

**Rajarshi Shahu Mahavidyalaya, Latur**  
**(Autonomous College)**

**Programme M A II English**

**Curriculum**

**M.A. Second Part**  
**(Semester Pattern)**  
**(MCQ + Theory)**

**w.e.f. June, 2018**

## **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 II 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.

<b>5. Duration of Programme</b>	02 years (04 Semesters)
<b>6. Eligibility of the Programme</b>	M A I Passed
<b>7. Strength of Students</b>	<b>30</b>
<b>8. Fees for course</b>	As per UGC/College rules
<b>9. Period of the course</b>	(From Sem I to Sem IV)
<b>10. Admission/ Selection procedure</b>	As per UGC/College rules
<b>11. Teachers' Qualification</b>	As per UGC rules
<b>12. Standard of Passing</b>	As per UGC/College rules
<b>13. Nature of Question Paper with Scheme of Marking</b>	
	Included in the syllabus
<b>14. One CD of the final syllabus along with two hard copies of the Course</b>	
<b>15. List of Books recommended</b>	Included in the syllabus
<b>16. List of Laboratory Equipments, Instruments, Measurements etc.</b>	
	Day Light Projector with screen, Two PCs with e-net connection
<b>17. Rules and regulations of ordinance if any</b>	
<b>18. Medium of the language</b>	English
<b>19. Structure of the course</b>	Semester System
<b>20. Allotment of Workload (Theory/ Practical)</b>	As per UGC/College rules
<b>21. Staffing Pattern</b>	As per UGC/College rules
<b>22. Intake capacity of Students</b>	As per UGC/College rules
<b>23. Paper Duration</b>	02 hours
<b>24. To be introduced from</b>	June 2018

## Curriculum of M A II English

Class	Semester	Course Code	Course Title	Lectures		Marks	Credits
				Per week	Total		
M A II	III	P-RMT-351	<b>Research Methodology</b>	04	50	100	04
		P-CIT-352	<b>Critical Theories</b>	04	50	100	04
		P-WWR-353	<b>Women's Writings</b>	04	50	100	04
		P-IWE-354	<b>Indian Writing In English (A) Or American Literature</b>	04	50	100	04
	IV		<b>Teaching English in India</b>	04	50	100	04
			<b>Special Author</b>	04	50	100	04
			<b>Literary and Critical Theory</b>	04	50	100	04
			<b>Indian Writing In English (B)</b>	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.*

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**  
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**M A II English**  
**Semester III Paper IX**  
**Course Code**  
**Course Title – Research Methodology**

**Max. Marks: 100**

**Credits: 04**

**Objectives**

1. To introduce the students to the concept of research
2. To enable them to understand the stages of research
3. To familiarize the learners to the procedures involved in research
4. To sensitize them to the requirements of cohesion and coherence in continuous composition.
5. To highlight the significance of systematic planning and execution of research activity.
6. To give the students practice in the use of various tools and techniques of research.
7. To prepare them for undertaking research.

**Course Outcomes:**

By the end of the course the students should be able to-

- 1 Identify appropriate research topics
2. Demonstrate the ability to choose methods appropriate to research aims and objectives.
3. Organize and conduct research in a more appropriate manner.
4. Understand the limitations of particular research methods.
- 5 Develop advanced critical and fact finding thinking skills
6. Demonstrate enhanced writing skills to write a research proposal.

**Unit-I- Meaning and Nature of Research (10 Clock Hours)**

What is research?

Objectives of Research

Characteristics of Research

Purpose of Research

Types of research

What Makes People do Research?

Qualities of a Good Researcher

Research Methods and Research Methodology

**Unit II- Research Process (10 Clock Hours)**

Entering into Research

Various stages of Research

Selection of Research Topic and Problem

Identification of a Research Topic and Problems

Definition and Formulation of a Problem

How do you Assess Whether the Defined Problem as a Good Problem?

### Unit III: Materials and Tools of Research (05 Clock Hours)

Primary and Secondary sources Books, Anthologies, Biographies, Thesauruses, Encyclopedia, Conference proceedings, Unpublished theses, Newspaper articles, Journals, e-journals, Monographs, Translations, Web references, Library catalogues, Literature Resource Center, Govt. publications, Special libraries, Advanced study centers, Virtual libraries, Web search engines, CDs, DVDs etc.

### Unit-IV: Research in Literature and Language (15 Clock Hours)

Literary research and research in other Disciplines

Literary research-Interpretative, Theoretical, Biographical etc

Research methods in Linguistics

Research methods in Literature How research in language is different from research in literature

Emerging areas of research in language and literature

Use of literary and linguistic theories in research

### Unit-IV: Research Writing:

Research Report

Research Paper,

M.Phil. Thesis,

Doctoral Dissertation

### References:

1. Itick, Richard D. *The Art of Literary Research*. New York: Norton, 1963. Print.
2. Eliot, Simon, and W R. Owens. *A Handbook to Literary Research*. London: Routledge in association with the Open University, 1998. Print.
3. Gillespie, Bryan. *A Short Guide to Independent Study and Research in Literature*. DeLand, Fla: Everett/Edwards, 1975. Print.
4. *Literary Research: Lr*. College Park, MD: Literary Research Association, 1986. Print.
5. Patterson, Margaret C. *Literary Research Guide*. Detroit: Gale Research Co, 1976. Print.
6. Sanders, Chauncey. *An Introduction to Research in English Literary History: With a Chapter on Research in Folklore*. New York: Macmillan, 1952. Print.

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**M A II English**  
**Semester III Paper X**  
**Course Code P-CIT-352**  
**Course Title –Critical Theories**

**Max. Marks: 100**

**Credits: 04**

**Objectives:**

- 1) To introduce the students to the various theories and schools of criticism from classical times to the present.
- 2) To acquaint them with major critical concepts, theories, movements and approaches to literature
- 3) To develop the critical sensibility of the students and provide insight for analysis and interpretation of literary works
- 4) Enable them to comprehend the philosophical base behind the various literary and critical theories

**Outcomes**

1. Students will apply literary theories and principles of criticism to the literary texts from classical times to the present and evaluate it.
2. Students can apply various approaches and principles from literary theories to understand the literary text from different perspectives.
3. Students will analyze a literary text critically and interpret it.
4. Students will understand the philosophical base behind various literary texts by reading the philosophical ideas reflected in literary texts.

**Unit I Classics**

Aristotle  
Horace  
Longinus

**Unit II English Criticism**

Philip Sidney- *An Apology for Poetry*  
John Dryden - *Essay on Dramatic Poesy*

**Unit III**

S T Coleridge - *Biographia Literaria* (Chapter XIII to XVII)  
T S Eliot - *The Metaphysical Poets*

**Unit IV**

F. R. Leavis -  
I. A. Richards -

**Recommended Books**

Prasad, B. *Introduction to English Criticism*. Madras: Macmillan, 1973.  
Enright, D J and Chickera, Ernst (Eds) *English Critical Texts*. London: OUP, 1962.  
Sethuraman, V S (Ed) *Contemporary Criticism An Anthology*. New Delhi: Macmillan India, 1989.  
Barry, Peter *Beginning Theory*. Manchester: Manchester University Press, 2002.

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**M A II English**  
**Semester III Paper XI**

**Course Code**  
**Course Title – Women’s Writings**

**Max. Marks: 100**

**Credits: 04**

**Objectives:**

1. To understand the scope, development and major trends in women’s writings
2. To acquaint the students with literary achievements of some of the significant women writers
3. To create an awareness among the students of significant developments in women’s writings
4. To acquaint the students with different themes and styles as reflected in women’s writings

**Learning Outcomes**

1. The students will understand the scope, development and major trends in women’s writings
2. The students will be acquainted literary achievements of some of the significant women writers.
3. The students will understand the significance and development of women’s writings.
4. The students will analyze the different themes and styles as reflected in women’s writings

**Unit I**

Literary background of women’s writings  
Feminine, Feminist, Female, Womanism

**Unit II**

- A) George Eliot – *Mill On The Floss*
- B) Virginia Woolf – *Mrs Dalloway*

**Unit III**

- A) Anita Desai – *Fire On The Mountain*
- B) Shashi Deshpande – *That Long Silence*

**Unit IV**

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

**Recommended Books**

George Eliot, *The Mill on the Floss*: Oxford Publication, Delhi. 2014  
*The Mill on the Floss* : George Eliot (Annotated-the novel with Introduction, Characters and Summary)Kindle Edition

George Eliot, *The Mill on the Floss* [Norton Critical Edition] (Annotated) Kindle Edition  
by George Eliot  
Virgi, *Mrs. Dalloway* Paperback – September 24, 1990



A. N. Dwivedi , Anita Desai's 'The Fire on the Mountain' (Roman Critical Context)

Rama Kundu, Anita Desai'S Fire on the Mountain Hardcover – September 9, 2005

**Rajarshi Shahu Mahavidyalaya, Latur**  
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**M A II English**  
**Semester III Paper XII**  
**Course Code**

**Course Title – Indian Writing In English (A)**

**Max. Marks: 100**

**Credits: 04**

**Objectives:**

1. To acquaint the students with major trends in Indian Writing In English
2. To enable students to read and appreciate poems written in English.
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 Indian Poetry through detailed study of prescribed poetical works of Indian 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**

Background Study of Indian Writing in English

**Unit II Poetry**

- A) A K Ramanujan: Pain, Snake
- B) Arun Kolatkar: The Priest, An Old Woman

**Unit III Drama**

- A) Rabindranath Tagore: The Post Office
- B) Vijay Tendulkar: Silence! The Court is in Session

**Unit IV Novels**

- A) Mulk Raj Anand: Untouchable
- B) Raja Rao: Kanthapura

**Reference Books:**

Ramanujan A.K. Collected Poems of A.K.Ramanujan : Oxford University Press , 1999

Kolatkar, Arun. Collected Poems in 2010 Bloodaxe Books Ltd Publisher, 2010

Raja Rao, Kanthapura, Oxford University Press, Incorporated; 2nd edition (1990)

Agrawal B., Dramatic World of Vijay Tendulkar: Explorations & Experimentations Paperback

Anand, Mulk Raj Untouchable by Penguin USA (P) (1705)

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**M A II English**  
**Semester IV Paper XIII**

**Course Code**  
**Course Title –Teaching English in India**

**Max. Marks: 100**

**Credits: 04**

**Objectives:**

- 1 To acquaint the students with a comprehensive understanding of the important aspects of English Language Teaching
- 2 To enable the students to use language skills in different situations with ease and confidence
- 3 To acquaint the students with different theoretical and practical aspects of language teaching.
- 4 To improve the linguistic competence to understand the literature.
- 5 To introduce students to the concepts like effective teaching methods, L1 L2 concept, evaluation, role of ICT in teaching English.

**Learning Outcomes**

- i) Students will know the major trends in English Language Teaching.
- ii) Students will equip with necessary abilities to become competent teachers of English.
- iii) Students will develop the exact nature of language teaching in Indian background.
- iv) Language teaching perceptive will develop the linguistic competence and performance of the students.

**Unit I Introduction**

- 1 The Place and Importance of English in India
- 2 The Complexity of Language Problems in the Indian Sub-continent
- 3 The Role of Language in Intellectual Development
- 4 Aims and Objectives of Teaching English
- 5 Foreign Language Learning: Some General Conditions
- 6 Difficulties in Teaching and Learning English
- 7 The Place of Mother Tongue in Teaching of English

**Unit II Teaching and Learning**

- 1Principals of Teaching English
- 2 Organization of the Programme of English Teaching
- 3 Psychology of Language learning
- 4 Behaviourists Theory and Cognitivist Theory
- 5 L1 L2 and Foreign language learning and acquisition
- 6 Language acquisition and language learning

**Unit III**

**A Teaching English: Methods and Approaches**

Grammar Translation Method

Direct Method

Bilingual Method

Audio lingual Method

Audio – Visual Method

Dr. Michael West's New Method

Substitution Table Method

Project Method

Structural Approach

Situational Approach

Communicative Approach

### **B Material Aids in Teaching English**

Text-books

Language Games

Use of Audio visual Aids and Computer

Specific advantages provided by Language lab

The English Teacher

### **Unit IV**

#### **A Teaching of Literature and Language**

Teaching of Prose and Poetry

Teaching of Reading and Writing

Teaching Grammar

Teaching Pronunciation

Teaching Translation

Remedial Teaching

#### **B Testing, Evaluation and Examination**

Test and Evaluation

Formative and Summative evaluation

Types of Tests and Qualities of a good test

Assessment Method

### **Reference Books:**

Babu,Prabhakar(1993), Teaching Spoken English in Colleges(CIEFL,Hydrabad)

Brumfit, C. and K. Johnson(1979) The Communicative Approach to Language Teaching(OUP)

Brumfit, C. and R. Carter (1986), Literature and Language Teaching (OUP)

Carter, R.AND D.Nunan(2001), Teaching English to Speakers of Other Languages(OUP)

Corder, S. Pit : Introducing Applied Linguistics

Ed. Kinsella, Valerie : Language Teaching and Linguistics : Surveys

Ed Jailing, Hans : Modern Language Teaching

Geeta Nagrajan: English Language Teaching Approaches Methods

Hayes, A.S. : Language Laborator y Facilities.

Hugehes,A.( 1989),Testing for Language Teachers(CUP)

Kaushik,Sharda and Bindu Bajwa(Ed.) (2009), A Handbook of Teaching English(OBS)

Krishnaswamy,N. and Lalitha Krishnaswamy Methods of Teaching English(Macmillan)

Krishnaswamy,N. and T. Sriraman (1994),English Teaching in India(T.R.Publications, Madras)

Krishnaswamy,N. and T. Sriraman(2006), The Story of English in India(Foundation Books)

Kudchedkar,S,(Ed.)(2002), English Language Teaching in India(Orient Longman)

Lado, Robert : Language Testing.

Larsen-Freeman, Daine(2004),Techniques and Principals in Language Teaching(OUP)

Meres A Edmond : A Language Teachers Guide.

Nagaraja, Geetha : English Language Teaching, Orient Longman

Nagraj,G.(1996),English Language Teaching: Approaches, Methods and Techniques(Orient Longman)  
Ramji Dass Wadhwa,(2005), Audio-Visual Aids for Teaching English(ABD)  
Sarsvati,V.(2004),English Language Teaching: Principles and Practice(Orient Longman)  
Stern, H.H. : Fundamental concepts of Language Teaching  
Tickoo, M.L.(2002),Teaching and Learning English(Orient Longman)  
V.Saraswati: English Language Teaching Principal & Practice MODERNIST LITERATURE

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**M A II English**  
**Semester IV Paper XIV**

**Course Code**  
**Course Title – Special Author**

**Max. Marks: 100**

**Credits: 04**

**Objectives:**

1. To acquaint the students with the special author Toni Morrison
2. To enable students to read and appreciate the novels by Toni Morrison.
3. To cultivate among students a sense of understanding in order to make them better human beings by the exposure to literature by Toni Morrison.
4. To sensitize students for the thorough understanding of the implicit and explicit meaning of the novels by Toni Morrison.

**Learning Outcomes**

- 1 The students will understand the major themes in the writings of Toni Morrison
2. The students will read and critically appreciated the novels by Toni Morrison.
3. By doing the study of novels, the students will be acquainted with the black society and become human beings by the exposure to literature in black writings.
4. The students thoroughly understand the meaning of the prescribed novels.

**Unit 1**

- a) Background of the Special author
- b) *Sula* by Toni Morrison

**Unit 2**

- a) Literary Background
- b) *Beloved* by Toni Morrison

**Unit 3**

- a) Literary Background
- b) *The Bluest Eye* by Toni Morrison

**Unit 4**

- a) Literary Background
- b) *Tar Baby* by Toni Morrison

**Recommended Books**

*Sula* by Toni Morrison, Vintage Publication, London, 2004

*Beloved* by Toni Morrison, Vintage Publication, London, 2010

*The Bluest Eye* by Toni Morrison, Vintage Publication, London, 2016

*Tar Baby* by Toni Morrison, Vintage Publication, London, 2016

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**M A II English**  
**Semester IV Paper XV**  
**Course Code**

**Course Title – Advanced Critical Theories**

**Max. Marks: 100**

**Credits: 04**

**Objectives:**

- 1) To introduce the students to the various theories and schools of criticism from classical times to the present.
- 2) To acquaint them with major critical concepts, theories, movements and approaches to literature
- 3) To develop the critical sensibility of the students and provide insight for analysis and interpretation of literary works
- 4) Enable them to comprehend the philosophical base behind the various literary and critical theories

**Outcomes**

1. Students will apply literary theories and principles of criticism to the literary texts from classical times to the present and evaluate it.
2. Students can apply various approaches and principles from literary theories to understand the literary text from different perspectives.
3. Students will analyze a literary text critically and interpret it.
4. Students will understand the philosophical base behind various literary texts by reading the philosophical ideas reflected in literary texts.

**Unit 1**

- a) New Criticism, moral formalism and F R Leavis
- b) Russian Formalism and the Bakhtin School

**Unit 2**

- a) Reader oriented theories
- b) New Historicism and Cultural Materialism

**Unit 3**

- a) Feminist Theories
- b) Ecocriticism

**Unit 4**

- a) Postmodernist Theories
- b) Postcolonialist Theories

**Prescribed Texts**

A Reader's Guide to Contemporary Literary Theory (fifth edition) by Raman Seldon, Peter Widowson, Peter Brooker. Harlow: Pearson Education Ltd, 2005.

Beginning Theory An Introduction to Literary and Cultural Theory (third edition) by Peter Barry, Viva, New Delhi, 2010.

**References**

Adorno, T. W., with Max Horkheimer. Dialectic of Enlightenment. Trans. Edmund Jephcott. Stanford: Stanford UP, 2002.



Arac, Jonathan. *Critical Genealogies: historical Situations for Postmodern Literary Studies*, New York: Columbia University press, 1987.

Barthes, Roland, *S/Z* (Translated by Miller) London: Jonathan cape, 1975.

Bloom, Harold . *The Anxiety of Influence*, New York: O.U.P. Bandom, R.. *Making It Explicit*. Cambridge: Harvard University Press, 1994.

Brooks, Cleanth. *The well wrought urn*, New York: Harcourt Brace, 1947

Coyle, Martin etal (eds) *Encyclopedia of Literature and Criticism*, London; Routledge, 1991

Culler, Jonthan. *Structuralism Poetics: structuralism, Linguistics, and the study of Literature*, London: Rutledge & Kegan Paul, 1975

D. Hiley, J. Bohman and R. Shusterman.(eds.) *The Interpretive Turn*, ed. Ithaca: Cornell University Press, 1991.

Eagleton Terry. *Against the Grain*, London: Faber and Faber, 1928

Fish, Stanley. *Doing what comes naturally: Change, Rhetoric, and the practice of theory in Literary and legal studies*, new yolk: O.U.P, 1989

Gadamer , H.G. *Truth and Method*, London : Sheed & Ward, 1975 Genette, G. *Narrative Discourse : An Essay in Method*, Ithaca : cornell University Press, 1979.

Geuss ,Raymond. *The Idea of a Critical Theory. Habermas and the Frankfurt School*. Cambridge University Press, 1981.

Habermas, J. *The Philosophical Discourse of Modernity*, Cambridge L Polity Press 1987

Horkheimer, Max: *Critical Theory: Selected Essays*. Translated by Matthew J. O'Connell and others. New York: Continuum, 1982.

----. *Critical Theory*. New York: Seabury Press,1982.

Hutcheson, Linda . *A Poetics of Postmodernism*, London : Routledge, 1987.

Jones ,R.W.(ed)*Critical Theory and World Politics*. London: Lynne Reinner,2001.

Kermode, Frank . *The sense of an Ending*, New york : O U P ,1969

Leavis, F.R. *The Common pursuit*, London: chatto and windus, 1952

M. Friedman (ed.)*Feminism in a Global Society*. Oxford: Oxford University Press,2004.

Macherey , Pierre. *A Theory of Literary Production*, London: Routledge and kegan paul , 1978

Marcuse, H. Negations. Boston: Beacon Press, 1969. McCarthy, T. and D. Hoy. Critical Theory. London: Basil Blackwell, 1994.

Putnam, H. Words and Life. Cambridge: Harvard University Press, 1994.

Rawls, J. Collected Papers. Cambridge: Harvard University Press, 1999.

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**M A II English**  
**Semester IV Paper -XVI**  
**Course Code**  
**Course Title – Indian Writing In English (B)**

**Max. Marks: 100**

**Credits: 04**

**Objectives:**

1. To acquaint the students with major trends in Indian Writing In English
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**

Background Study of Indian Writing in English

**Unit II Poetry**

- A) Nissim Ezekiel: The Professor, Night of the Scorpion
- B) Jayanta Mahapatra: Indian Summer, Hunger

**Unit III Drama**

- A) Girish Karnad: Hayavadana
- B) Mahesh Dattani: Final Solution

**Unit IV Novel**

- A) Shashi Deshpande: That Long Silence

B) Arvind Adiga: The White Tiger

**Reference Books:**

Das, Sisir Kumar. *A History of Indian Literature 1800-1910; Western Impact: Indian Response*. New Delhi: Sahitya Academy. 1991

Winternitz , Moriz. *A History of Indian Literature*. Delhi: Motilal Banarsidas,1996.

Ezekiel, Nissim .*Collected Poems, 1952-88 (Oxford India Paperbacks) Paperback – 19 Nov 1992*

Mahapatra, Mahapatra. *Selected poems: Oxford University Press, 1987*

Karnad, Girish. *Hayavadana; Oxford University Press, 1987*

Dattani Mahesh. *Final Solution; Penguin Indian Publisher, 2014*

Deshpande.Shashi. *that Long Silence Critical Studies edt A.N. Dwivedi Atlantic publisher, 2015*

Adiga, Aravind. *The White Tiger: HarperCollins Publisher, 2015*

