

K.K. UNIVERSITY

NALANDA, BIHAR - 803115



SCHOOL OF ARTS & CULTURE

Master of Arts (M.A.)

(Two Year Full Programme)

2024-2025

PROGRAMME STRUCTURE & SYLLABUS

M.A. ENGLISH

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Nalanda - 803115 (Bihar)

M.A English – Program structure - Total Credit – 80**Semester: I**

Sr. No.	Subject Code	Paper No.	Subject Name	L	T	P	Total Credit
1	MAEN-1101	1	English Poetry from Chaucer to Milton	4	1	0	5
2	MAEN-1102	2	15th to 17th Century Drama	4	1	0	5
3	MAEN-1103	3	16th and 17th Century Prose	4	1	0	5
4	MAEN-1104	4	Literary Essays and Group Discussions	4	1	0	5
							20

Semester: II

Sr. No.	Subject Code	Paper No.	Subject Name	L	T	P	Total Credit
1	MAEN-1201	1	Late 17th and 18th Century Literature	4	1	0	5
2	MAEN-1202	2	19th Century Poetry	4	1	0	5
3	MAEN-1203	3	Classical World Criticism and English Criticism from Sidney to F.R Leavis	4	1	0	5
4	MAEN-1204	4	Language and Communication, Transcription/Creative Writing	4	1	0	5
							20

Semester: III

Sr. No.	Subject Code	Paper No.	Subject Name	L	T	P	Total Credit
1	MAEN-2101	1	19th Century Fiction & Non-Fiction	4	1	0	5
2	MAEN-2102	2	20th Century Poetry & Drama	4	1	0	5
3	MAEN-2103	3	20th Century Fiction	4	1	0	5
4	MAEN-2104	4	Phonetics & Interview	4	1	0	5
							20

Semester: IV

Sr. No.	Subject Code	Paper No.	Subject Name	L	T	P	Total Credit
1	MAEN-2201	1	Indian Literature in English	4	1	0	5
2	MAEN-2202	2	Linguistics & English Language Teaching	4	1	0	5
3	MAEN-2203	3	American Literature	4	1	0	5
4	MAEN-2204	4	Dissertation/Project Report	0	0	10	5
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Master of Arts in English

Programme Outcome:

PO1: Student will be able to remember literature from various periods, genres, and cultural contexts.

PO2: Understand and navigate the professional landscape of academia, including teaching, publishing, and participation in professional organizations.

PO3: Apply various critical and theoretical approaches to the analysis of texts, including but not limited to feminist, Marxist, psychoanalytic, postcolonial, and Eco-critical perspectives.

PO4 : Students will be proficient in analyzing and interpreting complex literary texts, applying a range of critical theories and methodologies to explore themes, structures, and meanings.

PO5: Develop a distinctive voice and style in creative writing across various genres such as fiction, nonfiction, poetry, or drama.

Dr. Anurag Kumar
Dr. Anurag Kumar



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School of Arts and Culture
Department of English

M.A English – Program structure - Total Credit – 80							
Semester: I							
Sr. No.	Subject Code	Paper No.	Subject Name	L	T	P	Total Credit
1	MAEN-1101	1	English Poetry from Chaucer to Milton	4	1	0	5
2	MAEN-1102	2	15th to 17th Century Drama	4	1	0	5
3	MAEN-1103	3	16th and 17th Century Prose	4	1	0	5
4	MAEN-1104	4	Literary Essays and Group Discussions	4	1	0	5
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Course Title (MAEN-1101):English Poetry from Chaucer to Milton

Course Objective:

This course offers a comprehensive survey of English poetry spanning from the late middle Ages through the Renaissance, ending in the early 17th century. Students will explore the transformative periods of English literature through the works of key poets such as Geoffrey Chaucer, Edmund Spenser, John Donne, Christopher Marlowe, and John Milton.

Course Outcome:

CO 1: Demonstrate knowledge of the historical and cultural backgrounds that influenced English poetry from the middle Ages through the 17th century.

CO 2: Identify and describe the major literary movements and periods covered in the course, such as the medieval period, the Renaissance, and the early Modern era.

CO 3: Identify and interpret common themes in the poetry of Chaucer, Spenser, Shakespeare, Donne, and Milton, such as love, religion, politics, human nature, and the role of the artist.

CO 4: Develop and articulate informed, critical responses to the poems studied, integrating textual analysis with historical and biographical context.

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Units	Contents	Contact Hrs.	Weeks
I	Introduction to middle English literature Geoffrey Chaucer : Prologue to the Canterbury Tales Socio-political and literary history of this period	10	1-3
II	John Donne: 'The Good Morrow', 'The Cononization'	4	4
III	John Milton: Paradise Lost: Book I & II	8	5-8
IV	Christopher Marlowe: Doctor Faustus	10	9-11
V	Edmund Spenser: The Faerie Queen (Book 1, Cantos 1,2,3,4)	8	12-14
Revision			15

Books and References:

1. Chaucer, Geoffrey. The Canterbury Tales. Various editions are available, including annotated versions with modern translations for easier comprehension.
2. Spenser, Edmund. The Faerie Queene. Oxford University Press, 1978. (A selection of books from the epic poem can be used.)
3. Donne, John. The Complete English Poems. Edited by A. J. Smith. Penguin Classics, 1996.
4. Milton, John. Paradise Lost. Various editions are available, including annotated versions with critical commentary.
5. Marlowe, Christopher. *Doctor Faustus*. Edited by David Bevington. Oxford University Press, 1993.
6. The Oxford English Dictionary. Oxford University Press, 2010.
7. The Cambridge Companion to Chaucer. Edited by Piero Boitani and Jill Mann. Cambridge University Press, 2003.

E-Resources:

1. <https://www.britannica.com/>
2. <https://www.sparknotes.com/>
3. <https://epgp.inflibnet.ac.in>
4. <https://swayam.gov.in>
5. <http://ndl.iitkgp.ac.in>

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Course Title (MAEN-1102): 15th to 17th Century Drama

Course Objectives:

Provide students with an understanding of the historical, cultural, and literary contexts of drama from the 15th to the 17th centuries. Equip students with the analytical skills necessary to interpret plays from the Medieval to the Renaissance periods, considering both textual and performance aspects.

Course Outcome:

CO 1: Students will be able to outline key developments in drama from the late Medieval period through the Renaissance, identifying major playwrights, notable works, and historical influences.

CO 2: Students will understand and be able to describe the changing theatrical conventions and performance practices of the period, including differences in structure, style, and staging.

CO 3: Students will demonstrate the ability to analyze dramatic texts critically, employing literary theories and historical context to deepen understanding

CO 4: Students will engage critically with dramatic texts, articulating well-reasoned arguments both in writing and in discussion, supported by textual evidence and scholarly research.

CO 5: Students will develop comparative analytical skills, enabling them to compare and contrast the thematic and structural elements of dramas across different periods within the 15th to 17th centuries.

Units	Contents	Contact Hrs.	Weeks
I	Introduction to 15th to 17th Century Drama Webster: The Duchess of Malfi	8	1-4
II	John Dryden: All for Love	8	5-6
III	Thomas Kyd: The Spanish Tragedy	8	7-8
IV	Ben Johnson: Volpone	8	9-10
V	Wycherly: The Country Wife	8	11-14
Revision			15

Books and References:

1. Jonson, Ben. Ben Jonson: The Complete Plays. Edited by G. A. Wilkes. Oxford University Press, 1981.
2. Blue, William R. Spanish Comedies and Historical Contexts in the 1620s. Pennsylvania State University Press, 1996
3. Wycherley, William. (1997). The Country Wife. Restoration and Eighteenth-Century Comedy. Ed. Scott McMillin. New York: W.W Norton & Company, 3-8



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4. Dryden, John: All for Love or The World Well Lost, A Tragedy 1677
5. Webster, John, The Duchess of Malfi, 1980, Macmillan ,Publishers, India Ltd.

E-Resources:

6. <https://www.britannica.com/>
7. <https://www.sparknotes.com/>
8. <https://epgp.inflibnet.ac.in>
9. <https://swayam.gov.in>
10. <http://ndl.iitkgp.ac.in>

Course Title (MAEN-1103): 16th and 17th Century Prose

Course Objectives:

Introduce students to a range of prose genres prevalent in the 16th and 17th centuries, including essays, treatises, letters, autobiographies, and prose fiction. Through the examination of selected texts, students will explore the cultural, social, and intellectual developments of the period, as reflected in various prose genres.

Course Outcome:

- CO 1:** Identify and remember various prose genres and their characteristic features.
- CO 2:** Understand the historical, cultural, and intellectual contexts of 16th and 17th-century prose.
- CO 3:** Analyze literary techniques and stylistic elements employed by writers of the period.
- CO 4:** Evaluate the contributions of major authors to the development of English prose.
- CO 5:** Engage critically with key themes and ideas present in prose literature of the era.

Units	Contents	Contact Hrs.	Weeks
I	Introduction to British Literature Bacon: Of Truth; Of Death Of Adversity; Of Great Place; Of Parents and Children	10	1-3
II	Browne: Urn Burial	8	4-7
III	Thomas Moore: From Utopia – Travel and Trade, Gold and Silver , Moral Philosophy , Delight in Learning, Slaves, Marriage Customs	12	8-11
IV	Bunyan: The Pilgrim's Progress	10	12-14
Revision			15

Dr. Anil Kumar
Dr. Anil Kumar



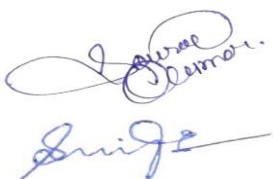
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Books and references:

1. . Bacon, Francis. Essays. OUP. 1999.
2. More, Thomas. Utopia. Penguin Classics, 2003.
3. Wroth, Mary. The Countess of Montgomery's Urania. Edited by Josephine A. Roberts. University of Alabama Press, 1999.
4. Cavendish, Margaret. The Blazing World and Other Writings. Edited by Kate Lilley. Penguin Classics, 1994.
5. Bunyan, John. The Pilgrim's Progress. Various editions available.
6. Barish, Jonas. The Antitheatrical Prejudice. University of California Press, 1981.
7. Braden, Gordon. Sixteenth-Century Poetry: An Annotated Anthology. Blackwell, 2005.
8. Loewenstein, David. Representing Revolution in Milton and His Contemporaries: Religion, Politics, and Polemics in Radical Puritanism. Cambridge University Press, 2001.
9. Wallace, Tara Ghoshal. The Lasting Monument: The Preservation of Ancient Rome in Renaissance Rome. Cambridge University Press, 2015

E-Resources:

1. <https://www.britannica.com/>
2. <https://www.sparknotes.com/>
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4. <https://swayam.gov.in>
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Course Title (MAEN-1104): Literary Essays and Group Discussion

Course Objective:

Students will explore different types of literary essays, including argumentative, analytical, and reflective compositions. Develop the ability to think critically about texts, formulating coherent arguments supported by textual evidence.

Course Outcome:

CO 1: Demonstrate a sophisticated understanding of the literature studied and its broader contexts .

CO 2: Participate effectively in group discussions, presenting ideas clearly and responding thoughtfully to peers.

CO 3: Critically analyze literary texts using various theoretical frameworks.

CO 4: Produce well-argued and cohesively written literary essays.

CO 5: Incorporate feedback constructively to refine their writing and analytical skills.

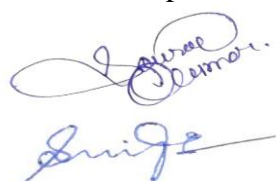
Units	Contents	Contact Hrs.	Weeks
I	Jonathan Swift: A Modest Proposal	14	1-5
II	Overview on Literary Essays Charles Lamb: 'Dream Children ',' Poor Relations 'Oxford in Vacation'	12	6-8
III	John Dryden: Essay of Dramatic Poesie	14	9-14
Revision			15

Books and references:

1. Swift, Jonathan. "A Modest Proposal." 1729. Jonathan Swift: The Major Works, edited by Angus Ross and David Woolley, Oxford UP, 2003
2. Lamb, Charles. "Dream-Children; A Reverie." Essays of Elia, John Taylor, 1823
3. Lamb, Charles. "Poor Relations." Essays of Elia, John Taylor, 1823
4. Lamb, Charles. "Oxford in the Vacation." Essays of Elia, John Taylor, 1823
5. Dryden, John. "An Essay of Dramatick Poesie." 1668. The Works of John Dryden, Volume XVII, edited by Samuel Holt Monk, University of California Press, 1971

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2. <https://www.sparknotes.com/>
3. <https://epgp.inflibnet.ac.in>
4. <https://swayam.gov.in>
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MA ENGLISH							
Semester: II							
Sr. No.	Subject Code	Paper No	Subject Name	L	T	P	Total Credit
1	MAEN-1201	1	Late 17th and 18th Century Literature	4	1	0	5
2	MAEN-1202	2	19th Century Poetry	4	1	0	5
3	MAEN-1203	3	Classical World Criticism and English Criticism from Sidney to F.R Leavis	4	1	0	5
4	MAEN-1204	4	Language and Communication, Transcription/Creative Writing	4	1	0	5
							20

Course Title(MAEN-1201): Late 17th and 18th Century Literature

Course Objective:

Introduce students to significant literary movements of the late 17th and 18th centuries, including Restoration comedy, neoclassicism, sentimentalism, and the early stages of Romanticism. Through the study of selected texts, students will explore the social, political, cultural, and intellectual movements that shaped literature during this transformative period.

Course Outcome:

CO 1: Identify major literary movements and authors of the late 17th and 18th centuries.

CO 2: Apply critical thinking skills to evaluate primary texts and secondary sources

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CO: 3: Analyze texts within their historical, social, and cultural contexts.

CO 4: Interpret literary themes, motifs, and stylistic features present in the literature of the period.

CO 5: Engage in critical discussions and debates surrounding key literary works and their significance.

Units	Contents	Contact Hrs.	Weeks
I	Introduction to 17 th to 18 th Century Literature Dryden: Absalom and Achitophel	6	1-3
II	Dr. Johnson: The Vanity of Human Wishes	6	4-5
III	Alexander Pope: Epistle to Dr. Arbuthnot	6	6-7
IV	Laurence Sterne: Tristram Shandy	6	8-9
V	Henry Fielding: Tom Jones	6	10-11
VI	Thomas Gray : An Elegy Written in a country Churchyard	4	12
VII	William Blake: Songs of Innocence and Experience	6	13-14
Revision			15

Books and References:

1. Dryden, John. All for Love. Oxford University Press, 2008.
2. Pope, Alexander. The Rape of the Lock and Other Poems. Oxford University Press, 2006.
3. Richardson, Samuel. Pamela; or, Virtue Rewarded. Oxford University Press, 2001.
4. Swift, Jonathan. Gulliver's Travels. Penguin Classics, 2003.
5. Johnson, Samuel. The History of Rasselas, Prince of Abissinia. Oxford University Press, 2009.
6. Lynch, Jack. The Age of Elizabeth in the Age of Johnson. Cambridge University Press, 2003.
7. Richetti, John J. The Cambridge Companion to Pope. Cambridge University Press, 2007.
8. Rogers, Pat. The Augustan Vision. University of North Carolina Press, 1974.
9. Watt, Ian. The Rise of the Novel: Studies in Defoe, Richardson, and Fielding. University of California Press, 2001.

E-Resources:

6. <https://www.britannica.com/>
7. <https://www.sparknotes.com/>
8. <https://epgp.inflibnet.ac.in>



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9. <https://swayam.gov.in>
 10. <http://ndl.iitkgp.ac.in>

Course Title (MAEN-1202): 19th Century Poetry

Course Objectives:

This course delves into the diverse landscape of poetry in the 19th century, encompassing the Romantic, Victorian poetry, and the transition to Modernism. Through the study of selected poems and poets, students will explore the thematic, stylistic, and cultural developments that characterize this transformative period in literary history.

Course Outcome:

CO 1: Identify major literary movements and poets of the 19th century.

CO2: Engage in critical discussions and debates surrounding key poetic works and their significance

CO3 : Apply critical thinking skills to evaluate primary texts and secondary sources.

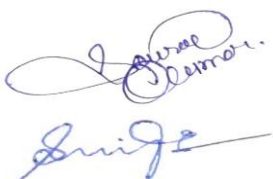
CO 4: Analyze poems within their historical, social, and cultural contexts.

CO 5: Interpret themes, symbols, and poetic techniques present in 19th-century poetry.

Units	Contents	Contact Hrs.	Weeks
I	Introduction to 19 th Century Poetry Socio Political , Historical, Literary background of the century Alfred Lord Tennyson: ' Prologue to In Memoriam' , 'Ulysses'	10	1-3
II	John Keats: Hyperion	4	4-5
III	Robert Browning: 'My Last Duchess' , 'The Last Ride Together'	8	4-8
IV	Lord Byron: Don Juan Book 1	8	9-11
V	Matthew Arnold : The Scholar Gypsy, 'Dover Beach' , 'Shakespeare'	10	12-14
Revision			15

Books and References:

1. Keats, John. The Complete Poems. Penguin Classics, 2003.
2. Tennyson, Alfred Lord. The Major Works. Oxford University Press, 2009.
3. Dickinson, Emily. The Poems of Emily Dickinson: Variorum Edition. Harvard University Press, 1998.
4. Whitman, Walt. Leaves of Grass. Penguin Classics, 2014.




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5. Secondary Literature:
6. Bloom, Harold. *The Anxiety of Influence: A Theory of Poetry*. Oxford University Press, 1997.
7. Abrams, M. H. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*. Oxford University Press, 1971.
8. Perkins, David. *A History of Modern Poetry: Modernism and After*. Harvard University Press, 1987.
9. Hartman, Geoffrey H. *The Long Poem in the Age of Napoleon*. Princeton University Press, 2019.

E-Resources:

11. <https://www.britannica.com/>
12. <https://www.sparknotes.com/>
13. <https://epgp.inflibnet.ac.in>
14. <https://swayam.gov.in>
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Course Title(MAEN-1203): Classical World Criticism and English Criticism from Sidney to F. R. Leavis

Course Objective:

This course traces the evolution of literary criticism from classical theorists such as Plato and Aristotle through to key English critics like Sidney, Johnson, Coleridge, Arnold, and Leavis. Students will explore how literary criticism has shaped the understanding of literature and its societal impact, examining key critical essays and their historical contexts.

Course Outcome:

CO 1: Identify and explain key ideas and developments in classical and English literary criticism.

CO 2: Analyze literary texts through various critical lenses established from the classical period through to the early 20th century.

CO 3: Articulate the historical and cultural contexts that shaped different critical theories.

CO 4: Develop and defend scholarly arguments using appropriate critical terminology and methodologies.

CO 5: Produce research-driven essays that demonstrate a deep understanding of the trajectory of literary criticism.

Units	Contents	Contact Hrs.	Weeks
I	Introduction to Classical world Criticism Introduction to English criticism Aristotle: The Poetics Longinus: On the Sublime	10	1-4
II	Sir Phillip Sidney: A Apology for Poetry	6	5-6
III	Dr. Samuel Johnson: 'Preface to Shakespeare'	6	7-8
IV	William Wordsworth: Preface to Lyrical Ballads, 1802 S.T Coleridge: Biographia Literaria, Chapter IV, XIII and XIV Matthew Arnold: 'The Function of Criticism'	12	9-11
V	Bharat Muni : Rasa Theory (The NatyaShastra)	6	12-14
Revision			15

Books and References:

1. Plato. Republic. Especially Books II, III, and X.
2. Aristotle. Poetics.



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3. Sidney, Philip. An Apology for Poetry.
4. Johnson, Samuel. Lives of the Poets.
5. Coleridge, Samuel Taylor. Biographia Literaria.
6. Arnold, Matthew. The Function of Criticism at the Present Time.
7. Leavis, F.R. The Great Tradition.
8. Secondary Literature:
9. Wellek, René. A History of Modern Criticism, 1750-1950. Yale University Press.
10. Habib, M.A.R. A History of Literary Criticism: From Plato to the Present. Wiley-Blackwell, 2005.
11. Norton, Glyn P., ed. The Cambridge History of Literary Criticism, Volume 3: The Renaissance. Cambridge University Press, 1999.
12. Baldick, Chris. The Oxford Dictionary of Literary Terms. Oxford University Press, 2008.

E-Resources:

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17. <https://www.sparknotes.com/>
18. <https://epgp.inflibnet.ac.in>
19. <https://swayam.gov.in>
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Course Title (MAEN-1204): Language and Communication & Transcription/Creative Writing

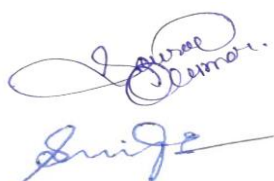
Course Objective:

Explore foundational theories of language and communication, including structural linguistics, discourse analysis, and sociolinguistics. Acquire proficiency in transcription techniques, including phonetic transcription and verbatim transcription.

Course Outcome:

- CO 1:** Demonstrate understanding of key concepts and theories in language and communication studies.
- CO 2:** Apply transcription techniques to accurately transcribe spoken language samples.
- CO 3:** Analyze and interpret texts using linguistic and literary frameworks.
- CO 4:** Produce original creative writing pieces demonstrating effective use of language and narrative techniques,
- CO 5:** Communicate ideas effectively in both written and spoken forms, adapting language to different audiences and contexts.

Units	Contents	Contact Hrs.	Weeks
I	Historical Linguistics: Proto-history of the English Language to serve as the basic for introduction to concept: Method and linguistic Phenomena; Major Language Families: The Comparative method and Internal Reconstruction; Language change: Contact borrowing; Grimm's Law, Verner's Law Ablaut, Umlaut; The Great Vowel Shift.	13	1-4
II	Applied Linguistics: A) Linguistics and language teaching B) Linguistics and Literature: Russian formalism and Prague school C) Socio-linguistics: Language in relation to society and culture; Dialect; Register; Varieties of Language; Linguistic relativity and linguistic Determinism (Sapir- Whorf Hypothesis)	13	5-9
III	Communications: Importance of communication, Kinds of communication, The Communication Process, Barriers to Communication, Communication Networks within Organization: Vertical, Horizontal, Diagonal. Formal/Informal	14	10-14
Revision			15



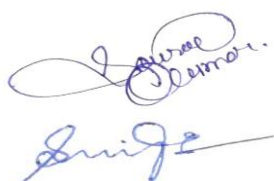
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Books and References:

1. Language and Communication:
2. Fromkin, Victoria, et al. Introduction to Language. Cengage Learning, 2018.
3. Wardhaugh, Ronald. An Introduction to Sociolinguistics. Wiley-Blackwell, 2015.
4. Gee, James Paul. An Introduction to Discourse Analysis: Theory and Method. Routledge, 2014.
5. Transcription:
6. Jefferson, Gail. Transcription Notation. In Lerner, Gene H. (ed.). Conversation Analysis: Studies from the First Generation. John Benjamins Publishing Company, 2004.
7. Saldanha, Gabriela. The Challenge of Transcribing Speech. In Tusting, Karen (ed.). The Routledge Handbook of Linguistic Ethnography. Routledge, 2016.
8. Li, Wei. Transcribing Languages and Languages in Contact from a Sociolinguistic Perspective. In Li, Wei and Cook, Vivian (eds.). Contemporary Applied Linguistics: Volume 2. Continuum, 2010.
9. Creative Writing:
10. Gardner, John. The Art of Fiction: Notes on Craft for Young Writers. Vintage, 1991.
11. Lamott, Anne. Bird by Bird: Some Instructions on Writing and Life. Anchor Books, 1995.
12. King, Stephen. On Writing: A Memoir of the Craft. Scribner, 2000

E-Resources:

21. <https://www.britannica.com/>
22. <https://www.sparknotes.com/>
23. <https://epgp.inflibnet.ac.in>
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MA ENGLISH							
Semester: III							
Sr. No.	Subject Code	Paper No.	Subject Name	L	T	P	Total Credit
1	MAEN-2101	1	19th Century Fiction & Non-Fiction	4	1	0	5
2	MAEN-2102	2	20th Century Poetry & Drama	4	1	0	5
3	MAEN-2103	3	20th Century Fiction	4	1	0	5
4	MAEN-2104	4	Phonetics & Interview	4	1	0	5
							20

Course Title (MAEN-2101): 19th Century fiction & Non- Fiction

Course Objective:

This course provides an in-depth examination of the diverse literary and non-fictional works produced during the 19th century. Through the study of selected texts, students will explore major themes, styles, and literary movements of the period, including the rise of the novel, Romanticism, Realism, and the emergence of non-fictional genres such as essays, letters, and memoirs.

Course Outcome:

- CO 1:** Identify major literary movements, genres, and themes of 19th-century literature and non-fiction.
- CO 2:** Analyze and interpret fictional and non-fictional texts within their historical, social, and cultural contexts.
- CO 3:** Engage critically with primary texts and secondary sources, evaluating different

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interpretations and scholarly perspectives.

CO 4: Demonstrate improved writing skills through analytical essays and other written assignments..

CO 5: Develop a deeper appreciation for the richness and complexity of 19th-century literary and non-fictional works.

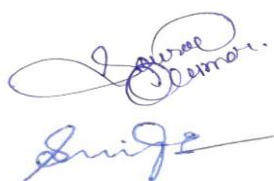
Units	Contents	Contact Hrs.	Weeks
I	Introduction to 19 th century Fiction and Non-fiction Background of 19 th century Socio-political, Historical and Literary History Jane Austen: Emma	6	1-3
II	George Eliot: Middlemarch	8	4-5
III	Charlotte Bronte: Jane Eyre Charles Dickens: Great Expectation	10	6-8
IV	Mathew Arnold: Culture and Anarchy	6	9-10
V	W.M Thackeray: Vanity Fair Cardinal Newman: Apologia Pro Vita Sua	10	11-14
Revision			15

Books and References:

1. Austen, Jane. Pride and Prejudice. Penguin Classics, 2003.
2. Dickens, Charles. Great Expectations. Penguin Classics, 2003.
3. Brontë, Charlotte. Jane Eyre. Penguin Classics, 2006.
4. Melville, Herman. Moby-Dick. Penguin Classics, 2003.
5. Tolstoy, Leo. Anna Karenina. Penguin Classics, 2002.
6. Thoreau, Henry David. Walden. Dover Publications, 1995.
7. Carlyle, Thomas. On Heroes, Hero-Worship, and the Heroic in History. Oxford University Press, 1993.
8. Ruskin, John. The Stones of Venice. Penguin Classics, 2001.
9. Darwin, Charles. On the Origin of Species. Penguin Classics, 2009.
10. Marx, Karl, and Friedrich Engels. The Communist Manifesto. Penguin Classics, 2002.
11. Leavis, F. R. The Great Tradition. Penguin Classics, 2007.
12. Watt, Ian. The Rise of the Novel: Studies in Defoe, Richardson, and Fielding. University of California Press, 2001.
13. Lukács, Georg. The Historical Novel. Penguin Books, 1985.
14. Eagleton, Terry. The English Novel: An Introduction. Wiley-Blackwell, 2005.

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Course Title (MAEN-2102): 20th Century Poetry & Drama

Course Objective:

This course surveys the rich landscape of 20th-century poetry and drama, exploring the innovative forms, themes, and techniques that emerged during this dynamic period. Through the study of selected works, students will engage with major literary movements such as modernism, imagism, surrealism, and postmodernism, and examine the ways in which poets and playwrights responded to the social, political, and technological changes of the time.

Course Outcome:

CO 1: Identify major literary movements, themes, and trends in 20th-century poetry and drama. **CO 2:** Analyze and interpret poetic and dramatic texts within their cultural, historical, and aesthetic contexts.

CO 3: Engage critically with primary texts and secondary sources, evaluating different interpretations and scholarly perspectives.

CO 4: Demonstrate improved writing skills through poetry analysis, dramatic criticism, and creative responses.

CO 5: Participate effectively in class discussions and presentations, articulating ideas clearly and respectfully engaging with peers' perspectives.

Units	Contents	Contact Hrs.	Weeks
I	Introduction to 20 th Century poetry and Drama Overview on 19 th century socio-political and literary history W.B Yeats: The Second Coming, Leda and the Swan, Byzantium	5	1-2
II	T.S Eliot: The Wasteland	8	3-5
III	W.H Auden: Musee Des Beaux Arts Philip Larkin: Church Going	5	6-7
IV	G.B Shaw: Man and Superman Samuel Beckett: Waiting for Godot	11	8-10
V	John Osborne: Look back in Anger Eugene Ionesco: Rhinoceros Tom Stoppard: Rosencrantz and Guildenstern are Dead	11	11-14
Revision			15

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Books and References :

1. Eliot, T.S. The Waste Land. Faber & Faber, 2015.
2. Yeats, W.B. The Collected Poems of W.B. Yeats. Scribner, 1996.
3. Hughes, Langston. The Collected Poems of Langston Hughes. Vintage, 1995.
4. Plath, Sylvia. Ariel: The Restored Edition. HarperCollins, 2004.
5. Frost, Robert. The Poetry of Robert Frost: The Collected Poems. Holt Paperbacks, 2002.
6. Beckett, Samuel. Waiting for Godot. Grove Press, 2011.
7. Williams, Tennessee. The Glass Menagerie. New Directions, 1999.
8. Pinter, Harold. The Birthday Party and Other Plays. Grove Press, 2000.
9. Brecht, Bertolt. Mother Courage and Her Children. Methuen Drama, 2006.
10. Albee, Edward. Who's Afraid of Virginia Woolf?. Vintage, 2011.
11. Bloom, Harold. The Western Canon: The Books and School of the Ages. Houghton Mifflin Harcourt, 1994.
12. Bradbury, Malcolm, and James McFarlane, eds. Modernism: A Guide to European Literature, 1890-1930. Penguin Books, 1991.
13. Esslin, Martin. The Theatre of the Absurd. Vintage, 2004.
14. Perkins, David. A History of Modern Poetry: Modernism and After. Harvard University Press, 1987.

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Course Title (MAEN-2103): 20th Century Fiction

Course Objective:

Introduce students to significant literary movements of the 20th century, including modernism, postmodernism, realism, and magical realism. Through the study of selected novels and short stories, students will explore the cultural, social, and historical contexts that influenced the development of modern fiction.

Course Outcome:

CO 1: Identify major literary movements, themes, and trends in 20th-century fiction.

CO 2: Analyze and interpret novels and short stories within their cultural, historical, and aesthetic contexts

CO 3: Engage critically with primary texts and secondary sources, evaluating different interpretations and scholarly perspectives.

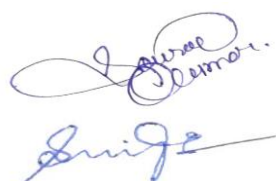
CO 4: Demonstrate improved writing skills through essays and other written assignments

CO 5: Participate effectively in class discussions and presentations, articulating ideas clearly and respectfully engaging with peers' perspectives

Units	O	Contents	Contact Hrs.	Weeks
I		Introduction to 20 th century fiction Socio-political and literary history of 19 th century England James Joyce: A Portrait of the Artist as a Young Man	7	1-3
II		D. H. Lawrence: Sons and Lovers	7	4-5
III		Joseph Conrad: Heart of Darkness	7	6-8
IV		Gabriel Garcia Marquez: One Hundred Years of Solitude	7	9-10
V		Kingsley Amis: Lucky Jim	6	11-12
VI		Franz Kafka: The Trial	6	13-14
Revision				15

Books and References:

1. Kafka, Franz. The Trial. Schocken Books, 1998.
2. García Márquez, Gabriel. One Hundred Years of Solitude. Harper Perennial Modern Classics, 2006.
3. Bradbury, Malcolm, and James McFarlane, eds. Modernism: A Guide to European Literature, 1890-1930. Penguin Books, 1991.
4. Hutcheon, Linda. A Poetics of Postmodernism: History, Theory, Fiction. Routledge, 1988.
5. Eagleton, Terry. The English Novel: An Introduction. Wiley-Blackwell, 2005.
6. Lewis, Barry. "Postmodernism and Literature." The Routledge Companion to Postmodernism NY: Routledge, 2002



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7. Amis, Kingsley. (2000) Lucky Jim. New York: Penguin Books.
8. Márquez, Gabriel García. One Hundred Years of Solitude. Translated by Gregory Rabassa, Harper & Row, 1970.
9. Johnson, Jeri (2000). Introduction. A Portrait of the Artist as a Young Man. Oxford University Press
10. Baron, Helen; Baron, Carl, eds. (1992) [1913]. Sons and Lovers. Cambridge University Press.
11. Bloom, Harold, ed. (2009). Joseph Conrad's Heart of Darkness. Infobase Publishing.
12. One Hundred years of Solitude, by Gabriel García Márquez, 2003, Harper Collins: New York.
13. Keulks, Gavin. (2003) Father and Son: Kingsley Amis, Martin Amis, and the British Novel since 1950.

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Course Title (MAEN-2104): Phonetics and Interview

Course Objective:

Teach students the International Phonetic Alphabet (IPA) and transcription techniques for representing speech sounds. Students will learn about the articulatory, acoustic, and auditory aspects of speech, as well as techniques for conducting interviews, including questioning strategies, active listening, and rapport building.

Course Outcome:

CO 1: Demonstrate proficiency in phonetic transcription and analysis of speech sounds.

CO 2: Understand the physiological and acoustic properties of speech production and perception.

CO 3: Apply phonetic principles to analyze and describe speech patterns in interviews.

CO 4: Conduct interviews effectively, employing appropriate questioning techniques and active listening skills.

CO 5: Demonstrate empathy and rapport-building skills in interview interactions.

Units	Contents	Contact Hrs.	Weeks
I	Phonetics and Phonology with reference to the English Language, Description of English Vowel and Consonants. Syllabic structure of English word, Stress and Intonation	12	1-4
II	Morphology of English	8	5-6
III	Syntax: Elements of sentence Structure in English; IC Analysis; PhrasStructure grammar; Transformational Generative Grammar:	10	7-9
IV	Semantics: Sense and Reference ; Lexical and Grammatical meaning	10	10-4
Revision			15

Books and References:

1. George Yule. The Study of Language. 2017
2. Ladefoged, Peter. A Course in Phonetics. Cengage Learning, 2014.
3. Roach, Peter. English Phonetics and Phonology: A Practical Course. Cambridge University Press, 2009.
4. Johnson, Keith. Acoustic and Auditory Phonetics. Wiley-Blackwell, 2003.

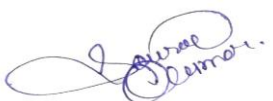



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5. Interview Techniques:
6. Rubin, Herbert J., and Irene S. Rubin. Qualitative Interviewing: The Art of Hearing Data. Sage Publications, 2011.
7. Fontana, Andrea, and James H. Frey. The Interview: From Formal to Postmodern. Left Coast Press, 2005.
8. Kvale, Steinar, and Svend Brinkmann. InterViews: Learning the Craft of Qualitative Research Interviewing. Sage Publications, 2008.
9. Adler, Ronald B., et al. Interplay: The Process of Interpersonal Communication. Oxford University Press, 2018.
10. Knapp, Mark L., and Judith A. Hall. Nonverbal Communication in Human Interaction. Cengage Learning, 2013.
11. Guffey, Mary Ellen. Essentials of Business Communication. Cengage Learning, 2016

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School of Arts and Culture
Department of English

MA ENGLISH							
SEMESTER: IV							
Sr. No.	Subject Code	Paper No.	Subject Name	L	T	P	Total Credit
1	MAEN-2201	1	Indian Literature in English	4	1	0	5
2	MAEN-2202	2	Linguistics & English Language Teaching	4	1	0	5
3	MAEN-2203	3	American Literature	4	1	0	5
4	MAEN-2204	4	Dissertation/Project Report	0	0	10	5
							20

Course Title (MAEN-2201): Indian Literature in English

Course Objective:

Introduce students to the historical, social, and cultural contexts of Indian literature in English, including colonialism, independence, and globalization. Develop students' ability to critically analyze texts, discern underlying themes, and evaluate literary techniques and cultural contexts.

Course Outcome:

CO 1: Identify major themes, trends, and historical contexts in Indian literature in English.

CO 2: Analyze and interpret literary texts within their cultural, historical, and socio-political contexts.

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CO 3: Engage critically with primary texts and secondary sources, evaluating different interpretations and scholarly perspectives.

CO4: Demonstrate improved writing skills through essays and other written assignments.

CO 5: Participate effectively in class discussions and presentations, articulating ideas clearly and respectfully engaging with peers' perspectives.

Units	Contents	Contact Hrs.	Weeks
I	Introduction to Indian Literature Overview on Indian Writing in English Mulk Raj Anand: Coolie	8	1-3
II	R.K Narayan: Waiting for the Mahatma	6	4-5
III	Anita Hossain: Sunlight on the Broken Column	6	6-7
IV	Salman Rushdie: Midnight's Children Amitav Ghosh: The Shadow Lines	14	8-12
V	U.R Anantha Murthy: Samskara	6	12-14
Revision			15

Books and References:

1. Narayan, R.K. The Guide. Vintage, 1958.
2. Roy, Arundhati. The God of Small Things. HarperCollins, 1997.
3. Rushdie, Salman. Midnight's Children. Vintage, 2006.
4. Lahiri, Jhumpa. The Interpreter of Maladies. Mariner Books, 1999.
5. Ghosh, Amitav. The Shadow Lines. Ravi Dayal Publishers, 1988.
6. Tagore, Rabindranath. Gitanjali. Macmillan, 1912.
7. Ezekiel, Nissim. Collected Poems. Oxford University Press, 2004.
8. Kamala Das. Collected Poems. Oxford University Press, 2007.
9. Manto, Saadat Hasan. Manto: Selected Short Stories. Penguin Books, 2008.
10. Desai, Anita. Diamond Dust: Stories. Mariner Books, 2001.
11. Jhabvala, Ruth Praver. Out of India: Selected Stories. John Murray, 1990.
12. Naipaul, V.S. India: A Million Mutinies Now. Vintage, 1991.
13. Mehta, Suketu. Maximum City: Bombay Lost and Found. Knopf, 2004.
14. Ghosh, Amitav. The Great Derangement: Climate Change and the Unthinkable. University of Chicago Press, 2016.
15. Said, Edward. Culture and Imperialism. Vintage, 1994.
16. Bhabha, Homi K. The Location of Culture. Routledge, 1994.



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17. Spivak, Gayatri Chakravorty. A Critique of Postcolonial Reason: Toward a History of the Vanishing Present. Harvard University Press, 1999.

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Course Title (MAEN-2202): Linguistics and English Language Teaching

Course Objective:

Introduce students to core concepts in linguistics, including phonetics, phonology, morphology, syntax, semantics, and pragmatics. Equip students with skills in classroom management, learner motivation, and assessment techniques for promoting an inclusive and supportive learning environment.

Course Outcome:

CO 1: Demonstrate understanding of key concepts and theories in linguistics and their relevance to language teaching.

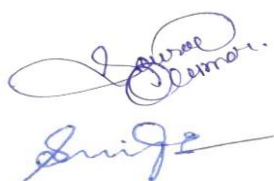
CO 2: Analyze language structures and functions, applying linguistic principles to language teaching and learning contexts.

CO 3: Plan and deliver effective English language lessons, integrating communicative activities, authentic materials, and technology.

CO 4: Evaluate and adapt teaching materials and methods to meet the diverse needs of learners in multicultural and multilingual classrooms.

CO 5: Manage classroom dynamics, foster learner autonomy, and provide constructive feedback to support language development.

Units	Contents	Contact Hrs.	Weeks
I	Linguistics and the scientific study of language teaching: Linguistics objectives of language teaching	8	1-3
II	Methods and techniques of language teaching; teaching aids: Visual & Electronic. Distinction between native language teaching and non-native language teaching. Distinction between second language teaching and foreign language teaching	8	4-6
III	Multilingualism, Bilingualism, code – switching, code – mixing, diaglossia	8	7-8



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IV	Teaching of English as a second language and as a foreign language. Selection of the appropriate variety for teaching in India. English for special purpose.	8	9-10
V	Teaching English pronunciation, vocabulary and syntax. Contrastive Analysis, Error Analysis, Evaluation & Testing.	8	11-14
Revision			15

Books and References:

1. Fromkin, Victoria, et al. An Introduction to Language. Cengage Learning, 2017.
2. Yule, George. The Study of Language. Cambridge University Press, 2016.
3. O'Grady, William, et al. Contemporary Linguistics: An Introduction. Bedford/St. Martin's, 2017.
4. Lightbown, Patsy M., and Nina Spada. How Languages Are Learned. Oxford University Press, 2013.
5. Ellis, Rod. Second Language Acquisition. Oxford University Press, 2008.
6. Larsen-Freeman, Diane, and Marti Anderson. Techniques and Principles in Language Teaching. Oxford University Press, 2011.
7. Richards, Jack C., and Theodore S. Rodgers. Approaches and Methods in Language Teaching. Cambridge University Press, 2014.
8. Kumaravadivelu, B. Understanding Language Teaching: From Method to Postmethod. Routledge, 2006.
9. Brown, H. Douglas. Teaching by Principles: An Interactive Approach to Language Pedagogy. Pearson, 2014.
10. Harmer, Jeremy. The Practice of English Language Teaching. Pearson, 2015.
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12. Nunan, David. Practical English Language Teaching. McGraw-Hill, 2003.

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Course Title (MAEN-2203): American Literature

Course Overview:

Introduce students to significant literary movements in American literature, including Puritanism, Romanticism, Realism, Modernism, and Postmodernism . Develop students' ability to critically analyze texts, discern underlying themes, and evaluate literary techniques and cultural contexts.

Course Outcome:

CO 1: Identify major literary movements, themes, and trends in American literature.

CO 2: Analyze and interpret novels, poetry, essays, and drama within their cultural, historical, and socio-political contexts.

CO 3: Engage critically with primary texts and secondary sources, evaluating different interpretations and scholarly perspectives.

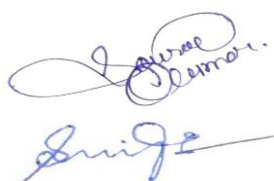
CO 4: Demonstrate improved writing skills through essays and other written assignments.

CO 5: Participate effectively in class discussions and presentations, articulating ideas clearly and respectfully engaging with peers' perspectives.

Units	Contents	Contact Hrs.	Weeks
I	Introduction to American Literature Mark Twain: Huckleberry Finn	8	1-2
II	H. Melville: Moby Dick William Faulkner: The Sound and The Fury	12	3-6
III	Walt Whitman: Songs of Myself (1-10)	4	7-8
IV	Eugene O' Neil: Mourning Becomes Electra Edgar Allan Poe: The purloined letter	10	9-11
V	Toni Morrison: The Bluest Eye	6	12-14
Revision			15

Books and references:

1. Hawthorne, Nathaniel. The Scarlet Letter. Dover Publications, 1994.
2. Twain, Mark. Adventures of Huckleberry Finn. Penguin Classics, 2002.
3. Fitzgerald, F. Scott. The Great Gatsby. Scribner, 2004.



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4. Morrison, Toni. *Beloved*. Vintage, 2004.
5. Lee, Harper. *To Kill a Mockingbird*. Harper Perennial Modern Classics, 2006.
6. Whitman, Walt. *Leaves of Grass*. Penguin Classics, 2014.
7. Dickinson, Emily. *The Collected Poems of Emily Dickinson*. Barnes & Noble Classics, 2003.
8. Hughes, Langston. *The Collected Poems of Langston Hughes*. Vintage, 1995.
9. Rich, Adrienne. *The Dream of a Common Language: Poems 1974-1977*. W. W. Norton & Company, 1993.
10. Emerson, Ralph Waldo. *Self-Reliance and Other Essays*. Dover Publications, 1993.
11. Thoreau, Henry David. *Walden and Civil Disobedience*. Penguin Classics, 1983.
12. Baldwin, James. *The Fire Next Time*. Vintage, 1992.
13. Didion, Joan. *Slouching Towards Bethlehem*. Farrar, Straus and Giroux, 2008.
14. Drama:
15. Williams, Tennessee. *A Streetcar Named Desire*. New Directions, 2004.
16. Miller, Arthur. *Death of a Salesman*. Penguin Books, 1998.
17. Hansberry, Lorraine. *A Raisin in the Sun*. Vintage, 2004.
18. Wilson, August. *Fences*. Theatre Communications Group, 1986.
19. Bloom, Harold. *The Western Canon: The Books and School of the Ages*. Houghton Mifflin Harcourt, 1994.
20. Baym, Nina, et al. *The Norton Anthology of American Literature*. W. W. Norton & Company, 2016.
21. Lauter, Paul, et al. *The Heath Anthology of American Literature*. Cengage Learning, 2013.
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Course Title (MAEN-2204): Dissertation

Course Objective:

Assist students in refining their research interests into a focused and manageable research question or thesis statement. Guide students in conducting a comprehensive review of relevant scholarly literature to situate their research within the existing discourse. The Students will write a project/ dissertation of minimum 25 pages on the author/ text them or will undertake Critical appreciation with new topic which can be published as well as relate them to the mini model of Research work which will aid them pursue their career as research scholar:

Course Outcome:

CO 1: Formulate a well-defined research question or thesis statement that contributes to the field of English Literature.

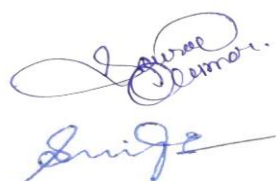
CO 2: Conduct a comprehensive literature review that identifies gaps, debates, and relevant theoretical frameworks.

CO 3: Develop and implement appropriate research methodologies and methods for data collection and analysis.

CO 4: Produce a dissertation proposal that demonstrates clarity of purpose, feasibility, and originality.

CO 5: Undertake independent research, demonstrating critical thinking, analytical skills, and scholarly integrity

Units	Contents	Contact Hrs.	Weeks
I	Introduction and Topic Selection	5	1-2
II	Literature Review and Refining the Topic	4	3-4
III	Proposal Writing	5	5-6
IV	Research Methodology	5	7-8
V	Data Collection (Primary and Secondary Sources)	5	9-10
VI	Writing the First Draft	3	11
VII	Revision Strategies	3	11
VIII	Continued Writing and Feedback	5	12
IX	Conclusion and Finalization	3	12
X	Preparation for Submission and Defense	3	13
XI	Post-Submission Review and Career Planning	3	14



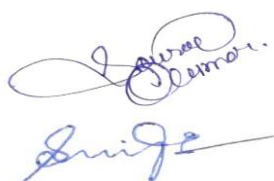
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2. Silverman, David. Qualitative Research. Sage Publications, 2016.
3. Creswell, John W., and Cheryl N. Poth. Qualitative Inquiry and Research Design: Choosing among Five Approaches. Sage Publications, 2017.
4. Booth, Wayne C., et al. The Craft of Research. University of Chicago Press, 2016.
5. Turabian, Kate L. A Manual for Writers of Research Papers, Theses, and Dissertations. University of Chicago Press, 2018.
6. Swales, John M., and Christine B. Feak. Academic Writing for Graduate Students: Essential Tasks and Skills. University of Michigan Press, 2012.
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