University of Pune
Revised Course Structure of English at Post Graduate level to be implemented from the academic year 2014-15-
M. A. English Part-II-Credit System (Semester III & IV)

**Semester-III**

Paper 3.1: Indian Writing in English (Core Paper)

**Any three papers out of the following eight options:**

Paper 3.2: English Language and Literature Teaching
Paper 3.3: Poetry in English
Paper 3.4: Drama in English
Paper 3.5: Linguistics and Stylistics
Paper 3.6: Semantics and Pragmatics
Paper 3.7: Cultural Studies
Paper 3.8: American Literature
Paper 3.9: Research Methodology

**Semester-IV**

Paper 4.1: Indian Writing in English (Core Paper)

**Any three papers out of the following eight options:**

Paper 4.2: English Language and Literature Teaching
Paper 4.3: Poetry in English
Paper 4.4: Drama in English
Paper 4.5: Linguistics and Stylistics
Paper 4.6: Semantics and Pragmatics
Paper 4.7: Cultural Studies
Paper 4.8: American Literature
Paper 4.9: Research Methodology
Revised Course Structure of English at Post Graduate level to be implemented from the academic year 2014-2015

M. A. English (Credit System)

Part-II- (Semester- III&IV)

Paper-3.1: Indian Writing in English (Core Paper)

(1) Objectives
1) To introduce students to major movements and figures of Indian Literature in English through the study of selected literary texts
2) To create literary sensibility and emotional response to the literary texts and implant sense of appreciation of literary text
3) To expose students to the artistic and innovative use of language employed by the writers
4) To instill values and develop human concern in students through exposure to literary texts
5) To enhance literary and linguistic competence of students

(2) Allotment of Credits: One credit is equal to 15 clock hours and every semester is allotted four credits (60 clock hours).

(3) Course Contents

Semester- III

Unit-I: The Princes- Manohar Malgaonkar -15 clock hours
Unit- II: A Fine Balance- Rohinton Mistry -15 clock hours
Unit – III: Derozio to Aurobindo -15 clock hours

Henry Derozio: 1) The Harp of India, 2) India-My Country
3) To the Pupils of the Hindu College

Toru Dutt: 1) Lakshman 2) The Lotus 3) Our Casuarina Tree

Swami Vivekananda: Kali the Mother (Complete Works of Swami
Tagore: Playthings


Unit-IV: Roses in December- M. C. Chhagla -15 clock hours

Paper-4.1: Indian Writing in English (Core Paper)

Semester- IV

Unit-I: The Shadow Lines- Amitav Ghosh -15 clock hours
Unit-II: The Inheritance of Loss- Kiran Desai -15 clock hours
Unit-III: Dom Moraes to Present Day -15 clock hours

Dom Moraes: 1) Letter to my Mother 2) Future Plans

Nissim Ezekiel: 1) Background, casually, 2) Enterprise 3) Poet, Lover, Birdwatcher

4) Goodbye Party for Miss Pushpa T. S.

Kamala Das: An Introduction

A. K. Ramanujan: Obituary (An Anthology of Commonwealth Poetry)

Shiv K Kumar: Indian Women/ Pilgrimage

Jayant Mahapatra: Dawn at Puri

Imtiyaz Dharker: Purdah I

Syed Ammanuddin: Don’t Call me Indo-Anglian (An Anthology of Commonwealth Poetry)
Note: Unless otherwise stated the poems are all available in *Indian English Poetry* edited by Makarand Paranjape, (Macmillan, 1993)

**Unit IV: Mahanirvan - Satish Alekar - 15 clock hours**

4) Suggestions for teachers:

Teachers are expected to discuss literary background, movements, important writers and works in the beginning. The selected texts are representatives of a specific genre. Teachers are expected to compare and contrast these texts with their contemporaries from Indian Writing in English. The topics are suggested as examples only; teachers may discuss other relevant topics as well.

5) Select Bibliography


Awari, M.D. Arun Joshi as a Novelist, Snevardhan, Pune, 2014
Kharat, S. Cheating & Deception Motif in the Plays of Girish Karnad, Sahitya Manthan, Kanpur, 2012
Jain R. S. Dalit Autobiography. Nagar, Ritu Publications. 2010

**Question Paper Format-Semester-III**

**Paper- 3.1- Indian Writing in English**

**Time: 3 Hours**

**Marks: 50**

Q 1. Background question (Any one out of three) (Long answer questions on the background and features of literary schools/movements and/or comparison of the schools/movements/ prescribed writers/poets)  
Marks 10

Q 2. Questions on ‘The Princess’- Manohar Malgonkar  
Marks 10
Q 3. Questions on ‘A Fine Balance’ - Rohinton Mistry  
(Any two out of three)  
Marks 10

Q 4. Questions on Poetry- Derozio to Aurobindo  
(Any two out of three)  
Marks 10

Q 5. Questions on ‘Roses in December’ - M.C.Chagla  
(Any two out of three)  
Marks 10

**Question Paper Format-Semester-IV**

**Paper- 4.1- Indian Writing in English**

**Time: 3 Hours**  
**Marks: 50**

Q 1. Background question (Any one out of three)  
(Long answer questions on the background and features of literary schools/movements and/or comparison of the schools/movements/ prescribed writers/poets)  
Marks 10

Q 2. Questions on ‘The Shadow Lines’- Amitav Ghosh  
(Any two out of three)  
Marks 10

Q 3. Questions on ‘The Inheritance of Loss’- Kiran Desai  
(Any two out of three)  
Marks 10

Q 4. Questions on Poetry- Dom Moraes to Present Day  
(Any two out of three)  
Marks 10

Q 5. Questions on ‘Mahanirvan’- Satish Alekar  
(Any two out of three)  
Marks 10

(Any two out of three)
Paper 3.2: English Language and Literature Teaching

(1) Objectives:
   1. To acquaint the students with different theoretical and practical aspects of language and literature teaching.
   2. To acquaint them with different approaches, methods and techniques of teaching English language and literature.
   3. To sensitize the students to the major issues in ELLT in the Indian context

(2) Allotment of Credits: One credit is equal to 15 clock hours and every semester is allotted four credits (60 clock hours). The allotment is as given below:

(3) Course Contents:

Semester –III

Unit -I Theories of language learning
   a) Behaviourism and its educational implications
   b) Cognitivism and its educational implications
   c) The concept of Language Acquisition Device (LAD)
   d) Language acquisition and language learning.

Unit -II English in India: Sociolinguistic perspectives
   a) English Studies in India: beginnings (pre-independence scenario)
   b) English Studies in India: later developments (post-independence scenario)
   c) Decolonization of English Studies: shift from ‘English literature’ to ‘literatures in English’
   d) English Language Teaching as an imperialist programme: A critique

Unit-III Tools and methods of teaching
   a) Some basic concepts
      i) Linguistic/grammatical competence
      ii) Communicative competence
      iii) Pragmatic competence
   b) Curriculum and syllabus
      i) Difference between curriculum and syllabus
      ii) Different kinds of syllabus (structural, notional-functional/ product and process syllabuses)
      iii) EGP and ESP syllabuses
   c) Methods
      i) Grammar-Translation method
      ii) Structural method
      iii) Communicative method
Unit -IV Teaching of Language Skills and Testing: 15 Clock Hours
a) Teaching of (i) Listening (ii) Reading (iii) Writing (iv) Speaking
b) Teaching of (i) Pronunciation (ii) Vocabulary (iii) Grammar
c) Testing and evaluation:
   i) Difference between testing and evaluation
   ii) Formative and summative evaluation
   iii) Types of test and qualities of a good test
   iv) Different types of questions

Paper 4.2: English Language and Literature Teaching

Semester-IV

Unit-I Study skills and dealing with learners’ errors 15 Clock Hours
a) Teaching of (i) Note taking and Note making (ii) Using Dictionaries
b) Contrastive analysis c) Error analysis d) Remedial Teaching.

Unit-II Literature Teaching – I 15 Clock Hours
a) The concept of Teaching English Literature in India (TELI)
b) i) Teaching Literature : advantages and disadvantages
   ii) Relationship between literature teaching and language teaching
c) Stylistic approach to the teaching of literature

Unit-III Literature Teaching –II 15 Clock Hours
a) Teaching of Poetry
b) Teaching of Drama/One Act Play
c) Teaching of Fiction (Short/Long)
d) Teaching of essay.

Unit-IV Instructional materials and classroom issues 15 Clock Hours
a) i. Materials Development: print and non-print materials
   ii. Audiovisual Aids in Language Teaching
   iii. ICT-based language teaching
b) Major issues:
   i. Teaching English in large classes
ii. Teaching English to mixed ability students
iii. Using mother-tongue in ELT
c) Lesson planning for literature teaching

(4) Suggestions for Teachers:

Many students opting for M.A. English have teaching career in mind. The present course is designed to acquaint them with the basic issues in English language and literature teaching in the Indian context and to equip them with necessary abilities to become competent teachers of English. The teachers are expected to make the students aware that behind every teaching activity there is some principle at work. Students learn best by doing things on their own; hence their active involvement should be ensured through seminars, group discussions, presentations, etc. The teacher should play the role of a facilitator and monitor the activities of the students.

(5) Select Bibliography:

Allan, J. P. B. And S. Pit Corder (1975), The Edinburgh University Course in Applied Linguistics, Vol. 1, 2 and 3 (OUP)
Babu, Prabhakar (1993), Teaching Spoken English in Colleges (CIEFL, Hyderabad)
Bassnet, S. And P. Grundy (1993), Language Through Literature (Longman)
Brumfit, C. and K. Johnson (1979), The Communicative Approach to Language Teaching (OUP)
Brumfit, C. and R. Carter (1986), Literature and Language Teaching (OUP)
Carter, R. And D. Nunan (2001), Teaching English to Speakers of Other Languages (CUP)
Collie, J. and S. Slater (1987), Literature in the Language Classroom, (CUP, Cambridge)
Corder, S. Pit (1973), Introduction to Applied Linguistics (Penguin)
Duff, A. and A. Maley (1990), Literature (OUP)
Hughes, A. (1989), Testing for Language Teachers (CUP)
Kaushik, Sharda and Bindu Bajwa (Ed.) (2009), A Handbook of Teaching English (OBS)
Krishnaswamy, N. And T. Krishnaswamy (2006), The Story of English in India, (Foundation Books)
Kudchedkar, S. (Ed.) (2002), English Language Teaching in India (Orient Longman)
Lazar, G. (1993), Literature and Language Teaching (CUP)
Marathe, Ramanan and Bellarmine (1993), Provocations: The Teaching of English Literature in India (Orient Longman)
Nagaraj, G. (1996), English Language Teaching: Approaches, Methods and Techniques (Orient Longman)
Nolasco, R. And L. Arthur (1988), Large Classes, (Macmillan)
Nunan, D. (1988), Syllabus Design (OUP)
Prabhu, N. S. (1987), Second Language Pedagogy (OUP)
Richards, J. C. And T. S. Rodgers (1986), Approaches and Methods in Language Teaching (CUP)
Sarasvati, V. (2004), English Language Teaching: Principles and Practice (O.L.)
Tickoo, M. L. (2002), Teaching and Learning English (Orient Longman)
Ur, Penny (1996), A Course in Language Teaching: Practice and Theory (Cup)
Widdowson, H. G. (1975), Stylistics and the Teaching of Literature (Longman)

**Question paper Pattern- Semester-III**  
**Paper - 3.2 : English Language and Literature Teaching**

**Time: 3 Hours**  
**Marks: 50**

Q. 1 Long Answer questions on **Unit-I Theories of Language learning**  
(1 out of 2)  
Marks – 10

Q. 2 Long Answer questions on **Unit-II English in India : Theoretical perspectives**  
(1 out of 2)  
Marks – 10

Q. 3 Long Answer questions on **Unit-III Tools and methods of teaching**  
(1 out of 2)  
Marks – 10

Q. 4 Long Answer questions on **Unit-IV Teaching of language skills and testing**  
(1 out of 2)  
Marks – 10

Q. 5 Short notes based on all the four units above (2 out of 4)  
Marks – 10

**Question paper Pattern- Semester-IV**  
**Paper - 4.2 : English Language and Literature Teaching**

**Time: 3 Hours**  
**Marks: 50**

Q. 1 Long Answer questions on **Unit-I Study skills and dealing with learners’ errors**  
(1 out of 2)  
Marks – 10

Q. 2 Long Answer questions on **Unit-II Literature Teaching - I**  
(1 out of 2)  
Marks – 10

Q. 3 Long Answer questions on **Unit-III Literature Teaching - II**  
(1 out of 2)  
Marks – 10

Q. 4 Long Answer questions on **Unit-IV Instructional materials and classroom issues**  
(1 out of 2)  
Marks – 10

Q. 5 Short notes based on all four units above (2 out of 4)  
OR  
Questions on preparing a lesson plan for literature teaching  
Marks - 10
Paper 3.3: Poetry in English

(1) Objectives:

1) To introduce students to major movements related to poetry in English, works and poets through study of selected texts
2) To create literary sensibility for appreciation in students and expose them to artistic and innovative use of language by writers and to various worldviews
3) To instill values and develop human concern in students through exposure to literary texts
4) To enhance literary and linguistic competence of students

(2) Allotment of Credits: One credit is equal to 15 clock hours and every semester is allotted four credits (60 clock hours).

(3) Course Contents:

Semester- III

Unit-I 15 clock Hours
Geoffrey Chaucer: From The General Prologue i) Lines 1 to 42 ii) The Monk iii) Clerk of Oxenford 4) Wife of Bath

Unit-II 15 clock Hours
Alexander Pope: i) Epistle to Dr Arbuthnot ii) from An Essay in Criticism Lines 68 to 129
Samuel Johnson: “London”

Unit-III 15 clock Hours
Matthew Arnold: “The Scholar Gipsy”

Unit-IV 15 clock Hours
W. H. Auden: i) “The Unknown Citizen” ii) “Musee de beaux Arts”
Seamus Heaney: i) “Punishment” ii) “Bog Queen” iii) “Strange Fruit”

Paper 4.3: Poetry in English

Semester IV

Unit-I 15 Clock Hours
E. A. Robinson: i) “Mr Flood’s Party” ii) “Karma”
e. e. cummings: i) “anyone lived in a pretty how town” ii) “what if a much of a which of a wind”
William Carlos Williams: “The Red Wheelbarrow”
Hilda Doolittle: i) “Oread” ii) “Heat”

Unit-II 18 Clock Hours
Robert Lowell: i) “For the Union Dead” ii) “Skunk Hour”
Anne Sexton: “The Truth the Dead Know”

Unit-III 12 Clock Hours
Paul Laurence Dunbar: “Sympathy”
Countee Cullen: “Incident,” “Yet Do I Marvel”
Maya Angelou: “Still I Rise,” “I Know Why the Caged Bird Sings”
iv) “The Negro Speaks of Rivers” v) “Mother to Son”

Unit-IV 15 Clock Hours
Chinua Achebe: “Refugee Mother and Child”
Derek Walcott: “A Far Cry from Africa”
Tsegaye Gabre-Medhin: “Home-Coming Son”
Noémi De Sousa: “If You Want to Know Me”
Imtiaz Dharker: “Another Woman”

(4) Suggestions for Teachers:
It is important that teachers introduce students to the socio-political and historical background of the prescribed period, the tendencies and trends dominant in the period, the stylistic features of
the prescribed authors and the major characteristics of their works. Such information provides
students with background and necessary contexts. Teachers can encourage students to read
original texts prescribed, literary histories and critical works. Exercises into literary pieces,
practical criticism and analytical discussions may be conducted in the classroom for effective
understanding. Teachers can make use of ICT methods to create interest and promote literary
sensibility in students.

(5) Select Bibliography

Standard and recognized editions of textbooks and reference books may be used as bibliography
for the course contents.

Kermode, Frank, and John Hollander, eds. The Oxford Anthology of English Literature, 6 vols.
Inc. 1960.
Ashton, Jennifer. From Modernism to Postmodernism: American Poetry and Theory in the

Geoffrey Chaucer:
Bowden, Muriel. A Commentary on the General Prologue to the Canterbury Tales. New York:

Alexander Pope:

Robert Browning:

G. M. Hopkins:
Milward S. J., Peter and Joseph N. Tylenda A Commentary on the Sonnets of G.M.
Nichols, Aidan. Hopkins: Theologia's Poet. Washington, DC: The Catholic University of

Owen, Auden, Hughes, Heaney:

Robinson, Cummings, Frost, Williams, Doolittle:
Sagetrieb 15.1-2 (Spring and Fall 1996). A Special Issue on H.D.

Stevens, Plath, Lowell, Rich:


### Dunbar, Cullen, Angelou, Hughes:


### Achebe, Walcott, Gabre-Medhin, DeSouza, Dharker, Okara:


Echeruo, Michael J.C. “Gabriel Okara: A poet and his seasons.” *World Literature Today* 66.3 (Summer 92): 455—


---

**Question paper Pattern- Semester-III**

**Paper 3.3: Poetry in English**

**Time: 3 Hours**

**Marks: 50**

**Q. 1** Long answer questions on the background and features of literary schools/movements and/or comparison of the schools/movements/ prescribed writers/poets

(Any one out of three)

**Marks 10**

**Q. 2** Long answer questions on Geoffrey Chaucer

(Any one out of three)

**Marks 10**

**Q. 3** Long answer questions on Alexander Pope and Samuel Johnson

(Any one out of three)

**Marks 10**

**Q. 4** Long answer questions / Short notes on the prescribed poems of Browning, Hopkins, Arnold

(Any one out of two Long answer questions OR Any two out of three Short notes)

**Marks 10**

**Q. 5** Long answer questions / Short notes on the prescribed poems of Owen, Auden, Hughes, Heaney

**Marks 10**
The nature of questions may be comparative
(Any one out of two Long answer questions OR Any two out of three Short notes)

Question paper Pattern- Semester-IV

Paper 4.3: Poetry in English

Time: 3 Hours         Marks: 50

Q. 1 Long answer questions on the background and features of literary schools/movements and/or comparison of the schools/movements/ prescribed writers/poets (Any one out of three)Marks 10
Q. 2 Long answer questions on Robinson, cummings, Frost, Williams, Doolittle (The nature of questions may be comparative) (Any one out of three)Marks 10
Q. 3 Long answer questions on Stevens, Plath, Lowell, Sexton, Rich (The nature of questions may be comparative) (Any one out of three)Marks 10
Q. 4 Long answer questions / Short notes on the prescribed poems of Dunbar, Cullen, Angelou, Hughes (The nature of questions may be comparative) (Any one out of two Long answer questions OR Any two out of three Short notes)Marks 10
Q. 5 Long answer questions / Short notes on the prescribed poems of Achebe, Walcott, Gabre-Medhin, De Sousa, Dharker, Okara (The nature of questions may be comparative) (Any one out of two Long answer questions OR Any two out of three Short notes)Marks 10
Paper 3.4: Drama in English

(1) Objectives

1) To introduce students to major movements related to drama, works and dramatists through study of selected texts
2) To create literary sensibility for appreciation in students and expose them to artistic and innovative use of language by writers and to various worldviews
3) To instil values and develop human concern in students through exposure to literary texts
4) To enhance literary and linguistic competence of students

(2) Allotment of Credits: One credit is equal to 15 clock hours and every semester is allotted four credits (60 clock hours).

(3) Course Contents

**Semester- III**

**Unit-I:** Sophocles: *Antigone* (12 Clock Hours)
**Unit-II:** Christopher Marlowe: *Doctor Faustus* (12 Clock Hours)
**Unit-III:** William Shakespeare: *Hamlet* (18 Clock Hours)
**Unit-IV:** Ben Jonson: *Volpone* (15 Clock Hours)

Paper 4.4: Drama in English

**Semester IV**

**Unit-I:** Anton Chekhov: *Cherry Orchard* (15 Clock Hours)
**Unit-II:** Luigi Pirandello: *Six Characters in Search of an Author* (15 Clock Hours)
**Unit-III:** John Osborne: *Look back in Anger* (15 Clock Hours)
**Unit-IV:** Edward Albee: *The Zoo Story* (15 Clock Hours)

(4) Suggestions for Teachers

It is important that teachers introduce students to the socio-political and historical background of the prescribed period, the tendencies and trends dominant in the period, the stylistic features of the prescribed authors and the major characteristics of their works. Such information provides students with background and necessary contexts. Teachers can encourage students to read original texts prescribed, literary histories and critical works. Exercises into literary pieces, practical criticism and analytical discussions may be conducted in the classroom for effective understanding. Teachers can make use of ICT methods to create interest and promote literary sensibility in students.
Select Bibliography

Standard and recognized editions of textbooks and reference books may be used as bibliography for the course contents.


Boulton, Marjorie, *Anatomy of Drama*

Brooks Cleanth and Fiedelston, *Understanding Drama*

**Antigone**


Steiner, George *The Death of Tragedy*, London: Faber and Faber, 1961.

Adams, S.M. *Sophocles the Playwright*, Toronto: Toronto University Press, 1957


**Doctor Faustus**


**Hamlet**


**Volpone**


Una Ellis-Fermor. *Jacobean Drama*, University Paperbacks, Methuen, 1935

**The Cherry Orchard**


**Six Characters in Search of an Author**

**Look Back in Anger**


**The Zoo Story**
Hayman, Ronald. *Edward Albee.*


---

**Question paper Pattern- Semester-III**

**Paper 3.4: Drama in English**

**Time: 3 Hours**

**Marks: 50**

**Q. 1** Long answer questions on the background and features of literary schools/movements and/or comparison of the schools/movements/ prescribed playwrights

(Any one out of three)

**Marks 10**

**Q. 2** Long answer questions on *Antigone*

(The nature of questions may be comparative)

(Any one out of three)

**Marks 10**

**Q. 3** Long answer questions on *Doctor Faustus*

(The nature of questions may be comparative)

(Any one out of three)

**Marks 10**

**Q. 4** Long answer questions / Short notes on *Hamlet*

(The nature of questions may be comparative)

(Any one out of two Long answer questions OR Any two out of three Short notes)

**Marks 10**

**Q. 5** Long answer questions / Short notes on *Volpone*

(The nature of questions may be comparative)

(Any one out of two Long answer questions OR Any two out of three Short notes)

**Marks 10**
Question paper Pattern- Semester-IV

Paper 4.4: Drama in English

Time: 3 Hours  Marks: 50

Q. 1 Long answer questions on the background and features of literary schools/movements and/or comparison of the schools/movements/ prescribed playwrights
(Any one out of three)  Marks 10

Q. 2 Long answer questions on Cherry Orchard
(The nature of questions may be comparative)
(Any one out of three)  Marks 10

Q. 3 Long answer questions on Six Characters in Search of an Author
(The nature of questions may be comparative)
(Any one out of three)  Marks 10

Q. 4 Long answer questions / Short notes on Look back in Anger
(The nature of questions may be comparative)
(Any one out of two Long answer questions OR Any two out of three Short notes)  Marks 10

Q. 5 Long answer questions / Short notes on The Zoo Story
(The nature of questions may be comparative)
(Any one out of two Long answer questions OR Any two out of three Short notes)  Marks 10
3.5: Linguistics and Stylistics

(1) Objectives:
1. To acquaint the students with different theoretical and practical aspects and components of linguistics and stylistics.
2. To make students aware of the relation between linguistics and stylistics
3. To give them practice in the application of the basic concepts in stylistics to literary texts.
4. To demonstrate how the basic concepts in Semantics and Pragmatics are applied in the stylistic analysis of literary texts

(2) Allotment of Credits: One credit is equal to 15 clock hours and every semester is allotted four credits (60 clock hours). The allotment is as given below:

(3) Course Contents:

Semester-III

Unit-I- Orientation/Basics of Linguistics: (15 clock hours)

a) What is linguistics? Linguistics as a scientific study
b) Synchronic and diachronic
c) Syntagmatic and paradigmatic relations
d) Langue and parole, competence and performance
e) Substance and form
f) Ordinary language and literary language.

Unit-II – Phonological aspects of Literature: (15 clock hours)

a) Different types of rhymes and Sound patterns based on repetition of individual sounds (i.e. consonants/vowels/both)

b) The concept of meter, Different types of ‘feet’ or Sound patterns based on repetition of stress patterns

c) Onomatopoeia, Sound symbolism

d) The importance spoken word and pauses in literature

Unit-III- Lexico-semantic aspects of Literature: (15 clock hours)

a) Lexical – i. content words and function words ii. Lexical sets iii. Collocations iv. selectional restrictions iv. Lexical cohesion.
b) Semantic - Synonymy, antonymy, hyponymy, ambiguity, tautology, contradiction, semantic anomaly, semantic entailment, anaphora denotative and connotative meaning.

Unit -IV- Syntactic aspects of Literature: (15 clock hours)

a) Periodic an loose sentence structure
b) Direct and indirect speech, Free Direct and Free indirect speech
c) Significance of sentence length and sentence types (declarative, interrogative, imperative, simple, compound, complex)
d) Active and passive voice e) Syntactic cohesion

4.5: Linguistics and Stylistics

Semester-IV

Unit -I: Orientation/Basics of Stylistics: (15 clock hours)

a) i. What is style? What is stylistics? The nature and scope of stylistics.

    ii) A brief history of stylistics: Rhetoric to Present day.

    iii) Strengths and limitations of stylistics.

b) Linguistics and stylistics, literature and stylistics, practical criticism and stylistics, stylistics and the levels of language (style, register and dialect), grammar and style
c) Types: i. Linguistic stylistics ii. Literary stylistics iii. Reader-response stylistics

Unit-II- Stylistics of Poetry (15 clock hours)

a) i) The concept of poetic diction

    ii) The concept of poetic licence

    iii) Figures of speech/poetic devices

b) Creativity in the use of Language:

    i. The concept of Foregrounding

    ii) Different types of Repetition

    iii) Parallelism

    iv) Different types of Deviation

Unit -III- Stylistics of Drama: (15 clock hours)
a) Theatre and drama, Drama as a semiotic text, Dramatic text and performance text, Dramatic dialogues and everyday conversations

b) Dramatic dialogues and speech act theory,
The Co-operative and Politeness principle in relation to drama, Positive and negative face, face threatening and face saving, Turn taking and adjacency pairs.

Unit-IV- Stylistics of Fiction: (15 clock hours)
i. Fiction as narrative form of discourse

ii. Universe of discourse

iii. Narrative strategies in fiction

iv. Exploring the point of view in fiction

v. Use of distal deixis in fiction

(4) Suggestions for Teachers:
This is basically application-oriented, practical course and hence the teacher should carry out a variety of application based activities/tasks in the classroom. Student involvement could be ensured through student activities like doing practical exercises requiring identification of relevant linguistics and stylistic devices and explaining their purpose/relevance or contribution to literary effect/meaning. The students may be given practical assignments, and the teacher may act as facilitator and monitor student activities.

(5) Select Bibliography:
Austin, J. L. (1962), How to do things with words, Oxford: Clarendon Press

Black, Elizabeth (2006), Pragmatic Stylistics, (Edinburgh)


Crystal, David – A Dictionary of Applied Linguistics and Stylistics


Halliday and Hasan, (1976), Cohesion in English, Longman.


Leech Geoffrey and Short M. (1981), Style in Fiction, Harlon Longman.

Lesley Jeffries and Dan McIntyre, (2010), Stylistics, Cambridge (UK) : CUP.


Thomas, G. Meaning in Interaction, London: Longman

Thornborrow and Shan Wareing (1998), Patterns in Language: An Introduction to Language and Literary Style, London: Routledge

Tragott and Pratt, 91980), Linguistics for the Students of Literature, Harcourt Brace Jovenvica Inc.


Verdonk, P. (2002), Stylistics, Oxford: OUP.

Wales, Katie (1989), A Dictionary of Stylistics, London: Longman

Widdowson, H. G. (1975), Stylistics and the Teaching of Literature, Longman.

Question paper Pattern- Semester-III

Paper - 3.5 : Linguistics and Stylistics

Time: 3 Hours  Marks: 50

Q. 1 Long Answer questions on Unit-I Orientation/Basics of Linguistics
    (1 out of 2)  Marks – 10
Q. 2 Short Answer questions on Unit-II Phonological aspects of Literature
    (2 out of 4)  Marks – 10
Q. 3 Short Answer questions on Unit-III Lexico-semantic aspects of Literature
    (2 out of 4)  Marks – 10
Q. 4 Short Answer questions on Unit-IV Syntactic aspects of Literature
    (2 out of 4)  Marks – 10
Q. 5 Analysing the linguistic features of a given literary passage
    Marks – 10

Question paper Pattern- Semester-IV

Paper-4.5 : Linguistics and Stylistics

Time: 3 Hours  Marks: 50

Q. 1 Long Answer questions on Unit-I Orientation/Basics of Stylistics
    (1 out of 2)  Marks – 10
Q. 2 Short Answer questions on Unit-II Stylistics of Poetry
    (2 out of 4)  Marks – 10
Q. 3 Short Answer questions on Unit-III Stylistics of Drama
    (2 out of 4)  Marks – 10
Q. 4 Short Answer questions on Unit-IV Stylistics of Fiction
    (2 out of 4)  Marks – 10
Q. 5 Stylistic analysis of a given poem/extract from a novel/extract from a play
    (1 out of 2)  Marks – 10
Paper 3.6: Semantics and Pragmatics

(1) Objectives:
1. To familiarize students with the fundamental concepts and principles in Semantics and Pragmatics.
2. To introduce the students to the semantic level of linguistic analysis which deals with meaning.
3. To make students aware of the use of language as determined by the conditions of the society and enable them to interpret language in context and use language appropriately.
4. To acquaint them with the different types of context and their relevance for interpreting different types of texts.
5. To enable students to apply the concepts, principles and theories in Semantics and Pragmatics to real life situations and to literary texts.

(2) Allotment of Credits: One credit is equal to 15 clock hours and every semester is allotted four credits (60 clock hours). The allotment is as given below:

(3) Course Contents:

Semester –III

Unit-I Fundamentals of Semantics 15 Clock Hours
i) What is ‘Semantics’?
ii) What is ‘Meaning’
iii) Lexical vs. Grammatical meaning
iv) Sense and Reference
v) Sentence, Utterance and Proposition

Unit-II Theories of Meaning 15 Clock Hours
i) Views of Meaning
ii) The Componential Theory of Meaning
iii) Truth-conditional Theory of Meaning
iv) Generative Theory of Meaning
v) Contextual Theories of Meaning

Unit-III Lexical Relations -I 15 Clock Hours
i) Synonymy
ii) Antonymy (Gradable, Ungradable etc.)
iii) Hyponymy (Co-hyponyms, Superordinate terms/Hypernyms)
iv) Prototypes
v) Homonymy (Homophony, Homography)

Unit-IV Lexical Relations -II 15 Clock Hours
i) Polysemy
ii) Difference between Polysemy and Homonymy
Paper 4.6: Semantics and Pragmatics

Semester-IV

Unit-I - Fundamentals of Pragmatics  15 Clock Hours
  i)  Origin and Journey of Pragmatics
  ii) Definitions of Pragmatics
  iii) Semantics vs. Pragmatics
  iv)  Component vs. Perspective
  v)  Principles vs. rules

Unit-II - Principles of Pragmatics  15 Clock Hours
  i)  The Cooperative Principle and its Maxims
  ii) The Politeness Principle and its Maxims
  iii) Trade off Relationship between Cooperative Principle and Politeness Principle
  iv)  Relevance Theory of Sperber and Wilson
  v)  The Concept of ‘Face’, Positive and Negative Face

Unit-III - Important Concepts in Pragmatics  15 Clock Hours
  A) Implicature vs Explicature
  B) Context and Conversation
     (i) Utterer and Interpreter
     (ii) The Mental World
     (iii) The Social World
     (iv) The Physical World
  C) Deixis
     i) Time Deixis
     ii) Place Deixis
     iii) Person Deixis
     iv) Discourse Deixis
     v) Social Deixis

Unit-IV - Literary Pragmatics  15 Clock Hours
  i)  Introduction: Author and Reader
  ii) Textual Mechanisms: Reference, Tense, Discourse
  iii) Voice and Point of view
iv) Reading as a Pragmatic Act

(4) Suggestions for Teachers:
The present course is designed to acquaint the students with the basic issues in Semantics and
Pragmatics. The teachers are expected to make the students aware of the subtle distinctions of
meaning in using different words and the role of context in expressing and interpreting meaning.
The insights gained from the study of various aspects of semantics and pragmatics ultimately aim
at equipping them with necessary abilities to become competent users of language. Students
learn best by doing things on their own; hence their active involvement should be ensured
through presentations, and practical work on all the sections of the syllabus.

(5) References:
Leech, Geoffrey (1980) Explorations in Semantics and Pragmatics, Amsterdam:
John Benjamins.
Coursebook, Cambridge: CUP.
Pushpinder & Jindal D.V. (2001) An Introduction to Linguistics:
Language, Grammar and Semantics, New Delhi: Prentice Hall of India
Cruse, Allan (2004) Meaning in Language: An Introduction to Semantics and
Pragmatics, New York: OUP.
Language Usage, Cambridge: CUP
Fowler, Roger – Literature as Social Discourse
[Revised edition is available and is preferred.]
Sperber, D. & Wilson, D. (1986), Relevance: Communication and Cognition,
Verschueren, Jef (1999), Understanding Pragmatics, London: Arnold.
Yule, George (1996), Pragmatics, Oxford: OUP.
Vision Research Journal for English Language and Literature- ed by Arjun Jadhav
ISSN- 2319-4715
Question paper Pattern- Semester-III
Paper 3.6: Semantics and Pragmatics

Time: 3 Hours       Marks: 50

Q.1) Questions on Unit-I (2 out of 3)           10.
Q.2) Questions on Unit-II (1 out of 2)          10
Q.3) Questions on Unit-III (2 out of 3)         10
Q.4) Questions on Unit-IV (2 out of 3)          10
Q.5) Practical Questions on Units-I,II,III &IV (4 out of 6)  10

Question paper Pattern- Semester-IV
Paper 4.6: Semantics and Pragmatics

Time: 3 Hours       Marks: 50

Q.1) Questions on Unit-I (2 out of 3)           10
Q.2) Questions on Unit-II (1 out of 2)          10
Q.3) Questions on Unit-III (2 out of 3)         10
Q.4) Questions on Unit-IV (2 out of 3)          10
Q.5) Practical Questions on Units-I,II,III &IV (4 out of 6)  10
Paper 3.7: Cultural Studies

(1) Objectives

1) To introduce students to the newly established field of cultural studies, its concerns and approaches
2) To orient students towards interdisciplinary approach and analysis of cultural issues including literature and language
3) To steer students towards new possibilities of analysis that can relate them to their surroundings
4) To create awareness about the recent developments in humanities and social sciences that cover several issues from philosophical to everyday matter
5) To instill tolerance, sense of equality and love for humanity in students

(2) Allotment of Credits: One credit is equal to 15 clock hours and every semester is allotted four credits (60 clock hours). The allotment is as below:

(3) Course Content

Semester- III

Surveying the Field of Cultural Studies
Unit I 10 Clock hours
The discipline- a) Going Global
   b) Enterprise culture
   c) Genres and genealogies
   d) Problems

Unit II 10 Clock hours
Time-
a) The past: cultural history/cultural memory
   b) The present
   c) The future: policies and prophesies

Unit III 10 Clock hours
Space
a) Thinking globalisation
   b) The regional, national and local

Unit IV 10 Clock Hours
Identity
a) Debating identity
   b) Multiculturalism
   c) Race
Paper 4.7: Cultural Studies

**Semester- IV**

**Essays into Theory and Method of Cultural Studies**

(Following essays that discuss certain important areas of cultural study are prescribed with the view to introduce theoretical frame and applicable methods of cultural study to students. The purpose is to make students familiar with diverse theoretical approaches and enable them to produce cultural analysis).

**Unit I**
15 Clock hours
The Analysis of Culture: Raymond Williams
Cultural Studies and Its Theoretical Legacies: Stuart Hall

**Unit II**
15 Clock hours
Disjuncture and Difference in the Global Cultural Economy: Arjun Appadurai

The Challenge of Science: Andrew Ross

**Unit III**
15 Clock hours
Subjects of Sex/Gender Desire- Judith Butler
A Revolution of Values- The Promise of Multicultural Change- Bell Hooks

**Unit IV**
15 Clock hours
Literary Theory and Third World Literature: Some Contexts- Aijaz Ahmad
Postcoloniality and the Artifice of History: Who Speaks for ‘Indian’ Pasts?- Dipesh Chakrabarty
(4) Suggestions for Teachers

This a burgeoning field of study and covers formidable range of socio-political, economic, cultural, ecological, technological and historical issues. In the world of globalization (the world of interconnectedness and mobility) every aspect of human life has been undergoing drastic changes. Cultural studies helps to map and reassess these shifting terrains and to formulate the view of students towards the world systems. Teachers can give relevant information to students and orient them towards multidisciplinary approach. They can encourage students to read original texts prescribed, histories and critical works and develop the skill of knowing multiple contexts that texts of cultural studies excite. Exercises, practical criticism and analytical discussions may be conducted in the classroom for effective understanding. Teachers can make use of ICT methods to create interest and promote interest for such study in students.

(5) Select Bibliography:

Standard and recognized editions of textbooks and reference books may be used as bibliography for the course contents.

Question paper Pattern- Semester-III
Paper 3.7: Cultural Studies

Time: 3 Hours  Marks: 50

Q. 1) Long answer questions on unit I (any one out of three)- 10 marks
Q. 2) Long answer questions on unit II (any one out of three)- 10 marks
Q. 3) Long answer questions on unit III (any one out of three)- 10 marks
Q. 4) A) Short notes on unit IV - 05 marks
       (Any one out of two in 100 words)
       B) Short notes on unit IV - 05 marks
       (Any one out of two in 100 words)
Q. 5) A) Short notes on unit V - 05 marks
       (Any one out of two in 100 words)
       B) Short notes on unit VI - 05 marks
       (Any one out of two in 100 words)
Question paper Pattern- Semester-IV
Paper 4.7: Cultural Studies

Time: 3 Hours                                           Marks: 50
Q. 1) Long answer questions on the historical background, concepts (like culture, culture and civilization, mass culture, minority culture popular culture, the culture industry, culturalism, representation, power, subjectivity and identity, gender and sexuality, technology, globalization, literacy, hegemony, etc.), key thinkers (like Hoggart, Williams, Thompson, Hall, Eagleton, Bennet, Jameson, etc.), problems (like the textual character of culture, the location of culture, the character of truth, rationality and its limits, the problems of methodology, etc.) and approaches in cultural studies (like Marxism and Cultural Studies, Structuralism and Cultural Studies, Postmodernism/Poststructuralism and Cultural Studies, Psychoanalysis and Cultural Studies, Feminism/Postcolonialism and Cultural Studies, Queer Theory and Cultural Studies, etc.) (any one out of three) - 10 marks
Q. 2) Long answer questions on Raymond Williams’ and Stuart Hall’s essays from the unit I (any one out of three) - 10 marks
Q. 3) Long answer questions on Appadurai and Ross’s essays from the unit II (any one out of three) - 10 marks
Q. 4) A) Short notes on Judith Butler’s essay from the unit III - 05 marks
   (Any one out of two in 100 words)
   B) Short notes on Bell Hook’s essay from the unit III - 05 marks
   (Any one out of two in 100 words)
Q. 5) A) Short notes on Aijaz Ahmad’s essay from the unit IV - 05 marks
   (Any one out of two in 100 words)
   B) Short notes on Dipesh Chakrabarty’s essay from the unit IV - 05 marks
   (Any one out of two in 100 words)
Paper 3.8: American Literature

(1) Objectives:

1) To introduce students to the major literary movements in America, literary works and writers through selected texts
2) To enhance the literary sensibility of students by exposing them to the American writers of various times
3) To instil values and develop human concern in students through exposure to literary texts
4) To enhance literary and linguistic competence of students

(2) Allotment of Credits: One credit is equal to 15 clock hours and every semester is allotted four credits (60 clock hours).

(3) Course Contents:

**Semester-III**

Unit-I: (18 clock hours)
Harriet Beecher Stowe: *Uncle Tom’s Cabin*

Unit-II: (18 clock hours)
Henry David Thoreau: *Walden*

Unit-III: (12 clock hours)
Edgar Allen Poe: ‘The Fall of the House of Mr. Usher’

Unit-IV: (12 clock hours)
Walt Whitman: i) From *The Song of Myself*, Sections: “Myself,” “Leaves of Grass”  
                 ii) “Captain! My Captain!”  iii) “When Lilacs Last in the Dooryard Bloom’d
Emily Dickinson: i) “After Great Pain a Formal Feeling Comes” ii) “I Heard a Fly Buzz”  
                 iii) “This is my letter to the World”

Paper 4.8: American Literature

**Semester-IV**

Unit-I: (16 clock hours)
Henry James: ‘The Turn of the Screw’
Ernest Hemingway: ‘The Snows of Kilimanjaro’
Unit-II: (12 clock hours)
William Faulkner: *The Sound and the Fury*

Unit-III: (16 clock hours)
Eugene O’Neill: *The Hairy Ape*
Arthur Miller: *A View from the Bridge*

Unit-IV: (16 clock hours)
Ezra Pound: from *Hugh Selwyn Mauberley*: “E. P. Ode…,” “Envoi”

(4) Suggestions for Teachers:
It is important that teachers introduce students to the socio-political and historical background of the prescribed period, the tendencies and trends dominant in the period, the stylistic features of the prescribed authors and the major characteristics of their works. Such information provides students with background and necessary contexts. Teachers can encourage students to read original texts prescribed, literary histories and critical works. Exercises into literary pieces, practical criticism and analytical discussions may be conducted in the classroom for effective understanding. Teachers can make use of ICT methods to create interest and promote literary sensibility in students.

(5) References:
Standard and recognized editions of textbooks and reference books may be used as bibliography for the course contents.

(6) Select Bibliography:
Standard and recognized editions of textbooks and reference books may be used as bibliography for the course contents.


Question paper Pattern- Semester-III
Paper 3.8: American Literature

Time: 3 Hours
Marks: 50

Q. 1 Long answer questions on the background and features of literary schools/movements and/or comparison of the schools/movements/ prescribed playwrights
Marks 10

Q. 2 Long answer questions on *Uncle Tom’s Cabin*
Marks 10
(The nature of questions may be comparative)

Q. 3 Long answer questions on *Walden*
Marks 10
(The nature of questions may be comparative)

Q. 4 Long answer questions / Short notes on ‘The Fall of the House of Mr. Usher’
Marks 10
(The nature of questions may be comparative)
(Any one out of two Long answer questions OR Any two out of three Short notes)

Q. 5 Long answer questions / Short notes on Whitman, Dickinson, Emerson
Marks 10
(The nature of questions may be comparative)
(Any one out of two Long answer questions OR Any two out of three Short notes)

Question paper Pattern- Semester-IV
Paper 4.8: American Literature

Time: 3 Hours
Marks: 50

Q. 1 Long answer questions on the background and features of literary schools/movements and/or comparison of the schools/movements/ prescribed playwrights
Marks 10
(Any one out of three)

Q. 2 Long answer questions on ‘The Turn of the Screw’ and ‘The Snows of Kilimanjaro’
Marks 10
(The nature of questions may be comparative)
(Any one out of three)

Q. 3 Long answer questions on *The Sound and the Fury*
Marks 10
(The nature of questions may be comparative)
(Any one out of three)
Q. 4 Long answer questions / Short notes on *The Hairy Ape* and *A View from the Bridge*  
Marks 10  
(The nature of questions may be comparative)  
(Any one out of two Long answer questions OR Any two out of three Short notes)

Q. 5 Long answer questions / Short notes on Frost, Pound, Stevens, Plath  
Marks 10  
(The nature of questions may be comparative)  
(Any one out of two Long answer questions OR Any two out of three Short notes)
Paper- 3. 9: Research Methodology

(1) Objectives

1. To introduce the students to the concept of research
2. To enable them to understand the stages of research
3. To familiarize the learners to the procedures involved in research
4. To sensitize them to the requirements of cohesion and coherence in continuous composition.
5. To highlight the significance of systematic planning and execution of research activity.
6. To give the students practice in the use of various tools and techniques of research.
7. To prepare them for undertaking research.

(2) Allotment of Credits: One credit is equal to 15 clock hours and every semester is allotted four credits (60 clock hours).

(3) Course Content

Semester-III

Unit-I: Meaning and Nature of Research (15 Clock Hours)

What is research?
Objectives of Research
The fundamentals of Research
Characteristics of Research
Types of research
Qualities of a Good Researcher

Unit II: Materials and Tools of Research (15 Clock Hours)

Primary and Secondary sources Books, Anthologies, Biographies, Thesauruses, Encyclopedia, Conference proceedings, Unpublished theses, Newspaper articles, Journals, e-journals, Monographs, Translations, Web references, Library catalogues, Literature Resource Center, Govt. publications, Special libraries, Advanced study centers, Virtual libraries, Web search engines, CDs, DVDs etc.

Unit-III: Research in Literature and Language (15 Clock Hours)

Literary research and research in other Disciplines
Literary research-Interpretative, Theoretical, Biographical etc
Research methods in Linguistics
Research methods in Literature
How research in language is different from research in literature
Emerging areas of research in language and literature
Use of literary and linguistic theories in research
Unit-IV: Methods and Techniques of Research (15 Clock Hours)

Research Methods vs. Research Methodology
Variants in Methodology
Types of methods: Statistical, Sampling, Applied, Case study, Survey, Interpretative, Experimentation, Interviews, Questionnaire etc
Evaluation of different methods: Historic, Comparative, Descriptive, Scientific

Paper- 4. 9: Research Methodology

Semester-IV

Unit-I: Steps in Research Process (A) (15 Clock Hours)

Choosing a topic
Formulating the Research Problem
Defining aims and objectives
Introduction to research methodology
Defining aims and objectives
Deciding the Scope and Limitations
Developing Hypothesis

Unit-II: Steps in Research Process (B) (15 Clock Hours)

Extensive Literature Review
Preparing research Proposal
Data Collection
Analysis/interpretation of Data
Generalization and Interpretation of Data
Preparing Chapter wise Design

Unit-III: Presentation of Research (15 Clock Hours)

Format of the Thesis
Language of the thesis
Logical Writing
Language and style of the thesis
Introductions and conclusions
Presentation of findings
Suggestions for future research
Writing a Short Research Paper
Unit-IV:

a) Norms and Conventions (08 Clock Hours)

Quotations and Acknowledging the Sources  
Footnotes and Endnotes, Citation  
Arranging bibliography and webliography  
Guarding Against Plagiarism  
Using Standard Style sheets  
Roles of Computer & Internet in Research

b) Practical work (07 Clock Hours)

The students should present research proposal/s with a focus on bibliographies, hypothesis, objectives, rationale etc. The teacher is expected to get the practical work done during teaching hours.

(4)Suggestions for Teachers

Since research is a do-it-yourself activity, the teacher may initially explain the basic concepts regarding research working interactively with the students. For example, this may be done by floating an idea and eliciting their responses regarding relevant aspects, thus guiding and monitoring the discussion, giving the students an opportunity to think and arrive at answers independently. The students may be given practical assignments related to research procedure. The teacher should work with the students and help them choose the topic, frame the title and the hypothesis, and in general supervise the research activity to be carried out by the students.

(5) Reading list

Hunt, Andy (2005), Your Research Project, New Delhi: Foundation Books  
Miller, R. H. (1995), Handbook of Literary Research, Methuen  
Lenburg, Jeff (2007), Guide to Research, Viva Books  
Chaskar, A (2009), Doing Research in Literature and Language, V.P Pune
Chindhade, S. and Thorat, A. (2009), Doing Research, Mumbai: CUP
Rajannan, B. (1968), Fundamentals of Research, ASRCHydabad
Adam Sirjohn (2004), Research Methodology: Methods & Techniques, Delhi: New Age International Ltd
Caivary, R. & Nayak V. K. (2005), Research Methodology, S. Chand
Litosseliti, Lia (2000), Using Focus Groups in Research, British Library Cataloguing
Rengachari, S. & Rengachari, Sulochna - Research methodology for English Literature, Bareilly: Prakash Book Depot
Seliger (2001), Second Language Research Methods, Oxford University
Sinha, M. P. - Research Methods in English
Winkler, Anthony C. & Accuen, Jo Roy (2003), Writing the Research Paper, Thomson Heinle
Brown, James Dean (2006), Understanding Research in

Question paper Pattern- Semester-III

3.9 Research Methodology

Time: 3 Hours  Marks: 50

Q 1 Questions on Unit-I (2 out of 4) Marks 10
Q 2 Questions on Unit-II (2 out of 4) Marks 10
Q 3 Questions on Unit-III (2 out of 4) Marks 10
Q 4 Questions on Unit-IV (2 out of 4) Marks 10
Q 5 Practical Questions on Units-III/IV (2 out of 4) Marks 10

Question paper Pattern- Semester-IV

4.9 Research Methodology

Time: 3 Hours  Marks: 50

Q 1 Questions on Unit-I (2 out of 4) Marks 10
Q 2 Questions on Unit-II (2 out of 4) Marks 10
Q 3 Questions on Unit-III (2 out of 4) Marks 10
Q 4 Questions on Unit-IV (2 out of 4) Marks 10
Q 5 Practical Questions on Units-II/III/IV (2 out of 4) Marks 10