

**SANJEEV AGRAWAL GLOBAL EDUCATION
SAGE UNIVERSITY, BHOPAL**

**Master of Arts (English)
2 Years Degree Program**



SAGE School of Languages & Culture

ABOUT THE PROGRAM:

Master of Arts (MA) in English is a 2 year- 4 Semesters program. The Post Graduate Program in English Literature at SAGE University Bhopal provides comprehensive training in all areas of English studies. Courses are offered in historical periods, individual authors, important literary movements, literary theory and the history of criticism, and philology and linguistics. Students develop a broad competence in all literary periods before moving to a more specialized knowledge of a single area or topic. This Full-Time dedicated course offers teaching under faculty both for Theory and Project Based Learning with well-equipped teaching aids and intricately framed syllabus that is unparalleled.

PROGRAMME EDUCATIONAL OBJECTIVES (PEOs):

At the end of the program, the student will be able to:

PEO1: Read, understand, analyze, interpret, and extrapolate from the complex texts that are at the heart of the diverse traditions of the English language.

PEO2: Identify, analyze, interpret and describe the critical ideas, values, and themes that appear in literary and cultural texts and understand the way these ideas, values, and themes inform and impact culture and society, both now and in the past.

PEO3: Demonstrate a command of written academic English, including the abilities to a) organize and present material in a cogent fashion, b) formulate and defend original arguments, c) employ effectively the language of their discipline, and d) write under time constraints.

PEO4: Analyse, interpret, and understand the complex interrelationships between authors, texts, and specific social, political, and historical contexts and apply critical and theoretical approaches to the reading and analysis of literary and cultural texts in multiple genres.

PEO5: Write well in a variety of formats, including essays, research papers, reflective writing, and critical reviews of secondary sources and to cogently convey their own interpretations and perspectives, or produce new creative and artistic works themselves.

PROGRAMME OUTCOMES (POs):

On completion of program, the students will

PO-1: Develop mastery of English language skills and forms to be used in explicitly meaningful contexts through literature and criticism

PO-2: Acquire necessarily required linguistic competence to be mastered in various real life situations

PO-3: Appreciate and admire the master minds of literature and analyzed a variety of literary samples to determine the components, organizations, and structure of academic text

PO-4: Mold themselves into full-fledged literary critics with good attitude towards Objective criticism and unbiased conclusions

PO-5: Integrate the indispensable human values to become respectful humans and law-abiding citizens

PO-6: Promote their managerial skills to work independently and in groups so that they could transform themselves into job-ready candidates and achieve their career goals

PO-7: Widen their perspective to face the literary and artistic challenges and incorporate ICT skills to clear competitive examinations like NET, SET, UPSC, TNPSC etc.

PO-8: Individual and team work: Act effectively as an individual, and as a member or leader in teams, and in multidisciplinary settings.

PO-9: Communicate effectively with the Language fraternity and with society at large. Be able to comprehend and write effective reports and documentation. Make effective presentations, and give and receive clear instructions.

PO-10: Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological

Master of Arts (English)

Curriculum Components

Sem	Core Course (20)	Major Elective I	Major Elective II II	MOOCs	PBL	Total Credits
I	CC-I (4)	Major Elective I (4)	Major Elective II (4)		2	22
	CC-II (4)					
	CC-III (4)					
II	CC-I (4)	Major Elective -III (4)	Major Elective - IV (4)		2	22
	CC-II (4)					
	CC-III (4)					
III	CC-I (4)	Major Elective -V (4)	Major Elective - VI (4)		4	24
	CC-II (4)					
	CC-III (4)					
IV				04	16	20
Total	36	09	09	04	24	88

DSE: Discipline Specific Elective

GE: Generic Elective

PBL: Project Based Learning

Scheme for MA (English)

M.A First Semester w.e.f 2021-22 onwards																
Course Code	Course Title	Contact Hours per Week			Credits	ESE Duration (Hours)	Theory						Practical			GRAND TOTAL
		L	T	P			MSE	ASG	TA	ATTD	ESE	TOTAL	CE	ESE	TOTAL	
LC21M101	Medieval and Renaissance English Literature	4	-	-	4	3	30	05	05	10	50	100	--	--	--	100
LC21M102	English Literature 1600-1760	4	-	-	4	3	30	05	05	10	50	100	--	--	--	100
LC21M103	Masterpieces of the World Literature	4	-	-	4	3	30	05	05	10	50	100	--	--	--	100
	Major Elective I	4	-	-	4	3	30	05	05	10	50	100	--	--	--	100
	Major Elective II	4	-	-	4	3	30	05	05	10	50	100	--	--	--	100
PB20M101	Project Based Learning –I	-	-	4	2	2	50 (Two assessments by panel of Experts)						50	100	100	
		Total			22										600	

MSE- Mid Semester Exam, ASG- Assignment, TA- Teacher's Assessment, ATTD-Attendance, ESE- End Semester Exam

M.A Second Semester w.e.f 2021-22 onwards																
Course Code	Course Title	Contact Hours per Week			Credits	ESE Duration (Hours)	Theory						Practical			GRAND TOTAL
		L	T	P			MSE	ASG	TA	ATTD	ESE	TOTAL	CE	ESE	TOTAL	
LC21M201	English Literature 1760-1830	4	-	-	4	3	30	05	05	10	50	100	--	--	--	100
LC21M202	English Literature 1830-1900	4	-	-	4	3	30	05	05	10	50	100	--	--	--	100
LC21M203	American Literature	4	-		4	3	30	05	05	10	50	100	--	--	--	100
	Major Elective III	4	-		4	3	30	05	05	10	50	100	--	--	--	100
	Major Elective IV	4			4	3	30	05	05	10	50	100	--	--	--	100
PB20M102	Project Based Learning –I	-	-	4	2	2	50 (Two assessments by panel of Experts)						50	100	100	
		Total			22										600	

MSE- Mid Semester Exam, ASG- Assignment, TA- Teacher's Assessment, ATTD-Attendance, ESE- End Semester Exam

M.A Third Semester w.e.f 2021-22 onwards																
Course Code	Course Title	Contact Hours per Week			Credits	ESE Duration (Hours)	Theory						Practical			GRAND TOTAL
		L	T	P			MSE	ASG	TA	ATTD	ESE	TOTAL	CE	ESE	TOTAL	
LC21M301	English Literature 1900-2000	4	-	-	4	3	30	05	05	10	50	100	--	--	--	100
LC21M302	Literary Theory and Cultural Studies	4	-	-	4	3	30	05	05	10	50	100	--	--	--	100
LC21M303	Gender Studies	4	-		4	3	30	05	05	10	50	100	--	--	--	100
	Major Elective V	4	-		4	3	30	05	05	10	50	100	--	--	--	100
	Major Elective VI	4			4	3	30	05	05	10	50	100	--	--	--	100
PB20M101	Project Based Learning –I	-	-	8	4	2	50 (Two assessments by panel of Experts)						50	100	100	
		Total			24										600	

MSE- Mid Semester Exam, ASG- Assignment, TA- Teacher's Assessment, ATTD-Attendance, ESE- End Semester Exam

M.A Fourth Semester w.e.f 2021-22 onwards																
Course Code	Course Title	Contact Hours per Week			Credits	ESE Duration (Hours)	Theory						Practical			GRAND TOTAL
		L	T	P			MSE	ASG	TA	ATTD	ESE	TOTAL	CE	ESE	TOTAL	
LC21M401	Degree Project or Research Dissertation or Internship		-	32	16	--	(Two assessments by panel of Experts)						200	250	450	450
LC21M301	MOOC (Massive Open Online Course)			8	4	--	(Two assessments by panel of Experts)						50	100	150	150
		Total			20										600	

MSE- Mid Semester Exam, ASG- Assignment, TA- Teacher's Assessment, ATTD-Attendance, ESE- End Semester Exam

Major Electives

Major Elective I & II			
SN	Code	Semester	
1.	LC21M104	I	Poetry
2.	LC21M105	I	Trends and Movements in Literature
3.	LC21M106	I	Commonwealth Literature
Major Elective III & IV			
SN	Code	Semester	
1.	LC21M204	II	African Studies
2.	LC21M205	II	Post Independence Indian Literature in English
3.	LC21M206	II	Origin and Development of Drama

Major Elective V & V			
SN	Code	Semester	
1.	LC21M304	III	Emerging Literatures
2.	LC21M305	III	Linguistics
3.	LC21M306	III	Literature in Translation

PB20M121 Project Based Learning

Learning Objectives:	<ul style="list-style-type: none"> • Integrating the knowledge and skills of various courses on the basis of multidisciplinary projects • Develop the skill of critical thinking and evaluation. • To develop 21st century success skills such as critical thinking, problem solving, communication, collaboration and creativity/innovation among the students. • To enhance deep understanding of academic, personal and social development in students. • Employ the specialized vocabularies and methodologies.
Course Outcomes:	<p>On successful completion of the course students will be able to:</p> <ul style="list-style-type: none"> • Apply³a sound knowledge/skills to select and develop their topic and project respectively. • Develop⁶ plans and allocate roles with clear lines of responsibility and accountability. • Design⁶ solutions to complex problems following a systematic approach like problem identification, formulation and solution. • Collaborate⁶ with professionals and the community at large in written and oral forms. • Correlate⁴the knowledge, skills and attitudes of a professional.
General Guidelines:	<ul style="list-style-type: none"> • PBL will be an integral part of UG/PG Programs at different levels. • Each semester offering PBL will provide a separate Course Code, two credits will be allotted to it. • Faculty will be assigned as mentor to a group of 30 students minimum by HoS. • Faculty mentor will have 4 hours/week to conduct PBL for assigned students. • Student will select a topic of their choice from syllabus of any course offered in respective semester (in-lines with sustainable development goals). • Student may work as a team maximum 3 or minimum 2 members for single topic. • For MSE, student's performance will be assessed by panel of three experts either from other department/school, or from same department/school based on chosen topic. This will be comprised of a presentation by student followed by viva-voce. It will be evaluated for 30 marks. • 20 marks would be allotted for continuous performance assessment by concerned guide/mentor. • For ESE, student will need to submit a project report in prescribed format, duly signed by concerned guide/mentor and head of the school. The report should be comprised of following components: <ol style="list-style-type: none"> 1. Introduction 2. Review of literature 3. Methodology 4. Result and Discussion 5. Conclusion and Project Outcomes 6. References • Student will need to submit three copies for 1. Concerned School 2. Central Library 3. Self • The integrity of the report should be maintained by student. Any malpractice will not be entertained. • Writing Ethics to be followed by student, a limit of 10 % plagiarism is permissible. Plagiarism report is to be attached along with the report. • Project could be a case study/ analytical work /field work/ experimental work/ programming or as per the suitability of the program.

SEMESTER – I

(CORE SUBJECTS)

CODE	CORE COURSE – I	Total Lecture:60
LC21M101	Medieval and Renaissance English Literature	4-0-0-4
Course Objectives	The purpose of this course will be to ground the students' understanding of Medieval and Renaissance English literature in the study of specific texts. The growth of English language and literature over the centuries from a totally different state- more in the condition of a dialect in the earliest periods- to what it is in the present century should form the background knowledge of every student of English literature. The quaint systems and structures of the medieval English developed rather quickly during the 16th and 17th centuries. The objective of this course is to introduce the music and quaintness of the English sounds and vocabulary of the earliest period in English literary history to the students to enable them to have a historical perspective of the developments over the centuries. The course also introduces the great masters of the early period such as Chaucer, Spenser, Shakespeare, Marlowe.	
Pre-requisite	Nil.	
UNIT	CONTENT	HOURS
I	Background: Medieval and Renaissance: The Historical and Conceptual Framework. The Age and Background:	10
II	Geoffrey Chaucer: Prologue to the Canterbury Tales William Langland, <i>Piers Plowman</i>	10
III	Origin of Sonnets Petrarch, Wyatt & Surrey, Shakespearian Sonnet 27 Sonnet 18 Sonnet 116. Sonnet 104. Sonnet 130. Sonnet 129. Sonnet 1. Sonnet 65	15
IV	Edmund Spenser: April Eclogue Shepherdes Calender Philip Sydney: Astrophel & Stella (First Five Sonnets)	10
V	Christopher Marlowe: Hero and Leander	15
Course Outcomes as per Bloom's Taxonomy		
At the end of the course the students should be able to:		
CO1	To develop a clear understanding of Renaissance Humanism that provides the basis for the texts suggested	
CO2	To analyze the various elements of poetry, such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc.	
CO3	To trace the evolution of sonnets, understand the sonnet form, analyze particular sonnets, and appreciate Shakespeare's contribution to the form.	
CO4	To gain insight into the age of Shakespeare and the uniqueness of Shakespearean creative output with regard to both his sonnets and plays	
CO5	To have a nuanced understanding of the dramatic literature of the Elizabethan period, with regard to the classical and romantic strains embedded in the plays	

<p>Text Books</p>	<p>Bruce Mitchell, <i>A Guide to Old English</i>. Sixth Edition. Massachusetts. Blackwell Publishers, 2001.</p> <p>Carter, Ronald & MacRae, John. <i>The Routledge History of English Literature in English: Britain and Ireland</i>, New York. Routledge 1997.</p> <p>Gardner, Helen <i>The Metaphysical Poets</i> Penguin Books, 1957.</p> <p>Gassner, John; Quinn, Edward (1969). "England: middle ages". <i>The Reader's Encyclopedia of World Drama</i>. London: Methuen 2000.</p> <p>Graham Law, <i>Serializing Fiction in the Victorian Press</i>. New York: Palgrave, 2000.</p>
<p>Reference Books</p>	<p>Henry Mayr-Harting, <i>The Coming of Christianity to Anglo-Saxon England</i>. Pennsylvania: University Press Pennsylvania, 1992.</p> <p>----<i>The English Alliterative Tradition</i>. University of Pennsylvania Press. 1991</p> <p>Hieatt, A. Kent (1983). <i>Beowulf and Other Old English Poems</i>. New York: Bantam Books 1999.</p> <p>Mikics, David. <i>A New Handbook of Literary Terms</i>. New Haven, CT: Yale University Press, 2007.</p> <p>Rupert Christiansen. <i>Romantic Affinities: Portraits From an Age, 1780–1830</i>. London: Bodley Head, 1988.</p> <p>Sanders, Andrew. <i>The Short Oxford History of English Literature</i>, Oxford: Clarendon Press, 1994.</p> <p>Stanley Brian Greenfield, <i>A New Critical History of Old English Literature</i>. New York: New York University Press, 1986.</p> <p>William, Harmon and C. Hugh Holman, <i>A Handbook to Literature</i>. (Upper Saddle River, New Jersey: Prentice Hall, 1986</p>

CODE	CORE COURSE - I	Total Lecture:60
LC21M102	English Literature 1600-1760	4- 0 -0- 4
Course Objectives	The Course is structured to expose learners to the changing trends in English poetry from Milton to Pre-Romantics providing the students with a comprehensive idea about the development of English literature and language over the ages. It traces the trajectory of the growth of English literature from the period of its inception, dating back to the seventh century, to the present era. The course is also designed to help students develop an understanding of the structural development of the English language and also to inform them about the various external linguistic influences.	
Pre-requisites	Nil	
UNIT	CONTENT	HOURS
I	Background Study: History, Politics, Culture and Social Background during 1630-1760	15
II	Drama John Dryden: All for Love William Congreve: The Way of the World	10
III	Poetry Milton: Paradise Lost (Non Detailed) Andrew Marvell: To his Coy Mistress Pope: Rape of the Lock (Canto I & II)	10
IV	Fiction Jonathan Swift: Gulliver's Travel Henry Fielding: Joseph Andrews	10
V	Prose(Non detailed study) 1. Pamphlets: Eikon Basilike: The Portraiture of His Sacred Majesty in His Solitudes and Sufferings 2. Periodical essays Sir Roger's Opinion Of True Wisdom 3. Journal: Diary of Samuel Pepys	15
Course Outcomes as per Bloom's Taxonomy		
At the end of the course the students should be able to:		
CO1	To identify the changing trends in English poetry from Milton to Pre-Romantics	
CO2	To analyze the prose allegory of the Restoration period and varied prose works of the Age of Pope	
CO3	To demonstrate the understanding of the salient features of anti-sentimental comedy and Restoration comedy	
CO4	To trace the path of emergence of the English novel during the Age of Transition	
CO5	To demonstrate the literary sensibilities in creative writings and research while understand the evolution of literature in the Restoration and Romantic ages	
Text Books:	Cantor, Norman F., and Peter L. Klein. <i>Seventeenth-Century Rationalism: Bacon and Descartes</i> . Massachusetts: Blaisdell, 1969. Chambers, E. K. <i>The Elizabethan Stage</i> . 4 Volumes, Oxford, Clarendon Press, 1923. Craig, D. H. <i>Ben Jonson: The Critical Heritage</i> . London: Routledge, 1999. Drabble, Margaret <i>The Oxford Companion to English Literature</i> . Oxford: Oxford University Press, 1996. Fulk, R. D. and Christopher M. Cain, <i>A History of Old English Literature</i> . Malden: Blackwell,	

	<p>2003. Harmon, William and C. Hugh Holman, <i>A Handbook to Literature</i>. Uper Saddle River, NJ:</p>
Reference Books:	<p>M. H Abramson (Editor)The Norton Anthology – English Literature (Vol. 1) W. W. Norton and Co. Ltd. 1996 6th Edition Achinstein, Sharon. "Samson Agonists" in <i>A Companion to Milton</i>. Ed. Thomas Corns. Oxford: Blackwell Publishing, 2003. Black, Joseph, ed. <i>The Norton Anthology of English Literature, Volume C</i>. New York: W. W. Norton, 2006. <i>British Identities and English Renaissance Literature</i>. Cambridge: Cambridge University Press. 2002.</p>

CODE	CORE COURSE - I	Total Lecture:60
LC21M103	Masterpieces of the World Literature	4- 0 -0- 4
Course Objectives	<p>This Course introduces a broad spectrum of literature in translation that begins in antiquity and follows through the dawn of the Renaissance concluding at the postmodern world. It includes works of fiction, poetry, drama and non-fiction. Examines the uniqueness and interconnectedness of literature from a variety of worldwide traditions, both western and non-western sources. The students would be able to analyse the effects of war, religion, technology, economic development, racism, and culture on world literature from antiquity up till today.</p> <p>And would be able to compare and contrast important similarities and differences between the various literary forms, periods, and histories in both western and non-western literature</p>	
Pre-requisites	Nil	
UNIT	CONTENT	HOURS
I	Goethe and the Birth of World Literature The Epic of Gilgamesh	15
II	The 1001 Nights Murasaki Shikibu, The Tale of Genji	10
III	Voltaire, Candide Lu Xun: A Madman's Diary Eileen Chang: Sealed Off	10
IV	Wole Soyinka: Death and the King's Horseman	10
V	Jhumpa Lahiri Interpreter of Maladies (Short Story) Orhan Pamuk: My Name is Red Salman Rushdie: Midnight's Children (Non Detailed)	15
Course Outcomes as per Bloom's Taxonomy		
At the end of the course the students should be able to:		
CO1	To be able to identify trends and movements in the World Literature in genres of poetry; drama; prose and fiction	
CO2	To critically interact with works from different contexts: social, political, economic, historical and national as subjects' conscious of their own socio-historic specificity and thus their level of critical thinking enhanced.	
CO3	To interpret and explore relationships from the points of view of different people	
CO4	To excel at the conventions of academic writing and approach the disciplines literary periods and trends of each of the periods.	
CO5	To give critical responses from different perspectives on works written by different sections of people(gender, racial and ethnic minorities)	
Text Books:	Sandars, N. K. <i>The Epic of Gilgamesh</i> . Penguin 1960 Djibril Tamsir Niane, <i>Sundiata: an epic of old Mali</i> , London: Longmans, 1965 <i>The Kojiki</i> , translated by Basil Hall Chamberlain, [1919] <i>The Conference of the Birds</i> : Farid ud din Attar	

	<p>Njal's Saga Translation by Sir George W. DaSent Translated by Afham Darbandi and Dick Davis. London: Penguin 1984 <i>The Arabian Nights Entertainment</i>, translated by Sir Richard Burton</p>
<p>Reference Books:</p>	<p>----, <i>How to Read World Literature</i>. New York and London: Blackwell, 2009. David et al., Damrosch eds., <i>The Longman Anthology of World Literature</i>. New York: Pearson Longman, 6 vol., 2d ed. 2009. Davis, Paul et al., eds., <i>The Bedford Anthology of World Literature</i>. New York: Bedford/St. Martin's, 6 vol., 2004. D'haen, Theo. <i>The Rout ledge Concise History of World Literature</i>. London: Rout ledge, 2011. D'haen et al., Theo eds., <i>The Rout ledge Companion to World Literature</i>. London: Rout ledge, 2011. ----, <i>World Literature: A Reader</i>. London: Rout ledge, 2012.</p>

MAJOR ELECTIVES I & II

CODE	Major Elective– I& II	Total Lecture: 60
LC21M104	Poetry	4-0-0-4
Course Objectives	<p>This course would serve the students poetry from various cultures, languages and historic periods, letting the students to appreciate poetry as a literary art and its various elements of poetry, such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc.</p> <p>Students would be able to identify a variety of forms and genres of poetry from diverse cultures and historic periods, such as sonnets, ballads, dramatic monologues, epic and pastoral, free verse, Elegy etc. They would also recognize the rhythms, metrics and other musical aspects of poetry.</p>	
Prerequisites	Nil	
UNIT	CONTENT	Hours
Unit I	<p>Lyric Poetry Robert Burns: ‘A Red Red Rose’ Bob Dylan: Like a Rolling Stone</p> <p>Meditative Poetry Henry Vaughan: The Retreat Hopkins: Windhower</p>	15
Unit II	<p>Ballad Goethe: Erlkonig Coleridge, The Rime of the Ancient Mariner</p> <p>Elegy John Donne: The Autumnal (Elegy IX) Alfred Tennyson: Break, Break, Break</p>	15
Unit III	<p>Narrative Poetry J. R. R. Tolkien: Song about Old Troll Edgar Allen Poe: The Raven</p> <p>Nonsense Poetry Edward Lear: The Owl and the Pussycat Lewis Carroll: Jabberwocky</p>	15
UNIT IV	<p>Modernist Poetry T S Eliot: The Hollow Men Nissim Ezekiel: Urban</p> <p>Performance/ Slam Poetry Benjamin Zephaniah, —Money Kate Tempest, —My Shakespeare</p> <p>All poems are performed by the poets (and by others) and all recordings are available on YouTube</p>	15
Course Outcomes as per Bloom’s Taxonomy		
At the end of the course the students should be able to:		
CO 1	To Recognize poetry from a variety of cultures, languages and historic periods	

CO 2	To Understand and appreciate poetry as a literary art form
CO 3	To Analyze the various elements of poetry, such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc.
CO 4	To Identify a variety of forms and genres of poetry from diverse cultures and historic periods, such as haiku, tanka, sonnets, ballads, dramatic monologues, free verse, etc.
CO 5	To Recognize the rhythms, metrics and other musical aspects of poetry
Text Books	Barth, J. Robert. <i>Romanticism and Transcendence</i> . Columbia: University of Missouri Press, 2003. Bowra, C. M. <i>The Romantic Imagination</i> . Oxford: Oxford University Press, 1949. Christopher John Murray, <i>Encyclopaedia of the Romantic Era: A-K</i> , Taylor and Francis Books, 2004. Deirdre Le Fay, <i>Jane Austen: The World of Her Novels</i> , London: Frances Lincoln Limited, 2002. Duncan Wu, <i>A Companion to Romanticism</i> , Blackwell Publishing, 1998.
Reference Books	Duncan Wu, <i>A Companion to Romanticism</i> , Blackwell Publishing, 1998. David Levin, <i>History of Poetical Art: Bancroft, Prescott, and Parkman</i> , 1967. Marsh, Jan. Introduction. <i>Poems and Prose</i> . By Christina Rossetti. London: Everyman, 1994. Taylor, Tom, <i>Still Waters Run Deep</i> , Nabu Press, 2012.

CODE	Major Elective – I& II	Total Lecture: 60
LC21M105	Trends and Movements in Literature	4-0-0-4
Course Objectives	To make the students aware of the literary periods and the trends of each era To introduce them to trends and movements in English poetry; drama; prose and fiction helps the students learn the evolution of language and the politics To enhances critical thinking of students and cultivate language skills of students by introducing them to structures of language through a wide variety of literary works.	
Prerequisites	Nil	
UNIT	CONTENT	Hours
Unit I	Classicism Reformation, Humanism, The English Renaissance, Enlightenment, 20 th Century Classicism	15
Unit II	Romanticism: Transcendentalism, Gothic Literature, American Romanticism, Aestheticism and the Decadence	15
Unit III	Modernism: Existentialism, Realism, Naturalism, Symbolism, Stream of Consciousness, Surrealism,	15
UNIT IV	Postmodernism: Avant-Garde Movement, Absurdism, Metafiction, Multiculturalism, Post colonialism,	15
NOTE: In the following syllabus Trends & Movements either drawn from or influential for Literature in the English Language would be covered. The Study will focus on Representative Authors, Representative Works, Themes, Historical Context and Critical Overview		
At the end of the course the students should be able to:		
CO 1	Understand the influence of the ideologies of the various ages/eras on literature.	
CO 2	Deepen their critical reading, writing, and interpretive practices.	
CO 3	Review literary texts through the lens of socio-cultural and political contexts of the times.	
CO 4	Understand and articulate general issues concerning nature & function of English language and Literature	
CO 5	Comprehend key issues pertaining to Second Language Acquisition and gain a broad overview of English language learning, teaching and testing.	
Text Books	Adorno, Theodor. "Lyric Poetry and Society" in <i>Critical Theory and Society: A Reader</i> . eds. Bronner and Kellner, OUP, 2011, 2017. Ashcroft, Bill et al. <i>The Empire Writes Back</i> . Psychology Press, 2002. Beasley, Rebecca. <i>Theories of Modernist Poetry – T.S. Eliot. T.E. Hulme and Ezra Pound</i> . Routledge, 2007. Bradbury, Malcolm. <i>Modernism</i> . Penguin Books, 1991. Hamilton, Ian. <i>The Oxford Companion to Twentieth Century Poetry in English</i> . OUP, 1996. Lit zinger, Boyd and Donald Smalley. <i>Robert Browning: The Critical Heritage</i> . Rout ledge, 1968. Rich, Adrienne. <i>A Human Eye: Essays on Art in Society</i> . 1997-2008, WW Norton & Company, 2009. Walcott, Derek. "The Muse of History" <i>The Postcolonial Studies Reader</i> . Rout ledge, 1995. Weston, Jessie. <i>From Ritual to Romance</i> . Princeton University Press, 1993.	

<p>Reference Books</p>	<p>Althusser, Louis, and Étienne Balibar. <i>Reading Capital</i>. Translated by Ben Brewster. Verso, 1979.</p> <p>Bennett, Andrew, and Nicholas Royle. <i>An Introduction to Literature, Criticism and Theory</i>. Pearson Education Limited. 2009.</p> <p>Burke, Kenneth. <i>On Deconstruction: Theory and Criticism after Structuralism</i>. Ithaca, Cornell University Press, 1982.</p> <p>Eagleton, Terry. <i>Literary Theory: An Introduction</i>. Blackwell, 2008.</p> <p>Grossberg, Lawrence, Cary Nelson, and Paula A. Treichler, eds. <i>Cultural Studies</i>. Rout ledge, 1992.</p> <p>Guha, Ranajit, ed. <i>A Subaltern Studies Reader, 1986–1995</i>. Minneapolis: University of Minnesota Press, 1997.</p> <p>Lacan, Jacques. <i>The Four Fundamental Concepts of Psycho-analysis</i>. Edited by Jacques-Alain Miller. Translated by Alan Sheridan. Norton, 1978.</p> <p>Nicholson, Linda J. ed. <i>Feminism/Postmodernism</i>. Rout ledge, 1990.</p> <p>Saussure, Ferdinand de. <i>A Course in General Linguistics</i>. Edited by Charles Bally and Albert Reidlinger. Translated by Wade Baskin. Philosophical Library, 1959.</p>
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CODE	Major Elective – I& II	Total Lecture: 60
LC21M106	Commonwealth Literature	4-0-0-4
Course Objectives	The course identifies the commonwealth organization as an international structure that has brought together former colonialists and their former colonies on a platform of supposed equal relationship as independent nations. It however establishes that the colonial encounter itself brought about a cultural and social interface in which established norms and values became models of interactions across national boundaries. The clear link between cultural values and literary developments becomes the guiding principles in the course as it seeks to unravel the connectivity between the social processes and the human person. The impact of emerging philosophies on the overall development of the human character is a key issue as the course takes us through the writing of major authors in key commonwealth countries across a broad spectrum of world literatures: England, Canada, Nigeria, India, Kenya, Pakistan, South Africa, Ghana etc.	
Prerequisites	Nil	
UNIT	CONTENT	Hours
Unit I	Background of the Commonwealth Literature, Anti Imperialism, Diaspora, Discourse, Subaltern, Hegemony, Subjectivity, Minority Literature	15
Unit II	Poetry E. J. Pratt: The Dying Eagle Michael Ondaatje: Cinnamon Peeler Margaret Atwood: Trick with Mirrors Charles Harper: An Aboriginal Mother's Lament	15
Unit III	Drama Ama Atta Aidoo: Anowa Wole Soyinka: A Dance of the Forests	15
UNIT IV	Fiction Kazuo Ishiguro: The Remains of the Day Arundhati Roy: God of Small things Margaret Atwood: The Handmaid's Tale (Non Detailed) Chinua Achebe: Things Fall Apart (Non Detailed)	15
At the end of the course the students should be able to:		
CO 1	To identify the problems in and define Commonwealth Literature also to trace the geography of commonwealth literature	
CO 2	To state the Functions of Commonwealth Literature and discuss how the Commonwealth Organization has promoted Commonwealth Literature	
CO 3	To mention major Characteristics of Commonwealth Literature/Issues common to the writers	
CO 4	To list the major themes and literary trends in Commonwealth Literature	
CO 5	To discuss the problems of language in creative writing in the Commonwealth Literature	
Text Books	Hashmi, Alamgir. <i>The Commonwealth, Comparative Literature and the World</i> . 1988. Jerome Rothenberg & Pierre Joris, eds., <i>Poems for the Millennium: A Global Anthology</i> . Berkeley: U. of California P., two vol., 1998. Kurian, George Thomson, <i>Timetable of World Literature</i> , New York: Fact on File, 2003 Moretti , Franco. <i>Graphs, Maps, Trees: Abstract Models for a Literary Theory</i> . London: Verso, 2005. Prendergast, Christopher ed., <i>Debating World Literature</i> . London: Verso, 2004. Aldridge, Alfred Owen (1975). <i>Voltaire and the Century of Light</i> . Princeton, New Jersey: Princeton	

	<p>University Press Barbara Bush, <i>Imperialism and Post colonialism (History: Concepts, Theories and Practice)</i>, Longmans, 2006, Chambers, Ross. <i>The Writing of Melancholy: Modes of Opposition in Early French Modernism</i>. Chicago: University of Chicago, 1993. Print. E. J. Hobsbawm, <i>On Empire: America, War, and Global Supremacy</i>, Pantheon Books, 2008, Edward Said, <i>Culture and Imperialism</i>, Vintage Books, 1998,</p>
<p>Reference Books</p>	<p>Moss, Joyce & Valestuk, Lorraine, eds., <i>World Literature and Its Times</i>, New York: Gale group, 2001 Pizer ,John. <i>The Idea of World Literature: History and Pedagogical Practice</i>. Baton Rouge: Louisiana State U. P., 2006. Posnett ,H. M., <i>Comparative Literature</i>. London: K. Paul, Trench, 1886. Ionesco, Eugene, (Translated into English by Derek Prouse), <i>Rhinoceros and Other Plays</i>, New York : Grove Press, 1960 J. A. Hobson, <i>Imperialism: A Study</i>, Cosimo Classics, 2005, Leo Blanken, <i>Rational Empires: Institutional Incentives and Imperial Expansion</i>, University Of Chicago Press, 2012 Robert Bickers/Christian Henriot, <i>New Frontiers: Imperialism's New Communities in East Asia, 1842–1953</i>, Manchester, Manchester University Press, 2000, Simon C. Smith, <i>British Imperialism 1750–1970</i>, Cambridge University Press, 1998, Thompson, William J. <i>Understanding Les Fleurs Du Mal: Critical Readings</i>. Nashville: 2020</p>

**SEMESTER II
(CORE SUBJECTS)**

CODE	CORE COURSE – II	Total Lecture:60
LC21M201	English Literature 1760-1830	
Course Objectives	The Course structured to provide students with a comprehensive idea about the development of English literature and language over the ages. It traces the trajectory of the growth of English literature from the period of its inception, dating back to the seventh century, to the present era. The course is also designed to help students develop an understanding of the structural development of the English language and also to inform them about the various external linguistic influences that have contributed to the making of the language as we now know it to be	
Pre-requisite	Nil	
UNIT		HOURS
I	Politics, Culture, Social Background and Historical Context of the Romantic Movement	10
II	Mary Shelly: Frankenstein Jane Austen: Mansfield Park Sir Walter Scott: Waverly (Non Detailed)	10
III	Thomas Gray: Elegy Written in a Country Churchyard W. Wordsworth: Lines Composed a Few Miles above Tintern Abbey ST Coleridge: Dejection: An ODE	15
IV	PB Shelley: “Ode to the West Wind” Keats: Hyperion Byron: <i>Don Juan</i> (Canto I)	10
V	Hazlitt: On the Ignorance of the Learned. Excerpt from Thomas De Quincey: Confessions of an English Opium-Eater W. Godwin: An Enquiry Concerning Political Justice (Non Detailed) Wollstonecraft: A Vindication of the Rights of Women(Non Detailed)	15
At the end of the course the students should be able to:		
CO1	To Gain insights into the unique traits of the literary movement of “Romanticism” through the representative works of eminent writers like William Wordsworth, John Keats , Charles Lamb and Mary Shelley.	
CO2	To Examine the way literary devices like symbolism, allegory and metaphor were employed by contemporary writers in order to articulate their artistic vision.	
CO3	To Understand the way concepts like idealism, individualism and pantheism percolated into the literary output of the Romantic era.	
CO4	To Investigate the efficacy of important Romantic concepts like “imagination” and “fancy” through the perusal of iconic texts like Samuel Taylor Coleridge's Biographia Literaria, this features among the list of recommended readings for the course.	
CO5	To appreciate the genre of essay as it was cultivated in the Romantic period by eminent essayists like Charles Lamb, who incorporated within it the intricacies of dream-narrative and	

	autobiographical elements
Text Books	<p>Abrams, M. H. <i>The Mirror and the Lamp</i>, OUP, 2012.</p> <p>Bowra, C.M. <i>The Romantic Imagination</i>, OUP, 2019.</p> <p>Damrosch, Leo. <i>Eternity's Sunrise: The Imaginative World of William Blake</i>, 2015, Yale University Press, 2016</p> <p>O'Neill, Michael. <i>The Cambridge History of English Poetry</i>, Cambridge University Press; Reprint edition, 2015</p>
Reference Books	<p>Sutherland, James. <i>Preface to 18th Century Poetry Background</i>. Oxford University Press, 2008</p> <p>Thommen, Basil. "The Sexual and the Spiritual in John Donne's Poetry: Exploring "The Extasie" and its Analogues", http://www.inquiriesjournal.com/articles/938/the-sexual-and-the-spiritual-in-john-donnes-poetry-exploring-the-extasie-and-its-analogues</p> <p>Pullman, Philip. "William Blake and me" https://www.theguardian.com/books/2014/nov/28/philip-pullman-william-blake-and-me</p>

CODE	CORE COURSE - II	Total Lecture:60
LC21M202	English Literature 1830-1900	4-0-4
Course Objectives	<p>Students will evaluate the influence of historical context on form, style, and point of view</p> <ul style="list-style-type: none"> • Students will apply knowledge gained from fiction as a means of understanding contemporary and historical economic, social, and political issues and perspectives • Students will work collaboratively to come to an understanding of readings • Students will develop greater autonomy as readers by generating and responding to their own substantive questions about authors and literary works • Students will make and support informed judgments about issues of literary and aesthetic value • Students will use critical thinking, close reading, and writing and revision to construct cogent arguments about literature 	
Pre-requisites	Nil	
UNIT	CONTENT	HOURS
I	The Social, Cultural and Historical Context. The literary history of the period: Victorian poetry, prose, fiction, drama.	15
II	Poetry: Tennyson: Ulysses Robert Browning: Porphyria's Lover D. G. Rossetti: The Blessed Damozel Elizabeth B. Browning: Go from Me	10
III	Fiction: Charles Dickens: Great Expectations Elizabeth C. Gaskell: Mary Barton Thomas Hardy: Far from the Madding Crowd (Non Detailed)	10
IV	Drama: Oscar Wilde: The Importance of Being Earnest. GB Shaw: Arms and the Man	10
V	Prose: JS Mill: The Subjection of Women John Ruskin: Love of Nature Matthew Arnold: Chapter I of Culture and Anarchy, 'Sweetness and Light' Charles Darwin: On the Origin of Species (Non Detailed)	15
Course Outcomes as per Bloom's Taxonomy		
At the end of the course the students should be able to:		
CO1	demonstrate a knowledge of the underlying concepts and principles of a range of texts in each of the genres of prose, poetry, and drama from period	
CO2	present and evaluate an understanding of how this literature and its genres are related to relevant cultural and historical contexts	
CO3	present and evaluate an understanding of the historical development of a number of literary genres	
CO4	present and evaluate an understanding of how this literature and its genres are related to relevant cultural and historical contexts	
CO5	present and evaluate an understanding of the historical development of a number of literary genres	
Text Books:	Carroll, Lewis. <i>Alice's Adventures in Wonderland</i> . New York: Puffin Books, 1984. ISBN: 0140350381. (Download a version from Project Gutenberg) —. <i>Through the Looking Glass</i> . New York: Puffin Books, 1996. ISBN: 0140367098. (Download a version from Project Gutenberg)	

	<p>Dickens, Charles. <i>Bleak House</i>. Oxford: Oxford University Press, 1987. ISBN: 0192545035. (Download a version from Project Gutenberg)</p> <p>Gaskell, Elizabeth. <i>Mary Barton</i>. New York: Penguin Books, 1970. ISBN: 0140430539. (Download a version from Project Gutenberg)</p>
<p>Reference Books:</p>	<p>Mayhew, Henry. <i>London Labour and the London Poor</i>. New York: Penguin, 1986. ISBN: 0140432418. (View and download a version from the University of Virginia's Electronic Text Center)</p> <p>Mill, John Stuart. <i>On Liberty</i>. New York: Bobbs-Merrill, 1956. ISBN: 0802053459. (Download a version from Bartleby.com)</p> <p>Rossi, Alice S. <i>Essays on Sex Equality</i>. Chicago: Chicago University Press, 1970. ISBN: 0226525465. (John Stuart Mill and Harriet Taylor Mill)</p> <p>Alfred, Lord Tennyson. <i>Selected Poems</i>. New York: Penguin Books, 1992. ISBN: 0140445455. (View and download Tennyson's poems from everypoet.com)</p>

CODE	CORE COURSE – II	Total Lecture:60
LC21M203	American Literature	4- 0 -0- 4
Course Objectives	A survey of American literature from the period of exploration and settlement to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from among a diverse group of authors for what they reflect and reveal about the evolving American experience and character.	
Pre-requisites	Nil	
UNIT	CONTENT	HOURS
I	Non-fiction Prose Sojourner Truth: “Aren’t I a Woman” Ralph Waldo Emerson: “The American Scholar” Henry David Thoreau: “Civil Disobedience”(Non Detailed)	15
II	Poetry Paul Laurence Dunbar: “Sympathy” Walt Whitman: “When Lilacs Last in the Dooryard Bloom’d” Emily Dickinson: “Because I Could not Stop for Death”, Robert Frost: 'Mending Walls'	10
III	Short Story Washington Irving: “Rip Van Winkle” William Faulkner: A Rose for Emily Herman Melville: “Bartleby, the Scrivener: A Story of Wall Street”	10
IV	Novel F Scott Fitzgerald: The Great Gatsby John Steinbeck: Of Mice and Men Tony Morrison: Beloved (Non Detailed)	10
V	Drama Tennessee Williams: Cat on a Hot Tin Roof Tony Kushner: Angels in America	15
Course Outcomes as per Bloom’s Taxonomy		
At the end of the course the students should be able to:		
CO1	To identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.	
CO2	To analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.	
CO3	To demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods in different regions.	
CO4	To articulate the aesthetic principles that guides the scope and variety of works in the arts and humanities.	
CO5	To write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature	
Text Books:	The Norton Anthology of American Literature 2020 The Heath Anthology of American Literature 2021 Pelican Guide to American Literature 2020 The Norton Anthology of African American Literature 2020	

Reference Books:	Matthiessen, F.O. American Renaissance: Art and Expression in the Age of Emerson and Whitman. OUP, 1968 McNeill, Helen. Emily Dickinson. Pantheon Books, 1986 Parrington, Vernon. Main Currents in American Thought. University of Oklahoma Press, 1987 Sundquist, Eric. J. To Wake the Nations: Race in the Making of American Literature. Harvard University Press, 1993
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MAJOR ELECTIVES II& III

CODE	Major Elective – II & III	Total Lecture: 60
LC21M204	African Studies	0-0-4-4
Course Objectives	To demonstrate an understanding of different contents, forms and contexts of contemporary African literature. To evaluate how different historical and ideological contexts of contemporary realities in Africa are mediated, reflect and expressed through African literature. To enable the students to understand the cross-cultural and historical approaches to the works by major writers of Africa. To understand the role of African literature in developing a national identity in the former colonies of Africa.	
Prerequisites	Nil	
UNIT	CONTENT	Hours
Unit I	Background Study: relating to an indigenous African Continent and Culture The interaction of written literature with oral art forms Nationalism and literature; gender and writing in the African context Race and colonialism and the responses to colonial discourse in African writing	15
Unit II	Poetry: Ben Okri: The Awakening Age, Living is a Fire Mazisi Kunene - A Note to all Surviving Africans Wole Soyinka - Telephone Conversation	15
Unit III	Novel: Chinua Achebe - The Arrow of God Chimamda Ngozi Adichie: Americanah	15
UNIT IV	Short-Story: Oral tradition - Nwashisisana, The Hare Assia Djebar - My Father writes to my Mother Henry Lopes - The Advance	15
Course Outcomes as per Bloom's Taxonomy		
At the end of the course the students should be able to:		
CO 1	To understand Africa through specific forms of literary expression from the continent and the Diaspora	
CO 2	To understand African and Diaspora literary responses to slavery and colonialism	
CO 3	To gain awareness about African contemporary thought and forms of literary expression	
CO 4	To demonstrate experience with, and increased confidence in, developing their own analyses of selected works of African literature	
CO 5	To demonstrate knowledge and understanding of contemporary African literature and use this for developing their own research questions and hypotheses	
Text Books	Booker, Keith M. 1998. The African novel in English: An introduction. Portsmouth, NH, Oxford: Heinemann, James Curry. Ibironke, Olabode. 2018. Remapping African literature. Cham, Switzerland: Palgrave Macmillan.	
Reference Books	Krishnan, Madhu. 2018. Contingent Canons: African literature and the politics of location. Cambridge: Cambridge University Press. Ojaide, Tanure and Joseph Obi. 2002. Culture, society, and politics in modern African literature: texts and contexts. Durham N.C.: Carolina Academic Press	

CODE	Major Elective – II & III	Total Lecture: 60
LC21M205	Post Independence Indian Literature in English	4- 0-0--4
Course Objectives	<p>To introduce the students to literary texts from a range of regional, cultural, social, and political locations within India since Independence and to inculcate in students an in-depth understanding of some of the major issues shaping this literary production</p> <p>To introduce learners to the various phases of evolution in Indian Writing in English.</p> <p>To acquaint learners to the pluralistic dimensions of this literature.</p> <p>To help them understand the different genres of this elective.</p> <p>To sensitize them to the value system of this literature.</p> <p>To make learners aware of prominent Indian writers whose works have been translated in English.</p>	
Prerequisites	Nil	
UNIT	CONTENT	Hours
Unit I	Details of The Rise of English Studies in India Pre-independence Literature, The Partition, The Women Writers of India, Dalit Literature, The Postmodernist Indian English Literature	15
Unit II	Fiction Amitav Ghosh : The Hungry Tide Rohinton Mistry: Such a Long Journey Salman Rushdie’s The Moor’s Last Sigh(Non Detailed)	15
Unit III	Poetry Keki N Daruwala: Migrations Vikram Seth: Soon Meena Alexander: Udistanam	10
UNIT IV	Drama Girish Karnad: Fire and the Rain Asif Currimbhoy: Goa	20
Course Outcomes as per Bloom’s Taxonomy		
At the end of the course the students should be able to:		
CO 1	Understand concepts – Decolonization and Counter Discourse.	
CO 2	An overview of famous poets of the century – Nissim Ezekiel, Kamala Das, A.K. Ramanujan.	
CO 3	Develop an understanding of Salman Rushdie and Arundhati Rai Amitav Ghosh	
CO 4	Analysis of the texts of Girish Karnad and Asif Currimbhoy	
CO 5	Understand the short fiction of various Indian English Writers	
Text Books	<p>Ahmad, Aijaz. <i>In Theory: Classes, Nations, Literatures</i>. Verso, 1992.</p> <p>Devy, G. N. <i>After Amnesia: Tradition and Change in Indian Literary Criticism</i>. Orient Longman Limited 1992.</p> <p>Gauri, Vishwanathan. <i>Masks of Conquest: Literary Study and British Rule in India</i>. Columbia UP, 1989.</p> <p>Iyenger, K. R. Srinivasa. <i>Indian Writing in English</i>. Asia Publishing House, 1962.</p>	
Reference Books	<p>King, Bruce. <i>Modern Indian Poetry in English</i>. Revised Edition. OUP, 2005</p> <p>Mukherjee, Meenakshi. <i>The Twice Born Fiction</i>. 2nd edn, Pencraft International, 2007.</p> <p>Naik, M. K. <i>A History of Indian English Literature</i>. Sahitya Akademi, 2009.</p> <p>Naik, M.K. and Shyamala A. Narayan. <i>Indian English Literature 1980-2000: A Critical Survey</i>. Pencraft International, 2007</p>	

CODE	Major Elective – II & III	Total Lecture: 60
LC21M206	Origin and Development of Drama	4-0-0-4
Course Objectives	Students will be exposed to the origin and development of English drama and its various themes and forms of different ages and stages. The learner would be able to understand the insights, genres, conventions and experimentations associated with English Drama, and the knowledge of historical, socio-political, and religious trends in the plays. It helps students explore how writers use the resources language as a creativity to explore the entire range of human experience through dramas as a literary form.	
Prerequisites	Nil	
UNIT	CONTENT	Hours
Unit I	Background Study Middle English Period (1066 – 1400)- Chaucer & Chaucerian Alliterative Revival, Mystery, Miracle, Morality plays, Elizabethan Drama: Early Drama, University Wits, Senecan Tragedies, Shakespearean Tradition Restoration: Comedy, Heroic Play & Tragedy Modern Drama, Theatre of Absurd, Postmodern Drama	15
Unit II	William Shakespeare: Merchant of Venice Macbeth Tempest (Non Detailed)	15
Unit III	17th Century Play Christopher Marlowe: Dr Faustus Oliver Goldsmith: She Stoops to Conquer	15
UNIT IV	Modern Drama J. M. Synge: Riders to the Sea Samuel Beckett: Waiting for Godot Anton Chekov: The Boor	15
Course Outcomes as per Bloom's Taxonomy		
At the end of the course the students should be able to:		
CO 1	To become proficient and critical readers of literary texts,	
CO 2	To trained to write clear, well-developed, well-supported critical essays about literature, while integrating quality sources,	
CO 3	To plan, write, and revise substantial critical essays about literature with original insights and effective argument, organization, evidence, and analysis	
CO 4	to write short critical essays about literature that integrate primary and secondary sources with correct documentation and appropriate English,	
CO 5	to develop skills and values such as taking responsibility for work, confidence, cooperation, reflection and experience literature as an extension of life and a means for intellectual, aesthetic, personal growth and also foster creativity and social awareness.	
Text Books	Marlowe, Christopher. <i>Dr. Faustus, The Jew of Malta</i> Webster, John. <i>The Duchess of Malfi</i> Jonson, Ben. <i>Volpone, The Alchemist</i> Dollimore, Jonathan and Alan Sinfield. Eds. <i>Political Shakespeare:</i>	
Reference Books	<i>New Essays in Cultural Materialism.</i> Manchester University Press, 1985 Dillon, Janette. <i>Theatre, Court and City 1595-1610: Drama and Social Space in London.</i> Cambridge University Press, 2000 Evans, Blackmore G. <i>Elizabethan – Jacobean drama.</i> New Amsterdam Books, 1998	

SEMESTER – III

CODE	CORE COURSE – III	Total Lecture:60
LC21M301	English Literature 1900-2000	4-0-0-4
Course Objectives	The course is designed to introduce the Literary modernism and postmodernism as responses to distinct historical, political, social, and cultural contexts of the 20th century. The period witnessed two world wars—and the concomitant development of military technology that brought destruction on an unprecedented scale—economic depression; the refinement of mass production methods; continuing migration from rural to urban areas; civil and women’s rights movements; the development or proliferation of transportation, communication, entertainment and computer technologies; and the effects of globalization. Modern and postmodern literature reflects as well as shapes human perception of these phenomena. As we examine novels and poems of the era, we will focus on how artists experimented with language and form to represent the altered sense of history, space, time, and self engendered by modernity and post modernity.	
Pre-requisite	Nil.	
UNIT	CONTENT	HOURS
I	Modernism & Postmodernism: Social, Cultural & Literary History	10
II	Modern Poetry The Love Song of J. Alfred Prufrock by TS Eliot The Shield of Achilles by W. H. Auden	10
III	Modern Fiction The Heart of Darkness by Joseph Conrad The Great Gatsby by F. Scott Fitzgerald Virginia Woolf- To the Lighthouse (Non Detailed)	15
IV	Postmodern Novel The Remains of the Day by Kazuo Ishiguro. The Handmaid's Tale by Margaret Atwood Otaku Girl by Louis Bulaong (Non Detailed)	10
V	Postmodern Drama The Birthday Party by Harold Pinter Rosencrantz and Guildenstern Are Dead by Tom Stoppard Waiting For Godot by Samuel Beckett (Non Detailed)	15
Course Outcomes as per Bloom’s Taxonomy		
At the end of the course the students should be able to:		
CO1	To Develop a clear understanding of Modernism & Post modernism that provides the basis for the texts suggested	
CO2	To Appreciate the literary and aesthetic movements that dominates the Modern period in the history of English Literature.	
CO3	To Explain the relationship between selected 20th & 21st-century literary texts and the political, social, historical and cultural contexts of their production,	
CO4	To Analyze (and recognizing the limits of defining) literary modernism and postmodernism, and developing as critical thinkers who can formulate substantive arguments and explore those arguments with evidence	

CO5	To 1. Appreciate postmodern literature as writing built on the intersecting lines of theoretical inferences. 2. Learn how this new approach can be read back into older texts thus opening them up to new and innovative readings. 3. Approach postmodern literature with the necessary interpretive tools for a more informed reading. 4. Understand the antecedents and theoretical assumptions of contemporary fiction.
Text Books	<p>Modernism: A Guide to European Literature 1890-1930. Malcolm Bradbury and James McFarlane, Penguin, 1991.</p> <p>Modernism: The New Critical Idiom. Peter Childs. Routledge, 2008.</p> <p>Modernism 1910-1945: Images to Apocalypse. Jane Goldman. Palgrave, 2004.</p> <p>Axel's Castle: A Study in the Imaginative literature of 1870-1930. Scribner, 1931.</p> <p>Modernism/Postmodernism. Peter Brooker. Longman, 1992.</p> <p>Modernisms: A Literary Guide. Peter Nicholls, Palgrave, 1995.</p> <p>The Politics of Modernism. Raymond Williams, Verso, 1989.</p> <p>The Great War and the Modern Memory. Paul Fussell, OUP, 1975.</p> <p>Modernism, Nationalism and the Novel. Pericles Lewis. Cambridge UP, 2000.</p> <p>The Condition of Post modernity, David Harvey. Blackwell, 1989.</p> <p>Post modernism, Or, the Cultural Logic of Late Capitalism, Frederic Jameson. Duke University Press, 1992.</p> <p>The Postmodern Condition: A Report on Knowledge, Jean-Francois Lyotard, Manchester University Press, 1984.</p>
Reference Books	<p>The Modernist Novel and the Decline of the Empire. John Marx. University of California. 2005.</p> <p>The Cambridge Companion to Modernism, Michael Levenson. Cambridge University Press, 1999.</p> <p>"Modern Fiction"- Essay by Virginia Woolf, The Essays of Virginia Woolf, Ed Andrew McNeille, Volume 4: 1925 to 1928. The Hogarth Press, 1984.</p> <p>"Mr Bennett and Mrs Brown" -Essay by Virginia Woolf, Hogarth Press, 1924.</p> <p>"Modernism and Imperialism"- Essay by Frederic Jameson, The Modernist Papers, 1988.</p> <p>The Cambridge Companion to Postmodernism, edited by Steven Connor, Cambridge University Press, 2004.</p> <p>The Literary in Theory, Jonathan Culler. Stanford University Press, 2007.</p> <p>Literary Criticism in the 21st Century, Vincent B. Leitch. Bloomsbury, 2014.</p> <p>On Deconstruction: Theory and Criticism after Structuralism, Jonathan Culler. Routledge, 2008.</p> <p>A Poetics of Postmodernism: History, Theory, Fiction, Linda Hutcheon. Routledge, 1988.</p> <p>Basic Elements of Narrative, David Herman. Wiley-Blackwell, 2009.</p> <p>A Concise Companion to Feminist Theory, ed. Mary Eagleton. Blackwell, 2003</p>

SEMESTER – III

CODE	CORE COURSE – III	Total Lecture:60
LC21M302	Literary Theory and Cultural Studies	4-0-0-4
Course Objectives	<p>The course locates the significance of critical theory in the field of English Studies. Since the 1970s, ‘theory’ has been seen as intrinsic to opening up the field of literary studies. The course thus explores the dynamics, interconnectedness and various criss-crossing of ideas that have had a profound influence in the forming of the field of English Studies. Specifically, the course introduces the key thinkers as well as the key ideas that shaped the field and how they can be seen to intervene in our study of literature.</p>	
Pre-requisite	Nil.	
UNIT	CONTENT	HOURS
I	Classical Theories Plato: Theory of Mimesis Aristotle: Poetics Longinus Sublime (Non Detailed)	10
II	Early 20th Century T.S. Eliot: “Tradition and Individual Talent” F.R. Leavis: The Great Tradition(Non Detailed) I.A. Richards: Practical Criticism(Non Detailed)	10
III	Structuralism/Post Structuralism Claude Levi Strauss: Binary theory Derrida: Structure, Sign and Play in the Discourse of the Human Sciences Theodor W. Adorno: The Schema of Mass Culture (from The Culture Industry)(non detailed)	15
IV	Modernism/Post modernism Roland Barthes: The Death of the Author Edward Said: Crisis in Orientalism Jean-François Lyotard: The Postmodern Condition	10
V	New Approaches William Rueckert: "Literature and Ecology: An Experiment in Ecocriticism" Jerome McGann "The Socialization of Texts," Stephen Greenblatt: “Resonance and Wonder” Judith Butler: Gender Trouble: Feminism and Subversion of Identity (non detailed)	15
Course Outcomes as per Bloom’s Taxonomy		
At the end of the course the students should be able to:		
CO1	To develop a clear understanding of Literary Theory and Cultural Studies that provides the basis for the texts suggested	
CO2	To analyze the various elements of literary criticism and their theories.	
CO3	To introduce students to ideas like ‘authorship’, ‘event’ and the ‘subject’;	
CO4	To explore interdisciplinarity within the field of literary studies;	
CO5	To enable students to use concepts like ‘history’, ‘simulation’ and ‘power’ to interrogate literary texts.	

<p>Text Books</p>	<p>Foucault, Michel. "What is an Author?" (1969) Derrida, Jacques. "Signature, Event, Context." In Limited Inc. Northwestern University Press, 1988. Kristeva, Julia. "The System and the Speaking Subject". In Toril Moi (ed.) The Kristeva Reader (1986). Hassan, Ihab. "Toward a Concept of Postmodernism" from The Postmodern Turn (1987) Lyotard, Jean-François. "Answering the question: what is the postmodern?" (1992) Baudrillard, Jean. "The Precession of Simulacra" In Simulacra and Simulation (1981) Matthew Arnold, Culture and Anarchy (1867-1866) (Selections) T.S. Eliot, "Tradition and Individual Talent" (1919) & "The Metaphysical Poets" (1921) F.R. Leavis, The Great Tradition (Selections)(1948) I.A. Richards, Practical Criticism (Selections)(1930)</p>
<p>Reference Books</p>	<p>Abrams, M.H. Geoffrey Harpham. A Glossary of Literary Terms. Delhi: Akash Press, 2007. • Aristotle. Poetics. Trans. S.H. Butcher. New York: Courier Dover Publications, 1997. • Aristotle. Poetics. Trans. Samuel H. Butcher. Theory of Poetry and Fine Art. New York: Courier Dover Publications, 1951. • Atkins, J.W.H. English Literary Criticism: 17th and 18th Centuries. Massachusetts: Methuen, 1966. Bennett, Andrew and Nicholas Royle. An Introduction to Literature, Criticism and Theory. Third edition. Pearson Longman, 2004. • Blackwell, M.A.R. Habib. A History of Literary Criticism and Theory, from Plato to the Present. Blackwell: 2007. Daiches, David. Critical Approaches to Literature. London: Prentice-Hall, 1956. Daiches, David. English Literature. California: University of California Press, 1968. Daiches, David. The Penguin Companion of English Literature. London: McGraw-Hill, 1971. Dixon, W. Macneile. Tragedy. London: Edward Arnold, 1938. Durham, W.H. Critical Essays of the Eighteenth Century. UK: Russell & Russell, 1961. Else, Gerard. Aristotle's Poetics: The Argument. Cambridge: Harvard University Press, 1957. Habib, M.A.R. Modern Literary Theory and Criticism. Wiley-Blackwell. 2008 Habib, M.A.R. A History of Literary Criticism and Theory: From Plato to the Present. Wiley-Blackwell. 2005</p>

SEMESTER – III

CODE	CORE COURSE – III	Total Lecture:60
LC21M303	Gender Studies	4-0-0-4
Course Objectives	This course offers an introduction to Women's and Gender Studies, an interdisciplinary academic field that explores critical questions about the meaning of gender in society. The primary goal of this course is to familiarize students with key issues, questions and debates in Women's and Gender Studies scholarship, both historical and contemporary. Gender scholarship critically analyses themes of gendered performance and power in a range of social spheres, such as law, culture, education, work, medicine, social policy and the family. More specifically, the course also offers a cross-cultural perception on gender, women's writing and feminist theory with its focus on writings both Indian and Western.	
Pre-requisite	Nil.	
UNIT	CONTENT	HOURS
I	Critical Theory related to Gender Feminist Thought, Masculinity Studies, Queer/LGBT Theory; Critical Approaches (Re-reading, Re-visioning, Gynocriticism, Trans-Criticism etc.); Gender in theories of popular culture Evolution of Women's Studies in Western and South Asian Context	10
II	Selections from Feminist Thought Helen Cixous: 'The Laugh of the Medusa' Elaine Showalter: "Toward a Feminist Poetics" Virginia Woolf: "A Room of One's Own", (Non Detailed) Simone de Beauvoir: Selections from The Second Sex (Non Detailed)	10
III	Drama Sakharam Binder by Vijay Tendulkar Angels in America: A Gay Fantasia on America by Tony Kushner	15
IV	Poetry Maya Angelou: "Still I Rise". Kamala Das: "Dance of the Eunuchs" Sylvia Plath: "Daddy" Margret Atwood: Tricks with Mirrors	10
V	Fiction Reading Lolita in Teheran by Azar Nafisi Ismat Chughtai "The Quilt"	15
Course Outcomes as per Bloom's Taxonomy		
At the end of the course the students should be able to:		
CO1	To Understand and engage with central debates in the field of Women's and Gender Studies.	
CO2	To Define and apply basic terms and concepts central to this field.	
CO3	To Apply a variety of methods of analyzing gender in society, drawing upon both primary and secondary sources.	
CO4	To Analyze concepts and theories of Women's and Gender Studies to life experiences and historical events and processes.	
CO5	To Communicate effectively about gender issues in both writing and speech, drawing upon Women's and Gender Studies scholarship and addressing a public audience	

<p>Text Books</p>	<p>Belsey, Catherine and Jane Moore, eds. <i>The Feminist Reader: Essays in Gender and the Politics of Literary Criticism</i>. London: Macmillan, 1989.</p> <p>Bhasin, Kamla; Menon, Ritu. <i>Borders and Boundaries: Women in India's Partition</i>, New Delhi: Kali for Women, 1998.</p> <p>Cameron, Deborah, ed. <i>The Feminist Critique of Language: A Reader</i>. Second Edition. London: Routledge, 1998.</p> <p>Chatterjee, Partha. <i>The Nation and its Fragments: Colonial and Postcolonial Histories</i>, Princeton: Princeton University Press, 1993.</p> <p>Chaudhuri, Maitrayee, ed. <i>Feminism in India</i>. Delhi: Kali, Women Unlimited and the Book Review Literary Trust, 2004.</p> <p>O'Hanlon, Rosalind [translator] (1994) <i>A Comparison between Women and Men: Tarabai Shinde and the Critique of Gender Relations in Colonial India</i>, Oxford: Oxford University Press.</p> <p>Omvedt, Gail (1980) <i>We Will Smash This Prison: Indian Women in Struggle</i>, London: Orient Longman.</p>
<p>Reference Books</p>	<p>Davis, Miranda (ed.) (1983) <i>Third World, Second Sex: Women's Struggles and National Liberation</i>, London: Zed Books.</p> <p>Felman, Shoshana. <i>What Does a Woman Want? Reading and Sexual Difference</i>. Johns Hopkins Univ. Press, 1993.</p> <p>Fendler, Susanne, ed. <i>Feminist Contributions to the Literary Canon: Setting Standards of Taste</i>. Mellen, 1997.</p> <p>Lorde, Audre (2003) 'The Master's Tools Will Never Dismantle the Master's House', in Reina Lewis & Sara Mills (eds.), <i>Feminist Postcolonial Theory: A Reader</i>, New York: Routledge, pp. 25-8.</p> <p>Menon, Nivedita. <i>Gender and Politics in India</i>. Delhi: Oxford UP, 1999.</p> <p>Mitchell, Juliet. <i>Woman's Estate</i>. New York: Pantheon, 1971</p> <p>Moers, Ellen. <i>Literary Women</i>. Oxford: Oxford Univ. Press, 1985.</p> <p>Moi, Toril. <i>Sexual/Textual Politics: Feminist Literary Theory</i>. London & New York: Methuen 1985</p> <p>Montefiore, Jan. <i>Feminism and Poetry: Language, Experience, Identity in Women's Writing</i>. 1994.</p> <p>Mora, Gabriela and Karen S. Van Hooft, ed. <i>Theory and Practice of Feminist Literary Criticism</i>. Bilingual Review Press, 1982.</p> <p>Mufti, Aamir (2000) 'A Greater Story-writer than God: Genre, Gender and Minority in Late Colonial India', in Ranajit Guha (ed.), <i>Subaltern Studies XI</i>, pp. 1-36.</p>

SEMESTER – III

CODE	Major Elective – III	Total Lecture:60
LC21M304	Emerging Literatures	4-0-0-4
Course Objectives	<p>This course pushes the boundary of the so-called English canon and emphasizes the importance of the ‘other’ literatures written in English. The nomenclature for the course suggests that the course deals with an emergent corpus of writing in English often from erstwhile colonies. However such writing was often a response to historical circumstances, local situations and global conditions using traditional, indigenous and foreign literary conventions. In the twentieth and twenty-first centuries these works address issues of race and identity, nation and state, violence and religion, memory and trauma—the broad themes that span several of these postcolonial societies. Interestingly, the cultural imperialism exercised by the English language is challenged by the ways in which the tongue is appropriated and used for new writings. These works also underscore the polyvalent, hybrid and increasingly complex nature of the expanding horizons of multicultural English literatures in the context of a globalized and diasporic world.</p>	
Pre-requisite	Nil.	
UNIT	CONTENT	HOURS
I	Australian Literature Drama: Jack Davis- No Sugar Fiction: Patrick White- Riders in the Chariot	10
II	Canadian Literature Drama: Sharon Pollock –Komagata Maru Incident Fiction: Yann Martel- Life of Pi	10
III	African Literature Drama: Ama Ata Aidoo- Anowa Fiction: Ngugi waThiong’O--A Grain of Wheat	15
IV	Caribbean Literature & Black British Literature Drama: Derek Walcott: Beef, No Chicken Novels: George Lamming--In the Castle of My Skin	10
V	Poetry from Emerging Literatures Li Young Lee: I Ask my Mother to Sing (China) Tenzin Tsundue : When it Rains in Dharamsala (Tibet) David Diop: The White Man Killed my Father (West Africa) Yasmine Gooneratne: There was a Country (Sri Lanka)	15
Course Outcomes as per Bloom’s Taxonomy		
At the end of the course the students should be able to:		
CO1	To Understand the body of literature, some of them still emerging, produced by writers from countries that were not a part of the canon of British Literature eg. Writers from Asia, Africa, the Caribbean’s, Latin America, Canada and Australia.	
CO2	To expose the students to diverse cultures and modes of expression.	
CO3	To enable them to explore issues of cultural plurality and hybridity	
CO4	To expose the learners to literary negotiations of colonization and decolonization, identity, inequality, marginalization and so on.	
CO5	To have a nuanced understanding of the various branches and areas of Ne Emerging Literatures	

	employ learning and language abilities for professional growth.
Text Books	<p>Gray, Richard. <i>A Brief History of American Literature</i>. London: Wiley-Blackwell, 2011.</p> <p>Pierce, Peter. <i>The Cambridge History of Australian Literature: Queensland</i>: James Cook University, 2017.</p> <p>Young, Robert C. <i>Post Colonialism: A Very Short Introduction</i>. London: Oxford, 2003.</p> <p>Atwood, Margaret. <i>Survival: A Thematic Guide to Canadian Literature</i>. Toronto: Anansi, 2004.</p>
Reference Books	<p>James Acheson and Romana Huk, ed. <i>Contemporary British Poetry: Essays in Theory and Criticism</i>. SUNY P, 1996.</p> <p>Nick Bentley. <i>Contemporary British Fiction</i>. Edinburgh UP, 2008.</p> <p>Steven Connor, ed. <i>The Cambridge Companion to Postmodernism</i>. 2004.</p> <p>James F. English, ed. <i>A Concise Companion to Contemporary British Fiction</i>. Blackwell, 2006.</p> <p>N. Holdsworth and M. Luckhurst, ed. <i>A Concise Companion to Contemporary British and Irish Drama</i>. Blackwell, 2006.</p> <p>V. K. Janik and Del Ivan Janik, ed. <i>Modern British Women Writers: An A-to-Z Guide</i>. Greenwood, 2002.</p> <p>A. Lee. <i>Realism and Power: Postmodern British Fiction</i>. Routledge, 1990.</p> <p>David Ian Rabey. <i>English Drama Since 1940</i>. Longman, 2003.</p>

SEMESTER – III

CODE	Major Elective – III	Total Lecture:60
LC21M101	Linguistics	4-0-0-4
Course Objectives	The course is designed to introduce the learners to aspects of English language and Linguistics to help them understand how English as a language is organized and how it functions. The course will enhance the learners' language awareness and help them to describe, analyse and explain language in a systematic manner. The learners will be introduced to structural aspects of linguistics like phonetics and phonology, morphology, syntax as well as functional aspects like register and marker, stylistics. Learners will also learn about language varieties and diversities and its social, political and pedagogic implications. The greatest outcome of the course is the development of language awareness. This awareness is expected to enable students to use language efficiently and to employ language abilities for professional growth.	
Pre-requisite	Nil.	
UNIT	CONTENT	HOURS
I	Critical Theories Ferdinand Saussure: The Nature of Linguistic Sign Noam Chomsky: Theory of Transformational-Generative Grammar	10
II	Linguistics: Definitions, Language, Communication – Human and Animal, Speech Communities, Language and Our World (Sapir-Whorf hypothesis) Approaches to the study of language: Synchronic and Diachronic	10
III	Language as a Symbolic System: Signifier and Signified, Langue and Parole, Denotation and Connotation, Paradigmatic and Syntagmatic, Language Variety- Dialect, sociolect, register, Languages in Contact- Pidgins and Creoles, Bilingualism/Multilingualism- Code-mixing, Code-switching, Diglossia	15
IV	Phonetics and Phonology: Concept of Phoneme, Syllable and Word Morphology: Word as grammatical and lexical unit, Introduction to syntax, semantics and stylistics, Organs of speech, speech mechanism, Classification & Description of Speech Sounds, Consonants & Vowels	10
V	Branches/Areas of Linguistic Studies: Sociolinguistics, Psycholinguistics, Anthropological Linguistics, Neurolinguistics,	15
Course Outcomes as per Bloom's Taxonomy		
At the end of the course the students should be able to:		
CO1	To introduce students to the core concepts in linguistics with reference to English Language Studies;	
CO2	To bring together in a meaningful way both the theory and practice of linguistics;	
CO3	To enable students to use the concepts taught during the course in their contexts of language use.	
CO4	To gain insight into the critical theories proposed by Saussure and Chomsky	
CO5	To have a nuanced understanding of the various branches and areas of Linguistic studies and to use language efficiently and to employ language abilities for professional growth.	

Text Books	<p>Radford, Andrew, Martin Atkinson, David Britain, Harald Clahsen, and Andrew Spencer (1999).Linguistics: An Introduction. Cambridge: Cambridge University Press, Print.</p> <p>Yule, George. (2010, 4th ed). The Study of Language. Cambridge: Cambridge University Press, Print.</p>
Reference Books	<p>Ashby, Michael & John Maidment. (2003). Introducing Phonetic Science. Cambridge: Cambridge University Press.</p> <p>Radford, Andrew. (1997). Syntactic Theory and the Structure of English. Cambridge University Press:Cambridge</p> <p>Roach, Peter. (1991). English Phonetics and Phonology. Cambridge: Cambridge University Press</p> <p>Carstairs-McCarthy, Andrew. (2002). An Introduction to English Morphology. Edinburgh: Edinburgh University Press, Print.</p> <p>Huddleston, Rodney and Geoffrey K. Pullum. (2005). A Student’s Introduction to English Grammar. Cambridge: Cambridge University Press, Print.</p>

SEMESTER – III

CODE	Major Elective – III	Total Lecture:60
LC21M101	Literature in Translation	4-0-0-4
Course Objectives	This course gives the students opportunity to familiarise themselves with some of the classic texts of world literature - mainly works by foreign-language authors in English translation. They will hone their skills in textual analysis and critical thinking by engaging in careful analysis of the individual texts, aiming to identify their main features as well as the historical and cultural frameworks within which they were produced. They will also develop an understanding of some of the key challenges involved in reading world literature: national vs global reading strategies, the circulation of literary texts across borders, and reading literature in translation. Course readings will, where possible, be arranged thematically.	
Pre-requisite	Nil.	
UNIT	CONTENT	HOURS
I	Nadine Gordimer: Burger's Daughter Munshi Premchand : Shatranj ke Khiladi- (The Chess Players)	10
II	Miguel de Cervantes: Don Quixote (Part I) Wu Cheng'en: Journey to the West	10
III	Pablo Neruda: The Heights of Macchu Picchu Kahlil Gibran: The Prophet	15
IV	Jean Jacques Russo: The Social Contract Jean Paul Sartre: The Flies	10
V	Maxim Gorky: Mother Yasunari Kawabata: The Old Capital	15
Course Outcomes as per Bloom's Taxonomy		
At the end of the course the students should be able to:		
CO1	To introduce students to the core concepts in Literature in translation with reference to Texts from across the World;	
CO2	To Analyze literary texts in English or English translation in terms of their main stylistic and thematic features.	
CO3	To Discuss the literary, historical, social and cultural backgrounds of these texts.	
CO4	To Identify some of the main theoretical and methodological issues involved in reading Literature in Translation.	
CO5	To Communicate findings clearly and engagingly	
Text Books	The Kojiki, translated by Basil Hall Chamberlain, [1919] The Conference of the Birds : Farid ud din Attar Njal's Saga Translation by Sir George W. DaSent Translated by Afham Darbandi and Dick Davis. London: Penguin 1984 The Arabian Nights Entertainment, translated by Sir Richard Burton	

<p>Reference Books</p>	<p>--, How to Read World Literature. New York and London: Blackwell, 2009. David et al., Damrosch eds., The Longman Anthology of World Literature. New York: Pearson Longman, 6 vols, 2d ed. 2009. Davis, Paul et al., eds., The Bedford Anthology of World Literature. New York: Bedford/St.Martin's, 6 vols., 2004. D'haen, Theo. The Routledge Concise History of World Literature. London: Routledge, 2011. D'haen et al., Theo eds., The Routledge Companion to World Literature. London: Routledge, 2011. ----, World Literature: A Reader. London: Routledge, 2012. Hashmi, Alamgir. The Commonwealth, Comparative Literature and the World. 1988. Jerome Rothenberg & Pierre Joris, eds., Poems for the Millennium: A Global Anthology. Berkeley: U. of California P., two vols., 1998. Kurian, George Thomson, Timetable of World Literature, New York: Fact on File, 2003 Posnett ,H. M., Comparative Literature. London: K. Paul, Trench, 1886. Prendergast, Christopher ed., Debating World Literature. London: Verso, 2004. Puchner , Martin et al., eds., The Norton Anthology of World Literature. New York: W.W. Norton, 6 vols., third edition, 2012. Puchner,Martin. "Poetry of the Revolution: Marx, Manifestos, and the Avant-Gardes."Princeton: Princeton University Press, 2012. Tanoukhi, Nirvana. The World Literature Reader. London: Routledge, 2012</p>
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SEMESTER – IV

CODE	CORE COURSE – IV	Total Lecture:60
LC21M101	Degree Project/ Research Dissertation /Internship	0-0-32-16
Course Objectives	This course is offered to train the students in academic research. It provides a comprehensive contextual and theoretical grounding in the area being offered. Students were guided in the reading of texts, they write a dissertation and appear for a viva voce to defend their thesis. This is not a taught course but a guided course, initiating the students to delve deep into a particular domain and apply theoretical parameters to analyse the complexity of a literary text. Only a select number of courses are likely to be offered in any given semester.	
Pre-requisite	Nil.	
UNIT	CONTENT	HOURS
General Guidelines	<p>Degree Project or Research Dissertation or Internship</p> <p>Broad Topics :</p> <ul style="list-style-type: none"> • Biography/Autobiography • History and Literature • Gender and Literature • Literature and the Visual Arts/ Book Illustration • Literature and Fantasy • Children’s Literature • Neo-Victorian Studies • Travel Writing • Literature and Film/Adaptation Studies • Ecology and Literature • Literature, Orality and Folklore <p>Dissertation You will write a 10,000 to 11,000-word dissertation on a subject of your choice, but related to the work you have been doing over the year. You will be assigned to a member of academic staff who will act as your supervisor.</p> <p>Supervision The allocation of graduate supervision for this course is the responsibility of the Faculty of English and it is not always possible to accommodate the preferences of incoming graduate students to work with a particular member of staff. Under exceptional circumstances a supervisor may be found outside the Faculty of English.</p> <p>Assessment The MA program is assessed via the submission of 2 pieces of coursework. In addition to the dissertation, you will submit two essays of 5,000 to 6,000 words - one at the end of the first mst term, and one at the end of the second mst term</p>	32

SEMESTER – IV

CODE	CORE COURSE – IV	Total Lecture:60
LC21M101	MOOC	0-0-8-4
Course Objectives	This course is offered to train the students in academic self-study and research. Integrating the knowledge and skills of various courses available in online mode. Develop the skills of critical thinking and evaluation. To make students to learn themselves by choosing the course as per there area of interest. Suggested MOOC Providers: Coursera, Edx, Swayam, NPTEL, Udemy Students have to get their MOOC provider approved beforehand by the committee	
Pre-requisite	Nil.	
UNIT	CONTENT	HOURS
General Guidelines	<ul style="list-style-type: none"> • This course creates an excellent opportunity for students to acquire the necessary skill set for research, employability through massive open online courses (MOOCs) where the rare expertise of world famous experts from academics and industry are available. • The basket for MOOCs will be a dynamic one, as courses keep on updating with time. In this semester 4 credits will have to be acquired with online courses (MOOCs). Students will have to complete 1 MOOC's of their choice in the fourth semester. The MOOC will carry internal marks of 50, which will be attained after he/she gets the MOOC certificate for which he/she got himself/herself enrolled. For end semester evaluation a Viva-Voce examination shall be conducted and it will carry 50 marks. 	8