford: Blackwell, 1993.
- Anand Patil *The Whirligig of Taste: Essays in Comparative Literature* Delhi: Creative Books, 1993.
- Amiya Dev and Sisirkumar Das (eds) *Comparative Literature: Theory and Practice* New Delhi: Sahitya Adademi, 1994.
- Chandra Mohan (ed) *Aspects of Comparative Literature: Current Approaches* New Delhi: Reliance Publishing House, 2001.
- R. M. Badode and A. R. Mardikar (ed) *New Directions in Comparative Literary Studies*. Pune: Macmillan India Ltd., 2006.
- Steven Totosy de Zepetnek (ed.) *Comparative Literature: Theory, Method, Application*, Amsterdam: Rodopi, 2009

Course Name: Introduction to Cultural Studies

Type: Major Mandatory-Electives

Course Code: MAU0325MEL503G6

Course Credits: 4

Marks: Semester End: 80 Internal Assessment: 20 Total Marks: 100

Course Learning Outcomes:

1. Students will understand the emerging trends and theories of Cultural Studies.
2. Students will read seminal essays by cultural studies scholars.

Unit 1. (Hours - 15, Credit - 1)

- i) "Cultural Studies: an Introduction" by John Storey from *What is Cultural Studies?: A Reader* edited by John Storey
- ii) "Introduction: From the Beginning" from *Culture and Society: An Introduction to Cultural Studies* by David Oswell

Unit 2. (Hours - 15, Credit - 1)

- i) "Introduction" from *The Cultural Studies Reader* edited by Simon During.
- ii) "Introduction: Locations of culture" from *The Location of Culture* by Homi K. Bhabha

Unit 3. (Hours - 15, Credit - 1)

- "The Evolution of Cultural Studies" by Colin Sparks from *What is Cultural Studies?: A Reader* edited by John Storey

Unit 4.**(Hours - 15, Credit - 1)**

“Culture and English Studies in India” by Kapil Kapoor from *Cultural Studies in India* edited by Rana Nayar et al.

Reference Books:

Barker, Chris. *Cultural Studies: Theory and Practice*. 4th ed. New Delhi: Sage Publications India Pvt Ltd, 2012.

Bhabha, Homi K. *The Location of Culture*. London: Routledge, 1994.

During, Simon. *Cultural Studies: A Critical Introduction*. New York: Routledge, 2005.

Edgar Andrew and Peter Sedgwick. Ed. *Cultural Theory: Key Thinkers*. London: Routledge, 2002.

Edgar Andrew and Peter Sedgwick. Ed. *Key Concepts in Cultural Theory*. London: Routledge, 1999.

Ogden, Daryl. *Introduction to Cultural Studies*. New York: Pearson, 2000.

Oswell, David. *Culture and Society: An Introduction to Cultural Studies*. London: Sage Publications, 2006.

Rana Nayar et al. ed. *Cultural Studies in India*. New Delhi: Routledge, 2016.

Ryan, Michael. *Cultural Studies: A Practical Introduction*. Chichester, UK: John Wiley & Sons Ltd, 2010.

Storey, John. ed. *What is Cultural Studies?: A Reader*. London: Arnold, 1996.

Course Name: Introduction to Gender Studies**Type:** Major Mandatory-Electives**Course Code:** MAU0325MEL503G7**Course Credits:** 4**Marks:** Semester End: 80 Internal Assessment: 20 Total Marks: 100**Course Learning Outcomes:**

1. Students will understand gender as the grand discourse of all time.
2. Students will study basic terms, major issues and intersections of Gender Studies and other fields.

Unit 1:**(Hours - 15, Credit - 1)**

Gender Studies Basic Terms: Gender and Sex, Gender Stereotyping, Gender Roles, Social construction of Femininity and Masculinity, Socio-Cultural and Political Perspectives of body.

Unit 2:**(Hours - 15, Credit - 1)**

Gender and Marginalization: Class, Race, Caste and Colonization

Unit 3:**(Hours - 15, Credit - 1)**

Gender and Media (Gender construct in T.V. serials and cinema, Centric Representation and Gender Stereotyping, Commercialization and Objectification of Body, Film Appreciation).

Gender and Language (Differences in men's and women's speech, man-made language)

Unit 4: (Hours - 15, Credit - 1)

Gender Studies and Women Studies

Books for Reference-

- Glover, David. *Kaplan, Cora. Genders*. Routledge, London, 2007.
- Oakley A. *Sex, Gender and Society*. London: Temple Smith. 1985
- Pilcher, Jane. Whelehan, Imelda. *Fifty Key Concepts in Gender Studies*. Sage Publications, New Delhi. 2004.
- Skeggs, B. *Formations of Class and Gender*. London: Sage. 1997
- Robinson, L.S. *Sex, Class and Culture*. London: Methuen. .1978
- Crompton, R. 'Gender and Class Analysis', in Lee, D. and Turner, B. (eds) *Conflicts About Class*, London: Longman, 1996
- Connell, R.W. *Gender and Power*. Cambridge: Polity. 1987
- Connell, R.W. *Masculinities*, Cambridge: Polity Press. 1995
- Enteman, W. 'Stereotyping, Prejudice and Discrimination'. in Lester, P. (ed.) *Images that Injure: Pictorial Stereotypes in the Media*, London: Praeger 1996
- Brook, B. *Feminist Perspectives on the Body*. London: Longman. 1999
- Anne Cranny-Francis, Joan Kirby, and Wendy Elizabeth Waring, *Gender Studies: Terms and Debate*, Palgrave Macmillan, UK, 2003. Spender Dale, *Man Made Language*, Pandora, 1988.

Course Name: Sociolinguistics: Basic Issues and Concepts

Type: Major Mandatory-Electives

Course Code: MAU0325MEL503G8

Course Credits: 4

Marks: Semester End: 80 Internal Assessment: 20 Total Marks: 100

Course Learning Outcomes:

1. Students will understand basic issues and concepts of Sociolinguistics.
2. They will study the relation of language with social diversity.

Unit 1: Power, Social Diversity and Language (Hours - 15, Credit - 1)

Unit 2: The Social Psychology of Language (Hours - 15, Credit - 1)

Unit 3: Orality and Literacy in Sociolinguistics (Hours - 15, Credit - 1)

Unit 4: Sign Language (Hours - 15, Credit - 1)

*All units are from *The Cambridge Handbook of Sociolinguistics* (Part 1) by Rajend Mesthrie et al.

References:

Hudson, R. A. (1983) *Sociolinguistics*, Cambridge: CUP.

Mesthrie, Rajend (Ed.) (2011) *The Cambridge Handbook of Sociolinguistics*. Cambridge: CUP.

- Silvia Kouwenberg and John Victor Singler (eds.) (2008) *The Handbook of Pidgin and Creole Studies*. United Kingdom: Wiley-Blackwell.
- Mesthrie, Rajend and Bhatt, Rakesh M. (2008). *World Englishes: The Study of New Linguistic Varieties*. Cambridge University Press.
- Mesthrie, Rajend, Swann, Joan, Deumert, Ana and Leap, William. (2009). *Introducing Sociolinguistics*. 2nd edn. Edinburgh University Press. Crystal, David (2000) *Language Death*. Cambridge: CUP.
- Matras, Yaron (2009) *Language Contact*. Cambridge: CUP.
- Jourdan, Christine and Kevin Tuite (2006) *Language, Culture and Society*. Cambridge: CUP.
- Mesthrie, Rajend (Ed.) (2001) *Concise Encyclopedia of Sociolinguistics*. Elsevier.
- Wardhaugh, Ronald (2006) *An Introduction to Sociolinguistics*. Fifth Edition, Blackwell Publishing.
- Umberto Ansaldo (2009) *Contact Languages: Ecology and Evolution in Asia*. Cambridge: CUP.
- Escure, Geneviève and Armin Schwegler (Eds.) (2004) *Creoles, Contact, and Language Change: Linguistic and social implications*. Amsterdam/ Philadelphia: John Benjamins Publishing Company
- Thomason, Sarah G. (2001) *Language Contact: An Introduction*. Edinburgh: Edinburgh University Press Ltd.

Course Name: Language in Use – I

Type: Major Mandatory-Electives

Course Code: MAU0325MEL503G9

Course Credits: 4

Marks: Semester End: 80 Internal Assessment: 20 Total Marks: 100

Course Learning Outcomes:

1. Students will be trained in speaking, listening and writing skills.
2. Students will learn basic computer skills related to preparing documents and slides.

Unit 1: Improving Listening Skill **(Hours - 15, Credit - 1)**

Unit 2: English Phonology **(Hours - 15, Credit - 1)**

Unit 3: Personal and Official Correspondence **(Hours - 15, Credit - 1)**

Unit 4: Using Word Processor and Power Point **(Hours - 15, Credit - 1)**

Books for Reference

- Brown, Gillian.(1977). *Listening to Spoken English*. London, Longman.
- Handbook of Practical Communication Skills*.(1999).Mumbai, Jaico Publication.
- Shastri.R.C.(2005).*Language and Communication Skills*. Jaipur:A.B.D.Publishers.
- Bansal,R.K. & Harrison.1983.*Spoken English for India*. Hyderabad, O Longman.

- V.Sasikumar,P.P.kiranmaA,GeethaRajeevan.(2005). *A Course in Listening and Speaking*.
Cambridge: Cambridge University Press.2007.
- Pink, M. A.& Thomas S.E.1961.*English Grammar Composition and Correspondence*.
London: Cassell.12th ed.1987.New Delhi: S.Chand
- Doctor, Rhoda 2008.*Principles and Practice of Business Communication* .17th
ed.Mumbai:Sheth.
- Nagraj, Geetha. 2004. *Write to Communicate*. New Delhi: Foundation Books.
- Murry, Katherine *Microsoft Office 2010-Plain and Simple*. Washington: Microsoft
Press/Redmood, A Division of Microsoft Corporation.
- Moffat,Stephen.2011.*Word 2010-Introduction*.Bookboon.
- Wempen,Faith. 2010. *Microsoft Powerpoint 2010 Bible*. Indianapolis, Indiana:Wiley
Publishing Inc.

Course Name: Research Methodology

Type: RM

Course Code: MAU0325RML503G

Course Credits: 4

Marks: Semester End: 80 Internal Assessment: 20 Total Marks: 100

Course Learning Outcomes:

1. The students will develop basic skills of literary and linguistic research.
2. They will be able to apply the techniques of data collection and fieldwork.
3. They will learn the basic theoretical approaches to literary research and some basic statistical methods of data analysis.
4. They will learn research ethics and techniques of report writing using style sheets.

Unit 1: (Hours - 15, Credit - 1)

Literary and Linguistic Research: Key Issues

Research questions, hypothesis and its types, research design

Unit 2: (Hours - 15, Credit - 1)

The place of theory in literary disciplines

(Chapters 7 to 12 from *A Handbook to Literary Research* edited by Simon Eliot and W. R. Owens, 1998 and chapter 7 from *The Handbook to Literary Research* Edited by Delia da Sousa Correa and W.R. Owens, New York, Routledge, 1998)

Unit 3: (Hours - 15, Credit - 1)

a) Types of linguistic research: Longitudinal -cross -sectional, qualitative -quantitative -mixed method, action research, experimental research.

b) Analysing Data – qualitative (Ch. 11 from Catherine Dawson, 2009) and quantitative (Ch. 2 - only mean, mode, median and standard deviation - from Lyle F. Bachman, 2004.)

Unit 4: (Hours - 15, Credit - 1)

Report Writing: Structure of Research Report, style manuals (MLA and APA), avoiding plagiarism

Books for Reference:

- Bachman, Lyle F. (2004) *Statistical Analysis for Language Assessment*. Cambridge University Press, Cambridge.
- Correa, Delia da Sousa and W.R. Owens, eds. *The Handbook to Literary Research*. London: Routledge, 2010.
- Eliot, Simon and W. R. Owens, eds. *A Handbook to Literary Research*. London: Routledge, 1998.
- Griffin, Gabriele, ed. *Research Methods for English Studies*. Edinburgh: Edinburgh University Press, 2007.
- Kothari, C. R. *Research Methodology: Methods and Techniques*. New Delhi: New Age International P. Ltd. 2004.
- Sinha, M. P. *Research Methods in English*. New Delhi: Atlantic, 2007.
- Dawson, Catherine. *Introduction to Research Methods: A Practical Guide for Anyone undertaking a Research Project*. Oxford: How to Content. 2009.
- Deshpande, H. V. *Research in Language and Literature: Philosophy, Areas and Methodology*. Kolhapur: Sukhada Sourabh Prakashan, 2007.
- Schwartz B M, Landrum, R. E, Gurung, R. *An Easy Guide to APA Style*, Easy Guide Series Edition 3. SAGE Publications, 2016.
- MLA Handbook for Writers of Research Papers, 8th Edition, Modern Language Association of America, 2016.
- Dornyei, Zolton. *Research Methods in Applied Linguistics: Quantitative, Qualitative and Mixed Methodologies*. OUP: Oxford. 2007.
- Deshpande, H. V. *Research in Language and Literature: Philosophy, Areas and Methodology*. Kolhapur: Sukhada Sourabh Prakashan, 2007.
- Heigham, Juanita and Robert A. Croker (Eds.) *Qualitative Research in Applied Linguistics: A Practical Introduction*. Palgrave Macmillan: London. 2009.
- Patricia A. Duff (2008) *Case Study Research in Applied Linguistics*. Lawrence Erlbaum Associates: New York and Oxon. 2008.
- Nunan, David. *Research Methods in Language Learning*. CUP. 1992.
- Mackey, Alison & Susan M. Gass. (2005) *Second Language Research: Methodology and Design*. Lawrence Erlbaum: New Jersey and London. 2010.

SEMESTER II

Course Name: Poetry in English: Modern and Postmodern

Type: Major Mandatory

Course Code: MAU0325MML503H1

Course Credits: 4

Marks: Semester End: 80 Internal Assessment: 20 Total Marks: 100

Course Learning Outcomes:

1. Students will understand major trends and poets in Modern and Postmodern English Poetry through detailed study of prescribed poetical works of Indian, Russian, African and Australian poets.
2. Students will be able to locate a specific poem in historical and social context.
3. Students will be able to interpret and aesthetically appreciate poems.
4. Students will be able to understand the difference between implicit and explicit meaning of poems.

Unit 1: Modern African poetry

(Hours - 15, Credit - 1)

(Poems selected from *The Penguin Book of Modern African Poetry* edited by Gerald Moore and Ulli Beier. Penguin Book, 1983)

Christopher Okigbo: 1. 'Overture' 2. 'Eyes Watch the Stars'
3. 'Water Maid' 4. 'Lustra'
5. 'Bridge' 6. 'From flesh into Phantom'
7. 'An image insists' 8. 'Come Thunder'

Léopold Sédar Senghor: 1. 'In Memoriam' 2. 'Luxembourg 1939'
3. 'Blues' 4. 'Prayer of Masks'
5. 'You Held the Black Face' 6. 'Be Not Amazed'

Unit2: Modern Australian Poetry

(Hours - 15, Credit - 1)

(Selected poems from *Australian Poetry Since 1788* edited by Jeffrey Lehmann and Robert Gray, Sydney: UNSW Press 2011)

Kenneth Slessor: 1. 'The Night-Ride' 2. 'Streamer's End'
3. 'Wild Grapes' 4. 'Dutch Seacoast' (from The Atlas)
5. 'Five Visions of Captain Cook' 6. 'The Country Ride'
7. 'Country Towns' 8. 'Beach Burial'

James McAuley: 1. 'Terra Australia' 2. 'The Incarnation of Sirius'
3. 'The Death of Chiron' 4. 'New Guinea'
5. 'Father, Mother, Son' 6. 'Self-portrait, Newcastle 1942'

Unit 3: Postmodern Russian Poetry

(Hours - 15, Credit - 1)

Joseph Brodsky (1940-1996)

- | | |
|--|------------------------------|
| 1. 'Moscow Carol' | 2. 'Pilgrims' |
| 3. 'Don't Leave the Room' | 4. 'Belfast Tune' |
| 5. 'Part of Speech' | 6. 'A Polar Explorer' |
| 7. 'Love' | 8. 'Folk Tune' |
| 9. 'I threw my arms about those shoulders' | 10. 'May 24, 1980' |
| 11. 'Seven Strophes' | 12. 'Odysseus To Telemachus' |

Unit 4: Modern and Postmodern Indian poetry (Hours - 15, Credit - 1)

(Selected poems from: *The Oxford India Anthology of Twelve Modern Indian Poets* edited by Arvind Krishna Mehrotra. OUP)

- A. K. Ramanujan:**
- | | |
|------------------------------|--------------------------------|
| 1. 'The Striders' | 2. 'Breaded Fish' |
| 3. 'Self-Portrait' | 4. 'Anxiety' |
| 5. 'Love Poem for a Wife. 2' | 6. 'The Hindoo: the Only Risk' |
| 7. 'On the Death of a Poem' | 8. 'Chicago Zen' |

- Dilip Chitre:**
1. 'The Light of Birds Breaks the Lunatic's Sleep'
 2. 'I came in the middle of my life to a'
 3. 'The door I was afraid to open'
 4. 'All I hear is the fraying of the wind'
 5. 'Pushing a Cart'
 6. 'Of Garlic and Such'
 7. 'The Felling of the Banyan Tree'
 8. 'Father Returning Home'
 9. 'Panhala'

Reference Books:

- Anozie, Sunday. *Christopher Okigbo: Creative Rhetoric*. London: Evan Brothers Ltd., and New York: Holmes and Meier, Inc., 1972.
- Burns, Graham. *Kenneth Slessor*. Melbourne: Oxford University Press, 1975.
- Chindhade, Shrish. *Five Indian English Poets: Nissim Ezekiel, A.K. Ramanujan, Arun Kolatkar, Dilip Chitre, R. Parthasarathy*, Atlantic Publishers & Dist, 1996.
- Coleman, Peter, *The Heart of James McAuley: Life and Work of the Australian Poet*, Wildcat Press 1980.
- Dharwadkar, Vinay. 'Some Contexts of Modern Indian Poetry', *Chicago Review*, Vol. 38, No. ½, *Contemporary Indian Literature* (1992), pp. 218-231.
- Disney, Dan and Hall, Matthew. *New Directions in Contemporary Australian Poetry*. Palgrave Macmillan, 2021.
- Douglas Killam, Ruth Rowe, Bernth Lindfors, Gerald M. Moser and Alain Ricard. *The Companion to African Literatures*. Indiana University Press, 2000.

- Egudu, R. N. *Modern African Poetry and the African Predicament*. Palgrave Macmillan, 1978.
- Esonwanne, Uzoma. (ed.) *Critical Essays on Christopher Okigbo*. New York: G. K. Hall & Co. 2000.
- Irele, Abiola, and Simon Gikandi (Ed), *The Cambridge History of African and Caribbean Literature*, 2 vols, Cambridge: Cambridge University Press, 2004.
- Jack, Belinda E. *Negritude and Literary Criticism: The History and Theory of Negro-African Literature in French*. Greenwood Press, 1996.
- Jaffa, Herbert C. *Kenneth Slessor: A Critical Study*. Sydney: Angus & Robertson, 1977.
- Kesteloot, Lilyan. *Black Writers in French: A Literary History of Negritude*- translated by Ellen Conroy Kennedy, Philadelphia: Temple University Press, 1974.
- King, Bruce. *Modern Indian Poetry in English*. OUP India, 2004
- Loeff, Lev. *Joseph Brodsky: A Literary Life*. Yale University Press, 2010.
- Lutzkanova-Vassileva, Albena. *The Testimonies of Russian and American Postmodern Poetry: Reference, Trauma, and History*: Bloomsbury Academic, 2016
- Naik, M. K. *Perspectives on Indian Poetry in English*. Abhinav Publications, 1985.
- Pierce, Peter. *The Cambridge History of Australian Literature*. Cambridge University Press, 2009
- Smith, Vivian (1970), *James McAuley* (2nd ed.) Oxford University Press, 1970
- Speh, Alice J. *The Poet as Traveler: Joseph Brodsky in Mexico and Rome*. New York: Peter Lang, 1996.
- Stewart, Douglas. *A Man of Sydney: An Appreciation of Kenneth Slessor*. Melbourne: Nelson, 1977.
- Washington BÂ, Sylvia. *The Concept of Negritude in the Poetry of Leopold Sedar Senghor*. Princeton University Press, 1973.
- Wauthier, Claude. *The Literature and Thought of Modern Africa*. London: Pall Mall Press Ltd. 1966.
- Wilde William H., Hooton Joy, Andrews B. G. Ed., *The Oxford Companion to Australian Literature*, OUP, 1994.
- Udoeyop, Nyong J. *Three Nigerian Poets: A Critical Study of the Poetry of Soyinka, Clark, and Okigbo*. Ibadan: Ibadan University Press, 1973.

Course Name: Fiction in English: Modern and Postmodern

Type: Major Mandatory

Course Code: MAU0325MML503H2

Course Credits: 4

Marks: Semester End: 80 Internal Assessment: 20 Total Marks: 100

Course Learning Outcomes:

1. Students will understand major trends and writers in the Modern and Postmodern period through detailed study of specific novels.
2. They will be able to interpret and critically appreciate the novels of the major authors.
3. Students will be able to judge the texts and justify their readings.

Unit 1: Modernism in Fiction **(Hours - 15, Credit - 1)**

Hermann Hesse (1877-1962) – *Siddhartha* (1922)

Unit 2: Race and Gender in Modern Fiction **(Hours - 15, Credit - 1)**

“Buchi” Emecheta (1944-2017) – *The Bride Price* (1976)

Unit 3: Postmodernism in Fiction **(Hours - 15, Credit - 1)**

José Saramago (1922-2010) – *Blindness* (1995)

Unit 4: Post colonialism in Indian Fiction **(Hours - 15, Credit - 1)**

Aravind Adiga (1974-) – *The White Tiger* (2008)

Reference Books:

Bloom, Harold, ed. *Hermann Hesse*. Chelsea House Publications, 2003.

Bloom, Harold, ed. *José Saramago*. Chelsea House Publications, 2005.

Dhavan, R. K. *Aravind Adiga’s The White Tiger: A Symposium of Critical Essays*. Creative Books, 2011.

Field, George Wallis. *Hermann Hesse*. New York: Twayne, 1970.

Frank, Katherine, “The Death of the Slave Girl: African Womanhood in the Novels of Buchi Emecheta,” in *World Literature Written in English*, Vol. 21, No. 3, Autumn 1982.

Fraser, Gerald, “Writer, Her Dream Fulfilled, Seeks to Link Two Worlds,” in *New York Times*, June 2, 1990.

Frier, David. *The Novels of José Saramago*. U of Wales P, 2007.

Mishra, Shubha and P.D. Nimsarkar. Ed. *Aravind Adiga: An Anthology of Critical Essays*. Creative Books, 2010.

Nicol, Bran. *The Cambridge Introduction to Postmodern Fiction*. C U P,.

Marriage and Slavery in Buchi Emecheta,

<http://landow.stg.brown.edu/post/nigeria/emecheta/marriage.html>

Tusken, Lewis W. *Understanding Hermann Hesse: The Man, His Myth, His Metaphor*. U of South Carolina P, 1998.

Ziolkowski, Theodore, ed. *Herman Hesse: A Collection of Critical Essays*. Prentice-Hall, 1973.

--- . *The Novels of Hermann Hesse: A Study in Theme and Structure*. Princeton UP, 1965.

Course Name: Critical Theories I

Type: Major Mandatory

Course Code: MAU0325MML503H3

Course Credits: 4

Marks: Semester End: 80 Internal Assessment: 20 Total Marks: 100

Course Learning Outcomes:

1. Students will understand the thoughts of the prescribed critical and literary theorists from Indian and Western tradition.
2. Students will comprehend the historical development of critical and literary thought.
3. Students will develop critical insights to look at literature produced in various ages across the globe.

Unit 1: **(Hours - 15, Credit - 1)**

- a) Plato- From Phaedrus (370 B. C. E.) *
- b) Horace – Ars Poetica (10 B.C. E.)*

Unit 2: **(Hours - 15, Credit - 1)**

- a) Longinus - From ‘On Sublimity’*
- b) Kuntak -From ‘The Vital Force of Literary Language’ **

Unit 3 **(Hours - 15, Credit - 1)**

- a) Mary Wollstonecraft - From ‘Vindication of the Rights of women’ *
- b) S. T. Coleridge – From ‘Biographia Literaria’ *

Unit 4 **(Hours - 15, Credit - 1)**

- a) William K. Wimsatt Jr. and Monroe C. Beardsley – The Intentional Fallacy *
- b) Tzveten Todorov – Structural Analysis of Narrative *

*(From *The Norton Anthology of Theory and Criticism*, Ed. Leitch)

***(From *The Rasa Reader* by Sheldon Pullock)

Prescribed Texts from:

Leitch, V. B. (Ed.). *The Norton Anthology of Theory and Criticism*. Second Edition. N. York: W. W. Norton & Co. 2010.

Sheldon Pollock (Tr. and Ed.) *A Rasa Reader: Classical Indian Aesthetics*. United States, Columbia University Press, 2016.

Reference Books:

Rajan, P. K. *Indian Literary Criticism in English: Critics, Texts, Issues*. India, Rawat Publications, 2004.

Rajan, P. K., Daniel, Swapna. *Indian Poetics and Modern Texts: Essays in Criticism*. S. Chand, 1998

Barry, Peter : *Beginning Theory: An Introduction to Literary & Cultural Theories*, Second Edition. Manchester, Manchester University Press, 2004.

- Bennett, Andrew and Royle, Nicholas. *An Introduction to Literature, Criticism and Theory*. 5th Edition. Routledge. 2016
- Bronner, Stephen Eric. *Critical Theory: A Very Short Introduction*. 1st Edition. Oxford University Press; 2011.
- Brooker, Peter, Ed. *Modernism/ Postmodernism*. New York: Longman, 1992
- Chandran, Mini, and V.S., Sreenath. *An Introduction to Indian Aesthetics: History, Theory, and Theoreticians*. India, Bloomsbury Publishing, 2021.
- Connor, Steven. *The Cambridge Companion to Postmodernism* (Cambridge: Cambridge University Press, 2004.
- Cuddon, J. A., *Dictionary of Literary Terms and Literary Theory*, Wiley, 2013
- Culler, Jonathan. *Literary Theory: A Very Short Introduction* (Oxford: Oxford University Press, 2011)
- Devy, G. N. *After Amnesia: Tradition and Change in Indian Literary Criticism*. India, Orient Longman, 1995.
- Eagleton Terry. *Literary Theory: An Introduction* 3rd Edition. University Of Minnesota Press, 2008.
- Felluga, Dino. *Critical Theory: The Key Concepts*. Routledge, 2015.
- Goulimari, Pelagia. *Literary Criticism and Theory: From Plato to Postcolonialism*, London & New York: Routledge, 2014.
- Guerin, Wilfred L. *A Handbook of Critical Approaches to Literature* (Oxford: Oxford University Press, 2005)
- Hans Bertens, *Literary Theory: The Basics*. London & New York: Routledge, 2017.
- Jaawre, Aniket. *Simplifications: An Introduction to Structuralism and Post-structuralism*, Orient Blackswan, 2001.
- Hawthorn, Jeremy. *A Concise Glossary of Contemporary Literary Theory*. London: Edward Arnold, 1992.
- Lodge, David. Ed. *20th Century Literary Criticism – Reader*, Routledge; 2016.
- Lodge, David and Wood, Nigel. Ed. *Modern Criticism and Theory: A Reader* (Second edition). New Delhi: Pearson, 1988.
- Nagarajan, M.S. *English Literary Criticism & Theory: An Introductory History*, Hyderabad: Orient Longman, 2006.
- Newton, K. M. *Twentieth-Century Literary Theory*. Macmillan Education. 1997
- Rice and Waugh Ed. *Modern Literary Theory: A Reader*. 4th Edition 2001. Hodder Arnold.
- Selden, Raman. *A Reader's Guide to Contemporary Literary Theory*, New Delhi: Pearson, 2006.
- Selden, Widdowson and Brooker. Eds. *A Reader's Guide to Contemporary Literary Theory*, New Delhi: Pearson, 2006.

Course Name : Syllabus Designing (only for Univ. Dept. students)

Type: Major Mandatory

Course Code: MAU0325MMP503H4

Course Credits: 4

Marks: Practical Demonstration: 30 Journal Writing: 20 Total Marks: 50

Course Learning Outcomes:

1. Students will understand important types of syllabus.
2. Students will be able to analyze syllabus of various courses.

Unit I: (Hours - 15, Credit - 1)

Product-Oriented Syllabus: Grammatical and Functional-Notional Syllabus;

Process-Oriented Syllabus: Procedural and Task-Based Syllabus

Unit II: (Hours - 15, Credit - 1)

Analysis of syllabus, practicing syllabus design

Books for Reference:

Allen H. B. & Campbell R. N.: *Readings in Teaching English as a Second Language*, McCraw.

Allen JPB and S. Pit Corder (ed.): *The Edinburgh Course in Applied Linguistics*, Vols. II, III.

Brumfit C. J. & R. A. Carter: *Literature and Language Teaching*, 1985.

Brumfit C. J. (ed.): *Teaching Literature Overseas: Language Based Approaches ELT Documents*, 1985.

Brumfit C.J. & K Johnson (ed.): *The Communicative Approach to Language Teaching*, OUP, 1979.

Gokak V. K: *English in India, its Present and Future*, 1966.

Harmer, Jeremy (2008) *The Practice of English Language Teaching*. Fourth Edition

Howatt APR: *A History of English Language Teaching*, OUP, 1984.

Indian Ministry of Education Study Group Reports, 1965, 1967.

Kelly, Louis G.: *25 Centuries of Language Teaching*

New Education Policy Govt. of India, 1987.

Nunan, David (1988) *Syllabus Design*. Oxford University Press.

Prabhu N.S. *Second Language Pedagogy*, OUP, 1897.

Richard, Jack. *Methodology in Language Teaching*. C U P.

Richard, Jack. (2001) *Curriculum Development in Language Teaching*. Cambridge University Press.

Richards, J and T. Rodgers. *Approaches and Methods in Language Teaching*, OUP, 1986

Stern H. H. *Fundamental Concepts of Language Teaching*, OUP.

Yardi V. V. *Teaching English in India Today*, Parimal Prakashan.

Course Name: Shakespearean Tragedy (for all other students)

Type: Major Mandatory

Course Code: MAU0325MML503H4

Course Credits: 4

Marks: Semester End: 40 Internal Assessment: 10 Total Marks: 50

Course Learning Outcomes:

1. Students will understand the characteristic features of Shakespearean Tragedy.
2. They will be able to interpret Shakespearean Tragedy.

Unit 1. *Othello*

(Hours - 15, Credit - 1)

Unit 2. *Romeo and Juliet*

(Hours - 15, Credit - 1)

Reference Books:

Bradley, A. C. *Shakespearean Tragedy*. Macmillan, 2003.

deGrazia, Margreta and Stanley Wells, eds. *The Cambridge Companion to Shakespeare*. CUP, 2003.

Dillon, Janette. *The Cambridge Introduction to Shakespeare's Tragedies*. CUP, 2007.

Drakakis, John, ed. *Shakespearean Tragedy*. Longman, 1992.

Harbage, Alfred. *Twentieth-Century Views of Shakespeare's Tragedies*. Prentice-Hall, 1964.

Knight, G. Wilson. *The Wheel of Fire: Interpretations of Shakespearian Tragedy*. Routledge, 1989.

Mason, H. A. *Shakespeare's Tragedies of Love*. Chatto & Windus, 1970.

McEachern, Claire, Ed. *The Cambridge Companion to Shakespearean Tragedy*. CUP, 2004.

Mehl, Dieter. *Shakespeare's Tragedies: An Introduction*. CUP, 1986.

Muir, Kenneth. *Shakespeare's Tragic Sequence*. Methuen, 1972.

Smith, Emma. *The Cambridge Introduction to Shakespeare*. CUP, 2007.

Spurgeon, Caroline F.E. *Shakespeare's Imagery and What it Tells Us*. CUP, 2005.

Course Name: Theories of Language Learning

Type: Major Mandatory-Electives

Course Code: MAU0325MEL503H1

Course Credits: 4

Marks: Semester End: 80 Internal Assessment: 20 Total Marks: 100

Course Learning Outcomes:

1. Students will comprehend and compare various theories of language learning.
2. Students will explore the application of these theories in the context of Indian classrooms.

Unit 1: (Hours - 15, Credit - 1)

Behaviourist Theories: Pavlov and Skinner

Unit 2: (Hours - 15, Credit - 1)

Cognitive and Developmental Theories: Chomsky, Lenneberg, Piaget, Vygotsky

Unit 3: (Hours - 15, Credit - 1)

Contrastive Analysis, Error Analysis and Interlanguage Theory

Unit 4: (Hours - 15, Credit - 1)

Language Learning Process and Strategies

Books for Reference:

- Backman, L. F., (1988) *Fundamental Considerations in Language Testing*, Oxford: OUP.
- Fergusson, Dan, *Psycholinguistics*.
- James Carl, (1980) *Contrastive Analysis*. Longman: London.
- Lado, (1957) *Linguistics across Cultures*. Michigan.
- McLaughlin, (1987) *Theories Second Language Learning*. London: Edward Arnold: London.
- Richards J.(ed.), (1974) *Error Analysis*, Longman.
- Rod Ellis, (1984) *Understanding Second Language Acquisition*. OUP: Oxford
- S. Pit Corder, (1986) *Error Analysis and Interlanguage*, Macmillan.
- Julia Herschensohn, Martha Young-Scholten. *The Cambridge Handbook of Second Language Acquisition*. India, Cambridge University Press, 2018.

Course Name: English Literatures of SAARC Nations

Type: Major Mandatory-Electives

Course Code: MAU0325MEL503H2

Course Credits: 4

Marks: Semester End: 80 Internal Assessment: 20 Total Marks: 100

Course Learning Outcomes:

1. Students will understand various schools, trends and movements in English Literatures of SAARC nations.
2. They will be able to describe the prominent features of well-known writers and works of SAARC Countries.

Unit 1: Gender and Politics in Postcolonial SAARC Fiction (Hours - 15, Credit - 1)

Tehmina Durrani: *My Feudal Lord*

Unit 2: Trends in Short Stories of SAARC countries (Hours - 15, Credit - 1)

Sushma Joshi: *The Prediction*

Unit 3: Trends in Drama of SAARC countries (Hours - 15, Credit - 1)

Mahesh Elkunchwar: *Old Stone Mansion*

Unit 4: Trends in Poetry of SAARC Countries (Hours - 15, Credit - 1)

Selected poems from *Anthology of Commonwealth Poetry* Ed. C. D. Narasimhaiah

Toru Dutt: 'Sonnet – The Lotus', 'Our Casuarina Tree'

R. Parthasarthy: 'Exile from Home Coming'

Dom Moraes: 'A Letter'

Patrick Fernando: 'Elegy for my son'

Yasmine Gooneratne: 'On an Asian Poet Fallen Among American Translators'
'There was a country'

Razia Khan: 'My Daughter's Boy Friend' 'The Monstrous Biped'

Kishwar Naheed: 'I am Not That Woman'

Books for Reference

Bharucha, Nilufer, *World Literature- Contemporary Postcolonial and Post-Imperial Literatures*, New Delhi Prestige Pubs, 2007.

Dey, Sayan. *Decolonial Existence and Urban Sensibility: A Study on Mahesh Elkunchwar*. Manipal Universal Press, 2019.

Europa Publications, *International Who's Who of Authors and Writers 2004*, Routledge.

Lanjewar Bose, Aparna. *Writing Gender Writing Self: Memory, Memoir and Autobiography*. London: Routledge. 2020

Mishra Lata, *Transcendence and Immanence in Works of Select Poets in English*, New Delhi, Authorspress 2013.

Pullock Sheldon, *Literary Cultures in History: Reconstruction from South Asia*, University of California, 2003

Trevor, James, *English Literature From The Third World*, Beirul, Longman York Press, 1986

Walsh William (ed.), *Readings in Commonwealth Literature*, Delhi OUP, 1973.

Young Robert, *Colonial Desire: Hybridity in Culture, Theory and Race*, Routledge, London, 2000.

Zubair, H. B., Aslam, F., & Khowaja, M. A. (2019). *Analysis of Patriarchal Pressures and the Struggle of a Pakistan Woman in My Feudal Lord*. Grassroots.

Course Name: American Literature from the Civil War to turn of the Century

Type: Major Mandatory-Electives

Course Code: MAU0325MEL503H3

Course Credits: 4

Marks: Semester End: 80 Internal Assessment: 20 Total Marks: 100

Course Learning Outcomes:

1. Students will understand various schools, trends and movements in American literature.
2. They will survey the prominent works of American literature up to the turn of the century.

Unit 1. Narrative Techniques (Hours - 15, Credit - 1)

Henry James (1843-1916) – *Daisy Miller* (1879)

Unit 2. Naturalism in American fiction (Hours - 15, Credit - 1)

Stephen Crane (1871-1900) – *The Red Badge of Courage* (1895)

Unit 3. Late 19th Century American Short Stories: (Hours - 15, Credit - 1)

Sarah Orne Jewett (1849-1909): ‘A White Heron’

Kate Chopin (1851-1904): i) ‘A Point at Issue!’, ii) ‘The Story of an Hour’

Jack London (1876-1916): ‘To Build a Fire’

Unit 4. Late 19th Century American Poetry (Hours - 15, Credit - 1)

Hart Crane: "At Melville's Tomb", "Chaplinesque",

Paul Laurence Dunbar: 'Sympathy', 'The Paradox', 'The Debt', 'The Lawyers' Ways'

Alice Moore Dunbar-Nelson: 'To Madame Curie', 'To the Negro Farmers of the United States', 'If I Had Known', 'The Idler'

Walt Whitman: "Are you the new person drawn toward me?", "For You O Democracy", "I Hear America Singing", "Time to Come"

Edwin Arlington Robinson: "The House on the Hill", "The Mill", "Mr. Flood's Party", "Reuben Bright"

Reference Books:

Allen, Elizabeth. *A Woman's Place in the Novels of Henry James*. Macmillan, 1984.

Arvin, Newton. *Whitman*. Macmillan, 1938.

Bassan, Maurice, Ed. *Stephen Crane: A Collection of Critical Essays*. Prentice-Hall, 1967.

Beer, Janet, ed. *The Cambridge Companion to Kate Chopin*. CUP, 2008.

Bloom, Harold, ed. *Stephen Crane*. (Bloom's Modern Critical Views). Infobase Publishing, 2007.

Bloom, Harold (ed.) *Kate Chopin*. (Bloom's Modern Critical Views). Chelsea, 1987.

- Ford, Boris (ed.). *The New Pelican Guide to English Literature, Vol.9: American Literature*. Penguin, 1995.
- Gibson, Donald B. *The Fiction of Stephen Crane*. Southern Illinois UP 1968.
- . *The Red Badge of Courage: Redefining the Hero*. Twayne Publishers, 1988.
- Gray, Richard. *A History of American Literature*. 2nd ed. Blackwell, 2012.
- Grenspan, Ezra, ed. *The Cambridge Companion to Walt Whitman*. CUP, 1999.
- Lauter, Paul (ed.). *A Companion to American Literature and Culture*. Blackwell, 2010.
- Matthiessen, F. O. *Henry James: The Major Phase*. OUP, 1944.
- Woolf, Judith. *Henry James: The Major Novels*. CUP, 1991.

Course Name: British Neoclassical and Romantic Literature

Type: Major Mandatory-Electives

Course Code: MAU0325MEL503H4

Course Credits: 4

Marks: Semester End: 80 Internal Assessment: 20 Total Marks: 100

Course Learning Outcomes:

1. Students will understand various periods, trends and movements in British literature.
2. They will recognize the literatures of the Neoclassical and Romantic period.

Unit 1. Neoclassical Nonfiction (Periodical Essays and Debates) **(Hours - 15, Credit - 1)**

a. Joseph Addison (1672-1719) – Selected Essays from *The Spectator* (no. 35 ‘Comedy’, no. 39, 40 & 44 ‘Tragedy’)

(Source: *Addison and Steele Selections from The Tatler and The Spectator*. 2nd Ed. Introduction & Notes by Robert J. Allen. Holt, Rinehart & Winston Inc.

b. Samuel Johnson (1709-84) – *Life of Milton* (Ed. By Ramchandran, Macmillan)

Unit 2. 18th Century British Drama (Comedy after Restoration period)**(Hours - 15, Credit - 1)**

Oliver Goldsmith (1728-74) – *She Stoops to Conquer* (1771).

Unit 3. Gothic British Fiction during Romantic period **(Hours - 15, Credit - 1)**

Emily Brontë (1818-48) – *Wuthering Heights* (1847).

Unit 4. Neoclassical and Romantic poetry (Selected Poems) **(Hours - 15, Credit - 1)**

(Source: *Five Centuries of Poetry*. Edited by C. N. Ramchandran and Radha Achar. Macmillan)

John Dryden (1631-1700): From ‘Absalom and Achitophel’

“Of these the False Achitophel...” (lines 150-229)

“In the First Rank ...Left” (lines 544-568)

Alexander Pope (1688-1744): From ‘Epistle to Dr. Arbuthnot’

“Shut the door, good John!...”

Thomas Gray (1716-71): ‘The Bard’

S.T. Coleridge (1772-1834): ‘Kubla Khan’,

P.B. Shelley (1792-1822): ‘To a Skylark’,

John Keats (1795-1821): 'Ode to a Nightingale'.

Reference Books:

- Blamiers, Harry. *A Short History of English Literature*. Routledge, 2003.
- Carter, Ronald and John McRay. *The Routledge History of Literature in English*. Routledge, 2001.
- Chandler, James and Maureen N. McLane. Ed. *The Cambridge Companion to British Romantic Poetry*. CUP, 2008.
- Clingham, Greg, Ed. *The Cambridge Companion to Samuel Johnson*. CUP, 1997.
- Curran, Stuart, Ed. *The Cambridge Companion to British Romanticism*. CUP, 2003.
- Daiches, David. *A Critical History of English Literature* Vol. 2-3.
- Glen, Heather, Ed. *The Cambridge Companion to the Brontës*. CUP, 2002.
- Keymer, Thomas, Ed. *The Cambridge Companion to English Literature: 1740-1830*. CUP, 2004.
- Maxwell, Richard and Katie Trumpener, Eds. *The Cambridge Companion to Fiction in the Romantic Period*. CUP, 2008.
- Moody, Jane and Daniel O'Quinn, Eds. *The Cambridge Companion to British Theatre, 1730-1830*. CUP, 2007.
- Zwicker, Steven N., Ed. *The Cambridge Companion to English Literature: 1650-1740*. CUP, 2004.

Course Name: Comparative Study of Major Literary Movements: English and Marathi

Type: Major Mandatory-Electives

Course Code: MAU0325MEL503H5

Course Credits: 4

Marks: Semester End: 80 Internal Assessment: 20 Total Marks: 100

Course Learning Outcomes:

1. Students will be able to compare Major Literary Movements in English and Marathi literature.
2. Students will be able to apply comparative methods to prescribed texts.

Unit 1: (Hours - 15, Credit - 1)

Romanticism: English and Marathi – Wordsworth and Keshavsut.

Unit 2: (Hours - 15, Credit - 1)

Modernism: Kafka: *Metamorphosis and other stories*. Dilip Chitre: Orpheus

Unit 3: (Hours - 15, Credit - 1)

Women's Literature: Mary McCarthy: *Memories of a Catholic Childhood*.
Baby Kamble: *Jeena Amacha*

Unit 4: (Hours - 15, Credit - 1)

Minority Literature: Le Roi Jones: *Dutchman*.
Datta Bhagat: *Wata Palawata*

Reference Books:

- Bassnett, Susan *Translation Studies* London & NY: Routledge, 2008
- Bassnett, Susan & Andre Lefevere *Translation, History and Culture* London: Pinter, 1990
- Catford, J. C. *A Linguistic Theory of Translation* London: OUP, 1965
- Holmes, James (ed.) *The Nature of Translation: Essays on the Theory and Practice of Translation*. The Hague: Mouton, 1970
- Hermans, Theo *The Manipulation of Literature: Studies in Literary Translation*. London: Croomhelm, 1985.
- Gentzler, Edwin *Contemporary Translation Theories* Clevedon: Multilingual Matters Ltd. 2001
- Bassnett, Susan & Harish Trivedi *Post-Colonial Translation: Theory and Practice*, London: Routledge, 1999
- Tymoczko, Maria & Edwin Gentzler *Translation and Power* Amherst & Boston: University Massachusetts Press, 2002.
- Baker, Mona & Gabriela Saldanha *Routledge Encyclopedia of Translation Studies* London & NY: Routledge, 2009
- Baker, Mona *Critical Readings in Translation Studies* London & NY: Routledge, 2010.
- Erin B Mee (Ed): *Drama Contemporary India* London: The John Hopkins University Press, 2001
- Shubha Tiwari (Ed): *Indian Fiction in English Translation*. New Delhi: Atlantic Publishers, 2005

Course Name: Popular Culture**Type:** Major Mandatory-Electives**Course Code:** MAU0325MEL503H6**Course Credits:** 4**Marks:** Semester End: 80 Internal Assessment: 20 Total Marks: 100**Course Learning Outcomes:**

1. Students will gain knowledge about importance of cultural ethos and multiplicity
2. Students will be able to analyse a prescribed texts of Popular Culture.

Unit 1: (Hours - 15, Credit - 1)

- i) "What is Popular Culture?" from *Cultural Theory and Popular Culture: An Introduction* by John Storey
- ii) "Popular culture studies in India today: issues and problems" by Simi Malhotra. from *Cultural Studies in India* edited by Rana Nayar et al.

Unit 2: (Hours - 15, Credit - 1)

- i) "The return of the silenced oral: culture and study in our time" by G. N. Devy from *Cultural Studies in India* edited by Rana Nayar et al.

Unit 3: (Hours - 15, Credit - 1)

- i) "Popular Music Genres" by Marco Katz Montiel from *A Companion to Popular Culture* edited by Gary Burns.
- ii) "Reinvention and appropriation of the folk in Daler Mehandi's Pop Videos" by Pushpinder Syal from *Cultural Studies in India* edited by Rana Nayar et al.

Unit 4: (Hours - 15, Credit - 1)

Bram Stoker's *Dracula*: a study in popular literature

Reference Books:

- Burns, Gary. Ed. *A Companion to Popular Culture*. Chichester, West Sussex, UK: John Wiley & Sons, 2016.
- Browning, John Edgar and Caroline Joan (Kay) Picart. Ed. *Draculas, Vampires, and other Undead Forms: Essays on Gender, Race, and Culture*. Lanham, Maryland: Scarecrow Press, Inc, 2009.
- Hughes, William. *Beyond Dracula: Bram Stoker's Fiction and its Cultural Context*. London: Macmillan, 2000.
- McRobbie, Angela. *Postmodernism and Popular Culture*. London: Routledge, 1994.
- Rana Nayar et al. ed. *Cultural Studies in India*. New Delhi: Routledge, 2016.
- Storey, John. ed. *What is Cultural Studies? A Reader*. London: Arnold, 1996.

Course Name: Feminist Movements and Theories

Type: Major Mandatory-Electives

Course Code: MAU0325MEL503H7

Course Credits: 4

Marks: Semester End: 80 Internal Assessment: 20 Total Marks: 100

Course Learning Outcomes:

1. Students will identify and understand characteristics of distinct feminist movements and theories
3. Students will apply the knowledge gained to analyse a prescribed literary text.

Unit 1: (Hours - 15, Credit - 1)

Historical Overview of Feminist Movements; Western (US and Europe) and Indian (pre-independent and post-independent, grassroots)

Unit 2: (Hours - 15, Credit - 1)

Early Feminist Theories: Liberal, Radical, Marxist, Socialist

Unit 3: (Hours - 15, Credit - 1)

Later Developments in Feminist Theories: Psychoanalytical, Postmodern, Postcolonial, Dalit.

Unit 4: (Hours - 15, Credit - 1)

Analysis of the Text

Charlotte Bronte *Jane Eyre*

Books for Reference:

- Barrett, M. *Women's Oppression Today: Problems in Marxist Feminist Analysis* (Revised Edition), Verso, London, 1998.
- De Beauvoir, S. *The Second Sex*, Virago London, (first published 1953). 1997.
- Millett, K. *Sexual Politics*, Virago, London, (first published 1971)
- Evans, M. *Introducing Contemporary Feminist Thought*, Polity Press, London, 1997.
- Jackson, S. and Jones, J. *Contemporary Feminist Theories*, Edinburgh University Press, Edinburgh, 1998.
- Humm, Maggie. *A Reader's Guide to Contemporary Feminist Literary Criticism*. Harvester Wheatsheaf, Harfordshire, 1994.
- Walby, S. *Theorizing Patriarchy*, Blackwell, Oxford, 1990.
- Robinson, V. and Richardson, D. (eds) *Introducing Women's Studies*, second edition, Macmillan, Basingstoke, 1997.
- Meyers, D. (ed.) *Feminist Social Thought: A Reader*, New York: Routledge. 1997
- Minsky, R. (ed.) *Psychoanalysis and Gender: An Introductory Reader*, Routledge London, 1996.
- Menon, Nivedita. *Gender and Politics in India*. Oxford University Press, New Delhi. 1999.
- Nicholson, Linda. *The Second Wave (A Reader in Feminist Theory)*. Routledge, New York, 1997.
- Wollstonecraft, Mary. *A Vindication of the Rights of Woman*. Everyman's Library, London, 1929.
- Margarete Rubik, Elke Mettinger-Schartmann (ed) *A Breath of Fresh Eyre: Intertextual and Intermedial Reworkings of Jane Eyre*, Rodopi, Amsterdam, New York, 2017.
- Bloom Harold, *Charlotte Brontë's Jane Eyre*, Chelsea House Publishers, USA, 2007.
- Wheat Patricia H. *The Adytum of the Heart: The Literary Criticism of Charlotte Brontë*, Associated University Press, U S A, 1992.
- Gilbert Sandra M., Susan Gubar, *The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination*, Yale University Press, 2000.

Course Name: Language Contact**Type:** Major Mandatory-Electives**Course Code:** MAU0325MEL503H8**Course Credits:** 4**Marks:** Semester End: 80 Internal Assessment: 20 Total Marks: 100**Course Learning Outcomes:**

1. Students will understand a range of language situations characterised by variation and change
2. Students will understand different sociocultural factors that may have relevance for language development and change.

Unit 1: Contact and Borrowing**(Hours - 15, Credit - 1)**

Unit 2: Pidgins and Creoles	(Hours - 15, Credit - 1)
Unit 3: Language Maintenance, Shift and Death	(Hours - 15, Credit - 1)
Unit 4: Saving Endangered Languages	(Hours - 15, Credit - 1)

*All Units are from *Introducing Sociolinguistics* (Chapters 8 and 9) by Rajend Mesthrie et al.

References:

- Hudson, R. A. (1983) *Sociolinguistics*, Cambridge: CUP.
- Mesthrie, Rajend (Ed.) (2011) *The Cambridge Handbook of Sociolinguistics*. Cambridge: CUP.
- Silvia Kouwenberg and John Victor Singler (eds.) (2008) *The Handbook of Pidgin and Creole Studies*. United Kingdom: Wiley-Blackwell.
- Mesthrie, Rajend and Bhatt, Rakesh M. (2008). *World Englishes: The Study of New Linguistic Varieties*. Cambridge University Press.
- Mesthrie, Rajend, Swann, Joan, Deumert, Ana and Leap, William. (2009). *Introducing Sociolinguistics*. 2nd edn. Edinburgh University Press. Crystal, David (2000) *Language Death*. Cambridge: CUP.
- Matras, Yaron (2009) *Language Contact*. Cambridge: CUP.
- Jourdan, Christine and Kevin Tuite (2006) *Language, Culture and Society*. Cambridge: CUP.
- Mesthrie, Rajend (Ed.) (2001) *Concise Encyclopedia of Sociolinguistics*. Elsevier.
- Wardhaugh, Ronald (2006) *An Introduction to Sociolinguistics*. Fifth Edition, Blackwell Publishing.
- Umberto Ansaldo (2009) *Contact Languages: Ecology and Evolution in Asia*. Cambridge: CUP.
- Escure, Geneviève and Armin Schwegler (Eds.) (2004) *Creoles, Contact, and Language Change: Linguistic and social implications*. Amsterdam/ Philadelphia: John Benjamins Publishing Company
- Thomason, Sarah G. (2001) *Language Contact: An Introduction*. Edinburgh: Edinburgh University Press Ltd.

Course Name: Language in Use – II

Type: Major Mandatory-Electives

Course Code: MAU0325MEL503H9

Course Credits: 4

Marks: Semester End: 80 Internal Assessment: 20 Total Marks: 100

Course Learning Outcomes:

1. Students will understand functional English and practice summarising texts.
2. Students will practise stress and intonation and the use of the internet for academic purposes.

Unit 1 Functional English	(Hours - 15, Credit - 1)
Unit 2 Summarising Written and Oral Texts	(Hours - 15, Credit - 1)
Unit 3 Stress and Intonation Patterns	(Hours - 15, Credit - 1)
Unit 4 Internet & Language	(Hours - 15, Credit - 1)

Books for Reference

Singh, N. K.: *Communication Skills and Functional English* Manglam Publishers And Distributors, New Delhi

M.L. Tickoo and A.E.Subramanian: *Functional Grammar with usage and composition Practical course* New Delhi Frank Bros,

The Linguistic Structure of Modern English by Laurel J Brinton and Donna M Brinton, John Benjamins Publishing co USA

Stress and Intonation: step by step: Work book by Leslie A. Hill London, OUP.

Language and the Internet by David Crystal Cambridge CUP

The Internet and the Language Classroom by Gabin Dudeney, Cambridge, CUP.

B) TEMPLATE FOR FIELD PROJECT:

M. A. I, SEMESTER – II

Type: On Job Training/Field Project

Course Name: On Job Training/Field Project

Course Code: MAU0325OJP503H

Course Credits:: 4

Marks: OJT/Field Work Report etc.: 80

Internal Assessment (Viva Voce): 20

Total Marks: 100

Course Outcomes:

1. Students implement acquired knowledge at some institute
2. Students prepare plans related to teaching/translation/ other tasks
3. Students acquire work culture.
4. Students prepare detailed reports based on their experience.

Instructions for teachers and students while doing On-the-Job Training:

1. Selection of Institute/Organization/Consultant/Professional etc. should be based on the areas in the mandatory or elective courses in the concerned subject.
2. The Institute/Organization/Consultant/Professional etc., under whom the Training/Internship/Apprenticeship is expected, should be FORMALLY ASSIGNED (In Written Form) by concerned teacher to every student.
3. Submission of On-the-Job-Training Report duly signed and certified by concerned teacher/guide is A PRE-REQUISITE FOR APPEARING TO VIVA-VOCE EXAMINATION.
4. TWO COPIES of On-the-Job-Training Report in BOUND FORMAT should be submitted before Viva-Voce. One copy will be kept by department and the remaining will be returned to student.

Important Notes for Teachers:

1. Prepare a Draft Letter for getting permission from the appropriate authority within the Institute/Organization or from Consultant/Professional etc. for the On-the-Job-Training/Internship/Apprenticeship
2. Prepare an Appropriate Format for Writing the On-the-Job Training Report. **Kindly see that the First Page and Certificate Page is common for all students. In the remaining part, try to maintain uniformity.**

The On-the-Job Training Report format may be as follows:

Student's Name: -----

Name Of the College: -----

Class: -----Semester: -----

Subject: -----Seat Number: -----

Year -----Duration of Internship: -----

Internship Site/ Name of the Institution: -----

Institute Supervisor's Name: -----

College Teacher who supervised: -----

Introduction:

This section should provide the area of interest, its' importance in contemporary world, the reasons for choosing this area as well as the institution/organization/consultant/professional etc. .

Description of the organization:

This section should provide a brief overview of the organization where the internship will take place, including its mission, goals, and services and experience.

Duties and responsibilities:

This section should describe the specific tasks and responsibilities the student had during the internship, as well as any notable projects or activities they were involved in.

Reflection on learning outcomes and accomplishments :

This section should highlight the key learning and accomplishments the student achieved during the internship (skills, knowledge, attitude etc.). The student is expected to provide an in-depth reflection on the overall growth and impact of training.

Areas for improvement:

This section should address areas for improvement the student seen by himself/herself during the internship. He/she should reflect on how to overcome these challenges or plan strategies for improvement.

Conclusion:

This section should summarize the key takeaways from the internship experience.

Appendices:

This section should include following documents:

5. Formal permission letter by Concerned Teacher/Guide sent to concerned Institution/Organization/Professional/Consultant etc.
6. Formal Acceptance Letter by Institution/Organization/Professional/Consultant etc. for Training.

7. Attendance sheet with Day, Date, Time, Number of Hours, Brief description of Training/ Learning activities, Signature of Institutional Authority, Signature of Concerned Teacher.
8. Google Tagged photos of showing Attendance as well as Doing Work
9. Compliance Certificate with remarks duly signed by Institutional Authority
10. Other supporting material