University of Pune
M. A. English (Part-II)
(External Students-Annual Pattern)

Revised Course Structure of English subject at Post Graduate level to be implemented from the academic year 2014-15-

Paper-1: Indian Writing in English (Core Paper)

Any three papers out of the following eight options:

Paper-2: English Language and Literature Teaching
Paper-3: Poetry in English
Paper-4: Drama in English
Paper-5: Linguistics and Stylistics
Paper-6: Semantics and Pragmatics
Paper-7: Cultural Studies
Paper-8: American Literature
Paper-9: Research Methodology

Paper-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) Course Contents

1) The Princes- Manohar Malgaonkar
2) A Fine Balance- Rohinton Mistry
3) The Shadow Lines- Amitav Ghosh
4) The Inheritance of Loss- Kiran Desai
5) Derozio to Aurobindo

   **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 Vivekananda*, vol.4, p.384 Advaita Ashram, 14th rpt. 1992)

   **Tagore:** Playthings


6) Dom Moraes to Present Day

   **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:** DonÔ 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)

7) **Roses in December**- M. C. Chhagla

8) **Mahanirvan**- Satish Alekar

3) **Select Bibliography**


Paper-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) Course Contents:

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.

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

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

IV- Teaching of Language Skills and Testing:
   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

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

VI- Literature Teaching - I
   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
VII- Literature Teaching -II
   a) Teaching of Poetry

   b) Teaching of Drama/One Act Play

   c) Teaching of Fiction (Short/Long)
   d) Teaching of essay.

VIII- Instructional materials and classroom issues
   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

(3) 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)

Paper-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) Course Contents:

Geoffrey Chaucer: From The General Prologue i) Lines 1 to 42 ii) The Monk iii) Clerk of Oxenford 4) Wife of Bath  
Alexander Pope: i) Epistle to Dr Arbuthnot ii) from An Essay in Criticism Lines 68 to 129  
Samuel Johnson: ÆLondonÆ  
Robert Browning: i) ÆTwo in the CampagnaÆ ii) ÆAndrea Del SartoÆ iii) ÆThe Statue and the BustÆ iv) ÆA GrammarianÆ Funeral  
G. M. Hopkins: i) ÆPied BeautyÆ ii) ÆSpring and FallÆ iii) ÆThou art indeed just My LordÆ  
Matthew Arnold: ÆThe Scholar GipsyÆ  
Wilfred Owen: i) ÆThe Send-offÆ ii) ÆDulce et decorum estÆ iii) ÆFutilityÆ  
W. H. Auden: i) ÆThe Unknown CitizenÆ ii) ÆMusee de beaux ArtsÆ  
Ted Hughes: i) ÆHawk RoostingÆ ii) ÆLagraveÆ iii) ÆThe Thought FoxÆ  
Seamus Heaney: i) ÆPunishmentÆ ii) ÆBog QueenÆ iii) ÆStrange FruitÆ  
E. A. Robinson: i) ÆMr FloodÆ PartyÆ ii) ÆKarmaÆ
e. e. cummings: i) ūnanyone lived in a pretty how townòii) ūwhat if a much of a which of a windò
Robert Frost: i) ūThe Oven Birdòii) ūFor Once, Then, Somethingòiii) ūDesert Placesòiii) ūThe Most of Itò
William Carlos Williams: ūThe Red Wheelbarrowò
Hilda Doolittle: i) ūReadòii) ūHeatò
Wallace Stevens: i) ūStudy of Two Pearsòii) ūThe Idea of Order at Key Westòiii) ūOf Modern Poetryò
Sylvia Plath: i) ūLady Lazarusòii) ūCutòiii) ūEdgeò
Robert Lowell: i) ūFor the Union Deadòii) ūSkunk Hourò
Anne Sexton: ūThe Truth the Dead Knowò
Adrienne Rich: i) ūDiving into the Wreckòii) ūDeltaò
Paul Laurence Dunbar: ūSympathyò
Countee Cullen: ūIncident,ò ūYet Do I Marvelò
Maya Angelou: ūStill I Rise,ò ūI Know Why the Caged Bird Singsò
Langston Hughes: i) ūTheme for Englishòii) ūBallad of the Landlordòiii) ūToò iv) ūThe Negro Speaks of Riversòv) ūMother to Sonò
Chinua Achebe: ūRefugee Mother and Childò
Derek Walcott: ūA Far Cry from Africaò
Tsegaye Gabre-Medhin: ūHome-Coming Sonò
Noémia De Sousa: ūIf You Want to Know Meò
Imtiaz Dharker: ūAnother Womanò
Gabriel Okara: i) ūThe Mystic Drumòii) ūOnce Upon a Timeòiii) ūPiano and Drumsò

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

(4) Select Bibliography:
Kermode, Frank, and John Hollander, eds. The Oxford Anthology of English Literature, 6 vols.
Geoffrey Chaucer:
Alexander Pope:
Robert Browning:

G. M. Hopkins:

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:


Paper- 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) Course Contents

1- Sophocles: *Antigone*
2- Christopher Marlowe: *Doctor Faustus*
3- William Shakespeare: *Hamlet*
4- Ben Jonson: *Volpone*
5- Anton Chekhov: *Cherry Orchard*
6- Luigi Pirandello: *Six Characters in Search of an Author*
7- John Osborne: *Look back in Anger*
8- Edward Albee: *The Zoo Story*

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

(4) Select Bibliography
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*.

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**Paper-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) **Course Contents:**
I- Orientation/Basics of Linguistics:

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.

II – Phonological aspects of Literature:

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 ō̂eetōor Sound patterns based on repetition of stress patterns
c) Onomatopoeia, Sound symbolism
d) The importance spoken word and pauses in literature

III- Lexico-semantic aspects of Literature:

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.

IV- Syntactic aspects of Literature:

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

V: Orientation/Basics of Stylistics:

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

VI- Stylistics of Poetry

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

VII- Stylistics of Drama:

   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.

VIII- Stylistics of Fiction:

   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

(3) Select Bibliography:


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

4. Crystal, David Ī A Dictionary of Applied Linguistics and Stylistics
15. Lesley Jeffries and Dan McIntyre, (2010), Stylistics, Cambridge (UK): CUP.
Paper- 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) Course Contents:

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

II- Theories of Meaning
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

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

IV- Lexical Relations -II
i) Polysemy
ii) Difference between Polysemy and Homonymy
iii) Metonymy  
iv) Collocation  
v) Denotation and Connot

V- Fundamentals of Pragmatics  
i) Origin and Journey of Pragmatics  
ii) Definitions of Pragmatics  
iii) Semantics vs. Pragmatics  
iv) Component vs. Perspective  
v) Principles vs. rules

VI- Principles of Pragmatics  
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

VII- Important Concepts in Pragmatics  
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

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

(3) References:  
15. Fowler, Roger Literature as Social Discourse
[Revised edition is available and is preferred.]

Paper-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) Course Content

Surveying the Field of Cultural Studies

I-
The discipline- a) Going Global
   b) Enterprise culture
   c) Genres and genealogies
   d) Problems

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

III-
Space
a) Thinking globalisation
b) The regional, national and local

IV-
Identity
a) Debating identity
b) Multiculturalism
c) Race

V-
Sexuality and gender
a) Feminism’s aftermath: gender today
b) Queer culture

VI-
Media and the public sphere
a) Television
b) Popular music
c) The Internet and technoculture

Note: All these units are prescribed from Simon During’s Cultural Studies: A Critical Introduction. Routledge, 2005
VII-
The Analysis of Culture: Raymond Williams
Cultural Studies and Its Theoretical Legacies: Stuart Hall

VIII-
Disjuncture and Difference in the Global Cultural Economy: Arjun Appadurai
The Challenge of Science: Andrew Ross

IX-
Subjects of Sex/Gender Desire- Judith Butler
A Revolution of Values- The Promise of Multicultural Change- Bell Hooks

X
Literary Theory and Third World Literature: Some Contexts- Aijaz Ahmad


(3)Select Bibliography:
Standard and recognized editions of textbooks and reference books may be used as bibliography for the course contents.
Mongia Padmini (ed.). *Contemporary Postcolonial Theory: A Reader*. OUP, 2000

**Paper- 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) Course Contents:

I-
Harriet Beecher Stowe: *Uncle Tom’s Cabin*

II-
Henry David Thoreau: *Walden*

III-
Edgar Allen Poe: "The Fall of the House of Mr. Usher"

IV-
Henry James: "The Turn of the Screw"
Ernest Hemingway: "The Snows of Kilimanjaro"

V-
William Faulkner: *The Sound and the Fury*

VI-
Eugene O’Neill: *The Hairy Ape*
Arthur Miller: *A View from the Bridge*

VII-
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) Heard a Fly Buzz’d
   iii) This is my letter to the World
Ralph Waldo Emerson: i) The Problem
   ii) Each and All
   iii) Days

VIII-
Robert Frost: i) Birches
   ii) Mending Wall
   iii) After Apple Picking
Ezra Pound: from Hugh Selwyn Mauberley: E. P. Ode eo Envoi
Wallace Stevens: i) From *The Man with the Blue Guitar*: Section XII
   ii) The Snowman
   iii) A Mythology Reflects Its Region
Sylvia Plath: i) Daddy
   ii) Tulips

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

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


Paper- 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) Course Content

I- Meaning and Nature of Research

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

II: Materials and Tools of Research

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.

III: Research in Literature and Language

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

IV: Methods and Techniques of Research

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

V: Steps in Research Process (A)

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

VI: Steps in Research Process (B)

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

VII: Presentation of Research

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

VIII:

a) Norms and Conventions

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

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.

(3) 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, ASRC Hyderabad
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

Paper- 1: Indian Writing in English (Core Paper)

Question Paper Format   Time: 3 Hours  Marks: 100

Q. 1) A. Long answer questions on The Princess
(Any one out of three in 150 words)- Marks 10

B. Long answer questions on A Fine Balance
(Any one out of three in 150 words)- Marks 10

Q. 2) A. Long answer questions on Roses in December
(Any one out of three in 150 words)- Marks 10

B. Long answer questions on the prescribed poems of Derozio to Swamin Vivekananda
(Any two out of three in 150 words)- Marks 10

Q.3) A. Long answer questions on the prescribed poems of Tagore to Sri Aurobindo
(Any two out of three in 150 words)- Marks 10

B. Long answer questions on The Shadow Lines
(Any one out of three in 150 words)- Marks 10

Q4) A. Long answer questions on The Inheritance of Loss
(Any one out of three in 150 words)- Marks 10

B. Long answer questions on Mahanirvan (The Dread of Death)
(Any one out of three in 150 words)- Marks 10

Q.5) A. Long answer questions on the prescribed poems of Dom Mares, Nissim Ezekiel, Kamala Das
(Any two out of three in 150 words)- Marks 10

B. Long answer questions on the prescribed poems of Ramanujan, Shiv K. Kumar, Mahapatra, Dharkar and Syed Ammanuddin
(Any two out of four in 150 words)- Marks 10
Paper- 2 : English Language and Literature Teaching

Question Paper Format

Time: 3 Hours                     Marks: 100

Q. 1) A. Long answer question on Unit –I Theories of Language Learning
            (1 out of 2 in about150 words ) - Marks 10

       B. Long answer questions on Unit –II English in India : Theoretical Perspectives (1 out of 2 in about150 words ) - Marks 10

Q. 2) A. Long answer question on Unit –III Tools and Methods of Language Learning (1 out of 2 in about150 words ) - Marks 10

       B. Long answer question on Unit –IV Teaching of Language Skills and Testing (1 out of 2 in about150 words ) - Marks 10

Q.3) A. Short notes based on topics from Units- I, II, III and IV above.
            (2 out of 4 in about 100 words each )

       OR

       A question on preparing a lesson plan for language teaching - Marks 10

       B. Long answer question on Unit-V Study Skills and Dealing with Learners’ Errors ( 1 out of 2 in about 150 words) - Marks 10

Q4) A. Long answer questions on Unit –VI Literature Teaching –I (1 out of 2 in about 150 words) - Marks 10

       B. Long answer questions on Unit –VII Literature Teaching –II (1 out of 2 in about 150 words) - Marks 10

Q.5) A. Long answer questions on Unit –VIII Instructional Materials and Classroom Issues (1 out of 2 in about 150 words) - Marks 10

       B. Short notes based on topics from Units-V, VI, VII and VIII above.
            (2 out of 4 in about 100 words each )

       OR

       A question on preparing a lesson plan for literature teaching - Marks 10
Paper- 3: Poetry in English

Question Paper Format   Time: 3 Hours   Marks: 100

Q. 1) A. Long answer questions on the background of poetry, schools, movements, characteristics, prescribed poets, etc. of Sem. III
(Any one out of three in 150 words)- Marks 10

B. Long answer questions on the background of poetry, schools, movements, characteristics, prescribed poets, etc. of Sem. IV
(Any one out of three in 150 words)- Marks 10

Q. 2) A. Long answer questions on Unit I of Sem. III
(Any one out of three in 150 words)- Marks 10

B. Long answer questions on Unit I of Sem. IV
(Any one out of three in 150 words)- Marks 10

Q.3) A. Long answer questions on Unit II of Sem. III
(Any one out of three in 150 words)- Marks 10

B. Long answer questions on Unit II of Sem. IV
(Any one out of three in 150 words)- Marks 10

Q4) A. Long answer questions on Unit III of Sem. III
(Any one out of three in 150 words)- Marks 10

B. Long answer questions on Unit III of Sem. IV
(Any one out of three in 150 words)- Marks 10

Q.5) A. Long answer questions on Unit IV of Sem. III
(Any one out of three in 150 words)- Marks 10

B. Long answer questions on Unit IV of Sem. IV
(Any one out of three in 150 words)- Marks 10

Paper- 4: Drama in English

Question Paper Format   Time: 3 Hours   Marks: 100
Q. 1) Long answer questions on the elements, types and features of drama and/or prescribed dramatists
   (Any two out of four in 150 words)- Marks 20

Q. 2) A. Long answer questions on Antigone
   (Any one out of three in 150 words)- Marks 10

   B. Long answer questions on Doctor Faustus
   (Any one out of three in 150 words)- Marks 10

Q.3) A. Long answer questions on Hamlet
   (Any one out of three in 150 words)- Marks 10

   B. Long answer questions on Volpone
   (Any one out of three in 150 words)- Marks 10

Q4) A. Long answer questions on The Cherry Orchard
   (Any one out of three in 150 words)- Marks 10

   B. Long answer questions on Characters in Search of an Author
   (Any one out of three in 150 words)- Marks 10

Q.5) A. Long answer questions on Look Back in Anger
   (Any two out of three in 150 words)- Marks 10

   B. Long answer questions on The Zoo Story
   (Any two out of four in 150 words)- Marks 10

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**Paper- 5 : Linguistics and Stylistics**

**Question Paper Format**

Time: 3 Hours  
Marks: 100

Q. 1) A) Long answer question on Unit –I  Orientation/Basics of Linguistics
   (1 out of 2 in about 150 words ) - Marks 10

   B) Long answer questions on Unit –II Phonological Aspects of Literature
   (1 out of 2 in about 150 words ) - Marks 10
Q. 2) A) Long answer question on **Unit –III Lexico-Semantic Aspects of Literature Learning** (1 out of 2 in about 150 words) - Marks 10

B) Long answer question on **Unit –IV Syntactic Aspects of Literature** (1 out of 2 in about 150 words) - Marks 10

Q.3) A. Short notes based on topics from **Units- I, II, III and IV above.** (2 out of 4 in about 100 words each)

   **OR**

   Analysing the linguistic features of a given literary passage - Marks 10

B. Long answer question on **Unit-V Orientation/Basics of Stylistics** (1 out of 2 in about 150 words) - Marks 10

Q4) A. Long answer questions on **Unit –VI Stylistics of Poetry** (1 out of 2 in about 150 words) - Marks 10

B. Long answer questions on **Unit –VII Stylistics of Drama** (1 out of 2 in about 150 words) - Marks 10

Q.5) A. Long answer questions on **Unit –VIII Stylistics of Fiction** (1 out of 2 in about 150 words) - Marks 10

B. Short notes based on topics from **Units-V, VI, VII and VIII above.** (2 out of 4 in about 100 words each)

   **OR**

   Stylistic analysis of a given poem/extract of a novel/extract from a play - Marks 10

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**Paper- 6 :  Semantics and Pragmatics**

**Question Paper Format**  
Time: 3 Hours  
Marks: 100

Q. 1) A) Long answer question on **Unit –I Fundamentals of Semantics** (1 out of 2 in about 150 words) - Marks 10

B) Long answer questions on **Unit –II Theories of Meaning** (1 out of 2 in about 150 words) - Marks 10

Q. 2) A) Long answer question on **Unit –III Lexical Relations – I**
B) Long answer question on Unit –IV Lexical Relations – II
(1 out of 2 in about150 words ) - Marks 10

Q.3) A. Practical/objective questions based on topics from Units- I, II, III and IV above. (5 out of 7 ) - Marks 10

B. Long answer question on Unit-V Fundamentals of Pragmatics
(1 out of 2 in about 150 words) - Marks 10

Q4) A. Long answer questions on Unit –VI Principles of Pragmatics
(1 out of 2 in about 150 words) - Marks 10

B. Long answer questions on Unit –VII Important Concepts in Pragmatics
(1 out of 2 in about 150 words) - Marks 10

Q.5) A. Long answer questions on Unit –VIII Literary Pragmatics
(1 out of 2 in about 150 words) - Marks 10

B. Practical/objective questions based on topics from Units-V, VI, VII and VIII above. (5 out of 7 ) - Marks 10

Paper- 7: Cultural Studies

Question Paper Format  Time: 3 Hours  Marks: 100

Q. 1) Long answer questions on the historical background, key thinkers like Raymond Williams and Stuart Hall and concepts of culture and popular culture (Any two out of four in 150 words)- Marks 20

Q. 2) A. Long answer questions on Unit I of Semester III (Any one out of three in 150 words)- Marks 10

B. Long answer questions on Unit II of Semester III (Any one out of three in 150 words)- Marks 10

Q.3) A. Long answer questions on Unit III of Semester III (Any one out of three in 150 words)- Marks 10
B. Long answer questions on Unit IV of Semester III
(Any one out of three in 150 words)- Marks 10

Q4) A. Long answer questions on Unit I of Semester IV
(Any one out of three in 150 words)- Marks 10

B. Long answer questions on Unit II of Semester IV
(Any one out of three in 150 words)- Marks 10

Q.5) A. Long answer questions on Unit III of Semester IV
(Any two out of three in 150 words)- Marks 10

B. Long answer questions on Unit IV of Semester IV
(Any two out of four in 150 words)- Marks 10

Paper- 8: American Literature

Question Paper Format  Time: 3 Hours  Marks: 100

Q. 1) A. Long answer questions on *Uncle Tom’s Cabin*
(Any one out of three in 150 words)- Marks 10
B. Long answer questions on *Walden*
(Any one out of three in 150 words)- Marks 10

Q. 2) A. on the prescribed poems of Poe and Whitman
(Any two out of three in 150 words)- Marks 10

B. Long answer questions the prescribed poems of Dickinson & Emerson
(Any two out of three in 150 words)- Marks 10

Q.3) A. Long answer questions on *The Turn of the Screw* & *The Snows of Kilimanjaro*
(Any two out of three in 150 words)- Marks 10

B. Long answer questions *The Sound and the Fury*
(Any one out of three in 150 words)- Marks 10

Q4) A. Long answer questions on *The Hairy Ape*
(Any one out of three in 150 words)- Marks 10
B. Long answer questions on *A View from the Bridge*

(Any one out of three in 150 words)- Marks 10

Q.5) A. Long answer questions on the prescribed poems of Frost & Pound

(Any two out of three in 150 words)- Marks 10

B. Long answer questions on the prescribed poems of Stevens & Plath

(Any two out of four in 150 words)- Marks 10

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**Paper- 9: Research Methodology**

**Question Paper Format**  
Time: 3 Hours  
Marks: 100

Q. 1) A. Long answer questions on Unit I of Sem. III

(Any one out of three in 150 words)- Marks 10  
B. Long answer questions on Unit I of Sem. IV

(Any one out of three in 150 words)- Marks 10

Q. 2) A. Long answer questions on Unit II of Sem. III

(Any one out of three in 150 words)- Marks 10  
B. Long answer questions on Unit II of Sem. IV

(Any one out of three in 150 words)- Marks 10

Q. 3) A. Long answer questions on Unit III of Sem. III

(Any one out of three in 150 words)- Marks 10  
B. Long answer questions on Unit III of Sem. IV

(Any one out of three in 150 words)- Marks 10

Q. 4) A. Long answer questions on Unit IV of Sem. III

(Any one out of three in 150 words)- Marks 10  
B. Long answer questions on Unit IV of Sem. IV

(Any one out of three in 150 words)- Marks 10

Q. 5) A. Practical questions on Sem. III

(Any one out of three in 150 words)- Marks 10  
B. Practical questions on Sem. IV

(Any one out of three in 150 words)- Marks 10