

# University of Mumbai




No. AAMS\_UGS/ICC/2023-24/10

## CIRCULAR:-

Attention of the Principals of the Affiliated Colleges, the Head of the University Departments and Directors of the Recognized Institutions in Faculty of Humanities is invited to this office circular No. UG/59 of 2018-19 dated 06<sup>th</sup> July, 2018 relating to the revised syllabus as per the (CBCS) for the T.Y.B.A. in English – Sem V to VI.

They are hereby informed that the recommendations made by the Board of Studies in **English** at its online meeting held on 26<sup>th</sup> August, 2022 and subsequently passed by the Board of Deans at its meeting held on 08<sup>th</sup> December, 2022 **vide** item No. 5.4 (R) have been accepted by the Academic Council at its meeting held on 06<sup>th</sup> April, 2023 **vide** item No. 5.4 (R) and that in accordance therewith, **the revised syllabus of T.Y.B.A. (English) – Sem V to VI (CBCS)** has been brought into force with effect from the academic year 2023-24. (The same is available on the University's website [www.mu.ac.in](http://www.mu.ac.in)).

MUMBAI – 400 032  
21<sup>st</sup> June, 2023

  
(Prof. Sunil Bhirud)  
I/c. REGISTRAR

To

The Principals of the Affiliated Colleges, the Head of the University Departments and Directors of the Recognized Institutions in Faculty of Humanities.

A.C/5.4 (R) /06/04/2023

Copy forwarded with Compliments for information to:-

- 1) The Dean, Faculty of Humanities,
- 2) The Chairman, Board of Studies **English**,
- 3) The Director, Board of Examinations and Evaluation,
- 4) The Director, Board of Students Development,
- 5) The Director, Department of Information & Communication Technology,
- 6) The Co-ordinator, MKCL.

**Copy for information and necessary action :-**

1. The Deputy Registrar, College Affiliations & Development Department (CAD),
2. College Teachers Approval Unit (CTA),
3. The Deputy Registrar, (Admissions, Enrolment, Eligibility and Migration Department (AEM),
4. The Deputy Registrar, Academic Appointments & Quality Assurance (AAQA)
5. The Deputy Registrar, Research Administration & Promotion Cell (RAPC),
6. The Deputy Registrar, Executive Authorities Section (EA)  
He is requested to treat this as action taken report on the concerned resolution adopted by the Academic Council referred to the above circular.
7. The Deputy Registrar, PRO, Fort, (Publication Section),
8. The Deputy Registrar, Special Cell,
9. The Deputy Registrar, Fort Administration Department (FAD) Record Section,
10. The Deputy Registrar, Vidyanagari Administration Department (VAD),

**Copy for information :-**

1. The Director, Dept. of Information and Communication Technology (DICT), Vidyanagari,  
He is requested to upload the Circular University Website
2. The Director of Department of Student Development (DSD),
3. The Director, Institute of Distance and Open Learning (IDOL Admin), Vidyanagari,
4. All Deputy Registrar, Examination House,
5. The Deputy Registrars, Finance & Accounts Section,
6. The Assistant Registrar, Administrative sub-Campus Thane,
7. The Assistant Registrar, School of Engg. & Applied Sciences, Kalyan,
8. The Assistant Registrar, Ratnagiri sub-centre, Ratnagiri,
9. P.A to Hon'ble Vice-Chancellor,
10. P.A to Pro-Vice-Chancellor,
11. P.A to Registrar,
12. P.A to All Deans of all Faculties,
13. P.A to Finance & Account Officers, (F & A.O),
14. P.A to Director, Board of Examinations and Evaluation,
15. P.A to Director, Innovation, Incubation and Linkages,
16. P.A to Director, Department of Lifelong Learning and Extension (DLLE),
17. The Receptionist,
18. The Telephone Operator,

**Copy with compliments for information to :-**

19. The Secretary, MUASA
20. The Secretary, BUCTU.

AC – 06/04/2023

Item No. – 5.4 (R)

# University of Mumbai



**Revised Syllabus for T.Y.B.A. (English)**

**Semester – V & VI**

**(Choice Based Credit System)**

**(With effect from the academic year 2023-24)**

# University of Mumbai



O: _____	<b>Title of Course</b>	T.Y.B.A. (English)
O: _____	<b>Eligibility</b>	S.Y. B.A.
R: _____	<b>Passing Marks</b>	40%
<b>No. of years/Semesters:</b>		01 years & 02 semesters
<b>Level:</b>		P.G. / U.G./Diploma / Certificate
<b>Pattern:</b>		Yearly / Semester
<b>Status:</b>		New / Revised
<b>To be implemented from Academic Year :</b>		From Academic Year <b>2023-2024</b>

Date: 26/08/2022

**Signature:**

**(Dr. Sudhir Nikam)**  
**Chairman, Board of Studies**

**Signature:**

**Dean, Faculty of Humanities**



# University of Mumbai

## Revised Syllabus for T.Y.B.A ()

(Choice Based Credit System)

With effect from the academic year 2023-24

Board of Studies in English

### **Dr. Sudhir Nikam (Chairperson)**

Dr. Rajesh Karankal (Member)

Dr. Santosh Rathod (Member)

Dr. Bhagyashree Varma (Member)

Dr. Deepa Mishra (Member)

Dr. B. N. Gaikwad (Member)

Dr. Dattaguru Joshi (Member)

Dr. Satyawan Hanegave (Member)

Dr. Deepa Murdeshwar-Katre (Member)

**TYBA (English) Semester V and VI**  
**Revised Syllabus as per CBCS Pattern**  
**(With effect from the Academic Year 2023-24)**

<b>Paper No</b>	<b>Name of Course</b>	<b>Semester</b>	<b>Paper Code</b>	<b>Name of the Paper</b>
IV	Indian Literature	Sem.-V	UAENG501	Indian Literature-I
		Sem.-VI	UAENG601	Indian Literature-II
V	Literary Theory and Criticism	Sem.-V	UAENG502	Literary Theory and Criticism-I
		Sem.-VI	UAENG602	Literary Theory and Criticism-II
VI-A	Structure of Modern English	Sem.-V	UAENG503A	Structure of Modern English-I
		Sem.-VI	UAENG603A	Structure of Modern English-II
VI-B	Translation Studies: Theory and Practice	Sem.-V	UAENG503B	Translation Studies: Theory and Practice-I
		Sem.-VI	UAENG603B	Translation Studies: Theory and Practice-II
VI-C	Introduction to Cultural Studies	Sem.-V	UAENG503C	Introduction to Cultural Studies-I
		Sem.-VI	UAENG603C	Introduction to Cultural Studies-II
VII	Contemporary British Literature	Sem.-V	UAENG504	Contemporary British Literature-I
		Sem.-VI	UAENG604	Contemporary British Literature-II
VIII	Contemporary American Literature	Sem.-V	UAENG505	Contemporary American Literature-I
		Sem.-VI	UAENG605	Contemporary American Literature-II
IX-A	Literature and Science	Sem.-V	UAENG506A	Literature and Science-I
		Sem.-VI	UAENG606A	Literature and Science-II
IX-B	Media Studies	Sem.-V	UAENG506B	Media Studies-I
		Sem.-VI	UAENG606B	Media Studies-II
IX-C	Teaching Methods for English	Sem.-V	UAENG506C	Teaching Methods for English-I
		Sem.-VI	UAENG606C	Teaching Methods for English-II
IX-D	Tribal Literature and Culture	Sem.-V	UAENG506D	Tribal Literature and Culture-I
		Sem.-VI	UAENG606D	Tribal Literature and Culture -II

**University of Mumbai**

**Syllabus for T.Y.B.A. ()**

**Paper IV Semester: V & VI**

**Course: Core Paper Course Title: Indian Literature**

**(Choice Based Credit System with effect from the Academic Year 2023-24)**

1	Syllabus as per Choice Based Credit System		
	i)	Name of the Course	T.Y.B.A. English
	ii)	Course Code :	UAENG501 & UAENG601
	iii)	Course Title :	Indian Literature
	iv)	Semester wise Course Contents:	Enclosed the copy of syllabus
	v)	References and Additional References	Enclosed in the Syllabus
	vi)	Credit Structure : No. of Credits per Semester	04
	v)	No. of lectures per Unit	20
	vi)	No. of lectures per week	04
	vii)	No. of Tutorials per week :	--
	viii)	Scheme of Examination :	5 Questions of 20 marks each.
2	Special notes , if any		No
3	Eligibility , if any		No
4	Fee Structure		As per University Structure
5	Special Ordinances / : Resolutions if any		No

**Syllabus for TYBA Paper IV**  
**Course: INDIAN LITERATURE**

**Course Codes: UAENG501& UAENG601**

Preamble: Indian English Literature has now become a full-fledged discipline of study as many writers are writing originally in English. It is enriched with Anglo-Indian and Indo-Anglian writers. The translations of regional language literatures into English enrich its horizon also. To know various cultures of India, it is essential to delve deep into literature of various types. This course is an attempt to provide insight into various creative facets and cultures of Indian society.

This will definitely enlarge the learners' understanding and critical aptitude of Indian Literature in English.

**Objectives of the Course:**

- To enable learners to realize the diversity of Indian writing in English
- To help learners to understand the importance of political, religious, social and economic issues in understanding the literature
- To acquaint learners with the various facets of Indian history and society through literature
- To familiarise the learners to various themes and cultural contexts of Indian literature in English
- To help the learners to understand various voices in Indian literature in English **Outcome of the Course:** After Completion of the course the learners will be able to:
- analyse the thematic concerns of Indian Literature in English.
- explore Indian Literature in English in various ways.
- find different literary techniques employed in Indian
- Literature in English □ understand Indian society and issues.
- find various research topics in Indian literature in English.

**Semester V: Indian Literature – I**  
**Course code- UAENG501 04Credits**  
**Total Lectures: 60**

**Unit I: Background Topics**

**Lectures 20**

- The rise of English studies in India
- Survey of Development of Short Story Writing in Indian English Literature
- The Contribution of Great Trio to Indian Novel – Raja Rao, Mulk Raj Anand and R. K. Narayan
- Gandhian Whirlwind in Indian English Novel
- Partition Novel
- Postcolonial Indian Novel
- Writings of Indian Diaspora
- Contribution of Women Novelists
- Dalit Novelists and their Contribution



**Unit II: Novel****Lectures 20**

- Khushwant Singh: Train to Pakistan
- Kiran Desai: Inheritance of Loss

**Unit III: Short Stories****Lectures 20**

1. Rabindranath Tagore: The Wife's Letter
2. Mulk Raj Anand: The Liar
3. R. K. Narayan: Lawley Road
4. Bandumadhav: The Poisoned Bread
5. Jhumpa Lahiri: Interpreter of Maladies
6. Chitra Banerjee Divakaruni: Doors

**Sources for the Short Stories:**

Chaudhari Sukanta. Rabindranath Tagore Selected Short Stories. New Delhi: Oxford University Press, 2000.

Dangle, Arjun. Poisoned Bread Translations from Modern Marathi Literature. Orient Longman, 1994.

Kumar, Shiv Kumar. Contemporary Indian Short Stories in English: Collection of 24 Short Stories in English. Sahitya Akademi, 1991.

Jatin Mohanty (Ed). Ten Short Stories. Universities Press (India) Ltd. 1983.

Lahiri, Jhumpa. Interpreter of Maladies. HarperCollins Publishers India, 1999.

Divakaruni, Chitra Banerjee. Arranged Marriage: Stories by Chitra Banerjee Divakaruni. Black Swan, 1997.

**Semester VI: Indian Literature – II**  
**Course code- UAENG601 04Credits****Total Lectures: 60****Unit I: Background Topics****Lectures 20**

- Pre-Independence Indian English Drama
- Post-Independence Indian English Drama
- Pre-Independence English Poetry
- Post-Independence Indian English Poetry
- Modernism and Postmodernism in Indian English Poetry
- Contribution of Women Poets
- Dalit Poetry

**Unit II: Drama****Lectures 20**

1. Vijay Tendulkar: Silence! The Court is in Session
2. Mahesh Dattani: Dance Like a Man

## Unit III: Poetry

## Lectures 20

### 1. Sarojini Naidu

#### a. Street Cries

<https://www.poemhunter.com/poem/street-cries/> b.

Corn Grinders <https://allpoetry.com/CornGrinders>

<https://www.poemhunter.com/poem/corn-grinders/>

### 2. Arun Kolatkar

From “Jejuri”

#### a. “Heart of Ruin”

b. Between Jejuri and the Railway Station

### 3. Dilip Chitre

a. The Felling of the Banyan Tree

b. Pushing a Cart 4. A.K. Ramanujan

#### a. Ecology

<https://www.poetryfoundation.org/poetrymagazine/poems/35016/ecology>

b. Self-Portrait 5. Dom Moraes

#### a. Absences

<https://www.poemhunter.com/poem/absences-3/> b.

Autobiography

(All poems, where links are not given, are from The Oxford India Anthology of Twelve Modern Indian Poets edited by Arvind Krishna Mehrotra, Oxford University Press, Calcutta, Oxford India Paperbacks, 1992)

### **Semester End Examination Pattern: 100 Marks 03 Hours**

The Semester End Examination for 100 marks will have 5 questions (with internal choice) of 20 marks each.

Question 1: A. Essay Type - Unit I

OR

B. Essay Type - Unit I

OR

C. Short Notes (two out of four) - Unit I

Q.2 Essay Type Question (1 out of 2) - Unit 2

Q.3 Essay Type Question (1 out of 2) - Unit 3

Q.4 Short Notes (2 out of 4) - Unit 2

Q.5 Short Notes (2 out of 4) - Unit 3

## References:

- 1) Bhabha Homi K. *The Location of Culture*. London: Routledge, 1994.
- 2) Bharucha, Nilufer and Vrinda Nabar (eds). *Mapping Cultural Spaces: Postcolonial Indian Literature in English, Essays in Honour of Nissim Ezekiel*. Delhi: Vision Books, 1998.
- 3) Dangle, Arjun. (ed.) *Poisoned Bread: Translations from Modern Marathi Dalit Literature*. Hyderabad: Orient Longman, 1992. Print.
- 4) Dass Veena Nable and R.K.Dhawan (eds.) *Fiction of Nineties*. New Delhi: Prestige Books, 1994. Print.
- 5) Deshmukh, Smita. *Style and Technique in the Poetry of Walt Whitman and Rabindranath Tagore*. Raleigh: Lulu Publication, 2019
- 6) Deshmukh, Smita. *Philosophy Reflected in the Poetry of Walt Whitman and Rabindranath Tagore*. Raleigh: Lulu Publication, 2019
- 7) Dhawan, R. K. (ed.) *Indian Women Novelists. (Vol. I-V)*. New Delhi: Prestige, 1991. Print.
- 8) Fanon, Frantz. *Black Skin, White Mask*. London, 1986. Print.
- 9) —. *The Wretched of the Earth*. New Delhi: Penguin Books, 1965. Print.
- 10) Gandhi, Leela. *Postcolonial Theory*. New Delhi: Oxford University Press, 1988. Print.
- 11) Iyengar Srinivasa K. R. *Indian Writing in English*. Sterling Pub., 2019.
- 12) King, Bruce Alvin. *Three Indian Poets: Nissim Ezekiel, A K Ramanujan, Dom Moraes*. Madras: Oxford University Press, 1991.
- 13) King, Bruce. *Modern Indian Poetry in English*. Delhi: Oxford University Press, 1987.
- 14) Kirpal, Viney. *The New Indian Novel in English: A study of the 1980s*. New Delhi: AlliedPublishers Ltd., 1990. Print.
- 15) Kirpal Viney (ed.). *The Postmodern Indian English Novel*. Allied Publishers, 1996. Print.
- 16) Mehrotra, Arvind Krishna (ed.) *A History of Indian Literature in English*. New York: Columbia University Press, Distributed in India by Doaba Books Shanti Mohan House 16, Ansari Road, New Delhi, 2003.
- 17) Manohar, D. Murali (ed). *Critical Essays on Dalit Literature*. New Delhi: Atlantic, 2013. Print.
- 18) Manohar, D.Murali (ed). *Dalit Hindu Narratives*. New Delhi: Global, 2013. Print.
- 19) Mongia, Padmini (ed). *Contemporary Postcolonial Theory: A Reader*. New Delhi: Oxford University Press, 1988. Print.
- 20) Mukherjee, Meenakshi. *The Twice Born Fiction: Themes and Technique of the Indian Novel in English*. New Delhi: Heinemann, 1971. Print.
- 21) Naik M. K. *A History of Indian English Literature*. Sahitya Akademy, Delhi, 1982.
- 22) Naik M. K. *Aspects of Indian Writing in English*. Macmillan, Delhi 1979.
- 23) Navin, Sunil Kumar. *Closed Doors and Other Stories*. Delhi: Authors Press, 2012.
- 24) Nityanandam Indira and Reena Kothari. (eds.) *Indo-English Fiction: The Last Decade*. New Delhi: Creative Books, 2002. Print.
- 25) Paranjape, Makarand. In *Diaspora: Theories, Histories, Texts*. New Delhi: Indialog Pub., 2001. Print.
- 26) Ravi, P.S. *Modern Indian Fiction: History, Politics and Individual in the Novels of Salman Rushdie, Amitav Ghosh, Upamanyu Chatterjee*. New Delhi: Prestige Books, 2003. Print.
- 27) Trivedi, Harish and Meenakshi Mukherjee. *Interrogating Post-colonialism: Theory, Text, Context*. Shimla: Indian Institute of Advanced Study, 1996.
- 28) Vishwanathan, Gauri. *Masks of Conquest: Literary History of British Rule in India*. Faber, 1990. 29) Walsh William. *Indo-Anglian Literature 1800-1970: A Survey*. Orient Longman, Madras, 1976.

**Syllabus Prepared by:**

- 1) Dr. Pramod Patil (Convener), HoD English, SGAS and GPCC Shivle
- 2) Prashant Raut (Member), Asst. Prof., English, SHKC Devgad
- 3) Yuvraj Shinde (Member), Asst. Prof., English, IYCC Jogeshwari (Mum.)
- 4) Dr. Rupa Deshmukhya (Member), Asst. Prof., English, Bhavan's Hazarimal Somani College Chowpatty, Mumbai
- 5) Jordana Miranda (Member), Asst. Prof., English, Bhavan's Hazarimal Somani College Chowpatty, Mumbai
- 6) Dr. Kamlakar Chavan (Member), Asst. Prof., English, SRMM Kudal
- 7) Shankar Khobare (Member), S. K. Patil Sindhudurg Mahavidyalaya, Malvan

**University of Mumbai**  
**Syllabus for T.Y.B.A. (English)**  
**Paper V Semester: V & VI**

**Course: Core Paper Course Title: Literary Theory and Criticism**

**(Choice Based Credit System with effect from the Academic Year 2023-24)**

1	Syllabus as per Choice Based Credit System		
	i)	Name of the Course	T.Y.B.A. English
	ii)	Course Code :	UAENG502 & UAENG602
	iii)	Course Title :	Literary Theory and Criticism
	iv)	Semester wise Course Contents:	Enclosed the copy of syllabus
	v)	References and Additional References	Enclosed in the Syllabus
	vi)	Credit Structure : No. of Credits per Semester	04
	v)	No. of lectures per Unit :	15
	vi)	No. of lectures per week	04
	vii)	No. of Tutorials per week :	--
	viii)	Scheme of Examination :	5 Questions of 20 marks each.
2	Special notes , if any		No
3	Eligibility , if any		No
4	Fee Structure		As per University Structure
5	Special Ordinances / : Resolutions if any		No

## **Syllabus for TYBA Paper V**

### **Course: Literary Theory and Criticism**

### **Course Codes: UAENG502 & UAENG602 Preamble:**

The course 'Literary Theory and Criticism' is a study of literary theory and criticism, focusing on a selection of writing by prominent theorists, their work and ideas. Placed within the sociocultural, economic and political contexts, the study and application of these theories can enlighten the learners about the aesthetics and politics of the reading/writing/interpretive processes and explore the links between life and literature. The course will prove immensely useful to make the learners aware about the literature, criticism and literary theories and their applicability in the research.

### **Objectives of the Course:**

- 1) To introduce the learners of literature to the basics of literary criticism
- 2) To sensitize them to critical approaches and literary theories
- 3) To impart the technique of close reading of literary texts
- 4) To enable the learners to analyze, interpret, explicate and evaluate literary texts
- 5) To familiarize the learners with the tenets of practical criticism

### **Outcome of the Course:**

After studying the Course the learner will:

- 1) realize the basics of literary criticism.
- 2) come to know to about the critical approaches and literary theories.
- 3) understand the techniques of close reading of literary texts.
- 4) be able to analyze, interpret, explicate and evaluate the literary texts.
- 5) be familiar with tenets of practical criticism.

## **Semester V: Literary Theory and Criticism – I**

**Course code- UAENG 502 (04Credits)**

**Total Lectures: 60**

### **Unit I: Critical Terms and Concepts**

**Total Lectures 15**

1. Literary Criticism (Nature, scope and function)
2. Qualification of a Good Critic
3. Theory of imitation
4. Catharsis
5. Imagery
6. Affective and Intentional Fallacy.

**Unit II: Essays****Total Lectures 15**

1. Prof. S. N. Dasgupta: The Theory of Rasa
2. Prof. S. K. De: Kuntaka: Theory of Poetry: Vakrokti

**Unit III: Essays****Total Lectures 15**

1. William Wordsworth: Preface to Lyrical Ballads
2. Charles Lamb: On the Tragedies of Shakespeare

**Unit IV: Critical Approaches****Total Lectures 15 A)**

1. Biographical Approach
2. Marxist Approach

**B)**

1. Psychoanalytical Approach
2. Feminist Approach

(Fictional and non-fictional passage/extract will be given for application of above approaches - Psychoanalytical Approach and Feminist Approach)

**Semester VI: Literary Theory and Criticism – II****Course code- UAENG602 (04Credits)****Total Lectures: 60****Unit I: Critical Terms/Movements****Total Lectures 15**

1. Classicism
2. Romanticism
3. Realism
4. Naturalism
5. Symbolism
6. Aestheticism

**Unit II: Essays****Total Lectures 15**

1. T. S. Eliot: Tradition and the Individual Talent
2. D. H. Lawrence: Why the Novel Matters

**Unit III: Essays****Total Lectures 15**

1. Victor Shklovsky: Art as Technique
2. Cleanth Brooks: Irony as a Principle of Structure

**Unit IV:****Total Lectures 15****A) Critical Approaches**

1. Structuralism
2. Ecocriticism
3. Postcolonialism

## **B) Critical Appreciation of Poetry**

A Critical Appreciation of given Unseen 20<sup>th</sup> century Poem mainly focusing on the

Meaning, Themes and Figures of Speech. Title of the poem will be given without Poet's name.

### **Semester End Examination Pattern: 100 Marks 03 Hours**

The Semester End Examination for 100 marks will have 5 questions (with internal choice) of 20 marks each.

Q.1) Short Notes on Unit I (2 out of 4)

Q.2) Essay Type on Unit II (1 out of 2)

Q.3) Essay Type on Unit III (1 out of 2)

Q.4) Essay Type on Unit IV 'A'

Q.5) Application of a Critical Approach given in Unit IV 'B' on the given Fictional/NonFictional passage for the Semester V and for Semester VI Critical Appreciation of a given Unseen Poem

### **Sources of the Prescribed Essays:**

Enright, D.J. and Chickera, Ernst De. (Ed.) English Critical Texts. Delhi: Oxford University Press, 1962.

Lodge, David and Nigel Wood (Ed.) Modern Criticism and Theory: A Reader (Second edition). New Delhi: Pearson, 1988.

Ramaswami S. and V.S. Seturaman (Ed.) English Critical Tradition: An Anthology of English Literary Criticism. New Delhi: Trinity Press, 1986.

Raghavan V. and Nagendra (Ed.) An Introduction to Indian Poetics. Madras: MacMillan, 1970.

### **References:**

Adams, Hazard. Critical Theory Since Plato. New York, Harcourt Brace Jovanovich, 1971.

Abrams, M. H. A Glossary of Literary Terms. (8th Edition) New Delhi: Akash Press, 2007.

Baldick, Chris. The Oxford Dictionary of Literary Terms. Oxford: Oxford University Press, 2001.

Bloom, Harold. The Visionary Company. Cornell: Cornell UP, 1971.

Daiches, David. Critical Approaches to Literature. London: Longman, 1984.

Danziger, Marties K, and Johnson, Stacy W. An Introduction to Literary Criticism. London: D. C. Health, 1961.

Dutton, Richard. Introduction to Literary Criticism. London: Longman, 1984.

Eagleton, Terry. Literary Theory. London: Basil Blackwell, 1983.

Guerin, Wilfred et al. A Handbook of Critical Approaches to Literature. Oxford: Oxford UP, 1999.

Jefferson, Anne & David, Roby( eds.). Modern Literary Theory: A Comparative Introduction. London: Batsford Academic Educational, 1982

Drabble, Margaret and Stringer, Jenny. The Concise Oxford Companion to English Literature. Oxford: Oxford University Press, 2007.

Fowler, Roger. Ed. A Dictionary of Modern Critical Terms. Rev. ed. London: Routledge & Kegan Paul, 1987.

Freud, Sigmund. The Interpretation of Dreams. London: Hogarth Press and the Institute of Psychoanalysis, 1957.

Glotfelty, Cheryll and Harold Fromm (Ed.) *The Ecocriticism Reader: Landmarks in Literary Ecology*. Athens: The University of Georgia Press, 1996.

Habib, M. A. R. *A History of Literary Criticism: From Plato to the Present*. London: Blackwell, 2005.

Harmon, William; Holman, C. Hugh. *A Handbook to Literature*. 7th ed. Upper Saddle River, N.J.: Prentice-Hall, 1996.

Hall, Donald E. *Literary and Cultural Theory: From Basic Principles to Advanced Application*. Boston: Houghton, 2001.

Hudson, William Henry. *An Introduction to the Study of Literature*. New Delhi: Atlantic, 2007.

Jefferson, Anne. and D. Robey, eds. *Modern Literary Theory: A Comparative Introduction*. London: Batsford, 1986.

Latimer, Dan. *Contemporary Critical Theory*. San Diego: Harcourt, 1989.

Lentriccia, Frank. *After the New Criticism*. Chicago: Chicago UP, 1980.

Lodge, David (Ed.) *Twentieth Century Literary Criticism*. London: Longman, 1972.

McGann, Jerome J. *The Romantic Ideology*. Chicago: Chicago UP, 1983.

Nagarajan M. S. *English Literary Criticism and Theory: An Introductory History*. Hyderabad, Orient Black Swan, 2006.

Natoli, Joseph, ed. *Tracing Literary Theory*. Chicago: U of Illinois P, 1987.

Ramamurthi, Lalitha. *An Introduction to Literary Theory*. Chennai: University of Madras, 2006.

Scott, Wilbur. *Five Approaches to Literary Criticism*. London: Longman, 1984.

Selden, Raman and Peter Widdowson. *A Reader's Guide to Contemporary Literary Theory*. 3rd Ed. Lexington: U of Kentucky P, 1993.

Selden, Raman. *A Reader's Guide to Contemporary Literary Theory*. London: Harvester Press, Brighton, 1985.

Tyson, Lois. *Critical Theory Today: A User-Friendly Guide*. New York & Long: Garland Publishing, 1999.

Walder, Dennis, ed. *Literature in the Modern World: Critical Essays and Documents*. 2nd Ed. OUP, 2004.

Wolfreys, Julian. ed. *Introducing Literary Theories: A Guide and Glossary*. Edinburgh: Edinburgh University Press, 2003. **Syllabus Prepared by:**

8) Dr. P. B. Patil (Convener), Head, Dept. of English, SGAS and GPC College Shivle

9) Dr. Surendra Khandekar (Member), I/C Principal, ACS College Wada

10) Mahesh Deshmukh (Member), Asst. Prof., Dept. of English, SD College, Palghar

11) Sumali Bose (Member), Head, Dept. of English, NES Ratnam College, Bhandup West

12) Dr. Vijayanand Bansode (Member), Asst. Prof., Dept. of English, AV College Vasai

13) Dr. Pravin Gaikwad (Member), Asst. Prof., Dept. of English, JSM College Alibag



**University of Mumbai**  
**Syllabus for T.Y.B.A.**  
**Paper VI -A Semester: V & VI**  
**Course: Elective Paper**  
**Course: Core Paper Course Title: Structure of Modern English**

**(Choice Based Credit System with effect from the Academic Year 2023-24)**

1	Syllabus as per Choice Based Credit System		
	i)	Name of the Course	T.Y.B.A. English
	ii)	Course Code :	UAENG503A & UAENG603A
	iii)	Course Title :	Structure of Modern English
	iv)	Semester wise Course Contents:	Enclosed the copy of syllabus
	v)	References and Additional References	Enclosed in the Syllabus
	vi)	Credit Structure : No. of Credits per Semester	03
	v)	No. of lectures per Unit :	15
	vi)	No. of lectures per week	03
	vii)	No. of Tutorials per week :	--
	viii)	Scheme of Examination :	4 Questions of 20 marks each.
2	Special notes , if any		No
3	Eligibility , if any		No
4	Fee Structure		As per University Structure
5	Special Ordinances / : Resolutions if any		No

**Syllabus for TYBA Paper VI-A**  
**Course: Structure of Modern English**  
**Course Codes: UAENG503A & UAENG603A**

**Preamble:**

The English language has evolved over the centuries, and when a student-learner of English literature studies courses that showcase the literatures of various regions of the world in the three years of their undergraduate course, it is imperative that they also learn the structure of this fascinating language as it has advanced to its present form.

The Structure of Modern English course has been designed to introduce students to the sound, structure, and meaning system of the English language. The course provides an orientation to both the theoretical and practical components in the study of the structure of language. The internal assessment component of this paper is flexible; it provides an opportunity to choose between two options to suit the capabilities of advanced and intermediate students alike. As a graded course, it is structured in a way that allows learners to progress from a basic comprehension of discrete elements of language such as sounds, syllables, words, phrases and clauses to an understanding of language at the level of discourse. It is comprehensive in that it pays adequate attention to the structure of language in its spoken and written form, and addresses both literary and non-literary discourse. Overall, the course is designed to enable students to understand the formal aspects of language, develop a vocabulary to discuss the structure of language, adopt a methodical and scientific approach to the study of language, and slowly but surely increase confidence in their ability to use and describe language in all its varied dimensions.

**Objectives of the Course:**

- 1) To enable students to understand Modern English in form, function, and meaning.
- 2) To familiarise students with basic concepts in the grammar and linguistics of Modern English.
- 3) To develop the ability to analyse the structure of Modern English in speech and writing.
- 4) To enable students to distinguish between a variety of registers and discuss the syntactic and stylistic characteristics of literary and non-literary discourse.

**Outcome of the Course:**

At the end of this course, students will

- 1) have developed a scientific approach to the study of Modern English.
- 2) have acquired adequate knowledge of the rules of grammar and linguistics.
- 3) be able to understand style and usage in a variety of registers.
- 4) be able to apply their knowledge of language to improve their proficiency in English.

**Semester V: Structure of Modern English I**  
**Course code- UAENG503A 03Credits**  
**Total Lectures: 45**

Unit I

Total Lectures 15

**Basic Concepts and Terms**

- Why Study Language?
- Evolution of Modern English
- Human and Animal Communication
- Prescriptive and Descriptive Approaches to the Study of Language
- Organs of Speech
- Speech and Writing
- Tense, Aspect, Case, and Mood
- Conventions of English Spelling

Unit II

Total Lectures 15

**Phonology**

- Speech Sounds in English (Vowels, Consonants, and Diphthongs)
- Sentence Stress and Intonation
- Phonemic Transcription

Unit III

Total Lectures 15

**Structure of Words and Phrases**

- Morphology
- Word Classes (Open and Closed)
- Verb Phrases
- Phrases (Noun Phrases, Prepositional Phrases, Adjective Phrases, Adverb Phrases and Genitive Phrases)

**Semester VI: Structure of Modern English – II**  
**Course code- UAENG603A 03 Credits**

**Total Lectures: 45**

**Unit I**

Total Lectures 15

**Basic Concepts and Terms**

- Syntax (Surface Syntax, Deep Syntax, Structural Ambiguity)
- Semantics (Denotative and Connotative Meaning, Collocation, Agent and Theme)
- Pragmatics (Speech Acts, Conversational Implicature, Co-operative Principle, Politeness Principle)
- Discourse (Cohesion and Coherence)
- Native and Non-native Englishes
- Register (Variation according to Use)
- Language Contact (Bilingualism, Multilingualism, Code Mixing, Code Switching)
- Discourse Markers

## Unit II

**Total**

### Lectures 15

#### Structure of Clauses and Sentences

- Clause Elements (S,P,O,C,A)
- Clause Analysis of Simple Sentences
- Clause Analysis of Complex Sentences
- Basic and Derived Structures (Fronting, SP Inversion, Tag Questions, Passive Reconsideration, Cleft Sentences, Existential Sentences, Extraposition, Fronting of Subordinate Clause Object, Substitution of PP for Indirect Object, Postponement of the Postmodifier)

## Unit III

**Total**

### Lectures 15

#### Discourse Analysis

- Discourse Analysis: Literary Prose
- Discourse Analysis: Non-literary Prose

#### Evaluation Pattern:

- 1) Semester End Examination: 80 Marks
- 2) Internal Assessment: 20 Marks

#### Evaluation Pattern for Semester V Semester End

Examination: 80 Marks

Internal Assessment: 20 Marks

#### Semester End Examination: 80 Marks

- |  |          |
|--|----------|
| Q.1) Short Notes from Unit I (any two out of four) | 20 Marks |
| Q.2) A. Stress Marking and Intonation              | 10 Marks |
| B. Transcription                                   | 10 marks |
| Q.3) A. Morphological Analysis                     | 10 Marks |
| B. Verb Phrases                                    | 10 Marks |
| Q.4) Phrase Analysis                               | 20 Marks |

#### Internal Assessment: 20 Marks

- (A) **Written assignment:** Students write a review of **any one** critical essay on a topic from Unit I (1000-1500 words) for 20 Marks. **OR**
- (B) **Written Test:** Students be tested on Unit II (10 Marks) and Unit III (10 Marks)

#### Evaluation Pattern for Semester VI Semester End

Examination: 80 Marks

Internal Assessment: 20 Marks

#### Semester End Examination: 80 Marks

- |   |          |
|---|----------|
| Q.1) Short Notes from Unit I (any two out of four)        | 20 Marks |
| Q.2) A. Identifying form and function in simple sentences | 10 Marks |
| B. Identifying form and function in complex sentences     | 10 marks |
| Q.3) Basic and Derived Structures                         | 20 Marks |
| Q.4) A. Discourse Analysis (Literary Discourse)           | 10 Marks |
| B. Discourse Analysis (Non-literary Discourse)            | 10 Marks |

## Internal Assessment: 20 Marks

(A) **Written Assignment:** Students write a review of **any one** critical essay on a topic from Unit I for 20 Marks.

**OR**

(B) **Written Test:** Students be tested on Unit II (10 Marks) and Unit III (10 Marks).

## References:

### (A) Prescribed Text for Grammar

Leech, Geoffrey, et al. *English Grammar for Today: A New Introduction*. London, 1982.

### (B) Recommended Reading

- Aitchison, Jean. *Linguistics*. Teach Yourself Series. Hodder and Stoughton, 1983.
- Balasubramanian, T. *A Textbook of English Phonetics for Indian Students*. Macmillan, 1981.
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### (C) Further Reading

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## Web Sources

- The Electronic World Atlas of Varieties of English (eWAVE): <https://ewave-atlas.org/>
- <https://www.britannica.com/>
- <https://www.coursera.org/specializations/american-english-pronunciation> (MOOC)
- <http://epgp.inflibnet.ac.in/Home/ViewSubject?catid=13>
- English-Paper 13: Introduction to Linguistics: Module 1 to 18 (e-PG Pathshala)
- <https://www.futurelearn.com/courses/english-pronunciation> (MOOC)
- [http://glottopedia.org/index.php/Main\\_Page](http://glottopedia.org/index.php/Main_Page)
- <https://www.internationalphoneticassociation.org/>
- <https://plato.stanford.edu/entries/linguistics/>
- <https://www.youtube.com/watch?v=7mahmMmnSx4> Introduction to Phonetics (YouTube Video)
- <https://www.youtube.com/watch?v=bpwCrmsNwRk> Mod-01 Lec-06 Design Features of Language-5 NPTEL (YouTube Video)

- <https://www.youtube.com/watch?v=a9mL7g8uxq0> Design Features of Language (YouTube Video)
- <https://all-about-linguistics.group.shef.ac.uk/branches-oflinguistics/pragmatics/whatispragmatics/>
- <https://glossary.sil.org/> Glossary of Linguistic Terms

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# University of Mumbai

## Syllabus for T.Y.B.A. (English)

### Paper VI -B Semester: V & VI

#### Course: Elective Paper

Course Title: Translation Studies: Theory and Practice

(Choice Based Credit System with effect from the Academic Year 2023-24)

1. Syllabus as per Choice Based Credit System		
i)	Name of the Course	T.Y.B.A. English
ii)	Course Code:	UAENG503B & UAENG603B
iii)	Course Title:	Translation Studies: Theory and Practice
iv)	Semester-wise Course Contents:	Enclosed: the copy of syllabus
v)	References and Additional References	Enclosed in the Syllabus
vi)	Credit Structure: No. of Credits per Semester	03
v)	No. of lectures per Unit:	03
vi)	No. of lectures per week	03
vii)	No. of Tutorials per week:	No
viii)	Scheme of Examination:	4 Questions of 20 mark each.
2. Special notes, if any		No
3. Eligibility, if any		S.Y.B.A.
4. Fee Structure		As per University Structure
5. Special Ordinances /: Resolutions if any		No



## **Syllabus for TYBA Paper VI -B**

### **Course: Translation Studies: Theory and Practice**

**Course Codes: UAENG503B & UAENG603B**

#### **Preamble:**

Translation Studies has acquired the status of an independent discipline and achieved greater significance in academic and intellectual spheres. It is necessary to understand its definitions, nature, scope and limitations. This course is designed to develop a fundamental understanding of translation - as a process, a product and a discipline with theories and practice. There is a scope for translation in the Indian multi-linguistic and multicultural context with multiple career opportunities in the field of translation and interpretation.

#### **Objectives of the Course:**

- 1) To introduce the students to the concept of translation and the terminologies associated with translation activity.
- 2) To enable the students to supplement their basic linguistic and cultural competencies with translation skills and knowledge in translation studies.
- 3) To make the students familiar with the problems and issues of translation.
- 4) To enable the students, to translate literary/non-literary texts from English into other Indian languages and vice-versa.

#### **The outcome of the Course:**

- 1) The students will be able to prepare written, verbal, or multimedia texts from a written, verbal, or multimedia template that fulfils the defined goal in the target language or culture.
- 2) The practical translation skills of a high level will be developed whilst integrating practical with professional and theoretical insights.
- 3) The students will get acquainted with the process and various theories of translation studies.
- 4) The students will be familiar with the problems of translation and various techniques to tackle them.

<b>Semester V: Translation Studies: Theory and Practice Course code- UAENG503B</b>	<b>03</b>
<b>Credits</b>	<b>Total Lectures: 45</b>

#### **Unit I: Important terms and concepts**

**Total Lectures 15**

- 1) Translation.
- 2) Transliteration.
- 3) Source Language Text and Target Language Text.
- 4) Loss and Gain in Translation.
- 5) Tools of Translation
- 6) Qualities and Strategies of Translator

**Unit II: Theories of Translation****Total Lectures 15**

- 1) Bhartrhari's Sphota and Translation.
- 2) Rabindranath Tagore's Theory of Translation
- 3) Eugene Nida's Formal and Dynamic Equivalence
- 4) Roman Jakobson's Linguistic Aspects of Translation

**Unit III: Translated Non-Fictional texts****15 Lectures**

1. Annihilation of Caste (Pages 1-5) by Dr B. R. Ambedkar. (English to Marathi / Hindi)
2. NEP 2020 (Part-II-Higher Education - pg no. 33 to 49) (English/Hindi/Marathi)

**EVALUATION: -****A) Internal Assessment-**

A project of 20 Marks to be given. A Non-literary passage of about 500 words from Hindi or Marathi to be translated into English by the students. It should also include the introduction of the SL text, list of the problems faced and the loss and gains in the process of translation.

**B) Semester End Examination Pattern: 80 Marks- 2h. 30mins.**

- |  |          |
|--|----------|
| Q.1. 2 Short Notes based on Unit-I (2 out of 4)  | 20 Marks |
| Q.2 Essay type question based on Unit-II (1 out of 2)  | 20 Marks |
| Q.3 Essay type question based on Unit-III (1 out of 2)   | 20 Marks |
| Q.4 Translation of an unseen non-literary passage (up to 200 words) from English into Hindi/Marathi. | 20 Marks |

**Semester VI: Translation Studies: Theory and Practice – II**  
**Course code- UAENG603B    03 Credits    Total Lectures: 45**

**Unit I: Terms & Concepts****Total Lectures 15**

- 1) Translation is an art/science/craft
- 2) Problems of translating idioms and phrases
- 3) Machine Translation
- 4) Word-for-word and creative translation
- 5) Commercial and collaborative Translation.
- 6) Audio-visual, Subtitling and Dubbing

## Unit II: Problems of Literary translation

Total Lectures 15

1. Translation of Prose and fiction
2. Translation of Poetry
3. Translation of drama

## Unit III Translated Literary Texts

Total Lectures 15

A) Poetry -

Marathi - **तुकाराम गाथा** (Any 5 abhangas)

English - *Says Tuka*, Translated by Dilip Chitre

Hindi - **कबीर के बबजक** (Any 5 dohas)

English - *Bijak of Kabir* translated by Linda Heiss and Shukdeo Singh B) Fiction:

1. Hindi - **रेत समाधी** - Geetanjali Shree (First 15 chapters) English - *Tomb of Sand* translated by Daisy Rockwell.

2. Marathi - **स्मृतबबत्रे** - Laxmibai Tilak.

English – *Smritichitre- The Memoirs of a Spirited Wife* translated by Shanta Gokhale

EVALUATION: -

A) Internal Assessment-

A project of 20 Marks to be given. A literary passage of about 500 words from Hindi or Marathi to be translated into English by the students. It should also include the introduction of the SL text, list of the problems faced and the loss and gains in the process of translation.

B) Semester End Examination Pattern: 80 Marks- 2h. 30mins.

- |  |          |
|--|----------|
| Q.1. 2 Short Notes based on Unit-I (2 out of 4)  | 20 Marks |
| Q.2 Essay type question based on Unit-II (1 out of 2)  | 20 Marks |
| Q.3 Essay type question based on Unit-III (1 out of 2)   | 20 Marks |
| Q.4 Translation of an unseen literary passage (up to 200 words) from English into Hindi/Marathi. | 20 Marks |

**References:**

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- 2) Baker, Mona. *Routledge Encyclopedia of Translation Studies*. London: Routledge, 2001.
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[https://www.education.gov.in/sites/upload\\_files/mhrd/files/nep/2020/MARATHI.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/nep/2020/MARATHI.pdf)  
[https://www.education.gov.in/sites/upload\\_files/mhrd/files/NEP\\_Final\\_English\\_0.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf)
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- 14) Newmark, Peter. *A Textbook of Translation*. London: Prentice Hall. 1988
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- 16) Nida, Eugene A. and C.R.Taber. *The Theory and Practice of Translation*. London: E. J. Brill, 1969
- 17) Nida, Eugene A. *Language, Structure, and Translation: Essays by Nida*. Stanford: Stanford University Press, 1975.
- 18) Nida, Eugene. *On Translation*. Beijing: Translation Publishing Corp.,1984.
- 19) Quirk, Randolph, *The Linguist and the English Language*. London: Edward Arnold, 1974.
- 20) Ramakrishna, Shanta. "Cultural Transmission through Translation: An Indian Perspective", *Changing the Terms: Translating in the Postcolonial Era*. Eds. Sherry Simon and Paul StPierre. 2000. Hyderabad: Orient Longman, 2002.
- 21) Rockwell, Daisy. *Tomb of Sand*. Penguin Random House India, 2022.
- 22) Sant Tukaram Gatha

[https://archive.org/stream/sant-tukaram-gatha/Complete%20Sant%20Tukaram%20Gatha\\_djvu.txt](https://archive.org/stream/sant-tukaram-gatha/Complete%20Sant%20Tukaram%20Gatha_djvu.txt)

- 23) Savory, Theodore. *The Art of Translation*. London: Cape, 1957.
- 24) Sastry, J. Venkateswara. ed. *Art and Science of Translation*. Hyderabad: Centre for Advanced Study in Linguistics, 1994.
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- 29) Steiner, George. *After Babel*. Oxford: Oxford University Press. 1975.
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- 33) Venuti, Lawrence. *The Translator's Invisibility: A History of Translation*. London: Routledge, 1995.
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#### **Online Resources:**

- 1) <https://youtu.be/HZXhzP3mBsA>
- 2) <https://www.youtube.com/watch?v=gP3bheM6fmg>
- 3) <http://www3.uji.es/~aferna/H44/Cultural-implications.htm>
- 4) <http://www.bokorlang.com/journal/14fiction.htm>
- 5) [http://is.muni.cz/th/53989/pedf\\_m/Diploma\\_thesis-T/3\\_Theory\\_of\\_translation\\_of\\_a\\_dramatic\\_text\\_PAGE13-27.pdf](http://is.muni.cz/th/53989/pedf_m/Diploma_thesis-T/3_Theory_of_translation_of_a_dramatic_text_PAGE13-27.pdf)
- 6) <http://www.iasj.net/iasj?func=fulltext&aId=10783>
- 7) [http://www.transkom.eu/bd01nr01/transkom\\_01\\_01\\_06\\_Sarma\\_Translating\\_Shakespeare.20080707.pdf](http://www.transkom.eu/bd01nr01/transkom_01_01_06_Sarma_Translating_Shakespeare.20080707.pdf)
- 8) [http://www.logos.it/pls/dictionary/linguistic\\_resources.cap\\_4\\_26?lang=en](http://www.logos.it/pls/dictionary/linguistic_resources.cap_4_26?lang=en)
- 9) <http://www.db-thueringen.de/servlets/DerivateServlet/Derivate-3370/gledhill-ch5.html>
- 10) <http://www.litsearch.in>
- 11) [http://termcoord.files.wordpress.com/2012/07/translating\\_poetry1.pdf](http://termcoord.files.wordpress.com/2012/07/translating_poetry1.pdf)

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**University of Mumbai**  
**Syllabus for T.Y.B.A.**  
**Paper VI -C Semester: V & VI**  
**Course: Elective Paper**

**Course Title: Introduction to Cultural Studies**

(Choice Based Credit System with effect from the Academic Year 2023-24)

1.	<b>Syllabus as per Choice Based Credit System</b>	
i)	Name of the Programme :	T.Y.B.A. English
ii)	Course Code :	UAENG503C & UAENG603C
iii)	Course Title :	Introduction to Cultural Studies
iv)	Semester wise Course Contents:	Enclosed the copy of syllabus
v)	References and Additional References:	Enclosed in the Syllabus
vi)	Credit Structure : No of Credits per Semester:	04
vii)	No. of lectures per Unit	15
viii)	No. of lectures per week :	03
ix)	No. of Tutorials per week :	None
2.	Scheme of Examination	4 Questions of 20 marks each and a Project of 20 marks
3.	Special note, if any:	No
4.	Eligibility, if any:	No, Syllabus for TYBA
5.	Fee Structure:	As per University Structure Course
6.	Special Ordinances	No
7.	Resolutions if any:	No

**SYLLABUS FOR TYBA**  
**INTRODUCTION TO CULTURAL STUDIES**  
**Course Codes: UAENG503C & UAENG603C**  
**Semester: V & VI**  
**Course: Elective**  
**Course Title: Introduction to Cultural Studies**

**Preamble:**

Cultural Studies is a fledgling discipline that draws its inspiration from and is structured around existing critical and theoretical foundations. Learners are encouraged to interrogate existing structures which determine representations of class, caste, gender, sexuality among others in order to identify the privileged section of the binaries, the rationale for its existence and thereby attempt to develop strategies to dismantle or implode the power structures that continue to perpetuate. Cultural Studies involves the critique of both cultural texts and practices using diverse methodologies and critical theories.

A fairly nascent area of study, Cultural Studies is an approach to studying culture that draws on both social sciences and humanities. Drawing from diverse fields, cultural studies is a nondisciplinary study involves diverse fields and a range of academic traditions. The lack of a stable core, presents opportunities for the application of a range of critical perspectives allowing for the political implications of the culture that involves the culture of the majority or mass culture. Cultural Studies involves the four core areas of hegemony, semiotics, discourse and struggle over meaning. Since Cultural Studies involves the study of cultural texts and practices of the majority, it serves the important role of interrogating the power and control exerted over the majority by the minority, provides opportunities to interrogate and dismantle structures of power and hence becomes relevant as an area for study. The most significant learning outcome of Cultural Studies is the ability for critical thinking and expression, a much sought-after skill in higher level professions providing opportunities for employment.

**Objectives of the Course:**

- To create in learners an understand of the history and development of interest in Cultural Studies.
- To explore the interplay between Culture and Popular Culture and their influence over people
- To familiarize learners with a wide range of cultural formats
- To provide learners with opportunities for interdisciplinary study
- To encourage critical thinking through critical theory
- To facilitate re-readings of cultural and literary texts To expand existing critical thinking to enable textual analysis To understand different perspectives on the politics of control.

**Course Outcomes:**

- Learners will have an understanding of the history and rationale for engagement in cultural studies
- Learners will have the ability to critique the interplay between cultural and popular texts
- Learners will be familiar with a range of cultural formats including multimodal and digital formats
- Learners will display a thorough understanding of approaches to interdisciplinary study
- Learners will be equipped with the capacity for critical thinking and expression
- Learners will possess the capacity for re-readings of cultural texts using contemporary theories

**Semester V: Introduction to Cultural Studies**  
**Course code- UAENG503C 4 Credits Total Lectures: 45**

**Unit 1: Cultural Studies: An Introduction** **(15 Lectures)**

- Understanding the origin and history of Cultural Studies
- The Birmingham School
- Culture and Civilisation Tradition, Culturalism
- Case Study : Formation of canon and chapbooks

**Unit 2 Struggle over Meaning / Sites of Meaning?** **(15 Lectures)**

- Signs and Semiotics- Saussure
- Structuralism- Barthes –Denotative and Connotative Levels of Meaning
- Poststructuralism- Michel Foucault
- Case study: Body and gender (masculinity, femininity, queer body)

**Unit 3 The Politics of Culture:** **(15 lectures)**

- Stuart Hall / Reception Theory (Encoding and Decoding meaning)
- Interrogating the Control of Representation
- Negotiation and Agency
- Case study: Films and representation of disability

**References and Additional Readings:**

Arnold, Matthew. Culture and Anarchy. N.p.: n.p., 1869. Print.

Barthes, Roland. Mythologies. Trans. Annette Lavers. Hertfordshire: Paladin, 1973. Print.

(Essays Novels and Children: page 50, The Face of Garbo: page 56, Striptease: page 84,

Accessed on the internet: 16th May, 2016)

Bartky, S. "Foucault, Femininity, and the Modernization of Patriarchal Power." Feminism and Foucault: Reflections on Resistance. Ed. I. Diamond and L. Quinby. Boston: Northeastern UP, 1988. 61-86. Print.

Berger, John. Ways of Seeing. London: British Broadcasting Corporation and Penguin, 2008. Print. (Chapter 7, Accessed on the internet: 5th May, 2016)



Durham, Meenakshi Gigi., and Douglas Kellner. Media and Cultural Studies: Keywords. Malden, MA: Blackwell, 2001. Print.

Fiske, J. "Active Audiences," and "Pleasure and Play." Television Culture. London and NY: Methuen, 1987. N. pag. Print.

Nayar, Pramod K. An Introduction to Cultural Studies. New Delhi: Viva, 2008. Print.

### **Semester End Examination Pattern: 80 Marks**

The Semester End Examination for 80 marks will have 4 questions (with internal choice) of 20 marks each:

- Q1: A. Essay or Question 1: B. Essay or Question 1.C. Short Notes (02 out of 04) - Unit I
- Q.2 Essay Type Question (1 out of 2) - Unit 2
- Q.3 Essay Type Question (1 out of 2) - Unit 3
- Q.4 Short Notes (2 out of 4)-02 each on Unit 2 & 3

### **Project: One project of 20 marks**

Project: Deconstructing Texts (20 Marks)

Identify and analyse the historical, socio-political and literary dynamics as well as themes and concerns which define genre, reflect culture, extend across cultures or appeal to a particular culture

## **Semester VI: Introduction to Cultural Studies - II** **Course code- UAENG603C 4 Credits Total Lectures: 45**

### **Unit 1 Globalisation and Postmodernism (15 Lectures)**

- Industrialisation, Globalisation and the Dismantling of the Canon
- High Culture vs Low Culture Debate
- Mediations of Reality, Pluralism of Value and Reality and Hyperreality (Francois Lyotard/Frederic Jameson/Jean Baudrillard)
- Case Study: Alternative media (indie productions, docu-series, interactive series etc)

### **Unit 2 Culture, Ideology and the Concept of the Popular (15 Lectures)**

- Understanding Popular Culture
- The concepts of culture and ideology
- The subversive elements of popular culture
- Case Study: Music and poetry as a form of resistance

### **Unit 3 The Politics of Culture (15 Lectures)**

- Frankfurt School of Cultural Studies- Culture Industry
- The Politics of Culture-Hegemony
- Post-Marxist Perspectives
- Case Study: Digitality and construction of meaning (technology, algorithm and post truth)

### **Semester End Examination Pattern: 80 Marks**

The Semester End Examination for 80 marks will have 4 questions (with internal choice) of 20 marks each:

- Q. 1: A. Essay or Question 1: B. Essay or Question 1.C. Short Notes (02 out of 04) - Unit I
- Q.2 Essay Type Question (1 out of 2) - Unit 2
- Q.3 Essay Type Question (1 out of 2) - Unit 3
- Q.4 Short Notes (2 out of 4)-02 each on Unit 2 & 3

### **Project: One project of 20 marks**

Project: Deconstructing Texts of Popular Culture 20 Marks

Identify and analyse the historical, socio-political and literary dynamics as well as themes and concerns which define genre, reflect culture, extend across cultures or appeal to a particular culture

### **Recommended Reading:**

- Appadurai, Arjun, and Carol A. Breckenridge. "Public Modernity in India." *Consuming Modernity*. Ed. Carol A. Breckenridge. Delhi: Oxford UP, 1995. 1-17. Print.
- \_\_\_\_\_. *Modernity at Large: Cultural Dimensions of Globalization*. Minneapolis, MN: U of Minnesota, 1996. Print.
- Fiske, John. *Understanding Popular Culture*. Boston: Unwin Hyman, 1989. Print.
- Foucault, Michel as cited in Barrett, Michèle. *The Politics of Truth: From Marx to Foucault*. Stanford, CA: Stanford UP, 1991. Print.
- Ganham, Nicholas, and Raymond Williams. "Pierre Bourdieu and the Sociology of Culture: An Introduction." *Media, Culture and Society* 2.3 (n.d.): 215. Print.
- Hall, Stuart. "Encoding/Decoding." *The Cultural Studies Reader*. Ed. S. During. London and NY: Routledge, 1993. N. pag. Print.
- McGuigan, Jim. *Cultural Populism*. London: Routledge, 1992. Print.
- Storey, John. *Cultural Theory and Popular Culture: An Introduction*. Sixth ed. N.p.: Dorling Kindersley, 2014. Print. Indian Reprint
- Willis, Paul. *Common Culture*. Buckingham: Open UP, 1990. 3. Print.

### **Syllabus Prepared by:**

- 1) Convener: Dr. Michelle Philip: Member, Associate Professor, Wilson College, Mumbai
- 2) Member: Elwin John, Assistant Professor, Sophia College, Mumbai
- 3) Member: Srikanth Mohnrao, Department o English, Govt First Grade College, Manhalli, Bidar
- 4) Dr Anupama Nayar, Faculty, Department of English and Cultural Studies, Central Campus  
Coordinator, Centre for Concept Design, CHRIST University, Bangalore

**University of Mumbai Syllabus  
for T.Y.B.A. (English)  
Paper VII  
Semester: V & VI  
Course: Core paper  
Course Title: Contemporary British Literature**

**(Choice Based Credit System with effect from the Academic Year 2023-24)**

Syllabus as per Choice Based Credit System		
i)	Name of the Course:	T.Y.B.A. English
ii)	Course Code :	UAENG504 and UAENG604
iii)	Course Title:	Contemporary British Literature
iv)	Semester wise Course Contents:	Enclosed the copy of syllabus
v)	References and Additional References:	Enclosed in the Syllabus
vi)	Credit Structure: No. of Credits per Semester	04
vii)	No. of lectures per Unit:	20
viii)	No. of lectures per week:	04
ix)	No. of Tutorials per week:	--
2.	Scheme of Examination:	5 Questions of 20 marks each
3.	Special notes, if any:	No
4.	Eligibility, if any:	No
5.	Fee Structure:	As per University Structure
6.	Special Ordinances / Resolutions if any :	No

**Syllabus for T.Y.B.A. (English)**  
**Course:** Contemporary British Literature  
**Course Codes:** UAENG504 and UAENG604

**Preamble:**

Contemporary British Literature focuses on the British literature of the twentieth and twenty-first centuries. The development of British Literature and its influence on other literature from the beginning of the twentieth century to the present time are emphasised in the course. The literary history of contemporary British literature also reflects various political, social, economic, psychological, strategic, and tactical incidents of the contemporary world. The course aims to focus on the relationships between literature and these contemporary occurrences. Traditional literary genres have been modified in the contemporary era, and to study them it is required to have reflective and imaginative thinking, and the present syllabus endeavours to serve the purpose.

**Objectives of the Course:**

- 1) To explore representative trends, literary genres and movements of British Literature in the 20th and 21st Centuries.
- 2) To enable students to create linkages between social and historical contexts and literary texts.
- 3) To train students to develop skills for a critical and analytical understanding of the texts.
- 4) To acclimatise students with the contemporary reaction to literary and cultural structures and concepts.

**Outcome of the Course:**

After the completion of the course, students are expected to:

- 1) Be equipped with comprehensive understanding of literary genres, trends and movements in contemporary British Literature.
- 2) Understand the valuable co –relation between the socio- cultural, economic and historical contexts; behind the literary production.
- 3) Acquire the discipline to become reflective and imaginative thinkers through a close, critical and analytical reading of the prescribed texts.
- 4) Understand the contemporary reaction to literary and cultural structures and concepts.

<b>Semester V: Course</b>	
<b>Title: Contemporary British Literature I</b>	<b>Course Code: UAENG504</b>
<b>Credits: 04</b>	<b>Total Lectures: 60</b>

**Unit 1:** Background Topics: Total Lectures 20

- 1) Early Modernism
- 2) World War I
- 3) War Poetry
- 4) Irish Movement
- 5) Impact of Russian Revolution
- 6) Expressionism and Expressionistic Theatre
- 7) Revival of Poetic Drama
- 8) Post-Modernism
- 9) Social Realism in 21st Century Drama

**Unit 2:** Drama Total Lectures 20

A. Pinter Harold: *The Birthday Party* (1956) OR

B. Eliot T. S.: *Murder in the Cathedral* (1959)

**Unit 3:** Poetry Total Lectures 20

- 1) W. B. Yeats:
 

Sailing to Byzantium	Leda and the Swan
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- 2) W. H. Auden:
 

Stop All the Clocks	Lullaby
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- 3) Dylan Thomas:
 

Do Not Go Gentle into That Good Night	Fern Hill
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- 4) Wilfred Owen:
 

Futility	Strange Meeting
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- 5) Imtiaz Dharker:
 

A Century Later	The Trick
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**Semester VI:**  
**Course Title: Contemporary British Literature II**

**Course Code: UAENG604**

**Credits: 04**

**Total Lectures: 60**

**Unit 1:** Background Topics: Total Lectures 20

- 1) Life and Literature between Two Wars
- 2) The Great Depression
- 3) Twentieth Century Short Story
- 4) World War II Novels
- 5) Psychological and Stream of Consciousness Novels
- 6) Magic Realism
- 7) The Fall of British Empire
- 8) Post-Colonial Fiction
- 9) New Literatures in English

**Unit 2:** Novel: Total Lectures 20

Golding William: *Lord of the Flies* (1954)

OR

Rushdie Salman: *Midnight's Children* (1981)

**Unit 3:** Short stories: Total Lectures 20

- 1) Virginia Woolf: *The Lady in the Looking Glass* (1929)
- 2) D. H. Lawrence: *The Horse Dealer's Daughter* (1922)
- 3) Angela Carter: *The Werewolf* (1979)
- 4) Neil Gaiman: *Cinnamon* (2019)
- 5) Jeffrey Archer: *The Chinese Statue* (2006)

**Semester End Examination Pattern: 100 Marks 03 Hours**

The Semester End Examination for 100 marks will have 5 questions (with internal choice) of 20 marks each

Q. 1: A. Essay or Question 1: B. Essay or Question 1.C. Short Notes (2 out of 4) – Unit I

Q.2 Essay Type Question (1 out of 2) - Unit 2

Q.3 Essay Type Question (1 out of 2) - Unit 3

Q.4 Short Notes (2 out of 4) - Unit 2

Q.5 Short Notes (2 out of 4) - Unit

## Recommended Readings:

- Abrams, M.H. *A Glossary of Literary Terms*. 1978. Madras: Macmillan, 1988. Print.
- Adishesiah, Siân and LePage, Louise (ed.) *Twenty-First Century Drama: What Happens Now*. London: Palgrave, 2016. Print.
- Billington, Michael. *State of the Nation: British Theatre Since 1945*. London: Faber, 2007. Print.
- Bloom, Harold, Ed. *Lord of The Flies: Modern Critical Interpretations*. New York: Chelsea House Publishers, 1998. Print.
- Bradbury, Malcolm. *The Modern British Novel*. London: Secker and Warburg, 1993. Print.
- Brian Charles, Dyson A. E. *Twentieth Century Mind* (3 Volumes). London: Oxford University Press, 1972. Print.
- Butler, Christopher. *Early Modernism: Literature, Music and Painting in Europe 1900/1916*. London: Oxford University Press. 1994. Print.
- Chinitz, David. *A Companion to T.S. Eliot (Volume 62 of the Blackwell Companions to Literature and Culture)*. Chicago: John Wiley and Sons, 2009. Print.
- Connor, Steven. *The English Novel in History: 1950 – 1995*. London and New York: Routledge, 1996. Print.
- Cowell, Raymond (ed.). *Critics on Yeats*. New Delhi: Universal Book Stall, 1992. Print.
- Das, Santanu (ed.). *The Cambridge Companion to the Poetry of the First World War*. New York: Cambridge University Press, 2013. Print.
- Dawson, Ashley. *The Routledge Concise History of Twentieth Century British Literature*. London and New York: Routledge (Taylor and Francis Group), 2013. Print.
- Deer, Patrick. *Culture in Camouflage: War, Empire and Modern British Literature*. London: Oxford University Press, 2009. Print.
- Drabble, Margaret (ed.). *The Oxford Companion to English Literature*. Oxford: Oxford University Press, 1996. Print.
- Draper, R.P. *An Introduction to twentieth-century poetry in English*. New York: Macmillan Press Ltd, 1999. Print.
- Featherstone, Simon. *War Poetry: An Introductory Reader*. London and New York: Routledge, 1995. Print.
- Gale Steven H. *Harold Pinter: Critical Approaches*. Vancouver: Fairleigh Dickinson University Press, 1986. Print.
- Goodby, John. *The Poetry of Dylan Thomas: Under the Spelling Wall (Liverpool Texts and Studies)*. Liverpool: Liverpool University Press, 2014. Print.
- Head, Dominic. *The Cambridge Introduction to Modern British Fiction, 1950 – 2000*. Cambridge, New York and Cape Town: Cambridge University Press, 2002. Print.
- Innes, Christopher. *Modern British Drama: 1890-1990*. Cambridge: University Press, 1992. Print

- Kermode, Frank and John Hollander. *The Oxford Anthology of English Literature Volume Six: Modern British Literature*. London: Oxford University Press, 1973. Print.
- Lee-Brown, Patrick. *The Modernist Period: 1900 – 1945*. London: Evans, 2003. Print.
- Naismith, Bill. *Harold Pinter: A Faber Critical Guide*. London: Faber and Faber, 2000. Print.
- Nelson, Gerald. *Changes of the Heart: A Study of the Poetry of W.H. Auden*. California: University of California Press, 1970. Print
- Smith, Stan (ed.). *The Cambridge Companion to W.H. Auden*. Cambridge, New York, Madrid, Cape Town and Melbourne: Cambridge University Press, 2004. Print.
- Stevenson, Randall. *A Reader's Guide to the Twentieth-Century Novel in Britain*. Lexington: The University Press of Kentucky, 1993. Print.
- Swisher, Clarice, Ed. *Readings on Lord of The Flies*. San Diego, CA: Greenhaven Press, 1997. Print
- Trotsky, Leon (ed. Keach William). *Literature and Revolution*. Chicago: Haymarket Books. 2005. Print.
- Unterecker, John (ed.). *Yeats: A Collection of Critical Essays*. Eaglewood Cliffs, New Jersey: Prentice-Hall Inc., 1963. Print.
- Unterecker, John. *A Reader's Guide to William Butler Yeats*. London and New York: Thames and Hudson, 1959. Print.
- Wheeler, David. *"The Right Word" by Imtiaz Dharker- A Critical Analysis*. Dog's Tail Books, 2011. Kindle

**Internet Sources:** <http://haaconline.org.in/attendance/classnotes/files/1586787144.pdf>  
<http://haaconline.org.in/attendance/classnotes/files/1589542784.pdf>  
<http://sittingbee.com/the-lady-in-the-looking-glass-a-reflection-virginia-woolf/>  
[http://www.amerlit.com/plays/PLAYS%20Eliot,%20TS%20Murder%20in%20the%20Cathedral%20\(1935\)%20analysis.pdf](http://www.amerlit.com/plays/PLAYS%20Eliot,%20TS%20Murder%20in%20the%20Cathedral%20(1935)%20analysis.pdf) <http://www.strony.toya.net.pl/~cyrillus/new/prose.pdf>  
 (Angela Carter: The Werewolf)  
<http://www.wilfredowen.org.uk/poetry/futility>  
<http://www.wilfredowen.org.uk/poetry/strangemeeting>  
<https://dc.cod.edu/cgi/viewcontent.cgi?article=1117&context=essai#:~:text=W.%20H.%20Auden's%20poem%2C%20%22Stop%20all,enforced%20by%20the%20internal%20rhyme>  
<https://ew.com/books/2017/05/16/neil-gaiman-cinnamon-divya-srinivasan-interview/>  
<https://icpla.edu/wp-content/uploads/2012/10/Lawrence-D.H.-TheHorseDealersDaughter.pdf> (D H Lawrence: The Horse Dealer's Daughter)  
[https://kyotogakuen.repo.nii.ac.jp/?action=repository\\_action\\_common\\_download&item\\_id=1118&item\\_no=1&attribute\\_id=22&file\\_no=1](https://kyotogakuen.repo.nii.ac.jp/?action=repository_action_common_download&item_id=1118&item_no=1&attribute_id=22&file_no=1)  
<https://literariness.org/2016/03/31/postmodernism/>  
<https://literariness.org/2019/05/06/analysis-of-harold-pinters-plays/>  
<https://medium.com/worldliterature/a-woman-s-movement-9cc4460c1a4f>  
<https://neoenglish.wordpress.com/2010/12/27/english-poetry-between-the-two-wars/>



<https://pdfs.semanticscholar.org/2b5f/33dd43b408e89090e5633f9c191faceba0cc.pdf>  
<https://pssr.org.pk/issues/v5/2/rise-against-kyriarchy-critical-examinationofimtiazharker-s-a-century-later.pdf>  
<https://sites.udel.edu/britlitwiki/the-first-world-war-and-literature/>  
[https://userpages.umbc.edu/~jamie/html/on\\_do\\_not\\_go\\_gentle\\_into\\_that.html](https://userpages.umbc.edu/~jamie/html/on_do_not_go_gentle_into_that.html)  
<https://web.english.upenn.edu/~jenglish/English104/woolf2.html> (A Lady in the Looking Glass)  
<https://www.annarleslie.com/2020/07/19/werewolfangelacarter/#:~:text=Angela%20Carter%20uses%20deliberate%20word,to%20question%20such%20social%20norms.>  
<https://www.bl.uk/world-war-one/articles/reframing-first-world-war-poetry>  
<https://www.britannica.com/art/magic-realism> <https://www.britannica.com/art/Modernism-art>  
<https://www.britannica.com/art/theater-building/Production-aspects-of-Expressionist-theatre>  
<https://www.culturematters.org.uk/index.php/arts/visual-art/item/2654-books-pleasetherussianrevolution-arts-and-culture>  
[https://www.davuniversity.org/images/files/studymaterial/Post%20war%20British%20Novel\\_s.pdf](https://www.davuniversity.org/images/files/studymaterial/Post%20war%20British%20Novel_s.pdf)  
[https://www.festivaldepoesiademedellin.org/en/Diario/05\\_01\\_10.html](https://www.festivaldepoesiademedellin.org/en/Diario/05_01_10.html)  
<https://www.ft.com/content/bb5183a8-6820-11e7-9a66-93fb352ba1fe>  
<https://www.globusedujournal.in/wp-content/uploads/2019/04/warda.pdf>  
<https://www.sciencedirect.com/science/article/pii/S1877042814031437/pdf?md5=ab361821f0b730467d1f01034cae0f3e&pid=1-s2.0-S1877042814031437-main.pdf>  
<https://www.thebritishacademy.ac.uk/blog/what-is-postcolonial-literature/>  
<https://www.uv.es/~fores/wgaron.html>

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**University of Mumbai**  
**Syllabus for**  
**T.Y.B.A. (English) Paper VIII**  
**Semester: V & VI**

**Course: Core paper**

**Course Title: Contemporary American Literature**

**(Choice Based Credit System with effect from the Academic Year 2023-24)**

	Syllabus as per Choice Based Credit System	
i)	Name of the Course:	T.Y.B.A. English
ii)	Course Code :	UAENG505 and UAENG605
iii)	Course Title:	Contemporary American Literature
iv)	Semester wise Course Contents:	Enclosed the copy of syllabus
v)	References and Additional Reference	Enclosed in the Syllabus
vi)	Credit Structure: No. of Credits per Semester	04
vii)	No. of lectures per Unit:	20
viii)	No. of lectures per week:	04
ix)	No. of Tutorials per week:	--
2.	Scheme of Examination:	5 Questions of 20 marks each
3.	Special notes, if any:	No

4.	Eligibility, if any:	No
5.	Fee Structure:	As per University Structure
6.	Special Ordinances / Resolutions if any :	No

### **Syllabus for T.Y.B.A.**

**Course:** Contemporary American Literature

**Course Codes:** UAENG505 and UAENG605

**Preamble:** American literature has become source of attraction and contributed significantly in the development of world literature. It has been at the forefront in the establishment of various literary trends and genres. There is an immense desire in the mind of people to experience American culture and its literature. It is apparent that America is an embodiment of land of opportunities to the people on the basis of knowledge and skills. America is also considered as a pioneer in accomplishing incredible and commendable growth in economy, science and technology leading to sense of materialism and comfortable life style. American dream is responsible for reforming and transforming the life of people with its positivity and negativity. The prominent strength of America is its vivid reflection of multi- culturalism in all spheres of life and literature. The literary works are depiction of moral, social, ethical values and universal truths. This Contemporary American Literature course is a golden opportunity to the students for understanding and appreciating varied literary works and its significance to become successful personality in the 21<sup>st</sup> century.

#### **Objectives of the Course:**

- 1) To introduce the students with the representative trends, literary genres and movements of Contemporary American Literature
- 2) To explore the socio-political and cultural aspects reflected in the Contemporary American Literature
- 3) To enable the students to understand distinctive features of American, African American, Jewish American and Literature of Indian and Chinese Diaspora
- 4) To elaborate varied thematic concerns represented in Contemporary American Literature

#### **Outcomes of the Course:**

After the completion of the course, students are expected to:

- 1) Understand literary genres, trends and movements in Contemporary American

Literature.

- 2) Interpret socio-political and cultural dimensions of Contemporary American Literature.
- 3) Appreciate tenets and themes of Contemporary American Literature.
- 4) Formulate various perspectives pertaining to Contemporary American Literature.

Semester V	
<b>Course Title: Contemporary American Literature I Course Code: UAENG505</b>	
<b>Credits: 04</b>	<b>Total Lectures: 60</b>

**Unit 1: Background Topics:**

**Total Lectures 20**

- 1) Development of Postmodern American Drama
- 2) Theatre of the Absurd
- 3) Broadway and Off-Broadway Theatre
- 4) Black Art Movement
- 5) Multiculturalism in American Literature
- 6) Beat Generation
- 7) Confessional Poetry

**Unit 2: Drama**

**Total Lectures 20**

- A. Edward Albee: *Who is Afraid of Virginia Woolf?* OR
- B. Neil Simon: *The Odd Couple*

**Unit 3: Poetry 1)**

**Total Lectures 20**

- |                     |                                  |
|---------------------|----------------------------------|
| Adrienne Rich:      | Power<br>From a Survivor         |
| 2) Robert Lowell:   | Skunk Hour<br>For the Union Dead |
| 3) Maya Angelou:    | Still I Rise<br>Phenomenal Woman |
| 4) Meena Alexander: | Muse<br>House of Thousand Doors  |
| 5) Allen Ginsberg:  | Home Work<br>Wild Orphan         |

<b>Semester VI:</b> <b>Course Title: Contemporary American Literature II Course Code: UAENG605</b> <b>Credits: 04 Total Lectures: 60</b>
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**Unit 1: Background Topics:****Total Lectures 20**

- 1) Contemporary Native American Fiction
- 2) Postmodern African American Fiction
- 3) Contemporary Jewish American Literature
- 4) Literature of Indian Diaspora in America
- 5) Literature of Chinese Diaspora in America
- 6) American Literature in the 21<sup>st</sup> Century
- 7) Contemporary American Science Fiction

**Unit 2: Novel****Total Lectures 20**

- A. Toni Morrison: *The Bluest Eye*  
OR  
B. Beatty Paul: *The Sellout*

**Unit 3: Short Stories****Total Lectures 20**

- 1) Flannery O'Connor: "A Good Man is Hard to Find"
- 2) Alice Walker: "To Hell with Dying"
- 3) Bernard Malamud: "The Mourners"
- 4) Jhumpa Lahiri: "When Mr. Pirzada Came to Dine"
- 5) Amy Tan: "Mother Tongue"
- 6) Denis Johnson: "Emergency"

<b>Semester End Examination Pattern:</b>	<b>100 Marks</b>	<b>03 Hours</b>
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The Semester End Examination for 100 marks will have 5 questions (with internal choice) of 20 marks each

Question 1: A. Essay Type Question - Unit I

OR

1: B. Essay Type Question

OR

1: C. Short Notes (2 out of 4)

Question 2: Essay Type Question (1 out of 2) - Unit 2

Question 3: Essay Type Question (1 out of 2) - Unit 3

Question 4: Short Notes (2 out of 4) - Unit 2

Question 5: Short Notes (2 out of 4) - Unit 3     **Recommended Readings:**

Abrams, M. H. *A Glossary of Literary Terms*. (8th Edition) New Delhi: Akash Press, 2007. Print.

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# University of Mumbai

## Syllabus for T.Y.B.A.

### Paper IX -A Semester: V & VI

#### Course: Elective Paper

#### Course Title: Literature and Science

(Choice Based Credit System with effect from the Academic Year 2023-24)

1		Syllabus as per Choice Based Credit System	
	i)	Name of the Course	T.Y.B.A. (English)
	ii)	Course Code :	UAENG506A & UAENG606A
	iii)	Course Title :	Literature and Science
	iv)	Semester wise Course Contents:	Enclosed the copy of syllabus
	v)	References and Additional References	Enclosed in the Syllabus
	vi)	Credit Structure : No. of Credits per Semester	03
	v)	No. of lectures per Unit :	03
	vi)	No. of lectures per week	15
	vii)	No. of Tutorials per week :	--
	viii)	Scheme of Examination :	4 Questions of 20 marks each.
2		Special notes , if any	No
3		Eligibility, if any	No
4		Fee Structure	As per University Structure
5		Special Ordinances / : Resolutions if any	No

## **Syllabus for TYBA Paper IX-A**

**Course: Elective Paper**

**Course Title: Literature and Science**

### **Course Codes: UAENG506A & UAENG606A Preamble:**

Literature and Science are two different aspects of the human mind and both the areas had always been perceived as two completely diverse fields of academic discourses which actually is far from being true. However, Literature and science go hand in hand if we look closely. Both emerged as a consequence of curiosity. Literature is born as a product of imagination and curiosity whereas science is born as a product of experimentation and curiosity. Although both are considered different, yet they're closely related. It is said that science or its requisite elements concern with the facts, reasons, causes and effects whereas literature also deals with the same but in modified forms and therefore the bond between literature and science is truly indissoluble and cannot be denied at all. We are living in the era where science and technology has become a matter of lived social reality, a matter of daily consumption. If literature is the mirror of society, then mirroring today's reality will definitely include an element of all pervasive science. Science has become the culture of twenty first century and science-fiction therefore, has become its folklore. Science-Fiction as a genre of literature mixes literary art, scientific and philosophical speculations while evoking a sense of wonder and thus functions as a fertile ground for interaction and integration of the two seemingly different academic discourses. This course, therefore, is designed in such a way that it provides an understanding of the complex relationship between Science and Literature and, in the process, improves the dialogue between literature and science. Introducing Science Fiction as a literary genre and its various components along with the recurring themes, ideas and issues commonly dealt with, the course intends to build a compact base for understanding the most popular genre of the twenty first century. Keeping in mind the vast diversity of the genre, the course makes an attempt to be inclusive while choosing the representative stories across the world. The immense popularity of the science fiction movies and texts is a testimony to this statement. Therefore, to keep up with the time, it is imperative to include this most popular genre into our academic syllabus.

**Objectives of the Course:**

1. To provide knowledge and understanding of the complex relationship between literature and science and its emerging bond.
2. To introduce science fiction literature and its different requisite elements to the students and develop interest in it.
3. To acquaint the students with the forms, themes, tropes, and modes of expression of Science Fiction.
4. To create awareness and familiarise students with the advancement in the field of science through science fiction and develop the skill of interpretation and inference.
5. To inculcate the utopian / dystopian perspective and positive/negative side of the advancement in the field of science and technology and explore its impact on the society through the prescribed texts.

**Outcomes of the Course:**

1. The students will gain the knowledge of the connection between science and literature and its significance in today's postmodern era.
2. The students will be familiar with the prominent stream of Science Fiction along with its different elements and it may help them to develop their interest in it.
3. The Students will be able to understand, describe and analyze common themes, tropes, and modes of expression in science fiction.
4. The students will understand the indefinite exposure given to advanced science and technology in science fiction literature and it will help them to think about future and interpret and infer skillfully.
5. The positive side of the advancement in the arena of science and technology will be understood and utopian perspective of looking towards science and technology and its advancement will be developed through the prescribed literature.

**Semester V: Literature and Science –I Paper**

**IX A**

**Course code- UAENG506A 03Credits**

**Total Lectures: 45**

**Unit I : Background Topics**

**Total Lectures 15**

- a. Relationship between Literature and Science
- b. Components of Science Fiction Stories. (Including Novum and Extrapolation)
- c. Themes, Ideas and Issues incorporated in Science Fiction.
- d. Forms of Science Fiction: Utopia, Fantasy and Myth.
- e. Science Fiction of today is the Science of Tomorrow.

**Unit II: Science Fiction**

**Total Lectures 15**

A) H. G. Wells: '*The Invisible Man*' (1897) **OR**

B) Arthur C Clark: '*2001 A Space Odyssey*' (1968)

**Unit III: Science Fiction Short Stories**

**Total Lectures 15**

- 1) Laxman Londhe: '*Einstein the Second*'
- 2) Philip K Dick: '*Colony*'
- 3) Harish Goyal: '*Operation Reincarnation*'
- 4) Manjula Padmanabhan: '*The Pain Merchant*'
- 5) Arun Mande: '*Ruby*'

**Evaluation Pattern for Semester V:**

Semester End Examination Pattern: 80 Marks – (2 & 1/2 Hours)

The Semester End Examination for 80 marks will have 4 questions (with internal choice) of 20 marks each.

Q.1) Short Notes on Unit I (Any Two out of Four)	20 Marks
Q.2) Essay Type Questions on Unit II (Any one out of Two)	20 Marks
Q.3) Essay Type Questions on Unit III (Any one out of Two)	20 Marks
Q.4. A) Short Notes on Unit II (Any One out of Two)	10 Marks
Q.4. B) Short Notes on Unit III (Any One out of Two)	10 Marks

**Project: 20 Marks**

A project of 20 marks for semester V to be undertaken by the students with particular focus on the Science fiction, Science fiction short stories, Creative writings, Science fiction movies or write bio-sketch of any well-known science fiction writer of their choice (other than prescribed in the syllabus).

**Evaluation Pattern for Project Work:**

Sr. No.	Particulars	Marks
1	Project Work Report in 2000 words (Written or in PDF format) It may include images, graphs and appendix etc.	10
2	Presentation that demonstrates project (with the use of ICT)	10
<b>Total Marks</b>		<b>20</b>

**Semester VI: Literature and Science –II**  
**Paper IX A**  
**Course code- UAENG606A 03 Credits**  
**Total Lectures: 45**

**Unit I : Literary Terms: Subgenres of Science Fiction**                      **Total Lectures 15** a. Social Science Fiction b. Time Travel c. Space Opera d. Apocalypse and Post-Apocalypse e. Artificial Intelligence

**Unit II: Science Fiction****Total Lectures 15**A) Isaac Asimov: '*Caves of Steel*' (1953)

OR

B) Sami Ahmed Khan: '*Aliens in Delhi*' (2017)

**Unit III: Short Stories****Total Lectures 15**

- 1) Seema Kulkarni: '*A Red Trajectory*'
- 2) William Gibson: '*Burning Chrome*'
- 3) Subodh Jawadekar: '*A Journey into Darkness*'
- 4) Ursula K. Le Guin: '[\*The Ones Who Walk Away From Omelas\*](#)'
- 5) Bruce McAllister: '*Kin*'

**Evaluation Pattern for Semester VI:**

Semester End Examination Pattern: 80 Marks – (2 & 1/2 Hours)

The Semester End Examination for 80 marks will have 4 questions (with internal choice) of 20 marks each.

Q.1) Short Notes on Unit I (Any Two out of Four)	20 Marks
Q.2) Essay Type Questions on Unit II (Any one out of Two)	20 Marks
Q.3) Essay Type Questions on Unit III (Any one out of Two)	20 Marks
Q.4. A) Short Notes on Unit II (Any One out of Two)	10 Marks
Q.4. B) Short Notes on Unit III (Any One out of Two)	10 Marks

**Project: 20 Marks**

A project of 20 marks for semester VI to be undertaken by the students with particular focus on the Science fiction, Science fiction short stories, Creative writings, Science fiction movies or write bio-sketch of any well-known science fiction writer of their choice (other than prescribed in the syllabus).

**Evaluation Pattern for Project Work:**

<b>Sr. No.</b>	<b>Particulars</b>	<b>Marks</b>
<b>1</b>	Project Work Report in 2000 words (Written or in PDF format) It may include images, graphs and appendix etc.	<b>10</b>
<b>2</b>	Presentation that demonstrates project (with the use of ICT)	<b>10</b>
<b>Total Marks</b>		<b>20</b>

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**Syllabus for T.Y.B.A. (English)**  
**Paper IX -B Semester: V & VI**  
**Course: Elective Paper**  
**Course Title: Media Studies**

**(Choice Based Credit System with effect from the Academic Year 2023-24)**

1	Syllabus as per Choice Based Credit System		
	i)	Name of the Course	T.Y.B.A. English
	ii)	Course Code :	UAENG506B & UAENG606B
	iii)	Course Title :	Media Studies
	iv)	Semester-wise Course Contents:	Enclosed the copy of the syllabus
	v)	References and Additional References	Enclosed in the Syllabus
	vi)	Credit Structure: No. of Credits per Semester	03
	v)	No. of lectures per Unit :	03
	vi)	No. of lectures per week	15
	vii)	No. of Tutorials per week :	No
	viii)	Scheme of Examination :	4 Questions of 20 marks each.
2	Special notes, if any		No
3	Eligibility, if any		No
4	Fee Structure		As per the University Structure
5	Special Ordinances /: Resolutions if any		No

### **PREAMBLE:-**

The Media Studies course is designed to provide students with an understanding of various aspects of Mass Media. It provides students with an opportunity to critically explore how the world of Mass Media operates in international and national contexts. Students learn the way content is generated and used in the multi-platform and digitized environment of media industries. They will also familiarize themselves with new media techniques and dimensions. The course is designed to focus on the evolution and history of mass media. It also intends to make students acquainted with features of language used in various formats of mass media. The course also attempts to highlight various features of digital media. It also focuses on some basic ideas about media representation and media convergence. The course will also provide knowledge regarding media ethics. One of the most important purposes of the course is to create interest among the students in various career avenues available in media industries, as it is one of the fastly developing fields after the arrival of internet technology.

### **Objectives of the Course: -**

- 1 To provide students with a comprehensive understanding of the concept of mass communication and mass media
- 2 To make students familiar with the evolution and history of mass media
- 3 To make students understand the creative and technical processes involved in newsprint, radio, television production, filmmaking and the internet-based media
- 4 To make them familiar with the specific use of English in the field of media
- 5 To introduce students to various career opportunities in the media industry

### **Outcomes of the Course: -**

- 1 By the end of the course the students should be able to comprehend concepts, processes, types and other related aspects of Mass Media
- 2 Students can able to understand language usage and skills in media industries
- 3 Students can able to comprehend drastic changes in media industries due to Information Communication Technology
- 4 Students become interested in jobs or careers in the Media Industry Semester **V: Media Studies- I**

Course code- UAENG506B 03 Credits

Total Lectures: 45

### **UNIT I - Understanding the concept of Mass Media and Mass Communication – Total Lectures- 15**

**A** Concept and types of communication, theory of mass communication

**B** Features, functions and elements and impacts of Mass Media

**C** Growth and features of Mass media: -Traditional Folk, Print, Electronic and New/Digital Media

**D** Advertising and Public Relations

## **Unit 2-Evolution and History of Media in India - Total Lectures- 15**

- ( newspaper, radio, television and cinema) a. It's beginning in India b. Milestones in its technological advancement  
c. Its reach / total users at present ( regional, special, demographic coverage )  
d. Its ownership, control and governance

## **Unit 3- English for Media- Total Lectures- 15**

- A** Content Analysis of Major formats of newspapers, magazines, radio, television programmes, cinema types and Digital Media including Facebook, WhatsApp, Instagram Twitter, blogs, Vlogs, web series, YouTube channels, etc  
**B** Writing for various formats of Mass Media-News Writing, scriptwriting for Radio, TV, Cinema, Advertisement, Drafting skills for Public Relations, Writing for Digital Media, **C** Advertisement as a medium of mass media features, types and elements of advertisement, the language of Advertisement  
**D** Writing for Media-Specific use of English

### **Evaluation Pattern:**

- 1) Semester End Examination: 80 Marks
- 2) Project: 20 Marks

Semester End Examination Pattern: 80 Marks

The Semester End Examination for 80 marks will have 4 questions (with internal choice) of 20 marks each.

(Three long-answer questions with internal options on each unit can be framed, and the fourth question will be short notes on the entire syllabus with internal options)

- Q.1)
- Q.2)
- Q.3)
- Q.4)

### **Project - 20 Marks**

#### **Suggested Topics**

Review of any film, drama, TV Serial

Content Analysis of local, regional or national newspapers

Features of language used in Social Media

Features of language used in advertising

Topics for projects are suggestive only and not all-inclusive. Subject teachers can choose any topic for project work as per the syllabus prescribed for semester V

**Semester VI: Media Studies – II**  
**Course code- UAENG606B 03 Credits**

**Total Lectures: 45**

**Unit I- Total Lectures: 15**

**Understanding Digital Media**

**A** Concept and Features of Digital media

**B** Popular applications of the Internet- email, Vlogs, Blogs, Websites, Channels, Facebook, WhatsApp, Instagram, Twitter, etc

**C** The changed paradigm due to the Internet- Empowering an individual to post data on the Internet

**D** Information, message in one medium triggering off activity in the others-Many sources of the same information- Distribution of the information between individuals on an unprecedented global scale- Rapidity of opinion generation on a local, national and global scale- The sociopolitical implications of the new information order- The strengthening of democracy

**Unit-II - Total Lectures: 15**

**Media Representation and Media Convergence**

**A** Understanding of the representation of various individuals, groups, events, places and issues in a variety of media texts & genres, such as the news, music, videos, lifestyle magazines, reality TV and other popular television series

**B** Recognizing stereotypical portrayals in the media

**C** Reasons and Consequences of media representations

**D** Media Convergence-Meaning, Types, Examples and Benefits

**Unit III - Total Lectures: 15**

**Ethics and Careers in Media Industry-Education, Skills and other requirements**

**A** Overview of Media ethics

**B** Importance and application of Media Ethics

**C** Various career opportunities in the field of journalism, advertising public relations, events and campaign management, corporate communication, production of films serials web series TV programs, etc career opportunities in social media

**D** Required education and skills

**Evaluation Pattern:**

1) Semester End Examination: 80 Marks

2) Project: 20 Marks

Semester End Examination Pattern: 80 Marks

The Semester End Examination for 80 marks will have 4 questions (with internal choice) of 20 marks each.

( Three long-answer questions with internal options on each unit can be framed, and the fourth question will be short notes on the entire syllabus with internal options)

Q.1)

Q.2)

Q.3)

Q.4)

### **Project - 20 Marks**

#### **Suggested Topics**

Features of language used in Social Media

Content analysis of News TV channel

Content analysis and features of any popular applications of social media like WhatsApp, Facebook, Instagram, Twitter

Career profile of any job in media industries

Topics for projects are suggestive only and not all-inclusive. Subject teachers can choose any topic for project work as per the syllabus prescribed for semester VI

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**University of Mumbai**  
**Syllabus for T.Y.B.A. (English)**  
**Paper IX -C Semester: V & VI**  
**Course: Elective Paper**  
**Course Title: Teaching Methods for English**

(Choice Based Credit System with effect from the Academic Year 2023-24)

1	Syllabus as per Choice Based Credit System		
	i)	Name of the Course	T.Y.B.A. English
	ii)	Course Code :	UAENG506C & UAENG606C
	iii)	Course Title :	Teaching Methods for English
	iv)	Semester wise Course Contents:	Enclosed the copy of syllabus
	v)	References and Additional References	Enclosed in the Syllabus
	vi)	Credit Structure : No. of Credits per Semester	03
	v)	No. of lectures per Unit :	15
	vi)	No. of lectures per week	03
	vii)	No. of Tutorials per week :	--
	viii)	Scheme of Examination :	4 Questions of 20 marks each.
2	Special notes , if any		
3	Eligibility , if any		
4	Fee Structure		As per University Structure
5	Special Ordinances / : Resolutions if any		



**Syllabus for TYBA Paper IX-C**  
**Course: Teaching Methods for English**  
**Course Codes: UAENG506C & UAENG606C**

**Preamble:**

English is the lingua franca and there is a huge demand for trained English language professionals. English language trainers are needed at local, national and international level in public as well as private sectors. Many language institutes, schools, colleges and companies look for trained English Language Teaching professionals. The present course will equip students with essential skills needed for teaching English language to English as 2<sup>nd</sup>/ foreign language learners. The course will help the aspirants to hone their language skills as well as enable them to design language learning activities for their learners. The course will definitely help expose and prepare learners for a lucrative employment opportunity and equip them with the necessary skills to develop and enhance language learning among learners. **Objectives of the Course:**

1. To familiarize learners with the field of English language teaching.
2. To develop essential understanding of language and its usage for pedagogical purpose
3. To introduce learners to key approaches, methods and techniques in teaching English.
4. To train learners in teaching LSRW skills, Grammar, vocabulary and pronunciation.
5. To engage learners in using, developing and customizing material to suit the level and needs of the language learners
6. To acquaint students to key formats of language tests

**Outcome of the Course:**

At the end of the course the learner will be able to

1. Display an awareness of the scope of teaching English
2. Demonstrate an understanding of language and its usage for pedagogical purpose
3. Explicate key approaches, methods and techniques in teaching English
4. Use various strategies, skills, tools, and techniques in teaching LSRW skills, Grammar, vocabulary and pronunciation
5. Manage reference material and utilize it for effective teaching.
6. Explain key formats of language tests

**Semester V: Teaching Methods for English - I**  
**Course code- UAENG506C 03Credits**  
**Total Lectures: 45**

**Unit I: Introduction**

Total Lectures 15

- English as an International Language
- English as a Lingua Franca (ELF)
- English as a Foreign Language (EFL)
- English as a Second Language (ESL) □

- Varieties of English:
  - British English ○ American English ○
  - General Indian English ○ Status of English in Indian education

**Unit II: Language Pedagogy**

Total Lectures 15

- Language acquisition and Learning
- First Language Acquisition
- Second Language Learning
- Characteristics of Language Learners
- How learners learn and what motivates them
- Implications for language instruction

**Unit III: Approaches to teaching**

Total Lectures 15

- Total Physical Response
- Communicative approach
- Task-based approach
- Multi-lingual approach
- Blended approach
- Eclectic approach
- Teaching through Literature
- Media and ICT in Language classroom

**Semester VI: Teaching Methods for English – II**

**Course code- UAENG606C 03 Credits** Total Lectures: 45

**Unit I: Teaching Vocabulary and Grammar**

Total Lectures 15

a. Teaching Vocabulary

- What vocabulary do learners need?
- Vocabulary learning through Interaction
- Building vocabulary through Activity
- Form, meaning and use: the incremental process of knowing a word
- Activity-based exposure to and familiarization with Phonetics
- Functional Language chunks for learners
- b. Teaching Grammar
- Generative Situational Grammar approach (Focus: form and function)
- Use of level specific techniques
- Presentation, practice and production stage
- Patterns of sequencing grammar learning activities Noticing, Structuring, Proceduralizing

## **Unit II: Teaching Language Skills**

Total Lectures 15

### **a. Reading**

- What is Reading comprehension?
- Types of reading- information, pleasure, comprehension, inference
- Reading comprehension in the classroom
- Strategies for developing reading skills and enhancing reading speed
- Reading subskills- Skimming, scanning, predicting.

### **b. Listening**

- What is Listening comprehension
- Difference between listening and hearing
- Strategies for effective listening
- Schema-building or pre-listening sensitisation, listening for gist, specific information, distractors, perception, intonation, comprehension, giving short responses, giving longer responses, instruction

### **c. Speaking**

- Fluency, accuracy and tonal appropriacy
- Teaching pronunciation through engaging activities
- Activating vocabulary through speaking activities
- Teaching functions such as describing, narrating, expressing

### **d. Writing**

- Writing strategies for young learners
- Techniques of sentence construction
- Teaching Cohesion, coherence
- Mind maps
- Short descriptive paragraphs
- Guided writing

### **e. Integrating skills (pre-task, while task and post task stages)**

## **Unit III: Teaching/ Learning Material and Assessment**

Total Lectures 15

### **a. Teaching/ Learning Material**

- Material diversity
- Sourcing, identifying and shortlisting material
- Grading and customizing material
- Reference material to prepare lesson plans
- Selection and use of course book materials
- Using supplementary materials and activities
- Introduction to the range of audio-visual and ICT based material.

### **b. Learning/Learner Assessment**

- Various Test Formats
- Formative and Summative Assessment
  - Assessing language skills
  - Assessing Grammar
  - Assessing Vocabulary
  - Assessing Pronunciation

## **Evaluation Pattern:**

1) Semester End Examination: 80 Marks

2) Project: 20 Marks

Semester End Examination Pattern: 80 Marks

The Semester End Examination for 80 marks will have 4 questions (with internal choice) of 20 marks each.

Q.1)

Q.2)

Q.3)

Q.4)

## References:

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### Web Resources

- [www.eslkidstuff.com](http://www.eslkidstuff.com)( useful for a lesson plan, free worksheets, games activities, and songs.)
- [www.eslbase.com](http://www.eslbase.com)(Guide to English grammar rules, with examples and teaching)
- [https://www.teflcourse.in/campaign/?gclid=CjwKCAiA9vOABhBfEiwATCi7GIPFuw2IwpmASPTbQR7oNsES7J8KI-60mGLzhUIAcPQ-ijob2\\_icYBoC6TYQAvD\\_BwE#home\\_wrapper](https://www.teflcourse.in/campaign/?gclid=CjwKCAiA9vOABhBfEiwATCi7GIPFuw2IwpmASPTbQR7oNsES7J8KI-60mGLzhUIAcPQ-ijob2_icYBoC6TYQAvD_BwE#home_wrapper)( Teaching English as a Foreign Language: courses and placement)
- [www.coursera.org](http://www.coursera.org)(Learn English: Intermediate Grammar)
- <https://udemy.com>(English Grammar for kids: Basic Grammar Program)
- <http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf>
- [http://www.ncert.nic.in/oth\\_anoun/npe86.pdf](http://www.ncert.nic.in/oth_anoun/npe86.pdf)
- [https://en.wikipedia.org/wiki/Second\\_language](https://en.wikipedia.org/wiki/Second_language)
- [https://www.ted.com/talks/jay\\_walker\\_on\\_the\\_world\\_s\\_english\\_mania?language=en#](https://www.ted.com/talks/jay_walker_on_the_world_s_english_mania?language=en#)

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**University of Mumbai**  
**Syllabus for T.Y.B.A. (English)**  
**Paper IX -D Semester: V & VI**  
**Course: Elective Paper**  
**Course Title: Tribal Literature and Culture**

(Choice Based Credit System with effect from the Academic Year 2023-24)

1	<b>Syllabus as per Choice Based Credit System</b>		
	i)	Name of the Course	T.Y.B.A. (English)
	ii)	Course Code :	UAENG506D & UAENG606D
	iii)	Course Title :	Tribal Literature and Culture
	iv)	Semester wise Course Contents:	Enclosed the copy of syllabus
	v)	References and Additional References	Enclosed in the Syllabus
	vi)	Credit Structure : No. of Credits per Semester	03
	v)	No. of lectures per Unit :	03
	vi)	No. of lectures per week	15
	vii)	No. of Tutorials per week :	--
	viii)	Scheme of Examination :	4 Questions of 20 marks each.
2	Special notes , if any		
3	Eligibility , if any		
4	Fee Structure		As per University Structure
5	Special Ordinances / : Resolutions if any		

**Syllabus for TYBA Paper IX-D**  
**Course: Tribal Literature and Culture**  
**Course Codes: UAENG506D & UAENG606D**

**Preamble:**

The study of tribal culture and literature has rightly gained momentum across the world and has become an essential part of literary studies. Tribal Literature is one of the crucial branches of protest literature. It reflects the cultural diversity and canvas of a life distinct from the mainstream. The abundant genres of tribal literature showcase tribal values from their proximity to the environment and their agony resulting from the conflict with the so-called modern world.

It is important, therefore, that tribal literature and culture are introduced to undergraduate students to encourage the research and translation of this vast area of study. This will lead them to explore this hitherto neglected knowledge domain. Subsequently, they will understand a different world from their own and generate an empathetic perspective towards that world. This course has been designed to familiarise students with tribal culture and literature, not just in India, but abroad as well. In Semester V, students will be briefly introduced to basic concepts in the study of tribal culture and will study glimpses of tribal poetry and short stories from across the world. Semester VI focuses on Indian tribal life and literature with critical reviews, poetry and a novel.

**Objectives of the Course:**

1. To familiarise students with tribal literature and culture in India and abroad
2. To acquaint students with the genre, tribal studies, as an independent discourse
3. To provide students a perspective on the changing world of tribes through their literary work
4. To facilitate interdisciplinary studies by helping students explore socio-cultural as well as economic aspects of tribals' lives
5. To promote translation studies in tribal literature.

**Outcome of the Course:**

By the end of the course, students will be able to

1. Comprehend the life and literature of tribes in India and the world
2. Appreciate tribal literature in its richness and variety
3. Develop a renewed perspective about the different worldviews of tribes in India and the world outside
4. Explore the variety of possibilities of research on tribal studies

## Semester V: Tribal Literature and Culture - I

Course code- UAENG506D

03 Credits

Total Lectures: 45

### Unit I - Introduction to Tribal culture

Total Lectures 15

#### A. Concept Studies

1. Definition of Tribe (from *Tribes and Tribal Studies in India: Profile of Tribes (TBS 1, Block 2, pp. 2-4)*) <http://egyanagar.osou.ac.in/slm-profile-of-tribes.html>
2. Distinctive Characteristics of Tribes in India (from *Tribes and Tribal Studies in India: Profile of Tribes (TBS 1, Block 2, pp. 4-9)*)  
<http://egyanagar.osou.ac.in/slmprofileoftribes.html>
3. The Tribes Today and Modern Nation States (from *Tribes and Tribal Studies in India: Profile of Tribes (TBS 1, Block 2, pp. 15-18)*)  
<http://egyanagar.osou.ac.in/slmprofileoftribes.html>

#### B. Textual Analysis

1. Behera, Maguni Charan. "Tribal Studies: Emerging Perspectives from History, Archaeology and Ethnography." *Tribal Studies in India* (2020): 1-31.
2. Coulombe, Joseph. "Following the Tracks: History and Context of Native Writing" (from *Reading Native American Literature*)  
<https://www.taylorfrancis.com/books/mono/10.4324/9780203832905/reading-nativeamerican-literature-joseph-coulombe?context=ubx&refId=7970b076c7534b4b9641-bab8c8b87086>

### Unit II - Poetry

Total Lectures 15

#### A. Australian Aborigine -

1. Jack Davis - "Aboriginal Australia"
2. Hyllus Mavis - "Spiritual Song of the Aborigine"

#### B. Native American -

1. Gladys Cardiff - "Prayer to Fix the Affections"
2. Joy Harjo - "Eagle Poem"

#### C. African -

1. Agra Gra - "And You Call Me Colored"
2. Zuhura Seng'enge - "Do not fear the past"
3. Wayne Visser - "I am an African"

### Unit III - Short Stories

Total Lectures 15

#### 1. Bedouin –

- a) "The Tale of the Wolf"
- b) "Makhulah the Camel"



2. **Philipino** –
  - a) “How the World Was Made”
  - b) “How the Tinguian Learned to Plant”
3. **Mongol** –
  - a) "Erhi Meregen, A Marksman"
  - b) "The Three Sisters" (a story from the Daur minority)
4. **Native American** –
  - a) “The Monster Bear” (Mohawk Indian)
  - b) “Legend of the Lost Salmon” (Yakima)

## **Semester VI: Tribal Literature and Culture – II**

**Course code- UAENG606D**

**03 Credits**

**Total Lectures: 45**

### **Unit I - Critical Essays**

**Total Lectures 15**

1. R. C. Verma - “Changing concept of Tribes” (from *Indian Tribes Through The Ages, pp 1-11*)
2. Anvita Abbi - “Declining Adivasi Knowledge System and Killing of Linguistic Diversity” (from Dev Nathan & Virginius Xaxa (ed.) - *Social Exclusion And Adverse Inclusion : Development And Deprivation Of Adivasis In India, pp 188-199*)
3. “*Adi-Dharam: Religious Beliefs of Adivasis of India with Special Reference to the Jharkhand Region of India*” - Dr Ramdayal Munda (from *Adi-Dharam, Religious Beliefs Of The Adivasis Of India : An Outline Of Religious Reconstruction With Special Reference To The Jharkhand Region*)
4. Jaysawal, Dr, and Sudeshna Saha - "Marginalisation of Tribal Communities due to Globalization." *Indian Journal of Dalit and Tribal Studies* 2.2 (2014): 37-54.)

### **Unit II – Tribal Poetry**

**Total Lectures 15**

1. Vaharu Sonawane - “Stage” (translated by Gail Omvedt)
2. Ushakiran Atram -
  - i. “Advice” and
  - ii. “Expression of the Dumb Tortures” (from *Motyarin* (translated by Santosh Kumar Sonker)
3. Jacinta Kerketta –
  - i. “The Jungle Says” and
  - ii. “Death of Mother tongue” (from *Land of The Roots*)

4. Jamuna Bini - "Those Idle Days" <https://atunispoetry.com/2021/08/24/dr-jamunabiniindi/>)

5. Vandana Tete - "The Day, The Moon and Stars Get Tired"

6. Mahadev Toppo –

i. "A Poet of the Forest" and

ii. "I was Happy" (from *Lessons from Forest and Mountain*)

### Unit III – Tribal Fiction

**Total Lectures 15**

Joram Yalam – *Junglee Phool* (translated by Gopal Sharma) - (Anuugya Books, Delhi, 2021)

OR

Narayan – *Kocharethi: The Araya Woman* (translated by Catherine Thankamma) (OUP, 2011)

### Evaluation Pattern:

**1) Semester End Examination: 80 Marks**

**2) Project: 20 Marks**

### Semester End Examination Pattern: 80 Marks

**The Semester End Examination for 80 marks will have 4 questions (with internal choice) of 20 marks each.**

Q.1) One essay type question OR Short notes (any two out of four) on Unit I

Q.2) One out of two essay type questions on Unit II

Q.3) One out of two essay type questions on Unit III

Q.4) Short notes on Unit II and III -

A. Short notes on Unit II (one out of three)

B. Short notes on Unit III (one out of three)

### Suggestions for Project work -

1. Critical appreciation of 2 or 3 tribal songs or poems (Semester V - tribes outside India; Semester VI - tribes in India)

2. Literary analysis of 2 tribal stories (Semester V - tribes outside India; Semester VI - tribes in India)

3. Commentary on local tribal folklore, art, myths, lifestyle or culture

### Primary Sources:

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Munda, Dr Ramdayal. *Adi-Dharam, Religious Beliefs Of The Adivasis Of India : An Outline Of Religious Reconstruction With Special Reference To The Jharkhand Region*. Sarini & Birsa, Chaibasa, 2000

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*Tribes and Tribal Studies in India: Profile of Tribes*. (TBS 1, Block 2). Odisha State Open University, Sambalpur, designed for e-PG Pathshala

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