

**Sant Gadge Baba Amravati University, Amravati**  
 Syllabus Prescribed under Choice Based Credit System 2023-24  
 Faculty : Humanities  
 Two Year –Four Semesters Master’s Degree Programme:  
 M.A. (English) Second Year

**MA II English SEMESTER-III**

| Sr. No. | Course Title / Subject                             | Course Category | Course Code | Total Periods | Total Credits                |
|---------|--|-----------------|-------------|---------------|------------------------------|
| 1.      | History of English Literature -3                   | DSC             | DSCENG301   | 60            | <b>04</b>                    |
| 2.      | Critical Theory-1                                  | DSC             | DSCENG302   | 60            | <b>04</b>                    |
| 3.A     | Indian Writing in English                          | DSE             | DSEENG303   | 60            | 04 each<br><b>Total = 08</b> |
| 3 B.    | American Literature                                | DSE             | DSEENG304   | 60            |                              |
| 3C.     | African, Afro-American & Latin American Literature | DSE             | DSEENG305   | 60            |                              |
| 4. A    | Creative Writing                                   | SEC             | SECENG306   | 30 each       | <b>02</b>                    |
| 4. B    | Translation Studies                                | SEC             | SECENG307   |               | <b>02</b>                    |
| 5.      | Research Project                                   | RPT             | RPTENG308   | 75            | <b>05</b>                    |
|         |  |                 |             | <b>Total</b>  | <b>- 25</b>                  |

**Notes :**

- **Two** DSC papers are compulsory for all students for III Semester.
- Among the DSE papers, students have to choose any **two** out of three available DSEs and
- Among the SEC papers students have to choose minimum **one** SEC prescribed in III semester. SECs chosen in semester III cannot be repeated in Semester IV. Students can also opt for GIC courses and /or MOOC courses from other subjects/ departments for requirement of additional credits. Overall 5 credits are to be earned in SECs from both III & IV semesters cumulatively.
- Research Project of 75 hours duration is compulsory and can be opted in either III semester or IV semester.

### MA II English SEMESTER – IV

| Sr. No | Course Title / Subject                      | Course Category | Course Code | Total No. of Periods | Total Credits         |
|--------|---|-----------------|-------------|----------------------|-----------------------|
| 1.     | History of English Literature - 4           | DSC             | DSCENG401   | 60                   | 04                    |
| 2.     | Critical Theory -2                          | DSC             | DSCENG402   | 60                   | 04                    |
| 3. A   | Colonial and Post Colonial Literature       | DSE             | DSEENG403   | 60                   | 04 each<br>Total = 08 |
| 3 .B   | Alternative Literature                      | DSE             | DSEENG404   | 60                   |                       |
| 3 C    | Literature and Gender                       | DSE             | DSEENG405   | 60                   |                       |
| 4. A   | Pragmatics, Stylistics and Sociolinguistics | SEC             | SECENG406   | 30 each              | <b>02</b>             |
| 4. B   | English Language Teaching                   | SEC             | SECENG407   |                      | <b>02</b>             |
| 5.     | Research/Innovative Project                 | RP              | RPDENG408   | --                   | 05                    |
|        |   |                 |             | <b>Total</b>         | <b>- 25</b>           |

#### Notes :

- **Two** DSC papers are compulsory for all students for IV Semester.
- Among the DSE papers, students have to choose any **two** out of three available DSEs and
- Among the SEC papers students have to choose minimum **one** SEC prescribed in IV semester. SECs chosen in semester III cannot be repeated in Semester IV. Students can also opt for GIC courses and /or MOOC courses from other subjects/ departments for requirement of additional credits. Overall 5 credits are to be earned in SECs from both III & IV semesters cumulatively.
- Research Project of 75 hours duration is compulsory and can be opted in either III semester or IV semester.

**Sant Gadge Baba Amravati University, Amravati**  
**Syllabus Prescribed under Choice based Credit System CBCS 2023-24**  
**Faculty : Humanities**  
**Two Year –Four Semesters Master’s Degree Programme:**  
**M.A. (English) Second Year**  
**Part A**

1. **Name : M.A. English- Semester III**
2. **Course: Research/Innovative Project (RP)**
3. **Credit = 05**
4. **Total Duration = 75 hours**

**CO**

1. Students will be acquainted with field of Research.
2. Students will derive practical experience from Research Work.
3. Research skills will be honed through practical research experience.
4. Students will get motivation for further research work like PhD.

| <b>S. No</b> | <b>Units</b>   | <b>No. of Hours</b> |
|--------------|--|---------------------|
| 1.           | Research Project: Introduction, Concept and Nature             | 02                  |
| 2.           | Research Project: Topic Selection, Preparation, Outline        | 02                  |
| 3.           | Research Project: Information Compilation/ Material Collection | 02                  |
| 4.           | Research Project: Information processing and Analysis          | 04                  |
| 5.           | Research Project: Dissertation/ Report writing                 | 65                  |

**Research Project - Distribution of Marks**

| <b>Course</b>         | <b>Nature of Examination<br/>(Internal Examination)</b> | <b>Marks<br/>Research Report</b> | <b>Marks<br/>Viva Voce</b> | <b>Total<br/>Marks</b> |
|-----------------------|---|----------------------------------|----------------------------|------------------------|
| Research Project (RP) | 1. Research Report<br>2. Viva Voce                      | 60                               | 40                         | 100                    |

**Note:**

- Research Project of 75 hours duration is compulsory and can be opted only once, either in III semester or in IV semester.

**Sant Gadge Baba Amravati University, Amravati**  
 Syllabus Prescribed under Choice based Credit System CBCS 2023-24  
 Faculty : Humanities  
 Two Year –Four Semesters Master’s Degree Programme:  
 M.A. (English) Second Year

- 1) Programme: M.A. English- Semester III
- 2) Course: History of English Literature - 3 (DSC)
- 3) Credit = 04
- 4) Total No. of Periods = 60

**PSO –**

1. To develop a sense of history through understanding of major traditions, trends, conventions, fashions as well as social developments.
2. To facilitate insight into human nature as well as understanding of social norms and culture.
3. That the causes and consequences of human actions and dispositions.
4. To study the emergence and development of Renaissance and its influence on the English society.
5. To assimilate the values and principles that lead to progress and social well-being.

**Unit-Wise Syllabus –**

| UNIT        | TOPIC / CONTENT   |
|-------------|---|
| <b>I.</b>   | <i>The Nineteenth Century: 1832-1900</i><br>Contexts and conditions, Victorian thought and novels, Lady novelists, Victorian Fantasy, Aestheticism, Historical novels, Victorian Poetry, Victorian drama, The Pre-Raphaelite Brotherhood and after.                               |
| <b>II.</b>  | <i>The Twentieth Century: 1900-45</i><br>Contexts and conditions, Modernism and the novel, Novels of the First World War, Popular poets, Georgian and Imagist Poetry, Irish Writing, Scottish and Welsh poetry; Twentieth Century Drama upto 1945                                 |
| <b>III.</b> | <i>The Twentieth Century: 1945-2000</i><br>Contexts and conditions, Poetry since 1945, Poetry of the Second World War, Drama since 1945, Dialogue Novels, The Campus Novel, Children’s Literature, The contemporary Scottish novels, The contemporary Irish Novels, Genre Fiction |

**Course Outcome (CO):**

- 1) The student will attain a sense of history and the impulses behind human action.
- 2) To gain critical understanding and insight into trends & fashion in English society and culture.
- 3) Understanding the factors behind the emergence of John Milton as well as other post-Shakespearean writers and value and significance of their literary output.
- 4) To critically analyse the chronology of events that led to the rise and growth of post Shakespearean writers.
- 5) To improve one’s performance in competitive exams like MPSC/UPSC/NET/SET.
- 6) To create good critical thinkers and writers.

**Recommended Reading:**

- 1) The Routledge History of Literature in English (3<sup>rd</sup> Edition) – Ronald Carter and John Macrae
- 2) Legouis and Cazamian: History of English Literature J.M. Dent & Sons Ltd. 1965
- 3) Crompton- Rickett, Arthur A History of English Literature
- 4) Hudson, W.H: An Outline History of English Literature
- 5) Sampson George: The Concise Cambridge History of English Literature

**Question Paper Pattern with Distribution of Marks & Marking Scheme:**

1. There shall be *Four* Questions in the Question Paper and all the questions are Compulsory.
2. The first question will have A and B sections. A Section comprises of Short Notes. Three Short Notes will have to be attempted out of Six each carrying 05 marks. In the section B, there shall be *Twenty* (20) general *Multiple Choice Objective-type Questions* (MCQs) each carrying one (01) mark.
3. The Second Question in the Question Paper will be a Long Answer Question(LAQ) based on Unit I with an Internal Choice carrying 15 marks.
4. The Third Question in the Question Paper will be a Long Answer Question(LAQ) based on Unit II with an Internal Choice carrying 15 marks.
5. The Fourth Question in the Question Paper will be a Long Answer Question(LAQ) based on Unit III with an Internal Choice carrying 15 marks.

**Abstract**

|   |   |       |                 |
|---|---|-------|-----------------|
| 1 <sup>st</sup> Question on A section having Short Notes 03 out of 06 (05 marks each) – 15 Marks and B section contains MCQs (01 mark each) | - | Total | <b>35 Marks</b> |
| 2 <sup>nd</sup> LAQ based on Unit -1 with an internal Choice carrying   |   |       | <b>15 Marks</b> |
| 3 <sup>rd</sup> LAQ based on Unit -2 with an internal Choice carrying   |   |       | <b>15 Marks</b> |
| 4 <sup>th</sup> LAQ based on Unit -3 with an internal Choice carrying   |   |       | <b>15 Marks</b> |

**Total Marks: 80****Distribution of Marks for Internal Assessment**

| Maximum Marks | Assignment | Seminar with PPT/Viva voce/Study Tour with Report presentation |
|---------------|------------|--|
| 20            | 10         | 10   |

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 Faculty : Humanities  
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 M.A. (English) Second Year

- 1) Programme: M.A. English- Semester III
- 2) Course: Critical Theory - 3 (DSC)
- 3) Credit- 04
- 4) Total No. of Periods = 60

**PSO–**

- 1) To appreciate and analyse critical texts and documents.
- 2) To acquire critical temper, insight and judgment.
- 3) To apply logic, reasoning and sense of discrimination in decision-making.
- 4) To foster erudition and intellectual scholarship.

**Unit-Wise Syllabus –**

| UNIT        | TOPIC / CONTENT   | Total No. of lectures |
|-------------|---|-----------------------|
| <b>I.</b>   | a. C. Wimsatt, William K. and Monroe Beardsley – <i>The Intentional and The Affective Fallacy</i><br>b. Ferdinand de Saussure: <i>Nature of Linguistic Sign</i><br>c. Wolfgang Iser: <i>The Reading Process: A Phenomenological Approach</i>          | <b>20</b>             |
| <b>II.</b>  | a. Victor Shklovsky – <i>Art as Technique</i><br>b. Louis Althusser : <i>Ideology and Ideological State Apparatus</i><br>c. Elaine Showalter – <i>Toward a Feminist Poetics</i>   | <b>20</b>             |
| <b>III.</b> | a. Roland Barthes – <i>The Death of The Author</i><br>b. Edward Said: <i>Crises (in Orientalism) From David Lodge: Modern Criticism and Theory (Oxford)</i><br>c. Jaques Derrida – <i>Structure, Sign and Play in the Discourse of Human Sciences</i> | <b>20</b>             |

**Course Outcome (CO):**

- 1) To be able to write critical and scholarly reviews and articles.
- 2) To analyse and interpret texts and grasp subtle and deep meaning embedded in the texts.
- 3) To compare and contrast different ideas logically and rationally.
- 4) To apply critical sense& competence and critical scholarship to form an informed opinion.

**Employment Potential:**

- 1) In Print Media and Publishing houses
- 2) In NGOs and Social Service and Social work
- 3) In Socio-Political Organisations and administrative fields.

**Recommended Reading:**

- David Lodge: Modern Criticism and Theory (Longman:2008) with ISBN- 978-0582784543 or ISBN-10:0582784549
- Lodge, David and Nigel Wood eds. 1998. Modern Criticism and Theory: A Reader. Essex: Pearson Education Limited
- Raman Selden: The Theory of Criticism: From Plato to the Present (Reader) Paperback: 1988
- David Lodge: Twentieth Century Literary Criticism: A Reader (Paperback – 1972)

**Question Paper Pattern with Distribution of Marks & Marking Scheme:**

1. There shall be *Four* Questions in the Question Paper and all the questions are Compulsory
2. The first question will have A and B sections. A Section comprises of Short Notes. Three Short Notes will have to be attempted out of Six each carrying 05 marks. In the section B, there shall be *twenty* ( 20) general *Multiple Choice Objective-type Questions* (MCQs) each carrying one (01) mark.
3. The Second Question in the Question Paper will be a Long Answer Question(LAQ) based on Unit I with an Internal Choice carrying 15 marks.
4. The Third Question in the Question Paper will be a Long Answer Question(LAQ) based on Unit II with an Internal Choice carrying 15 marks.
5. The Fourth Question in the Question Paper will be a Long Answer Question(LAQ) based on Unit III with an Internal Choice carrying 15 marks.

**Abstract**

1<sup>st</sup> Question on A section having Short Notes 03 out of 06 (05 marks each) – 15 Marks and B section contains MCQs (01 mark each) - 20 Marks  
- Total **35 Marks**  
2<sup>nd</sup> LAQ based on Unit -1 with an internal Choice carrying **15 Marks**  
3<sup>rd</sup> LAQ based on Unit -2 with an internal Choice carrying **15 Marks**  
4<sup>th</sup> LAQ based on Unit -3 with an internal Choice carrying **15 Marks**

**Total = 80 Marks**

**Distribution of Marks for Internal Assessment –**

| Maximum Marks | Assignment | Seminar with PPT/Viva voce/Study Tour with Report presentation |
|---------------|------------|--|
| 20            | 10         | 10   |

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Two Year –Four Semesters Master’s Degree Programme:  
M.A. (English) Second Year

- 1) **Programme: M.A. English- Semester III**
- 2) **Course: Indian Writing in English (DSE)**
- 3) **Credit = 04**
- 4) **Total No. of Periods = 60**

**PSO8 –**

- 1) To enhance artistic sensibility for sounds or word-music and critical appreciation of Poetry as an Art.
- 2) To develop fertile imaginativeness and emotional depth and maturity.
- 3) To perceive subtle nuances and shades of meaning in the use of language.
- 4) To appreciate and assimilate subtle, suggestive and pictorial quality of language.
- 5) To sharpen artistic and critical skills with better grasp and acquisition of qualities like picturesqueness, terseness, conciseness, accuracy, aptness, freshness *etc.* in expression.
- 6) To acquire the ability to read between the lines.
- 7) To appreciate and acquire the evocative power of language.
- 8) To explore the subjective nature of Truth and Beauty.

**Course Outcomes (CO8s)**

1. The Student will be able to critically appreciate and interpret a piece of poetic work.
2. The Student will be fairly acquainted with the background and socio-political as well cultural background of the poet and understand the factors behind his making and evolution.
3. The student will grasp the distinctive poetic style and technique of various poets.
4. The student will understand the socio-political and cultural importance of Poetry and Poetic art.
5. The student will be able to quote the memorable quotations in his speech and writing.
6. The student will be able to understand and apply the evocative power of language.
7. The student will understand and appreciate the subjective nature of Truth and Beauty.
8. The student will acquire enhanced sensibility and emotional depth and maturity in his/her expression.

**Employment Potential:**

1. In Print Media and Publishing houses
2. In NGOs and Social Service and Social work
3. In socio-political field and in film, advertising and Entertainment industry.



| Unit-wise syllabus |  |
|--------------------|--|
| UNIT               | TOPIC / CONTENT  |
| I.                 | <p><b>Poetry</b></p> <p>a. Nissim Ezekiel- 1) Background, Casually, 2) Enterprise, 3) Poet, Lover, Birdwatcher, 4) Goodbye Party for Miss Pushpa T.S.</p> <p>b. Kamala Das: An Introduction, The Old Playhouse, The Dance of the Eunuchs</p> <p>c. A.K. Ramanujan: Obituary (from <i>An Anthology of Commonwealth Poetry</i>)</p> <p>d. Jayant Mahapatra: Dawn at Puri</p> <p>e. Imitiyaz Dharkar – Purdah I</p> <p>f. Syed Ammanuddin – Don't Call me Indo-Anglian<br/>(<i>An Anthology of Commonwealth Poetry</i>)</p> |
| II.                | <p><b>Drama</b></p> <p>a. Girish Karnad- <i>Tughlaq</i></p> <p>b. Vijay Tendulkar – <i>Silence! The Court is in Session</i></p> <p>c. Mahesh Dattani – <i>Final Solutions</i></p> <p>d. Dina Mehta – <i>Brides are not for Burning</i></p>   |
| III.               | <p><b>Novel</b></p> <p>a. Raja Rao: <i>Kanthapura</i></p> <p>b. Khushwant Singh: <i>Train to Pakistan</i></p> <p>c. Arundhati Roy: <i>The God of Small Things</i></p>  |

### Recommended Reading/ Sources:

- 1) Mehrotra, A.K. An Illustrated History of Indian Literature in English New Delhi: Permanent Black, 2003
- 2) Meenakshi Mukherjee. Twice born Fiction. Arnold-Heinmann Publishers (India), 1974
- 3) The Novel in the search of a Nation, New Delhi: Sahitya Akademi, 2005
- 4) Jasbir Jain. Colonial Encounter: Henry Derozio. Mysore: C C L R, 1982.
- 5) Iyengar, K.R. Srinivasa. Indian Writing in English. Revised edition, New Delhi: Sterling, 1962.
- 6) M.K.Naik. A History of Indian English Literature. New Delhi: SahityaAkademi, New Delhi, 2009.
- 7) AyyappaPannikar. Indian Narratology. New Delhi: Indira Gandhi Centre for the Arts, 2003.
- 8) Satchidanandan, K ed. Signatures: One Hundred Indian Poets. Rev. ed. New Delhi: National Book Trust, 2003.
- 9) <https://www.poetryfoundation.org>

### Distribution of Marks and Marking Scheme:

1. There shall be Four Questions in the Question Paper and all the questions are Compulsory
2. 1st Question in the question paper will have A and B sections. A Section comprises of Short Notes. Three Short Notes will have to be attempted out of Five each carrying 05 marks to test the students acquaintance with the poets and their works and general as well as conceptual understanding of their background and their intellectual positions. In the section B, There shall be 20 general *Multiple Choice Objective-type Questions* (MCQs) based on the poets and their background.
3. The Third Question in the Question Paper will be a Long Answer Question(LAQ) based on Unit I with an Internal Choice carrying 15 marks.

4. The Fourth Question in the Question Paper will be a Long Answer Question(LAQ) based on Unit II with an Internal Choice carrying 15 marks.
5. The Fourth Question in the Question Paper will be a Long Answer Question(LAQ) based on Unit III with an Internal Choice carrying 15 marks.

**Abstract**

1<sup>st</sup> Question A section Short Notes 03 out of 05 (05 marks each) – 15 Marks  
 B section MCQs (01 mark each) - 20 Marks

3<sup>rd</sup> LAQ based on Unit -1 with an internal Choice carrying  
 4<sup>th</sup> LAQ based on Unit -2 with an internal Choice carrying  
 5<sup>th</sup> LAQ based on Unit -3 with an internal Choice carrying

- Total **35 Marks**  
**15 Marks**  
**15 Marks**  
**15 Marks**

|                         |
|-------------------------|
| <b>Total = 80 Marks</b> |
|-------------------------|

**Distribution of Marks for Internal Assessment-**

| Maximum Marks | Assignment | Seminar with PPT/Viva voce/Study Tour with Report presentation |
|---------------|------------|--|
| 20            | 10         | 10   |

**Sant Gadge Baba Amravati University, Amravati**  
Syllabus Prescribed under Choice based Credit System CBCS 2023-24  
Faculty : Humanities  
Two Year –Four Semesters Master’s Degree Programme:  
M.A. (English) Second Year

- 1) **Programme: M.A. English- Semester III**
- 2) **Course: American Literature (DSE)**
- 3) **Credit = 04**
- 4) **Total No. of Periods = 60**

**PSO –**

1. To enhance artistic sensibility for sounds or word-music and critical appreciation of Poetry as an Art.
2. To develop fertile imaginativeness and emotional depth and maturity.
3. To perceive subtle nuances and shades of meaning in the use of language.
4. To appreciate and assimilate subtle, suggestive and pictorial quality of language.
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6. To acquire the ability to read between the lines.
7. To appreciate and acquire the evocative power of language.
8. To explore the subjective nature of Truth and Beauty.

**Course Outcomes (CO)**

1. The Student will be able to critically appreciate and interpret a piece of poetic work.
2. The Student will be fairly acquainted with the background and socio-political as well cultural background of the poet and understand the factors behind his making and evolution.
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6. The student will be able to understand and apply the evocative power of language.
7. The student will understand and appreciate the subjective nature of Truth and Beauty.
8. The student will acquire enhanced sensibility and emotional depth and maturity in his/her expression.

**Employment Potential:**

1. In Print Media and Publishing houses
2. In NGOs and Social Service and Social work
3. In socio-political field and in film, advertising and Entertainment industry.

## Unit Wise Syllabus

| UNIT | TOPIC / CONTENT   |
|------|---|
| I.   | a. Walt Whitman:<br>i) <i>Song of Myself (Book III; From Leaves of Grass)</i> ii) <i>Captain! My Captain!</i><br>iii) <i>When Lilacs Last in the Dooryard Bloom'd</i><br>b. Emily Dickinson:<br>i) <i>After Great Pain a Formal Feeling Comes</i> ii) <i>I heard a Fly Buzz</i><br>iii) <i>This is my letter to the world</i><br>iv) <i>Success is counted the sweetest</i><br>c. Robert Frost<br>i) <i>Mending Wall</i> ii) <i>The Road Not Taken</i> iii) <i>Birches</i> iv) <i>After Apple Picking</i> |
| II.  | a. Nathaniel Hawthorne: <i>The Scarlet Letter</i><br>b. Ernest Hemingway: <i>The Old Man and the Sea</i><br>c. William Faulkner: <i>The Sound and the Fury</i>  |
| III. | a. Eugene O'Neill: <i>The Emperor Jones</i><br>b. Arthur Miller: <i>Death of a Salesman</i><br>c. Tennessee Williams: <i>A Streetcar Named Desire</i>   |

### Suggested Reading:

- 1) Ford, Boris (ed.) *The New Pelican Guide to English Literature, Vol.9 American Literature*. London: Penguin, 1995
- 2) Gray, Richard. *A History of American Literature*. 2<sup>nd</sup> ed. Chichester. West Sussex: Blackwell, 2012
- 3) Crane, Cregg. *The Cambridge Introduction to the 19<sup>th</sup> Century American Novel*. Cambridge: CUP, 2007
- 4) Lauter, Paul (ed.). *A Companion to American Literature and Culture*: Oxford: Blackwell, 2010.

### Distribution of Marks and Marking Scheme:

1. There shall be Four Questions in the Question Paper and all the questions are Compulsory.
2. 1st Question in the question paper will have A and B sections. A Section comprises of Short Notes. Three Short Notes will have to be attempted out of Five each carrying 05 marks to test the students acquaintance with the writers and their works and general as well as conceptual understanding of their background and their intellectual positions. In the section B, There shall be 20 general *Multiple Choice Objective-type Questions* (MCQs) based on the poets and their background.
3. The Third Question in the Question Paper will be a Long Answer Question(LAQ) based on Unit I with an Internal Choice carrying 15 marks.
4. The Fourth Question in the Question Paper will be a Long Answer Question(LAQ) based on Unit II with an Internal Choice carrying 15 marks.
5. The Fourth Question in the Question Paper will be a Long Answer Question(LAQ) based on Unit III with an Internal Choice carrying 15 marks.

**Abstract**

1<sup>st</sup> Question A section Short Notes 03 out of 05 (05 marks each) – 15 Marks and,  
B section MCQs (01 mark each) - 20 Marks

3<sup>rd</sup> LAQ based on Unit -1 with an internal Choice carrying  
4<sup>th</sup> LAQ based on Unit -2 with an internal Choice carrying  
5<sup>th</sup> LAQ based on Unit -3 with an internal Choice carrying

Total **35 Marks**  
**15 Marks**  
**15 Marks**  
**15 Marks**

|                         |
|-------------------------|
| <b>Total = 80 Marks</b> |
|-------------------------|

**Distribution of Marks for Internal Assessment-**

| <b>Maximum Marks</b> | <b>Assignment</b> | <b>Seminar with PPT/Viva voce/Study Tour with Report presentation</b> |
|----------------------|-------------------|---|
| 20                   | 10                | 10  |

**Sant Gadge Baba Amravati University, Amravati**  
 Syllabus Prescribed under *Choice Based Credit System* (CBCS pattern) 2023-24  
 Faculty : Humanities  
 TWO Year –Four Semesters Master’s Degree Programme:  
 M.A. (English) II Year

1. **Programme: M.A. English- Semester III**
2. **Name of the Course: African, Afro-American and Latin Literature (DSE)**
3. **Credits = 04**
4. **Total Lectures = (20x3 Units=) 60 lectures**

**PSO –**

- 9) To develop fertile imaginativeness and emotional depth and maturity.
- 10) To perceive subtle nuances and shades of meaning embedded in the African, Afro-American and Latin Literature writings.
- 11) To appreciate and assimilate subtle, suggestive and pictorial quality of language.
- 12) To sharpen artistic and critical skills with better grasp and acquisition of qualities like picturesqueness, terseness, conciseness, accuracy, aptness, freshness *etc.* in expression.

**Unit-wise syllabus -**

| UNIT | TOPIC / CONTENT   |
|------|---|
| 1.   | a. Chinua Achebe: Things Fall Apart<br>b. Harriet Beecher Stowe: Uncle Tom’s Cabin<br>c. Tony Morrison: The Bluest Eye                            |
| 2.   | a. Ngugiwa Thiong’o: A Grain of Wheat<br>b. Richard Wright: Native Son<br>c. Alice Walker: The Colour Purple                                      |
| 3.   | a. J.M. Coetzee: Life and Times of Michael K<br>b. Wole Soyinka: The Lion and the Jewel<br>c. Gabriel Garcia Marquez: Love in the Time of Cholera |

**Course Outcomes (COs)**

1. Students’ would be able to acquire fertile imaginativeness and emotional depth and maturity.
2. Students’ would be able to perceive subtle nuances and shades of meaning embedded in the African, Afro-American and Latinwriting.
3. Students’ would be able to appreciate and assimilate subtle, suggestive and pictorial quality of language.
4. Students’ would be able to acquire artistic and critical skills with better grasp and acquisition of qualities like picturesqueness, terseness, conciseness, accuracy, aptness, freshness *etc.* in expression

### Employment Potential:

1. In Print Media and Publishing houses
2. In NGOs and Social Service and Social work
3. In socio-political field and in film, advertising and Entertainment industry.

### Recommended Reading:

- B. Ashcroft, G. Griffiths and H. Tiffin: The Empire Writes Back: Theory and Practice in Post Colonial Literature
- Dhawan, R.K ed. Commonwealth Fiction
- Dilliam, G.D The Novels of Chinua Achebe
- W E B Du Bois The Souls of Black Folk
- Rubin David. After the Raj: British Novels of India since 1947

### Distribution of Marks and Marking Scheme:

1. There shall be Four Questions in the Question Paper and all the questions are Compulsory
2. 1st Question in the question paper will have A and B sections. A Section comprises of Short Notes. Three Short Notes will have to be attempted out of Five each carrying 05 marks to test the students acquaintance with the writers and their works and general as well as conceptual understanding of their background and their intellectual positions. In the section B, There shall be 20 general *Multiple Choice Objective-type Questions* (MCQs) based on the poets and their background.
3. The Third Question in the Question Paper will be a Long Answer Question(LAQ) based on Unit I with an Internal Choice carrying 15 marks.
4. The Fourth Question in the Question Paper will be a Long Answer Question(LAQ) based on Unit II with an Internal Choice carrying 15 marks.
5. The Fourth Question in the Question Paper will be a Long Answer Question(LAQ) based on Unit III with an Internal Choice carrying 15 marks.

### Abstract

1<sup>st</sup> Question A section Short Notes 03 out of 05 (05 marks each) – 15 Marks and,  
B section MCQs (01 mark each) -20 Marks

3<sup>rd</sup> LAQ based on Unit -1 with an internal Choice carrying  
4<sup>th</sup> LAQ based on Unit -2 with an internal Choice carrying  
5<sup>th</sup> LAQ based on Unit -3 with an internal Choice carrying

- Total **35 Marks**  
**15 Marks**  
**15 Marks**  
**15 Marks**

**Total = 80 Marks**

### Distribution of Marks for Internal Assessment-

| Maximum Marks | Assignment | Seminar with PPT/Viva voce/Study Tour with Report presentation |
|---------------|------------|--|
| 20            | 10         | 10   |

**Sant Gadge Baba Amravati University, Amravati**  
 Syllabus Prescribed under Choice based Credit System CBCS 2023-24  
 Faculty : Humanities  
 Two Year –Four Semesters Master’s Degree Programme:  
 M.A. (English) Second Year

1. Programme: M.A. English- Semester III
2. Course: Creative Writing (SEC)
3. Credit- 02
4. Total No. of Periods = 30

**PSO –**

1. To assimilate and apply principles and laws of creative writing.
2. To develop creative and aesthetic attitude & approach to expression.
3. To appreciate and analyse creative writing and works of art.
4. To acquire growth in erudition and intellectual scholarship.

**Unit-Wise Syllabus –**

| UNIT | TOPIC   | CREDITS |
|------|---|---------|
| 1.   | Aspects of Creative writing- Preparing to write, Nature, Scope & Importance; Functions, Principles, Types etc   | 02      |
| 2.   | Reading Skills – close reading; comprehension, Summary, Paraphrasing, Interpreting Graphs and Charts  |         |
| 3.   | Writing Skills – Dialogue Writing, Note-making, Writing Notices, Writing circulars, Memos and Agendas, Report Writing, Letter-writing, Resume, Essay Writing, Story Writing |         |

**Course Specific Outcome (CSO) –**

- 1) Students will assimilate and apply principles and laws of creative writing.
- 2) Students will develop creative and aesthetic attitude & approach to expression.
- 3) Students will appreciate and analyse creative writing and works of art.
- 4) Students will acquire growth in erudition and intellectual scholarship.
- 5) Students will gain skill and competence to perform better in debates, intellectual arguments, discourses, Group Discussions and in competitive exams.

**Employment Potential:**

1. In Print Media and Publishing houses
2. In NGOs and Social Service and Social work
3. In Socio-Political Organisations and administrative fields.
4. In the writing and publishing field as well as in Print & Social Media, Advertising, Film & Entertainment Industry (if suitably supplemented with other specialisation and knowledge).



**Recommended/Suggested Reading:**

- 1) Anne Laws Writing Skills (2011) Hyderabad Orient Blackswan ISBN 9788125041566
- 2) Sasikumar, Dutt et al. ed. (2016 Ed.) *Communication Skills in English*, Foundation Books, New Delhi, Cambridge University Press ISBN 978-81-7596-695-6
- 3) Malathy Krishnan, Mitra, Roy et al. *Interact – A Course in Communicative English* (2019) New Delhi: Cambridge University Press ISBN 978-009-27262-9

**Question Paper Pattern with Distribution of Marks & Marking Scheme:**

1. There shall be *Three* Questions in the Question Paper and all the questions are Compulsory
2. The first question will have. Long answer question (LAQ) with internal choice based on Unit I.
3. The Second Question will be a Long Answer Question (LAQ) based on Unit II with an Internal choice carrying 10 marks.
4. The Second Question will be a Long Answer Question (LAQ) based on Unit III with an Internal choice carrying 10 marks.

**Total Marks: 30****Abstract**

|  |                 |
|--|-----------------|
| 1 <sup>st</sup> LAQ based on Unit -I with an internal Choice carrying  | <b>10 Marks</b> |
| 2 <sup>nd</sup> LAQ based on Unit -II with an internal Choice carrying | <b>10 Marks</b> |
| 3rd LAQ based on Unit -III with an internal Choice carrying            | <b>10 Marks</b> |

**Total Marks: 30****Distribution of Marks for Internal Assessment -**

| Maximum Marks | Assignment | Presentation /Group Discussion with Viva voce |
|---------------|------------|---|
| 20            | 10         | 10  |

**Sant Gadge Baba Amravati University, Amravati**  
Syllabus Prescribed under Choice based Credit System CBCS 2023-24  
Faculty : Humanities  
Two Year –Four Semesters Master’s Degree Programme:  
M.A. (English) Second Year

1. **Programme: M. A. English- Semester III**
2. **Course: Translation Studies (SEC)**
3. **Credit = 02**
4. **Total No. of Periods = 30**

**\*Note:** Examiner from PG centres will be a necessary requirement for conducting Internal Assessment of the students for objectively testing & evaluating their skill learning and acquisition.

**PSO –**

1. To enhance artistic sensibility for sounds or word-music and critical appreciation of Poetry as an Art.
2. To develop fertile imaginativeness and emotional depth and maturity.
3. To perceive subtle nuances and shades of meaning in the use of language.
4. To appreciate and assimilate subtle, suggestive and pictorial quality of language.
5. To sharpen artistic and critical skills with better grasp and acquisition of qualities like picturesqueness, terseness, conciseness, accuracy, aptness, freshness *etc.* in expression.
6. To acquire the ability to read between the lines.
7. To appreciate and acquire the evocative power of language.
8. To explore the subjective nature of Truth and Beauty.

**Course Outcomes (CO)**

1. The Student will be able to critically appreciate and interpret a piece of poetic work.
2. The Student will be fairly acquainted with the background and socio-political as well cultural background of the poet and understand the factors behind his making and evolution.
3. The student will grasp the distinctive poetic style and technique of various poets.
4. The student will understand the socio-political and cultural importance of Poetry and Poetic art.
5. The student will be able to quote the memorable quotations in his speech and writing.
6. The student will be able to understand and apply the evocative power of language.
7. The student will understand and appreciate the subjective nature of Truth and Beauty.
8. The student will acquire enhanced sensibility and emotional depth and maturity in his/her expression.

**Employment Potential:**

1. In Print Media and Publishing houses
2. In NGOs and Social Service and Social work
3. In socio-political field and in film, advertising and Entertainment industry.

Unit-wise syllabus –

| Unit | Topic/ Content   | Total Lectures Required |
|------|--|-------------------------|
| I.   | <p>a. Introducing Translation Studies</p> <p>b. What is Translation? Process of Translation: Qualities of a Translator</p> <p>c. Language Varieties in Translation and On Equivalence (Text and Culture)</p> <p>d. Types of Translation/Modes of Translation, such as:</p> <ol style="list-style-type: none"> <li>i. Semantic/Literal Translation,</li> <li>ii. Free/sense/literal Translation,</li> <li>iii. Functional/Communicative Translation</li> <li>iv. Technical/Official/Machine Translation, Transcreation/ Interpretation/Transliteration (Other types – Partial Vs Total Translation, text-oriented Vs. reader-oriented translation, literal vs.free translation, intra-lingual vs. interlingual translation)</li> </ol> <p>e. The significance of relevance of Translation, Translation and Comparative Literature</p> <p>f. Translation Dynamics and Language Development with special reference to Hindi/Marathi Translation</p> <p>g. Communication, Mass Media and the Challenge of Translation / Translating advertisements: Some problems</p>  | 10                      |
| II.  | <p><b>Theories of Translation</b></p> <ol style="list-style-type: none"> <li>a. Walter Benjamin: ‘The Task of the Translator’ from <i>The Translation Studies Reader</i></li> <li>b. Jakobson, Roman: ‘On Linguistic Aspects of Translation’ from <i>The Translation Studies Reader</i></li> </ol> <p><b>Aspects of Translation -</b></p> <ol style="list-style-type: none"> <li>c. Problems &amp; Limits of Translation (Challenges and remedies);</li> <li>d. Translatability and untranslatability</li> <li>e. Role of Translator</li> </ol>  | 10                      |
| III. | <ol style="list-style-type: none"> <li>a. Study of the Structures of English and Hindi</li> <li>b. Study of the Structures of English and Marathi</li> <li>c. Translating literary texts</li> <li>d. Translation and Culture</li> </ol> <p><b>Close study of the SL and TL texts to understand the nuances of translation of Marathi/Hindi texts translated into English for study. The following</b></p> <ul style="list-style-type: none"> <li>• <b>Poems from Dilip Chitre, Dilip trans. (1991) ‘Says Tuka’</b> i) <i>I was only dreaming</i> ii) <i>If only you would</i> iii) <i>How I utterly lost my hold on reality</i> iv) <i>I scribble and cancel it again</i> v) <i>Some of you may say</i> vi) <i>To arrange words</i> vii) <i>When my father died.</i></li> <li>• <b>Short stories:</b> i) Gangadhar Gadgil- <i>Soni, our Cow</i> (Trans by Gangadhar Gadgil); ii) Munshi Premchand : ‘<i>Kafan</i>’ (Trans. As ‘<i>The Shroud</i>’ by Frances w. Pritchett)</li> <li>• <b>Autobiography:</b> Laxman Gaikwad: <i>The Branded</i> (a translation of his autobiographical novel <i>Uchalya</i>)</li> </ul> | 10                      |

**Prescribed Texts:**

Translation and Interpreting ed. By Gargesh, R & Goswami, K. K. New Delhi: Orient Longman Pvt. Limited, 2007

- 1) The Translation Studies Reader, Ed. By L.Venuti, Routledge Publication, 2000
- 2) Chitre, Dilip (Trans.) *Says Tuka*. Penguin books, 1991.
- 3) Laxman Gaikwad: *The Branded* translated by P. A. Kolharkar published by Sahitya Akademi (1 September 1999)

**Suggested Readings:**

- 1) Basnett. S and Lefevere, A ed. 1990. Translation, History and Culture. London: Princeton University Press. Basnett S, Translation Studies. London: Methuen
- 2) Catford J.C. 1965. A Linguistic Theory of Translation. Oxford University Press.
- 3) Chaudhari, S. 1999. Translation and Understanding. Oxford University Press
- 4) Lal,P.1996. Transcreation. Calcutta: Writers Workshop.

**Distribution of Marks and Marking Scheme:**

1. There shall be three Questions in the Question Paper and all the questions are Compulsory
2. The First Question in the Question Paper will be a Long Answer Question (LAQ) based on Unit I with an Internal Choice carrying 10 marks.
3. The Second Question in the Question Paper will be a Long Answer Question (LAQ) based on Unit II with an Internal Choice carrying 10 marks.
4. The Third Question in the Question Paper will be a Long Answer Question (LAQ) based on the translation of a Literary Text (unseen prose/poetry/official type document/ short newspaper article) from Marathi/Hindi to English or English to Marathi/ Hindi with an internal choice, carrying 10 marks

**Abstract**

- 1<sup>st</sup> LAQ based on Unit -1 with an internal Choice carrying  
2<sup>nd</sup> LAQ based on Unit -2 with an internal Choice carrying  
3<sup>rd</sup> LAQ based on Unit -3 with an internal Choice carrying

10 *Marks*  
10 *Marks*  
10 *Marks*

|                         |
|-------------------------|
| <b>Total = 30 Marks</b> |
|-------------------------|

**Distribution of Marks for Internal Assessment-**

| Maximum Marks | Assignment | Skill based exercises or activities related to the subject |
|---------------|------------|--|
| 20            | 10         | 10   |

**Sant Gadge Baba Amravati University, Amravati**  
 Syllabus Prescribed under Choice based Credit System CBCS 2023-24  
 Faculty : Humanities  
 Two Year –Four Semesters Master’s Degree Programme:  
 M.A. (English) Second Year

1. **Name : M.A. English- Semester IV**
2. **Course: Research/Innovative Project (RP)**
3. **Credit = 05**
4. **Total Duration = 75 hours**

**CO**

1. Students will be acquainted with field of Research.
2. Students will derive practical experience from Research Work.
3. Research skills will be honed through practical research experience.
4. Students will get motivation for further research work like PhD.

| S. No | Units  | No. of Hours |
|-------|--|--------------|
| 1.    | Research Project: Introduction, Concept and Nature             | 02           |
| 2.    | Research Project: Topic Selection, Preparation, Outline        | 02           |
| 3.    | Research Project: Information Compilation/ Material Collection | 02           |
| 4.    | Research Project: Information processing and Analysis          | 04           |
| 5.    | Research Project: Dissertation/ Report writing                 | 65           |

| Course                | Nature of Examination<br>(Internal Examination) | Marks<br>Research Report | Marks<br>Viva Voce | Total<br>Marks |
|-----------------------|---|--------------------------|--------------------|----------------|
| Research Project (RP) | 1. Research Report<br>2. Viva Voce              | 60                       | 40                 | 100            |

**Note:**

- Research Project of 75 hours duration is compulsory and can be opted only once, either in III semester or in IV semester.

**Sant Gadge Baba Amravati University, Amravati**  
 Syllabus Prescribed under *Choice Based Credit System* (CBCS pattern) 2023-24  
 Faculty : Humanities  
 TWO Year –Four Semesters Master’s Degree Programme:  
 M.A. (English) II Year

**M.A. ENGLISH SEMESTER IV**

- 1) **Course: History of English Literature - 4 (DSC)**
- 2) **Credits = 04**
- 3) **Total Lectures = (20x3 Units=) 60 lectures**

**PSO –**

1. To develop a sense of history through understanding of major traditions, trends, conventions, fashions as well as social developments.
2. To facilitate insight into human nature as well as understanding of social norms and culture.
3. To study the causes and consequences of human actions and dispositions.
4. To study the emergence and development of origin, nature and development of recent trends in English literature.
5. To assimilate the values and principles that lead to social progress and social well-being.

**Unit-Wise Syllabus –**

| UNIT        | TOPIC / CONTENT   |
|-------------|---|
| <b>I.</b>   | <b>The Twenty-First Century</b> ( <i>From The Routledge History of Literature in English : Britain and Ireland</i> (3 <sup>rd</sup> Edition) by Ronald Carter and John McRae)<br>‘Contexts and conditions’; ‘The novel since 2000’, ‘How to be both’; ‘States of the nation’, ‘Who would want to stay?’; ‘The freedom of all England here in my heart’; ‘Wars and times and perspectives’ |
| <b>II.</b>  | <b>The Twenty-First Century</b> ( <i>From The Routledge History of Literature in English : Britain and Ireland</i> (3 <sup>rd</sup> Edition) by Ronald Carter and John McRae)<br>‘Genre fiction’; ‘ <i>All Fun and Games Until Somebody loses an Eye</i> ’; ‘Poetry since 2000’; ‘Drama since 2000’; ‘Twenty –first century Drama – <i>Blasted to Hangmen</i> ’; ‘Endings and beginnings’ |
| <b>III.</b> | <b>A Glimpse of Contemporary American Literature (1961-2010)</b><br>Political and Economic Background, Prose, Poetry, Characteristics of Contemporary Poetry, The Beat Poets, The Jazz Poets, Characteristics of Contemporary Novel, Eminent Novelists, Drama   |

**Prescribed Book/ Text:**

*The Routledge History of Literature in English : Britain and Ireland* (3<sup>rd</sup> Edition) by Ronald Carter and John McRae) Abingdon, Oxford; New York; Routledge, 2016 ISBN 978-0-4157-9102-1

**Recommended Reading:**

1. The Routledge History of Literature in English (3<sup>rd</sup> Edition) – Ronald Carter and John Macrae
2. Legouis and Cazamian: History of English Literature J.M. Dent & Sons Ltd. 1965
3. Crompton- Rickett, Arthur A History of English Literature
4. Hudson, W.H: An Outline History of English Literature
5. Sampson George: The Concise Cambridge History of English Literature
6. Abraham, Father *Perspectives on Modern American Literature*, ABD Publishers, Jaipur, 2007
7. Fisher, William J (Editors and Others) *American Literature of the Nineteenth Century*, Eurasia Publishing House, New Delhi, 1964
8. Mutalik-Desai AA and Anand T.S. (Editors) *Modern American Literature*, Creative Books, New Delhi, 2001
9. Pearce, R. Harvey *The Continuity of American Poetry* Princeton 1961
10. Miller, Jordan *American Dramatic Literature* McGraw Hills, 1961.
11. O' Connor *Modern American Novelists*, The New American Library, New York, 1968
12. William Oscar (editors) and Honig , Edwin *Major American Poets* Penguin Books Ltd., New York, 1962.

**Course Outcome (CO):**

1. The student will attain a sense of history and the impulses behind human action.
2. Students would gain critical understanding and insight into trends & fashion in English society and culture.
3. Students would gain an understanding of the emergence and development of origin, nature and development of recent trends in English literature.
4. Students performance in competitive exams like MPSC/UPSC/NET/SET would improve.
5. Students would emerge as good scholars and thinkers.

**Question Paper Pattern with Distribution of Marks & Marking Scheme:**

1. There shall be *Four* Questions in the Question Paper and all the questions are Compulsory
2. The first question will have A and B sections. A Section comprises of Short Notes. Three Short Notes will have to be attempted out of Six each carrying 05 marks. In the section B, there shall be *Twenty* (20) general *Multiple Choice Objective-type Questions* (MCQs) each carrying one (01) mark.
3. The Second Question in the Question Paper will be a Long Answer Question(LAQ) based on Unit I with an Internal Choice carrying 15 marks.
4. The Third Question in the Question Paper will be a Long Answer Question(LAQ) based on Unit II with an Internal Choice carrying 15 marks.
5. The Fourth Question in the Question Paper will be a Long Answer Question(LAQ) based on Unit III with an Internal Choice carrying 15 marks.

**Abstract**

1<sup>st</sup> Question on A section having Short Notes 03 out of 06 (05 marks each) – 15 Marks and  
B section contains MCQs (01 mark each) - 20 Marks

- Total **35 Marks**

2<sup>nd</sup> LAQ based on Unit -1 with an internal Choice carrying **15 Marks**

3<sup>rd</sup> LAQ based on Unit -2 with an internal Choice carrying **15 Marks**

4<sup>th</sup> LAQ based on Unit -3 with an internal Choice carrying **15 Marks**

|                        |
|------------------------|
| <b>Total Marks: 80</b> |
|------------------------|

**Distribution of Marks for Internal Assessment**

| Maximum Marks | Assignment | Seminar with PPT/Viva voce/Study Tour with Report presentation |
|---------------|------------|--|
| 20            | 10         | 10   |



**Sant Gadge Baba Amravati University, Amravati**  
Syllabus Prescribed under Choice based Credit System CBCS 2023-24  
Faculty : Humanities  
Two Year –Four Semesters Master’s Degree Programme:  
M.A. (English) Second Year

**M.A. ENGLISH SEMESTER IV**

1. **Course: Critical Theory - 1 (DSC)**
2. **Credit- 04**
3. **Total No. of Lectures - 60**

**PSO–**

1. To appreciate and analyse critical texts and documents.
2. To acquire critical temper, insight and judgment.
3. To apply logic, reasoning and sense of discrimination in decision-making.
4. To foster erudition and intellectual scholarship.

**Unit-Wise Syllabus –**

| UNIT        | TOPIC / CONTENT  |
|-------------|--|
| <b>I.</b>   | <ol style="list-style-type: none"> <li>a. Matthew Arnold: Culture and Anarchy (Preface, Introduction, Chapter-I Sweetness and Light)</li> <li>b. Antonio Gramsci, “ The Intellectuals – Formation of the Intellectuals – Different Positions of Urban and Rural Type of Intellectuals” Part I of Chapter I of Selections from <i>The Prison Notebooks</i></li> <li>c. Raymond Williams, ‘Culture is Ordinary’ from Culture and Society: 1780-1950</li> <li>d. Walter Benjamin: ‘The Work of Art in the Age of its Technological Reproducibility’</li> </ol>  |
| <b>II.</b>  | <ol style="list-style-type: none"> <li>a. Max Horkheimer and Theodor Adorno, ‘The Culture Industry: Enlightenment as Mass Deception’ From Horkheimer and Adorno, Dialectic of Enlightenment, New York: Herder and Herder</li> <li>b. bell Hooks: ‘A Revolution of Values: The Promise of Multicultural change’ Tomlinson, John. <i>Globalisation and Culture</i></li> <li>c. Laura Mulvey: ‘Visual Pleasure and Narrative Cinema</li> <li>d. Gayatri Chakravorty Spivak, “How to read a Culturally different book?” from Francis Baker et al, ed, <i>Colonial Discourse, Post Colonial Theory</i></li> </ol>   |
| <b>III.</b> | <p><b>Some Examples/Practices</b></p> <ol style="list-style-type: none"> <li>a. Nation, Nationhood and its Fragments               <ol style="list-style-type: none"> <li>a. Text (Cinematic Text) Lagaan (Movie) Directed by Ashutosh Gawarikar</li> </ol> </li> <li>b. Globalisation and the Global South               <ol style="list-style-type: none"> <li>a. Text (Cinematic Text) <i>Slumdog Millionaire</i> Directed by Danny Boyle</li> </ol> </li> <li>c. Problematizing the issues of Caste, Class and Gender               <ol style="list-style-type: none"> <li>a. Text (Cinematic Text) <i>Saira t</i> Directed by Nagraj Manjule</li> </ol> </li> <li>d. Bodies as Metaphors               <ol style="list-style-type: none"> <li>a. Literary Text Helen Cixous: ‘The Laugh of the Medusa’</li> </ol> </li> </ol> |

**Course Outcome (CO):**

1. To be able to write critical and scholarly reviews and articles.
2. To analyse and interpret texts and grasp subtle and deep meaning embedded in the texts.
3. To compare and contrast different ideas logically and rationally.

- To apply critical sense & competence and critical scholarship to form an informed opinion.

**Employment Potential:**

- In Print Media and Publishing houses
- In NGOs and Social Service and Social work
- In Socio-Political Organisations and administrative fields.

**Recommended Reading:**

- Williams, Raymond. Excerpts from ‘Culture’ Rev. Ed. (New York: OUP, 1983), pp. 87-93 and 236-8
- Barker, Chris. Cultural Studies: Theory and Practice, London Sage, 2003.
- Nayar, Pramod K. *An Introduction to cultural Studies*. New Delhi: Viva Books, 2009.
- Andrew Milner, Contemporary Cultural theory: An Introduction, Routledge, 2002.
- Spivak, Gayatri Chakravorty. In Other worlds: Essays in cultural Politics. London. Methuen, 1987
- David Lodge: Modern Criticism and Theory (Longman:2008) with ISBN- 978-0582784543 Or ISBN-10:0582784549
- Raman Selden: The Theory of Criticism: From Plato to the Present (Reader) Paperback: 1988
- David Lodge: Twentieth Century Literary Criticism: A Reader (Paperback – 1972)

**Question Paper Pattern with Distribution of Marks & Marking Scheme:**

- There shall be *Four* Questions in the Question Paper and all the questions are Compulsory
- The first question will have A and B sections. A Section comprises of Short Notes. Three Short Notes will have to be attempted out of Six each carrying 05 marks. In the section B, there shall be *twenty* ( 20) general *Multiple Choice Objective-type Questions* (MCQs) each carrying one (01) mark.
- The Second Question in the Question Paper will be a Long Answer Question(LAQ) based on Unit I with an Internal Choice carrying 15 marks.
- The Third Question in the Question Paper will be a Long Answer Question(LAQ) based on Unit II with an Internal Choice carrying 15 marks.
- The Fourth Question in the Question Paper will be a Long Answer Question(LAQ) based on Unit III with an Internal Choice carrying 15 marks.

**Abstract**

1<sup>st</sup> Question on A section having Short Notes 03 out of 06 (05 marks each) – 15 Marks  
 B section contains MCQs (01 mark each) - 20 Marks

2<sup>nd</sup> LAQ based on Unit -1 with an internal Choice carrying **15 Marks**  
 3<sup>rd</sup> LAQ based on Unit -2 with an internal Choice carrying **15 Marks**  
 4<sup>th</sup> LAQ based on Unit -2 with an internal Choice carrying **15Marks**

Total **35 Marks**

|              |                 |
|--------------|-----------------|
| <b>Total</b> | <b>80 Marks</b> |
|--------------|-----------------|

**Distribution of Marks for Internal Assessment**

| Maximum Marks | Assignment | Seminar with PPT/Viva voce/Study Tour with Report presentation |
|---------------|------------|--|
| 20            | 10         | 10   |

**Sant Gadge Baba Amravati University, Amravati**  
 Syllabus Prescribed under Choice based Credit System CBCS 2023-24  
 Faculty : Humanities  
 Two Year –Four Semesters Master’s Degree Programme:  
 M.A. (English) Second Year

1. **Programme: M.A. English- Semester IV**
2. **Name of the Course: Colonial and Post Colonial Literature (DSE)**
3. **Credit = 04**
4. **Total no. of Lectures 60**

**PSO –**

1. To develop fertile imaginativeness and emotional depth and maturity.
2. To perceive subtle nuances and shades of meaning embedded in the Colonial & Post colonial writing.
3. To appreciate and assimilate subtle, suggestive and pictorial quality of language.
4. To sharpen artistic and critical skills with better grasp and acquisition of qualities like picturesqueness, terseness, conciseness, accuracy, aptness, freshness *etc.* in expression.

**Course Outcomes (COs)**

1. The Student will be able to critically appreciate and interpret a piece of poetic work.
2. Students’ would be able to acquire fertile imaginativeness and emotional depth and maturity.
3. Students’ would be able to perceive subtle nuances and shades of meaning embedded in the Colonial & Post colonial writing.
4. Students’ would be able to appreciate and assimilate subtle, suggestive and pictorial quality of language.
5. Students’ would be able to acquire artistic and critical skills with better grasp and acquisition of qualities like picturesqueness, terseness, conciseness, accuracy, aptness, freshness *etc.* in expression.

**Unit wise Summary**

| UNIT | TOPIC / CONTENT  |
|------|--|
| I.   | <ul style="list-style-type: none"> <li>• Bill Ashcroft, G.Griffiths and H.Tiffin: <i>The Empire Writes Back</i></li> <li>• Salman Rushdie: <i>Midnight’s Children</i></li> <li>• Bapsi Sidhwa: <i>Ice Candy Man</i></li> <li>• Monika Ali: <i>Brick Lane</i></li> </ul>  |
| II.  | <ul style="list-style-type: none"> <li>• Nadine Gordimer: <i>July’s People</i></li> <li>• Jean Rhys: <i>Wide Sargasso Sea</i></li> <li>• V.S. Naipaul: <i>Miguel Street</i></li> <li>• Katherine Mansfield: <i>The Man with the Wooden Leg</i></li> </ul>  |
| III. | <ul style="list-style-type: none"> <li>• Maya Angelou: “<i>Still I Rise</i>”, “<i>I Know Why The Caged Bird Sings</i>”</li> <li>• Derek Walcott: <i>A Far Cry from Africa</i></li> <li>• George Lamming: <i>In the Castle of My Skin</i></li> <li>• Mohsin Ahmad: <i>The Reluctant Fundamentalist</i></li> </ul> |

**Employment Potential:**

1. In Print Media and Publishing houses
2. In NGOs and Social Service and Social work
3. In socio-political field and in film, advertising and Entertainment industry.

**Recommended Reading:**

1. B. Ashcroft, G. Griffiths and H. Tiffin: The Empire Writes Back: Theory and Practice in Post Colonial Literature
2. Dhawan, R.K ed. Commonwealth Fiction
3. Dilliam, G.D The Novels of Chinua Achebe
4. W E B Du Bois The Souls of Black Folk
5. Rubin David. After the Raj: British Novels of India since 1947
6. Thieme, John. Derek Walcott

**Distribution of Marks and Marking Scheme:**

1. There shall be Four Questions in the Question Paper and all the questions are Compulsory
2. 1st Question in the question paper will have A and B sections. A Section comprises of Short Notes. Three Short Notes will have to be attempted out of Five each carrying 05 marks to test the students acquaintance with the writers and their works and general as well as conceptual understanding of their background and their intellectual positions. In the section B, There shall be 20 general *Multiple Choice Objective-type Questions* (MCQs) based on the poets and their background.
3. The Third Question in the Question Paper will be a Long Answer Question (LAQ) based on Unit I with an Internal Choice carrying 15 marks.
4. The Fourth Question in the Question Paper will be a Long Answer Question (LAQ) based on Unit II with an Internal Choice carrying 15 marks.
5. The Fourth Question in the Question Paper will be a Long Answer Question (LAQ) based on Unit III with an Internal Choice carrying 15 marks.

**Abstract**

|   |                         |
|---|-------------------------|
| 1 <sup>st</sup> Question A section Short Notes 03 out of 05 (05 marks each) | - 15 Marks and,         |
| B section MCQs (01 mark each)   | - 20 Marks              |
|   | - Total <b>35 Marks</b> |
| 3 <sup>rd</sup> LAQ based on Unit -1 with an internal Choice carrying       | <b>15 Marks</b>         |
| 4 <sup>th</sup> LAQ based on Unit -2 with an internal Choice carrying       | <b>15 Marks</b>         |
| 5 <sup>th</sup> LAQ based on Unit -3 with an internal Choice carrying       | <b>15 Marks</b>         |

|                         |
|-------------------------|
| <b>Total = 80 Marks</b> |
|-------------------------|

**Distribution of Marks for Internal Assessment-**

| Maximum Marks | Assignment | Seminar with PPT/Viva voce/Study Tour with Report presentation |
|---------------|------------|--|
| 20            | 10         | 10   |

**Sant Gadge Baba Amravati University, Amravati**  
Syllabus Prescribed under Choice based Credit System CBCS 2023-24  
Faculty : Humanities  
Two Year –Four Semesters Master’s Degree Programme:  
M.A. (English) Second Year

5. **Name :M.A. English- Semester IV**
6. **Course: Alternative Literature (DSE)**
7. **Credit = 04**
8. **Total No. of Periods = 60**

**PSO –**

1. To enhance artistic sensibility for sounds or word-music and critical appreciation of Poetry as an Art.
2. To develop fertile imaginativeness and emotional depth and maturity.
3. To perceive subtle nuances and shades of meaning in the use of language.
4. To appreciate and assimilate subtle, suggestive and pictorial quality of language.
5. To sharpen artistic and critical skills with better grasp and acquisition of qualities like picturesqueness, terseness, conciseness, accuracy, aptness, freshness *etc.* in expression.
6. To acquire the ability to read between the lines.
7. To appreciate and acquire the evocative power of language.
8. To explore the subjective nature of Truth and Beauty.

**Course Outcomes (CO)**

1. The Student will be able to critically appreciate and interpret a piece of poetic work.
2. The Student will be fairly acquainted with the background and socio-political as well cultural background of the poet and understand the factors behind his making and evolution.
3. The student will grasp the distinctive poetic style and technique of various poets.
4. The student will understand the socio-political and cultural importance of Poetry and Poetic art.
5. The student will be able to quote the memorable quotations in his speech and writing.
6. The student will be able to understand and apply the evocative power of language.
7. The student will understand and appreciate the subjective nature of Truth and Beauty.
8. The student will acquire enhanced sensibility and emotional depth and maturity in his/her expression.

**Employment Potential:**

1. In Print Media and Publishing houses
2. In NGOs and Social Service and Social work
3. In socio-political field and in film, advertising and Entertainment industry.

## Unit wise Syllabus

| UNIT        | TOPIC / CONTENT   |
|-------------|---|
| <b>I.</b>   | <p><b>Dalit Literature (Selected Pieces from ‘Poisoned Bread’ ed. By Arjun Dangle, Orient Black Swan Publishers, 2009)</b></p> <p>a) Arjun Dangle: Dalit Literature Past, Present and Future (Introduction to <i>Poisoned Bread</i>: Orient Black Swan, 2009)</p> <p>b) Shankarrao Kharat: A Corpse in the well</p> <p>c) Anna Bhau Sathe: Gold from the Grave</p> <p>d) Namdev Dhasal: 1) The Day She was Gone , 2) New Delhi 1985 , 3) On the way to the Dargah</p>   |
| <b>II.</b>  | <p><b>LGBT Literature from India</b></p> <p>a) Aweek Sen: Precludes (from <i>The Phobic and erotic</i> by Brinda Bose and Subhrata Bhattacharya)</p> <p>b) Ruth Vanita: Preface and part I Introduction: Ancient Indian Materials (from <i>Same-sex Love in India I</i> ed by Ruth Vanita and Saleem Kidwai)</p> <p>c) Sandhya Gokhale: Quest (2006) – Popular Prakashan, Mumbai</p> <p>d) R .Raj Rao: Sex, Sexuality, Gender and Culture (first chapter from <i>Criminal Love? ;Queer Theory, culture, politics in India, Sage Publication</i></p> |
| <b>III.</b> | <p><b>Children’s Literature</b></p> <p>a) Lewis Carol: Alice’s Adventures in Wonderland</p> <p>b) C.S. Lewis: Narnia’s series – <i>The Lion, the Witch and the Wardrobe</i></p> <p>c) R.L. Stevenson: The Treasure Island</p> <p>d) J.K. Rowling: The Philosopher’s Stone / The Order of Phoenix</p>  |

### Recommended Reading:

1. Dangle, Arjun (1992) Ed. ‘Poisoned Bread: Translations from Modern Marathi Dalit Literature, Hyderabad’ Orient Longman.
2. Sarangi, Jaydeep Ed. “*Stories of Social Awakening: JatinBala*”, Authorspress, New Delhi, 2017
3. Limbale, Sharankumar. (2004) *Towards an Aesthetic of Dalit Literature* Orient Longman. ISBN 81-250-26568
4. Same-sex Love in India (2000) by Ruth Vanita and Salim kidwai
5. Queering India (2002) by Ruth Vanita
6. Yaraana (1999) by Hoshang Merchant
7. Facing the Mirror (1999) by Ashwini Sukhthankar
8. Lesnik\_Oberstein, Karin (1994). Children’s Literature: New Approaches. Basingstoke: Palgrave.
9. Zipes Jack, ed. (2006). The Oxford Encyclopedia of Children’s Literature. Oxford: Oxford University Press.

**Distribution of Marks and Marking Scheme:**

1. There shall be Four Questions in the Question Paper and all the questions are Compulsory
2. 1st Question in the question paper will have A and B sections. A Section comprises of Short Notes. Three Short Notes will have to be attempted out of Five each carrying 05 marks to test the students acquaintance with the writers and their works and general as well as conceptual understanding of their background and their intellectual positions. In the section B, There shall be 20 general *Multiple Choice Objective-type Questions* (MCQs) based on the poets and their background.
3. The Third Question in the Question Paper will be a Long Answer Question (LAQ) based on Unit I with an Internal Choice carrying 15 marks.
4. The Fourth Question in the Question Paper will be a Long Answer Question (LAQ) based on Unit II with an Internal Choice carrying 15 marks.
5. The Fourth Question in the Question Paper will be a Long Answer Question (LAQ) based on Unit III with an Internal Choice carrying 15 marks.

**Abstract**

1<sup>st</sup> Question A section Short Notes 03 out of 05 (05 marks each) – 15 Marks and,  
 B section MCQs (01 mark each) - 20 Marks

|   |         |                 |
|---|---------|-----------------|
|   | - Total | <b>35 Marks</b> |
| 3 <sup>rd</sup> LAQ based on Unit -1 with an internal Choice carrying |         | <b>15 Marks</b> |
| 4 <sup>th</sup> LAQ based on Unit -2 with an internal Choice carrying |         | <b>15 Marks</b> |
| 5 <sup>th</sup> LAQ based on Unit -3 with an internal Choice carrying |         | <b>15 Marks</b> |

|                         |
|-------------------------|
| <b>Total = 80 Marks</b> |
|-------------------------|

**Distribution of Marks for Internal Assessment-**

| Maximum Marks | Assignment | Seminar with PPT/Viva voce/Study Tour with Report presentation |
|---------------|------------|--|
| 20            | 10         | 10   |

**Sant Gadge Baba Amravati University, Amravati**  
Syllabus Prescribed under Choice based Credit System CBCS 2023-24  
Faculty : Humanities  
Two Year –Four Semesters Master’s Degree Programme:  
M.A. (English) Second Year

1. **Programme: M.A. English- Semester IV**
2. **Name of the Course: Literature and Gender (DSE)**
3. **Credit = 04**
4. **Total no. of Lectures -60**

**PSO –**

1. To enhance artistic sensibility for sounds or word-music and critical appreciation of Poetry as an Art.
2. To develop fertile imaginativeness and emotional depth and maturity.
3. To perceive subtle nuances and shades of meaning in the use of language.
4. To appreciate and assimilate subtle, suggestive and pictorial quality of language.
5. To sharpen artistic and critical skills with better grasp and acquisition of qualities like picturesqueness, terseness, conciseness, accuracy, aptness, freshness *etc.* in expression.
6. To acquire the ability to read between the lines.
7. To appreciate and acquire the evocative power of language.
8. To explore the subjective nature of Truth and Beauty.

**Course Outcomes (CO)**

1. The Student will be able to critically appreciate and interpret a piece of poetic work.
2. The Student will be fairly acquainted with the background and socio-political as well cultural background of the poet and understand the factors behind his making and evolution.
3. The student will grasp the distinctive poetic style and technique of various poets.
4. The student will understand the socio-political and cultural importance of Poetry and Poetic art.
5. The student will be able to quote the memorable quotations in his speech and writing.
6. The student will be able to understand and apply the evocative power of language.
7. The student will understand and appreciate the subjective nature of Truth and Beauty.
8. The student will acquire enhanced sensibility and emotional depth and maturity in his/her expression.

**Employment Potential:**

1. In Print Media and Publishing houses
2. In NGOs and Social Service and Social work
3. In socio-political field and in film, advertising and Entertainment industry.

**Prescribed Texts:**

1. Ashwini Sukthankar: *‘Facing the Mirror’*; Penguin Books India, New Delhi: 1999 (ISBN; 10987654321)
2. Eve Kosofsky Sedgwick: *Between Men: English Literature and Male Homosocial Desire*, Columbia University Press, New York



## Unit-wise syllabus –

| UNIT | TOPIC / CONTENT   |
|------|---|
| I.   | a. Mary Wollstonecraft: <i>A Vindication of the Rights of Women</i><br>b. Virginia Woolf: <i>A Room of One's Own</i><br>c. Kate Millet: <i>Sexual Politics</i>  |
| II.  | a. Ashwini Sukthankar: <i>Facing the Mirror</i> – “Introduction” & Selected Pieces: ‘ <i>Words, Yours and Mine</i> ’, ‘ <i>The Point of Madness</i> ’, ‘ <i>Closetted in a Triangle</i> ’, ‘ <i>Tired of the Broom</i> ’, ‘ <i>Silence and Invincibility</i> ’, ‘ <i>Chakra/Circle</i> ’, ‘ <i>You call me Unique...?</i> ’<br>b. Eve Kosofsky Sedgwick: “Introduction: Axiomatic” from <i>Between Men: English Literature and Male Homosocial Desire</i><br>c. Jennette Winterson: <i>Oranges Are Not Only Fruit</i> |
| III. | a. Baby Kamble: <i>The Prison We Broke</i><br>b. Arundhati Roy: <i>The Ministry of Utmost Happiness</i><br>c. Shashi Deshpande: <i>That Long Silence</i>  |

### Recommended Reading:

- Walker Alice. “The Colour Purple: Orion Publishing Group, 2004 (ISBN 9780753818923)
- Kamble, Baby. 2009. *The Prison We Broke*. Trans by Maya Pandit from Marathi ‘*jina Amucha*’. New Delhi: Orient Blackswan
- Ariel Levy: *Female Chauvinist Pigs: Woman and the Rise of Raunch Culture*; Free Press, 2005 ISBN: 0-7432-4989-5
- B. Ashcroft, G. Griffiths and H. Tiffin: *The Empire Writes Back: Theory and Practice in Post Colonial Literature*
- Dhawan, R.K ed. *Commonwealth Fiction*
- Dilliam, G.D: *The Novels of Chinua Achebe*
- W E B Du Bois: *The Souls of Black Folk*
- Rubin David. *After the Raj: British Novels of India since 1947*

### Distribution of Marks and Marking Scheme:

1. There shall be Four Questions in the Question Paper and all the questions are Compulsory
2. 1st Question in the question paper will have A and B sections. A Section comprises of Short Notes. Three Short Notes will have to be attempted out of Five each carrying 05 marks to test the students acquaintance with the writers and their works and general as well as conceptual understanding of their background and their intellectual positions. In the section B, There shall be 20 general *Multiple Choice Objective-type Questions* (MCQs) based on the poets and their background.
3. The Third Question in the Question Paper will be a Long Answer Question (LAQ) based on Unit I with an Internal Choice carrying 15 marks.
4. The Fourth Question in the Question Paper will be a Long Answer Question (LAQ) based on Unit II with an Internal Choice carrying 15 marks.
5. The Fourth Question in the Question Paper will be a Long Answer Question (LAQ) based on Unit III with an Internal Choice carrying 15 marks.

**Abstract**

1<sup>st</sup> Question A section Short Notes 03 out of 05 (05 marks each) – 15 Marks and,  
B section MCQs (01 mark each) - 20 Marks

3<sup>rd</sup> LAQ based on Unit -1 with an internal Choice carrying  
4<sup>th</sup> LAQ based on Unit -2 with an internal Choice carrying  
5<sup>th</sup> LAQ based on Unit -3 with an internal Choice carrying

- Total **35 Marks**  
**15 Marks**  
**15 Marks**  
**15 Marks**

|                         |
|-------------------------|
| <b>Total = 80 Marks</b> |
|-------------------------|

**Distribution of Marks for Internal Assessment-**

| <b>Maximum Marks</b> | <b>Assignment</b> | <b>Seminar with PPT/Viva voce/Study Tour with Report presentation</b> |
|----------------------|-------------------|---|
| 20                   | 10                | 10  |

**Sant Gadge Baba Amravati University, Amravati**  
Syllabus Prescribed under *Choice Based Credit System* (CBCS pattern) 2023-24  
Faculty : Humanities  
TWO Year –Four Semesters Master’s Degree Programme:  
M.A. (English) II Year

**Programme: M.A. English- Semester IV**

1. **Course: Pragmatics, Stylistics and Sociolinguistics (SEC)**
2. **Credit = 02**
3. **Total No. of Periods = 30**

*\*Note:* Examiner from PG centres will be a necessary requirement for conducting Internal Assessment of the students for objectively testing & evaluating their skill learning and acquisition.

**PSO –**

1. To enhance artistic sensibility for sounds or word-music and critical appreciation of Poetry as an Art.
2. To develop fertile imaginativeness and emotional depth and maturity.
3. To perceive subtle nuances and shades of meaning in the use of language.
4. To appreciate and assimilate subtle, suggestive and pictorial quality of language.
5. To sharpen artistic and critical skills with better grasp and acquisition of qualities like picturesqueness, terseness, conciseness, accuracy, aptness, freshness *etc.* in expression.
6. To acquire the ability to read between the lines.
7. To appreciate and acquire the evocative power of language.
8. To explore the subjective nature of Truth and Beauty.

**Course Outcomes (CO)**

1. The Student will be able to critically appreciate and interpret a piece of poetic work.
2. The Student will be fairly acquainted with the background and socio-political as well cultural background of the poet and understand the factors behind his making and evolution.
3. The student will grasp the distinctive poetic style and technique of various poets.
4. The student will understand the socio-political and cultural importance of Poetry and Poetic art.
5. The student will be able to quote the memorable quotations in his speech and writing.
6. The student will be able to understand and apply the evocative power of language.
7. The student will understand and appreciate the subjective nature of Truth and Beauty.
8. The student will acquire enhanced sensibility and emotional depth and maturity in his/her expression.

**Employment Potential:**

1. In Print Media and Publishing houses
2. In NGOs and Social Service and Social work
3. In socio-political field and in film, advertising and Entertainment industry.

## Unit wise Syllabus

| UNIT | TOPIC / CONTENT   | Total lectures required |
|------|---|-------------------------|
| 1.   | <b>Fundamentals of Pragmatics;</b> Important Concepts in Pragmatics:<br>A) <i>Implicature Vs. Explicature</i><br>B) <i>Context and Conversation:</i><br>(i) Utterer and Interpreter,<br>(ii) The Mental World (iii) The Social World (iv) The Physical world<br>C) <i>Deixis</i> – i) Time Deixis, ii) Place Deixis iii) Person Deixis iv)<br>Discourse Deixis v) Social Deixis | 10                      |
| 2.   | <b>Stylistics:</b><br>Ordinary Language and Language of Literature; Foregrounding – deviations and parallelism; analysing metaphor  | 10                      |
| 3.   | <b>Sociolinguistics:</b><br>Language and society, Speech community, Varieties – languages, dialect, register, style, Language contact – pidgin, creole, diglossia, code mixing, code switching and borrowing  | 10                      |

### Recommended / Suggested Reading:

- 1) Radford, Atkinson, *et al. Linguistics: An Introduction* (2<sup>nd</sup> edition) New Delhi: Cambridge University Press, 2018 ISBN 978-0-521-15244-0
- 2) Sasikumar, Dutt et al. ed. (2016 Ed.) *Communication Skills in English*, Foundation Books, New Delhi, Cambridge University Press ISBN 978-81-7596-695-6
- 3) Turk, Christopher *Effective Speaking* Gopsons Papers Ltd. Noida: 1985 ISBN -0-419-13030-6
- 4) R.A. Hudson – Sociolinguistics
- 5) Levinson, S.C (1983) *Pragmatics*, Cambridge: CUP.
- 6) Palmer, F.R. (1981) *Semantics*, Cambridge: CUP.
- 7) Yule, George (1996), *Pragmatics*, Oxford: OUP.
- 8) Mey, Jacob L. (1983) *Pragmatics: An Introduction*, Oxford: Blackwell.  
(Revised edition is available and is preferred.)

### Distribution of Marks and Marking Scheme:

1. There shall be three Questions in the Question Paper and all the questions are Compulsory
2. The first Question in the Question Paper will be a Long Answer Question (LAQ) based on Unit I with an Internal Choice carrying 10 marks.
3. The second Question in the Question Paper will be a Long Answer Question (LAQ) based on Unit II with an Internal Choice carrying 10 marks.
4. The third Question in the Question Paper will be a Long Answer Question (LAQ) based on Unit III with an Internal Choice carrying 10 marks.

#### Abstract

1<sup>st</sup> LAQ based on Unit -1 with an internal Choice carrying  
2<sup>nd</sup> LAQ based on Unit -2 with an internal Choice carrying  
3<sup>rd</sup> LAQ based on Unit -3 with an internal Choice carrying

**10Marks**

**10 Marks**

**10 Marks**

|                         |
|-------------------------|
| <b>Total = 30 Marks</b> |
|-------------------------|

**Distribution of Marks for Internal Assessment-**

| <b>Maximum Marks</b> | <b>Assignment</b> | <b>Skill based exercises or activities</b> |
|----------------------|-------------------|--|
| 20                   | 10                | 10   |

**Sant Gadge Baba Amravati University, Amravati**  
Syllabus Prescribed under *Choice Based Credit System* (CBCS pattern) 2023-24  
Faculty : Humanities  
TWO Year –Four Semesters Master’s Degree Programme:  
M.A. (English) II Year

**Programme: M.A. English- Semester IV**

**Name of the Course: English Language Teaching (SEC)**

**Credit = 02**

**No. of Lectures: 30**

**\*Note:** Examiner from PG centres will be a necessary requirement for conducting Internal Assessment of the students for objectively testing & evaluating their skill learning and acquisition.

**PSO –**

1. To enhance artistic sensibility for sounds or word-music and critical appreciation of Poetry as an Art.
2. To develop fertile imaginativeness and emotional depth and maturity.
3. To perceive subtle nuances and shades of meaning in the use of language.
4. To appreciate and assimilate subtle, suggestive and pictorial quality of language.
5. To sharpen artistic and critical skills with better grasp and acquisition of qualities like picturesqueness, terseness, conciseness, accuracy, aptness, freshness *etc.* in expression.
6. To acquire the ability to read between the lines.
7. To appreciate and acquire the evocative power of language.
8. To explore the subjective nature of Truth and Beauty.

**Course Outcomes (CO)**

1. The Student will be able to critically appreciate and interpret a piece of poetic work.
2. The Student will be fairly acquainted with the background and socio-political as well cultural background of the poet and understand the factors behind his making and evolution.
3. The student will grasp the distinctive poetic style and technique of various poets.
4. The student will understand the socio-political and cultural importance of Poetry and Poetic art.
5. The student will be able to quote the memorable quotations in his speech and writing.
6. The student will be able to understand and apply the evocative power of language.
7. The student will understand and appreciate the subjective nature of Truth and Beauty.
8. The student will acquire enhanced sensibility and emotional depth and maturity in his/her expression.

**Employment Potential:**

1. In Print Media and Publishing houses
2. In NGOs and Social Service and Social work
3. In socio-political field and in film, advertising and Entertainment industry.

**Recommended / Suggested Reading:**

1. Lado, Robert: Language Testing
2. Meras A Edmond: A Language Teacher’s Guide
3. Stern, H.H. Fundamental concepts of Language learning

4. Corder, S. Pit Introducing Applied Linguistics
5. Nagraj, Geetha. English Language Teaching, Orient Language Pvt. Ltd.

### Unit Wise Syllabus

| UNIT | TOPIC / CONTENT  | Total lectures |
|------|--|----------------|
| 1.   | a. What language teaching is all about? Distinction between LI and I2, Second Language learning and bilingualism, second language versus foreign language learning and acquisition. Language Teaching Theories, Grammar Translation or Traditional Method.<br>b. The Direct Method<br>c. The Reading Method<br>d. The Teaching of Segmental Features of English, The Suprasegmental Features of English, Audio Visual and Supplementary Aids, The use of Audio visual aids in teaching, Aids supplementary to text Books                                       | 10             |
| 2.   | a. Language Teaching: The Construction and use of language tests techniques to test the production of sound segments, techniques for testing of intonation. Syntax: Sentence types - simple, compound, complex; Constituents, immediate constituents, IC Analysis<br>b. Syntactic devices: word order, Function words and content words, Government, concord<br>c. Semantics: Semene, Types of meaning: Synonymy, Antonymy, Polysymy, Homonymy, Collocation, Sets.<br>d. Introduction to phrase structure Grammar<br>e. Limitation to phrase structure Grammar | 10             |
| 3.   | a. Teaching Communication Skills<br>b. Comprehension, Precis Composition (guided and free) Letter writing<br>Technology-aided communication, Role of ICT in the teaching of English  | 10             |

### Distribution of Marks and Marking Scheme:

1. There shall be three Questions in the Question Paper and all the questions are Compulsory
2. The first Question in the Question Paper will be a Long Answer Question (LAQ) based on Unit I with an Internal Choice carrying 10 marks.
3. The second Question in the Question Paper will be a Long Answer Question (LAQ) based on Unit II with an Internal Choice carrying 10 marks.
4. The third Question in the Question Paper will be a Long Answer Question (LAQ) based on Unit III with an Internal Choice carrying 10 marks.

#### Abstract

- 1<sup>st</sup> LAQ based on Unit -1 with an internal Choice carrying  
 2nd LAQ based on Unit -2 with an internal Choice carrying  
 3rd LAQ based on Unit -3 with an internal Choice carrying

**10Marks**

**10 Marks**

**10 Marks**

|                         |
|-------------------------|
| <b>Total = 30 Marks</b> |
|-------------------------|

### Distribution of Marks for Internal Assessment-

| Maximum Marks | Assignment | Skill based exercises or activities |
|---------------|------------|-------------------------------------|
| 20            | 10         | 10                                  |

## Research Project - Distribution of Marks

| Course                | Nature of Examination<br>(Internal Examination) | Marks<br>Research Report | Marks<br>Viva Voce | Total<br>Marks |
|-----------------------|---|--------------------------|--------------------|----------------|
| Research Project (RP) | 3. Research Report<br>4. Viva Voce              | 60                       | 40                 | 100            |

### M.A (English) Semester 3 & 4 [CBCS pattern]

*General Notes:-*

- 1) M.A.II (CBCS English) syllabus is of total **90** credits.
- 2) Out of Total available credits, a student is required to achieve at least 80% credits (i.e. 64 credits) essentially from DSC & DSE courses.
- 3) Requirement of **5 credits** from RP is compulsory for all students.
- 4) Requirement of **03 credits** from SECs is compulsory for all students.
- 5) A student is compulsorily required to achieve at least 10% credits (i.e. 9 credits) under *Ancillary Credit Courses* which is as follows –
  - a. **Internship/Work Experience/Field Work** is *compulsory*.
  - b. *Open Elective Courses (OEC)*- These are optional in nature. Students can choose to opt for one or more courses to fulfil their need & requirement of earning additional credits. Students can earn credits from various available Skill courses as well as the MOOC courses available on SWAYAM platform and furnish the certificate/s to their respective college/ University Department with proper attestation for achieving and claiming those credits.
  - c. *Co-curricular/ Extra Curricular* : Maximum 5 credits can be earned from co-curricular/ Extra Curricular activities. It is optional in Nature.

#### *Open Elective Courses (OEC)*

| Sr. No. | Type of OEC                             | Semester           | Name of the Course  | Duration<br>(in hours) | Credits |
|---------|---|--------------------|---|------------------------|---------|
| 1.      | <b>Skill Enhancement Courses (SECs)</b> | <b>Sem. III</b>    | 1) <i>Creative Writing</i>  | 30                     | 02      |
|         |   |                    | 2) <i>Translation Studies</i>   | 30                     | 02      |
|         |   | <b>and Sem. IV</b> | 3) <i>Pragmatics, Stylistics and Sociolinguistics</i>   | 30                     | 02      |
|         |   |                    | 4) <i>English Language Teaching</i>   | 30                     | 02      |
| 2.      | <b>General Interest Courses (GICs)</b>  | <b>Sem. II</b>     | <i>Practical Criticism</i>  | 30                     | 02      |
| 3.      | <b>MOOC</b>                             | <b>Sem. III</b>    | <b>Note:-</b> Students can opt for any available parallel/similar MOOC course/s to the SEC/GIC courses prescribed in the University Syllabus of <u>1/2 credits of about 15/30 hours duration respectively</u> from SWAYAM platform. The certificate/s of the said course/s should be submitted to the College/Department in time to earn and claim the allotted credit/s. |                        |         |
|         |   | <b>Sem. IV</b>     |   |                        |         |



**Ancillary Credit Courses (ACCs)**

| <b>Sr. No.</b> | <b>Type of Course</b>                            | <b>Nature</b>     | <b>Syllabus</b>  | <b>Duration (Lectures/ Periods)</b> | <b>Credit</b>        |
|----------------|--|-------------------|--|-------------------------------------|----------------------|
| 1.             | Internship /<br>Work Experience /<br>Field Work  | <b>Compulsory</b> | <i>To render services of academic/ Literary /intellectual/socio-cultural/ offices/ firms/ institutes/organisations/establishments/ company/Industry/publishing houses/NGOs etc. nature or acquire work experience. To acquire work experience through service/s for library and/ or research bodies/boards.</i><br><br><b>Field Work</b><br><i>To conduct visits/surveys for exploration, documentation, compilation of material/ items /artifacts /records documents of worth and value relate d to one's subject. To prepare questionnaires, to conduct Interviews, to do presentations Or give speeches creating Socio-cultural awareness. To attend conferences/workshops/seminars of various organisations and/ or read papers and do presentations</i> | <b>60/90 hours</b>                  | <b>2/3 (Maximum)</b> |
| 2.             | <b>Open Elective Courses</b>                     | <b>Optional</b>   | <i>As prescribed in the syllabus</i>   |                                     | <b>5 (Max.)</b>      |
| 3.             | <b>Co-curricular/ Extracurricular activities</b> | <b>Optional</b>   | <i>Elocution, Debate, Quiz Competition, Poetry sessions, symposium, skits, essay competition, cultural programmes, instructional programmes, various learning &amp; extension programmes (as per Univ. Ordinance No.57/2022)</i>   |                                     | <b>5 (Max.)</b>      |

**Overall Distribution of Credits of CBCS MA English Syllabus**

| <b>S. No</b> | <b>Syllabus Scheme</b> | <b>Courses</b> | <b>DSC &amp; DSE (Minimum Requirement)</b> | <b>ACC</b>                   | <b>OEC-GIC</b> | <b>Other</b>        |                        | <b>Total Marks</b> | <b>Total Credits</b> |
|--------------|------------------------|----------------|--|------------------------------|----------------|---------------------|------------------------|--------------------|----------------------|
|              |                        |                |  |                              |                | <b>(RP)</b>         | <b>(SEC)</b>           |                    |                      |
| 1.           | Sem I                  | 4              | Minimum 80% of total credit                | Minimum 10% of total credits | --             | 5 credits (Maximum) | SEC 1 & 2 - 04 credits | 400                | 16                   |
| 2.           | Sem II                 | 4              |  |                              | 02             |                     |                        | 400                | 16                   |
| 3.           | Sem III                | 7              |  |                              | --             |                     |                        | 600                | 29                   |
| 4.           | Sem IV                 | 7              |  |                              | --             |                     |                        | 600                | 29                   |
|              |                        | 22             | 64 credits                                 | 08 credits                   | 04 credits     | 05 credits          | 04 credits             | 2000               | 90                   |