

॥ सा विद्या या विमुक्तये ॥



# स्वामी रामानंद तीर्थ मराठवाडा विद्यापीठ, नांदेड

“ज्ञानतीर्थ” परिसर, विष्णुपुरी, नांदेड - ४३१६०६ (महाराष्ट्र)

**SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY NANDED**

“Dnyanteerth”, Vishnupuri, Nanded - 431606 Maharashtra State (INDIA)

Established on 17th September 1994 – Recognized by the UGC U/s 2(f) and 12(B), NAAC Re-accredited with 'A' Grade

## ACADEMIC (1-BOARD OF STUDIES) SECTION

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प्रस्तुत विद्यापीठीय संकुलातील  
मानवविज्ञान विद्याशाखेतील पदव्युत्तर  
स्तरावरील द्वितीय वर्षाचे CBCS Pattern  
नुसारचे अभ्यासक्रम शैक्षणिक वर्ष  
२०२०-२१ पासून लागू करण्याबाबत.

### परिपत्रक

या परिपत्रकान्वये सर्व संबंधितांना कळविण्यात येते की, दिनांक २० जून २०२० रोजी संपन्न झालेल्या ४७व्या मा. विद्या परिषद बैठकीतील विषय क्र.१३/४७-२०२० च्या ठरावानुसार प्रस्तुत विद्यापीठीय संकुलातील मानवविज्ञान विद्याशाखेतील पदव्युत्तर स्तरावरील द्वितीय वर्षाचे खालील विषयांचे C.B.C.S. (Choice Based Credit System) Pattern नुसारचे अभ्यासक्रम शैक्षणिक वर्ष २०२०-२१ पासून लागू करण्यात येत आहेत.

- १) एम.ए.—द्वितीय वर्ष—मराठी
- २) एम.ए.—द्वितीय वर्ष—इंग्रजी
- ३) एम.ए.—द्वितीय वर्ष—समाजशास्त्र

सदरील परिपत्रक व अभ्यासक्रम प्रस्तुत विद्यापीठाच्या [www.srtmun.ac.in](http://www.srtmun.ac.in) या संकेतस्थळावर उपलब्ध आहेत. तरी सदरील बाब ही सर्व संबंधितांच्या निदर्शनास आणून द्यावी.

‘ज्ञानतीर्थ’ परिसर,  
विष्णुपुरी, नांदेड - ४३१ ६०६.  
जा.क्र.: शैक्षणिक-१/परिपत्रक/पदव्युत्तर(संकुल)-सीबीसीएस  
अभ्यासक्रम/२०२०-२१/५०७

दिनांक : ०७.०८.२०२०.

प्रत माहिती व पुढील कार्यवाहीस्तव :

- १) मा. कुलसचिव यांचे कार्यालय, प्रस्तुत विद्यापीठ.
- २) मा. संचालक, परीक्षा व मूल्यमापन मंडळ यांचे कार्यालय, प्रस्तुत विद्यापीठ.
- ३) मा. संचालक, सर्व संबंधित संकुले, प्रस्तुत विद्यापीठ.
- ४) साहाय्यक कुलसचिव, पदव्युत्तर विभाग, प्रस्तुत विद्यापीठ.
- ५) उपकुलसचिव, पात्रता विभाग, प्रस्तुत विद्यापीठ.
- ६) सिस्टम एक्सपर्ट, शैक्षणिक विभाग, प्रस्तुत विद्यापीठ.

स्वाक्षरित / -  
**उपकुलसचिव**  
शैक्षणिक (१-अभ्यासमंडळ) विभाग



# Swami Ramanand Teerth Marathwada University,

## Nanded

### School of Language, Literature and Culture Studies

### Department of English

### Syllabus for M.A. (English) – Part –II (CBCS) Semester- III & IV

To be introduced from the Academic Year 2020-21

Sr. No.	Course	Titles of the Course	Credits Allotted
<b>Semester – III</b>			
1.	<b>Core Courses</b> EN-CC-9	<b>Subject Electives</b> EN-CC-9 Literary Theory – I	4
2.	EN-CC-10	EN-CC-10 English Language Teaching	4
3.	EN-CC-11	EN-CC-11 Cultural Studies – I	4
4.	<b>Subject Electives</b> EN-SE-12 (A)	<b>Subject Electives</b> EN-SE-12 (A) Comparative Literature – I	4
5.	EN-SE-12 (B)	EN-SE-12 (B) Special Author - Jane Austen	
6.	EN-SE-12 (C)	EN-SE-12 (C) Indian Literature in English Translation –	
7.	EN-SE-12 (D)	Poetry and Drama	
8.	EN-SE-12 (E)	EN-SE-12 (D) Literature of Protest – Poetry and Drama	
		EN-SE-12 (E) Film Studies – I	
	EC-MCQ-III	MCQ-based Examination – III	2
Two credits are to be earned by the students of Semester – II from the Departments of Marathi / Spanish / French or from other school.			2
Total Credits for Semester – III			20

<b>Semester – IV</b>			
9. 10. 11.	<b>Core Courses</b> EN-CC-13 EN-CC-14 EN-CC-15	<b>Core Courses</b> EN-CC-13 Literary Theory – II EN-CC-14 English Literature Teaching EN-CC-15 Cultural Studies – II	4 4 4
12. 13. 14. 15. 16.	<b>Subject Electives</b> EN-SE-16 (A) EN-SE-16 (B) EN-SE-16 (C) EN-SE-16 (D) EN-SE-16(E)	<b>Subject Electives</b> EN-SE-16 (A) Comparative Literature – II EN-SE-16 (B) Special Author – Amitav Ghosh EN-SE-16 (C) Indian Literature in English Translation – Prose and Fiction EN-SE-16 (D) Literature of Protest – Prose and Fiction EN-SE-16(E) Film Studies-II	4
	EC-MCQ-IV	MCQ-based Examination – IV	2
Two credits are to be earned by the students of Semester – II from the Departments of Marathi / Spanish / French or from other school.			2
Total Credits for Semester – IV			20
<b>Total Credits for Entire MA (I year &amp; II year)</b>			<b>80</b>

#### **Intra-School / Inter-School Open Elective Courses for Semester - I**

#### **Intra-School / Inter-School Open Elective Courses for Semester - III**

The following Intra-School Elective Courses: Courses can be opted for by the students of MA (Marathi) Semester – II of the SLLCS and the Inter-School Elective Courses can be opted for by the students of Semester – II of any other school.

These courses have been designed in such a manner that students can opt for these courses without having done the corresponding earlier courses.

1.	<b>Open Elective Courses</b> <b>Intra-School Course</b> EN-OE-9	<b>Open Elective Courses</b> <b>Intra-School Courses</b> EC-OE- World Literature in Marathi Translation (Prose) (अनुवादित जागतिक साहित्य- गद्य) (मराठी)	2
2. 3. 4.	<b>Inter-School Courses</b> EN-OE-10 EN-OE-11 EN-OE-12	<b>Inter-School Courses</b> EN-OE-10 The Constitution of India – III EN-OE-11 Communication Skills – III EN-OE-12 Dalit Prose in English Translation	2

Intra-School / Inter-School Open Elective Courses for Semester - IV

The following Intra-School Elective Courses can be opted for by the students of MA (Marathi) Semester – III of the SLLCS and the Inter-School Elective Courses can be opted for by the students of Semester – III of any other school.

These courses have been designed in such a manner that students can opt for these courses without having done the corresponding earlier courses.

5.	<b>Open Elective Courses Intra-School Course</b> EN-OE-13	<b>Open Elective Courses Intra-School Courses</b> EN-OE-13 World Literature in Marathi Translation (Fiction) (अनुवादित जागतिक साहित्य- कादंबरी) (मराठी)	2
6. 7. 8.	<b>Inter-School Courses</b> EN-OE-14 EN-OE-15 EN-OE-16	<b>Inter-School Courses</b> EN-OE-14 The Constitution of India – IV EN-OE-15 Communication Skills– IV EN-OE-16 Dalit Fiction in English Translation	2

Total Number of Credits for the entire course-

Core Papers and Subject Electives = 72

Open Electives = 8

Total Number of Credits= 80

Total Marks

-

2,000

Master of Arts in English of 4 semester duration (two years). This programme is meant for those who have completed their bachelor's degree like B.A English included as Core Course.

### **Programme Outcome**

PO – 1 This Programme is oriented towards developing literary values, perspectives, linguistic skills and aesthetic sensitivity essential for an academician / professional in the making. The programme introduces students to the various genres and periods in literature.

PO – 2 The Course is predominantly based on the canons of English literature; however, it also gives critical orientation of the idea of canon. Besides aiming at the linguistic skill and sensibility, the programme aims at providing them with a wide range of opportunities in the emerging areas such as translation studies, cultural studies, comparative literature, film studies, etc. Various courses such as Academic Writing, English Language Teaching, Sociolinguistics, Translation Studies will provide them with an opportunity of developing professional skills.

PO–3 At the end of the programme, a post-graduate student is expected to have developed literary sensibility as well as certain professional skills. S/he is also expected to have enhanced her/his employability.

### **Programme-Specific Outcome:**

At the end of the programme, the students are expected to have earned the following skills:

- PSO–1 The students should be able to have fairly good knowledge of various genres of literature;
- PSO–2 They should also be able to have grounding in the domain of language studies;
- PSO–3 They should also be able to teach English literature and language at a UG level
- PSO–4 They should also be able to qualify SET and NET in English *and*
- PSO– They should be able think critically.

## Semester— III

### EN-CC-9 – Literary Theory – I

#### Rationale:

Theory is a precondition for radical transformation. The present outburst of theory is indicative of the complexity of the contemporary society and is tremendously useful in understanding the same. It also requires constant engagement and critical appraisal.

#### Objectives:

- The objective of this course is to introduce the students to the major trends in literary theory.
- To enable the student to select a text which reflects best the spirit of the trend that it best belongs to.
- To enable them to understand and engage with theory.

#### Course Outcomes:

- C O 1. The students should be able to have fairly good idea of literary theory;  
C O 2. The students should be able to engage with the literary texts critically *and*  
C O 3. They should also be able to undertake critical appreciation of a literary text.

#### Course Contents:

##### Classical Theory and Criticism

1) Aristotle – *From Poetics*

##### Enlightenment Theory

2) Samuel Johnson – *From Preface to Shakespeare*

##### Romantic Theory

3) William Wordsworth – *Preface to Lyrical Ballads, with Pastoral and Other Poems*

##### Modernism

4) T S Eliot – *Tradition and the Individual Talent*

##### Reader Response Theory

4) Roland Barthes – *The Death of the Author*

##### Postmodernism and Poststructuralism

5) Michel Foucault – *What Is an Author?*

#### Essential Reading:

- *The Norton Anthology of Theory and Criticism*. Vincent Leitch, William Cain, Laurie Finke, John McGowan (Ed). New York: W. W. Norton.
- Waugh, Patricia (2006). *Literary Theory and Criticism: An Oxford Guide*. New York: Oxford University Press.
- Barry, Peter (1995). *Beginning Theory: An Introduction to Literary and Cultural Theory*. New York: Manchester University Press.

#### Recommended Reading:

- Culler, Jonathan (2009). *Literary Theory: A Brief Insight*. New York: Sterling Publishing Co, Inc.
- Bertens, Hans (2001). *Literary Theory: The Basics*. New York: Psychology Press.
- Eagleton, Terry (1983). *Literary Theory: An Introduction*. Australia: Blackwell Publishing.

## EN-CC-10 English Language Teaching

### Rationale:

English language teaching has been a major concern for the teachers of English in India. It is essential for the students of English to learn how to teach English language. In the Indian context, it is somewhat difficult for the students to acquire English. Therefore, it is highly essential for the future teachers and researchers to know the nature, process and challenges while teaching English in the Indian scenario. Access to English language teaching allows a student to study the theories, approaches and methods of language teaching along with various techniques to be used in the classroom teaching.

### Objectives:

- To introduce the concept of English language teaching to the students focusing various levels of learners.
- To make them aware about the expectations and challenges regarding teaching English in India.
- To introduce various theories and approaches of language teaching.

### Course Outcomes:

At the end of the successful completion of the course,

- C O 1. The student will be able to Understand various theories and approaches of language teaching.
- C O 2. Use the methods and techniques effectively to teach English language.
- C O 3. Know the concept of English language teaching to the students focusing learners.
- C O 4. Have their conclusions about classroom teaching.

### Course Contents:

#### Unit I:

1. History and Development of Language Teaching in the Colonial and postcolonial India.
2. Problems of Teaching English in India: Nature, Causes, Concept, types and Remedies.

#### Unit II: Theories of Language Teaching

1. Defining Theory.
2. Behaviourism
3. Cognitivism

#### Unit III: Methods of Language Teaching

1. Defining Method
2. Grammar Translation Method
3. Audiolingual Method
4. Structural Method
5. Communicative Language teaching

#### **Unit IV: Teaching of Skills**

1. Listening
2. Speaking
3. Reading
4. Writing
5. Presentation Skill

#### **Unit V: Teaching Essentials**

1. Grammar
2. Vocabulary
3. Integration of Skills

#### **Unit VI: Test and Examination**

1. The Concept of Test
2. Types of Test
3. The concept of Examination
4. Evaluation: Concept and pattern

#### **Unit VII: Teaching Aids**

##### **I: Audio Aids:**

1. Tape recorder
2. Radio
3. Language Laboratory

##### **II: Visual Aids**

1. Blackboard
2. Pictures
3. Realia
4. Projector

##### **III: Audio-Visual Aids:**

1. Computer
2. Television
3. Video

#### **Essential Reading:**

- Fawcett, John, Atkinson, Judith and Protherough, Robert. *The Effective Teaching of English*. London and New York: Longman.1989.
- Lazar Gilliam. *Literature and Language Teaching: A Guide for teachers and trainers*. UK: Cambridge University Press. 1993.
- Ur, Penny. *A Course in Language Teaching*. UK: Cambridge University Press. 1996.

#### **Recommended Reading:**

- Mc Dough Jo and Shaw Christopher. *Materials and Methods in ELT, A Teacher's Guide*. New Delhi: Blackwell. 2004.
- Richards , Jack and Rodgers Theodore. *Approaches and Methods of Language Teaching*. UK; Cambridge University Press. 2001.
- Salim B. *A Companion to Teaching of English*. NewDelhi: Atlantic .2001.
- Sharma, Tarachand. *Modern Methods of Teaching English*.New Delhi; Sarup and Sons. 2003.



## EN-CC-11 - Cultural Studies

### Rationale:

It is believed that the definition of culture is highly amorphous, embracing history, society, nature, science, technology, economic activity, education and lifestyle, as well as language, religion, ideas, literature and the arts. Realising the limitations of many branches of knowledge specific to humanities and social sciences, Cultural Studies presupposes the need for a fine perspective on the contemporary life. Such a perspective is most essential for having better understanding of the complex nature of power.

### Objectives:

- To help the students to develop a critical perspective on various issues such as power, dominance and resistance.
- To enable the learners to understand *culture* in all its complex forms and analysing the socio-political contexts which shape *culture*.
- To introduce an accommodative theory that can decode the various clashes in different cultures.

### Course Outcomes:

At the end of the course the students should be able to

- C O 1. Understand the rise of Cultural Studies as a critical discourse and perspective over the contemporary life;
- C O 2. Some of the key concepts in Cultural Studies and the complex interplay among them *and*
- C O 3. Recognise the importance of developing critical knowledge base for solving various problems pertaining to ideology, power, identity, etc., moving toward permanent peace and the coexistence of social groups, and instilling mutual tolerance and faith.

### Course Contents:

#### 1) Culture Theory: Emergence and Development

- i) Richard Hoggart
- ii) Raymond Williams

#### 2) Some Key Concepts

- i. Subjectivity identity
- ii. Ideology
- iii. Representation
- iv. Power
- v. Discourse

#### 3) Sites

- i. The Body
- ii. Space
- iii. Time
- iv. Development
- v. Language
- vi. Ethnicity, Race and Nation
- vii. Globalisation

#### **4) Culture Industry**

- i. Commodity
- ii. Media
- iii. Television
- iv. New Media
- v. Science Technology and Culture
- vi. Cyberculture
- vii. Cultural Policy

#### **Essential Reading:**

- Simon During. *Cultural Studies An Introduction*, Routledge, 2005
- Chris Barker, *Cultural Studies : Theory and Practice* London: Sage, 2003
- Wilfred Guerin and other (Eds.) *A Handbook of Critical Approaches to Literature* New York : Oxford U P, 2005.
- Brooker, Peter (1999). *A Glossary of Cultural Theory*. London: Arnold.

#### **Recommended Reading:**

- Chris Barker, *The Sage Dictionary of Cultural Studies* Sage, 2004.
- John Storey, ed. *What is Cultural Studies? A Reader* Arnold, 1996.
- *The Reader in Cultural Theory* Polity Press, 2004
- Johnson, *What is Cultural Studies Anyway?* Centre Cultural Studies, 1983.
- Jeff, Lewis (2002). *Cultural Studies: The Basics*. London: Sage Publication.
- Hall, Stuart(2007). *Cultural Studies 1983: A Theoretical History*. Jennifer. D. S and Lawrence G.(Ed). USA: Routledge.

## EN-SE-12 (A) Comparative Literature – I

### Rationale:

The course will introduce students to the methods of comparative literary studies by defining the concepts and analyzing the theoretical frameworks that contribute towards the making of the discipline. It also intends to explore the ideological vicissitudes of comparative literary studies in processing post-colonial identities, and thereby examining alternatives of understanding comparison as a tool. The selected texts and essays will acquaint students with the methods of comparative literary studies and with the concerns which are addressed by the discipline in current debates about the literary studies at large.

### Objectives:

- Provide students with the opportunity to study literatures within the cultural contexts.
- To enrich experience of learners while comparing and contrasting texts.
- To promote tolerance towards diverse practices

### Course Outcomes:

- C O 1. The learners would be able to critically evaluate and appreciate texts under study by comparing and contrasting them
- C O 2. They will be able to correlate the texts to find out their contemporary relevance
- C O 3. They will learn to respect values and beliefs other than one's own

### Course Contents:

#### I Essays/Articles:

1. Henry H. H. Remak: Comparative Literature, Its Definition and Function
2. Sisir Kumar Das: The Mad Lover
3. S D Kapoor: Freedom and Identity in Dalits and African Americans

#### II Poetry:

1. T. S. Eliot: *Selected Poems*, London: Faber and Faber, 1959
2. B. S. Mardekar: *Mardekaranchi Kavita*, Mumbai: Mauj Prakshan, 1959

#### III Prose/Fiction:

1. Ed Hussein: *The Islamist*
2. Mohsen Hamid: *The Reluctant Fundamentalist*

### Essential Reading:

- T. S. Eliot: *Selected Poems*, London: Faber and Faber, 1959
- B. S. Mardekar: *Mardekaranchi Kavita*, Mumbai: Mauj Prakshan, 1959.
- Rambhau Badode, et al (Eds) (2007) *New Directions in Comparative Literature*. New Delhi: Macmillan India Ltd.

### Recommended Reading:

- Hutcheson Macaulay Posnett (1886) *Comparative Literature*. London: Kegan Paul, Trench & Co.
- Newton Stallknecht and Horst Frenz (Eds) (1961) *Comparative Literature: Method and Perspective*. Carbondale: Southern Illinois University Press.
- Dominguez, Cesar, et. al. *Introducing Comparative Literature: New Trends and Applications*. New York: Routledge, 2015.

## EN-SE- 12 (B) Special Author: Jane Austen

### Rationale:

Besides studying various genres, it is quite essential for the students to focus on a genre and single author and to study the literary contribution in-depth. The course enables the students to analyse and interpret a single form of literature handled by a single author. Jane Austen is a very significant name in English literature. She is a leading example of remarkable contribution by a woman writer in early 19<sup>th</sup> century. The inclusion of Major Author: Jane Austen enables student to study the representation of women protagonists in her fiction and to generalize about the condition of women in the society along with the patriarchal setup and social themes dealt by her.

### Objectives:

- To introduce students to the 19<sup>th</sup> Century British novel.
- To familiarize students with the concept and study of one single author.
- To introduce them to the contribution of Jane Austen as a novelist.
- To enable students to study the construction of male and female gender roles.

### Course Outcomes:

- At the end of the successful completion of the course, the student will be able to
- C O 1. Know the 19<sup>th</sup> Century British novel and place it in the tradition of novel as a literary genre.
  - C O 2. Analyse and interpret the role of narrator and plot construction.
  - C O 3. Have an understanding of the construction of male and female gender roles.

### Course Contents:

1. *Sense and Sensibility* ( 1811)
2. *Pride and Prejudice* ( 1813)
3. *Mansfield Park* ( 1814)
4. *Emma* (1815)
5. *Northanger Abbey* (1818)

### Essential Reading:

- Austen, Jane. *Seven Novels*. Barnes and Nobles Inc.: New York., 2018.
- Copeland, Edward and Juliet McMaster. *A Cambridge Companion to Jane Austen*. Cambridge University Press.,1997.

### Recommended Reading:

- Gubar Susan and Sandra Gilbert. *The Madwoman in the Attic: The Woman Writer and the Nineteenth Century Literary Imagination*. New Haven : Yale University Press, 1984.
- Lascelles, Mary. *Jane Austen and Her Art*. Oxford University Press. 1963.
- Toda, Janet. *The Cambridge Introduction to Jane Austen*. Cambridge University Press 2015. Second edition.

## EN-SE-12 (C) Indian Literature in English Translation– Poetry and Drama

### Rationale:

English being adopted as primary language has opened up the doors for translators to escalate the works of vernacular writers. Mahashweta Devi's writing would have restricted to Bengalis and Karnad's work would have been imbibed only by Kannada speakers if these works were not translated. In past few years, translations in Indian Literature have evolved with their own identity- reaching out to the wider audiences.

The division of the paper in two different parts, that is, Poetry and Drama, is to introduce the learners the different genres in different regional languages in India.

### Objectives:

- To acquaint the students with Indian writing in English translation with a focus on its growth and development.
- To enable the students to understand how the works in regional literature have been used as a means to reflect the contemporary reality.
- To enable the student to attempt an in-depth study of regional Indian literature in the modern period.

### Course Outcomes:

C O 1. The students understand the worth of translation in the propagation of literature and culture.

C O 2. The students attempt an in-depth study of the literature in regional language.

C O 3. The study encourages the learners to transport the works in the regional language into another language.

### Course Contents:

#### Poetry

1. R. Parthasarathy: "Exile", "Home Coming"
2. Rushali Kinhalakar: Selected poems in the collection *Pangs of Love*.

#### Drama

1. *Bhoma* Badal Sircar
2. *Silence! The Court is in Session* Vijay Tendulkar

### Essential Reading:

- Kinhalakar, Rushali. *Pangs of Love* translated by L. S. Deshpande. Creative Publication. 2018.
- Tendulkar Vijay. *Five Plays of Vijay Tendulkar*. OUP, 1995.
- Sircar Badal. *Three Plays: Procession, Bhoma, Stale News*. Seagull. 1985.

### Recommended Reading:

- Paranjape, Makarand. *An Anthology of Indian English Poetry*. New Delhi: Macmillan, 1998.
- Dilip Chitre. (Ed.). *A Current of Blood*. . Navayana Publication.
- Pandey, Sudhakar, and Freya Taraporwala, editors. *New Directions in Indian Drama*. Prestige, 1994.
- Babu, ManchiSarat. *Indian Drama Today*. Prestige. 1997.
- Wadikar, Shailja B. *BadalSircar: People's Playwright*. Atlantic, 2018.
- Wadikar, Shailja B. *New Horizons: Tendulkar's Contribution to Modern Theatre..* Atlantic, 2013.

## EN-SE-12 (D) – Literature of Protest- Poetry and Drama

### Rationale:

The course aims at the exposure of the oppressive forces that divide human beings for petty gains. The impact of it on the subjugated and their response to it is essential for attaining personal identity and dignity, the learners receive.

### Objectives:

- To expose the oppressive forces in life;
- To illustrate the nature and temper of protest;
- To explain its constructive nature;

### Course Outcomes:

At the end of the course the students are expected to

C O 1. Become aware of the importance of the spirit in questioning the arbitrary oppressors.

C O 2. Recognise the need for eradication of the evils from our society.

C O 3. Recognise the need of creating the egalitarian society.

### Course Contents:

#### Poetry

- i) Kamala Das – *An Introduction, The Old Playhouse, The Dance of the Eunuchs*
- ii) Loknath Yashwant – (selections from *Broken Man- In Search of Homeland* )

#### Drama

- i) John Osborne – *Look Back in Anger*
- ii) Manjula Padamanabhan – *Lights Out*

### Essential Reading:

- *City Plays*. Calcutta: Seagull, 2004.
- Naik, M. K. *A History of Indian English Literature*. Sahitya Akademi, 2007.
- Shah, Nila, and Pramod Nayar. *Modern Indian Poetry in English*. New Delhi: Creative Books, 2000.

### Recommended Reading:

- Ahmed, Aijaz. *In Theory: Classes, Nations, Literatures*. Verso, 1992.
- Williams, R. *Drama from Ibsen to Brecht*. Penguin, 1981.
- Merchant, Hoshang. *Yaraana: Gay Writing from South Asia*. Penguin, 2000.
- Mee, Erin B. *Theatre of Roots*. Calcutta, Seagull, 2007.

## EN-SC-12-E Film Studies – I

### Rationale:

Film studies as an academic discipline emerged in the twentieth century. The aspects of film studies have grown to encompass numerous methods for teaching history. This course aims at providing the students of literature a comprehensive overview of films studies. Since films and literature are very much intimately connected, the study of films becomes a rewarding experience for the students of literature.

### Objectives:

- The primary aim is to produce a critical mind in the student to engage film and media actively in life, rather than to be passive recipients of images.
- To demonstrate a general knowledge of the history of cinema from its beginning to the present.
- To make the students understand the co-relationship between film and society and its dependency on each other.

### Course Outcomes:

- C O 1. The students should be able to understand the theoretical, historical and critical approaches to film;
- C O 2. They should be able to identify various dimensions of film *and*
- C O 3. They should also be able to understand critically the Indian films.

### Course Contents:

#### The Development of Cinema

- i. What is Cinema?
- ii. Early Cinema, Silent era of Cinema
- iii. The Introduction of Sound and colour in Cinema

#### b) The Dimensions of Cinema

- i. Time
- ii. Space
- iii. *Mise-en-scene*
- iv. Montage
- v. Sound
- vi. Narrative
- vii Camera-stylo and Author theory

#### Indian Cinema

Indian Popular Cinema  
Early Indian Cinema – Historical Approaches  
The Studio Era  
Authorship – Major Directors and Styles  
Popular Forms in the Post Colonial era

### Essential Reading:

- Dix, Andrew. *Beginning Film Studies*. Manchester University Press, Reprint 2011.
- Bluestone, George. *Novels into Film*. John Hopkins University Press, 1968
- Chatman, Seymour. *Story and Discourse: Narrative Structure in Fiction & Film*. Ithaca & London: Cornell University Press, 1983.

### Recommended Reading:

- Miller, Toby and Robert Stam (ed.). *A Companion to Film Theory*. Maldon, MA and Oxford: Blackwell, 1999.
- Miller, Toby and Robert Stam (ed.). *Film and Theory : An Anthology*. Maldon, MA and Oxford: Blackwell, 2000.
- Stam, Robert. *Film Theory: An Introduction*. Blackwell Publication, 2000.

## Semester— IV

### EN-CC-13 -Literary Theory – II

#### Rationale:

Theory is a precondition for radical transformation. The present outburst of theory is indicative of the complexity of the contemporary society and is tremendously useful in understanding the same. It also requires constant engagement and critical appraisal.

#### Objectives:

- The objective of this course is to introduce the students to the major trends in literary theory.
- To enable the student to select a text which reflects best the spirit of the trend that it best belongs to.
- To enable them to understand and engage with theory.

#### Course Outcomes:

- C O 1. The students should be able to have fairly good idea of literary theory;  
C O 2. The students should be able to engage with the literary texts critically *and*  
C O 3. They should also be able to undertake critical appreciation of a literary text.

#### Course Contents:

##### Cultural Studies

- 1) Jürgen Habermas – Modernity : An Incomplete Project

##### Postcolonial Theory

- 2) Frantz Fanon - *From The Wretched of the Earth*
- 3) Chinua Achebe – An Image of Africa : Racism in Conrad's *Heart of Darkness*

##### Marxism

- 4) Antonio Gramsci - The Formation of the Intellectual
- 5) Louis Althusser – Ideology and Ideological State Apparatuses

##### Feminism

- 6) *Elaine Showalter - The Madwoman in the Attic*

#### Essential Reading:

- *The Norton Anthology of Theory and criticism.* Vincent. Leitch, William .Cain , Laurie. Finke, John McGowan (Ed).New York: W. W. Norton.
- Waugh, Patricia(2006). *Literary Theory and Criticism: An Oxford Guide.* New York: Oxford University Press.
- Barry ,Peter (1995). *Beginning Theory: An Introduction to Literary and Cultural Theory.* New York : Manchester University Press.

#### Recommended Reading:

- Culler, Jonathan (2009). *Literary Theory: A Brief Insight.* New York : Sterling Publishing co, Inc.
- Bertens, Hans (2001). *Literary Theory: The Basics.* New York: Psychology Press.
- Eagleton, Terry(1983). *Literary Theory: An Introduction.* Australia: Blackwell Publishing.



## EN-CC-14 English Literature Teaching

### Rationale:

Besides the British Literature, it is essential in the contemporary literary scenario to learn different literatures in English. There are several types of English literature flourished in the last two centuries or so. Teaching literature in twenty-first century has its own demands. There are several questions and problems while teaching . Access to Teaching English Literature provides a new orientation towards the ideological, intellectual and practical problems while teaching literature in the classroom. It will enable them to see the erosion of the boundaries between literary criticism and creative writing, between teaching and acting, between the abstract ethics of theory and the real problems involved in teaching literature. It will provide them an adequate knowledge of theories approaches and methods of literature teaching along with the different genres.

### Objectives:

- To introduce the concept of literature teaching.
- To make them aware about the problems and challenges involved in teaching literature.
- To familiarize them with various theories and methods of Teaching Literature.

### Course Outcomes:

At the end of the successful completion of the course, the student will be able to.

C O 1. Know the concept of literature teaching.

C O 2. Become aware about the problems and challenges involved in teaching literature.

C O 3. Have knowledge about various theories and methods of Teaching Literature.

### Course Contents:

#### Unit I :

1. History and Development of Literature teaching in colonial and postcolonial India.
2. The Challenges and problems of Teaching Literature.

#### Unit II: Theories of Teaching Literature

1. Subject –centred theories
2. Teacher-centred theories
3. Student- centred theories
4. Eclectic theories

#### Unit III: Methods of Teaching Literature

1. Lecturing
2. Leading discussion
3. Modeling
4. New Technology

#### Unit IV: Approaches to Study literature

1. Marxist
2. Postcolonial
3. Feminist

## **Unit V: Teaching Drama**

## **Unit VI: Teaching Poetry**

## **Unit VII: Teaching Fiction**

### **Essential Reading:**

- Salim B. *A Companion to Teaching of English*. New Delhi: Atlantic .2001.
- Showalter , Elaine. *Teaching Literature*. New Delhi. Blackwell Publishing/Atlantic. 2003.
- Willingham, Guerin, Labor and Others. *A Handbook of Critical Approaches to Literature*. New Delhi: OUP.2006.

### **Recommended Reading:**

- Gandhi, Leela. *Postcolonial Theory*. New Delhi: OUP.1999.
- Hudson William. *An Introduction to the Study of Literature*. New Delhi: Kalyani Pub.1998.
- Lazar Gilliam. *Literature and Language Teaching: A Guide for Teachers and Trainers*. UK: Cambridge University Press. 1993.
- Marathe , Ramanan and Bellarmine. *Provocations: The Teaching of English Literature in India*.

## EN-CC-15 Cultural Studies – II

### Rationale:

It is believed that the definition of culture is highly amorphous, embracing history, society, nature, science, technology, economic activity, education and lifestyle, as well as language, religion, ideas, literature and the arts. Realising the limitations of many branches of knowledge specific to humanities and social sciences, Cultural Studies presupposes the need for a fine perspective on the contemporary life. Such a perspective is most essential for having better understanding of the complex nature of power.

### Objectives:

- To help the students to develop a critical perspective on various issues such as power, dominance and resistance.
- To enable the learners to understand *culture* in all its complex forms and analysing the socio-political contexts which shape *culture*.
- To introduce an accommodative theory that can decode the various clashes in different cultures.

### Course Outcomes:

At the end of the course the students should be able to

- C O 1. Understand the rise of Cultural Studies as a critical discourse and perspective over the contemporary life;
- C O 2. Some of the key concepts in Cultural Studies and the complex interplay among them *and*
- C O 3. Recognise the importance of developing critical knowledge base for solving various problems pertaining to ideology, power, identity, etc., moving toward permanent peace and the coexistence of social groups, and instilling mutual tolerance and faith.

### 1) Sociology of Culture Religion

- i) Ethnicity
- iii) Caste
- iv) Race

### 2) Marxism

- i) Marxism and the Centrality of Class
- ii) Capitalism
- iii) Class and Consciousness
- iv) Marxism and Cultural Studies

### 3) Feminism / Gender

- i) Feminism and Cultural Studies
- ii) Sex, Gender and Identity
- iii) Men and Masculinity
- iv) Gender Representation and Media Culture

### 4) Information Theory

- i) Digital Media Culture
- ii) Cyberspace and Democracy

- iii) Computer Gaming
- iv) The Global Economy of Cyber Space

**Essential Reading:**

- Simon During, *Cultural Studies An Introduction*, Routledge, 2005
- Chris Barker, *Cultural Studies : Theory and Practice* London: Sage, 2003
- Wilfred Guerin and other (Eds.) *A Handbook of Critical Approaches to Literature* New York :Oxford U P, 2005.

**Recommended Reading:**

- Chris Barker, *The Sage Dictionary of Cultural Studies* Sage, 2004.
- John Storey, ed. *What is Cultural Studies? A Reader* Arnold, 1996.
- *The Reader in Cultural Theory* Polity Press, 2004
- Johnson, *What is Cultural Studies Anyway?* Centre Cultural Studies, 1983.
- Jeff, Lewis (2002). *Cultural Studies: The Basics*. London: Sage Publication.

## EN-SE-16 (A) Comparative Literature – II

### Rationale:

The course will introduce students to the methods of comparative literary studies by defining the concepts and analyzing the theoretical frameworks that contribute towards the making of the discipline. It also intends to explore the ideological vicissitudes of comparative literary studies in processing post-colonial identities, and thereby examining alternatives of understanding comparison as a tool. The selected texts and essays will acquaint students with the methods of comparative literary studies and with the concerns which are addressed by the discipline in current debates about the literary studies at large

### Objectives:

- To encourage learners to comprehend literary texts from multiple perspectives
- Provide students with the opportunity to study literature within its cultural contexts
- To enrich experience of learners while comparing and contrasting texts
- To promote tolerance towards diverse practices

### Course Outcomes:

- C O 1. The learners would be able to critically evaluate and appreciate texts under study by comparing and contrasting them
- C O 2. They will be able to correlate the texts to find out their contemporary relevance
- C O 3. They will learn to respect values and beliefs other than one's own

### Course Contents:

#### I Essays/Articles:

1. Susan Basnett: Reflections on Comparative Literature in the 21<sup>st</sup> Century
2. P. C. Kar: The Politics of Location: Towards Plural Discourses in Literary Studies
3. A. K. Singh: Future of Comparative Literary Studies

#### II Fiction:

1. Mary Shelley: *Frankenstein*
2. Jules Verne: *Twenty Thousand Leagues under the Sea*

#### III Drama:

1. Mahesh Elkunchwar: *Garbo*
2. Tennessee Williams: *A Streetcar Named Desire*

### Essential Reading:

- Mahesh Elkunchwar; Shanta Gokhale, Supantha Bhattacharya (translation) (2008). *Collected plays of Mahesh Elkunchwar: Garbo, Desire in the Rocks, Old Stone Mansion, Reflection, Sonata, An Actor Exits*. Oxford University Press, 2008.
- Rambhau Badode, et al (Eds) (2007) *New Directions in Comparative Literature*. New Delhi: Macmillan India Ltd.

- Joshi, Prakash. *Tennessee Williams: Paradoxes of Nonconfirmism and Genre Recreations*. New Delhi: Atlantic, 2010.
- McClaine, J. *Frankenstein: A Critical Study Guide*. Createspace Independent Pub., 2015.

**Recommended Reading:**

- Hutcheson Macaulay Posnett (1886) *Comparative Literature*. London: Kegan Paul, Trench & Co.
- Newton Stallknecht and Horst Frenz (Eds) (1961) *Comparative Literature: Method and Perspective*. Carbondale: Southern Illinois University Press.
- Dominguez, Cesar, et. al. *Introducing Comparative Literature: New Trends and Applications*. New York: Routledge, 2015.

## EN-SE- 16 (B) Special Author: Amitav Ghosh

### Rationale:

Besides studying various genres, it is quite essential for the students to focus on one single author and to study the literary contribution in-depth. The course enables the students to analyse and interpret a single form of literature handled by a single author. The present course introduces them to one of the very significant contributors of Indian English Literature, Amitav Ghosh. It provides them the opportunity to observe different elements he used to construct novel and introduce them to various thematic concerns, historical details, role of the narrator and plot construction.

### Objectives:

- To introduce students to the 20<sup>th</sup> Century Indian English novel.
- To familiarize students with the concept and study of one single author.
- To introduce them to the contribution of Amitav Ghosh as a novelist.
- To sensitize students about the historical details of India, the formation of Bangladesh and mass migration.

### Course Outcomes:

At the end of the successful completion of the course, the student will be able to

- C O 1. Understand the 20<sup>th</sup> Century Indian English novel.
- C O 2. Know about the historical details of India, the formation of Bangladesh and mass migration.
- C O 3. Analyse and interpret the role of narrator and plot construction.

### Course Contents:

1. *The Shadow Lines* ( 1988)
2. *The Calcutta Chromosome* (1995)
3. *The Glass Palace* ( 2000)
4. *The Hungry Tide* ( 2004)
5. *Sea of Poppies* ( 2008)

### Essential Reading:

- Ghosh, Tapan Kr and Prashant Bhattacharya. *In Pursuit of Amitav Ghosh : Some Recent Readings*. Orient Blackswan Pvt.Ltd. 2013.
- Khair, Tabish. *Amitav Ghosh: A Critical Companion*. Permanent Black.,2005.

### Recommended Reading:

- Bhatnagar, M.K. *Modern Indian English Novel: A Critical Study of Political Motif*. New Delhi: Atlantic Books. 2003.
- Laxmiprasad P.V. *The Writings of Amitav Ghosh*. New Delhi: Atlantic Books.2018.
- Nayar, Pramod K. *The Indian Graphic Novel: Nation, History and Critique*. New Delhi: Routledge Publications.2018.

## EN-SE-16 (C) Indian Literature in English Translation– Prose and Fiction

### Rationale:

English being adopted as primary language has opened up the doors for translators to escalate the works of vernacular writers. Mahashweta Devi's writing would have restricted to Bengalis and Karnad's work would have been imbibed only by Kannada speakers if these works were not translated. In past few years, translations in Indian Literature have evolved with their own identity- reaching out to the wider audiences.

The division of the paper in two different parts, that is, Non-fictional Prose, and Fiction is to introduce the learners the different genres in different regional languages in India.

### Objectives:

- To acquaint the students with Indian writing in English translation with a focus on its growth and development.
- To enable the students to understand how the works in regional literature have been used as a means to reflect the contemporary reality.
- To enable the student to attempt an in-depth study of regional Indian literature in the modern period.

### Course Outcomes:

C O 1. The students understand the worth of translation in the propagation of literature and culture.

C O 2. The students attempt an in-depth study of the literature in regional language.

C O 3. The study encourages the learners to transport the works in the regional language into another language.

### Course Contents:

#### Non-fictional Prose

- |                          |                |
|--------------------------|----------------|
| i) "Hind Swaraj"         | Mahatma Gandhi |
| ii) "Stri PurushTulana " | Tarabai Shinde |

#### Novel

- |                             |             |
|-----------------------------|-------------|
| i) <i>Sahab, Bibi Golam</i> | Bimal Mitra |
|-----------------------------|-------------|

#### Short Stories

- |               |                |
|---------------|----------------|
| i) "Draupadi" | Mahasweta Devi |
| ii) "Mother"  | Baburao Bagul  |

### Essential Reading:

- Susie Tharu and K. Lalita. (Eds). *Women Writing in India*. Vol I. New Delhi: OUP, 1991.
- Singh, Khushwant, and Neelam Kumar, editors. *Our Favourite Indian Stories*. Jaico Publishing House. 2002.
- Anthony J. Parel. "Introduction" to *Gandhi: 'Hind Swaraj' and Other Writings*. Cambridge University Press, 1997.
- Digole, D.P. *Postcolonial Indian Novel: A Comparative Study in the Socio-Cultural Dynamics*. New Delhi: Prestige Books, 2016.

### Recommended Reading:

- Naik, M. K. *Aspects of Indian Writing in English*. Hyderabad: Orient Longman, 1998.
- Naik M.K. *Perspectives in Indian Prose in English*. New Delhi: Sterling, 1917.
- Nissim Ezekiel and Meenakshi Mukherjee. (Eds.) *Another India: An Anthology of Contemporary Indian Fiction and Poetry*. Penguin, 1090.
- E.V. Ramkrishnan and I.V. Ramkrishnan. (Eds.) *Indian Short Stories, 1900-2000*. Mumbai: Sahitya Akademi, 2005.



## EN-SE-16 (D) – Literature of Protest- Prose and Fiction

### Rationale:

The course aims at the exposure of the oppressive forces that divide human beings for petty gains. The impact of it on the subjugated and their response to it is essential for attaining personal identity and dignity, the learners receive.

### Objectives:

- To expose the oppressive forces in life.
- To illustrate the nature and temper of protest.
- To explain its constructive nature.

### Course Outcomes:

C O 1. The students become aware of the importance of the spirit in questioning the arbitrary oppressors.

C O 2. The major lesson the learners get is that the eradication of the evils from our society is essential.

C O 3. Recognise the need of creating the egalitarian society.

### Course Contents:

#### Prose

- i) B.R. Ambedkar– *Annihilation of Caste*
- ii) Martin Luther King Jr. - *I have a Dream*

#### Fiction

- i) Hamid Dalwai– *Fuel*
- ii) Leo Tolstoy– *How much Land does a Man Need?, Three Questions*

### Essential Reading:

- Naik, M. K. *A History of Indian English Literature*. Sahitya Akademi, 2007.
- Limbale, Sharankumar. *Towards an Aesthetics of Dalit Literature*. Orient Black Swan, 2004.
- Henderson, Carol. *Scarring the Black Body: Race and Representation in African American Literature*. University of Missouri Press, 2002.
- Digole, D.P. *Postcolonial Indian Novel: A Comparative Study in the Socio-Cultural Dynamics*. New Delhi: Prestige Books, 2016.

### Recommended Reading:

- Iyengar, Srinivasa. *Indian Writing in English*. Asia Publishing House, 1973.
- Naik, M. K.(ed.) *Aspects of Indian Writing in English: Essays in Honour of K R Srinivasa Iyengar*. Macmillan, 1979.
- Said, Edward. *Literature and Resistance*. South End Press, 2003.

## EN-SE-16-E Film Studies – II

### Rationale:

Film studies as an academic discipline emerged in the twentieth century, The aspects of film studies have grown to encompass numerous methods for teaching history. This course aims at providing the students of literature a comprehensive overview of films studies. Since films and literature are very much intimately connected, the study of films becomes a rewarding experience for the students of literature.

### Objectives:

- The primary aim is to produce a critical mind in the student to engage film and media actively in life, rather than to be passive recipients of images.
- To demonstrate a general knowledge of the history of cinema from its beginning to the present.
- To make the students understand the co-relationship between film and society and its dependency on each other.

### Course Outcomes:

- C O 1. The students would be able to understand the theoretical, historical and critical approaches to film;
- C O 2. They would be able to understand the ideological aspects of film *and*
- C O 3. They would also be able to understand the changing nature of film industry.

### Course Contents:

Ideologies and Films

Marxist Criticism: Sergei Eisenstein, Jean-Luc-Godard.

Feminist Criticism: Judith Butler, Laura Mulvey

Gender and Sexuality

Feminist theories and Film making practices

Feminist Critiques of Dominant practices/ Laura Mulvey / Mary Ann Doane/ Moly Huskel

Any two from: Women's Cinema, LGBT films, alternative sexualities in documentaries and experimental films.

Global Bollywood

Globalisation and Indian Cinema

Globalisation and Bollywood

Indian Cinema, Nationalism and Globalisation

### Essential Readings:

- A Dictionary of Film Studies - Annette Kuhn.
- Abel, Richard (ed.).*Encyclopaedia of Early Film*. New York: Routledge, 2004.
- King, John. *Magical Reels: A History of Cinema in Latin America*. 2<sup>nd</sup> ed. New York: Verso, 2000.

### Recommended Readings:

- As Film Studies – The Essential Introduction – Sarah Casey Benyahia and others.
- Thomson, David. *The New Biographical Dictionary of Film*. 4<sup>th</sup> ed. London: Little, Brown, 2003.
- Metz, Christian. *Film Language: A Semiotics of the Cinema*. New York: Oxford University Press, 1976.

## Semester— III

### EC-OE-9 World Literature in Marathi Translation (Prose)

#### (अनुवादित जागतिक साहित्य- गद्य) (मराठी)

#### Rationale:

Prose in Marathi translation, on the world scale, is abundant. Its manifestation in the vernacular restricts it to the geography particular. Its translation into English enables the students in grasping its temper

#### तार्किकता:

जागतिक स्तरावर गद्य मोठ्या प्रमाणात लिहिले जाते. अनुवादित जागतिक मराठी साहित्य – गद्य या अभ्यासपत्रीकें उद्देशाने विद्यार्थ्यांना इतर देशांत, इतर भाषांत लिहिले जाणारे गद्य ज्ञात करून देणे आहे.

#### Objectives

- To introduce world-wide prose translated into Marathi.
- To expose the students to its content, form, and its stylistic features.
- To help the learners in developing the universal vision as well as a comparative perception.

#### उद्देश:

- विद्यार्थी जागतिक अनुवादित गद्यांचा अभ्यास करतील.
- तसेच त्या अनुषंगाने गद्यांत हाताळले जाणारे विषय, गद्यांचा आशय, रूपबंध, आदींची चिकित्सा करतील.
- एकूणच गद्य या वाङ्मय प्रकाराबद्दलची जागतिक स्तरावरील एक अनुमान द्यावी दृष्टी यामुळे विकसित होईल तसेच गद्यांचा तौलनिक अभ्यासास चालना मिळेल.

#### Outcomes:

- C O 1. The nature of world-wide prose is comprehended.
- C O 2 Importance of translated literature is understood.
- C O 3 Comparative perspective gets encouraged.

#### अभ्यासपत्रिकेचे साध्य:

विद्यार्थी पुढील बाबी साध्य करतील:

- C O 1. आंतरराष्ट्रीय गद्याचे स्वरूप उमजेल;
- C O 2. भाषांतरित साहित्याचे आकलन होईल.
- C O 3. तुलनात्मक अभ्यासाला चालना मिळेल.

#### सूक्ष्म अध्ययन:

Selections of the Speeches and Essays Written by Great Scholars and Marx and Engels – Communist Manifesto.

Selections from Simone de Beauvir's *The Second Sex*.

#### संदर्भ :

- सिमोन द बोव्हुआर. *द सेकंड सेक्स*. (अनु. करुणा गोखले). पद्मगंधा. २०१०.
- निशिकांत, मिरजकर. *साहित्यगंगा: प्रवाह आणि घाट*. सुविद्या प्रकाशन, २००९.

## EN-OE-10 The Constitution of India – III

### Rationale:

The Constitution of India is the world's lengthiest written constitution. It had 395 articles in 22 parts and 8 schedules at the time of commencement. Now, the Constitution of India has 448 articles in 25 parts and 12 schedules. There are 101 amendments have been made in the Indian constitution up to 2016.

The study of Constitution of India is most essential for the university students in order to instil in them democratic and egalitarian values. It is also essential to make them contribute to the making of Indian civil society more humane and civilised.

### Objectives:

- To enable the learners to understand the need to secure justice, liberty, equality to all citizens and promote fraternity to maintain unity and integrity of the nation.
- Create consciousness for establishing just, humane, that is, egalitarian society.
- Make them aware of the need of constitutional values for creating a civil society.

### Course Outcomes:

At the end of the course the students should be able to

C O 1. Understand the idea of constitution;

C O 2. Histories of various constitutions in a comparative mode *and*

C O 3. Philosophical content of the Indian Constitution.

### Course Contents:

#### Unit 01: Introduction to Indian Constitution

- Meaning of the term Constitution
- Preamble of the Constitution
- Constituent Assembly
- The Salient Features of Indian Constitution

#### Unit 02: Fundamental Rights

- Fundamental Rights
- Fundamental Duties
- The Directive Principles of State Policy

### Essential Reading:

- Shukla, V.N. *Constitution of India*, 11th ed., pp. A 28-A 35 EBC, Lucknow.
- Jain M. P., *Indian Constitutional Law*, 5th edition, page no. 568 to 652, Wadhwa, Nagpur.
- Tope, T.K. *Constitutional Law of India*, 3rd edition Eastern Book Company, Lucknow

### Recommended Reading:

- Basu, Durga Das, *Introduction to Constitution of India*, Nagpur: Wadhwa publication, 2010.
- Granville Austin, *The Indian Constitution: Cornerstone of a Nation*, OUP.
- Seervai, H.M., *Constitutional law of India*, New Delhi: Universal law Publishing House, 2007.

## EN-OE-11 Communication Skills - III

### Rationale:

The course is designed to develop the students' essential communication and language skills needed in the contemporary world. It aims to build competence, fluency and confidence in the learners in handling various situations of communication.

### Objectives:

- To develop the basic skills of the language - LSRW.
- To get better insight into one's responsibility and personal style.
- To develop cautious attitude towards communication skills.
- To develop clarity of presentation, both through speech and writing.

### Course Outcomes:

At the end of the successful completion of the course, the student will be able to

C O 1. Understand the role of LSRW in effective communication.

C O 2. Develop clarity of presentation, both orally and in writing.

C O 3. Know Pair discussion and group discussion.

C O 4. Master the technical writing.

### Course Contents:

#### I. LISTENING

- a) Roles and responsibilities of participants in listening
- b) Types of Listening and its use

#### II. SPEAKING

- a) Introducing the self and interactions
- b) Pair discussions and Group Discussion

#### III. READING

- a) Reading for Comprehension
- b) Asking questions about the text

#### IV. WRITING

- a) Applications of technical writing
- b) Letter writing

#### V. Vocabulary Development

- a) Active and Passive Vocabulary
- b) Thesaurus and Encyclopaedia

#### VI. Grammar

- a) Clause and Phrase
- c) Types of Relative clause

### Essential Reading:

- Language Learning India. *English Language Communication Skills*. India: Cengage Learning India Pvt.Ltd.2013.
- Eastwood, John. *Oxford Guide to English Grammar*. New Delhi: OUP, 2004.
- Lewis, Norman. *Speak Better Write Better English*. New Delhi: Goyal Publishers., 2011.

### Recommended Reading:

- Caplan, Nigel. *Grammar Choices for Graduate and Professional Writers*. University of Michigan Press. ELT. 2012.
- Chauhan Gajendra Singh and Smita Kashiranka. *Technical Communication*. Cengage Learning India Pvt.Ltd. 2018.
- Greenbaum, S. *The Oxford English Grammar*. New Delhi: OUP

## EN-OE-12 Dalit Prose in English Translation

### Rationale:

The reconstruction of an egalitarian society can be had only through the vision of the relegated; since they know the causes of the ills and remedy thereof. The course aims at the projection of such voices in Indian dalit prose in English translation for the sake of showing the universal applicability of the suppressed voices all over the globe under different disguises.

### Objectives:

- To familiarize the students with Dalit prose
- To expose the learners with the genesis and content of Dalit prose
- To acquaint the students with the treatment of gender in Dalit prose

### Course Outcomes:

The students are expected to learn:

- C O 1. The importance of prose writings in Dalit literature and  
C O 2. The issues such as nationalism, literature, religion and humanism reflected in the representative texts.  
C O 3. The principles of equality and justice.

### Course Contents:

- i) Dr. B.R. Ambedkar: *Ranade, Gandhi and Jinnah*  
ii) Baburao Bagul: *Dalit Literature is but Human Literature*

### Essential Reading:

- Dangle, Arjun. *Poisoned Bread: Translation from Modern Marathi Literature*. Mumbai: Orient Longman, 1992.
- Gaikwad, Subhash. *Dalit Movement: Worries and Meditation*. Sugawa Publication, 2002.
- Hardtmann, Eva-Maria. *Dalit movement in India*. Oxford University Press, 2009.

### Recommended Reading:

- Fanon, Frantz. *The Wretched of the Earth*. Penguin, 1973.
- Ambedkar, B. R. *Pakistan or the Partition of India*.
- Chakrabarty, Bidyut. Ed. *Communal Identity in India: Its Construction and Articulation in the twentieth Century*. OUP, 2009.
- Susie Tharu & K.Satyanarayana (eds.) *No Alphabet in Sight: New Dalit Writing From South India: Dossier1: Tamil and Malayalam*. Penguin Books India, 2011.

## Semester— IV

### EN-OE-13 World Literature in Marathi Translation (Fiction)

#### (अनुवादित जागतिक साहित्य- कादंबरी (मराठी))

#### Rationale:

Literature in the genre of fiction, on the world scale, is abundant. Its manifestation in the vernacular restricts it to the geography particular. Its translation into English enables the students in grasping its temper.

#### तार्किकता:

जागतिक स्तरावर कादंबरी मोठ्या प्रमाणात लिहिली जात आहे. अनुवादित जागतिक मराठी साहित्य – कादंबरी या अभ्यासपत्रीक्या उद्देशा हा विद्यार्थ्यांना इतर देशात, इतर भाषेत लिहिली जाणारी कादंबरी ज्ञात करून देण्याचा आहे.

#### Objectives

- To introduce world-wide fiction translated into Marathi.
- To expose the students to its content, form, and its stylistic features.
- To help the learners in developing the universal vision as well as a comparative perception.

#### उद्देश :

- विद्यार्थी जागतिक अनुवादित कादंबरीचा अभ्यास करतील.
- त्या अनुषंगाने कादंबरीत हाताळले जाणारे विषय, कादंबरीचा आशय, रूपबंध , प्रतिमा आणि प्रतीकांचे चिकित्सा करतील.
- एकूणच कादंबरी या वाङ्मय प्रकाराबद्दलची जागतिक स्तरावरील एक अनुमान देण्याची दृष्टी यामुळे विकसित होण्यास मदत होईल तसेच कादंबरीचा तौलनिक अभ्यास होण्यास चालना मिळेल.

#### Outcomes:

- C O 1. The nature of world-wide novel is comprehended.
- C O 2 Importance of translated literature is understood.
- C O 3 Comparative perspective gets encouraged.

#### अभ्यासपत्रिकेचे साध्य:

विद्यार्थी पुढील बाबी साध्य करतील:

C O 1. आंतरराष्ट्रीय कादंबरीचे स्वरूप उमजेल;

C O 2. भाषांतरित साहित्याचे आकलन होईल.

C O 3. तुलनात्मक अभ्यासाला चालना मिळेल.

#### सूक्ष्म अध्ययन:

#### Course Contents:

- 1) George Orwell - *Animal Farm*
- 2) Marjorie, Kinnan Rawlings. *The Yearling*.

#### संदर्भ :

नेमाडे, भालचंद्र. साहित्याची भाषा. साकेत, औरंगाबाद, २०११.

किनन, मार्जोरी रॉलिंग्ज. *पाडस*. (अनु. राम पटवर्धन). आवृत्ती सातवी. मुंबई: मौज. २०१३.

## EN-OE-14 The Constitution of India - IV

### Rationale:

The Constitution of India is the world's lengthiest written constitution. It had 395 articles in 22 parts and 8 schedules at the time of commencement. Now, the Constitution of India has 448 articles in 25 parts and 12 schedules. There are 101 amendments have been made in the Indian constitution upto 2016.

The study of Constitution of India is most essential for the university students in order to instil in them democratic and egalitarian values. It is also essential to make them contribute to the making of Indian civil society more humane and civilised.

### Objectives:

- To enable the learners to understand the need to secure justice, liberty, equality to all citizens and promote fraternity to maintain unity and integrity of the nation.
- Create consciousness for establishing just, humane, that is, egalitarian society.
- Make them aware of the need of constitutional values for creating a civil society.

### Course Outcomes:

C O 1. The students should learn the history of judiciary system in India *and*

C O 2. They should also learn the nature of centre-state relationship.

### Course Contents:

#### Unit 1 : The Judiciary

The Union Judiciary- Establishment and Constitution of Supreme Court

-Appointment and Removal of Judges

-Jurisdiction of Supreme Court: Court of Record, Original, Appellate and Advisory

-Doctrine of *stare decisis* (Art. 141)

- Power to complete Justice (Art. 142)

The State Judiciary- High Courts in States

-Appointment, Removal, Jurisdiction (Original, Appellate, Writ and Supervisory Jurisdiction)

#### Unit – 2 : Centre - State Relations: Legislative

Territorial distribution of legislative powers, Doctrine of territorial nexus

Subject matter distribution of legislative power and Principles of Interpretation of the list

- Each entry to be interpreted broadly

- Doctrine of Pith and Substance

- Harmonious construction

- Colourable legislation

- Incidental and ancillary power

Repugnancy between centre and state laws

Residuary Power

Parliamentary legislation in the state field

#### Unit – 3 Centre - State Relations: Administrative

Distribution of Executive powers

Centre- State administrative co-ordination

- Inter- Governmental delegation of administrative power

- State not to impede the centre, Centre's directive to the State

Cooperative federalism



## Emergency Provisions

- National Emergency
- State Emergency
- Financial Emergency

### **Essential Reading:**

- Shukla, V.N. *Constitution of India*, 11th ed., pp. A 28-A 35 EBC, Lucknow.
- Jain M. P., *Indian Constitutional Law*, 5th edition, page no. 568 to 652, Wadhwa, Nagpur.
- Tope, T.K. *Constitutional Law of India*, 3rd edition Eastern Book Company, Lucknow.

### **Recommended Books:**

- Basu, Durga Das, *Introduction to Constitution of India*, Nagpur: Wadhwa publication, 2010.
- Granville Austin, *The Indian Constitution: Cornerstone of a Nation*, OUP.
- Seervai, H.M., *Constitutional law of India*, New Delhi: Universal law Publishing House, 2007.

## EN-OE-15 Communication Skills- IV

### Rationale:

The course is designed to develop the students' essential communication and language skills needed in the contemporary world. It aims to build competence, fluency and confidence in the learners in handling various situations of communication. The inclusion of the course at postgraduate level will enhance the communication skills among the students along with the technical writing needed for their development.

### Objectives:

- To develop the basic skills of the language - LSRW.
- To get better insight into one's responsibility and personal style.
- To develop cautious attitude towards communication skills.

### Course Outcomes:

C O 1. The students fluently have the telephonic talks and interviews in English.

C O 2. The students use the Reference skills effectively.

C O 3. The students efficiently write abstract of the research paper.

### Course Contents:

#### I. LISTENING

- a) Listening to Different types of communication
- c) Listening with attention to pitch, tone and stress

#### II. SPEAKING

- c) Enquiry and Requests
- d) Telephonic talks and Interviews

#### III. READING

- a) Reading Mechanics
- b) Speed Reading strategies

#### IV. WRITING

- a) Unity, Coherence
- b) Essay writing

#### V. Vocabulary Development

- a) Active Vocabulary – Uses and development
- b) Passive Vocabulary – Uses and Development

#### VI. Grammar

- a) Ambiguity
- b) Punctuation

### Essential Reading:

- S. Thomas Kane. *The Oxford Essential Guide of Writing*. Berkley Books: New York. 1988
- Kumar Anjani Sinha. *Empowering Communication Skills*. Shipra Publications :India 2016.

### Recommended Reading:

- S. Keith Folse. *Great Writing 2 Great Paragraph*. Heinle Cengage Learning. 2010
- ...*English Language and Communication Skills for Professionals* 2013.
- Eastwood John. *Oxford Guide to English Grammar*. London : Oxford University Press. 1994

## EN-OE-16 Dalit Fiction in English Translation

### Rationale:

The reconstruction of an egalitarian society can be had only through the vision of the relegated; since they know the causes of the ills and remedy thereof. The course aims at the projection of such voices in Indian dalit fiction in English translation for the sake of showing the universal applicability of the suppressed voices all over the globe under different disguises.

### Objectives:

- To familiarize the students with Dalit fiction in translation
- To expose the learners with the genesis and content of Dalit fiction
- To acquaint the students with the treatment of gender in Dalit fiction

### Course Outcomes:

At the end of the course, the students are expected to learn

C O 1. The rise and development of Dalit fiction and

C O 2. Various issues dealt with by the writers.

C O 3. The principles of equality and justice.

### Course Contents:

Bama: *Sangati*

OmprakashValmiki: *Amma and Other Stories* (Selections)

### Essential Reading:

- Rege, Sharmila. *Writing Caste/Writing Gender: Reading Dalit Women's Testimonios*. Zubaan, 2006.
- Raj Kumar. *Dalit Personal Narratives*. Orient Blackswan, 2012.

### Recommended Reading:

- Ambedkar, B.R. *Speeches of B.R. Ambedkar. Vol.17 Part 3* .Govt of Maharashtra, 2003.
- Nagaraj, D. R. *The Flaming Feet: A Study of Dalit Movement in India*. South Forum Press, 1993.
- Malagatti, Aravind. *Dalita Marga*. Kannada Pustaka Pradhikar, 2002.

## Pattern of Question Paper

**Total Marks – 50**

**Time- 3 Hours**

**Note:**

- 1) Question one is compulsory.
- 2) Attempt any four from the remaining questions,.
- 3) Each question carries 10 marks.

Q. 1. Short notes (Attempt any two out of the 4)

Q. 2 Descriptive answer question.

Q.3 Descriptive answer question .

Q. 4 Descriptive answer question.

Q. 5. Descriptive answer question.

Q. 6. Descriptive answer question.

Q. 7. Descriptive answer question.