



પરિપત્ર:

ભક્તકવિ નરસિંહ મહેતા યુનિવર્સિટીની આર્ટસ વિદ્યાશાખાનાં અભ્યાસક્રમ ચલાવતી તમામ સંલગ્ન કોલેજોનાં આચાર્યશ્રીઓને સવિનય જણાવવાનું કે આર્ટસ વિદ્યાશાખા હેઠળનો અંગ્રેજી વિષયનો એમ.એ.પ્રોગ્રામનો સેમેસ્ટર-૧ નો અભ્યાસક્રમ આ સાથે સામેલ છે.

માનનીય કુલપતિશ્રીની મંજૂરી અનુસાર સદર અભ્યાસક્રમ શૈક્ષણિક વર્ષ જુન, ૨૦૨૩થી અમલવારી કરવાની રહે છે. આર્ટસ વિદ્યાશાખાનાં અંગ્રેજી વિષયનાં પી.જી.નો અભ્યાસક્રમ ચલાવતી તમામ સંલગ્ન કોલેજોનાં પી.જી.સેન્ટર ધ્વારા તેની અમલવારી કરવા જણાવવામાં આવે છે.

કા.કુલસચિવશ્રી



ક્રમાંક/બીકેએનએમયુ/એકેડેમિક/૧૪૯૪/૨૦૨૩-૨૦૨૪

ભક્તકવિ નરસિંહ મહેતા યુનિવર્સિટી,

સરકારી પોલીટેકનિક કેમ્પસ,

ભક્તકવિ નરસિંહ મહેતા યુનિવર્સિટી રોડ,

ખડીયા, જૂનાગઢ-૩૬૨૨૬૩

તા.૨૬/૦૭/૨૦૨૩

પ્રતિ,

- ભક્તકવિ નરસિંહ મહેતા યુનિવર્સિટી સંલગ્ન આર્ટસ વિદ્યાશાખાનાં પી.જી.(અંગ્રેજી)નાં અભ્યાસક્રમો ચલાવતી તમામ કોલેજોના આચાર્યશ્રીઓ તરફ....

નકલ સાદર રવાના:-

- માન.કુલપતિશ્રી/કુલસચિવશ્રીનાં અંગત સચિવશ્રી.
- પરીક્ષા નિયામકશ્રી, ભક્તકવિ નરસિંહ મહેતા યુનિવર્સિટી, જૂનાગઢ

નકલ રવાના જાણ તથા યોગ્ય કાર્યવાહી અર્થે:

- સીસ્ટમ મેનેજરશ્રી, આઈ.ટી.સેલ વિભાગ (વેબસાઇટ ઉપર પ્રસિદ્ધ થવા અર્થે.)



Bhakta Kavi Narsinh Mehta University Junagadh



BOARD OF STUDIES
(ENGLISH)
FACULTY OF ARTS
SYLLABUS FOR
MASTER OF ARTS PROGRAMME
(SEMESTER- I)
EFFECTIVE FROM JUNE, 2023

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Preamble:

University Grants Commission (UGC) putting all efforts in executing National Education Policy in higher education in our country. The UGC has already initiated several steps to bring equity, efficiency and academic excellence in National Higher Education System. The important ones include innovation and improvement in course- curricula, introduction of paradigm shift in learning and teaching pedagogy, examination and education system.

Our present education system produces young minds lacking knowledge, confidence, values and skills. It could be because of complete lack of relationship between education, employment and skill development in conventional education system. The present alarming situation necessitates transformation and/or redesigning of education system, not only by introducing innovations but developing “learner-centric approach in the entire education delivery mechanism and globally followed evaluation system as well.

There is need to allow the flexibility in education system, so that students depending upon their interests and aims can choose inter-disciplinary, intra-disciplinary and skill-based courses. This can only be possible when choice-based credit system (CBCS), an internationally acknowledged system, is adopted. The choice-based credit system not only offers opportunities and avenues to learn core subjects but also exploring additional avenues of learning beyond the core subjects for holistic development of an individual. The syllabus of Bhakta Kavi Narsinh Mehta University is based on CBCS which undoubtedly facilitates bench mark with best international academic practices.

Programme Objectives:

1. To help the students acquire a deeper knowledge of literature, language, literary theory and research methodology.
2. To sensitize the students on issues like race, gender, religion, politics, economy and environment through a study of literature.
3. To help the students acquire creative and critical thinking and develop analytical tools of their own.
4. To develop an advanced knowledge of English Language Teaching.

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5. To equip the students to face various eligibility and competitive examinations with Confidence
6. To utilize the knowledge and skills gained in their advanced research as well as in their jobs.

Programme Learning Outcomes: On completion of the M.A. Degree Programme in the subject of English, the Postgraduates will be able to:

1. Demonstrate an advanced knowledge of the subject, including the knowledge of literary history, genre criticism, literary theory, critical theory and research methodology.
2. Appreciate and analyze gender relations and gender-oriented, religious, political, economy related writings.
3. Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject.
4. Use the communication skills and rhetorical skills while writing essays, articles, and project reports.
5. Respond to literature aesthetically and critically as informed readers
6. Develop and carry out advance research projects, and locate, evaluate, organize, and incorporate information effectively.

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Master of Arts in English (CBCS) in force from June-2023 Total Courses to be Completed: 20
(12 Core, 06 Elective and 02 Interdisciplinary Courses)
Total 80 Credits to be earned for successful completion of M A

Total Credits (Each Course):	04
Total teaching time (Each Course):	60 hours

Distribution of Marks:

Total Marks per Course:	100
Semester end exam:	70
Internal assessment:	30

Internal Marks break up:

Assignment	10
Written Test/MCQ:	05
Presentation/Seminar:	10
Attendance	05

Proposed Semester End Examination Question Paper:

Total Marks:	70
Total Questions to be asked:	05
One full length question from each Unit	14*4= 56 Marks
Fifth question of short notes (Students are expected to attempt Two out of Four Options)	14 Marks

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COURSE-CREDIT SUMMARY OF SEMESTER - 1

SN	Programme	Seme-ster	Category of Course	Title of the Course	Course Code	Credit	Internal Marks	External Marks	Total Marks	Exam Time
1	PG	1	Core	Literature in English Language 1550-1660	C-101	4	30	70	100	2 Hrs 30 Min.
2	PG	1	Core	Literature in English Language 1660-1798	C-102	4	30	70	100	2 Hrs 30 Min.
3	PG	1	Core	Literature in English Language 1798-1914	C-103	4	30	70	100	2 Hrs 30 Min.
4	PG	1	Elective-1	Literary Criticism	E-104 (A)	4	30	70	100	2 Hrs 30 Min.
5	PG	1	Elective-1	Comparative Literature	E-104 (B)	4	30	70	100	2 Hrs 30 Min.
6	PG	1	Elective-2	Indian English Literature 1900-1950	E-105 (A)	4	30	70	100	2 Hrs 30 Min.
7	PG	1	Elective-2	Literature classics of the World Epics	E-105 (B)	4	30	70	100	2 Hrs 30 Min.

- All the 3 Core Courses (101,102,103) are Compulsory Courses.
- Student has to select any one course from Elective-1- 104(A) or Elective-1- 104 (B)
- Student has to select any one course from Elective-2 -105(A) or Elective-2 -105 (B)

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Semester 1 CORE- 101 Literature in English Language 1550-1660

Faculty of Arts Master of English Syllabus (Effective from June 2023)							
Course Title		Literature in English Language 1550-1660			Course Credit	04	
Course category and Course Code		Core Course C-101					
Semester End Exam		Regular students			2:30 Hours	70 Marks	
Program	Semester	Category	Credit	Internal Marks	External Marks	Practical/ Viva Marks	Total Marks
M. A.	01	Core	04	30	70	--	100

Course Objectives:

1. To provide a historical introduction to both the European Renaissance and the Renaissance in England.
2. To ensure that students become acquainted with the different literary forms prevalent during this period, with a particular focus on drama.
3. To familiarize students with significant English Renaissance plays.

Learning Outcomes:

1. Students will demonstrate an understanding of the historical context and key characteristics of the European Renaissance and the Renaissance in England.
2. Students will be able to identify and describe various literary forms that were prominent during the Renaissance period, with a specific emphasis on drama.
3. Students will develop a familiarity with significant English Renaissance plays, including their themes, characters, and cultural significance.

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Course Content:

Unit 1: *The Faerie Queene* Book-I by Edmund Spenser

Unit 2: *Doctor Faustus* by Christopher Marlowe

Unit 3: *Much Ado About Nothing* by William Shakespeare

Unit 4: *The Pilgrim's Progress* by John Bunyan

Recommended Reading:

- Spenser, Edmund. *The Faerie Queene*. Edited by A. C. Hamilton, Penguin Classics, 2003.
- Greenblatt, Stephen. "The Cultural Capital of Spenser's *Faerie Queene*." *Representations*, vol. 5, no. 1, 1984, pp. 109-130.
- Hamilton, A. C. "The *Faerie Queene*: An Introduction." *The Spenser Encyclopedia*, edited by A. C. Hamilton, University of Toronto Press, 1990, pp. 211-226.
- Marlowe, Christopher. *Doctor Faustus*. Edited by David Bevington, Revels Student Editions, 1993.
- Kuriyama, Constance Brown. "The Miracles of Learning: The Making of *Doctor Faustus*." *Modern Language Quarterly*, vol. 54, no. 4, 1993, pp. 385-404.
- Logan, Robert A. "The Myth of *Doctor Faustus*." *Studies in Philology*, vol. 70, no. 4, 1973, pp. 396-409.
- Shakespeare, William. *Hamlet*. Edited by Barbara A. Mowat and Paul Werstine, Folger Shakespeare Library, 2012.
- Greenblatt, Stephen. "The Improvisation of Power in *Hamlet*." *Shakespeare Quarterly*, vol. 40, no. 4, 1989, pp. 425-441.
- Bloom, Harold. *Hamlet: Poem Unlimited*. Riverhead Books, 2003.
- Bunyan, John. *The Pilgrim's Progress*. Edited by Roger Pooley, Oxford University Press, 2003.
- Manning, Susan. "John Bunyan's *The Pilgrim's Progress*." *The Year's Work in English Studies*, vol. 90, no. 1, 2011, pp. 794-812.
- Fish, Stanley. "The *Pilgrim's Progress* and the Life of the Mind." *American Scholar*, vol. 52, no. 2, 1983, pp. 241-253.

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- Hadfield, Andrew. "From Sermon to Romance: John Bunyan's *The Pilgrim's Progress*." *The Seventeenth Century*, vol. 16, no. 1, 2001, pp. 85-105.
- Hadfield, Andrew. "Bunyan and His Readers." *The Cambridge Companion to Bunyan*, edited by Anne Dunan-Page, Cambridge University Press, 2010, pp. 135-150.
- Kernan, Alvin B. "John Bunyan: *The Pilgrim's Progress*." *The Imaginary Library: An Essay on Literature and Society*, Princeton University Press, 1982, pp. 53-85.
- Stapleton, Michael. "Allegory and Irony in *The Pilgrim's Progress*." *Studies in Philology*, vol. 66, no. 3, 1969, pp. 420-434.

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Semester 1 CORE- 102 Literature in English Language 1660-1798

Faculty of Arts English Syllabus (Effective from June 2023)							
Course Title		Literature in English Language 1660-1798			Course Credit		04
Course category and Course Code		Core Course C-102					
Semester End Exam		Regular students			2:30 Hours		70 Marks
Program	Semester	Category	Credit	Internal Marks	External Marks	Practical/ Viva Marks	Total Marks
M. A.	01	Core	04	30	70	--	100

Course Objectives:

1. To provide students with a direct understanding of the prominent literary works from the period.
2. To equip them with knowledge about the political, economic, social, and intellectual context, enabling them to analyze the works as reflections of the era.
3. To familiarize them with literary movements, preferred genres, and the progression and growth of literary forms. Additionally, the intention is to encourage them to delve deeper into reading to gain a comprehensive perspective of the period.

Learning Outcomes:

1. Students will demonstrate a comprehensive understanding of prominent literary works from the period, including their themes, styles, and artistic contributions.
2. Students will be able to critically analyze the literary works from the Renaissance period as reflections of the political, economic, social, and intellectual context of the era.

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3. Students will develop a deep appreciation for the progression and growth of literary forms, genres, and movements during the Renaissance period, inspiring them to engage in further reading and research to gain a comprehensive perspective of the era.

Course Content:

Unit 1: *Paradise Lost* Book-I by John Milton (1667)

Unit 2: *Robinson Crusoe* by Daniel Defoe (1719)

Unit 3: *Elegy Written in a Country Churchyard* by Thomas Gray (1751)

Unit 4: *The Rivals* by Richard Sheridan (1775)

Recommended Reading:

- Milton, John. *Paradise Lost*. Edited by John Leonard, Oxford University Press, 2008.
- Fish, Stanley. *Surprised by Sin: The Reader in Paradise Lost*. Harvard University Press, 1998.
- Kerrigan, William. "Paradise Lost and the Language of Criticism." *Milton Studies*, vol. 9, 1975, pp. 227-240.
- Dobranski, Stephen B. "Politics in Paradise Lost." *The Cambridge Companion to Milton*, edited by Dennis Danielson, Cambridge University Press, 1999, pp. 185-202.
- Defoe, Daniel. *Robinson Crusoe*. Edited by Thomas Keymer and James Kelly, Oxford University Press, 2008.
- Novak, Maximillian E. "Robinson Crusoe and the Work Ethic." *Studies in English Literature, 1500-1900*, vol. 9, no. 1, 1969, pp. 53-64.
- Backscheider, Paula R. "The Idea of Utopia in Robinson Crusoe." *Studies in the Novel*, vol. 2, no. 1, 1970, pp. 1-14.
- Sheridan, Richard. *The Rivals*
(<https://www.gutenberg.org/cache/epub/24761/pg24761.html>)
- Gray, Thomas. "Elegy Written in a Country Churchyard." *The Poems of Thomas Gray*, edited by John Bradshaw, Longman, 1971, pp. 54-57.
- Erskine-Hill, Howard. "Gray's 'Elegy' and the Politics of Melancholy." *Critical Survey*, vol. 8, no. 3, 1996, pp. 276-288.

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- Parnell, Tim. "Gray's 'Elegy' and the Romantic Theory of the Imagination." *ELH*, vol. 64, no. 1, 1997, pp. 141-170.
- Bateson, F. W. "The Elegy: Gray and His Contemporaries." *English Literature at the Close of the Middle Ages*, Oxford University Press, 1945, pp. 496-509.
- Dickinson, Donald C. "Gray's 'Elegy Written in a Country Churchyard': An Interpretation." *Modern Philology*, vol. 70, no. 2, 1972, pp. 105-118.

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Semester 1 CORE- 103 Literature in English Language 1798-1914

Faculty of Arts Master of English Syllabus (Effective from June 2023)								
Course Title		Literature in English Language 1798-1914			Course Credit		04	
Course category and Course Code		Core Course C-103						
Semester End Exam		Regular students			2:30 Hours		70 Marks	
Program	Semester	Category	Credit	Internal Marks	External Marks	Practical/ Viva Marks	Total Marks	
M. A.	01	Core	04	30	70	-	100	

Course Objectives:

1. To Provide students with a direct understanding of prominent literary works from the period.
2. To equip students with knowledge about the political, economic, social, and intellectual context of the period.
3. To Enable students to analyze the literary works as reflections of the era.
4. To Help students understand the progression and growth of literary forms during the period.
5. To Encourage students to delve deeper into reading to gain a comprehensive perspective of the period.

Learning Outcomes:

1. Students will demonstrate a comprehensive understanding of prominent literary works from the period, including their themes, styles, and artistic contributions.
2. Students will be able to analyze and interpret the literary works from the Renaissance period, demonstrating an understanding of how they reflect and comment on the political, economic, social, and intellectual context of the era.
3. Students will develop critical thinking skills to evaluate the progression and growth of literary forms during the Renaissance period, identifying key movements, genres, and innovations.
4. Students will acquire a comprehensive knowledge of the political, economic,

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social, and intellectual factors that shaped the Renaissance period, providing a contextual framework for understanding and appreciating the literary works.

5. Students will cultivate a passion for reading and research, actively seeking out additional works and perspectives to gain a more nuanced and comprehensive understanding of the Renaissance period and its literary contributions.

Course Content:

Unit 1: *Frankenstein* by Mary Shelley (1818)

Unit 2: *Jane Eyre* by Charlotte Brontë (1847)

Unit 3: *Great Expectations* by Charles Dickens (1861)

Unit 4: *The Picture of Dorian Gray* by Oscar Wilde (1890)

Recommended Reading:

- Shelley, Mary. *Frankenstein*. Edited by J. Paul Hunter, Norton Critical Edition, 2012.
- Mellor, Anne K. "Possessing Nature: The Female in *Frankenstein*." *Women's Studies*, vol. 14, no. 1, 1987, pp. 41-64.
- Botting, Fred. "Making Monstrous: *Frankenstein*, Criticism, Theory." *PMLA*, vol. 122, no. 5, 2007, pp. 1437-1452.
- Brontë, Charlotte. *Jane Eyre*. Edited by Richard J. Dunn, Norton Critical Edition, 2000.
- Gilbert, Sandra M., and Susan Gubar. "Plain Jane's Progress." *The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination*, Yale University Press, 1979, pp. 221-246.
- Alexander, Christine. "Jane Eyre: The Cinderella of the Victorian Age." *The Review of English Studies*, vol. 59, no. 238, 2008, pp. 607-626.
- Dickens, Charles. *Great Expectations*. Edited by Jane Brown, Penguin Classics, 2003.
- Higgonet, Margaret R. "The Female Vampyre in *Great Expectations*." *PMLA*, vol. 102, no. 1, 1987, pp. 53-71.
- Wachterhauser, Brigitte. "Great Expectations: Plotting What Happens to the 'Orphan'." *Nineteenth-Century Literature*, vol. 62, no. 2, 2007, pp. 201-227.
- Wilde, Oscar. *The Picture of Dorian Gray*. Edited by Joseph Bristow, Oxford World's Classics, 2008.
- Powell, Kerry. "Wilde and the Prose of Conduct." *The Cambridge Companion to Oscar Wilde*, edited by Peter Raby, Cambridge University Press, 1997, pp. 118-136.
- Sutton, Emma. "The Picture of Dorian Gray: Aestheticism and Morality." *The Yearbook of English Studies*, vol. 35, no. 2, 2005, pp. 1-16.

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- Duguid, Paul. "Aestheticism and Social Anxiety in The Picture of Dorian Gray." Victorian Literature and Culture, vol. 35, no. 2, 2007, pp. 625-643.
- Gilbert, Stuart. "Oscar Wilde's Social Criticism." The Review of Politics, vol. 63, no. 2, 2001, pp. 275-296.
- Pearce, Joseph. "Manners and Moral Sentiments: The Aesthetic Ethic in The Picture of Dorian Gray." The Wildean, no. 37, 2010, pp. 9-28.

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Semester 1 Elective 1- 104 (A) Literary Criticism

Faculty of Arts Master of English Syllabus (Effective from June 2023)							
Course Title		Literary Criticism			Course Credit		04
Course category and Course Code		Elective Course E-1-104 (A)					
Semester End Exam		Regular students			2:30 Hours		70 Marks
Program	Semester	Category	Credit	Internal Marks	External Marks	Practical/ Viva Marks	Total Marks
M. A.	01	Elective-1	04	30	70		100

Course Objectives:

1. To provide students with a comprehensive understanding of significant literary criticisms spanning from Aristotle to Eliot, allowing them to directly engage with major critical theories.
2. To equip students with a deep understanding of the political, economic, social, and intellectual context of the period, enabling them to analyze literary works as representative of the era.
3. To familiarize students with various literary movements, critical theories, and the evolution and development of literary theories. Additionally, it aims to foster a passion for further reading, encouraging students to gain a comprehensive perspective of the period and the advancements in the field of criticism.

Learning Outcomes:

1. Students will demonstrate a comprehensive understanding of significant literary criticisms from Aristotle to Eliot, including major critical theories and their applications to literary works.
2. Students will be able to analyze and interpret literary works from the period, using their deep understanding of the political, economic, social, and intellectual context to evaluate how these works reflect and respond to the era.

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3. Students will develop a thorough knowledge of various literary movements and critical theories, tracing their evolution and development, and fostering a passion for further reading and research to gain a comprehensive perspective of the period and advancements in the field of criticism.

Course Content:

Unit 1: William Wordsworth: *Preface to Lyrical Ballads* & S.T.Coleridge: *Biographia Literaria*

Unit 2: I.A.Richards: Positivist Criticism, Literary Criticism, Practical Criticism

Unit 3: Matthew Arnold: *The Function of Criticism in the Present Time*

Unit 4: T. S. Eliot: *Tradition and the Individual Talent*

Recommended Reading:

- Abrams, M.H. "Wordsworth and the Language of Criticism." *Critical Inquiry*, vol. 4, no. 2, 1977, pp. 331-346.
- Bennett, Andrew. *Wordsworth Writing*. Palgrave Macmillan, 2007.
- Butler, James. "Coleridge, Wordsworth, and the Conversation Poem." *The Cambridge Companion to Coleridge*, edited by Lucy Newlyn, Cambridge University Press, 2002, pp. 130-148.
- Gill, Stephen. *William Wordsworth: A Life*. Oxford University Press, 1990.
- Arnold, Matthew. *Culture and Anarchy*. Oxford University Press, 1993.
- Collini, Stefan. *Matthew Arnold: A Critical Portrait*. Oxford University Press, 1994.
- Hirst, Paul Q. *Matthew Arnold and the Betrayal of Language*. University of Massachusetts Press, 1994.
- Leavis, F.R. *The Great Tradition*. Chatto & Windus, 1948.

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Semester 1 Elective 1- 104 (B) Comparative Literature

Faculty of Arts Master of English Syllabus (Effective from June 2023)								
Course Title		Comparative Literature			Course Credit		04	
Course category and Course Code		Elective E-1- 104 (B)						
Semester End Exam		Regular students						
Program	Semester	Category	Credit	Internal Marks	External Marks	Practical/ Viva Marks		Total Marks
M. A.	01	Elective- 1	04	30	70	—		100

Course Objectives:

1. To acquaint the students with the field of comparative literature.
2. To make the students well-versed in the concepts, issues, and methodology of Comparative Literature.
3. To justify the importance of comparative literature in a multinational study.

Learning Outcomes:

1. Students will demonstrate a foundational understanding of the field of comparative literature, including its key concepts, theories, and approaches.
2. Students will be able to critically analyze and evaluate works of literature from different cultures and languages, employing the methodologies and techniques of comparative literature.
3. Students will develop a strong appreciation for the significance of comparative literature in facilitating cross-cultural understanding and fostering intercultural dialogue in a globalized world.

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Course Content:

Unit 1: Introduction to Comparative Literature

- Genesis and definition of Comparative Literature
- Comparative Literature and Theory
- Growth of Comparative Literature as a discipline
- Comparative approaches and methodologies

Unit 2: Themes and Motifs in World Literature

- Comparative exploration of themes such as love, death, exile, identity, etc.
- Examination of recurring motifs across different literary traditions
- Cultural, historical, and social contexts influencing thematic choices
- Examination of translation as a bridge between literary traditions
- Challenges and strategies in translating literary texts
- Comparative analysis of translated works and their original versions

Unit 3: Comparative Literary Theory and Criticism

- Major theoretical frameworks in comparative literature
- Comparative perspectives on authorship, reception, and literary value
- The role of literary theory in shaping comparative approaches

Unit 4: Comparative Literature and Contemporary Issues

- Analysis of literature's response to contemporary global challenges
- Comparative examination of narratives on globalization, environmental issues, etc.
- Intersectionality and comparative approaches to social justice themes

Recommended Reading:

- Apter, Emily. *The Translation Zone: A New Comparative Literature*. Princeton University Press, 2006.
- Damrosch, David. *What Is World Literature?* Princeton University Press, 2003.

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- Guillén, Claudio. *The Challenge of Comparative Literature*. Harvard University Press, 1993.
- Lefevere, André. *Translating Literature: Practice and Theory in a Comparative Literature Context*. MLA, 1992.
- Raman, Shankar. *The Ethics of Détournement: Comparative Literature and the Question of Reading*. Bloomsbury Academic, 2020.
- Spivak, Gayatri Chakravorty. *Death of a Discipline*. Columbia University Press, 2003.
- Bradbury, Malcolm, and James McFarlane. *Modernism: A Guide to European Literature, 1890-1930*. Penguin Books, 1991.
- Culler, Jonathan. *Literary Theory: A Very Short Introduction*. Oxford University Press, 1997.
- Frye, Northrop. *Anatomy of Criticism: Four Essays*. Princeton University Press, 1957.
- McKeon, Michael. *The Origins of the English Novel, 1600-1740*. The Johns Hopkins University Press, 1987.
- Mwangi, Evan Maina. *Shifting Ethnic Frontiers in Medieval Literary Tradition: A Comparative Study of the Welsh and Scottish Arthurian Legends*. McFarland & Company, 2012.
- Eagleton, Terry. *Literary Theory: An Introduction*. Blackwell Publishers, 1996.
- Frye, Northrop. *The Anatomy of Criticism: Four Essays*. Princeton University Press, 1957.
- Leitch, Vincent B., et al., editors. *The Norton Anthology of Theory and Criticism*. W.W. Norton & Company, 2018.
- Lodge, David. *The Art of Fiction*. Vintage, 1992.
- Montrose, Louis. *The Purpose of Playing: Shakespeare and the Cultural Politics of the Elizabethan Theatre*. University of Chicago Press, 1996.
- Bhabha, Homi K. *The Location of Culture*. Routledge, 1994.
- Dimock, Wai Chee. *Through Other Continents: American Literature across Deep Time*. Princeton University Press, 2006.
- Moretti, Franco. *Distant Reading*. Verso, 2013.
- Ngũgĩ wa Thiong'o. *Decolonising the Mind: The Politics of Language in African Literature*. East African Educational Publishers, 1986.

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Semester 1 Elective 2- 105 (A) Indian English Literature 1900-1950

Faculty of Arts Master of English Syllabus (Effective from June 2023)							
Course Title		Indian English Literature-1900-1950			Course Credit		04
Course category and Course Code		Elective E-2-105 (A)					
Semester End Exam		Regular students			2:30 Hours		70 Marks
Program	Semester	Category	Credit	Int. Marks	External Marks	Practical / Viva Marks	Total Marks
M. A.	01	Elective-2	04	30	70	–	100

Course Objectives:

1. To examine the rise and progress of Indian English Literature during the colonial era.
2. To acquaint students with the prominent Indian English writers and their literary contributions in the 19th century.
3. To provide an understanding of the historical, cultural, and social backdrop of the Indian renaissance period through the lens of Indian English Literature.

Learning Outcomes:

1. Students will demonstrate a comprehensive understanding of the rise and progression of Indian English Literature during the colonial era, including its historical context, key themes, and literary movements.
2. Students will be able to analyze and evaluate the literary contributions of prominent Indian English writers in the 20th century, recognizing their unique perspectives and literary techniques.
3. Students will develop a deeper appreciation for the historical, cultural, and social factors that influenced the Indian renaissance period by exploring and interpreting Indian English Literature as a reflection of the era's aspirations, challenges, and transformations.

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Course Content:

Unit 1: Mulk Raj Anand: *Untouchable*

Unit 2: Raja Rao's *Kanthapura*

Unit 3: R.K.Narayan's *The English Teacher*

Unit 4: Rabindranath Tagore's *Gitanjali*

Recommended Readings:

- Anand, Mulk Raj. *Untouchable*. Penguin Books, 2014.
- Rao, Raja. *Kanthapura*. Oxford University Press, 2004.
- Sahni, Bhisham. "Tamas." Penguin Books, 2017.
- Markandaya, Kamala. *Nectar in a Sieve*. Penguin Books, 2002.
- Bhatia, Nandi. *Acts of Authority/Acts of Resistance: Theater and Politics in Colonial and Postcolonial India*. University of Michigan Press, 2004.
- Chakraborty, Pranati. *Mulk Raj Anand: A Study of His Fiction*. Prestige Books, 2008.
- Rajamannar, T. V. *The Novels of Mulk Raj Anand: A Study in Marxist Literary Criticism*. Sterling Publishers, 1987.
- Trivedi, Harish. *Colonial Transactions: English Literature and India*. Manchester University Press, 1993.
- Gupta, Indra. *Women's Education, Gender Equality, and Fertility: A Study of Rural India*. Oxford University Press, 2017.
- Ghosh, Ranjan. *Raja Rao: The Novelist and His Vision*. Sterling Publishers, 1988.
- Iyengar, K. R. Srinivasa. *Indian Writing in English*. Sterling Publishers, 2012.
- Tripathi, D. N. *Raja Rao: A Study of His Themes and Technique*. Prestige Books, 2006.
- Gupta, Suman. *Revisiting India's Partition: New Essays on Memory, Culture, and Politics*. Lexington Books, 2016.
- Arora, Ritu. *Kamala Markandaya: A Critical Study of Her Novels*. Prestige Books, 2011.
- Das, Bijay Kumar. *Kamala Markandaya: A Thematic Study*. Sarup & Sons, 2008.
- Prasad, Amar Nath. *Bhisham Sahni: A Critical Spectrum*. Prestige Books, 2013.

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Semester 1 Elective 2- 105 (B) Literature classics of the World Epics

Faculty of Arts Master of English Syllabus (Effective from June 2023)								
Course Title		Literature classics of the World Epics			Course Credit		04	
Course category and Course Code		Elective E-2-105 (B)						
Semester End Exam		Regular students			2:30 Hours		70 Marks	
Program	SEM	Category	Credit	Int. Marks	External Marks	Practical / Viva Marks		Total Marks
M. A.	01	Elective-2	04	30	70	–		100

Course Objectives:

1. To familiarize learners with classic works from around the world.
2. To present and delve into the Epic form.
3. To analyze literature at a profound level.
4. To provide an introduction to the historical, cultural, and social aspects of global literature.

Learning Outcomes:

1. Students will demonstrate familiarity with classic works from various regions and cultures, recognizing their cultural significance and enduring literary value.
2. Students will be able to identify and analyze the key characteristics and themes of the Epic form, understanding its historical and cultural importance in storytelling traditions across different societies.
3. Students will develop advanced skills in literary analysis, enabling them to critically examine texts at a deep and insightful level, uncovering underlying themes, symbolism, and stylistic devices.
4. Students will gain an introductory understanding of the historical, cultural, and social contexts that shape global literature, allowing them to appreciate how literary works reflect and respond to the diverse human experiences worldwide.

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Course Content:

Unit 1: *The Iliad* by Homer (Book-1)

Unit 2: *The Aeneid* by Virgil

Unit 3: *The Divine Comedy* by Dante Alighieri

Unit 4: *Adi Parva: The Mahabharata* by Veda Vyasa

Recommended Readings:

- Homer. *The Iliad*. Translated by Robert Fagles, Penguin Classics, 1990.
- Virgil. *The Aeneid*. Translated by Robert Fitzgerald, Vintage Classics, 1990.
- Alighieri, Dante. *The Divine Comedy*. Translated by John Ciardi, New American Library, 2003.
- Vyasa. *Sabha Parva: The Mahabharata*. Translated by Kisari Mohan Ganguli, Munshiram Manoharlal Publishers, 2003.
- Clay, Jenny Strauss. *Hesiod's Cosmos*. Cambridge University Press, 2003.
- Knox, Bernard. *Word and Action: Essays on the Ancient Theater*. Johns Hopkins University Press, 1979.
- Rutherford, R. B. *The Art of Plato: Ten Essays in Platonic Interpretation*. Princeton University Press, 1995.
- Veyne, Paul. *Did the Greeks Believe in Their Myths?: An Essay on the Constitutive Imagination*. Translated by Paula Wissing, University of Chicago Press, 1988.
- Harrison, Thomas. *Divinity and History: The Religion of Herodotus*. Oxford University Press, 2000.
- Ziolkowski, Jan M. *Dante and Islam*. Fordham University Press, 2014.
- Griffith, Ralph T. H. *The Rig Veda: The Ancient Indian Sacred Hymn*. Penguin Classics, 2001.
- Debroy, Bibek. *The Mahabharata: Volume 1*. Penguin Books, 2011.
- Buitenen, J. A. B. van. *The Mahabharata: Volume 1*. University of Chicago Press, 1973.
- Narayan, R. K. *The Mahabharata: A Shortened Modern Prose Version of the Indian Epic*. University of Chicago Press, 2000.
- Purnalingam Pillai, M. S. *The Mahabharata: Adi Parva*. Asian Educational Services, 1992.