UNIVERSITY OF PUNE

Circular No. 202 of 2002

Subject: Syllabus of M.A. English

It is hereby notified for the information of all concerned that, M.A. English Part I (Paper I, II, III & IV) has been revised as enclosed.

The above decision will come into force from the Academic Year 2002-2003.

Ganeshkhind, Pune-411007.  
Ref. No. CB/A/3084  
Date: 14-6-2002  

L. F. Vasave  
for Registrar
REVISED STRUCTURE

**M.A. English Part-I**

CORE PAPERS

Paper-I : English Literature from 1550 to 1832.
Paper-II : English Literature from 1832 to 1980.
Paper-III : English Language Today.
Paper-IV : Contemporary Critical Theory.

**M.A. English Part-II**

CORE PAPERS

Paper-V : English Languages and Literature Teaching.
Paper-VI : Indian Writing in English.

OPTIONAL PAPERS (One of the following groups to be offered)

Group-A : Paper-VII : Form of Literature
   Paper-VIII : Special Author
Group-B : Paper-VII : Linguistics and Stylists
   Paper-VIII : Semantics and Pragmatics
Group-C : Paper-VII : Afro-Asian Literature
   Paper-VIII : Popular Fiction
Group-D : Paper-VII : Modern American Literature
   Paper VIII : Canadian, Australian, New Zealand Literatures in English
Group-E : Paper-VII : World Classics in English Translation
   Paper-VIII : Indian Literature in English Translation
PAPER I—ENGLISH LITERATURE 1550-1832

(a) Objectives:
1. To acquaint students with major trends and writers in English literature through detailed study of specific literary works.
2. To enable students to read and appreciate critically the literary works by the major English authors.
3. To cultivate among students a sense of understanding in order to make them better human beings by the exposure to literature.
4. To improve the linguistic competence along with the literary competence of students.

(b) Prescribed Texts:

**Term I**
1. Edmund Spenser  The Faerie Queene (Book I Canto I)
*2  John Donne :
   (i)  The Good-Morrow
   (ii) The Canonization
   (iii) A Valediction : Forbidding Mourning
2. John Milton : Paradise Lost : Book I
*4.  Alexander Pope : The Rape of the Lock
*5.  S T Coleridge : The Rime of Ancient Mariner
3. John Keats : The Eve of St. Agnes

**Term II**
*1.  William Shakespeare : Hamlet
2.  William Congreve : The Way of the World
3. Oliver Gokidsmith : She Stoops to Conquer
5. Jane Austen Emma

* Questions will be asked only on these texts during the Oral Test.


(d) Teaching methodology :
No study of Literature can begin without having read the literary text(s) to be studied. Teachers, therefore, should encourage students and help them go through the prescribed texts. To have the first hand experience of literature teachers should make students interact with the texts so that students develop their own responses rather than depend on the borrowed critical views. It would be good to have at least some silent reading sessions carefully planned and monitored by the teacher. Students should also be given practice in writing answers to the point and should be discouraged to write vague, round about and repetitive answers. Understanding of the literal meaning i.e. what the printed text means, is a prerequisite for a proper understanding of the intended message of the text.
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(e) Evaluation :

The Year End Examination will be for 60 marks with a compulsory question on the literary background to be illustrated from the prescribed texts. The Term End Examination will have the weightage of 20 marks. An Oral Test will be conducted at the end of the year carrying 20 marks. Questions will be asked only on the texts marked clearly for this purpose. About 50% of portion will be year marked for the oral test.

Note : The reading list for this paper will be made available in due course of time.

PAPER II—ENGLISH LITERATURE FROM 1832 TO 1980

(a) Objectives :

1. To acquaint students with major trends and writers in English literature through detailed study of specific literary works.

2. To enable students to read and appreciate critically the literary works by the major English authors.

3. To cultivate among students a sense of understanding in order to make them better human beings by the exposure to literature.

4. To improve the linguistic competence along with the literary competence of students.
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(b) Prescribed Texts:

Term I
1. Alfred, Lord Tennyson  
   (i) Ulysses  
   (ii) OEnone
2. Robert Browning  
   (i) The Last Ride Together  
   (ii) Andrea Del Sarto
3. W. B. Yeats  
   (i) The Second Coming  
   (ii) Byzantium  
   (iii) Long-Legged Fly  
   (iv) The Circus Animals’ Desertion
4. T. S. Eliot  
   The Hollow Men
5. Phillip Larkin  
   (i) Church Going  
   (ii) Toads  
   (iii) The Whitsun Weddings
6. Seamus Heaney  
   (i) The Tollund Man  
   (ii) Bogland  
   (iii) Punishment

Term II
1. Thomas Hardy : Jude the Obscure  
2. D. H. Lawrence : Sons and Lovers  
3. G. B. Shaw : Candida  
4. William Golding : Lord of the Flies  
5. Harold Pinter : The Caretaker

*Questions will be asked only on these texts during the Oral Test.

(c) Course material:

(d) Teaching methodology:

No study of literature can begin without having read the literary text(s) to be studied. Teachers, therefore, should encourage students and help them go through the prescribed texts. To have the first hand experience of literature teachers should make students interact with the texts so that students develop their own responses rather than depend on the borrowed critical views. It would be good to have at least some silent reading sessions carefully planned and monitored by the teacher. Students should also be given practice in writing answers to the point and should be discouraged to write vague, round about and repetitive answers. Understanding of the literal meaning i.e. what the printed text means, is a prerequisite for a proper understanding of the intended message of the text.

(e) Evaluation:

The Year End Examination will be for 60 marks with a compulsory question on the literary background to be illustrated from the prescribed texts. The Term End Examination will have the weightage of 20 marks. An Oral Test will be conducted at the end of the year carrying 20 marks. Questions will be asked only on the texts marked clearly for this purpose. About 50% of portion will be year marked for the oral test.

Note: The reading list for this paper will be made available in due course of time.
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PAPER III—ENGLISH LANGUAGE TODAY

(a) Objectives:

1. To familiarize students with the phonological, morphological, lexical and syntactic systems of the English language.
2. To acquaint them with the main geographical, registral and social varieties of English.
3. To let them know that situational, contextual, social and cultural appropriateness is as important as grammatical correctness.
4. To help them improve their language skills-listening, reading, speaking and writing.
5. To enable them to use English confidently, appropriately and accurately.
6. To familiarize them with language (in this case English) as a means of communication.

(b) Course Content:

Term I

(I) ORIENTATION

(a) Communication

(i) What is communication?
(ii) Barriers to communication
(iii) Effective communication
(iv) Characteristics of communication
(v) Non-verbal communication.
(b) Aspects of linguistic organization
   (i) Phonology
   (ii) Morphology
   (iii) Syntax
   (iv) Semantics
   (v) Pragmatics

(c) Grammar and Usage
   (i) Grammaticality and acceptability
   (ii) Ambiguity
   (iii) Accuracy
   (iv) Appropriateness
   (v) Problems of usage

(II) THE PHONOLOGY OF ENGLISH
   (i) The physiology of speech
   (ii) Description and classification of vowels and consonants
   (iii) Phonemes and allophones
   (iv) Phonemes of British R. P and phonemes of GIE
   (v) Word accent

(III) THE MORPHOLOGY OF ENGLISH
   (a) The structure of words : morphemes and allomorphs
   (b) Processes of word formation : affixation, conversion, compounding etc.

(IV) THE GRAMMAR OF ENGLISH
   (i) Elements of grammar
   (ii) Verb phrase
   (iii) Nouns, pronouns and the basic noun-phrase
   (iv) Adjectival phrase
   (v) Adverbial phrase
   (vi) Prepositions and prepositional phrases
   (vii) The simple sentence
Term II

(I) THE PHONOLOGY OF ENGLISH
   (i) Sentence accent
   (ii) The rhythm of English
   (iii) Weak forms in connected speech
   (iv) The intonation of English
   (v) Sense groups

(II) THE GRAMMAR OF ENGLISH
   (i) Co-ordination and apposition
   (ii) Sentence connection
   (iii) Complex sentences
   (iv) The complex noun-phrase
   (v) Focus, theme and emphasis

(III) VARIETIES OF ENGLISH
   (a) Language Variation
      (i) Idiolects, regional and social dialects
      (ii) Styles and registers
      (iii) Varieties according to medium, interference, temporal dimension
      (iv) The concept of English and world Englishes
      (v) The concept of American English

   (b) English in India
      (i) What is Indian English?
      (ii) English as the first, second and foreign language
      (iii) Bilingualism, multilingualism and Nativization
      (iv) Code-switching and code-mixing
      (v) Cultural specificity and multiculturalism
(IV) PRAGMATICS

(a) Basic Concepts
(i) Pre-supposition and implicatures
(ii) Turn-taking
(iii) Adjacency pairs
(iv) Speech situation and speech event.
(v) Deixis

(b) Speech acts
(i) Constatives and performatives
(ii) Searle’s typology of speech-acts
(iii) Direct/Indirect speech-acts
(iv) Felicity conditions

(c) The observance and violation of co-operative and politeness principles

(c) Course material:
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(d) **Teaching methodology** :

Leaner-centered, learning focused, participatory.

(e) **Evaluation**

The Year End Examination will be for 60 marks. The Term End Examination will have the weightage of 20 marks. An Oral Test will be conducted at the end of the year carrying 20 marks. In the Oral Test the student will be tested for his/her subject knowledge, command over language and fluency including accent, rhythm and intonation.
PAPER IV—CONTEMPORARY CRITICAL THEORY

(a) Objectives:
1. To acquaint students with important schools of literary criticism with the help of representative texts.
2. To acquaint students with different trends and bearings of literary criticism and help them grasp methods and techniques of interpreting literature.
3. To expose them to the major trends in contemporary literary theory.

(b) Course content:
Term I—Background of Contemporary Literary Theory:
(I) A Survey of Western Critical Thought from Classical, through neo-classical, to romantic criticism, from mimetic to expressive theories of literature, treating a work of art as a mirror or a lamp with a special reference to:
   (i) Aristotle: The Poetics (Chapters 1-16)
   (ii) Samuel Johnson: Preface to Shakespeare
   (iii) William Wordsworth: Preface to Lyrical Ballads

(II) Formalist Approach and New criticism
*1. T. S. Eliot
   (i) Tradition and the Individual Talent
   (ii) The Function of Criticism
*2. I. A. Richards
   Four Kinds of Meaning
*3. F. R. Leavis
   Literary Criticism and Philosophy
*4. Cleanth Brooks
   The Language of Paradox
*5. Allen Tate
   Tension in Poetry
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Term II—Contemporary Critical Theory

An introduction to the following contemporary critical approaches/school/ideas in the light of essay/s prescribed for its study. (Questions could be set on the critical approaches or texts or both)

6. Archetypal Criticism: Northrop Frye: The Archetypes of Literature

7. Marxist Criticism: George Lukacs: The Ideology of Modernism

8. Psychoanalytic Approach: Ernest Jones: Hamlet The Psychological Solution

9. Structural Approach: (a) Ferdinand de Saussure: *From Course in General Linguistics

(b) Jonathan Culler: Structuralism and Literature

10. Reader Response Theory: Roland Barthes: The Death of the Author

11. Deconstruction: M.H. Abrams: The Deconstructive Angel


13. Feminism: Elaine Showalter: Feminist Criticism in the Wilderness

* Questions will be asked only on these texts during the Oral Test.

(c) Course material:


(d) Teaching methodology

Students have already been acquainted with the basic terms and concepts in critical theory and practice at the undergraduate level. Now the focus should be on the theoretical aspects of literary criticism and students be
trained in approaching literary texts from various points of view. As far as possible, the theoretical aspects should be explained and illustrated with reference to the literary texts students have studied at various stages.

(e) Evaluation

Weightage 20% survey, 30% Formalist Approach and New Criticism, 50% Contemporary Critical Theory.

The Term End Examination, the Year End Examination and the Oral Test will be the same as other papers.

M.A. (English) Part I

Question Paper Pattern for Paper I English Literature from 1550 to 1832, Paper II English Literature from 1832 to 1980, Paper IV-Contemporary Critical Theory

Total Marks : 100
Tern End : 20
Orals : 20
Year End (Annual) : 60

The new question paper pattern will be effective from the academic year 2002-2003, i.e. from the Term End Examination of 2002 and the Year End (Annual) Examination of 2003.
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Question Paper Pattern for the Term End Examination
: Total Marks : 60

1. Reference to the context. Three to be attempted out of Five for Paper I and II.

   Comment on the significance of the passages from item II Formalist Approach and New Criticism of the syllabus for Paper IV. Three short passages to be given from five critics. Each to be answered in not more than 300 words.  
   Marks 3 × 5 = 15

2. Short answer questions. Five to be attempted out of seven. Each question to be answered in not more than 200 words. 
   Marks 5 × 3 = 15

3. Short notes. Three to be attempted out of five. Each note to be written in not more than 300 words. 
   Marks 3 × 5 = 15

4. A long answer question. One to be attempted out of two. The question to be answered in not more than 800 words for Paper I and II. For Paper IV, a long answer question will be set only on item (I) of the syllabus : A survey of Western Critical Thoughts. There will be no other question on survey in the Term End Examination. 
   Marks 1 × 15 = 15

Question Paper Pattern for the Year End (Annual) Examination : Total Marks : 60

The first two questions will be on the portion from the First Term only.
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1. Three short answer questions out of five to be attempted in 200 words each for Paper I and II. Marks $3 \times 3 = 9$
   A long answer question for Paper IV will be set only on item (II) of the syllabus Formalist Approach and New Criticism. One to be attempted out of two. The question to be answered in not more than words. Marks $1 \times 9 = 9$

2. Three short notes out of five. Each note to be written in not more 200 words. For Paper IV the notes will be asked from (I) & (II) from the syllabus. Marks $3 \times 3 = 9$
   Question 3, 4 and 5 will be only from the portion for the Second Term

3. For Paper I and II, two short answer questions.
   (a) One question out of two on the prescribed texts.
   (b) One question out of two on the literary background of the period prescribed.
   Each question to be attempted in not more than 400 words.
   For Paper IV, two short answer questions out of four to be attempted in not more than 400 words each. Marks $2 \times 7 = 14$

4. A long answer question. One question to be attempted out of two. The question to be answered in not more than 800 words. Questions comparing/groupings texts/Critics/schools could also be set for long answer question. Marks $1 \times 14 = 14$

5. For Paper I and II, six short answer questions to be answered in 100 words each.
   (a) Five textual questions out of six
   (b) Two literary background questions out of three.
   Marks $7 \times 2 = 14$
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For Paper IV, two short answer questions out of four to be attempted in 400 words each. Marks $2 \times 7 = 14$

Note: Emphasis in the written examinations may be on the texts/critics not marked for orals.

M.A. English : Part I

Question Paper Pattern for Paper III:
English Language Today

Total Marks : 100
Term End : 20
Orals : 20
Year End (Annual) : 20

The new Question Paper Pattern will be effective from the academic year 2002-2003 i.e. from the Term End Examination of 2002 and the Year End (Annual) Examination of 2003.

Question Paper Pattern for the Term End Examination:
Total Marks : 60

1. (a) Two short answer questions out of three on Orientation. Each to be answered in not more than 200 words. Marks $2 \times 4 = 8$
   
   (b) One practical question(s) on Grammar and Usage from Orientation. Marks $1 \times 7 = 7$

2. (a) Two short answer questions out of three on The Phonology of English. Each to be answered in not more than 200 wards. Marks $2 \times 4 = 8$
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(b) One practical question(s) on The Phonology of English. Marks $1 \times 7 = 7$

3. (a) Two short answer questions out of three on The Morphology of English. Each to be answered in not more than 200 words. Marks $2 \times 4 = 8$

(b) One practical question(s) on The Morphology of English. Marks $1 \times 7 = 7$

4. (a) Two short answer questions out of three on The Grammar of English. Each to be answered in not more than 200 words. Marks $2 \times 4 = 8$

(b) One practical question(s) on The Grammar of English. Marks $1 \times 7 = 7$

Question Paper Pattern for the Year End (Annual) Examination : Total Marks : 60

Note : All the questions will be mainly application oriented.

The first question will be on the portion from the First Term.

1. (a) Three short answer questions out of four on Orientation. Each to be answered in not more than 100 words. Marks $3 \times 2 = 6$

(b) Three short answer questions out of four on The Phonology of English. Each to be answered in not more than 100 words. Marks $3 \times 2 = 6$

2. (a) Three short answer questions out of four on The Morphology of English. Each to be answered in not more than 100 words. Marks $3 \times 2 = 6$

(b) Three short answer questions out of four on The Grammar of English. Each to be answered in not more than 100 words. Marks $3 \times 2 = 6$
Question 3, 4 and 5 will be only from the portion for the Second Term.

3. (a) Three short answer questions out of four on The Phonology of English. Each to be answered in not more than 100 words. Marks 3 × 2 = 6

(b) Three short answer questions out of four on The Grammar of English. Each to be answered in not more than 100 words. Marks 3 × 2 = 6

4. (a) Three short answer questions out of four on Language Variation. Each to be answered in about 100 words. Marks 3 × 2 = 6

(b) Three short answer questions out of four on English in India. Each to be answered in about 100 words. Marks 3 × 2 = 6

5. (a) Three short answer questions out of four on Pragmatics. (a) Basic Concepts. Each to be answered in not more than 100 words. Marks 3 × 2 = 6

(b) Three short answer questions out of four on Pragmatics : (b) Speech Acts and (c) The observance and violation of Cooperative and Politeness Principles. Each to be answered in not more than 100 words. Marks 3 × 2 = 6

Instructions to students (for all the four papers) :

1. Students are required to restrict their answers to the word limit specified.

2. Evaluation will be based on presentation, language competence, precision of information and adequacy of response.
3. Answers to each main question should be started below the previous answer leaving not more than two lines between the two. No space should be left between the answers to sub-questions.
4. Students should avoid taking supplements.
Objectives:

1. To acquaint students with important schools of literary criticism with the help of representative texts.
2. To acquaint students with different trends and bearings of literary criticism and help them grasp methods and techniques of interpreting literature.
3. To expose them to the major trends in contemporary Literary Theory.

Course Content:

The teaching materials will be a selection of the representative critical essays from various historical periods. The following essays have been prescribed for close study:

Term I

1. Aristotle: *Poetics*
2. Longinus: *On the Sublime*
3. Sidney: *An Apologia for Poetry*
4. Dr. Johnson: *From the Life of Milton* as in S. Ramaswami and V. S. Sethuraman, 1986.
5. S. T. Coleridge: *Biographia Literaria*-Chapters 13, 14 and 15.
6. P. B. Shelley: ‘A Defence of Poetry’

Term II

11. Lionel Trilling: ‘The Sense of the Past’
12. Johathan Culler: ‘Structuralism and Literature’
13. Edward Said: Crisis (in Orientalism) as in Modern Criticism and Theory edited by David Lodge, 1988
14. Stanley Fish: ‘Interpreting the Variorum’

(B) Evaluation:
Term end examination to carry 60 marks to be reduced to 20 marks. Essays for the First Term to be studied. Final examination to carry 80 marks. Essays for both Term I and II to be studied.

Prescribed Texts:

Recommended Reading (General)

**Recommended Reading (Individual Critics)**


Objectives:
This course is the first of the three courses which try to map the literature written in the former British colonies now politically decolonised. The objective is to expose the students to the colonial, neo-colonial and post-colonial situations in these countries which are mirrored in the literatures produced by the writers living in these countries as well as by the writers of the diaspora. This background is to be discussed in class. Post-colonial discourse, Orientalism etc. should be used as important tools for negotiating some of the texts.

(A) Course content:
Representative texts from fiction, poetry, drama, prose etc. from the Indian sub-continent will be prescribed. Four texts will be prescribed per term.

(B) Teaching Material:
Apart from the texts the seminal books related to colonialism, neo-colonialism and post-colonialism should be referred to. Audio-video cassettes can be used as and when available.

(C) Teaching Methodology:
Learner focused, learning oriented with emphasis on close acquaintance with the texts.

(D) Evaluation:
There would be a final examination consisting of 80 marks. Out of the five questions to be asked with internal options, there should be one question on the background. Out of the remaining four, one should be on the texts that
belong to the first term and three on the texts belonging to the second term. The term-end examination, consisting of 60 marks should be held at the end of the first term and the marks should be reduced to as out of 20.

Texts prescribed:

**Term I**

1. *An Anthology of Indian Prose in English* to be prepared by the Board of Studies.
   - Prose extracts from the following to be included:
     - (1) Raja Rammohan Roy
     - (2) Mahatma Jyotiba Phule
     - (3) Justice Ranade
     - (4) Lokmanya Tilak
     - (5) Gopal Krishna Gokhale
     - (6) Mahatma Gandhi
     - (7) Srinivas Shastri
     - (8) Jawaharlal Nehru
     - (9) V. D. Savarkar
     - (10) Subhash Chandra Bose
     - (11) Babasaheb Ambedkar
     - (12) Rajani Palme Dutt.


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Term II


General Reading:

1. Iyengar, Srinivas : *Indian Writing in English*.


Objectives:

To acquaint students with selected masterpieces of European Literature.

To train students to read and evaluate literary works in the context of their intellectual, cultural, socio-political and literary background.

To encourage the students to see the relation between these texts and parallel British texts belonging to the same literary trends and movements.

(A) Course Content:
About eight major and influential European texts to be prescribed. In each term about four texts will be taken up for detailed study.

(B) Teaching Materials:
Standard editions of the prescribed texts will be prescribed.

(C) Teaching Methodology:
Learner focussed, learning oriented, emphasizing close acquaintance with multiple aspects of the texts.

(D) Evaluation:
Term end examination and final examination (end of the year) related to the objectives of the course.
Prescribed Texts:

Term I
(1) Sophocles: *Oedipus Rex*
(2) Cervantes: *Don Quixote*
(3) Moliere: *Misanthrope*
(4) Goethe: *Faust-Part-I*

Term II
(5) Tolstoy: *Anna Karenina*
(6) Chekhov: *Cherry Orchard*
(7) Brecht: *Mother Courage and Her Children*
(8) Kafka: *The Trial*

Editions:
Reading List:

**Molière:**

**Goethe:**
2. Enright, D. J. *Commentary on Goethe's "Faust"*, New York, New Directions, 1949.
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**Sophocles :**

**Cervantes :**

**Term II**

**Tolstoy :**


*Brecht* :


Chekhov:

Kafka:
Aims:
1. To acquaint students with some basic issues and concepts in English language teaching.
2. To sensitize them to approaches, methods and techniques of teaching English language and literature.
3. To enable them to use various procedures and aids to make teaching effective.
4. To enable them to frame a variety of questions on elements and skills of English.

Course Contents: Term 1
1. The nature of language learning: informal language acquisition and formal language learning.
2. Theories of language learning (behaviourist and cognitivist) with focus on implications for the teacher and the learner; error correction.
3. The teaching of English in India: beginnings and later developments.
5. Types of syllabus: (i) predesigned and process, (ii) top-down and bottom-up, (iii) spiral, cyclic, linear, (iv) textual, topical, lexical, structural, notional, task-based, communicative, procedural.
6. The teaching of English for special/specific purposes.
7. The teaching of skills: listening, speaking, reading and writing.
8. Communication and presentation skills.
9. Integration of skills.
10. The teaching of study skills: using a dictionary and other books, note-making, note taking, summarizing.
11. The teaching of vocabulary and grammar.
13. Lesson plan and period plan: formats and differences.
16. The use of audio-visual aids.
17. Assessment: formative and summative; tests, qualities and types.

Term II

1. Why teach English literature?
2. The place of English literature in English language teaching.
3. The teaching of (a) English literature, (b) literatures in English.
4. The teaching of poetry.
5. The teaching of short story and novel.
6. The teaching of one-act-play and drama.
7. Using role-play and dramatization to teach literature.
8. The teaching of essay.
10. Teaching literature without lecturing.
11. Teaching literature: thematic and linguistic approaches.
12. Lesson planing for the teaching of a literary work.
14. Framing questions on literary comprehension: simple and complex, factual, global, evaluative, personal response, pre-reading questions, questions on literary devices-appreciative questions.
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Reading List:

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*26. Matthew, A. and Spratt, M. At the Chalk-Face, Oxford, OUP.


*Essential/Required Reading.*
Objectives:
1. To make the student familiar with problems and issues while translating from English into Marathi (or any other language taught at the University) and vice versa.
2. To introduce him/her to the interdisciplinary nature of translation involving Comparative Linguistics, Comparative Literature, Semantics, Semiotics, Literary Theory and Intercultural Communication.
3. To enable him/her to translate Literary and non-Literary texts from English into Marathi (or any other language taught at the University) and vice-versa.

Conduct of the Course:
The course will consist of lectures, tutorials, practicals and home assignments requiring students to undertake the following activities.
1. Translating into and from English, Marathi and other above mentioned languages poetry, short fiction and drama.
2. Listing, categorizing and discussing problems encountered at I already mentioned above.
3. Abstracting and summarizing important writing on translation.
4. Comparing multiple translations of the same text.
5. Evaluating translations/Assessment of translation quality.

Basic Issues and Concepts:
(a) Language and Culture: Language as product of culture, Form, Content/Form, Context.
(b) Language Functions.
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(c) Levels of Linguistic Organization of Text
Phonemics, Morphology, Syntactic, Semantic, Stylistic.

2. Nature and Types of Translation:
(a) Definitions, transliteration, translation, adaptation.
(b) (i) Types based on Content: Literary, Scientific (Technical) Expository.
   (ii) Types based on Translation strategies
        Semantic (Faithful Close, Decoding, SL Oriented). Communicative (Free Encoding,
        Target Language Oriented).
(c) Unit of Translation.
(d) Problems of Equivalence: Formal, Functional.
(e) Translation Shifts.
(f) Limits of Translatability.
(g) Loss and gain.

3. (a) Theories of Translation:
   (i) Descriptive: J. C. Catford.
   (ii) Procedural: Eugene Nida.
(b) Problems in Translation:
   (i) Linguistic: Differences in Language, Structures, Synonym, Homonyms, Antiyms,
       Acronyms, Eponyms, Neologisms and Proper Names, Titles, Images, Symbols,
       Metaphors, Puns, Figures of Speech (Assonance, Consonance, Alliteration)
       Questions, Proverbs, Dialects, Allusions.
   (ii) Cultural.
(c) The Translator's Tools: Dictionaries: unilingual and bilingual glossaries, terminologies, thesaurus, encyclopaedias.
4. Specific problems of Literary Translations:

(a) Poetry:
   (i) Lefevre's Seven Strategies.
   (ii) Sound and Rhythm.
   (iii) Word and Sense: Denotative and Connotative meaning.
   (vi) Holmes Four Strategies.
   (v) Loss and Compensation.

(b) Drama:
   (i) Performability/Playability/Speakability, oral and aural aspects, relationship with the established conventions of contemporary theatre.
   (ii) Situation Conceptualization Cultural context, interrelationship between characters.
   (iii) Conciseness, Tautness of Dialogue.
   (iv) Style, importance of Audience Orientation.

(c) Fiction:
   (i) Narrative strategy: Participant (First Person) Observer (Third Person).
   (iii) Text Organization, Sentence, Paragraph, Character, Narration, Dialogue, Description Time-Present-Past, Characters and Events.
   (iv) Cultural Context.
   (v) Hillair Belloc's Six Rules.

5. Evaluations of Translation:

(a) Three Dimensions Knowledge, Purpose, Intuition.
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(b) Matching the SL & TL texts in terms of:
   (i) SL writer norms, culture, setting and tradition.
   (ii) TL relationship, norms, culture, settings and tradition.
   (iii) Translator.
   (iv) The Truth (the facts of the matter).

Reading List:

General:
Theory:

Literary Translation:


10. Popovic Antion: *A Dictionary for the Analysis of Literary Translation*, University of Alberta.


**Poetry:**


**Drama:**

4. Wellwarth George E.: “Special Considerations in Drama Translations in *Translation Spectrum*”.

**Evaluation:**

Objectives:
1. To acquaint the students with literary achievements of some of significant Indian writers whose works are available in English Translation.
2. To create among the students an awareness of sub-cultural variations in the translated works.
3. To acquaint the students with major ancient, medieval and modern movements in Indian thought as reflected in the translated works.
4. To encourage the students to compare the treatment of different themes and styles in the genres of fiction, poetry and drama as reflected in the prescribed translations.

Course Content:

English translations of significant novels, story collections, plays and poems from Indian writers to be prescribed for close study. The following texts to be studied:

Term I

1. Kalidas: Shakuntala
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Term II


Evaluation:

Term-end examination to carry 60 marks to be reduced to 20 marks. Translations prescribed for Term I to be studied.

Final examination to carry 80 marks. Translations for both Term I and II to be studied.

Recommended Reading:


2. *Indian Literature,* New Delhi, a journal periodically published by the Sahitya Akademi.
GROUP 2 : PAPER—VII
American Literature (from 1776 to 1914)

Prescribed Texts : Term I

2. James Fenimore Cooper. : *The Last of the Mohicans*.
3. Ralph Waldo Emerson :
   (a) Essays : “Self Reliance”
       ‘The Over-Soul’.
   (b) Poems : Earth and All
       The Problem
       Compensation
       Ode to Beauty
       Give All to Time
       Brahma
       Days
       Waldeinsamkeit.

Term II

5. Walt Whitman : “Song of Myself” sections : 1, 6, 12, 16, 20, 24, 48, 49, 51.
   “When Lilacs Last in the Dooryard Bloom’d”.
   “There was a Child Went Forth”.
   “Passage to India”.
6. American Short Stories :
   (a) Edgar Allan Poe, “The Fall of The House of Usher”.
   (b) Henry James. “The Turn of the Screw”.
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8. Emily Dickinson: I taste a liquor never brewed
   There’s certain Slant of light
   The Soul Selects her own society
   Some keep the Sabbath
   A Bird came down the Walk
   After great pain a formal feeling
   I heard a Fly buzz...
   Because I could not stop for Death
   A narrow Fellow in the Grass
   My life closed twice...

Reading List:
Benjamin Franklin:

James Fenimore Cooper:

Ralph Waldo Emerson:
Nathaniel Hawthorne:

Walt Whitman:

Emily Dickinson:

E. A. Poe:

Mark Twain:

Henry James:
GROUP 2 : PAPER—VIII
American Literature (Since 1914)

Prescribed Texts : Term I

1. Selected poems of Robert Frost and Wallace Stevens
   (a) Frost : Mending Wall
       Birches
       Home Burial
       Desert Places
       Design
       The Silken Tent
       Directives
       The Gift Outright
   (b) Stevens : Of Modern Poetry
       Peter Quince at the Clavier
       Sunday Morning
       A High-Toned Old Christian Woman
       The Idea of Order at Key West
       The World as Meditation.


Term II


6. Edward Albee : Who’s Afraid of Virginia Woolf?

7. Selected poems of Robert Lowell and Sylvia Plath :
   (a) Robert Lowell : For the Union Dead
       Skunk Hour
       The Drunken Fishermen
       At the Indian Killer’s Grave
       The Old Flame.
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(b) Sylvia Plath : Daddy
Lady Lazarus
Tulips
The Colossus
Love Letter
8. Toni Morrison : The Bluest Eye.

Eugene O'Neill :
1. Carpenter, Frederick, Eugene O'Neill.
2. Doris, Alexander, The Tempering of Eugene O'Neill;
3. Falk Doris, Eugene O'Neill and the Tragic Tension.
8. Sheaffer, Louis, O'Neill : Son and Artist.

Edward Albee :
1. Amacher, Richard, Edward Albee.
3. Cohn, Ruby, Edward Albee.
6. Paolucci, Anne, From Tension to Tonic : The plays of Edward Albee.
7. Porter, Thomas, Myth and Modern American Drama.
Arthur Miller:
5. Murray, Edward, Arthur Miller, Dramatist.
7. Welland, Dennis, Arthur Miller.
8. Koon Helen W. Twentieth Century, Interpretations of Death of Salesman.

General Books on American Drama:
4. Lewis, Allan, American Plays and Playwrights of the Contemporary Theatre.
5. Weales, Gerald, American Drama Since World War Two.

Poetry:
Required Reading:
William Faulkner :

Hemingway :
Toni Morrison:


GROUP 3 : PAPER — VII

Introduction to Linguistic Theory

Aims :
1. To familiarize students with different schools of linguistics.
2. To acquaint them with the basic issues and concepts in linguistics.
3. To introduce them to the various subdisciplines of linguistics.

Course Content :

Term I
1. Data, hypothesis and theory: the concept of paradigm, corpus and data, inductive and deductive approach to theoretical study.
2. Theoretical categories and descriptive categories, universal grammar and language specific grammar.
4. Sound patterns of language: segmental and distinctive features, non segmental tiers.

Term II
1. Morphosyntax: Surface structure, deep structure and the concept of transformation, case marking, trace theory, scrambling.
2. Semantics and pragmatics: Lexical, syntactic and phonological semantics; presupposition, entailment and implicature; code-based and code-based signification; core meaning and socio-cultural information.
4. Applied linguistics; comparative pedagogical linguistics; error analysis; semiotics of translation.

Reading List:
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GROUP 3 : PAPER —VIII
An Introduction to Stylistics

Aims :
1. To introduce students to the basic concepts in stylistics.
2. To familiarise them with the differences in poetic, fictional and dramatic communication.
3. To enable them to carry out stylistic analysis of poetic, fictional and dramatic discourses.

Course Content :

Term I

(a) The Antecedents :
1. Stylistics : Scope and Limitations.
2. Some Theories of Style.
3. Indian Approaches to Style.
4. The Structuralists.
5. Practical Criticism and New Criticism.

(b) Linguistics and Literature :
1. Language of Literature.
2. Foregrounding as a stylistic device.
3. Deviance and Vakrokti.
5. Text-Linguistics : Cohesion, Coherence, Intentionality, Acceptability, Informativity, Situationality and Inter-Textuality; Text and Sentence.

(c) Stylistics of Poetry :
1. Poetic Language and Standard Language.
2. Coupling and Schemata.
5. Riti, Dhvani, Vakrokti and Rasa.
6. Sample Analyses.
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Term II

(d) **Stylistics of Fiction** :
1. Speech in fiction.
2. The universe of discourse.
3. Narrative strategies and point of view.
5. Mind style.
7. Sample analyses.

(e) **Stylistics of Drama** :
1. Theatrical communication: narratological and dramatological text.
2. Deixis, adjacency pairs, turn-taking.
4. Speech acts: direct and indirect, locution, illocution, perlocution, felicity conditions.
5. Constitute, performative/executive declarations, directives, expressives, commisives, speech acts.
6. Cooperative Principle: Maxims of quantity, quality, relation and manner, violation of these maxims.
7. Politeness Principles: positive and negative face, on-record and off-record strategies, impolite language, face-threatening acts, violation of politeness principle.
8. Sample analyses.

(f) **Application of Stylistics** :
1. Stylistics and literature teaching.
2. Stylistics and language teaching.
Reading List:


* Essential/Required Reading.
GROUP 4 : PAPER—VII

Form of Literature : Tragedy

Prescribed Texts :

Term I
1. Bhavabhuti : Uttara Ramcharitra
2. Euripides : Medea
3. Marlowe : Doctor Faustus

Term II
5. Racine : Phedre (Phaedra)
6. Ibsen : The Masterbuilder
7. O’Neill : Mourning Becomes Electra
8. Anouilh : Antigone

Editions :


[Racine, Phedre, translations by Cairncross and Robert Lowely]

Books on Tragedy :
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Henn, T. R., *The Harvest of Tragedy.*
Steiner, George, *The Death of Tragedy.*
Williams, Raymond, *Modern Tragedy.*

*Shakespeare:*
Barroll, J. Leeds et. al.: *The Revel's History of Drama in English Vol 3* 1576-1613 London, Methuen, 1975,

**Racine:**


Tobin Ronald W. *Racine and Seneca.*

Mourznes, Odette De *Racine or the Triumph of Relevance* Cambridge, Cambridge, UP, 1967.

**Uttararamacarita:**


*Marlowe*:

*Euripides*:

*Ibsen*:
7. Wilson Knight G. *Ibsen*.

**O’Neill :**

**Anonith :**
GROUP 4 : PAPER—VIII

Special Author (Thomas Hardy)

Novels Term I

Far From the Madding Crowd.
The Return of the Native.

Term II

Jude the Obscure.
The Mayor of Casterbridge.
Tess of the d’urbervilles

Poetry.

Term I

Dynasts :

Selected Poems.

Term II

Thomas Hardy : Poems.


I. From ‘Wessex Poems and other Verses’

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Title</th>
<th>Poem No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Hap</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td>Neutral Tones</td>
<td>9</td>
</tr>
</tbody>
</table>

II. From ‘Poems of the Past and Present’

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Title</th>
<th>Poem No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Drummer Hodge</td>
<td>60</td>
</tr>
<tr>
<td>4.</td>
<td>The Darkling Thrush</td>
<td>119</td>
</tr>
<tr>
<td>5.</td>
<td>In Tenebris III</td>
<td>138</td>
</tr>
</tbody>
</table>

III. From ‘Times Laughing Stock and other Verses’

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Title</th>
<th>Poem No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>He Abjures Love</td>
<td>192</td>
</tr>
<tr>
<td>7.</td>
<td>Let Me Enjoy</td>
<td>193</td>
</tr>
</tbody>
</table>
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IV. From ‘Satires of Circumstances’
8. Beyond the Last Lamp 257
9. Wessex Heights 261
10. The Year’s Awakening 276
11. A Dream or No 288
12. Had you Wept 313

V. From ‘Moments of Vision’
13. Afternoon Service at Mell 356
14. Apostrophe to an Old Psalm Tune 359
15. Lines (Mozart) 388
16. The House of Silence 413
17. Love the Monopolis 420
18. During Wind and Rain 441
19. In time of Breaking of Nations 500
20. Afterwards 511

VI. From ‘Late Lyrics and Earlier’
21. The Rift 579
22. Ancient to Ancients 660

VII. From ‘Human shows, Far Phantasies, Songs and Trifles’
23. Any Little old Song 665
24. A Light Snow Fall after Frost 702
25. Nobody comes 715
26. Not Only I 751
27. Once at Swanage 753

VIII. From ‘Winter Words in Various Meeds’
28. Lying Awake 844
29. The Second Visit 880
30. Christmas : 1924 904
31. We are Getting to the End 918
He Resolves to Say No More

(i) In all 32 poems out of 96.
(ii) The bibliography includes many more recommended books for supplementary reading/study.

Poems For Supplementary Reading:

(Additional Reading for students who are interested)

1. In Tenebris I, II.
2. A young man's Epigram on existence
3. Childhood among the ferns.
4. The Minute Before Meeting.
5. Great Things.
6. The Lacking Sense.
7. A Plaint to man.
8. Bridge of Lodi.
10. A Wasted Illness.
11. After the Fair.
12. Channel Firing.
13. To meet, or Otherwise.
15. The Unborn.
16. Life and Death at Sunrise.
17. Yuletide in a younger World.
18. I look into my glass.
21. Former Beauties.
22. The Musical Box.
23. That Mirror.
24. The Voice Of Things.
25. The Blow.
27. An Inquiry.
28. She Opened the Door.
29. No Buyers.
30. Frod the Frot of Thinking.
31. Before Life and After.
32. Molly Gione.
33. Copying Architecture in an old Minstar.
34. Under the Waterfall.
35. Convergence of the Twain.
36. I am the One.
37. Thought at Midnight.
38. The Change.
39. Quid Hie Agis ?
40. Impercipient.
41. The Problem.
42. Absolute Explains.
43. At a Country Fair.
44. Come Not, Yet Come.
45. The Weary Walker.
46. According to the Might Working.
47. Ballad singer.
48. Subalterns.
49. Go Various.
50. Yell 'hamwood' s.
51. When Oats were Reaped.
52. Temporary the All.
53. The Walk.
54. Youth who Carried a Light.
55. San Sebastian.
56. Self Unconscious.
57. Voices From Things Growing in a Churchyard.
58. God’s Education.
59. Sign-Seeker
60. Sleep-Worker.
61. Mother Mourns.
62. Let me Believe.
63. Proud Songsters.
64. Last Chrysanthemum.
65. Friends Beyond.
66. Joys of Memory.
67. Moments of Vision.
68. Before Knowledge.
69. Mad Judy.
70. Julie Jane.
71. Philosophical Fantasy.
72. After the Last Breath.
73. The man he Killed.
74. Family Portraits.
75. And there was a Great Calm.

Recommended Reading:

Poetry:

Fiction:
Course Title: Canadian, Australian and New Zealand Literature in English

Objectives:
This is the third and the last of the courses that try to map the literature in English from the former British Colonies. The colonies covered in this course are white colonies and the problems of colonisation pertaining to these colonies are different from the problems in the non-white British colonies. The background of the early years of colonization, the introductions of the Victorian ethos and later on a distinct sense of the emergence of a new identity which was shaped by the other than English geo-political, cultural and historical condition and challenges in the new land should be traced carefully.

(A) Course Content:
Representative texts from among fiction, poetry, drama, prose etc. from Canada, Australia and New Zealand will be prescribed. There will be 3 from Canada, 3 from Australia and 2 from New Zealand.

(B) Teaching Material:
Apart from the texts, seminal books on the background and historical survey of these narratives should be referred to. The problems related to the early days of colonization and the challenges faced by the early settlers should be discussed at length. Audio/Video cassettes can be used as and when available. The problems of the aboriginals in these countries and their struggle to assert their identity should also form part of the course.
Teaching Methodology:
Learner-focussed and Learning-oriented with emphasis on acquaintance with the texts.

Evaluation:
There would be a final examination consisting of 80 marks with five questions carrying equal marks and internal options. One question should be on the background. One should be on the texts covered in the First Term and remaining three should be on the texts covered in the Second Term. 'The Term End' examination consisting of 60 marks should be conducted at the end of the First Term which should cover all the texts. The marks obtained should be reduced to out of 20.

Texts Prescribed:

**Term I**


**Term II**

Recommended Reading:


Objectives:

This paper is the second in the series of papers exposing the students to issues related to British colonization, struggle for decolonization, political decolonization, neo-colonization and post-colonialism. It will address the problems of identity reflected in the literature of the diaspora. The cultural and the socio-economic and political conditions during the colonial as well as post colonial period will have to be discussed at length as exposing the students to these literatures without this information would affect their response to these literatures adversely.

(A) Course Content:

Representative texts from among fiction, poetry, drama, prose etc. from some of the (Anglophone) African countries and some West Indian islands which were British Colonies will be prescribed (Four texts from Africa for the first term and four texts from the Caribbeans for the second term).

(B) Teaching Material:

Apart from the texts seminal books on the back-ground should be referred to. The problems related to colonization, neo-colonialism and post-colonialism should be discussed as and when available.

(C) Teaching Methodology:

Learner–focussed, learning oriented with empha-si.
(D) Evaluation:

There would be a final examination consisting of 80 marks (5 questions carrying equal marks). Out of the five questions to be asked with internal options, one should be on the background, out of the remaining four one should be on the texts that belong to the First Term and three on the texts belonging to the Second Term. The Term End examination consisting of 60 marks should be held at the end of the First Term and the marks should be reduced to out of 20.

Texts Prescribed:

**Term I**


**Term II**

Recommended Reading:
