



Pt. Ravishankar Shukla University,
Raipur (C.G.), India 492010

CURRICULUM & Syllabus
(Based on CBCS & LOCF)

M.A. English
(Semester System)

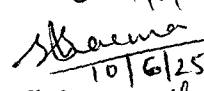
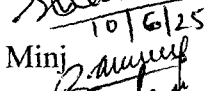
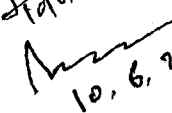
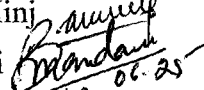
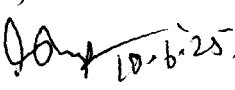
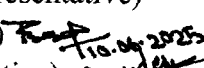
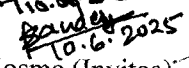
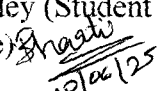
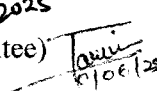
Semester: I-IV

Session: 2025-27

Approved by :
Board of Studies : **English**

Dates : **10.06.2025**

Name of Chairman : Dr. Madhu Kamra 

Name of Members : Dr. Smita Sharma  Dr. Javed K. Shah 
Dr. Anand Kumar Mini  Mr. Tarun Kumar Bhoi 
Mrs. Bharti Mandavi 
Dr. B. I. Guru (External Member)
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Pradeep Barman (Student Representative) 
Shubhanchhi Pandey (Student Representative) 
Bharti Sahu (Invitee)  F Tarini Kosme (Invitee) 

M. A. English

A Master of Arts in English (M.A. English) is a Two Year, Four Semester Postgraduate Academic Programme that delves into advanced studies of literature, linguistics, and critical theory. It provides a comprehensive exploration of the English language's rich literary traditions and linguistic nuances. This degree fosters analytical thinking, refined communication skills, and a deep understanding of cultural contexts. M.A. English learners are equipped for diverse

careers in academia, writing, publishing, and communication, offering a foundation for cultural appreciation and contributing to society's intellectual and creative landscape. The significance of the Programme lies in cultivating critical minds and fostering a profound appreciation for the power of language.

Programme Outcomes:

Upon successful completion of the Master of Arts in English Programme, students will be able to:

PO-1	Knowledge: Demonstrate a deep understanding of ancient and contemporary English concepts, theories, and techniques in various subfields of English.
PO-2	Critical Thinking and Reasoning: Exhibit advanced critical thinking skills by analysing and evaluating theoretical arguments and concepts and by making reasoned judgements as well as applications.
PO-3	Problem Solving: Develop ability to think deeply and question assumptions in order to form one's own opinions. It also helps to challenge and consider complex ethical and moral issues to become more thoughtful and responsible members of society.
PO-4	Advanced Analytical and Computational Skills: Demonstrate advanced analytical and computational skills through proficient application of literary theories, critical methodologies, and digital tools. They will adeptly analyse complex texts, engage in sophisticated literary interpretation, and leverage computational approaches to enhance their understanding of literature and language.
PO-5	Effective Communication: Articulate nuanced ideas and critical analyses through proficient written and oral communication. They will demonstrate mastery in crafting persuasive arguments, delivering compelling presentations, and producing scholarly written work, showcasing a high level of proficiency in effective communication within the discipline.
PO-6	Social/ Interdisciplinary Interaction: Skillfully engage in interdisciplinary discussions, integrating diverse perspectives and contributing to societal dialogue. The learners will be able to demonstrate a comprehensive understanding of literature's intersectionality with other disciplines, fostering meaningful social interactions.
PO-7	Self-directed and Life-long Learning: Demonstrate the capability for self-directed and life-long learning. The learners will exhibit intellectual curiosity, research proficiency, and a commitment to continuous professional development, equipping them to adapt and thrive in evolving literary landscapes.
PO-8	Effective Citizenship: Leadership and Innovation: Exhibit effective citizenship by demonstrating leadership and innovation. The learners will apply critical thinking skills to address societal challenges, engage in collaborative initiatives, and contribute creatively to cultural and intellectual spheres. The learners will emerge as empowered leaders, fostering positive change within diverse communities through the application of their literary insights and innovative perspectives.

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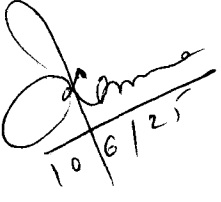
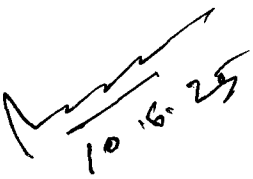
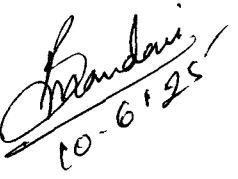
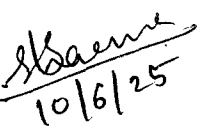
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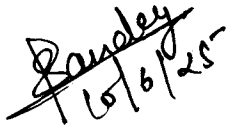
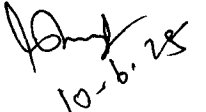
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PO-9	Ethics: Demonstrate heightened ethical awareness, evaluating texts and cultural contexts responsibly. The learners will apply ethical considerations in scholarly pursuits, contributing ethically to the discourse within the field.
PO-10	Further Education or Employment: Excel in further education or employment, equipped with advanced skills in analysis, communication, and critical thinking. The learners will showcase adaptability and strong foundation that will open doors to diverse career paths in academia, writing, publishing, or related professions.
PO-11	Global Perspective: Possess a global perspective, adept at analyzing and interpreting diverse literary and cultural expressions. The learners will navigate global complexities, fostering a nuanced understanding of literature in a broader socio-cultural context.

PROGRAMME SPECIFIC OUTCOMES (PSOs): At the end of the Programme, the student will be able to:

PSO1	Demonstrate a comprehensive understanding of literary theories and analytical skills, enabling identification, analysis, and documentation of specific linguistic characteristics in various literary works.
PSO2	Attain a high level of employability in fields related to literary research, writing, and education, showcasing proficiency in literary analysis and interpretation.
PSO3	Appreciate, understand, and critically analyse the diverse roles of language in everyday interactions, literature, and cultural contexts.
PSO4	Get insight into Basic Pedagogical Principles relating to the teaching of both the English Language and Literature in English with fair understanding of existing formal structure of the various genres.
PSO5	Successfully qualify for national/state-level tests such as NET/SET, showcasing a mastery of literary knowledge and analytical skills in the English language.


M. A. English

Specification of Course	Semester	No. of Courses	Credits
Core	I - IV	16	80
Elective	III - IV	04	20
Total		20	100
Additional Courses (Qualifying in nature, for Student admitted in School of Studies only)			
Indian Knowledge System	I	01	02
Generic- Skill Enhancement: Society and Communication	III	01	02

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M.A. English
PROGRAMME STRUCTURE

Semester	Course Nature	Course Code	Course Title	Course Type (T/P)	Hrs/ Week	Credits	Marks		
							CIA	ESE	Total
Semester -I	Core	ENG 110	Poetry 1	T	6	5	30	70	100
	Core	ENG 120	Drama 1	T	6	5	30	70	100
	Core	ENG 130	Prose 1	T	6	5	30	70	100
	Core	ENG 140	Fiction 1	T	6	5	30	70	100
	Core	ENG 150	Language Management and Communication Skills 1	T	6	5	30	70	100
Semester -II	Core	ENG 210	Poetry 2	T	6	5	30	70	100
	Core	ENG 220	Drama 2	T	6	5	30	70	100
	Core	ENG 230	Prose 2	T	6	5	30	70	100
	Core	ENG 240	Fiction 2	T	6	5	30	70	100
	Core	ENG 250	Language Management and Communication Skills 2	T	6	5	30	70	100
		ENG 251	Internship [Additional and mandatory (after the completion of End Semester Exam) during Semester break]			2*			100
Semester -III	Core	ENG 310	Critical Theory 1	T	6	5	30	70	100
	Core	ENG 320	Indian Writing in English 1	T	6	5	30	70	100
	Core	ENG 330	American Literature 1	T	6	5	30	70	100
	Elective-1 (Select any one)	ENG 340	Gender Studies 1(A) OR	T	6	5	30	70	100
		ENG 341	Cultural Studies 1(B)						
	Elective 2(Select any one)	ENG 350	Linguistics 1(A) OR	T	6	5	30	70	100
		ENG 351	English Language Teaching 1(B)						
Semester -IV	Core	ENG 410	Critical Theory 2	T	6	5	30	70	100
	Core	ENG 420	Indian Writing in English 2	T	6	5	30	70	100
	Core	ENG 430	American Literature 2	T	6	5	30	70	100
	Elective-3 (Select any one)	ENG 440	Gender Studies 2 (A) OR	T	6	5	30	70	100
		ENG 441	Cultural Studies 2(B)						
	Elective-4 (Select any one)	ENG 450 ENG 451	Linguistics 2 (A) OR English Language Teaching 2(B) OR	T	6	5	30	70	100
		ENG 452	Dissertation (Only on attaining eligibility score of 60% in semester III exclusively)						100

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Note:

1. In place of Elective Course Student can choose paper(s) from MOOC Courses (Swayam Portal) subject to the following conditions:
 - a. The chosen paper will be other than the papers offered in the current course structure.
 - b. The paper will be PG level with a minimum of 12 weeks' duration.
 - c. The list of courses on SWAYAM keeps changing, the departmental committee will finalize the list of MOOC courses for each semester.
 - d. The paper(s) may be chosen from Swayam Portal on the recommendation of Head of the Department.
2. The candidates who have joined the PG Programme in School of Studies (University Teaching Department), shall undergo Generic Elective Courses (only qualifying in nature) offered by other departments/SoS in Semester II and Semester III.
3. The candidates who have joined the PG Programme in School of Studies (University Teaching Department), shall undergo Skill Enhancement Course/Value Added Course (only qualifying in nature) in Semester I and Semester II.

Generic Elective Courses: (Offered to PG students of other Departments/SoS only)

Sem-ester	Course Code	Course Title	Course Type (T/P)	Hrs/ Week	Credits	Marks		
						CIA	ESE	Total
II	ENG 501	Functional English Language	T	2	2	30	70	100
III	ENG 502	Communication Skills	T	2	2	30	70	100

Skill Enhancement/Value Added Courses: Offered to the PG students of English. (only for SoS)

Semester	Course Code	Course Title	Course Type (T/P)	Hrs/ Week	Credits	Marks		
						CIA	ESE	Total
I	ENG 460	Indian Knowledge System	T	2	2	30	70	100
III	ENG 470	Society and Communication (Skill Enhancement Course)	T	2	2	30	70	100

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Programme Articulation Matrix:

Following matrix depicts the correlation between all the courses of the Programme and Programme Outcomes

Course code	Pos											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
ENG110	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ENG120	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ENG130	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ENG140	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ENG150	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ENG210	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ENG220	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ENG230	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ENG240	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ENG250	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ENG251	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ENG310	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ENG320	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ENG330	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ENG340	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ENG341	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ENG350	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ENG351	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ENG410	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ENG420	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ENG430	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ENG440	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ENG441	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ENG450	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ENG451	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ENG452	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
No. of Courses mapping the PO/PSO	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26

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ENG 453	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
No. of Courses Mapping the PO/PSO	27	27	27	27	27	27	27	27	27	27	27	27	27

Outcomes

M.A.(English) Semester-I

Program	Subject	Year	Semester
M.A.	English	2025	I
Course code	Course Title-Paper I		Course Type
ENG 110	Poetry-I		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	5	1	NIL
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO): The course introduces the students to early English Poetry from the Elizabethan era to the Neo-Classical period in the history of English Literature. It focuses on the immortal works of the Poets and Essayists of the period; the students will get the opportunity to read the works which had long lasting effect on the mind and spirit of the age.

Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
1.	Demonstrate the knowledge of the Elizabethan era and Classical era.	Ap

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2.	Understand the evolution of the poetic singularities of Chaucer.	Ap
3.	Get acquainted with the early Elizabethan poets, like William Shakespeare and his peers.	U
4.	Understand the role of John Milton in the creation of epic	An
5.	Carry knowledge of Neo-Classical poets and their poetic distinctiveness.	U

CL: Cognitive Levels (R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-create

CO-PO/PSO Mapping for the course:

PO CO	Pos											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	3	3	1	1	-	3	-	-	1	2	3	1	2	1	1
CO2	3	3	3	1	1	1	3	1	2	2	2	3	2	3	2	2
CO3	3	3	3	1	1	1	3	2	3	2	3	3	2	3	3	2
CO4	3	3	3	1	1	2	3	2	3	3	3	3	2	3	3	3
CO5	3	3	3	1	1	2	3	1	2	2	1	3	1	2	2	2

“3”-Strong; “2”- Moderate; “1”- Low; “-”No Correlation

Detailed Syllabus

Unit No.	Topics	No.of lectures	CO No.
1.	Types of Poetry, Elements of Poetry, Poetic Devices, Sub-genres of Poetry.	15	
2.	Geoffrey Chaucer: <i>Prologue to the Canterbury Tales</i> (Detailed)	20	
3.	John Donne: A Valediction: Forbidding Mourning, The Flea, The Canonization, The Good-Morrow (All Detailed) William Shakespeare: Sonnets 116, 154 (Non-Detailed)	20	

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4.	John Milton: <i>Paradise Regained</i> (Book-1) (Detailed)	20	
5.	Alexander Pope: <i>The Rape of the Lock</i> (Detailed) John Dryden: A Portrait of Shadwell (Non-Detailed) Thomas Gray: <i>Elegy Written in a Country Churchyard</i> (Non-Detailed)	15	

Note: Annotations shall be based on the texts prescribed for detailed study.

Recommended Books:-

Brewer, D. S. *Tradition and Innovation in Chaucer*. Macmillan, 1982.

Booth, Stephen. *An Essay on Shakespeare's Sonnets*. Yale UP, 1969.

Pope, Alexander. *The Rape of the Lock*. Vintage Publication, 2007

Doren, Mark Van. *John Dryden: A Study of His Poetry*. Indiana UP, 1960.

Brown, Laura. *Alexander Pope*. Basil Blackwell, 1985.

Bowra, C. M. *From Virgil to Milton*. Books Way, 2017.

Reference Books

Tillyard, E. M. W. *Studies in Milton*. Portway, 1973.

Bradley, A.C. *Oxford Lectures on Poetry*. New Delhi : Atlantic, 1999.

Tillotson. *On the Poetry of Pope*. Oxford UP, 1950.

Naikar, Basavaraj. *Paradise Lost and Regained: A Modern Prose Translation*. Atlantic Publ. 2023.

Boulton, Marjorie. *The Anatomy of Poetry*. Routledge and Kegan Paul, 1953.

Kermode, Frank, and John Hollander, eds. *The Oxford Anthology of English Literature*. 6 vols., Oxford UP, 1973.

Brooks, Cleanth, and Robert Penn Warren. *Understanding Poetry*. Holt, Rinehart and Winston, 1960.

Bowden, Muriel. *A Commentary on the General Prologue to the Canterbury Tales*. Macmillan, 1949.

Baines, Paul. *The Complete Critical Guide to Alexander Pope*. Routledge, 2001.

Gardner, Helen, editor. *Metaphysical Poets*. Penguin, 1957.

Kreutzer, James. *Elements of Poetry*. Macmillan, 1971.

Leavis, F. R. *New Bearings in English Poetry*. Penguin, 1939.

---. *The Allegory of Love: A Study in Medieval Tradition*. Clarendon, 1936.

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Gray, Thomas & Russell L. Sanderson. *Gray's "Elegy Written In A Country Churchyard."*
Sagwan Press, 2015.

M.A.(English) Semester-I

Program	Subject	Year	Semester
M.A.	English	2025	I
Course code	Course Title- Paper –II		Course Type
ENG-120	Drama-I		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	5	1	NIL
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO):

1. To analyze the composition designed for theatrical performance.
2. To study the playwrights of the Elizabethan era.
3. To observe the characteristics of Shakespearean tragedy.
4. To know the prominent dramatists in English literature.
5. To study the course for various competitive exams.

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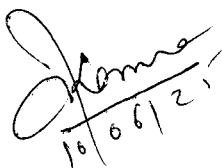
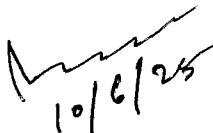
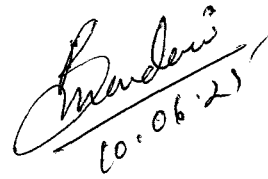
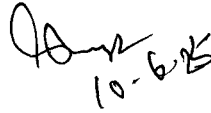
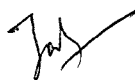
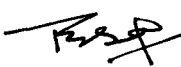
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Course Outcomes (CO):

CO No.	Expected Course Outcomes At the end of the course, the students will be able to:	CL
1.	Understand the origin and evolution of play in English literature. Explore the various elements of drama and their meanings.	U
2.	Discuss the genre of English tragedy and Renaissance morality. Analyze the Play highlighting the dangers of unchecked ambition.	An
3.	Explore tragedy and its meaning. Evaluate many facets of Jacobean revenge tragedy.	E
4.	Describe the Shakespearean plays, their themes, characterization, plot and language.	An
5.	Express the features of English Comedy of Manners. Develop a firm opinion about various authors and their works	U

CL: Cognitive Levels (R-Remember; U-Understanding; Ap-Appl; An-Analyze; E-Evaluate; C-create)



CO-PO/PSO Mapping for the course:

PO CO	Pos											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	3	3	1	1	-	3	-	-	1	2	3	1	2	1	1
CO2	3	3	3	1	1	1	3	1	2	2	2	3	2	3	2	2
CO3	3	3	3	1	1	1	3	2	3	2	3	3	2	3	3	2
CO4	3	3	3	1	1	2	3	2	3	3	3	3	2	3	3	3
CO5	3	3	3	1	1	2	3	1	2	2	1	3	1	2	2	2

“3”-Strong; “2”- Moderate; “1”- Low; “-” No Correlation

Detailed Syllabus

Unit No.	Topics	No. of lectures	CO No.
1.	Origin and Development of Drama Elements of Drama (Theme, Plot, Characters, Dialogue)	15	
2.	Christopher Marlowe: <i>Doctor Faustus</i> (Detailed)	20	
3.	Ben Jonson: <i>Volpone</i> (Non- Detailed) John Webster: <i>The Duchess of Malfi</i> (Non- Detailed)	20	
4.	William Shakespeare: <i>Julius Caesar</i> (Detailed) <i>The Tempest</i> (Non- Detailed)	20	
5.	William Congreve: <i>The Way of the World</i> (Detailed)	15	

Note: Annotations shall be based on the texts prescribed for detailed study.

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Books Recommended:

Boulton, Marjorie. *The Anatomy of Drama*. London: Routledge Revivals, 1960.

Brooks Cleanth. *Understanding Drama*. Read Books, 2008.

Fergusson, Francis. *The Idea of a Theater* (Chapter IV). Princeton UP, 1949.

Jones, John. *On Aristotle and Greek Tragedy*. Stanford, California: SUP, 1980.

Kitto, H.D.F. *Form and Meaning in Drama: A Study of Six Greek Plays and of Hamlet*.
Routledge, 2013.

Reference Books:

Marlowe, Christopher. *Doctor Faustus*. edited by Kitty Dutta. Oxford, 1997.

Bradbrook, M. C. *Themes and Conventions of Elizabethan Tragedy*. Cambridge UP, 2nd ed.2006.

Jump, John D. (ed.). *Christopher Marlowe: Doctor Faustus*. London: Macmillan, 1969.

Leech, Clifford (ed.). *Marlowe: A Collection of Critical Essays*. New Jersey: Prentice-Hall, Inc., 1964.

Bowers, Fredson. *Elizabethan Revenge Tragedy*. Princeton UP, 2016.

Nicoll, Allardyce.(ed.). *Shakespeare Survey*. Vol. 1. Cambridge UP, Rev. ed., 2002.

Styan, J. L. *Modern Drama in Theory and Practice*. 3 Vols. Cambridge UP, 1981.

Bradley, A.C. *Shakespearean Tragedy*. 1904. London: Macmillan, 1919.

Chaudhuri, Sukanta. *Things Reborn: Essays on the Renaissance*. Jadavpur: Jadavpur UP, 2022.

Dollimore, Jonathan and Alan Sinfield. Eds. *Political Shakespeare*. Manchester: MUP, 1985.

Nagarajan, S. and S. Viswanathan. Eds. *Shakespeare in India*. New Delhi: OUP, 1987.

Nicoll, Allardyce. *British Drama*. New York: Barnes & Noble, 1978.

Pollard, A.W. *English Miracle Plays, Moralities and Interludes*. Oxford: Clarendon, 1973.

Steiner, George. *The Death of Tragedy*. Yale UP, 1996.

Styan, J.L. *The Elements of Drama*. Cambridge: CUP, 1960.

Williams, Raymond. *Drama: From Ibsen to Brecht*. London: Hogarth, 1987.

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Rowse A.L., *The Annotated Shakespeare*. Vol 1-3. New York: Clarkson Potter, 1978.

Yates, Francis A. *Shakespeare's Last Plays: A New Approach*. London: Routledge, 1975.

Uphaus, Robert W. *Beyond Tragedy: Structure and Experience in Shakespeare's Romances*. The University Press of Kentucky, 1981.

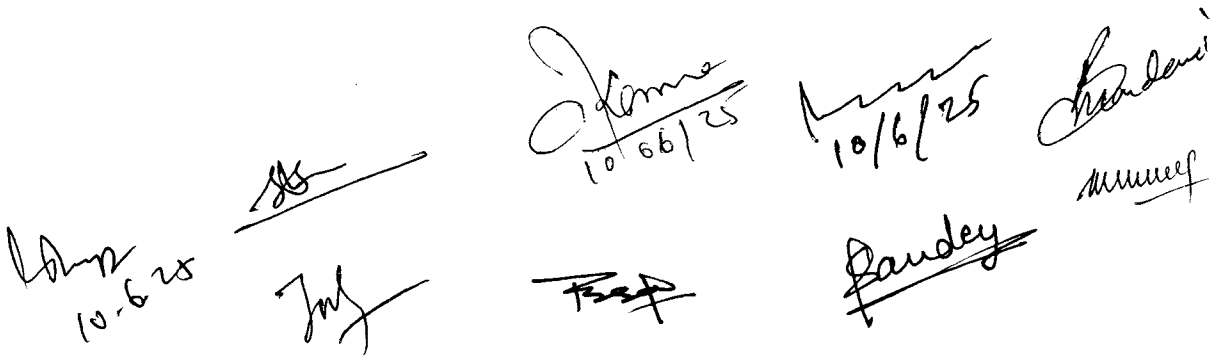
Kermode, Frank. *William Shakespeare: The Final Plays*. London: Longmans, Green, 1963.

Barber, C. L. *Shakespeare's Festive Comedy; A Study of Dramatic Form and its Relation to Social Custom*. Princeton UP, 1992.

Richards, Jennifer and James Knowles. *Shakespeare's Late Plays: New Readings*. Edinburgh UP, 1999.

Webster, John. *The Dutchess of Malfi*. Double Nine Books, 2023.

Sengupta , Kajal, ed. *William Congreve: The Way of the World*. Oxford U. P.,1997.


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M.A.(English) Semester-I

Program	Subject	Year	Semester
M.A.	English	2025	I
Course code	Course Title - Paper-III		Course Type
ENG-130	Prose-I		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	05	01	NIL
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO):

The course aims at introducing the students to the development of types of prose and forms of prose from 16th Century to early 20th Century.

Course Outcomes (CO):

CO No.	Expected Course Outcomes At the end of the course, the students will be able to:	CL
1.	Assess the development of aphoristic and periodical essays.	U
2.	Develop the skill to interpret Bacon's essays thematically and stylistically too.	Ap
3.	Understand the contexts, values and relevance of Thomas Browne's <u>Urn Burial</u> .	An
4.	To get an overview of periodical essays of Addison and Steele.	E
5.	Help the students examine critically the writings of Samuel Johnson and R.L.Stevenson.	An

CL: Cognitive Levels (R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-create)

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CO-PO/PSO Mapping for the course:

PO CO	Pos											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	2	2	3	2	2	3	2	2	3	2	2	1	2	3	1	2
CO2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	2	3	3	2	3	2	3	2	2	3	2	1	2	2	3
CO4	3	3	2	3	3	2	3	3	3	3	3	2	2	1	2	2
CO5	3	3	3	2	3	3	3	2	3	3	3	1	2	2	3	2

“3”-Strong; “2”- Moderate; “1”- Low; “-” No Correlation

Detailed Syllabus

Unit No.	Topics	No. of lectures	CO No.
1.	Background: The Essay: Definition, Origin and Development, The Aphoristic Essay, The Character Writers, The Periodical Essay and Social Essay, The Reviews, The Personal Essay.	15	
2.	Francis Bacon: Selected Essays: Of Youth and Age, Of Garden, Of Beauty. (All Detailed)	20	
3.	Thomas Browne : Urn Burial (Detailed)	20	
4.	Joseph Addison: On witch and witch craft, Sir Roger at the Assizes (All Detailed) Richard Steele: Recollections of Childhood, The Spectator Club (Non- Detailed)	20	
5.	Samuel Johnson: Life of Milton (Non- Detailed) R.L.Stevenson: Walking Tours, An Apology for Idlers (All Detailed)	15	

Note: Annotations shall be based on the texts prescribed for detailed study.

Note: Annotations shall be based on the texts prescribed for detailed study.

Books Recommended:-

Bacon, Francis. *The Essays*. Penguin Classics, 1985.

Bacon, Francis. *Selected Essays of Francis Bacon*. Ed. Mary Augusta Scott, Houghton Mifflin, 1908.

Browne, Thomas. *The Essays of Sir Thomas Browne*. Ed. John Addington Symonds, Macmillan, 1888.

Addison, Joseph, and Richard Steele. *The Spectator*. Oxford World's Classics, 1987.

Addison, Joseph. *Essays of Joseph Addison*. Walter Scott, 1888.

Johnson, Samuel. *The Life of Milton*. Oxford University Press, 2006.

Johnson, Samuel. *Selected Essays of Samuel Johnson*. Penguin Classics, 2003.

Stevenson, Robert Louis. *The Complete Essays of R.L. Stevenson*. W. Scott, 1903.

The Oxford Book of Essays. Ed John Gross, Oxford University Press, 2008.

The Norton Anthology of English Literature: The Major Authors. Ed. Stephen Greenblatt et al., 9th ed., Norton, 2012.

Reference Books:-

Boulton, Marjorie. *The Anatomy of Prose*. Routledge and Kegan Paul, 1954.

Chaudhuri, Sukanta, ed. *Bacon's Essays: A Selection*. Oxford UP, 1977.

Daniel, David. *The Bible in English: Its History and Influence*. Yale UP, 2003.

Gross, John, editor. *The New Oxford Book of English Prose*. Oxford UP, 2000.

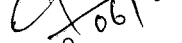
Read, Herbert. *English Prose Style*. 1928. Pantheon Books, 1952.

Robinson, Ian. *The Establishment of Modern English Prose in the Reformation and the Enlightenment*. Cambridge UP, 1998.

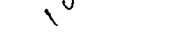
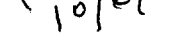
Saintsbury, George. *A History of English Prose Rhythm*. Macmillan, 1912.





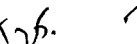
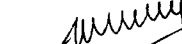





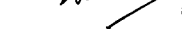

















M.A.(English) Semester-I

Program	Subject	Year	Semester
M.A.	English	2025	I
Course code	Course Title- Paper IV		Course Type
ENG 140	Fiction 1		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	5	1	NIL
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO): The course aims at introducing the students to the development of fiction in English literature and to familiarize them with the convention of diverse textual genres and types of fiction along with a brief survey of some salient features of writer's understudy.

Course Outcomes (CO):

CO No.	Expected Course Outcomes At the end of the course, the students will be able to:	CL
1.	Discover the history and development of English novels	Ap
2.	Get acquainted with vivid pictures of Christian spiritual journey and religious allegory	Ap
3.	Comprehend picaresque and Bildungsroman novel.	U
4.	Learn about social and political backdrops, themes and its effect as characteristics of prescribed classics	An
5.	Get acquainted with Victorian era and impact of industrial revolution	U

CL: Cognitive Levels(R-Remember;U-Understanding;Ap-ApPLY;An-AnALyze;E-Evaluate;C-cre

Cognitive Levels(R-Remember;U-Understanding;Ap-Apply;An-Analyze;E-Evaluate;C-cre

CO-PO/PSO Mapping for the course:

PO CO	Pos											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	3	3	1	1	-	3	-	-	1	2	3	1	2	1	1
CO2	3	3	3	1	1	1	3	1	2	2	2	3	2	3	2	2
CO3	3	3	3	1	1	1	3	2	3	2	3	3	2	3	3	2
CO4	3	3	3	1	1	2	3	2	3	3	3	3	2	3	3	3
CO5	3	3	3	1	1	2	3	1	2	2	1	3	1	2	2	2

“3”-Strong; “2”- Moderate; “1”- Low; “-”No Correlation

Detailed Syllabus

Unit No.	Topics	No.of lectures	CO No.
1.	Origin and development of the English Novel	15	
2.	John Bunyan: <i>The Pilgrim's Progress</i> Daniel Defoe : <i>Robinson Crusoe</i>	20	
3.	Henry Fielding: <i>Tom Jones</i> Oliver Goldsmith: <i>The Vicar of Wakefield</i>	20	
4.	Sir Walter Scott: <i>The Bride of Lammermoore</i> Jane Austen : <i>Emma</i>	20	
5.	Charles Dickens: <i>Pickwick Papers</i> Emily Bronte: <i>Wuthering Heights</i>.	15	

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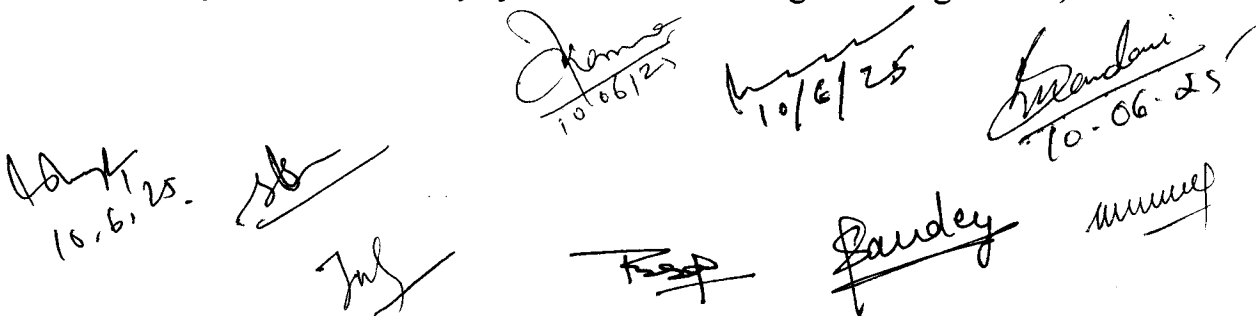
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Books Recommended:

- Kettle, Arnold. *An Introduction to the English Novel*. Vol. I and Vol. II, Hutchinson, 1951.
- Auerbach,
Eric. *Mimesis: The Representation of Reality in Western Literature*. Princeton University Press, 2003.
- Booth, Wayne C. *The Rhetoric of Fiction*. University of Chicago Press, 1961.
- Boulton, Marjorie. *The Anatomy of the Novel*. Routledge and Kegan Paul, 1975.
- Eagleton, Terry. *The English Novel: An Introduction*. Blackwell, 2004.
- Forster, E. M. *Aspects of the Novel*. Edward Arnold, 1927.
- Lodge, David. *The Art of Fiction*. Viking, 1992.
- Lubbock, Percy. *The Craft of Fiction*. Jonathan Cape, 1921.
- Lukacs, Georg. *The Theory of the Novel*. MIT Press, 1971.
- Scholes, Robert. *Elements of Fiction*. Oxford University Press, 1968.
- Schorer, Mark. "Technique as Discovery." *The Hudson Review*, vol. 1, no. 1, 1948, pp. 67-87.
- Watt, Ian. *The Rise of the Novel*. Peregrine, 1970.
- Dickens, Charles. *The Pickwick Papers*. Om Books International, 2018.

Reference Books:-

- Lodge, David. *The Art of Fiction*. Viking, 1992.
- Lubbock, Percy. *The Craft of Fiction*. Jonathan Cape, 1921.
- Scholes, Robert. *Elements of Fiction*. Oxford University Press, 1968.
- Eagleton, Terry. *The English Novel: An Introduction*. Blackwell, 2004.
- Boulton, Marjorie. *The Anatomy of the Novel*. Routledge and Kegan Paul, 1975.


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M.A. (English) Semester-I

Program	Subject	Year	Semester
M.A.	English	2025	I
Course Code	Course Title- Paper-V		Course Type
ENG-150	Language Management and Communication Skills I		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
05	5	1	NIL
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO):

To provide a fundamental grasp of communication mode and methods of interpersonal and intrapersonal communication.

Course Outcomes (CO):

CO No.	Expected Course Outcomes At the end of the course, the students will be able to:	CL
1.	Emphasize the importance and process of good communication as necessary tool.	U
2.	Exemplify the need for 'social niceties'	An
3.	Highlight the essentials of attentive listening for good learning.	U
4.	Emphasize how vital is the proper use of essentials of grammar.	E
5.	Empower students with rich word-power for apt choice of words	An

CL: Cognitive Levels (R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-create)

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CO-PO/PSO Mapping for the course:

PO CO	Pos											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	3	3	2	2	1	3	2	1	-	1	3	1	2	1	2
CO2	3	3	3	2	2	1	3	-	1	2	1	3	2	2	2	2
CO3	3	3	3	2	2	2	3	1	1	2	1	3	2	3	2	2
CO4	3	3	3	2	2	1	3	2	2	1	2	3	1	2	3	1
CO5	3	3	3	2	2	2	3	2	1	2	1	3	2	2	2	2

“3”-Strong; “2”- Moderate; “1”- Low; “-”No Correlation

Detailed Syllabus

Unit No.	Topics	No.of lectures	CO No.
1.	The Role of Communication: Meaning and Definition Process of Communication Models of Communication Elements of Communication Essentials of Communication Types of Communication: Verbal and Non-Verbal Barriers to Communication 7C s of Effective Communication	15	
2.	Speaking Communications: Meaning, Advantages and Limitations Interpersonal Skills: Greetings, Introducing self and others Apologising, Inviting and Giving Permission- Accepting and Refusing Complaining Asking for Directions and Giving Directions	20	
3.	Listening Skills: Significance, Nature and Purpose of Listening Types of Listening Barriers to Active Listening Developing Listening Skills	20	

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4.	Grammar (A): Part of Speech Subject-Verb Agreement Determiners Prepositions Basic Sentence Patterns	20	
5.	Vocabulary (A): One Word Substitutes Words often confused (Homonyms, Homophones and Collocations). Using the same word as different Parts of Speech	15	

Books Recommended:

Leech, Geoffrey, and Ian Svartik. *A Communicative Grammar of English*. 3rd ed. Longman, 2003

Quirk, Randolph and Sydney Greenbaum. *A University Grammar of English*. London: Longman, 1973.

Greenbaum, Sydney and Gerald Nelson. *An Introduction to English Grammar*. 2nd ed. Pearson, 2009.

Thomson, A. J and A. V. Martinet. *A Practical English Grammar*. 4th ed. OUP, 2009. Tickoo, M. L. et al. *Intermediate Grammar, Usage and Composition*. Orient Black Swan, 2017.

Wood, F. T. *A Remedial English Grammar for Foreign Students*. Macmillan, 2010.

Wren, P. C. and H. Martin. *High School English Grammar and Composition*. Blackie ELT Books, 2016

Harris, Muriel. *Prentice Hal Reference Guide to Grammar and Usage*. 2nd ed. Prentice Hall, 1994.

Leech Geoffrey. *A Glossary of English Grammar* Edinburgh UP, 2006.

Allen, W. S. *Living English Structure*. 5th ed. India: Pearson, 2009.

Adair, John. *Effective Communication*. London: Pan Macmillan Ltd., 2003.

Fitikides, T. J. *Common Mistakes in English*. London: Orient Longman, 1984.

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Reference Books:

Hasson, Gill. *Brilliant Communication Skills*. Great Britain: Pearson Education, 2012. Sharma, R. C. & Krishna Mohan. *Business Correspondence and Report Writing*: Third Edition. New Delhi: Tata Mc- Graw-Hill Publishing company Limited, 2007.

Turton, N. D. & J B. Heaton. *Longman Dictionary of Common Errors*. Essex: Longman, 1987. First Indian Edn. 1998.

Jones, Daniel. *Cambridge English Pronouncing Dictionary* Ed. Peter Roach, James Hartman and Jane Setter. 17th ed. Cambridge UP, 2006.

Ranjan, Bhanu. *An Approach to Communication Skills*. Dhanpat Rai & CO, 201

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M.A.(English) Semester-II

Program	Subject	Year	Semester
M.A.	English	2025	II
Course code	Course Title- Paper I		Course Type
ENG 210	Poetry-II		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	5	1	NIL
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO): The course enables the students to enrich their knowledge of Poetry from the Romantic period, Classical age, Pre-Raphaelite age, Victorian age and Modern British poetries in the history of English Literature. Introducing the works of the poets and essayist of the period, the student will get the opportunity to understand the works which had long lasting effect on the mind and spirit of the age.

Course Outcomes (CO):

CO No.	Expected Course Outcomes At the end of the course, the students will be able to:	CL
1.	Develop the knowledge about early Romantics, Classical, Pre-Raphaelite, Victorian and Modern British poetry.	Ap
2.	Get an idea about the development of Romanticism and relative poetry	Ap
3.	Understand the role of Pre-Raphaelite poets and their characteristics distinctiveness	U
4.	Reflect on the thoughts of Early Modern British poets.	An
5.	Interpret the poetry of Modern poets like – W. H. Auden, Wilfred Owen and Edith Sitwell	U

CL: Cognitive Levels(R-Remember;U-Understanding;Ap-Apply;An-Analyze;E-Evaluate;Ccreate

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CO-PO/PSO Mapping for the course:

PO CO	Pos											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	3	3	1	1	-	3	-	-	2	3	3	2	2	3	3
CO2	3	3	3	1	1	1	3	2	2	2	1	3	2	1	2	1
CO3	3	3	3	1	1	2	3	2	2	2	2	3	1	2	2	2
CO4	3	3	3	1	1	1	2	2	1	2	2	3	2	2	2	3
CO5	3	3	3	1	1	2	3	3	2	3	2	3	2	2	2	3

“3”-Strong; “2”- Moderate; “1”- Low; “-”No Correlation

Detailed Syllabus

Unit No.	Topics	No. of lectures	CO No.
1.	Classical and Romantic Poetry, Pre-Raphaelite Poetry, Victorian Poetry, Modern British Poetry	15	
2.	William Wordsworth: Tintern Abbey, Ode on Intimations of Immortality (Detailed) Samuel Taylor Coleridge: Kubla Khan (Non-detailed) Percy Bysshe Shelley: Ode to the West Wind (Non-detailed) John Keats: Ode to a Nightingale (Detailed)	20	
3.	Christina Rossetti: Goblin Market(Non-detailed) Lord Alfred Tennyson: Ulysses (Non-detailed) Robert Browning: Andrea del Sarto, The Last Ride Together (Detailed) Mathew Arnold: The Scholar Gypsy (Non-detailed)	20	
4.	W. B. Yeats: Second Coming, Sailing to Byzantium (Detailed) T. S. Eliot: <i>The Waste Land</i> (First Two Sermons) (Non-detailed)	20	
5.	W. H. Auden: The Shield of Achilles(Detailed) Wilfred Owen: The Strange Meeting (Non-detailed) Edith Sitwell: Still Falls the Rain (Non-detailed)	15	

Note: Annotations shall be based on the texts prescribed for detailed study.

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M.A.(English) Semester-II

Program	Subject	Year	Semester
M.A.	English	2025	II
Course code	Course Title- Paper-II		Course Type
ENG220	Drama-II		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	5	1	NIL
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO):

1. To become aware of British Drama and its various types.
2. To know the Comedy of Manners of the Restoration period.
3. To study the society, class system and other social concerns.
4. To analyze the popular plays of the relevant age.
5. To use the course for various competitive exams.

Course Outcomes (CO):

CO No.	Expected Course Outcomes At the end of the course, the students will be able to:	CL
1.	Understand the genre of Drama. Explore a wide range of themes and emotions contained in dramatic representation.	U
2.	Analyze the drama of various periods. Explain the manners and conventions of society.	An
3.	Evaluate the writing style of prominent dramatists. Express the reasons for deep and lasting appeal of comedies.	E
4.	Remember the social background of plays. Form an opinion about their various aspects.	An

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5.	Study the various characters and how they interact with the society. Write the conclusion of the text using analytical skill.	U
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CL: Cognitive Levels (R-Remember; U-Understanding; Ap-Appl; An-Analyze; E-Evaluate; C-create)

CO-PO/PSO Mapping for the course:

PO CO	Pos											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	3	3	1	1	2	3	1	-	2	3	3	2	2	3	3
CO2	3	3	3	1	1	1	3	2	2	2	1	3	2	1	2	1
CO3	3	3	3	1	1	2	3	2	2	2	2	3	1	2	2	2
CO4	3	3	3	1	1	1	2	2	1	2	2	3	2	2	2	3
CO5	3	3	3	1	1	2	3	3	2	3	2	3	2	2	2	3

“3”-Strong; “2”- Moderate; “1”- Low; “-” No Correlation

Detailed Syllabus

Unit No.	Topics	No. of lectures	CO No.
1.	The Types of Drama: Tragedy, Melodrama, The Heroic Play, Problem Play, Comedy: Comedy of Errors, Comedy of Manners, Sentimental comedy, Comedy of Character or Humours, Farce, Didactic Drama, Historical Plays, Tragi-Comedy, Expressionistic Drama, Poetic Drama.	15	
2.	Richard Brinsley Sheridan: <i>The School for Scandals</i> (Non-Detailed) Oliver Goldsmith: <i>The Good-Natur'd Man</i> (Non-Detailed)	20	
3.	John Galsworthy: <i>Justice</i> (Non-Detailed) John Millington Synge: <i>The Tinker's Wedding</i> (Detailed)	20	
4.	Harold Pinter: <i>Betrayal</i> (Detailed)	20	
5.	Arnold Wesker: <i>The Kitchen</i> (Detailed)	15	

Note: Annotations shall be based on the texts prescribed for detailed study.

Note: Annotations shall be based on the texts prescribed for detailed study.

Books Recommended:

Greene, David H. and E.M. Stephens. *J. M. Synge*. New York: Macmillan, 1959.

Gregory Lady. *Our Irish Theatre: A Chapter of Autobiography*. Bibliolife, 2009.

Greene Nicholas. *Synge: A Critical Study of the Plays*. Macmillan, 1975.

Nicoll, Allardyce. *A History of the English Drama 1660-1900*. Vol. 3. Cambridge: CUP, 1952.

Williams, Raymond. *Drama: From Ibsen to Brecht*. London: Hogarth, 1987.

Reference Books:

Cuddon, J. A. *Dictionary of Literary Terms & Literary Theory*. Penguin, 2014.

Goldsmith, Oliver, and J.W. M. Gibbs. *Goldsmith's Plays: The Good-Natured Man, She Stoops to Conquer (1888)*. Kessinger Publishing, 2010.

Gupta, Neha. *Arnold Wesker: as a Playwright*. Asian Press Books, 2024.

Pinter, Harold. *Betrayal*. Faber & Faber, 2018.

Wesker, Arnold. *The Wesker Trilogy: Chicken Soup with Barley, Roots, I'm Talking About Jerusalem*. Penguin Books, 2000.

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- Top left: *John* (signature), 10-6-25.
- Top center: *John* (signature), 10/6/25.
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M.A.(English) Semester-II

Program	Subject	Year	Semester
M.A.	English	2025	II
Course code	Course Title - Paper III		Course Type
ENG230	Prose-II		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	05	01	NIL
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO):

The course aims at introducing the students to the development of types and forms of prose from 16th Century to early 20th Century.

Course Outcomes (CO):

CO No.	Expected Course Outcomes At the end of the course, the students will be able to:	CL
1.	Get an overview of types and forms of prose style.	R
2.	Critically examine the contributions of Thomas Moore and Niccolo Machiavelli.	Ap
3.	Assess the autobiographical essays of Charles Lamb and William Hazlitt in its distinctiveness.	E
4.	Identify the various themes and techniques of Thomas Carlyle and John Ruskin.	Ap
5.	Identify the ethics and prose style of A.G. Gardiner and Virginia Woolf	An

CL: Cognitive Levels (R-Remember; U-Understanding; Ap-Apply; An-Analyse; E-Evaluate; C-create)

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CO-PO/PSO Mapping for the course:

PO CO	Pos											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	2	3	2	3	3	3	3	2	3	3	2	1	3	2	3
CO2	2	3	3	3	3	3	3	3	3	3	2	3	3	2	3	3
CO3	3	3	3	3	3	3	3	3	3	2	3	2	3	3	3	3
CO4	3	3	3	2	2	3	2	2	3	3	2	3	2	3	3	2
CO5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3

“3”-Strong; “2”- Moderate; “1”- Low; “-” No Correlation

Detailed Syllabus

Unit No.	Topics	No. of lectures	CO No.
1.	Types of Prose (Descriptive Prose, Narrative Prose, Expository Prose), Forms of Prose (Essay, Letter, Travelogue, Biography, Autobiography, Diary, Speech)	15	
2.	Thomas Moore: <i>Utopia</i> (Non-Detailed) Niccolo Machiavelli: <i>The Prince</i> (Non-Detailed)	20	
3.	Charles Lamb: Valentine's Day, Christ's Hospital (Detailed) William Hazlitt: On Going a Journey, The Indian Juggler (Non-Detailed) Prose II	20	
4.	Thomas Carlyle: <i>Hero as Priest</i> (Detailed) John Ruskin: <i>Sesame</i> (Non-Detailed)	20	
5.	A.G. Gardiner: On Saying Please, On the Rule of the Road (Detailed) Virginia Woolf: <i>A Room of One's Own</i> (Non-Detailed)	15	

Note : Annotations shall be based on the texts prescribed for detailed study.

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Books Recommended:

Bloom, Harold. *The Anxiety of Influence*. Oxford University Press, 1997.

Essayists and Prophets. Chelsea House, 2005.

The Western Canon: The Books and School of the Ages. Harcourt Brace, 1994.

Thomas Carlyle. Chelsea House, 1986.

Cumming, Mark, ed. *The Carlyle Encyclopaedia*. Associated University Presses, 2004.

Bell, Quentin. *Virginia Woolf: A Biography*. Harcourt Brace Jovanovich, 1972.

Bond, Alma Halbert. *Who Killed Virginia Woolf?: A Psychobiography*. Human Sciences Press, 1989.

Ebenstein, William. *Great Political Thinkers*. 4th ed., 1982

Reference Books:

Boulton, Marjorie. *The Anatomy of Prose*. London: Routledge and Kegan Paul, 1954.

Lodge, David. *The Art of Fiction*. Viking, 1992.

Cuddon, J.A. *The Penguin Dictionary of Literary Terms and Literary Theory*. Penguin Books, 2013.

Moore, Thomas. *Utopia*. Ed. George M. Logan and Robert M. Adams. Cambridge University Press, 2002.

Machiavelli, Niccolò. *The Prince*. Translated and Ed. Quentin Skinner and Russell Price. Cambridge University Press, 1988.

Lamb, Charles. *Essays of Elia*. Ed. Jonathan Bate. Oxford World's Classics, 2009.

Hazlitt, William. *Selected Essays*. Ed. Geoffrey Keynes. Nonsuch Press, 2008.

Carlyle, Thomas. *On Heroes, Hero-Worship, and the Heroic in History*. Ed. Michael K. Goldberg. Oxford World's Classics, 2013.

Ruskin, John. *Sesame and Lilies*. Ed. Deborah Epstein Nord. Yale University Press, 2002.

Gardiner, A.G. *Pebbles on the Shore*. J.M. Dent & Sons, 1916.

Woolf, Virginia. *A Room of One's Own*. Annotated and Introduced by Susan Gubar, Harcourt Brace Jovanovich, 1989.

Brace Jovanovich, 1989.

M.A.(English) Semester-II

Program	Subject	Year	Semester
M.A.	English	2025	II
Course code	Course Title- Paper IV		Course Type
ENG 240	Fiction II		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	5	1	NIL
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO): The goal of the course is to assist students in recognizing literary devices and inventive language usage in English novels.

Course Outcomes (CO):

CO No.	Expected Course Outcomes At the end of the course, the students will be able to:	CL
1.	Learn the meaning of Figures of speech, difference between imagism and symbolism	Ap
2.	Discover about Roman culture and Locales used in novels	Ap
3.	Recognise the utility of Psychoanalytical approach to the study of novels understudy.	U
4.	Get acquainted with the concept of colonialism and racism	An
5.	Become knowledgeable about literary devices such as- allegory and symbolism	U

CL: Cognitive Levels(R-Remember;U-Understanding;Ap-Apply;An-Analyze;E-Evaluate;C-create

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CO-PO/PSO Mapping for the course:

CO \ PO	Pos											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	2	3	2	3	3	3	3	2	3	3	2	2	3	3	2
CO2	2	3	3	3	3	3	3	3	3	3	2	3	3	2	3	3
CO3	3	3	3	3	3	3	3	3	3	2	3	2	2	3	2	3
CO4	3	3	3	2	2	3	2	2	3	3	2	2	2	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3	2	3	2	3

“3”-Strong; “2”- Moderate; “1”- Low; “-”No Correlation

Detailed Syllabus

Unit No.	Topics	No.of lectures	CO No.
1.	Figures of speech, Structuralism, Imagism, Symbolism, Stream of Consciousness, Science Fiction.	15	
2.	Thomas Hardy: <i>Mayor of Casterbridge</i> James Joyce: <i>Dubliners</i>	20	
3.	Iris Murdoch: <i>The Sand Castle</i> D.H. Lawrence: <i>Sons and Lovers</i>	20	
4.	Joseph Conrad: <i>Lord Jim</i> George Orwell: <i>1984</i>	20	
5.	William Golding: <i>Lord of the Flies</i> Doris Lessing: <i>The Grass is Singing</i>	15	

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Books Recommended:

Todd, Richard. *Iris Murdoch*. Methuen, 1984.

Ramanathan, Suguna. *Iris Murdoch: Figures of Good*. Macmillan, 1990.

Conradi, Peter. *Iris Murdoch: The Saint and the Artist*. Macmillan Press, 1986.

Orwell, George. 1984. Amazing Books, 2014.

Conrad, Joseph. *Lord Jim*. Britain Blackwood Publisher, 1900

Joyce, James. *Dublinurs*. Noida Maple Press Pvt. Ltd., 2011.

Lawrence, D.H. *Sons and Lovers*. Maple Press, 2010.

Hardy's Thomas. *The Mayor of Casterbridge*. Maple Press Pvt. Ltd., 2012

Marx, Karl, and Friedrich Engels. *The Communist Manifesto*. 1848.

Russell, Bertrand. *Power: A New Social Analysis*. Routledge, 2004.

Schlueter, Paul. *The Novels of Doris Lessing*. Southern Illinois University Press, 1973.

Janik, D. I. *Modern British Women Writers: An A to Z*. 2002.

Kulkarni, I. *The Novels of William Golding*. Atlantic Publishers Distributors (P) Ltd, 2003. Stade, George, and Karen Karbiennner. *The Encyclopaedia of British Writers, 1800 to the Present, Volume 2*.

Infobase Publishing, 2009.

Brodskaia, N. V. *Symbolism*. Parkstone International, 2012.

Reference Books:-

Boulton, Marjorie. *The Anatomy of the Novel*. London: Routledge and Kegan Paul, 1975.

Eagleton, Terry. *The English Novel: An Introduction*. Oxford: Blackwell, 2004.

Forster, E.M. *Aspects of the Novel*. London: Edward Arnold, 1927.

Lodge, David. *The Art of Fiction*. New York: Viking, 1992.

Lubbock, Percy. *The Craft of Fiction*. London: Jonathan Cape, 1921.

Scholes, Robert. *Elements of Fiction*. Oxford: Oxford University Press, 1968.

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M.A. (English) Semester-II

Program	Subject	Year	Semester
M.A.	English	2025	II
Course code	Course Title- Paper V		Course Type
ENG250	Language Management and Communication Skills-II		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	5	1	NIL
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO):

1.To facilitate the proper use of communication skills for enhancement of employability quotient of the students.

Course Outcomes (CO):

CO No.	Expected Course Outcomes At the end of the course, the students will be able to:	CL
1.	Understand the basic language skills such as listening, speaking, reading and writing	U
2.	Understand the mechanism of writing techniques to meet academic and professional needs.	An
3.	Equip students with presentation skills for group communication and presentation through audio-visual aids.	U
4.	Recognize the importance of correct grammar	E
5.	Identify the singularities and significance of good expression.	An

CL: Cognitive Levels(R-Remember;U-Understanding;Ap-Apply;An-Analyze;E-Evaluate;Ccreate)

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CO-PO/PSO Mapping for the course:

PO CO	Pos											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	3	3	2	2	1	3	2	1	2	1	3	1	2	1	2
CO2	3	3	3	2	2	1	3	3	1	2	1	3	2	2	2	2
CO3	3	3	3	2	2	2	3	1	1	2	1	3	2	3	2	2
CO4	3	3	3	2	2	1	3	2	2	1	2	3	1	2	3	1
CO5	3	3	3	2	2	2	3	2	1	2	1	3	2	2	2	2

“3”-Strong; “2”- Moderate; “1”- Low; “-”No Correlation

Detailed Syllabus

Unit No.	Topics	No.of lectures	CO No.
1.	Reading Skills Basic Purpose of Reading The Five Pillars of Reading: Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension.	15	
2.	Written Skills Paragraph Development Précis Writing Note Making and Note Taking, Advertisement Notices, Agenda and Minutes of Meetings Writing a Resume / Curriculum Vitae Writing Book and Film Reviews	20	
3.	Group Discussion and Oral Presentation Skills Purpose, Types, Considerations in Group Discussion Seminar, Conference and Workshop Essential Features of a Good Presentation Audio-visual Aids in Presentation	20	

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4.	Grammar (B) Verb Forms, Auxiliaries and Modal Auxiliaries Tenses Narration Voice	20	
5.	Vocabulary (B) British English and American English Word Formation (Prefixes, Suffixes, Conversion, Compounding, Back Formation, Onomatopoeia)	15	

Books Recommended:

Greenbaum, Sydney, and Gerald Nelson. *An Introduction to English Grammar*. 2nd ed. Pearson, 2009.

Thomson, A. J., and A. V. Martinet. *A Practical English Grammar*. 4th ed. Oxford University Press, 2009.

Tickoo, M. L., et al. *Intermediate Grammar, Usage and Composition*. Orient BlackSwan, 2017.

Wood, F. T. *A Remedial English Grammar for Foreign Students*. Macmillan, 2010.

Wren, P. C., and H. Martin. *High School English Grammar and Composition*. Blackie ELT Books, 2016.

Harris, Muriel. *Prentice Hall Reference Guide to Grammar and Usage*. 20th ed., Prentice Hall, 1994.

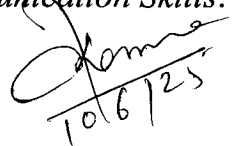
Leech, Geoffrey. *A Glossary of English Grammar*. Edinburgh UP, 2006.

Allen, W. S. *Living English Structure*. 5th ed. India: Pearson, 2009.

Adair, John. *Effective Communication*. Pan Macmillan, 2003.

Fitikides, T. J. *Common Mistakes in English*. Orient Longman, 1984.

Hasson, Gill. *Brilliant Communication Skills*. Pearson Education, 2012.

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Reference Books:

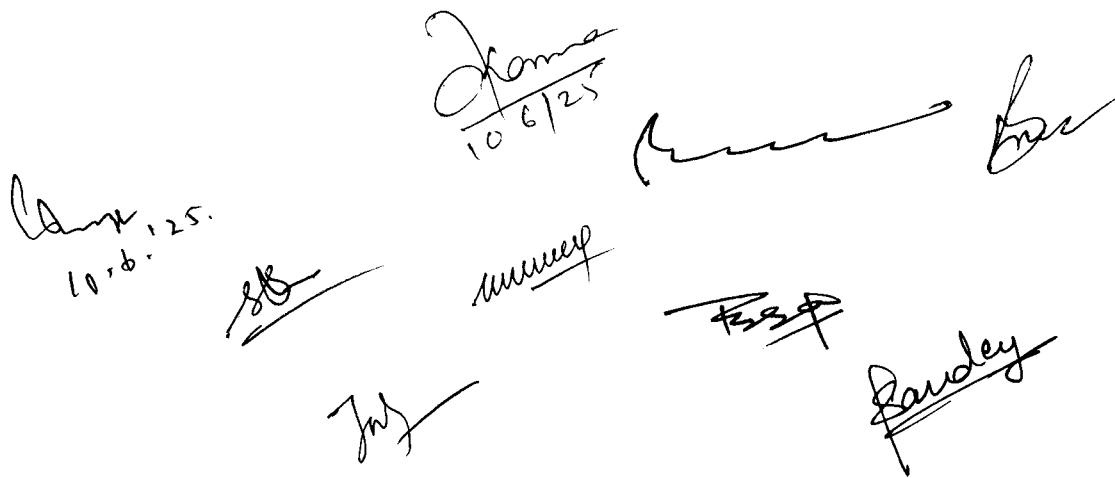
Sharma, R. C., and Krishna Mohan. *Business Correspondence and Report Writing*. 3rd ed. New Delhi :Tata McGraw-Hill,2007.

Turton, N. D., and J. B. Heaton. *Longman Dictionary of Common Errors*. 1st Indian ed., Longman, 1998. (Original work published 1987)

Jones, Daniel. *Cambridge English Pronouncing Dictionary* Ed. Peter Roach, James Hartman and Jane Setter. 17th ed.Cambridge UP,2006.

Ranjan, Bhanu. *An Approach to Communication Skills*. Dhanpat Rai & Co., 2011.

Chhabra, T. N. *Professional Communication*. SunIndia Publication, 2010


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M.A. (English) Semester-II

Program	Subject	Year	Semester
M.A.	English	2025	II
Course code	Course Title		Course Type
ENG 251	Internship Multidimensional Scope of English for Employment		-
Credit	Hours Per Week (L-T-P)		
	L	T	P
2*	..	..	..
Maximum Marks	CIA		ESE
100			

Learning Objective (LO):

To enable the students for engaging in media, journalism, translation, proofreading, editing, publishing, digital marketing, content creation, language teaching etc.

Course Outcomes (CO):

CO No.	Expected Course Outcomes At the end of the course, the students will be able to:	CL
1.	recognize the diverse roles of English	E
2.	communicate effectively in professional settings	Ap
3.	demonstrate job-readiness through English	U
4.	gain cultural and linguistic awareness to communicate successfully in global and cross-cultural professional environment	An
5.	develop critical thinking and problem-solving skills	U

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyze; **E**-Evaluate; **C**-create)

**Total 30 Hrs. after examination of 2nd semester. Offered to PG students in SoS only.

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CO-PO/PSO Mapping for the course:

CO \ PO	Pos											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	2	3	3	2	1	2	3	3	3	1	3	2	3	1	3
CO2	2	1	2	2	2	2	3	2	-	2	2	2	3	2	2	2
CO3	1	3	3	1	1	3	2	3	2	3	3	3	2	3	3	3
CO4	3	2	1	2	3	-	3	1	3	3	2	3	3	1	3	2
CO5	2	1	2	2	1	2	1	2	3	2	3	3	-	2	2	3

“3”-Strong; “2”- Moderate; “1”- Low; “-” No Correlation

Detailed Syllabus

Unit No.	Topics	No. of Lectures	CO No.
1	Publishing Internship: Work with Book Publisher, Literary Agencies, Magazines, Proof reading for news or Print Media	As Required	
2	Writing Internship: Work for Content Creation, Technical Writing, Website Content, Blogposts	As Required	
3	Education Internships: Work as Tutor, Teaching Assistant in School/College/Non Profit Educational Organisations	As Required	
4	Research Assistanships: Assist educators or Researchers with academic Writing, literature reviews or research Documentation	As Required	

Duration of Course- 30 Hours

Procurement of a Certificate is Mandatory

Recommended Reading:

- Sweitzer, H. Frederick, and Mary A. King. *The Successful Internship: Personal, Professional, and Civic Development in Experiential Learning*. 5th ed., Cengage Learning, 2019.
- Pandey, Dr. Anuja. *A Complete Guide to Internships*. Notion Press, 2022
- Singh, Aniket. *The Complete Book of Internship in India*. Cocoblu, 2018

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M.A. (English) Semester-III

Program	Subject	Year	Semester
M.A.	English	2025	III
Course code	Course Title- Paper-I		Course Type
ENG 310	Critical Theory	I	Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	5	1	NIL
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO):

The courses are to shape the thinking and interpretation of the students with literary critical theories of Aristotle, Longinus, Philip Sydney, John Dryden, Samuel Taylor Coleridge and Matthew Arnold. The study of literary criticism will enrich the knowledge of the student to analyze literary theories and practice discourse analysis.

Course Outcomes (CO):

CO No.	Expected Course Outcomes At the end of the course, the students will be able to:	CL
1.	Provide the knowledge about early poetic critic, Aristotle and his insightful analysis of various aspects of literature and drama.	Ap
2.	Get an idea about critic Longinus's Neo-classical ideals and classical models in literary works.	U
3.	Understand John Dryden's defense of the classical drama and his reflection of human nature clearly.	U
4.	Evaluate Samuel Taylor Coleridge's literary criticism on philosophical principles.	An
5.	Reflect Coleridge's primary imagination is merely the power of receiving impression of the external word through the senses.	U

CL: Cognitive Levels (R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-create)

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CO-PO/PSO Mapping for the course:

PO CO	Pos											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	2	1	2	1	3	1	2	3	3	2	3	3	3	3	2
CO2	3	3	2	1	2	1	3	2	1	1	3	2	3	1	1	3
CO3	2	3	3	2	1	2	2	3	2	1	2	3	2	2	1	2
CO4	3	2	2	3	2	3	3	2	3	2	3	3	3	3	2	3
CO5	2	3	1	2	3	2	2	2	2	3	2	2	2	2	3	2

“3”-Strong; “2”- Moderate; “1”- Low; “-”No Correlation

Detailed Syllabus

Unit No.	Topics	No. of lectures	CO No.
1.	Aristotle: <i>Poetics</i> (Butcher's Edition)	15	I
2.	Longinus: <i>On the Sublime</i>	20	II
3.	John Dryden: <i>Essay on Dramatic Poesie</i> Samuel Johnson: <i>Preface to Shakespeare</i>	20	III
4.	Samuel Taylor Coleridge: <i>Biographia Literaria</i> (Chapters XIII to XVII) P.B Shelley: A Defence of Poetry	20	IV
5.	Matthew Arnold: The Study of Poetry	15	V

Books Recommended:

Aristotle. *Aristotle's Poetics*. New York :Hill and Wang, 1961.

Longinus. *on the Sublime Translated from the Greek, with Notes and Observations, and Some Account of the Life, Writings and Character of the Author*. London, 1739.

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Sidney, Philip. 1554-1586. *An Apology for Poetry, or, The Defense of Poesy*. London, T. Nelson, 1965.

Dryden, John. *Of Dramatic Poesy and Other Critical Essays*. Ed. George Watson. 2 vols. Everyman's Library. London: Dent, 1962.

Wordsworth, William, 1770-1850 and Owen, *Wordsworth's Preface to Lyrical ballads / edited with an introd. and commentary by W. J. B. Owen*, Rosenkilde and Bagger Copenhagen, 1957.

Arnold, Matthew. *Essays in Criticism*. New York: MacMillan and company, 1865.

Coleridge, Samuel Taylor. *Biographia Literaria*.. Boston: Heinle and Heinle, 1996

Reference Books:

Sethuraman, V.S, ed *Contemporary Criticism an Anthology*, Madras Macmillan 1989.

Newton, K.M.ed *Twentieth Century Literary Theory*; .Macmillan London 1988 House,
Humphrey. *Aristotle's Poetics*. Ludhiana: Kalyani Publishers, 1970.

Lucas, F. L. *Tragedy in Relation to Aristotle's Poetics*. New Delhi: Allied Publishers, 1970.

Nagarajan, M.S. *English Literary Criticism & Theory: An Introductory History*. Hyderabad: Orient Longman, 2006.

Waugh, Patricia. *Literary Theory & Criticism: An Oxford Guide*. Delhi: OUP, 2006.

Wellek, Rene. *A History of Modern Criticism*, London: Jonathan Cape, 1958.

Hawthorn, Jeremy. *A Concise Glossary of Contemporary Literary Theory*. London: Edward Arnold, 1992.

Jefferson, Ann and David Robey, eds. *Modern Literary Theory*. New York: Barnes and Noble, 1982.

Krishnaswamy et al. *Contemporary Literary Theory: A Student's Companion*. New Delhi: Macmillan, 2000.

Wimsatt and Brooks. *Literary Criticism: A Short History*. New York: Knopf, 1957.

Johns Hopkins. *Guide to Literary Theory and Criticism*, Johns Hopkins University Press, 2005.

Daiches, David. *Critical Approaches to Literature*. New Delhi, Orient Longman, 1989.

Abrahms, M.A. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*.

Oxford and New York: Oxford University Press, 1953.

Oxford and New York: Oxford University Press, 1953.

- Abrams, M. H. *A Glossary of Literary Terms*. Singapore: Harcourt Asia Pvt. Ltd., 2000. Adams, Hazard, ed. *Critical Theory Since Plato*. New York: Harcourt Brace Jovanovich, 1971.
- Eagleton, Terry. *Literary Theory: An Introduction*. Minneapolis: University of Minnesota Press, 1983.
- Frye, Northrop. *Anatomy of Criticism: Four Essays*. Princeton, N.J.: Princeton University Press, 1957.
- Wellek, Rene, and Austin Warren. *Theory of Literature*, 3rd ed. New York: Harcourt, Brace, 1956.
- D. A. Russell and M. Winterbottom. *Ancient Literary Criticism*, Clarendon Press, Oxford, 1972
- . *Classical literary criticism*. Oxford [England] ; New York : Oxford University Press, 1998.
- Rama Swami S. and V.S Sethuraman, ed. *The English Critical Tradition -an Anthology of English Literary criticism*, madras; Macmillan India Ltd ,1986.

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M.A. (English) Semester-III

Program	Subject	Year	Semester
M.A.	English	2025	III
Course code	Course Title- Paper-II		Course Type
ENG 320	Indian Writing in English-1		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
05	5	1	NIL
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO):

- To make the students familiar with Indian authors in English language and their works.
- To know the pioneering figures in Indian English poetry.
- To study the genre of autobiography in literature.
- To analyse the fictions of Indian English authors.
- To compare Indian English literature and world literature.
- To use the course for various competitive exams.

Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
1.	Recognize the greatness of Indian authors in English and their creations. Explore mysticism in poetry.	U
2.	Discuss the poetry of Indian authors. Explain the feminist ethos in poetry. Identify India, its landscape and society in poems.	An
3.	Describe the various features of Indian English drama. Explore the use of History and Mythology in Indian drama.	Ap

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4.	Evaluate the eminent autobiographies of Indian authors. Describe the writer's transformative journey through personal experiences.	E
5.	Explore the different aspects of Indian novels in English. Analyse the themes of Indian sensibility, freedom struggle and contemporary issues in Indian fiction.	An

CL: Cognitive Levels(R-Remember;U-Understanding;Ap-Apply;An-Analyze;E-Evaluate;C-create)

CO-PO/PSO Mapping for the course:

PO CO	Pos											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	3	3	2	2	1	3	2	1	-	1	3	1	2	1	2
CO2	3	3	3	2	2	1	3	-	1	2	1	3	2	2	2	2
CO3	3	3	3	2	2	2	3	1	1	2	1	3	2	3	2	2
CO4	3	3	3	2	2	1	3	2	2	1	2	3	1	2	3	1
CO5	3	3	3	2	2	2	3	2	1	2	1	3	2	2	2	2

"3"-Strong; "2"- Moderate; "1"- Low; "-"No Correlation

Detailed Syllabus

Unit No.	Topics	No.of lectures	CO No
1.	Sri Aurobindo: <i>Savitri</i> - Book I, Canto I Rabindranath Tagore: <i>Gitanjali</i> (Songs I to 15)	15	I
2.	Kamla Das: <i>The Freaks, The Sunshine Cat, The Looking Glass.</i> Nissim Ezekiel: <i>Enterprise, Night of the Scorpion, Poet, Lover and Birdwatcher.</i>	20	II
3.	Habib Tanvir: <i>Agra Bazaar</i> Girish Karnad: <i>Nagamandala</i>	20	III

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4.	Nirad C. Chaudhuri: <i>The Autobiography of an Unknown Indian</i> R. Ramanathan: <i>Who is Kalam?: A Good Human Being</i>	20	IV
5.	Raja Rao: <i>Kanthapura</i> Mulk Raj Anand: <i>Coolie</i>	15	V

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Books Recommended:

Sett, A.K., ed. *An Anthology of Modern Indian Poetry*. London: John Murray, 1929.

Nagendera. *Rasa- Sidhanta*. New Delhi: National Publishing House, 1994.

Anderson, Linda. *Autobiography*. Landon: Routledge, 2001.

Holeyannavar Nagraj, ed. *Trends in Indian English Drama: A Study and Perspectives*.

Mangalam Publishers, New Delhi, 2014

Parthasarathy, R. ed. *Ten Twentieth- Century Indian Poets*, Delhi: Oxford University Press, 1976.

Peeradina, S, ed. *Contemporary Indian Poetry in English*, Bombay: The Macmilan Co., 1972.

Singh, R.P.N., ed. *A Book of English Verse on Indian Soil*, Bombay: Orient Longmans, 1967.

Dhanvel, P. *Girish Kamad*. New Delhi: Prestige Books, 2009.

Banerjee, Hiranmay. *The Humanism of Tagore: Special Lectures*. Mysore: U of Mysore, 1968.

Chattopadhyay, Santinath. *The Universal Man: Tagore's Vision of the Religion of Humanity*. Calcutta: Naya Prokash, 1987.

Sharma, Kailash K. *Rabindranath Tagore's Aesthetics*. New Delhi: Abhinav Publications, 1988.

Iyengar, K.R. Srinivasa. *Sri Aurobindo: A Biography and A History*. Fourth Revised edition. Pondicherry: Sri Aurobindo International Centre of Education, 1985.

Gokak, V.K. *Sri Aurobindo: Seer and Poet*. New Delhi: Abhinav Publications, 1973.

Pandit, M.P. *Readings in Savitri: Sri Aurobindo's Epic, Vol. I*. Pondicherry: Dipti Publications, 1969.

Purani, A.B. *Sri Aurobindo's Savitri: An Approach and A Study. Third Impression*. Pondicherry: Sri Aurobindo Ashram, 1986.

Cowasjee, Saros. *Coolie: An Assessment*. Delhi: Oxford Uni. Press, 1976.

Berry, Margarate. *Mulk Raj Anand: The Man and The Novelist*. Amsterdam: Oriental Press, 1971.

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Ganguly, Amulya. "*A Bengali and an Englishman*" The Hindustan Times. 24 November 1997.

McDermott, Doireann. *Autobiographical and Biographical Writing in the Commonwealth*.
Barcelona: Sabadell, 1984.

Meyers, Jeffrey. *Indian Autobiography: Gandhi and Chaudhuri in Biography: East and West*. Honolulu:University of Hawaii Press, 1989.

Panikkar, K. N. *Culture, Ideology, Hegemony: Intellectuals and Social Consciousness in Colonial Tulika*, Anthem Press, 1995.

Tanvir, Habib. *Charandas Chor and Other Plays*. Seagull Books, 2018.

Ramanathan R. *Who is Kalam?: A Good Human Being*. Konark Publishers, 2003.

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M.A. (English) Semester-III

Program	Subject	Year	Semester
M.A.	English	2025	III
Course code	Course Title-Paper-III		Course Type
ENG 330	American Literature -I		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	05	01	NIL
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO):

The course aims to sensitise the students to different genres and aspects of American Literature.

It also focuses on literary trends, movements and immortal works of major American poets, novelists and dramatists.

Course Outcomes (CO):

CO	Expected Course Outcomes	CL
No.	At the end of the course, the students will be able to:	
1.	Get an overview of major literary trends reflected in American Literature.	R
2.	Develop the skills to analyse and interpret the poetry of Walt Whitman and Robert Frost.	Ap
3.	Identify the various themes and techniques of Emily Dickinson and Sylvia Plath as poets.	U
4.	Acquire the strategy of analysing and interpreting plays like that of Eugene O Neil.	An
5.	Evaluate the various themes of the essays of Ralph Waldo Emerson and Henry David Thoreau.	Ap

CL: Cognitive Levels (R-Remember; U-Understanding; Ap-Appl; An-Analyze; E-Evaluate; C-create)

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CO-PO/PSO Mapping for the course:

PO CO	Pos											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	3	3	3	2	3	3	3	3	3	3	2	1	3	2	1
CO2	2	3	3	3	3	3	3	3	3	3	2	2	1	3	2	2
CO3	3	3	2	3	3	3	3	3	3	3	3	2	3	2	2	2
CO4	3	3	3	3	3	2	3	3	3	3	3	2	2	3	3	3
CO5	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3

“3”-Strong; “2”- Moderate; “1”- Low; “-” No Correlation

Detailed Syllabus

Unit No.	Topics	No. of lectures	CO No.
1.	Puritanism, Democracy in America, Romanticism in America, Indian Thought in Emerson, Thoreau and Whitman, New England Renaissance, Expressionism	15	I
2.	Walt Whitman: When Lilacs last in the Dooryard Bloom'd, I Hear America Singing Robert Frost: Birches, The Road Not Taken	20	II
3.	Emily Dickinson: Bring Me the Sunset in a Cup (128), The Soul Selects Her Own Society (303) Sylvia Plath: Mad girl's love song, Lady Lazarus	20	III
4.	Eugene O'Neill: <i>The Emperor Jones</i> Tennessee Williams: <i>The Glass Menagerie</i>	20	IV
5.	Ralph Waldo Emerson: Oversoul Henry David Thoreau: Walden	15	V

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Books Recommended:

- Ashton, Jennifer. *From Modernism to Post modernism: American Poetry and Theory in the Twentieth Century*. Cambridge: Cambridge UP, 2005.
- Forester, Norman, et al, eds. *American Poetry and Prose*. 3 Vols. Houghton Mifflin Company, 1970.
- Harding, Walter. *Critical Essays on Henry David Thoreau's Walden*. G. K. Hall, 1988.
- Martine, James J., ed. *Critical Essays on Eugene O' Neill*. G.K. Hall, 1984.
- Lentricchia, Frank. *Robert Frost: Modern Poetics and the Landscapes of Self*. Duke UP, 1975.
- Axelrod, Steven Gould. *Sylvia Plath: The Wound and the Cure of Words*. Johns Hopkins University Press, 1992.

Reference Books:

- Moorton, Richard F. Jr, ed. *Eugene O'Neill's Century: Centennial Views on America's Foremost Tragic Dramatist*. Greenwood Press, 1991.
- Tharpe, Jac, ed. *Frost Centennial Essays*. University Press of Mississippi, 1978.
- Deshmane, Chetan. "Sylvia Plath: Antigone of Our Times?". *Plath Profiles 2* (August 2009): pp. 145-153.
- Brooks, Cleanth and Robert Penn Warren. *Understanding Poetry*. Holt, Rinehart and Winston Inc., 1960.

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M.A. (English) Semester-III

Program	subject	Year	Semester
M.A.	English	2025	III
Course code	Course Title-Paper-IV-1(A)		Course Type
ENG 340	GENDER STUDIES-1		Elective
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	5	1	NIL
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO):

To acquaint the students with the conceptualization of gender issues and its relative portrayal in literature, by explaining the gender concepts and theories.

To make the students comprehend discourses around feminism and masculinity studies.

To understand the cultural narrative of patriarchal oppression.

Course Outcomes (CO):

CO No.	Expected Course Outcomes At the end of the course, the students will be able to:	CL
1.	Get familiar with key terms.	U
2.	Assimilate the ideas related to the evolution of the Gender Studies.	An
3.	Assess the portrayal of gender in question by key voices.	E
4.	Explore the analytical and revolutionary stand of the theorists and essayists.	An
5.	Know the expanse of Patriarchal offensive Voices.	U

CL: Cognitive Levels(R-Remember;U-Understanding;Ap-Apply;An-Analyze;E-Evaluate;C-create)

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CO-PO/PSO Mapping for the course:

PO CO	Pos											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	3	1	1	3	2	2	3	2	2	2	3	1	2	3	1
CO2	3	2	2	2	2	3	2	2	3	2	2	2	2	1	2	2
CO3	3	2	1	1	2	2	3	3	2	1	3	3	1	1	3	2
CO4	3	3	2	1	3	3	2	2	3	2	2	2	2	2	2	1
CO5	3	2	1	2	2	2	3	3	2	1	1	3	1	1	3	2

“3”-Strong; “2”- Moderate; “1”- Low; “-”No Correlation

Detailed Syllabus

Unit No.	Topics	No.of lectures	CO No.
1.	Basic concepts: Body, Essentialism, Gender, Patriarchy, Masculinity, Dichotomy, Sexuality, Stereotype, Power.	15	I
2.	Marge Piercy: The Token Woman, The Meaningful Exchange Maya Angelou: Men	20	II
3.	Deena Mehta: <i>Brides are not for Burning</i> Mahesh Elkunchwar : <i>Desire on the Rocks</i>	20	III
4.	Mary Wollstonecraft: Chapter-2 The Prevailing opinion of Sexual Character (Extract from A Vindication for the Rights of Women.) Luce Irigaray: The Sex Which is Not One (Essay)	20	IV
5.	Jennete Winterson: <i>Sexing the Cherry</i> Laxmi Narayan Tripathi: <i>Me Hijra, Me Laxmi</i>	15	V

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Books Recommended:

Das, S. K. *A History of Indian Theatre 1911-1956: Struggle for Freedom, Triumph and Tragedy*. New Delhi: Sahitya Academy, 1995.

Elkunchwar, Mahesh. *Collected Plays of Mahesh Elkunchwar*. OUP, 2009.

Martha, B. *Gender Studies*. Current Pub., 2024.

Mehta, Diana. *Brides Are Not for Burning*. New Delhi: Rupa, 1993.

Bradely, Harriet. *Gender*. Jaipur: Rawat Pub., 2018.

Reference Books:

Bradely, Harriet. *Gender*. Jaipur: Rawat Pub., 2018.

Butler, Judith. *Who is Afraid of Gender?* Allen Lane, 2024.

Hooks, Bell. *All About Love: New Visions*. William Morrow, 2016.

---, *Feminism is for Everybody*. South End P, 2000.

John, Mary E. *Women's Studies in India*. Penguin, 2008.

Friedan, Betty. *The Feminine Mystique*. Penguin Classics, 2010.

Geetha, V. *Gender*. Bhatkal & Sen, 2006.

Menon, Nivedita, ed. *Gender and Politics in India: Themes in Politics*. Oxford UP, 2001.

Angelou, Maya. *The Complete Collected Poems of Maya Angelou*. Random House, 1994.

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M.A. (English) Semester-III

Program	Subject	Year	Semester
M.A.	English	2025	III
Course code	Course Title-Paper IV-1(B)		Course Type
ENG 341	Cultural Studies I		Elective
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	5	1	NIL
Maximum Marks	CIA		ESE
100	30		70

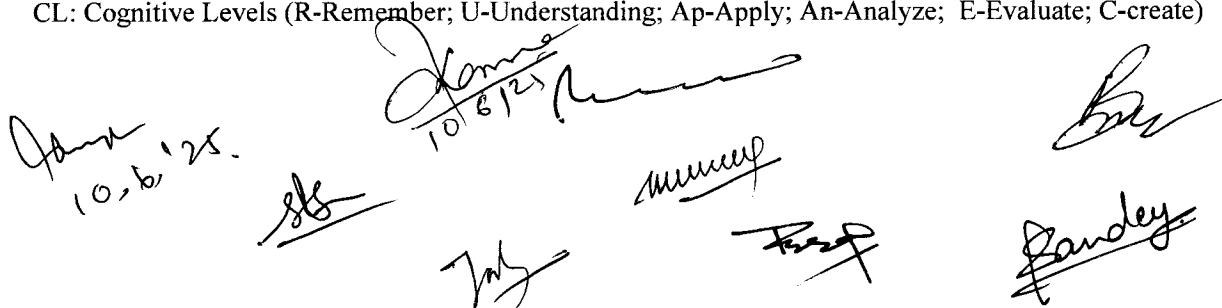
Learning Objective (LO):

Help students identify how meaning is created through study of social structures like class, ethnicity agenda, ideology, nationality etc. It would also help students to understand the complex range of changing beliefs, ideas, feelings, values, political involvement, etc.

Course Outcomes (CO):

CO No.	Expected Course Outcomes At the end of the course, the students will be able to:	CL
1.	Familiarize students with key concepts.	R
2.	Help assimilate the theoretical assertions of culture- studies theorists.	U
3.	Assess the themes of culture focused text.	E
4.	Evaluate the social-cultural backdrop of the text prescribed.	An
5.	Understand the expanse of text within the slot of cultural studies lens.	Ap

CL: Cognitive Levels (R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-create)



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Book Recommended:

Budknely, Kirer. *Mapping the Mosaic of Culture*. University Book Home, 2009.

Bhabha, Homi, K. *The Location of Culture*. Taylor of Francis, 2012.

During Simon. ed. *The Cultural Studies Reader*. Routledge, 1993.

Eagleton, Terry. *The Ideas of Culture*. Lively, 2013

Fisk, John. *Understanding Culture*. Barton: University Hymer, 1989.

McRobbie, Angela. *The Uses of Cultural Studies*. London: Sage Publication, 2005.

Reference Books:

Ryan, Michael. *Cultural Studies: A Practical Introduction*. Wiley- Blackwell, 2010.

Smith Philip. *Cultural Theory: An Introduction*. Oxford Blackwell Publishers, 2001.

William, Raymond. *Keywords*. Oxford University P, 2014.

During, Simon. *Cultural Studies: A Critical Introduction*. Taylor and Francis, 2005.

Nayar, Pramod K. *An Introduction to Cultural Studies*. 2nd ed. Viva Books, 2016.

Nayar, Pramod K. An Introduction to Cultural Studies. 2nd ed. Viva Books, 2011.

M.A. (English) Semester-III

Program	Subject	Year	Semester
M.A.	English	2025	III
Course code	Course Title - Paper V-1(A)		Course Type
ENG 350	Linguistics-I		Elective
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	5	1	NIL
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO):

The course provides an overview of the field of linguistics, as well as the fundamental ideas and techniques required for the objective investigation of human language.

Course Outcomes (CO):

CO No.	Expected Course Outcomes At the end of the course, the students will be able to:	CL
1.	Discover the traits of human language and the evolution of the English language since days of orality	Ap
2.	Explore different branches of linguistics	Ap
3.	Get knowledge of phonetics, organs of speech and its function in articulation of word to a sentence	U
4.	Familiarize with classification of human speech sound, vowels and consonants	An

CL: Cognitive Levels(R-Remember;U-Understanding;Ap-Apply;An-Analyze;E-Evaluate;C-create)

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CO-PO/PSO Mapping for the course

PO CO	Pos											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	2	3	2	2	1	1	2	2	2	3	2	2	3	2	3
CO2	3	1	2	1	1	2	2	2	1	2	2	1	1	2	3	1
CO3	2	2	1	2	3	1	1	1	1	2	2	2	2	1	2	2
CO4	3	3	2	1	1	2	2	2	2	1	3	3	1	2	1	2
CO5	2	2	3	2	3	1	1	1	2	2	2	2	2	1	1	1

“3”-Strong; “2”- Moderate; “1”- Low; “-”No Correlation

Detailed Syllabus

Unit No.	Topics	No.of lectures	CO No.
1.	Language: Definition, Characteristics of Human Language, Development of English Language (Chaucerian, Middle English, Modern English)	15	I
2.	Linguistics: Definition, Objective, Branches of Linguistics: Phonetics, Phonology, Morphology, Syntax and Semantics. Linguistics and its related Disciplines.	20	II
3.	Phonetics: Definition, Branches: Articulatory, Acoustic and Auditory Phonetics. The Organs of Speech and their Functions	20	III
4.	Classification of Human Speech Sounds: Characteristics and Classification of Vowels and Consonants, Phonetic Symbols (IPA), Received Pronunciation (RP).	20	IV
5.	Super Segmented Features: Stress, Tone, Accent, Types of Assimilation, Intonation	15	V

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Books Recommended :-

Baugh, Albert C., and Thomas Cable. *A History of the English Language*. 5th ed. London: Routledge, 2002.

Balasubramanian, S. *A Textbook of English Phonetics for Indian Students*. MacMillan, 2011.

Fennell, Barbara A. *A History of English: A Sociolinguistic Approach*. Oxford: Blackwell, 2001.

Hughes, Geoffrey. *A History of English Words*. Oxford: Blackwell, 2000.

McCully, Chris. *The Sound Structure of English: An Introduction*. Cambridge University Press, 2009.

Parker, F., and K. Riley. *Linguistics for Non-Linguists: A Primer with Exercises*. Pearson, 2005.

Pyles, Thomas, and John Algeo. *The Origins and Development of the English Language*. New York: Harcourt Brace Jovanovich, 1993.

Smith, Jeremy. *Essentials of Early English: Old, Middle and Early Modern English*. 2nd ed. London: Routledge, 2005.

Sweet, Henry. *Handbook of Phonetics*. Oxford: Clarendon Press, 1877.

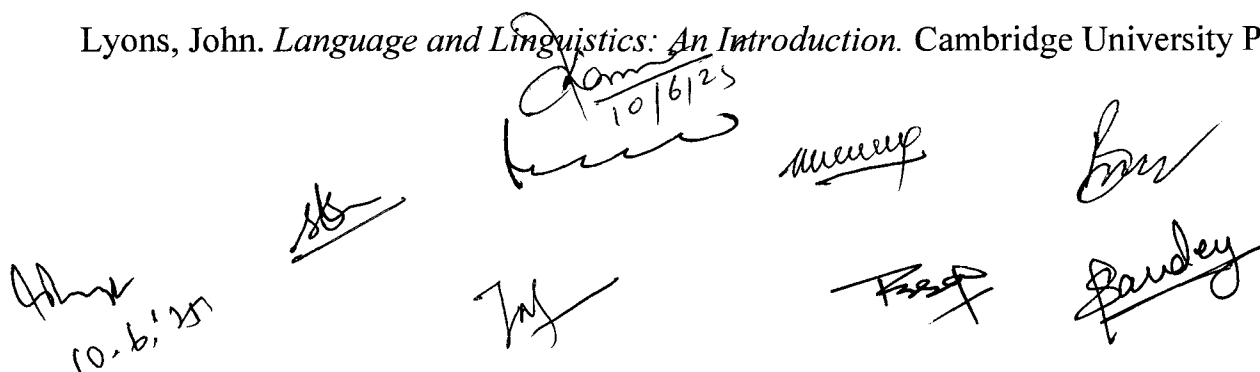
Sweet, Henry. *The Sounds of English*. Oxford: Clarendon Press, 1908.

Sinha, M.P. *Modern Linguistics*. Atlantic Publishers and Distributors, 2011.

Verma, S.K., and N. Krishnaswamy. *Modern Linguistics: An Introduction*. India: Oxford University Press, 2009.

Yule, George. *The Study of Language*. Cambridge University Press, 2006.

Lyons, John. *Language and Linguistics: An Introduction*. Cambridge University Press, 1981.


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M.A.(English) Semester-III

Program	Subject	Year	Semester
M.A.	English	2025	III
Course code	Course Title- Paper- V-1(B)		Course Type
ENG 351	English Language Teaching I		Elective
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	5	1	NIL
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO):

The course aims to help the students read in English and learn how to understand and interpret written material by providing different methods of learning and teaching language.

Course Outcomes (CO):

CO No.	Expected Course Outcomes At the end of the course, the students will be able to:	CL
1.	Understand what language teaching is all about, gain familiarity with concepts like bilingualism, Second language acquisition and language teaching mechanism	Ap
2.	Get knowledge of language teaching theories.	Ap
3.	Gain familiarity with segmental features like vowels, consonants and diphthongs.	U
4.	Get close knowledge of teaching plan, lesson plan and its importance in language teaching	An
5.	Understand use of language, Test and online Teaching: Modes and tools	U

CL: Cognitive Levels(R-Remember;U-Understanding;Ap-Apply;An-Analyze;E-Evaluate;C-create)

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CO-PO/PSO Mapping for the course:

PO CO	Pos											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	2	1	3	3	2	3	2	1	2	3	3	1	3	2	3
CO2	3	3	2	2	2	3	2	2	2	2	2	3	2	2	3	2
CO3	3	2	3	1	3	2	2	3	1	2	3	3	2	1	2	1
CO4	3	1	2	3	3	2	3	2	1	3	2	2	1	3	3	1
CO5	3	3	1	2	3	2	2	3	1	3	2	2	2	2	3	2

“3”-Strong; “2”- Moderate; “1”- Low; “-”No Correlation

Detailed Syllabus

Unit No.	Topics	No.of lectures	CO No
1	What Language Teaching is about? Distinction between L1 and L2, Second Language Learning and Bilingualism, Second Language versus Foreign Language Learning and Acquisition	15	I
2	Language Teaching Theories, Grammar Translation or Traditional Method, Direct Method, Reading Method. The Audio-Visual Method- Features, Virtual Teaching, Real Teaching, Cognitive Theory.	20	II
3	The Teaching of Segmental Features of English: Vowels and Consonants The Suprasegmental Features of English	20	III
4	Teaching Plan, Lesson Plan Audio-Visual and Supplementary Aids,	20	IV
5	Language Teaching: The Construction and Use of Language	15	V

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Books Recommended :-

Aggarwal, J.C. *Landmarks in the History of Modern Indian Education*. New Delhi: Vikas Pub., 2010.

Agnihotri, R.K., and A.L. Khanna. *English Language Teaching in India: Issues and Innovations*. New Delhi: Sage Publications, 1995.

Allen, H.B., and Campbell. *Teaching English as a Second Language*. New Delhi: McGrawHill, 1972.

Ghosh, R.N. *Introduction to English Language Teaching: Methods at the College Level*. Vol. 3. Hyderabad: CIEFL, 1977.

Reference books:-

Krishnaswamy, N. *Teaching English: Approaches, Methods and Techniques*. India: Macmillan, 2005.

Krishnaswamy, N., and Lalita Krishna Swamy. *The Story of English in India*. New Delhi: Foundation Books Pvt. Ltd, 2006.

Krishnaswamy, N., and T. Sriraman. *English Teaching in India*. Madras: T.R. Publications, 2006.

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M.A. (English) Semester-IV

Program	Subject	Year	Semester
M.A.	English	2025	IV
Course code	Course Title-Paper-I		Course Type
ENG 410	Critical Theory	II	Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	5	1	NIL
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO): The course enables the students to enrich their knowledge in the area of literary criticism of Bharata Muni's Rasa Theory, Acharya Anandavardhana, I. A. Richards, F.R Leavis, Michel Foucault, Roland Barthes, Northrop Frye and Judith Butler in the history of English Literature, focusing on the insightful analysis of various concepts prescribed.

Course Outcomes (CO):

CO No.	Expected Course Outcomes At the end of the course, the students will be able to:	CL
1.	Provide the knowledge of the Rasa Theory of Bharata Muni.	Ap
2.	Develop the knowledge about F.R Leavis' critical substance of perception.	Ap
3.	Reflect upon I. A. Richards: Four Kinds of Meaning, Communication and the Artist, Practical Criticism.	U
4.	Evaluate Roland Barthes and Michael Foucault's Principles of Structuralism and Post-structuralism.	An
5.	Interpret critical concepts of Northrop Frye and Judith Butler.	U

CL: Cognitive Levels(R-Remember;U-Understanding;Ap-Apply;An-Analyze;EEvaluate;C-create)

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CO-PO/PSO Mapping for the course:

PO CO	Pos											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	2	2	3	1	2	1	3	2	1	2	3	2	2	3	2	2
CO2	3	3	3	2	2	3	2	1	1	2	-	3	2	2	2	1
CO3	3	3	3	2	2	2	3	2	2	2	2	3	1	2	2	2
CO4	3	3	3	2	2	3	3	2	2	2	-	3	2	2	1	2
CO5	3	3	3	2	2	1	3	1	2	1	1	3	2	2	2	3

“3”-Strong; “2”- Moderate; “1”- Low; “-”No Correlation

Detailed Syllabus

Unit No.	Topics	No.of lectures	CO No.
1.	Bharata Muni: <i>Natya Shastra</i> (Rasa Theory) Acharya Anandavardhana: <i>Dhvanyaloka</i>	15	I
2.	F.R Leavis- The Great Tradition, New Bearings in English Poetry	20	II
3.	I.A. Richards: Four Kinds of Meaning, Communication and the Artist, Practical Criticism.	20	III
4.	Michel Foucault: What is an Author? Roland Barthes- The Death of the Author	20	IV
5.	Northrop Frye: The Function of Criticism at the Present Time Judith Butler: Performative Acts and Gender Constitution	15	V

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Books Recommended:

- Barthes, Roland. *The Death of the Author*. The Macat Library, 2018.
- Devy, G.N. *Indian Literary Criticism: Theory and Interpretation*. Hyderabad:Orient Longman, 2002.
- Frye, Northrop. *Anatomy of Criticism*. Princeton UP, 1957.
- Kapoor, Kapil. *Literary Theory: Indian Conceptual Framework*. New Delhi: West Press, 1998.
- Leavis, F.R. *The Great Tradition*. U.S. Chatto & Windus, 1948.
- Mukherjee, Sujit. *A Dictionary of Indian Literature*. Vol I (Beginnings to 1850). Hyderabad: Orient Longman, 1998.
- Wallace, Elizabeth Kowaleski, ed. *Encyclopaedia of Feminist Literary Theory*. New York: Garland, 1997.
- Mohanty, Chandra Talpade. *Feminism Without Borders: Decolonizing Theory, Practicing Solidarity*. London: Luke UP, 2003.
- Richards, I.A. *Principles of Literary Criticism*. London: Routledge, 2003.
- Butler, Judith: *Gender Trouble: Feminism and Subversion of Identity*. Routledge; 1st ed., 2006.
- Friedan, Betty. *The Feminine Mystique*. Penguin, 1971.
- Ahmad, Aijaz. *In Theory: Classes, Nations, Literatures*. New Delhi: Oxford UP, 1993.
- Belsey, Catherine. *Critical Practice*. London: Methuen, 1980.

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Reference Books:

Eagleton, Terry. *Literary Theory: An Introduction*. Oxford: Blackwell, 1983.

Showalter, Elaine. *A Literature of Their Own: From Charlotte Bronte to Doris Lessing*. Rev. and expanded ed. London: Virago, 1999

Showalter, Elaine, ed. *The New Feminist Criticism: Essays on Women, Literature, and Theory*. New York: Pantheon, 1985.

Foucault, Michel. *The Order of Things: An Archaeology of Human Sciences*. New York: Pantheon, 1970.

Leitch, Vincent B, ed. *The Norton Anthology of Theory and Criticism*. New York: Norton, 2001.

Lodge, David and Nigel Wood, eds. *Modern Criticism and Theory: A Reader*. London: Pearson, 2000.

Said, Edward. *The World, the Text, and the Critic*, Cambridge: Harvard University Press, 1983.

Seldan, Raman, Peter Widdowson and Peter Brooker. *A Reader's Guide To Contemporary Literary Theory*. London: Longman, 2005.

Sturrock, John, ed. *Structuralism and Since: From Levi-Strauss to Derrida*. Oxford: OUP, 1981.

Warren, Austen and Rene Wellek. *Theory of Literature*. New York: Harcourt, 1956.

Waugh, Patricia. *Literary Theory: An Oxford Guide*. Oxford: Oxford UP, 2006.

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M.A. (English) Semester-IV

Program	Subject	Year	Semester
M. A.	English	2025	IV
Course code	Course Title-Paper-II		Course Type
ENG 420	Indian Writing in English II		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	5	1	NIL
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO):

1. To know the characteristics of post-Independence Indian English poetry.
2. To become familiar with Indian history, culture, society and movements through literature.
3. To believe in the potential of India and work for its development.
4. To use the course for competitive examinations.
5. To learn to compare Indian writing in English to World literature.

Course Outcomes (CO):

CO No.	Expected Course Outcomes At the end of the course, the students will be able to:	CL
1.	Explore the various Indian themes in the poems of two major voices in Indian English poetry.	U
2.	Understand Indian History, culture, and Philosophy through literature. Explain the vision and dreams to make India a developed Nation.	An
3.	Discuss various dimensions of Dattani's play. Explore the social concerns of the play of Gurcharan Das.	U
4.	Evaluate the theme of dedication in R. K. Narayan's story. Describe the different perspectives of Lahiri's story.	E

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CL: Cognitive Levels(R-Remember;U-Understanding;Ap-Applied;AE

CO-PO/PSO Mapping for the course:

CO \ PO	POs											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	3	3	2	2	3	2	1	1	2	-	3	2	2	2	1
CO2	3	3	3	2	2	2	3	2	2	2	2	3	1	2	2	2
CO3	3	3	3	3	2	3	3	2	2	2	-	3	2	2	1	2
CO4	3	3	3	3	2	1	3	1	2	1	1	3	2	2	2	3
CO5	3	3	3	2	2	2	3	2	2	2	2	3	3	2	2	3

“3”-Strong; “2”- Moderate; “1”- Low; “-”No Correlation

Detailed Syllabus

Unit No.	Topics	No.of lectures	CO No.
1.	R. Parthasarathy: <i>Exile, Trial and Homecoming (from Rough Passage 1977).</i> Jayanta Mahapatra: <i>Indian Summer, A Missing Person, Hunger.</i>	15	I
2.	Jawaharlal Nehru: <i>The Discovery of India.</i> A.P. J. Kalam: <i>Ignited Minds.</i>	20	II
3.	Mahesh Dattani: <i>Seven Steps Around the Fire.</i> Gurcharan Das: <i>Mira.</i>	20	III
4.	R. K. Narayan: <i>Such Perfection.</i> Jhumpa Lahiri: <i>Interpreter of Maladies (The Title Story).</i>	15	IV
5.	Upamanyu Chatterjee: <i>The Last Burden</i>	20	V

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Publ., 2009.

Mehrotra, A. K., ed. *Twelve Modern Indian Poets*. OUP, 1993.

Nandy Pritish, ed. *Indian Poetry in English Today*. New Delhi: Sterling, 1973.

Sarang, Vilas, ed. *Indian English Poetry Since 1950: An Anthology*. Orient BlackSwan, 1990.

Pandey, Sudhakar and Raj Rao R., eds. *Image of India in Indian Novel in English*. Orient BlackSwan, 1993.

Holeyannavar Nagraj G. *Trends in Indian English Drama: A Study and Perspectives*. Manglam Publ., 2014.

Prajapati, Ram Avadh. *Mahesh Dattani's: Seven Steps Around the Fire*. Perception Publishing, 2023.

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M.A. (English) Semester-IV

Program	Subject	Year	Semester
M.A.	English	2025	IV
Course code	Course Title- Paper-III		Course Type
ENG 430	American Literature - II		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	5	1	NIL
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO):

The course aims at introducing the learners to the development of American Literature and theatre up to the first half of 20th Century with special reference to the works of Major American Authors.

Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
1.	Familiarize the students with the cultural, literary and theatrical background and values.	R
2.	Create an awareness to the contributions of Wallace Stevens' poetry.	U
3.	Examine critically the contemporary social issues in the plays of Arthur Miller and Edward Albee.	Ap

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4.	Teach structural and stylistic features of representative novels of Faulkner and Hemingway.	E
5.	Develop skills and assess fictive features of the novels written by Nathaniel Hawthorne and Mark Twain.	An

CL: Cognitive Levels (R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-create)

CO-PO/PSO Mapping for the course:

PO CO	Pos											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	2	3	3	3	3	3	2	3	3	3	1	2	3	3	2
CO2	3	3	3	2	2	3	2	1	1	2	-	3	2	2	2	1
CO3	3	3	3	2	2	2	3	2	2	2	2	3	1	2	2	2
CO4	3	3	3	2	2	3	3	2	2	2	-	3	2	2	1	2
CO5	3	3	3	2	2	1	3	1	2	1	1	3	2	2	2	3

“3”-Strong; “2”- Moderate; “1”- Low; “-” No Correlation

Detailed Syllabus

Unit No.	Topics	No. of lectures	CO No.
1.	Naturalism, Realism, Existentialism, The Theatre of the Absurd	15	I
2.	Wallace Stevens: Peter Quince at the Clavier, Of Modern Poetry, Sunday Morning, A Postcard from the Volcano	20	II
3.	Arthur Miller: <i>Broken glass</i> Edward Albee: <i>Who is afraid of Virginia Woolf</i> ?	20	III

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4.	William Faulkner: <i>The Sound and the Fury</i> Ernest Hemingway: <i>A Farewell to arms</i>	20	IV
5.	Nathaniel Hawthorne: <i>The Scarlet Letter</i> Mark Twain: <i>Eve's diary</i>	15	V

Books Recommended:

Forester, Norman, et al, eds. *American Poetry and Prose*. 3 Vols. Boston: Houghton Mifflin Company, 1970.

Baker, Carlos. *Hemingway: The Writer As Artist*. Princeton: 1952.

Deshmane, Chetan. *Wallace Stevens: A Lacanian Reading*. London: McFarland & Co., Inc., 2012.

Ashton, Jennifer. *From Modernism to Postmodernism: American Poetry and Theory in the Twentieth Century*. Cambridge: Cambridge UP, 2005.

Twain, Mark. *Eve's Diary*. Harper & Brothers, 1906.

Miller, Arthur. *Broken Glass*. Penguin Random House, 1995.

Miller, Arthur. *Broken Glass*. Penguin Random House, 1995.

1.	Become sensitized to the need of gender equality	U
2.	Distinguish gender experiences and identify narrative strategies applied by women writers.	An
3.	Understand the concept of African Drama and comprehend the embedded racial connotations	E
4.	To know the central concerns of the texts prescribed	An
5.	Help to understand the interrelatedness between society and gender emphasizing the need of gender parity.	U

CL: Cognitive Levels(R-Remember;U-Understanding;Ap-Apply;An-Analyze;E-Evaluate;C- Create

CO-PO/PSO Mapping for the course:

PO CO	Pos											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	3	2	3	3	2	3	2	3	3	3	3	3	2	3	2	1
CO2	3	3	3	2	2	3	2	1	1	2	-	3	2	2	2	1
CO3	3	3	3	2	2	2	3	2	2	2	2	3	1	2	2	2
CO4	3	3	3	2	2	3	3	2	2	2	-	3	2	2	1	2
CO5	3	3	3	2	2	1	3	1	2	1	1	3	2	2	2	3

“3”-Strong; “2”- Moderate; “1”- Low; “-”No Correlation

Detailed Syllabus

Unit No.	Topics	No.of lectures	CO No.
1.	Theory of Sexual Politics (Extract from Kate Millett: <i>Sexual Politics</i>)	15	I
2.	Tara Patel - Woman Smitha Agrawal - A Grass Widow's Prayer Mamta Kalia – After Eight Years of Marriage	20	II
3.	Chimamanda Ngozi Adichie : <i>We Should All be Feminists</i> . Mrinal Pande : <i>The Subject is Woman</i>	20	III

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5.	Anita Desai: <i>Fasting, Feasting</i> Anita Nair: <i>Cut like Wound</i>	15	IV
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Books Recommended:

Millett, Kate. *Sexual Politics*. US: U of Illinois P, 2000.

De Souza, Eunice. ed. *Nine Indian Women Poets: An Anthology*. Oxford University Press, 2001.

Adichie, Chimamanda Ngozi. *We Should All Be Feminists*. Fourth Estate, 2014.

Pande, Mrinal. *The Subject is Woman*. South Asia Books, 1992.

Reference Books:

Geeta, V. *Patriarchy*. Stree Publ., 2007.

Pande, Mrinal. *My Own Witness*. India: Penguin Books, 2001.

Patel, Tara. *Single Woman*. U of Michigan, 1991.

Singh, Kanwar Dinesh. *Feminism and Postfeminism: The Context of Modern Indian Women Poets Writing in English*. New Delhi: Sarup and Sons, 2006.

Domonics, K.V., *Critical Studies on Contemporary Indian English Women Writers*. New Delhi:

Sarup Books, 2018.

Jain, Jasbir, ed. *Women's Writing: Text and Context*. Jaipur: Rawat Publ., 2004.

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	developing discipline.	
2.	Locate cultural features within the text prescribed.	U
3.	Emphasize focus on cultural relativism.	E
4.	Relate cultural studies to Literature and Literary/ Critical Thought.	An
5.	Explore the cultural differences embodied in the text prescribed.	Ap

CL: Cognitive Levels(R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-create)

CO-PO/PSO Mapping for the course:

PO CO	Pos											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	1	2	3	3	3	3	2	3	3	2	3	3	2	3	2	3
CO2	3	3	3	2	2	3	2	1	1	2	-	3	2	2	2	1
CO3	3	3	3	2	2	2	3	2	2	2	2	3	1	2	2	2
CO4	3	3	3	2	2	3	3	2	2	2	-	3	2	2	1	2
CO5	3	3	3	2	2	1	3	1	2	1	1	3	2	2	2	3

“3”-Strong; “2”- Moderate; “1”- Low; “-”No Correlation

Detailed Syllabus

Unit No.	Topics	No.of lectures	CO No
1.	Simon During: “Culture High and Low”. (From <i>Cultural Studies: A Critical Introduction</i> , PP-193-2008) Arjun Appadurai: Disjuncture and Difference in the Global Cultural Economy. (Chapter II of <i>Modernity At</i>	15	I

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	<i>Large.)</i>		
2.	Maya Angelou: Caged Bird Sujata Bhatt: Search for My Tongue	20	II
3.	Gurcharan Das: Larins Sahib	20	III
4	Amitav Ghosh: <i>The Great Derangement: Climate Change and the Unthinkable.</i>	20	IV
5.	Banu Mushtaq: <i>Heart Lamp</i> (Translated by Deepa Bhashti)	15	V

Books Recommended:

Appadurai, Arjun. *Modernity at Large: Cultural Dimensions of Globalization*. U of Minnesota Press, 1996.

Angelou, Maya. *The Complete Collected Poems of Maya Angelou*. Random House, 1994.

Banker, Chris and Emma A. Jane. *Cultural Studies Theory and Practice*. 5th ed. Canda: Sage, 2016.

Das, Gurucharan. *Three English Plays*. New Delhi: OUP, 2003.

Ghosh, Amitav. *The Great Derangement: Climate Change and the Unthinkable*. Penguin Books, 2016.

Mushtaq, Banu. *Heart Lamp* (translated by Deepa Bhashti). Penguin Books, 2025.

Reference Books:

Bhabha H.K. *Culture is Between: Questions of Cultural Identity*. London: Sage Publication, 1996.

Gutenberg, Lawrence. *Cultural Studies in The Future Tense*. Duke University Press, 2010.

Geertz, Clifford. *The Interpretation of Cultures*. New York: Basic Books, 1973.

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William Raymond. *The Country and the City*. New York: Oxford University Press, 1973.

Willis, Paul. *Common Culture* Westview P, 1990.

Divakaruni, Chitra Banerjee. *The Palace of Illusions*. Picador India, 2019.

M.A.(English) Semester-IV

Program	Subject	Year	Semester
M.A.	English	2025	IV
Course code	Course Title- Paper V-2(A)		Course Type
ENG450	Linguistics II		Elective
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	5	1	NIL
Maximum Marks	CIA		ESE
100	30		70

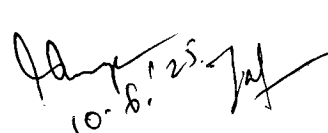
Learning Objective (LO):

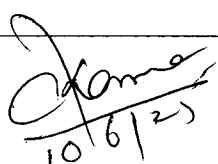
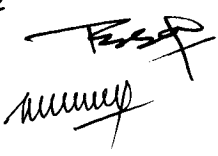
The course emphasizes systemic study of the English language and gives students knowledge along with scientific approach to language structure.




Course Outcomes (CO):

CO	Expected Course Outcomes	CL
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No.	At the end of the course, the students will be able to:	
1.	Understand about word formation, Morphology and its types.	Ap
2.	Get acquainted with syntax and syntactic devices.	Ap
3.	Understand phrase structure grammar and its limitations	U
4.	Get familiarize with types of meaning- Synonymy, Antonymy, Polysemy, Homonymy	An
5.	Understand the Discourse Analysis and Pragmatics.	U

CL: Cognitive Levels(R-Remember;U-Understanding;Ap-Apply;An-Analyze;E-Evaluate;C-create)

CO-PO/PSO Mapping for the course:

PO CO	Pos											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	1	2	3	3	2	3	3	3	2	3	3	3	2	3	3	3
CO2	3	3	3	2	2	3	2	1	1	2	-	3	2	2	2	1
CO3	3	3	3	2	2	2	3	2	2	2	2	3	1	2	2	2
CO4	3	3	3	2	2	3	3	2	2	2	-	3	2	2	1	2
CO5	3	3	3	2	2	1	3	1	2	1	1	3	2	2	2	3

“3”-Strong; “2”- Moderate; “1”- Low; “-”No Correlation

Detailed Syllabus

Unit No.	Topics	No.of lectures	CO No.
1.	Morphology: Morpheme, Types of Morphemes,	15	I

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	Allomorph, Morph, Word Formation		
2.	Syntax: Constituents, Immediate Constituents, Models of I C Analysis. Syntactic Devices: Word Class, Function Words and Content Words, Government, Concord.	20	II
3.	Introduction to Phrase Structure Grammar, Limitations to Phrase Structure Grammar, Limitation to Phrase structure Grammar	20	III
4	Semantics: Semene, types of meaning: Synonymy, Antonyms, polysemy, Homonymy, Collocation, Set.	20	IV
5.	Discourse Analysis: speech events and Conversational interaction. Pragmatics: Dexis, Context speech politeness	15	V

Books Recommended:

Verma, S.K. and Krishnaswamy, N. *Modern Linguistics. An Introduction*. India Oxford University Press, 2009

Yule, George. *The Study of Language*. Cambridge: Cambridge University Press, 2006. McCuly, Chris. *The Sound Structure of English. An Introduction*. Cambridge: C University Press 2009.

Balasubramanian, T. *A Textbook of English Phonetics for Indian Students*. MacMillan. 2011

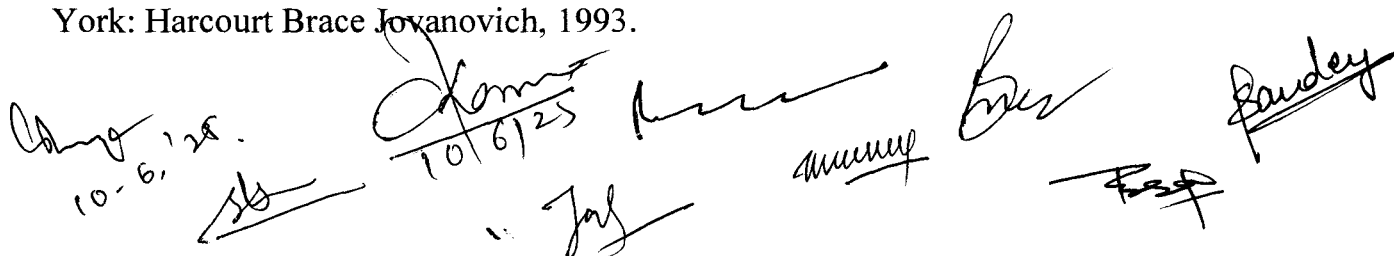
Bansal, R.K. and Harrison, J.B. *Spoken English*. Orient Black Swan Private Limited. 2009

Jones, D. *An Outline of English Phonetics*. Cambridge University Press, 1976.

Sinha, M.P., *Modern Linguistics*, Atlantic Publishers and Distributors, 2005.

Reference Books:

Pyles, Thomas, and John Algeo. *The Origins and Development of the English Language*. New York: Harcourt Brace Jovanovich, 1993.

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Cable, Thomas. *A Companion to Baugh and Cable's History of the English language*. 3d ed. London, and New York: Routledge, 2002.

Smith, Jeremy *Essentials of Early English. Old, Middle and Early Modern English*. 2nd edition. London: Routledge 2005.

Fennell, Barbara A. *A History of English: A Sociolinguistic Approach*. Oxford: Blackwell. 2001.

Parker, F. and Riley, K. *Linguistics for Non-Linguists. A Primer with Exercises*. 2005

Lyons, John, *Language and Linguistics: An Introduction*, Cambridge University Press. 1981,

Sethi, J and P.V. Dhamija. *A Course in Phonetics and Spoken English*. Prentice Hall of India.

Sethi, J., Kamlesh Sadanand & D.V. Jindal. *A Practical Course in English Pronunciation*. Prentice-Hall of India Private Limited, 2003.

Jones, Daniel. *A Dictionary of Linguistics and Phonetics*. Sixth Edition. Blackwell Publishing Ltd. U.K. Improved by Gimson, AC.. 1980.

M.A.(English) Semester-IV

Program	Subject	Year	Semester
M.A.	English	2025	IV
Course code	Course Title-Paper-V-2(B)		Course Type
ENG 451	English Language Teaching-II		Elective
Credit	Hours Per Week (L-T-P)		
	L	T	P
5	5	1	NIL
Maximum Marks	CIA		ESE
100	30		70

Learning Objective (LO):

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The purpose of the course is to better comprehend the teaching and learning methodologies for foreign language learning. The language laboratory system and speech mechanics are its key topics.

Course Outcomes (CO):

CO No.	Expected Course Outcomes At the end of the course, the students will be able to:	CL
1.	Get knowledge of different linguistic theories and aspects of language study.	Ap
2.	Learn and understand how to prepare teaching plan, lesson plan and different teaching methodology	Ap
3.	Understand teaching mechanics of Reading, writing and pronunciation	U
4.	Get acquainted with language laboratory system	An
5.	Develop language testing with Aptitude assessment	U

CL: Cognitive Levels(R-Remember;U-Understanding;Ap-Apply;An-Analyze;E-Evaluate;C-create)

CO-PO/PSO Mapping for the course:

PO CO	Pos											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	2	2	3	3	3	3	3	3	2	3	3	3	2	3	2	3
CO2	3	3	3	2	2	3	2	1	1	2	-	3	2	2	2	1
CO3	3	3	3	2	2	2	3	2	2	2	2	3	1	2	2	2
CO4	3	3	3	2	2	3	3	2	2	2	-	3	2	2	1	2
CO5	3	3	3	2	2	1	3	1	2	1	1	3	2	2	2	3

“3”-Strong; “2”- Moderate; “1”- Low; “-”No Correlation

Detailed Syllabus

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Unit No.	Topics	No.of lectures	CO No.
1.	Trends in linguistics :Theories ,Beginning of Modern Linguistics, Language varieties ,Aspects of Language study- phonology, Grammar, Lexicology, Semantics, Discourses, Bloomfield and American Structuralism, Transformative Generative Grammar	20	I
2.	Teaching plan, Lesson Plan and English teaching methodology	15	II
3.	Teaching Mechanics of Pronunciation, Vocabulary, Reading and Writing	20	III
4.	Planning for Language Laboratory, Language Laboratory System	20	IV
5.	Language Testing: Techniques to Test Production of Lexical Units, Diagnostic and Aptitude Testing	15	V

Recommended Books:

C.J.Brumfit and Johnso. eds. *Communicative Methodology in Language Teaching*. Cambridge University Press, 1984.

C.J.Brumfit and R.Carter *Language and Literature Teaching: From Practice to Principle* W.Littlewood *Foreign and Second Language Learning* .W.Littlewood. Cambridge University Press, 1984.

Heaton, J. B. Writing *English language tests*. London: Longman. 1975

Reference books

Douglas, Dan. *Understanding Language Testing*. Routledge, 2009.

Hughes, A. *Testing for Language Teachers*. Cambridge: Cambridge University Press 2003

Nair, M.K.C and John Panikar. *Hearing Speech and Language Assessment*. Noble Vision Publishers, 2023.

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Richards, Jack. C. *Approaches and Methods in Language Teaching*. Cambridge, 2016.

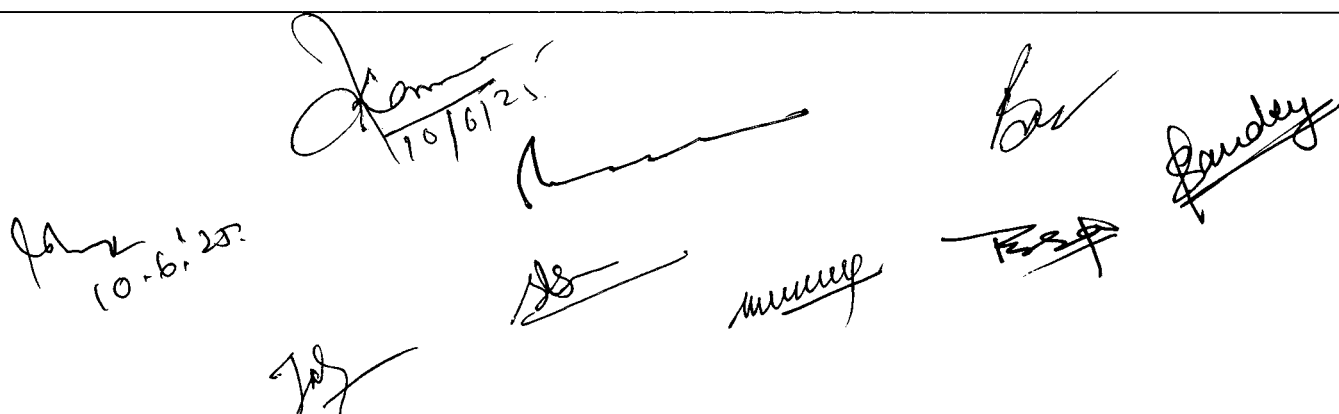
Elective course 4 (Course Code ENG 452)

Marks-100

DISSERTATION

Scheme of evaluation-~~50~~% by Viva-Voce and **50**% by External Examiner.

Eligibility- Above 60% marks in the previous semester (III Semester).


 The bottom section of the page contains several handwritten signatures and dates. On the left, a signature is dated '10-6-25'. In the center, a signature is dated '10/6/25'. Below this, there are several more signatures, some with dates like '10-6-25' and '10-6-25'. On the right, there are more signatures, including one that appears to be 'Sandeep'.

M.A. (English) Semester-IV

Program	Subject	Year	Semester
M.A.	English	2025	IV
Course code	Course Title		Course Type
ENG452	Dissertation		Elective
Credit	Hours Per Week (L-T-P)		
	L	T	P
5			
Maximum Marks	CIA		ESE
100			

Learning Objective (LO): To engage students in critical thinking, analytical reading, academic writing and independent research.

Course Outcomes (CO):

CO No.	Expected Course Outcomes At the end of the course, the students will be able to:	CL
1.	Demonstrate deep understanding of a specific research topic.	U
2.	Critically evaluate literature and existing studies.	Ap
3.	Develop independent thinking, problem solving, and academic writing skills.	C
4.	Engage in ethical research practices.	Ap
5.	Interpret data accurately and draw logical conclusions.	Ap

CL: Cognitive Levels(R-Remember; U-Understanding; Ap-Apply; An-Analyse; E-Evaluate;create)

10-6-25.

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CO-PO/PSO Mapping for the course:

“

PO CO	Pos											PSO				
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
CO1	2	2	3	3	3	3	3	3	2	3	3	3	2	3	2	3
CO2	3	3	3	2	2	3	2	1	1	2	-	3	2	2	2	1
CO3	3	3	3	2	2	2	3	2	2	2	2	3	1	2	2	2
CO4	3	3	3	2	2	3	3	2	2	2	-	3	2	2	1	2
CO5	3	3	3	2	2	1	3	1	2	1	1	3	2	2	2	3

3"-Strong; "2"- Moderate; "1"- Low; "- "No Correlation

Detailed Syllabus

Unit No.	Topics	No. of sessions	CO No.
1.	Any other topics of the Author prescribed for Paper IV, namely cultural studies or gender studies.	Min. 50	

Guidelines for Dissertation Writing: The presented study should contain:

1. The statement of the Research problem.
2. Review of relevant Literature.
3. Outline of Methodology and Research plan.
4. Chapterisation.
5. Proper Research finding/ Deducement.
6. Bibliography.

Note:

- a) Affixation of Plagiarism report is must.
- b) Strict adherence to prescribed documentation norms.

10.6.25

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Recommended Books:

Mole Prof. Tom, *English Literature Dissertation Handbook*. 2019-20

MLA Handbook for Research Papers: 9th Ed. Modern Language Association, New York 2020.

Swetnam, Derek & Ruth Swetnam, *Writing Your Dissertation*. Rosinson 2000.

Graustein, J. S. Graustein & Jessica Graustein, *How to Write Exceptional Thesis or Dissertation: A Step-by-Step Guide from Proposal to Successful Defense*. Atlantic Publishing Group, 2019.

Felik, Mark Stephan & Ian Smith *A Practical Guide to Dissertation and Thesis Writing*. Cambridge scholars publishing, 2019.

