



**GALGOTIAS
UNIVERSITY**

Course Book

Name of School: School of Liberal Education

Programme: M.A. English

Year: 2020-22

**MA English
Program Structure 2020-22**

FIRST YEAR- SEMESTER – I

Course Code	Course Title	L	T	P	J	C
ENG5001	British Literature (From 1340 till 1660)	4	0	0	0	4
ENG5002	British Literature (From 1660 to 1798)	4	0	0	0	4
ENG5003	Shakespeare	4	0	0	0	4
ENG5004	Indian Writing in English	4	0	0	0	4
ENG5005	The Study of Language	4	0	0	0	4
	Total	20	0	0	0	20

FIRST YEAR - SEMESTER – II

Course Code	Course Title	L	T	P	J	C
ENG5006	British Literature (From 1798 to 1890)	4	0	0	0	4
ENG5007	Twentieth Century American Literature	4	0	0	0	4
ENG5008	Classical Literature	4	0	0	0	4
ENG5009	Literary Theory and Criticism	4	0	0	0	4
ENG5010	English Language Structure and Translation	4	0	0	0	4
	Total	20	0	0	0	20

SECOND YEAR - SEMESTER - III

Course Code	Course Title	L	T	P	J	C
ENG6001	Modern European Drama	4	0	0	0	4
ENG6002	New Literature in English	4	0	0	0	4
ENG6003	Introduction to Semantics	4	0	0	0	4
ENG6004	Introduction to Sociolinguistics					
ENG6005	Research Methodology	4	0	0	4	4
ENG6006	British Literature IV	4	0	0	0	4
	Total	20	0	0	0	20

SECOND YEAR – SEMESTER – IV

Course Code	Course Titles	L	T	P	J	C
ENG6007	Literature and Cinema	4	0	0	0	4
ENG6008	Visual Arts					
ENG6009	Second Language Acquisition (SLA)	4	0	0	0	4
ENG6010	Phonetics and Phonology					
ENG6011	Postcolonial Literature	4	0	0	0	4
ENG6012	Post Graduate Thesis	0	2	0	0	8
	Total	12	2	0	0	20

Electives

Course Code	Course Titles	L	T	P	J	C
ENG6003/ ENG6004	Elective-1: Introduction to Semantics/ Introduction to Sociolinguistics	4	0	0	0	4
ENG6007/ ENG6008	Elective-2: Literature and Cinema/ Visual Arts	4	0	0	0	4
ENG6009/ ENG6010	Elective-3: Second Language Acquisition (SLA)/ Phonetics and Phonology	4	0	0	0	4

Programme	M.A. ENGLISH
Batch	2020 – 22
Semester	I
Course Title	British Literature I (1340-1660)
Course Code	ENG5001
Version	
Credits	4

Course Description

The course focuses on detailed reading of selected texts and tries to trace the development of British literature from 1340 to 1660. It helps students understanding various social, religious, economic and literary aspects in the development of British Literature during this period.

Course Objectives

The objective of the course is to:

1. Acquire an understanding of literary terms and forms of the age
2. Understand major literary, social, political and religious movements of the period
3. Understand major literary trends during the era
4. Acquire an understanding in analysing a text in its historical, religious and social context
5. Enable the students to understand the contribution of the writers in the development of major literary genres
6. Understand various literary devices for a better critical analysis of a text

Course Pre-requisite

- Understanding of the basics of English language and literature

Course Outcomes

On the successful completion of the course, the student would be able to:

1. Recognize the major literary trends of the period
2. Understand a literary text in its social, political and cultural context
3. Understand the nuances of literary language and changes in style
4. Understand the contribution of writers in the development of English literature
5. Understand various literary terms and forms
6. Use various literary devices for critical analysis of a text

Prescribed Text:

Module 1: Historical and Social background to the literature from 1340 to 1660

Module 2: Poetry

Geoffrey Chaucer: The Prologue to the Canterbury Tales

Edmund Spenser: The Faerie Queene (Book II, Canto XII: The Bower of Bliss)

Philip Sidney: Astrophel

John Milton: The Paradise Lost (Book 1)

John Donne: The Canonization, The Ecstasie, Death be not Proud

Module 3: Prose

Francis Bacon: Of Revenge, Of Marriage and Single Life, Of Truth

Philip Sydney: Arcadia*

John Milton: Aeropagitica*

Module 4: Drama

Christopher Marlowe: Dr Faustus

Webster: Duchess of Malfi

Ben Johnson: The Alchemist* (*Not for detailed study)

Reading:

1. Norton Anthology of English Literature. Vol. 1
2. Sukanta Chaudhuri. Ed. *Bacon's Essays: A Selection*. OUP.
3. Prof Peter Alexander. Ed. *The Complete Works of Shakespeare*. Collins.
4. *The Complete Plays by Christopher Marlowe*. Penguin.
5. Ben Jonson. *The Alchemist*. Stratford Festival Collection.

Additional References

1. Herbert J C Grierson and J C Smith. *Critical History of English Poetry*. Bloomsbury Academic Collection.
2. David Norbrook. *Politics and Poetry in Renaissance England*. OUP.
3. Robert C. Evans. *Perspective on Renaissance poetry*. Bloomsbury Publishing.
4. Ian Robinson. *The Establishment of Modern English Prose in the Reformation and the Enlightenment*. Cambridge University Press.
5. Andrew Hadfield. *The Oxford Handbook of English Prose 1500-1640*. OUP
6. Allardyce Nicoll. *British Drama*. Barnes and Noble.
7. Harold Bloom. *Christopher Marlowe*. Chelsea House Publishers.
8. Richard Harpe and Stanley Stewart ed. *The Cambridge Companion to Ben Jonson*. Cambridge University Press.
9. MC Bradbrook. *Themes and Conventions of Elizabethan Theatre*. Cambridge University Press.
10. AC Bradley. *Shakespearean Tragedy*. London: Penguin.
11. David Aers, Bob Hodge and Gunther Kress. Ed. *Literature, Language and Society in England, 1560-1680*
12. Boris Ford ed. *Pelican Guide to English Literature*. Vol. 1, 2, 3. Penguin.
13. Andrew Sanders. *The Short Oxford History of English Literature*. Oxford University Press.
14. David Daiches. *A Critical History of English Literature*. Allied Publishers.
15. M.H. Abrams. *A Glossary of Literary Terms*. Cengage Learning India Pvt Ltd.

Pedagogy:

The pedagogical approach used in the course will be a combination of lectures, chalk & talk, problem solving exercises, quizzes and presentations.

Evaluation Scheme:

SN	Description	Weightage (Percentage)
1	Continuous Assessment Test (CAT) I	20%
2	Continuous Assessment Test (CAT) II	20%
3	Internal Assessment (IA)	20%
4	End Term Examination (ETE) (3 Hours)	40%

Detailed Outlines of Course**SESSION WISE INSTRUCTION PLAN**

Session No	Module	Topics	L	T	P	J	C
			4	0	0	0	4
			Core Reading		Additional Reference		
1-10	I	Historical and Social background to the literature from 1340 to 1660 Geoffrey Chaucer: The Prologue to the Canterbury Tales Edmund Spenser: The Faerie Queene (Book II, Canto XII: The Bower of Bliss)					

11 – 20	II	Philip Sidney: Astrophel and Stella John Milton: The Paradise Lost (Book 1) John Donne: The Canonization, The Ecstasie, Death be not Proud		
21 – 30	III	Francis Bacon: Of Revenge, Of Marriage and Single Life, Of Truth Philip Sydney: Arcadia John Milton: Aeropagitica		
31 – 40	IV	Christopher Marlowe: Dr Faustus Webster: Duchess of Malfi Ben Johnson: The Alchemist*		

Programme	MA English
Batch	2020 – 22
Semester	I
Course Title	British Literature (From 1660 till 1798)
Course Code	ENG5002
Version	
Credits	4

Course Description

The course focuses on detailed reading of selected texts and tries to trace the development of British literature from 1660 to 1798. It helps students understanding various social, religious, economic and literary aspects in the development of British Literature during this period.

Course Objectives

The objective of the course is to:

1. Acquire an understanding of literary terms and forms of the age
2. Understand major literary, social, political and religious movements of the period
3. Understand major literary trends during the era
4. Acquire an understanding in analysing a text in its historical, religious and social context
5. Enable the students to understand the contribution of the writers in the development of major literary genres
6. Understand various literary devices for a better critical analysis of a text

Course Pre-requisite

Understanding of English language and literature

Course Outcomes

On the successful completion of the course, the student would be able to:

1. Recognize the major literary trends of the period
2. Understand a literary text in its social, political and cultural context
3. Understand the nuances of literary language and changes in style
4. Understand the contribution of writers in the development of English literature
5. Understand various literary terms and forms
6. Use various literary devices for critical analysis of a text

Prescribed Text:

Module 1:

Historical background to the literature between 1660-1798

Alexander Pope: Rape of the Lock

William Blake: The Lamb, The Chimney Sweeper, Nurse's Song, The Tyger, London

Module 2:

Joseph Addison: The Aim of the Spectator, Sir Rogers at Assizes

Jonathan Swift: A Modest Proposal

Samuel Johnson: Expectations of Pleasure

Module 3:

John Dryden: All for Love

William Congreve: Way of the World

Sheridan: School for Scandal*

Module 4:

Daniel Defoe – Robinson Crusoe*

Jane Austen: Pride and Prejudice* *For non-detailed study

Reading:

Norton Anthology of English Literature. Vol. 1 & 2

Additional References

1. Herbert J C Grierson and J C Smith. *Critical History of English Poetry*. Bloomsbury Academic Collection.
2. Mark Van Doren. *The Poetry of John Dryden*. Read Books.
3. Geoffrey Tillotson. *On the Poetry of Pope*. Oxford Clarendon Press.
4. James Lowry Clifford, Louis A. Landa. Ed. *Pope and His Contemporaries: Essays Presented to George Sherburn*. Clarendon Press.
5. Hugh Walker. *English Essays and Essayists*. Hardpress Publishing.
6. Herbert Read. *English Prose Style*. Pantheon.
7. Allardyce Nicoll. *British Drama*. Barnes and Noble.
8. Allardyce Nicoll. *History of Drama, 1660-1900*. Cambridge.
9. E M Forster. *Aspects of Novels*. Penguin.
10. Arnold Kettle. *An Introduction to English Novels*. Routledge.
11. McCullough Bruce. *Representative English Novels: Defoe to Conrad*. Harper & Bros.
12. Charlotte Sussman. *Eighteenth Century English Literature*. Wiley.
13. Andrew Sanders. *The Short Oxford History of English Literature*. Oxford University Press.
14. David Daiches. *A Critical History of English Literature*. Allied Publishers.
15. M.H. Abrahams. *A Glossary of Literary Terms*. Cengage Learning India Pvt Ltd.

Pedagogy:

The pedagogical approach used in the course will be a combination of lectures, chalk & talk, problem solving exercises, quizzes and presentations.

Evaluation Scheme:

SN	Description	Weightage (Percentage)
1	Continuous Assessment Test (CAT) I	20%
2	Continuous Assessment Test (CAT) II	20%
3	Internal Assessment (IA)	20%
4	End Term Examination (ETE) (3 Hours)	40%

Detailed Outlines of Course
SESSION WISE INSTRUCTION PLAN

Session No	Module	Topics	L	T	P	J	C
			4	0	0	0	4
			Core Reading		Additional Reference		
1-10	1	Historical background to the literature between 1660-1798 Alexander Pope: Rape of the Lock William Blake: The Lamb, The Chimney Sweeper, The Nurse's Song, The Tyger, London			Charlotte Sussman. <i>Eighteenth Century English Literature</i> . Wiley. Andrew Sanders. <i>The Short Oxford History of English Literature</i> . Oxford University Press. Herbert J C Grierson and J C Smith. <i>Critical History of English Poetry</i> . Bloomsbury Academic Collection.		

				Mark Van Doren. <i>The Poetry of John Dryden</i> . Read Books. Geoffrey Tillotson. <i>On the Poetry of Pope</i> . Oxford Clarendon Press.
11-20	2	Joseph Addison: The Aim of the Spectator, Sir Rogers at Assizes Jonathan Swift: A Modest Proposal Samuel Johnson: Expectations of Pleasure	Norton Anthology of English Literature Vol. 1	James Lowry Clifford, Louis A. Landa. Ed. <i>Pope and His Contemporaries: Essays Presented to George Sherburn</i> . Clarendon Press. Hugh Walker. <i>English Essays and Essayists</i> . Harpess Publishing. Herbert Read. <i>English Prose Style</i> . Pantheon.
21-30	3	John Dryden: All for Love William Congreve: Way of the World Sheridan: School for Scandal*	Text	Allardyce Nicoll. <i>British Drama</i> . Barnes and Noble. Allardyce Nicoll. <i>History of Drama, 1660-1900</i> . Cambridge.
31-40	4	Daniel Defoe: Robinson Crusoe Jane Austen: Pride and Prejudice	Text	E M Forster. <i>Aspects of Novels</i> . Penguin. Arnold Kettle. <i>An Introduction to English Novels</i> . Routledge. McCullough Bruce. <i>Representative English Novels: Defoe to Conrad</i> . Harper & Bros.

Programme	MA English
Batch	2020 – 22
Semester	I
Course Title	Shakespeare
Course Code	ENG5003
Version	
Credits	4

Course Description

The Shakespearean legacy continues to remain at the centre of English literary criticism. With the detailed study of the playwright's selected plays this course embarks to acquaint the student with Shakespearean thought, context, style and vocabulary.

Course Objectives

The objective of the course is to:

1. Acquire an understanding of literary terms and forms of the Elizabethan age
2. Understand major literary, social, political and religious movements during the playwright's time.
3. Understand major literary trends during the era.
4. Acquire an understanding in analysing a text in its historical, religious and social context
5. Enable the students to understand the immensity of the playwright's contribution to English Literature.
6. Understand various literary devices for a better critical analysis of a text.

Course Pre-requisite

Understanding of the basics of English language and literature

Course Outcomes

On the successful completion of the course, the student would be able to:

1. Recognize the major literary trends of the Elizabethan period.
2. Critical appraisal of Shakespearean plays.
3. Understand various literary terms and forms
4. Use various literary devices for critical analysis of a text

Prescribed Text:

Module 1:

Sonnet 18, 73, 116, 130, 29, 24, 134

Module 2:

Hamlet, Othello, * Macbeth

Module 3:

Midsummer's Night Dream, As You Like It, *Much Ado About Nothing

Module 4:

Antony and Cleopatra, Julius Caesar, *Henry the fourth (for non-detailed study)

Additional References

1. Jonathan Bate, The Genius of Shakespeare
2. Stephen Greenblatt, Will In The World: How Shakespeare Became Shakespeare.
3. AC Bradley. *Shakespearean Tragedy*. London: Penguin.
4. Harold Bloom, Shakespeare: The Invention of the Human
5. A. C. Bradley, Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear and Macbeth (New Penguin Shakespeare Library)
6. James Cunningham Shakespeare's Tragedies and Modern Critical Theory

Pedagogy:

The pedagogical approach used in the course will be a combination of lectures, chalk & talk, problem solving exercises, quizzes and presentations.

Evaluation Scheme:

SN	Description	Weightage (Percentage)
1	Continuous Assessment Test (CAT) I	20%
2	Continuous Assessment Test (CAT) II	20%
3	Internal Assessment (IA)	20%
4	End Term Examination (ETE) (3 Hours)	40%

Detailed Outlines of Course**SESSION WISE INSTRUCTION PLAN**

			L	T	P	C
			4	0	0	4
Session No	Module	Topics	Core Reading		Additional Reference	
1-10	I	Shakespeare: Sonnet 18, 73, 116, 130, 29, 24, 134				
11 – 20	II	Hamlet, Othello, * Macbeth				
21 – 30	III	Midsummer's Night Dream, As You Like It *Much Ado About Nothing				
31 – 40	IV	Antony and Cleopatra, Julius Caesar, *Henry the fourth (for non-detailed study)				

Programme	MA English
Batch	
Semester	I
Course Title	Indian Writing in English
Course Code	ENG5004
Version	
Credits	4

Course Description

The course focuses on the study of a variety of texts written by Indian writers in English and on the various factors, economic, social and literary, behind the development of Indian literature in English.

Course Objectives

The objective of the course is to:

1. Acquire an understanding of the literary terms and the forms
2. To introduce students to major movements and figures of Indian Literature in English through the study of selected literary texts.
3. To create literary sensibility and emotional response to the literary texts and implant sense of appreciation of literary text.
4. To expose students to the artistic and innovative use of language employed by the writers.
5. To inculcate values and develop human concern in students through exposure to literary texts.
6. To enhance literary and linguistic competence of students

Course Pre-requisite

Understanding of the basics of English language and literature

Course Outcomes

On the successful completion of the course, the student would be able to:

1. Understand thematic concerns, genres and trends of Indian writing in English.
2. Understand the various phases of the evolution of Indian writing in English.
3. Apply critical and theoretical approaches to the reading and analysis of literary texts.
4. Develop an ability to read texts in relation to their historical and cultural contexts.
5. Use various literary devices for critical analysis of a text
6. Appreciate linguistic and artistic qualities of the texts.

Prescribed Texts:

Module 1:

- Tagore : Songs from *Gitanjali* (I; XI; XXXV, LXXIV)
Nissim Ezekiel : ‘Goodbye Party for Miss. Pushpa T.S.’, ‘Background Casually’
‘Jewish Wedding in Bombay’

Module 2:

- Ali Sardar Jaffri : The Charming Earth of Awadh, ‘My Journey’
Dom Moraes : ‘Bells for William Wordsworth’, ‘Letter to My Mother’
Mamata Kalia : ‘Tribute to Papa’, ‘Made for Each Other’

Module 3:

- Mahatma Gandhi : Selections from *My Experiment with Truth*

J.L. Nehru : Selections from *The Discovery of India*

Module 4:

Girish Karnad : *Tughlaq*
Mohan Rakesh : *Halfway House*

Module 5:

Premchand : *Godan*
Sri Lal Shukla : *Raag Darbari**
Arundhati Roy : *The God of Small Things*

Module 6:

Recent Trends in Indian Writing in English (Reading and Analysis of Research papers)

*For non-detailed study

Additional References

1. Naik, M. K. A History of Indian English Literature. Delhi: Sahitya Akademi, 1992.
2. Devy, G. N. After Amnesia: Tradition and Changes in Indian Literary Criticism. Hyderabad: Orient Longman and Sangam Books, 1992.
3. Mukherji, Minakshi . The Twice Born Fiction. New Delhi: Heinemann, 1971.
4. Nandy, A. The Intimate Enemy: Loss and Recovery of Self Under Colonialism. Delhi, OUP, 1983. Radhakrishnan, N. Indo Anglian Fiction: Major Trends and Themes. Madras: Emerald. 1984.
5. Rao, Krishna. The Indo-Anglian Novels and the Changing Tradition. Mysore: Rao and Raghavan, 1973.

Pedagogy:

The pedagogical approach used in the course will be a combination of lectures, chalk & talk, problem solving exercises, quizzes and presentations.

Assessment Pattern

- Participation and Engagement : 15%
- Reflection Paper : 15%
- Group Work : 10%
- Viva Voce : 10%
- Mid-term Exam : 20%
- Final Exam : 30%

Detailed Outlines of Course

SESSION WISE INSTRUCTION PLAN

			L	T	P	C
			4	0	0	4
Session No	Module	Topics	Core Reading		Additional Reference	

1-8	I	Tagore. Songs from <i>Gitanjali</i> (I; XI; XXXV, LXXIV) Nissim Ezekiel: 'Goodbye Party for Miss. Pushpa T.S.'* 'Background Casually'* 'Jewish Wedding in Bombay'		
9-16	II	Ali Sardar Jaffri: <i>The Charming Earth of Awadh, My Journey</i> Dom Moraes: 'Bells for William Wordsworth' 'Letter to My Mother' Mamata Kalia: 'Tribute to Papa' 'Made for Each Other'		
17-24	III	Mahatma Gandhi: Selections from <i>My Experiment with Truth</i> J.L. Nehru: Selections from <i>The Discovery of India</i>		
25-33	IV	Girish Knard <i>Tughlaq</i> Mohan Rakesh <i>Halfway House</i>		
34-42	V	Premchand <i>Godan</i> Sri Lal Shukla <i>Raag Darbari</i> * Arundhati Roy: <i>The God of Small Things</i>		
43-50	VI	Recent Trends in Indian Writing in English		

Programme	MA English
Batch	2020 – 22
Semester	I
Course Title	The Study of Language
Course Code	ENG5005
Version	
Credits	4

Course Description

This course has been designed to introduce students to general concepts of language & linguistics. The course is organized in a 'bottom up' fashion—from the smallest to the largest segments of language, moving from Sound to, Word, and then to semantics and pragmatics at the level of discourse. Aspects of language origin & design will be examined as well as cross linguistic language typologies. Topics on Language and society as well language acquisition and learning will be explored.

Course Objectives:

The objective of the course is to:

1. wother areas of humanistic and scientific knowledge.
2. Understand the general characteristic of the structure of language, its phonological sound system, word structure, how we use language in written and spoken discourse and writing system.
3. Learning the terminology used to describe and analyze the structure and systems of language.
4. Understand basic principles of linguistic theory.

Course Outcomes:

On the successful completion of the course, the student would be able to:

Prescribed Text:

1. Fromkin, V., Rodman, R., Hyams, H. (2011) *An Introduction to Language* (9 th ed). Wadsworth-Cengage Learning
2. Yule, George (2006) *The study of Language* (3rd ed/). Cambridge: Cambridge University Press)
3. Jeffries, Lesley (2006) *Discovering Language: The Structure of Modern English* PALGRAVE MACMILLAN

Pedagogy:

The pedagogical approach used in the course will be a combination of lectures, chalk & talk, problem solving exercises, quizzes and presentations.

Evaluation Scheme:

SN	Description	Weightage (Percentage)
1	Continuous Assessment Test (CAT) I	20%
2	Continuous Assessment Test (CAT) II	20%
3	Internal Assessment (IA)	20%
4	End Term Examination (ETE) (3 Hours)	40%

Detailed Outline of the Course:

SESSION WISE INSTRUCTION PLAN

Session No	Module	Topics	Core Reading	Additional Reference
1 – 4	What is language	Introduction Origin of Language Characteristics of Language Animal and Human language Properties of Language	<i>FromkinCh-1</i> <i>Yule Ch-1</i>	
5 – 7	What is Linguistics	Definition Linguistics as a Science Scope and Linguistics Levels of Linguistic Analysis Branches of Linguistics	<i>Yule Ch -3</i>	
8 – 16	Fundamental Concepts in Linguistics	<i>Background</i> <i>Langue and Parole</i> <i>Hockett's Design Features</i> <i>Competence and Performance</i> <i>Syntagm and Paradigm</i> <i>Descriptive and Prescriptive</i> <i>Synchronic and Diachronic</i>	Jeffrie Ch-1 Yule Ch-4,5	
17—21	Morphology	<i>Introduction to Etymology</i> <i>Concept of Morpheme, Allomorph,</i> <i>Types of words,</i> <i>Root, stem and node</i> <i>Processes of Word formation:</i> <i>Affixation, Back Formation,</i> <i>clipping, Blending, Antonomasia...</i>	Yule Ch-6,7 Jeffrie Ch- 3	
22 -33	Language and society	Language and Dialect Caste and Class Dialect Pidgin and Creole; Isogloss Sociolinguistic Domain Language Standardization Varieties of English	<i>FromkinCh-10</i>	
34-40	Language and Meaning	Meaning: Denotative, Connotative, Social, Thematic Lexical and Grammatical Meaning Semantic and Pragmatic Meaning Sense and Reference	Fromkin Ch-8	

Programme	MA English
Batch	2020 – 22
Semester	II
Course Title	British Literature (From 1798-1890)
Course Code	ENG5006
Version	
Credits	4

Course Description

The course focuses on detailed reading of selected texts and tries to trace the development of British literature from 1798 to 1890. It helps students understanding various social, religious, economic and literary aspects in the development of British Literature during this period.

Course Objectives

The objective of the course is to:

1. Acquire an understanding of literary terms and forms of the age
2. Understand major literary, social, political and religious movements of the period
3. Understand major literary trends during the era
4. Acquire an understanding in analysing a text in its historical, religious and social context
5. Enable the students to understand the contribution of the writers in the development of major literary genres
6. Understand various literary devices for a better critical analysis of a text

Course Pre-requisite

Understanding of English language and literature

Course Outcomes

On the successful completion of the course, the student would be able to:

1. Recognize the major literary trends of the period
2. Understand a literary text in its social, political and cultural context
3. Understand the nuances of literary language and changes in style
4. Understand the contribution of writers in the development of English literature
5. Understand various literary terms and forms
6. Use various literary devices for critical analysis of a text

Prescribed Text:

Module 1:

Historical background to the literature between 1798-1900

William Wordsworth: The World is too much With Us, I Wandered Lonely as a Cloud

S T Coleridge: The Rime of the Ancient Mariner

John Keats: Ode on a Grecian Urn, Ode to Autumn

P B Shelley: Prometheus Unbound

Module 2:

Alfred Tennyson: Ulysses

Robert Browning: The Last Ride Together

Matthew Arnold: Memorial Verses

William Morris: A Death Song

Module 3:

Charles Lamb: Christ Hospital Five-and-Three Years Ago, New Year's Eve

William Hazlitt: On Going a Journey, Indian Juggler (From Table Talk)

Module 4:

Charles Dickens: Oliver Twist*

Thomas Hardy: Far from the Madding Crowd*

Emily Bronte: Wuthering Heights*

*For non-detailed study

Reading:

Norton Anthology of English Literature. Vol. 2

Additional References

1. Herbert J C Grierson and J C Smith. *Critical History of English Poetry*. Bloomsbury Academic Collection.
2. C. M. Bowra. *The Romantic Imagination*. Oxford University Press.
3. Walter Jackson Bate. *From Classic to Romantic: Premises of Taste in Eighteenth-Century England*. Harvard University Press.
4. Hugh Walker. *English Essays and Essayists*. Hardpress Publishing.
5. Herbert Read. *English Prose Style*. Pantheon.
6. Edmund Blunden. *Charles Lamb and His Contemporaries*. Cambridge University Press.
7. Robin Gilmour. *The Victorian Period: The Intellectual and Cultural Context of English Literature 1830-1890*. Longman.
8. G.M. Young, *Victorian England: Portrait of an Age*. Oxford University Press.
9. Deirdre David. *Cambridge Companion to Victorian Novels*. Cambridge University Press.
10. E M Forster. *Aspects of Novels*. Penguin.
11. Arnold Kettle. *An Introduction to English Novels*. Routledge.
12. McCullough Bruce. *Representative English Novels: Defoe to Conrad*. Harper & Bros.
13. Andrew Sanders. *The Short Oxford History of English Literature*. Oxford University Press.
14. David Daiches. *A Critical History of English Literature*. Allied Publishers.
15. Borris Ford Ed. *Pelican Guide to English Literature*. Penguin.
16. M.H. Abrahms. *A Glossary of Literary Terms*. Cengage Learning India Pvt Ltd.

Pedagogy:

The pedagogical approach used in the course will be a combination of lectures, chalk & talk, problem solving exercises, quizzes and presentations.

Evaluation Scheme:

SN	Description	Weightage (Percentage)
1	Continuous Assessment Test (CAT) I	20%
2	Continuous Assessment Test (CAT) II	20%
3	Internal Assessment (IA)	20%
4	End Term Examination (ETE) (3 Hours)	40%

Detailed Outlines of Course**SESSION WISE INSTRUCTION PLAN**

Session No	Module	Topics	L	T	P	J	C
			4	0	0	0	4
			Core Reading		Additional Reference		
1-10	1	Historical background to the literature between 1798-1900	Norton Anthology of English		Borris Ford Ed. <i>Pelican Guide to English Literature</i> . Penguin. Andrew Sanders. <i>The Short Oxford History of English</i>		

		<p>William Wordsworth: The World is too much With Us, I Wandered Lonely as a Cloud</p> <p>S T Coleridge: The Rime of the Ancient Mariner</p> <p>John Keats: Ode on a Grecian Urn, Ode to Autumn</p> <p>P B Shelley: Prometheus Unbound</p> <p>Lord Byron: Don Juan, Canto I</p>	Literature Vol. 2	<p><i>Literature</i>. Oxford University Press.</p> <p>C. M. Bowra. <i>The Romantic Imagination</i>. Oxford University Press.</p>
11-20	2	<p>Alfred Tennyson: Ulysses</p> <p>Robert Browning: The Last Ride Together</p> <p>Matthew Arnold: Memorial Verses</p> <p>William Morris: A Death Song</p>	Norton Anthology of English Literature Vol. 2	<p>Herbert J C Grierson and J C Smith. <i>Critical History of English Poetry</i>. Bloomsbury Academic Collection.</p> <p>Walter Jackson Bate. <i>From Classic to Romantic: Premises of Taste in Eighteenth-Century England</i>. Harvard University Press.</p>
21-30	3	<p>Charles Lamb: Christ Hospital Five-and-Three Years Ago, New Year's Eve</p> <p>William Hazlitt: On Going a Journey, Indian Juggler (From Table Talk)</p>	Norton Anthology of English Literature Vol. 2	<p>Hugh Walker. <i>English Essays and Essayists</i>. Harppress Publishing.</p> <p>Herbert Read. <i>English Prose Style</i>. Pantheon.</p> <p>Robin Gilmour. <i>The Victorian Period: The Intellectual and Cultural Context of English Literature 1830-1890</i>. Longman.</p>
			Text	
31-40	4	<p>Charles Dickens: Oliver Twist</p> <p>Emily Bronte: Wuthering Heights</p> <p>Thomas Hardy: Far from the Madding Crowd *</p>	Text	<p>Deirdre David. <i>Cambridge Companion to Victorian Novels</i>. Cambridge University Press.</p> <p>Arnold Kettle. <i>An Introduction to English Novels</i>. Routledge.</p> <p>McCullough Bruce. <i>Representative English Novels: Defoe to Conrad</i>. Harper & Bros.</p>

Programme	MA English
Batch	2020 – 22
Semester	II
Course Title	Twentieth Century American Literature
Course Code	ENG5007
Version	
Credits	4

Course Description

The course focuses on detailed reading of selected texts and tries to trace the development of American Literature. It helps students understanding various social, religious, economic and literary aspects in the development of American Literature.

Course Objectives

The objective of the course is to:

1. Acquire an understanding of literary terms and forms of the age
2. Understand major literary, social, political and religious movements of the age
3. Understand major literary trends during the era
4. Acquire an understanding in analysing a text in its historical, religious and social context
5. Enable the students to understand the contribution of the writers in the development of major literary genres
6. Understand various literary devices for a better critical analysis of a text

Course Pre-requisite

Understanding of the basics of English language and literature

Course Outcomes

On the successful completion of the course, the student would be able to:

1. Recognize the major literary trends of the period
2. Understand a literary text in its social, political and cultural context
3. Understand the nuances of literary language and changes in style
4. Understand the contribution of writers in the development of American literature
5. Understand various literary terms and forms
6. Use various literary devices for critical analysis of a text

Prescribed Text:

1. Crèvecoeur: 'What is an American?'
2. Douglass: 'What to a Slave is the Fourth of July?'
3. Martin Luther King Jr.: 'I have a Dream'
4. Walt Whitman's *Leaves of Grass*
5. Sonia Sanchez: Selected Poems
6. Jazz Music - Origins and Evolution
7. Harriet Beecher Stowe's *Uncle Tom's Cabin*
8. Eugene O'Neill's *The Hairy Ape*

Additional References

1. Baym, Nina, gen. ed. *The Norton Anthology of American Literature*. 8th ed. 2 Vols. New York: Norton, 2012.
2. Bercovitch, Sacvan. *The Cambridge History of American Literature*. 8 Vols. Cambridge: Cambridge University Press, 2008.
3. Gates, Henry Louis. *The Norton Anthology of African American Literature*. 3rd ed. 2 Vols. New York: Norton, 2014.

Pedagogy:

The pedagogical approach used in the course will be a combination of lectures, chalk & talk, problem solving exercises, quizzes and presentations.

Evaluation Scheme:

SN	Description	Weightage (Percentage)
1	Continuous Assessment Test (CAT) I	20%
2	Continuous Assessment Test (CAT) II	20%
3	Internal Assessment (IA)	20%
4	End Term Examination (ETE) (3 Hours)	40%

Detailed Outlines of Course**SESSION WISE INSTRUCTION PLAN**

			L	T	P	C
			4	0	0	4
Session No	Module	Topics	Core Reading		Additional Reference	
1-10	I	Background: Introduction to the Course, Background Information, Discovery of America, Colonial Period, Aborigines, Slavery, Declaration of Independence, War of Independence, Civil War, Civil Rights Movement	1. Bercovitch 2. Baym 3. Gates			
11- 20	II	<ul style="list-style-type: none"> • Crevecoeur: 'What is an American?' • Douglass: 'What to a Slave is the Fourth of July?' • Martin Luther King Jr.: 'I have a Dream' • Walt Whitman's <i>Leaves of Grass</i> • Sonia Sanchez: Selected Poems • Jazz Music - Origins and Evolution 	1. Crevecoeur 2. Douglass 3. Martin Luther King Jr. 4. Whitman 5. Sanchez: Selected Poems 6. Jazz Music		1. Bercovitch 2. Baym 3. Gates	
21 - 30	III	<ul style="list-style-type: none"> • Harriet Beecher Stowe's <i>Uncle Tom's Cabin</i> 	1. Stowe		1. Bercovitch 2. Baym 3. Gates	
31 - 40	IV	<ul style="list-style-type: none"> • Eugene O'Neill's <i>The Hairy Ape</i> 	1. O'Neill		1. Bercovitch 2. Baym 3. Gates	

Programme	MA English
Batch	2020 – 22
Semester	II
Course Title	Classical Literature
Course Code	ENG5008
Version	
Credits	4

Course Description

The course focuses on detailed reading of selected texts and tries to trace the development of Postcolonial literature (poetry and prose) from the 20th century.

Course Objectives

To acquaint the students with significant texts deemed as Classical literature and part of the literary canon as well as contemporary writing.

Course Pre-requisites

Working knowledge of English Literature

Course Outcomes

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

1. Recognize the major types and trends of poetry and prose of the period
2. Understand the nuances of poetic language and changes in poetic style of the concerned period from earlier periods
3. Understand the contribution of writers in the development of classical literature
4. Understand a literary text in its social, political and cultural context
5. Understand various literary terms and forms
6. Use various literary devices for critical analysis of a text

Prescribed Texts

Module 1:

Hymns from Vedas (Purush Sukta and Nadi Sukta)

Bhagavad Gita translated by Charles Wilkins (Selections- specific)

Module 2:

Selections from Mahabharata (C.Rajgopalchari)

Module 3:

Kalidasa: *Abhijnanasakuntalam*

Module 4:

Homer: *Odyssey*

Module 5:

Shopocles: *Oedipus Rex*

Module 6:

Sappho: Selections (poetry)

Reference Books

Various

Pedagogy:

The pedagogical approach used in the course will be a combination of lectures, chalk & talk, problem solving exercises, quizzes and presentations.

Evaluation Scheme:

SN	Description	Weightage (Percentage)
1	Continuous Assessment Test (CAT) I	20%
2	Continuous Assessment Test (CAT) II	20%
3	Internal Assessment (IA)	20%
4	End Term Examination (ETE) (3 Hours)	40%

Detailed Outline of the Course

Session No	Module	Topics	L	T	P	C
			4	0	0	4
			Core Reading		Additional Reference	
	I	Hymns from Vedas (Purush Sukta and Nadi Sukta) <i>Bhagavad Gita</i> translated by Charles Wilkins (Selections- specific)				
	II	Selections from Mahabharata (C.Rajgopalchari)				
	III	Kalidasa: <i>Abhijnanasakuntalam</i>				
	IV	Homer: odyssey				
	V	Homer: odyssey				
	VI	Sophocles: Oedipus Rex				

Programme	MA English
Batch	2020 – 22
Semester	II
Course Title	Literary Theory and Criticism
Course Code	ENG5009
Version	
Credits	4

Course Description

The course focuses on critical theory as it applies to literature and culture. Review of classical Greek origins of issues concerning the nature of literature and criticism. Study of major twentieth-century theories and applications: historical, formalist. This course will study and analyse critical frameworks and methodologies for the interpretation of literature and culture.

Course Objectives

1. Students will be able to articulate the broader ways in which literary theory applies to their own culture, global culture, and their own lives
2. The primary objective for the course will be a clear understanding of important texts in the history of theory and criticism.
3. We won't be as focused on interpretation as on analysis and identifying key ideas.
4. We will be discussing their practical value for understanding historical attitudes toward literature, for clarifying current issues in literary theory, and for use in the classroom.
5. We will also examine how theory and criticism has shaped the discipline we study.
6. Relate critical perspectives to the history of western ideas.

Course Pre-requisite

Understanding of the basics of English Literature

Course Outcomes

On the successful completion of the course, the student would be able to:

1. Identify major theoretical/critical movements and theorists, as well as primary concepts with which they are associated
2. Define and apply specific theoretical concepts, theories, and terms to literary and cultural texts
3. Evaluate and analyze strengths and limitations of critical/theoretical arguments
4. Examine historical contexts for the development of contemporary theory and criticism
5. Strengthen and deepen critical reading, writing, and interpretive practices
6. Present a critical analysis of the text in hand as well as understand the nuances of language of criticism

Prescribed Text:

Module 1:

Aristotle: Poetics* Indian Aesthetics: Indian Literary theories with special reference to the theories of Rasa, Dhvani, Vakrokti and Aucitya Indian Intellectual Tradition

Module 2:

Sydney: *The Defence of Poesy*

Wordsworth: Preface to Lyrical Ballads

Samuel Taylor Coleridge: Biographia Literaria, Chap XIV*

Module 3:

PB Shelley: A Defence of Poetry

Matthew Arnold: Anarchy

Thomas Stearns Eliot: 'Tradition and the Individual Talent'*

Module 4:

Terry Eagleton: Selections

Simone de Beauvoir: The Second Sex
 Homi Bhabha : “Of mimicry and man”
 Sigmund Freud: “Interpretation of Dreams”
 *not detailed

Reading:

1. Hawthorne, Jeremy. A Glossary of Literary Theory. London: Arnold Publishers, 2003.
2. Tyson, Lois. *Critical Theory Today: A User-Friendly Guide*. New York: Garland Publishing, 1999.
3. A Handbook of Critical Terminology (e.g., M. H. Abrams’ *Glossary of Literary Terms*).
4. Habib, M. A. R., A History of Literary Criticism and Theory: From Plato to the Present. Harmon, William and C. Hugh Holman, A Handbook to Literature
5. Bennett and Royle, Introduction to Literary Criticism and Theory (3rd edition)

Additional References

1. Culler, Jonathan. *Literary Theory: A Very Short Introduction*
2. Eagleton, Terry. *Literary Theory: An Introduction*
3. Selden, et al. *A Reader’s Guide to Contemporary Theory*
4. Pelagia Goulimari, *Literary Criticism and Theory: From Plato to Postcolonialism*

Pedagogy:

The pedagogical approach used in the course will be a combination of lectures, chalk & talk, problem solving exercises, quizzes and presentations.

Evaluation Scheme:

SN	Description	Weightage (Percentage)
1	Continuous Assessment Test (CAT) I	20%
2	Continuous Assessment Test (CAT) II	20%
3	Internal Assessment (IA)	20%
4	End Term Examination (ETE) (3 Hours)	40%

**Detailed Outlines of Course
 SESSION WISE INSTRUCTION PLAN**

			L	T	P	C
			4	0	0	4
Session No	Module	Topics	Core Reading	Additional Reference		
1-10	I	Aristotle: Poetics* Indian Aesthetics: Indian Literary theories with special reference to the theories of Rasa, Dhvani, Vakrokti and Aucitya Indian Intellectual Tradition				
11 –20	II	Sydney The Defence of Poesy Wordsworth’s Preface to Lyrical Ballads Samuel Taylor Coleridge : Biographia Literaria, Chap XIV*				
21 – 30	III	PB Shelley : A Defence of Poetry Matthew Arnold : Anarchy Thomas Stearns Eliot : Tradition and the Individual Talent *				
31 – 40	IV	Terry Eagleton : Selections Simone de Beauvoir : The Second Sex Homi Bhabha : “Of mimicry and man” Sigmund Freud : “Interpretation of Dreams”				

Programme	MA English
Batch	2020 – 22
Semester	II
Course Title	English Language Structure and Translation
Course Code	EN5010
Version	
Credits	4

Course Description

Grammar functions as the skeleton and the basic structure of a language. As skeleton gives a certain shape to our body parts making them useful for various activities, similarly grammar disciplines the meaning, shape, size, and organization of a sentence. The present course tries to expose the student to English grammar with a practical approach, the descriptive approach to grammar. It focuses on usage and communication rather than memorizing grammatical rules. This course is given to the students with a view to enabling them to understand the ‘grammaticality’ of English thereby enabling them to use it flawlessly. Success-conscious people are grammar-conscious people for many good reasons since. As we know, if we want to get ahead in almost any business or profession, we must speak and write reasonably correct English in this age of globalization in which English has gained a dominant position.

Course Objectives

The objective of the course is to:

1. To sensitize the students about the grammaticality and acceptability of English
2. Make them understand various nuances of English grammar and usage.
3. Aware the students about various components of sentence
4. Make them aware of their common “Indianism” in the use of English and corrections thereof.
5. Aware the students about the need of writing grammatically correct sentences
6. Make the students write error free documents

Course Pre-requisite

Understanding of the basics of English language

Course Outcomes

On the successful completion of the course, the student would be able to:

1. Know about acceptability of English as a global language
2. Understand various nuances of English grammar
3. Know correct use of various components of sentence
4. Identify common “Indianism” in the use of English
5. Speak and write grammatically correct English
6. Avoid common errors in use of English

Prescribed Topics:

Module 1: Grammar: *An Introduction, Descriptive prescriptive and teaching grammar, Grammaticality and Acceptability of Language*

Some basic properties of English Syntax: Some Remarks on Essence of Human Language, How we Discover Rules, Why do we study syntax.

Module 2: From words to major phrase types: *Lexical categories, Grammar with Lexical Categories, Phrasal Categories, Phrase Structure Rules: Noun Phrase, Verb Phrase, Adjective Phrase, Adverb Phrase, Prepositional Phrase; Grammar With Phrases, Exercise*

Clause and Sentence Structure: Nominative clause, Relative clause, To infinitive clause, - ing clause, -ed clause, Clause and ambiguity

Module 3: Syntactic Forms, Grammatical Functions, and Semantic Roles: Grammatical Functions: Subjects; Direct and Indirect Objects, Predicative Complements, Modifiers; **Form and Functions Together; Semantic Roles**

Simple, Compound and complex sentences: Simple sentence, Rules of Making simple, sentence, Subordinate clause and subordinating conjunction, Coordinate clause and coordinating conjunction, Transformation of simple, complex and compound sentence

Module 4: Subjects and Complements: Complements of Verb, Complements of Adjectives, Complements of Common Nouns; **Noun Phrase and Agreement**

Use of Modals and Conditionals: Use of Modals, Different types of conditional sentences

Use of Adverbials (Adverbs): Use of Adverbials (Adverbs)

Reading:

1. Hewings, Martin (1999) *Advance Grammar in Use*. Cambridge: Cambridge University Press.
2. Rozakis, Laurie E. (2003) *The Complete Idiot's Guide to Grammar and Style*. USA: Alpha Publication.
3. Bakshi, Raj N. (2005) *English Grammar Practice*. Hyderabad: Oriental Blackswan
4. An Introduction to Language (9 th ed). (Fromkin, V., Rodman, R., Hyams, H.) (Wadsworth•Cengage Learning 2011).
5. Conrad, Susan, Douglas Biber & Geoffrey Leech (2002) *Longman Student Grammar of Spoken and Written English*. Longman (Pearson Education)

Pedagogy:

The pedagogical approach used in the course will be a combination of lectures, chalk & talk, problem solving exercises, quizzes and presentations.

Evaluation Scheme:

SN	Description	Weightage (Percentage)
1	Continuous Assessment Test (CAT) I	20%
2	Continuous Assessment Test (CAT) II	20%
3	Internal Assessment (IA)	20%
4	End Term Examination (ETE) (3 Hours)	40%

Detailed Outlines of Course

SESSION WISE INSTRUCTION PLAN

			L	T	P	C
			4	0	0	4
Session No	Module	Topics	Core Reading		Additional Reference	
1-10	I	<p>Grammar: An Introduction, Descriptive prescriptive and teaching grammar, Grammaticality and Acceptability of Language</p> <p>Some basic properties of English Syntax: Some Remarks on Essence of Human Language, How we Discover Rules, Why do we study syntax.</p>	<p><i>Fromkin Ch-1</i> <i>Yule Ch-1</i></p>			

11 – 20	II	<p>From words to major phrase types: Lexical categories, Grammar with Lexical Categories, Phrasal Categories, Phrase Structure Rules: Noun Phrase, Verb Phrase, Adjective Phrase, Adverb Phrase, Prepositional Phrase; Grammar With Phrases, <i>Exercise</i></p> <p>Clause and Sentence Structure: Nominative clause, Relative clause, To infinitive clause, -ing clause, -ed clause,</p>	<p><i>Leith. D Ch - 3</i> <i>Yule Ch-1</i></p>	
21 – 30	III	<p><i>Syntactic Forms, Grammatical Functions, and Semantic Roles:</i> Grammatical Functions: Subjects; Direct and Indirect Objects, Predicative Complements, Modifiers; Form and Functions Together; Semantic Roles</p> <p>Simple, Compound and complex sentences: Simple sentence, Rules of Making simple, sentence, Subordinate clause and subordinating conjunction, Coordinate clause and coordinating conjunction, Transformation of simple, complex and compound sentence</p>	<p>Yule Ch-6,7 McCrum-Ch-2</p>	
31 – 40	IV	<p><i>Subjects and Complements:</i> Complements of Verb, Complements of Adjectives, Complements of Common Nouns; Noun Phrase and Agreement</p> <p>Use of Modals and Conditionals: Use of Modals, Different types of conditional Sentences</p> <p>Use of Adverbials (Adverbs): Use of Adverbials (Adverbs)</p>	<p><i>FronkinCh-10</i></p>	

Programme	MA English
Batch	2020 – 22
Semester	III
Course Title	Modern European Literature
Course Code	ENG6001
Version	
Credits	4

Course Description

The course focuses on detailed reading of selected texts and tries to trace the development of Modern European Literature. It helps students understanding various social, religious, economic and literary aspects in the development of Modern European Literature.

Course Objectives

The objective of the course is to:

1. Acquire an understanding of literary terms and forms of the age
2. Understand major literary, social, political and religious movements of the age
3. Understand major literary trends during the era
4. Acquire an understanding in analysing a text in its historical, religious and social context
5. Enable the students to understand the contribution of the writers in the development of major literary genres
6. Understand various literary devices for a better critical analysis of a text

Course Pre-requisite

Understanding of the basics of English language and literature

Course Outcomes

On the successful completion of the course, the student would be able to:

1. Recognize the major literary trends of the period
2. Understand a literary text in its social, political and cultural context
3. Understand the nuances of literary language and changes in style
4. Understand the contribution of writers in the development of American literature
5. Understand various literary terms and forms
6. Use various literary devices for critical analysis of a text

Prescribed Text:

1. Alexander Pushkin's *Eugene Onegin*
2. Charles Pierre Baudelaire's *Les Fleurs du mal*
3. Honoré de Balzac's *Le Père Goriot*
4. Fyodor Dostoyevsky's *Crime and Punishment*
5. Henrik Ibsen's *A Doll's House*
6. Dario Fo's *Accidental Death of an Anarchist*
7. Immanuel Kant's "What Is Enlightenment?"
8. Friedrich Schleiermacher's Essays
9. José Ortega y Gasset's *The Revolt of the Masses*
10. Hermann Hesse's "The Three Linden Trees"

Additional References

1. Cohen, Walter. *A History of European Literature: The West and the World from Antiquity to the Present*. Oxford: Oxford University Press, 2017
2. Puchner, Martin. gen. ed. *The Norton Anthology of World Literature*. 3rd ed. 6 Vols. New York: W. W. Norton, 2012.
3. Puchner, Martin. gen. ed. *The Norton Anthology of Western Literature*. 9th ed. 6 Vols. New York: W. W. Norton, 2014.

Pedagogy:

The pedagogical approach used in the course will be a combination of lectures, chalk & talk, problem solving exercises, quizzes and presentations.

Evaluation Scheme:

SN	Description	Weightage (Percentage)
1	Continuous Assessment Test (CAT) I	20%
2	Continuous Assessment Test (CAT) II	20%
3	Internal Assessment (IA)	20%
4	End Term Examination (ETE) (3 Hours)	40%

Detailed Outlines of Course**SESSION WISE INSTRUCTION PLAN**

			L	T	P	C
			4	0	0	4
Session No	Module	Topics	Core Reading	Additional Reference		
1-10	I	Alexander Sergeyevich Pushkin's <i>Eugene Onegin</i> (Selections) Charles Pierre Baudelaire's <i>Les Fleurs du mal</i> (Selections)	1. Pushkin 2. Baudelaire	1. Cohen 2. Puchner (2012) 3. Puchner (2014)		
11 – 20	II	Honoré de Balzac's <i>Le Père Goriot</i> Fyodor Dostoyevsky's <i>Crime and Punishment</i>	1. Balzac 2. Dostoyevsky	1. Cohen 2. Puchner (2012) 3. Puchner (2014)		
21 – 30	III	Henrik Ibsen's <i>A Doll's House</i> Dario Fo's <i>Accidental Death of an Anarchist</i>	1. Ibsen 2. Fo	1. Cohen 2. Puchner (2012) 3. Puchner (2014)		
31 – 40	IV	Immanuel Kant's "What Is Enlightenment?" Friedrich Schleiermacher's Essays José Ortega y Gasset's <i>The Revolt of the Masses</i> (Selections) Hermann Hesse's "The Three Linden Trees"	1. Kant 2. Schleiermacher 3. Gasset 2. Hesse	1. Cohen 2. Puchner (2012) 3. Puchner (2014)		

Programme	MA English
Batch	2020 – 22
Semester	III
Course Title	New Literature in English
Course Code	ENG6002
Version	
Credits	4

Course Description:

The course focuses on detailed reading of selected texts deemed as New Literature.

Course Objectives:

- To acquaint the students with significant texts of New Literature.
- To introduce to the students, the New Literatures apart from the ‘traditional’ English literature and instill a critical reflection of the colonial experience.
- To acquaint students to the literatures introduced in the second half of the twentieth -century and to analyse the characteristics of self-constituted identity and independence in the aftermath of colonialism.

Course Pre-requisites:

Working knowledge of English Literature

Course Outcomes:

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

1. To familiarize the students with a wide range of texts situated in various cultures;
2. To deal with issues of presentation and representation;
3. To understand contemporary writing that writers write in the ‘here and now’ even as they imagine the future or return to past memories;
4. To understand the style of writing that makes a writer’s voice both unique and individual;
5. To identify the major issues of contemporary significance
6. To familiarize the student with the subtle negotiations of indigenous and diasporic identities within literature.

Prescribed Texts

Module I: Poetry

Pablo Neruda	:	Births (from Fully Empowered)
A.D. Hope	:	Lamp/Australia
F.R. Scott	:	The Canadian Authors’ Meet
Judith Wright	:	Woman to Man

Module II: Prose

Frantz Fanon	:	<i>The Wretched of the Earth: Reciprocal Bases of National Culture and the Fight for Freedom</i>
Milan Kundera	:	<i>The Art of the Novel: The Deprecated Legacy of the Cervantes (Yet I think.....one is outraged.)</i>

Module III: Drama

Lorraine Hansberry	:	<i>A Raisin in the Sun</i>
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Module IV: Fiction

Chimamanda Ngozi Adichie	:	<i>Half of a Yellow Sun*</i>
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Module V

Yann Martel	:	<i>Life of Pi*</i>
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Module VI

Recent Trends in New Literature in English

*Non detailed Study

Recommended Readings/Books:

1. Habib M.A.R. *Literary Criticism from Plato to the Present. An Introduction.* U.K. Wiley: Blackwell Publication, 2011.
2. Kundra, Milan. *The Art of the Novel.* New York: Penguin Books & Faber & Faber, 1986.
3. Lennard, John. *The Poetry Handbook.* New York: Oxford University Press, 2005.
4. Ryan, Michael. *Literary Theory: A Practical Introduction.* Australia: Blackwell Publishing, 2007.
5. Tandon, Neeru; Edt. *Feminine Psyche: A Post-Modern Critique.* New Delhi: Atlantic Publishers, 2008.
6. Wyrick, Deborah. *Fanon for Beginners.* India: Orient. Black Swan, 2008.

Pedagogy:

The delivery of course will be a mix of lectures, and group discussion and presentations.

Evaluation Scheme:

	Weight age (Percentage)
Internal Assessment	50%
MTE	20%
End Term Exam (3 hours)	30%
Total	100

*continuous Assessment Test

Detailed Outline of the course:

Session No.	Module	Course Details	L	T	P	C
			4	0	0	4
			Core Reading		Additional reference	
	I	<ul style="list-style-type: none"> • Pablo Neruda: Births (from Fully Empowered) • A.D. Hope : Lamp/Australia • F.R. Scott: The Canadian Authors' Meet • Judith Wright: Woman to Man 				
	II	Frantz Fanon: <i>The Wretched of the Earth: Reciprocal Bases of National Culture and the Fight for Freedom</i> Milan Kundra: <i>The Art of the Novel - The Deprecated Legacy of the Cervantes (Yet I think.....one is outraged.)</i>				
	III	Lorraine Hansberry: <i>A Raisin in the Sun</i>				
	IV	C. N. Adichie: <i>Half of a Yellow Sun*</i>				
	V	Yann Martel: <i>Life of Pi*</i>				
	VI	Recent Trends in New Literature in English				

Elective – 1

Programme	MA English
Batch	2020 – 22
Semester	III
Course Title	Introduction to Semantics
Course Code	ENG6003
Version	
Credits	4

Course Description

This four-hour credit course introduces students to the basic principles of modern linguistic semantics and explains how languages organize and express meaning through words, parts of words, sentences, and discourse. It is meant for advanced undergraduate students in linguistics who are competent in syntax and syntactic analysis. The aim is to span the gap between semantic theory and practice by getting students to think for themselves and to develop strong practical skills with confidence and conviction. Students learn semantics by working with real data. Topics include: semantic field theory, lexical relations, mental representations, truth conditional semantics, thematic role theory, context and inference, speech act theory, situation types, and modality and evidentiality. Emphasis is on sentence semantics with extensive exercises on thematic roles and situation types using semantic categories such as situation types, tense, aspect, and voice.

Course Objectives:

Upon completion of this course, students will be able to:

1. Define the technical terms required to describe meaning.
2. Apply modern semantic and pragmatic theories including lexical field theory, truth conditional semantics, referential theory, mental representations, linguistic relativity, relevance theory, speech act theory, situations types, thematic roles, conversational implicature and information structure.
3. Identify lexical relations between sentences including paraphrase, entailment, implicature, and presupposition.
4. Distinguish between semantics, pragmatics, semiotics and other sub-disciplines within the field of semantics.
5. Identify truth tables of synonymy, entailment, contradiction and presupposition.
6. Identify sense relations between words including hyponymy, polysemy, synonymy, antonymy, and derivational relations such as causative verbs and agentive nouns.

Course Outcomes:

This course will enable students to:

1. Demonstrate three kinds of skills/knowledge: knowledge of semantic facts; application of semantic rules; and accurate semantic-syntactic analyses of phrases and sentences.
2. Apply modern semantic and pragmatic theories using real data.
3. Identify lexical relations between sentences including paraphrase, entailment, implicature, and presupposition.
4. Distinguish between semantics, pragmatics, semiotics and other sub-disciplines within the field of semantics.
5. Formulate truth tables of synonymy, entailment, contradiction and presupposition.
6. Identify sense relations between words including hyponymy, polysemy, synonymy, antonymy, and derivational relations such as causative verbs and agentive nouns.

Prescribed Text:

Saeed, John I. (2009). Semantics. Third Edition. London: Wiley-Blackwell.
Kreidler, C. (2002). Introducing English semantics. London: Routledge

Pedagogy:

The pedagogical approach used in the course will be a combination of lectures, chalk & talk, problem solving exercises, quizzes and presentations.

Evaluation Scheme:

SN	Description	Weightage (Percentage)
1	Continuous Assessment Test (CAT) I	20%
2	Continuous Assessment Test (CAT) II	20%
3	Internal Assessment (IA)	20%
4	End Term Examination (ETE) (3 Hours)	40%

**Detailed Outline of the Course:
SESSION WISE INSTRUCTION PLAN**

Session No	Module	Topics	Core Reading	Additional Reference
1 – 4	Introduction	Basic Ideas of Semantics Sentence, Utterance, and Propositions Reference and Sense	Ch. 1 Ronald (2006) Ch. 2 Meyerhoff (2009)	
5 – 9	From reference...	Referring expressions Predicates Deixis and definiteness Words and things and prototypes	Ch. 2 Ronald (2006) Ch. 4 Meyerhoff (2009)	
8 – 16	...to sense And Logic	Sense properties and stereotypes Sense relations About logic A notation for simple proposition Connectives: <i>and</i> and <i>or</i> More connectives		
17—21	Interpersonal Meaning	<i>Speech acts</i> <i>Perlocutions and illocutions</i> <i>Felicity conditions</i> <i>Direct and indirect illocutions</i> <i>Propositions and illocutions</i> <i>Conversational implicature</i>	Ch. 5, 7 Mesthrie (2009)	
22 -28	Lexical Relations	<i>Kinship</i> <i>Hyponymy</i> <i>Synonymy</i> <i>Antonymy</i> <i>Converse antonyms</i>	Ch-7,11 Meyerhoff	
29-40	Pragmatics	<i>Illocutionary Force</i> <i>The performative analysis</i> <i>Presupposition and entailment</i> <i>Cooperation and implicature</i> <i>Politeness and interaction</i> <i>Negative and Positive Face</i> <i>Face wants</i> <i>Strategies</i>	Ch. 4, 5, 7 Yule (1996)	

Programme	MA English
Batch	2020 – 22
Semester	III
Course Title	Introduction to Sociolinguistics
Course Code	ENG6004
Version	
Credits	4

Course Description

In this course sociolinguistics is taught as a branch of linguistics that studies language in relation to society. In this sense, the language used tends to vary. This variation is the result of many different factors such as; religion, age, ethnicity, sex, etc. Thus, language used by men differs from that used by women and the language used by adults differs from that used by youngsters. It shows that the combination of these components bears influence on language acquisition and language use.

Course Objectives:

In this course, sociolinguistics is taught as a branch of linguistics that studies language in relation to society. In this sense, the language used tends to vary. Its variation is the result of many different factors such as religion, age, ethnicity, sex, etc. Thus, language used by men differs from that used by women and the language used by adults differs from that used by youngsters. It shows that the combination of these components bears influence on language acquisition and language use.

Course Outcomes:

At the end of this module, student should be able to demonstrate:

1. Knowledge and critical understanding of basic sociolinguistic terms and concepts, include accent, dialect, variety, and standardization.
2. Knowledge and critical understanding of the notions of speech events, communicative competence, and speech community.
3. An awareness of how language variation and the related phenomenon of language choice signal the social identity of speakers and their social relationships, and how power relationships are reflected in language use.
4. An awareness of the links between language variation, language choice, and social context.
5. Familiarity with the main methods of sociolinguistic research.
6. Students should have an enhanced understanding of the way language is used to create and define social context, and this will lead to a greater appreciation of issues of linguistic discrimination.

Prescribed Text:

1. Haspel, M., Andrea D. Sims. (2010) *Understanding Morphology* (2nd ed). Hodder Education, UK
2. Plag, I., Bauer, L., and R. Lieber., *The Oxford Reference Guide to English Morphology* (2nd ed). OUP
3. Yule, George (2006) *The study of Language* (3rd ed/). Cambridge: Cambridge University Press)
4. Jeffries, Lesley (2006) *Discovering Language: The Structure of Modern English* PALGRAVE MACMILLAN

Pedagogy:

The pedagogical approach used in the course will be a combination of lectures, chalk & talk, problem solving exercises, quizzes and presentations.

Evaluation Scheme:

SN	Description	Weightage (Percentage)
1	Continuous Assessment Test (CAT) I	20%
2	Continuous Assessment Test (CAT) II	20%
3	Internal Assessment (IA)	20%
4	End Term Examination (ETE) (3 Hours)	40%

Detailed Outline of the Course:**SESSION WISE INSTRUCTION PLAN**

Session No	Module	Topics	Core Reading	Additional Reference
1 – 4	Introduction	Knowledge of Language Variation Language and Society Sociolinguistics and the sociology of language Methodological Concerns	Ch. 1 Ronald (2006) Ch. 2 Meyerhoff (2009)	
5 – 9	Languages and Community	Language, Dialects and Varieties Pidgins and Creoles Codes Speech Communities Monolingualism and Multilingualism	Ch. 2 Ronald (2006) Ch. 4 Meyerhoff (2009)	
8 – 16	Language Attitudes	Semantic Shift Semantic Derogation <i>Linguistic Relativism</i> <i>Language Choice and Code-Switching</i> <i>Variation Studies: New York City: William Labov</i> <i>Norwich Study: Peter Trudgill</i>		
17—21	Gender and Language Use	<i>Women's and Men's Language</i> <i>Gender in Interaction</i> <i>Gender and Politeness</i> <i>Contextualised Approaches</i> <i>Performance and Performativity</i>	Ch. 5, 7 Mesthrie (2009)	
22 -28	Language Contact	<i>Dialect levelling</i> <i>Lingua Franca</i> <i>Vernacularisation</i> <i>Creolisation</i> <i>Real Time</i> <i>Apparent Time</i>	Ch-7,11 Meyerhoff	
29-40	Bilingualism and Language Standardization	<i>On defining Bilingualism</i> <i>Becoming a Bilingual</i> <i>Being a bilingual</i> <i>Functioning as a Bilingual</i> <i>Consequences of Bilingualism</i> <i>The need for Standardization</i> <i>The Process of Standardization</i> <i>The Consequences of Standardization</i> <i>A Socio-ethical critique of Standardization</i>	Ch. 4, 5 Mesthrie (2009)	

Programme	MA ENGLISH
Batch	2020 – 22
Semester	III
Course Title	Research Methodology
Course Code	ENG6005
Version	1.02
Credits	4

Course Description

This course introduces the students to key research methods, modes of argumentation, data collection and their analysis, in language and literature. The aim of this course is to introduce basic writing skills involved in research. The course also intended to introduce major methodological approaches in linguistic and literary research. Overall the course helps students willing to pursue further study in the language and literature and become novice researchers.

Course Objectives

The objective of the course is to enable the student:

1. To acquaint the students with the growth and development of English literature.
2. To acquaint the students with major authors, works, genre, movements and literary terms in English literature.
3. Familiarise students with prominent writers of English literature.
4. Acquaint the students with diversity in literature, based on race, ethnicity, economic status, and gender across historical periods.
5. To develop analytical skills and critical thinking through reading and comparing the important texts.
6. Enhance linguistic competency.

Course Pre-requisite

Understanding of the basics of English language and literature

Course Outcomes

On the successful completion of the course, the student would be able to:

Understand basic concepts of research and its methodologies

Understand various methodological tools for social scientific research

Collect, analyze and interpret research data

Define appropriate research problem and its parameters

Organize and conduct a scientific research in a more appropriate manner.

Adequate knowledge on measurement & scaling techniques as well as the quantitative/qualitative data analysis

Prescribed Topics:

Module I

Foundation of Research (meaning, scope and limitations), Types (Qualitative and Quantitative Research; Content Analysis; Historical Analysis; Ethnographic Research; Experimental Method/Psychometric Study; Case Studies; Field Studies), Research ethics.

Module II

Planning of Research (The planning Process, Selection of a Problem for Research, Formulation of the Problems, Hypothesis Formation, Measurements, Research Design/Plan), Sampling (sampling techniques or methods, sample size and errors), Data Collection (meaning, primary and secondary data, various methods of data collection)

Module III

Introduction to theoretical and statistical concepts: Theoretical Concepts (cotemporary critical theories), Statistical Concepts – (Mean, Standard Deviation, Variance; Standard Error; Frequency Distribution; Normal Distribution; Comparison of Means through T-Test, F-Test, Chi-Square Test, and Analysis of Variance (ANOVA) Correlation, Application and calculations through SPSS)

Module IV

Report Writing (Planning, Drafting, Revising and Editing, Format and Structure), Review of Literature, Reference List Style (MLA and APA)

Prescribed Books:

1. Alan Bryman. Research Methodology for Language and Literature. Oxford University Press.
2. MLA Handbook for Writers of Research Paper 8th Edition. Modern Language Association of America, New York, 2016.
3. D. Nunan. Research Methods in Language Learning. Cambridge University Press.

Additional References:

1. L. F. Bachman. Statistical Analysis for Language Assessment. Cambridge University Press.
2. O. R. Krishnaswamy and M. Rangnatham. Methodology of Research in Social Sciences. Himalaya publication House

Pedagogy

The pedagogical approach used in the course will be a combination of lectures, chalk & talk, problem solving exercises, quizzes and presentations.

Evaluation Scheme

Description	Weight age (Percentage)
· Internal Assessment	20%
· CAT 1 *	15%
· CAT 2	15%
· End Term Exam (3 hours)	50%

*Continuous Assessment Test

Detailed Outlines of Course
SESSION WISE INSTRUCTION PLAN

Session No	Module	Topics	L	T	P		
			4	0	0		
			Core Reading			Additional Reference	
1 –15	I	Foundation of Research (meaning, scope and limitations), Types (Qualitative and Quantitative Research; Content Analysis; Historical Analysis; Ethnographic Research; Experimental Method/Psychometric Study; Case Studies; Field Studies), Research ethics.	Alan Bryman. Research Methodology for Language and Literature. Oxford University Press. D. Nunan. Research Methods in Language Learning. Cambridge University Press. C. R. Kothari. Research Methodology: Methods and Techniques. New Age International Publishers				
16-22	II	Planning of Research (The planning Process, Selection of a Problem for Research, Formulation of the Problems, Hypothesis Formation, Measurements, Research Design/Plan), Sampling (sampling techniques or methods, sample size and errors), Data Collection (meaning, primary and secondary	Alan Bryman. Research Methodology for Language and Literature. Oxford University Press. D. Nunan. Research Methods in Language Learning. Cambridge University Press. C. R. Kothari. Research Methodology: Methods				

		data, various methods of data collection)	and Techniques. New Age International Publishers.	
23– 33	III	Introduction to theoretical and statistical concepts: Theoretical Concepts (cotemporary critical theories), Statistical Concepts – (Mean, Standard Deviation, Variance; Standard Error; Frequency Distribution; Normal Distribution; Comparison of Means through T-Test, F-Test, Chi-Square Test, and Analysis of Variance (ANOVA) Correlation, Application and calculations through SPSS)	Alan Bryman. Research Methodology for Language and Literature. Oxford University Press. D. Nunan. Research Methods in Language Learning. Cambridge University Press. C. R. Kothari. Research Methodology: Methods and Techniques. New Age International Publishers.	
34-40	IV	Report Writing (Planning, Drafting, Revising and Editing, Format and Structure), Review of Literature, Reference List Style (MLA and APA)		

Programme	MA English
Batch	2020 – 22
Semester	II
Course Title	British Literature – IV
Course Code	ENG6006
Version	
Credits	4

Course Description

The course focuses on detailed reading of selected texts and tries to trace the development of British literature from 1890. It helps students understanding various social, religious, economic and literary aspects in the development of British Literature during this period.

Course Objectives

The objective of the course is to:

1. Acquire an understanding of literary terms and forms of the age
2. Understand major literary, social, political and religious movements of the period
3. Understand major literary trends during the era
4. Acquire an understanding in analysing a text in its historical, religious and social context
5. Enable the students to understand the contribution of the writers in the development of major literary genres
6. Understand various literary devices for a better critical analysis of a text

Course Pre-requisite

Understanding of English language and literature

Course Outcomes

On the successful completion of the course, the student would be able to:

1. Recognize the major literary trends of the period
2. Understand a literary text in its social, political and cultural context
3. Understand the nuances of literary language and changes in style
4. Understand the contribution of writers in the development of English literature
5. Understand various literary terms and forms
6. Use various literary devices for critical analysis of a text

Prescribed Text:

Module 1:

Historical background to the literature from 1890

Thomas Hardy: The Darkling Thrush

W B Yeats: Byzantium, Sailing to Byzantium

Module 2:

T S Eliot: The Waste Land

W H Auden: In Memory of W. B. Yeats

Dylan Thomas: Fern Hill

Wilfred Owen: Apologia Pro Poemate Moe

Rupert Brook: The Soldier

Module 3:

Virginia Woolf: To the Lighthouse*

Joseph Conrad: Lord Jim*

James Joyce: Portrait of an Artist as a Young Man*

Module 4:

G B Shaw: Candida

Samuel Beckett – Waiting for Godot

Harold Pinter: The Birthday Party*

*For non-detailed study

Reading:

Norton Anthology of English Literature. Vol. 2

Additional References

1. Herbert J C Grierson and J C Smith. *Critical History of English Poetry*. Bloomsbury Academic Collection.
2. Peter Child. *Modernism*. Routledge.
3. George Walter. *The Penguin Book of the First World War Poetry*. Penguin Books.
4. Cleanth Brooks. *Modern Poetry and Tradition*. University of Carolina Press.
5. John Smart. *Twentieth-Century British Drama*. Cambridge University Press.
6. Martin Esslin. *The Theatre of the Absurd*. Knopf.
7. J. Styan. *Modern Drama in Theory and Practice: Volume 2, Symbolism, Surrealism and the Absurd*. Cambridge University Press.
8. Neil Cornwell. *The Absurd in Literature*. Manchester University Press.
9. Michael Y Bennett. *Reassessing the Theatre of the Absurd: Camus, Beckett, Ionesco, Genet, and Pinter*. Palgrave Macmillan.
10. Robert Humphrey. *Stream of Consciousness in the Modern Novel*. University of California Press.
11. McCullough Bruce. *Representative English Novels: Defoe to Conrad*. Harper & Bros.
12. Andrew Sanders. *The Short Oxford History of English Literature*. Oxford University Press.
13. David Daiches. *A Critical History of English Literature*. Allied Publishers.
14. Borris Ford Ed. *Pelican Guide to English Literature*. Penguin.
15. M.H. Abrahms. *A Glossary of Literary Terms*. Cengage Learning India Pvt Ltd.

Pedagogy:

The pedagogical approach used in the course will be a combination of lectures, chalk & talk, problem solving exercises, quizzes and presentations.

Evaluation Scheme:

SN	Description	Weightage (Percentage)
1	Continuous Assessment Test (CAT) I	20%
2	Continuous Assessment Test (CAT) II	20%
3	Internal Assessment (IA)	20%
4	End Term Examination (ETE) (3 Hours)	40%

Detailed Outlines of Course**SESSION WISE INSTRUCTION PLAN**

Session No	Module	Topics	L	T	P	J	C
			4	0	0	0	4
			Core Reading		Additional Reference		
1-10	1	Historical Background to Modern and Postmodern era Thomas Hardy: The Darkling Thrush W B Yeats: Byzantium, Sailing to Byzantium			Andrew Sanders. <i>The Short Oxford History of English Literature</i> . Oxford University Press. David Daiches. <i>A Critical History of English Literature</i> . Allied Publishers. Borris Ford Ed. <i>Pelican Guide to English Literature</i> . Penguin		

11-20	2	T S Eliot: The Waste Land W H Auden: In Memory of W. B. Yeats Dylan Thomas: Fern Hill Wilfred Owen: Apologia Pro Poemate Moe Rupert Brook: The Soldier	Norton Anthology of English Literature Vol. 2	Herbert J C Grierson and J C Smith. <i>Critical History of English Poetry</i> . Bloomsbury Academic Collection. Peter Child. <i>Modernism</i> . Routledge. George Walter. <i>The Penguin Book of the First World War Poetry</i> . Penguin Books. Cleanth Brooks. <i>Modern Poetry and Tradition</i> . University of Carolina Press.
21-30	3	Virginia Woolf: To the Lighthouse Joseph Conrad: Lord Jim James Joyce: Portrait of an Artist as a Young Man	Text	Robert Humphrey. <i>Stream of Consciousness in the Modern Novel</i> . University of California Press. McCullough Bruce. <i>Representative English Novels: Defoe to Conrad</i> . Harper & Bros.
31-40	4	G B Shaw: Candida Samuel Beckett: Waiting for Godot Harold Pinter: The Birthday Party *(non detailed study)	Text	John Smart. <i>Twentieth-Century British Drama</i> . Cambridge University Press. Martin Esslin. <i>The Theatre of the Absurd</i> . Knopf. J. Styan. <i>Modern Drama in Theory and Practice: Volume 2, Symbolism, Surrealism and the Absurd</i> . Cambridge University Press. Neil Cornwell. <i>The Absurd in Literature</i> . Manchester University Press. Michael Y Bennett. <i>Reassessing the Theatre of the Absurd: Camus, Beckett, Ionesco, Genet, and Pinter</i> . Palgrave Macmillan.

Elective – 3

Programme	MA English
Batch	2020 – 22
Semester	IV
Course Title	Literature and Cinema
Course Code	ENG6007
Version	
Credits	4

Course Description

Course Objectives:

Upon completion of this course, students will be able to:

1. To become familiar with the difference between film and literary texts;
2. to become familiar with ways of "reading" films;
3. to become more skilled in discussing and evaluating movie and literary texts;
4. to develop greater skills in visual literacy;
5. to exam film as a reflection of cultures and periods of history;
6. to increase your knowledge of film techniques and the grammar of film.

Course Outcomes:

This course will enable students to:

1. Demonstrate an understanding of the elements involved in adapting texts to film;
2. Demonstrate analytical skills in visual literacy and reading filmed texts;
3. Demonstrate a familiarity with ways of discussing and evaluating films as reflections of cultures and source texts;
4. Participate in a "community" interested in discussing/analyzing films beyond the surface level of narrative or character.
5. Come to conclusions about the roles of film, art, and literature in society and determine their responsibilities to society and to each other.

Prescribed Text:

Robert Stam, "Beyond Fidelity: The Dialogics of Adaptation"

Screening: Adaptation, Dir. Spike Jonze (2002, 114 min.)

Read: Dudley Andrew, "Adaptation" (e) Discussion

Leitch, Thomas. "Twelve Fallacies in Contemporary Adaptation Theory." Criticism 45.2 (2003): 149-171.

Chatman, Seymour. "What Novels Can Do That Films Can't (and Vice Versa)." [1980]. Critical Inquiry 7.1 (1980): 121-140.

Read: William Shakespeare, Macbeth

Screening: Throne of Blood, Dir. Akira Kurosawa (1957, 105 min.) Discussion

Read: the Great Gatsby

Screening: The Great Gatsby, Dir. Baz Luhrman (2014, 143 min.) Discussion

Read: Pinjar

Screening: Pinjar, Dir. Chandraprakash Dwivedi (2003, 188 min.) Discussion

Read: Pather Panchali

Screening: Pather Panchali. Dir. Satyajit Ray (1955, 120 min.) Discussion

Pedagogy:

The pedagogical approach used in the course will be a combination of lectures, chalk & talk, problem solving exercises, quizzes and presentations.

Evaluation Scheme:

SN	Description	Weightage (Percentage)
1	Continuous Assessment Test (CAT) I	20%
2	Continuous Assessment Test (CAT) II	20%
3	Internal Assessment (IA)	20%
4	End Term Examination (ETE) (3 Hours)	40%

Detailed Outline of the Course:**SESSION WISE INSTRUCTION PLAN**

Session No	Module	Topics	Core Reading	Additional Reference
	I	Robert Stam, "Beyond Fidelity: The Dialogics of Adaptation" Screening: Adaptation, Dir. Spike Jonze (2002, 114 min.) Read: Dudley Andrew, "Adaptation" (e) Discussion . Chatman, Seymour. "What Novels Can Do That Films Can't (and Vice Versa)." [1980]. Critical Inquiry 7.1 (1980): 121-140. Leitch, Thomas. "Twelve Fallacies in Contemporary Adaptation Theory." Criticism 45.2 (2003): 149-171. Chatman, Seymour. "What Novels Can Do That Films Can't (and Vice Versa)." [1980]. Critical Inquiry 7.1 (1980): 121-140. Read: William Shakespeare, Macbeth Screening: Throne of Blood, Dir. Akira Kurosawa (1957, 105 min.) Discussion Read: the Great Gatsby		
	II	Read: The Great Gatsby Screening: The Great Gatsby, Dir. Baz Luhrman (2014, 143 min.) Discussion		
	III	Read: Pinjar Screening: Pinjar, Dir. Chandraprakash Dwivedi (2003, 188 min.) Discussion		
	IV	Read: Pather Panchali Screening: Pather Panchali, Dir. Satyajit Ray (1955, 120 mins.) Discussion		

Programme	MA English
Batch	2020 – 22
Semester	IV
Course Title	Visual Arts
Course Code	ENG6008
Version	
Credits	4

Course Description

This course offers a historical study of the English literature including consideration of ancient, medieval, modern, and post-modern. It focuses on detailed discussion on major authors, works, genre, movements and literary terms from Chaucer to recent authors to make students have a better understanding of English literature.

Course Objectives

The objective of the course is to enable the student:

1. To acquaint the students with the growth and development of English literature.
2. To acquaint the students with major authors, works, genre, movements and literary terms in English literature.
3. Familiarise students with prominent writers of English literature.
4. Acquaint the students with diversity in literature, based on race, ethnicity, economic status, and gender across historical periods.
5. To develop analytical skills and critical thinking through reading and comparing the important texts.
6. Enhance linguistic competency.

Course Pre-requisite

Understanding of the basics of English language and literature

Course Outcomes

On the successful completion of the course, the student would be able to:

1. Have an understanding of English literature.
2. Understand the major movements and trends in English Literature.
3. Recognize the major authors and their representative works.
4. Appreciate the contribution of major authors to the development of English literature.
5. Know the influence of major social and political events on the literature of the period.
6. To use the language more effectively.

Prescribed Text:

Module 1:

Leonardo da Vinci, Michelangelo

Module 2:

Caravaggio, Bernini

Module 3:

Hogarth

Module 4:

Constable, Turner

Additional References:

1. Borris Ford. *Pelican Guide to English Literature: Vol. 1-9*. Penguin. (Ch. 1 & 2)

2. Ronald Carter and John McRae. *The Routledge History of Literature in English: Britain and Ireland*. Routledge.
3. J.R. Cuddon. *Dictionary of Literary Terms and Literary Theory*. Penguin.

Pedagogy:

The pedagogical approach used in the course will be a combination of lectures, chalk & talk, problem solving exercises, quizzes and presentations.

Evaluation Scheme:

SN	Description	Weightage (Percentage)
1	Continuous Assessment Test (CAT) I	20%
2	Continuous Assessment Test (CAT) II	20%
3	Internal Assessment (IA)	20%
4	End Term Examination (ETE) (3 Hours)	40%

Detailed Outlines of Course

SESSION WISE INSTRUCTION PLAN

Session No	Module	Topics	L	T	P	J	C
			4	0	0	0	4
			Core Reading		Additional Reference		
1-15	I	Leonardo da Vinci, Michelangelo	Text				
16-22	II	Caravaggio, Bernini	Text				
23- 33	III	Hogarth	Text		Pride and Prejudice		
34-40	IV	Constable, Turner			Tintern Abbey		

Elective – 3

Programme	MA English
Batch	2020 – 22
Semester	IV
Course Title	Second Language Acquisition
Course Code	EN6009
Version	1.00
Credits	4

Course Description:

This course provides an introduction to the field of second language acquisition (SLA). It covers research, theory and data analysis. This course will cover issues, and problems in current SLA research and theory; background on the historical development of the field; analysis of learner data; and reading research articles in SLA. In addition, you will be asked to identify your own theory of SLA and the principles that will inform your teaching (or other language-related activity), and to write papers following the accepted conventions of Applied Linguistics.

Course Objectives:

The objective of the course is to:

1. Understand the issues and problems in current SLA research and theory
2. Understand how the field of SLA has developed historically, as well as current research trends
3. be able to analyze second language learner data from multiple perspectives
4. Understand the terminology and important figures, and important studies in SLA
5. Understand the connection between SLA theories/research and teaching/other-language related activities
6. Develop your own theory of SLA (or identify the kind of theory you most identify with)
7. to understand basic ideas of SLA research articles

Course Outcomes:

By the end of the course, students should be able to:

1. identify major issues in current SLA research and theory
2. discuss problems and challenges in current research and theory
3. describe how the field developed historically, including major trends in research/theories, major figures)
4. summarize the important studies and basic ideas of research studies
5. formulate questions about aspects of research articles and theories that you do not understand
6. analyze second language learner data from multiple perspectives

Prescribed Text:

1. Haspel, M., Andrea D. Sims. (2010) *Understanding Morphology* (2nd ed). Hodder Education, UK
2. Plag, I., Bauer, L., and R. Lieber., *The Oxford Reference Guide to English Morphology* (2nd ed). OUP
3. Yule, George (2006) *The study of Language* (3rd ed/). Cambridge: Cambridge University Press)
4. Jeffries, Lesley (2006) *Discovering Language: The Structure of Modern English* PALGRAVE MACMILLAN

Pedagogy:

The pedagogical approach used in the course will be a combination of lectures, chalk & talk, problem solving exercises, quizzes and presentations.

Evaluation Scheme:

SN	Description	Weightage (Percentage)
1	Continuous Assessment Test (CAT) I	20%
2	Continuous Assessment Test (CAT) II	20%
3	Internal Assessment (IA)	20%
4	End Term Examination (ETE) (3 Hours)	40%

**Detailed Outline of the Course:
SESSION WISE INSTRUCTION PLAN**

Session No	Module	Topics	Core Reading	Additional Reference
1 – 4	Introduction	What is Acquisition The Study of Language Acquisition Corpus Ling and SLA Three Approaches to Method The Nature of Language The Nature of Non-native Speaker Language	Ch. 1 and Ch. 2 Granger (1998), Ch. 1 Krashen (2009), Ch. 1 Selinker (2008)	
5 – 9	SLA and Related Disciplines	First Language Acquisition Bilingual Acquisition Third Language Acquisition Multilingualism Foreign Language	<i>Ch. 3 Selinker (2008)</i> Ch. 2 Krashen (2009)	
8 – 16	SLA Theory	Five Hypotheses about SLA The Acquisition Learning distinction The Natural Order Hypotheses The Monitor Hypotheses The Input Hypotheses The Affective Filter Hypotheses The Causative Variable in SLA		
17—21	Providing Input for Acquisition	The Potential of Second Language Classroom Limitations of the Classroom The Role of Output Characteristics of Optimal Input	Ch. 3 Krashen (2009)	
22 -28	The Role of Grammar, or Putting Grammar in its Place	The Place of Grammar Grammar for Monitor Use The Effects of Learning: Accuracy of Self Correction Effects of Conscious Rules	<i>Hospel Ch- 4, 5</i>	
29-40	Approaches to Language Teaching	Present-day Teaching Methods Grammar-translation Audio-lingualism Cognitive-Code The Direct Method The natural Approach Total Physical Response Suggestopedia CLT		

Programme	MA English
Batch	2020 – 22
Semester	IV
Course Title	Phonetics and Phonology
Course Code	ENG1010
Version	
Credits	4

Course Description

This course examines phonetics & phonology, the subsystems of language that govern the physical properties of speech sounds and the cognitive representation and function of speech sounds in the grammatical system that underlies spoken language. The course deals with the production, transmission and reception of speech sounds as well as it deals with how sounds are organized in a word to produce meaning. The course will help the student whose mother tongue is not English to improve their pronunciation so that they can be intelligible internationally.

Course Objectives

The objective of the course is to:

1. Establish foundations in the major areas on phonetics and spoken English (articulatory and acoustic phonetics, segmental and non-linear phonology, and the phonetics-phonology interface)
2. Develop an understanding of the various sounds used in English (RP)
3. Develop descriptive and analytical techniques essential to the analysis of sounds, including experimental methods in phonetics, phonemic analysis, constituency and tonal phonology
4. Consider in a rigorous way what goes into an explanation in phonetics and phonology
5. Aware the students about the transcription of words for clear pronunciation
6. Acquire the students a proper intonation and rhythm

Course Pre-requisite

Understanding of the basics of English language

Course Outcomes

On the successful completion of the course, the student would be able to:

1. Improve their pronunciation and accent in English
2. Recognize various vowel and consonant sounds
3. Recognize the pronunciation of words by looking in the dictionary
4. Transcribe the spoken data phonemically and phonetically
5. Aware of the fundamental theories related to phonetics and phonology
6. Develop practical phonetic skills of speech sounds perception and production

Prescribed Topics:

Module 1: Phonetics: An Introduction, Organ of Speech, Production of Speech Sound, Vowel and consonant

The description and classification of Speech sounds: The description and classification of consonants and Vowels

Module 2: Phonology: An Introduction, What is phonology, Phonology vs Phonetics, International Phonetic Alphabets, Concept of Phoneme and Allophone, Phonemic Transcription

Module 3: Syllables: Introduction, Syllabic Consonants, Consonant clusters, Onset, Nucleus, and Coda, Tree diagram representation of syllables in words, Tree diagram representation of syllables in sentences

Module 4: Stress: Paralanguage, Pitch, Rhythm: Stress-timed Rhythm, Intonation: Falling Tone, Rising Tone, Falling-Rising Tone, Tonic Syllable, Transcription of related Sentences

Reading:

1. Kreidler, Charles W. (1997). *Describing Spoken English: An Introduction*. USA & Canada: Routledge.
2. McMahon, April. (2002). *An Introduction to English Phonology*. Edinburgh: Edinburgh University Press
3. Sethi, J & P. V. Dhamija. (2006). *A Course in Phonetics and Spoken English* (2nd ed.). New Delhi: Prentice Hall.

Pedagogy:

The pedagogical approach used in the course will be a combination of lectures, chalk & talk, problem solving exercises, quizzes and presentations.

Evaluation Scheme:

SN	Description	Weightage (Percentage)
1	Continuous Assessment Test (CAT) I	20%
2	Continuous Assessment Test (CAT) II	20%
3	Internal Assessment (IA)	20%
4	End Term Examination (ETE) (3 Hours)	40%

**Detailed Outlines of Course
SESSION WISE INSTRUCTION PLAN**

Session No	Module	Topics	L	T	P	J	C
			3	0	2	0	4
			Core Reading		Additional Reference		
1-10	I	Phonetics: An Introduction, Organ of Speech, Production of Speech Sound, Vowel and consonant The description and classification of Speech sounds: The description and classification of consonants and Vowels					
11-23	II	Phonology: An Introduction, What is phonology, Phonology vs Phonetics, International Phonetic Alphabets, Concept of Phoneme and Allophone, Phonemic Transcription					
24-35	III	Syllables: Introduction, Syllabic Consonants, Consonant clusters, Onset, Nucleus, and Coda, Tree diagram representation of syllables in words, Tree diagram representation of syllables in sentences					
35-40	IV	Stress: Paralanguage, Pitch, Rhythm: Stress-timed Rhythm, Intonation: Falling Tone, Rising Tone, Falling-Rising Tone, Tonic Syllable, Transcription of related Sentences					

Programme	MA English
Batch	2020 – 22
Semester	IV
Course Title	Postcolonial Literature
Course Code	ENG6011
Version	
Credits	4

1.0 Course Description

The course aims to provide the students with an introduction to the field of post- colonial studies which proliferates in a variety of disciplines such as literature, film studies, history and anthropology. It maps out the field in terms of its wider philosophical and intellectual context, drawing important connections between postcolonial theory and other theories such as post structuralism, Marxism and feminism. The assessment and critique of the texts will be conducted against the specific historical, material and cultural contexts from which they emerge. The uses and critiques of theory will be examined with a concern to sketch out the ethical and political possibilities of solidarity and alliance in the struggles for cultural decolonization, and for living with cultural difference non-violently. In examining how notions of the post-colonial negotiate among different histories and cultures, straddle and traverse various borders, we will at the same time investigate the validity and specific meanings (if any) of a "post-colonial condition" with specific reference to African and Caribbean Literatures.

2.0 Course Objectives

- To introduce students to post-colonial critical practice and postcolonial theory in the global context.
- The course focuses on texts written by authors who live in countries that was colonized, and who write in English.
- To familiarize students with the connection between post-colonial studies and contemporary cultural theories.
- To enable students to grasp the post-colonial condition in Africa and the Caribbean before and after the handover and in the current global context.
- Make students aware of the theoretical and practical aspects of criticism and their use in literature.
- To help the students develop an analytical bent of mind so that they can analyse and interpret texts.

3.0 Course Pre requisite

Working knowledge of English Literature

4.0 Course Outcome:

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

- Make use of post-colonial critical concepts to analyze the current cultural, social and political condition in today's global context.
- Reorganize their critical knowledge of post-colonial criticism and other contemporary cultural theories and combine the conceptual links among them.
- Describe, analyze, answer, critique the specific meanings of the post-colonial condition.
- Know how race, class, gender, history, and identity are presented and problematical in the literary texts.
- Can discuss, and analyze colonial and postcolonial texts.
- Develop interpretative skills of close reading.

5.0 Prescribed Text:

Module 1:

Introduction to Postcolonial theory, selected readings from Frantz Fanon's *The Wretched of the Earth*

Module2:

Chinua Achebe's *Things Fall apart*

Module 3:

Ngugi Wa Thiongo's *The Trial of Dedan Kimathi*

Module 4:

Pablo Neruda's 'Poetry' , 'Tonight I can Write,' , Derek Walcott's 'A Far Cry from Africa', 'Goats and Monkeys'.

5.1 Additional References:

- Fanon, Frantz. *The Wretched of the Earth*. Trans. Constance Farrington. New York: Grove Press, 1966.
- Gandhi, Leela. *Postcolonial Theory: A Critical Introduction*. St. Leonards: Allen & Unwin, 1998.
- Achebe, China. *Things Fall Apart*, Penguin UK, 2001.
- Ngugi Wa Thiongo's *The Trial of Dedan Kimathi*, Waveland Pr Inc; Reissue edition (1 October 2013)
- Ian Macdonald, *The Heinemann Book of Caribbean Poetry (Caribbean Writers Series)*, Heinemann International Literature & Textbooks, 1992.
- Pablo Neruda. *Selected Poems of Pablo Neruda*, RHUK, 2012.
- Selection from Ashcroft, Griffiths and Tiffin, *The Empire Writes Back* Ashcroft, Griffiths and Tiffin, *The Postcolonial Studies Reader*
- Ashcroft, Bill et al. Eds. *Key Concepts in Post-Colonial Studies*. London: Routledge, 1998.
- Ahmad, Aijaz. *In Theory: Classes, Nations and Literature*. London: Verso, 1992.
- Ngugi wa Thiong'o. *Moving the Centre: The Struggle for Cultural Freedoms*. London: James Currey, 1993.
- Said, Edward. *Orientalism*. New York: Vintage, 1978.

5.2 Research Papers/ article/Internet Link:

- <https://www.tandfonline.com/toc/rjpw20/current>
- https://www.researchgate.net/publication/331477731_Analysis_of_Postcolonialism_Literature_A_Bibliometric_Study_from_1900_to_2017
- http://www.academia.edu/Documents/in/Postcolonial_Studies_Literature

6.0 Pedagogy

The pedagogical approach used in the course will be a combination of lectures, chalk & talk, problem solving exercises, quizzes and presentations

7.0 Evaluation Scheme:

	Weight age (Percentage)
• Assignment , Quizzes & Practical's	20%
• MTE	30%
• End Term Exam (3 hours)	50%
Total	100

*Continuous Assessment Test

8.0 Detailed Outline of the course:

Session No	Module	Topics	L	T	P	C
			4	0	0	4
			Core Reading			Additional Reference
1-10	I	Introduction to Postcolonial theory, Selected readings from Aimy Cesaire: selections				
11-20	II	Chinua Achebe's <i>Things Fall apart</i>				
21-30	III	Patric White: Mandala				
27-40	IV	Pablo Neruda's 'Poetry' , 'Tonight I can write,' Derek Walcott's 'A Far Cry from Africa', 'Goats and Monkeys'				

Programme	M. A. ENGLISH
Batch	2020 – 22
Semester	IV
Course Title	Post Graduate Thesis
Course Code	MAEN6014
Version	1.0.0
Credits	

Course Description

This course introduces the students to present an argument for the research/project, data collection and their analysis, in language, literature and other arts. The aim of this course is to introduce methods of conducting a project/research. The course also intended to introduce to the students on the hand training of conducting a project. Overall, the course helps students willing to pursue further study in the language and literature and become novice researchers. AT the end of the semester the student will submit his finding in the form of a thesis/Dissertation.

Course Outcomes:

On the successful completion of the course, the student would be able to:

- Validate their logic clearly and comprehensively in writing and orally
- Examine literature and literature review from various publications
- Develop research skills to expand their arguments from various perspective
- Evaluate and formulate hypothesis for enquired problems and theories
- Create research questions and apply relevant methods for data analysis
- Apply their knowledge of academic writing in thesis form

Methodology:

- Challenging Problem or Question - The project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge.
- Sustained Inquiry - Students engage in a rigorous, extended process of asking questions, finding resources, and applying information.
- Authenticity - The project features real-world context, tasks and tools, quality standards, or impact – or speaks to students’ personal concerns, interests, and issues in their lives.
- Student Voice & Choice - Students make some decisions about the project, including how they work and what they create.
- Reflection - Students and teachers reflect on learning, the effectiveness of their inquiry and project activities, the quality of student work, obstacles and how to overcome them.
- Critique & Revision - Students give, receive, and use feedback to improve their process and products.
- Public Product - Students make their project work public by explaining, displaying and/or presenting it to people beyond the classroom.
- In tandem, Janet aids teachers in understanding, establishing, and improving their personal and collaborative Standard Project Based Teaching Practices: PBL teaching capabilities. A useful tool to engage in this process is to focus on the eight characteristics of the BIE Gold

Readings:

1. Alan Bryman. *Research Methodology for Language and Literature*. Oxford University Press.
2. D. Nunan. *Research Methods in Language Learning*. Cambridge University Press.
3. L. F. Bachman. *Statistical Analysis for Language Assessment*. Cambridge University Press.
4. C. R. Kothari. *Research Methodology: Methods and Techniques*. New Age International Publishers.
5. O. R. Krishnaswamy and M. Ranganatham. *Methodology of Research in Social Sciences*. Himalaya publication House
6. MLA Handbook (8th edition).

Evaluation Scheme:

SN	Description	Weightage (Percentage)
1	IEP	50%
2	EEP	50%