

MATA TRIPURA SUNDARI OPEN UNIVERSITY, TRIPURA



PROGRAMME PROJECT REPORT MASTER OF ARTS (ENGLISH) 2025-26


Registrar
Mata Tripura Sundari Open University
Gomati-Tripura

M.A. (English)

The M.A. (Master of Arts) in English programme is aimed at helping students enhance their analytical skills and understand various critical and theoretical approaches. The programme allows students to specialize in a specific area of English literary studies, with the goal of producing knowledgeable individuals who can contribute to the field.

One of the main objectives of the programme is to prepare students for advanced study and scholarly work, providing a pathway to a Ph.D. degree for those interested in pursuing an academic career. Additionally, the programme offers a comprehensive education in literary studies for students who may not pursue further degrees in the field but are interested in careers in fields such as publishing, editing, journalism, administration, management, communications, or high school teaching.

The curriculum includes compulsory courses in Linguistics and English language, as well as exposure to various genres, eras, and movements in English literature. The students also receive training in literary criticism and theory to help them become well-informed and motivated individuals in the academic and professional fields. The programme takes a comparative, contextualized, and interdisciplinary approach, drawing from contemporary perspectives on literature and culture.

A. Programme's Mission and Objectives:

Mission-

The mission of M.A. (English) programme is to develop reached and unreached students into a new generation of leaders through updated quality education and career assistance by Open and Distance Learning.

Objectives-

The M.A. (English) programme at Mata Tripura Sundari Open University is designed after acknowledging essential quality inputs received from academicians, teachers and also incorporating the contribution of the ability which enables a learner to develop critical thinking and decision-making skills so that they can identify and analyze problems, develop feasible alternatives and make decisions effectively and efficiently. The M.A. (English) programme will help students in acquiring specialized knowledge for developing the terminology and practical elements of literary criticism and theory; will also be helpful in analyzing the underlying meaning of Indian English poetry, fiction and American fiction and so on.

B. Relevance of the Programme with HEI's Mission and Goals:

The vision and mission of Mata Tripura Sundari Open University, Agartala (Tripura), are:

Vision-

The vision of the HEI, Mata Tripura Sundari Open University, is to be an institution where the most formative years of a young mind are spent in the guided pursuit of excellence while developing a spirit of inquisitive questioning, an ability to excel under the pressure of a fast-changing professional world, and a desire to grow into a personality than a person, in an environment that fosters strong moral and ethical values, teamwork, community service and environment consciousness.

Mission-

The mission of Mata Tripura Sundari Open University with respect to its M.A. (English) programme constitutes of the following:

- To be the enablers of the confluence of academic rigor and professional practicality.
- Bringing global best practices to students through widespread use of technology.
- To empower our faculty to constantly develop new skills and excel professionally.
- To provide the best campus environment to the students and faculty with all facilities to nurture their interest.

M.A. (English) programme of Mata Tripura Sundari Open University (MTSOU) strives to realize its vision and mission by rectifying student-centric issues on priority. The goal of ODL programme is to provide educational facilities to all qualified and willing persons who are unable to join regular courses due to personal or professional

reasons. Many potential learners cannot afford to join regular courses due to professional responsibilities and personal commitments. For such cases, M.A. (English) through Open and Distance Learning (ODL) mode can be helpful in increasing knowledge base and skill up-gradation.

The programme aims to provide an alternative path to wider potential learners who are in need of refresher courses in order to update their skills.

C. Nature of Prospective Target Group of Learners:

The Distance Education of Mata Tripura Sundari Open University (MTSOU) shall target the working professionals, executives as well as those who cannot attend a full-time programme due to prior occupation or other assignments. The candidates desirous of taking admission in M.A. (English) program shall have to meet the eligibility norms as follows-

To obtain admission in M.A. (English) programme, the learner must have completed graduation in English Literature/ Language/Linguistics. The M.A. (English) programme offered by Mata Tripura Sundari Open University caters the needs of diverse groups of undergraduate learners from all disciplines located in diverse regions and social structures such as learners from a low level of disposable income, rural dwellers, women and minorities who have little access to formal institutions of higher learning.

D. Appropriateness of the Programme to be Conducted to Acquire Specific Skills and Competence:

The University has identified the following Programme Outcomes (POs) and Programme Specific Outcomes (PSOs) as acquisition of specific skills and competence for M.A. (English) Programme:

1. Programme Outcomes (POs):

The Programme Outcomes (POs) of M.A. (English) are-

- To understand the basic literary concepts, theories and principles.
- To write and deliver oral, written and digital presentations on the issues of literature.
- To use digital mode and resources to research stylistic innovations pertaining to English.
- To demonstrate critical thinking on key literary issues.
- To discuss and research on key literary theories and concepts as relevant to present world and society.

2. Programme Specific Outcomes (PSOs):

The Programme Specific Outcomes (PSOs) of M.A. (English) are-

- To succeed in obtaining employment appropriate to their interests, education and become a valuable academician.
- To continue to develop professionally through lifelong learning, higher education and accept the challenges in research and other creative pursuits in their areas of specialization.
- To disseminate the subject knowledge to coming generations effectively so as students can further develop themselves through self-study and create a sense of ethical responsibilities among students.

The University has developed the M.A. English programme for maintaining the quality and to train the students in order to face the competition at the National/International level.

E. Instructional Design:

The M.A. (English) programme is divided into four semesters and minimum credits requirement is 80 to get M.A. (English) degree through Open and Distance Learning mode from Mata Tripura Sundari Open University. The minimum time period for acquiring M.A. (English) degree will be 2 years and maximum (extended) time period is 4 years.

Evaluation Scheme
Semester – I

S. No.	Course Code	Course Name	Credits	Continuous Assessment Marks	Term End Exam Marks	Grand Total
				Max. Marks	Max. Marks	
1	ENM-6111	The Structure of Modern English	4	30	70	100
2	ENM-6112	British Prose	4	30	70	100
3	ENM-6113	English Drama	4	30	70	100
4	ENM-6114	British Poetry	4	30	70	100
5	ENM-6115	British Fiction	4	30	70	100
Total			20	150	350	500

Semester - II

S. No.	Course Code	Course Name	Credits	Continuous Assessment Marks	Term End Exam Marks	Grand Total
				Max. Marks	Max. Marks	
1	ENM-6211	Fundamentals of Linguistics & ELT	4	30	70	100
2	ENM-6212	Shakespeare	4	30	70	100
3	ENM-6213	Literary Criticism and Theory	4	30	70	100
4	ENM-6214	British Poetry-II	4	30	70	100
5	ENM-6215	British Prose-II	4	30	70	100
Total			20	150	350	500

Semester - III

S. No.	Course Code	Course Name	Credits	Continuous Assessment Marks	Term End Exam Marks	Grand Total
				Max. Marks	Max. Marks	
1	ENM-7111	Romantic Poetry	4	30	70	100
2	ENM-7112	Twentieth Century Poetry and Drama	4	30	70	100
3	ENM-7113	Indian English Literature	4	30	70	100
4	ENM-7114	American Literature	4	30	70	100
5*	ENM-7115 OR ENM-7116 (Elective Courses)	World Literatures OR New Literatures in English	4	30	70	100
Total			20	150	350	500

*Students are required to choose any one of the courses from ENM-7115 & ENM-7116.

Semester - IV

S. No.	Course Code	Course Name	Credits	Continuous Assessment Marks	Term End Exam Marks	Grand Total
				Max. Marks	Max. Marks	
1	ENM-7211	Twentieth Century Novels	4	30	70	100
2	ENM-7212	Indian Fiction in English	4	30	70	100
3	ENM-7213	Research Methodology	4	30	70	100
4*	ENM-7214 OR ENM-7215 (Elective Courses)	English Literature from Chaucer to Milton OR American Novel	4	30	70	100
5	ENM-7291	Dissertation	4	30	70	100
Total			20	150	350	500

*Students are required to choose any one of the courses from ENM-7214 & ENM-7215.

MOOCS:

The University shall give flexibility in opting for MOOC (Massive Online Open Courses) by the students pertaining to the prescribed curriculum and also the credits earned in the MOOC courses may be dealt as part of the evaluation scheme as per UGC (Open and Distance Learning And Online Programmes) Regulations, 2020.

Syllabi and Course Materials:

The Syllabi, PPR and Self-Learning Materials (SLMs) are developed mostly by experienced faculty members of Mata Tripura Sundari Open University in consultation with content experts and the same will be forwarded to CIQA and BoS/Academic Council for further suggestions and approval.

Syllabus

Semester-I

Course Name: The Structure of Modern English

Course Code: ENM-6111

Credits: 4

Course Objectives:

The objectives of this course are:

- To enable students comprehend phonology, morphology and syntax.
- To develop learners' ability to use different concepts of word formation.
- To make learners acquaint with sentence structure, various kinds of meanings and discourse analysis.
- To make learners understand the phrase structure and generative grammar.

Course Outcomes:

After the completion of this course, the students will be able to develop correct pronunciation. They will also be able to communicate effectively.

Block I: Phonology

Unit 1: Phonemes/Sounds of English; Place and Manner of Articulation

Unit 2: Description and Classification of Vowels and Consonants

Unit 3: Phonemes and Allophones; Phonemes of British R.P. and Phonemes of GIE

Unit 4: Word Stress: Weak Forms: Sentence Stress- Division and Groups

Unit 5: Intonation: Pitch and Juncture

Block II: Morphology

Unit 6: Structure of Words

Unit 7: Concept of Morpheme; Allomorphs; Types of Morphemes

Unit 8: Inflection and Derivation

Unit 9: Processes of Word Formation: Definition, Nature and Scope

Unit 10: Types of Word Formation Processes

Block III: Syntax

Unit 11: Constituent Structure

Unit 12: Morphemes; Morphophonemics

Unit 13: Word Classes: Noun Phrase, Verb Phrase

Unit 14: Adjective Phrase, Adverb Phrase and Preposition Phrase

Unit 15: Functional & Syntactic Categories

Block IV: Phrase Structure & Generative Grammar

Unit 16: IC Analysis

Unit 17: Phrase Structure Grammar

Unit 18: T Rules

Unit 19: Generative Grammar

Unit 20: Semantics; Pragmatics & Speech Acts

Text and Suggested Readings:

1. Aronoff, Mark. *Morphology by Itself: Stems and Inflectional Forms*. MIT Press, 1994.
2. Brinton, Laurel J. *The Structure of Modern English: A Linguistic Introduction*. John Benjamins Publication, 2000.
3. Carnie, Andrew. *Syntax: A Generative Introduction*. Wiley-Blackwell, 2012.
4. Chomsky, Noam. *Syntactic Structures*. Walter de Gruyter, 2002.
5. De Saussure, Ferdinand. *Course in General Linguistics*. Edited by Charles Bally and Albert Sechehaye, Translated by Wade Baskin. London: McGraw-Hill Book Company, 1966.
6. Eijk, Jan van. *The Lillooet language: Phonology, Morphology, Syntax*. Vancouver: UBC Press, 1997.
7. Hayes, Bruce. *Introductory Phonology*. Wiley-Blackwell, 2009.
8. Minde, Don van. *Malayu Ambong: Phonology Morphology Syntax*. Research School CNWS, 1997.
9. Pullum, Geoffrey K., and Rodney Huddleston. *The Cambridge Grammar of the English Language*. Cambridge University Press, 2002.
10. Varma, & Krishnaswami. *Modern Linguistics: An Introduction*. Oxford University Press, 1997.
11. Yule, George. *The Study of Language*. New York: Cambridge University Press, 2020.
12. Zaharani, Ahmad and Australian National University Research School of Pacific and Asian Studies. *The Phonology-Morphology Interface in Malay: An Optimality Theoretic Account*. Research School of Pacific and Asian Studies Australian National University, 2005.

Course Objectives:

The objectives of the course are:

- To make learners understand the philosophy and art of essay writing.
- To make learners familiar with the philosophical nature of some of the famous essays written in English language.
- To explore style and thematic concerns of the non-fictional writings of Francis Bacon, Charles Lamb, A.G. Gardiner and Bertrand Russell on various subjects such as marriage, education, society, old- age and mankind.
- To grasp understanding of the literary devices used in the art of essay writing.

Course Outcomes:

After the completion of this course, the students will be able to identify, analyze, interpret and describe the critical ideas, style, and themes related to the form of literary essays. It will also exhibit the way these ideas, philosophies, and themes inform and impact culture and society.

Block I: Francis Bacon: Essays

Unit 1: “Of Studies”

Unit 2: “Of Adversity”

Unit 3: “Of Marriage and Single Life”

Unit 4: “Of Truth”

Unit 5: “Of Revenge”

Block II: Charles Lamb

Unit 6: “All Fool's Day”

Unit 7: “Imperfect Sympathies”

Unit 8: “Valentine's Day”

Unit 9: “The Praise of Chimney Sweepers”

Unit 10: “A Bachelor's Complaint of the Behavior of Married People”

Block III: A.G. Gardiner

Unit 11: “Saying Please”

Unit 12: “Of Courage”

Unit 13: “All about a Dog”

Unit 14: “On Catching the Train”

Unit 15: “The Vanity of Old Age”

Block IV: Bertrand Russell

Unit 16: “Philosophy of Lay Man”

Unit 17: “Future of Mankind”

Unit 18: “An Outline of Intellectual Rubbish”

Unit 19: “The Problem of Philosophy”

Unit 20: “My Three Passions”

Text and Suggested Readings:

1. Bacon, Francis. "Of Studies." *Essays by Francis Bacon*. Edited by John Pitcher, Oxford World's Classics, 1996.
2. Bacon, Francis. *Francis Bacon on Death, Revenge, Envy and Anger*. Illustrated. Kindle Edition.
3. Bacon, Francis. *The Essays of Francis Bacon*. C. Scribner's Sons, 1908.
4. Gardiner, A. G. *Leaves in the Wind*. E. P. Dutton & Company, 1919.
5. Gardiner, A.G. "On the Rule of the Road." *Prose Masterpieces from Modern Essayists*. Edited by George H. Madison and Charles A. Leonard, Houghton Mifflin, 1914.
6. Gardiner, Alfred George. *Pebbles on the Shore*. Rough Draft Printing, 2009.
7. Lamb, Charles. "A Dissertation upon Roast Pig." *Essays of Elia* by Charles Lamb. Edited by Jonathan Bate and Eric Rasmussen, Oxford University Press, 2010.
8. Lamb, Charles. *Essays of Elia*. Edited by Shakti Batra, Critical Study by Dr. Raghukul Tilak, ISBN: 978-81-229-0308-9, Paperback, 1 Jan. 2018.
9. Lamb, Charles. *The Essays of Elia*. Barnes & Noble Digital Library, Barnes & Noble, 2011.
10. Lamb, Charles. *The Last Essays of Elia*. Literary Licensing, 2014.
11. Russell, Bertrand. "The Value of Philosophy." *Mysticism and Logic and Other Essays* by Bertrand Russell. Routledge, 2009.
12. Russell, Bertrand. *Essays in Analysis*. Edited by Douglas Lackey, George Allen & Unwin Ltd, 1973.

Course Objectives:

The objectives of this course are:

- To build confidence, creativity and improve verbal and non-verbal communication skills, and to develop the art of representation of the learners in the areas of performing arts.
- To develop empathy and concentration, and to encourage teamwork and collaboration among the learners.
- To make learners understand the essence and nature of the dramatic art.
- To make learners familiar with the timeless classics of the dramatic form such as *Oedipus the King*, *Doctor Faustus*, *Hamlet* and *A Doll's House*.

Course Outcomes:

After the completion of this course, the students will be able to implement and coordinate collaboration, and to develop critical thinking, creativity, and organizational skills involved in the theatrical process in theory and practice.

Block I: Sophocles: *Oedipus the King*

Unit 1: *Oedipus the King*- Prologue (Part-I)

Unit 2: *Oedipus the King*- Prologue (Part-II)

Unit 3: *Oedipus the King*- Middle Part

Unit 4: *Oedipus the King*- Exodus (Part-I)

Unit 5: *Oedipus the King*- Exodus (Part-II)

Block II: Christopher Marlowe: *Doctor Faustus*

Unit 6: *Doctor Faustus* (Act 1- Scene 1-8)

Unit 7: *Doctor Faustus* (Act 2- Scene 9-17)

Unit 8: *Doctor Faustus* (Act 3- Scenes 18-24)

Unit 9: *Doctor Faustus* (Act 4- Scenes 25-32)

Unit 10: *Doctor Faustus* (Act 5- Scenes 33- 50)

Block III: William Shakespeare: *Hamlet*

Unit 11: *Hamlet* (Act 1- Scene 1-5)

Unit 12: *Hamlet* (Act 2- Scene 1-2)

Unit 13: *Hamlet* (Act 3- Scene 1-4)

Unit 14: *Hamlet* (Act 4- Scene 1-7)

Unit 15: *Hamlet* (Act 5- Scene 1-2)

Block IV: Henrik Ibsen: *A Doll's House*

Unit 16: *A Doll's House*-Act 1 (Part-I)

Unit 17: *A Doll's House*-Act 1 (Part-II)

Unit 18: *A Doll's House*-Act 2 (Part-I)

Unit 19: *A Doll's House*-Act 2 (Part-II)

Unit 20: *A Doll's House*-Act 3

Text and Suggested Readings:

1. Eliot, T. S. "Hamlet and His Problems." *The Sacred Wood*. Mineola, NY: Dover Publications, 1997.
2. Farnham, Willard. *Twentieth-Century Interpretations of Doctor Faustus*. Englewood Cliffs, New Jersey: Prentice-Hall, 1969.
3. Ibsen, Henrik. *A Doll's House*. Translated by William Archer. Gleeditions, 2011.
4. Marker, Frederick. *Ibsen's Lively Art*. New York: Cambridge University Press, 1989.
5. Marlowe, Christopher. *Doctor Faustus*. Dover Publications, 1995.
6. Shakespeare, William. *The Tragedy of Hamlet, Prince of Denmark*. New Folger's edition. New York: Washington Square Press/Pocket Books, 1992.
7. Sophocles. *Oedipus the King*. translated by Robert Fagles, Penguin Classics, 1982.
8. Sophocles. *Three Theban Plays: Antigone; Oedipus the King; Oedipus at Colonus*. Translated by Robert Fagles. Penguin Books, 1984.

Course Objectives:

The objectives of this course are:

- To enable students grasp the nature and process of growth of the English language and literature.
- To make learners observe and learn the development of the art of story-telling starting with the poetry of Chaucer and through later poets.
- To witness nationalistic pride; and the exaltation of the senses and emotions over reason and intellect in the writing of great poets such as Chaucer, Spenser, Dryden and Pope.
- To enable students understand the essence of satirical poetry.

Course Outcomes:

After the completion of this course, the students will be able to get an understanding of the society of Chaucer's time and its satirical representation in *The Canterbury Tales*' "The General Prologue." It will also help students learning the nature of the forms of allegory, political satire and mock-heroic poetry with reference to such poetic masterpieces as *The Faerie Queene*, "Absalom and Achitophel" and "The Rape of the Lock."

Block I: Geoffrey Chaucer: "Prologue to the Canterbury Tales"

Unit 1: "Knight's Prologue": Summary, Analysis and Themes

Unit 2: "Knight's Tale": Summary, Analysis and Themes

Unit 3: "Wife of Bath's Prologue": Summary, Analysis and Themes

Unit 4: "Wife of Bath's Tale": Summary, Analysis and Themes

Unit 5: "Nun's Priest's Tale": Summary, Analysis and Themes

Block II: Edmund Spenser: *The Faerie Queene*

Unit 6: *The Faerie Queene*: Introduction, Themes and Symbolism

Unit 7: *The Faerie Queene*: Book-1 (Cantos 1-6)

Unit 8: *The Faerie Queene*: Book-1 (Cantos 7-12)

Unit 9: *The Faerie Queene*: Book-2 (Cantos 1-6)

Unit 10: *The Faerie Queene*: Book-2 (Cantos 7-12)

Block III: John Dryden: "Absalom and Achitophel"

Unit 11: "Absalom and Achitophel": Introduction, Theme and Symbolism

Unit 12: "Absalom and Achitophel" as a Political Satire

Unit 13: "Absalom and Achitophel": Summary and Analysis (First Half Part)

Unit 14: "Absalom and Achitophel": Summary and Analysis (Second Half Part)

Unit 15: Allegories in "Absalom and Achitophel"

Block IV: Alexander Pope: "The Rape of the Lock"

Unit 16: "The Rape of the Lock": Summary and Analysis (Canto-1)

Unit 17: "The Rape of the Lock": Summary and Analysis (Canto-2)

Unit 18: "The Rape of the Lock": Summary and Analysis (Canto-3)

Unit 19: "The Rape of the Lock": Summary and Analysis (Canto-4)

Unit 20: "The Rape of the Lock": Summary and Analysis (Canto-5)

Text and Suggested Readings:

1. Chaucer, Geoffrey. "The General Prologue." *The Canterbury Tales*. Edited by Larry D. Benson, Riverside, 1987.
2. Dryden, John. "Absalom and Achitophel." *The Works of John Dryden*. Edited by H. T. Swedenberg Jr., University of California Press, 1969.
3. Pope, Alexander. "The Rape of the Lock." *The Poems of Alexander Pope*. Edited by John Butt, Routledge, 1963.
4. Spenser, Edmund. *The Faerie Queene*. Edited by A.C. Hamilton, Longman, 2001.

Course Objectives:

The objectives of this course are:

- To help students understand the fictional writings in English exploring social, cultural, feminist and national issues.
- To familiarize learners with the concepts of bildungsroman and picaresque.
- To enable learners understand the nature and use of literary techniques such as stream of consciousness, realism and romanticism.
- To make learners understand the writing styles, thematic concerns and other literary aspects in the writings of celebrated writers such as George Eliot, Austen, Foster and Defoe.

Course Outcomes:

After the completion of this course, the students will be able to understand the literary aspects of the some of the masterly written fictional writings representing social, cultural, political and familial issues in relation to their writing styles, techniques and gender-politics.

Block I: George Eliot: *Middlemarch*

Unit 1: *Middlemarch*: Introduction

Unit 2: *Middlemarch*: Summary and Analysis (Book 1 & 2)

Unit 3: *Middlemarch*: Summary and Analysis (Book 3 & 4)

Unit 4: *Middlemarch*: Summary and Analysis (Book 5 & 6)

Unit 5: *Middlemarch*: Summary and Analysis (Book 7 & 8)

Block II: Jane Austen: *Pride And Prejudice*

Unit 6: *Pride And Prejudice*: An Introduction

Unit 7: *Pride And Prejudice*: Development of the Novel and Major Themes

Unit 8: *Pride And Prejudice*: Summary and Analysis (Volume-1)

Unit 9: *Pride And Prejudice*: Summary and Analysis (Volume-2)

Unit 10: *Pride And Prejudice*: Summary and Analysis (Volume-3)

Block III: E. M. Foster: *A Passage to India*

Unit 11: *A Passage to India*: An Introduction

Unit 12: *A Passage to India*: Background and Major Themes

Unit 13: *A Passage to India*: Summary and Analysis (Part-1)

Unit 14: *A Passage to India*: Summary and Analysis (Part-2)

Unit 15: *A Passage to India*: Summary and Analysis (Part-3)

Block IV: Daniel Defoe: *Robinson Crusoe*

Unit 16: *Robinson Crusoe*: An Introduction

Unit 17: *Robinson Crusoe* as a Picaresque Novel

Unit 18: *Robinson Crusoe*: Summary and Analysis (Part-1)

Unit 19: *Robinson Crusoe*: Summary and Analysis (Part- 2)

Unit 20: *Robinson Crusoe*: Summary and Analysis (Part- 3)

Text and Suggested Readings:

1. Austen, Jane. *Pride and Prejudice*. Penguin Books, 2003.
2. Defoe, Daniel. *Robinson Crusoe*. Oxford University Press, 2008.
3. Eliot, George. *Middlemarch*. Penguin Classics, 2003.
4. Forster, E.M. *A Passage to India*. Mariner Books, 2010.

Semester-II

Course Name: Fundamentals of Linguistics & ELT

Course Code: ENM-6211

Credits: 4

Course Objectives:

The objectives of this course are:

- To help students understand the definition and scope of the Modern Linguistics.
- To make learners grasp the theories of Linguistics.
- To make them familiar with the aspects of English Language Teaching (ELT).
- To enable students grasp the nature, needs, objectives and levels of ELT, especially in the Indian context.

Course Outcomes:

After the completion of the course, the students will be able to understand Linguistics as a scientific study of language. It will also help learners in developing and brushing up the effective teaching skills and behavior.

Block I: Definition and Scope of Modern Linguistics

Unit 1: Linguistics as a Scientific Study of Language

Unit 2: Theoretical and Applied Linguistics

Unit 3: Levels of Linguistics Analysis

Unit 4: Linguistics and Language Teaching

Unit 5: Branches of Linguistics

Block II: Theories of Linguistics

Unit 6: Structuralism

Unit 7: Cognitivism

Unit 8: Generativism

Unit 9: Universal Grammar

Unit 10: Functionalism

Block III: ELT in Indian Context

Unit 11: ELT in India: English Education in India

Unit 12: Bilingualism & Multilingualism in India

Unit 13: English or Englishes in India

Unit 14: Three Language Formula

Unit 15: The Sociolinguistics Context of ELT in India

Block IV: ELT: Nature, Needs & Objectives

Unit 16: Instructional Planning in Teaching English; Nature, Needs & Objectives

Unit 17: Teaching/Learning English at Primary, Secondary and Tertiary Level

Unit 18: Status of English in Higher Education and in Professional Contexts; Problems in Effective Teaching of English

Unit 19: Case Studies of ELT Planning vis-a-vis L1 or L2/ MT

Unit 20: Functional Status of English in Different States; West Bengal, Karnataka, Tamil Nadu and in Select North Indian States

Text and Suggested Readings:

1. Chomsky, N. (2012). *The Hidden Architecture of Our Time: Why This Revolution is the Best Ever*. American Scientist, 100(3), 222-230.
2. Cook, V. J. (2016). *Second Language Learning and Language Teaching*. Routledge.
3. Crystal, D. (2011). *A Dictionary of Linguistics and Phonetics*. John Wiley & Sons.
4. Hall, Christopher. *Introduction to Linguistics and ELT*. Oxford University Press, 2015.
5. Harmer, Jeremy. *The Practice of English Language Teaching*. Pearson Education Limited, 2015.
6. Jack, Michael. *The Study of Language and ELT*. Cambridge University Press, 2008.
7. Kumaravadivelu, B. (2001). *Toward a Postmethod Pedagogy*. TESOL Quarterly, 35(4), 537-560.
8. Larsen-Freeman, Diane. *Techniques and Principles in Language Teaching*. Oxford University Press, 2000.
9. Lightbown, Patsy M., and Nina Spada. *How Languages are Learned*. Oxford University Press, 2013.
10. Nunan, David. *Language Teaching Methodologies*. Macmillan Education, 1991.
11. Richards, Jack C., and Richard W. Schmidt. *Longman Dictionary of Language Teaching & Applied Linguistics*. Pearson Education Limited, 2010.
12. Scrivener, Jim. *Learning Teaching: The Essential Guide to English Language Teaching*. Macmillan Education, 2018.
13. Singh, S., & Mishra, P. *English Language Teaching in India: A Review*. Asian Englishes, 20(2), 97-112, 2018.
14. Thornbury, Scott. *How to Teach Speaking*. Pearson Education Limited, 2005.
15. Yule, George. *The Study of Language*. Cambridge University Press, 2016.

Course Objectives:

The objectives of this course are:

- To develop among learners a sense of understanding of the nature and techniques of English drama with reference to some of the most-celebrated plays of the greatest dramatist, William Shakespeare.
- To make learners understand the various forms of the English drama, especially tragedy and comedy.
- To enable students grasp Shakespeare's use of effective language and literary devices.
- To make learners observe the dramatic skills, thematic and social concerns in Shakespeare's plays.

Course Outcomes:

After the completion of the course, the students will delve into the various issues as discussed by Shakespeare in his tragedies and comedies such as love, loss, treachery, honor, tenderness, anger, despair, jealousy, contempt, fear, courage, and wonder.

Block I: *A Midsummer Night's Dream*

Unit 1: *A Midsummer Night's Dream* (Act 1- Scenes 1-2)

Unit 2: *A Midsummer Night's Dream* (Act 2- Scenes 1-2)

Unit 3: *A Midsummer Night's Dream* (Act 3- Scenes 1-2)

Unit 4: *A Midsummer Night's Dream* (Act 4- Scenes 1-2)

Unit 5: *A Midsummer Night's Dream* (Act 5- Scenes 01)

Block II: *King Lear*

Unit 6: *King Lear* (Act 1- Scenes 1-5)

Unit 7: *King Lear* (Act 2- Scenes 1-4)

Unit 8: *King Lear* (Act 3- Scenes 1-7)

Unit 9: *King Lear* (Act 4- Scenes 1-7)

Unit 10: *King Lear* (Act 5- Scenes 1-3)

Block III: *The Tempest*

Unit 11: *The Tempest* (Act 1- Scenes 1-2)

Unit 12: *The Tempest* (Act 2- Scenes 01-02)

Unit 13: *The Tempest* (Act 3- Scenes 01-03)

Unit 14: *The Tempest* (Act 4- Scenes 01)

Unit 15: *The Tempest* (Act 5- Scenes 01)

Block IV: *Hamlet*

Unit 16: *Hamlet* (Act 1- Scenes 1-5)

Unit 17: *Hamlet* (Act 2- Scenes 1-2)

Unit 18: *Hamlet* (Act 3- Scenes 1-4)

Unit 19: *Hamlet* (Act 4- Scenes 1-7)

Unit 20: *Hamlet* (Act 5- Scenes 1-2)

Text and Suggested Readings:

1. Eliot, T. S. "Hamlet and His Problems." *The Sacred Wood*. Dover Publications, 1997.
2. Ioppolo, Grace. *William Shakespeare's King Lear: A Sourcebook*. Routledge, 2003.
3. Murphy, Patrick M., editor. *The Tempest: Critical Essays*. Garland, 2000.
4. Shakespeare, William. *Hamlet*. Edited by Harold Jenkins, Arden Shakespeare, 2017.
5. Shakespeare, William. *King Lear*. Edited by R.A. Foakes, Arden Shakespeare, 2016.
6. Shakespeare, William. *The Tempest*. Edited by Stephen Orgel, Oxford University Press, 2016.
7. The Oxford Shakespeare: *A Midsummer Night's Dream*. Oxford World's Classics, 2009.

Course Objectives:

The objectives of this course are:

- To make learners familiarize with the literary aspects and intellectual background pertinent to important eras of the literary and critical theory.
- To encourage students to discover their own literary and critical theories as they read.
- To make students learn how to make a practical use of a particular theory in a specific context.
- To enable students learn various concepts and theories used in some of the famous pieces of writings such as Shakespeare's *Hamlet* and the poetry of metaphysical poets.

Course Outcomes:

After the completion of this course, the students will be able to apply critical and theoretical approaches to the reading and analysis of literary and cultural texts in multiple genres.

Block I: Western Classical Literary Criticism

Unit 1: Aristotle: *The Poetics*- Chapters 1-10

Unit 2: Aristotle: *The Poetics*- Chapters 11-20

Unit 3: Aristotle: *The Poetics*- Chapters 21-26

Unit 4: Longinus: *On the Sublime*- Chapters 1-15

Unit 5: Longinus: *On the Sublime*- Chapters 16-44

Block II: Neo-Classical Criticism

Unit 6: John Dryden: *An Essay of Dramatic Poesy*

Unit 7: Dr. Johnson: *Lives of the English Poets*- John Milton

Unit 8: Dr. Johnson: *Lives of the English Poets*- John Dryden

Unit 9: Dr. Johnson: *Lives of the English Poets*- Joseph Addison

Unit 10: Dr. Johnson: *Lives of the English Poets*- Alexander Pope

Block III: Modern Criticism

Unit 11: T.S. Eliot: "Tradition & Individual Talent"

Unit 12: T.S. Eliot: "Hamlet and His Problems"

Unit 13: T.S. Eliot: "The Metaphysical Poets"

Unit 14: I.A. Richards: *Principles of Literary Criticism*- Chapter 1-3

Unit 15: I.A. Richards: *Principles of Literary Criticism*- Chapter 4-7

Block IV: Post-Modern Criticism

Unit 16: Ferdinand de Saussure: Sign, Signifier and Signified

Unit 17: Ferdinand de Saussure: Categories of Sign- Icon, Index, Symbol

Unit 18: Michel Foucault: Power and Culture

Unit 19: Elaine Showalter: Feminist Poetics

Unit 20: Elaine Showalter: Gynocriticism

Text and Reference Books:

1. Abrams, M. H. *Doing Things with Texts: Essays in Criticism and Critical Theory*. 1989.
2. Aristotle. *The Poetics*. Edited by Stephen Halliwell, Penguin Classics, 1996.
3. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. 2002.
4. Bressler, Charles. *Literary Criticism: An Introduction to Theory and Practice*. Pearson, 2003.
5. Burke, Edmund. *A Philosophical Enquiry into the Origin of our Ideas of the Sublime and Beautiful*. Edited by Adam Phillips, Oxford University Press, 2008.
6. Dryden, John. *An Essay of Dramatic Poesy*. Edited by George Watson, Everyman's Library, 1965.
7. Eliot, T.S. *The Sacred Wood: Essays on Poetry and Criticism*. Faber and Faber, 1996.
8. Ellis, John. *The Theory of Literary Criticism: A Logical Analysis*. 1974.
9. Foucault, Michel. "The Archaeology of Knowledge." Vintage, 2010.
10. Foucault, Michel. *Power Knowledge*. Random House, 1988.
11. Johnson, Samuel. *Lives of the English Poets*. Edited by Roger Lonsdale, Oxford University Press, 2006.
12. Longinus. *Dionysius Longinus on the Sublime*. S. Powell, 1740.
13. Richards, I. A. *Principles of Literary Criticism*. K. Paul Trench Trubner & Co.; Harcourt Brace, 1924.
14. Saussure, Ferdinand de. *Course in General Linguistics*. Edited by Charles Bally and Albert Sechehaye, translated by Wade Baskin, McGraw-Hill, 2016.
15. Showalter, Elaine, ed. *The New Feminist Criticism: Essays on Women, Literature, and Theory*. New York: Pantheon, 1985.
16. Showalter, Elaine. *The Female Malady: Women, Madness, and English Culture, 1830-1980*. Penguin Books, 2017.
17. Wimsatt, William K., and Cleanth Brooks. *Literary Criticism: A Short History*. Routledge, 2018.

Course Objectives:

The objectives of this course are:

- To make students understand the nature and beliefs of the Victorian era through the poetry of Tennyson and Browning.
- To make learners observe the characteristics of the ‘age of doubt’ and ‘age of anxiety.’
- To explore the pastoral and romantic elements in the poetry of Dylan Thomas.
- To enable learners grasp the exaltation of the nationalist sentiments, inspirational attitude and lovers’ agonies through Victorian and later poetry.

Course Outcomes:

After the completion of this course, the learners will effectively be able to comprehend various groundbreaking social, national and cultural events that led to a transitional upheaval from Victorian compromise to modern sensibility.

Block I: Dylan Thomas

Unit 1: Dylan Thomas: Introduction, Themes, Style and Characteristics

Unit 2: “And Death Shall Have No Dominion”: Summary and Analysis

Unit 3: “Fern Hill”: Summary and Analysis (First 3 Stanzas)

Unit 4: “Fern Hill”: Summary and Analysis (Last 3 Stanzas)

Unit 5: “Do Not Go Gentle into that Good Night”: Summary and Analysis

Block II: W. H. Auden

Unit 6: W. H. Auden: Introduction, Themes, Style and Characteristics

Unit 7: “Age of Anxiety”: Section 1-2

Unit 8: “Age of Anxiety”: Section 3-4

Unit 9: “Age of Anxiety”: Section 5-6

Unit 10: “The Shield of Achilles”: Summary and Analysis

Block III: Robert Browning

Unit 11: Robert Browning: Introduction, Themes, Style and Characteristics

Unit 12: “My Last Duchess”: Summary and Analysis

Unit 13: “Fra Lippo Lippi”: Summary and Analysis (Part-1)

Unit 14: “Fra Lippo Lippi”: Summary and Analysis (Part-2)

Unit 15: “Fra Lippo Lippi”: Summary and Analysis (Part-3)

Block IV: Alfred Tennyson

Unit 16: Alfred Tennyson: Introduction, Themes, Style and Characteristics

Unit 17: “Ulysses”: Summary and Analysis

Unit 18: “The Lotos-Eaters”: Summary and Analysis

Unit 19: “Lady of Shallot”: Summary and Analysis

Unit 20: “The Charge of the Light Brigade”: Summary and Analysis

Text and Suggested Readings:

1. Auden, W. H. *The Collected Poetry of W. H. Auden*. New York: Random House, 1945.
2. Auden, W.H. *The Collected Poems of W.H. Auden*, edited by Edward Mendelson, Vintage, 1991.
3. Browning, Robert. *Selected Poetry*. New York: Modern Library, 1951.
4. Browning, Robert. *The Complete Poems of Robert Browning*, edited by John Woolford, Penguin Classics, 1981.
5. Tennyson, Alfred Lord. *The Poems of Tennyson*, edited by Christopher Ricks, Longman, 2003.
6. Tennyson, Alfred. *Selected Poems of Alfred Lord Tennyson*. Edited by Rolfe, W. J. Boston: J. R. Osgood and Company, 1885.
7. Thomas, Dylan. "Do Not Go Gentle into That Good Night." *The Poems of Dylan Thomas*, edited by Walford Davies, New Directions, 2010.
8. Thomas, Dylan. *The Collected Poems of Dylan Thomas, 1934-1952*. New York: New Directions, 1957.

Course Objectives:

The objectives of the course are:

- To make learners study Carlyle as a Victorian critic representing the social and political sentiments of the era.
- To exhibit the fragmentary nature of modern sensibility and freedom through the writings of George Orwell.
- To make learners understand the politics around the English language through the writings of George Orwell and Macaulay.
- To make learners comprehend the contribution of Virginia Woolf as one of the precursors of feminist critique of English literature.

Course Outcomes:

After the completion of this course, the learners will be able to identify, analyze, interpret and describe the critical ideas and thematic concerns finding expression in the socio-political writings of some of the most widely-read writers in English language and literature such as Carlyle, Orwell, Macaulay and Woolf. The learners will also be able to understand the way these ideas, values, and themes inform and impact culture and society.

Block I: Thomas Carlyle

Unit 1: Thomas Carlyle as a Victorian Critic

Unit 2: “On Heroes, Hero-Worship, & the Heroic in History”: An Introduction

Unit 3: “The Hero as Poet: Dante, Shakespeare”

Unit 4: “The Hero as Man of Letters: Johnson, Rousseau, Burns”

Unit 5: “The Hero as King: Cromwell, Napoleon: Modern Revolutionism”

Block II: George Orwell

Unit 6: “Why I Write” (Part-1)

Unit 7: “Why I Write” (Part-2)

Unit 8: “Why I write” (Part-3)

Unit 9: “Politics and the English Language” (Part-1)

Unit 10: “Politics and the English Language” (Part-2)

Block III: Thomas B. Macaulay: “Minute on Indian Education”

Unit 11: Macaulay: “Minute on Indian Education”: An Introduction

Unit 12: Macaulay: “Minute on Indian Education” (Part-1)

Unit 13: Macaulay: “Minute on Indian Education” (Part-2)

Unit 14: Macaulay: “Minute on Indian Education” (Part-3)

Unit 15: Macaulay: “Minute on Indian Education” (Part-4)

Block IV: Virginia Woolf: “A Room of One’s Own”

Unit 16: Virginia Woolf as a Feminist Critic

Unit 17: Virginia Woolf’s Legacy of Gender Equality and Activism

Unit 18: “A Room of One’s Own”: Summary and Analysis (Chapters 1-2)

Unit 19: “A Room of One’s Own”: Summary and Analysis (Chapters 3-4)

Unit 20: “A Room of One’s Own”: Summary and Analysis (Chapters 5-6)

Text and Suggested Readings:

1. Bloomfield, Leonard. "Minute on Indian Education." *The American Indian Quarterly*, vol. 32, no. 2, 2008, pp. 354-358.
2. Carlyle, Thomas. *On Heroes, Hero-Worship and the Heroic in History*. Penguin Classics, 2013.
3. Macaulay, Thomas Babington. *Speeches by Lord Macaulay with His Minute on Indian Education*. Oxford University Press H. Milford, 1935.
4. Orwell, George. "Why I Write." Penguin Books, 2004.
5. Orwell, George. "Politics and the English Language." Penguin Classics, 2013.
6. Orwell, George. *Essays*. Penguin Classics, 2000.
7. Woolf, Virginia. *A Room of One's Own*. Penguin Books, 2004.

Semester-III

Course Name: Romantic Poetry

Course Code: ENM-7111

Credits: 4

Course Objectives:

The objectives of this course are:

- To make students grasp the nature and characteristics of the English romantic poetry.
- To enable learners to appreciate the goodness of nature and humanity.
- To explore the growth of a poet's mind and thoughts.
- To enable learners feel the exaltation of the senses and emotions over reason and intellect through the romantic poems of Blake, Wordsworth, Byron and Keats.

Course Outcomes:

After the completion of this course, the learners will have an exposure to different human traits and concepts such as emotion, imagination, escapism, supernaturalism, Hellenism, medievalism and love for nature through the poetry of English romantics.

Block I: William Blake

Unit 1: *The Marriage of Heaven and Hell*: The Argument

Unit 2: *The Marriage of Heaven and Hell*: The Voice of the Devil

Unit 3: *The Marriage of Heaven and Hell*: Memorable Fancy

Unit 4: *The Marriage of Heaven and Hell*: Proverbs of Hell

Unit 5: *The Marriage of Heaven and Hell*: A Song of Liberty

Block II: William Wordsworth

Unit 6: *The Prelude*: Chapter VI

Unit 7: *The Prelude*: Chapter IX

Unit 8: *The Prelude*: Chapter XII

Unit 9: *The Prelude*: Chapter XIV (Part-I)

Unit 10: *The Prelude*: Chapter XIV (Part-II)

Block III: Lord Byron

Unit 11: *Don Juan*: Cantos I (Part-I)

Unit 12: *Don Juan*: Cantos I (Part-II)

Unit 13: *Don Juan*: Cantos II (Part-I)

Unit 14: *Don Juan*: Cantos II (Part-II)

Unit 15: *Don Juan*: Cantos III

Block IV. John Keats

Unit 16: *Hyperion*-Chapters 1-3

Unit 17: *Hyperion*-Chapters 4-6

Unit 18: *The Fall of Hyperion* (Part-I)

Unit 19: *The Fall of Hyperion* (Part-II)

Unit 20: *The Fall of Hyperion* (Part-III)

Text and Suggested Readings:

1. Blake, William. *The Complete Poetry and Prose*. Edited by David V. Erdman, revised ed., Anchor Books, 1988.
2. Blake, William. *The Marriage of Heaven and Hell*. Dover Publications, 1994.
3. Byron, Lord. *Don Juan*. Penguin Classics, 2008.
4. Keats, John. *Hyperion*. Penguin Classics, 2008.
5. Nurmi, Martin. "On The Marriage of Heaven and Hell." *Blake's Poetry and Designs*, edited by Mary Lynn Johnson and John E. Grant, Norton, 1979.
6. Simmons, Dan. "The Fall of Hyperion". *Kirkus Reviews*, March 20, 1990. Retrieved July 10, 2019.
7. Wordsworth, William. *The Prelude or, Growth of a Poet's Mind; An Autobiographical Poem*. Internet Archive, 1st ed., Edward Moxon, Dover Street, London, 1850. Retrieved June 16, 2016.
8. Wordsworth, William. *The Prelude*. Oxford University Press, 2008.

Course Objectives:

The objectives of this course are:

- To enable learners know about the modernist canon founded on Ezra Pound's idea of 'make it knew.'
- To understand historical events leading to the emergence of the modern era including the socio-political changes in the 20th century.
- To make learners understand innovative techniques and characteristics of modernism used by the writers of 20th century such as Yeats, Eliot, Pound and Pirandello.
- To enable students learn the fragmentary nature of human consciousness and decaying state of the human civilization through the poetry of T.S. Eliot.

Course Outcomes:

After the completion of this course, the learners will be able to learn the new techniques such as psychoanalysis and stream of consciousness. This course will also enable learners to gain knowledge about the various aspects of women's movements along with the different causes which contributed to the rise of such movements.

Block I: W. B. Yeats

Unit 1: "Adam's Curse": Theme, Analysis and Appreciation

Unit 2: "The Wild Swans at Coole": Theme, Analysis and Appreciation

Unit 3: "Easter 1916": Cantos- 1-2

Unit 4: "Easter 1916": Cantos- 3-4

Unit 5: "A Dialogue of Self and Soul": Cantos 1-2

Block II: T. S. Eliot: "The Waste Land"

Unit 6: "The Waste Land" (Section- 1: "The Burial of the Dead")

Unit 7: "The Waste Land" (Section- 2: "A Game of Chess")

Unit 8: "The Waste Land" (Section- 3: "The Fire Sermon")

Unit 9: "The Waste Land" (Section- 4: "Death by Water")

Unit 10: "The Waste Land" (Section- 5: "What the Thunder Said")

Block III: Ezra Pound: "Hugh Selwyn Mauberley"

Unit 11: "Hugh Selwyn Mauberley"- Part-1 (Cantos 1-2)

Unit 12: "Hugh Selwyn Mauberley"- Part-1 (Cantos 3-4)

Unit 13: "Hugh Selwyn Mauberley"-Part-1(Cantos 5-6)

Unit 14: "Hugh Selwyn Mauberley"- Part-1 (Cantos 7-8)

Unit 15: "Hugh Selwyn Mauberley"- Part-1 (Cantos 9-12)

Block IV: Luigi Pirandello: *Henry IV*

Unit 16: *Henry IV* (Act 1- Scene 1-2)

Unit 17: *Henry IV* (Act 1- Scene 3-4)

Unit 18: *Henry IV* (Act 2- Scene 1-4)

Unit 19: *Henry IV* (Act 2- Scene 5-7)

Unit 20: *Henry IV* (Act 3- Scene 1-3)

Text and Suggested Readings:

1. Eliot, T. S. *The Waste Land*. New York: W. W. Norton, 2001.
2. Leavis, F. R. *New Bearings in English Poetry*. AMS Press, 1978.
3. Pirandello, Luigi. *Henry IV*. Dover Publications, 1992.
4. Pirandello, Luigi. *Henry IV*. Edited and Translated by Martha Witt and Mary Ann Frese Witt. New York: Italica Press, 2016.
5. Pound, Ezra. *Hugh Selwyn Mauberley*. New Directions, 1920.
6. Ramazani, Jahan, Richard Ellmann, and Robert O'Clair. *The Norton Anthology of Modern and Contemporary Poetry*. 3rd ed., vol. 1. London: Norton, 2003.
7. Yeats, W.B. *Selected Poems*. Scribner, 1996.

Course Objectives:

The objectives of this course are:

- To create awareness among the learners about the rich and diverse literary cultures of ancient India.
- To introduce learners to major literary works of Indian classical dramatist.
- To make learners understand the essence of devotion and dedication in human life through the literature written by celebrated Indian writers such as Tagore, Ezekiel, Ramanujan and Kamala Das.
- To train learners appreciate and grasp the emergence of feminist poetry in India exploring women's sexuality and place in a male-dominated society through the poems of Kamala Das.

Course Outcomes:

After the completion of this course, the learners will be able to gain knowledge about the masterpieces written in Indian classical literature. The learners will also be imbibed by the virtues of sacrifice, passion, integrity, tolerance and selflessness which find an expression in the writings of Indian poets.

Block I: R. N. Tagore

Unit 1: *Gitanjali*: "Song Offerings": Themes, Analysis and Appreciation

Unit 2: *Gitanjali*: "The Child Angel": Themes, Analysis and Appreciation

Unit 3: *Gitanjali*: "My Song": Themes, Analysis and Appreciation

Unit 4: *Gitanjali*: "Freedom": Themes, Analysis and Appreciation

Unit 5: *Gitanjali*: "Where the Mind is Without Fear": Themes, Analysis and Appreciation

Block II: Nissim Ezekiel

Unit 6: "Night of the Scorpion": Theme, Analysis and Appreciation

Unit 7: "The Poet, Lover and Birdwatcher": Theme, Analysis and Appreciation

Unit 8: "The Patriot": Theme, Analysis and Appreciation

Unit 9: "Philosophy": Theme, Analysis and Appreciation

Unit 10: "Jewish Wedding in Bombay": Theme, Analysis and Appreciation

Block III: A. K. Ramanujan

Unit 11: "Looking for a Cousin on a Swing": Theme, Analysis and Appreciation

Unit 12: "A River": Theme, Analysis and Appreciation

Unit 13: "Of Mothers, Among Other Things": Theme, Analysis and Appreciation

Unit 14: "Small-Scale Reflections on a Great House": Set -1

Unit 15: "Small-Scale Reflections on a Great House": Set- 2

Block IV: Kamla Das: Poems

Unit 16: "My Grandmother's House": Theme, Analysis and Appreciation

Unit 17: "The Old Play House": Theme, Analysis and Appreciation

Unit 18: "Summer in Calcutta": Theme, Analysis and Appreciation

Unit 19: "My Mother at Sixty-Six": Theme, Analysis and Appreciation

Unit 20: "Forest Fire": Theme, Analysis and Appreciation

Text and Suggested Readings:

1. Allpoetry.com. "Night of the Scorpion by Nissim Ezekiel." Retrieved 2022, 13 July.
2. Das, Kamala. *Selected Poems*. New Delhi, HarperCollins Publishers, 2017.
3. Ezekiel, Nissim. *Selected Poems*. New Delhi, Oxford University Press, 2015.
4. Kaitholil.com. "Summary of Gitanjali by Rabindranath Tagore." Retrieved 2022, 30 July.
5. Lib.uchicago.edu. "Guide to the A.K. Ramanujan Papers 1944-1995." Retrieved 27 August 2018.
6. Poemotopia. "Analysis of "Night of the Scorpion" by Nissim Ezekiel." Retrieved 17 July 2022.
7. Ramanujan, A.K. *Selected Poems*. New Delhi, Penguin Books, 2011.
8. Tagore, Rabindranath. *Gitanjali*. New Delhi, Rupa Publications, 2018.

Course Objectives:

The objectives of this course are:

- To teach students socio-cultural and political events responsible for the development of American literary history.
- To make them able to get an insight about the social realism and use of folklore in the American novel.
- To enable learners grasp some of the important concepts which revolutionized American literature and society such as Puritanism and Transcendentalism.
- To make learners familiar with the American classics such as *The Scarlet Letter*, *The Adventures of Huckleberry Finn* and *Who's Afraid of Virginia Woolf?*

Course Outcomes:

After the completion of this course, the students will have an understanding about how Multiculturalism, Puritanism and Transcendentalism were shaped through rich American literature. The students will also be able to grasp the writing style, language and thematic concerns in the works of famous American writers such as Hawthorne, Twain and Albee.

Block I: Nathaniel Hawthorne

Unit 1: *The Scarlet Letter* (Chapter 1-4)

Unit 2: *The Scarlet Letter* (Chapter 5-9)

Unit 3: *The Scarlet Letter* (Chapter 10-14)

Unit 4: *The Scarlet Letter* (Chapter 15-19)

Unit 5: *The Scarlet Letter* (Chapter 20-24)

Block II: Mark Twain

Unit 6: *The Adventures of Huckleberry Finn* (Chapter 1-8)

Unit 7: *The Adventures of Huckleberry Finn* (Chapter 9-18)

Unit 8: *The Adventures of Huckleberry Finn* (Chapter 19- 27)

Unit 9: *The Adventures of Huckleberry Finn* (Chapter 28- 35)

Unit 10: *The Adventures of Huckleberry Finn* (Chapter 36-43)

Block III: Tennessee Williams

Unit 11: *The Glass Menagerie: Act I- Scene 1*

Unit 12: *The Glass Menagerie: Act I- Scene 2*

Unit 13: *The Glass Menagerie: Act I- Scene 3*

Unit 14: *The Glass Menagerie: Act I- Scenes 4-5*

Unit 15: *The Glass Menagerie: Act I- Scenes 6-7*

Block IV: Edward Albee

Unit 16: *Who's Afraid of Virginia Woolf?* (Act 1: Part-I)

Unit 17: *Who's Afraid of Virginia Woolf?* (Act 1: Part-II)

Unit 18: *Who's Afraid of Virginia Woolf?* (Act 2: Part-I)

Unit 19: *Who's Afraid of Virginia Woolf?* (Act 2: Part-II)

Unit 20: *Who's Afraid of Virginia Woolf?* (Act 3)

Text and Suggested Readings:

1. Albee, Edward. *Who's Afraid of Virginia Woolf?* Penguin Classics, 2006.
2. Bloom, Harold. *Tennessee Williams's The Glass Menagerie*. Chelsea House Publishers, 1988.
3. Dudley, William and Terry O'Neill. *Puritanism: Opposing Viewpoints*. San Diego, Greenhaven Press, 1994.
4. Hawthorne, Nathaniel. *The Scarlet Letter*. Penguin Classics, 2003.
5. Miller, Perry. *The New England Mind: The Seventeenth Century*. Harvard University Press, 2019.
6. Nadel, Ira Bruce. *The Cambridge Companion to Tennessee Williams*. Cambridge University Press, 1997.
7. Roudané, Matthew C. *The Cambridge Introduction to Tennessee Williams*. Cambridge University Press, 2007.
8. Spoto, Donald. *The Kindness of Strangers: The Life of Tennessee Williams*. Da Capo Press, 1997.
9. Twain, Mark. *The Adventures of Huckleberry Finn*. William Collins, 2010.
10. Williams, Tennessee. *The Glass Menagerie*. New Directions, 1999.

Course Objectives:

The objectives of this course are:

- To help learners understand socio-political, cultural and economic issues prevalent in the literature from the different countries and world regions.
- To enable learners understand the post-colonial literature and national struggles of the colonized peoples against colonialist masters.
- To make learners understand the 'literature of absurd' and its characteristics.
- To make learners familiar with the world classics such as *Things Fall Apart*, *Death of a Salesman*, *Waiting for Godot* and *The Hairy Ape*.

Course Outcomes:

After the completion of this course, the students will be able to comprehend the theories and practices of colonialism and postcolonialism as discussed in the world literatures. The learners will also be able to grasp an understanding of the essence and nature of the national struggles for liberation in the wake of colonialism and oppression as they find an expression in the literatures from the 'Third World.'

Block I: Chinua Achebe: *Things Fall Apart*

Unit 1: *Things Fall Apart*: Introduction, Theme and Critical Analysis

Unit 2: *Things Fall Apart*: Background and Context of the Novel

Unit 3: *Things Fall Apart*: Summary and Analysis (Part-1)

Unit 4: *Things Fall Apart*: Summary and Analysis (Part-2)

Unit 5: *Things Fall Apart*: Summary and Analysis (Part-3)

Block II: Arthur Miller: *Death of a Salesman*

Unit 6: Arthur Miller: Introduction, Themes, Style and Characteristics of Writing

Unit 7: *Death of a Salesman* as a Modern Tragedy

Unit 8: *Death of a Salesman*: Summary and Analysis (Part-1)

Unit 9: *Death of a Salesman*: Summary and Analysis (Part-2)

Unit 10: *Death of a Salesman*: Summary and Analysis (Part-3)

Block III: Samuel Beckett: *Waiting for Godot*

Unit 11: Samuel Beckett: Introduction, Themes, Style and Characteristics of Writing

Unit 12: *Waiting for Godot* - Act 1 (Part-1)

Unit 13: *Waiting for Godot*- Act 1 (Part-2)

Unit 14: *Waiting for Godot*- Act 2 (Part-1)

Unit 15: *Waiting for Godot* - Act 2 (Part-2)

Block IV: Eugene O'Neill: *The Hairy Ape*

Unit 16: Eugene O'Neill: Introduction, Themes, Style and Characteristics of Writing

Unit 17: *The Hairy Ape*: Summary and Analysis (Scene 1-2)

Unit 18: *The Hairy Ape*: Summary and Analysis (Scene 3-4)

Unit 19: *The Hairy Ape*: Summary and Analysis (Scene 5-6)

Unit 20: *The Hairy Ape*: Summary and Analysis (Scene 7-8)

Text and Suggested Readings:

1. Achebe, Chinua. *Things Fall Apart*. Penguin Classics Edition, 1994.
2. Ashcroft, Bill, Gareth Griffiths, and Helen Tiffin. *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. Routledge, 2002.
3. Beckett, Samuel. *Waiting for Godot*. Grove Press, 2011.
4. Buchi Emecheta. *The Joys of Motherhood*. George Braziller, 1979.
5. Miller, Arthur. *Death of a Salesman*. New York: Penguin Books, 1996.
6. Ngũgĩ wa Thiong'o. *Petals of Blood*. Heinemann, 1977.
7. O'Neill, Eugene. *The Hairy Ape*. Vintage Books, 2001.
8. Rushdie, Salman. *Midnight's Children*. Random House, 2006.
9. Tayeb Salih. *Season of Migration to the North*. Heinemann, 2009.
10. Tsitsi Dangarembga. *Nervous Conditions*. Ayebia Clarke Publishing, 2004.

Course title: New Literatures in English
Course code: ENM-7115

Credits: 4

Course Objectives:

The objectives of this course are:

- To explore the cultural, political, and historical contexts of selected literary works from various regions including Africa, the Caribbean, South Asia, Australia, and Canada.
- To analyze the thematic concerns, stylistic features, and narrative techniques employed by authors from diverse cultural backgrounds.
- To examine the ways in which literature reflects and responds to post-colonial, diasporic, and nationalist ideologies.
- To develop critical thinking skills through the close reading and interpretation of texts from non-Western literary traditions.

Course Outcomes:

After the completion of this course, the learners will gain a comprehensive understanding of the cultural and political landscapes of Africa, the Caribbean, South Asia, Australia, and Canada through the study of literature from these regions. They will be able to analyze and interpret literary texts within their historical, social, and cultural contexts, demonstrating an appreciation for the diverse perspectives and experiences represented in the texts. They will develop critical thinking skills by engaging with complex themes such as identity, colonialism, diaspora, and nationalism as depicted in the selected texts. The learners will also enhance their writing and communication skills through the articulation of insightful interpretations and arguments about the literary works studied.

Block I: New Literatures in English: An Introduction

Unit 1: African Literature: Culture and Post – Nationalist Politics in Kenya and Nigeria

Unit 2: Caribbean Literature: The Aesthetics of Diaspora

Unit 3: South Asian Literature

Unit 4: Australian Literature: Interrogating National Myths

Unit 5: Canadian Literature: Scanning the Literary Landscape

Block II: Wole Soyinka: *A Dance of the Forests*

Unit 6: An Introduction to Nigeria and to the Yoruba World

Unit 7: Wole Soyinka's Life and Works

Unit 8: A Dance of the Forests: Summary

Unit 9: Critical Commentary on *A Dance of the Forests*

Unit 10: Wole Soyinka's Major Dramatic Works

Block III: Bapsi Sidhwa: *Ice-Candy-Man*

Unit 11: The Author: Background, Works, and Significance of the Title

Unit 12: The Narrative Voice in *Ice- Candy- Man*

Unit 13: Feminist Inscriptions in *Ice- Candy- Man*

Unit 14: Parsi Identity in *Ice- Candy- Man*

Unit 15: *Ice- Candy- Man* as a Novel of the Partition

Block IV: Caribbean Poetry: Derek Walcott & Edward Brathwaite

Unit 16: Introduction to the Caribbean Poetry

Unit 17: Derek Walcott –*Omeros*

Unit 18: Derek Walcott – *Love after Love*

Unit 19: Kamau Braithwaite –*Bermudas*

Unit 20: Kamau Braithwaite –*I Was Wash –Way in Blood*

Text and Suggested Readings:

1. Achebe, Chinua. *Things Fall Apart*. Heinemann, 1958.
2. Rhys, Jean. *Wide Sargasso Sea*. W.W. Norton & Company, 1966.
3. Grenville, Kate. *The Secret River*. Text Publishing, 2005
4. Atwood, Margaret. *The Handmaid's Tale*. McClelland and Stewart, 1985.
5. Soyinka, Wole. *Ake: The Years of Childhood*. Random House, 1981.
6. Soyinka, Wole. *A Dance of the Forests*. Oxford University Press, 1963.
7. Sidhwa, Bapsi. *Cracking India*. Milkweed Editions, 1991.
8. Sidhwa, Bapsi. *Ice-Candy-Man*. Penguin Books, 1988.
9. Walcott, Derek. *Omeros*. Farrar, Straus and Giroux, 1990.
10. Braithwaite, Kamau. *The Arrivants: A New World Trilogy*. Oxford University Press, 1973.
11. Braithwaite, Kamau. *I Was Wash - Way in Blood*. University of the West Indies Press, 2011.

Semester-IV

Course: Twentieth Century Novels

Course Code: ENM-7211

Credits: 4

Course Objectives:

The objectives of this course are:

- To make students familiar with the new literature of Britain in the early decades of the 20th century.
- To make students understand the historical background, including the socio-political changes, of the 20th century literature.
- To enable learners grasp an understanding of important concepts such as capitalism and imperialism and their relationship with the Marxism approach.
- To help learners study writing style, language, literary devices and thematic concerns as used by famous writers such as Lenin, Kafka, Joyce and Marquez.

Course Outcomes:

After the completion of this course, the learners will be able to understand the new concepts such as capitalism, imperialism and magic-realism as discussed in 20th century literature. The students will also be able to witness the aftermath of the 20th century literary movement and its impact on society.

Block I: Joseph Conrad

Unit 1: *Nostromo*: Part One- The Silver of Mine (Chapter 1-8)

Unit 2: *Nostromo*: Part Two- The Isabels (Chapter 1-8)

Unit 3: *Nostromo*: Part Three- The Light House (Chapter 1-13)

Unit 4: *Heart of Darkness*: Part-I

Unit 5: *Heart of Darkness*: Part-II & III

Block II: Franz Kafka: *The Trial*

Unit 6: *The Trial*: Chapters 1-2

Unit 7: *The Trial*: Chapters 3-4

Unit 8: *The Trial*: Chapters 5-6

Unit 9: *The Trial*: Chapters 7-8

Unit 10: *The Trial*: Chapters 9-10

Block III: James Joyce

Unit 11: *A Portrait of the Artist as a Young Man*- Chapter 1

Unit 12: *A Portrait of the Artist as a Young Man*- Chapter 2

Unit 13: *A Portrait of the Artist as a Young Man*- Chapter 3

Unit 14: *A Portrait of the Artist as a Young Man*- Chapter 4

Unit 15: *A Portrait of the Artist as a Young Man*- Chapter 5

Block IV: Gabriel Garcia Marquez: *One Hundred Years of Solitude*

Unit 16: *One Hundred Years of Solitude*: Chapters 1-4

Unit 17: *One Hundred Years of Solitude*: Chapters 5-8

Unit 18: *One Hundred Years of Solitude*: Chapters 9-12

Unit 19: *One Hundred Years of Solitude*: Chapters 13-16

Unit 20: *One Hundred Years of Solitude*: Chapters 17-20

Text and Suggested Readings:

1. Conrad, Joseph. *Heart of Darkness*. Dover Thrift Editions, 1990.
2. Conrad, Joseph. *Nostromo*. Penguin Classics, 2007.
3. Garcia Marquez, Gabriel. *One Hundred Years of Solitude*. Harper Perennial Modern Classics, 2006.
4. Gardner, Lynn. "Joseph K - review." *The Guardian*, 17 November 2010.
5. Greeley, Andrew. *Virgin and Martyr*. 1985.
6. Gullon, Ricardo. "Review: Gabriel García Márquez & the Lost Art of Storytelling." *Diacritics*, vol. 1, no. 1, Autumn, 1971, pp. 27-32.
7. Joyce, James. *A Portrait of the Artist as a Young Man*. Oxford University Press, 2000.
8. Kafka, Franz. *The Trial*. Schocken Books, 1998.

Course Objectives:

The objectives of this course are:

- To enable learners understand the various features and characteristics of Indian literature in English.
- To make students aware of the superstitious practices and other issues prevalent in Indian society as discussed in the writings of Indian writers such as Chatterji, Premchand, Shukla and Murthy.
- To make learners familiar with the social, cultural, economic and political issues governing Indian society and literary scene.
- To explore the socio-political background of some of the groundbreaking texts written by the Indian writers.

Course Outcomes:

After the completion of this course, the students will be able to grasp an understanding of the values of social and spiritual refinement in human life. The students will also be able to understand the need and ways of wiping out social evils from the society in order to dream of a healthy society as discussed in the select Indian writings.

Block I: Bankim Chandra Chatterji

Unit 1: *Krishnakant's Will*: Part-1 (Chapters 1-20)

Unit 2: *Krishnakant's Will*: Part-1 (Chapters 21-31)

Unit 3: *Krishnakant's Will*: Part-2 (Chapters 1-15)

Unit 4: *The Poison Tree* (Chapter 1-20)

Unit 5: *The Poison Tree* (Chapter 21-40)

Block II: Premchand

Unit 6: *The Gift of a Cow* (Part 1-10)

Unit 7: *The Gift of a Cow* (Part 11-20)

Unit 8: *Gaban* (Part-1)

Unit 9: *Gaban* (Part-2)

Unit 10: *Gaban* (Part-3)

Block III: Shrilal Shukla: *Raag Darbari*

Unit 11: *Raag Darbari*- Part 1 (Chapter 1-10)

Unit 12: *Raag Darbari*- Part 2 (Chapter 1-10)

Unit 13: *Raag Darbari*- Part 2 (Chapter 11-20)

Unit 14: *Raag Darbari*- Part 3 (Chapter 1-15)

Unit 15: *Raag Darbari*- Part 3 (Chapter 16-39)

Block IV: UR Ananta Murthy

Unit 16: *Samskara: A Rite for a Dead Man*: Chapters 1-2

Unit 17: *Samskara: A Rite for a Dead Man*: Chapters 3-4

Unit 18: *Samskara: A Rite for a Dead Man*: Chapters 5-6

Unit 19: *Samskara: A Rite for a Dead Man*: Chapters 7-8

Unit 20: *Samskara: A Rite for a Dead Man*: Chapters 9-12

Text and Suggested Readings:

1. Ananthamurthy, U. R. *How I wrote Samskara in Boral, Rao, Rath: Samskara, A Critical Reader*. Delhi, 2005.
2. Chatterji, Bankim Chandra. *Krishnakant's Will*. Kolkata: Rupa Publications, 2018.
3. Chatterji, Bankim Chandra. *The Poison Tree*. Kolkata: Rupa Publications, 2018.
4. Murthy, U.R. Ananthamurthy. *Samskara*. New Delhi: Oxford University Press, 2006.
5. Premchand. *Gaban*. New Delhi: Oxford University Press, 2017.
6. Premchand. *The Gift of a Cow*. New Delhi: Oxford University Press, 2017.
7. Sharma, Upendra Nath. *Raag Darbari: The Chronicle of Power and Politics Retold*. The New Indian Express, 23 September 2012.
8. Shukla, Shrilal. *Raag Darbari*. New Delhi: HarperCollins Publishers, 2016.
9. Vedams Books. *The Gift of a Cow: A Translation of the Classic Hindi Novel: Godaan*. 20 August 2010.

Course Objectives:

The objectives of this course are:

- To make learners identify and discuss the complex issues inherent in selecting a research problem.
- To enable students to select an appropriate research design and implement a research project.
- To make students understand the concepts and procedures of sampling, data collection, analysis and reporting.
- To enable learners to select primary and secondary sources in a research project.

Course Outcomes:

After the completion of this course, the students will be able to explain key research concepts and issues. The students will also be able to read, write, comprehend, and explain research articles in their academic discipline.

Block I: Basics of Research

Unit 1: Definition and Qualities of research

Unit 2: Key Terms in Research: Investigation and Exploration

Unit 3: Hypothesis, Data, Techniques and Methods

Unit 4: Results, Findings and Variables

Unit 5: Research Area and Research Topic

Block II: Constructing Research Design

Unit 6: Research Design: Definition and Importance

Unit 7: Pre-experimental Designs

Unit 8: Experimental Designs

Unit 9: Pre-test Design

Unit 10: Post-test Design

Block III: Research Process

Unit 11: Formulating the Research Problem/Research Topic

Unit 12: Preparing Bibliography for Background Reading

Unit 13: Review of Literature: Defining Aims and Objectives

Unit 14: Developing Hypothesis and Deciding the Scope and Limitations

Unit 15: Adopting Appropriate Research Methodology

Block IV: Dimensions of Research in English Language and English Literature

Unit 16: Kinds of Research Possible in English Literature

Unit 17: Kinds of Research Possible in English Linguistics

Unit 18: Qualitative Research in Linguistics

Unit 19: Quantitative Research in Linguistics

Unit 20: Mixed Research in English Literature

Text and Suggested Readings:

1. Babbie, Earl R. *The Basics of Social Research*. Cengage Learning, 2016.
2. Creswell, John W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications, 2014.
3. Howell, Kerry E. "Preface." *An Introduction to the Philosophy of Methodology*, SAGE, 13 Nov. 2012, ISBN 978-1-4462-9062-0.
4. Leedy, Paul D., and Jeanne Ellis Ormrod. *Practical Research: Planning and Design*. Pearson Education, 2018.
5. Oduor, Rmj. "Research Methodology in Philosophy within an Interdisciplinary and Commercialised African Context: Guarding Against Undue Influence from the Social Sciences." *Thought and Practice: A Journal of the Philosophical Association of Kenya*, vol. 2, no. 1, 10 August 2010, pp. 87-118. doi:10.4314/tp.v2i1.59969.
6. Silverman, David, editor. *Qualitative Research: Issues of Theory, Method and Practice*. 3rd ed., Sage Publications, 2011.
7. Strunk, William, and E.B. White. *The Elements of Style*. Pearson, 2018.
8. Walliman, Nicholas. *Research Methods: The Basics*. Routledge, 2017.

Course Objectives:

The objectives of the course are:

- To introduce the students to the initial stages of the development of the proper British poetry.
- To make learners understand the social, political and cultural characteristics from the age of Chaucer to the age of Milton.
- To make students familiar with some of the major English poems such as *The Canterbury Tales*, *The Faerie Queene*, *Shakespearean Sonnets* and *Paradise Lost* in their socio-cultural and political contexts.
- To make learners understand the writing style, thematic concerns, use of figurative language and social issues in the poems of Geoffrey Chaucer, Edmund Spenser, William Shakespeare and John Milton.

Course Outcomes:

After the completion of this course, the students will be able to get an exposure to the salient features and concerns of the works of Chaucer, Spenser, Shakespeare and Milton. The students will also be able to find out Milton's *Paradise Lost* as a religious and political allegory and how the structure of Shakespearean sonnet varies from Petrarchan sonnet.

Block I: Geoffrey Chaucer

Unit 1: The General Prologue: "The Miller's Prologue"

Unit 2: The General Prologue: "The Miller's Tale"

Unit 3: The General Prologue: "The Pardoner's Prologue"

Unit 4: The General Prologue: "The Pardoner's Tale"

Unit 5: The Miller's Prologue and Tale, "The Nun's Priest's Tale"

Block II: Edmund Spenser

Unit 6: "April Eclogue" in *The Shepheardes Calender*: Summary, Theme and Analysis

Unit 7: Letter to Raleigh: Summary and Analysis

Unit 8: *The Faerie Queen*: Book III- Cantos 5, 6, and 7

Unit 9: *The Faerie Queen*: Book V- Cantos 5, 6, and 7

Unit 10: *The Faerie Queen*: Book VI-Cantos 5, 6, and 7

Block III: William Shakespeare

Unit 11: "Shall I compare thee to a summer's day?"- Sonnet 18

Unit 12: "That time of year thou mayst in me behold"- Sonnet 73

Unit 13: "Let me not to the marriage of true minds"- Sonnet 116

Unit 14: "My mistress' eyes are nothing like the sun"- Sonnet 130

Unit 15: "When my love swears that she is made of truth"- Sonnet 138

Block IV: John Milton

Unit 16: *Paradise Lost*: Book 1 (Part-I)

Unit 17: *Paradise Lost*: Book 1 (Part-II)

Unit 18: *Paradise Lost*: Book 2 (Part-I)

Unit 19: *Paradise Lost*: Book 2 (Part-II)

Unit 20: *Paradise Lost*: Book 12

Text and Suggested Readings:

1. Chaucer, Geoffrey. *The General Prologue*. Edited by D. S. Brewer, Cambridge University Press, 2005.
2. Chaucer, Geoffrey. *The Pardoner's Prologue & Tale from the Canterbury Tales*. Cambridge University Press, 1994.
3. Milton, John. *Paradise Lost*. Edited by Gordon Teskey, W. W. Norton & Company, 2005.
4. Milton, John. *Paradise Lost*. Penguin Books, 2000.
5. Shakespeare, William. *Shakespeare's Sonnets*. Edited by Barbara A. Mowat and Paul Werstine, Washington Square Press, 2004.
6. Shakespeare, William. *Sonnets*. Edited by Katherine Duncan-Jones, Arden Shakespeare, 2010.
7. Spenser, Edmund. *Selected Poems*. Edited by Elizabeth Heale, Penguin Classics, 2003.
8. Spenser, Edmund. *The Complete Poetical Works of Edmund Spenser*. Edited by Robert Elkins Neil Dodge, Student's Cambridge Edition, Houghton Mifflin Co, 1908.
9. Spenser, Edmund. *The Faerie Queene*. Edited by A. C. Hamilton, Penguin Classics, 2003.

Course Objectives:

The objectives of the course are:

- To examine the historical, social, and cultural contexts in which significant American literary works were produced.
- To analyze the thematic concerns, narrative techniques, and artistic innovations of major American authors.
- To explore the contributions of key American authors to literary movements and traditions.
- To develop critical thinking skills through close reading, textual analysis, and interpretation of selected literary works.

Course Outcomes:

After the completion of this course, students will demonstrate an understanding of the historical and cultural contexts of American literature through the study of selected works by James F. Cooper, Theodore Dreiser, Henry Miller, and John Barth. The students will analyze the thematic concerns and stylistic features of each text, identifying key literary elements such as plot, character, setting, and symbolism. The learners will also evaluate the significance of each author's contribution to American literature, recognizing their place within literary traditions and movements. The students will develop critical thinking skills by engaging with scholarly perspectives and interpretations of the selected texts, and by formulating their own analytical arguments.

Block I: James F Cooper: *The Last of the Mohicans*

Unit 1: The Beginnings

Unit 2: The Man, The Milieu, And the Moment

Unit 3: The Last of the Mohicans: An Analysis

Unit 4: Perspectives on the Novel- I

Unit 5: Perspectives on the Novel- II

Block II: Theodore Dreiser: *Sister Carrie*

Unit 6: The Literary Context

Unit 7: Theodore Dreiser: The Man and the Writer

Unit 8: Sister Carrie: A Critical Summary

Unit 9: Sister Carrie: A Critical Study of the Major Themes

Unit 10: Language and Art in Sister Carrie

Block III: Henry Miller: *Black Spring*

Unit 11: Sexual Revolution in Modern American Literature

Unit 12: The Great Tradition

Unit 13: The Outsider

Unit 14: The Indelible Impact

Unit 15: Henry Miller's: Critical Approaches

Block IV: John Barth: *Floating Opera*

Unit 16: The Postwar American Novel

Unit 17: The Experimental Novel

Unit 18: The Floating Opera: An Analysis of the Text

Unit 19: Philosophical Formulations and the Farce of Reasons

Unit 20: From Modernity to Post Modernity

Text and Suggested Readings:

1. Peck, H. Daniel. The Leatherstocking Tales.
2. Cooper, James Fenimore. The Last of the Mohicans: A Narrative of 1757.
3. Pattee, Fred Lewis. The Last of the Mohicans: The Genesis of the First Great American Hero.
4. Cooper, James Fenimore. The Deerslayer: A Novel.
5. Lingeman, Richard. Theodore Dreiser: His World and His Novels.
6. Dreiser, Theodore. Sister Carrie.
7. Kazin, Alfred. Dreiser's Best Novels.
8. Bowers, R. C. Dreiser's Sister Carrie: A Novel of Ideas.
9. Nordloh, David J. Theodore Dreiser's 'Sister Carrie': A Critical Commentary.
10. Miller, Henry. Black Spring.
11. Gordon, Ronald Gordon (editor). Henry Miller: The Major Writings.
12. Dearborn, Mary. Henry Miller: A Personal Archive.
13. Wickes, George (editor). Henry Miller and the Critics.
14. Barth, John. The Floating Opera.

Course Objectives:

The objectives of the course are:

- To develop a research proposal that clearly outlines the research question, methodology, and objectives of the dissertation.
- To identify and critically analyze relevant literature in the field of study to build a strong theoretical framework for the dissertation.
- To collect and analyze data using appropriate research methods, tools, and techniques to answer the research question.
- To interpret and discuss the findings of the research in the context of existing knowledge and theories.
- To demonstrate the ability to communicate research findings effectively through a well-written dissertation.

Course Outcomes:

The students will be able to develop a clear and concise research proposal that outlines the research question, methodology, and objectives of their dissertation. The students will demonstrate the ability to critically review and analyze relevant literature in the field of study to build a strong theoretical framework for their dissertation. The students will be able to collect, analyze, and interpret data using appropriate research methods, tools, and techniques to answer the research question. The students will demonstrate the ability to discuss and interpret the findings of their research in the context of existing knowledge and theories in the field. The students will produce a well-written dissertation that effectively communicates their research findings and contributes to the body of knowledge in their field of study.

Text and Suggested Readings:

1. Wright, Susan S. *The Dissertation Journey: A Practical and Comprehensive Guide to Planning, Writing, and Defending Your Dissertation*. Sage Publications, 2010.
2. Delamont, Sara, and Paul Atkinson. *Successful Dissertations: The Complete Guide for Education, Childhood and Early Childhood Studies Students*. Open University Press, 2014.
3. Single, Peg Boyle. *Demystifying Dissertation Writing: A Streamlined Process from Choice of Topic to Final Text*. Stylus Publishing, 2009.
4. Phillips, Estelle M., and Dianne J. C. McGregor. *Writing Your Dissertation: The bestselling guide to planning, preparing and presenting first-class work*. How To Books, 2011.
5. Rudestam, Kjell Erik, and Rae R. Newton. *Surviving Your Dissertation: A Comprehensive Guide to Content and Process*. Sage Publications, 2014.

Faculty and Support Staff:

The University has identified the dedicated requisite faculty and support staff as mandated by the UGC and they are allocated the positions. The course material prepared by the faculty is at par with the regulations 2020.

List of faculty members associated with the M.A. (English) programme is as follows:

S. No.	Name of Faculty	Designation	Nature of Appointment	Qualification	Subject
1.	Dr. Anupama Shekhawat	Professor	Full-Time	Ph.D. (English)	English
2.	Dr. Nitendra Singh	Associate Professor	Full-Time	Ph.D.	English
3.	Ms. Angela Fatima Mirza	Assistant Professor	Full-Time	NET	English
4.	Dr. Faizan	Assistant Professor	Full-Time	Ph.D.	English
5.	Ms. Vanshika Singh	Assistant Professor	Full-Time	Ph.D.	English

Delivery Mechanism:

The MTSOU follows a modern ICT (Information & Communication Technology) enabled approach for instruction. The methodology of instruction in ODL of MTSOU is different from that of the conventional/regular programmes. Our ODL system is more learner-oriented and the learner is an active participant in the teaching-learning process. The academic delivery system of MTSOU's ODL comprises of:

A. Print Material-

The printed material of the programme supplied to the students will be unit-wise for every course.

B. Counselling Sessions-

There will be 6 counselling/contact classes in face-to-face mode of two hours each for a course of 4 credits, in case of 6-credit course contact hours required are 18 hours). The counselling sessions/face-to-face contact classes will be held on the campus of the University on Saturdays and Sundays.

C. Medium of Instruction-

Medium of Course Instruction: English

Medium of Examination: English

Student Support Systems:

The University's Study Centres or Learner Support Centre shall be headed by a coordinator, not below the rank of Assistant professor and shall be augmented with academic and non-academic staff depending on the learner.

The university has made appropriate arrangements for various support services including counselling schedule and resource-oriented services evaluation methods and dates both online and offline modes for easy and smooth services to the students.

The University is not promoting any study centres outside the State of Tripura. All student support services will be provided to the student through the University Headquarters and the study centres.

F. Procedure for Admissions, Curriculum, Transaction and Evaluation:

Admission Process-

Admission to M.A. (English) programme will be done on the basis of screening of candidate's eligibility on first come first serve basis. The admission shall not be a right to the students and MTSOU, shall retain the right to cancel any admission at any point of time if any irregularity is found in the admission process, eligibility etc.

Maximum Duration-

The maximum duration of M.A. (English) programme is four years. Thereafter, the students seeking completion of the left over course(s) will be required to seek fresh admission.

Eligibility-

Any Graduate from a recognized University with a minimum of 50% (45% for candidates belonging to reserved categories) is eligible for admission to M.A. (English) Programme.

Fee Structure:

Name of the Programme	Degree	Duration	Year	Tuition Fee/Year	Exam Fee/Year	Total (in Rs.)
Master of Arts (English)	PG	2 to 4 Years	1	13500	2000	15500
			2	12000	2000	14000
Total						29500

Activity Schedule:

S. No.	Name of the Activity	Tentative Months Schedule (Specify Months) During Year			
		From (Month)	To (Month)	From (Month)	To (Month)
1.	Admission	Jul.	Sep.	Jan.	Mar.
2.	Assignment Submission (if any)	Sep.	Oct.	Mar.	Apr.
3.	Evaluation of Assignment	Oct.	Nov.	Apr.	May
4.	Examination	Dec.	Dec.	Jun.	Jun.
5.	Declaration of Result	Jan.	Jan.	Jul.	Jul.
6.	Re-registration	Jul.	Jul.	Jan.	Jan.
7.	Distribution of SLM	Jul.	Sep.	Jan.	Mar.
8.	Contact Programmes (Counseling, Practicals.etc.)	Sep.	Nov.	Mar.	May

Credit System:

The Mata Tripura Sundari Open University proposes to follow the 'Credit System' for most of its programmes. Each credit amounts to 30 hours of study comprising all learning activities. Thus, 8-credit course requires 240 hours, 6-credit course requires 180 hours, 4-credit course requires 120 hours and 2-credit course requires 60 hours of study. This helps the student to understand the academic effort to complete a course. The completion of an academic programme requires successful clearing of both, the assignments and the term-end examination of each course in a programme.

Duration of the Programme	Credits	Name of the Programme	Level of the Programme
2 Yrs.	80	M.A. (English)	Master's Degree (General)

Assignments:

Distance Education learners have to depend much on self-study. In order to ascertain the writing skill and level of comprehension of the learner, assignment work is compulsory for all the learners. Each assignment shall consist of a number of questions, case studies and practical-related tasks. The Assignment Question Papers will be uploaded on the website within a scheduled time and the learners shall be required to respond them within a specified period of time. The response of the learner will be examined by a faculty member.

Evaluation: The evaluation system of the programme is based on two components-

a) Continuous Evaluation in the Form of Assignments (weightage 30%):

This component carries a weightage of 30%. There will be at least one graded assignment and test per course. These assignments are to be submitted to the Co-ordinator(s) of the University to which the student is assigned or attached with.

b) Term-End Examination (weightage 70%):

This will be held twice every year in the months of June and December. The students are at liberty to appear in any of the examinations conducted by the University during the year. A student will be allowed to appear in the term-end examination only after she/he has registered for that course and submitted the assignment. For appearing in the Examination, every student has to submit an examination form online through our website (www.mtsou.edu.in) or offline before the due dates as given in the schedule of operations. If a student misses any term-end examination of a course for any reason, s/he may appear for any of them or all the courses subject to the maximum of 8 courses in the subsequent term-end examinations. This facility will be available until a student secures the minimum pass grade in the courses but up to a maximum period of four semesters, since the date of registration of the course is valid for four semesters. Beyond this period s/he may continue for another four semesters by getting Re-registration by paying fee again. In that case, the score of qualified assignments and/or term-end examination will be retained and the student will be required to complete the left out requirements of such re-registered courses. The minimum requirement for passing a course will be 40%.

G. Laboratory Support and Library Resources:

The Library of Mata Tripura Sundari Open University aims to empower the teaching mission and intellectual culture of the community through the availability of an organized collection of information as well as instructions in its access, relevance and evaluation. The University Library enriches advance learning and discovery by providing access to a broad array of resources for education, research and creative work to ensure the rich interchange of ideas in the pursuit of knowledge.

The Mata Tripura Sundari Open University has a dedicated Library acquiring printed books and e-books. The required National and International subject journals are also provided. We already have annual journal subscriptions and the capacity can be enlarged at later stages as the University lines up with more online journals. The collection of the Library is rich and diverse especially in terms of the breadth and depth of coverage. Our collection encompasses subjects in Management, Commerce, Information Technology, Computer Applications, Arts and Humanities, Social Science and other allied areas. This collection further includes Books, Research Journals, Project Reports/Dissertations and online Journals.

The University has well equipped Computer Laboratories, Lecture Capturing Systems, Audio Video facilities, ICT-enabled class rooms, Wi-Fi facilities etc.

H. Cost Estimate of the Programme and the Provisions:

The initial expenses have been done by the University in terms of provision of infrastructure, manpower, printing of self-learning material and others. The University intends to allocate expenses out of the total fee collection as per following details:

- a) SLM Development and Distribution: 20%
- b) Postal Expense: 10%
- c) Salary and other Administrative Expenses: 60%
- d) Future Development: 10%

Once programmes are operational, the fee receipt from the programme's budget to be planned as per the guidelines of the University Grants Commission.

I. Quality Assurance:

The University has established the Centre for Internal Quality Assurance (CIQA) in the University campus. The CIQA will monitor and maintain the quality of the ODL (Open and Distance Learning) programmes. It has the following objectives in making the compliances of quality implementations-

Objectives:

The objective of Centre for Internal Quality Assurance (CIQA) is to develop and put in place a comprehensive and dynamic internal quality assurance system to ensure that programmes of higher education in the Open and Distance Learning mode being implemented by the Higher Educational Institution are of acceptable quality and further improved on continuous basis.

Functions of CIQA:

The functions of Centre for Internal Quality Assurance would be following-

- 1) To maintain quality in the services provided to the learners.
- 2) To undertake self-evaluative and reflective exercises for continual quality improvement in all the systems and processes of the Higher Educational Institution.
- 3) To contribute in the identification of the key areas in which Higher Educational Institution should maintain quality.
- 4) To devise mechanism to ensure that the quality of Open and Distance Learning programmes matches with the quality of relevant programmes in conventional mode.
- 5) To devise mechanisms for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, staff, parents, society, employers, and Government for quality improvement.
- 6) To suggest measures to the authorities of Higher Educational Institution for qualitative improvement.
- 7) To facilitate the implementation of its recommendations through periodic reviews.
- 8) To organize workshops/seminars/symposium on quality related themes, ensure participation of all stakeholders, and disseminate the reports of such activities among all the stakeholders in Higher Educational Institution.
- 9) To develop and collate best practices in all areas leading to quality enhancement in services to the learners and disseminate the same to all concerned in Higher Educational Institution.
- 10) To collect, collate and disseminate accurate, complete and reliable statistics about the quality of the programme(s).
- 11) To ensure that Programme Project Report for each programme is according to the norms and guidelines prescribed by the Commission and wherever necessary by the appropriate regulatory authority having control over the programme.
- 12) To put in place a mechanism to ensure the proper implementation of Programme Project Reports.
- 13) To maintain our record of Annual Plans and Annual Reports of Higher Educational Institution, review them periodically and generate actionable reports.
- 14) To provide inputs to the Higher Educational Institution for restructuring of programmes in order to make them relevant to the job market.
- 15) To facilitate system-based research on ways of creating learner centric environment and to bring about qualitative change in the entire system.
- 16) To act as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc.
- 17) To adopt measures to ensure internalization and institutionalization of quality enhancement practices through periodic accreditation and audit.
- 18) To coordinate between Higher Educational Institution and the Commission for various qualities related initiatives or guidelines.
- 19) To obtain information from other Higher Educational Institutions on various quality benchmarks or parameters and best practices.
- 20) To record activities undertaken on quality assurance in the form of an annual report of Centre for Internal Quality Assurance.
- 21) It will be mandatory for Centre for Internal Quality Assurance to submit Annual Reports to the Statutory Authorities or Bodies of the Higher Educational Institution about its activities at the end of each academic session. A copy of report in the format as specified by the Commission, duly approved by the statutory authorities of the Higher Educational Institution shall be submitted annually to the Commission.

After completing M.A. (English) Programme at Mata Tripura Sundari Open University, the students will be able to impart essential knowledge of literary forms, movements and trends in contemporary theory and interdisciplinary extensions. The students will further be able to demonstrate an ability to use current theoretical approaches to literary study as well as the ability to synthesize literary characteristics, themes, and/or approaches in several literary texts.