

University of Mumbai



No. AAMS (UG)/51 of 2021-22

CIRCULAR:-

Attention of the Principals of the Affiliated Colleges, the Head of the University Departments and Directors of the Recognized Institutions in Faculty of Humanities is invited to the syllabus uploaded by Academic Authority Meetings and Services which was accepted by the Academic Council at its meeting held on June, 2016 vide item No. 4.105 & 4.106 relating to the revised syllabus as per the M.A. Honours in English & M.A. Honours with Research in English.

They are hereby informed that the recommendations made by the Board of Studies in English at its online meeting held on 30th April, 2021 vide Item No. 2 and subsequently passed by the Board of Deans at its meeting held on 11th June, 2021 vide item No. 5.3 (R) have been accepted by the Academic Council at its meeting held on 29th June, 2021 vide item No. 5.3 (R) and that in accordance therewith, the revised syllabus as per the (CBCS) of M.A. (Honours) (English) and M.A. (Honours with Research) (English) Sem I & II has been brought into force with effect from the academic year 2021 -22 accordingly. (The same is available on the University's website www.mu.ac.in).

MUMBAI - 400 032
22nd September, 2021


(Dr. B.N. Gaikwad)
I/c REGISTRAR

To

The Principals of the Affiliated Colleges the Head of the University Departments and Directors of the Recognized Institutions in Faculty of Humanities. (Circular No. UG/334 of 2017-18 dated 9th January, 2018.)

A.C/5.3(R)/29/06/2021

No. AAMS(UG)/51 -A of 2021-22

MUMBAI-400 032

22nd September, 2021

Copy forwarded with Compliments for information to:-

- 1) The Dean, Faculty of Humanities,
- 2) The Chairman, Board of Studies in English,
- 3) The Director, Board of Examinations and Evaluation,
- 4) The Director, Board of Students Development,
- 5) The Co-ordinator, University Computerization Centre,


(Dr. B.N. Gaikwad)
I/c REGISTRAR

Copy to :-

- 1. The Deputy Registrar, Academic Authorities Meetings and Services (AAMS),**
- 2. The Deputy Registrar, College Affiliations & Development Department (CAD),**
- 3. The Deputy Registrar, (Admissions, Enrolment, Eligibility and Migration Department (AEM),**
- 4. The Deputy Registrar, Research Administration & Promotion Cell (RAPC),**
- 5. The Deputy Registrar, Executive Authorities Section (EA),**
- 6. The Deputy Registrar, PRO, Fort, (Publication Section),**
- 7. The Deputy Registrar, (Special Cell),**
- 8. The Deputy Registrar, Fort/ Vidyanagari Administration Department (FAD) (VAD), Record Section,**
- 9. The Director, Institute of Distance and Open Learning (IDOL Admin), Vidyanagari,**

They are requested to treat this as action taken report on the concerned resolution adopted by the Academic Council referred to in the above circular and that on separate Action Taken Report will be sent in this connection.

- 1. P.A to Hon'ble Vice-Chancellor,**
- 2. P.A Pro-Vice-Chancellor,**
- 3. P.A to Registrar,**
- 4. All Deans of all Faculties,**
- 5. P.A to Finance & Account Officers, (F.& A.O),**
- 6. P.A to Director, Board of Examinations and Evaluation,**
- 7. P.A to Director, Innovation, Incubation and Linkages,**
- 8. P.A to Director, Board of Lifelong Learning and Extension (BLLE),**
- 9. The Director, Dept. of Information and Communication Technology (DICT) (CCF & UCC), Vidyanagari,**
- 10. The Director of Board of Student Development,**
- 11. The Director, Department of Students Welfare (DSD),**
- 12. All Deputy Registrar, Examination House,**
- 13. The Deputy Registrars, Finance & Accounts Section,**
- 14. The Assistant Registrar, Administrative sub-Campus Thane,**
- 15. The Assistant Registrar, School of Engg. & Applied Sciences, Kalyan,**
- 16. The Assistant Registrar, Ratnagiri sub-centre, Ratnagiri,**
- 17. The Assistant Registrar, Constituent Colleges Unit,**
- 18. BUCTU,**
- 19. The Receptionist,**
- 20. The Telephone Operator,**
- 21. The Secretary MUASA**

for information.

UNIVERSITY OF MUMBAI



Revised Syllabus for M.A. (Honours) (English) and M.A. (Honours with Research) (English)

Semester: I and II

(As per the Choice Based Credit System with effect from the academic year
2021-22)

Cover Page

AC- 29/06/2021
Item No. – 5.3(R)

UNIVERSITY OF MUMBAI



Syllabus for Approval

Sr. No.	Heading	Particulars
1	Title of the Course	M.A. (Honours) (English) and M.A. (Honours with Research) (English)
2	Eligibility for Admission	Graduation
3	Passing Marks	40%
4	Ordinances / Regulations (if any)	
5	No. of Years / Semesters	02 years & 04 semesters
6	Level	P.G. / U.G./ Diploma / Certificate (Strike out which is not applicable)
7	Pattern	Yearly / Semester (Strike out which is not applicable)
8	Status	New / Revised (Strike out which is not applicable)
9	To be implemented from Academic Year	From Academic Year 2021-2022

Date: 30/04/2021

Signature :

Name of BOS Chairperson / ~~Dean~~ :

Dr. Sudhir Nikam



University of Mumbai
Revised Syllabus for M.A. (Honours) (English) and
M.A. (Honours with Research) (English)
(Choice Based Credit System)

With effect from the academic year 2021-22

Board of Studies in English

Dr. Sudhir Nikam (Chairperson)

Dr. Rajesh Karankal (Member)

Dr. Santosh Rathod (Member)

Dr. Bhagyashree Varma (Member)

Dr. Deepa Mishra (Member)

Dr. B. N. Gaikwad (Member)

Dr. Dattaguru Joshi (Member)

Dr. Satyawan Hanegave (Member)

Dr. Deepa Murdeshwar-Katre (Member)

M.A. (Honours) (English) and M.A. (Honours with Research) (English)

Part I

Sr No	Core Course	Paper Name	Course Code	Credits
Semester I				
1	Paper-I	Contemporary Indian Literature in English- I	HOENG101	06
2	Paper-II	Contemporary Theory and Literary Criticism- I	HOENG102	06
3	Paper-III	Modern English Language- I	HOENG103	06
4	Paper-IV	Approaches to Literature	HOENG104	06
5	Paper-V	Research Methodology in Language and Literature – I	HOENG105	06
Semester II				
1	Paper-VI	Contemporary Indian Literature in English- II	HOENG201	06
2	Paper-VII	Contemporary Theory and Literary Criticism- II	HOENG202	06
3	Paper-VIII	Modern English Language- II	HOENG203	06
4	Paper-IX	Approaches to Literature: Comparative Methodology	HOENG204	06
5	Paper- X	Research Methodology in Language and Literature – II	HOENG205	06

University of Mumbai

M.A. (Honours) (English) and M.A. (Honours with Research) (English)

Part -I- Semester I

Course: Core Paper

Course Title: Contemporary Indian Literature in English- I

Paper: I

(With effect from the academic year 2021-22)

01	Syllabus as per Choice Based Credit System	
i	Name of the Program	M.A. (Honours) (English) and M.A. (Honours with Research) (English)
ii	Course Code	HOENG101
iii	Course Title	Contemporary Indian Literature in English- I
Iv	Course Contents	Enclosed the copy of syllabus
V	References and Additional References	Enclosed in the Syllabus
vi	Credit Structure (No. of Credits)	06
vii	No. of lectures per Unit	15
viii	No. of lectures per week	04
Ix	No. Tutorials per week	01
X	Total Marks	100
02	Scheme of Examination	Theory Examination + Internal Evaluation (60+40)
03	Special notes, if any	No
04	Eligibility, if any	Graduate
05	Fee Structure	As per University Structure
06	Special Ordinances / Resolutions if any	No

Part I – Semester: I

Title of the Course: Contemporary Indian Literature in English- I

Preamble: Indian literature in English reflects the dynamics of the changing Indian society and culture, and critically comments on several political, social, ideological and literary issues of the past as well as the present which affect the lives of Indian subjects in India and abroad. In addition to the writings of the Indian writers writing from abroad, it has spread its wings to encompass the regional realities and creative representations to make them pan-Indian. While reading the contemporary writers, one need not neglect the contemporary relevance of the well-known writers of earlier generations, as the present is the result of the past. The post-independence Indian situation has empowered even the so-called —ordinary Indian writers to introspect and give a realistic view of life or write on the issues that had been considered unsuitable/unworthy of attention in the past. In this context, the present course contains contemporary works both fictional and realistic and the works written in the post-independence period which have more contemporary value.

Objectives:

- To enable students to comprehend the socio-political backdrop to post-independence Indian Literature available in English and read fiction and non-fiction, written by Indians located in India or abroad, the NRIs or Diasporas, against the backdrop of political, caste, gender and religious issues
- To introduce the students to the dynamics of ever-evolving Indian literature in English
- To make the students understand the linguistic policies and emergence of English as a link language in India, a global language of communication and the rise of Indian fiction and non-fiction
- To introduce students to the postmodernist and postcolonial linguistic and formal innovations in Indian fiction and non-fiction.
- To appreciate the journey of Indian fiction and non-fiction from the independence of India to the contemporary times.

Course Outcomes:

- CO 1: Students will comprehend the socio-political backdrop to post-independence Indian Literature and read English Fiction and Non-fiction, written by Indians located in India or abroad, the NRIs or Diasporas, against the backdrop of political, caste, gender and religious issues.
- CO 2: Students will show familiarity with the dynamics of ever-evolving Indian literature in English.
- CO 3: Students can understand the linguistic policies and emergence of English as a link language in India, a global language of communication and the rise of Indian fiction and non-fiction.
- CO4: Students will understand the postmodernist and postcolonial linguistic and formal innovations in Indian fiction and non-fiction.
- CO5: Students are able to appreciate the journey of Indian fiction and non-fiction from the independence of India to contemporary times.

Unit I: Background

- **The Socio-Political and Linguistic Scenario:** The influence of Nehruvian Socialism on literature; Caste Reforms; Gender Reforms; Expansion of Dalit Diaspora; linguistic policies in India; The Politics of Language in Independent India; English as a Link Language in India; English as a global language; need for new perspectives on English Studies.
- **Postmodernist and Postcolonial Literary Innovations:** Impact on Indian Literature in English of magic realism; postcolonial re-possession/re-writings of history; canonical versus non-canonical, the Indian classical/folk narrative style; debates on cosmopolitanism and nativism; Cultural hybridity and Multiculturalism; Linguistic innovations.

Unit II: Nikhil Ramreke, *An Arabian Dream*

Unit III: Sujatha Gidla, *Ants Among Elephants*

Unit IV: U.R. Ananthamurthy, *Samskara: A Rite for a Dead Man* (OUP, 1989)

Texts for Internal Assessment and Classroom Discussion:

1. Deepak Unnikrishnan, *Temporary People*
2. Suraj Yengde, *Caste Matters*
3. Gaiutra Bahadur, *Coolie Woman: The Odyssey of Indenture*
4. Yashica Dutt, *Coming Out as Dalit*
5. Kiran Nagarkar, *Cuckold*
6. Mini Mondal, *His Footsteps, Through Darkness and Light*
7. Cyrus Mistry, *Corpse Bearer*
8. Amitav Ghosh, *The hungry Tide*
9. Roop Narain Sonker, *Poisonous Roots*
10. Arundhati Roy, *The God of Small Things*
11. Khushwant Singh, *Train to Pakistan*
12. Sharankumar Limbale, *Towards An Aesthetic of Dalit Literature*
13. Upamanyu Chatterjee, *The Last Burden*

Evaluation Pattern:

Internal Assessment (40 Marks):

Sr. No.	Particulars	Marks
1	Classroom Attendance & Participation	10
2.	Oral Presentation (10 Minutes with or without Power Point) Viva Voce	05 05
3	One Written Assignment/Research Paper on the text/topic prescribed for Internal Assessment (minimum 2000 words)	20

Semester End Examination (60 Marks):

Evaluation: Semester End Examination Pattern 60 Marks Hours: 02
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The Semester End Examination for 60 marks will have 4 questions of 15 marks each (with internal choice):

Essay (any 1 out of 2) (on Unit 1)

Essay (any 1 out of 2) (on Unit 2)

Essay (any 1 out of 2) (on Unit 3)

Essay (any 1 out of 2) (on Unit 4)

Recommended Reading

1. Naik, M.K. *A History of Indian English Literature*. Sahitya Akademi, 1982.
2. Naik, M.K. *Aspects of Indian Writing in English*. Macmillan, 1979.
3. Khair, Tabish. *Alienation in Contemporary Indian English Novel*. Oxford University Press, 2005
4. Raj Kumar. *Dalit Literature and Criticism*. Orient Blackswan, 2019.
5. Kirpal, Viney, editor. *The Postmodern Indian English Novel*. Allied Publishers, 1996.
6. Jain, Jasbir and Amina Amin, editors. *Margins of Erasure: Purdah in the Subcontinental Novel in English*. Sterling, 1995.
7. Lal, Malashri. *The Law of the Threshold, Women Writers in Indian English*. Indian Institute of Advanced Study, 1995.
8. Mukherjee, Meenakshi. *Realism and Reality: The Novel and Society in India*. Oxford University Press, 1985.
9. Kirpal, Viney. *The Third World Novel of Expatriation*. Sterling, 1989.
10. Krishnaswamy and Archana S. Burde. *The Politics of Indian's English: Linguistic Colonialism and the Expanding English Empire*. Oxford University Press, 1998.
11. Limbale, Sharankumar. *Towards An Aesthetic of Dalit Literature*. Orient Blackswan, 2014.
12. Bagul, Baburao. *Death is Getting Cheaper. Another India: an anthology of contemporary Indian fiction and poetry*, editors, Nissim Ezekiel and Meenakshi Mukherjee, Penguin Books, 1990, P. 103.
13. Bagul, Baburao. –Mother. *Indian short stories, 1900–2000*, edited by E.V. Ramakrishnan and I. V Ramakrishnan. Sahitya Akademi, 2005, P. 217.
14. Bagul, Baburao. *When I Hid My Caste*. translated by Jerry Pinto, Speaking Tiger, 2018.
14. Walsh, William. *Indo-Anglian Literature 1800-1970: A Survey*. Orient Longman, 1976.

Please Note: As per UGC norms each paper has been assigned one hour of tutorial per week and this is reflected in the timetable of the Department.

Syllabus Prepared by:

Dr Rajesh Karankal (Convener), Head, Department of English, University of Mumbai, Mumbai-400098.

B N Wakchaure (Member) , Head, Department of English, S.B.College, Shahapur, Dist. Thane.

Dr Seema Sharma (Member) Associate Professor, Department of English, Jaihind College, Mumbai.

Prof Jaydipsinh Dodiya (Member), Professor, Department of English & Comparative Literature Studies, Saurashtra University-Rajkot, Gujarat.

University of Mumbai
M.A. (Honours) (English) and M.A. (Honours with Research) (English)

Part -I- Semester I

Course: Core Paper

Course Title: Contemporary Theory and Literary Criticism-I

Paper: II

(With effect from the academic year 2021-22)

01	Syllabus as per Choice Based Credit System	
i	Name of the Program	M.A. (Honours) (English) and M.A. (Honours with Research) (English)
ii	Course Code	HOENG102
iii	Course Title	Contemporary Theory and Literary Criticism I
Iv	Course Contents	Enclosed the copy of syllabus
V	References and Additional References	Enclosed in the Syllabus
vi	Credit Structure (No. of Credits)	06
vii	No. of lectures per Unit	15
viii	No. of lectures per week	04
Ix	No. Tutorials per week	01
X	Total Marks	100
02	Scheme of Examination	Theory Examination + Internal Evaluation (60+40)
03	Special notes, if any	No
04	Eligibility, if any	Graduate
05	Fee Structure	As per University Structure
06	Special Ordinances / Resolutions if any	No

M.A. (Honours) (English) and M.A. (Honours with Research) (English)

Part I – Semester: I

Title of the Course: Contemporary Theory and Literary Criticism-I

Preamble:

A literary theory provides us with different viewpoints to study and analyse art, literature and culture. The theories provide us with multiple positions and perspectives. A study of the history of ideas which have evolved across time, intrinsically linked to the social, cultural, political and economic transformations in society, empower us to understand cultural and literary artefacts. They also provide powerful insights into present-day reality. While literary theory enables the analysis of literary texts using multiple schools of thought, literary criticism is the act of applying these theories for analysis, evaluation, study and comparison of literary texts. The course on –Contemporary Theory and Literary Criticism|| thus seeks to provide the learner with a blend of both, literary theories and a practical understanding of their application in the act of literary criticism.

Objectives:

- To introduce the idea of literary theorizing and facilitate a historical overview of the progression of literary theory
- To make the learners aware of the development of literary criticism from structuralism to post-structuralism
- To provide the learners with samples of literature seen through the lens of liberal humanism, structuralism and post-structuralism in order to give them a clear understanding of the practice of literary theory in trying to decode literary texts

Course Outcomes:

- The learner will have a historical perspective on the development of literary theory
- The learner will develop an understanding of the basic tenets of literary theory from structuralism to post-structuralism
- The learner will be able to decode and parse literary texts using critical tools and theoretical models introduced during the course.

UNIT 1: Theory before ‘theory’-Liberal Humanism

- a) A brief history of English studies
- b) The basic tenets of liberal humanism
- c) Literary theorizing from Aristotle to Leavis
- d) Some recurrent ideas in critical theory

UNIT 2: Structuralism

- a) Saussure and the scope of structuralism
- b) What do structuralist critics do?
- c) Ferdinand de Saussure, –Nature of the Linguistic Sign|| and –Immutability and Mutability of the Sign|| from *Course in General Linguistics*
- d) Lévi-Strauss, Claude, –The Structural Study of Myth||
- e) Text: A comparison between a liberal humanist analysis and a structuralist perspective of Donne’s –Good Morrow||

UNIT 3: Post-Structuralism and Deconstruction

- a) Some theoretical and practical differences between structuralism and post-structuralism
- b) Derrida, Jacques – –Structure, Sign and Play in the Discourse of the Human Sciences||
- c) Barthes, Roland – –The Death of the Author||
- d) Text: A deconstructive reading of Dylan Thomas’s poem –A Refusal to Mourn the Death, by Fire, of a Child in London||

UNIT 4 : Postmodernism

- a) Landmarks in postmodernism – Habermas, Lyotard and Baudrillard
- b) What postmodernist critics do
- c) Lyotard, Jean-François – –Answering the Question: What is Postmodernism?||
- d) Baudrillard, Jean – –Simulacra and Simulations||
- e) Text: Jeffrey Nealon’s postmodernist reading of Samuel Beckett’s *Waiting for Godot* titled –Samuel Beckett and the Postmodern: Language games, Play and *Waiting for Godot*”

Topics for Internal Assessment:

- 1. Reading and Analysis of selected critical essays which pertain to the theories studied.
- 2. Comparative Study of texts applying the theories under study.
- 3. Application of the theories studied to select literary/cultural texts.

Evaluation Pattern

Internal Assessment (40 Marks):

Sr. No.	Particulars	Marks
1	Classroom Attendance & Participation	10
2.	Oral Presentation (10 Minutes with or without Power Point) Viva Voce	05 05
3	One Written Assignment/Research Paper on the topic prescribed for Internal Assessment (minimum 2000 words)	20

Instructions for written assignment

- Length of the written report: 2000 words (excluding abstract, key words, references, and appendices in any)
- The written assignment should follow the below given structure: Title, Abstract, Keywords, Introduction, Discussion of major concepts, Brief note on the selected samples, Detailed analysis, Conclusion, Footnotes, if necessary and Works Cited.

Semester End Examination (60 Marks):

Evaluation: Semester End Examination Pattern 60 Marks Hours: 02
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The Semester End Examination for 60 marks will have 4 questions of 15 marks each (with internal choice):

- | | |
|---|----------|
| Q.1: Short notes on Unit I (any 3 out of 5) | 15 marks |
| Q.2: Essay on Unit II (1 out of 2) | 15 marks |
| Q.3: Essay on Unit III (1 out of 2) | 15 marks |
| Q.4: Essay on Unit IV (1 out of 2) | 15 marks |

Recommended Reading

- 1) Adams, Hazard. *Critical Theory Since Plato*. Harcourt Brace Jovanovich, 1971.
- 2) Abrams, M. H. *A Glossary of Literary Terms*. (8th Edition) Akash Press, 2007.
- 3) Baldick, Chris. *The Oxford Dictionary of Literary Terms*. Oxford University Press, 2001.
- 4) Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Viva Books, 2008.
- 5) Daiches, David. *Critical Approaches to Literature*. Orient Longman, 2005.
- 6) Drabble, Margaret and Stringer, Jenny. *The Concise Oxford Companion to English Literature*. Oxford University Press, 2007.
- 7) Fowler, Roger, editor. *A Dictionary of Modern Critical Terms*. Rev. ed. Routledge & Kegan Paul, 1987.
- 8) Habib, M. A. R. *A History of Literary Criticism: From Plato to the Present*. Blackwell, 2005.
- 9) Harmon, William and Hugh Holman C. *A Handbook to Literature*. 7th ed. Upper Saddle River, N.J.: Prentice-Hall, 1996.
- 10) Hall, Donald E. *Literary and Cultural Theory: From Basic Principles to Advanced Application*. Houghton, 2001.
- 11) Hudson, William Henry. *An Introduction to the Study of Literature*. Atlantic, 2007.
- 12) Lodge, David, editor. *Twentieth Century Literary Criticism*. Longman, 1972.
- 13) Murfin, Ross and Supryia M. Ray. *The Bedford Glossary of Critical and Literary Terms*. Bedford/St.Martin's, 2003.
- 14) Althusser, Louis. *Lenin and Philosophy and Other Essays*. Translated by Ben Brewster. Monthly Review Press, 1971.
- 15) Anzaldúa, Gloria. *Borderlands/La Frontera: The New Mestiza*. San Francisco: Aunt Lute Books Company, 1987. Print.
- 16) Ashcroft, Bill, Gareth Griffiths and Helen Tiffin, *The Post-Colonial Studies Reader*. Taylor

& Francis e-Library, 2003. Electronic.

- 17) Brecht, Bertolt. *Brecht on Theatre: The Development of an Aesthetic*. Edited by John Willett. Translated by John Willett. Eyre Methuen, 1974.
- 18) Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. Routledge, 1999. Print.
- 19) Cixous, Hélène, Keith Cohen and Paula Cohen. "The Laugh of the Medusa." *Signs* 1.4 (1976): 875-893. Electronic.
- 20) Gramsci, Antonio. *Selections from the Prison Notebooks of Antonio Gramsci*. Edited by Quintin Hoare and Geoffrey Nowell Smith. Trans. Quintin Hoare and Geoffrey Nowell Smith. International Publishers, 1971.
- 21) Jung, C.G. *The Collected Works of C.G. Jung Part I: Archetypes and the Collective Unconscious*. Edited by Gerhard Adler and R.F.C Hull. Translated by Gerhard Adler and R.F.C Hull. 2nd. Vol. IX. Princeton University Press, 1968.
- 22) Lacan, Jacques. *Ecrits*. Translated by Bruce Fink. W.W. Norton & Co., 2006.
- 23) Lévi-Strauss, Claude. "The Structural Study of Myth." *The Journal of American Folklore* 68.270 (1955): Electronic. <<http://www.jstor.org/stable/536768?origin=JSTOR-pdf>>.
- 24) Lyotard, Jean-Francois. *The Postmodern Condition: A Report on Knowledge*. Translated by Geoff Bennington and Massumi Brian. United States of America: University of Minnesota Press, 1984. Print.
- 25) Saussure, Ferdinand de. *Course in General Linguistics*. Edited by Perry Meisel and Haun Saussy. Translated by Wade Baskin. 2011: Columbia University Press.

Please Note: As per UGC norms each paper has been assigned one hour of tutorial per week and this is reflected in the timetable of the Department.

Syllabus Sub-Committee:

Dr. Sudhir Nikam (Convener): Chairperson, Board of Studies in English, University of Mumbai

Dr. Lakshmi Muthukumar (Member): Associate Professor and Head, Department of English, SIES College of Arts, Science and Commerce, Sion West, Mumbai

Priya Joseph (Member): Assistant Professor, Department of English, Mithibai College, Mumbai

Prof. Anshuman Khanna (Member): Professor, Department of English, Banaras Hindu University, Varanasi

University of Mumbai
M.A. (Honours) (English) and M.A. (Honours with Research) (English)
Part -I- Semester I

Course: Core Paper

Course Title: Modern English Language- I

Paper: III

(With effect from the academic year 2021-22)

01	Syllabus as per Choice Based Credit System	
i	Name of the Program	M.A. (Honours) (English) and M.A. (Honours with Research) (English)
ii	Course Code	HOENG103
iii	Course Title	Modern English Language I
Iv	Course Contents	Enclosed the copy of syllabus
V	References and Additional References	Enclosed in the Syllabus
vi	Credit Structure (No. of Credits)	06
vii	No. of lectures per Unit	15
viii	No. of lectures per week	04
Ix	No. Tutorials per week	01
X	Total Marks	100
02	Scheme of Examination	Theory Examination + Internal Evaluation (60+40)
03	Special notes, if any	No
04	Eligibility, if any	Graduate
05	Fee Structure	As per University Structure
06	Special Ordinances / Resolutions if any	No

Title of the Course: Modern English Language I

Preamble:

Study of Modern English language with a descriptive approach is necessary for developing, in students, a better understanding of the nature, structure and function of the language. Contemporary theoretical approaches help in analysing and describing language more objectively. This understanding of Modern English can prove pivotal in studying more complex and pragmatic uses and functions of the language such as in literary studies, second language acquisition, language teaching, material designing, translation etc. It is with this backdrop, the present course is designed.

This course will offer a cursory introduction to the systematic study of language and modern linguistic perspectives on the nature and function of language. It will then train students to study the structure of the Modern English language at phonological, morphological, semantic, syntactic and discourse level.

Students will have opportunities to participate in the fieldwork and analyse the present-day English language as it is used by a specific speech community.

Objectives:

- To familiarize students with key concepts in English language study
- To acquaint students with the levels of linguistic analysis
- To enable students to analyze language at the phonological, morphological, syntactic, semantic and discourse level

Course Outcomes:

- CO 1: Students will demonstrate familiarity with the key concepts in English language study.
- CO 2: Students will show an understanding of different levels of linguistic analysis.
- CO 3: Students are able to analyse language at the phonological, morphological, syntactic, semantic and discourse level.

Semester I – Paper III

Title – Modern English Language I

UNIT 1: Orientation

- a) Linguistic study of language
- b) Nature of language : structural, functional and interactional views
- c) Characteristic features of language: Charles Hockett and Noam Chomsky's views
- d) Functions of language: R. Jacobson, M.A.K. Halliday and G.Leech's views
- e) Levels of linguistic analysis

UNIT 2: Sounds and Sound System of English

- a) Phonetics and Phonology
- b) Phoneme and Allophones
- c) Phonemes in English: Consonants and Vowels
- d) Syllable in English
- e) Supra-segmental properties: stress, rhythm and intonation
- f) Phonological variation in British, American and General Indian English

UNIT 3: Word Formation and Meaning in English

- a) Morphology
 - Morpheme and allomorph
 - Types of morpheme
 - Processes of word formation in English
- b) Semantics
 - Types of Meaning: (Leech's seven types of meaning)
 - Synonymy, antonymy, hyponymy, prototypes
 - Lexical relations: Homonymy, Homophony, Polysemy, Metonymy
 - Lexical, structural and semantic ambiguity

UNIT 4: Syntax and Discourse

- a) Prescriptive grammar and descriptive grammar
- b) Words, phrases and clauses: form and function
- c) Basic sentence Structure : form and function
- d) The Concept of Discourse: cohesion, coherence and deixis

Topics for Internal Assessment:

- a. Analysis of any of the following in the selected speech sample/s of Indian/ any non-native Speakers of English
 - Select Consonants and Consonant clusters
 - Vowels & Diphthongs
 - Word Stress
 - Weak and Strong forms in Connected Speech
 - Intonation Patterns
- a. Comparative Analysis of selected grammar components in Descriptive and Prescriptive
- b. Grammar
- c. Error Analysis of a student essay (Morphological, syntactic and discourse level)
- d. Semantic analysis of humour in selected text

Evaluation Pattern:

Internal Assessment (40 Marks):

Sr. No.	Particulars	Marks
1	Classroom Attendance & Participation	10
2.	Oral Presentation (10 Minutes with or without Power Point) Viva Voce	05 05
3	One Written Assignment/Research Paper on the topic prescribed for Internal Assessment (minimum 2000 words)	20

Instructions for written assignment

- Length of the written report: 2000 words (excluding abstract, key words, references, and appendices in any)
- The written assignment should follow the below given structure: Title, Abstract, Keywords, Introduction, Discussion of major concepts, Brief note on the selected samples, Detailed analysis, Conclusion, Footnotes, if necessary and Works Cited.

Semester End Examination (60 Marks):

Evaluation: Semester End Examination Pattern 60 Marks Hours: 02
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The Semester End Examination for 60 marks will have 4 questions of 15 marks each (with internal choice):

Application based Questions	(5/7)	(on unit 1, 2, 3 and 4)
Short Notes (in 150 words each) (3/5)		(on unit 1, 2, 3 and 4)
Essay (in 500 words)	(1/2)	(on unit 1 and 2)
Essay (in 500 words)	(1/2)	(on unit 3 & 4)

Recommended Reading

- Aitchison, Jean. *Linguistics*. Teach Yourself Series. Hodder and Stoughton, 1983.
- Aitchison, Jean. *The Articulate Mammal: An Introduction to Psycholinguistics*. New York: Routledge, 2007.
- Baker, C.L. *English Syntax*. The MIT Press, 1995.
- Balasubramanian, T. *A Textbook of English Phonetics for Indian Students*. Macmillan, 1981.
- Bansal, R. K. and J. B. Harrison. *Spoken English for India*. Orient Longman, 1972.
- Berk, Lynn. M. *English Syntax*. Oxford University Press, 1999.
- Bloor, Thomas, and Meriel Bloor. *The functional analysis of English: A Hallidayan approach*. Routledge, 2013.
- Brown, Gillian, and George Yule. *Discourse Analysis*. Cambridge University Press, 1983.
- Carstairs-McCarthy, Andrew. *An Introduction to English Morphology*. Edinburgh University Press, 2002.
- Crystal, David. *Dictionary of Linguistics and Phonetics*. Blackwell, 1980 rpt. 1995.
- Crystal, David. *The Cambridge Encyclopedia of Language*. Cambridge University Press, 1987.
- Freeborn, D. *Style: Text Analysis and Linguistic Criticism*. London: Macmillan, 1996.

13. Halliday, M.A.K. and R. Hasan. *Cohesion in English*. Longman, 1976.
14. Huddleston, Rodney and Geoffrey K. Pullum. *A Student's Introduction to English Grammar*. Cambridge University Press, 2005.
15. Jenkins, Jennifer. *The phonology of English as an international language*. Oxford university press, 2000.
16. Jones, Daniel. *An Outline of English Phonetics*. Cambridge University Press, 1972.
17. Leech, Geoffrey N., et al. *English Grammar for Today: a New Introduction*. Palgrave Macmillan, 2009.
18. Lyons, J. *Semantics*, Vols. 1 & 2. Cambridge University Press, 1977.
19. Lyons, J. *Language, Meaning and Context*. Cambridge University Press, 1981.
20. Meyer, Charles. *English Corpus Linguistics: An Introduction*. Cambridge University Press, 2002.
21. Quirk, R and S. Greenbaum. *A University Grammar of English*. Longman, 1973.
22. Trask, Robert Lawrence. *Key Concepts in Language and Linguistics*. Psychology Press, 1999.
23. Trask, Robert Lawrence. *Language: The Basics*. Routledge, 2003.
24. Yule, George. *The Study of Language: An Introduction*. Cambridge University Press, 2006.

Web Resources:

- <https://www.britannica.com/>
- <https://www.coursera.org/specializations/american-english-pronunciation> (MOOC)
- <http://epgp.inflibnet.ac.in/Home/ViewSubject?catid=13>
English-Paper 13: Introduction to Linguistics: Module 1 to 18 (e-PG Pathshala)
- <https://www.futurelearn.com/courses/english-pronunciation> (MOOC)
- http://glottopedia.org/index.php/Main_Page
- <https://www.internationalphoneticassociation.org/>
- <https://plato.stanford.edu/entries/linguistics/>
- <https://www.youtube.com/watch?v=7mahmMmnSx4> Introduction to Phonetics (YouTube Video)
- <https://www.youtube.com/watch?v=bpwCrmsNwRk> Mod-01 Lec-06 Design Features of Language-5 NPTEL (YouTube Video)
- <https://www.youtube.com/watch?v=a9mL7g8uxq0> Design Features of Language (YouTube Video)

Please Note: As per UGC norms each paper has been assigned one hour of tutorial per week and this is reflected in the timetable of the Department.

Syllabus Sub-Committee

- Dr. Sachin Labade (Convener):** Associate Professor, Department of English, University of Mumbai, Mumbai
- Dr. Atanu Bhattacharya (Member):** Professor and Dean, Centre for English Studies, School of Language, Literature and Culture Studies, Central University, Gandhinagar
- Dr. Susmita Dey (Member):** Department of English and Research Centre (Retd.), V. G.Vaze College, Mumbai
- Dr. Mrs. Pragati Naik (Member):** Head, Department of English, Shri Pancham Khemraj Mahavidyalay, Sawantwadi.

University of Mumbai

**M.A. (Honours) (English) and M.A. (Honours with Research) (English)
Part -I- Semester I**

Course: Core Paper

Course Title: M A HONS. AND MA HONS WITH RESEARCH

Paper: Approaches to Literature I

(With effect from the academic year 2021-22)

01	Syllabus as per Choice Based Credit System	
i	Name of the Program	M.A. (Honours) (English) and M.A. (Honours with Research) (English)
ii	Course Code	HOENG104
iii	Course Title	Approaches to Literature
Iv	Course Contents	Enclosed the copy of syllabus
V	References and Additional References	Enclosed in the Syllabus
vi	Credit Structure (No. of Credits)	06
vii	No. of lectures per Unit	15
viii	No. of lectures per week	04
Ix	No. Tutorials per week	01
X	Total Marks	100
02	Scheme of Examination	Theory Examination + Internal Evaluation (60+40)
03	Special notes, if any	No
04	Eligibility, if any	Graduate
05	Fee Structure	As per University Structure
06	Special Ordinances / Resolutions if any	No

Preamble

The studies of literature happen to be crucial not simply in the courses like Masters and Doctorates but also for the subtle instructive improvement of human minds from multiple dimensions, like thinking, taking decisions and positive interpretations and sustaining of hope and faith in human values. There are multiple approaches that preach people the art of understanding and interpretation of literary works and now when the bio-pics and reality shows have become an integral part of our entertainment industry and life, it is even more relevant to study various approaches from distinct perspectives and promote this kind of human understanding that will certainly help in keeping minds in place and in good health. The purpose of this course is double in this sense, as it creates a lot of scope for both the knowledge and practice of approaches to literary works and at the same time it improves the ideological visions and reflections of the learners from past and present contextual outlooks. The course is, therefore, required as a prominent hands-on exercise in episodes, units and pieces of textual and contextual perceptions of literature, to finally assert the capabilities of students as innovative researchers and thinkers while exploring their potential in reading, writing and bringing out the unspoken, unwritten, unknown aspects of what they read, write and interpret.

Objectives:

13. To introduce and orient the students to know various approaches to literature in general
14. To train the students to know and identify major approaches to literature
15. To enable the students to read, write and appreciate literature by applying the important approaches and methods of analysis
16. To equip the students with substantial knowledge and information of approaches in applied perspectives

Outcomes

17. The students will be introduced and oriented to know various approaches to literature in general
18. They will be trained to know and identify major approaches to literature
19. They will be able to read, write and appreciate literature by applying the important approaches and methods of analysis
20. They will be equipped with substantial knowledge and information of approaches in applied perspectives

Unit I:

Introduction to Approaches – Archaic approaches to literature as philosophical approach, authorial intent approach, biographical / historical approach, Socio-cultural and so on; Modern approaches like New Historicism, Bilingualism, Multiculturalism, Pedagogical or Impressionistic, Exhibitionism and particularism, Formalist / Textual / Stylistic approach, Mythological / thematic / Comparative approach, Feminist / Womanist / Post-feminist approaches, Radical approaches and inter-disciplinary or cross-disciplinary approaches like socio-economic or socio-political and so on, gender-related approaches and revolutionary approaches like queer, semiotic, aesthetic, narratological, dramatological, pragmatic, digital, reader-response and reception theory and so on

Unit II:

Reading Genres of Literature with Approaches - Method and Style, Interpretation and analysis, read any one text from the list given here, with the chosen critical approach:

- Poetry of Kamala Das, Sylvia Plath, Arun Kolatkar, Adrienne Rich, Langston Hughes (Poems will be chosen by the concerned teacher)
- *Wide Sargasso Sea* – Jean Rhys, *Foe* – J. M. Coetzee, *Things Fall Apart* – Chinua Achebe
- *Silence the Court is in Session* – Vijay Tendulkar, *A Doll's House* - Henrik Ibsen, *Look Back in Anger* – John Osborne

Unit III:

Writing a Research Paper with chosen approach – steps in writing a research paper, bunching the ideas, relating with the approach and perspective, creating a statement or an argument, thematic interpretations, stylistic observations, use of library- online/offline, use of citations, creating index, reference-list and footnotes, use of glossary, use of translation, use of multiple sources with coherence

Unit IV: Texts to Read and Appreciate -Choose any one

David Copperfield – Charles Dickens, *Sons and Lovers* – D. H. Lawrence, *My Experiments with Truth* – M. K. Gandhi, *The Bitter Soil* – Mahashweta Devi, *The Color Purple* -Alice Walker, *The Poisoned Bread* edited by Arjun Dangle (Choose poems or stories with the permission by concerned teacher), Poetry of Imtiaz Dharker, Mamta Kalia or any woman poet as suggested by concerned teacher

Texts for Internal Assessment and Classroom Discussion: (10 to 12)

1. Study a novel of any Afro-American writer with Post-colonial approach
2. Study a drama or novel of any Indian writer with Psycho-analytical approach
3. Study a Shakespearean play with Post-modern approach
4. Study a drama or novel of any woman writer with feminist approach
5. Study a novel drama or poetry of any male writer with feminist approach
6. Study a collection of poems by any woman writer with Psycho-analytical approach
7. Study a novel of any British or Indian writer with Marxist approach
8. Study a drama/novel of a regional writer (translated in English), with Psycho-analytical approach
9. Study short stories of any Afro-American / Indian / Marginalized writer with Marxist approach
10. Study an autobiography of any writer with feminist/Marxist/Psycho-analytical approach
11. Study a memoir or diary of any writer with neo-humanistic approach
12. Study any text of any writer written after 2000, with any chosen approach

Evaluation Pattern:**Internal Assessment (40 Marks):**

Sr. No.	Particulars	Marks
1	Classroom Attendance & Participation	10
2.	Oral Presentation (10 Minutes with or without Power Point) Viva Voce	05 05
3	One Written Assignment/Research Paper on the text/topic prescribed for Internal Assessment (minimum 2000 words)	20

Semester End Examination (60 Marks):

Evaluation: Semester End Examination Pattern 60 Marks Hours: 02
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The Semester End Examination for 60 marks will have 4 questions of 15 marks each (with internal choice):

- Essay (any 1 out of 2) (on Unit 1)
- Essay (any 1 out of 2) (on Unit 2)
- Essay (any 1 out of 2) (on Unit 3)
- Essay (any 1 out of 2) (on Unit 4)

Recommended Reading

- Colbrook, Claire. *New Literary Histories: New Historicism and Contemporary Criticism*. Manchester, UK: Manchester University Press, 1997.
- Devy, G. N. Ed. *Indian Literary Criticism: Theory and Interpretation*. Hyderabad: Orient Longman, 2002.
- *Encyclopedia of Narrative Theory*, Routledge, London, 2005.
- Gallagher, Catherine and Stephen Greenblatt. *Practicing New Historicism*. University of Chicago Press, 2001.
- Gérard Genette, *Narrative Discourse Revisited*, Cornell University Press, 1983.
- Habib, M. A. R. *Modern Literary Criticism and Theory: A History*. Oxon: Blackwell, 2008.
- Hall, Stuart. *Representation: Cultural Representations and Signifying Practices*. New Delhi: Sage, 2003.
- Jauss, Hans Robert. *Toward an Aesthetic of Reception*. Trans. Timothy Bahti. Minneapolis: U of Minnesota P, 1982. Pannikar Ayyappa, *Indian Narratology*, Indira Gandhi National Centre, Delhi
- Roderick M. Chisholm. *Theory of Knowledge*. Prentice Hall: New Delhi, 1977.
- Selden, Raman (ed.). *The Cambridge History of Literary Criticism*. Vol. 8. Cambridge: Cambridge University Press, 1995.
- Selden, Raman. Ed. *The Theory of Criticism: From Plato to the Present*. London: Longman, 1988.
- Sethuraman, V. S. Ed. *Contemporary Criticism: An Anthology*. Madras: Macmillan, 1989.

Web Resources:

- <http://d2aohiyo3d3idm.cloudfront.net/publications/virtuallibrary/0892363932.pdf>
- <https://www.tandfonline.com/doi/abs/10.1080/07350198809359160>
- <https://www.jstor.org/stable/pdf/2933332.pdf?refreqid=excelsior%3A6967f5a8e4adedfcbb8cf59066e2f4af>
- https://www.jstor.org/stable/pdf/814082.pdf?ab_segments=0%252Fbasic_SYC-5187_SYC-5188%252Fcontrol&refreqid=excelsior%3A52bbd9187d1b8096a85f3a9d888dded6
- <https://www.miamiartscharter.net/ourpages/auto/2015/8/23/47442232/Critical%20Approaches%20to%20Literature.pdf>
- http://yourbac.weebly.com/uploads/8/0/3/1/8031931/critical_approaches.pdf

Please Note: As per UGC norms each paper has been assigned one hour of tutorial per week and this is reflected in the timetable of the Department.

Syllabus Prepared by:

Dr. Bhagyashree S. Varma (Convener): Associate Professor, Department of English, University of Mumbai, Mumbai

Dr Amrit Sen (Member): Professor, Department of English, Viswa Bharti, Shantiniketan

Dr Nandita Roy (Member): Principal, Gurukul College of Commerce, Mumbai

Dr Mala Pandurang (Member): Principal, Dr BMN College, Mumbai

University of Mumbai

**M.A. (Honours) (English) and M.A. (Honours with Research) (English)
Part -I- Semester I**

Course: Core Paper

Course Title: Research Methodology in Language and Literature I

Paper: V

(With effect from the academic year 2021-22)

01	Syllabus as per Choice Based Credit System	
I	Name of the Program	M.A. (Honours) (English) and M.A. (Honours with Research) (English)
Ii	Course Code	HOENG105
Iii	Course Title	Research Methodology in Language and Literature I
Iv	Course Contents	Enclosed the copy of syllabus
V	References and Additional References	Enclosed in the Syllabus
Vi	Credit Structure (No. of Credits)	06
Vii	No. of lectures per Unit	15
Viii	No. of lectures per week	04
Ix	No. Tutorials per week	01
X	Total Marks	100
02	Scheme of Examination	Theory Examination + Internal Evaluation (60+40)
03	Special notes, if any	No
04	Eligibility, if any	Graduate
05	Fee Structure	As per University Structure
06	Special Ordinances / Resolutions if any	No

M.A. (Honours) (English) and M.A. (Honours with Research) (English)

Part I – Semester: I

Title of the Course: **Research Methodology in Language and Literature I**

Preamble: The course ‘Research Methodology in Language and Literature I’ attempts to introduce the students to the basic concepts related to research in general and the diverse areas in English language and literature in particular. There will be a specific focus on understanding research, research design, methods, tools and techniques of research including both—qualitative and quantitative techniques, research design, the language of research, and ethics in research. The objectives of the course will be achieved by employing formal lectures, interactive classroom sessions, the assignment and presentation followed by a written examination at the end of the course.

Objectives:

- To encourage students to analyze linguistic/generic aspects of research papers
- To enable students to write research articles, projects and dissertations
- To enrich the students with essentials of academic research in literature and language
- To equip the students with the abilities to read, interpret and write in new areas of research

Course Outcomes:

CO 1: The students will be able to analyze linguistic/generic aspects of research papers

CO2: The students will show their skills in writing research articles, projects and dissertations

CO3: The students will be enabled to understand the essentials of academic research in literature and language

CO4: The students will be equipped with the abilities to read, interpret and write in new areas of research

Semester I – Paper V

Title – Research Methodology in Language and Literature I

UNIT 1: Key Concepts

1. Investigation, exploration, examination, analysis
2. Hypothesis and Problem Statement
3. Methods and Modes of Research

UNIT 2: Research Language and Research Ethics

1. Research Language (Clarity, Correctness, Coherence)
2. Research Ethics
3. Digital Tools to Detect Originality in Research Writing

UNIT 3: Research: Tools and Documentation

1. Primary and Secondary Data
2. Reference Lists and Footnotes
3. Mechanics of Writing: Digital Tools for Research Writing, Quotations, Citation and Style Sheets
4. Bibliography / Appendix / Appendices

UNIT 4: Research in Language and Literature

1. Methods in Language Research
2. Trends and Approaches in Literary Research

Evaluation Pattern:

Internal Assessment (40 Marks):

Sr.No.	Particulars	Marks
1	Classroom Attendance & Participation	10
2.	Oral Presentation (10 Minutes with or without Power Point) Viva Voce	05 05
3	One Written Assignment/Research Paper on the text/topic prescribed for Internal Assessment (minimum 2000 words)	20

Semester End Examination (60 Marks):

Evaluation: Semester End Examination Pattern 60 Marks Hours: 02
--

The Semester End Examination for 60 marks will have 4 questions of 15 marks each (with internal choice):

- Essay (any 1 out of 2) (on Unit 1)
- Essay (any 1 out of 2) (on Unit 2)
- Essay (any 1 out of 2) (on Unit 3)
- Essay (any 1 out of 2) (on Unit 4)

Recommended Reading

- Abdul Rahim, F. *Thesis Writing: A Manual for Researchers*. New Delhi: New Age International, 2005.
- Adam Sirjohn. *Research Methodology: Methods & Techniques*. Delhi: New Age International Ltd, 2004.
- Ahuja, Ram. *Research Methods*. Rawat Publications, 2001.
- Altick, R. D. *The Art of Literary Research*. New York: Norton, 1963.
- Barker, Nancy and Nancy Hulig. *A Research Guide for Under Graduate Students: English and American Literature*. New York: MLA of America, 2000.
- Bates, J.D. *Writing with Precision*. Washington D.C: Acropolis Books, 1985.
- Bateson, F.W. *The Scholar Critic: An Introduction to Literary Research*. London: Routledge, 1972.
- Bawarshi, Anis S. and Reiff, Mary Jo. *Genre: An Introduction to History, Theory, Research, and Pedagogy*. Parlor Press, 2010.
- Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research*. University of Chicago press, 2003.
- Brown, James Dean. *Understanding Research in Second Language Learning*, New York: Cambridge University Press, 2006.
- Caivary, R. & Nayak V.K. *Research Methodology*. S. Chand, 2005.
- Eliot, Simon and W. R. Owens. *A Handbook to Literary Research*. London : Routledge & Open University, 1998.
- Ellis, Jeanne. *Practical Research Planning and Design*. Ormond Merrill, 2010.
- Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. New York : MLA Association, 2016.
- Gorman, G. E. and Clayton, Peter. *Qualitative Research for the Information Professionals*. London: Facet Publishing, 2005.
- Gorrell, R, Urie. P. *Modern English Rhetoric : A Handbook*. Prentice Hall
- Hacker, Diana, and Nancy Sommers. *A Writer's Reference with Exercises with 2016 MLA Update*. Macmillan Higher Education, 2016.
- Harner, James L. *Literary Research Guide: An Annotated Listing of Reference Sources in English Literary Studies*. New York: MLA of America, 2002.
- Kothari, C.R. *Research Methodology: Methods & Techniques*. Delhi: New Age International Ltd, 1985.
- Leech, G.N. *A Linguistic Guide to English Poetry*. London: Longman, 1969.
- Leech, G.N & Short, M.H. *Style in Fiction*. London: Longman, 1981. (The whole book, but particularly Chap. 3)
- Lenburg, Jeff. *Guide to Research*. Viva Books, 2007.
- Mishra, D.S. *A Grammar of Literary Research*, New Delhi: Harman Publishing House, 1989.
- Oakman, Robert L. *Computer Methods for Literary Research*. Athens: University of Georgia Press, 1984.
- Rahim, Abdul F. *Thesis Writing: A Manual for Researchers*. New Delhi: New Age International Ltd, 2005.
- Rajanan, B. *Fundamentals of Research*. ASRC Hyderabad, 1968.
- Rengachari, Sulochna S. *Research Methodology for English Literature*. Bareilly: Prakash Book Depot, 1995.
- Sameer, Kumar. *Research Methodology*. Springer: US, 2005.
- Seliger. *Second Language Research Methods*, Oxford University Press, 2001.
- Shaw, Harry. *Mc Graw- Hill Handbook of English*, McGraw Hill. 1986. Turk, C & Kirkman, J. *Effective Writing. Improving Scientific, Technical and Business Communication*, 2nd ed. London: E & FN spoon, an imprint of Chapman & Hall, 1982 /1994.
- Wallwork, Adrian. *English for Research: Usage, Style, and Grammar*. Springer Science & Business Media, 2012.

Winkler, Anthony C. & Accuen, Jo Roy. *Writing the Research Paper*. Thomson Heinle, 2003.

Please Note: As per UGC norms each paper has been assigned one hour of tutorial per week and this is reflected in the timetable of the Department.

Syllabus Prepared by:

Dr. Shivaji Sargar – Convener: Professor and former Head, Department of English University of Mumbai

Dr. Dilip Barad – Member: Professor and Head, Department of English, M.K. Bhavnagar University

Dr. Pramod Patil – Member: Asst. Professor and Head, Department of English, GPC College, Shivle

Dr. Sanobar Husseini – Member: Asst. Professor, Department of English, Mithibai College, Vile Parle, Mumbai

Semester II

University of Mumbai

M.A. (Honours) (English) and M.A. (Honours with Research) (English)
Part -I- Semester II

Course: Core Paper

Course Title: Contemporary Indian Literature in English- II

Paper: VI

(With effect from the academic year 2021-22)

01	Syllabus as per Choice Based Credit System	
i	Name of the Program	M.A. (Honours) (English) and M.A. (Honours with Research) (English)
ii	Course Code	HOENG201
iii	Course Title	Contemporary Indian Literature in English- II
iv	Course Contents	Enclosed the copy of syllabus
v	References and Additional References	Enclosed in the Syllabus
vi	Credit Structure (No. of Credits)	06
vii	No. of lectures per Unit	15
viii	No. of lectures per week	04
ix	No. Tutorials per week	01
x	Total Marks	100
02	Scheme of Examination	Theory Examination + Internal Evaluation (60+40)
03	Special notes, if any	No
04	Eligibility, if any	Graduate
05	Fee Structure	As per University Structure
06	Special Ordinances / Resolutions if any	No

Title of the Course: Contemporary Indian Literature in English- II

Preamble: Indian literature in English reflects the dynamics of the changing Indian society and culture, and critically comments on several political, social, ideological and literary issues of the past as well as the present which affect the lives of Indian subjects in India and abroad. In addition to the writings of the Indian writers writing from abroad, it has spread its wings to encompass the regional realities and creative representations to make them pan-Indian. While reading the well-known writers of earlier generations, one need not lose sight of the contemporary writers as the present is the result of the past. The post-independence Indian situation has empowered even the so-called —ordinary‖ Indian playwrights and poets to introspect and give a realistic view of life or write on the issues which had been considered unsuitable/unworthy of attention in the past. In this context, this course contains plays and poems by contemporary playwrights and poets along with those written in the post-independence period, and have more contemporary value.

Objectives:

- To enable students to understand and appreciate contemporary Indian Drama and Poetry in English vis-a-vis the dynamics of the changing Indian society and culture
- To enable students to comprehend Post-Independence Indian Drama and Poetry in English against the changing social and ethical values in Indian society
- To enable students to comprehend the socio-political backdrop to post-independence Indian Literature in English and read Indian drama and poetry, written by Indians located in India or abroad, the NRIs or Diasporas, against the backdrop of political, caste, gender and religious issues along with its contemporary relevance
- To enable students to comprehend the history and socio-political background of Indian theatre and Poetry in English
- To enable students to understand concepts of cultural hybridity and multiculturalism

Course Outcomes:

- CO1: Students are able to understand and appreciate contemporary Indian Drama and Poetry in English vis-a-vis the dynamics of the changing Indian society and culture.
- CO2: Students will comprehend Post-Independence Indian Drama and Poetry in English against the changing social and ethical values in Indian society.
- CO 3: Students will comprehend the sociopolitical backdrop to post-independence Indian Literature in English and read Indian drama and poetry, written by Indians located in India or abroad, the NRIs or Diasporas, against the backdrop of political, caste, gender and religious issues.
- CO 4: comprehend the history and sociopolitical background of Indian theatre and Poetry in English along with the dynamics of ever-evolving Indian literature in English.
- CO5: Students show familiarity with concepts of cultural hybridity and multiculturalism.

Unit I: Background

□ **Liberalisation and Globalisation:** The impact on Indian Drama and Poetry in English of economic and social changes; the Globalisation of Indian culture; changes in social and ethical values; Influence of Feminism and rise of Dalit power; communal violence; national and international terrorism; need for new perspectives on English Studies.

□ **Indian Theatre and Poetry in English:** The history of postcolonial Indian theatre in English; the problems of finance and audience; the issue of authenticity of voice and accent; influence of Western, Indian Classical and non-classical theatres; canonical versus non-canonical in Indian drama and poetry. The History of postcolonial Indian Poetry in English; the influences Indian and Western on Indian Poetry in English; Cultural Hybridity and Multiculturalism in Indian Theatre and Poetry in English; Cosmopolitanism and Nativism in Indian Theatre and Poetry in English;

Unit II: K.A. Gunasekaran, *The Scapegoats*

Unit III: Girish Karnad, *Broken Images*

Unit IV: Selections of poems written by Nissim Ezekiel, Kamala Das, Dilip Chitre, Meena Kandasamy, Namdeo Dhasal, Arun Kolatkar as given below.

Nissim Ezekiel: —The Patriot||, —The Professor||, —Goodbye Party for Miss Pushpa T.S.||, —The Poet, Lover, Birdwatcher||, —Night of the Scorpion||

Kamala Das: —The Sunshine Cat||, —A Hot Noon in Malabar|| —An Introduction||, —Summer In Calcutta||, —Relationship||

Dilip Chitre: —Prophets||, —The View from Chinchpokli||, —At Midnight in the Bakery at the Corner||, —Tukaram in heaven, Chitre in hell||

Meena Kandasamy: —A Poem In Which She Remembers||, —Advaita: The Ultimate Question||, —Becoming A Brahmin||, —Touch||, —Traitor||

Namdeo Dhasal: —Man You Should Explode||, —Mandakini Patil:...My Intended Collage||, —Their Eternal Pity||, —Cruelty||, —Arsefuckers Park II||

Arun Kolatkar: *Jejuri* Poems – —The Bus||, —The Priest||, —Heart of Ruin||, —An Old Woman||, —The Blue Horse||, —The Priest's Son||, —Makarand||, —A Scratch||, —A Song for a Murl||, —Chaitanya||

Texts for Internal Assessment and Classroom Discussion:

1. Asif Currimbhoy: *Goa*
2. Cyrus Mistry, *Doongaji House*
3. Premanand Gajvee, *The Strength of Our Wrists: Three Plays*
4. Basudev Sunani, *Cast Out*
5. Gurcharan Das, *Larins Sahib*
6. Pratap Sharm, *A Touch of Brightness*
7. Manohar Mouli Biswas, *Poetic Rendering As yet UNBORN*
8. Gieve Patel, *Mr. Behram*
9. Namdeo Dhasal, *A Current of Blood*
10. Manjula Padmanabhan, *Harvest*
11. Raju Das, *Chuni Kotal Speaking*
12. Other Post-independence Indian Poets in English (not included for detailed study)

Evaluation Pattern:

Internal Assessment (40 Marks):

Sr. No.	Particulars	Marks
1	Classroom Attendance & Participation	10
2.	Oral Presentation (10 Minutes with or without Power Point) Viva Voce	05 05
3	One Written Assignment/Research Paper on the text/topic prescribed for Internal Assessment (minimum 2000 words)	20

Semester End Examination (60 Marks):

Evaluation: Semester End Examination Pattern 60 Marks Hours: 02
--

The Semester End Examination for 60 marks will have 4 questions of 15 marks each (with internal choice):

Essay (any 1 out of 2) (on Unit 1)

Essay (any 1 out of 2) (on Unit 2)

Essay (any 1 out of 2) (on Unit 3)

Essay (any 1 out of 2) (on Unit 4)

Recommended Reading

1. Verghese, Paul C. *Essays on Indian Writing in English*, N.V. Pubs., 1975.
2. Nilufer E. Bharucha and Vrinda Nabar (eds.), *Mapping Cultural Spaces: Postcolonial Indian Literature in English, Essays in Honour of Nissim Ezekiel*, Vision Books, Delhi, 1998.
3. Devy, G.N. *After Amnesia: Tradition and Change in Indian Literary Criticism*. Orient Longman, 1993.
4. Nandy, Ashis and S. Trivedy, et al. *Creating a Nationality*. Oxford University Press, 1998.
5. Khilnani, Sunil. *The Idea of India*. Farrar Straus Giroux, 1997.
6. Sen, Amartya. *The Argumentative Indian*. Penguin, 2006.
7. King, Bruce. *Modern Indian Poetry in English*. Oxford University Press, 1987.
8. Lal, E.N. *The Poetry of Encounter: Dom Moraes, A.K. Ramanujan and Nissim Ezekiel*. Sterling Publishers, 1983.
9. Arya, Sunaina and Akash Singh Rathore, editors. *Dalit Feminist Theory: A Reader*. Routledge India, 2019.
10. Ram, Sharma. *A History of Indian Drama in English*. Sunoasis Writers Network, 2010.
11. Datt, Utpal. *Towards A Revolutionary Theatre*. Seagull Books, 2009.
12. Chakravarty K., editor. *Indian Drama in English*, PHI Learning Pvt., 2010.
13. Shahane, Vasant and Shivaram Krishnan, editors. *Indian Poetry in English: A Critical Assessment*. Macmillan, 1982.
14. Bharucha Nilufer and Srihar Rajeswaran, –Whither Indian Drama?: The Politics of Performatives, Performance and Performance Spaces, (Dis)Continuities: Trends and Traditions, CDE, (Contemporary Theatre and Drama), edited by Elke Mettinger, Vol. IX, May 2002, Vienna.

Please Note: As per UGC norms each paper has been assigned one hour of tutorial per week and this is reflected in the timetable of the Department.

Syllabus Prepared by:

Dr Rajesh Karankal (Convener) : Head, Department of English, University of Mumbai, Mumbai-400098.

B N Wakchaure (Member): Head, Department of English, S.B.College, Shahapur, Dist. Thane.

Dr Seema Sharma (Member): Associate Professor, Department of English, Jaihind College, Mumbai.

Prof Jaydipsinh Dodiya (Member): Professor, Department of English & Comparative Literature Studies, Saurashtra University-Rajkot, Gujarat.

University of Mumbai

**M.A. (Honours) (English) and M.A. (Honours with Research) (English)
Part -I- Semester II**

Course: Core Paper

Course Title: Contemporary Theory and Literary Criticism-II

Paper: VII

(With effect from the academic year 2021-22)

01	Syllabus as per Choice Based Credit System	
i	Name of the Program	M.A. (Honours) (English) and M.A. (Honours with Research) (English)
ii	Course Code	HOENG202
iii	Course Title	Contemporary Theory and Literary Criticism II
iv	Course Contents	Enclosed the copy of syllabus
v	References and Additional References	Enclosed in the Syllabus
vi	Credit Structure (No. of Credits)	06
vii	No. of lectures per Unit	15
viii	No. of lectures per week	04
ix	No. Tutorials per week	01
x	Total Marks	100
02	Scheme of Examination	Theory Examination + Internal Evaluation (60+40)
03	Special notes, if any	No
04	Eligibility, if any	Graduate
05	Fee Structure	As per University Structure
06	Special Ordinances / Resolutions if any	No

Title of the Course: Contemporary Theory and Literary Criticism-II

Preamble:

A literary theory provides us with different viewpoints to study and analyse art, literature and culture. The theories provide us with multiple positions and perspectives. A study of the history of ideas that have evolved across time, intrinsically linked to the social, cultural, political and economic transformations in society, empower us to understand cultural and literary artefacts. They also provide powerful insights into present-day reality. While literary theory enables the analysis of literary texts using multiple schools of thought, literary criticism is the act of applying these theories for analysis, evaluation, study and comparison of literary texts. The course on –Contemporary Theory and Literary CriticismII thus seeks to provide the learner with a blend of both, literary theories and a practical understanding of their application in the act of literary criticism.

Objectives:

- To facilitate a theoretical understanding of psychoanalytic and feminist criticism
- To make the learners aware of the development of gay and lesbian criticism and Marxist criticism
- To provide the learners with samples of literature seen through the lens of psychoanalytic, feminist, gay, lesbian, Marxist criticism and Postcolonialism to give them a clear understanding of the practice of literary theory

Course Outcomes:

- The learner will have a theoretical understanding of psychoanalytic and feminist criticism.
- The learner will develop an understanding of the basic tenets of gay and lesbian criticism as well as Marxist criticism.
- The learner will be able to decode and parse literary texts using critical tools and theoretical models introduced during the course.

Unit 1: Psychoanalytic Criticism

- a) How the Freudian interpretation works
- b) What Freudian psychoanalytic critics do
- c) Freud, Sigmund – –Creative Writers and Day-Dreaming
- d) Lacan, Jacques: excerpts from –The Function and Field of Speech and Language in Psychoanalysis
- e) Text: Lacan's well-known interpretation of Edgar Allan Poe's pioneering detective story –The Purloined Letter

Unit 2: Feminism and Feminist criticism

- a) Feminist criticism and the role of theory;
- b) Feminist criticism and language
- c) Feminist criticism and psychoanalysis; What feminist critics do
- d) Lillian S. Robinson, –Treason Our Text: Feminist Challenges to the Literary Canon
- e) Cixous, Hélène – –The Laugh of the Medusa
- f) Text: Sandra M. Gilbert and Susan Gubar's analysis of Emily Brontë's novel, *Wuthering Heights*

Unit 3: Queer Theory

- a) Lesbian/Gay criticism; Lesbian and Gay theory
- b) Lesbian feminism
- c) What lesbian/gay critics do
- d) Butler, Judith – Selections from *Gender Trouble: Feminism and the Subversion of Identity*
- e) Sedgwick, Eve – Selections from *Epistemology of the Closet*
- f) Text: The chapter titled –The love poetry of the First World War in Mark Lilly's *Gay Men's Literature in the Twentieth Century*.

Unit 4: Marxist criticism and Postcolonialism

- a) Beginnings and basics of Marxism
- b) Marxist literary criticism; –Leninist' and –Engelsian' Marxist criticism
- c) The influence of Althusser; What Marxist critics do
- d) Gramsci, Antonio – –Hegemony (Civil Society) and Separation of Powers
- e) Althusser, Louis - Excerpts from –Ideology and Ideological State Apparatuses
- f) Said, Edward W. from –The Scope of Orientalism from *Orientalism*
- g) Fanon, Franz – –The Negro and Language from *Black Skin, White Masks*

- h) Text: Elliot Krieger's Marxist reading of Shakespeare's *Twelfth Night* from his book *A Marxist Study of Shakespeare's Comedies* (1979)

Texts/Topics for Internal Assessment and Classroom Discussion:

- Reading and Analysis of selected critical essays which pertain to the theories studied.
- Comparative Study of texts applying the theories under study.
- Application of the theories studied to select literary/cultural texts.

Evaluation Pattern:

Internal Assessment (40 Marks):

Sr. No.	Particulars	Marks
1	Classroom Attendance & Participation	10
2.	Oral Presentation (10 Minutes with or without Power Point) Viva Voce	05 05
3	One Written Assignment/Research Paper on the topic prescribed for Internal Assessment (minimum 2000 words)	20

Instructions for written assignment

- Length of the written report: 2000 words (excluding abstract, key words, references, and appendices in any)
- The written assignment should follow the below given structure: Title, Abstract, Keywords, Introduction, Discussion of major concepts, Brief note on the selected samples, Detailed analysis, Conclusion, Footnotes, if necessary and Works Cited.

Semester End Examination (60 Marks):

Evaluation: Semester End Examination Pattern 60 Marks Hours: 02
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The Semester End Examination for 60 marks will have 4 questions of 15 marks each (with internal choice):

- | | |
|---|----------|
| Q.1: Short notes on Unit I (any 3 out of 5) | 15 marks |
| Q.2: Essay on Unit II (1 out of 2) | 15 marks |
| Q.3: Essay on Unit III (1 out of 2) | 15 marks |
| Q.4: Essay on Unit IV (1 out of 2) | 15 marks |

Recommended Reading

1. Althusser, Louis. *Lenin and Philosophy and Other Essays*, edited by Ben Brewster. Monthly Review Press, 1971. Print.
2. Anzaldúa, Gloria. *Borderlands/La Frontera: The New Mestiza*. Aunt Lute Books Company, 1987.
3. Ashcroft, Bill, Gareth Griffiths and Helen Tiffin, *The Post-Colonial Studies Reader*. Taylor & Francis e-Library, 2003. Electronic.
4. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Third Ed. Manchester University Press. 2010.
5. Brecht, Bertolt. *Brecht on Theatre: The Development of an Aesthetic*, edited by John Willett. Translated by John Willett. Eyre Methuen, 1974.
6. Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. Routledge, 1999.
7. Cixous, Hélène, Keith Cohen and Paula Cohen. "The Laugh of the Medusa." *Signs* 1.4 (1976): 875-893. Electronic. <<http://links.jstor.org/sici?sici=00979740%28197622%291%3A4%3C875%3ATLOTM%3E2.0.CO%3B2-V>>.
8. Gramsci, Antonio. *Selections from the Prison Notebooks of Antonio Gramsci*, edited by Quintin Hoare and Geoffrey Nowell Smith. Translated by Quintin Hoare and Geoffrey Nowell Smith. International Publishers, 1971.
9. Jung, C.G. *The Collected Works of C.G. Jung Part I: Archetypes and the Collective Unconscious*, edited by Gerhard Adler and R.F.C Hull. Translated by Gerhard Adler and R.F.C Hull. 2nd. Vol. IX. Princeton University Press, 1968.
10. Lacan, Jacques. *Ecrits*, translated by Bruce Fink. W.W. Norton & Co., 2006.
11. Moraga, Cherrie and Gloria E. Anzaldúa, *This Bridge Called My Back: Writings by Radical Women of Color*. 3rd. Third Woman Press, 2002.
12. Said, Edward W. *Orientalism*. Random House, 1979. Print.
13. Sedgwick, Eve. *Epistemology of the Closet*. University of California Press, 1990.

Please Note: As per UGC norms each paper has been assigned one hour of tutorial per week and this is reflected in the timetable of the Department.

Syllabus Sub-Committee

Dr. Sudhir Nikam (Convener): Chairperson, Board of Studies in English, University of Mumbai

Dr. Lakshmi Muthukumar (Member): Associate Professor and Head, Department of English, SIES College of Arts, Science and Commerce, Sion West, Mumbai

Priya Joseph (Member): Assistant Professor, Department of English, Mithibai College, Mumbai

Prof. Anshuman Khanna (Member): Professor, Department of English, Banaras Hindu University, Varanasi

University of Mumbai

**M.A. (Honours) (English) and M.A. (Honours with Research) (English)
Part -I- Semester II**

Course: Core Paper

Course Title: Modern English Language II

(With effect from the academic year 2021-22)

01	Syllabus as per Choice Based Credit System	
i	Name of the Program	M.A. (Honours) (English) and M.A. (Honours with Research) (English)
ii	Course Code	HOENG203
iii	Course Title	Modern English Language II
iv	Course Contents	Enclosed the copy of syllabus
v	References and Additional References	Enclosed in the Syllabus
vi	Credit Structure (No. of Credits)	06
vii	No. of lectures per Unit	15
viii	No. of lectures per week	04
ix	No. Tutorials per week	01
x	Total Marks	100
02	Scheme of Examination	Theory Examination + Internal Evaluation (60+40)
03	Special notes, if any	No
04	Eligibility, if any	Graduate
05	Fee Structure	As per University Structure
06	Special Ordinances / Resolutions if any	No

Preamble:

Study of language according to its use and users with a descriptive approach is necessary for developing, in students, a better understanding of English language in use, its variation and varieties. Contemporary theoretical approaches help in analysing and describing these dimensions of language more objectively. This understanding of Modern English language can prove pivotal in studying more complex and pragmatic uses and functions of the language such as in literary studies, second language acquisition, language teaching, material designing, translation etc. It is with this backdrop, the present course is designed.

Developments in Pragmatics, Socio-linguistics and Systemic Functional Linguistics among other fields, have contributed significantly to the understanding of language variation and language in use. This course will introduce students to the study of these aspects in the Modern English language through major theories and key concepts in the aforementioned fields. Moreover, the status of the English language in South Asia in general and in India, in particular, requires a critical engagement. The course will familiarise students with the native and non-native varieties of English using models approach and help them develop a nuanced understanding of the English language in India.

Students will have opportunities to participate in the fieldwork and analyse the present-day English language in use and its variations as practiced by respective users/speech communities.

Objectives:

- To acquaint students with the basic concepts in Pragmatics and give them practice in the application of these concepts
- To familiarize them with key concepts in the study of variation in English with a focus on genre, style and register
- To introduce students to a wide range of varieties in English according to the user
- To make students aware of current issues associated with the native and non-native varieties of English with emphasis on Indian English
- To encourage students to conduct fieldwork and to analyze linguistic data/corpora

Course Outcomes:

- CO 1: Students will demonstrate acquaintance with the basic concepts in Pragmatics and the application of the same to the English language in use.
- CO 2: Students will identify and analyse linguistic genre, style and register with reference to English language
- CO 3: Students will display an awareness of sociolinguistic issues associated with the varieties of English
- CO 4: Students will show familiarity with native and non-native varieties of English
- CO 5: Students will be able to conduct fieldwork and analyse linguistic data

UNIT 1: Pragmatic Study of Language

- a. Speech Act Theory
 - J.L Austen and John Searle's views
 - Speech Acts, Speech Situation and Speech Event,
 - Presupposition and Implicature, Semantic Entailment,
 - Turn Taking and Adjacency Pair
- b. Theory of Conversational Implicature
 - Grice's Model
 - Conversational Maxims
 - Observance, violation and flouting of maxims
- c. Politeness in Conversation
 - Face & politeness
 - Face threatening and saving act
 - Leech's views on Politeness Principles

Application of these concepts through Fieldwork and analysis of linguistic corpora in English

UNIT 2: Variation in English according to Use

- a. Genre
 - Definition and significance
 - Systemic Functional Linguistics (SFL) Approach
 - English for Specific Purposes (ESP) Approach
 - Genre Analysis
- b. Style
 - William Labov's view
 - Martin Joo's Five Clocks
 - Style Shifting
 - Style Analysis
- c. Register
 - Definition and Significance
 - M.A.K. Halliday's model
 - Register Analysis

Fieldwork and analysis of linguistic corpora in English

UNIT 3: Variation in English According to User

- a. Sociolect, Dialect and the question of Standard
- b. Languages in Contact: Bilingualism/ Multilingualism,
- c. Code- Mixing and Code-Switching & translanguaging
- d. Native and Non-native varieties of English
- e. Nativization and Standardization (With focus on South Asian Englishes)

UNIT 4: English in India and Indian English

- a. History of English in India
- b. Politics of English in Post-Independent India
- c. Indian English : Stereotype and standardization
- d. Feature List and corpus linguistic approach to Indian English

Texts/Topics for Internal Assessment and Classroom Discussion:

1. A study of speech acts in a selected text (Play, passages from novel/short story/T.V commercials/film)
2. Analytical study of adjacency pairs (with specific reference to phatic communication) in day to day conversation (samples)
3. Observation and violation of cooperative principles in a selected text
4. Study of face and politeness strategies (Play, passages from novel/short story/T.V commercials/film)
5. Analytical study of turn-taking (Play/film/ TV Debate/Talk show)
6. Genre and register analysis of a selected text
7. Analysis of style in a selected oral/written text
8. Comparative analysis of two registerial varieties in English
9. Analysis of code-switching and code-mixing (novel/poem/chat/commercials/film)
10. A study of specific features or issues in one of the non-native varieties of English (Asia specific) (Hong Kong English/ Singaporean English/ Pakistani English/Sri Lankan English/ Indian English)

Evaluation Pattern:

Internal Assessment (40 Marks):

Sr. No.	Particulars	Marks
1	Classroom Attendance & Participation	10
2.	Oral Presentation (10 Minutes with or without Power Point) Viva Voce	05 05
3	One Written Assignment/Research Paper on the topic prescribed for Internal Assessment (minimum 2000 words)	20

Instructions for written assignment

- Length of the written report: 2000 words (excluding abstract, key words, references, and appendices in any)
- The written assignment should follow the below given structure: Title, Abstract, Keywords, Introduction, Discussion of major concepts, Brief note on the selected samples, Detailed analysis, Conclusion, Footnotes, if necessary and Works Cited.

Semester End Examination (60 Marks):

Evaluation: Semester End Examination Pattern 60 Marks Hours: 02
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The Semester End Examination for 60 marks will have 4 questions of 15 marks each (with internal choice):

Application based Question (5/7) (on Unit 1, 2 & 3)

Short Notes (in 150 words) (3/5) (on Unit 1, 2, 3 and 4)

Essay (in 500 words) (1/2) (on Unit 1 and 2)

Essay (in 500 words) (1/2) (on Unit 3 & 4)

Recommended Reading

1. Archer, Dawn, Karin Aijmer, and Anne Wichmann. *Pragmatics: An Advanced Resource Book for Students*. Routledge, 2012.
2. Bauer, Laurie. *An Introduction to International Varieties of English*. Hong Kong University Press, 2002.
3. Biber, Douglas, and Susan Conrad. *Register, Genre and Style*. Cambridge University Press, 2009.
4. Bolton, Kingsley, and Braj B. Kachru. *Asian Englishes*. Vol. 4. Routledge, 2006.
5. Crystal, David. *English as a Global Language*. Cambridge University Press, 2012.
6. Crystal, David, and Derek Davy. *Investigating English Style*. Routledge, 2016.
7. Cheshire, Jenny, ed. *English around the World: Sociolinguistic Perspectives*. Cambridge University Press, 1991.
8. Kachru, Braj B. *The Indianization of English: the English Language in India*. Oxford University Press, 1983.
9. Kachru, Braj B. *The Alchemy of English: The Spread, Functions, and Models of Non-Native Englishes*. University of Illinois Press, 1990.
10. Krishnaswamy, N. & Burde, A. S. *The Politics of Indians' English: Linguistic Colonialism and the Expanding English Empire*. Oxford University Press, 1998.
11. Leech, G. N. *Principles of Pragmatics*. Longman, 1983.
12. Levinson, S. C. *Pragmatics*. Cambridge University Press, 1983.
13. Lange, Claudia. *The Syntax of Spoken Indian English*. John Benjamins Publishing Company, 2012.
14. Maguire, Warren & April McMahan. eds. *Analyzing Variation in English*. Cambridge University Press, 2011.
15. Meyer, Charles. *English Corpus Linguistics: An Introduction*. Cambridge University Press, 2002.
16. Jenkins, Jennifer. 2nd ed. *World Englishes*. Routledge, (Special Indian Edition), 2012.
17. Schneider, Edgar. *English Around the World: An Introduction*. Cambridge University Press, 2010.
18. Spolsky, Bernard. *Sociolinguistics*. Oxford University Press, 1998.
19. Stevens, Peter. *New Orientations in the Teaching of English*. Oxford University Press, 1977.
20. Trudgill, Peter. *Introducing Language and Society*. Penguin, 1992.
21. Trudgill, Peter. "Standard English: What it isn't." *Standard English: The Widening Debate* (1999): 117-128.

Web Resources:

- <https://all-about-linguistics.group.shef.ac.uk/branches-of-linguistics/pragmatics/what-is-pragmatics/>
- <https://www.britannica.com/>
- <https://www.encyclopedia.com/humanities/encyclopedias-almanacs-transcripts-and-maps/south-asian-english>
- <https://www.futurelearn.com/courses/accents-attitudes-and-identity-an-introduction-to-sociolinguistics> (MOOC)
- <https://glossary.sil.org/> Glossary of Linguistic Terms
- <http://ice-corpora.net/ice/index.html> International Corpus of English
- <https://plato.stanford.edu/entries/linguistics/>
- <https://www.youtube.com/watch?v=yhOMa3H6XEM> Geoffrey Yeo - Speech Act Theory and Concepts of the Record (YouTube Video)
- <https://www.youtube.com/watch?v=gvNnb5lKzZk> Halliday's Grammar (YouTube Video)
- <https://www.youtube.com/watch?v=XSnbVbJEUc4> An Introduction to Systemic Functional Linguistics (YouTube Video)
- <https://www.youtube.com/watch?v=iDYqYIwdMNU> The rise of English language in India
- https://www.youtube.com/watch?v=g2BheteuTUU&list=PL5JnUtEgLfRfMmiZ_3DcpXK4Zhlu0Y_Rp Postcolonial Englishes Theoretical Framework
- https://www.youtube.com/watch?v=xU5sBWW3rTY&list=PL5JnUtEgLfRfMmiZ_3DcpXK4Zhlu0Y_Rp&index=2 Indian English Past, Present and Future

Please Note: As per UGC norms each paper has been assigned one hour of tutorial per week and this is reflected in the timetable of the Department.

Syllabus Sub-Committee

Dr. Sachin Labade (Convener): Associate Professor, Department of English, University of Mumbai, Mumbai

Dr. Atanu Bhattacharya (Member): Professor and Dean, Centre for English Studies, School of Language, Literature and Culture Studies, Central University, Gandhinagar

Dr. Susmita Dey (Member): Department of English and Research Centre (Retd.), V. G. Vaze College, Mumbai

Dr. Mrs. Pragati Naik (Member): Head, Department of English, Shri Pancham Khemraj Mahavidyalay, Sawantwadi.

University of Mumbai

**M.A. (Honours) (English) and M.A. (Honours with Research) (English)
Part -I- Semester II**

Course: Core Paper

Course Title: Approaches to Literature: Comparative Methodology

(With effect from the academic year 2021-22)

01	Syllabus as per Choice Based Credit System	
i	Name of the Program	M.A. (Honours) (English) and M.A. (Honours with Research) (English)
ii	Course Code	HOENG204
iii	Course Title	Approaches to Literature: Comparative Methodology
iv	Course Contents	Enclosed the copy of syllabus
v	References and Additional References	Enclosed in the Syllabus
vi	Credit Structure (No. of Credits)	06
vii	No. of lectures per Unit	15
viii	No. of lectures per week	04
ix	No. Tutorials per week	01
x	Total Marks	100
02	Scheme of Examination	Theory Examination + Internal Evaluation (60+40)
03	Special notes, if any	No
04	Eligibility, if any	Graduate
05	Fee Structure	As per University Structure
06	Special Ordinances / Resolutions if any	No

Methodology

Preamble

The studies of literature are both amusing and instructive as the functional agency of improving human minds from multiple approaches for the interpretation of literary works. The comparative methodology is one important area of the study recently advanced and offering an unlimited scope of research and innovative explorations in literature. The purpose of this course is to impart knowledge, information, wisdom and skills in research on both local and global planes. The students need to know how to compare but they accurately need to know how to compare methodically while applying certain approaches as well as finding the ideological base for their comparisons. The literary works thus become only instrumental tools to reach out to the conclusive philosophies and thinker's perceptions while the students will find endless possibilities in the areas of comparative research. Hence, the course is designed in such a way as to motivate the learners in reading and writing not merely to understand and interpret but at the same time to understand similarities, dissimilarities and apply the comparative or ideological methods and analyse what they read in juxtaposed comparisons.

Objectives:

- To acquaint the students with methods of comparison in approaching the literary works
- To familiarize the works of major and minor regional and national writers in comparison
- To enable the students to understand the methods of interpretation through approaches and comparative analysis
- To make the students read and write research papers and develop their innovative thinking in research

Course Outcomes:

- Students will demonstrate their acquaintance with methods of comparison in approaching the literary works
- Students will show that they are familiar with the works of major and minor regional and national writers in comparison
- Students shall be able to understand the methods of interpretation through approaches and comparative analysis
- Students will read and write research papers and develop their innovative thinking in research

Title – Approaches to Literature: Comparative Methodology

Unit I: The History and Significance of Comparative Studies – Refer to the following Essays

- Rene Wellek, –The Name and Nature of Comparative Literature
- Henry Remak, —Comparative Literature: Its Definition and Function
- M. Ramezani, Comparative Literature: Method and Perspective

Unit II: The Theories of Comparison and Methods of Comparative Analysis – Refer to the following Topics (Choose any two)

- Schools of Comparative Literature - The French School; The American School
- Thematology and Translatology in Comparative Studies
- Narratology, Language-politics and Semantics of Comparison

Unit III: Trials in Comparison by Methodology (Choose any Two)

- Comparison of Afro-American Writer's work with Indian Writer's work – Post-Colonial Context, Race and Caste as Elements in Traumatic Narrations, Politics of Colonizing and De-colonizing minds
- Comparison of Male and Female Writers' Works –Visions of Gender, and Justice
- Comparison of Past Writers' works with the Contemporary Writers' Works

Unit IV: Experimenting and Research in Comparative Methodology in Approaches to Literature

- Comparison of Dramatic Works on Page and on Stage: The Journey of a Story from Script to Performance
- Comparison of Fiction and Film: Media Transfer and Translations
- Comparison of Short Story / novella with Novel

Topics for Internal Assessment and Classroom Discussion: (New topics will be acceptable if approved by the concerned teacher) Any Comparison of Dance with a Poem, Drama with Film, Poetry with Novel or Short Story with film or News Report with Narration and so on with the approval from the concerned teacher will be accepted

- Poetry and Narratives or Dramas and Fictional Writings can be compared from varied nations, languages and writers
- Films and Novels – Choose from Indian Literature and Bollywood, (Hindi, Marathi or English or any Indian language)
- Dramas from Regional language translated in English to be compared with Dramas originally written in English
- Any Three Poems on themes like Love, Marriage, Separation, War, Devotion, Peace, Quest, or Death
- Haider (Movie), *Hamlet* (Shakespeare) and *Rosencrantz and Guildenstern are Dead* (Tom Stoppard)

Evaluation Pattern:

Internal Assessment (40 Marks):

Sr. No.	Particulars	Marks
1	Classroom Attendance & Participation	10
2.	Oral Presentation (10 Minutes with or without Power Point) Viva Voce	05 05
3	One Written Assignment/Research Paper on the text/topic prescribed for Internal Assessment (minimum 2000 words)	20

Semester End Examination (60 Marks):

Evaluation: Semester End Examination Pattern 60 Marks Hours: 02
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The Semester End Examination for 60 marks will have 4 questions of 15 marks each (with internal choice):

Essay (any 1 out of 2) (on Unit 1)

Essay (any 1 out of 2) (on Unit 2)

Essay (any 1 out of 2) (on Unit 3)

Essay (any 1 out of 2) (on Unit 4)

Recommended Reading

- Bassnett, Susan, Comparative Literature: A Critical Introduction, Oxford: Blackwell, 1993.
- Dev Amiya, The Idea of Comparative Literature in India, Calcutta: Papyrus, 1984.
- K. A. Koshi (ed.), Towards Comparative Literature, Aligarh: Aligarh Muslim University Publication, 1987.
- Nabaneeta Dev Sen, Counterpoints: Essays in Comparative Literature, Calcutta: Prajna, 1984.
- Naresh Guha (ed), Contributions to Comparative Literature: Germany and India, Calcutta: Jadhavpur University Publication, 1973.
- Rene Wellek, Comparative Literature: Proceedings of the Second Congress of the ICLA, Chapel Hill: North Carolina University Press, 1959.
- Ulrich Weisstein, Comparative Literature and Literary Theory: Survey and Introduction, Bloomington and London: Indiana University Press,

Web Resources:

- https://us.sagepub.com/sites/default/files/upm-assets/9869_book_item_9869.pdf
- <https://pilor.files.wordpress.com/2010/06/chapter-4-draft-2011-04-20.pdf>
- <https://onlinelibrary.wiley.com/doi/pdf/10.1002/9781118901731.jecrm0035>
- <http://compalit.blogspot.com/2013/11/schools-of-comparative-literature.html>

- <https://www.jstor.org/stable/pdf/836946.pdf?refregid=excelsior%3A4c79713315fdb059078811a4e375d53>
- <http://www.jetir.org/view?paper=JETIR2006206>

Please Note: As per UGC norms each paper has been assigned one hour of tutorial per week and this is reflected in the timetable of the Department.

Syllabus Prepared by:

Dr. Bhagyashree S. Varma (Convener): Associate Professor, Department of English, University of Mumbai

Dr Amrit Sen (Member): Professor, Department of English, Viswa Bharti, Shantiniketan

Dr Nandita Roy (Member): Principal, Gurukul College of Commerce, Mumbai

Dr Mala Pandurang (Member): Principal, Dr BMN College, Mumbai

University of Mumbai

**M.A. (Honours) (English) and M.A. (Honours with Research) (English)
Part -I- Semester II**

Course: Core Paper

Course Title: Research Methodology in Language and Literature II

Paper: X

(With effect from the academic year 2021-22)

01	Syllabus as per Choice Based Credit System	
i	Name of the Program	M.A. (Honours) (English) and M.A. (Honours with Research) (English)
ii	Course Code	HOENG205
iii	Course Title	Research Methodology in Language and Literature II
iv	Course Contents	Enclosed the copy of syllabus
v	References and Additional References	Enclosed in the Syllabus
vi	Credit Structure (No. of Credits)	06
vii	No. of lectures per Unit	15
viii	No. of lectures per week	04
ix	No. Tutorials per week	01
x	Total Marks	100
02	Scheme of Examination	Theory Examination + Internal Evaluation (60+40)
03	Special notes, if any	No
04	Eligibility, if any	Graduate
05	Fee Structure	As per University Structure
06	Special Ordinances / Resolutions if any	No

M.A. (Honours) (English) and M.A. (Honours with Research) (English)

Part I – Semester: II

Title of the Course: **Research Methodology in Language and Literature II**

Preamble: The course ‘Research Methodology in Language and Literature II’ will train the students in research writing skills including planning and preparation, word order, analysis of sentences and paragraphs, removing redundancy, avoiding ambiguity and vagueness, hedging, criticizing, paraphrasing and plagiarism. The interactive practical sessions will be arranged to provide the students with hands-on training in formulating the hypothesis, planning the argument and formulating the outline of a research paper/project.

Objectives:

- To introduce students to the methods in research writing
- To familiarize students with various stages of writing a research paper
- To train students in using appropriate language in writing research projects
- To enable the students to read and review the literary texts and language topics

Course Outcomes:

- CO 1: The students will get familiar with the methods in research writing.
- CO 2: The students will be able to know various stages of writing a research paper.
- CO 3: The students will be able to use appropriate language in writing research projects.
- CO 4: The students can read and review the literary texts and language topics.

Semester II – Paper X

Title – Research Methodology in Language and Literature – II

UNIT 1:

- A. Research Writing skills:** Planning and Preparation, Word Order, Breaking Up Long Sentences, Structuring Paragraphs and Sentences, Being Concise and Removing Redundancy, Avoiding Ambiguity and Vagueness, Highlighting Your Findings, Hedging and Criticizing, Paraphrasing and Plagiarism, Useful Phrases/expressions
- B. Formulation of Research Topic for project:** Formulating hypothesis/ thesis statement / research question; planning the argument of the research paper; distinction between the background to the study and the study proper; formulating the outline of a research paper

UNIT 2:

- A. Sections of a Research Paper / Project:** Titles, abstracts, introduction, review of the literature, methods, results, discussion and conclusions

UNIT 3:

- A. Analyzing a Research Paper:** Analyzing the organization of ideas in good as well as bad writing; the rhetorical patterning of a passage; the introductory and closing paragraphs of samples of research papers; identifying logical fallacies; linguistic aspects of sample research papers
- B. Writing a Research Paper:** Drafting, Editing and Evaluation

UNIT 4:

Writing a Research Proposal: Its elements

Evaluation Pattern:

Internal Assessment (40 Marks):

Sr. No.	Particulars	Marks
1	Classroom Attendance & Participation	10
2.	Oral Presentation (10 Minutes with or without Power Point) Viva Voce	05 05
3	One Written Assignment/Research Paper on the text/topic prescribed for Internal Assessment (minimum 2000 words)	20

Semester End Examination (60 Marks):

Evaluation: Semester End Examination Pattern 60 Marks Hours: 02
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The Semester End Examination for 60 marks will have 4 questions of 15 marks each(with internal choice):

Essay (any 1 out of 2) (on Unit 1)

Essay (any 1 out of 2) (on Unit 2)

Essay (any 1 out of 2) (on Unit 3)

Essay (any 1 out of 2) (on Unit 4)

Recommended Reading

Abdul Rahim, F. *Thesis Writing: A Manual for Researchers*. New Delhi: New Age International, 2005.

Adam Sirjohn. *Research Methodology: Methods & Techniques*. Delhi: New Age International Ltd, 2004.

Ahuja, Ram. *Research Methods*. Rawat Publications, 2001.

Altick, R. D. *The Art of Literary Research*. New York : Norton, 1963.

Barker, Nancy and Nancy Hulig. *A Research Guide for Under Graduate Students: English and American Literature*. New York : MLA of America, 2000.

Bates, J.D. *Writing with Precision*. Washington D.C: Acropolis Books, 1985.

Bateson, F.W. *The Scholar Critic: An Introduction to Literary Research*. London: Routledge, 1972.

Bawarshi, Anis S. and Reiff, Mary Jo. *Genre: An Introduction to History, Theory, Research, and Pedagogy*. Parlor Press, 2010.

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research*. University of Chicago press, 2003.

Brown, James Dean. *Understanding Research in Second Language Learning*, New York: Cambridge University Press, 2006.

Caivry, R. & Nayak V.K. *Research Methodology*. S. Chand, 2005.

Eliot, Simon and W. R. Owens. *A Handbook to Literary Research*. London : Routledge & Open University, 1998.

Ellis, Jeanne. *Practical Research Planning and Design*. Ormond Merrill, 2010.

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. New York : MLA Association, 2016.

Gorman, G. E. and Clayton, Peter. *Qualitative Research for the Information Professionals*. London: Facet Publishing, 2005.

Gorrell, R, Urie. P. *Modern English Rhetoric : A Handbook*. Prentice Hall

Hacker, Diana, and Nancy Sommers. *A Writer's Reference with Exercises with 2016 MLA Update*. Macmillan Higher Education, 2016.

Harner, James L. *Literary Research Guide: An Annotated Listing of Reference Sources in English Literary Studies*. New York: MLA of America, 2002.

Kothari,C.R. *Research Methodology: Methods & Techniques*. Delhi: New Age International Ltd, 1985.

Leech, G.N. *A Linguistic Guide to English Poetry*. London: Longman, 1969.

Leech, G.N & Short, M.H. *Style in Fiction*. London: Longman, 1981. (The whole book, but particularly Chap. 3)

Lenburg, Jeff. *Guide to Research*. Viva Books, 2007.

- Mishra, D.S. *A Grammar of Literary Research*, New Delhi: Harman Publishing House, 1989.
- Oakman, Robert L. *Computer Methods for Literary Research*. Athens: University of Georgia Press, 1984.
- Rahim, Abdul F. *Thesis Writing: A Manual for Researchers*. New Delhi: New Age International Ltd, 2005.
- Rajanan, B. *Fundamentals of Research*. ASRC Hyderabad, 1968.
- Rengachari, Sulochna S. *Research Methodology for English Literature*. Bareilly : Prakash Book Depot, 1995.
- Sameer, Kumar. *Research Methodology*. Springer: US., 2005.
- Seliger. *Second Language Research Methods*, Oxford University Press, 2001.
- Shaw, Harry. *Mc Graw- Hill Handbook of English*, McGraw Hill. 1986. Turk, C & Kirkman, J. *Effective Writing. Improving Scientific, Technical and Business Communication*, 2nd ed. London: E & FN spoon, an imprint of Chapman & Hall, 1982 /1994.
- Wallwork, Adrian. *English for Research: Usage, Style, and Grammar*. Springer Science & Business Media, 2012.
- Winkler, Anthony C. & Accuen, Jo Roy. *Writing the Research Paper*. Thomson Heinle, 2003.

Please Note: As per UGC norms each paper has been assigned one hour of tutorial per week and this is reflected in the time table of the Department.

Syllabus Prepared by:

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- Dr. Pramod Patil – Member:** Asst. Professor and Head, Department of English, GPC College, Shivle
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