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GOKUL GLOBAL UNIVERSITY (GGU)

Faculty of Arts, Humanities and Social Science

Master of Arts (English)



FACULTY OF ARTS, HUMANITIES & SOCIAL SCIENCES
GOKUL ARTS COLLEGE



University Campus, State Highway-41, Siddhpur - 384151, Dist. Patan, Gujarat, INDIA
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Teaching Scheme & Examination Pattern

Semester 1

Sr. No.	Subject Name	Course Type	Subject Code	Credit	Teaching Scheme Per week			Examination Marks				Total Marks
					Th-hour	Pr-hour	Total-hour	Internal	External			
								Th	Pr	Th	Pr	100
1	Literature in English Language (1450-1660): Poetry	Core Compulsory	FAHM115101	4	4	-	60	30	-	70		100
2	Literature in English Language (1450 - 1660) Prose and Plays	Core Compulsory	FAHM115102	4	4	-	60	30	-	70		100
3	Classical and Renaissance Literary Criticism	Core Compulsory	FAHM115103	4	4	-	60	30	-	70		100
4	Indian Writing in English	Core Compulsory	FAHM115104	4	4	-	60	30	-	70		100



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5	Indian Diaspora	Core Compulsory	FAHM115105	4	4	-	60	30	-	70		100
Total				20	20		300	150		350		500



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Semester 2

Sr. No.	Subject Name	Course Type	Subject Code	Credit	Teaching Scheme Per week			Examination Marks				Total Marks
					Th-hour	Pr-hour	Total-hour	Internal		External		
								Th	Pr	Th	Pr	100
1	Literature in English Language (1660 - 1798)	Core Compulsory	FAHM125101	4	4	-	60	30	-	70		100
2	Literature in English Language (1760-1830)	Core Compulsory	FAHM125102	4	4	-	60	30	-	70		100
3	Neo Classical, Romantic and Victorian Literary	Core Compulsory	FAHM125103	4	4	-	60	30	-	70		100



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	Criticism											
4	English-Language Theory	Core Compulsory	FAHM125104	4	4	-	60	30	-	70		100
5	Noble and Booker Prize Winning Texts	Core Compulsory	FAHM125105	4	4	-	60	30	-	70		100
Total				20	20		300	150		350		500



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Semester 3

Sr. No.	Subject Name	Course Type	Subject Code	Credit	Teaching Scheme Per week			Examination Marks				Total Marks
					T h- ho ur	Pr- hour	Total - hour	Intern al	External			
								Th	Pr	Th	Pr	
1	Literature in English Language (1830 - 1914)	Core Compulsory	FAHM135101	4	4	-	60	30	-	70		100
2	Literature in English Language (1900 - 1950)	Core Compulsory	FAHM135102	4	4	-	60	30	-	70		100



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3	Contemporary Literary Criticism	Core Compulsory	FAHM135103	4	4	-	60	30	-	70		100
4	Special Author (1): Translation: A Case Study of Tagore	Core Compulsory	FAHM135104	4	4	-	60	30	-	70		100
5	Research Methodology	Core Compulsory	FAHM135105	4	4	-	60	30	-	70		100
Total				20	20		300	150		350		500



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Semester 4

Sr. No.	Subject Name	Course Type	Subject Code	Credit	Teaching Scheme Per week			Examination Marks				Total Marks
					Th- hour	Pr- hour	Total -hour	Internal		External		
								Th	Pr	Th	Pr	
1	Literature in English Language (1950 to the Present)	Core Compulsory	FAHM145101	4	4	-	60	30	-	70		100
2	Special Authors (2): T.S. Eliot & W. S. Maugham	Core Compulsory	FAHM145102	4	4	-	60	30	-	70		100



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3	Indian Poetics	Core Compulsory	FAHM145103	4	4	-	60	30	-	70		100
4	Indian Texts in Translation	Core Compulsory	FAHM145104	4	4	-	60	30	-	70		100
5	Philosophy and Literature	Core Compulsory	FAHM145105	4	4	-	60	30	-	70		100
Total				20	20		300	150		350		500



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Syllabus

Semester 1

Program :	M.A.	Subject / Branch :	ENGLISH
Year :	2022/23 – 1st	Semester :	I
Course title :	Literature in English Language (1450-1660): Poetry	Course code :	Course Code : FAHM115101
Course type :	Theory (Core Compulsory)	Course credit :	04
Pte-requisite :	Basic forms of poetry		
Rationale :			

Teaching Examination Scheme:

Teaching (Hours/week)			Examination Scheme			
Lecture	Tutorial	Practical	Internal		External	Total
4			Mid	CE		
			15	15	70	100

Course Objective:



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- To introduce students to the major poets and poetic movements of the English Renaissance period, from the late medieval period to the Restoration.
- To explore the historical and cultural contexts in which these poets wrote, and how these contexts influenced their work.
- To develop students' close reading skills, allowing them to analyze and interpret poems in depth.
- To provide opportunities for students to engage in scholarly research and writing about the literature of this period.
- To encourage students to appreciate the aesthetic and emotional power of poetry, and how it can shape our understanding of the world around us.

Course Outcome:

- Students will be able to identify and describe key poets and poetic movements of the English Renaissance period.
- Students will be able to analyze and interpret poems from this period, using close reading skills to identify literary devices, themes and other elements of the text.
- Students will be able to articulate their ideas about poetry clearly and persuasively, both orally and in writing.
- Students will be able to conduct research on literary texts and historical contexts, using appropriate research methods and citation practices.
- Students will be prepared for further study in English literature, with a solid foundation in the key Poets, poetic movements and critical approaches of this period.



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Content

Unit	Description in detail	Credit	Weight age
I	Chaucer: Prologue to the Canterbury Tales	1	25%
	Spenser: <i>Faerie Queen</i> Book I		
II	John Donne <ul style="list-style-type: none">● <i>The Ecstasy</i>● <i>The Canonization</i>● <i>Batter My Heart, Three Person'd God</i>	1	25%
	Andrew Marvel <ul style="list-style-type: none">● <i>To His Coy Mistress</i>● <i>Thoughts in a Garden</i>		
III	Sydney: Selected Sonnets: <ul style="list-style-type: none">● Sonnet no. 1 <i>Loving in Truth</i>● Sonnet no. 31 <i>With How Sad Steps</i>● Sonnet no. 33 <i>I Might O, me I Might</i>	1	25%



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	Shakespeare: Selected Sonnets: <ul style="list-style-type: none">● Sonnet no.18 <i>Shall I compare thee to a Summer's Day?</i>● Sonnet no.29 <i>When, in disgrace with fortune and men's eyes</i>● Sonnet no.116 <i>Let Me not to the marriage of true minds</i>		
IV	Milton <ul style="list-style-type: none">● <i>Paradise Lost</i> Book- I● <i>Paradise Lost</i> Book- IX	1	25%

Recommended Reading:

- * A.C.Bradley: *Lectures on Poetry*
- * Helen Vendler: *The Sonnets of Shakespeare*
- * G.W Spiller.: *The Sonnet*
- * E.M.W. Tilliard: *The Elizabethan World Picture*
- * Allardyce Nicoll: *Shakespeare and the Modern World*
- * Ian Mortimer: *The Time Traveller's Guide to Elizabethan World*
- * Isabel Rivers: *Classical Ideas in Renaissance Poetry*
- * F.T Prince: *Paradise Lost*



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* Legouis and Cazamian: History of English Literature

Program :	M.A. (English)	Subject / Branch :	ENGLISH
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Year :	2022/23 – 1st	Semester :	I
Course title :	Literature in English Language (1450 -1660) Prose and Plays	Course code :	Course Code :FAHM115102
Course type :	Theory (Core Compulsory)	Course credit :	04
Pte-requisite :	Basic knowledge of Prose and Plays		
Rationale :			

Teaching Examination Scheme:

Teaching (Hours/week)			Examination Scheme			
Lecture	Tutorial	Practical	Internal		External	Total
4			Mid	CE		
			15	15	70	100

Objectives:

- To understand the historical and social contexts of the literature produced during this period.
- To develop an appreciation for the formal features of early modern English literature, including Prose and Drama.
- To familiarize oneself with the major literary figures and works of the period.
- To develop critical thinking and writing skills through close reading and analysis of literary texts.
- To examine the ways in which literature reflects and shapes cultural values and beliefs.



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Outcomes:

- Students will be exposed to different forms of writing, prose and plays that will help them develop their reading and critical thinking abilities.
- Students will be able to explore the literary themes and motifs present in the works of renowned writers from the 15th to the mid 17th century.
- Students will be able to gain a deeper appreciation of the different literary genres such as tragedy, comedy, satire and romance.
- Through critical reading, analytical writing, and class discussion, students will develop analytical skills that will enable them to analyze and interpret literary works with a more profound understanding.

Content

Unit	Description in detail	Credit	Weight age
I	Marlowe: <i>Doctor Faustus</i> <ul style="list-style-type: none">● <i>Introduction to the author</i>● <i>Characters</i>● <i>Historical and literary background</i>● <i>Plot summary</i>● <i>Themes</i>	1	25%



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	Thomas Kyd: <i>The Spanish Tragedy</i> <ul style="list-style-type: none">● Introduction to the author● Characters● Historical and literary background● Plot summary● Themes		
II	Shakespeare: <i>Hamlet</i> <ul style="list-style-type: none">● Introduction to the author● Characters● Historical and literary background● Plot summary● Themes <i>King Lear</i> <ul style="list-style-type: none">● Introduction to the author● Characters● Historical and literary background● Plot summary● Themes	1	25%
III	Shakespeare: <i>Tempest</i> <ul style="list-style-type: none">● Introduction to the author● Characters● Historical and literary background● Plot summary	1	25%



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	<ul style="list-style-type: none">● <i>Themes</i>		
	Ben Jonson: <i>Volpone</i> <ul style="list-style-type: none">● <i>Introduction to the author</i>● <i>Characters</i>● <i>Historical and literary background</i>● <i>Plot summary</i>● <i>Themes</i>		
IV	Bacon: <ul style="list-style-type: none">● <i>'Of Friendship'</i>,● <i>'Of Youth and Age'</i>,● <i>'Of Studies'</i>,● <i>'Of Ambition'</i> Montaigne: <ul style="list-style-type: none">● <i>'On Solitude'</i>,● <i>'On Idleness'</i>,● <i>'On Fear'</i>,● <i>'On the Cannibals'</i>	1	25%

Recommended Reading:

- * A.C Bradley: *Shakespearean Tragedy*
- * M.A Screech: *The Complete Essays of Montaigne*



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- * Stephen Zweigler.: *Montaign.*
- * Sarah Bakewell: *How to Live: A Life of Montaigne*
- * Stephen Greenblatt: *Will in the World: A Life of Shakespeare*
- * Stephen Greenblatt: *The Swerve: How The Renaissance Began*
- * Wilson Knight: *The Imperial Theme.*
- * Legouis and Cazamian: *History of English Literature.* OUP, UK



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Program:	Master of Arts	Subject / Branch:	English
Year:	2022/23 – 1 st	Semester:	I
Course title:	Classical and Renaissance Literary Criticism	Course code:	FAHM115103
Course type:	Theory	Course credit:	04
Pre-requisite :	Basic Knowledge of English Language		
Rationale :			

Teaching Examination Scheme:

Teaching (Hours/week)			Examination Scheme			
Lecture	Tutorial	Practical	Internal		External	Total
4			Mid	CE		
			15	15	70	100

Course Objective:

- To explore the foundational principles of literary criticism in classical antiquity and the Renaissance era.
- To analyse the evolution of literary criticism from classical to Renaissance perspectives, highlighting key shifts in critical paradigms.
- To assess the enduring impact of classical and Renaissance literary criticism on contemporary literary theory and interpretation.

Course Outcome:

- A comprehensive understanding of the core tenets of classical and Renaissance literary criticism.
- Identification of key historical and intellectual transitions in the development of literary criticism.



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- Insights into the continued relevance and influence of classical and Renaissance literary criticism in modern literary analysis and interpretation.

Content

Unit		Credit	Weightage
I	Plato: The Republic	1	25%
II	Aristotle: The Poetics	1	25%
III	Longinus: On the Sublime	1	25%
IV	Sidney: An Apologie for Poetry	1	25 %

Recommended Reading:

- * David Daiches: Critical Approaches to Literature
- * George Saintsbury: History of Literary Criticism
- * Wimsatt and Brookes: Literary Criticism
- * Humphrey House: Aristotle's Poetics
- * Simon Blackburn: The Republic: A Short Biography
- * Alan Bloom: The Republic



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* Jonathan Barnes: Aristotle: A Very Short Introduction

* Julia Annas: Plato: A Very Short Introduction



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Program:	Master of Arts	Subject / Branch:	English
Year:	2022/23 – 1 st	Semester:	I
Course title:	Indian Writing in English	Course code:	FAHM115104
Course type:	Theory	Course credit:	04
Pre-requisite :	Basic Knowledge of English Language		
Rationale :			

Teaching Examination Scheme:

Teaching (Hours/week)			Examination Scheme			
Lecture	Tutorial	Practical	Internal		External	Total
4			Mid	CE		
			15	15	70	100

Course Objective:

- To trace the historical and cultural roots of Indian Writing in English and its emergence as a distinct literary tradition.
- To examine the evolving themes, narratives, and styles within IWE, reflecting the diverse voices and experiences of India.
- To assess the global impact and critical reception of IWE, considering its contribution to world literature and its role in shaping perceptions of India.

Course Outcome:



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- A comprehensive overview of the origins and development of Indian Writing in English as a literary phenomenon.
- A deeper understanding of the thematic and stylistic diversity in IWE, reflecting the rich tapestry of Indian culture and society.
- Insights into the global significance of IWE, its influence on contemporary literature, and its contribution to cross-cultural dialogue and understanding.

Content

Unit		Credit	Weightage
I	Mulk Raj Anand: Untouchable R. K. Narayan: The English Teacher	1	25%
II	Mahesh Dattani: Final Solutions Dina Mehta: Brides are not for Burning	1	25%
III	Ruskin Bond: The Night Train at Deoli The Room on the Roof Our trees still Grow in Dehra Shakespeare: Selected Sonnets:	1	25%



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	Arun Kolatkar: The Cups of Tea The Boatride Irani Restaurant		
IV	K. Ramanujan: Is there an Indian Way of Thinking? An Informal Essay Anand K. Coomarswamy: Music and Education in India	1	25 %

Recommended Reading:

- Mehrotra, Arvind K. Illustrated History of Indian Writing in English , OUP, Delhi
- Iyenger, K.R. Srinivasa, History of Indian Writing in English, Sterling, Delhi
- Naik, M.K. A History of Indian English Literature , Sahitya Akadami
- Anthology of Indian Prose Writings in English ', Penguin Study Editions
- Coomarswamy, Anand K: Essays on Ideal Nationalism. Motilal Banarasidas, New Delhi.



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Program:	Master of Arts	Subject / Branch:	English
Year:	2022/23 – 1 st	Semester:	I
Course title:	Literature by Indian Diaspora	Course code:	FAHM115105
Course type:	Theory	Course credit:	04
Pre-requisite :	Basic Knowledge of English Language		
Rationale :			

Teaching Examination Scheme:

Teaching (Hours/week)			Examination Scheme			
Lecture	Tutorial	Practical	Internal		External	Total
4			Mid	CE	70	100
			15	15		

Course Objective:

- To analyse the unique literary expressions of the Indian diaspora, exploring how it reflects the complex intersections of identity, culture, and displacement.
- To investigate the themes and narratives that resonate through literature by the Indian diaspora, shedding light on the transnational and multicultural experiences of its authors.
- To assess the impact of literature by the Indian diaspora on diaspora studies, postcolonial literature, and global cultural discourse.

Course Outcome:



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- A nuanced understanding of the literary works produced by the Indian diaspora, emphasizing their role in articulating the diasporic experience.
- Recognition of the multifaceted themes and narratives within this literature, highlighting its contribution to the broader literary landscape.
- Insights into the significance of literature by the Indian diaspora in fostering cross-cultural dialogues, promoting diversity, and enriching global literary conversations.

Content

Unit		Credit	Weightage
I	History of Diaspora, <i>Girmityas</i> by Brij V. Lal	1	25%
II	Jhumpa Lahiri: <i>Namesake</i> Amitav Ghosh: <i>Shadow Lines</i>	1	25%
III	M. G. Vassangi: <i>No New Land</i> Vikram Seth: <i>A Suitable Boy</i>	1	25%
IV	Bharti Mukharjee: <i>Desirable Daughters</i>	1	25 %



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	Chitra Divakaruni: <i>Mistress of Spices</i>		
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Recommended Reading:

- * Ania Loomba : *Colonialism/ Post Colonialism*
- * Brij V. Lal: *The Encyclopaedia of Indian Diaspora*
- * Salman Rushdie : *Imaginary Homelands*
- * Leela Gandhi : *Post Colonial criticism*
- * AimeCesaire : *Discourses on Colonialism*
- * Edward Said: *Culture and Imperialism*
- * Edward Said : *Orientalism*
- * Edward Said : *The World, The Text and The Critics*
- * Ghosh, Amitav. *The Diaspora in Indian Culture.*
- * Gillion, K.L. *The Fiji Indians Challenge to European Dominance 1920 -1946.*
- * Gilory, Paul. *The Black Atlantic, Modernity and Double Consciousness.*
- * Naipaul, V. S. *The Middle Passage.*
- * Naipaul, V.S. *A Turn in the South.*
- * Paranjape, Makarand. *In Diaspora: Histories, Texts, Theories.*



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-
- * Jhumpa Lahiri: *The Interpreter of Maladies and Other Stories*
 - * Anita Munnar(ed.): *The Diaspora Reader*



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Semester 2

Program :	M.A.	Subject / Branch :	ENGLISH
Year :	2022/23 – 1 st	Semester :	II
Course title :	Literature in English Language (1660 -1798)	Course code :	Course Code : FAHM125101
Course type :	Theory (Core Compulsory)	Course credit :	04
Pte-requisite :	Basic knowledge of English literature		
Rationale :			

Teaching Examination Scheme:

Teaching (Hours/week)			Examination Scheme			
Lecture	Tutorial	Practical	Internal		External	Total
4			Mid	CE		
			15	15	70	100

Course Objective:

- To trace the evolution of literature in English language during the period between 1660 and 1798.
- To analyze the works of prominent writers from this period, such as Dryden, Alexander Pope, William Congreve, Thomas gray etc. With a focus on their unique styles, themes and contributions to literature.



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- To discuss various literary genres that emerged during this period, including the novel, satire, drama and poetry and how they were used to reflect the social, cultural and intellectual concerns of the time.

Course Outcome:

- A better understanding of the evolution of literature in English language during the period between 1660 and 1798.
- Increased knowledge of the significant literary movements and trends that characterized this period, including the Restoration, the Enlightenment and the Romantic Era.
- Enhanced appreciation of the works of prominent writers from this period, such as Alexander Pope, John Dryden, Congreve, Thomas Gray etc.

Content

Unit	Description in detail	Credit	Weight age
I	Dryden: <i>Absalom and Achitophel</i> <ul style="list-style-type: none">● Brief Biography of John Dryden● Plot summary● Themes and symbols	1	25%



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	Alexander Pope: <i>The Rape of the Lock</i> <ul style="list-style-type: none">● Introduction to Pope● Historical and literary background● Characters● Summary of the plot● Themes		
II	<div>Congreve: <i>The Way of the World</i><ul style="list-style-type: none">● Introduction to Congreve● Historical and literary background● Characters● Summary of the plot● Themes</div> <div>Sheridan: <i>The School for Scandal</i><ul style="list-style-type: none">● Introduction to Sheridan● Historical and literary background● Themes</div>	1	25%



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III	Thomas Gray: <i>Elegy Written in a Country Churchyard</i> <ul style="list-style-type: none">● Introduction to Gray● Historical and literary background● Themes	1	25%
	Steele & Addison: <ul style="list-style-type: none">● Sir Roger at Church● Meditations in Westminster Abbey● The Spectator Club		
IV	Henry Fielding: <i>Tom Jones</i> <ul style="list-style-type: none">● Introduction to Henry Fielding● Historical and literary background● Characters● Summary of the plot● Themes	1	25%
	Swift: <i>Gulliver's Travels</i> <ul style="list-style-type: none">● Introduction to Jonathan Swift		



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	<ul style="list-style-type: none">● <i>Historical and literary background</i>● <i>Characters</i>● <i>Summary of the plot</i>● <i>Themes</i>		
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Recommended Reading:

Basil Willey: *The Seventeenth Century Background, The Eighteenth Century Background*

- * Christopher Hill: *Milton and the English Revolution*
- * Raymond Williams: *The Country and the City*
- * L.J. Bredvold: *The Intellectual Milieu of John Dryden*
- * Ian Watt: *The Rise of the Novel*
- * Samuel Johnson: *The Lives of the Poets Vol. I*
- * George saintsbury: *Dryden*
- * Ian Jack: *Augustan Satire*
- * BonamyDobree: *Restoration Comedy*
- * John Palmer: *The Comedy of Manners*



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Program :	M.A.	Subject / Branch :	ENGLISH
Year :	2022/23 – 1st	Semester :	II
Course title :	Literature in English Language (1760-1830)	Course code :	Course Code : FAHM125102
Course type :	Theory (Core Compulsory)	Course credit :	04
Pte-requisite :	Basic knowledge of English literature		
Rationale :			

Teaching Examination Scheme:

Teaching (Hours/week)			Examination Scheme			
Lecture	Tutorial	Practical	Internal		External	Total
4			Mid	CE		
			15	15	70	100

Course Objective:

- To explore the major literary movements and trends in English literature during the period of 1760-1830.
- To analyze the social, political and cultural context of the literature of the period and how it influenced the writers and their works.



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- To discuss the themes and styles that emerged during the period, including Romanticism, Naturalism and the rise of the novel.
- To examine the literary contributions of major writers of the period such as William Blake, Wordsworth, Keats, P B Shelley, Marry Shelley etc.

Course Outcome:

- A comprehensive understanding of the major literary movements and trends in English literature during the period of 1760-1830.
- A clear understanding of the themes and styles that emerged during the period of 1760-1830.
- The ability to critically analyze and interpret a range of literary texts from the period of 1760-1830.
- The ability to present a well structured and coherent argument about the literature of the period, supported by logical debates.

Content

Unit	Description in detail	Credit	Weight age
I	William Blake: <i>The Lamb</i> <ul style="list-style-type: none">● Critical analysis● Themes <i>The Chimney Sweeper</i> <ul style="list-style-type: none">● Critical analysis● Themes <i>The Tyger,</i>	1	25%



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	<ul style="list-style-type: none">● <i>Critical analysis</i>● <i>Themes</i><i>The Clod and the Pebble</i>● <i>Critical analysis</i>● <i>Themes</i>		
	Charles Lamb: <i>Dream Children: A Reverie</i> <ul style="list-style-type: none">● <i>Critical analysis</i>● <i>Themes</i> <i>My Relations</i> <ul style="list-style-type: none">● <i>Critical analysis</i>● <i>Themes</i>		
II	William Wordsworth: <i>Tintern Abbey</i> <ul style="list-style-type: none">● <i>Critical analysis</i>● <i>Themes</i> <i>Immortality Ode</i> <ul style="list-style-type: none">● <i>Critical analysis</i>● <i>Themes</i>	1	25%
	Coleridge: <i>Rime of the Ancient Mariner</i> <ul style="list-style-type: none">● <i>Critical analysis</i>● <i>Themes</i>		



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	<i>Dejection Ode</i> <ul style="list-style-type: none">● Critical analysis● Themes		
III	<p>Keats:</p> <p><i>Ode to Autumn</i></p> <ul style="list-style-type: none">● Critical analysis● Themes <p><i>Ode on a Grecian Urn</i></p> <ul style="list-style-type: none">● Critical analysis● Themes <p><i>Hyperion</i></p> <ul style="list-style-type: none">● Critical analysis● Themes	1	25%
	<p>Shelley:</p> <p><i>Ode to the West Wind</i></p> <ul style="list-style-type: none">● Critical analysis● Themes <p><i>Ode to a Skylark</i></p> <ul style="list-style-type: none">● Critical analysis● Themes		



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	<i>Adonis</i> <ul style="list-style-type: none">● <i>Critical analysis</i>● <i>Themes</i>		
IV	<i>Sir Walter Scott:</i> <i>Ivanhoe</i> <ul style="list-style-type: none">● <i>Introduction to the author</i>● <i>Plot summary</i>● <i>Social and literary background</i>● <i>Themes</i> <i>Mary Shelly:</i> <i>Frankenstein</i> <ul style="list-style-type: none">● <i>Introduction to the author</i>● <i>Plot summary</i>● <i>Social and literary background</i>● <i>Themes</i>	1	25%

Recommended Reading:



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- * M.H. Abrams: *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*
- * Cynthia Chase :*Romanticism*
- * Stuart Curran: *The Cambridge Companion to British Romanticism*
- * Duncan Wu: *Romanticism: A Critical Reader*
- * Duncan Wu: *Romantic Women Poets: An Anthology*
- * Jerome J. McGann: *The New Oxford Book of Romantic Period Verse*
- * C.H. Herford: *The Age of Wordsworth*
- * Max Plauman: *An Introduction to the Study of Blake*



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Program :	M.A.	Subject / Branch :	ENGLISH
Year :	2022/23 – 1st	Semester :	II
Course title :	Neo Classical, Romantic and Victorian Literary Criticism	Course code :	Course Code : :FAHM125103
Course type :	Theory (Core Compulsory)	Course credit :	04
Pte-requisite :	Basic knowledge of English literature		
Rationale :			

Teaching Examination Scheme:

Teaching (Hours/week)			Examination Scheme			
Lecture	Tutorial	Practical	Internal		External	Total
4			Mid	CE		
			15	15	70	100

Course Objective:

- To explore the distinct characteristics and philosophical foundations of Neo-Classical, Romantic, and Victorian literary criticism within their respective historical contexts.
- To analyze the ways in which these critical paradigms influenced literary production and reception during their respective eras.



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- To assess the enduring impact and legacy of Neo-Classical, Romantic, and Victorian literary criticism on contemporary literary theory and interpretation.

Course Outcome:

- A comprehensive understanding of the key principles and ideas underpinning Neo-Classical, Romantic, and Victorian literary criticism.
- Identification of the ways in which these critical frameworks shaped literary works and the broader cultural discourse of their times.
- Insights into the continued relevance and influence of Neo-Classical, Romantic, and Victorian literary criticism on modern literary analysis, interpretation, and the study of literary history.

Content

Unit	Description in detail	Credit	Weight age
I	John Dryden: An Essay of Dramatic Poesy Alexander Pope: An Essay on Criticism	1	25%



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II	<ul style="list-style-type: none">● Dr. Samuel Johnson: Preface to Shakespeare● William Wordsworth: The Preface to Lyrical Ballads	1	25%
III	Samuel Taylor Coleridge: Biographia Literaria (Ch. XIV, XVII, XVIII)	1	25%
	P. B. Shelly: A Defence of Poetry		
IV	Matthew Arnold: The Study of Poetry	1	25%
	D. H. Lawrence: Why the Novel Matters		



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Recommended Reading:

Prescribed Text:

- * Enright, D.J. and Chickera, Ernest De: English Critical Texts, Oxford University Press, New Delhi: 2004
- * Relevant volumes of Cambridge History of Criticism
- * David Daiches: Critical Approaches to Literature
- * George Saintsbury: History of Literary Criticism
- * Patricia Waugh: Literary Theory and Criticism
- * Chris Baldick: Criticism and Literary Theory
- * Terry Eagleton: Literary Criticism
- * Terry Eagleton: The Idea of Culture
- * Chris Baldick: Criticism and Literary Theory
- * I.A. Richards: Principles of Literary Criticism
- * Northrop Frye: Anatomy of Criticism



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Program :	M.A.	Subject / Branch :	ENGLISH
Year :	2022/23 – 1st	Semester :	II
Course title :	English-Language Theory	Course code :	Course Code : : FAHM125104
Course type :	Theory (Core Compulsory)	Course credit :	04
Pte-requisite :	Basic knowledge of English literature		
Rationale :			

Teaching Examination Scheme:

Teaching (Hours/week)			Examination Scheme		
Lecture	Tutorial	Practical	Internal		External
			Mid	CE	Total
4			15	15	70
					100

Course Objective:

- To investigate the historical evolution and foundational principles of English-Language Theory as an interdisciplinary field encompassing linguistics, literature, and cultural studies.
- To analyse the diverse theoretical approaches and methodologies within English-Language Theory, exploring their applications in understanding language, literature, and cultural discourse.
- To evaluate the contemporary relevance and interdisciplinary significance of English-Language Theory in the study of language, literature, and the complexities of cultural expression.



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Course Outcome:

- A comprehensive overview of the historical development and interdisciplinary nature of English-Language Theory.
- Enhanced understanding of the various theoretical frameworks and methods used in English-Language Theory, with insights into their practical applications.
- Insights into the enduring importance of English-Language Theory in shaping critical perspectives on language, literature, and cultural studies, as well as its role in fostering interdisciplinary dialogue and analysis.

Content

Unit	Description in detail	Credit	Weight age
I	Communication: Process and Barriers	1	25%
	Basic Skills of Language: LSRW, Acquisition vs. Learning		
II	Learning Theories: Behaviourist Theory of learning Cognitive theories Approaches - Structural Approach Communicative Approaches	1	25%



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III	Goals of teaching Literature: General Objectives, Specific Objectives Theories of Teaching Literature: Subject Centred, Teacher Centred and Student Centred	1	25%
IV	Methods of Teaching Poetry Methods of Teaching Fiction and Drama	1	25%

Recommended Reading:

- * M.K. Rice, J.V. Burns: Thinking/ Writing
- * BryneDonn :Techniques for Classroom Interaction
- * Mortimer J. Adler :How to Read a Book
- * Geetha Nagraj :English Language Teaching
- * N. Krishnaswamy : Methods of Teaching English



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- * Brunifet G.J. , Johnson K. : The Communicative Approach to Language Teaching
 - * Willis Jane : Teaching English
 - * Byrne Donn : Teaching Oral English
 - * R.K. Bansal, J.B. Harrison : Spoken English
 - * O. Connor : Better English Pronunciation
 - * A.S. Hornby : The Teaching of Structural Words and Sentence Patterns
 - * Christine Nuttall : Teaching Reading Skills in a Foreign Language
 - * C.P. Cansava, D. Williams : The Active Reader
 - * M.K. Rice, J.V. Burns : Thinking/ Writing
- Showalter, Elaine: Teaching Literature, Blackwell Publishing, USA, 2003.



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Program :	M.A.	Subject / Branch :	ENGLISH
Year :	2022/23 – 1st	Semester :	II
Course title :	Noble and Booker Prize Winning Texts	Course code :	:FAHM125105
Course type :	Theory (Core Compulsory)	Course credit :	04
Pte-requisite :	Basic knowledge of English literature		
Rationale :			

Teaching Examination Scheme:

Teaching (Hours/week)			Examination Scheme			
Lecture	Tutorial	Practical	Internal		External	Total
4			Mid	CE		
			15	15	70	100

Course Objective:

- To examine the distinguishing characteristics and themes prevalent in texts awarded the Nobel Prize in Literature and the Booker Prize, highlighting the diversity and commonalities within these prestigious literary accolades.
- To analyse the global impact and reception of these prize-winning texts, considering their influence on the literary world and their significance in representing cultural and social contexts.



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- To evaluate the enduring legacy of Nobel and Booker Prize-winning texts in contemporary literature, exploring their continued relevance and their contribution to literary canons.

Course Outcome:

- A comprehensive understanding of the key features and themes found in works honored with the Nobel Prize in Literature and the Booker Prize.
- Insight into the broader cultural and international reception of these texts, illustrating their role in shaping literary and societal discourse.
- Recognition of the ongoing significance and impact of Nobel and Booker Prize-winning texts in contemporary literature, illuminating their enduring contributions to global literary traditions and conversations.

Content

Unit	Description in detail	Credit	Weight age
I	Margaret Atwood: Handmaid's Tale	1	25%
	Hilary Mantel: Woolf Hall		



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II	Orhan Pamuk: My Name is Red	1	25%
	<i>Julian Barnes: The Sense of an Ending</i>		
III	Ernest Hemingway: The Old Man and the Sea	1	25%
	Arvind Adiga: The White Tiger		
IV	V. S. Naipaul: House for Mr. Biswas	1	25%
	Kiran Desai: The Inheritance of Loss		

Recommended Reading:

- * Arnold Davidson (Ed): Studies on Canadian Literature: Introductory and Critical Essays
- * Arnold Davidson: The Art of Margaret Atwood



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- * Sherrill Grace: Margaret Atwood: Language Text and System
- * Linda Hutcheon: The Canadian Post Modern
- * Hilary Mantel: Bringing Up the Bodies
- * Hilary Mantel: Giving up the Ghost
- * Orhan Pamuk: The Naive and the Sentimental Novelist
- * Mehnaz Afridi: Global Perspectives on Orhan Pamuk: Existentialism and Politics
- * V.S. Naipaul: Literary Occasions
- * V. S. Naipaul: The Writer and the World
- * V. S. Naipaul: A Writer's People: Ways of Looking and Feeling
- * Scott Donaldson: By Force of Will: The Life and Art of Ernest Hemingway



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Semester 3

Program :	M.A. (English)	Subject / Branch :	ENGLISH
Year :	2022/23 – 2nd	Semester :	III
Course title :	Literature in English Language (1830 - 1914)	Course code :	Course Code : FAHM135101
Course type :	Theory (Core Compulsory)	Course credit :	04
Pte-requisite :	Basic knowledge of Indian English Literature		
Rationale :			

Teaching Examination Scheme:

Teaching (Hours/week)			Examination Scheme		
Lecture	Tutorial	Practical	Internal		External
			Mid	CE	
4			15	15	70
					100

Objectives:

- To examine the literary and cultural significance of Rabindranath Tagore's works in translation.
- To analyze the challenges and complexities of translating Tagore's works.



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- To explore the ways in which Tagore's works has been received by Western audiences, and the impact it has had on his legacy.
- To investigate the relationship between Tagore's works and the broader socio-cultural and political contexts in which they were created.

Outcomes:

- Increased understanding of the cultural and literary significance of Tagore's work.
- Enhanced knowledge of the challenges and complexities of translation, particularly, with regard to works of literature.
- Development of critical thinking skills through analysis and interpretation of Tagore's works in translation.
- Enhanced research skills through the analysis of primary and secondary sources related to Tagore's works.

Content

Unit	Description in detail	Credit	Weight age
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I	Tennyson: <i>In Memoriam</i> Browning: <i>Rabbi Ben Ezra</i> <i>Fra Lippo Lippi</i> <i>The Bishop Orders His Tomb at St. Praxed</i> <i>A Grammarians Funeral</i>	1	25%
II	Charles Dickens: <i>Great Expectations</i> Thomas Hardy: <i>Tess of the D'urbervilles</i>	1	25%



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III	Emily Bronte: <i>Wuthering Heights</i> George Eliot: <i>Middlemarch: a Study of Provincial Life</i>	1	25%
IV	Matthew Arnold: <i>Culture and Anarchy</i> John Ruskin: <i>Unto This Last</i>	1	25%

Recommended Reading:

* Recommended Reading:

- * Hugh Walker : *Literature of the Victorian Era*
- * E.A. Baker : *A History of the English Novel* Vol. VII
- * Lord David Cecil : *Early Victorian Novelists*
- * F.R. Leavis : *The Great Tradition*
- * W. L. Cross : *The Development of the English Novel*
- * Elizabeth Drew: *The English Novel*
- * Barbara Hardy : *The Novels of George Eliot*
- * Grahame Smith : *Charles Dickens's Literary Life*



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- * Robin Gilmour : *The Victorian Period : Intellectual & Cultural Context of English Literature- 1830-1890*
 - * Martin Greene : *Dreams of Adventure, Deeds of Empire*
 - * Raymond Williams: *Culture & Society, 1780-1950*
 - * Joseph Bristow (ed.) : *Cambridge Companion to Victorian Poetry*
 - * Christopher Innes (ed.) : *Cambridge Companion to G.B. Shaw*
 - * I. Armstrong (ed.) : *The Major Victorian Poets: Reconsideration*
 - * J. Drink Water : *Victorian Poetry*
 - * T. Hilton : *The Pre-Raphaelites*
 - * E.D. H. Johnson: *The Vision of Victorian Poetry*
 - * R.A. Levine : *The Victorian Experience: The Poets*
 - * F.L. Lucas : *Ten Victorians Poets.*



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Program :	M.A. (English)	Subject / Branch :	ENGLISH
Year :	2022/23 – 2nd	Semester :	III
Course title :	Literature in English Language (1900 - 1950)	Course code :	Course Code : FAHM135102
Course type :	Theory (Core Compulsory)	Course credit :	04
Pte-requisite :	Basic knowledge of English Literature		
Rationale :			

Teaching Examination Scheme:

Teaching (Hours/week)			Examination Scheme			
Lecture	Tutorial	Practical	Internal		External	Total
4			Mid	CE		
			15	15	70	100

Objectives:

- To trace the evolution of English literature from the beginning of the 20th century to the mid 20th century.
- To understand the social, cultural and political context of the era that influenced the literature of this time.



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- To critically examine the major works and authors of this time, including W B Yeats, W H Auden, George Orwell, G. B. Shaw, Virginia Woolf etc.
- To discuss the themes and motifs that are present in the literature of the era, such as alienation, the search of meaning in a post war world etc.

Outcomes:

- Developed knowledge of the various major literary movements and styles of the time.
- Deep awareness of the themes and motifs that characterized the literature of this time.
- Developed critical thinking skills and the ability to engage with complex literary texts.
- Improved research skills for conducting in depth analysis about the studied authors and the works.

Content

Unit	Description in detail	Credit	Weight age
I	W. B. Yeats <ul style="list-style-type: none">• <i>Among School Children</i>	1	25%



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	<ul style="list-style-type: none">• <i>Sailing to Byzantium</i>• <i>The Second Coming</i>		
	W. H. Auden <ul style="list-style-type: none">• <i>The Shield of Achilles</i>• <i>In Memory of W. B. Yeats</i>• <i>September 1, 1939</i>		
II	Graham Greene: <i>The Power and the Glory</i> <ul style="list-style-type: none">• <i>Social and Literary background</i>• <i>Plot summary</i>• <i>Characters</i>• <i>Themes</i>	1	25%
	George Orwell: <i>1984</i> <ul style="list-style-type: none">• <i>Social and Literary background</i>• <i>Plot summary</i>• <i>Characters</i>• <i>Themes</i>		



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III	Samuel Beckett: <i>Waiting for Godot</i> <ul style="list-style-type: none">• <i>Social and Literary background</i>• <i>Plot summary</i>• <i>Characters</i>• <i>Themes</i>	1	25%
	G. B. Shaw: <i>Man and Superman</i> <ul style="list-style-type: none">• <i>Social and Literary background</i>• <i>Plot summary</i>• <i>Characters</i>• <i>Themes</i>		
IV	Sigmund Freud: <i>Civilization and its Discontents</i> (Ch. 1 & 2) <ul style="list-style-type: none">• <i>Social and Literary background</i>• <i>Themes</i>• <i>Analysis</i>	1	25%
	Virginia Woolf: <i>A Room of One's Own</i> <ul style="list-style-type: none">• <i>Social and Literary background</i>• <i>Themes</i>• <i>Analysis</i>		



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Recommended Reading:

- * Cleanth Brooks : *Modern Poetry and the tradition*
- * David Daiches : *Poetry and the Modern World*
- * G.S. Fraser : *The Modern Writer & His World*
- * F.R. Leavis : *New Bearings in English Poetry*
- * Louis McNiece : *Modern Poetry*
- * Edmund Wilson : *Axel's Castle*
- * Raymond Williams : *Culture & Society*
- * M.L. Rosenthal : *The Modern Poets*
- * Francis Scarfe : *Auden and After : The Liberation of Poetry*
- * D.E. S. Maxwell : *The Poetry of T.S. Eliot*
- * Helen Gardner : *The Art of T.S. Eliot*
- * I.N. Hamilton : (ed.) *Oxford Companion to Modern Poetry*
- * George Williamson : *A Readers' Guide T.S. Eliot*
- * Barbara Everett : *Auden*
- * John Fuller : *A Readers' Guide to W.H. Auden*
- * Graham Hugh : *The Last Romantics*
- * Boris Ford: (ed.) *Pelican Guide to English Literature Vol. VII.*



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Program :	Master of Arts	Subject / Branch :	English
Year :	2022/23 – 1 st	Semester :	III
Course title :	Contemporary Literary Criticism	Course code:	FAHM135103
Course type :	Theory	Course credit :	4
Pre-requisite :	Basic Knowledge of English Language		
Rationale :			

Teaching Examination Scheme:

Teaching (Hours/week)			Examination Scheme			
Lecture	Tutorial	Practical	Internal		External	Total
4			Mid	CE		
			15	15	70	100

Course Objective:

- To examine and assess the prevailing themes and stylistic innovations in contemporary literature.
- To investigate how modern literature reflects and responds to the cultural and societal dynamics of its time.
- To contribute fresh insights to the ongoing discourse in contemporary literary criticism.

Course Outcome:



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- Enhanced readers' understanding of contemporary literature through critical analysis.
- Foster a deeper appreciation of how literature mirrors and shapes our cultural landscape.
- Contribution to academic discussions by introducing novel perspectives on contemporary literary works.

Content

Unit	Description in detail	Credit	Weightage
I	Ferdinand de Saussure: 'The Object of Study'	1	40 %
	M.H. Abram: 'The Deconstructive Angel '		
II	Juliet Mitchell: 'Femininity, narrative and psychoanalysis '	1	10%
	Harold Bloom: 'Poetic Origins and final phases'		
III	Walter Benjamin: 'The Storyteller'	1	35%
	Edward Said: 'Crisis (in Orientalism)'		
IV	Elaine Showalter: 'Feminist Criticism in the Wilderness'	1	15 %
	Gayatri Spivak: 'Feminism and Critical Theory'		



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Recommended Reading:

- * Ahmad Aijaz : In Theory : Class, Nations, Literatures
- * AniaLoomba : Colonialism / Post Colonialism
- * Leela Gandhi : Post Colonial Criticism
- * Edward Said: Culture and Imperialism
- * K.K. Ruthben : Feminism
- * Edward Said: The World, The Text and the Critics
- * Homi K. Bhabha : Nation & Narration
- * Homi K. Bhabha : The Location of Culture
- * Hennry Louis Gates, Jr. : Black Literature and Literary Theory
- * Bell Hooks : Feminist Theory: From Margin to Centre
- * Terry Eagleton: The Idea of Culture
- * Terry Eagleton : Marxist Literary Criticism
- * William Empson: Seven Types of Ambiguity
- * Gayatry Chakravarty Spivak : The Post Colonial Critic
- * Bill Aschroft, Helen Tiffin, & G. Griffith : The Empire Writes Back
- * Bill Aschroft, Helen Tiffin, & G. Griffith : The Post Colonial Studies Reader
- * Denis Walder : Post Colonialism: History, Language Theory
- * Wole Soyinka : Myth, Literature and the African World
- * Martin Bernal : Black Athena : The Afro-Asiatic Roots of Classical Literature



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Program :	M.A. (English)	Subject / Branch :	ENGLISH
Year :	2022/23 – 2nd	Semester :	III
Course title :	Special Author (1): Translation: A Case Study of Tagore	Course code :	Course Code : FAHM135104
Course type :	Theory (Core Compulsory)	Course credit :	04
Pte-requisite :	Basic knowledge of Indian English Literature		
Rationale :			

Teaching Examination Scheme:

Teaching (Hours/week)			Examination Scheme			
Lecture	Tutorial	Practical	Internal		External	Total
4			Mid	CE		
			15	15	70	100

Objectives:

- To examine the literary and cultural significance of Rabindranath Tagore's works in translation.
- To analyze the challenges and complexities of translating Tagore's works.
- To explore the ways in which Tagore's works has been received by Western audiences, and the impact it has had on his legacy.



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- To investigate the relationship between Tagore's works and the broader socio-cultural and political contexts in which they were created.

Outcomes:

- Increased understanding of the cultural and literary significance of Tagore's work.
- Enhanced knowledge of the challenges and complexities of translation, particularly, with regard to works of literature.
- Development of critical thinking skills through analysis and interpretation of Tagore's works in translation.
- Enhanced research skills through the analysis of primary and secondary sources related to Tagore's works.

Content

Unit	Description in detail	Credit	Weight age
I	Selected Poems :- <i>Gitanjali</i> (Introduction, 1, 2, 3, 35, 37, 103) <ul style="list-style-type: none">• Social and historical background of the time	1	25%



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	<ul style="list-style-type: none">• <i>Critical analysis of the poems</i>		
II	<p>Novels :-</p> <p><i>The Home and the World</i></p> <ul style="list-style-type: none">• <i>Plot structure</i>• <i>Characters</i>• <i>Themes</i>• <i>Setting</i>• <i>Cultural and literary background</i> <p><i>Gora</i></p> <ul style="list-style-type: none">• <i>Plot structure</i>	1	25%



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	<ul style="list-style-type: none">• <i>Characters</i>• <i>Themes</i>• <i>Setting</i>• <i>Cultural and literary background</i>		
III	<p>Plays :</p> <p><i>Post-office</i></p> <ul style="list-style-type: none">• <i>Plot structure</i>• <i>Characters</i>• <i>Themes</i> <p><i>Red Oleander</i></p> <ul style="list-style-type: none">• <i>Plot structure</i>• <i>Characters</i>	1	25%



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	<ul style="list-style-type: none">• <i>Themes</i>		
IV	<p>Short stories:-</p> <ul style="list-style-type: none">• <i>Chokherbali</i>• <i>Kabuliwala</i>• <i>Mrinal's Letter</i>• <i>The Patriot</i> <p>Essays : -</p> <ul style="list-style-type: none">• <i>Striving for Swaraj</i>• <i>Nationalism</i>	1	25%



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Recommended Reading:

- * Edward Thompson: *Rabindranath Tagore: His Life and Work*
- * William Radice: *Gitanjali*
- * Martin Kampchen: *Gitanjali Reborn: William Radice's Writings on Tagore*
- * Tagore: *The Home and the World*
- * William Radice: *Poetry and Community*
- * William Radice: *The Translator's Art*
- * Sukanta Chaudhary: *The Oxford Tagore Translations*



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Program :	M.A. (English)	Subject / Branch :	ENGLISH
Year :	2022/23 – 2nd	Semester :	III
Course title :	Research Methodology	Course code :	Course Code : FAHM135105
Course type :	Theory (Core Compulsory)	Course credit :	04
Pte-requisite :	Basic knowledge of Indian English Literature		
Rationale :			

Teaching Examination Scheme:

Teaching (Hours/week)			Examination Scheme			
Lecture	Tutorial	Practical	Internal		External	Total
4			Mid	CE		
			15	15	70	100

Objectives:

To investigate various research methodologies to understand their strengths, weaknesses, and applications.

To develop strategies for crafting robust research designs that align with specific research questions.



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To enhance the reader's ability to select, apply, and adapt appropriate research methods for their own studies.

Outcomes:

- Methodological Proficiency
- Optimized Research Practices
- Contributions to Research Community

Content

Unit	Description in detail	Credit	Weight age
I	Literary Research: Meaning and types Research Methods for English Studies	1	25%



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II	Literary Research: Tools and Techniques Bibliography: Meaning and types	1	25%
III	Literary Research Issues and Approaches The place of theory in literary research Literary research and Interdisciplinary	1	25%
IV	Plagiarism and Academic Dishonesty Planning and completing a research Project - Deciding topic - Working out structure - Preparing, writing and presenting dissertation - Reference	1	25%



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Recommended Reading:

- *Research Methods for English Studies* , Gabriele Griffin (Ed.), Rawat Publications, Indian Reprint, 2007
- *The Handbook to Literary Research*, Delia Da Sousa Correa and W.R.Owens(Ed.), Routledge (Special Indian Edition)
- John McCormick : *American Literature*
- Altick Richard, *The Art of Literary Research*, New York: MacMillan
- Watson George, *The Literary Critics*, London: OUP
- F. W. Bateson, *The Second Critic: An Introduction to Literary Research*
- MLA Handbook, (8th Edition)
- MLA Style-sheet, Revised Edition compiled by William Riley Parker, 1972.



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Semester 4

Program :	M.A. (English)	Subject / Branch :	ENGLISH
Year :	2022/23 – 2nd	Semester :	IV
Course title :	Literature in English Language (1950 to the Present)	Course code :	Course Code : FAHM145101
Course type :	Theory (Core Compulsory)	Course credit :	04
Pte-requisite :	Basic knowledge of English Literature		
Rationale :			

Teaching Examination Scheme:

Teaching (Hours/week)			Examination Scheme			
Lecture	Tutorial	Practical	Internal		External	Total
4			Mid	CE		
			15	15	70	100

Objectives:

- To explore post-1950 English literature trends and movements.
- To analyse key works and authors from the era.
- To contextualize English literature within a global framework.



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Outcomes:

- Enhanced understanding of post-1950 English literature trends.
- Improved critical analysis skills for literary works.
- Appreciation for the global significance of English literature in this period.

Content

Unit	Description in detail	Credit	Weight age
I	William Golding: <i>Lord of the Flies</i>		
	Kazuo Ishiguro: <i>Remains of the Day</i>	1	25%
II	J. K. Rowling: <i>Harry Potter and the Philosopher's Stone</i>	1	25%



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III	Ted Hughes: <i>'The Thought Fox'</i> , <i>'Snow drop'</i> , <i>'Hawk Roosting'</i> Philip Larkin: <i>'Deception'</i> , <i>'Church Going'</i> , <i>'The Whitsun Weddings'</i>	1	25%
IV	John Osborne: <i>Look Back in Anger</i> Harold Pinter: <i>Birthday Party</i>	1	25%

Recommended Reading:

- * John Osborne : *A Better Class of Person: An Autobiography*
- * Bernard Bergonzi: *Wartime and Aftermath: English Literature and its Background 1939 -60*
- * Colin Chamber and Mike Priors: *British Drama*
- * Alan Carter: *John Osborne*
- * Andrew K. Kennedy: *Six Dramatists in Search of a Language*
- * Gareth Lloyd Evans: *The Language of Modern Drama*
- * John Russell Brown: *Theatre Language: A Study of Arden, Osborne, Pinter and Wesker*
- * Barry Peter (ed.): *Issues in Contemporary Critical Theory*



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- * Dorothy Van Ghent : *The English Novel: Form and Function*
- * F.R. Leavis: *The Great Tradition*
- * Kazuo Ishiguro: *Never Let Me Go*
- * Brian W. Shaffer and Cynthia F. Wong (Ed.) : *Conversations with Kazuo Ishiguro*
- * Drag, Wojciech, *Trauma and Nostalgia in the Novels of Kazuo Ishiguro*
- * Horton, Emily, *Contemporary Crisis Fictions : Affects and Ethics in the Modern British Novel*
- * *Academy of American Poets*, <http://www.poets.org/> (September 12, 2001), "Ted Hughes.
- * J.K. Rowling: *Harry Potter and the Sorcerer's Stone: The Illustrated Edition*



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Program :	M.A. (English)	Subject / Branch :	ENGLISH
Year :	2022/23 – 2nd	Semester :	IV
Course title :	Special Authors (2): T.S. Eliot & W. S. Maugham	Course code :	Course Code : FAHM145102
Course type :	Theory (Core Compulsory)	Course credit :	04
Pte-requisite :	Basic knowledge of English Literature		
Rationale :			

Teaching Examination Scheme:

Teaching (Hours/week)			Examination Scheme			
Lecture	Tutorial	Practical	Internal		External	Total
4			Mid	CE		
			15	15	70	100

Objectives:

- To examine the lives and works of T S Eliot and W S Maugham, two prominent modernist writers of the 20th century.
- To explore the cultural and literary significance of their works and the impact they had on the literary world.



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- To analyze the themes, styles and techniques used by Eliot and Maugham in their writing.
- To investigate the influence on their work, both personal and literary and how these shaped their writing.

Outcomes:

- Enhanced knowledge of the works and lives of Eliot and Maugham.
- Increased understanding of cultural and literary significance of their works within the modernist movement.
- Enhanced research skills through analysis and interpretation of Eliot's and Maugham's writing.
- Improved writing skills through the writing of a scholarly paper on the topic related to studied works and authors.

Content

Unit	Description in detail	Credit	Weight age
I	T. S. Eliot: <i>The Wasteland</i> <ul style="list-style-type: none">• Themes	1	25%



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	<ul style="list-style-type: none">• Setting• Poetic devices• Analysis <p><i>Murder in the Cathedral</i></p> <ul style="list-style-type: none">• Plot• Characters• Setting• Themes		
II	<p>T. S. Eliot: '<i>Tradition and Individual Talent</i>'</p> <ul style="list-style-type: none">• Themes• Analysis <p><i>'The Metaphysical Poets'</i></p> <ul style="list-style-type: none">• Themes	1	25%



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	<ul style="list-style-type: none">• Analysis		
III	<p>W. S. Maugham: <i>Of Human Bondage</i></p> <ul style="list-style-type: none">• Themes• Analysis <p><i>The Razor's Edge</i></p> <ul style="list-style-type: none">• Themes• Analysis	1	25%



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IV	W. S. Maugham: <ul style="list-style-type: none">• 'Rain',• 'Lotus Eaters',• 'The Ant and the Grasshopper'	1	25%
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Recommended Reading:

- * Boris Ford (ed.): *The New Pelican Guide to English Literature*
- * T. S. Eliot: *Sweeney Agonists*
- * T. S. Eliot: *The Family Reunion*
- * Spears Jewel Brooker: *Approaches to Teaching Eliot's Poetry and Plays*
- * Joseph Chiari: *T. S. Eliot Poet and Dramatist*
- * John Cooper: *Cambridge Introduction to T. S. Eliot*
- * W.S. Maugham: *The Moon And Sixpence*
- * Salina Hastings: *The Secret Lives of Somerset Maugham* (2009)
- * W.S. Maugham: *Collected Short Stories Volume 1* (Vintage Classics)
- * Rebecca Beasley: *Theorists of Modernist Poetry: T.S. Eliot, T.E. Hulme, Ezra Pound*



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Program :	Master of Arts	Subject / Branch :	English
Year :	2022/23 – 2 nd	Semester :	IV
Course title :	Indian Poetics	Course code:	FAHM145103
Course type :	Theory	Course credit :	4
Pre-requisite :	Basic Knowledge of English Language		
Rationale :			

Teaching Examination Scheme:

Teaching (Hours/week)			Examination Scheme			
Lecture	Tutorial	Practical	Internal		External	Total
4			Mid	CE		
			15	15	70	100

Course Objective:

- To investigate the rich and diverse traditions of Indian poetics across languages and regions.
- To examine the structural elements and artistic techniques employed in Indian poetry.
- To uncover how Indian poetics reflects the cultural, philosophical, and spiritual dimensions of the subcontinent.

Course Outcome:



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- Deepened understanding of the rich tapestry of Indian poetic traditions.
- Enhanced appreciation for the cultural and linguistic nuances inherent in Indian poetry.
- Facilitation of cross-cultural dialogue by illuminating the significance of Indian poetics in the global literary context.

Content

Unit	Description in detail	Credit	Weightage
I	Indian Poetics: An Introduction Bharata, Bhamah, Dandi, Vaaman, Rudrat, Hemchandracharya and Jagannath	1	40 %
II	Indian Intellectual Tradition: Dhvani (Ideas propounded by Anandvardhan and Abhinavgupta)	1	10%
III	Indian Intellectual Tradition: Rasa Theory as propounded by Bharata & Abhinavgupta	1	35%



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IV	Mammata Kavyaprakash (Lakshana, Prayojana, Hetu, Shabd Shakti and Gun-dosh, Alamkara)	1	15 %
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Recommended Reading:

- * Manomohan Ghosh : Bharata, Natyasastra, (Eng. tr.)
- * Babulal Shukla Shastri: Bharata, Natyasastra, (Hindi tr.)
- * R.S. Nagar (ed.): Bharata, Natyasastra, (Sanskrit text with the commentary Abhinavabharati of Acarya Abhinavagupta), Gokul

- P.U. Naganath Shastri : Bhamaha, Kavyalamkara, (ed. & Eng. tr.)
- * Acharya Devendra Nath Sharma : Bhamaha, Kavyalamkara
 - * K. Krishnamoorthy : Anandavardhana, Dhvanyaloka, (Eng. tr.)
 - * Anandavardhana, Dhvanyaloka, (Hindi tr. with Locana of Acarya Abhinavagupta)
 - * Ganganath Jha : Mammata, Kavyaprakasa, (Eng. tr.)
 - * Pandit Kedarnath Sharma : Rajasekhara, Kavyamimamsa, (Hindi tr., 3rd ed.).
 - * Kapoor, Kapil, Literary Theory: Indian Conceptual Framework
 - * Gaurinath Shastri: "Sanskrit Poetics" in Culture Heritage of India, Vol. V
 - * V.S. Seturaman (ed.): Indian Aesthetics: An Introduction



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- * **P. V. Kane: History of Sanskrit Poetics**
- * **David E. Cooper at. el. (ed.): A Companion to Aesthetics**
- * **V. Raghvan: The Number of Rasa**
- * **V. Raghvan: Studies on Some Concepts of Alamkarasastra**
- * **Tapasvi Nandi: Sahridayaloka, Vol. I,II,III**
- * **Ananda K.Coomaraswamy: Figures of Speech or Figures of Thought**



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Program :	M.A. (English)	Subject / Branch :	ENGLISH
Year :	2022/23 – 2nd	Semester :	IV
Course title :	Indian Texts in Translation	Course code :	Course Code : FAHM145104
Course type :	Theory (Core Compulsory)	Course credit :	04
Pte-requisite :	Basic knowledge of Indian Literature		
Rationale :			

Teaching Examination Scheme:

Teaching (Hours/week)			Examination Scheme			
Lecture	Tutorial	Practical	Internal		External	Total
4			Mid	CE	70	100
			15	15		

Objectives:

- To examine the complexities and challenges of translating Indian texts into other languages.
- To explore cultural, historical and linguistic context of Indian texts and how this influences their translation.
- To analyze different translation strategies used for Indian texts like Abhigyanshakuntalam, Kumarsambhavam, Hayavadana, Godan, Devdasa etc.



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- To investigate the impact of translation on the reception, dissemination and interpretation of Indian texts outside of their original cultural context.

Outcomes:

- Enhanced knowledge of the cultural and linguistic complexities of Indian literature and translation.
- Increased awareness of the challenges and possibilities of translating Indian texts into other language.
- Development of research skills through the analysis of primary and secondary sources related to the studied works and authors.
- Improved writing skills through the writing of a scholarly paper on the topic related to the studied works and authors.

Content

Unit	Description in detail	Credit	Weight age
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I	<p>Kalidasa:- <i>Kumarsambhavam</i></p> <ul style="list-style-type: none">• <i>Character analysis</i>• <i>Plot</i>• <i>Themes</i>• <i>Poetic devices</i> <p><i>AbigyanShakuntalam</i></p> <ul style="list-style-type: none">• <i>Characters</i>• <i>Plot</i>• <i>Themes</i>• <i>Poetic devices</i>	1	25%
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II	<p>Valmiki <i>Ramayana</i> :As an Epic and '<i>SundarKaand</i></p> <ul style="list-style-type: none">• <i>Character analysis</i>• <i>Plot</i>• <i>Themes</i>• <i>Poetic devices</i> <p>Upnishada:- <i>Ishavasya</i> Upanisada and its criticism</p> <ul style="list-style-type: none">• <i>Character analysis</i>• <i>Plot</i>• <i>Themes</i>• <i>Critical analysis</i>	1	25%
III	<p>Sharatchandra Chetterjee:-<i>Devdasa</i></p> <ul style="list-style-type: none">• <i>Character</i>• <i>Plot</i>• <i>Themes</i>• <i>Critical analysis</i>	1	25%



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	Premchand:- <i>Godan</i> <ul style="list-style-type: none">• <i>Character analysis</i>• <i>Plot</i>• <i>Themes</i>		
IV	Girish Karnad:- <i>Hayavadan</i> <ul style="list-style-type: none">• <i>Character analysis</i>• <i>Plot</i>• <i>Themes</i> K.M. Munshi :- <i>The Glory of Patan</i> <ul style="list-style-type: none">• <i>Character analysis</i>• <i>Plot</i>• <i>Themes</i>	1	25%

Recommended Reading:

- Max Muller (Trans.): *AbhigyanShankuntalum*
- N.P. Unni: *KalidasaSarvasvam: The complete Works of Kalidasa*
- T.H. Griffith: *Ramayana of Valmiki*
- Max Muller: *Sacred Books of the East*
- K. Chaitanya: *A New History of Sanskrit Literature*



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- J. Ghosh: *Epic Source of Sanskrit Literature*
- GopalMadan: *MunshiPremchand: A Literary Biography*
- GirishKarnard: *The Fire and the Rain*
- Mahesh Dattani: *Find Solution*
- Nayantara Sehgal: *Rich Like Us*
- Arvind Mehrotra (ed.): *Twelve Modern Indian Poets*



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Program :	M.A. (English)	Subject / Branch :	ENGLISH
Year :	2022/23 – 2nd	Semester :	IV
Course title :	Philosophy and Literature	Course code :	Course Code : FAHM145105
Course type :	Theory (Core Compulsory)	Course credit :	04
Pte-requisite :	Basic knowledge of Indian Literature		
Rationale :			

Teaching Examination Scheme:

Teaching (Hours/week)			Examination Scheme		
Lecture	Tutorial	Practical	Internal		External
			Mid	CE	
4			15	15	70
					100

Objectives:

- To explore the symbiotic relationship between philosophy and literature, highlighting their mutual influence.
- To analyse how philosophical ideas are conveyed and enriched through literary works, fostering a deeper understanding of complex concepts.
- Investigate the potential of literature as a medium for ethical and existential exploration, drawing insights from philosophical narratives.



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Outcomes:

1. Enhanced appreciation of the interplay between philosophy and literature, shedding light on how literary works can serve as vehicles for philosophical discourse.
2. A deeper comprehension of how literary devices, such as allegory and metaphor, contribute to the expression of philosophical thought in literature.
3. A framework for future interdisciplinary research and discussions on the intersection of philosophy and literature, encouraging scholars to explore this dynamic relationship further.

Content

Unit	Description in detail	Credit	Weight age
I	Epictetus: <i>Discourses</i> Cicero: <i>On Living and Dying Well</i>	1	25%



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II	Marcus Aurelius: <i>Meditation</i> Seneca: <i>Letter to a Stoic</i>	1	25%
III	Albert Camus: <i>The Myth of Sisyphus</i> Jean Paul Sartre: <i>Nausea</i>	1	25%
IV	Herman Hesse: <i>Siddhartha</i> Bertrand Russell: <i>Unpopular Essays</i>	1	25%

Recommended Reading:

- * Will Durrant: *The Story of Philosophy*
- * Bertrand Russell: *A History of Western Philosophy*
- * Robert C. Solomon: *A Short History of Western Philosophy*
- * Nussbaum Martha: *The Therapy of Desire*
- * Robert C. Solomon: *True to Our Feelings*, OUP, UK, 2007.
- * William Chadwick: *The Selected Writings of St. Augustine*, OUP, UK,
- * Ted Brenan: *The Stoic Life*, Oxford, 2008.
- * William B. Irvine: *Why we Desire What we Desire*, OUP, Oxford, 2007.



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- * Susan Neimen: *Evil in Modern Thought*, Princeton University Press, 2006.
 - * Julian Baggini: *What Philosophers Think*, Oxford, OUP, 2006.
 - * Charles Taylor: *A Secular Age*, Harvard University Press, 2009.
 - * A. C. Grayling: *What is Good*, Random House, UK, 2003.
 - * A. C. Grayling: *'Philosophy' Through the Subject*, Vol. I & II, OUP.
 - * R. J. Hollingdale: *The Complete Works of Frederick Nietzsche*, Penguin, 1979.
 - * Pierre Hadot: *What is ancient Philosophy*, Harvard University Press, USA, 1994



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Pos, PSOs and COs Mapping

PROGRAMME OUTCOMES (POs)

PO 1	Advanced Knowledge: Students will possess in-depth knowledge and expertise in their chosen field of study within the arts.
PO 2	Critical Thinking: Students will demonstrate advanced critical thinking skills in analyzing, evaluating, and synthesizing information within their discipline.
PO 3	Research Skills: Students will be proficient in conducting independent research, including the ability to design, execute, and present scholarly work.
PO 4	Effective Communication: Students will be skilled communicators, able to convey complex ideas and arguments through written, oral, and visual means.



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PO 5	Ethical Awareness: Students will exhibit a strong understanding of ethical issues relevant to their field and demonstrate ethical decision-making skills.
PO 6	Interdisciplinary Perspective: Students will be able to integrate knowledge and methodologies from multiple disciplines to gain a comprehensive understanding of their subject matter.
PO 7	Cultural Competence: Students will demonstrate sensitivity and appreciation for diverse cultures and perspectives, enhancing their ability to engage with a global community.
PO 8	Professionalism: Students will exhibit professional behavior and attitudes, including effective teamwork, leadership, and adaptability in professional settings.
PO 9	Lifelong Learning: Students will possess the skills and motivation to engage in continuous learning and professional development throughout their careers.



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PO 10	<p>Social Impact:</p> <p>Students will recognize the potential impact of their work on society and demonstrate a commitment to contributing positively to their communities.</p>
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PROGRAMME SPECIFIC OUTCOMES (PSOs)

PSO1	<p>Specialization Proficiency:</p> <p>Students will have developed a deep understanding and mastery of the specific area of specialization within their field of study.</p>
PSO 2	<p>Creative Expression:</p> <p>Students will demonstrate innovative and creative thinking, producing original work that contributes to the advancement of their discipline.</p>



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COURSE OUTCOMES(COs)- PSOs- POs MAPPING

COs:		PSO	PO
CO1	Literary Analysis: Students will demonstrate advanced skills in analyzing and interpreting literary texts, including the ability to identify literary techniques, themes, and cultural contexts.	1, 2	3, 5, 6, 10
CO2	Research Methods: Students will develop proficiency in conducting scholarly research in English literature, including the ability to locate and evaluate relevant primary and secondary sources.	1	2, 3, 7, 9
CO3	Critical Thinking and Theory: Students will engage with literary theory and develop critical thinking skills to critically analyze and evaluate different theoretical approaches to literary texts.	1, 2	2, 6, 7, 8, 9, 10



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CO4	Writing and Communication: Students will enhance their written and oral communication skills, demonstrating the ability to present complex literary ideas and arguments effectively.	1, 2	4, 6, 8, 9, 10
CO5	Historical Context: Students will understand the historical and cultural contexts in which literary works were produced, demonstrating an awareness of the social and political factors that influenced literary movements and trends.	1	1, 5, 7
CO6	Genre and Period Studies: Students will gain a comprehensive understanding of different literary genres and periods, including the ability to identify characteristic features, themes, and styles associated with each.	1, 2	1, 5, 7
CO7	Comparative Literature: Students will explore the connections and differences between English literature and other national literatures, developing a cross-cultural and global perspective on literary studies.	1	1, 3, 5, 7
CO8	Independent Research and Writing: Students will demonstrate the ability to conceive, plan, and execute an	2	3, 6, 8, 10



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	independent research project, culminating in a well-written and original thesis or scholarly paper.		
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