



**Rashtrasant Tukadoji Maharaj Nagpur University,  
Nagpur.**

**REVISED SYLLABUS PRESCRIBED FOR**

**M.A. ENGLISH  
Part I and Part II**

**Semester Pattern Scheme of Examination  
for M.A. in English with NEP-20 Credit System  
(To be implemented from the session 2023-24)**

Master of Arts (M.A.) English Part-I First Semester			
Code	Option	Title	Credits
1T1	Paper I Compulsory	English Poetry from Chaucer to the Eighteenth Century	04
1T2	Paper II Compulsory	English Drama from the Elizabethan Age to Restoration Period	04
1T3	Paper III Compulsory	The English Novel-I	04
1T4	Paper IV Compulsory	The English Prose-I	02
1T5 (A)	Paper V Elective (Any One)	Asian Literature	04
1T5 (B)		Travel Literature	
1T5 (C)		Dalit Literature	
1T6	Paper VI Compulsory	Research Methodology	04

Master of Arts (M.A.) English Part-I Second Semester			
Code	Option	Title	Credits
2T1	Paper I Compulsory	English Poetry from the Romantic to Postmodern Age	04
2T2	Paper II Compulsory	Modern English Drama	04
2T3	Paper III Compulsory	The English Novel-II	04
2T4	Paper IV Compulsory	The English Prose-I	02
2T5 (A)	Paper V Elective (Any One)	American Literature	04
2T5 (B)		Trauma Studies	
2T5 (C)		Tribal Literature	
	Skill Based Activity	On Job Training/Field Project	04

  
  
  
  
  
  
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Master of Arts (M.A.) English Part-II Third Semester			
Code	Option	Title	Credits
3T1	Paper I Compulsory	Indian Writing in English	04
3T2	Paper II Compulsory	Literary Criticism and Theory-I	04
3T3	Paper III Compulsory	Cultural Studies	04
3T4	Paper IV Compulsory	The English Essay	02
3T5 (A)	(Any One)	African and Afro-American Literature	04
3T5 (B)		Pandemic Studies and Literature	
3T5 (C)		The History of Language-I	
	Skill Based Activity	Research Project (To be continued to the fourth semester)	04

Master of Arts (M.A.) English Part-II Fourth Semester			
Code	Option	Title	Credits
4T1	Paper I Compulsory	Indian Diaspora Writings	04
4T2	Paper II Compulsory	Literary Criticism and Theory-II	04
4T3	Paper III Compulsory	Postcolonial Literature	04
4T4 (A)	(Any One)	European Fiction and Drama	04
4T4 (B)		Disability Studies	
4T4 (C)		The History of Language-II	
	Skill Based Activity	Research Project (Carried on from the third semester)	06

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**M.A. (English) Part I First Semester**  
**Paper 1T1 (Mandatory) English Poetry from Chaucer to the Eighteenth Century**

**Paper Objectives**

1. To introduce England from the late Fourteenth century to endeavoring of blending the spirit of the Renaissance and the Reformation
2. To give an account of the development of poetry and its different forms.
3. To focus on the beginning of English poetry and seek its development in Restoration, Neo-classical, and Pre-romantic period

**Learning Outcomes**

Students will be able to understand

1. Different forms of poetry developed taking English poetry on the path of modernization
2. The reasons behind the undercurrents of upheavals prevalent leading to the generation of a Progressive Spirit affecting poetry
3. Students will be able to compare and contrast Restoration, Neo-classical, and Romantic revival literature

**Unit I**

**Background Study Topics:** Black Death, Peasant's Revolt, Lollard Movement, The Barren Age, Contribution of John Gower, Contribution of William Langland

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

**Unit II**

**Background Study Topics:** Contribution of John Wycliffe, The Rise of Ballad, English Chaucerian, Scottish Chaucerian, Italian and English Sonnets, The Metaphysical Poetry

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

**Unit III**

**Background Study Topics:** The Puritanism, Cavalier Poets, The English Civil War, Restoration of Monarchy, The Great Fire of London, Development of Satire

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

**Unit IV**

**Background Topics:** The Glorious Revolution, Characteristics of Neo-Classicism, Poets of Transition, Thomas Percy's *Reliques of Ancient English Poetry*

**Text for detail study:** Alexander Pope: *The Rape of the Lock*  
Thomas Gray: *Elegy Written in the Country Churchyard*

**Reference Books Recommended for Further Reading:**

- Angelica Duran. *A Concise Companion to Milton*, Wiley-Blackwell  
Arthur Compton-Rickett, *A History of English Literature: From Earliest Times to 1916*. (NY, 1960)  
A. R. Humphreys, *The Augustan World* (London, 1954)  
Beryl Rowland. *Companion to Chaucer Studies*, OUP  
Harold Bloom. *John Donne and the Seventeenth Century Metaphysical Poets*, Chelsea House  
J. Sutherland, *A Preface to Eighteenth-Century Poetry*, (Oxford, 1948)  
Maurice Evans. *English Poetry in the Sixteenth Century* Hutchinson's University Library  
P. Rogers, *An Introduction to Pope* (London, 1975)

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**M.A. (English) Part I First Semester**  
**Paper 1T2 (Mandatory) English Drama from the Elizabethan Age to Restoration Period**

**Paper Objectives**

1. To introduce students to the golden age of English drama and its evolution from the Middle Ages.
2. To introduce students to English Comedy from the early times of its origin
3. to make students understand how is comedy technically different from other forms of drama.

**Learning Outcomes**

1. The students will come to know about the beginning of English drama and what role did the initial contributors play to give this well-developed English theatre.
2. Students will acquire knowledge about the different Genres of drama during this period.
3. The learners will be able to critically examine the form of drama adopted by the predecessors who provided a solid foundation to great Shakespearean dramas and the dramatists who followed in the Restoration Age.

**Unit I**

**Background Study Topics:** The Renaissance, Mystery, Miracle, and Morality Plays, Interludes, The University Wits.

**Topics for Detail Study:** Christopher Marlowe: *Doctor Faustus*

**Unit II**

**Background Study Topics:** Theatres in the Elizabethan Age, The reasons for the popularity of drama in the Elizabethan Age, The reasons for the decline of Drama in the Jacobean Age, The Heroic Tragedy, The Tragedy

**Topics for Detail Study:** Shakespeare: *Hamlet*

**Unit III**

**Background Study Topics:** Dramas of Thomas Dekker, Domestic Comedies of Thomas Heywood, Comedies of John Fletcher and Francis Beaumont, Farical Comedies of Thomas Middleton.

**Topics for Detail Study-Shakespeare:** *As You Like It*

**Unit IV**

**Topics for Background:** Tragedies of Webster, Comedy of Humours, Rise of Sentimental Comedy, Dramas of R.B. Sheridan, William Goldsmith

**Text for detail study:** William Congreve: *The Way of the World*

**Reference Books recommended for further reading -**

Stevens, David: *English Renaissance Theatre History*

C W R D Moseley: *English Renaissance Drama: A Very Brief Introduction to Theatre in Shakespeare's Time*

David Bevington. *English Renaissance Drama*

S. Lee and C.T. Onions *Life in Shakespeare's England*

Allardyce Nicholl. *English Drama*

A.C. Ward. *English Drama*

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**M.A. (English) Part I First Semester  
Paper 1T3 (Mandatory) The English Novel-I**

**Paper Objectives**

1. To explore the development and evolution of the English novel.
2. To explore the various narrative techniques and literary devices used by British novelists.
3. To appreciate the various socio-economic, political, and cultural events as represented in the novel of the period.

**Learning Outcomes**

1. The students will be able to understand the socio-economic, cultural context of the English novels during this period and demonstrate a deep understanding of the era.
2. The students will be able to identify formal aspects and narrative techniques employed by the novelists and their impact on the reader's experience.
3. The students will be able to situate English novels within the broader literary and cultural landscape, understanding their influence on subsequent generations of writers.

**Unit-I**

**Background Topics:** Rise of Novel in the Eighteenth Century, Samuel Richardson, Tobias Smollett, The Picaresque Novel, The Sentimental Novel, Bildungsroman.

**Text for detailed study:** Henry Fielding: *Tom Jones*

**Unit-II**

**Background Topics:** The Napoleonic Wars, The Domestic Novel, The Gothic Novel, The Victorian Society, The Battle of Waterloo, and Bronte Sisters.

**Text for detailed study:** William Makepeace Thackeray: *Vanity Fair*

**Unit-III**

**Background Topics:** The Novel of Social Reforms, Crime Fiction, Das Capital, George Meredith, George Eliot, and Elizabeth Gaskell.

**Text for detailed Study:** Charles Dickens: *Great Expectations*

**Unit-IV**

**Background Topics:** Novella, Imperialism, Thomas Hardy, Darwin's Theory, The Realistic Novels, and H.G. Wells: *Time Machine*.

**Text for detailed Study:** Joseph Conrad: *Heart of Darkness*

**Reference Books for further reading:**

1. 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 I* (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)
6. Legouis and Cazamian, *History of English Literature, Book VIII* (Macmillan, 1998)

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**M.A. (English) Part I First Semester  
Paper 1T4 (Mandatory) The English Prose- I**

**Paper Objectives**

1. To cover the origins of English prose and to understand its growth through medieval romances.
2. To understand the transformation of the genre into 'life Writing'.
3. Students will be able to identify different types of narrative techniques and assess mastery in aspects of plot, setting, themes, and characters.

**Learning Outcomes**

1. Students will be able to Understand different varieties of prose
2. Students will gain the ability to discuss imaginary constructs dealing with many contemporary themes, particularly with character writing.
3. Students will be able to compose prose material employing the strategies writing an essay.

**Unit I**

**Background Study Topics:** Paston Letters, Medieval romances of Thomas Malory (Mort D'Arthur), Thomas More (Utopia), John Lyly (Euphues), The New Atlantis

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

**Unit –II**

**Background Study Topics:** Causes for the popularity of periodical essays, Character Writers Joseph Hall, Sir Thomas Overbury, John Earle, The Grasmere Journals, Contribution of Thomas De Quincey

**Text for Detail Study:** James Boswell: *Life of Johnson*

**Reference Books for Further Reading:**

- Arthur Compton-Rickett, *A History of English Literature: From Earliest Times to 1916*. (NY, 1960)  
David Daiches, *A Critical History of English Literature* (Vol. IV)  
Andrew Sanders, *The Short Oxford History of English Literature* (OUP, 1996)  
R. Alter, *Prose*. *Encyclopædia Britannica*.  
W.J. Bate, *The Achievement of Samuel Johnson* (New York, 1955)  
Y. M. Sarode, *Galaxy of English Essayists* (New Delhi, 2022)

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**M.A. (English) Part I First Semester  
Paper 1T5 (A) (Elective) Asian Literature**

**Paper Objectives**

1. To understand the concept of global literature.
2. To trace the place and contribution of Asian Literature to the global literary horizon.
3. To critically analyze the Eastern entity against the Western view of life

**Learning Outcomes**

1. Students will know about the themes and issues dealt with by Asian writers
2. Students will be able to trace the contribution of Asian Writers in the literary field.
3. Students will understand the different cultures and traditions through the literary works.

**Unit I**

This unit will deal with the literary works of the writers from India, Pakistan and Bangladesh

**Topics for Background study:** Bapsi Sidhwa, Monica Ali, Zia Haider Rahman, Tasleema Nasreen

**Text for detail study:** Kamila Shamsie: *Broken Verses*

**Unit II**

This unit will with the literary works of writers from Nepal, Tibet, Sri Lanka & Afghanistan

**Topics for Background study:** Manjushree Thapa, Thubten Samphel, Shyam Selvadurai, Michael Ondaatje, Atiq Rahimi

**Texts for Detail study** – Khaled Hosseini: *A Thousand Splendid Suns*

**Unit III**

This unit will deal with the literary works of writers from Southeast Asia – Singapore, Malaysia, Burma & Cambodia

**Topics for Background study:** Rachel Heng, Sharlene Teo, Tan TwanEng, Nu Nu YEE, Theary Seng

**Text for detail study:** Abdulla Hussain: *Interlok*

**Unit IV**

This Unit will work with the literary works of writers from Korea, China.

**Topics for Background Study:** Mishima Yukio, Banana Yoshimoto, Suki Kim Kyung-sook Kim, Yan Lianke

**Text for detail study:** Han Kang: *The Vegetarian*

**Books for further reading:**

Shubha Mishra & Urmila Dabir: *Asian Literature in English: Identity and Survival*, Prestige Books International, New Delhi, 2017.

Theodore Barry and Irene Bloom: *Approaches to the Asian Classis*, Columbia University Press 1990.

Barbara Stoler Miller: *Masterworks of Asian Literature in Comparative Perspective*, East gate, New York, 1994.

Yasmin Hussein: *Writing Diaspora: South Asian Women, Culture and Ethnicity*, Ashgate, England.

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**M.A. (English) Part I First Semester  
Paper 1T5 (B) (Elective) Travel Writing**

**Paper Objectives:** To Understand -

1. The genre of travel literature through critical reading 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. To place Indian travel writings in a global context.

**Learning Outcomes**

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 students shall develop 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 early Travelogue writers- Petrarch, Michault Taillevent, Antoine de la Sale, Contribution of Richard Hakluyt, .

**Text for Detailed Study:** 1. Samuel Johnson- A Journey to the Western Islands of Scotland 2. Robert Louis Stevenson- An Inland Voyage

**Unit II**

**Background Study Topics:** New World: Travels to India and Persia- Simon Grynaeus, Remusio, Richard Hakluyt, Shirley brothers, Duarte Barbosa, Ralph Fitch, Cesare Federici

**Text for Detailed Study:** 1. E.M. Foster – *Passage to India* 2. D. H. Lawrence- *Twilight in Italy*, *Mornings in Mexico*

**Unit III**

**Background Study Topics:** James Cook's diaries, Alexander von Humboldt, Grand Tours, Mary Wollstonecraft, Charles Dickens

**Texts for Detail study** – 1. John Steinbeck- *In Search of America* 2. William Dalrymple: *Nine Lives in Search of the Sacred*

**Unit IV**

**Background Study Topics:** Hilaire Belloc, Rebecca West, T. E. Lawrence, H. M. Tomilson, Sacheverell Sitwell, Cunningham Graham

**Text for detail study:** 1. Vikram Seth- *From Heaven Lake* 2. Amitav Ghosh – *In an Antique Land*

**Reference Books for Further Reading:**

Youngs, Tim. *The Cambridge Introduction to Travel Writing*. Cambridge University Press 2013.  
Gupta, Ashish. *Writings and Travelogues of William Dalrymple: A Critique*. Dattsons Publishers, 2022.  
Hulme, Peter and Tim Youngs, eds *The Cambridge Companion to Travel Writing*, London: Cambridge University Press 2002.  
Pratt, Mary Louise. *Imperial Eyes: Travel Writing and Transculturation*. London: Routledge, 1992.  
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.  
Mills, Sara. *Discourse of Difference: An Analysis of Women's Travel Writing and Colonialism*. London: Routledge

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**M.A. (English) Part I First Semester**  
**Paper 1T5 (C): Dalit Literature**

**Paper Objectives**

1. To understand Socio-cultural aspects in Dalit Literature
2. To understand the values and human-centric approach of Dalit Literature
3. To understand Dalit Literary criticism and Aesthetics

**Learning Outcomes**

1. The students will learn the basics of application-based research in Dalit studies
2. The students will understand 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.
3. The paper will inspire students to participate in philanthropic projects for people at margin

**Unit I (Essays and Articles)**

**Topics of Background Study:** Caste, Shudras and atishudras, Brahmanism, Hinduism, Asmitadarsh, Ambedkarism, Buddhism, Impact of conversion of 1956 on Dalits, Dalit Panthers.

**Texts for Detailed Study:** 1. Arjun Dangle: *Dalit Literature: Past, Present, and Future* (Poisoned Bread by Arjun Dangle, Orient Blackswan, New Delhi, 2016)

2. Sharan Kumar Limbale: *The Aesthetics of Dalit Literature* (Chapter Seven) (Towards an Aesthetics of Dalit Literature by Sharan Kumar Limbale, Orient Blackswan, Hyderabad, 2018)

**Unit II (Poetry)**

**Topics for background Study:** Dalit Chetana (Consciousness), new myths and Symbols in Dalit literature, Buddhist Values, marginality, Ambedkari Jalasa, Deekshabhoomi, sarcasm in Dalit poetry.

**Texts for Detailed Study:** 1. Namdeo Dhasal: *Hunger* 2. Jyoti Janjewar: *Mother* 3. Loknath Yashwant: *And One More Zero*

**Unit III (Self-Narratives & Play)**

**Topics for background Study:** Difference between Traditional Autobiography and Dalit Self narratives, Politics of oppression, Chaturvarna (Typical Indian Social Hierarchy), Casteism, Dalit feminism, Quest of Identity, high-tech discrimination.

**Texts for detailed Study:** 1. Omprakash Valmiki: *Joothan* 2. Datta Bhagat: *Routes & Escape Routes*

**Unit IV (Short Stories)**

**Topics for background Study:** Broken men, Self-Consciousness, Dalit- Humanism, Hegemony, Colonialism, Prabuddha Bharat, Caste-Politics, War-like Characters.

**Texts for detailed Study:** 1. Bandhu Madhav: *The Poisoned Bread* 2. Waman Howal : *Storied House* 3. P.E. Sonkambale, "Corpse in the Well"

**Reference Books for Further Reading:**

Dharamdas Shende and Sanjay Palwekar. *Caste, Gender and Race: A Politics of Hegemony*, Authorpress, 2020 Arjun Dangle, *Poisoned Bread* (Orient Longman, New Delhi)

Datta Bhagat: *Routes and Escape Routes*, by Erin B. Mee (Editor) Paj Publication (2005)

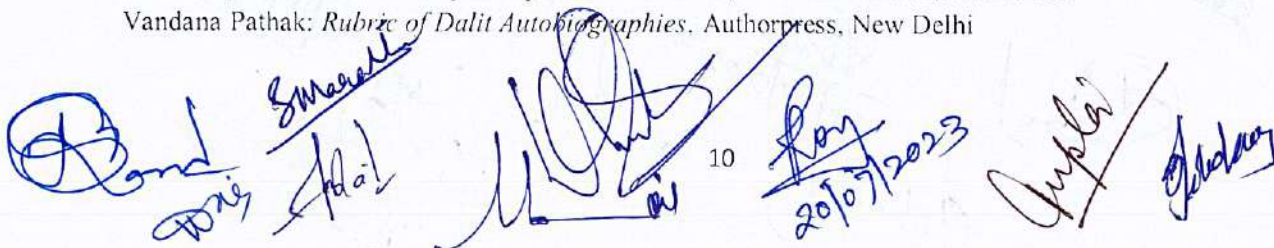
Sharan Kumar Limbale: *Towards an Aesthetics of Dalit Literature*, Alok Mukerjee, Orient Black Swan Hyderabad

Loknath Yashwant: *The Downtrodden by Loknath Yashwant*, Srujan Prakashan Mumbai, 2021)

Dr. Sudesh M. B. Bhowate: *A Critical Analysis of Omprakash Valmiki's Joothan*, Authorsspress, New Delhi, 2023

Ramnarayan Rawat & K. Satyanarayan: *Dalit Studies*, Permanent Black, New Delhi

Vandana Pathak: *Rubric of Dalit Autobiographies*, Authorpress, New Delhi

The bottom of the page features several handwritten signatures in blue ink. From left to right, there is a signature that appears to be 'S. M. Bhowate', followed by 'S. M. Bhowate' again, then a large, stylized signature, and finally a date '20/07/2023' and another signature. There is also a small number '10' written near the center of the bottom section.



**M.A. (English) Part I First Semester**  
**Paper 1T6 Research Methodology**

**Unit-I Background Topics:** Qualitative research, Quantitative research, mixed-method research, applied research, action research,

**Topics for Detailed Study:** Definition and general principles of research

Types of literary research (interpretative, theoretical, biographical, historical, cultural, etc)

Elements of research:

Identifying research question, formulating hypotheses, common structure of research problems

Making arguments, assembling reasons and evidence

validity and reliability in research

**Unit-II Background Topics:** Research skills, Difference between research methods and methodologies, types of research methods in English studies, types of research methodologies in English studies, Intertextuality

**Topics for Detailed Study:** Types of research methods in English studies (archival research method, oral history, visual methodologies, discourse analysis, ethnographic methods, interview and questionnaire

What is a research paper, elements of a research paper?

Literature review and its significance

Abstract, types of abstract, structure of abstract

**Unit-III Background Topics:** Style manuals for Humanities, bibliography, types of bibliography, literary theory and jargon, case study and pilot study, use of quotations

**Topic for Detailed Study:** Mechanics of Research Writing:

Introduction, paragraphing, types of transition, dynamic titles and subtitles, ending well

Punctuation and capitalization

Common errors to avoid

**Unit-IV**

**Background Topics:** Project Gutenberg, Research style, impact factor, citation, viva voce

**Topics for Detailed Study:** Tools and techniques for literary research, online and printed resources, primary and secondary sources, documentation skills

Ethics of research, plagiarism and academic integrity

Skills for research presentations

*Note:* For Internal Marks (20) students need to prepare one research-based presentation in poster/PPT form and present it in a student seminar.

Prescribed Textbook: *A Handbook to Research Methodology and Research Writing*,

Dr. Prantik Banerjee, Macmillan Education

**Reference books for further reading:**

Walliman, N. (2005) *Your Research Project: A Step-by-step Guide for the First-Time Researcher*, Second Edition. London: Sage

Chaskar, A (2009), *Doing Research in Literature and Language*, V.P Pune

Banerjee, Prantik (2022), *Teaching of Culture and Culture of Teaching*, Dattsons publication, Nagpur

Phelps, R. Fisher, K. and Ellis, A. (2007) *Organizing and Managing Your Research: A Practical Guide for Postgraduates*. London: Sage.

Thody, A. (2006) *Writing and Presenting Research*. London: Sage.

Miller, R. H. (1995), *Handbook of Literary Research*, Methuen Lenburg, Jeff (2007), *Guide to Research*, Viva Books

Ridley, D. (2008) *The Literature Review: A Step-by-step Guide for Students*. London: Sage

Oakman, Robert L. (1984), *Computer Methods for Literary Research*, Athens: University of Georgia Press



**M.A. (English) Part I Second Semester**  
**Paper 2T1 (Mandatory) English Poetry from the Romantic to the Postmodern Age**

**Paper Objectives**

1. To introduce the students to the tone and themes of romantic poetry and the note of individuality in Victorian Poetry.
2. To comprehend to students the development of trends in modern English poetry and to discuss modernism and its reflections in the poetry
3. To understand the socio-political changes of the twentieth century

**Learning Outcomes**

1. Students will develop an understanding of poetic genius through the identification of different forms of Romantic poetry.
2. Students will be able to trace rationality and reason in Victorian poetry.
3. Students will understand the realities that exist in the modern age through their depiction in modern poetry and inculcate humanitarian and democratic feelings in their personalities.

**Unit I**

**Topics for Background Study:** Impact of French Revolution on Romantic Poetry, Pantheism, Contribution of Southey and Lord Byron, Laissez Faire, Utilitarianism, Chartist Movement

**Texts for detail Study:** 1. William Wordsworth: Tintern Abbey 2. Samuel Coleridge: Kubla Khan, Christabel Part I, 3. Percy Shelley: Ode to the West Wind 4. John Keats: Ode on a Grecian Urn

**Unit II**

**Topics for Background Study:** Pessimistic Poets of the age (Arthur Clough, James Thomson, and Edward Fitz-Gerald), the Oxford movement, Pre-Raphaelite School of Poetry (Contribution of Swinburne and William Morris), Contribution of Elizabeth Barrett Browning

**Texts for detail Study:** 1. Alfred Tennyson: The Lady of Shallot, Ulysses 2. Robert Browning: The Last Ride Together 3. Matthew Arnold: The Scholar Gypsy 4. D.G. Rossetti: The Blessed Damozel

**Unit III**

**Topics for Background:** The Decadents Poets, Georgian Poetry, Poets of the first world war, poetry of the Thirties, poets of the second world war, The Movement Poets

**Texts for Detail Study:** 1. T S Eliot: The Waste Land 1. Philip Larkin: The Whitsun Weddings, Toads Revisited, The Explosion, Ambulances

**Unit IV**

**Topics for Background Study:** MacSpaunday Group, The Performance Poetry, Welsh Poetry, The Urban Poets, Poetry Archive, Found Poetry

**Texts/Poets for detail Study:** 1. Andrew Motion: Regime Change in 1999, Spring Wedding, Better Life, Veteran 2. Caron Ann Duffy: Havisham, Little Red Cap 3. Simon Armitage: A Vision, The Shout, Give, The Love Lost

**Reference Books for Further Reading:**

Andrew Sanders, *The Short Oxford History of English Literature* (OUP, 1996)  
Hamilton, Ian. *The Modern Poet*, London: Macdonald and Company.  
Hollander, John, (ed.) *Modern Poetry-Essays in Criticism*, London: Chatto and Windus.  
Joseph Bristov (ed.) *The Cambridge Companion to Victorian Poetry* (2000)  
Levis, F.R. *New Bearings in English Poetry*, London: Chatto and Windus.  
Lucas, John. *Modern Poetry-From Hardy to Hughes: A Critical Survey*, New Jersey: Barnes & Noble.  
Press, John. *A Map of Modern English Verse*, London: Oxford University Press.



**M.A. Part I (English) Second Semester**  
**Paper 2T2 (Mandatory) Modern English Drama**

**Paper Objectives**

1. To study dramatists coming in the category of social reformers effectively epitomized through Shavian views and 'Angry Young Man' characters
2. To understand the attempts to revive the poetic drama
3. 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 projected in plays of dramatists who vociferously protested prevalent social institutions
2. Students will come to know about dramatists who were shaping the force of Poetic drama in the literature of the twentieth century
3. Students will understand how the theatre of absurd envisaged a radical departure from all kinds of conventional drama

**Unit I**

**Background Study Topics:** The Problem Play, Granville Barker, J.M. Barrie, John Galsworthy.

**Text for detail study:** G.B. Shaw: *The Apple Cart*

**Unit II**

**Background Study Topics:** The Abbey Theatre, Kitchen Sink Drama, Angry Young Man characters by John Braine, John Wain, Alan Sillitoe, Arnold Wesker

**Text for detail Study:** John Osborne: *Look Back in Anger*

**Unit III**

**Background Study Topics:** The revival of poetic drama, Comedy of Noel Coward, Drawing room plays, Alan Ayckborn

**Text for detail Study:** T.S. Eliot: *The Family Reunion*

**Unit IV**

**Background Study Topics:** The Theatre of Absurd, Existentialism, Myth of Sisyphus, Tom Stoppard, the Radio Plays, Harold Pinter

**Text for detail study:** Samuel Beckett: *Waiting for Godot*

**Reference Books for Further Reading:**

- Arthur Compton-Rickett, *A History of English Literature: From Earliest Times to 1916*. (NY, 1960)  
David Daiches, *A Critical History of English Literature* (Vol. IV)  
Andrew Sanders, *The Short Oxford History of English Literature* (OUP, 1996)  
Javed Malick, (ed.) *Samuel Beckett: Waiting for Godot*  
Albert Camus, *Myth of Sisyphus*. (Penguin Publications)

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**M. A. Part I (English) Second Semester  
Paper 2T3 (Mandatory) The English Novel-II**

**Paper Objectives**

1. To explore the development of the English novel in the first half of the 20<sup>th</sup> century.
2. To assess the impact of British novels on the literary world and broader society.
3. To explore the various narrative techniques and literary devices employed by the British novelists of the period.

**Learning Outcomes**

1. The students will be able to appreciate the contribution of the canonical authors works of the period.
2. The students will be able to identify the different aspects of the novels of the period, especially the narrative techniques employed by the novelists of the period.
3. The students will be able to engage in thoughtful discussions and written analyses of the fiction of the time that showcases their critical thinking and ability to express themselves.

**Unit I**

**Background Topics:** Edwardian D H Lawrence, Stream of Consciousness Novels, Psychological Novels, Henry James, John Galsworthy

**Text for detailed study:** James Joyce: *A Portrait of the Artist as a Young Man*

**Unit II**

**Background Topics:** Reasons behind World War-I, Treaty of Versailles, Bloomsbury Group, Hogarth Press, E. M. Forster.

**Text for detailed study:** Virginia Woolf: *Mrs. Dalloway*

**Unit III**

**Background Topics:** Allegory, Dystopian Novels, World War-II, William Golding, Aldous Huxley

**Text for detailed study:** George Orwell: *Animal Farm*

**Unit IV**

**Background Topics:** Apartheid, Angry Young Men Movement, Chinua Achebe's *Things Fall Apart*, Graham Greene, Iris Murdoch

**Text for detailed study:** Dorris Lessing: *The Grass is Singing*

**Reference Books for Further Reading:**

- I. Watt, *The Rise of the Novel, Studies in Defoe, Richardson, and Fielding* (London, 1957)  
J. M. S. Tomkins, *The Popular Novel in England* (London, 1932)  
A. Kettle, *An Introduction to the English Novel: Volume I* (London: Hutchinson University Library, 1951)  
David Daiches, *A Critical History of English Literature, Vol. III & IV* (Allied Publisher, 1969).  
A. Burgeus: *Fielding and the Nature of the Novel* (Cambridge, Mass, 1968)  
Legouis and Cazamian, *History of English Literature, Book VIII* (Macmillan, 1998)

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**M.A. Part I (English) Second Semester**  
**Paper 2T4 (Mandatory) The English Prose- II**

**Unit I**

**Background Study Topics:** Growth of the reviews and magazines (The Edinburgh Review, The Quarterly Review, Blackwood's Edinburgh Review, The London Magazine, Influence of Scientific thought on Victorian England (Darwin)

**Texts for detail study:**

1. Thomas Carlyle: *The Hero as Poet*
2. John Ruskin: *Sesame and Lilies* (Lecture II: Of Queens' Gardens)

**Unit II**

**Background Study Topics:** Wilkie Collins, Sherlock Holmes, Hercule Poirot, Miss Marple, Agatha Christie

**Texts for Detail Study: (Adventure Literature)**

Joshua Slocum: *Sailing Alone Around the World*

**Reference Books for Further Reading:**

Arthur Compton-Ricket, *A History of English Literature: From Earliest Times to 1916*. (NY, 1960)

David Daiches, *A Critical History of English Literature* (Vol. IV)

Andrew Sanders, *The Short Oxford History of English Literature* (OUP, 1996)

R. Alter, *Prose. Encyclopædia Britannica*.

W.J. Bate, *The Achievement of Samuel Johnson* (New York, 1955)

Y. M. Sarode, *Galaxy of English Essayists* (New Delhi, 2022)

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**M.A. Part I (English) Second Semester  
2T5 (A) (Elective) American Literature**

**Paper Objectives**

1. To familiarized students with American Transcendentalism which explains the importance of Oneness of All
2. To make the students able to examine the resurgence of American consciousness centered upon the everlasting battle between good and evil
3. To make Students understand the issues of individualism and its monomania.

**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 confident to deal with the issues of the relationship between the common man and the corporate world
3. 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 (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:** American Romanticism, Postwar America, Beat Generation, Beatniks, Buddhism, Anti-war movement

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

**Unit- III (Fiction):**

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

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

**Unit- IV (Play):**

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

**Text for Detail Study:**

Arthur Miller: *Death of a Salesman* (1948)

**Reference Books for Further Reading:**

Cunliffe, Marcus. *American Literature to 1900* (Sphere Reference)

Hart, *The Oxford Companion to American Literature*.

Matthiessen, F.O. *American Renaissance*

Spiller, Robert. *Literary History of the United States*. (Amerind Publishing Co.)

Palwekar, Sanjay. *Literature and Environment*, LAP Lambert Academic Publication, 2012.



**M.A. Part I (English) Second Semester**  
**Paper 2T5 (B) (Elective) Trauma Studies and Literature**

**Paper Objectives** 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, Shoshna Felman, Post traumatic stress disorder (PTSD), Holocaust literature, Claude Lanzman's *Shoah*

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

**Unit-II: Trauma and the Literature of Partition**

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

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

**Unit- III: Trauma and the Literature of 9/11**  
**Background Topics:** Jean Baudrillard and "culture of terrorism", "Portraits of Grief", Art Spiegelman's *In the Shadow of No Towers*, spectralization of 9/11, simulacra and hyperreality, Slavoj Zizek's *Welcome to the Desert of the Real*

**Texts for Detail Study:** 1. Philip Roth: *The Plot against America* 2. Mohsin Hamid: *The Reluctant Fundamentalist*

**Unit- IV: Trauma, Ecological Disaster and Literature**  
**Background Topics:** Apocalyptic fiction, Ann Kaplan and pre-traumatic stress disorder, climate dystopia, Amitav Ghosh's *The Great Derangement*, toxic stress

**Texts for Detail Study:** 1. Margaret Atwood: *The Year of the Flood* 2. Cormac McCarthy: *The Road*

**Reference Books for Further Reading:**

- Bloom, Harold. *Modern Critical Views: Margaret Atwood*, New York: InfoBase Publishing, 2009.  
Caruth, Cathy. *Trauma: Explorations in Memory*, USA: John Hopkins University Press, 1995.  
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.  
Felman, Shoshana. *The Juridical Unconscious: Trials and Traumas in the Twentieth Century*, England: Harvard University Press, 2002.  
Vickroy, Laurie. *Trauma and Survival in the Contemporary Fiction*. USA: University of Virginia Press. 2005



**M. A. Part I (English) Second Semester  
Paper 2T5 (C) (Elective) Tribal Literature**

**Paper Objectives**

1. To understand creative writing by Tribal's in India
2. To understand Mythological, anthropological, Psychological, Structural, and Oral Formulaic
3. To understand Tribal folk literature through different forms

**Learning Outcomes**

1. Students will be oriented about Tribal life with nature and understand difficulties faced by them
2. Students will understand anthropological development of Tribal through their folk literature and culture
3. The students will have foundational knowledge about Tribal art & Folk literature which will help them to take up higher studies and Research

**Unit I: Background to the study of Tribal Literature**

**Topics for Background study:** Scheduled Tribe, Adivasi, Tribal Identity, colonial-era forest laws and mass evictions, 'De-notified Tribes' Beliefs in Tribal Communities.

**Topics for detailed Study:** 1. Tribal Literature—Meaning and Definitions, Nature of Tribal Literature 2. Orality and Tribal Literature, Mythology & Historical development of Tribal Culture 3. Popular Tribal Heroes: Birsa Munda, Bir Budhubagat, Chand Bhairi, Telanga Kharia, Gond Virangana Rani Durgawati,

**Unit II (Novel)**

**Topics for Background study:** Folklore in Tribal Life, Astronomical Legends, Ulgulan, Bhumkal, The Santhal insurrection, Midnapur Movement.

**Texts for Detailed Study:** 1. Gopinath Mohanty: Paraja (Oip): A Novel, Trans. by Bikram K. Das, Oxford University Press, (1997) 2. Hari Ram Meena: When Arrows Were Heated Up, Niyogi Books

**Unit III (Songs and Poems)**

**Topics for Background study:** Tapu Dance of Arunachal, Lambadi Dance, Pandavani, Tribal Art, Warli Folk Painting, Bhil Art, Gond Art, Khovar Art.

**Texts for Detailed Study:** 1. Rm. Shanmugam Chettiar - We Are the Adivasis 2. Henry Kendall - The Last of His Tribe 3. Dr. Anil Boro: On the Bank of the Manas River 4. Mamang Dai: Small Town and the River

**Unit IV (Short Stories)**

**Topics for Background study:** Janamkhena Puran, Myths of Tamil Tadas, Myths of parghanian Gond, Tattoos in Dhanuks tribe, Lambada Bhat Narratives.

**Texts for Detailed Study:** 1. Temsula Ao: The Curfew Man 2. Yishey Doma: Children of Snowy Peaks 3. Hansda Sowvendra Shekhar: Adivasi will not Dance

**Reference Books for Further Reading**

Devy, G.N. Painted Words: An Anthology of Tribal Literature, Penguin Books India (15 April 2003)  
Ao, Temsula. The Hills Called Home: Stories from a War Zone. Penguin India, 2006.

Atram, Usha Kiran. *Motyarin*. Trans. From Hindi to English by Santosh Kumar Sonker, Academic Publication: New Delhi, 2021.

Hansda Sowvendra Shekhar: The Adivasi Will Not Dance: Stories, Speaking Tiger Publishing Private Limited, 2017.

Prem Kumari Srivastava: Tribal Literature and Oral Tradition in India, Sahitya Academy, New Delhi  
Shekhar, Hansda Sowvendra. *The Adivasi will not Dance: Stories*. Speaking Tiger: New Delhi, 2017.

Sonker, Santosh Kumar. *Situating Tribals of India: Language, Culture and Self*. Yash Publications: New Delhi, 2018.

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**M.A. Part II (English) Third Semester**  
**Paper 3T1 (Mandatory) Indian Writing in English**

**Paper Objectives**

1. To help the students to get acquainted with various features and peculiarities of Indian societies, cultures, and languages.
2. To make grasp and appreciate different literary techniques used by Indian Litterateurs.
3. To help the students in discerning the historical, socio-cultural, and political impacts of various events on the regional literature of India.

**Learning Outcomes**

1. By the end of this paper, the students will develop an understanding of Indian Writings in English and regional literatures in India translated into English as part of Indian Literatures.
2. The students will get acquainted with a familiar cultural world, and view the prevalence of several cultural worlds within an apparently uniform culture through the study of literary masterpieces.
3. The students will understand and appreciate the major literary trends in the literature of their land and will explore them from the perspective of projects and research.

**Unit I: (Prose)**

**Background:** Renaissance in Indian English Prose, The Saint Writers, Prose Writing towards the Dawn of Independence, Prose Writing in early Post-Independence time, Modern Prose Indian writers

**Texts for detailed study:** 1. Shashi Tharoor, *An Era of Darkness: The British Empire in India* (Chapter 3. Democracy, Press, the Parliament System, and the Rule of Law, 4. Divide ET Impera, 5. The Myth of Enlightened Despotism) 2. Satyajit Ray, *The Final Adventure of Prof. Shonku*

**Unit II: (Poems)**

**Background:** Characteristics of Indian Renaissance Poetry, The Great Pioneers- Henry Derozio, Kashi Prasad Ghosh, Manmohan Ghosh, Toru Dutt: Saints Poets, Poets of Political Awakening

**Texts for detailed study:** 1. Nissim Ezekiel: Poet, Lover and Birdwatcher, Mid-monsoon Madness, Night of the Scorpion 2. Arun Kolhatkar: Jejuri poems 3. Dilip Chitre: Father Returning Home, Ode to Bombay, The House of My Childhood 4. Jayant Mahapatra: The Exile, Total Solar Eclipse, The British Cemetery at Balasore

**Unit III: (Novels)**

**Background:** The Beginning- Bankim Chandra Chatterjee, Novel during the era of national awakening, The Three Giants of Indian English Fiction, Post-Independence Indian fiction, Indian Women Novelists

**Texts for detail study:** 1. Arun Joshi: *The Last Labyrinth* 2. Nayantara Sahgal: *Rich Like Us*

**Unit IV: (Drama)**

**Background:** Pre-Independence Indian English drama- Michael Madhu Sudan Dutt, T. P. Kailasm, H. N. Chattopadhyaya; Post-Independence Indian English drama- G. V. Desani, Lakhan Deb, Gurucharan Das; Regional Drama- Girish Karnad, Vijay Tendulkar

**Text for detail study:** 1. Mahesh Dattani: *Bravely Fought the Queen* 2. Dina Mehta: *Brides Are Not For Burning*

**Reference Books for Further Reading**




Modern Indian Drama; An Anthology, Edited by G.P. Deshpande, Sahitya Academy, Chennai.



A.K. Mehrotra (ed) *An Illustrated History of Indian Literature in English*

Satya Mohanty (ed) *Colonialism, Modernity and Literature*.

*The Final Adventure of Prof. Shonku*, by Satyajit Ray translated by Indrani Muzumdar, India Puffin, May 2020.

P.C. Kar (ed.) *Rethinking Indian English Literature: Theory and Praxis* (Pencraft)

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**M. A. Part II (English) Third Semester**  
**Paper 3T2 (Mandatory) 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 and Victorians.

**Learning Outcomes**

1. The students will be able to understand the concept of tragedy and the structure of play propounded by great thinkers.
2. The students will be able to understand the ideas of critical theories established by the Romantics and the Victorians
3. The students will understand the relationship between the text, the author, and the reader.

**Unit I**

**Topics for Background:** Plato's indictment of poetry, Horace's views on poetry and drama, Longinus's *On the Sublime*, Dante's theory of poetic diction

**Texts for detail Study:** 1. Aristotle: *The Poetics* 2. Sir Philip Sidney: *An Apology for Poetry* by Sidney

**Unit II**

**Topics for Background:** Nicholas Boileau's *Art of Poetique*, Dryden's *Dramatic Poesy*, Negative Capability, Dr. Samuel Johnson on kinds of poetry

**Text for detail study:** 1. William Wordsworth: *Preface to the Lyrical Ballads* (1802)

2. Samuel T. Coleridge: *From Biographia Literaria* Chapters 4, 13, 14

**Unit III**

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

**Texts for Detail Study:** 1. Mathew Arnold: *The Function of Criticism at the Present Time*

2. Walter Pater: *From Studies in the History of the Renaissance*

**Unit IV**

**Topics for Background:** Formalism, New Criticism, Chicago Critics, Stylistics

**Text for Detail Study:** 1. T.S. Eliot: *Tradition and the Individual Talent*

2. Wimsatt & Beardsley: *The Intentional Fallacy*.

**Reference Books for Further Reading:**

M.H Abrams. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition* (New York, 1953)

David Lodge, (ed). *Modern Criticism and Theory—A Reader* (Pearson, 2005)

Leitch, Vincent. B. (ed.). *The Norton Anthology of Theory and Criticism*. W.W. Norton and Co. New York, 2001.

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

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**M. A. Part II (English) Third Semester  
Paper 3T3 (Mandatory) Cultural Studies**

**Paper Objectives**

1. To help learners to understand major theories and key concepts of Cultural Studies and its interdisciplinary approaches to 'high' and 'popular' culture.
2. To enable learners to apply critical concepts of this interdisciplinary field by studying texts and practices that highlight the complex relationship between culture, art, films, gender and society.
3. To develop higher order thinking in learners by training them to apply theory to everyday situations and practices.

**Learning Outcomes**

1. Students will learn the key terms, scope and practices of Cultural Studies as a field of inquiry and learn the methods of interdisciplinary application.
2. Students will develop critical thinking by examining the diverse and sometimes contested meanings about nation, identity, race, gender and class in various cultural sites.
3. Students will be able to analyze and synthesize cultural knowledge with everyday life and practices.

**Unit I: Culture and Tradition**

**Background Topics:** Matthew Arnold's 'Culture and Anarchy', 'Leavisism', Centre for Contemporary Cultural Studies (Birmingham), Claude Levi-Strauss and Myths, Roland Barthes's *Mythologies*  
**Texts for Detailed Study:** 1. "Introduction: What is Cultural Studies" in *Cultural Studies: Texts and Contexts* by Prantik Banerjee 2. Raymond Williams: *The Analysis of Culture*

**Unit II: Culture, Gender and Sexuality**

**Background Topics:** Hindi films and 'Mother India', masculinity studies, gynocriticism, Eve Sedgwick's *Epistemology of the Closet*, Adrienne Rich's lesbian continuum  
**Texts for Detailed Study:** 1. Laura Mulvey: *Visual Pleasure and Narrative Cinema* 2. Judith Butler: *Subversive Bodily Acts*

**Unit III: Culture, Technology and Media**

**Background Topics:** Disneyfication, Stuart Hall's *Encoding, Decoding*, Arjun Appadurai's theory of 'scapes', Dona Haraway's Informatics of domination, Social Media and Slacktivism  
**Texts for Detailed Study:** 1. *The Selfie and the World*: Pramod Nayar 2. *The Literature Machine: What is a 'Book' in the Time of the 'Shelfie'*: Prantik Banerjee

**Unit IV Indian Popular Culture**

**Background Topics:** 'The Great Indian Wedding' in Indian films, *Amar Chitra Kathas*, OTT entertainment and Indian viewers, Amul ads and India, Shopping malls as spaces of consumption, fandom  
**Topics for Detailed Study:** Indian popular literary forms: Chick Lit, Crick Lit, Metro reads, Neo-mythological novels, Science fiction, Graphic fiction  
**Prescribed Textbooks:** 1. Banerjee, Prantik. *Cultural Studies: Texts and Contexts*, Dattsons Publications, Nagpur, 2021 (Chapters 1, 2, 3, 7, 8, 9, 10, 11, 12, 13) 2. Banerjee, Prantik. *Teaching of Culture, Culture of Teaching*, Dattsons Publications, Nagpur, 2022 (Chapters 2, 3, 9, 10, 11)



### Reference Books for Further Reading:

- Banerjee, Prantik. *Theory in Praxis: Discourses on Literature and Culture*, Dattsons Publications, Nagpur, 2021.
- Barker, Chris. *Cultural Studies: Theory and Practice* 3rd ed. Los Angeles: Sage, 2008.
- During, Simon. *The Cultural Studies Reader*. New York: Routledge, 2007.
- Milner, Andrew & Jeff Browitt. *Contemporary Cultural Theory: An Introduction*. London: Routledge, 2006.
- Malpas, Simon and Paul Wake (eds). *The Routledge Companion to Critical and Cultural Theory*, Special Indian Edition, 2017.
- Nayar, Pramod, *An Introduction to Cultural Studies*. Viva books, New Delhi, 2017.
- Varghese, E. Dawson, *Reading New India: Post-Millennial Indian Fiction in English*, Bloomsbury, New Delhi, 2013.

### M. A. English Part II Third Semester Paper 3T4 (Mandatory) The English Essay

#### Paper Objectives

1. To provide brief introduction to the prominent English essayists.
2. To introduce students to important literary developments and trends in essay writing.
3. To study major representative essayists in particular periods and trace its gradual evaluation in the history of English literature.

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

1. Understand different varieties of essays.
2. Understand that it is a difficult art and can be acquired only through constant practice.
3. understand how discussion, argumentation, and reasoning along with simplicity are the important traits of a good essay writing.

#### Unit-I

**Background Study Topics:** Authorized Version of Bible (1611), Montaigne's style of Essay Writing, Periodical Newspapers in 19th Century, the Aphoristic essay

**Text for Detailed Study:** 1. Francis Bacon: Of Studies, Of Friendship, Of Truth, Of Travel, Of Marriage and Single Life 2. Charles Lamb: In Praise of Chimney-Sweepers, Christ's Hospital, Dream Children, A Bachelor's Complaint, The Old and New School Master

#### Unit -II

**Background Study Topics:** The personal essay, the character essay, the critical essay, the social essay, G. K. Chesterton

**Text for Detailed Study:** 1. William Hazlitt: My First Acquaintance with Poets, On Going a Journey, On Familiar Style, The Past and the Future 2. A. G. Gardiner: On Letter Writing, On Saying Please, On Smiles, On Living Again, All About a Dog

#### Reference Books Recommended for Further Reading:

- Arthur Compton-Rickett, *A History of English Literature: From Earliest Times to 1916*. (NY, 1960)
- David Daiches *A Critical History of English Literature* (Vol. IV)
- Andrew Sanders, *The Short Oxford History of English Literature* (OUP, 1996)
- R. Alter, *Prose. Encyclopædia Britannica*.
- W.J. Bate, *The Achievement of Samuel Johnson* (New York, 1955)
- Y. M. Sarode, *Galaxy of English Essayists* (New Delhi, 2022)







**M.A. Part II (English) Third Semester**  
**3T5 (B) (Elective) Pandemic Studies and Literature**

**Paper Objectives**

1. To trace history to understand the significance of protection from epidemic or pandemic through realistic account of effects of pandemic
2. To make readers aware what life might be like in the grips of a global epidemic.
3. To behold the pitiable condition of society and develop compassion in an individual for fellow beings.

**Learning Outcomes** Students will be able

1. To understand that Men of letters can embroider their stories to make the final result more interesting and dramatic.
2. To recognize the social implications of the pandemic through vivid descriptions in the text.
3. To cultivate deeper level of understanding of the characters who survived and rebuild, physically and emotionally

**Unit I**

**Background Topics:** The end of the Pax Romana (the Roman Peace), Justinian plague and the decline of Byzantine Empire (541-42 A.D.), Boccaccio's *The Decameron*, Plague in Elizabethan Plays, American Plagues of 16<sup>th</sup> Century

**Text for detail study:** Daniel Defoe: *Journal of Plague Year* (1722)

**Unit II**

**Background Topics:** Grand-Saint-Antoine: Great Plague of Marseille (1720-1723), The murder of Archbishop Ambrosius (The Russian Plague 1770-72), Philadelphia yellow fever epidemic (1793), First Cholera Pandemic (1817), Third Plague Epidemic (1855)

**Text for detail study:** Kathrine Anne Porter: *Pale Horse, Pale Rider* (1939)

**Unit III Background Topics:**

Fiji Measles Pandemic (1875), Flu Pandemic (1889-90), Invention of Salk vaccine: American Polio Epidemic (1916), Spanish Flu (1918-20)

**Text for detail study:** Albert Camus: *The Plague* (Hamish Hamilton, 1948)

**Unit IV**

**Background Topics:** Asian Flu (1957-58), AIDS pandemic and epidemic (1981), H1N1 Swine Flu Epidemic, (Georgian Flu), Ebola (2014-16), Zika Virus Epidemic (2015)

**Text for detail study:** Emily St. John Mandel: *Station Eleven*

**Reference Books Recommended for Further Reading:**

Molly Caldwell Crosby. *The American Plague: The Untold Story of Yellow Fever, The Epidemic That Shaped Our History*

Laurie Garrett. *The Coming Plague: Newly Emerging Diseases in a World Out of Balance*

Barbara W. Tuchman. *A Distant Mirror: The Calamitous 14th Century*

Gina Kolata. *Flu. The Story Of the Great Influenza Pandemic of 1918 and the Search for the Virus That Caused It*

Steven Johnson. *The Ghost Map: The Story of London's Most Terrifying Epidemic—and How It Changed Science, Cities, and the Modern World*

John Barry. *The Great Influenza: The Story of the Deadliest Pandemic in History*

John Kelly. *The Great Mortality: An Intimate History of the Black Death, the Most Devastating Plague of All Time*

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**M.A. Part II (English) Third Semester**  
**3T5 (C) (Elective) History of English Language – I**

**Paper Objectives**

1. This paper will provide learners with a foundation in the history and development of the English Language to the present.
2. The study of this paper will help learners anticipate how the countless generations have welded and polished the English language and have added the richness to the language.
3. The study of this paper will help the learners understand the contribution of Great writers to the development of the language.

**Learning Outcomes**

1. The students will be in a position to evaluate the main influences that combined to push Old English forward as a distinct language.
2. The students can categorize the ways in which cultural, social and historical differences through ages have influenced the development of Modern English and have added richness to the language.
3. The students will be in a position to acknowledge the contribution of great writers to the development of language.

**UNIT I: The Prehistory of English**

Language Classification and Language Families – The Indo-European Family, the Teutonic languages, the Teutonic Verbal System, the Teutonic Accent of Words, the First Sound-shifting, the Birth of English

**UNIT II: The Periods in the History of English**

Old English – Old English Dialects, Characteristics of Old English, Old English Vocabulary, Foreign Elements and Influences

Middle English – The Dialects of Middle English, Characteristics of Old English, The Rise of Standard English

**UNIT III:**

Modern English - The Dialects of Modern English, Characteristics of Modern English, Modern English Vocabulary

**UNIT IV:**

Contributions of Great writers and Books to English Language – Introduction, Chaucer, Spenser, William Shakespeare, John Milton, Bible

**Reference Books for Further Reading**

- Bradley, Henry. *The Making of English*. The Macmillan and Company Ltd., 1915.  
Bough, Albert. C. *A History of the English Language*. Taylor and Francis, 1993.  
Jespersen, Otto. *Growth and Structure of the English Language*. Read Books Ltd., 2011.  
Potter, Simeon. *Our Language*. Penguin Books, 1976.  
Pyles, Thomas. *The Origins and Development of English Language*. Harcourt, Brace and World, 1964.  
Roy, R.N. *A Short History of the English Language and English Phonetics*. A. Mukherjee and Co. Pvt. Ltd., 1989.

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**M.A. Part II (English) Fourth Semester  
Paper 4T1 (Mandatory) Indian Diaspora Writing**

**Course Objectives**

1. To enable students to understand the historical background of international migration.
2. To understand the linkages between international migration, diaspora, and transnationalism.
3. To establish how immigration, diaspora and transnationalism are studied in the context of Indian diaspora.

**Learning Outcomes**

- 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 has 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: (Indian Prose)**

**Background:** Homeland Influences, Host land Pressures, Diaspora, Identity, Assimilation

**Text for detail study:** 1. Salman Rushdie: Imaginary Homelands- 2. V. S. Naipaul: *A House for Mr. Biswas*

**Unit II: (Diaspora Female Writers)**

**Background:** Acculturation, Multiculturalism, Creole, Diaspora and Utopia, Historical Understanding.

**Text for detail study:** 1. Jhumpa Lahiri, *The Namesake* 2. Chitra Banerjee Divakaruni: *The Mistress of Spices*

**Unit III: (Indian Diaspora Poetry)**

**Background:** Language and Culture as Diasporic Markers, The Economic Dimension, Displacement, Indian origin, Consciousness of cultural heritage and deep attachment to India.

**Text for detail study:** 1. Meena Alexander: *Night Scene, the Garden, House of a Thousand Doors, Manhattan Music, Raw Silk, Without a Place* 2. Sujata Batt: *A Colour of Solitude, Monkey Shadow, The Stinking Rose, Brunizem* 3. Uma Parameswaran: *Sisters at the Well* (2002, Collection of Poems)

**Unit IV: (Booker Prize Winner Indian Diaspora)**

**Background:** Political relationships with the Homeland, Globalization, Nationalism, Ambivalence, Alienation

**Text for detail study:** 1. Arvind Adiga: *The White Tiger*: 2. Kiran Desai: *The Inheritance of Loss*

**Reference Books for Further Reading:**

Dr. Priya D. Wanjari and Dr. Urmila Dabir. *Diaspora in the Novels of Jhumpa Lahiri, Amitav Ghosh, and Salman Rushdie*. Dattsons

Jasbir Jain. *Writers of Indian Diaspora*. Jaipur: Rawat, 1998

Somdutt Mandal, *The Diasporic Imagination: Asian-American Writing* Volume 3, New Delhi.

P Shailaja & T Vinoda, *The Expatriate: Indian writing in English* Volume 1, 2 & 3, New Delhi

Vijay Mishra: *The Literature of Indian Diaspora: Theorizing the Indian Imagery*, Routledge.

Palwekar, Sanjay. *Multiculturalism: Dynamics and Challenges*, Authorpress, India, 20014

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**M. A. Part II (English) Fourth Semester**  
**Paper 4T2 (Mandatory) 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 links between criticism and theory.

**Learning Outcomes**

1. The students will be able to understand the 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, Deconstruction, Metalanguage.

**Topics for Detail Study:** 1. Ferdinand de Saussure: *The Object of Study*

2. Jack Derrida: *Structure, Sign, and Play in the Discourse of Human Sciences*

**UNIT II**

**Background Topics:** Marxist Criticism, Metanarrative, Logocentrism, Reader Response Theory

**Texts for Detailed Study:** 1. Edmund Wilson: *Marxism and Literature*

2. Roland Barthes: *The Death of the Author*

**UNIT III**

**Background Topics:** Russian Formalism, Psycho-analytic criticism, Surrealism, Feminism.

**Texts for Detailed Study:** 1. Lionel Trilling: *Freud and Literature*

2. Mikhail Bakhtin: *Discourse in the Novel*

**UNIT IV**

**Background Topics:** Neo-humanistic Tradition, Subaltern Studies, New Historicism, Ecocriticism

**Texts for Detailed Studies:** 1. E. D. Hirsch, Jr. *Faculty Perspectives*

2. Edward Said: *Crisis (In Orientalism)*

**Reference Books for Further Reading:**

Christopher Norris: *Deconstruction: Theory and Practice*, Routledge, 1982

Barry, Peter. *Beginning Theory*, 1995.

David Lodge: *Twentieth Century Literary Criticism*, Longman, 1972

Leitch, Vincent B. (ed.) *The Norton Anthology of Theory and Criticism*. W.W. Norton and Co. New York, 2001.

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

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**M.A. Part II (English) Fourth Semester  
Paper 4T3 (Mandatory) Postcolonialism and Literature**

**Paper Objectives**

1. To seek a direct correspondence between literary texts and dominant ideas in post-colonial period.
2. To explore new and emerging concerns in the field of postcolonial studies.
3. 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:** Colonialism, imperialism and decolonization, Gayatri Chakravorty Spivak, "Can the Subaltern Speak?" Third World Approach, Feminism and postcolonialism, Subaltern studies and postcolonialism

**Text for detail study:** Mahasweta Devi: *Breast Stories*

**Unit II**

**Background Study:** Decolonizing the Mind, Language and Imperialism, Language and Culture, Neocolonialism

**Text for Detail Study:** 1. Ngugiwa Thiong'o: *Devil on the Cross* 2. JM Coetzee: *Disgrace*

**Unit III**

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

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

**Unit IV**

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

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

**Reference Books for Further Reading**

Ashcroft, Bill, Gareth Griffiths and Helen Tiffin (eds), *Key Concepts in Post-Colonial Studies*, Routledge, 1998.

Banerjee, Prantik. *Teaching of Culture, Culture of Teaching*. Dattsons Publisher, Nagpur, 2022

Boehmer, Elleke, *Colonial and Postcolonial Literature*, Oxford University Press, 1995.

Gandhi, Leela, *Postcolonial Theory: An Introduction*, Edinburgh University Press, 1998.

Loomba, Ania, *Colonialism/Postcolonialism*, Routledge, 1998.

Nayar, Pramod, *Postcolonial Literature: An Introduction*, Pearson: Longman, 2008.

Walder, Dennis, *Post-Colonial Literatures in English: History, Language, Theory*, Blackwell, 1996.

Dodewar, Anil. *Chinua Achebe's Novels, A Study of Culture and Gender*, Prestige Books International, 2022

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**M.A. Part II (English) Fourth Semester  
Paper 4T4 (B) (Elective) Disability Studies**

**Paper Objectives**

1. To understand the many modes of intersection between literature and disability.
2. To destabilize established theoretical paradigms to literary criticism and provide a fresh approach to analysing all literary texts.
3. Re-reading both canonical and modern works from the lens of disability studies.

**Learning Outcomes**

1. Students will be exposed to a new emerging field of literary studies.
2. Students will be able to adopt interdisciplinary approach in their understanding of literary texts under the rubric of disability studies.
3. They will be sensitized to the most pressing issues of our age about aging, empathy, minority status, social care and citizenship.

**UNIT I**

**Background Topics:** Ableism, Extraordinary bodies, Normate, medical model of disability, social model of disability, interactionist model

**Text for Detailed Study:** Alice Hall: *Literature and Disability*; Chapter 1. Disability Studies Chapter 2. An Introduction to Disability Studies

**UNIT II**

**Background Topics:** Neuro-novel, narrative prosthesis, ablenationalism, dismodernism, crip, supercrips

**Text for Detailed Study:** John Steinbeck: *Of Mice and Men*

**UNIT-III**

**Background Topics:** Intersectionality of disability studies, disability and feminism, disability aesthetics, disability and postcolonial theory, Foucault's bio-power, disability as subject position

**Text for Detailed Study (Short Stories):** 1. D.H. Lawrence: *The Blind Man* 2. Raymond Carver: *Cathedral*

**UNIT-IV**

**Background Topics:** Ocularcentric epistemologies, visual politics, disability life writing, cripple poetics, disability and impairment, crip poetry

**Text for Detailed Study:** 1. John Milton: *On His Blindness* 2. Wilfred Owen: *Disabled* 3. Neil Marcus: *Disabled Country*

**Reference Books for Further Reading**

Anita Ghai: *Disability in South Asia, Knowledge and Experience*. Sage Publications Pvt. Ltd  
Dan Goodley: *Disability Studies, An Interdisciplinary Introduction*. Sage Publication Pvt. Ltd.  
Gerard Goggin and Christopher Newell, *Disability in Australia: Exposing a Social Apartheid* Sydney: University of New South Wales Press, 2005  
Miles Beauchamp, Windy Chung, Aligender, Magliner. *Disabled Literature: A Critical Examination of Portrayal of Individuals with Disabilities in selected works of Modern and Contemporary American Literature*. New York. Brown Walker Press.

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**M.A. Part II (English) Fourth Semester**  
**Paper 4T4 (C) (Elective) History of English Language – II**

**Paper Objectives**

1. The study of this paper will help the learners to understand the influence of foreign elements to the growth and development of English Language.
2. The study of this paper will help the learners to understand the semantics of English language.
3. To help the learners understand the changes that has occurred in English grammar over the ages.

**Learning Outcomes**

1. The students will appreciate the remarkable ability of English language to form new words by borrowing new words from foreign languages.
2. The students will learn the semantics of English language and how the language has undergone changes in the meaning of the words along with the addition of new words in the process of development.
3. The students can assess the significant ways in which the language continues to evolve to meet the requirement of its users.

**Unit I**

Foreign Elements in English Language – Introduction, the Scandinavian, the French, the Latin, the Indian influence

**Unit II**

Word Making in English – Introduction, Derivation (Native Affixes, Foreign Affixes, and Diminutives), Back Formation and Shortening, Composition, Conversion, New words from the Names of Places and Persons, Obscure words, Root Creation, Folk Etymology

**Unit III**

Semantics – Introduction, Generalization of Meanings, Restriction of Meaning, Multiplication of Meaning, Degeneration of Meaning, Elevation of Meaning, Simple Substitution of New Meanings, Isolation of meaning, Concretization of Meaning, Euphemism, Loss of Intensity, Metaphorical Substitution

**Unit IV**

The Historical Development of English Grammar – Introduction, the S-ending in Nouns, Disappearance of the Old Word-Order, Numerals, the Pronominal System, the History of the Forms in -ing, the History of the Verbal Ending -s, the History of the Tense System, the Syntax of the Infinitive  
English as a World Language

**Reference Books for Further Reading**

- Bradley, Henry. *The Making of English*. The Macmillan and Company Ltd., 1915.  
Bough, Albert. C. *A History of the English Language*. Taylor and Francis, 1993.  
Jespersen, Otto. *Growth and Structure of the English Language*. Read Books Ltd., 2011.  
Potter, Simeon. *Our Language*. Penguin Books, 1976.  
Pyles, Thomas. *The Origins and Development of English Language*. Harcourt, Brace and World, 1964.  
Roy, R.N. *A Short History of the English Language and English Phonetics*. A. Mukherjee and Co. Pvt. Ltd., 1989.

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### Pattern of question papers

#### A. Pattern of Question Paper except for Paper No.1T4, 2T4, 3T4, 3T5 (C), 4T4 (C)

1. There will be four units in each paper
2. Question paper will consist of five questions and all questions shall be compulsory.
3. First Four long answer questions (to be attempted in about 800 words) will be on four units with internal choice (one question to be attempted out of two on each unit) based on the text prescribed for detail study.
4. Fifth Short answer question (to be attempted in about 200 words) will be based on the topics prescribed for the study of background topics. It will be compulsory with question from each of the four units having equal weightage without internal choice.

#### B. Pattern of Question Papers No.1T4, 2T4, 3T4

1. There will be two units in each paper.
2. Question paper will consist of three questions and all questions shall be compulsory.
3. First two long answer questions (to be attempted in about 800 words) will be on two units with internal choice (one question to be attempted out of two on each unit) based on the text prescribed for detail study.
4. Fifth Short answer question (to be attempted in about 200 words) will be based on the topics prescribed for the study of background topics. It will be compulsory with question from each of the two units having equal weightage without internal choice.

#### C. Pattern of Question Papers for Paper No. 3T5 (C), 4T4 (C)

1. There will be four units
2. Question paper will consist of five questions and all questions shall be compulsory.
3. Four questions will be on four units with internal choice (one question out of two from each unit)
4. Fifth question will be compulsory with questions from each of the four units having equal weightage and there will be no internal choice.

#### D. General Rules and Regulations

- (i) Each paper of 4 credits will be of 3 hours duration.
- (ii) Each paper of 2 credits will be of 2 hours duration
- (iii) Maximum marks allotted are 80 for theory and 20 for internal assessment.

E. The students for internal assessment will be judged in accordance with the following framework:

Activity	Classroom seminar presentation	Home Assignment	Viva voce conducted on submitted HA	Participation in departmental activities
Marks	05	05	05	05



## Absorption Scheme

1. Students appearing in M.A. I (Semester-I Examination to be held in Winter 2022 examination and all Ex-students appeared earlier shall be given additional 3 Attempts i.e. Winter examination of 2023 and Summer and Winter examination of 2024. Those who fail to clear M.A.I examination (of the Semester Old CBCS (NEP) Syllabus) shall have to opt in New Education Policy (NEP)-20 Semester Pattern in the new syllabus of Semester-I to be implemented from the academic session 2023-24.

2. Students appearing in M.A-II (Semester-III) Examination to be held in Winter Examination of 2023 and all Ex students shall be given 3 additional chances i.e. winter 2023 and summer & winter examination of 2024. Those who fail to clear the M.A-I & II examinations as per the scheme above, shall have to opt for the papers from the New Education Policy 20 Program being implemented from academic session 2023-24 in Semester – I.

3. The candidates who exhaust the attempts permissible and are yet unable to get through the old syllabus will have the option to select the alternatives as given in the following tables from the new syllabus.

### Semester I

Paper as per CBCS Program		Alternative paper in NEP-20 Program	
1T1	English Poetry from Chaucer to Milton	1T1	English Poetry from Chaucer to the Eighteenth Century
1T2	The Renaissance Drama	1T2	English Drama from the Elizabethan Age to Restoration Period
1T3 (A)	Indian Writing in English-I	1T5 (B)	Travel Literature
1T3 (B)	Indian Diasporic Fiction-I	1T5 (B)	Travel Literature
1T3 (C)	Indian Writing in Translation	1T5 (B)	Travel Literature
1T3 (D)	Indian Literary Criticism	1T5 (A)	Asian Literature
1T4 (A)	The English Novel-I	1T3	The English Novel-I
1T4 (B)	Literature and Gender	1T5 (B)	Travel Literature
1T4 (C)	Cultural Studies-I	1T5 (A)	Asian Literature
1T4 (D)	The English Prose	1T5 (A)	Asian Literature


  
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## Semester II

Paper as per CBCS Program		Alternative paper in NEP-20 Program	
2T1	Restoration and Eighteenth-Century English Literature	2T1	English Poetry from the Romantic to Postmodern Age
2T2	Modern English Drama	2T2	Modern English Drama
2T3 (A)	Indian Writing in English-II	2T5 (C)	Tribal Studies and Literature
2T3 (B)	Indian Diasporic Fiction-II	2T5 (C)	Tribal Studies and Literature
2T3 (C)	European Fiction and Drama	2T5 (A)	American Literature
2T3 (D)	Asian Literature	2T5 (A)	American Literature
2T4 (A)	The English Novel-II	2T3	The English Novel-II
2T4 (B)	Comparative Literature	2T5 (B)	Trauma Studies
2T4 (C)	Cultural Studies-II	2T5 (C)	Tribal Studies and Literature
2T4 (D)	English Language Teaching	2T5 (C)	Tribal Studies and Literature

## Semester III

Paper as per CBCS Program		Alternative paper in NEP-20 Program	
3T1	Romantic and Victorian Poetry	3T5 (B)	Pandemic Studies and Literature
3T2	Literary Criticism and Theory-I	3T2	Literary Criticism and Theory-I
3T3 (A)	Nineteenth Century American Literature	3T5 (B)	Pandemic Studies and Literature
3T3 (B)	Trauma Studies and Literature	3T5 (B)	Pandemic Studies and Literature
3T3 (C)	Pandemic Studies and Literature	3T5 (B)	Pandemic Studies and Literature
3T3 (D)	English Comedies	3T5 (B)	Pandemic Studies and Literature
3T4 (A)	Communicative English-I	3T5 (B)	Pandemic Studies and Literature
3T4 (B)	Postcolonial Literature	3T5 (B)	Pandemic Studies and Literature
3T4 (C)	The History of English Language-I	3T5 (C)	The History of English Language-I
3T4 (D)	Dalit Literature-I	3T5 (B)	Pandemic Studies and Literature







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# Semester IV

Paper as per CBCS Program		Alternative paper in NEP-20 Program	
4T1	Twentieth Century English Poetry	4T1	Indian Diaspora Writings
4T2	Literary Criticism and Theory-II	4T2	Literary Criticism and Theory-II
4T3 (A)	Twentieth Century American Literature	4T4 (B)	Disability Studies
4T3 (B)	African American Literature	4T4 (B)	Disability Studies
4T3 (C)	Disability Studies	4T4 (B)	Disability Studies
4T3 (D)	Film Studies	4T4 (B)	Disability Studies
4T4 (A)	Communicative English-II	4T4 (B)	Disability Studies
4T4 (B)	Research Writing and Presentation Skills in English Studies	4T4 (B)	Disability Studies
4T4 (C)	The History of English Language-II	4T4 (C)	The History of Language-II
4T4 (D)	Dalit Literature-II	4T4 (B)	Disability Studies

## Tentative Schedule Recommended for the paper wise Completion of Syllabus

Work Load: Four/Two lectures per week of one hour each for each paper

Activity to achieve Paper Objectives and get desired Learning Outcomes	Number of Lectures required ( 4 credit paper)	Number of Lectures required ( 2 credit paper)
Bridging present paper with information students have on the subject	01	00
Introducing Question Paper Pattern	01	00
Background Topics (04 lectures for each unit = 16 lectures of one hour each)	16	08
Topics for detail study (08 lectures for each unit = 32 lectures of one hour each)	32	16
Classroom Seminar	04	04
Submission of Assignments	01	00
Viva Voce	01	00
Test Examination (01 lecture of one hour for each unit)	04	02
<b>Semester wise Lectures for each paper</b>	<b>60</b>	<b>30</b>

Note: For the paper with 2 credits, submission of assignments and conducting viva-voce should be carried out with equal distribution of number of students in the papers of 4 credit.

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## GUIDELINES

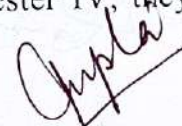
1. The students shall undergo on-job training (internship/apprenticeship) for 3 to 4 weeks in semester II of the programme. They shall spend the said period in the institution to upskill themselves, and the report and certificate of the same be submitted to the Head of the Department. The students must complete on-job training (OJT)/Internship of 4 credit during summer break after completion of the second semester of the first year. They shall prepare and submit the comprehensive report of internship they undergo on day to day basis. The report shall be submitted to the department before the commencement of the theory examination of the semester concerned. This report shall carry 80 marks and the internal assessment on the same will carry 20 marks.
2. As to Field Project, the students shall conduct field project on the issue which the Head of the Department deem relevant to society in general. They shall conduct survey, collect data and make interpretation and analysis of the same. They must come up with some convincing conclusions and recommendations. They shall submit the report to the Head of the Department before the commencement of the theory examination of the semester concerned. This report shall carry 80 marks and the internal assessment on the will carry 20 marks.
3. In semester III and semester IV, the students shall undertake Research Project which carries 4 and 6 credits respectively. The project shall be conducted under the supervision of the faculty member and be approved by the Head of the Department.
4. Four credit research project in semester III shall have 100 marks including project itself and the internal assessment (Project 80 marks + 20 internal assessment). And passing marks shall be 40, project and internal assessment together.
5. Six credit research project in semester IV shall have 150 marks including project itself and the internal assessment (Project 120 marks + 30 marks internal assessment). And passing marks shall be 75, project and internal assessment together. The project shall be undertaken under the supervision of the faculty member and the project be approved by the Head of the Department. The students shall submit the report of the research project before the commencement of the theory examination of the semester concerned.
6. The students can carry out separate research projects in semester III and semester IV or they can continue the research project of semester III in semester IV. If the students wish to continue semester III research project in semester IV, they shall ensure that they strictly follow the conditions below:

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i) In semester III, the students shall prepare research proposal that includes:

- a) Selection of topic/research problem
- b) Aims/objectives and scope of the research
- c) Hypotheses
- d) Research Methodology
- e) Literature Review
- f) Collection of Data

In semester III, Research Project shall have 100 marks. The project shall have 80 marks and internal assessment based on the project shall have 20 marks.

ii) In semester IV, the students shall do the following:

- a) Understanding academic writing
- b) Interpretation and analysis of the primary and secondary data
- c) Writing Research Project

In semester IV, Research Project shall have 150 marks. The project itself shall have 120 marks and internal assessment based on the project shall have 30 marks.

7. All matters related to M.A. English program shall be governed by GR of Government of Maharashtra, Higher and Technical Education Department, vide GR No.: NEP/2020/Pra.kra.09/vishi-3 shikana, dated 16 May 2023, and rules, regulations, notifications, directions, etc. issued time to time in this regard by Rashtrasant Tukadoji Maharaj Nagpur University.

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