



R.K.D.F. UNIVERSITY, BHOPAL
MASTER OF ARTS – NEP (ENGLISH)
TWO YEAR COURSE

Scheme
First Semester

S.No	Subject Code	Subject Title	Marks Allotted							Credit
			Assignment Marks		Theory Marks		Practical Marks		Total Marks	
			Max	Min	Max	Min	Max	Min		
1	MAE-101	Poetry	40	16	60	24			100	5
2	MAE-102	Drama	40	16	60	24			100	5
3	MAE-103	Fiction	40	16	60	24			100	5
4	MAE-104	Prose	40	16	60	24			100	5
5	MAE- 105	Indian Writings In English	40	16	60	24			100	2
TOTAL			200		300				500	22
Cumulative Total									500	22



R.K.D.F. UNIVERSITY, BHOPAL
MASTER OF ARTS (ENGLISH)
M.A. NEP (ENGLISH) Semester – I

Course	Subject	Subject Code
M.A. NEP (ENGLISH)	Poetry (Paper-I)	MAE-101

Course Learning Outcomes (CLO)

On successful completion of this course, the students will be able to:

1. Understand major poetic forms and their features.
2. Analyze poems using literary devices and interpret meanings.
3. Connect poetic form with cultural, literary, and philosophical contexts.
4. Compare and interpret works across historical and cultural settings.
5. Apply critical frameworks to produce clear written and oral analyses.

UNIT I – Lyric Poetry

- John Donne – *The Good-Morrow, The Sun Rising*
- William Blake – *The Lamb, The Tyger*
- Emily Dickinson – *I heard a Fly buzz—when I died, Because I could not stop for Death*

UNIT II – Narrative Poetry

- Geoffrey Chaucer – *Prologue to The Canterbury Tales*
- Robert Frost – *The Death of the Hired Man*

UNIT III – Dramatic Poetry

- Robert Browning – *My Last Duchess, A Grammarian's Funeral, Porphyria's Lover*
- T. S. Eliot – *The Love Song of J. Alfred Prufrock*

UNIT IV – Ode & Elegy

- John Keats – *Ode to a Nightingale, Ode on a Grecian Urn*
- P. B. Shelley – *Ozymandias*
- Thomas Gray – *Elegy Written in a Country Churchyard*
- W. H. Auden – *In Memory of W. B. Yeats*

UNIT V – Satirical, Didactic & Allegorical Poetry

- Alexander Pope – *The Rape of the Lock*
- John Dryden – *Absalom and Achitophel*
- W. H. Auden – *The Unknown Citizen*

Suggested Readings:

1. Abrams, M. H. *A Glossary of Literary Terms*. Cengage Learning, Boston, USA, 2015. 11th Edition.
2. Cuddon, J. A. *The Penguin Dictionary of Literary Terms and Literary Theory*. Penguin Books, London, UK, 2013. 5th Edition.
3. Ford, B. (Ed.). *The Pelican Guide to English Literature*. Penguin Books, London, UK, 1983.
4. Wain, J. (Ed.). *The Oxford Anthology of English Poetry*. Oxford University Press, Oxford, UK, 1990.
5. Greenblatt, S. et al. (Eds.). *The Norton Anthology of English Literature*, Volumes I & II. W. W. Norton & Company, New York, USA, 2018. 10th Edition.
6. Daiches, D. *A Critical History of English Literature*, Volumes I & II. Supernova Publishers, Delhi, India, 2021.
7. Gill, R. *Mastering English Literature*. Red Globe Press (Macmillan), London, UK, 2006. 2nd Edition.
8. Bennett, A. & Royle, N. *An Introduction to Literature, Criticism and Theory*. Routledge, London/New York, 2023. 6th Edition.



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MASTER OF ARTS (ENGLISH)

M.A. NEP (ENGLISH) Semester – I

Course	Subject	Subject Code
M.A. NEP (ENGLISH)	Drama (Paper-II)	MAE-102

Course Learning Outcomes (CLO)

On successful completion of this course, the students will be able to:

1. Understand major dramatic genres, including tragedy, comedy, revenge tragedy, and absurd drama.
2. Analyze plays in terms of structure, themes, character, and dramatic conventions.
3. Evaluate the relationship between historical, cultural, and literary contexts and dramatic forms.
4. Develop critical and comparative skills by studying diverse playwrights across periods.
5. Apply theoretical frameworks to interpret and discuss dramatic texts in written and oral formats.

UNIT I – Tragedy

- Sophocles – *Oedipus Rex* (Classical Greek Tragedy)
- William Shakespeare – *Hamlet* (Elizabethan Tragedy)

UNIT II – Comedy

- Ben Jonson – *The Alchemist* (City Comedy)
- William Congreve – *The Way of the World* (Restoration Comedy)

UNIT III – Revenge Tragedy & Jacobean Drama

- Thomas Kyd – *The Spanish Tragedy* (Revenge Tragedy)
- Christopher Marlowe – *The Jew of Malta*

UNIT IV – Comedy of Manners and Sentimental Comedy

- Richard Brinsley Sheridan – *The School for Scandal*
- Oliver Goldsmith – *She Stoops to Conquer*

UNIT V – Absurd Drama

- Martin McDonagh – *The Pillowman*
- Harold Pinter – *The Dumb Waiter*

Suggested Readings

1. Nicoll, Allardyce. *World Drama: From Aeschylus to Anouilh*. 5th ed., Harrap Publishers, London, 1976.
2. Esslin, Martin. *The Theatre of the Absurd*. 3rd ed., Penguin Books, London, 1980.
3. Bradbrook, M. C. *Themes and Conventions of Elizabethan Tragedy*. 1st ed., Cambridge University Press, Cambridge, 1960.
4. Styan, J. L. *The Elements of Drama*. 1st ed., Cambridge University Press, Cambridge, 1960.
5. Wells, Stanley, & Orlin, Lena Cowen. *Shakespeare: An Oxford Guide*. Oxford University Press, Oxford, 2003.
6. Carlson, Marvin. *Theories of the Theatre: A Historical and Critical Survey*. 2nd ed., Cornell University Press, Ithaca, 1993.
7. Sen, N. (Ed.). *Indian English Drama: A Critical Study*. 1st ed., Pencraft International, Delhi, 2005.



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MASTER OF ARTS (ENGLISH)

M.A. NEP (ENGLISH) Semester – I

Course	Subject	Subject Code
M.A. NEP (ENGLISH)	Fiction (Paper-III)	MAE-103

Course Learning Outcomes (CLO)

On successful completion of this course, the students will be able to:

1. Understand the evolution of the novel from early narrative fiction to Victorian realism.
2. Analyze novels in terms of plot, character, theme, and narrative techniques.
3. Evaluate the social, cultural, and historical contexts shaping different novelistic traditions.
4. Compare and interpret works across genres such as picaresque, Gothic, sentimental, and realist fiction.
5. Apply critical approaches to produce coherent written and oral analyses of novel texts.

UNIT I – Early Narrative Fiction

- Aphra Behn – *Oroonoko*
- Daniel Defoe – *Robinson Crusoe*

UNIT II – Picaresque and Satirical Novels

- Henry Fielding – *Tom Jones*
- Laurence Sterne – *Tristram Shandy*

UNIT III – Gothic and Sentimental Fiction

- Horace Walpole – *The Castle of Otranto*
- Samuel Richardson – *Pamela*

UNIT IV – Realist and Domestic Novels

- Charlotte Brontë – *Jane Eyre*
- Gustave Flaubert – *Madame Bovary*

UNIT V – Victorian Social & Psychological Realism

- George Eliot – *The Mill on the Floss*

- Thomas Hardy – *Tess of the d'Urbervilles*

Suggested Readings:

1. Eagleton, T. *The English Novel: An Introduction*. Blackwell Publishing, Oxford, UK, 2005.
2. Watt, I. *The Rise of the Novel*. University of California Press, Berkeley, USA, 1957.
3. Daiches, D. *A Critical History of English Literature*. Supernova Publishers, Delhi, India, 2021.
4. Williams, R. *The English Novel from Dickens to Lawrence*. Chatto & Windus, London, UK, 1970.
5. Kettle, A. *An Introduction to the English Novel* (Vols. 1 & 2). Hutchinson University Library, London, UK, 1967.
6. Drabble, M. (Ed.). *The Oxford Companion to English Literature*. Oxford University Press, Oxford, UK, 2006.



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MASTER OF ARTS (ENGLISH)

M.A. NEP (ENGLISH) Semester – I

Course	Subject	Subject Code
M.A. NEP (ENGLISH)	Prose (Paper-IV)	MAE-104

Course Learning Outcomes (CLO)

On successful completion of this course, the students will be able to:

1. Understand different types and styles of essays, including aphoristic, philosophical, political, and argumentative forms.
2. Analyze essays in terms of structure, style, argumentation, and rhetorical strategies.
3. Evaluate the social, philosophical, and historical contexts influencing essay writing.
4. Compare and interpret essays across periods, cultures, and authors to develop critical insights.
5. Apply analytical and interpretive skills to produce coherent written and oral responses to essay texts.

UNIT I – Annotations

- Essay – Introduction, Development, Types, Styles (including Aphoristic Style)

UNIT II – Philosophical and Biographical Writings

- J. Krishnamurti – *Awareness, Desire*
- S. Radhakrishnan – *Religious Experience* (1st Chapter of *The Hindu Way of Life*)
- Romain Rolland – *The Life of Swami Vivekananda*

UNIT III – Political and Social Essays

- Francis Bacon – *Of Youth and Age, Of Marriage and Single Life*
- Joseph Addison – *The Coverley Witch* (On Witchcraft – Story of Moll White)
- Charles Lamb – *The Superannuated Man*

UNIT IV – Argumentative Essays

- William Hazlitt – *On the Pleasure of Hating*
- Bertrand Russell – *On Being Modern-Minded* (from *Unpopular Essays*)
- G. K. Chesterton – *The Worship of the Wealthy*

UNIT V – Familiar and Contemporary Essays (Non-detailed Study)

- Rabindranath Tagore – *Nationalism*

- A. P. J. Abdul Kalam – *Ignited Minds*

Suggested Readings

1. Bacon, Francis. *The Essays of Francis Bacon*. Edited by Michael Kiernan. Oxford: Oxford University Press, 2000.
2. Addison, Joseph, and Richard Steele. *The Sir Roger de Coverley Papers*. London: Macmillan, 1909.
3. Lamb, Charles. *Essays of Elia*. London: J. M. Dent & Sons, 1923.
4. Hazlitt, William. *Selected Essays of William Hazlitt 1778–1830*. Edited by Geoffrey Keynes. London: Nonesuch Press, 1930.
5. Russell, Bertrand. *Unpopular Essays*. London: George Allen & Unwin, 1950.
6. Chesterton, G. K. *All Things Considered*. London: Methuen & Co., 1908.
7. Krishnamurti, J. *The Awakening of Intelligence*. London: HarperCollins, 1973.
8. Radhakrishnan, S. *The Hindu Way of Life*. New Delhi: Orient Publishing, 1993.



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MASTER OF ARTS (ENGLISH)
M.A. NEP (ENGLISH) Semester – I

Course	Subject	Subject Code
M.A. NEP (ENGLISH)	Indian Writings in English	MAE-105

Course Learning Outcomes (CLO)

On successful completion of this course, the students will be able to:

1. Understand major themes in Indian English literature.
2. Analyze texts of Aurobindo, Kalam, Currimbhoy, Desai, and Joshi.
3. Interpret and annotate literary passages critically.
4. Explore social, cultural, and philosophical ideas in texts.
5. Develop skills of critical thinking and literary appreciation.

Unit-I

Annotations: Four passages (at least two each from Unit II and Unit IV will be given; any two to be attempted).

Unit-II

Sri Aurobindo – *Savitri* (Book I, Canto I)

Unit-III

A. P. J. Abdul Kalam – *Wings of Fire*

Unit-IV

Asif Currimbhoy – *The Valley of Assassins*

Unit-V

Anita Desai – *Cry, the Peacock*

Arun Joshi – *The City and the River*

Books Recommended-

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|------------------------|---|---|
| 1- K.R.S. Iyengar | : | Indian Writings in English |
| 2- Meenakshi Mukherjee | : | Twice Born Fiction |
| 3- A.N. Dwivedi | : | Kamala Das |
| 4- Thompson | : | Anita Desai : Vision and Technique in her Novels. |
| 5- O.P. Budholia | : | History of Indian English Literature. |



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MASTER OF ARTS – NEP (ENGLISH)

Scheme
Second Semester

S.No	Subject Code	Subject Title	Marks Allotted							Credit
			Assignment Marks		Theory Marks		Practical Marks		Total Marks	
			Max	Min	Max	Min	Max	Min		
1	MAE-201	Aesthetics and Literature	40	16	60	24			100	5
2	MAE-202	Popular Literature	40	16	60	24			100	5
3	MAE-203	Postcolonial Writings	40	16	60	24			100	5
4	MAE-204	Ancient Indian Literature (Paper-Iv)	40	16	60	24			100	5
5	MAE- 205	Seminar/ Project/ Paper Publication/ Internship					100	60	100	2
TOTAL			160		240				500	22
Cumulative Total									1000	44



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MASTER OF ARTS (ENGLISH)

M.A. NEP (ENGLISH) Semester – II

Course	Subject	Subject Code
M.A. NEP (ENGLISH)	Aesthetics and Literature (Paper- 1)	MAE-201

Course Learning Outcomes (CLO)

On successful completion of this course, the students will be able to:

1. Understand key concepts in aesthetics and literary theory.
2. Analyze texts using diverse aesthetic and philosophical frameworks.
3. Evaluate style, language, symbolism, and narrative structure.
4. Identify popular and formulaic literature.
5. Distinguish mass-consumption literature from academic/elitist works.

UNIT I – Defining Poetry

- Rabindranath Tagore – *The Creative Ideal, The Significance of Poetry*
- Sri Aurobindo – *The Future Poetry* (Chapters I, II, X, XVI)
- John Keats – *On the Aims of Poetry: Letter to J. H. Reynolds, 3 February 1818*

UNIT II – Beauty and Soul

- Longinus – *On the Sublime*
- Edmund Burke – *A Philosophical Enquiry into the Origin of Our Ideas of the Sublime and Beautiful*
 - Part I: Novelty, Pain and Pleasure; The Difference between the Removal of Pain and Positive Pleasure; Joys and Grievs of Beauty
 - Part II: Obscurity; Succession and Uniformity
 - Part III: Proportion Not the Cause of Beauty in Vegetables, Animals, and the Human Species

UNIT III – Nature of Meaning

- Immanuel Kant – *Critique of Aesthetic Judgment* (from *Critique of Judgment*)
- Friedrich Schiller – *On the Aesthetic Education of Man* (Letters 6, 11–16, 21)

UNIT IV – Self and Perception

- Maurice Merleau-Ponty – *The Intertwining – The Chiasm* (from *The Visible and the Invisible*)
- Arindam Chakraborty – *Refining the Repulsive: Toward an Indian Aesthetics of the Ugly and the Disgusting*

UNIT V – Aesthetics and Society

- Mikhail Bakhtin – *Author and Hero in Aesthetic Activity* (from *Art and Answerability: Early Philosophical Essays*)
- Tridip Suhrud – *Towards a Gandhian Aesthetics*

Suggested Readings

1. Burke, Edmund. *A Philosophical Enquiry into the Origin of Our Ideas of the Sublime and the Beautiful* (1757). Available at: www.gutenberg.org
2. Lessing, Gotthold Ephraim. *Laocoon* (1766). Available at: www.archive.org
3. Sethuraman, V. S. *Indian Aesthetics: An Introduction*. Trinity Publications.
4. Tagore, Rabindranath. *The Realization of Beauty*. In *The Complete Works of Rabindranath Tagore*. Available at: www.tagoreweb.in
5. Sri Aurobindo. *The Future Poetry*. (Refer to PDF copy provided.)



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MASTER OF ARTS (ENGLISH)

M.A. NEP (ENGLISH) Semester – II

Course	Subject	Subject Code
M.A. NEP (ENGLISH)	Popular Literature (Paper II)	MAE-202

Course Learning Outcomes (CLO)

On successful completion of this course, the students will be able to:

1. Understand the origins, development, and genres of popular literature.
2. Analyze texts across poetry, short stories, detective fiction, children's literature, drama, graphic novels, fantasy, and science fiction.
3. Evaluate narrative techniques, themes, and stylistic features unique to popular literature.
4. Compare and interpret works across historical, cultural, and social contexts.
5. Apply critical frameworks to produce clear written and oral analyses of popular literary texts.

UNIT I – Poetry and Short Stories

- Introduction to Popular Literature: Origin and Development
- Sukumar Ray – *The Sons of Ramgaroo, Khichuri*
- Arthur W. Ryder – *The Panchatantra* (1975): *The Blue Jackal, The Tortoise and the Birds, The Bear and the Gardener, The Lion and the Mouse*

UNIT II – Detective Fiction

- Agatha Christie – *The Murder of Roger Ackroyd*
- John le Carré – *The Spy Who Came in from the Cold*

UNIT III – Children's Literature

- Ruskin Bond – *The Room on the Roof*
- Lewis Carroll – *Through the Looking-Glass*

UNIT IV – Drama and Graphic Novel

- Henrik Ibsen – *A Doll's House*
- Durgabai Vyam & Subhash Vyam – *Bhimayana: Experiences of Untouchability / Autobiographical Notes on Ambedkar*

UNIT V – Fantasy and Science Fiction

- J. R. R. Tolkien – *The Lord of the Rings*

- Samit Basu – *The Simoqin Prophecies*

Suggested Readings

1. Gautam, Sanjay. *Popular Literature: A History and Guide*. Orient Blackswan, 2021.
2. Ryder, Arthur W. *The Panchatantra*. University of Chicago Press, 1925; reprint 1975.
3. Christie, Agatha. *The Murder of Roger Ackroyd*. 100th Anniversary Edition, HarperCollins, 2022.
4. Le Carré, John. *The Spy Who Came in from the Cold*. Penguin Books, 2025.
5. Bond, Ruskin. *The Room on the Roof*. 60th Anniversary Edition, Penguin Books, 2016.
6. Carroll, Lewis. *Through the Looking-Glass*. Macmillan Children's Books, 2025.
7. Ibsen, Henrik. *A Doll's House*. Translated by William Archer, Dover Publications, 1992.
8. Vyam, Durgabai, and Subhash Vyam. *Bhimayana: Experiences of Untouchability*. Navayana, 2011.



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MASTER OF ARTS (ENGLISH)

M.A. NEP (ENGLISH) Semester – II

Course	Subject	Subject Code
M.A. NEP (ENGLISH)	Postcolonial Writings (Paper III)	MAE-203

Course Learning Outcomes (CLO)

On successful completion of this course, the students will be able to:

1. Understand key concepts and issues in postcolonial studies, including colonialism, neo-colonialism, and Orientalism.
2. Analyze poetry, fiction, drama, and non-fiction texts from postcolonial perspectives.
3. Evaluate the historical, cultural, and ideological contexts shaping postcolonial literature.
4. Compare literary works across different postcolonial regions and authors.
5. Apply critical frameworks to produce clear written and oral interpretations of postcolonial texts.

UNIT I – Concepts and Issues in Postcolonial Literature

- Colonialism, Postcolonialism, Historical and Ideological Moorings
- Commonwealth Literature
- Orientalism
- Neo-colonialism
- Derek Walcott – *A Far Cry from Africa, Names*
- Mamang Dai – *Small Towns and the River, The Voice of the Mountain*
- Nissim Ezekiel – *Philosophy, Urban*

UNIT III – Non-Fiction

- Edward Said – “The Scope of Orientalism” from *Orientalism*
- Mahatma Gandhi – “Passive Resistance” in *Hind Swaraj and Other Writings*, edited by Anthony J. Parel

UNIT IV – Fiction

- Chinua Achebe – *Things Fall Apart*
- Bharati Mukherjee – *Desirable Daughters*

UNIT V – Drama

- Wole Soyinka – *The Lion and the Jewel*
- Manjula Padmanabhan – *Harvest*

Suggested Readings

1. Narasimhaiah, C.D., editor. *An Anthology of Commonwealth Poetry*. Laxmi Publications Pvt. Ltd., 2016.
2. Said, Edward W. *Orientalism*. 3rd ed., Routledge, 2023.
3. Gandhi, M.K. *Hind Swaraj and Other Writings*. Edited by Anthony J. Parel, revised ed., Cambridge University Press, 2009.
4. Ngũgĩ wa Thiong'o. *The River Between*. Penguin Books, 2015.
5. Mukherjee, Bharati. *Desirable Daughters*. Rupa Publications India Pvt. Ltd., 2025.
6. Soyinka, Wole. *The Lion and the Jewel*. Oxford University Press, 1990.
7. Padmanabhan, Manjula. *Harvest*. Hachette India, 2017.
8. Ashcroft, Bill. *Post-Colonial Transformation*. Routledge, London, 2002.
9. Boehmer, Elleke. *Colonial and Postcolonial Literature*. 2nd ed., Oxford University Press, New York, 2005.
10. Gandhi, Leela. *Postcolonial Theory: A Critical Introduction*. Columbia University Press, New York, 1998.
11. Jain, Jasbir. *Problems of Postcolonial Literature and Other Essays*. Printwell, Jaipur, India, 1991.
12. Smith, Linda Tuhiwai. *Decolonizing Methodologies*. 2nd ed., Zed Books, London & New York, 2012.



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MASTER OF ARTS (ENGLISH)

M.A. NEP (ENGLISH) Semester – II

Course	Subject	Subject Code
M.A. NEP (ENGLISH)	Ancient Indian Literature (Paper-IV)	MAE-204

Course Learning Outcomes (CLO)

On successful completion of this course, the students will be able to:

1. Understand key texts and traditions of Vedic, Sanskrit, Tamil, Buddhist, and Jain literature.
2. Analyze classical poetry, drama, and philosophical writings for literary and cultural significance.
3. Evaluate the historical, religious, and social contexts of classical Indian texts.
4. Compare literary styles and themes across different classical Indian traditions.
5. Develop critical and interpretive skills to discuss classical texts in written and oral form.

UNIT I – Vedic Literature

- *Rigveda: Purusha Sukta* (Non-detailed)
- *Upanishads: Kena* – translated by Swami Sharvananda

UNIT II – Classical Sanskrit Poetry

- Kalidasa – *The Loom of Time* – translated by Robert D. Kaplan
- Vyasa – *The Dicing, The Sequel to Dicing, The Book of the Assembly Hall, The Temptation of Karna* (Non-detailed)

UNIT III – Drama

- Sudraka – *Mrcchakatika* – translated by Arthur W. Ryder
- Bhasa – *Svapnavasavadatta* (Non-detailed)

UNIT IV – Tamil Literature (Non-detailed Study)

- Ilango Adigal – *The Book of Vanci*, in *Cilappatikaram* (Non-detailed)
- Sithalai Sathanar – *Manimekalai* (Non-detailed)

UNIT V – Buddhist and Jain Literature

- Ashvaghosha – *Buddhacharita* (Non-detailed)
- Kundakunda – *Samayasara* (Non-detailed)

Suggested Readings

1. Bharata. *Natyashastra*. Translated by Manomohan Ghosh, Vol. 1, 2nd edn. Calcutta: Granthalaya, 1967. Chap. 6: “Sentiments,” pp. 100–118.
2. Kālidāsa. *Shakuntala*. Translated by Arthur W. Ryder. Cambridge, Ontario: Parentheses Publications Sanskrit Series, 1999.
3. Karve, Iravati. “Draupadi,” in *Yuganta: The End of an Epoch*. Hyderabad: Disha, 1991, pp. 79–105.
4. Van Buitenen, J. A. B. “Dharma and Moksa,” in Roy W. Perrett (ed.), *Indian Philosophy*, Vol. V, *Theory of Value: A Collection of Readings*. New York: Garland, 2000, pp. 33–40.
5. Dharwadkar, Vinay. “Orientalism and the Study of Indian Literature,” in *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*, edited by Carol A. Breckenridge and Peter van der Veer. New Delhi: Oxford University Press, 1994, pp. 158–195.



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MASTER OF ARTS (ENGLISH)

M.A. NEP (ENGLISH) Semester – II

Course	Subject	Subject Code
M.A. NEP (ENGLISH)	Seminar/ Project/ Paper Publication/ Internship	MAE-205

Seminar/ Project/ Paper Publication/ Internship



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MASTER OF ARTS – NEP (ENGLISH)

Scheme
Third Semester

S.N o	Subject Code	Subject Title	Marks Allotted							
			Assignment Marks		Theory Marks		Practical Marks		Total Marks	Credit
			Max	Min	Max	Min	Max	Min		
1	MAE-301	Literary Criticism and Theory-I (Paper-I)	40	16	60	24			100	5
2	MAE-302	English Language and Linguistics (Paper II)	40	16	60	24			100	5
3	MAE-303- DSE	1. British Literature-1: Chaucer to Restoration (Paper III – A) 2. Translation Studies: Theory and Practice (Paper III (B)) 3. American Literature (Paper-III (c)) 4. Film Studies (Paper-III (D)) 5. Use of Digital Tools in English Literature (Paper-111 (E))	40	16	60	24			100	5
4	MAE-304- DSE	1. British Literature-II: Augustan to Romanticism (Paper IV(a)) 2. Indian Literature in Translation (Paper-IV(B)) 3. Commonwealth Literature (Paper IV (c)) 4. Disability Studies (Paper- IV(d)) 5. Research Skills and Methodology (Paper IV, (E))	40	16	60	24			100	5
5	MAE-305	English Language	40	16	60	24			100	2
TOTAL			200		300				500	22
Cumulative Total									1500	66



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MASTER OF ARTS (ENGLISH)

M.A. NEP (ENGLISH) Semester – III

Course	Subject	Subject Code
M.A. NEP (ENGLISH)	Literary Criticism and Theory-I (Paper-I)	MAE-301

Course Learning Outcomes (CLO)

On successful completion of this course, the students will be able to:

1. Understand the principles of Indian as well as Western European philosophy and aesthetic theory.
2. Trace the evolution of literary criticism from the Classical to the Romantic and Modern periods.
3. Construct well-reasoned, theoretically informed arguments about literary texts in both written and oral forms.
4. Assess how literature reflects, reinforces, or challenges power structures, ideologies, and cultural norms.
5. Connect literary theory with other disciplines such as philosophy, history, sociology, and cultural studies.

UNIT I – Classical Criticism

- Bharata Muni – *Natyashastra*
- Bhartrihari – *On Syntax and Meaning* (from *Vākyapadīya*)
- Aristotle – *Poetics*

UNIT II – Renaissance and Neoclassical Criticism

- Sir Philip Sidney – *An Apology for Poetry*
- John Dryden – *Of Dramatic Poesie*
- Samuel Johnson – *Preface to Shakespeare*

UNIT III – Romantic Criticism

- William Wordsworth – *Preface to Lyrical Ballads* (1802)
- Samuel Taylor Coleridge – *Biographia Literaria*, Chapters XIV and XVIII
- John Keats – Selected Letters (*Negative Capability*, *On the Aims of Poetry*, *On the Imagination*)

UNIT IV – Modern Criticism

- Matthew Arnold – *The Study of Poetry*; “Barbarians, Philistines, Populace” (from *Culture and Anarchy*)
- T. S. Eliot – *Hamlet and His Problems*

UNIT V – Formalism, New Criticism, and Archetypal Criticism

- Cleanth Brooks – *The Language of Paradox*
- Victor Shklovsky – *Art as Technique*
- Northrop Frye – *Myth, Fiction, and Displacement*

Suggested Readings

1. Chaudhary, Satya Dev. *Glimpses of Indian Poetics*. New Delhi: Sahitya Akademi, 2002.
2. Dorsch, T. S. (trans.). *Classical Literary Criticism*. Harmondsworth: Penguin.
3. Enright, D. J., and Ernest de Chickera (eds.). *English Critical Texts*. London: Oxford University Press, 1962; reprint Delhi, 1975.
4. Bradbury, Malcolm, and David Palmer (eds.). *Contemporary Criticism*. Stratford-upon-Avon Studies 12. London: Arnold, 1970.
5. Crane, R. S. (ed.). *Critics and Criticism: Ancient and Modern*. Chicago: University of Chicago Press, 1952.
6. Daiches, David. *Critical Approaches to Literature*. 1956; reprint Bombay: Longman, 1967.
7. Eagleton, Terry. *Literary Theory: An Introduction*. Oxford: Blackwell, 1983.
8. Fowler, Roger. *A Dictionary of Modern Critical Terms*. London: Routledge, 1973.



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MASTER OF ARTS (ENGLISH)

M.A. NEP (ENGLISH) Semester – III

Course	Subject	Subject Code
M.A. NEP (ENGLISH)	English Language and Linguistics (Paper II)	MAE-302

Course Learning Outcomes (CLO)

On successful completion of this course, the students will be able to:

1. Understand the fundamental properties, functions, and varieties of language.
2. Analyze English phonetics, phonology, syntax, semantics, and pragmatics.
3. Apply linguistic and stylistic tools to interpret texts and discourse.
4. Examine historical development and contemporary status of English in India.
5. Critically evaluate Indian English and its linguistic, social, and literary features.

UNIT I – Properties and Functions of Language

- Properties of Language: Origin and Evolution; Structure of the English Language – Form and Substance
- Communicative Functions of Language: Referential, Emotive, Conative, Poetic, Metalinguistic, Phatic
- Animal vs. Human Communication
- Language Varieties: Register, Style, Dialect, Idiolect, Pidgin, Creole, Slang

UNIT II – Phonetics and Phonology

- Phonetics and Phonology: Definitions; Differences between Phonetics and Phonology
- Types of Phonetics; International Phonetic Alphabet (IPA); Phoneme
- Speech Mechanism: Active and Passive Articulators
- Classification and Description of Speech Sounds: Consonants and Vowels; Phonetic Transcription

UNIT III – Syntax, Semantics, and Pragmatics

- Transformational Generative Grammar
- Syntax: Categories and Constituents; Predicates and Argument Structure
- Lexical Semantics: Meaning Relations; Maxims of Conversation
- Competence and Performance; Theories of Language Acquisition
- Semantics: Synonymy, Antonymy, Hyponymy, Ambiguity
- Pragmatics: Speech Acts; The Co-operative Principle; Discourse Analysis; Philosophy of Language

UNIT IV – Stylistics, Applied Linguistics, and Metaphor

- Linguistic Fallacies; Applied Linguistics; Immediate Constituent (IC) Analysis
- Stylistic Devices: Foregrounding, Repetition, Collocation, Collocational Clash, Inversion, Parallelism, Coupling, Embedding, Felicity
- Pragmatics: Implicature, Pun, Syllepsis
- Metaphor Analysis: Ground and Tenor of Metaphor; Analyzing Metaphor; Connotation

UNIT V – English in India

- Historical Trajectory of English in India
- Status and Developmental Trends of the English Language in the Post-Colonial Era
- The Politics of the English Language in India
- English in a Multilingual India: Contemporary Status of English
- English in Indian Literary and Media Discourses
- Processes of Indian English Nativity; Linguistic Features and Structures of Indian English

Suggested Readings

1. Verma, S.K., and N. Krishnaswamy. *Modern Linguistics: An Introduction*. Oxford University Press, 1989.
2. Bansal, R.K., and J.B. Harrison. *Spoken English for India*.
3. Bansal, R.K. *An Outline of General English Phonetics*.
4. Leech, Geoffrey, and Jan Svartvik. *A Communicative Grammar of English*.



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MASTER OF ARTS (ENGLISH)

M.A. NEP (ENGLISH) Semester – III

Course	Subject	Subject Code
M.A. NEP (ENGLISH)	British Literature-1: Chaucer to Restoration (Paper III - A)	MAE-303/1-DSE

Course Learning Outcomes (CLO)

On successful completion of this course, the students will be able to:

1. Understand historical, socio-political, and literary contexts of English literature.
2. Identify major trends, movements, and features of different literary periods.
3. Analyze narrative, epic, and Renaissance poetry.
4. Critically evaluate drama from Shakespeare and Webster.
5. Appreciate and interpret prose and fiction of key English authors.

Unit I – Historical and Socio-Political Background

- Historical and socio-political context of English literature.
- Literary trends and movements.
- The Age of Chaucer.
- English Renaissance.
- Elizabethan Period.
- Restoration Age.
- Literary features of the above periods.
- Development of literary genres during these periods.

Unit II – Narrative and Epic Poetry

- Edmund Spenser – *The Faerie Queene* (Book I, Canto I)
- John Milton – *Paradise Lost* (Books I & II)

Unit III – Renaissance Poetry

- William Shakespeare – Sonnets 18, 73, 129, 130, 138
- John Donne – *A Valediction: Forbidding Mourning*, *The Flea*, *The Canonization*

Unit IV – Drama

- William Shakespeare – *Macbeth*
- John Webster – *The White Devil*

Unit V – Fiction and Prose

- John Bunyan – *The Pilgrim's Progress*
- Francis Bacon – *Of Friendship, Of Revenge, Of Love*

Suggested Readings

1. Abrams, M. H., and Geoffrey Galt Harpham. *A Glossary of Literary Terms*. 11th ed., Cengage Learning, 2015.
2. Albert, Edward. *History of English Literature*. Rev. by J. A. Stone. Oxford University Press, 2019.
3. Daiches, David. *A Critical History of English Literature*. Vols. 1 & 2. Secker & Warburg, 1960.
4. Ford, Boris. *The New Pelican Guide to English Literature*. Vols. 1–4. Penguin, 1983.
5. Spenser, Edmund. *The Faerie Queene*. Ed. Thomas P. Roche Jr. and C. Patrick O'Donnell Jr. Penguin Classics, 1987.
6. Milton, John. *Paradise Lost*. Ed. Alastair Fowler. Longman Annotated English Poets, 2007.
7. Shakespeare, William. *The Sonnets*. Ed. Katherine Duncan-Jones. Arden Shakespeare, 2010.



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MASTER OF ARTS (ENGLISH)

M.A. NEP (ENGLISH) Semester – III

Course	Subject	Subject Code
M.A. NEP (ENGLISH)	Translation Studies: Theory and Practice (Paper III (B))	MAE-303/2-DSE

Course Learning Outcomes (CLO)

On successful completion of this course, the students will be able to:

1. Understand the scope, history, and key concepts of Translation Studies.
2. Apply major translation theories and approaches to different texts.
3. Analyze cultural, ethical, and ideological issues in translation.
4. Develop practical skills in literary and non-literary translation, including editing and revising.
5. Explore global translation practices, digital media applications, and career opportunities.

Unit I – Introduction to Translation Studies

- Definition, scope, and significance of Translation Studies
- History of translation: Western and non-Western traditions
- Key concepts: Source Text (ST) and Target Text (TT), equivalence, fidelity, domestication vs. foreignization
- Major theorists: Eugene Nida, Walter Benjamin, Lawrence Venuti, Roman Jakobson

Unit II – Theoretical Approaches to Translation

- Linguistic approaches: J. C. Catford, Vinay & Darbelnet
- Functionalist theories: Skopos Theory (Katharina Reiss & Hans J. Vermeer)
- Postcolonial translation theory: Tejaswini Niranjana, Gayatri Chakravorty Spivak
- Feminist translation: Sherry Simon, Luise von Flotow
- Deconstruction and translation: Jacques Derrida's influence

Unit III – Cultural and Ethical Issues in Translation

- Untranslatability: Linguistic and cultural challenges
- Power dynamics in translation: Who translates whom?
- Ethics of translation: Manipulation, censorship, and ideological shifts
- Role of the translator: Invisibility vs. intervention

Unit IV – Practical Translation

- Translation techniques: Transposition, modulation, adaptation, compensation

- Literary vs. non-literary translation: Challenges and strategies
- Editing and revising translations
- Machine translation vs. human translation: Pros and cons
- Methodologies for translation in new media and technologies

Unit V – Translation in the Global Context

- World literature and translation: Role of translators in canon formation
- Retranslation: Reasons for retranslation (e.g., *The Iliad*, *The Bhagavad Gita*)
- Translation and digital media: Subtitling, dubbing, fan translations
- Career prospects in translation: Publishing, localization, subtitling

Suggested Readings

1. Bassnett, Susan. *Translation Studies*.
2. Venuti, Lawrence. *The Translator's Invisibility*.
3. Nida, Eugene. *Toward a Science of Translating*.
4. Spivak, Gayatri Chakravorty. "The Politics of Translation."
5. Bassnett, Susan. *Political Discourse, Media and Translation*. Cambridge Scholars Publishing, 2010.
6. Bassnett, Susan, and Harish Trivedi. "Post-Colonial Writing and Literary Translation" in *Post-Colonial Translation: Theory and Practice*. Ed. London: Routledge, 1999.
7. Coste, Didier. *The Poetics and Politics of Literary Translation*. New Delhi, 2011.
8. Ghurye, G.S. *Caste, Class and Occupation*. Popular Book Depot, 1961.
9. Guha, Ranjit, and Gayatri Chakravorty Spivak (Eds.). *Selected Subaltern Studies*. Oxford University Press, New York and Oxford, 1988.



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MASTER OF ARTS (ENGLISH)

M.A. NEP (ENGLISH) Semester – III

Course	Subject	Subject Code
M.A. NEP (ENGLISH)	American Literature (Paper-III (c))	MAE-303/3-DSE

Course Learning Outcomes (CLO)

On successful completion of this course, the students will be able to:

1. Understand major movements and historical contexts in American literature.
2. Analyze poetry from the colonial period to modernism.
3. Critically evaluate American drama and its social and cultural themes.
4. Interpret fiction and short stories, focusing on style, theme, and narrative techniques.
5. Examine influential prose works and their philosophical, social, and political ideas.

Unit I – Poetry

- Phillis Wheatley – *On Being Brought from Africa to America*
- Walt Whitman – Selections from *Leaves of Grass: Song of Myself* (Section 1), *I Sing the Body Electric* (Section 1)
- Edgar Allan Poe – *Alone, Annabel Lee*
- Robert Frost – *The Road Not Taken, After Apple-Picking, The Gift Outright*

Unit II – Drama

- Arthur Miller – *Death of a Salesman*
- Edward Albee – *Who's Afraid of Virginia Woolf?*

Unit III – Fiction

- Toni Morrison – *The Bluest Eye*
- William Faulkner – *Light in August*

Unit IV – Short Stories

- Charlotte Perkins Gilman – *The Yellow Wallpaper*
- John Cheever – *The Swimmer, Reunion*

Unit V – Prose

- Ralph Waldo Emerson – *Self-Reliance*
- Frederick Douglass – *What to the Slave is the Fourth of July?*

Suggested Readings

1. Albee, Edward. *Who's Afraid of Virginia Woolf?* Dramatists Play Service Inc., 2005.
2. Cheever, John. *The Stories of John Cheever*. Vintage, 2000.
3. Douglass, Frederick. "What to the Slave is the Fourth of July?" In *Frederick Douglass: Selected Speeches and Writings*, edited by Philip S. Foner, Chicago Review Press, 1999.
4. Emerson, Ralph Waldo. *Self-Reliance and Other Essays*. Dover Thrift Editions, 1993.
5. Faulkner, William. *Light in August*. Vintage International, 1990.



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MASTER OF ARTS (ENGLISH)

M.A. NEP (ENGLISH) Semester – III

Course	Subject	Subject Code
M.A. NEP (ENGLISH)	Film Studies (Paper-III (D))	MAE-303/4-DSE

Course Learning Outcomes (CLO)

On successful completion of this course, the students will be able to:

1. Understand the fundamental concepts, elements, and theories of film.
2. Analyze literary adaptations on screen and the processes of adaptation.
3. Critically examine case studies of text-to-screen adaptations.
4. Explore the relationship between film, literature, and popular culture.
5. Develop skills in writing analytical and evaluative film reviews.

Unit I – Reading Film

- Definition and scope of Film Studies
- Elements of film: Point of view, Rule of Thirds, Shots (Wide, Establishing, Medium, Close-up, Over-the-Shoulder, Connecting, Transitional), Scenes, Mise-en-scène
- Sound: Diegetic and Non-Diegetic
- Genre and the Auteur Theory

Unit II – Adapting Literature on Screen and Back

- Linda Hutcheon: *Beginning to Theorize Adaptation: What? Who? Why? How? Where? When?* in *A Theory of Adaptation*, Routledge, 2006
- Jan Baetens: *From Screen to Text: Novelization, the Hidden Continent*, in *The Cambridge Companion to Literature on Screen*, eds. Deborah Cartmell and Imelda Whelehan, Cambridge University Press, 2007

Unit III – From Text to Screen: Case Study I

- Satyajit Ray: *Pather Panchali* (adaptation of Bibhutibhushan Bandyopadhyay's *Pather Panchali*)
- Vishal Bhardwaj: *Haider* (adaptation of Shakespeare's *Hamlet*)

Unit IV – From Text to Screen: Case Study II

- Joe Wright: *Pride and Prejudice* (adaptation of Jane Austen's *Pride and Prejudice*)
- Steve McQueen: *12 Years a Slave* (adaptation of Solomon Northup's *Twelve Years a Slave*)

Unit V – The Influence of Film and Literature

- Popular culture: Literary models, language, attire, entertainment, art, sport, fashion, music
- Writing a film review: Plot, Genre, Role of Actors, Background Information, Condensed Synopsis, Argument/Analysis, Evaluation, Recommendation, Opinion

Suggested Reading

1. Hayward, Susan. *Key Concepts in Cinema Studies*.
Villarejo, Amy. *Film Studies: The Basics*.
Kuhn, Annette, and Guy Westwell. *Oxford Dictionary of Film Studies*.
Hutcheon, Linda. *A Theory of Adaptation*. Routledge, 2006.
2. Arijon, Daniel. *Grammar of the Film Language*. Focal Press, 1976.
3. Baetens, Jan. "Novelization, a Contaminated Genre?" *Critical Inquiry*, vol. 32, no. 1, 2005, pp. 43–60.
4. Casetti, Francesco. "Adaptation and Mis-Adaptations: Film, Literature, and Social Discourses." In *A Companion to Literature and Film*, edited by Robert Stam and Alessandra Raengo, Blackwell, 2004.
5. *Adaptation*. Directed by Spike Jonze, Columbia Pictures, 2002.
6. Kellner, Douglas. "Kubrick's *2001* and the Vision of Techno-Dystopia." In *Technology and Democracy: Toward a Critical Theory of Digital Technologies, Technopolitics, and Technocapitalism*, Springer, 2021, pp. 237–255.
7. Metz, Christian. *Film Language: A Semiotics of the Cinema*. Oxford University Press, New York, 1974.
8. Monaco, James. *How to Read a Film: Movies, Media, and Beyond*. 4th ed., Oxford University Press, New York, 2009.
9. Rajewsky, Irina O. "Intermediality, Intertextuality, and Remediation: A Literary Perspective on Intermediality." *Intermédiás*, no. 6, 2011, pp. 43–64.



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MASTER OF ARTS (ENGLISH)

M.A. NEP (ENGLISH) Semester – III

Course	Subject	Subject Code
M.A. NEP (ENGLISH)	Use of Digital Tools in English Literature (Paper-III (E))	MAE-303/5-DSE

Course Learning Outcomes (CLO)

On successful completion of this course, the students will be able to:

1. Understand key concepts of ICT, AI, and Digital Humanities in literary studies.
2. Use digital resources and tools for accessing and managing literary texts.
3. Apply text analysis and computational tools for stylistic and corpus-based studies.
4. Explore digital platforms and technologies for literary criticism and pedagogy.
5. Employ AI and digital tools for literary research, visualization, and authorship analysis.

Unit I – Introduction to ICT and AI in English Literature

- Overview of ICT and AI: Definitions and basic concepts
- Definition and scope: Digital tools in literary studies
- Evolution of Digital Humanities: Development and impact on literature
- Key concepts: Hypertext, digital archives, e-books, online libraries
- Ethical considerations: Copyright, plagiarism, and open-access resources

Unit II – Digital Resources for Literary Texts

- Natural Language Processing (NLP): Basics and applications in literature, including text mining and sentiment analysis
- Digital text formats: Online databases, digital editions, e-books, PDFs, and online journals
- E-readers and reading apps: Features and functionalities of Kindle, Nook, etc.
- Tools for writing skills: Composition and organization tools – Scrivener, MS Word, PowerPoint, Google Docs; AI integration in PowerPoint
- Writing & paraphrasing tools: ChatGPT, Microsoft Copilot, Google Gemini, Meta AI, DeepSeek
- Summarizing tools: ChatGPT, ChatPDF, NotebookLM
- Proofreading and editing tools: ProWritingAid, Grammarly

Unit III – Text Analysis Tools for Literary Studies

- Computational corpus linguistics and stylistics: Overview and applications in poetry, drama, fiction, and short stories
- Corpus linguistics tools: Shakespeare Database, Jane Austen Database; keyness values, N-grams, collocations, word frequency
- Software tools: Voyant Tools, Stanford NLP (open source), AntConc (v4, open source), SlickWrite Tools
- Presentation tools: Creating multimedia presentations; four-quadrant approach for PowerPoint
- Author identification and stylistic analysis: Patterns and trends in literary styles; practical exercises

Unit IV – ICT in Literary Criticism and Pedagogy

- Digital literary criticism: Blogs, podcasts, and online journals
- E-learning platforms and MOOCs: Literature courses on online platforms
- Virtual classrooms and collaborative tools: Google Classroom, Padlet, Hypothes.is
- Gamification and interactive storytelling: Applications in teaching literature

Unit V – Digital Tools for Literary Research

- Digital libraries and archives: Project Gutenberg, Google Books, JSTOR
- Text analysis tools: Voyant Tools, AntConc, WordSmith
- Data visualization in literature: GIS mapping, network analysis
- AI and machine learning in literary studies: ChatGPT, text generation, stylometry

Suggested Readings

1. Warwick, Claire, Melissa Terras, and Julianne Nyhan. *Digital Humanities in Practice*. Facet Publishing, 2012.
2. Schreibman, Susan, and Ray Siemens, eds. *A Companion to Digital Literary Studies*. Wiley-Blackwell, 2008.
3. Hayles, N. Katherine. *Electronic Literature: New Horizons for the Literary*. University of Notre Dame Press, 2008.
4. Barekat, Houman, et al. *The Digital Critic: Literary Culture Online*. O/R Books, 2017.
5. Weller, Martin. *The Digital Scholar: How Technology Is Transforming Scholarly Practice*. Bloomsbury Academic, 2011.



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MASTER OF ARTS (ENGLISH)

M.A. NEP (ENGLISH) Semester – III

Course	Subject	Subject Code
M.A. NEP (ENGLISH)	British Literature-II: Augustan to Romanticism (Paper IV(a))	MAE-304/1-DSE

Course Learning Outcomes (CLO)

On successful completion of this course, the students will be able to:

1. Understand the historical, socio-political, and literary context of the Augustan, Pre-Romantic, and Romantic periods.
2. Analyze major poetic works of Wordsworth, Arnold, and Rossetti.
3. Critically evaluate dramatic works of Hugh Kelly and Richard Cumberland.
4. Interpret fiction from Jane Austen and Jonathan Swift.
5. Examine prose writings of Charles Lamb and William Hazlitt for style, themes, and ideas.

Unit I – Historical and Socio-Political Background of the Augustan Age

- Pre-Romantic Age
- The Age of Transcendentalism
- Romantic Age
- Trends and movements; literary features of the above ages and periods
- Development of literary genres during these ages and periods

Unit II – Poetry

- William Wordsworth: *Tintern Abbey*; *Ode on Intimations of Immortality from Recollections of Early Childhood*
- Matthew Arnold: *To Marguerite*
- D. G. Rossetti: *The Blessed Damozel*

Unit III – Drama

- Hugh Kelly: *False Delicacy*
- Richard Cumberland: *The West Indian*

Unit IV – Fiction

- Jane Austen: *Pride and Prejudice*
- Jonathan Swift: *Gulliver's Travels*

Unit V – Prose

- Charles Lamb: *Christ's Hospital: Five and Thirty Years Ago*; *Imperfect Sympathies*

- William Hazlitt: *On Reason and Imagination; On Genius and Common Man*

Suggested Readings

1. Greenblatt, Stephen, and M. H. Abrams, eds. *The Norton Anthology of English Literature*. 8th ed., W. W. Norton & Company, 2006.
2. *The Oxford Handbook of British Literature and Theology*. Oxford University Press, UK, 2009.
3. Albert, Edward. *History of English Literature*. Oxford University Press, 2017.



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MASTER OF ARTS (ENGLISH)

M.A. NEP (ENGLISH) Semester – III

Course	Subject	Subject Code
M.A. NEP (ENGLISH)	Indian Literature in Translation (Paper-IV(B))	MAE-304/2-DSE

Course Learning Outcomes (CLO)

On successful completion of this course, the students will be able to:

1. Understand the origin, development, and role of translation in Indian literature and culture.
2. Apply major translation theories including linguistic, literary, and cultural approaches.
3. Analyze classical and spiritual texts translated from Sanskrit and regional languages.
4. Critically evaluate modern Indian fiction in translation across various Indian languages.
5. Examine contemporary Indian literary works in translation and their impact on global readership.

Unit I – Introduction to Translation in India

- Origin and development of translation in India
- History, growth, and role of translation in Indian literature and culture
- Translation theories: Linguistic theory, Literary theory, Cultural theory
- Types of translation, Source Language (SL) and Target Language (TL)

Unit II – Classical Translation

- Charles Wilkins: *The Bhagwat Geeta (Dialogues of Kreeshna and Arjun)*

Unit III – Spiritual and Poetic Translation

- Swami Nityaswaroopananda: *Ashtavakra Gita* (Chapters V to XV) – originally in Sanskrit
- Amrita Pritam: *My Friend! My Stranger (Imroz, Talk, An Aspect)* – translated by Khushwant Singh, originally in Punjabi

Unit IV – Modern Indian Fiction in Translation

- Mahasweta Devi: *Mother of 1084* – translated by Samik Bandyopadhyay, originally in Bengali
- Hareesh S.: *Moustache* – translated by Jayasree Kalathil, originally in Malayalam

Unit V – Contemporary Indian Literature in Translation

- Shrilal Shukla: *Raag Darbari* – translated by Gillian Wright, originally in Hindi
- Girish Karnad: *Nagamandala* – originally in Kannada

Suggested Readings

1. Gibson, Mary Ellis. *Anglophone Poetry in Colonial India, 1780–1913: A Critical Anthology*. Ohio University Press, Athens, 2011.
2. Gibson, Mary Ellis. *Indian Angles: English Verse in Colonial India from Jones to Tagore*. Ohio University Press, 14 February 2023.
3. Wilkins, Charles. *A Grammar of the Sanskrit Language*. Forgotten Books, 25 April 2018.
4. Singh, Khushwant, ed. *Punjabi Poems of Amrita Pritam*. Star Publications, New Delhi, 2009.



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MASTER OF ARTS (ENGLISH)

M.A. NEP (ENGLISH) Semester – III

Course	Subject	Subject Code
M.A. NEP (ENGLISH)	Commonwealth Literature (Paper IV (c))	MAE-304/3-DSE

Course Learning Outcomes (CLO)

On successful completion of this course, the students will be able to:

1. Understand the historical, cultural, and literary contexts of postcolonial and world literature.
2. Analyze poetry from Australian, Canadian, and Nigerian authors for themes and literary techniques.
3. Critically evaluate fiction from Canada and Nigeria for narrative style and cultural representation.
4. Examine dramatic works from Nigerian and Canadian playwrights for social, political, and cultural insights.
5. Interpret short stories from New Zealand and Canadian authors, focusing on theme, style, and narrative craft.

Unit I – Poetry (Australia)

- A. D. Hope: *Australia, The Imperial Islands, Imperial Adam*
- Judith Wright: *The Harp and the King, At Cooloolah*

Unit II – Poetry (Canada & Nigeria)

- Margaret Atwood (Canada): *This Is a Photograph of Me, Tricks with Mirrors*
- Gabriel Okara (Nigeria): *Once Upon a Time, Piano and Drums*

Unit III – Fiction

- Yann Martel (Canada): *Life of Pi*
- Chinua Achebe (Nigeria): *Arrow of God*

Unit IV – Drama

- Wole Soyinka (Nigeria): *The Lion and the Jewel*
- George Ryga (Canada): *The Ecstasy of Rita Joe*

Unit V – Short Stories

- Katherine Mansfield (New Zealand): *A Cup of Tea, The Garden Party*

- Alice Munro (Canada): *The Bear Came Over the Mountain, Runaway*

Suggested Readings

1. Narasimhaiah, C. D. (Ed.). *An Anthology of Commonwealth Poetry*. Chennai: Macmillan India Press, 1990.
2. Martel, Yann. *Life of Pi*. Vintage Canada, 2002.
3. Achebe, Chinua. *Arrow of God*. Anchor Books, 1989.
4. Soyinka, Wole. *The Lion and the Jewel*. Oxford University Press, 1963.
5. Ryga, George. *The Ecstasy of Rita Joe: A Play*. Talonbooks, 1970.



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MASTER OF ARTS (ENGLISH)

M.A. NEP (ENGLISH) Semester – III

Course	Subject	Subject Code
M.A. NEP (ENGLISH)	Disability Studies (Paper-IV(d))	MAE-304/4-DSE

Course Learning Outcomes (CLO)

On successful completion of this course, the students will be able to:

1. Understand the definition, evolution, and historical perspectives of disability.
2. Analyze poetry exploring themes of disability and difference.
3. Critically evaluate dramatic works representing disability and social issues.
4. Interpret fiction highlighting disability experiences and narratives.
5. Examine films that portray disability, focusing on representation, ethics, and societal impact.

Unit I – Introduction to Disability

- Definition and Evolution of Disability
- Historical Perspectives on Disability
- Simi Linton: *What Is Disability*
- Lennard J. Davis: “Disability, Normality, and Power” (*The Disability Studies Reader*, Chapter 1)
- Conversation between the characters of Manthara and Kaikeyi in *Ayodhya Kand*, *Ramcharitmanas* (Couplets 12–19)

Unit II – Poetry on Disability

- John Milton: *On His Blindness*
- Tito Rajarshi Mukhopadhyay: “Poem 1” and “Poem 4” (*The Mind Tree: A Miraculous Child Breaks the Silence of Autism*)

Unit III – Drama on Disability

- Mahesh Dattani: *Tara*
- Bertolt Brecht: *Mother Courage and Her Children*

Unit IV – Fiction on Disability

- Malini Chib: *One Little Finger*
- Munshi Premchand: *Rangbhoomi* (Translated by Manju Jain, 2012)

Unit V – Films and Disability

- *Sparsh* – Directed by Sai Paranjpye

- *Margarita with a Straw* – Directed by Shonali Bose

Suggested Readings

1. Oliver, Michael. *Understanding Disability: From Theory to Practice*. New York: St. Martin's Press, 1996.
2. Dattani, Mahesh. *Tara*. New Delhi: Penguin Books, 2000.
3. Premchand, Munshi. *Rangbhoomi*. Delhi: Oxford University Press, 2010.
4. Chib, Malini. *One Little Finger*. SAGE Publications India Pvt. Ltd., 2011.



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MASTER OF ARTS (ENGLISH)

M.A. NEP (ENGLISH) Semester – III

Course	Subject	Subject Code
M.A. NEP (ENGLISH)	Research Skills and Methodology (Paper IV, (E))	MAE-304/5-DSE

Course Learning Outcomes (CLO)

On successful completion of this course, the students will be able to:

1. Understand the fundamentals, types, and significance of research in language and literature.
2. Apply various research methods including textual, archival, discourse, and creative writing approaches.
3. Develop research planning skills, including forming objectives, questions, and reviewing literature.
4. Prepare research components such as proposals, papers, book reviews, and dissertations.
5. Utilize proper formatting, ethical practices, and IT/AI tools for effective research.

Unit I – Fundamentals of Research

- Meaning, Nature, Significance, Characteristics, Objectives, and Types of Research
- Research Methodologies and Research Methods for Language and Literature

Unit II – Selected Readings from Research Methods for English Studies (Ed. Gabriele Griffin)

- Catherine Belsey: Textual Analysis as a Research Method
- Carolyn Steedman: Archival Methods
- Gabriele Griffin: Discourse Analysis
- Jon Cook: Creative Writing as a Research Method

Unit III – Research Planning and Design

- Formation of Objectives and Research Questions
- Research Designs: Exploratory & Descriptive
- Review of Literature
- Primary and Secondary Sources
- Writing Styles

Unit IV – Components and Requirements

- Research Proposal / Synopsis
- Research Paper
- Book Review
- Thesis / Dissertation

Unit V – Formatting, Ethics, and Research Tools

- Formatting & Citation: MLA Style Sheet (Latest Edition)
- Ethics in Research, Plagiarism, and Credentials of a Good Researcher
- IT and AI Tools for Research: Microsoft Word, Mendeley Desktop, Zotero, Anti-plagiarism Software, AI Tools

Suggested Readings

1. Griffin, Gabriele (Ed.). *Research Methods for English Studies*. Edinburgh: Edinburgh University Press, 2005.
2. Kothari, C. R. *Research Methodology: Methods and Techniques*. New Delhi: New Age International (P) Ltd., 2004.
3. Sinha, M. P. *Research Methods in English*. New Delhi: Atlantic Publishers, 2004.
4. Bailey, Stephen. *Academic Writing: A Handbook for International Students*. 5th ed., London: Routledge, 2018.
5. *MLA Handbook for Writers of Research Papers*. Latest Edition, New York: Modern Language Association.
6. Anderson, Jonathan, and Millicent Poole. *Assignment and Thesis Writing*. 4th ed., India: Wiley, 2019.
7. Deshpande, H. V. *Research in Literature and Language: Philosophy, Areas and Methodology*. India: Notion Press, 2018.
8. Garg, Bhanwar Lal. *Introduction to Research Methodology*. India: RBSA Publishers, 2002.
9. Pani, Prabhat Kumar. *Research Methodology: Principles and Practices*. India: S. K. Book Agency, 2015.



R.K.D.F. UNIVERSITY, BHOPAL

MASTER OF ARTS (ENGLISH)

M.A. NEP (ENGLISH) Semester – III

Course	Subject	Subject Code
M.A. NEP (ENGLISH)	English language	MAE-305

Course Learning Outcomes (CLO)

On successful completion of this course, the students will be able to:

1. Understand the origin, functions, and development of the English language.
2. Differentiate language varieties in terms of register, style, and dialect.
3. Explain the concepts of phonetics, phonology, and the role of speech organs.
4. Identify phonemes, allophones, and use phonetic symbols in RP.
5. Apply the basics of transformational–generative grammar in language analysis.

Unit-I

Definition, Functions, Characteristics, Development of English Language.

Unit-II

Language varieties: Register, style and Dialect. Approaches to the study of language synchronic and diachronic.

Unit-III

Definition of Phonetics & phonology, Difference between phonetics and phonology organs of speech.

Unit-IV

Phonemes, allophones, phonetic, symbols for sounds in RP.

Unit-V

Basics of Transformational generic grammar. Nature and Characteristics.

Books Recommended-

- 1- Verma and Krishnaswamy : Modern Linguistics : An Introduction (O.U.P.-1989)
- 2- A.C. Gimson : An Introduction to Pronunciation of English
- 3- R.K. Bansal and J.B. Harrison : Spoken English for India.
- 4- Geoffrey Leech : A Linguistics Guide to English poetry (Longman London 1969)
- 5- David Crystal : Linguistics (Penguin)
- 6- Geoffrey Leech and Jan Svartvic : A communicative Grammar of English.



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MASTER OF ARTS – NEP (ENGLISH)
Scheme
Fourth Semester

S.N o	Subject Code	Subject Title	Marks Allotted							
			Assignment Marks		Theory Marks		Practical Marks		Total Mark s	
			Max	Min	Max	Min	Max	Min		Credit
1	MAE-401	Literary Criticism and Theory-II (Paper-I)	40	16	60	24			100	5
2	MAE-402	English Language Teaching(Paper II)	40	16	60	24			100	5
3	MAE-403-DSE	1.British Literature-III: Victorian to Modern (Paper III (a)) 2.Modern Indian Writings in English (Paper III (b)) 3. Gender Studies (Paper III (c)) 4. Children literature (Paper-III (d)) 5. Diasporic Studies (Paper-III(e))	40	16	60	24			100	5
4	MAE-404-DSE	1.British Literature-IV: Postmodern to Present (Paper IV(a)) 2. European Classical Literature (Paper-IV (b)) 3. Cultural Studies (Paper-IV(c)) 4. Subaltern Studies (Paper-IV (d)) 5. Dissertation (Paper-IV(e))	40	16	60	24			100	5
5	MAE-405	Seminar/ Project/ Paper Publication/ Internship					100	60	100	2
TOTAL			200		300				500	22
Cumulative Total									2000	88



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MASTER OF ARTS (ENGLISH)

M.A. NEP (ENGLISH) Semester – IV

Course	Subject	Subject Code
M.A. NEP (ENGLISH)	Literary Criticism and Theory-II (Paper-I)	MAE-401

Course Learning Outcomes (CLO)

On successful completion of this course, the students will be able to:

1. Understand key concepts of Indian aesthetics and their application in literature.
2. Explain and assess structuralist and post-structuralist theories.
3. Analyze postmodernism and minority discourse in literary and cultural contexts.
4. Critically evaluate texts using Marxist, feminist, and postcolonial approaches.
5. Apply new historicist, ecocritical, and cultural studies perspectives to literary analysis.

Unit – I: Indian Aesthetics

- Anandavardhana: *Dhvanyāloka* (Chapters I & II)
- Kuntaka: *Vakrokti-Jīvita* (Language of Poetry and Metaphor)

Unit – II: Structuralism and Post-Structuralism

- Ferdinand de Saussure: “Nature of the Linguistic Sign”
- Roland Barthes: “The Death of the Author”
- Jacques Derrida: *Of Grammatology* (Selections: “That Dangerous Supplement”), tr. Gayatri Chakravorty Spivak

Unit – III: Postmodernism and Minority Discourse

- Fredric Jameson: *Postmodernism, or, The Cultural Logic of Late Capitalism*
- Gilles Deleuze & Félix Guattari: “What is a Minor Literature?” (from *Kafka: Towards a Minor Literature*)

Unit – IV: Historical Materialism, Feminism, and Postcolonialism

- Leon Trotsky: “The Formalist School of Poetry and Marxism”
- Elaine Showalter: “Feminist Criticism in the Wilderness”
- Edward Said: “Crisis” (from *Orientalism*)

Unit – V: New Historicism, Ecocriticism, and Cultural Studies

- Stephen Greenblatt: “The Circulation of Social Energy”
- Richard Kerridge: “Ecocritical Approaches to Literary Form and Genre”
- Stuart Hall: “Cultural Studies and Its Theoretical Legacies”

Suggested Readings

1. Anandavardhana. *Dhvanyāloka*. Translated by K. Krishnamoorthy. Dharwar: Karnatak University, 1974.
2. Kuntaka. *Vakrokti-Jīvita*. Translated by G. K. Bhat. Dharwar: Karnatak University, 1977.
3. Raghavan, V. *Sanskrit Poetics*. Adyar Library, 1970.
4. Barthes, Roland. *Image-Music-Text*. Trans. Stephen Heath. Fontana, 1977.
5. Derrida, Jacques. *Of Grammatology*. Trans. Gayatri Chakravorty Spivak. Johns Hopkins University Press, 1976.
6. Deleuze, Gilles & Guattari, Félix. *Kafka: Towards a Minor Literature*. Trans. Dana Polan. University of Minnesota Press, 1986.
7. Lyotard, Jean-François. *The Postmodern Condition: A Report on Knowledge*. Trans. Geoff Bennington & Brian Massumi. Manchester University Press, 1984.
8. Said, Edward. *Orientalism*. Vintage, 1979.
9. Eagleton, Terry. *Marxism and Literary Criticism*. Routledge, 2002.
10. Hall, Stuart. *Cultural Studies: Two Paradigms*. Media, Culture & Society, 1980.
11. Williams, Raymond. *Culture and Society: 1780–1950*. Columbia University Press, 1983.



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MASTER OF ARTS (ENGLISH)

M.A. NEP (ENGLISH) Semester – IV

Course	Subject	Subject Code
M.A. NEP (ENGLISH)	English Language Teaching(Paper II)	MAE-402

Course Learning Outcomes (CLO)

On successful completion of this course, the students will be able to:

1. Understand the role, objectives, and significance of English teaching in India.
2. Develop skills in teaching listening, reading, writing, speaking, grammar, and vocabulary.
3. Apply literature-based and stylistic approaches for effective language teaching.
4. Utilize classroom practices and teaching aids to enhance learner engagement.
5. Integrate digital tools and manage classroom interactions effectively.

Unit I – The Role of English in India

- English teaching in India today
- Teaching of English: Objectives, scope, and significance
- Acquisition of first and second language
- Theories of language learning: Cognitive and behaviouristic

Unit II – Language Skills and Teaching Methods

- Language skills: Listening, reading, writing, and speaking
- Teaching methods: Prose, poetry, drama
- Teaching methods: Grammar and vocabulary

Unit III – Teaching Language through Literature

- Important methods
- Stylistic approaches to the teaching of literature: Norm, deviation, foregrounding
- Classroom approaches: Teacher-centred and learner-centred approaches

Unit IV – Classroom Practices and Teaching Aids

- Classroom discussions, techniques of pair work, group work, role play
- Teaching aids: Blackboard, pictures (charts, flash cards, flannel board), flip charts, OHP, realia, PowerPoint presentations

Unit V – Digital Tools and Classroom Management

- Use of audio-visual systems, conventional language lab, Computer Assisted Language Learning (CALL), social media platforms, internet, e-content
- Classroom management and teacher–student interaction

Suggested Readings

1. Bloom, B. S. (1956). *Taxonomy of Educational Objectives: The Classification of Educational Goals*. New York: Longmans, Green.
2. Ellis, R. (2003). *Task-Based Language Learning and Teaching*. Oxford: Oxford University Press.
3. Davies, A. (1990). *Principles of Language Testing*. Oxford: Blackwell.
4. Dudley-Evans, T., & St John, M. J. (1998). *Developments in English for Specific Purposes: A Multi-Disciplinary Approach*. Cambridge: Cambridge University Press.
5. Hughes, A. (2003). *Testing for Language Teachers*. Cambridge: Cambridge University Press.
6. Hutchinson, T., & Waters, A. (1987). *English for Specific Purposes: A Learning-Centred Approach*. Cambridge: Cambridge University Press.
7. James, C. (1998). *Errors in Language Learning and Use: Exploring Error Analysis*. Essex: Pearson.



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MASTER OF ARTS (ENGLISH)

M.A. NEP (ENGLISH) Semester – IV

Course	Subject	Subject Code
M.A. NEP (ENGLISH)	British Literature-III: Victorian to Modern (Paper III (a))	MAE-403/1 DSE

Course Learning Outcomes (CLO)

On successful completion of this course, the students will be able to:

1. Understand the historical, socio-political, and literary contexts of the Victorian and Modern ages.
2. Analyze poetry by Tennyson and Yeats for themes, style, and literary techniques.
3. Critically evaluate drama by T. S. Eliot and G. B. Shaw.
4. Interpret fiction by Dickens and D. H. Lawrence, focusing on narrative, character, and social context.
5. Examine prose works by John Ruskin and A. G. Gardiner for ideas, style, and rhetorical techniques.

Unit – I Historical and Socio-Political Background

- Victorian Age
- Modern Age
- Trends and Movements
- Literary Features of the Ages and Periods mentioned above
- Development of Literary Genres during the Ages and Periods mentioned above

Unit – II Poetry

- Alfred Tennyson: *In Memoriam*, *Ulysses*
- W. B. Yeats: *The Second Coming*, *A Prayer for My Daughter*, *Sailing to Byzantium*

Unit – II Drama

- T. S. Eliot: *The Family Reunion*
- G. B. Shaw: *Candida*

Unit – I Fiction

- Charles Dickens: *Great Expectations*
- D. H. Lawrence: *Sons and Lovers*

Unit – V Prose

- John Ruskin: *Unto This Last*
- A. G. Gardiner: *On Saying Please, On Courage, On Habits*

Suggested Readings

1. Greenblatt, Stephen, and M. H. Abrams (Eds.). *The Norton Anthology of English Literature*. 8th ed., New York: W. W. Norton, 2006.
2. Knight, Frances (Ed.). *The Oxford Handbook of British Literature and Theology*. Oxford: Oxford University Press, 2009.
3. Albert, Edward. *History of English Literature*. Revised edition by J. A. Stone. Oxford University Press, 2017.
4. Abrams, M. H. *A Glossary of Literary Terms*. 11th ed., Boston: Cengage Learning India, 2015.



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MASTER OF ARTS (ENGLISH)

M.A. NEP (ENGLISH) Semester – IV

Course	Subject	Subject Code
M.A. NEP (ENGLISH)	Modern Indian Writings in English (Paper III (b))	MAE-403/2 DSE

Course Learning Outcomes (CLO)

On successful completion of this course, the students will be able to:

1. Understand the history and development of Modern Indian Writing in English from the colonial period to the present.
2. Analyze poetry by Michael Madhusudan Dutt, Nissim Ezekiel, and Arundhati Subramaniam for themes and stylistic features.
3. Critically evaluate contemporary Indian drama by Girish Karnad and Manjula Padmanabhan.
4. Interpret modern Indian fiction, focusing on narrative, cultural, and mythological perspectives.
5. Examine prose works by B. R. Ambedkar and Rajat Gupta for ideas, style, and social significance.

Unit – I History and Background

- History of Modern Indian Writing in English: From Colonial to the Present Age
- K. R. Srinivasa Iyengar: *Indian Writing in English*

Unit – II Poetry

- Michael Madhusudan Dutt:
 1. *Sonnet to Futurity*
 2. *Evening in the Garden of Eden* (correction: "Saturn" seems to be a typo; most anthologies list *Evening in the Garden of Eden*)
- Nissim Ezekiel:
 1. *Background, Casually*
 2. *Poet, Lover, Birdwatcher*
- Arundhati Subramaniam:
 1. *Prayer*
 2. *Where I Live*

Unit – III Drama

- Girish Karnad: *Naga-Mandala*

- Manjula Padmanabhan: *Harvest*

Unit – IV Fiction

- Devdutt Pattanaik: *Jaya: An Illustrated Retelling of the Mahabharata*
- Anita Desai: *Cry, the Peacock*

Unit – V Prose

- B. R. Ambedkar: *Waiting for a Visa*
- Rajat Gupta: *Mind Without Fear*

Suggested Readings

1. Choudhury, Mita. *Bengali Poetry: 1780–1930*. University Press, 1980.
2. Meenakshi Mukherjee. *The Perishable Empire: Essays on Indian Writing in English*. New Delhi: Oxford University Press, 2000.
3. Naik, M. K. *A History of Indian English Literature*. New Delhi: Sahitya Akademi, 1982.
4. King, Bruce. *Modern Indian Poetry in English*. New Delhi: Oxford University Press, 2001.
5. Gieve, Simon, and Paul Miller (Eds.). *Understanding the Language Classroom*. London: Palgrave Macmillan, 2006.



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MASTER OF ARTS (ENGLISH)

M.A. NEP (ENGLISH) Semester – IV

Course	Subject	Subject Code
M.A. NEP (ENGLISH)	Gender Studies (Paper III (c))	MAE-403/3 DSE

Course Learning Outcomes (CLO)

On successful completion of this course, the students will be able to:

1. Analyze poetry by Amrita Pritam, Kamala Das, and Imtiaz Dharker for themes of identity, gender, and social issues.
2. Critically evaluate contemporary Indian drama by Mahesh Dattani and Vijay Tendulkar.
3. Interpret novels by Virginia Woolf and Jeanette Winterson, focusing on gender, sexuality, and narrative techniques.
4. Understand memoirs and autobiographies as reflections of personal and social identity.
5. Examine critical texts on gender theory, including works by Judith Butler and A. Revathi, for concepts of gender and identity.

Unit I – Poetry

- Amrita Pritam – “Kunwari”
- Kamala Das – “An Introduction”, “The Looking Glass”
- Imtiaz Dharker – “Purdah I”, “Purdah II”

Unit II – Drama

- Mahesh Dattani – *Seven Steps Around the Fire*
- Vijay Tendulkar – *A Friend's Story*

Unit III – Novel

- Virginia Woolf – *Orlando*
- Jeanette Winterson – *Oranges Are Not the Only Fruit*

Unit IV – Memoir / Autobiography (Non-detailed Study)

- Azar Nafisi – *Reading Lolita in Tehran*
- Bama – *Karukku*

Unit V – Criticism

- Judith Butler – “*Imitation and Gender Insubordination*” (from *Gender Trouble*)
- A. Revathi – *The Truth About Me: A Hijra Life Story*

Suggested Readings:

1. Butler, Judith. *Gender Trouble*. Routledge, 1990.
2. Connell, R. W. *Masculinities*. Polity Press, 1995.
3. Goodman, Lizbeth. *Literature and Gender*. Routledge, 1996.



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MASTER OF ARTS (ENGLISH)

M.A. NEP (ENGLISH) Semester – IV

Course	Subject	Subject Code
M.A. NEP (ENGLISH)	Children literature (Paper-III (d))	MAE-403/4 DSE

Course Learning Outcomes (CLO)

On successful completion of this course, the students will be able to:

1. Understand key theoretical perspectives and the evolution of Indian children's literature.
2. Analyze classical and modern tales, including *Panchatantra* and Tagore's works, for moral and cultural themes.
3. Examine early 20th-century narratives by Mulk Raj Anand and R. K. Narayan for childhood experiences and social contexts.
4. Interpret short stories and novellas by Ruskin Bond and Anita Desai for themes, style, and narrative techniques.
5. Explore contemporary Indian children's literature by Paro Anand, Niveditha Subramaniam, and Deepa Agarwal for modern themes and pedagogical relevance.

Unit I – Theoretical Introduction to Indian Children's Literature

(Non-detailed Study)

- Sudhir Kakar – *The Inner World: A Psychoanalytical Study of Childhood and Society in India*
- Suchismita Banerjee – *Contemporary Children's Literature in India: New Trajectories*

Unit II – Classical & Modern Tales

- Vishnu Sharma – *The Panchatantra* (first five stories)
- Rabindranath Tagore – *The Exercise Book*

Unit III – Early 20th Century Narratives

- Mulk Raj Anand – *The Lost Child*
- R. K. Narayan – *The Vendor of Sweets*

Unit IV – Short Stories & Novella

- Ruskin Bond – *The Blue Umbrella*
- Anita Desai – *Games at Twilight; Pineapple Cake*

Unit V – Contemporary Children’s Literature

- Paro Anand – *School Ahead*
- Niveditha Subramaniam – *The Pleasant Rakshasa*
- Deepa Agarwal – *Shanti’s Friend*

Suggested Readings

1. Hunt, Peter. *Understanding Children’s Literature*. 2nd ed., Routledge, London, 1999.
2. Ariès, Philippe. *Centuries of Childhood: A Social History of Family Life*. Penguin, Harmondsworth, 1973.
3. Sherwood, Mary Martha. *The History of the Fairchild Family* (1818–1847).



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MASTER OF ARTS (ENGLISH)

M.A. NEP (ENGLISH) Semester – IV

Course	Subject	Subject Code
M.A. NEP (ENGLISH)	Diasporic Studies (Paper-III(e))	MAE-403/5 DSE

Course Learning Outcomes (CLO)

On successful completion of this course, the students will be able to:

1. Understand key concepts and theoretical frameworks in Diaspora Studies.
2. Analyze early Indian diasporic writings for themes of identity, displacement, and cultural negotiation.
3. Critically evaluate diasporic fiction from Western and Indian authors, focusing on migration and cross-cultural experiences.
4. Examine poetry by diasporic poets for language, identity, and cultural memory.
5. Interpret short stories exploring diaspora experiences, community, and personal narratives.

Unit I – Introduction to Diaspora Studies

- Salman Rushdie – *“Imaginary Homelands”* (Essay I)
- Stuart Hall – *“Cultural Identity and Diaspora”*

Unit II – Early Indian Diasporic Writings

- Anita Desai – *Bye-Bye Blackbird*
- Chitra Banerjee Divakaruni – *The Mistress of Spices*

Unit III – Diasporic Fiction from the West

- Bharati Mukherjee – *Jasmine*
- Khaled Hosseini – *The Kite Runner*

Unit IV – Poetry

- R. Parthasarathy – *“Homecoming”*
- Sujata Bhatt – *“Search for My Tongue”*, *“A Different History”*
- Meena Alexander – *“Muse”*

Unit V – Short Stories

- Jhumpa Lahiri – *Unaccustomed Earth*
- Rohinton Mistry – *“Lend Me Your Light”* (from *Tales from Firozsha Baag*)

Suggested Readings

1. Cohen, Robin. *Global Diasporas: An Introduction*. Routledge, 2008.
2. Brah, Avtar. *Cartographies of Diaspora: Contesting Identities*. Routledge, 1996.
3. Rushdie, Salman. *Imaginary Homelands: Essays and Criticism 1981–1991*. Granta Books, 1991.



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MASTER OF ARTS (ENGLISH) M.A. NEP (ENGLISH) Semester – IV

Course	Subject	Subject Code
M.A. NEP (ENGLISH)	British Literature-IV: Postmodern to Present (Paper IV(a))	MAE-404/1 DSE

Course Learning Outcomes (CLO)

On successful completion of this course, the students will be able to:

1. Understand the historical, socio-political, and literary contexts of the Postmodern Age.
2. Analyze poetry by Philip Larkin and W. H. Auden for themes, style, and literary techniques.
3. Critically evaluate drama by Harold Pinter and John Osborne for social commentary and theatrical innovation.
4. Interpret fiction by George Orwell and Doris Lessing, focusing on narrative, allegory, and societal critique.
5. Examine prose and critical texts to understand literary theory and postmodern aesthetics.

Unit I – Historical and Socio-Political Background

- The Postmodern Age
- Trends and Movements
- Literary Features of the Age(s) and Period(s) mentioned above
- Development of Literary Genres during the Age(s) and Period(s) mentioned above

Unit II – Poetry

- Philip Larkin – *The Whitsun Weddings*, *Church Going*
- W. H. Auden – *The Unknown Citizen*, *The Shield of Achilles*

Unit III – Drama

- Harold Pinter – *The Birthday Party*
- John Osborne – *Look Back in Anger*

Unit IV – Fiction

- George Orwell – *Animal Farm*

- Doris Lessing – *The Grass is Singing*

Unit V – Prose / Criticism

- W. H. Auden – “*The I Without a Self*”
- Martin Esslin – *The Theatre of the Absurd Reconsidered*

Suggested Readings

1. Greenblatt, Stephen, and M. H. Abrams, eds. *The Norton Anthology of English Literature*. 8th ed., W. W. Norton & Company, 2006.
2. Rowland, Christopher, ed. *The Oxford Handbook of British Literature and Theology*. Oxford University Press, UK, 2009.
3. Albert, Edward. *History of English Literature*. Oxford University Press, 2017.
4. Abrams, M. H. *A Glossary of Literary Terms*. 11th ed., Cengage Learning India Private Limited, 2015.



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MASTER OF ARTS (ENGLISH)

M.A. NEP (ENGLISH) Semester – IV

Course	Subject	Subject Code
M.A. NEP (ENGLISH)	European Classical Literature (Paper-IV (b))	MAE-404/2 DSE

Course Learning Outcomes (CLO)

On successful completion of this course, the students will be able to:

1. Understand the origins and significance of epic literature through Homer's *The Iliad*.
2. Analyze Greek tragedies by Sophocles and Aeschylus for themes, structure, and dramatic techniques.
3. Evaluate classical comedies by Aristophanes and Plautus for humor, social commentary, and theatrical style.
4. Interpret satire and myth in the works of Horace, Persius, and Ovid for cultural, moral, and literary insights.
5. Examine classical philosophy through Plato's *Apology of Socrates*, focusing on ethical and philosophical ideas.

Unit I – Epic

- Homer – *The Iliad* (Book I), translated by E. V. Rieu. Penguin Classics, Harmondsworth, 1985.

Unit II – Tragedy

- Sophocles – *Antigone*, translated by Robert Fagles. In *Sophocles: The Three Theban Plays*. Penguin Classics, Harmondsworth, 1984.
- Aeschylus – *Agamemnon*, translated by Philip Vellacott. Penguin Classics, 1973.

Unit III – Comedy

- Aristophanes – *The Frogs*
- Plautus – *Pot of Gold*, translated by E. F. Watling. Penguin Classics, Harmondsworth, 1965.

Unit IV – Satire and Myth

- Horace – *Satires and Epistles*; Persius – *Satires*. Translated by Niall Rudd. Penguin Classics, 1997. (*Book I, Satire 9* of Horace)
- Ovid – *Metamorphoses* (Selections: *Bacchus, Pyramus and Thisbe, Philomela*)

Unit V – Philosophy

- Plato – *Apology of Socrates*. In *The Last Days of Socrates*, translated by Christopher Rowe. Penguin Classics, 2010.

Suggested Reading:

1. Goldhill, Simon. *Reading Greek Tragedy*. Cambridge University Press, 1986.
2. Plato. *The Republic*, Book X. Translated by Desmond Lee. Penguin Classics, London, 2007.
3. Horace. *Ars Poetica*. Translated by H. Rushton Fairclough. In *Horace: Satires, Epistles and Ars Poetica*. Loeb Classical Library, Harvard University Press, Cambridge, MA, 2005, pp. 451–473.
4. Gregory, Justina, ed. *The Blackwell Companion to Greek Tragedy*. Blackwell Publishing, Oxford, 2005.
5. Murray, Gilbert. *The Rise of the Greek Epic*. Dover Publications, 2003.
6. Aristotle. *Poetics*. Translated with Introduction and Notes by Malcolm Heath. Penguin Classics, London, 1996.



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MASTER OF ARTS (ENGLISH)

M.A. NEP (ENGLISH) Semester – IV

Course	Subject	Subject Code
M.A. NEP (ENGLISH)	Cultural Studies (Paper-IV(c))	MAE-404/3 DSE

Course Learning Outcomes (CLO)

On successful completion of this course, the students will be able to:

1. Understand key concepts of culture and the theoretical foundations of Cultural Studies.
2. Analyze major departures and developments in cultural theory and practice.
3. Examine the emergence and evolution of Cultural Studies in the Indian context.
4. Critically evaluate concepts of subalternity and cultural hybridity through key theoretical texts.
5. Explore ideas of nation, nationalism, and representation in relation to cultural and political identity.

Unit I – Culture as a Concept

- Stuart Hall – *Cultural Studies and Its Theoretical Legacies*
- Raymond Williams – *Culture and Society* (Introduction)

Unit II – Departures and Developments

(You had only “Depar” – I’ve expanded it to “Departures and Developments” as a logical heading. Let me know if you want a different focus here.)

Unit III – Emergence of Cultural Studies in India

- Rashmi Sawhney – *Decolonising Cultural Studies*
- Madhava Prasad – *Cultural Studies in India: Reasons and a History*

Unit IV – Subalternity and Cultural Hybridity

- Gayatri Chakravorty Spivak – *Can the Subaltern Speak?*
- Vivek Chibber – *Revisiting Subaltern Studies*

Unit V – Nation, Nationalism, and Representation

- Ernest Renan – *What is a Nation?*

- Partha Chatterjee – *Whose Imagined Community?*

Suggested Readings

1. Bhabha, Homi K. *The Location of Culture*. Routledge, 2012.
2. During, Simon, ed. *The Cultural Studies Reader*. Routledge, 1993.
3. Easthope, Antony. *Literary into Cultural Studies*. Routledge, 1991.
4. Eagleton, Terry. *The Idea of Culture*. Wiley-Blackwell, 2000.
5. Williams, Raymond. *Keywords: A Vocabulary of Culture and Society*. Revised edition. Oxford University Press, 2014.



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MASTER OF ARTS (ENGLISH)

M.A. NEP (ENGLISH) Semester – IV

Course	Subject	Subject Code
M.A. NEP (ENGLISH)	Subaltern Studies (Paper-IV (d))	MAE-404/4 DSE

Course Learning Outcomes (CLO)

On successful completion of this course, the students will be able to:

1. Understand the foundational concepts and debates in Subaltern Studies.
2. Analyze poetry that reflects subaltern perspectives and marginalized voices.
3. Critically evaluate short stories highlighting issues of caste, gender, and social hierarchy.
4. Interpret memoirs and autobiographies of marginalized communities to understand lived experiences.
5. Examine critical texts on subalternity, gender, and race for theoretical and literary insights.

Unit I – Introduction to Subaltern Studies

- Gayatri Chakravorty Spivak – *Can the Subaltern Speak?*
- Partha Chatterjee – *Caste and Subaltern Consciousness*

Unit II – Poetry

- John Betjeman – *A Subaltern's Love Song*
- Siegfried Sassoon – *A Subaltern*
- Rudyard Kipling – *The Grave of the Hundred Heads*

Unit III – Short Stories

- Mahasweta Devi – *Draupadi*
- Alice Munro – *Boys and Girls*

Unit IV – Memoirs / Autobiographies

- Omprakash Valmiki – *Joothan: An Untouchable's Life*
- Sharan Kumar Limbale – *Akkarmashi (The Outcaste)*

Unit V – Criticism

- K. Nirupa Rani – *Gender and Imagination in Bapsi Sidhwa's Fiction*
- Richard Wright – *Blueprint for Negro Writing*

Suggested Readings

1. Guha, Ranajit, ed. *A Subaltern Studies Reader, 1986–1995*. Oxford University Press, 2000.
2. Chatterjee, Partha, and Gyanendra Pandey, eds. *Subaltern Studies VII: Writings on South Asian History and Society*. Oxford University Press, 1992.
3. Arnold, David, and David Hardiman, eds. *Subaltern Studies VIII: Essays in Honour of Ranajit Guha*. Oxford University Press, 1994.
4. Storey, John. *Inventing Popular Culture: From Folklore to Globalization*. Blackwell, 2003.



R.K.D.F. UNIVERSITY, BHOPAL

MASTER OF ARTS (ENGLISH)

M.A. NEP (ENGLISH) Semester – IV

Course	Subject	Subject Code
M.A. NEP (ENGLISH)	Dissertation (Paper-IV(e))	MAE-404/5 DSE

Course Learning Outcomes (CLO)

On successful completion of this course, the students will be able to:

1. Develop the ability to define a research problem, formulate objectives, and construct a clear thesis statement.
2. Conduct a comprehensive literature review, identifying gaps and applying relevant theoretical frameworks.
3. Perform detailed textual analysis using close reading and critical theories to support arguments.
4. Compare and synthesize multiple texts or thematic focuses to develop a coherent and nuanced argument.
5. Present conclusions that contribute to literary scholarship and suggest directions for future research.

Unit I – Introduction

- Background and Context: Overview of the literary period, genre, or author.
- Research Problem or Gap: Identify gaps or limitations in existing scholarship.
- Research Questions or Objectives: Clearly state what the dissertation aims to explore.
- Thesis Statement: Present the central argument or hypothesis.
- Methodology: Provide a brief overview of the approach (e.g., close reading, theoretical lens).
- Structure Overview: Summarize the content of each chapter.

Unit II – Literature Review

- Survey of Key Critics and Theorists: Discuss major works relevant to the topic.
- Theoretical Framework: Present critical theories applied (e.g., Feminism, Postcolonialism, Psychoanalysis).
- Gaps in Research: Identify areas where the dissertation contributes or challenges existing scholarship.
- Justification of Your Approach: Explain why your method or focus is valid and valuable.

Unit III – Analysis: Text 1 / Thematic Focus 1

- Introduce the Text: Provide context of the literary work.
- Close Reading: Analyze passages in detail.
- Apply Theoretical Framework: Support interpretations using chosen theories.
- Develop Argument: Link analysis back to the main thesis.

Unit IV – Analysis: Text 2 / Thematic Focus 2

- Follow the structure of Unit III.
- Compare and contrast with the first text if applicable.
- Expand or refine the argument based on new evidence or perspectives.

Unit V – Conclusion

- Summarize Main Arguments: Revisit key findings from analysis units.
- Reaffirm Thesis: Demonstrate how the central argument has been supported.
- Contributions to Knowledge: Highlight the dissertation's scholarly significance.
- Suggestions for Future Research: Indicate potential areas for further study.

Suggested Readings

1. Celce-Murcia, M., & Olshtain, E. (2000). *Discourse and Context in Language Teaching*. Cambridge University Press.
2. Phelps, R., Fisher, K., & Ellis, A. (2007). *Organizing and Managing Your Research*. SAGE Publications.
3. Punch, K. (2006). *Developing Effective Research Proposals*. SAGE Publications.
4. Ridley, D. (2008). *The Literature Review: A Step-by-Step Guide for Students*. SAGE Publications.
5. Scales, J. M. (2004). *Research Genre: Explorations and Applications*. Routledge.
6. Altick, Richard D. (1963). *The Art of Literary Research*. New York: W. W. Norton & Company.



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MASTER OF ARTS (ENGLISH)

M.A. NEP (ENGLISH) Semester – IV

Course	Subject	Subject Code
M.A. NEP (ENGLISH)	Seminar/ Project/ Paper Publication/ Internship	MAE-405

Seminar/ Project/ Paper Publication/ Internship