

M.A ENGLISH SYLLABUS 2022-24

Semester		Title of the course	Core / Elective	Credit	Marks
1	1	Drama I (1550-1798)	Core	4	100
	2	Poetry I (1550-1798)	Core	4	100
	3	Classical Literature	Core	4	100
	4	Fiction I	Core	4	100
	5	European Literature	Core	3	100
	6	German1/ French1/ English 1	AECC	3	150
	7	Employability Skill- 1	SDCC	2	100
					750
Semester			Core / Elective	Credit	Marks
2	1	Drama II (1798-2000)	Core	4	100
	2	Poetry II (1798-2000)	Core	4	100
	3	Literary Criticism	Core	4	100
	4	World Literature	Core	4	100
	5	Fiction II	Core	4	100
	6	German2/ French2/ English 2	AECC	3	150
	7	Employability Skills-2	SDCC	2	100
					750
Semester			Core / Elective	Credit	Marks
3	1	Research Methodology	Core	4	150
	2	Post Modern Literature	Core	4	100
	3	Literary Theories-I	Core	4	100
	4	Cultural Studies	Core	4	100
	5	Indian Literature in English	DSE	3	100
		Literary Inspired Web series			
	6	English Language Teaching	Core	3	100
	7	Internship /Project	SDCC	2	100
					750
Semester		Title of the course	Core / Elective	Credit	Marks
4	1	Dissertation	Core	6	200
	2	Internship	Core	4	150
	3	Literary Theories-II	Core	4	100
	4	American Drama	Core	4	100
	5	Children's literature	DSE	3	100
		Women's writing in Literature			
	6	Myth and Literature	Core	3	100
					750

Ability Enhancement Compulsory Courses (AECC)
Discipline Specific Elective (DSE)

PARUL UNIVERSITY - FACULTY OF ARTS
Department of English
M.A English Literature Program- SEM-1 SYLLABUS
Drama I

Type of Course:

- M. A (English Literature)

Prerequisite:

- Knowledge of English Language and Literature studied till graduation.

Rationale:

- The knowledge of English Literature is required to enhance literary skills.
- To familiarize the students with the history of English literature.
- To understand the origin and development of English literature.
- To observe and understand how people and societies behaved.

Course Outcome:

After Learning the course the students shall be able to:

- Look at Literature from a comparative perspective.
- Show their acquaintance with the essential concepts, methods and terminology of comparative literary studies.
- Introduce them to a bunch of English poetry; drama; prose and fiction
- Understand the main writers and their works of the literary period

Teaching and Examination Scheme:

Teaching Scheme (Hrs/Week)			Credi t	Examination Scheme					Total
Lect	Tut	Lab		External		Intern al			
				T	P	T	CE	P	
4	0	0	4	60	-	20	20	-	100

Lect- Lecture, **Tut** - Tutorial, **Lab** - Lab, **T** – Theory **P**- Practical, **CE**- CE, **T** - Theory, **P**- Practical

Sr.	Topic	Weightage	TeachingHrs.
1	• Introduction to Drama • What is Drama? • Types of Drama	18%	12
2	• Beginnings of Drama Miracle and Morality Plays – Everyman	18%	12
3	• The Spanish Tragedy- Thomas Kyd	18%	10
4	• Doctor Faustus- Christopher Marlowe	18%	10
5	• Dance Like a Man- Mahesh Dattani	18%	10
6	Self-Acquisition • Volpone- Ben Jonson • The Jew of Malta- Christopher Marlowe • The Shoemaker's Holiday- Thomas Dekker	10%	06

	• Duchess of Malfi- John Webster • A Doll's House- Henrik Ibsen		
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Continuous Evaluation:

- It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ).

Essential Books:

- Betti, M. J. (2015). An Introduction to Drama. *Diwaniya: Dar Nippur*.
- Badir, P. (2017). Everyman. *The Encyclopedia of Medieval Literature in Britain*, 1-3.
- Kyd, T. (1977). *The Spanish Tragedy*. Manchester University Press.
- Marlowe, C., & Jump, J. D. (2005). *Doctor Faustus*. Routledge.
- Kālidāsa, & Ryder, A. W. (1959). *Shakuntala*. Dutton.

Reference Books:

- Bradbrook, M.C., 1955, The Growth and Structure and Elizabethan Comedy, London.
- Tillyard E.M.W., 1958, The Nature of Comedy & Shakespeare, London.
- Una Ellis-Fermor, 1965, The Jacobean Drama: An Interpretation, Methuen & Co., London.
- 4. John Russell Brown and Bernard Harris, eds., Elizabethan Theatre, Stratford - upon - Avon Studies Vol9., Edward Arnold, London.
- Allardyce Nicoll, 1973, British Drama, Harrap, London.
- Bradbrook, M.C., 1979, Themes and Conventions of Elizabethan Tragedy, Vikas Publishing House Pvt., Ltd., (6th ed) New Delhi.
- Michael Hathaway, 1982, Elizabethan Popular Theatre : Plays in Performance, Routledge, London.
- Kinney, Arthur .F., 2004, A Companion to Renaissance Drama, Oxford: Blackwell Publishing.

PARUL UNIVERSITY - FACULTY OF ARTS
Department of English
M.A English Literature Programme- SEM-1 SYLLABUS
Poetry-I

Type of Course:

- M. Arts (English Literature)

Prerequisite:

- Basic knowledge of English Language studied till undergraduate level.
- Proficiency in English and knowledge of the basic structure of the English Language.

Rationale:

- Academic Communication Skills are required for teaching communication skills in higher education.
- To build on students' academic English language skills by engaging in them LSRW techniques and grammar learning activities.

Course Outcome:

Students will be able to:

- Learn basic knowledge of English Language studied till undergraduate level
- Understand the dos and don'ts of Academic Communication.
- Use Academic Communication skills for pedagogical purpose.
- Develop book review writing

Teaching and Examination Scheme:

Teaching Scheme (Hrs/Week)			Credi t	Examination Scheme					Total
Lect	Tut	Lab		External		Intern al			
				T	P	T	CE	P	
4	0	0	4	60	-	20	20	-	100

Lect- Lecture, **Tut** - Tutorial, **Lab** - Lab, **T** - Theory, **P**- Practical, **CE**- CE, **T** - Theory, **P**- Practical

Sr.	Topic	Weightage	TeachingHrs.
1	• Paradise lost - John Milton	18%	12
2	• The flea - John Donne • The Love Song of J Alfred Prufrock - T.S. Eliot	18%	12
3	• Ode to the West Wind -P.B. Shelly • John Keats: Ode to Autumn'	18%	08
4	• Poet, lover, and Bird Watcher- Nissim Ezekiel • An Indian Love song- Sarojini Naidu	18%	10
5	• Blood- Kamala Das • The spring Child- Sri Aurobindo Ghosh	18%	12
6	• A River- A K Ramanujan • Mind Without Fear- Rabindranath Tagore	10%	06

Continuous Evaluation:

It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ) etc.

Essential Books:

- John, M. (2017). *Paradise Lost*. РиполКлассик.
- Donne, J., & Legge, W. (1980). *The flea*. Circle Press.
- Eliot, T. S. (1915). The love song of J. Alfred Prufrock. *Poetry*, 6(3), 130-135.
- Shelley, P. B., & King, S. (1992). *Ode to the west wind*. Simon King.
- Keats, J. (1820). *To Autumn*. na..
- Verghese, C. P. (1972). The Poetry of Nissim Ezekiel. *Indian Literature*, 15(1), 63-75.
- Kaur, S. (2003). *Sarojini Naidu's poetry*. Sarup & Sons.
- Elias, M. (1985). The short stories of kamala das. *Journal of Postcolonial Writing*, 25(2), 307-312.
- Heehs, P. (2008). *The Lives of Sri Aurobindo*. Columbia University Press.
- Dwivedi, A. N. (1982). The Poetry of AK Ramanujan. *Journal of South Asian Literature*, 17(1), 241-248.
- Tagore, R. (1910). *Where the mind is without fear*.

Reference Books:

- King, B. (1987). *Modern Indian Poetry in English*. Oxford University Press, USA.
- Mehrotra, A. K. (Ed.). (2009). *A concise history of Indian literature in English*. Palgrave Macmillan.
- Daiches, D. (1969). *Critical History of English Literature (Vol.1 & 2)*. Allied Publishers

PARUL UNIVERSITY - FACULTY OF ARTS
Department of English
M.A English Literature Programme- SEM-1 SYLLABUS
Classical Literature

Type of Course:

- M. A (English Literature)

Prerequisite:

- Knowledge of English Language and Literature studied till graduation.

Rationale:

- The knowledge of English Literature is required to enhance literary skills.
- To familiarize the students with the history of English literature.
- To understand the origin and development of English literature.
- To observe and understand how people and societies behaved.

Course Outcome:

After Learning the course the students shall be able to:

- Look at Literature from a comparative perspective.
- Show their acquaintance with the essential concepts, methods and terminology of comparative literary studies.
- Introduce them to a bunch of English poetry; drama; prose and fiction
- Understand the main writers and their works of the literary period

Teaching and Examination Scheme:

Teaching Scheme			Credit	Examination Scheme					Total
LectHrs/W eek	Tut Hrs/ Wee k	Lab Hrs/ Wee k		Externa l		Internal			
				T	P	T	CE	P	
4	0	0	4	60	0	20	20	0	100

Lect- Lecture, Tut- Tutorial, Lab - Lab, T - Theory, P- Practical, CE- CE, T - Theory, P- Practical

Contents:

Sr.	Topic	Weightage	teaching s.
1	• Literary classics: • Definitions • Critical concepts • The emergence of classics • A brief survey	10%	8
2	• Oedipus rex play- Sophocles	20%	11
3	• Abhijnanashakuntala- Kalidasa	20%	11
4	• Divine Comedy - Dante Alighieri	20%	11
5	• War and Peace - Leo Tolstoy	20%	11
6	Self- acquaintance • Sri Aurobindo: The Life Divine • Homer: The Iliad • Gabriel Garcia Marquez: one hundred years of solitude. • Claire Holroyd: The book of the effort.	10%	08

Continuous Evaluation:

It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ) etc.

Essential Reading

- Easterling, P. E., Hardie, P., Hunter, R., & Kenney, E. J. (2006). *Sophocles: Oedipus Rex*. Cambridge University Press.
- Kale, M. R. (2010). *The Abhijnanasakuntalam of Kalidasa*. Motilal Banarsidass.
- Alighieri, D. (2019). *The divine comedy*. Random House.
- Feuer, K. B. (1996). *Tolstoy and the Genesis of War and Peace*. Cornell University Press.

Reference Books:

- Perrett, R. W. (Ed.). (2001). *Indian Philosophy: Theory of value* (No. 5). Taylor & Francis.
- Aurobindo, S. (2020). *Savitri*.
- Silk, M. S. (2004). *Homer: The Iliad*. Cambridge University Press.
- Wood, M. (1990). *Gabriel García Márquez: One hundred years of solitude*. CUP Archive.
- DE JONG, J. W. (1980). The Mahābhārata. Volume III. 4. The book of Virāṭa. 5. The Book of the Effort.

PARUL UNIVERSITY - FACULTY OF ARTS
Department of English
M.A English Literature Programme- SEM-1 SYLLABUS
Fiction I

Type of Course:

- M. A (English Literature)

Prerequisite:

- Knowledge of English Language and Literature studied till graduation.

Rationale:

- The knowledge of English Literature is required to enhance literary skills.
- To familiarize the students with the history of English literature.
- To understand the origin and development of English literature.
- To observe and understand how people and societies behaved.

Course Outcome:

After Learning the course the students shall be able to:

- Look at Literature from a comparative perspective.
- Show their acquaintance with the essential concepts, methods and terminology of comparative literary studies.
- Introduce them to a bunch of English poetry; drama; prose and fiction
- Understand the main writers and their works of the literary period

Teaching and Examination Scheme:

Teaching Scheme (Hrs/Week)			Credi t	Examination Scheme					Total
Lect	Tut	Lab		External		Intern al			
				T	P	T	CE	P	
4	0	0	4	60	-	20	20	-	100

Lect- Lecture, **Tut** - Tutorial, **Lab** - Lab, **T** – Theory **P**- Practical, **CE**- CE, **T** - Theory, **P**- Practical

Sr.	Topic	Weightage	TeachingHrs.
1	• Introduction to Fiction • What is Fiction? • Types of Fiction • Pride and Prejudice- Jane Austen	18%	12
2	• Tess of the D'Urbervilles- Thomas Hardy	18%	12
3	• The Mill on the Floss- George Eliot	18%	10
4	• Hard Times- Charles Dickens	18%	10
5	• Godan – Premchand	18%	10
6	Self-Acquisition • The Guide- R. K Narayan • Pamela- Richardson • Robinson Crusoe- Daniel Defoe • Train to Pakistan- Khushwant Singh • The Private Life of an Indian Prince- Mulk Raj Anand	10%	06

Continuous Evaluation:

- It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ).

Essential Books:

- Butler, P. (1904). The Evolution of New Types in Fiction. *The Sewanee Review*, 12(2), 129-157.
- Austen, J. (2001). *Pride and prejudice*. Broadview Press.
- Hardy, T. (2022). *Tess of the d'Urbervilles*. LindhardtogRinghof.
- Eliot, G. (2003). *The mill on the floss*. Penguin UK.
- Dickens, C. (2016). *Hard Times (Fourth International Student Edition)(Norton Critical Editions)*. WW Norton & Company.
- Premchand, M. (2020). *Godan*. Diamond Pocket Books Pvt Ltd.

Reference Books:

- Wayne C. Booth, 1961, *The Rhetoric of Fiction*, Chicago University Press, London.
- F.R. Leavis, 1973, *The Great Tradition*, Chatto & Windus, London.
- Ian Watt, 1974, *Rise of the English Novel*, Chatto & Windus, London.
- Frederick R Karl, 1977, *Reader's Guide to the Development of the English Novel till the 18th Century*, The Camelot Press Ltd. Southampton.
- Ian Milligan, 1983, *The Novel in English: An Introduction*, Macmillan, Hong Kong.

PARUL UNIVERSITY - FACULTY OF ARTS
Department of English
M.A English Literature Programme- SEM-1 SYLLABUS
European Literature

Type of Course:

- M. A (English Literature)

Prerequisite:

- Knowledge of English Language and Literature studied till graduation.

Rationale:

- The knowledge of English Literature is required to enhance literary skills.
- To familiarize the students with the history of English literature.
- To understand the origin and development of English literature.
- To observe and understand how people and societies behaved.

Course Outcome:

After Learning the course the students shall be able to:

- Look at Literature from a comparative perspective.
- Show their acquaintance with the essential concepts, methods and terminology of comparative literary studies.
- Introduce them to a bunch of English poetry; drama; prose and fiction
- Understand the main writers and their works of the literary period

Teaching and Examination Scheme:

Teaching Scheme			Credit	Examination Scheme					Total
LectHrs/Week	Tut Hrs/Week	Lab Hrs/Week		External		Internal			
				T	P	T	CE	P	
4	0	0	4	60	-	20	20		100

Lect- Lecture, **Tut** - Tutorial, **Lab** - Lab, **T** - Theory, **P** - Practical, **CE**-Continuous evaluation, **T** - Theory, **P** - Practical

Unit	Topic	Weightage	Teaching Hrs.
1	Introduction to European Literature • The history of European literature • Famous writers and their famous work	18%	12
2	Play • The Doll's House - Henrik Ibsen	18%	10
3	Epic • Iliad – Homer	18%	12
4	Novel • Siddhartha –Herman Hesse	18%	10
5	Novel • War and Peace - <i>Leo Tolstoy</i>	18%	10

6	Self- Acquaintance • The Outsiders- Albert Camus • Dubliners- James Joyce • The Trial- Franz Kafka • Harold Pinter: The Birthday Party • Bertold Brecht: Mother Courage and Her Children • The Three Musketeers- Alexandre Dumas • Madame Bovary -Gustave Flaubert • <i>Anna Karenina</i> – Leo Tolstoy	10%	06
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Continuous Evaluation:

- It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ) etc.

Essential Reading

- De Cervantes, M. (2016). Don Quixote. Lulu. com.
- Dumas, A. (2007). The three musketeers. Courier Corporation
- Flaubert, G., &Lasfargue-Galvez, I. (2003). Madame Bovary: 1857. Hatier.
- Sartre, J. P. (2021). Nausea. Penguin UK.
- Tolstoy, L. (2014). Anna Karenina. In Anna Karenina. Yale University Press.
- Hellbeck, J. (2007). War and Peace for the twentieth century. *Raritan*, 26(4), 24.

Reference Books:

- De Pourcq, M., &Levie, S. (Eds.). (2018). European Literary History: An Introduction. Routledge.
- Franz, K. (2015). The Trial. Xist Publishing.
- Ibsen, H., & Parker, P. M. (2005). A Doll's House. ICON Classics.
- Joyce, J. (2008). Dubliners. OUP Oxford.

PARUL UNIVERSITY - FACULTY OF ARTS
Department of English
M.A English Literature Program- SEM-2 SYLLABUS
Drama II

Type of Course:

- M. A (English Literature)

Prerequisite:

- Knowledge of English Language and Literature studied till graduation.

Rationale:

- The knowledge of English Literature is required to enhance literary skills.
- To familiarize the students with the history of English literature.
- To understand the origin and development of English literature.
- To observe and understand how people and societies behaved.

Course Outcome:

After Learning the course the students shall be able to:

- Look at Literature from a comparative perspective.
- Show their acquaintance with the essential concepts, methods and terminology of comparative literary studies.
- Introduce them to a bunch of English poetry; drama; prose and fiction
- Understand the main writers and their works of the literary period

Teaching and Examination Scheme:

Teaching Scheme (Hrs/Week)			Credi t	Examination Scheme					Total
Lect	Tut	Lab		External		Intern al			
				T	P	T	CE	P	
4	0	0	4	60	-	20	20	-	100

Lect- Lecture, **Tut** - Tutorial, **Lab** - Lab, **T** – Theory **P**- Practical, **CE**- CE, **T** - Theory, **P**- Practical

Sr.	Topic	Weightage	TeachingHrs.
1	• The Way of the World- William Congreve	18%	12
2	• The School for Scandal- Richard B. Sheridan	18%	12
3	• King Lear- William Shakespeare	18%	10
4	• The Family Reunion- T.S. Eliot	18%	10
5	• Hayvadan- Girish Karnad	18%	10
6	Self-Acquisition • Arms and the Man- G. B. Shaw • The Playboy of the Western World- J.M. Synge • All for Love- John Dryden • The Rover- Aphra Behn	10%	06

	• A Doll's House- Henrik Ibsen		
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Continuous Evaluation:

- It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ).

Essential Books:

- Moretti, F. (2000). *The way of the world: The Bildungsroman in European culture*. Verso.
- Sheridan, R. B. (2008). *The school for scandal and other plays*. Oxford University Press.
- Elton, W. R. (1980). *King Lear and the gods*. University Press of Kentucky.
- Eliot, T. S. (2014). *The family reunion*. HMH.
- Ray, M. (2003). Hayavadana: A study of Karnad's use of Source Texts and Folk Form'. *Indian Writing in English*, 1.

Reference Books:

- Bloom, Harold ed. John Dryden: Modern Critical Views. New York :Infobase Publishing. Publishing, 1987.
- George Bernard Shaw : Modern Critical Views. New York: Infobase Publishing, 1987.
- Brustein, R.F. The Theatre of Revolt. Boston: Little, Brown & Co., 1964.
- Canfield J. Douglas. Trickster and Estates: On the Ideology of Restoration Comedy. Lexington: Univ. of Kentucky, 1997.
- Richards,Shaun. The Cambridge Companion to Twentieth-century Irish Drama. Cambridge: Cambridge Univ. Press, 2004.
- Casey, Daniel J. Critical Essays on John Millington Synge. Boston : G.K. Hall & Co., 1994.
- Dietrich, R. British Drama-1890 to 1950: A Critical History. Boston: Twayne Publications,1989.
- Ellis-Fermor,U.M. The Frontiers of Drama. London: Methuen, 1964. Hammond, Paul and David Hopkins, eds. John Dryden: Tercentenary Essays. New York: Oxford University Press, 2000.
- Hume, R.D. The Development of English Drama in the Late Seventeenth Century. Oxford: Clarendon Press, 1988.
- Hughes, Derek. The Theatre of Aphra Behn. Palgrave Macmillan, 2001. Innes, Christopher. Modern British Drama, 1880 – 1990. Cambridge, Cambridge Univ. Press, 1995.

PARUL UNIVERSITY - FACULTY OF ARTS
Department of English
M.A English Literature Program- SEM-2 SYLLABUS
Poetry-II

Type of Course:

- M. A (English Literature)

Prerequisite:

- Knowledge of English Language and Literature studied till graduation.

Rationale:

- The knowledge of English Literature is required to enhance literary skills.
- To familiarize the students with the history of English literature.
- To understand the origin and development of English literature.
- To observe and understand how people and societies behaved.

Course Outcome:

After Learning the course, the students shall be able to:

- Look at Literature from a comparative perspective.
- Show their acquaintance with the essential concepts, methods and terminology of comparative literary studies.
- Introduce them to a bunch of English poetry; drama; prose and fiction
- Understand the main writers and their works of the literary period

Teaching and Examination Scheme:

Teaching Scheme (Hrs/Week)			Credi t	Examination Scheme					Total
Lect	Tut	Lab		External		Intern al			
				T	P	T	CE	P	
4	0	0	4	60	-	20	20	-	100

Lect- Lecture, **Tut** - Tutorial, **Lab** - Lab, **T** - Theory, **P**- Practical, **CE**- CE, **T** - Theory, **P**- Practical

Sr.	Topic	Weightage	teaching s.
1	• Sonnet 116-William Shakespeare	18%	12
2	• The World is too much With Us-William Wordsworth	18%	12
3	• Bright Star -John Keats	18%	08
4	• In Memory of W.B. Yeats-W.H. Auden	18%	10
5	• Rime of The Ancient Mariner- S.T. Coleridge	18%	12
6	• To His Coy Mistress - Andrew Marvell	10%	06

Continuous Evaluation:

- It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ) etc.

Essential Books:

- Gherman, S. (2017). Sonnet 116—William Shakespeare. YouTube, March, 28.
- Wordsworth, W., & Rogers, P. J. (1980). The world is too much with us. PJ Rogers.
- Leal, A. (2009). Keats and His 'Bright Star.' The Chronicle of Higher Education.
- Auden, W. H. (1940). In memory of WB Yeats. Another time, 107-110.
- Coleridge, S. T. (1965). Rime Of The Ancient Mariner. Jazzybee Verlag.
- Marvell, A., & Powell, L. C. (1969). To his coy mistress (pp. 120-21). Godine.

Reference Books:

- King, B. (1987). Modern Indian Poetry in English. Oxford University Press, USA.
- Mehrotra, A. K. (Ed.). (2009). A concise history of Indian literature in English. Palgrave Macmillan.
- Daiches, D. (1969). Critical History of English Literature (Vol.1& 2). Allied Publishers

PARUL UNIVERSITY - FACULTY OF ARTS
Department of English
M.A English Literature Program- SEM-2 SYLLABUS
Literary Criticism

Type of Course:

- M. A (English Literature)

Prerequisite:

- Knowledge of English Language and Literature studied till graduation.

Course Outcome:

Students will be able to:

- Assess the theory of sixteenth-century criticism.
- Learn theory to apply to the text's nineteenth-century Criticism
- Apply the theory of twentieth-century criticism.
- Develop the knowledge of new criticism.

Teaching and Examination Scheme:

Teaching Scheme (Hrs/Week)			Credi t	Examination Scheme					Total
Lect	Tut	Lab		External		Intern al			
				T	P	T	CE	P	
4	0	0	4	60	-	20	20	-	100

Lect- Lecture, **Tut** - Tutorial, **Lab** - Lab, **T** - Theory, **P**- Practical, **CE**- CE, **T** - Theory, **P**- Practical

Sr.	Topic	Weightage	TeachingHrs.
1	• Plato: • The Republic. • Theory of mimesis. • <i>Ion, Republic, Cratylus</i>	18%	12
2	• Aristotle: • Aristotle's poetics • Poetics, Rhetoric	18%	12
3	• John Dryden: • Essay on Dramatic Poesy (Some Essays)	18%	08
4	• William Wordsworth: • Preface to Lyrical Ballad (1800)	18%	10
5	• P. B. Shelley: • A Defense of Poetry	18%	12
6	• T. S. Eliot: • Tradition and the Individual Talent	10%	06

Continuous Evaluation:

It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ) etc.

Essential Books:

- Plato, A. B. (1991). *The republic of Plato* (Vol. 2). New York: Basic Books.
- Aristotle. (2006). *Poetics*. ReadHowYouWant. com.
- Dryden, J. (1903). *An essay of dramatic poesy*. Oxford: Clarendon.
- Wordsworth, W. (1948). *Preface to Lyrical Ballads (1800)* (p. 595).
- Shelley, P. B. (1891). *A defense of poetry*. Ginn & Company.
- Eliot, T. S. (1982). Tradition and individual talent. *Perspecta*, 19, 36-42.

Reference Books:

- Waugh, P. (Ed.). (2006). *Literary theory and criticism: An Oxford guide*. Oxford University Press on Demand.
- Cohen, R. (2016). *The future of literary theory*. Routledge.
- Habib, M. R. (2011). *Literary criticism from Plato to the present: An introduction*. John Wiley & Sons.

PARUL UNIVERSITY - FACULTY OF ARTS
Department of English
M.A English Literature Program- SEM-2 SYLLABUS
World Literature

Type of Course:

- M. A (English Literature)

Prerequisite:

- Knowledge of English Language and Literature studied till graduation.

Rationale:

- The knowledge of English Literature is required to enhance literary skills.
- To familiarize the students with the history of English literature.
- To understand the origin and development of English literature.
- To observe and understand how people and societies behaved.

Course Outcome:

After Learning the course the students shall be able to:

- Look at Literature from a comparative perspective.
- Show their acquaintance with the essential concepts, methods and terminology of comparative literary studies.
- Introduce them to a bunch of English poetry; drama; prose and fiction
- Understand the main writers and their works of the literary period

Teaching and Examination Scheme:

Teaching Scheme (Hrs/Week)			Credi t	Examination Scheme					Total
Lect	Tut	Lab		External		Intern al			
				T	P	T	CE	P	
4	0	0	4	60	-	20	20	-	100

Lect- Lecture, **Tut** - Tutorial, **Lab** - Lab, **T** – Theory **P**- Practical, **CE**- CE, **T** - Theory, **P**- Practical

Sr.	Topic	Weightage	TeachingHrs.
1	• Introduction to World Literature	18%	12
2	• Things Fall Apart- Chinua Achebe	18%	12
3	• The Handmaid's Tale- Margaret Atwood	18%	10
4	• The Metamorphosis- Franz Kafka	18%	10
5	• That Long Silence- Shashi Deshpande	18%	10
6	Self-Acquisition • War and Peace- Leo Tolstoy • Fury- Salman Rushdie • The Bluest Eye- Toni Morrison • The Sound And The Fury- William Faulkner	10%	06

Continuous Evaluation:

- It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ).

Essential Books:

- Damrosch, D. (2018). What is world literature?. In *What Is World Literature?*. Princeton University Press.
- Chinua, A. (2021). Things fall apart.
- Bloom, H. (Ed.). (2014). *Margaret Atwood*. Infobase Publishing.
- Bloom, H. (Ed.). (2014). *Margaret Atwood*. Infobase Publishing.
- Deshpande, S. (2008). *That long silence*. Penguin UK.

Reference Books:

- Jacobus, Lee A. Bedford Introduction to Drama . New York: St. Martin's Press, 1989.
- Kahns, Richards. Tragedy: Contradictions and Repression. Chicago: Chicago University Press, 1993.
- Ellmann, Richard (ed.). The Modern Tradition: Backgrounds of Modern Literature. New York: Oxford University Press, 1992.
- Parkar, Emmett. Albert Camus: the Artist in the Arena. New York: Routledge and Kegan Paul, 1965.
- Northam, John. Ibsen: A Critical Study. London: Everyman, 1970. Hirst, David. Dario Fo and Franca Rame. Hampshire: Macmillan, 1989.
- Bloom, Harold. Modern Critical Views: Gabriel Garcia Marquez. New York: Chelsea House Publishers, 1989.
- Metzger, Erika A. & Metzger, Michael M. (eds.). A Companion to the Works of Rainer Maria Rilke (Studies in German Literature Linguistics and Culture). New York: Camden House, 2004.
- Raymond Williams. Drama from Ibsen to Brecht. London: Chatto and Windus, 1968.

PARUL UNIVERSITY - FACULTY OF ARTS
Department of English
M.A English Literature Program- SEM-2 SYLLABUS
Fiction II

Type of Course:

- M. A (English Literature)

Prerequisite:

- Knowledge of English Language and Literature studied till graduation.

Rationale:

- The knowledge of English Literature is required to enhance literary skills.
- To familiarize the students with the history of English literature.
- To understand the origin and development of English literature.
- To observe and understand how people and societies behaved.

Course Outcome:

After Learning the course the students shall be able to:

- Look at Literature from a comparative perspective.
- Show their acquaintance with the essential concepts, methods and terminology of comparative literary studies.
- Introduce them to a bunch of English poetry; drama; prose and fiction
- Understand the main writers and their works of the literary period

Teaching and Examination Scheme:

Teaching Scheme (Hrs/Week)			Credi t	Examination Scheme					Total
Lect	Tut	Lab		External		Intern al			
				T	P	T	CE	P	
4	0	0	4	60	-	20	20	-	100

Lect- Lecture, **Tut** - Tutorial, **Lab** - Lab, **T** – Theory **P**- Practical, **CE**- CE, **T** - Theory, **P**- Practical

Sr.	Topic	Weightage	TeachingHrs.
1	• Sons and Lovers- D. H Lawrence	18%	12
2	• Heart of Darkness- Joseph Conrad	18%	12
3	• A Passage to India- E.M Foster	18%	10
4	• A Portrait of the Artist of a Young Man- James Joyce	18%	10
5	• The Namesake- Jhumpa Lahiri	18%	10
6	Self-Acquisition • 1984- George Orwell • To the Lighthouse- Virginia Woolf • The Tale of Two Cities- Dickens • The Palace of Illusion- Chitra Banerjee • Karna's Wife- Kavita Kane	10%	06

Continuous Evaluation:

- It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ).

Essential Books:

- Harvey, G. (1986). *Sons and lovers*. Macmillan International Higher Education.
- Watts, C. (2008). Heart of darkness. *Joseph Conrad's Heart of Darkness*, 19-35.
- Beer, J. (Ed.). (1985). *A Passage to India: Essays in Interpretation*. Springer.
- James, J. (2017). *A Portrait of the Artist as a Young Man*. РиполКлассик.
- Agarwal, R. (2004). Jhumpa Lahiri. The Namesake. *World Literature Today*, 78(3-4), 94-95.

Reference Books:

- Friedman, Alan. The Turn of the Novel. London: OUP, 1966.
- Stevenson, Randall. Modernist Fiction: An Introduction. Hertfordshire: Harvester Wheatsheaf, 1992.
- Fraser, G. S. The Modern Writer and His World. Harmondsworth: Penguin, 1953.
- Bradbury, Malcolm & McFarlane, James eds. Modernism. Harmondsworth Penguin, 1976.
- Daiches, David. The Novel and the Modern World. Chicago: University of Chicago Press, 1960.
- Cox, C. B. & Dyson, A. E. The Twentieth-Century Mind. London: OUP, 1972.
- Watt, Ian. Conrad in the Nineteenth Century. London: Chatto & Windus, 1980.
- Berthoud, Jacques. Joseph Conrad: The Major Phase. London: Cambridge University Press, 1978.
- Sanders, Scott Russel. D.H. Lawrence: The World of the Major Novels. London: Vision Press, 1973.
- Cowan, James C. D.H. Lawrence: Self and Sexuality. Ohio: Ohio State University, 2002.
- Mc Neillie, Andrew. ed. The Essays of Virginia Woolf: Volume Three, 1919-1924. New York: Harcourt Brace Jovanovich, 1988.
- Bennett, Joan. Virginia Woolf: Hert Art as a Novelist. Cambridge: Cambridge University Press.
- Stone, Wilfred. The Cave and the Mountain: A Study of E.M. Forster. London: Oxford University Press, 1966.
- Page, Norman. Modern Novelists: E.M. Forster. London: Macmillan, 1987.
- Tindall, William York. A Readers' Guide to James Joyce. London: Thames and Hudson, 1959.
- Parrinder, Patrick. James Joyce. Cambridge: Cambridge university Press, 1984.
- Mazumdar, M. M. "Imperial Standpoints and the ethos of A Passage to India" The Journal of Assam University 15, No 1 (2000):142-46.

Semester 3
Parul University - Faculty of Arts
Department of English
M.A (English Literature)
Post Modern Literature

Type of Course:

- MA (English Literature)

Prerequisite:

- Knowledge of English Literature studied till B.A.
- Proficiency in English and knowledge of the basic structure of English Language along with basic knowledge of what is literature.

Rationale:

1. To familiarize the students with the history of English literature.
2. To understand the origin and development of English In Postmodern literature.
3. To observe and understand how people and societies behaved.

Course Outcome:

Students will be able to

- **Explore** the defining characteristics of postmodern literature and its relationship to modernism and other literary movements
- **Examine** the ways in which postmodern literature challenges traditional notions of authorship, narrative, and representation
- **Analyze** the political, social, and cultural contexts that inform postmodern literature
- **Develop** critical reading, writing, and research skills through close analysis of primary and secondary sources

Teaching and Examination Scheme:

Teaching Scheme			Credit	Examination Scheme					Total
LectHrs/Week	TutHrs/Week	LabHrs/Week		External		Internal			
				T	P	T	CE	P	
4	0	0	4	60	0	20	20	0	100

Lect- Lecture, **Tut-** Tutorial, **Lab** - Lab, **T** - Theory, **P-** Practical, **CE-** CE, **T** - Theory, **P-** Practical

Contents:

S r .	Top ic	Weightag e	Teachi ng Hou rs
1	● Introduction to Postmodernism ○ What is Postmodernism? ○ Postmodernism and Modernism; ○ Postmodernism and Culture	10%	10
2	● Metafiction and Self-Reflexivity ○ What is Metafiction? ○ Self-Reflexivity and Postmodernism; ○ Postmodernism and Language	18%	10
3	● Intertextuality and Appropriation ○ What is Intertextuality? ○ Appropriation and Postmodernism; ○ Postmodernism and History	18%	10
4	● Postmodernism and Popular Culture ○ What is Popular Culture? ○ Postmodernism and Consumer Culture; ○ Postmodernism and Media	18%	10
5	● Postmodernism and Identity ○ What is Identity in Postmodern ○ Judith Butler, "Gender Trouble" (1990)	18%	10
6	● Postmodernism and Globalization ○ Postcolonialism and Postmodernism; ○ Postmodernism and the Environment ○ Homi Bhabha, "The Location of Culture" (1994)	18%	10

*Continuous Evaluation:

It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ) etc.

Reference Books:

- Calvino, Italo. If on a Winter's Night a Traveler. Houghton Mifflin Harcourt, 1981.
- Borges, Jorge Luis. "The garden of forking paths." Collected fictions 119 (1962).
- Wesselman, Daan. "The high line," "the balloon," and heterotopia." Space and Culture 16.1 (2013): 16-27.
- Barth, John. Lost in the Funhouse. Anchor Books, 1988.
- Nabokov, Vladimir. Pale Fire. Vintage International, 1989.
- Acker, Kathy. Blood and Guts in High School. Grove Press, 1984.
- Burroughs, William S. Naked Lunch. Grove Press, 1959.
- Carter, Angela. "The bloody chamber." Reading Fiction: Opening the Text. Palgrave, London, 2001. 152-157.

- Harron, Mary, et al. *American psycho*. Metropolitan Filmexport, 1998.
- Palahniuk, Chuck. *Fight Club: a novel*. WW Norton & Company, 2005.
- Wallace, David Foster. *Infinite Jest*. Little, Brown and Company, 1996.
- Butler, Judith. *Gender Trouble*. Routledge, 1990.
- "The Location of Culture." *The Post-Colonial Studies Reader*, edited by Bill Ashcroft et al., Routledge, 1995, pp. 410-421.
- Nayar, Pramod K. *Posthumanism*. John Wiley & Sons, 2018.

Semester 3
Parul University - Faculty of Arts
Department of English
M.A (English Literature)
Literary Theory-1

Type of Course:

- MA (English Literature)

Prerequisite:

- Knowledge of English Literature studied till B.A.
- Proficiency in English and knowledge of the basic structure of English Language along with basic knowledge of what is literature.

Rationale:

4. To familiarize the students with the history of English literature.
5. To understand the origin and development of English in Postmodern literature.
6. To observe and understand how people and societies behaved.

Course Objectives:

1. To comprehend the development of trends in Children's literature.
2. To view literature in its socio-cultural and political contexts.
3. To understand the theme, structure and style in Children's literature.

Course Outcome:

Students will be able to

1. **Analyze** and interpret complex texts using a variety of theoretical and critical approaches.
2. **Demonstrate** an understanding of the relationships between literary texts and their cultural, historical, and intellectual contexts.
3. **Construct** coherent and persuasive arguments about literary texts using appropriate evidence and analytical methods.
4. **Critique** the theorists of the period.

Teaching and Examination Scheme:

Teaching Scheme			Cred it	Examination Scheme					To tal
Lec tH rs/ W ee k	Tu t H rs / W ee k	La b H rs/ W ee k		Extern al		Inter nal			
				T	P	T	C E	P	
4	0	0	4	6 0	0	2 0	20	0	10 0

Lect- Lecture, **Tut-** Tutorial, **Lab -** Lab, **T -** Theory, **P-** Practical, **CE-** CE, **T -** Theory, **P-** Practical
Contents:

Sr	Topic	Weightage	Teaching Hours
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1	● Introduction to Literary Theory ○ Approaches and methodologies, ○ Including structuralism, ○ Post-structuralism, ○ Marxism, ○ Feminism ○ Psychoanalysis and many more	10%	10
2	● Formalism ○ Overview of Formalism ○ Victor Shklovsky and "Art as Technique" ○ Roman Jakobson and "Linguistics and Poetics" ○ Cleanth Brooks and "The Formalist Critics" ○ - Application of Formalism to Literary Texts	18%	10
3	● Structuralism ○ Overview of Structuralism ○ Claude Levi-Strauss and The Structural Study of Myth ○ Roland Barthes and "The Death of the Author" ○ Jacques Derrida and "Structure, Sign, and Play" ○ Application of Structuralism to Literary Texts	18%	10
4	● Reader-Response Theory ○ Overview of Reader-Response Theory ○ Louise Rosenblatt and Literature as Exploration ○ Wolfgang Iser and The Act of Reading ○ Stanley Fish and Is There a Text in This Class? ○ Application of Reader-Response Theory to Literary Texts	18%	10
5	● Deconstruction ○ Overview of Deconstruction ○ Jacques Derrida and Of Grammatology ○ Paul de Man and "Semiology and Rhetoric" ○ J. Hillis Miller and "The Critic as Host" ○ Application of Deconstruction to Literary Texts	18%	10
6	● Psychoanalytic Theory ○ Overview of Psychoanalytic Theory ○ Sigmund Freud and The Interpretation of Dreams ○ Jacques Lacan and The Mirror Stage ○ Julia Kristeva and The Semiotic and The Symbolic ○ Application of Psychoanalytic Theory to Literary Texts	18%	10

***Continuous Evaluation:**

It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ) etc.

Reference Books:

- Tyson, Lois. Critical Theory Today: A User-Friendly Guide. Routledge, 2015.
- Eagleton, Terry. Literary theory: An introduction. John Wiley & Sons, 2011.
- Schauer, Frederick. "Formalism." Yale Lj 97 (1987): 509.
- Hirvela, Alan. "Reader-response theory and ELT." ELT journal 50.2 (1996): 127-134.
- Derrida, Jacques. "Deconstruction." The Routledge Companion to Critical and Cultural Theory (2010).

- Taylor, Mark C. "Deconstruction in context: literature and philosophy." (1986).
- Elliott, Anthony. Psychoanalytic theory: An introduction. Bloomsbury Publishing, 2017.
- Nayar, Pramod K. Contemporary literary and cultural theory: From structuralism to ecocriticism. Pearson Education India, 2009.

Semester 3
Parul University - Faculty of Arts
Department of English
M.A (English Literature)
Cultural Studies

Type of Course:

- MA (English Literature)

Prerequisite:

- Knowledge of English Literature studied till B.A.
- Proficiency in English and knowledge of the basic structure of English Language along with basic knowledge of what is literature.

Rationale:

7. To familiarize the students with the history of English literature.
8. To understand the origin and development of English Culture studies.
9. To observe and understand how people and societies behaved.

Course Objectives:

4. To comprehend the development of trends in Children's literature.
5. To view literature in its socio-cultural and political contexts.
6. To understand the theme, structure and style in Children's literature.

Course Outcome:

Students will be able to

- **Analyze** cultural texts using a variety of theoretical and critical approaches.
- **Identify** and evaluate the major theoretical approaches to cultural studies.
- **Develop** and present coherent and persuasive arguments about cultural texts using appropriate evidence and analytical methods.
- **Critique** the cultural theorists of the period.

Teaching and Examination Scheme:

Teaching Scheme			Cred it	Examination Scheme					To tal
Lec tH rs/ W ee k	Tu t H rs / W ee k	La b H rs/ W ee k		Extern al		Inter nal			
				T	P	T	C E	P	
4	0	0	4	60	0	20	20	0	100

Lect- Lecture, **Tut-** Tutorial, **Lab** - Lab, **T** - Theory, **P-** Practical, **CE-** CE, **T** - Theory, **P-** Practical

Contents:

S r .	Topic	Weighta ge	Teaching Hours
1	● Introduction to Cultural Studies: ○ The history and development of the field, ○ Key concepts and methods, ○ Debates within the field.	10%	10
2	● Culture and Power: ○ Explore how culture is used to reinforce or challenge power structures, ○ Cover topics such as race, class, gender, and sexuality.	18%	10
3	● Popular culture: ○ Analysis of popular culture texts such as television shows, films, and music videos, ○ Consider questions of audience reception, representation, and ideology.	18%	10
4	● Globalization and Culture: ○ The impact of globalization on cultural production and consumption, ○ Consider issues such as cultural imperialism, hybridity, and transnationalism.	18%	10
5	● Identity and Representation: ○ Explore how identity is constructed and represented in cultural texts, ○ Identity formation, intersectionality, and postcolonialism.	18%	10
6	● Culture and Social Change: ○ The role of culture in social movements and political activism, ○ Cultural resistance, subversion, and transformation.	18%	10

***Continuous Evaluation:**

It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ) etc.

Reference Books:

- Tyson, Lois. Critical Theory Today: A User-Friendly Guide. Routledge, 2015.
- Oswell, David. Culture and society: An introduction to cultural studies. Sage, 2006.
- Swartz, David. Culture and power: The sociology of Pierre Bourdieu. University of Chicago Press, 2012.
- Fiske, John. Understanding popular culture. Routledge, 2010.
- Jensen, Lene Arnett, Jeffrey Jensen Arnett, and Jessica McKenzie. Globalization and cultural identity. Springer New York, 2011.
- Crichlow, Warren, ed. Race, identity, and representation in education. Routledge, 2013.
- Geertz, Clifford. "Culture and social change: the Indonesian case." Man (1984): 511-532.

Semester 3
Parul University - Faculty of Arts
Department of English
M.A (English Literature)
Indian Literature in English

Type of Course: M. ARTS

Type of Course:

- BA(English)

Prerequisite:

- Knowledge of English Language studied till 12th Standard.
- Basic General Knowledge

Rationale:

- To express a shared tradition, cultural experiences and Indian heritage.
- The study aims to see the noteworthy communicators who inspired the everyday citizens for advancement by great informative means in different fields.

Course Objectives:

- To comprehend the development of trends in Indian literature in English.
- To view Indian literature in its socio-cultural and political contexts.
- To understand the theme, structure and style in Indian literature in English.

Course Outcome:

Students will be able to:

- **Understand** the history of English Literature in India
- **Critique** of Indian English Writings.
- **Explain** how Indian Literature is different from Western Literature.
- **Justify** the Indian English dramatists and contemporary Indian drama.

Teaching and Examination Scheme:

Teaching Scheme (Hrs/Week)			Cre dit	Examination Scheme					Total
Lec t	Tu t	Lab		Extern al		Interna l			
				T	P	T	CE	P	
4	0	0	4	60	-	20	20	-	100

Lect- Lecture, **Tut-** Tutorial, **Lab** - Lab, **T** - Theory, **P**- Practical, **CE**- CE, **T** - Theory, **P**- Practical

Contents:

Sr	Topic	Weightage	Teaching Hrs
1	Introduction to the History of Indian Literature in English	18%	10
2	<i>The Room on the Roof</i> by Ruskin Bond – 1956	18%	10
3	<i>The Shadow Lines</i> by Amitav Ghosh – 1988	18%	10
4	<i>In Custody</i> by Anita Desai – 1984	18%	10
5	Drama in Indian English Literature <i>Final Solution</i> by Mahesh Dattani – 1993	18%	10
6	Poetry in Indian English Literature • <i>The Stone Age</i> by Kamala Das • <i>Indian Weavers</i> by Sarojini Naidu • <i>Goodbye Party for Miss Pushpa T. S.</i> by Nissim Ezekiel • <i>Where the Mind is Without Fear</i> by Rabindranath Tagore	10%	10

***Continuous Evaluation:**

It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ) etc.

Reference Books:

- Krishnaswamy, N., & Krishnaswamy, L. (2006). *The story of English in India*. Foundation Books.
- Ghosh, A. (2010). *The shadow lines*. Penguin Books India.
- Chatterjee, Bankim Chandra. "Anandamath, or, The Sacred Brotherhood (trans. Julius J. Lipner) Oxford." (1882).
- Anita, Desai, and Desai Anita. *In Custody*. UBSD, Delhi, 1984.
- Adiga, Aravind. *The white tiger: A novel*. Simon and Schuster, 2008.
- ROY, AURNDHATI. *The god of small things*. Mehta Publishing House, 2001

Semester 3
Parul University - Faculty of Arts
Department of English
M.A (English Literature)
Literary Inspired Web Series

Type of Course: M. Arts (English Literature)

1. Prerequisite: Proficiency in English and knowledge of the basic structure of English Language along with basic knowledge of what is literature.

1. Rationale:

1. To familiarize the students with the history of English literature.

2. To understand the origin and development of English literature.

3. To observe and understand how people and societies behaved.

2. Course Objectives:

1. To introduce students to the diverse literary voices of mythology writers.

2. To analyze and interpret literary works related to mythology.

3. To explore the historical, social, and cultural contexts in myth and literature.

4. To critically evaluate the themes, techniques, and styles employed in myth and literature.

3. Course Outcome:

After the completion of the Course, the students will be able to

1. **Recognize** the history of English Literature.

2. **Identify** the different writings in Myth and literature.

3. **Differentiate** features of mythological literature with other forms of writing

4. **Critique** the main writers and their works of the literary period

Teaching and Examination Scheme:

Teaching Scheme			Credit	Examination Scheme					Total
Lect Hrs/Week	Tut Hrs/Week	Lab Hrs/Week		External		Internal			
				T	P	T	CE	P	
4	0	0	4	60	0	20	20	0	100

Lect- Lecture, **Tut-** Tutorial, **Lab** - Lab, **T** - Theory, **P-** Practical, **CE-** CE, **T** - Theory, **P-** Practical

Contents:

Sr. No.	Topic	Weightage	Teaching Hrs.
1	Introduction to the web series: - What is web series? - Types of web series - Adaptation of literary texts	18%	10
2	"Bright Summer Night" - inspired from Shakespeare's "A Midsummer Night's Dream." (1595)	18%	10
3	<i>Sherlock</i> - inspired by Sir Arthur Conan Doyle's Sherlock Holmes (2010)	18%	10
4	<i>Stories</i> by Rabindranath Tagore – Inspired by Short story of Rabindranath Tagore (2015)	18%	10
5	<i>Alias Grace</i> – Inspired by <i>Alias Grace</i> Margaret Atwood (2017)	18%	10
6	<i>Grahan</i> – inspired by Satya Vyas's <i>Chaurasi</i> (2021)	18%	10

***Continuous Evaluation:**

It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ) etc.

Reference Books:

- Kosambi, D. D. (1962). *Myth and reality: studies in the formation of Indian culture*. Popular Prakashan.
- Crover, Sarah, and Natalia Khomenko. "Confronting the Past, Dreaming the Future: Shakespeare's A Midsummer Night's Dream in Modern Performance." *Shakespeare Bulletin* 40.3 (2022): 313-327.
- Doyle, Arthur Conan. *The Characteristics of Crime and Detective in Sir Arthur Conan Doyle The Hound of The Baskervilles*. Diss. Soegijapranata Catholic University, 2010.
- TAGORE, RABINDRANATH. "CHAPTER NINE RABINDRANATH TAGORE AND THE ENGLISH ROMANTICS1." *Readings in Oriental Literature: Arabian, Indian, and Islamic* (2015): 255.
- Cattien, Jana. "When 'feminism' becomes a genre: Alias Grace and 'feminist' television." *Feminist Theory* 20.3 (2019): 321-339.

Semester 3
Parul University - Faculty of Arts
Department of English
M.A (English Literature)
English Language Teaching

Type of Course: M. Arts (English Literature)

2. Prerequisite: Proficiency in English and knowledge of the basic structure of English Language along with basic knowledge of what is ELT.

3. Rationale:

1. Students will know the difference between language learning and language acquisitions.
2. To become familiar with the fundamental principles and concepts surrounding second language acquisition and ELT

3. Course Objectives:

1. Identify rationale, techniques and activities involved in each language teaching approach.
2. Develop a set of principles to guide their practice as English language teachers.
3. Critically analyze components of different language teaching methods and approaches.
4. Gain awareness about long-term development of language teachers as decision-makers and problem-solvers

4. Course Outcome:

After the completion of the course, the students will be able to:

1. **State** the historical perspective of ELT
2. **Understand** the basic concept of language learning
3. **Differentiate** between language learning and language acquisitions
4. **Differentiate** between different approaches and methods in teaching and learning

Teaching and Examination Scheme:

Teaching Scheme (Hrs/Week)			Cre dit	Examination Scheme					Total
Lec t	Tu t	Lab		Extern al		Interna l			
				T	P	T	CE	P	
4	0	0	4	60	-	20	20	-	100

Lect- Lecture, **Tut** - Tutorial, **Lab** - Lab, **T** – Theory **P**- Practical, **CE**- CE, **T** - Theory, **P**- Practical

Sr.	Topic	Weightage	Teaching Hours
1	History of ELT: ● ELT in India ● ELT in Gujarat	10%	10

2	Concepts of ELT: • Bilingualism • Multilingualism • Code switching and Code mixing • Lingua Franca • Three Language Formula	18%	10
3	Learning and Acquisition: • Defining terms • FLA v/s SLA • Psychological factors affecting SLA	18%	10
4	Theories of Teaching and Learning: • Behaviorism theory • Cognitivism theory • Innatism	18%	10
5	Approaches and Methods in ELT • Grammar Translation Method • Direct Method • Audio-lingual Method • Communicative Language Teaching • Eclectic Method	18%	10
6	Evaluating textbooks and material: • Importance of evaluating textbooks and material • Techniques of evaluating textbooks and material	18%	10

Continuous Evaluation:

- It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ).

Reference Books:

- Affect in Language Learning, Jane Arnold; Cambridge University Press
- The Study of Second Language Acquisition; Oxford University Press
- Communicative Language Teaching, William Littlewood; Oxford University Press
- The Study of Language, George Yule; Cambridge University Press
- Approaches and Methods in Language Teaching, J. Richards and T. S. Rogers; Cambridge University Press

Semester 4

Parul University - Faculty of Arts
Department of English
M.A (English Literature)
Literary Theory II

Type of Course:

- MA (English Literature)

Prerequisite:

- Knowledge of English Literature studied till B.A.
- Proficiency in English and knowledge of the basic structure of English Language along with basic knowledge of what is literature.

Rationale:

1. To familiarize the students with the history of English literature.
2. To understand the origin and development of English through theories.
3. To observe and understand how people and societies behaved.

Course Outcome:

Students will be able to

1. **Analyze** and interpret complex texts using a variety of theoretical and critical approaches.
2. **Demonstrate** an understanding of the relationships between literary texts and their cultural, historical, and intellectual contexts.
3. **Construct** coherent and persuasive arguments about literary texts using appropriate evidence and analytical methods.
4. **Critique** the theorists of the period.

Teaching and Examination Scheme:

Teaching Scheme			Credit	Examination Scheme					Total
LectHrs/Week	TutHrs/Week	LabHrs/Week		External		Internal			
				T	P	T	CE	P	
4	0	0	4	60	0	20	20	0	100

Lect- Lecture, **Tut-** Tutorial, **Lab** - Lab, **T** - Theory, **P-** Practical, **CE-** CE, **T** - Theory, **P-** Practical

Contents:

Sr.	Topic	Weightage	Teaching Hours
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1	● Postmodernism ○ Overview of Postmodernism ○ Jean-Francois Lyotard and The Postmodern Condition ○ Frederic Jameson and Postmodernism, or, The Cultural Logic of Late Capitalism ○ Linda Hutcheon and The Politics of Postmodernism ○ Application of Postmodernism to Literary Texts	10%	10
2	● Cultural Studies and New Historicism ○ Overview of Cultural Studies and New Historicism ○ Raymond Williams and Culture and Society ○ Stuart Hall and Encoding/Decoding ○ Michel Foucault and Discipline and Punish ○ Stephen Greenblatt and Renaissance Self-Fashioning ○ Application of Cultural Studies and New Historicism to Literary Texts	18%	10
3	● Affect Theory ○ Overview of Affect Theory ○ Brian Massumi and Parables for the Virtual ○ Eve Kosofsky Sedgwick and Touching Feeling ○ Lauren Berlant and The Queen of America Goes to Washington City ○ Application of Affect Theory to Literary Texts	18%	10
4	● Marxist Theory ○ Overview of Marxism ○ “The Manifesto of the Communist Party” Karl Marx, in Literary Theory: An Anthology, Rivkin, Julie and Michael Ryan, eds. ○ “Hegemony” Antonio Gramsci in Literary theory	18%	10
5	● Feminist Theory ○ Overview of Feminist Theory ○ Simone de Beauvoir	18%	10
6	● Sociolinguistic Theory ○ Overview of Sociolinguistics ○ William Labov and The Social Stratification of English in New York City ○ Deborah Tannen and Gender and Discourse ○ James Gee and An Introduction to Discourse Analysis ○ Application of Sociolinguistic Theory to Literary Texts	18%	10

***Continuous Evaluation:**

It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ) etc.

Reference Books:

- Tyson, Lois. Critical Theory Today: A User-Friendly Guide. Routledge, 2015.
- Boyne, Roy, and Ali Rattansi. Postmodernism and society. Bloomsbury Publishing, 2017.
- Fox-Genovese, Elizabeth. "Literary criticism and the politics of the New Historicism." The new historicism. Routledge, 2013. 213-224.
- Gregg, Melissa, and Gregory J. Seigworth, eds. *The affect theory reader*. Duke University Press, 2010.
- Elliott, Anthony. Psychoanalytic theory: An introduction. Bloomsbury Publishing, 2017.
- MacKinnon, Catharine A. Toward a feminist theory of the state. Harvard University Press, 1989.
- Coupland, Nikolas, Srikant Sarangi, and Christopher N. Candlin. *Sociolinguistics and*

social theory. Routledge, 2014.

Semester 4
Parul University - Faculty of Arts
Department of English
M.A (English Literature)
American Literature

Type of Course: M. Arts (English Literature)

4. Prerequisite: Proficiency in English and knowledge of the basic structure of English Language along with basic knowledge of what is literature.

2. Rationale:

1. To familiarize the students with the history of English literature.
2. To understand the origin and development of English literature.
3. To observe and understand how people and societies behaved.

2. Course Objectives:

1. To introduce students to the diverse literary voices and achievements of women writers.
2. To analyze and interpret literary works authored by women across various genres.
3. To explore the historical, social, and cultural contexts that influenced women's writing.
4. To critically evaluate the themes, techniques, and styles employed by women writers.

3. Course Outcome:

After the completion of the Course, the students will be able to

1. **Recognize** the history of English Literature.
2. **Identify** the different writings in Women's literature.
3. **Differentiate** features of Women's literature from patriarchal forms of writing
4. **Critique** the main writers and their works of the literary period

Teaching and Examination Scheme:

Teaching Scheme (Hrs/Week)			Cre dit	Examination Scheme					Total
Lec t	Tu t	Lab		Extern al		Intern al			
				T	P	T	CE	P	
4	0	0	4	60	-	20	20	-	100

Lect- Lecture, **Tut** - Tutorial, **Lab** - Lab, **T** – Theory **P**- Practical, **CE**- CE, **T** - Theory, **P**- Practical

S r .	To pic	Weightag e	Teaching Hours
1	Theories in American Drama: ● Modernism ● Realism ● Surrealism ● Absurdism	10%	10
2	American Book 1 ● <i>The Ambassadors</i> by Henry James	18%	10

3	American Book 2 <i>The Catcher in the Rye</i> by J. D. Salinger	18%	10
4	American Poetry <i>Stopping by Woods on a Snowy Evening</i> by Robert Frost	18%	10
5	American Drama 1 <i>Glengarry Glen Ross</i> by David Mamet	18%	10
6	American Drama 2 <i>Who's Afraid of Virginia Woolf?</i> by Edward Albee	18%	10

Continuous Evaluation:

- It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ).

Reference Books:

- Popkin, Henry. "Arthur Miller's" *The Crucible*." *College English* 26.2 (1964): 139-146.
- Kane, Leslie, ed. *David Mamet's Glengarry Glen Ross: Text and Performance*. Routledge, 2013.
- Gray, Jaime Leigh. "Long Day's Journey into Night." (2017): 156-159.
- McCarthy, Gerry. *Edward Albee*. London: Macmillan, 1987.
- Metro-Goldwyn-Mayer, et al. *Dinner at Eight*. Hollywood Classics via Roadshow, 1933.
- Murphy, Brenda, B. Murphy, and Clinton Vane de Brosse Black. *American Realism and American Drama, 1880-1940*. Vol. 22. Cambridge University Press, 1987.

Semester 4
Parul University - Faculty of Arts
Department of English
M.A (English Literature)
Children's Literature

Type of Course: M. Arts (English Literature)

5. Prerequisite: Proficiency in English and knowledge of the basic structure of English Language along with basic knowledge of what is literature.

3. Rationale:

4. To familiarize the students with the history of English literature.

5. To understand the origin and development of English literature.

6. To observe and understand how people and societies behaved.

2. Course Objectives:

7. To comprehend the development of trends in Children's literature.

8. To view literature in its socio-cultural and political contexts.

9. To understand the theme, structure and style in Children's literature.

3. Course Outcome:

After the completion of the Course, the students will be able to

5. **Recognize** the history of English Literature.

6. **Identify** the different literatures in Children's literature.

7. **Differentiate** features of Children's literature from other kinds

8. **Critique** the main writers and their works of the literary period

Teaching and Examination Scheme:

Teaching Scheme (Hrs/Week)			Cre dit	Examination Scheme					Total
Lec t	Tu t	Lab		Extern al		Intern al			
				T	P	T	CE	P	
4	0	0	4	60	-	20	20	-	100

Lect- Lecture, **Tut** - Tutorial, **Lab** - Lab, **T** – Theory **P**- Practical, **CE**- CE, **T** - Theory, **P**- Practical

S r .	To pic	Weightag e	Teaching Hours
1	Origins of Children's Literature: - Early writing for children - The 18th century - Rapid expansion of Children's Literature	10%	10
2	Fairy tales and Folk lore: The significance of fairy tales and folklore in children's literature	18%	10

	● Analysis of classic fairy tales and their adaptations as nonsense literature		
3	Classic Children's Literature: ● <i>Black Beauty</i> – Anna Sewell (1877) ● Themes of imagination, adventure, and coming-of-age	18%	10
4	Biographies in Children's Literature: ● <i>The Diary of a Young Girl</i> – Anne Frank (1952) ● Exploration of biographies in children's literature	18%	10
5	Contemporary Children's Literature: ● <i>Brown Girl Dreaming</i> – Jacqueline Woodson (2014) Representation of diverse cultures, identities, and social issues	18%	10
6	Adaptations in Children's Literature: ● <i>Harry Potter</i> series – J. K. Rowling (1997-2016) ● Examination of children's literature adapted into films, TV shows, and digital media	18%	10

Continuous Evaluation:

- It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ).

Reference Books:

- Nyman, Jopi. "Re-reading sentimentalism in Anna Sewell's *Black Beauty*: Affect, performativity, and hybrid spaces." *Affect, space and animals*. Routledge, 2015. 65-79.
- Woodson, Jacqueline. *Brown girl dreaming*. Penguin, 2016.
- Waaldijk, Berteke. "Reading Anne Frank as a woman." *Women's Studies International Forum*. Vol. 16. No. 4. Pergamon, 1993.
- Nel, Philip. *JK Rowling's Harry Potter novels: a reader's guide*. A&C Black, 2001.
- Hunt, Peter, ed. *Understanding children's literature*. Routledge, 2006.

Semester 4
Parul University - Faculty of Arts
Department of English
M.A (English Literature)
Women's Writing in Literature

Type of Course: M. Arts (English Literature)

1. Prerequisite: Proficiency in English and knowledge of the basic structure of English Language along with basic knowledge of what is literature.

2. Rationale:

7. To familiarize the students with the history of English literature.

8. To understand the origin and development of English literature.

9. To observe and understand how people and societies behaved.

3. Course Objectives:

5. To introduce students to the diverse literary voices and achievements of women writers.

6. To analyze and interpret literary works authored by women across various genres.

7. To explore the historical, social, and cultural contexts that influenced women's writing.

8. To critically evaluate the themes, techniques, and styles employed by women writers.

3. Course Outcome:

After the completion of the Course, the students will be able to

9. **Recognize** the history of English Literature.

10. **Identify** the different writings in Women's literature.

11. **Differentiate** features of Women's literature from patriarchal forms of writing

12. **Critique** the main writers and their works of the literary period

Teaching and Examination Scheme:

Teaching Scheme (Hrs/Week)			Credit	Examination Scheme					Total
Lec t	Tu t	Lab		Extern al		Intern al			
				T	P	T	CE	P	
4	0	0	4	60	-	20	20	-	100

Lect- Lecture, **Tut** - Tutorial, **Lab** - Lab, **T** – Theory **P**- Practical, **CE**- CE, **T** - Theory, **P**- Practical

Sr.	Topic	Weightage	Teaching Hours
1	Literary theory in Women's writings: Defining women's writing and its significance in literary studies	10%	10

	• Feminist Criticism • Confessional mode in women's writing • Sexual politics • Issue of race, caste, and gender • Discrimination and empowerment		
2	Poems by Women • <i>I Cannot Live with You</i> by Emily Dickinson • <i>Daddy</i> by Sylvia Plath • <i>Advice to women</i> and <i>Bequest</i> by Eunice de Souza	18%	10
3	Short Stories by Women • <i>Bliss</i> by Kathryn Mansfield • <i>Draupadi</i> by Mahasweta Devi	18%	10
4	Terms related to Women's writing • Gender Identity • Sexual harassment/Gender harassment • Superwoman syndrome • Womanism	18%	10
5	LGBTQ+ Women in Literature: • <i>Colour Purple</i> by Alice Walker	18%	10
6	Women of the 19th century: • <i>Little Women</i> – Louisa May Alcott (1868) • Analysis of themes of love, marriage, social class, and women's agency	18%	10

Continuous Evaluation:

- It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ).

Reference Books:

- Jacobus, Mary. *Reading woman: Essays in feminist criticism*. Columbia University Press, 1986.
- Tucker, Lindsey. "Alice Walker's The Color Purple: Emergent Woman, Emergent Text." *Black American Literature Forum*. Vol. 22. No. 1. St. Louis University, 1988.
- Desmawati, Eka. "Analysis of feminism in the novel of little women by Louisa May Alcott." *Journal of Language and Literature* 6.2 (2020): 91-96.

Semester 4
Parul University - Faculty of Arts
Department of English
M.A (English Literature)
Myth and Literature

Type of Course: M. Arts (English Literature)

6. Prerequisite: Proficiency in English and knowledge of the basic structure of English Language along with basic knowledge of what is literature.
4. Rationale:
 10. To familiarize the students with the history of English literature.
 11. To understand the origin and development of English literature.
 12. To observe and understand how people and societies behaved.
2. Course Objectives:
 9. To introduce students to the diverse literary voices of mythology writers.
 10. To analyze and interpret literary works related to mythology.
 11. To explore the historical, social, and cultural contexts in myth and literature.
 12. To critically evaluate the themes, techniques, and styles employed in myth and literature.
3. Course Outcome:

After the completion of the Course, the students will be able to

 13. **Recognize** the history of English Literature.
 14. **Identify** the different writings in Myth and literature.
 15. **Differentiate** features of mythological literature with other forms of writing
 16. **Critique** the main writers and their works of the literary period

Teaching and Examination Scheme:

Teaching Scheme			Credit	Examination Scheme					Total
Lect Hrs/Week	Tut Hrs/Week	Lab Hrs/Week		External		Internal			
				T	P	T	CE	P	
4	0	0	4	60	0	20	20	0	100

Lect- Lecture, **Tut-** Tutorial, **Lab** - Lab, **T** - Theory, **P-** Practical, **CE-** CE, **T** - Theory, **P-** Practical

Contents:

	Topic	Weightage	Teaching Hrs.
1	Introduction to Indian mythology • Origin of Myths • Sources of mythology • Types of stories and its relation to myth.	10%	10
2	Myth in European literature: • Albert Camus - <i>The Myth of Sisyphus</i>	18%	10
3	Myth in Indian Epic Poem • Sri Aurobindo - <i>Savitri: The Book of Fate</i>	18%	10
4	Myth in Indian Fiction • Amish Tripathi - <i>The Immortals of Meluha</i>	18%	10
5	Greek Mythology • Madeline Miller - <i>The Song of Achilles</i>	18%	10
6	Myth in Contemporary Literature • Rick Riordan - <i>Percy Jackson and the Olympians: The Lightning Thief</i>	18%	10

***Continuous Evaluation:**

It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ) etc.

Reference Books:

- Kosambi, D. D. (1962). *Myth and reality: studies in the formation of Indian culture*. Popular Prakashan.
- Camus, Albert. *The myth of Sisyphus*. Penguin UK, 2013.
- Tripathi, A. (2014). *The immortals of Meluha*. Jo Fletcher Books.
- Slotkin, R. S. (1967). *Emergence Of A Myth: John Filson's Daniel Boon Narrative And The Literature Of The Indian Wars, 1638-1848*. Brown University

