

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



Circular / Acad Sec./ HF/ Curriculum-12(7)/ NEP-PG/ 2023.

It is hereby inform to all concerned that, on the recommendation of Dean, Faculty of Humanities; **the Hon'ble Vice-Chancellor has accepted the following subject wise Curriculum of National Education Policy-2020** under the faculty of Humanities in his emergency powers under Section 12 [7] of the Maharashtra Public University Act, 2016 on behalf of the Academic Council.

Sr. No.	PG Subject wise Curriculum	Semesters
01.	M.A. First & Second Year Progressively [English] for affiliated Colleges, Uni. Campus & Sub-Campus.	Ist & IInd and IIIrd & IVth
02.	M.A. First & Second Year Progressively [Geography] for affiliated Colleges and University Campus.	Ist & IInd and IIIrd & IVth
03.	M.A. First & Second Year Progressively [Sociology] for affiliated Colleges and University Campus.	Ist & IInd and IIIrd & IVth
04.	M.A. First & Second Year Progressively [Economics] for affiliated Colleges and University Campus.	Ist & IInd and IIIrd & IVth

This is effective from the Academic Year 2023-24 and Onwards progressively as appended herewith.

All concerned are requested to note the contents of this circular and bring notice to the students, teachers and staff for their information and necessary action.

University campus,
Aurangabad-431 004.
Ref. No. SU/Col. & UC/NEP-20/
PG/ 2023/ 3692-702

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**Deputy Registrar,
Academic.**

Date: 03.07.2023.

Copy forwarded with compliments to:-

- 1] **The Head, all concerned departments ,**
Dr. Babasaheb Ambedkar Marathwada University, Aurangabad and Sub-Center, Osmanabad.
- 2] **The Principal, all affiliated colleges,**
Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.
- 3] **The Director, University Network & Information Centre, UNIC,**
with **a request to upload this Circular on University Website.**

:: 02 ::

Copy to :-

- 1] **The Director, Board of Examinations & Evaluation,**
 - 2] **The Sec. Officer, [M.A. Unit] Exam. Branch,**
 - 3] The Section Officer, [Eligibility Unit],
 - 4] The Programmer [Computer Unit-1] Examinations,
 - 5] The Programmer [Computer Unit-2] Examinations,
 - 6] The In-charge, [E-Suvidha Kendra],
 - 7] The Public Relation Officer,
 - 8] The Record Keeper,
- Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.

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DrK*030723/-

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



**Curriculum of
M. A. First & Second Year with Ph.D.
Program [English]**

Semester-I to IV
‘under National Education Policy-2020’
[Implemented at Colleges P.G. Level]

[Effective from the Academic Year 2023-24 & Onwards Progressively]

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



Department of English

**NEP 2020 and Outcome Based
Syllabus**

Dean,
Fac. of Humanities

M.A. Ist Year

Ist Semester

Syllabus

2023-2024 Onwards

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Dr. Babasaheb Ambedkar Marathwada University, Aurangabad

Subject: English

**Illustrative Credit Distribution and Structure for Two Year/One Year PG
MA I Year**

Semester I

Course	Course Code	Course Name	Periods assigned Hr / week		Credits Assigned	Total Credits
			T	P	T+P	
Major Mandatory	ENG-M-1001	Poetry	4	0	4	4
	ENG-M-1002	Language Orientation: English Grammar	4	0	4	4
	ENG-M-1003	Study of an Author – Virginia Woolf	4	0	4	4
	ENG-M-1004	Translation in Practice	2	0	2	2
Electives (Select any One)	ENG-E1005 -A	Literature, Psychology and Psychoanalysis	4	0	4	4
	ENG-E1005 -B	Comparative Literature				
	ENG-E1005 --C	Introduction to Linguistic Theory				
	ENG-E1005 -D	Ambedkar Discourse				
Research Methodology	ENG-RM-1006	Research Methodology	4	0	4	4
On Job Training	-	-	-	-	-	-
Research Project	-	-	-	-	-	-
Total			22	0	22	22

Course No.-1 (Paper No. I)

Course Code	Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
ENGM-1001	Major	Theory	04	04	60	3 Hours	20	80	100

(Paper Code : ENG-M-1001)
(Mandatory Course)

Paper No. I
Poetry

Credit: 04

Periods: 60

Marks: 100

Introduction

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.

Course Outcomes:

At the end of Course students will learn

- Genre of poetry
- Socio-cultural background of poetry
- Rise and development of English poetry
- Various movement and schools of English poetry
- Process of poetic creation

Unit I: Introduction to English Poetry:

- (1) Rise and development of English Poetry.
- (2) Kinds of Poetry

Unit 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

Unit III: Select Major Schools and Movements

A. Metaphysical School :

- (I) John Donne
 - (1) The Good Morrow
- (II) Andrew Marvell
 - (1) To His Coy Mistress.

B. Romantic Revival :

- (I) William Wordsworth
 - (1) Lucy Poems
- (II) John Keats
 - (1) Ode on a Grecian Urn

C. Victorian Poetry :

- (I) Robert Browning
 - (1) My Last Duchess
- (II) Lord Tennyson
 - (1) The Lady of Shalott.

Unit IV: Modern Poetry :

- (I) W.B. Yeats :
 - A Prayer for my Daughter
 - Easter 1916
- (II) T. S. Eliot
 - Gerontion

Unit V: Post Modern Poetry

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

Course No.-2 (Paper No. II)

Course No.	Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
ENGM-1002	Major	Theory	04	04	60	3 Hours	20	80	100

Paper Code : ENG-M-1002)

Paper No. II

(Mandatory Course)

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. 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:

Course Outcomes:

At the end of Course students will learn

- Writing skills
- To generate and understand structure of English
- Uses of language
- Basic elements of grammar

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 modifiers, comparison and intensification, correspondence between adjective and adverb, adjective adverb and other word clauses.
- Prepositions and prepositional 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 verb 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 Greenbaum. 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 : Oxford 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.

Course No.-3 (Paper No. III)

Course No.	Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
ENGM-1003	Major	Theory	04	04	60	3 Hours	20	80	100

(Paper Code : ENG-M-1003)

Paper No. III

(Mandatory Course)

Study of an Author – Virginia Woolf

Credits: 04

Periods: 60

marks: 100

Course Outcomes :

At the end of course, the students will learn

- Virginia Woolf as Modern Writer
- Contribution of Virginia Woolf to Modernism and feminism
- To apply sophisticated close reading techniques to a range of literary texts and genres and to make productive and complex comparisons between them;
- To display strong presentation skills and an ability to actively participate in group discussions;
- Wide-ranging knowledge of Virginia Woolf's writing, including her novels, essays, short stories, and auto/biographical texts
- To relate Woolf's writing to historical, cultural, philosophical, political and artistic contexts relevant to modernism

Unit 1: Virginia Woolf and Modernism

(12 Lectures)

Unit 2: Virginia Woolf

(12 Lectures)

1. Jacob's Room

Unit 3: Virginia Woolf

(12 Lectures)

1. To The Lighthouse

Unit 4: Virginia Woolf

(12 Lectures)

1. The Complete Shorter Fiction
(First ten short stories)

Unit 5: Virginia Woolf

(12 Lectures)

1. A Room of One's Own

Recommended Reading:

1. Woolf, Virginia. *A Room of One's Own*. New York: Harcourt, Brace, and World, 1957.
2. _____. *Collected Essays*. 2 Vols. New York: Harcourt, Brace, and World, 1967.
3. _____. *Jacob's Room and the Waves*. New York: Harcourt, Brace, and World, 1959.
4. _____. *Mrs. Dalloway*. New York: Harcourt, Brace, and World, 1925.
5. _____. *Three Guineas*. New York: Harcourt, Brace, and World, 1938.
6. _____. *To the Lighthouse*. New York: Harcourt, Brace, and World, 1955.
7. Daiches, David. *Virginia Woolf*. New York: Vail-Ballou Press, 1942.
8. Bell, Quentin. *Virginia Woolf: A Biography*. New York: Harcourt, Brace, Jovanovich, 1972.
9. Cooke, Joanne, et al., eds. *The New Women*. Greenwich, Connecticut: Fawcett Publications, 1970.
10. Corrigan, Sylvia Robinson. "Art and Marriage." *11 Aphra*, 2 (Winter 1970), 5-14.
11. Cudlipp, Edythe. *Understanding Women's Liberation*. New York: Coronet Communications, 1971.
12. Ellis, Julie. *Revolt of the Second Sex*. New York: Lance-r Books, 1910.
13. Figs, Eva. *Patriarchal Attitudes*. Greenwich, Connecticut: Fawcett Publications, 1970.
14. Firestone, Shulamith. *The Dialectic of Sex: The Case for Feminist Revolution*. New York: Bantam Books, 1970.
15. Friedan, Betty. *The Feminine Mystique*. New York: Dell Publishing Company, 1963.
16. Gornick, Vivian and Moran, Barbara K., eds. *Woman in Sexist Society: Studies in Power and Powerlessness*. New York: The New American Library, 1971.
17. Karl, Frederick and Magalaner, Marvin. *A Reader's Guide to Great Twentieth Century English Novels*. New York: Farrar, Straus, and Giroux, 1959.
18. Ludovici, L. J. *The Final Inequality*. New York: Tower Publications, 1965.
19. Marder, Herbert. *Feminism and Art: A Study of Virginia Woolf*. Chicago: The University of Chicago Press, 1968.
20. Mill, John Stuart. *On the Subjection of Women*. Greenwich, Connecticut: Fawcett Publications, 1971.

21. Miriam, ed. *Feminism: The Essential Historical Writings*. New York: Random House, 1972.
22. Stambler, Sookie, ed. *Women's Liberation: Blueprint for the Future*. New York: Charter Communications, 1970.
23. Tanner, Leslie B., ed. *Voices from Women's Liberation*. New York: The New American Library, 1970
24. Thompson, Clara M. *On Women*. New York: The New American Library, 1964.
25. Ware, Cellestine. *Woman Power: The Movement for Women Liberation*. New York: Tower Publications, 1910.
26. Wasserman, Barbara Alson, ed. *The Bold New Women*. Greenwich, Connecticut: Fawcett Publications, 1966.
27. Woolf, Virginia. *A Writer's Diary*. New York: Harcourt· Brace, 1954.

Course No.-4 (Paper No. IV)

Course No.	Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
ENGA-1004	Major	Activity	02	02	30	2 Hours	20	30	50

(Paper Code : ENG-A-1004)**Paper No. IV
Translation in Practice****Credit: 02****Periods: 30****Marks:50****Introduction:**

This course offers you basic but valuable techniques used by a good translator in the translation between English and Marathi. It will focus on meaning of translation, what is good translation, and learn about how to produce good translations. The course will help students to involve in translation activities.

Course Outcome:

At the end of course, learners will learn

- Valuable techniques of good translator
- Four steps of translation
- Difference between translation and transliteration
- What makes a qualified professional translator and acquire the abilities and skills that such a translator needs

Unit I: Introduction: (Periods: 10)

Meaning of translation, Four steps of translation; Translation and transliteration; Process of translation

Unit II: Translation of sentences: (Periods: 10)**Unit III: Translation of short essay, story, poem (Periods: 10)**

(Translation of sentences/short piece of literature/poem from Marathi to English and from English to Marathi)

Note: Student is required to learn basics of translation and translate pieces of Marathi articles, poems into English language

Suggested Reading:

1. Devy, G.N. 1995. In Another Tongue: Essays on Indian English Literature. Madras: Macmillan.
2. Dharwadker, Vinay. 1999. 'A. K. Ramanujan's Theory and Practice of Translation', in Post-Colonial Translation: Theory and Practice, eds. Susan Bassnett and Harish Trivedi. London: Routledge, pp. 114–40.
3. Gopinathan, G. 2000. 'Translation, Transcreation and Culture: The Evolving Theories of Translation in Hindi and other Modern Indian Languages'. <http://www.soas.ac.uk/literatures/satranslations/Gopin.pdf>.
4. Mukherjee, Sujit. 1981. Translation as Discovery and other essays on Indian Literature in English Translation. New Delhi: Allied Publishers.
5. Ramakrishna, Shanta. 2002. 'Cultural Transmission through Translation: An Indian Perspective', in Changing the Terms: Translating in the Post-colonial Era, eds. Sherry Simon and Paul St-Pierre. Hyderabad: Orient Longman, pp. 87–101.
6. Ramanujan, A.K. 1989. 'Translator's Note', in Samskara: A Rite for a Dead Man by U. R. Anantha Murthy, trans. A.K. Ramanujan. Delhi: Oxford University Press
7. Sharma, T.R.S. 2002. 'Translating Literary Texts through Indian Poetics: A Phenomenological Study', Translation Today 1.1. Online at <http://www.anukriti.net/tt1/article-k/a1.html> (viewed on November 1, 2016)
8. Sri Aurobindo. 'On Translating Kalidasa'. http://www.aurobindo.ru/workings/sa/03/0028_e.htm
9. Singh, Avadhesh Kumar, ed. 1996. Translation: Its Theory and Practice. New Delhi: Creative Books.
10. Tagore, Rabindranath. 1912. Gitanjali. Online at <http://www.sacred-texts.com/hin/tagore/gitnjali>

Course No.-5-A (Paper No. V-A)

Course No.	Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
ENG-E-1005-A	Major	Theory	04	04	60	3 Hours	20	80	100

(Paper Code : ENG-E-1005-A)

Paper No. V-E-A

(Elective Courses)

Literature, Psychology and Psychoanalysis

Credit: 04

Periods: 60

marks: 100

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.

Course Outcomes:

At the end of Course, the students will learn

- Psychological approach to the study of literature
- Psychoanalytical critical methods
- Socio-cultural and economic dimensions of text

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. Simone de Beauvoir- *The Second Sex*

Unit 3: Psychoanalysis and Literature

(12 Lectures)

- b. Anita Desai – *Cry, the Peacock*

Unit 4: Psychoanalysis and Feminism

(12 Lectures)

- a. Helene Cixous
- b. Juliet Mitchell
- c. Julia Kristeva

Unit 5: Lacan's Psychoanalytical Theory

(12 Lectures)

- a. The Mirror Stage
- b. Three Orders- the Imaginary, the Symbolic, and the Real

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.
11. Anita Desai – *Cry, the Peacock*
12. Simone de Beauvoir- *The Mandarins*
- 13.

Course No.-5-B (Paper No. V-E-B)

Course No.	Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
ENG-E-1005-B	Major	Theory	04	04	60	3 Hours	20	80	100

(Paper Code : ENG-E-1005-B)**Paper No. V-E-B****Comparative Literature****Assignment/ Sessional: 20 Marks****Credits:4****Semester Exam : 80 Marks****Objectives :**

The course is designed to develop the nature and the critical understanding of Comparative Literature, to introduce and examine the study and texts of different literature. The course places its emphasis on theories and trends of Comparative Literature and will develop skills in analyzing literature in a comparative context.

Course Outcomes:

At the end of course, the students will learn

- Meaning and concept of comparative literature
- Theories and trends in comparative literature
- To compare genres of one language to other
- Skills in analyzing literature in a comparative context

Unit I : Comparative Literature: Theory, History, and Methods 12 lectures

Unit II : Comparative Literature: Schools 12 lectures

Unit III: Comparison of Critical texts - Natyashastra and Poetics 12 lectures

Unit IV: Comparison of Poems 12 lectures

Arun Kolatkar's Kala Ghoda and Dilip Chitre's Ode to Bombay

Shakespeare's King Lear and Marathi Film Natsamrat

Recommended Readings:

- U. Weisstein, Comparative Literature and Literary Theory (tr. W. Riggan, Indiana UP, 1973)
- S. Prawer, Comparative Literary Studies: An Introduction (Duckworth, London, 1973)
- N.P. Stallknecht & H. Franz, Comparative Literature: Method and Perspective (Southern Illinois UP, 1971)
- F. Jost, Introduction to Comparative Literature (Bobbs-Merrill, Indianapolis, 1974)
- Owen Allridge, Comparative Literature: Matter and Method (Illinois UP, 1964)
- C. Koelb & S. Noakes (ed.), The Comparative Perspective on Literature (Cornell UP, 1977)
- C.L. Wrenn, The Idea of Comparative Literature (Modern Humanities Research Association, London, 1968)
- S. Bassnett, Comparative Literature: A Critical Introduction (Blackwell, Oxford, 1993)
- C. Guillén, The Challenge of Comparative Literature, tr. C. Franzer (Harvard UP, 1993)
- Aijaz Ahmed, In Theory . Verso, London, 1992.
- Gayatri Chakravarty-Spivak, Death of a Discipline .Methuen, London, 2000.
- Shakespeare's King Lear
- Arun Kolatkar's Kala Ghoda
- Dilip Chitre's Ode to Bombay

Course No.-5-C (Paper No. V-E-C)

Course No.	Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
ENG-E-1005-C	Major	Theory	04	04	60	3 Hours	20	80	100

**(Paper Code : ENG-E-1005-C)
Paper No. V-C**

**Introduction to Linguistic Theory
(Systemic Functional Grammar: M. A. K. Halliday)**

Credits 4

Periods: 60

Marks: 100

Course Outcomes:

At the end of Course, the students will learn:

- Halliday's concept of language as social semiotic.
- Grammar as resource of meaning making in a context.
- Grammar as paradigmatic and semanticky.
- Text and context grammar of ideational meaning, interpersonal meaning and textual meaning.
- Analysis, description and theory of language is useful for discourse analysis, register and genre analysis.

Unit - I

a. The architecture of language.

- Text and Grammar.
- Phonology and Grammar.
- Basic concepts for the study of language.
- Context and language.
- Theory, Description and Analysis.

b. Towards a functional Grammar

- Towards a functional analysis.
- The lexicogrammar cline.

- Grammaticalization.
- Clauses and functions.
- Subject, Actor, Theme.
- Three clines of meaning in the clause.

Unit - II

a. Clause as Message

- Theme and Rheme.
- Thematic equatives.
- Theme and mood.
- Theme types.
- Information unit: Given + new.
- Predicated Themes.
- Theme in bound, minor, and elliptical clauses.
- Thematic interpretation of texts.

b. Clause as Exchange

- The nature of dialogue.
- The mood element.
- Mood as system.
- Modality, Polarity, and Assessment.
- Clause as Subject
- Texts

c. Clause as Representation

- Modelling experience of change.
- Clauses and processes.
- Summary of process types.
- Circumstantial elements.
- Transitivity and Voice.
- Texts.

Unit - III

a. Below the clause: groups and phrases

- Groups and phrases.
- Group types
- Prepositional phrase.
- Word clauses and group functioning.

b. Groups and Phrase Complexes

- Overview of complexing at group/phrase rank.
- Parataxis: groups and phrases.

- Hypotaxis types
- Logical organization: Complexes at clause and group/phrase structure, and groups.

Unit - IV

Above the Clause: the Clause Complex

- The notion of 'clause complex'.
- Types of relationships between clauses.
- Taxis: parataxis and Hypotaxis.
- Expansion.
- Projection.
- The clause complex as textual domain.
- Clause complex and tone.
- Texts.

Unit - V

a. Around the Clause: Cohesion and Discourse

- The concepts of text; logogenetic patterns.
- The lexicogrammatical resonances of COHESION.
- Conjunction, Reference, Elipsis, and Substitution.
- Lexical Cohesion.
- The creation of Texture.

b. Beyond the Clause: Metaphorical Methods of expression.

- Lexicogrammar and Semantics.
- Semantic and Domains.
- Modality.
- Interpersonal metaphors.
- Metaphors of mood.
- Ideational metaphors.

Text : Halliday's Introduction to Functional Grammar, M. A. K. Halliday, Revised by M. I. M. Matthiessen. Routledge, London and New York, 4th edition 2014.

References:

1. Biber. D. Johansson, S., Leech, G., Conrad, S., Finnegan, E., (1999): *The Longman Grammar of Spoken and Written English*, London: Longman.
2. Butler, C., Berry, M., Fawcett, R. P., Huang, G., (eds) (1996), *Meaning and Form: Systemic Functional Interpretations*, Norwood, NJ: Ablex.

3. Halliday, M. A. K., Fawcett, R. P., (eds), *New Developments in Systemic Linguistics: Theory and Description*. London: Pinter 1987.
4. Benson, J. D., Greaves, W. S., (eds). *Systemic Functional Approaches to Discourse*. Norwood, N J: Ablex, 1988.
5. Fawcett, R. P., 2000: *A theory of Syntax for Systemic Functional Linguistics*. Amsterdam: Benjamins.
6. Halliday, M. A. K., Fawcett, R. P., Lamb, S., Makkai A. (eds) *The Semiotics of Language and Culture*, Vol. 1. London: Frances Pinter. 1984.
7. Cloran, C., Butt, D, Hasan, R., (eds), *Functional Descriptions: Theory into practice*. Amsterdam: Benjamins, 1996.
8. Halliday, M. A. K., Hasan, R. 1985: *Language, Context and Text: A Social Semiotic Perspective*; Geelong, Vic: Deakin University Press.
9. Halliday, M. A. K., Martin, J. R. (eds) (1981), *Readings in Systemic Linguistics*, London: Batsford.
10. Cloran, C., Butt, D., Williams, G. (ed), *Selected Papers of Ruqaiya Hasan* (open Linguistics Series). London; Cassel.
11. Fawcett, R. P., Young, D., (eds), *New Developments in Systemic Linguistics*. Vol. 2: theory and application. London. Frances Pinter, (1988).
12. Ghodessy, M. (eds), *Register Analysis: Theory and Practices*. London: Pinter 1993.
13. de Joia, Alex Stention, Adrian (1480), *Terms in Systemic Linguistics: A Guide to Halliday*. New York: St. Martin's Press.
14. Matthiessen, Christian M. I. M. and Halliday M. A. K. (2009), *Systemic Functional Grammar, : A First step into the Theory*, Beijing, H. E. Press.
15. Nina Norgaard, Beatrix Busse, and Rocio Montoro, *Key Terms in Stylistics*, Continuum, London, New York, 2010.
16. Christian M. I. M. Matthiessen, Kazuhira Teruya and Marvin Lam, *Key Terms in Systemic Functional Linguistics*, Continuum, London, New York, 2010.
17. Halliday. M. A. K., Webster. Jonathan J. (edt), *On Grammar*, Vol. 1 in the Collected works of M. A. K. Halliday, Continuum, London, New York, 2002 (2005).
18. Halliday. M. A. K., Webster. Jonathan J. (edt), *Studies in English Language*, Vol. 7 in the collected works of M. A. K. Halliday, Continuum, London. New York, 2005 (2009).

Course No.-5-E-D (Paper No. V-E-D)

Course No.	Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
ENG-E-1005-D	Major	Theory	04	04	60	3 Hours	20	80	100

(Paper Code : ENG-E-1005-D)

Paper No. V-E-D

Ambedkar Discourse

Credits 4

Periods: 60

Marks 100

Course Outcomes:

At the end of course, students will learn

- Ambedkar Discourse shall focus on understanding of Ambedkar's speeches, writings, and works published as a discourse.
- To introduce B. R. Ambedkar as one of the chief builders of modern India.
- To introduce him as an ardent follower of Buddha's trinity equality, liberty, and fraternity.
- To introduce his ideas of reconstruction of society, state, nation, social democracy and state socialism.
- To focus on his contributions to making of the constitution, social reform, religious reform, gender equality.

Unit- I

B. R. Ambedkar: An introduction

Castes in India: Origin and Mechanism

Annihilation of Caste

Unit- II

States and Minorities

Unit- III

Ranade, Gandhi, and Jinah

Unit- IV

Three Speeches delivered in the Constituent Assembly

Unit- V

Buddha or Marx?

Thoughts on linguistic States

References:

1. Ambedkar, Dr. B. R., Dr. Babasaheb, *Writings and Speeches* vol.17, Education Department, Government of Maharashtra, 2003.
2. Ambedkar, Dr. B. R., Dr. Babasaheb, *Writings and Speeches* vol.-1, Government of Maharashtra, 1979.
3. Ambedkar, Dr. B. R., Dr. Babasaheb, *Writings and Speeches* Vol.5, Education Department, Government of Maharashtra, 1989.
4. Kuber, W. N., *Dr. Ambedkar: A Critical Study*, Peoples Publishing House, New Delhi, 1979.
5. Keer, Dhananjay, *Dr. Ambedkar: Life and Mission*, Popular Prakashan, Bombay, 1994.
6. Ambedkar, Dr. B. R., *Writings and Speeches* Vol.3, Education Department, Government of Maharashtra, 1987.
7. Ambedkar, Dr. B. R., *Writings and Speeches*, Vol.-11, Education Department, Government of Maharashtra, 1992.
8. Ambedkar, Dr. B. R., *Writings and Speeches*, Vol.-14, Education Department, Government of Maharashtra, 1995.
9. Ambedkar, Dr. B. R., *Writings and Speeches*, Vol.-13, Education Department, Government of Maharashtra, 1994.
10. Ambedkar, Dr. B. R., *What way Emanicipation*, (Speech at Dadar, Mumbai, 30th and 31st May, 1936).
11. Keer, Dhananjay, *Dr. Ambedkar: Life and Mission*, Popular Prakashan, Bombay, 1994.
12. Ambedkar, Dr. B. R., *Writings and Speeches*, Vol.-12, Education Department, Government of Maharashtra, 1993.
13. *The Constitution of India*.

Course No.-6- (Paper No. VI-RM)

Course No.	Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
ENG-RM-1006	Research Methodology	Theory	04	04	60	3 Hours	20	80	100

(Paper Code : ENG-RM-1006)

Paper No. VI

Research Methodology

Credits 4

Periods: 60

Marks 100

Course Outcomes:

At the end of course, the students will learn

- Successfully use the research methodologies.
- Structure and present their research according to the MLA Stylesheet.
- Understand and avoid plagiarism and other academic malpractices.
- Apply the contemporary literary theories as methodologies for their research
- Effectively conduct research relevant to the contemporary scenario.
- 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.

Unit I- Research and the Process of Academic Writing

(12 Hours)

The Nature of Research; Objectives or aims of research; Description of the term 'Research'; Formation of Research Question and Research Proposal; Various Methods of Research; Primary and secondary sources; Review of Research works carried out so far; Citation and Documentation (MLA Style Sheet Harvard); Plagiarism

Unit II- The Mechanics of Writing**(12 Hours)**

Different types of Writing; Style of Writing: Writing Reports and Research Proposals; Writing a dissertation; Book Review; Computer application in Research How to avoid plagiarism

Unit III: Research Methods in Literature**(12 Hours)**

- Classical Approach to the study of literature
- Romanticism in literature

Unit IV- Research Methods in Literature**(12 Hours)**

- Formalistic Approach to literature
- Marxist Approach to literature
- Feminist Approach; Structuralist & Poststructuralist Approach

Unit V- Research Method in Language**(12 Hours)**

- Phonemic and phonetic transcription.
- Prosody.
- Discourse Analysis

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

Semester I

Structure/Pattern of Question Paper for all paper except Paper No IV

For 04 Credits

End Term Examination: 80 Marks;

Unit Test/Tutorials/Internal Analysis/Seminar: 20 Marks

Total Marks: 100 Marks

Que. 1. Multiple choice questions on all Units	5/5	Marks 10
Que. 2. Answer questions in one sentence on all units	5/5	Marks 10
Que. 3. Short Notes on any three out of five (All Units)	3/5	Marks 12
Que. 4. Answer any four questions on all units	4/5	Marks 48

Structure/Pattern of Question Paper for Paper No IV (Translation in Practice)

- For 02 Credits
- Translation of piece of literary work from English to Marathi: 25 Marks
- Translation of piece of literary work from Marathi to English: 25 Marks
- Total Marks: 50 Marks

Programme Outcomes

On completing M. A. Programme, the student shall be able to realize following programme outcomes

Programme Outcomes

1. Display holistic understanding of life in varied situations.
2. Discuss and apply various social, political and literary theories in real life situations.
3. Comprehend and discuss contemporary socio-political, cultural and literary circumstances through multidisciplinary approach.
4. Demonstrate an ability to use relevant literary, theoretical concepts in real life situations.
5. Ability to integrate the traditional knowledge with recent advances in social sciences and humanities.
6. Create convincing propositions on the basis of multidisciplinary and cross-disciplinary understanding of disciplines.
7. Appreciate and analyse regional, national, and international circumstances.
8. Demonstrate the ability to interpret and analyse realities of life from social perspective.
9. Propose solutions to the existing human problems as a well informed, competent and wise individual human being.
10. Apply critical theoretical knowledge to analyse literary texts and to find solutions for various types of problems in human life.

Programme Specific Outcomes

1. To explain different theories and texts across different ages.
2. Discuss various genres, critical terms and movements clearly.
3. Develop creative and critical insights, aesthetic sensibility, and analytical skills.
4. Show an ability to use English language proficiently and correctly in speaking and writing.
5. Compare the literary trends in literature produced in different contexts and age.
6. Locate and analyze the literary texts with appropriate theoretical framework.
7. Appreciate regional and world literatures with reference to literary and cultural traditions.

8. Demonstrate the ability to interpret realities of life from literary perspective.
9. Reveal skill and competence for conducting research in literature.

Post Graduate Attributes

Analytical Reasoning
Communication Skills
Creative and Critical Thinking
Disciplinary knowledge
Global Competency
Life Skills
Life –long learning
Multicultural Competence
Moral and Ethical Values
Problem Solving Reflective Thinking
Research Skills

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



**Subject: English
As per NEP 2020
Syllabus
M.A. Ist Year
IInd Semester**

2023-2024 Onwards

Dr. Babasaheb Ambedkar Marathwada University, Aurangabad

Subject: English

**Illustrative Credit Distribution and Structure for Two Year/One Year PG
MA I Year**

Semester II

Course	Course Code	Course Name	Periods assigned Hr / week		Credits Assigned	Total Credits
			T	P	T+P	
Major Mandatory	ENG-M-2001	Drama	4	0	4	4
	ENG-M-2002	Language Orientation: Pragmatics	4	0	4	4
	ENG-M-2003	Modern and Postmodern Literature	4	0	4	4
	ENG-M-2004	Writing Article and Power Point Presentation	2	0	2	2
Electives (Select any One)	ENG-E-2005 -A	Colonial and Postcolonial Literature	4	0	4	4
	ENG-E-2005 -B	Academic Discourse and Academic Writing				
	ENG-E-2005-C	Indian English Literature				
	ENG-E-2005 -D	Semantics				
Research Methodology	-	-	-	-	-	-
On Job Training	ENG-OJT/FP- 2006	On Job Training / Writing Field Project	4	0	4	4
Research Project	-	-	-	-	-	-
Total			22	0	22	22

Paper Code : (ENG-M-2001)

Paper No. VII

Drama

Assignment/ Sessional: 20 Marks

Credits; 4

Semester Exam: 80 Marks

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.

Course Outcome:

At the end of the course students will learn

- Meaning of drama, elements of drama
- Drama as genre of literature, its types
- Life meaning highlighting and evaluating moral commitments, religious convictions
- Drama writers of the world and their texts and contexts

Unit I. Understanding Drama

15 lectures

- 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

- Thomas Kyd: The Spanish Tragedy

Unit III: Understanding Comedy

12 lectures

- William Shakespeare: As You Like It

Unit IV: Understanding tragicomedy

12 lectures

- Samuel Beckett: Endgame

Unit V : Understanding One :Act Play

09 Lectures

- Oscar Wilde : The Importance of Being Earnest

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, Glynne. *A History of the Theatre*, 2nd edition, London, Phaidon, 2007.

Paper Code : (ENG-M-2002)

Paper No. VIII
Language Orientation: Pragmatics

Assignment/ Sessional: 20 Marks

Credits; 4

Semester Exam: 80 Marks

Course Outcome:

- To provide students with experiences, insight, knowledge on the study on language use
- To make students aware of the pragmatic aspect of language
- To provide students with skills, knowledge and experiences in analyzing language pragmatically
- To gain technical mastery over the tools of linguistic analysis in pragmatics
- To become more aware of language usage in context (your own language and that of others)
- To understand the distinction between semantics and pragmatics and what is meant by each
- To learn about the range of topics covered under pragmatics

Unit I: Some definitions of Pragmatics; Principles of Pragmatics; Scope of Pragmatics; Utterance Meaning vs. Sentence meaning; Pragmatics: A Historical Overview; Charles Morris (1938); Carnap (1938); Pragmatics and Semantics; Context in Language use; Meaning and Features of context; Linguistic context; Physical/environmental context; Interpersonal context; Situational/socio-cultural context; Institutional context; components of discourse context; text and context

Unit II: Reference and Inference: Semantic Reference; Pragmatic Reference; Intention; Inference; Presupposition: Pragmatic Presupposition; Semantic Presupposition; Presupposition in the real world; Conversational Principle: Conversational Maxims; entailment; Implicature;

Unit III: The Politeness Principle: Politeness; Politeness as FaceSaving; Models of Politeness Strategies; Speech Acts: doing things with words; Locutionary act Illocutionary act; Perlocutionary Acts; Indirect Speech Act; Speech events; Utterance and Speech Events; Conversations as Speech Events; Pragmatics and Conversational Analysis

Unit IV: Austin's Theory of Pragmatics; Grice's Theory of Conversational Implicature;

Unit V: Pragmatics and Discourse Structure: Discourse Markers; Pragmatics of non-sentences; Pragmatics of Deferred Interpretations; Pragmatics and Grammar; Pragmatics and the Lexicon; Pragmatics and Intonation; Pragmatics and core Linguistics; Pragmatics and Sociolinguistics; Pragmatics and Discourse Analysis

Suggested Reading:

- Crystal, D. (1987) *The Cambridge Encyclopedia of Language*. Cambridge: CUP
- Fairclough, N. (1989) *Language and Power*. London: Longman
- Leech, G. (1983) *Principles of Pragmatics*. London: Longman
- Levinson, S. (1983) *Pragmatics*. Cambridge: Cambridge University Press
- Yule, G. (1996) *The Study of Language* 2 nd Ed. Cambridge: CUP
- Levinson, S. (1983) *Pragmatics*. Cambridge: Cambridge University Press
- Wales, K. (1989) *A Dictionary of Stylistics*. London: Longman
- Babajide, A. (ed.) (2000) *Studies in English Language*. Ibadan: Enicrownfit.
- Fairclough, N. (1989) *Language and Power*. London: Longman
- Firth, J.R. (1957) *Papers in Linguistics*. London: Edward
- Arnold Halliday, M.A.K. and Ruqaiya Hasan. (1976) *Cohesion in English*. Essex: London
- Hudson, R.A. (1980) *Sociolinguistics*. Cambridge: CUP
- Hymes, D. (1972) *On Communicative Competence*. Philadelphia: University of Pennsylvania Press
- Lavandera, B. (1988) "The study of Language in its Social cultural Context" in Newmeyer, (ed). *Linguistics: The Cambridge Survey*. Vol.4. Cambridge, pp. 1-13
- Levinson, S. (1983) *Pragmatics*. Cambridge: Cambridge University Press
- Adegbite, W. (2000) "Pragmatics: Some Basic Principles and Procedures." In Babajide, A. (Ed.) *Studies in English Language*. Ibadan: Enicrownfit
- Leech, G. (1983) *Principles of Pragmatics*. London: Longman
- Grundy, P. (2000) *Doing Pragmatics* 2 nd Ed. London: Arnold
- Horn, L. R. & Ward, G. (2006) *The Handbook of Pragmatics*. Oxford: Blackwell
- Cook, G. (1989) *Discourse*. Oxford: Oxford University Press

Paper Code : (ENG-M-2003)

Paper No. IX
Modern and Postmodern Literature

Assignment/ Sessional: 20 Marks

Credits; 4

Semester Exam: 80 Marks

Course Outcome:

At the end of course, students will learn

- Modernism and postmodern approach to study of literature
- Forms and concepts in modern and postmodern period
- Modern and postmodern writers and their texts and contexts

Unit I:	Modernism and Postmodernism in Literature	12 Periods
Unit II:	Poetry: T. S. Eliot- The Waste Land	12 Periods
Unit II:	Drama: Mahesh Dattani- Tara	12 Periods
Unit IV:	Novel: Kurt Vonnegut - Slaughterhouse-Five	12 Periods
Unit V:	Non-Fiction: Fredric Jameson –Postmodernism Or The Cultural Logic of Late Capitalism	12 Periods

Suggested Readings:

1. Andrew Kennedy . Six dramatists in Search of Language: Shaw, Eliot, Beckett, Pinter, Osborne, 1975.
2. Lawrence Rainey. Modernism: An Anthology, 2005
3. Dash Sudarshan. Modernism versus Postmodernism, 2000
4. Prabhakar Machwe. Modernity and Contemporary Indian Literature, 1978.
5. Ann Ardis. Modernism and Cultural Conflict, 2002.
6. Malcolm Bradbury. Modernism:1890-1930, 1991.
7. Michael Levenson (Ed.). The Cambridge Companion to Modernism, 1999.

Paper Code : (ENG-M-Activity-2004)

Paper No. X
Writing Article and Power Point Presentation

Assignment/ Sessional/Activity: 50 Marks

Credits: 2

Course Outcome:

At the end of course, students will learn

- Research activity
- Presentation skills
- Preparation for seminar/conference
- Acquire self confidence during presentation/discussion

Unit I: Writing Research paper

(15 hours)

Elements of Research Paper

Writing research paper

Unit II: Paper Presentation using Power point Presentation

(15 hours)

Preparation of power point presentation on any literary topic given by teacher/instructor and presentation in Class/Seminar

Suggested Reading:

1. Kate L. Turabian, Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams. *A Manual for Writers of Research Papers, Theses, and Dissertations*, Ninth Edition Chicago Style for Students and Researchers, 2018
2. Margaret Cargill, Patrick O'Connor. *Writing Scientific Research Articles: Strategy and Steps*
3. Henry M Burton. *Your First Research Paper*
4. James D. Lester Jr. *Writing Research Papers: A Complete Guide Paperback*, 2001.
5. Angie Hofmann. *Scientific Writing and Communication*.

(Note: The students are required to prepare research article and power point presentation on given topics by instructor and present in the class/Seminar)

Paper Code : (ENG-E-2005-A)

**Paper No. XI-E-A
Colonial and Postcolonial Literature**

Assignment: 20 Marks Theory Exam: 80 Total Marks: 100 Credits: 4

Course Objectives:

At the end of Course, students will learn

- Meaning of colonization and what are its impacts on the colonized countries across the globe.
- Literature written in different countries during the period of colonization
- Literature of post colonial period
- Theory of colonial and postcolonial literature, resistance and representation, colonial discourses reflected in different texts

Unit. - I	Theory of Colonialism and Postcolonialism and Colonial and Postcolonial Literature.	12 hours
Unit. - II	Raja Rao- Kanthapura	12 hours
Unit. - III	Chinua Achebe-Things Fall Apart	12 hours
Unit. - IV	V. S. Naipaul-A House for Mr. Biswas	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. Tomlinson, 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***.

(Hamel 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-2005-B)

Paper No. XI-E-B

Academic Discourse and Academic Writing

Assignment: 20 Marks Theory Exam: 80 Total Marks: 100 Credits: 4

Credits 4

Marks 100

Course Outcome

At the end of course, the students will learn:

- The ways of thinking and using language in the academy
- To know the importance of language use in the academic activities like educating students, demonstrating learning, disseminate ideas, and constructing knowledge.
- To help university students develop the skills in academic writing such as paragraph, an essay, research paper and dissertation.

Unit I – Academic Discourse

- What is Academic Discourse?
- Why is Academic Discourse important?
- How is Academic Discourse Studied?
- What do we know about Academic Discourse?
- A sample Study: Citations
- Conclusion

Unit II

a. Pre-Writing: Getting Ready To Write

- Choosing and narrowing a topic
- Gathering ideas
- Editing ideas

b. The structure of a paragraph

- The definition of a paragraph
- The parts of a paragraph
- Identifying and writing topic sentences

c. The development of a paragraph

- Paragraph support and development
- Writing concluding sentences

- Peer editing

Unit III

a. Descriptive paragraphs and reasons for writing them

- Organizing and writing descriptive paragraphs using adjectives and prepositions
- Process paragraphs and reasons for writing them
- Using transition words to write a process paragraph

b. Opinion paragraphs

- Distinguishing between fact and opinion
- Organizing and writing paragraphs expressing opinions and arguments
- Using transition words to express cause and effect
- Using modal expressions to make recommendations

c. Comparison/ Contrast paragraphs

- Comparison/ contrast paragraphs and reasons for writing them
- Organizing comparison/ contrast paragraphs
- Connecting words used for comparing and contrasting topics
- Writing about the advantages and disadvantages of a topic

d. Problem / solution paragraphs

- Writing about problems and solutions
- Using first conditionals
- Writing a two-paragraph text with linking phrases

Unit IV

a. The structure of an essay

- The definition of an essay
- Formatting an essay
- Writing a thesis statement

b. Outlining an essay

- The purpose of an outline
- Writing an outline

Unit V

a. Introductions and conclusions

- The importance of unity in essay writing
- Editing an essay for unity
- The importance of coherence in essay writing
- Creating coherence

b. Essays for examinations

- Common instructions for essay tests
- Writing timed essays and managing time

Additional Materials

- Sample essay: brainstorming
- Sample essay: first draft
- Sample essay: second draft
- Punctuation
- Sample information letter
- Sample personal statement
- Sample CV 1
- Sample CV 2
- Addressing

Text: Doorthy, E. Zemach, Lisa, A. Rumisek (2003, 2005), *Academic Writing from Paragraph to Essay*. Macmillan Education: Oxford.

References:

1. Biber, D. (2006), *University Language: A Corpus-Based Study of Spoken and Written Registers*, Amsterdam: Benjamins.
2. Hyland, K. (2004), *Disciplinary Discourse*. Ann arbor, MI: University of Michigan Press.
3. Hyland, K. (2009), *Academic Discourse*. London: Continuum.
4. Swales, J. (1998), *Other Floors, Others Voices: A Textography of a Small University Building*. Mahwah, NJ: Erlbaum.
5. Swales, J. (2004), *Research Genres*. New York: Cambridge University Press.
6. Craswell, G. (2004) *Writing for Academic Success: A Postgraduate Guide*. London: Sage.
7. Delamont, S. (1997) *Supervising the Phd: A Guide to Success*. Buckingham: Open University Press.
8. Phelps, R. Fisher, K. and Ellis, A. (2007) *Organizing and Managing Your Research: A Practical Guide for Postgraduates*. London: Sage.
9. Punch, K. (2006) *Developing Effective Research Proposals, Second Edition*. London: Sage.
10. Richards, L. (2005) *Handling Qualitative Data: A Practical Guide*. London: Sage.
11. Ridley, D. (2008) *The Literature Review: A Step-by-step Guide for Students*. London: Sage.
12. Silverman, D. (2004) *Doing Qualitative Research: A Practical Handbook, Second Edition*. London: Sage.

13. Silverman, D. (2006) *Interpreting Qualitative Data: Methods for Analyzing Talk, Text and Interaction, Third Edition*. London: Sage.
14. Thody, A. (2006) *Writing and Presenting Research*. London: Sage.
15. Walliman, N. (2005) *Your Research Project: A Step-by-step Guide for the First-Time Researcher, Second Edition*. London: Sage.

(Paper Code : ENG-E-2005-C)

Paper No. XI-E-C

Indian English Literature

Assignment: 20 Marks Theory Exam: 80 Total Marks: 100 Credits: 4

Credits 4

Marks 100

Course Outcomes:

At the end of course, the students will learn

- Different literary forms of Indian English Literature.
- Rise and development of Indian English Literature
- Indian English writers and their texts

Unit : 1 Introduction / History

Unit : 2 : Fiction : Show Business - Shashi Tharoor

Unit : 3 : Drama : Rootless But Green are the Boulevard Trees – Uma Parameswaram

Unit : 4 : Poetry : Jejuri – Arun Kolatkar

Unit : 5 : Short story : Draupadi – Mahasweta Devi

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. Narasimhaiah (ed). 1978.

10. Problems of the Indian Creative Writer in English : Verghese C. Paul
11. Political Consciousness in Indian writing : M. K. Bhatnagar. 1991.
12. Theatres of Independence : Drama, Theory and Urban Performance in India Since 1947 :
A.B. Dharwadkar. 2005.
13. Indian English Drama : Jaydipsingh K . Dodiya. 2000.
14. Nayantara Sahgal : Jasbir Jain. 1978.
15. Nayantara Sahgal : A V. Krishna Rao. 1976.

(Paper Code : ENG-E-2005-D)

Paper No. XI-E-D

Semantics

Assignment: 20 Marks Theory Exam: 80 Total Marks: 100 Credits: 4

Course Objective:

At the end of course, students will learn

- Basic concepts and theories in especially linguistic semantics.
- Linguistic semantics focuses on grammatical meaning.
- Five approaches to meaning as reference, as logical form, as context and use, as culture, and as conceptual structure.
- 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* (2nd edn.), Penguin 1981.
4. Murray, Knowles and Rosamund, Moon, *Introducing Metaphor*, Routledge, 2005.
5. Nida, Eugene, *Componential Analysis of Meaning*, Mouton, 1975.
6. Palmer, Frank, *Semantics: A New Outline* (2nd edn.) Cambridge University Press, 1981.
7. Ullmann, Stephen, *Semantics: An Introduction to the science of meaning*, Blackwell, 1962.

(Paper Code - ENG-OJT/FP-2006)
Paper No. XII
On Job Training/Field Project

Credits 4

Writing Field Project: 80 Marks

Oral Presentation of Field Project: 20 Marks

OR

Successful completion of On Job Training of One Month in vacation: 80 Marks

Class Seminar presentation: 20 Marks

Total Marks: 100

Course Objectives:

- To enable researchers to use research methods independently for writing project
- To prepare report of project

Unit I-

i. Major Components of Field Project

- The Framework; Collection of Data; Research Designs
- Research Results; Discussions and Conclusions: Completing the Picture
- The preliminary pages and the introduction; The literature review.
- Methodology; The data analysis of chapters.
- The conclusion.
- Completing a project.

Unit II- Writing a Field Project

Unit III- The Oral Presentation of Project

Unit IV – On Job Training

Note:

- i) The Students are required to compile regional oral literature like Jatavarachi Ovi (जात्यावरची ओवी; लमाणी भावगीते, किंवा इतर तत्सम मायबोलीतील साहित्य)
- ii) Writing documentary on famous monuments, historical places, etc.
- iii) Completing On Job Training during vacation period

Suggested Readings:

1. Hughes, R. (2002), *Teaching and Researching Speaking*. Harlow, UK: Longman.
2. Hyland, K. (2002b), *Teaching and Researching Writing*. Harlow, UK: Longman.
3. Johns, A. M. (1997), *Text Role and Context: Developing Academic Literacies*. Cambridge: Cambridge University Press.
4. Thornbury, S. (2005), *Beyond the Sentence: Introducing Discourse Analysis*. London: Macmillan.
5. 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.
6. Walliman, N. (2005) *Your Research Project: A Step-by-step Guide for the First-Time Researcher, Second Edition*. London: Sage.
7. Oliver, P. *Writing Your Thesis*, edition 2nd, Sage Publication India: India. 2004 (2010).
8. Perry, F. L. Jr., *Research in Applied Linguistics*, edition 2nd, Routledge: New York and London. 2011.

(Note: 80 percent weightage is given to Writing Project and 20 percent weightage is given to Oral Presentation of Project

OR

100 per cent weightage given to successful completion of On Job Training)

Pattern of Question Paper

- **Structure/Pattern of Question Paper for all paper except Paper No XII (On Job Training/Field Project)**

For 04 Credits

End Term Examination: 80 Marks;

Unit Test/Tutorials/Internal Analysis/Seminar: 20 Marks

Total Marks: 100 Marks

Que. 1. Multiple choice questions on all Units	5/5	Marks 10
Que. 2. Answer questions in one sentence on all units	5/5	Marks 10
Que. 3. Short Notes on any three out of five (All Units)	3/5	Marks 12
Que. 4. Answer any four questions on all units	4/5	Marks 48

- **Structure for Paper No. X Course Code- (ENGM-2004)**

Credits: 02

Writing Article: 25 Marks

Power Point Presentation: 25 Marks

Total: 50 Marks

(Note: The students are required to prepare research article and power point presentation and present in the class/Seminar)

- **Structure/Pattern of Question Paper for Paper No XII (On Job Training/Field Project)**
- **For 04 Credits**
- **Completion of On Job Training successfully/Writing Field Project: 80 Marks;**
- **Unit Test/Tutorials/Internal Analysis/Seminar: 20 Marks**
- **Total Marks: 100 Marks**

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



Subject: English

**M.A. IInd Year
IIIrd Semester**

**Syllabus
2024 – 2025 Onwards**

Dr. Babasaheb Ambedkar Marathwada University, Aurangabad**Subject: English****Illustrative Credit Distribution and Structure for Two Year/One Year PG
MA II Year****Semester III**

Course	Course Code	Course Name	Periods assigned Hr / week		Credits Assigned	Total Credits
			T	P	T+P	
Major Mandatory	ENGM-3001	Fiction	4	0	4	4
	ENGM-3002	Literary Criticism (Up to 19 th Century)	4	0	4	4
	ENGM-3003	Indian Literature in Translation	4	0	4	4
	ENGM-3004	Writing Book Review	2	0	2	2
Electives (Select any One)	ENG-E-3005 -A	Science Fiction	4	0	4	4
	ENG-E-3005 -B	Translation studies: Theory and Practice				
	ENG-E-3005 -C	Theatre Studies: Theory and Practice				
	ENG-E-3005 -D	World Literatures in English				
Research Methodology	-	-	-	-	-	-
On Job Training	-	-	-	-	-	-
Research Project	ENG-RP-3006	Writing Minor Research Project	4	0	4	4
Total			22	0	22	22

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



Subject: English

**M.A. IInd Year
IVth Semester**

**Syllabus
2024 – 2025 Onwards**

Dr. Babasaheb Ambedkar Marathwada University, Aurangabad**Subject: English****Illustrative Credit Distribution and Structure for Two Year/One Year PG
MA II Year****Semester IV**

Course	Course Code	Course Name	Periods assigned Hr / week		Credits Assigned T+P	Total Credits
			T	P		
Major Mandatory	ENGM-3001	Non-Fiction	4	0	4	4
	ENGM-3002	20 th Century Literary Criticism	4	0	4	4
	ENGM-3003	American Literature	4	0	4	4
	-	-	-	-	-	-
Electives (Select any One)	ENG-E-3005 -A	World Classics	4	0	4	4
	ENG-E-3005 -B	Women's Writing in English				
	ENG-E-3005 -C	Diasporic Writing				
	ENG-E-3005 -D	Indian Poetics				
Research Methodology	-	-	-	-	-	-
On Job Training	-	-	-	-	-	-
Research Project	ENG-RP-3006	Writing Major Research Project	6	0	6	6
Total			22	0	22	22

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



**Subject: English
As per NEP 2020**

Ph.D.

**Course Work & Training in
Teaching/Education/Pedagogy**

2023-2024 Onwards

THE UNIVERSITY OF CHICAGO

1954-1955

1954-1955



1954-1955

1954-1955

1954-1955

1954-1955

1954-1955

1954-1955

Dr. Babasaheb Ambedkar Marathwada University, Aurangabad
Subject: English

Program: Ph.D.

Course Work & Training in Teaching/Education/Pedagogy

Credits: 12 (03 Courses of 4 Credits each)

Course	Course Code	Course Name	Periods assigned Hr / week		Credits Assigned	Total Credits
			T	P	T+P	
Major Mandatory	ENG-Ph.D.- CW-5001	Research Methodology	4	0	4	4
	ENG-Ph.D.- CW-5002	Critical Theories	4	0	4	4
	ENG-Ph.D.- CW-5003	New Literatures in English	4	0	4	4
On Job Training	ENG-Ph.D.- TT/TE/TP- 5003	Training in Teaching/Education/Pedagogy	4	0	4	4
Minimum 16 + Ph.D. Work			Ph. D. in the Subject			

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