

MATS UNIVERSITY
School of Arts & Humanities



M.A. English Literature
Program code- 0602MA
(Two year Full Time Degree Course)
Choice Based Credit System (CBCS)
Semester Pattern(2019-2021)

Introduction to the Course:

MATS University, Department of Arts and Humanities introduced MA in English to its basket of contemporary and progressive programs from July 2012. This program caters to aspirants who desire to build their professional competence on a higher plateau with specialized knowledge in the field of Language and Literature.

The course has been designed keeping in mind the demands of the contemporary world. This is to give students a wider knowledge-base, which will help them in Research as well as in professional life.

Objectives MA English, the Post Graduate course is designed keeping in mind the necessity of language and literature in modern era. The course introduces the students to the core area of literary world and related theories to understand them aesthetically. The content of the course enables the students to learn the language and literature from historical to modern literary periods and its importance to develop philosophical and cultural approach. The well structured curriculum is fabricated by considering all the parameters specific to nation, region, diversified culture and age as far as the importance of language and literature is concerned. This will create an insight towards various Philosophies of life.

Program Details:

M.A. English program of MATS University is a two year degree programme divided into four semesters. The programme is more career oriented in its design, course structure and teaching – learning process. The curriculum is developed duly considering the desired level of knowledge exposure in the context of ever changing environment in global world.

After pursuing the programme students would be able to Communicate effectively with the community and with society at large and would be able

to comprehend and write effective reports and design documents, make effective presentations, and give and receive clear instructions.

Programme Highlights:

- *Contemporary curriculum that bridges the gap between Academics and Industry.*
- *Regular current affairs session*
- *Guest Lectures*
- *Association Programmes on a regular basis.*
- *Brainstorming Sessions*
- *Projects*
- *Case Studies*
- *Presentation*
- *Role Play*
- *Assignments*

MA English Programme

Scope and content

This course opens many career avenues to the students. There are, in fact, many sectors that are open for MA English Literature post-graduates some of which are:

- Education
- BPOs and KPOs
- Publishing houses
- Theatre, Media and Entertainment
- Corporate
- Creative Writing

- Advertising and Public Relation
- After Completing M.A, eligibility to appear for NET,SET, M.Phil & Ph.D
- Helps to excel out your literary creativity
- Communicator in National and International Tourism.
- Compliments English language Acquisition

Course Matrix

The two year MA English **Programme** is designed in **Semester pattern**. There are four semesters and each semester of the Programme will consists of the following course:

- a. **Core Course**
- b. **Discipline Specific Elective Course.**
- c. **Dissertation and Viva-Voce**
- d. **Value Additions**

a. Core Course:

Core Course comprise of subjects that form an integral part of the programme. These subjects provide a strong ground in basic disciplines of study. These are the general and compulsory subjects for all students of M.A. programme. The total credit hours for Core Course are 60 and total marks are 100 out of which 30 marks are for the internal assessment.

b. Discipline Specific Elective Course.

These are the selective papers meant for giving an in-depth knowledge in related fields. These subjects will make the students expertise in their special branch. The total credit hour for Core Course is 60 and a total mark is 100 out of which 30 marks are for the internal assessment.

c. Dissertation And Viva-Voce

Dissertation is the most important part of the curriculum where the students will be given an insight towards research in fourth semester. Only those students are allowed to opt dissertation who score 55% or more in the previous semester. This helps the students to improve their presentation and communication skills with proper understanding of a particular topic in which the research is conducted.

Dissertation and viva-voce is included as a core course. Dissertation will carry a total of 100 marks. Of this, 70 marks are for research and study and 30

marks will be awarded towards the viva-voce examination. Successful completion of Dissertation is essential for all students.

The students who scored less than 55% in the previous semester are eligible for optional paper mentioned against dissertation.

e. Value Additions:

To develop the interpersonal skills, communication skills, negotiation skills and leadership skills different value addition courses are included. This will make the course more demandable, challenging, dynamic and vibrant. Critical subjects and issues not covered by the Core Courses and Elective Course are also considered for deciding value additions which will help the Students in their life

Following shall be included in value additions

- Public Speaking
- Group Discussion
- Yoga and Meditation
- Role Play
- Self Grooming
- Guest Lecture
- Seminars
- Workshop
- Conferences

Assessment and Examination:

Credits: Total credit hours for the entire programme are 84, which will be awarded as shown in course matrix.

Admission criteria and eligibility:

The minimum qualification required to be eligible for admission is B.A (Pass/Honors) or any equivalent qualification from a recognized University.

The method of selection:

- a. Written Test
- b. Group Discussion
- c. Personal Interview

Examinations and assessment:

1. Examination shall be conducted at the end of each semester as per the Academic Calendar notified by MATS University.

2. The system of evaluation shall be as follows:

1.1 Each course will carry 100 marks, of which 30 marks shall be reserved for internal assessment based on:

- Mid Semester Examination - 15
- Class Tests - 10
- Attendance - 05

2.2. The remaining 70 marks in each paper (Except Dissertation and Viva –Voce, shall be awarded on the basis of a written examination at the end of each semester.

2.3 Examinations for courses shall ordinarily be conducted only in the respective odd and even Semesters as per the scheme of examinations. Regular as well as ex-students shall be permitted to appear/reappear in courses of odd semesters only at the end of odd semester and courses of even semesters only at the end of even semesters.

3 Mid-term Examination: In each semester there will be a Mid-semester Examination which is compulsory for all the students. Out of 30 internal marks, 1/3rd weightage is given for Mid-semester Examination.

4 **Term End Examination:** A Board of Examiners constituted as per the provisions in the statutes of MATS University will conduct term-end examinations. Maximum marks for all Courses will be 70.

CRITERIA of awarding MARKS FOR M.A. (English)

Internal Assessment shall be as per existing norms

Marks shall be as follows:

- There shall be two assignments per semester.
- There will be Class tests held by the faculty who teaches the subject.

Eligibility for Term-End examination.

Candidates fulfilling the eligibility criteria as per the ordinance and scored minimum attendance of 75% in each subject will be allowed to appear for Term End Examination.

Eligibility to Pass:

1. A student is declared to have passed in each courses if he/she secures at least 45% marks from Internal and external together.
2. Promotion of the student is not automatic and is also based on other regulations included in this document.

Grading System: Performance of the students will be shown on letter grades denoted by O,A,A+,B+B,C P and F.

Grading Criteria: As per MATS University Rules.

Award of Qualification:

As per MATS University Rules.

Note:

1. When a student appears for the failed papers, the internal assessment marks originally secured by him/her will be carried forward.

2. The student must complete M.A. degree as per the provisions of the Statute.

Academic Integrity and Ethics:

1. A student who has committed an act of academic dishonesty will be deemed to have failed to meet the basic requirement of satisfactory academic performance. Thus, academic dishonesty is only a basis for disciplinary action but also is relevant to the evaluation of student's level of performance and progress.

2. Where there has been violation of basic ethos and principles of academic integrity and ethics, the Director/Board of Examiners/HOD may use their discretion in terms of disciplinary action.

3. Academic dishonesty includes, but is not necessarily limited, to the following:-

- a. Cheating or knowingly assisting another student in committing an act of cheating.
- b. Unauthorized possession of examination materials, destruction or hiding of relevant materials.
- c. Act of plagiarism.

d. Unauthorized changing of marks or marking on examination records.

DURATION Attendance:

1. Students are required to attend and participate in all scheduled class sessions, Guest lectures, seminars workshops, outbound learning programs and club/ forum activities of both academic and non- academic nature.
2. A student is eligible for end-term examination, amongst other regulations, only if he/she has a minimum of 75% attendance in each subject individually.

3. Students may be dropped from the programs due to excessive and non-intimated absence.
4. Students must notify the HOD in writing, the reasons for absence, if any, from class sessions, activities and assessment components.
5. On notification of absences (including anticipated absences) the Director/ HOD would determine whether the absences could be rectified or whether it is possible to satisfactorily complete the subject with the number of identified absences

DURATION

The duration of the course shall be two years. (a) Each academic year shall be divided into two semesters. The first academic year shall comprise the first and second semesters, the second academic year the third and fourth semesters. (b) The odd semesters shall consist of the period from July to December of each year and the even semesters from January to May of each year. There shall be not less than 90 working days for each semester.

GENERAL GUIDELINES:

1. The students are expected to spend a considerable amount of time in research, reading and practice.

All students are expected to develop and maintain a positive

professional attitude and approach throughout the programme and in conduct of all other activities.

2. Attendance alone is not sufficient. Students are expected to participate, to help the class learn and understand the topics under consideration.
3. Food and drinks are not permitted in the class room/ conference hall/library.
5. All students are expected to dress per stipulated dress code.

Program Outcome

PO 1- Introducing cross-cultural and trans-national knowledge of literature.

PO 2- Ethics: Apply ethical principles and commit to professional ethics and responsibilities and norms.

PO 3- Communication: Communicate effectively on activities with the community and with society at large.

PO 4 - Individual and team work: Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.

PO 5- Life-long learning: Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of Socio-Cultural change.

PO 6- Problem analysis: Identify, formulate, research literature, and analyze complex problems reaching substantiated conclusions using coherent learning.

PO 7- Design/development of solutions: Design solutions to meet the specified needs of the society.

Program Specific Outcomes

PSO 1- Sense of Genre: Students will develop an appreciation of how the formal elements of language and genre shape meaning. They will recognize how writers can transgress or subvert generic expectations, as well as fulfill them.

PSO 2- Culture and History: Students will be able to reciprocate to the major traditions of literatures written in English, and an appreciation for the diversity of literary and social voices within—and sometimes marginalized by—those traditions.

PSO 3- Critical Approaches: Students will develop the ability to read works of literary, rhetorical, and cultural criticism, and deploy ideas from these texts in their own reading and writing.

PSO 4 – Valuing literature, language, and imagination: Students will develop a passion for literature and language. They will appreciate literature’s ability to elicit feeling, cultivate the imagination, and call us to account as humans.

PSO 5- Research Skills: Students will be able to identify topics and formulate questions for productive inquiry; they will identify appropriate methods and sources for research and evaluate critically the sources they find; and they will use their chosen sources effectively in their own writing, citing all sources appropriately.

M.A. English, SEMESTER I

	Code	Subject	Credit		Univ.	Int. Marks	Total Marks
			1Cr = 10hrs		Exam Marks		
	CORE COURSES						
1	MSAH/MAE/101	From the Medieval to the Age of Spencer	6		70	30	100
2	MSAH/MAE/102	From the Elizabethan to the Caroline Age	6		70	30	100
3	MSAH/MAE/103	The Restoration & Neo – Classical Age	4		70	30	100
4	MSAH/MAE/104	From the Romantic to the Victorian Age	4		70	30	100
		Total	20		280	120	400

M.A English, SEMESTER II

	Code	Subject	Credit	Univ.	Int. Marks	Total Marks
			1Cr = 10hrs			
	CORE COURSES					
1	MSAH/MAE/201	The Modern Age	6	70	30	100
2	MSAH/MAE/202	Literary Criticism-I	6	70	30	100
3	MSAH/MAE/203	Indian Writings in English	6	70	30	100
4	MSAH/MAE/204	American Literature	6	70	30	100
		Total	24	280	120	400

Note: Each choice based Elective paper should have minimum 5 students

MA English, SEMESTER III							
	Code	Subject	Credit		Univ.	Int. Marks	Total Marks
			1Cr = 10 hrs		Exam Marks		
	CORE COURSES						
1	MSAH/MAE/301	Introduction to Linguistics	6		70	30	100
2	MSAH/MAE/302	Post-Colonial Literature	6		70	30	100
3	MSAH/MAE/303(A)	Indian Diasporic fiction/	4		70	30	100
	MSAH/MAE/303(B)	Research Methodology	4		70	30	100
4	MSAH/MAE/304(A)	New Literatures in English /	4		70	30	100
	MSAH/MAE/304(B)	South Asian Literature	4		70	30	100
		Total	20		280	120	400

Note: Each choice based Elective paper should have minimum 5 students

M.A English, SEMESTER IV

	Code	Subject	Credit	Univ.	Int. Marks	Total Marks
			1Cr= 10hrs	Exam Marks		
CORE COURSES						
1	MSAH/MAE/401	Shakespearean Drama	6	70	30	100
2	MSAH/MAE/402	Literary Criticism-II	6	70	30	100
3	MSAH/MAE/403(A)	Indian Women Novelists/	4	70	30	100
	MSAH/MAE/403(B)	Commonwealth Literature	4	70	30	100
4	MSAH/MAE/404(A)	Dissertation/	4	70	30	100
	MSAH/MAE/404(B)	Dalit literature	4	70	30	100
		Total	20	280	120	400

Note: Each choice based Elective paper should have minimum 5 students

M.A.ENGLISH SEMESTER- I

Paper-I From the Medieval to the Age of Spenser

Objectives: The students will study the ripening of the Middle Ages and the gradual manifestations of the Renaissance and Reformation and the representative poets of the period along with Chaucer to Spenser. The students will be required to identify the common as well as the distinctive features of the poets of this period.

Module-I

Everyman

Module-II

Prologue to Canterbury Tales - Geoffrey Chaucer

Module-III

Epithalamion – Edmund Spenser

Module-IV

Astrophel and Stella (Sonnet 31 “With How Sad Steps”) and *The Nightingale* -Philip Sidney

Module-V

The Unfortunate Traveler – Thomas Nashe

Recommended Reading:

1. Reading Poems: *An Annotated Anthology*. Ed.Jayati Gupta (New Delhi: Macmillan)
2. *Sidney, Spenser and Donne: A critical Introduction*, Edited by Rina Ramdev (Worldview critical Editions)
3. *The Cambridge Companion to Mediaval English Thearte*, Richard Beadle (ed.)

Paper-II – From the Elizabethan to the Caroline Age

Objectives: The purpose of the course is to acquaint the students with the growth and development of English Drama from the Elizabethan to Caroline Period from the literary and historical perspectives. The course introduces students to different kinds of drama. They will study the form and literary problems associated with the prescribed plays. The paper will help the students to understand the growth, development and the key features of English literature of the Elizabethan and Caroline Age. The paper includes the writings of Shakespeare, George Herbert, Henry Vaughan, John Donne, Christopher Marlowe, and Thomas Browne.

Module-I

Sonnets (1, 26, 73, 127, 154) – William Shakespeare

Module-II

‘The Collar’ -George Herbert

‘The Retreat’ - Henry Vaughan

‘The Flaming Heart’ – Richard Crashaw

Module-III

‘The Good Morrow’ and ‘Valediction’ -John Donne

Module-IV

King Lear – William Shakespeare

The Winter’s Tale – William Shakespeare

Module – V

Arcadia – Sir Phillip Sidney

Recommended Reading:

1. Ralph Kaufman.ed.*Elizabethan Drama*.Oxford:Oxford University Press,1989.
2. *Elizabethan to the Restoration*. Pramod K. Nayyar (Orient Blackswan)

Paper-III – The Restoration & Neo –Classical Age

Objectives: The paper will introduce the key features of the Restoration Age and Neo Classical Age literature. The literary texts of the Restoration and Neo-Classical Age will give a deep insight of that age. The paper includes the writings of Dryden, Pope, Milton, Addison, Charles Dickens, William Congreve, Sheridan, Jonathan Swift.

Module- I

Absalom and Achitophel – John Dryden

From *An Essay on Man* (From Epistle – II) – Alexander Pope

Module - II

Paradise Lost (Book I) - John Milton

Module- III

‘Sir Roger at Home’ – Joseph Addison

Pickwick Papers – Charles Dickens

Module- IV

The Way of the World – William Congreve

The School for Scandal – R. B. Sheridan

Module- V

The Battle of the Books – Jonathan Swift

Recommended Reading:

1. *Paradise Lost*: Book I and II, (New Delhi:OUP), Ed. F.T.Prince
2. *Eight Essayists*: Edited by A.S.Cairncross additional notes by Goutam Ghosal
3. *English Poetry 1660-1780*, Edited by Pramod K. Nayar (Orient Blackswan)

Paper-IV – From the Romantic Age to the Victorian Age

Objectives: This paper will introduce the key features of Romantic and the Victorian age literature through different literary texts. The paper includes the writings of Coleridge, Keats, Tennyson, Browning, Charles Lamb, Mary Shelley, Hopkins, Thomas Hardy, and Emily Bronte.

Module-I

'The Rime of Ancient Mariner' - S. T. Coleridge
'Hyperion', 'Ode to Grecian Urn' – John Keats

Module-II

'Ulysses' – Alfred Tennyson
'My Last Duchess', 'The Last Ride Together'- Robert Browning

Module- III

'Dream Children' – Charles Lamb
Frankenstein-Mary Shelley

Module- IV

'The Wreck of the Deutschland' - G.M.Hopkins

Module- V

Tess of the D'Urbervilles-Thomas Hardy
Wuthering Heights-Emily Bronte

Recommended Reading:

1. C.M.Bowra –The Romantic Imagination (Cambridge University Press)
2. Stuart Curran, Ed.The Cambridge Companion to British Romanticism (Cambridge University Press)
3. Joseph Bristow,Ed. The Cambridge Companion to Victorian Poetry (Cambridge University Press)
4. The Penguin Book of Romantic Poetry edited by Jonathan and Jessica Wordsworth (Penguin Books)

M.A. ENGLISH SEMESTER- II

Paper-I – The Modern Age

Objectives: The course will introduce different features of Modern Age literature and will reveal different aspects, issues, concerns and crisis of the Modern age. The paper includes the writings of T. S. Eliot, Virginia Woolf, James Joyce, D. H. Lawrence, William Golding, W. H. Auden, Philip Larkin, Samuel Beckett, and Harold Pinter.

Module-I

'The Waste Land' – T. S. Eliot

Module-II

A Room of One's Own-Virginia Woolf

A Portrait of the Artist as a Young Man-James Joyce

Module- III

Sons and Lovers –D.H.Lawrence

Lord of the Flies-William Golding

Module- IV

'The Unknown Citizen', 'In Memory of W.B. Yeats'-W.H.Auden

'Days', 'Aubade'- Philip Larkin

Module-

Waiting for Godot-Samuel Beckett

The Birthday Party-Harold Pinter

Recommended Reading:

1. *A Critical Reading of the Selected Poems of T.S.Eliot*- Manju Jain (New Delhi: Oxford University Press)
2. *The Theatre of the Absurd*, Martin Esslin

Paper-II- Literary Criticism -I

Objectives: The paper will introduce the students with the basic concepts of literary criticism, its nature and types, the paper will develop different critical concepts of different writers like Philip Sidney, P. B. Shelley, Coleridge and Samuel Johnson.

Module – I

Nature and Types of Literary Criticism

Module – II

An Apology for Poetry-Philip Sidney

Module – III

A Defence of Poetry-P.B.Shelley

Module – IV

Biographia Literaria- S.T.Coleridge

Module – V

Preface to Shakespeare- Samuel Johnson

Recommended Reading:

1. *English Critical Texts*: D.J.Enright, Ernst De Chickera
2. *A History of Literary Criticism* –Harry Blamires
3. *English Literary Criticism and Theory: An Introductory History* by M.S.Nagarajan (Orient Blackswan)
4. *An Introduction to English Criticism*-B.Prasad
5. *Literary Theory: A Very Short Introduction* by Jonathan Culler (Oxford)

Paper – III Indian Writings in English

Objectives: The paper will give the students general history, concepts of Indian English Literature through different literary texts and make the students understand different issues and cultures of India. The paper includes the writings of Rabindranath Tagore, A. K. Ramanujan, Jawaharlal Nehru, Mahatma Gandhi, Mahesh Dattani, Girish Karnad, R. K. Narayan, Amitav Ghosh, Khushwant Singh, and Vijay Tendulkar.

Module – I

Tagore-*Gitanjali (Songs 1 & 2)*
Toru Dutt – The Lotus
Nissim Ezekiel – Background Casually
Janyanta Mahapatra – Dawn at Puri

Module – II

Jawaharlal Nehru-*Discovery of India* (Chapter1 to 5)
Mahatma Gandhi-*My Experiment with Truth*

Module – III

Mahesh Dattani- *Final Solutions*
Girish Karnad- *Tughlaq*

Module – IV

R.K.Narayan-*Guide*
Amitav Ghosh-*The Hungry Tide*

Module – V

Ruskin Bond- *A Flight of Pigeons*
Rabindranath Tagore-*The Home and the World*

Recommended Reading:

1. *A History of Indian English Literature* by M.K.Naik (Sahitya Academy)
2. *An Illustrated History of Indian Literature in English* by A.K.Mehrotra (Permanent Black)
3. *Indian Writing in English* by K.R. Srinivasa Iyenger

Paper-IV- American Literature

Objectives: The paper will introduce the students to the history, development, different issues and cultures of American literature through different literary texts. The paper includes the writings of Sylvia Plath, Langston Hughes, Emerson, Hawthorne, Albee, Eugene o Neill, Tennessee Williams, Ernest Hemingway and Toni Morrison.

Module-I

Emily Dickenson – ‘My Life had Stood a Loaded Gun’

Walt Witman – ‘When Lilacs Last in the Dooryard Bloom’d’

Module-II

Ralph Waldo Emerson- *The American Scholar*

Module-III

Arthur Miller - *All My Sons*

Herman Melville - *Moby Dick*

Module-IV

Eugene O Neill- *The Emperor Jones*

Tennessee Williams- *A Street Car Named Desire*

Module-V

Ernest Hemingway- *A Farewell to Arms*

Toni Morrison-*The Bluest Eye*

Recommended Reading:

1. *A Short History of American Literature*: Krishna Sen & Ashok Sengupta (Orient Blackswan)
2. *American Literature*: Nanadana Dutta Series Editor Pramod K. Nayar (Orient Blackswan)
3. *A Brief History of American Literature* by Richard Gray (Wiley Blackwell)

M.A. ENGLISH SEMESTER- III

Paper – I Introduction to Linguistics

Objectives: The aim of the course is to familiarize students with the elementary concepts of theoretical Linguistics and Phonetics.

Module - I

Language: Definition and its Characteristics, Difference between Human and Animal Communication System, Language Varieties (Pidgin, Creole, Dialect, Idiolect, Diaglossia, Registers and Style)

Linguistics: Definition, Nature and Scope; Branches of General Linguistics; Difference between Traditional Grammar and Linguistics; Relationship of Linguistics with other Branches of Knowledge; Some Fundamental Linguistic Concepts (Synchronic and Diachronic, Langue and Parole, Competence and Performance, Substance and Form, Syntagmatic and Paradigmatic).

Module - II

Phonetics: Definition; Branches; Phonetic Transcription.

Phonology: Definition; Difference between Phonology and Phonetics; Major Concepts of Phonology (Phoneme, Phone, Allophone, Diaphone)

Morphology: Definition; Major Concepts (Morpheme, Morphs, Allomorphs, Free and Bound Morphemes)

Module - III

Syntax: Definition; Difference between Traditional Approach and Structural Approach; Traditional-Generative Grammar; Grammatical Units (Utterance, Sentence, Word, Collocation, Morpheme, the Phrase and the Clause, Grammar and Lexis)

Semantics: Definition, Difficulties in the study of Meaning; Lexical and Grammatical Meaning.

Module - IV

Parts of Speech; IC Analysis; Organs of Speech; Vowels and their Articulation; Consonants and their Articulation.

Module - V

Supra-segmental features of English Speech (Word-accent, Stress, Rhythm, Intonation, and Tone). General Indian English

Recommended Reading

1. Balasubramaniam, T. *A Textbook of English Phonetics for Indian Students* (Macmillian 1981)
2. Chomsky, Noam. *Aspects of the Theory of Syntax* (Cambridge, Mass: MIT Press, 1958).
3. Robins, R.H. *General Linguistics* (Longman, 3rd Edition 1980)
4. *A General Introduction to Linguistics*: Tariq Rehman (Orient Blackswan)
5. *Introduction to English Phonetics & Phonology*: Aslam & Kak (Foundation Publication)

Paper-II - Post Colonial Literature

Objectives: The paper will introduce the students the major issues, themes, literary concepts of the terms: colonialism, post colonialism and will give a general idea of post-colonial literature through different texts.

Module – I

Edward Said- *Orientalism*

Module – II

Ashcroft, Griffiths and Tiffin- *The Empire Writes Back*

Module – III

Margaret Lawrence- *The Stone Angel*

Module – IV

Patrick White- *A Fringe of Leaves*

Module – V

Chinua Achebe - *Anthills of the Savannah*

Recommended Reading

1. *Postcolonial Literatures* by Paroma Sarkar, Series Editor, Pramod K. Nayar (Orient Blackswan)
2. *Key Concepts in Postcolonial Studies*, Bill Ashcroft.
3. *Beginning Postcolonialism*, John McLeod
4. *Introducing Postcolonial Theories*, Taisha Abraham
5. *Postcolonial Literature: An Introduction*, Pramod K Nayar (Pearson)
6. *The Postcolonial Studies Dictionary*, Pramod K. Nayar

Paper-III – Indian Diasporic Fiction
Elective 1(a)

Objectives: The paper will give the students the basic concepts of diaspora. This paper will develop a rhetorical approach to the literary study of Indian Diasporic texts and also the conceptions, generalizations, myths and beliefs about Indian Diasporic cultural history. The paper includes the writings of Amitav Ghosh, Jhumpa Lahiri, Bapsi Sidhwa, Rohinton Mistry, and Chitra Banerjee Divakaruni.

Module – I

Amitav Ghosh – *The Shadow Lines*

Module – II

Jhumpa Lahiri- *Namesake*

Module – III

Bharti Mukherjee - *Jasmine*

Module – IV

Rohinton Mistry- *Such a Long Journey*

Module – V

Chitra Banerjee Divakaruni- *The Mistress of Spices*

Recommended Reading:

1. *A History of Indian English Literature* by M.K.Naik (Sahitya Academy)
2. *An Illustrated History of Indian Literature* in English by A.K.Mehrotra (Permanent Black)
3. Kim Knott & Sean Mc Longhlin (ed.) *Diasporas: Concepts, Intersections, Identities*
4. *Global Diasporas: An Introduction* by Robin Cohen

Paper-III Research Methodology

Elective 1(b)

Objectives: The aim of the paper is to acquaint the researcher with the tools of research by introducing them to the mechanics of research. This paper will introduce The Philosophy of Research, Research Design, Mechanics of Research and style of Research. It will enhance the research skills of the students.

Module I – The Philosophy of Research

Definition-Meaning-Characteristics- defining aims and objectives- designing hypothesis- Objectives- Types - preparing a research proposal.

Module II – Research Design

Systematic approach -Choosing the Topic-Review of Literature- Data Collection: Primary and Secondary Sources- Bibliography- Plagiarism & academic integrity--Role of Computer -Using MS Word & spell check. Basics of Internet, e- mailing, Using Search Engine – like Google and Yahoo

Module III – Mechanics of Research

Organization of materials: Planning & drafting, Introduction & Conclusion, spelling, abbreviations, consistency, punctuation, quotations, numbers-Thesis Format.

Module IV – Language and Style of Research

Diction-tone-Style suitable for a Literary Thesis-Narration-Argumentation-Exposition-Description-Jargon, slang, colloquialism, vague/concrete Words.

Module V –Presentation of Research

Documentation - quoting and creating in-text citations- List of works cited- using standard style sheets- MLA style- Research findings-Print & electronic Submission.

Recommended Readings:

1. MLA Handbook by Joseph Gibaldi (Latest Edition)
2. *Research Methodology: Methods and Techniques* by C.R.Kothari
3. *The Craft of Research*: Wayne C. Booth
4. *The Saga Handbook of Qualitative Research* by Norman K.Denzin
5. *Research Methodology: A Step by Step Guide for Beginners* by Ranjit Kumar
6. *Research Methods* by Nicholas Walliman

Paper – IV New Literatures in English
Elective 1(a)

Objectives: The paper New Literatures will include the writings of African, Caribbean, Australian writers. This paper will introduce the issues and concerns of different nations. The paper includes the writings of Chinua Achebe, V. S. Naipaul, Doris Lessing, Alan Paton and Ngugi wa Thiongo.

Module – I

Ngugi wa Thiongo - *A Grain of Wheat*

Module – II

V.S.Naipaul- *Half a Life*

Module – III

Doris Lessing –*The Grass is Singing*

Module – IV

Alan Paton – *Cry, the Beloved Country*

Module – V

Chinua Achebe – *No Longer at Ease*

Recommended Readings:

1. *The New Literatures in English*, Chaman Lal Nahal
2. *Companion to the new literatures in English*, Christa Johnson

Paper – IV South Asian Literature
Elective 1(b)

Objectives: The paper will introduce the basic concepts, issues and concerns of South Asian Literature. This paper will include the major contemporary South Asian writers.

Module – I

Romesh Gunsekera - *Reef*

Module – II

Mohsin Hamid - *The Reluctant Fundamentalist*

Module – III

Tahmina Anam - *A Golden Age*

Module – IV

Khaleed Hosseini - *The Kite Runner*

Module – V

Manjushree Thapa - *Forget Kathmandu*

Recommended Reading:

1. *Literatures of South Asian Diaspora* edited by Venu Mehta & R.k.Dhawan
2. *Decolonization in South Asia* –Sekhar Bandropadhyay (Orient Blackswan)
3. *Migrants, Refugees and The Stateless in South Asia* by Partha S.Ghosh
4. *South Asian Literatures in English: An Encyclopedia* edited by Jaina C.Sarga
5. *Modern South Asian Literature in English* by Paul Brians

M.A. ENGLISH SEMESTER- I
Paper – I Shakespearean Drama

Objectives: This paper will introduce the writings of William Shakespeare. William Shakespeare (1564 – 1616) has the reputation of being among the greatest writers and this paper is a study of his tragedy, comedy, and historical plays.

Module – 1

Hamlet

Module – II

Twelfth Night

Module – III

Othello

Module – IV

A Midsummer Night's Dream

Module – V

Julius Caesar

Recommended Reading:

1. *The Sources of Shakespeare's Plays* by Kenneth Muir
2. NoFearShakespeare
3. Shakespeare.org

Paper – II Literary Criticism –II

Objectives: The paper will introduce the critical writings, essays of Matthew Arnold, T. S. Eliot, I. A. Richards, Roland Barthes and Michael Foucault. This paper will give an overview of the writing style, issues and concerns of modern literary criticism.

Module – I

Matthew Arnold-*The Study of Poetry*

Module – II

T.S.Eliot-*Tradition and Individual Talent*

Module – III

I.A.Richards- *Principles of Literary Criticism*

Module – IV

Roland Barthes- *The Death of the Author*

Module – V

Michael Foucault- *What is an author?*

Recommended Reading:

1. *English Critical Texts*: D.J.Enright, Ernst De Chickera
2. *A History of Literary Criticism* –Harry Blamires
3. *English Literary Criticism and Theory: An Introductory History* by M.S.Nagarajan (Orient Blackswan)
4. *An Introduction to English Criticism*-B.Prasad
5. *Modern Criticism and Theory* by David Lodge (Pearson)

Paper – III – Indian Women Novelists
Elective 1 (a)

Objectives- The paper is introduced to acquaint the students to major issues, themes, literary concepts of Indian Women Writings. The richness and diversity of Indian literature is self-evident. This paper includes the writings of Anita Desai, Kamala Markandaya, Sashi Deshpande, Manju Kapur and Arundhati Roy.

Module – I

Anita Desai - *The Village by the Sea*

Module – II

Gita Hariharan - *The Thousand Faces of Night*

Module – III

Amrita Pritam - *Pinjar*

Module – IV

Mahashweta Devi - *The Queen of Jhansi*

Module – V

Indira Goswami - *The Moth Eaten Howdah of the Tusker*

Recommended Reading:

1. *A History of Indian English Literature* by M.K.Naik (Sahitya Academy)
2. *An Illustrated History of Indian Literature* in English by A.K.Mehrotra (Permanent Black)
3. *Indian Writing in English* by K.R. Srinivasa Iyenger

OR

**Paper – III Commonwealth Literature
Elective 1 (b)**

Objectives: This paper will develop the key concepts and will provide an overview idea of Commonwealth Literature. This course includes the writings of Alex Haley, Wole Soyinka, Toni Morrison, Patrick White and V. S. Naipaul.

Module – I

Wole Soyenka – Telephone Conversation
J. P. Clark – Night Rain

Module – II

Alice Munro - *Lives of Girls and Women*
Margaret Atwood – “Nature as a monster” Chapter 2 of *Survival*.

Module – III

Witi Ihimaera – *The Whale Rider*

Module – IV

Michael Ondaatje – *Angulimala*
Punyakante Wijenaikē – *The River*

Module – V

Jean Rhys – *Wide Sargasso Sea*

Recommended Reading:

1. *Commonwealth Literature* by William Walsh (Oxford University Press)

**Paper – IV Dissertation and Viva – Voce
Elective 1(a)**

Note: Students who have secured 55% or above in previous semester may opt for dissertation on topics of the given syllabus of M.A.

OR

Paper – IV Dalit Literature
Elective 1(b)

Objectives: Dalit literature forms are still endeavoring to create their own philosophical stand. The tribal literature that initially focused on the stories of oppression, exploitation of the dalits by the upper class society. This course includes writings of Saradchandra Muktibodh, Bama, Mahashweta Devi, Girish Karnad, Prakash Valmiki. These works will provide an overall idea and will build a base concept and develop a critical thinking of Dalit Literature.

Module – I

Sharadchandra Muktibodh – ‘What is Dalit Literature?’

Module – II

Bama – *Karukka*

Module – III

Mahashweta Devi- *Rudali*

Module – IV

Girish Karnad- *Tale-Danda*

Module – V

Prakash Valmiki- *Jhoothan*

Books Recommended:

1. Arjun Dangale: *Poisoned Bread* (Orient Longman 1992, rpt 1994)
2. Sharankumar Limbale: *Towards an Aesthetic of Dalit Literature* (trans. By Alok Mukherjee, Orient Longman , 2004)
3. Ghanshyam Shah, ed. *Dalit Identity and Politics* Vol.2(Sage Publication, 2001)
4. Sharmila Rege. *Writing Caste: Writing Gendre* (Delhi: Zubban 2006)
5. R.J.Bhongale, (ed.) *Perspectives on Ambedkarism* (People’s Publication, 2008)
6. Ursula Sharma, *Caste: Concepts in the Social Sciences* (Viva Books, 2002)