



**Department of English Post Graduate Courses**  
**Under Choice Based Credit System (CBCS)**

**Summary of Distribution of Credits**

Type of Course	Sem. I	Sem. II	Sem. III	Sem. IV
Core	08	08	08	08
Core Elective	04	04	04	04
Open Elective	04	04	04	04
<b>Credit Course</b>				
Online MOOC / SWAYAM, etc. Courses <b>OR</b> Project Report <b>OR</b> Internship (for 4 <sup>th</sup> Sem. Only) (Skill Based)	04	04	04	04
Audit Course	00	00	00	00
<b>Total Credits</b>	20	20	20	20
<b>Total Credits = 80</b>				

Semester	(A)			(B)			(C)		Total Credits (A+B+C)
	Core Courses			Core & Open Elective Courses			Credit Course		
							Online MOOC / SWAYAM, etc. Courses OR Project Report		
							No. of Courses	Credits	
I	02	04	08	02	04	08	01	04	20
II	02	04	08	02	04	08	01	04	20
III	02	04	08	02	04	08	01	04	20
IV	02	04	08	02	04	08	Online MOOC / SWAYAM Course OR Project Report OR Internship		
							01	04	20

## Audit (Non-credit) Courses

List of Audit Courses (Non -Credit Course)			
Semester I	Semester II	Semester III	Semester IV
MENG1AC01 Environment Studies	MENG2AC01 Constitutional Values	MENG3AC01 Ethics	MENG4AC01 Time and Stress Management

## Department of English Post Graduate Courses

Under Choice Based Credit System (CBCS)

### Semester-wise Course Structure

(w.e.f. 2022-23)

## SEMESTER-I

Course	Course Type	Course Title	Teaching Hours per Week	Marks (Total 100)		Credits
				Theory	Internal	
MEN1T01	Core	English Poetry from Chaucer to Milton	4	60	40	4
MEN1T02	Core	Shakespearean Comedy	4	60	40	4
MEN1TE03 (A)	Core Elective (Select any one)	Indian Writing in English-I	4	60	40	4
MEN1TE03 (B)		Indian Diasporic Fiction-I				
MEN1TE03 (C)		English Drama-I				
MEN1TE03 (D)		Indian Writing in Translation				
MEN1TO04(A)	Open Elective (Select any one)	The English Novel-I	4	60	40	4
MEN1TO04 (B)		Literature and Gender				
MEN1TO04 (C)		The English Prose				
MEN1TO04(D)		History of English Literature				
MEN1TO04 (E)		English Grammar and Communication-I				
MEN1CC05 (A)	Credit Course (Select any one)	Online MOOC / SWAYAM / etc.	4	60	60	4
MEN1CC05 (B)		OR Project Report				
MEN1AC06	Audit Course	Environment Studies	-	-	-	0
<b>Total Credit for Semester-I: 20</b>						

## SEMESTER-II

Course	Course Type	Course Title	Teaching Hours per Week	Marks (Total 100)		Credits
				Theory	Internal	
MEN2T01	Core	Restoration and Eighteenth-Century English Literature	4	60	40	4
MEN2T02	Core	Shakespearean Tragi-comedy and Romances	4	60	40	4
MEN2TE03 (A)	Core Elective (Select any one)	Indian Writing in English-II	4	60	40	4
MEN2TE03 (B)		Indian Diasporic Fiction-II				
MEN2TE03 (C)		English Drama II				
MEN2TE03 (D)		European Fiction and Drama				
MEN2TO04(A)	Open Elective (Select any one)	The English Novel II	4	60	40	4
MEN2TO04 (B)		Comparative Literature				
MEN2TO04 (C)		English Grammar and Communication-II				
MEN2TO04(D)		Creative Writing				
MEN2CC05 (A)	Credit Course (Select any one)	Online MOOC / SWAYAM / etc. Courses <b>OR</b> Project Report				4
MEN2CC05 (B)						
MEN2AC06	Audit Course	Constitutional Values	-	-	-	0
<b>Total Credit for Semester-II: 20</b>						

## SEMESTER-III

Course	Course Type	Course Title	Teaching Hours / Week	Marks (Total 100)		Credits
				Theory	Internal	
MEN3T01	Core	Literary Criticism and Theory-I	4	60	40	4
MEN3T02	Core	Shakespearean Tragedies	4	60	40	4
MEN3TE03 (A)	Core Elective (Select any one)	Nineteenth Century American Literature	4	60	40	4
MEN3TE03 (B)		Cultural Studies-I				
MEN3TE03 (C)		Trauma Studies and Literature				
MEN3TE03 (D)		Postcolonialism and Literature-I				
MEN3TO04(A)	Open Elective (Select any one)	Romantic and Victorian Poetry	4	60	40	4
MEN3TO04 (B)		Dalit Literature-I				
MEN3TO04 (C)		English Grammar and Communication-III				
MEN3TO04(D)		Travel Writing				
MEN3TO04(E)		Film Studies				
MEN3CC05 (A)	Credit Course (Select any one)	Online MOOC / SWAYAM / etc. Courses <b>OR</b> Project Report				4
MEN3CC05 (B)						
MEN3AC06	Audit Course	Ethics	--	-	-	0
<b>Total Credit for Semester-III: 20</b>						

## SEMESTER-IV

Course	Course Type	Course Title	Teaching Hours / Week	Marks (Total 100)		Credits
				Theory	Internal	
MEN4T01	Core	Literary Criticism and Theory-II	4	60	40	4
MEN4T02	Core	Twentieth Century Poetry	4	60	40	4
MEN4TE03 (A)	Core Elective (Select any one)	Twentieth Century American Literature	4	60	40	4
MEN4TE03 (B)		Cultural Studies –II				
MEN4TE03 (C)		African American Literature				
MEN4TE03 (D)		Shakespearean Historical and Roman Plays				
MEN4TO04 (A)	Open Elective (Select any one)	Postcolonialism and Literature-II	4	60	40	4
MEN4TO04 (B)		Dalit Literature-I				
MEN4TO04 (C)		Tribal Literature				
MEN4TO04 (D)		Literary Research				
MEN4CC05 (A)	Credit Course (Select any one)	Online MOOC / SWAYAM/ etc. Courses <b>OR</b> Project Report <b>OR</b> Internship	-	-	-	4
MEN4CC05 (B)						
MEN4CC05 (C)						
MEN4AC06	Audit Course	Time Management	-	-	-	0
<b>Total Credit for Semester-IV: 20</b>						

### Notes

- Students shall take online MOOC / SWAYAM Course /s of 4 credits **or** they can carry out a project individually which carries 4 credits in Semester I, II and III. With regard to Project, they will finalize the topic in consultation with subject teachers or the Head of the Department.
- The option of Internship which carries 4 credits is available only in Semester IV.
- Students will have to earn satisfactory Grade (SF) in all the audit courses to become eligible for the award of the Degree as per R.4.6 of Direction No. 14 of 2022.
- Students will have to score minimum 50 per cent marks (theory + internal combined) in core, electives courses.
- All matters related to M.A. English Program shall be governed by Direction No. 14 of 2022 of RTM Nagpur University.

## PROGRAM AT A GLANCE

Name of the program (Degree)	: M. A. (English)
Faculty	: Humanities
Duration of the Program	: Two years (four semesters)
Intake Capacity	: 60
Medium of Instruction and Examination: English	
Exam Pattern	: 60 : 40 (60 Theory and 40 marks continuous internal assessment)
Passing standards	: 50% in each Course (Internal + Theory Together)
Evaluation mode	: CGPA

### About Course:

The syllabus framed for M. A. (English) is in accordance with the instruction given in CBCS pattern. The syllabus is in three tier structure, core courses, skill elective courses and audit courses. Core Courses fulfill the requirement of syllabus for specialization in literatures in English, criticism and various forms. Skill based or elective courses from the syllabus cater the need of skill development in the students. Audit courses contribute to the overall development of student's personality. **This syllabus is applicable from the Academic Session 2022-23 to Semester I, and will be applicable to succeeding semesters progressively.**

In this world of globalization, the nature of job has become hybrid. Therefore, students are required such education which will help them getting jobs in various sectors apart from teaching.

### **Program Outcomes (POs) for M. A. Program:**

After completing the program, the students will be able to:

<b>PO No.</b>	<b>Pos</b>	<b>Cognitive Level</b>
<b>PO1</b>	Use strategic connections among approaches to reconstruct their previous knowledge	<b>3</b>
<b>PO2</b>	Think and write research proposals/thesis/dissertations independently	<b>6</b>
<b>PO3</b>	Employ the strategies to achieve mastery over their program of specialization	<b>3</b>
<b>PO4</b>	Create study/reference material to contribute existing knowledge of their domain through research/books	<b>6</b>
<b>PO5</b>	Devise remedies for contemporary social issues by associating their knowledge with real situations.	<b>4</b>



**M. A. English, Semester - I**  
**MEN1T01 (Core)**

**English Poetry from Chaucer to Milton**

**Paper Objectives:**

1. To introduce England from the late Fourteenth to the early Seventeenth Century with its social, political, religious and economic conditions.
2. To trace the evolution of English Parliament from Plantagenet period to endeavoring of blending the spirit of the Renaissance and the Reformation.
3. To give an account of the development of poetry and its different forms.

**Learning Outcomes:**

Students will be able to understand-

1. The changes that took place taking English Literature on the path of modernization.
2. Different forms of poetry.
3. The reasons behind the undercurrents of upheavals and disturbances prevalent in working classes leading to generation of a Progressive Spirit.

**Unit-I**

**Background Study Topics:** Hundred Year War, Black Death, Peasant's Revolt

**Text for Detailed Study:** Geoffrey Chaucer: *The Prologue to the Canterbury Tales*

**Unit-II**

**Background Study Topics:** Contribution of John Wycliffe, The Rise of Ballad, English Chaucerians

**Texts for Detailed Study:**

**Shakespearean Sonnets:**

1. Sonnet No. 17: Who will believe my verse in time to come...
2. Sonnet No. 33: Full many a glorious morning have I seen ...
3. Sonnet No. 71: No longer mourn for me when I am dead...

**Spenserian Sonnets:**

1. Happy ye Leaves! When as those Lily Hands
2. Most glorious Lord of life, that on this Day
3. Fair is my love, when her fair golden hairs

**Unit-III**

**Background Study Topics:** Metaphysical Poetry, George Herbert, Abraham Cowley

**Texts for Detailed Study:**

**John Donne :** 1. The Flea 2. Death, be not proud 3. A Valediction- Forbidding Mourning

**Andrew Marvell:** 1. To His Coy Mistress 2. The Garden 3. The Unfortunate Lover

**Unit-IV**

**Background Study Topics:** The Puritanism, Contribution of Edmund Spenser, Cavalier Poets.

**Text for Detailed Study:** John Milton: *The Paradise Lost* (Book II)

**Reference Books recommended for further reading:**

1. Legouis, Emile. *History of English Literature*. Oxford University Press, 1998.
2. Beryl Rowland. *Companion to Chaucer Studies*, OUP, 1979.
3. Maurice Evans. *English poetry in the Sixteenth Century*. Hassel Street Press, 2021.
4. Harold Bloom. *John Donne and the Seventeenth Century Metaphysical Poets*, Chelsea House Publisher, 1986.
5. Angelica Duran. *A Concise Companion to Milton*, Wiley-Blackwell, 2011.

**M. A. English, Semester - I**  
**MEN1T02 (Core)**  
**Shakespearean Comedies**

**Paper Objectives:**

1. To introduce students the glorious age of drama and theatre and its evolution.
2. To study in detail about life and works of Shakespeare especially his comedies and its characteristics.
3. To impart knowledge about contemporaries and other dramatic works of Shakespeare.

**Learning Outcomes:**

1. The students will come to know about the beginning of English drama and what role did the initial contributors play to develop English Theatre.
2. The students will come to know about the contribution of Shakespeare in the genre of Comedy in detail.
3. The students will comparatively come to know about Shakespeare's contemporaries and his other dramatic work.

**Unit-I**

**Topics for Background:** Origin and growth of Drama, The Renaissance, The University Wits.

**Text for detailed Study:** *The Comedy of Errors*

**Unit-II**

**Topics for Background:** Evolution of Theatres, Theatres in Elizabethan age, Dramatic Devices.

**Text for detailed Study:** *A Midsummer's Night Dream*

**Unit-III**

**Topics for Background:** Rise of Drama in Elizabethan Age, Characteristics of Elizabethan era, Shakespeare's Non-Dramatic Works.

**Text for detailed Study:** *As You Like It*

**Unit-IV**

**Topics for Background:** English Comedies, Contribution of Ben Jonson, Characteristics of Shakespearean Comedy.

**Text for detailed Study:** *Twelfth Night*

### Books Recommended for Further Readings:

1. Greenblatt, Stephen: *The Norton Shakespeare*. W.W. Norton & Co., 2015.
2. *The Complete Works of Shakespeare* The Project Gutenberg  
e-book.<https://www.gutenberg.org/files/100/100-h/100-h.htm>
3. David Scott *A companion to Shakespeare* Blackwell Publishing Ltd., 1999.
4. Park Honan *Shakespeare: A Life* Published Oxford University Press, USA, 2000.
5. Sir Walter Alexander Raleigh, Sir Sidney Lee, and *Shakespeare's England* \_  
[https://openlibrary.org/books/OL7216241M/Shakespeare%27s\\_England](https://openlibrary.org/books/OL7216241M/Shakespeare%27s_England)
6. Lawrence Danson *Shakespeare's Dramatic Genres* OUP UK (Indian Territory) 2018.
7. C. L. Barbar *Shakespeare's Festive Comedies*, Princeton University Press,  
<https://muse.jhu.edu/book/30417>, 2011.

### **M. A. English, Semester - I MEN1TE03 (A) (Core Elective) Indian Writing in English-I**

#### **Paper Objectives:**

1. To introduce the first phase of pre-independence Indian poetry and establish that these literary compositions are a testimony to the creative upsurge occasioned by the romantic spirit kindled by the literary renaissance.
2. To throw light on the depiction of middle and underprivileged classes in Indian English writing.

#### **Learning Outcomes:**

1. Students will find that Romanticism of Indian poets was fraught with nationalism, spirituality and mysticism and so was different from English romanticism.
2. Students will learn the contribution of pre-independence Indian English writers who would plumb the depth of humble life and reveal dignity or majesty of middle class and underprivileged characters through their novels reflecting the social problems.

### **Unit-I**

**Background Study Topics:** Bengal Renaissance, Bengal British India Society, English Education Act 1835, Macaulay's Minutes

**Texts for detailed study: Rabindranath Tagore:** Songs from Gitanjali (XI; XXXV, LXXIII)

**Sarojini Naidu:** Autumn Song, Ecstasy, Coromandel fishers

### **Unit-II**

**Background Study Topics:** Influence of Gandhi on Mulk Raj Anand, Caste in India, Class in India.

**Text for detailed Study: Mulk Raj Anand:** *Coolie*

### Unit-III

**Background Study Topics:** Indian Association (1876), Ruin of India's traditional handicrafts, Partition of Bengal

**Text for detailed study:** R. K. Narayan: *Guide*

### Unit-IV

**Background Study Topics:** Rural India in colonial period, Role of Congress in mobilising masses, Style and Structure in Indian vernacular folk epics

**Text for detailed Study:** Raja Rao: *Kanthapura*

#### Books Recommended for further reading:

1. Tagore, Rabindranath. *Poems of Rabindranath Tagore*, UBS Publishers, New Delhi, 2006.
2. Swati Ganguli. *Rabindranath Tagore and the Nation*. Punaschat Publisher, 2012.
3. S. Sen (Ed.) Sarojini Naidu, *Selected Poems*, Unique Publication, 2020.
4. Makarand Paranjape. *Sarojini, Naidu*. Rupa and Co. 2010.
5. Makarand Paranjape. *Indian Poetry in English*, (Madras: Macmillan, 1993)

### M. A. English, Semester - I MEN1TE03 (B) (Core Elective)

#### Indian Diasporic Fiction-I

**Paper Objectives:** To understand-

1. The concept of marginalization, indentured labour and the problem of acculturation.
2. The concept of cosmopolitanism in writings of diaspora writers.
3. The concept of ethnic identities and politics of nationality and citizenship in diaspora fiction.
4. The problem of gender and identity in Indian diaspora.

**Paper Outcomes:** The students will be able to-

1. Understand the concept of marginalization, indentured labour and the problem of acculturation.
2. To understand the problem of gender and identity in Indian diaspora.
3. To understand the concept of ethnic identities and politics of nationality and citizenship in diasporic fiction.
4. To understand the concept of cosmopolitanism in writings of diaspora writers.

### Unit-I

**Background Topics:** Diaspora, Identity Crisis, Nationalism

**Topic for Detailed Study:** Rohinton Mistry: *Such a Long Journey*

### Unit-II

**Background Topics:** Acculturation, Cultural Hybridity, In-between space

**Topic for Detailed Study:** Chitra Banerjee Divakaruni: *The Mistress of Spices*

### Unit-III

**Background Topics:** Living Space, Imagined Community, Imaginary homeland.

**Topic for Detailed Study:** Jhumpa Lahiri: Stories from *The Interpreter of Maladies*:  
*A Temporary Matter, When Mr. Pirzada Came to Dine, Interpreter of Maladies, The Third and Final Continent*

#### **Unit-IV**

**Background Topics:** Multiculturalism, Imaginary Home Land, Imagined Communities

**Topic for Detailed Study:** Bharti Mukherji: *Desirable Daughters*

#### **Books recommended for further reading:**

1. Sanjay Palwekar, Hatice Sitki, Qingxin Jiang (Ed.). *Multiculturalism: Dynamics and Challenges*, Authorpress, New Delhi, 2014.
2. Jasbir Jain. *Writers of Indian Diaspora*. Jaipur: Rawat, 1998.
3. Somdutt Mandal, *The Diasporic Imagination: Asian-American Writing*, Volume 3, New Delhi, 2000.
4. P Shailaja & T Vinoda, *The Expatriate: Indian writing in English*, Volume 1, 2 & 3, New Delhi 2002.
5. Vijay Mishra: *The Literature of Indian Diaspora: Theorizing the Indian Imagery*, Routledge. London & New York, 2008.
6. Priya D. Wanjari and Dr. Urmila Dabir. *Diaspora in the Novels of Jhumpa Lahiri, Amitav Ghosh and Salman Rushdie*. Dattsons, Nagpur, 2017.

#### **M. A. English, Semester - I MEN1TE03 (C) (Core Elective)**

#### **English Drama – I**

#### **Paper Objectives:**

1. To introduce students to the golden age of English drama and its evolution from Middle Ages.
2. To widen the knowledge of the students about prevalent genres like tragedies, tragi-comedies, comedies.
3. To impart knowledge about the salient characteristics of Elizabethan, Jacobean and Restoration age.

#### **Learning Outcomes:**

1. The students will come to know about the beginning of English drama and what role did the initial contributors play to develop English Theatre.
2. Students will acquire knowledge about the different genres of drama during these eras.
3. The learners will be able to critically examine the forms of drama adopted by the predecessors who provided a solid foundation to great Shakespearean dramas and the dramatists who followed it in the Jacobean and Restoration period.

## Unit I

**Topics for Background:** The Renaissance, Mystery, Miracle and Morality Plays, Interlude, The University Wits

**Text for detailed Study:** Marlowe: *Doctor Faustus*

## Unit II

**Topics for Background:** Characteristics of Elizabethan Age, The causes for Popularity of Drama in Elizabethan Age, Causes for decline of drama in Jacobean Age.

**Text for detailed Study:** John Webster: *The Duchess of Malfi*

## Unit III

**Topics for Background:** The beginning of English Comedies, Comedy of Humours, Domestic Comedies, Farical Comedies.

**Text for detailed Study:** Ben Johnson: *The Alchemist*

## Unit IV

**Topics for Background:** The Heroic Tragedy, The Tragedy, Rise of Sentimental Comedies, Comedy of Manners, Contribution of Oliver Goldsmith and Sheridan.

**Text for detailed Study:** William Congreve: *The Way of the World*

### Reference Books recommended for further reading-

1. Allardyce Nicholl: *A History English Drama*. Cambridge University Press, 2009.
2. Moseley, C.W.R.D. *English Renaissance Drama: An Introduction to Theatre*. Humanities eBooks 2010.
3. David Daiches: *A Critical History of English Literature (Vol. I & II)*. Supernova Publisher, 2019.

**M. A. English, Semester - I**  
**MENITE03 (D): (Core Elective)**  
**Indian Writing in English Translation**

**Paper Objectives:**

1. To throw light on the hymns in the Vedas, the epics Ramayana and Mahabharata and the plays of Kalidas and Sudrakka.
2. To discuss the poets like Basavanna, Mahadeviakka, Banabai to the songs of Kabir and Tukaram.
3. To discover the contributions of the Progressive Urdu.

**Learning Outcomes:**

Students will be-

1. Introduced to Ancient Indian Classical Literature in Sanskrit language.
2. Introduced to a rich syncretic spiritual alternative to Brahmanism and ritualism.
3. Able to learn about writers of post-independence writing like Nirmal Verma, Mahashweta Devi and Ambai.

**Unit-I: Ancient Indian Classical literature:**

**Background topics:** Panini, Early Sanskrit Drama and Music, Mytho-Pastoral Plays

**Texts for detailed study:** 1. Kalidas: *Shakuntala*, 2. Sudraka: *Mrichikatika*

**Unit-II: Medieval Bhakti Literature:**

**Background Study topics:** Pantheism, Vedic Religion, Reaction to Brahmanical Ritualism

**Texts for detailed study:** 1. Kabir *Selections from Kabir* (Macmillan) Poem nos. I, VII, XII, XVI, XVII, XVIII

2. A K Ramanujan, *Speaking of Siva*. Poems Basavanna 52, 70, 84.  
Mahadeviakka, poems 87, 68 and 273.

**Unit –III: Nineteenth Century Renaissance:**

**Background Topics:** Lingayat Movement, Brahmo Samaj, Arya Samaj, Neo-Vedanta

**Text for detailed study:** Fakir Mohan Senapati: *Six Acres and a Third*

**Unit -IV: Twentieth Century Writing:**

**Background Study Topics:** The Progressive Writers Movement, Literature from North East India, Journalism during Emergency

**Texts for detailed study:** The following short stories [From *A Clutch of Indian Masterpieces* edited by David Davidar]

Munshi Premchand: *The Shroud*, Sadat Hasan Manto: *Toba Tek Singh*, Mahashweta Devi: *Draupadi*, Ambai: *In a forest, a Deer*

**Recommended further Reading:**

1. S. N. Dasgupta, *Theory of Rasa*
2. A K Ramanujan, *The Collected Essays* {Section III Essays on Bhakti and Modern Poetry} Oxford University Press.
3. A. K. Mehrotra (ed.) *An Illustrated History of Indian Literature in English*
4. Satya K Mohanty (ed.) *Colonialism, Modernity and Literature*
5. PC Kar. (ed.) *Rethinking Indian English Literature: Theory and Praxis* (Pencraft)
6. Farzana S. Ali. *Saadat Hassan Manto: Indo-Pak Short Story Writer of Partition Stories*, Dattsons, Nagpur. 2018.

**M. A. English, Semester - I**  
**MEN1TO04 (A): (Open Elective)**  
**The English Novel -- I**

**Paper Objectives:**

1. To introduce students to the flowering of English Novel and the factors contributing to it.
2. To create general awakening among the students of feeling and sensibility found in the eighteenth-century English Novel.
3. To introduce students to the literary works based on the themes from History.
4. To present as a literary form to instruct and to elevate the mind of young through themes of ordinary daily life of middle-class people as novel is the form of literature closest to realism.

**Learning Outcomes:**

1. The students will be able to differentiate in the different forms of novels and know how is novel different from other forms of writing.
2. They will learn about different narrative techniques applied to novels to suit immense variety of social setting, of incidents and or characters.
3. The students will learn how a historical novel reconstructs the life of the past.

**Unit-I**

**Background Study Topics:** Rise of novel in the first half of eighteenth century, The Picaresque Novel, Joseph Addison and Richard Steel

**Text for Detailed Study:** Henry Fielding: *Tom Jones*

**Unit-II**

**Background Study Topics:** Decline of Novel after Fielding, Gothic and Oriental Romance, Science Fiction

**Text for Detailed Study:** Mary Shelley: *Frankenstein*

**Unit-III**

**Background Study Topics:** The novel of sensibility, Contribution of Women Novelists, Romance Novel



**Text for Detailed Study:** Jane Austen: *Pride and Prejudice*

#### **Unit-IV**

**Background Study Topics:** Age of Reason, Industrial Revolution in England, Romantic and Historical Novel

**Text for Detailed Study:** Walter Scott: *Ivanhoe*

#### **Reference Books for further reading:**

1. I. Watt, *The Rise of the Novel, Studies in Defoe, Richardson, and Fielding* (London, 1957)
2. J.M.S. Tomkins, *The Popular Novel in England* (London, 1932)
3. A. Kettle, *An Introduction to the English Novel: Volume 1* (London: Hutchinson University Library, 1951)
4. David Daiches, *A Critical History of English Literature, Vol. III & IV* (Allied Publisher, 1969).
5. A. Burgeus: *Fielding and the Nature of the Novel* (Cambridge, Mass, 1968)

### **M. A. English, Semester - I**

**MEN1TO04 (B):** (Open Elective)

### **Literature and Gender**

#### **Paper Objectives:**

1. To introduce Indian women poets from the ancient and medieval period.
2. To introduce students to the status of women in India during the Indian Renaissance and reform movement.
3. To bring our status of women in post Industrial Revolution period.
4. To acquaint the students to the contemporary writers with Feminist approach to literature.

#### **Learning Outcomes:** The students will-

1. Be able to examine a role played by religion in realizing feminist aspirations.
2. Develop critical perspective on the position of women in India.
3. Understand British and American feminism.

#### **Unit-I**

**Background Study Topics:** Buddhism and Women, The Veershaivite women poets, The Bhakti movement

**Texts for Detailed Study:** a) From Therigatha, Sumangalamata & Mettika, pp 69-70, Vol I  
b) Janabai: "Cast off all Shame" p83, Vol I

#### **Unit-II**

**Background Study Topics:** Jyotiba Phule and Savitribai, Pandita Ramabai, Laxmibai Tilak, Rokeyya Shekhawat Hossain

**Texts for Detailed Study:** Tarabai Shinde: *Stri Purush Tulana* (A Comparison of Men & Women) Extract. \*Extracts of these women poets and writers from Susie Tharu and K. Lalitha: *Women Writing in India Vols I & II*, OUP, New Delhi, 1991.

### **Unit-III**

**Background Study Topics:** Mary Wollstonecraft, The Suffragette movement, *The Second Sex*

**Text for Detailed Study:** Charlotte Perkins Gilman: *The Yellow Wallpaper*

### **Unit-IV**

**Background Study Topics:** Feminism, Anglo-American Feminists, Black Feminists

**Text for Detailed Study:** C.S. Ambai: *The Squirrel*

### **Books recommended for Background reading:**

1. Dharmdas Shende, Sanjay Palwekar (Ed.). *Caste, Gender and Race: A Politics of Hegemony*, Authorspress, 2020.
2. Sanjay Palwekar. *Human Rights and Literature*, Authorspress.
3. Susie Tharu and K. Lalitha (ed.): *Women Writing in India Vols I & II*, OUP, New Delhi, 1991.
4. Elaine Showalter. *Towards the Feminist Poetics*
5. David Lodge. *Twentieth Century Literary Criticism: A Reader*, Vol. I and II
6. Priya D. Wanjari, *Understanding Feminism - Philosophy, Waves and Achievements*, Dattasons, (Delhi, 2014)

## **M. A. English, Semester - I**

### **MEN1TO04 (C): (Open Elective)**

### **English Prose**

#### **Paper Objectives:**

1. To understand concept of prose.
2. To distinguish prose from poetry and plays.
3. To study major representative prose writers in particular periods.

#### **Learning Outcomes:**

Students will be able to-

1. Understand different varieties of prose.
2. Understand distinguishing features of all literary genres.
3. Write short stories and essays.

### **Unit-I**

**Background Study Topics:** English Renaissance, Authorized Version of Bible (1611), Montaigne's style of Essay Writer

**Text for Detailed Study: Francis Bacon:** Of Studies, Of Friendship, Of Truth, Of Travel, Of Marriage and Single Life

## Unit –II

**Background Study Topics:** Periodical and Social Essays, Contribution of Defoe, Richard Steel and Joseph Addison

**Text for Detailed Study: Dr. Samuel Johnson:** *Preface to Shakespeare*

## Unit-III:

**Background Topics:** Romanticism, French Revolution, Periodical Newspapers in 19th Century

**Text for Detailed Study: Charles Lamb:** The Dissertation upon Roast Pig, Christ's Hospital, Dream Children: A Reverie

## Unit IV

**Background Study Topics:** Detective Fiction, Contribution of Arthur Conan Doyle, Edgar Allan Poe' as detective story writer

**Texts for Detailed Study:** Agatha Christie: *The Murder of Roger Ackroyd*

### Reference Books Recommended for Further Reading:

1. Arthur Compton-Ricket, *A History of English Literature: From Earliest Times to 1916*. (NY, 1960)
2. David Daiches *A Critical History of English Literature* (Vol. IV)
3. Andrew Sanders, *The Short Oxford History of English Literature* (OUP, 1996)
4. R. Alter, *Prose. Encyclopædia Britannica*.
5. W.J. Bate, *The Achievement of Samuel Johnson* (New York, 1955)

## M. A. English, Semester - I

**MEN1TO04 (D):** (Open Elective)

## History of English Literature

### Paper Objectives:

1. To introduce the student to British poetry and drama from the age of Chaucer to the Modern Period.
2. To comprehend the development of trends in British drama and poetry.
3. To view British literature in its socio-cultural and political contexts.
4. To understand the theme, structure and style in British poetry and drama.

### Learning Outcomes:

1. Students would have got exposure to the features of English Drama, Poetry and Fiction.
2. They would have gained insight into the growth and development of English Literature.
3. Students would have understood the socio-political context of the period in which English literature was written.
4. Students would have understood the difference between British Literature and other English Literature written around the world.
5. Students will be able to make out how the different structure of English Literature Writing developed.

## Unit-I (History of English Poetry)

**Detailed Study:** The Beginning and the Renaissance, The Age of Chaucer, English Chaucerians, Scottish Chaucerians,  
The Caroline Age, Restoration Period, and Neo-classical Age, The Metaphysical Movement, The Cavalier Poets, Neo-classical Age  
Romantic Revival and Victorian Age, The Transitional Poets, The Romantic Revival, Victorian Age,  
The Modern Age and the Postmodern Age, World War I Poetry, World War II Poetry, Distinctive Poetry of the 1980s and 1990s.

### **Unit-II (History of English Drama)**

**Topics for Detailed Study:** The Beginning and the Renaissance: Mystery, Miracle, Morality, and Interlude; The University Wits, The early domestic drama Puritan and Restoration English Drama  
English Drama in the Eighteenth and Nineteenth Century: The decline of Drama in the Eighteenth century, Characteristics of English Drama in the Nineteenth Century  
English Drama in the Twentieth Century: Naturalistic Prose Drama, Historical Drama, The new Comedy of manners, Characteristics of Post-War English Drama

### **Unit-III (History of English Novel)**

**Topics for Detailed Study:** The Beginning in the Elizabethan Era, Medieval Prose Romances, Heroic Romances  
English Novel in the Eighteenth Century, The contemporaries of Henry Fielding, Samuel Richardson, Tobias Smollett, Laurence Sterne, Novel after Fielding, Contribution of Oliver Goldsmith and Francis Burney, The Novel of Sensibility:  
English Novel in Romantic Age and Victorian Age, Women Novelists in Romantic Era, Women novelists in the Victorian Age, Early Victorians, Later Victorians:  
English Novel in the Twentieth Century  
The Novel between the two world wars: Novel after the two world wars:

### **Unit-IV (History of English Essay)**

**Topics for Detailed Study:** Essay in Elizabethan Age and Puritan Age: Bacon- the father of English Essay; beginning of Aphoristic essay in English Literature, The contribution of Sir Thomas Browne and Izaak Walton  
English Essay in the Eighteenth Century, Rise of Periodical Essay, Addison and Steele  
The Contribution of Jonathan Swift and Dr Johnson  
English Essay in Romantic Age Victorian Age, Charles Lamb, William Hazlitt and De Quincey  
English Essay in Victorian Age: Thomas Carlyle, John Ruskin and R. L. Stevenson  
English Essay in the Modern Age: Bertrand Russell, George Orwell.

### **Books for Further Reading:**

1. English Literature Book (Oxford University Press)

2. History of English Literature Book- (Alpha Edition)
3. A History of English Literature Book- (Notion Press)
4. A Guide to English Literature Book- (Atlantic Publisher)
5. Anthology of English Literature Book- (W.W Norton)
6. History of English Literature Book- (The Teaching.Co)
7. History of English Literature Book- (Edward Albert)
8. A Critical History of English Literature Book (David Daiches)

**M. A. English, Semester - I**  
**MEN1TO04 (E): (Open Elective)**  
**English Grammar and Communication-I**

**Objectives of the paper:**

1. To construct and synthesize statements using the acquired skills.
2. To inculcate effective functional usage of language in reading and writing.
3. To exhibit verbal communication in representing and describing.

**Learning Outcomes:** Learners will be able –

1. To get English language skill practice to enhance their English proficiency.
2. To learn how to get simulated real-life situations in the classroom to practice real English dialogues and speeches to gain English language fluency.
3. To become autonomous and self-directed English language learners.

**Unit-I: English for Academic Purpose**

**Background Study Topics:** Noun, Pronoun, Adjective

**Contents for Detailed Study:** 1. Tenses 2. Sequence of Tenses 3. Subject-Verb Agreement

**Unit-II: English for Communicative Purpose**

**Background Study Topics:** Verb, Adverb

**Contents for Detail Study:** Phonetic Description of Vowels and Consonants; Transcribing Words into Phonetic Transcription; Stress, Rhythm and Intonation; Linking

**Unit-III: English for Social Purpose**

**Background Study Topics:** Preposition, Conjunction, Interjection

**Contents for Detail Study:** Greeting; Introducing Oneself. Writing Autobiography, Diary Writing; Talking / Writing about daily routine

**Unit-IV: English for Creative Purposes**

**Background Study Topics:** Spotting the Errors

**Contents for Detailed Study:** Compering an Event; Listening YouTube Speeches (Mark Luther King – I have a dream; Steve Jobs, Bill Gates, Ophra Winfrey: Commencement Speeches); Preparing, organising and delivering a speech; Proposing a vote of thanks

**Books for Further Reading:**

1. Ronald Carter & Michael McCarthy. *Cambridge Grammar of English: A comprehensive Guide Spoken and Written English Grammar and Usage*. Cambridge University Press, 2019.
2. How to Write and Speak Better. Readers Digest Association Limited. 2007.
3. Oxford Phrasal Verbs. Oxford University Press, 2021.
4. Cambridge Idioms Dictionary. Cambridge University Press, 2018.
5. N. Krishnaswamy and Lalitha Krishnaswamy, *Teaching English Approaches, Methods, and Techniques*. Chennai: Macmillan, 2005.
6. Urmila Rai & S. M. Rai, *Business Communication*, Himalaya Publishing House, New Delhi, 1999.
7. R. C. Sharma & Krishan Mohan, *Business Correspondence and Report Writing*, Tata McGraw-Hill Publishing Company Ltd., New Delhi, 1994.

**Audit Course  
Semester – I**

**MEN1AC06 – Environment Studies**

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**Objective:**

1. To make the students aware of cleanliness
2. To make the students conscious of sustainable development
3. To make the students understand importance of symbolic relation between Nature and Humanity.

**Unit-I**

1. Cleanliness of Surrounding
2. Sustainable Development
3. Ecology

**Unit-II**

1. Global Warming
2. Water Conservation
3. Symbolic relationship between Nature and Humanity.

**Reference Books:**

1. Palwekar Sanjay. *Literature and Environment*. Lambert Academic Publishing, Germany, 2012.
2. Rajagopalan R. *Environmental Studies*. Oxford University Press, 2015.
3. Anand Vaishali. *Environment and Ecology*. McGraw Hill Education Pvt.: Noida, 2020

## **Restoration and Eighteenth-Century English Literature**

### **Paper objectives:**

1. To focus on the writings of the Restoration, Neo-classical and Pre-romantic period.
2. To indict the vanities and idleness of high-class society in the eighteenth-century England.
3. To introduce students to the different forms of approach in literature that occurred during the period.

### **Learning Outcomes:**

1. Students will learn about the politics that brought turmoil in the Seventeen Century England.
2. Students will learn how Pope's use of the mock-epic form is intricate and exhaustive.
3. Students will be able to compare and contrast Restoration, Neo-classical and Romantic revival literature.

### **Unit-I**

**Background Study Topics:** The Court Poets of the Restoration, Restoration of Monarchy, Development of Satire

**Text for detailed study:** John Dryden: *Absalom & Achitophel*

### **Unit-II**

**Background Topics:** The Great Fire of London, The Glorious Revolution, Characteristics of Neo-Classicism

**Text for detailed study:** Alexander Pope: *The Rape of the Lock*

### **Unit-III**

**Background Topics:** War of Spanish Succession, Tenure of Sir Walpole as Prime Minister, Expansion of British Empire

**Text for detailed study:** Jonathan Swift: *The Battle of the Books*

### **Unit-IV**

**Background Topics:** Poets of Revolt, Poets of Transition, Graveyard Poets

**Texts for detailed study:**

Thomas Gray: *Elegy Written in the Country Churchyard*.

William Blake: *Echoing Green, A Poison Tree, The Angel*

### **Books for Further Reading:**

1. Arthur Compton-Rickett, *A History of English Literature: From Earliest Times to 1916*. (NY, 1960)
2. David Daiches. *A Critical History of English Literature* (Vol. III)
3. Andrew Sanders, *The Short Oxford History of English Literature* (OUP, 1996)
4. A. R. Humphreys, *The Augustan World* (London, 1954)

5. J. Sutherland, *A Preface to Eighteenth Century Poetry*, (Oxford, 1948).
6. P. Rogers, *An Introduction to Pope* (London, 1975)

**M. A. English, Semester - II**  
**MEN2T02: (Core)**  
**Shakespearean Tragi-comedy and Romances**

**Paper Objectives:**

1. To impart knowledge of Shakespeare's Tragi-comedies and Romances in detail.
2. To widen the knowledge of contribution of Various contemporaries of Shakespeare.
3. To acquaint with the Social and Political conditions of England.
4. To enable students to learn old English and help them understand the contribution of Shakespeare's writings.

**Learning Outcomes:**

1. Students will be able to understand the dramatic art of Shakespearean Romances and Tragi-comedies.
2. Students will be able to know to contributions of various dramatists of that age.
3. Students will be able to know the socio-political conditions of the age.
4. Students will be able to know the richness of language of old English and its usage modern English.

**Unit-I**

**Topics for Background:** Introduction to Shakespearean Tragi-comedy and Romances and its characteristics, contribution Beaumont and Fletcher.

**Text for detailed Study:** *The Merchant of Venice*

**Unit-II**

**Topics for Background:** Accession of James – I, Shakespeare's Four Folios, Supernatural Elements in Shakespearean Plays.

**Text for detailed Study:** *The Winter's Tale*

**Unit-III**

**Topics for Background:** Contribution of Shakespeare to the development of Modern English.

**Text for detailed Study:** *Cymbeline*

**Unit-IV**

**Topics for Background:** Jacobean Drama and Theatre, Decline of Drama in Jacobean Age,

**Text for detailed Study:** *The Tempest*

**Books For Further Readings:**

1. Jonathan Bate *The Genius of Shakespeare* Picador 6 June 2008.



2. David Scott *A companion to Shakespeare* Blackwell Publishing Ltd 1999.
3. Park Honan *Shakespeare: A Life* Published Oxford University Press, USA, 2000.
4. Sir Walter Alexander Raleigh, Sir Sidney Lee, and *Shakespeare's England*  
[https://openlibrary.org/books/OL7216241M/Shakespeare%27s\\_England](https://openlibrary.org/books/OL7216241M/Shakespeare%27s_England)
5. Lawrence Danson *Shakespeare's Dramatic Genres* OUP UK (Indian Territory) 2018.
6. Northrop Frye. *A Natural Perspective: The Development of Shakespearean Comedy and Romance* [https://archive.org/details/naturalperspecti0000frye\\_l3e1/page/n7/mode/2up](https://archive.org/details/naturalperspecti0000frye_l3e1/page/n7/mode/2up) 1965.

**M. A. English, Semester - II**  
**MEN2TE03 (A): (Core Elective)**  
**Indian Writing in English — II**

**Paper Objectives:** To understand-

1. Modern and Postmodern phase of Indian English poetry.
2. Feminine sensibility in the post-Independence Indian English fiction.
3. To establish modern Indian English Novelists as makers of new patterns and traditions.
4. Cumulative theatrical tradition evolved by modern Indian play writers prepared the background of contemporary Indian English theatre.

**Learning Outcomes:** Students will-

1. Interpret how the modern or experimental Indian English poetry is part of the process of modernization in which an independent culture emerges.
2. Understand how the post-Independence shift in the attitude towards women has led to their improved status in society.
3. Come across the postcolonial world plagued by neocolonial catastrophe like economic disorder, social malaise, governmental corruption and state repression as shown in the fiction of modern Indian novelists.
4. Find that the Contemporary Indian drama, deviating from classical and European models, is experimental and innovative in terms of thematic and technical qualities.

### Unit-I

**Background Study Topics:** Problem of Refugee after Independence, Introduction of Five-year plan, Indian Constitution and first general elections.

**Texts for Detailed Study**

Nissim Ezekiel: Case Study, Background Casually

Kamala Das: The Freaks, The Looking- Glass,

A.K. Ramanujan: Obituary, Love Poem for Wife I

Arun Kolatkar: From Jejuri -Heart of Ruin, The Priest's Son,

## Unit-II

**Background Study Topics:** Indus Water dispute, Liberation of Goa and Puducherry, Beginning of Naxalite Movement.

**Text for Detailed Study:** Anita Desai: *Clear Light of the Day*

## Unit-III

**Background Study Topics:** Reorganization of North East Act 1971, Shimla Pact, J.P. Movement, Emergency.

**Text for Detailed Study:** Arun Joshi: *A Strange Case of Billy Biswas*

## Unit-IV

**Background Study Topics:** Environment Protection Act 1986, Mandal Commission Report, Economic Liberalization.

**Text for Detailed Study:** Mahesh Dattani: *Bravely Fought the Queen*

### Books for further reading:

1. *Three Indian Poets: Nissim Ezekiel, A.K. Ramanujan, Dom Moraes*. New Delhi, 1991.
2. Angelie Multani (ed.) *Mahesh Dattani's Plays: Critical Perspectives* (Delhi: Pencraft)
3. S. K. Mittal. *Arun Joshi: A Critical Study*, Omega Publication, 2011.
4. A. Das. *Anita Desai: A Critical Study*, Omega Publication, 2011.
5. K. R. Srinivasa Iyengar, *Indian Writing in English* (New Delhi, Sterling Publishers, 2008).
6. Haq, Kaiser (ed). *Contemporary Indian Poetry*, (Columbus: Ohio State University Press, 1990).
7. Makarand Paranjpe, *Indian Poetry in English*, (Madras: Macmillan, 1993)
8. Vandana Bhagdikar. *Fiction of Namita Gokhale: A Critical Study*. Prestige Books International, New Delhi, 2015.

## M. A. English, Semester - II MEN2TE03 (B): (Core Elective) Indian Diasporic Fiction-II

### Paper Objectives:

1. To establish that Diaspora writing occupies a place of great significance regarding bond among countries and cultures.
2. To throw Light on the various reasons of Migration like historical, political, economic including higher education, better prospects and marriage.
3. To make the students realize how strongly the Indian community has shown greater sense of adjustments, adaptability, mobility and accessibility.

### Learning Outcomes:

1. The students will learn characteristic features of the diaspora writings such as quest for identity, uprooting and re-rooting, insider and outsider syndrome, nostalgia and nagging sense of guilt.

2. The learners will explore how Indian Diaspora writings have helped in establishing a strong network connecting the entire globe.
3. The commonality and inclusiveness of India will be seen from a new point of view.

### **Unit-I**

**Background Study Topics:** Homeland Influences, Host land Pressures, Conditions of Expatriation, The Hostland-Homeland Ambiguity,

**Text for Detailed Study;** Salman Rushdie: *Midnight's Children*

### **Unit-II**

**Background Study Topics:** Multicultural Identities, Diaspora and Utopia, Hybridity, Historical Understanding

**Text for Detailed Study:** V. S. Naipaul: *A House for Mr. Biswas*

### **Unit-III**

**Background Study Topics:** Survival of Minority, Structuring their communities and adapting to their host lands, Political Relationships with the Homeland, Questions of Location

**Text for Detailed Study:** Arun Joshi's *The Foreigner*

### **Unit-IV**

**Background Study Topics:** Language and Culture as Diasporic Markers, The Economic Dimension, Displacement, Common notion of "peoplehood".

**Text for Detailed Study:** Kiran Desai: *The Inheritance of Loss*

### **Books for further reading:**

1. Sanjay Palwekar, et.al. *Multiculturalism Dynamics and Challenges*. Authors Press. New Delhi, 2014.
2. Sanjay Palwekar. *Human Rights and Literature*. Authors Press. New Delhi, 2019.
3. Priya D. Wanjari and Urmila Dabir. *Diaspora in the Novels of Jhumpa Lahiri, Amitav Ghosh and Salman Rushdie*. Dattsons, Nagpur.
4. M. K. Gautam. *Indian Diaspora: Ethnicity and Diasporic Identity*
5. Devesh Kapur. *Diaspora, Development and Democracy: The Domestic Impact of International Migration from India*
6. Jasbir Jain. *Writers of Indian Diaspora*. Jaipur: Rawat, 1998.
7. Somdutt Mandal, *The Diasporic Imagination: Asian-American Writing* Volume 3, New Delhi.
8. P Shailaja & T Vinoda, *The Expatriate: Indian writing in English* Volume 1, 2 & 3, New Delhi.
9. Vijay Mishra: *The Literature of Indian Diaspora: Theorizing the Indian Imagery*, Routledge.

**M. A. English, Semester - II**  
**MEN2TE03 (C): (Core Elective)**  
**English Drama II**

**Paper Objectives:**

1. To study dramatist coming in the category of social reformers.
2. To understand the mood of anger effectively epitomized through 'Angry Young Man' characters.
3. To understand the attempts to revive the poetic drama.
4. To bring our implementation of philosophical thoughts which were Absurd and existential.

**Learning Outcomes:**

1. Students will learn about moral and social order in contemporary life through bold criticism in problem plays.
2. Students will learn about dramatists who vociferously protested prevalent social institutions.
3. Students will come to know about dramatists who were shaping force of poetic drama in the literature of twentieth century.
4. Students will understand how the theatre of absurd envisaged a radical departure from all kinds of conventional drama.

**Unit-I**

**Topics for Background:** The Problem Play, Contribution of Oscar Wilde, John Galsworthy.

**Text for detailed Study:** Shaw – *Arms and the Man*

**Unit-II**

**Topics for Background:** The Abbey Theatre, W. B. Yeats, Kitchen Sink Drama, Angry Young Man Characters in Drama.

**Text for detailed Study:** Osborne – *Look Back in Anger*

**Unit-III**

**Topics for Background:** The revival of poetic drama, Christopher Fry, Drawing Room Plays, Alan Ayckborn.

**Text for detailed Study:** T.S. Eliot – *The Cocktail Party*

**Unit-IV**

**Topics for Background:** The Theatre of Absurd, Existentialism, Myth of Sisyphus.

**Text for detailed Study:** Samuel Beckett – *Waiting for Godot*

**Books For Further Reading:**

1. David Daiches: *A Critical History of English Literature (Vol. IV)*
2. Andrew Sanders: *The Short Oxford History of English Literature* (OUP, 1996)
3. Albert Camus: *Myth of Sisyphus*.
4. Martin Esslin: *The Theatre of Absurd*

**M. A. English, Semester - II**  
**MEN2TE03 (D): (Core Elective)**  
**European Fiction and Drama**

**Paper Objectives:**

1. To introduce the epic of Homer and Virgil, Tragic Drama under Aeschylus, Sophocles and Euripides and comedy under Aristophanes and Plautus.
2. To make the students familiar with existentialist philosophers and creative writers.

**Learning Outcomes:**

1. Students will be able to understand the contribution of classical texts.
2. Students will learn the characteristics of classical literature.
3. Students will learn about the existentialist philosophy.
4. Students will understand the influence of the WW-I and WW-II on European fiction and drama

**Unit-I**

**Background topics:** Classical tragedy, Contribution of Aeschylus and Euripides

**Text for detailed study:** Homer: *Odyssey*: Book IX – XII

**Unit-II**

**Background topics:** Classical epics, characteristics of epic, contribution of Virgil

**Texts for detailed study:** Sophocles *Oedipus Rex*

**Unit-III**

**Background topics:** Existentialism, Alienation, Identity

**Text for detailed study:** Albert Camus: *The Stranger*

**Unit-IV**

**Background topics:** Contribution of Soren Kierkegaard, Martin Heidegger, and Jean Paul Sartre

**Text for detailed study:** Kafka: *Metamorphosis*

**Books for further reading:**

1. H. J. Rose: *Handbook of Greek Literature*. London: Methuen & Co. Ltd., 1965.
2. Michelin, Stephen: *Historical Dictionary of Existentialism*.
3. George Steiner. *Death of Tragedy* (Chapter 'On Modern Tragedy')
4. Raymond Williams. *Tragedy and Revolution*
5. Martin Esslin. *Theatre of the Absurd*

**M. A. English, Semester - II**  
**MEN2TO04 (A): (Open Elective)**  
**The English Novel II**

**Paper Objectives:** To Trace-

1. Varied moods of Victorian novelists and Victorian form of novel.
2. Progress that women Novelists made from Elizabethan to the Victorian Age.
3. Different schools of fiction, different types of novels, different techniques of plot construction and characterization in Modern English Novel.

**Learning Outcomes:** Students will understand-

1. The difference in the themes and techniques of Victorian and Modern Novels from earlier novels.
2. The positive change in the status of women as compared to the earlier times, as reflected in the themes of the novels that women have written.
3. The social problems of England during the Victorian and Modern age that found passionate exponent in the novel of those times.

**Unit-I**

**Topics for Background Study:** Contribution of Charles Dickens, Charlotte Bronte, George Eliot

**Text for Detailed Study:** Emily Bronte: *Wuthering Heights*

**Unit-II**

**Topics for Background Study:** Contribution of George Meredith, Henry James, John Watson

**Text for Detailed Study:** Thomas Hardy: *Far from the Madding Crowd*

**Unit-III**

**Topics for Background Study:** The Bloomsbury Group, Contribution of James Joyce, Virginia Woolf

**Text for Detailed Study:** Henry James: *The Portrait of a Lady*

**Unit-IV**

**Topics for Background Study:** Cultural Hypocrisy, Political Fiction, Dystopian Novel

**Text for Detailed Study:** William Golding: *Lord of the Flies*

**Books for further reading:**

1. A Friedman. *The Turn of the Novel* (New York 1966).
2. Boris Ford (ed.) *From James to Eliot* (New Pelican Guide to Eng. Lit, vol. 7).
3. R Ellman. *James Joyce* (London, 1984).
4. A Burgess. *The Novel Now* (London, 1967)
5. B Bergonzi. *The Situation of the Novel* (London, 1970)

**M. A. English, Semester - II**  
**MEN2TO04 (B): (Open Elective)**  
**Comparative Literature**

**Paper Objectives:** To introduce students to-

1. The theories of translation.
2. The literary movements during the Romanticism in different literatures.
3. The classics in English or English translation by means of analogy and parallel studies.

**Learning Outcomes:** Students will understand-

1. The concepts, approaches, problem of the study of comparative literature.
2. The variant approaches towards life in modern world.
3. The approach of poets from different social backgrounds.

**Unit-I**

**Topics for Background Study:** General Literature, World Literature, Methodology the Study of Genres, Major genres in world literature, generic classifications. Theory of Genres.

**Topics for Detailed Study:** What is comparative literature? Different Definitions of Comparative literature, Theories of Comparison, the scope and relevance of the subject in Indian context. The study of translation; Theory; adaptation; abridgement; literal vs. Literary reading; literature and other disciplines; literature and ideas.

**Unit-II**

**Topics for Background Study:** Rousseau, French Revolution, Romantic Humanism, American Transcendentalism

**Texts for Detailed Study:** The poets: Shelley and Balkavi; The Poets: Wordsworth and Keshavsut

**Unit-III**

**Topics for Background:** Darwin, Freud, Nietzsche, Industrialization

**Texts for detailed study: (Modernism):** The poets T Eliot and B. S. Mardhekar

**Unit-IV**

**Topics for Background:** Harlem Renaissance, World War II, Dalit Renaissance, Self-narrative, Autobiography, Cultural Politics

**Texts for Detailed Study:** Claude Brown's *Manchild in the Promised Land* and Laxman Gaikwad's *The Branded*

**Books for further reading:**

1. S S Praver, *Comparative Literary Studies: An Introduction*
2. Henry Gifford, *Comparative Literature*
3. Sisir Kumar Das, *Comparative Literature: Theory and Practice*
4. Chandra Mohan (ed) *Aspects of Comparative Literature* (New Delhi, 1989)
5. M. H. Abrams, *The Mirror and the Lamp*

**M. A. English, Semester - II**  
**MEN2TO04 (C): (Open Elective)**  
**English Grammar and Communication-II**

**Objectives of the paper:**

1. To construct and synthesize statements using the acquired skills.
2. To exhibit verbal and non-verbal communication in representing and describing.
3. To prepare students to be effective professional communicators.
4. To develop the communication skills and soft skills of the students.
5. To enhance the ability of the students to participate in group discussions and personal interviews.

**Learning Outcomes:** Learners will be able to-

1. Give English language skill practice to them to enhance their English proficiency.
2. Learn how to get simulated real-life situations in the classroom to practice real English dialogues and speeches to gain English language fluency.
3. Become autonomous and self-directed English language learners.
4. Understand importance of professional attire in corporate environment.

**Unit-I**

**Topics for Background:** Regular and Irregular Verbs, Prefix and Suffix – Formation of Words.

**Contents for Detail Studies:** Sentence Structure and analysis, Active and Passive Voice

**Unit-II**

**Topics for Background:** Question Framing, Question Tag

**Contents for Detail Studies:** Conditionals, Direct & Indirect Speech

**Unit-III**

**Topics for Background:** Body Language, Gestures and Speaking Skills.

**Contents for Detail Studies:** Speaking about cooking, Speaking about weather, Speaking at bank, Speaking on the phone

**Unit-IV**

**Topics for Background:** Spotting the Error, Participles, Gerund, Infinitives

**Contents for Detail Studies:** Writing formal and informal emails, Writing about visit to some place, Writing a story

**Reference Books:**

1. Ronald Carter & Michael McCarthy. *Cambridge Grammar of English: A comprehensive Guide Spoken and Written English Grammar and Usage*. Cambridge University Press, 2019.
2. How to Write and Speak Better. Readers Digest Association Limited. 2007.
3. Oxford Phrasal Verbs. Oxford University Press, 2021.



4. Cambridge Idioms Dictionary. Cambridge University Press, 2018.
5. N. Krishnaswamy and Lalitha Krishnaswamy, Teaching English Approaches, Methods, and Techniques. Chennai: Macmillan, 2005.
6. <https://preply.com/en/blog/how-to-use-english-articles/>
7. <https://rogeriofvieira.com/wp-content/uploads/2016/09/BCA-123-Basic-English.pdf>

**M. A. English, Semester - II**  
**MEN2TO04 (D): (Core Elective)**  
**Creative Writing**

**Paper Objectives:**

1. To make the students understand and learn the different forms of creative writing.
2. To actually develop skill sets in students to enable them to do creative writing.
3. To empower students with modern creative writing skills for enhancing employability skills or making them self-employable.

**Learning Outcomes:**

1. To develop personal creativity in writing.
2. Describe various written forms and discover the creative flow.
3. Demonstrate your personality in your writing.
4. Compare and contrast writing a fiction versus non-fiction writing.

**Unit-I**

Understanding Literary Genres: Basic Elements of Poetry, Play, Fiction and Essay

**Unit-II**

Writing Poetry and Play.

**Unit-III**

Writing Fiction and Essay

**Unit-IV**

Writing articles for newspapers, blogs, or journals.

**Recommended Books:**

1. Becoming a Writer by Dorothea Brande.
2. *On Becoming a Novelist* by John Gardner.
3. The Creative Writing Coursebook: Forty-Five Authors Share Advice and Exercises for Fiction and Poetry by Julia Bell.
4. The Cambridge Companion to Creative Writing South Asian Edition by Morley.
5. How to Write Best Selling Fiction by Dean R. Koontz.
6. Save the Cat by Blake Snyder.
7. How to do Biography – A Primer by Nigel Hamilton.

**Audit Course**  
**Semester – II**  
**MEN2AC06 – Constitutional Values**

**Objectives:**

1. To make the students aware of their constitutional Values.
2. To make the students aware of their fundamental Rights.
3. To make the students aware of their fundamental Duties.

**Unit-I**

Outline and Brief History of Indian Constitution, Salient features of Indian Constitution

**Unit-II**

Preamble; Fundamental Rights, Fundamental Duties and Directive Principles of State Policy

**Recommended Books:**

1. D. D. Basu (2021): *Introduction to Constitution of India*, Lexis Nexies, New Delhi.
2. Baruah, Aparijita (2006). *Preamble of the Constitution of India: An Insight and Comparison with Other Constitutions*. New Delhi: Deep & Deep. p. 177. ISBN 978-81-7629-996-1. Retrieved 12 November 2016.
3. Constitution of India-Part III Fundamental Rights.
4. Government of India vs. George Philip, 16 November, 2006
5. Sinha, Savita; Das, Supta; Rashmi, Neeraja (2005), *Social Science – Part II Textbook for Class IX*, New Delhi: National Council of Educational Research and Training, India, ISBN 81-7450-351-X.
6. Maneka Gandhi v. Union of India; AIR 1978 S.C. 597, (1978).

**M. A. English, Semester - III**  
**MEN3T01: (Core)**  
**Literary Criticism and Theory - I**

**Paper Objectives:**

1. To explain the concept of tragedy and the structure of play established by the great thinkers.
2. To bring out the role of emotions in the practice of writing, oratory and reading.
3. To introduce the students to the theory of poetry as established by the great romantics.
4. To discuss Victorian criticism and other movements in painting and poetry.
5. To discuss the concept of intertextuality.

**Learning Outcomes:**

1. The students will be able to understand the concept of tragedy and the structure of play propounded by the great thinkers.
2. The students will be able to understand the ideas of critical theories established by the Romantics.
3. The students will be able to understand the vision of life changed after World-Wars in the western part of the world.
4. The students will understand the relationship between the text, author and the reader.

**Unit-I**

**Topics for Background:** Classical Tragedy, Classical Epic, Horace and Rhetoric, Plato's *Republic*

**Texts for detailed Study:** Aristotle: *Poetics*

**Unit-II**

**Topics for Background:** An Apology for Poetry by Sidney, An Essay of Dramatic Poesy by Dryden  
Negative Capability

**Text for detailed study:** 1. William Wordsworth: Preface to the Lyrical Ballads (1802); 2. Samuel T. Coleridge: *from* Chapters 4, 13, 14

**Unit-III**

**Topics for Background:** Aesthetic Movement, Archetypal Criticism, Expressionism, Imagism

**Texts for Detailed Study:** Mathew Arnold: The Function of Criticism at the Present Time

**Unit-IV**

**Topics for Background:** Formalism, New Criticism, Reader Response Theory.

**Text for Detailed Study:** T. S. Eliot: Tradition and the Individual Talent

**Books recommended for further reading:**

1. M. H. Abrams, *The Mirror and the Lamp: Romantic Theory and the Critical Tradition* (New York, 1953).
2. David Lodge, (ed.). *Modern Criticism and Theory—A Reader* (Pearson, 2005).
3. Leitch, Vincet. B, (ed. ). *The Norton Anthology of Theory and Criticism*. W.W. Norton and Co. New York, 2001.

4. S. D. Palwekar. *Literature and Environment: A Select Study of British, American and Indian Writings*, Lambert Academic Publishing, Germany, 2012

**M. A. English, Semester - III**  
**MEN3T02: (Core)**  
**Shakespearean Tragedies**

**Paper Objectives:**

1. To impart students the knowledge of background to the age of Shakespeare.
2. To study in detail the tragedies of Shakespeare.
3. To acquaint with various criticism on Shakespeare's dramas by eminent critics.
4. To compare the adaptation of Shakespearean dramas into movies.

**Learning Outcomes:**

1. The students will come to know about the social, political conditions in the Age of Shakespeare.
2. Students will be able to analyse Shakespearean tragedy in detail.
3. Students will be able to reflect on Shakespearean tragedies by the knowledge of criticism.
4. Students will be able to analyse and interpret the adaptation of Shakespearean dramas into movies.

**Unit-I**

**Topics for Background:** Classical Tragedy, Characteristics of Shakespearean Tragedy, T. S. Eliot's- *Hamlet and His Problem*, Tom Stoppard's *Rosencrantz and Guildenstern are dead*.

**Text for detailed Study:** *Hamlet*

**Unit-II**

**Topics for Background:** Outbreak of Plague in the sixteenth Century, Defeat of Spanish Armada and *Romeo and Juliet*.

**Text for detailed Study:** *Othello*

**Unit-III**

**Topics for Background:** A.C. Bradley's *Shakespearean Tragedy* (1904), Dr. Johnson's *Preface to Shakespeare*, V. V. Shirwadkar's *Natsamrat*.

**Text for detailed Study:** *King Lear*

**Unit-IV**

**Topics for Background:** Film adaptation by Vishal Bhardwaj's *Omkara*, *Maqbool*, *Haider*

**Text for detailed Study:** *Macbeth*

**Books For Further Readings:**

1. T. S. Eliot, *Hamlet and his Problem*, *The Sacred Wood*, 1921. Published by Bartleby.com online July 1996, <https://www.bartleby.com/200/sw9.html>
2. A. C. Bradley's *Shakespearean Tragedy*, Project Gutenberg

<https://www.gutenberg.org/files/16966/16966-h/16966-h.htm>

3. Samuel Johnson *Preface to Shakespeare* Project Gutenberg,  
<https://www.gutenberg.org/cache/epub/5429/pg5429.txt>
4. V. V. Shirwadkar *Natsamrat*, Popular Prakashan, 1970.
5. Charles Lamb, *On the Tragedies of Shakespeare Considered with Reference to Their Fitness for Stage Representation*, *English Essays: Sidney to Macaulay*. Vol. XXVII. The Harvard
6. Classics. New York: P.F. Collier & Son, 1909–14; Bartleby.com, 2001. [www.bartleby.com/27/](http://www.bartleby.com/27/).  
<https://www.bartleby.com/27/21.html>

**M. A. English, Semester - III**  
**MEN3TE03 (A): (Open Elective)**  
**Nineteenth Century American Literature**

**Paper Objectives:**

1. To explain the sense of intuition.
2. To foster the sense of equality of all.
3. To define the limitations of science and technology.
4. To underline human limitation

**Learning Outcomes:**

1. Students are familiarized with American Transcendentalism which explains the importance of Oneness of All.
2. Students will understand the spirit of equality and also the aspect of life-death- immortality and the presence of eternity.
3. The students will be able to examine the resurgence of American consciousness centered upon the everlasting battle between good and evil.
4. Students will understand the issues of individualism and its monomania.

**Unit-I (Prose)**

**Topics for Background:** The age of Romanticism, Intuition, Rationalism, Self-reliance, Transcendentalism, Naturalism

**Texts for Detail Study:** 1. Emerson, “Self-Reliance”; 2. Thoreau (Selection from *Walden*) “Where I lived and What I lived for”

**Unit-II (Poetry):**

**Topics for Background:** The Age of Realism, Civil War, Thirteenth amendment to the Constitution, Fourteenth Amendment to the Constitution, Metaphysics, Immortality

**Texts for Detailed Study:** 1. Walt Whitman (From *Song of Myself*) No. 16, 17, 18, 20, 21, 22, 24, 30, 32  
2. Emily Dickinson, Song Nos. 712, 1100, 1732

### **Unit-III (Short Stories):**

**Topics for Background:** Christianity, American Puritanism, Problem of Evil, Original Sin, Calvinism, Symbolism

**Texts for Detailed Study:** N. Hawthorne: *The Birthmark*, Rappaccini's Daughter

### **Unit-IV (Fiction):**

**Topics for Background:** American Romanticism, Melville Revival, Nautical fiction, Mystery of Evil, Perfectionism, Ego

**Text for Detailed Study:** Melville: *Moby Dick*

### **Books for further reading:**

1. Cunliffe, Marcus. *American Literature to 1900* (Sphere Reference)
2. Matthiessen, F.O. *American Renaissance*
3. McMichel, George. *Concise Anthology of American Literature*. (2<sup>nd</sup> Ed.)
4. Spiller, Robert. *Literary History of the United States*. (Amerind Publishing Co.)

## **M. A. English, Semester - III**

### **MEN3TE03 (B): (Open Elective)**

### **Cultural Studies-I**

#### **Paper Objectives:**

1. Analyze and explain major theories that both influenced and came out of Cultural Studies and its approach to 'high' and 'popular' culture.
2. Apply one or more concepts of cultural studies to unique research problems.
3. Demonstrate the practicality of cultural studies theory to new situations and practices relevant to the everyday experience of students.

#### **Learning Outcomes:**

1. Students will discover the contours of Cultural Studies as a field of inquiry, situating their learning within explorations of the disciplinary and historical contexts of the field.
2. Students will learn to use interdisciplinary critical perspectives to examine the diverse and sometimes contested meanings of cultural objects and processes, establishing a basic knowledge of the theoretical paradigms of Cultural Studies.

### **Unit-I**

**Background Study Topics:** Matthew Arnold's 'Culture and Anarchy', 'Centre for Contemporary Cultural Studies (Birmingham)', Claude Levi-Strauss and Myths

**Texts for Detailed Study:** Raymond Williams: *The Analysis of Culture*

### **Unit-II**

**Background Study Topics:** Antonio Gramsci and hegemony, Louis Althusser *Ideological state Apparates*

**Texts for Detailed Study:** Theodore Adorno: Culture Industry.

### **Unit-III**

**Background Study Topics:** Body masculinity studies, gynocriticism, Queer theory

**Texts for Detailed Study:** Frederic Jameson: 'Réification and Utopia in Mass Culture

### **Unit-IV**

**Background Study Topics: Popular Culture, Race, Gender**

**Texts for Detailed Study:** Simon de Beauvoir: *Second Sex*

#### **Books for further reading:**

1. Barker, Chris. *Cultural Studies: Theory and Practice* 3rd ed. Los Angeles: Sage, 2008.
2. During, Simon. *The Cultural Studies Reader*. New York: Routledge, 2007.
3. Milner, Andrew & Jeff Browitt. *Contemporary Cultural Theory: An Introduction*. London: Routledge, 2006.
4. Malpas, Simon and Paul Wake (eds). *The Routledge Companion to Critical and Cultural Theory*, Special Indian Edition, 2017.
5. Nayar, Pramod, *An Introduction to Cultural Studies*. Viva books, New Delhi, 2017.
6. Banerjee, Prantik. *Cultural Studies: Text and Contexts*. Dattsons, Nagpur, 2021.

### **M. A. English, Semester - III**

**MEN3TE03 (C): (Open Elective)**

### **Trauma Studies and Literature**

**Course Objectives :** The course seeks to equip students to-

1. Understand the major theoreticians and their theories of trauma, and learn the interdisciplinary nature of this relatively new area in literary studies.
2. Apply the concepts of Trauma Studies to the interpretation of literary texts and thereby enhance their understanding of historical, thematic and structural elements.
3. Employ Trauma Studies as a theoretical framework in research.

#### **Learning Outcomes:**

1. Students will discover the contours of Trauma Studies as a field of inquiry, situating their learning within explorations of the disciplinary and historical contexts of the field.
2. Students will learn to use interdisciplinary critical perspectives to examine the diverse and sometimes contested meanings of literary texts and their relationship with trauma.
3. Students will develop rich analytical skills and acquire new methodological tools, applying these in emerging areas of research.

### **Unit-I (Trauma and the Literature of War)**

**Background Topics:** Freud and trauma, Cathy Caruth, Post traumatic stress disorder (PTSD), Holocaust literature, Claude Lanzman's *Shoah*

**Texts for Detailed Study:** Joseph Heller: *Catch-22*

**Unit-II (Trauma and the Literature of Partition)**

**Background Topics:** Partition novel, Dominick La Capra and historical trauma, trauma memory, women and trauma testimonies

**Texts for Detailed Study:** Khushwant Singh: *Train to Pakistan*

**Unit-III (Trauma and the Literature of 9/11)**

**Background Topics:** Jean Baudrillard, simulacra and hyperreality, “Portraits of Grief”, Art Spiegelman’s *In the Shadow of No Towers*, Slavoj Zizek’s *Welcome to the Desert of the Real*

**Texts for Detailed Study:** Mohsin Hamid: *The Reluctant Fundamentalist*

**Unit-IV (Trauma, Ecological Disaster and Literature)**

**Background Topics:** Apocalyptic fiction, ecocriticism, Amitav Ghosh’s *The Great Derangement*, toxic stress

**Texts for Detailed Study:** Cormac McCarthy: *The Road*

**Reference Books for further reading:**

1. Bloom, Harold. *Bloom’s Modern Critical Views: Margaret Atwood*, New York: InfoBase Publishing, 2009.
2. Caruth, Cathy. *Trauma: Explorations in Memory*, USA: John Hopkins University Press, 1995.
3. -----, *Unclaimed Experience: Trauma, Narrative and History*, USA: John Hopkins University Press, 1996.
4. Foucault, Michel. *Technologies of the Self: A Seminar with Michel Foucault*, ed. Luther H. Martin, Huck Gutman, and Patrick H. Hutton, USA: Amherst, University of Massachusetts Press, 1988.
5. Felman, Shoshana. *The Juridical Unconscious: Trials and Traumas in the Twentieth Century*, England: Harvard University Press, 2002.
6. Felman, Shoshana and DoriLaub, Marder, Elissa. *Trauma and Literary Studies: Some “Enabling Questions”*, *Reading On, 11*. USA: Emory University, 2006.
7. Vickroy, Laurie. *Trauma and Survival in the Contemporary Fiction*. USA: University of Virginia Press. 2005
8. Wanjari, Priya & Sheikh Neehal. *Encountering Trauma Through Literature*. Dattsons, Nagpur, 2021.



**M. A. English, Semester - III**  
**MEN3TE03 (D): (Open Elective)**  
**Postcolonialism and Literature- I**

**Paper Objectives:**

1. To introduce postcolonial literature by covering a comprehensive array of historical and political topics.
2. To examine historical framework with focus on postcolonial period of high imperialism and counter narratives that emerged.
3. To trace the process of decolonization and explore the identity crisis of postcolonial countries.

**Learning Outcomes:**

1. Students will understand that the people who were once colonized by the language are rapidly remaking and domesticating it.
2. Students will understand seismic shift in the relationship between erstwhile first and third worlds, the colonizer and colonized.
3. Students will understand how intellectual history has always been intertwined with cultural practices.

**Unit-I**

**Background Study:** Frantz Fanon, *The Wretched of the Earth*, *Black Skins White masks*, *Negritude*, Anti-colonial discourse of Fanon

**Text for detailed study:** Chinua Achebe: *Things Fall Apart*

**Unit-II**

**Background Study:** Edward Said, *Orientalism*, Eurocentrism, the East as the Female Other, Myths about the "Orient"

**Text for detailed study:** Rudyard Kipling: *Kim*

**Unit-III**

**Background Study:** Homi Bhabha, *The Nation and Narration*, Liminality, Mime and mimicry, hybridity

**Text for detailed study:** Amitav Ghosh: *The Shadow Lines*

**Unit-IV**

**Background Study:** Gayatri Chakravarty Spivak, "Can the Subaltern Speak?" Feminism, Postcolonialism, Subaltern Studies

**Text for Detailed study:** Mahashveta Devi: *Breast Stories*

**Books Recommended:**

1. Bill Ashcroft, Gareth Griffiths, Helen Tiffin (Ed.) *The Postcolonial Studies Reader* (London, Routledge, 1995)

2. AniaLoomba. *Colonialism/ Postcolonialism*
3. Leela Gandhi: *Postcolonial Theory: A Critical Introduction*
4. Frantz Fanon. *The Wretched of the Earth* and *Black Skins White Masks*
5. Pramod K. Nayar. *Frantz Fanon* (Routledge Critical Thinkers)
6. Homi K. Bhabha. *Nation and Narration* and *The Location of Culture*
7. Bill Ashcroft, Gareth Griffiths and Helen Tiffin. *The Empire Writes Back*
8. Gayatri Chakravarty Spivak: *In Other Worlds*
9. Gayatri Spivak (Author), Donna Landry (Editor), Gerald MacLean (Editor) *The Spivak Reader: Selected Works of Gayati Chakravorty Spivak*

**M. A. English, Semester - III**  
**MEN3TO04 (A): (Open Elective)**  
**Romantic and Victorian Poetry**

**Paper Objectives:**

1. To introduce the students to the tone and theme of romantic poetry and the note of individuality in Victorian Poetry.
2. To bring out the significant features of Romantic and Victorian Poetry.
3. To recall historical and social events of romantic period and Victorian Age.
4. To trace the influence of the spirit of romanticism in Victorian poetry.
5. To find our optimism and note of revolt in Romantic and Victorian Poetry.

**Learning Outcomes:**

1. Students will be able to establish relationship between humanity and nature, literature and social life.
2. Students will develop an understanding of poetic genius through identification of different forms of poetry like ode, lyric, sonnet, dramatic monologue and Elegy.
3. The students will be able to analyzing the underling meaning of romantic poetry by relating it to real life.
4. Students will be able to trace rationality and reason in Victorian poetry.

**Unit-I**

**Topics for Background Study:** Contribution of William Blake and Robert Burns to Romantic Poetry, Impact of French Revolution on Romantic Poetry, Pantheism

**Texts for detailed Study:** 1. William Wordsworth: French Revolution, Tintern Abbey; 2. Samuel Coleridge: Kubla Khan, Christable Part I

## Unit II

**Topics for Background Study:** Laissez Faire, Utilitarianism, Chartist Movement, Reform Bill of 1832

**Texts for detailed Study:** 1. Percy Shelley: Ode to the West Wind, To a Skylark; 2. John Keats: Ode on a Grecian Urn, Ode on Melancholy

## Unit III

**Topics for Background Study:** Pessimistic Poets of the age (Arthur Clough, James Thomson and Edward Fitz-Gerald), Reform Bill of 1867, the Oxford movement.

**Texts for detailed Study:** 1. Alfred Tennyson: The Lotus Eaters, Ulysses; 2. Robert Browning: The Last Ride Together

## Unit-IV

**Topics for Background Study:** Pre-Raphaelite School of Poetry Sandon's Act of 1876, Reform Bill of 1884, Contribution of Elizabeth Barret Browning

**Texts for detailed Study:** 1. Mathew Arnold: The Scholar Gypsy; 2. D. G. Rossetti: The Blessed Damozel

### Books for Further Reading:

1. Arthur Compton-Rickett, *A History of English Literature: From Earliest Times to 1916*. (NY, 1960).
2. David Daiches. *A Critical History of English Literature* (Vol. IV)
3. Andrew Sanders, *The Short Oxford History of English Literature* (OUP, 1996)
4. Joseph Bristov (ed.) *The Cambridge Companion to Victorian Poetry* (2000)

## M. A. English, Semester - III MEN3TO04 (B): (Open Elective)

### Dalit Literature-I

#### Paper Objectives:

1. Learning the base of Dalit writings.
2. To explain human culture in Dalit writings.
3. To explain commitment in Dalit writers.
4. To explain the aesthetics of Dalit Literature.

#### Learning Outcomes:

1. Students are oriented towards theorizing the rise of Dalit Literature and its concern with humanism.
2. Will understand the importance of this genre for a future of humanity.
3. Students will be made aware of their responsibilities and commitment towards society through literary articulation.
4. The students will acquire better understanding of Dalit Aesthetics.

### Unit-I

**Topics for Background:** Literature of conviction. Ambedkarvad, Little magazine movement, Art for Life's Sake, Dalit Panther, Art for Art's Sake.

**Text for detailed study:** Arjun Dangle: Dalit Literature: Past, Present and Future

### Unit-II

**Topics for Background:** Buddhism, Brahmanism, Hinduism, Blue-Revolution, Shudras, Voltaire

**Text for detailed study:** 1. Sharatchandra Muktibodh: What is Dalit Literature? 2. Baburao Bagul: Dalit Literature is But Human Literature

### Unit-III

**Topics for Background:** Asmitadarsh, Milind Literary Society, Dalits, Romantics, Little Magazine

**Text for detailed study:** M. N. Wankhede: The Day of Irresponsible Writer is Over

### Unit-IV

**Topics for Background:** Ambedkarvad, Black Literature, Buddhism, Harijan, Humanism, Liberalism

**Texts for detailed study:** Sharad Kumar Limbale. "The Aesthetics of Dalit Literature" (Chapter-7). (Trans by Alok Mukherji) Hyderabad: Orient Longman

#### Books for further Reading:

1. Eleanor Zelliot. *Ambedkar's World: The Making of Babasaheb and the Dalit Movement* (New Delhi: Navayana, 2004)
2. Malkani NR. *Clean People & Unclean Country* (Delhi: Harijan Sevak Sangh, 1965)
3. Ouwerkerk, Louise. *The Untouchables and India* (London: OUP, 1945)
4. Alexander Robertson. *The Mahar Folk* (Calcutta: YCMOU & OUP. 1938)
5. R J Bongle. *Perspectives on Ambedkarism* (Nagpur; People's Publication)
6. G S Ghurye. *Caste & Class in India*. Bombay: Popular Prakashan
7. Barbara Harlow. *Resistance Literature*. New York: Methuen, 1987.

### M. A. English, Semester - III

MEN3TO04 (C): (Open Elective)

### English Grammar and Communication-III

#### Objectives of the paper:

1. To engage the learners in the pragmatic and functional use of language.
2. Develop their intellectual, personal and professional abilities.
3. Acquire the linguistic competence necessarily required in various life situations.
4. To prepare students to be effective communicators during higher education and at work.

#### Learning Outcomes: Learners will be able to-

1. Acquire the linguistic bases that enable them to present and explain concepts and issues.
2. Students will improve their speaking ability in English both in terms of fluency and comprehensibility.

3. Become autonomous and self-directed English language learners.

### **Unit-I**

**Topic for Background :** Degree of Comparison

**Topic for Detailed Studies:** Writing Resume/Curriculum Vitae; Preparing for the Interview; Conducting Meeting

### **Unit-II**

**Topic for Background :** Interchange of Simple, Compound and Complex Sentences

**Topics for Detailed Studies:** Writing Notice for Meeting; Agenda; Meeting Minutes; Preparing Power Point Presentation,

### **Unit-III**

**Topics for Background:** Auxiliaries and Modals

**Topic for Detailed Studies:** Usage of Idioms (at least 15); Usage of Phrasal Verbs (at least 15); Report Writing

### **Unit-IV**

**Topics for Background :** Synonyms, Antonyms, One Word Substitution

**Topics for Detailed Studies:** Processes of Academic Writing; Mechanics of Writing

### **Reference Books:**

1. Ronald Carter & Michael McCarthy. *Cambridge Grammar of English: A comprehensive Guide Spoken and Written English Grammar and Usage*. Cambridge University Press, 2019.
2. How to Write and Speak Better. Readers Digest Association Limited. 2007.
3. Oxford Phrasal Verbs. Oxford University Press, 2021.
4. Cambridge Idioms Dictionary. Cambridge University Press, 2018.
5. N. Krishnaswamy and Lalitha Krishnaswamy, Teaching English Approaches, Methods, and Techniques. Chennai: Macmillan, 2005.
6. Urmila Rai & S. M. Rai, Business Communication, Himalaya Publishing House, New Delhi, 1999.
7. R. C. Sharma & Krishan Mohan, Business Correspondence and Report Writing, Tata McGraw-Hill Publishing Company Ltd., New Delhi, 1994.

**M. A. English, Semester - III**  
**MEN3TO04 (D): (Open Elective)**  
**Travel Writing**

**Paper Objectives:** To understand-

1. The genre of travel literature through critical readings of travel works from diverse cultures of both the East and the West.
2. The way the genre has evolved from the medieval to the contemporary and how every travel narrative as a discourse is impacted by the socio-cultural condition of its production.
3. How to place Indian travel writings in a global context.

**Outcome:**

1. The student will display an awareness of the evolution of travel writing, its distinctive features, and to distinguish between its various forms.
2. Through the readings students are expected to develop an appreciation of the aesthetics of the genre and its traditions, the points of continuities and departures.
3. The student shall develop a conscious understanding of the various nuances of the author's subjectivity and perceptions that colour the narrative on place.

**Unit-I**

**Background Study Topics:** The emergence of travel writing as a genre, The discourse of travel writing and the beginnings of 'Orientalism', the binary of 'the self and the other'

**Text for detail Study:** Joseph Conrad; *Heart of Darkness*

**Unit-II**

**Background Study Topics:** Sight-seeing - record of personal realization and transformations - attempts to know new people and places - the prejudices of the author

**Text for detailed Study:** E. M. Foster- *Passage to India*

**Unit-III**

**Background Study Topics:** Postcolonial travel narratives from India, Unique cultural variety and richness, Indians abroad – attempts to narrate places without colonial burden.

**Text for detailed Study:** Nirad C. Chaudhary; *Passage to England*

**Unit-IV**

**Background Study Topics:** Travel writing in the era of globalization, Travel in 'the Petrol Age' and the age of technology - globetrotters vs. armchair travellers.

**Text for detailed Study:** Kira Salak: *The White Mary*

**Recommended Reading:**

1. Youngs, Tim. The Cambridge Introduction to Travel Writing. Cambridge: Cambridge University Press, 2013

2. Gupta, Ashish. Writings and Travelogues of William Dalrymple: A Critique. Dattsons Publishers, 2022.
3. Hulme, Peter, and Tim Youngs, eds. The Cambridge Companion to Travel Writing. London: Cambridge University Press, 2002.
4. Pratt, Mary Louise. Imperial Eyes: Travel Writing and Transculturation. London: Routledge, 1992.
5. Korte, Barbara. English Travel Writing: from Pilgrimages to Post-Colonial Explorations. Great Britain: Macmillan Press Ltd., U.S.A: St. Martin's Press, INC., 2000.
6. Mills, Sara. Discourses of Difference: An Analysis of Women's Travel Writing and Colonialism. London: Routledge.

**M. A. English, Semester - III**  
**MEN3TO04 (E): (Open Elective)**  
**Film Studies**

**Paper Objectives:**

1. To deal with Filmography i. e. the origins and history of films as a genre from its beginnings to its development introducing students to major directors.
2. To introduce major concepts in Cinema.
3. To have a brief overview of Indian Cinema from Dadasaheb Phalke to 'Art cinema' and Bollywood mainstream cinema.

**Learning Outcomes:**

1. Students will be familiarized with a few landmark Indian and Western Directors.
2. Students will be able to establish the relationship between literary texts and adaptations.
3. Students will understand the Formation of Genres like Melodrama, Family and Gender.
4. Students will have a brief overview of film theory and semiotics.

**Unit-I**

**Topics for Background:** The Lumiere Brothers, The Silent era, Charlie Chaplin's *The Gold Rush* (1925), Bergman's *Seventh Seal* (1956)

**Topics for detailed study:** The evolution of films as a genre. The contribution of major film makers like Charlie Chaplin, Hitchcock and Bergman and how their films reflected their times.

**Unit-II**

**Topics for Background:** Montage, Point of view, Bazin and mise-en-scene, Godard and the slow tracking shot, Auteur Theory, Cinema noire

**Topics for detailed study:** Impact of structuralism on film theory, Psychoanalysis and film; Feminist film theory.

### Unit-III

**Topics for Background:** Mythological films, Gangster films, 'Masala' Bollywood melodrama, Art cinema, Angry Young Man

**Topics and Texts for detailed Study:** Origins and development of Indian Cinema, Regional Cinema, Parallel Cinema, Masala Films, Avant Garde Indian Films, Popular Films, Film Reception and the Box Office

Films: Harishchandrachi Factory, Pyaasa, Pather Panchali, Sholay.

### Unit-IV

**Background Topics:** Adaptation as interpretation, Vishal Bharadwaj and Shakespeare, Bapsi Sidhwa's *Ice Candy Man* and *Earth*,

**Topics for detailed study:** Shakespearean adaptations: Kurosawa's adaptations of *Macbeth* and *King Lear* (*The Throne of Blood* and *Ran*); Shakespearean interpretations in Bollywood- Vishal Bharadwaj's *Omkara*, *Maqbool* and *Haider* etc.

#### Books for Further Reading:

1. Mast, Gerald & Bruce F Kawin, *A Short History of the Movies*, Longman.
2. R. Vasudevan. *Making Meaning in Indian Cinema*.
3. Stam, Robert "Introduction: The Theory and Practice of Adaptation" in *Literature & Film* eds Robert.
4. S. Ray. *Our Films their Films*.
5. Shubha Mishra, Urmila Dabir (eds.) *Word and Image: Articulation on Literature and Films* (Nagpur: Dattsons)

### Audit Course Semester – III MEN3AC06 – Ethics

#### Unit-I

Definition and Meaning of Ethics, Ethics and Values, Types of Ethics, Principles of Ethics

#### Unit II

Ethics in Personal Life, Ethics in Public Life and Ethics in Profession

#### Books Recommended:

Julia Driver. *Ethics: The Fundamentals*. Viley Blackwell, 2006.

Simon Blackburn. *Being Good: A Short Introduction to Ethics*. Oxford University Press, 2003.

Peter Singer. *Practical Ethics*. Cambridge University Press, 2011.



**M. A. English, Semester - IV**  
**MEN4T01: (Core)**  
**Literary Criticism and Theory-II**

**Paper Objectives:**

1. To present complex movements in contemporary critical discourses in simple lucid language.
2. To draw interdisciplinary approaches and trace cross currents in critical essays.
3. To introduce different theories and link between criticism and theory.

**Learning Outcomes:**

1. The students will be able to understand Deconstruction theory.
2. The students will be able to understand Marxism and its impact on literature.
3. The students will be able to understand the concept of “Orientalism.”

**Unit-I**

**Background Topics:** Structuralism, Post-structuralism, Language as a system of signs, Metalanguage.

**Topics for Detail Study:** Roland Barthes: The Death of the Author

**Unit-II**

**Background Topics:** Deconstruction, Logocentrism, Friedrich Nietzsche.

**Texts for Detailed Study:** Jack Derrida: Structure, Sign and Play in the Discourse of Human Sciences

**Unit-III**

**Background Topics:** Ego, Superego, Id; Dream Analysis, Suffragette Movement, Feminism.

**Texts for Detailed Study:** Lionel Trilling: Freud and Literature

**Unit-IV**

**Background Topics:** Franz Fanon, Homi K Bhabha, Edward Said

**Texts for Detailed Studies:** Jean Baudrillard: Simulacra and Simulation

**Books for further reading:**

1. Christopher Norris: *Deconstruction: Theory and Practice*, Routledge, 1982
2. Barry, Peter. *Beginning Theory*, 1995.
3. David Lodge: *Twentieth Century Literary Criticism*, Longman, 1972
4. Leitch, Vincet. B, (ed.) *The Norton Anthology of Theory and Criticism*. W.W. Norton and Co. New York, 2001.

**M. A. English, Semester - IV**  
**MEN4T02: (Core)**  
**Twentieth Century Poetry**

**Paper Objectives:**

1. To comprehend students to the development of trends in modern English poetry.
2. To discuss modernism and its reflections in the poetry.
3. To discuss the 'Apocalyptic Poetry' of the 1940s that began in opposition to the political realism of the 1930s poets.
4. To understand historical background including the socio-political changes of the twentieth century.

**Learning Outcomes:**

1. Students will come across the astounding variety of themes in Modern English Poetry
2. The Modern Poetry is marked with the theme of humanitarian and democratic feeling. The students will be inculcated in their personality/behaviour.
3. Students will understand the realities that exist in modern age through their depiction in the modern poetry.

**Unit-1**

**Topics for Background study:** The Decadents Poets, The Realist Poets, Georgian Poetry, The Celtic Revival.

**Texts for Detailed Study:** 1. T S Eliot: *The Waste Land* 2. W.B Yeats: *Second Coming*, *Leda* and the Swan

**Unit-II**

**Topics for Background:** Imagism, Beveridge Plan, Welsh Poetry, Trench Poetry.

**Texts for detailed Study:** 1. Dylan Thomas: *Do not go Gentle into that Goodnight*, *Refusal to Mourn the Death by Fire of a Child in London* 2. W.H. Auden: *Petition*, *The Unknown Citizen*.

**Unit-III**

**Topics for Literary Background:** Surrealism, New Apocalyptic Movement, The Movement Poets.

**Text/Poets for Detailed Study:** 1. Philip Larkin: *The Whitsun Weddings*, *Toads Revisited*, 2. Seamus Heaney: *Requiem for the Croppies*, *Personal Helicon*

**Unit-IV**

**Topics for Background Study:** The Performance Poetry, Spoken Word, The Urban Poets, Poetry Archive,

**Texts/Poets for detail Study:** 1. Andrew Motion : *Regime Change* in 1999, *Better Life*, 2. Jackie Kay: *George Square*, *Black Bottom*

**Books for further reading:**

1. Hamilton, Ian. *The Modern Poet*, London: Macdonald and Company.
2. Hollander, John, (ed.) *Modern Poetry-Essays in Criticism*, London: Chatto and Windus.

3. Levis, F.R. *New Bearings in English Poetry*, London: Chatto and Windus.
4. Lucas, John. *Modern Poetry-From Hardy to Hughes: A Critical Survey*, New Jersey: Barnes and Noble.
5. Press, John. *A Map of Modern English Verse*, London: Oxford University Press.

**M. A. English, Semester - IV**  
**MEN4TE03 (A): (Core Elective)**  
**Twentieth Century American Literature**

**Paper Objectives:**

1. To teach commitment in human life.
2. To single out importance of Stoicism.
3. To redefine the spirit of human limitation.
4. To explain negative impact of Capitalism.

**Learning Outcomes:**

1. Students will find themselves familiar with Post-War America passing through ups and downs which are rather universal features of human society.
2. The students will be able to have the pragmatic approach to life, to enjoy the beauty of life in its real sense.
3. The students will be confident to deal with the issues of the relationship between the common man and the corporate world.
4. The students through the conflicting issues present in the mind of the central protagonist will learn to support the stance of symbiotic relationship between human being and society.

**Unit -I (Poetry)**

**Topics for Background:** American Romanticism, Postwar America, Beat Generation, Beatniks, Buddhism, Anti-war movement

**Texts for Detailed Study:** 1. Robert Frost: Stopping by Woods on a Snowy Evening, Mowing, Birches  
 2. Allen Ginsberg: Howl

**Unit- II (Fiction)**

**Topics for Background:** World War II, Lost Generation, Code Hero, Bull-ring, Ten commandments, Stoicism

**Text for Detailed Study:** Hemingway: *The Old Man and the Sea*

**Unit -III (Fiction)**

**Topics for Background:** Pragmatism, The Great American Depression, Dustbowl, The Wasteland.

**Text for Detailed Study:** Steinbeck: *The Grapes of Wrath*

## Unit- IV (Play)

**Topics for Background:** Quest for Identity, Myth of Success, Problem-Play, American Dream, Utilitarianism, Free-market Economy

**Text for Detailed Study:** Arthur Miller: *Death of a Salesman*

### Books Recommended:

1. Cunliffe, Marcus. *American Literature to 1900* (Sphere Reference)
2. Hart, *The Oxford Companion to American Literature*.
3. Matthiessen, F.O. *American Renaissance*
4. Spiller, Robert. *Literary History of the United States*. (Amerind Publishing Co.)

## M. A. English, Semester - IV MEN4TE03 (B): (Core Elective) CULTURAL STUDIES – II

### Paper Objectives:

1. To analyze and explain major theories that both influenced and came out of Cultural Studies and its approach to 'high' and 'popular' culture.
2. To apply one or more concepts of cultural studies to unique research problems.
3. To demonstrate the practicality of cultural studies theory to new situations and practices relevant to the everyday experience of students.

### Learning Outcomes:

1. Students will learn strategies to connect cultural knowledge to everyday life and practices, gaining a preliminary understanding of the relationship of methodology (paradigms for study) to inquiry in Cultural Studies.
2. Students will learn to develop their analyses of culture through oral and written modes of communication, with an emphasis on the skills of critical analysis and close reading, building a foundation for further study of Cultural Studies theory and praxis.

## Unit-I

**Background Topics:** Cultural Populism, Guy Debord's *Society of Spectacle*, Andy Warhol and pop art, popular culture and popular press

**Topics for Detailed Study:** 1. The Consumption of Everyday Life: Theories of consumption, spaces of consumption, fan culture, shopping as popular culture

## Unit-II

**Background Topics:** Globalization, Glocalization, Cultural hybridization

**Texts for Detailed Study:** Arjun Appadurai: *Disjuncture and Difference in the Global Cultural Economy*

### Unit-III

**Background Topics:** John Fiske and Wrestling as TV spectacle, 'The Great Indian Wedding' in Indian films, Netflix and changing viewership

**Texts for Detailed Study:** Stuart Hall: *Encoding, Decoding*

### Unit-IV:

**Background Topics:** Simulacra and simulation, Hyperrealism, Frank Webster and the information society

**Texts for Detailed Study:** Pramod Nayar: *The Selfie and the World*

#### Text Books and Reference Books:

1. Barker, Chris. *Cultural Studies: Theory and Practice* 3rd ed. Los Angeles: Sage, 2008.
2. During, Simon. *The Cultural Studies Reader*. New York: Routledge, 2007.
3. Milner, Andrew & Jeff Browitt. *Contemporary Cultural Theory: An Introduction*. London: Routledge, 2006.
4. Malpas, Simon and Paul Wake (eds). *The Routledge Companion to Critical and Cultural Theory*, Special Indian Edition, 2017.
5. Nayar, Pramod. *An Introduction to Cultural Studies*. Viva books, New Delhi, 2017.
6. Banerjee, Prantik. *Cultural Studies: Text and Contexts*. Dattsons, Nagpur, 2021.

### M. A. English, Semester - IV MEN4TE03 (C): (Core Elective) African American Literature

#### Paper Objectives:

1. To focus on the integrationist ideal expressed by Older Harlem Renaissance.
2. To deal with the fiction of Richard Wright, James Baldwin who were contemporary of Ralph Ellison.
3. To focus on the black playwrights like Amiri Baraka, Richard Wesley and August Wilson.

#### Learning Outcomes:

1. The paper will be able to address important contemporary issues in the life of Blacks.
2. The students will understand the black aesthetics.
3. The students will understand the necessity of black theatre.

### Unit-I (Poetry)

**Topics for Background:** Harlem Renaissance, Movements of Civil Rights, Chicago Defenders

**Texts for detailed study:** 1. Brooks, Gwendolyn: *The Blackstone Rangers* 2. Hughes, Langston: *Brass Spittoons*, *Cross*

### Unit-II (Fiction)

**Topics for Background:** Negro, Black, Afro-American, Black Separatism, Complex Fate. Quest for Identity.

**Texts for detailed study:** Ellison, Ralph: *Invisible Man*

**Unit-III (Fiction)**

**Topics for Background:** Black Aesthetics, Black Wisdom, Neocolonialism, Racism

**Texts for detailed study:** Morrison, Toni: *The Bluest Eye*

**Unit-IV (Play)**

**Topics for Background:** The great Migration, Blues, Eugene O'Neill Theatre Centre.

**Texts for detailed study:** Wilson, August: *Ma Rainey's Black Bottom*

**Reference books for further reading:**

1. Houston Baker, Jr. *Blues, Ideology, and Afro-American Literature* (Chicago Uni. Press, 1964)
2. Lawrence Levine. *Black Culture and Black Consciousness* (Oxford: OUP, 1977)
3. Lerone Bennett. *Before Mayflower: A History of the Negro in America, 1619-1964*. Baltimore: Penguin Books, 1966.
4. Louis Lomax. *The Negro Revolt* (Harper: New York, 1962)
5. Richard Barksdale (ed.) *Black Writers of America: A Comprehensive Anthology* (New York: Macmillan, 1972).

**M. A. English, Semester - IV**  
**MEN4TE03 (D): (Core Elective)**

**Shakespearean Historical and Roman Plays**

**Paper Objectives:**

1. To study in detail the Historical and Roman plays of Shakespeare.
2. To understand the political upheaval in the course of history of England
3. To understand the mastery of Shakespeare's characterization.

**Learning Outcomes:**

1. Students will be able to understand and appreciate Shakespeare's Historical and Roman Plays.
2. Students will be able to socio-political and cultural background during which the plays were Written.
3. Students will be able to be familiar with art of writing plays.
4. Students will be able to understand Stagecraft and the things associated with theatre.

**Unit-I**

**Topics for Background:** Shakespearean Historical Plays and Its Characteristics, Hundred year's war, War of Roses.

**Text for detailed Study:** *Henry V*

**Unit-II**

**Topics for Background:** English Reformation, The Destruction of Monasteries, Sources of Shakespeare's Plays.

**Text for detailed Study:** *Henry VIII*

### **Unit-III**

**Topics for Background:** Characteristics of Roman Plays, Socio-Cultural and Political Conditions of Italy in Caesar's Period.

**Text for detailed Study:** *Julius Caesar*

### **Unit-IV**

**Topics for Background:** Shakespeare's Characterization, Prominent Female Characters in Shakespearean Plays, Socio-Cultural and Political Conditions of Egypt in Caesar's Period.

**Text for detailed Study:** *Antony and Cleopatra*

### **Books for Further Readings:**

1. David Scott *A companion to Shakespeare* Blackwell Publishing Ltd 1999.
2. Park Honan *Shakespeare: A Life* Published Oxford University Press, USA, 2000.
3. Sir Walter Alexander Raleigh, Sir Sidney Lee, and *Shakespeare's England*
4. [https://openlibrary.org/books/OL7216241M/Shakespeare%27s\\_England](https://openlibrary.org/books/OL7216241M/Shakespeare%27s_England)
5. Saccio, Peter *Shakespeare's English kings: history, chronicle, and drama*  
[https://archive.org/details/shakespearesengl0000sacc\\_c6u3\\_2000](https://archive.org/details/shakespearesengl0000sacc_c6u3_2000)

## **M. A. English, Semester - IV MEN4TO04 (A): (Open Elective) Postcolonialism and Literature- II**

### **Paper Objectives:**

To seek a direct correspondence between literary texts and dominant ideas in post-colonial period.

To explore new and emerging concerns in the field of postcolonial studies.

To explain increasing emphasis on globalization, multiculturalism and neo-colonial politics in contemporary postcolonial literature.

### **Learning outcomes:**

1. The students will have prescient information about ideas of literary texts, authors and movements in postcolonial times.
2. The students will understand the impact of Western cultural imperialism brought on by globalization.
3. The students will understand the postcolonial migration and the growth of migrant communities.

### **Unit-I**

**Background Study:** Decolonizing the Mind, Language and imperialism, "language exists as culture", Neocolonialism

**Text for Detailed Study:** Abdulrazak Gurnah: *Afterlives*

## Unit-II

**Background Study:** Latin American Literature, Caribbean literature, Creole and Pidgeon, Magical realism, “Commonwealth” literature

**Text for Detailed Study:** Jean Rhys: *Wild Sargasso Sea*

## Unit-III

**Background Study:** Gandhi: *Hind Swaraj*, Ambedkar: *The Annihilation of Caste*, G N Devy: *After Amnesia*, Balchandra Nemade: Nativism

**Text for Detailed Study:** Arundhati Roy: *The God of Small Things*

## Unit - IV

**Background Study:** Globalization, Transnationalism, Cosmopolitanism, Neo-imperialism

**Text for Detailed Study:** Shashi Tharoor: *The Great Indian Novel*

### Books for further reading:

1. Ahmad, Aijaz. *In Theory: Classes, Nations, Literatures*. New York and London: Verso, 1995.
2. Hardt, Michael, and Antonio Negri. *Empire*. Cambridge: Harvard University Press, 2000.
3. Parry, Benita. *Problems in Current Theories of Colonial Discourse*. *Oxford Literary Review* 9.1-2 (1987): 27-58.
4. Spivak, Gayatri Chakravarty. *Transnationality and Multiculturalist Ideology*: Interview with Gayatri Chakravarty Spivak.
5. Deepika Bahri and Mary Vasudeva (Ed.) *Between the Lines: South Asians and Postcoloniality*. Philadelphia: Temple University Press, 1996. 64-92.
6. Rao, Nagesh. *Neocolonialism' or Globalization'? Postcolonial Theory and the Demands of Political Economy*. *Interdisciplinary Literary Studies* 1.2 (Spring 2000) 165-84.

## M. A. English, Semester - IV MEN4TO04 (B): (Open Elective)

### Dalit Literature-I

#### Paper Objectives:

1. To explain the nature of Casteism in India
2. To explain the politics of oppression
3. To underline importance of human education
4. To discuss mainstream mindset

#### Learning Outcomes: Students will understand-

1. The ethos of Dalits in Indian society to understand the marginalized across the world
2. The facts of change in the approach of Dalit community in the Post-independent India
3. Dalit suffering in other parts of India through self-narratives selected from the northern and the southern regions of India



4. The alienation that one feels in one's own homeland due to the intolerable gaps between the marginalized and the mainstream life in Indian culture.

### **Unit-I (Play)**

**Topics for Background:** Varna, Casteism, Brahmosamaj, Arya Samaj, Buddhism, Transcendentalism

**Text for detailed study:** Datta Bhagat, *Routes and Escape-Routes* (From *Yatra*, Vol. III)

### **Unit - II (Self-Narrative)**

**Topics for Background:** Marginalized, Politics of Oppression, Biography, Autobiography, Self-narrative, Dalit-Feminism

**Texts for detailed study:** 1. Om Prakash Valmiki: *Jhootan* 2. Bama: *Sangati*

### **Unit-III (Poetry)**

**Topics for Background:** Dalit Panthers, Dalit-Renaissance, Dalit - Consciousness, Slavery, Black Panther, Muknayak

**Texts for detailed study:** 1. Waman Kardak: *Send My Boy to School* 2. Daya Pawar: *Blood Wave*  
3. Vilas Rashinkar: *No Entry for the New Sun*

### **Unit IV (Short Stories & Essays)**

Will focus on the importance of education in the life of marginalized people. Will also discuss its humanitarian concern with the rest.

**Topics for Background:** Self-Consciousness, Dalit- Humanism, Depressed classes, Hegemony, New World Order, Colonialism

**Texts for detailed study:** 1. Waman Hoval: *Storied House* 2. Shankarao Kharat: *The Bone Merchant*

### **Books for Further Reading:**

1. Arjun Dangale, *Poisoned Bread* (Orient Longman)
2. Sharankumar Limbale, *Towards Aesthetics of Dalit Literature* (Trans. Orient Longman)
3. R J Bhongle, *Perspectives on Ambedkarism* (People's Publication)
4. R. Kumar, *Dalit Personal Narratives*, Orient Blackswan, Pvt. Ltd.
5. Harish Ranjana. *Indian Women's Autobiography*. New Delhi: Arnold Publishers, 1993.
6. Eleanor Zelliot. *Ambedkar's World: The Making of Babasaheb and the Dalit Movement* (New Delhi: Navayana, 2004)

**M. A. English, Semester - IV**  
**MEN4TO04 (C): (Open Elective)**  
**Tribal Literature**

**Objectives:**

1. To understand life and culture of tribals
2. To understand oral tradition of the tribals
3. To understand representation of tribals in creative writings of tribal and non-tribal writers.

**Outcome:**

1. Students will be able to understand culture of tribals.
2. They will be able to understand creative writings representing tribals by both tribal and non-tribal writers.
3. They will be able to appreciate and compare tribal and non-tribal creative writings.

**Unit -I (Novel)**

Mahasweta Devi: *Chotti Munda and his Arrow*

**Unit-II (Novel)**

Hari Ram Meena: *When Arrows Were Heated Up*

**Unit-III (Songs and Poems)**

- i) Oh Lord Most Supreme; ii) Thou art My All in All; iii) Company of Mandar; iv) Don't Read My Poems

**Unit-IV (Tales and Short Stories)**

- i) The Tiger and the Tod; ii) Adivasi will not Dance by Hansda Sowvendra Shekhar; iii) The Curfew Man by Temsula Ao

**Books suggested for further readings:**

1. Ao, Temusla. *The Hills Called Home: Stories from a War Zone*. Penguin India, 2006.
2. Atram, Usha Kiran. *Motyarin*. Trans. From Hindi to English by Santosh Kumar Sonker, Academic Publication: New Delhi, 2021.
3. Devy, G.N. *Painted Words: An Anthology of Tribal Literature*. Penguin India, 2002.
4. Kharmawphalang, Desmond L. Trans. *Khasi Folksongs and Tales*. Sahitya Akademi: New Delhi, 2006.
5. Khiangle, Laltluangliana. Ed. *Mizo Songs and Folk Tales*. Sahitya Akademi: New Delhi, 2009.
6. Marandi, Rejina. *Becoming Me*. Adivani; Kolkata, 2014.
7. Meena, Hari Ram. *When Arrows were Heated Up*. Niyogi Books: New Delhi, 2014.
8. Munda, Ram Dayal. *Adi-Dharma: Religious Beliefs of Adivasis of India*. Adivani: Kolkata, 2014.
9. Pankaj, A.K. (Ed). *Adivasidom: Selected Writings and Speeches of Jaipal Singh Munda*. Pyara

- Kerketta Foundation: Ranchi, 2017.
10. Shekhar, Hansda Sowvendra. *The Adivasi will not Dance: Stories*. SpeakingTiger: New Delhi, 2017.
  11. Sonker, Santosh Kumar. *Situating Tribals of India: Language, Culture and Self*. Yash Publications: New Delhi, 2018.

**M. A. English, Semester - IV**  
**MEN4TO04 (D): (Open Elective)**  
**LITERARY RESEARCH**

**Course Objectives :**

1. To develop critical thinking and research acumen in students.
2. To enable students to learn the basic tools and skills of academic writing and research presentation.
3. To help students turn theoretical knowledge into actual practice by including research-based writing components in each semester in a graded manner.
4. To help students turn into good research scholars leading to quality improvement in the overall standards of research and Ph.D. produced in the University.

**Learning Outcomes:** The course will help students-

1. To write clear, coherent and structured research-based essays, assignments, and papers in a lucid style.
2. To make effective presentations in academic seminars and conferences.
3. To plan, design and draft better research proposals.

**Unit-I**

**Background Topic:** Hypothesis, Thesis (thesis statement), Quantitative and Qualitative Research

**Topics for Detailed Study:**

1. Definition and Principles of Research
2. Selection of Research Problem/Topic
3. Plagiarism

**Unit-II**

**Background Topic:** Meaning and Definition of Theory, Premise, Proposition

1. Major Theoretical Approaches:  
Deconstruction, Postcolonial Criticism, Feminism, Marxist Criticism, Psychoanalytical Criticism
2. Developing Arguments
3. Analysis and Interpretation

### **Unit-III**

**Background Topic:** Objectives of Research, Rationale of Research Topic, Methodology

1. Research Proposal
2. Essentials for Writing Research Paper
3. Literature Review

### **Unit-IV**

**Background Topic:** In-text Citation, Primary Sources, Secondary Sources, Works Cited, References, Notes

1. Thesis Writing/Academic Writing
2. MLA Style Sheet (Latest Edition)

#### **Books for further reading:**

1. MLA Handbook for Writers of Research Papers (8th edition)
2. Sinha, M.P., Research Methods in English, Atlantic Publishers & Distributors Pvt Ltd
3. Dees, Robert, Writing the Modern Research Paper 2nd Edition. Boston: Allyn and Bacon.
4. Harner, James L. (2002), Literary Research Guide: An Annotated Listing of Reference Sources in English Literary Studies, New York: MLA of America
5. Mishra, D. S. (1989), A Grammar of Literary Research, New Delhi: Harman Publishing House

### **Audit Course**

#### **Semester – IV**

### **MEN4AC06 – TIME MANAGEMENT**

#### **Unit-I**

Time Management: Concept; Waste of Time: Distractions at Workplace; Time Wasters and Time Savers; Effects of Poor Time Management on Job Performance

#### **Unit-II**

Effective Methods and Approaches to Manage Time; Creating an effective environment; Setting priorities and Goals; Elimination of non-priorities; Challenges of Time Management

#### **Books for further reading:**

1. Brian Tracy, *Eat That Frog!: 21 Great Ways to Stop Procrastinating and Get More Done in Less Time*, Berrett-Koehler Publishers, April 9, 2001.
2. Laura Vanderkam, *168 Hours: You Have More Time Than You Think*, Portfolio Publication, 2011.
3. Jake Zeralsky and John Knapp, *Make Time: How to Focus on What Matters Every Day*, Currency Publication, 2018.
4. Craig Jarow, *Time Management Ninja: 21 Tips for More Time and Less Stress in Your Life*, Dreamscape Media, 2019.
5. Richard Koch, *80/20 Principle: The Secret of Achieving More with Less*, Nicholas Brealey Publishing, 2011.

### Evaluation Scheme

<b>Theory 60</b>	<b>Internal 40</b>			
<p>4 Long Answer Questions carrying 12 marks each. <math>4 \times 12 = 48</math></p> <p>Question 5 Short Answer Questions a. Novel, Drama and Poetry - Reference to context – One each from all the four units. <math>4 \times 3 = 12</math></p> <p>b. English Language and Communication Objective type questions on all the 4 units. <math>12 \times 1 = 12</math></p> <p>Short notes – Background topics for Criticism &amp; Theory – I, II, and for the papers not included in (a) and (b).</p>	<b>Test</b>	<b>Group Discussion / Viva</b>	<b>Presentation</b>	<b>Assignment</b>
	10	10	10	10

### Pattern of Question Papers

	<b>Paper</b>	<b>Long Answer Questions</b>	<b>Short Answer Questions</b>
<b>1</b>	MEN1TE03 (D), MEN1TO04(D), MEN3T01, MEN3TE03 (D), MEN3TO04 (E), MEN4T01, MEN4TO04 (D)	<b>4 x 12 = 48</b>	<b>Background Topics</b> $4 \times 3 = 12$
<b>2</b>	MEN1T01, MEN1T02, MEN1TE03 (A), MEN1TE03 (B), MEN1TE03 (C), MEN1TE03 (D), MEN1TO04(A), MEN1TO04 (B), MEN1TO04 (C), MEN2T01, MEN2T02, MEN2TE03 (A), MEN2TE03 (B), MEN2TE03 (C), MEN2TE03 (D), MEN2TO04(A), MEN2TO04 (B), MEN3T02, MEN3TE03 (A), MEN3TE03 (B), MEN3TE03 (C), MEN3TE03 (D), MEN3TO04(A), MEN3TO04 (B), MEN4T02, MEN4TE03 (A), MEN4TE03 (B), MEN4TE03 (C), MEN4TE03 (D), MEN4TO04 (A), MEN4TO04 (C)	<b>4 x 12 = 48</b>	<b>Reference to Context</b> $4 \times 3 = 12$
<b>3</b>	MEN1TO04 (E), MEN2TO04 (B), MEN3TO04 (C)	<b>4 x 12 = 48</b>	<b>Objective Types</b> $12 \times 1 = 12$

**Note:** Remaining papers will have short answer question (Short Notes) from the content for detailed study.