

As Per NEP 2020

University of Mumbai



Title of the program

- A- P.G. Diploma in English Studies
 - B- M.A. (English Studies) (Two Year)
 - C- M.A. (English Studies) (One Year) - 2027-28
- } 2023-24

Syllabus for

Semester – Sem I & II

Ref: GR dated 16th May, 2023 for Credit Structure of PG

Preamble

1) Introduction:

M.A. (English Studies) is a specialized advanced programme introduced for the students coming to University of Mumbai from different parts of the country and the world in search of better learning experience in the diverse areas of English language, literature and culture. Keeping in mind the immense popularity of English language as well as literatures written and translated in English at national and global level, this programme intends to fulfill the educational needs of these students. As there are millions of speakers and lovers of English language and literature with the constant increase in their number due to the advancements in the areas of internet that are using English as the primary medium. The globalized world has become a small village, where people having diverse cultural backgrounds and following their social and religious customs and traditions but in most cases using English as the means of their social and professional communication. Taking into account this global phenomenon of catering this diverse group of English users, the Masters programme in English is a golden opportunity for all of them as it will help them to understand these cultures with the help of the literatures written in English and also translated in English from different languages of the world. The students of this programme will be trained to critically appreciate different literary genres from ancient to the present times in addition to inculcate in them human values related to ethical behaviour and inclusiveness with respect to gender, language, nationality, caste and colour.

2) Aims and Objectives:

The present programme aims at contributing to the holistic development of students through the critical and analytical engagement with literature and language; nurturing a globally informed local consciousness, and honing skills and competencies for a better social and professional career. The objectives of the programme are as follows:

1. To develop expertise in English literary studies, contemporary literary theory, English language and pedagogy
2. To enable the students to characterize, instantiate, and critique the major critical theories, methodologies, and practices in the field of English literary and language studies.
3. To train students in written and spoken academic English as well as a high-level proficiency in literary and language research
4. To provide students with conducive environment to develop their critical and

analytical skills in the interpretation and evaluation of literary texts.

5. To enable the students to analyze complex issues, synthesize information from multiple sources, and communicate ideas using a variety of formats and technologies in related areas.
6. To encourage the students to develop appropriate research topics, select appropriate research materials, and write a well-developed piece of original research following discipline-specific writing conventions

3) Programme Outcomes:

- PO 1: Students will demonstrate an appropriate level of expertise in English literary studies, contemporary literary theory, English language and pedagogy.
- PO2: Students will demonstrate mastery of the discipline by characterizing, instantiate, and critiquing the major critical theories, methodologies, and practices in the field of English literary and language studies.
- PO3: Students will demonstrate a command of written and spoken academic English as well as a high-level proficiency in literary and language research.
- PO4: Students will demonstrate critical and analytical skills in the interpretation and evaluation of literary texts.
- PO5: Students will analyze complex issues, synthesize information from multiple sources, and communicate ideas using a variety of formats and technologies in related areas.
- PO6: Students will develop appropriate research topics, select appropriate research materials, and write a well-developed piece of original research following discipline-specific writing conventions.

- 4) Any other point (if any):** The completion of this programme will enable the learners to be well-acquainted with nuances of English language and literature.

5) Baskots of Electives : Two

Basket - 1 : Semester I Electives

Sr. No.	Elective Courses	Name of the Course	Credits
1	Course V (A)	African Literature	04
2	Course V (B)	Caribbean Literature	04
3	Course V (C)	Australian Literature	04
4	Course V (D)	Canadian Literature	04
5	Course V (E)	South Asian Literature	04

Basket - 2 : Semester II Electives

Sr. No.	Elective Courses	Name of the Course	Credits
1	Course XI (A)	Introduction to Dalit Studies	04
2	Course XI (B)	Politics and Ideology of English Studies	04
3	Course XI (C)	Literature and Philosophy	04
4	Course XI (D)	Introduction to Indian Aesthetics	04
5	Course XI (E)	Studies on Indian Diasporic Fiction	04

6) Credit Structure of the Program (Table as per परिशिष्ट १ with sign of HOD and Dean) : परिशिष्ट १ is attached.

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Post Graduate Programme in University

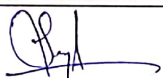
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M.A. (English Studies)

Year (2Yr PG)	Level	Sem. (2Yr)	Major		RM	OJT / FP	RP	Cum. Cr.	Degree
			Mandatory*	Electives Any one					
I	6.0	Sem I	Course I - Contemporary Indian Literature in English-I - Credits 4 Course II - Contemporary Theory and Literary Criticism- I - Credits 4 Course III - Approaches to Literature I - Credits 4 Course IV - Modern English Language-I - Credits 2	Course V (A) African Literature OR Course V (B) Caribbean Literature OR Course V (C) Australian Literature OR Course V (D) Canadian Literature OR Course V (E) South Asian Literature - Credits 4	Course VI - Research Methodology - Credits 4			22	PG Diploma (after 3 Year Degree)
		Sem II	Course VII - Contemporary Indian Literature in English-II - Credits 4 Course VIII - Contemporary Theory and Literary Criticism- I - Credits 4 Course IX - Approaches to Literature II - Credits 4 Course X - Modern English Language-II - Credits 2	Course XI (A) Introduction to Dalit Studies OR Course XI (B) Politics and Ideology of English Studies OR Course XI (C) Literature and Philosophy OR Course XI (D) Introduction to Indian Aesthetics OR Course XI (E) Studies on Indian Diasporic Fiction - Credits 4	Course XII - On Job Training - Credits 4			22	
		Cum. Cr. For PG Diploma	28	8	4	4	-	44	

M.A. (English Studies)

Exit option: PG Diploma (44Credits) after Three Year UG Degree									
II	6.5	Sem III	Course XIII -Genre Studies: Poetry - Credits 4 Course XIV -Genre Studies: Drama - Credits 4 Course XV -Genre Studies: Prose Fiction - Credits 4 Course XVI - Modern English Language III - Credits 2	Course XVII (A): Changing Trends in Indian Theatre OR Course XVII (B): English Language Teaching OR Course XVII (C): Training in Translation Skills (English-Marathi-Hindi) OR Course XVIII (D): Introduction to Media OR Course XVIII (E): Discourses of Modernity – India and the World - Credits 4			Course XVIII – Research Project - Credits 4	22	PG Degree After 3-YrUG
		Sem IV	Course XIX - American Literature -Credits 4 Course XX - Indian Literature in Translation -Credits 4 Course XXI - Introduction to Studies in Literature of Caste, Race and Gender -Credits 4	Course XXII (A) - Rediscovery of Indian Culture through Literature OR Course XXII (B) - Queer Studies in India OR Course XXII (C) -E-Content and Instructional Design in English OR Course XXII (D) - Creative Writing OR Course XXII (E) - Language and Society - Credits 4			Course XXIII - Research Dissertation - Credits 6	22	
Cum. Cr. for 1 Yr PG Degree			26	8			10	44	
Cum. Cr. for 2 Yr PG Degree			54	16	4	4	10	88	



Sign of the HOD:

Name of the Head of the Department: **Prof. (Dr.) Shivaji Sargar**

Name of the Department: **English**

Sign of the Dean:

Name of the Dean: **Dr. Anil Singh**

Name of the Faculty: **Humanities**

Programme Name: M.A. (English Studies)

Course Name: Contemporary Indian Literature in English- I

Major Mandatory Course

Total Credits: 04

University Assessment: 50

Total Marks: 100

Department Assessment: 50

Pre requisite: Basic knowledge of English Literature & Intermediate level proficiency in English language

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.

Course 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.

Semester I – Course – I

Title – Contemporary Indian Literature in English- I

MODULE I: (II CREDITS)

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*

MODULE II: (II CREDITS)

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:

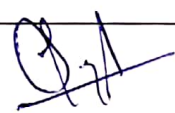
Department Assessment = Total Marks: 50			
S. No.	Nature of Assessment	Marks	
1	Two Presentations (10 Marks each) (After every two units)	20	
2	Mid-Semester Written Test (on Unit I & II)	20	
3	Classroom Participation (Student led discussions/activities) & Attendance	10	
University Assessment = Total Marks: 50			
Sr. No.	Pattern of Question Paper	Marks	Unit
Q.1	MCQ (10 Questions)	10	I, II, III & IV
Q.2	Short notes on ANY TWO out of four	10	I & II
Q.3	A. Essay Type Question Or B. Essay Type Question	15	III
Q.4	A. Essay Type Question Or B. Essay Type Question	15	IV

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 Black Swan, 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.
15. Walsh, William. *Indo-Anglian Literature 1800-1970: A Survey*. Orient Longman, 1976.

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

Name of the Head of the Department	Prof. (Dr.) Shivaji D. Sargar	
Team for Creation of Syllabus		
Name of the Teacher	Name of the College	
Dr. Rajesh Karankal	Department of English, University of Mumbai, Mumbai-400098.	
Dr. B. N. Wakchaure	Head, Department of English, S. B. College, Shahapur, Dist. Thane	
Dr. Seema Sharma	Associate Professor, Department of English, Jaihind College, Mumbai.	
Prof. Jaydipsinh Dodiya	Professor, Department of English & Comparative Literature Studies, Saurashtra University-Rajkot, Gujarat.	

M.A. in English Studies Part I – Semester: I

Programme Name: M.A. in English Studies

Course Name: Contemporary Theory and Literary Criticism-I

Major Mandatory Course

Total Credits: 04

University Assessment: 5

Pre requisite: Basic knowledge of English Literature & Intermediate level proficiency in English language

Total Marks: 100

Department Assessment: 50

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.

Semester I – Course II

Title – Contemporary Theory and Literary Criticism - I

MODULE I : (II CREDITS)

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"

MODULE II : (II CREDITS)

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:

Department Assessment = Total Marks: 50			
S. No.	Nature of Assessment	Marks	
1	Two Presentations (10 Marks each) (After every two units)	20	
2	Mid-Semester Written Test (on Unit I & II)	20	
3	Classroom Participation (Student led discussions/activities) & Attendance	10	
University Assessment = Total Marks: 50			
Sr. No.	Pattern of Question Paper	Marks	Unit
Q.1	MCQ (10 Questions)	10	I, II, III & IV
Q.2	Short notes on ANY TWO out of four	10	I & II
Q.3	C. Essay Type Question Or D. Essay Type Question	15	III
Q.4	C. Essay Type Question Or D. Essay Type Question	15	IV

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.

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) Baldrick, Chris. *The Oxford Dictionary of Literary Terms*. Oxford University Press, 2001.
- 4) Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. VivaBooks, 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 & KeganPaul, 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 SaddleRiver, 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 LuteBooks 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 Course has been assigned one hour of tutorial per week and this is reflected in the timetable of the Department.

Name of the Head of the Department	Prof. (Dr.) Shivaji D. Sargar 
Team for Creation of Syllabus	
Name of the Teacher	Name of the College
Dr. Sudhir Nikam	Professor and Head, Department of English, BNN College, Bhivandi.
Dr. Lakshmi Muthukumar	Associate Professor and Head, Department of English, SIES College of Arts, Science and Commerce, Sion West, Mumbai
Priya Joseph	Assistant Professor, Department of English, Mithibai College, Mumbai
Prof. Anshuman Khanna	Professor, Department of English, Banaras Hindu University, Varanasi

M.A. in English Studies Part I – Semester: I

Programme Name: M.A. in English Studies

Course Name: Approaches to Literature I

Major Mandatory Course

Total Credits: 04

University Assessment: 50

Total Marks: 100

Department Assessment: 50

Pre requisite: Basic knowledge of English Literature & Intermediate level proficiency in English language

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

Semester I – Course –III

Title – Approaches to Literature - I

MODULE I : (II CREDITS)

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

MODULE II: (11 CREDITS)

Unit III:

Writing a Research Course with chosen approach – steps in writing a research Course, 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:

Department Assessment = Total Marks: 50			
S. No.	Nature of Assessment	Marks	
1	Two Presentations (10 Marks each) (After every two units)	20	
2	Mid-Semester Written Test (on Unit I & II)	20	
3	Classroom Participation (Student led discussions/activities) & Attendance	10	
University Assessment = Total Marks: 50			
Sr. No.	Pattern of Question Paper	Marks	Unit
Q.1	MCQ (10 Questions)	10	I, II, III & IV
Q.2	Short notes on ANY TWO out of four	10	I & II
Q.3	E. Essay Type Question Or F. Essay Type Question	15	III
Q.4	E. Essay Type Question Or F. Essay Type Question	15	IV

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://d2aohivo3d3idm.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%252FbasicSYC-5187SYC-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 Course has been assigned one hour of tutorial per week and this is reflected in the timetable of the Department.

Name of the Head of the Department	Prof. (Dr.) Shivaji D. Sargar 
Team for Creation of Syllabus	
Name of the Teacher	Name of the College
Dr. Bhagyashree S. Varma	Associate Professor, Department of English, University of Mumbai, Mumbai
Dr. Amrit Sen	Professor, Department of English, Viswa Bharti, Shantiniketan
Dr. Nandita Roy	Principal, Gurukul College of Commerce, Mumbai
Dr. Mala Pandurang	Principal, Dr. BMN College, Mumbai

M.A. in English Studies Part I – Semester: I

Programme Name: M.A. in English Studies

Course Name: Modern English Language I

Major Mandatory Course

Total Credits: 04

University Assessment: 25

Pre requisite: Intermediate level proficiency in English language

Total Marks: 50

Department Assessment: 25

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 study the structure of Modern English language at phonological, morphological, semantic, syntactic and discourse level.

Students will have opportunities to participate in the fieldwork and analyse 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 IV
Title – Modern English Language I

MODULE I: (II CREDITS)

UNIT 1:

A. Orientation

(15 lectures)

- Linguistics as a science of language
- Nature of Human language
- Levels and Scope of Linguistics

B. Sounds and Sound System of English

- a) Phoneme and Allophones
- b) Syllable in English
- c) Connected Speech
- d) Phonemic and Phonetic Transcription

UNIT II:

A. Word Formation and Meaning in English

(15 lectures)

Morphology

- Morpheme-Allomorph, Classification of Morphemes
- Morphophonemics
- Processes of word formation in English

Semantics

- Types of Meaning
- Lexical relations
- Ambiguity and Semantic Change

B. Syntax in English

- Words, phrases and clauses: form and function
- Basic sentence Structure: form and function

Evaluation Pattern:

Department Assessment = Total Marks: 25			
Particulars			Marks
1. Classroom participation and attendance			05 Marks
2. Written Assignment			10 Marks
3. Oral Presentation			10 Marks
Total Marks			25 Marks
University Assessment (Semester End)			
Maximum Marks:25		Duration: 1Hrs.	
No.	Nature of Question	Marks	Unit
Q.1	MCQ (05 Questions)	05	Unit I & II
Q.2	Short Notes (Any two out of four)	10	Unit I & II
Q.3	Long Answer Question (Any one out of two)	10	Unit I & II

Suggested Topics for Continuous Assessment (Written and Oral 10+10)

1. Analysis of any of the following in the selected speech sample/s of Indian/ any non-native Speaker/s of English
 - Vowels & Diphthongs
 - Select Consonants and Consonant clusters
 - Word Stress
 - Weak and Strong forms in Connected Speech
 - Intonation Patterns
2. Error Analysis of an academic essay (Morphological, syntactic and discourse level)
3. Students in consultation with the teacher can choose the relevant topic/s for the assignment.

Instructions for Written Assignment:

- Length of the written report: 1000 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 References

Recommended Reading

1. Aitchison, Jean. *Linguistics*. Teach Yourself Series. Hodder and Stoughton, 1983.
2. Aitchison, Jean. *The Articulate Mammal: An Introduction to Psycholinguistics*. New York: Routledge, 2007.
3. Baker, C.L *English Syntax*. The MIT Press, 1995.
4. Balasubramanian, T. *A Textbook of English Phonetics for Indian Students*. Macmillan, 1981.
5. Bansal, R. K. and J. B. Harrison. *Spoken English for India*. Orient Longman, 1972.
6. Berk, Lynn. M. *English Syntax*. Oxford University Press, 1999.
7. Bloor, Thomas, and Meriel Bloor. *The functional analysis of English: A Hallidayan approach*. Routledge, 2013.
8. Brown, Gillian, and George Yule. *Discourse Analysis*. Cambridge University Press, 1983.
9. Carstairs-McCarthy, Andrew. *An Introduction to English Morphology*. Edinburgh University Press, 2002.

10. Crystal, David. *Dictionary of Linguistics and Phonetics*. Blackwell, 1980 rpt. 1995.
11. Crystal, David. *The Cambridge Encyclopedia of Language*. Cambridge University Press, 1987.
12. 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. 13. 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/1ViewSubject?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)

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Name of the Head of the Department	Dr. Shivaji Sargar 
Team for Creation of Syllabus	
Name of the Teacher	Name of the College
Dr. Sachin Labade	Associate Professor, Department of English, University of Mumbai, Mumbai
Dr. Atanu Bhattacharya	Professor and Dean, Centre for English Studies, School of Language, Literature and Culture Studies, Central University, Gandhinagar
Dr. Susmita Dey	Department of English and Research Centre (Retd.), V. G. Vaze College, Mumbai
Dr. Mrs. Pragati Naik	Head, Department of English, Shri Pancham Khemraj Mahavidyalay, Sawantwadi.

M.A. in English Studies Part I – Semester: I

Programme Name: M.A. in English Studies

Course Name: African Literature

Major Elective Course

Total Credits: 04

Total Marks: 100

University Assessment: 50

Department Assessment: 50

Pre requisite: Basic knowledge of English Literature & Intermediate level proficiency in English language

Preamble:

As literature is the reflection of the socio-politico-cultural conditions of the time of its creation and is required to be read in diverse contexts leading to its multiple meanings and interpretations. It is in this context that the study of African literature becomes imperative to increase the social, political, and economic consciousness of the readers. The importance of the cultural and traditional heritage of African people came into light through their narratives as they voice the issues in the lives of the silenced people of Africa. African Literature is found to be focusing on the effects of colonialism and imperialism on the natives of African continent thereby making the world aware of the complexities their lives. Therefore, the present course on African Literature will enable the students to explore the wide range of perceptions through the close analysis of the prescribed texts.

Course Objectives:

- To trace the origin and development of African Literature
- To understand the literary concepts, trends and movements in African Literature
- To understand the socio-cultural traditions of African people
- To get acquainted with the issues of identity, gender, race, ethnicity, class and Diaspora

Course Outcomes:

After completing the course, students will:

CO 1: Understand the history of African Literature

CO 2: Understand the literary concepts, trends and movements in African Literature

CO 3: Be familiar with the socio-cultural traditions of African people

CO 4: Understand the issues of identity, gender, race, ethnicity, class and Diaspora

Semester I – Course V (A)

Title – African Literature

MODULE I: (II CREDITS)

UNIT 1: Background

- Ngugi Wa Thiong'o, *The Language of African Literature*
- Charles R. Larson, *The Emergence of African Fiction*
- Ernest Emenyonu, *Goatskin Bags and Wisdom: New Critical Perspectives on African Literature*
- Ernest Emenyonu, *Critical Theory and African Literature*

UNIT 2: Poetry

David Diop - 1) *Africa*

2) *Close to You*

3) *Your presence*

4) *The Vultures*

OR

Ama Ata Aidoo –

1) *Where the Bead Speaks*

2) *For My Mother in Her Mid-90s*

3) *Routine Drugs I—for Eldred Jones*

4) *Whom Do We Thank for Women's Conferences?*

MODULE I: (II CREDITS)

UNIT 3: Drama

Kwo Victor Elame Musinga, *The Tragedy of Mr No Balance* (Edited by Roselyne M. Jua)

OR

Wole Soyinka, *The Trials of Brother Jero*

UNIT 4: Fiction

Chimamanda Ngozi Adichie, *Half of a Yellow Sun*

OR

Ben Okri, *The Famished Road*

Texts for Internal Assessment and Classroom Discussion:

1. Achmat Dangor, *Bulldozer*
2. Wole Soyinka, *The Road*
3. Bessie Head, *A Woman Alone*
4. Buchi Emecheta, *The Joys of Motherhood*
5. Ben Okri, *Songs of Enchantment*
6. J. M. Coetzee, *The Childhood of Jesus*
7. Tsitsi Dangarembga, *Black and Female*
8. Ayi Kwei Armah, *Fragments*
9. Aminatta Forma, *Ancestor Stones*
10. Tayeb Salih, *The Wedding of Zein*
11. Chinua Achebe, *There was a Country*
12. Taiye Selasi, *Ghana Must Go*
13. Chimamanda Adichie, *The Thing around your Neck*
14. Teju Cole, *Blind Spot*
15. Alain Mabanckou, *Broken Glass*

Evaluation Pattern:

Department Assessment = Total Marks: 50			
S. No.	Nature of Assessment	Marks	
1	Two Presentations (10 Marks each) (After every two units)	20	
2	Mid-Semester Written Test (on Unit I & II)	20	
3	Classroom Participation (Student led discussions/activities) & Attendance	10	
University Assessment = Total Marks: 50			
Sr. No.	Pattern of Question Paper	Marks	Unit
Q.1	MCQ (10 Questions)	10	I, II, III & IV
Q.2	Short notes on ANY TWO out of four	10	I & II
Q.3	G. Essay Type Question Or H. Essay Type Question	15	III
Q.4	G. Essay Type Question Or H. Essay Type Question	15	IV

Recommended Reading

- Ansah, P. A. V. "Poetry and Commitment - the case of David Diop." *Universitas* 3, no. 3 (1974): 14-31.
- Appiah, Kwame Anthony, *In My Father's House: Africa in the Philosophy of Culture*. Oxford University Press (1993)
- Armstrong, Jeannette. (ed.) *Looking at the Words of Our People: First Nations Analysis of Literature*. Penticton: Theytus Books, 1993.
- Barnard, Rita. *Apartheid and Beyond: South African Writers and the Politics of Place*. Oxford: Oxford University Press, 2007.
- Brydon, Diana & Helen Tiffin (Eds). *Decolonising Fictions*. Dangaroo, 1993.
- Dhlomo, H. I. E. 'African Drama and Poetry'. *English in Africa*. Vol. 4 No. 2, September 1977.
- Emenyonu, Ernest N. Ed. *New Directions in African Literature*. Oxford: James Currey, 2006.
- Emenyonu, Ernest. *Studies on the Nigerian Novel*. Heinemann, 1991.
- Fanon, Frantz. *Black Skins, White Masks*. Pluto Press: London, 1986
- Gibbs, James. *Critical Perspective on Wole Soyinka*. Three Continents Press, 1980.
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- Gikandi, Simon. *Reading Chinua Achebe: Language and Ideology in Fiction*. Portsmouth: Heinemann, 1991.
- Gikandi, Simon. Ngugi Wa Thiong'o. *Cambridge Studies in African and Caribbean Literatures*. Cambridge: Cambridge University Press, 2000.
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- Gilroy, Paul. *The Black Atlantic: Modernity and Double Consciousness*. Verso, 1994.
- Irele, F. Abiola. Ed. *The Cambridge Companion to the African Novel*. Cambridge: Cambridge University Press, 2009.
- Jeyifo, Biodun, ed. *Modern African Drama: Backgrounds and Criticism*. Norton, 2002.
- Jones, Eldred. *The Writing of Wole Soyinka*. Heinemann, 1987.
- Killiam, Douglas and Ruth Rowe. Eds. *The Companion to African Literatures*. Oxford: J. Currey, 2000.
- King, Bruce. *The New literatures: Cultural Nationalism in a Changing World*. Macmillan, 1987.
- Mpondo, Simon. "David Mandessi Diop: An Assessment." *Présence africaine* 75 (1970): 97-107.
- Nasta, Susheila. *Motherlands: Women's Writing from Africa, the Caribbean and South Asia*. Women's Press, 1991.
- Nnaemaka, Obioma. 'From Orality to Writng: African Women Writers and the (Re)inscription of Womanhood'. *Research in African Literatures* Vol. 25 No. 4, Winter 1994.
- Ojaide, Tanure. 'New Trends in Modern African Poetry'. *Research in African Literatures*

Vol. 26 No, 1, Spring 1995.

- Rhodes, Enid H. "David Diop: poet of passion." *L'Esprit Créateur* 10, no. 3 (1970): 234-241.
- Roscoe, Adrian. *African Literature: East to South*. Cambridge: Cambridge Univ Press, 1977.
- Senghor, Leopold Sedar. "Negritude." *Indian Literature* 17, no. 1/2 (1974): 269-273.
- Soyinka, Wole. *Myth, Literature and the African World*. Oxford, 1991
- Stratton, Florence. *Contemporary African Literature and the Politics of Gender*. London: Routledge, 1994.
- Tiffin, Chris & Lawson, Alan (eds.) *Describing Empire: Postcolonialism and Textuality*. Routledge, 1994.
- Woods, Tim. *African Pasts: Memory and History in African Literatures*. Manchester: Manchester University Press, 2007
- Wright, Derek. *Wole Soyinka: Life, Work, and Criticism*. York Press: Queensland Press, 2001
- Wylie, Hal and Bernth Lindfors. Eds. *Multiculturalism and Hybridity in African Literatures*. Africa World Press, 2000.

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Name of the Head of the Department	Prof. (Dr.) Shivaji D. Sargar 
Team for Creation of Syllabus	
Name of the Teacher	Name of the College
Prof. Shivaji Sargar	Professor and Head, Department of English University of Mumbai, Santa Cruz (E), Mumbai- 400 098
Prof. Deeptha Achar	Professor, Department of English, Maharaja Sayajirao University of Baroda, Vadodara
Dr. K. Ravichandran	Professor, Department of English Thiruvalluvar University, Vellore- 632115
Dr. Monika Sethi	Professor, Department of English University of Jammu – 180006
Dr. Sheeba Nair	Assistant Professor, Department of English Sree Ayyappa College for Women, Chunkankadai, Nagarcoil- 629003

M.A. in English Studies Part I – Semester: I

Programme Name: M.A. in English Studies

Course Name: Caribbean Literature

Major Elective Course

Total Credits: 04

University Assessment: 50

Pre requisite: Basic knowledge of English Literature & Intermediate level proficiency in English language

Total Marks: 100

Department Assessment: 50

Preamble:

The aim of this course is to understand the beginnings of Caribbean literature written by Caribbean writers and to situate them in the economic, social, political, and cultural contexts of the world literature. Though one finds the presence of the Anglophone, Francophone and Hispanophone markers in the colonialism of the Caribbeans, the Caribbean writers with their unique literary style have created a literature that is distinct from other literatures in terms of themes, techniques, religion, rituals and cultures. This course attempts to provide a detailed understanding of Caribbean literature through different genres like novel, drama and poetry they effectively articulate the concerns, dilemma, and confrontations of Caribbean writers.

Course Objectives:

- To introduce the conceptual and historical background of the Caribbean Literature
- To understand the themes, styles and genres of Caribbean literature
- To identify and analyze the colonial and postcolonial elements in the prescribed texts
- To train the students to undertake research in Caribbean Literature

Course Outcomes:

After completing the course, students will:

CO 1: demonstrate their understanding of the conceptual and historical background of the Caribbean Literature

CO 2: comprehend various thematic concerns, styles and genres of Caribbean Literature

CO 2: be able to understand the impact of colonialism on Caribbean life and literature

CO 4: show an understanding of the issues of identity, gender, race, ethnicity, class and Diaspora in Caribbean literature

CO 5: get engaged in research in Caribbean Literature

Semester I – Course V (B)

Title – Caribbean Literature

MODULE I: (II CREDITS)

Unit 1: Concepts and Historical Background of the Caribbean

Caribbeanness, Caribbean Geo-Cultural Specificities, The break away from European Ideals in 1920's, Caribbean Postcoloniality, Afro-Caribbean Literary Tradition, Indo-Caribbean Literary Tradition, Literature of the Caribbean Diaspora, Creolization, Callaloo Culture, Carnival, Caribbean Theatre, The Little Carib Theatre in Trinidad, "Yard" plays

Unit 2: Poetry

Mahadai Das: "Bones" , "They Came in Ships" and "A Leaf in His Ear"

Lorna Goodison: "Guinea Woman", "For my Mother" and "I am Becoming My Mother"

Rajkumari Singh: "Per Ajie A Tribute to the First Immigrant Woman",
"I am a Coolie"

MODULE II: (II CREDITS)

Unit 3: Drama

Errol Hill, *Man Better Man*

OR

Marina Omowale Maxwell, *Play Mas*

Unit 4: Novel

Jamaica Kincaid, *Lucy*

OR

Michelle Cliff, *No Telephone to Heaven*

Texts for Internal Assessment and Classroom Discussion:

1. Nicole Dennis Benn *Here Comes the Sun*
2. Shani Mootoo *Valmiki's Daughter*
3. Derek Walcott *Dream on Monkey Mountain*
4. Edward Kamau Brathwaite *Born to Slow Horses*
5. Lorna Goodison *Tamarind Season*

6. Edwidge Danticat *The Farming of Bones*
7. Sam Selvon *The Housing Lark*
8. "Fishy Waters" by Jean Rhys
9. "Song of Sixpence" by Sam Selvon
10. "New Wine in New Bottles: The Critical Reception of West Indian Writing in Britain in the 1950s and Early 1960s" by Sarah Lawson Welsh
11. "The Antilles: Fragments of Epic Memory" by Derek Walcott
12. Elizabeth Nunez *Prospero's Daughter*
13. Caryl Philips *Crossing the River*

Evaluation Pattern:

Department Assessment = Total Marks: 50			
S. No.	Nature of Assessment	Marks	
1	Two Presentations (10 Marks each) (After every two units)	20	
2	Mid-Semester Written Test (on Unit I & II)	20	
3	Classroom Participation (Student led discussions/activities) & Attendance	10	
University Assessment = Total Marks: 50			
Sr. No.	Pattern of Question Paper	Marks	Unit
Q.1	MCQ (10 Questions)	10	I, II, III & IV
Q.2	Short notes on ANY TWO out of four	10	I & II
Q.3	I. Essay Type Question Or J. Essay Type Question	15	III
Q.4	I. Essay Type Question Or J. Essay Type Question	15	IV

Recommended Reading

- Arnold, James (ed). *A History of Literature in the Caribbean*. John Benjamins Publishing Company, 2001.
- Banham, Martin, et al. *The Cambridge Guide to African and Caribbean Theatre*. Cambridge University Press, 1994.
- Balderstone, David and Mike Gonzalez. *Encyclopedia of Latin American and Caribbean Literature 1900-2003*. Routledge, 2004.
- Bucknor, Michael A and Alison Donnell. *The Routledge Companion to Anglophone Caribbean*

Literature. Routledge, 2013.

- Burns, Lorna. *Contemporary Caribbean Writing and Deleuze: Literature between Postcolonialism and Postcontinental Philosophy*. Continuum, 2012.
- DeLoughbrey, Elizabeth M. *Routes and Roots: Navigating Caribbean and Pacific Islands Literatures*. University of Hawaii Press, 2007.
- Donnell, Alison. *Twentieth Century Caribbean Literature*. Routledge, 2006.
- Donnell, Alison and Sarah Welsh (ed). *The Routledge Reader in Caribbean Literature*. Routledge, 1996.
- Gadsby, Meredith M. *Sucking Salt Caribbean Women Writers, Migration and Survival*. University of Missouri Press, 2006.
- Gikandi, Simon. *The Novel in Africa and the Caribbean since 1950*. Oxford University Press, 2016.
- Horne, Gerald. *The Apocalypse of Settler Colonialism: The Roots of Slavery, White Supremacy and Capitalism in Seventeenth Century North America and the Caribbean*.
- Kalisa, Chantal. *Violence in Francophone African and Caribbean Women's Literature*. University of Nebraska Press, 2009.
- Klein, Alison. *Anglophone Literature of the Caribbean Indenture: The Seductive Hierarchies of Empire*. Palgrave Macmillan, 2018.
- McIntosh Malachi. *Emigration in Caribbean Literature*. Palgrave Macmillan, 2015.
- Mueller Gesine. *Crossroads of Colonial Culture: Caribbean Literatures in the Age of Revolution*.
- Paige, Kezia. *Transnational Negotiations in Caribbean Diasporic Literature: Remitting the Text*. Routledge, 2010.
- Palko, Abigail L. *Imagining Motherhood in Contemporary Irish and Caribbean Literature*. Palgrave Macmillan, 2016.
- Perez Rosario, Vanessa (ed). *Hispanic Caribbean Literature of Migration: Narratives of Displacement*. Palgrave Macmillan, 2010.
- Praeger, Michele. *The Imaginary Caribbean and the Caribbean Imaginary*. University of Nebraska Press, 2003.
- Rosenberg Reade, Leah. *Nationalism and the Formation of Caribbean Literature*. Palgrave Macmillan, 2007.
- Salkauski, Jaclyn N. *From Cutting Cane to Planting Seeds: Race, Gender and Identity in Caribbean Women's Fiction*. E theses, Florida State University Libraries, 2012.
- Vete-Congolo, Hanetha (eds). *The Caribbean Oral Tradition: Literature, Performance and Practice*. Palgrave Macmillan, 2016.

Web Sources:

<https://www.youtube.com/watch?v=SQ8nixBjIAs>

<https://www.youtube.com/watch?v=OHevBT1hHYo>

MOOC References (if any)**Caribbean literature**

<https://egyankosh.ac.in/handle/123456789/22907>

<https://egyankosh.ac.in/bitstream/123456789/22907/1/Unit-3.pdf>

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

Name of the Head of the Department	Prof. (Dr.) Shivaji D. Sargar 
Team for Creation of Syllabus	
Name of the Teacher	Name of the College
Prof. Shivaji Sargar	Professor and Head, Department of English University of Mumbai, Santa Cruz (E), Mumbai- 400 098
Dr. Rajan Barrett	Department of English, The Maharaja Sayajirao University of Baroda, Vadodara- 390 002
Dr. Dinesh Kumar	V G Vaze College (Autonomous), Mitaghar Road, Mulund East, Mumbai - 400 081
Dr. Monika Sethi	Professor, Department of English, University of Jammu- 180 006
Dr. Savitha Sukumar	Asst. Professor, Department of English, G. M. Momin Women's College, Bhiwandi.

M.A. in English Studies Part I – Semester: I

Programme Name: M.A. in English Studies

Course Name: Australian Literature

Major Elective Course

Total Credits: 04

University Assessment: 50

Pre requisite: Basic knowledge of English Literature & Intermediate level proficiency in English language

Total Marks: 100

Department Assessment: 50

Preamble:

Preamble: This course aims at making the students understand the complex situation of founding a settler colony so far from England and in such ignorance of land. It also attempts to see how the earliest literature produced was more English in character than Australian. It further strives to look at convict identity, Aboriginal resistance, racial discrimination, stolen children, disintegration of families through the literature that came in the early nineteenth century and thereafter.

Course Objectives:

- To enable students to understand the convict identity and early settlement of Australia
- To make students learn about the Aboriginal people of Australia and early conflicts with the settlers
- To enhance their empathy for the Indigenous population and the victims of the policy of stolen generations
- To enable students to understand the issues of multicultural identity, and the pitfalls of gender, race, and class discrimination

Course Outcomes:

- CO 1: Students shall be in a better position to show Britain's harsh treatment of its own citizens' as convicts
- CO 2: Students will be able to understand in a lucid way the concept of terra nullius and the natives' rightful claims to land
- CO 3: They will be able to empathize with the Aboriginal cause and the pain of stolen children and their parents
- CO 4: Students will realize how important it is to have a multicultural nation and how it may add to peaceful coexistence

Semester I – Course V (B)

Title – Australian Literature

MODULE I : (II CREDITS)

UNIT 1: Background Themes and Issues

Australia as a Penal Colony

Early Settlers and Convict Identity

Discovery of Gold

White Australia Policy

Multiculturalism, Reconciliation, The Sorry Speech

UNIT 2: Fiction

Kate Grenville, *The Secret River*

OR

Richard Flanagan, *The Sound of One Hand Clapping*

MODULE II : (II CREDITS)

UNIT 3: Drama/Life Writing

Jack Davis, *No Sugar*

OR

Doris Kartinyeri, *Kick the Tin*

UNIT 4: Selections from 3 Australian Poets

(The teacher will select the poets to be taught)

Judith Wright- "Bora Ring"

Jack Davis – "Aboriginal Australia"

Dorothea Mackellar – "My Country"

A.B. Paterson – "Waltzing Matilda"

Texts for Internal Assessment and Classroom Discussion:

1. Christina Stead, *The Man Who Loved Children*
2. Sally Morgan, *My Place*
3. Ruth Park, *Harp in the South*
4. Patrick White, *Voss* OR *The Tree of Man*
5. Kevin Gilbert, *The Cherry-Pickers* OR Gerry Bostock, *Here Come the Niggers*
6. Peter Carey, *Oscar and Lucinda* OR *The True History of the Kelly Gang*
7. Doris Pilkington, *Nugi Garimara, Follow the Rabbit Proof Fence*
8. Jack Davis, *The Dreamers*
9. Louis Nowra, *Inside the Island*
10. David Malouf, *Remembering Babylon* OR *The Great World*
11. Selected poems of Les Murray
12. Selected poems of John Tranter

13. Jimmy Chi and Kuckles, Bran Nue Dae
14. Shaun Tan, The Arrival OR The Lost Thing
15. Anna Funder, Stasiland
16. Hsu-Ming Teo, Love and Vertigo OR Behind the Moon
17. Hanie Rayson's *Two Brothers*
18. Libby Gleeson's *Mahtab's Story*
19. Nam Le's "The Boat"
20. *Bringing Them Home* (At least four personal testimonies to validate native experience)

Evaluation Pattern:

Department Assessment = Total Marks: 50			
S. No.	Nature of Assessment	Marks	
1	Two Presentations (10 Marks each) (After every two units)	20	
2	Mid-Semester Written Test (on Unit I & II)	20	
3	Classroom Participation (Student led discussions/activities) & Attendance	10	
University Assessment = Total Marks: 50			
Sr. No.	Pattern of Question Paper	Marks	Unit
Q.1	MCQ (10 Questions)	10	I, II, III & IV
Q.2	Short notes on ANY TWO out of four	10	I & II
Q.3	K. Essay Type Question Or L. Essay Type Question	15	III
Q.4	K. Essay Type Question Or L. Essay Type Question	15	IV

Recommended Reading

- Webby, Elizabeth. *The Cambridge Companion to Australian Literature*. Ed. Cambridge UP, 2000.
- Sabbioni, Jennifer, Kay Schaffer and Sidonie Smith. Eds. *Indigenous Australian Voices: A Reader*. Rutgers UP, 1998.
- Casey, Maryrose. *Creating Contemporary Frames: Indigenous Theatre (1967-1990)*. Queensland UP, 2004.
- Flanagan, Richard. *The Sound of One Hand Clapping*. Vintage, 2016.
- Shoemaker, Adam. *Black Words, White Page*. Queensland University Press, 1989.

- Gleeson, Libby. *Mahtab's Story*. Allen & Unwin Children's Books, 2008.
- Hughes, Robert. *The Fatal Shore*. Vintage, 1988.
- Human Rights and Equal Opportunities Commission. *Bringing Them Home*. Commonwealth of Australia, 1997.
- Birns, Nicholas and Rebecca McNeer. (eds.). *A Companion to Australian Literature since 1900*. New York: Camden House, 2007.
- Bradford, Clare. *Reading Race: Aboriginality in Australian Children's Literature*. Melbourne: Melbourne University Publishing, 2001.
- Callahan, David. (ed.). *Contemporary Issues in Australian Literature*. London: Frank Cass Publishers, 2002.
- Dixon, Robert. *Writing the Colonial Adventure: Race, Gender and Nation in Anglo-Australian Popular Fiction, 1875-1914*. Cambridge: Cambridge University Press, 1995.
- Dodgeson-Katiyo, Pauline and Gina Visker. (eds.). *Rites of passage in Postcolonial Women's Writing*. Amsterdam & New York: Rodopi, 2010.
- Gelder, Ken and Paul Salzman. *After the Celebration: Australian Fiction: 1989 – 2007*. Melbourne: Melbourne University Press, 2009.
- Huggan, Graham. *Australian Literature: Postcolonialism, Racism, Transnationalism*. Oxford: Oxford University Press, 2007.
- Jayasuriya, Laksiri. *Transforming a 'White Australia': Issues of racism and Immigration*. New Delhi: SSS Publications, 2012.
- Kramer, Leonie J. B. And Adrian Mitchell. (eds.). *The Oxford History of Australian Literature*. Oxford: Oxford University Press, 1981.
- O'Reilly, Nathaniel. (ed.). *Postcolonial Issues in Australian Literature*. Amherst, NY: Cambria Press, 2010.
- Pierce, Peter. *The Cambridge History of Australian Literature*. Cambridge: Cambridge University Press, 2009.
- Ravenscroft, Alison. *The Postcolonial Eye: White Australian Desire and the Visual Field of Race*. Ashgate Publishing, 2013.
- Sarangi, Jaydeep and Binod Mishra. (eds.). *Explorations in Australian Literature*. New Delhi: Sarup and Sons, 2006.
- Sarwal, Amit and Reema Sarwal. (eds.). *Creative Nation: Australian Cinema and Cultural Studies Reader*. New Delhi: SSS Publishers, 2009.
- Sarwal, Amit and Reema Sarwal. (eds.). *Reading Down Under: Australian Literary Studies reader*. New Delhi: SSS Publications, 2009.
- Wallace-Crabbe, Chris. (ed.). *Imagining Australia: Literature and Culture in the New World*. Harvard: Harvard University Committee on Australian Studies, 2004.
- Webby, Elizabeth. (ed.). *The Cambridge Companion to Australian Literature*. Cambridge: Cambridge University Press, 2000.

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.

Name of the Head of the Department	Prof. (Dr.) Shivaji D. Sargar 
Team for Creation of Syllabus	
Name of the Teacher	Name of the College
Dr. Rajesh Karankal	Department of English, University of Mumbai, Santacruz (E), Mumbai- 400 098
Prof. S. Armstrong	Professor and Head, Department of English, University of Madras, Chennai- 600005
Dr. Hem Raj Bansal	Department of English, Central University of Himachal Pradesh, Dharmshala, HP.

M.A. in English Studies Part I – Semester: I

Programme Name: M.A. in English Studies

Course Name: Canadian Literature

Major Elective Course

Total Credits: 04

Total Marks: 100

University Assessment: 50

Department Assessment: 50

Pre requisite: Basic knowledge of English Literature & Intermediate level proficiency in English language

Preamble:

Through an engagement with key theoretical issues and some key literary texts, the course aims to understand the historical, racial, gender, ethnic and other dynamics that have structured the imaginary of Canada as an erstwhile settler colony and its contemporary multicultural self-definition.

Course Objectives:

- To enable students to understand the colonial and postcolonial experience in Canada
- To understand the Canadian response to the land in the works of writers from diverse cultural backgrounds
- To critically read the racial politics in Quebecoise literature
- To arrive at an understanding of the interplay of gender, race and class in the works of writers belonging to ethnic minorities in Canada
- To explore the subversive strategies in Indigenous Canadian literature.

Course Outcomes:

CO 1: Students will demonstrate an understanding of the colonial and postcolonial experience in Canada.

CO 2: Students will demonstrate an understanding of the Canadian response to the land in the works of writers from diverse cultural backgrounds.

CO 3: Students will be able to read critically the racial politics in Quebecoise literature.

CO 4: Students will demonstrate an understanding of the interplay of gender, race and class in the works of writers belonging to ethnic minorities in Canada.

CO 5: Students will demonstrate the ability of exploring the subversive strategies in Indigenous Canadian literature through writing and classroom discussions.

Semester I – Course V (D)

Title – Canadian Literature

MODULE I: (II CREDITS)

UNIT 1: Background Themes and Issues

Nationhood and National Identity

The Canadian “Geophysical Imagination”

OR

Idea of Landscape/ Concept of Prairies

The Anglophone Francophone divide / French Canadian Voice

Great Canadian Quest / Search for Identity

Representation of South Asian Canadian Writers

Resurgence of First Nations voices and Ethnicity

UNIT 2: Fiction

Margaret Laurence, *The Diviners*

OR

Alice Munroe, *Dear Life*

MODULE I: (II CREDITS)

UNIT 3: Drama

Tomson Highway, *Dry Lips Oughta Move to Kapuskasing* (Native Canadian)

OR

Michel Tremblay *Les Belles-sœurs* (French Canadian)

UNIT 4: Selections from Canadian Poets (The teacher will select the poets to be taught.)

- Orpingalik, 'My Breath'.
- Margaret Atwood, 'The Animals in that Country'
- Daniel David Moses, 'Inukshuk'
- Earle Birney, 'The Bear on the Delhi Road'
- Irving Layton, 'The Bull Calf'
- Robert Heyman, 'The Pleasant Life in Newfoundland'
- G.D. Roberts 'Tantramar Revisited' by Charles
- W.W.E Ross 'If Ice'

The above poems are available in:

1. Margaret Atwood (ed) *The New Oxford Book of Canadian Verse in English* Toronto: Oxford University Press, 1982
2. Daniel David Moses, Terry Goldie, *An Anthology of Canadian Native Literature in English*, Oxford University Press, 1998.

Texts for Internal Assessment and Classroom Discussion

1. Roch Carrier, La Guerre, *Yes Sir*
2. Margaret Laurence, *The Stone Angel*
3. Marie-Claire Blais, *Mad Shadows*
4. Jeannette Armstrong, *Whispering in Shadows*
5. Thomas King, *Green Grass Running Water*
6. George Ryga, *The Ecstasy of Rita Joe*
7. Shani Mootoo, *He Drown She in the Sea*
8. Sharon Pollock, *Blood Relations*
9. Alice Munro, *Too Much Happiness*
10. Marlene Nourbese Philip, *She Tries Her Tongue, Her Silence Softly Breaks*
11. Tomson Highway, *Dry Lips Oughta Move to Kapuskasing*
12. Larissa Lai, *Salt Fish Girl*
13. Michael Ondaatje, *Running in the Family*
14. Jeannette Armstrong, *Slash*
15. Thomas King, *One Good Story, That One*
16. Tomson Highway, *The Rez Sisters*
17. Sara Jeanette Duncan, *The Imperialists*
18. Aritha Van Herk, *No Fixed Address: An Amorous Journey*

Evaluation Pattern:

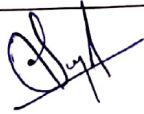
Department Assessment = Total Marks: 50			
S. No.	Nature of Assessment	Marks	
1	Two Presentations (10 Marks each) (After every two units)	20	
2	Mid-Semester Written Test (on Unit I & II)	20	
3	Classroom Participation (Student led discussions/activities) & Attendance	10	
University Assessment = Total Marks: 50			
Sr. No.	Pattern of Question Paper	Marks	Unit
Q.1	MCQ (10 Questions)	10	I, II, III & IV
Q.2	Short notes on ANY TWO out of four	10	I & II
Q.3	M. Essay Type Question Or N. Essay Type Question	15	III
Q.4	M. Essay Type Question Or N. Essay Type Question	15	IV

Recommended Reading

- Armstrong, Jeannette. (ed.). *Looking at the Words of our People: First Nations Analysis of Literature*. Penticton: Theytus Books, 1993.
- Atwood, Margaret. *Survival: A Thematic Guide to Canadian Literature*. Toronto: Anansi Press, 1982.
- Godard, Barbara. *Collaboration in the Feminine: Writings on Women and Culture from 'Tessera'* (ed.). Toronto: Second Story Press, 1994.
- Howells, Coral Ann. *Private and Fictional Worlds: Canadian Women Novelists of the 1970s and 1980s*. London: Methuen, 1980.
- Kudchedkar, Shirin. *Postmodernism and Feminism: Canadian Contexts*. (ed.). New Delhi: Pencraft, 1995.
- Hutcheon, Linda. *Double-Talking: Essays on Verbal and Visual Ironies in Contemporary Canadian Art and Literature*. (ed.). Toronto: ECW Press, 1992.
- Lee, Sky, Lee Maracle, Daphne Marlatt and Betsy Warland. *Telling It: Women and Language across Cultures*. Vancouver: Press Gang, 1990.
- Lutz, Hartmut and Coomi S. Vevaina. *Connections: Non-Native Responses to Native Canadian Literature*. (eds.). New Delhi: Creative Books, 2003.

- Mukherjee, Arun. *Towards an Aesthetics of Opposition*. Toronto: William Wallace, 1988.
- Neuman, Shirley and Smaro Kambourelli. (eds.). *Amazing Space: Writing Canadian Women Writing*. Edmonton: Long spoon and NeWest Press, 1986.
- Philip, M. Nourbese. *A Genealogy of Resistance and other Essays*. Toronto: Mercruy Press, 1997.
- Scheier, Libby et al. *Language in Her Eye: Views on Writing and Gender by Canadian Women Writing in English*. (eds.). Toronto: Coach House 1990.
- Vevaina, Coomi and Barbara Goddard. (eds.). *Intersexions: Issues of Race and Gender in Canadian Women's Writing*. New Delhi: Creative, 1996.
- Williamson, Janice. *Sounding Difference: Conversations with Seventeen Canadian Women Writers*. Toronto: University of Toronto Press, 1993.

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

Name of the Head of the Department	Prof. (Dr.) Shivaji D. Sargar 
Team for Creation of Syllabus	
Name of the Teacher	Name of the College
Dr. Rajesh Karankal	Department of English, University of Mumbai, Santacruz (E), Mumbai- 400 098
Dr. S. Prabakar	Dean, School of Indian and Foreign Languages, Manonmaniam Sundaranar University, Tirunelveli- 627012
Dr. Aditi Vahia	Asst Professor, Department of English, The Maharaja Sayajirao University of Baroda Vadodara. Gujrat- 390002

M.A. in English Studies Part I – Semester: I

Programme Name: M.A. in English Studies

Course Name: South Asian Literature

Major Elective Course

Total Credits: 04

University Assessment: 50

Total Marks: 100

Department Assessment: 50

Pre requisite: Basic knowledge of English Literature & Intermediate level proficiency in English language

Preamble: South Asian literature has been one of the most vibrant literatures in the world today that meaningfully deals with the issues like gender, class, caste, race and location. Besides the people of South Asian diaspora face certain issues resultant from their migration which include identity, memory, nation, home and belonging. In the new post-globalized context, these issues have become very common not only in South Asia but all over the world. It is in this context that the present course attempts to explore the works of South Asian writers so as to enable the learners to comprehend this human phenomenon and get emotionally connected with it.

Course Objectives:

- To enable the students to explore literature of South Asian writers in English from the Indian subcontinent
- To acquaint the learners with the works of writers of the South Asian diaspora
- To sensitise them to the issues of gender, class, caste, race and location in these works
- To acquaint them with issues of identity, memory, nation, home and belonging

Course Outcomes: The students will have the ability to:

CO 1: The students will be able to understand South Asian Literature in English

CO 2: They will get acquainted with the literature of South Asian diaspora

CO 3: They will understand the issues of gender, class, caste, race and location in these works

CO 4: They will understand the issues of identity, memory, nation, home and belonging

Semester I – Course V (E)

Title – South Asian Literature

Module I: 02 Credits

UNIT 1: Background

- South Asian Literature in English
- South Asian Post-Colonial Literature
- South Asian Literature of the Diaspora
- Women writers of Indian Subcontinent

UNIT II: Writing from India

- Amitav Ghosh, *The Hungry Tide*
OR
- Shashi Tharoor, *The Great Indian Novel*

Module II: 02 Credits

UNIT III: Writing From Pakistan

- Kamila Shamsie, *Kartography*
OR
- Mohsin Hamid, *The Reluctant Fundamentalist*

UNIT IV – Writing from Sri Lanka and Bangladesh

- Michael Ondaatje, *Running in the Family*
OR
- Monica Ali, *Brick Lane*

Texts* for Internal Assessment and Classroom Discussion:

1. Kiran Desai, *The Inheritance of Loss*
2. Agha Shahid Ali, *The Country without a Post Office*
3. Kamila Shamsie, *Burnt Shadows*
4. Nadeem Aslam, *Maps for Lost Lovers*
5. V.V. Ganeshananthan, *Love Marriage*
6. Mahmud Rahman, *Killing the Water*
7. Tehmina Durrani, *My Feudal Lord*

8. Rosalind Mendis, The Tragedy of a Mystery
 9. Yasmine Gooneratne, The Pleasures of Conquest
 10. Punyakante Wijenaike, A Way of Life
 11. Ameena Hussein, The Moon in the Water
 12. Shyam Selvadurai, Cinnamon Gardens
 13. Jai Nimbkar, Temporary Answers
 14. Bapsi Sidhwa, An American Brat
 15. Mohammed Hanif, The Case of Exploding Mangoes
 16. Any other text in consultation with the concerned teaching faculty.
- * The students shall select separate texts for each presentation.

Evaluation Pattern:

Department Assessment = Total Marks: 50			
S. No.	Nature of Assessment	Marks	
1	Two Presentations (10 Marks each) (After every two units)	20	
2	Mid-Semester Written Test (on Unit I & II)	20	
3	Classroom Participation (Student led discussions/activities) & Attendance	10	
University Assessment = Total Marks: 50			
Sr. No.	Pattern of Question Paper	Marks	Unit
Q.1	MCQ (10 Questions)	10	I, II, III & IV
Q.2	Short notes on ANY TWO out of four	10	I & II
Q.3	O. Essay Type Question Or P. Essay Type Question	15	III
Q.4	O. Essay Type Question Or P. Essay Type Question	15	IV

Recommended Reading

- Ali S.M. *Contemporary Indian Writers*. Jaipur: Mark Publishers, 2010.
- Anam, Tahmima. *Fixing the Past: War, Violence, and the Habitations of Memory in Post Independence Bangladesh*. London: Archival Material Publishers, 2005.
- Anthias, Floya, and Nira Yuval-Davis. *Racialized Boundaries: Race, Nation, Gender, Colour and Class and the Anti-Racist Struggle*. London and New York: Routledge, 1991.
- Appadurai, Arjun. *Modernity at Large: Cultural Dimensions of Globalization*. Minneapolis: University of Minnesota Press, 1996.
- Ashcroft, Bill. Gareth Griffiths and Helen Tiffin. *The Empire Writes Back*. London: Routledge, 2002.
- Assayag, Jackie, and Véronique Bénéï, eds. *At Home in Diaspora: South Asian Scholars and the West*. New Delhi: Permanent Black, 2003.
- Ballard, Roger, ed. *Desh Pardesh: The South Asian Presence in Britain*. C. Hurst & Co. Publishers, 1994.
- Bates, Crispin, ed. *Community, Empire and Migration: South Asians in Diaspora*. 2001. New York: Orient Longman Private Ltd, 2003.
- Benson, E, and L.W. Conolly, eds. *Encyclopedia of Post-Colonial Literatures in English*. 2 vols. London & New York: Routledge, 1994.
- Bhabha, Homi K., *Nation and Narration*. New York and London: Routledge, 2008.
- Bhabha, Homi K., *The Location of Culture*. New York and London: Routledge, 2007.
- Bharucha, Nilufer E., and Vrinda Nabar, eds. *Mapping Cultural Spaces: Postcolonial Indian Literature in English*. New Delhi: Vision Books, 1998.
- Bhatnagar, M.K. *Indian Writings in English*, Vol.I, New Delhi : Atlantic Publishers and Distribution, 1996.
- Bhopal, K. *Gender, 'Race' and Patriarchy: A Study of South Asian Women*. Aldershot: Ashgate Publishing House, 1997.
- Brah, Avtar. *Cartographies of Diaspora: Contesting Identities*. London: Routledge, 1996.
- Braziel, Jana Evans and Mannur, Anita. eds. *Theorizing Diaspora: A Reader*. Oxford: UK Blackwell Publishing, 2003.
- Clarke, C., C. Peach and S. Vertovec, eds. *South Asian Overseas: Migration and Ethnicity*. Cambridge: Cambridge University Press, 1990.
- Desai, Jigna. *Beyond Bollywood: The Cultural Politics of South Asian Diasporic Film*. London: Routledge. 2004.
- Desai, Neera and Thakkar, Usha. *Women in Indian Society*. New Delhi: National Book Trust, 2001.

- Dubey, Ajay. ed. *Indian Diaspora: Global Perspective* New Delhi: Kalinga. 2003.
- Jana Evans Braziel and Anita Mannur eds. *Theorizing Diaspora: A Reader*. OxfordUniversity Press, 2013.
- Loomba, Ania et al., *Postcolonial Studies and Beyond*. Hyderabad: Orient BlackSwan,2005.
- Pal, Adesh and Chakraborti, Tapas. eds. *Interpreting Indian Diasporic Experience*.New Delhi: Creative Books, 2004.
- Parekh, Bikhu, Singh, Gurharpal and Vertovec, Steven eds. *Culture and Economy inthe Indian Diaspora*. London and New York: Routledge, 2003.
- Still, Clarinda. *Dalit Women Honour and Patriarchy in South India*. Hyderabad: Orient BlackSwan, 2015.

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

Name of the Head of the Department	Prof. (Dr.) Shivaji D. Sargar	
Team for Creation of Syllabus		
Name of the Teacher	Name of the College	
Dr. Shivaji Sargar	Professor and Head, Department of English University of Mumbai	
Dr. Santosh Rathod	Professor, Institute of Distance and Open Learning, University of Mumbai	

M.A. in English Studies Part I – Semester: I

Programme Name: M.A. in English Studies

Course Name: Research Methodology in Language and Literature

Research Methodology Course

Total Credits: 04

University Assessment: 50

Pre requisite: Intermediate level proficiency in English language

Total Marks: 100

Department Assessment: 50

Preamble: The course 'Research Methodology in Language and Literature' 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. An attempt will also be made to 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 Course/project. 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.

Course Objectives:

- To introduce students to the methods in research writing
- To train students in using appropriate language in writing research papers/projects
- To enable the students to read and review the literary texts and language topics
- 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 get familiar with the methods in research writing.
- CO 2: The students will be able to use appropriate language in writing research
- CO 3: The students can read and review the literary texts and language topics.
- CO 4: The students will be able to analyze linguistic/generic aspects of research papers
- CO 5: The students will show their skills in writing research articles, projects and dissertations
- CO 6: The students will be able to understand the essentials of academic research in literature and language
- CO 7: The students will be equipped with the abilities to read, interpret and write in new areas of research

Semester I – Course VI

Title – Research Methodology in Language and Literature
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MODULE I: (II CREDITS)

UNIT 1: Key Concepts

1. Investigation, exploration, examination, analysis
2. Hypothesis and Problem Statement
3. Methods and Modes of Research
4. Research Language (Clarity, Correctness, Coherence)
5. Research Ethics
6. Digital Tools to Detect Originality in Research Writing

UNIT 2: 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

A. 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

MODULE I: (II CREDITS)**UNIT 3: Research in Language and Literature**

- A. Methods in Language Research
- B. Trends and Approaches in Literary Research

UNIT 4:

A. Formulation of Research Topic: Formulating hypothesis/ thesis statement / research question; planning the argument of the research Course; distinction between the background to the study and the study proper;

B. Sections of a Research Paper and Project and their Analysis: Titles, abstracts, introduction, review of the literature, methods, results, discussion and conclusions; 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 Courses; identifying logical fallacies; linguistic aspects of sample research paper; formulating the outline of a research paper / proposal

Evaluation Pattern:

Department Assessment = Total Marks: 50			
S. No.	Nature of Assessment	Marks	
1	Two Presentations (10 Marks each) (After every two units)	20	
2	Mid-Semester Written Test (on Unit I & II)	20	
3	Classroom Participation (Student led discussions/activities) & Attendance	10	
University Assessment = Total Marks: 50			
Sr. No.	Pattern of Question Paper	Marks	Unit
Q.1	MCQ (10 Questions)	10	I, II, III & IV
Q.2	Short notes on ANY TWO out of four	10	I & II
Q.3	Q. Essay Type Question Or R. Essay Type Question	15	III
Q.4	Q. Essay Type Question Or R. Essay Type Question	15	IV

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 Hulg. *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 Courses*. 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 BookDepot, 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 & BusinessMedia, 2012.

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

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

Name of the Head of the Department	Prof. (Dr.) Shivaji D. Sargar	
Team for Creation of Syllabus		
Name of the Teacher	Name of the College	
Dr. Shivaji Sargar	Professor and Head, Department of English University of Mumbai	
Dr. Dilip Barad	Professor and Head, Department of English, M.K. Bhavnagar University	
Dr. Pramod Patil	Asst. Professor and Head, Department of English, GPC College, Shivle	
Dr. Sanobar Husseini	Asst. Professor, Department of English, Mithibai College, Vile Parle, Mumbai	

University of Mumbai
M.A. (English Studies)
Part -I- Semester II

Programme Name: **M.A. (English Studies)**

Course Name: **Contemporary Indian Literature in English- II**

Major Mandatory Course

Total Credits: 04

Total Marks: 100

University Assessment: 50

Department Assessment: 50

Pre requisite: Basic knowledge of English Literature & Intermediate level proficiency in English language

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.

Semester II – Course – VII

Title – Contemporary Indian Literature in English- II
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MODULE I : (II CREDITS)

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*

MODULE II : (II CREDITS)

Unit III: Girish Karnad, *Broken Images*

Unit IV: Selections of poems written by Nissim Ezeliel, 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 I"

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 Murli", "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:

Department Assessment = Total Marks: 50		
S. No.	Nature of Assessment	Marks
1	Two Presentations (10 Marks each) (After every two units)	20
2	Mid-Semester Written Test (on Unit I & II)	20

3	Classroom Participation (Student led discussions/activities) & Attendance	10	
University Assessment = Total Marks: 50			
Sr. No.	Pattern of Question Paper	Marks	Unit
Q.1	MCQ (10 Questions)	10	I, II, III & IV
Q.2	Short notes on ANY TWO out of four	10	I & II
Q.3	A. Essay Type Question Or B. Essay Type Question	15	III
Q.4	A. Essay Type Question Or B. Essay Type Question	15	IV

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 Course has been assigned one hour of tutorial per week and this is reflected in the timetable of the Department.

Name of the Head of the Department	Prof. (Dr.) Shivaji D. Sargar	
Team for Creation of Syllabus		
Name of the Teacher	Name of the College	
Dr Rajesh Karankal	Head, Department of English, University of Mumbai, Mumbai-400098.	
Dr. B N Wakchaure	Head, Department of English, S.B. College, Shahapur, Dist. Thane	
Dr Seema Sharma	Associate Professor, Department of English, Jaihind College, Mumbai.	
Prof Jaydipsinh Dodiya	Professor, Department of English & Comparative Literature Studies, Saurashtra University-Rajkot, Gujarat.	

Programme Name: M.A. (English Studies)
Course Name: Contemporary Theory and Literary Criticism-II
Major Mandatory Course

Total Credits: 04	Total Marks: 100
University Assessment: 50	Department Assessment: 50
Pre requisite: Basic knowledge of English Literature & Intermediate level proficiency in English language	

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 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 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.

Semester II – Course VIII

Title – Contemporary Theory and Literary Criticism - II

MODULE I : (II CREDITS)

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*

MODULE II : (II CREDITS)

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

Department Assessment = Total Marks: 50			
S. No.	Nature of Assessment	Marks	
1	Two Presentations (10 Marks each) (After every two units)	20	
2	Mid-Semester Written Test (on Unit I & II)	20	
3	Classroom Participation (Student led discussions/activities) & Attendance	10	
University Assessment = Total Marks: 50			
Sr. No.	Pattern of Question Paper	Marks	Unit
Q.1	MCQ (10 Questions)	10	I, II, III & IV
Q.2	Short notes on ANY TWO out of four	10	I & II

Q.3	C. Essay Type Question Or D. Essay Type Question	15	III
Q.4	C. Essay Type Question Or D. Essay Type Question	15	IV

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%3AT%20LOTM%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, Cherríe 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 Course has been assigned one hour of tutorial per week and this is reflected in the timetable of the Department.

Name of the Head of the Department	Prof. (Dr.) Shivaji D. Sargar	
Team for Creation of Syllabus		

Name of the Teacher	Name of the College
Dr. Sudhir Nikam	Professor and Head, Department of English, BNN College, Bhivandi.
Dr. Lakshmi Muthukumar	Associate Professor and Head, Department of English, SIES College of Arts, Science and Commerce, Sion West, Mumbai
Priya Joseph	Assistant Professor, Department of English, Mithibai College, Mumbai
Prof. Anshuman Khanna	Professor, Department of English, Banaras Hindu University, Varanasi

Programme Name: M.A. (English Studies)
Course Name: Approaches to Literature II
Major Mandatory Course

Total Credits: 04

University Assessment: 50

Pre requisite: Basic knowledge of English Literature & Intermediate level proficiency in English language

Total Marks: 100

Department Assessment: 50

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 Courses and develop their innovativethinking in research

Course Outcomes:

- Students will demonstrate their acquaintance with methods of comparison in approachingthe literary works
- Students will show that they are familiar with the works of major and minor regional andnational writers in comparison

- Students shall be able to understand the methods of interpretation through approaches and comparative analysis
- Students will read and write research Courses and develop their innovative thinking in research

Semester II – Course – IX

Title – Approaches to Literature - II

MODULE I : (II CREDITS)

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

MODULE II : (II CREDITS)

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

Evaluation Pattern

Department Assessment = Total Marks: 50			
S. No.	Nature of Assessment	Marks	
1	Two Presentations (10 Marks each) (After every two units)	20	
2	Mid-Semester Written Test (on Unit I & II)	20	
3	Classroom Participation (Student led discussions/activities) & Attendance	10	
University Assessment = Total Marks: 50			
Sr. No.	Pattern of Question Paper	Marks	Unit
Q.1	MCQ (10 Questions)	10	I, II, III & IV
Q.2	Short notes on ANY TWO out of four	10	I & II
Q.3	E. Essay Type Question Or F. Essay Type Question	15	III
Q.4	E. Essay Type Question Or F. Essay Type Question	15	IV

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)

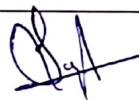
Recommended Reading

- ☐ 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://pjl.or.files.wordpress.com/2010/06/chapter-4-draft-2011-04-20.pdf>
- ☐ <https://onlinelibrary.wiley.com/doi/pdf/10.1002/9781118901731.iecrm0035>
- ☐ <http://compalit.blogspot.com/2013/11/schools-of-comparative-literature.html>
- ☐ https://www.jstor.org/stable/pdf/836946.pdf?refreqid=excelsior%3A4c79713315fdcb059078811_a4e375d53
- ☐ <http://www.jetir.org/view?Course=JETIR2006206>

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

Name of the Head of the Department	Prof. (Dr.) Shivaji D. Sargar	
Team for Creation of Syllabus		
Name of the Teacher	Name of the College	
Dr. Bhagyashree S. Varma	Associate Professor, Department of English, University of Mumbai, Mumbai	
Dr. Amrit Sen	Professor, Department of English, Viswa Bharti, Shantiniketan	
Dr. Nandita Roy	Principal, Gurukul College of Commerce, Mumbai	
Dr. Mala Pandurang	Principal, Dr BMN College, Mumbai	

Programme Name: M.A. (English Studies)

Course Name: Modern English Language II

Major Mandatory Course

Total Credits: 04

University Assessment: 25

Pre requisite: Knowledge of basic concepts in Linguistics & Intermediate level proficiency in English language

Total Marks: 50

Department Assessment: 25

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, Sociolinguistics 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 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 English language in India.

Students will have opportunities to participate in the fieldwork and analyse 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 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 English language in use.
- CO 2: Students will identify and analyse linguistic 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 several national varieties of English
- CO 5: Students will be able to conduct fieldwork and analyse linguistic data

Semester I – Paper X Title – Modern English Language II
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MODULE I: (II CREDITS)

UNIT 1:

- A. Pragmatic Study of Language (15 lectures)**
- Speech Act Theory
 - Conversational Implicature
 - Politeness in Conversation
- B. Variation in English according to Use**
- Style: William Labov's view, Martin Joo's Five Clocks, Style Analysis
 - Register: Definition and Significance, Register Analysis

UNIT 2:

- A. Variation in English According to User (15 lectures)**
- Dialect, Socialist and Standard variety
 - Languages in Contact
 - Code- Mixing and Code-Switching
 - National varieties of English
- B. English in India and Indian English**
- History of English in India
 - Politics of English in Post-Independent India
 - Indian English: Stereotype and standardization
 - Features of Indian English

Evaluation Pattern:

Department Assessment = Total Marks: 25			
Particulars			Marks
1. Classroom participation and attendance			05 Marks
2. Written Assignment			10 Marks
3. Oral Presentation			10 Marks
Total Marks			25 Marks
University Assessment (Semester End)			
Maximum Marks:25		Duration: 1Hrs.	
No.	Nature of Question	Marks	Unit
Q.1	MCQ (05 Questions)	05	Unit I & II
Q.2	Short Notes (Any two out of four)	10	Unit I & II
Q.3	Long Answer Question (Any one out of two)	10	Unit I & II

Suggested Topics for Continuous Assessment (Written and Oral 10+10)

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. Register analysis of a selected text.
7. Analysis of style in a selected oral/written text.
8. Comparative analysis of two registers in English.
9. Analysis of code switching and code mixing (novel/poem/chat/commercials/film).
10. Students in consultation with the teacher can choose the relevant topic/s for the assignment.

Instructions for Written Assignment:

- Length of the written report: 1000 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 References

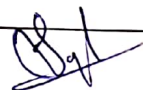
Recommended Reading

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. Strevens, 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.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=yhQMa3H6XEM> Geoffrey Yeo - Speech Act Theory and Concepts of the Record (YouTube Video)
- <https://www.youtube.com/watch?v=gvNnb5IKzZk> 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=PL5JnUtFgLfRfMmiZ_3DcpXK4Zhlu0Y_Rp Postcolonial Englishes Theoretical Framework
- https://www.youtube.com/watch?v=xU5sBWw3rTY&list=PL5JnUtFgLfRfMmiZ_3DcpXK4Zhlu0Y_Rp&index=2 Indian English Past, Present and Future

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

Name of the Head of the Department	Dr. Shivaji Sargar	
Team for Creation of Syllabus		
Name of the Teacher	Name of the College	
Dr. Sachin Labade	Associate Professor, Department of English, University of Mumbai, Mumbai	
Dr. Atanu Bhattacharya	Professor and Dean, Centre for English Studies, School of Language, Literature and Culture Studies, Central University, Gandhinagar	
Dr. Susmita Dey	Department of English and Research Centre (Retd.), V. G. Vaze College, Mumbai	
Dr. Mrs. Pragati Naik	Head, Department of English, Shri Pancham Khemraj Mahavidyalay, Sawantwadi.	

Programme Name: M.A. (English Studies)
Course Name: Introduction to Dalit Studies
Major Elective Course

Total Credits: 04

Total Marks: 100

University Assessment: 50

Department Assessment: 50

Pre requisite: Basic knowledge of English Literature & Intermediate level proficiency in English language

Preamble:

It must be acknowledged that there was a visible gap in the knowledge on the problems of excluded communities in India, particularly the Dalits, De-notified and nomadic tribes, other backward castes, religious minorities, Dalit women, and women from minorities and other sections of Indian society covered under the umbrella term 'Dalit' explained in the Manifesto of Dalit Panthers. This paper meets the need to understand the evolution and development of Dalit Studies as a discipline.

Course Objectives:

1. To trace the evolution, development and trajectory of Dalit Studies as a formidable discipline
2. To acquaint the students with key concepts, issues and debates in Dalit discourses
3. To help the students to reflect on 'experience' and 'theory' and self-reflexive mode of knowledge production
4. To enable students to appreciate Dalit discourses.

Course Outcomes:

After completing the course, students will:

- CO 1: The students understand the evolution, development and trajectory of Dalit Studies as a formidable discipline.
- CO 2: The students show familiarity with key concepts, issues and debates in Dalit discourses.
- CO 3: The students are able to reflect on 'experience' and 'theory' and self-reflexive mode of knowledge production.
- CO 4: The students are able to appreciate Dalit discourses.

Semester II – Course XI (A)

Title – Introduction to Dalit Studies

MODULE I : (II CREDITS)

Unit I: Background/Context

In order to understand the relevance and evolution of Dalit Studies as a discipline, the students need to be acquainted with the following texts:

- Dr. B R. Ambedkar, *Annihilation of Caste*
- Rawat & Satyanarayana, "Introduction" *Dalit Studies* (1-30)
- T.M. Yesudasan, "Towards a Prologue to Dalit Studies"
- K. S. Chalam, "Thantra: The Origin of Dalit Epistemology" (OATW 250-257)
- Ramnarayan S. Rawat, "Colonial Archives versus Colonial Sociology:" Writing Dalit History"

The students are expected to focus on the important aspects of one of the most significant texts of Dr. B. R. Ambedkar, *Annihilation of Caste* and examine how the insights of *Annihilation of Caste* contributed to the development of Dalit Studies.

Unit II: Intellectual Writings

Gopal Guru "Egalitarianism and the Social Sciences in India" From *The Cracked Mirror*

Sundar Sarukkai: "Experience and Theory" (From *The Cracked Mirror*)

D. R. Nagaraj. "Self-Purification vs Self-Respect: On the Roots of the Dalit Movement"

Kancha Ilaiah, "My Experiments with Untruth" (From *A Shepherd Boy to an Intellectual*)

MODULE II : (II CREDITS)

Unit III: Life writings

Suraj Yengde, *Caste Matters*

OR

Sharankumar Limbale, *The Outcaste*

Unit IV: Aesthetics and New Experiments

Mishrahi-Barak, Judith et al. *Dalit Text: Aesthetics and Politics Reimagined*

OR

Vyam, Durgabai et al. *Bhimayana: Incidents in the Life of Bhimrao Ramji Ambedkar*

Evaluation Pattern:

Department Assessment = Total Marks: 50			
S. No.	Nature of Assessment	Marks	
1	Two Presentations (10 Marks each) (After every two units)	20	
2	Mid-Semester Written Test (on Unit I & II)	20	
3	Classroom Participation (Student led discussions/activities) & Attendance	10	
University Assessment = Total Marks: 50			
Sr. No.	Pattern of Question Paper	Marks	Unit
Q.1	MCQ (10 Questions)	10	I, II, III & IV
Q.2	Short notes on ANY TWO out of four	10	I & II
Q.3	G. Essay Type Question Or H. Essay Type Question	15	III
Q.4	G. Essay Type Question Or H. Essay Type Question	15	IV

Texts for Internal Assessment and Classroom Discussion:

1. K. K. Kochu "Writing the History of Kerala: Seeking a Dalit Space"
2. Rekha Raj "Dalit Women and Political Empowerment" *OAMD*, 290-293)
3. Sunny Kapikkad "The Dalit Presence in Malayalam Literature" (*OAMD* 259-267)
4. Baburaj K. K. "Subjectivity, Otherness and Language"
5. Sanal Mohan "Social Space, Civil Society and Dalit Agency in Twentieth Century Kerala"
6. Gail Omvedt "Towards a Historical Materialist Analysis of the Origins and Development of Caste" (From *Dalits and the Democratic Revolution*)
7. Arundhati Roy, *The Doctor and the Saint*
8. Teltumbde, Anand. "Introduction: Caste: A Historical Outline"
9. Sanal Mohan "Introduction" to *Modernity of Slavery*
10. Udaya Kumar, "Conditions of Self Writing"
11. MT Ansari, 'Refiguring the Fanatic: Malabar 1836-1922")
12. Ravi Raman, "Subaltern Modernity:" Kerala, the Eastern Theatre of Resistance in the Global South"
13. Rekha Raj "Dalit Women and Political Empowerment"
14. Ambikasuthan Mangad, *Enmakaje* (Tr. *Swarga* by J Devika)/C Ayyappan "Madness"
15. Jothibai Pariyedath. *Mayilamma. The Life a Tribal Eco Warrior*

17. Vidhu Vincent Dir. *Manhole*
18. Dasan M. et al. Eds. *Selections from Oxford India Anthology of Malayalam Dalit Writing*
19. Susie Tharu & Satyanarayana. Eds. *Selections from No Alphabets in Sight*
20. Anand. Teltumbde, *Persistence of Caste*
21. Meena Kandasamy, *#ThisPoemWillProvokeYou & Other Poems*. HarperCollins India, 2015.
22. Gail Omvedt, *Seeking Begumpura: The Social Vision of Anticaste Intellectuals*. Navayana, 2008.

Recommended Reading

- Limbale, Sharan Kumar. *Towards and Aesthetic of Dalit Literature: History, Controversies, and Considerations*. Translated by Alok Mukherjee. Orient Longman, 2004.
- Ambedkar, B R. *Annihilation of Caste*. Crawley, W.A.: UWA Publishing, 2015.
- Dasan, M, V. Prathibha. *The Oxford India Anthology of Malayalam Dalit Writing*. New Delhi. Oxford UP, 2012.
- Gilda, Sujatha. *Ants Among Elephants: An Untouchable Family and the Making of Modern India*.
- Guru, Gopal, and Sundar Sarukkai. *The Cracked Mirror*, Oxford University Press, 2012.
- Gunasekharan, K. A. *The Scar*. Orient Blackswan, 2009.
- Jadhav, Narendra. *Outcaste: A Memoir*, New Delhi, Vikig, 2003.
- Jaaware, Aniket. *Practicing Caste: On Touching and Not Touching*, Orient Blackswan, 2019
- Ilaiah, Kancha. *From a Shepherd Boy to an Intellectual : My Memoirs*. Sage Publications, 2019.
- Moon, Vasant. *Growing up Untouchable in India. A Dalit Autobiography*
- Nagaraj, D.R. *The Flaming Feet and Other Essays*. Permanent Black, 2012.
- Omvedt, Gail. *Dalits and the Democratic Revolution*. Sage Publications, 1994.
- Rawat, Ramnarayan S., and K. Satyanarayana. *Dalit Studies: New Perspectives on Indian History and Society*. Duke University Press, 2016.
- Rege, Sharmila. *Against the Madness of Manu: B. R. Ambedkar's Writings on Brahmanical Patriarchy*. 2013.
- Roy, Arundhati. *The Doctor and the Saint*. Haymarket Books, 2017.
- Satyanarayana, K. and Susie Tharu, eds. *No Alphabet in Sight: New Dalit Writing from South India*. New Delhi: Penguin Books, 2011
- Ilaiah, Kancha. *Post-Hindu India*
- Teltumbde, Anand. *Republic of Caste: Thinking Equality in the Time of Neoliberal Hindutva*. Navayana. 2018
- Uma Alladi, K Suneetha Rani and D Murali Manohar. *English in the Dalit Context*. Orient Blackswan.

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

Name of the Head of the Department	Prof. (Dr.) Shivaji D. Sargar	
Team for Creation of Syllabus		
Name of the Teacher	Name of the College	
Dr. Rajesh Karankal	Department of English, University of Mumbai, Santacruz (E), Mumbai- 400 098	
Dr. Mahitosh Mandal	Head, Department of English, Presidency University, Kolkata- 700 073	
Dr. Anand Ubale	Professor, Department of English, Dr. Babasaheb Ambedkar Marathwada University, Aurangabad	

Programme Name: M.A. (English Studies)
Course Name: Politics, Ideology and English Studies
Major Elective Course

Total Credits: 04

Total Marks: 100

University Assessment: 50

Department Assessment: 50

Pre requisite: Basic knowledge of English Literature & Intermediate level proficiency in English language

Preamble:

The narrative of English studies, especially, in post-colonial nations such as India has witnessed significant paradigm shifts. It began as a romance with liberal humanist view of English studies that perpetuated cultural hegemonies. However, with the advent critical theories such as post-structuralism and growing presence of the voices other than that of a heteronormative white male introduced various strategies of revisiting literary works and devising methods of questioning canons. The contemporary scholarship has been pivotal in underlining influence of the intersections of the cultural constructs such race, class, caste, gender, sexuality in production, promotion, distribution and consumption of literary works. English studies in Indian academia have transitioned from English Literature to Literatures in English. This also opened doors for literature in English translations and newer forms of narratives such as cinema. These paradigmatic shifts not only suggest but demand that the learners be equipped with the ability to engage with literary works so as to identify the politics a text brings along with it and ideology that shapes the narrative. It is with this aim the present course is designed.

Course Objectives:

- To understand the socio-cultural relevance and history/genealogies of English studies in postcolonial times
- To train students in models of political interpretation of representations.
- To facilitate an understanding of how works of art engage with a range of socio-political issues such as capitalism, democracy, freedom, equality, community, oppression, justice, caste, racism, gender and dissent,
- To enable students to understand the relevance of the political and cultural contexts in which literary works are created and received
- To help students develop skills of critical analysis, synthesis and argument through oral and written presentations on the connections between the representation and the reality.

Course Outcomes: The students will be able to:

CO 1: Demonstrate an understanding of the socio-cultural relevance of English studies in postcolonial times.

- CO 2: Identify and critically comment on the political working of a text
 CO 3: Understand the trappings of a specific discourse/ideology
 CO 4: Analyse the latent politics or ideology in a literary text by making a careful selection of critical tools
 CO 5: Assess a given text by exploring its response to hegemonic discourses.

Semester II – Course XI (B)

Title – Politics, Ideology and English Studies

MODULE I : (II CREDITS)

Unit 1: Critical Considerations

- The Rise of English Studies (Terry Eagleton)
- Political Correctness (Stanley Fish)
- The Politics of Literature and the Literature of Politics (Philips, Deborah)
- Epistemic violence (Michael Foucault)
- Decolonising the Mind (Ngugi wa Thiong'o)
- The Politics of literary postcoloniality (Aijaz Ahmad)

Unit 2: Fiction

- J. M. Coetzee's *Foe*
Focus: Reading the text in response to *Robinson Crusoe* from de-colonial perspective
- OR**
- Monica Ali's *Brick Lane*
Focus: gender and neo-colonial politics of rural Bangladesh and contemporary England

MODULE II : (II CREDITS)

Unit 3: Drama

- Shakespeare's *Othello* & the Indian film adaptation *Omkara*
Focus: questions of race and gender as intersecting with the question of colonial oppression, stereotyping and representations of the 'other' and inter-textual adaptations and their ramifications for anglophone classrooms, pedagogy and neo-colonial politics

OR

- Helene Cixous's *Portrait of Dora*

Unit 4: Poetry

- Langston Hughes - "I look at the world" / "Kids Who Die"
- Meena Kandasamy- "Ekliavan"/ "Traitor"
- Suniti Namjoshi - "As My Love Lay" / "A Quiet Life"
- Agha Shahid Ali - "The Season of the Plains"/

- Yehuda Amichai - "The Diameter of the Bomb"/
- Sylvia Plath: "Lady Lazarus"/ "Daddy"

Focus: Response of these poems to identity, caste/gender/sexual/race politics, and resistance to power.

Evaluation Pattern:

Department Assessment = Total Marks: 50			
S. No.	Nature of Assessment	Marks	
1	Two Presentations (10 Marks each) (After every two units)	20	
2	Mid-Semester Written Test (on Unit I & II)	20	
3	Classroom Participation (Student led discussions/activities) & Attendance	10	
University Assessment = Total Marks: 50			
Sr. No.	Pattern of Question Paper	Marks	Unit
Q.1	MCQ (10 Questions)	10	I, II, III & IV
Q.2	Short notes on ANY TWO out of four	10	I & II
Q.3	I. Essay Type Question Or J. Essay Type Question	15	III
Q.4	I. Essay Type Question Or J. Essay Type Question	15	IV

Texts* for Internal Assessment:

1. Kiran Desai 's *The Inheritance of Loss*
2. Ken Sarowiwa's *Soza Boy*
3. Any selection from Nuruddin Farah's *Blood in the Sun Trilogy*
4. Khaled Hosseini - *Kite Runner*
5. George Orwell - *Burmese Days*
6. G N Devy - *Painted Words*
7. Narayan - Kocharetti - *The Araya Women*
8. Devanuru Mahadev - *Kusumabale*
9. Wole Soyinka - *The Lion and the Jewel*
10. Sefi Atta - *The Bad Immigrant*

11. Abdulrazzak Gurnah - *Afterlives, The Last Gift, Memory of Departure*
12. Babytai Kamble - *The Prisons We Broke*
13. Harper Lee - *To Kill a Mockingbird*
14. Chimamanda Ngozi Adichie- *Purple Hibiscus*
15. Ngugi wa Thiong'o- *Petals of Blood*
16. Hansda Sowendra Shekhar - *The Adivasi Cannot Dance*
17. Baburao Bagul - *When I Hid My Caste*
18. Select poems from *Poisoned Bread*
19. Select poems from Wistawa Szymborska's *Map: Collected Poems*
20. Muddupallani's *Radhika Santwanam*
21. Select poems from Audre Lorde's *The Collected Poems*

* The students shall select separate texts for the presentation and assignment.

Recommended Reading

- Ahmad, Aijaz. *In Theory: Classes, Nations, Literatures*. London: Verso, 1993.
- Ashcroft, Bill et al. *The Empire Writes Back: Theory and Practice in Postcolonial Literature*. London & New York: Routledge, 1989.
- Bhabha, Homi (ed.). *Nation and Narration*. London: Routledge, 1990.
- , *Location of Culture*. London: Routledge, 1994.
- Bharucha, Nilufer E. (ed.). *World Literature: Contemporary Postcolonial and Post-Imperial Literatures*. New Delhi: Prestige, 2007.
- Boehmer, Elleke. *Colonial and Postcolonial Literature: Migrant Metaphors*. Oxford: Chandra, Shefali *The Sexual Life of English: Languages of Caste and Desire in Colonial India*. Duke University Press Books, 2012.
- Bell, Derrick A. "Who's afraid of critical race theory." *U. Ill. L. Rev.* (1995): 893
- Eagleton, Terry. *Literary theory: An introduction*. John Wiley & Sons, 2011.
- Fanon, Frantz. *Black Skin, White Masks*. Grove Press, 1967.
- Fish, Stanley Eugene. *Professional correctness: Literary studies and political change*. Harvard University Press, 1999.
- Gandhi, Leela. *Postcolonial Theory: A Critical Introduction*. New York: Columbia UP, 2003.
- Loomba, Ania. *Colonialism/Postcolonialism*. London & New York: Routledge, 1998.
- Foucault, Michel. "Orders of discourse." *Social science information* 10.2 (1971): 7-30.
- Philips, Deborah, and Katy Shaw, eds. *Literary Politics: The Politics of Literature and the Literature of Politics*. Springer, 2013.
- Waugh, Patricia, and Philip Rice, eds. *Modern literary theory: a reader*. Bloomsbury Publishing, 2016.
- Ramazani, Jahan. *The Hybrid Muse, Postcolonial Poetry in English*. Chicago: University of Chicago Press, 2001.
- Said, Edward. *Culture and Imperialism*. New York: Alfred P. Knopf, 1993.
- Said, Edward. *Orientalism*. London: Routledge, 1978.
- Sundar Rajan, Rajeswari (ed.). *The Lie of the Land: English Literary Studies in India*, New Delhi: Oxford University Press, 1992.

Sarkowsky Katja and Mark U Stein (Ed.). *Ideology in Postcolonial Texts and Contexts*
 Viswanathan, Gauri. *Masks of Conquest: Literary Study and British Rule in India*. New Delhi:
 Oxford University, 1998.

Web Sources:

- Dutta, Nandana. 'The Politics of English Studies in India.' *Australian Literary Studies*, vol. 28, no. 1-2, 2013, doi: 10.20314/als.c2272e20ea.
- Naik, M. K. "India And English." *Indian Literature*, vol. 38, no. 4 (168), 1995, pp. 162–64, <http://www.jstor.org/stable/23335631>. Accessed 9 Apr. 2022.
- Viswanathan, Gauri. "The Beginnings of English Literary Study in British India." *Oxford Literary Review*, vol. 9, no. 1/2, 1987, pp. 2–26, <http://www.jstor.org/stable/43973679>. Accessed 10 Apr. 2022.
- Viswanathan, Gauri. "An Introduction: Uncommon Genealogies". *Ariel: A Review of International English Literature*. Vol. 31 No. 1-2 (2000): January-April 2000
 Orfall, Blair.

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

Name of the Head of the Department	Prof. (Dr.) Shivaji D. Sargar	
Team for Creation of Syllabus		
Name of the Teacher	Name of the College	
Dr. Sachin Labade	Associate Professor, Department of English, University of Mumbai	
Dr. Rajesh Karankal	Department of English, University of Mumbai	
Dr. Mala Pandurang	Professor of English and Principal, Dr. BMN College, Mumbai	
Prof. Kamalakar Bhat	Professor and Head, Department of English, Ahmednagar college, Ahmednagar	
Dr. Sonali Pattnaik	Poet, Author, Independent Researcher in English, C 32, Ishaan 2, Ramdev Nagar, Behind Shalby Hospital, Satellite, Ahmedabad, 380015, Gujarat	

Programme Name: M.A. (English Studies)

Course Name: Literature and Philosophy

Major Elective Course

Total Credits: 04

University Assessment: 50

Total Marks: 100

Department Assessment: 50

Pre requisite: Basic knowledge of English Literature & Intermediate level proficiency in English language

Preamble:

The study of various ancient and modern thinkers and philosophers as Plato, Aristotle, Longinus, Horace, Heidegger, Kierkegaard can be brought in the perception of learners only through the combination of Literature and Philosophy. The ideas of Platonism and Neo-Platonism, artistic autonomy, Art for Art's Sake and Art for the Sake of Life, the ancient and modern Indian Philosophy, up to the applied interpretations of Humanism and Neo-Humanism need to be clarified for the students to be used in their research. Hence, this paper is structured in a way to use certain important dimensions of the two compartmentalized disciplines with common areas of thinking, ideologies and aspects that intend to cover the portrayal of modern man's existence with the postmodern conditioning.

Course Objectives:

- To study the manner in which literature and philosophy share the interdisciplinary intersectional perspectives, concepts and thinkers in academia
- To acquaint learners with the artistic and philosophical concepts, trends and movements from past to present
- To understand the socio-cultural relevance of authors and texts and reread the texts of literature in the backdrop of perspectives in philosophy
- To discuss and bring out various possibilities of interpretations in Literature and Philosophy keeping in view the connective applications from both disciplines

Course Outcomes:

- The students shall be able to view literature and philosophy in the interdisciplinary intersectional perspectives, concepts and thinkers in academia
- The students shall be able to understand the artistic and philosophical concepts, trends and movements from past to present
- The students shall be able to understand the socio-cultural relevance of authors and texts and reread the texts of literature in the backdrop of perspectives in philosophy
- The students shall be able to work on the various possibilities of interpretations in Literature and Philosophy keeping in view the connective applications from both disciplines

Semester II – Course XI (C)

Title – Literature and Philosophy

MODULE I : (II CREDITS)

Unit I: Introduction

- An introduction to Indian and Western Philosophy – Astik, Nastik, Rationalism, Empiricism
- Dialogic Structures – A Comparative Glance at the Question Answer form of Communicative Styles in Platonism and Upanishads
- From the Metaphysical to Transcendental poetics in Western literature and Bhakti Cult in Saint Literature of India – Understanding the Devotional Philosophy through the poetic writings of Kabir, Sant Tukaram, Akka Mahadevi, Meerabai and Lalleshwari known as Lal Ded
- Modern and Contemporary Context – Existentialist ideas in Philosophical thinking from Ludwig Wittgenstein and Henry Bergson on Mind, Language and Metaphysics, Evolution and Time, M. K. Gandhi, Aurobindo Ghosh and Rabindranath Tagore as Philosophers of Nationalism and Humanism, Buddhist Philosophy, Jainism and Neo-Humanism

Unit II: Fiction and Short Fiction

Choose **any one** of the following options for close reading:

- *The Autumn of the Patriarch* – Gabriel Garcia Marquez
- *All Men are Mortal* - Simone De Beauvoir
- *The Snows of Kilimanjaro*, *Hills like White Elephants* and *The Old Man on the Bridge* – Ernest Hemingway

MODULE II : (II CREDITS)

Unit III: Drama and its Performed / Screened Versions

Choose **any one** play for close reading

- *Macbeth* – William Shakespeare, *Maqbool* – the Movie by Vishal Bhardwaj
- *Hamlet* – William Shakespeare, *Haider* - the Movie by Vishal Bhardwaj
- *Othello* – William Shakespeare, *Omkaara* – the Movie by Vishal Bhardwaj

Unit IV: Poetry and Essays

Choose **any one** of the following options for close reading

- S.T Coleridge - *The Rime of the Ancient Mariner*, *Christabel*, *Dejection: An Ode*
- T. S. Eliot – *The Four Quartet*
- Anand Koomarswamy – *The Dance of Shiva (Natraj)*, Henry James - *The Art of Fiction* and Frederick Nietzsche – *Beyond Good and Evil*

Evaluation Pattern:

Department Assessment = Total Marks: 50			
S. No.	Nature of Assessment	Marks	
1	Two Presentations (10 Marks each) (After every two units)	20	
2	Mid-Semester Written Test (on Unit I & II)	20	
3	Classroom Participation (Student led discussions/activities) & Attendance	10	
University Assessment = Total Marks: 50			
Sr. No.	Pattern of Question Paper	Marks	Unit
Q.1	MCQ (10 Questions)	10	I, II, III & IV
Q.2	Short notes on ANY TWO out of four	10	I & II
Q.3	K. Essay Type Question Or L. Essay Type Question	15	III
Q.4	K. Essay Type Question Or L. Essay Type Question	15	IV

Topics for the Internal Evaluation (Oral Presentations)

1. *Myth of Sisyphus* - Albert Camus
2. *Murder in the Cathedral* – T.S Eliot
3. *Getting Married* – G. B. Shaw
4. *Days of Longing / The Last Exit* – Nirmal Verma
5. *Dr. Faustus* – Christopher Marlowe
6. *Paradise Lost Book I* – John Milton
7. *A Sense of Time – An Exploration of Time in Theory, Experience and Art* by Agyeya
8. *The Tower and Byzantium Poems* – W. B. Yeats

9. *If* – Rudyard Kipling
10. *The Blue Umbrella* – Ruskin Bond
11. *Sophie's World* - Jostein Gardner
12. *The Guide* – R.K Narayan
13. *The Shroud* – Munshi Premchand
14. *The Future Poetry* – Aurobindo Ghosh
15. *Savitri: A Legend and a Symbol* – Aurobindo Ghosh
16. *A Very Old Man with Enormous Wings* – Gabriel Garcia Marquez
17. Any of these Films - *The pianist*, *Life is beautiful*, *Book Thief*, *Shashwank redemption*, *Pursuit of Happyness*, *Bicycle Thieves*, *Joker*,
18. Any Animation / Graphic Movies of these – *Persephone*, *The Epic*, *Maleficent*, *Loving Vincent*, *Brave*
19. Any one of these Classic Indian Movies in Hindi - *Pyasa*, *Sahib Bibi aur Gulam*, *Kagaz Ke phool*, *Sapno ka Saudagar*, *Do Ankhe Barah Haath*, *Godmother*, *Drishti*, *Mirch Masala* and such if approved by the concerned teacher
20. *Sartre: Romantic Rationalist* – Iris Murdoch
21. *Fifteen Anas* – Essay by Rabindranath Tagore
22. Kant as Philosopher on Beauty
23. Albert Camus and / or Sartre on functions of Literature
24. Romantic Poets as Thinkers on Nature
25. Confucius / Taoism / Yangism / on Chinese Philosophy
26. Philosophical essayists from India (any from Radhakrishnan to Abdul Kalam)

Recommended Reading

- Aristotle *Poetics* Trans. by S. H. Butcher NY Macmillan, 1925
- Bacon Francis *Advancement of Learning*, Adelaide, 1605
- Howell, T. and Kemp, G. (2015) *Critical Thinking: A Concise Guide* (4th edition). London: Routledge.
- Cascardi, A. (2014). *The Cambridge Introduction to Literature and Philosophy* (Cambridge Introductions to Literature). Cambridge: Cambridge University Press.
- Cottrell, S. (2011) *Critical Thinking Skills: Developing Effective Analysis and Argument* (2nd edition), London: Palgrave Macmillan.
- Dasgupta Surendrananth, *History of Indian Philosophy*, Manohar Publishers, 2021
- Dasgupta Surendrananth, *Philosophical Essays*, Internet Archive by Saraswat Sewak (original 1941) uploaded 2011
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- Freud Sigmund *the Interpretation of Dreams*, Basic Books, 2010F. Nietzsche *Beyond Good and Evil*, Alpha editions unabridged, 2016
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- Immanuel Kant *Critique of Pure Reason*, Cambridge Univ. Press, 1999
- John Locke *Essay Concerning Human Understanding*, New York, 1959

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- <https://www.mahilacollegekhagaul.com/wp-content/uploads/2020/08/defference-between-rationalism-and-empiricism.pdf>
- <https://plato.stanford.edu/entries/rationalism-empiricism/>
- <https://plato.stanford.edu/entries/vasubandhu/>
- https://www.info-buddhism.com/Vasubandhu-Three_Natures-Garfield.html
- <https://plato.stanford.edu/entries/mind-indian-buddhism/>
- <https://www.wisdomlib.org/hinduism/book/a-history-of-indian-philosophy-volume-1/d/doc209725.html>
- https://archive.org/stream/MaxMullerUpanishads/MaxMullerUpanishads_djvu.txt
- <https://archive.org/details/Indian.Idealism.by.Surendranath.Dasgupta/page/n9/mode/2up>
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- <https://archive.org/details/feminismveryshor00walt/page/30>
- <https://feministphilosophers.wordpress.com/gendered-conference-campaign/>
- <https://blog.oup.com/2021/03/how-women-have-shaped-philosophy-nine-female-philosophers-our-authors-admire/>

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

Name of the Head of the Department	Prof. (Dr.) Shivaji D. Sargar	
Team for Creation of Syllabus		
Name of the Teacher	Name of the College	
Dr. Bhagyashree S. Varma	Associate Professor, Department of English, University of Mumbai	
Dr. Shalini Sinha	Department of English, KC College, Mumbai	
Dr. Namita Nimbalkar	Department of Philosophy, University of Mumbai	
Dr. Mahesh Nivargi	Professor, Department of English, M G Mahavidyalaya, Ahmedpur, Dist.: Latur	
Dr. Nutan Kotak	Professor, Department of English, University of Gujarat, Ahmedabad	
Dr. Peter Akbar	Founder & Chief instructor " LOGOS" , An Institute committed to train and equip individuals on "Critical Thinking" , Chembur, Mumbai	

Programme Name: M.A. (English Studies)
Course Name: Introduction to Indian Aesthetics
Major Elective Course

Total Credits: 04

University Assessment: 50

Total Marks: 100

Department Assessment: 50

Pre requisite: Basic knowledge of English Literature & Intermediate level proficiency in English language

Preamble:

The present course aims at providing an opportunity to all the students pursuing their Master's programs at University of Mumbai to be familiar with various facets of interdisciplinary studies that will motivate them to undertake research in inter- and cross- disciplines thereby inculcating the values of love and respect for diverse fields of knowledge leading to the broader national goal of unity and integrity. In tune with this objective, this course offers various Indian aesthetic theories with its element of universality and related critical perspectives.

Course Objectives:

- To trace the history of Indian aesthetic tradition
- To familiarize learners with various concepts in Indian aesthetics
- To understand the need and relevance of studies in comparative aesthetics
- To apply the theories of aesthetics to appreciate various fine arts
- To enable the students to undertake research in comparative literary studies

Course Outcomes:

After completing the course, students will:

CO 1: understand various stages in the development of Indian aesthetic tradition

CO 2: be familiar with various concepts in Indian aesthetics.

CO 3: be able to understand the need and relevance of studies in comparative aesthetics.

CO 4: be able to appreciate various fine arts.

CO 5: be able to undertake research with new perspectives.

Semester II – Course XI (D)

Title – Introduction to Indian Aesthetics

MODULE I : (II CREDITS)

UNIT 1: Background

- The nature of aesthetics and its relation to literature and Indian traditions
- The origin and development of Indian Aesthetics
- The comparative context of Indian Aesthetics with Western Aesthetics and its relation to the pedagogy of fine arts like sculpture, painting, music, dance, etc.
- Schools of Indian Aesthetics: The Rasa School, Dhvani, Alamkara, Riti and Vakrokti School, The Vedic and Upanishadic worldviews (Sruti, Upanisadas and Puranas), The Buddhist worldview, Jain worldview, Bhakti cult and the Islamic and Sufi worldviews
- Theoretical Constructs on beauty, Folk Art Traditions and Modern Indian Aesthetics.

UNIT 2:

- Bharatmuni's *Natyashastra* with Abhinav Gupta's Commentary (Rasa Theory: Types of Rasa, 04 Interpretations, 06 Obstacles and Rasa Alaukiktva)
- Dhavni, Guna, Vakrokti, Auchitya, Alankara

MODULE II : (II CREDITS)

UNIT 3:

- Kalidasa, *Meghaduta*
- Rabindranath Tagore, *Chitrangada*

UNIT 4:

- Concepts and theories in Art, applied Aesthetics, Feminist aesthetics and aesthetics of Interpretation (From Tagore to Current Literary Writings and Media)
- Aesthetics of Indian Films (Bollywood History and Depiction/Interpretation of Aesthetics)

Texts for Internal Assessment and Classroom Discussion:

1. Patanjali, *Mahabhasya*
2. Sudraka, *Mricchakatika* – 'The Little Clay Cart'
3. Vishakhadutta, *Mudrarakshasa*
4. Manmohan Acharya, *Arjuna Pratijnaa*
5. Banabhatta, *Harshacharita*
6. Ashwaghosha, *Buddhacharita*
7. Kabir, *Bijak of Kabir*
8. A. K Ramanujan, *Speaking of Shiva*
9. Rumi, *Diwan E Kabir*
10. x Ashwaghosha, *Saundarnanda*
11. Kalidas, *Abhigyan shakuntalam*
12. Shakespeare, *A Midsummer Night's Dream*

Evaluation Pattern:

Department Assessment = Total Marks: 50			
S. No.	Nature of Assessment	Marks	
1	Two Presentations (10 Marks each) (After every two units)	20	
2	Mid-Semester Written Test (on Unit I & II)	20	
3	Classroom Participation (Student led discussions/activities) & Attendance	10	
University Assessment = Total Marks: 50			
Sr. No.	Pattern of Question Paper	Marks	Unit
Q.1	MCQ (10 Questions)	10	I, II, III & IV
Q.2	Short notes on ANY TWO out of four	10	I & II
Q.3	M. Essay Type Question Or N. Essay Type Question	15	III
Q.4	M. Essay Type Question Or N. Essay Type Question	15	IV

Recommended Reading

- Ghosh, *Jain Art and Architecture* (3 Vols)
- *Aesthetics and Philosophy of Art*, Bloomsbury,
- Arindam Chakrabarty, *The Bloomsbury Research Handbook of Indian*
- G. K. Bhat, *Sanskrit Sahityachi Ruparesha*
- G.K. Bhatt. *Rasa Theory and Allied Problems*. Baroda: University of Baroda, 1984.
- Harsha Dehejia, *The Advaita of Art*
- Hiriyanna, M. *Essentials of Indian Philosophy*. Motilal Banarsidass Publishers, 2015.
- Kane, P V. *History of Sanskrit Poetics*. Motilal Banarsidass; Subsequent edition (30 November 1994).
- Kapila Vatsyayan, *Classical Indian Dance in Literature and the Arts*
- Kavyaprakasha of Mammata
- Kushwaha, M S., *Indian Poetics and Western Thought*. Delhi: S Chand & Co, 1982.
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- Mitter Partha, *Indian Art*

- Moorthy, K Krishna. *Essays in Sanskrit Criticism*. Dharward: Karnataka University Press, 1964.
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- P.V. Kane, *History of Sanskrit Poetics*, MLBD, Delhi, 1971
- Pal Pratapaditya, *Buddhist Art: Form & Meaning*
- Pushpendukumar *Natyashastra*, 1- 4 vol.
- R. P. Kangle, *Rasa Bhava Vichar*
- R.S.Nagar, *Natyashastra*, 4 vol.
- Raghavan, V. *The Number of Rasas*. Madras: The Adyar Library, 1940.
- Raghavan, V.N: *An Introduction to Indian Poetics*. Madras: Macmillan, 1970.
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- Robert Hillenbrand, *Islamic Art and Architecture*
- S. K. De, *History of Sanskrit Poetics*, South Asia Books, 1976
- Sethuraman, V. S. *Indian Aesthetics: An Introduction*. Macmillan, 1992.
- Suryananrayana Hegde, *The concept of Vakrokti in Sanskrit Poetics*, Readworthy, New Delhi, 2009
- U. P. Shah, *Studies in Jain Art*
- V. Raghavan, *Some Aspects of Alamkarashastra*

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

Name of the Head of the Department	Prof. (Dr.) Shivaji D. Sargar	
Team for Creation of Syllabus		
Name of the Teacher	Name of the College	
Prof. (Dr.) Shivaji D. Sargar	Professor and Head, Department of English, University of Mumbai, Santacruz (E), Mumbai- 400 098	
Dr. Kamal Mehta	Professor, Department of English and Comparative Studies, Saurashtra University, Rajkot	
Dr. Suchitra Tajane	Assistant Professor, Department of Sanskrit, University of Mumbai, Santacruz (E), Mumbai- 400 098	
Dr Deepa G Murdeshwar Katre	Vidyavardhini's Annasaheb Vartak College of Arts, Kedarnath Malhotra College of Commerce, E S Andrades College of Science, Vasai Road W, Dist Palghar	
Dr. K S Vaishali	Professor & Head, Department of English, Bangalore University Bangalore, Karnataka- 560056	

Programme Name: **M.A. (English Studies)**
Course Name: **Studies on Indian Diasporic Fiction**
Major Elective Course

Total Credits: 04

University Assessment: 50

Total Marks: 100

Department Assessment: 50

Pre requisite: Basic knowledge of English Literature & Intermediate level proficiency in English language

Preamble:

Indian diaspora is a significant element India's cultural, political and socio-economic makeup. Superficially singular notion is loaded with inherent heterogeneity due to many intersections. Understanding the historical, economic, cultural and political grounds that shaped the experiences and identities of the diasporic communities and individual is necessary for a better appreciation. One of the ways of accessing unique experiences, perspectives, issues, identities and desires of the diasporic India is through literature. The present course is designed with the intent of developing an understanding of Indian diaspora among students through the study of diasporic fiction.

Course Objectives:

- To enable students to comprehend the historical, economic and political backdrop of the Indian Diaspora and the contemporary global importance of this diaspora
- To comprehend the differences between the different Indian diasporas - colonial and postcolonial, indentured and voluntary, labour and professional
- To understand the movement of diaspora towards transnationalism and globalization; to understand the relationship of diaspora towards globalization and transnationalism
- To read Indian Diasporic Fiction against the backdrop of political, gender, racist, religious and identity issues
- To understand the postmodernist and postcolonial linguistic and formal innovations in the Diasporic Indian Novel in English

Course Outcomes: The students will have the ability to:

- CO 1: Explain the historical, economic and political backdrop of the Indian Diaspora and the contemporary global importance of this diaspora
- CO 2: Distinguish between the different Indian Diasporas - colonial and postcolonial, indentured and voluntary, labour and professional

- CO 3: Demonstrate an understanding of the movement of diaspora towards transnationalism and globalization
- CO 4: Read Indian Diasporic Fiction against the backdrop of political, gender, racist, religious and identity issues
- CO 5: Appreciate the postmodernist and postcolonial linguistic and formal innovations in the Diasporic Indian Novel in English.

Elective Courses: Paper No. XI (E) Title – Studies on Indian Diasporic Fiction

Module I: 02 Credits

UNIT I Background Themes and Issues:

- The Historical, Socio-political, Economic and Cultural Scenario: The history of the Indian diaspora from the 1830s to the present day; the influence of diaspora on social, political, economic and cultural structures; contemporary global economic, political and cultural importance of the Indian Diaspora.
- Different Diasporas and Transnationalism/Globalisation: To understand the differences between migrants and diasporics; to understand different diasporas - the colonial and the postcolonial, the indentured and the voluntary and the labour and the professional; movement from permanence of the diaspora to the fluidity of the transnational and global; difference and similarities between the two.
- Literature of the Indian Diaspora: Characteristic features of Indian Diasporic Literature in English – nostalgia, pain, alienation and identification; issues of racism; literary innovations such as magic realism; allegory, diasporic re-possession/re-writings of history and the nation; outsider/insider view on homeland and hostland; hybridity and hyphenation of identities.

UNIT 2– Salman Rushdie, *Midnight's Children*

Module I: 02 Credits

UNIT3 – Chitra Devakaruni Bannerjee, *The Mistress of Spices*

UNIT4 –Amitav Ghosh, *The Sea of Poppies*

Evaluation Pattern:

Department Assessment = Total Marks: 50			
S. No.	Nature of Assessment	Marks	
1	Two Presentations (10 Marks each) (After every two units)	20	
2	Mid-Semester Written Test (on Unit I & II)	20	
3	Classroom Participation (Student led discussions/activities) & Attendance	10	
University Assessment = Total Marks: 50			
Sr. No.	Pattern of Question Paper	Marks	Unit
Q.1	MCQ (10 Questions)	10	I, II, III & IV
Q.2	Short notes on ANY TWO out of four	10	I & II
Q.3	O. Essay Type Question Or P. Essay Type Question	15	III
Q.4	O. Essay Type Question Or P. Essay Type Question	15	IV

Texts* for Internal Assessment and Classroom Discussion:

1. M.G. Vassanji, *The In-Between World of VikramLall*
 2. Rohinton Mistry, 'Squatter', 'Swimming Lessons', 'Lead Kindly Light', from *Tales from FirozshaBaag*
 3. Bharati Mukherjee, *Jasmine*
 4. V.S. Naipual: *Half a Life*
 5. Uma Parmeswaran, *Mango on the Maple Tree*
 6. Jhumpa Lahiri, *The Interpreter of Maladies*
 7. Sam Selvon, *The Lonely Londoners*
 8. Amitav Ghosh, *The River of Smoke*
 9. Vikram Seth, *Two Lives*
 10. Kamala Markandaya, *Bombay Tiger*
 11. Any other text in consultation with the concerned teaching faculty.
- * The students shall select separate texts for each presentation.

Recommended Reading

- Mishra, Sudesh, *Diaspora Criticism*, Edinburgh University Press, Edinburgh, 2006
- Jain, Ravindra K., *Nation, Diaspora, Trans-Nation*, Routledge, New Delhi, 2010
- Motwani J.K., MahinGosine, J.B. Motwani (Eds.): *Global Indian Diaspora: Yesterday, Today and Tomorrow*, Global Organisation of People of Indian Origin, New Delhi, 1993
- afran William, A.K. Sahoo, BrijLal (Eds.): *Transnational Migrations: The Indian Diaspora*, Routledge, New Delhi, 2009
- Knott, Kim and Sean McLoughlin (Eds.): *Diasporas: Concepts, Intersections, Identities*, Rawat Publications, Jaipur, 2011
- Parmeswaran, Uma, *Writing the Diaspora, Essays on Culture and Identity*, Rawat Publications, Jaipur, 2007
- Mishra, Vijay, *The Literature of the Indian Diaspora: Theorising the Diasporic Imaginary*, Routledge, New York, 2007
- Jayaram, N. (Ed.), *Diversities in the Indian Diaspora: Nature, Implications and Responses*, Oxford University Press, New Delhi, 2011
- Poros, Maritsa V., *Modern Migrations: Gujarati Indian Networks in New York and London*, Orient Black Swan, New Delhi, 2011
- Gupta, Surendra K., *Indian Diaspora: Study of Emerging Sandwich Cultures*, Atlantic, Chennai, 2013
- Sahay, Anjali, *Indian Diaspora in the United States, Brain Drain or Gain?*, Orient Black Swan, Delhi, 2011
- Cohen, Robin, *Global Diasporas, An Introduction*, second edition, Routledge, Indian re-print, Noida, 2012
- Blumer, Martin and John Solomos (Eds.): *Diasporas, Cultures and Identities*, Routledge, London and New York, 2012
- Nieswand, Boris: *Theorising Transnational Migration: The Status Paradox of Migration*, Routledge, 2011.

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

Name of the Head of the Department	Dr. Shivaji Sargar	
Team for Creation of Syllabus		
Name of the Teacher	Name of the College	
Dr. Sachin Labade	Associate Professor, Department of English, University of Mumbai, Mumbai	
Dr. Shivaji Sargar	Professor and Head, Department of English University of Mumbai	

Programme Name: M.A. (English Studies)
Course Name: **On-the-Job Training/Field Project**
OJT/FP Course

Total Credits: 04

External Agency: 30

Total Marks: 100

Department Assessment: 70

Pre requisite: Basic knowledge of English literary, language and workplace skills

Preamble:

The purpose of this course is to engage learners through the mode of on-job training to reinforce the ideas, concepts and skills that are introduced in the theory courses. Learners will be allowed to choose an area of their interest in consultation with the faculty and accordingly they will be allotted an Assignment/a Project to be completed during the On Job Training/Field Project, which may be carried out individually or in collaboration with other learners.

Ideas for Internship:

The following is only a suggested topic. Similar topics keeping the learning and local context may be given to the learners.

1. MoUs can be signed with Media Houses, Publishers, Schools, Colleges, etc.
2. Special batches of learners from other University department/schools/institutions may be conducted to provide the learners internship opportunities

Guidelines for reporting and presenting project:

The report shall be submitted in Print as well as soft format.

Format of the Print Report:

- The full content of the report must be bound together so that the pages cannot be removed or replaced.
- The cover of the report must contain, title, name of the candidate, the name of the guide, Centre, title of the degree programme, semester and the year of submission.
- Page numbers must be mentioned at the bottom of each page and Margin should be 1.5" on the left and 1" on the three sides.
- Use separate index sheets for all chapters should start from a new page.
- Report must contain all the necessary documents such as. Certificate of the guide, training completion Certificate by the institute/ organization, student declaration certificate, acknowledgements, table of contents, bibliography, appendix (if any) etc.

- Learners should use appropriate English while writing the report. Avoid grammatical errors and plagiarism.
- No aspects of the structure of the report should be omitted.

Guidelines for the instruction and assessment

- Learners may be allotted project mentors to guide them through the process.
- Learners may be encouraged to take up a project in pair or group (depending on the context)
- Learners may be trained to present final project to improve their presentation skills.
- A well-planned rubric and additional guidelines may be prepared keeping in view the core content, quality of the project and presentation of work.
- The project report will be assessed by two examiners (Mentor + 01 Faculty Member).
- The learner should present the report to the Panel of examiners consisting HoD as the Chairperson, Mentor as the Convener and 01 Faculty Member. The learners will be awarded average marks given by the Panel Members.

Evaluation Pattern:

Internal Assessment (100 Marks):

Sr. No.	Particulars	Marks
1	External Agency	30
2	Internship-Field Work (minimum 30 hours) Report: Up to 2500 words (It may include images, graphs, appendix, etc.)	40
3	Viva Voce (Presentation should include the use of ICT tools.)	30

Name of the Head of the Department	Dr. Shivaji Sargar	
Team for Creation of OJT/FP Guidelines		
Name of the Teacher	Name of the College	
Dr. Shivaji Sargar	Professor and Head, Department of English University of Mumbai	
Dr. Sachin Labade	Associate Professor, Department of English, University of Mumbai, Mumbai	

Letter Grades And Their Equivalent Grade Point

Semester GPA/Program CGPA Semester/Program	Percentage of Marks	Alpha-Sign/Letter Grade Result
9.00-10.00	90.0-100	(O) Outstanding
8.00<9.00	80.0<90.0	(A+) Excellent
7.00<8.00	70.0<80.0	(A) Very Good
6.00<7.00	60.0<70.0	(B+) Good
5.50<6.00	55.0<60.0	(B) Above Average
5.00<5.50	50.0<55.0	(C) Average
4.00<5.00	40.0<50.0	Pass
Below 4.00	Below 40.0	Fail
Ab (Absent)	—	Absent



Sign of HOD

Name of the Head of the Department

Prof. (Dr.) Shivaji Sargar

Name of the Department: **English**

Team for Creation of Syllabus

Name	College Name
Prof. Shivaji Sargar	Professor and Head, Department of English University of Mumbai, Santa Cruz (E), Mumbai- 400 098
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Dr. Sachin Labade	Associate Professor, Department of English, University of Mumbai, Mumbai
Dr. B. N. Wakchaure	Head, Department of English, S. B. College, Shahapur, Dist. Thane
Dr. Seema Sharma	Associate Professor, Department of English, Jaihind College, Mumbai.
Prof. Jaydipsinh Dodiya	Professor, Department of English & Comparative Literature Studies, Saurashtra University-Rajkot, Gujarat.
Dr. Sudhir Nikam	Professor and Head, Department of English, BNN College, Bhivandi.
Dr. Lakshmi Muthukumar	Associate Professor and Head, Department of English, SIES College of Arts, Science and Commerce, Sion West, Mumbai
Priya Joseph	Assistant Professor, Department of English, Mithibai College, Mumbai
Prof. Anshuman Khanna	Professor, Department of English, Banaras Hindu University, Varanasi
Dr. Amrit Sen	Professor, Department of English, Viswa Bharti, Shantiniketan
Dr. Nandita Roy	Principal, Gurukul College of Commerce, Mumbai
Dr. Mala Pandurang	Principal, Dr. BMN College, Mumbai
Dr. Atanu Bhattacharya	Professor and Dean, Centre for English Studies, School of Language, Literature and Culture Studies, Central University, Gandhinagar
Dr. Susmita Dey	Department of English and Research Centre (Retd.), V. G. Vaze College, Mumbai
Dr. Mrs. Pragati Naik	Head, Department of English, Shri Pancham Khemraj Mahavidyalay, Sawantwadi.
Prof. Deeptha Achar	Professor, Department of English, Maharaja Sayajirao University of Baroda, Vadodara
Dr. K. Ravichandran	Professor, Department of English, Thiruvalluvar University, Vellor- 632115
Dr. Monika Sethi	Professor, Department of English, University of Jammu – 180006

Dr. Sheeba Nair	Assistant Professor, Department of English Sree Ayyappa College for Women, Chunkankada, Nagarcoil- 629003
Dr. Rajan Barrett	Department of English, The Maharaja Sayajirao University of Baroda, Vadodara- 390 002
Dr. Dinesh Kumar	V G Vaze College (Autonomous), Mitaghar Road, Mulund East, Mumbai - 400 081
Dr. Monika Sethi	Professor, Department of English, University of Jammu- 180 006
Dr. Savitha Sukumar	Asst. Professor, Department of English, G. M. Momin Women's College, Bhiwandi.
Prof. S. Armstrong	Professor and Head, Department of English, University of Madras, Chennai- 600005
Dr. Hem Raj Bansal	Department of English, Central University of Himachal Pradesh, Dharmshala, HP.
Dr. S. Prabakar	Dean, School of Indian and Foreign Languages, Manonmaniam Sundaranar University, Tirunelveli-627012
Dr. Aditi Vahia	Asst Professor, Department of English, The Maharaja Sayajirao University of Baroda Vadodara. Gujarat- 390002
Dr. Santosh Rathod	Professor, Institute of Distance and Open Learning, University of Mumbai
Dr. Dilip Barad	Professor and Head, Department of English, M.K. Bhavnagar University
Dr. Pramod Patil	Asst. Professor and Head, Department of English, GPCCollege, Shivle
Dr. Sanobar Husseini	Asst. Professor, Department of English, Mithibai College, Vile Parle, Mumbai



Sign of HOD

Name of the Head of the Department

Prof. (Dr.) Shivaji Sargar

Name of the Department: **English**

Sign of Dean:

Name of the Dean:

Dr. Anil Singh

Name of the Faculty: **Humanities**

Justification for M.A. (English Studies)

1.	Necessity for starting the course:	The National education policy 2020 has a vision and philosophy that aims at the holistic development of students and preparing them for a better personal, social and professional career. The M.A. (English Studies) is a specialized advanced programme that is designed by inculcating the guidelines of the NEP 2020 so that the students coming to University of Mumbai from different parts of the country and the world in search of better learning experience in the diverse areas of English language, literature and culture benefit. Keeping in mind the immense popularity of English language as well as literatures written and translated in English at national and global level, this programme will address the educational needs of these students. The number of speakers and users of English language and literature is constantly increased due to the advancements in the areas of internet that are using English as the primary medium. The globalized world has become a small village, where people having diverse cultural backgrounds and following their social and religious customs and traditions but in most cases using English as the means of their social and professional communication. Taking into account this global phenomenon of catering this diverse group of English users, the Master of Arts (English Studies) programme is a golden opportunity for all of them as it will help them to understand these cultures with the help of the literatures written in English and also translated in English from different languages of the world. The students of this programme will get trained to critically appreciate different literary genres from ancient to the present times in addition to inculcate in them human values related to ethical behaviour and inclusiveness with respect to gender, language, nationality, caste and colour.
2.	Whether the UGC F	UGC has given guidelines for introduction of career oriented courses(https://www.ugc.ac.in/oldpdf/xiplanpdf/revisedcareerorientedcourses.pdf). Universities are allowed to run the diploma / certificate courses and with due approval of its governing councils/ statutory council wherever required (Ref: https://www.ugc.ac.in/faq.aspx). However, u/s 5(16) under Maharashtra Public Universities Act,

		2016 (Mah. Act No. VI of 2017), Universities are empowered to start to prescribe the courses of instruction and studies in choice based credit system for the various examinations leading to specific degrees, diplomas or certificates in a stand-alone format or joint format with other State or national or global universities.
3.	Whether all the courses have commenced from the academic year 2023-24	The above degree programme recommended by the BoS in English, and further approved by the statutory bodies is to be introduced from the Academic Year 2023-2024.
4.	The courses started by the University are self-financed, whether adequate number of eligible permanent faculties are available?:	This degree programme is an added programme for the University Department. However, taffiliated colleges interested in its affiliation need to comply with the norms laid down as above.
5.	To give details regarding the duration of the Course and is it possible to compress the course ?:	The duration of the M.A (English Studies) degree programme is Minimum 2 years (4 semesters) and maximum 5 years (ten semesters).
6.	The intake capacity of each course and no. of admissions given in the current academic year :	60
7.	Opportunities of Employability / Employment available after undertaking these courses:	• Humanities research & development services based in India and abroad • Research Associate/Project head at the governmental and/or Non-governmental organizations at national and international level • Academic faculty at a state/central university • Free lancing Language Consultant • Publishing/Media Industry



Sign of HOD

Name of the Head of the Department

Prof. (Dr.) Shivaji Sargar

Name of the Department: **English**

Sign of Dean:

Name of the Dean:

Dr. Anil Singh

Name of the Faculty: **Humanities**