



SCHOOL OF HUMANITIES & SOCIAL SCIENCES

MASTER OF ARTS IN ENGLISH

PROGRAM STRUCTURE

AND

CURRICULUM & SCHEME OF EXAMINATION

Program Code: SLC0102

Batch: 2018-20

1.1 Vision, Mission and Core Values of the University

Vision of the University

To serve the society by being a global University of higher learning in pursuit of academic excellence, innovation and nurturing entrepreneurship.

Mission of the University

- 1. Transformative educational experience**
- 2. Enrichment by educational initiatives that encourage global outlook**
- 3. Develop research, support disruptive innovations and accelerate entrepreneurship**
- 4. Seeking beyond boundaries**

Core Values

- Integrity**
 - Leadership**
 - Diversity**
 - Community**
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1.2 Vision and Mission of the School

Vision of the School

To become one of the leading schools of humanities and social sciences by setting global standards of excellence in ingenious curriculum, teaching-learning methods, professional development, and cross-cultural understanding

Mission of the School

- M1. To promote learning and employability skills among students.**
- M2. To promote study of humankind and its manifestations.**
- M3. To help students succeed in their academic and professional lives.**
- M4. To encourage research and promote knowledge creation.**

Core Values

- **Integrity**
- **Leadership**
- **Diversity**
- **Community**

1.3 Programme Educational Objectives (PEO)

1.3.1 Writing Programme Educational Objectives (PEO)

Program educational objectives are broad statements that describe the career and professional accomplishments that the program is preparing graduates to achieve.

PEO1. To provide comprehensive understanding and knowledge of canon of English Literary Studies to facilitate progressive careers in translation, publishing, teaching, research, print/electronic media and pursuit of higher studies.

PEO2. To equip students with critical and analytical thinking skills to produce original insights in scholarly academic writing and discourse.

PEO3. To enable students to produce compelling explanatory, rhetorical and communication ability to fulfill professional responsibilities.

PEO4. To expose students to contemporary social, cultural and literary issues to enable ethical and responsible behaviour towards co-workers, society and nation.

PEO5. To foster interest in lifelong learning and research as well as in cultivation of intellectual, flexibility, creativity and cultural literacy.

Enter correlation levels 1, 2, or 3 as defined below:

1.3.2 Program Outcomes (PO's)

PO1 Select appropriate primary texts, secondary texts, research query, techniques and resources to undertake research activities and write papers and thesis.

PO2 Apply knowledge of literary tendencies across literary periods, genres and theoretical/critical approaches in interpretation of literary text.

PO3 Review and analyze text with respect to representation of socio-historical context and literary discourse and identify gaps to be addressed through research.

PO4 To make effective presentations give, receive and implement clear instructions, reports and documentation for professional purposes.

PO5 Produce original creative work that demonstrates imagination as well as application of the principles of humanities.

PO6 Exhibit a holistic attitude, foster critical thinking and intellectual growth in independent study and life-long learning.

PO7 To apply reasoning informed by contextual knowledge to formulate creative and practical solutions for social, cultural and literary issues concerning community and society at large.

PROGRAM SPECIFIC OUTCOMES (PSO'S)

PSO1: Students are proficient in fundamental literary concepts, tendencies, and trends across periods, genre and cultures in English literature, literary theory and approaches.

PSO2: Students possess the ability to identify and explore the emerging areas of research and conduct the same with proper methodology and documentation.

PSO3: To equip students with interdisciplinary skills such as assessment skills, leadership, problem solving skills, critical thinking skills etc.

PSO4: To make the students professionally competent professionally by integrating interdisciplinary knowledge and social values to address social concerns.

**Program Structure Template School of
 Humanities and Social Sciences
 MA (English)
 Batch: 2018-2020
 TERM: I**

S. No.	SubjectCode	Subjects	Teaching Load			Credits	Type of Course ² : 1. CC 2. AECC 3. SEC 4. DSE
			L	T	P		
THEORY SUBJECTS							
1.	MAE 125	British Non-Fiction	5	1	0	6	CC
2.	MAE 129	Poetry from Sidney to Dryden	5	1	0	6	CC
3.	MAE 128/ MAE 123	Studies in Shakespeare / Medieval to Neoclassical Literature	5	1	0	6	DSE
4.	MAE 130	Literary Criticism and Theory	3	1	0	4	CC
Practical/Viva-Voce/Jury							
TOTAL CREDITS						22	

² CC: Core Course, AECC: Ability Enhancement Compulsory Courses, SEC: Skill Enhancement Courses, DSE: Discipline Specific Courses

TERM II

S. No.	SubjectCode	Subjects	Teaching Load			Credits	Type of Course ³ : 1. CC 2. AECC 3. SEC 4. DSE
			L	T	P		
THEORY SUBJECTS							
1.	MAE 111/ MAE 135	American Literature / Latin American Literature	5	1	0	6	CC
2.	MAE 131	Indian English Literature	3	1	0	4	CC
3.	MAE 127	Fiction I (19 th Century Novel)	5	1	0	6	CC
4.	MAE 112	Modernist Theatre	5	1	0	6	CC
Practical/Viva-Voce/Jury							
TOTAL CREDITS						22	

³ CC: Core Course, AECC: Ability Enhancement Compulsory Courses, SEC: Skill Enhancement Courses, DSE: Discipline Specific Courses

TERM: III

S. No.	SubjectCode	Subjects	Teaching Load			Credits	Type of Course ⁴ : 1. CC 2. AECC 3. SEC 4. DSE
			L	T	P		
THEORY SUBJECTS							
1.	MAE 114	New Literatures in English	5	1	0	6	CC
2.	MAE 115	Literature and Myth	5	1	0	6	CC
3.	MAE 116	Children's Literature	3	1	0	4	CC
4.	MAE 113	Fiction II (20 th Century Novel)	5	1	0	6	CC
Practical/Viva-Voce/Jury							
5.	MEP 201	Research Methodology	1	0	2	2	AECC
TOTAL CREDITS						24	

⁴ CC: Core Course, AECC: Ability Enhancement Compulsory Courses, SEC: Skill Enhancement Courses, DSE: Discipline Specific Courses

TERM: IV

S. No.	SubjectCode	Subjects	Teaching Load			Credits	Type of Course ⁵ : 1. CC 2. AECC 3. SEC 4. DSE
			L	T	P		
THEORY SUBJECTS							
1.	MAE 117	Postcolonialism and Literature	5	1	0	6	CC
2.	MAE 133	Literature of the Absurd	5	1	0	6	CC
3.	MAE 119	Diasporic Fiction	5	1	0	6	CC
Practical/Viva-Voce/Jury							
4.	MEP 202	Project	0	5	0	5	AECC
TOTAL CREDITS						23	

⁵ CC: Core Course, AECC: Ability Enhancement Compulsory Courses, SEC: Skill Enhancement Courses, DSE: Discipline Specific Courses

C. Course Templates

School:		SHSS	Batch :2018-2020
Program:		MA(Eng)	Current Academic Year: 2018-19
Branch:		Semester: I	
1	Course Code	MAE 125	
2	Course Title	British Non Fiction	
3	Credits	6	
4	Contact Hours (L-T-P)	5-1-0	
	Course Status	Compulsory	
5	Course Objective	<ol style="list-style-type: none"> 1. To enable students develop an insight into various modes of writing and use them in developing writing skills. 2. To empower students to analyse how the various styles be examined in the aesthetic structure of prose. 3. To equip them with tools for further research in the domain of English prose. 4. To inculcate the critical ability to discern the complexity of language by comparing with prose in preceding ages. 5. To equip them with tools for further research in the domain of prose writing.. 	
6	Course Outcomes	<p>CO1 The students will gain an introductory knowledge of the influential works of British prose.</p> <p>CO2 The students will be able to understand the context of different texts from British literature, recognise key passages and comprehend the literal and figurative uses of language.</p> <p>CO3 The students will learn to apply and appreciate literary devices and stylistic strategies used by writers in their works.</p> <p>CO4 The students will analyze and observe the development of thoughts and ideas throughout history and be able to develop the ability to discuss literature using relevant support from the text.</p>	
7	Course Description	<p>This paper has been designed to familiarize students with the development of English essay from 17th century to modern era. It includes essays written by prominent British non-fiction writers and requires students to read, understand and critically examine different texts to observe the stylistic strategies employed and the influence of age and society on their writings. It will enrich the thought process of students and make them sensitive individuals capable of independent thinking. By observing various tones of English, the students will also improve upon their faculties of writing, speaking, and comprehension thus preparing them for various careers.</p>	
8	Outline syllabus		
	Unit 1	Introduction to British Non Fiction	

	A	Essay as a genre
	B	Development of the essay style
	C	Prominent essayists and their important works
	Unit 2	Francis Bacon
	A	<ul style="list-style-type: none"> • Context/Background • Prominent essayists of the period • Bacon as an essayist
	B	<ul style="list-style-type: none"> • <i>Of Adversity</i> • <i>Of Discourse</i> • <i>Of Great Place</i>
	C	<ul style="list-style-type: none"> • <i>Of Revenge</i> • <i>Of Studies</i>
	Unit 3	Joseph Addison
	A	<ul style="list-style-type: none"> • Context/Background • Prominent essayists of the period
	B	<ul style="list-style-type: none"> • Addison as an essayist
	C	<ul style="list-style-type: none"> • <i>The Spectator's Account of Himself</i>
	Unit 4	William Hazlitt
	A	<ul style="list-style-type: none"> • Context/Background • Prominent essayists of the period
	B	<ul style="list-style-type: none"> • Hazlitt as an essayist
	C	<ul style="list-style-type: none"> • <i>On the Ignorance of the Learned</i>
	Unit 5	George Orwell
	A	<ul style="list-style-type: none"> • Context/Background • Prominent essayists of the period
	B	<ul style="list-style-type: none"> • Orwell as an essayist
	C	<ul style="list-style-type: none"> • <i>Literature and Totalitarianism</i> • <i>Why I write?</i>
	Mode of	Theory

	examination			
	Weightage	CA	MTE	ETE
	Distribution	30%	20%	50%
	Text book/s*	<ul style="list-style-type: none"> • The Essays of Francis Bacon • Selected Essays of William Hazlitt • Addison's Essays • A Collection of Essays: George Orwell 		
	Other References	Relevant materials will be provided by the subject teacher.		

School:		SHSS	Batch :2018-2020
Program:		MA(Eng)	Current Academic Year: 2018-19
Branch:		Semester: I	
1	Course Code	MAE 129	
2	Course Title	Poetry from Sidney to Dryden	
3	Credits	6	
4	Contact Hours (L-T-P)	5-1-0	
	Course Status	Compulsory	
5	Course Objective	<p>1. To recognize poetry from different historic periods and Identify a variety of forms and types of poetry such as sonnet, lyric, free verse etc.</p> <p>2. To Identify and explain various elements of poetry such as diction, tone, form and genre and name and explain concepts like stanza, rhyme, rhythm, syllables, lines.</p> <p>3. Asses analyse and critique poetry on the basis of the theme and review and interpret the poems to be able to answer the questions.</p> <p>4. To enable them to utilise language to explain themselves unambiguously.</p>	
6	Course Outcomes	<p>CO1 To develop practical knowledge of metaphysical and Victorian poetry dealt with the poets in the period covered.</p> <p>CO2 Students will be able to understand, compare and contrast, in writing and through discussion, the literary elements and essential concepts of the works they are presently reading with those they have previously read or viewed.</p> <p>CO3 The student will be able to apply various technical terms related to poetry in the course of writing and study.</p> <p>CO4 The student will be able to analyse complex psychological situations by introducing them to highly complex characters and situations specific to writings of the time.</p>	
7	Course Description	<p>This paper allows the students to have an opportunity to explore more complex forms of poems. This also enables them to understand that being related directly to the psyche of the people as well as consumerist forces poetry dealt with more complicated emotions as time passed. In addition to whetting a critical vision the paper also allows ample scope for improving</p>	

		faculties of expression.
8	Outline syllabus	
	Unit 1	Philip Sidney
	A	Astropil and Stella- structure, convention and themes: love versus reason and love versus desire, courtly love
	B	Sonnet -- Sonnet I, II , V <ul style="list-style-type: none"> • Summary • Themes • Symbolism • Analysis • Poetic devices
	C	Sonnet- -, XV, XXVII, XXXIV , XXXVIII <ul style="list-style-type: none"> • Summary • Themes • Symbolism • Analysis • Poetic devices
	Unit 2	Edmund Spenser
	A	Amoretti- structure, convention , themes
	B	Amoretti sonnet -34, <ul style="list-style-type: none"> • Summary • Themes • Symbolism • Analysis • Poetic devices
	C	Sonnet 67 <ul style="list-style-type: none"> • Summary • Themes • Symbolism • Analysis • Poetic devices
	Unit 3	Andrew Marvell and John Donne

A	Metaphysical poets- literary conventions- style and theme
B	<p>“ To his Coy mistress”</p> <ul style="list-style-type: none"> • Summary • Themes • Symbolism • Analysis • Poetic devices
C	<p>“The Canonisation” and “The Flea”</p> <ul style="list-style-type: none"> • Summary • Themes • Symbolism • Analysis • Poetic devices
Unit 4	John Milton
A	Puritan Age- literary conventions and tendencies : epic conventions
B	<p>Paradise Lost book- I</p> <ul style="list-style-type: none"> • Summary • Themes • Symbolism • Analysis • Poetic devices
C	<p>Paradise Lost book- IX</p> <ul style="list-style-type: none"> • Summary • Themes • Symbolism • Analysis • Poetic devices
Unit 5	John Dryden
A	Neoclassical era- literary conventions and tendencies: heroic couplet and satire
B	Absalom and Achitophel- political context and

		treatment		
	C	Absalom and Achitophel- literary analysis		
		<ul style="list-style-type: none"> • Summary • Themes • Symbolism • Analysis • Poetic devices 		
	Mode of examination	Theory		
	Weightage	CA	ETE	MTE
	Distribution	30%	50%	20%
	Text book/s*	<ul style="list-style-type: none"> •Sidney, Spenser and Donne: A Critical Introduction, edited by Rina Ramdev, Worldview Publication •Paradise Lost Book I, edited by Harriet Raghunathan, Worldview Critical Editions •Paradise Lost: Invocations and Book IX, edited B. Mangalam, Worldview Critical Editions 		
	Other References	<ul style="list-style-type: none"> •Oxford Book of English Verse ed. Christopher Ricks •David Daiches, The History of English Literature, (volumes 1-4; background reading for all sections) •Elizabethan Poetry: Lyrical and Narrative .ed. G. Hammond (London, 1984, Casebook series) •Basil, Willey, The Seventeenth Century background (London, 1934) •J. Summers, The Muses Method: An Introduction to Paradise Lost (London, 1962) 		

School:		SHSS	Batch :2018-2020
Program:		MA(Eng)	Current Academic Year: 2018-19
Branch:		Semester: 1	
1	Course Code	MAE 128	
2	Course Title	Studies in Shakespeare	
3	Credits	6	
4	Contact Hours (L-T-P)	5-1-0	
	Course Status	Compulsory	
5	Course Objective	<p>1. To enable students to understand the role of 17th century drama and poetry in the picture of overall literature.</p> <p>2. To demonstrate the manner in which Shakespearean subjects and themes are analogous to current age.</p> <p>3. To equip them with tools for further research in the domain of Shakespearean studies.</p> <p>4. To inculcate the critical ability to discern the complexity and evolution of dramatic and poetic language, themes and genres by comparing the variety provided within studies in Shakespeare.</p>	
6	Course Outcomes	<p>CO1: Students will be able to acquire knowledge of the origin and development of English stage and Poetry. Would be able to compare and contrast between the English stage and other forms of drama; also distinguish between Shakespearean and other sonnets.</p> <p>CO2: Would be able to apprehend intricate and complicated structure that led to the unparalleled production as well as critical themes in Shakespearean studies.</p> <p>CO3: Students will be able to analyse complex psychological outcomes by familiarizing them to the extreme of characters in Shakespearean works.</p>	

		CO4: Students will be able to apply various terms and vocabulary in the course of writing and study; also be competent in using the study in their individual domain of further research.
7	Course Description	This paper aims to take the students through a tour of the Shakespearean Age which still influences current modes of thought and perception. It will enrich the thought process of students and make them sensitive individuals capable of independent thinking. By observing various tones of English, the students will also improve upon their faculties of writing, speaking, and comprehension thus preparing them for various careers.
8	Outline syllabus	
	Unit 1	William Shakespeare
	A	Background to the Age of Shakespeare
	B	Shakespeare as a playwright, poet
	C	Phases in the life of Shakespeare
	Unit 2	Comedy
	A	Comedy as a genre
	B	Features and themes of Shakespeare's comedies
	C	Reading of the text Twelfth Night Plot , Themes, Narrative Technique, Character and Representation
	Unit 3	Tragedy
	A	Tragedy as a genre
	B	Features and themes of Shakespeare's tragedies
	C	The text of Othello

		Plot , Themes, Narrative Technique, Character andRepresentation		
	Unit 4	Tragicomedy		
	A	Understanding tragicomedy as a genre		
	B	Shakespeare’s Tragi-Comedy		
	C	The text of Merchant of Venice Plot , Themes, Narrative Technique, Character andRepresentation		
	Unit 5	Shakespearean Sonnets		
	A	Genre of Sonnets		
	B	Characteristics of Shakespeare’s sonnets		
	C	Sonnet 127, 130, 131 Themes, Poetic Devices, Symbols.		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	<ul style="list-style-type: none"> • Twelfth Night – William Shakespeare(Arden Edition) • Othello – William Shakespeare (ArdenEdition) • Merchant of Venice – William Shakespeare(Arden Edition) • Shakespeare’s Sonnets ed. KatherineDuncan Jones – (Arden Edition) 		
	Other References	Shakespearean Tragedy – A.C. Bradley(Macmillan) The Oxford Companion to Shakespeare ed. ByMichael Dobson & Stanley Wells(Oxford Companion)		

School:		SHSS	Batch :2018-2020
Program:		MA (English)	Current Academic Year: 2018-19
Branch:		Semester: I	
1	Course Code	MAE 130	
2	Course Title	Literary Criticism and Theory	
3	Credits	4	
4	Contact Hours (L-T-P)	3-1-0	
	Course Status	Compulsory	
5	Course Objective	<ol style="list-style-type: none"> 1. To apply literature in decoding quotidian occurrences. 2. To demonstrate literature as a product of the culture industry and hence influenced by allied determinants. 3. To empower students by enabling them to take a holistic view of literature and use it for practical understanding of the subject. 4. To develop a knowledge of application of various methods to study and teach literature. 5. To add to the scope of literature and make it more action-oriented. 	
6	Course Outcomes	<p>CO1 The students will be able to know advanced methods for enriching critical skills.</p> <p>CO2 The students will be able to understand the relation of literature with other sciences.</p> <p>CO3 The student will be able to apply various methods to study and teach literature.</p> <p>CO4 The students will be able to analyse various social and cultural phenomena and use the same in interdisciplinary research</p>	
7	Course Description	<p>This paper delineates the evolution of the analysis of literature through criticism as the first stage and later through the contribution of political and social scientists, and philosophers, linguists etc. Through the course the students will be made aware of various functions of literature and its relation to other domains of humanities and social sciences. It will enable the students realise the process of production and consumption of literature and various factors that determine its nature.</p>	
8	Outline syllabus		
	Unit 1	Criticism I: Aristotle and Wordsworth	
	A	Background to Literary Criticism Background to Literary Theory	

B	Aristotle's <i>Poetics</i> <ul style="list-style-type: none"> • Poetry as imitative art/ influence of Plato • Six parts of Tragedy • Important terms
C	William Wordsworth's <i>Preface to Lyrical Ballads (1800)</i> <ul style="list-style-type: none"> • Introduction to Romanticism with reference to Wordsworth and Coleridge • Choice of subject/ diction • Poetic process
Unit 2	Criticism II: T.S. Eliot and Virginia Woolf
A	Background to Modernism and New Criticism with respect to Eliot and Virginia Woolf
B	T.S. Eliot's <i>Tradition and Individual Talent</i> <ul style="list-style-type: none"> • Tradition • Impersonality of Poetry • Poetic Process
C	Selection from Virginia Woolf's <i>A Room of one's Own</i> <ul style="list-style-type: none"> • Shakespeare's Sister
Unit 3	Saussure and Barthes
A	Background to Structuralism with reference to Saussure and Barthes
B	Understanding Concepts of Saussure: Signifier, Signified, Sign, Langue, Parole, Synchronic axis, Diachronic axis, Arbitrariness of Linguistic Sign, Semiology.
C	Roland Barthes' <i>Death of an Author</i>
Unit 4	Postcolonialism
A	Understanding Postcolonialism as a body of theory
B	Understanding vital concepts: Orientalism, Hybridity, Mimicry, Subaltern, Ambivalence, Diaspora, Metanarrative, Other. (Brief references to Edward Said, Gayatri Chakravorty Spivak, Homi K. Bhabha)
C	Gayatri Chakravorty Spivak's <i>Can the Subaltern Speak?</i>
Unit 5	Feminism
A	Understanding Feminism as a body of theory
B	Understanding vital concepts: Gender, Ecriture feminine, Semiotic/Symbolic, Gynocriticism, Women's Time,

		Cyborg feminism. (Brief references to Simone De Beauvoir, Helene Cixous, Julia Kristeva, Elaine Showlater, Donna Haraway)		
	C	Elaine Showalter's <i>The Female Tradition</i>		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	<ul style="list-style-type: none"> • Modern Criticism and Theory - David Lodge • Literary Theory: An Introduction - Saugata Bhaduri and Simi Malhotra 		
	Other References	Relevant materials will be provided by the subject teacher.		

TERM II

School:	SHSS	Batch :2018-2020
Program:	MA (English)	Current Academic Year: 2018-19
Branch:	Semester: II	
1	Course Code	MAE111
2	Course Title	American Literature
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Optional
5	Course Objective	<ol style="list-style-type: none"> 1. To apply the knowledge of various genres in appreciating literature and locate literature in various social upheavals. 2. To make a critical understanding of American History and its representation through literature. 3. To understand the “American Dream” and match its conception to today’s contemporary globalised world. 4. To be able to differentiate styles of writing of diverse genres for select works by famous American writers.
6	Course Outcomes	<p>CO1 The student will be able to recognize the background to American literature and locate the points in American history that feature in its Literature</p> <p>CO2 The student will be able to be able to classify and express the various movements and genres present in American Literature broadly.</p> <p>CO3 The student will be able to use American texts to understand contemporary social problems.</p> <p>CO4 The students will be able to break-down the psyche of the characters in turn gaining as well as projecting knowledge of human experiences.</p>
7	Course Description	<p>This paper is an initiation in American Literature and covers the basics of its prominent writers and its work. The students have an opportunity to assess critically the landscape of American literature to establish their sense of its impact on today’s world literature and its corresponding politics. It will have a direct impact on cognitive faculties of the student. Through modes of vigorous reading, critical analysis and writing, the students will be able to hone their skills at expression of their worldviews justified within contemporary times.</p>
8	Outline syllabus	
	Unit 1	Introduction to American Literature

A	Background to American history and culture <ul style="list-style-type: none"> • American Puritanism • American Romantic movement • Realism • Naturalism • Modernism in America
B	Brief overview of representative authors of each of the movements.
C	The American Dream
Unit 2	Ernest Hemingway
A	The author and his oeuvre
B	The text of A Farewell to Arms
C	<ul style="list-style-type: none"> • Critical Analysis of the text • Major Themes • Characters • Historical background
Unit 3	Gettysburg Address and The Poetic Principle
A	<ul style="list-style-type: none"> • Background to the American Civil War • Edgar Allan Poe and his oeuvre
B	<ul style="list-style-type: none"> • The text of Gettysburg Address • The text of The Poetic Principle

C	<ul style="list-style-type: none"> • Critical Analysis of the text • Major Themes • Characters • Historical background 		
Unit 4	Short story (Edgar Allan Poe)		
A	Detailed reading of the text of The Fall of the House of Usher		
B	Detailed reading of the text of The Tell-Tale Heart		
C	<ul style="list-style-type: none"> • Critical Analysis of the text • Major Themes • Characters • Historical background 		
Unit 5	Edward Albee		
A	Background of the author		
B	The text of Who's Afraid of Virginia Woolf?		
C	<ul style="list-style-type: none"> • Critical Analysis of the text • Major Themes • Characters 		
Mode of examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Text book/s*	<ul style="list-style-type: none"> • A Farewell to Arms – Ernest Hemingway • Gettysburg Address http://www.abrahamlincolnonline.org/lincoln/speeches/gettysburg.htm • The Poetic Principle http://www.bartleby.com/28/14.html • The Tell-Tale Heart/ Fall of the House of Usher http://poestories.com/stories.php • Who's Afraid of Virginia Woolf – Edward Albee 		
Other References	Materials will be provided by the subject teacher.		

School:		SHSS	Batch :2018-2020
Program:		MA (English)	Current Academic Year: 2018-19
Branch:		Semester: II	
1	Course Code	MAE 131	
2	Course Title	Indian English Literature	
3	Credits	4	
4	Contact Hours (L-T-P)	3-1-0	
	Course Status	Compulsory	
5	Course Objective	<ol style="list-style-type: none"> 1. To enable students to understand evolution of Indian English Novel. 2. To demonstrate the manner in which novel as a genre developed in India. 3. To facilitate guided exploration of texts that engage with the wide spectrum of perspectives on Indian nationhood and culture in order to enable students to comprehend the multiplicity of subjective positions and variety of experiences in Modern India 4. To equip them with tools for further research in the domain of Indian Literature. 5. To inculcate the critical ability to discern the complexity and evolution of novel writing by comparing with novels in the western world. 	
6	Course Outcomes	<p>CO1 The student will be able to identify the characteristics of Indian Literature before the use of the genre of novel.</p> <p>CO2 The student will be able to explain the function of essential story elements in the writer's craft (i.e. character, setting, conflict, plot, climax, resolution, theme, tone, point of view).</p> <p>CO3 The student will be able to apply the knowledge of Western traditions and Indian Literature for a better understanding of the texts in the course.</p> <p>CO4 The student will be able to identify the evolution of Indian English Novel and explain the significance of the essential elements of the writer's craft in given novels.</p>	
7	Course Description	The course is designed to give the students a compact understanding of the Indian English Literature. Also, the course focuses on the evolution of novel as a genre in Indian writing. Texts are chosen from different time periods in India which will enable the students to understand the literary	

		trope with a close reading of the prescribed texts.		
8	Outline syllabus			
	Unit 1	Introduction to Indian English Literature		
	A	Development of Indian writing in English from 18 th century to present		
	B	Characteristics and literary tendencies		
	C	Important authors and their prominent works		
	Unit 2	Bankim Chandra Chatterjee – Rajmohan’s Wife		
	A	Author- Biographical and Historical Context		
	B	Theme, setting, plot		
	C	Characters, mood, dialogue		
	Unit 3	Raja Rao – Kanthapura		
	A	Author- Biographical and Historical Context		
	B	Theme, setting, plot		
	C	Characters, mood, dialogue		
	Unit 4	Anita Desai – In Custody		
	A	Author- Biographical and Historical Context		
	B	Theme, setting, plot		
	C	Characters, mood, dialogue		
	Unit 5	Salman Rushdie – Midnight’s Children		
	A	Author- Biographical and Historical Context		
	B	Theme, setting, plot,		
	C	Characters, mood, dialogue		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	<ul style="list-style-type: none"> • Rajmohan’s Wife – Bankim Chandra Chattopadhyay • Kanthapura – Raja Rao • In Custody- Anita Desai • Midnight’s Children- Salman Rushdie 		
	Other References	Relevant materials will be provided by the subject teacher.		

School:		SHSS	Batch :
Program:		MA English	Current Academic Year: 2018-19
Branch:		Semester: II	
1	Course Code	MAE 127	
2	Course Title	Fiction – I (19th Century Novel)	
3	Credits	6	
4	Contact Hours (L-T-P)	5-1-0	
	Course Status	Compulsory	
5	Course Objective	<p>1. To make the student understand the genre of the novel in its historical and political set up.</p> <p>2. To be able to scan and critically analyse the graph in the evolution of the style of the novel through 18th and 19th century.</p> <p>3. Read select prominent authors to be able to historically place the issues of society as represented in the novel.</p> <p>4. Inculcate technical information which would help provide a base for further research.</p>	
6	Course Outcomes	<p>CO1 The student will be able to know the age and its complex mercantilist mechanism that led to the production of 19th Century Novel.</p> <p>CO2 The student will be able to understand the evolution of 19th Century Novel from traditional themes of the Augustan Age.</p> <p>CO3 The student will be able to apply various technical terms related to novel in the course of writing and study.</p> <p>CO4 The student will be able to analyse complex psychological situations by introducing them to highly complex characters and situations.</p>	
7	Course Description	<p>This course is designed to initiate the students into the intricacies of the form of the novel, its evolution in the Historical background and the ensuing politics. To provide the ability to students to inculcate the actions of analysis and critique through a detailed reading of the given texts. It helps enhance the cognitive ability of the students as well as understand the life through its representation in the form of literature.</p>	
8	Outline syllabus		

Unit 1	Novel as a genre
A	Introduction to Novel writing as a genre
B	Development of Novel in the 18th Century <ul style="list-style-type: none"> • Major authors and their prominent works
C	Development of Novel in the 19th Century <ul style="list-style-type: none"> • Major authors and their prominent works
Unit 2	D.H. Lawrence
A	Introduction to D.H.Lawrence as a novelist
B	The text of The Rainbow
C	Analysis <ul style="list-style-type: none"> • Critical analysis • Characters • Plot • Major Themes • Symbols
Unit 3	Thomas Hardy
A	<ul style="list-style-type: none"> • Introduction to Thomas Hardy as an English writer and social critic.
B	The text of Far from the Madding Crowd
C	Analysis <ul style="list-style-type: none"> • Critical analysis • Characters • Plot • Major Themes • Symbols
Unit 4	George Eliot
A	<ul style="list-style-type: none"> • Introduction to George Eliot as an English novelist.

	B	The text of Middlemarch		
	C	Analysis <ul style="list-style-type: none"> • Critical analysis • Characters • Plot • Major Themes • Symbols 		
	Unit 5	William Thackeray		
	A	<ul style="list-style-type: none"> • Introduction to William Thackeray as an English novelist. 		
	B	The text of Vanity Fair		
	C	Analysis <ul style="list-style-type: none"> • Critical analysis • Characters • Plot • Major Themes • Symbols 		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	1. Rainbow – D.H. Lawrence 2. Far from the Madding Crowd – Thomas Hardy (Penguin) 3. Middlemarch – George Eliot (Norton) 4. Vanity Fair – W.M. Thackeray (Norton)		
	Other References	Relevant materials will be provided by the subject teacher.		

School:		SHSS	Batch :2018-2020
Program:		MA (English)	Current Academic Year: 2018-19
Branch:		Semester: II	
1	Course Code	MAE 112	
2	Course Title	Modernist Theatre	
3	Credits	6	
4	Contact Hours (L-T-P)	5-1-0	
Course Status		Compulsory	
5	Course Objective	<ol style="list-style-type: none"> 1. To enable students to understand the socio-economic condition in the aftermath of World Wars I and II. 2. To demonstrate the manner in which Modern dilemma is analogous to current age. 3. To empower students to witness the relationship between literature and other discipline like science, history, philosophy, and so on. 4. To equip them with tools for further research in the domain of Modernism. 5. To inculcate the critical ability to discern the complexity and evolution of dramatic language by comparing with drama in preceding ages. 	
6	Course Outcomes	<p>CO1 The student will be able to know the age and its complex mechanism that led to the production of Modern drama.</p> <p>CO2 The student will be able to understand the evolution of stage scene.</p> <p>CO3 The student will be able to apply various technical terms related to drama in the course of writing and study.</p> <p>CO4 The student will be able to analyse complex psychological situations by introducing them to highly complex characters and situations.</p>	
7	Course Description	<p>This unit seeks to extend students knowledge and understanding of modern drama to a wider European context. In doing so it will enhance their awareness and ability to handle critical and theoretical approaches to the study of drama, as well as enlarging their understanding of European cultural issues. It aims to take the students through a tour of the Modern Age which still influences current modes of thought and perception. Through displaying the complex relationship between various forces of society it will enable the students to understand literature and its practitioners as social products highly influenced by capitalist mechanisms. It will enrich the thought process of students and make them sensitive individuals capable of independent thinking. By observing</p>	

		various tones of English, the students will also improve upon their faculties of writing, speaking, and comprehension thus preparing them for various careers.		
8	Outline syllabus			
	Unit 1	Introduction to Modern Theatre		
	A	Literary and Historical Context		
	B	Characteristics and literary tendencies		
	C	General themes and issues		
	Unit 2	G.B. Shaw – Man and Superman		
	A	Author- Biographical and Historical Context		
	B	Theme, setting, plot		
	C	Characters, mood, dialogue		
	Unit 3	Dario Fo – Accidental Death of an Anarchist		
	A	Author- Biographical and Historical Context		
	B	Theme, setting, plot		
	C	Characters, mood, dialogue		
	Unit 4	J.M.Synge – Riders to the Sea		
	A	Author- Biographical and Historical Context		
	B	Theme, setting, plot		
	C	Characters, mood, dialogue		
	Unit 5	August Stridberg – Miss Julie		
	A	Author- Biographical and Historical Context		
	B	Theme, setting, plot,		
	C	Characters, mood, dialogue		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	<ul style="list-style-type: none"> • Man and Superman – George Bernard Shaw • Miss Julie – August Strindberg • Accidental Death of an Anarchist – Dario Fo • Riders to the Sea – J.M.Synge 		
	Other References	Relevant materials will be provided by the subject teacher.		

School:		SHSS	Batch :2018-2020
Program:		MA (English)	Current Academic Year: 2018-19
Branch:		Semester: II	
1	Course Code	MAE 135	
2	Course Title	Latin American Literature	
3	Credits	6	
4	Contact Hours (L-T-P)	5-1-0	
	Course Status	Compulsory	
5	Course Objective	1. To apply the knowledge of various genres in appreciating literature and locate literature in various social upheavals. 2. To imbibe and understanding of Latin American historical background and politics 3. To appreciate and subsequently be able to use concepts like “Magic Realism” to associate and critically evaluate one’s contemporary society. 4. To make available a base for further research in the said area.	
6	Course Outcomes	CO1: To get knowledge of the development of thoughts and ideas throughout history. CO2: To understand the major issues determining the third world literature CO3: To apply various technical terms in the course of writing and study. CO4: To examine the concepts and focus on for further research in the domain.	
7	Course Description	This paper offers a look into Latin American studies especially in the field of literature. It covers important historical movements and themes of Latin America and makes possible for the connotation of politics with contemporary times. It helps the students build their critical analysis skills along with opening up to technical literary terms like “Magic Realism” which is a large part of English Literature. The students also get a chance to hone their language skills and be well versed with various styles represented by the select authors of the texts.	
8	Outline syllabus		
	Unit 1	Introduction to Latin American Literature	
	A	Background to Latin American history and culture	

B	Brief overview of representative authors
C	Magic Realism
Unit 2	Novel- Gabriel Garcia Marquez
A	The author and his oeuvre
B	The text of One Hundred Years of Solitude
C	<ul style="list-style-type: none"> • Critical Analysis of the text • Major Themes • Characters
Unit 3	Non-Fiction
A	Selections from Notes on the Death of Culture: Essays on Spectacle and Society by Mario Vargas Llosa translated by John King
B	Chapter Nine- The Dialectic of Solitude in The labyrinth of Solitude: Life and Thought in Mexico by Octavio Paz
C	The Solitude of Latin America- Nobel Prize Speech by Gabriel Garcia Marquez
Unit 4	Poetry and Short Story
A	„Between Going and Coming“ „No more Cliches“ by Octavio Paz
B	„To See Him Again“ „The Sad Mother“ „Pine Forest“ by Gabriela Mistral
C	Short Stories- „The Garden of Forking Paths“ from Fictions and „The Immortal“ from The Aleph and Other Stories by Jorge Luis Borges

Unit 5	Play- Ariel Dorfman		
A	The author and his oeuvre		
B	The text of Death and the Maiden		
C	<ul style="list-style-type: none"> • Critical Analysis of the text • Major Themes • Characters 		
Mode of examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Text book/s*	Material will be provided by the teacher		
Other References	<ul style="list-style-type: none"> • One Hundred Years of Solitude- Gabriel Garcia Marquez • Notes on the Death of Culture: Essays on Spectacle and Society by Mario Vargas Llosa translated by John King • The Solitude of Latin America- Nobel Prize Speech by Gabriel Garcia Marquez http://www.nobelprize.org/nobel_prizes/literature/laureates/1982/marquez-lecture.html • Chapter Nine- The Dialectic of Solitude in The labyrinth of Solitude: Life and Thought in Mexico by Octavio Paz • Poems can be obtained from https://www.poemhunter.com • http://www.units.miamioh.edu/technologyandhumanities/borges.pdf • Death and the Maiden- Ariel Dorfman 		

School:		SHSS	Batch :2018-2020
Program:		MA (English)	Current Academic Year: 2019-20
Branch:		Semester: III	
1	Course Code	MAE 113	
2	Course Title	Fiction – II (20th Century Novel)	
3	Credits	6	
4	Contact Hours (L-T-P)	5-1-0	
	Course Status	Compulsory	
5	Course Objective	<p>1. To apply the knowledge of novelistic discourse to decipher the complexity of human expressions.</p> <p>2. To locate novels and the authors in the larger social movements</p> <p>3. To observe the development of thoughts and ideas throughout the history of novel writing.</p> <p>4. To allow them scope for further research in the domain.</p> <p>5. To develop a knowledge of application of various methods to study and teach literature.</p>	
6	Course Outcomes	<p>CO1 Students will be able to identify, explain and discuss various literary elements and stylistic devices in these texts and integrate them in oral and written expression for composition of poetry/prose for creative and professional purposes (teaching/translation/journalism/research analysis).</p> <p>CO2 Students will be able to understand, compare and contrast, in writing and through discussion, the literary elements and essential concepts of the works they are presently reading with those they have previously read or viewed.</p> <p>CO3 The student will be able to apply various technical terms related to novel in the course of writing and study.</p> <p>CO4 The student will be able to analyse complex psychological situations by introducing them to highly complex characters and situations</p>	

		specific to writings of India.
7	Course Description	This paper can be regarded as a continuation of the novel papers taught in previous semester. It delineates the evolution of the novel depicting simple narratives of human life to more complex systems. It provides an analysis of people and their emotions in the age of growing industrialisation and ever expanding mercantilism. The paper will have a direct influence on the cognitive faculties of the student. It will help them improve their abilities of expressing themselves through writing and speaking thereby preparing them for careers in editing, teaching, convergent journalism, corporate training, or further studies.
8	Outline syllabus	
	Unit 1	Novel as a genre
	A	Introduction to Novel writing as a genre
	B	Development of Novel in the 19th Century <ul style="list-style-type: none"> • Major authors and their prominent works
	C	Development of Novel in the 20th Century <ul style="list-style-type: none"> • Major authors and their prominent works
	Unit 2	James Joyce
	A	Introduction to James Joyce as a novelist
	B	The text of Ulysses
	C	Analysis <ul style="list-style-type: none"> • Critical analysis • Characters • Plot • Major Themes • Symbols
	Unit 3	Virginia Woolf
	A	<ul style="list-style-type: none"> • Introduction to Virginia Woolf as an English writer and social critic.
	B	The text of Orlando

C	Analysis <ul style="list-style-type: none"> • Critical analysis • Characters • Plot • Major Themes • Symbols 		
Unit 4	Harper Lee		
A	• Introduction to Harper Lee as an English novelist.		
B	The text of To Kill a Mockingbird		
C	Analysis <ul style="list-style-type: none"> • Critical analysis • Characters • Plot • Major Themes • Symbols 		
Unit 5	George Orwell		
A	• Introduction to George Orwell as an English novelist.		
B	The text of Animal Farm		
C	Analysis <ul style="list-style-type: none"> • Critical analysis • Characters • Plot • Major Themes • Symbols 		
Mode of examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Text book/s*	Ulysses – James Joyce Orlando – Virginia Woolf To Kill a Mockingbird – Harper Lee Animal Farm – George Orwell		
Other References	Allen, Walter. The English Novel. Dutton, 1954. Brooks and Warren (ed.). Understanding Fiction. Prentice Hall, 1959. Eagleton, Terry. The English Novel: An Introduction. Wiley-Blackwell, 2004. Forster, E.M. Aspects of the Novel. London: E. Arnold, 1949.		

School: SHSS		SHSS	Batch :2018-2020
Program: BA Hons. English		MA (English)	Current Academic Year: 2019-20
Branch:		Semester: III	
1	Course Code	MAE 114	
2	Course Title	New Literatures in English	
3	Credits	6	
4	Contact Hours (L-T-P)	5-1-0	
	Course Type	Compulsory	
5	Course Objective	<ol style="list-style-type: none"> 1. To develop critical ability of reading and analyzing specific texts so as to re-examine the legacy of colonialism in literary domain by locating texts in socio-cultural and historical contexts. 2. To read complex texts actively, recognize key passages and comprehend the literal and figurative uses of language as well as the significance of the essential literary elements of novels (i.e. character, setting, conflict, plot, climax, resolution, theme, tone, and point of view) 3. To read complex texts actively, recognize key passages and comprehend the literal and figurative uses of language as well as the significance of the essential literary elements in given poems (i.e. poetic structures such as the lyric, the sonnet, the free verse form, imagery, figures of speech such as simile, metaphor, personification, symbolism). 4. Students will be able to engage in independent study of other texts under postcolonial discourse and compare, contrast, evaluate and compose such texts. 5. To identify topics and formulate questions for further research in the domain of their choice. 	
6	Course Outcomes	<p>CO1: Students will be able to identify, explain and discuss various literary elements and stylistic devices in these texts and integrate them in oral and written expression.</p> <p>CO2: Students will be able to recognize, contrast, illustrate and appraise various ethical and moral questions raised in the texts.</p> <p>CO3: Students will demonstrate non-discriminatory attitude with respect to racial/ethnic identity.</p> <p>CO4: Students will be able to compose critical/ research articles.</p>	
7	Course Description	This course intends to introduce students to emergent body of literature in	

		English and translation from the former colonies variously called Commonwealth/ Postcolonial/New literatures in English. Issues under review will range from: race, violence, religion, memory, identity, cultural conflict, imperialism and linguistic hegemony.		
8	Outline syllabus			
	Unit 1	Pablo Neruda-poems		
	A	Tonight I can write, The way Spain was		
	B	Ode to Tomato, Discoverers of Chile		
	C	literary and critical analysis		
	Unit 2	Derek Walcott- Poems		
	A	The sea is History, Names		
	B	Goats and Monkeys, A far cry from Africa		
	C	literary and critical analysis		
	Unit 3	Margaret Atwood and A.K.Ramanujan		
	A	This is a photograph of me, Procedures for Underground, Animals in that Country, Spelling,		
	B	Death and the good citizen, Waterfalls in a bank		
	C	literary and critical analysis		
	Unit 4	V.S. Naipaul- A House for Mr. Biswas		
	A	Context/Background, Understanding Diasporic Fiction		
	B	The text of <i>A House for Mr. Biswas</i>		
	C	Literary and Critical Analysis		
	Unit 5	Chinua Achebe- Things Fall Apart		
	A	Context/Background, Understanding Postcolonial literature		
	B	The text of <i>Things Fall Apart</i>		
	C	Literary and Critical analysis		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*			
	Other References			

School:		SHSS	Batch :2018-2020
Program:		MA (English)	Current Academic Year: 2019-20
Branch:		Semester:	
1	Course Code	MAE 115	
2	Course Title	Literature and Myth	
3	Credits	6	
4	Contact Hours (L-T-P)	5-1-0	
	Course Status	Compulsory subject	
5	Course Objective	<ol style="list-style-type: none"> 1. To apply literature to understand the development of human civilisation through ages. 2. To demonstrate literature as a reflection of the people and the age in which it was produced. 3. To make the students take a holistic view of literature and use it for practical understanding of the subject. 4. To decipher the relation of literature with other sciences and develop more advanced methods of enriching critical skills. 	
6	Course Outcomes	<p>CO1: The student will be able to develop knowledge of application of various methods to study and teach literature.</p> <p>CO2: The student will be able to understand that literature can exist in various forms.</p> <p>CO3: The student will be able to apply literature for decoding various social phenomena which led to their production.</p> <p>CO4: The student will be able to use literature as an analytical tool in deciphering various contemporary events.</p>	
7	Course Description	<p>This paper delineates the evolution of various genres of literature through the ages. Taking into account various myths and their retellings, the course depicts the immense closeness mankind has always had with storytelling and making myths to commemorate his progress. This course has been designed to enable the students gain proximity with yet another fundamental mode of capturing the history of human civilisation.</p>	
8	Outline syllabus		
	Unit 1	Introduction	
	A	Introduction to Myths	
	B	Overview of relationship between literature and myth	

	C	Introduction to Representative authors		
	Unit 2	Ovid		
	A	The Author and his oeuvre		
	B	The Text of <i>The Metamorphoses</i> <ul style="list-style-type: none"> • Myth of Narcissus • Myth of Daphne • Myth of Eurydice 		
	C	<ul style="list-style-type: none"> • Critical Analysis of the text • Major Themes 		
	Unit 3	Mary Renault		
	A	Introduction to the author and her oeuvre		
	B	The text of <i>The King must Die</i>		
	C	<ul style="list-style-type: none"> • Critical Analysis of the text • Major Themes 		
	Unit 4	Franz Kafka		
	A	Introduction to the author and his oeuvre		
	B	The text of <i>The Metamorphosis</i>		
	C	<ul style="list-style-type: none"> • Critical Analysis of the text • Major Themes • Characters 		
	Unit 5	Amish Tripathi		
	A	Introduction to Amish Tripathi and his writings		
	B	The text of <i>The Immortals of Meluha</i>		
	C	<ul style="list-style-type: none"> • Critical Analysis of the text • Major Themes • Characters 		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	<ul style="list-style-type: none"> • The Metamorphoses (the myths of Narcissus,Daphne, Eurydice)- Ovid • The King must Die- Mary Renault • The Metamorphoses- Franz Kafka • The Immortals of Meluha- Amish Tripathi 		
	Other References	Relevant materials will be provided by the subject teacher.		

School: SHSS		SHSS	Batch :2018-2020
Program: MA ENGLISH		MA (English)	Current Academic Year: 2019-20
Branch:		Semester: IV	
1	Course Code	MAE 117	
2	Course Title	Postcolonialism and Literature	
3	Credits	6	
4	Contact Hours (L-T-P)	5-1-0	
	Course Type	Compulsory	
5	Course Objective	<ol style="list-style-type: none"> 1. To view and appreciate texts and its adaptations from different periods and different locations. 2. To deal with issues of de-colonization or the political and cultural independence of people formerly subjugated to colonial rule 3. To critique the contemporary postcolonial discourse that has been shaped over recent times 4. To attempt to re-read this very emergence of Postcolonialism 5. To explore colonialism and anti-colonial resistance through the cultural legacies and literary imprints that they leave 6. To introduce to the students to the specialised field of postcolonial studies which started emerging during the 1980s and ever since then has come to occupy a significant position within the various humanities departments across the world. 	
6	Course Outcomes	<p>CO1 Students will be able to define postcolonial literary terms and reproduce them in critical appreciation of the texts and discourse.</p> <p>CO2 Students will be able to identify and explain the significance of the essential literary elements of novels/plays (i.e. character, setting, conflict, plot, climax, resolution, theme, tone, and point of view).</p> <p>CO3 Students will be able to compare and contrast in ideas, representations, and strategies of political and cultural resistance with reference to their historical and social contexts.</p> <p>CO4 Students will be able to compose literature review and conduct research in this domain.</p>	
7	Course Description	<p>Though the ideology of colonialism has largely dissipated, racial stereotypes and ethnocentric thinking continue to reproducing structures of domination in our <i>postcolonial</i> age. Apart from providing a good understanding of „race“/“ethnicity“ as discursive constructions and an awareness of how these paradigms of identity interact with „gender“ and</p>	

		„class“ in postcolonial context, the course address the following question: What role does literature play in maintaining or overcoming these ways of thinking? How does literature called „postcolonial“ reflect on the legacies of colonialism?		
8	Outline syllabus			
	Unit 1	Introduction to Postcolonial literature		
	A	literary and historical context		
	B	characteristics and literary tendencies		
	C	general themes and issues		
	Unit 2	Frantz Fanon	<i>The Wretched of the Earth</i>	
	A	literary and historical context		
	B	general themes and issues		
	C	critical responses and discourse		
	Unit 3	Jean Rhys	<i>Wide Sargasso Sea</i>	
	A	Background		
	B	critical analysis of the text		
	C	plot , characters, themes, symbolism		
	Unit 4	Jean Genet	<i>The Blacks</i>	
	A	Background		
	B	analysis of the text		
	C	plot, character, themes, symbolism		
	Unit 5	Asif Currimbhoy	<i>Goa</i>	
	A	Background		
	B	analysis of the text		
	C	plot , characters, themes, symbolism		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	Frantz Fanon Jean Rhys Jean Genet Asif Currimbhoy		
		<i>The Wretched of the Earth</i> <i>Wide Sargasso Sea</i> <i>The Blacks</i> Goa		

	Other References	<ul style="list-style-type: none">• Said, Edward. <i>Orientalism</i>.• Rainer Emig and Oliver Lindner (ed.), <i>Commodifying (Post)Colonialism</i>(Asnel Papers16, New York 2010)• Michael Meyer (ed.), <i>Word and Image in Colonial and Post Colonial Literatures and Cultures</i> (Asnel Papers 14, New York 2009)• Kerstin Knopf, <i>Decolonizing the Lens of Power</i> (New York 2008)• Gayatri Spivak, <i>Can the Subaltern Speak?</i>• Luke Strongman, <i>The Booker Prize and The Legacy of Empire</i> (New York 2002)
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School:		SHSS	Batch :2018-2020
Program:		MA (English)	Current Academic Year: 2019-20
Branch:		Semester:	
1	Course Code	MAE133	
2	Course Title	Literature of the Absurd	
3	Credits	6	
4	Contact Hours (L-T-P)	5-1-0	
	Course Type	Compulsory subject	
5	Course Objective	<ol style="list-style-type: none"> 1. To apply literature to understand the development of human civilisation in the aftermath of the World Wars. 2. To demonstrate shift of literature to psychological realm reflecting the age in which it was produced. 3. To utilise literature as a tool for expressing dissent thus bringing reform in ways of expression. 4. To decipher the relation of literature with other sciences and develop more advanced methods of enriching critical skills. 5. To add to the scope of research and make the study action-oriented. 	
6	Course Outcomes	<p>CO1 The student will be able to cultivate an understanding that literature can exist in various forms.</p> <p>CO2 The student will be able to apply literature for decoding various social phenomena which led to their production.</p> <p>CO3 The student will be able to use it as an analytical tool in deciphering various contemporary events.</p> <p>CO4 The student will be able to evaluate literature as a phenomenon closely linked to that of mankind and encourage further research.</p>	
7	Course Description	<p>This paper delineates the evolution of various genres of literature during wars and the period shortly after. It reflects the psychological complexity and a troubled emotional state of the people as a direct result of the social instability resulted by the wars and events leading to it. This course has been designed to enable the students gain proximity with yet another fundamental mode of capturing the history of human civilisation.</p>	
8	Outline syllabus		
	Unit 1	Absurd	
	A	Emergence of Existentialism and Absurd in Europe	
	B	<p>Introduction and overview of key terms:</p> <ul style="list-style-type: none"> • Absurd • Existentialism • Theatre of Absurd 	

		<ul style="list-style-type: none"> • Time
	C	Authors and their prominent works: <ul style="list-style-type: none"> • Jean – Paul Sartre • Albert Camus • Franz Kafka • Martin Heidegger
	Unit 2	<i>Rosencrantz and Gulidenstern are Dead</i>
	A	Introduction to Tom Stoppard and his oeuvre
	B	Text of <i>Rosencrantz and Gulidenstern are Dead</i>
	C	Textual analysis of the play <ul style="list-style-type: none"> • Major themes • Characters • Symbolism
	Unit 3	<i>The Plague</i>
	A	Introduction to Albert Camus and his oeuvre
	B	Text of <i>The Plague</i>
	C	Textual analysis of the novel <ul style="list-style-type: none"> • Major themes • Characters • Symbolism
	Unit 4	<i>The Castle</i>
	A	Introduction to Franz Kafka and his oeuvre
	B	Text of <i>The Castle</i>
	C	Textual analysis of the novel <ul style="list-style-type: none"> • Major themes • Characters • Symbolism
	Unit 5	<i>Endgame</i>
	A	Introduction to Samuel Beckett and his oeuvre
	B	Text of <i>Endgame</i>
	C	Textual analysis of the play

		<ul style="list-style-type: none"> • Major themes • Characters • Symbolism 		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	<ul style="list-style-type: none"> • Rosencrantz and Gulidenstern are Dead: TomStoppard • The Plague: Albert Camus • The Castle: Franz Kafka • Endgame: Samuel Beckett 		
	Other References	Relevant materials will be provided by the subject teacher.		

School:		SHSS	Batch :2018-2020
Program:		MA (English)	Current Academic Year: 2019-20
Branch:		Semester: IV	
1	Course Code	MAE 119	
2	Course Title	Diasporic Fiction	
3	Credits	6	
4	Contact Hours (L-T-P)	5-1-0	
	Course Status	Optional	
5	Course Objective	<ol style="list-style-type: none"> 1. To facilitate guided exploration of texts that engage with the wide spectrum of perspectives on the concepts of Diaspora and multiculturalism in order to enable students to comprehend the multiplicity of subjective positions and variety of experiences throughout the world. 2. To demonstrate the manner in which Diasporic Fiction is analogous to current age. 3. To empower students to witness the relationship between literature and other discipline like science, history, philosophy, and so on. 4. To equip them with tools for further research in the domain of Diaspora. 5. To inculcate the critical ability to discern the complexity and evolution of identity by comparing with identity issues in the present age. 	
6	Course Outcomes	<p>CO1 Students will be able to define postcolonial literary terms and reproduce them in critical appreciation of the texts and discourse.</p> <p>CO2 Students will be able to identify and explain the significance of the essential literary elements of novels/plays (i.e. character, setting, conflict, plot, climax, resolution, theme, tone, and point of view).</p> <p>CO3 Students will be able to compare and contrast in ideas, representations, and strategies of political and cultural resistance with reference to their historical and social contexts.</p> <p>CO4 Students will be able to compose literature review and conduct research in this domain.</p>	
7	Course Description	<p>The course is designed to give the students a compact understanding of the Diasporic fiction. Also, the course focused on subthemes of Diaspora fictions like multiculturalism, identity, nostalgia, race etc. Texts are chosen from different backgrounds from different parts of the world which will enable the students to understand the literary trope with a close reading of the prescribed texts.</p>	
8	Outline syllabus		
	Unit 1	Introduction to Diaspora	

	A	Literary and Historical Context and General Themes and Issues		
	B	Introduction to Multiculturalism		
	C	Characteristics and Literary Tendencies		
	Unit 2	Amitav Ghosh – Dancing in Cambodia At Large in Burma		
	A	Author- Biographical and Historical Context		
	B	Theme, setting, plot		
	C	Characters, mood, dialogue		
	Unit 3	Khaled Hosseini – The Kite Runner		
	A	Author- Biographical and Historical Context		
	B	Theme, setting, plot		
	C	Characters, mood, dialogue		
	Unit 4	Zadie Smith – White Teeth		
	A	Author- Biographical and Historical Context		
	B	Theme, setting, plot		
	C	Characters, mood, dialogue		
	Unit 5	Yann Martel – Life of Pi		
	A	Author- Biographical and Historical Context		
	B	Theme, setting, plot,		
	C	Characters, mood, dialogue		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	<ul style="list-style-type: none"> • Dancing in Cambodia At Large in Burma – Amitav Ghosh • The Kite Runner – Khalid Hosseini • White Teeth – Zaie Smith • Life of Pi – Yann Martel 		
	Other References	<ul style="list-style-type: none"> • Monika Fludernik (ed.), <i>Diaspora and Multiculturalism</i> • Gilsean Nordin and Julie Hansen (ed.), <i>Transcultural Identities in Contemporary Literature</i> (New York 2013) • Hein Viljoen, <i>Crossing Borders, Dissolving Boundaries</i> (New York 2013) • A. J. Simoes Da Silva, <i>The Luxury of Nationalist Despair: George Lamming's Fiction as Decolonizing Project</i> (Atlanta 2000) <p>Luke Strongman, <i>The Booker Prize and The Legacy of Empire</i> (New York 2002)</p>		