



**GOKUL  
GLOBAL  
UNIVERSITY**

Approved By Govt. of Gujarat  
(Recognized by UGC under Section 22 & 2(f) of 1956)  
(Gujarat Private State University Act 4 of 2018)

## COURSE STRUCTURE

### Master of Arts

### English



**FACULTY OF ARTS, HUMANITIES & SOCIAL SCIENCES**  
**GOKUL ARTS COLLEGE**



University Campus, State Highway-41, Siddhpur - 384151, Dist. Patan, Gujarat, INDIA  
E: dean.fac.hum@gokuluniversity.ac.in W: www.gokuluniversity.ac.in M: +91 95109 73859



## PROGRAM OUTCOMES (PO)

<b>PO 1</b>	<b>Advanced Literary Analysis:</b> Students should demonstrate a deep understanding of literary theory and be able to apply advanced analytical techniques to a variety of literary texts.
<b>PO 2</b>	<b>Research Proficiency:</b> Students should be proficient in conducting independent research, including the ability to formulate research questions, design a research project, and use appropriate research methods.
<b>PO 3</b>	<b>Critical Thinking:</b> Students should develop strong critical thinking skills, enabling them to evaluate and interpret complex literary texts, theories, and cultural contexts.
<b>PO 4</b>	<b>Literary and Cultural Context Awareness:</b> Students should gain an understanding of the historical, cultural, and social contexts that shape literary works. This includes an awareness of diverse perspectives and voices within literature.
<b>PO 5</b>	<b>Specialization Knowledge:</b> Depending on the program, students might develop expertise in a specific literary period, genre, author, or cultural aspect. This specialization demonstrates a focused understanding of a particular area within English literature.
<b>PO 6</b>	<b>Global Perspectives:</b> An awareness of global literary traditions and the ability to analyze and appreciate literature from different cultural and linguistic backgrounds.
<b>PO 7</b>	<b>Interdisciplinary Connections:</b> The ability to make connections between literature and other disciplines, such as history, sociology, philosophy, or gender studies, fostering a broader understanding of the cultural and intellectual landscape.
<b>PO 8</b>	<b>Cultural Competency:</b> Students should demonstrate cultural sensitivity and an understanding of diverse perspectives, acknowledging and respecting different cultural norms and values reflected in literature.
<b>PO 9</b>	<b>Effective Communication:</b> Graduates should be able to communicate their ideas effectively in both written and oral forms. This includes the ability to write scholarly essays, research papers, and other academic documents, as well as articulate ideas in discussions and presentations.





**MA - English - Sem: - 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		100	
									Th	Pr		Th
1	<b>Literature in English Language (1450-1660): Poetry</b>	Core Compulsory	FAHM115101	4	4	-	60	30	-	70	100	
2	<b>Literature in English Language (1450-1660) Prose and Plays</b>	Core Compulsory	FAHM115102	4	4	-	60	30	-	70	100	
3	<b>Classical and Renaissance Literary Criticism</b>	Core Compulsory	FAHM115103	4	4	-	60	30	-	70	100	
4	<b>Indian Writing in English</b>	Core Compulsory	FAHM115104	4	4	-	60	30	-	70	100	
5	<b>Indian Diaspora</b>	Core Compulsory	FAHM115105	4	4	-	60	30	-	70	100	
<b>Total</b>				20	20		300	150		350	500	



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**MA- English - Sem: - 2**

Sr. No.	Subject Name	Course Type	Subject Code	Credit	Teaching Scheme Per week			Examination Marks				Total Marks 100
					Th-hour	P-hour	Total-hour	Internal		External		
								Th	Pr	Th	Pr	
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 Criticism	Core Compulsory	FAHM125103	4	4	-	60	30	-	70		100
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
<b>Total</b>				20	20		300	150		350		500





**MA- English - Sem: - 3**

Sr. No.	Subject Name	Course Type	Subject Code	Credit	Teaching Scheme Per week			Examination Marks				Total Marks
					Th - h o u r	Pr- hour	Total - hour	Inte rnal	External		100	
									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
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
<b>Total</b>				20	20		300	150		350		500





**MA-English - Sem: - 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	
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	
<b>Total</b>				20	20		300	150		350	500	



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

### Teaching Examination Scheme:

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

### Course Objective:

1. To introduce students to the major poets and poetic movements of the English Renaissance period, from the late medieval period to the Restoration.
2. To explore the historical and cultural contexts in which these poets wrote, and how these contexts influenced their work.

### Course Outcome:

1. Students will be able to identify and describe key poets and poetic movements of the English Renaissance period.
2. 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.
3. Students will be able to articulate their ideas about poetry clearly and persuasively, both orally and in writing.
4. Students will be able to conduct research on literary texts and historical contexts, using appropriate research methods and citation practices.

### 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 ● <i>The Ecstasy</i> ● <i>The Canonization</i> ● <i>Batter My Heart, Three Person'd God</i>	1	25%
	Andrew Marvel ● <i>To His Coy Mistress</i> ● <i>Thoughts in a Garden</i>		
III	<b>Sydney: Selected Sonnets:</b> ● 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%
	<b>Shakespeare: Selected Sonnets:</b> ● 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 ● <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. Tillyard: *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*
- \* Legouis and Cazamian: *History of English Literature*

### Online Resources:

<https://www.sparknotes.com/lit/the-canterbury-tales/section1/>



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<https://www.sparknotes.com/poetry/fqueen/section1/>  
<https://www.litcharts.com/poetry/john-donne/the-canonization>  
<https://www.litcharts.com/poetry/andrew-marvell/to-his-coy-mistress>  
<https://interestingliterature.com/2016/08/a-short-analysis-of-sir-philip-sidneys-loving-in-truth/>  
<https://poets.org/poem/shall-i-compare-thee-summers-day-sonnet-18>  
<https://www.sparknotes.com/poetry/paradiselost/section1/>

Course	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9
CO-1	2	-	-	2	1	-	-	-	-
CO-2	-	-	2	-	-	-	-	1	-
CO-3	-	2	-	-	-	-	-	-	2
CO-4	-	-	3	-	-	-	1	-	-



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

**Teaching Examination Scheme:**

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

**Objectives:**

1. To develop an appreciation for the formal features of early modern English literature, including Prose and Drama.
2. To examine the ways in which literature reflects and shapes cultural values and beliefs.

**Outcomes:**

1. Students will be exposed to different forms of writing, prose and plays that will help them develop their reading and critical thinking abilities.
2. Students will be able to explore the literary themes and motifs present in the works of renowned writers from the 15<sup>th</sup> to the mid 17<sup>th</sup> century.
3. Students will be able to gain a deeper appreciation of the different literary genres such as tragedy, comedy, satire and romance.
4. 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"><li>● Introduction to the author</li><li>● Characters</li><li>● Historical and literary background</li></ul>	1	25%





	<ul style="list-style-type: none"> <li>● <i>Plot summary</i></li> <li>● <i>Themes</i></li> </ul>		
	Thomas Kyd: <i>The Spanish Tragedy</i> <ul style="list-style-type: none"> <li>● <i>Introduction to the author</i></li> <li>● <i>Characters</i></li> <li>● <i>Historical and literary background</i></li> <li>● <i>Plot summary</i></li> <li>● <i>Themes</i></li> </ul>		
II	Shakespeare: <i>Hamlet</i> <ul style="list-style-type: none"> <li>● <i>Introduction to the author</i></li> <li>● <i>Characters</i></li> <li>● <i>Historical and literary background</i></li> <li>● <i>Plot summary</i></li> <li>● <i>Themes</i></li> </ul>	1	25%
	King Lear <ul style="list-style-type: none"> <li>● <i>Introduction to the author</i></li> <li>● <i>Characters</i></li> <li>● <i>Historical and literary background</i></li> <li>● <i>Plot summary</i></li> <li>● <i>Themes</i></li> </ul>		
III	Shakespeare: <i>Tempest</i> <ul style="list-style-type: none"> <li>● <i>Introduction to the author</i></li> <li>● <i>Characters</i></li> <li>● <i>Historical and literary background</i></li> <li>● <i>Plot summary</i></li> <li>● <i>Themes</i></li> </ul>	1	25%
	Ben Jonson: <i>Volpone</i> <ul style="list-style-type: none"> <li>● <i>Introduction to the author</i></li> <li>● <i>Characters</i></li> <li>● <i>Historical and literary background</i></li> <li>● <i>Plot summary</i></li> <li>● <i>Themes</i></li> </ul>		
IV	Bacon: <ul style="list-style-type: none"> <li>● <i>'Of Friendship'</i>,</li> <li>● <i>'Of Youth and Age'</i>,</li> <li>● <i>'Of Studies'</i>,</li> <li>● <i>'Of Ambition'</i></li> </ul>	1	25%
	Montaigne: <ul style="list-style-type: none"> <li>● <i>'On Solitude'</i>,</li> <li>● <i>'On Idleness'</i>,</li> <li>● <i>'On Fear'</i>,</li> </ul>		





	● ‘On the Cannibals’		
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**Recommended Reading:**

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

**Online Resources:**

- <https://www.sparknotes.com/lit/doctorfaustus/>
- <https://www.sparknotes.com/drama/spanishtragedy/context/>
- <https://www.britannica.com/topic/Hamlet-by-Shakespeare>
- <https://www.britannica.com/topic/Hamlet-by-Shakespeare>
- <https://www.shakespeare.org.uk/explore-shakespeare/shakespeadia/shakespeares-plays/tempest/>
- <https://www.cliffsnotes.com/literature/v/volpone/play-summary>
- <https://englishsummary.com/friendship-essay-bacon/>

Course Outcomes	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9
CO-1	2		2		1				
CO-2				2				2	
CO-3							2		1
CO-4		1				2			





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

#### Teaching Examination Scheme:

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

#### Course Objective:

1. To explore the foundational principles of literary criticism in classical antiquity and the Renaissance era.
2. To assess the enduring impact of classical and Renaissance literary criticism on contemporary literary theory and interpretation.

#### Course Outcome:

1. A comprehensive understanding of the core tenets of classical and Renaissance literary criticism.
2. Identification of key historical and intellectual transitions in the development of literary criticism.
3. Insights into the continued relevance and influence of classical and Renaissance literary criticism in modern literary analysis and interpretation.
4. Students will be able to compare and contrast the key features and concepts in classical and Renaissance literary criticism.

#### Content

Unit		Credit	Weightage
I	Plato: The Republic - Introduction -Synopsis of the Republic -ethics and politics	1	25%
II	Aristotle: The Poetics -Introduction - Poetry as imitation - tragedy - tragic catharsis	1	25%







III	Longinus: On the Sublime -Introduction - Overview - Themes	1	25%
IV	Sidney: An Apologie for Poetry - Introduction - Overview - Themes	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
- \* Jonathan Barnes: Aristotle: A Very Short Introduction
- \* Julia Annas: Plato: A Very Short Introduction

Online resources:

<https://iep.utm.edu/republic/>

<https://plato.stanford.edu/entries/plato-ethics-politics/>

<https://www.sparknotes.com/philosophy/republic/summary/>

<https://iep.utm.edu/aristotle-poetics/>

<https://www.sparknotes.com/philosophy/aristotle/section11>

<https://www.litcharts.com/lit/poetics/summary>

<https://www.hhrc.ac.in/ePortal/English/II%20MA%20ENG-18PEL8-Dr.G.Sathurappasamy.pdf>

<https://www.litcharts.com/lit/an-apology-for-poetry/summary>

Course Outcomes	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9
	CO-1	-	-	-	2	-	-	-	2
CO-2	2	-	2	-	-	1	-	-	-
CO-3	-	-	-	-	-	1	2	1	-
CO-4	-	-	2	-	-	-	-	-	-







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

### Teaching Examination Scheme:

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

### Course Objective:

1. To examine the evolving themes, narratives, and styles within Indian Writing in English, reflecting the diverse voices and experiences of India.
2. To assess the global impact and critical reception of Indian Writing in English, considering its contribution to world literature and its role in shaping perceptions of India.

### Course Outcome:

1. A comprehensive overview of the origins and development of Indian Writing in English as a literary phenomenon.
2. A deeper understanding of the thematic and stylistic diversity in Indian Writing in English, reflecting the rich tapestry of Indian culture and society.
3. Students will be able to examine Indian literature in the context of post-colonial theory, considering how authors respond to and engage with the legacy of colonialism.
4. Students will be able to understand the historical, social, and political contexts that shape the themes and narratives in Indian Writing in English.

### 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 Arun Kolatkar: The Cups of Tea The Boatride Irani Restaurant	1	25%
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.

### Online Resources:

<https://www.litcharts.com/lit/untouchable/summary>

<https://ijcrt.org/papers/IJCRT2303607.pdf>

<https://ayushantiwal.com/summary-of-room-on-the-roof-by-ruskin-bond/>

<http://www.iscenglish.com/NightTrainAtDeoli.html>

<https://journals.sagepub.com/doi/10.1177/006996689023001004>

Course Outcomes	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9
CO-1	-	-	-	1	-	-	1	2	-
CO-2	-	-	2	-	2	-	-	-	1
CO-3	-	1	-	-	3	2	-	-	-
CO-4	2	-	-	-	-	-	2	-	1



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

### Teaching Examination Scheme:

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

### Course Objective:

1. To analyse the unique literary expressions of the Indian diaspora, exploring how it reflects the complex intersections of identity, culture, and displacement.
2. 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.

### Course Outcome:

1. A nuanced understanding of the literary works produced by the Indian diaspora, emphasizing their role in articulating the diasporic experience.
2. Students will be able to investigate the role of language and cultural memory in diasporic literature, considering how writers grapple with the preservation of cultural heritage.
3. Students will be able to understand the historical, social, and political contexts that shape the themes and narratives in literature by the Indian diaspora.
4. Students will be able to articulate critical insights verbally, engaging in discussions and presentations on literature by the Indian diaspora.

### 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> Chitra Divakaruni: <i>Mistress of Spices</i>	1	25 %

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

### Online Resources:

<https://www.supersummary.com/desirable-daughters/summary/>

<https://www.the-criterion.com/m-g-vassanjis-no-new-land-a-study-in-multicultural-aspects/>

<https://www.britannica.com/topic/Namesake-The>

<https://www.cliffsnotes.com/literature/n/the-namesake/at-a-glance>

<https://www.litcharts.com/lit/the-shadow-lines/summary>

<https://www.supersummary.com/a-suitable-boy/summary/>



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Course Outcomes	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9
CO-1	2	1	-	-	1	-	-	-	1
CO-2	-	-	2	-	-	2	-	-	1
CO-3	-	-	-	2	-	-	1	-	-
CO-4	-	1	-	-	-	-	-	-	1



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

### Teaching Examination Scheme:

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

### Course Objective:

1. To trace the evolution of literature in English language during the period between 1660 and 1798.
2. 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.

### Course Outcome:

1. A better understanding of the evolution of literature in English language during the period between 1660 and 1798.
2. Increased knowledge of the significant literary movements and trends that characterized this period, including the Restoration, the Enlightenment and the Romantic Era.
3. Enhanced appreciation of the works of prominent writers from this period, such as Alexander Pope, John Dryden, Congreve, Thomas Gray etc.
4. Students will be able to develop research skills to explore primary and secondary sources related to literature in English from 1660 to 1798, and enhance writing skills to articulate critical analyses.

### Content

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







	Alexander Pope: <i>The Rape of the Lock</i> <ul style="list-style-type: none"> <li>● Introduction to Pope</li> <li>● Historical and literary background</li> <li>● Characters</li> <li>● Plot</li> <li>● Themes</li> </ul>		
II	Congreve: <i>The Way of the World</i> <ul style="list-style-type: none"> <li>● Introduction to Congreve</li> <li>● Historical and literary background</li> <li>● Characters</li> <li>● Plot</li> <li>● Themes</li> </ul>	1	25%
	Sheridan: <i>The School for Scandal</i> <ul style="list-style-type: none"> <li>● Introduction to Sheridan</li> <li>● Historical and literary background</li> <li>● Themes</li> </ul>		
III	Thomas Gray: <i>Elegy Written in a Country Churchyard</i> <ul style="list-style-type: none"> <li>● Introduction to Gray</li> <li>● Historical and literary background</li> <li>● Themes</li> </ul>	1	25%
	Steele & Addison: <ul style="list-style-type: none"> <li>● <i>Sir Roger at Church</i></li> <li>● <i>Meditations in Westminster Abbey</i></li> <li>● <i>The Spectator Club</i></li> </ul>		
IV	Henry Fielding: <i>Tom Jones</i> <ul style="list-style-type: none"> <li>● Introduction to Henry Fielding</li> <li>● Historical and literary background</li> <li>● Characters</li> <li>● Plot</li> <li>● Themes</li> </ul>	1	25%





	Swift: <i>Gulliver's Travels</i> <ul style="list-style-type: none"> <li>● <i>Introduction to Jonathan Swift</i></li> <li>● <i>Historical and literary background</i></li> <li>● <i>Characters</i></li> <li>● <i>Plot</i></li> <li>● <i>Themes</i></li> </ul>		
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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*

### Online Resources:

- <https://www.britannica.com/topic/Absalom-and-Achitophel>  
<https://www.sparknotes.com/poetry/rapeofthelock/>  
<https://www.cliffsnotes.com/literature/w/the-way-of-the-world/play-summary>  
<https://www.litcharts.com/poetry/thomas-gray/elegy-written-in-a-country-churchyard>  
<https://getsetnotes.com/critical-analysis-of-addison-sir-roger-at-church/>  
<https://www.sparknotes.com/lit/tomjones/summary/>  
<https://www.britannica.com/topic/Gullivers-Travels>

Course Outcomes	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9
CO-1	-	-	-	2	-	-	-	2	-
CO-2	2	-	-	-	2	-	-	-	-
CO-3	-	-	-	-	2	-	2	1	-
CO-4	1	2	2	-	-	-	-	-	1





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

### Teaching Examination Scheme:

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

### Course Objective:

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

### Course Outcome:

1. A comprehensive understanding of the major literary movements and trends in English literature during the period of 1760-1830.
2. A clear understanding of the themes and styles that emerged during the period of 1760-1830.
3. The ability to critically analyze and interpret a range of literary texts from the period of 1760-1830.
4. 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> ● Critical analysis ● Themes <i>The Chimney Sweeper</i> ● Critical analysis ● Themes <i>The Tyger</i> , ● Critical analysis ● Themes <i>The Clod and the Pebble</i>	1	25%





	<ul style="list-style-type: none"> <li>● <i>Critical analysis</i></li> <li>● <i>Themes</i></li> </ul>		
	<p>Charles Lamb: <i>Dream Children: A Reverie</i></p> <ul style="list-style-type: none"> <li>● <i>Critical analysis</i></li> <li>● <i>Themes</i></li> </ul> <p><i>My Relations</i></p> <ul style="list-style-type: none"> <li>● <i>Critical analysis</i></li> <li>● <i>Themes</i></li> </ul>		
II	<p>William Wordsworth: <i>Tintern Abbey</i></p> <ul style="list-style-type: none"> <li>● <i>Critical analysis</i></li> <li>● <i>Themes</i></li> </ul> <p><i>Immortality Ode</i></p> <ul style="list-style-type: none"> <li>● <i>Critical analysis</i></li> <li>● <i>Themes</i></li> </ul>	1	25%
	<p>Coleridge: <i>Rime of the Ancient Mariner</i></p> <ul style="list-style-type: none"> <li>● <i>Critical analysis</i></li> <li>● <i>Themes</i></li> </ul> <p><i>Dejection Ode</i></p> <ul style="list-style-type: none"> <li>● <i>Critical analysis</i></li> <li>● <i>Themes</i></li> </ul>		
III	<p>Keats: <i>Ode to Autumn</i></p> <ul style="list-style-type: none"> <li>● <i>Critical analysis</i></li> <li>● <i>Themes</i></li> </ul> <p><i>Ode on a Grecian Urn</i></p> <ul style="list-style-type: none"> <li>● <i>Critical analysis</i></li> <li>● <i>Themes</i></li> </ul> <p><i>Hyperion</i></p> <ul style="list-style-type: none"> <li>● <i>Critical analysis</i></li> <li>● <i>Themes</i></li> </ul>	1	25%
	<p>Shelley: <i>Ode to the West Wind</i></p> <ul style="list-style-type: none"> <li>● <i>Critical analysis</i></li> <li>● <i>Themes</i></li> </ul> <p><i>Ode to a Skylark</i></p> <ul style="list-style-type: none"> <li>● <i>Critical analysis</i></li> <li>● <i>Themes</i></li> </ul>		





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

### **Recommended Reading:**

- \* 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*

### **Online Resources:**

- <https://www.poetryfoundation.org/poems/43670/the-lamb-56d222765a3e1>
- <https://interestingliterature.com/2017/11/a-short-analysis-of-william-blakes-the-clod-and-the-pebble/>
- <https://www.sparknotes.com/lit/ivanhoe/summary/>
- <https://www.sparknotes.com/lit/frankenstein/>
- <https://www.litcharts.com/poetry/percy-bysshe-shelley/ode-to-the-west-wind>
- <https://www.bl.uk/romantics-and-victorians/articles/an-introduction-to-ode-on-a-grecian-urn-time-mortality-and-beauty>



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Course Outcomes	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9
	CO-1	1	-	1	2	-	-	-	-
CO-2	-	-	-	2	-	-	2	1	-
CO-3	2	-	2	-	-	-	-	-	-
CO-4	-	2	-	-	-	-	-	-	1

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

#### Teaching Examination Scheme:

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

#### Course Objective:

1. To explore the distinct characteristics and philosophical foundations of Neo-Classical, Romantic, and Victorian literary criticism within their respective historical contexts.
2. To assess the enduring impact and legacy of Neo-Classical, Romantic, and Victorian literary criticism on contemporary literary theory and interpretation.

#### Course Outcome:

1. Developed understanding of the Neo-Classical, Romantic, and Victorian literary movements, including their historical, social, and cultural contexts.
2. Students will be able to examine literary criticism within the broader cultural, political, and intellectual contexts of the Neo-Classical, Romantic, and Victorian eras.
3. Developed critical thinking skills through the evaluation and interpretation of literary texts and criticism from the Neo-Classical, Romantic, and Victorian periods.
4. Students will be able to discuss the contemporary relevance of Neo-Classical, Romantic, and Victorian literary criticism, considering how these theories continue to influence literary analysis today.



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**Content**

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

**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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1. <https://mmhapu.ac.in/doc/eContent/English/NaushadAlam/Jan2022/An%20Essay%20on%20Dramatic%20Poesy.pdf>
2. [https://en.wikipedia.org/wiki/An\\_Essay\\_on\\_Criticismhttps://studycorgi.com/analysis-of-preface-to-shakespeare-by-samuel-johnson/](https://en.wikipedia.org/wiki/An_Essay_on_Criticismhttps://studycorgi.com/analysis-of-preface-to-shakespeare-by-samuel-johnson/)
3. <https://summarystory.com/preface-to-lyrical-ballads/preface-to-lyrical-ballads-by-william-wordsworth/>
4. [https://en.wikipedia.org/wiki/Biographia\\_Literaria](https://en.wikipedia.org/wiki/Biographia_Literaria)
5. [https://en.wikipedia.org/wiki/A\\_Defence\\_of\\_Poetry](https://en.wikipedia.org/wiki/A_Defence_of_Poetry)

Course Outcomes	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9
CO-1	2	-	-	-	2	-	-	-	1
CO-2	-	-	2	-	-	2	-	-	-
CO-3	-	-	2	-	-	-	1	-	-
CO-4	2	-	-	-	-	-	-	1	1



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

### Teaching Examination Scheme:

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

### Course Objective:

1. To analyse the diverse theoretical approaches and methodologies within English-Language Theory, exploring their applications in understanding language, literature, and cultural discourse.
2. To evaluate the contemporary relevance and interdisciplinary significance of English-Language Theory in the study of language, literature, and the complexities of cultural expression.

### Course Outcome:

1. A comprehensive overview of the historical development and interdisciplinary nature of English-Language Theory.
2. Enhanced understanding of the various theoretical frameworks and methods used in English-Language Theory, with insights into their practical applications.
3. 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.
4. Students will be able to engage with contemporary debates and discussions within English-language theory, considering emerging trends and challenges.

### 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%





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%

**Note:** This is a skill based paper, which will enable the students to use English as an effective means of communications and also provide them working knowledge of computers, and other teaching aids like LCD Projectors & Audio visual facilities.

**Prescribed Textbook:**

Showalter, Elaine: Teaching Literature, Blackwell Publishing, USA, 2003.

**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
- \* BrunifetG.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

<https://testbook.com/physics/communication-types-importance>

<https://ncert.infrexa.com/language-skills-listening-speaking-reading-writing>

<https://www.wgu.edu/blog/what-behavioral-learning->



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[theory2005.html#openSubscriberModal](#)  
<https://files.eric.ed.gov/fulltext/EJ829018.pdf>  
<http://ddekun.edu.in/Files/2cfa4584-5afe-43ce-aa4b-ad936cc9d3be/Custom/8.%20Teaching%20of%20Poetry.pdf>

Course Outcomes	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9
CO-1	-	-	-	-	2	2	-	-	1
CO-2	-	1	2	-	-	-	-	1	-
CO-3	-	-	-	1	-	-	2	-	-
CO-4	2	-	-	-	-	-	-	2	2



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

**Teaching Examination Scheme:**

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

**Course Objective:**

1. 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.
2. 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:**

1. A comprehensive understanding of the key features and themes found in works honoured with the Nobel Prize in Literature and the Booker Prize.
2. Developed critical thinking skills through the evaluation and interpretation of award-winning texts, considering both literary and cultural significance.
3. Students will be able to investigate how Nobel and Booker Prize-winning texts are received by the public, critics, and scholars, considering the impact of these awards on literary reputation.
4. Students will be able to discuss the contemporary relevance of Nobel and Booker Prize-winning texts, considering how these works continue to resonate with readers today.

**Content**

Unit	Description in detail	Credit	Weight age
I	Margaret Atwood: Handmaid's Tale	1	25%
	<i>Hilary Mantel: Woolf Hall</i>		
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 Arvind Adiga: The White Tiger	1	25%
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
- \* 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

[https://en.wikipedia.org/wiki/The\\_Handmaid%27s\\_Tale](https://en.wikipedia.org/wiki/The_Handmaid%27s_Tale)

[https://en.wikipedia.org/wiki/Wolf\\_Hall](https://en.wikipedia.org/wiki/Wolf_Hall)

[https://en.wikipedia.org/wiki/My\\_Name\\_Is\\_Red](https://en.wikipedia.org/wiki/My_Name_Is_Red)

[https://en.wikipedia.org/wiki/The\\_Sense\\_of\\_an\\_Ending](https://en.wikipedia.org/wiki/The_Sense_of_an_Ending)

[https://en.wikipedia.org/wiki/The\\_White\\_Tiger\\_\(Adiga\\_novel\)#Reception](https://en.wikipedia.org/wiki/The_White_Tiger_(Adiga_novel)#Reception)

[https://en.wikipedia.org/wiki/The\\_Inheritance\\_of\\_Loss](https://en.wikipedia.org/wiki/The_Inheritance_of_Loss)

Course Outcomes	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9
	CO-1	1	-	-	-	-	2	-	2
CO-2	-	-	2	-	1	-	-	-	-
CO-3	-	2	-	-	-	-	2	-	-
	-	-	-	-	-	-	-	-	-
CO-4	2	-	-	-	2	-	2	-	1





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

**Teaching Examination Scheme:**

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

**Objectives:**

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

**Outcomes:**

1. Increased understanding of the cultural and literary significance of Tagore's work.
2. Enhanced knowledge of the challenges and complexities of translation, particularly, with regard to works of literature.
3. Developed critical thinking skills through analysis and interpretation of Tagore's works in translation.
4. 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	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 Grammarsians Funeral</i>	1	25%





II	Charles Dickens: <i>Great Expectations</i> Thomas Hardy: <i>Tess of the D'urbervilles</i>	1	25%
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>	1	25%
	John Ruskin: <i>Unto This Last</i>		

**\* 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*
- \* Robin Gilmour : *The Victorian Period : Intellectual & Cultural Context of English Literature- 1830-1890*
- \* 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.*

Online Resources:

<https://www.sparknotes.com/poetry/tennyson/section8/>

<https://www.britannica.com/topic/Great-Expectations-novel-by-Dickens>

<https://www.cliffsnotes.com/literature/t/tess-of-the-durbervilles/book-summary>

<https://www.sparknotes.com/lit/wuthering/summary/>

<https://www.britannica.com/topic/Culture-and-Anarchy>

<b>Course Outcomes</b>	<b>PO-1</b>	<b>PO-2</b>	<b>PO-3</b>	<b>PO-4</b>	<b>PO-5</b>	<b>PO-6</b>	<b>PO-7</b>	<b>PO-8</b>	<b>PO-9</b>



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<b>CO-1</b>	1	-	-	2	2	-	-	-	-
<b>CO-2</b>	-	-	-	-	2	-	-	2	1
<b>CO-3</b>	2	-	2	-	-	-	-	-	-
<b>CO-4</b>	-	2	-	-	-	-	1	-	-



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

**Teaching Examination Scheme:**

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

**Objectives:**

1. To trace the evolution of English literature from the beginning of the 20<sup>th</sup> century to the mid 20<sup>th</sup> century.
2. 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:**

1. Developed knowledge of the various major literary movements and styles of the time.
2. Deep awareness of the themes and motifs that characterized the literature of this time.
3. Developed critical thinking skills and the ability to engage with complex literary texts.
4. 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"> <li>• <i>Among School Children</i></li> <li>• <i>Sailing to Byzantium</i></li> <li>• <i>The Second Coming</i></li> </ul>	1	25%
	W. H. Auden		





	<ul style="list-style-type: none"><li>• <i>The Shield of Achilles</i></li><li>• <i>In Memory of W. B. Yeats</i></li><li>• <i>September 1, 1939</i></li></ul>		
II	Graham Greene: <i>The Power and the Glory</i> <ul style="list-style-type: none"><li>• <i>Social and Literary background</i></li><li>• <i>Plot summary</i></li><li>• <i>Characters</i></li><li>• <i>Themes</i></li></ul>	1	25%
	George Orwell: <i>1984</i> <ul style="list-style-type: none"><li>• <i>Social and Literary background</i></li><li>• <i>Plot summary</i></li><li>• <i>Characters</i></li><li>• <i>Themes</i></li></ul>		
III	Samuel Beckett: <i>Waiting for Godot</i> <ul style="list-style-type: none"><li>• <i>Social and Literary background</i></li><li>• <i>Plot summary</i></li><li>• <i>Characters</i></li><li>• <i>Themes</i></li></ul>	1	25%
	G. B. Shaw: <i>Man and Superman</i> <ul style="list-style-type: none"><li>• <i>Social and Literary background</i></li><li>• <i>Plot summary</i></li><li>• <i>Characters</i></li><li>• <i>Themes</i></li></ul>		
IV	Sigmund Freud: <i>Civilization and its Discontents</i> (Ch. 1 & 2) <ul style="list-style-type: none"><li>• <i>Social and Literary background</i></li><li>• <i>Themes</i></li><li>• <i>Analysis</i></li></ul>	1	25%
	Virginia Woolf: <i>A Room of One's Own</i> <ul style="list-style-type: none"><li>• <i>Social and Literary background</i></li><li>• <i>Themes</i></li><li>• <i>Analysis</i></li></ul>		

**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*



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- \* 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.*

### **Online Resources:**

<https://www.sparknotes.com/lit/powerglory/summary/>

<https://www.gradesaver.com/civilization-and-its-discontents>

<https://interestingliterature.com/2017/03/a-short-analysis-of-w-b-yeatss-among-school-children/>

<https://www.britannica.com/topic/Man-and-Superman>

<https://www.sparknotes.com/lit/godot/summary/>

<https://www.cliffsnotes.com/literature/n/1984/about-1984>

Course Outcomes	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9
	CO-1	1	-	-	-	2	-	-	-
CO-2	-	-	-	-	-	2	2	-	-
CO-3	2	-	2	-	-	-	-	1	1
CO-4	-	2	-	-	-	-	-	-	-



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

### Teaching Examination Scheme:

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

### Course Objective:

1. To examine and assess the prevailing themes and stylistic innovations in contemporary literature.
2. To investigate how modern literature reflects and responds to the cultural and societal dynamics of its time.

### Course Outcome:

1. Students will be able to explore how contemporary literary criticism engages with diverse voices, perspectives, and global literary traditions, reflecting the multicultural nature of contemporary literature.
2. Students will be able to understand the interdisciplinary nature of contemporary literary criticism, examining its intersections with fields such as cultural studies, sociology, philosophy, and media studies.
3. Students will be able to investigate how literary criticism responds to issues of globalization, migration, and cultural exchange, exploring the interconnectedness of literature in a global context.
4. Enhanced research skills to explore primary and secondary sources related to contemporary literary criticism and stay abreast of current critical conversations.

### 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	1	15 %





	Wilderness'		
	Gayatri Spivak: 'Feminism and Critical Theory'		

**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
- \* Henry 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
- \* Gayatri 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

**Online Resources:**

- <https://englishsummary.com/object-ofstudy-saussure/>
- <https://literariness.org/tag/the-deconstructive-angel/>
- <https://www.bartleby.com/essay/Feminism-Narrative-And-Psychoanalysis-P3J6EELN9BQW>
- <https://mostlyaboutstories.com/benjamin-storyteller-leskov/>
- <https://emilyfitzgerald.wordpress.com/2010/11/18/spivak-feminism-and-critical-theory/>

Course Outcomes	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9
	CO-1	2	-	-	2	-	-	-	-
CO-2	-	-	-	-	-	-	2	2	-
CO-3	-	1	1	-	-	2	-	-	-
CO-4	1	2	-	-	2	-	-	-	-







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

### Teaching Examination Scheme:

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

### Objectives:

1. To examine the literary and cultural significance of Rabindranath Tagore's works in translation.
2. To investigate the relationship between Tagore's works and the broader socio-cultural and political contexts in which they were created.

### Outcomes:

1. Increased understanding of the cultural and literary significance of Tagore's work.
2. Enhanced knowledge of the challenges and complexities of translation, particularly, with regard to works of literature.
3. Development of critical thinking skills through analysis and interpretation of Tagore's works in translation.
4. 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"> <li>• Social and historical background of the time</li> <li>• <i>Critical analysis of the poems</i></li> </ul>	1	25%





II	<p>Novels :-</p> <p><i>The Home and the World</i></p> <ul style="list-style-type: none"><li>• <i>Plot structure</i></li><li>• <i>Characters</i></li><li>• <i>Themes</i></li><li>• <i>Setting</i></li><li>• <i>Cultural and literary background</i></li></ul> <p><i>Gora</i></p> <ul style="list-style-type: none"><li>• <i>Plot structure</i></li><li>• <i>Characters</i></li><li>• <i>Themes</i></li><li>• <i>Setting</i></li><li>• <i>Cultural and literary background</i></li></ul>	1	25%
III	<p>Plays :</p> <p><i>Post-office</i></p> <ul style="list-style-type: none"><li>• <i>Plot structure</i></li><li>• <i>Characters</i></li><li>• <i>Themes</i></li></ul> <p><i>Red Oleander</i></p> <ul style="list-style-type: none"><li>• <i>Plot structure</i></li><li>• <i>Characters</i></li><li>• <i>Themes</i></li></ul>	1	25%
IV	<p>Short stories:-</p> <ul style="list-style-type: none"><li>• <i>Chokherbali</i></li><li>• <i>Kabuliwala</i></li><li>• <i>Mrinal's Letter</i></li></ul>	1	25%





	<ul style="list-style-type: none"> <li><i>The Patriot</i></li> </ul>		
	Essays : - <ul style="list-style-type: none"> <li><i>Striving for Swaraj</i></li> <li><i>Nationalism</i></li> </ul>		

**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*
- \* M. Chakrabarti: *Rabindranath Tagore, Diverse Dimensions*
- \* K. Dutta and A. Robinson: *The Myriad-minded Man*
- \* S. Ray: *Rabindranath Tagore: Three Essays*

**Online Resources:**

- <https://www.britannica.com/topic/Gitanjali>
- <https://www.supersummary.com/the-home-and-the-world/summary/>
- <https://www.barickacademy.in/2021/03/gora-by-rabindranath-tagore-summary.html>
- <https://www.parabaas.com/rabindranath/articles/brRedOleanders.html>
- <https://www.englishliterature.info/2021/04/kabuliwala-short-story-by-tagore.html>
- <https://feminisminindia.com/2019/02/15/chokher-bali-rabindranath-tagore-review/>
- [https://link.springer.com/chapter/10.1007/978-81-322-2116-6\\_5](https://link.springer.com/chapter/10.1007/978-81-322-2116-6_5)

Course Outcomes	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9
	CO-1	-	-	-	-	2	-	-	2
CO-2	1	-	-	2	-	-	-	-	-
CO-3	2	-	2	-	-	1	-	-	-
CO-4	-	2	-	-	-	-	-	2	-





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

**Teaching Examination Scheme:**

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

**Objectives:**

1. To investigate various research methodologies to understand their strengths, weaknesses, and applications.
2. To develop strategies for crafting robust research designs that align with specific research questions.

**Outcomes:**

1. Students will gain proficiency in selecting appropriate research designs (e.g., experimental, observational, qualitative, quantitative) based on the research questions and objectives.
2. Developed ability to conduct a comprehensive literature review, identifying existing research relevant to the chosen topic and recognizing gaps in current knowledge.
3. Enhanced ability to critically evaluate existing research, assessing its quality, validity, and relevance to inform future research directions.



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4. Students will be able to explore the use of technology in research, including data collection tools, statistical software, and online databases.

**Content**

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

**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)



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- 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.

Online Resources:

<https://www.drnareshbhatt.in/images/pdf/academic-presentations/Literature%20Research.pdf>

<https://www.drnishikantjha.com/papersCollection/2nd%20Edition,%20The%20Handbook%20to%20Literary%20arch,%20.pdf>

<https://www.bachelorprint.com/citing-sources/bibliography/>

<https://spcollege.libguides.com/c.php?g=254383&p=1695452>

<https://files.eric.ed.gov/fulltext/EJ1065734.pdf>

Course Outcomes	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9
	CO-1	-	2	-	-	-	2	-	-
CO-2	2	1	-	-	-	-	-	-	-
CO-3	-	2	2	-	-	-	-	2	-
CO-4	2	1	-	-	2	-	-	-	-



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University Campus, State Highway-41, Siddhpur - 384151, Dist. Patan, Gujarat, INDIA

E: dean.fac.hum@gokuluniversity.ac.in W: www.gokuluniversity.ac.in M: +91 95109 73859



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

**Teaching Examination Scheme:**

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

**Objectives:**

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

**Outcomes:**

1. Developed skills in close reading and critical analysis of literary texts.
2. Improved critical analysis skills for literary works of the period.
3. Appreciation for the global significance of English literature in this period.
4. Students will be able to undertake independent research projects that contribute to a deeper understanding of specific literary topics.

**Content**

Unit	Description in detail	Credit	Weight age
I	William Golding: <i>Lord of the Flies</i>	1	25%
	Kazuo Ishiguro: <i>Remains of the Day</i>		
II	J. K. Rowling: <i>Harry Potter and the Philosopher's Stone</i>	1	25%
III	Ted Hughes: 'The Thought Fox', 'Snow drop', 'Hawk Roosting' Philip Larkin: 'Deception', 'Church Going', 'The Whitsun Weddings'	1	25%





IV	John Osborne: <i>Look Back in Anger</i> Harold Pinter: <i>Birthday Party</i>	1	25%
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**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*
- \* 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*
- \* Drąg, 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*

**Online Resources:**

- <https://www.bl.uk/works/look-back-in-anger>
- <https://www.litcharts.com/poetry/ted-hughes/the-thought-fox>
- <https://philiplarkin.com/poem-reviews/deceptions/>
- <https://www.britannica.com/topic/Harry-Potter-and-the-Philosophers-Stone>
- <https://www.sparknotes.com/lit/flies/summary/>

Course Outcomes	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9
	CO-1	2	-	-	-	-	-	-	2
CO-2	1	-	2	-	1	-	-	-	-
CO-3	-	-	-	2	-	3	-	-	-
CO-4	1	2	2	-	-	-	-	-	-





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

**Teaching Examination Scheme:**

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

**Objectives:**

1. To examine the lives and works of T S Eliot and W S Maugham, two prominent modernist writers of the 20<sup>th</sup> century.
2. To investigate the influence on their work, both personal and literary and how these shaped their writing.

**Outcomes:**

1. Enhanced knowledge of the works and lives of Eliot and Maugham.
2. Increased understanding of cultural and literary significance of their works within the modernist movement.
3. Enhanced research skills through analysis and interpretation of Eliot's and Maugham's writing.
4. 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"> <li>• Themes</li> <li>• Setting</li> <li>• Poetic devices</li> </ul>	1	25%





	<ul style="list-style-type: none"><li>• Analysis</li></ul> <p><i>Murder in the Cathedral</i></p> <ul style="list-style-type: none"><li>• Plot</li><li>• Characters</li><li>• Setting</li><li>• Themes</li></ul>		
II	T. S. Eliot: 'Tradition and Individual Talent' <ul style="list-style-type: none"><li>• Themes</li><li>• Analysis</li></ul> <p>'The Metaphysical Poets'</p> <ul style="list-style-type: none"><li>• Themes</li><li>• Analysis</li></ul>	1	25%
III	W. S. Maugham: <i>Of Human Bondage</i> <ul style="list-style-type: none"><li>• Themes</li><li>• Analysis</li></ul> <p><i>The Razor's Edge</i></p> <ul style="list-style-type: none"><li>• Themes</li><li>• Analysis</li></ul>	1	25%
IV	W. S. Maugham: <ul style="list-style-type: none"><li>• 'Rain',</li><li>• 'Lotus Eaters',</li><li>• 'The Ant and the Grasshopper'</li></ul>	1	25%

**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*

### **Online Resources:**

<https://www.britannica.com/topic/The-Metaphysical-Poets>  
<https://www.litcharts.com/lit/tradition-and-the-individual-talent>  
<https://www.supersummary.com/of-human-bondage/summary/>  
<https://www.britannica.com/topic/The-Razors-Edge-novel-by-Maugham>  
<https://www.gradesaver.com/rain>  
<https://lingualeo.com/en/jungle/the-ant-and-the-grasshopper-by-w-somerset-maugham-266668>  
<https://www.poetryfoundation.org/poems/47311/the-waste-land>  
<https://www.litcharts.com/poetry/t-s-eliot/the-waste-land>  
<https://www.gradesaver.com/murder-in-the-cathedral/study-guide/summary>

Course Outcomes	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9
	CO-1	-	-	-	-	2	-	-	2
CO-2	-	-	2	2	-	-	-	-	-
CO-3	1	2	2	-	-	1	-	-	-
CO-4	1	1	-	-	-	-	2	-	-



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

#### Teaching Examination Scheme:

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

#### Course Objective:

1. To investigate the rich and diverse traditions of Indian poetics across languages and regions.
2. To examine the structural elements and artistic techniques employed in Indian poetry.

#### Course Outcome:

1. Deepened understanding of the rich tapestry of Indian poetic traditions.
2. Enhanced appreciation for the cultural and linguistic nuances inherent in Indian poetry.
3. Facilitation of cross-cultural dialogue by illuminating the significance of Indian poetics in the global literary context.
4. Students will be able to develop research skills to investigate specific themes, poets, or periods within Indian poetics.

#### 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 & Abhanavgupta	1	35%





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

**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),
- 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
- \* 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

**Online Resources:**

<https://www.exoticindiaart.com/book/details/introduction-to-study-of-indian-poetics-ubd574/>

<https://philarchive.org/archive/MUKDWN>

<https://www.jetir.org/papers/JETIR2107285.pdf>

[https://www.lkouniv.ac.in/site/writereaddata/siteContent/202004120632194631nishi\\_Rasa\\_Theory.pdf](https://www.lkouniv.ac.in/site/writereaddata/siteContent/202004120632194631nishi_Rasa_Theory.pdf)

Course Outcomes	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9
	CO-1	1	-	-	-	-	2	-	-
CO-2	-	-	-	1	2	-	-	2	-
CO-3	-	-	-	-	-	2	2	-	-
CO-4	1	2	-	-	-	-	-	-	-



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

### Teaching Examination Scheme:

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

### Objectives:

1. To examine the complexities and challenges of translating Indian texts into other languages.
2. To explore cultural, historical and linguistic context of Indian texts and how this influences their translation.

### Outcomes:

1. Enhanced knowledge of the cultural and linguistic complexities of Indian literature and translation.
2. Increased awareness of the challenges and possibilities of translating Indian texts into other language.
3. Development of research skills through the analysis of primary and secondary sources related to the studied works and authors.
4. 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
I	Kalidasa:- <i>Kumarsambhavam</i> <ul style="list-style-type: none"> <li>• Character analysis</li> <li>• Plot, Themes, Poetic devices</li> </ul> <i>AbigyanShakuntalam</i> <ul style="list-style-type: none"> <li>• Characters</li> <li>• Plot, Themes, Poetic devices</li> </ul>	1	25%





II	<p>Valmiki <i>Ramayana</i> :As an Epic and '<i>SundarKaand</i></p> <ul style="list-style-type: none"><li>• <i>Character analysis</i></li><li>• <i>Plot</i></li><li>• <i>Themes</i></li><li>• <i>Poetic devices</i></li></ul> <p>Upnishada:- <i>Ishavasya</i> Upanisada and its criticism</p> <ul style="list-style-type: none"><li>• <i>Character analysis</i></li><li>• <i>Plot</i></li><li>• <i>Themes</i></li><li>• <i>Critical analysis</i></li></ul>	1	25%
III	<p>Sharatchandra Chetterjee:-<i>Devdasa</i></p> <ul style="list-style-type: none"><li>• <i>Character</i></li><li>• <i>Plot</i></li><li>• <i>Themes</i></li><li>• <i>Critical analysis</i></li></ul> <p>Premchand:- <i>Godan</i></p> <ul style="list-style-type: none"><li>• <i>Character analysis</i></li><li>• <i>Plot</i></li><li>• <i>Themes</i></li></ul>	1	25%
IV	<p>Girish Karnad:-<i>Hayavadan</i></p> <ul style="list-style-type: none"><li>• <i>Character analysis</i></li><li>• <i>Plot</i></li><li>• <i>Themes</i></li></ul> <p>K.M. Munshi :-<i>The Glory of Patan</i></p> <ul style="list-style-type: none"><li>• <i>Character analysis</i></li><li>• <i>Plot</i></li><li>• <i>Themes</i></li></ul>	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*
- J. Ghosh: *Epic Source of Sanskrit Literature*
- GopalMadan: *MunshiPremchand: A Literary Biography*
- GirishKarnad:*The Fire and the Rain*
- Mahesh Dattani: *Find Solution*
- Nayantara Sehgal: *Rich Like Us*







- Arvind Mehrotra (ed.): *Twelve Modern Indian Poets*

**Online Resources:**

<https://www.britannica.com/topic/Kumarasambhava>  
<https://resanskrit.com/blogs/blog-post/great-works-kalidasa>  
<https://www.iloveindia.com/literature/sanskrit/poetry/kumarasambhavam.html>  
[https://en.wikipedia.org/wiki/Sundara\\_Kanda](https://en.wikipedia.org/wiki/Sundara_Kanda)  
<https://www.englitmail.com/2019/09/the-sundarakanda-introduction.html>  
<https://texts.wara.in/vedas/upanishads/isha.html>  
<https://en.wikipedia.org/wiki/Devdas>  
<https://www.pustak.org/index.php/books/bookdetails/1442/Godan>

Course Outcomes	POs								
	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9
CO-1	-	-	-	2	2	-	-	-	-
CO-2	-	-	-	-	-	2	-	-	1
CO-3	2	2	2	-	-	-	-	-	-
CO-4	-	2	2	-	-	-	-	-	-



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<b>Year :</b>	<b>2022/23 – 2nd</b>	<b>Semester :</b>	<b>IV</b>
<b>Course title :</b>	<b>Philosophy and Literature</b>	<b>Course code :</b>	<b>Course Code : FAHM145105</b>
<b>Course type :</b>	<b>Theory (Core Compulsory)</b>	<b>Course credit :</b>	<b>04</b>
<b>Pte-requisite :</b>	<b>Basic knowledge of Indian Literature</b>		
<b>Rationale :</b>			

### Teaching Examination Scheme:

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

### 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.

### 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.
4. Students will be able to conduct comparative analyses of different literary works or genres to explore variations in the presentation of philosophical ideas.

### Content

Unit	Description in detail	Credit	Weight age
I	Epictetus: <i>Discourses</i>  Cicero: <i>On Living and Dying Well</i>	1	25%
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 Brennan: *The Stoic Life*, Oxford, 2008.
- \* William B. Irvine: *Why we Desire What we Desire*, OUP, Oxford, 2007.
- \* 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

### Online Resources:

- <http://classics.mit.edu/Epictetus/discourses.html>
- <https://www.barnesandnoble.com/w/on-living-and-dying-well-cicero/1108813298>
- <https://www.britannica.com/topic/Siddhartha>
- [https://people.brandeis.edu/~teuber/Albert\\_Camus\\_The\\_Myth\\_of\\_Sisyphus\\_Complete\\_Text\\_.pdf](https://people.brandeis.edu/~teuber/Albert_Camus_The_Myth_of_Sisyphus_Complete_Text_.pdf)
- <https://classics.mit.edu/Antoninus/meditations.html>
- <https://www.britannica.com/topic/Nausea-novel-by-Sartre>

Course Outcomes	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9
	CO-1	2	-	-	-	-	2	-	-
CO-2	-	-	-	-	2	-	-	2	-
CO-3	1	2	2	-	-	-	-	-	-
CO-4	2	-	1	-	-	-	-	-	-

