

Rajarshi Shahu Mahavidyalaya, Latur
(Autonomous College)

Programme M A I English

Curriculum

M.A. First Part
(Semester Pattern)
(MCQ + Theory)

w.e.f. June, 2017

1. Introduction

The students of our area cannot profit greatly by the study of English literature unless they clearly understand its underlying principles. To serve as a stepping stone, English literature with its various genres has been introduced as the courses for PG in English.

Learners of this programme must opt these courses (papers) so that they can study various genres of English literature during the first part of their post graduation. Literature makes the learners to feel for others. It acquaints us with various thoughts, challenges, attitudes, decisions, life styles, noble passions, social, political, historical, religious, economic, philosophic, scientific and many other traditions and customs and how human beings with their tradition and individual talent have made this life what it is. All these things through pseudo experiences make the literates sensitive and sensible enough to survive in this would be ideal world. Literature is the lie that enables we the learners to realize the truth.

Title of Programme

M A I English

3. Learning Objectives

Literature courses in the Department of English offer students the opportunity to study influential writings from the British, American, and global Anglophone traditions. Courses may focus on a historical period, an issue or theme, a critical approach, or a literary genre. Literature provides imaginative and critical insights into all areas of human experience—war and peace, nature and culture, love and sexuality, selfhood and social identity, justice and atrocity, the sacred and the profane, the burdens of history and the dreams of the future. Learning to attend to the complexities of literary texts helps students become more active and critical readers, and the creative aspects of literary texts highlight the ability of the written word to elicit feeling, to cultivate an imaginative openness to others' experiences, and to call us to account as humans. Studying literature at the college level encourages all PLU graduates to view the reading of challenging and imaginative texts as an essential and rewarding part of a life-long commitment to learning and growth.

Course Outcomes

Students will gain a knowledge of the major traditions of literatures written in English, and an appreciation for the diversity of literary and social voices within—and sometimes marginalized by—those traditions. They will develop an ability to read texts in relation to their historical and cultural contexts, in order to gain a richer understanding of both text and context, and to become more aware of themselves as situated historically and culturally.

Students will Value literature, language, and imagination, they will develop a passion for literature and language. They will appreciate literature's ability to elicit feeling, cultivate the imagination, and call us to account as humans. They will cultivate their capacity to judge the aesthetic and ethical value of literary texts—and be able to articulate the standards behind their judgments. They will appreciate the expressive use of language as a fundamental and sustaining human activity, preparing for a life of learning as readers and writers. Students will develop an appreciation of how the formal elements of language and genre shape meaning. They will recognize how writers can transgress or subvert generic expectations, as well as fulfill them. And they will develop a facility at writing in appropriate genres for a variety of purposes and audiences.

4. Advantages of the Program

Literature or the fine arts contribute to the gradual civilization of man by activating his sense-perceptions sharply so as to be quick enough to react to their appeal. These arts appeal to the emotional aesthetic reflective intellectual meditative and spiritual faculties of man. Utility is the criterion of mechanical arts. On the other hand, literature is a mode of reflecting reality, intending to appeal to the various faculties of sensitive sensible and sentient man. It also offers pleasure. In addition, it helps the learner to know the noble values in life making him/her a responsible citizen of this world and leads him/her to make the place more worth living. Besides, this programme will help the students to improve communicative skills in English.

5. Duration of Programme	02 years (04 Semesters)
6. Eligibility of the Programme	Any Graduate
7. Strength of Students	30
8. Fees for course	As per UGC/College rules
9. Period of the course	(From Sem I to Sem IV)
10. Admission/ Selection procedure	As per UGC/College rules
11. Teachers' Qualification	As per UGC rules
12. Standard of Passing	As per UGC/College rules
13. Nature of Question Paper with Scheme of Marking	
	Included in the syllabus
14. One CD of the final syllabus along with two hard copies of the Course	
15. List of Books recommended	Included in the syllabus
16. List of Laboratory Equipments, Instruments, Measurements etc.	
	Day Light Projector with screen, Two PCs with e-net connection
17. Rules and regulations of ordinance if any	
18. Medium of the language	English
19. Structure of the course	Semester System
20. Allotment of Workload (Theory/ Practical)	As per UGC/College rules
21. Staffing Pattern	As per UGC/College rules
22. Intake capacity of Students	As per UGC/College rules
23. Paper Duration	02 hours
24. To be introduced from	June 2017

Curriculum of M A I English

Class	Semester	Course Code	Course Title	Lectures		Marks	Credits
				Per week	Total		
M A I	I	P-ENP-151	English Poetry	04	50	100	04
		P-END-152	English Drama	04	50	100	04
		P-ENF-153	English Fiction	04	50	100	04
		P-CSK-154-A P-BCL-154-B	Communication Skills OR Basic Concepts in Linguistics	04	50	100	04
	II	P-ENP-251	English Poetry	04	50	100	04
		P-END-252	English Drama	04	50	100	04
		P-ENF-253	English Fiction	04	50	100	04
		P-CML-254-A P-TNS-254-B	Comparative Literature OR Translation studies	04	50	100	04

Question Paper pattern

Time: 2 Hours

Max Marks: 60

Note:

- i. Attempt all Questions.*
- ii. All questions carry equal marks.*
- iii. Draw neat diagrams and sketches wherever necessary.*

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|--|----------|
| Q. 1. Short answer type questions (ANY TWO) | 20 marks |
| Q.2. Long answer type question (With an internal choice) | 20 marks |
| Q.3. Long answer type question (With an internal choice) | 20 marks |

Rajarshi Shahu Mahavidyalaya, Latur
(Autonomous College)
M A I English
Semester I Paper I
Course Code P-ENP-151
Course Title – English Poetry

Max. Marks: 100

Credits: 04

Objectives:

1. To acquaint the students with major trends in English Poetry from Chaucer to The Modern period through detailed study of prescribed poetical works of English poets.
2. To enable students to read and appreciate poems.
3. To cultivate among students a sense of understanding in order to make them better human beings by the exposure to literature.
4. To sensitize students for the thorough understanding of the implicit and explicit meaning of the poem.
5. To improve the literary and critical competence of the students.
6. To improve the linguistic competence along with the literary and critical competence of the students

Learning Outcomes

- 1 The students will understand the major trends in English Poetry from Chaucer to the Modern period through detailed study of prescribed poetical works of English poets.
2. The students will read and critically appreciated the poems with poetical stanzas forms
3. By doing the study of poetry, the students will acquaint with the society and become human beings by the exposure to literature.
4. The students thoroughly understand the meaning of the prescribed poems.
5. The students will improve the literary and critical competence by doing the study of poetry.
6. The students will improve the linguistic competence.

Unit I

- A) Background
- B) Geoffrey Chaucer : The Prologue to the Canterbury Tales
- C) Seminar on background & contemporary poets

Unit II

- A) Background
- B) i) Edmund Spenser : The Faerie Queene - I
ii) Sir Thomas Wyatt : Forget Not the tried Intent
iii) Philip Sidney : Loving in Truth
- C) Seminar on background & contemporary poets

Unit III

- A) Background
- B) i) W Shakespeare : Sonnet No 116(Let me not the marriage...)
ii) John Donne : Death Be Not Proud
iii) George Herbert : Prayer
- C) Seminar on background & contemporary poets

Unit IV

A) Background

- B) i) John Dryden : Alexanders' Feast
ii) A Pope : Rape of the Lock
iii) Thomas Gray : The Bard

C) Seminar on background & contemporary poets

Reference Books:

Chaucer Geoffrey: *The Prologue to the Canterbury Tales*, Forgotten Books, 2016

Dryden John: *The Poetical Works of John Dryden volume2*, 2012

Gray Thomas: *Evaluation of Thomas Gray's Poetry*, India pvt Ltd, 2007

Herbert George: *The Complete Poetry*, Penguin Classics Publisher, 2015

Donne

John: *Selected Poems: Donne*, Penguin Publisher, 2006

Kristopher James: *Ultimate Guide to Canterbury Tales, General Prologue*, 1985

Pope Alexander: *The Rape of the Lock*, OUP, 1997

Pope Alexander: *The Rape of the Lock*, Vintage Classics Publisher, 2007

Shakespeare William: *The Complete Works of William Shakespeare*, General Press, 2015

Shakespeare William: *The Sonnets*, Pan Macmillan, 2016

Spenser Edmund: *The Faerie Queene- I*, Penguin Publisher, 2003

M A I English
Semester I
Paper II
Course Code P-END-152
Course Title – English Drama

Max. Marks: 100

Credits: 04

Objectives:

1. To understand the meaning, scope, development and major trends in drama.
2. To acquaint the students with literary achievements of some of the significant English writers and playwrights.
3. To create an awareness among the students of significant developments in English drama.
4. To acquaint the students with different themes and styles as reflected in the prescribed Drama

Learning Outcomes

1. The students will understand the meaning, scope, development and major trends in drama.
2. The students will acquaint with literary achievements of some of the significant English writers and playwrights. They can know about the various types of drama.
3. The students will understand the significance and development of English drama.
4. The students will analyze the different themes and styles as reflected in the prescribed Drama.

Unit I

- A) Background
- B) Christopher Marlow: Doctor Faustus
- C) Seminar on background & contemporary dramatist

Unit II

- A) Background
- B) Ben Jonson: The Alchemist
- D) Seminar on background & contemporary dramatist

Unit III

- A) Background
- B) William Congreve: The Way of the World
- C) Seminar on background & contemporary dramatist

Unit IV

- A) Background
- B) R B Sheridan: The Rivals
- C) Seminar on background & contemporary dramatist

M A I English
Semester I
Paper III
Course Code P-ENF-153
Course Title – English Fiction

Max. Marks: 100

Credits : 04

Objectives:

- 1** To acquaint the students with major trends and writers in English Novel through detailed study of specific novels.
- 2** To enable the students to read and appreciate critically the novels by the major English authors
- 3** To cultivate among the students a sense of understanding in order to make them better human beings by the exposure to literature.
- 4** To improve the linguistic competence along with the literary competence of students.

Learning Outcomes

- i)** Students will know the major novelists and the trends in English novels.
- ii)** Students will take interest in reading novels as well as critically evaluate the novel at their own.
- iii)** Students will develop the sense of understanding by reading the characters in the novels. They will cultivate good human temperament.
- iv)** Reading novels will develop the linguistic competence and performance of the students.

Unit I

- A) Background
- B) Daniel Defoe: Robinson Crusoe
- C) Seminar on background & contemporary novelists

Unit II

- A) Background
- B) Jane Austin: Sense and Sensibility
- C) Seminar on background & contemporary novelists

Unit III

- A) Background
- B) Emily Bronte: Wuthering Heights
- C) Seminar on background & contemporary novelists

Unit IV

- A) Background
- B) Thomas Hardy: Mayor of Casterbridge
- C) Seminar on background & contemporary novelists

Reference Books:

- Austen Jane: *Sense and Sensibility*, Peacock Books,
- Bronte Emily: *Wuthering Heights*, Peacock Books,
- Carpenter Richard: *Thomas Hardy*, The Macmillan Press Ltd, 1964
- Defoe Daniel: *Robinson Crusoe*, Peacock Books,
- Drew Elizabeth: *The Novel*, Dell Publishing co, 1989
- Foster E M: *Aspects of the Novel*, A Pelican Book, 1962
- Gooneratne Yasmine: *Jane Austen*, Cambridge University Press, 1970
- Hardy Thomas: *Mayor of Casterbridge*, Peacock Books,
- Hudson W H: *An Introduction to the Study of English Literature*, AITBS Publishers, 2003
- Jan Watt: *The Rise of the Novel*, Peregrine books,
- Joyce James: *A Portrait of the Artist as a Young Man*, Peacock Books, 2013
- Liddell Robert: *A Treatise on the Novel*, Jonathan Cape , 1965
- O'Neill Junith : *Critics on Charlotte And Emily Bronte*, George Allen & Unwin,1968
- Rogers Pat: *Robinson Crusoe*, George Allen & Unwin, 1979
- Wilson Robert: *Practical Approaches to Literary Criticism*, Longman Group England, 1987
- Wright Andrew: *Jane Austin's Novels*, Penguin Books, 1962

M A I English
Semester I
Paper IV
Course Code- P-CSK-154-A
Course Title – Communication Skills

Max. Marks: 100

Credits : 04

Objectives

1. To know the students the meaning of communication, objectives, scope and Types
2. To understand the students Mass communication and its methodologies
3. To know the students about writing skills
4. To acquaint the students with professional skills
5. To make aware the students about soft skills, time management and Leadership

Learning Outcomes

1. The students will acquaint with the meaning of communication, objectives, scope and Types
2. The students will understand Mass communication and its methodologies
3. The students will understand how to write Notice, agenda, Minutes etc
4. The students will acquaint with professional skills.
5. The students will prepare for interview, GD and Public speaking
6. The students will understand soft skills, time management and Leadership.

Unit I: Communication Skills

- A) Definition , Objective, Scope of Communication
- B) Types of Communication

Unit II: Mass Communication

- A) Methodologies of Mass communication
- B) Understanding the audience
- C) Writing skills for developmental stories
 - i) Rural issues
 - ii) Health issues
 - iii) Environmental issues

Unit III: Professional Skills

- A) Written presentation- synopsis
- B) Interview, Group Discussion and Public speaking
- C) Mock-interview, Mock open defense & Quiz

Unit IV: Soft Skills

- A) Time Management
- B) Leadership Qualities
- C) Elocution

Reference Books

Raman M & Sharma S: Communication Skills OUP 2009

Kumar S & Pushapa L: Communication Skills OUP 2011

M A I English
Semester I
Paper IV
Course Code- P-BCL-154-B
Course Title – Basic Concept in Linguistics

Max. Marks: 100

Credits : 04

Objectives:

- 1) To acquaint the students with the nature and significance of the major concepts related to Linguistics.
- 2) To impart to the students the knowledge of various branches of Linguistics.
- 3) To acquaint the students with varieties of languages based on person, place, society, and subject etc.
- 4) To equip the students with the techniques to analyze the prose and poetry discourses stylistically.

Learning Outcomes

- i) Students will be aware of the major concepts related to language and linguistics
- ii) Students will understand various branches of Linguistics and the features and aspects of language they study.
- iii) Students will realize the variety and style of languages based on person, place, society, subject, culture, context etc
- iv) Students can understand the difference in the linguistics theories given by Indian scholars and western thinkers. It will help learners to know more about it.
- v) Students can make stylistic and discourse analysis of prose and poetry by using techniques and the approaches and principles from linguistics.

Unit I What is linguistics?

- A) *Introduction to Modern Linguistics*: Section I and Unit 9 of Section II from Verma and Krishnaswami's *Modern Linguistics*.
- B) Branches of Modern Linguistics.

Unit II Theories of Semantics :

- A) Ogden and Richards Meaning
Bloomfield's Meaning
Leech's Study of Meaning
- B) Lexical Semantics.
Seven Types of Meaning

Unit III Pragmatics

- Emergence of Pragmatics
- Semantics and Pragmatics
- Speech Act Theory
- Co-operative Principle and Politeness Principle

Unit IV Indian Explorations

- Unit 41 of Section VI from Verma and Krishnaswami's *Modern Linguistics*

Reference Books

- Hudson R.A. : *Sociolinguistics* CUP, 1980.
- Leech G.N : *A Linguistic Guide to English Poetry* Longman,1965.
- Leech G.N. : *Principles of Pragmatics* Longman,1983.
- Lyons John: *Language and Linguistics An Introduction* CUP, 1997

Turner G.W: *Stylistics* Penguin,1973.

Verma and Krishnaswamy : *Modern Linguistics* OUP,2004.

Widdowson H G : *Linguistics* OUP, 2009.

Yule George : *The Study of Language* CUP, 1997.

M A I English
Semester II
Paper V
Course Code P-ENP-251
Course Title – English Poetry

Max. Marks: 100

Credits: 04

Objectives:

1. To acquaint the students with major trends in English Poetry.
2. To enable students to read and appreciate poems.
3. To cultivate among students a sense of understanding in order to make them better human beings by the exposure to literature.
4. To sensitize students for the thorough understanding of the implicit and explicit meaning of the poem.
5. To improve the literary and critical competence of the students.

Learning Outcomes

- 1 The students will understand the major trends in English Poetry of the poets Wordsworth, Keats, Shelley, Browning, Hopkins etc
2. The students will read and critically appreciated the poems with poetical stanzas forms.
3. By doing the study of poetry, the students will acquaint with the society and become good human beings by the exposure to literature.
4. The students thoroughly understand the prescribed poets Eliot, Yeats, Hughes etc
5. The students will improve the literary and critical competence by doing the study of poetry.

Unit I

- A) Background
- B) William Wordsworth : Tintern Abbey
- C) John Keats : To Autumn
- D) P B Shelley : Ozymandias

Unit II

- E) Background
- F) i) Robert Browning : The Lost Leader
- ii) Alfred Tennyson : Tithonus
- iii) G M Hopkins : The Caged Skylark
- Seminar on background & contemporary poets

Unit III

- G) Background
- H) i) T S Eliot : Journey of the Magi
- ii) W B Yeats : Sailing to Byzantium
- iii) Ted Hughes : The Thought - Fox
- I) Seminar on background & contemporary poets

Unit IV

- J) Background

- K) Philip Larkin : Ambulance
- ii) Dylan Thomas : And Death Shall Have no Dominion
- iii) Charles Baudelaire : The Fountain of Blood
- L) Seminar on background & contemporary poets

Reference Books:

- Daiches, David: *Poetry and Modern World: A Study of Poetry in England between 1900 and 1939.* University of Chicago Press 1940
- Leavis, F.R.: *New Bearings in English Poetry*: Faber & Faber, 2015
- Bullough, G: *The Trend of Modern Poetry*: Oliver & Boyd; Second Edition, 1934
- William, Helen: *T.S. Eliot: the Waste Land*, Edward Arnold, 1968
- Wordsworth, William *Lyrical Ballads, with Other Poems*: Createspace Independent Publishing Platform (7 October 2017)
- Keats, John: *The classic poem Ode to Autumn* Kindle Edition, 1820
- Dr. S. Sen, P. B. *Shelley: Selected Poems*: Unique Publisher (I) Pvt Ltd, 2014
- Robert Browning : *The Poems of Robert Browning* Wordsworth Editions Ltd, 1994
- Alfred Tennyson :*The Complete Works of Alfred Tennyson*: Kessinger Publishing, LLC; Ill edition, 2007
- Hopkins, Gerard: *Selected Poems of Gerard Manley Hopkins* Dover Publications, 2011
- Eliot, T. S.: *The Poems of T. S. Eliot Volume I: Collected and Uncollected Poems* Faber & Faber; Main edition, 2015
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M A I English
Semester II
Paper VI
Course Code P-END-252
Course Title – English Drama

Max. Marks: 100

Credits: 04

Objectives:

1. To understand the meaning, scope, development and major trends in drama.
2. To acquaint the students with literary achievements of some of the significant English writers and playwrights.
3. To create an awareness among the students of significant developments in English drama.
4. To acquaint the students with different themes and styles as reflected in the prescribed Drama

Learning Outcomes

1. The students will understand the meaning, scope, development and major trends in drama.
2. The students will acquaint with various types of drama like Tragedy, Comedy, and Melodrama etc
3. The students will understand the significance and development of English drama.
4. The students will analyze the different themes and styles as reflected in the prescribed Drama.

Unit I

- A) Background
- B) Oscar Wilde: A Woman of No Importance
- C) Seminar on background & contemporary dramatist

Unit II

- D) Background
- E) John Osborne: Look Back in Anger
- F) Seminar on background & contemporary dramatist

Unit III

- G) Background
- H) Harold Pinter: Caretaker
- I) Seminar on background & contemporary dramatist

Unit IV

- J) Background
- K) Samuel Beckett: Waiting for Godot
- L) Seminar on background & contemporary dramatist

M A I English
Semester II
Paper VII
Course Code P-ENF-253
Course Title – English Fiction

Max. Marks: 100

Credits: 04

Objectives:

- 1** To acquaint the students with major trends and writers in English Novel through detailed study of specific novels.
- 2** To enable the students to read and appreciate critically the novels by the major English authors
- 3** To cultivate among the students a sense of understanding in order to make them better human beings by the exposure to literature.
- 4** To improve the linguistic competence along with the literary competence of students.

Learning Outcomes

- i)** Students will know the major novelists like Golding, Joyce Aims and the trends in English novels.
- ii)** Students will take interest in reading novels as well as critically evaluate the novel at their own.
- iii)** Students will develop the sense of understanding by reading the characters in the novels. They will cultivate good human temperament.
- iv)** Reading novels will develop the linguistic competence and performance of the students.

Unit I

- A) Background
- B) William Golding: Lord of the Flies
- C) Seminar on background & contemporary novelists

Unit II

- D) Background
- E) James Joyce: A Portrait of an Artist As a Young Man
- F) Seminar on background & contemporary novelists

Unit III

- G) Background
- H) Kingsley Amis: Lucky Jim
- D) Seminar on background & contemporary novelists

Unit IV

- J) Background
- K) Joseph Conrad: Heart of Darkness
- L) Seminar on background & contemporary novelists

M A I English
Semester II
Paper VIII
Course Code P-TNS-254-A
Course Title – Translation Studies

Max. Marks: 100

Credits: 04

Objectives

1. To impart theoretical concepts currently discussed in translation studies, and demonstrates how they influence translation practice.
2. To acquaint translation in context and to look at ways in which texts are manipulated in the process of transfer across languages and cultures.
3. To study translated literary texts from cultural approach.
4. To explicate the process of transfer across languages and cultures.
5. To explain the impact of translation as a force for change and to trace the ways in which texts are received by readers in different cultural contexts.

Learning Outcomes

1. Students will realize the reflection of theoretical concepts in translation studies & practice.
2. Students will understand translation in context and the ways in which texts are manipulated in the process of transfer across languages and cultures.
3. Students will come to know the translated literary texts from cultural approach.
4. Students can put into practice the process of transfer across languages and cultures.
5. Students will be familiar with the impact of translation as a force for change and the ways in which texts are received by readers in different cultural contexts.

Unit I

- A) Background
- B) Translation Theories
- C) Seminar on background & translation theories

Unit II

- A) Background
- B) Bhalchandra Nemade : *Kosala*
(Translated by Sudhakar Marathe *Cocoon*)
- C) Seminar on background & novelists in translated works

Unit III

- A) Background
- B) Mahesh Elkunchwar : *An Old Stone Mansion*
- C) Seminar on background & plays in translation

Unit IV

- A) Background
- B) Selected Poems of *Sant Tukaram*
- C) Seminar on background & translating poetry

Recommended Books

- Baker, M. (ed.): *The Routledge Encyclopaedia of Translation Studies*. London, Routledge, 1998.
- Bassnett, S. & H.Trivedi. *Postcolonial Translation. Theory and Practice*, London: Routledge, 1999.
- Bassnett, S: *Translation Studies*, London: Routledge, 2002.
- Elkunchwar Mahesh: *Collected Plays of Mahesh Elkunchwar*, Vol II, Oxford, New Delhi, 2009.
- Gentzler, E: *Contemporary Translation Theories* (Rev, 2nd edn) Clevedon: Multilingual Matters, 2001.
- Gulzar : *Selected Poems*, Penguin, New Delhi, 2012.
- Nemade Bhalchandra. *Cocoon*,Macmillan, 1997.
- Venuti, Lawrence (ed.): *The Translation Studies Reader London*, Routledge, 2000.
- Das Bijay Kumar: *A Handbook of Translation Studies* (Rev, 3rd edn) Atlantic, 2012.
- Gargesh R, Goswami K : *Translation and Interpreting Reader and Workbook*, New Delhi, Orient Longman, 2007.
- Chitre Dilip: *Says Tuka: selected poetry of Tukaram*, Penguin, New Delhi, 1991

M A I English
Semester II
Paper VIII
Course Code P-CML-254-B
Course Title – Comparative Literature

Max. Marks: 100

Credits: 04

Objectives:

- 1 To acquaint the students with major trends in Comparative Literature
- 2 To enable the students to read and appreciate critically the translated works.
- 3 To cultivate among the students a sense of understanding in order to make them better human beings by the exposure to comparative literature.
- 4 To improve the linguistic competence along with the comparative literature

Learning Outcomes

- i) Students will know the trends in Comparative Literature.
- ii) Students will take interest in reading translated works
- iii) Students will develop the sense of understanding by reading the characters in the novels. They will cultivate good human temperament doing the study of Comparative literature
- iv) Reading Comparative Literature will develop the linguistic competence and performance of the students.

Unit I

- A) The concept and Nature of Comparative Literature
- B) The Development of Comparative Literature in the West and in India

Unit II

- A) Theory and approaches of Comparative Literature Genology
- B) Genealogy : Modern Perspectives in Genealogy : India and West

Unit III

The Binding Vine & The Color Purple

Unit IV

Claudio Guillen: "The French Hour" and "The American Hour"
Hadi Mohammad Ruswa both translations by Khushwant Singh and by David Matthew

Dev, Amiya and Sisir Kumar Das, Editors, *Comparative Literature: Theory and Practice*, Indian Institute of Advanced Study, Shimla in association with Allied Publishers, New Delhi, 1989

Dev, Amiya, *The Idea of Comparative Literature in India*, Calcutta, Papyrus, 1984.

Rao & Dhawan ed. *Comparative Indian Literature* "Comparative Literature in India: A Perspective" by Bijay Kumar Das

National Council of Teachers of English, Comparative Literature Committee and others,

Yearbook of Comparative and General Literature, Volume 1, Russell and Russell, 1952, Digitised 2009.