



**SYLLABUS
OF
MATER OF ARTS (ENGLISH)
TWO YEAR PG WITH COURSEWORK
AS PER
NATIONAL EDUCATION POLICY 2020**

(WITH EFFECT FROM JUNE 2026)



SHRI GOVIND GURU UNIVERSITY

Vinzol, Godhra, Gujarat 388 713

website: www.sgggu.ac.in

Preamble:

The M.A. English programme has been redesigned in accordance with the vision and objectives of the National Education Policy (NEP) 2020, which advocates multidisciplinary learning, academic flexibility, critical thinking, inclusivity, and the integration of local, national, and global knowledge systems. The programme seeks to equip students with advanced literary, linguistic, cultural, and pedagogical competencies while responding to the changing demands of higher education and contemporary society.

The curriculum is structured to provide a balanced engagement with both canonical and emerging areas of English Studies. While retaining a strong foundation in British and American literature, the programme expands its scope to include Tribal Literature, Indigenous Literature, Comparative Literature, Translation Studies, and other interdisciplinary domains that reflect diverse cultural experiences and epistemologies. Such an approach enables students to move beyond Eurocentric literary frameworks and engage with marginalized voices, local traditions, oral narratives, and alternative knowledge systems.

Recognizing the multilingual and multicultural character of India, the programme encourages comparative perspectives that foster dialogue across languages, literatures, and cultures. The inclusion of Comparative Literature allows students to examine literary traditions across regional, national, and global contexts, thereby developing a deeper understanding of cultural interconnectedness and literary diversity.

The programme also places significant emphasis on English Language Teaching (ELT), language studies, and pedagogical practices. These components are designed to prepare students for careers in teaching, research, curriculum development, language training, and related professional fields. Through the study of contemporary theories, methodologies, and technological interventions in language education, students acquire the skills required for effective communication and classroom practice in diverse educational settings.

The curriculum promotes critical inquiry, research aptitude, ethical engagement, and social responsibility. It encourages students to analyse literary and cultural texts through multiple theoretical lenses and to examine issues of identity, indigeneity, gender, ecology, migration, caste, class, and globalization. By integrating traditional literary scholarship with contemporary concerns, the programme aims to nurture intellectually competent, culturally sensitive, and socially aware graduates.

Ultimately, the M.A. English programme seeks to create a dynamic academic space where literary studies, language education, and cultural inquiry converge. It aspires to prepare students for higher research, teaching, creative and professional writing, translation, publishing, media, civil services, and other emerging career opportunities while fostering a lifelong engagement with literature, language, and culture.

Introduction

The Master of Arts in English is a postgraduate programme designed to provide students with advanced knowledge of literature, language, culture, and critical theory. The programme seeks to develop analytical, interpretative, research, and communication skills through a comprehensive engagement with diverse literary traditions and contemporary intellectual discourses.

Aligned with the principles of the National Education Policy (NEP) 2020, the programme adopts a multidisciplinary and inclusive approach to the study of English. It recognizes literature as a dynamic field that reflects and shapes human experiences across historical periods, cultures, and communities. Accordingly, the curriculum integrates the study of British and American literature with emerging and significant areas such as Tribal Literature, Indigenous Literature, Comparative Literature, Translation Studies, Literary Theory, Cultural Studies, and English Language Teaching (ELT).

The programme is structured to provide students with both historical and thematic understandings of literary traditions. Courses on the History of English Literature, British Literature, and American Literature introduce students to major literary movements, genres, authors, and texts, while specialized courses encourage critical engagement with questions of identity, culture, language, representation, and social justice. The inclusion of Tribal and Indigenous Literatures broadens the scope of literary inquiry by foregrounding voices, narratives, and worldviews that have often remained marginalized within mainstream literary studies.

Recognizing the importance of language proficiency and pedagogy in contemporary academic and professional contexts, the programme also incorporates courses in English Language Teaching, language studies, and communication. These courses equip students with theoretical knowledge and practical skills relevant to language instruction, curriculum design, educational technology, and professional communication.

The programme emphasizes research orientation and critical thinking through project work, seminars, presentations, assignments, and independent study. Students are encouraged to engage with a variety of theoretical approaches and research methodologies, enabling them to undertake advanced academic inquiry and contribute meaningfully to literary and cultural scholarship.

Upon completion of the programme, graduates will be prepared for careers in higher education, research, publishing, media, translation, content development, cultural institutions, civil services, and other professional domains. The programme also lays a strong foundation for doctoral research and lifelong intellectual engagement with literature, language, and culture.

Programme Outcomes:

Upon successful completion of the Master of Arts in English programme, the students will be able to:

PO1: Advanced Literary Knowledge

Demonstrate comprehensive knowledge of major literary traditions, movements, genres, authors, and texts in British, American, Indian, Tribal, Indigenous, and World Literatures.

PO2: Critical Thinking and Interpretation

Apply critical and analytical skills to interpret literary, linguistic, and cultural texts through diverse theoretical and methodological perspectives.

PO3: Comparative and Cross-Cultural Understanding

Examine literary and cultural productions across languages, regions, nations, and traditions, fostering comparative and intercultural perspectives.

PO4: Appreciation of Diversity and Inclusivity

Recognize and appreciate the literary expressions, knowledge systems, histories, and cultural practices of tribal, indigenous, marginalized, and underrepresented communities.

PO5: Research Competence

Demonstrate the ability to identify research problems, review relevant literature, employ appropriate research methodologies, and produce scholarly academic work adhering to ethical standards.

PO6: Theoretical and Conceptual Understanding

Apply major literary, linguistic, cultural, and critical theories in the analysis of texts and contemporary social, cultural, and intellectual issues.

PO7: Language and Communication Proficiency

Exhibit advanced proficiency in written and oral communication in English for academic, professional, and research purposes.

PO8: English Language Teaching and Pedagogical Skills

Demonstrate knowledge of language acquisition, language teaching methodologies, assessment practices, curriculum design, and educational technologies relevant to English Language Teaching.

PO9: Translation and Interdisciplinary Skills

Engage with translation, adaptation, and interdisciplinary approaches to understand the relationship between literature, language, culture, media, history, and society.

PO10: Digital and Information Literacy

Utilize digital tools, online resources, databases, and information technologies effectively for learning, research, communication, and knowledge dissemination.

PO11: Ethical, Social, and Environmental Awareness

Critically engage with issues related to social justice, gender, equity, sustainability, ecology, identity, and cultural representation through literary and cultural studies.

PO12: Professional and Lifelong Learning Skills

Develop intellectual curiosity, independent learning abilities, leadership qualities, collaborative skills, and professional competencies required for careers in academia, education, publishing, media, translation, civil services, and related fields.

PO13: Creative and Reflective Engagement

Demonstrate creativity, originality, and reflective thinking in academic writing, research, literary analysis, and other forms of intellectual expression.

PO14: Global and Local Perspectives

Integrate local, regional, national, and global perspectives in the understanding of literature, language, culture, and human

Mode of Evaluation:**Weightage of Marks**

- **70%** marks is assigned for **SEE** and **30%** marks for **CCE (Internal Evaluation)**

Sr. No.	Evaluation	4 Credit Subjects (Marks)	2 Credit Subjects (Marks)
1	CCE (30%) Classroom and Mid-Term Elavuation	30 50	15 25
2	Semester End Evaluation (70%)	70 50	35 25
Total		100	50

Evaluation system for CCE (Internal Evaluation)

Sr. No.	Evaluation	4 Credit Subjects (Marks)	2 Credit Subjects (Marks)
1	Assignments/Presentations	05 10	03 05
2	Mid term evaluation*	20 30	10 15
3	Attendance and Class Participation	05 10	02 05
Total		30	15

*Mid-term evaluation is mandatory to qualify for the Semester End Examination

Shri Govind Guru University, Vinzol - Godhra Department of English Master of Arts (English) TWO-YEAR PG WITH COURSE-WORK ONLY				
SEMESTER I				
Sr Nos	Course Type and Level	Course Code	Title of the Course	Credit
01	DSC: 01	MA26EGC101	Fifteenth to Sixteenth Century English Literature	04
02	DSC: 02	MA26EGC102	Seventeenth to Eighteenth Century English Literature	04
03	DSC: 03	MA26EGC103	Literary Theories and Criticism	04
04	DSE: 01	MA26EGE101 MA26EGE111	(A) Introduction to English Language Studies OR (B) Indian Writing in English	04
05	DSE: 02	MA26EGE102 MA26EGE112	(A) American Literature OR (B) Comparative Literary Studies	04
06	SEC- I	MA26SE104	Academic Writing – I	02
	Total Credits			22

		Shri Govind Guru University, Vinzol - Godhra		Effective from the Academic Year 2026-27
		Department of English		
		Master of Arts (English)		
		TWO-YEAR PG WITH COURSE-WORK ONLY		
Year	I	Course Type: DSC 01	Course Code: MA26EGC101	Credit- 04
Semester	I	Fifteenth and Sixteenth Century English Literature		Hours-60

Course Outcomes (COs)

Upon successful completion of the course, the students will be able to:

CO1: Demonstrate an understanding of the major historical, cultural, religious, and intellectual developments that shaped English literature from the late Medieval to the Renaissance and reformation periods.

CO2: Analyze the transition from medieval literary traditions to Renaissance humanism and its influence on literary forms, themes, and aesthetics.

CO3: Identify and explain the characteristics of major literary genres and movements, including medieval narrative poetry, Renaissance allegory, literary criticism, Elizabethan drama, and Jacobean tragedy.

CO4: Apply critical approaches and close-reading skills to analyze literary texts and formulate scholarly interpretations.

Learning Outcomes Mapped to Course Outcomes

CO1: Historical undersanding

LO 1.1: Describe the major socio-political, religious, and cultural developments of the Medieval, Renaissance, and Reformation periods.

LO 1.2: Explain the influence of Humanism, the Reformation, and emerging national consciousness on English literary production.

LO 1.3: Relate literary texts to their historical and intellectual contexts.

CO2: Literary and intellectual transition

LO 2.1: Distinguish between the major characteristics of Medieval and Renaissance literary traditions.

LO 2.2: Analyze the representation of humanism, individualism, and secular thought in the prescribed texts.

LO 2.3: Evaluate the transformation of literary themes, forms, and stylistic features during the transition from the Medieval to the Renaissance period.

CO3: Genre and movement awareness

LO 3.1: Identify the defining features of major literary genres represented in the course.

LO 3.2: Explain the conventions and thematic concerns of Renaissance allegory, literary criticism, and dramatic traditions.

LO 3.3: Compare and contrast different literary genres and movements studied in the course.

CO4: Critical and analytical skills

LO 4.1: Apply appropriate critical concepts and theoretical perspectives to the analysis of literary texts.

LO 4.2: Conduct close textual analysis by examining language, imagery, symbolism, characterization, and thematic patterns.

LO 4.3: Develop well-structured oral and written arguments supported by textual evidence and scholarly reasoning.

Units	Course Content/syllabus	Teaching Hours
Unit-1	Historical and Socio-Cultural Background-I - Chaucer and the Emergence of English Literary Culture - The Renaissance in England - Humanism and Classical Influences - The Revival of Learning and Education - The Printing Press and the Circulation of Literature	12
Unit-2	Historical and Socio-Cultural Background-II - The English Reformation and Religious Change - Protestantism and Literary Production - Religious Debates in Literature - The Rise of Nationalism and Imperial Aspirations - Growth of Public Theatres and Performance Culture - Development of Tragedy, Comedy, and History Plays	12
Unit-3	Literary Form: Drama Christopher Marlow: <i>Doctor Faustus</i>	12
Unit-4	Literary Form: Poetry Henry Howard: <i>So Cruel Prison</i> Thomas Wyatt: <i>I Find No Peace</i> Edmund Spenser: <i>Easter-</i> Samuel Daniel: <i>Beauty, Time, and Love</i> William Shakespeare: <i>Sonnet 116</i>	12
Unit-5	Literary Form: Prose Francis Bacon: <i>Essays</i> (selected) <i>Of Studies</i> <i>Of Friendship</i> <i>Of Revenge</i>	12

	<i>Of Marriage and Single Life</i> <i>Of Truth</i>	
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References

A. Primary Texts

1. Marlowe, Christopher. *Doctor Faustus*. Edited by David Bevington and Eric Rasmussen, Revels Student Edition, Manchester University Press, 2013.
2. Bacon, Francis. *Essays*. Edited by John Pitcher, Penguin Classics, 1985.

B. Suggested References

1. Abrams, M. H., and Geoffrey Galt Harpham. *A Glossary of Literary Terms*. 11th ed., Cengage Learning, 2015.
2. Daiches, David. *A Critical History of English Literature*. Vols. I & II, Allied Publishers, 2010.
3. Ford, Boris, editor. *The New Pelican Guide to English Literature: The Age of Chaucer*. Penguin Books.
4. Ford, Boris, editor. *The New Pelican Guide to English Literature: The Renaissance*. Penguin Books.
5. Hudson, W. H. *An Outline History of English Literature*. Atlantic Publishers, 2008.
6. Legouis, Émile, and Louis Cazamian. *A History of English Literature*. Macmillan.
7. Sanders, Andrew. *The Short Oxford History of English Literature*. 4th ed., Oxford University Press, 2004.
8. Cuddon, J. A. *The Penguin Dictionary of Literary Terms and Literary Theory*. Penguin Books, 2014.
9. Cheney, Patrick, editor. *The Cambridge Companion to Christopher Marlowe*. Cambridge University Press, 2004.
10. *Poets.org*, Academy of American Poets.
11. *poetryfoundation.org*, Poems.

Exam Pattern:

Que. no.	Particulars	Marks
1	Question 1 from Unit No.1: Essay Type Question (Min 500 words)	14

	OR Two short notes from Unit No.1 (7 Marks each)	
2	Question 2 from Unit No.2 Essay Type Question (Min 500 words) OR Two short notes from Unit No.2 (7 Marks each)	14
3	Question 3 from Unit 3 :Essay Type Question (Min 500 words) OR Question 3 from Unit 3 :Essay Type Question (Min 500 words)	14
4	Question 4 from Unit 4 :Essay Type Question (Min 500 words) OR Question 4 from Unit 4 :Essay Type Question (Min 500 words)	14
5	Question 5 from Unit 5 :Essay Type Question (Min 500 words) OR Question 5 from Unit 5 :Essay Type Question (Min 500 words)	14
Total		70

Evaluation Criteria:

<u>Rubrics</u>	<u>Weightage</u>
Knowledge and understanding of the text/topic (Summary)	40% (5-6 Marks)
Engagement with critical analysis, scholarly perspectives and literary concepts	30% (3.5 to 4.5 marks)
Use of textual evidence and quotations	15% (1.5 to 2.5 Marks)
Language accuracy	15% (1.5 to 2.5 marks)

अमृतं तु विद्या

		Shri Govind Guru University, Vinzol - Godhra Department of English Master of Arts (English)		Effective from the Academic Year 2026-27
		TWO-YEAR PG WITH COURSE-WORK ONLY		
Year	I	Course Type: DSC 02	Course Code: MA26EGC102	Credit- 04
Semester	I	Seventeenth and Eighteenth Century English Literature		Hours-60

Course Outcomes (COs)

Upon successful completion of the course, the students will be able to:

CO1: Demonstrate an understanding of the major historical, cultural, intellectual, and literary developments from the Jacobean, Restoration, and Augustan periods to the emergence of Pre-Romanticism.

CO2: Analyze the evolution of literary forms, genres, and aesthetic principles as reflected in Jacobean tragedy, Restoration literary criticism, religious allegory, and eighteenth-century comedy.

CO3: Apply critical theories and close-reading techniques to interpret literary texts and formulate well-reasoned scholarly arguments.

CO4: Compare changing literary values and cultural attitudes from the seventeenth century to the eighteenth century, including the transition from Neo-classicism to Romantic sensibilities.

Learning Outcomes (LOs) Mapped to Course Outcomes

CO1: Understanding of the major historical, cultural, intellectual and literary developments

LO 1.1: Describe the major historical, political, religious, and cultural developments that influenced English literature from the seventeenth to the eighteenth century.

LO 1.2: Explain the defining characteristics of the Jacobean, Restoration, Augustan, and Pre-Romantic literary periods.

LO 1.3: Relate literary texts to the intellectual and cultural contexts in which they were produced.

CO2: The evolution of different literary forms and genres

LO 2.1: Identify the distinctive features of Jacobean tragedy, Restoration criticism, religious allegory, and comedy of manners.

LO 2.2: Analyze the formal, thematic, and stylistic characteristics of the prescribed literary texts.

LO 2.3: Evaluate the development of literary genres and aesthetic principles across the periods covered in the course.

CO3: Application of critical theories and close-reading of the texts

LO 3.1: Apply appropriate critical and theoretical approaches to the analysis of literary texts.

LO 3.2: Conduct close textual analysis by examining language, imagery, symbolism, characterization, and thematic concerns.

LO 3.3: Construct coherent oral and written arguments supported by textual evidence and scholarly reasoning.

CO4: Literary and cultural transition

LO 4.1: Compare the dominant literary values and aesthetic principles of the Jacobean, Restoration, Augustan, and Pre-Romantic periods.

LO 4.2: Examine the shift from reason, order, and decorum to imagination, emotion, and sensibility in literary texts.

LO 4.3: Assess the significance of Pre-Romanticism in shaping the emergence of Romantic literary thought.

Units	Course Content/syllabus	Teaching Hours
Unit-1	Historical and Socio-Cultural Background: • The Stuart Monarchy and the Divine Right of Kings • Social Hierarchy and Political Instability • Puritanism and Religious Reform • The English Civil War and Commonwealth • Puritan Literary tradition	12
Unit-2	Historical and Socio-Cultural Background: • The Restoration of the Monarchy (1660) • The Influence of French Classicism • Restoration Urban society and Culture, the rise of Comedy of manners • Satire and Social Criticism (by Pope, Swift, Addison, and Steele) • Early Romantic Tendencies	12
Unit-3	Literary Form: Drama John Webster: <i>The Duchess of Malfi</i>	12
Unit-4	Literary Form: Prose John Dryden: <i>Essay of Dramatic Poesy</i>	12
Unit-5	Literary Form: Poetry Alexander Pope: <i>An Essay on Criticism</i>	12

References

A. Primary Texts

1. Webster, John. *The Duchess of Malfi*. Edited by Michael Neill, W. W. Norton & Company, 2015.
2. Dryden, John. *An Essay of Dramatic Poesy and Other Critical Essays*. Edited by George Watson, Everyman's Library, 1998.
3. Pope, Alexander. *An Essay on Criticism*. In *Selected Poetry and Prose of Alexander Pope*. Edited by William K. Wimsatt Jr., Holt, Rinehart and Winston.

B. Suggested References

1. Daiches, David. *A Critical History of English Literature*. Vols. I & II, Allied Publishers, 2010.
2. Sanders, Andrew. *The Short Oxford History of English Literature*. 4th ed., Oxford University Press, 2004.
3. Greenblatt, Stephen, editor. *The Norton Anthology of English Literature*. Vol. B and Vol. C, 10th ed., W. W. Norton, 2018.
4. Ford, Boris, editor. *The New Pelican Guide to English Literature: From Donne to Marvell*. Penguin Books.
5. Dobranski, Stephen, editor. *The Cambridge Companion to Bunyan*. Cambridge University Press, 2010.
6. Luckyj, Christina, editor. *The Duchess of Malfi: A Critical Guide*. Continuum, 2011.
7. Rogers, Pat, editor. *The Cambridge Companion to Alexander Pope*. Cambridge University Press, 2007.
8. Fairer, David. *English Poetry of the Eighteenth Century, 1700–1789*. Routledge, 2003.
9. Bate, Walter Jackson. *From Classic to Romantic: Premises of Taste in Eighteenth-Century England*. Harvard University Press, 1961.
10. Monk, Samuel H. *The Sublime: A Study of Critical Theories in Eighteenth-Century England*. University of Michigan Press.

अमृतं तु विद्या

Exam Pattern:

Que. no.	Particulars	Marks
1	Question 1 from Unit No.1: Essay Type Question (Min 500 words) OR Two short notes from Unit No.1 (7 Marks each)	14
2	Question 2 from Unit No.2 Essay Type Question (Min 500 words) OR Two short notes from Unit No.2 (7 Marks each)	14
3	Question 3 from Unit 3 :Essay Type Question (Min 500 words) OR Question 3 from Unit 3 :Essay Type Question (Min 500 words)	14
4	Question 4 from Unit 4 :Essay Type Question (Min 500 words) OR Question 4 from Unit 4 :Essay Type Question (Min 500 words)	14
5	Question 5 from Unit 5 :Essay Type Question (Min 500 words) OR Question 5 from Unit 5 :Essay Type Question (Min 500 words)	14
Total		70

Evaluation Criteria:

Rubrics	Weightage
Knowledge and understanding of the text/topic (Summary)	40% (5-6 Marks)
Engagement with critical analysis, scholarly perspectives and literary concepts	30% (3.5 to 4.5 marks)
Use of textual evidence and quotations	15% (1.5 to 2.5 Marks)
Language accuracy	15% (1.5 to 2.5 marks)

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		Department of English		
		Master of Arts (English)		
		TWO-YEAR PG WITH COURSE-WORK ONLY		
Year	I	Course Type DSC 03	Course Code: MA26EGC103	Credit: 04
Semester	I	Literary Criticism and Theories		Hours: 60

Course Outcomes (COs)

Upon successful completion of the course, the students will be able to:

CO1: Demonstrate a historically grounded understanding of the development of literary criticism and theory from Classical criticism to Post-Structuralism.

CO2: Explain and critically engage with major critical and theoretical concepts central to literary studies.

CO3: Distinguish between diverse critical methodologies and evaluate their assumptions, concerns, and interpretative strategies.

CO4: Apply theoretical frameworks to the analysis of literary texts with conceptual accuracy and interpretative depth.

Learning Outcomes (LOs) Mapped to Course Outcomes

CO1: Historical Understanding of Critical Traditions

LO 1.1: Describe the evolution of literary criticism from Classical antiquity to major 20th century literary theories.

LO 1.2: Explain the intellectual, philosophical, and cultural contexts that shaped major critical traditions.

LO 1.3: Relate theoretical developments to changing conceptions of literature, language, and interpretation.

CO2: Conceptual and Theoretical Understanding

LO 2.1: Identify major concepts associated with different schools of criticism and theory.

LO 2.2: Explain the assumptions, objectives, and methodologies of major critical approaches.

LO 2.3: Compare similarities and differences among theoretical traditions.

CO3: Critical and Analytical Skills

LO 3.1: Apply critical concepts to literary texts.

LO 3.2: Evaluate competing interpretations using theoretical frameworks.

LO 3.3: Construct coherent written and oral arguments supported by textual and theoretical evidence.

CO4: Interpretative Application

LO 4.1: Analyze literary texts through multiple theoretical perspectives.

LO 4.2: Examine the relationship between literature, language, ideology, culture, and representation.

LO 4.3: Develop theoretically informed readings of literary and cultural texts.

Units	Course Content/Syllabus	Teaching Hours
Unit 1	Introducing Literature, Literary Criticism, and Literary Theory • What is Literature? Definitions, Scope, and Problems of Classification • Nature, Function, and Purpose of Literature • Literary Value and Objective/Subjective Evaluation • Criticism as Interpretation and Judgement • Critical Theories (Mimetic, Pragmatic, Expressive, and Objective) • Liberal Humanism and Traditional Literary Study • The Rise of and Resistance to Literary Theory • Literature, Language, Meaning, and Interpretation Prescribed Texts and Chapters 1. Abrams, M. H. <i>The Mirror and the Lamp: Romantic Theory and the Critical Tradition</i>. 1953. Oxford UP, 1971. [Chapter 1] 2. Barry, Peter. <i>Beginning Theory: An Introduction to Literary and Cultural Theory</i>. 3rd ed., Manchester UP, 2009. [Chapter 1] 3. Culler, Jonathan. <i>Literary Theory: A Very Short Introduction</i>. 1997. Oxford UP, 2000. [Chapter 2] 4. Eagleton, Terry. <i>Literary Theory: An Introduction</i>. 2nd ed, Blackwell Publishing, 1996. [“Introduction: What is Literature?”] 5. Hudson, William Henry. <i>An Introduction to the Study of Literature</i>. 2nd ed., George G. Harrap and Company, 1913. [Chapter 6] 6. “The Resistance to Theory” (1982) by Paul de Man [collected in <i>Modern Criticism and Theory: A Reader</i> (3rd ed.)] 7. “Introduction: The Place of Theory Today” by Martin Middeke and Christoph Reinfandt in <i>Theory Matters: The Place of Theory in Literary and Cultural Studies Today</i> (2016) 8. “Comes the Revolution” by J. Hillis Miller in <i>Theory Matters: The Place of Theory in Literary and Cultural Studies Today</i> (2016)	12

Unit 2	Classical Criticism: Plato and Aristotle • “Plato’s View of Poetry” (1918) by William Chase Greene • <i>The Cambridge History of Literary Criticism</i>, Vol. 1 (Chapter 4)	12
Unit 3	Elizabethan to Victorian Criticism • Sir Philip Sidney: <i>An Apology for Poetry</i> (1595) • Samuel Johnson: “Preface” to Shakespeare (1765) • William Wordsworth: “Preface” to <i>Lyrical Ballads</i> (1802) • Matthew Arnold: “The Function of Criticism at the Present Time” (1864) Prescribed Text Cain, William E., et al, editors. <i>The Norton Anthology of Theory and Criticism</i>. W. W. Norton and Company, 2001.	12
Unit 4	Modern Critical Approaches • New Criticism: Characteristics, Limitations, and Major Figures/Associated Concepts (Cleanth Brooks, T. S. Eliot, William Empson, F. R. Leavis, John Crowe Ransom, I. A. Richards, Allen Tate, Wimsatt and Beardsley, Yvor Winters) • John Crowe Ransom: “<i>Criticism Inc.</i>” (1937) [“Criticism Inc.” (1937) is collected in <i>Praising It New: The Best of the New Criticism</i> (2008)] • Marxism: Characteristics, Limitations, and Major Figures/Associated Concepts (Base and Superstructure, Dialectical Materialism, Class Struggle, Bourgeoisie and Proletariat, Ideology, Alienation, Use Value, Exchange Value, Surplus Value, and False Consciousness) • Edmund Wilson: “<i>Marxism and Literature</i>” (1937) [“Marxism and Literature” (1937) is collected in <i>The Triple Thinkers: Twelve Essays on Literary Subjects</i> (1952)]	12
Unit 5	The Theoretical Turn Structuralism: Characteristics, Limitations, and Major Figures/Associated Concepts (Sign, Signifier and Signified, Semiotics, <i>Langue</i> and <i>Parole</i>, Synchronic and Diachronic Study, Surface and Deep Structure, Syntagmatic and Paradigmatic Relations, and Barthes’ Narrative Codes) • Roman Jakobson: “<i>Linguistics and Poetics</i>” (1960)	12

	["Linguistics and Poetics" (1960) is collected in <i>Modern Criticism and Theory: A Reader</i> (3rd ed.)] • Post-Structuralism: Characteristics, Limitations, and Major Figures/Associated Concepts (<i>Aporia</i>, <i>Différance</i>, Binary Oppositions, Logocentrism, Play, Trace, and Transcendental Signified) • Roland Barthes: "<i>The Death of the Author</i>" (1967) • M. H. Abrams: "<i>The Deconstructive Angel</i>" (1977) ["<i>The Death of the Author</i>" (1967) is collected in <i>Modern Criticism and Theory: A Reader</i> (3rd ed.)] "The Deconstructive Angel" (1977) is collected in <i>Modern Criticism and Theory: A Reader</i> (1988)]	
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Suggested References

1. Abrams, M. H., and Geoffrey Galt Harpham. *A Glossary of Literary Terms*. 11th ed., Cengage Learning, 2015.
2. Bertens, Hans. *Literary Theory: The Basics*. 3rd ed., Routledge, 2014.
3. Castle, Gregory. *The Blackwell Guide to Literary Theory*. Blackwell Publishing, 2007.
4. Day, Gary. *Literary Criticism: A New History*. Edinburgh UP, 2010.
5. Dobie, Ann B. *Theory into Practice: An Introduction to Literary Criticism*. 3rd ed., Wadsworth, 2012.
6. Guerin, Wilfred L., et al. *A Handbook of Critical Approaches to Literature*. 5th ed., Oxford UP, 2005.
7. Malik, R. S, and Jagdish Batra. *A New Approach to Literary Theory and Criticism*. Atlantic Publishers, 2024.
8. Nagarajan, M. S. *English Literary Criticism and Theory: An Introductory History*. Orient BlackSwan, 2006.
9. Nayar, Pramod K. *Contemporary Literary and Cultural Theory: From Structuralism to Ecocriticism*. Pearson, 2009.
10. Rice, Philip, and Patricia Waugh, editors. *Modern Literary Theory: A Reader*. 4th ed., Arnold and Oxford UP, 2001.
11. Richter, David H. *A Companion to Literary Theory*. Wiley Blackwell, 2018.
12. Scott-James, R. A. *The Making of Literature: Some Principles of Criticism Examined in the Light of Ancient and Modern Theory*. Martin Secker Ltd., 1932.

13. Selden, Raman, et al. *A Reader's Guide to Contemporary Literary Theory*. 5th ed., Pearson, 2005.
14. Shyamala, C. G. *Literary Criticism: A Comprehensive and Simplified Explication*. Atlantic Publishers, 2023.
15. Tyson, Lois. *Critical Theory Today: A User-Friendly Guide*. 3rd ed., Routledge, 2015.
16. Wimsatt, William K. Jr., and Cleanth Brooks. *Literary Criticism: A Short History*. 1957. Oxford and IBH Publishing, 2025.
17. Wolfreys, Julian, et al. *Key Concepts in Literary Theory*. 2nd ed., Edinburgh UP, 2006.

Multi-volume Work(s)

18. *The Cambridge History of Literary Criticism*. 9 Vols. Cambridge UP, 1997-2005.

Exam Pattern

Que. no.	Particulars	Marks
1	Question 1 from Unit 1: Essay Type Question (Min. 500 words) OR Question 1 from Unit 1: Essay Type Question (Min. 500 words)	14
2	Question 2 from Unit 2: Essay Type Question (Min. 500 words) OR Question 2 from Unit 2: Essay Type Question (Min. 500 words)	14
3	Question 3 from Unit 3: Essay Type Question (Min. 500 words) OR Question 3 from Unit 3: Essay Type Question (Min. 500 words)	14
4	Question 4 from Unit 4: Essay Type Question (Min. 500 words) OR Question 4 from Unit 4: Essay Type Question (Min. 500 words)	14
5	Question 5 from Unit 5: Essay Type Question (Min. 500 words) OR Question 5 from Unit 5: Essay Type Question (Min. 500 words)	14
Total		70

Evaluation Criteria

<u>Rubrics</u>	<u>Weightage</u>
Knowledge and understanding of the text/topic (Summary)	<u>40%</u> <u>(5-6 Marks)</u>
Engagement with critical analysis, scholarly perspectives and literary concepts	<u>30%</u> <u>(3.5 to 4.5 marks)</u>
Use of textual evidence and quotations	<u>15%</u> <u>(1.5 to 2.5 Marks)</u>
Language accuracy	<u>15%</u> <u>(1.5 to 2.5 marks)</u>

		Shri Govind Guru University, Vinzol, Godhra Department of English Master of Arts (English)		Effective from the Academic Year 2026-27
		TWO-YEAR PG WITH COURSE-WORK ONLY		
Year	I	Course Type DSE 01 (A)	Course Code: MA26EGE101	Credit: 04
Semester	I	Introduction to English Language Studies		Hours: 60

COURSE DESCRIPTION

This course introduces students to the scientific study of language with special reference to English. It explores the origin and development of English, theories of language acquisition, English as a second and international language, major branches of linguistics, and the status of English in India and Gujarat within the framework of the National Education Policy (NEP) 2020. The course develops students' understanding of language as a social, psychological, cultural, and educational phenomenon.

COURSE OBJECTIVES

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

1. Understand the nature, functions, and diversity of human languages.
2. Trace the historical development of the English language.
3. Explain major theories of language acquisition and learning.
4. Differentiate between first, second, and foreign language learning contexts.
5. Understand English as a global language and lingua franca.
6. Analyze the fundamental components of language studies.
7. Examine the role of English in India and Gujarat.
8. Evaluate language policies under NEP 2020.
9. Apply linguistic concepts to language teaching and learning.
10. Develop critical awareness of multilingualism and language diversity.

COURSE LEARNING OUTCOMES (CLOs)

After completing the course, students will be able to:

CLO Learning Outcome

- CLO 1 Describe the nature and diversity of human languages.
- CLO 2 Explain the origin and historical development of English.
- CLO 3 Differentiate language acquisition and language learning.
- CLO 4 Discuss major theories of language acquisition.
- CLO 5 Analyze the role of English as a second and international language.
- CLO 6 Apply concepts from phonetics, phonology, morphology, syntax, semantics, and pragmatics.
- CLO 7 Examine language policies related to English in India and Gujarat.
- CLO 8 Critically evaluate NEP 2020 language education policies.

Units	Course Content/Syllabus	Teaching Hours
1	UNIT I: ORIGIN AND DEVELOPMENT OF ENGLISH - Nature and Diversity of Human Languages - Language and English Language Family - Origin and Development of English Language	12
	UNIT II: LANGUAGE ACQUISITION AND LEARNING - Language Acquisition vs Language Learning - First Language Acquisition (FLA) and Second Language Acquisition (SLA) - Theories of Language Acquisition: Behaviourist Theory, Cognitivist Theory	12
	UNIT III: ENGLISH AS SECOND LANGUAGE - English as First Language, Second Language, and Foreign Language - Monolingualism, Bilingualism, Multilingualism, and Interlanguage - English as an International Language / Lingua Franca	12

	UNIT IV: FUNDAMENTAL COMPONENTS OF LANGUAGE STUDIES - Phonetics and Phonology - Morphology and Syntax - Semantics and Pragmatics	12
	UNIT V: ENGLISH LANGUAGE POLICY IN INDIA - English in India - English in Gujarat - NEP 2020 and Language Teaching Policy	12

- Baugh, Albert C., and Thomas Cable. *A History of the English Language*. 6th ed., Routledge, 2013.
- Fromkin, Victoria, Robert Rodman, and Nina Hyams. *An Introduction to Language*. 11th ed., Cengage Learning, 2018.
- Meyer, Charles F. *Introducing English Linguistics*. Cambridge UP, 2009.
- Yule, George. *The Study of Language*. 8th ed., Cambridge UP, 2023.
- Ellis, Rod. *Second Language Acquisition*. Oxford UP, 1997.
- Lightbown, Patsy M., and Nina Spada. *How Languages Are Learned*. 5th ed., Oxford UP, 2021.
- Pinker, Steven. *The Language Instinct: How the Mind Creates Language*. Harper Perennial Modern Classics, 2007.
- Krashen, Stephen D. *Principles and Practice in Second Language Acquisition*. Pergamon Press, 1982.
- Crystal, David. *English as a Global Language*. 2nd ed., Cambridge UP, 2003.
- Crystal, David. *The Stories of English*. Overlook Press, 2005.
- Jenkins, Jennifer. *World Englishes: A Resource Book for Students*. 3rd ed., Routledge, 2015.
- Graddol, David. *The Future of English?* The British Council, 1997.
- Kachru, Braj B. *The Indianization of English: The English Language in India*. Oxford UP, 1983.
- Kachru, Braj B., Yamuna Kachru, and Cecil L. Nelson, editors. *The Handbook of World Englishes*. Wiley-Blackwell, 2006.
- Crystal, David. *Linguistics*. Penguin Books, 1990.
- Lyons, John. *Language and Linguistics: An Introduction*. Cambridge UP, 1981.

17. Bloomfield, Leonard. *Language*. University of Chicago Press, 1984.
18. Chomsky, Noam. *Language and Mind*. 3rd ed., Cambridge UP, 2006.
19. Chomsky, Noam. *Aspects of the Theory of Syntax*. MIT Press, 1965.
20. Davenport, Mike, and S. J. Hannahs. *Introducing Phonetics and Phonology*. 4th ed., Routledge, 2020.
21. Roach, Peter. *English Phonetics and Phonology: A Practical Course*. 5th ed., Cambridge UP, 2022.
22. Aarts, Bas. *English Syntax and Argumentation*. 5th ed., Bloomsbury Academic, 2022.
23. Lyons, John. *Semantics*. Vols. 1–2, Cambridge UP, 1977.
24. Levinson, Stephen C. *Pragmatics*. Cambridge UP, 1983.
25. Yule, George. *Pragmatics*. Oxford UP, 1996.
26. Kachru, Braj B. *English in India*. Oxford UP, 1986.
27. Krishnaswamy, N., and Lalitha Krishnaswamy. *The Story of English in India*. Foundation Books, 2006.
28. Pattanayak, Debi Prasanna. *Language Policy and Language Education in India*. CIIL, 1981.
29. Mohanty, Ajit K. *The Multilingual Reality: Living with Languages*. Multilingual Matters, 2019.
30. Ministry of Education, Government of India. *National Education Policy 2020*. Government of India, 2020.
31. University Grants Commission. *Curriculum and Credit Framework for Undergraduate Programmes*. UGC, 2022.

Exam Pattern

Que. no.	Particulars	Marks
1	Question 1 from Unit 1: Essay Type Question (Min. 500 words) OR Question 1 from Unit 1: Essay Type Question (Min. 500 words)	14
2	Question 2 from Unit 2: Essay Type Question (Min. 500 words) OR Question 2 from Unit 2: Essay Type Question (Min. 500 words)	14
3	Question 3 from Unit 3: Essay Type Question (Min. 500 words) OR Question 3 from Unit 3: Essay Type Question (Min. 500 words)	14
4	Question 4 from Unit 4: Essay Type Question (Min. 500 words) OR Question 4 from Unit 4: Essay Type Question (Min. 500 words)	14

5	Question 5 from Unit 5: Essay Type Question (Min. 500 words) OR Question 5 from Unit 5: Essay Type Question (Min. 500 words)	14
Total		70

Evaluation Criteria

<u>Rubrics</u>	<u>Weightage</u>
Knowledge and understanding of the text/topic (Summary)	<u>40%</u> (5-6 Marks)
Engagement with critical analysis, scholarly perspectives and literary concepts	<u>30%</u> (3.5 to 4.5 marks)
Use of textual evidence and quotations	<u>15%</u> (1.5 to 2.5 Marks)
Language accuracy	<u>15%</u> (1.5 to 2.5 marks)

		Shri Govind Guru University, Vinzol, Godhra		Effective from the Academic Year 2026-27
		Department of English		
		Master of Arts (English)		
		TWO-YEAR PG WITH COURSE-WORK ONLY		
Year	I	Course Type DSE 01 (B)	Course Code: MA26EGE111	Credit: 04
Semester	I	Indian Writing in English		Hours: 60

Course Objectives (COs)

The course objectives of the course is to:

CO1: Evaluate the historical development of Indian Writing in English and its emergence as a distinct literary tradition within colonial, postcolonial, and global contexts.

CO2: Analyze representative works of Indian poetry, fiction, drama, essays, and life writing through close reading and critical interpretation.

CO3: Evaluate the ways in which Indian writers negotiate issues of nationhood, identity, culture, language, and modernity in their literary works.

CO4: Critically engage with themes such as colonialism, nationalism, Partition, diaspora, gender, caste, ecology, and globalization.

CO5: Apply relevant literary and cultural theories to develop critical interpretations and research perspectives.

Learning Outcomes (LOs)

Through this prescribed course, students will be able to:

LO1: Demonstrate a comprehensive understanding of the historical, cultural, and intellectual contexts that have shaped the development of Indian Writing in English.

LO2: Produce informed critical analyses of major Indian literary texts across genres using appropriate analytical and interpretative methods.

LO3: Assess the representation of Indian identities, cultural traditions, and socio-political transformations in Indian Writing in English.

LO4: Critically interpret literary engagements with issues of colonialism, nation, caste, gender, ecology, migration, and globalization.

LO5: Employ literary theories and interdisciplinary approaches in scholarly discussions, research projects, and academic writing.

Unit	Course Content	Teaching Hours
Unit 01	Indian Writing in English: An Introduction Nationalism and Nation-Building	12

	• Colonial and Postcolonial India • Decolonisation of Indian Mind • Tradition and Modernity • Literary Narratives of Partition • Cultural Hybridity, and Cultural Memory • Contemporary Indian Womanhood • Women's Subjectivity and Feminist Narratives Prescribed Texts: 1. "Indian Writing in English: Structure of Consciousness, Literary History and Critical Theory" (Chapter one from Verma, K. D. <i>The Indian Imagination: Critical Essays on Indian Writing in English</i>, St. Martin's Press, 2000) 2. "Indian English Women's Fiction and the Fascination of the Everyday" (Chapter eight in <i>Writing India Anew: Indian English Fiction 2000-2010</i>, eds. Krishna Sen and Ritupurna Roy, Amsterdam University Press, 2013)	
Unit 02	Fiction Seth, Vikram. <i>A Suitable Boy</i> . HarperCollins, 1993.	12
Unit 03	Poetry Nissim Ezekiel: "The Patriot" Toru Dutt: "Our Casuarina Tree" Jayanta Mahapatra: "Hunger" Sri Aurobindo: "A God's Labour" Sarojini Naidu: "Gift of India!" Arun Kolatkar: "The Butterfly"	12
Unit 04	Drama Dattani, Mahesh. <i>Final Solutions</i> . Penguin Books India, 2005.	12
Unit 05	Essays Sri Aurobindo. "The Renaissance in India." <i>The Renaissance in India Other Essays on Indian Culture</i> . Sri Aurobindo Ashram Publication Department, 1997, pp. 03–42. Trivedi, Harish. "Panchadhatu: Teaching English Literature in the Indian Literary Context." <i>Colonial Transactions: English Literature</i>	12

	<i>and India</i> . Manchester University Press, 1995, pp. 199–218.	
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Recommended Reading:

Ashcroft, Bill, Gareth Griffiths, and Helen Tiffin. *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. 2nd ed., Routledge, 2002.

Bhabha, Homi K. *The Location of Culture*. Routledge, 1994.

Das, Sisirkumar. *A History of Indian Literature*. Three Vols. Sahitya Akademi, 1991-1997.

Dharwadker, Vinay, and A. K. Ramanujan, editors. *The Oxford Anthology of Modern Indian Poetry*. Oxford UP, 1994.

Gandhi, Leela. *Postcolonial Theory: A Critical Introduction*. Columbia UP, 1998.

Gopal, Priyamvada. *Literary Radicalism in India: Gender, Nation and the Transition to Independence*, Routledge, 2005

---*The Indian English Novel: Nation, History, and Narration*, Oxford University Press, 2009

Mehrotra, Arvind Krishna, editor. *The Oxford India Anthology of Twelve Modern Indian Poets*. Oxford UP, 1992.

Mukherjee, Meenakshi, *The Perishable Empire: Essays on Indian Writing in English*, OUP, 2005

---*Realism and Reality: The Novel and Society in India*, OUP, 1985.

Natrajan, Nalini. editor. *Handbook of Twentieth-Century Literatures of India*, Greenwood Press. 1996

Spivak, Gayatri Chakravorty. *A Critique of Postcolonial Reason: Toward a History of the Vanishing Present*. Harvard UP, 1999.

Trivedi, Harish, Amresh Datta, and Vijay Dharwadker, editors. *The Oxford Companion to Indian Literature*. Oxford UP, 2010.

Exam Pattern

Que. no.	Particulars	Marks
1	Question 1 from Unit 1: Essay Type Question (Min. 500 words) OR Question 1 from Unit 1: Essay Type Question (Min. 500 words)	14
2	Question 2 from Unit 2: Essay Type Question (Min. 500 words) OR Question 2 from Unit 2: Essay Type Question (Min. 500 words)	14
	Question 3 from Unit 3: Essay Type Question (Min. 500 words)	

3	OR Question 3 from Unit 3: Essay Type Question (Min. 500 words)	14
4	OR Question 4 from Unit 4: Essay Type Question (Min. 500 words)	14
5	OR Question 5 from Unit 5: Essay Type Question (Min. 500 words)	14
Total		70

Evaluation Criteria

<u>Rubrics</u>	<u>Weightage</u>
Knowledge and understanding of the text/topic (Summary)	<u>40%</u> <u>(5-6 Marks)</u>
Engagement with critical analysis, scholarly perspectives and literary concepts	<u>30%</u> <u>(3.5 to 4.5 marks)</u>
Use of textual evidence and quotations	<u>15%</u> <u>(1.5 to 2.5 Marks)</u>
Language accuracy	<u>15%</u> <u>(1.5 to 2.5 marks)</u>

		Shri Govind Guru University, Vinzol, Godhra		Effective from the Academic Year 2026-27
		Department of English		
		Master of Arts (English)		
		TWO-YEAR PG WITH COURSE-WORK ONLY		
Year	I	Course Type DSE 02 (A)	Course Code: MA26EGE102	Credit: 04
Semester	I	American Literature		Hours: 60

Course Objectives (Cos)

The course objectives of the course is to:

CO1: Examine the historical evolution of American literature from the nineteenth century to the contemporary period in relation to major socio-political and cultural developments.

CO2: Analyze representative works of American fiction, poetry, drama, and essays through close reading and critical interpretation.

CO3: Evaluate the influence of major literary movements such as Romanticism, Transcendentalism, Realism, Modernism, the Harlem Renaissance, and Postmodernism on American literary production.

CO4: Critically engage with issues of race, gender, class, ethnicity, migration, ecology, and national identity as represented in American literary texts.

CO5: Apply relevant literary theories and interdisciplinary approaches to develop informed and original interpretations of American literature.

Learning Outcomes (LOs)

Through this prescribed course, the students will be able to:

LO1: Demonstrate a comprehensive understanding of the historical, cultural, and intellectual contexts that have shaped American literature.

LO2: Produce well-structured critical analyses of American literary texts using appropriate textual and interpretative methods.

LO3: Distinguish among major American literary movements and assess their contributions to the development of American literary traditions.

LO4: Critically interpret representations of identity, power, diversity, and social transformation in American literary works.

LO5: Employ literary theories and interdisciplinary frameworks in academic discussions, research projects, and scholarly writing on American literature.

Course Components

Unit	Course Content	Teaching Hours
Unit 01	Background Studies - American Renaissance: Transcendentalism, Individualism and Self-Reliance, the Relationship between Humanity and Nature, Freedom and Democracy, and Nonconformity and Resistance to Social Norms - Dark Romanticism: Anti-Transcendentalism, Psychological Conflict, Human Fallibility and Imperfection, Gothicism, and the Limits of Reason and Knowledge - Harlem Renaissance: New Negro Movement, Pan-Africanism, Black consciousness, Celebration of Black culture, and Black Aesthetics Prescribed Texts: Goodman, Russell B. "Transcendentalist Legacies in American Philosophy." <i>Handbook of American Romanticism</i>, edited by Philipp Löffler, Clemens Spahr, and Jan Stievernann, De Gruyter, 2021, pp. 517-536. Chapter 2 "Emerson, Thoreau, and Transcendentalism" (Reynolds, Larry J. <i>The Routledge Introduction to American Renaissance Literature</i>, Routledge, 2021.) Chapter 1 "When the Negro was in vogue" (Wall, Cheryl. A. <i>The Harlem Renaissance: A Very Short Introduction</i>, Oxford University Press, 2016.)	12
Unit 02	Fiction Fitzgerald, F. Scott. <i>The Great Gatsby</i>. Scribner, 2004.	12
Unit 03	Poetry Walt Whitman: "O Captain! My Captain!" Emily Dickinson: "Because I could not stop for Death" Paul Laurence Dunbar: "We Wear the Mask" Langston Hughes: "The Negro Speaks of Rivers" Sylvia Plath: "Daddy" Maya Angelou: "Still I Rise"	12
Unit 04	Drama	12

	Miller, Arthur. <i>Death of a Salesman</i> . Penguin Books, 1998.	
Unit 05	Essays 1. Everybody's Protest Novel 2. Carmen Jones: The Dark is Light Enough From Baldwin, James. <i>Notes of a Native Son</i> . Beacon Press, 1955.	12

Recommended Reading:

Barrish, P. J. editor. *The Cambridge Companion to American Literary Realism*,

Cambridge: Cambridge University Press, 2011.

Bendixen, Alfred, editor. *A Companion to the American Novel*. Wiley-Blackwell, 2012.

Bercovitch, Sacvan. Editor. *The Cambridge History of American Literature*. Cambridge UP, 1996.

Brickhouse, Anna and Susan Gillman, editors. *The Cambridge Companion to American Literature and Empire*. Cambridge UP, 2026.

Elliott, Emory, et. al., editors. *The Columbia History of the American Novel*. Columbia UP, 1991.

Elliott, Emory, editor. *The Columbia Guide to American Literature since 1945*. Columbia UP, 2006.

Marcus, Greil, and Werner Sollors, editors. *A New Literary History of America*. Harvard UP, 2009.

Matthiessen, F. O. *American Renaissance: Art and Expression in the Age of Emerson and Whitman*. Whitefish: Kessinger Publishing, 2007.

Pizer, Donald. *Realism and Naturalism in Nineteenth-Century American Literature*. Carbondale: Southern Illinois University Press, 1984.

S. Levine, Robert. et al., *The Norton Anthology of American Literature*. 10th ed., W. W. Norton, 2022.

Wilmeth, Don B. and Christopher Bigsby. *The Cambridge History of American Theatre: Volume 2: 1870-1945*. Cambridge: Cambridge University Press, 2006.

Exam Pattern

Que. no.	Particulars	Marks
1	Question 1 from Unit 1: Essay Type Question (Min. 500 words) OR Question 1 from Unit 1: Essay Type Question (Min. 500 words)	14
2	Question 2 from Unit 2: Essay Type Question (Min. 500 words) OR Question 2 from Unit 2: Essay Type Question (Min. 500 words)	14
3	Question 3 from Unit 3: Essay Type Question (Min. 500 words) OR Question 3 from Unit 3: Essay Type Question (Min. 500 words)	14
4	Question 4 from Unit 4: Essay Type Question (Min. 500 words) OR Question 4 from Unit 4: Essay Type Question (Min. 500 words)	14
5	Question 5 from Unit 5: Essay Type Question (Min. 500 words) OR Question 5 from Unit 5: Essay Type Question (Min. 500 words)	14
Total		70

Evaluation Criteria

<u>Rubrics</u>	<u>Weightage</u>
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अमृतं तु विद्या

		Shri Govind Guru University, Vinzol, Godhra		Effective from the Academic Year 2026-27
		Department of English		
		Master of Arts (English)		
		TWO-YEAR PG WITH COURSE-WORK ONLY		
Year	I	Course Type DSE 02 (B)	Course Code: MA26EGE112	Credit: 04
Semester	I	Comparative Literary Studies		Hours: 60

Course Outcomes (COs)

Upon successful completion of the course, students will be able to:

CO1: Explain the major concepts, theories, methods, and approaches of Comparative Literature and understand its evolution as an academic discipline.

CO2: Critically evaluate significant debates, intellectual traditions, and institutional developments that have shaped Comparative Literature in global and Indian contexts.

CO3: Demonstrate an understanding of comparative methodologies by examining literary texts across languages, cultures, genres, and historical contexts.

CO4: Apply comparative approaches to analyze literary works and develop informed interpretations of themes, forms, cultural identities, and literary relationships across traditions.

Learning Outcomes (LOs) Mapped to Course Outcomes

CO1: Understanding Comparative Literature as a Discipline

LO 1.1: Define Comparative Literature and explain its scope, objectives, and distinctive features.

LO 1.2: Describe major theories, methods, and approaches associated with Comparative Literature.

LO 1.3: Explain concepts such as influence studies, variation theory, genre studies, and comparative methodologies.

LO 1.4: Identify the contribution of major scholars such as Hugo Meltzl, Charles Mills Gayley, René Wellek, Claudio Guillén, Ben Hutchinson, and Shunqing Cao to the discipline.

CO2: Historical, Institutional, and Intellectual Perspectives

LO 2.1: Trace the historical development of Comparative Literature from its European origins to contemporary global perspectives.

LO 2.2: Examine major debates concerning the nature, purpose, and future of Comparative Literature.

LO 2.3: Analyze important disciplinary reports and their role in shaping Comparative Literature as an academic field.

LO 2.4: Evaluate the development and significance of Comparative Literature in the Indian academic context.

CO3: Comparative Analytical Skills

LO 3.1: Identify thematic, generic, cultural, and stylistic similarities and differences among literary texts.

LO 3.2: Compare literary representations of universal human concerns such as death, faith, love, nature, identity, war, and social justice.

LO 3.3: Examine the relationship between literary texts and their linguistic, cultural, and historical contexts.

LO 3.4: Employ comparative frameworks to interpret texts from diverse literary traditions.

CO4: Application of Comparative Methodologies

LO 4.1: Conduct comparative analyses of literary works across languages and cultures.

LO 4.2: Develop evidence-based arguments using comparative literary concepts and methods.

LO 4.3: Analyze literary texts through thematic, cultural, historical, and interdisciplinary perspectives.

LO 4.4: Produce coherent oral and written interpretations that demonstrate comparative literary competence.

Units	Course Content/Syllabus	Teaching Hours
Unit 1	Introducing Comparative Literature – Definitions, Theory, Methods, and Approaches • What is Comparative Literature? / Defining Comparative Literature • Comparative Literature as a Way of Reading (Across Boundaries) • The Concept of <i>Weltliteratur</i> • The Origin and Historical Development of Comparative Literature • Principles and Practices of Comparative Literary Study • Reasons for Undertaking a Comparative Study • The French School of Comparative Literature • The American School of Comparative Literature • Influence Study: Scope, Achievements, and Limitations • Thematology • Comparative Genology and the Study of Literary Genres • Towards an Indian Comparative Framework Prescribed Texts and Chapters 1. “Metaphors of Reading” and “Practices and Principles” from <i>Comparative Literature: A Very Short Introduction</i> (2018) by Ben Hutchinson	12

	2. “Major Contributions of Influence Study and Its Weaknesses” (Sections 1.1, 1.2, and 1.3 only) from <i>The Variation Theory of Comparative Literature</i> (2013) by Shunqing Cao 3. “Genres: Genology” (Excerpts, pp. 109-116 and 125-128) from <i>The Challenge of Comparative Literature</i> (1993) by Claudio Guillén/Cola Franzen (Tr.) 4. “The French Hour” and “The American Hour” from <i>The Challenge of Comparative Literature</i> (1993) by Claudio Guillén/Cola Franzen (Tr.) 5. “Towards a Concept of the Indian Novel: A Thematic Construct” by Satendra R. Singh from <i>Comparative Literature: Theory and Practice</i> (1989)	
Unit 2	Critical Conceptions of Comparative Literature • “Present Tasks of Comparative Literature” (1877) by Hugo Meltzl • “From <i>What is Comparative Literature?</i>” (1903) by Charles Mills Gayley • “The Crisis of Comparative Literature” (1959) by René Wellek Note: The above essays are collected in <i>The Princeton Sourcebook in Comparative Literature: From the European Enlightenment to the Global Present</i> (2009)	12
Unit 3	The State and Status of Comparative Literature within Academia • Reports to American Comparative Literature Association (ACLA) i. The Levin Report, 1965 ii. The Greene Report, 1975 iii. The Bernheimer Report, 1993 • “Comparative Literature, At Last!” (1995) by Jonathan Culler • “Why Comparative Indian Literature?” (1989) by Sisir Kumar Das • “Comparative Literature: The Indian Context” (1989) by Nirmala Jain Note: The above reports/essays are collected in <i>Comparative Literature in the Age of Multiculturalism</i> (1995) and <i>Comparative Literature: Theory and Practice</i> (1989)	12
Unit 4	Practicing Comparative Literary Studies – I Death, Mortality, and Transience: “મારી આંખે કંકુના સૂરજ આથમ્યા” by રાવજી પટેલ; “Because I Could Not Stop for Death” by Emily Dickinson; and “When I Have Fears That I May Cease to Be” by John Keats	

	Eulogies: “ગાંધી” by સુન્દરમ્; “O Captain! My Captain!” by Walt Whitman; and “221B” by Vincent Starrett Faith, Spirituality, and Religion: “પૂજારી પાછો જા” by કૃષ્ણલાલ શ્રીધરાણી; “Some keep the Sabbath going to Church –” by Emily Dickinson; and “Church Going” by Philip Larkin “હંકારી જા”, “નમું”, and “કોણ?” by સુન્દરમ્ The Homeland – Culture, Memory, and Nostalgia: “કાઠિયાવાડ” by કૃષ્ણલાલ શ્રીધરાણી; “Digging” by Seamus Heaney; and “Originally” by Carol Ann Duffy The Ills of City/Urban Life: “શિશુવિષ્ણુલાંછન” by સુન્દરમ્; “Composed Upon Westminster Bridge” by William Wordsworth; and “Frost at Midnight” (stanzas 3 and 4 only) Samuel Taylor Coleridge Marginalized/Subaltern Voices: “ત્રણ પડોશી” by સુન્દરમ્; “અમે અલ્ટ્રા-ફેશનેબલ લોકો” by નીરવ પટેલ; “Harlem” and Langston Hughes	
Unit 5	Practicing Comparative Literary Studies – II Marginalized/Subaltern Voices: “Anna Imroth” and “Muckers” by Carl Sandburg and “કેટલાક તડકા કેટલા આકરા હોય છે” by સૌમ્ય જોશી Nature and Imagination: “આજ અંધાર ખુશબો ભર્યો લાગતો” by પ્રહલાદ પારેખ; “I wandered lonely as a cloud” by William Wordsworth; and “Ode to a Nightingale” by John Keats ટિટોડી અને સાગર by સુન્દરમ્ ; “અમે અંધારું શણગાર્યું” by પ્રહલાદ પારેખ; and “Death of a Naturalist” by Seamus Heaney The Poetics of Everyday Objects: “ઈંટાળા” by સુન્દરમ્; “Ode to My Socks” by Pablo Neruda; and “The Door” by Margaret Atwood The Poetics of Love: “અબોલડા” by પ્રહલાદ પારેખ; “A Red, Red Rose” by Robert Burns; and “Valentine” by Carol Ann Duffy Protest, Political Consciousness, and Social Critique: “જઠરાગ્નિ” by ઉમાશંકર જોશી; “England in 1819” by P. B. Shelley; and “Our Custody” by Matthew Zparuder	

	War, Violence, and Human Cost: “The Soldier” by Rupert Brooke; “Dulce et Decorum Est” by Wilfred Owen; and “To An Iraqi Child” by David Krieger	
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Further Reading

Behdad, Ali, and Dominic Thoams, editors. *A Companion to Comparative Literature*. Wiley Blackwell, 2011.

Heise, Ursula K., et al., editors. *Futures of Comparative Literature: ACLA State of the Discipline Report*. Routledge, 2017.

Saussy, Haun, editor. *Comparative Literature in an Age of Globalization*. The Johns Hopkins UP, 2006.

Tötösy de Zepetnek, Steven, and Tutun Mukherjee, editors. *Companion to Comparative Literature, World Literatures, and Comparative Cultural Studies*. Foundation Books, 2013.

Weisstein, Ulrich. *Comparative Literature and Literary Theory: Survey and Introduction*. Translated by William Riggan and Weisstein. Indiana UP, 1973.

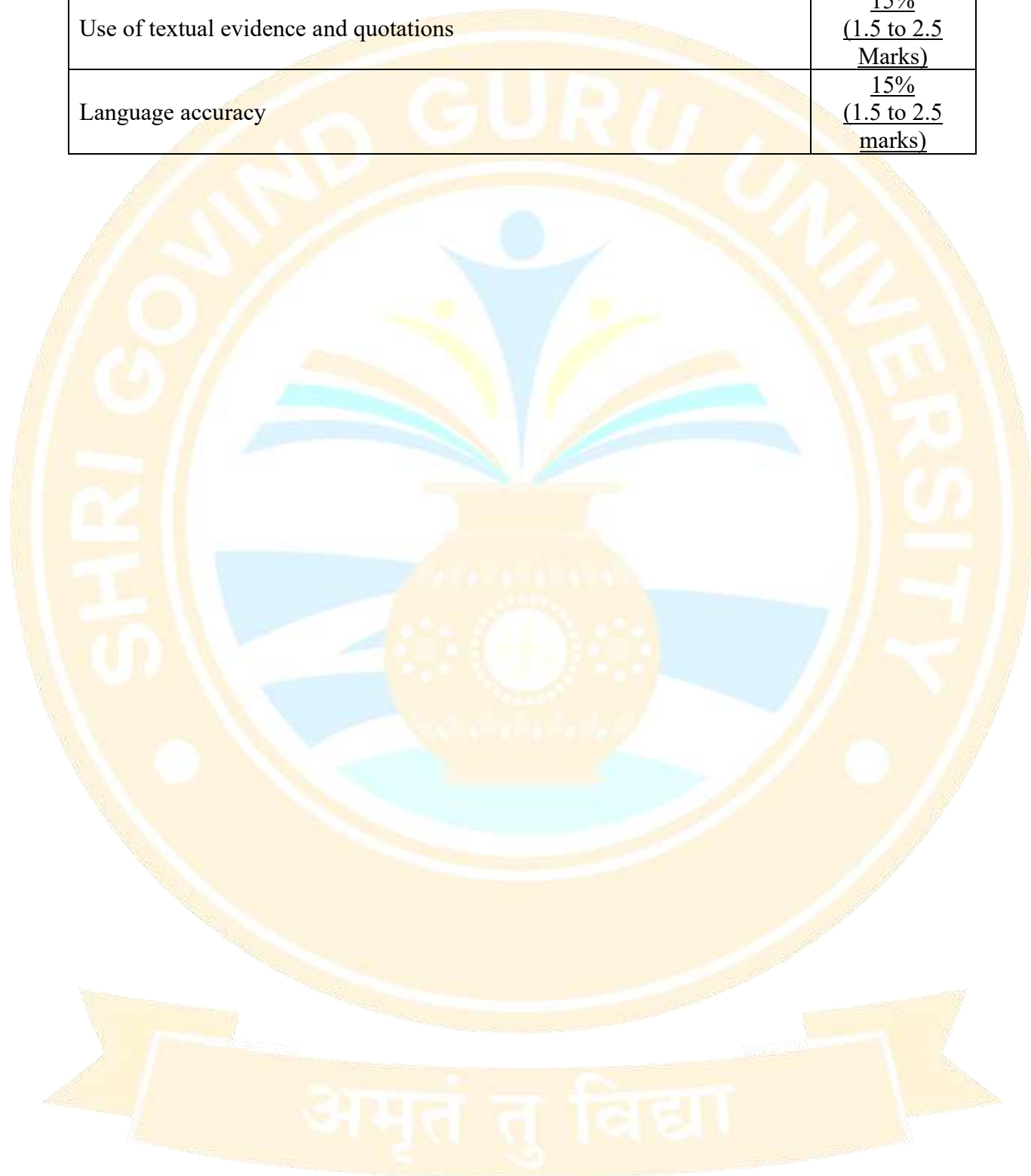
Exam Pattern

Que. no.	Particulars	Marks
1	Question 1 from Unit 1: Essay Type Question (Min. 500 words) OR Question 1 from Unit 1: Essay Type Question (Min. 500 words)	14
2	Question 2 from Unit 2: Essay Type Question (Min. 500 words) OR Question 2 from Unit 2: Essay Type Question (Min. 500 words)	14
3	Question 3 from Unit 3: Essay Type Question (Min. 500 words) OR Question 3 from Unit 3: Essay Type Question (Min. 500 words)	14
4	Question 4 from Unit 4: Essay Type Question (Min. 500 words) OR Question 4 from Unit 4: Essay Type Question (Min. 500 words)	14
5	Question 5 from Unit 5: Essay Type Question (Min. 500 words) OR Question 5 from Unit 5: Essay Type Question (Min. 500 words)	14
Total		70

Evaluation Criteria

Rubrics	Weightage
Knowledge and understanding of the text/topic (Summary)	40% (5-6 Marks)

Engagement with critical analysis, scholarly perspectives and literary concepts	<u>30%</u> <u>(3.5 to 4.5 marks)</u>
Use of textual evidence and quotations	<u>15%</u> <u>(1.5 to 2.5 Marks)</u>
Language accuracy	<u>15%</u> <u>(1.5 to 2.5 marks)</u>



		Shri Govind Guru University, Vinzol, Godhra		Effective from the Academic Year 2026-27
		Department of English		
		Master of Arts (English)		
		TWO-YEAR PG WITH COURSE-WORK ONLY		
Year	I	Course Type SEC	Course Code: MA26SE104	Credit: 02
Semester	I	Academic Writing: Foundations and Practices		Hours: 30

Course Description

Academic writing has become an essential component of postgraduate education and research. Students pursuing higher studies are expected to engage with scholarly texts, write assignments, prepare presentations, and undertake research projects. However, many postgraduate learners lack formal training in academic discourse and research-oriented writing. This course aims to bridge that gap by introducing students to the conventions, structures, and ethical practices of academic writing. The course is designed in accordance with the objectives of NEP 2020, emphasizing critical thinking, communication skills, academic integrity, and research preparedness.

COURSE OBJECTIVES

The course aims to:

1. Introduce students to the nature and characteristics of academic writing.
2. Develop academic reading, note-making, and critical thinking skills.
3. Familiarize students with academic style and organization.
4. Train students in summarizing, paraphrasing, and synthesizing information.
5. Introduce citation practices and academic ethics.

COURSE OUTCOMES (COs)

Upon successful completion of the course, students will be able to:

CO1: Differentiate between academic and non-academic writing.

CO2: Demonstrate critical reading and note-making skills.

CO3: Produce coherent and logically organized academic paragraphs and essays.

CO4: Apply summarizing and paraphrasing techniques appropriately.

CO5: Use basic citation conventions and avoid plagiarism.

Units	Course Content/syllabus	Teaching Hours
Unit-1	Introduction to Academic Writing - Nature and features of academic writing, - Mechanics of writing, purpose of writing, - Audience/reader, organisation - Cohesion and coherence; - Features of academic writing: complexity, formality, precision, objectivity, explicitness, accuracy and appropriacy, relevance, hedging, note taking, paraphrasing and summarizing (Wallace 2013). - Analysis of sample academic texts.	10
Unit-2	Academic Reading and Note-Making - Structure of a paragraph, Parts of a paragraph, Identifying and writing topic sentences - Development of a paragraph, Paragraph support and development, Writing concluding sentences, - Descriptive paragraphs, opinion paragraphs, comparison/ contrast paragraphs, problem / solution paragraphs - Summary writing exercises.	10
Unit-3	Academic Writing Skills - Paraphrasing - Summarizing - Synthesizing	10

Exam Pattern

Que. no.	Particulars	Marks
1	Question 1 from Unit 1: Essay Type Question (Min. 350-400 words) OR Question 1 from Unit 1: Essay Type Question (Min. 350 words)	12
2	Question 2 from Unit 2: Two short notes from Three (Mini 150-175 words)	12
3	Question 3 from Unit 3: Practical task based on writing skills	11