



Department of English
Osmania University
Syllabus of MA (English)
(With effect from the Academic Year 2022-23)

Semester I (20 credits)

Previous

Paper I	ENG 101: The English Language: History, Structure, and Description (5 Credits)
Paper II	ENG 102: English Poetry (5 Credits)
Paper III	ENG 103: American Literature - I (5 Credits)
Paper IV	ENG 104: Indian Writing in English - I (5 Credits)

Semester II (20 credits)

Paper I	ENG 201: English Language Teaching: History, Approaches and Methods (5 Credits)
Paper II	ENG 202: English Drama (5 Credits)
Paper III	ENG 203: American Literature - II (5 Credits)
Paper IV	ENG 204: Indian Writing in English - II (5 Credits)

Final

Semester III (20 credits)

Paper I	ENG 301: Major Developments in Language Acquisition and Language Learning (5 Credits)
Paper II	ENG 302: English Prose (5 Credits)
Paper III	ENG 303: (4 Credits) 303 (A): Academic Writing and Research Methodology 303 (B): Cultural Studies 303 (C): Gender Studies and Women's Writing 303 (D): Indian Literatures in Translation
Paper IV	ENG 304: (4 Credits) 304 (A): Twentieth Century Literary Criticism and Theory 304 (B): Literature and Environment 304 (C): Modern European Literatures in Translation 304 (D): Introduction to Discourse Analysis

Seminar: 2 seminars (2 credits)

Semester IV (20 credits)

Paper I	ENG 401: English Language Teaching: Curriculum Development, Teaching and Evaluation (5 Credits)
Paper II	ENG 402: English Fiction (5 Credits)
Paper III	ENG 403: (4 Credits) 403 (A): Postcolonial Literatures 403 (B): English Language and Phonetics 403 (C): Literature and Film 403 (D): Literature and Marginalization
Paper IV	ENG 404: Project Work (6 Credits)

Total credits of 4 semesters = 80



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MA (Previous) Semester I

Paper I ENG 101 The English Language: History, Structure, and Description (5 Credits)

Objectives

- This paper introduces the students to the history of English language and enables them to understand the processes of word formation and change of meaning.
- It provides them an understanding of the structure of English language and its varieties.

Outcomes

- Students will be able to understand the historical and social dynamics of the evolution of English language.
- Students will be able to grasp the grammatical aspects of the language.

Unit I

- a) The Origin of Language: the Bow-wow theory, the Ding-dong theory, the Pooh-pooh theory, the Gesture theory
- b) Descent of English: Indo-European Family of Languages and its Branches; Grimm's Law
- c) The Old English (Anglo-Saxon) Period: Important Features of Old English

Unit II

- a) The Middle English Period: the Norman conquest; Major Changes in the English Language during Middle English Period: Changes in Pronunciation, Spelling, and Vocabulary
- b) General Characteristics of the Modern English
- c) Foreign Contribution to the Growth of Vocabulary: Influence of Greek, Latin, French and German on the English language

Unit III

- a) Word Formation – Different Processes
- b) Change of Meaning – Different Processes
- c) The Evolution of 'Standard English'

Unit IV

- a) Structure of the English Noun Phrase
- b) Structure of the English Verb Phrase
- c) The Simple Sentence – its types, constituents and organization; Coordination and Subordination – their semantic implications

Unit V

- a) Varieties of Language: Dialect, Idiolect, Style
- b) Register, Jargon, Slang, Pidgin, Creole
- c) British English and American English: Major Differences

Suggested Reading:

- Baugh, A. C., & Cable, T. (2002). *A History of the English Language*. London: Routledge
- Crystal, D. (2004). *The Language Revolution*. Malden: Polity Press.
- Harmer, J. & Arnold, J. (1979). *Advanced Speaking Skills*. London: Longman.
- Jespersen, O. (1991). *Growth and Structure of the English Language*. Oxford: Blackwell.
- Krishnaswamy, N. (1978). *Modern English: A book of grammar, usage & composition*. Macmillan
- Bradley, H. (1964). *The Making of English*. New York : Macmillan & Co. Ltd.
- Wood, F T. (2000). *An Outline History of the English Language*. Chennai: Macmillan
- Yule, G. (1995). *The Study of Language*. Cambridge: Cambridge University Press

Objectives

- This paper helps the students to read the canonical texts of English poetry with reference to the histories of genre, literary movements, historical and cultural contexts.
- It also introduces the students to reading of the texts in terms of poetic style, poetic thought, figurative language, meter and other rhetorical devices.

Outcomes

- Students will be able to read poetry critically making connections between the texts and the historical, cultural and political contexts.
- Students will develop critical understanding of the poetic devices, forms and various approaches to reading poetry.

Unit I Background

Renaissance-Reformation; Neo-Classicism; Romanticism; Pre-Raphaelites; War Poetry; Modernism

Unit II	Geoffrey Chaucer	<i>The General Prologue To The Canterbury Tales</i> (Tran. Nevill Coghill) lines 1-42 ("When in April ... I therefore will begin")
	John Milton	<i>Paradise Lost</i> (Bk I)
	John Donne	"A Valediction", "The Canonization"
	Alexander Pope	<i>The Rape of the Lock</i> (Canto I)
Unit III	William Blake	From <i>Songs of Innocence</i> ("The Lamb", "The Chimney Sweeper") From <i>Songs of Experience</i> ("The Tyger", "London")
	William Wordsworth	"Tintern Abbey", "Anecdote for Fathers"
	P B Shelley	"Ode to the West Wind", "To a Skylark"
	John Keats	"Ode on a Grecian Urn", "Ode to Nightingale"
Unit IV	Elizabeth Barrett Browning	<i>Sonnets from the Portuguese</i> 14 ("If thou must love me ...") 43 ("How do I love thee ...")
	Alfred Lord Tennyson	"Ulysses", "The Sailor Boy"
	Robert Browning	"My Last Duchess", "The Lost Leader"
	G M Hopkins	"Pied Beauty", "Carrion Comfort"
Unit V	T S Eliot	<i>The Waste Land</i>
	Phillip Larkin	"Best Society", "Churchgoing"
	Seamus Heaney	"Digging", "Alphabets"
	Carol Ann Duffy	"Originally", "Havisham"

Suggested Reading

- Boulton, Marjorie. *The Anatomy of Poetry*. London: Routledge and Kegan Paul, 1953.
- Childs, Peter. *Modernism*. New Critical Idiom Series. Routledge, 2003.
- Day, Aidan. *Romanticism*. New Critical Idiom Series. Routledge, 2003. Eagleton, Terry. *How to Read a Poem*. Blackwell, 2007.
- Featherstone, Simon. Ed. *War Poetry: An Introductory Reader*. Routledge, 1995.
- Gardner, Helen. Ed. *Metaphysical Poets*. Penguin, 1957.
- Kreutzer, James. *Elements of Poetry*. Macmillan, 1971.
- Leavis, FR. *New Bearings in English Poetry*. Penguin, 1939.
- Lewis, CS. *A Preface to Paradise Lost*. Oxford University Press, 1942
- . *The Allegory of Love: A Study in Medieval Tradition*. Clarendon, 1936.
- Newman Brooks, Peter. Ed. *Reformation Principle and Practice*. Scholar Press, 1980.
- Seturaman, VS, et al. Ed. *Practical Criticism*. Macmillan,

Objectives

- This paper introduces the students to the history of the discovery of America, the establishment of English Colonies, history of slavery, American revolution and the growth of Democracy in America.
- Students will read about important literary ,cultural movements and intellectual concepts in American history.
- It introduces the students to the significant works of American poetry, fiction, drama and prose and helps them to interpret these genres in the context of developments in literary theory, criticism, historical and cultural studies.

Outcomes

- Students will be able to analyse the texts with an understanding of the historical, social, political and cultural aspects of America.
- Students will learn to apply critical and theoretical frameworks in examining literary texts.

Unit I Background

Antebellum and Postbellum America; Puritanism; Transcendentalism;
Slave Narratives; American Frontier

Unit II Poetry

William Cullen Bryant

Phillis Wheatley

Edgar Allen Poe

Emily Dickinson

“A Forest Hymn”, “America”

“On Being Brought from Africa to America”; “To S.M., a Young African Painter, on Seeing His Works”

“Raven”, “Dream Land”

“Because I could not stop for death”;
“I taste a liquor never brewed”

Unit III Fiction

Nathaniel Hawthorne

Herman Melville

Mark Twain

The Scarlet Letter

Moby Dick

The Adventures of Huckleberry Finn

Unit IV Drama

Eugene O’Neill

Tennessee Williams

Arthur Miller

Desire Under the Elms

A Streetcar Named Desire

All My Sons

Unit V Prose and Short Fiction

Ralph Waldo Emerson

Henry David Thoreau

Willa Cather

“The American Scholar”

“Civil Disobedience”

“The Sculptor’s Funeral”

Suggested Reading

Bigsby , C.W.E, et al. *Cambridge History of American Theater*. Cambridge,2008

Bloom, Harold, editor. *Native American Writers*.Infobase,2010.

Du Bois, W E B. *The Souls of Black Folk*. Signet Classics,1995.

Foner, Eric. *Give Me Liberty: An American History*. Norton,2005.

Gates, Henry Louis,Jr. ,editor. *Norton Anthology of African American Literature*. Norton,2004.

Gray, Richard. *A History of American Literature*. Wiley-Blackwell,2011.

Lawrence, D H. *Studies in Classic American Literature*.Penguin,1923.

Matthiesen, F O. *American Renaissance*.Oxford,1941.

Perkins,George,et al.*The American Tradition in Literature*.Random House,1985.

Spiller, Robert, et al. *Literary History of the United States*.Macmillan,1966

Zinn, Howard. *A People’s History of the United States*. Harper and Row,2003.

Objectives:

- To introduce the students to literary, social, political and cultural contexts of Indian Writing in English.
- To enable the students to critically examine the colonial contexts, the emergence of Indian literatures in English.
- It also introduces the students to the discourses of subalternity, gender, caste and identity.

Outcomes:

- Students will understand the interface between literary texts and social, political, cultural and historical contexts.
- Students will be able to understand colonial modernity in a comparative framework, identifying the negotiation between British literary and cultural productions and colonial Indian texts.
- Students will be able to critically engage with the questions of gender, canon, marginalisation and nation.

Unit I	Background 19 Century Reform Movements in India; The Indian National Movement; Rise of the Indian Novel; Caste-Class; The New Indian Woman	
Unit II	Poetry Henry Derozio Toru Dutt Sri Aurobindo Sarojini Naidu	 "The Harp of India", "To My Native Land" "Sita", "Our Casuarina Tree", "My Vocation" "Silence is all", "Is this the end?", "The Dual Being" "The Pardah Nashin", "Ghanashyam", "The Gift of India"
Unit III	Fiction Bankimchandra Chatterjee Krupabai Sathianadhan Zeenuth Futehally	 <i>Rajmohan's Wife</i> <i>Kamala: a Story of Hindu Life</i> <i>Zohra</i>
Unit IV	Fiction Mulk Raj Anand Raja Rao R K Narayan	 <i>Untouchable</i> <i>Kanthapura</i> <i>The Man-Eater of Malgudi</i>
Unit V	Prose B R Ambedkar Jawaharlal Nehru Arundhati Roy	 "The Annihilation of Caste" "The Quest" (Chapter 3; <i>The Discovery of India</i>) "The Ladies Have Feelings, So...Shall We Leave It To The Experts?"

Suggested Reading

- Clark, TW, ed. *The Novel in India: Its Birth and Development*. Allen & Unwin, 1970.
- Devy, GN. *In Another Tongue: Essays on Indian English Literature*. 1993. Macmillan, 1994.
- Gandhi, MK. *Hind Swaraj or Indian Home Rule*. 1938. Navajivan Publishing, 2003.
- Harrex, SC. *The Fire and the Offering: The English-Language Novel of India 1935-1970*. 2 vols. Writers Workshop, 1977-78.
- Iyengar, Srinivasa. *Indian Writing in English*. 1962. Sterling, 1995.

- Mukherjee, Meenakshi. *The Twice Born Fiction: Themes and Techniques of the Indian Novel in English*. 1971. Pencraft, 2005.
- . *Realism and Reality: The Novel and Society in India*. Oxford University Press, 1985.
- Mund, Subhendu. *The Indian Novel in English: Its Birth and Development*. Prachi Prakashan, 1997.
- Naik, MK. *A History of Indian English Literature*. Sahitya Akademi, 1982.
- Nair, Ramachandran, KR. *Three Indo-Anglian Poets: Henry Derozio, Toru Dutt, and Sarojini Naidu*. Sterling Publishers, 1987.
- Narasimhaiah, CD. *The Swan and the Eagle: Essays on Indian English Literature*. Indian Institute of Advance Studies, 1969.
- . *Makers of Indian English Literature*. Pencraft, 2000.
- Ramamurti, KS. *Rise of the Indian Novel in English*. Sterling 1987. Srinivas, MN. *Caste in Modern India*. Asia Publishing House, 1967
- Williams, HM. *Indo-Anglian Literature, 1800-1970: A Survey*. Orient Longman, 1976.



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MA (Previous) Semester II

Paper I ENG 201 English Language Teaching: History, Approaches and Methods (5 Credits)

Objectives:

- This paper will introduce the students to the history of English in India and pre-independence and post-independence educational commission reports and recommendations.
- It also introduces students to different approaches, methods and techniques of teaching English in India.

Outcomes:

- Students will be able to understand the history of English in India and its importance in Indian education system.
- Students will understand the use of different approaches, methods and techniques of teaching English in India.

Unit I

- a) History of English in India (Pre-Independence): The Initial Phase: The Charter; Charles Grants' recommendations on English education in India; The Charter Act (1813 Resolution)
- b) History of English in India (Pre-Independence): The Intermediate Phase: Macaulay's Minute 1835 (Text); Wood's Despatch 1854 (Text); The Indian Education Commission (1882) – the place of English in primary, secondary and higher education
- c) History of English in India (Pre-independence): The Expansion Phase: The Indian Universities Commission (1902); Government of India Resolution on Educational Policy (1904); Indian Universities Act (1904); Government of India Resolution on Educational Policy (1913); Calcutta University Commission (1917-19); National Education Movement

Unit II

- a) English in India (Post-Independence): The Identity Phase: The University Education Commission (Radhakrishnan Commission, 1948-49); Secondary Education Commission (Mudaliar Commission, 1953); Official Languages Commission (1956-58) – recommendations; Chief Minister's Conference, 1961 (recommendation of three-language formula), Official Language Amendment Act (1967)
- b) English in India (Post-Independence): The Progression Phase: The Education Commission (Kothari Commission, 1964-6), National Policy on Education (1968) - its Policy Statement on the development of languages; National Education Policy (1986); Acharya Ramamurti Commission (1990); Curriculum Development Centre (1989); National Curriculum Framework (2005); National Curriculum Framework for Teacher Education (2009); National Education Policy (2020)
- c) English in India (Post-Independence): The Globalisation Phase: The notion of Indian English; English as a second language in India; English as a global language (Kachru's and Tom McArthur's Circles); the changing role of English in India

Unit III

- a) Definitions of Approach, Method and Technique; Structural Approach; Structural-Oral-Situational approach
- b) Grammar-Translation Method; Direct Method or Natural Method; Audio-lingual Method
- c) Reading Method; Bilingual Method

Unit IV

- a) Communicative Language Teaching Approach (CLT)
- b) Humanistic approaches: The Silent Way, Suggestopedia, Total Physical Response, Community Language Learning
- c) The Natural Approach, Cooperative Learning

Unit V

- a) Beyond Methods: The concept of method - Language-centered methods, Learner-centered methods, Learning-centered methods; Limitations of the concept of method; Dissatisfaction with method; Postmethod condition; Postmethod pedagogy
- b) Macrostrategic Framework: Maximizing learning opportunities, Minimizing perceptual mismatches, Facilitating negotiated interaction, Promoting learner autonomy, Fostering language awareness
- c) Macrostrategic Framework: Activating intuitive heuristics, Contextualizing linguistic input, Integrating language skills, Ensuring social relevance, Raising cultural consciousness

Suggested Reading

- Allen, H. B., & Campbell. (1972). *Teaching English as a second language*. New Delhi: McGraw-Hill.
- Crystal, D. (1997). *English as a global language*. Cambridge: CUP
- Ghosh, R. N. (1977). *Introduction to English language teaching: Methods at the college level* (Vol.3). Hyderabad: CIEFL.
- Kirkpatrick, A (2007) *World Englishes: Implications for international communication and English language teaching*. Cambridge: CUP.
- Krishnaswamy, N. (2005). *Teaching English: Approaches, methods and techniques*. India: Macmillan.
- Krishnaswamy, N., & Lalita Krishna Swamy. (2006). *The story of English in India*. New Delhi: Foundation Books Pvt. Ltd.
- Kudchedkar, S. (2002), *English language teaching in India*. Hyderabad: Orient Blackswan.
- Kumaravadivelu, B. (2006). *Beyond methods: Macrostrategies for language teaching*. New Delhi: Orient Longman Private Limited.
- Kumar, K. (1991). *Political agenda of education: A study of colonialist and nationalist ideas*. New Delhi: SAGE
- Larsen-Freeman, D (2000). *Techniques and principles in language teaching*. New Delhi: Oxford University Press.
- Mukherjee, A. (2009). *This gift of English*. Hyderabad: Orient Blackswan.
- Nagaraj, G. (2008). *English language teaching: Approaches, methods, techniques*. Hyderabad: Orient Longman Private Limited.
- Richards, J.C & Rodgers, T.S. (1986). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press.
- Stern, H.H. (1983). *Fundamental concepts of language teaching*. Oxford: Oxford University Press.
- Tickoo, M.L. (2003). *Teaching and learning English: A sourcebook for teachers and teacher-trainers*. Hyderabad: Orient Longman
- Viswanathan, G. (1998). *Masks of conquest: Literary study and British rule in India*. New Delhi: Oxford University Press.

Objectives:

- This paper will introduce the students to the historical, political, cultural and aesthetic contexts of drama in England.
- To equip the students with an understanding of concepts of dramatic theory, elements of drama, stagecraft and kinds of drama.

Outcomes:

- Students will be able to analyse dramatic texts critically with reference to genre, historical, political and cultural contexts.
- Students will understand the use of dramatic devices, dialogue and stagecraft.

Unit I	Background	
	Origin and Development of British Drama (till the 17th Century); Tragedy; Comedy; Restoration Drama; Theatre of the Absurd; Postmodernism	
Unit II	Christopher Marlowe	<i>Doctor Faustus</i>
	William Shakespeare	<i>King Lear</i>
	John Webster	<i>The Duchess of Malfi</i>
Unit III	Aphra Behn	<i>The Rover (Part I)</i>
	Oscar Wilde	<i>The Importance of Being Earnest</i>
	GB Shaw	<i>Saint Joan</i>
Unit IV	John Osborne	<i>Look Back in Anger</i>
	Caryl Churchill	<i>Top Girls</i>
	Tom Stoppard	<i>Indian Ink</i>
Unit V	One-act Plays	
	JM Synge	"Riders to the Sea"
	Samuel Beckett	"Endgame"
	Harold Pinter	"The Dumb Waiter"

Suggested Reading

- Boulton, Marjorie. *The Anatomy of Drama*. London: Routledge and Kegan Paul, 1960.
- Bradbrook, MC. *Themes and Conventions of Elizabethan Theatre*. Cambridge: CUP, 1935.
- Bradley, AC. *Shakespearean Tragedy*. 1904. London: Penguin, 1991.
- Chaudhuri, Sukanta. Ed. *Renaissance Essays*. Oxford: OUP, 1995.
- Dollimore, Jonathan and Alan Sinfield. Eds. *Political Shakespeare*. Manchester: MUP, 1985.
- Esslin, Martin. *The Theatre of the Absurd*. New York: Penguin, 1969.
- Nagarajan, S and S Viswanathan. Eds. *Shakespeare in India*. New Delhi: OUP, 1987.
- Nicoll, Allardyce. *British Drama*. New York: Barnes & Noble, 1963.
- Pollard, AW. *English Miracle Plays, Moralities and Interludes*. Oxford: Clarendon, 1954.
- Steiner, George. *The Death of Tragedy*. London: Faber and Faber, 1961.
- Styan, JL. *The Elements of Drama*. Cambridge: CUP, 1969.
- . *Modern Drama: Theory and Practice*. 3 vols. Cambridge: CUP, 1981.
- Williams, Raymond. *Drama: From Ibsen to Brecht*. London: Chatto & Windus, 1965.

Objectives:

- This paper will introduce the students to the historical, political, cultural and aesthetic contexts of literature in America.
- To equip the students with an understanding of concepts of American Dream, Harlem Renaissance, Multiculturalism in America, Native American Experience, Jewish American writing

Outcomes:

- Students will be able to analyse literary texts critically with reference to genre, historical, political and cultural contexts in America.
- Students will understand the use of concepts in analysing the literary texts and the development of modern America with many voices.
- Students will be able to critically understand Native American writing and oral traditions.

Unit I Background

American Dream, Harlem Renaissance, Multiculturalism in America, Native American Experience, Jewish American writing

Unit II Poetry

Walt Whitman	“When Lilacs Last in the Dooryard Bloom’d”, “Crossing Brooklyn Ferry”
Robert Frost	“Home Burial”, “Birches”, “West Running Brook”
Wallace Stevens	“The Emperor of Ice - Cream”, “The Snowman”, “Thirteen Ways of Looking at a Blackbird”

Unit III Fiction

Scott Fitzgerald	<i>The Great Gatsby</i>
Ernest Hemingway	<i>The Old Man and the Sea</i>
Scott Momaday	<i>The Way to Rainy Mountain</i>

Unit IV Drama

Lorraine Hansberry	<i>A Raisin in the Sun</i>
Neil Simon	<i>The Sunshine Boys</i>
August Wilson	<i>The Piano Lesson</i>

Unit V Prose and Short Fiction

Alice Walker	“In Search of Our Mothers’ Gardens” (from the prose collection <i>In Search of Our Mothers’ Gardens</i>)
Bernard Malamud	“The Magic Barrel”
Isaac Asimov	“The Bicentennial Man”

Suggested Reading:

- Bigsby, C.W.E, et al. *Cambridge History of American Theater*. Cambridge, 2008
- Bloom, Harold, editor. *Native American Writers*. Infobase, 2010.
- Flanzbaum, Hilene, et al, editors. *Norton Anthology of Jewish American Literature*. Norton, 2000.
- Gates, Henry Louis Jr., editor. *Norton Anthology of African American Literature*. Norton, 2004.
- Gray, Richard. *A History of American Literature*. Wiley-Blackwell, 2011.
- Huggins, Nathan Irving, editor. *Voices from the Harlem Renaissance*. Oxford, 1995
- Lewis, R.WB. *The American Adam*. University of Chicago Press, 1955
- Pandey, Gyanendra. *A History of Prejudice: Race, Caste and Difference in India and the US*. Cambridge University Press, 2013.

Parekh, Bhikhu. *Rethinking Multiculturalism*. Palgrave - Macmillan, 2006.

Porter, Joy, editor. *Cambridge Companion to Native American Literature*. Cambridge University Press, 2005.

Robert, Charles Adam. *Science Fiction*. New Critical Idiom, Routledge, 2006

Singh, Amritjit and Peter Schmidt, editors. *Postcolonial Theory and the United States: Race, Ethnicity and Literature*. University of Mississippi Press, 2000.

Spiller, Robert, et al. *Literary History of the United States*. Macmillan, 1966

Townsend, Kenneth W. *First Americans: A History of Native Peoples*. Routledge, 2019.

West, Cornel. *Race Matters*. Beacon press, 1993.

Objectives:

- This paper will introduce the students to the historical, political, cultural and aesthetic contexts of literature in India.
- To equip the students with an understanding of concepts and contexts of Partition Literature; Nation-Nationalism; Counter Discourse; Subalternity and Identity Movements

Outcomes:

- Students will be able to analyse literary texts critically with reference to genre, historical, political and cultural contexts in India.
- Students will understand the critical use of concepts and contexts in analysing the literary texts.

Unit I Background

Partition Literature; Nation-Nationalism; Counter Discourse; Subalternity; Identity Movements

Unit II Poetry

Nissim Ezekiel	“Enterprise”, “Poet, Lover, Birdwatcher”, “Philosophy”
A K Ramanujan	“Love Poem for a Wife-1”, “Obituary”, “Small-scale Reflections on a Great House”
Kamala Das	“An Introduction”, “The Old Playhouse”, “Words”
Arun Kolatkar	“Scratch”, “A Low Temple”, “An Old Woman”

Unit III Fiction

Anita Desai	<i>Voices in the City</i>
Salman Rushdie	<i>Midnight's Children</i>
Esther David	<i>The Book of Rachel</i>

Unit IV Short Stories

Temsula Ao	“Laburnum for My Head” (from the collection - <i>Laburnum for My Head</i>)
Rohinton Mistry	“Swimming Lessons” (from <i>Tales from Firozsha Baag</i>)
Jhumpa Lahiri	“Interpreter of Maladies” (from <i>Interpreter of Maladies</i>)

Unit V Drama

Asif Currimbhoy	<i>Goa</i>
Mahesh Dattani	<i>Final Solutions</i>
Manjula Padmanabhan	<i>Harvest</i>

Suggested Reading

- Chakravarti, Uma. *Gendering Caste: Through a Feminist Lens*. SAGE, 2002
- Gopal, Priyamvada. *The Indian English Novel: Nation, History and Narration*. Oxford University Press, 2009.
- Guha, Sumit. *Beyond Caste: Identity and Power in South Asia, Past and Present*. Brill, 2013.
- Guru, Gopal and Sundar Sarukkai. *The Cracked Mirror: An Indian Debate on Experience and Theory*. Oxford University Press, 2012.
- Guttman, Anna. *Writing Indians and Jews: Metaphors of Jewishness in South Asian Literature*. Palgrave, 2013.
- Joshi, Priya. *In Another Country: Colonialism, Culture, and the English Novel in India*. 2002. Oxford UP, 2003.
- Khair, Tabish. *Babu Fictions: Alienation in Contemporary Indian English Novels*. Oxford UP, 2001.
- King, Bruce. *Three Indian Poets: Nissim Ezekiel, A.K. Ramanujan, Dom Moraes*. Oxford UP, 1991.
- . *Modern Indian Poetry in English*. Oxford University Press, 2001.
- Mehrotra, Arvind Krishna. *An Illustrated History of Indian Literature in English*. Permanent Black, 2003.
- Mukherjee, Meenakshi. *The Perishable Empire: Essays on Indian Writing in English*. Oxford Univ Press, 1977.
- Paranjape, Makarand. *In-Diaspora: Theories, Histories, Texts*. Indialog, 2001.
- Prasad, GJV. *Continuities in Indian English Poetry: Nation, Language, Form*. Pencraft, 1999.
- Omvedt, Gail. *Understanding Caste: From Buddha to Ambedkar and Beyond*. Orient Blackswan, 2011



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MA (Final) Semester III

Paper I ENG 301: Major Developments in Language Acquisition and Language Learning

Objectives:

- This paper introduces the students to study the relationship between language and the brain.
- It provides them an understanding of the language acquisition process.
- It also introduces the students to know the distinction between acquisition and learning.

Outcome:

- Students will be able to understand the difference between first language acquisition and second language acquisition/learning and the context of EFL and ESL classrooms.
- Students will also understand the different approaches proposed to help learners become effective communicators

Unit I

1. The Human Brain and its Functions; First Language Acquisition: Stages of Language Development in a Child; Learning Disabilities with special focus on Aphasia; Differences between First Language Acquisition and Second Language Learning
2. Behaviourism and its implications for ELT: J.B. Watson's Experiment, Pavlov's Classical Conditioning, Thorndike's Connectionism, Skinner's Operant Conditioning; Limitations of Behaviourism, Implications of Behaviourism in Teaching and Learning
3. Cognitivism & its implications for ELT: Chomsky's Innateness Theory (Language Acquisition Device), Limitations of Chomsky's Theory; Difference between Competence and Performance, Dell Hyme's Communicative Competence, Implications of Cognitivism in Teaching and Learning

Unit II

1. Krashen's Hypotheses about Second Language Acquisition: The Acquisition-Learning distinction, The Natural Order Hypothesis, The Monitor Hypothesis, The Input Hypothesis, The Affective Filter Hypothesis
2. Models of Second Language Acquisition I: The Linguistic Process Focus: The Monitor Model, The Conscious Reinforcement Model, The Strategy Model
3. Models of Second Language Acquisition II: The Social Process Focus: The Social Psychological Model, The Acculturation Model, The Social Context Model, The Intergroup Model

Unit III

1. Language Learning Strategies (LLS) Definition, Early Research on LLS, The Good Language Learner Research
2. Modern Research on LLS: Rebecca Oxford's Classification of LLS: Direct Strategies: Memory Strategies, Cognitive Strategies, Compensation Strategies
3. Modern Research on LLS: Rebecca Oxford's Classification of LLS: Indirect Strategies: Metacognitive Strategies, Affective Strategies, Social Strategies

Unit IV

1. Learning Styles: Definition, Cognitive Learning Styles, Sensory Learning Styles, Affective/Temperament Learning Styles (Personality Learning Styles)
2. Willing's Learning Styles: Communicative, Analytic, Authority Oriented, Concrete
3. Kolb's Learning Styles: Diverging, Assimilating, Converging, Accommodating

Unit V

1. Gardner's Multiple Intelligences: Verbal / Linguistic, Logical / Mathematical, Spatial / Visual, Musical, Bodily-Kinaesthetic, Interpersonal, Intrapersonal
2. Mind Mapping: Definition; MM and thinking process; Advantages of MM, MM for Learning languages
3. Learner Autonomy: Definition, Skills that Autonomous Learners Need, Developing Learner Autonomy; Constraints of Learner Autonomy: Influence of Culture on Learner Autonomy

Suggested Reading

- Amsel, A. (1989). *Behaviourism, neobehaviourism, and cognitivism in learning theory: Historical and contemporary perspectives*. USA: Lawrence Erlbaum Associates, Inc.
- Baron, R.A. (2001). *Psychology*. New Delhi: Pearson Prentice Hall
- Beena, C & Parameswaran, E.G. (2002). *An invitation to Psychology*. Hyderabad: Neelkamal Publ. Pvt. Ltd.
- Benson, P. (2011). *Teaching and researching: Autonomy in language learning*. London: Routledge
- Buzan, T & Buzan, B. (1996). *The mind map book: How to use radiant thinking to maximize your brain's untapped potential*. USA: Penguin
- Gardner, R.C. (1985). *Social psychology and second language learning*. USA: Edward Arnold
- Gardner, H. (1983). *Frames of mind. The theory of multiple intelligences*. New York: Basic Books.
- Krashen, S. D. (1982). *Principles and practice in second language acquisition*. UK: Pergamon Press Inc.
- Little, D. (1991). *Learner autonomy 1: Definition, issues and problems*. Dublin: Authentik
- Oxford, R.L. (1990). *Language learning strategies: What every teacher should know*. Boston: Heinle&Heinle.
- Reid, J. (1995). (ed). *Learning styles in the ESL/EFL classroom*. Boston: Heinle&Heinle
- Scharle, A., & Anita S. (2000). *Learner autonomy: A guide to developing learner responsibility*. Cambridge: CUP

Objectives:

- To introduce students to history and development of English prose
- To equip students to critically analyse prose texts in the context of genre, social, political and cultural histories

Outcomes

- Students will be able to critically analyse forms of prose in terms of genre, technique and style
- They will be able to engage with various discourses in the texts by situating them in their contexts and also their continued relevance/resonance to contemporary situations

Unit I	Background Origin and Development of the English Essay; Utopia; Translation of the Bible; Allegory; Satire	
Unit II	Philip Sidney Francis Bacon John Bunyan	<i>An Apologie for Poetrie</i> "Of Studies", "Of Truth", "Of Revenge" <i>The Pilgrim's Progress</i> (from "As I walked through the wilderness of this world ... "till the paragraph ending with the line "The name of the one was Simple, another Sloth, and the third Presumption.")
Unit III	Jonathan Swift Joseph Addison Samuel Johnson	"The Battle of the Books" "Sir Roger in Church", "The Aims of the Spectator" <i>Preface to Shakespeare</i> (Up to the paragraph beginning "So careless was this great poet...")
Unit IV	Charles Lamb William Hazlitt John Ruskin	"Dream Children", "Old China" "The Indian Jugglers", "On People with One Idea" <i>Unto This Last</i> (Section I)
Unit V	Bertrand Russell Virginia Woolf George Orwell	"The Ethics of War", "Education and Discipline" <i>A Room of One's Own</i> "Politics and the English Language", "Reflections on Gandhi"

Suggested Reading

- Chaudhuri, Sukanta , editor. *Bacon's Essays: A Selection*. Oxford University Press, 1977.
- Chevalier, Tracy, editor. *Encyclopaedia of the Essay*. Fitzroy Dearborn, 1997
- Daniel, David. *The Bible in English: Its History and Influence*. Yale University Press, 2003.
- Gross, John, editor. *The New Oxford Book of English Prose*. Oxford University Press, 2000.
- Lewis , C S. *The Literary Impact of the Authorised Version*. University of London, 1950
- Read, Herbert. *English Prose Style*. 1928. Pantheon Books, 1952.
- Robinson, Ian. *The Establishment of Modern English Prose in the Reformation and the Enlightenment*. Cambridge University Press, 1998.
- Saintsbury, George. *A History of English Prose Rhythm*. Macmillan, 1912.
- Shklovsky, Victor. *Theory of Prose*. Dalkey Archive Press, 1991.

Paper III ENG 303(A) : Academic Writing and Research Methodology (4 Credits)

Objectives:

- This paper is designed to help students develop the use of effective learning strategies in academic writing.
- It provides a rich exposure to a variety of writing from small reports to extended reviews
- To introduce students to various styles of referencing and citation so as to avoid plagiarism

Outcome:

- Students will be able to write good paragraphs and academic essays with logical arguments and counter arguments.
- Students will enhance their study skills and academic skills..
- They will acquire the skills required for academic writing

Unit I

Factors Influencing Effective Writing : Mechanics of Writing, Purpose of writing, Audience/reader, Organisation- Cohesion and Coherence

Features of Academic Writing : Introduction, Complexity, Formality, Precision, Objectivity, Explicitness, Accuracy and Appropriacy, Relevance, Hedging

Academic Writing Forms: Paragraph Development, Précis Writing, Building Argument, Making Counter Argument, Managing tone and tenor

Unit II

Study Skills and Academic Skills: Note Taking, Note Making, Information Transfer and Reference Skills, Paraphrasing (Change of parts of speech, word order, synonyms, using passive form), Summarizing (Steps in summarising)

Essay and Report Writing: Descriptive Writing, Narrative Writing; General Reports, Feasibility reports, Progress reports, Evaluation reports, Writing for Media

Writing Book Reviews and Film Reviews

Unit III

Criteria of Good Research; Avoiding Plagiarism

Types of Research: Primary and Secondary Research; Research Design: Statement of the Problem, Survey of relevant literature, Making hypotheses, developing objectives; Research Tools

Analysis and Data Interpretation (Collecting the data, analysing and interpreting the data, testing the hypotheses)

Unit IV

Preparing an outline for Research Articles and Thesis

Documentation Format: APA style

Documentation Format: MLA style

Suggested Reading

Gillett, A., Hammond, A., & Martala, M. (2009). *Inside track: Successful academic writing*. Essex: Pearson Education

Griffin, G. (2006). *Research methods for English studies*. Edinburgh: Edinburgh University Press.

Gupta, R. (2010). *A course in academic writing*. New Delhi: Orient BlackSwan.

Krishnaswamy, N. (1974). *Modern English: A Book of grammar, usage, & composition*. Hyderabad: Macmillan

Leki, I. (1998). *Academic writing: Exploring processes and strategies*. New York: CUP.

The MLA handbook for writers of research papers (7th ed.). New York, NY: Modern Language Association.

Monippally, M.M., & Pawar, B.S. (2010). *Academic writing: A guide for management students and researchers*. New Delhi: Sage.

Monippally, M.M. (2001). *Business communication strategies*. New Delhi: Tata McGraw-Hill.

Murray & Hughes, G. (2008). *Writing up your university assignments and research projects: A practical handbook*. New York: Open University Press.

- Narayanaswami, V.R. (1979). *Strengthen your writing*. Hyderabad: Orient Longman.
- Rossiter, J. (2007). *The APA pocket handbook: Rules for format & documentation*. Augusta GA: DW Publishing
- Sealy, J. (2013). *Writing for media*. In *Guide to effective writing and speaking*. Oxford: Oxford University Press.
- Sharma, R.C.,& Krishnamohan.(2011). *Business correspondence and report writing*. New Delhi: TataMcgrawHill.
- Sinha, M.P. (2007). *Research methods in English*. New Delhi: Atlanta Publishers.
- Swales, J. M., &Feak, C. B. (1994). *Academic writing for graduate students: A course for non-native speakers of English*. Ann Arbor: University of Michigan Press.
- Swales, J. M., & Feak, C. B. (2000). *English in today's research world: A writing guide*. Ann Arbor: University of Michigan Press.
- Wallace. (2013).*Study skills in English: Student book*. Cambridge:Cambridge University Press.
- Wallwork. (2013). *English for academic research: Writing exercises*. New York, NY: Springer.
- Weissberg, R., & Buker, S. (1990). *Writing up research: Experimental research report writing for students of English*. Englewood Cliffs, NJ: Prentice Hall.
- Yakhontova, T. (2003). *English academic writing for students and researchers*.

Objectives:

- This paper looks at various meanings associated with the word 'culture' in history, its production and relation to power
- It also explores the ways of understanding the relationship between culture and society.
- It introduces the emergence of Cultural Studies and its development as a discipline

Outcome:

- The students will learn to apply cultural studies methods and ideas in understanding/analysing society and culture.
- It develops critical thinking and independent learning through core debates and ideas within the discipline.
- Students will be able to understand the dynamics of cultural production, circulation and consumption.

Unit I Background:

The concept of Culture, Rise and development of Cultural Studies, Popular Culture, Culture and Technology, Cultural studies and Folk, Tribal Cultures, Cyberculture

Unit II

Theodor Adorno and Horkheimer	"Culture Industry: Enlightenment as Mass Deception"*
Terry Eagleton	"Versions of Culture" (from <i>The Idea of Culture</i>)
Stuart Hall	"Cultural Studies: Two Paradigms"(from <i>Essential Essays</i> ,Vol I)

Unit III

Lefebvre , Henri	"The Specificity of the City"(from <i>Writings on Cities</i>)
Jean Baudrillard	"The Precession of Simulacra"(from <i>Simulacra and Simulation</i>)
Raymond Williams	"Advertising: The Magic System"*

Unit IV

Pierre Bourdieu	"The Forms of Capital"
bell hooks	"A Revolution of Values: The Promise of Multi-Cultural Change"*
Arjun Appadurai	"Disjuncture and Difference in the Global Cultural Economy"*
(* from Simon During ,ed. <i>Cultural Studies: A Reader</i> .Routledge,1999)	

Suggested Reading

- Berger, John. *Ways of Seeing*, Penguin, 1972
- During, Simon. *Cultural Studies: A Critical Introduction*. Routledge, 2005
- Geertz, Clifford. *The Interpretation of Cultures*, Basic Books, 1973.
- Haimendorf, Christoph Von. *Tribes of India: The Struggle for Survival*. University of California Press,1982.
- Hebdige, Dick. *Subculture : The Meaning of Style*.Methuen,1979
- Lévy Pierre. *Cyberculture*, University of Minnesota Press,2001
- Nayar,Rana ,et al. editors. *Cultural Studies in India*, Routledge,2016
- Ninan,Sevanti. *Through the Magic Window: Television and Change in India*.Penguin,1995
- Niranjana,Tejaswini."The Desire for Cultural Studies."*Creativity and Academic Activism: Instituting Cultural Studies* ,edited by Meaghan Morris and Mette Hjort,Hong Kong University Press,2012
- Ong,Walter J. *Orality and Literacy*. Methuen,1982.
- Said , Edward W. *Musical Elaborations*. Columbia University Press,1993
- Sherinian, Zoe. "Activist Ethnomusicology and Marginalized Music of South Asia ".*The Oxford Handbook of Applied Ethnomusicology*. Oxford University Press,2015
- Spivak, Gayatri Chakravorty. *In Other Worlds: Essays in Cultural Politics*.Routledge,1998.
- Storey,John, ed. *Cultural Theory and Popular Culture: A Reader*, Harvester Press,1994
- Williams, Raymond .*Culture*.Fontana.1981

Objectives:

- To analyze socio-historical and contemporary power dynamics and gain knowledge of multiple forms of oppression and marginalization.
- To recognize how gender oppression plays out across a range of cultures and human experiences.
- To equip students to utilize the frameworks of various disciplines in order to analyze gender and women's writing in meaningful ways and to introduce students to key issues surrounding the contemporary discussion of gender.
- To gain insights into historical and contemporary context in which women, queer, and gender non-conforming individuals have exercised their agency.
- To prepare students to meet the needs of an increasingly ethnically and gender-diverse world.

Outcomes:

Students will:

- understand the interrelatedness of gender, race & ethnicity, class, caste, ability, sexuality, age, religion, and other complex aspects of identity and social categories.
- comprehend the theoretical and critical background to the key debates in contemporary feminist and gender theory.
- define and assess gender as a construct and analyze texts employing gender lens.
- learn to apply theoretical frameworks and methodologies of feminism, gender and women's studies, queer studies, sexuality studies.
- learn how examining lesser-known texts, or placing familiar ones in new combinations or contexts, alters their understanding of both gender and women's writing.

Unit I Background

Power and Gender; Women and Canon; The Body Theory ; Queer Theory; Feminisms

Unit II Poetry

Aemilia Lanyer

"Eve's Apology in Defense of Women"

Sylvia Plath

"Lady Lazarus", "The Applicant", "Daddy"

Agha Shahid Ali

"Leaving your City", "The Previous Occupant" "The Veiled Suite"

Unit III Fiction

Jean Rhys

Wide Sargasso Sea

Toni Morrison

The Bluest Eye

Yukio Mishima

Confessions of a Mask

Unit IV Prose

Mary Wollstonecraft

A Vindication of the Rights of Women (Introduction and Chapter 2)

Suniti Namjoshi

From *Feminist Fables* (From the *Panchatantra*, The Little Princess, The Gods, Perseus and Andromeda, Case History, The Runner)

Jose Esteban Muñoz

"Introduction" from *Disidentifications*

Suggested Reading

de Beauvoir, Simone. *The Second Sex*. New York: Vintage, 1974.

Beam, Joseph. editor. *In the Life: A Black Gay Anthology*. Alyson Books, 1986.

Birkby, Phyllis. editor. *Amazon Expedition: A Lesbian/Feminist Anthology*. Times Change Press, 1973.

Christian, Barbara. *Black Feminist Criticism*. Pergamon Press, 1985.

- Friedan, Betty. *The Feminine Mystique*. Dell, 1983.
- Gilbert, Sandra M. and Susan Gubar. *The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination*. Yale University Press, 1979.
- Glover, David and Cora Kaplan. *Genders*. New Critical Idiom Series. Routledge, 2000.
- Elizabeth Kowalski Wallace, editor. *Encyclopedia of Feminist Literary Theory*. Garland, 1997.
- Lerner, Gerda. *The Creation of Patriarchy*. Oxford University Press, 1986.
- Millet, Kate. *Sexual Politics*. Doubleday, 1970.
- Merchant, Hoshang. *Selected Writings*. Oxford University Press, 2016.
- Mohanty, Chandra Talpade. *Feminism Without Borders: Decolonizing Theory, Practicing Solidarity*. Duke University Press, 2003.
- Revathi, A. *The Truth about Me: A Hijra Life Story*. Translated by V. Geetha, Penguin, 2010.
- Showalter, Elaine. *A Literature of Their Own: From Charlotte Brontë to Doris Lessing*. Virago, 1999
- Warner, Michael. *The Trouble with Normal*. The Free Press, 1999.

Paper III ENG 303(D): Indian Literatures in Translation (4 Credits)

Objectives:

- This paper introduces students to a variety of ancient and modern Indian literary texts from different genres and languages
- It provides historical, aesthetic, and cultural contexts of these literatures

Outcomes:

- Students will be able to understand texts in terms of historical, generic, spiritual and cultural contexts
- Students will be able to critically read the texts in the contexts of literary and social movements with reference to the questions of caste, gender, language, tradition and modernity
- Students will also be able to understand the dynamics of translations and its relation to power, cultural capital, representation and agency

Unit I Background

Origin and Development of Indian Drama; Bhakti and Sufi Movements; Indian Concept of Translation; Progressive Writers Movement; Dalit Aesthetics.

Unit II Poetry

Amir Khusrau Ghazal 1 ("The clouds rain down ...), Ghazal 857 ("Alas for this life ...)
From *In the Bazaar of Love: The Selected Poetry of Amir Khusrau*. Translated by Paul Losensky and Sunil Sharma.

Chokhamela Song 99 "Why have you thrown"
Song 279 "Five elements compound the body"
Song 284 "The saviour of his devotees" From *On the Threshold: Songs of Chokhamela*. Translated by Rohini Mokashi Punekar

Jibanananda Das "Banalata Sen", "Naked Solitary Hand", "This Earth"
Makhdoom Mohiuddin "The Heart of Silence", "Prison", "Darkness"

Unit III Narratives/Fiction

Jataka Tales "The story of the partridge", "The story of the draining bucket",
"The story of the one who taught forbearance". Selections from *The Jatakas*. Translated by Sarah Shaw

U R Ananthamurthy *Samskara: A Rite for A Dead Man*
Bama *Karukku*

Unit IV Drama

Sudraka *The Mrichchhakatika* Translated by MR Kale
Vijay Tendulkar *Silence! The Court is in Session*
Girish Karnad *Hayavadana*

Suggested Reading

- Chakravathy, Uma. *Gendering Caste through a Feminist Lens* SAGE, 2018
- Das, Sisir K. *A History of Indian Literature 500-1399*. Sahitya Akademi, 2010.
- Dasgupta, Chidananda. *Jibanananda Das*. Sahitya Akademi, 2004
- Deshpande. G.P. editor. *Modern Indian Drama*. Sahitya Akademi, 2000.
- Devy, GN. *After Amnesia: Tradition and Change in Indian Literary Criticism*. Orient Longman, 1992.
- Eisenstadt, SN, et al., editors. *Orthodoxy, Heterodoxy and Dissent in India*. Walter de Gruyter, 2011.
- Gopal, Priyamvada. *Literary Radicalism in India*. Routledge, 2005.
- Kosambi, D D. *Myth and Reality: Studies in the Formation of Indian Culture*. 1962. Sage, 2016.
- Limbale, Sharankumar. *Towards an Aesthetic of Dalit Literature*. Orient Longman, 2004.
- Miller, Barbara Stoler. *Theater of Memory: The plays of Kalidasa* : Columbia University Press, 1984. Motilal Banarsidas, 1999.
- Mukherjee, Sujit. *Towards a Literary History of India*. Indian Institute of Advanced Study, 1975.
- . *Translation as Discovery*. Orient Longman, 1994.

- Paniker, Ayyappa. *Indian Narratology*. Indira Gandhi Centre for the Arts, 2003.
- Radhakrishnan, S. *The Hindu View of Life*. 1926. Harper Collins, 2014.
- Rege, Sharmila. *Writing Caste, Writing Gender: Reading Dalit Women's Testimonios*. Zuban, 2006.
- Satchidanandan, K, editor. *Signatures: One Hundred Indian Poets*. National Book Trust, 2003.
- Sen, Amartya. *The Argumentative Indian: Writings on Indian History, Culture and Identity*.
- Thapar, Romila. *Early India: From the Origins to AD 1300*. Penguin, 2003.
- . *Sakuntala: Texts, Readings, Histories*. Kali for Women, 1999.
- Zelliot, Eleanor and Rohini Mokashi-Punekar, editors. *Untouchables Saints: An Indian Phenomenon*. Manohar, 2005.

Paper IV ENG 304 (A): Twentieth Century Literary Criticism and Theory (4 Credits)

Objectives:

- This paper will introduce students to important currents in literary criticism and theory
- It provides students with the historical, social and cultural contexts of literary criticism and theory

Outcomes:

- The students will be equipped with critical tools and theoretical frameworks to analyse literary texts in terms of form, style, discourse, ideology, class, gender, race and ethnicity
- Students will be able to critically engage with a variety of texts employing practical criticism as well as approaches from formalism to poststructuralism

Unit I Background

New Criticism; New Historicism; Structuralism and Poststructuralism; Reader Response Theories; Psychoanalytical Criticism

Unit II

Cleanth Brooks	“The Language of Paradox” (from <i>The Well Wrought Urn</i>)
Northrop Frye	“Archetypes of Literature” (from <i>Fables of Identity</i>)
Mikhail Bakhtin	“Pre-history of Novelistic Discourse”

Unit III

Michel Foucault	“The Unities of Discourse” (from <i>The Archaeology of Knowledge</i>)
Roland Barthes	“The Death of the Author” (from <i>Image-Music-Text</i>)
Raymond Williams	“Literature” (from <i>Marxism and Literature</i>)

Unit IV

Edward Said	“Introduction” (from <i>Orientalism</i>)
Elaine Showalter	“Feminist Criticism in Wilderness”
Henry Louis Gates Jr.	“Editor’s Introduction: Writing Race and the Difference It Makes” (Sec 1-5)

Suggested Reading

Ahmad, Aijaz. *In Theory: Classes, Nations, Literatures*. Oxford UP, 1993.
Adorno, Theodor and Max Horkheimer. *Dialectic of Enlightenment*. Verso, 1986.
Belsey, Catherine. *Critical Practice*. Methuen, 1980.
Eagleton, Terry. *Literary Theory: an Introduction*. Blackwell, 1983.
Fish, Stanley. *Is There a Text in This Class?* Harvard University Press, 1980.
Jameson, Fredric. *Marxism and Form*. Princeton University Press, 1971.
Leitch, Vincent B, editor. *The Norton Anthology of Theory and Criticism*. Norton, 2001.
Lodge, David and Nigel Wood, editors. *Modern Criticism and Theory: A Reader*. Pearson, 2000.
Richards, IA. *Principles of Literary Criticism*. Routledge, 2003.
Seldan, Raman and Peter Widdowson. *A Reader’s Guide to Contemporary Literary Theory*. Longman, 2005.
Sturrock, John. *Structuralism and Since: from Levi Strauss to Derrida*. Oxford UP, 1979.
Warren, Austen and Rene Wellek. *Theory of Literature*. Harcourt, 1956.
Waugh, Patricia. *Literary Theory: An Oxford Guide*. Oxford UP, 2006.
Waugh, Patricia and Philip Rice, editors. *Modern Literary Theory: A Reader*. Arnold, 2001.

Paper IV ENG 304(B): Literature and Environment (4 Credits)

Objectives:

- This paper introduces the debates and discourses concerning environment and ecology, the science and politics of environment
- It also introduces important schools of ecocriticism

Outcomes:

- Students will be able to critically and responsibly engage with issues concerning environment
- They will be able to read literary texts using various frameworks of ecocriticism and explore the issues related to the literary representation of nature, environment, ecology

Unit I Background

Anthropocentrism- Ecocentrism; Anthropocene-Posthumanism; Climate-fiction; Ecocriticism- Ecofeminism;

Unit II Poetry

Nanao Sakaki	"Manifesto", "Break the Mirror", "How to Live on the Planet Earth"
Mamang Dai	"An Obscure Place", "Voice of Mountain", "Remembrance"
W.S. Merwin	"For a Coming Extinction", "Animals from Mountains", "Nocturne"

Unit III Prose & Fiction

Rachel Carson	<i>The Silent Spring</i>
Amitav Ghosh	<i>The Hungry Tide</i>
Sonali Deraniyagala	<i>Wave</i>

Unit IV Drama

John Heywood	<i>The Play of the Weather</i>
Oriel Gray	<i>The Torrents</i>
Joan MacLeod	<i>2000</i>

Suggested Reading

- Braidotti, Rosi. *The Posthuman*. Polity Press, 2013.
- Bryson, Scott J. editor. *Ecopoetry: A Critical Introduction*. Univ of Utah Press, 2002.
- Clark, Timothy. *The Cambridge Introduction to Literature and the Environment*. Cambridge UPress, 2011.
- Coupe, Laurence. *The Green Studies Reader: From Romanticism to Ecocriticism*. Routledge, 2000.
- Garrard, Greg. *Ecocriticism*. Routledge, 2004.
- Ghosh, Amitav. *The Great Derangement: Climate Change and the Unthinkable*. Univ of Chicago Press, 2016.
- Glotfelty, Cheryl and Harold Fromm, editors. *The Ecocriticism Reader: Landmarks in Literary Ecology*. University of Georgia Press, 1996.
- Huggan, Graham, Helen Tiffin. *Postcolonial Ecocriticism: Literature, Animals and Environment*. Routledge, 2010.
- Marzec, Robert P. *An Ecological and Postcolonial Study of Literature: From Daniel Defoe to Salman Rushdie*. Palgrave-Macmillan, 2007.
- Mies, Maria and Vandana Shiva. *Ecofeminism*. Zed, 1993.
- Osundare Niyi. *The Writer As Righter: The African Literary Artist and His Social Obligations*. University of Ife, 1986.
- Parham John, Louise Westling, editors. *A Global History of Literature and the Environment*. Cambridge University Press, 2017.
- Yusoff, Kathryn, *A Billion Black Anthropocenes or None*. University of Minnesota Press, 2019.
- Williams, Raymond. *The Country and the City*. London: Chatto & Windus, 1973.

Paper IV ENG 304(C): Modern European Literature in Translation (4 Credits)

Objectives:

- This paper introduces students to major writers of modern European literature
- It provides the necessary historical, cultural and literary contexts of European literature

Outcomes:

- Students will be able to read literatures comparatively and broaden their appreciation and understanding of writings from different locations, languages and cultures
- They will critically engage with texts in terms of genre, style, movements/schools and translations

Unit I Background

The Enlightenment; Epic Theater; Avant-garde; Symbolism; Holocaust Experience

Unit II Poetry

Charles Baudelaire "To the Reader", " Even She Who Was Called Beatrice" (from *Flowers of Evil*)
Federico García Lorca "Lament for Ignacio Sanchez", "Cry to Rome"
Paul Celan "Fugue of Death", " Tenebrae"
Joseph Brodsky "Nunc Dimittis", "Odysseus to Telemachus"

Unit III Drama

Anton Chekhov *The Cherry Orchard*
Bertolt Brecht *Mother Courage*
Luigi Pirandello *Six Characters in Search of an Author*

Unit IV Fiction

Fyodor Dostoevsky *Notes from the Underground*
Albert Camus *The Stranger*
Thomas Mann *Death in Venice*

Suggested Reading

- Adorno, Theodor. *Prisms*. MIT Press, 1983.
Alvarez, A. editor. *Paul Celan: Selected Poems*. Penguin, 1972.
Auerbach, Erich. *Mimesis: The Representation of Reality in Western Literature*. Translated by Willard Trask. Princeton University Press, 2003.
Bakhtin, Mikhail. *Problems of Dostoevsky's Poetics*. University of Minnesota Press, 1984.
Benjamin, Walter. *The Writer of Modern Life: Essays on Baudelaire*. Harvard University Press, 2001.
Bentley, Eric, editor. *The Theory of the Modern Stage*. Penguin, 1986.
Bloom, Harold, editor. *Literature of the Holocaust*. Chelesa House, 2004.
Eliot, T.S. *What is a Classic?* Faber, 1945.
Gay, Peter. *The Enlightenment: An Interpretation*. Norton, 1977.
Kermode, Frank. *The Classic: Literary Images of Permanence and Change*. Faber, 1983.
Lukács, Georg. *Studies in European Realism*. Merlin Press, 1975.
Steiner, George. *Tolstoy or Dostoevsky?* Faber, 2010.
Styan J L. *Modern Drama: Theory and Practice*. 3vols. Cambridge University Press, 1981.
Travers, Martin. *An Introduction to Modern European Literature: from Romanticism to Postmodernism*. Macmillan, 1998.
Willet, John, editor. *Brecht on Theatre*. Methuen, 1964.

Paper IV ENG 304(D): Introduction to Discourse Analysis (4 Credits)

Objectives:

- This paper introduces the students not in terms of the components of language, but in terms of the way language is used.
- It also makes students to study language beyond the sentence and the analysis of discourse is typically concerned with the study of language in text and conversation.

Outcome:

- Students will learn to interpret the text with cohesion and coherence.
- The paper develops the habit of taking part in speech events(e. g. debate, interview, various types of discussions) conversation analysis, turn-taking etc.
- Students will also learn to use expressions like Hedges, implicatures, schemas and scripts.

Unit I

- a) Defining Discourse Analysis and Discourse Studies
- b) Discourse as Intertextual; Discourse and Communication
- c) Discourse and Communicative Competence

Unit II

- a) Register and Lexicogrammar
- b) Functions of Discourse: Ideational, Interpersonal, and Textual
- c) Sinclair and Coulthard's Model of Classroom Interaction

Unit III

- a) Cohesion and Coherence
- b) Searle's Speech Acts
- c) Grice's Cooperative Principle; Models of Politeness

Unit IV

- a) Aspects of Conversation Analysis
- b) Aspects of Genre Analysis
- c) Basics of Critical Discourse Analysis

Suggested Reading

- Cook, G. (1989). *Discourse*. Oxford University Press
- Fairclough, N. (2010). *Critical discourse analysis: The critical study of language*. London: Longman.
- Flowerdew, J. (2013). *Discourse in English language education*. London: Routledge.
- Grice, H.P. (1975). "Logic and Conversation". Peter Cole and Jerry L. Morgan, (Eds.) *Syntax and Semantics*, 3. New York, NY: Academic Press. 41-58.
- Halliday and Hasan. (1976). *Cohesion in English*. Longman: London.
- Jones, R. (2012). *Discourse analysis: A resource book for students*. Oxford: Blackwell.
- Levinson, S.C. (1993), *Pragmatics*, Cambridge: Cambridge University Press.
- Searle, J. R. (1969). *Speech acts: An essay in the philosophy of language*. Cambridge University Press, Cambridge
- Van Dijk, Teun. (2015). "Critical discourse analysis". Deborah Tannen, (Ed.) *The Handbook of discourse analysis*.
- Widdowson, H. G. (1995). "Discourse analysis: A critical view". *Language and Literature*, 4 (3):157-172.



Department of English
Osmania University
Syllabus of MA (English)
(With effect from the Academic Year 2022-23)
MA (Final) Semester IV

Paper I ENG 401 English Language Teaching: Curriculum Development, Teaching, and Evaluation
(5 Credits)

Objectives:

- This paper introduces the students to curriculum design, models of curriculum development and syllabus design.
- It also makes students to know the classroom approaches, teaching aids and the use of technology.
- It enables students to learn the techniques of teaching different genres and LSRW skills.
- It also introduces them to different types of testing patterns.

Outcomes:

- Students will learn to know the difference between the curriculum development and the syllabus design.
- Students will understand the different approaches, methods and techniques of teaching English with the use of technology.
- Students are empowered with enhanced language skills with different testing patterns.

Unit I

- a) Curriculum Design: Definition; Major Steps in Curriculum Development Process; Process of Curriculum Design: Elements of Curriculum Design, Curriculum Design Team, Curriculum Design Approaches - Topic-Driven Approach and Backward Design Approach, Curriculum Mapping, Use of Bloom's Taxonomy
- b) Models of Curriculum Development: Product Models: Nation and Macalister Model - Outer Circle and Inner Circle; Ralph W. Tyler Model; Process Model: Lawrence Stern house Model
- c) Syllabus Design: Difference between Curriculum and Syllabus, Types of Syllabi: Structural Syllabus, Notional-Functional Syllabus, Task-based Syllabus, Communicative Syllabus; Principles of Designing English Syllabus for ESP Courses - EAP, EST, EOP

Unit II

- a) Classroom Approaches: Teacher Centred Approach: Lecture Method - Advantages and Disadvantages, Learner-Centred Approach: Teaching Large Classes, Team Teaching, Classroom Discussions, Techniques of Pair Work, Group Work, Role Play
- b) Teaching Aids: Use of the Blackboard, Pictures (Charts, Flash Cards, Flannel Board), Flip Charts, OHP, Realia
- c) Using Technology: Use of Audio-Visual systems, Conventional Language Lab, Computer Assisted Language Learning (CALL), Social Media Platforms - Blogs, Facebook, WhatsApp, Podcasts, and YouTube

Unit III

- a) Techniques of Teaching Prose, Poetry, Drama
- b) Teaching Language through Literature - Important Techniques; Stylistic Approaches to the Teaching of Literature: Norm, Deviation, Foregrounding
- c) Designing Language Tasks from Literary Texts (Six tasks-two each from Prose, Poetry and Drama)

Unit IV

- a) Techniques of Teaching Listening, Reading, and their Sub-skills
- b) Techniques of Speaking, Writing, and their Sub-skills
- c) Error Analysis; Remedial Teaching; Techniques of Teaching Grammar and Vocabulary;

Unit V

- a) Language Testing and Evaluation: Definition of Testing, Difference between Testing and Evaluation; Types of Testing: Achievement Tests, Progress Tests, Diagnostic Tests, Placement Tests, Proficiency Tests; Types of Testing Items; Types of Evaluation: Formative Evaluation, Summative Evaluation
- b) Characteristic Features of an Effective Test: Validity, Reliability, Feasibility / Practicality; Steps to Design a Standard Test; Washback/Backwash Effect
- c) Designing Effective Tests for Listening, Speaking, Reading, Writing, Vocabulary, and Grammar Skills

Suggested Reading

- Bloom, B.S. (1956). *Taxonomy of educational objectives: The classification of educational goals*. New York, NY: Longmans, Green.
- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford: OUP.
- Davies, A. (1990). *Principles of language testing*. Oxford: Blackwell.
- Dodd, B. J. (2020). *Curriculum design processes*. In J. K. McDonald & R. E. West (Eds.), *Design for Learning: Principles, Processes, and Praxis*. EdTech Books. https://edtechbooks.org/id/curriculum_design_process
- Dudley - Evans, T. and St John, M.J. (1998). *Developments in English for Specific Purposes: A multi-disciplinary approach*. Cambridge, UK. Cambridge University Press.
- Hughes, A. (2003). *Testing for language teachers*. Cambridge: Cambridge University Press
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning centred approach*. Cambridge: CUP.
- James, Carl. 1998. *Errors in Language Learning and Use – Exploring Error Analysis*. Essex: Pearson.
- Johnson, K. (1982). *Communicative syllabus design and methodology*. Oxford: Pergamon Press Ltd.
- Jordan, R.R. (1997). *English for specific purposes: A guide and resource book for teacher*. Cambridge; CUPress.
- Kim, D. 2008. *English for occupational purposes*. London: Continuum.
- Larsen-Freeman, D., & Anderson, M. (2011). *Techniques & principles in language teaching*. Oxford: OUP.
- Madsen S. H. (1983). *Techniques in testing*. NY:OUP.
- Nagaraj, G. (1996). *English language teaching: Approaches, methods, and techniques*. Hyderabad: Orient Longman.
- Nation & Macalister (2010). *Language curriculum design*. New York and London: Routledge.
- Richards, J. (2001). *Curriculum Development in Language Teaching*. Cambridge, UK. Cambridge University Press.
- Stenhouse, L. (1975) *An Introduction to curriculum research and development*. London: Heinemann
- Tyler, R. W. (1949). *Basic principles of curriculum and instruction*. Chicago: University of Chicago Press.
- .

Objectives:

- This paper helps the students to read the canonical texts of English fiction with reference to the histories of genre, literary movements, historical and cultural contexts.
- It also introduces the students to forms of fiction and helps them to read texts in terms of style, narrative technique, and other fictional devices.

Outcomes:

- Students will be able to read fiction critically making connections between the texts and the historical, cultural and political contexts using different critical and theoretical frameworks.
- They will be also able to engage with issues of gender, class, ideology, power and forms of fiction.

Unit I Background

The Rise of Novel; The Gothic Novel; Realism-Naturalism; Bildungsroman; Stream of Consciousness; Magic Realism

Unit II	Daniel Defoe	<i>Robinson Crusoe</i>
	Jane Austen	<i>Emma</i>
	Charlotte Brontë	<i>Jane Eyre</i>

Unit III	Charles Dickens	<i>Hard Times</i>
	Thomas Hardy	<i>Tess of the d'Urbervilles</i>
	Joseph Conrad	<i>Heart of Darkness</i>

Unit IV	DH Lawrence	<i>Sons and Lovers</i>
	William Golding	<i>Lord of the Flies</i>
	Zadie Smith	<i>White Teeth</i>

Unit V Short Stories

Rudyard Kipling	"Lispeth", "Thrown Away"
HG Wells	"The New Accelerator", "The Man Who Could Work Miracles"
Roald Dahl	"The Umbrella Man", "Lamb to the Slaughter"

Suggested Reading

- Auerbach, Eric. *Mimesis: The Representations of Reality in Western Literature*. Princeton UP, 2003.
- Booth, Wayne C. *The Rhetoric of Fiction*. University of Chicago Press, 1961.
- Boulton, Marjorie. *The Anatomy of the Novel*. Routledge and Kegan Paul, 1975.
- Eagleton, Terry. *The English Novel: an Introduction*. Blackwell, 2004.
- Forster, EM. *Aspects of the Novel*. Edward Arnold, 1927.
- Lodge, David. *The Art of Fiction*. Viking, 1992.
- Lubbock, Percy. *The Craft of Fiction*. Jonathan Cape, 1921.
- Lukacs, Georg. *The Theory of the Novel*. MIT Press, 1971.
- Scholes, Robert. *Elements of Fiction*. Oxford UP, 1968.
- Schorer, Mark. "Technique as Discovery". *The Hudson Review*. 1. 1 (1948): 67-87.
- Watt, Ian. *The Rise of the Novel*. Peregrine, 1970.

Objectives:

- This paper introduces the students to the historical, political, cultural and textual ramifications of the colonial encounter.
- It introduces the students to various debates concerning empire, colonialism and postcolonialism.

Outcomes:

- Students will be able to critically engage with the issues of empire, eurocentrism, decolonisation and resistance.
- Students will be able to critically read texts from different geographies in terms of the politics of representation, gender, ethnicity and micronarratives of oppression within postcolonial societies.

Unit I Background

Colonialism-Postcolonialism; Decolonization-Neocolonialism; Mimicry-Hybridity; The idea of Empire; Myth-History

Unit II Poetry

Judith Wright	"Eve to Her Daughters", "Bullocky", "Request to a Year"
Phyllis Webb	"Marvel's Garden", "Breaking", "Ah Ghalib ..."
Kamau Brathwaite	"Calypso", "Bread", "Limbo"
Christopher Okigbo	"Overture", "Elegy for Alto", "Banks of Reed"

Unit III Fiction

Chinua Achebe	<i>Things Fall Apart</i>
VS Naipaul	<i>The Mimic Men</i>
Margaret Atwood	<i>The Edible Woman</i>

Unit IV Drama

Wole Soyinka	<i>Kongi's Harvest</i>
Derek Walcott	<i>Dream on Monkey Mountain</i>
Drew Hayden Taylor	<i>alterNatives</i>

Suggested Reading

Ashcroft, Bill, Gareth Griffiths, Helen Tiffin, eds. *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. London: Routledge, 1989.

---. *Key Concepts in Post-Colonial Studies*. London: Routledge, 1998.

Bhabha, Homi K, ed. *Nation and Narration*. London: Routledge, 1990.

Boehmer, Elleke. *Colonial and Postcolonial Literature: Migrant Metaphors*. Oxford: OUP, 2005.

Chibber, Vivek. *Postcolonial Theory and the Specter of Capital*. London: Verso, 2013

Fanon, Frantz. *The Wretched of the Earth*. 1963. Trans. Richard Philcox. New York: Grove Press, 2005.

Gandhi, Leela. *Postcolonial Theory: A Critical Introduction*. New Delhi: OUP, 1998.

Gilbert, Helen, and Joanne Tompkins. *Post-Colonial Drama: Theory, Practice, Politics*. London: Routledge, 1996 .

King, Bruce. *Post-Colonial English Drama: Commonwealth Drama Since 1960*. New York: St. Martin's Press, 1992.

---. *New National and Post-Colonial Literatures: An Introduction*. New York: Clarendon Press, 1996.

Loomba, Ania. *Colonialism/Postcolonialism. The New Critical Idiom Series*. London: Routledge, 1998.

Mongia, Padmini. *Contemporary Postcolonial Theory: A Reader*. London: Bloomsbury Academic, 1996.

Negri, Antonio and Michael Hardt. *Empire*. Harvard University Press, 2000.

Ngugi wa Thiong'o. *Decolonizing the Mind: The Politics of Language in African Literature*. London: J. Currey, 1986.

Rutherford, Anna, Holst Petersen, and H. Maes Jelinek, eds. *From Commonwealth to Post-colonial*. Sydney: Dangaroo Press, 1992.

Said, Edward. *Orientalism*. New York: Pantheon Books, 1978.

Spivak, Gayatri Chakravorty. "Can the Subaltern Speak?" *Marxism and the Interpretation of Culture*. Ed. Cary Nelson and Lawrence Grossberg. Urbana: U of Illinois Press, 1988. 271-313.

Trivedi, Harish and Meenakshi Mukherjee. *Interrogating Post-Colonialism: Theory, Text and Context*. Shimla: Indian Institute of Advanced Studies, 1996.

Young, Robert JC. *Postcolonialism: A Very Short Introduction*. Oxford: OUP, 2003.

Objectives:

- This paper introduces the students to understand the speech sounds of English phonology, and to distinguish the sounds of English language.
- It also makes students to know the paralinguistics of the English language.
- It makes the students to understand the concept of kinesics and the morphological elements of the language.

Outcomes:

- Students will be able to know the International Phonetic Alphabet and the speech mechanisms involved in articulating the speech sounds of English language.
- Students will be familiar with the word accent, aspects of connected speech, intonation and other aspects of the English language.
- Students will also be acquainted with the elements of morphology

Unit I

- a) Language as a System of Communication: Features of Human Communication, Differences between Animal and Human Communication
- b) Verbal Communication: Formal and Informal Communication, One way and Two-way Communication
- c) Non-verbal Communication: Aspects relating to body language

Unit II

- a) Articulatory Phonetics: Definition, Organs of Speech, Speech Mechanism (air-stream mechanism)
- b) Classification of English Phonemic Sounds (IPA), Phonemic transcription (word and sentence levels)
- c) Description of Consonant sounds: Place of articulation and Manner of articulation; Vowel Sounds: Monophthongs, Diphthongs, and Triphthongs

Unit III

- a) Word Accent/Stress: Syllable, Primary and Secondary Stress, Rules of Word Stress, Consonant clusters
- b) Aspects of Connected Speech: Weak forms and Elision
- c) Intonation: Tones, Semantic Implications (Functions) of Intonation

Unit IV

- a) Levels of Language Description – Phonology: Definition, Scope and Other Aspects
- b) Morphology: Definition, Scope and Other Aspects
- c) Syntax: Definition, Scope and Other Aspects

Suggested Reading

- Bansal, R. K., & Harrison J.B. (2006). *Spoken English*. Hyderabad: Orient Longman.
- Balasubramanian, T. (2008). *A Textbook of English Phonetics for Indian Students*. Chennai: Macmillan.
- Hedwig, L. (1998). *Body Language: A Guide for Professionals*. New Delhi: Response Books.
- Hockett, C. (1960). *A Course in Modern Linguistics*. London: Macmillan.
- Jones, D. (1992). *The Pronunciation of English*. Cambridge: Cambridge University Press.
- O' Connor, J.D. (1997). *Better English Pronunciation*. New Delhi: UBS.
- Roach, P. (1990). *English Phonetics and Phonology: A Practical Course*. Cambridge: Cambridge University Press.
- Sethi J., Sadanand. K., & Jindal, D. V. (2004). *A Practical Course in English Pronunciation*. New Delhi: PHI.
- Yule, G. (1995). *The Study of Language*. Cambridge: Cambridge University Press.

Objectives

- It introduces the students to elements of film, theories of adaptations and major film theories.
- To enable the students to critically understand the interface between literature and film.

Outcomes

- Students will be able to analyse films critically in the context of film theory, techniques of film making, genre and discourse.
- Students will learn to understand the dynamics of film adaptations of literary texts.

Unit I Background

Narrative Elements (Plot, Character, Point of View, Setting); Mise-en-scene; Cinematography; Montage, Film Genres

Unit II Essays

Chidananda Das Gupt	“Indian Cinema Today”
Francesco Casetti	“Adaptation and Mis-adaptations: Film, Literature, and Social Discourses” (from <i>A Companion to Literature and Film</i>)
Gaston Roberge	“Film Language” (from <i>The Subject of Cinema</i>)

Unit III Drama and Film

William Shakespeare	<i>Macbeth</i>
Orson Welles	<i>Macbeth</i>
Henrik Ibsen	<i>A Doll's House</i>
Patrick Garland	<i>A Doll's House</i>

Unit IV Fiction and Film

E M Forster	<i>A Passage to India</i>
David Lean	<i>A Passage to India</i>
Daphne du Maurier	“The Birds”
Alfred Hitchcock	<i>The Birds</i>

Suggested Reading

- Abrams, M H. *A Glossary of Literary Terms*. 10th Edn. Cengage Learning, 2011.
- Bazin, Andre. *What is Cinema?* Vols 1 & 2. Univ of California Press, 1967.
- Beja, Morris. *Film and Literature: An Introduction*. Longman, 1979.
- Bluestone, George. *Novels into Film*. Baltimore: Johns Hopkins Press, 1957.
- Benyahia, Sarah Casey and John White. *Film Studies: The Essential Introduction*. Routledge, 2006.
- Boyum, Joy Gould. *Double Exposure: Fiction into Film*. Seagull Books, 1989.
- Cahir, Linda Constanzo. *Literature into Film: Theory and Practical Approaches*. Macfarland, 2006.
- Cartmell, Deborah, ed. *A Companion to Literature, Film and Adaptation*. Blackwell, 2012.
- Cartmell, Deborah and Imelda Whelehan, ed. *The Cambridge Companion to Literature on Screen*. Cambridge University Press, 2007.
- Das Gupta, Chidananda. *Talking About Films*. Orient Longman, 1981.
- Desmond, John and Peter Hawkes. *Adaptation: Studying Film and Literature*. McGraw, 2006.
- Elliott, Kamilla. *Rethinking the Novel/Film Debate*. Cambridge University Press, 2003.
- Gaston, Roberge. *The Subject of Cinema*. Seagull, 1985.
- McFarlane, Brian. *Novel to Film: An Introduction to the Theory of Adaptation*. Oxford- Clarendon, 1996.
- Rajadhyaksha, Ashish and Soyoung Kim. *Cinema, Culture Industry and Political Societies*. Routledge, 2003.
- Ray, Satyajit. *Our Films and Their Films*. Orient Longman, 1976.
- Sikov, Ed., ed. *Film Studies: An Introduction*. Columbia University Press, 2010.
- Stam, Robert and Alessandra Raengo, eds. *A Companion to Literature and Film*. Blackwell, 2006.
- Vaidyanathan, T G. *Hours in the Dark: Essays on Cinema*. Oxford UP, 1999.

Objectives:

- To introduce the students to various discourses of marginality such as disability, caste, aboriginality and Adivasi experience, displacement and exile.
- To enable the students to critically examine the contexts and the emergence of the aboriginal and Adivasi literatures, disability, exilic and fourth world literatures.

Outcomes:

- Students will be able to analyse the texts with an understanding of the historical, social, political and cultural aspects of the aboriginal literature.
- Students will engage with the representation of marginality in literary texts.

Students will be able to explore critically the poetics and politics of marginalization

Unit I	Background: Marginality, Disability and literature; aboriginal literature, adivasi literature, displacement-exile	
Unit II	Maria Campbell Scott Momaday Rigoberta Menchu	<i>Half breed</i> <i>House Made of Dawn</i> <i>I, Rigoberta Menchu</i>
Unit III	Mahmoud Darwish Oodgeroo Noonuccal (Kath Walker) Josephine Miles	“Earth Presses against Us”, “Who Am I, Without Exile?” (from Unfortunately It Was Paradise) “Last of His Tribe” “Sounds Assail Me” “Physiologus”, “Doll”
Unit IV	Laxman Gaikwad Temsula Ao Mahasweta Devi Hansda Sowvendra Shekhar	<i>Uchalya</i> (The Branded) Translated by P A Kolharkar “Death of a Hunter”. From <i>Laburnum for my Head: Stories</i> “Shishu” (Children) From <i>Women’s Writing in India</i> Vol.2, edited by Susie Tharu and K Lalitha “Baso-jhi”. From <i>The Adivasi Will Not Dance</i>

Suggested Reading

- Barker, Clare and Stuart Murray, editors. *The Cambridge Companion to Literature and Disability*. Cambridge University Press, 2017.
- Bloom, Harold, editor. *Native American Writers*. Infobase Publishing, 2010.
- Braun, von Joachim and Franz Gatzweiler, editors. *Marginality: Addressing the Nexus of Poverty, Exclusion and Ecology*. Springer, 2014.
- Chakraborty, Madhurima and Umme Al -Wazedi, editors. *Postcolonial Urban Outcasts: City Margins in South Asian Literature*. Routledge, 2017.
- Devi, Mahasweta. *Choti Munda and His Arrow*. Translated by Gayatri Spivak, Blackwell, 1980.
- Devy, G N. *Painted Words: An Anthology of Tribal Literature*. Penguin, 2002.
- Drferr, Emily, editor. *(Dis)Ability: A Short Story Anthology*. Smashwords, 2018.
- Freire, Paulo. *Pedagogy of the Oppressed*. Penguin, 1970.
- Guru, Gopal, editor. *Humiliation: Claims and Contexts*. Oxford University Press, 2009.
- Hall, Alice. *Literature and Disability*. Routledge, 2016
- Manuel, George and Michael Poslun. *The Fourth World: An Indian Reality*. 1974. University of Minnesota

Press,2019.

Misra, Tilottama, editor. *The Oxford Anthology of Writings from North-East India* 2 vols. Oxford University Press ,2011.

Porter, Joy and Kenneth Roemer, editors. *The Cambridge Companion to Native American Literature*. Cambridge University Press,2005.

Said, Edward W. *The Question of Palestine*. Vintage,1992.

---*After the Last Sky: Palestinian Lives*. Columbia University Press,1999.

Wheeler, Belinda, editor. *A Companion to Australian Aboriginal Literature*. Camden House,2013.

Zama, Margaret Ch, editor. *Emerging Literatures from North East India*.Sage,2013.

Objectives:

- To introduce the students to critical thinking and writing.
- To enable the students to know the basic concepts of academic research.
- It introduces them to the dynamics and mechanics of academic writing and standard academic writing styles (APA and MLA).

Outcomes:

- Students will learn to develop critical thinking and writing skills.
- Students will learn to know the techniques of collecting and analysing the primary and secondary data of research study.
- Students will be able to practice ethics of academic writing and avoid plagiarism.