

## M A ELT PROGRAMME

### Objectives:

- To focus on basic principle, concepts, theories and methods of teaching English Language
- To produce practicing teachers for the entry point and for continuing development
- To train learners data collection techniques and the use of tools for research in ELT
- To introduce various theoretical perspectives that underlie the teaching of ESL/EFL for nurturing and developing hands on experience in the field of ELT
- To introduce the skills of designing syllabus and developing materials
- To train learners to design, develop and administer tests and evaluate language teaching and learning
- To enable learners to gain practical skills in classroom teaching at different levels.
- To produce HR professionals required in media, corporate communications and for BPOs

## I Semester

### Core Paper(s)

Paper	Course No.	Paper Name	Credits	Internal Assessment	External Assessment
Paper 1	ETM1101	Fundamentals of Modern Linguistics	04	30	70
Paper 2	ETM1102	Second Language Acquisition and Learning	04	30	70
Paper 3	ETM	Applied Phonetics and Phonology	04	30	70
Paper 4	ETM	Pedagogic Grammar	04	30	70

***Discipline Centric Elective Pool ONE paper to be selected from this pool***

Paper	Course No.	Paper Name	Credits	Internal Assessment	External Assessment
Paper 5	ETM1121	Shakespeare in Performance	04	30	70
Paper 6	ETM1122	Studies in Theatre			
Paper 7	ETM1123	Muslim Women's Writing			
Paper 8	ETM1124	Dalit Literature			
Paper 9	ETM1125	Language and Power			
Paper 10	ETM1126	Sociolinguistics & Language Teaching			
Paper 11	ETM1127	Politics of English Studies			

***Ability Enhancements One paper to be selected from this pool***

Paper	Course No.	Paper Name	Credits	Internal Assessment	External Assessment
Paper 12	ETM1171	Seminar presentation skills	04	30	70
Paper 13	ETM1172	Academic Writing	04	30	70

## MA ELT Semester I

### Fundamentals of Modern Linguistics

Course Code: ETM-1101

Credits: 04

Max. Marks: 100

#### Objectives:

- To introduce the basic concepts of Linguistics
- To familiarize learners with the basics of Morphology and Phonology
- To familiarize learners with the basics of Syntax and Semantics
- To enable students to apply concepts of Linguistics in Language Teaching

#### Course Outcomes:

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

- Understand the fundamentals in Linguistics
- Understand the various theories of Linguistics
- Analyse the word formation processes
- Analyse sentences based on phrase structure grammar
- Practice componential analysis

#### Contents

- **Definition and Scope of Modern Linguistics**
  - Linguistics as a scientific study of language
  - Theoretical and Applied Linguistics
  - Linguistics and Language Teaching
- **Theories of Linguistics**
  - Structuralism
  - Cognitivism
  - Generativism
  - Universal grammar
  - Functionalism
- **Morphology and Syntax**

- Morph, Morpheme and Allomorph
- Inflection and Derivation
- Word Formation Processes
- Morphological Analysis
- Phrase Structure Grammar
- Transformational Generative Grammar

- **Semantics**

- Types of Meaning
- Sense and Reference
- Semantic Relations among Words
- Componential Analysis

### **Essential Readings:**

1. Aronoff Mark, M. Dobrovolsky and W.O. Grady. (eds.) 1989. An Introduction to Contemporary Linguistics. Martin's Press.
2. Laurie Bauer 2012. Beginning Linguistics. Palgrave Macmillan.
3. Lyons, John 1968. Introduction to Theoretical Linguistics, CUP.
4. Lyons, John 1981 Language and Linguistics , CUP.
5. Verma, S.K. and N. Krishnaswamy, 2005. Modern Linguistics: An Introduction. OUP.

### **Suggested Readings**

1. Davies, A. and C. Elder (eds.) 2004. The Handbook of Applied Linguistics. Blackwell.
2. Fromklin, Victoria (ed.) 2007. Linguistics: An Introduction to Language Theory, Blackwell Publishing.
3. Loudlow , Peter (ed.) 1997. Readings in the Philosophy of Language. MIT.
4. Lyons, John. 1981. Language and Linguistics: An Introduction. CUP.
5. Radford, A. et.al. (2006). Linguistics: An Introduction . 2<sup>nd</sup> edition. CUP.
6. Rowe M. Bruce and Diane P. Levine, 2016. A Concise Introduction to Linguistics. Routledge.

**Assessment Plan:**

- End Semester Examination: 70 Marks**
- Continuous Assessment: 30 Marks (as detailed below)**
- i. Diagnostic Test (MCQ / A small Quiz) carrying 05 Marks**
  - ii. Presentation carrying 10 Marks**, in a group of 4-5 students, but evaluation to be done of individual students on the basis of their performance
  - iii. A small Quiz / MCQ carrying 05 Marks**, to test understanding or for revision
  - iv. An Assignment carrying 10 Marks**, to be given at least three weeks in advance, as a part of teaching and not after teaching.
  - v. A Sessional (as a Make up Test)** to be conducted in last week

**Important Notes:**

**1. Suggestions To Students On Reading / Expectations From Students:**

- a. Each student will join the course with a prior understanding of the nature of the course and mode of teaching / learning
- b. Students will come to the class with a prior reading of the prescribed text / essential study materials / suggested study material that the teacher wishes to discuss in the classroom.
- c. Students need to be aware of the developments in the classroom.
- d. students need to read additional materials on research methodology and research ethics

**2. Suggestions To Students On Writing Assignments / Expectations From Students:**

- a. Students need to meet the deadlines for each instruction / assignment given by the teacher.
- b. Students need to follow the detailed guidelines for each assignment and presentation as provided by the teacher.
- c. Students need to follow research methodology and ethics and avoid any stance of plagiarism. Cases of plagiarism will be penalised as per the gazette notification of government of India, as adopted by AMU.

### **3. Teacher's Role:**

- a. Teachers will provide the syllabus, guidelines, study materials (except prescribed materials) in the form of hard or soft copies.
- b. Teachers will announce each test / quiz / assignment / sessional well in advance.
- c. Teachers need to be prepared with diagnostic test, Quiz / MCQ / A4 size detailed guidelines for presentation & assignment.
- d. Teachers will share the answer scripts and provide feedback if the students want to have it.
- e. Marks obtained by students for all tests / continuous assessments will be announced by the teacher.
- f. The teacher will destress students by explaining the students that continuous assessment is not an examination, rather it is a part of teaching and learning where they get marks for their efforts and contributions in the form of assignments / presentations. they have an opportunity to improve their grade by taking a make up test.

### **4. Class Policies:**

- i. Policy on late and unsubmitted tasks: those students who submit their assignments will not get same / better marks than those whose submit in time. Teachers are always receptive to any emergency situations.
- ii. Class attendance: as per university rules, 75% attendance is mandatory.

### **5. Additional Weekly, Post Class Discussion Sessions:**

Students may arrange additional classes in consultation with the teacher concerned, if time and situation permits.

## MA ELT Semester I

### Second Language Acquisition and Learning

Course Code: ETM-1102

Credits: 04

Max. Marks: 100

#### Objectives:

- To familiarize students with processes of language learning and acquisition
- To understand the differences between first and second language learning
- To focus on formal and informal linguistic environment in language acquisition and learning
- To familiarize students with theory and practice in second language learning and acquisition.

#### List of Contents:

##### Acquisition and Learning

- Definitions and Scope
- Historical Perspectives
- The Multilingual Mind

##### Learner's Characteristics

- Age and Second Language Learning
- Learner's Language Aptitude
- The Role of First Language
- Learner's Interlanguage and Errors

##### First Language Acquisition

- Study of Language Acquisition
- Phonological Development
- Morphological Development
- Syntactic Development

##### Second Language Learning Theories

- Chomsky's Universal Grammar Hypothesis
- Krashen's Monitor Model
- Anderson's Information Processing Model

##### Socio-Cultural Perspectives

- Vygotsky's Scaffolding/Zone of Proximal Development
- Constructivist Learning Theory

##### Input and Interaction

- Focus on Form and Incidental Learning
- Interactionally Modified Input
- The Role of Explicit Instruction
- The Role of Implicit Instruction

**Books Recommended:**

Dale H Schunk: Learning Theories: An Education Perspectives, 6<sup>th</sup> Edn. (Pearson 2012)

Douglas Brown: Principles of Language Learning and Teaching, 4<sup>th</sup> Edn.

(Prentice Hall, 2000).

Rod Ellis: Understanding Second Language Acquisition (OUP, 2015).

Mitchell, Rosamond. et al : Second Language Learning Theories, 3<sup>rd</sup> Edn.

(Routledge, 2013).

**Assessment Plan:**

**End Semester Examination:**

**70 Marks**

**Continuous Assessment:  
below)**

**30 Marks (as detailed**

- i. Diagnostic Test (MCQ / A small Quiz) carrying 05 Marks**
- ii. Presentation carrying 10 Marks, in a group of 4-5 students, but evaluation to be done of individual students on the basis of their performance**
- iii. A small Quiz / MCQ carrying 05 Marks, to test understanding or for revision**
- iv. An Assignment carrying 10 Marks, to be given at least three weeks in advance, as a part of teaching and not after teaching.**
- v. A Sessional (as a Make up Test) to be conducted in last week**

**Important Notes:****1. Suggestions To Students On Reading / Expectations From Students:**

- a. Each student will join the course with a prior understanding of the nature of the course and mode of teaching / learning
- b. Students will come to the class with a prior reading of the prescribed text / essential study materials / suggested study material that the teacher wishes to discuss in the classroom.
- c. Students need to be aware of the developments in the classroom.
- d. students need to read additional materials on research methodology and research ethics

**2. Suggestions To Students On Writing Assignments / Expectations From Students:**

- a. Students need to meet the deadlines for each instruction / assignment given by the teacher.
- b. Students need to follow the detailed guidelines for each assignment and presentation as provided by the teacher.
- c. Students need to follow research methodology and ethics and avoid any stance of plagiarism. cases of plagiarism will be penalised as per the gazette notification of government of India, as adopted by AMU.

**3. Teacher's Role:**

- a. Teachers will provide the syllabus, guidelines, study materials (except prescribed materials) in the form of hard or soft copies.
- b. Teachers will announce each test / quiz / assignment / sessional well in advance.



- c. Teachers need to be prepared with diagnostic test, Quiz / MCQ / A4 size detailed guidelines for presentation & assignment.
- d. Teachers will share the answer scripts and provide feedback if the students want to have it.
- e. Marks obtained by students for all tests / continuous assessments will be announced by the teacher.
- f. The teacher will destress students by explaining the students that continuous assessment is not an examination, rather it is a part of teaching and learning where they get marks for their efforts and contributions in the form of assignments / presentations. they have an opportunity to improve their grade by taking a make up test.

**4. Class Policies:**

- i. Policy on late and unsubmitted tasks: those students who submit their assignments will not get same / better marks than those whose submit in time. teachers are always receptive to any emergency situations.
- ii. Class attendance: as per university rules, 75% attendance is mandatory.

**5. Additional Weekly, Post Class Discussion Sessions:**

Students may arrange additional classes in consultation with the teacher concerned, if time and situation permits.

Note: The teacher reserves the right to make changes in the syllabus during the semester as s/he deems necessary.

**APPLIED PHONETICS AND PHONOLOGY**

**M.A. ELT SEMESTER 1**

**2020-2021**

**Credits: 04**

**Course Code: ETM-**

**Maximum Marks: 100**

**Objectives:**

1. To enable the learners to understand the basic concept of Applied phonetics and phonology.
2. To understand the various phonological processes.
3. To recognize and practice the features of speech sound patterns.
4. To recognize and practice the features of connected speech.

**Course Outcomes:** At the end of the course, the learners will be able to:

1. Distinguish between Applied phonetics and phonology.
2. Mark the primary word stress and sentence stress.
3. Distinguish between various phonological processes.
4. Practice the features of speech sound patterns
5. Practice the features of connected speech.
6. Discriminate between the different standard accents.

**Contents:**

- **Phonetics**
  - Air Stream Mechanism
  - Respiratory System, Phonatory System, Articulatory System
  - Consonants, Monophthongs, Diphthongs
    - a. **Lab Work 1 Recognizing, Discriminating & Practising Speech Sounds in English: Consonants, Monophthongs, Diphthongs**
  - Consonant Clusters, Syllable
  - Word Stress, Sentence Stress
    - b. **Lab Work 2: Recognising, Discriminating and Practicing Word Stress, Tone, Pitch, Rhythm**
    - c. **Lab Work 3: Recognising & Discriminating Tones**  
*Transcription Exercises: Broad and Narrow*
- **Phonology:**
  - Phone, Phoneme, Allophone
  - Minimal Pair, Contrastive Distribution, Complementary Distribution

**d. Lab Work 4: Practicing speech sounds in minimal pairs**

• **Feature Based Approach and Generative Approach**

-Assimilation, Elision, Liaison, Juncture,

**e. Lab Work 5; Recognising, Discriminating Assimilation, Elision, Liaison, Juncture**

-Nasalization, Palatalization, Velarization, Glottalization, Labialisation

**f. Lab Work 6: Recognising & Discriminating Standard Accents: RP, Indian English, American English**

**g. Lab work 7: Recognizing Speech Sounds using Pronouncing Dictionaries**

-Advanced Learners' Dictionary/ other related apps.

**Applied Phonetics Exercises / Tasks based on the following items:**

**Lab Work :** Activating Renet Digital Platform / Apps for Recognising, Discriminating and Practicing Speech Sounds

1. Speech Sounds in English: Consonants, Monophthongs, Diphthongs
2. Recognising, Discriminating and Practicing Word Stress, Tone, Pitch
3. Practicing speech sounds in minimal pairs
4. Speech Sounds in connected speech: Assimilation, Elision, Liaison, Juncture
5. Recognising and Discriminating Standard Accents: RP, Indian English, American English
6. Recognizing Speech Sounds using Pronouncing Dictionaries. Advanced Learners' Dictionary  
EFLU Materials

**Essential Readings:**

1. Abercrombie, David. 1967. Elements of General Phonetics. New York. Aldine.
2. Catford, John C. Fundamental Problems in Phonetics. 1977. Bloomington. University of Indiana Press.

3. Clark, John and Collin Yallop. 1995. An Introduction to Phonetics and Phonology. Oxford. Blackwells.
4. Hewings, Martin. 2004. Pronunciation Practice Activities, CUP.
5. Ladefoged, Peter. 2006. A Course in Phonetics. Fifth Edition. Wadsworth.
6. Roach, Peter. 2000. English Phonetics and Phonology, Third edition, CUP.

**Suggested Readings:**

1. Ladefoged, Peter, (ed.) 2004. Vowels and Consonants. Oxford: Blackwells.
2. Lass, Roger. 1984. Phonology. CUP.
3. Laver, John. 1994. Principles of Phonetics . CUP.
4. Maddieson, Ian. 1984. Patterns of Sounds. CUP
5. Roach, P. 1991. English Phonetics and Phonology: A Practical Course. CUP

**Assessment Plan:**

- |                                  |                                     |
|----------------------------------|-------------------------------------|
| <b>End Semester Examination:</b> | <b>70 Marks</b>                     |
| <b>Continuous Assessment:</b>    | <b>30 Marks (as detailed below)</b> |
- vi. Diagnostic Test (MCQ / A small Quiz) carrying 05 Marks**
  - vii. Presentation carrying 10 Marks,** in a group of 4-5 students, but evaluation to be done of individual students on the basis of their performance
  - viii. A small Quiz / MCQ carrying 05 Marks,** to test understanding or for revision
  - ix. An Assignment carrying 10 Marks,** to be given at least three weeks in advance, as a part of teaching and not after teaching.
  - x. A Sessional (as a Make up Test) to be conducted in last week**

**Important Notes:**

**6. Suggestions To Students On Reading / Expectations From Students:**

- e. Each student will join the course with a prior understanding of the nature of the course and mode of teaching / learning
- f. Students will come to the class with a prior reading of the prescribed text / essential study materials / suggested study material that the teacher wishes to discuss in the classroom.
- g. Students need to be aware of the developments in the classroom.
- h. students need to read additional materials on research methodology and research ethics

**7. Suggestions To Students On Writing Assignments / Expectations From Students:**

- d. Students need to meet the deadlines for each instruction / assignment given by the teacher.
- e. Students need to follow the detailed guidelines for each assignment and presentation as provided by the teacher.
- f. Students need to follow research methodology and ethics and avoid any stance of plagiarism. Cases of plagiarism will be penalised as per the gazette notification of government of India, as adopted by AMU.

**8. Teacher's Role:**

- g. Teachers will provide the syllabus, guidelines, study materials (except prescribed materials) in the form of hard or soft copies.
- h. Teachers will announce each test / quiz / assignment / sessional well in advance.
- i. Teachers need to be prepared with diagnostic test, Quiz / MCQ / A4 size detailed guidelines for presentation & assignment.
- j. Teachers will share the answer scripts and provide feedback if the students want to have it.
- k. Marks obtained by students for all tests / continuous assessments will be announced by the teacher.
- l. The teacher will de-stress students by explaining the students that continuous assessment is not an examination, rather it is a part of teaching and learning where they get marks for their efforts and contributions in the form of assignments / presentations. they have an opportunity to improve their grade by taking a make up test.

**9. Class Policies:**

- iii. Policy on late and unsubmitted tasks: those students who submit their assignments will not get same / better marks than those whose submit in time. Teachers are always receptive to any emergency situations.
- iv. Class attendance: as per university rules, 75% attendance is mandatory.

**10. Additional Weekly, Post Class Discussion Sessions:**

Students may arrange additional classes in consultation with the teacher concerned, if time and situation permits.

**PEDAGOGIC GRAMMAR**  
**M.A. ELT I SEMESTER**  
**2020-21**

**Course Code: ETM -**  
**Credits: 04**

**Max Marks: 100**

**Objectives:**

1. To understand the notion of grammar and usage.
2. To acquaint the learners with grammatical classes and categories in terms of pedagogic grammar.
3. To acquaint the learners with verbal and nominal categories.
3. To assist the learners in identifying the sources of errors.
4. To familiarise learners with the concept of grammaticality and appropriacy.

**Course Outcomes:**

At the end of the course, learners will be able to:

1. Use various grammatical categories and classes.
2. Identify and use the constitutive rules, regulative rules & prescriptive grammar.
3. Identify the concept of grammaticality, appropriateness and formality, form and function, grammatical judgement.
4. Identify and locate the sources of errors:

**Contents:**

- **Grammar and Usage**

- Constitutive rules, Regulative Rules & Prescriptive Grammar
- The concept of Grammaticality, Appropriateness, and Formality, Form and Function, Grammatical Judgements
  - Using grammar: types of error, sources: interlanguage, omission, overgeneralization, simplification and Transfer (SLA)
  - Errors, Acquisition, Dialect and Diversity.

- **Sentences**

- Subject and Predicate: phrases
- Parts of Speech: Nouns, Verbs, Adjectives. Adverbs, Pronouns, Prepositions, Conjunctions, Modals, Auxiliaries
- Substitutions, Addition, Deletion, Movement, Structure of the basic sentences types; Transitive,
  - Intransitive, Linking

- **Verbs**

- Tense
- Aspect: perfect & aspect [have+en], progressive aspect [be+ing] the auxiliary rule
- Passivization

- **Nominals: clauses and phrases**

- Noun Clauses
- Pronoun
- Adjectivals: Adjectives, nouns, prepositional phrases, clauses
- Adverbials: Adverbs, prepositional phrases, nouns, clauses

- **Punctuation**

**Suggested Readings:**

- Judith Rodby, W. Ross Winterowd, *The Use of Grammar*. Oxford University Press, 2005.
- Hornby, A.S. *Guide to Patterns and Usage English*. Oxford University Press, 1997.
- Hornby, Albert S, Michael Ashby, and Sally Wehmeier. *Oxford Advanced Learner's Dictionary of Current English*. Oxford: Oxford University Press, 2000.
- Leech, Geoffrey N, and Jan Svartvik. *A Communicative Grammar of English*. London: Longman, 2002.
- Turton, N. D. & J. B. Heaton. *Longman Dictionary of Common Errors*. Essex: Longman, 1987. First Indian Edn. 1998.

**Assessment Plan:**

- End Semester Examination: 70 Marks**  
**Continuous Assessment: 30 Marks (as detailed below)**
- xi. Diagnostic Test (MCQ / A small Quiz) carrying 05 Marks**
  - xii. Presentation carrying 10 Marks**, in a group of 4-5 students, but evaluation to be done of individual students on the basis of their performance
  - xiii. A small Quiz / MCQ carrying 05 Marks**, to test understanding or for revision
  - xiv. An Assignment carrying 10 Marks**, to be given at least three weeks in advance, as a part of teaching and not after teaching.
  - xv. A Sessional (as a Makeup Test)** to be conducted in last week

**Important Notes:**

**11. Suggestions To Students On Reading / Expectations From Students:**

- i. Each student will join the course with a prior understanding of the nature of the course and mode of teaching / learning
- j. Students will come to the class with a prior reading of the prescribed text / essential study materials / suggested study material that the teacher wishes to discuss in the classroom.
- k. Students need to be aware of the developments in the classroom.
- l. students need to read additional materials on research methodology and research ethics

**12. Suggestions To Students On Writing Assignments / Expectations From Students:**

- g. Students need to meet the deadlines for each instruction / assignment given by the teacher.



- h. Students need to follow the detailed guidelines for each assignment and presentation as provided by the teacher.
- i. Students need to follow research methodology and ethics and avoid any stance of plagiarism. Cases of plagiarism will be penalised as per the gazette notification of government of India, as adopted by AMU.

**13. Teacher's Role:**

- m. Teachers will provide the syllabus, guidelines, study materials (except prescribed materials) in the form of hard or soft copies.
- n. Teachers will announce each test / quiz / assignment / sessional well in advance.
- o. Teachers need to be prepared with diagnostic test, Quiz / MCQ / A4 size detailed guidelines for presentation & assignment.
- p. Teachers will share the answer scripts and provide feedback if the students want to have it.
- q. Marks obtained by students for all tests / continuous assessments will be announced by the teacher.
- r. The teacher will destress students by explaining the students that continuous assessment is not an examination, rather it is a part of teaching and learning where they get marks for their efforts and contributions in the form of assignments / presentations. they have an opportunity to improve their grade by taking a make up test.

**14. Class Policies:**

- v. Policy on late and unsubmitted tasks: those students who submit their assignments will not get same / better marks than those whose submit in time. Teachers are always receptive to any emergency situations.
- vi. Class attendance: as per university rules, 75% attendance is mandatory.

**15. Additional Weekly, Post Class Discussion Sessions:**

Students may arrange additional classes in consultation with the teacher concerned, if time and situation permits.

**MA ELT I Semester (Elective Paper)**

**Shakespeare in Performance**

**Course No. ETM 1121**

**Credits: 04**



**Background / Purpose / Significance:**

The idea behind this course is to inculcate importance of performance and theatre among the students. While drama is an integral part of literature especially Shakespeare being the backbone of theatre world, it is more often than not taught through reading and not performed. So the idea that theatre /drama should be studied in terms of performance. It is further expected that students who take this course will learn of the many ways in which the performance of Shakespearean plays connects to human, social and cultural aspects.

## **Objectives:**

By the end of this course, students will be-

1. Introduced to a variety of new approaches to explore Shakespeare's plays which would help them in learning and understanding Shakespeare more.
2. Able to place Shakespearean drama in a historical and cultural context.
3. Trained to develop the practice of drama and theatre interpretation at the level of detail through 'performance'.
4. Understand the importance of performance and Shakespeare both in the literary world.

**Introduction :** Performance theories/traditions, classification of theatre from Shakespeare's time to recent time. Colonial and Postcolonial reception of Shakespeare in Indian theatres and cinema.

## **UNIT I**

Socio-political and cultural review of the period.

Video links to understand Shakespeare's time and theatre –

1. William Shakespeare: The Life and Times. (FULL DOCUMENTARY)-  
(<https://www.youtube.com/watch?v=qafnuBH8KPs>)
2. Shakespeare's World - Timelines.tv History of Britain -  
(<https://www.youtube.com/watch?v=9P1IJqNDYjQ>)
3. Globe Theatre: Performance during Shakespeare's time -  
( <https://www.youtube.com/watch?v=95ec5xtt6Hs>)

## **UNIT II**

Characterisation: theory, practice and interpretation.

(It includes women characters, tragic heroes, fools/clowns, villains/anti heroes and many minor characters)

Video links to understand Shakespearean characters –

1. Shakespearean Fools-

(<https://www.youtube.com/watch?v=wCwzC-ZmiMM>)

2. Characteristics of tragic heroes-

(<https://www.youtube.com/watch?v=AI5D3Posaig>)

### UNIT III

Adaptations and performances of select Shakespearean plays

(Stage/Hollywood/Bollywood/Documentary): performance during his lifetime and 20<sup>th</sup>-21<sup>st</sup> century productions.

Video links to different adaptations including Bollywood and Hollywood-

1. How Shakespeare has inspired Indian cinema -

(<https://www.youtube.com/watch?v=wCoP0llqCZs>)

2. Top 10 Movies You Didn't Know Borrowed from Shakespeare-

(<https://www.youtube.com/watch?v=dihWoH1j0nl>)

#### Essential Reading:

- Bradley, A.C. Shakespearean Tragedy. New Delhi: Atlantic Publishers, 2010. Print.
- Characterisation in Shakespeare by Stanley Wells. Cambridge, 1981.
- Shakespeare Performance Studies by W.B. Worthen. Cambridge UP, 2014.
- Adaptations of Shakespeare: An Anthology of Plays from 17<sup>th</sup> century to the present by Daniel Fischlin and Mark Fortier. Routledge, 2000.
- Bhardwaj, Vishal and Peer Basharat. Haider: The original Screenplay with English Translation. India: Harper Collins Publishers, 2014. Print.
- Abrams. M.H. A Glossary of Literary Terms. India: Thomson Business International Pvt. Ltd, 2006. Print.
- Watching the performances.

#### Suggested Reading:

- Character and Characterisation in Shakespeare by Leo Kirschbaum. LLC,2011.
- Characterisation in Shakespeare by Stanley Wells. Cambridge,1981.
- Shakespeare Performance Studies by W.B. Worthen. Cambridge UP, 2014.
- A companion to Shakespeare and Performance by W.B. Worthen and Barbara Hodgdon. Wiley Blackwell, 2005.
- Shakespeare, Theory and Performance by James C. Bulman. Routledge, 1996.
- Shakespeare and the Authority of Performance by W.B. Worthen. Cambridge UP, 1997.

- Shakespeare and the Force of Performance by W.B. Worthen. Cambridge UP, 2003.
- Shakespeare's companies: Studies in performance and early modern drama by Terence G. Schoone-Jongen. Ashgate, 2008.
- World-wide Shakespeares: Local Appropriations in Films and Performance. Routledge, 2006.
- English Literature in context by Paul Poplawski. Cambridge UP, 2008.
- Shakespeare and the Problem of Adaptation by Margaret Jane Kidnie. Routledge, 2009.
- Adaptations of Shakespeare: An Anthology of Plays from the 17<sup>th</sup> century to the present by Daniel Fischlin and Mark Fortier. Routledge, 2000.
- Filming Shakespeare's Plays: The Adaptations of Laurence Olivier, Orson Welles, Peter Brook Akira Kurosawa by Anthony Davies. Cambridge UP, 1988.

### **Suggested Movie Adaptations :**

- **Roman Polanski's Macbeth**
- **Franco Zeffirelli's or Kenneth Branagh's Hamlet**
- **Laurence Olivier's and Kenneth Branagh's Henry V**
- **Kenneth Branagh's Much ado About Nothing**
- **Franco Zeffirelli's Romeo and Juliet**
- **Orson Welles's Othello**
- **Vishal Bhardwaj's Haider**
- **Vishal Bhardwaj's Omkara**
- **Vishal Bhardwaj's Maqbool**

### Assessment Plan:

Week 1-2: Diagnostic Test

Week 6: Presentation

Week 8: Presentation/ Short Write-ups of appreciation/analysis

Week 9: Preparing Proposal for Term Paper

Week 13: Term Paper Submission

Week 14: Feedback on Term Paper and Sessional Test if needed

## **IMPORTANT NOTES:**

### **6. SUGGESTIONS TO STUDENTS ON READING / EXPECTATIONS FROM STUDENTS:**

- e. EACH STUDENT WILL JOIN THE COURSE WITH A PRIOR UNDERSTANDING OF THE NATURE OF THE COURSE AND MODE OF TEACHING / LEARNING
- f. STUDENTS WILL COME TO THE CLASS WITH A PRIOR READING OF THE PRESCRIBED TEXT / ESSENTIAL STUDY MATERIALS / SUGGESTED STUDY MATERIAL THAT THE TEACHER WISHES TO DISCUSS IN THE CLASSROOM.
- g. STUDENTS NEED TO BE AWARE OF THE DEVELOPMENTS IN THE CLASSROOM.
- h. STUDENTS NEED TO READ ADDITIONAL MATERIALS ON RESEARCH METHODOLOGY AND RESEARCH ETHICS

### **7. SUGGESTIONS TO STUDENTS ON WRITING ASSIGNMENTS / EXPECTATIONS FROM STUDENTS:**

- d. STUDENTS NEED TO MEET THE DEADLINES FOR EACH INSTRUCTION / ASSIGNMENT GIVEN BY THE TEACHER.
- e. STUDENTS NEED TO FOLLOW THE DETAILED GUIDELINES FOR EACH ASSIGNMENT AND PRESENTATION AS PROVIDED BY THE TEACHER.
- f. STUDENTS NEED TO FOLLOW RESEARCH METHODOLOGY AND ETHICS AND AVOID ANY STANCE OF PLAGIARISM. CASES OF PLAGIARISM WILL BE PENALISED AS PER THE GAZETTE NOTIFICATION OF GOVERNMENT OF INDIA, AS ADOPTED BY AMU.

### **8. TEACHER'S ROLE:**

- g. TEACHERS WILL PROVIDE THE SYLLABUS, GUIDELINES, STUDY MATERIALS (EXCEPT PRESCRIBED MATERIALS) IN THE FORM OF HARD OR SOFT COPIES.
- h. TEACHERS WILL ANNOUNCE EACH TEST / QUIZ / ASSIGNMENT / SESSIONAL WELL IN ADVANCE.
- i. TEACHERS NEED TO BE PREPARED WITH DIAGNOSTIC TEST, QUIZ / MCQ / A4 SIZE DETAILED GUIDELINES FOR PRESENTATION & ASSIGNMENT.
- j. TEACHERS WILL SHARE THE ANSWER SCRIPTS AND PROVIDE FEEDBACK IF THE STUDENTS WANT TO HAVE IT.
- k. MARKS OBTAINED BY STUDENTS FOR ALL TESTS / CONTINUOUS ASSESSMENTS WILL BE ANNOUNCED BY THE TEACHER.
- l. THE TEACHER WILL DEBRIEF STUDENTS BY EXPLAINING TO THE STUDENTS THAT CONTINUOUS ASSESSMENT IS NOT AN EXAMINATION, RATHER IT IS A PART OF TEACHING AND LEARNING WHERE THEY GET MARKS FOR THEIR EFFORTS AND CONTRIBUTIONS IN THE FORM OF ASSIGNMENTS / PRESENTATIONS. THEY HAVE AN OPPORTUNITY TO IMPROVE THEIR GRADE BY TAKING A MAKE UP TEST.

### **9. CLASS POLICIES:**

- iii. POLICY ON LATE AND UNSUBMITTED TASKS: THOSE STUDENTS WHO SUBMIT THEIR ASSIGNMENTS WILL NOT GET SAME / BETTER MARKS THAN THOSE WHOSE SUBMIT IN TIME. TEACHERS ARE ALWAYS RECEPTIVE TO ANY EMERGENCY SITUATIONS.
- iv. CLASS ATTENDANCE: AS PER UNIVERSITY RULES, 75% ATTENDANCE IS MANDATORY.

### **10. ADDITIONAL WEEKLY, POST CLASS DISCUSSION SESSIONS:**

STUDENTS MAY ARRANGE ADDITIONAL CLASSES IN CONSULTATION WITH THE TEACHER CONCERNED, IF TIME AND SITUATION PERMITS.

NOTE: THE TEACHER RESERVES THE RIGHT TO MAKE CHANGES IN THE SYLLABUS DURING THE SEMESTER AS S/HE DEEMS NECESSARY.

## MA ELT I Semester (Elective Paper)

### Studies in Theatre

**Course Code: ETM 1122**

**Credits:04**

**Max Marks: 100**

Unit I:

A: Theatre and Theatre Studies

a) Integrated Theatre Studies

B: Elements of Theatre

- a) Performers and Actors
- b) Spectators and Audience
- c) Spaces and Places

Unit II: Theory and Method

- a) Theories of Theatre
- b) Theatre Historiography

Unit III:

- A. Performance Analysis
- B. Theatre and Interdisciplinarity
- C. Project OR Research Paper OR Field Work through:
  - a) Conducting interviews meetings with performers,
  - b) Watching live performances
  - c) Participating in the production of a performance texts

Sessional : 30 marks

End Semester: 70 marks with following distribution:

(50 marks for written exam

20 marks for Project or Research Paper or Field Work as per Unit III Section C).

#### Recommended Readings:

- Pickering, Kenneth. Key Concepts in Drama and Performance (Basingstoke: Palgrave Macmillan, 2005)
- Allain, Paul and Jen Harvie. The Routledge Companion to Theatre and Performance. (London: Routledge, 2006)
- Schechver, Richard. Performance Theory. (London: Routledge, 2003)

- Shepherd, Simon and Mick Wallis. Drama/Theatre/Performance: The New Critical Idiom. (Routledge, 2004).



## MA ELT I Semester (Elective Paper)

### Muslim Women's Writings

Course Code: ETM-1123

Credits: 04

Max. Marks: 100

#### Background /Purpose/Significance of the course/Paper

The paper focuses on the diversity and complexity of Muslim women's lives around the globe. It is designed to understand and challenge prevailing (mis)perceptions of Muslim women, their roles and their status in so called Islamic societies and states and also in the Western world. It aims to help students develop an appreciation of a variety of aesthetic forms and narrative structures employed in the writings of Muslim women and at the same time to recognize how inextricably intertwined are issues of aesthetics with issues of power, ideology and representation.

The course will encourage students to question their own categories of analysis, challenge their beliefs, recognize their own biases and assumptions as well as consider alternative interpretations and perspectives. The course emphasizes critical thinking in reading and writing.

Objectives:

Towards the end of the course the students will be able to:

- Articulate how Muslim women resist and challenge gender roles in Muslim and global communities
- How Muslim women portray contemporary issues and voice their concerns over them
- Gain access to a deeper appreciation of Muslim women's writings as a new terrain of contested values
- Be able to recognize through in-class discussions, diverse reading and response strategies

List of contents:

1. Imtiaz Dharker- Purdah 1
2. Mohja Kahf -My Grandmother washes her Feet in the Sink of the Bathroom at Sears
3. Jeelani Bano- *The Alien Home and Other Stories* (selections)
  - “The Alien Home”
  - “The Spectacle”
  - “The Enlightenment”
  - “A Cigarette Smouldering in the Ashtray”
4. Alifa Rifaat- *Distant View of a Minaret and Other Stories* (selections)

“The Distant View of a Minaret”

“The Long Night of Winter”

The World of the Unknown”

5. Kamila Shamsi- *Broken Verses*.
6. Randa Abdel Fattah- *Does My Head Look Big in This?*
7. Sabeena Rahman – Excrepts from *Threading My Prayer Rug: One Woman’s Journey from Pakistani Muslim to American Muslim*.
8. Fadia Faqir-*Autobiographical Essays by Arab Women Writers* (selections)

#### Essential readings:

1. Naima B. Robert- *From my Sisters’ Lips*
2. Marjane Satrapi- *Persepolis*

#### Suggested Readings

1. Nafisi, Azar. ‘Images of Women in Classical Persian Literature and the Contemporary Iranian Novel’, *In the Eye of the Storm: Women in Post-Revolutionary Iran*. Ed. Mahnaz Afkhami and E. Faridi, London. 1994.
2. Arabi, Saddeka. *Women and Words in Saudi Arabia: The Politics Of Literary Discourse*, New York, Columbia University Press,1994.
3. M.Lani, Farzareh. *Verbs and Words*, Syracuse University Press, 1992
4. Ahmad, Leala. *Women and gender in Islam: Historical roots of a modern debate*. New Haven:1992
5. Pierce, Leslie, *The Imperial Harem: Women and Sovereignty in the Ottoman Empire*.Princeton,1993.
6. Davie, Tavan, *Afghan Stories*, 2002
7. Al-Shaykh, Hanan, *Women of Sand and Myrh*, New York,1992.
8. Thomas Antony, *Death of a Princess*, 1980.

#### Assessment Plan:

End Semester Examination:

70 Marks

Continuous Assessment:

30 Marks (as detailed below)

- vi. Diagnostic Test (MCQ / A small Quiz) carrying 05 Marks
- vii. Presentation carrying 10 Marks, in a group of 4-5 students, but evaluation to be done of individual students on the basis of their performance
- viii. A small Quiz / MCQ carrying 05 Marks, to test understanding or for revision
- ix. An Assignment carrying 10 Marks, to be given at least three weeks in advance, as a part of teaching and not after teaching.
- x. A Sessional (as a Make up Test) to be conducted in last week

#### Important Notes:

11. Suggestions To Students On Reading / Expectations From Students:

- i. Each student will join the course with a prior understanding of the nature of the course and mode of teaching / learning
- j. Students will come to the class with a prior reading of the prescribed text / essential study materials / suggested study material that the teacher wishes to discuss in the classroom.
- k. Students need to be aware of the developments in the classroom.
- l. students need to read additional materials on research methodology and research ethics

**12. Suggestions To Students On Writing Assignments / Expectations From Students:**

- g. Students need to meet the deadlines for each instruction / assignment given by the teacher.
- h. Students need to follow the detailed guidelines for each assignment and presentation as provided by the teacher.
- i. Students need to follow research methodology and ethics and avoid any stance of plagiarism. cases of plagiarism will be penalised as per the gazette notification of government of India, as adopted by AMU.

**13. Teacher's Role:**

- m. Teachers will provide the syllabus, guidelines, study materials (except prescribed materials) in the form of hard or soft copies.
- n. Teachers will announce each test / quiz / assignment / sessional well in advance.
- o. Teachers need to be prepared with diagnostic test, Quiz / MCQ / A4 size detailed guidelines for presentation & assignment.
- p. Teachers will share the answer scripts and provide feedback if the students want to have it.
- q. Marks obtained by students for all tests / continuous assessments will be announced by the teacher.
- r. The teacher will destress students by explaining the students that continuous assessment is not an examination, rather it is a part of teaching and learning where they get marks for their efforts and contributions in the form of assignments / presentations. they have an opportunity to improve their grade by taking a make up test.

**14. Class Policies:**

- v. Policy on late and unsubmitted tasks: those students who submit their assignments will not get same / better marks than those whose submit in time. teachers are always receptive to any emergency situations.
- vi. Class attendance: as per university rules, 75% attendance is mandatory.

**15. Additional Weekly, Post Class Discussion Sessions:**

Students may arrange additional classes in consultation with the teacher concerned, if time and situation permits.

Note: The teacher reserves the right to make changes in the syllabus during the semester as s/he deems necessary.

## MA ELT I Semester (Elective Paper)

### Dalit Literature

Course Code: ETM 1124

Credits: 04

Max. Marks: 100

PASTE PICTURES OF REPRESENTATIVE WRITERS, IF ANY



TEACHER: PROFESSOR RASHMI ATTRI

TEACHING HOURS: 42

EMAIL :

TEACHING ASSISTANTS :

- 1.
- 2.

#### BACKGROUND / PURPOSE / SIGNIFICANCE OF THE COURSE/PAPER:

DALIT Literature along with its representation of marginalized culture has emerged as one of the most important developments of Indian Writings in the recent Decades. DALIT LITERATURE AN OUTCOME OF DALIT PROTEST MOVEMENT OF 1970S IN MAHARASHTRA DERIVED INSPIRATION FROM DR AMBEDKER'S ' EDUCATE , AGITATE AND ORGANIZE' IDEOLOGY .

This parallel and marginalized literature creates alternative aesthetes, born out of their lives experiences of pain and suffering and the the stigma of untouchability. However Dalit literature us not just about exploitation and oppression but also about the assertion and empowerment. It's rebellious in nature and encompasses sociological point of view with the sense of commitment towards revolutionary transformation of the oppressive caste system. Dalit literature with its stress on the egalitarian social system also engages with the discourse of human rights and human values.

An important phenomenon within Dalit literature is the rising body of writings by Dalit women , who were not represented either in Dalit Male writings or in

Mainstream Indian women's Writings. Dalit Women's writings record the pathetic tale of their multiple oppression for being Dalit among Dalits. Dalit Literature written by Dalit men or women provides space to the marginalized community thus giving them opportunity to fight against their oppression.

### **SPECIFIC OBJECTIVES:**

BY THE END OF THIS COURSE, STUDENTS WILL BE ABLE TO:

1. FAMILIARIZE WITH THE SOCIAL CONTEXT OF LITERARY PRODUCTION AND RECEPTION OF DALIT LITERATURE.
2. UNDERSTAND THE WAYS IN WHICH DALIT LITERATURE REFLECTS THE VOICES OF THE SUPPRESSED AND MARGINALIZED CLASSES AND HOW DALIT WRITERS RESIST AND FIGHT AGAINST THIS EXCLUSION AND MARGINALISATION THROUGH THEIR WRITINGS.
3. COMPARE AND CONTRAST DALIT WRITINGS WITH MAINSTREAM INDIAN WRITINGS AND DALIT WOMEN WRITINGS.
4. UNDERSTAND THE INTERSECTIONS OF CASTE, CLASS, GENDER, SEXUALITY AND COMMUNITY FACING DALIT WOMEN AND HOW DALIT WOMEN CARVE OUT THEIR SUBJECTIVITY, RESPECTABILITY AND HONOUR IN MODERN INDIA.
5. UNDERSTAND DALIT AESTHETICS AND HOW IT CHALLENGES INDIAN AESTHETES .

### **LIST OF CONTENTS:**

#### **1. INTRODUCTION: UNDERSTANDING DALIT LITERARY RENAISSANCES AND DALIT MOVEMENT**

DALIT HISTORIOGRAPHY HIGHLIGHTING THE LONG HISTORY OF DALIT STRUGGLE AGAINST CASTE BASED DISCRIMINATION AND EXPLOITATION.

EMERGENCE OF DALIT WRITINGS AND THE TRADITION OF DALIT THINKERS AND ITS IMPACT ON DALIT LITERATURE.

#### **AUTOBIOGRAPHICAL WRITINGS:**

OM PRAKASH VALMIKI, *JHOOTHAN*

BAMA, *Karukku*

#### **POETRY:**

DAYA PAWAR, *BLOOD WAVES*

JYOTI LANJEWAR, *CAVES*

USHA BANSODE, *YASHODHARA*

JAYANT PARMAR, *MANU*

#### **Essays:**

SHARANKUMAR LIMBALE, '*TOWARDS AN AESTHETIC OF DALIT LITERATURE*'

GOPA GURU, "DALIT WOMEN TALK DIFFERENTLY"

[HTTPS://WWW.EPW.IN/SYSTEM/FILES/PDF/1995\\_30/41-42/COMMENTARY\\_DALIT\\_WOMEN\\_TALK\\_DIFFERENTLY.PDF](https://www.epw.in/system/files/pdf/1995_30/41-42/commentary_dalit_women_talk_differently.pdf)

**SHORT STORIES:**

BABURAO BAGUL, *MOTHER*

URMILA PAWAR, *MOTHER*

**ESSENTIAL READINGS:**

ARJUN DANGLE, *POISONED BREAD* (ORIENT LONGMAN)

"DALIT LITERATURE: PAST, PRESENT AND FUTURE". *POISONED BREAD*. ED. ARJUN DANGLE. 1992. BOMBAY, IND: ORIENT LONGMAN, 1994. 234-66. PRINT.

BABURAO BAGUL, "DALIT LITERATURE IS BUT HUMAN LITERATURE", IN DANGLE, ED., *POISONED BREAD*, BOMBAY, ORIENT LONGMAN, 1992, P- 289

SHARMILA, REGE, *WRITING CAST/ WRITING GENDER: NARRATING DALIT WOMEN'S TESTIMONIOS* (DELHI: ZUBAAN, 2006)

**SUGGESTED READINGS:**

AMBEDKAR, B.R. *WHAT CONGRESS AND GANDHI HAVE DONE TO THE UNTOUCHABLES?* BOMBAY: THACKER & CO., LTD., 1945.

BAMA. *SANGATI: EVENTS*. TRANS. LAKSMI HOLMSTROM. NEW DELHI: OUP, 2005. PRINT.

BHAGVAN DAS, *IN PURSUIT OF AMBEDKAR, A MEMOIR* (PAPERBACK)

"CULTIVATORS WHIPCORD", FROM *SELECTED WRITINGS OF JYOTIRAO PHULE*, EDITED BY G.P DESHPANDE, NEW DELHI, LEFTWORD, 2002.

DEO, VEENA, AND ELEANOR ZELLIOT. "DALIT LITERATURE - TWENTY-FIVE YEARS OF PROTEST? OF PROGRESS?" *JOURNAL OF SOUTH ASIAN LITERATURE*, VOL. 29, NO. 2, 1994, PP. 41-67. JSTOR.

GOPAL GURU -GURU, GOPAL, ED. *HUMILIATION: CLAIMS AND CONTEXT*. NEW DELHI: OXFORD UNIVERSITY PRESS, 2011.

JOE ARUN, *CONSTRUCTING DALIT IDENTITY*, HARDCOVER

LIMBALE, SHARANKUMAR, *THE OUTCASTE: AKKARMASHI*. TRANS. SANTOSH BHOOMKAR. NEW DELHI, IND: OXFORD UNIVERSITY PRESS, 2005. PRINT.

MANOHAR, D. MURALI. ED. *CRITICAL ESSAYS ON DALIT LITERATURE*. NEW DELHI: ATLANTIC 2013.

MOON, VASANT. *GROWING UP UNTOUCHABLE IN INDIA: A DALIT AUTOBIOGRAPHY*. NEW YORK: ROWMAN & LITTLEFIELD PUBLISHERS, 2000. FIRST PUBLISHED IN MARATHI AS *VASTI*, 1995. TRANSLATED FROM THE MARATHI BY GAIL OMVEDT.

MULK RAJ ANNAD, *UNTOUCHABLE*.

MUKTIBODH, SHARATCHANDRA. "WHAT IS DALIT LITERATURE?" TRANS. ANIL RAGUNATH KULKARNI. *POISONED BREAD*. ED. ARJUN DANGLE. 1992. BOMBAY, IND: ORIENT LONGMAN, 1994. 267- 70. PRINT.

PARMAR, PATHIK. "GUJARATI DALIT POETRY." *DALIT LITERATURE: A CRITICAL EXPLORATION*. ED. AMAR NATH PRASAD AND M. B. GAIJAN. NEW DELHI, IND: SARUP & SONS, 2007. 137-72. PRINT.

PURUSHOTHAM, K. *INTERROGATING THE CANON: LITERATURE AND PEDAGOGY OF DALIT*, NEW DELHI: KALPAZ PUBLISHERS. 2015

RJ BHOGLE , *PERSPECTIVES ON AMBEDKARISM* ( PEOPLE'S PUBLICATION)

R.KUMAR, *DALIT PERSONAL NARRATIVE*, ORIENT BLACKSWAN, PVT.LT.

REGE, SHARMILA. "DALIT WOMEN TALK DIFFERENTLY: A CRITIQUE OF 'DIFFERENCE' AND TOWARDS A DALIT FEMINIST STANDPOINT POSITION" *ECONOMIC AND POLITICAL WEEKLY*, VOL. 33, NO. 44 (OCT. 31 - NOV. 6, 1998), PP. WS39-WS46. [HTTPS://WWW.ACADEMIA.EDU/4852869/DALIT\\_WOMEN\\_TALK\\_DIFFERENTLY-A\\_CRITIQUE\\_OF\\_DIFFERENCE\\_AND\\_TOWARDS\\_A\\_DALIT\\_FEMINIST\\_STANDPOINT\\_POSITION](https://www.academia.edu/4852869/DALIT_WOMEN_TALK_DIFFERENTLY-A_CRITIQUE_OF_DIFFERENCE_AND_TOWARDS_A_DALIT_FEMINIST_STANDPOINT_POSITION)  
THARU, SUSIE. "THE IMPOSSIBLE SUBJECT: CASTE AND THE GENDERED BODY". *ECONOMIC AND POLITICAL WEEKLY*, VOL. 31, NO. 22 (JUN. 1, 1996), PP. 1311-131.

ROY, ARUNDHATI. *THE GOD OF SMALL THINGS*. NEW DELHI, IND: INDIA INK, 1997. PRINT.

SHARMA, PRADEEP K. *DALIT POLITICS AND LITERATURE*. DELHI, IND: SHIPRA PUBLICATIONS, 2006. PRINT

SHYAMALA GOGU , *FATHER BE AN ELEPHANT MOTHER A SMALL BASKET , BUT.* .2012 ,HARDCOVER.

SRIVIDYA NATRAJAN ,*BHIMAYANA* ( PEPERBACK)

S. ANAND, *TOUCHABLE TALES: PUBLISHING AND READING DALIT LITERATURE*, PAPERBACK.

SUMIT GUHA, *BEYOND CASTE*, HARDCOVER.

SURVIVAL AND OTHER STORIES , BANGLA DALIT FICTION IN TRANSLATION , BY SANKAR PRASAD SINGHA

URMILA PAWAR , *THE WEAVE OF MY LIFE: A DALIT WOMAN'S MEMOIR*

URSULA SHARMA, *CASTE: CONCEPTS IN THE SOCIAL SCIENCE* ( VIVA BOOKS , 2002)  
IMTIAZ AND UPADHYAY, *DALIT ASSERTION IN SOCIETY , LITERATURE AND HISTORY.*

VALMIKI, OMPRAKASH. *AMMA*. TRANS. R. K. SHULKA. *JOURNAL OF LITERATURE AND AESTHETICS: AN INTERNATIONAL JOURNAL DEVOTED TO CRITICAL AND CREATIVE WRITING IN ENGLISH*. ED. S. SREENIVASAN AND DR. MANOJ S. SPEC. NUMBER ON *INDIAN DALIT LITERATURE*. VOL. 8, NUMBERS 1&2, JAN. – DEC. 2008. 165- 72. PRINT.

#### **SCHEDULE OF CLASSES AND ASSIGNMENTS / EXPECTATIONS FROM STUDENTS:**

##### **WEEK 1 (2 PERIODS):**

- Introduction to Course: EXCHANGE VIEWS ON THE SYLLABUS (YOUR SHARE); WHY STUDY THIS COURSE? DISCUSSION ON THE COURSE AS A PART OF THE OVERALL BA/MA PROGRAM; BACKGROUND LECTURE; GIVE STUDY MATERIAL; ANNOUNCE DIAGNOSTIC TEST (A SMALL QUIZ IN THE FORM OF MCQ) RELATED TO YOUR COURSE TO ASSESS SLOW AND FAST LEARNERS

##### **WEEK 2 (2 PERIODS):**

- **CONDUCT DIAGNOSTIC TEST (MAY AWARD 05 MARKS)**; DISCUSSION ON THE STUDY MATERIAL GIVEN IN WEEK 1.

##### **WEEKS 3-5 (2 PERIODS EACH WEEK, TOTAL 6 PERIODS):**

- INTRODUCE ITEM / TEXT 1 FROM THE LIST OF CONTENTS FOR CLASSROOM TEACHING.
- IN WEEK 4, INTRODUCE ITEM / TEXT 2 FROM THE LIST OF CONTENTS (BY GIVING AN A4 SIZE DETAILED GUIDELINES) FOR INDEPENDENT READING BY STUDENTS AND PREPARING A PPT / PREZI PRESENTATION, TO BE GIVEN IN WEEK 7 (MAY BE). ADVISE THEM TO FOLLOW RESEARCH METHODOLOGY, ETHICS NORMS, AND AVOID ANY TYPE OF PLAGIARISM.
- PPTS ARE TO BE PREPARED AND PRESENTED IN A GROUP OF 4-5 STUDENTS OF MIXED ABILITIES OF SLOW AND FAST LEARNERS. DON'T ALLOW FRIENDS TO BE TOGETHER IN ONE GROUP.
- GROUPS MAY BE GIVEN SAME TOPIC OR DIFFERENT ASPECTS OF TOPICS THAT YOU INTEND TO TEACH / DISCUSS IN WEEKS 6-8.
- PROVIDE THEM STUDY MATERIAL IN THE FORM OF HAND OUTS, WEB LINKS, ETC FOR PREPARING THEIR PRESENTATIONS.

##### **WEEK 6-8 (2 PERIODS EACH WEEK, TOTAL 6 PERIODS):**



- INTRODUCE ITEM / TEXT 2 FROM THE LIST OF CONTENTS FOR CLASSROOM TEACHING.
- IN WEEK 7/8, ASK STUDENTS TO GIVE GROUP PRESENTATIONS THAT THEY PREPARED BASED ON INDEPENDENT READING AND THE GIVEN GUIDELINES, EARLIER IN WEEK 4.
- **ASSESS THEM INDIVIDUALLY OUT OF 10 MARKS** BASED ON THEIR SHARE OF PRESENTATION.
- SO IN WEEKS 6-8, TEACHERS DO NOT DELIVER LECTURES, RATHER THEY TALK, DISCUSS, ELABORATE AND EXPLAIN THE ITEM / TOPIC 2 USING THE PRESENTATIONS GIVEN BY GROUPS OF STUDENTS.
- IN WEEK 8, INTRODUCE ITEM / TEXT 3 FROM THE LIST OF CONTENTS (BY GIVING AN A4 SIZE DETAILED GUIDELINES) FOR INDEPENDENT READING BY STUDENTS AND WRITING AN ASSIGNMENT, TO BE SUBMITTED IN WEEK 12 (MAY BE). ADVISE THEM TO FOLLOW RESEARCH METHODOLOGY, ETHICS NORMS, AND AVOID ANY TYPE OF PLAGIARISM.
- ASSIGNMENTS ARE TO BE WRITTEN AND SUBMITTED INDIVIDUALLY ON SAME TOPIC OR DIFFERENT ASPECTS THAT YOU INTEND TO TEACH / DISCUSS IN WEEKS 10-12.
  - PROVIDE THEM STUDY MATERIAL IN THE FORM OF HAND OUTS, WEB LINKS, ETC FOR PREPARING THEIR PRESENTATIONS.

**WEEK 9: (2 PERIODS):**

- RECAP ITEMS 1 AND 2 DISCUSSED IN WEEKS 1-8. STUDENTS MIGHT NEED SOME FURTHER CLARIFICATIONS / LECTURES / TALKS.

**WEEKS 10-12: (2 PERIODS EACH WEEK, TOTAL 6 PERIODS):**

- INITIATE TEACHING ITEM / TEXT 3. SINCE YOU HAVE ALREADY INTRODUCED THIS ITEM IN WEEK 8 IN THE FORM OF AN ASSIGNMENT (WITH DETAILED GUIDELINES), ENGAGE THE STUDENTS IN INTRODUCING, DEFINING, EXPLAINING, EXEMPLIFYING AND ELABORATING THE TOPIC. THAT IS, THESE WEEKS NEED TO BE MORE INTERACTIVE FOR STUDENTS IN COMPARISON TO EARLIER WEEKS.
- ASK STUDENTS TO TELL THEIR PROBLEMS IN UNDERSTANDING THE STUDY MATERIALS AND WRITING THE ASSIGNMENT, WHICH YOU ASKED THEM TO DO IN WEEK 8 ITSELF.
- IF THEY DON'T READ THE STUDY MATERIALS / PRESCRIBED TEXT, GIVE THEM A SMALL QUIZ / MCQ CARRYING 05 MARKS. THIS WILL FORCE THEM READ THE STUDY MATERIAL.
- ASK THEM SUBMIT THEIR ASSIGNMENTS BY THE LAST DAY OF WEEK 12. SINCE THERE WILL BE DELAYED SUBMISSION, GIVE THEM A WEEK MORE.

**WEEKS 13-14: (2 PERIODS EACH WEEK, TOTAL 4 PERIODS):**

- RECAP, REVISION, EXTENDED LECTURES AND TALKS, DISCUSSIONS IN COLLABORATION WITH OTHER COLLEAGUES OF THE SAME DEPARTMENT OR OUTSIDE.
- ASK CLASS REPRESENTATIVES TO:
  - i. IDENTIFY STUDENTS WHO MISSED THEIR TESTS / MCQS / PRESENTATIONS / ASSIGNMENTS,
  - ii. ASK SUCH STUDENTS TO TAKE A MAKE UP TEST IN THE FORM OF SESSIONAL IN WEEK 14/15 (IF AT ALL THERE IS WEEK 15)
  - iii. SESSIONAL MAY ALSO BE GIVEN TO STUDENTS WHO WISH TO IMPROVE THEIR GRADES (OUT OF 10 MARKS OF ASSIGNMENT / PPT).

**WEEK 15:**

- MAKE UP TESTS / COMPILATION OF MARKS FOR CONTINUOUS ASSESSMENT

**IMPORTANT NOTES:**

**16. SUGGESTIONS TO STUDENTS ON READING / EXPECTATIONS FROM STUDENTS:**

- m. EACH STUDENT WILL JOIN THE COURSE WITH A PRIOR UNDERSTANDING OF THE NATURE OF THE COURSE AND MODE OF TEACHING / LEARNING
- n. STUDENTS WILL COME TO THE CLASS WITH A PRIOR READING OF THE PRESCRIBED TEXT / ESSENTIAL STUDY MATERIALS / SUGGESTED STUDY MATERIAL THAT THE TEACHER WISHES TO DISCUSS IN THE CLASSROOM.
- o. STUDENTS NEED TO BE AWARE OF THE DEVELOPMENTS IN THE CLASSROOM.
- p. STUDENTS NEED TO READ ADDITIONAL MATERIALS ON RESEARCH METHODOLOGY AND RESEARCH ETHICS

**17. SUGGESTIONS TO STUDENTS ON WRITING ASSIGNMENTS / EXPECTATIONS FROM STUDENTS:**

- j. STUDENTS NEED TO MEET THE DEADLINES FOR EACH INSTRUCTION / ASSIGNMENT GIVEN BY THE TEACHER.
- k. STUDENTS NEED TO FOLLOW THE DETAILED GUIDELINES FOR EACH ASSIGNMENT AND PRESENTATION AS PROVIDED BY THE TEACHER.
- l. STUDENTS NEED TO FOLLOW RESEARCH METHODOLOGY AND ETHICS AND AVOID ANY STANCE OF PLAGIARISM. CASES OF PLAGIARISM WILL BE PENALISED AS PER THE GAZETTE NOTIFICATION OF GOVERNMENT OF INDIA, AS ADOPTED BY AMU.

**18. TEACHER'S ROLE:**

- s. TEACHERS WILL PROVIDE THE SYLLABUS, GUIDELINES, STUDY MATERIALS (EXCEPT PRESCRIBED MATERIALS) IN THE FORM OF HARD OR SOFT COPIES.
- t. TEACHERS WILL ANNOUNCE EACH TEST / QUIZ / ASSIGNMENT / SESSIONAL WELL IN ADVANCE.
- u. TEACHERS NEED TO BE PREPARED WITH DIAGNOSTIC TEST, QUIZ / MCQ / A4 SIZE DETAILED GUIDELINES FOR PRESENTATION & ASSIGNMENT.
- v. TEACHERS WILL SHARE THE ANSWER SCRIPTS AND PROVIDE FEEDBACK IF THE STUDENTS WANT TO HAVE IT.
- w. MARKS OBTAINED BY STUDENTS FOR ALL TESTS / CONTINUOUS ASSESSMENTS WILL BE ANNOUNCED BY THE TEACHER.
- x. THE TEACHER WILL DEBRIEF STUDENTS BY EXPLAINING TO THE STUDENTS THAT CONTINUOUS ASSESSMENT IS NOT AN EXAMINATION, RATHER IT IS A PART OF TEACHING AND LEARNING WHERE THEY GET MARKS FOR THEIR EFFORTS AND CONTRIBUTIONS IN THE FORM OF ASSIGNMENTS / PRESENTATIONS. THEY HAVE AN OPPORTUNITY TO IMPROVE THEIR GRADE BY TAKING A MAKE UP TEST.

**19. CLASS POLICIES:**

- vii. POLICY ON LATE AND UNSUBMITTED TASKS: THOSE STUDENTS WHO SUBMIT THEIR ASSIGNMENTS WILL NOT GET SAME / BETTER MARKS THAN THOSE WHOSE SUBMIT IN TIME. TEACHERS ARE ALWAYS RECEPTIVE TO ANY EMERGENCY SITUATIONS.
- viii. CLASS ATTENDANCE: AS PER UNIVERSITY RULES, 75% ATTENDANCE IS MANDATORY.

**20. ADDITIONAL WEEKLY, POST CLASS DISCUSSION SESSIONS:**

STUDENTS MAY ARRANGE ADDITIONAL CLASSES IN CONSULTATION WITH THE TEACHER CONCERNED, IF TIME AND SITUATION PERMITS.

NOTE: THE TEACHER RESERVES THE RIGHT TO MAKE CHANGES IN THE SYLLABUS DURING THE SEMESTER AS S/HE DEEMS NECESSARY.

## M. A. ELT I Semester (Elective Paper)

### Language and Power

Course Code: ETM-1125

Credits: 04

**Course Objective:** The aim of this course is to provide and understanding of how language works to express power-relations and ideology in different kinds of text – both written and spoken.

Unit I: Discourse, Ideology, Hegemony, Cultural capital and Resistance

Unit II: Structuralism and Deconstruction

Unit III: Analysis of select speeches by Macaulay, John F. Kennedy, Hitler, Martin, Luther, Karl Marx and Gandhi.

Analysis of excerpts from plays of Shakespeare – *The Tempest and Julius*

*Cesar* Suggested Readings:

1. Alan Bullock and Stephen Trombley. (eds.) *The New Fontana Dictionary of Modern Thought (3<sup>rd</sup> ed.)* 1999.
2. Antonio Gramsci and Joseph A. Buttigieg. (ed.) *Prison Notebooks*, New York City: Columbia University Press, 1992
3. Bernard S. Cohn. *Colonialism and Its Forms of Knowledge: The British in India*, Princeton University Press, 1996.
4. C. Lewis “Making sense of common sense: A framework for tracking hegemony”.
5. Fairclough, N: *Language and Power*, London Longman, 2001.
6. J. Storey, (ed.) *Cultural Theory and Popular Culture: A Reader (4<sup>th</sup> ed.)*. Essex, UK: Pearson Education Limited, 2009.
7. Kress and Hogan, *Language as Ideology*, London Routledge, 1979
8. Mark Haugaard. *The Constitution of Power: A Theoretical Analysis of Power, Knowledge and Structure*, Manchester University Press: New York: 1997.
9. Mary M. Talbot, Karen Atkinson and Davit Atkinson, *Language and Power in the Modern World*, Edinburgh University Press, 2003.
10. Noam Chomsky and Carlos Peregrine Otero. *Language and Politics*, Okland, Calif: AK Press, 2004.
11. R. Flower, Hodge et. al. *Language and Control*, London Routledge, 1979.
12. R. G. Kelley. “An archaeology of resistance” *American Quarterly*, 44(2), 1992.
13. Said E. *Culture and Imperialism*, Random House, London, 1993.
14. Phillipson, R. ‘The linguistic imperialism of neoliberal empire’ *Critical Inquiry in Language Studies*, 5/1, 2008.

## MA ELT I Semester (Elective Paper)

### ***Sociolinguistics and Language Teaching***

**Course Code:ETM-1126**

**Credits: 04**

#### **Course objectives:**

This course aims to familiarize students with the relations between language and social identity.

It seeks to make students understand the changes in the global situation as regards to learning environments which are becoming increasingly multicultural and multilingual; and therefore to adopt and adapt to the requirements created by multimodality literacies and language socialization.

#### **Course outcome:**

By the end of the course, students would be able to:

- 1) Identify the role of language in society.
- 2) Identify and use foundational concepts in language learning and teaching by applying sociolinguistic theories and concepts.
- 3) Demonstrate problem solving abilities in a wide range of teaching contexts.

#### **Course content:**

Languages, dialects and varieties

Language birth and death; Saving Languages

Language variation and change - ethnicities and gendered identities

Language in contact - multilingual societies, World Englishes

Ethnographic Approaches in Sociolinguistics

Standardness of Languages

-case study 1- digital discourses- micro blogging and status updates on social media

-case study 2- languages in presidential politics

Language Attitudes and classroom environments

Communicative Competence in classrooms

Language teaching in multilingual settings

Teaching English as Second Language in different cultural settings

Teaching World Englishes

#### **Essential Readings:**

Wardhaugh, R., Ch 2,4,6, *An Introduction to Sociolinguistics*, Blackwell Publishing, 1986, ISBN 13;97814051-3559-7

Edward, J., Ch 3 , *Language and Identity: An Introduction*, Cambridge University Press, 2009, ISBN 978-0521-87381-9

Kiesling, Scott F. ,Ch 7, *Linguistic Variation and Change*, Edinburgh UP Ltd. 2011, ISBN 9780748637621

Maher J.C, Ch 2,5,7 from *Multilingualism: A Very Short Introduction*. Oxford University Press, 2017, ISBN 978-0-19-872499-5

Scotton. C.M, Ch 2,5 from *Multiple Voices: An Introduction to Bilingualism*, Blackwell Publishing, 2006, ISBN 13:978-0-631-21937-8

Williams, L. (2007) Chapter 6, The Constraint of Race, In Rothenberg, P. (Ed.). *White Privilege*, Worth Publishers

### **Suggested readings:**

Wardhaugh, R., *An Introduction to Sociolinguistics*, Blackwell Publishing, 1986, ISBN 13;97814051-3559-7

Edward, J. ch. 2,3 , *Language and Identity: An Introduction*, Cambridge University Press, 2009, ISBN 978-0521-87381-9

Hudson, R.A. ch,2,3, *Sociolinguistics*, Cambridge University Press, 1980, ISBN 0521565146

Fishman, J.A., *Handbook of Language and Ethnic Identity*, 2010, ISBN 978-0-19-537492-6

Kiesling, Scott F., *Linguistic Variation and Change*, Edinburgh UP Ltd. 2011, ISBN 9780748637621

Gumperz, J., *Language and Social Identity*, Cambridge UP, 1982, ISBN 0-521-28897-5

Bell, Allan. *The Guide Book to Sociolinguistics*, Wiley Blackwell, 2014, ISBN 978- 0-631-22866-0

Allen, Harold B & Michael D. Linn, Ed. *Dialect and Language Variation*, Academic Press Inc. 1986, ISBN 0-12-051130-4

Chambers, J.K., Peter Trudgill, & Natalie Schelling-Estes, Ed. *The Handbook of Language Variation and Change*, Blackwell Publishing, 2002, ISBN 1-4051-1692-7

Hymes. D, *Foundations in Sociolinguistics :An Ethnographic Approach*, Routledge, 1977 ISBN 978-0-415-60630-1

Maher J.C, *Multilingualism: A Very Short Introduction*. Oxford University Press, 2017, ISBN 978-0-19-872499-5.

Scotton. C.M, *Multiple Voices: An Introduction to Bilingualism*, Blackwell Publishing, 2006, ISBN 13:978-0-631-21937-8

Mufwene, Salikoko, 'Language Birth and Death' , *Annual Reviews*, Vol. 33 (2004), pp. 201-222

Heath. J.G, 'Language Contact and Language Change', *Annual Reviews*, Vol. 13 (1984), pp. 367-384

Crystal.D, *Language Death*, Cambridge University Press, 2000, ISBN 13978-0-521- 01271-3

Crystal. D, *Language And The Internet*, Cambridge University Press, 2006, ISBN 0521868599, 9780521868594

Spolsky, Bernard, *Language And Education In Multilingual Settings*, British Library Cataloguing in Publication Data, 1986, ISBN 0-905028-58-9

Banks, J., (2011), "Gender and Educaitional Equity" in *Cultural Diversity and Education*, Pearson

<b>End Semester Examination:</b>	<b>70 Marks</b>
<b>Continuous Assessment:</b>	<b>30 Marks (as detailed below)</b>

- xi. **Diagnostic Test (MCQ / A small Quiz) carrying 05 Marks**
- xii. **Presentation carrying 10 Marks**, in a group of 4-5 students, but evaluation to be done of individual students on the basis of their performance
- xiii. **A small Quiz / MCQ carrying 05 Marks**, to test understanding or for revision
- xiv. **An Assignment carrying 10 Marks**, to be given at least three weeks in advance, as a part of teaching and not after teaching.
- xv. **A Sessional (as a Make up Test) to be conducted in last week**

**Important Notes:**

**21. Suggestions To Students On Reading / Expectations From Students:**

- q. Each student will join the course with a prior understanding of the nature of the course and mode of teaching / learning
- r. Students will come to the class with a prior reading of the prescribed text / essential study materials / suggested study material that the teacher wishes to discuss in the classroom.
- s. Students need to be aware of the developments in the classroom.
- t. students need to read additional materials on research methodology and resarch ethics

**22. Suggestions To Students On Writing Assignments / Expectations From Students:**

- m. Students need to meet the deadlines for each instruction / assignment given by the teacher.
- n. Students need to follow the detailed guidelines for each assignment and presentation as provided by the teacher.
- o. Students need to follow research methodology and ethics and avoid any stance of plagiarism. cases of plagiarism will be penalised as per the gazette notification of government of India, as adopted by AMU.

**23. Teacher's Role:**

- y. Teachers will provide the syllabus, guidelines, study materials (except prescribed materials) in the form of hard or soft copies.
- z. Teachers will announce each test / quiz / assignment / sessional well in advance.
- aa. Teachers need to be prepared with diagnostic test, Quiz / MCQ / A4 size detailed guidelines for presentation & assignment.
- bb. Teachers will share the answer scripts and provide feedback if the students want to have it.

- cc. Marks obtained by students for all tests / continuous assessments will be announced by the teacher.
- dd. The teacher will destress students by explaining the students that continuous assessment is not an examination, rather it is a part of teaching and learning where they get marks for their efforts and contributions in the form of assignments / presentations. they have an opportunity to improve their grade by taking a make up test.

**24. Class Policies:**

- ix. Policy on late and unsubmitted tasks: those students who submit their assignments will not get same / better marks than those whose submit in time. teachers are always receptive to any emergency situations.
- x. Class attendance: as per university rules, 75% attendance is mandatory.

**25. Additional Weekly, Post Class Discussion Sessions:**

Students may arrange additional classes in consultation with the teacher concerned, if time and situation permits.

Note: The teacher reserves the right to make changes in the syllabus during the semester as s/he deems necessary.

## MA ELT I Semester (Elective Paper)

### Politics of English Studies

**Course Code : ETM-1127**

**Credits: 04**

Course Description: In this course, we will examine the disciplinary formation, practice, and ideology of English Studies with special reference to the Indian scenario. While historicizing the disciplinary formation of English in India, the course will also consider the contemporary status of the discipline in the Indian academia. The main objectives of the course shall be to familiarize students with the knowledge-power relations as well as to make them self-reflexive about their own subject-positions and disciplinary practices.

#### Unit I

English Studies: Institution and Disciplinary Formation

1. The Rise of English, Terry Eagleton (from *Literary Theory: An Introduction*, 1983).
2. The Great Tradition (Chapter One), F. R. Leavis, 1948.
3. Minute on Indian Education, Thomas Macaulay, 1935.
4. Introduction to *Masks of Conquest*, Gauri Viswanathan, 1989.
5. Translation, Colonialism and the Rise of English, Tejaswini Niranjana, (from *Rethinking English*, ed. Svati Joshi, 1991).
6. The Politics of Knowledge, Edward Said, 1991.
7. Disciplinary English: Third-Worldism and Literature, Aijaz Ahmad, (from *Rethinking English*, ed. Svati Joshi, 1991).

#### Unit II

Doing/Un-doing English

1. On the Abolition of the English Department, Ngugi wa Thiong'o (from *Homecoming: Essays*, 1972).
2. Education and Neocolonialism, Philip Altbach, 1971.



3. A Note on Language, and the Politics of English in India, Badri Raina (from *Rethinking English*, ed. Svati Joshi, 1991).
4. The Burden of English, Gayatri Spivak (from *The Lie of the Land: English Literary Studies in India*, ed. Rajeswari Sunder Rajan, 1992).
5. Attitudinal Orientation towards Studying English Literature in India, Yasmeen Lukmani (from *The Lie of the Land: English Literary Studies in India*, ed. Rajeswari Sunder Rajan, 1992).
6. The Alchemy of English, Braj Kachru, 1986.

### **Unit III**

#### Politics and the English Classrooms

1. The 'Banking' Concept of Education, Paulo Freire (from *Pedagogy of the Oppressed*, 1970).
2. The Means of Correct Training, Michele Foucault (from *Discipline and Punish*, 1975).
3. Ideology in the Classroom: A Case Study in the Teaching of English Literature in Canadian Universities, Arun Mukherjee, 1986.
4. The Social Politics and the Cultural Politics of Language Classrooms, Alastair Pennycook, 2000.
5. Postcoloniality, Critical Pedagogy, and English Studies in India, K. C. Baral, 2006.

**6. Student Presentations on the Politics of English Studies.** (Students are required to make a short presentation on issues, concerns, and questions addressed in the course by trying to bring their own experiences of doing English to bear upon their reflections and meditations on the subject).

#### **Course Evaluation** (Maximum Marks: 100)

Sessional: 10 marks

Mid-Term Exam: 30 marks

End-Semester Exam: 60 marks.

**MA ELT I Semester  
Ability Enhancement**

**Credits: 04**

**Max. Marks: 100**

**ONE to be selected**

- 1. ETM1171: Seminar Presentation Skills**
- 2. ETM1172: Academic Writing**

<b><i>II Semester Core Paper(s)</i></b>					
<b>Paper</b>	<b>Course No.</b>	<b>Paper Name</b>	<b>Credits</b>	<b>Internal Assessment</b>	<b>External Assessment</b>
Paper 1	ETM2101	Language Policy and ELT Planning in India	<b>04</b>	<b>30</b>	<b>70</b>
Paper 2	ETM2102	Methods and Approaches in Language Teaching	<b>04</b>	<b>30</b>	<b>70</b>
Paper 3	ETM2103	Syllabus Design and Curriculum Development	<b>04</b>	<b>30</b>	<b>70</b>
Paper 4	ETM2104	Materials Production & Adaptation	<b>04</b>	<b>30</b>	<b>70</b>

<b><i>Discipline Centric Elective Pool ONE paper to be selected from this pool</i></b>					
<b>Paper</b>	<b>Course No.</b>	<b>Paper Name</b>	<b>Credits</b>	<b>Internal Assessment</b>	<b>External Assessment</b>
Paper 5	ETM2121	Popular Fiction	<b>04</b>	<b>30</b>	<b>70</b>
Paper 6	ETM2122	Postcolonial Performance Studies			
Paper 7	ETM2123	Climate Change & Literature			
Paper 8	ETM2124	Subaltern Studies			
Paper 9	ETM2125	Migrated Women's Literature			
Paper 10	ETM2126	Film Studies			
<b><i>Open Elective (Faculty Level)</i></b>					
Paper 11:	OEO2091	Sir Syed Ahmad Khan's Works in Translation			

**MA ELT II Semester  
Language policy & ELT planning in India**

**ETM-2101**

**Credits: 04**

**Max. Marks: 100**

**Objectives:**

1. To familiarise learners with the Language policies & ELT planning in India.
2. To familiarise learners with instructional planning of ELT in India.
3. To provide learners with socio-cultural contexts of ELT in India.
4. To appraise learners with teaching of English at various levels of education India.

**Course Contents:**

- Historical background to ELT in India: English Education in India
- Bilingualism & Multilingualism:

- Difference between policy and language planning: Language-in- Education'
- English or Englishes in India;Govt tasks in language development
- 3 language formula, The sociolinguistics context of ELT in India
- Instructional planning in Teaching English; Nature, Needs & objectives.
- Teaching/ learning English at primary, secondary tertiary level,
- Status of English in Higher education and in professional contexts; problems in effective teaching of English
- Developing an interdisciplinary approach in ELT: the case of India
- Case studies of ELT planning vis-a vi L1 or L2/ MT
- Functional status of English in different states;West Bengal, Karnataka, Tamil Nadu and in select North Indian states.

### **Course outcomes:**

At the end of the course, learners will be able to:

1. Gain a current understanding of the recent language policies and ELT planning in India.
2. Demonstrate instructional planning of ELT in India with specific reference to nature, needs and objectives.
3. Gain familiarity with the evaluation of instructional planning of English at primary, secondary and tertiary levels in India.
4. Develop an interdisciplinary approaches to teaching of English visa-vis L1/L2policies in India.
5. Develop an approach to case studies of ELT planning visa-vis L1/L2

### **Suggested Readings:**

- Agnihotri, R.K. (1992). India: Multilingual Perspectives. In N. T. Crawhall (Ed.). Democratically speaking: International perspectives on language planning.
- Agnihotri, R.K.&A.L.Khanna (eds.). 1995. ELT in India. Sage. New Delhi.
- Agnihotri, R.K.&A.L.Khanna (eds.). 1997. Problematizing English in India. Sage. New Delhi.
- Agnihotri, r.K., et al (eds.). 1998. Social Psychological Perspectives on SLL. Sage. New Delhi.
- Annamalai, E.( 2001). Managing multilingualism in India. Political and Linguistic Manifestations.
- Ferguson, Gibson. (2006). Language Planning and Education. Edinburgh: Edinburgh University Press.
- Kaplan, Robert B. et Richard. B. Baldauf. (2003). Language and language-in-education Planning in the Pacific basin. Dordrecht: Kluwer Academic Publications.
- Meiringer, J.(2009). Language Planning in India: the influence of English on the Educational system and the media.
- Srivastava, R.N. 1980. Societal Bilingualism & Language Teaching in India. JOAL 6(2).
- Sharma, B. N.(1985). Medium of instruction in India:A background based on official documents of the Government of India. New Delhi: Central Secretariat Library, Department of Culture.
- Tickoo, Makhan L. (2006). Language in education.

- Verma, S.K. 1994. Teaching ESL in India in R.K. Agnihotri & A.L. Khanna (Eds.). Second Language Acquisition: New Delhi.
- Nagaraj, Geetha. 1995. Approaches & Methods of Teaching English. Orient Longman. Delhi.

**Assessment Plan:**

**End Semester Examination: 70 Marks**  
**Continuous Assessment: 30 Marks (as detailed below)**

- xvi. **Diagnostic Test (MCQ / A small Quiz) carrying 05 Marks**
- xvii. **Presentation carrying 10 Marks, in a group of 4-5 students, but evaluation to be done of individual students on the basis of their performance**
- xviii. **A small Quiz / MCQ carrying 05 Marks, to test understanding or for revision**
- xix. **An Assignment carrying 10 Marks, to be given at least three weeks in advance, as a part of teaching and not after teaching.**
- xx. **A Sessional (as a Make up Test) to be conducted in last week**

**Important Notes:**

**26. Suggestions To Students On Reading / Expectations From Students:**

- u. Each student will join the course with a prior understanding of the nature of the course and mode of teaching / learning
- v. Students will come to the class with a prior reading of the prescribed text / essential study materials / suggested study material that the teacher wishes to discuss in the classroom.
- w. Students need to be aware of the developments in the classroom.
- x. students need to read additional materials on research methodology and research ethics

**27. Suggestions To Students On Writing Assignments / Expectations From Students:**

- p. Students need to meet the deadlines for each instruction / assignment given by the teacher.
- q. Students need to follow the detailed guidelines for each assignment and presentation as provided by the teacher.
- r. Students need to follow research methodology and ethics and avoid any stance of plagiarism. cases of plagiarism will be penalised as per the gazette notification of government of India, as adopted by AMU.

**28. Teacher's Role:**

- ee. Teachers will provide the syllabus, guidelines, study materials (except prescribed materials) in the form of hard or soft copies.
- ff. Teachers will announce each test / quiz / assignment / sessional well in advance.
- gg. Teachers need to be prepared with diagnostic test, Quiz / MCQ / A4 size detailed guidelines for presentation & assignment.
- hh. Teachers will share the answer scripts and provide feedback if the students want to have it.
- ii. Marks obtained by students for all tests / continuous assessments will be announced by the teacher.
- jj. The teacher will destress students by explaining the students that continuous assessment is not an examination, rather it is a part of teaching and learning where they get marks for their efforts and contributions in the form of assignments / presentations. they have an opportunity to improve their grade by taking a make up test.
- kk. Our university has recently implemented Rights of Persons with Disabilities (RPD) Act 2016 which mandates equal participation, accessibility of teaching and learning process, accessible course materials, and accessible examination with proper scribe and extra time to those who avail scribe facility.

- ll. All the teachers will strive to make their teaching and testing accessible to students with disabilities.

**29. Class Policies:**

- xi. Policy on late and unsubmitted tasks: those students who submit their assignments will not get same / better marks than those whose submit in time. teachers are always receptive to any emergency situations.
- xii. Class attendance: as per university rules, 75% attendance is mandatory.

**30. Additional Weekly, Post Class Discussion Sessions:**

Students may arrange additional classes in consultation with the teacher concerned, if time and situation permits.

Note: The teacher reserves the right to make changes in the syllabus during the semester as s/he deems necessary.

**MA ELT II Semester**  
**Methods and Approaches in English Language Teaching (ELT)**

**ETM2102**

**Credits: 04**

**Max. Marks: 100**

**Objectives:**

1. To acquaint learners with the methods and Approaches and theories of language Teaching.
2. To introduce various theoretical Perspectives and developments that underlie the teaching of ESL
3. To familiarise the learners with various approaches and methods of language teaching.
4. To illustrate on various communicative strategies and implication in teaching of English.

**Course Contents:**

1. Approaches and methods of language Teaching: components of method (approach, design and procedure)
2. Methods of language Teaching ; Grammar Translation, Direct Method, Audio Lingual Method, oral-situational CLT and post methods era. form focussed and task-based Language Teaching.
3. Theories of Language Learning and communication strategies; behaviourism and cognitivism communication contrastive analysis ,interlanguage Hypothesis; Error Analysis and it's significance for language teachers ; accuracy and fluency
4. Recent trends in ELT, , Alternative Assessments/Evaluation

**Course outcomes**

Learners will be able to:

1. Gain familiarity with the theories of language teaching.
2. Gain insight into various theoretical and developments that underlie the teaching of ESL.
3. Distinguish between various approaches and methods of language teaching: GT, DM, ALM, CLT and post method.
4. Evaluate various communication strategies with reference to learning English.
5. Gain the key concepts of contrastive analysis, interlanguage hypothesis, error analysis for making out the implications for accuracy and fluency in teaching of English.

**Suggested Readings:**

Pit Corder .1975. the Edinburgh course in applied linguistics.4 Vols.OUP.  
Bright & McGregor.1970 Teaching English as a second Language.London.Longman.  
Brumfit,,C. 1984.communicate Methodology in language teaching.CUP.  
Richards ,J.C.& Rodgers.1986.Approaches & Methods in language Teaching

**Assessment Plan:**

**End Semester Examination:**

**70 Marks**

**Continuous Assessment:  
below)**

**30 Marks (as detailed**

- i. **Diagnostic Test (MCQ / A small Quiz) carrying 05 Marks**
- ii. **Presentation carrying 10 Marks, in a group of 4-5 students, but evaluation to be done of individual students on the basis of their performance**
- iii. **A small Quiz / MCQ carrying 05 Marks, to test understanding or for revision**

- iv. **An Assignment carrying 10 Marks**, to be given at least three weeks in advance, as a part of teaching and not after teaching.
- v. **A Sessional (as a Make up Test)** to be conducted in last week

**Important Notes:**

**1. Suggestions To Students On Reading / Expectations From Students:**

- a. Each student will join the course with a prior understanding of the nature of the course and mode of teaching / learning
- b. Students will come to the class with a prior reading of the prescribed text / essential study materials / suggested study material that the teacher wishes to discuss in the classroom.
- c. Students need to be aware of the developments in the classroom.
- d. students need to read additional materials on research methodology and research ethics

**2. Suggestions To Students On Writing Assignments / Expectations From Students:**

- a. Students need to meet the deadlines for each instruction / assignment given by the teacher.
- b. Students need to follow the detailed guidelines for each assignment and presentation as provided by the teacher.
- c. Students need to follow research methodology and ethics and avoid any stance of plagiarism. cases of plagiarism will be penalised as per the gazette notification of government of India, as adopted by AMU.

**3. Teacher's Role:**

- a. Teachers will provide the syllabus, guidelines, study materials (except prescribed materials) in the form of hard or soft copies.
- b. Teachers will announce each test / quiz / assignment / sessional well in advance.
- c. Teachers need to be prepared with diagnostic test, Quiz / MCQ / A4 size detailed guidelines for presentation & assignment.
- d. Teachers will share the answer scripts and provide feedback if the students want to have it.
- e. Marks obtained by students for all tests / continuous assessments will be announced by the teacher.
- f. The teacher will destress students by explaining the students that continuous assessment is not an examination, rather it is a part of teaching and learning where they get marks for their efforts and contributions in the form of assignments / presentations. they have an opportunity to improve their grade by taking a make up test.
- g. Our university has recently implemented Rights of Persons with Disabilities (RPD) Act 2016 which mandates equal participation, accessibility of teaching and learning process, accessible course materials, and accessible examination with proper scribe and extra time to those who avail scribe facility.
- h. All the teachers will strive to make their teaching and testing accessible to students with disabilities.

**4. Class Policies:**

- i. Policy on late and unsubmitted tasks: those students who submit their assignments will not get same / better marks than those whose submit in time. teachers are always receptive to any emergency situations.
- ii. Class attendance: as per university rules, 75% attendance is mandatory.

**5. Additional Weekly, Post Class Discussion Sessions:**

Students may arrange additional classes in consultation with the teacher concerned, if time and situation permits.

Note: The teacher reserves the right to make changes in the syllabus during the semester as s/he deems necessary.



**MA (ELT) II Semester**  
**Syllabus Design & Curriculum Development**

**ETM-2103**  
**Max. Marks: 100**

**Credits: 04**

**Objectives:**

1. To familiarise students with the basic concepts of syllabus and curriculum
2. To familiarise students with the principles, approaches and features of syllabus designing
3. To enable students analyze and design different types of syllabi.

**Course Contents:**

Syllabus and curriculum: Definition, concepts and scope

Concepts & Principles of Syllabus/Course Designing

Needs Analysis & Learner's profile: EB &TB; Age & Socio-cultural aspects; language proficiency

Approaches to language syllabus Designing; Grammatical, structural, situational, notional and functional: the council of Europe Project

Types of syllabus: Procedural: communicative

ESP; Teacher training

Analysis of various types of syllabuses; Predetermined (Structural, Grammatical, situational, functional/lexical) and Emergent (structural & Functional)

**Course outcomes:**

Learners will be able to

1. To gain familiarity with the underlying concepts & scope of the role of Syllabus and curriculum in language teaching
2. To evaluate and assess needs analysis & learners profile for the design of syllabus
3. To distinguish and evaluate different approaches to language syllabus designing
4. To gain familiarity with the analysis of types of syllabuses

**BOOKS RECOMMENDED:**

1. Allen and Corder : *The Edinburgh Course in Applied Linguistics*
2. Munby, J. : *Communicative Syllabus Design*
3. Wilkins, D.A. : *National Syllabus*
4. Wilson, G. H. : *Curriculum Development and Syllabus Design of English Teaching*

**Assessment Plan:**

<b>End Semester Examination:</b>	<b>70 Marks</b>
<b>Continuous Assessment:</b>	<b>30 Marks (as detailed below)</b>

- i. **Diagnostic Test (MCQ / A small Quiz) carrying 05 Marks**
- ii. **Presentation carrying 10 Marks, in a group of 4-5 students, but evaluation to be done of individual students on the basis of their performance**
- iii. **A small Quiz / MCQ carrying 05 Marks, to test understanding or for revision**
- iv. **An Assignment carrying 10 Marks, to be given at least three weeks in advance, as a part of teaching and not after teaching.**

**v. A Sessional (as a Make up Test) to be conducted in last week**

**Important Notes:**

- 1. Suggestions To Students On Reading / Expectations From Students:**
  - a. Each student will join the course with a prior understanding of the nature of the course and mode of teaching / learning
  - b. Students will come to the class with a prior reading of the prescribed text / essential study materials / suggested study material that the teacher wishes to discuss in the classroom.
  - c. Students need to be aware of the developments in the classroom.
  - d. students need to read additional materials on research methodology and research ethics
- 2. Suggestions To Students On Writing Assignments / Expectations From Students:**
  - a. Students need to meet the deadlines for each instruction / assignment given by the teacher.
  - b. Students need to follow the detailed guidelines for each assignment and presentation as provided by the teacher.
  - c. Students need to follow research methodology and ethics and avoid any stance of plagiarism. cases of plagiarism will be penalised as per the gazette notification of government of India, as adopted by AMU.
- 3. Teacher's Role:**
  - a. Teachers will provide the syllabus, guidelines, study materials (except prescribed materials) in the form of hard or soft copies.
  - b. Teachers will announce each test / quiz / assignment / sessional well in advance.
  - c. Teachers need to be prepared with diagnostic test, Quiz / MCQ / A4 size detailed guidelines for presentation & assignment.
  - d. Teachers will share the answer scripts and provide feedback if the students want to have it.
  - e. Marks obtained by students for all tests / continuous assessments will be announced by the teacher.
  - f. The teacher will destress students by explaining the students that continuous assessment is not an examination, rather it is a part of teaching and learning where they get marks for their efforts and contributions in the form of assignments / presentations. they have an opportunity to improve their grade by taking a make up test.
  - g. Our university has recently implemented Rights of Persons with Disabilities (RPD) Act 2016 which mandates equal participation, accessibility of teaching and learning process, accessible course materials, and accessible examination with proper scribe and extra time to those who avail scribe facility.
  - h. All the teachers will strive to make their teaching and testing accessible to students with disabilities.
- 4. Class Policies:**
  - i. Policy on late and unsubmitted tasks: those students who submit their assignments will not get same / better marks than those whose submit in time. teachers are always receptive to any emergency situations.
  - ii. Class attendance: as per university rules, 75% attendance is mandatory.
- 5. Additional Weekly, Post Class Discussion Sessions:**

Students may arrange additional classes in consultation with the teacher concerned, if time and situation permits.

Note: The teacher reserves the right to make changes in the syllabus during the semester as s/he deems necessary.

**MA (ELT) II Semester  
Materials Production & Adaptation**

**ETM2104**

**Credits: 04**

**Max. Marks: 100**

**Course Objectives:**

1. To introduce the fundamental concepts, types and role of materials in ELT
2. To explain the basic principles of materials production
3. To enable students design, adapt and use materials in language or ESP classrooms.

**Course outcomes:**

At the end of the course, learners will be able to:

1. Gain familiarity with the underlying principles & concepts of the role of materials in language teaching
2. Evaluate and weigh criteria for the design of materials
3. Distinguish and evaluate authentic texts for communicative proficiency for Gen. English/Functional / ESP
4. Gain familiarity with the methodology and procedures of adapting materials for different stakeholders.

**Course Contents:**

The Role of Materials in ELT:

Basic concepts and General Principles of materials production: selection and Gradation based on linguistic/cognitive or any other criteria.

Form & Functions of Materials for accuracy & Fluency; for Linguistic /communicative proficiency for Gen. English/Functional / ESP

Effective use of Materials: using Authentic texts;

Adaptation of Materials for different stakeholders vis-a-vis difficulties in simplification.

## **Suggested Readings;**

1. Allen & Corder : *The Edinburgh course in Applied Linguistics.*
2. Munby, J. : *Communicative Syllabus Design.*
3. Richards J.C : *Reflective Teaching in Second Language Classrooms* (CUP Cambridge, 1994).  
& C Lorkhart
4. Nunan, D. : *Understanding Language Classrooms : A Guide for Teacher Initiated Action* 1989.  
(Hemel Hempstead. Prentice Hall.)

## **Assessment Plan:**

**End Semester Examination: 70 Marks**  
**Continuous Assessment: 30 Marks (as detailed below)**

- vi. **Diagnostic Test (MCQ / A small Quiz) carrying 05 Marks**
- vii. **Presentation carrying 10 Marks**, in a group of 4-5 students, but evaluation to be done of individual students on the basis of their performance
- viii. **A small Quiz / MCQ carrying 05 Marks**, to test understanding or for revision
- ix. **An Assignment carrying 10 Marks**, to be given at least three weeks in advance, as a part of teaching and not after teaching.
- x. **A Sessional (as a Make up Test)** to be conducted in last week

## **Important Notes:**

1. **Suggestions To Students On Reading / Expectations From Students:**
  - a. Each student will join the course with a prior understanding of the nature of the course and mode of teaching / learning
  - b. Students will come to the class with a prior reading of the prescribed text / essential study materials / suggested study material that the teacher wishes to discuss in the classroom.
  - c. Students need to be aware of the developments in the classroom.
  - d. students need to read additional materials on research methodology and research ethics
2. **Suggestions To Students On Writing Assignments / Expectations From Students:**
  - a. Students need to meet the deadlines for each instruction / assignment given by the teacher.
  - b. Students need to follow the detailed guidelines for each assignment and presentation as provided by the teacher.
  - c. Students need to follow research methodology and ethics and avoid any stance of plagiarism. cases of plagiarism will be penalised as per the gazette notification of government of India, as adopted by AMU.
3. **Teacher's Role:**
  - a. Teachers will provide the syllabus, guidelines, study materials (except prescribed materials) in the form of hard or soft copies.
  - b. Teachers will announce each test / quiz / assignment / sessional well in advance.
  - c. Teachers need to be prepared with diagnostic test, Quiz / MCQ / A4 size detailed guidelines for presentation & assignment.
  - d. Teachers will share the answer scripts and provide feedback if the students want to have it.
  - e. Marks obtained by students for all tests / continuous assessments will be announced by the teacher.
  - f. The teacher will destress students by explaining the students that continuous assessment is not an examination, rather it is a part of teaching and learning where they get marks for their efforts and contributions in the form of assignments / presentations. they have an opportunity to improve their grade by taking a make up test.

- g. Our university has recently implemented Rights of Persons with Disabilities (RPD) Act 2016 which mandates equal participation, accessibility of teaching and learning process, accessible course materials, and accessible examination with proper scribe and extra time to those who avail scribe facility.
- h. All the teachers will strive to make their teaching and testing accessible to students with disabilities.

**4. Class Policies:**

- i. Policy on late and unsubmitted tasks: those students who submit their assignments will not get same / better marks than those whose submit in time. teachers are always receptive to any emergency situations.
- ii. Class attendance: as per university rules, 75% attendance is mandatory.

**5. Additional Weekly, Post Class Discussion Sessions:**

Students may arrange additional classes in consultation with the teacher concerned, if time and situation permits.

Note: The teacher reserves the right to make changes in the syllabus during the semester as s/he deems necessary.

**M.A. (ELT) II Semester (Elective Paper)**

**Course Title: Popular Fiction**

**Course Code: ETM-2121**

**Credits : 04**

**Max. Marks: 100**

Unit I            An Introduction to Popular Fiction

Forms of Popular Fiction: What Sells and Why; the Canonical and the Popular; Popular Literature and Fantasy; Morality and Education in Children's Literature; The Issue of Race, Gender and Identity in Popular Fiction.

Unit II            Lewis Carroll            *Through the Looking Glass (1871)*

Unit III            Margaret Mitchell        *Gone With The Wind (1936)*

Suggested Readings:

- Fiedler, Leslie. "Towards a Definition of Popular Literature". *Super Culture: American Popular Culture and Europe*, ed. C.W.E. Bigsby. Ohio: Bowling Green University Press, 1975.
- Hughes, Felicity, "Children's Literature: Theory and Practice." *ELH*, 1978.
- Hunt, Peer. *An Introduction to Children's Literature*. Oxford University Press: USA, 1997.
- Pawling Christopher. "Popular Fiction: Ideology or Utopia?" *Popular Fiction and Social Change*. ed. Christopher Pawling London: Macmillan, 1984.
- Taylor, William R. *Cavalier and Yankee. The Old South and American National Character*
- *Cambridge*: Harvard University Press, 1979.

**MA (ELT) II Semester (Elective Paper)  
Postcolonial Performance Studies**

**Course Code : ETM-2122**  
**Max Marks: 100**

**Credits: 04**

**Course Outcomes:**

By the end of this course the student will be able to :

1. Demonstrate grounding in the basic knowledge of performance as an academic and research paradigm.
2. Exhibit comprehensive analytical skill in viewing and reading performances as postcolonial texts.
3. Assess the significance of performativity as a tool of resistance in democratic and intellectual perspectives.
4. Create write-ups through productive integration of the field of performance and research.
5. Produce independently and participate in performance and its various spheres according to their choices.

**Unit I: An Introduction to Performance Studies**

- d) Defining Performance and its aspects
- e) Postcolonial Paradigms in Performance
- f) Cultural Politics and Performance

**Unit II: Postcolonialism and Performance Tradition:**

- a) Performance and Postcolonial Movements
- b) Performance and Protest
- c) Performance and Media

**Unit III:**

- D. Postcolonialism and Performance in India
  - a) Theatre
  - b) Operatic Performance
  - c) Music and Dance
- E. Project OR Research Paper OR Field Work through:
  - a) Conducting interviews meetings with performers,
  - b) Watching live performances
  - c) Participating in the production of a performance texts

Sessional : 30 marks

End Sem: 70 marks with following distribution:

50 marks written test

20 marks for Project or Research Paper or Field Work in Unit III Section B

Recommended Readings:

- Dharwadker, Aparna. Theatres of Independence. (Oxford University Press, 2008)
- Schechver, Richard. Performance Theory (London, Routledge, 2003)
- (Post) Colonial Stages: Critical & Creative Views on Drama, Theatre & Performance by Helen Gilbert (1999).
- Gilbert, Helen and Joanne Tompkins. Post-Colonial Drama: Theory, Practice, Politics. (London : Routledge, 1996)



**M.A (ELT) II Semester (Elective Paper)  
Climate Change and Literature**

**Course No: ETM-2123**

**Max. Marks:100**

**Credits: 04**

**UNIT I**

Selections from *Climate Change A Very Short Introduction*

Mark Maslin

Selections from *Sense of Place and Sense of Planet*

Ursula K.Heise

Essay: [http://www.academia.edu/3188021/Climate Change in Literature and Literary Criticism](http://www.academia.edu/3188021/Climate_Change_in_Literature_and_Literary_Criticism)

Recent movements that address Climate Change through Literature.

**UNIT II**

Ecopoems

"Perspective" by Kei Valmoria Bughaw

"Desert Song" Richard James Alien

Selections from *Spiritual Ecology The Cry of the Earth A Collection of Essays* ed.,  
Llewellyn Vaughan-Lee

**UNIT III**

Climate Fiction

Novels:

Oryx & Cake by Margaret Atwood

*The Rapture* by Liz Jensen

Short Stories

From

*Loosed upon the World: The Saga Anthology of Climate Fiction:*

*Ed. John Joseph Adams*

"The Myth of Rain" Seanan Mcguire

"Time Capsule found on the Dead Planet" Margaret Atwood

Further reading:

Dipesh Chakrabarty

<http://www.law.uvic.ca/demcon/2013%20readings/Chakrabarty%20Climate%20of%20History.pdf>

*The Great Derangement* Amitav Ghosh

*Eco-Aesthetics: Art, Literature and Architecture in a period of Climate Change (Radical Aesthetics Radical Art)* Malcolm Miles

Portent James Herbert

The Road Cormac Mc Carthy

Flight Behaviour Barbara Kingsolver.

**MA ELT II Semester (Elective Paper)  
Subaltern Studies**

**Course Code: ETM-2123**

**Credit: 04**

**Max. Marks: 100**

**Course Objective:**

The need to introduce a paper on Subaltern Studies in MA (Elective Courses) emerges with a desire to deconstruct the traditional historiography which has erased histories of subordinated groups in a sustained manner. The rationale behind this paper is to familiarize students about the basic concepts and theories related to subaltern discourse. This MA elective paper will enhance the skills of students to understand the issues related to socially excluded and marginalised groups and develop strategies to deal with these issues successfully.

This Course will be divided into three Units:

Unit one will comprise of Discourses on subaltern perspective which will help in understanding Social and political exclusion based on Caste, Tribe and Gender.

The Second Unit will deal with deconstructing historiography. It will focus on rewriting history of marginalized class by Challenging hegemony and social structure.

The Third Unit will be application of Subaltern theories on Selected literary works.

**Unit-I**

Antonio Gramsci, *Selections from the Prison Notebooks*, Few Chapters from "Notes on Italian History", and from "The Study of Philosophy."

Amitav Ghosh, "The Slave of Ms. H.6", ( *Subaltern Studies, vol. VII* )

E. J. Hobsbawm, *Primitive Rebels* (Norton Publication. 1965)

Susie Tharu, "Response to Julie Stephens",(*Subaltern Studies , Vol.VI*)

**Unit-II**

Ranjit Guha, "On Some Aspects of the Historiography of Colonial India", and "The Prose of Counter-Insurgency".( *Selected Subaltern Studies*, ed. R. Guha and Gayatri Spivak (New York: Oxford, 1988).

Patha Chatterjee, "Caste and Subaltern Consciousness", (*Subaltern Studies VI*)

Ranajit Guha, "Chandra's Death", in *Subaltern Studies V* (Delhi: Oxford, 1987)

Vasantha Kannabiran and K. Lalitha, "That Magic Time: Women in the Telangana People's Struggle", (*Recasting Women: Essays in Colonial History*, eds. Kumkum Sangari and Sudesh Vaid, Rutgers University Press, 1989).

### Unit-III

\*Saadat Hasan Manto-“Toba Tek Singh”(Toba Tek Singh: The Story in Multiple Translations, FourCorners, 2008)

\*Mahasweta Devi-“Draupadi” and “Breastgiver”(Seagull Books,1997)

\*Baburao Bagul- “Mother”(Poisoned Bread: Translation from Modern Marathi Dalit Literature, Arjuna Dangale, Orient Longman , 1992)

**Sessional Test: 30 marks**

**End Semester : 70 marks**

### Suggested Readings:

1. Ashis Nandy, "History's Forgotten Doubles", *History and Theory* (Vol. 34, No. 2, Theme Issue 34: World Historians and Their Critics (May, 1995), pp. 44-66) Published by [Wiley](#) for [Wesleyan University](#).
- 2.----- *The Intimate Enemy: Loss and Recovery of self Under Colonialism*,OUP,2009.
- 3.Dipesh Chakarabarty: *Habitations of Modernity: Essays in the Wake of Subaltern Studies*, University of Chicago Press, 2002.
- 4.Edward W. Said: *Orientalism*. Newyork, Pantheon, 1978
- 5.Gayatri C. Spivak, "Can the Subaltern Speak?" in *Reflections on the History of an Idea*. Edited by Rosalind Morris, 2010.
- 6.Partha Chatterjee, *Nationalist Thought and the Colonial World: A Derivative Discourse*. University of Minnesota Press,1986.
- 7.Ranajit Guha, *Dominance Without Hegemony: History and Power in Colonial India*, Harvard University Press, 1997.
- 8.-----, *A Subaltern Studies Reader, 1986-1995*, University of Minnesota Press, 1997.
- 9.Sharma R. S., *Indian Feudalism*, Macmillan, 1981.

10. Uma Chakraborty, *Gendering Caste Through a Feminist Lens*, Popular Prakashan, 2003.

11. Vivek Chibber: *Postcolonial Theory and Specter of Capital*, Verso, 2013.

## MIGRATED WOMEN'S Literature

M. A. ELT II Semester (Elective)

Course Code: ETM2125

Credits: 04

Max. Marks : 100



### BACKGROUND TO THE COURSE/PAPER-

The establishment of diasporic communities, particularly since the European colonization, has constructed new, hybrid identities of communities that have been the focus of attention by the academic world for quite some time. Writings by individual members of such communities- known variously as Diasporic Writing, Migrant Writing and Exile Writing-have their own unique character wherein the authors speak in forked tongues, riding simultaneously, the two cultures involved in their location/relocation. Nostalgia, alienation, rootlessness, displacement, exile, assimilation and a quest for identity, therefore, are the dominant themes of their works, be they stories, novels, poems, autobiographies or plays.

Migrant women are victims of a double disadvantage- being women and being migrants. They write differently from their male counterparts- both in terms of perspectives and the manner of narration. It is this - writings by migrant Women from various parts of the world- that will be the primary focus of study in this Course.

**PURPOSE OF THE COURSE** - The Course aims at familiarizing the students with the socio- cultural situation of migrant women through a reading of their select writings. The choice of various genres- novels, stories, poems, a play and an autobiography from writers belonging to various cultures and regions- Asia, Africa, The Middle East and The West Indies- make the sample fairly representative.

Employing a female perspective of analysis and evaluating, the Course will try to highlight the unique as well as the universal character of such writings by migrant women.

### **SIGNIFICANCE OF THE COURSE/PAPER**

The significance of the course is to study cultures in contact and those impacting one another as reflected through writings by immigrant women.

### **OBJECTIVES**

The course hopes to achieve the objective of informing and sensitizing the students about the problems relating to migration, particularly with women immigrants. Further it is proposed to familiarize the students with the reflection of all this in writings by migrant women.

### **COURSE OUTCOMES**

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

- i. Study the Diaspora culture and Diaspora/migrant subjectivities.
- ii. Identify the relationship between geography and form as well as location and representation.
- iii. Analyze the representation of dislocation, relocation, acculturation and assimilation in the selected works.
- iv. Appraise the writers' configurations of the notions of home, cultural identity and belongingness.
- v. Compare and comprehend the female perspective and manner of narration.

### **LIST OF CONTENTS:**

- Understanding Diaspora, migration and the related terms.
- Understanding the representation of Motherland by the stay at home writers and the migrant writers.
- Focus on highlighting their issues and their representation in literature.

### **Poetry**

1971 (taken from *Seam*) - Tarfiya Faizullah (Bangladesh-America)

The Terrorist at My Table - Imtiaz Dharker (Pakistan-Britain)  
Glass Coffins (taken from *Because of India*) - Suniti Namjoshi (India-America)  
A Letter for Home - Himani Banerjee (India-Canada)  
Letter to Perspective Immigrant - Laxmi Gill (Phillipines-Canada)  
Framed - Claire Harris (West Indies-Canada)

### **Short Stories**

A Confined House -Maryam Mahboob (Afghanistan-India-Canada)  
Against an African Sky-Farida Karodia (South Africa-Canada)  
Something Old Something New- Leila Aboulela (Sudan-Scotland)  
Through the Tunnel -Doris Lessing (Britain-Zimbabwe)  
The Gold Mountain Coat - Judy Fong Bates (China-Canada)  
Tilled Earth -Manjushree Thapa (Nepal-Canada)  
Saving the World - Tahmima Anam (Bangladesh)

### **Play**

*Sons Must Die*- Uma Parmeswaran (India-Canada)

### **Memoir**

*Reading Lolita in Tehran*- Azar Nafisi(Iran-America)

or

*Jahajin*- Peggy Mohan (Trinidad-India)

### **Novels**

*An American Brat* - Bapsi Sidhwa (Pakistan-America)  
*Second Class Citizen/ Bride Price* - Buchi Emecheta (Nigeria-Britain)  
*Turtle Nest* -Chandani Lokuge (Sri Lanka-Australia)

**\*\* The course content may be modified according to the constraints of the semester-teaching hours.**

**Essential Readings (excerpts or full articles can be decided by the course instructors)**



Aziz, Nurjehan. Ed. *Her Mother's Ashes and Other Stories by South Asian Women in Canada and United States*. TSAR Publications, Canada. 1994. (ONLY INTRODUCTION)

Bezhan, Faridullah. "Maryam Mahboob and her Short Stories". *Women, War and Islamic Radicalisation in Maryam Mahboob's Afghanistan*. Monash University Publishing. 2016.

Chao, Lien. Cha, Jinn Wong. Ed. *Strike the Wok*. TSAR Publications, Canada. 2003. (ONLY INTRODUCTION)

"Introduction: Overseas Emigration in the Nineteenth Century". *Indian Communities Abroad: Themes and Literature*. Jain, R. K. Manohar Publishers and Distributors, New Delhi. 1993.

Narang, Harish. "Piya Gaye Rangoon: Inheritance and Ideology in Diaspora Women's Writing". *Gender and Narrative*. Jain, Jasbir. Agarwal, Supriya. Rawat Publications. 2002.

**Suggested Readings (Suggested Readings can be modified by the course instructors)**

Al-Kadhimi, [Shaymaa Hadi](#). *Women's Diaspora: A Swing between Two Worlds*. Omni Scriptum & Company. 2015.

Ashcroft, Griffiths and Tiffin, *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. London: Routledge, 1989. 33. Print.

"Breaking the Circle: Recreating the Immigrant Self in Selected Works of Himani Bannerji". *Theorizing and Critiquing Indian Diaspora*. Sharma, Kavita. Chakrabarti, Tapas. (ed). Creative Books, New Delhi. 2004.

Breto, Isabel Alonso-. "A Poetics of Disruption": Farida Karodia's A Shattering of Silence and the Exiled Writer's Dilemma. *Prague Journal of English Studies* Volume 4, No. 1, 2015.

Cohen, Robin. *Global Diasporas: An Introduction*. London: Routledge, 2008.

Fanon, Frantz. "From Concerning Violence" in *The Wretched of the Earth*, included in *Black Identity*. Ed. Francis Kearns. New York: Holt, Rinehart & Winston, 1970. 168. Print.

Hassan, Waïl S. "Leila Aboulela and the Ideology of Muslim Immigrant Fiction". *NOVEL: A Forum on Fiction*. *NOVEL: A Forum on Fiction*. Vol. 41, No. 2/3. 2008. pp. 298-319.

- Jain, Ravindra K. *Indian Communities Abroad: Themes and Literature*. Manohar Publishers, Delhi. 1993.
- McGifford, Diane. *The Geography of Voice*. TSAR Publications, Canada. 1992
- Narang, Harish. "You will Flow Back to your Beginnings: Problems of Identity and Aesthetics in Canadian Literature of Indian Diaspora". *Multiculturalism: Canada and India*. Dhawan, R. K. Pabby, D. K. (ed). Prestige Books, New Delhi. 2005.
- Rastegar, Kamran. "Trauma and Maturation in Women's War Narratives: The Eye of the Mirror and Cracking India". *Journal of Middle East Women's Studies*. Vol. 2, No. 3. 2006. pp. 22-47. [Duke University Press](#).
- Singh, Gurupadesh. *Diasporic Studies : Theory and Literature*. Gurunanak Dev University, Amritsar. 2007.
- Thilakarathne, Indeewara. "Diaspora and Diasporic Literature." Sunday Observer. 2011. Web. 16 Mar. 2012. .
- Veviana, Coomy S. Godard, Barbara. Ed. *Intersexions*. Creative Books, New Delhi. 1996.
- <https://www.newyorker.com/magazine/2018/06/04/memoirs-of-disease-and-disbelief>
- <https://tinhouse.com/sick-an-interview-with-porochista-khakpour/>
- [https://www.jstor.org/stable/40874104?seq=1#page\\_scan\\_tab\\_contents](https://www.jstor.org/stable/40874104?seq=1#page_scan_tab_contents)
- <https://www.jstor.org/stable/25090048>
- <https://literature.britishcouncil.org/writer/imtiaz-dharker>
- [https://shodhganga.inflibnet.ac.in/bitstream/10603/148764/9/09%20love%20and%20protest%20in%20the%20select%20poems%20i.pdf+](https://shodhganga.inflibnet.ac.in/bitstream/10603/148764/9/09%20love%20and%20protest%20in%20the%20select%20poems%20i.pdf)
- [https://www.academia.edu/10369932/THE\\_PLACE\\_OF\\_NOSTALGIA\\_IN\\_DIASPORA\\_WRITING\\_HOME\\_AND\\_BELONGING\\_IN\\_THE\\_FICTION\\_OF\\_BHARATI\\_MUKHERJEE](https://www.academia.edu/10369932/THE_PLACE_OF_NOSTALGIA_IN_DIASPORA_WRITING_HOME_AND_BELONGING_IN_THE_FICTION_OF_BHARATI_MUKHERJEE)

**Assessment Plan (The pattern of continuous assessment can be decided/changed be decided by the course instructors)**

<b>End Semester Examination:</b>	<b>70 Marks</b>
<b>Continuous Assessment:</b>	<b>30 Marks (as detailed below)</b>
xxi. Diagnostic Test (MCQ / A small Quiz) carrying 05 Marks	
xxii. Presentation carrying 10 Marks, in a group of 4-5 students, but evaluation to be done of individual students on the basis of their performance	
xxiii. A small Quiz / MCQ carrying 05 Marks, to test understanding or for revision	

- xxiv. An Assignment carrying 10 Marks, to be given at least three weeks in advance, as a part of teaching and not after teaching.
- xxv. A Sessional (as a Make up Test) to be conducted in last week

**Important Notes:**

- 31. **Suggestions To Students On Reading / Expectations From Students:**
  - y. Each student will join the course with a prior understanding of the nature of the course and mode of teaching / learning
  - z. Students will come to the class with a prior reading of the prescribed text / essential study materials / suggested study material that the teacher wishes to discuss in the classroom.
  - aa. Students need to be aware of the developments in the classroom.
  - bb. students need to read additional materials on research methodology and research ethics
- 32. **Suggestions To Students On Writing Assignments / Expectations From Students:**
  - s. Students need to meet the deadlines for each instruction / assignment given by the teacher.
  - t. Students need to follow the detailed guidelines for each assignment and presentation as provided by the teacher.
  - u. Students need to follow research methodology and ethics and avoid any stance of plagiarism. cases of plagiarism will be penalized as per the gazette notification of government of India, as adopted by AMU.
- 33. **Teacher's Role:**
  - mm. Teachers will provide the syllabus, guidelines, study materials (except prescribed materials) in the form of hard or soft copies.
  - nn. Teachers will announce each test / quiz / assignment / sessional well in advance.
  - oo. Teachers need to be prepared with diagnostic test, Quiz / MCQ / A4 size detailed guidelines for presentation & assignment.
  - pp. Teachers will share the answer scripts and provide feedback if the students want to have it.
  - qq. Marks obtained by students for all tests / continuous assessments will be announced by the teacher.
  - rr. The teacher will distress students by explaining the students that continuous assessment is not an examination, rather it is a part of teaching and learning where they get marks for their efforts and contributions in the form of assignments / presentations. they have an opportunity to improve their grade by taking a make-up test.
- 34. **Class Policies:**
  - xiii. Policy on late and unsubmitted tasks: those students who submit their assignments will not get same / better marks than those whose submit in time. Teachers are always receptive to any emergency situations.
  - xiv. Class attendance: as per university rules, 75% attendance is mandatory.
  - xv.
- 35. **Additional Weekly, Post Class Discussion Sessions:**

Students may arrange additional classes in consultation with the teacher concerned, if time and situation permits.

Note: The teacher reserves the right to make changes in the syllabus during the semester as s/he deems necessary.

SIGNATURE OF TEACHER:

NAME OF TEACHER:

Chairperson  
Department of English

**M.A. (ELT) II Semester (Elective Paper)  
Film Studies**

**Course Code: ETM 2126**

**Credits: 04**

**Max. Marks: 100**

The objective of this course is to introduce the students to basic concepts in film studies. They would be required to write reviews/long comments on films as part of their sessional and semester examinations. Viewing of some selected films (both English and Hindi) and taking notes on them will be mandatory as they will be required to write theoretically – sound criticism on those films and not a mere summary of the plot

Unit I: Film as an art:

The nature of art

Ways of looking at art

Film and the other art

Unit II: The Language of Film:

Signs-Perception of images

Denotative and connotative meaning.

Film and Ideology

Cinematic codes: Mise-en-scene, setting, props, costume, performance and movement, lighting, camera and camera movement, editing, sound, narrative.

Unit III: Approaches to cinema:

Genre, Star and auteur

The film spectator

Analysis and interpretation of selected films: Hindi and English

Suggested Reading:

- Christian Metz (from *Film Language: A semiotics of the Cinema*)
- “On the impression of reality in cinema”
- “Some points in the semiotics of the cinema”
- Monaco James. *How to read a film*. Oxford University Press, 2009.
- John Burger, *Ways of seeing*
- Dudley Andrew. *Concepts in Film Theory*.
- Andre Bazin (from *what is cinema*)
- *Selected Films*



**M. A. ELT II Semester (Open Elective)**  
**Sir Syed Ahmed Khan's Works in Translation**

**Course Code: OEO-2091**

**Credits: 04**

**Max. Marks : 100**

**UNIT I:**

- (a) An Introduction to different styles of Urdu Composition: Translation, Transcreation from Urdu to English
- (b) Sir Syed Ahmed Khan: Brief Biography; Contribution as a reformer and writer; ideologies and vision.
- (c) Critiques of Syed Ahmed's ideologies and vision.

**UNIT II:**

- (a) Syed Ahmed Khan's writing career; influences upon his writing; style of writing; themes.
- (b) Major works of Syed Ahmed Khan with a focus on his ideologies and vision.
  - (i) Speeches of Sir Syed
  - (ii) Letters
- (c) Critiques of Syed Ahmed's writings

**UNIT III:**

Excerpts from the following for Critical Study:

- (a) 'The Cause of the Indian Revolt'
- (b) A Look at Taby'in-ul-Kalam – a comparative study of religions for the first time in India.
- (c) A Look at 'Asar-al-Sanadid'
- (d) The Tehzib-ul-Akhlaq Chapter.

**Course Evaluation (Maximum Marks: 100)**

Sessional: 10 Marks

Mid-Semester Exam: 30 Marks

End-Semester Exam: 60 Marks

<b>III Semester Core Paper(s)</b>					
<b>Paper</b>	<b>Course No.</b>	<b>Paper Name</b>	<b>Credits</b>	<b>Internal Assessment</b>	<b>External Assessment</b>
Paper 1	ETM3105	Teaching of language skills - I Listening & Speaking	04	30	70
Paper 2	ETM3106	Teaching of language skills – II Reading & writing	04	30	70
Paper 3	ETM3107	Teaching of Literature	04	30	70
Paper 4	ETM3103	Testing and Evaluation	04	30	70

<b>Ability Enhancement - 1 (ONE paper to be Selected between papers 05, 06, 07)</b>					
<b>Paper</b>	<b>Course No.</b>	<b>Paper Name</b>	<b>Credits</b>	<b>Internal Assessment</b>	<b>External Assessment</b>
Paper 5	ETM3175	Classroom Management Skills	04	30	70
Paper 6	ETM3172	Internship			
Paper 7	ETM3173	Outreach program (during vacations)			
<b>Ability Enhancement-2</b>					
Paper 8	ETM3174	Teaching Practice	04	30	70



## MA ELT III Semester

### Teaching of Listening & Speaking Skills

ETM3105  
Max. Marks 100

Credits 04

#### **Objectives**

- To familiarize students with basic concepts, objectives, characteristics features of Top-down & Bottom-up processing/Approaches in Listening Skills.
- To apprise students of various variables related to Listening Skills.
- To enable students to design tasks & use technology for teaching Listening Skills keeping in view the different levels.
- To familiarize students with basic concepts, objectives, characteristics features of Interactional speaking Skills
- To apprise students of various variables related to speaking Skills.
- To enable students to design tasks & use technology for teaching speaking Skills keeping in view the different levels.
- To enable students to design integrated tasks for teaching listening & speaking Skills keeping in view the different levels.

#### **Course Contents:**

#### **Teaching of Listening Skills**

Top-down & Bottom-up processing; Perception, Parsing & Utilization; Metacognition. Presage; Individual learner variables ; pragmatic knowledge Metacognitive knowledge; Prior knowledge; Contextual variables listening in Interaction, listening in Multimedia environments, listening in Academic environments, Pedagogy; Integration of Top-down & Bottom-up Approaches

Designing tasks/Activities<sup>1</sup> for teaching listening skills for different levels & Designing Tasks /Activities<sup>2</sup> based on Use of Technology for Listening skills

#### **Teaching of Speaking Skills**

The role of speaking in language learning; Interactive speaking; language -focused speaking; Pronunciation, Vocabulary & Grammar; Sociolinguistic Competence, Developing Fluency in Speaking Development of Interactional competence; competence & performance, intersubjectivity, pragmatics of interaction and the contexts of interaction; speaker-listener dynamics; verbal & non verbal; transactional & performative interaction.

Designing tasks /Activities<sup>3</sup> for speaking skills for different levels; Role play, Simulation, Dialogue, Group Discussion & Telephonic communication, & Designing Tasks<sup>4</sup> based on Use of Technology for Speaking skills.

Designing integrated tasks/ Activities<sup>5</sup> for teaching listening & speaking skills for different levels

#### **BOOKS RECOMMENDED:**

Celce-Murcia. Teaching English as a Second /Foreign Language

Bygate, M. 1997. Speaking. Oxford. OUP.

Johnson, K & D. Porter. 1983. Perspectives in Communicative Language Teaching. London. Academic Press.

Klippel, Friederike. 1984. Keep Talking: communicative Fluency Activities for language Teaching. Cambridge. CUP.

Nunan, D. 1989. Designing Tasks for the Communicative classroom. Cambridge. CUP.

Pattison, Pat. 1987. Developing Communication Skills. Cambridge. CUP.

Willis, J. (1996). A framework for task-based learning. Harlow: Longman.

Willis, D., & Willis, J. (2007). Doing task-based teaching: A practical guide to task-based teaching for ELT training courses and practising teachers. Oxford: Oxford University Press

**MA ELT III Semester**  
**Teaching of Reading & Writing Skills**

ETM-3106  
Max. Marks 100

Credits 04

**Objectives**

- To familiarize students with basic concepts, objectives, characteristics features of Reading comprehension strategies
- To apprise students of various variables related to Reading comprehension
- To enable students to design tasks/activities for teaching Reading Skills keeping in view the different levels.
- To familiarize students with basic concepts, objectives, characteristics features of Writing Skills
- To apprise students of various variables related to writing Skills
- To enable students to design tasks/activities for teaching writing Skills keeping in view the different levels.
- To enable students to design integrated tasks for teaching Reading & Writing Skills keeping in view the different levels

**Course Contents:**

**Teaching of Reading Skills**

L1 & L2 Reading Acquisition Skills/Reading Differences; Schema Theory & Reading comprehension; literal, Inferential & critical level , Reader-oriented theories, Proposition Theory. Main Idea Recall strategies.

Instructional Methodologies in L2 Reading: Literacy instruction, Phonics vs. Whole Language Approach, Oral Reading Fluency (ORF). Task components; Types of Tasks, Activities

Designing tasks /Activities for teaching Reading skills for different levels; Skimming<sup>1</sup>, scanning<sup>2</sup>, comprehending texts to fill in gap tasks<sup>3</sup>, selecting & assessing information to fill chart<sup>4</sup>, Multiple-choice formats<sup>5</sup>, Sentence completions<sup>6</sup>, Matching (and multiple matching) techniques<sup>7</sup>

Text segment ordering tasks on identifying functions of sentences & paragraphs<sup>8</sup>, comparing features in different parts of the text<sup>9</sup>, main idea recall<sup>10</sup>, making inferences<sup>11</sup>, looking for statement giving opinions/facts<sup>12</sup>, Information transfer formats (graphs, tables, flowcharts, outlines, maps, etc<sup>14</sup>.(ex.transferring information from the text on to a chart<sup>13</sup> or vis-a vis) data-interpretation<sup>15</sup>, Short answer formats<sup>16</sup> ,Summary formats<sup>17</sup> (1 sentence, 2 sentences, 5-6 sentences)

### **Teaching of Writing Skills**

Approaches to Writing; Text-oriented(product, texts as objects, discourse), Writer-oriented Research& teaching:, processes, Expressivist, cognitive( Flower& Hayes & Bereiter & scardamalia); writing as situated act Social-context(ethnography) and Reader-oriented Research; social construction& interaction(Audience, Intertextuality),Discourse community ; Writing & context; Van Dijk & Hallidayan dimensions, Issues in literacy, writing & culture. Responding to writing; Feedback;Peer -Group responses

L1& L2 writing; Instructional Methodologies in L2 Writing Tasks; Task components; Types of Tasks, Activities

Designing writing tasks1 related to linkers<sup>1</sup>, sequencing<sup>2</sup>, organization of texts<sup>3</sup> (controlled, guided, Language scaffolding and composing tasks<sup>4</sup>).

Designing writing tasks 2 on messages<sup>5</sup>, formal letters<sup>6</sup>, Notices<sup>7</sup>, Advertisements<sup>8</sup>, Reports<sup>9</sup>, Job applications<sup>10</sup>, profile writing<sup>11</sup>, resume<sup>12</sup> ,reviews<sup>13</sup>, product descriptions<sup>14</sup> & any one of Writing Technology softwares ; *word pilot*<sup>10</sup> 2000, *check my words*<sup>11</sup>, *Mark my words*<sup>12</sup>,*Grammarly*<sup>13</sup>/*Ginger*<sup>14</sup>/*Hemingway*<sup>15</sup>, *Scribble*<sup>16</sup>, *Notability*<sup>17</sup>, *Nebo*<sup>18</sup> etc.

### **BOOKS RECOMMENDED:**

Alderson, C. (2000). *Reading assessment*. New York: Cambridge University Press.

Anderson, N. (1999). *Exploring second language reading*. Boston: Heinle & Heinle.

Anderson, N. (2003). *Active skills for reading*, 4 vols. New York: Heinle & Heinle

August, D. & Shanahan, T. (eds.) (2006a). *Developing literacy in second language learners*.Mahwah, NJ: Lawrence Erlbaum.

Goldman, S. & Rakestraw, J. (2000). Structural aspects of constructing learning from text. In M. Kamil, P. Mosenthal, P. D. Pearson, & R. Barr (eds.), *Handbook of reading research*, vol. 3 (pp. 285–310). New York: Longman.

Grabe, & Kaplan. *Theory and Practice of Writing: An Applied Linguistics*

Elbow P. *writing without Teachers*

Hughey , J.B et al- *Teaching ESL composition. Principles & techniques.*

Donne Byrne.1998. *Teaching Writing Skills.* Longman Handbook for English Teachers.

Sara Freeman. *Written Communication in English.*

Ron White & Valerie Arndt. 1991, *Process Writing.* Longman

Champa Tickoo & Jaya Sasikumar.1979. *Writing with a Purpose.* OUP.

Taya Zinkin.1988. *Write Right. A guide to effective communication in English.* Prentice Hall of India. New Delhi

HM McGarrell & P. Brillinger.2002. *Writing for Results.* Pearson Education ESL

O'Dell, Felicity.1996. *CAE writing Skills.* CUP. Cambridge

Hedge, T. *writing*

Raimes, A. *Techniques in Teaching writing.*

Nunan, D.1989. *Designing Tasks for the Communicative classroom.* Cambridge. CUP.

Willis, J. (1996). *A framework for task-based learning.* Harlow: Longman.

Willis, D., & Willis, J. (2007). *Doing task-based teaching: A practical guide to task-based teaching for ELT training courses and practising teachers.* Oxford: Oxford University Press

**MA ELT III Semester**  
**Teaching of Literature**

ETM3107  
Max. Marks 100

Credits 04

**Objectives:**

1. To familiarize students with different genres of literature by making comparison and contrast between poetry, drama, prose and fiction
2. To enable students to understand the pedagogy of literature.
3. To make students aware of various stylistic devices available in different genres of literature.

**Course Contents:**

1. Teaching of literature and using literature in language classroom. Rhetorical Devices, figurative language, Basic concepts of stylistic analysis. Classification, Understanding and interpretation of literary texts or extracts.
2. Literary competence; cognitive activities and semantic fields, analysing literature
3. Teaching a poem; deviant language; Figures of Speech, stylistic features, Preparing Activity to Teach Poetry and teaching language-focussed activity through poetry.
4. Teaching short story figurative language Preparing Activity to Teaching short story and teaching language-focussed activity through short story.
5. Teaching Drama; characteristic features/ components of Drama; Dialogue; characterization, soliloquy and Dramatic Effect, Preparing Activity to Teach Drama teaching language-focussed activity through drama.
6. Teaching Prose and Fiction; point of view, Stylistic and Analytical techniques, Preparing Activity to Teach Prose and Fiction and teaching language-focussed activity through Prose and Fiction.

**BOOKS RECOMMENDED:**

Leech,G. A linguistic Guide to poetry

Novotny,W. The Language Poets Use

Reeves,J; Teaching Poetry

Pemberton,B. Teaching Drama

Alan Maley and Alan Duff, ***Drama Techniques: A Resource Book of Communication Activities for Language Teachers***

Alan Maley and Alan Duff, *Literature*

Gillian Lazar, *Literature and Language Teaching*

**MA ELT III Semester**  
**Testing and Evaluation**

ETM3103  
Max. Marks 100

Credits 04

**Objectives:**

- To familiarize students with various characteristics of testing and evaluation
- To apprise students of various features of a good test
- To familiarize students with various techniques of testing
- To enable students construct tests to evaluate language skills
- To enable students interpret test results with various statistical tools

**Course Contents:**

1. Relationship between Educational objectives, Teaching/Learning Testing and Evaluation:
2. Types of Tests: Modes and Methods of Testing
3. Characteristics of a Good Test: Reliability, Validity, Practicality, Washback effect
4. Impacts of Test: Stages of Test Construction; Test Administration
5. Techniques of Testing: Multiple Choice; Matching; Gap-Filling; True False; Cloze; Short Answer; Dictation; Composition
6. Construction of Testing Items: Listening; Speaking; Reading & writing
7. Using Inferential Statistics: Mean, Median, Mode; Percentile, Standard Deviation, Frequency Distribution; Correlation; Item Difficulty and Item Analysis; Discrimination Index; Analysis of Distracters; Special Factors Affecting Scores
8. Online/offline testing: tools and softwares, using rubrics for testing

**BOOKS RECOMMENDED:**

1. Harrison, D. P. : Testing English as a Second Language.
2. Arthur Hughes : Testing for Language Teachers.
3. Lee, Y. P, et al : New Dimensions in Language Testing.
4. Mamta Agarwal : A Handbook of Evaluation for Language Teachers



**MA ELT III Semester  
Ability Enhancement-1.**

**Credits: 04**

**Max. Marks: 100**

**ONE to be selected**

- 1. ETM3175: Classroom Management Skills**
- 2. ETM3172: Internship**
- 3. ETM3173: Outreach Programme**



**MA ELT III Semester  
Ability Enhancement-2.**

**Credits: 04**

**Max. Marks: 100**

**ETM3174: Teaching Practice**

## ***IV Semester***

### **Core Paper(s)**

<b>Paper</b>	<b>Course No.</b>	<b>Paper Name</b>	<b>Credits</b>	<b>Internal Assessment</b>	<b>External Assessment</b>
Paper 1	ETM4102	Discourse Analysis for Language Teaching	<b>04</b>	<b>30</b>	<b>70</b>
Paper 2	ETM	Teaching English for specific purposes(TESP)	<b>04</b>	<b>30</b>	<b>70</b>
Paper 3	ETM	Context in Language Teaching	<b>04</b>	<b>30</b>	<b>70</b>
Paper 4	ETM4104	Teacher Education	<b>04</b>	<b>30</b>	<b>70</b>

### ***Ability Enhancement***

#### ***Discipline Centric (ONE paper to be Selected)***

<b>Paper</b>	<b>Course No.</b>	<b>Paper Name</b>	<b>Credits</b>	<b>Internal Assessment</b>	<b>External Assessment</b>
Paper 5	ETM4121	Dalit and Tribal Women's Writings	<b>04</b>	<b>30</b>	<b>(70)</b>
<b>Paper 6</b>	<b>ETM4122</b>	<b>Disability Studies and Literature</b>			
Paper 7	ETM4123	Critical Writing & Literary Theory			
Paper 8	ETM4124	Multicultural Studies			
Paper 9	ETM4125	Digital Literature & Literature in the Digital			
<b>Paper 10</b>	<b>ETM4131</b>	<b>Recent Trends in English Language Teaching</b>			
<b>Paper 11</b>	<b>ETM4132</b>	<b>Technology in Language Teaching</b>			
Paper 12	ETM4133	Cultural Studies			
Paper 13	ETM4134	Ecocriticism			
Paper 14	ETM4135	Prison Literature			
Paper 15	ETM	Project Work and Seminar Presentation	<b>04</b>	<b>30</b>	<b>70</b>

**MA ELT IV Sem**  
**Discourse Analysis for Language Teaching**

Course Code: ETM-4102  
Maximum Marks: 100

Credits :4

**Course Objectives:** This paper aims to familiarize students with

- 1 The concepts of Systemic functional Linguistics & Speech Acts & pragmatics
2. The concept of discourse, contextualized use of language and suprasentential structure of spoken and written text
3. Discourse analysis emphasizing pedagogical implications of language use in English Language Teaching.
4. Conversational Analysis for classroom discourse

**Course Outline:**

**Discourse and Discourse Analysis**

Discourse & Communication

Discourse & competence

Contexts of use: Relations between text, Context and co-text

Applications in pedagogy

**Systemic Functional Linguistics**

Ideational (lexis, rank, clauses)

textual (person, modality and mood)

Interpersonal functions (coherence, and thematic development)

Applications in pedagogy.

**Discourse Analysis & grammar**

Cohesion( Reference, & Ellipsis, lexical cohesion, substitution, coherence and texture, propositional relations, theme and rheme, focus of information)

Applications in pedagogy.

**Pragmatics**

Speech Acts

Performatives

Cooperative principles & conversational maxim ;Felicity conditions

Lakoff, Leech and Brown and Levinson's models of Politeness

Application of CP to Pedagogy.

**Conversational Analysis**

Turn taking

Adjacency pairs: Exchanges

Models of classroom interaction

## **Suggested Readings:**

*An Introduction Conversation Analysis* by Anthony J. Liddicoat

*Discourse in English Language Education* by John Flowerdew

*Conversation: From Description to Pedagogy* by Scott Thornbury and Diana Slade

*Conversation Analysis and Second Language Pedagogy* by Jean Wong and Hansun Zhang Waring

*Discourse Analysis* by H.G. Widdowson

*Discourse Analysis for Language Teachers* by Michael McCarthy

Pragmatics by George Yule

Pragmatics by Wan Huang

Pragmatics by Jeoffery Leech

Politeness and Pragmatics by Watts

Politeness and Pragmatics by Sara Mills

## **Assessment Plan:**

**End Semester Examination:**

**70 Marks**

**Continuous Assessment:  
detailed below)**

**30 Marks (as**

**xxvi. Diagnostic Test (MCQ / A small Quiz) carrying 05 Marks**

**xxvii. Presentation carrying 10 Marks**, in a group of 4-5 students, but evaluation to be done of individual students on the basis of their performance

**xxviii. A small Quiz / MCQ carrying 05 Marks**, to test understanding or for revision

**xxix. An Assignment carrying 10 Marks**, to be given at least three weeks in advance, as a part of teaching and not after teaching.

**xxx. A Sessional (as a Make up Test)** to be conducted in last week

## **Important Notes:**

### **36. Suggestions To Students On Reading / Expectations From Students:**

cc. Each student will join the course with a prior understanding of the nature of the course and mode of teaching / learning

dd. Students will come to the class with a prior reading of the prescribed text / essential study materials / suggested study material that the teacher wishes to discuss in the classroom.

ee. Students need to be aware of the developments in the classroom.

- ff. students need to read additional materials on research methodology and research ethics

**37. Suggestions To Students On Writing Assignments / Expectations From Students:**

- v. Students need to meet the deadlines for each instruction / assignment given by the teacher.
- w. Students need to follow the detailed guidelines for each assignment and presentation as provided by the teacher.
- x. Students need to follow research methodology and ethics and avoid any stance of plagiarism. cases of plagiarism will be penalised as per the gazette notification of government of India, as adopted by AMU.

**38. Teacher's Role:**

- ss. Teachers will provide the syllabus, guidelines, study materials (except prescribed materials) in the form of hard or soft copies.
- tt. Teachers will announce each test / quiz / assignment / sessional well in advance.
- uu. Teachers need to be prepared with diagnostic test, Quiz / MCQ / A4 size detailed guidelines for presentation & assignment.
- vv. Teachers will share the answer scripts and provide feedback if the students want to have it.
- ww. Marks obtained by students for all tests / continuous assessments will be announced by the teacher.
- xx. The teacher will destress students by explaining the students that continuous assessment is not an examination, rather it is a part of teaching and learning where they get marks for their efforts and contributions in the form of assignments / presentations. they have an opportunity to improve their grade by taking a make up test.

**39. Class Policies:**

- xvi. Policy on late and unsubmitted tasks: those students who submit their assignments will not get same / better marks than those whose submit in time. teachers are always receptive to any emergency situations.
- xvii. Class attendance: as per university rules, 75% attendance is mandatory.

**40. Additional Weekly, Post Class Discussion Sessions:**

Students may arrange additional classes in consultation with the teacher concerned, if time and situation permits.

Note: The teacher reserves the right to make changes in the syllabus during the semester as s/he deems necessary.

## MA ELT IV Sem

### Teaching English for Specific Purposes

Course Code: ETM-

Credits :4

Maximum Marks: 100

#### Course objectives

By the end of this course students should have a clear understanding of:

1. The concept of ESP its Key principles
2. Ways in which needs and genre analysis shape TESP course design
3. *Application of ESP in EAP, EOP EST*

#### Course outline:

##### Concept and origins of ESP

The development of ESP  
Socio-cultural Approach  
Genre Analysis Text/ Discourse Analysis  
ESP and Corpus Studies  
Critical perspectives on ESP  
ESP and Language Skills  
ESP and Assessment

##### ESP course design

Language descriptions  
Needs Analysis & curriculum Development in ESP  
The Needs Assessment Process  
Approaches to course design  
Methodology for TESP course Design

##### Application of ESP

Course Design  
Materials selection and design  
Methodology and evaluation  
Vocabulary ,phrases and usage  
Types of activities with text based on the following  
EAP, (English for Academic Purposes), EOP (English for Occupational Purposes);  
Business English, legal English ,Hotel Management and Tourism. English for Research  
Publication Purposes; Technology and ESP.



## Suggested Readings:

Bhatia, Vijay K. (Guest Ed.) (1997). *Genre analysis and world Englishes*. Special issue of *World Englishes*, 16(3).

Bhatia, Vijay K. (2006). Genres and styles in World Englishes. In Braj B. Kachru, Yamuna Kachru & Cecil L. Nelson (Eds.) *The handbook of World Englishes* (pp. 386–401). Oxford: Blackwell

Bhatia, V. (1993) *Analysing Genre: Language Use in Professional Settings*. London: Longman.

Swales, J. M. (1990) *Genre Analysis: English in Academic and Research Settings*. Cambridge: Cambridge University Press

Flowerdew, L. (2002) Corpus-based analyses in EAP. In J. Flowerdew (ed.), *Academic Discourse*. 95 – 114. London: Longman.

Akindede, O. (2008) A critical analysis of the literature review section. *English for Specific Purposes World* 7 (1) Accessed May 25, 2011 at [http://www.esp-world.info/articles\\_20/doc/graduate\\_writing\\_site.pdf](http://www.esp-world.info/articles_20/doc/graduate_writing_site.pdf).

Belcher, D. (2009) (ed.) *English for Specific Purposes in Theory And Practice*. Ann Arbor, MI: University of Michigan Press.

Nickerson, C. and Planken, B. (2009) English for specific business purposes: Written business English and the increasing influence of multimodality. In D. Belcher (ed.), *English for Specific Purposes in Theory and Practice*. 127 – 42. Ann Arbor, MI: University of Michigan Press.

Hyland, K. (2009) English for professional academic purposes: Writing for scholarly publication. In D. Belcher (ed.), *English for Specific Purposes in Theory and Practice*. 83 – 105. Ann Arbor, MI: University of Michigan Press

Benesch, S. (2001) *Critical English for Academic Purposes*. Mahwah, NJ: Lawrence Erlbaum

Lillis, T. and Curry, M. J. (2010) *Academic Writing in a Global Context*. London: Routledge

Nesi, H. and Gardner, S. (2011) *Genres Across the Disciplines: Student Writing in Higher Education*. Cambridge: Cambridge University Press

Belcher, D. (2004) Trends in teaching English for Specific Purposes. *Annual Review of Applied Linguistics* 24: 165 – 86.

## Assessment Plan:

End Semester Examination:

70 Marks

Continuous Assessment:

30 Marks (as

detailed below)

xxxi. **Diagnostic Test (MCQ / A small Quiz) carrying 05 Marks**

xxxii. **Presentation carrying 10 Marks**, in a group of 4-5 students, but evaluation to be done of individual students on the basis of their performance

xxxiii. **A small Quiz / MCQ carrying 05 Marks**, to test understanding or for revision

xxxiv. **An Assignment carrying 10 Marks**, to be given at least three weeks in advance, as a part of teaching and not after teaching.

xxxv. **A Sessional (as a Make up Test)** to be conducted in last week

## Important Notes:

### 41. Suggestions To Students On Reading / Expectations From Students:

gg. Each student will join the course with a prior understanding of the nature of the course and mode of teaching / learning

hh. Students will come to the class with a prior reading of the prescribed text / essential study materials / suggested study material that the teacher wishes to discuss in the classroom.

ii. Students need to be aware of the developments in the classroom.

jj. students need to read additional materials on research methodology and research ethics

### 42. Suggestions To Students On Writing Assignments / Expectations From Students:

y. Students need to meet the deadlines for each instruction / assignment given by the teacher.

z. Students need to follow the detailed guidelines for each assignment and presentation as provided by the teacher.

aa. Students need to follow research methodology and ethics and avoid any stance of plagiarism. cases of plagiarism will be penalised as per the gazette notification of government of India, as adopted by AMU.

### 43. Teacher's Role:

yy. Teachers will provide the syllabus, guidelines, study materials (except prescribed materials) in the form of hard or soft copies.

zz. Teachers will announce each test / quiz / assignment / sessional well in advance.

aaa. Teachers need to be prepared with diagnostic test, Quiz / MCQ / A4 size detailed guidelines for presentation & assignment.

bbb. Teachers will share the answer scripts and provide feedback if the students want to have it.

ccc. Marks obtained by students for all tests / continuous assessments will be announced by the teacher.

ddd. The teacher will destress students by explaining the students that continuous assessment is not an examination, rather it is a part of teaching and learning where they get marks for their efforts and contributions in the form of assignments / presentations. they have an opportunity to improve their grade by taking a make up test.

**44. Class Policies:**

- xviii. Policy on late and unsubmitted tasks: those students who submit their assignments will not get same / better marks than those whose submit in time. teachers are always receptive to any emergency situations.
- xix. Class attendance: as per university rules, 75% attendance is mandatory.

**45. Additional Weekly, Post Class Discussion Sessions:**

Students may arrange additional classes in consultation with the teacher concerned, if time and situation permits.

Note: The teacher reserves the right to make changes in the syllabus during the semester as s/he deems necessary.

## MA ELT IV Sem

### Context in Language Teaching

Course Code: ETM-

Credits :4

Maximum Marks: 100

#### Course objectives

By the end of this course students should have a clear understanding of:

1. Key concepts of context in language Education
2. Impact of Cultural , Linguistics & Educational& Socio-economic backgrounds
3. Dimensions of Learning impacting Learning Outcome

#### Course Outline

##### Language & context

context of language in language Education

context of culture

situational context in language Education

Learning situation as context

Examples of Educational contexts

Planning and Resources for different Teaching Contexts.

##### Socio-cultural Factors

Cultural, Linguistics, Educational & Socio-economic backgrounds

Motivations in English Language

Learning & teaching preferences\*

Varieties of English

Multilingualism and the role of First/Home language/Mother Tongue

##### Dimensions of Learning\*

Learning Level

Learning Achievement, foundational, literacy and numeracy Skills

Learning Outcomes, Learning Crisis

Learning Deficits, Interaction between Cognitive, Socio-Emotionally and Technical Skills

Learning Metrics; Equity ,Diversity, Inclusiveness and Access factors

Access to Technology

Technology and Context

Digital Literacy

\*International Benchmark Assessment and Reports: IELTS, TOEFL, GRE, PISA, PIRLS, LLECE, EGRA, ASER, Pratham NEP(2020);1986, National Curriculum Framework; World Development Report(2018).

#### Suggested Readings:

UNCHR.2016.  
UNESCO.2016.  
ASER Centre (2011).  
Halliday. 1991. Context-in- language-education .The Notion of “ Context” in Language Education.1991.

National Curriculum Framework  
National Language Policy.  
National Testiing Services.  
Graddol.English Next.British Council.

Bold, Tessa, Deon Filmer, Gayle Martin, Ezequiel Molina,Brian Stacy, Christophe Rockmore, Jakob Svensson,et al. 2017. “What Do Teachers Know and Do? Does ItMatter? Evidence from Primary Schools in Africa.” PolicyResearch Working Paper 7956, World Bank, Washington,DC.

Bruns, Barbara, and Javier Luque. 2015. *Great Teachers: How toRaise Student Learning in Latin America and the Caribbean*.With Soledad De Gregorio, David K. Evans, Marco Fernández, Martin Moreno, Jessica Rodriguez, GuillermoToral, and Noah Yarrow. Latin American DevelopmentForum Series. Washington, DC: World Bank.

Filmer, Deon, Amer Hasan, and Lant Pritchett. 2006. “A Millennium Learning Goal: Measuring Real Progress inEducation.” Working Paper 97 (August), Center for GlobalDevelopment, Washington, DC.

RTI International. 2015. *Status of Early Grade Reading in Sub-Saharan Africa*. Washington, DC: U.S. Agency for InternationalDevelopment.

Uwezo. 2014. “Are Our Children Learning? Literacy andNumeracy in Kenya 2014.” Twaweza East Africa, Nairobi

van Fleet, Justin W. 2012. “Africa’s Education Crisis: In Schoolbut Not Learning.” *Up Front* (blog), September 17. <https://www.brookings.edu/blog/up-front/2012/09/17/africas-education-crisis-in-school-but-not-learning/>.

Windisch, Hendrickje Catriona. 2015. “Adults with LowLiteracy and Numeracy Skills: A Literature Review onPolicy Intervention.” OECD Education Working Paper123, Organisation for Economic Co-operation and Development,Paris.

World Bank. 2016a. “*Africa Education Service Delivery in Madagascar: Results of 2016 Service Delivery Indicator Survey*.”Washington, DC: World Bank.

———. 2016b. “*Education Sector Public Expenditure Tracking and Service Delivery Survey in Zambia*.” Washington, DC: WorldBank.

\_\_\_\_\_. 2016c. World Development Indicators (database).World Bank, Washington, DC. <http://data.worldbank.org/data-catalog/world-development-indicators>.

Source: WDR 2018 team, using data from Sandefur (2017). Data at [http://bit.do/WDR2018-Fig\\_4-1](http://bit.do/WDR2018-Fig_4-1).

Note: ASER = Annual Status of Education Report; EGRA = Early Grade Reading Assessment; LLECE = Latin American Laboratory for Assessment of the Quality of Education; PASEC = Programme d'Analyse des Systèmes Éducatifs de la Confemen; PIRLS = Progress in International Reading Literacy Study; PISA = Programme for International Student Assessment; SACMEQ = Southern and Eastern Africa Consortium for Monitoring Educational Quality;

#### **Assessment Plan:**

<b>End Semester Examination:</b>	<b>70 Marks</b>
<b>Continuous Assessment:</b> <b>detailed below)</b>	<b>30 Marks (as</b>

**xxxvi. Diagnostic Test (MCQ / A small Quiz) carrying 05 Marks**

**xxxvii. Presentation carrying 10 Marks**, in a group of 4-5 students, but evaluation to be done of individual students on the basis of their performance

**xxxviii. A small Quiz / MCQ carrying 05 Marks**, to test understanding or for revision

**xxxix. An Assignment carrying 10 Marks**, to be given at least three weeks in advance, as a part of teaching and not after teaching.

**xl. A Sessional (as a Make up Test)** to be conducted in last week

#### **Important Notes:**

##### **46. Suggestions To Students On Reading / Expectations From Students:**

kk. Each student will join the course with a prior understanding of the nature of the course and mode of teaching / learning

ll. Students will come to the class with a prior reading of the prescribed text / essential study materials / suggested study material that the teacher wishes to discuss in the classroom.

mm. Students need to be aware of the developments in the classroom.

nn. students need to read additional materials on research methodology and research ethics

##### **47. Suggestions To Students On Writing Assignments / Expectations From Students:**

bb. Students need to meet the deadlines for each instruction / assignment given by the teacher.

cc. Students need to follow the detailed guidelines for each assignment and presentation as provided by the teacher.

dd. Students need to follow research methodology and ethics and avoid any stance of plagiarism. cases of plagiarism will be penalised as per the gazette notification of government of India, as adopted by AMU.

##### **48. Teacher's Role:**

eee. Teachers will provide the syllabus, guidelines, study materials (except prescribed materials) in the form of hard or soft copies.

- fff. Teachers will announce each test / quiz / assignment / sessional well in advance.
- ggg. Teachers need to be prepared with diagnostic test, Quiz / MCQ / A4 size detailed guidelines for presentation & assignment.
- hhh. Teachers will share the answer scripts and provide feedback if the students want to have it.
- iii. Marks obtained by students for all tests / continuous assessments will be announced by the teacher.
- jjj. The teacher will destress students by explaining the students that continuous assessment is not an examination, rather it is a part of teaching and learning where they get marks for their efforts and contributions in the form of assignments / presentations. they have an opportunity to improve their grade by taking a make up test.

**49. Class Policies:**

- xx. Policy on late and unsubmitted tasks: those students who submit their assignments will not get same / better marks than those whose submit in time. teachers are always receptive to any emergency situations.
- xxi. Class attendance: as per university rules, 75% attendance is mandatory.

**50. Additional Weekly, Post Class Discussion Sessions:**

Students may arrange additional classes in consultation with the teacher concerned, if time and situation permits.

Note: The teacher reserves the right to make changes in the syllabus during the semester as s/he deems necessary.

## **MA ELT IV Sem Teacher Education**

Credits :4  
Course Code: 4104

Maximum Marks: 100

### **Course objectives**

By the end of this course students should have a clear understanding of:

1. Key concepts in Teacher Education
2. Teacher & Continuing Professional Development
3. Recent Developments in Teacher Education in India

### **Course outline:**

#### **Concept of Teacher Education**

Emergence of L2 teacher Education; Theoretical underpinnings  
Teacher Cognition: the nature of teacher knowledge

#### **Teacher Professional Development**

Teacher Learning & Teacher Professional Development  
Developing teaching skills & Professionalism; Planning, Teaching  
Awareness of Learners, Reflection  
Responsibilities & Support Systems.

#### **Teacher Preparation Strategies**

Strategies for Mentoring Pedagogical Knowledge  
Continuing Professional Development  
Teacher Assessment  
Capacity Building  
Teachers as Reflective Practitioners  
Teachers as Researchers  
Teacher Identity

#### **Teacher Education in India**

Issues and Recent Developments at different Levels; Elementary/Primary, Secondary and Tertiary.

#### **Suggested Readings:**

National Council for Teacher Education, 1998. Curriculum Framework For Quality  
Teacher Education



Gunjan Sharma. 2019. Policy and Regulatory Changes in Teacher Education in India: Concerns, Debates and Contestations [epw.in/engage/article/policy-and-regulatory-changes-teacher-education-in-india](http://epw.in/engage/article/policy-and-regulatory-changes-teacher-education-in-india)

Education System and Teacher Training in India V.M. Vadivelu\*Education system and teacher training in India

Almarza, G. G. (1996). Student foreign language teachers' growth. In D. Freeman & J. Richards (Eds.), *Teacher learning in language teaching* (pp. 50–78). Cambridge: Cambridge University Press.

Andrews, S. (2001). The language awareness of the L2 teacher: Its impact upon pedagogical practice. *Language Awareness*, 10, 75–90.

Andrews, S. (2007). *Teacher language awareness*. New York: Cambridge University Press.

Freeman, D. (1989). Teacher training, development, and decision making model: A model of teaching and related strategies for language teacher education. *TESOL Quarterly*, 23, 27–45.

Freeman, D. (1992). Language teacher education: Emerging discourse, and change in classroom practice. In J. Flowerdew, M. Brock, & S. Hsia (Eds.), *Perspectives on language teacher education* (pp. 1–21). Hong Kong: City Polytechnic of Hong Kong.

#### **Assessment Plan:**

**End Semester Examination:**

**70 Marks**

**Continuous Assessment:**

**30 Marks (as**

**detailed below)**

- xli. Diagnostic Test (MCQ / A small Quiz) carrying 05 Marks**
- xlii. Presentation carrying 10 Marks**, in a group of 4-5 students, but evaluation to be done of individual students on the basis of their performance
- xliii. A small Quiz / MCQ carrying 05 Marks**, to test understanding or for revision
- xliv. An Assignment carrying 10 Marks**, to be given at least three weeks in advance, as a part of teaching and not after teaching.
- xlv. A Sessional (as a Make up Test)** to be conducted in last week

#### **Important Notes:**

##### **51. Suggestions To Students On Reading / Expectations From Students:**

- oo. Each student will join the course with a prior understanding of the nature of the course and mode of teaching / learning
- pp. Students will come to the class with a prior reading of the prescribed text / essential study materials / suggested study material that the teacher wishes to discuss in the classroom.
- qq. Students need to be aware of the developments in the classroom.
- rr. students need to read additional materials on research methodology and research ethics

## **52. Suggestions To Students On Writing Assignments / Expectations From Students:**

- ee. Students need to meet the deadlines for each instruction / assignment given by the teacher.
- ff. Students need to follow the detailed guidelines for each assignment and presentation as provided by the teacher.
- gg. Students need to follow research methodology and ethics and avoid any stance of plagiarism. cases of plagiarism will be penalised as per the gazette notification of government of India, as adopted by AMU.

## **53. Teacher's Role:**

- kkk. Teachers will provide the syllabus, guidelines, study materials (except prescribed materials) in the form of hard or soft copies.
- lll. Teachers will announce each test / quiz / assignment / sessional well in advance.
- mmm. Teachers need to be prepared with diagnostic test, Quiz / MCQ / A4 size detailed guidelines for presentation & assignment.
- nnn. Teachers will share the answer scripts and provide feedback if the students want to have it.
- ooo. Marks obtained by students for all tests / continuous assessments will be announced by the teacher.
- ppp. The teacher will destress students by explaining the students that continuous assessment is not an examination, rather it is a part of teaching and learning where they get marks for their efforts and contributions in the form of assignments / presentations. they have an opportunity to improve their grade by taking a make up test.

## **54. Class Policies:**

- xxii. Policy on late and unsubmitted tasks: those students who submit their assignments will not get same / better marks than those whose submit in time. teachers are always receptive to any emergency situations.
- xxiii. Class attendance: as per university rules, 75% attendance is mandatory.

## **55. Additional Weekly, Post Class Discussion Sessions:**

Students may arrange additional classes in consultation with the teacher concerned, if time and situation permits.

Note: The teacher reserves the right to make changes in the syllabus during the semester as s/he deems necessary.

**M.A (ELT) IV Semester (Elective Paper)**

**Dalit and Tribal Women's Writings**

**Course No. ETM-4121**

**Max. Marks:100**

**Credits: 04**



**Background to the course/paper:**

Dalits have been suppressed, subjugated and marginalized on the name of their caste. These people from the social, financial and religious peripheries realized their own importance and given voice to their dreadful experiences. Their tormented self is very much reflected in their writings. Dalit literature had started approximately four decades ago in regional languages and later on translated in to english to draw the attention of a wider range of readers. As this literature started drawing the attention of nation, the tribal writers also came into limelight. The basic similarity between the two is their marginalization and the trauma they had undergone. The main idea behind this paper is to familiarize the students with the cultural, traditional and caste distribution etc. The dalit/tribal women writings came into existence quite late. These women were represented effectively neither by the marginalized male authors nor by the elite authors. Thus they decided giving voice to their own pains, baby kamble's *the prisons we broke* is one such example of early dalit women writings.

**Purpose of the course/paper:**

The main purpose of intruding this course is to familiarize the students with the struggles of the marginal women of the indian society. Along with this the students will also study the how the literature from these marginal women is different from the mainstream indian literature.

**Specific objectives:**

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

1. To understand the concept of tribe and caste and their demographic profile.
2. To understand the effects and importance of acculturation, religious conversions and transitions of communities.
3. To understand the self representation and identity construction through the writings

**List of contents:**

**introduction: 03 teaching hours**

- Understanding the similarity as well as dissimilarity between dalits and tribals.
- Focus on highlighting their issues and their representation in literature.
- Comparison of mainstream literature and marginalized literature.

**Poetry: 10 teaching hours**

*Small Towns And The River* - Mamang Dai

*In The Days Of Cages* -Aparna Lanjhewar

*Shades Of Silence* - Prasanna Sree

*Slave* - Hira Bansode

*Caves* - Jyoti Lanjewar

**Short story: 06 teaching hours**

The Journey (Short Story By Temsula Ao From Her Collection Of Short Stories *These Hills Called Home*)

But Why Shouldn't A Baidla Woman Ask For Her Land ? ( Short Story By Shyamala Gogu Her Collection From *Father May Be An Elephant And Mother Only A Small Basket*)

**Life narratives/ memoirs: 12 teaching hours**

*Ants Among Elephants: An Untouchable Family And The Making Of Modern India* - Sujatha Gidla

*The Weave Of My Life: A Dalit Women's Memoir* - Urmila Pawar

*The Prisons We Broke* - Baby Kamble

## **Novels: 10 Teaching Hours**

*The Black Hill* - Mamang Dai

*Sangati* - Bama Faustina Susairaj

## **Essential readings**

Deo, veena, and eleanor zelliot. "dalit literature - twenty-five years of protest? Of progress?" *Journal of south asian literature*, vol. 29, no. 2, 1994, pp. 41-67. Jstor.

Guru, gopal. "dalits from margin to margin." *India international centre quarterly*, vol. 27, no. 2, 2000, pp. 111-16. Jstor.

Heredia, rudolf c. "interrogating integration: the counter-cultural tribal other." *Economic and political weekly*, vol. 37, no. 52, 2002, pp. 5174-78. Jstor.

Sivakami, p. *The taming of women*. Penguin books, 2012. (selected extract)

Xaxa, virginus. "politics of language, religion and identity: tribes in india." *Economic and political weekly*, vol. 40, no. 13, 2005, pp. 1363-70. Jstor.

## **Suggested readings**

Bose, n.k, 1967, "culture and society in india", asia publishing house.

Charsley, s.r. and karanth, g.k. (eds.), 1998, "challenging untouchability", delhi: sage.

Dangle, arjun. *Poisoned bread: translations from modern marathi dalit literature*. Edited by arjun dangle, orient blackswan, 1992.

Devy, g. N., editor. *Painted words: an anthology of tribal literature*. Penguin books india, 2003.

Dube, s.c.1977, "tribal heritage of india", viash, new delhi.

Gail omvedt. "peasants, dalits, and women: democracy and india's new social movements". *Journal of contemporary asia*, 24, no. 1: 35-8. 1994.

- Gore, m.s., 1993, "the social context of an ideology: the social and political thoughts of babasaheb ambedkar", new delhi; sage.
- Gregory, robert j. "tribes and tribal: origin, use, and future of the concept." *Studies of tribes and tribals*, vol. 1, no. 1, july 2003, pp. 1-5. *Taylor and francis+nejm*, doi:10.1080/0972639x.2003.11886479
- Guru, gopal. "dalit women talk differently." *Economic and political weekly*. 1995.
- Guha , ramchandra , savaging the civilized : verrier elvin, his tribals and india , new delhi , oxford , up. 1997
- Rege, sharmila. (2003). *Dalit feminist stand point*. In a. Rao (ed.).gender and caste, delhi: kali for women
- rege, sharmila. (1988) "dalit women talk differently: a critique of 'difference' and towards a dalit feminist standpoint position". *Economic and political weekly* 33.44: ws39-ws46.
- T. Sowjanya. 'understanding dalit feminism'. Limbale. *Towards an aesthetic of dalit literature*. Orient blackswan, 2004.
- Pelc, stanko. "marginality and marginalization." *Societies, social inequalities and marginalization*, springer, cham, 2017, pp. 13-28. *Link.springer.com*, doi:10.1007/978-3-319-50998-3\_2.
- Sonowal, c. J. "indian tribes and issue of social inclusion and exclusion." *Studies of tribes and tribals*, vol. 6, no. 2, dec. 2008, pp. 123-34. *Taylor and francis+nejm*, doi:10.1080/0972639x.2008.11886586.
- Valmiki, omprakash, and arun prabha mukherjee. *Joothan: a dalits life*. Third reprint edition edition, bhatkal & sen, 2007.
- Vasudhendra, and rashmi terdal. *Mohanaswamy*. Harperperennial, 2016.

#### **Schedule of classes and assignments / expectations from students:**

**Week 1 (2 periods):**

- Introduction to course: exchange views on the syllabus (your share); why study this course? Discussion on the course as a part of the overall ba/ma program; background lecture; give study material; announce diagnostic test (a small quiz in the form of mcq) related to your course to assess slow and fast learners

**Week 2 (2 periods):**

- **Conduct diagnostic test** (may award 05 marks); discussion on the study material given in week 1.

**Weeks 3-5 (2 periods each week, total 6 periods):**

- Introduce item / text 1 from the list of contents for classroom teaching.
- In week 4, introduce item / text 2 from the list of contents (by giving an a4 size detailed guidelines) for independent reading by students and preparing a ppt / prezi presentation, to be given in week 7 (may be). Advise them to follow research methodology, ethics norms, and avoid any type of plagiarism.
- Ppts are to be prepared and presented in a group of 4-5 students of mixed abilities of slow and fast learners. Don't allow friends to be together in one group.
- Groups may be given same topic or different aspects of topics that you intend to teach / discuss in weeks 6-8.
- Provide them study material in the form of hand outs, web links, etc for preparing their presentations.

**Week 6-8 (2 periods each week, total 6 periods):**

- Introduce item / text 2 from the list of contents for classroom teaching.
- In week 7/8, ask students to give group presentations that they prepared based on independent reading and the given guidelines, earlier in week 4.
- **Assess them individually** out of **10 marks** based on their share of presentation.
- So in weeks 6-8, teachers do not deliver lectures, rather they talk, discuss, elaborate and explain the item / topic 2 using the presentations given by groups of students.
- In week 8, introduce item / text 3 from the list of contents (by giving an a4 size detailed guidelines) for independent reading by students and writing an assignment, to be submitted in week 12 (may be). Advise them to follow research methodology, ethics norms, and avoid any type of plagiarism.
- Assignments are to be written and submitted individually on same topic or different aspects that you intend to teach / discuss in weeks 10-12.
  - Provide them study material in the form of hand outs, web links, etc for preparing their presentations.

**Week 9: (2 periods):**

- Recap items 1 and 2 discussed in weeks 1-8. Students might need some further clarifications / lectures / talks.

**Weeks 10-12: (2 periods each week, total 6 periods):**

- Initiate teaching item / text 3. Since you have already introduced this item in week 8 in the form of an assignment (with detailed guidelines), engage the students in introducing, defining, explaining, exemplifying and elaborating the topic. That is, these weeks need to be more interactive for students in comparison to earlier weeks.
- Ask students to tell their problems in understanding the study materials and writing the assignment, which you asked them to do in week 8 itself.
- If they don't read the study materials / prescribed text, give them a small quiz / mcq carrying 05 marks. This will force them read the study material.
- Ask them submit their assignments by the last day of week 12. Since there will be delayed submission, give them a week more.

**Weeks 13-14: (2 periods each week, total 4 periods):**

- Recap, revision, extended lectures and talks, discussions in collaboration with other colleagues of the same department or outside.
- Ask class representatives to:
  - iv. Identify students who missed their tests / mcqs / presentations / assignments,
  - v. Ask such students to take a make up test in the form of sessional in week 14/15 (if at all there is week 15)
  - vi. Sessional may also be given to students who wish to improve their grades (out of 10 marks of assignment / ppt).

**Week 15:**

- Make up tests / compilation of marks for continuous assessment

**important notes:**

**56. Suggestions to students on reading / expectations from students:**

- ss. Each student will join the course with a prior understanding of the nature of the course and mode of teaching / learning
- tt. Students will come to the class with a prior reading of the prescribed text / essential study materials / suggested study material that the teacher wishes to discuss in the classroom.
- uu. Students need to be aware of the developments in the classroom.
- vv. Students need to read additional materials on research methodology and research ethics

**57. Suggestions to students on writing assignments / expectations from students:**

- hh. Students need to meet the deadlines for each instruction / assignment given by the teacher.
- ii. Students need to follow the detailed guidelines for each assignment and presentation as provided by the teacher.
- jj. Students need to follow research methodology and ethics and avoid any stance of plagiarism. Cases of plagiarism will be



penalised as per the gazette notification of government of india, as adopted by amu.

**58. Teacher's role:**

qqq. Teachers will provide the syllabus, guidelines, study materials (except prescribed materials) in the form of hard or soft copies.

rrr. Teachers will announce each test / quiz / assignment / sessional well in advance.

sss. Teachers need to be prepared with diagnostic test, quiz / mcq / a4 size detailed guidelines for presentation & assignment.

ttt. Teachers will share the answer scripts and provide feedback if the students want to have it.

uuu. Marks obtained by students for all tests / continuous assessments will be announced by the teacher.

vvv. The teacher will destress students by explaining the students that continuous assessment is not an examination, rather it is a part of teaching and learning where they get marks for their efforts and contributions in the form of assignments / presentations. They have an opportunity to improve their grade by taking a make up test.

**59. Class policies:**

xxiv. Policy on late and unsubmitted tasks: those students who submit their assignments will not get same / better marks than those who submit in time. Teachers are always receptive to any emergency situations.

xxv. Class attendance: as per university rules, 75% attendance is mandatory.

**60. Additional weekly, post class discussion sessions:**

Students may arrange additional classes in consultation with the teacher concerned, if time and situation permits.

Note: the teacher reserves the right to make changes in the syllabus during the semester as s/he deems necessary.

**M.A (ELT) IV Semester (Elective Paper)**  
**Critical Writing and Literary Theory**

**Course No. ETM-4123**

**Max. Marks:100**

**Credits: 04**

Course Outline:

This paper introduces and trains the students in writing critical pieces through an engagement with literary theory. The paper is set to focus on the stage-wise handling of criticality with literary theoretical awareness in writing critical pieces like research paper, seminar paper, thesis statement, chapter and monograph. The paper familiarises the students with the techniques of this specialized writing genre and hones their skills so that they are equipped to emerge as critical thinkers who will be able to write technically, theoretically and philosophically sound critical pieces.

**Learning Objective(s):**

- a) To make students independently figure out their preferences in literary theory.
- b) To initiate students into process of creating an idea and building an argument through/with an awareness of the literary theory.
- c) To enable students into not only critically read a text but also to write critical pieces with sound technicality and use of jargon.

**Syllabus:**

Unit I: An Overview of Literary Theory as an Academic Discourse with a focus on Critical Writing.

Unit II: Techniques of critical writing in a framework/paradigm of literary theory

- a) Identifying Keywords, Building Up on an Idea, Generating Arguments
- b) Topic/title, research article, paper for seminar/conference, thesis statement, chapter and monograph.

Unit III:

Preparing a draft on a chosen text within a theoretical framework/paradigm.

**Learning Outcome(s):**

By the end of this course, students will be able:

1. To identify their interest area in literary theory.
2. To read text with an independent critical interpretation.
3. To formulate their argument and shape their critical thoughts in academic jargon.
4. To engage in writing critical discourse in the paradigms of literary theory.

**Suggested Readings:**

- Barry, Peter. *Beginning Theory*

- Bloom, Harold. *How to Read and Why*
- \_\_\_\_\_. *The Anatomy of Influence: Literature as a Way of Life*
- Culler, Jonathan. *Literary Theory: A Very Short Introduction*
- Eagleton, Terry. *Literary Theory: An Introduction*
- Groden, Michael, Martin Kreiswirth, and Imre Szeman, eds. *The Johns Hopkins Guide to Literary Theory and Criticism*
- Selden, et al. *A Reader's Guide to Contemporary Theory*

## **M.A. (ELT) IV Semester (Elective Paper)**

### **Multicultural Studies**

**Course Code: ETM-4124**

**Credit: 04**

**Max. Marks: 100**

**Background to the Course:** The course is a natural corollary to the postcolonial, anti-racist and subaltern discourse analysis in the past few decades and the need for an inclusive and unprejudiced approach to curriculum and pedagogy.

#### **Course Objectives:**

The course aims to

- familiarize students with the discourses of cultural diversity and multiculturalism
- introduce to them the concepts of multicultural education and curriculum designing
- familiarize them with critical multiculturalism and multicultural dialogues in literature

#### **List of Contents:**

Theories of Multiculturalism

Cultural Diversity and Multicultural Identity

Culture and Identity

Assimilation, Integration and Multiculturalism

Multicultural and Multilingual Education

Designing Multicultural Curriculum

Multicultural Teaching Methodology

Critical Multiculturalism and Intercultural Dialogues

Reading Multicultural literature

#### **Reading List:**

Rabindranath Tagore's *Gora* (translated by Radha Chakravarty)

Bernard Malamud's *The Assistant*

Hanif Kureishi's *The Buddha of Suburbia*

Zadie Smith's *White Teeth*

**Suggested Reading:**

Banks, James A. and Cherry A. McGee Banks. *Multicultural Education: Issues and Perspectives 8<sup>th</sup> Ed* (2014)

Ball, Arnetha F. *Multicultural Strategies for Education and Social Change* (2006)

Benet-Martinez, Verinica and Ying-yi Hong. *The Oxford Handbook of Multicultural Identity* (2014)

Crowder, George. *Theories of Multiculturalism: An Introduction* (2013)

May, Stephen (ed). *Critical Multiculturalism: Rethinking Multicultural and Antiracist Education* (1999)

Parekh, Bhikhu. *Rethinking Multiculturalism: Cultural Diversity and Political Theory*. (2006)

Rattasani, Ali. *Multiculturalism: A Very Short Introduction*. (2011)

Sen, Amartya. *Identity and Violence: The Illusion of Destiny*. (2006)

Tagore, Rabindranath. *Nationalism* (1917)

Watson, C.W. *Multiculturalism*. (2002)

## M.A (ELT) IV Semester (Elective Paper)

### Digital Literature and Literatures in the Digital

Course No. ETM-4125

Credits: 04

Max. Marks:100



**TEACHER:** DR. Siddhartha Chakraborti // Dr. Mohammad Sharjeel Chaudhary

**TEACHING HOURS:** MON/TUES/WED/THURS/FRI/SAT, 1<sup>ST</sup> /2<sup>ND</sup> / 3<sup>RD</sup> / ...

**EMAIL:** [siddharthachakraborti@gmail.com](mailto:siddharthachakraborti@gmail.com), [chaudharysharjeel8@gmail.com](mailto:chaudharysharjeel8@gmail.com)

**TEACHING ASSISTANT:** Mr. Yasir Naseem, [yasirnaseem72@gmail.com](mailto:yasirnaseem72@gmail.com) +918266890373

#### **BACKGROUND / Purpose / SIGNIFICANCE OF THE COURSE/PAPER:**

COURSE NO. EOM-2018/ETM2020 TITLE: **Digital Literature and Literatures in the Digital**, is an optional paper of the Postgraduate Programme in English Literature and English Language Teaching. Undergoing this Course helps in developing an understanding of how the **Digital Medium and Literature** have impacted each other and also allied mediums of cultural production including theatre, films, news, music, art etc. The curriculum will involve the using of literary, cultural, psychological as well as sociological approaches to practically deconstruct as well as construct Digital Texts with a focus on **Pedagogy** through learning by doing.

#### **SPECIFIC OBJECTIVES:**

BY THE END OF THIS COURSE, STUDENTS WILL BE ABLE TO:

- i. **FAMILIARISE** WITH VARIOUS TYPES OF DIGITAL TEXTS AND EVOLVE STRATEGIES FOR READING, WRITING AND CRITICALLY ANALYSE THEM USING THEORY
- ii. **HISTORICIZE** DIGITAL CULTURE, VIDEO GAMES, AND THE DIGITAL HUMANITIES
- iii. **ANALYZE** TRADITIONAL WORKS OF LITERATURE USING THE TOOLS OF DIGITAL LITERARY STUDY
- iv. **ADAPT** TEXTS IN THE DIGITAL MEDIUM FOR PEDAGOGY
- v. **CREATE** DIGITAL TEXTS USING EXISTING SOFTWARE AND POPULARISE THEM ONLINE THROUGH DIGITAL MEDIA, INCLUDING FOR PEDAGOGICAL PURPOSES

#### **LIST OF CONTENTS:**

##### **1. Text, Hypertext, Interactive Fiction- Hypertexts-**

- a) Autobiography: *A Wandering Wanderer* by David Ellis,  
<http://www.cyberartsweb.org/cpace/mystories/ellis/memoir.html>

- b) Fiction: *Fast City* by Don Bosco,  
<http://www.cyberartsweb.org/cpace/fiction/bosco/01.html>
- c) Nonfiction: *Vessels, or The Talking Skins* by Devaney Bennett,  
<http://www.cyberartsweb.org/cpace/ht/bennett/index.html>
- d) Critical Commentary: *Hypertextual Twelfth Night* by Heather Rosen,  
<http://www.cyberartsweb.org/cpace/ht/rosen/introduction.html>

#### Interactive Fictions-

- e) *It's Your First Day On Wall Street* by ClickHole (2015)  
<https://ifdb.tads.org/viewgame?id=6gyf7lfhwm5a2k7x>
- f) *Birmingham IV* by Peter Emery (2018)  
<https://ifdb.tads.org/viewgame?id=l6k48jz3oidat0ji>

## 2. Digital Interactive Role Playing Games-

- a) Montreal, U. (2009). *Assassin's Creed II*. Ubisoft.  
For Pedagogy, Medievalism, Societal interactions, History etc
- b) Raider, T. (2001). *Tomb Raider*. Crystal Dynamics, Eidos Montréal, Feral Interactive, United Front Games, Nixxes Software BV.  
For Gender, Neocolonialism, Logics of Intervention etc
- c) Netflix (2018). *Black Mirror: Bandersnatch* Dir. David Slade,  
<https://www.netflix.com/in/title/80988062>

## 3. Social Media and Networked Literatures-

### Twitterature : Twitter Novel

- a) *Jeffrey the housefly* <https://twitter.com/philippullman> "Jeffrey the housefly" (*Philip Pullman*)
- b) *Black Box* <https://www.newyorker.com/magazine/2012/06/04/black-box-2> "Black Box" (*Jennifer Egan*)

### Micro Fiction

- a) Twitter fiction: "3 Beautiful Pieces of Twitter Fiction" (Compiled by Anne Charlton Mar, 12 2014)  
<https://www.mic.com/articles/84883/13-beautiful-pieces-of-twitter-fiction-remind-us-how-powerful-reading-can-be>
- b) Tiny Tales: The Untold Words: <http://www.theuntoldwords.com/>  
The Project Quote: <https://www.instagram.com/theprojectquote/>  
The Scribbled Stories: <https://submit.thescribbledstories.in/>  
The Melting Words: <https://www.facebook.com/TheMeltingWords/>
- c) Memes (Political, Sports, Gender, Religion)  
(Selections to be taken by instructor)

## 4. News, Blogs, E-zines and E Literatures in the age of Post Truth-

- i) Hoax Sites- <https://instr.iastate.libguides.com/c.php?g=49351&p=318220>
- ii) Parody Site- The Awaze Tribune- <https://awazetribune.com/>  
BB Spot- <http://www.bbspot.com/>
- iii) Claims for Truth- <https://www.altnews.in/>  
<https://www.factcheck.org/>  
<https://www.politifact.com/>  
<https://www.snopes.com/>
- iv) Online News- Times of India - <https://timesofindia.indiatimes.com/>  
India Today - <http://indiatoday.intoday.in/>  
The Indian Express - <http://indianexpress.com/>  
The Hindu - <https://www.thehindu.com/>

Firstpost - <http://www.firstpost.com/>  
Business Standard - <http://www.business-standard.com/>  
The Wire- <https://thewire.in/>

v) Personal Blogs-

Travelogue- Ajay Jain- <http://kunzum.com/>  
Technology - Amit Bhavani- <http://www.amitbhawani.com/>  
Interior Design - Rukmini Ray- <http://trumatter.in/>  
Food Blog - Archana Doshi- <https://www.archanaskitchen.com/>

**5. Use of Digital Tools in Pedagogy-**

a) Pro Writing Aid - <https://prowritingaid.com/>  
b) Google Classroom - <https://classroom.google.com/h>

**6. Use of Digital Tools in English Literature and Language Learning**

a) Hello English - <https://helloenglish.com/>  
b) Memrise - <https://www.memrise.com/>  
c) Book Traces - <http://www.booktraces.org/>  
d) Word Tree - <https://www.jasondavies.com/wordtree/>  
e) Voyant - <https://voyant-tools.org/>

**ESSENTIAL READINGS: A COUPLE OF ADDITIONAL TEXT, IF NECESSARY, (WILL BE A PART OF ASSESSMENT)**

1. Davison, Patrick. "The Language of Internet Memes." *The Social Media Reader*, edited by Michael Mandiberg, NYU Press, 2012, pp. 120-134. JSTOR, [www.jstor.org/stable/j.ctt16gzq5m.13](http://www.jstor.org/stable/j.ctt16gzq5m.13).
2. Fuller, Steve. "WHAT PHILOSOPHY DOES AND DOES NOT TEACH US ABOUT THE POST-TRUTH CONDITION." in *Post-Truth: Knowledge As A Power Game*, 25-52. London; New York, NY: Anthem Press, 2018. <http://www.jstor.org/stable/j.ctvgd30v.6>.
3. Mai, Minhtuyen, and Adam Poppe. "Social Media and Education on a Massive Scale: The Case of MOOCs." *Education and Social Media: Toward a Digital Future*, edited by Christine Greenhow et al., MIT Press, 2016, pp. 209-216
4. McLuhan, Marshall, and Quentin Fiore. "The medium is the message." *New York* 123 (1967): 126-128.
5. Miller, Daniel, et al. "Individualism." *How the World Changed Social Media*, 1st ed., vol. 1, UCL Press, London, 2016, pp. 181-192
6. Pierce-Grove, Ri. "Conclusion: Making the New Status Quo: Social Media in Education." *Education and Social Media: Toward a Digital Future*, edited by Christine Greenhow et al., MIT Press, 2016, pp. 239-246
7. Rockwell, Geoffrey. "Gore Galore: Literary Theory and Computer Games." *Computers and the Humanities*, vol. 36, no. 3, 2002, pp. 345-358
8. Svensson, Patrik. "Introducing the Digital Humanities." in *Big Digital Humanities: Imagining a Meeting Place for the Humanities and the Digital*, 1-35. ANN ARBOR: University of Michigan Press, 2016. <http://www.jstor.org/stable/j.ctv65sx0t.5>.



9. Welsh, Timothy J. "Immersive Fictions in the Dot-Com Era." *Mixed Realism: Videogames and the Violence of Fiction*, University of Minnesota Press, Minneapolis; London, 2016, pp. 23-34

#### SUGGESTED READINGS:

- i. Hammond, Adam. *Literature in the digital age: An Introduction*. Cambridge University Press, 2016.
- ii. Bouchardon, Serge, and Davin Heckman. "Digital manipulability and digital literature." *Electronic Book Review* 5 (2012).
- iii. Bissell, Tom. *Extra lives: Why video games matter*. Vintage, 2011.
- iv. DeMaria, Rusel (2 edition (December 18, 2003)). *High Score!: The Illustrated History of Electronic Games*. McGraw-Hill Osborne Media. ISBN 0-07-223172-6.
- v. Miller, Daniel, et al. "Individualism." *How the World Changed Social Media*, 1st ed., vol. 1, UCL Press, London, 2016, pp. 181-192
- vi. Shifman, Limor. *Memes in Digital Culture*. MIT Press, 2014. JSTOR, [www.jstor.org/stable/j.ctt14bs14s](http://www.jstor.org/stable/j.ctt14bs14s).
- vii. Baer, Ralph H. (2005). *Videogames: In The Beginning*. Rolenta Press. ISBN 0-9643848-1-7.

#### SCHEDULE OF CLASSES AND ASSIGNMENTS / EXPECTATIONS FROM STUDENTS:

1. **WEEK 1 (04 PERIODS):**
  - i. [Introduction to Course: Outline, discuss project, creating accounts on various social media handles. Basic research methodology, ethics norms, explaining plagiarism. Distribution of study materials for entire course](#)
  - ii. [Text, Hypertext, Interactive Fiction- Introduction, Development, History, Genres, Recognition etc](#)
  - iii. [Welsh, Timothy J. "Immersive Fictions in the Dot-Com Era." Mixed Realism: Videogames and the Violence of Fiction, University of Minnesota Press, Minneapolis; London, 2016, pp. 23-34](#)
  - iv. [Hypertext Autobiography: \*A Wandering Wanderer\* by David Ellis](#)
2. **WEEK 2 (04 PERIODS):**
  - i. [Hypertext Fiction: \*Fast City\* by Don Bosco,](#)
  - ii. [Hypertext Nonfiction: \*Vessels, or The Talking Skins\* by Devaney Bennett](#)
  - iii. [Hypertext Critical Commentary: \*Hypertextual Twelfth Night\* by Heather Rosen](#)
  - iv. [Preparatory Class on Individual Presentations for 5 Marks](#)
3. **WEEKS 3 (04 PERIODS)**
  - i. [Interactive Fiction- \*It's Your First Day On Wall Street\* by ClickHole](#)

- ii. Interactive Fiction-*Birmingham IV* by Peter Emery
- iii. Individual Presentation 1
- iv. Individual Presentation 2

4. WEEKS 4 (04 PERIODS)

- i. Svensson, Patrik. "Introducing the Digital Humanities." In *Big Digital Humanities: Imagining a Meeting Place for the Humanities and the Digital*, 1-35
- ii. Individual Presentation 3
- iii. Individual Presentation 4
- iv. McLuhan, Marshall, and Quentin Fiore. "The medium is the message." *New York* 123 (1967): 126-128.

5. WEEKS 5 (04 PERIODS)

- i. Marks of Individual Presentations, Creation of Groups for Projects, Project Topics to be distributed for 5 marks
- ii. Rockwell, Geoffrey. "Gore Galore: Literary Theory and Computer Games." *Computers and the Humanities*, vol. 36, no. 3, 2002, pp. 345-358
- iii. Reading Digital FPS as Texts- Use of Literary Tools- Plot, Character, Hyper connectivity, Sandbox, Replayability, Magic Circle
- iv. *Tomb Raider*. Gender, Neocolonialism, Logics of Intervention

6. WEEKS 6 (04 PERIODS)

- i. *Tomb Raider*. Gameplay
- ii. *Assassin's Creed II*. For Pedagogy, Medievalism, Societal interactions, History in the Digital.
- iii. *Assassin's Creed II*. Gameplay
- iv. *Black Mirror: Bandersnatch*. Interactive Streaming TV

7. WEEKS 7 (04 PERIODS)

- i. *Black Mirror: Bandersnatch*. Gameplay
- ii. Miller, Daniel, et al. "Individualism." *How the World Changed Social Media*, 1st ed., vol. 1, UCL Press, London, 2016, pp. 181-192
- iii. Davison, Patrick. "The Language of Internet Memes." *The Social Media Reader*, edited by Michael Mandiberg, NYU Press, 2012, pp. 120-134
- iv. Twitter Novel 1

8. WEEK 8 (04 PERIODS)

- i. Twitter Novel 2
- ii. Twitter Micro Fiction
- iii. Terribly Tiny Tales
- iv. Memes

9. WEEKS 9 (04 PERIODS)

- i. Preparatory Class: Writing Micro Fiction and Popularizing online for 5 marks)
- ii. Preparatory Class: Making Memes and Popularizing online for 5 marks)
- iii. Fuller, Steve. "WHAT PHILOSOPHY DOES AND DOES NOT TEACH US ABOUT THE POST-TRUTH CONDITION." in *Post-Truth: Knowledge As A Power Game*, 25-52.
- iv. Hoax Sites

**10. WEEKS 10 (04 PERIODS)**

- i. Parody Sites
- ii. Claims for Truth
- iii. Online News
- iv. Blogs

**11. WEEKS 11 (04 PERIODS)**

- i. Preparatory Class: Writing Parody/Blog and Popularizing online for 5 marks)
- ii. Preparatory Class: Fighting Hoax News online for 5 marks)
- iii. Pierce-Grove, Ri. "Conclusion: Making the New Status Quo: Social Media in Education." *Education and Social Media: Toward a Digital Future*, edited by Christine Greenhow et al., MIT Press, 2016, pp. 239-246
- iv. Mai, Minhtuyen, and Adam Poppe. "Social Media and Education on a Massive Scale: The Case of MOOCs." *Education and Social Media: Toward a Digital Future*, edited by Christine Greenhow et al., MIT Press, 2016, pp. 209-216

**12. WEEKS 12 (04 PERIODS)**

- i. Use of Digital Tools in Classrooms- Techniques/Resources
- ii. Use of Digital Tools in Classrooms- Application in Literature Studies
- iii. Use of Digital Tools in Classrooms- Application in Literature Pedagogy
- iv. Use of Digital Tools in Classrooms- Application in English Language Teaching

**13. WEEKS 13 (04 PERIODS)**

- i. Preparatory Class: Using the Digital for Pedagogy Creating Digital Modules (10 marks)
- ii. Presentation of Group Project 1
- iii. Presentation of Group Project 2
- iv. Presentation of Group Project 3

**14. WEEKS 14 (04 PERIODS)**

- i. Individual Presentation Micro Fiction
- ii. Individual Presentation Memes
- iii. Individual Presentation Parody
- iv. Individual Presentation Exposing Hoax Online

## 15. WEEKS 15 (04 PERIODS)

- i. Marks and Discussion on Presentations
- ii. Individual Presentation Digital Pedagogical Module- Literature
- iii. Individual Presentation Digital Pedagogical Module- Language Learning
- iv. Final Marks and Discussion on Pedagogical Modules

### IMPORTANT NOTES:

1. **SUGGESTIONS TO STUDENTS ON READING / EXPECTATIONS FROM STUDENTS:**
  - a. EACH STUDENT WILL JOIN THE COURSE WITH A PRIOR UNDERSTANDING OF THE NATURE OF THE COURSE AND MODE OF TEACHING / LEARNING
  - b. STUDENTS WILL COME TO THE CLASS WITH A PRIOR READING OF THE PRESCRIBED TEXT / ESSENTIAL STUDY MATERIALS / SUGGESTED STUDY MATERIAL THAT THE TEACHER WISHES TO DISCUSS IN THE CLASSROOM.
  - c. STUDENTS NEED TO BE AWARE OF THE DEVELOPMENTS IN THE CLASSROOM.
  - d. STUDENTS NEED TO READ ADDITIONAL MATERIALS ON RESEARCH METHODOLOGY AND RESEARCH ETHICS
2. **SUGGESTIONS TO STUDENTS ON WRITING ASSIGNMENTS / EXPECTATIONS FROM STUDENTS:**
  - a. STUDENTS NEED TO MEET THE DEADLINES FOR EACH INSTRUCTION / ASSIGNMENT GIVEN BY THE TEACHER.
  - b. STUDENTS NEED TO FOLLOW THE DETAILED GUIDELINES FOR EACH ASSIGNMENT AND PRESENTATION AS PROVIDED BY THE TEACHER.
  - c. STUDENTS NEED TO FOLLOW RESEARCH METHODOLOGY AND ETHICS AND AVOID ANY STANCE OF PLAGIARISM. CASES OF PLAGIARISM WILL BE PENALISED AS PER THE GAZETTE NOTIFICATION OF GOVERNMENT OF INDIA, AS ADOPTED BY AMU.
3. **TEACHER'S ROLE:**
  - a. TEACHERS WILL PROVIDE THE SYLLABUS, GUIDELINES, STUDY MATERIALS (EXCEPT PRESCRIBED MATERIALS) IN THE FORM OF HARD OR SOFT COPIES.
  - b. TEACHERS WILL ANNOUNCE EACH TEST / QUIZ / ASSIGNMENT / SESSIONAL WELL IN ADVANCE.
  - c. TEACHERS NEED TO BE PREPARED WITH DIAGNOSTIC TEST, QUIZ / MCQ / A4 SIZE DETAILED GUIDELINES FOR PRESENTATION & ASSIGNMENT.
  - d. TEACHERS WILL SHARE THE ANSWER SCRIPTS AND PROVIDE FEEDBACK IF THE STUDENTS WANT TO HAVE IT.
  - e. MARKS OBTAINED BY STUDENTS FOR ALL TESTS / CONTINUOUS ASSESSMENTS WILL BE ANNOUNCED BY THE TEACHER.
  - f. THE TEACHER WILL DEPRESSURE STUDENTS BY EXPLAINING TO THE STUDENTS THAT CONTINUOUS ASSESSMENT IS NOT AN EXAMINATION, RATHER IT IS A PART OF TEACHING AND LEARNING WHERE THEY GET MARKS FOR THEIR EFFORTS AND CONTRIBUTIONS IN THE FORM OF ASSIGNMENTS / PRESENTATIONS. THEY HAVE AN OPPORTUNITY TO IMPROVE THEIR GRADE BY TAKING A MAKE UP TEST.
4. **CLASS POLICIES:**
  - i. POLICY ON LATE AND UNSUBMITTED TASKS: THOSE STUDENTS WHO SUBMIT THEIR ASSIGNMENTS WILL NOT GET SAME / BETTER MARKS THAN THOSE WHOSE SUBMIT IN TIME. TEACHERS ARE ALWAYS RECEPTIVE TO ANY EMERGENCY SITUATIONS.
  - ii. CLASS ATTENDANCE: AS PER UNIVERSITY RULES, 75% ATTENDANCE IS MANDATORY.

**5. ADDITIONAL WEEKLY, POST CLASS DISCUSSION SESSIONS:**

STUDENTS MAY ARRANGE ADDITIONAL CLASSES IN CONSULTATION WITH THE TEACHER CONCERNED, IF TIME AND SITUATION PERMITS.

NOTE: THE TEACHER RESERVES THE RIGHT TO MAKE CHANGES IN THE SYLLABUS DURING THE SEMESTER AS S/HE DEEMS NECESSARY.

**M. A. (ELT) IV Semester (Elective Paper)  
Recent Trends in English Language Teaching**

**Course Code: ETM-4131**

**Credits: 04**

**Max. Marks: 100**

**M. A. (ELT) IV Semester (Elective Paper)  
Cultural Studies**

**Course Code: ETM-4133**

**Credits: 04**

**Max. Marks: 100**

**Course Description:** This course introduces students to the developments, key concerns, issues, debates and directions of the interdisciplinary field of inquiry called Cultural Studies. We will begin with the diverse understandings of 'culture' in all its forms and manifestations. The course then familiarises students with the works of some of the key thinkers who have shaped its contours. Finally, it explores various aspects of Cultural Studies in practice. The course aims to enable students to explore and approach a diverse range of 'texts' and cultural practices from an interdisciplinary point of view. Furthermore, it also seeks to acquaint students with the paradigms and analytics of cultural studies in order for them to appreciate other disciplines in a new light.

**Unit-I**

**Understanding "Culture"**

Mathew Arnold, Selections from *Culture and Anarchy*

T.S. Eliot- Selections from *Notes Towards the Definition of Culture*

Clifford Geertz- Selections from *The Interpretation of Cultures* (selected portion)

Raymond Williams-Keywords: *A Vocabulary of Culture and Society*

Stuart Hall- Representation: *Cultural Representation and Signifying Practices*

Simon During- "Introduction" to *The Cultural Studies Reader*

**Unit-II**

**Cultural Studies: Key Thinkers**

Raymond Williams- *Marxism and Literature*. Selections.

Antonio Gramsci- "The Intellectuals"

Roland Barthes- *The Rustle of Language*. Selections.

Michel Foucault- "The Subject and Power"

- "What is Critique?"

Stuart Hall- "Notes on Deconstructing the Popular"

- "Cultural Studies and its Theoretical Legacies"

Pierre Bourdieu- "How can One Be a Sports Fan?"

### **Unit III**

#### **Cultural Studies in Practice**

Richard Johnson-*What is Cultural Studies Anyway?*

Excerpts from *The Culture Industry: Enlightenment as Mass Deception* by Max Horkheimer and Theodor Adorno

Walter Benjamin- "The Work of Art in the Age of Mechanical Reproduction"

Judith Butler- "Subjects of Sex/Gender/Desire"

Lata Mani- "Contentious Traditions: The Debate on SATI in Colonial India"

#### **Course Evaluation** (Maximum Marks: 100)

Sessional: 10 marks

Mid-Term Exam: 30 marks

End-Semester Exam: 60 marks



**M.A. (ELT) IV SEMESTER (Elective Paper)**

**Ecocriticism**

**Course No. ETM-4134**

**Credits: 04**

**Course Objective:**

1. To understand the representation of nature in Literature.
2. To apply principles of Ecocriticism to a range of literary genres.
3. To interpret historical shifts in the representation of nature.

**Syllabus :**

Unit I

- a) Concepts – Ecological system, Occidental & Oriental views of nature
- b) Ecocriticism, Phases of Ecocriticism.
- c) Rise of Ecofeminism.

Unit II

- a) Ecological Practices in reading
- b) Concepts of Eden, Arcadias, Utopias; Historical Shifts in these concepts, Wilderness
- c) Practice Texts: 'Garden' Andrew Marvell, 'To Autumn' – John Keats, Excerpts from 'The Hungry Tide – T. S. Eliot

Unit III

- a) Concepts of Sublime & Otherness; Man made and natural disasters.
- b) Nothing at the future – Apocalypse, Dystopia & Hope.
- c) Practice Texts: Excerpts From
- d) 'King Lear', 'Tempest' – Shakespeare;  
Nectar in a Sieve – Kamla Markandaya;  
Avtar (Movie) 20<sup>th</sup> Century Fox – James Cameron.

## **M.A. (ELT) IV SEMESTER (ELECTIVE PAPER)**

### **Prison Literature**

**Course No. ETM-4135**

**Credits: 04**

**Max. Marks: 100**

**Objective:** A work of literature is a manifest labour of the author's social and political experiences. Some scintillating literary works were penned in prisons and these works shed a very different light on their authors and the works.

**Unit I: Review of Prison Writings:** Political and personal experiences impacting literary perspectives.

Faiz: "A Prison Nightfall," "A Prison Daybreak," "We who were Murdered." "The Window," "Africa Come Back"

Nazim Hikmat: "Some Advice to Those Who will Spend Time in Prison", "Istanbul House of Detention"

**Poems from Guantanamo:** *The Detainees Speak* ed. Marc Falloff, University of Iowa Press.

- *Death Poems* – Jumah al Dossari
- *Humiliated in Shackles* – Sami al Haj
- *Prison Darkness* – Abdul Aziz
- *Two Fragments* – Shaikh Abdurraheem Dost
- *Ode to the Sea* – Ibrahim Al Rubaish

**Passages for Explanation will be given from Prescribed Poems**

**Unit II: Prison Fiction/Non-Fiction selections from:**

**Nelson Mandela:** *Long Walk to Freedom*

**Stephen King:** *Shawshank Redemption*

**Unit III Freedom Movements and Prison Literature.** Selections from:

**Nehru:** *Letters From a Father to His Daughter*

**Antonio Gramsci:** *Prison Notebooks*

**Suggested Readings:**

- *Papillon* by Henri Charriere
- *The House of the Dead* by Fyodor Dostoyevsky
- *Conversations with Myself* by Nelson Mandela.
- *Toward Freedom: The Autobiography of Jawaharlal Nehru, & The Discovery of India* by Nehru.
- *Autobiography: The Story of My Experiments With Truth* by M.K. Gandhi.
- *Spain in My Heart: Songs of the Spanish Civil War* by Pablo Neruda.
- *The Count of Monte Cristo* by Alexandre Dumas
- *The Bamboo Gulag: Political Imprisonment in Communist Vietnam* by Nghia M. Vo
- *Letters from Birmingham Jail* by Martin Luther King Jr.
- *Detained: A Prisoner's Diary* by Ngugi Wa Thiong'O
- *Great Books Written in Prison : Essays on Classic Works from Plato to Martin Luther King Jr.* by J. Ward Regan. McFarland & Company, 2015.
- *Prison Writing in India* by C.N. Srinath. Sahitya Akademi,2014.
- *We Are Our Own Liberators: Selected Prison Writings.* by Jalil A. Muntaqim. Arissa Media Group LLC, 2010
- Brandreth, Gyles. *Created in captivity.* London: Hodder and Stoughton, 1972.

- Brombert, Victor H. *The romantic prison : the French tradition*. Princeton, N.J.: Princeton University Press, 1978.
- Davies, Ioan. *Writers in prison*. Oxford, UK ; Cambridge, Mass., USA: Basil Blackwell, 1990.
- Dowd, Siobhan. *This prison where I live ; the PEN anthology of imprisoned writers*. London : New York, NY : Cassell, 1996.
- Harlow, Barbara. *Barred : women, writing, and political detention*. Hanover, N.H.: University Press of New England, 1992.
- Sinha, Shabnam. *Novelist as prisoner : the South African experience*. 1st. Patna: Janaki Prakashan, 1992.
- Sobanet, Andrew. *Jail sentences : representing prison in twentieth-century French fiction*. Lincoln: University of Nebraska Press, 2008.

**M. A. (ELT) IV Semester (Elective Paper)  
Project and Seminar Presentation**

**Course Code: ETM-**

**Credits: 04**

**Max. Marks: 100**