

PROGRAMME PROJECT REPORT (PPR)

For

M.A. ENGLISH



Submitted By

INSTITUTE OF DISTANCE EDUCATION RAJIV GANDHI UNIVERSITY

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791112



दूरस्थ शिक्षा संस्थान
राजीव गांधी विश्वविद्यालय

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1. Program Mission and Objectives

This PPR will discuss the mission and objectives of the Master of Arts in English by the Institute of Distance Education, Rajiv Gandhi University.

1.1 Mission of Teaching English Literature

The purpose of teaching English literature and language is to educate students in both the artistry and utility of the English language through the study of literature and other contemporary forms of culture. Without learning a language it is not possible for a person to understand anything. It is the endeavour of this course to give sufficient impetus on challenging and improving the linguistic as well as literary skills of the students. Starting from the BA to MA courses there is a gradual increase in the complexity of the matter that has been chosen in this syllabus. There is careful plan at increasing the level of critical matter as well as the complexity of materials gradually so that the students are able to be at par with the regular mode of studies and be updated with the increasing demand and popularity of the English language in particular and literature in general. This provides students with the critical faculties necessary in an academic environment, on the job, and in an increasingly complex, interdependent world. Students need to be capable of performing research, analysis, and criticism of literary and cultural texts from different historical periods and genres. This syllabus also aims to assist students in the development of intellectual flexibility, creativity, and cultural literacy so that they may engage in life-long learning. Through explorations of literature, students can immerse themselves in worlds unlike any they have seen before. When teachers educate their pupils in classic works of literature, there are a number of objectives they may seek to accomplish. Though distinct from each other, each of these objectives works in tandem with the others to create an overall understanding of, and appreciation for, literature and the individuals who produced the masterworks. Although the BA syllabus does not include a major course, even then there are several literary as well as linguistic learning that the students can benefit from. The broad division of the general objectives of the English Literature and the Language syllabus of the BA and MA courses in combination can be broadly categorised along these lines.



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- i) Build Communication Skills through language learning:** The four activities of learning any language is develop Reading, Writing, Speaking and Listening. Research has shown that seventy five per cent of communication in the life of a person is miscommunicated. Language learning and reading of literature can help a lot in polishing the language acquisition of the students and making the language learning possible. Reading literature provides another avenue for this simple practice. Exposing the students to a reservoir of literature helps them gather knowledge and improve on their language speaking skills as well. Language learning is the ultimate aim to make the student acquainted with the language (its use, its speaker, its structure), with the hope that the student will learn enough to actually be able to speak and write the target language. Assignments that are given which include literary as well as linguistic exercises to promote communication skills in the students.
- ii) Create Connections:** Reading literature isn't just about learning about the works themselves, but also about learning how the world works. Through the exploration of literature, students have the opportunity to put themselves in others' shoes, giving them the chance to see how people are connected and better understand the complex dynamic of the human relationship.
- iii) Promote Empathy:** By seeing how actions of others can affect characters within literature, readers can develop their abilities to be empathetic. Teachers promote the development of empathy by engaging students in discussion of literary works, highlighting the emotional aspects of the pieces in question.
- iv) Foster Appreciation:** Through regular reading and learning to understand literature, readers can develop an appreciation for the art form. Teachers often seek to foster this appreciation by providing students with works of literature that will appeal to them as well as ones that are relevant to their lives, showing them that literary works have merit and meaning.



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- v) **Allow for Enjoyment:** By carefully selecting literary works, the syllabus aims to show the students how enjoyable reading literature can be. Literature acts as a brilliant recreational activity for the students along with improving other skills.
- vi) **Historical and Cultural Identities:** Literature is the latent apparatus to learn about the history and culture of any civilization. The theoretical approaches that have been selected specially in the MA courses are aimed at creating awareness amongst students to critically deconstruct literary texts to etch out the socio-cultural, religious and ethnic history of various cultures. Sometimes literature can be the source of history which may otherwise be latent or untold. This syllabus is designed in such a way that the student are able to appreciate and find out the connecting link which binds literature and language with the society.

1.2.General Objectives of Teaching English Literature

After finishing the course of study the expected objectives are

- Students should be familiar with representative literary and cultural texts within a significant number of historical, geographical, and cultural contexts.
- Students should be able to apply critical and theoretical approaches to the reading and analysis of literary and cultural texts in multiple genres.
- Students should be able to identify, analyse, interpret and describe the critical ideas, values, and themes that appear in literary and cultural texts and understand the way these ideas, values, and themes inform and impact culture and society, both now and in the past.
- Students should be able to write analytically in a variety of formats, including essays, research papers, reflective writing, and critical reviews of secondary sources.
- Students should be able to ethically gather, understand, evaluate and synthesize information from a variety of written and electronic sources.
- Students should be proficient in oral communication and writing.



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1.3. Program Objectives (Paper-Wise)

Master of Arts in English

The MA course has sixteen papers in the two years of its study. There is a continuation of the matter selected for study in the BA course. The objective is to create a matured writer and analyser out of the students. The SLM's (Self Learning Materials) are prepared in such a way that the past experiences which the learners had gathered in their BA course is fully utilized and further polished.

Paper Code: MAENG401& MAENG405

Paper Title: Introductory Linguistics, Phonetics and Modern English Usage

Objective: This paper aims at teaching the student some core concepts in Linguistics.

Paper Code: MAENG402& MAENG406

Paper Title: English Drama from the Elizabethan to the Modern Period

Objective: This paper aims at introducing the students to the development of English Drama and the influences that have changed its due course of time.

Paper Code: MAENG403& MAENG407

Paper Title: English Poetry from Fourteenth to the Twentieth Century

Objective: This paper aims at acquainting the students with English poetry down the ages and the development and movements associated with it.

Paper Code: MAENG403& MAENG408

Paper Title: English Poetry from Fourteenth to the Twentieth Century



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Objective: This paper aims at acquainting the students with English fiction down the ages and the development and movements associated with it.

Paper Code: MAENG501& MAENG505

Paper Title: Literary Theory and Criticism: Aristotle to Derrida, A Brief Overview

Objective: This paper covers the breadth of criticism from Aristotle to Derrida. The aim of this paper is to make the student aware of the developments in literary criticism and theory.

Paper Code: MAENG502& MAENG506

Paper Title: Indian English Literature

Objective; This paper dives into the vast arsenal of Indian English Literature that has been written over a period of time. It also traces the development of the writings over a period of time.

Paper Code: MAENG503& MAENG507

Paper Title: American Literature

Objective: This paper aims to give a cohesive interpretation of the different impulses that went into the making of a separate canon called American Literature.

Paper Code: MAENG504& MAENG508

Paper Title: Literature and Gender

Objective: This paper deals with the works of not just Indian women writers but also with that of women writers from other parts of the world who have used the pen to make a difference. They have created their own space in the field of literature. Gender studies have been an important focus in every field of study and this paper tries to decipher the contribution of literature to the field of gender studies.



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1.4. Industrial or Learner Demand

The distance course offered by Institute of Distance Education for the undergraduate students gives a comprehensive package to the learners for meeting their demands in congruence with the demands of the job industry. Some of them are listed below:

The course has been designed to

- Improve the communication skills of the learners (verbal and non-verbal)
- Make them ready for various competitive examinations which have General English as a paper.
- Understand and apply various facets of English grammar.
- Introduce the learners to English literature so that they can pursue higher studies.
- Create a practicum based syllabus for students to be able to apply in various TGT & PGT post that come up.
- Make the students able to sit in the teacher eligibility test programs.
- Apply for NET/SLET examinations.
- To learn advanced linguistic and literary studies to prepare for further research.

2. Relevance of the Programme with Rajiv Gandhi University's Mission and Goals

RAJIV GANDHI UNIVERSITY VISION

Rajiv Gandhi University aspires to be India's most vibrant, energetic, responsive and acclaimed university, to be recognised for excellence in teaching, research and providing the highest quality educational opportunities for the learners of all communities. The University aim sat nurturing their talent by promoting intellectual growth to shape their personality and serve humanity as multi-skilled, socially responsible, creative, adaptable, and contributing and morally sound global citizens.

RAJIV GANDHI UNIVERSITY MISSION

Our mission is to provide opportunities and support students from diverse background and assist them to become well-informed global citizens by developing their intellectual, moral, civic and creative capacities to the fullest through multi-faceted education and sustained engagement with local, national and global communities. The University also aims to carry out academic process for achieving excellence through active and dynamic student-teacher participation and inculcate high moral, ethical and professional standards among students which will enable them to develop knowledge and skills necessary to achieve their professional goals so as to improve the performance and provide leadership and service to the community

This course has been designed in order to align with the mission and goals of Rajiv Gandhi University M.A. English Programme. The plan is to deliver the course through the Distance Learning mode which may reach the maximum number of student aspirants who are



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unable to thrive to spend non- elastic timings of formal conventional class room education. Such a higher education in Arts subject with appropriate practical experiences will enrich the students in grooming their communication skills. They will also be made privy to the literary concepts and literary genre so as to make them appreciate and evaluate literary works. Thus they would become in future veteran teachers and critics. . The course amalgamates the mission of RGU to create a professional course keeping in mind the national and global standards.

3. Nature of Prospective Target Group of Learners

This M.A. English Programme through Distance Learning mode is developed by keeping in mind to give opportunity to economically and socially excluded students includes graduates of various socio-economic status viz., unemployed youths, employed with marginalized salary due to lack of sufficient knowledge in English literature. The target group of learners will include groups who are desirous of acquiring higher learning but are unable to join regular courses due to various constraints. Arunachal Pradesh has many remote places which make it difficult for students to access the conventional mode of Education. This is where the importance of these two programs lies. This program enables such people from different strata of society to polish themselves on the skill of communication and become critically appreciative of English Literature.

This course is also a boon for defence personals including people from the army and police. Their lack of time and accessibility to regular mode of education makes this course perfect for them. All in-service employees who want to apply for promotion in their respective jobs also opt for this course.



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4. Appropriateness of Programme to be Conducted in Distance Learning Mode to Acquire Specific Skills and Competence

4.1 Academic Relevance:

M.A. English Programme through Distance Learning mode is developed in order to give subject-specific skills including i) knowledge about communication skills ii) knowledge about English language teaching iii) knowledge about English grammar. iv) knowledge about the developments in the field of literature so that they can pursue higher education. All these objective are at par with the syllabus prescribed for the regular mode of study in English Literature by the Rajiv Gandhi University.

4.2. Generic Appropriateness

Apart from academic competence the need to inculcate professional and career oriented course is of utmost importance for each course. This course of study has been designed with this approach. English is the global language. Proper care has been taken to design the syllabus as well as the Self -Learning Materials, so that the course transfers the skill of usage of English language to the students. This helps them for:

- Applying in competitive exams which have English as a paper.
- Applying for teaching posts.
- Pursuing higher studies in English.
- Improving their one to one and one to many discourse abilities.
- Applying for Ph.D. and M.Phil. programs.
- Sitting for NET/SLET examinations.
- Improve skill of teaching.



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5. Instructional Design

. Instructional Design

a) **Duration:** 2 Years minimum, Maximum 5 years

b) **Faculty and Staff Requirements:** In order to run the contact and counselling program effectively, there are fulltime working Counselling coordinators for the course. The counselling coordinators do the necessary coordination for involving resource persons in the program and assignment evaluation.

c) **Syllabus Design:** In order to develop a syllabus at par with the needs of the student and keeping in mind the nuances of Online and Distance Learners subject experts from within and outside the university are contacted and appointed for designing the syllabus.

d) **Counselling:** Counselling courses are organised for each semester for 10 days to make the students understand the syllabus. Each paper is taught for 10 hours so that the students become capable of understanding the syllabus and engage in self-study utilising the SLM's provided to them.

The syllabi for the course have been approved by both Academic Council of Rajiv Gandhi University and Distance Education Bureau (UGC) and is at par with the course offered under regular mode. The structure of course for the MA program is given below:



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**STRUCTURE OF POSTGRADUATE COURSE STUDY IN ENGLISH (2020-21
onwards)**

MASTER OF ARTS IN ENGLISH

COURSE TITLE M.A. ENGLISH

DURATION 2 YEARS (SEMESTER SYSTEM)

FIRST SEMESTER

Course Title	Paper Code	Marks		
		End Term	Assignment	Total
Introductory Linguistics, Phonetics and Modern English Usage-I	MAENG401	70	30	100
English Drama from the Elizabethan to the Restoration Period	MAENG402	70	30	100
English Poetry from the Fourteenth to Eighteenth Century	MAENG403	70	30	100
Fiction-I	MAENG404	70	30	100

SECOND SEMESTER

Course Title	Paper Code	Marks
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		End Term	Assignment	Total
Introductory Linguistics, Phonetics and Modern English Usage-II	MAENG405	70	30	100
Modern English Drama	MAENG406	70	30	100
English Poetry from the Romantic to the Modern Period	MAENG407	70	30	100
Fiction-II	MAENG408	70	30	100

THIRD SEMESTER

Course Title	Paper Code	Marks		
		End Term	Assignment	Total
Literary Criticism and Theory-I	MAENG501	70	30	100
Indian English Literature—I	MAENG502	70	30	100
American Literature-I	MAENG503	70	30	100
Literature and Gender-I	MAENG 504	70	30	100

FOURTH SEMESTER



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Course Title	Paper Code	Marks		
		End Term	Assignment	Total
Literary Criticism and Theory-II	MAENG505	70	30	100
Indian English Literature—II	MAENG506	70	30	100
American Literature-II	MAENG507	70	30	100
Literature and Gender-II	MAENG 508	70	30	100

The course has a total of 16 (Fourteen) papers with a total of 1600 marks

Semester End Examination Question pattern

Section A- 5x2=10

Section B- 10x3=30

Section C- 15x2=30

Assignment: 30 Marks

Syllabus for Semester-I

Paper Code: MAENG401

Paper Title: Introductory Linguistics, Phonetics and Modern English Usage-I

Objective:



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This paper aims at teaching the students core concepts in Linguistics.

Outcome:

After reading the texts the students will be able to

- Define communication and its various forms.
- Discuss the various branches of linguistic.
- Describe vowels and consonants.
- Discuss the integral concepts linked to phonology, such as phonemes and allophones.
- Explain concepts associated with morphology, such as morphemes, allomorphs, affixes, inflections, derivatives and compounds.
- Discuss word and sentence stress in English.
- Analyse the rhythm and intonation of English.
- Explain the basic sentence and its constituents.
- Discuss the skills associated with reading and writing.

CONTENT

Unit 1: Communication and Language

Forms of Communication and Language

Unit 2: Branches of Linguistics

Phonetics, Phonology, Morphology, Syntax, Semantics

Unit 3: Phonetics of English

Organs of Speech, Vowels and Consonants, Consonant Clusters (Page No. 51 to 62)

Unit 4: Phonology and Morphology

Unit 5: Word Stress and Prosody

Syllabus for Semester-I

Paper Code: MAENG402



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Paper Title: English Drama from the Elizabethan to the Restoration Period

Objective

This paper aims at introducing the students to the development of English Drama and the influences that have changed its due course of time.

Outcomes

After reading this paper the student will be able to

- Discuss the essence of Elizabethan drama.
- Describe different genres in drama.
- Identify the different components of a play.
- Identify various forms of modern theatre.
- Critique drama as a performing art.
- Interpret drama as a tool for social criticism.
- Discuss *Doctor Faustus* as a morality play.
- Discuss elements of autobiography.
- Identify allegorical symbolisms in *Doctor Faustus*.
- Discuss Ben Johnson as an Elizabethan dramatist.

CONTENT

Unit 1: Passages for Explanation from the Text

Unit 2: Elizabethan Drama I

Shakespeare's *Macbeth*

Unit 3: Elizabethan Drama II

Christopher Marlowe's *Dr. Faustus*

Unit 4: Elizabethan Drama III

Ben Jonson's *Everyman in His Humour*

Unit 5: Seventeenth Century Drama

William Congreve's *The Way of the World*



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Syllabus for Semester-I

Paper Code: MAENG403

Paper Title: English Poetry from the Elizabethan to the Eighteenth Century

Objective:

This paper aims at acquainting the students with English poetry down the ages and the development and movements associated with it.

Outcomes:

After completing this paper the student will be able to

- Explain passages from selected poems.
- Introduce the different forms of poetry in different eras.
- Describe the element of poetry in Chaucer.
- Analyse the poetry of Shakespeare.
- List out the important characters in *The Prologue to Canterbury Tales*
- List the characters in Shakespeare's Sonnets
- Analyse metaphysical poetry of John Donne.
- Describe the characteristics of an epic.
- Assess the character of Satan in Milton's *Paradise Lost*.
- Describe a mock heroic epic with reference to *The Rape of the Lock* by Pope.

CONTENT

Unit 1: Passages for Explanation from the Texts

Unit 2: Fourteenth Century Poetry

Geoffrey Chaucer's *The Prologue to the Canterbury Tales*

Unit 3: Elizabethan Poetry



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William Shakespeare's *Sonnet 60 & Sonnet 73*

Unit 4: Renaissance & Metaphysical Poetry

John Donne's *The Good Morrow & The Sunne Rising*

John Milton's *Paradise Lost* Book I

Unit 5: Eighteenth Century English Poetry

Thomas Gray's *Elegy Written in a Country Churchyard*

Alexander Pope's *The Rape of the Lock*

Syllabus for Semester-I

Paper Code: MAENG404

Paper Title: Fiction I

Objective

This paper aims at familiarising the students with all the aspects of English Fiction.

Outcomes

After completing this paper the students will be able to

- Trace the fiction writings from 7th to 15th century
- Trace the styles and genres of writing in all the ages.
- Discuss novel writing styles of different period
- Discuss the origin and growth of novel in the Augustan age
- Discuss important works of Jane Austen, Daniel Defoe, Charles Dick and Thomas Hardy

CONTENT

**Unit 1: History of English Fiction from the Beginning to the Twentieth Century Unit 2:
Daniel Defoe's *Moll Flanders***

Unit 3: Jane Austen's *Emma*

Unit 4: Charles Dickens's *Great Expectations*

Unit 5: Thomas Hardy's *The Return to the Native*



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Syllabus for MA (English) Semester-II (2021 Onwards)

Semester End Examination Question Pattern

Section A- 5x2=10

Section B- 10x3=30

Section C- 15x2=30

Assignment Marks: 30



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Paper Code: MAENG405

Paper Title: Introductory Linguistics, Phonetics and Modern English Usage-II

Objective

This paper aims at teaching the student some core concepts in Linguistics.

Outcomes

After reading the texts the students will be able to

- Differentiate between Language Acquisition and Language Learning
- Cite the differences between first and second language learning.
- Understand different methods of teaching English language.
- Apply different methods of teaching English Language
- Appreciate the four skills of language learning and teaching.
- Apply various tools utilized in language testing and Assessment

CONTENT

Unit-I: First and Second Language Acquisition

Language Acquisition and Language Learning (Read from page no. 63 to 73)

Unit-II: Methods of Teaching English

Direct Method, Grammar and Translation Method, Bilingual Method, Situational Approach
CLT (Read from page no. 74-85)

Unit III: Teaching Reading and Writing Skills

Teaching Reading and Writing Skills

Unit IV: Teaching Listening and Speaking

Teaching Listening and Speaking Skills

Unit V: Language Testing and Assessment

Types of Language Test, Qualities of Good Test, Techniques of Testing



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Paper Code: MAENG406

Paper Title: Modern English Drama

Objective

This paper aims at making the students aware about all the details related to modern English drama.

- Discuss the essence of Modern drama.
- Describe different genres in drama.
- Identify the different components of a play.
- Identify various forms of modern theatre.
- Critique drama as a performing art.
- Interpret drama as a tool for social criticism.
- Discuss *Theatre of Absurd*.
- Elucidate the common themes in modern drama.
- Analyse the History of English Drama.
- Elaborate on G. B. Shaw, Samuel Beckett, John Osborne and Harold Pinter as modern dramatists.
- Discuss the important works of on G. B. Shaw, Samuel Beckett, John Osborne and Harold Pinter

CONTENT

Unit I: History of English Drama

English Drama from the Elizabethan to the Modern Period

Unit II: Modern Drama I

G. B. Shaw's *Man and Superman*

Unit III The Theatre of Absurd

Samuel Beckett's *Waiting for Godot*



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Unit IV: Modern Drama II

John Osborne's *Look Back in Anger*

Unit V: Modern Drama III

Harold Pinter's *The Birthday Party*

Paper Code: MAENG407

Paper Title: English Poetry from the Romantic to the Modern Period

Objective

This paper aims to acquaint the students with the elements of poetry from the Romantic to the Modern Era.

Outcomes

- Explain passages from selected poems.
- Introduce the different forms of poetry in different eras.
- Describe the elements Romantic poetry.
- Write down the characteristics of the Romantic era and poetry in that age.
- Inspect the romantic element of poetry written by Coleridge, Wordsworth, Shelley and Keats
- Look into the elements of Victorian poetry
- Illustrate the characteristics of Victorian poetry
- Compare and contrast modern and romantic poetry.

CONTENT

Unit I: Passages for explanation from the texts

English Poetry from the Elizabethan to the Modern Period

Unit II: Romantic Poetry I

William Wordsworth's *Ode on the Intimations of Immortality*

S.T. Coleridge's *Kubla Khan*



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Unit III Romantic Poetry II

P.B. Shelley's *Ode to the West Wind*

John Keats' *Ode to a Nightingale*

Unit IV: Victorian Poetry

Alfred Lord Tennyson *Ulysses*

Robert Browning's *The Last Ride Together*

Matthew Arnold's *Dover Beach*

Unit V: Modern Poetry

W.B. Yeats' *Byzantium*

T.S. Eliot's *The Love Song of J. Alfred Prufrock*



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Paper Code: MAENG408

Paper Title: Fiction II

Outcome

This paper aims at familiarising the students with the English novels.

- Trace the fiction writings from 7th to 15th century
- Trace the styles and genres of writing in all the ages.
- Discuss novel writing styles of different period
- Discuss the origin and growth of novel in the Augustan age
- Discuss important works of Jane Austen, Daniel Defoe, Charles Dick and Thomas Hardy

CONTENT

Unit I: Types of Novels

Gothic, Picaresque, Epistolary, Periodic, Historical, Experimental, Psychological, Campus and Allegorical Novels

Unit II:

D.H. Lawrence's *Sons and Lovers*

Unit III

Graham Greene's *The Power and the Glory*

Unit IV:

E. M. Forster's *A Passage to India*

Unit V: Modern Poetry

Alice Walker's *The Color Purple*



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Syllabus for MA (English) Semester-III (2021 Onwards)

Semester End Examination Question Pattern

Section A- 5x2=10

Section B- 10x3=30

Section C- 15x2=30

Assignment Marks: 30



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Paper Code: MAENG501

Paper Title: Literary Criticism and Theory-I

Objective:

The primary goal of this paper is to introduce the students to the world of literary theory and criticism so that the learners can use the theories propounded by various thinkers (literary or otherwise) in the analysis of literary texts.

Outcomes:

After reading this paper the student will be able to

- Discuss the importance of literary criticism.
- Critically analyse the theories from Aristotle to Derrida.
- Understand classical criticism with special reference to Plato and Aristotle.
- Analyse Aristotle's concept of literature and his difference from Plato.
- Recall important biographical aspects of John Dryden and Samuel Taylor Coleridge'
- Explain Coleridge's idea of fantasy and imagination in literature.
- Paraphrase chapter IV of *Biographia Literaria*.
- Elaborate Romantic and its effect on society.

CONTENT

Unit-I: Aristotle to S.T. Coleridge

A Brief Overview of select literary critics from Aristotle to S. T. Coleridge

Unit-II: Aristotle

Poetics

Unit III: John Dryden

An Essay on Dramatic Poesy

Unit IV: S. T. Coleridge

Biographia Literaria Chapter IV, XIV and XVII

Theory of Fancy and Imagination, Coleridge's view on meter

Unit V: William Wordsworth



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Preface to Lyrical Ballad

Paper Code: MAENG502

Paper Title: Indian English Literature I

Objective:

This paper aims at introducing the students to study of the Indian authors who write in English. This will allow the students to tap into the vast reservoir of literary tradition in India.

Outcomes:

After completing this paper the student will be able to

- Recall the events that led to the establishment of British East India Company.
- Discuss the elements of Indian English prose and poetry.
- Critically analyse the rise of Indian English novel and drama.
- Critique the contemporary period.
- Discuss the importance of A.K. Ramanujan's and Nissim Ezekiel's poetry and its importance in Indian English Literature.
- Discuss Jayanta Mahapatra as an Indian poet writing in English.
- Critically assess the poems of Mahapatra prescribed in the syllabus.

CONTENT

Unit I: History of Indian English Literature I

British East India Company: English in India, Indian English prose and poetry

Unit II: Toru Dutt

Our Casuarina Tree



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Unit III: Nissim Ezekiel

Night of the Scorpion

Goodbye Party for Miss Pushpa T. S.

Unit IVA. K. Ramanujam

A River

Obituary

Unit V: Jayanta Mahapatra

Hunger

The Whorehouse in a Calcutta Street



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Paper Code: MAENG503

Paper Title: American Literature I

Objective:

This paper aims at familiarizing the students with the development of the American literature from its origin to the present day.

Outcomes:

- Describe the impact of the civil war in American Literature.
- Describe the importance of realism and regionalism.
- Explain naturalism and determination in American writing.
- Paraphrase the dime novel.
- Identify the tenets of modern literature.
- Describe American literature from 1945 to the present day.
- Explain the important aspect of Walt Whitman biography.
- Identify the important works of Whitman.
- Describe the life and works of Robert Frost.
- Critically analyse the prescribed poetries of Whitman.
- Discuss the poetic impulse of William Carlos Williams.
- Explain the prescribed poetry of Langston Hughes.

CONTENT

Unit I: History of American Literature I

The Colonial Experience, Towards National Literature, Emergence of Literary Nationalism, Knickerbocker writers, Writes of Old South

Unit II: Walt Whitman

Songs of Myself (1-10)

Unit III Robert Frost

The Road Not Taken



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Mending Wall

After Apple Picking

Unit IV: William Carlos Williams and Claude Mckey

Revelation

The Widow's Lament in the Springtime

The White Fiends (Claude Mackey)

Unit V: Langston Hughes

I Too Sing for America

The Negro Speaks of the Rivers

The Poetry of the Negro (191-1970 edition)

Paper Code: MAENG504

Paper Title: Literature and Gender I

Objective:

This paper deals with the works of not just Indian women writers but also with that of women writers from other parts of the world who have used the pen to make a difference. They have created their own space in the field of literature. Gender studies have been an important focus in every field of study and this paper tries to decipher the contribution of literature to the field of gender studies.

Outcomes

After completing this paper the student will be able to

- Understand Simon De Beauvoir as a feminist writer.
- Describe the significance of 'The Independent Woman' in *The Second Sex*.
- Recall the author's understanding of women and liberation.
- Recognize the concept of the Anglo-American feminist criticism and appreciation.
- Explain the significance *Sexual/Textual Politics* in the study of feminist criticism.
- Discuss the life of Virginia Woolf



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- Summarise the themes in *A Room of Ones Own*.
- List the works of Sarojini Naidu.
- Summarise the characteristics and themes in Naidu's poetry.

CONTENT

Unit I: Simon De Beauvoir

The Independent Woman

Unit II: Virginia Woolf

A Room of One's Own

Unit III: Toril Moi

'Anglo American Feminist Criticism' from *Sexual/Textual Politics*

Unit III: Alice Walker

The Color Purple

Unit IV: Sarojini Naidu

Songs of Radha

Pardah Nashin

Unit V: Emily Dickenson

I Felt a Funeral in my Brain

Because I Could not stop for Death



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Syllabus for MA (English) Semester-IV (2021 Onwards)

Semester End Examination Question Pattern

Section A- 5x2=10

Section B- 10x3=30

Section C- 15x2=30

Assignment Marks: 30



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Paper Code: MAENG505

Paper Title: Literary Criticism and Theory-II

Objective

This paper covers the breadth of criticism from Aristotle to Derrida. The aim of this paper is to make the student aware that literary criticism.

Outcomes

After reading this paper the students will be able to:

- Discuss the lives of T. S. Eliot.
- Explain Eliot's views on poetic diction.
- Recognize the importance of *Tradition and Individual Talent*.
- Explain structuralism.
- Discuss the causes that led to post-structuralism.
- Paraphrase the important aspects of deconstruction.
- Discuss the development of structuralism, post-structuralism and deconstruction

CONTENT

Unit-I: P. B. Shelley to Jacques Derrida

A Brief Overview of select literary critics from P. B. Shelly to Jacques Derrida

Unit II: T. S. Eliot

Tradition and Individual Talent

Function of Criticism

Unit-III: Structuralism

Lacan and human consciousness, Linguistic concepts of Saussure, Noam Chomsky, Claude Levi Strauss and Roland Barthes, Russian Formalism

Functions of Criticism

Unit IV: Post-Structuralism

Friedrich Nietzsche, Michel Foucault, Jacques Derrida, Julia Kristeva



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Unit V: Deconstruction

Derrida's Of Grammatology

Paper Code: MAENG506

Paper Title: Indian English Literature II

Objective:

This paper dives into the vast arsenal of Indian English Literature that has been written over a period of time. It also traces the development of the writings over a period of time.

Outcomes:

After completing this paper the student will be able to

- Discuss Jayanta Mahapatra as an Indian poet writing in English.
- Critically assess the poems of Mahapatra prescribed in the syllabus.
- Recall the importance of R. K. Narayan as a novelist.
- Recall important aspects of Mul Raj Anand as an Indian English writer.
- Discuss the importance of Anita Desai and Amitava Ghosh as writers of India English Literature.

CONTENT

Unit I: History of Indian English Literature II

Indian English Novels, Indian English Drama, Contemporary Period

Unit II: R. K. Narayan

The Guide

Unit III: Mulk Raj Anand

Coolie

Unit IV Anita Desai



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Voices in the City

|Unit V: Amitava Ghosh

The Shadow Lines

Paper Code: MAENG507

Paper Title: American Literature II

Objective:

This paper aims to give a cohesive interpretation of the different impulses that went into the making of a separate canon called American Literature.

Outcomes:

After reading this paper the students will be able to:

- Paraphrase the meaning of Claude MacKay's *The White Fiends*.
- Describe the important biographical aspects of Eugene O' Neill and Tennessee Williams.
- Describe critically *Long Day's Journey into the Night* and *A Streetcar Named Desire*.
- Understand Faulkner as a novelist.
- Explain the motifs of *The Sound and the Fury*.
- Discuss feminism in Faulkner.
- Analyse *The Sound and the Fury* as a tragic novel.
- Recognize the importance of Hemmingway as a modern novelist.
- Evaluate *A Farewell to Arms* as a Twentieth century writer.

CONTENT

Unit I: History of American Literature II

Realism and Regionalism, Naturalism, Determinism and Dime Novels, Emergence of Modernism, Contemporary American Literature

Unit II: Eugene O' Neil

Long Day's Journey into Night



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Unit III: Tennessee Williams

A Streetcar Named Desire

Unit IV: Ernest Hemingway

A Farewell to Arms

Unit V: William Faulkner

The Sound and the Fury

Paper Code: MAENG508

Paper Title: Literature and Gender II

Objective:

This paper deals with the works of not just Indian women writers but also with that of women writers from other parts of the world who have used the pen to make a difference. They have created their own space in the field of literature. Gender studies have been an important focus in every field of study and this paper tries to decipher the contribution of literature to the field of gender studies.

Outcomes:

After completing this paper the student will be able to

- Discuss the significance of Emily Dickinson's poetry.
- Describe Sashi Deshpande as a feminist novelist.
- Demonstrate a critical appreciation of *That Long Silence*.
- Compare Virginia Woolf as an author and novelist.
- Elucidate Kamala Das's poetry as an expression of feminist movement in India.
- Enjoy and analyse the various short stories written by feminist writers.
- Understand gender equations that are prevalent in the society from the point of view of a woman.

CONTENT

Unit I: Kamala Das

The Old Playhouse



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Unit II: Virginia Woolf

Mrs. Dalloway

Unit III: Shashi Deshpande

That Long Silence

Unit III: Arundhati Roy

The God of Small Things

Unit IV: Short Stories I

Mahashweta Devi's *Draupadi* and *Breast Giver*

Alice Walker's *Everyday Use*

Unit V: Short Stories II

Sujata Sankranti's *The Wrap* and *The Weft*

Githa Hariharan's *The Will*



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Reference or Books Recommended

Akmajian, Adrin et al. Linguistics : An Introduction to Language and

Communication (5 th Edition). MIT Press;

Cambridge, Massachusetts, 2001

Crystal, David, Linguistics (2nded.) London Penguin Books, 1985

Essential reading

Balasubramanian, T. A Textbook of English Phonetics for Indian Students, Madras

Macmillan, 1981.

Leech, G. et al. A Communicative Grammar of English (3 rd ed) London:

Longman, 2002.

A. C. Gimson :Introduction to the Pronunciation of English,

ELBS, London.

Draper, R. P. : Shakespeare: The Comedies. London: Macmillan, 2000.

Fisk, Deborah P ed. : The Cambridge Companion to English Restoration



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Theatre. Cambridge: CUP, 1999

Harp, R & Stewart, S. Eds. : The Cambridge Companion to Ben Jonson.

Cambridge: CUP 2000.

McEachern, Clarire (ed.) : The Cambridge Companion to Shakespearean
Tragedy. Cambridge: CUP, 2003.

Mangan, Michael. : A Preface to Shakespeare's Comedies, 1594-1603.
(Pearson Education Ltd. New Delhi, 2003).

Sharma, R. C. : Themes and conventions in the Comedy of
Manners, Asia Publishing House, Delhi, 1965.

Caserio, Robert L. : The Cambridge Companion to the Twentieth Century English
Novel. Cambridge: CUP, 2009.

Verdonk, P and J. J. Weber: Twentieth Century Fiction: From Text to Context. London
Routledge, 2006.

Saintsbury, George The English Novel. New Delhi :Omsons, 1998.

Skinner, John An Introduction to Eighteenth Century Fiction. Houndmills: Palgrave,
2000.



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Watt, Ian The Rise of the Novel (New ed) California: University of
California, 2001.

Forster, E. M. : Aspects of the Novel

Lubbock, Percy : The Craft of Fiction

Muir, Edwin : The structure of the Novel

Priestly, J. B. : Literature and the Western Man

6. Procedure of Admission, Curriculum Transaction and Evaluation

1.8.1. Procedure for Admission

For M. A. in English course, any student who has qualified Bachelor Course from a recognized University with 35% or more can apply. The admissions are held completely in the online mode. After the process of admission is over, the candidate has to submit their completed application with the documental evidence to any of the institute designated study centers for verification. After the due verification the candidate is admitted to the course.

6.1 Curriculum Transaction

For delivering the guidance to students to complete the said program the students are provided with Self Learning Material (SLM) for each paper. For M. A. course there is one Course Coordinator, one subject coordinator and two counselors. Contact and Counseling is done every session for 20 days in total, in which the students are given information on the course. WhatsApp groups are created for students of each session for proper delivery of the curriculum. If the students have any query regarding the curriculum they are also instructed over telephonic conversation. They can also contact the subject coordinator for assistance on curriculum completion.



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6.2. Evaluation

For MA course there are four semesters. Each semester is accompanied with one assignment and for 100 marks, out of which 30% marks are added to the final tally. There is an end semester exam after each semester for 70 marks. The qualifying marks for assignment as well as the end semester examination are 40 %. The aggregate pass marks is 45%. Only after qualifying the assignment, the students are eligible for appearing in their end semester exam. A candidate gets a total of 4 years to finish the course.

For MA course

Percentage of Marks	Class
Below 45	Third
45 to 59	Second
Above 60	First Class

7. Requirement of the Laboratory support and Library Resources

The Institute of Distance Education, Rajiv Gandhi University has its own library which has a good collection of books that the students can take help from. Apart from that the students are also allowed to access the Central Library of Rajiv Gandhi University which also contains a collection of various subject related materials.

Laboratory support: Nil

8. Cost Estimate of the Programme and the Provisions

The cost estimate to run the course of MA English by Institute of Distance Education, for one batch of Distance students for the duration of 2 years is as follows:

Sl. No.	Expenditure Heads	Approx. Amount in Rupees
1.	Salary	`6,00,000/-
2.	Honorarium	`48,000/-



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3.	Counselling	`1,60,000/-
4.	Self-Learning Materials	`6,80,000/-
5.	Assignment Response Format	`50,000/-
6.	Examination	`2,50,000/-
7.	Evaluation	`1,40,000/-
8.	Others	`80,000/-
Total		`20,08,000/-

Fees Structure

Details	MA 1st Semester	MA 2nd Semester	MA 3rd Semester	MA 4th Semester
Course Fee	₹ 700.00	₹ 700.00	₹ 700.00	₹ 700.00
Admission Fee	₹ 500.00	₹ 500.00	₹ 500.00	₹ 500.00
Registration Fee	₹ 450.00			
Central Examination Fee	₹ 1,600.00	₹ 1,600.00	₹ 1,600.00	₹ 1,600.00
Marksheet Fee	₹ 250.00	₹ 250.00	₹ 250.00	₹ 250.00
Self Learning Material	₹ 3,500.00		₹ 3,500.00	
Assignment Evaluation Fee	₹ 300.00	₹ 300.00	₹ 300.00	₹ 300.00
Counseling Fee	₹ 700.00	₹ 700.00	₹ 700.00	₹ 700.00
Identity Card Fee	₹ 100.00	₹ 100.00	₹ 100.00	₹ 100.00
Continuation Fee		₹ 500.00	₹ 500.00	₹ 500.00



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Assignment Response Fee	₹ 250.00	₹ 250.00	₹ 250.00	₹ 250.00
Centre Fee	₹ 300.00	₹ 300.00	₹ 300.00	₹ 300.00
Library Fee	₹ 100.00	₹ 100.00	₹ 100.00	₹ 100.00
Total	₹ 8,750.00	₹ 5,300.00	₹ 8,800.00	₹ 5,300.00

9. Quality assurance mechanism and expected programme outcomes

The syllabus of the M.A. English has been developed

The quality of the programme depends on scientific construction of the curriculum, strong-enough syllabi, sincere efforts leading to skilful execution of the course of the study. The ultimate achievement of M.A. English programme of study may reflect the gaining of knowledge and skill in language and literature. Gaining of knowledge in language and literature may help the students to get new job opportunities, upgrading their position not only in employment but also in the society, make students feel thirsty to achieve in the fields associated with the discipline- English Language, achieving in competitive examinations on the subject- English Language, etc.

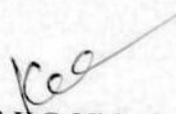
The benchmark qualities of the programme may be reviewed based on the performance of students in their end semester examinations. Also the feedback from the alumni, students, parents and employers will be received and analysed for the further improvement of the quality of the M.A. English Programme



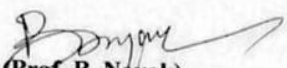
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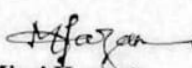
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IDE, Representative