VANITA VISHRAM WOMEN'S UNIVERSITY
SCHOOL OF HUMANITIES & SOCIAL SCIENCES
DEPARTMENT OF ENGLISH

MASTER OF ARTS (M.A.) ENGLISH PROGRAMME

SEMESTER 1
Core Course – Theory (CC), Core Course – Practical (CC)

Syllabus applicable to the students seeking admission in the following programme
M.A. English
w.e.f. the Academic Year 2021-2022

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1. Preamble – VVWU

Vanita Vishram Women's University (VVWU) is the First-ever Women's University of Gujarat approved by the Government of Gujarat under the provisions of the Gujarat Private Universities Act, 2009. It is a university committed to achieve Women's Empowerment through Quality Education, Skill Development, and by providing employment opportunities to its girl students through its model curriculum, integration of technology in pedagogy and best-in-class infrastructure. The focus is on prioritizing practical component and experiential learning supported through academia-industry linkages, functional MoUs, skill development training, internships etc. It aims at providing opportunities to the girl students for holistic development and self-reliance.

VISION

Empowerment of women through quality education and skill development, so as to make them strong pillars of stability in the society.

MISSION

To provide Education & Professional Training to all women for their all-round development, so as to enable them to become economically independent and socially empowered citizens.

2. Introduction of the Programme

The present crisis of humanities emanates from the pre-dominance of science and technology in particular because it contributes to human conditions and comfort in tangible terms and thereby changing the human condition with material inventions. The resultant utilitarian society likes to invest in science and technology because it takes care of provisions for life.

Literature, on the other hand, takes care of vision. But its impact is intangible and immeasurable in terms of quantity. Humanities or literary discourse brings about qualitative changes that remain immeasurable, but for its manifestation in human conduct that may be observed and experienced, but not quantified. However, what gets obviated in the process is that both of them i.e., science and technology and humanities are complementary, though those fascinated with tangible outcomes do tend to gloss over it.

The function of literature is to bring the questions of values—human and literary—in focus. Literariness is the ability of literature to attract attention to itself that it achieves through deviant use of language. As a system of knowledge, it aims at providing pleasure first and knowledge thereafter. Therein lies its value in being pleasant. Thereafter, the important thing is to know what literature is valued for. Literature is known for what it stands or its commitment. Literature celebrates life in all forms and stands for and with values of life by representing the weak, the poor, the exploited, the vulnerable and the voiceless. In a way, literary values are values of life, particularly human life.

Accordingly, English literary curricula have evolved over a period of time in India. From its Anglo-centric core, it moved to new literatures—Third World Literature, Commonwealth Literature, American, Canadian, Australian, African Literature, and New Literatures in English, and later to Indian Literature in English and Indian Literature in translation in the light of various critical and theoretical discourses like Post-modernism, Post-colonialism, Feminism, and Black Aesthetics/Dalit Aesthetics among others. Thus, it is necessary for English Studies to recognize and respect the differences and transcend binaries.

An M.A. in English is a two-years Post-graduation Degree programme in a specialized field of study within the School of Humanities and Social Sciences. The Graduates in English who wish to pursue Post-Graduation in English may expect to encounter a variety of coursework including the study of literature written in English, English as a second language, linguistics, the history of English language and possibly even comparative literature and interdisciplinary studies. An MA in English Studies is valuable in that it may yield a variety of skills that are transferable to many careers. The students will likely improve their communication and especially their writing skills, their critical thinking skills and their ability to understand and explain history and culture. While these skills and this knowledge set is useful in many careers, it is also useful in life.

3. Programme Specific Objectives (PSOs)

The programme aims at:

1) Providing students with a sound foundation in literary concepts necessary to formulate, analyze and articulate narrative expressions.
2) Equipping students to use the literary and critical skills learnt during the course for creative productions.
3) Creating interest in independent literary pursuits for further career in academics, research and industry.
4) Motivating students towards life-long learning that uses the intellectual advantage gained from the course to understand the world better.
5) Making the students aware of the importance of historical contexts and ideological drifts.

4. Programme Specific Outcomes (PSOs)

Each Post-Graduate in English will be able to:

1) familiarize with the writers of English literature across different ages and continents, their theories, perspectives, models and methods.
2) demonstrate competence in analysis and critically analyze scholarly work in the areas of English language teaching, literary research and translation.
3) enhance literary and critical thinking.
4) apply the knowledge of Literature, theories, research and skills in different fields of literary practice.
5) develop the technical skills and ethical decisions appropriate for the holistic professional development in the field.

5. Structure of the Programme

CREDIT STRUCTURE FOR PG PROGRAMMES (M.A./M.Sc./M.Com.)

Semester 1	Credits	Semester 2	Credits
Core Course 1	5 (4 + 1)	Core Course 5	5 (4 + 1)
Core Course 2	5 (4 + 1)	Core Course 6	5 (4 + 1)
Core Course 3	5 (4 + 1)	Core Course 7	5 (4 + 1)
Core Course 4	5 (4 + 1)	General Elective	4 (3 + 1)
Core Course Practical	4	Core Course Practical	4
Core Course Practical	4	Core Course Practical	4
Total Credits	28	Total Credits	27

Semester 3 Specialization	Credits	Semester 4 Specialization	Credits
Core Course 8	5 (4 + 1)	Core Course 11	5 (4 + 1)
Core Course 9	5 (4 + 1)	Core Course 12	5 (4 + 1)
Core Course 10	5 (4 + 1)	Department Elective 3 (Group 3)	4 (3 + 1)
Department Elective 1 (Group 1)	4 (3 + 1)	Core Course Practical	4
Department Elective 2 (Group 2)	4 (3 + 1)	Dissertation	12
Core Course Practical	4		
Project Work	4		
Total Credits	31	Total Credits	30

- 1 Credit Theory = 1 hour
- 1 Credit Practical = 2 hours
- Theory Credits = 5
  - Class Hours = 4
  - Expected Learning Hours by students outside the class hours = 2
- Practical = 4
  - Class (Lab) Hours = 8
- Semesters 1 and 2 will have Core and Practical papers common for all enrolled students.
- Semesters 3 and 4 will offer subjects of selected specialization as Core and Elective papers.
- Semesters 3 and 4 will offer Dissertation for all enrolled students.

DEPARTMENT ELECTIVES

- Department of English offers 3 electives out of which students will choose 2 electives in Semester 3 and 1 elective in Semester 4 to promote choice-based learning of the said specialization through the programme.

GENERAL ELECTIVES

- Department of English offers 2 electives out of which students will choose 1 elective in Semester 2.
- It could be a Core Paper from other departments or could be a General Elective Paper like IPR or some General Component.

Sr. No.	Name of Papers	Total No. of Papers	Credits	Total Credits
1	Core Course	12	5	60
2	Elective Course (Specialization)	3	4	12
3	General Elective	1	4	04
3	Practical / Field Work / Seminar / Workshop / SDP*	6	4	24
4	Dissertation + Project Work	--	12 + 4	16
			Total Credits	**116**

* Student Development Programme (SDP) & Research Methodology component should be incorporated.

6. Structure of the Course

Semester 1	Semester 2
Core Course – 1 Literary Form: Poetry – I	**Core Course – 5** Literary Form: Poetry – II
Core Course – 2 Literary Form: Drama – I	**Core Course – 6** Literary Form: Drama – II
Core Course – 3 Literary Form: Novel – I	**Core Course – 7** Literary Form: Novel – II
Core Course – 4	**General Elective** Ages of Rationalism, Humanism & Rise of the Modern World **OR** Psychology & Mental Health
Core Course Practical – 1 Appreciating Poetry	**Core Course Practical – 3** Appreciating Fiction
Core Course Practical – 2 Research Methodology – I	**Core Course Practical – 4** Research Methodology – II

Semester 3	Semester 4
Core Course – 8 Literary Form: Poetry – III	**Core Course – 11** Literary Form: Poetry – IV
Core Course – 9 Literary Form: Drama – III	**Core Course – 12** Literary Form: Drama – IV
Core Course – 10 Literary Form: Novel – III	**Department Elective – 3** Literary Criticism – II **OR** English Language Teaching – II
Department Elective – 1 Afro-American Literature **OR** Dalit Literature	**Core Course Practical – 6** Translation
Department Elective – 2 Literary Criticism – I **OR** English Language Teaching – I	Dissertation
Core Course Practical – 5 Editing & Proofreading Project Work	

MASTER OF ARTS (M.A.) ENGLISH

SEMESTER 1
CORE COURSE PAPER 1

LITERARY FORM: POETRY – I (EN21010)

Course Objectives

The course aims to:

- make students familiar with the literary tendencies of Elizabethan, Puritan and Restoration Ages.
- familiarize students with the poetry of Elizabethan, Puritan, and Restoration Ages.
- make students understand the importance of lyrics and sonnets as important poetic forms.

Course Outcomes

At the end of the course, the students will be able to:

- explain the socio-cultural, political and historical factors that produced Elizabethan, Puritan and Restoration Literature.
- understand, analyze and critically appreciate the prescribed poems.
- understand the literary temperament and taste of the Ages against the background of which the prescribed poems were written.

COURSE CONTENTS

Unit 1 Elizabethan, Puritan & Restoration Poetry (Theory)

1) Renaissance
2) Salient Features or Characteristics of the Elizabethan Age
3) Elizabethan Poetry
4) Metaphysical Poetry
5) Restoration Poetry

Unit 2 Literary Form: Poetry (Theory)

1) *Sonnet* – Edmund Spenser
2) *Loving in Truth* – Sir Philip Sidney
3) *All the World's a Stage* – William Shakespeare
4) *Sonnet 116* – William Shakespeare
5) *On His Blindness* – John Milton
6) *The Canonization* – John Donne

7) *The Pulley* – George Herbert

8) *Love* – John Dryden

Unit 3 Outside the Classroom Learning (Activity-Based)

Suggested Readings

- William Henry Hudson, *An Outline History of English Literature*, Rupa Publications, 2015.
- Edward Albert, *History of English Literature*, Oxford University Press, 2017.
- William J. Long, *English Literature: Its History and Its Significance for the Life of the English-Speaking World*, Rupa Publications, 2015.
- David Daiches, *A Critical History of English Literature (Volume 1 & II)*, Supernova Publishers, 2011.
- J.N. Mundra and S.C. Mundra, *A History of English Literature (Vol. I, II, III)*, Prakash Book Depot, 2020.
- Compton-Rickett, *A History of English Literature,* UBS Publishers' Distributors Private Limited, 2009.
- Nilanko Mallik, *Critical Studies from Elizabethan to Romantic Poetry*, Woven Words Academic, 2017.

LITERARY FORM: DRAMA – I (EN21020)

Course Objectives

The course aims to:

- make students familiar with the literary tendencies of Elizabethan, Puritan and Restoration Ages.
- familiarize students with the drama of Elizabethan, Puritan, and Restoration Ages.
- make students understand the importance tragedy and comedy as important drama forms.

Course Outcomes

At the end of the course, the students will be able to:

- explain the socio-cultural, political and historical factors that produced Elizabethan Puritan and Restoration Literature.
- understand, analyze and critically appreciate the prescribed dramas.
- introduce some of the seminal texts to the students from the concerned Ages.

COURSE CONTENTS

Unit 1 Elizabethan, Puritan & Restoration Drama (Theory)

1) University Wits or Pre-Shakespearean Drama
2) Shakespeare as a Dramatist
3) Jacobean Drama
4) Comedy of Manners
5) Restoration Tragedy – Heroic Tragedy & Blank Verse Tragedy

Unit 2 Literary Form: Drama (Theory)

1) *Hamlet* – William Shakespeare
2) *All for Love* – John Dryden
3) *The Way of the World* – William Congreve

Unit 3 Outside the Classroom Learning (Activity-Based)

Suggested Readings

- William Henry Hudson, *An Outline History of English Literature*, Rupa Publications, 2015.
- Edward Albert, *History of English Literature*, Oxford University Press, 2017.
- William J. Long, *English Literature: Its History and Its Significance for the Life of the English-Speaking World*, Rupa Publications, 2015.
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- Compton-Rickett, *A History of English Literature,* UBS Publishers' Distributors Private Limited, 2009.
- Harold Bloom, *Elizabethan Drama*, Chelsea House Publishers, 2004.
- David L. Hirst, *Comedy of Manners*, Routledge, 2021.

LITERARY FORM: NOVEL – I (EN21030)

Course Objectives

The course aims to:

- introduce some of the seminal texts to the students from the concerned Ages.
- help the students to understand the growth and development of Novel as a form of literature.
- develop critical thinking of the students related to the literary form novel.

Course Outcomes

At the end of the course, the students will be able to:

- growth and development of novel as an important form of literature.
- appreciate the contribution of various forms into the development of novel as a literary form.
- understand, analyze and appreciate various seminal texts.

COURSE CONTENTS

Unit 1 English Novel (Theory)

1) Growth and Development of the English Novel during the Elizabethan Age
2) Diary and Memoir Writers of the 17th Century
3) Romances of the 17th Century
4) English Novel in the Later Half of the 17th Century

Unit 2 Literary Form: Novel (Theory)

1) *The Pilgrim's Progress* – John Bunyan
2) *Robinson Crusoe* – Daniel Defoe

Unit 3 Outside the Classroom Learning (Activity-Based)

Suggested Readings

- William Henry Hudson, *An Outline History of English Literature*, Rupa Publications, 2015.
- Edward Albert, *History of English Literature*, Oxford University Press, 2017.

- William J. Long, *English Literature: Its History and Its Significance for the Life of the English-Speaking World*, Rupa Publications, 2015.
- David Daiches, *A Critical History of English Literature (Volume 1 & II)*, Supernova Publishers, 2011.
- J.N. Mundra and S.C. Mundra, *A History of English Literature (Vol. I, II, III)*, Prakash Book Depot, 2020.
- Compton-Rickett, *A History of English Literature,* UBS Publishers' Distributors Private Limited, 2009.

LITERARY FORM: PROSE (EN21040)

Course Objectives

The course aims to:

- introduce some of the seminal texts related to the Literary Form of Prose.
- make students understand the growth and development of English Prose.
- make students realize the literary significance of writers like Francis Bacon and the publication of Bible in English.

Course Outcomes

At the end of the course, the students will be able to:

- explain the literary significance of English Prose.
- appreciate the growth and development of English Prose.
- understand, analyze and appreciate various texts related to the form of English Prose.

COURSE CONTENTS

Unit 1 English Prose (Theory)

1) Growth and Development of the English Prose during the Elizabethan Age
2) Francis Bacon as an Essayist
3) Development of English Prose during the Age of Milton
4) Bible and its influence on English Prose
5) Development of English Prose from 1660 to 1702

Unit 2 Literary Form: Prose (Theory)

1) *Essays* – Francis Bacon
[*Of Love, Of Marriage and Single Life, Of Studies, Of Discourse, Of Beauty, Of Truth* are prescribed in the syllabus]
2) *Religio Medici* – Sir Thomas Browne

Unit 3 Outside the Classroom Learning (Activity-Based)

Suggested Readings

- William Henry Hudson, *An Outline History of English Literature*, Rupa Publications, 2015.
- Edward Albert, *History of English Literature*, Oxford University Press, 2017.
- William J. Long, *English Literature: Its History and Its Significance for the Life of the English-Speaking World*, Rupa Publications, 2015.
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- Compton-Rickett, *A History of English Literature,* UBS Publishers' Distributors Private Limited, 2009.

APPRECIATING POETRY (EN21050)

Course Objectives

The course aims to:

- introduce some of the key concepts related to practical criticism.
- familiarize students with different levels of appreciation.
- appreciate prescribed poems thematically, phonetically, syntactically and semantic-stylistically.

Course Outcomes

At the end of the course, the students will be able to:

- understand and analyze poems at different levels of appreciation.
- understand and apply various aspects of practical criticism to the prescribed poems.

COURSE CONTENTS

Text: Praveen K. Thaker, *Appreciating English Poetry: A Practical Course and Anthology*, **Orient Longman, 2005**

1) *Pippa's Song* – Robert Browning
2) *Sigh No More, Ladies* – William Shakespeare
3) *On His Blindness* – John Milton
4) *Daffodils* – William Wordsworth
5) *Break, Break, Break* – Alfred Lord Tennyson
6) *Love* – P.B. Shelley
7) *Dover Beach* – Matthew Arnold
8) *When You are Old* – W.B. Yeats
9) *La Belle Dame Sans Merci* – John Keats
10) *Coming* – Philip Larkin

Suggested Readings

- V.S. Seturaman, *Practical Criticism*, Macmillan Publishers, 2000.
- V.S. Seturaman, C.T. Indra, T. Sriraman, *Practical Criticism*, 2000.

RESEARCH METHODOLOGY – I (EN21060)

Course Objectives

The course aims to:

- enable the students to understand what research is and what is not.
- introduce the concept at the heart of every research project – the research problem – and to discuss what a researchable problem is.
- evaluate literature, form a variety of sources, pertinent to the research objectives.
- identify and justify the basic components of the research framework, relevant to the research problem.
- discuss how to cite sources, using the MLA style.
- consider the kind of critical language that is used in academic writing.
- Prepare students for writing a research proposal or research paper.

Course Outcomes

At the end of the course, the students will be able to:

- understand the meaning and process of research.
- identify the research problem and do review of literature.
- cite sources, both primary and secondary as per the prevalent MLA Style.
- write a research proposal based on their understanding of research methodology.

COURSE CONTENTS

Unit 1 Introduction to Research Methodology

- Meaning of Research
- Objectives of Research
- General Characteristics of Research
- Criteria of Good Research
- Types of Research
- Research Process

Unit 2 Defining the Research Problem

- What is a Research Problem?
- Selecting the Research Problem
- Necessity of Defining the Problem

- Statement of a Problem
- Delimiting a Problem
- Illustration

Unit 3 Review of Literature

- Meaning of Review of Literature
- Need of Review of Literature
- Objectives of Review of Literature
- Sources of Literature
- The Functions of Review of Literature
- How to Conduct the Review of Literature

Suggested Readings

- C.R. Kothari, Gaurav Garg, *Research Methodology: Methods and Techniques*, New Age International Publishers, 2019.
- R. Panneerselvam, *Research Methodology*, Prentice Hall India Learning Private Limited, 2013.
- S.S. Vinod Chandra, S. Anand Harendran, *Research Methodology*, Pearson Education, 2017.
- Ranjit Kumar, *Research Methodology, A Step-by-Step Guide for Beginners*, Sage Publishing, 2014.

8. Teaching Methodology

In order to achieve its objective of focused process-based learning and holistic development, the teacher/faculty may use a variety of knowledge delivery methods:

8.1 Lectures

Lectures should be designed to provide the learners with interesting and fresh perspectives on the subject matter. Lectures should be interactive in a way that students work with their teachers to get new insights in the subject area, on which they can build their own bridges to higher learning.

8.2 Discussions

Discussions are critical components of learning and can be used as a platform for students to be creative and critical with old and new ideas. Besides developing critiquing skills, arriving at consensus on various real-life issues and discussion groups lead to innovative problem-solving and ultimately to success.

8.3 Case Studies

Real case studies, wherever possible, should be encouraged in order to challenge students to find creative solutions to complex problems of individual, community, society and various aspects of knowledge domain concerned.

8.4 Role-Playing

Assuming various roles, as in real life, is the key to understanding and learning. Students are challenged to make strategic decisions through role-plays, and to analyze the impact of these decisions. For this purpose, incidents from literary texts may also be used.

8.5 Team Work

Positive collaboration in the form of team work is critical in the classroom environment, for which it is necessary to transcend one's prejudices and predilections so as to achieve the desired outcomes. In the process of team work, learners will acquire the skills of managing knowledge acquisition and other collaborative learners, thereby understanding how to incorporate and balance personalities.

8.6 Study Tours

Study Tours provide opportunities to the learners to test their in-class learning in real life situations as well as to understand the functional diversity in the learning spaces. These may include visits to sites of knowledge creation, preservation, dissemination and application. Institutions may devise their own methods to substitute/modify this aspect.

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SCHOOL OF HUMANITIES & SOCIAL SCIENCES
DEPARTMENT OF ENGLISH

MASTER OF ARTS (M.A.) ENGLISH PROGRAMME

SEMESTER 2
Core Course – Theory (CC), Core Course – Practical (CC), Generic Elective Courses (GE)

Syllabus applicable to the students seeking admission in the following programme
M.A. English
w.e.f. the Academic Year 2021-2022

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Core Course Practical	4	Core Course Practical	4
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Core Course 12	5 (4 + 1)	Department Elective 3 (Group 2)	4 (3 + 1)
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6. Structure of the Course

Semester 1	Semester 2
Literary Form: Poetry – I	Literary Form: Poetry – II
Literary Form: Drama – I	Literary Form: Drama – II
Literary Form: Novel – I	Literary Form: Novel – II
Literary Form: Prose	Ages of Rationalism, Humanism & Rise of the Modern World **OR** Psychology & Mental Health
Appreciating Poetry (Practical)	Appreciating Fiction (Practical)
Research Methodology – I (Practical)	Research Methodology – II (Practical)

MASTER OF ARTS (M.A.) ENGLISH

SEMESTER 2
CORE COURSE PAPER 5

LITERARY FORM: POETRY – II (EN21050)

Course Objectives

The course aims to:

- make students familiar with the literary tendencies of Romantic, Victorian and Modern Ages.
- familiarize students with the poetry of Romantic, Victorian and Modern Ages.
- make students understand the importance of lyric, ode and narrative poetry as important poetic forms.

Course Outcomes

At the end of the course, the students will be able to:

- explain the socio-cultural, political and historical factors that produced Romantic, Victorian and Modern Literature.
- understand, analyze and critically appreciate the prescribed poems.
- understand the literary temperament and taste of the Ages against the background of which the prescribed poems were written.

COURSE CONTENTS

Unit 1 Romantic, Victorian & Modern Poetry (Theory)

1) Romanticism: Chief Characteristics
2) Impact of French Revolution on Romantic Poetry
3) Victorian Age: Literary Tendencies
4) Victorian Poetry: Its Chief Exponents
5) Twentieth Century Poetry: After the First World War

Unit 2 Literary Form: Poetry (Theory)

1) *The Solitary Reaper* – William Wordsworth
2) *Ode to Autumn* – John Keats
3) *Ode to the West Wind* – P.B. Shelley
4) *The Last Ride Together* – Robert Browning

5) *The Mending Wall* – Robert Frost
6) *Journey of the Magi* – T.S. Eliot
7) *Musée des Beaux Arts* – W.H. Auden
8) *In A Station of the Metro* – Ezra Pound

Unit 3 Outside the Classroom Learning (Activity-Based)

Suggested Readings

- William Henry Hudson, *An Outline History of English Literature*, Rupa Publications, 2015.
- Edward Albert, *History of English Literature*, Oxford University Press, 2017.
- William J. Long, *English Literature: Its History and Its Significance for the Life of the English-Speaking World*, Rupa Publications, 2015.
- David Daiches, *A Critical History of English Literature (Volume 1 & II)*, Supernova Publishers, 2011.
- J.N. Mundra and S.C. Mundra, *A History of English Literature (Vol. I, II, III)*, Prakash Book Depot, 2020.
- Compton-Rickett, *A History of English Literature,* UBS Publishers' Distributors Private Limited, 2009.
- Gary Kelly, *English Poetry of the Romantic Period (1789-1830)*, Routledge (Manohar), 2016.
- Linda K. Hughes, *The Cambridge Introduction to Victorian Poetry*, Cambridge University Press, 2010.
- Mohan G. Ramanan, *Modern English Poetry: A Selection (EFLU)*, Orient Blackswan Private Limited, 2013.

LITERARY FORM: DRAMA – II (EN21060)

Course Objectives

The course aims to:

- make students familiar with the literary tendencies of Romantic, Victorian and Modern Ages.
- familiarize students with the drama of Victorian and Modern Ages.
- make students understand the importance of tragedy and comedy as important drama forms.

Course Outcomes

At the end of the course, the students will be able to:

- explain the socio-cultural, political and historical factors that produced Romantic, Victorian and Modern Literature.
- understand, analyze and critically appreciate the prescribed dramas.
- introduce some of the seminal texts to the students from the concerned Ages.

COURSE CONTENTS

Unit 1 Victorian & Modern Drama (Theory)

1) Decline of Drama in the 19th Century
2) Irish Literary Theatre or The Abbey Theatre
3) The Problem Play or The Drama of Ideas
4) The Revival of Poetic Drama
5) The Theatre of the Absurd

Unit 2 Literary Form: Drama (Theory)

1) *A Doll's House* – Henrik Ibsen
2) *Waiting for Godot* – Samuel Beckett

Unit 3 Outside the Classroom Learning (Activity-Based)

Suggested Readings

- William Henry Hudson, *An Outline History of English Literature*, Rupa Publications, 2015.
- Edward Albert, *History of English Literature*, Oxford University Press, 2017.
- William J. Long, *English Literature: Its History and Its Significance for the Life of the English-Speaking World*, Rupa Publications, 2015.
- David Daiches, *A Critical History of English Literature (Volume 1 & II)*, Supernova Publishers, 2011.
- J.N. Mundra and S.C. Mundra, *A History of English Literature (Vol. I, II, III)*, Prakash Book Depot, 2020.
- Compton-Rickett, *A History of English Literature,* UBS Publishers' Distributors Private Limited, 2009.
- Lytton Strachey, *Eminent Victorians*, Dover Publications, 2007.
- *Classic English Companion: Modern English Drama*, Shivalik Publications, 2020.

LITERARY FORM: NOVEL – I (EN21070)

Course Objectives

The course aims to:

- introduce some of the seminal texts to the students from the concerned Ages.
- help the students to understand the growth and development of Novel as a form of literature.
- develop critical thinking of the students related to the literary form novel.

Course Outcomes

At the end of the course, the students will be able to:

- understand the growth and development of novel as an important form of literature.
- appreciate the contribution of various forms into the development of novel as a literary form.
- understand, analyze and appreciate various seminal texts.

COURSE CONTENTS

Unit 1 English Novel (Theory)

1) Women Novelists of the Romantic Age
2) Victorian Novel and Novelists
3) Twentieth Century Novel: Novel Before First World War
4) Stream of Consciousness Novel
5) Twentieth Century Novel: Novel After First World War

Unit 2 Literary Form: Novel (Theory)

1) *Wuthering Heights* – Emily Bronte
2) *Heart of Darkness* – Joseph Conrad

Unit 3 Outside the Classroom Learning (Activity-Based)

Suggested Readings

- William Henry Hudson, *An Outline History of English Literature*, Rupa Publications, 2015.
- Edward Albert, *History of English Literature*, Oxford University Press, 2017.
- William J. Long, *English Literature: Its History and Its Significance for the Life of the English-Speaking World*, Rupa Publications, 2015.
- David Daiches, *A Critical History of English Literature (Volume 1 & II)*, Supernova Publishers, 2011.
- J.N. Mundra and S.C. Mundra, *A History of English Literature (Vol. I, II, III)*, Prakash Book Depot, 2020.
- Compton-Rickett, *A History of English Literature,* UBS Publishers' Distributors Private Limited, 2009.

AGES OF RATIONALISM, HUMANISM & RISE OF THE MODERN WORLD (HI33030)

Course Objectives

The course aims to:

a) provide a critical overview of the French Revolution and acquaint the students with the repercussions of the revolution, both within and beyond Europe.
b) to trace the patterns and outcomes of social and intellectual upheaval from the 14th to the early 20th Century.
c) discuss about the development and impact of industrial capitalism.
d) contextualize the birth of new social movements, political ideas and structures contextualised within developing capitalism and the causes and consequences of the World Wars in the twentieth century.

Course Outcomes

After completing the course, the students will be able to:

a) develop an understanding regarding the paradigmatic shift from the Dark Ages to the Modern Age.
b) develop a rationalistic approach towards development in science and religion.
c) comprehend the condition of masses under changing political scenario leading to revolts against kingship and colonialization.
d) critically analyze the factors responsible for the World Wars and the changes that followed.

COURSE CONTENTS

Unit 1 Emergence of Modern Europe

a) Renaissance
b) Geographical Discoveries
c) Reformation

Unit 2 Advent of Nationalism

a) Rise of Nation States
b) Nationalism in Italy & Germany
c) Imperialism in Asia and Africa

Unit 3 Age of Revolutions – 18ᵗʰ to 20ᵗʰ Century

a) Industrial Revolution
b) The American Revolution
c) The French Revolution

Unit 4 World Wars – 20ᵗʰ Century

a) First World War (1914-1918)
b) The Russian Revolution
c) Second World War (1939-1945)

Teaching Methods to be included as part of Experiential Learning

- Assignment
- Group Discussion
- MCQ Test
- Presentation

Suggested Readings

- Burke, Peter, *The Renaissance*
- C.J.H. Hayes, *Modern Europe up to 1870*
- C.D. Hazen, *Modern Europe up to 1945*
- Christopher Hill, *From Reformation to Industrial Revolution*
- Elton, G.R., *Reformation Europe, 1517-1559*
- Ferguson, *The Renaissance*
- Gilmore, M.P., *The World of Humanism, 1453-1517*
- Hilton, Rodney, *Transition from Feudalism to Capitalism*
- J.H. Parry, *The Age of Renaissance*
- J.N.L. Baker, *History of Geographical Discoveries and Explorations*
- *The New Cambridge Economic History of Europe, Vol. I, VII*
- V.D. Mahajan, *A History of Modern Europe Since 1789*

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SEMESTER 2
GENERAL ELECTIVE COURSE

PSYCHOLOGY & MENTAL HEALTH (PS13030)

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Course Objectives

The course aims to:

- understand the meaning of mental health and its role in well-being.
- understand the status of mental health in India.
- create awareness about the importance and need of mental health across different strata of society.
- understand the basics of mental health and hygiene.

Course Outcomes

At the end of the course, the students will be able to:

- develop tools to fight the taboo and stigma associated with mental health.
- apply the concepts of psychology as well as identify people suffering from common mental health problems like anxiety and depression.
- provide psychological first-aid to people.
- evaluate the challenges attached to mental health in order to remove the stigma attached to it.

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COURSE CONTENTS

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Unit 1 Mental Health

- Concept of Mental Health
- Issues of mental health in India and the globe: Some common conditions and their epidemiology
- Importance of mental health, identifying mental health challenges to help reduce the stigma of mental illness
- Mental Health issues in adolescence and young adults: Bullying, academic grades, body image, relational issues with parents and friends/romantic partners, sexual orientation

Unit 2 Anxiety, Depression and Suicide

- Anxiety: Signs and Symptoms
- Depression: Signs and Symptoms
- Causes of Anxiety & Depression
- Suicide: Causes & Preventative treatment measures

Unit 3 Reaching Out & Initial Help

- Recognizing the signs that someone may
- need support
- Knowing what to do and what not to do when a person reaches out for help
- Psychological first aid: Utilizing the RAPID model (Reflective listening, Assessment of needs, Prioritization, Intervention, and Disposition), guiding the person towards appropriate professional help
- Peer mentoring: concept and skills

Unit 4 PowerPoint Presentation (PPT), Discussions and/or Surveys based on the above-mentioned units.

Suggested Readings

- Butcher, J.N., Hooly, J. M, Mineka, S. & Dwivedi, C.B. (2017). *Abnormal Psychology*. New Delhi: Pearson.
- Muir-Cochrane, E., Barkway, P. & Nizette, D. (2018). *Pocketbook of Mental Health* (3rd Edition). Elsevier
- Feldma, S.R. (2009). *Essentials of Understanding Psychology* (7th Ed.) New Delhi: Tata McGraw-Hill.
- Michael, W., Passer, Smith, R.E. (2007). *Psychology: The Science of Mind and Behaviour*. New Delhi: Tata McGraw-Hill.
- Morgan, C.T., King, R., Weisz, J. & Schopler, J. (2017). *Introduction to Psychology* (7th Ed.). Tata McGraw-Hill.

APPRECIATING FICTION (EN21100)

Course Objectives

The course aims to:

- introduce some of the key concepts related to practical criticism.
- familiarize students with different levels of appreciation.
- appreciate prescribed fiction passages thematically, phonetically, syntactically and semantic-stylistically.

Course Outcomes

At the end of the course, the students will be able to:

- understand and analyze fiction passages at different levels of appreciation.
- understand and apply various aspects of practical criticism to the prescribed fiction passages.

COURSE CONTENTS

Text: (Eds.) V.S. Seturaman, C.T. Indra, T. Sriraman, *Practical Criticism*, Macmillan Publishers, India, 2000

1) *To the Lighthouse* – Virginia Woolf
2) *Little Dorrit* – Charles Dickens
3) *A Clean, Well-Lighted Place* – Ernest Hemingway
4) *The Rainbow* – D.H. Lawrence
5) *Nineteen Eighty-Four* – George Orwell
6) *The Prime of Miss Jean Brodie* – Muriel Spark
7) *Dead as They Came* – Ian McEwan

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SEMESTER 2
CORE COURSE PRACTICAL

RESEARCH METHODOLOGY – II (EN21110)

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Course Objectives

The course aims to:

- enable the students to understand what research is and what is not.
- introduce the concept at the heart of every research project – the research problem – and to discuss what a researchable problem is.
- evaluate literature, form a variety of sources, pertinent to the research objectives.
- identify and justify the basic components of the research framework, relevant to the research problem.
- discuss how to cite sources, using the MLA style.
- consider the kind of critical language that is used in academic writing.
- Prepare students for writing a research proposal or research paper.

Course Outcomes

At the end of the course, the students will be able to:

- understand the meaning and process of research.
- identify the research problem and do review of literature.
- cite sources, both primary and secondary as per the prevalent MLA Style.
- write a research proposal based on their understanding of research methodology.

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COURSE CONTENTS

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Unit 1 Research Hypotheses

- Meaning of Hypothesis
- Definitions of Hypothesis
- Nature of Hypothesis
- Functions of Hypothesis
- Importance of Hypothesis
- Kinds of Hypothesis
- Characteristics of a Good Hypothesis

Unit 2 Research Approach

- The Philosophical Background
- The Qualitative Approach
- The Quantitative Approach
- The Mixed-Methods Approach
- Criteria for Selecting a Research Approach

Unit 3 Writing a Research Report or a Research Paper

Suggested Readings

- C.R. Kothari, Gaurav Garg, *Research Methodology: Methods and Techniques*, New Age International Publishers, 2019.
- R. Panneerselvam, *Research Methodology*, Prentice Hall India Learning Private Limited, 2013.
- S.S. Vinod Chandra, S. Anand Harendran, *Research Methodology*, Pearson Education, 2017.
- Ranjit Kumar, *Research Methodology, A Step-by-Step Guide for Beginners*, Sage Publishing, 2014.

8. Teaching Methodology

In order to achieve its objective of focused process-based learning and holistic development, the teacher/faculty may use a variety of knowledge delivery methods:

8.1 Lectures

Lectures should be designed to provide the learners with interesting and fresh perspectives on the subject matter. Lectures should be interactive in a way that students work with their teachers to get new insights in the subject area, on which they can build their own bridges to higher learning.

8.2 Discussions

Discussions are critical components of learning and can be used as a platform for students to be creative and critical with old and new ideas. Besides developing critiquing skills, arriving at consensus on various real-life issues and discussion groups lead to innovative problem-solving and ultimately to success.

8.3 Case Studies

Real case studies, wherever possible, should be encouraged in order to challenge students to find creative solutions to complex problems of individual, community, society and various aspects of knowledge domain concerned.

8.4 Role-Playing

Assuming various roles, as in real life, is the key to understanding and learning. Students are challenged to make strategic decisions through role-plays, and to analyze the impact of these decisions. For this purpose, incidents from literary texts may also be used.

8.5 Team Work

Positive collaboration in the form of team work is critical in the classroom environment, for which it is necessary to transcend one's prejudices and predilections so as to achieve the desired outcomes. In the process of team work, learners will acquire the skills of managing knowledge acquisition and other collaborative learners, thereby understanding how to incorporate and balance personalities.

8.6 Study Tours

Study Tours provide opportunities to the learners to test their in-class learning in real life situations as well as to understand the functional diversity in the learning spaces. These may include visits to sites of knowledge creation, preservation, dissemination and application. Institutions may devise their own methods to substitute/modify this aspect.