

**2017-2018**

**[OBE DESIGN- ENGLISH  
DEPARTMENT, SUB-CAMPUS  
OSMANABAD]**

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## PREFACE

Outcome Based Education (OBE) is the educational approach which focuses on student centric education in the context of development of personal, social, professional and knowledge (KSA) requirements in one's career and life. It is the decade ago curriculum development methodology. The educational triangle of LEARNING-ASSESSMENT-TEACHING is the unique nature of the OBE approach. The curriculum practices such as Competency Based Curriculum, Taylor's Model of Curriculum Development, Spadys' Curriculum principles, Blooms taxonomy and further use of assessment methodologies like, Norm-reference testing and Criterion reference testing, etc is being practiced since decades. It is also interesting to know that, globally, different countries and universities adopts the curriculum development models/approaches such as, CDIO (Conceive-Design-Implement-Operate), Evidenced Based Education, Systems' Approach, etc as the scientific and systematic approaches in curriculum design.

The authorities of Dr. Babasaheb Ambedkar Marathwada University, Aurangabad (M.S.) in-lieu of accreditation standards of National Assessment and Accreditation Council, decided to opt for Outcomes Based Education (OBE). As the part of the decision, different meetings, workshops and presentations were held at the campus of university.

This document is the outcome of different meetings and workshops held at university level and department level. The detailed document is designed and the existing curriculum of the department is transformed in to the framework of OBE. This is the first step towards the implementation of OBE in the department. The document will serve all stakeholders in the effective implementation of the curriculum. The OBE is continuous process for quality enhancement and it will go a long way in order to enhance the competencies and employability of the graduates/Post-graduates of the university department.

**Head of Department**

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# OUTCOME BASED EDUCATION

## Faculty of Humanities

### Department of English

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#### 1. Mission:

##### Mission Statement

- The Department of English aims at transforming the post-graduate and research students into the rational human beings with an inquisitive and argumentative bent of mind through literary, theoretical and linguistic teaching.
- To shape and reshape the attitudes of the students compatible to these diversities in order to strengthen the democratic spirit of our country.
- To develop the mastery in linguistic for successful employment/self-employment.
- To prepare graduates to undertake different professional assignments and develop the value based and ethical leadership in linguistic profession.
- To undertake research in literature and evolve new knowledge and develop linguistic application in varied fields of profession.

#### Vision:

##### Vision Statement

- The department also envisions the healthy and positive cultural growth of the students for the better social, economic, political and cultural environment in the country. We believe in the multiethnic, multicultural, multi religious texture of our country.
- The vision of the department is to provide quality oriented teaching that may bring out the potentiality of the students.
- Besides the specific visions of the department are as follows: The department is planning to approach University Grants Commission (UGC) for Special Assistance Programme (SAP). The department is planning to organize quality improvement and awareness programmes for teachers of colleges with the help of funds from UGC, university etc.
- Research activities in the department would be strengthened. To this end, the department is planning to emphasis on research activities with the support from the head of the university. The faculty members will undertake Minor/Major research projects with financial assistance from

UGC, ICSSR and other funding agencies. For this, we would make the maximum use of the computers in the teaching and research activities. The departmental library will start functioning from next academic year and the department plans to subscribe the referred journals relevant to the subject. Audio-visual teaching aids and internet would be used liberally for class room instruction.

- The department is planning to sign MoUs with Indian Universities/Institutions to establish cooperation in the areas of teaching, research and training. The department is planning to publish a book of M.Phil/PhD dissertations abstract.

## **2. Title of the Program (s):**

### **a. Master of Arts (English)**

## **3. Program Educational Objectives:**

The program educational objectives (PEO) are the statement that describes the career and professional achievement after the program of studies (graduation/post-graduation). The PEOs are driven from question no. (ii) of the Mission statement (What is the purpose of organization). The PEOs can be minimum three and maximum five.

PEO1: In-depth knowledge of language, grammar, literature and application of these philosophies/techniques in the field of linguistic and societal development.

PEO2: To provide the professional services to private and public organization through competitive examination (NET/SET/MPSC/UPSC/ETC)

PEO3: To provide expertise and consultancy services in the private and public sector and to be an entrepreneur/professional consultant.

PEO4: To opt for higher education, research and to be a life-long learner.

PEO5: To provide value based and ethical leadership to the profession and social life.

## **4. Program Outcomes:**

The program outcomes (PO) are the statement of competencies/abilities. POs are the statement that describes the knowledge and the abilities the graduate/post-graduate will have by the end of program studies.

- a. **Demonstrate mastery** of the discipline by detailing the development and current practices of literary studies, rhetoric, grammar and theme.
- b. **Demonstrate mastery** of the discipline by characterizing, instantiating, and critiquing the dominant critical theories, methodologies, and practices in the field.
- c. **Conduct research** that leads to a substantial original thesis, written over the course of the second year, in a subfield of the student's choice.
- d. **Conduct research** that engages and responds to diverse audiences of scholars, students, and community members.
- e. Demonstrate values and ethics in all **activities**.

### 5. Course- Program outcome Matrix:

The Program Outcomes are developed through the curriculum (curricular/co-curricular-extra-curricular activities). The program outcomes are attained through the course implementation. As an educator, one must know, **“to which POs his/her course is contributing?”**. So that one can design the learning experiences, select teaching method and design the tool for assessment. Hence, establishing the Course-PO matrix is essential step in the OBE. The course-program outcomes matrix indicates the co-relation between the courses and program outcomes. The CO-PO matrix is the map of list of courses contributing to the development of respective POs.

The **CO-PO MATRIX** is provided in the below table.

Course Title	A(CO)	A	b	c	d	E	PSO	PSO
Drama	2	*	*	*		*		
Indian English Literature	2	*	*			*		
Language Orientation: Pragmatics	1	*	*			*		
Research Methodology-Practice	2.2			*	*			
Drama	2.2	*	*	*		*		
Indian English Literature	2.2	*	*			*		
Language Orientation: Pragmatics	1.4	*	*			*		
Research Methodology-Practice	2.2			*	*			
Critical Theory	0.8	*	*			*		
Indian Writing in English	1.6	*	*			*		
English Language Teaching	1.6	*	*			*		
American Literature		*	*			*		

	2.4							
Major Form: Fiction	2.4	*	*			*		
Critical Theory	0.2	*	*			*		
Indian Writing in English	0.2	*	*			*		
English Language Teaching	1.2	*	*			*		
American Literature	1	*	*			*		
Major Form: Fiction	1.4	*	*			*		

## 6. Course Outcomes (for all courses):

The course outcomes are the statement that describes the knowledge & abilities developed in the student by the end of course (subject) teaching. The focus is on development of abilities rather than mere content. There can be 5 to 7 course outcomes of any course. These are to be written in the specific terms and not in general. The list of Course Outcomes is the part of **Annexure-C** attached herewith.

## 7. Set Target levels for Attainment of Course Outcomes:

The course outcome attainment is assessed in order to track the graduates' performance w.r.t target level of performance. The CO-PO attainment is the tool used for continuous improvement in the graduates' abilities through appropriate learning & teaching strategies. In order to assess students' performance with respect to abilities (at the end of course teaching/by the end of program) the course outcome attainment are measured/calculated. In order to calculate the program outcome attainment, the course outcome attainment is calculated. Prior to that, the course-program outcome mapping is done.

## 8. Set Target level for Attainment of Program Outcomes:

The program outcome attainment is assessed in order to track the graduates' performance w.r.t target level of performance. The CO-PO attainment is the tool used for continuous improvement in the graduates' abilities through appropriate learning & teaching strategies. In order to assess students' performance with respect to abilities (at the end of course teaching/by the end of program) the course outcome attainment and program outcome attainment is measured/calculated. The program outcome attainment is governed by curricular, co-curricular and extra-curricular activities including the stakeholders' participation. The direct method and indirect method is adopted to calculate the PO attainment. The direct method implies the attainment by course outcomes contributing to respective program outcomes. And indirect method is the satisfaction/feed-back survey of stakeholders. In order to calculate the program

outcome attainment, the course outcome attainment is calculated. Prior to that, the course-program outcome mapping is done.

The set target level is the set benchmark to ensure the continuous improvements in the learners/ graduates' performance.

### **9. Course Attainment Levels:**

- a. CO attainment is defined/set at three levels;
- b. The CO attainment is based on end term examination assessment and internal assessment;
- c. The Co attainment is defined at three levels in ascending order-
  - i. e.g. For end term and internal examination;
  - ii. Level-1: 40% students scored more than class average
  - iii. Level-2: 50% students score more than class average;
  - iv. Level-3: 60% students score more than class average.
- d. The target level is set (e.g. Level-2). It indicates that, the current target is level-2; 50% students score more than class average. The CO attainment is measured and the results are obtained. Based on the results of attainment, the corrective measures/remedial action are taken.
- e. CO Attainment= 80% (Attainment level in end term examination) + 20% (Attainment level in internal examination).
- f. **One example of calculation of CO attainment is provided in Point No. 12.**

### **10. Program attainment Level:**

- a. PO attainment is defined at five levels in ascending order;
- b. The PO attainment is based on the average attainment level of corresponding courses (Direct Method) and feed-back survey (Indirect method);
- c. The PO attainment levels are defined / set as stated below;
  - i. Level-1: Greater than 0.5 and less than 1.0 (0.5>1)- Poor
  - ii. Level-2: 1.0>1.5-Average
  - iii. Level-3: 1.5>2.0-Good
  - iv. Level-4: 2.0>2.5-Very Good
  - v. Level-5: 2.5>3.0 -Excellent
- d. The PO attainment target level is set/defined (say, Level-4). It implies that, the department is aiming at minimum level-4 (Very good) in the performance of abilities by the graduates. Based upon the results of attainment, the remedial measures are taken;
- e. PO Attainment= 80% (Average attainment level by direct method) + 20% (Average attainment level by indirect method).



## 11. The Results of CO Attainment:

The Results of CO attainment are provided in Annexure-B

**FOR EXAMPLE:**

**COURSE CODE/TITLE: Drama**

e.g. For end term and internal examination;

- i. Level-1: 40% students scored more than class average
- ii. Level-2: 50% students score more than class average;
- iii. Level-3: 60% students score more than class average

Average Marks in External examination: 39.60 = i.e. 40.00

% Students score more than 40 = 68% i.e. Level-3

Average Marks in Internal examination= 16.96 = i.e. 17.00

% Students score more than 17.00 is 80 %, i.e. Level-3

A(CO) Drama= 80% (3)+20(3)

=2.4+0.6

=3.00

**Hence**, the attainment level is Level-3 and the set target level is Level-2 and therefore the CO is fully attained.

**Table No. 1.0: CO Attainment Level**

Title of Course	CO Attainment Value	Target Attainment Level	Fully attained/ Not Attained	Remedial Measures
Drama	3	2	Fully attained	
Indian English Literature	3	2	Fully attained	
Language Orientation: Pragmatics	2.2	2	Fully attained	
Research Methodology- Practice	3	2	Fully attained	
Drama	3	2	Fully attained	
Indian English Literature	3	2	Fully attained	
Language Orientation: Pragmatics	2.2	2	Fully attained	
Research Methodology- Practice	3	2	Fully attained	

Critical Theory	1.8	2	Not attained	Assignments, Exercise, Tutorials and coaching.
Indian Writing in English	2.6	2	Fully attained	
English Language Teaching	1.6	2	Not attained	Assignments, Exercise, Tutorials and coaching.
American Literature	2.4	2	Fully attained	
Major Form: Fiction	2.4	2	Fully attained	
Critical Theory	1.4	2	Not attained	Assignments, Exercise, Tutorials and coaching.
Indian Writing in English	1.4	2	Not attained	
English Language Teaching	2.2	2	Fully attained	
American Literature	2	2	Fully attained	
Major Form: Fiction	1.4	2	Not attained	Assignments, Exercise, Tutorials and coaching.

## 12. The Results of PO Attainment:

The Results of PO attainment are provided in Annexure-C

FOR EXAMPLE:

PO NO.: d

(Note: Refer point No. 11 above which describes the attainment level and set target attainment level)

PO Attainment= 80% (Average attainment level by direct method) + 20% (Average attainment level by indirect method).

$$A (PO) d = 80\% (3+3+2.2+2+1.4)/5 + 20\% (2.32 )$$

$$= 80\% (2.32) + 20\% (2.32)$$

$$= 1.856 + 0.464$$

$$= 2.32 \text{ i.e. Level-4. The Target Attainment Level is Level-4.}$$

Hence PO is attained.

**Table No. 2.0 PO Attainment Level**

PO/PSO number	PO Attainment Value	Target Attainment level	Fully attained/ Not Attained	Remedial Measures
a	2.23	4	Fully Attained	Not Applicable
b	2.23	4	Fully Attained	
c	2.51	4	Fully Attained	
d	2.32	4	Fully Attained	
e	2.23	4	Fully Attained	

**13. Planned Actions for Course Attainment:**

The courses having attainment level less than level-2 shall be addressed by designing remedial measures such as assignments, tutorials and remedial lectures.

**14.Planned Actions for Program Outcome Attainment:**

The PO having attainment level less than Level-4 shall be addressed by planning remedial measures for corresponding courses w.r.t. the contributing courses.

**ANNEXURE-B**

**RESULTS OF CO-PO ATTAINMENT**

Course Title	a	b	c	d	e
Drama	3	3	3		3
Indian English Literature	3	3			3
Language Orientation: Pragmatics	2.2	2.2			2.2
Research Methodology- Practice			3	3	
Drama	3	3	3		3

Indian English Literature	3	3			3
Language Orientation: Pragmatics	2.2	2.2			2.2
Research Methodology- Practice			3	3	
Critical Theory	1.8	1.8			1.8
Indian Writing in English	2.6	2.6			2.6
English Language Teaching	1.6	1.6			1.6
American Literature	2.4	2.4			2.4
Major Form: Fiction	2.4	2.4			2.4
Critical Theory	1.4	1.4			1.4
Indian Writing in English	1.4	1.4			1.4
English Language Teaching	2.2	2.2	2.2	2.2	2.2
American Literature	2	2	2	2	2
Major Form: Fiction	1.4	1.4	1.4	1.4	1.4
<b>PO ATTAINMENT</b>	<b>2.23</b>	<b>2.23</b>	<b>2.51</b>	<b>2.32</b>	<b>2.23</b>



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**Department of English**

**Outcome Based Education**

1. Programme: M. A. English : Specialization: Language & Literature

2. Course Title: English Literature (Age) Paper : II F

3. Discipline: Arts Semester : First

At the end of the course the students should be able to:

Sr. No.	Course Outcomes
01	Describe the movement of Modernism
02	Explain Ted Hughes' Crow
03	Analyse Kingsley Amis' <i>Lucky Jim</i>
04	Evaluate John Osborne's <i>Look Back in Anger</i>
05	Analyse Bertrand Russell's <i>The Impact of Science on Society</i>

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**Department of English**

**Outcome Based Education**

1. Programme : M. A. English Specialization: Language & Literature
  2. Course Title: Literature, Psychology and Psychoanalysis Paper: II A
  3. Discipline: Arts Semester : First
- 

At the end of the course the students should be able to:

Sr. No.	Course Outcomes
01	Explain basic concepts in Psychology and psychoanalysis
02	Apply psychoanalytic methods to analyse literary works
03	Describe Sigmund Freud's contribution to psychoanalysis
04	Explain relationship between psychoanalysis and culture
05	Describe the crucial relationship between psychoanalysis and feminism
06	Apply psychoanalytic theory to analyse Eugene O'Neil's <i>Mourning Becomes Electra</i>
07	Apply psychoanalytic theory to analyse E. A. Poe's <i>The Cask of Amontillado</i>





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**Department of English**

**Outcome Based Education**

1. Programme: M. A. English Specialization: Language & Literature
2. Course Title: Research Methodology Paper : IV
3. Discipline: Arts Semester : First

At the end of the course the students should be able to:

Sr. No.	Course Outcomes
01	Describe the Research Methodology for academic discourse
02	Prepare the layout of the thesis
03	Explain research methods in literature, structuralism, post structuralism
04	Explain Reader Response Theory and Deconstruction
05	Differentiate between research methods in language and literature
06	To do phonemic and phonetic transcription
07	Describe systemic functional grammar originated by Michael Halliday



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**Department of English**

**Outcome Based Education**

1. Programme: M. A. English                      Specialization: Language & Literature
2. Course Title: Colonial and Postcolonial Literature    Paper : VI C
3. Discipline: Arts                                      Semester : Second

At the end of the course the students should be able to:

Sr. No.	Course Outcomes
01	Analyse colonial and postcolonial texts
02	Explain how race, class, gender, history, and identity are presented and problematised in the literary works
03	Describe the texts in relation to postcolonial theory
04	Explain the impact of colonization on the colonized countries
05	Describe theory of colonialism and post colonialism

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**Department of English**

**Outcome Based Education**

1. Programme: M. A. English                      Specialization: Language & Literature
2. Course Title: Indian English Literature Paper : VI F
3. Discipline: Arts                                      Semester : Second

At the end of the course the students should be able to:

Sr.No.	Course Outcomes
01	Describe history of Indian English literature
02	Express different forms of Indian English Literature
03	Analyse literary texts
04	Interpret literary texts
05	Apply theoretical approaches to critical reading of literary texts







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Department of English

Outcome Based Education

1. Programme: M. A. English Specialization: Language & Literature
  2. Course Title: Literature of the Oppressed Paper : X (E)
  3. Discipline: Arts Semester : Third
- 

At the end of the course the students should be able to: At the end of the course the students should be able to:

Sr.No.	Course Outcomes
01	Explain the theory of the literature of the oppressed
02	AnalyseSiddalingaiah's <i>Ooru Keri</i>
03	Describe NamdevDhasal'spoems
04	Evaluate Alice Walker's <i>The Color Purple</i>
05	Explain Flora Nwapa's <i>Efuru</i>













Department of English

Outcome Based Education

1. Programme: M. A. English Specialization: Language & Literature
  2. Course Title: Stylistics Paper: XIV C
  3. Discipline: Arts Semester : Fourth
- 

At the end of the course the students should be able to:

Sr. No.	Course Outcomes
01	Explain need and principles of Stylistics
02	Analyse the texts from stylistic perspective
03	Analyse an extract from a dramatic text
04	Describe the relationship between Stylistics and pragmatics
05	Explain the text comprehension process

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Department of English

Outcome Based Education

4. Programme: M. A. English Specialization: Language & Literature

5. Course Title: Indian Literature in Translation Paper : XIV F

6. Discipline: Arts Semester : Fourth

At the end of the course the students should be able to:

Sr.	Course Outcomes
01	Analyse selected poems of Ghalib and Kabir
02	Evaluate selected short stories of V. M. Bashir
03	Analyse Vijay Tendulkar's play, <i>GhashiramKotwal</i>
04	Analyse Amrita Pritam's <i>The Skeleton (Pinjar)</i>
05	Evaluate Suresh Joshi's essay, <i>On Interpretation</i>







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Department of English

Outcome Based Education

1. Programme: M. A. English Specialization: Language & Literature
  2. Course Title: Soft Skills Paper: S 132
  3. Discipline: Arts Semester: Fourth
- 

At the end of the course the students should be able to:

Sr.	Course Outcomes
01	Explain the importance of soft skills in human life
02	Show effective written and oral communication
03	Explain the importance of ethics and respect
04	Describe the organization process of meeting, seminar, and conference
05	Explain importance of soft skills for career advancement

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**Department of English**

**M.A. I<sup>st</sup> Year**

**I<sup>st</sup> Semester**

**Syllabus**

**2017 – 2018 Onwards**

**Dr. Babasaheb Ambedkar Marathwada University,  
Aurangabad, , Sub-Campus, Osmanabad  
Department of English**

**M.A. First Year**

**Semester I**

Core (ENG-C-I)	Paper - I	Poetry
Elective (ENG-E-II) Psychoanalysis	Paper-II	A] Literature, Psychology and F] English Literature (Age)
Foundation Course (ENG-F-III) Grammar	Paper - III	Language Orientation : English
Research Methodology (ENG-R-IV) Theory	Paper - IV	Research Methodology-I-

**(Paper Code : ENG-C-I)**

**Paper No. I  
Poetry**

**Objective:**

This course intends to introduce English Poetry. It covers the socio-cultural and historical backgrounds of it. The introduction of Poetical types and select major schools of English Poetry will definitely help the students to understand English Poetry. The course also intends to familiarize the students, the process of poetic creation with its socio-cultural and psychological nuances.

**(I) Introduction to English Poetry :**

As a Literary Genre

- (1) Background of English Poetry.
- (2) Subjective and Objective Poetry

**(II) Poetical Types : (Eight)**

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

**(III) Select Major Schools and Movements**

**A. Metaphysical School :**

- (I) John Donne
  - (1) The Sun Rising
  - (2) The Relic
- (II) Andrew Marvell
  - (1) The Garden
  - (2) To His Coy Mistress.

**B. Romantic Revival :**

- (I) William Wordsworth
  - (1) Scorn not the Sonnet
  - (2) The World is too much with us
- (II) John Keats

- (1) On the Sonnet
- (2) Ode on a Grecian Urn

**C. Victorian Poetry :**

- (I) Robert Browning
  - (1) My Last Duchess
  - (2) My Star
- (II) Lord Tennyson
  - (1) Tears, Idle Tears.
  - (2) Break, Break, Break.

**(IV) Modern Poetry :**

- (1) W.B. Yeats :
  - a. The Second Coming
  - b. Easter 1916
- (2) W.H. Auden
  - a. Who's Who
  - b. As I Walked out One Evening

**(V) Post Modern Poetry**

- (1) Dylan Thomas
  - a. Poem in October
  - b. Do not Go Gentle into That Night
- (2) Robert Lowell
  - a. Water
  - b. Skunk Hour

**Recommended Reading:**

- 1) Karl H. Kalus and other (Ed.): Elements of Literature IVth edition, New Delhi, OUP, 1991.
- 2) B. J. Pendlebury: English Lyrical Type, New Delhi, Blackie and Sons. (Ltd.) 1975.
- 3) C.T. Thomas: Twentieth Century verse, New, Delhi Macmillan, 2005
- 4) Verma Suresh, Origin and offspring's of English Literature Mumbai Popular Publications, 1970.
- 5) B. Prasad, A Background of the study of English Literature Mumbai, Macmillan, 1995.
- 6) F. W. Hills and Harold Bloom, From Sensibility to Romanticism, New York, Oxford University Press, 1965.
- 7) Muir Kenneth(ed), John Keats: A Reassessment, Liverpool, 1958.

- 8) Leavis F.R.: *New Bearings in English Poetry*, New Movement: Oxford University Press, 1980.
- 9) Williams John : *Twentieth Century British Poetry, A Critical Introduction*, Edward Arnold, 1987.
- 10) Seamus Heaney: *Selected Poems- 1961- 1975*, London Faber & Faber, London.

**(Paper Code : ENG-E-II-A)**  
**Paper No. II-A**  
**Literature, Psychology and Psychoanalysis**

**Objectives :**

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

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

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

Unit 2: Psychoanalysis and Literature (12 Lectures)

- a. Introducing major Post- Freudian psychoanalytic theorists
- b. Psychoanalysis and culture

Unit 3: Psychoanalysis and Feminism (12 Lectures)

- a. Helene Cixous
- b. Juliet Mitchell
- c. Luce Irigaray
- d. Julia Kristeva

Unit 4: Psychoanalysis in practice (24 Lectures)

- a. Eugene O'Neill: Mourning Becomes Electra
- b. E. A. Poe: The Cask of Amontillado

**Recommended Reading**

1. Rivkin, Julie and Michael Ryan, ed. *Literary Theory: An Anthology* First Indian Reprint, Blackwell publishers 2002.



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

**(Paper Code : ENG-E-II-F)**

**Paper No. II-F**  
**English Literature (Age)**

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

Unit : 1	: Background	: Modernism	
Unit : 2	: Poetry	: Crow	: Ted Hughes
Unit : 3	: Fiction	: Lucky Jim	: Kingsley Amis
Unit : 4	: Drama	: Look Back in Anger	: John Osborne
Unit : 5	: Non-fiction	: The Impact of Science on Society	: Bertrand Russell

**Bibliography :**

1. Six Dramatists in search of Language : Shaw, Eliot Beckett, Pinter, Osborne. Kennedy, Andrew. 1975.
2. World Literature : Contemporary Post-Colonial and Post Imperial Literature : Bharuch N. E. 2007.
3. Modernism : An Anthology : Rainey, Lawrence. 2005.
4. Modernism vesus Post-Modernism Dash Sudarshan. 2000.
5. Modernity and Contemporary Indian Literature : Machwe Prabhakar. 1978.
6. Look Back in Anger : Malik, Neeraj. 2002.
7. Look Back in Anger : John Osborn. 2014.
8. Lucky Jim : Kingsley Amis. 2006.
9. The New British Drama : Fourteen Playwright Since Osborn and Pinter. Kerneskey, Oleg. 1977.
10. Modernism and Cultural Conflict. Ann Ardis. 2002
11. Literature, Modernism and Myth : Michael Bell. 1997.
12. Modernism : 1890-1930 Malcolm Bradbury. 1991.
13. The aesthetics of Modernism : Joseph Chiari.1970.

14. The Cambridge Companion to Modernism : Michael Levenson (ed.).1999.
15. Modernism : A Literary Guide : Peter Nicholls. 1995.
16. 21<sup>st</sup> Century Modernism : Marjorie Perl off. 2001.
17. Ted Hughes : The Life of a Poet : Elaine Feinstein. 2001
18. Myth in the Poetry of Ted Hughes : student Hirscheberg. 1981.

**(Paper Code : ENG-E-III)**  
**Paper No. III**  
**Language Orientation: English Grammar**

**Aims and Objectives :**

This course aims to develop writing skills of the students, to enable them to write correct short grammatical sentences. To enable them to generate and understand structure of English. The course intends to develop the students basic skilled in the use of Language and also focuses on the usage of language. The basic elements of grammar have been dealt here with:

**Unit - I**

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

**Unit - II**

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

**Unit - III**

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

**Unit - IV**

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

## Unit - V

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

## **Recommended reading:**

1. Modern English Grammar L. S. Deshpande
2. Advanced English Grammar R. N. Bakshi
3. English Grammar Subharmanyam
4. Quirk, R. and S Green ballm. A University Grammar of English Language. Harlow: Pearson education limited, 1973.
5. Quirk, Randolph A Student's Grammar of the English Language Harlow: Pearson education Limited.
6. Crystal, David. A Rediscover Grammar with David crystal London: Longman.
7. Zeech, Geoffrey and I. Svartvik. A Commutative English Grammar. Pearson education ltd.
8. Marlinet A; Thompson, A Practical English Grammar Delhi : On ford University Press.
9. Zeach, Geoffrey and Svartvik Jan. A Communicative Grammar of English Second edition E48s with Longman Singapore publishers Singapore. 1994.
10. Angela Downing and Philip Locke A University course in English Grammar. London and New York. Lon ledge 2002.

11. Angela Downing and Philiplocke. English Grammar a University course. Second edition. London and New York. Rutledge – 2006.
12. Xavier Rukeyser, Betty Devriendt and Gury A.J. Tops. Foundations of English Grammar pub. Acco 1999.
13. James R. Hurford. Grammar. A Students' guide Cambridge University press. U.K. 1994.

**(Paper Code - ENG-R-IV)**

**Paper No. IV**  
**Research Methodology**

**Credits 4**

**Objectives:**

**Marks 100**

- To understand Research methodology for academic discourse writing, and publications in general and literature in particular.
- To create awareness of Research methods in language, literature and the interface.
- To prepare critical frames of structuralism and post structuralism and related critical theories.
- To prepare for applying SFG to written and spoken discourse.
- To enable research students to improve their competence in academic discourse writing, and publications of a research paper and a short dissertation

**Unit I- Research and The Process of Academic Writing**

- i. The Nature of Research**
- ii. How to Locate Research**
- iii. The Process of Academic Writing I**

- The research thesis.
- The intellectual content of thesis.
- Organizing your work.
- The role of the supervisor.
- Grammar, punctuation, and conventions of academic writing.
- Lay out of the thesis.

**Unit II- Research Methods in Literature**

- Structuralism.
- Post structuralism.

**Unit III- Research Methods in Literature**

- Reader Response Theory.
- Deconstruction.

**Unit IV- Research Method in Language**

- Phonemic and phonetic transcription.

- Prosody.

### **Unit V- Research Methods in Language**

- SFG: Theory.
- Lexicogrammar.

### **Text:**

1. Oliver, P. *Writing Your Thesis*, edition 2<sup>nd</sup>. Sage Publication India: India. 2004 (2010).
2. Perry, F. L. Jr., *Research in Applied Linguistics*, edition 2<sup>nd</sup>, Routledge: New York and London. 2011.

### **References:**

1. Barry, P., (1995), *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester: Manchester University Press.
2. Bloor, T. and Bloor, M. (2004), *The Functional Analysis of English: A Hallidayan Approach*. Second edition. London: Arnold.
3. Borg, E. (2003), 'Key concepts in ELT: Discourse community', *ELT Journal*.
4. Cameron, D. (2001), *Working with Spoken Discourse*. London: Sage.
5. Craswell, G. (2004), *Writing for Academic Success: A Postgraduate Guide*. London: Sage.
6. Culler, J., (1997) *Literary Theory: A Very Short Introduction*. Oxford: Oxford University Press.
7. Culler, J. *On Deconstruction: Theory and Criticism after Structuralism*, (Ithaca, 1982).
8. Culler, J. (1975), *Structuralist Poetics: Structuralism, Linguistics and the Study of Literature*. London: Routledge and Kegan Paul.
9. Delamont, S. (1997), *Supervising the Phd: A Guide to Success*. Buckingham: Open University Press.
10. Eagleton, T., (1983), *Literary Theory: An Introduction*. Oxford: Blackwell.
11. Eggins, S. (2005), *An Introduction to Systemic Functional Linguistics*. Second edition. London: Continuum.
12. Foucault, M.: *The Order Of things*, (London, 1970).
13. Halliday, M. A. K., Matthiessen, M. I. M. (2014) *Halliday's Introduction to Functional Grammar*. Routledge: London and New York.
14. Saussure, F.de: *Course in General Linguistics*. tr. W. Baskin (London, Collins, 1974).



15. Young, R.,(1981), *Untying the Text: A Post-Structuralist Reader*. Baston, and London, Routledge, Kegan and Paul.
16. Websites for looking theses and dissertations which take a discourse perspective:
17. The Networked Digital Library of Theses and dissertations ([www.ndltd.org/](http://www.ndltd.org/))
18. UMI Pro Quest Digital Dissertations ([www.lib.umi.com/dissertations/](http://www.lib.umi.com/dissertations/))  
The Australian Digital Theses Program ([adt.caul.edu.au/](http://adt.caul.edu.au/))  
Journals for looking for examples of studies which take a discourse perspective:
  - I. Discourse and Society
  - II. Discourse Studies
  - III. English for Specific Purposes
  - IV. Journal of English for Academic Purposes
  - V. Journal of Second Language Writing

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



**Department of English**

**M.A. I<sup>st</sup> Year**

**II<sup>nd</sup> Semester**

**Syllabus**

**2017 - 2018 Onwards**

**Dr. Babasaheb Ambedkar Marathwada University,  
Aurangabad, Sub-Campus, Osmanabad  
Department of English**

**M.A. First Year**

**Semester II**

Core (ENG-C-V)	Paper - V Drama
Elective (ENG-E-VI) Literature	Paper - VI C] Colonial and Post-Colonial F] Indian English Literature
Foundation Course (ENG-F-VII)	Paper -VII Language Orientation : Pragmatics
Research Methodology (ENG-R-VIII)	Paper - VIII Research Methodology-I -Practice (Term Paper not less than 15 pages)

## Paper Code : (ENG-C-V)

### Paper No. V Drama

Assignment/ Sessional: 20 Marks  
80 Marks

Credits; 4

Semester Exam:

#### Objectives :

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

#### Unit I. Understanding Drama lectures

18

- Historical Outline (Greek, Roman, English)
- Meaning of Drama
- Elements of drama (Plot, Characterization. Setting, Dialogue, Movement and theme)
- Defining Tragedy, Comedy and Tragicomedy
- Types of tragedy (Greek Tragedy, Senecan Tragedy, Early Elizabethan Tragedy, Shakespearean Tragedy, Domestic Tragedy, Modern Tragedy)
- Types of Comedy (Farce, Romantic comedy, Satiric Comedy, Comedy of manner, Comedy of Humour, Comedy of Intrigue)

#### Unit II. Understanding Tragedy

12 lectures

- Christopher Marlowe: Tamburlaine the *Great* ( Background, Text and Criticism)

#### Unit III: Understanding Comedy

12 lectures

- William Shakespeare: *Midsummer's Night Dream*

#### Unit IV: Understanding tragicomedy

12 lectures

- Samuel Beckett: *Waiting for Godot*

**Recommended Readings:**

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

**(Paper Code - ENG-E-VI-C)**  
**Paper No. VI – C**  
**Colonial and Postcolonial Literature**

**Objectives of the Course:**

The aim of this course is to introduce what is colonization and what are its impacts on the colonized countries across the globe. The course also aims to acquaint the students about the literature written in different countries during the period of colonization and also after the post colonial period when these countries were liberated from the foreign yoke. It aims to introduce the theory of colonial and postcolonial literature, resistance and representation, colonial discourses reflected in different texts written by different writers during and after the colonial times.

		<b>Credits</b>
Unit. - I	Theory of Colonialism and Postcolonialism and Colonial and Postcolonial Literature.	12 hours
Unit. - II	E. M. Forster - A Passage to India	12 hours
Unit. - III	Chinua Achebe-Things Fall Apart	12 hours
Unit. - IV	V. S. Naipaul-The Mimic men	12 hours
Unit -V	Ayi Kwei Armah-The Beautiful Ones are not yet Born	12 hours

**Recommended Reading**

1. Ahmad, Aijaz, *In theory : Classes, Nations, Literatures*\_(Delhi: Oxford University Press,1994)
2. Ashcraft, Bill, et al, *The Empire Writes Back* (London:Routledge,1989)
3. ----- *The Post-Colonial Studies Reader*. (London:Routledge,2003)
4. Abraham, Taisha. *Introducing Postcolonial Theories*. (Delhi : Macmillan India Ltd, 2007).
5. Barker, F., P. Hulme and M. Iversen, (eds.) *Colonial Discourse/Postcolonial Theory*. (Manchester : Manchester University Press, 1994)
6. Bhabha, Homi. *The Location of Culture*. (London:Routledge,1994)
7. ----- *Nation and Narration* (London : Routledge, 1998)
8. Boehmer Elleke, *Empire Writing : An Anthology of colonial Literature, 1870-1918*.

- (Oxford : Oxford University Press, 1999)
9. ----- *Colonial and Postcolonial Literature* (Oxford: Oxford University Press, 1995)
  10. Cesaire, Aime. *Discourse on Colonialism*. (New York : Monthly Review Press, 1972)
  11. Chides, Peter and R. J. Patrick Williams. *An Introduction to Postcolonial Theory*.  
(London : Prentice Hall, 1977)
  12. Fanon, Frantz. *Black Skin, White Masks*. (London : Pluto, 1986)
  13. ----- *The Wretched of the Earth*. ( London : penguin 1990)
  14. Gandhi, Leela. *Postcolonial Theory : A Critical Introduction*. (Delhi: Oxford University, 1998)
  15. Harlow, Barbara, *Resistance Literature* (New York and London : Methuen, 1987)
  16. Hulme, Peter, ed. *Postcolonial Theory and Colonial Discourse*.  
(Manchester : Manchester University Press, 1993)
  17. JanMohamed Abdul. *Manichean Aesthetics : The Politics of Literature in Colonial Africa*.  
(Amherst : University of Massachusetts Press, 1983)
  18. Loomba, Ania. *Colonialism / Post Colonialism* (London : Routledge, 1998)
  19. Miller, D. M. et al, *Dominance and Resistance*. (London : Unwin Hyman, 1989)
  20. Moore, Gilbert Bart. *Post-Colonial Theory : Contexts, Practices, Politics*. (London : Verso, 1997)
  21. McLeod, John. *Beginning Postcolonialism* (Manchester : Manchester University Press, 2007)
  22. Memmi, Albert. *The Colonizer and the Colonized*. (New York : Oxon Press, 1965)
  23. Mennoni, Octave. *Prospero and Caliban : The Psychology of Colonization*. trans, by Pamela Powerland. (New York : Prager, . 19664)
  24. Mongia, Padmini, (ed.), *Contemporary Post-Colonial Theory : A Reader*.  
(New Delhi : Oxford University Press, 2000)
  25. Nandy, Ashish. *The Intimate Enemy : Loss and Recovery of Self under Colonialism*.  
(New Delhi : Oxford University Press, 1983)
  26. Ngugi Wa Thiong’O, *Decolonizing the Mind : The Politics of Language in African Literature*. (London: James Currey 1986)
  27. Said, Edward. *Culture and Imperialism*. (London :Chatto and Windus, 1993)
  28. ----- *Orientalism* (London : Penguin, 1991)

29. Spivak, Gayatri. *In other worlds : Essays in Cultural Politics* (London : Routledge, 1987)
30. Tomllinson, John. *Cultural Imperialism\_* (London : Printer, 1991)
31. Walder, Dennis. *Post-Colonial Literature in English : History, Language, Theory.* (Oxford : Blackwell, 2002)
32. Williams, Patrick and Laura Chrisman. *Colonial Discourse and Post-Colonial Theory\_* (Hemel Hempstead : Harvester Wheat Sheaf, 1994)
33. Young, Robert J. C. *Postcolonialism : An Historical Introduction* (Oxford : Blackwell, 2001)
34. Young, S. C. *Colonial Desire : Hybridity in Theory, Culture and Race.* (London : Routledge, 1995)



**(Paper Code - ENG-E-VI-F)**  
**Paper No. VI-F**  
**Indian English Literature**

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

Unit : 1     Introduction / History / Theory

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

Unit : 3     : Drama                                         : Counter Offence                                         : Rahul Varma

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

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

**Bibliography :**

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

**(Paper Code - ENG-E-VI-G)**  
**Paper No. VI-G**  
**The Language Orientation: Semantics**

**Credit**

**4**

**Objective:**

**Marks 100**

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

**Unit I: Semantics and Linguistic Semantics: Toward Grammatical Meaning**

- Grammatical Meaning
- Philosophical Semantics and Linguistic semantics

**Unit II: Approaches to Meaning I**

- Meaning as reference
- Meaning as logical form

**Unit III: Approaches to Meaning II**

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

**Unit IV: Entities and Events**

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

**Unit V: Space, Tense and Modality**

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

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

**References:**

1. Cowie, A. P., *Semantics*, Oxford University Press, 2009.
2. Cruse, Alan, *Meaning in language, An Introduction to semantics and Pragmatics*, OUP, 1995.
3. Leech, Geoffrey, *Semantics: The Study of Meaning* (2<sup>nd</sup> edn.), Penguin 1981.
4. Murray, Knowles and Rosamund, Moon, *Introducing Metaphor*, Routledge, 2005.

5. Nida, Engene, *Componential Analysis of Meaning*, Mouton, 1975.
6. Palmer, Frank, *Semantics: A New Outline* (2<sup>nd</sup> edn.) Cambridge University Press, 1981.
7. Ullmann, Stephen, *Semantics: An Introdcution to the science of meaning*, Blackwell, 1962.

**(Paper Code - ENG-R-VIII)**  
**Paper No. VIII**  
**Research Methodology**

**Credits 4**

**Objectives:**

**Marks 100**

- To enable researchers to use research methods independently for writing a research paper in about 15 pages.
- To create awareness of modernism, post modernism, culture studies and gender studies and help them to prepare critical frames for developing critical disposition and writing a research paper.
- To understand Halliday's SFG and enable researchers to apply it for text analysis and interpretation.

**Unit I-**

**i. Major Components of Published Research**

- The Framework of a Primary Research Article
- Where Data Come from: The Sample
- Research Designs
- Data Gathering
- Research Results
- Discussions and Conclusions: Completing the Picture

**ii. Writing a Research Paper**

- The preliminary pages and the introduction.
- The literature review.
- Methodology.
- The data analysis of chapters.
- The conclusion.
- Completing a research paper.
- The oral presentation.

**Unit II- Research Methods in Literature**

- Modernism.
- Post modernism.
- Culture Studies.

### **Unit III- Research Methods in Language**

- Clause analysis.
- Clause complex analysis

### **Unit IV- Research Methods in Language**

- Metafunctions.
- Text analysis and interpretation.

### **Unit V- Writing a Research Paper (15 pages)**

#### **Text:**

3. Oliver, P. *Writing Your Thesis*, edition 2<sup>nd</sup>, Sage Publication India: India. 2004 (2010).
4. Perry, F. L. Jr., *Research in Applied Linguistics*, edition 2<sup>nd</sup>, Routledge: New York and London. 2011.

#### **References:**

1. Beauvoir, S.de: *The Second Sex*, tr. H. M. Parshley, (Harmondsworth, Penguin, 1974).
2. Hughes, R. (2002), *Teaching and Researching Speaking*. Harlow, UK: Longman.
3. Hyland, K., and Paltridge, B. (ed.) *Bloomsbury Companion to Discourse Analysis*, Bloomsbury, 2011. 2008, 2009, and 2010.)
4. Hyland, K. (2002b), *Teaching and Researching Writing*. Harlow, UK: Longman.
5. Jaworski, A. and Coupland, N. (1999), 'Introduction: perspectives on discourse analysis', in A. Jawprski and N. Coupland (ed.), *The Discourse Reader*. London: Routledge.
6. Johns, A. M. (1997), *Text Role and Context: Developing Academic Literacies*. Cambridge: Cambridge University Press.
7. Lyotard, J-F: *The Postmodern Condition*, (Manchester 1985).
8. Paltridge, B. (2001), *Genre and Language Learning Classroom*. Ann Arbor: University of Michigan.
9. Paltridge, B. *Discourse Analysis*, Continuum: London and New York. 2006. Reprinted (2007,

10. Thornbury, S. (2005), *Beyond the Sentence: Introducing Discourse Analysis*. London: Macmillan.
11. Wray, A., Trott, K. and Bloomer, A (eds) (1998), *Projects in Linguistics: A Practical Guide to Researching Language*, London: Arnold/New York: Oxford University Press.
12. Walliman, N. (2005) *Your Research Project: A Step-by-step Guide for the First-Time Researcher, Second Edition*. London: Sage.

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



**Department of English**

**M.A. II<sup>nd</sup> Year**

**III<sup>rd</sup> Semester**

**Syllabus**

**2018– 2019 Onwards**

**Dr. Babasaheb Ambedkar Marathwada University,  
Aurangabad, Sub-Campus, Osmanabad  
Department of English**

**M.A. Second Year  
Semester III**

Core (ENG-C-IX)	Paper - IX	Fiction
Elective (ENG-E-X)	Paper - X	E] Literature of the Oppressed F] American Literature
Foundation Course (ENG-F-XI)	Paper - XI	Literary Theory
Research Methodology (ENG-R-XII)	Paper - XII	Research Methodology-II - Theory



**(Paper Code : ENG-C-IX)**  
**Paper No. – IX**  
**Fiction**

Assignment/ Sessional: 20 Marks  
80 Marks

Credits; 4

Semester Exam:

**Objectives :**

This course is designed to focus on post-war British Fiction. It attempts to offer critical insights into the movements and trends that shaped the British Literary history and tradition. The course offers reading the texts in the post-modern socio-religico and cultural contexts.

Unit : 1 Postmodernism

Unit : 2 Fiction :

- a. The Remains of the Day : Kazuo Ishiguro
- b. White Teeth : Zadia Smith
- c. Small Island : Andrea Levy
- d. Brick Lane : Monica Ali

**Bibliography :**

1. The Illusions of Postmodernism : Terry Eagleton.1990.
2. Postmodern Culture : Hal Foster (ed.). 1985.
3. The Poetics of Postmodernism : History, Theory, Fiction : Linda Hutcheon. 1988.
4. Postmodernism : Eleanor Heartley. 2000.
5. What is Postmodernism : Charles Jencks. 1987.
6. Postmodernist Fiction : Brian McHale. 1987.
7. Post-war British Fiction as Metaphysical Ethnography : Roula Ikonomakis
8. Tew, Philip. *ZadieSmith New English Fiction*.(Kindle Edition) UK: Palgrave Macmillan. 2010.

9. Tew, Philip. Ed. *Reading Zadie Smith: The First Decade and Beyond*. UK: Bloomsbury Academic. 2013.
10. Walters, Tracey L. Ed. *Zadie Smith: Critical Essays*. New York: Peter Lang. 2008.

**(Paper Code - ENG-E-X-E)**  
**Paper No. X - E**  
**Literature of the Oppressed**

**Aims and Objectives of the Course :**

Different people across the globe have been suppressed and oppressed by the people of dominant groups in the name of caste, creed, religion, gender, colonization and race. These oppressed people have been victimized by the people who were in power and who have created their own dominant ideology and cultural hegemony. However, in the recent time the oppressed people have also raised a war against people of the dominant ideology and cultural hegemony through their arts and literature. They use different language, style, techniques, images, similes, symbols, metaphors, myths, miracles, fables, legends, folksongs and folklore to turn down the dominant ideology and cultural hegemony of the dominant people who are powerful and have created different systems to perpetuate their power against the powerless. Therefore, this course aims to equip the students to enable and empower them to understand the Literature of the Oppressed who are either Dalits in India or women or colonized people or the former slaves who are basically African Americans. The units to be studied in his course are as following :

**Credits**

Unit – I hours	: Theory of Literature of the Oppressed	- 12
Unit – II hours	: Ooru Keri – Siddalingaiah	- 12
Unit – III hours	: <b>Poems by Namdeo Dhasal</b>	- 12
	1. Ambar /Sky Alcohols in the Glass	
	2. Leaving the House	
	3. Their Eternal Pity	
	4. Now, Now	
	5. Ambedkar, 79	
	6. Ambedkar, 80	

7. So that my mother may be convinced
8. Song of the Republic and the Dog
9. On the way to the Durgah
10. Poverty as my own Independent piece of Land.

Unit – IV : Alice Walker – The Color Purple - 12  
hours

Unit – V : Flora Nwapa – Efuru. - 12  
hours

### **Recommended Reading :**

1. Abraham, Taisha. *Introducing Postcolonial Theories*. (Delhi : Macmillan India Ltd, 2007).
2. Ahmad, Aijaz, *In theory : Classes, Nations, Literatures*\_(Delhi: Oxford University Press,1994)
3. Amarnath Prasad and M.B. Gaijan (Eds.) *Dalit Literature : A Critical Exploration*, (New Delhi : Sarup and sons, 2007)
4. Anand, Mulk Raj and Eleanor Zelliot (eds.), *An Anthology of Dalit Literature (Poems)*. (New Delhi : Gyan Publishing House, 1992).
5. Arjun Dangle (ed). *Poisoned Bread : Translations from Modern Marathi Dalit Literature*, (Hyderabad Orient Longman, 1992).
6. Barker, F., P. Hulme and M. Iversen, (eds.) *Colonial Discourse/Postcolonial Theory*. (Manchester : Manchester University Press, 1994).
7. Bill Ashcraft, et al, *The Post-Colonial Studies Reader*. (London:Routledge,2003)
8. Bill, Ashcraft, et al, *The Empire Writes Back* (London:Routledge,1989)
9. Boehmer Elleke, *Colonial and Postcolonial Literature* (Oxford: Oxford University Press, 1995)
10. Boehmer Elleke, *Empire Writing : An Anthology of colonial Literature, 1870-1918*. (Oxford: Oxford University Press, 1998)
11. Cesaire, Aime. *Discourse on Colonialism*. (New York : Monthly Review Press, 1972)
12. Chides, Peter and R. J. Patrick Williams. *An Introduction to Postcolonial Theory*. (London : Prentice Hall, 1977).
13. D. R. Nagaraj *The Flaming Feet and Other Essays : The Dalit Movement in India*. Ed. By Prithvi Datta Chandra Shobhi. (Rani Khet : Permanent black, 2010).
14. Eleanor Zelliot *Untouchable to Dalit Essays on the Ambedkar Movement*, (New Delhi : Manohar Publication, 1992).
15. Fanon, Frantz. *Black Skin, White Masks*. (London : Pluto, 1986)

16. Fanon, Frantz. *The Wretched of the Earth*. ( London : penguin 1990)
17. G. Lakshmi Narsaiah, *The Essence of Dalit Poetry : A Socio-philosophic Study of Telugu Dalit Poetry*, (Hyderabad : Dalit Sana Publication, 1999)
18. Gail Omvedt, *Buddhism in India : Challenging Brahmanism and Caste*. (New Delhi : Sage Publication, 2003).
19. Gail Omvedt, *Dalit Visions: The Anti-caste Movement and the Construction of an Indian Identity*. (Hyderabad : Orient Longman, 1995).
20. Gail Omvedt, *Dalits and the Democratic Revolution : Dr. Ambedkar and the Dalit Movement in Colonized India*, (New Delhi : Sage Publication, 1994).
21. Gail Omvedt, *Reinventing Revolution : New Social Movements and the Socialist Tradition in India*. (Armonk, New York : M.E. Sharpe Inc., 1993).
22. Gandhi, Leela. *Postcolonial Theory : A Critical Introduction*.(Delhi: Oxford University, 1998)
23. Harbir Singh Randhawa (ed.) *Dalit Literature : Contexts, Trends and Concerns* (New Delhi : Sarup Book Publishers Pvt. Ltd, 2010)
24. Harlow, Barbara, *Resistance Literature* (New York and London : Methuen, 1987)
25. Homi Bhabha, *Nation and Narration* (London : Routledge, 1998)
26. Homi Bhabha, *The Location of Culture*. (London:Routledge,1994)
27. Hulme, Peter, ed., *Postcolonial Theory and Colonial Discourse*. (Manchester : Manchester University Press, 1993).
28. Illaiah, Kancha. *Post-Hindu India : A Discourse on Dalit–Bahujan Socio-Spiritual and Scientific Revolution*. (New Delhi : Sage Publication, 2009).
29. Illaiah, Kancha. *Why I am not a Hindu : A Sudra Oritique of Hindutva philosophy, Culture and Political Economy*. (Calcutta : Samya, 2009 )
30. Imtiaz Ahmed and Shashi Bhushan Upadhyay (Eds). *Dalit Assertions in Society, Literature and History*, (Hyderabad : Orient Black swan, 2010)
31. JanMohamed Abdul. *Manichean Aesthetics : The Politics of Literature in Colonial Africa*. (Amherst : University of Massachusetts Press, 1983)
32. Jayashree Gokhale, *From Concessions to Confrontation : The politics of an a median Untouchable Community* (Bombay : Popular Prakashan, 1993).
33. Karan Singh, Amod Rai and Jyoti Yadaav (Eds.) *Dalit Literature. Challenges and Potentials* (New Delhi : Creative Books, 2009).
34. Loomba, Ania. *Colonialism / Post Colonialism* (London : Routledge, 1998)
35. M.S. Gore, *The Social context of an Ideology : Ambedkr's Political and Social Thought* (New Delhi : Sage Publication, 1993).
36. McLeod, John. *Beginning Postcolonialism* (Manchester : Manchester University Press, 2007)
37. Memmi, Albert. *The Colonizer and the Colonized*. (New York : Oxon Press, 1965)

38. Mennoni, Octave. *Prospero and Caliban : The Psychology of Colonization*. trans. by Pamela Powerland. (New York : Prager,. 1964)
39. Miller, D. M. et al, *Dominance and Resistance*. (London : Unwin Hyman, 1989)
40. Mongia, Padmini, (ed.), *Contemporary Post-Colonial Theory : A Reader*. (New Delhi : Oxford University Press, 2000)
41. Moore, Gilbert Bart. *Post-Colonial Theory : Contexts, Practices, Politics*. (London : Verso, 1997)
42. N.M. Aston (ed.) *Literature of Marginality :Dalit Literature and African – American Literature*. (New Delhi : Prestige Books, 2001)
43. Nandy, Ashish. *The Intimate Enemy : Loss and Recovery of Self under Colonialism*. (New Delhi : Oxford University Press, 1983)
44. Ngugi Wa Thiong’O, *Decolonizing the Mind : The Politics of Language in African Literature*. (London: James Currey 1986)
45. Raj Kumar, *Dalit Personal Narratives : Reading Caste, Nation and Identity* (Hyderabad : Orient Black Swan Pvt. Ltd, 2011)
46. Rosalind O’Hanlon, *Caste, Conflict and Ideology: Mahatma Jotirao Phule and Low Caste protest in Western India*, (Cambridge : Cambridge University press, 1985).
47. Said, Edward. *Culture and Imperialism*. (London :Chatto and Windus, 1993)
48. Said, Edward. *Orientalism* (London : Penguin, 1991)
49. Sharan Kumar Limbale, *Towards an Aesthetic of Dalit Literature : History Considerations Controversies and Trans*. by Alok Mukherjee. (Hyderabad : Orient Longman Pvt. Ltd, 2004)
50. Sharmila Rege, *Writing Caste / Writing Gender : Reading Dalit Women’s Testimonies*, (New Delhi : Zubaan, Kali for Women, 2006)
51. Spivak, Gayatri. *In other worlds : Essays in Cultural Politics* (London : Routledge, 1987)
52. Susie Tharu and K. Satyanarayana (eds.) *No Alphabet in Sight : New Dalit Writing from South India* (New Delhi : Penguin Books, 2011)
53. Thummapudi Bharati, *A History of Telugu Dalit Literature*, (New Delhi : Kalpaz Publications 2008)
54. Tomllinson, John. *Cultural Imperialism*. (London : Printer, 1991)
55. Walder, Dennis. *Post-Colonial Literature in English : History, Language, Theory*. (Oxford : Blackwekk, 2002).
56. Williams, Patrick and Laura Chrisman. *Colonial Discourse and Post-Colonial Theory*.
57. Young, Robert J. C. *Postcolonialism : An Historical Introduction* (Oxford : Blackwell, 2001)

58. Young, S. C. *Colonial Desire : Hybridity in Theory, Culture and Race*. (Oxford : Blackwell, 2001).
59. Zakir Abedi, *Contemporary Dalit Literature. Quest for Dalit Liberation*. (New Delhi : Arise Publishers, 2010).

**(Paper Code : ENG-E-X-F)**

**Paper No. X-F**  
**American Literature**

**Objective:**

The Course intends to introduce the American Literature. It covers the Socio-cultural and historical background as a source of literary work. The select works are very much representative to get an idea of American life and culture. The select genres like-poetry, prose, fiction and drama will definitely enhance the interest of students to study American literature.

**(I) Poetry:** (1) Socio-cultural background of American Poetry

(2) Ethnic writing

(4) Trends in Current Writing

**(1) Walt Whitman:**

(1) I Hear America Singing

(2) Myself and Mine

**(2) Langston Hughes:**

(1) I too sing America

(2) The Negro Speaks of River

**(3) Joy Harjo:**

(1) The Postcolonial Tale

(2) Anchorage

**(II) Prose:**

(1) R.W. Emerson: Self Relience.

(2) W. E. B. Du Bois: Of the Dawn of Freedom.

**(III) Fiction:**

(1) Nathaniel Hawthorne: The Scarlet Letter

(2) N. Scott Momaday: The Ancient Child

**(IV) Drama:**



- (1) Arthur Miller:                   The Crucible
- (2) O’Neill:                            The Hairy Ape

**Recommended Reading:**

1. Roy Harvey Pearce – The Continuity of American Poetry, New Jersey, Princeton University Press, 1977.
2. Alfred Kazin – On Native Grounds, New York, Doubleday and Company, 1966.
3. Tony Tanner – City of Words, New York, Harper and Row, 1971.
4. F. O. Matthiessen – American Renaissance, New Delhi, Oxford University Press. 1941.
5. John Gassner - Eugene O’ Neill, Minneapolis, University of Minnesota Press, 1965.
6. Falk Doris V. – Eugene O’Neill and the Tragic Tension, (New Brunswick, N. J. Rutgers University Press, 1958).
7. W. E. B. Du Bois – The Souls of Black Folk.
8. J. Sanders Reddings : To Make a Poet Black (Chapel Wills, University of Cardina Press, 1939).
9. Donald A Gibson – Five Black Writers, Essays on Wright, Ellison, Baldwin, Hughes and Le Roi Jones (New York, Alfred A Knopf, 1959).
10. James A Emanuel – Langston Hughes (New York, The Publishers, 1967).
11. Nathan Irvin Huggin- Harlem Renaissance, New Oxford University Press, 1971.
12. Ranveer Kashinath G. : Black Feminist Consciousness: A Study of Black women Writers  
(Jaipur: Print well, 1995).
13. Ambhore Uttam B. : American Indian Writing : Vital Publications, Jaipur (2010)
14. Spiller Rojer, Cycles of American Literature .
15. Herald Bloom : Native American Writers : Bloom’s Literary Criticism InfoBase Publishing New York



**(Paper Code : ENG-F-XI)**

**Paper No. XI**  
**Literary Theory**

Assignment/ Sessional: 20 Marks  
80 Marks

Credits: 4

Semester Exam:

**Aims and Objectives of the Course :**

The course aims at the learners to acquaint with some principal literary critical perspective. The literary theories are not only treated as the aids to understand and appreciate the literary texts but also becoming an emergent branch of knowledge. The literary critics, which the learners read, carry a vital position in adding in to the growth of the literatures of the world. The course help the learners to get familiarize with the tradition of literary criticism. It also makes the learner aware of some of the basic concepts of critical traditions also.

Unit I : Aristotle : Poetics

Unit II: Sir Philip Sidney: An Apology for Poetry

Unit III: William Wordsworth: Preface to Lyrical Ballads

Unit IV: I.A. Richards: Two Uses of Language

Unit V: Northrop Frye: Archetypes of Literatures.

**Recommended Readings:**

1. Wimsatt and Brooks. *Literary Criticism: A Short History*. New York : Knopf, 1957.
2. *Johns Hopkins Guide to Literary Theory and Criticism*, Johns Hopkins University Press, 2005.
3. Daiches, David. *Critical Approaches To literature*. New Delhi, Orient Longman, 1989.
4. Abrahms, M.H. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*. Oxford and New York: Oxford University Press, 1953.
5. Adams, Hazard, ed. *Critical Theory Since Plato*. NewYork: Harcourt Brace Jovanovich, 1971.
6. Eagleton, Terry. *Literary Theory: An Introduction*. Minneapolis: University of Minnesota Press, 1983.

7. Frye, Northrop. *Anatomy of Criticism: Four Essays*. Princeton, N.J.: Princeton University Press, 1957.
8. Wellek, René, and Austin Warren. *Theory of Literature* 3rd ed. New York: Harcourt, Brace, 1956.
9. D. A. Russell and M. Winterbottom. *Ancient Literary Criticism* Clarendon Press, Oxford, 1972)by
10. D. A. Russell and M. Winterbottom. *Classical literary criticism*. Oxford [England] ; New York : Oxford University Press, 1998.

**(Paper Code : ENG-R-XII)**  
**Paper No. XII**  
**Research Methodology**

**Credits 4**

**Objectives:**

**Marks 100**

- To understand critically social and economic perspectives of B. R. Ambedkar and Karl Marks respectively. To focus on significance of psychoanalysis and New Historicism for understanding critical interdisciplinarity.
- To introduce stylistic approaches especially functional, pragmatic, and translation studies as an interdiscipline to integrate language, literature and culture.
- To create awareness of the working of language in context the students need to be prepare for applying linguistic frames for discourse analysis, conversation analysis, genre analysis and critical discourse analysis.

**Unit I- Research Methods in Literature- I**

- Ambedkarism.
- Marxism.
- Colonialism.
- New Criticism

**Unit II- Research Methods in Literature- II**

- Psychoanalysis.
- Postcolonialism.
- New Historicism.
- Feminism

**Unit III- Research Methods in Language- I**

- Functional Stylistics.
- Pragmatics Stylistics.
- Translation Studies.

**Unit IV- Research Methods in Language-II**

- Discourse Analysis.

- Conversation Analysis

### **Unit V- Research Methods in Language-III**

- Genre Analysis
- Critical Discourse Analysis.

#### **Note:**

- Writing a synopsis (in not more than 500 words) and approved in the faculty by the end of the III semester. Allocation of the students to the supervisors and the topics be finalized at the beginning of the III semester itself.
- Each faculty member shall specify his/her research areas to be explored for a dissertation.
- Students shall make a choice of the research area of his/her interest and shall be allocated to the concerned teacher on the basis of merit.
- Students shall be equally allocated among the faculty members.

#### **Text:**

5. Oliver, P. Writing Your Thesis, edition 2<sup>nd</sup>, Sage Publication India: India. 2004 (2010).
6. Perry, F. L. Jr., *Research in Applied Linguistics*, edition 2<sup>nd</sup>, Routledge: New York and London. 2011.

#### **References:**

1. Celce-Murcia, M. and Olshtain, E. (2000), *Discourse and Context in Language Teaching. A Guide for Language Teachers*. Cambridge: Cambridge University Press.
2. Hutchby, I. and Wooffitt, R. (1998) *Conversation Analysis: Principles, Practices, and Applications*. Cambridge: Polity Press.
3. Hyland, K. (2004a), *Genre and Second Language Writing*. Ann Arbor: University of Michigan Press.
4. Phelps, R. Fisher, K. and Ellis, A. (2007) *Organizing and Managing Your Research: A Practical Guide for Postgraduates*. London: Sage.
5. Punch, K. (2006) *Developing Effective Research Proposals, Second Edition*. London: Sage.
6. Richards, L. (2005) *Handling Qualitative Data: A Practical Guide*. London: Sage.

7. Ridley, D. (2008) *The Literature Review: A Step-by-step Guide for Students*. London: Sage.
8. Riggenbach, H. (1999), *Discourse Analysis in the Language Classroom*. Ann Arbor: University of Michigan Press.
9. Seales, J. M. (1990), *Genre Analysis: English in Academic and Research Settings*. Cambridge: Cambridge University Press.
10. Seales, J. M. (2004), *Research Genre: Explorations and Applications*.
11. William, R: *Marxism and Literature*, (Oxford, OUP, 1977).
12. Wright, E: *Psychoanalytic Criticism: Theory and Practice*, (London, Methuen, 1984).

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



**Department of English**

**M.A. II<sup>nd</sup> Year  
IV<sup>th</sup> Semester**

**Syllabus  
2018 - 2019 Onwards**



**Dr. Babasaheb Ambedkar Marathwada University,  
Aurangabad, Sub-Campus, Osmanabad  
Department of English**

**M.A. Second Year**

**Semester IV**

Core (ENG-C-XIII)	Paper – XIII Non-Fiction
Elective (ENG-E-XIV)	Paper – XIV C] Stylistics F] Indian Literature in Translation
Foundation Course (ENG-F-XV)	Paper – XV Critical Theory
Research Methodology (ENG-R-XVI) Practice	Paper – XVI Research Methodology-II- (Dissertation not less than 60 pages)

**(Paper Code : ENG-E-XIII)**  
**Paper No. XIII**  
**Non- Fiction**

Assignment/ Sessional: 20 Marks  
80 Marks

Credits; 4

Semester Exam:

**Aims and Objectives:**

This Course aims at developing political Social, historical, understanding among the students. The Course also aims at creating moral values among the Students through the Prescribed Seats. To acquaint the Students with Philosophers, Scientific and Political Ideologues of the world.

**Unit I:** Auto biography

Mahatma Gandhi – My Experiments with Truth

**Unit II.** Political Social Writing

Martin Luther King- Speeches- I have a Dream

Dr. B.R. Ambedkar - Untouchables

**Unit III.** Philosophical writings

Fredrick Nietzsche: Beyond good and Evil

**Unit IV.** Historical Writings

P. J. Nehru – The Discovery of India

**Unit V.** Essays

Charles Darwin- The origin of Species.

**Recommended Readings:**

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

- 4) Fekele, John. Life After post modernism essays on Value and Culture. New York: stmartins Press, 1987.
- 5) Jackson, turner, Fredrick. The Frontier in American History. New York: Hol, Rinehart and winstan, 1962.
- 6) Rousseau Jean Jacqnes The confessions. Translated by W. conyngham Mallory. Published by The university of Adelaide South Auskaha 1782.
- 7) Joseph Addison and Richard Steele The speetator Pub. Macmillan Company. First edition St. Martins Street, London 1908.
- 8) Thomas Carlyle The Modern British essayjests A Hart late carey and hart vol V Philadelphia; pub. 1852
- 9) Ralph waldo Emerson Essays Two volumes in one Haughton miffing company Boston and new York 1883.
- 10) Niccolo Machiavelli the Prince edited marti Loyal Manchester University Press Manchester and new York 1995.
- 11) Abraham Cowley the essays by Abraham Cowley New York: Scribner, Welford pub. 1869.
- 12) Wilham, Hazlitt, Twenty two essays of William Hazlitt ed. Beatty Arthur. Boston New York. D. C. Health and co. pub. 1918
- 13) The William Hazlitt. The coverlid works of William Hazlitt. Ed A.R. Walter and Arnold Glover J. M. Dent & Co. London- 1903
- 14) Francis, Bacon. the essays of Francis bacon ed. Mary Augusta & cott. Charles scribners sons New York 1908.
- 15) Louise Mobile Nietzsche and the Augtosaxon Tradition Continuum International Publishing group London 2009.
- 16) Michel, Foucault. The Archaeology of Knowledge and the discourse on language. Trans. A. M. Sheridan Smith pub. Vintage Books U.S.A. 2010.

**(Paper Code : ENG-E-XIV-C)**

**Paper No. XIV-C**  
**Stylistics**

**Credits 4**

**Objectives:**

**Marks 100**

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

**Unit I- Language and Style**

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

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

**Unit II- Discourse and context I: Function**

- Texts as Discourse.
- Functional Categories and style.

**Unit III- Discourse and Context II: Interaction**

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

**Unit IV- Text and Cognition I: Text Comprehension**

- Cognitive stylistics
- Schema theory

- Figure and ground
- Cognitive metaphor theory

#### **Unit IV- Text and Cognition II: Text Processing**

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

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

#### **References:**

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

13. Toolan, Michael, *Language in Literature: An Introduction to Stylistics*, Arnold 1998.
14. Verdonk, Peter, *Stylistics*, Oxford 2002.
15. Verdonk, Peter, (ed.) *Twentieth Century Poetry from Text to Context*, Routledge, 1993.

**(Paper Code : ENG-E-XIV-F)**

**Paper No. XIV-F**  
**Indian literature in Translation**

Assignment/ Sessional: 20 Marks  
80 Marks

Credits; 4

Semester Exam:

**Aims and Objectives:**

The course aims at bringing the rich tradition of Indian literature to the learners. The Indian literature comprises of poems, drama and novel from almost all the languages of India. The reason behind concocting the course is to make aware that literatures produced in Indian languages have a socio-cultural stance for maintaining the aesthetic assumption of society.

**Unit I: Selected Poems of Ghalib and Kabir. ( Urdu and Hindi)**

- *Kabir pad 91, 112*
- *Ghalib: Ghazal, Temple Lamp*

**Unit II: Selected Short Stories of V.M. Bashir (Malyalam)**

- *The World-renowned Nose*
- *Fools' Paradise*
- *The Hunger*

**Unit III: Drama (Marathi)**

- **Vijay Tendulkar: *Ghashiram Kotwal***

**Unit IV: Novel (Punjabi)**

- **Amrita Pritam: *The Skeleton (Pinjar)***

**Unit V: Essay**

- **Suresh Joshi: *On Interpretation (Gujrati; Chintamayi Manasa)***

**Recommended Reading:**

1. Board Of Editors, Indian Literature in English translation: *An Anthology*. New Delhi. Doaba Publication, 2008.
2. Devy.G.N. (ed) *Indian Literary Criticism*. Hyderabad: Orient Longman, 2002.
3. Dhawan., R.K. *Recent Indian fiction*. New Delhi: Atlantic Books, 2004.
4. Dwivedi, A.N., *Studies in Contemporary, Indian English Drama*, New Delhi, Kalyani Pubshers, (2000)
5. Krishna Kirplani. *Literature of Modern India* .New Delhi: National Book Trust, 1982.
6. Mehrotra, Arvind Krishna, (ed.) *An Illustrated History of Indian Literature in English*. New Delhi: Permanent Black, 2003.

7. Naik, M.K. *A History of Indian English literature*. New Delhi: Sahitya Akademy, 1992.
8. Naik, M.K. '*Dimensions of Indian English Literature*'. New Delhi: Sterling, 1984.
9. Sisir Kumar Das. *A History of Indian literature. 1800-1910, western impact: indian response* Delhi : Sahitya Akademi, 1991.
10. Sisir Kumar Das. *A History of Indian literature. 1910–1956, Triumph and Tragedy*. Delhi : Sahitya Akademi, 1991



**(Paper Code : ENG-F-XV)**

**Paper No: XV**

**Critical Theory**

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

Unit 1: Karl Marx : "Preface" to *A Contribution to a Critique of Political Economy*.

12

lectures

Unit 2: B.R. Ambedkar : Castes in India Their Mechanism, Genesis and Development

12

lectures

Unit 3: Jacques Derrida: Structure, sign and play in the discourse of the human sciences

12

lectures

Unit 4: Michel Foucault : Method

12

lectures

Unit 5: Juliet Mitchell: Feminity, Narrative and Psychoanalysis

12

lectures

### **Recommended Reading:**

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

Course designed by Anand Ubale, Asst. Professor, Dept of English,  
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**(Paper Code : ENG-R-XVI)**  
**Paper No. XVI**  
**Research Methodology**  
**Writing a Dissertation**

**Credits 4**

**Objectives:**

**Marks 100**

- To supervise writing a research dissertation by the students.
- To provide opportunities to students for consultation, group presentation and revision if required and final presentation and submission of dissertation in 50 to 60 pages.

**Unit I- Writing a Research Dissertation**  
**(in not more than 60 pages)**

**Unit II- Review Literature**

**Unit III- Methodology**

**Unit IV- Consultation and Supervision in groups**

**Unit V-**

- **Group Presentation.**
- **Revision.**
- **Oral Presentation.**

**References:**

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