

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	CC-1: English Literature: 14 th to 16 th Centuries CC-2: Shakespeare and 17 th Century Literature CC-3: Late 17 th and 18 th Century English Literature CC-4: Early 19 th Century English Literature CC-5: Late 19 th Century English Literature		[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]. GE- A. Appreciating Shakespeare B. Gothic and Neo-Gothic C. Crime and Literature D. Literature and Film E. Tagore Literature in English and Translation	SEC-1. A. ELT B. Digital Content Writing C. Scholarly Writing: Citations and Bibliography	USC-1: Foreign Language	CC1: 2211111 CC2: 2211112 CC3: 2211113 CC4: 2211114 CC5:2211115 SEC1: 2215111 GE-1: 2213111 USC-1:
Sem - II	CC-6: Early 20 th Century English Literature CC-7: Late 20 th Century English Literature CC-8: American Literature CC-9: Indian Literature in English and in Translation	DSE-1: Gender Studies		SEC-2: Research Methodology	USC-2: Foreign Language	CC6: 2211121 CC7: 2211122 CC8: 2211123 CC9: 2211124 DSE1: 2212121 SEC2: 2215121 USC- 2:
Sem - III	CC-10: Classical Literary Criticism CC-11: 16 th to 19 th Century Literary Criticism CC-12: 20 th Century Literary Theory and Criticism CC-13: Australian and Canadian Literature CC-14: African, Caribbean and Latin American Literature	DSE-2: Postcolonialism		SEC-3: Literature Review	USC-3: Foreign Language	CC10: 2211131 CC11: 2211132 CC12: 2211133 CC13: 2211134 CC14: 2211135 DSE2: 2212131 SEC3: 2215131 USC- 3:
Sem - IV	Dissertation or project				USC-4: Foreign Language	CC15: 2211441 USC-4:
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. $4 \times 2 = 8$ Credit

- **Generic Elective**

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

CC- 1

English Literature: 14th to 16th Centuries:

Course Objective: To acquaint PG students with important texts of foundational Medieval and Early Modern English Literature.

Course Outcome: Students shall learn about the contemporary literary background and about the various forms of literature extant at the time.

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

Everyman

Thomas More: *Utopia* (Part II)

Christopher Marlowe: *Tamburlaine* (Part I)/*The Jew of Malta*

CC- 2

Shakespeare and 17th Century literature:

Course Objective: To introduce students to the various styles and range of Elizabethan and Jacobean Literature.

Course Outcome: Students will learn to read some of Shakespeare and become aware of other important works composed in and around his time.

Shakespeare: *King Lear/ The Tempest*

Shakespeare's Sonnets (selections)

Webster: *The Duchess of Malfi*

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

CC-3

Late 17th and 18th Century English Literature:

Course Objective: An introduction to the different styles, forms and genres of Literature that emerged during the period.

Course Outcome: Students will get to read and appreciate some of the most significant poetry, prose and drama texts written since John Milton.

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 19th Century English Literature:

Course Objective: To create an increased awareness about the complexity of English Romanticism.

Course Outcome: Students will be familiarised with some of the most iconic and central Romantic literary texts.

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 19th Century English Literature:

Course Objective: To acquaint students with key elements of early and late/post-Victorian literature.

Course Outcome: Learners will be enabled to appreciate individual works of literature written during the time and to form an idea about the social and cultural impellents that shaped the Victorian Age.

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 some facets of Shakespearean 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 to appreciate the relevance of his works in the contemporary world.

Unit – I
Shakespearean Comedy: *As You Like It/Twelfth Night*
Unit – II
Tragedy: *Othello/Hamlet*
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.

Course Outcome: Through close readings of some landmark Gothic, Neo-Gothic and relevant critical texts, this course will give students an insight into the cultural, literary and aesthetic reasons for the emergence of the Gothic and its continuing appeal in the 21st century.

Unit – I
Introduction: Explanation of the term ‘Gothic’ with a focus on Horace Walpole’s *The Castle of Otranto*.

Unit – II: John Polidori: “The Vampyre”

Unit – III: Stephen Seitz: *Sherlock Holmes and the Plague of Dracula*

Unit –IV: Critical Readings

Fred Botting: *Gothic* [selected chapters]

Excerpts from the works of Edmund Burke and Anne Radcliffe

Generic Elective C: Crime and Literature

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

Course Outcome: Students will move beyond reading crime fiction as entertainment and learn how to look at 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 Reading

John Scaggs: *Crime Fiction* [selected chapters]

Generic Elective D: Literature and Film

Course Objective: The course is designed to teach students to read films in relation to works of literature.

Course Outcome: This course should empower students to develop their critical faculties in tandem with a functional knowledge of film appreciation.

Unit I: Film Screenings: [From among the following]

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: [Film criticism – selections from]

e. “Visual Pleasure and Narrative Cinema”- Laura Mulvey

f. “Cinema, Marxism and the Mother Goddess” - Chidananda Dasgupta

g. “La Dolce Vita: Twentieth-Century Man?” - Bernard Knieger

h. “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 literature in English through a critical reading of some of his works.

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

Unit – I: Short Stories

“Kabuliwala”, “Shubha” “Konkal”

Unit – II: Poetry

Song Offerings (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 there is a demand for professionals who can help teach English (Language) to those with limited English skills, this course in English Language Teaching (ELT) will provide students with functional ELT knowledge and skills.

Course Outcome: With the knowledge and training provided by this course, students may be helped to find employment as English Language teachers in technical colleges, institutes etc. which need personnel to teach Communicative/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 2nd 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 (e.g. 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

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 platform and the 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

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 how to read and analyse texts, and learn how 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 exercises

USC -1: Foreign Language:

French/German/Japanese/Spanish (any one)

Semester II

CC -6: Early Twentieth Century English Literature:

Course Objective: To provide an insight into Twentieth Century English literature.

Course Outcome: By coming to be acquainted with some of the key literary texts of the first half of the 20th Century, the student's awareness of pre-contemporary literature in English will be significantly enhanced.

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: To provide students with up-to-date knowledge about recent developments in the sphere of English literature.

Course Outcome: Students will come to read and appreciate samples of the best of the literature in English written after the Second World War.

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 enlarge literary perspectives beyond British English Literature and to introduce students to the literature written in the United States of America.

Course Outcome: The students shall get to read and learn about a range of great American literature texts from the 19th to the 20th centuries.

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 Hemingway: *For Whom the Bell Tolls*

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

Course Objective: To introduce students to the literature in English written in our own homeland and to make them aware of its varied essences.

Course Outcome: Covering the genres of poetry, fiction and drama, this course will make students come to learn about and to appreciate the rich variety of their national own literature written in English.

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 teach students to analyse the role and function of Gender in society.

Course Outcome: Through a study of literary texts, students may be empowered to estimate for and by themselves the role that Gender politics plays in social structures.

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 'hows' of research and scholarly documentation.

Course Outcome: Students will gain knowledge in the ways and means of conducting research on their own in specific areas which may be 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.
Bibliography and its Preparation
Formatting of an academic Paper/Article/Essay/Dissertation

USC -2: Foreign Language

French/German/Japanese/Spanish (same as the one chosen in Semester 1)

Semester III

CC- 10: Classical Literary Criticism:

Course Objective: This course looks at some of the original texts embodying critical insights into literature.

Course Outcome: Students shall read Greco-Roman Classical critical texts (in modern English translation) and come to gain an understanding of their content.

Plato: *The Republic* Books III and X

Aristotle: *Poetics*

Horace: *Ars Poetica*

Longinus: *On the Sublime*

CC-11: 16th to 19th Century Literary Criticism:

Course Objective: A knowledge enhancing course, this will inform students of the principles of literary criticism that took shape from over the Early Modern Age to pre-modern times.

Course Outcome: Students should come to gain a comprehensive knowledge of the literary criticism that was generated over these centuries.

Sidney: *Apology for Poetry*

Dryden: *Essay of Dramatic Poesy*

Wordsworth: *Preface to the Lyrical Ballads*

Coleridge: *Biographia Literaria* (Selected chapters)

CC-12: 20th Century Literary Criticism:

Course Objective: The objective of this course is to update the knowledge base of the student with regard to recent trends in the appreciation of literature and culture.

Course Outcome: After completing this course, students should gain an insight into the contours of modern critical thinking and come to learn about contemporary developments in Theory.

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 inform the student about the new literatures in English crafted beyond the terrain of the Anglo-American First World.

Course Outcome: The literary awareness of students will be enhanced and they will be introduced to a few key texts written by some prominent non-continental writers.

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 enable students to learn about and to appreciate the special features of some of the prominent New English Literatures.

Course Outcome: After reading this course, the student should come to attain a heightened awareness of how English Literature is being shaped anew in different postcolonial nations today.

Derek Walcott / Kamau Brathwaite (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 introduce students to the possibilities of Postcolonial studies.

Course Outcome: This course will open the student up to an awareness of the new ways in which English literature may be read and appreciated, especially in the light of our own colonial heritage and experience.

Edward Said: *Orientalism* (Selections)

Gayatri Chakraborty Spivak: "Can the Subaltern Speak?"

Frantz Fanon: *Black Skin, White Masks* (Selections)

Salman Rushdie: "Imaginary Homelands"

SEC – 3: Literature Review:

Course Objective: Students will be expected to learn how to conduct a literature review of critical/scholarly works (journal essays, printed/published books, published or unpublished dissertations on the web etc.) for academic/research purposes.

Course Outcome: Students will submit for evaluation a written document/text, normally not less than 2000 words in length, embodying a comprehensive literature review in a given specific area of focus.

USC -3: Foreign Language

French/German/Japanese/Spanish (the same language as taken up in Semesters 1 and 2)

Semester IV

Dissertation or Project

USC -4: Foreign Language

French/German/Japanese/Spanish (the same language as taken up in Semesters 1, 2 and 3)

** Disclaimer: Every attempt has been made to make the above Syllabus as error-free as possible. However, if there are any typographical errors, omissions etc., these will be rectified as soon as possible.*