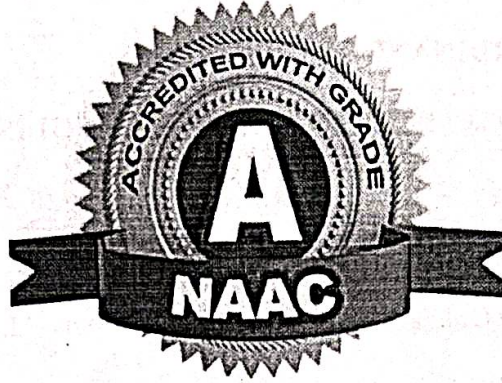


ORDINANCE No. V-141(B-18)

RELATED TO MASTER OF ARTS IN ENGLISH

SWAMI VIVEKANAND SUBHARTI UNIVERSITY, MEERUT, U.P.

(Established under U.P. Govt. Act no. 29 of 2008 and approved under section 2(f) of UGC Act 1956)



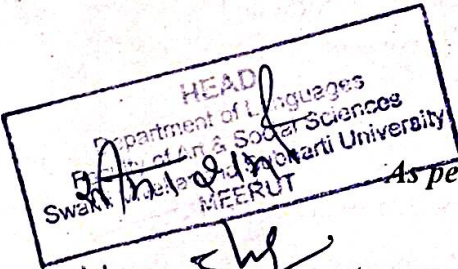
Curriculum

MASTER OF ARTS IN ENGLISH

As per recommendations of national education policy-2020

Approved in 36th Meeting of the Academic Council held on 11.03.2026

Approved in 37th Meeting of the Executive Council held on 27.06.2026



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**Faculty of Arts & Social Sciences
S.V. Subharti University
MEERUT**

**Rahul Sankrityayan Subharti School of Linguistics and
Foreign Languages**

Faculty Of arts and Social Sciences

SWAMI VIVEKANAND SUBHARTI UNIVERSITY

(Established under U.P. Govt. Act no. 29 of 2008 and approved under
section 2(f) of UGC Act 1956)

ORDINANCE No. V-141(B-18)

RELATED TO MASTER OF ARTS IN ENGLISH

As per National Education Policy-2020

1. This ordinance may be called the Ordinance Relating to Master of Arts (M.A.) in English Literature and Language.
2. This Ordinance is applicable to PG Programme as per Choice Based Credit System (CBCS) Semester Mode
3. The provisions of this Ordinance shall be applicable on **ORDINANCE No. V-141-A** Master of Arts English. It shall come into force from session 2025-2026.

Programme Educational Objectives (PEO)

PEO1 The programme aims to provide comprehensive knowledge of English Literary Studies and Literary Theory to facilitate progressive careers in translation, publishing, teaching, research, print/electronic media and pursuit of higher studies.

PEO2 At the completion of the programme the students will be equipped with analytical and critical thinking skills to produce original insights in scholarly academic writing and discourse.

PEO3 The programme looks forward to inculcate effective communication and expression skills to fulfill professional requirements.

PEO4 The programme expects to expose students to contemporary social, cultural and literary issues to ascertain ethical and responsible behaviour towards co-workers, society and nation.

Program Outcomes of the M. A. English:

PO1 Knowledge: The course shall train the students to apply knowledge of literary tendencies across literary periods, genres and theoretical/critical approaches in interpretation of literary text.

PO2 Research Skills: The students will be able to select appropriate primary texts, secondary texts, research query, techniques and resources to undertake research activities to write papers and dissertation.

PO3 Problem Analysis: The students will be able to review and analyze texts with respect to representation of socio-historical context and literary discourse and identify

respect to representation of socio-historical context and literary discourse and identify gaps to be addressed through research.

PO4 Creation: The course shall groom the students to make effective presentations give, receive and implement clear instructions, reports and documentation for professional purposes.

PO5 Implementation & Employability: The course intends to impart professional competence in students by integrating interdisciplinary knowledge and social values to address current social concerns.

PO6 Life-Long Learning: The course shall inculcate a holistic attitude, foster critical thinking, life-long learning in the students leading to their intellectual growth.

Program Specific Outcomes of the Course:

PSO1 The programme intends to develop student's proficiency in fundamental literary concepts, tendencies, and trends across periods, genre and cultures in English literature, literary theory and approaches.

PSO2 The students shall be trained to identify and explore the emerging areas of research and conduct the same with proper methodology and documentation.

PSO3 The development of interdisciplinary skills such as assessment skills, leadership, problem solving skills, critical thinking skills etc. among students will be given special attention.

Programme Structure:

The M.A. in English is a two-year, full-time programme divided into four Semesters.

Detailed Semester-Wise Syllabi

MA in English (First Year): Semester-I

Code	Course	Course Type	Teaching Load per week				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment (CCA)	End-Semester Examination (ESE)	
Core Course										

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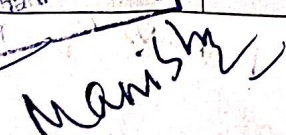
MA-Eng-101	English Literature from Chaucer to Milton	(Theory)	4	0	0	4	04	30	70	100
MA-Eng-102	Research methodology		4	0	0	4	04	30	70	100
MA-Eng-103	Linguistics and semantics		4	0	0	4	04	30	70	100
MA-Eng-104	Environmental Literature		4	0	0	4	04	30	70	100
MA-Eng-105	Book Review	Project	0	0	8	8	04	30	70	100
VAC-IKS/ VAC-RB	IKS/Rashtrabodh		2	0	0	2		15	35	50
Total							20	165	385	550

MA in English (First Year): Semester-II

Code	Course	Course Type	Teaching Load per week				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment (CCA)	End-Semester Examination (ESE)	
Core Course										
MA-Eng-201	British Fiction	(Theory)	4	0	0	4	04	30	70	100
MA-Eng-202	British and Classical Drama		4	0	0	4	04	30	70	100
MA-Eng-203	American Literature		4	0	0	4	04	30	70	100
MA-Eng-204	Literary Criticism and Literary Theory		4	0	0	4	04	30	70	100
MA-Eng-205	Project/Survey/Training	Project	0	0	8	8	04	30	70	100
MA-Eng-206	Constitutional, Human & Moral Values and IPR		2	0	0	2	02	15	35	50
Total							22	165	385	550

MA-English (Second Year): Semester-III

Code	Course	Course Type	Teaching Load per week	Credit	Marks	Total Marks
MA-Eng-201	British Fiction	(Theory)	4 0 0 4	04	30	70 100
MA-Eng-202	British and Classical Drama	(Theory)	4 0 0 4	04	30	70 100
MA-Eng-203	American Literature	(Theory)	4 0 0 4	04	30	70 100
MA-Eng-204	Literary Criticism and Literary Theory	(Theory)	4 0 0 4	04	30	70 100
MA-Eng-205	Project/Survey/Training	Project	0 0 8 8	04	30	70 100
MA-Eng-206	Constitutional, Human & Moral Values and IPR		2 0 0 2	02	15	35 50
Total						



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		rs e T yp e	L	T	P	Tot al		Continuous Comprehensi ve Assessment (CCA)	End- Semester Examinat ion (ESE)	
MA-Eng-301	Indian English Literature and Translation Studies	(Theory)	4	0	0	4	04	30	70	100
MA-Eng-302	Dalit Literature		4	0	0	4	04	30	70	100
MA-Eng-303 A	Opt any one (elective)		4	0	0	4	04	30	70	100
MA-Eng-303 B	(1)Nineteenth Century Novel (2) Cultural Studies									
MA-Eng-304 A	Opt any one (elective)		4	0	0	4	04	30	70	100
MA-Eng-304 B	(1) English Language & Literature Teaching 2-Twentieth Century World Literature									
MA-Eng-305	Project/ Research Paper	Project	0	0	8	8	4	30	70	100
MA-Eng-306	English Skills in Digital Age		2	0	0	2	02	15	35	50
Total							22	165	385	550

MA-English (Second Year): Semester-IV

Code	Course	Cour se Type	Teaching Load per week				Credi t	Marks		Total Mark s
			L	T	P	Tot al		Continuous Comprehensi ve Assessment(CCA)	End- Semester Examinatio n (ESE)	
MA-Eng-401	Diaspora Studies	(Theory)	4	0	0	4	04	30	70	100
MA-Eng-402	Post- Colonial Literature		4	0	0	4	04	30	70	100

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MA-Eng-403	Project/ Dissertation	Project	-	-	-	-	12	10 0	200	300
MA-Eng-404	Soft Skills at workplace		2	0	0	2	02	15	35	50
Total							22	165	375	550

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M.A. English (Semester-1)

Programme M.A. English	Year-I	Semester –I
Subject-English		
Course Code- MA-Eng-101	Course Title- English Literature from Chaucer to Milton	Credit: 4
Course Objectives – 1. To study the historical, social, political, and cultural contexts of England from the Middle Ages to the Renaissance 2. To study major authors and their significant literary works 3. To explore the literary movements, language, form and styles of literary works during this period. 4. To identify and analyze recurring themes, motifs, and concerns such as love and chivalry, morality and religion, power and politics, nature and art, and the search for truth and meaning.		
Course Outcome On the completion of the course, the students will be able to: CO1. Understand and interpret the English literature of Middle Ages to the Renaissance CO2. Analyze the major works of 14 th Century to 17 th Century Literature CO3. Write their own views about literary movements and styles during this period CO4. Analyze the recurring themes, motifs, and concerns		
		Total No. of Lectures- 60
Unit-I	English Literature 14th Century to 17th Century • Characteristics, social, political, economic and cultural context	12
Unit-II	Geoffrey Chaucer Prologue to Canturbury Tales	12
Unit-III	Edmund Spenser <i>The Faerie Queene: Books I, III, V</i>	12
Unit-IV	William Shakespeare Sonnets 18, 29, 73, 94, 110, 116, 129, 130, 138.	12

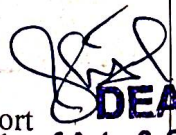
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Unit-V	John Milton Paradise Lost: Book-1 and 2	12
Suggested Readings- • Geoffrey Chaucer, 'The Canterbury Tales.' (Macmillan Indian Edition) • John Milton, Paradise Lost. Book 9 (Edited by J. Martin Evans, Cambridge publication) • Edmund Spenser, Faerie Queen. Book I.(Edited by M.C. Jussawalla, Orient BlackSwan Publication) • Edward Albert A History of English Literature • Hudson An Outline History of English Literature • M. H. Abrams (ed.), The Norton Anthology of English Literature, London: Norton • Pat Rogers (ed.), The Oxford Illustrated History of English Literature, London, Oxford University Press. • "The Norton Anthology of English Literature, Volume B: The Sixteenth Century/The Early Seventeenth Century" edited by Stephen Greenblatt et al. • "The Cambridge Companion to Chaucer" edited by Piero Boitani and Jill Mann • "The Oxford Handbook of Tudor Literature: 1485-1603" edited by Mike Pincombe and Cathy Shrank • "The Cambridge Companion to Shakespeare" edited by Margreta de Grazia and Stanley Wells • "John Milton: A Critical Introduction" by Joseph Anthony Wittreich • "The Spenser Encyclopedia" edited by A.C. Hamilton		
Marks: Total-100 Internal-30; End-Semester Examinations-70 Duration (Hours per week): Total-4-0-0=4 (Lecture/Tutorial)		

Programme M.A. English	Year-I	Semester –I
Subject-English		
Course Code- MA-Eng-102	Course Title- Research Methodology	Credit: 4
Course Objectives – 1. Students would examine and be practically exposed to the main components of a research framework 2. It will include an introduction to research methods, selection and phrasing of the topic, collection and ordering of material, and giving a structured form to the same 3. The course also intends to help the student develop the ability to organize ideas and present them coherently in keeping with the norms of scholarly research and writing. 4. Study the present literary conditions in India and essentials of preparing the research report		
Course Outcome- On the completion of the course, the students will be able to: CO1. Understand the basic concept of research CO2. Construct various research designs in the literature CO3. Respond thoughtfully to issues raised in the English Profession CO4. Examine the present literary condition in India and prepare the research report		


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		Total No. of Lectures- 60
Unit-I	Basics of Research • Definition of "Research" • Qualities of a good researcher • Key terms in research: investigation, exploration, hypothesis, data, methods and techniques, results and findings, Variables • Research Area and Research Topic	12
Unit-II	Constructing Research Design • Pre-experimental Designs • Experimental Designs • Pre Test and Post Test Design	12
Unit-III	Research Process Formulating the Research Problem/Research Topic Preparing Bibliography for Background Reading Review of Literature Defining Aims and Objectives	12
Unit-IV	Developing Hypothesis Deciding the Scope and Limitations Adopting Appropriate Research Methodology	12
Unit-V	Dimensions of research in English language and English literature Kinds of research possible in English literature Kinds of research possible in English linguistics Qualitative Research in linguistics Quantitative, Research in linguistics	12

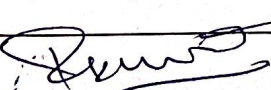
Suggested Readings-

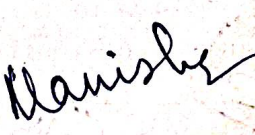
- "Research Design: Qualitative, Quantitative, and Mixed Methods Approaches" by John W. Creswell and J. David Creswell
- "Research Methodology: A Step-by-Step Guide for Beginners" by Ranjit Kumar
- "Qualitative Inquiry and Research Design: Choosing Among Five Approaches" by John W. Creswell and Cheryl N. Poth
- "Research Methodology: Methods and Techniques" by C.R. Kothari
- "The SAGE Handbook of Qualitative Research" edited by Norman K. Denzin and Yvonna S. Lincoln
- "Research Methods in Psychology: Evaluating a World of Information" by Beth Morling
- "Research Design: Creating Robust Approaches for the Social Sciences" by Stephen Gorard
- "Experimental Design: Procedures for the Behavioral Sciences" by Roger E. Kirk: This book

Marks: Total-100 Internal-30; End-Semester Examinations-70

Duration (Hours per week): Total-4-0-0=4 (Lecture/Tutorial)


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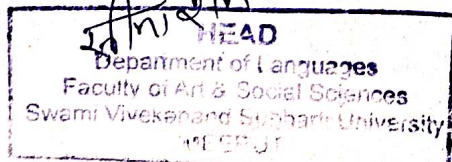

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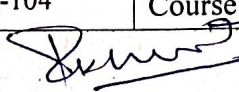
Programme M.A. English		Year-I	Semester -I
Subject: English			
Course Code- MA-Eng-103		Course Title: Linguistics and Semantics	
Course Objectives 1. To understand the fundamental components of language, 2. To be familiar with phonetics, phonology, morphology, syntax, semantics 3. To identify patterns, rules, and regularities in language. 4. To comprehend Syntax and Grammar and word formation process			
Course Outcome On the completion of the course, the students will be able to: CO1. Understand the structure of modern English CO2. Utilize the phonology in their daily conversation CO3. Acquainted with the process of word formation CO4. Understand the role of grammar in language and in reflecting and constructing social identities.			
Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0=4			
Credits: 04		Paper: Core Compulsory	
Max. Marks: 30+70		Min. Pass Marks: 40	
			No. of Lectures-60
Unit-I	Phonology ● Phonemes/ Sounds of English ● Place and Manner of Articulation, organs of speech ● Description of Vowels and Consonants ● Phonemes and Allophones ● Phonemes of British R.P. and Phonemes of GIE		12
Unit-II	● Word Stress ● Weak Forms ● Sentence Stress- Division and groups ● Intonation		12
Unit-III	Morphology ● Structure of Words ● Concept of Morpheme/ Allomorph ● Types of Morpheme ● Processes of Word Formation		12


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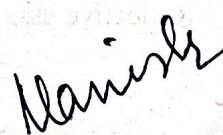
Unit-IV	Syntax • Elements of Grammar • Nouns, Pronouns and the Basic NP • Adjective and Adverb • Preposition and Prepositional Phrase • The Simple Sentence	12
Unit-V	Semantics • The Terms Semantics and Meaning • Seven Types of Meaning • Components and Contrasts of Meaning (Synonymy, Antonymy, Hyponymy, Prototypes) • Lexical Relations (Homonymy, Homophony, Polysemy, Metonymy)	12
Suggested Readings- • Modern Linguistics: An Introduction by S.K. Verma and N. Krishnaswamy (Macmillan India) • Semantics: A Course Book by J.R. Hurford and B. Heasley • The Study of language (6th edn.) by G. Yule (CUP) • An Introduction to Linguistics by Pushpinder Syal, D.V. Jindal, (Prentice Hall of India, New Delhi) • "A Comprehensive Grammar of the English Language" by Randolph Quirk, Sidney Greenbaum, Geoffrey Leech, and Jan Svartvik • "Understanding English Grammar" by Martha Kolln and Robert Funk • "The Cambridge Grammar of the English Language" by Rodney Huddleston and Geoffrey K. Pullum • "English Grammar in Use" by Raymond Murphy • "Syntax: A Generative Introduction" by Andrew Carnie • "The Sounds of Language: An Introduction to Phonetics" by Henry Rogers • "Semantics: A Coursebook" by James R. Hurford, Brendan Heasley, and Michael B. Smith • "Morphology: A Study of the Relation between Meaning and Form" by Francis Katamba • "The Oxford English Grammar" by Sidney Greenbaum		
Marks: Total-100 Internal-30; End-Semester Examinations-70 Duration (Hours per week): Total-3-1-0=4 (Lecture/Tutorial)		

Programme M.A. English	Year/ Semester: I/I
Subject: ENGLISH	
Course Code: - MA-Eng-104	Course Title: Environmental Literature





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Course Objectives:

1. To introduce students to ecocriticism and the relationship between literature and the environment
2. To study how writers represent nature, ecology, and the human-nature divide
3. To examine literary responses to environmental degradation and climate crisis
4. To explore indigenous and ecofeminist voices in environmental discourse

Course Outcomes:

After completing this course, the students will be able to:

1. Understand key concepts in ecocriticism and environmental justice
2. Analyze literary texts that represent nature and ecological concerns
3. Recognize human impacts on the environment through literature
4. Reflect on personal and collective ecological responsibility

Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0=4

Credits: 04

Max. Marks: 30+70

Min. Pass Marks:40...

Unit	Topic	No. of Lectures-60
I	Unit 1: Foundations of Environmental Literature • Introduction to ecocriticism • Key terms: anthropocentrism, deep ecology, the Anthropocene • Nature writing and Romantic legacy (Wordsworth, Thoreau)	15
II	Unit 2: Texts on Nature and the Wild • William Wordsworth – selected poems • Henry David Thoreau – <i>Walden</i> (excerpts) • Ruskin Bond – “The Cherry Tree”	15
III	Unit 3: Contemporary and Postcolonial Ecologies • Amitav Ghosh – <i>The Hungry Tide</i> (selections) • Arundhati Roy – “The Greater Common Good” • N. Scott Momaday or Indigenous poetry (tribal/local context)	15
IV	Unit 4: Ecological Ethics and Reflection • Ecofeminism: Vandana Shiva, Bina Agarwal (excerpts) • Climate fiction (“cli-fi”) short stories • Reflective essay: “My Ecological Imagination”	15

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Suggested Readings:

- Ghosh, A. (2004). *The hungry tide*. HarperCollins.
- Glotfelty, C., & Fromm, H. (Eds.). (1996). *The ecocriticism reader: Landmarks in literary ecology*. University of Georgia Press.
- Roy, A. (1999). *The greater common good*. Outlook India.
- Shiva, V. (2005). *Earth democracy: Justice, sustainability and peace*. Zed Books.
- Wordsworth, W. (2000). *Selected poetry* (S. Gill, Ed.). Oxford University Press.
- Thoreau, H. D. (2004). *Walden* (J. S. Cramer, Ed.). Yale University Press.
- Buell, L. (2005). *The future of environmental criticism: Environmental crisis and literary imagination*. Wiley-Blackwell.

Suggested Continuous Evaluation Methods:

Quiz/PPT/Assignment	10 Marks
Internal Class Test	15 Marks
Attendance	5 Marks

Programme / Class M.A. English	Year : First	Semester : First
Subject : English		
Course Code : MA-Eng-105	Course Title : Book Review	
COURSE OBJECTIVES: 1.To encourage students to develop critical thinking skills for the evaluation of literary texts. 2. To introduce students to a wide range of books that broaden their intellectual and creative horizons. 3. To promote a culture of healthy dialogue and discussion on literature among students. 4. To enable students to comprehend, compare, and interpret the diverse ideologies of different authors and genres.		
Course Outcomes (COs): • CO 1: Students will be able to critically and objectively evaluate the quality of a book. • CO 2: Students will explore new books, thereby gaining knowledge of new and interesting topics. • CO 3: Students will engage in healthy, logical, and constructive discussions related to books. • CO 4: Students will be able to understand and analyze the ideas of various authors across different genres.		
Credits – 4	Max. Marks : 100	Min. Passing Marks : 40
Total No. of Lectures - Tutorials - Practical (in hours per week) : 0-0-8=8		
Necessary Instructions: • Students shall select their research topic under the guidance of Research Supervisor. • The research work should be approximately 10 pages in length.		

- The evaluation will be carried out by an internal examiner.

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Programme M.A. English		Year-I	Semester –II
Subject- English		Credit: 4	
Course Code- MA-Eng-201		Course Title- British Fiction	
Course Objectives- 1. To introduce students to the characteristics and conventions of fiction as a literary genre 2. To Examine different genres of fiction, such as the novel, short story, novella 3. To understand various narrative structures and techniques employed in fiction 4. To investigate and apply the thematic concerns and symbolic imagery found in fiction writings			
Course Outcome On the completion of the course, the students will be able to: CO1. Understand the concept, features and conventions of fiction CO2. Analyze the genres of fiction, major differences and representation CO3. Explore the different writing dimensions, structures and techniques employed in fiction CO4. Evaluate the different narratives, thematic concerns and symbolic imagery used in fiction writing			
Total No. of Lectures -			Total No. of Lectures- 60
Unit-I	An Introduction to Non Fiction Prose Characteristics: Character, Plot, Setting, Theme, Point of view, Conflict, Tone		12
Unit-II	Theory of Fiction: Structure, Craft, Narratology and Related Aspects.		12
Unit-III	Henry Fielding: Joseph Andrews.		12
Unit-IV	Thomas Hardy: Tess of D'Urbervilles.		12
Unit-V	D.H. Lawrence: Sons and Lovers.		12
Suggested Readings- 1. "Narratology: Introduction to the Theory of Narrative" by Mieke Bal. 2. "Narrative Discourse: An Essay in Method" by Gérard Genette 3. "The Rhetoric of Fiction" by Wayne C. Booth 4. "Towards a Poetics of Fiction" by David Lodge 5. "On Writing Well: The Classic Guide to Writing Nonfiction" by William Zinsser. 6. "The Best American Essays" series edited by various authors. 7. "The Elements of Style" by William Strunk Jr. and E.B. White. 8. "Creative Nonfiction: A Guide to Form, Content, and Style" by Eileen Pollack. 9. "Fielding's 'Joseph Andrews'" by F.R. Leavis. 10. "Hardy's Tess of the D'Urbervilles: A Pure Woman" by Julian Wolfreys.			

11. "D.H. Lawrence: A Study of His Plays" by Harry T. Moore

Marks: Total-100 Internal-30; End-Semester Examinations-70

Duration (Hours per week): Total:4-0-0=4

Programme-M.A. English	Year-I	Semester-II
Subject-English		
Course Code- MA-Eng-202	Course Title- British and Classical Drama	Credit: 4
Course Objectives- 1. To familiarize students with the historical development, genres, and forms of dramatic literature 2. to develop understanding about plot structure, character development, themes and dramatic techniques 3. To contextualize dramatic works within their historical, social, and cultural contexts 4. To encourage students to engage critically with dramatic texts and developing their own insights and analyses		
Course Outcome On the completion of the course, the students will be able to: CO1. Acquaint with detailed information on Drama with its historical development CO2. Analyze the structure of drama CO3. Express their views about the different dramas CO4. Develop insights and critically analyze dramatic texts		
Unit	Topics	Total No. of Lectures-
Unit-I	An Introduction to drama and its forms: Meaning, Elements, Popular Dramas	12
Unit-II	Development of Drama: Morality play, Miracle plays, Mystery plays	12
Unit-III	Sophocles: Oedipus the King.	12
Unit-IV	Christopher Marlowe: Dr. Faustus.	12
Unit-V	Henrik Ibsen: Doll's House.	12
Unit-V	Shakespeare: Hamlet, Midsummer Night's Dream/ The Tempest	12
Suggested Readings- 1. "Christopher Marlowe: The Complete Plays" edited by Frank Romany and Robert Lindsey 2. "The Drama Handbook: A Guide to Reading Plays" by John Lennard. 3. "Shakespeare: The Invention of the Human" by Harold Bloom 4. "Shakespeare After All" by Marjorie Garber 5. "Shakespeare: The Biography" by Peter Ackroyd 6. "Shakespeare's Language" by Frank Kermode 7. "Shakespeare's Metrical Art" by George T. Wright		

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8. "Shakespeare and Modern Culture" by Marjorie Garber
9. "Shakespeare: The World as Stage" by Bill Bryson
10. "Shakespeare's Restless World" by Neil MacGregor

Marks: Total-100 Internal-30; End-Semester Examinations-70
Duration (Hours per week): Total-4-0-0=4

Programme	Year-I	Semester -II
M.A. English		
Subject-English		
Course Code- MA-Eng-203	Course Title- American Literature (19 th Century)	Credit: 4
Course Objectives- 1. To explore the historical, social, political, and cultural contexts of 19th-century America 2. To study major authors and texts that are considered canonical within 19th-century American literature, such as Nathaniel Hawthorne, Mark Twain, Edward Elbee 3. To identify and analyze recurring themes, motifs, and concerns in 19th-century American literature, such as individualism, nature, the frontier, social justice, identity, and the American Dream 4. To encourage comparative analysis between different authors, texts, and literary movements within 19th-century American literature		
Course Outcome On the completion of the course, the students will be able to: CO1. Display knowledge of historical and other important contexts of 19 th century American literature CO2. Understand the major writers, their significant works and distinct literary characteristics of the time period. CO3. Know literary movements and styles of 19th century American literature like Romanticism, Transcendentalism, Realism, and Regionalism and their influence on American literature CO4. Make a comparative analyses between different authors, texts, and literary movements within 19th-century American literature		
Total No. of Lectures-		Total No. of Lectures-60
Unit-I	An Introduction to 19th Century American Literature: Major Characteristics, Literary Genres, social and political contexts	12
Unit-II	Background Topics • Puritanism • Transcendentalism • The Frontier	12
Unit-III	Nathaniel Hawthorne: The Scarlet Letter	12
Unit-IV	Mark Twain: The Adventures of Huckleberry Finn	12
Unit-V	Edward Albee: <i>Who's Afraid of Virginia Woolf?</i>	12

Suggested Readings-

- "American Renaissance: Art and Expression in the Age of Emerson and Whitman" by F.O. Matthiessen
- "The Transcendentalists: An Anthology" edited by Perry Miller and Ralph Waldo Emerson
- "The Scarlet Letter: A Reading" by Millicent Bell
- "Adventures of Huckleberry Finn: A Signature Performance by Elijah Wood" by Mark Twain (Audiobook)
- "Mark Twain: A Life" by Ron Powers
- "The Plays of Edward Albee: A Critical Introduction" by Bruce J. Mann
- "Who's Afraid of Virginia Woolf? (Bloom's Modern Critical Interpretations)" edited by Harold Bloom

Marks: Total-100 Internal-30; End-Semester Examinations-70

Duration (Hours per week): Total-4-0-0=4

Programme M.A. English	Year-I	Semester –II
Subject- English		
Course Code- MA-Eng-204	Course Title- Literary Criticism and Literary theory	
Course Objectives: 1. To familiarize students with various literary theories and critical perspectives 2. To cultivate students' critical thinking skills by encouraging them to evaluate and interpret texts from multiple perspectives 3. To enhance students' ability to write clear, coherent, and persuasive analytical essays that demonstrate a deep understanding of literary texts and apply relevant critical theories to their analysis. 4. To provide students with opportunities to engage closely with a variety of literary texts		
Course Outcome On the completion of the course, the students will be able to: CO1. Understand the Various Literary theories and concept of literary criticism CO2. Develop capability for interpreting texts from multiple perspectives CO3. Improve their writing skills develop insights to apply relevant theories to literary texts. CO4. Analyze literary works from multiple perspectives		
Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0=4		
Credits: 04	Paper: Core Compulsory	
Max. Marks: 30+70	Min. Pass Marks: 40	
Unit f	Topics r	Total No. of Lectur

		60
Unit-I	Introduction to literary Criticism and Theories: New Criticism, Structuralism, Post Structuralism, deconstruction, Postmodernism, Psychoanalytic criticism, Feminist criticism, Lesbian/gay criticism, Marxist criticism, New historicism and cultural materialism, Postcolonial criticism, Ecocriticism	12
Unit-II	Western Classical Literary Theory/Criticism: (A) Aristotle: The Poetics (B) Longinus: On the Sublime	12
Unit-III	Renaissance and Neo-Classical Theory/Criticism: a) Sidney: An Apology of Poetry b) John Dryden: Essay on Dramatic Poesy	12
Unit-IV	Romantic and Victorian Theory/Criticism (A) Wordsworth : Preface to Lyrical Ballads (B) Coleridge : Biographia Literaria Chapter 14, 17, 18 (C) Matthew Arnold: Culture and Anarchy	12
Unit-V	Modern and Post-Modern Theory /Criticism: T.S. Eliot : Tradition and Individual Talent I.A. Richards: (A) Principles of Literary Criticism (Chapter 1 st to 7 th) Edward Said : The Scope of Orientalism (Knowing the Orient, p. 31-48)	12

• **Suggested Readings-**

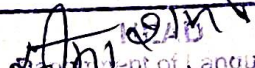
- "Literary Theory: An Introduction" by Saugata Bhaduri and Simi Malhotra
- "Literary Theory: An Introduction" by Terry Eagleton
- S.H. Butcher : Aristotle's Theory of Poetry and Fine Arts, OUP, 1961.
- David Duiches : Critical Approaches to Literature, London, 1950.
- U.R. Robert : Longinns on His Sublime, OUP, 1960.
- George Saintsbury : A History of English Criticism, OUP, 1959.
- "The Norton Anthology of Theory and Criticism" edited by Vincent B. Leitch
- "The Cambridge Introduction to Literature and Criticism" by Michael Ryan
- "Literary Theory: A Very Short Introduction" by Jonathan Culler
- "Critical Theory Today: A User-Friendly Guide" by Lois Tyson
- "How to Read Literature Like a Professor: A Lively and Entertaining Guide to Reading Between the Lines" by Thomas C. Foster
- "Literary Theory: A Practical Introduction" by Michael Ryan and Julie Rivkin
- "An Introduction to Literature, Criticism, and Theory" by Andrew Bennett and Nicholas Royle
- "Theories of Literature in the Twentieth Century" by David Lodge
- "Beginning Theory: An Introduction to Literary and Cultural Theory" by Peter Barry

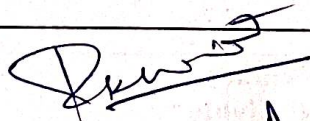
- George Saintsbury :A History of English Criticism, OUP, 1959.

Marks: Total-100 Internal-30; End-Semester Examinations-70

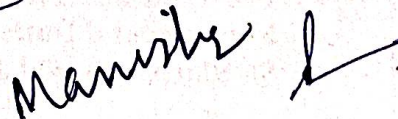
Duration (Hours per week): Total-4-0-0=4

Programme / Class M.A. English	Year :First	Semester : Secend
Subject : English		
Course Code : MA-Eng-205	Course Title : Project/Survey/Training	
Credits – 04	Max. Marks : 100	
Course Objectives: 1. To provide students with both theoretical and practical knowledge of the subject. 2. To develop analytical and problem-solving skills. 3. To enhance teamwork abilities and leadership qualities. 4. To equip students with employability-oriented skills for future career prospects.		
Course Outcomes (COs): 1- CO 1: Enhancement of practical knowledge. 2- CO 2: Development of analytical ability. 3- CO 3: Improvement in teamwork and leadership skills. 4- CO 4: Enrichment of employability skills.		


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Programme / Class M.A. English	Year /Semester- First/Second	Constitutional, human and moral values and IPR (CHM)
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Course Code: MA-Eng-206	Course Title: Constitutional, Human and Moral Values and IPR
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Course Objectives-

Course Objectives

1. To familiarize students with the fundamental principles of the Indian Constitution and human rights.
2. To develop an understanding of applying moral values and ethical conduct practically in life.
3. To introduce the concept, types, and legal aspects of Intellectual Property Rights (IPR).
4. To respect for intellectual property and awareness for protecting creativity

Course Outcomes: Students will be able to:

1. Gain a clear understanding of constitutional values, civic duties, and human rights.
2. Develop moral decision-making ability, tolerance, integrity, and social responsibility.
3. Understand the basic concepts of IPR (patent, copyright, trademark, etc.) and the processes of their protection.
4. Develop respect for intellectual property and awareness for protecting creativity.

Total Hours (Lectures - Tutorials - Practical per week): 2-0-0 = 2

Credits: 2

Maximum Marks: 100

Minimum Passing Marks: 40

Total Hours (Lectures - Tutorials - Practical per week): 2-0-0 = 2

Unit	Topics	No. of Lectures 30
Unit I	Indian Constitution and Civic Values • Preamble and Fundamental Rights • Fundamental Duties and Ethical Vision of the Constitution • Secularism, Social Justice, and Equality	10
Unit II	Human Rights and Moral Values (10 Lectures) • Human Rights: Definition, Importance, and Types • Social Ethics: Honesty, Compassion, Tolerance • Moral Dilemmas and Their Resolution	10
Unit III	Intellectual Property Rights (IPR) – I • Meaning and Types of Intellectual Property (Patent, Copyright, Trademark, Geographical Indication, Design, Trade Secret) • Development of IPR in the Indian Context	05
Unit IV	Intellectual Property Rights (IPR) – II • Registration and Legal Process of IPR • Research, Innovation, and IPR	05

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• **Cyber Crimes, Plagiarism, and Policy Measures**

Suggested Readings

- *Introduction to the Indian Constitution* – Dr. Laxmikant
- *Moral Education and Human Values* – Dr. R.C. Mishra
- *Intellectual Property Rights – An Overview* – World Intellectual Property Organization (WIPO)
- UGC-issued Ethics and Research Policy Documents

eaching–Learning Process

Classroom Teaching / Special Lectures / Use of Films and Documentaries

Digital & Web Links: (to be provided)

Evaluation Methods: Seminar Paper Writing/Presentation, Quiz Test, Internal Written

Examination

Suggested Equivalent Online Courses

IGNOU & other centrally/state operated Universities / MOOC platforms such as *SWAYAM* in India and abroad.

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M.A. English (Semester-III)

M.A. English (Semester-III)		
Programme -M.A. English	Year-II	Semester-III
Subject-English		Credit: 4
Course Code- MA-Eng-301	Course Title- Indian English Literature and Translation studies	
Course Objectives- 1. To explore the historical, social, and cultural contexts that have shaped Indian English literature 2. To introduce students to the diverse literary traditions within Indian English literature 3. To Study major authors and texts that are considered canonical within Indian English literature 4. To analyze the use of language and stylistic techniques in Indian English literature		
Course Outcome On the completion of the course, the students will be able to: CO1. Understand multiple contexts that shaped Indian English literature, including colonialism, independence movements, and post-colonial realities. CO2. Explore diverse literary traditions such as works from different regions, languages, and cultural backgrounds CO3. Analyze the major works, style and narratives of the Great Indian English Writers CO4 To understand the language and stylistic techniques used by writers like incorporation of Indian languages, vernacular expressions, and hybrid forms of English		
		Total No. of Lectures -60
Unit-I	Introduction to Indian Writing in English: Features, History, Political Influences, Key Figures	12
Unit-II	Tagore: Gitanjali	12
Unit-III	Nissim Ezekiel • Night of the Scorpion • The Poet, Lover and Birdwatcher	12
Unit-IV	A.K. Ramanajun: • “Looking for a cousin on a swing”, • “A River”, “of Mousers”, “among other things”, “Small scale reflections on a great house”, The old playhouse and other poems – Kamla Das • My Grandmother’s House - The Old Play House	12
Unit-V	Premchand <i>The Gift o f a Cow</i> (1936), tr. Gordon Roadarmel. Bankimchandra Chatteji <i>Krishnakant’s Will</i> (1876), tr. S.N. Mukheijee, in <i>The Poison Tree: Three Novellas</i> (New Delhi: Penguin, 1996), pp. 173-300.	12

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Unit-V	Shrilal Shukla <i>Raag Darbari</i> (1968), tr. Gillian Wright (New Delhi: Penguin). UR Ananta Murthy <i>Samskara: A Rite for a Dead Man</i> , tr A.K. Ramanujan New Delhi: OxfordUniversity Press.	12
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Suggested Readings-

- "The History of Indian Literature in English" by Arvind Krishna Mehrotra
- "A History of Indian English Literature" by M.K. Naik
- "The Oxford Companion to Indian Literature" edited by Ayyappa Paniker
- "A Concise History of Indian Literature in English" by Arvind Krishna Mehrotra
- "The Indian Imagination: Critical Essays on Indian Writing in English" edited by G.J.V. Prasad
- "The Penguin Anthology of Modern Indian Literature" edited by Arvind Krishna Mehrotra.
- "Nissim Ezekiel: The Authorized Biography" by Kamala Das
- "Nissim Ezekiel: A Selective Bibliography" by K. N. Daruwalla
- "Nissim Ezekiel: The Poet and His Poetry" by K. Ayyappa Paniker
- "Nissim Ezekiel: Identity, Negation, and Desire" by S. C. Dwived.
- "Nissim Ezekiel's Poetry: A Critical Evaluation" by B. Srinivasa Murthy
- "Gitanjali: Song Offerings" by Rabindranath Tagore (translated by W.B. Yeats)
- "The Essential Tagore" edited by Fakrul Alam and Radha Chakravarty
- "The Old Playhouse and Other Poems" by Kamala Das
- "Kamala Das: A Critical Spectrum" edited by A. V. Krishna Rao
- "Kamala Das: A Feminist Study" by K. Ayyappa Paniker
- "The Poetry of Kamala Das" by Madhusree Ghosh
- "Kamala Das: A Postcolonial Genius" by Gopalan Kutty
- "A.K. Ramanujan: The Poet" by Vinay Dharwadker
- "The Indian Novel in English: Its Birth and Development" by M. K. Naik
- "Indian English Fiction: An Overview" by B. S. Pathak
- "The Oxford Companion to Indian English Literature" edited by M. K. Naik
- "Bankim Chandra Chattopadhyay: The Poison Tree - Three Novellas" (translated edition)
- "Munshi Premchand: His Life and Times" by David Rubin
- "Premchand: His Life and Work" by Alok Bhalla
- "Shrilal Shukl's Raag Darbari: A Critical Study" by Satish Chandra Pandey
- "Understanding Shrilal Shukla's Raag Darbari" by Vishwanath Tripathi

Marks: Total-100 Internal-30; End-Semester Examinations-70
Duration (Hours per week): 4-0-0=4

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Programme: M.A. English

Year-II

Semester-III

Subject-English

Course Code- MA-Eng-302	Course Title- Dalit Literature	Credit:4
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Course Objectives-

1. To gain insight into the historical, social, and cultural contexts of Dalit communities
2. To analyze the representation of Dalit identity in literature
3. To engage with Dalit Voices and Perspectives and read and critically evaluate literary works by Dalit authors
4. To Critically Analyze and Interpret Dalit Texts exploring their themes, motifs, narrative techniques, and stylistic innovations.

Course Outcome

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

- CO1. Understanding Dalit History and Culture including their experiences of discrimination, oppression, and resistance.
- CO2. Examining Dalit Identity and Representation and how Dalit writers portray their experiences, struggles, aspirations, and cultural heritage
- CO3. Understand the diversity of Dalit experiences and perspectives.
- CO4. Explore the role of Dalit literature in advocating for social justice, equality, and human rights, and examine its contribution to movements for caste liberation and empowerment.

		Total No. of Lectures-60
Unit-I	Introduction to Dalit Literature B.R. Ambedkar: Annihilation of Caste (Bombay: Thacker and Co, 1946) Jotiba Rao Phule: Gulamgiri (Collected Works of Mahatma Jotirao Phule. Volumes I. Translated by P.G. Patil. Bombay: Education Department, Government of Maharashtra, 1991.)	12
Unit-II	G. Kalyan Rao: Untouchable Spring (Translated from Telugu by Alladi Uma and M. Sridhar. New Delhi: Orient BlackSwan, 2010.)	12
Unit-III	Baby Kamble: The Prisons We Broke (Translated from Marathi by Maya Pandit. New Delhi: Orient BlackSwan, 2011)	12
Unit-IV	Omprakash Valmiki: "Joothan: A Dalit's Life."	12
Unit-V	Poetry: Namdeo Dhasal: Mandakini Patil: A Young Prostitute: The Collage I Intend (Marathi) Nirav Patel: The Song of Our Shirt (Gujarati) M.R. Renukumar: The Question Paper (Malayalam) Lal Singh Dil: The Outcasts (Punjabi) Rajni Tilak: Beat of a Thousand Feet (Hindi) Challapalli Swaroopa Rani: Water (Telugu) Bastudev Sunani: Prayer (Odia)	12

Suggested Readings-

"Dalit Literature: Our Response" edited by Mulk Raj Anand
"Dalit Literatures in India" by Joshil K. Abraham

Abraham, Joshil K. and Misrahi-Barak, Judith. Dalit Literatures in India. (Ed.) New Delhi: Routledge, 2016.

- Basu, Swaraj. Readings on Dalit Identity: History, Literature and Religion. New Delhi: Orient BlackSwan, 2016.
- Nagaraj, D.R. The Flaming Feet and Other Essays: The Dalit Movement in India. Ranikhet: Permanent Black, 2010.
- Sinha, Archana and Alam, Mukhtar. Dalit Muslims – Double Exclusion: A Study on the Dalit Muslims in Selected States of India. Delhi: Indian Social Institute, 2010.

Marks: Total-100 Internal-30; End-Semester Examinations-70

Semester-III

Programme- M.A. English	Year-II	Semester-III
Subject-English		
Course Code- MA-Eng-303 A	Course Title- Nineteenth Century Novel	Credit:4
Course Objectives – 1. To focus the major novelists of the period their distinctive styles, thematic concerns, and contributions to the genre 2. To study the techniques used by novelists, characterization, psychological realism etc. 3. To analyze the formal and structural features of nineteenth-century novels 4. To engage students with and respond to broader intellectual and cultural currents of the period.		
Course Outcome On the completion of the course, the students will be able to: CO1. Differentiate in the writing styles of distinct writers of the same era CO2. Understand the various literary genres, techniques, characteristics of the 19 th century novel CO3. Improve their understanding of formal and structural features of the novel CO4. Cultivate thinking and analytical skills to respond to broader intellectual and cultural currents of the period		
Unit	Topics	Total No. of Lectures -60
Unit-I	An Introduction to 19 th Century Novels: Main Features, Popular Novels and Writers	12
Unit-II	George Eliot: <i>Middlemarch</i>	12
Unit-III	Leo Tolstoy: <i>Anna Karenina</i> , tr, Rosemary Edmonds (Harmondsworth: Penguin).	12
Unit-IV	Stendhal : <i>Red and Black</i>	12
Unit-V	Mark Twain: <i>Huckleberry Finn</i>	12
Suggested Readings- "The Cambridge Introduction to the Nineteenth-Century American Novel" by Gregg Crane "The Cambridge Introduction to the Nineteenth-Century Novel" by William A. Cohen "The Brontës: A Life in Letters" edited by Juliet Barker "Middlemarch" by George Eliot (1871-1872) "George Eliot: Middlemarch" by Rosemary Ashton "Anna Karenina" by Leo Tolstoy (1877) "Tolstoy: A Russian Life" by Rosamund Bartlett "Stendhal: The Red and the Black" by David Coward		

"Mark Twain: The Adventures of Huckleberry Finn" by Shelley Fisher Fishkin

"Mark Twain: A Life" by Ron Powers

Marks: Total-100 Internal-30; End-Semester Examinations-70

Duration (Hours per week): Total-4-0-0=4

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Mark Twain

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Programme M.A. English	Year-II	Semester-III
Subject-English		
Course Code- - MA-Eng-303 B	Course Title- Cultural Studies	Credit: 4
Course Objectives- 1. To gain familiarity with key concepts, theories, and methodologies used in cultural studies. 2. To develop skills in critically analyzing various cultural texts, artifacts, and practices. 3. To Study Cultural Identity and Representation 4. To Investigating Power and Ideology		
Course Outcome On the completion of the course, the students will be able to: CO1. Understand Cultural Theory and Methods CO2. Analyze Cultural Texts and Artifacts such as literature, film, television, music, art, advertising, fashion, social media, and popular culture CO3. Examine how cultural identities are constructed, negotiated, and represented within different contexts CO4. Explore the role of power, hegemony, and ideology in shaping cultural norms, values, and practices, as well as how they influence processes of inclusion, exclusion, marginalization, and resistance within society		
Unit	Topics	Total No. of Lectures 60
Unit-I	Introduction to Cultural Studies: Definition and scope of Cultural Studies Historical background and theoretical foundations Cultural Studies, methods and methodology	12
Unit-II	Stuart Hall: "Encoding and Decoding in the Television Discourse" Raymond Williams: "Culture and Society: 1780–1950"	12
Unit-III	Michel Foucault: "Discipline and Punish: The Birth of the Prison" Donna Haraway: "Simians, Cyborgs, and Women: The Reinvention of Nature"	12

Unit-IV	Judith Butler: "Gender Trouble: Feminism and the Subversion of Identity" Gayatri Chakravorty Spivak: "Can the Subaltern Speak?"	12
Unit-V	Edward Said: "Culture and Imperialism" Homi K. Bhabha: "The Location of Culture"	12

Suggested Readings-

- "Cultural Studies: Theory and Practice" by Chris Barker
- "Cultural Studies: A Practical Introduction" by Michael Ryan
- "Keywords: A Vocabulary of Culture and Society" by Raymond Williams
- "The Stuart Hall Reader" edited by Paul Gilroy
- Barker Chris. The SAGE Dictionary of Cultural Studies. Sage Publications, 2004
- McRobbie Angela. The Uses of Cultural Studies: A Textbook. Sage Publications, 2006
- Pramod K Nayar. An Introduction to Cultural Studies. New Delh
- Meenakshi Gigi Durham and Douglas M Kellner, eds, Media and Cultural Studies. Malden, MA: Blackwell, 2006.
- Andrew Edgar and Peter Sedgewick, Key Concepts in Cultural Theory, Routledge, 1999. A joint venture by IISc and IITs, funded by MHRD, Govt of India

Marks: Total-100 Internal-30; End-Semester Examinations-70

Duration (Hours per week): 4-0-0=4

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Programme/Class-M.A.		Year-II	Semester –III
Subject-English		Credit: 4	
Course Code- MA-Eng-304 A		Course Title- English Language & Literature Teaching	
Course Objectives- 1. To familiarize students with theories and principles of language acquisition, literature pedagogy, and educational psychology, providing a foundation for effective teaching practices. 2. To enhance students' proficiency in the English language and strengthen their literacy skills, including reading, writing, speaking, and listening, to effectively teach language and literature concepts. 3. To discuss professional ethics and responsibilities related to teaching English language and literature 4. To prepare students to be knowledgeable, skilled, and reflective practitioners in the field of English language and literature teaching.			
Course Outcome On the completion of the course, the students will be able to: CO1. Acquaint with theories and principles of language acquisition, pedagogy, and effective teaching practices CO2. Develop language skills to effectively teach language and literature concepts CO3. Understand issues of academic integrity, equity, and inclusion CO4. Expand their knowledge, improve their skills, and become reflective practitioners in the field of English language and literature teaching			
			Total No. of Lectures-60
Unit-I	Methods and Approaches to language teaching • Lecturing Method, Grammar Translation Method and Direct Method • Audio-lingual Method, Audio Visual Method and Tandem Method • Total Physical Response • Bilingual Method • Silent Method • Community, Communicative and Cooperative Language Learning Method • Deductive & Inductive Approach		12

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Unit-II	Teaching of Grammar • Descriptive approach • Prescriptive approach • Grammar as a Communication • Sequencing and Gradation of items	12
Unit-III	Teaching of language skills • Teaching of Listening Skills • Teaching of Speaking Skills Teaching of Reading Skills • Teaching of Writing Skills • Integration of Skills	12
Unit-IV	Teaching of Poetry, Drama, Fiction	12
Unit-V	• Pre-reading questions, Loud reading, • Denotations and Connotations, Figures of Speech • Preliminary Discussion and Practical Decisions • Introduction and Presentation Evaluation & Reinforcement • Play reading by the students • Role Play and Dramatization as Techniques • Group Discussion on interpretations of play	12

Suggested Readings-

- Brumfit, C & R Carter (1986) Literature & Language Teaching, (OUP)
- Brumfit, C & K Johnson (1979), The Communicative Approach to language teaching. (OUP)
- Carter R & M N Long (1991), Teaching Literature
- Bassnet, S & P. Groundy (1993) Language Through Literature
- Widdowson, H G, (1975) Stylistics & Teaching of Literature
- Tickoo. M. L (2002), Teaching & Learning English
- "Language Teaching Methodology" by David Nunan
- "The Practice of English Language Teaching" by Jeremy Harmer
- "Approaches and Methods in Language Teaching" by Jack C. Richards and Theodore S. Rodgers
- "An Introduction to English Language Teaching" by John Haycraft

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Semester-IV

Programme/Class-M.A.		Year-II	Semester-III
Subject –English			
Course Code- MA-Eng-304 B	Course Title- Twentieth Century World Literature		Credit:4
Course Objectives- 1. To develop skills to critically analyze poetry and drama from the 20th century 2. To learn how to conduct close readings of poems and plays, paying attention to language, imagery, symbolism, and metaphor. 3. To introduce students to relevant critical theories and approaches 4. To explore recurring themes, motifs, and concerns in 20th-century poetry and drama.			
Course Outcome On the completion of the course, the students will be able to: CO1. Understand the concept of 20th century poetry and drama including , including themes, stylistic techniques, and socio-cultural contexts CO2. Analyze the poetic and dramatic devices CO3. Explain the theories and approaches such as feminist theory, postcolonial theory, and psychoanalytic theory, and apply them to the analysis of literary texts CO4. Identity and interpret the themes of alienation, disillusionment, existentialism, the individual versus society, war, trauma, memory, and the search for meaning.			
			Total No. of Lectures-60
Unit-I	An Introduction to 20th Century Literature <i>T.S. Eliot The Waste Land</i>		12
Unit-II	W.B. Yeats Adam"s Curse", The Wild Swans at Coole, Easter1916, A Dialogue of Self and Soul Ezra Pound Hugh Selwyn Mauberley		12
Unit-III	Joseph Conrad--- <i>Nostromo</i> V. I. Lenin--- Chapters III, IV, and V, from <i>Imperialism, the HighestForm of Capitalism</i> , (Moscow: Prôgress Publishers, 1978).		12
Unit-IV	Franz Kafka <i>The Trial</i> , tr. Willa and Edwin Muir (Harmondsworth: Penguin, 1953).		12

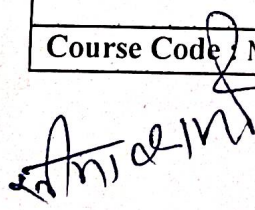
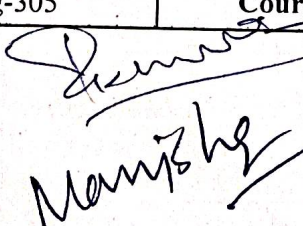
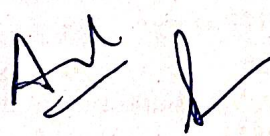
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	James Joyce -A Portrait of the Artist as a Young Man Fredric Jameson „Postmodernism, or the Cultural Logic of Late Capitalism“, in Postmodernism, or the Cultural Logic of Late Capitalism (London: Verso, 1991).	
Unit-V	Luigi Pirandello <i>Henry IV</i> , tr, Julian Mitchell (London; Eyre Methuen, 1979). Gabriel Garcia Marquez- One Hundred Years of Solitude , tr. Gregory Rabassa (London: Harper and Row, 1970).	12
Suggested Readings- "An Introduction to Twentieth-Century Poetry in English" by R. P. Draper "Modern Drama: A Very Short Introduction" by Kirsten Shepherd-Barr "The Collected Poems of W.B. Yeats" by W.B. Yeats "T.S. Eliot: The Waste Land" by Jewel Spears Brooker "Ezra Pound and the Making of Modernism" by Michael Alexander "Pirandello's Major Plays" edited by Richard H. Lawson "A History of the Twentieth-Century American Novel" by Linda Wagner-Martin "The Modernist Novel: A Critical Introduction" by Stephen Kern "The Twentieth Century Novel: An Introduction" by Ronald Carter "Joseph Conrad and the Fiction of Autobiography" by Edward Said "Conrad's Nostromo: Allegory of the Artist" by Ian Watt "Franz Kafka's The Trial: A Critical Study" by Harold Bloom "James Joyce: A Critical Guide" by Lee Spinks "Fredric Jameson: Live Theory" by Ian Buchanan "Fredric Jameson: Marxism, Hermeneutics, Postmodernism" by Sean Homer "Gabriel Garcia Marquez's One Hundred Years of Solitude: A Casebook" edited by Gene H. Bell-Villada		
Marks: Total-100 Internal-25; End-Semester Examinations-75		

Programme / Class MA English	Year : Secend	Semester : Third
Subject : English		
Course Code : MA-Eng-305	Course Title : Project/Research Paper	

Credits – 4

Max. Marks : 100

Course Objectives:

1. To enable students to acquire new knowledge, explore research problems, and develop scientific and technical understanding.
2. To train students in research paper writing for presenting and disseminating findings with authenticity and credibility.
3. To encourage innovation through the development of new techniques, products, or processes that can benefit society.
4. To enhance research expertise among students and prepare them for academic recognition, economic contribution, and future career opportunities.

Course Outcomes (COs):

- CO 1: The research project develops new knowledge and experience that help in academic and professional growth.
- CO 2: It leads to the creation of new technological products or processes that benefit society.
- CO 3: It enhances the expertise of researchers and helps them gain recognition within the scientific community.
- CO 4: Research projects may provide economic benefits in the form of new products or processes and create employment opportunities.

Necessary Instructions:

- Students shall select the topic of their project/research paper under the guidance of Research Supervisor.
- The project/research paper should be approximately 10 to 15 pages in length.
- The evaluation will be conducted by an internal examiner.

Programme-M.A. English	Year /Semester II/III	Open elective course (OEC)
Subject: ENGLISH		
Course Code: - MA-Eng-306	Course Title: English Skills in Digital Age	

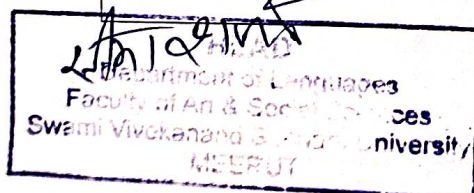
Course Objectives:

1. Build a strong foundation in grammar, vocabulary, and content structure for effective writing.
2. Develop the ability to create various forms of professional, academic, and creative content.
3. Understand and implement SEO, content marketing, and persuasive copywriting strategies.
4. Learn to use AI tools for content creation and explore avenues for monetizing writing skills.

Course Outcomes:

After completing this course, the students will be able to:

1. Write clear, grammatically correct, and well-structured content across different digital platforms.



2. Produce diverse writing outputs including business documents and creative works with professional polish.
3. Optimize content for search engines and marketing goals using SEO tools and persuasive techniques.
4. Create AI-enhanced content in the digital writing space.

Total No. of Lectures-Tutorials-Practical (in hours per week): 2-0-0=2

Credits: 2

Max. Marks: 15+35

Min. Pass Marks:40...

Unit	Topic	No. of Lectures-30
I	Unit 1: Foundations of Effective Writing 1. Basics of Content Writing Digital Writing Essentials- Blog writing, social media content, headlines Creative & Review Writing- Storytelling/book/product/movie reviews	8
II	Unit 2: Strategic & Professional Writing Business Writing Whitepapers, case studies, ghostwriting, eBooks Technical & Academic Writing User manuals, FAQs, instructional design, referencing styles Personal Branding Resume, cover letters, LinkedIn optimization	8
III	Unit 3: Digital Writing Content Marketing Distribution, guest posting, WordPress, Google Analytics Copywriting & Persuasive Techniques AIDA model, buyer personas, product descriptions	8
IV	Unit 4: Future-Ready Skills AI & Content Writing: Using ChatGPT & AI tools, humanizing AI content Social Media Strategy Hashtags, platform-specific content, YouTube scripting	6

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Suggested Readings:

- Zinsser, W. (2006). *On writing well: The classic guide to writing nonfiction* (30th ed.). Harper Perennial.
- Bly, R. W. (2005). *The copywriter's handbook: A step-by-step guide to writing copy that sells* (3rd ed.). Holt Paperbacks.
- Handley, A., & Chapman, C. C. (2012). *Content rules: How to create killer blogs, podcasts, videos, eBooks, webinars (and more)*. Wiley.
- Halligan, B., & Shah, D. (2014). *Inbound marketing: Attract, engage, and delight customers online*. Wiley.
- Hacker, D., & Sommers, N. (2020). *A writer's reference* (9th ed.). Bedford/St. Martin's.
- Knafllic, C. N. (2015). *Storytelling with data: A data visualization guide for business professionals*. Wiley.
- Jefferson, S., & Tanton, S. (2015). *Valuable content marketing: How to make quality content your key to success*. Kogan Page.
- Vallance, M. (2023). *AI for content creators: How to use ChatGPT and other tools ethically*. ContentWorks Press.
- Knox, K. (2019). *LinkedIn profile optimization for dummies*. Wiley.
- King, D. (2020). *The freelancer's Bible: Everything you need to know to have the career of your dreams*. Workman Publishing.

Semester-IV

Programme- M.A English	Year- II	Semester- IV
Subject: English		
Course Code- MA-Eng-401	Course Title: Diaspora Studies	Credit: 4
Course Objectives- 1. To introduce students to the concept of diaspora, exploring its historical, social, political, and cultural dimensions, and its relevance in contemporary society. 2. To familiarize students with key theoretical frameworks and approaches 3. To analyze specific diasporic communities and their experiences 4. To explore the cultural expressions of diasporic communities.		
Course Outcome After the completion of the course, students will be able to: CO1-Develop a sound understanding about diaspora as an interdisciplinary area of studies CO2-Understand the theoretical frameworks and approaches used in diaspora studies, such as postcolonial theory, cultural studies, transnationalism, and identity studies CO3-Acknowledge the difference between diaspora, migration, emigration and immigration CO4-Analyze the cultural expressions of diasporic communities, including literature, music, art, film,		

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cuisine, religion, language, and traditions, identities and experiences		
Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0=4		Total Lectures: 60
Unit	Topic	
I	Key Concepts- Its meaning and origin; salient features of diaspora-cultural hybridity, nostalgia, alienation, longing for belongingness, search for roots, concept of nation; Kinds of Diaspora- Bhojpuri, Marathi, Punjabi, Tamil Diaspora and Transnationalism	12
II	Suniti Namjoshi: "Unicorn", "To Be a Poet" Amitav Ghosh: <i>The Shadowlines</i>	12
III	Bharati Mukherjee: Jasmine V. S. Naipaul: A House of Mr. Biswas	12
IV	Chitra Banarjee Divakaruni: "Mrs. Dutta Writes a Letter"	12
V	Rohinton Mistry: "The Ghost of Firozsha Baag"	12
Suggested Reading: "Diaspora: A Very Short Introduction" by Kevin Kenny "Diaspora: An Introduction" by Robin Cohen "Theories of Diaspora: A Reader" edited by Robin Cohen and Steven Vertovec "The African Diaspora: A History Through Culture" by Patrick Manning "The Vintage Book of Modern Indian Literature" edited by Amit Chaudhuri		
Marks: Total-100 Internal-25; End-Semester Examinations-75 Duration (Hours per week): 3-1-1		

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Semester-IV

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Programme-M.A. English	Year-II	Semester-IV
Subject-English		
Course Code- MA-Eng-402	Course Title- Post- Colonial Literature	
Course Objectives-		
1.To introduce to the students to the specialized field of postcolonial studies which started emerging during the 1980s and ever since then has come to occupy a significant position within the		

various humanities departments across the world.

2.To develop critical ability of reading and analyzing specific texts so as to re-examine the legacy of colonialism in literary domain by locating texts in socio-cultural and historical contexts.

3.To read complex texts actively, recognize key passages and comprehend the literal and figurative uses of language as well as the significance of the essential literary elements of novels (i.e. character, setting, conflict, plot, climax, resolution, theme, tone, and point of view)

4.To sensitize students to the issue of racial discrimination and its various manifestations.

Course Outcome

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

CO1 Students will be able to define postcolonial theoretical terms and recall them in critical appreciation of the texts and discourse.

CO2 Students will be able to compare and contrast in ideas, representations, and strategies of political and cultural resistance with reference to their historical and social contexts.

CO3 Students will be able to identify and interpret the significance of the essential literary elements of novels/plays (i.e. character, setting, conflict, plot, climax, resolution, theme, tone, and point of view).

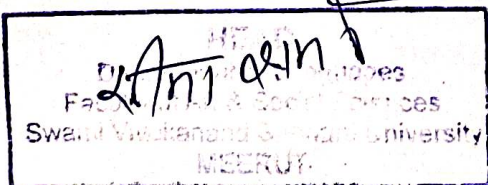
CO4: Students will be able to explain, analyze, illustrate and infer various ethical and moral questions raised in the texts.

UNIT	Topics	Total No. of Lectures-60
Unit-I	Things Fall Apart by Chinua Achebe	12
Unit-II	Wide Sargasso Sea- Jean Rhys	12
Unit-III	My Place by Sally Morgan	12
Unit-IV	The Buddha of Suburbia by Hanif Kureishi	12
Unit-V	The God of Small Things by Arundhati Roy	12

Suggested Readings-

- "Postcolonialism: A Very Short Introduction" by Robert J.C. Young
- "Postcolonial Theory: Contexts, Practices, Politics" by Pramod K. Nayar
- "Chinua Achebe: Things Fall Apart" by David Whittaker
- "Jean Rhys: Wide Sargasso Sea" by Sandra M. Gilbert
- "Sally Morgan's My Place: A Reader's Guide" by Jill Roe
- "Hanif Kureishi" by Jamey Hecht
- "Arundhati Roy: The God of Small Things" by Amar Nath Prasad

Programme: M.A. English	Year/Semester II/IV	Course Type Dissertation
Subject- English		
Course Code- MA-Eng-403	Course Title- Dissertation	Credit: 12



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Course Objectives:

1. To enable students to acquire new knowledge, address research problems, and develop scientific and technical understanding.
2. To train research scholars in academic writing, equipping them to make creative and meaningful contributions to the field of knowledge.
3. To encourage innovation through the development of new products, processes, or techniques that provide social and economic benefits.
4. To enhance research expertise, foster professional recognition in the scientific community, and prepare students for future career and entrepreneurial opportunities.

Course Outcomes (COs):

- CO 1: Research projects develop new knowledge and experience that assist scholars in advancing their academic and professional growth.
- CO 2: Research contributes to the creation of new technological products or processes, offering both social and economic benefits.
- CO 3: Research projects enhance the expertise of scholars and help them gain recognition within the scientific community.
- CO 4: Research fosters innovation, creates new employment opportunities, and develops entrepreneurial potential.

Necessary Instructions:

- Students shall select the topic of their project/dissertation with the consultation and approval of the Head of the Department and the Research Supervisor.
- The project/dissertation should be approximately 100 pages in length.
- The evaluation will be conducted by an internal examiner.

Programme: M.A. English	Subject: ENGLISH
	Employability and entrepreneurship skill course (EEC)
Course Code: - MA-Eng-404	Course Title: Soft Skills at workplace

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Course Objectives:

1. Equip students with essential interpersonal and communication skills.
2. Develop professional behavior, emotional intelligence, and teamwork capabilities.
3. Enhance self-awareness, critical thinking, and adaptability.
4. Prepare students for job interviews, group work, and leadership roles.

Course Outcome:

After completion of the course the student will be able to:

1. Demonstrate appropriate verbal and non-verbal communication in varied contexts.
2. Work collaboratively in teams and manage conflict effectively.
3. Exhibit leadership, time management, and decision-making skills.
4. Apply soft skills in professional, academic, and social environments.

Total No. of Lectures-Tutorials-Practical (in hours per week): 2-0-0=2

Credit: 2

Max. Marks: 15+35

Unit	Topic	No. of Lecture-30
I	Introduction to Soft Skills & Self-Awareness Definition, scope, and importance of soft skills • Components: Communication, personality, emotional intelligence, adaptability • SWOT Analysis and goal setting • Developing a positive attitude and self-confidence	8
II	Verbal and non-verbal communication 1. Active listening, empathy, and feedback 2. Assertiveness vs. aggression 3. Understanding and managing emotions in self and others	6
III	Teamwork, Leadership & Conflict Resolution 1. Working in teams: roles, synergy, collaboration 2. Leadership styles and traits 3. Conflict management and negotiation skills 4. Interpersonal dynamics and workplace etiquette	8
VI	Workplace Skills 1. Time management and goal setting 2. Stress management techniques 3. Interview Tips, resume building 4. Virtual communication, email and meeting etiquette	8

Suggested Readings:

1. Goleman, D. (2006). *Emotional Intelligence: Why It Can Matter More Than IQ*. Bantam.
2. Carnegie, D. (2010). *How to Win Friends and Influence People*. Pocket Books.
3. Pease, A., & Pease, B. (2006). *The Definitive Book of Body Language*. Bantam.
4. Rao, M. S. (2016). *Soft Skills: Enhancing Employability*. I.K. International Publishing.
5. Covey, S. R. (2004). *The 7 Habits of Highly Effective People*. Free Press.

This course can be opted as a multidisciplinary course by the students of all streams.

Suggested Continuous Evaluation Methods:

Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows:

Practical/Project/Assignment	10 Marks
Internal Class Test	15 Marks

HEAD
Department of Languages
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Manish