

## **DEPARTMENT OF ENGLISH**

### **ABOUT THE DEPARTMENT:**

- The Department of English was established with the inception of the College in 1930.
- Dr. Anil Shende is a coordinator of English Department.
- The department is conducting the A UGC Approved Career Oriented Course (Certificate, Diploma, and Advanced Diploma) of 'Personality Development and Communication Skills' are also run by the Department.
- The Post Graduate Department started to function since 2014.
- Compulsory English and English Literature is taught to the BA classes while Effective Communication is taught to the BBA and B. Com (CA) students.
- The Department has the privilege of coordinating a Research Centre in English since 2016 with two Research Guides and 6 Research Students are enrolled in the Center.
- The Department also has an English Literary Association and a Life Skills Cell.

### **SPECIALITY:**

#### **DEPARTMENT IS VERY OLD WITH WELL EXPERIENCED, DEDICATED AND WELL QUALIFIED FACULTIES:**

The department has well qualified, experienced and long-standing faculty members. Many of them are pursuing research in thrust areas of English Literature. The faculty members regularly interact with the students to motivate them towards self-learning, peer learning and collaborative learning that brings out the best in students and make their experience in the department memorable.

#### **ENGLISH LITERARY ASSOCIATION**

The Department established an English Literary Association for the PG & UG students of English Literature in 2015-16. The Association comprises of Student representatives from PG & UG. Under the guidance of the Faculty, the students organize various activities.

## **ENGLISH LANGUAGE LABORATORY**

The Department has a well - functioned ORELL Digital English **Language Laboratory** that facilitates students to practice the language via computer-based exercises and activities. The language lab interactive courses provide a very different experience from the traditional system of teaching and learning English, offering more advanced features and functionalities. The lab offers the students a structured e- learning environment to practice English in an entertaining and interactive way to acquire the main language skills such as listening, speaking, reading, and writing. The effective use of the lab will enhance their active vocabulary and improve their proficiency in speaking the language.

### **FEATURES:**

- Students can listen to pronunciation of English and Foreign Languages
- Students can record and repeat sentences
- Especially beneficial for students of vernacular background
- The Laboratory is open to the Teaching as well as the Non Teaching Staff

### **FUTURE PLAN:**

The Department envisages opening the laboratory to society. There would be Special afternoon batches for housewives of the neighboring area

### **CERTIFICATE COURSES**

Department offers UGC approved Career Oriented Advanced Diploma Course in ‘Communication Skills and Personality Development’ for B.A. III Students, Diploma Course for B.A. II and Certificate Course for B.A. I.

### **LIFE SKILLS CELL**

The Department has created the Life Skills Cell in purpose of taking training programme on Soft Skills Training and Career Guidance for the students. It arranges guest lectures, Interactive Sessions, Interviews and Seminars, Quiz and Poster Competition.

### **BRIDGE COURSE OF GRAMMAR (6 DAYS)**

The Department organizes the Bridge Courses of Grammar to enhance the student’s ability in communication skills.

## **FEATURES**

- To conduct Bridge Courses for Grammar Enhancement.
- To organize interactive session on Career opportunities in English

## **RESEARCH METHODOLOGY WORKSHOP**

The Department has organized Research Methodology Workshop to elevate the ability of Research Scholars for completing their Ph.D.

## **ALL ROUND DEVELOPMENT OF STUDENTS:**

The department conducted various competitions like to support co-curricular and extra-curricular interests of the students. These competitions comprise of student members and faculty members to carry out different activities round the year. The winners are encouraged with awards and rewards whereas the participants are encouraged with certificates which stimulate them for further participations. Our students are always motivated to participate in various competitions, workshops and technical activities conducted by colleges and Universities throughout the nation.

## **BEST REFERENCE BOOKS AND WELL STOCKED LIBRARY:**

Large numbers of text books, reference books are available in college library for students.

A variety of Magazines, books, competitive exam books are also available in library.

A pleasant, motivating and friendly environment for study is available which inspires students to excel.

## **PROGRAMME OUTCOMES:**

Students of all undergraduate general degree Programs at the time of graduation will be able to.....

**PO1. Elevate Critical Thinking:** Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.

**PO2. Enhance Effective Communication:** Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.

**PO3. Make Social Interaction:** Elicit views of others, mediate disagreements and help reach conclusions in group settings.

**PO4. Effective Citizenship:** Demonstrate empathetic social concern and equity centred national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

**PO5. Ethics:** Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.

**PO6. Environment and Sustainability:** Understand the issues of environmental contexts and sustainable development.

**PO7. Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes.

## COURSE OUTCOMES WITH SYLLABUS:

### UG SYLLABUS B. A. I-YEAR (I & II SEM) COMPULSORY ENGLISH

Rashtrasant Tukadoji Maharaj Nagpur University  
Syllabus Prescribed for  
Bachelor of Arts (B.A.) Part II Examination (Third Semester)  
Compulsory English  
(To be implemented from the session 2021-22 and onwards)

Theory marks: 80

Internal Assessment: 20

**Prescribed Textbook:**

*Rhymes and Sketches* edited by Dnyanesh Naik, Sanjay Tappe, Alka Zade (Orient BlackSwan)

**Objectives**

1. To make the learners understand the value of natural resources and the importance of their preservation
2. To make the learners understand the role of the element of humour in conveying a lesson
3. To encourage the learners to nurture aspirations to be successful in their lives after reading about the lives of people who made an everlasting impact.
4. To encourage humanity and goodwill through poetry section
5. To train the learners how to exercise brevity or explain in detail through Grammar and Composition

**Outcomes-**

1. The learners will learn lessons of morality and humanity
2. The aim is to make the students realize the importance of having unpolluted water and conserve natural resources by worshipping nature for the sake existence of mankind.
3. The prescribed life sketches of successful people will act as an inspirational story and these successful people may become their role models
4. The learners will imbibe lessons of humanity and justice through the poetry section
5. The power of expression of the learners will get enhanced through the Grammar and Composition Section

**Unit I - Prose**

1. The Lottery Ticket - Anton Chekhov
2. The Three Questions - Leo Tolstoy
3. Water: The Elixir of Life - C.V. Raman
4. With the Photographer - Stephen Leacock

**Unit II - Personalities**

1. Mallika Srinivasan
2. G.D. Naidu
3. Akio Morita

**Unit III - Poetry**

1. Yussouf - James Russell Lowell
2. Lord Ullin's Daughter - Thomas Campbell
3. To India - My Native Land - Henry Derozio
4. When We Two Parted - Lord Byron

**Unit IV- Grammar and Composition**

1. Precis Writing
2. Voice
3. Expansion of an Idea or a Proverb

**Rashtrasant Tukadoji Maharaj Nagpur University**  
**Syllabus Prescribed for**  
**Bachelor of Arts (B.A.) Part I Examination (Second Semester)**  
**Compulsory English**  
**(To be implemented from the session 2020-21 and onwards)**

**Theory marks: 80**

**Internal Assessment:20**

**Prescribed Textbook:** *A Novel Beginning* edited by Urmila Dabir, Priya Wanjari, Renu Dalela (Orient BlackSwan)

**Objectives-**

1. To keep the interest of the learners alive though lessons containing humour and but conveying a moral at the same time
2. To attract the students to attend classes, interesting and inspiring life sketches of people who brought revolutionary changes have been included.
3. To inculcate the quality of Patriotism and to convey evils of materialism selected poems have been incorporated on such themes
4. The grammar and composition portion intends to develop confidence regarding grasping and understanding of English language and encourage proper use of tenses.

**Outcomes-**

1. The learners will get an opportunity to study lessons based on themes containing humour, emotional bonding, ethics and values as these qualities are well expected in an Indian citizen.
2. The life sketches of successful people will motivate them to excel despite adverse conditions.
3. The poems will encourage the learners to shun violence and materialism
4. Through Grammar and Composition the learners will gain confidence in Spoken English

**Unit I – Prose**

1. The Romance of a Busy Broker - O. Henry
2. Miss Brill - Katherine Mansfield
3. The Homecoming - Rabindranath Tagore
4. Values in Life - Rudyard Kipling

**Unit II – Personalities**

1. Ratan Tata
2. Sundar Pichai
3. Louis Braille

**Unit III - Poetry**

1. An Irish Airman Foresees His Death - W. B. Yeats
2. Money Madness – D.H. Lawrence
3. Stay Calm – Grenville Kleiser
4. The Lotus - Toru Dutt

**Unit IV - Grammar and Composition**

1. Comprehension
2. Paragraph Writing
3. Subject-Verb Agreement

**B. A. II-YEAR (III & IV SEM)**  
**COMPULSORY ENGLISH**

**Rashtrasant Tukadoji Maharaj Nagpur University**  
**Syllabus Prescribed for**  
**Bachelor of Arts (B.A.) Part II Examination (Third Semester)**  
**Compulsory English**  
**(To be implemented from the session 2021-22 and onwards)**

**Theory marks: 80**

**Internal Assessment: 20**

**Prescribed Textbook:**

*Rhymes and Sketches* edited by Dnyanesh Naik, Sanjay Tappe, Alka Zade (Orient BlackSwan)

**Objectives**

1. To make the learners understand the value of natural resources and the importance of their preservation
2. To make the learners understand the role of the element of humour in conveying a lesson
3. To encourage the learners to nurture aspirations to be successful in their lives after reading about the lives of people who made an everlasting impact.
4. To encourage humanity and goodwill through poetry section
5. To train the learners how to exercise brevity or explain in detail through Grammar and Composition

**Outcomes-**

1. The learners will learn lessons of morality and humanity
2. The aim is to make the students realize the importance of having unpolluted water and conserve natural resources by worshipping nature for the sake existence of mankind.
3. The prescribed life sketches of successful people will act as an inspirational story and these successful people may become their role models
4. The learners will imbibe lessons of humanity and justice through the poetry section
5. The power of expression of the learners will get enhanced through the Grammar and Composition Section

**Unit I - Prose**

1. The Lottery Ticket - Anton Chekhov
2. The Three Questions - Leo Tolstoy
3. Water: The Elixir of Life - C.V. Raman
4. With the Photographer - Stephen Leacock

**Unit II – Personalities**

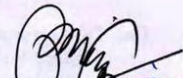
1. Mallika Srinivasan
2. G.D. Naidu
3. Akio Morita

**Unit III - Poetry**

1. Yussouf - James Russell Lowell
2. Lord Ullin's Daughter - Thomas Campbell
3. To India - My Native Land - Henry Derozio
4. When We Two Parted – Lord Byron

**Unit IV- Grammar and Composition**

1. Precis Writing
2. Voice
3. Expansion of an Idea or a Proverb



**Rashtrasant Tukadoji Maharaj Nagpur University**  
**Syllabus Prescribed for**  
**Bachelor of Arts (B.A.) Part II Examination (Fourth Semester)**  
**Compulsory English**  
**(To be implemented from the session 2021-22 and onwards)**

**Theory marks: 80**

**Internal Assessment: 20**

**Prescribed Textbook:**

*Rhymes and Sketches* edited by Dnyanesh.Naik, Sanjay Tappe, Alka Zade (Orient BlackSwan)

**Objectives-**

1. To make the students understand importance of religious values and be satisfied with what they possess, through the prose prescribed
2. To develop an urge to succeed just as the great personalities whose life stories have been prescribed.
3. To make the learners imbibe the spirit to struggle and nurture indomitable spirit through the poetry section.
4. To boost confidence about narration skills and email drafting techniques

**Outcomes-**

1. The students will learn how immaterial the materialistic world is.
2. The landmark achievements of the revolutionary figures will be a lesson to the learners to emulate.
3. The contents of poetry section will serve as a lesson which will help the learners when they are low in spirit.
4. The learners will acquire drafting skills which will help them in their career

**Unit I - Prose**

1. The Last Salvation – R.P. Sisodia
2. Forgetting – Robert Lynd
3. The Diamond Necklace – Guy de Maupassant
4. Lawley Road – R.K. Narayan

**Unit II - Personalities**

1. Vijay Bhatkar
2. Priya Paul
3. Steve Jobs

**Unit III - Poetry**

1. Say Not the Struggle Nought Availeth - Arthur Hugh Clough
2. The Tiger and the Deer - Sri Aurobindo
3. Polonius to Laertes - William Shakespeare
4. Nature – H.W Longfellow

**Unit IV- Grammar and Composition**

1. Story Writing
2. Narration
3. Writing Email



**B. A. III-YEAR (V & VI SEM)**  
**COMPULSORY ENGLISH**

**Rashtrasant Tukadoji Maharaj Nagpur University**  
**Syllabus Prescribed for**  
**Bachelor of Arts (B.A.) Final Examination (Fifth Semester)**  
**Compulsory English**  
**(To be implemented from the session 2022-23 and onwards)**

**Theory marks: 80**

**Internal Assessment: 20**

**Prescribed Textbook:**

*Emanating Voices* edited by Ajiet Jachak, Neehal R. Sheikh, Sawan Dharmapuriwar (Orient BlackSwan)

**Objectives-**

1. To encourage the spirit of universal brotherhood and belief in humanity through the messages conveyed in Prose section
2. To encourage the student to have a vision just as the prescribed personalities had
3. To make the students the playful mode in the poetry section but having a strong undercurrent of a meaningful message.
4. To make the learners realise how tenses play an important role while communicating in English.

**Outcomes-**

1. The learners will imbibe and implement the tenets of tolerance and simplicity in their daily lives
2. In an era when we are facing the problem of unemployment the student will feel encouraged towards self employment after reading about the three great personalities.
3. The strong message that touches the life of common people conveyed through the poetry section will have a positive impact on the minds of the learners.
4. The Grammar and Composition section will boost their self confidence resulting into effective communication skills

**Unit I - Prose**

1. The Mother of a Traitor - Maxim Gorky
2. Speeches at the Parliament of the Religions, 1893 - Swami Vivekananda
3. Whitewashing the Fence - Mark Twain
4. Appro JRD - Sudha Murthy

**Unit II - Personalities**

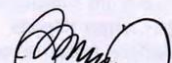
1. Dhirubhai Ambani
2. Kalpana Chawla
3. L.M. Thapar

**Unit III - Poetry**

1. Dirge - James Shirley
2. The Mountain and the Squirrel - Ralph Waldo Emerson
3. Annabel Lee - Edgar Allan Poe
4. A Lament - P.B. Shelley

**Unit IV- Grammar and Composition**

1. Essay Writing
2. Tenses
3. Inventory Reports



**Rashtrasant Tukadoji Maharaj Nagpur University**  
**Syllabus Prescribed for**  
**Bachelor of Arts (B.A.) Final Examination (Sixth Semester)**  
**Compulsory English**  
**(To be implemented from the session 2022-23 and onwards)**

**Theory marks: 80**

**Internal Assessment: 20**

**Prescribed Textbook:**

*Emanating Voices* edited by Ajiet Jachak, Neehal R. Sheikh, Sawan Dharmapuriwar (Orient BlackSwan)

**Objectives-**

1. To make the Learners realise that an egoistic attitude brings doom through the prose prescribed
2. To make the Learners realise the dignity of Labour as conveyed by A.P.J. Abdul Kalam
3. To encourage the Learners struggle to be successful just as the great personalities on whom lessons have been prescribed.
4. To make the students understand the futilities of war and believe in self to attain glory as conveyed through poetry section.
5. To attain vocabulary enrichment and develop writing skills

**Outcomes-**

1. The learners will understand that friendship and human relationship beats an egoistic attitude based on monetary interests as conveyed in Prose section
2. The students will enjoy a great impact on their lives after reading the thoughts on the struggling spirit by A.P.J. Abdul Kalam
3. The tremendous success achieved by the great personalities will make the learners realize that 'If there is a Will, there is a Way'
4. The message of spreading peace and tranquility will receive a boost through the poetry section.

**Unit I - Prose**

1. After Twenty Years - O. Henry
2. The Gold Frame - R.K. Laxman
3. The Bet - Anton Chekov
4. Work Brings Solace - A.P.J. Abdul Kalam

**Unit II - Personalities**

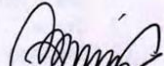
1. Rahul Bajaj
2. G.R. Gopinath
3. Sabeer Bhatia

**Unit III - Poetry**

1. Bangle Sellers - Sarojini Naidu
2. The Soldier - Rupert Brooke
3. On His Blindness - John Milton
4. Invictus - W.E. Henley

**Unit IV - Grammar and Composition**

1. Punctuation
2. One Word Substitution
3. Newspaper Reports
4. Drafting Advertisements



**Rashtrasant Tukdoji Maharaj Nagpur University**  
**Syllabus Prescribed for**  
**Bachelor of Arts (B.A.) English Literature**

**Objectives and Outcomes**

We aim to open new windows for students and teachers to broaden their minds through poetry, drama and classics. They will learn more about past in comparison with the present analysing the point of view of very important literary figures from the World Literature. This will further enhance their critical acumen and help develop new ideas

Semester I & II

Selections of Literature from Elizabethan to Restoration Ages

Semester III & IV

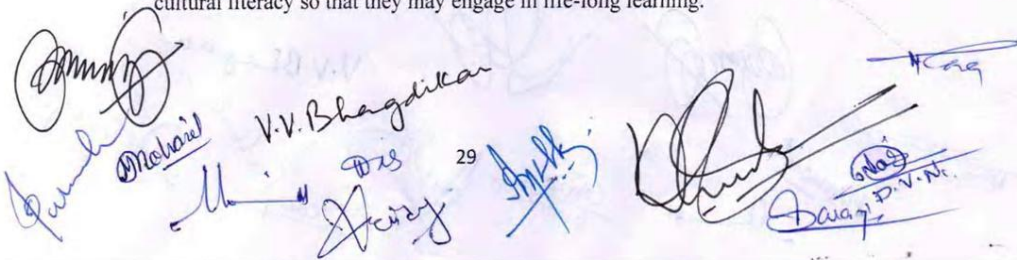
Selections of Literature from Romantic to Victorian Ages

Semester V & VI

Selections from Modern English Literature and Indian Writing in English

**Course Objectives:**

- To enhance the reading of poetry, drama and classics in all its contours
- To create awareness of poetry/drama and classics as a part of modern life
- To help students learn and practice critical thinking – develop problem solving/ decision making
- To put forward innovative and creative ideas with trained activities
- To help realise cultural differences and accept them as they are
- To understand the importance of Intercultural learning
- To educate students in both the originality and efficacy of the English language through the study of literature and other contemporary forms of culture.
- To provide students with the critical faculties necessary in an academic environment, on the job, and in an increasingly complex, interdependent world.
- To assist students in the development of intellectual flexibility, creativity, and cultural literacy so that they may engage in life-long learning.

  
V.V. Bhagdikan  
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D.V.N.

**Rashtrasant Tukdoji Maharaj Nagpur University**  
**Syllabus Prescribed for**  
**Bachelor of Arts (B.A.) English Literature**

**Objectives and Outcomes**

We aim to open new windows for students and teachers to broaden their minds through poetry, drama and classics. They will learn more about past in comparison with the present analysing the point of view of very important literary figures from the World Literature. This will further enhance their critical acumen and help develop new ideas

Semester I & II

Selections of Literature from Elizabethan to Restoration Ages

Semester III & IV

Selections of Literature from Romantic to Victorian Ages

Semester V & VI

Selections from Modern English Literature and Indian Writing in English

**Course Objectives:**

- To enhance the reading of poetry, drama and classics in all its contours
- To create awareness of poetry/drama and classics as a part of modern life
- To help students learn and practice critical thinking – develop problem solving/ decision making
- To put forward innovative and creative ideas with trained activities
- To help realise cultural differences and accept them as they are
- To understand the importance of Intercultural learning
- To educate students in both the originality and efficacy of the English language through the study of literature and other contemporary forms of culture.
- To provide students with the critical faculties necessary in an academic environment, on the job, and in an increasingly complex, interdependent world.
- To assist students in the development of intellectual flexibility, creativity, and cultural literacy so that they may engage in life-long learning.

**Learning Outcomes:**

- Students should be familiar with representative literary texts within a given historical, geographical, and cultural context.
- Students should be able to apply critical and theoretical approaches to the reading and analysis of literary and cultural texts in multiple genres.
- Students should be able to identify, analyse, interpret and describe the critical ideas, values, and themes.
- Students should be able to put forth ideas, values, and themes which inform and impact culture and society, both now and in the past.
- Students should be able to write analytically using language competencies
- Students should be able to understand the different variety of literatures in all forms available
- Students should be able to imbibe ethical, moral, national and cultural values in an academic context.

**Rashtrasant Tukdoji Maharaj Nagpur University**  
**Syllabus Prescribed for**  
**Bachelor of Arts (B.A.) Part I Examination (First Semester)**  
**English Literature**  
**(To be implemented from the session 2020-21 and onwards)**

**Theory marks: 80**

**Internal Assessment: 20**

**Prescribed Textbooks:**

1. *Selections of Literature from Elizabethan to Restoration Ages*, Edited by Kapil Singhel, Madhavi Moharil, Dhanraj Shete (Orient BlackSwan)
2. Shakespeare: *Interpreting a Play: The Merchant of Venice*, Edited by Deepti Dharmani, Pankaj Sharma and Umed Singh, Macmillan Education)

**Section 1 (Poetry)**

The following poems are prescribed from *Selections of Literature from Elizabethan to Restoration Ages*:

1. Easter: Edmund Spenser
2. Let Not Old Age Disgrace My High Desire: Philip Sidney
3. Sonnet to Sir Philip Sidney's Soul: Henry Constable
4. The Treasure of Our Tongue: Samuel Danial
5. Taking My Pen: Michael Drayton
6. All the World's a Stage: Shakespeare
7. A Hymn to God the Father: Ben Jonson

**Section 2 (Prose)**

The following essays of Francis Bacon from *Selections of Literature from Elizabethan to Restoration Ages* are prescribed:

Of Friendship, Of Travel, Of Studies, Of Adversity

**Section 3 (Shakespearean Drama)**

Shakespeare: *Merchant of Venice*, Edited by Deepti Dharmani, Pankaj Sharma and Umed Singh, Macmillan Education

**Section 4 (Literary Forms and Terms)**

**Forms of Drama:** Tragedy, Comedy, Tragi-Comedy, Farce & Melodrama, Chronicle Play, Poetic Drama, Problem Play, Absurd Drama.

**Literary Terms:** Conceit, Decorum, Denouement, Dialect, Epigraph, Epiphany, Epitaph, Euphemism.

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V.V. Bhagatkar

D.V.N.

**Rashtrasant Tukdoji Maharaj Nagpur University**  
**Syllabus Prescribed for**  
**Bachelor of Arts (B.A.) Part I Examination (Second Semester)**  
**English Literature**  
**(To be implemented from the session 2020-21 and onwards)**

**Theory marks: 80**

**Internal Assessment: 20**

**Prescribed Textbooks:**

1. *Selections of Literature from Elizabethan to Restoration Ages*, Edited by Kapil Singhel, Madhavi Moharil, Dhanraj Shete (Orient BlackSwan)
2. Daniel Defoe: *Robinson Crusoe* (Abridged Edition, Macmillan Education)

**Section 1 (Poetry)**

The following poems from *Selections of Literature from Elizabethan to Restoration Ages* are prescribed:

1. Go and Catch the Falling Star: John Donne
2. The Pulley: George Herbert
3. On his Being Arrived to the Age of Twenty-Three: John Milton
4. I Prithee Send Me Back My Heart: Sir John Suckling
5. The Grasshopper: Abraham Cowley
6. To the Memory of Mr Oldham: John Dryden
7. Ode on Solitude: Alexander Pope

**Section 2 (Prose)**

The following Essays of Joseph Addison from *Selections of Literature from Elizabethan to Restoration Ages*:

Sir Roger at the Club, Sir Roger at His Country House, Sir Roger at Church, Sir Roger in Town

**Section 3 (Novel)** Daniel Defoe: *Robinson Crusoe* (Abridged Edition, Macmillan Education)

**Section 4 (Literary Forms and Terms)**

**Stanza Forms:** Heroic Couplet, Blank Verse, Free Verse, Terza Rima, Chaucerian Stanza (Rhyme Royal), Ottava Rima, Spenserian Stanza, Burns Stanza (Scottish Stanza)

**Literary Terms:** Exposition, Hyperbole, Hyperbaton, Idiom, Imagery, Laureate, Lyric, Malapropism

**Rashtrasant Tukdoji Maharaj Nagpur University**  
**Syllabus Prescribed for**  
**Bachelor of Arts (B.A.) Part II Examination (Third Semester)**  
**English Literature**  
**(To be implemented from the session 2021-22 and onwards)**

**Theory marks: 80**

**Internal Assessment: 20**

**Prescribed Textbooks:**

1. *Selections of Literature from Romantic to Victorian Ages*, Edited by Vandana Bhagdikar, Prantik Banerjee, Abhay Mudgal (Orient BlackSwan)
2. Jane Austen: *Pride and Prejudice* (Abridged Edition, Macmillan Education)

**Section 1 (Poetry) Selections of Literature from Romantic to Victorian Ages are prescribed:**

1. The Chimney Sweeper: William Blake
2. The Solitary Reaper: William Wordsworth
3. His Books: Robert Southey
4. The Last Rose of Summer: Thomas Moore
5. I Would I Were a Careless Child: Lord Byron
6. Ode to the West Wind: P.B. Shelley
7. Ode on a Grecian Urn: John Keats

**Section 2 (Prose)**

The following *Selections of Literature from Romantic to Victorian Ages* are prescribed:

1. Dream Children – A Reverie: Charles Lamb
2. A Bachelor's Complaint of the Behaviour of Married People: Charles Lamb
3. On Reading Old Books: William Hazlitt
4. On the Feeling of Immortality in Youth: William Hazlitt

**Section 3 (Novel)**

Jane Austen: *Pride and Prejudice* (Abridged Edition, Macmillan Education)

**Section 4 (Literary Forms and Terms)**

**Novel Types:** Picaresque Novel, Epistolary Novel, Gothic Novel, Sentimental Novel, Historical Novel, Domestic Novel, Regency Novel, Black Comedy

**Literary Terms:** Maxim, Memoir, Metonymy, Mimesis, Mythology, Novella, Onomatopoeia, Oxymoron.



**Rashtrasant Tukdoji Maharaj Nagpur University**  
**Syllabus Prescribed for**  
**Bachelor of Arts (B.A.) Part II Examination (Fourth Semester)**  
**English Literature**  
**(To be implemented from the session 2021-22 and onwards)**

**Theory marks: 80**

**Internal Assessment: 20**

**Prescribed Textbooks:**

1. *Selections of Literature from Romantic to Victorian Ages*, Edited by Vandana Bhagdikar, Prantik Banerjee, Abhay Mudgal (Orient BlackSwan)
2. *Charles Dickens: David Copperfield* (Abridged Edition, Orient BlackSwan)

**Section 1 (Poetry)**

The following poems from *Selections of Literature from Romantic to Victorian Ages*

1. Ulysses: Alfred Lord Tennyson
2. The Lost Leader: Robert Browning
3. Dover Beach: Matthew Arnold
4. Up-Hill: Christina Rossetti
5. Pied Beauty: G. M. Hopkins
6. Nightingales: Robert Bridges
7. If: Rudyard Kipling

**Section 2 (Prose)** The following essays from *Selections of Literature from Romantic to Victorian Ages* are prescribed:

1. El Dorado: R.L. Stevenson
2. Walking Tours: R.L. Stevenson
3. Child's Play: R.L. Stevenson
4. An Apology for Idlers: R.L. Stevenson

**Section 3 (Novel)**

*Charles Dickens: David Copperfield* (Abridged Edition, Orient BlackSwan)

**Section 4 (Literary Forms and Terms)**

**Dramatic Devices:** Dramatic Irony, Soliloquy, Aside, Comic Relief, Expectation, Surprise, Three Unities, Chorus

**Literary Forms:** Parable, Paradox, Pathetic fallacy, Parody, Procatalepsis, Romance, Round-Robin Story, Sensibility

**Rashtrasant Tukdoji Maharaj Nagpur University**  
**Syllabus Prescribed for**  
**Bachelor of Arts (B.A.) Final Examination (Fifth Semester)**  
**English Literature**  
**(To be implemented from the session 2022-23 and onwards)**

**Theory marks: 80**

**Internal Assessment: 20**

**Prescribed Textbooks:**

1. *Selections from Modern English Literature and Indian Writing in English* by Varsha Vaidya, Nitin Mathankar, Vinita Virgandham (Orient BlackSwan)
2. *Thomas Hardy: The Mayor of Casterbridge, Abridged Edition* Macmillan Education)

**Section 1 (Poetry)**

The following poems from *Selections from Modern English Literature and Indian Writing in English* prescribed:

1. During Wind and Rain: Thomas Hardy
2. A Prayer for My Daughter: W.B. Yeats
3. On Growing Old: John Masefield
4. Anthem for Doomed Youth: Wilfred Owen
5. The Listeners: Walter De La Mare
6. Funeral Blues: W.H.Auden
7. Light Breaks Where No Sun Shines: Dylan Thomas

**Section 2 (Prose)** The following essays from *Selections from Modern English Literature and Indian Writing in English* are prescribed:

1. Bores: E. V. Lucas
2. On Saying 'Please': A.G. Gardiner
3. The Pleasures of Ignorance: Robert Lynd
4. On Travel by Train: J.B. Priestley

**Section 3 (Novel):** Thomas Hardy: *The Mayor of Casterbridge*, Abridged Edition, Macmillan Education)

**Section 4 (Literary Forms and Terms)** from *Selections from Modern English Literature and Indian Writing in English* are prescribed:

**Prose Forms:** Essay, Short Story, Biography, Autobiography, Fable, Allegory, Metafiction, Narrative.

**Literary Terms:** Sobriquet, Syntax, Tautology, Thesis (Dissertation), Tirade, Tragic Flaw, Volta, Wellerisms.

**Rashtrasant Tukadoji Maharaj Nagpur University**  
**Syllabus Prescribed for**  
**Bachelor of Arts (B.A.) Part III Examination (Sixth Semester)**  
**English Literature**  
(To be implemented from the session 2022-23 and onwards)

**Theory marks: 80**

**Internal Assessment: 20**

**Prescribed Textbooks:**

1. *Selections from Modern English Literature and Indian Writing in English* by Varsha Vaidya, Nitin Mathankar, Vinita Virgandham (Orient BlackSwan)
2. *Reading a Novel: Kanthapura & An Exercise in Language Use* (Edited by Umed Singh, Pankaj Sharma, Deepti Dharmani, Macmillan Education)

**Section 1 (Poetry)**

The following poems are prescribed from *Selections from Modern English Literature and Indian Writing in English* :

1. Endless Time: Rabindranath Tagore
2. The Soul's Prayer: Sarojini Naidu
3. Near Hastings: Toru Dutt
4. Father Returning Home: Dilip Chitre
5. The Bus: Arun Kolatkar
6. The Abandoned British Cemetery at Balasore: Jayanta Mahapatra
7. Voice of the Unwanted Girl: Sujata Bhatt

**Section 2 (Prose)**

The Following Short Stories from *Selections from Modern English Literature and Indian Writing in English* are prescribed:

1. Toasted English: R.K. Narayan
2. Lemon – Yellow and Fig – Manohar Malgonkar
3. The Lost Child: Mulk Raj Anand
4. The Death of a Hero: Jai Nimbkar

**Section 3 Reading a Novel: *Kanthapura & An Exercise in Language Use* (Macmillan Education)**

**Section 4 (Literary Forms and Terms)** from *Selections from Modern English Literature and Indian Writing in English* are prescribed:

**Poetic Types:** Ode, Sonnet, Elegy, Idyll, Epic, Ballad, Satire, Dramatic Monologue.

**Literary terms:** Allusion, Anecdote, Archaism, Alliteration, Bathos, Caesura, Caricature, Catastrophe.

M.V. Bhaskar

**B. COM. I SEMESTER I**  
**COMPULSORY ENGLISH**  
**COURSE CODE: 1T5**

**COURSE OUTCOMES**

**CO1:** Students will be able to understand the real world difficulties.

**CO2:** Students will be able to abreast with human values like charity, generosity, imagination, humour, etc.

**CO3:** Students will be able to develop the optimistic view towards life.

**CO4:** Students will be able to spot the grammatical errors through punctuation and words often confused.

**CO5:** Students will be able to strengthen their grasp of English Language.

**Unit 1: Prose**

1. Sreelakshmi Suresh
2. Why a Startup Needs to Find its Customers First- *Pranav Jain*
3. Devender Pal Singh

**Unit 2: Prose**

1. The Model Millionaire- *Oscar Wilde*
2. The Monkey's Paw -*W.W.Jacobs*
3. The Lumber Room-*Saki*

**Unit 3: Poetry**

1. Invictus-William Earnest Henley
2. The Builders- *Henry Wadsworth Longfellow*
3. Stay Calm- *Grenville Kleiser*

**Unit 4: Writing Skills**

1. Emails
2. Speeches
3. Views and Opinions

**Unit 5: Language Study**

1. Nouns
2. Pronouns
3. Verbs
4. Adjectives
5. Adverbs
6. Prefixes
7. Suffixes
8. Root Words

**B. COM. I SEMESTER II**  
**COMPULSORY ENGLISH**  
**COURSE CODE: 2T5**

**COURSE OUTCOMES**

The student will be able to

CO 1 - understand human potential through personalities like Stephen Hawking, Jadav Payeng, etc.

CO 2 - find solutions from everyday difficulties of life through short stories.

CO 3 - develop the human values through poems

CO 4 - speak simple sentences in English (improve their language)

CO 5 - apply grammar in reading and writing.

**Unit 1: Prose**

1. Stephen Hawking
2. How to be a Healthy User of Social Media-*Peggy Kern*
3. Jadav Payeng

**Unit 2: Prose**

1. Luck-*Mark Twain*
2. How I Became a Public Speaker-*George Bernard Shaw*
3. My Lord, the Baby-*Rabindranth Tagore*

**Unit 3: Poetry**

1. Success is Counted Sweetest-*Emily Dickinson*
2. The World is Too Much with Us-*William Wordsworth*
3. No Man is an Island-*John Donne*

**Unit 4: Writing Skills**

1. Weave Your Idea/Story
2. Interviews
3. Narrating an Experience

**Unit 5: Language Study**

1. Articles
2. Prepositions
3. Conjunctions
4. Interjections

**B.COM II SEMESTER III  
COMPULSORY ENGLISH**

**COURSE CODE 3T5**

The student will be able to

- 1) To Offer relevant and practically helpful pieces of prose and essays to students so that they come to know about communicative English.
- 2) to expose students to a variety of topics that dominates the contemporary socio-economic and cultural life.
- 3) To develop oral and written communicative skills
- 4) To develop overall linguistic competence and communication
- 5) To develop literary sensibility and importance of language among students.

**Unit 1: Prose**

1. The Chicago Speeches-*Swami Vivekananda*
2. What Teenagers Need to Know about Cyber Security- *Sanjay Goel*
3. Values in Life-*Rudyard Kipling*

**Unit 2: Prose**

1. Work Brings Solace-*A.P.J.Abdul Kalam*
2. Too Dear! - *Leo Tolstoy*
3. The Pleasures of Ignorance-*Robert Lynd*

**Unit 3: Poetry**

1. The Tiger and the Deer-*Sri Aurobindo*
2. A Dream within a Dream- *Edgar Allan Poe*
3. Leisure-*W.H.Davies*

**Unit 4: Writing Skills**

1. Application Letters
2. Etiquette and Manners
3. Writing Blogs

**Unit 5: Language Study**

1. Types of Sentences(Affirmative, Assertive, Negative, Exclamatory, Interrogative )
2. Tenses

**B.COM II SEMESTER IV**  
**COMPULSORY ENGLISH**  
**COURSE CODE 4T5**

**Course outcomes**

The student will be able to

- 1) Learn & apply advanced skills in their communication
- 2) Think critically for solving various problems related to grammar.
- 3) Look the life with optimistic view
- 4) Aware about the cultural & regional benefits & restrictions.
- 5) Develop a sense of citizenship.

**Unit 1: Prose**

1. Gifts-*Ralph Waldo Emerson*
2. India, What Can it Teach Us?-*Max Muller*
3. Why We Travel-*Pico Iyer*

**Unit 2: Prose**

1. The Doll's House- *Katherine Mansfield*
2. The Globe of Gold-*Bankim Chandra Chattopadhyay*
3. The Beggar-*Anton Chekhov*

**Unit 3: Poetry**

1. The Ballad of Father Gilligan-*William Butler Yeast*
2. God's Grandeur-*Gerard Manley Hopkins*
3. The Soul's Prayer- *Sarojini Naidu*

**Unit 4: Writing Skills**

1. Comprehension
2. Summary Writing
3. Writing Dialogue
4. Group Discussion

**Unit 5: Language Study**

1. Voice
2. Direct/Indirect Narration

## **B.B.A. I SEMESTER I**

### **ENGLISH**

#### **COURSE CODE: 1T1**

#### **COURSE OUTCOMES**

The student will be able to

**CO1:** Students will be able to relate the unchanging human values.

**CO2:** Students will be able to connect with the changing times.

**CO3:** Students will be able to develop the business manners.

**CO4:** Students will be able to spot the grammatical errors through punctuation and words often confused.

**CO5:** Students will be able to strengthen their grasp of English Language

**Prescribed Text: INSPIRATIONS –Raghav Publishers & Distributors, Nagpur**

**Edited by : Board of Editors**

#### **UNIT-I -Prose**

1. Home coming Dr. Tapati Dey
2. The Lighthouse Keeper of Aspinwall –Henry Sienkiewicz
3. Ilyas-Leo Tolstoy

#### **Unit-II - Prose**

1. Social Media- Dr.Sujata Chakravorty
2. World of Advertising- Dr.Pranjali Kane
3. OYO -Reinventing Hospitality

#### **Unit III: (A)Communication**

i)Business Manners- Body Language, Gestures, Telephone etiquette, E-mail etiquette.

#### **(B) Business Correspondence**

Business Letter Writing- Enquiries and replies, Placing and fulfilling orders , Complaints and follow-up letters , Sales letters, Circular letters, Application for employment and Resume.

**Unit IV:** Basic Grammar – Tense, Forms of the Verb, Preposition, Articles, Punctuation, Single Word for a Group of Words, Sentence Construction, Comprehension.



## **B.B.A. I SEMESTER II**

### **ENGLISH**

#### **COURSE CODE: 2T4**

#### **COURSE OUTCOMES**

The student will be able to-----

**CO 1** - understand human emotions and human values like true love, friendship, faith, honesty through short stories.

**CO 2** - understand the importance of integrity, women achievers in India and ill- effect of cybercrime through articles

**CO 3** - categorize different business letters.

**CO 4** - utilize basis grammar and vocabulary for preparing own notes.

#### **UNIT I: Prose**

**Prescribed text : INSPIRATIONS - Raghav Publishers & Distributors, Nagpur**

**Edited by : Board of Editors**

1. The Dispenser of Holy Water- Guy de Maupassant
2. After Twenty Years-O.Henry
3. The Wall- Dr.Sunilkumar Navin

#### **UNIT II: Prose**

**Prescribed text : INSPIRATIONS - Raghav Publishers & Distributors, Nagpur**

- 1.Beware, You are Being Tracked!- Dr.Supantho Bhattacharya
- 2.What is integrity? Subroto Bagchi
3. Unsung Women Achievers of Contemporary India-Dr.Subhashree Mukherjee

#### **UNIT III -Business Communication**

- Memorandum Writing
- Notice, Agenda and Minutes
- Writing Advertisements for: Rent, Sale, Situations Vacant

#### **Unit IV -Basic Grammar& Vocabulary**

- Subject-Verb-Agreement / Concord of Nouns, Pronouns and Possessive Adjectives
- Spotting errors and rewriting sentences correctly.
- Synonyms & Antonyms (based on the exercises at the end of the prescribed lessons from **INSPIRATIONS**)
- Words Often Confused

**B.C.C.A. Semester – I**

**Paper – I**

**Course name - English and Business Communication – I**

**Course code - 1T1**

**COURSE OUTCOMES**

The student will be able to

**CO1:** The students will be able to **develop** their business communication skills and writing skills

**CO2:** The students will be able to **create** different types of letters which are very important during job opportunities

**CO3:** The students will be able to **evaluate** social values through short stories.

**CO4:** The students will be able to **interpret** different words like synonyms, antonyms, single word for a group of words, change words from adjective to noun & noun to adjective.

**CO5:** The students will be able to **understand** the working of the digital world.

**UNIT I**

A. Comprehension of an Unseen Passage

B. Enriching Vocabulary: Synonyms and Antonyms, Single Word for a Group of Words, Change of Word from Noun to Adjective & vice-versa.

**UNIT II**

Business Correspondence: Application for Employment, Job Offer Letters, Sales letters, Claim and Adjustment Letters

**UNIT III**

Communication Process: Sender, Channel, Message, Receiver and Response

Types of Communication:

a. According to mode: a. Oral b. Written

b. According to Medium: a. Electronic b. Print

c. According to number of participants: a. Dyadic b. Group

d. According to Direction: a. One-way b. Two-way

e. According to Purpose: a. General b. Business(Specific)

**UNIT IV**

Textbook entitled ‘Prism: Spoken and Written Communication, Prose & Poetry’ published by Orient Black Swan

## **Prose**

- i) With the Photographer – Stephen Leacock
- ii) Socrates and the Schoolmaster – F. L. Brayne
- iii) Speech on Indian Independence – Jawaharlal Nehru

## **Poetry**

- i) On Television - Roald Dahl
- ii) The Felling of the Banayan Tree – Dilip Chitre
- iii) Stay Calm - Grenville Kleiser

## **B.C.C.A. Semester – II**

### **Paper – I**

### **Course Name - English and Business Communication – II**

### **Course code - 2T1**

## **COURSE OUTCOMES**

The student will be able to

**CO1:** Students will be able to **develop** human values like honesty, love, happiness, will power, true friendship through various short stories.

**CO2:** Students will be able to **explain** social views and opinions on current topics.

**CO3:** Students will be able to **speak** fluently by overcoming the barriers of communication.

**CO4:** Students will be able to **spot** the grammatical errors through punctuation and words often confused.

**CO5:** Students will be able to **create** different types of letters which are very important in the corporate world.

## **UNIT-I**

- A. Comprehension of an Unseen Passage
- B. Punctuation, Words often confused

## **UNIT-II**

**Business Correspondence:** Inviting Quotations, Placing Orders, CreditLetters - Granting/Refusing Credit, Letter to Bank for overdraft facility

## **UNIT-III**

- Elements of communication
- Objectives of communication

Essentials of effective communication

Barriers to effective communication

Suggestions to overcome the barriers

#### **UNIT-IV**

Textbook entitled ‘Prism: Spoken and Written Communication, Prose & Poetry’ published by Orient Black Swan

##### **Prose**

I. An Astrologer’s Day – R. K. Narayan

II. The Gift of the Magi – O. Henry

III. The Bet – Anton Chekhov

##### **Poetry**

I. Say Not the Struggle Naught Availeth - Arthur Hugh Clough

II. No Men are Foreign- James Kirkup

III. Abou Ben Adhem - James Leigh Hunt

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# P.G. SYLLABUS

**PROGRAMME OUTCOMES:**

Students of all post-graduate degree Programs at the time of post-graduation will be able.....

**PO1.** To understand and learn the literary works on the basis of the foundation laid by the scholars. Strengthen their language competency. Assist them in understanding of extended frontiers of language and literature.

**PO2.** To write and speak English correctly.

**PO3.** To understand culture and society.

**PO4.** To learn democratic principles and language of law and governance.

**PO5.** To understand global culture.

**PO6.** To appreciate films and fine arts.

**PO7.** To apply the knowledge of language in learning other foreign languages.

**PO8.** To apply the knowledge in acquiring higher status in the society.

**M. A. Part I English First Semester**  
**1T1 (Core) English Poetry from Chaucer to Milton Paper I (Compulsory)**

**Paper Objectives**

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

**Learning Outcomes**

Students will be able to understand

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

**Unit I**

**Background Study Topics:** Hundred Year War, Black Death, Peasant's Revolt, Lollard Movement, Contribution of John Gower, Contribution of William Langland

**Text for Detail Study:** Geoffrey Chaucer: *The Prologue to the Canterbury Tales*

**Unit II**

**Background Study Topics:** John Barbour, Contribution of John Wycliffe, The Rise of Ballad, English Chaucerians, Scottish Chaucerians

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

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

**Unit III**

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

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

**Poems by Andrew Marvell** 1. The Mower against Gardens 2. The Picture of Little T. C. in a Prospect of Flowers

**Unit IV**

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

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

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

**Paper Objectives**

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

**Learning Outcomes**

1. The students will come to know about the beginning of English drama and what role did the initial contributors play to give this well-developed English theatre.
2. Students will acquire knowledge about the different Genres of drama during this era.
3. The learners will be able to critically examine the form of drama adopted by the predecessors who provided a solid foundation to great Shakespearean dramas and the dramatists who followed in the Jacobean period.

**Unit I**

**Background Study Topics:** The Renaissance, Mystery, Miracle and Morality Plays, Interludes, The University Wits.

**Topics for Detail Study:** Christopher Marlowe: *The Jew of Malta*

**Unit II**

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

**Topics for Detail Study:** Shakespeare: *Othello*

**Unit III**

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

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

**Unit IV**

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

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



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

**Paper Objectives**

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

**Learning Outcomes**

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

**Unit I**

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

**Texts for detail study:**

Toru Dutt: Baugmaree, Our Old Casuarina Tree  
Rabindranath Tagore: Songs from Gitanjali (I; XI; XXXV, LXXIV)  
Sarojini Naidu: A Love Song from the North; Autumn song; Coromandel Fishers

**Unit II**

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

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

**Unit III**

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

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

**Unit IV**

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

**Text for detail Study:**

Bhabani Bhattacharya: *Music for Mohini*

**M.A. Part I (English) First Semester**  
**IT4 (B) Literature and Gender**

**Paper Objectives**

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

**Learning Outcomes**

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

**Unit I**

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

**Texts for Detail Study:**

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

**Unit II**

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

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

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

**Unit III**

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

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

**Unit IV**

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

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

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

**Paper objectives**

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

**Learning Outcomes**

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

**Unit I**

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

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

**Unit II**

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

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

**Unit III**

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

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

**Unit IV**

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

**Texts for detail study:**

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

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

M.A. Part I (English) Second Semester  
M.T. (A) Indian Writing in English II  
**M.A. Part I (English) Second Semester**  
**2T2 Modern English Drama**  
**Compulsory Paper-II**

**Paper Objectives**

1. To study dramatist coming in the category of social reformers
2. To understand the mood of anger effectively epitomized through 'Angry Young Man' characters
3. To understand the attempts to revive the poetic drama
4. To bring our implementation of philosophical thoughts which were Absurd and Existential

**Learning Outcomes**

1. Students will learn about moral and social order in contemporary life through bold criticism in problem plays
2. Students will learn about dramatists who vociferously protested prevalent social institutions
3. Students will come to know about dramatists who were shaping force of Poetic drama in the literature of twentieth century
4. Students will understand how the theatre of absurd envisaged a radical departure from all kinds of conventional drama

**Unit I**

**Background Study Topics:** The Problem Play, Contribution of Oscar Wilde, Granville Barker, J.M.Barrie, John Galsworthy.

**Text for detail study:** G.B. Shaw: *The Apple Cart*

**Unit II**

**Background Study Topics:** The Abbey Theatre, Kitchen Sink Drama, Angry Young Man characters by John Braine, John Wain, Alan Sillitoe, Arnold Wesker

**Text for detail Study:** John Osborne: *Look Back in Anger*

**Unit III**

**Background Study Topics:** The revival of poetic drama, Comedy of Noel Coward, Drawing room plays, Alan Ayckborn

**Text for detail Study:** T.S. Eliot: *The Family Reunion*

**Unit IV**

**Background Study Topics:** The Theatre of Absurd, Existentialism, Myth of Sisyphus, Tom Stoppard, the Radio Plays, Harold Pinter

**Text for detail study:** Samuel Beckett: *Waiting for Godot*

**M.A. Part I (English) Second Semester  
2T3 (A) Indian Writing in English II**

**Paper Objectives** To understand

1. Modern and Postmodern phase of Indian English poetry
2. Feminine sensibility in the post-Independence Indian English fiction.
3. To establish modern Indian English Novelists as makers of new patterns and traditions.
4. cumulative theatrical tradition evolved by modern Indian play writers prepared the background of contemporary Indian English theatre

**Learning Outcomes** Students will

1. Interpret how the modern or experimental Indian English poetry is part of the process of modernization in which an independent culture emerges
2. Understand how the post-Independence shift in the attitude towards women has led to their improved status in society.
3. Come across the postcolonial world plagued by neocolonial catastrophe like economic disorder, social malaise, governmental corruption and state repression as shown in the fiction of modern Indian novelists.
4. Find that the Contemporary Indian drama, deviating from classical and European models, is experimental and innovative in terms of thematic and technical qualities.

**Unit I**

**Background Study Topics:** Problem of Refugee after Independence, Introduction of Five year plan, Indian Constitution and first general elections, Linguistic Reorganization, Dalai Lama's escape to India

**Texts for Detail Study**

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

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

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

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

ArunKolatkcar: From Jejuri -Heart of Ruin, The Priest's Son, Yeshwant Rao, The Railway Station, An Old Woman

**Unit II**

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

**Text for Detail Study:** Anita Desai: *Clear Light of the Day*

**Unit III**

**Background Study Topics:** Reorganization of North East Act 1971, Shimla Pact, J.P. Movement, Emergency, Contribution of Anita Nair

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

**Unit IV**

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

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

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

**Paper Objectives**

To Trace

1. Varied moods of Victorian novelists and Victorian form of novel
2. Progress that women Novelists made from Elizabethan to the Victorian Age
3. Different schools of fiction, different types of novels, different techniques of plot construction and characterization in Modern English Novel

**Learning Outcomes**

Students will understand

1. The difference in the themes and techniques of Victorian and Modern Novels from earlier novels
2. The positive change in the status of women as compared to the earlier times, as reflected in the themes of the novels that women have written
3. The social problems of England during the Victorian and Modern age that found passionate exponent in the novel of those times

**Unit I The Early Victorian Novels and Early Victorian Women Novelists**

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

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

**Unit II the Later Victorians**

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

**Text for Detail Study:** Thomas Hardy: *Far from the Madding Crowd*

**Unit III Stream of Consciousness Technique**

**Topics for Background Study:** The Bloomsbury Group, Contribution of James Joyce, Virginia Woolf, Joseph Conrad and D.H. Lawrence

**Text for Detail Study:** Henry James: *The Portrait of a Lady*

**Unit IV Popular British Novelists of the Twentieth Century**

**Topics for Background Study:** Cultural Hypocrisy, Political Fiction, Dystopian Novel, George Orwell's Allegory, Aldous Huxley

**Text for Detail Study:** William Golding: *Lord of the Flies*

**M.A. Part II (English) Third Semester**  
**3T1 Romantic and Victorian Poetry**

**Paper Objectives**

1. To introduce the students to the tone and theme of romantic poetry and the note of individuality in Victorian Poetry
2. To bring out the significant features of Romantic and Victorian Poetry
3. To recall historical and social events of romantic period
4. To trace the influence of the spirit of romanticism Victorian poetry
5. To find our optimism and note of revolt in Romantic and Victorian Poetry

**Learning Outcomes**

1. Students will be able to establish relationship between humanity and nature, literature and social life
2. Students will develop an understanding of poetic genius through identification of different forms of poetry like ode, lyric, sonnet, dramatic monologue and Elegy
3. The students will be able to analysing the underling meaning of romantic poetry by relating it to real life
4. Students will be able to trace rationality and reason in Victorian poetry

**Unit I**

**Topics for Background Study:** Contribution of William Blake and Robert Burns to Romantic Poetry, Impact of French Revolution on Romantic Poetry, Pantheism, Peterloo Massacre of 1819

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

**Unit II**

**Topics for Background Study:** Contribution of Southey and Lord Byron, Laissez Faire, Utilitarianism, Chartist Movement, Reform Bill of 1832

**Texts for detail Study:** 1. Percy Shelley: Ode to the West Wind, To a Skylark  
2. John Keats: Ode on a Grecian Urn, Ode on Melancholy

**Unit III**

**Topics for Background Study:** Pessimistic Poets of the age (Arthur Clough, James Thomson and Edward Fitz-Gerald), Reform Bill of 1867, the Oxford movement.

**Texts for detail Study:** 1. Alfred Tennyson: The Lotus Eaters, Ulysses  
2. Robert Browning: The Last Ride Together

**Unit IV**

**Topics for Background Study:** Pre-Raphaelite School of Poetry (Contribution of Swinburne and William Morris), Sandon's Act of 1876, Reform Bill of 1884, Mundella's Act of 1888, Contribution of Elizabeth Barret Browning

**Texts for detail Study:** 1. Mathew Arnold: The Scholar Gypsy 2. D.G. Rossetti: The Blessed Damozel

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

**Paper Objectives**

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

**Learning Outcomes**

1. Students are familiarized with American Transcendentalism which explains the importance of Oneness of All
2. Students will understand the spirit of equality and also the aspect of life-death- immortality and the presence of eternity
3. The students will be able to examine the resurgence of American consciousness centered upon the everlasting battle between good and evil.
4. Students will understand the issues of individualism and its monomania.

**Unit- I (Prose)**

**Topics for Background:** The age of Romanticism, Intuition, Rationalism, Self-reliance, Transcendentalism, Naturalism

**Texts for Detail Study:** 1. Emerson, "Self-Reliance" 2. Thoreau (Selection from *Walden*) "Where I lived and What I lived for"

**Unit- II (Poetry):**

**Topics for Background:** The Age of Realism, Civil War, Thirteenth amendment to the Constitution, Fourteenth Amendment to the Constitution, Metaphysics, Immortality

**Texts for Detail Study:** 1. Walt Whitman (From *Song of Myself*) No. 16,17,18,20, 21,22,24,30, 32 2. Emily Dickinson, Song Nos.712, 1100, 1732

**Unit- III (Short Stories):**

**Topics for Background:** Christianity, American Puritanism, Problem of Evil, Original Sin, Calvinism, Symbolism

**Texts for Detail Study:** N. Hawthorne: The Birthmark, Rappaccini's Daughter

**Unit -IV (Fiction) Topics for Background:** American Romanticism, Melville Revival, Nautical fiction, Mystery of Evil, Perfectionism, Ego

**Text for Detail Study:** Melville: *Moby Dick*



**M. A. Part II (English) Third Semester  
3T4 (D) Dalit Literature-I**

**Paper Objectives**

1. Learning the base of Dalit writings
2. To explain human culture in Dalit writings
3. To explain commitment in Dalit writers
4. To explain the aesthetics of Dalit Literature

**Learning Outcomes**

1. Students are orientated towards theorizing the rise of Dalit Literature and its concern with humanism
2. Will understand the importance of this genre for a future of humanity
3. Students will be made aware of their responsibilities and commitment towards society through literary articulation.
4. The students will acquire better understanding of Dalit Aesthetics

**Unit I**

**Topics for Background:** Literature of conviction. Ambedkarvad, Little magazine movement, Art for Life's Sake, Dalit Panther, Art for Art's Sake.

**Text for detail study:** Arjun Dangle: Dalit Literature: Past, Present and Future

**Unit: II**

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

**Text for detail study:** 1. Sharatchandra Muktibodh: What is Dalit Literature? 2. Baburao Bagul: Dalit Literature is But Human Literature

**Unit. III. Topics for Background:** Asmitadarsh, Milind Literary Society, Dalits, Romantics, Little Magazine

**Text for detail study:** M.N. Wankhede: The Day of Irresponsible Writer is Over

**Unit IV**

**Topics for Background:** Ambedkarvad, Black Literature, Buddhism, Harijan, Humanism, Liberalism

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

**M.A. Part II (English) Fourth Semester  
4T1 (Compulsory): Twentieth Century Poetry**

**Paper Objectives**

1. To comprehend students to the development of trends in modern English poetry
2. To discuss modernism and its reflections in the poetry
3. To discuss the 'Apocalyptic Poetry' of the 1940s that began in opposition to the political realism of the 1930s poets.
4. To understand historical background including the socio-political changes of the twentieth century

**Learning Outcomes**

1. Students will come across the astounding variety of themes in Modern English Poetry
2. The Modern Poetry is marked with the theme of humanitarian and democratic feeling. The students will inculcate in their personality/behaviour.
3. Students will understand the realities that exist in modern age through their depiction in the modern poetry.

**Unit I**

**Topics for Background study:** Reforms of Liberal party during the reign of Edward VII, The Decadents Poets, The Realist Poets, Georgian Poetry, The Celtic Revival.

**Texts for Detail Study:** 1. T S Eliot: The Waste Land 2. W.B Yeats: The Dialogue between the Self and Soul, Second Coming, Leda and the Swan

**Unit II**

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

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

**Unit III**

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

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

**Unit IV**

**Topics for Background Study:** The Performance Poetry, Spoken Word, The Urban Poets, Poetry Archive, Found Poetry

**Texts/Poets for detail Study:** 1. Andrew Motion : Regime Change in 1999, Spring Wedding, Better Life, Veteran 2. Jackie Kay: The No Longer Dead, George Square, Here's My Pitch, Black Bottom

M. A. Part II (English) Fourth Semester  
4T2 (B) (Compulsory) Literary Criticism and Theory II

**Paper Objectives**

1. To present complex movements in contemporary critical discourses in simple lucid language.
2. To draw interdisciplinary approaches and trace cross currents in critical essays.
3. To introduce different theories and link between criticism and theory.

**Learning Outcomes**

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

**UNIT I**

**Background Topics:** Russian Formalism, Structuralism, Post-structuralism, Language as a system of signs, Metalanguage.

**Topics for Detail Study:** 1. Michel Foucault: What is an Author? 2. Roland Barthes: *The Death of the Author*

**UNIT II**

**Background Topics:** Deconstruction, Metanarrative, Logocentrism, Marx & Engels, Friedrich Nietzsche.

**Texts for Detailed Study:** 1. Edmund Wilson: *Marxism and Literature* 2. Jack Derrida: Structure, Sign and Play in the Discourse of Human Sciences

**UNIT III**

**Background Topics:** Ego, Superego, Id; Dream Analysis, Suffragette Movement, Feminism.

**Texts for Detailed Study:** 1. Lionel Trilling: *Freud and Literature* 2. Simone de Beauvoir: Myth and Reality (From *The Second Sex*, Chapter XI)

**UNIT IV**

**Background Topics:** Franz Fanon, Homi K Bhabha, Subaltern Studies, Hyper reality.

**Texts for Detailed Studies:** 1. Edward Said: *Crisis (In Orientalism)* 2. Jean Baudrillard: *Simulacra and Simulation*

**M. A. Part II (English) Fourth Semester**  
**4T3 (A) Twentieth Century American Literature**

**Paper Objectives**

- 1) To teach commitment in human life
- 2) To single out importance of Stoicism
- 3) To redefine the spirit of human limitation
- 4) To explain negative impact of Capitalism

**Learning Outcomes**

- 1) Students will find themselves familiar with Post-War America passing through ups and downs which are rather universal features of human society
- 2) The students will be able to have the pragmatic approach to life, to enjoy the beauty of life in its real sense
- 3) The students will be confident to deal with the issues of the relationship between the common man and the corporate world
- 4) The students through the conflicting issues present in the mind of the central protagonist will learn to support the stance of symbiotic relationship between human being and society.

**Unit -I (Poetry):**

**Topics for Background:** American Romanticism, Postwar America, Beat Generation, Beatniks, Buddhism, Anti-war movement

**Texts for Detail Study:** 1. Robert Frost: Stopping By Woods on a Snowy Evening, Mowing, Birches 2. Allen Ginsberg: Howl

**Unit- II (Fiction):**

**Topics for Background:** World War II, Lost Generation, Code Hero, Bull-ring, Ten commandments, Stoicism

**Text for Detail Study:** Hemingway: *The Old Man and the Sea*

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

**Text for Detail Study:** Steinbeck: *The Winter of Our Discontent (1961)*

**Unit- IV (Play):**

**Topics for Background:** Quest for Identity, Myth of Success, Problem-Play, American Dream, Utilitarianism, Free-market Economy

**Text for Detail Study:** Arthur Miller: *Death of a Salesman (1948)*

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

**Paper Objectives**

1. To explain the nature of Casteism in India
2. To explain the politics of oppression
3. To underline importance of human education
4. To discuss mainstream mindset

**Learning Outcomes**

Students will understand

1. The ethos of Dalits in Indian society to understand the marginalized across the world
2. The facts of change in the approach of Dalit community in the Post-independent India
3. Dalit suffering in other parts of India through self-narratives selected from the northern and the southern regions of India
4. The alienation that one feels in one's own homeland due to the intolerable gaps between the marginalized and the mainstream life in Indian culture.

**Unit I (Play)**

**Topics for Background:** Varna, Casteism, Brahmosamaj, Arya Samaj, Buddhism, Transcendentalism

**Text for detail study:** Datta Bhagat, *Routes and Escape-Routes* (From *Yatra*, Vol. III)

**Unit II (Self Narrative)**

**Topics for Background:** Marginalized, Politics of Oppression, Biography, Autobiography, Self-narrative, Dalit-Feminism

**Texts for detail study:** 1. Om Prakash Valmiki: *Jhootan* 2. Bama: *Sangati*

**Unit III (Poetry)**

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




**Texts for detail study:** 1. Waman Kardak: *Send My Boy to School* 2. Daya Pawar: *Blood Wave*  
3. Vilas Rashinkar: *No Entry for the New Sun*

**Unit IV (Short Stories & Essays):** Will focus on the importance of education in the life of marginalized people. Will also discuss its humanitarian concern with the rest.

**Topics for Background:** Self-Consciousness, Dalit-Humanism, Depressed classes, Hegemony, New World Order, Colonialism

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

**FACULTY DETAILS:**

<b>SR.NO</b>	<b>PHOTO</b>	<b>NAME</b>	<b>DESIGNATION</b>	<b>QUALIFICATION</b>
1		Dr. A.M. Shende	HOD, Assistant Professor	M.A. English, M. Phil., Ph.D
2		Dr. Pranjali Kane	Assistant Professor	M.A. English, Ph.D, SET
3		Dr. Rupali Bhawe	Half-Adhoc Lecturer	M.A. English, M.A. Linguistics Ph. D, SET, B.ED SWAYAM 4 CREDIT COURSE: Shakespeare Across Cultures of central University of Kerala
4		Amrapali D. Modak	Half-Adhoc Lecturer	M.A. English, M.A. Linguistics M. A. Marathi ,SET
5		Mrs. Harsha Shende	Contributory Lecturer	M.A. English, B.ED SET
6		Mr. Maneshkumar Chavhan	Contributory Lecturer	M.A. English, SET