



Maharashtra Education Society's

# **Abasaheb Garware College**

(Autonomous)

**Savitribai Phule Pune University**

**Faculty of Humanities**

**Syllabus under NEP**

**MA-I English**

**MA-I English**  
**(Credit and Semester System)**

**50:50-Pattern**

**(50-Semester-End Exam & 50-Internal Evaluation)**

**Objectives:**

- 1) The rationale for studying Literature in English is that it primarily reinforces the guiding principles for education reform outlined in the UGC guidelines.
- 2) The Literature component in English Curriculum provides learners with learning experiences to appreciate and enjoy literature, encourage self-expression and creativity, enhance their critical and analytical skills, improve their competence in the use of English, develop their cultural understanding as well as positive values and attitudes conducive to lifelong learning, and prepare them for further study or work.
- 3) The study of Literature has many practical advantages—it provides ample opportunities for learners to develop their creativity, sharpen their critical and analytical skills, and enhance their language proficiency.
- 4) It broadens students' awareness of the general culture of different places where English is used and enhances their appreciation and understanding of culturally diverse societies.

**Eligibility: Graduation**

<b>Year</b>	<b>Sem.</b>		<b>Course Code</b>	<b>Course Title</b>	<b>Remark</b>	<b>Credit</b>	<b>No. of Lectures</b>
<b>1</b>	<b>1</b>		<b>ENG-501</b>	<b>English Literature from 1550 to 1798</b>		<b>4</b>	<b>60</b>
			<b>ENG-502</b>	<b>English Literature from 1798 to the Present</b>		<b>4</b>	<b>60</b>
			<b>ENG-503</b>	<b>Contemporary Studies in English Language</b>		<b>4</b>	<b>60</b>
			<b>ENG-504</b>	<b>POSTCOLONIAL LITERATURE IN ENGLISH</b>		<b>2</b>	<b>30</b>
			<b>ENG-510</b>	<b>Literary Criticism and Theory</b>		<b>4</b>	<b>60</b>
			<b>ENG-541</b>	<b>Research Methodology</b>		<b>4</b>	<b>60</b>
	<b>2</b>		<b>ENG-551</b>	<b>English Literature from 1550 to 1798</b>		<b>4</b>	<b>60</b>
			<b>ENG-552</b>	<b>English Literature from 1798 to the Present</b>		<b>4</b>	<b>60</b>
			<b>ENG-553</b>	<b>Contemporary Studies in English Language</b>		<b>4</b>	<b>60</b>
			<b>ENG-554</b>	<b>POSTCOLONIAL LITERATURE IN ENGLISH</b>		<b>2</b>	<b>30</b>
			<b>ENG-560</b>	<b>Literary Criticism and Theory</b>		<b>4</b>	<b>60</b>

# English Literature from 1550 to 1798

## (Semester-I)

Course Code: ENG-501

Lecture: 60 (Credits-4)

### AIMS AND OBJECTIVES

- 1) To introduce students to the major movements and figures of English Literature through a study of selected literary texts/pieces published during the period prescribed for study.
- 2) To enhance learners' literary sensibility and their emotional response to literary texts and to help them understand the thematic and stylistic preoccupations of the writers prescribed for study.
- 3) To enable them to critically examine the writers' thematic concerns and to point out the (in)significance of such concerns in the postcolonial context.
- 4) To help them recognize the distinctive ways in which the writers differed, in their ideological positions, from their counterparts belonging to different ages.
- 5) To provide learners some basic information about England's political, social and cultural developments during the period prescribed for study.
- 6) To enable them to critically assess the 'universal' values that writers tend to project in their writings.

### Unit-I:

Sir Philip Sidney: The following lyric from *Astrophel and Stella*: *‘Come Sleep! O Sleep, the certain knot of peace’*

Edmund Spenser: The following poem from *Amoretti*—*Ye tradefull Merchants that with weary toyle*

Sir Walter Raleigh: *–The Lie*

Robert Herrick: *–Delight in Disorder*

### Unit-II

John Donne: i) *–The Sunne Rising* ii) *–Batter my heart, three-person'd God*

Andrew Marvell: *–On Mr. Milton's Paradise Lost*

George Herbert: i) *–Death* ii) *–The Collar*

Edmund Waller: *–Go, lovely Rose*

### **Unit-III**

Christopher Marlowe: Dr Faustus

### **Unit-IV**

William Shakespeare: The Tempest

## English Literature from 1550 to 1798

(Semester-II)

Course Code: ENG-551

Lecture: 60 (Credits-4)

### Unit-1

John Milton: Paradise Lost (Book I)

### Unit-II

Thomas Gray: Elegy Written in a Country Churchyard

Andrew Marvell: To his Coy Mistress, Garden

William Blake: i) -The Little Black Boy||, -The Lamb|| (from Songs of Innocence)

ii) -London||, -Tyger|| (From Songs of Experience)

### Unit-III

Richard Steele: Fashionable Affectations

Joseph Addison: The Dream—An Allegory

Ben Jonson: Volpone

### Unit-IV

Jonathan Swift: Gulliver's Travels

### References:

Ashok, Padmaja. The Social History of England. Hyderabad: Orient Blackswan, 2011 (rpt.2018).

Bowra, Maurice. The Romantic Imagination. OUP, 1950.

Bradbury, Malcolm and Ronald Carter. The Routledge History of Literature in English:

Chowdhury, Aditi, and Rita Goswami. A History of English Literature: Traversing the Centuries. Hyderabad: Orient Blackswan, 2014.

Day, A. Romanticism. New York: Routledge, 1996

Elsom, John. Post-war British Theatre. London: Routledge & Kegan, 1979.

Innes, Christopher. Modern British Drama: 1890-1990. Cambridge: CUP, 1992.

Lumley, F. Trends in Twentieth-Century Drama. London: Barrie & Roekliff, 1967.

Mukherjee, Sipra. Modern English Literature 1890-1960. Hyderabad: Orient Blackswan, 2016.

Nayar, Pramod. A Short History of English Literature. New Delhi: CUP India, 2009.

Parui, Avishek. Postmodern Literatures. Hyderabad: Orient Blackswan, 2018.

Preyer, Robert, ed. Victorian Literature. New York: Harper & Row, 1966.

Sanders, Andrew. The Short Oxford History of English Literature. Oxford: OUP, 1994.

Tillotson, G. and Tillotson, K. Mid-Victorian Studies. London: Athlone Press, 1965.

Watt, I. The Victorian Novel. London & New York: OUP, 1971.

Welby, T.E. The Victorian Romantics. Londons Frank Cass & Co., Ltd., 1966. (Reprint).

Ward, Adolphus William and A. R Waller. The Cambridge History of English Literature. Cambridge: CUP, 2013.

Allen, M.J.B., Dominic Baker-Smith, and Arthur F. Kinney, eds. Sir Philip Sidney's Achievements. New York: AMS Press, 1990

Buxton, John. Sir Philip Sidney and the English Renaissance. 3rd edn. London: Macmillan, 1987.

Nelson, William. The Poetry of Edmund Spenser: A Study. Columbia University Press. 1963.

Oram, William A. Edmund Spenser. Twayne. 1997.

Prescott, Anne Lake, and Andrew Hadfield, eds. Edmund Spenser's Poetry. Norton Critical Edition. 4th ed. New York: Norton, 2013.

# English Literature from 1798 to the Present

(Semester-I)

Course Code: ENG-502

Lecture: 60 (Credits-4)

## AIMS AND OBJECTIVES

- 1) To introduce students to the major movements and figures of English Literature through a study of selected literary texts/pieces published during the period prescribed for study.
- 2) To enhance learners' literary sensibility and their emotional response to literary texts and to help them understand the thematic and stylistic preoccupations of the writers prescribed for study.
- 3) To enable them to critically examine the writers' thematic concerns and to point out the (in)significance of such concerns in the postcolonial context.
- 4) To help them recognize the distinctive ways in which the writers differed, in their ideological positions, from their counterparts belonging to different ages.
- 5) To provide learners some basic information about England's political, social and cultural developments during the period prescribed for study.
- 6) To enable them to critically assess the 'universal' values that writers tend to project in their writings.

### Unit-I

S. T. Coleridge: i) -Frost at Midnight||; ii) -Dejection: An Ode||  
William Wordsworth: -Resolution and Independencell

### Unit-II

P. B Shelley: -England in 1819||  
John Keats: i) -Ode on a Grecian Urn|| ii) -On First Looking into Chapman's Homer||  
Felicia Hemans: -The Bird's Release||

### Unit-III

Mary Shelley: Frankenstein

### Unit-IV

Jane Austen: Pride and Prejudice



**English Literature from 1798 to the Present**  
**(Semester-II)**

**Course Code: ENG-552**

**Lecture: 60 (Credits-4)**

**Unit-I**

Elizabeth Barrett Browning: -The Cry of the Children||

Alfred Lord Tennyson: From In Memoriam -I envy not in any moods||

Robert Browning: -Among the Rocks||

**Unit-II**

T. S. Eliot: -Preludes|| 28

W. B. Yeats: i) -Easter 1916|| ii) -The Second Coming||

Siegfried Sassoon: -Counter-Attack||

**Unit-III**

Seamus Heaney: -Blackberry-Picking||

Anthony Thwaite: -Simple Poem||

Kathryn Simmonds: -Experience||

Jean Rhys: Wide Sargasso Sea

**Unit-IV:**

Samuel Beckett: Waiting for Godot

References:

Barth, J. Robert. *The Symbolic Imagination*. New York: Fordham, 2001.

Mason, Emma *The Cambridge Introduction to William Wordsworth*. Cambridge University Press, 2010.

Sheats, Paul D. *The Making of Wordsworth's Poetry. 1785-1798*. Cambridge: Harvard University Press, 1973.

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Holmes, Richard. *Shelley: The Pursuit*. New York: E. P. Dutton, 1975.

Milton, W. *Shelley's Later Poetry*. New York: Columbia University Press, 1959.

Baldick, Chris. In *Frankenstein's Shadow. Myth, Monstrosity, and Nineteenth-century Writing*. Oxford: Clarendon Press, 1987.

Behrendt, Stephen C. *Approaches to Shelley's Frankenstein*. New York: The Modern Language Association of America, 1992.

Florescu, R. In *Search of Frankenstein*. London: Robson Books Ltd., 1996.

Copeland, Edward and Juliet McMaster, eds. *The Cambridge Companion to Jane Austen*.

Cambridge: Cambridge University Press, 1997.

Duckworth, Alistair M. *The Improvement of the Estate: A Study of Jane Austen's Novels*.

Baltimore: Johns Hopkins University Press, 1971.

Mermin, Dorothy. *Elizabeth Barrett Browning: The Origins of a New Poetry*. University of Chicago Press, 1989.

**Contemporary Studies in English Language  
(Semester-I)**

**Course Code: ENG-503**

**Lecture: 60 (Credits-4)**

**AIMS AND OBJECTIVES**

1. To introduce students to the basic tools essential for a systematic study of language
2. To acquaint students with the basic concepts and issues in linguistics
3. To introduce them to various sub-disciplines of linguistics
4. To initiate them into some of the theoretical assumptions underlying language and to enable them to apply the acquired linguistic skills in real life situations
- 5) To introduce learners to the syntactic features of the English language
- 6) To help them shake off some of the regional features of English pronunciation
- 7) To enable them to use English with confidence and with a better understanding of its appropriate social applications.

**Unit-1:**

**Introduction to Linguistics and Contemporary Theories/Views of Language**

A) Introduction: What is Linguistics? Major branches of Linguistics

(Psycholinguistics,

Sociolinguistics, Computational linguistics, Historical linguistics), Linguistics in the 20th

century: A short history

B) Ferdinand de Saussure's Structuralist View of Grammar:

i) Synchronic and Diachronic Studies

ii) Langue and Parole

iii) Syntagmatic and Paradigmatic Relations

iv) IC Analysis

C) Chomsky's Theory of Transformational Generative Grammar:

i) Language acquisition: The Cognitivist approach

ii) Competence and Performance

iii) The Concepts of Kernel and Non- Kernel Sentences (i.e. Deep and Surface

Structure]

D) Dell Hymes' Concept of Communicative Competence

## **Unit-II:**

### **Phonology**

- i) The Phonemes of English: Description and Classification
- ii) The Syllable: Structure and Types, Syllabic Consonants
- iii) Word Stress: Degrees of Stress, Stress Shift, Grammatical Stress
- iv) Sentence Stress: Use of Weak and Strong Forms, Tone Groups, The Concept of Nucleus  
(types of nucleus: end-placed and contrastive), Tonic Accent, Pre-tonic Accent, Post-tonic

Accent

- v) Intonation Patterns/Uses of Tones, Grammatical, Attitudinal and Accentual functions of Intonation

## **Unit-III:**

### **Morphology**

- i) Structure of words: The concepts of Morpheme and Allomorph
- ii) Types of Morpheme (free, bound, prefixes, suffixes: class changing, class-maintaining, inflectional, derivational), General Principles of Lexicography.
- iii) Some word formation processes: Reduplication, Clipping, Blending
- iv) Morphophonemic Changes, Phonological and Morphological Conditioning
- v) Problems of Morphological Analysis

## **Unit-IV:**

### **Syntax**

- a) Sentences and their Parts
- b) Words

[For the topics under Syntax, please refer to: Geoffrey Leech, Margaret Deuchar & Robert

Hoogenraad's English Grammar for Today: A New Introduction 2nd edn. Palgrave

# Contemporary Studies in English Language

(Semester-II)

Course Code: ENG-553

Lecture: 60 (Credits-4)

## Unit-I:

### Sociolinguistics

- A) Language Variation: Regional Dialects, Social Dialects/ Sociolects, Diglossia, Idiolects, Formal and Informal Styles, Registers, Standard and Non-standard Varieties, Arguments against the Standardisation of English, Slang, Jargon
- B) Language Contact
  - a) Bilingualism, Multilingualism, Language Planning
  - b) Code Switching and Code Mixing
  - c) Pidgins and Creoles,
  - d) Borrowing,
  - e) Esperanto
  - f) Language maintenance, Language shift and Death of Language

## Unit-II:

### Semantics

- i) Nature of Semantics
- ii) Seven Types of Meaning
- iii) Lexical Semantics:
  - a) Synonymy, Antonymy
  - b) Homonymy, Polysemy
  - c) Hyponymy, Super ordinate Terms
  - d) Metonymy, the Concept of Prototype

## Unit-III:

### Speech Act Theory and Discourse Analysis

- i) Semantics and Pragmatics: Differences
- ii) J. L. Austin's Speech Act theory: 44
  - a) Constative and Performative Utterances

- b) Felicity Conditions
- c) Locutionary, Illocutionary and Perlocutionary Acts
- iii) J. R. Searle's Typology of Speech Acts:
  - a) Assertives ( b) Declaratives (c) Expressives (d) Directives (e) Commissives
- iv) Direct and Indirect Speech Acts
- v) The Concepts of Entailment, Presupposition and Implicatures
- vi) The Concept of Discourse:
  - a) Cohesion and Coherence
  - b) Turn Taking and Adjacency Pairs

#### **Unit-IV:**

##### **Syntax**

- a) Phrases
- b) Clauses

[For the topics under Syntax, please refer to: Geoffrey Leech, Margaret Deuchar & Robert Hoogenraad's English Grammar for Today: A New Introduction 2nd edn. Palgrave, 2006.]

#### **References:**

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- Akmajian, et al. (1995), Linguistics: An Introduction to Language and Communication. Prentice Hall of India: New Delhi.
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- Cutting, Joan. Pragmatics: A Resource Book for Students (3rd Edition) Routledge, 2015.
- Leech, G. N. Principles of Pragmatics, London: Longman, 1983.
- Leech, Geoffrey, Margaret Deuchar, Robert Hoogenraad. English Grammar for Today: A New

Introduction 2nd ed. Palgrave, 2005.

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Syal, Pushpinder and D Jindal. V. An Introduction to Linguistics: Language Grammar and Semantics. Prentice Hall of India, 2001.

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Kennedy, Graeme. Structure and Meaning in English. New Delhi: Pearson, 2011.

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Neill, Smith. Chomsky: Ideas and Ideals. CUP, 1999.

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Valin, Robert. An Introduction to Syntax. CUP, 2001.



# Literary Criticism and Theory

(Semester-I)

Course Code: ENG-510

Lecture: 60 (Credits-4)

## OBJECTIVES

- 1) To introduce students to the nature, function and relevance of literary criticism and theory
- 2) To introduce them to various important critical approaches and their tenets
- 3) To encourage them to deal with highly intellectual and radical content and thereby develop their logical thinking and analytical ability
- 4) To develop sensibility and competence in them for practical application of critical approach to literary texts

### Unit-I:

#### Classical Criticism

- i) Aristotle- Poetics (Chapter 6 to 10)
- ii) The Theory of Rasa- S. N. Dasgupta (from Indian Aesthetics: An Introduction, ed. by V. S. Seturaman, Macmillan, 1992)

### Unit-II:

#### Neoclassical Criticism

- i) Aphra Behn- Preface to The Lucky Chance
- ii) Samuel Johnson- Preface to Shakespeare (both texts from The Norton's Anthology of Theory & Criticism) \*\*

### Unit-III:

#### Romanticism and Victorian Criticism

- i) S. T. Coleridge- Biographia Literaria (Chapter 13 & 14)
- ii) William Wordsworth: Preface to Lyrical Ballads
- iii) Mary Wollstonecraft – Vindication of the Rights of Women

**Unit-IV:**

**Modernism and New Criticism**

- i) T. S. Eliot- The Function of Criticism
- ii) Cleanth Brooks- The Language of Parado

**Literary Criticism and Theory**  
**(Semester-II)**

**Course Code: ENG-560**

**Lecture: 60 (Credits-4)**

**Unit-I:**

**Structuralism and Poststructuralism**

Ferdinand De Saussure: Course in General Linguistics

Part 1, Chapter 1

Part 2, Chapter 4 and Chapter 5

ii) Roland Barthes: The Death of the Author

**Unit-II:**

**Psychoanalysis and Reader Response Criticism**

i) Lionel Trilling- Freud and Literature

ii) Wolfgang Iser- Interaction between Text and Reader

**Unit-III:**

**Marxist Criticism and Cultural Studies**

i) Terry Eagleton- Marxism and Literary Criticism (Chapters 1&2)

ii) Stuart Hall- Cultural Studies and Its Theoretical Legacies

iii) Susan Sontag: Against Interpretation (the title essay)

**Unit-IV:**

**Feminist Criticism and Postcolonialism**

i) Simone de Beauvoir: Woman's Situation and Character, Chapter 6 (from The Second Sex)

ii) Postcolonialism (Chapter no. 10 from Literary Criticism: An Introduction to Theory and Practice by Charles E. Bressler, 5th Edition, Pearson, 2011)

## REFERENCES

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- Jovanovich, 1992.
- Ashcroft, B., Griffiths, G. and Tiffin H. *The Empire Writes Back: Theory and Practice in Postcolonial Literatures*. London: Routledge. 2nd Edition, 2002.
- Ashcroft, B., Griffiths, G. and Tiffin, H. *The Post-Colonial Studies Reader*. London: Routledge, 1995.
- Beckson, Karl, ed. *Great Theories in Literary Criticism*. New York: Noonday, 1963.
- Belsey, Catherine. *Critical Practice*. London: Methuen. 1980.
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- Culler, Jonathan. *Literary Theory: A Very Short Introduction*. Oxford: Oxford University Press 1997.
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London and Chicago: Chicago University Press 1995.

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Prentice Hall/Harvester Wheatsheaf, 1995.

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Talis Raymond. *Theorrhoea and After*. London: Macmillan Press, 1999.

## **Research Methodology**

**Course Code:ENG-541**

**(Credits-4)**

### **Semester-I**

#### **Unit-I**

What is Research

Defining Research topic

Selecting Research topic

Importance of Literature Review

Importance of Literature Review of Primary and secondary

#### **Unit-II**

Stages of Research

1)Abstract

2)Introduction

3)Review of Literature

4)Scope and Limitations

5)Research Methodology

6)Aims and Objectives

7)Hypothesis

8)Chaptarization

9)Finding and Conclusion

10) Bibliography

#### **Unit-III**

Essay Writing

Research Proposal

Synopsis

Review

## **Unit-IV**

Project based theater

Project based script writing

Book Review

## POSTCOLONIAL LITERATURE IN ENGLISH

**Semester 1**

**Course Code: ENG-504**

**(Credits-2)**

### **OBJECTIVES**

- 1) Understanding of post- colonial narratives through assessment at cultural, linguistic and narrative levels.
- 2) Critically analyse the relationship between the coloniser and the colonised at several levels.
- 3) Learning concepts like migration, resistance, suppression, etc.

**Unit I:** Ngugi wa thiong'o: *Decolonising The Mind*

**Unit II:** Jumpha Lahiri: *Namesake*

**Semester 2**

**Course Code: ENG-554**

**(Credits-2)**

**Unit I:** Unit I: Edward Said: *Orientalism*

**Unit II:** Chinua Achebe: *Things Fall Apart*

### **References:**

Aijaz Ahmad. *In Theory: Classes, Nations, Literatures*

Bill Ashcroft, Gareth Griffiths and Helen Tiffin. *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures, 2nd edition.*

Homi K. Bhabha. *The Location of Culture*

Rey Chow. *Writing Diaspora: Tactics of Intervention in Contemporary Cultural Studies*