

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

**REVISED SYLLABUS PRESCRIBED FOR
M.A. ENGLISH (Semester pattern with CBCS)**

**Semester Pattern Scheme of Examination
for M.A. in English with Choice Based Credit System
(To be implemented from the session 2022-23)**

(As per National Education Policy 2020)

Master of Arts (M.A.) English Part-I First Semester			
Code	Option	Title	Category
1T1	Paper I Compulsory	English Poetry from Chaucer to Milton	Core
1T2	Paper II Compulsory	The Renaissance Drama	Core
1T3(A)	Paper III	Indian Writing in English-I	Core
1T3(B)	Any one out of the four papers offered in Core category	Indian Diasporic Fiction-I	Core
1T3(C)		Indian Writing in Translation	Core
1T3(D)		Indian Literary Criticism	Core
1T4(A)	Paper IV	The English Novel-I	Core
1T4(B)	Any one out of the four papers offered in Core category	Literature and Gender	Core
1T4(C)		Cultural Studies-I	Core
1T4(D)		The English Prose	Core

Master of Arts (M.A.) English Part-I Second Semester			
Code	Option	Title	Category
2T1	Paper I Compulsory	Restoration and Eighteenth-Century English Literature	Core
2T2	Paper II Compulsory	Modern English Drama	Core
2T3(A)	Paper III	Indian Writing In English-II	Core
2T3(B)	Any one out of the four papers offered in Core category	Indian Diasporic Fiction-II	Core
2T3(C)		European Fiction and Drama	Core
2T3(D)		Asian Literature	Core
2T4(A)	Paper IV	The English Novel-II	Core
2T4(B)	Any one out of the four papers offered in Core category	Comparative Literature	Core
2T4(C)		Cultural Studies-II	Core
2T4(D)		English Language Teaching	Core

Master of Arts (M.A.) English Part-II Third Semester			
Code	Option	Title	Category
3T1	Paper I Compulsory	Romantic and Victorian Poetry	Core
3T2	Paper II Compulsory	Literary Criticism and Theory-I	Core
3T3(A)	Paper III	Nineteenth Century American Literature	Elective
3T3(B)	Any one out of the four papers offered in Elective category	Trauma Studies and Literature	Elective
3T3(C)		Pandemic Studies and Literature	Elective
3T3(D)		English Comedies	Elective
3T4(A)	Paper IV	Communicative English-I	Foundation
3T4(B)	Any one out of the four papers offered in Core and Foundation category	Postcolonial Literature	Core
3T4(C)		The History of English Language-I	Core
3T4(D)		Dalit Literature-I	Core

Master of Arts (M.A.) English Part-II Fourth Semester			
Code	Option	Title	Category
4T1	Paper I Compulsory	Twentieth Century English Poetry	Core
4T2	Paper II Compulsory	Literary Criticism and Theory-II	Core
4T3(A)	Paper III	Twentieth Century American Literature	Elective
4T3(B)	Any one out of the four papers offered in Elective category	African American Literature	Elective
4T3(C)		Disability Studies	Elective
4T3(D)		Film Studies	Elective
4T4(A)	Paper IV	Communicative English-II	Foundation
4T4(B)	Any one out of the four papers offered in Core and Foundation category	Research Writing and Presentation Skills in English Studies	Core
4T4(C)		The History of English Language-II	Core
4T4(D)		Dalit Literature-II	Core

M. A. Part I English First Semester

1T1 (Core) English Poetry from Chaucer to Milton Paper I (Compulsory)

Paper Objectives

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

Learning Outcomes

Students will be able to understand

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

Unit I

Background Study Topics: Hundred Year War, Black Death, Peasant's Revolt, Lollard Movement, 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: John Barbour, Contribution of John Wycliffe, The Rise of Ballad, English Chaucerians, Scottish Chaucerians

Texts for Detail Study: Shakespearean Sonnets: 1. Sonnet 01 - From fairest creatures we desire increase 2. Sonnet 18 - Shall I compare thee to a summer's day? 3. Sonnet No. 27- Weary with toil, I Haste me to my bed 4. Sonnet 30- When to the sessions of sweet silent thought

Spenserian Sonnets: 1. Sonnet LXXV 2. Happy ye Leaves! When as those Lily Hands 3. Most glorious Lord of life, that on this Day 4. Fair is my love, when her fair golden hairs

Unit III

Background Study Topics: Historical poetry by Samuel Daniel and Michael Drayton, Contribution of George Herbert, Henry Vaughan, Abraham Cowley to Metaphysical Poetry

Texts for Detail Study: Poems by John Donne 1. Break of Day 2. Elegy VII: Nature's lay idiot, I taught thee to love 3. Love's Growth

Poems by Andrew Marvell <https://www.poetryfoundation.org/poets/andrew-marvell> 1. The Mower against Gardens 2. The Picture of Little T. C. in a Prospect of Flowers

Unit IV

Background Study Topics: The Puritanism, Contribution of Edmund Waller, Vestiarian Controversy, Millenary Petition, Cavalier Poets.

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

Reference Books recommended for further reading:

1. Legouis & Cazamian. *History of English Literature*
2. Beryl Rowland. *Companion to Chaucer Studies*, OUP.
3. Maurice Evans. *English poetry in the Sixteenth Century* Hutchinson's University Library.
4. Harold Bloom. *John Donne and the Seventeenth Century Metaphysical Poets*, Chelsea House.
5. Angelica Duran. *A Concise Companion to Milton*, Wiley-Blackwell.

M. A. Part I English First Semester
1T2 (Core) English Renaissance Drama
Paper II (Compulsory)

Paper Objectives

1. To introduce students to the golden age of English drama and its evolution from the Middle Ages.
2. To widen the knowledge of the students about the prevalent Genres like Historical play, Tragedy, Tragi-comedy and Morality Plays of this era.
3. To impart knowledge about the salient characteristics of the Elizabethan age.

Learning Outcomes

1. The students will come to know about the beginning of English drama and what role did the initial contributors play to give this well-developed English theatre.
2. Students will acquire knowledge about the different Genres of drama during this era.
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 Jacobean period.

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: The Destruction of Monasteries, Outbreak of plague in the Sixteenth Century, Peace Treaty of London, Defeat of Spanish Armada, Poor Relief Act of 1601

Topics for Detail Study: Shakespeare: *Othello*

Unit III

Background Study Topics: Theatres in the Elizabethan age, The reasons for the popularity of drama in the Elizabethan Age, Tudor despotism, Contribution of Edward Peele

Topics for Detail Study-Shakespeare: *Antony and Cleopatra*

Unit IV

Background Study Topics: Reasons for the decline of drama in the Jacobean age, Contribution of George Chapman, John Marston, Thomas Heywood, Thomas Middleton

Topics for Detail Study- John Webster: *The White Devil*

Reference Books recommended for further reading -

1. Stevens, David: *English Renaissance Theatre History*
2. C W R D Moseley: *English Renaissance Drama: A Very Brief Introduction to Theatre in Shakespeare's Time*
3. David Bevington. *English Renaissance Drama*
4. S. Lee and C.T. Onions *Life in Shakespeare's England*
5. Allardyce Nicholl. *English Drama*
6. A.C. Ward. *English Drama*

**M. A. Part I English First Semester
1T3 (A) Indian Writing in English-I**

Paper Objectives

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

Learning Outcomes

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

Unit I

Background Study Topics: Zamindari Association, Bengal British India Society, Young Bengal, Contribution of Manmohan Ghose, Sri Aurobindo

Texts for detail study:

Toru Dutt: Baugmaree, Our Old Casuarina Tree

Rabindranath Tagore: Songs from Gitanjali (I; XI; XXXV, LXXIV)

Sarojini Naidu: A Love Song from the North; Autumn song; Coromandel Fishers

Unit II

Background Study Topics: British Indian Association, The East India Association, Madras Mahajana Sabha, Surendranath Banerjee, The Contribution of Raja Rao to Indian English Fiction

Text for detail Study: Mulk Raj Anand: *Two Leaves and a Bud*

Unit III

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

Text for detail study: R.K.Narayan: *The Financial Expert*

Unit IV

Background Study Topics: Surat Split, Minto Morley Reforms, The Lucknow Pact, Contribution of Ruth Prawar Jhabwala, Manohar Malgaonkar

Text for detail Study:

Bhabani Bhattacharya: *Music for Mohini*

Books Recommended for further reading:

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

M. A. Part I English First Semester
1T3 (B) INDIAN DIASPORIC FICTION-I

Paper Objectives:

To understand

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

Paper Outcomes:

The students will be able to

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

UNIT I

Background Topics: Diaspora, Nationalism, Identity, Assimilation.

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

UNIT II

Background Topics: Acculturation, Cultural Hybridity, Multiculturalism, Creole.

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

UNIT III

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

Topic for Detail Study: Jhumpa Lahiri: *The Interpreter of Maladies*

UNIT-IV

Background Topics: Globalization, Nationalism, Ambivalence, Alienation.

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

Books recommended for further reading

1. Jasbir Jain. *Writers of Indian Diaspora*. Jaipur: Rawat, 1998
2. Somdutt Mandal, *The Diasporic Imagination: Asian-American Writing* Volume 3, New Delhi, 2000
3. P Shailaja & T Vinoda, *The Expatriate: Indian writing in English* Volume 1, 2 & 3, New Delhi 2002
4. Vijay Mishra: *The Literature of Indian Diaspora: Theorizing the Indian Imagery*, Routledge. London & New York, 2008
5. Dr. M. K. Gautam. *Indian Diaspora: Ethnicity and Diasporic Identity*
6. Devesh Kapoor. *Diaspora, Development, and Democracy: The Domestic Impact of International Migration from India*
7. Dr. Priya D. Wanjari and Dr. Urmila Dabir. *Diaspora in the Novels of Jhumpa Lahiri, Amitav Ghosh and Salman Rushdie*. Dattsons
8. Sanjay Palwekar, Hatice Sitki, Qingxin Jiang (Ed.). *Multiculturalism: Dynamics and Challenges*, Authorpress, 2014.
9. Dr Sujata Chakravorty. *Critical Insights into the Novels of Rohinton Mistry*, Discovery Publication House Pvt. Ltd. 2014
10. Dr Smeeta A. Wanzarri. *Voices from the Indian Diaspora*, Dattason.

M.A. Part I English First Semester
1T3 (C) Indian Writing in English Translation

Paper Objectives

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

Learning Outcomes

Students will be

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

Unit I: Ancient Indian Classical literature:

Background topics: Panini, Early Sanskrit Drama and Music, Mytho-Pastoral Plays, Domestic and Heroic Life in early Sanskrit literature

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

Unit-II: Medieval Bhakti Literature:

Background Study topics: Original and Legendary Tradition in literature, Pantheism, Vedic Religion, Reaction to Brahmanical Ritualism

Texts for detail study:

1. Kabir *Selections from Kabir* (Macmillan) Poems nos. I, VII, XII, XVI, XVII, XVIII, XXI, XXV, XXX, XXXIII, XXXVIII, XLI, LXVI.
2. A K Ramanujan, *Speaking of Siva*. Poems Basavanna 52, 70, 84. Mahadeviakka, poems 87, 68 & 273.

Unit –III: Nineteenth Century Renaissance:

Background Topics: Lingayat Movement, Brahmo Samaj, Arya Samaj, Neo- Vedanta, Bankim Chandra Chatterjee

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

Unit -IV: Twentieth Century Writing:

Background Study Topics: The Progressive Writers Movement, Literature from North East India, Journalism during Emergency, Influence of Caste and Region

Texts for detail study: The following short stories [From *A Clutch of Indian Masterpieces* edited by David Davidar] Munshi Premchand: *The Shroud*, Sadat Hasan Manto: *Toba Tek Singh*, Mahashweta Devi: *Draupadi*, Ambai: *In a forest, a Deer*, Amrita Pritam: *The Revenue Stamp*

Recommended further Reading:

1. S.N Dasgupta, *Theory of Rasa*
2. A K Ramanujan, *The Collected Essays* {Section III Essays on Bhakti and Modern Poetry} Oxford University Press.
3. A.K.Mehrotra (ed.) *An Illustrated History of Indian Literature in English*
4. Satya K Mohanty (ed.) *Colonialism, Modernity and Literature*
5. Rakshanda Jalal. *Liking Progress, Loving Change* (OUP)
6. PC Kar. (ed.) *Rethinking Indian English Literature: Theory and Praxis* (Pencraft)
7. Dr Priya Wanjari: *Amrita Pritam-Her Poetry and Literature*, Dattsons

**M. A. Part I English First Semester
1T3 (D) Indian Literary Criticism**

Paper Objectives

1. To help students develop critical thinking skills.
2. To take Students to a higher level of cognitive thought by evaluating what the critic said
3. To make students understand the basics of creative writing
4. To apply criticism to the piece of literature in ways that the reader may not have originally thought.

Learning Outcomes

Students will be able

1. To develop sense and understanding about literary theories
2. To think critically without the bias or prejudice or preconceived notions.
3. To study different points of view in the context of different genres of literature
4. To judge and evaluate the literature of the present time.

Unit I

Bharat Muni: *On Natya and Rasa: Aesthetics of Dramatic Experience*

Unit II

Bhartrhari: *On Syntax and Meaning*

Unit III

Dandin: *Sarga-Bandha: Epic Poetry*

Abhinav Gupta: *On Santa rasa: Aesthetic Equipose*

Unit IV

Anandavardhana: *Dhvani: Structure of Poetic Meaning*

Books Recommended for further reading:

1. G. N. Devy, *Indian Literary Criticism* (Orient Longman, 2002)
2. V.S. Seturaman, *Indian Aesthetics: An Introduction* (Macmillan, rpt. 2005)
3. P. V. Kane, *History of Sanskrit Poetics*.
4. EV Ramakrishnan , *Locating Indian Literature*, Orient Blackswan pvt. Ltd

M.A. Part I (English) First Semester 1T4 (A) The English Novel I

Paper Objectives

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

Learning Outcomes

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

Unit I

Background Study Topics: The causes of rise of novel in the first half of eighteenth century, Contribution of Samuel Richardson, Tobias Smollett, Laurence Sterne and Daniel Defoe, The Picaresque Novel

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

Unit II

Background Study Topics: The Causes of decline of Novel after Fielding, Gothic and Oriental Romance: Contribution of Horace Volpole, Anne Radcliff, Matthew Lewis, Clara Reeve, William Backford

Text for Detail Study: Mary Shelley: *Frankenstein*

Unit III

Background Study Topics: The novel of sensibility; Contribution of Henry Brooke and Henry Mackenzie, Novel in Romantic Era, Contribution of Women Novelists, Maria Edgeworth, Susan Ferrier, Mary Russell Mitford

Text for Detail Study: Jane Austen: *Mansfield Park*

Unit IV

Background Study Topics: Contribution of Bulwer Lytton, William Harrison Ainsworth, George P. R. James, Charles Lever, Fredric Marryat, Romantic and Historical Novel

Text for Detail Study: Walter Scott: *Ivanhoe*

Reference Books for further reading

1. I.Watt, *The Rise of the Novel, Studies in Defoe, Richardson, and Fielding* (London, 1957)
2. J.M.S. Tomkins, *The Popular Novel in England* (London, 1932)
3. A. Kettle, *An Introduction to the English Novel: Volume 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)

M.A. Part I (English) First Semester 1T4 (B) Literature and Gender

Paper Objectives

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

Learning Outcomes

The students will

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

Unit I

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

Texts for Detail Study:

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

Unit II

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

Texts for Detail Study: Tarabai Shinde: *Stri Purush Tulana* (A Comparison of Men & Women) Extract.

*Extracts of these women poets and writers from Susie Tharu and K. Lalitha: *Women Writing in India Vols I & II*, OUP, New Delhi, 1991.

Unit III

Background Study Topics: Mary Wollestonecraft, The Abolitionist movement and Sojourner Truth, The Suffragette movement, *A Room of One's Own*, *The Second Sex*

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

Unit IV

Background Study Topics: Elaine Showalter, Kate Millet, Sandra Gilbert and Susan Gubar, French Feminist Critics, Black feminism, Judith Butler

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

Books recommended for Background reading:

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

**M.A. Part I (English) First Semester
1T4 (C) CULTURAL STUDIES I**

Paper Objectives

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

Learning Outcomes

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

Unit I Introduction to Cultural Studies

Background Study Topics: Matthew Arnold's 'Culture and Anarchy', 'Leavisism', Centre for Contemporary Cultural Studies (Birmingham), Claude Levi-Strauss and Myths, Will Wright and the American Western

Texts for Detail Study: 1. Raymond Williams: *The Analysis of Culture* 2. Roland Barthes: *Myth Today*

Unit- II: Cultural and Literary Studies

Background Study Topics: Antonio Gramsci and hegemony, Pierre Macherey and Literary Production, Foucault and *The History of Sexuality*, Orientalism and Hollywood's Vietnam War, Hardt and Negri's 'Empire'

Texts for Detail Study: 1. Stephen Greenblatt: *Renaissance Self-Fashioning: Introduction*
2. Gauri Viswanathan: *The Beginnings of English Literary Study in British India*

Unit-III: Gender and Sexuality

Background Study Topics: Body cultures, masculinity studies, gynocriticism, heteropatriarchy, Adrienne Rich's lesbian continuum, Queer theory

Texts for Detail Study: 1. Simone de Beauvoir: *The Independent Woman* 2. Judith Butler: *Subversive Bodily Acts*

Unit- IV: Cinema and Cultural Studies

Background Study Topics:

Cinema and ideology, film genres, film reception, Hindi films and 'Mother India', Bollywood hero and masculinity, fan studies

Texts for Detailed Study: 1. Laura Mulvey: *Visual Pleasure and Narrative Cinema*
3. M.K. Raghavendra: *Structure and Form in Indian Popular Film Narrative*

Prescribed Textbook:

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

Reference Books for further reading:

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) First Semester 1T4 (D) English Prose

Paper Objectives

1. To cover the origins of English prose and to study the literary influence of the Bible.
2. The rise of the periodical essay will be highlighted and will focus on 'Life Writing' covering genres.
3. Students will be able to identify different types of narrative techniques and to assess mastery in aspects of plot, setting, themes and characters.

Learning Outcomes

Students will be able to

1. Understand different varieties of prose
2. Gain ability to discuss imaginary constructs dealing with many contemporary themes particularly with Detective fiction
3. Compose prose material employing the strategies of more than one genre

Unit I

Background Study Topics: Paston Letters, Medieval romances of Thomas Malory (Mort D'Arthur), Thomas More (Utopia), John Lyly (Euphues), The New Atlantis, Influence of the Bible on English Prose

Text for Detail Study: John Bunyan: *The Pilgrim's Progress*

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*

Unit III

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 IV (Detective Fiction):

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

Texts for Detail Study:

Agatha Christie: *The Murder Of Roger Ackroyd*

Reference Books Recommended 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. R. Alter, *Prose. Encyclopædia Britannica*.
5. W.J. Bate, *The Achievement of Samuel Johnson* (New York, 1955)

M.A. Part I (English) Second Semester
2T1 Restoration and Eighteenth-Century English Literature
Paper I (Compulsory)

Paper objectives

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

Learning Outcomes

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

Unit I

Background Study Topics: The Civil War, The Court Poets of the Restoration, Restoration of Monarchy, The Royal Society, Development of Satire

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

Unit II

Background Topics: Samuel Butler's *Hudibras*, Growth of Coffee Houses, The Great Fire of London, The Glorious Revolution, Characteristics of Neo-Classicism

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

Unit III

Background Topics: War of Spanish Succession, Collapse of South Sea Bubble, Tenure of Sir Walpole as Prime Minister, Expansion of British Empire.

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

Unit IV

Background Topics: Poets of Revolt, Poets of Transition, Graveyard Poets, Thomas Percy's *Reliques of Ancient English Poetry*

Texts for detail study:

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

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

Reference Books Recommended for Further Reading:

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

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

A. R. Humphreys, *The Augustan World* (London, 1954)

J. Sutherland, *A Preface to Eighteenth Century Poetry*, (Oxford, 1948)

P. Rogers, *An Introduction to Pope* (London, 1975)

Yogesh Sarode, *Galaxy of English Essayists* (English Essay's Treasure of Wisdom from Middle to Modern English Period) (Khama Publishers, 2022)

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 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*

Books 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. 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

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. Srinivasa Iyengar, *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 Host land-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 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 Classis*, 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

Topics for Background Study: Contribution of Charles Dickens, Elizabeth Gaskell, W. M. Thackeray, Charlotte Bronte, George Eliot

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

Unit II the Later Victorians

Topics for Background Study: Contribution of George Meredith, Henry James, John Watson, George Gissing, George W. S. Brown, John Galt

Text 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. Lawrence

Text 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 Huxley

Text 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 Bergonzi. *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 Transcendentalism

Texts 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 Ba.Si.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:

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 of Teaching English*, Macmillan
Penny Ur: *A Course in Language Teaching: Practice and Theory*, CUP (1991)
R. S. Gupta and K. Kapoor: *English in India: Issues and Problems*, Academic Foundation Delhi (1991)

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
3. To introduce the students to the theory of poetry as established by the great romantics
4. To discuss Victorian criticism and other movements in painting and poetry
5. To discuss the concept of intertextuality

Learning Outcomes:

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

Unit I

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

Texts for detail Study: 1. Aristotle: *Poetics* 2. Longinus: *On the Sublime*

Unit II

Topics for Background: An Apology for Poetry by Sidney, An Essay of Dramatic Poesy by Dryden (Three comparisons), Negative Capability, Pathetic Fallacy

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

Unit III

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

Texts for Detail Study: 1. Matthew 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, Reader Response Theory, Unification of Sensibility, Dissociation of Sensibility

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

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

Books recommended for further reading:

1. M.H Abrams, *The Mirror and the Lamp: Romantic Theory and the Critical Tradition* (New York, 1953)
2. David Lodge, (ed.). *Modern Criticism and Theory—A Reader* (Pearson, 2005)
3. Leitch, Vincent B. (ed.). *The Norton Anthology of Theory and Criticism*. W.W. Norton and Co. New York, 2001.
4. S.D Palwekar. *Literature and Environment: A Select Study of British, American and Indian Writings*, Lambert Academic Publishing, Germany, 2012.

M. A. Part II (English) Third Semester
3T3 (A) Nineteenth Century American Literature

Paper Objectives

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

Learning Outcomes

1. Students are familiarized with American Transcendentalism which explains the importance of Oneness of All
2. Students will understand the spirit of equality and also the aspect of life-death- immortality and the presence of eternity
3. The students will be able to examine the resurgence of American consciousness 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*. (2nd 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 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, 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 16th 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 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 Smeetaa 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.
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

Négritude 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. Partha Chatterjee and nationalism 4. Balchandra Nemade 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

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.

Lomba, 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

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 tidbits 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)

**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: HarijanSevakSangh, 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 1

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.

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. To introduce different theories and link between criticism and theory.

Learning Outcomes

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

UNIT I

Background Topics: 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.

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: PenguinBooks, 1966.
4. Louis Lomax. *The Negro Revolt* (Harper: New York, 1962)
5. Richard Barksdale (ed.) *Black Writers of America: A Comprehensive Anthology* (New York: Macmillan, 1972).

M. A. 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 *Ice 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 Kawin, *A Short History of the Movies*, Longman
2. R. Vasudevan. *Making Meaning in Indian Cinema*
3. Stam, Robert "Introduction: The Theory and Practice of Adaptation" in *Literature & Film* eds Robert
4. S. Ray. *Our Films their Films*
5. _____, *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:

- 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

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

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

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: *Jhootan* 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. Sharan kumar 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.
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 th Century Literature	2T1	Restoration and 18 th 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	4T4 (B)	Research Methodology and Research Writing in English
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
Total Lectures in each semester for each paper	60