

Ahmednagar Jilha Maratha Vidya Prasarak Samaj's
New Arts, Commerce and Science College, Ahmednagar
(Autonomous)

(Affiliated to Savitribai Phule Pune University, Pune)



Choice Based Credit System (CBCS)
Bachelor of Arts (M. A.)

Syllabus of
MA English

Implemented from
Academic Year 2022 - 23

**Ahmednagar Jilha Maratha Vidya Prasarak Samaj's
New Arts, Commerce and Science College, Ahmednagar
(Autonomous)**

Board of Studies in English

Sr. No.	Name	Designation
1.	Prof. N. D. Mohite	Chairman
2.	Dr. Mustajeeb Khan	Academic Council Nominee
3.	Dr. Dilip Chavan	Academic Council Nominee
4.	Dr. Deepak Borgave	Vice-Chancellor Nominee
5.	Dr. Vijay Thange	Alumni
6.	Mr. Devendra Jamgaonkar	Industry Expert
7.	Dr. J. B. Aher	Member
8.	Dr. B. B. Sagade	Member
9.	Dr. V. B. Dode	Member

3. Programme Structure and Course Titles:

Sr. No.	Class	Semester	Course Code	Course Title	Credits
1.	MAI ENGLISH	I	MA-ENG 111T	Literature from 1550 to 1798	4
2.	MAI ENGLISH	I	MA-ENG 112T	Literature from 1798 to present	4
3.	MAI ENGLISH	I	MA-ENG 113T	Literary Criticism and Theory	4
4.	MAI ENGLISH	I	MA-ENG 114T (A)	Contemporary Studies in English Language	4
	MAI ENGLISH	I	OR MA-ENG 114T(B)	OR Indian Literature in Translation	4
5.	MAI ENGLISH	I	MA-ENG 115T	Basic and Advanced Skills in English	2
6.	MAI ENGLISH	II	MA-ENG 211T	Literature from 1550 to 1798	4
7.	MAI ENGLISH	II	MA- ENG 212T	Literature from 1798 to present	4
8.	MAI ENGLISH	II	MA-ENG 213T	Literary Criticism and Theory	4
9.	MAI ENGLISH	II	MA-ENG 214T(A)	Contemporary Studies in English Language	4
	MAI ENGLISH	II	OR MA- ENG 214T(B)	OR Indian Literature in Translation	4
10.	MAI ENGLISH	II	MA- ENG 215T	Basic and Advanced Skills in English	2

11.	MAII ENGLISH	III	MA-ENG 311T	Indian Writing in English	4
12.	MAII ENGLISH	III	MA-ENG 312T	Applied Linguistics	4
13.	MAII ENGLISH	III	MA- ENG 313T	Cultural Studies	4
14.	MAII ENGLISH MAII ENGLISH	III	MA- ENG 314T (A)	Academic Writing	4
		III	OR MA-ENG 314T(B)	OR American Literature	4
15.	MA II ENGLISH	III	MA-ENG 315T	Research Methodology in English	2
16.	MAII ENGLISH	IV	MA- ENG 411T	Indian Writing in English	4
17.	MAII ENGLISH	IV	MA- ENG 412T	Applied Linguistics	4
18.	MAII ENGLISH	IV	MA -ENG 413T	Cultural Studies	4
19.	MAII ENGLISH	IV	MA- ENG 414T (A)	Academic Writing	4
		IV	MA-ENG 414T(B)	OR American Literature	
20.	MA II ENGLISH	IV	MA- ENG 415T	Research Methodology in English/Project	2

New Arts, Commerce and Science College, Ahmednagar (Autonomous)

**Faculty of Arts and Humanities
Syllabus of MA ENGLISH**

Semester – III	Paper – I
Course Code: MAENG311T	Title of the Course: Indian Writing in English
Credits: 04	Total Lectures: 60 Hrs.

Rationale:

This course attempts to offer an overview of Indian Writing in English. In India, literature written in English was initially labelled as Indo-Anglian, then Indo-English, and more recently, as Indian Writing in English (IWE). IWE has its roots in the colonial past. As a result of the British rule in India, the English language became a vital part of Indian culture. From the pre-independence era to the present times, works written by Indian English writers have been receiving worldwide critical appreciation. Indian Writing in English reflects the multi-cultural, multilingual society of modern India. IWE has established its qualitative excellence and it is now accepted as a part of the English literature curriculum despite some initial resistance. It represents the rich cultural heritage of Indian literary tradition, adopts various literary forms and also addresses different issues.

This paper aims to introduce students to a wide range of Indian Writing in English through various literary genres such as Fiction, Poetry, Non-Fictional Prose and Drama. The paper is designed to acquaint students with the highly pluralistic and ideological dimensions of this literature. It is expected that students, through this course, will obtain an overall view of the remarkable contribution made by Indian authors to the body of English Literature

Course Objectives

1. To acquaint students with the various phases in Indian Writing in English.
2. To enable the students to comprehend the regional Indian literature.
3. To throw light on the depiction of underprivileged classes in Indian Writing.

Course Outcomes (COs):

1. It makes student aware about Indian cultural ethos and indigenous belief systems through the study of major literary works in the domain of Indian English literature.
2. It acquaints student with the writings of different Indian writers and help them to appreciate the variety and diversity of Indian Writing in English.
3. It exposes student to the corpus of Indian Writing in English, and explain the socio-political and cultural contexts in which the works were written and received.
4. It develops the ability of students to critically examine and restate their understanding of literary texts.
5. It exposes student to the uniqueness of artistic and innovative use of the English language

in IWE and to enhance the literary and linguistic competence of students.

Allotment of Credits: One credit is equal to 15 clock hours and every semester is allotted 04 credits (60 clock hours). This also includes the completion of the background to each period/age.
Semester-III

Unit-I: *Azadi* – Chaman Nahal - **15 clock hours**

Unit-II: *Nectar in a Sieve*- Kamala Markandaya **15 clock hours**

Unit-III: Derozio to Naidu- **15 clock hours**

Henry Derozio: 1) *Freedom to the Slave* 2) *The Orphan Girl*

Toru Dutt: 1) *Sita* 2) *The Sower*

Manmohan Ghose: 1) *Can IT Be?*

Sri Aurobindo: 1) *Rose of God* 2) *The Tiger and the Deer*

Rabindranath Tagore: 1) *Defamation* 2) *Little Flute Sarojini*

Naidu: 1) *Autumn Song* 2) *Summer Woods*

Unit-IV: *My Days: A Memoir*- R. K. Narayan - **15 clock hours**

Semester – IV	Paper – I
Course Code: MAENG411T	Title of the Course: Indian Writing in English
Credits: 04	Total Lectures: 60 Hrs.

Unit-I: *The God of Small Things*- Arundhati Roy **15 clock hours**

Unit- II: *The White Tiger*- Aravind Adiga **15 clock hours**

Unit-III: Dom Moraes to Present Day **15 clock hours**

Dom Moraes: 1) *Absences* 2) *The Garden*

Nissim Ezekiel: 1) *Urban* 2) *Philosophy*

Kamala Das: *The Sunshine Cat*

A.K. Ramanujan: *Still Another View of Grace*

Jayanta Mahapatra: *A Missing Person*

Arun Kolatkar: *The Indicator*

Eunice de Souza: *Catholic Mother*
Vikram Seth: *Sit*

IV: *Nagamandala* - Girish Karnad

15 clock hours

Essential Reading:

1. Abbas, K.A. *Sarojini Naidu*. Bombay: Bharatiya Vidya Bhavan, 1980.
2. Adiga, Aravind. *The White Tiger*. 2008. New Delhi: HarperCollins Publishers, 2009.
3. Banarjee, Santanu. *A.K. Ramanujan Poetic Theory and Practice*. New Delhi, Sunrise, 2009.
4. Chakravorty, B.C. *Rabindranath Tagore: His Mind and Art*. New Delhi: Young India Publications, New Delhi, 1971.
5. Dhawan, R.K. *Aravind Adiga's The White Tiger- A Symposium of Critical Response*. New Delhi. Prestige Books. 2011.
6. Dodiya Jaydipsinha. *The Plays of Girish Karnad: Critical Perspectives*, New Delhi: PrestigeBooks, 1991.
7. Dwivedi, A.N. (Ed.) *Indian Poetry in English*. New Delhi: Arnold Heinemann, 1980.
8. Gokak, V.K. *Studies in Indo-Anglican Poetry* Bangalore, Sairatan Agency, 1972.
9. Karnad, Girish. *Nagamandala* New Delhi: Oxford University Press, 2006.
10. Karup, P.K.J. *Contemporary Indian Poetry in English*. New Delhi: Atlantic, 1991.
11. M. K., Naik. *A History of Indian English Literature*. New Delhi: Sahitya Akademi, 2009.
12. Markandaya, Kamala. *Nectar in a Sieve*. Bombay: Jaico Publishing House, 2003.
13. Nahal, Chaman. *Azadi*. Orient Paperbacks, Madarsa Road, Kasmere Gate, Delhi, 1988. Print.
14. Narayan, R.K. *My Days: A Memoir*. 1974. New Delhi, Bombay: Orient Paperbacks, 1991.
15. Roy, Arundhati. *The God of Small Things*. New Delhi: India Ink, 1997.

Recommended Reading:

01. Ameeruddin, Syed (ed.) *Indian Verse in English*, Madras: Poet Press India, 1977.
02. Abidi, S.Z.H. *Studies in Indo-Anglican Poetry*. Bareilly: Prakash Book Depot, 1979
03. Amga, H.L. *Indo-English Poetry*, Jaipur: Surbhi Publications, 1999.
04. Bhatnagar, Anil Kumar. *Kamala Markandaya: A Thematic Study*. New Delhi: Swarup and Sons, 1995.
05. Chakraborti, Santosh. *Studies in Tagore*, Atlantic Publishers & Distributors, New Delhi, 2004.
06. Dayal, P. Raia Rao : *A Study of His Novels*. New Delhi : Atlantic Publishers and Distributors, 1991.
07. Dee, Ivan R. (Ed.) *The Poetry Anthology 1912 -2002*. Chicago (USA), 2002.
08. Dhawan, R.K. *Arundhati Roy, the Novelist Extraordinary*. New Delhi: Prestige Books,

- 1999.
09. Dodiya Jaydipsinha. *The Plays of Girish Karnad: Critical Perspectives*, New Delhi: PrestigeBooks, 1991.
 10. Dodiya, Jaydipsinh, Joya Chakravarty. *The Critical Studies of Arundhati Roy's The God of Small Things*. New Delhi: Atlantic Publishers, 1999.
 11. Dwivedi A. N. *Toru Dutt*. New Delhi: Arnold-Heinemann, 1977.
 12. Dwivedi S.C. Ed. *Perspectives on Nissim Ezekiel*. Allahabad: K.M.Agencies ,1989.
 13. Girda, Shiv K. *R.K.Naravan: His World and His Art*. Meerut: Saru Publishing House, 1984.
 14. Goyal, Bhagwat S., ed. *R.K,Naravan: A Critical Spectrum*. Meerut: Shalabh Book House,1983.
 15. Holeyannavar Nagraj (ed.) *Trends in Indian English Drama: A Study and Perspectives*.Manglam Publishers, New Delhi, 2014
 16. Iyengar, K.R. Srinivasa. *Indian Writing in English*. New Delhi: Sterling Publishers Pvt. Ltd.,1985.
 17. Kharat, S. *Cheating & Deception Motif in the Plays of Girish Karnad*. Kanpur: SahityaManthan, 2012.
 18. King, Bruce. *Modern Indian Poetry in English*. Delhi: Oxford University Press, 1987.
 19. Madge, Eliot Walter. *Henry Derozio: The Eurasian Poet and Reformer*. Calcutta: NayaProkash, 1982.
 20. Mee, Erin B. *Girish Karnad: Decolonizing Ways of Seeing in Hayavadana*. PerformanceStudies International, Arizona, 2000.
 21. Mehrotra A.K. (ed.) *Oxford India Anthology of Twelve Modern Indian Poets*. New Delhi:OUP, 1997.
 22. Mehrotra, Arvind Krishna (ed.) *A Concise History of Indian Literature in English*. Ranikhet:Permanent Black, 2010.
 23. Naik M.K. *Dimensions of Indian English Literature*. New Delhi: Sterling Publishers Pvt.Ltd, 1984
 24. Nair Ramchandra K. R. (ed) *The Poetry of Kamala Das*. New Delhi: Reliance PublishingHouse, 1993.
 25. Pandey, Mithilesh K. *Recent Indian Literature in English*. New Delhi: Anmol Publications, 1999.
 26. Prasad, Amarnath, and John Peter Joseph.*Indian Writing in English: Critical Ruminations*.vol.2.New Delhi: Sarup & Sons, 2006.
 27. Prasad, Dr. Deobrata. *Sarojini Naidu and Her Arts of Poetry*. Delhi: Capital PublishingHouse, 1988.
 28. Prasad, Hari Mohan. *Indian Poetry in English*. New Delhi: Parimal Publications, 1993.
 29. Prasad, Madhusudan (Ed.). *The Poetry of Jayanta Mahapatra: A Critical Study*. New Delhi,Sterling, Publishers Pvt.Ltd, 1986.
 30. Prasad, Madhusudhan. *Perspective Views of Kamala Markandaya*. Ghaziabad: VimalPrakash Publishers, 1984.
 31. Prasad, Murali. ed. *Arundhati Roy -Critical Perspective*. New Delhi: Pencraft Intemational,2006.
 32. Print. King, Bruce. *Three Indian Poets: Nissim Ezekiel, A.K. Ramanujan and Dom*

Moraes. Madras: Oxford University Press. 1991.

33. Radhakrishnan, N. *Indo Anglian Fiction: Major Trends and Themes*. Madras: Emerald. 1984.
34. Sundaram, P.S. *R.K.Narayan As A Novelist*. Delhi: B. R. Publishing Corporation, 1988.
35. Surendran, K.V. *The God of Small Things-A Saga of Lost Dreams*. New Delhi: Atlantic Publishers, 2000.

Semester – III	Paper – II
Course Code: MA-ENG312T	Title of the Course: Advanced Studies in English Language
Credits: 04	Total Lectures: 60 Hrs.

Rationale:

This course has special relevance to the second-year students of MA since they have already received, in the first year which comprises two semesters, a good deal of theoretical knowledge in linguistics from the course entitled Contemporary Studies in English Language. The first-year course deals with English phonology, morphology, syntax, semantics, sociolinguistics, pragmatics, and discourse analysis. Earlier too, students have studied linguistics for three years at the BA level. Indeed, this firm grounding in the theoretical aspects of linguistic analysis has its usefulness. However, it is also essential to teach them how the concepts may be applied to the day to day use of language in various spheres. This involves an understanding of how language development takes place in humans, how it works in society and in specific situations. Language acquisition and language learning, methods of teaching language, designing course materials, devising test types, etc. should also form part of the understanding. The present course aims to focus on such practical aspects of language in order to enable students to understand the social dimensions of not only English but also their own languages. It is also hoped that a fair knowledge of applied linguistics will enable them to undertake useful/meaningful research in the field of linguistics. Further, having a knowledge of the practical aspects of language learning and teaching can enhance students' capability as teachers of (the English) language.

Course Objectives:

1. To introduce students to the field of Applied Linguistics
2. To help students understand how descriptive linguistics can be used practically to explain the behavioral and social use of language, especially with regard to language acquisition, second language acquisition/learning, language teaching methodology, etc.
3. To help students understand the correlation between the evolution of linguistic theory and the corresponding developments in the field of language learning and teaching

4. To enable students to understand the relationship between language learning theories, teaching methods, production of course materials and language testing.
5. To introduce students to the relation between language and culture.
6. To help students understand how linguistic concepts can be applied to the study of literature.
7. To familiarize students with the tools of language that may be used in translation, textual analysis, etc.

Course Outcomes:

1. The students get familiarize with the field of Applied Linguistics
2. The students use descriptive linguistics can be used practically to explain the behavioral and social use of language, especially with regard to language acquisition, second language acquisition/learning, language teaching methodology, etc.
3. The students understand the correlation between the evolution of linguistic theory and the corresponding developments in the field of language learning and teaching
4. The students understand the relationship between language learning theories, teaching methods, production of course materials and language testing.
5. The students learn to correlate between language and culture.
6. The students apply linguistic concepts to the study of literature.
7. The students use the tools of language in translation, textual analysis, etc.

Unit-I: Introduction

15 clock hours

- a) What is Applied Linguistics (AL)?
- b) A brief history and scope of AL
- c) Theoretical linguistics and AL: Their complementarities
- d) The interdisciplinary nature of AL

Unit-II: Language and mind

15 clock hours

- a) Theories of language acquisition and language learning: Behavioristic and Cognitivist/Mentalistic approaches
- b) Relation between language and culture
- c) Factors affecting language learning
- d) Language disorders (aphasia, anomia, agrammatism, dyslexia)

Unit-III: Language Teaching Methods

15 clock hours

- a) Approach, method and technique: Differences
- b) A brief survey of teaching methods (Grammar-translation method, Direct method,

structural method, Communicative method, Task-based language teaching, English for Specific Purposes)

- c) Content and language integrated teaching/learning
- d) Technology and language teaching/ICT-enabled language teaching

Unit-IV: Curriculum designing and production of instructional materials- 15 Clock Hours

- a) Curriculum and syllabus: Difference
- b) Essential components of a language curriculum (needs analysis, goal setting, syllabus, methodology and evaluation)
- c) Kinds of syllabus (Structural-situational, Notional-functional, Communicative, etc.)
- d) Criteria for evaluating instructional materials

Semester – IV	Paper – II
Course Code: MA-ENG412T	Title of the Course: Advanced Studies in English Language
Credits: 04	Total Lectures: 60 Hrs.

Unit-I: Teaching of language and literature

15 clock hours

- a) Teaching of listening and speaking
- b) Teaching of vocabulary and grammar
- c) Remedial teaching
- d) Teaching of literature with lesson plan (only poem and short fiction)

Unit-II: Testing and evaluation

15 clock hours

- a) Difference between testing and evaluation
- b) Qualities of a good test: validity, reliability, practicability, discrimination.
- c) Types of tests: aptitude test, diagnostic test, placement test, progress/achievement test, proficiency test
- d) Assessment types: formative, summative; testing of receptive and productive skills.

Unit-III: Stylistics and literary appreciation

15 clock hours

- a) Stylistics: Definition(s) and scope
- b) Linguistics, Stylistics and literary criticism
- c) Tools of stylistics: sounds, lexis, semantics, syntax, discourse.
- d) Cohesion and its types: Reference, Ellipsis; Conjunction, lexical cohesion
- e) Application of stylistic principles to forms of literature (examples)

Unit-IV: Translation**15 clock hours**

- a) What is translation? Types of translation.
- b) Linguistics and translation
- c) Approaches to translation
- d) Semiotics of translation
- e) Cultural barriers in translation

Essential Readings

1. Bassnett-McGuire, Susan. *Translation Studies*. (3rded). London: Methuen. 1980.
2. Bassnet, S. & A. Lefevere, (eds.). *Translation, History, and Culture*. London: PinterPublishers, 1990 .
3. Bassnett, Susan and Harish Trivedi, (eds). *Postcolonial Translation: Theory and Practice*. London and New York: Routledge, 1999 .
4. Bell, R. T. *An Introduction to Applied Linguistics: Approaches and Methods in LanguageTeaching*. New York: St Martin's, 1981.
5. Bickerton, D. *Language and Human Behavior*. Seattle: University of Washington Press, 1995.
6. Brown, Gilian and Yule, George.*Discourse Analysis*. Cambridge: CUP, 1983.
7. Catford, J. C. *A Linguistic Theory of Translation: An Essay in Applied Linguistics*. Bucks(UK): Oxford University Press, 1965.
8. Cazden, C. B. *Child Language and Education*. New York: Holt, Rinehart, and Winston,1972.
9. Christison, Mary & Murray, Denise.*What English Language Teachers Need to Know*.Vol.III.*Designing Curriculum*. New York and London: Routledge, 2014.
10. Davies, Alan & Elder, Catherine (Eds.) *The Handbook of Applied Linguistics*. MA:Blackwell, 2004.
11. Davies, Alan. *An Introduction to Applied Linguistics: From Practice to Theory* SecondEdition Edinburgh University Press Ltd 22 George Square, Edinburgh, 1999, 2007. (**Available online**): [<https://pasca.uns.ac.id/s3linguistik/wp-content/uploads/sites/44/2016/10/an-introduction-to-applied-linguistics.pdf>]
12. Downes, A. *Language and Society*. New York: CUP, 1998.
13. Fraser, Hugh and Donnel. (eds.). *Applied Linguistics and the Teaching of English*, London:Longman, 1973.
14. Hymes, D. (Ed.). *Language in Culture and Society: A Reader in Linguistics andAnthropology*. New York: Harper & Row, 1964
15. Tickoo, ML. *Teaching and Learning English: A Sourcebook for Teachers and Teacher-Trainers*. Hyderabad: Orient BlackSwan, 2009.
16. Yule, George.*Pragmatics*. Oxford: OUP, 1996.

17. Nagraj, Geetha. *English Language Teaching: Approaches, Methods, Techniques*. Hyderabad: Orient Longman, 1996.

Suggested Readings:

1. Agatha ocleous, Tanya and Ann C. Dean. *Teaching Literature: A Companion*. Palgrave-Macmillan: New York, 2003.
2. Agnihotri, R.K. and A.L. Khanna. *English Language Teaching in India: Issues and Innovations*. Delhi: Sage, 1995.
3. Bachman, L. F. (1990). *Fundamental Considerations in Language Testing*. Oxford: Oxford University Press, 1990.
4. Bachman, L. F. & Palmer, A. S. *Language Testing in Practice*. Oxford: Oxford University Press, 1996.
5. Bain, K. *What the Best College Teachers Do*. Cambridge, MA: Harvard University Press, 2004.
6. Canagarajah, Suresh. *Resisting Linguistic Imperialism in English Teaching*. Oxford and New York: Oxford University Press, 1999.
7. Cazden, C.B., John, V.P., & Hymes, D.H. (Eds.). *Functions of Language in the Classroom*. New York: Teachers College Press, 1972.
8. Gatzler, Edwin C. *Contemporary Translation Theories*. London: Routledge, 1993.
9. Hymes, D.H. On Communicative Competence. In J.B. Pride & J. Holmes (Eds.), *Sociolinguistics* (pp. 269–293). London: Penguin, 1972.

Semester – III	Paper – III
Course Code: MAENG313T	Title of the Course: Cultural Studies
Credits: 04	Total Lectures: 60 Hrs.

Rationale:

Cultural Studies is a recent field of inquiry into various areas. It is characterized by its interdisciplinary approach, its non-academic concerns and its dependence on a host of approaches and methods. It does not necessarily set a particular framework of study and does not necessarily offer a strict methodology. But due to such multidisciplinary ambit and open-ended pursuit, Cultural Studies offers a vast canvas for analysis of culture, society, politics, media, science, environment and industry. The present course is designed to introduce students to this new field. Eventually the course in its first part offers information related to Cultural Studies and the ideas and concerns that help explain its nature. Some essays are given in the second part of the course that discusses issues from very different perspectives.

Course 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

It instils tolerance, sense of equality and love for humanity in students

Course Outcomes:

1. Identify and define the core terms, concepts and debates in Cultural Studies.
2. Display/demonstrate adequate familiarity with the core debates within the discipline through written submissions and class presentations.
3. Use/apply Cultural Studies approaches to reflect upon our own immediate contexts through assignments and class exercises.
4. Analyze/Explain different cultural forms.
5. Evaluate/judge the similarities and differences between different cultural forms.
6. Develop habits of independent learning through research projects and critical analysis.

Unit I: Emergence and Development:

New Arts Commerce and science College, Ahmednagar(Autonomous)

15 Clock hours

- 1)Richard Hoggart
- 2) Raymond Williams

Unit-II: Some Key Concepts**15 Clock hours**

- 1) Subjectivity identity
- 2) Ideology
- 3) Representation
- 4) Power
- 5)Discourse

Unit-III: Global Culture/Media Culture**15 Clock hours**

- 1) Introduction
- 2) Globalization and cultural
- 3) Imperialism Globalizing the television market
- 4) Globalization and power

Unit-IV: Transforming Capitalism**15 Clock Hours**

- 1) Introduction
- 2) The transformation of capitalism
- 3) The recomposition of class and Culture
- 4) Class: The return of the repressed
- 5) The problem of consumer culture

Unit-IV: Global Culture/Media Culture**15 Clock hours**

- 1) Introduction
- 2) Globalization and cultural imperialism
- 3) Globalizing the television market
- 4) Globalization and power

Semester – IV	Paper – III
Course Code: MAENG413T	Title of the Course: Cultural Studies
Credits: 04	Total Lectures: 60 Hrs.

Unit-I**15 Clock hours**

- 1) The Analysis of Culture - Raymond Williams
- 2) Cultural Studies: Two Paradigms - Stuart Hall

Unit-II**15 Clock hours**

- 1) Myth Today – Roland Barthes
- 2) Recasting Women: An Introduction- Kumkum Sangari and Sudesh Vaid

Unit-III**15 Clock hours**

- 1) The Marathi Novel 1950-1975- Bhalchandra Nemade
- 2) Aesthetics: Some Important Problems- R. B. Patankar

Unit-IV**15 Clock hours**

- 1) Translation, Colonialism and the Rise of English - Tejaswini Niranjana
- 2) Bollywood Motifs: Cricket Fiction and Fictional Cricket - Chandrima Chakraborty

Essential Readings:

1. Simon During. *Cultural Studies A Critical Introduction*, Routledge, 2005
2. Brooker, Peter (1999). *A Glossary of Cultural Theory*. London
3. Barker Chris. *Making Sense of Cultural Studies: Central Problems and Critical Debates*. SagePublications, 2002
4. Raymond William's essay from John Storey's (ed.) *Cultural Theory and Popular Culture: A Reader*. II edition, Prentice Hall, 1998.
5. Stuart Hall's essay from *Essential Essays: Volume 1: Stuart Hall* edited by David Morley, Duke University Press, 2019
6. Barthes's essay from his book *Mythologies*, The Noonday Press, 1957.
7. Sangari's essay from Sangari & Vaid's edited book, *Recasting Women: Essays in*

Colonial History. Zubaan Publication, New Delhi, 1989.

8. Nemade and Patankar's essays from G. N. Devi's edited book, *Indian Literary Criticism: Theory and Interpretation*. Orient Blackswan, 2009,
9. Niranjana's essay from *Rethinking English: Essays in Literature, Language, History*. edited by Savita Joshi, OUP, 1994

Suggested Readings

10. Standard and recognized editions of textbooks and reference books may be used as bibliography for the course contents.
11. Barker Chris. *The SAGE Dictionary of Cultural Studies*. Sage Publications, 2004
12. Barthes Roland. *Mythologies*. The Noonday Press, New York, 1957
13. Bowman Paul (ed.). *Interrogating Cultural Studies: Theory, Politics and Practice*. London. Pluto Press, 2003
14. David Morley and Kuan-Hsing Chen (Ed.) *Stuart Hall: Critical Dialogues in Cultural Studies*. Routledge, 1996.
15. During Simon (ed.) *The Cultural Studies Reader*. (Second Edition) Routledge, 1993
16. Giroux Henry A. *Impure Acts: The Practical Politics of Cultural Studies*. Routledge, New York. 2000
17. Hartley John. *A Short History of Cultural Studies*. SAGE Publications. 2003
18. Kendal Gavin & Wickham Gary. *Understanding Culture: Cultural Studies*. Sage Publications, 2001
19. Lehtonen Mikko. *Cultural Analysis of Texts*. Translated by Aija-Leena Ahonen and Kris Clarke. Sage Publications, 2000
20. McRobbie Angela. *The Uses of Cultural Studies: A Textbook*. Sage Pub, 2006
21. Mulhern Francis. *Culture / Metaculture*. Routledge, 2000
22. Neil Lazarus. *Nationalism and Cultural Practice in the Postcolonial World*. Cambridge Univ. Press, 1999
23. Pickering Michael (ed.). *Research Methods for Cultural Studies*. Edinburgh University Press, 2008
24. Raymond Williams. *Culture and Society: 1780-1950*. Anchor Books, Doubleday & Company, Inc. Garden City, New York, 1960
25. Richard Johnson, Deborah Chambers, et al. *The Practice of Cultural Studies*. Sage publications, 2004.

Paper – III	English
Course Code: MAENG314T (A)	Title of the Course: Academic Writing
Credits: 04	Total Lectures: 60 Hrs.

Rationale:

The need for a course in academic writing emerges from the necessity of encouraging and initiating students to further research and honing their professional and everyday lives. This course is therefore meant to introduce the rudiments of reading and writing skills and encourage students to inculcate these hoping that this would hone their professional and research skills. Along with writing, reading is a skill that needs more attention. Teaching students how to read critically forms the basic premise of education in the humanities. It is a well-known fact that it is reading that leads to acquiring skills in writing and the great writers have always been avid critical readers. Keeping in mind the interconnectedness of these processes, this course will be divided into modules on reading and writing hoping to achieve a holistic balance that would benefit students. Being a skill-based course, there will be practical components and exercises that would provide hands on experience to the students. The theoretical readings would be complemented with focused practical sessions that would enhance the overall understanding of the subject. The course will also take into account shifts in reading and writing practices with the proliferation of digital technologies and the ways in which digital literacies have redefined our ways of understanding reading and writing. The primary aim of this course is to disseminate theoretical and practical knowledge pertaining to reading and writing that would help improve and effectuate students' skills in these domains.

Course Objectives:

- 1) To introduce students to the concepts of academic writing.
- 2) To introduce students to be aware of how to write formal and academic prose in English.
- 3) To acquaint students how to present their research findings in a clear and structured manner
- 4) To help students understand students how to read English texts in their field and discuss them in English
- 5) To introduce students to the theories of reading
- 6) To enable an understanding of the shifts in reading and writing practices with the advent of digital technology and the formation of digital literacies.
- 7) To acquaint students with the different strategies of reading.
- 8) To suggest reading as a major way of improving both written and oral communication skill.

Course Outcomes:

- 1) The student gets familiarize with academic writing as a form.

- 2) The students use formal and academic writing in English.
- 3) The student presents their research findings in a clear and structured manner
- 4) The students read and discuss English texts in their field in English.
- 5) They understand importance of the shifts in reading and writing practices with the advent of digital technology and the formation of digital literacies.

Unit –I:**15 Clock Hours**

- a) What is Academic Writing: Meaning, Definitions and Examples
- b) Scope and Significance of Academic Writing: Evidence based argument, Logical organization, impersonal tone.
- c) Difference between writing in general and Academic writing: clear and limited focus, lexical and structural choices in academic writing, formal letters, literary analysis.

Unit -2: Genres and Types of Academic Writing**12 Clock Hours**

- a) Essay
- b) Report
- c) Research proposal
- d) Dissertation
- e) Book Review

Unit -3: Writing Process**12 Clock Hours**

Background to writing

- a) Reading: Developing critical Approaches
- b) Finding key points and note-making

Unit -4: Formal Style of Writing**12 Clock Hours**

- a) Objectivity in Writing: precision, clarity, conciseness
- b) Impersonal Writing: Avoid emotional and rhetorical style, word choice, passive sentences, first person/third person
- c) The Concept of Cohesion and Coherence: Ideas and concepts, concept note, transition, cause and effect.
- d) Logical Writing: Categorical and evaluative structure, chronological structure, sequential structure, comparative structure, casual structure

Unit -5: The Writing Process**12 Clock Hours****Pre-writing:**

- A) Pre-writing activities are the preliminary steps before starting to write your essay.
- B) Understanding the question/topic, purpose and audience.
- C) Use pre- writing techniques like brainstorming, clustering/mind-mapping to list and organize your ideas.
- D) If your instructor has given you a question convert the question into a topic. If the topic is given by the instructor convert the topic into a question. If only a key word is given, you are required to frame topic as well as the question.
- E) Identify the sources and gather relevant materials.
- F) Prepare an outline; decide the logical ordering of ideas/cluster ideas for paragraphs.
- G) Identify the thesis statement

Writing:

- a) Frame the thesis statement and list the main points.
- b) Draft the introductory paragraph.
- c) Draft each body paragraphs with supporting points, substitution and transition.
- d) D) Drafts the concluding paragraph.

Unit- 6: Revising:**12 Clock Hours**

- a) Edit and revise your essay: check for inconsistencies, tone, use of taboo words and expressions, grammar, spelling, punctuation and referencing.

Semester – IV	Paper – IV
Course Code: MAENG414T (A)	Title of the Course: Academic Writing
Credits: 04	Total Lectures: 60 Hrs.

Unit I - Writing Research Papers**20 Clock Hours**

- a) Writing skills for research paper.
- b) Identifying and developing research topic
- c) preliminary search for information
- d) Locate materials
- e) Evaluating sources
- f) Making notes
- g) writing content
- f) citing sources properly
- g) Proofreading
- h) References

Unit II - Basics of Dissertation Writing**20 Clock Hours**

- a) What is research:

Objectives, characteristics, types of research, process of research, plan of research, research proposal, outline of research proposal

- b) Selection of a Topic:
narrowing a topic, literature review, thesis statement, research problem, hypothesis, qualities of a good researcher, selection of supervisor
- c) Research Methodology:
What is research methodology, data collection and analysis, materials and tools.
- d) Research in Literature and Language:
Research in Literature: types, methods, prospective areas
Research in Language: types, methods, prospective areas
- e) Writing a Dissertation/thesis:
Difference between thesis and dissertation, writing style, abstract, plagiarism, assessment of dissertation, viva-voce.

Unit- III - Digital Literacy

15 Clock Hours

- a) **Content Writing and Technical Writing:**
planning, writing, editing, drafting
technical communication
- b) **Writing Blog Posts and articles for digital platforms:**
what is a blog, how to write a blog, effective communication on digital platforms
- c) **Writing formal and informal emails:** difference between formal and informal emails, email etiquette, composition and organization

Unit IV: Practical Sessions

5 Clock Hours

Practical sessions would include exercises where the teacher would assign writing tasks to students on following topics and evaluate their writing.

Practical sessions:

- a) Writing a paragraph
- b) Writing a research paper
- c) Writing a synopsis for Ph.D.
- d) Writing Email
- e) Writing a content for Blog

References:

Bailey. S. *Academic Writing: A Handbook for International Students*, London and New York: Routledge, Third Edition 2011.

[https://www.kau.edu.sa/Files/0013287/Subjects/academic-writing-handbook-internationalstudents-3rd-ed%20\(2\).pdf](https://www.kau.edu.sa/Files/0013287/Subjects/academic-writing-handbook-internationalstudents-3rd-ed%20(2).pdf)

Primary Sources/References:

1. Bailey. S. *Academic Writing: A Handbook for International Students*, London and New York: Routledge, Third Edition 2011.

[https://www.kau.edu.sa/Files/0013287/Subjects/academic-writing-handbook-international-students-3rd-ed%20\(2\).pdf](https://www.kau.edu.sa/Files/0013287/Subjects/academic-writing-handbook-international-students-3rd-ed%20(2).pdf)

2. Cunningham, Anne E., and Keith E. Stanovich. "What Reading Does for the Mind." *American Educator* 22.1&2 (Spring-Summer. 1998): 1-8.
3. Early, Margaret, and Bonnie O. Ericson. "The Act of Reading." *Literature in the Classroom: Readers, Texts, and Contexts* (1988): 31-44.
4. Feak, Christine B and Swales, John. *Academic Writing for Graduate Students: Essential Tasks and Skills*. University of Michigan Press, 1994.
5. Goatly, Andrew and Hiradhar, Preet (ed.), *Critical Reading and Writing in the Digital Age: An Introductory Course Book*, Second Edition. London and New York: Routledge, 2016.
6. Bailey. S. *Academic Writing: A Handbook for International Students*, London and New York: Routledge, Third Edition 2011.
[https://www.kau.edu.sa/Files/0013287/Subjects/academic-writing-handbook-international-students-3rd-ed%20\(2\).pdf](https://www.kau.edu.sa/Files/0013287/Subjects/academic-writing-handbook-international-students-3rd-ed%20(2).pdf)
7. Cunningham, Anne E., and Keith E. Stanovich. "What Reading Does for the Mind." *American Educator* 22.1&2 (Spring-Summer. 1998): 1-8.
8. Early, Margaret, and Bonnie O. Ericson. "The Act of Reading." *Literature in the Classroom: Readers, Texts, and Contexts* (1988): 31-44.
9. Feak, Christine B and Swales, John. *Academic Writing for Graduate Students: Essential Tasks and Skills*. University of Michigan Press, 1994.
10. Goatly, Andrew and Hiradhar, Preet (ed.), *Critical Reading and Writing in the Digital Age: An Introductory Course Book*, Second Edition. London and New York: Routledge, 2016.
11. <https://www.book2look.com/embed/9781317205807>
12. Goen, Sugie, and Helen Gillotte-Tropp. "Integrated Reading and Writing: A Response to the Basic Writing "Crisis."" *Journal of Basic Writing* 22.2 (2003): 90-113.
13. Gupta, Renu. *A Course in Academic Writing*. Orient Blackswan, 2013.
14. Hayot, Eric. *The Elements of Academic Style: Writing for the Humanities*. Columbia University Press, 2014.
15. Longo, Ann Marie, Ed.D. "Using Writing and Study Skills to Improve the Reading Comprehension of At-Risk Adolescents." *Perspectives* 27.2 (Spring 2001): 29-31.
16. Narayanaswamy, V. R., *Strengthen your Writing*. Orient Blackswan, 2005.
17. Pecorari, Diane. *Academic Writing and Plagiarism: A Linguistic Analysis*. Continuum, 2008. <http://93.174.95.29/main/8057DA25819D80A90B2A322920F1F559>
18. Pinker, Steven. *The Sense of Style: The Thinking Person's Guide to Writing in the 21st Century*. Penguin Books, 2014.
19. Qualley, Donna. "Using Reading in the Writing Classroom." *Nuts and Bolts: A Practical*

- Guide to Teaching College Composition*. 1993. By Thomas Newkirk. Ed. Thomas Newkirk. Portsmouth: Boynton/Cook, 1993. 101-127.
20. Rosenblatt, Louise M. "Writing and Reading: The Transactional Theory." Center for the Study of Reading: A Reading Research and Education Center Report. Technical Report 416 (January 1988). University of Illinois at Urbana-Champaign: Champaign, Illinois, 1988.1-14.
21. Salvatori, Mariolina. "Reading and Writing a Text: Correlations between Reading and Writing Patterns." *College English* 45.7 (Nov. 1983): 657-666. JSTOR. 14 July 2008.
22. Starkey, David. *Academic Writing Now: A Brief Guide for Busy Students*. Broadview Press, 2017.
23. Tickoo, Champa and Sasikumar, Jaya. *Writing with a Purpose*. Oxford University Press, 2014.
24. Tracey, Diane H (ed.). *Lenses on Reading: An Introduction to Theories and Models*. The Guilford Press, 2006.
25. <http://93.174.95.29/main/C3EC6465FA29F15F6B732A560FA74CD6>
26. Wallace, Catherine. *Critical Reading in Language Education*. London: Palgrave Macmillan, 2003.
27. <https://link.springer.com/book/10.1057%2F9780230514447>
28. Wallwork, Adrian. *English for Writing Research Papers*. London: Springer, 2011. <https://link.springer.com/content/pdf/bfm%3A978-1-4419-7922-3%2F1.pdf>
29. Yakhontova, T. V. *English Academic Writing for Students and Researchers*. 2015. <http://93.174.95.29/main/D189255C876855A8641C7E5B06803E2D>
30. Zemach Dorothy E and Rumisek Lisa A. *Academic Writing: From Paragraph to Essay*. Macmillan, 2005.
-

Semester – III	Paper – IV
Course Code: MAENG314T(B)	Title of the Course: American Literature
Credits: 04	Total Lectures:60 Hrs.

Rationale:

American literature is considered to be one of the most important non-British branches of English literature. As one of the first colonies of Britain, with a large group of immigrants from the same country, America could not really separate itself, at least for the first several decades, from the influence of British literature. However, what is significant is that this kind of literary dependence did not become a permanent feature and America succeeded in producing a kind of literature that was distinctly American. The Americanness of the literature began to be felt from the 18th century onwards and that originality has progressively continued till date. The rise of American literature to its independent identity coincides with that of its political and economic freedom. The democratic form of government that America adopted with its freedom in 1776 has special significance for India which is the other largest democracy in the world. American literature has always found its place in the English literature syllabi of Indian universities, particularly from the late 1950s to the 80s. Even in the present times the study of American literature has significance because this is a time when we in India redefine the scope of political and literary democracy. As it is well-known, America has its own much varied native and non-native ethnicities. How America has redefined democracy in the context of a vast variety of cultures is significant because India, too, has been a land of vast linguistic, religious and cultural diversities. Yes, the nature of the diversities in the two countries varies but the differences have posed challenges to both the democracies. While, for example, the protests of the African-Americans for their equality in the US have been a burning issue, the voices of the marginalized in India have raised questions about its notions of equality. Obviously, the issues that such diversities raise have been themes in the literatures of both America and India. Students at the MA level in India, while doing a course in Indian writing in English or Indian literatures in English Translation, would get ample opportunities to know how local issues find expression in this country's literatures. Doing a course in American literature simultaneously with a course in Indian literatures would enable students to make comparisons between the writers of the two countries and how the writers dealt with various local and national themes in the two literatures.

Course Objectives:

1. To provides student a general introduction to the major texts that led to the evolution of American literature as an independent branch of literature in English.
2. To familiarize student with the issues and problems America has gone through and how they find expression in her literature.
3. To helps student, gain a broad historical view of the entire period from the time of the early settlers, through the westward movement to the contemporary period.
4. To provides a general idea about the religious, socio-political, literary and cultural movements in America.

5. To acquaints student with some of the major conflicts, struggles and movements that are closely connected with the experiences of a group of people struggling to establish their space within the nation.
6. To familiarize student with the rich diversity of American writing

Course Outcomes:

1. With the help of the major texts the students familiarize with the evolution of American literature as an independent branch of literature in English.
2. The students understand the issues and problems America has gone through and how they find expression in her literature.
3. The students get a broad historical view of the entire period from the time of the early settlers, through the westward movement to the contemporary period.
4. The students develop general ideas about the religious, socio-political, literary and cultural movements in America.
5. The students have knowledge of some of the major conflicts, struggles and movements that are closely connected with the experiences of a group of people struggling to establish their space within the nation
6. The student gets up to the date to the rich diversity of American writing

UNIT-I: Early writings

15 clock hours

- a) Columbus, From Letter to Ferdinand and Isabella Regarding the Fourth Voyage [Jamaica, July 7, 1503].
- b) John Heckewelder, From History, Manners, and Customs of the Indian Nations (Chapter II & III) [Delaware Legend of Hudson's Arrival OR Indian account of the first arrival of the Dutch at New York Island (Ch. II).] [Indian relations of the conduct of the Europeans towards them (Ch. III).]
- c) J Hector St. John De Crevecoeur, From Letter IX. Description of Charles-Town; Thoughts on Slavery; on Physical Evil; A Melancholy Scene

UNIT-II: Poetry

15 clock hours

- a) Anonymous- "Lenape War Song"
- b) Philip Freneau- i) "On Mr. Paine's Rights of Man"
ii) "On the Religion of Nature"
- c) Anne Bradstreet- i) "The Author to Her Book"
ii) "In Memory of My Dear Grandchild Anne Bradstreet, Who Deceased June 20, 1669, Being Three Years and Seven Months Old"
- d) Paul Laurence Dunbar- i) "We Wear the Mask",
ii) "Harriet Beecher Stowe"

UNIT-III: Novel

15 clock hours

James Fennimore Cooper- *The Last of the Mohicans*

UNIT-IV: Autobiography

Benjamin Franklin- *Autobiography*

Semester – IV	Paper – IV
Course Code: MAENG414T(B)	Title of the Course: American Literature
Credits: 04	Total Lectures: 60 Hrs.

UNIT-I: Prose and Speech**15 clock hours**

- a) Ralph Waldo Emerson- From *Nature*: i) “Introduction”, ii) Chapter 1(“Nature”) & iii) Ch. 3 (“Beauty”)
- b) Henry David Thoreau- From *Walden*, the chapters titled “Economy” & “Where I Lived, and What I Lived For”
- c) Abraham Lincoln- “Second Inaugural Address, March 4, 1865”

UNIT-II: Poetry**20 clock hours**

- a) Walt Whitman- “Prayer of Columbus”
- b) Emily Dickinson- i) “There’s a Certain Slant of Light”, ii) “A Light Exists in Spring”,
- c) Robert Frost- “The Death of the Hired Man”
- d) Ezra Pound- i) “A Pact”, ii) *Cantos* Section XLV
- e) Carl Sandburg- “Chicago”
- f) Sylvia Plath- i) “Tulips”, ii) “The Surgeon at 2 a.m.”
- g) Allen Ginsberg- “Sunflower Sutra”
- h) Billy Collins- “Forgetfulness”

UNIT-III: Novel**13 clock hours**Toni Morrison- *The Bluest Eye***UNIT-IV: Drama****12 clock hours**Edward Albee- *Who’s Afraid of Virginia Woolf?***Essential Readings**

1. Dutta, Nandana. *American Literature*. Hyderabad: Orient BlackSwan, 2016.
2. Fisher, William et al (ed.) *American Literature f the 19th Century: An Anthology*. New Delhi: Eurasia Publishing House, 1965.
3. Levine, Robert et al (ed.) *The Norton Anthology of American Literature*. Vol. 1. New

York:

4. W.W. Norton & Company, 2017.
5. Oliver, Egbert et al (ed.) *American Literature 1890-1965: An Anthology*. New Delhi: EurasiaPublishing House, 1965.
6. Reidhead, Julia et al *The Norton Anthology of American Literature*. Vol. 2. New York:
7. W.W. Norton & Company, 2017.

Online Resources:

8. **Columbus**, [<https://eng251vancecvcc.files.wordpress.com/2015/08/from-letter-to-ferdinand-and-isabella-regarding-the-fourth-voyage.pdf>]
9. **J Hector St. John De Crevecoeur**, [<https://press.rebus.community/openamlit/chapter/j-hector-st-john-de-crevecoeur/>] OR [https://avalon.law.yale.edu/18th_century/letter_09.asp]
10. **John Heckewelder**, [https://www.gutenberg.org/files/50350/50350-h/50350-h.htm#CHAPTER_II:]
11. **Lenape War Song**, [<https://www.poetrynook.com/poem/song-lenape-warriors-going-against-enemy>]
12. **Philip Freneau**, [<https://www.poetrynook.com/poem/mr-paines-rights-man>] [[https://books.google.co.in/books?id=cDSSCgAAQBAJ&pg=PA130&lpg=PA130&dq=The + power,+that+gives+with+liberal+hand+The+blessings+man+enjoys,+while+here](https://books.google.co.in/books?id=cDSSCgAAQBAJ&pg=PA130&lpg=PA130&dq=The+power,+that+gives+with+liberal+hand+The+blessings+man+enjoys,+while+here)]
13. **Anne Bradstreet**, [<https://www.poetryfoundation.org/poems/43697/the-author-to-her-book>][<https://poemshape.wordpress.com/tag/in-memory-of-my-dear-grandchild-anne-bradstreet/>]
14. **Benjamin Franklin**, [[<https://www.gutenberg.org/files/20203/20203-h/20203-h.htm>]
15. **Ralph Waldo Emerson**, [[<https://www.gutenberg.org/files/29433/29433-h/29433-h.htm>]
16. OR
17. [<https://archive.vcu.edu/english/engweb/transcendentalism/authors/emerson/essays/naturetext.html>]
18. **Henry David Thoreau**, [<https://www.gutenberg.org/files/205/205-h/205-h.htm>]
19. **Abraham Lincoln**, [[<http://www.gutenberg.org/0/8/8-h/8-h.htm>]

Suggested Readings

1. Andrews, William L., Frances Smith Foster, and Trudier Harris, eds. *The Oxford Companion to African American Literature*. New York: Oxford UP, 1997.
2. Bell, Bernard W. *The Afro-American Novel and Its Tradition*. Amherst: University of Massachusetts Press, 1987.
3. Buell, Lawrence. *Literary Transcendentalism: Style and Vision in the*

- American Renaissance*. Ithaca, NY: Cornell University Press, 1986.
4. Cunliffe, Marcus. *The Literature of the United States*. Baltimore: Ringwood: Penguin Books, 1967.
 5. Davidson, Cathy N. *Revolution and the Word: The Rise of the Novel in America*. New York: Oxford University Press, 1986.
 6. Davis, Charles T., and Henry Louis Gates, Jr. *The Slave's Narrative*. New York: Oxford University Press, 1985.
 7. Davis, Charles T., and Henry Louis Gates, Jr. *The Slave's Narrative*. New York: Oxford University Press, 1985.
 8. Gray, Richard. *A History of American Literature*. Oxford: Wiley Blackwell, 2012.
- Huggins, Nathan. *Harlem Renaissance*. New York: Oxford U P, 1971.
9. Matthiessen, F.O. *American Renaissance: Art and Expression in the Age of Emerson and Whitman*. [1941] New York: Oxford University Press, 1964.
 10. McDowell, Deborah E., and Arnold Rampersad, eds. *Slavery and the Literary Imagination*. Baltimore: The Johns Hopkins University Press, 1989.
 11. Parini, Jay, ed. *The Columbia History of American Poetry*. New York: Columbia University Press, 1993.
 12. Pizer, Donald. *Realism and Naturalism in Nineteenth-Century American Literature*. Rev. ed. Carbondale: Southern Illinois University Press, 1984.
 13. Sekora, John, and Darwin T. Turner, eds. *The Art of Slave Narrative: Original Essays in Criticism and Theory*. Macomb: Western Illinois University Press, 1982.
 14. Spiller, Robert E et al. *Literary History of the United States*. New York : Macmillan, 1967.

Semester – III	Paper – V
Course Code: MAENG315T	Title of the Course: Research Methodology
Credits: 02	Total Lectures: ...30.... Hrs.

Rationale:

Research is a systematic investigation for the purpose of gaining new knowledge. In a broad sense, research is any study that leads to new knowledge for the person doing research. While doing research data or information is collected systematically. It trains researchers to have a fresh approach to a subject or interpretation of facts. In the modern world research is of great importance in every field. Hence research initiation is essential for students. Thus, this syllabus provides students with an overview of research methods, sources of data, analysis of data and scheme of chaptalization.

Course objectives:

- 1.To enable students to demonstrate knowledge of research processes.
- 2.To develop critical thinking skills of the students.
- 3.To enable students to identify, explain, compare, and prepare the key elements of research proposal.
4. Let students learn how to review literature using print and online databases.
- 5.To acquaint students with MLA and APA style of writing.
6. To develop interest of the students in research.
7. To help them to gain understanding of writing research articles, research proposals and research projects.

Course Outcomes:

1. The students gain the knowledge of research processes.
2. The students formulate research problem and use research methods.
3. The students review literature using print and online databases.
4. The students learn the MLA and APA style of writing.
5. The students are able to write research articles, research proposals and research projects.

Unit –I:**15 Clock hours**

- a) Research and Types of research,
- b) Deffining objectives of research
- c) Research methods,
- d) Research process
- e) Criteria of a good research,

- f) Research formulation- Defining and formulating the research problem- Selecting the problem, Necessity of defining the problem - Importance of literature review in defining a problem
- g) Primary and secondary sources.

Unit-2**15 Clock hours**

- a) Web as a source – searching the web - Critical literature review –
- b) Identifying gap areas from literature review - Development of working hypothesis.
- c) Data Collection and analysis: Execution of the research - Observation and Collection of data - Methods of data collection – Modeling, Sampling Methods-
- d) Data processing and Analysis strategies.
- e) Data Analysis with Statistical Packages – Hypothesis-testing,
- f) Generalization-and Interpretation.

Semester – IV	Paper – V
Course Code: MAENG415T	Title of the Course: Research Methodology
Credits: 02	Total Lectures: ...30.... Hrs.

Unit -1: Practicle**Choose and write on any one of the following;**

1. Write a research proposal on a topic of your interest.
2. Write a project on a topic assigned by the teacher.
3. Write a Research paper on a topic of your interest
4. Write a book Review of any book of your choice
5. Write a review of literature on any assigned topic.

Readings:

1. Bhattacharyya, D. K. Research Methodology. Excel Books India, 2009.
2. Dawson, Catherine. Practical Research Methods: A User-friendly Guide to Mastering Research Techniques and Projects. How to Books, 2002.
3. Evans, Suzette M., and Kenneth M. Carpenter. APA Handbook of Psychopharmacology. APA Handbooks in Psychology(r), 2019.
4. Garg, Bhanwar L., and Renu Kavdia. Introduction To Research Methodology. 2002.
5. Hazelkorn, Ellen, et al. Research Handbook on Quality, Performance and Accountability in Higher Education. 2018.
6. Kothari, C. R. Research Methodology: Methods and Techniques. New Age International, 2004.

7. Leedy, Paul D., and Jeanne E. Ormrod. Practical Research: Planning and Design. 2013.
8. The Modern Language Association of America. MLA Handbook. Modern Language Assn. of America, 2021.
9. Sinha, M.P. Research Methods in English. Atlantic Publishers & Dist, 2004.
10. Wadehra, B. L. Law Relating to Patents, Trade Marks, Copyright, Designs and Geographical Indications. 2004.

