

गोंय विद्यापीठ

ताळगांव पठार,

गोंय - ४०३ २०६

फोन : +९१-८६६९६०९०४८



Goa University

Taleigao Plateau, Goa-403 206

Tel : +91-8669609048

Email : registrar@unigoa.ac.in

Website : www.unigoa.ac.in

(Accredited by NAAC)

GU/Acad -PG/BoS -NEP/2025-26/178

Date: 26.06.2025

CIRCULAR

The Academic Council & Executive Council of the University has approved Ordinance OA-35A relating to PG Programmes offered at the University campus and its affiliated Colleges based on UGC 'Curriculum and Credit Framework for Postgraduate Programmes'. Accordingly, the University has proposed introduction of Ordinance OA-35A from the Academic year 2025-2026 onwards.

The Programme structure and syllabus of Semester I and II of the **Master of Arts in English** Programme approved by the Academic Council in its meeting held on 13th & 14th June 2025 is attached.

The Dean & Vice-Dean (Academic) of the Shenoi Goembab School of Languages and Literature and the Principals of the affiliated Colleges offering the **Master of Arts in English** Programme are requested to take note of the above and bring the contents of the Circular to the notice of all concerned.

(Ashwin V. Lawande)
Deputy Registrar – Academic

To,

1. The Dean, Shenoi Goembab School of Languages and Literature, Goa University.
2. The Vice-Dean (Academic), Shenoi Goembab School of Languages and Literature, Goa University.
3. The Principals of Affiliated Colleges offering the Master of Arts in English Programme.

Copy to:

1. Chairperson, BoS in English, Goa University.
2. Programme Director, M.A. English, Goa University.
3. Controller of Examinations, Goa University.
4. Assistant Registrar Examinations (PG), Goa University.
5. Director, Directorate of Internal Quality Assurance, Goa University for uploading the Syllabus on the University website.

GOA UNIVERSITY

MASTER OF ARTS IN ENGLISH (Effective from the Academic Year 2025-26)

ABOUT THE PROGRAMME

The two-year post-graduate Programme, Master of Arts (M. A.) in English, offered by the Discipline of English, Shenoji Goembab School of Languages & Literature, Goa University, aims at generating qualified, competent and articulate learners capable of contributing to various fields of English Language and Literature and serving society in meaningful ways. The M.A. English Programme adopts comparative, contextualized and inter-disciplinary perspectives drawn from contemporary views of literatures and cultures.

The Programme offers various compulsory courses that provide:

- Training in Linguistics and the English language.
- Grounding in the genres, eras, and movements in Literatures in English.
- Competence in Literary Criticism and its application to texts.

The Programme offers various Optional Courses that involve:

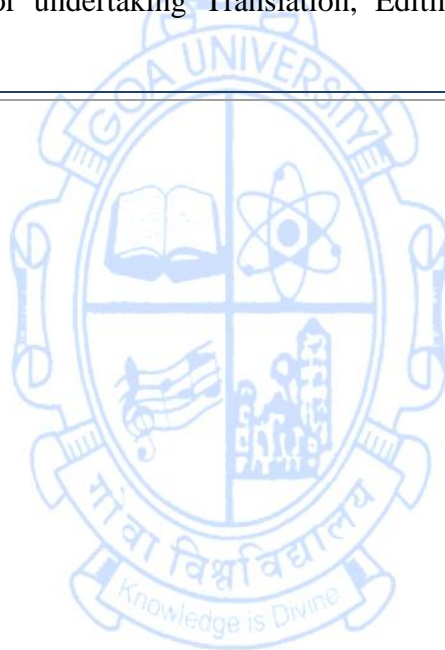
- Application of literary theories to texts.
- Field-work.
- Practical components.

OBJECTIVES OF THE PROGRAMME

1. To train students in the skills of English Language, Linguistics and Literary Theories.
2. To impart an understanding of the Canonical and Contemporary texts in English Literature
3. To develop tools of Literary Analysis, Criticism, and Research Methodology.
4. To instill sensitivity to Social Systems, Folk Studies, Environment and Ecology through Culture Studies and Regional Writings
5. To impart skills in Translation, Editing, Journalism, and Creative Writing

PROGRAMME SPECIFIC OUTCOMES (PSO)

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|---------------|--|
| PSO 1. | Identify concepts related to the English Language, Linguistics and Literary Theories. |
| PSO 2. | Recognize and review the Canonical and Contemporary texts, in English Literature in terms of their chronological development. |
| PSO 3. | Apply tools of Literary Analysis, Criticism, and Research Methodology. |
| PSO 4. | Examine and relate texts to Social Systems, Folk Studies, Environment and Ecology through Culture Studies and Regional Writings. |
| PSO 5. | Develop skills for undertaking Translation, Editing, Journalism, and Creative Writing. |



PROGRAMME STRUCTURE

Master of Arts in English

Effective from Academic Year 2025-26

| SEMESTER I | | | | |
|--|--------------------|---|----------------|--------------|
| Discipline Specific Core (DSC) Courses (16 credits) | | | | |
| Sr. No. | Course Code | Title of the Course | Credits | Level |
| 1 | ENG-5000 | American Literature: 17th to 20th century | 4 | 400 |
| 2 | ENG-5001 | Shakespeare: Plays | 4 | 400 |
| 3 | ENG-5002 | English Novel: 18 th to 20 th Century | 4 | 400 |
| 4 | ENG-5003 | British Drama: 16 th to 20 th Century | 4 | 400 |
| Total Credits for DSC Courses in Semester I | | | 16 | |
| Discipline Specific Elective (DSE) Course (4 credits) | | | | |
| Sr. No. | Course Code | Title of the Course | Credits | Level |
| 1 | ENG-5201 | Cultural Studies through Literature | 4 | 400 |
| 2 | ENG-5202 | D. H. Lawrence: Literature and Modernism | 4 | 400 |
| 3 | ENG-5203 | A Reading in Postcolonial Theories and Literatures | 4 | 400 |
| Total Credits for DSE Courses in Semester I | | | 4 | |
| Total Credits in Semester I | | | 20 | |



| SEMESTER II | | | | |
|---|--------------------|--|----------------|--------------|
| Discipline Specific Core (DSC) Courses | | | | |
| Sr. No. | Course Code | Title of the Course | Credits | Level |
| 1 | ENG-5004 | Literary Criticism | 4 | 500 |
| 2 | ENG-5005 | Linguistics | 4 | 500 |
| 3 | ENG-5006 | English Poetry | 4 | 500 |
| 4 | ENG-5007 | Novel as a Major Literary Form | 4 | 500 |
| Total Credits for DSC Courses in Semester II | | | 16 | |
| Discipline Specific Elective (DSE) Courses (4 credits) | | | | |
| Sr. No. | Course Code | Title of the Course | Credits | Level |
| 1 | ENG-5204 | Joseph Conrad: Life and Works | 4 | 400 |
| 2 | ENG-5205 | T. S. Eliot: Tradition and Modernity | 4 | 400 |
| 3 | ENG-5206 | Study of a Major Playwright: Harold Pinter | 4 | 400 |
| Total Credits for DSE Courses in Semester II | | | 4 | |
| Total Credits in Semester II | | | 20 | |

| Blooms Taxonomy Cognitive Levels | |
|---|------------------|
| Cognitive Level | Notations |
| K1 | Remembering |
| K2 | Understanding |
| K3 | Applying |
| K4 | Analyzing |
| K5 | Evaluating |
| K6 | Create |

SEMESTER I

Discipline Specific Core Courses

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|--|--|
| Title of the Course | American Literature: 17 th to 20 th century |
| Course Code | ENG-5000 |
| Number of Credits | 4 |
| Theory/Practical | Theory |
| Level | 400 |
| Effective from AY | 2025-2026 |
| New Course | Yes |
| Bridge Course/ Value added Course | No |
| Course for advanced learners | No |
| Pre-requisites for the Course: | NIL |
| Course Objectives: | <ol style="list-style-type: none">1. To trace the development of American literature from the 17th to the 20th century, focusing on how the socio-cultural context shaped the literary themes and styles of each period.2. To identify the quintessential American features in the texts by applying suitable literary theories.3. To analyse and provide a critique of the representative texts within the broader American socio-political and cultural context.4. To interpret the texts by relating to the learner's regional contexts. |

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|-------------------------|--|----------------------|---------------------|------------------------|
| Course Outcomes: | Upon completion of the course the student will be able to: | Mapped to PSO | | |
| | CO 1. Identify the features of each Literary era demonstrating an understanding of how the socio-cultural context influenced the thematic concerns, literary styles, and genres of each period. | PSO 2 | | |
| | CO 2. Describe the quintessential American features in the representative texts by applying suitable Literary theories. | PSO 3 | | |
| | CO 3. Examine and assess the texts by situating them within the broader American socio-political and cultural context. | PSO 4 | | |
| | CO 4. Adapt the texts and connect to the learner's regional contexts. | PSO 4 PSO5 | | |
| Content: | | No of hours | Mapped to CO | Cognitive Level |
| Module 1: | American Literary History 1.1. The 17th century Age of Puritanism. 1.2. The 18th century Age of Enlightenment. 1.3. The 19th century American Renaissance 1.4. The Jazz Age of the Roaring 1920s. 1.5. American Modernism. | 15 | CO 1 | K1, K2, K3 |
| Module 2: | Fiction 2.1. Hawthorne, Nathaniel. <i>Twice-Told Tales</i> (selections) 2.2. Morrison, Toni. <i>Sula</i> 2.3. Wilson, Diane. <i>The Seed Keeper: A Novel</i> | 15 | CO 2, CO 3, CO 4 | K3, K4, K5, K6 |

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| Module 3: | <p>Poetry</p> <p>3.1. Whitman, Walt: “Song of Myself” (selections)</p> <p>3.2. Emily Dickinson: “Hope” is the thing with feathers”, “Because I could not stop for Death”.</p> <p>3.3. Frost, Robert: “Birches”“The Road Not Taken,” “After Apple Picking”</p> <p>3.4. Hughes, Langston: “The Negro Dreams of Rivers,” “Let America Be America Again”</p> <p>3.5. Alexie, Sherman: “On the Amtrak from Boston to New York City,” “Evolution”.</p> <p>3.6. Ginsberg, Allen: “America,” “A Supermarket in California”.</p> | 15 | CO 2, CO 3 | K1, K3, K4 |
| Module 4: | <p>Drama</p> <p>4.1 Albee, Edward. <i>The American Dream</i></p> | 15 | CO 3 | K4, K5 |
| Pedagogy: | Lectures/assignments/seminars/ Group discussions. | | | |
| Texts: | <ol style="list-style-type: none"> 1. Albee, Edward. <i>The American Dream</i>. 1961. Hassell Street Press, 2021 2. Alexie, Sherman, <i>The First Indian on the Moon</i>. Hanging Loose Press, US. 1993. 3. Alexie, Sherman, <i>The Business of Fancy Dancing: Stories and Poems</i>. Hanging Loose Press, US. 1992 4. Dickinson, Emily. <i>The Poems of Emily Dickinson</i>. 1890-91. Edited by R. W. Franklin Harvard University Press, 1999. 5. Frost, Robert. <i>The Collected Poems</i>. 1914-15. Vintage Classics, 2013. 6. Ginsberg, Allen. <i>Selected Poems: 1947-1995</i>. Penguin Modern Classics. 2001. 7. Hughes, Langston, et al. <i>The Collected Poems of Langston Hughes</i>. Vintage, 1995. 8. Hawthorne, Nathaniel. <i>Twice- Told Tales</i>. 1837. Legare Street Press, 2022. 9. Morrison, Toni. <i>Sula</i>.1973. Vintage, 2004 10. Wilson, Diane. <i>The Seed Keeper: A Novel</i>. Milkweed Editions, 2021. 11. Whitman. Walt. “Song of Myself”. <i>Leaves of Grass</i>. 1855. Edited by Bridget Bennett. Macmillan. Ireland,2019. | | | |

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| <p>References/ Readings:</p> | <ol style="list-style-type: none"> 1. Brown, John Russell, editor. <i>American Theatre</i>. Edward Arnold, 1967. 2. Chase, Richard. <i>The American Novel and its Tradition</i>, Double Day, 1957. 3. Gould, Jean. <i>Modern American Playwrights</i>. Popular Prakashan, 1969 4. Hart, James. <i>The Oxford Companion to American Literature</i>. Oxford UP, 2018. 5. Horton, Rod, editor. <i>Background of American Literary Thought</i>. Prentice Hall, 1974. 6. Hoffman, Daniel, editor. <i>Harvard Guide to Contemporary American Writing</i>. Oxford University Press, 1979. 7. Matthiessen, F. O. <i>American Renaissance</i>. Oxford University Press, 1941. 8. Pearce, Roy H. <i>The Continuity of American Poetry</i>. Princeton University Press, 1979. 9. Sen, Krishna, Ashok Sengupta. <i>A Short History of American Literature</i>. The Orient Blackswan, 2017. 10. Weinberg, Helen. <i>The New Novel in America-The Kafka Mode in Contemporary Fiction</i>. Cornell University Press, 1970. |
| <p>Web Resources:</p> | <p>https://www.history.co.uk/history-of-america https://www.bartleby.com/lit-hub/cambridge/ https://americanliteraryblog.blogspot.com/ https://diva.sfsu.edu/collections/poetrycenter/12669 https://americanliteratureassociation.org/resources/resources-for-the-study-of-american-authors/ https://whitmanarchive.org https://harvardpress.typepad.com/ https://www.britannica.com/search?query=American+Litearture http://www.poetryfoundation.org/ https://www.youtube.com/watch?v=6iQeuzP2guk https://www.youtube.com/watch?v=qibmsTdCTaI</p> |

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| Title of the Course | Shakespeare: Plays | |
| Course Code | ENG-5001 | |
| Number of Credits | 04 | |
| Theory/Practical | Theory | |
| Level | 400 | |
| Effective from AY | 2025-26 | |
| New Course | Yes | |
| Bridge Course/ Value added Course | No | |
| Course for advanced learners | No | |
| Pre-requisites for the Course: | Nil | |
| Course Objectives: | <ol style="list-style-type: none"> 1. To explain Shakespeare's concept of comedy, tragedy, dramatic devices and thematic concerns. 2. To describe and interpret the political, historical and ethical dimensions in Shakespeare's plays. 3. To evaluate structure and character development in Shakespeare's plays. 4. To reconstruct a dramatic scene by understanding Shakespeare's universality. | |
| Course Outcomes: | Upon completion of the course the student will be able to: | Mapped to PSO |
| | CO 1. Identify and illustrate key features of Shakespearean comedy, language and the Elizabethan Era. | PSO 2, PSO 3 |
| | CO 2. Relate the thematic concerns in the plays to contemporary and historical debates. | PSO 2, PSO 4 |

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| | CO 3. Assess the moral complexity and psychological depth of characters, particularly tragic heroes, and differentiate them from classical tragic models. | | PSO 2, PSO 3 | |
| | CO 4. Apply Shakespeare's Worldview to recreate a Shakespearean scene to demonstrate his enduring influence. | | PSO 2, PSO 4, PSO 5 | |
| Content: | | No of hours | Mapped to CO | Cognitive Level |
| Module 1: | Introduction to Shakespeare and his Comedy 1.1. <i>A Midsummer Night's Dream</i> Background: Shakespeare's Sources; Quarto and Folio texts, Shakespeare's Comedy | 15 | CO 1 | K1, K2, K4 |
| Module 2: | Shakespeare's History Plays and Roman Plays 2.1. <i>Henry IV, Part 1</i> 2.2. <i>Julius Caesar</i> Background: Shakespeare's History Plays; Shakespeare's Roman Plays; The Globe Theatre | 15 | CO 2 | K1, K3 |
| Module 3: | Shakespearean Tragedy 3.1. <i>King Lear</i> Background: Shakespeare's Tragedy; Shakespearean Tragic Hero vis-à-vis Greek Tragic Hero | 15 | CO 3 | K4, K5 |
| Module 4: | Problem Plays and Romances/Tragicomic Plays 4.1. <i>Measure for Measure</i> 4.2. <i>The Tempest</i> Background: Shakespeare's Problem Plays and Late Romances; Shakespeare's Literary Legacy | 15 | CO 2, CO 4 | K3, K6 |
| Pedagogy: | Lectures/tutorials/assignments/seminars. | | | |

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| Texts: | <ol style="list-style-type: none"> 1. Shakespeare, William. <i>A Midsummer Night's Dream</i>. 1600. Penguin Classics, 2015. 2. Shakespeare, William. <i>Henry IV, Part I</i>. 1598. UK ed., Penguin, 2015. 3. Shakespeare, William. <i>Julius Caesar</i>. 1599. UK ed., Penguin Classics, 2015. 4. Shakespeare, William. <i>King Lear</i> 1608. UK ed., Penguin, 2005. 5. Shakespeare, William. <i>Measure for Measure</i>, 1623, UK ed., Penguin Classics, 2015. 6. Shakespeare, William. <i>The Tempest</i>. 1623. UK ed., Penguin Classics, 2015. |
| References/ Readings: | <ol style="list-style-type: none"> 1. Daiches, David. <i>A Critical History of English Literature</i>. Vol. 1. Allied Publishers, 2004. 2. Dollimore, Jonathan, and Alan Sinfield, editors. <i>Political Shakespeare: Essays in Cultural Materialism</i>. Manchester UP, 1994. 3. Greenblatt, Stephen, et al., editors. <i>The Norton Shakespeare</i>. W. W. Norton & Company, 2015. 4. Kastan, David Scott. <i>Shakespeare and the Book</i>. Cambridge UP, 2001. 5. McDonald, Russ. <i>Shakespeare and the Arts of Language</i>. Oxford UP, 2001. 6. Wells, Stanley, and Gary Taylor, editors. <i>The Oxford Shakespeare: The Complete Works</i>. Oxford UP, 2005. |
| Web Resources: | <p>https://www.folger.edu/ https://www.rsc.org.uk/shakespeare-learning-zone</p> |

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| Title of the Course | English Novel: 18 th to 20 th Century | |
| Course Code | ENG-5002 | |
| Number of Credits | 04 | |
| Theory/Practical | Theory | |
| Level | 400 | |
| Effective from AY | 2025-26 | |
| New Course | Yes | |
| Bridge Course/ Value added Course | No | |
| Course for advanced learners | No | |
| Pre-requisites for the Course: | Nil | |
| Course Objectives: | <ol style="list-style-type: none"> 1. To trace the origins and evolution of the English novel from its beginnings in the 18th century to its contemporary form. 2. To recognize and record the central themes such as identity, class, gender, empire, morality etc. in the prescribed 19th century novels and their connection to the historical and social context of the texts. 3. To analyze and explain the narrative strategies such as literary devices, figurative language etc. used in the construction of the prescribed novels of the 19th century. 4. To analyze the English Novel of the 20th century and compare the narrative style of the selected text with its film adaptation. | |
| Course Outcomes: | Upon completion of the course the student will be able to: | Mapped to PSO |
| | CO 1. Outline the evolution and development of the English Novel from the 18th Century to the 20th Century with the prescribed 18th century novel as an example | PSO 1, PSO 2 |

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| | CO 2. Identify the central themes from the 19th-century novels and relate their reflection of the historical and social background. | | PSO 1, PSO 3, PSO 4 |
| | CO 3. Analyze the narrative techniques used in the 19th-century novels and explain their significance in the construction of the plot. | | PSO 1, PSO 3, PSO 4 |
| | CO 4. Compare the narrative style of prescribed 20th-Century Novel with its film adaptation and evaluate the novel's unique contribution to the literary canon. | | PSO 1, PSO 3, PSO 4 |
| Content: | | No of hours | Mapped to CO Cognitive Level |
| Module 1: | 18th Century Novel Fielding, Henry. <i>Joseph Andrews</i> Background: Historical survey of the English novel – major thrusts and developments; Rise of the English novel – antecedents and determinants. | 15 | CO 1 K1, K2 |
| Module 2: | 19th Century Novel-1 Bronte, Emile. <i>Wuthering Heights</i> Background: The English novel – techniques and experiments. | 15 | CO 2, CO 3 K1, K2, K4 |
| Module 3: | 19th Century Novel-2 Dickens, Charles. <i>A Tale of Two Cities</i> Background: French Revolution; The Novelist as a critic of the 'new' society. | 15 | CO 2, CO 3 K1, K2, K4 |
| Module 4: | 20th Century Novel 4.1. Forster, E. M. <i>A Passage to India</i> 4.2. David Lean's film <i>A Passage to India</i> (1984) Background: The nature of Realism in English fiction. | 15 | CO 4 K4, K5 |
| Pedagogy: | Lectures/tutorials/assignments/group discussions/seminars. | | |

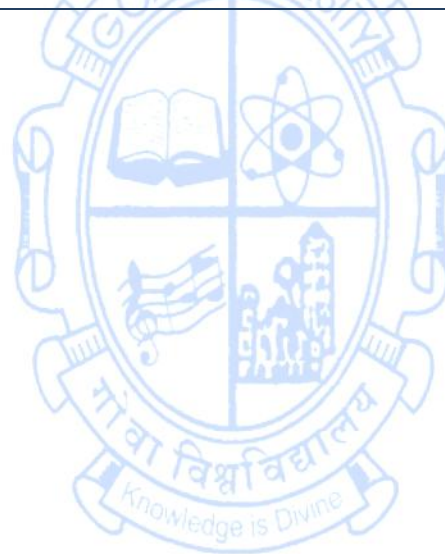
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| Texts: | <ol style="list-style-type: none"> 1. Fielding, Henry. <i>Joseph Andrews</i>. 1778. Latest ed., Peacock Books, Atlantic Publishers and Distributors (P) Ltd, 2023. 2. Bronte, Emily. <i>Wuthering Heights</i>. 1848. Harper Muse, HarperCollins Publishers, 2024. 3. Dickens, Charles. <i>A Tale of Two Cities</i>. 1859. Latest ed., Oxford University Press, 2018. 4. Forster, E. M. <i>A Passage to India</i>. 1924. New ed., Penguin Popular Classics (Black), 2005. |
| References/ Readings: | <ol style="list-style-type: none"> 1. Allen, Walter E. <i>The English Novel: A Short Critical History</i>. Phoenix, 1954. 2. <i>The Modern Novel in Britain and the United States</i>. 1963. 3. Baker, Earnest A. <i>The History of the English Novel</i>. 10 vols. 1924-39. 4. Karl, Frederic R. <i>A Reader's Guide to the Development of the English Novel in the Eighteenth Century</i>. 5. Leavis, F. R. <i>The Great Tradition</i>. C. U. P., 1964. Rockwell, John. <i>Fact in Fiction</i>. Routledge and Kegan Paul, 1974. 6. Stevenson, Lionel. <i>The English Novel: A Panorama</i>. 1960. 7. Tillyard, E. M. W. <i>The Epic Strain in the English Novel</i>. Chatto and Windus, 1963. |
| Web Resources: | <p>https://ia801507.us.archive.org/18/items/in.ernet.dli.2015.86729/2015.86729.The-Evolution-Of-The-English-Novel_text.pdf</p> <p>https://ijels.com/detail/the-origin-and-development-of-english-novel-a-descriptive-literature-review/</p> |

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|--|---|----------------------|
| Title of the Course | British Drama: 16 th to 20 th Century | |
| Course Code | ENG-5003 | |
| Number of Credits | 4 | |
| Theory/Practical | Theory | |
| Level | 400 | |
| Effective from AY | 2025-26 | |
| New Course | Yes | |
| Bridge Course/ Value added Course | No | |
| Course for advanced learners | No | |
| Pre-requisites For the Course: | Nil | |
| Course Objectives: | <ol style="list-style-type: none"> 1. To introduce the tradition of British drama: tragedy, comedy and tragi-comedy. 2. To trace the development of British drama from the sixteenth to the twentieth century. 3. To familiarize with the conventions of stage and theatrical techniques. 4. To explicate the transition of dramatic texts to stage and screen. | |
| Course Outcomes: | Upon completion of the course the student will be able to: | Mapped to PSO |
| | CO 1. Outline the origins of British drama. | PSO 2 |
| | CO 2. Analyze drama as a text and situate it in its socio-political background. | PSO 4 |
| | CO 3. Evaluate theatricality of drama and its distinctness from other genres. | PSO 1 |

| | CO 4. Adapt a dramatic text for stage. | | PSO 3, PSO 5 | |
|------------------|--|-------------|---------------------------------|-----------------|
| Content: | | No of hours | Mapped to CO | Cognitive Level |
| Module 1: | 16th Century British Drama Christopher Marlowe, <i>The Jew of Malta</i> Background: Mystery and Morality plays; Early Modernism; Renaissance and origins of British drama; Greek and Roman influences on British drama; Tragedy as a genre | 15 | CO 1, CO 2, CO 3 | K1, K2 |
| Module 2: | 17th Century British Drama William Congreve, <i>The Way of the World</i> Background: Restoration Age and drama; Comedy as a genre | 15 | CO 1, CO 2, CO 4 | K3, K4, K6 |
| Module 3: | Early 20th Century British Drama J.M. Synge, <i>The Playboy of the Western World</i> Background: British colonialism and drama; Tragi-comedy | 15 | CO 1, CO 2 | K2, K4, K5 |
| Module 4: | Mid 20th Century British Drama Shelagh Delaney, <i>A Taste of Honey</i> Background: World War II, Angry Young Generation, Kitchen Sink Realism; Women and drama | 15 | CO 1, CO 2, CO 3, CO 4 | K2, K5, |
| Pedagogy: | Lectures/Tutorials/Group Discussions/Presentations | | | |
| Texts: | <ol style="list-style-type: none"> 1. Marlowe, Christopher. <i>The Jew of Malta</i>. 1633. Edited by James R. Seimon, Bloomsbury, 2014. 2. Congreve, William. <i>The Way of the World</i>. 1700. Peacock, 2001. 3. Synge, J. M. <i>The Playboy of the Western World</i>. 1907. Maple, 2011. 4. Delaney, Shelagh. <i>A Taste of Honey</i>. 1958. Grove, 1994. | | | |



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|----------------------------------|---|
| References/ Readings: | <ol style="list-style-type: none">1. Aristotle. <i>Poetics</i>. 335 BCE. Translated by S. H. Butcher, Harvard University, 2010.2. Donaldson, Ian. <i>Jonson and Shakespeare</i>. Palgrave Macmillan, 1983.3. Fermor, Ellis Una. <i>Jacobean Drama</i>. Methuen, 1973.4. Potter, Robert. <i>The English Morality Play</i>. Routledge, 1975.5. Smidt, Kristian. <i>Unconformities in Shakespeare's Historical Plays</i>. Palgrave Macmillan, 1982.6. Tillyard, E. M. W. <i>Shakespeare's History Plays</i>. Barnes & Noble, 1969.7. Williams, Raymond. <i>Drama from Ibsen to Brecht</i>. Random House, 2013. |
| Web Resources: | http://www.gutenberg.org/files/1974/1974-h/1974-h.htm |



Discipline Specific Elective Courses

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| Title of the Course | Cultural Studies through Literature | |
| Course Code | ENG-5201 | |
| Number of Credits | 04 | |
| Theory/Practical | Theory | |
| Level | 400 | |
| Effective from AY | 2025-26 | |
| New Course | Yes | |
| Bridge Course/ Value added Course | No | |
| Course for advanced learners | No | |
| Pre-requisites for the Course: | Nil | |
| Course Objectives: | <ol style="list-style-type: none"> 1. To define and explain core concepts through a critical reading of the texts prescribed. 2. To assess the intersectionality of race, gender, class, nationality, etc. and understand their cultural significance. 3. To examine the influence of myths, folklore, hybridity and identity in shaping cultural narratives. 4. To interpret and assess themes of history, ecology, context and space in order to understand their cultural significance. | |
| Course Outcomes: | Upon completion of the course the student will be able to: | Mapped to PSO |
| | CO 1. Identify and distinguish key theoretical concepts related to cultural studies. | PSO 1, PSO 3 |

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|------------------|---|--------------------|---------------------|------------------------|
| | CO 2. Comprehend and critique how literary texts represent and engage with issues of race, gender, class, nationality, etc. | | PSO 1, PSO 2 | |
| | CO 3. Apply the concepts of identity and hybridity among others to analyse the text(s) from a cultural studies perspective. | | PSO 1, PSO 3, PSO 4 | |
| | CO 4. Construct arguments that comment on the impact of history, space, context and ecology within diverse socio-political environments. | | PSO 1, PSO 3, PSO 4 | |
| Content: | Upon completion of the course the student will be able to: | No of hours | Mapped to CO | Cognitive Level |
| Module 1: | Introduction to Cultural Studies Golding, William. <i>The Inheritors</i> Background: Definition of relevant concepts: Culture; Civilisation; Cultural Relativity; Self and Other | 15 | CO 1 | K1, K4 |
| Module 2: | Cultural Hegemony and Ideology Paton, Alan. <i>Cry the Beloved Country</i> Background: Race, Gender, Language, Class, Nationality, Region, etc. as basic issues in Cultural Studies | 15 | CO 2 | K2, K5 |
| Module 3: | Hybridity and Identity. 3.1 Karnad, Girish. <i>Hayavadana</i> 3.2 Narasimhaiah, C. D (ed) <i>An Anthology of Commonwealth Poetry</i> (Selections) Background: Significance of Myths, Folklore, Legends and Tradition within the framework of identity | 15 | CO 3 | K3, K4 |

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|------------------------------|--|-----------|------|--------|
| Module 4: | Text and Context 4.1 Manto, Saadat Hasan. <i>Mottled Dawn</i> (Selections) 4.2 Shetty, Manohar (ed). <i>The Greatest Goan Stories Ever Told</i> (Selections) Background: Ecology, History, Period and Space as parameters of study | 15 | CO 4 | K2, K5 |
| Pedagogy: | Lectures/tutorials/assignments/seminars. | | | |
| Texts: | <ol style="list-style-type: none"> 1. Golding, William. <i>The Inheritors</i>. 1955. Main ed., Faber & Faber, 2021. 2. Paton, Alan. <i>Cry, the Beloved Country</i>. 1948. Vintage Classics, 2002 3. Karnad, Girish. <i>Hayavadana</i>. 1971. Oxford, 1997. 5. Narasimhaiah, C. D., editor. <i>An Anthology of Commonwealth Poetry</i>. 1990. First ed., Laxmi Publications, 2016. 6. Manto, Saadat Hasan. <i>Mottled Dawn</i>. 1997. Latest ed., Penguin India, 2012. 7. Shetty, Manohar, editor. <i>The Greatest Goan Stories Ever Told</i>. Rupa Publications India Pvt Ltd, 2022. | | | |
| References/ Readings: | <ol style="list-style-type: none"> 1. Achebe, Chinua. <i>Hopes and Impediments: Selected Essays</i>. Heinemann, 1988. 2. Budkuley, Kiran. <i>Mapping the Mosaic of Culture</i>. University Book House, 2009. 3. Fanon, Franz. <i>The Wretched of the Earth</i>. 4. Kauffman, Linda. <i>Theory and Gender</i>. Basil Blackwell, 1989. 5. Said, Edward. <i>Orientalism</i>. Routledge & Kegan Paul, 1978. 2. Soyinka, Wole. <i>Myth, Literature and the African World</i>. Cambridge, 1976. 3. Tylor, Edward Burnette. <i>Primitive Culture: Researches into the Development of Mythology, Philosophy, Religion, Language, Art, and Custom</i>. 1878. | | | |
| Web Resources: | https://www.jelcsjournal.com/ | | | |

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|---|--|----------------------|
| Title of the Course | D H Lawrence: Literature and Modernism | |
| Course Code | ENG-5202 | |
| Number of Credits | 4 | |
| Theory/Practical | Theory | |
| Level | 400 | |
| Effective from AY | 2025-26 | |
| New Course: Yes/No | Yes | |
| Bridge Course/Value added Course | No | |
| Course for advanced learners | No | |
| Pre-requisite For the Course: | Nil | |
| Course Objectives: | <ol style="list-style-type: none"> 1. To analyze the poetic elements in Lawrence's Poetry. 2. To evaluate the emotional depth and structural features of Lawrence's short stories in relation to his broader literary development. 3. To interpret Lawrence's essays to explore his philosophical stance on industrial society and modern culture. 4. To examine how Lawrence's fiction addresses various complex and unconventional themes, especially in light of censorship debates and critical responses. | |
| Course Outcomes: | Upon completion of the course the student will be able to: | Mapped to PSO |
| | CO 1. Identify and explain the themes, form and structure of Lawrence's poetry. | PSO 3 |

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| | CO 2. Critically assess Lawrence's short stories for their emotional, psychological, and social dimensions, using literary analysis techniques. | | PSO 1, PSO 3 | |
| | CO 3. Demonstrate an understanding of Lawrence's worldview through his essays and analyze how they are a response to industrialization, capitalism and modernity. | | PSO 2, PSO 4 | |
| | CO 4. Compare and contrast Lawrence's treatment of sensuality and social norms in his fiction with contemporary perspectives on censorship and gender. | | PSO 2, PSO 4 | |
| Content: | | No of hours | Mapped to CO | Cognitive Level |
| Module 1: | Spirituality and Vitality in Lawrence's Poetry <i>Birds, Beasts and Flowers</i> (Selections) Background: Animist vision of Pan; the social and cultural milieu during the author's time | 15 | CO1 | K1, K2 |
| Module 2: | Lawrence's Short Story Craft <i>The Collected Short Stories</i> (Selections) Background: Development of Lawrence's writing; Modern Fiction | 15 | CO2 | K4, K5 |
| Module 3: | Culture and Critique in Lawrence's Essays <i>Life with a capital L: Essays chosen and introduced by Geoff Dyer</i> (Selections) Background: Lawrence's Worldview and his thoughts on the industrial capitalist society | 15 | CO 3 | K2, K4 |
| Module 4: | Sensuality, self and society in Lawrence's fiction <i>Women in Love</i> Background: The themes of love, sex, human relationship; Obscenity, censorship and Lawrence's critics | 15 | CO 4 | K3, K5 |
| Pedagogy: | Lectures/Tutorials/Group Discussions/Presentations | | | |

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| Texts: | <ol style="list-style-type: none"> 1. Lawrence, D. H. <i>Birds, Beasts and Flowers</i>. 1923. Otbebook publishing, 2022. 2. Lawrence, D. H. <i>The Collected Short Stories</i>. Rupa, 2000. 3. Lawrence, D. H. <i>Life with a Capital L: Essays Chosen and Introduced by Geoff Dyer</i>. Penguin Classics, 2019. 4. Lawrence, D. H. <i>Women in Love</i>. 1920. New ed., Wordsworth Editions Ltd, 1992. |
| References/ Readings: | <ol style="list-style-type: none"> 1. Andrews, W. T. <i>Critics on D.H.Lawrence: Readings in Literary Criticism</i>. George Allen & Unwin Ltd, 1971. 2. Hobsbaum, Philip. <i>A Reader's Guide to D. H. Lawrence</i>. Thames and Hudson Ltd, 1981. 3. Leavis, F R. <i>Thought, Words and Creativity: Art and Thought in Lawrence</i>. Chatto & Windus Ltd, 1976. 4. Niven, Alastair. <i>D. H. Lawrence: The Writer and his Work</i>. Longman Group Ltd, 1980. 5. Sanders, Scott. <i>D. H. Lawrence: The World of the Major Novels</i>. Vision Press Ltd, 1973. 6. Spender, Stephen. <i>D.H. Lawrence: Novelist, Poet, Prophet</i>. Harper & Row, Publishers, 1973. 7. Swigg, Richard. <i>Lawrence, Hardy, and American Literature</i>. Oxford University Press, 1972. |
| Web Resources: | <p>https://www.youtube.com/watch?v=N86DQ55E2Ps</p> <p>https://www.youtube.com/watch?v=WPvBzTVErOo</p> |

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|--|---|----------------------|
| Title of the Course | A Reading in Postcolonial Theories and Literature | |
| Course Code | ENG-5203 | |
| Number of Credits | 4 Credits | |
| Theory/Practical | Theory | |
| Level | 400 | |
| Effective from AY | 2025-26 | |
| New Course | Yes | |
| Bridge Course/ Value added Course | No | |
| Course for advanced learners | No | |
| Pre-requisites For the Course: | NIL | |
| Course Objectives: | <ol style="list-style-type: none"> 1. To scrutinize the Legacy of Colonialism 2. To familiarize students with the ongoing dialogues in Postcolonial Theories 3. To examine the Aesthetics of Opposition 4. To analyze the application of Postcolonial Theories to Literature. | |
| Course Outcomes: | Upon completion of the course the student will be able to: | Mapped to PSO |
| | CO 1. Describe the legacy of Colonialism | PSO 2, PSO 3, PSO 4 |
| | CO 2. Discuss and debate on various theories of Postcolonialism | PSO 3, PSO 4 |

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| | CO 3. Assess the Aesthetics of Opposition | | PSO 3, PSO 4 |
| | CO 4. Apply the theories to the reading of Postcolonial Literatures from across the Globe. | | PSO 3, PSO 4 |
| Content: | | No of hours | Mapped to CO Cognitive Level |
| Module 1: | Theories of Postcolonialism 1.1 Imperial Ideology 1.2 Postcolonial Discourse of Oppositionality. 1.3 Nationalism and Identity 1.4 Centrality and Marginality 1.5 Cultural Representation 1.6 Hybridity 1.7 Postcolonialism and Postmodernism | 15 | CO1, CO2, CO3 K1, K2, K3, K4 |
| Module 2: | Marginality 2.1 Dangle, Arjun. <i>The Poisoned Bread</i> . 2.2 Mosionier, Beatrice. <i>In Search of April Raintree</i> . | 15 | CO4 K3, K4, K5 |
| Module 3: | Aesthetics of Opposition Narasimhaiah, C.D. ed. <i>An Anthology of Commonwealth Poetry</i> | 15 | CO4 K3, K4, K5 |
| Module 4: | Hybridity Mascarenhas, Margaret. <i>Skin</i> . | 15 | CO4 K3, K4, K5 |
| Pedagogy: | Lectures, Seminars, Discussions and Debates | | |

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| Texts: | <ol style="list-style-type: none"> 1. Ashcroft, Bill <i>et al.</i> <i>The Post-Colonial Studies Reader</i>. 2ndedn. Routledge, 2005. 2. Dangle, Arjun. <i>Poisoned Bread</i>. Orient Blackswan, 2009. 3. Mosioner, Beatrice. <i>In Search of April Raintree</i>. Highwater Press, 2023. 4. Mascarenhas, Margaret. <i>Skin</i>. Golden Hearts Emporium Books, 2011. 5. Narasimhaiah, C.D. ed. <i>An Anthology of Commonwealth Poetry</i>. Macmillan India, 1990. |
| References/ Readings: | <ol style="list-style-type: none"> 1. Ashcroft, Bill, Gareth Griffiths and Helen Tiffin, editors. <i>The Empire Writes Back: Theory and Practice in Postcolonial Literature</i>. Routledge, Psychology Press, 2002. 2. Nandy, Ashish. <i>The Intimate Enemy</i>. 2ndedn. Oxford University Press, 2009. 3. Bhabha, Homi K. <i>The Location of Culture</i>. Routledge, 1990. 4. Bhabha, Homi K. <i>Nation and Narration</i>. 2ndedn. Routledge, 2016. 5. Said, Edward. <i>Orientalism</i>. Vintage Books, 1978. |
| Web Resources: | <p>https://www.britannica.com/topic/Western-colonialism/The-French</p> <p>https://en.wikipedia.org/wiki/Orientalism_(book)</p> <p>https://bkbcollge.in/upload/dpt_book/1669364755.pdf</p> |

SEMESTER II

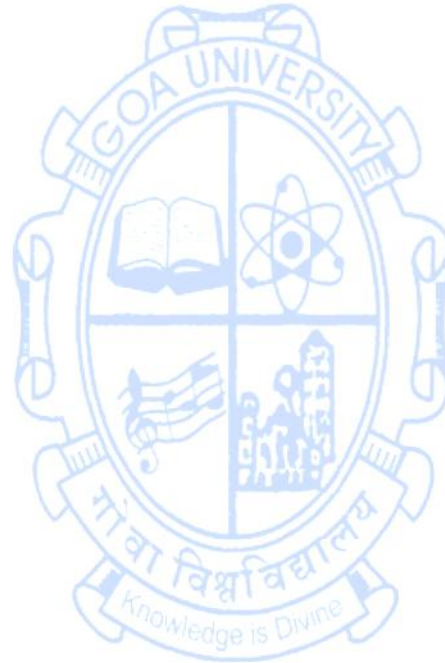
Discipline Specific Core Courses

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| Title of the Course | Literary Criticism. |
| Course Code | ENG-5004 |
| Number of Credits | 4 |
| Theory/Practical | Theory |
| Level | 500 |
| Effective from AY | 2025-2026 |
| New Course | Yes |
| Bridge Course/ Value added Course | No |
| Course for advanced learners | No |
| Pre-requisites for the Course: | <ol style="list-style-type: none">1. An understanding of major literary genres, basic literary elements and literary periods.2. Ability to engage in class discussion and critical debate.3. Ability to read complex texts closely and analytically. |
| Course Objectives: | <ol style="list-style-type: none">1. To understand the development of modern western literary theory and criticism and key theoretical movements.2. To explain and interpret major critical theories, including their concepts, and socio-cultural contexts.3. To apply and analyze literary texts using appropriate critical frameworks.4. To evaluate and create original arguments by synthesizing various critical discourses. |
| Course Outcomes: | Upon completion of the course the student will be able to: Mapped to PSO |

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| | 1. Describe the development of modern Western literary theory and criticism. | | PSO 1 | |
| | 2. Explain and interpret the key concepts, socio cultural contexts of major critical theories. | | PSO 1, PSO 3, PSO 4 | |
| | 3. Apply appropriate theoretical frameworks to examine and critique literary texts. | | PSO 1, PSO 3 | |
| | 4. Construct original, theory-based arguments through written and oral communication, demonstrating synthesis of multiple critical discourses. | | PSO 1 | |
| Content: | | No of hours | Mapped to CO | Cognitive Level |
| Module 1: | Foundations – Classicism and Romanticism 1.1 Classicism: 1.1.1 Origins in Greek and Roman thought 1.1.2 Theories and concepts of key figures (Plato, Aristotle, Horace and Longinus) 1.2 Romanticism: 1.2.1 Reaction against Classicism 1.2.2 Theories and concepts of key figures (William Wordsworth and Samuel Taylor Coleridge). 1.3 Comparison: Classicism Versus Romanticism in Literature. | 15 | CO1 | K1, K2 |

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| <p>Module 2:</p> | <p>Russian Formalism, New Criticism and Structuralism</p> <p>2.1 Russian Formalism and New Criticism</p> <p>2.1.1 Origins of the theory.</p> <p>2.1.2 Definition and meaning.</p> <p>2.1.3 Theories and concepts of major critics of Russian Formalism(Roman Jakobson, Viktor Shlovsky and Jan Mukarovsky).</p> <p>2.1.4 Theories and concepts of major critics of New Criticism(I.A. Richards, T.S Eliot , F.R. Leavis, William Empson, Cleanth Brooks, William Wimsatt , Monroe Beardsley and Allen Tate).</p> <p>2.2 Structuralism:</p> <p>2.2.1 Emergence of Structuralism.</p> <p>2.2.2 Key concepts of major figures of Structuralism (Ferdinand de Saussure, Claude Lévi-Strauss and Roland Barthes).</p> <p>2.3 Literary theories of Formalism, New Criticism and Structuralism -key concepts and application to literary texts.</p> | <p>15</p> | <p>CO 2, CO 3</p> | <p>K2, K3, K4, K5</p> |
| <p>Module 3:</p> | <p>Psychoanalysis and Marxism</p> <p>3.1 Psychoanalytic theory</p> <p>3.1.1 Origins of the theory</p> <p>3.1.2 Key concepts of Freud's Psychoanalytic theory</p> <p>3.1.3 Key concepts of Lacan's Psychoanalytic theory.</p> <p>3.2 Marxism</p> <p>3.2.1 Definition and Meaning.</p> <p>3.2.2 Key thinkers and concepts.(Karl Marx, Friedrich Engels).</p> <p>3.2.3 Theories and concepts of major Marxist critics (Christopher Caudwell,Walter Benjamin ,Herbert Marcuse , Theodor Adorno,George Lukacs, Louis Althusser, Terry Eagleton and Fredric Jameson).</p> <p>3.3 Interpretation of literary texts using Psychoanalytic and Marxist theory.</p> | <p>15</p> | <p>CO 2, CO 3, CO 4</p> | <p>K2, K3, K4, K5</p> |

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| Module 4: | <p>Feminism</p> <p>4.1 Origins of feminist thought and various waves of feminism.</p> <p>4.2 Theories and concepts of major feminist critics (Virginia Woolf, Simone Beauvoir, Betty Friedan, Kate Millett, Elaine Showalter, Catherine Belsey, Dale Spender, Julia Kristeva, Helene Cixous, Toril Moi, Luce Irigaray, Sandra Gilbert and Susan Gubar).</p> <p>4.3 Application: Feminist and gender-based readings of canonical and contemporary texts.</p> | 15 | CO 2, CO 3, CO 4 | K2, K3, K4, K5 |
| Pedagogy: | Lectures/assignments/seminars/group discussions | | | |
| Texts: | <ol style="list-style-type: none"> 1. Barry, Peter. <i>Beginning Theory: An Introduction to Literary and Cultural Theory</i>. 1995. Fourth Edition. VivaBooks, New Delhi, 2018. 2. Brooks, Cleanth. William Wimsatt. <i>Literary Criticism: A Short History</i> 1957. Routledge, 2021. 3. Selden, Raman. <i>The Theory of Criticism from Plato to the Present: A Reader</i>. 1988. Routledge, 2017. | | | |
| References/ Readings: | <ol style="list-style-type: none"> 1. Abrams, M. H. <i>Mirror and the Lamp</i>. O. U. P, 1971 ---. A Glossary of Literary Terms. Cengage Heinle, 1998. 2. Buchanan, Ian. <i>Oxford Dictionary of Critical Theory</i>. Oxford UP, 2010. 3. Eagleton, Terry. <i>Literary Theory: An Introduction</i>. Blackwell, 1983. 4. Robey, David & Jefferson, Anne. <i>Modern Literary Theory: A Comparative Introduction</i>. Batsford, 1986. 5. Tyson, Lois. <i>Critical Theory Today: A User-Friendly Guide</i>. Routledge, 2017. 6. Webster, Roger. <i>Studying Literary Theory: An Introduction</i>. Arnold, . 1990. 7. Wolfreys, Julian. Editor. <i>Introducing Criticism in the 21st Century</i>. Edinburgh University Press, 2015. | | | |
| Web Resources: | <p>https://www.ipl.org/div/litcrit/</p> <p>https://www.gutenberg.org/</p> <p>https://archive.org/</p> <p>https://www.bartleby.com/lit</p> <p>https://guides.bpl.org/literarycriticism/theory</p> <p>https://iep.utm.edu/literary/#H</p> | | | |



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| Title of the Course | Linguistics |
| Course Code | ENG-5005 |
| Number of Credits | 4 |
| Theory/Practical | Theory |
| Level | 500 |
| Effective from AY | 2025-26 |
| New Course | Yes |
| Bridge Course/ Value added Course | No |
| Course for advanced learners | No |

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| Pre-requisites for the Course: | <ol style="list-style-type: none"> 1. Proficiency in English 2. Interest in exploring language scientifically and analytically | |
| Course Objectives: | <ol style="list-style-type: none"> 1. To explain the origins, nature, and functions of language and to describe the role of semiotics in human communication. 2. To differentiate among various linguistic approaches and to analyse their relevance to the development of the English language. 3. To analyse the structural components of the English language, including phonology, morphology, syntax, and semantics. 4. To demonstrate understanding of speech production in English and to apply phonetic principles for accurate transcription of English speech sounds. | |
| Course Outcomes: | Upon completion of the course the student will be able to: | Mapped to PSO |

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| | CO 1. Outline and describe the key characteristics of human language and compare major semiotic theories. | | | PSO 1 |
| | CO 2. Identify and illustrate how historical, sociolinguistic, and psycholinguistic perspectives contribute to language change. | | | PSO 1 |
| | CO 3. Analyse the structure of English words and sentences using appropriate linguistic terminology, and assess the functions of phonological, morphological, syntactic, and semantic features in the structure of the English language. | | | PSO 1 & PSO 3 |
| | CO 4. Transcribe English speech sounds using the IPA and compare and contrast types of articulatory features specific to English phonetics. | | | PSO 1 & PSO 5 |
| Content: | | No of hours | Mapped to CO | Cognitive Level |
| Module 1: | Introduction to the Study of Language 1.1 Origins of Language, Nature and Function, Characteristics of Communication 1.2 Semiotics and Major Semiologists 1.3 Language and Culture 1.4 Language and Writing | 15 | CO 1 | K1, K4, K2, |
| Module 2: | Approaches to Linguistics 2.1 Historical Linguistics 2.2 Linguistic change and evolution of the English Language 2.3 Sociolinguistics 2.4 Psycholinguistics | 15 | CO 2 | K1, K4, K3, |

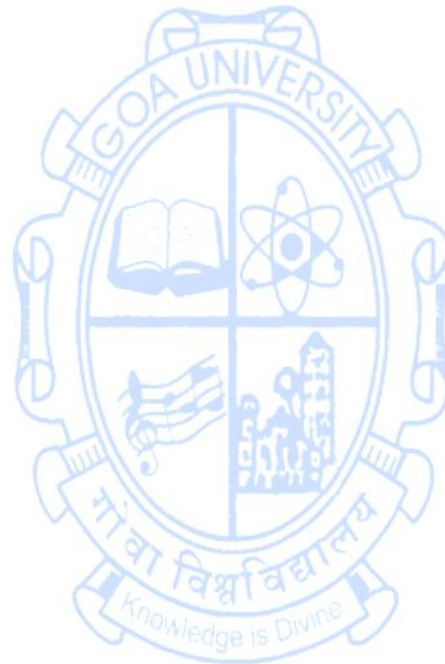
| | | | | |
|----------------------------------|---|-----------|------|--------|
| Module 3: | Structure of Language 3.1 Phonology 3.2 Lexicology 3.3 Morphology 3.4 Syntax and Semantics | 15 | CO 3 | K4, K5 |
| Module 4: | Phonetics 4.1 Basic Concepts of Phonetics 4.2 Speech Production 4.3 Classification of Speech Sounds 4.4 International Phonetic Alphabet (IPA) | 15 | CO 4 | K4, K5 |
| Pedagogy: | Lectures/tutorials/assignments/seminars | | | |
| Texts: | 1. Bloomfield, Leonard. <i>Language</i> . 1933. Motilal Banarsidass Publishers, 1994. 2. Yule, George. <i>The Study of Language</i> . 1985. Cambridge University Press, 2022. | | | |
| References/ Readings: | 1. Anderson, J. A. <i>Structural Aspects of Language Change</i> . Longman, 1973. 2. Bolinger, D. <i>Aspects of Language</i> . Harcourt, Brace and World, 1968. 3. De Saussure, F. <i>Course in Linguistics</i> . Peter Owen, 1960. 4. Elgin, S. H. <i>What is Linguistics?</i> Prentice Hall, 1973. 5. Hockett, C. F. <i>A Course in Modern Linguistics</i> . MacMillan and Co., 1958. 6. Jespersen, O. <i>Language</i> . George Allen and Unwin, 1954. 7. Langacker, R. W. <i>Language and its Structure</i> . Harcourt, Brace and World, 1968. 8. Lyons, J. <i>New Horizons in Linguistics</i> . Penguin Books, 1970. 9. Martinet, Andre. <i>Elements of General Linguistics</i> . Faber and Faber, 1964. 10. Sapir, E. <i>Language</i> . Harcourt, Brace and Co., 1949. 11. Wardhough, R. <i>Introduction to Linguistics</i> . McGraw-Hill Book Co., 1972. | | | |

Web Resources:

<https://omniglot.com/>

<https://www.ipachart.com>

<https://www.internationalphoneticalphabet.org>



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|--|---|----------------------|
| Title of the Course | English Poetry | |
| Course Code | ENG-5006 | |
| Number of Credits | 4 | |
| Theory/Practical | Theory | |
| Level | 500 | |
| Effective from AY | 2025-26 | |
| New Course | Yes | |
| Bridge Course/ Value added Course | No | |
| Course for advanced learners | No | |
| Pre-requisites for the Course: | <ol style="list-style-type: none"> 1. Proficiency in English 2. Proficiency in literary analysis of poetic forms and devices. 3. Basic knowledge of major periods and figures in English literary history. | |
| Course Objectives: | <ol style="list-style-type: none"> 1. To introduce students to the poetry of Geoffrey Chaucer as a foundational figure in Middle English literature, emphasising linguistic evolution, narrative structure, and socio-cultural themes in his verse. 2. To familiarise students with Renaissance epic poetry by exploring religious, political, and allegorical dimensions in Spenser's poetry. 3. To analyse metaphysical poetry through selected works of John Donne, highlighting literary techniques and intellectual discourse. 4. To trace the development from Romanticism to Modernism through the poetry of Wordsworth and Yeats, focusing on poetic forms and socio-cultural themes. | |
| Course Outcomes: | Upon completion of the course the student will be able to: | Mapped to PSO |

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| | CO 1. Identify and explain the linguistic, thematic, and cultural dimensions of Chaucer's poetry, focusing on his narrative techniques and his role in shaping Middle English literary tradition. | | PSO 1, PSO 2, PSO 3, PSO 4 |
| | CO 2. Identify and interpret allegorical themes, chivalric ideals, and historical-religious contexts in Edmund Spenser's poetry, with attention to his contribution to Renaissance epic tradition. | | PSO 1, PSO 2, PSO 3, PSO 4 |
| | CO 3. Examine and evaluate the key features of Metaphysical poetry and understand its unique contribution to the English literary tradition through Donne's poetry. | | PSO 1, PSO 3 |
| | CO 4. Analyse the evolution of poetic expression from Romanticism to Modernism, and evaluate its relationship to social, national, and cultural movements. | | PSO 1, PSO 2, PSO 3, PSO 4 |
| Content: | | No of hours | Mapped to CO |
| Module 1: | Foundations of English Poetry and Chaucerian Narrative Chaucer, Geoffrey. "The Clerk's Tale" (from <i>The Canterbury Tales</i>) Background: From Old English to Chaucerian Poetry; Middle English Literature and Society; Narrative Verse-Tales | 15 | CO 1 |
| Module 2: | Spenser and the Renaissance Epic Spenser, Edmund. <i>The Faerie Queene</i> [Book I] Background: Classical Poetry; Elizabethan and Renaissance Poetry; Reformation; Narrative Epics; Religious Allegories; Chivalric and Protestant Ideals | 15 | CO 2 |
| Module 3: | John Donne and Metaphysical Poetics Donne, John. <i>Songs and Sonnets</i> (selections) Background: Petrarchan Poetry; Emergence of Metaphysical Poetry and its features | 15 | CO 3 |

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| Module 4: | Romantic to Modernist Verse 4.1 Wordsworth, William. <i>The Prelude</i> (Book I) 4.2 Yeats, W.B. Selected Poems Background: Romanticism; Modernism; Genres: Lyric, Elegy, Hymn & Ballad | 15 | CO 4 | K4, K5 |
| Pedagogy: | Lectures/tutorials/assignments/group discussions/seminars | | | |
| Texts: | <ol style="list-style-type: none"> 1. Chaucer, Geoffrey. "The Clerk's Tale." <i>The Canterbury Tales</i>. 1476. Translated by Nevill Coghill, Penguin Classics, 2003. 2. Spenser, Edmund. "Book I." <i>The Faerie Queene</i>. 1590. Edited by Thomas P. Roche and C. Patrick O'Donnell, Penguin Classics, 1978. 3. Donne, John. "Songs and Sonnets." 1633. <i>John Donne: The Major Works</i>. Edited by John Carey, Oxford University Press, 2009. 4. Wordsworth, William. "Book First." <i>The Prelude: The Four Texts (1798, 1799, 1805, 1850)</i>. 1850. Edited by Jonathan Wordsworth, Penguin Classics, 1995. 5. Yeats, W. B. <i>Yeats's Poems</i>. Edited by A. Norman Jeffares, Palgrave Macmillan, 1989. | | | |

**References/
Readings:**

1. Abrams, M. H. The Prelude as a Portrait of the Artist. Bicentenary Wordsworth Studies, 1970.
2. Alvarez, A. The New Poetry. Penguin, 1968.
3. Beaty, I., and W. H. Matchett. Poetry from Statement to Meaning. Oxford University Press, 1965.
4. Bennet, H. S. Chaucer and the Fifteenth-Century Verse and Prose. Clarendon Press, 1990.
5. Chari, Jaganmohana. Auden's Poetry: A Critical Study.
6. Craik, T. W., and R. J. Craik, editors. John Donne: Selected Poetry and Prose. Methuen, 1986.
7. Dump, John D., editor. A Critical Idiom Series (Relevant titles).
8. Ford, Boris. A Guide to English Literature (Relevant volumes).
9. Hone, Joseph. W. B. Yeats. Palgrave Macmillan UK, 1962.
10. Isaacs, J., and P. Kortepeter. The Background of Modern Poetry. Dutton, 1952.
11. Jussawala, editor. Faerie Queene Book I. Orient Longman Private Limited, 1981.
12. Keast, W. R. Seventeenth Century English Poetry. Oxford University Press, 1962.
13. Ker, W. P. Form and Style in Poetry. Macmillan and Co, 1928.
14. Kitterage, G. L. Chaucer and His Poetry. Harvard University Press, 1951.
15. Malins, Edwards. A Preface to Yeats. Longman, 1974.
16. Morgan, Edwin. "A Prelude to The Prelude." Essays in Criticism, 1955.
17. Parker, Pauline M. The Allegory of Faerie Queene. Clarendon Press, 1966.
18. Rosenthal, M. L. The Modern Poets. Textbook Publishers, 2003.
19. Sisam, Kenneth. Chaucer: The Clerk's Tale. Clarendon Press, 1934.
20. Spearing, A. C. Medieval to Renaissance English Poetry. Cambridge University Press, 1985.
21. Waller, Gary. English Poetry of the 16th Century. Taylor & Francis, 2014.

Web Resources:

<https://www.poetryfoundation.org>
aucer.fas.harvard.edu/pages/text-and-translations

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|--|--------------------------------|
| Title of the Course | Novel as a Major Literary Form |
| Course Code | ENG-5007 |
| Number of Credits | 04 |
| Theory/Practical | Theory |
| Level | 500 |
| Effective from AY | 2025-26 |
| New Course | Yes |
| Bridge Course/ Value added Course | No |
| Course for advanced learners | No |

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| Pre-requisites for the Course: | Students should have knowledge of the Discipline Specific Core Course titled English Novel: 18 th to 20 th Century. | |
| Course Objectives: | <ol style="list-style-type: none"> 1. To describe the transition from Romanticism to Realism and examine how post-revolutionary French society is reflected in Literature. 2. To interpret the philosophical frameworks of existentialism, nihilism, and utilitarianism and analyze their influence in Literature. 3. To examine themes of absurdism and authoritarianism in 20th century fiction and assess the impact of historical contexts. 4. To explore the socio-economic consequences of environmental disasters and economic downturns as depicted in the texts. | |
| Course Outcomes: | Upon completion of the course the student will be able to: | Mapped to PSO |
| | CO 1. Identify key literary features of Realism and relate them to the portrayal of society in Literature. | PSO 1, PSO 2 |

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| | CO 2. Apply existential and moral philosophies to analyze internal conflict and motivations of characters. | | PSO 2, PSO 3 |
| | CO 3. Define the terms absurdism, alienation, and Kafkaesque; and outline their manifestation in the texts. | | PSO 1, PSO 3 |
| | CO 4. Critically assess how authors use narrative voice, symbolism, and historical context. | | PSO 3, PSO 4 |
| | CO 5. Compare thematic and narrative elements of texts with their cinematic renditions. | | PSO 4 |
| Content: | | No of hours | Mapped to CO Cognitive Level |
| Module 1: | Realism in Post-revolutionary France Balzac, Honoré de. <i>Old Goriot</i> . Background: From Romanticism to Realism; Society after the French Revolution; La Comédie Humaine | 15 | CO 1, CO 5 K1, K2, K3 |
| Module 2: | Rules and Morality in 19th century Russia Dostoyevsky, Fyodor. <i>Crime and Punishment</i> . Background: Tsarist Autocracy; Existentialism; Nihilism; Utilitarianism | 15 | CO 2, CO 5 K2, K3, K4 |
| Unit/Module 3: | Politics of the Absurd in Modern European Fiction 3.1. Kafka, Franz. <i>The Trial</i> . 3.2. Camus, Albert. <i>The Plague</i> . Background: Impact of the World Wars; Absurdism; Alienation; Authoritarianism | 15 | CO 3, CO 4 K1, K 4, K 5 |
| Module 4: | Displacement and the American Dream Steinbeck, John. <i>The Grapes of Wrath</i> . Background: The Great Depression; The Dust Bowl; The Exodus; The American Dream | 15 | CO 4, CO 5 K2, K5 |

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| Pedagogy: | Lectures/tutorials/assignments/seminars. |
| Texts: | <ol style="list-style-type: none"> 1. de Balzac, Honoré. <i>Old Goriot</i>. 1835. Translated by Henry Reed, Penguin USA, 2004. 2. Dostoyevsky, Fyodor. <i>Crime and Punishment</i>. 1866. Translated by Richard Pevear and Larissa Volokhonsky, Reprint ed., RHUK, 1993. 3. Kafka, Franz. <i>The Trial</i>. 1924. Translated by Edwin Muir and Willa Muir, Vintage Classics, latest ed, 2001. 4. Camus, Albert. <i>The Plague</i>. 1947. Translated by Robin Buss, edited by Tony Judt, Penguin Classics, 2002. 5. Steinbeck, John. <i>The Grapes of Wrath</i>. 1939. Penguin UK, 2000. |
| References/ Readings: | <ol style="list-style-type: none"> 4. Booth, Wayne C. <i>The Rhetoric of Fiction</i>. University of Chicago Press, 2010. 5. Bradbury, Malcolm, and James McFarlane. <i>The Modern European Novel</i>. Penguin Books, 1976. 6. Brooks, Cleanth, and Robert Penn Warren. <i>The Scope of Fiction</i>. Appleton-Century-Crofts, 1960. 7. Bulson, Eric, editor. <i>The Cambridge Companion to the Novel</i>. Cambridge UP, 2018. 8. Herman, David, et al. <i>Narrative Theory: Core Concepts and Critical Debates</i>. Wiley-Blackwell, 2018. 9. Steiner, George. <i>Tolstoy Or Dostoevsky</i>. Faber & Faber, 2010. |
| Web Resources: | https://lithub.com/ |

Discipline Specific Elective Courses

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| Title of the Course | Joseph Conrad: Life and Works | |
| Course Code | ENG-5204 | |
| Number of Credits | 04 | |
| Theory/Practical | Theory | |
| Level | 400 | |
| Effective from AY | 2025-26 | |
| New Course | Yes | |
| Bridge Course/ Value added Course | No | |
| Course for advanced learners | No | |
| Pre-requisites for the Course: | Nil | |
| Course Objectives: | <ol style="list-style-type: none"> 1. To analyze the themes and techniques employed in Conrad's short stories, identifying patterns that reflect his literary style. 2. To apply relevant theoretical frameworks to Conrad's novellas. 3. To evaluate the literary merit and historical significance of Conrad's novels, critiquing their narrative structures and character development. 4. To assess the historical and cultural contexts in which Conrad's non-fictional works were written. | |
| Course Outcomes: | Upon completion of the course the student will be able to: | Mapped to PSO |
| | CO 1. Highlight and examine the thematic concerns, narrative style and techniques employed in Conrad's short stories. | PSO 2, PSO 3 |

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| | CO 2. Interpret and apply theoretical frameworks to Conrad's novellas, demonstrating an understanding of the texts and theoretical perspectives. | | PSO 1, PSO 2, PSO 3 |
| | CO 3. Analyse and critique the literary and thematic significance of Conrad's novels, developing a nuanced appraisal of their narrative structures and characterizations. | | PSO 2, PSO 3, PSO 4 |
| | CO 4. Review Conrad's memoir and the context in which it was written, commenting on its relevance to understanding his literary oeuvre. | | PSO 2, PSO 3 |
| Content: | | No of hours | Mapped to CO Cognitive Level |
| Module 1: | Short Stories 1.1 "An Outpost of Progress" 1.2 "Youth: A Narrative" 1.3 "The Secret Sharer" Background: Introduction to the author; Civilization versus Savagery | 15 | CO 1 K1, K4 |
| Module 2: | Novella <i>The Nigger of the Narcissus –A Tale of the Sea</i> Background: Literary Impressionism | 15 | CO 2 K2, K3 |
| Module 3: | Novel <i>Nostromo - A Tale of the Seaboard</i> Background: Conrad's novels in the context of Modernism | 15 | CO 3 K4, K5 |
| Module 4: | Memoir <i>The Mirror of the Sea (Selections)</i> Background: European Imperialism; The Congo River and Conrad; Conrad's influence on later writers | 15 | CO 4 K2, K5 |
| Pedagogy: | Lectures/tutorials/assignments/group discussions/seminars. | | |

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| Texts: | <ol style="list-style-type: none"> 1. Conrad, Joseph. <i>An Outpost of Progress</i>. 1897. CreateSpace Independent Publishing Platform, 2016. 2. Conrad, Joseph. <i>Youth: A Narrative</i>. 1898. Legare Street Press, 2022. 3. Conrad, Joseph. <i>The Secret Sharer</i>. 1910. Double 9 Books, 2023. 5. Conrad, Joseph. <i>The Nigger of the Narcissus: A Tale of the Sea</i>. 1897. Dover Publications Inc., 2016. 6. Conrad, Joseph. <i>Nostramo: A Tale of the Seaboard</i>. 1904. Wordsworth Editions Ltd, 1996. 7. Conrad, Joseph. <i>The Mirror of the Sea</i>. 1906. True Sign Publishing House, 2023. |
| References/ Readings: | <ol style="list-style-type: none"> 1. Andreas, Osborn. <i>Joseph Conrad: A Study in Non-Conformity</i>. Archon, 1969. 2. Bala, Suman. <i>Joseph Conrad's Fiction: A Study in Existential Humanism</i>. Intellectual Publishing House, 1990. 3. Bhagwati, Ashok. <i>Politics and the Modern Novelist: Conrad's Conservatism</i>. B. R. Publishing Corporation, 1991. 4. Cox C., B. <i>Joseph Conrad: The Modern Imagination</i>. J. M. Dent & Sons, 1974. 5. Land, Stephen K. <i>Conrad and the Paradox of Pilot</i>. MacMillan, 1984. 6. Meyer, Bernard, C. <i>Joseph Conrad: A Psychoanalytic Biography</i>. Princeton U. P., 1967. 7. Ramamurthi, Lalitha and C.T. Indra. <i>Joseph Conrad: An anthology of recent criticism</i>. Pencraft International, 1998. |
| Web Resources: | <p>http://www.conradfirst.net/ http://www.josephconradsociety.org/scholarly_resources.htm</p> |

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| Title of the Course | T S Eliot: Tradition and Modernity | |
| Course Code | ENG-5205 | |
| Number of Credits | 04 | |
| Theory/Practical | Theory | |
| Level | 400 | |
| Effective from AY | 2025-26 | |
| New Course | Yes | |
| Bridge Course/ Value added Course | No | |
| Course for advanced learners | No | |
| Pre-requisites for the Course: | Nil | |
| Course Objectives: | <ol style="list-style-type: none"> 1. To introduce Eliot as a poet and critically examine the philosophical and literary allusions in his works within the framework of modernist poetry. 2. To analyze the stylistic elements, formal experimentation and fragmented structure of Eliot's poems. 3. To interpret Eliot's language, dramatic techniques and symbolism. 4. To evaluate Eliot's critical essays. | |
| Course Outcomes: | Upon completion of the course the student will be able to: | Mapped to PSO |
| | CO 1. Identify, interpret, and deconstruct the recurring motifs, symbolic imagery and fragmented structure of Eliot's poetry in relation to post-war disillusionment. | PSO 1, PSO 2 |

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| | CO 2. Apply theoretical frameworks to interpret Eliot's poems. | | PSO 1, PSO 3 | |
| | CO 3. Assess the dramatic devices and theological implications articulating their relevance to modern drama and religious discourse. | | PSO 2, PSO 3, PSO 4 | |
| | CO 4. Compare and contrast Eliot's theoretical position on poetic tradition with broader modernist debates. | | PSO 1, PSO 2, PSO 3 | |
| Content: | | No of hours | Mapped to CO | Cognitive Level |
| Module 1: | <i>The Waste Land</i> and Post-War Disillusionment <i>The Waste Land</i> Background: Modernism; Post-WWI English Society and Poetry; Allusions; Eliot's poetic transition | 15 | CO 1, CO 2 | K1, K2, K4 |
| Module 2: | Modernist Techniques in Eliot's Shorter Poems Selected Shorter Poems Background: Free Verse; Fragmentation; Symbolism and Imagery; Ambiguity; Experimentation; Alienation | 15 | CO 1, CO 2 | K3, K4 |
| Module 3: | Eliot and the Revival of Verse Drama <i>Murder in the Cathedral</i> Background: Eliot and Anglicanism; Verse Drama; Chorus; Allegory; Martyrdom | 15 | CO 3 | K3, K5 |
| Module 4: | Poetic Theory and Critical Thought 4.1 "Tradition and the Individual Talent" 4.2 "Hamlet and His Problems" Background: Modernist Theory; Tradition; Impersonality; Objective Correlative; New Criticism | 15 | CO 4 | K4, K5 |
| Pedagogy: | Lectures/tutorials/assignments/seminars. | | | |

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| Texts: | <ol style="list-style-type: none"> 1. Eliot, T. S. “The Waste Land.” 1922. <i>The Complete Poems and Plays of T. S. Eliot</i>. Faber & Faber, 2004. 2. Eliot, T. S. “Collected Poems.” <i>The Complete Poems and Plays of T. S. Eliot</i>. Faber & Faber, 2004. 3. Eliot, T. S. “Murder in the Cathedral.” 1935. <i>The Complete Poems and Plays of T. S. Eliot</i>. Faber & Faber, 2004. 4. Eliot, T. S. “Tradition and the Individual Talent.” 1919. <i>The Sacred Wood and Major Early Essays</i>. Dover Publications, 1997. 5. Eliot, T. S. “Hamlet and His Problems.” 1920. <i>The Sacred Wood and Major Early Essays</i>. Dover Publications, 1997. |
| References/ Readings: | <ol style="list-style-type: none"> 1. Beaty, Jerome, and William H. Matchett. <i>Poetry from Statement to Meaning</i>. Oxford UP, 1965. 2. Behr, Cardene. <i>T. S. Eliot: A Chronology of His Life and Works</i>. Macmillan, 1983. 3. McNelly, Cleo. <i>T. S. Eliot and Indic Tradition</i>. Cambridge UP, 1987. 4. Moody, A. David, editor. <i>The Cambridge Companion to T. S. Eliot</i>. Cambridge UP, 1994. 5. Pathak, R. S. <i>New Directions in Eliot Studies</i>. Northern Book Centre, 1990. 6. Spender, Stephen. <i>Eliot</i>. Edited by Frank Kermode, Fontana Collins, 1975. 7. Srivastav, Narsingh. <i>The Poetry of T. S. Eliot: A Study in Religious Sensibility</i>. Sterling, 1991. |
| Web Resources: | <p>https://modjourn.org/</p> |

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| Title of the Course | Study of a Major Playwright: Harold Pinter | |
| Course Code | ENG-5206 | |
| Number of Credits | 04 | |
| Theory/Practical | Theory | |
| Level | 400 | |
| Effective from AY | 2025-26 | |
| New Course | Yes | |
| Bridge Course/ Value added Course | No | |
| Course for advanced learners | No | |
| Pre-requisites for the Course: | Nil | |
| Course Objectives: | <ol style="list-style-type: none"> 1. To introduce post World War II English drama. 2. To situate the significance of Harold Pinter as a playwright. 3. To familiarise with the Theatre of the Absurd. 4. To explicate the theatrical experiments on stage in the second half of the twentieth century. | |
| Course Outcomes: | Upon completion of the course the student will be able to: | Mapped to PSO |
| | CO 1. Understand the impact of the World War II on English drama. | PSO 2, PSO 4 |
| | CO 2. Evaluate the contributions of Harold Pinter as a dramatist. | PSO 2, PSO 3 |

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| | CO 3. Analyse the features and motifs of the Theatre of the Absurd. | | PSO1, PSO 3, PSO 4 |
| | CO 4. Adapt a play from Pinter's oeuvre for stage. | | PSO 5 |
| Content: | | No of hours | Mapped to CO Cognitive Level |
| Module 1: | Origins of the Theatre of the Absurd <i>The Birthday Party</i> Background: Aftermaths of the World War II; Biography of Harold Pinter | 15 | CO 1, CO 2 K1, K2 |
| Module 2: | Questions of Home and Belonging <i>The Caretaker</i> | 15 | CO 3, CO 4 K2, K3, K6 |
| Module 3: | Fractured Identities 3.1 <i>The Lover</i> 3.2 <i>The Homecoming</i> | 15 | CO 1, CO 2, CO 3 K3, K4, K5 |
| Module 4: | Anti-establishment Critique 4.1 <i>No Man's Land</i> Background: Pinter's Nobel Prize Speech | 15 | CO 1, CO 2 K4, K5 |
| Pedagogy: | Lectures/assignments/group discussions/seminars. | | |
| Texts: | <ol style="list-style-type: none"> 1. Pinter, Harold. <i>The Birthday Party</i>. 1958. Faber & Faber, 1991. 2. Pinter, Harold. <i>The Caretaker</i>. 1960. Faber & Faber & Faber, 1991 3. Pinter, Harold. <i>The Homecoming</i>. 1965. Faber & Faber, 1991 4. Pinter, Harold. <i>No Man's Land</i>. 1975. Faber & Faber, 2001. 5. Pinter, Harold. <i>Harold Pinter: Plays</i>. Faber & Faber, 1996. | | |



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| References/ Readings: | <ol style="list-style-type: none">1. Baker, William. <i>Harold Pinter</i>. Continuum International Publishing Group, 2008.2. Billington, Michael. <i>Harold Pinter</i>. Faber and Faber, 1996.3. Chui, Jane W. Y. <i>Affirming the Absurd in Harold Pinter</i>. Palgrave Macmillan, 2013.4. Wyllie, Andrew, and Catherine Rees. <i>The Plays of Harold Pinter</i>. Palgrave Macmillan, 2017. |
| Web Resources: | https://www.nobelprize.org/prizes/literature/2005/pinter/lecture/ |

