

STRUCTURE OF M.PHIL. COURSES OF STUDY IN ENGLISH

(CHOICE BASED CREDIT SYSTEM)

w.e.f- 2020-2021 SESSION



**DEPARTMENT OF ENGLISH
RAJIV GANDHI UNIVERSITY
RONO HILLS: DOIMUKH
ARUNACHAL PRADESH - 791112**

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Syllabus for M.PHIL

INTRODUCTION:

Candidates for M.Phil. Course will have three compulsory papers and one or more elective papers in the First Semester as part of the course work:-

- Paper I will be on Research Methodology, Paper II will be on Research and Publication Ethics, Paper III will be on Research Applications, and Paper IV will be chosen from the options offered.
- The rest of the research duration (remaining semester(s)) will be utilized towards the preparation and submission of the thesis/dissertation.
- There will be presentation(s) in every semester on the progress of research work as per the decision of the DRC as notified from time to time.

OBJECTIVES:

- The objective of the course will be to acquaint the research scholars with the different aspects and approaches to language, theory and literature and help them to locate and formulate composite understanding of their research areas.
- As the department caters teaching of postcolonial literature, ELT, Gender Studies, literature of Third World Countries, and Diaspora Studies as thrust areas,
- The course will also aim at training them in research procedures, methods and help them to scientifically and critically formulate their research.

OUTCOMES:

The research scholars are expected to be equipped in the following manner after the completion of the course:

- They will have deeper understanding of theoretical concepts and trends of enquiry in literature and allied subjects.
- They will gain the skills necessary for a career in research and academics.
- The scholars will have a comprehensive understanding of their chosen areas of research.

COURSE STRUCTURE FOR MPhil

Minimum –24 Credits

MPhil Course Work (Compulsory) for Semester I: 12 Credits					
Paper Code & Name of the Paper	Credit Modules	Composition of the Credit for LTP (Lecture: Tutorial: Practical)	Distribution of Marks among Semester end, Practical and Internal Assessment (Total 100 marks/ 50 marks)		
			Semester End	Practical	Internal Assessment
Core Paper Paper Code – ENG-611(C) Research Methodology	04 Credits 4 modules	4:0:0	75	0	25
Core Paper Paper Code – ENG-612(C) Research & Publication Ethics	02 Credits As per UGC	1:0:1	20	20	10
Open Elective Paper Paper – ENG-621(O) Research Applications	02 Credits 2 modules	0:0:2	0	40	10
Elective Paper Paper Code – ENG-631 (E) Paper Code – ENG-632 (E) Paper Code – ENG-633 (E) Paper Code – ENG-634 (E) Paper Code – ENG-635 (E) Paper Code – ENG-636 (E) Paper Code – ENG-637 (E) A Scholar has the choice to choose at least one or more from the above elective paper(s) to accumulate more credits for the course.	04 Credits 4 modules	4:0:0	75	0	25
Dissertation & Viva Voce: 12 Credits					
Paper Code - ENG-600 (Dissertation)	Dissertation	08 Credits	Dissertation – 8 Credits		
ENG-601 (Viva Voce)	Viva Voce	04 Credits	For Viva Voce – 2 credits	For Internal assessment of research work – 2 credits	

ENG-611 (C)
RESEARCH METHODOLOGY
CREDIT-04 (L-4: T-0: P-0)

OBJECTIVES:

- To familiarize and orient the research scholar with the philosophy of research and methods of pursuing research in a systemic manner.
- The course attempts to prepare the research scholar to work on topics of contemporary relevance.

OUTCOMES:

- At the end of the course the learners will be able to explain key research concepts and issues.
- They will be able to select a research problem and an appropriate research design for their research work.

PLAN OF EXAMINATION:

- i. There will be a presentation in seminar mode of 25 marks which will be examined internally.
- ii. The semester-end examination of 75 marks will consist of short, medium and essay type descriptive questions. (15 x 1 + 20 x 3 = 75)

The course comprises of four modules:

MODULE I

- Meaning and Objectives of Research
- Types of Research
- Research Design
- Qualitative and Quantitative Approaches
- Research in Humanities and Languages
- Approaches to the Study of Literature: Scope and Methods.
- Interpretation and Analysis: Major theoretical Approaches (both in language and literature)
- Different Ways of Approaching a Text

MODULE II

- Choosing an Area and Topic of Research and Preparing the Research plan
- Defining the Research Problem
- Hypothesis/Research Questions
- Objectives
- Scope and Limitations
- Review of Literature
- Major Data sources, Data collection (Primary and Secondary)
- Accessing Library resources: Reference works through indexes, bibliographic, collection of abstracts, dictionaries, encyclopedia, biographical sources, yearbooks, Atlases, Gazetteers, statistical data sources.
- Note Taking
- Documenting Sources: Bibliography, Reference, End notes, footnotes

MODULE III

- Survey, Field work and Data Collection
- Sampling
- Tools and Techniques: Questionnaire, Interview, etc.
- Processing and Analyzing Data
- Quantitative Techniques
- Interpretation and Report Writing
- Analysis and presentation of Findings
- Writing a Book Review
- Writing Research Papers: The Format of a Research paper
- Seminar Presentation of Research Paper
- Writing a Research Proposal
- Dissertation and Thesis Writing
- Editing, Proof Reading

MODULE IV

- Computer Fundamentals
- Computer Network concepts and Internet
- Computer application: (Microsoft Office)
- Statistical Softwares

Recommended Books/Suggested Reading:

Modern Language Association of America. (2009). *MLA Handbook for Writers of Research Papers*. (7th ed.). Author

Anderson, Jonathan and Millicent Poole. *Assignment and Thesis Writing*. Wiley India Pvt. Ltd. 2001, 4th Edn.

APA. *Publication Manual of the American Psychological Association*. 7th Edn. APA, 2020.

Best, John W. & Kahn, J.V. *Research in Education*. Pearson: Boston, 2006.

Brause, Rita S. *Writing Your Doctoral Dissertation*. Routledge Falmer, 2005.

Dawson, Catherine. *A-Z of Digital Research Methods*. Routledge, 2020.

Greenfield, Tony with Sue Greener. editors. *Research Methods for Postgraduates*. Wiley, 2016, 3rd Edn.

Griffee, Dale T. *An Introduction to Second Language Research Methods: Design and Data*. TESL-EJ Publications: Berkeley, California, USA, 2012.

Griffin, Gabriele. editor. *Research Methods for English Studies*. Rawat Publications. 2016.

Kumar, Ranjit. *Research Methodology: A Step by Step Guide for Beginners*. Pearson. 2007.

Maggetti, Martino et al. *Designing Research in the Social Sciences*. Sage, 2013.

MLA. *MLA Handbook Eighth Edition*. MLA, 2016.

Nunan, D. *Research Methodology in Language Learning*. Cambridge: Cambridge University Press, 1995.

O'Leary, Zina. *The Essential Guide to Doing Your Research Project*. Sage, 2010.

Pecorari, Diane. *Academic Writing and Plagiarism: A Linguistic Analysis*. Bloomsbury, 2008.

ENG-612 (C)
RESEARCH AND PUBLICATION ETHICS
CREDIT-02 (L-1: T-0: P-1)

OBJECTIVES:

- The paper aims at introducing the learners to the various technical and ethical issues related to Research and Publication.
- It also aims at acquainting the learners with the good practices in research and publication.

OUTCOMES:

- The learners will be able to identify and tackle the problems associated with the process of research and publication.
- The learners will be able to incorporate the good practices in the area of research and publication.

Plan of Examination: As per guidelines.

The course comprises of six modules listed in table below. Each module has 4-5 units.

Modules	Unit Title	Teaching Hours
	Theory	
RPE 01	Philosophy and Ethics	4
RPE 02	Scientific Conduct	4
RPE 03	Publication Ethics	7
	Practice	
RPE 04	Open Access Publishing	4
RPE 05	Publication Misconduct	4
RPE 06	Database and Research Metrics	7

THEORY

RPE 01: PHILOSOPHY AND ETHICS

1. Introduction to Philosophy: definition, nature and scope, concept, branches
2. Ethics: Definition, moral philosophy, nature of moral judgements and reactions.

RPE 02: SCIENTIFIC CONDUCT

1. Ethics with respect to science and research
2. Intellectual honesty and research integrity
3. Scientific misconducts: Falsification, Fabrication and Plagiarism (FFP)
4. Redundant publications: duplicate and overlapping publications, salami slicing
5. Selective reporting and misrepresentation of data

RPE 03: PUBLICATION ETHICS

1. Publication ethics: definition, introduction and importance
2. Best practices/standards setting initiatives and guidelines: COPE, WAME etc.

3. Conflicts of interest
4. Publication misconduct: Definition, concept, problems that lead to unethical behaviour and vice versa, types
5. Violation of publication ethics, authorship and contributorship
6. Identification of publication misconduct, complaints and appeals
7. Predatory publishers and journals

PRACTICE

RPE 04: OPEN ACCESS PUBLISHING (4hrs.)

1. Open access publications and initiatives
2. SHERPA/RoMEO online resource to check publisher copyright & self-archiving policies
3. Software tool to identify predatory publications developed by SPPU
4. Journal finder/journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggester, etc.

RPE05: PUBLICATION MISCONDUCT (4 hrs.)

A. Group Discussions (2 hrs.)

1. Subject specific ethical issues, FFP, authorship
2. Conflicts of interest
3. Complaints and appeals: examples and fraud from India and abroad

B. Software tools (2 hrs.)

1. Use of plagiarism software like Turnitin, Urkund and other open source software Tools

RPE 06: DATABASES AND RESEARCH METRICS (7 hrs.)

A. Databases (4hrs.)

1. Indexing databases
2. Citation databases: Web of Science, Scopus etc.

B. Research Metrics (3hrs.)

1. Impact factor of journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score
2. Metrics: h-index, g index, i10 index, altmetrics

Recommended Books/Suggested Reading:

Bird, A. (2006). *Philosophy of Science*, Routledge.

McIntyre, Alasdair. (1967). *A Short History of Ethics*. Lodon.

Chaddah, P. (2018). *Ethics in Competitive Research: Do not get scooped; do not get plagiarized*.

ENG-621 (O)
RESEARCH APPLICATIONS
CREDIT-02 (L-0: T-0: P-2)

OBJECTIVES:

- The objective of this paper is to make the learners proficient in applying the theoretical concepts of research in practice.
- It also aims at making them understand the technicalities associated with the application of research methodologies and applications.

OUTCOMES:

- The learners will be able to apply the technical and critical aspects of research in practice.
- They will be well-acquainted with the various good practices related to the formulation and applications in research.

PLAN OF EXAMINATION: As per guidelines.

The course comprises of four modules:

Module I

- Preparing an Annotated Bibliography
- Preparing a Research Proposal/Project Proposal

Module II

- Writing a Book Review
- Writing a Research Paper/ Review Article

Recommended Books/Suggested Reading:

- Day, R. and Castel, B. (2012). *How to Write and Publish a Scientific Paper* (7th ed.). Cambridge: Cambridge University Press
- Michaelson, H.B. (1990). *How to Write and Publish Engineering Papers and Reports* (3rd ed.). Phoenix: Oryx Press
- Modern Language Association of America. (2009). *MLA Handbook for Writers of Research Papers*. (7th ed.). Author
- Slade, C. (2009). *Form and Style* (13th ed.) Wadsworth Publishing
- Swales, J.M. and Feak, C. *Academic Writing for Graduate Students: Essential Issues and Skills*. University of Michigan Press, 1994.
- Swales, J. M. and Feak, C. B. (2000). *English in Today's Research World: A Writing Guide*. Michigan: University of Michigan.
- Thomson, P. and Kamler, B. (2012). *Writing for Peer Reviewed Journals: Strategies for Getting Published*. Routledge.

ENG-631 (E)
INTRODUCTION TO CRITICAL THEORY
CREDIT-04 (L-4: T-0: P-0)

OBJECTIVES:

- To acquaint the students with recent trends in Literary Theory before choosing a possible area for research
- To develop in the students necessary acumen to approach literary texts from a critical/theoretical perspective

OUTCOMES:

- At the end of the course, the learners will have good awareness of developments in the field of critical theory.
- At the end of the course, the learners will be able to apply these perspectives to the analysis and interpretation of literary texts.

PLAN OF EXAMINATION: As per guidelines.

The course comprises of four modules:

MODULE I

- Structuralism
- Narratology
- Post structuralism and deconstruction
- Russian Formalism

MODULE II

- Postmodernism
- Ideology
- Psychoanalytic Criticism
- Phenomenological Criticism

MODULE III

- Feminism
- Kant to Foucault
- Consciousness-Self and Subject
- Eco-criticism
- Gender Criticism

MODULE IV

- Marxist Criticism
- New Historicism and Cultural materialism
- Phenomenological Criticism
- Interdisciplinary Approach
- Post Colonialism

Recommended Books/Suggested Reading:

Leitch, V.B. ed. *The Norton Anthology of Theory and Criticism*. New York: W.W. Norton Co., 2001. 11.

Lodge, Davis & Wood, Nigel. *Modern Criticism and Theory: A Reader* (2nd Ed.),1988.

ENG-632 (E)
ENGLISH LANGUAGE TEACHING
CREDIT-04 (L-4: T-0: P-0)

OBJECTIVES:

- The course aims to familiarize the learners with the core issues in ELT and SLA theories.
- The course also aims at orienting them to the nature and scope of research in the area.

OUTCOMES:

- The learners will be able to understand the different approaches and methods in English Language Teaching and Learning
- The learners will be able to design curriculum, syllabus, and materials for English language teaching and to understand the principles of language testing and evaluation
- The learners will develop an understanding of the principles and methods of ELT research

PLAN OF EXAMINATION: As per guidelines.

The course comprises of four modules:

MODULE I: THEORETICAL FOUNDATIONS OF LANGUAGE TEACHING AND ELT IN INDIA

- Language Education and ELT: History
- Language Planning: English in India
- English Language Teaching in India
- SLA Theories, Language Skills, and Structure of English

MODULE II: APPROACHES AND METHODS IN LANGUAGE TEACHING

- Approaches and methods in Language Teaching
- Language Teaching/Learning through Technology
- Innovative Teaching/Learning Practices in ELT Classrooms
- Classroom Management

MODULE III: CURRICULUM DEVELOPMENT, MATERIALS DEVELOPMENT, TESTING AND EVALUATION

- Curriculum Development and Syllabus Design in ELT
- English for Specific Purpose
- Developing Materials for Language Teaching
- Language Testing and Evaluation

MODULE IV: RESEARCH IN ELT AND TEACHER EDUCATION

Principles and Methods of ELT Research
Tools and Techniques
Second Language Teacher Education
Reflective Teaching and Action Research

Recommended Books/Suggested Reading:

1. *A History of English Language Teaching* (second edition) by A.P.R.Howatt and H.D. Widdoson. Oxford University Press, 2004
2. *English Language Teaching in India* by R.K. Agnihotry and Khanna (eds.) Sage, 1992.
3. *Introducing Second Language Acquisition* by Muriel Saville-Troike, Cambridge University Press, 2010
4. *The Politics of Indian English* by N. Krishnaswamy, and A.S. Burde, OUP, 1988.
5. *An Introduction to Linguistics: Language Grammar, and Semantics, Prentice Hall of India, 2007*
6. *Approaches and Methods in Language Teaching* (Second edition) by Jack C. Richards & Theodore S.Rodgers, Cambridge University Press,2001
7. *Second Language Pedagogy* by N.S. Prabhu, Oxford: Oxford University Press, 1983.
8. *Teaching English Language Learners through Technology* by Tony Erben, Ruth Ban, Martha Castaneda, Routledge Publication, New York 2009
9. *English Language Learning and Technology* by Carol A Chapelle, John Benjamins Publishing Co, Philadelphia, 2003
10. *Communicative Syllabus Design* by J Munby. 1978.
11. *Syllabus Design* by David Nunan, Oxford: OUP, 1988.
12. *Materials Development in Language Teaching* by Brian Tomlinson, Cambridge University Press
13. *Language Testing and Evaluation- An Introductory Course* by Desmond Allison. Singapore University Press, 1999.
14. *Fundamental Considerations in Language Testing* by Lyle F. Bachman. Oxford University Press 2003.
15. *Language Testing in Practice* by Lyle F. Bachman and Adrian S. Palmer. Oxford University Press 2004.
16. *Second Language Teacher Education* by Jack C. Richards and David Nunan, Cambridge University Press, 1997
17. *Research Methods in Applied Linguistics* by Zoltan Dornyei, Oxford University Press
18. *Research Methods in Language Learning* by David Nunan, Cambridge University Press, 1992
19. *Doing action research in ELT: A Guide for Practitioners* by Anne Burns, Routledge 2010
20. *Reflective Practice in English Language Teaching* by Steve Mann and Steve Walsh, Routledge

ENG-633 (E)
SOUTH ASIAN LITERATURES IN ENGLISH
CREDIT-04 (L-4: T-0: P-0)

OBJECTIVES:

- The paper will introduce the learners to the rich variety of themes and concerns in the writings from the South Asian countries.
- This paper will make the learners aware of the socio-cultural variety of the South Asian countries on the basis of the texts included.

OUTCOMES:

- The learners will be acquainted with the richness of literatures in English written in the South Asian countries.
- They will learn to appreciate the cultural diversity and parallelisms of themes of the region through the texts included in this paper.
- It will develop critical research acumen in their approach to these new writings in the region and allow them to perceive the major socio-cultural concerns of this region as expressed in the writings of the selected authors.

SCHEME OF EXAMINATION: As per the provided guidelines.

The course comprises of four modules:

MODULE I

- Boehmer, E.: Selections from *Colonial and Postcolonial Literature*.
- Sachdeva, Vivek, Pradhan and Venugopalan. Selections from *Identities of South Asia: Conflicts and Assertions*.
- Choudhury, Bibhash. 'Introduction' to *Beyond Cartography: The Contemporary South Asian Novel in English*.
- Spivak, Gayatri Chakravorty. From *The Postcolonial Critic*.

MODULE II

- Thapa, Manjushree: *The Tutor of History*
- Roy, Arundhati. *The God of Small Things*

MODULE III

- Ondaatje, Michael: *Anil's Ghost*
- Ali, Monica. *Brick Lane*.

MODULE IV

- Hosseini, Khaled: *And the Mountains Echoed*
- Rahimi, Atiq: *The Patience Stone*

Recommended Books/Suggested Reading:

1. Sachdeva, Vivek, Pradhan and Venugopalan. *Identities of South Asia: Conflicts and Assertions*. Routledge, 2009.
2. Boehmer, E. *Colonial and Postcolonial Literature*. OUP, 1995.
3. Choudhury, Bibhash. *Beyond Cartography: The Contemporary South Asian Novel in English*. Papyrus, 2016.
4. Rice, Philip and Waugh. *Modern Literary Theory: A Reader*. Hodder Arnold.

ENG-634 (E)
POSTCOLONIAL STUDIES
CREDIT-04 (L-4: T-0: P-0)

OBJECTIVES:

- To enable the students to study the history of society, culture and politics of formerly colonized regions such as the African continent, the Caribbean, the Middle East, South Asia and the Pacific during European colonialism and after their independence.
- To enable the students to acquaint themselves in the interdisciplinary academic study of literary texts.
- To inhibit and involve the students in oppositional reading practices which would help them transmit a spirit of representation through the literary texts.

OUTCOMES:

- The learners will be able to understand the politics of colonial representation on the once colonized nations.
- They will be able to construct the relationship between the colonizers and the colonized by critically looking beyond the complexities like superiority and inferiority
- The knowledge of theoretical discourses will help the learners to deconstruct the stereotypical portrayals of colonial legacies in the use of writing back praxis.
- Learners will be enabled to perceive the trauma of the silenced and suppressed lots like Diasporas, migrants, refugees and subalterns who have been disempowered, dislocated and dismembered in psyche.

SCHEME OF EXAMINATION: As per the approved guidelines.

The course comprises of four modules:

MODULE I

Edward Said's "Introduction" to *Orientalism*.

MODULE II

Ngugi Wa Thiongo's "Decolonising the Mind: The Politics of Language in African Literature" from *Decolonising the Mind*.

MODULE III

Bill Ashcroft, Gareth Griffiths, Helen Tiffin's "Re-thinking the Post colonial: Post-colonialism in the Twenty first century" from the *Empire Writes Back*.

MODULE IV

Frantz Fanon's "The Fact of Blackness" from *Black Skin, White Mask*

Recommended Books/Suggested Reading:

1. *Orientalism* by Edward Said
2. *Decolonising the Mind* by Ngugi Wa Thiongo
3. *Empire Writes Back* by Bill Ashcroft, Gareth Griffiths, Helen Tiffin
4. *Black Skin, White Mask* by Frantz Fanon

ENG-635 (E)
CULTURAL STUDIES
CREDIT-04 (L-4: T-0: P-0)

OBJECTIVES:

- To enable the students to examine the relations of culture and power in the different areas of gender, race, class and ethnicity
- To enable the students to comprehend the anxiety of influence and shaping of cultural practices during and after colonialism
- To acquaint the students with cultural materialism in the comparative study of culture in literary texts
- To equip them for involvement in different cultural expressions with application of historical foundations, theoretical and political analysis

OUTCOMES:

- Learners will develop the capacity to comprehend the conflicts and contingencies of culture
- They will be able to comprehend the social phenomenon in the contexts of ideology, class structure, national formations, ethnicity and gender
- They will be critically equipped to view culture in social theory and political theory with the analysis of cultural hegemony, globalization and neo-liberalism.

SCHEME OF EXAMINATION: As per the approved guidelines.

The course comprises of four modules:

MODULE I

F.R. Leavis *Mass Civilization and Minority Culture* from *Reading Media Theory*, Routledge, 2012

MODULE II

Hermann Kulke “Juggernaut under British Supremacy” from *The Cult of Jagannath*

MODULE III

Clifford Geertz’s “Thick Description: Towards an Interpretative Theory of Culture” from *The Interpretation of Cultures*, Basic Books, 1973,

MODULE IV

Rajiv Malhotra’s “Historical Continuity and Colonial Disruption” from *Indra’s Net*

Recommended Books/Suggested Reading:

1. *Reading Media Theory* by F.R. Leavis
2. *The Cult of Jagannath* by Hermann Kulke
3. *The Interpretation of Cultures* by Clifford Geertz
4. *Indra’s Net* by Rajiv Malhotra

ENG-636 (E)
WRITINGS FROM THE MARGINS
CREDIT-04 (L-4: T-0: P-0)

OBJECTIVES:

- To enable the learners to acquaint themselves with the discourses on the marginal communities.
- To familiarize learners with varieties of marginal writings.
- To acquaint the learners with issues of social marginalization, its history and culture by introducing them to the writings from the margins.

OUTCOMES:

- At the end of the course, learners will be able to gain comprehensive knowledge about the history, culture and literature of the marginalized communities in India.
- They will be able to perform close reading of the Dalit texts in terms of its aesthetics, social movements for freedom, justice and assertion for the fundamental rights of the human beings.
- The learners will be able to foreground the questions of untouchability, discrimination, oppression, atrocities, exploitation, gender discrimination, etc. from their reading of the literary and social movements.

PLAN OF EXAMINATION: As per the guidelines.

The course comprises of four modules:

MODULE I

- Jyotirao Phule's thoughts on Class, Caste & Gender (from Slavery, Farmer's Whiplash)
- B. R. Ambedkar "Caste and Untouchability" (From *The Essential Ambedkar* Ed. by - Bhalchandra Mungekar)
- Santram B. A. "Writings on Social Equality"
- M. K. Gandhi's views on Religion, Caste and Gender (From select writings of M. K. Gandhi)

MODULE II

- Eleanor Zelliot "Dalit – New Cultural Context for an Old Marathi Word"
- D. R. Nagaraj "The Cultural Politics of Dalit Movement: Notes and Reflections"
- Sharan Kumar Limbale "Dalit Literature and Aesthetics"
- Kanwal Bharti "Marx in Ambedkar's Thinking"
- Sundar Sarukkai " Experience and Theory: From Hebermas to Gopal Guru"
- Gopal Guru "Experience, Space and Justice"

Module III

- Poikayil Appachan- *Songs* (Malayalam)
- K. K S Das- *My Soil, The Black Dance* (Malayalam)
- Namdev Dhasal- *The Current of Blood* (Select Poems translated from Marathi by Dilip Chitre)
- Balbir Madhopuri- *My Old Man, Horse and the Old Man, A Poets Aspiration, My Caste* (Punjabi)

MODULE IV

- Baby Kamble- *The Prison We Broke* (Marathi)
- Siddalingaiah- *Ooru Keri- An Autobiography* (Kannada)
- G. Kalyan Rao- *Untouchable Spring* (Telugu)
- Macwan- *The Step Child* (Gujarati)

Recommended Books/Suggested Reading:

- Ambedkar, B. R. “Annihilation of Caste” *Dr Babasaheb Ambedkar: Writings and Speeches Vol. I*, compiled by Vasant Moon, Dr Ambedkar Foundation, Ministry of Social Justice & Empowerment, Gov. of India, 2014, pp 23-96.
- Dangle, Arjun, editor. *Poisoned Bread: Translations from Modern Marathi Dalit Literature*. Orient Blackswan, 2009.
- Guru, Gopal, editor. *Humiliation: Claims and Context*. Oxford UP, 2011.
- . *The Cracked Mirror: An Indian Debate on Experience and Theory*. Oxford UP, 2012, pp. 71-106.
- Kumar, Raj. *Dalit Personal Narratives: Reading Caste, Nation and Identity*. Orient Blackswan, 2010.
- Limbale, Sharankumar. *Towards an Aesthetics of Dalit Literature: History, Controversies and Considerations*. Translated by Alok Mukherjee, Orient Blackswan Pvt. 2010.
- Mungekar, Mungekar. editor. *The Essential Ambedkar*. Rupa Publication India Pvt. Lit., 2017.
- Nagaraj, D.R. *The Flaming Feet and Other Essays: The Dalit Movement in India*, edited by PrithviDatta Chandra Shobhi, Orient Blackswan Pvt. Ltd., 2013.
- Pai, Sudha. *Dalit Assertion: Oxford India Short Introductions*. Oxford UP, 2013.
- Satyanarayana K. and Susie Tharu, editors. *No Alphabet in Sight: New Dalit Writings from South India (Dossier I, Tamil and Malayalam)*. Penguin Books India Pvt.Ltd., 2011.
- . *Steel Nibs are Sprouting: New Dalit Writing from South India (Dossier II, Kannada and Telugu)*. HarperCollins Publishers, 2013.
- Zelliot, Eleanor. *From Untouchable to Dalit: Essays on the Ambedkar Movement*. Manohar Publishers & Distributors, 1996.

ENG-637 (E)
TRIBAL LITERATURE FROM INDIA
CREDIT-04 (L-4: T-0: P-0)

OBJECTIVES:

- The paper aims at investigating the oral and written traditions of different ethnic communities of India and their languages and cultures, worldview, political histories, conflicts, similarities and differences in the writings of native writers.
- It has the objective to contribute to the idea of “Tribal Literature” as a genre of Indian Writing in English.
- The paper imbibes the potential for drawing a comparative perspective on the narratives of other communities of India. In their respective socio-cultural milieu. While analyzing the prescribed texts the student will be aware of different perspectives of Indian literature as well as discover new insights into the socio-cultural and community life as lived by the tribal communities of India.
- The course will enable to evaluate the existential tribal concerns and consciousness in the theoretical paradigms of subaltern, gender, ecological consciousness. Nation and identity.

Outcomes:

- At the end of the course the students will be able to explore the history, culture and psyche of the indigenous people of India.
- They will be able to locate the conflicts involving identity, understanding and representation of the tribal people in postcolonial paradigm.
- They will be able to appreciate how the inhabitants of the troubled regions with scores of languages, dialects, cultures, festivals, epic narratives inscribe their collective memory with lived experiences adding to the social fabric of the nation.

PLAN OF EXAMINATION: As per the guidelines.

The course comprises of four modules:

MODULE I: HISTORY

H. Sudhir: Tribal History of North East India (any core chapter)

MODULE II: PROSE

- Verrier Elwin: “The Fundamental Problem” in *A Philosophy of NEFA*
- G.N. Devy: “Tradition and Amnesia” in *After Amnesia* and “For a Nomad called Thief” in *A Nomad Called Thief: Reflections on Adivasi Silence*
- Bhalchander Nemade: “Sahityateel Desiyata” (Nativism in Literature) in *Nativism: Essays in Criticism*
- Gayatri Chakravarty Spivak: Introduction to *Breasts Stories*
- Ramachandra Guha: “Savaging the Civilised: Verrier Elwin and the Tribal Question in Late Colonial India” from *Economic and Political Weekly*.
- Vinay Kumar Srivastava: *India’s Tribes: Unfolding Realities* (Any Essay)

MODULE III: FICTION

- Mamang Dai: *Legends of Pensam*
- Pankaj Sekhsaria: *The Last Wave*
- Birendra Kumar Bhattacharyya: *Love in the Time of Insurgency*
- Indira Goswami: *The Moth-Eaten Howdah of the Tusker*
- Easterine Kire: *Terrible Matriarchy*
- Nina Sabani: *A Bhil Story*

MODULE III: POETRY

- G.N Devy: Select poems from *Painted Words: An Anthology of Tribal Literature*
- Mamang Dai: Select Poems from *River Poems*
- Yumlam Tana: *The Man and the Tiger*
- Robin Ngangom: Select Poems from *The Desire of Roots*
- Sitakant Mahapatra: Select Poems from *They Sing Life: An Anthology of Oral Poetry of the Primitive Tribes of India.*
- Tamsula Ao: Select Poems from *Songs of Many Moods*
- Ram Dayal Munda and Ratan Singh Manki: Select Poems from *Sosobonga*

Recommended Books/Suggested Reading:

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