



**M.A. Part I (English) Second Semester**  
**2T2 Modern English Drama**  
**Compulsory Paper-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 Background Study Topics:** The Problem Play, Contribution of Oscar Wilde, 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 Ayckbourn. **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*

**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. Javed Malick, (ed.) *Samuel Beckett: Waiting for Godot*
5. Albert Camus, *Myth of Sisyphus*. (Penguin Publications)

**M.A. Part I (English) Second Semester**  
**2T3 (A) 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

14



**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, Linguistic Reorganization, Dalai Lama's escape to India

#### **Texts for Detail Study**

Nissim Ezekiel: Case Study, Poet, Lover, Birdwatcher, Background Casually

Kamala Das: The Freaks, Jaisurya, The Looking- Glass, The Sunshine Cat

A.K. Ramanujan: Obituary, Small Scale Reflections on a Great House,

Of Mothers, Among Other Things, Love Poem for Wife I

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

Station, An Old Woman

#### **Unit II**

**Background Study Topics:** Indus Water dispute, Liberation of Goa and Puducherry, Beginning of Naxalite Movement, Contribution of Shashi Deshpande, Namita Gokhale

**Text for Detail 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, Contribution of Anita Nair

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

#### **Unit IV**

**Background Study Topics:** Environment Protection Act 1986, Mandal Commission Report, Economic Liberalization, Contribution of Vijay Tendulkar, Girish Karnad

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

**Books Recommended 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. Srinivasalyengar, *Indian Writing in English* (New Delhi, Sterling Publishers Pvt Ltd, 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. Part I English Second Semester 2T3 (B) 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 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

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

Text for Detail Study; Salman Rushdie: *Shame*

## Unit II

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

### Text for Detail Study

V. S. Naipaul: *A House for Mr. Biswas*

## Unit III

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

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

## Unit IV

**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 Detail Study:** Arvind Adiga: *The White Tiger*

### Reference Books recommended for further reading

11. Dr. Priya D. Wanjari and Dr. Urmila Dabir. *Diaspora in the Novels of Jhumpa Lahiri, Amitav Ghosh and Salman Rushdie*. Dattsons
2. Dr. M. K. Gautam. *Indian Diaspora: Ethnicity and Diasporic Identity*
3. Jasbir Jain. *Writers of Indian Diaspora*. Jaipur: Rawat, 1998
4. Somdutt Mandal, *The Diasporic Imagination: Asian-American Writing Volume 3*, New Delhi.
5. P Shailaja & T Vinoda, *The Expatriate: Indian writing in English Volume 1, 2 & 3*, New Delhi
6. Vijay Mishra: *The Literature of Indian Diaspora: Theorizing the Indian Imagery*, Routledge.
7. Dr Sujata Chakravorty. *Critical Insights into the Novels of Rohinton Mistry*, Discovery Publication House Pvt. Ltd. 2014
8. Dr Smeeta A. Wanzarri. *Voices from the Indian Diaspora*, Dattason.

**M.A. Part I (English) Second Semester**  
**2T3 (C) 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 introduce the key contributions of Boccaccio, Dante Alighieri and Petrarch, Dante's *Divine Comedy*, The influence of the *Decameron* and Petrarch's sonnets
3. The birth of the literary movements of Romanticism and Naturalism, The influence of Kant and Rousseau will be dealt with
4. Strindberg, Ionesco, Pirandello, Jean Genet and Brecht in theatre and Thomas Mann, Franz Kafka and Albert Camus for fiction will be singled out for special attention.

## Learning Outcomes



1. Students will be able to understand the contribution of classical texts to the development of modern texts
2. Students will learn the characteristics of the literature of the medieval period
3. Students will learn about the social and political events of the time that created a vibrant intellectual atmosphere.
4. Students will understand the influence of the WW-I and WW-II on European fiction and drama

**Unit I: Classical Texts** Background topics: Normandy Conquest, Feudalism, Chivalry, Knighthood, Magna Carta  
 Texts for detail study: 1. Homer *Odysseus* 2. Sophocles *Antigone*

**Unit II: Medieval Europe**

Background topics: Boccaccio, Petrarch, Dante and Beatrice, The Gutenberg Bible, Niccolo Machiavelli  
 Text for detail study: Cervantes: *Don Quixote*

**Unit III: Nineteenth Century European Drama and Fiction** Background Topics: Sturm and Drang playwrights, Emile Zola and Naturalism, Victor Hugo, Rousseau's *Emile*, Goethe's *The Sorrows of young Werther*  
 Text for detail Study: 1. Gustave Flaubert: *Madam Bovary* 2. Henrik Ibsen: *Doll's House*

**Unit IV: Twentieth Century European Drama and Fiction** Background Topics: Avant Garde theatre, Alienation Effect, Existentialism and Camus, Thomas Mann, Heroism in post war European drama  
 Text for detail Study: 1. Kafka: *Metamorphosis* 2. Bertolt Brecht: *Mother Courage*

**Recommended Books for further reading:**

Harold Bloom. *The Western Canon* 1994 (For unit II) Hayden White. *The Historical Imagination in Nineteenth Century Europe* (for Unit. III) George Steiner. *Death of Tragedy* (Chapter 'On Modern Tragedy')  
 Raymond Williams. *Tragedy and Revolution* Martin Esslin. *Theatre of the Absurd*

**M. A. Part II (English) Second Semester  
 2T3 (D) Asian Literature**

**Paper Objectives**

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

**Learning Outcomes**

1. Students will know about the themes and issues dealt 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 deal 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 Twan Eng, 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 recommended for Background reading:**

1. Shubha Mishra & Urmila Dabir: *Asian Literature in English: Identity and Survival*, Prestige Books International, New Delhi, 2017.
2. Theodore Barry and Irene Bloom: *Approaches to the Asian Classics*, Columbia University Press 1990.
3. Barbara Stoler Miller: *Masterworks of Asian Literature in Comparative Perspective*, East gate, New York, 1994.
4. Yasmin Hussein: *Writing Diaspora: South Asian Women, Culture and Ethnicity*, Ashgate, England.

**M.A. Part I (English) Second Semester  
2T4 (A) 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**

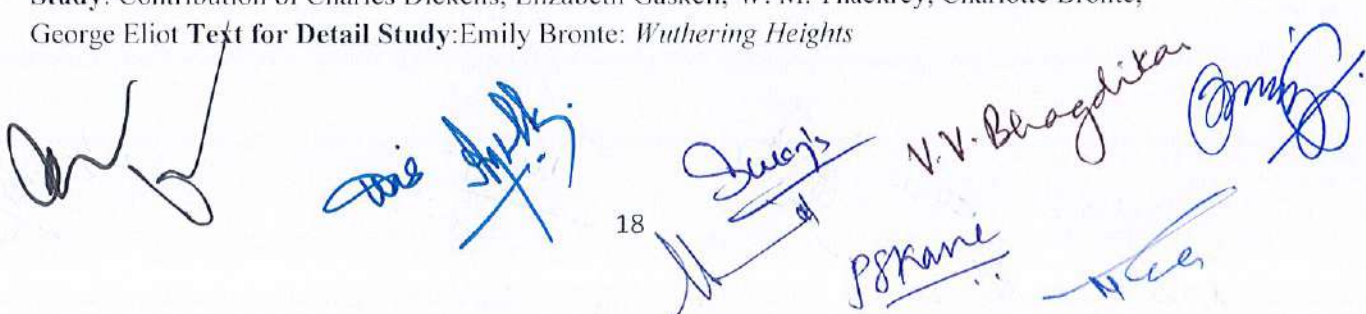
Students will understand

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 The Early Victorian Novels and Early Victorian Women Novelists**

**Study:** Contribution of Charles Dickens, Elizabeth Gaskell, W. M. Thackeray, Charlotte Bronte,

George Eliot **Text for Detail Study:** Emily Bronte: *Wuthering Heights*

The bottom of the page features several handwritten signatures and initials in blue ink. From left to right, there is a large, stylized signature, followed by a signature that appears to be 'V.V. Bhagdikar', and another signature that looks like 'P. S. Rani'. There are also some smaller, less legible initials and marks scattered around these signatures.

**Unit II the Later Victorians**Topics for Background Study: Contribution of George Meredith, Henry James, John Watson, George Gissing, George W. S. Brown, John GaltText for Detail Study: Thomas Hardy: *Far from the Madding Crowd*

**Unit III Stream of Consciousness Technique**Topics for Background Study: The Bloomsbury Group, Contribution of James Joyce, Virginia Woolf, Joseph Conrad and D.H. LawrenceText for Detail Study: Henry James: *The Portrait of a Lady*

**Unit IV Popular British Novelists of the Twentieth Century**Topics for Background Study: Cultural Hypocrisy, Political Fiction, Dystopian Novel, George Orwell's Allegory, Aldous HuxleyText for Detail Study: William Golding: *Lord of the Flies*

**Books Recommended 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 Bergonzo. *The Situation of the Novel* (London, 1970)

**M.A. Part I (English) Second Semester  
2T4 (B) 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 (Theory):**

**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 Detail 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: (Literary Movements):**Topics for Background Study: Rousseau, French Revolution, Romantic Humanism, American TranscendentalismTexts for Detail Study: The poets: Shelley and Balkavi; The Poets: Wordsworth and Keshavsut



**Unit III: Topics for Background:** Darwin, Freud, Nietzsche, Industrialization **Texts for detail 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 Detail Study:** Claude Brown's *Manchild in the Promised Land* and Laxman Gaikwad's *The Branded*

**Books Recommended for further reading:**

1. SS 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*
6. CM Bowra, *The Romantic Imagination*

**M.A. Part I (English) Second Semester  
2T4 (C) 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: Popular Culture Background Topics:** Cultural populism, Guy Debord's *Society of Spectacle*, Disneyfication, Andy Warhol and pop art, popular culture and popular press, youth and pop music  
**Topics for Detailed Study:** 1. The Consumption of Everyday Life: theories of consumption, spaces of consumption, fan culture, shopping as popular culture 2. Indian literary forms of Popular Culture: Chick Lit, Crick Lit, Neo-mythological novels, Graphic fiction

**Unit-II Intersectionality and Interdisciplinarity Background Topics:** Repressive State Apparatuses (RSAs) and Ideological State Apparatuses (ISAs), David Harvey and *The Condition of Postmodernity*, Circuit of consumption, Globalization and homogenization, Glocalization, Cultural hybridization **Texts for Detailed Study:** 1. Donna Haraway: *A Cyborg Manifesto* 2. Arjun Appadurai: *Disjuncture and Difference in the Global Cultural Economy*

**Unit III: Popular Culture and Media Background Topics:** John Fiske and Wrestling as TV spectacle, 'The Great Indian Wedding' in Indian films, TV soap operas and Indian women, Netflix and changing viewership, Amul ads and India **Texts for Detailed Study:** 1. Stuart Hall: *Encoding, Decoding* 2. Analysis of Rajkumar Hirani's *3 Idiots* as a cultural text through Objects, Actions and Behaviour depicted.

**Unit-IV: Digital Cultures and Virtual Worlds**

**Background Topics:** Simulacra and simulation, Hyperrealism, Manuel Castells and network society, Frank Webster and the information society, Project Gutenberg and Folger Shakespeare projects **Texts for Detailed Study:** 1. Jodi Dean: *The Net and Multiple Realities* 2. Pramod Nayar: *The Selfie and the World* **Prescribed Textbook**

Banerjee, Prantik. *Cultural Studies: Texts and Contexts*, Dattsons Publications, Nagpur, 2021.

**Reference Books for further reading:**

Mohaid

Dis

Shukla

20  
Jury

Shane

V.V. Bhagatkar

Shane



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

## M.A. Part I (English) Second Semester 2T4 (D) English Language Teaching

### Paper Objectives

1. To develop language skills and to enhance the understanding of situational contexts
2. To explicitly attend to the interrelationship between the subject matter, learning and the potential of a classroom
3. To learn the various aspects of language important in defining the cultural constructs
4. To use digital tools to keep up with the contemporary teaching learning environment

### Learning Outcomes Students will be able

1. To improve their understanding of language skills and acquisition
2. To use and interpret language in situational contexts
3. To acquire the nuances of language in a cultural context
4. To practice the digital tool for dissemination of knowledge in contemporary academic atmosphere

**UNIT I Background Topics:** Globalization and English (Explanation in short; Three Language Formula & Recommendations of Kothari Commission), Difference between written and spoken English, Guided versus free composition, Significance of communicative English in the process of Teaching and Learning, Received Pronunciation and Challenges **Topics for Detail Study:** Status of English in India – Role of English in Education, Employment and Society – Aims and Objectives of English Language Teaching in India – Contemporary Challenges and Opportunities - Accent and Composition – Similarity and Dissimilarity in sentence structure in comparison with English and other languages **UNIT II Background Topics:** Role of culture in studying literature in English Language, Difference between teaching language and teaching literature, Interlanguage, Factors affecting second language learning, challenges in translation from regional language to English **Topics for Detail Study:** Major theories of language learning – key principles of Behaviorism; its advantages and limitations – key principles of cognitivism; its advantages and limitations – language acquisition and language learning, Culture as a factor in composition (especially structure, emphasis on all types of English prevalent) **UNIT III Background Topics:** Role of the internet in language teaching, Virtual classrooms and virtual learning, Advantages and limitations of computers in language teaching, Use of multimedia in teaching English, Challenges in using technology in Indian **Topics for Detail Study:** Merging traditional and modern teaching aids and tools (blackboard, charts, models, overhead projectors) – modern teaching aids and tools (computers, language labs, interactive electronic boards, etc.) – role of ICT in language learning and teaching. Use of MOOCs, MOODLEs etc. to enhance virtual understanding **UNIT IV Background Topics:** Importance of feedback in assessment, Difference between testing and assessment, Reliability and validity, Advantages and limitations of objective tests, using tests as a teaching tool **Topics of detailed discussion:** Types of tests – characteristics of a good test – role of testing and assessment in teaching and learning English – various techniques of testing – challenges and issues in English language testing in Indian classrooms **Recommended further Reading:** Diane Larsen-Freeman: *Techniques and Principles in Language Teaching*, OUP, (2004) Jack Richards and Theodore Rodgers: *Approaches and Methods in Language Teaching* Joanne Collie and Stephen Slater: *Literature in the Language Classroom*, CUP (2009) M. L. Tickoo: *Teaching and Learning English – A Sourcebook for Teachers and Teacher-Trainers*, Orient Longman (2003) N. Krishnaswamy & Lalita Krishnaswamy: *Methods*



## M.A. Part II (English) Third Semester

### 3T1 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 analysing 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, Peterloo Massacre of 1819

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

**Unit II Topics for Background Study:** Contribution of Southey and Lord Byron, Laissez Faire,

Utilitarianism, Chartist Movement, Reform Bill of 1832 **Texts for detail 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 detail 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 (Contribution of Swinburne and William Morris), Sandon's Act of 1876, Reform Bill of 1884, Mundella's Act of 1888,

Contribution of Elizabeth Barret Browning **Texts for detail Study:** 1. Mathew Arnold: The Scholar Gypsy 2. D.G. Rossetti: The Blessed Damozel

**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. Joseph Bristov (ed.) *The Cambridge Companion to Victorian Poetry* (2000)

## M. A. Part II (English) Third Semester 3T2 (B) 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

*[Handwritten signatures and marks at the bottom of the page]*







3. The students will be able to examine the resurgence of American consciousness centred 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 Detail 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 Detail 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 Detail Study:** Melville: *Moby Dick*

**Books Recommended 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. Part II ENGLISH Third Semester 3T3 (B) 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, 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 LaCapra 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*

*Onahail*

*Amir*

*V.V. Bhargava*

*Amir*



**Unit- IV: Trauma, Ecological Disaster and Literature** Background Topics: Apocalyptic fiction, Ann Kaplan and pre-traumatic stress disorder, ecocriticism, 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:** 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 Dori Laub, 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

## M.A. part II (English) Third Semester 3T3 (C) 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 establish the power of the talented storyteller in dealing with many situations caused by the pandemic or epidemic outbreak.
3. To make readers aware what life might be like in the grips of a global epidemic.
4. 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 appreciate the preventive measures through the classic literary descriptions of the plague
3. To recognize the social implications of the pandemic through vivid descriptions in the text.
4. 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:** Katharine 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 for further reading:**

1. Molly Caldwell Crosby. *The American Plague: The Untold Story of Yellow Fever, The Epidemic That Shaped Our History*
2. Laurie Garrett. *The Coming Plague: Newly Emerging Diseases in a World Out of Balance*
3. Barbara W. Tuchman. *A Distant Mirror: The Calamitous 14th Century*
4. Gina Kolata. *Flu. The Story of the Great Influenza Pandemic of 1918 and the Search for the Virus That Caused It*
5. John Barry. *The Great Influenza: The Story of the Deadliest Pandemic in History*
6. John Kelly. *The Great Mortality: An Intimate History of the Black Death, the Most Devastating Plague of All Time*
7. Dr Smeeta A. Wanjarri: *Pandemic Literature, A Critique from Plague to Covid-19*; Dattasons, Nagpur

**M.A. Part II (English) Third Semester  
3T3 (D) English Comedies**

**Paper Objectives**

1. To introduce students to English Comedy from the early times of its origin
2. To make students understand that how is comedy technically different from other forms of drama.
3. To develop insight into the growth and development of British Comedies through changes it underwent from time to time
4. To present how different types of comedies represent their times and suggested social reforms applicable to that age

**Learning Outcomes**

1. Students will be able to differentiate different forms of comedies that exist in English literature.
2. Students will be introduced to sunnier and optimistic picture of life that is presented in comedies and also to good deal of morality
3. Students will be able to analyse and interpret dramatic texts both in writing and orally
4. Students will be able to draw connections between dramatic characters and social contexts of the times

**Unit I**

**Topics of Background:** The Beginning of English Comedies (Domestic Drama and Courtly Drama), The Renaissance Elements in the Shakespearean Comedies, Importance of Fools in Shakespearean Comedies, Importance of Heroines in Shakespearean Comedies.

**Text for detail study:** Shakespeare: *Much Ado About Nothing*

**Unit II:**

**Topics for Background:** The reasons for the decline of Drama in the Jacobean Age, Dramas of Thomas Dekker, Domestic Comedies of Thomas Heywood, Comedies of John Fletcher and Francis Beaumont, Farcical Comedies of Thomas Middleton.

**Text for detail study:** Ben Jonson: *Everyman in His Humour*

**Unit III:**

**Topics for Background:** The Heroic Tragedy, The Tragedy, Dryden's *All for Love*, Works of George Farquhar, Thomas Otway, Works of John Vanburg, Nathaniel Lee.

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

**Unit IV:**

**Text of Background:** Rise of Sentimental Comedy, Dramas of R.B. Sheridan, Works of Colley Cibber, Richard Steele, Hugh Kelly, Richard Cumberland.



Text for detail study: Oliver Goldsmith: *She Stoops to Conquer*

**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. II)

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

**M.A. Part II (English) Third Semester**

**3T4 (A) Foundation: Communicative English-I**

**Paper Objectives:**

1. To improve the basic skills of reading, writing, listening and speaking among students of any subject.
2. To prepare students to face interviews and group discussions.
3. To acquaint students with the contemporary, colloquial and idiomatic expressions in English language.
4. To train them in practical letter writing and forms of business communication

**Learning Outcomes** Students will be able

5. To improve their understanding of language skills and acquisition
6. To use and interpret language in situational contexts
7. To correlate the subject matter in real life situations

**Unit I: Understanding Communication Skills**

- i. What is communication, types of communication,
- ii. Media of communication, channels of communication
- iii. Barriers to effective communication.
- iv. Role of communication skills in society

**Unit II: Understanding figurative language**

- i. Idioms and phrases, making sentences with at least 50 contemporary idioms and phrases should be taught
- ii. Agreement of subject and verb, correct usage of prepositions.
- iii. Conditional sentences.
- iv. New terms from Management, Information Technology and social media to be taught.

**Unit III: Letter writing**

- i. Resume writing and job application
- ii. Business letters (Orders, Inquiries, Sales letters, Complaints)
- iii. Memos and replies to memos.
- iv. Emails

**Unit IV: Presentation Skills**

- i. How to effectively organize thoughts, research and data collection for speech/presentation, the use of logic and sequence, central idea.
- ii. Oral presentation, diction, tone, clarity and body language.
- iii. Power point presentation
- iv. Time management and preparation, adaptation skills if changes occur.

**Reference books for further reading:**

1. Curme, G. A. *Grammar Book of English Language. Vol II. Parts of Speech and Accidence*. Boston. D.C. Heath and Co.
2. Greenbaum, S. *The Oxford English Grammar*, Oxford University Press.

*Dr. Hail*

*Dr. S.*

*Dr. S.*

27

*Dr. Kame*

*V.V. Bhagadkar*

*Dr. S.*

*Dr. S.*



3. Jespersen, O. *A Modern English Grammar on Historical Principles*. London: George Allen and Unwin.
4. Leech G. *Meaning and the English Verb*. London. Longman.
5. Leech, G., M. Deucher and R. Hoogenrad. *English Grammar for Today: A New Introduction*. London. Macmillan Education Ltd.

### M. A Part II (English) Third Semester 3T4 (B) Postcolonialism and Literature

#### Objectives:

- The paper has been designed to fulfil the following objectives:
- To introduce students to the field of postcolonial studies, its history and background.
- To familiarize them with major critics, terms, concepts and positions.
- To establish cross-disciplinary connections between English studies and other subjects, especially of social science and science.
- To inculcate research skills like critical thinking, logical reasoning and academic writing.

#### Learning Outcomes:

- Students will increase their domain knowledge by learning about a rich and complex area of literary studies.
- Students will learn about 'other' literatures and not just those of Anglo-American literary tradition.
- Students will be able to critically read and analyze texts by applying the theories and concepts of key postcolonial critics.
- Students will develop skills of research methodology and research writing.
- Students will learn how to make effective academic presentation.

#### Unit-I

##### Background Topics

Colonialism, imperialism and decolonization 2. Frantz Fanon and national culture 3. Edward Said and Orientalism 4. Commonwealth Literature 5. Neo-imperialism 6. Eurocentricism

##### Topics for Detailed Study

"Introduction" (pages 1-13) From *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures* by Bill Ashcroft, Gareth Griffiths and Helen Tiffin,

(Routledge, second edition)

Chinua Achebe: *Things Fall Apart*

#### Unit-II

##### Background Topics

Negritude 2. Colonialism and the teaching of English Literature 3. decanonization 4. Colonial discourse 5. Cartography (maps and mapping) 6. Apartheid literature

##### Topics for Detailed Study:

Jean Rhys: *Wide Sargasso Sea*

The following poems

"The White Man's Burden", Rudyard Kipling

"Lost Empire", Derek Walcott

#### Unit-III

##### Background Topics

Homi Bhabha's ambivalence, mimicry, hybridity 2. Salman Rushdie and magic realism 3. ParthaChatterjee and nationalism 4. BalchandraNemade and nativism 5. Aijaz Ahmad's *In Theory* 6.

G.N. Devy's *After Amnesia*

##### Topics for Detailed Study:

Amitav Ghosh: *The Shadow Lines*

The following poems:

"Background, Casually", Nissim Ezekiel.

"Introduction", Kamala Das


  
 V.V. Bhagadhar
   
 P.K. Kame
   
 M. K. K.



#### Unit-IV

##### Background Topics

Nationalism, gender and sexuality 2. Double colonization of women 3. Internal colonialism 4. Third World feminism 5. Subaltern Studies historians 6. Transculturation

##### Topics for Detailed Study:

Arundhati Roy: *The God of Small Things*

Gayatri Chakravarty Spivak's "Can the Subaltern Speak"

##### Reference Books

Ashcroft, Bill, Gareth Griffiths and Helen Tiffin (eds), *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. Routledge, second edition, 1993.

--- *The Post-Colonial Studies Reader*, Routledge, 1995.

--- *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.

Trivedi, Harish and Meenakshi Mukherjee (eds), *Interrogating Post-Colonialism: Theory, text and Context*, Indian Institute of Advanced Study, 1996.

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

Mohand  
Dris  
Sanku  
V.V. Bhagdikar  
Jskane  
Hina  
Suega  
Hag



**M.A. (English) Part II Third Semester**  
**3T4 (C) Core: History of English Language – I**

**Course Objectives**

- To make learners understand why certain patterns of words are the way they are
- To make learners understand the origin of root words from different languages
- To introduce how a language is intertwined with the culture and politics of its speakers
- To help students learn similarities and differences between languages in the same families.
- To provide interesting titbits and a better appreciation of all the things that have influenced English language.

**Course Outcomes**

- Students will be able to figure out words containing particular root meaning
- Students will develop better understanding of culture and politics which will help them to interpret literature in a better way
- Students will be motivated to start learning another language
- Students will come to know why some traditional characters are still in use
- Students will learn more about the amazing history behind English language

**Unit I**

1. Indo-European Family of Language

**Unit II**

2. Teutonic Verbal system
3. Teutonic Accent
4. The First Sound Shifting or Grimm's Law

**Unit III**

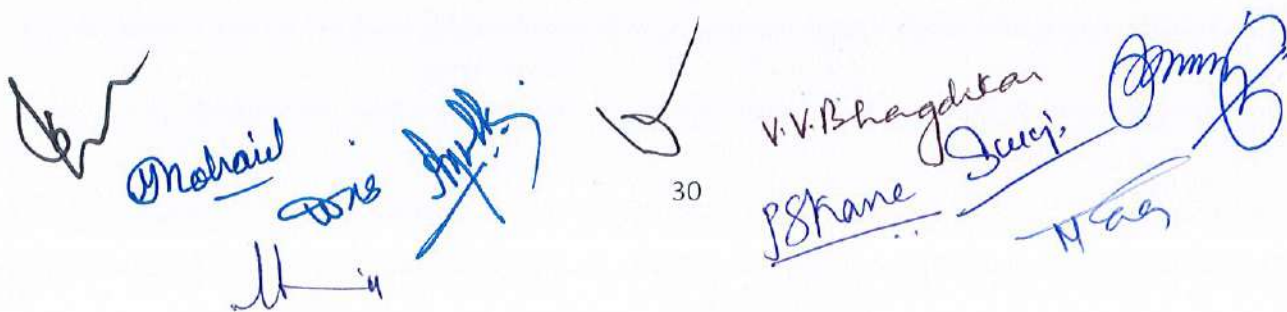
5. Old English (Dialects of Old English, Characteristics of Old English, Old English Vocabulary)
6. Middle English (Dialects of Modern English; Characteristics of Middle English; Rise of Standard English)

**Unit IV**

7. Individual Contributors to the English Language (Chaucer; Shakespear; Milton; Bible)

**Reference Books**

Otto Jespersen. Growth and Structure of the English Language H. Bradley.  
The Making of English A.C. Baugh.  
A History of English Language Simeon Potter.  
Our Language Joseph willies.  
Origins of the English Language. Thomas Pyles.  
The Origins and Development of English Language (New York: Harcourt)

The bottom of the page features several handwritten signatures and initials in blue ink. On the left, there are three distinct signatures. In the center, there is a checkmark and the number '30'. On the right, there are more signatures, including one that appears to be 'V.V. Bhagdikar' and another that looks like 'Surya'.



**M. A. Part II (English) Third Semester  
3T4 (D) 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 orientated 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 detail study:** Arjun Dangle: Dalit Literature: Past, Present and Future

**Unit: II**

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

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

**Books for further Reading (Reference/Suggested Readings:**

Eleanor Zelliot. *Ambedkar's World: The Making of Babasaheb and the Dalit Movement* (New Delhi: Navayana, 2004)

Malkani NR. *Clean People & Unclean Country* (Delhi: Harijan Sevak Sangh, 1965)

Ouwerkerk, Louise. *The Untouchables and India* (London: OUP, 1945)

Alexander Robertson. *The Mahar Folk* (Calcutta: YCMOU & OUP, 1938)

RJ Bongle. *Perspectives on Ambedkarism* (Nagpur: People's Publication)

GS Ghurye. *Caste & Class in India*. Bombay: Popular Prakashan

Barbara Harlow. *Resistance Literature*. New York: Methuen, 1987.



M.A. Part II (English) Fourth Semester  
4T1 (Compulsory): 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 I Topics for Background study:** Reforms of Liberal party during the reign of Edward VII, The Decadents Poets, The Realist Poets, Georgian Poetry, The Celtic Revival. **Texts for Detail Study:** 1. T S Eliot: The Waste Land 2. W.B Yeats: The Dialogue between the Self and Soul, Second Coming, Leda and the Swan

**Unit II**

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

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

**Unit III**

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

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

**Unit IV**

**Topics for Background Study:** The Performance Poetry, Spoken Word, 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. Jackie Kay: The No Longer Dead, George Square, Here's My Pitch, 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. Leavis, 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.

*[Handwritten signatures and initials at the bottom of the page:]*  
Anand, V.V. Bhagadkar, P. K. Kame, 32, and others.



M. A. Part II (English) Fourth Semester  
4T2 (B) (Compulsory)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. introduce different theories and link between criticism and theory To.

**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. understand the concept of "Orientalism" The students will be able to

**UNIT I Background Topics:** Russian Formalism, Structuralism, Post-structuralism, Language as a system of signs, Metalanguage. **Topics for Detail Study:** 1. Michel Foucault: What is an Author? 2. Roland Barthes: *The Death of the Author*

**UNIT II Background Topics:** Deconstruction, Metanarrative, Logocentrism, Marx & Engels, Friedrich Nietzsche. **Texts for Detailed Study:** 1. Edmund Wilson: *Marxism and Literature* 2. 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:** 1. Lionel Trilling: *Freud and Literature* 2. Simone de Beauvoir: Myth and Reality (From *The Second Sex*, Chapter XI)

**UNIT IV Background Topics:** Franz Fanon, Homi K Bhabha, Subaltern Studies, Hyper reality, Ecocriticism **Texts for Detailed Studies:** 1. Edward Said: *Crisis* (In Orientalism) 2. Jean Baudrillard: *Simulacra and Simulation*

**Reference 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, Vincent B. (ed.) *The Norton Anthology of Theory and Criticism*. W.W. Norton and Co. New York, 2001.
5. S.D Palwekar. *Literature and Environment: A Select Study of British, American and Indian Writings*, Lambert Academic Publishing, Germany, 2012.

*Handwritten signatures and initials:*  
Mohaid, DSR, [Signature], V. V. Bhargava, [Signature], [Signature], [Signature], [Signature], [Signature], [Signature]



M. A. Part II (English) Fourth Semester  
4T3 (A) 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 Detail 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 Detail Study:**

Hemingway: *The Old Man and the Sea*

**Unit -III (Fiction):**  
**Topics for Background:** Shakespearean Tragedy, Richard-III, The Wasteland, Teleological Thinking, Plagiarism, Non-Teleological thinking

**Text for Detail Study:**

Steinbeck: *The Winter of Our Discontent* (1961)

**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)

**Books Recommended:**

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.)



**M.A. Part II (English) Fourth Semester**  
**4T3 (B) 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 detail 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 detail study:** Ellison, Ralph: *Invisible Man*

**Unit III (Fiction) Topics for Background:** Black Aesthetics, Black Wisdom, Neocolonialism, Racism  
**Texts for detail study:** Morrison, Toni: *The Bluest Eye*

**Unit IV (Play)**

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

**Texts for detail 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).

*Handwritten signatures and initials:*  
Onohail  
V.V. Bhagdikar  
Sueji  
PSKame  
Hag



**M. A. Part II (English) Fourth Semester  
4T3 (C) DISABILITY STUDIES**

**Paper Objectives**

1. To understand the many modes of intersection between literature and disability.
2. To destabilise 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*

**Books for further reading**

1. Anita Ghai: *Disability in South Asia, Knowledge and Experience*. Sage Publications Pvt. Ltd
2. Dan Goodley: *Disability Studies, An Interdisciplinary Introduction*. Sage Publication Pvt. Ltd.
3. Gerard Goggin and Christopher Newell, *Disability in Australia: Exposing a Social Apartheid* Sydney: University of New South Wales Press, 2005
4. 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.

**M.A. Part II (English) Fourth Semester 4T3(D) 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 *Sleeve Candy Man* and *Earth*, **Topics for detailed study:** Shakespearian adaptations: Kurosawa's adaptations of *Macbeth* and *King Lear* (*The Throne of Blood* and *Ran*); Shakespearian interpretations in Bollywood- Vishal Bharadwaj's *Omkara*, *Maqbool* and *Haider* etc. **Reference Books Recommended for Further Reading:**

1. Mast, Gerald & Bruce F Kavin, *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. \_\_\_\_\_, *What Ails Indian Filmmaking*
6. Shubha Mishra, Urmila Dabir (eds.) *Word and Image: Articulation on Literature and Films* (Nagpur: Dattsons)

### M.A. Part II (English) Fourth Semester 4T4 (A) Communicative English- II

#### Paper Objectives

1. To improve the basic skills of reading, writing, listening and speaking among students of any subject.
2. To prepare students to face interviews and group discussions.
3. To train them in practical letter writing and forms of business communication

#### Learning Outcomes

Students will be able

8. To improve their understanding of language skills and acquisition
9. To use and interpret language in situational contexts
10. To correlate the subject matter in real life situations

#### Unit I: Reading and Comprehension

- a) How to improve reading skills; pronunciation; intonation; punctuation.
- b) Syllables and Phonetic Transcription
- c) Reading and comprehending: skimming the text, identifying unknown words and phrases; vocabulary.
- d) Note making and identifying the key concepts in a passage.

#### Unit II: Technical/Business Writing:

37

V.V. Bhagadika

PSKame

Sh

Mohanil

Surya

H. A.

H. A.



- a) Minutes writing
- b) Report writing
- c) The key concepts of technical writing
- d) Jargon, technical and official language.

### Unit III: Group Discussion:

- a) Purpose of Group Discussion
- b) Types of Group discussion
- c) Brainstorming and preparation
- d) Time Management, participation and moderation.

### Unit IV: Interview Techniques:

- a) Preparation, knowledge of job profile
- b) Emotional attitudes, commitment, positive approach
- c) Body language
- d) Expectations and negotiations

### Reference Books for further reading:

1. McCawley, J. D. *Tense and Time Reference in English*. New York. Holt, Rinehart and Winston.
2. C. Filimore and D. Langendoen (Ed.) *Studies in Linguistic Semantics*. New York. Holt, Rinehart and Winston.
3. Palmer, F. R. *The English Verb*. London. Longman.
4. Quirk, R. S. Greenbaum, G. Leech and J. Svartvik. *A Comprehensive Grammar of English Language*. London. Longman.
5. Van ek, J.A. and J.N. Robat. *The Student's Grammar of English*. Oxford. Basil Blackwell.

## M.A. Part II (English) Fourth Semester

## CORE PAPER

### (SEMESTER IV)

### 4T4 (B) Research Methodology and Research Writing in English

### Course Objectives

The paper aims to fulfil the following objectives:

- To develop critical thinking and research acumen in students.
- To enable students to learn the basic skills of academic writing and research presentation.
- To help students turn theoretical knowledge into actual practice by including research-based components.
- To help students turn into good research scholars leading to quality improvement in the overall standards of research and Ph.Ds.

### Course Outcomes

The course will help students:

- To develop critical and analytical skills required for research.
- To learn research methods, tools and conventions as well as recent trends in English studies.
- To write clear, coherent and structured research-based essays and assignments.
- To make effective presentations in academic seminars and conferences.
- To learn how to draft a research proposal.

Unit-I

Unit-I  
 Mohail  
 was  
 V.V. Bhagdikar  
 JSKane  
 Dweep  
 H. K.



### **Background Topics**

Qualitative and quantitative research, pure and applied research, inductive and deductive research, survey and experimental research, interdisciplinary research

### **Topics for Detailed Study**

General principles of research

Elements of research:

Research question and hypotheses, choosing a research topic, research title, literature survey, abstract, types of abstract

Research methods and methodology, research relevance and validity

Making an argument, thesis statement, making claims, assembling reasons and evidence, acknowledgement and responses

Tools and techniques of literary research, primary and secondary sources, documentation skills

### **Unit-II**

#### **Background Topics**

Cultural turn in theory, research community, hermeneutics, sampling methods, intertextuality

#### **Topics for Detailed Study**

Major theoretical approaches and their application in literary research:

Feminism, Marxism, Psychoanalysis, Structuralism, Poststructuralism, New Historicism, Cultural Materialism

Postcolonialism, Ecocriticism, Queer Theory, Cultural studies, Trauma Theory, Translation studies

### **Unit-III**

#### **Background Topics**

Types of bibliography, difference between Bibliography and Works Cited, Consortium for Academic Research and Ethics (CARE), impact factor and citation

**Topic for Detailed Study:** Research manuals for Humanities, MLA style sheet (latest edition), research ethics and plagiarism, internet resources

Key sections of writing a research paper (dynamic titles, punctuation, capitalization, style)

Mechanics of writing a research paper: introduction, structure and subordination, paragraphing, types of transition, metalanguage, ending well, titles and subtitles

Common errors to be avoided in research writing

### **Unit-IV**

#### **Background Topics**

Archival research method, Oral history as research method, Visual methodologies, Discourse analysis, Use of ethnographic methods in English Studies, Interviewing and questionnaire

#### **Topic for Detailed Study**

Dissertation, parts of a dissertation, Current trends in research in English studies, Skills for academic presentation

#### **Project work: (2 credits)**

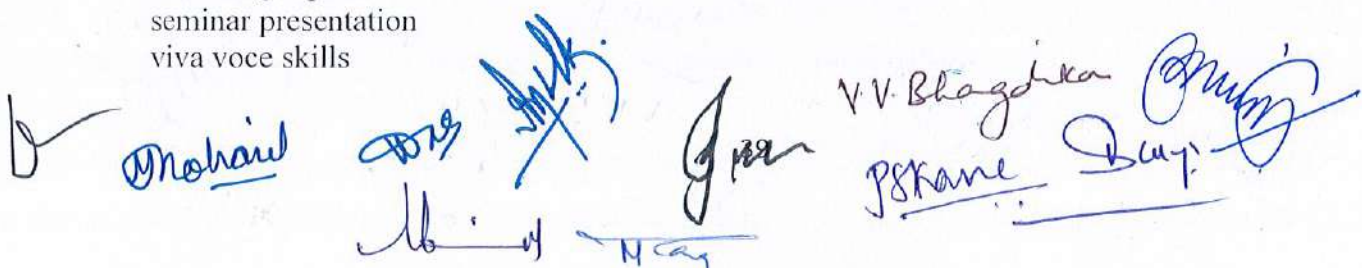
Students will write a research paper of about 2000 words on *any one* of the topics suggested by the teacher.

#### **Internship: (2 credits)**

Final semester students will undergo one-week training in their place of learning on the following topics:

seminar presentation

viva voce skills

A collection of handwritten signatures in blue ink at the bottom of the page. From left to right, the signatures are: 'Mohand', 'V.V. Bhargava', 'J. V. Bhargava', 'P. V. Bhargava', and 'S. V. Bhargava'.



interview and placement (campus/off campus)  
NET/SET/PHD entrance examination.

### Reference Books

Banerjee, Prantik. *Teaching of Culture, Culture of Teaching*. Dattsons Publisher, Nagpur, 2022  
Dees, Robert. *Writing Modern Research Paper* 2nd Edition. Boston: Allyn & Bacon, 1993.  
Barry, Peter. *Beginning Theory*. Viva publication, New Delhi  
Miller, R. H. *Handbook of Literary Research*. 1995  
Methuen Lenburg, Jeff. *Guide to Research*, Viva Books, 2007  
Ridley, D. (2008) *The Literature Review: A Step-by-step Guide for Students*. London: Sage  
Walliman, N. (2005) *Your Research Project: A Step-by-step Guide for the First-Time Researcher*, Second Edition. London: Sage  
*MLA Handbook for Writers of Research Papers (latest edition)*

## M.A. (English) Part II Fourth Semester 4T4 (C) Core: History of English Language – II

### Course Objectives

- To provide a window to languages in the past and thus shape a clearer idea of what they looked like in the past and what change have they undergone
- To show that many languages have that have lost relevance today, still influence Modern English
- To understand how reconstruction of English has taken place
- The study of the languages that were spoken in different areas shading more light on the social and cultural background of the region

### Course Outcomes

- Students will be able to figure out words containing particular root meaning
- Students will develop better understanding of culture and politics which will help them to interpret literature in a better way
- Students will be motivated to start learning another language
- Students will come to know why some traditional characters are still in use
- Students will learn more about the amazing history behind English language

### Unit I

1. Modern English (Dialects of Modern English; Characteristics of Modern English; Modern English Grammar, Modern English Vocabulary)

### Unit II

2. Foreign Elements in English (Scandinavian; French; Latin; Greek; Indian)

### Unit III:

3. Word Making in English (Derivation; Backformation and Shortening; Composition; Root Creation etc.)
4. Semantics (Generalization; Restriction; Degeneration; Elevation; Euphemism)

### Unit IV

5. English as a World language
6. English and Globalization

40

Mohail was  
V.V. Bhargava  
Skane  
H. C.



### Recommended Books

Otto Jespersen, Growth and Structure of the English Language H. Bradley.  
The Making of English A.C. Baugh.  
A History of English Language Simeon Potter.  
Our Language Stuart Robertson & PG Cassidy.  
The Development of Modern English (Prentice Hall) John Nist.  
A Structural History of English (St. Martin Press)

### M. A. Part II (English) Fourth Semester 4T4 (D) Dalit Literature-II

#### 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 detail 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 detail study:** 1. Om Prakash Valmiki: *Jhoothan* 2. Bama: *Sangati*

#### Unit III (Poetry)

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

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

#### Books Recommended (Reference/Suggested Readings):

1. Arjun Dangale, *Poisoned Bread* (Orient Longman)
2. Sharankumar Limbale, *Towards Aesthetics of Dalit Literature* (Trans. Orient Longman)
3. RJ 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.

*Handwritten signatures and initials:* Mohail, [unclear], [unclear], [unclear], [unclear], [unclear], [unclear]



6. Eleanor Zelliot. *Ambedkar's World: The Making of Babasaheb and the Dalit Movement* (New Delhi: Navayana, 2004)

### Pattern of question papers

#### A) Pattern of Question Paper except for Paper No. 1T3(D), 3T4(A), 4T4(A)

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 unit having equal weightage without internal choice.

#### B) Pattern of Question Papers for Paper No. 1T3 (D), 3T4 (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.

#### C) Pattern of Question Papers for Foundation Course Paper No. 3T4 (A)

Unit I: 4 SAQs of around 200 words each on each topic in the unit carrying 5 marks each, (5X4=20).

Unit II: 10 SAQs in the form of exercises on the unit, carrying 2 marks each, (10X2=20).

Unit III: 2 letters to be written based on the Unit, carrying 10 marks each, (10x2= 20).

Unit IV: 4 SAQs of around 200 words each on each topic in the unit, 5 marks each, (5X4=20).

#### D) Pattern of Question Papers for Foundation Course No. 4T4 (A)

There will be four questions of 20 marks each covering each unit. Each question will be divided into 4 SAQs to be answered in about 300 words, each SAQ to be of 5 marks.

#### E) General Rules and Regulations

(i) Each paper will be of 3 hours duration. (ii) Maximum marks allotted are 80 for theory and 20 for internal assessment. Minimum passing marks in each head will be 40%.

#### F) Absorption Scheme

1. Students appearing in M.A. I (Semester-I Examination to be held in Winter 2022 examination and all Ex and External students appeared earlier shall be given additional 3 Attempts i.e. Winter examination of 2022 and Summer and Winter examinations of 2023. Those who fail to clear M.A.I examination (of the Semester Old CBCS Syllabus) shall have to opt in Credit Based Semester Pattern in the new syllabus of Semester -I to be implemented from academic session 2022-23.
2. Students appearing in M.A-II (Semester-III) Examination to be held in Winter Examination of 2022 shall be given 3 additional chances i.e. winter 2022 and summer & winter examination of 2023. Those who fail to clear the M.A-I & II examinations as above shall have to opt for the papers from the New Syllabus of Credit Based Semester Pattern implemented from academic session 2022-23 right from 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 existing syllabus		Alternative paper in proposed syllabus	
1T1	English Poetry from Chaucer to Milton	1T1	English Poetry from Chaucer to Milton
1T2	The Renaissance Drama	1T2	The Renaissance Drama
1T3 (A)	Indian Writing in English I	1T3 (A)	Indian Writing in English I
1T3 (B)	Indian Diasporic Fiction	1T3 (B)	Indian Diasporic Fiction I
1T3 (C)	Indian Writing in Translation	1T3 (C)	Indian Writing in Translation
1T3 (D)	Indian Literary Criticism	1T3 (D)	Indian Literary Criticism
1T4 (A)	The English Novel I	1T4 (A)	The English Novel I
1T4 (B)	Literature and Gender	2T4 (B)	Comparative Literature
1T4 (C)	Cultural Studies –I	1T4 (A)	Cultural Studies –I
1T4 (D)	The English Prose	1T4 (D)	The English Prose

### Semester II

Paper as per existing syllabus		Alternative paper in proposed syllabus	
2T1	Restoration and 18 <sup>th</sup> Century Literature	2T1	Restoration and 18 <sup>th</sup> Century Literature
2T2	Modern English Drama	2T2	Modern English Drama
2T3 (A)	Indian Writing in English II	2T3 (A)	Indian Writing in English II
2T3 (B)	Indian Diasporic Fiction II	2T3 (B)	Indian Diasporic Fiction II
2T3 (C)	European Fiction and Literature	2T3 (C)	European Fiction and Literature
2T3 (D)	Asian Literature	2T3 (D)	Asian Literature
2T4 (A)	The English Novel II	2T4 (A)	The English Novel II
2T4 (B)	Comparative Literature	2T4 (B)	Comparative Literature
2T4 (C)	Cultural Studies –II	2T4 (C)	Cultural Studies –II
2T4 (D)	English Language Teaching	2T4 (D)	English Language Teaching

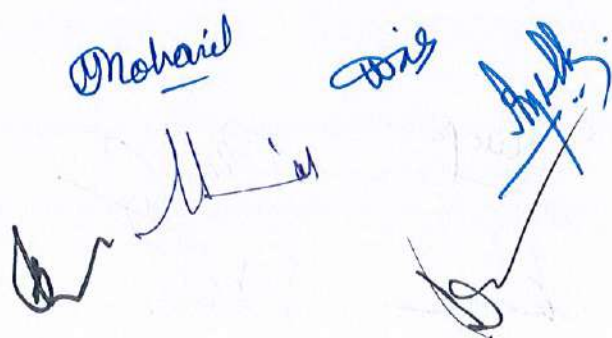


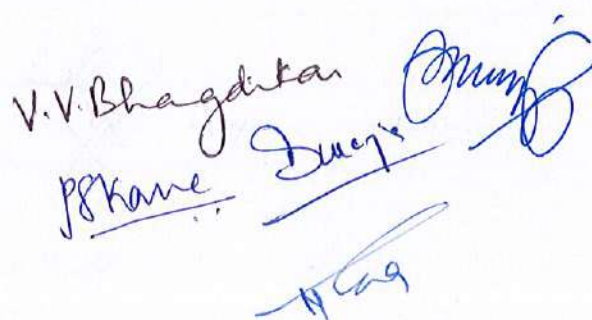
### Semester III

Paper as per existing syllabus		Alternative paper in proposed syllabus	
3T1	Romantic and Victorian Poetry	3T2	Romantic and Victorian Poetry
3T2	Literary Criticism and Theory I	3T1	Literary Criticism and Theory I
3T3 (A)	19th Century American Literature	3T3 (A)	19th Century American Literature
3T3 (B)	Trauma Studies and Literature	4T3 (A)	Trauma Studies and Literature
3T3 (C)	Pandemic Studies and Literature	3T3 (C)	Pandemic Studies and Literature
3T3 (D)	English Comedies	3T4 (B)	English Comedies
3T4 (A)	Communicative English- I	3T4 (A)	Communicative English- I
3T4 (B)	Postcolonial Literature- I	3T3 (B)	Postcolonial Literature
3T4 (C)	Research Writing and Presentation Skills in English Studies- I	2T4 (D)	The History of English Language- I
3T4 (D)	Dalit Literature- I	2T4 (B)	Dalit Literature- I

### Semester IV

Paper as per existing syllabus		Alternative paper in proposed syllabus	
4T1	Twentieth Century English Poetry	4T2	Twentieth Century English Poetry
4T2	Literary Criticism Theory II	4T1	Literary Criticism Theory II
4T3 (A)	20th Century American Literature	4T3 (B)	20th Century American Literature
4T3 (B)	African American Literature	4T4 (D)	African American Literature
4T3 (C)	Disability Studies	2T3 (A)	Disability Studies
4T3 (D)	Film Studies	4T3 (D)	Film Studies
4T4 (A)	Communicative English- II	4T4 (A)	Communicative English- II
4T4 (B)	Postcolonial Literature- II	4T3 (C)	Postcolonial Literature
4T4 (C)	Research Writing and Presentation Skills in English Studies	3T4 (C)	The History of English Language-II
4T4 (D)	Dalit Literature- II	4T4 (C)	Dalit Literature- II







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

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

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

