

Semester No.	Subject Category					Course Codes
	Core Course (CC)	Elective Course		Ability Enhancement Courses		
		Discipline Specific Elective (DSE)	Generic Elective (GE)	Skill Enhancement Courses (SEC)	University Specified Course (USC)	
Sem - I	<p>CC-1: English Literature: 14<sup>th</sup> to 16<sup>th</sup> Centuries</p> <p>CC-2: Shakespeare and 17<sup>th</sup> Century Literature</p> <p>CC-3: Late 17<sup>th</sup> and 18<sup>th</sup> Century English Literature</p> <p>CC-4: Early 19<sup>th</sup> Century English Literature</p> <p>CC-5: Late 19<sup>th</sup> Century English Literature</p>		<p>[Students may be offered two/three of the following options, from which they will have to choose any one. This course will be offered to students from disciplines other than M.A. English].</p> <p>GE-</p> <p>A. Appreciating Shakespeare</p> <p>B. Gothic and Neo-Gothic</p> <p>C. Crime and Literature</p> <p>D. Literature and Film</p> <p>E. Tagore Literature in English and Translation</p>	<p>SEC-1.</p> <p>A. ELT</p> <p>B. Digital Content Writing</p> <p>C. Scholarly Writing: Citations and Bibliography</p>	<p>USC-1: Foreign Language</p>	<p>CC1: 2211111</p> <p>CC2: 2211112</p> <p>CC3: 2211113</p> <p>CC4: 2211114</p> <p>CC5:2211115</p> <p>SEC1: 2215111</p>
Sem – II	<p>CC-6: Early 20<sup>th</sup> Century English Literature</p> <p>CC-7: Late 20<sup>th</sup> Century English Literature</p> <p>CC-8: American Literature</p> <p>CC-9: Indian Literature in English and in Translation</p>	<p>DSE-1: Gender Studies</p>		<p>SEC-2: Research Methodology</p>	<p>USC-2: Foreign Language</p>	<p>CC6:2211121</p> <p>CC7: 2211122</p> <p>CC8: 2211123</p> <p>CC9: 2211124</p> <p>DSE1: 2212121</p> <p>SEC2: 2215121</p>
Sem - III	<p>CC-10: Classical Literary Criticism</p> <p>CC-11: 16<sup>th</sup> to 19<sup>th</sup> Century Literature Criticism</p> <p>CC-12: 20<sup>th</sup> Century Literary Theory and Criticism</p> <p>CC-13: Australian and Canadian Literature</p> <p>CC-14: African, Caribbean and Latin American Literature</p>	<p>DSE-2: Postcolonialism</p>		<p>SEC-3: Literature Review</p>	<p>USC-3: Foreign Language</p>	<p>CC10: 2211131</p> <p>CC11: 2211132</p> <p>CC12: 2211133</p> <p>CC13: 2211134</p> <p>CC14: 2211135</p> <p>DSE2: 2212131</p> <p>SEC3: 2215131</p>
Sem - IV	Dissertation or project				<p>USC-4: Foreign Language</p>	<p>DISSERTATION: 2211441</p>
Total Credit Max. 91						

## Proposed Curriculum and Syllabus for M.A. English

- **Core Course**

*4 Credit for each paper i.e.  $4 \times 14 = 56$  Credits*

*Dissertation or project carries 12 Credits*

- **Discipline Specific Elective**

*4 Credit for each paper i.e.  $4 \times 2 = 08$  Credit*

- **Generic Elective**

*4 Credit for each paper i.e.  $4 \times 1 = 04$  Credit*

- **Skill Enhancement Courses**

*1 Credit for each paper i.e.  $1 \times 3 = 3$  Credit*

- **University Specified Course**

*Foreign Language: 2 Credits per semester i.e.  $2 \times 4 = 8$  Credits*

## Semester# 1

### CC- 1

#### **English Literature: 14<sup>th</sup> to 16<sup>th</sup> Centuries**

**Course Objective:** To provide an insight of the beginning of English Literature to the students.

**Course Outcome:** The students shall be looking at the History of the beginning in a confident light and shall be at par with the concepts and forms of literature of the time.

Chaucer: *Nun's Priest's Tale/ General Prologue*  
*Everyman*

Marlowe: *Tamburlaine Part I/Jew of Malta*

Thomas More: *Utopia*

### CC- 2

#### **Shakespeare and 17<sup>th</sup> Century literature**

**Course Objective:** To introduce the style and range of the Elizabethan and Jacobean Literature to the students.

**Course Outcome:** The students shall be proficient regarding the dramaturgy of Shakespeare and shall be aware of the works composed in and around his times.

Shakespeare: *King Lear/ The Tempest*

Webster: *Duchess of Malfi*

Metaphysical Poetry – Donne, Herbert, Marvell, Vaughan, Herbert (Selections)

Shakespeare's Sonnets (selections)

### CC-3

#### **Late 17<sup>th</sup> and 18<sup>th</sup> Century English Literature**

**Course Objective:** The introduction to the different genres of propagation of Literature during the period and the new evolved styles.

**Course Outcome:** The students would be enriched to get introduced to the twisted timeline and the new lines of thought found in the times.

Milton: *Paradise Lost* (Book IV)

Dryden: *Absalom and Achitophel/ Mac Flecknoe*

Jonathan Swift: *Gulliver's Travels*

Congreve: *The Way of the World*

### CC-4

#### **Early 19<sup>th</sup> Century English Literature**

**Course Objective:** The amalgamation of the richness and variety of the age needs to be brought afore the students in this course.

**Course Outcome:** The brilliance and variety of the age shall be explored and benefit the students.

William Blake: *Songs of Innocence & of Experience* (Selections)

S.T. Coleridge: *Rime of the Ancient Mariner/Christabel* Part 1 and *Kubla Khan*

John Keats: *Odes* (Selections)

Jane Austen: *Mansfield Park*/Mary Shelley: *Frankenstein*

**CC-5**

### **Late 19<sup>th</sup> Century English Literature**

**Course Objective:** To analyse and be acquainted with the varied texts of the time.

**Course Outcome:** The students shall be into analysis and would be well involved with the journey of literature of the time.

Tennyson: *In Memoriam* (Selections)

Browning: “Andrea del Sarto”, “Fra Lippo Lippi”, “The Bishop Orders his Tomb”

G.B. Shaw: *Man and Superman*

George Eliot: *Middlemarch*/Thomas Hardy: *Tess of the D’Urbervilles/Jude the Obscure*

### **Generic Elective A: Appreciating Shakespeare**

Course Objective: The course is intended to familiarize students with elements of Shakespeare’s well-known drama and poetry.

Course Outcome: At the end of the course students will learn to appreciate Shakespeare’s works in the context of the Renaissance and the relevance of his works in the contemporary world.

Unit – I

Comedy: *As You Like It*

Unit – II

Tragedy: *Othello*

Unit- III

Sonnets: 2, 135, 144

### **Generic Elective B: Gothic and Neo-Gothic**

Course Objective: The objective of this course is to show how Gothic is a site where boundaries are transgressed in terms of genre, socio-cultural, political and religious norms. Beginning with Horace Walpole who wanted to create a generic blend of revolt against the oppressively rational ethos of his times and the act of transgression, the early Gothic writers explored fears and anxieties emanating from the massive changes that swept over England and Continental Europe. From revolt against aristocratic tyranny to paranoia about anarchy in the post-French Revolution era, the Gothic novel became the ideal means for exploring diverse cultural concerns under the guise of a ghost story set in a medieval past. However,

Gothic did not end with the passing of the nineteenth century. As the genre kept surfacing throughout the twentieth and twenty-first centuries, the term Neo-Gothic has emerged to define contemporary engagement with, and rendition of, the Gothic.

Course Outcome: Through close readings of some landmark Gothic texts, Neo-Gothic texts and secondary (critical) material, this course will give students an insight into the cultural, literary and aesthetic reasons for the emergence of the Gothic and its continuing appeal.

Unit – I

Introduction: explanation of the term ‘Gothic’ and its aesthetic, cultural and literary implications – the extent to which they are reflected in *The Castle of Otranto* by Horace Walpole.

Is Gothic fiction merely a story about ghosts that punish an evil aristocratic villain or is it a much darker story that questions and collapses the rigid boundaries between good and evil?

Unit – II

Samuel Taylor Coleridge: *The Rime of the Ancient Mariner*

A long poem composed in the ballad form that complicates the notion of good and evil through the eerie experiences of an old sailor.

Unit – III

John Polidori: “The Vampyre”

Emanating from the same ghost story contest that produced Mary Shelley’s *Frankenstein*, this story provides one of the earliest portrait of the vampire – long before Bram Stoker’s *Dracula* terrified the world.

Unit – IV

Stephen Seitz: *Sherlock Holmes and the Plague of Dracula*

A Neo-Gothic text in which the famous detective Sherlock Holmes pits his wit and sanity against Bram Stoker’s arch-villain Count Dracula

Unit –V: Critical Readings

Fred Botting: *Gothic* [selected chapters]

David Punter and Glennis Byron: *The Gothic* [Selected chapters]

Excerpts from the works of Edmund Burke and Anne Radcliffe

### **Generic Elective C: Crime and Literature**

Course Objective: The course will introduce students to the reasons behind the emergence of crime fiction, its major genres and characteristic features.

Course Outcome: Students will move beyond reading crime fiction as mere entertainment and learn to study the genre through a critical lens.

Unit – I: Primary Texts

Sir Arthur Conan Doyle: “The Speckled Band”, “The Adventure of the Dancing Men”

Agatha Christie: *And Then There Were None*

Raymond Chandler: *The Simple Art of Murder*

Unit – II: Secondary Readings

John Scaggs: *Crime Fiction* [selected chapters]

### **Generic Elective D: Literature and Film**

Course Objective: The course is designed to read a Film as a Literary piece, it will, essentially be a critical perspective-developing course that will highlight the technical and aesthetic appeal of a Film, with the knowledge of the knowhow of Film Criticism.

Course Outcome: The course shall enable the students to enhance their perspectives from an uninformed audience to a reader of films.

Unit I: Film Screenings: [Film as text]

- a. *Rear Window*- Dir: Alfred Hitchcock [1954]
- b. *La Dolce Vita*- Dir: Federico Fellini [1960]
- c. *Meghe Dhaka Tara* (The Cloud-Capped Star)- Dir: Ritwik Ghatak [1960]
- d. *Charulata* (The Lonely Wife)- Dir: Satyajit Ray [1964]

Unit II: Essays: [Criticism as perspective]

- a. “Visual Pleasure and Narrative Cinema”- Laura Mulvey
- b. “Cinema, Marxism and the Mother Goddess” - Chidananda Dasgupta
- c. “La Dolce Vita: Twentieth-Century Man?” - Bernard Knieger
- d. “Modernity, Globality, Sexuality, and the City: A Reading of Indian Cinema” -

Brinda Bose

### **Generic Elective E: Tagore Literature in English and Translation**

Course Objective: To introduce students to Tagore’s vision through a critical reading of some of his works.

Course Outcome: Students will understand Tagore both in the context of his own age and come to appreciate his relevance in the contemporary world.

Unit – I: Short Story

“Kabuliwala”, “Shubha” “Konkal”

Unit – II: Poetry

*Gitanjali* [selections]

Unit – III: Drama

*The Post Office*

Recommended Text

*The Complete Works of Rabindranath Tagore: All Short Stories, Poetry, Novels, Plays and Essays*. General Press.

### **SEC - 1:**

#### **A: ELT (English Language Teaching)**

**Course Objective:** As the world moves towards a globalization in which the Anglophone nations have an important place and role, there has come about a demand for professionals who can help those with limited or no English skills to learn the language for either professional or social reasons. Hence, English Language Teaching (ELT) has emerged today as a virtually separate discipline different from English Literature studies. This course will provide students with essential ELT knowledge and skills.

**Course Outcome:** Students completing this course will come to be acquainted with fundamental ELT methods. This knowledge and training may help them to find employment as English Language teachers in technical colleges and institutes which require personnel to teach Communicative English, Functional English and English for Special Purposes (ESP).

#### Unit I

Background to the teaching of English in India in the colonial period; influence of missionary education; Thomas Babington Macaulay's minute of 2<sup>nd</sup> February 1835, Sir Charles Wood's Despatch (1854); post-Independence decolonization of English studies; new educational policies in India etc.

#### Unit II

Language Acquisition Theories

Behaviourist & Cognitive Theories etc. (Skinner, Pavlov, Piaget, Krashen, Chomsky)

#### Unit III

Teaching Methods and Approaches –

Grammar-Translation Method; Direct Method; Bilingual Method; Total Physical Response; Communicative approaches; Performative approaches et al.

Tasks for Language Teaching –

Lesson plan; Ice-breaking activities; Tasks for Listening, Speaking, Reading, Writing; Communicational skills

The use of aids in the classroom and Practice teaching

#### Unit – IV

Fundamentals of Phonology

### **B: Digital Content Writing**

**Course Objective:** To introduce students to the rudiments of creating content for digital media.

**Course Outcome:** Students will learn the techniques of writing for different digital platforms through mini-projects and assignments.

#### Unit- I Introduction

What is Content Writing?

Types of Content Writing

#### Unit-II Dissemination of Content

Identifying Audience and Catering Content to Their Requirements

Strategies to Make Content Attractive to and Effective for the Audience

Effective Channels of Dissemination

Effective Use of Keywords

#### Unit III: Techniques and Format

Grammatical Correctness

Determination of Correct Length for Content

### **C: Techniques of Scholarly Writing**

**Course Objective:** To introduce students to some of the basic principles of academic writing

**Course Outcome:** Students who take this course will learn to read and to analyse texts, and to write critically for academic or professional purposes.

#### Unit – I

Introduction to Scholarly Writing  
Unit – II  
Learning to Read Critically  
Unit - III  
Learning to Read Poetry, Drama, Fictional and Non-Fictional Prose  
Unit - IV\_  
Comprehension and Writing

**USC -1: Foreign Language**  
French/German/Japanese/Spanish

## Semester#2

### **CC -6: Early Twentieth Century English Literature**

**Course Objective: To provide an insight into the Twentieth Century literary atmosphere.**

**Course Outcome: The students shall be through the turn of the literary expertise and shall be in a position to look at the change in trends.**

T.S. Eliot: *The Wasteland*

T.S. Eliot: *Murder in the Cathedral*

Virginia Woolf: “Kew Gardens”; Katherine Mansfield: “The Garden Party”

James Joyce: *A Portrait of the Artist as a Young Man*/George Orwell: *1984*

### **CC- 7: Late Twentieth-Century English Literature**

**Course Objective: With the introduction of the new trends in Literature, the students shall be able to locate fresh perspectives in their analysis of the texts.**

**Course Outcome: The students will be in a position to talk about the trends and outcomes of their learning of the history of literature down the ages.**

Kingsley Amis: *Lucky Jim*

Philip Larkin: “Going”, “Aubade”, “Church Going”, “Whitsun Weddings”

Samuel Beckett: *Waiting for Godot*

John Fowles: *The French Lieutenant’s Woman*/Caryl Churchill: *Top Girls*

### **CC-8: American Literature**



**Course Objective:** To look at the struggle of the ages of American struggle for a voice in literature and to analyse and look beyond the ordinary influences of the literature of Britain on the American literature.

**Course Outcome:** The students shall be well acquainted with the struggles and tenets of American literature.

Walt Whitman: “Crossing Brooklyn Ferry”, “When Lilacs Last in the Dooryard Bloomed”, “Song of Myself”

Lorraine Hansberry: *A Raisin in the Sun*/ Toni Morrison: *Beloved*

Tennessee Williams: *A Streetcar Named Desire*/ Arthur Miller: *Death of a Salesman*

F. Scott Fitzgerald: *The Great Gatsby*/Ernest Hemmingway: *For Whom the Bell Tolls*

### **CC- 9: Indian Literature in English & in Translation**

**Course Objective:** To introduce the students to a literature, closer home and to make them aware of its varied essence.

**Course Outcome:** The knowledge of literature shall not be limited to the foreign shore but will make them aware of their own variety of works.

Tagore: *Gora/ Home and the World*

Raja Rao: *Kanthapura*

Mahesh Dattani: *Final Solutions/Tara*

Toru Dutta, Kamala Das, Nissim Ezekiel (2 poems of each poet)

### **DSE-1: Gender Studies**

**Course Objective:** To analyse the role and position of Gender in the society.

**Course Outcome:** The students are going to estimate the role of Gender politics in the social structure.

Virginia Woolf: *A Room of One’s Own*

Simone de Beauvoir: *The Second Sex* (Selections)

Judith Butler: [\*Gender Trouble: Feminism and the Subversion of Identity\*](#) (Selections)

Todd W. Reeser: *Masculinities in Theory: An Introduction* (Selections)

### **SEC – 2: Research Methodology**

**Course Objective:** To introduce students to the ‘how’s of research and scholarly documentation.

**Course Outcome:** Students will gain knowledge in how to conduct research on their own in specific areas either assigned to them or chosen by them.

Unit – I Introduction to Research

Types of Research

Identification of important and appropriate scholarly/critical sources

Using/Incorporating research findings (summary/paraphrase/direct quotation)

Unit – II Plagiarism

Definition; Types; Importance; Legal Implications etc.

Unit – III Formatting and Documentation

Importance of Citation  
Methods of Citation – Style Guides (MLA/Chicago/APA) etc.  
Preparation of Bibliography  
Formatting of an academic Paper/Article/Essay/Dissertation

## **USC -2: Foreign Language**

French/German/Japanese/Spanish

### **Semester# 3**

#### **CC- 10: Classical Literary Criticism**

**Course Objective:** This course looks at the beginning of critical insights in literature.

**Course Outcome:** The students shall be learning to read a critical text and understand the turns of language in such texts.

Plato *The Republic* Books III and X

Aristotle: *Poetics*

Horace: *Ars Poetica*

Longinus: *On the Sublime*

#### **CC-11: 16<sup>th</sup> to 19<sup>th</sup> Century Literary Criticism**

**Course Objective:** To keep the investigation of critical texts going, the students must be made aware of the genre of criticism that this paper deals with.

**Course Outcome:** The students shall be well versed in critical writing and reading by the study of this course

Sidney: *Apology for Poetry*

Dryden: *Essay of Dramatic Poesy*

Wordsworth: *Preface to the Lyrical Ballads*

Coleridge: *Biographia Literaria* (Selected chapters)

#### **CC-12: 20<sup>th</sup> Century Literary Criticism**

**Course Objective:** By this course, the students shall have a fresh insight into updated critical thinking and shall be more akin to 20<sup>th</sup> Century literature and its delimitations.

**Course Outcome:** The students shall be able to look critically at canonical texts

T.S. Eliot: “Tradition and the Individual Talent”, “Hamlet”, “The Metaphysical Poets”

Jacques Derrida: Structure, Sign and Play in the Discourse of the Human Sciences”

Roland Barthes: “The Death of the Author”

Jean-Francoise Baudrillard: “Of Simulation and Simulacra”

#### **CC-13: Australian and Canadian Literature**

**Course Objective:** To look at World Literature with a confident perspective.

**Course Outcome:** The students shall be aware of the reach of English Literature and the non-British authors of the continents.

Patrick White: *Voss*/ Peter Carey: *History of the Kelly Gang*  
Judith Wright: Selection of 4 poems  
Poems by Duncan Campbell Scott/Leonard Cohen (Selections)  
Margaret Atwood: *The Handmaid's Tale*

**CC-14: African, Caribbean and Latin American Literature**

**Course Objective:** To look at World Literature with a confident perspective.

**Course Outcome:** The students shall be aware of the reach of English Literature and the non-British authors of the continents.

Derek Walcott / Kamau Braithwaite (Selection of poems)  
V.S. Naipaul: *A House for Mr. Biswas*  
Jean Rhys: *Wide Sargasso Sea*  
Gabriel Garcia Marquez: *Chronicle of a Death Foretold/ One Hundred Years of Solitude*

**DSE- 2: Postcolonialism**

**Course Objective:** To be able to locate the texts in a fresher perspective.

**Course Outcome:** The course needs to be put in a perspective that would enhance the relatability of the genre.

Edward Said: *Orientalism* (Selections)  
Gayatri Chakraborty Spivak: "Can the Subaltern Speak?"  
Frantz Fanon: *Black Skin, White Masks* (Selection)  
Salman Rushdie: "Imaginary Homelands"

**SEC – 3: Literature Review**

**Course Objective:** Students will learn how to conduct a review of critical/scholarly works for academic purposes.

**Course Outcome:** Students will submit a written document/text embodying a literature review in a specific area of focus.

**USC -3: Foreign Language**

French/German/Japanese/Spanish

**Semester# 4**

Dissertation or Project

**USC -4: Foreign Language**

French/German/Japanese/Spanish

*\* Disclaimer: Every attempt to make the syllabus flawless. However, if there are any typographical errors, omissions etc, these will be rectified as soon as possible.*