

RMPS STATE UNIVERSITY, ALIGARH

SYLLABUS

For M.A. (English)

As per the Guidelines for National Education Policy

2020 for the Semester Seventh to Semester Tenth

ENGLISH

Syllabus for Four Semester

Two Years

Raja Mahendra Pratap Singh State University, Aligarh

New Education Policy 2020 Syllabus for Post Graduation (English)

- National Education Policy 2020
- Syllabus Prepared for Post Graduate Classes
- Subject : English

Supervising and Advisory Committee for Preparing Syllabus for Raja Mahendra Pratap Singh State University, Aligarh

S.No.	Name	Designation	Department	College/ University
1.	Dr. Beena Agarwal	Associate Professor (Convener)	English	D.S. College, Aligarh
2.	Dr. Neeta	Associate Professor	English	S.V. College, Aligarh
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4.	Dr. Anjana Vashishtha Rawat	Associate Professor	English	K.A. College, Kasganj
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6.	Dr. Sajaruddin	Assistant Professor	English	S.V. College, Aligarh
EXTERNAL EXPERTS				

1.	Prof. Shamina Khan	Professor	Department of English	Aligarh Muslim University, Aligarh
2.	Prof. R.P. Singh	Professor	Department of English	Lucknow University, Lucknow

Programme Outcomes of Subject (POS)

The present programme is constructed to achieve the following aims:

- To develop the ability to read and appreciate literary texts
- To make student aware of the cultural context of literary creative writings
- To realise the inter-relationship of culture and society
- To get an insight into the growth of literature across the cultures and across the ages
- To develop a comprehensive understanding of historical background of specific literary ages and also the literary canons and ideologies related to it.
- Student will learn how the shifting paradigms of society are responsible for the flexible shift in literary concern
- Students will learn the historical background of the development of linguistic patterns contributing to the growth of English language
- Students will learn the canons of various literary genre

- To develop practice of appreciation of the growth of genre from Greek, Latin and French literature
- To develop understanding of various new literatures and new literary terms and theories being adopted in contemporary literature
- To get acknowledge of the comprehensive spectrum of world literature
- To develop knowledge of translation theories and to realise the significance of English as a link language
- Students will learn the significance of literary sublimity of Indian writers being translated in English
- It will develop knowledge of the complexity of human behaviour mirrored in literary texts
- It will increase the comprehensive range of understanding students to contribute to global society
- It will provide students ground to various strategies of writing, stylistic devices, communicative flexibility and learn the practice of using English language as a tool of academic and creative writing
- To promote the ethics and aesthetics of literary creations
- To promote the sensibility of students to realise the mission of the marginalized groups of society and sensitivity for the environmental issues

- To understand the role of media in modifying literary text for public communication
- To inspire students to develop intellectual flexibility to respond to the various issues prevalent in society
- To promote ability to appreciate narrative, poetic and dramatic strategies as a part of creative writing
- Student will develop journalistic tendencies and vocabulary that will increase their skill for acquiring new jobs
- To develop a research aptitude in the field of literature
- It will promote the efficiency of being a successful professional in the field of journalism, creative writing and academics.
- Language skills will promote the ability to contribute to the jobs in various domains beyond the criterion of language and literature
- It will help the students to prepare for competitive examination, oratory and other relevant fields.

Raja Mahendra Pratap Singh State University, Aligarh
New Education Policy 2020

Semester VII, Year I

Course Code	Category	Title of Paper	Credits	Theory / Practical	Evaluation	
					CIE	ETE
RA040701T	Major-1	English Prose from Bacon to Present Times	5	Theory	25	75
RA040702T	Major-1	British Poetry up to 1798	5	Theory	25	75
RA040703T	Major-1	Sixteen and Seventeen Century British Drama	5	Theory	25	75
RA040704T	Major-1	English Fiction	5	Theory	25	75
RA040705R		Research Project	4	Compulsory		

Marks 100 Each Paper = 25/75 (Internal = 25; Final Assessment =75)

Total Credits = 24 (5+5+5+5+4) = 24 Credits

04 Credits minor is to be selected from other faculty.

Total Credits = 52

- Any paper out of the four mentioned above can be given to the students for the minor course of other faculty. It will be of 04 credits.

Semester VIII, Year I

Course Code	Category	Title of Paper	Credits	Theory / Practical	Evaluation	
					CIE	ETE
RA040801T	Major-1	Classical and Biblical Texts and Works based on Classical Model	5	Theory	25	75
RA040802T	Major-1	English Poetry From Romantic Age to Present Time	5	Theory	25	75
RA040803T	Major-1	Modern English Drama	5	Theory	25	75
RA040804T	Major-1	Twentieth Century Literature	5	Theory	25	75
RA040805R		Research Project	4	Compulsory		50

Research Project – The total marks will be 50 after the evaluation.

Marks 100 Each Paper = 25/75 (Internal = 25; Final Assessment =75)

Total Credits = 24 (5+5+5+5+4) = 24 Credits

Semester IX, Year II

Course Code	Category	Title of Paper	Credits	Theory / Practical	Evaluation	
					CIE	ETE
RA040901T	Major-1	Introduction to Literary Theory and Criticism	5	Theory	25	75
RA040902T	Major-1	World Literature in Translation: Theory & Practice	5	Theory	25	75
RA040903T	Major-1	Research Methodology	5	Theory	25	75
RA040904T	Elective	American Literature	5	Theory	25	75
RA040905T	Elective	New Literatures	5	Theory	25	75
RA040906R		Research Project		Compulsory		

- The total credits will be 20
- Research project = 4 credits
- Total Credits = 24

Semester X, Year II

Course Code	Category	Title of Paper	Credits	Theory / Practical	Evaluation	
					CIE	ETE
RA041001T	Major-1	Post-Independence Indian English Literature	5	Theory	25	75
RA041002T	Major-1	Gender Studies and Literature	5	Theory	25	75
RA041003T	Elective	Postmodern Literary Trends and Theories	5	Theory	25	75
RA041004T		Fundamental of English Language				
RA041005T	Elective	Dalit Literature	5	Theory	25	75
RA041006T		Children's Literature				
RA041007R		Research Project	4	Compulsory		50

Programme /Class M.A.	Year I	Semester VII
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English

Course Code RA040701T	Course Title : English Prose from Bacon to Present time
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Course Outcomes

After the completion of this paper, students will be able to :

- To understand the rise and development of English prose through literary ages.
- To know the literary value of English prose texts.
- To know the nature and structure of English prose.
- To analyze the difference in the prose techniques of different writings.
- To understand the technique of variety of prose style of different writers.
- To develop the skill of appreciating the variety in prose style.
- To understand the social, political and literary background of different writers.
- To appreciate the variation in language, used in different texts.
- To increase the comprehensive range of understanding of the students in context of literary text.

Credits : 5	Paper: Core Compulsory
Max. Marks : 25 / 75	

Unit		No. of Lectures
Unit – I	Renaissance Prose Francis Bacon (i) Of Truth (ii) Of Marriage and Single Life (iii) Of Great Place (iv) Of Revenge	20
Unit - II	Neo-Classical prose Addison : (i) Spectator's Account of Himself (ii) Sir Roger at Church (iii) Visit to Westminster Abbey Richard Steel (i) Of the Club (ii) Coverley Household	20
Unit – III	Romantic Prose Charles Lamb (i) The South Sea House (ii) Bachelor's Complaint against the life of Married People A.G. Gardiner (i) On Saying Please (ii) On Great Man	20
Unit – IV	Essays of Modern Times Robert Louis Stevenson (i) A Child's Play (ii) A College Magazine William Hazlitt (i) On the Ignorance of Learned	15

(ii) On Reading of Old Books

Unit – V	English Prose Writings in India	15
	M.K. Gandhi : The Story of <i>My Experience with Truth</i>	
	(i) Man Proposes God Disposes	
	(ii) The Magic Spell of a Book	
	Vivekanand	
	(i) Vedanta in America	
	(ii) Parliament of World Religion	
	(iii) Importance of Psychology	

Suggested Reading

- *Hazlitt : Selected Essay* Edited by George Sampson
- Hugh Walker : *English Essays and Essayist*
- Legouis and Cazamian *History of English Literature*
- Bonamay Dubree : *English Literature of Early Eighteenth Century*
- J.K. Fowler : *Essays from Addison*
- W.H. Hudson : *A Background to the History of English Literature*
- Leguis and Cazamian : *History of English Literature*
- R.A. Scoutt James : *The Making of English Literature*
- A.C. Rickett : *History of English Literature*
- A.S. Collins : *English Literature of Twentieth Century*

Programme / Class M.A.	Year I	Semester VII
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English

Course Code RA040702T	Course Title : British Poetry up to 1798
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Course Outcomes

- Students will learn the rise and development of English society.
- They will know the growth of English language from the stage of Dialect to the language of literary communication.
- To learn the difference of English of Middle Ages and the language of Renaissance.
- Learn about the nature, scope and growth of poetry.
- It will make students aware of the intricacy and purpose of Chaucerian poetry.
- They will learn about the pattern and popularity of Shakespearean Sonnet,
- Students will learn the pattern of shift from Romanticism of Elizabethan age to the realism of Neo-classical age.
- Students will get an insight into the nature and structure of poetic pattern of different poets.

Credits : 5	Paper : Core Compulsory
Max. Marks : 25 / 75	

Unit

No. of Lectures

Unit – I	Chaucer : <i>Prologue to Canterbury Tales</i> Spencer : <i>The Faerie Queen</i> Book I, Canto I, II	20
Unit – II	Romantic Poets William Shakespeare (i) When to the Sweet Silent Thoughts (No. 30) (ii) What is your substance (No. 53) (iii) Let me not the Marriage of True Minds (No. 56) (iv) Be Wise as they are cruel (No. 140) (v) What did then Promise Milton : <i>Paradise Lost</i> Book I	25
Unit – III	Metaphysical Poetry John Donne (i) The Canonization (ii) Death Be Not Proud Andrew Marvell (i) The Coy Mistress	15
Unit – IV	Neo-Classical Poetry Alexander Pope : <i>The Rape of the Lock</i>	15
Unit- V	Transitional Poetry Thomas Gray (i) Hymn to Adversity (ii) Progress of Poesy William Blake (i) The Echoing Green (ii) The Lamb (iii) London	15

Suggested Reading

- W.H. Hudson : *A Introduction to English Literature*

- Douglas Bush : *English Poetry*
- Halen Carder : *John Donne*
- Geoffery Tillotson : *On the Poetry of Alexender Pope*
- W.H. Long : *History of English Literature*
- H.E. Halliday : *Chaucer and His World*
- Grierson and Smith : *A Critical History of English Poetry*
- Douglas Bush : *English Poetry*
- W.P. Ker : *Epic and Romance*
- S.A. Brunke : *Naturalism in English Poetry*
- A.C. Bradley : *Oxford Lectures on English Poetry*
- J.A. Freude : *English Sermon in Sixteenth Century*
- W.S. Martin : *Labryinth of Shakespeare's Sonnets*
- Peter Joanes : *Shakespeare's Sonnet - Casebook*

Programme /Class M.A.	Year I	Semester VII
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English

Course Code RA040703T	Course Title : Sixteen and Seventeen Century British Drama
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Course Outcomes

- Student will learn the patterns of dramaturgy.
- Student will get knowledge of the growth and development of drama in Greece and Europe.
- Learn about the need of society and dramatic performances.
- Student will learn the growth and development of romantic tragedy and Romantic Comedy in Europe.
- Students will learn about the art and vision of Christopher Marlowe.
- Difference between Romantic tragedies and classical writings will be communicated.
- Student will learn the art of critical appreciation of dramatic performance.
- It will promote skill of appreciation of elements of drama.
- Students will learn to appreciate drama as tool for the construction of social reality on the stage.

Credits : 5	Paper: Core Compulsory
Max. Marks : 25 / 75	

Unit		No. of Lectures
Unit – I	British Drama : An Introduction (i) Growth and Development of Drama (ii) Elements of Drama (iii) Types of Drama <ul style="list-style-type: none"> • Miracle Plays • Morality Plays • Drama of Universe Wits : • English Comedy • English Tragedy • Revenge Tragedy 	15
Unit - II	Pre-Shakespearean Drama (i) Marlow : <i>Dr. Faustus</i> (Detailed Study) (ii) Thomas Kyd : <i>Spanish Tragedy</i>	20
Unit – III	Shakespearean Drama (i) <i>A Mid-Summer Night's Dream</i> (ii) <i>As you Like It</i> (Detailed Study)	20
Unit – IV	Shakespearean Drama (i) <i>Macbeth</i> (Detailed Study) (ii) <i>Antony and Cleopatra</i> (iii) <i>Tempest</i>	20
Unit- V	Restoration Drama (i) William Congreve : <i>The Way of the World</i> (Detailed Study) (ii) William Wycherley : <i>The Country Wife</i>	15

Suggested Reading

- Boas F.S. : *Christopher Marlow : A Biographical Critical Study*
- Leach Clifford Marlow : A Collection of Critical Essays
- Dowden : *Shakespeare's Mind and Art*
- J.D. Jump (ed.) *Dr. Faustus : A Collection of Criticism Essays*
- Allardyce Nicole : *World Drama*
- F.S. Boas : *Introduction to Short Drama*
- Rupert Brooke : *John Webster and Elizabethan Drama*
- M.C. Brandbrook : Themes and Conventions of Elizabethan Tragedy
- Epebert : *A Short History of English Literature*
- Allardyce Nicole : *British Drama*

Programme /Class M.A.	Year I	Semester VII
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English

Course Code RA040704T	Course Title : English Fiction
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Course Outcomes

- To help student to understand the growth and Development of British fiction.
- To enable the student to appreciate the elements of novel.
- To visualize the relationship between Social reality and the art of fiction.
- To communicate the achievements and paradigms of different novelists across the ages and culture.
- To enable students to appreciate the variety of dramatic art.
- To distinguish between dramatic art and narrative art.
- Student will know the vision and philosophy of different artists.
- To appreciate inter-relationship of narrative art and the paradigms of social ideology.
- For the appreciation of language within the structure of narrative.

Credits : 5	Paper: Core Compulsory
Max. Marks : 25 / 75	

Unit

No. of Lectures

Unit – I	Picarsque Novels	20
	(i) Richardson – <i>Pamela</i>	
	(ii) Henry Fielding – <i>Tom Jones</i>	
Unit - II	Nineteenth Century Women Novelists	15
	(i) Jane Austen – <i>Emma</i>	
	(ii) Emily Bronte – <i>Withering Heights</i>	
Unit – III	Victorian Novelists	20
	(i) Charls Dickens - <i>David Copperfield</i>	
	(ii) Thomas Hardy – <i>Test of D'urverbills</i>	
Unit – IV	Stream of Consciousness Novel	20
	(i) James Joyace – <i>Ulysses</i>	
	(ii) Virginia Woolf – <i>Mrs. Dalloway</i>	
Unit- V	20 th Century English Fiction	15
	(i) Hemingway – <i>Farewell to Arnsor</i>	
	Maxim Gorky – <i>Mother</i>	
	(ii) Amitabh Ghosh – <i>Shadow Linesor</i>	
	Salman Rushdie – <i>Midnight Children</i>	

Suggested Reading

- G. Saintsby : *English Novel*
- A.C. Ward : *Charles Dickens*
- Lord David Cecil : *Essays on Victorian Novelists*
- W.J. Long : *History English Literature*
- Hugh Walker : *The Literature of Victorian Era*
- R. Church : *The Growth of English Novel*
- H.C. Duffin : *Thomas Hardy*
- R.A. Scott James : *Thomas Hardy*
- E.A. Baker : *A History of English Novel, 9 Volumes*

- Mary, Lascelles : *Jane Austen and Her Art*
- E.M. Forester : *Aspects of English Novel*
- Elizabeth Jenkins : *Jane Austen, A Biography*

Programme /Class M.A.	Year I	Semester VII
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English

Course Code RA040705R	Research Project
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- The project will be of progressive nature and for final assessment it will continue in Semester VIII.

Programme /Class M.A.	Year I	Semester VIII
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English

Course Code RA040801T	Course Title : Classical and Biblical Texts and Works based on Classical Models
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Course Outcomes

- Students will get an insight into the classical foundation of literature.
- They will learn to appreciate the growth of literature in ancient times
- The classical designs prepared the foundation for the growth and development of English literary tradition.
- They will get exposure to Greek and Roman literature in antiquity.
- The old patterns are the foundation of the different forms and patterns of literature.
- It will help them to construct the expectations of Greek and Roman society.
- There is ample scope to appreciate English literary text based on classical model.
- It will develop insight into the pattern of language, diction and strategies to be followed in classical text.

- To develop a connectivity between old patterns and the gradual modification done in that direction.

Credits : 5	Paper : Core Compulsory
Max. Marks : 25 / 75	

Unit		No. of Lectures
Unit – I	Classical Text	20
	(i) Sophocles – <i>Antigone</i> (Detailed Study)(Sophocles Plays translated by E.E. Walling, Penguin Classics Edited with Introduction W.J. Oats and Eugene O'Neill. Random House, New York)	
	(ii) Plato's <i>Republic</i> , Book X	
Unit – II	Biblical Text	15
	(i) Book of Job : The Great Debate on the Problem of Suffering(Eighteenth Book from Old Testament)	
	(ii) Samson (Book of Judges, Chapter 13-16)	
Unit – III	Text based on Classical Model	20
	(i) Euripides <i>Media</i>	
	(ii) Milton's <i>Samson Against</i> (Detailed Study)	
Unit – IV	Text based on Classical Models	20
	(i) Matthew Arnold - <i>Tyrasis</i> (Detailed Study)	
	(ii) T.S. Eliot : <i>The Family Reunion</i>	
Unit- V	Text based on Classical Models	15
	(i) Ben Jonson : <i>Every Man in His Humor</i>	
	(ii) Eugene O'Neill – <i>Morning Becomes Electra</i> (Detailed Study)	

Suggested Reading

- U.M. Ellis Fermor : The Jacobian Drama – An Interpretation
- L.C. Knight : *Drama and Society in the Age of Jonson*, 1962
- B.H. Clark : Eugene O'Neill - *The Man and His Plays*, New York, Hower, 1917
- Doris V. Falk : *Eugene O'Neill and the Tragic Tension – An Interpretative Study of His Plays*. New Burnwick – Routledge University Press, 1958.
- Lionce Trilling : *Mathew Arnold*
- Saintsbury : *A Short History of English Literature*
- C.M. Bowra : *Sophoclean Tragedy*
- G.M. Kirkwood : *A Study of Sophoclean Drama*
- H.D.F. Kitto : *Greek Tragedy*
- Robert Graves : *Greek Tragedy – A Literary Study*, Menthén & Co. 1973

Programme /Class M.A.	Year I	Semester VIII
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English

Course Code RA040802T	Course Title : English Poetry from Romantic Age to Present Time
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Course Outcomes

- Students will get an insight into the growth of English poetry after Eighteen Century.
- The knowledge of major changes in poetic pattern will be communicated.
- It will make students aware of characteristics of romantic poetry.
- It will provide insight into the poetic sublimity of Wordsworth, Shelley, Keats, Tennyson, Browning and others.
- Student will develop knowledge of romantic traits constituted in the Romantic poetry of Early 19th Century.
- It will equip students with the political, literary and social background of Romantic, Victorian and Modern Age
- Student will learn the new poetic idiom presented in Romantic and Victorian poetry.
- To teach student the patterns of diction and figurative language.

Credits : 5	Paper : Core Compulsory
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Max. Marks : 25 / 75	
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Unit	Topic	No. of Lectures
Unit – I	Romantic Poetry I William Wordsworth (i) Ode on the Intimations of Immortality (ii) Ode to Duty P.B. Shelley (i) Ode to the West Wind (ii) To a Skylark	20
Unit – II	Romantic Poetry II John Keats (i) Ode to a Gracian Urn (ii) Ode to Autumn S.T. Coleridge (i) Kubla Khan	15
Unit – III	Victorian Poetry Alfred Lord Tennyson (i) Lotus Eaters (ii) Ulysses Robert Browning (i) Porpharyia's Lover (ii) Rabbi Ben Ezra	20
Unit – IV	Modern Poetry I T.S. Eliot (i) The Hollow Men (ii) The Burrial of The Dead (The Opening section of <i>The Wast Land</i>) Matthew Arnold	20

- (i) Dover Beach
- (ii) Rugby Chapel

Unit- V	Modern Poetry II	15
	Philip Larkin	
	(i) Church Going	
	(ii) Toads	
	Sylvia Plath	
	(i) Tulips	

Suggested Reading

- C.M. Bowrn : *Romantic Imagination*
- M.R. Ridley : *Craftsmanship of John Keats*
- Graham Hough : *Romantic Poets*
- C.H. Herford : *The Age of Wordsworth*
- O Elton : *Wordsworth*
- Hugh Walker : *Victorian Literature*
- Helen Gladner : *The Art of T.S. Eliot*
- A.G. Goerge : *T.S. Eliot - His Mind and Art*
- David Tryms : *Philip Larkin*
- Terry Whalen : *Philip Larkin and English Poetry*
- W.B. Yeats : *Philosophy of Shelley Poetry*
- Graham Hough : *Romantic Poets*
- F.L. Lucas : *Tennyson*
- Ram Bilas Sharma : *Romantic Poetry*

Programme /Class M.A.	Year I	Semester VIII
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English

Course Code RA040803T	Course Title : Modern English Drama
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Course Outcomes

- Drama in modern times emerged with new possibilities to fill the gap of stage and page.
- To make students aware the diverse currents related to theatrical strategies.
- Students will be able to know the difference between Elizabethan drama and Modern drama.
- Students will be taught about the diverse theories that are being used in modern drama.
- Changes in theatrical pattern are affecting the art of theatre across the globe.
- To enable the students to appreciate canons and commitments of theatre for the sake of society.
- To promote skills of appreciating language, dialogue, evolution of character and the application of cinematographic techniques.
- To make student understand theatre as a living art.

Credits : 5	Paper: Core Compulsory
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Max. Marks : 25 / 75	
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Unit		No. of Lectures
Unit – I	Modern Realistic Drama	20
	(i) John Galsworthy : <i>Justice</i> (Detailed Study)	
	(ii) J.M. Synge : <i>Riders To the Sea</i>	
Unit – II	Modern British Drama	20
	(i) Harold Pinter : <i>Birthday Party</i>	
	(ii) John Osborn : <i>Look Back in Anger</i> (Detailed Study)	
Unit – III	Modern Social Plays	15
	(i) Bernard Shaw : <i>Candida</i> (Detailed Study)	
	(ii) Arthur Miller : <i>Death of a Salesman</i>	
Unit – IV	Modern American Drama	20
	(i) Tennessee Williams : <i>The Glass Managerie</i> (Detailed Study)	
	(ii) Edward Albe : <i>The Zoo Story</i>	
Unit- V	Modern Indian Drama	15
	(i) Mahesh Dattani : <i>Final Solutions</i> (Detailed Study)	
	(ii) Girish Karnad : <i>Tuglaq</i>	

Suggested Reading

- Hireeh Forster : *A Portrait of the Artist : The Plays of Tennessee Williams*, New York, 1919.
- Simon S.S. (ed.) *Tennessee Williams* : Eaglewood Cliffs, New Jersey, Prentice Hall, 1977.
- J.C. Chari : *Landmark of Contemporary Drama*
- Raymond Williams : *Modern Tragedy*
- Martin Esslin : *The Theatre of Absurd*

- G.E. Wordsworth : *Theatre of Protest and Paradoxes*
- J.L. Styn : *Elements of Drama*
- Elmer Rice : *The Living Theatre*, William Heinemann, 1959.
- Trachler Nancy M. : *Tennessee Williams : Rebellious Purita*, New York, Citedal Press, 1965.
- Marjorie Roulton : *Understand Drama*
- J.L. Styn : *Elements of Drama*

Programme /Class M.A.	Year I	Semester VIII
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English

Course Code RA040804T	Course Title : Twentieth Century Literature
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Course Outcomes

- To promote awareness about the emerging trends of literature in twentieth century.
- To appreciate to identify the changes affecting literary sensibility in twentieth century.
- To make students realise the unconventional trends in modern poetry.
- To teach the inter-relation of life and literature as it is being constructed by creative writers.
- Innovative narrative strategies in twentieth century fiction.
- To explore new domains of research.
- To construct and to study the new experiments in the field of language.
- To make student appreciate multi-disciplinary and anti-conventional approach in Twentieth century literature.
- Students will be taught about the new framework of dramatic strategies
- To promote insight in new literary trends and forms.

Credits : 5	Paper: Core Compulsory
Max. Marks : 25 / 75	

Unit		No. of Lectures
Unit – I	Twentieth Century Poetry (Detailed Study)	15
	(i) W.H. Auden	
	• Consider	
	• Stop All the Clocks	
	(ii) Dylan Thomas	
	• Fernwill	
	• After the Funeral	
	(iii) Ted Hughes	
	• Hawk Roosting	
	• Crows Fall	
Unit – II	Twentieth Century Drama	20
	(i) Arthur Miller	
	• All My Sons	
	(ii) Samuel Beckett (Detailed Study)	
	• Waiting of Godot	
Unit – III	Twentieth Century Fiction	20
	(i) William Golding – Lord of Flies	
	(ii) Emile Zola – Germinal	
Unit – IV	Modern Literary Terms	20
	• Modernism	
	• Symbolism	
	• Imagism	
	• Impressionism	
	• Anthropomorphism	
	• Flashback	
	• Phallogocentrism	
	• Gynocentric	
	• Cinematography	

- Absurdism
- Projection Technique

Unit- V Modern Feminist Fiction

15

- (i) Arundhati Roy – *God of Small Things*
- (ii) Shashi Deshpande – *Dark Holds No Terror*

Suggested Reading

- Henry Bimens : *Twentieth Century Literature*
- Martin Dadsworth : *Survival of Poetry*
- Thomas West : *Ted Hughes*
- Terry Gilford and Neil Roberts : *Ted Hughes - A Critical Study*
- Joseph Warren Beach : *The Making of Anden Canon*
- V.S. Piano : *Crisis in English Poetry, 1880-1940*
- Ronald Haymen : *Samuel Beckett*
- J.L. Styn : *The Dark Comedy*
- F.J. Hofsman : *Samuel Beckett the Language of Self*
- Curtis M. Brooks : *The Mythic Pattern in Waiting for Godot*
- Denis Douglas : *The Drama of Evasion in Waiting for Godot*
- Raymond Williams : *Modern Tragedy*

Programme /Class M.A.	Year I	Semester VIII
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English

Course Code RA040805R	Research Project
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- The project started in Semester VII would be finalized in Semester VIII for final assessment. It will be of four (04) credits.

Programme /Class M.A.	Year II	Semester IX
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English

Course Code RA040901T	Course Title : Introduction to Literary Theory and Criticism
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Course Outcomes

- To promote awareness of canons of literature.
- It will helps students to learn appreciation of literature on the basis of established theories.
- It will enrich their vision into the nature and structure of literary texts.
- To equip them to learn Greek, Latin and Roman Theories for the appreciation of English literature.
- Students will learn the relative relationship between theories and literary text.
- Students will learn the growth of literary criticism stretching from renaissance to neo-classical age, and further from neo-classical to modern times.
- It will inculcate the practice of practical criticism for the students of literature.
- Student will learn the strategies of the technical understanding of the text.

Credits : 5	Paper: Core Compulsory
Max. Marks : 25 / 75	

Unit		No. of Lectures
Unit – I	Greek and Roman Theory	20
	(i) Aristotle : <i>Poetics</i> (Translation S.H. Butcher)	
	(ii) Longinns : <i>On the Sublime</i>	
Unit – II	Classical Indian Theory	15
	(i) Bharata : <i>Natyashastra</i> (Rasa Theory)	
	(Pt. Kedarnath Nirmaya, Sagar Press, Bombay)	
Unit – III	Renaissance and Neo-Classical Literary Theory	20
	(i) Sidney : <i>An Apology of Poetry</i>	
	(ii) Dryden : <i>Essays on Dramatic Poesy</i>	
Unit – IV	Romantic Theory	15
	(i) Wordsworth : <i>Preface to Lyrical Ballads</i>	
	(ii) Coleridge : <i>Biographia Literaria</i> Chapter 14, 17, 18	
Unit- V	Modern and Post Modern Theory	20
	(i) T.S. Eliot : Tradition and Individual Talent	
	(ii) I.A. Richards : Principal of Literary Criticism	
	(iii) Edward Said : <i>The Scope of Orientalism</i> (Knowing the Orient, p. 31-48)	

Suggested Reading

- Atkins : *Literary Criticism in Antiquity*, Vol. I, London, 1960
- S.H. Butcher : *Aristotle's Theory of Poetry and Fine Arts*, OUP, 1961.
- David Duiches : *Critical Approaches to Literature*, London, 1950.
- U.R. Robert : *Longinns on His Sublime*, OUP, 1960.

- George Saintsbury :*A History of English Criticism*, OUP, 1959.
- R.A. Scott James :*The Making of Literature*, London, 1952.
- Rene Walleck :*A History of Modern Criticism* (Vol. I to V), OUP, 1972.
- B. Wordsforth :*Judgement in Literature*, OUP, 1972.
- F.L. Lucas : *Tragedy*
- Cleneath Brook :*Literary Criticism : A Short History*, London, 1960.
- D.A. Russell :*Classical Literary Criticism*, Oxford University Press.

Programme /Class M.A.	Year II	Semester IX
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English

Course Code RA040902T	Course Title : World Literature in Translation : Theory and Practice
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Course Outcomes

- To know the values of translation to expand the frontiers of literature.
- Student will read the text of paramount significance in English through translation.
- To know the culture, geography, and traditions of different cultures and countries.
- Learn the variety of sublime thoughts existing in different languages.
- It will promote an insight to make a comparative assessment of the literature of different language.
- It will increase their range of expression and comprehension.
- It will inculcate the vision to integrate the thoughts and sensibility.
- It will help them to learn the art of translation to make contribution for the expansion of literary skills.

Credits : 5	Paper: Core Compulsory
Max. Marks : 25 / 75	

Unit		No. of Lectures
Unit – I	<p>The Nature and Scope of Translation</p> <p>(i) Concept of Translation in the West and in the Indian Tradition</p> <p>(ii) Theoretical Background – Types of Translation, Process, Importance of Translation, Fields of Translation, Technical Terms, Problems of Translation – Decoding and Recoding, Problem of Loss and Gain, Limits of Translation</p>	15
Unit – II	<p>Translation Theories</p> <p>(i) Vinay Dharwadker : “A.K. Ramanujan’s Theory and Practice of Translation”</p> <p>(ii) Walter Benjamin : “The Task of the Translator”</p> <p>(iii) Roman Jakobson : “On Linguistic Aspects of Translation”</p>	20
Unit – III	<p>Drama in Translation</p> <p>(i) Greek Drama : <i>Oedipus Rex</i></p> <p>(ii) Sanskrit Drama : <i>Abhigyan Shakuntalam</i></p>	15
Unit – IV	<p>Novelin Translation</p> <p>(i) Russian Novel : Leo Tolstoy : <i>Anna Karemina</i></p> <p>(ii) Hindi Novel : Premchand : <i>Godan</i> Bhishm Sahani : <i>Tamas</i></p>	20
Unit- V	<p>Poetry in Translation</p> <p>(i) French Poet – Kate Flores : “The Albatross”, “Correspondences”</p> <p>(ii) Bangla Poet : Rabindranath Tagore’s <i>Gitanjali</i>, Song No. 7, 9, 30, 55, 61</p>	20

Suggested Reading

- *Postcolonial Translation : Theory and Practice* : Susan Bassnett and Harish Trivedi
- *The Translation Studies* : Ed. Lawrence Venuti
- *The Anchor Anthology of French Poetry : From Nerval to Valery* in English Translation. Ed. by Angel Flores, Anchor Books, New York.
- Walter Benjamin : *The Task of the Translator*
- Devy, G.N. "Translation Theory : An Indian Perspective"

Programme / Class M.A.	Year II	Semester IX
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English

Course Code RA040903T	Course Title : Research Methodology
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Course Outcomes

- It will enable the students to promote interest and aptitude of research that is an integral part of higher education.
- Student will learn the habit of approaching research project.
- They will learn the practice of the selection of right research topic that leads to innovative study.
- Student will learn the method of collection of data to design their research project.
- It is to teach the strategies of the organization and analysis of data from the point of view of investigation.
- To teach the elements and process of documentation.
- Student will develop the practice of analysis, documentation, organization and investigation.
- Student will learn the practice of formation of hypothesis and adopting appropriate writing skills.

Credits : 5	Paper : Core Compulsory
Max. Marks : 25 / 75	

Unit		No. of Lectures
Unit – I	Research Methodology : Definition and Dimensions <ul style="list-style-type: none"> • Concept of Research, Types of Research – Literary and Scientific Research, Research in Social Sciences, Action Research, Selection of Topic, Hypothesis, Organization of Synopsis, Review of Literature 	20
Unit – II	Research Resources <ul style="list-style-type: none"> • Selection and Analysis of Research Resources • Primary and Secondary Sources in Research • Access to Library for the collection of Data • types of Research Resources : Print Media, Electronic Media, Web Links, Digital Library, Selection and Analysis of Resources 	15
Unit – III	Selection, Organization and Analysis of Material <ul style="list-style-type: none"> • Collection of Material for Research, Taking notes, Thesis statement, Proposed designing of Research Project • Designing of Draft, Writing, Revision and Editing of Material, Research Dynamics – Clarity, Unity, Coherence, Organization and Development, Point of View 	20
Unit – IV	Writing of Thesis <ul style="list-style-type: none"> • Preparing the final draft, Organization of Material, Growth and Evolution of Thought, Plagiarism, Citation and References, Abbreviation and Proof Reading 	15
Unit- V	Language, Style and Skills of Writing in Thesis Writing	20

- Types of Style, Consistency in Style, MLA Style, Sheet Convention, Consistency, Documentation, Footnote, Endnote, Practical Documentation, Accuracy and Correctness, Computer Application, Data Surfing and Typing.
- Organization of Bibliography

Suggested Reading

- Gilbert and Joseph :*MLA Handbook for Writing of Research Papers*, 8th Edition, 2018.
- Moore Robers H. :*Effective Writing*, New York, Hold Rimheart and Winston, 1965.
- Anderson A. *et al.* : *Thesis and Assignment Writing*
- Brooks and Warren :*Modern Rhetoric*

Programme /Class M.A.	Year II	Semester IX
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English

Course Code RA040904T	Course Title : American Literature
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Course Outcomes

- To teach students about the nature and structure of American literature.
- To teach students about the social, cultural, geographical and literary background of American nationality.
- To provide knowledge about the unconventional literary strategies of new literature in America.
- The inter-relationship of American literary creed and the shifting paradigms of socio-political information about the emerging multi-disciplinary theories in America presented in American literature.
- Student will promote a vision about American Poetry and Democratic Values popular in America.
- New Narrative Themes and patterns adopted in American literature.
- Student must know the concept and dimension of new theatre emerging in America.
- Student will be able to appreciate psychological impact of new theories on human sensibility.
- Students will know the experiments and post structural commitment to language and structure.

Credits : 5	Paper : Elective
Max. Marks : 25 / 75	

Unit		No. of Lectures
Unit – I	American Poetry (Detailed Study)	20
	(i) Walt Whitman	
	• O’Captain! My Captain!	
	• On the Beach at Night	
	• Animals	
	• Song of the Open Road (Section I, Stanza 1-8)	
	(ii) Emily Dickinson	
	• Success is counted Sweetest	
	• Because I could not stop for Death	
	• there is a certain slant of Light	
	• Behind me – Dips Eternity	
	• My life had stood – A Loaded Gun	
	(iii) Robert Frost	
	• Birches	
	• Road Not Taken	
	• Tree at My Window	
	• Stopping By the Wood on an Snowy Evening	
Unit – II	American Drama	20
	(i) O’Neill : <i>Hairy Ape</i>	
	(ii) Edward Albee : <i>Who is Afraid of Virginia Woolf?</i>	
Unit – III	American Novel	15
	(i) Earnest Hemingway : <i>The Oldman and The Sea</i>	
	(ii) William Faulkner : <i>The Sound and Fury</i>	
Unit – IV	Autobiography and Memoir	15
	• Hellen Killer : The Story of My Life	

(i) Emerson

- Nature
- Self Reliance

(ii) Edgar Allen Poe

- The Philosophy of Furniture

Suggested Reading

- Gray Wilson Allen : *Whallt*, Whitman Abroad, 1955,
- James E. Miller : A Critical Guide to Leaves of Grass, Chicago, 1957.
- V.A. Shahane : *Aspects of Walt Whitman's Symbolism* Literary Criterion, 5, Winter, 1962.
- A.J. Gelpi. *Emily Dickinson The Mind of the Poet*.
- Henry W. Wells : *Introduction to Emily Dickinson*.
- Ruth Miller : *Poetry of Emily Dickinson*.
- Salamatullah Khan : *Emily Dickinson Flood Subjects*.
- *The Poems of Robert Frost*, New York, Modern Library, 1946.
- *A Boy's Will*, David Nutt, 1913.

Programme /Class M.A.	Year II	Semester IX
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English

Course Code RA040905T	Course Title : New Literatures
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Course Outcomes

- To make students realise that English literature in the present time is a global literature.
- New literature is the literature representing the life and sensibility of the countries like Canada, America, China, Nigeria, India, Pakistan, Australia and others.
- Students will learn about the culture, geography and social problems of different countries.
- Students will learn about the new patterns of literature emerging fast in different countries.
- It will be an exposure to the global conditions of human survival.
- Student will get an insight into the experimental tendencies emerging in new literature.
- To study the local colour of different literature.

Credits : 5	Paper: Elective
Max. Marks : 25 / 75	

Unit	No. of Lectures
Unit – I Introduction to New Literatures	15
(i) Concept and range of New Literatures	
(ii) Meaning of New Literatures	

	(iii) Themes in New Literatures	
	(iv) Canadian, African, Australian, American and others	
Unit – II	Australian Literature (Poetry) (Detailed Study)	20
	(i) William Charles Wentworth : ‘The Wild Colonial Boy’	
	(ii) Adda Cambridge : ‘An Answer’	
	(iii) Judith Wright : ‘Woman to Man’	
	(iv) Les Murry : ‘Meaning of Existence’	
Unit – III	Canadian Literature (Fiction)	20
	(i) Margaret Atwood : <i>Surfacing</i>	
	(ii) Michael Ondaatjee : <i>The English Patient</i>	
Unit – IV	American and Afro American Literature	20
	(i) Wole Soyinka : <i>A Dance of Forest</i>	
	(ii) August Wilson : <i>A Piano Lesson</i>	
	Mark Twin : <i>Adventures of Huckleberry Finn</i> .	
Unit- V	Fictional and Non-Fictional Prose	15
	(i) Alice Walker : <i>In Search of our Mother’s Garden</i>	
	(ii) Chinna Acheba : <i>Things Fall Apart</i>	

Suggested Reading

- Ashcroft Bill, Gareth Griffiths and Helen Tiffin : *The Empire Writes Back : Theory and Practice in Post-Colonial Literature*, London : Routledge, 1989.
- Ahmad, Aijaz. *In Theory : Classes, Nations, Literature*, Bombay OUP, 1993.
- Brooks, Cleanth : *Modern Poetry and the Tradition*, London : OUP, 1965.

- Cronin Anthony : *A Question of Modernity*, London : Secker and Warburg, 1966.
- Crabb Peter : *Theory and Practice in Comparative Studies* : Canada, Australia and New Zealand. Sydney : ANZACS, 1983.
- Harris, Wilson : *Tradition, the Writer and Society*. London and Port of Spain : New Beacon, 1973.
- Narasimhaiah, C.D. (ed.) *The Awakened Conscience : Studies in Commonwealth Literature*, New Delhi : Sterling : London, Heinemann, 1978.
- Spivak, Gayatri Chakravorty. *In other Worlds : Essays in Cultural Politics*, New York ; Methuen, 1987.

Programme /Class M.A.	Year II	Semester IX
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English

Course Code RA040906R	Research Project :
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- There will be a research project of 4 credits of progressive nature that will continue in the X Semester also.

Programme /Class M.A.	Year II	Semester X
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English

Course Code RA041001T	Course Title : Post-Independence Indian English Literature
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Course Outcomes

- Indian English Literature is an emerging Branch of English and Students are expected to know about its concept, growth and Development.
- To teach students how from a local status, it has assumed a global identity.
- To teach students about the cultural background of Indian soil.
- To teach students the nature and structure of Indian literature including Regional translations.
- Students will be taught about Indian creative writers and challenges related to their writings.
- To teach about the vision and perspective of Indian writers who channelized Indian thoughts in the West
- To make students aware of Indian critical traditions.
- To investigate themes and canons promoted by Indian writers.
- Contribution of Indian writers in contemporary literary trends.

Credits : 5	Paper : Core Compulsory
Max. Marks : 25 / 75	

Unit	Topic	No. of Lectures
Unit – I	Indian English Poetry	20
	(i) Kamala Das	
	• The Freaks	
	• The Invitation	
	(ii) Keki N. Daruwallaha	
	• Fire Hymn	
	• Death of a Bird	
	(iii) A.K. Ramanujan	
	• Rivers	
	• Elements of Composition	
Unit – II	Post-Independence Indian English Drama	20
	(i) Nissim Ezekeil : <i>Nalini</i>	
	(ii) Mahesh Dattani : <i>Tara</i>	
Unit – III	Indian English Fiction	15
	(i) R.K. Narayan : <i>Guide</i>	
	(ii) Mulk Raj Anand : <i>Coolie</i>	
Unit – IV	Indian Women Novelists	20
	(i) Anita Desai : <i>Cry the Peacock</i>	
	(ii) Shashi Deshpande : <i>Dark Holds No Terror</i>	
	(iii) Bharati Mukherjee : <i>Jasmine</i>	
	Manju Kapoor : <i>Difficult Daughters</i>	
Unit- V	Non-Fictional Prose	15
	(i) Nirad C. Chaudhary : Autobiography of an Unknown Indian	

Suggested Reading

- *Indian English Poetry : A Anthology* edited by Manrup Paranjape.
- *The Golden Treasury of Indian English Poetry* edited by V.K. Gokak
- *Two Decades of Indian Poetry 1960-1980* edited by Keki N. Daruwalla
- *Indian Writing in English* Ed. by K.R. Srinivasa Iyenger
- *Ten Twentieth Century Indian Poets* edited by R. Parthasarthy, Delhi : Oxford University Press.
- *Collected Plays of Mahesh Dattani* : Delhi Penguin India.
- C.D. Narsambiha *Moving Frontier of English Studies in India*
- R.C.P. Sinha : *The Indian Autobiography in English*, New Delhi, 1992.
- M.K. Naik : *Critical Essays on English*, Sahitya Academy, New Delhi.
- C.P. Verghese : *The Problem of Indian Creative Writers in English*.
- Meenakshi Mukherjee : *The Twice Born Fiction in English*.
- Uma Parmeshwaran : *A Study Representative Indo-English Novelist*

Programme /Class M.A.	Year II	Semester X
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English

Course Code RA041002T	Course Title : Gender Studies and Literature
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Course Outcomes

- To introduce Gender paradigms in contemporary literature across the globe.
- Gender issues are the significant variable to modify sociological and psychological dimensions of human personality
- To teach students the significance of Gender issues in modern literature.
- Students will be taught the theoretical framework of gender issue to investigate it in literary texts.
- To teach feminism as a central motif in contemporary literature.

Credits : 5	Paper: Core Compulsory
Max. Marks : 25 / 75	

Unit		No. of Lectures
Unit – I	<p>Theoretical Framework of Feminism and Feminist Discourse in Literature</p> <p>(i) John Stuart Mill : <i>On the Subjugation of Women</i></p> <p>(ii) Simon De Beavoir : <i>The Second Sex</i></p> <p>(iii) Gayatri Spivak : <i>Feminism and Critical Theory</i></p> <p style="text-align: center;"><i>Essays in Cultural Politics</i>, Page 77-94, Routledge London, 1998.</p>	15
Unit – II	Gender Discourse And Poetry	20

	<p>(i) Sylvia Plath</p> <ul style="list-style-type: none"> • Daddy • Around the Box <p>(ii) Emily Dickinson</p> <ul style="list-style-type: none"> • After a Great Pain, A Formal Feeling Comes • Wild Nights ! Wild Nights • Nature, the Gentlest Mother <p>(iii) Kamala Das</p> <ul style="list-style-type: none"> • An Introduction • The Substitute • The Sunshine Cat 	
Unit – III	<p>Gender Discourse in Narrative</p> <p>(i) Toni Morrison : <i>Beloved</i></p> <p>(ii) Shashi Deshpande : <i>That Long Silence</i></p> <p>(iii) Mahasweta Devi's : <i>Draupdi</i></p>	20
Unit – IV	<p>Gender Discourse in Theatre</p> <p>(i) Tendulkar : <i>Silence! The Court is in Session</i></p> <p>(ii) Girish Karnad : <i>Nagamandla</i></p> <p>(iii) Manju Padmanabhan : <i>Lights Out</i></p>	20
Unit- V	<p>Non-Fictional Prose and Gender Discourse</p> <p>(i) Virginia Woolf : A Room of One's Own (Chapter 6)</p> <p>(ii) Luce Irigaray : <i>Sex which is not One</i> (Essay)<u>or</u> Adrinne Rich : <i>Compulsory Hetero-sexuality and Lesbian Existence</i></p>	15

Suggested Reading

- Bruce King 'New Women Poets' *Modern Indian Poetry in English*, New Delhi : Oxford University Press, 1987.
- Kamala Das :*Only the Soul knows How to Sing*, D.C. Books, 1996.
- Eunice Desouza :*Nine Indian Women Poets : An Anthology*. Delhi : Oxford University Press, 1997.
- Jasbir Jain. *Gendered Realities Human Spaces in the Writings of Shashi Deshpande*. Jaipur : Rawat Publications, 2003.
- Sharad Shrivastava. *New Women in Indian English Fiction*, Delhi : Creative Books, 2003.
- Anita Desai. *Cry The Peacock*, London : Peter Own, 1963.
- Judieth Bradwick :*Psychology of Women : A study of Bicultural conflicts*, New York : Harper and Row, 1971.
- Simon De Beavour :*The Second Sex* Translated by M.M. Parshley, New York, 1964.
- Harish Ranjan : *Indian Women Autobiography*, New Delhi, Arnold, 1994.
- David Lyon :*Post-modernity*, New Delhi : Viva Books Private Limited, 2002.

Programme Class	Year	Semester
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M.A.	II	X
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English

Course Code RA041003T	Course Title : Postmodern Literary Trends and Theories
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Course Outcomes

- Student will learn the parameters of criticism and critical theory in the present time.
- It will promote the insight about a multi-disciplinary nature operative in Modern Age
- Student will learn that literature no longer survives in isolation
- It will help them to construct a comprehensive design of multi-disciplinary theories emerging fast in society.
- They promote an insight into linguistic variation creeping fast with new theories.
- Students will learn the growing pattern of unification of sensibility and globalization affecting the currents of critical spectrum.
- Students will learn in detail about the inter-disciplinary contemporary theories that are an essential tool for the appreciation of the approach of creative writers.
- It will strengthen the vision for new researches taking place in society and literature.

Credits : 5	Paper : Elective
Max. Marks : 25 / 75	

Unit	No. of Lectures
Unit – I Literary Trends : Terms and Concepts <ul style="list-style-type: none"> (i) Modernism (ii) Impersonality (iii) Structuralism (iv) Russian Formalism (v) Metanarrative (vi) Multiculturalism (vii) New Historicism (viii) Deconstruction (ix) Eco-centricism (x) Subalternism (xi) Formalism 	20
Unit – II Literary Theories and Emerging Critics <ul style="list-style-type: none"> (i) Homi Bhaba (ii) Jacques Derrida (iii) Michael Foucault (iv) Sigmund Freud (v) Judith Kriteva (vi) Jakobson (vii) Jacques Lacan (viii) Nietzsche (ix) Ferdinand Saussure (x) Gayatri Spivak (xi) F.R. Lewis (xii) Roland Barthes (xiii) Frantz Fanon 	20
Unit – III Major Modern Literary Theories I <ul style="list-style-type: none"> (i) Feminism : Concepts, Canons and Dimensions (ii) Post-Colonialism – Concept, Ideology and Critical Framework 	15

Unit – IV	Major Modern Literary Theories II	20
	(i) Psycho-Analysis Dimensions and Elements of Theoretical Framework	
	(ii) Post-modernism – Concept, Ideology and Application	
Unit- V	Theories Beyond Literature	15
	(i) Performing Literary Interpretation	
	(ii) Eco-Criticism	

Suggested Reading

- C.P. Snow :*The Two Cultures*, Cambridge University Press, 1993.
- F.R. Lewis :*Education and the University*, London : Chatto and Windus, 1943.
- W.H. Auden :*New Year Letter*, London Faber, 1943.
- Mikhail Bakhtin : *The Dialogic Imagination : Four Essays*. Austin Tex University of Texas Press, 1981.
- Juliet Mitchell (ed) *Selected Melanie Klein* Harmondsworth, Penguin, 1991.
- Simone de Beauvoir. *The Second Sex*, London : Vintage, 1997.
- Elaine Showalter :*A Literature of Their Own*, London Virago, 1999.
- Leela Gandhi. *Post-Colonial Theory : A Critical Introduction*, Edinburgh : Edinburgh University press, 1998.
- Moor Gillbert :*Post-colonial Theory : Context, Practice and Politics*, London, Verco, 1997.
- Robert Young. *Post-colonialism : A Historical Introduction*, Oxford Blackwell, 2011.

- Arudt Hannah. *Between Past and Present*. New York : Viking press, 1961.
- Terry Eglenton : *Illusions of Post-modernism*, Oxford : Blackwell, 1996.
- Herman Geoffery : “On Trumatic Knowledge and Literary Studies”, *New Literary History*, 1995.
- Bate Jonathan : *Romantic Ecology*, London : Routledge, 1999.
- Kerridge Richard and Sumnell Nell : *Writing the Environment*, London : Zeal Books, 1998.
- Patricia Waugh : *Literary Theory and Criticism*, Oxford University Press, 2006.

Programme Class M.A.	Year II	Semester X
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English

Course Code RA041004T	Course Title : Fundamentals of English Language
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Course Outcomes

- Language is a medium of communication.
- To make students aware that language is a dynamic system.
- Student will learn the origin and development of English language.
- Student will get an insight how English language developed through the linguistic patterns of Greek and Latin.
- Student will get insight and practice of language formation to increase the expressive range.
- It will help students to study the structures of words and sentences.
- it will teach students about the pattern of speech.
- Student will learn the intricacy of language skills.
- Student will get the practice and pattern of writing skills.
- Students will learn the pattern of language.

Credits : 5	Paper Code : Elective
Max. Marks : 25 / 75	

Unit	Topic	No. of Lectures
Unit – I	Fundamentals of English Language	20
	(i) Development of English Language	
	(ii) Interface of English from other languages	
	(iii) Varieties of Language	

	(iv) Transcription	
Unit – II	Phonology and Morphology	20
	(i) Vowels and Consonant	
	(ii) Phonemes and Allphones, Word Accent, Rhythm and Intonation	
	(iii) Morphemes and Allomorphs	
	(iv) Process of Word Formation	
Unit – III	Concept of Register	15
	(i) Organs of Speech	
	(ii) The Air-Stream Mechanism	
	(iii) Letters and Sounds	
	(iv) Problems in Pronunciation	
Unit – IV	Reading Comprehension	15
	(i) Skimming	
	(ii) Scanning	
	(iii) Intensive Reading	
	(iv) Extensive Reading	
Unit- V	Essentials of Writing	20
	(i) Framing Ideas, Presentation, Clarity and Logic, Command of Language, Punctuation	
	(ii) Figurative Use of Language	
	(iii) Expansion of an Idea	
	(iv) Paragraph Writing	

Suggested Reading

- Quirk, R. et al. 1985 :*A Comprehensive Grammar of English Language*, London : Longman.
- Crimson, A.C. (1989) :*An Introduction to the Pronunciation of English*, 4th Revised Edition, Edward Arnol.
- Kingdon R. :*English Intonation Practice*, Longmans, London, 1958.

- Pushpinder Syal, D.V. Jindal :*An Introduction, Language, Grammar and Semantics*, 2002.
- Hudson, R.A. :*Sociolinguistics*, Second Edition, 1996. Cambridge University Press.
- Morgan, John and Rinvoluceri, Mario :*Learning English Words*, OUP, 1986.
- Quirk, R.A. :*Grammar of Contemporary English*, Longman, 1972.
- Concise Oxford Thesaurus, ed. B. Kirkpatrick, OUP, Delhi, 2002.
- Oxford Advance Dictionary of Current English, ed. A.S. Hornby, OUP, New Delhi, 2002.
- Vallins, G.H. : *Better English*, Pan Books, NY, 1988.

Programme /Class M.A.	Year II	Semester X
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English

Course Code RA041005T	Course Title : Dalit Literature
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Course Outcomes

- To make students aware of the concept of Dalit Literature.
- To realize the significance of Dalit Identity and Dalit voice as revealed in Dalit Literature.
- To make students learn the importance to literature to realize and to articulate the voice of the weaker sections.
- To study the writings and vision of those who are forced to survive in isolation and humiliation.
- To study the translation of Regional texts expressing politics of caste discrimination popular in different regions.
- To study socio-psychological dimensions of Dalit consciousness.
- To appreciate human sympathy in context of the politics of oppression constructed in the life of Dalits.
- To promote an insight into the suffering of Dalits in caste based political structure.
- To investigate socio-cultural and religious myths related to caste.
- To study language pattern and local dialects in Dalit Literature.

Credits : 5	Paper: Elective
Max. Marks : 25 / 75	

Unit		No. of Lectures
Unit – I	Concept, Ideology and Dimensions of Dalit Literature (i) Sharan Kumar Limbale : <i>Towards an Aesthetics of Dalit Literature</i> (ii) Sharat Chandra Muktiboth : <i>What is Dalit Literature?</i> 267 (Tr. by Anil Ragunath Kulkarni)	15
Unit – II	Reflection on Social, Cultural and Religious Practices of Dalit Literature (i) Nandeo Dhasal : <i>Hunger</i> (ii) ArjunKamble : <i>Yesterday They Have Announced</i> (iii) Neerav Patel : <i>I would have been better if I were illiterate</i> (iv) Dalpat Chauhan : <i>Untouchable</i>	20
Unit – III	Dalit Fiction (i) U.R. Anantha Murthy : <i>Samskara</i> (ii) Arindan Mridha : <i>Mute Existence : The Dalit Experience</i>	20
Unit – IV	Dalit Autobiographies (i) Om Prakash Valmiki : <i>Joothan</i> (ii) Baby Kamble : <i>The Prison We Broke</i>	20
Unit- V	Dalit Drama (i) Mahasweta Devi : <i>Water</i> (ii) Rabindranath Tagore : <i>Chandalika</i>	15

Suggested Reading

- *Dalit Poetry : Translation & Representation* by Dr. Preeti oza, University of Mumbai
- *Poisoned Bread* : Translation from Modern Marathi Dalit Literature – edited by Arjun Dangle, Orient Longman.

- Clestine, Bougle :*Essays on The Caste System*, Cambridge, London, 1971.
- Bhagwan, Manu and Feldhaus, Anne (ed.) *Claiming Power from Beloni : Dalits and the Subalterns Question in India*, Oxford University Press, 2008.
- Nimbalkar :*Waman, Dalit Literature : Nature and Role*, Trans. from Marathi by Prof. Vandana Pathak and Dr. P.D. Nimbalkar, Nagpur : Prabodhan Prakashan, 2006.
- Onvedt, G. :*Dalit in India : Past and Present*, New Delhi : Serials Publication.
- Dr. Beena Agarwal & Dr. Neeta :*Contextualizing Dalit Consciousness in Indian English Literature*, Jaipur : Yking Books, 2016.

Programme /Class M.A.	Year II	Semester X
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English

Course Code RA041006T	Course Title : Children's Literature
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Course Outcomes

- To equip standards to appreciate the concept of children's literature.
- To communicate the concept and ideology of children's literature.
- To give knowledge of the difference of children's literature and the literature of grown ups.
- To make students appreciate the rhyme of children's literature.
- To know the flexibility and fantasy of children's short stories.
- To promote an insight into the climate, emotions and geography existing in children's literature.
- Student will learn the art of appreciating the ethical and magical values of children's literature.
- To make students understand the intricacy of language, images and symbols scattered in children's literature.

Credits : 5	Paper Code : Core Compulsory
Max. Marks : 25 / 75	

Unit	No. of Lectures
Unit – I Children's Literature : A Conceptual Foundation	15
(i) Children's Literature : Meaning and Concept	

	<p>(ii) Elements Popular in children's literature : Fantasy and Imagination</p> <p>(iii) Types of Children's Literature – Fairy Tales, Folklores, Adventure Writing, Constructing magical world and Science Fiction</p> <p>(iv) Didactic framework of Children's Literature</p>	
Unit – II	<p>Poetry in Children's Literature</p> <p>(i) William Wordsworth</p> <ul style="list-style-type: none"> • Three Years She Grew in Sun and Shower • She Dwelt Among the Untrodden Ways <p>(ii) William Blake</p> <ul style="list-style-type: none"> • The Chimney Sweeper • The Lamb <p>(iii) Sarojini Naidu</p> <ul style="list-style-type: none"> • The Village Song • In the Bazars of Hyderabad 	15
Unit – III	<p>Short Stories and Children's Literature</p> <p>(i) R.K. Narayan</p> <ul style="list-style-type: none"> • A Cobra for a Companion • Barbar's Trade Union <p>(ii) Mulk Raj Anand</p> <ul style="list-style-type: none"> • The Lost Child • The Parrot in the Cage <p>(iii) Ruskin Bond</p> <ul style="list-style-type: none"> • The Blue Umbrella <p>Too Much Trouble</p>	20
Unit – IV	<p>Children's Novel</p> <p>(i) J.K. Rowling : <i>Harry Potter</i>, Book I</p> <p>(ii) Rudyard Kipling : <i>Jungle Book</i></p>	20

	(iii) Lewis Carole : <i>Alice in wonderland</i>	
Unit- V	Children's Literature and Theatre	15
	(i) Vijay Tendulkar's Children's Plays	
	<ul style="list-style-type: none"> • The Play of Nosey • Bobby's Story 	

Suggested Reading

- Geoffery Chouer : *Prologue to The Canterbury Tales*
- Ruskin Bond : *Collected Fiction*, Penguin : New Delhi, 1996.
- Lee Seagul : "Having Poster and the Spirit of the Age – Fear of Not Flying" *New Republic* 22, November, 1999.
- P.K. Singh : *The Creative Centaurs of Ruskin Bond : An Anthology of Creative Writing*, Pencraft, New Delhi.
- R.K. Narayan : *Malgudi Adventures : Classic Tales for Children*, New Delhi : Penguin Books, 2004.
- M.K. Naik : *Dimensions of Indian English Literature*, Delhi : Sterling, 1984.
- R. Tobbert : "Approaches to the Translation of Children's Literature : A Review of Critical Studies since 1966".
- Pickerring David : "Animals Dictionary of Folklore", New York Fact on File, 1999.
- Coverery Peter : *Images of Childhood*, Harmondsworth, Penguin, 1967.
- Nancy Anderson : *Elementary Children's Literature*, Boston Pearson Education, 2006.
- Jan Isabel : *On Children's Literature*, Allen Havoc, 19690.

Programme /Class M.A.	Year II	Semester IX
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English

Course Code RA041007R	Research Project :
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- There will be a research project of 4 credits to be submitted for final evaluation.

SUGGESTED CONTINUOUS EVALUATION METHOD

For the course, there will be continuous internal evaluation process based on project/ assignment/ group discussion /interactive sessions along with a comprehensive class test. The division of marks will be as follows:

Project /Assignment	10 Marks
Internal Class Test	15 Marks
Course Perspectives	Open to all

It will be the pattern for internal assessment and the external assessment will be as per the guidelines of university.

The pattern of credit system to be followed for Post-graduate class (From Semester 7th to Semester 10th)

The total post-graduation will be of 100 credits.

Semester VII	Credits : 24 Credits
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(5 credits will be of each paper and 4 credits will be of research project)

$4 \times 5 = 20 \text{ Credits} + 4 \text{ Credits (Research+ 4 credits minor from other faculty)} = 24 \text{ Credits}$

Semester VIII	Credits : 24 Credits
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(5 credits will be of each paper and four credits will be of research project)

$$4 \times 5 = 20 \text{ Credits} + 4 \text{ Credits (Research)} = 24 \text{ Credits}$$

It is to be noted that the research project undertaken in the 7th semester can be continued upto 8th semester. The final evaluation of the project will be in 8th semester.

Semester IX	Credits : 24 Credits
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(5 credits will be of each paper and four credits will be of research project)

$$4 \times 5 = 20 \text{ Credits} + 4 \text{ Credits (Research)} = 24 \text{ Credits}$$

Semester X	Credits : 24 Credits
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+(5 credits will be of each paper and four credits will be of research project)

$$4 \times 5 = 20 \text{ Credits} + 4 \text{ Credits (Research)} = 24 \text{ Credits}$$

It is to be noted that every student has to complete a minor elective from any other discipline or faculty. It will be of 4 credits.

SUMMARY OF CREDITS

VII Semester	24 Credits
VIII Semester	24 Credits
IX Semester	24 Credits
X Semester	24 Credits
Minor Elective (From Other Faculty / Discipline)	04 Credits
Total	100 Credits

Diagnostic and Remedial Methods:

At the outset of each Semester at least one week would be devoted to apply some diagnostic measures and to adopt remedial methods accordingly in order to achieve better output.

This syllabus is designed with the due consent and suggestions of the members of Board of Studies recommended for Post-Graduation in English.