

AMITY UNIVERSITY RAJASTHAN

Amity Directorate of Online Education

Master of Arts (English)



AMITY UNIVERSITY RAJASTHAN

Amity Directorate of Online Education

Master of Arts (English)

M.A.(English)

Programme Code: 12103

Duration – 2 Years Online

Batch- 2024-26

Scheme and Syllabus

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Program Outcomes		
MASTER OF ARTS (English)– M.A. (English)		
S. No.	Description	Pos
1.	To acquire the knowledge of various research methods and develop research aptitude for finding solutions to a specific issue.	PO1
2	To explain social, economic, historical, geographical, political,	PO2
3	To develop responsible citizens, professionals who can think and act for the solution of various issues prevailing in the human life to make the world a better place.	PO3

Program Education Objectives (PEOs):

PEO 1: Groom into efficient academicians through meticulous study, analysis, evaluation of literary genres such as prose, poetry, drama, and fiction.

PEO2: Train as experts having sound writing skills, analytical capacity in order to review texts and to deliver good content.

PEO 3: Acquaint with socio-cultural and environmental issues.

PEO 4: Develop researchers with global outlook in socially relevant areas.

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PROGRAMME STRUCTURE M.A. (English)

Semester	CC* Credits	DE * Credits	VA * Credits	NTCC	Total
I	4*5	0	1*4	0	24
II	4*5	0	1*4	6	30
III	3*5	1*5	0	1*8	28
IV	3*5	1*5	0	1*10	30
Total	70	10	08	24	112

SEMESTER-I				
S. No.	Course Code	Course Name	Course Type	Credit
1	MEG101	Ancient Greek & Latin Literature in Translation	Core Course	5
2	MEG102	English Literature from Medieval Period to 17 th Century	Core Course	5
3	MEG103	Drama from Shakespeare to Ben Jonson	Core Course	5
4	MEG104	Restoration and Augustan Prose and Poetry	Core Course	5
5	BS 605	Cognitive Analytics and Social Skills for Professional	Value Added Course	4
SEMESTER-II				
S. No.	Course Code	Course Name	Course Type	Credit
1	MEG201	Restoration and Augustan Drama	Core Course	5
2	MEG202	18 th and 19 th Century Novels	Core Course	5
3	MEG203	English Romantic Poetry	Core Course	5
4	MEG204	Victorian Literature	Core Course	5
5	MEG250	Project Work	NTCC	6
6	BC 108	Professional Communication	Value Added Course	4
SEMESTER-III				
S. No.	Course Code	Course Name	Course Type	Credit
1	MEG301	20 th Century Poetry	Core Course	5
2	MEG302	20 th Century Drama	Core Course	5
3	MEG303	20 th Century Novel	Core Course	5
4	MEG 304 MEG 305 MEG 306	Literary Criticism 20 TH Century Indian English Literature Indian Drama & Theatre	Select any one of them	5
5.	MEG 360	Term Paper	NTCC	8

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SEMESTER-IV				
S. No.	Course Code	Course Name	Course Type	Credit
1	MEG 401	Literary Theory	Core Course	5
2	MEG 402	Linguistics and English Language Teaching	Core Course	5
3	MEG403	Indian Literature in Translation	Core Course	5
4.	MEG 404 MEG 405 MEG 406	American Literature European Comedy Postmodern Indian English Drama	Domain Elective (Select any one of them)	5
2	MEG 450	Dissertation	Non Teaching Credit Course	10
Total Credits				112

Ancient Greek and Latin Literature in Translation

COURSE CODE	CREDIT UNITS	CE Marks	ETE Marks	Total Marks
MEG 101	5	30	70	100

Course Objective:

Identify texts, contexts, and authors—and thematic, genre-based and stylistic hallmarks of those texts and authors within the early literary traditions. Understand, discuss and interpret key texts, ideas, themes, and aesthetic modalities and explain how the texts, ideas, themes and modalities arose within a given cultural or historic context. Recognize and discuss significant genre and stylistic aspects of those texts. Relate their knowledge of ancient texts and belief systems to enduring issues and values in contemporary societies, including their own.

Course Contents:

Module I: - Inscriptions and their Uses in Greek and Latin Literature:

Inscriptions and their Uses in Greek and Latin Literature offers a broad set of perspectives on the diverse forms of epigraphic material present in ancient literary texts, and the variety of responses, both ancient and modern, which they can provoke.

This module will focus on the various ways in which ancient authors used inscribed texts and documents. From the archaic period onwards, ancient literary authors working within a range of genres, such as oratory, philosophy, poetry, and historiography, discussed and quoted a variety of inscriptions. They deployed them as ornamental devices, as alternative voices to that of the narrator,

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to display scholarship, to make points about history, politics, individual morality, and piety, and even to express moral views about the nature of epigraph.

Module II: - Homer: Iliad

Analysis on basis of translation versions. Study of Social Political background of the time. Textual interpretation of the text. Critical study of Plot, themes, characters. Scope of research and modern interpretations

Module III: - Virgil: Aeneid

Analysis on basis of translation versions. Study of Social Political background of the time. Textual interpretation of the text. Critical study of Plot, themes, characters. Scope of research and modern interpretations

Module IV: Oedipus Rex

Introduction to the Play. Setting and background of the Play. Characters of the Play. Analysis and Interpretation.

Module V: - Plato: The Symposium from the Dialogues of Plato

Analysis on basis of translation versions. Study of Social Political background of the time. Textual interpretation of the text. Critical study of Plot, themes, characters. Scope of research and modern interpretations

Suggested Readings

- ❑ A Companion to Greek Tragedy by Justina Gregory, Blackwell Publishing
- ❑ The Cambridge Companion to Greek Tragedy (Cambridge Companions to Literature) (Paperback) by P. E. Easterling
- ❑ Greek Tragedy in Action, Oliver Taplin, Routledge, 2003
- ❑ Gender and Politics in Greek Tragedy, Michael X. Zelenak, Peter Lang Publishing, 1998
- ❑ Greek Tragedy: A Literary Study, H. D. F. Kitto, Methuen, 1939
- ❑ **Greek and Roman Comedy**: Translations and Interpretations of Four Representative Plays, Edited by Shawn O'Bryhim, Translated by George Fredric Franko, Timothy Moore, Shawn O'Bryhim, and Douglas Olson

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English Literature from Medieval Period to 17th Century

COURSE CODE	CREDIT UNITS	CE Marks	ETE Marks	Total Marks
MEG102	5	30	70	100

COURSE OBJECTIVE:

The student will study select authors and texts from Anglo-Saxon Period through the Middle Ages till the seventeenth century and with an aim to develop an understanding of the historical cultural and philosophical influences that shaped the literatures of those times.

Course Contents:

Module I: - Introduction to Medieval Age and 17th Century English Literature:

The student will study select authors and texts from Anglo-Saxon Period through the Middle Ages till the seventeenth century and with an aim to develop an understanding of the historical cultural and philosophical influences that shaped the literatures of those times.

Module II: - Thomas Malory: Morte D' Arthur. Geoffrey Chaucer: The Canterbury Tales;

The Prologue, The Nun's Priest Tale, The Wife of Bath Tale. Study of Social Political background of the time. Textual interpretation of the text. Critical study of Plot, themes, characters. Scope of research and modern interpretations

Module III: - Thomas Wyatt; Farewell Love and all thy Laws Forever; In Spain; The Long

Love that in My Thought Doth Harbour; Unstable Dream What Should Say. Study of Social Political background of the time. Textual interpretation of the text. Critical study of Plot, themes, characters. Scope of research and modern interpretations

Module IV: John Milton: Paradise Lost Book I

Introduction to the Poet and the text Study of Social Political background of the time. Textual interpretation of the text. Critical study of Plot, themes, characters. Scope of research and modern interpretations

Module V: John Donne: The Holy Sonnets- I-X; Andrew Marvel: To His Coy Mistress. Study

of Social Political background of the time. Textual interpretation of the text. Critical study of Plot, themes, characters. Scope of research and modern interpretations

SUGGESTED READINGS

- Peter S. Hawkins and Rachel Jacoff, The Poets' Dante, Twentieth-Century Responses, Edited.
- The Riverside Chaucer, Geoffrey Chaucer, Houghton Mifflin Company, 1987.
- Geoffrey Chaucer, The Canterbury Tales, Barnes & Noble Classics, 2006.
- George Williamson, Six Metaphysical Poets: A Reader's Guide, Syracuse University.
- John Bunyan, L. Edward Hazelbaker, The Pilgrim's Progress in Modern English,

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(Pure Gold Classics).

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Drama from Shakespeare to Ben Jonson

COURSE CODE	CREDIT UNITS	CE Marks	ETE Marks	Total Marks
MEG103	5	30	70	100

Course Objective

The course will provide the student with knowledge of the growth and development of drama in the Elizabethan period with Shakespeare as the representative poet through analysis of generic texts. Other representative texts of Thomas Middleton, Webster and Ben Jonson will be studied with Historical and cultural backgrounds. Students would also be encouraged to form a critical understanding of the different forms of drama like the tragedy, comedy, history, tragic-comedy, melodrama, farce etc.

Module I: - Introduction to Shakespearean Age

Shakespearean Age, Shakespearean stage, Concept of Tragedy, Concept of Tragic Hero, Formative Elements of Tragedy. Movement related to the age- Renaissance.

Module II: - William Shakespeare: Tempest; Hamlet.

Study of Social Political background of the time. Textual interpretation of the text. Critical study of Plot, themes, characters. Scope of research and modern interpretations.

Module III: - William Shakespeare: Hamlet

Study of Social Political background of the time. Textual interpretation of the text. Critical study of Plot, themes, characters. Scope of research and modern interpretations

Module IV: John Webster: Duchess of Malfi

Introduction to the dramatist and the text. Study of Social Political background of the time. Textual interpretation of the text. Critical study of Plot, themes, characters. Scope of research and modern interpretations

Module V: Ben Jonson: Alchemist

Introduction to the dramatist and the text. Study of Social Political background of the time. Textual interpretation of the text. Critical study of Plot, themes, characters. Scope of research and modern interpretations

SUGGESTED READINGS

- A.C Bradley, Shakespearean Tragedy
- Wilson Knight, A Wheel of Fire
- G. Evans, Elizabethan Jacobean Drama: The Theatre in Its Time
- Ben Singer, Melodrama and Modernity: Early Sensational Cinema and Its Contexts, Columbia University Press, 2001

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RESTORATION AND AUGUSTAN PROSE AND POETRY

COURSE CODE	CREDIT UNITS	CE Marks	ETE Marks	Total Marks
MEG 104	5	30	70	100

Course Objectives

The course will explore the major trends and some marginalized aspects in English prose and poetry of the Restoration and Augustan periods. A close reading and analysis of selected representative writers of the periods with their representative texts will be done. This will help to provide an understanding of the developments in varied literary styles in relation to political and cultural issues of these pivotal literary periods.

B. SYLLABUS

Module I: - Introduction to the Age of Dryden

Age of Dryden, Socio-political Background of the age, Neo Classical Movement. Restoration Age. Heroic Couplet.

Module II: - John Dryden: Absalom Achitophel; Essay on Dramatic Poesy

Study of Social Political background of the time. Textual interpretation of the text. Critical study of Plot, themes, characters. Scope of research and modern interpretations.

Module III: - Alexander Pope: The Rape of The Lock; Essay on Man

Study of Social Political background of the time. Textual interpretation of the text. Critical study of Plot, themes, characters. Scope of research and modern interpretations.

Module IV: Jonathan Swift: The Battle of the Books

Introduction to the essayist and the text. Study of Social Political background of the time. Textual interpretation of the text. Critical study of Plot, themes, characters. Scope of research and modern interpretations

SUGGESTED READINGS

- Paul Hammond, Restoration Literature: An Anthology, Oxford World's Classics
- Louis Kronenberger, An Eighteenth-Century Miscellany: The Classics of the Eighteenth Century Which Typify and Reveal an Era.
- Kenneth Young, John Dryden: A Critical Biography.
- Mark Van Doren, The Poetry of John Dryden.
- Arthur C. Kirsch, Literary Criticism of John Dryden.
- Peter Dixon ed., Alexander Pope, London: G. Bell, 1972.

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Cognitive Analytics and Social Skills for professionals

COURSE CODE	CREDIT UNITS	CE Marks	ETE Marks	Total Marks
BS 605	4	30	70	100

Course Objectives:

- To understand the Cognitive Analytics and Social Cognition
- To apply emotional intelligence in decision making
- To develop leadership skills for effective management
- To practice resilience during uncertainty

Learning Outcomes:

Students will be able to:

- Demonstrate cognitive and social skills in problem solving
- Apply emotional intelligence in decision making
- Translate leadership skills in practice for effective management
- Implement resilience during adversity

Syllabus

Module 1- Cognitive Analytics and Social Cognition

- Understanding the self-preliminaries
- Models of Understanding Self- T-E-A Model
- Models of Understanding Self-Johari Window
- Models of Understanding Self-PE Scale
- Meaning and Importance of Self Esteem, Self-Efficacy, Self-Respect
- Behavioural Communication- Assertive Skills
- Technology adoption, Social Media Etiquettes
- Creativity (ICEDIP Model), Visualization
- Problem sensitivity
- Problem Solving (Six Thinking Hats)
- Cognitive Flexibility
- Cognitive Errors
- Introduction to Social Cognition
- Attribution Processes (Perceptual Errors)
- Social Inference
- Stereotyping
- Prejudice
- Accepting Criticism

Module 2 : Attitudes & Emotional Intelligence

- Understanding Attitudes
- Characteristics of Attitude: valence
- Characteristics of Attitude: multiplicity
- Characteristics of Attitude: relation to needs
- Characteristics of Attitude: centrality, pervasiveness

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- Characteristics of Attitude: invisible, acquired
- Components of Attitudes (Affective, Cognitive, Behavioural)
- What are Emotions
- Healthy and Unhealthy expression of emotions
- Relevance of EI at workplace
- Emotional Intelligence and Competence
- Components of Interpersonal Intelligence
- Intrapersonal Intelligence

Module 3 : Leadership and Managing Excellence

- Team Design Features
- Life Cycle of a Teams
- Types of Team Building
- Development of Team Building
- Issues in Team Performance
- Types of leaders
- Leadership styles in organizations: Part 1
- Leadership styles in organizations: Part 2
- Situational Leadership
- Strategic Leadership and Change Management- Mentoring, Building Trust, Building a Culture of Inclusion: Part 1
- Strategic Leadership and Change Management- Mentoring, Building Trust, Building a Culture of Inclusion: Part 2
- Sociometry (Sociometry Criteria, Applications of Sociometry, Construction of sociogram): Part 1 (Repeated)
- Personal Branding
- Time Management
- Work Life Integration
- Relationship Management (Personal & Professional)

Module 4 Conflict Resolution and Negotiation

- Meaning, nature, sources, stages & types of conflicts
- Factors affecting conflict
- Impact of Conflict
- Ethical Dilemmas in Conflict
- Conflict Resolution Strategies
- Comparison of conflict management styles
- Matching conflict management approach with group conditions
- Third Party Intervention- Mediation, mediation process, function of the mediator, preconditions for mediation: Part 1
- Third Party Intervention- Mediation, mediation process, function of the mediator, preconditions for mediation: Part 2
- Inter cultural communication and conflict resolution• Negotiation -Types, purpose, stages: Part 1
- Negotiation -Types, purpose, stages: Part 2
- Four pillars of negotiation
- Strategies, Persuasion
- Behaviour and conduct during negotiation
- Closing the negotiation

Module 5 : Values & Ethics

- Meaning & its type
- Difference between values and Ethics
- Relationship between Values and Ethics

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- Significance of moral values
- Practical Applications of Values & Ethics
- Moral Icons
- Its role in personality development
- Character building-“New Self awareness”
- Personal values-Empathy, honesty
- Personal values- courage, commitment
- Core Values -Respect, Responsibility
- Core Values - Integrity, Care, & Harmony

Resilience and Agility in Uncertainty

- Overview of Resilience
- Paradox of choice
- Overcoming negative thinking- Abc technique (Adversity, believes and consequences)
- Personality & cognitive variables that promote resilience
- Role of family and social networks
- Models, Symptoms and consequences of stress: Part 1
- Models, Symptoms and consequences of stress: Part 2
- Strategies for stress management: Part 1
- Strategies for stress management: Part 2
- Agility in VUCA environment
- Resilience and agility for higher performance

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Restoration and Augustan Drama

COURSE CODE	CREDIT UNITS	CE Marks	ETE Marks	Total Marks
MEG 201	5	30	70	100

Objective

This course will make a close reading and analysis of the representative dramatic texts of the period, and introduce students to a variety of styles, genres, and themes primarily through the works of five dominant figures: John Dryden, Aphra Behn, William Congreve, Richard Sheridan, and Oliver Goldsmith. The students will examine the genres and styles employed in the selected texts and the political and social issues of the period.

Module I: - Introduction to Restoration Age

Restoration Age, Glorious Revolution, Restoration Drama, Characteristics of Restoration Drama. Augustan Age. Writers of Augustan Age. Socio political conditions

Module II: - John Dryden: All for Love

Study of Social Political background of the time. Textual interpretation of the text. Critical study of Plot, themes, characters. Scope of research and modern interpretations.

Module III: - William Congreve” The Way of the World

Study of Social Political background of the time. Textual interpretation of the text. Critical study of Plot, themes, characters. Scope of research and modern interpretations

Module IV: Richard Sheridan: The Rivals

Introduction to the dramatist and the text. Study of Social Political background of the time. Textual interpretation of the text. Critical study of Plot, themes, characters. Scope of research and modern interpretations

SUGGESTED READINGS:

- J. M. Armistead, Four Restoration Playwrights: A Reference Guide to Thomas Shadwell, Aphra Behn, Nathaniel Lee, and Thomas Otway, Boston: G. K. Hall, 1984
- Scott McMillin, W.W., Restoration and Eighteenth-Century Comedy, Norton & Company
- Marcie Frank, Gender, Theatre, and the Origins of Criticism: From Dryden to Manley, Cambridge University Press, 2002.

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Eighteenth & Nineteenth Century Novels

COURSE CODE	CREDIT UNITS	CE Marks	ETE Marks	Total Marks
MEG 202	5	30	70	100

Course Objective

This course will address the rise of the English novel. In addition to reading novels and understanding the historical milieu in which they are embedded, this course will present the central issues that have come up in novel genre as of the construction of subjectivity in terms of gender and culture.

B. SYLLABUS

Module I: - Introduction to Novels

History of Novels. Forms of Novels. French Revolution. Romantic Movement. Industrial Revolution. Socio-political condition of the age. Introduction to Major novelists and their works.

Module II: - Jane Austen: Emma

Jane Austen. Study of Social and Political setting. Background of the novel. Textual interpretation of the text. Critical study of Plot, themes, characters. Scope of research and modern interpretations. Range of Jane Austen's writing.

Module III: - Charles Dickens: Hard Times

Charles Dickens. Study of Social Political background of the novel. Child labor. Industrial Revolution. Textual interpretation of the text. Critical study of Plot, themes, characters. Scope of research and modern interpretations

Module IV: Thomas Hardy: Mayor of Casterbridge

Thomas Hardy. Nineteenth century novels. Study of Social Political background of the time. Textual interpretation of the text. Critical study of Plot, themes, characters. Scope of research and modern interpretations

SUGGESTED READINGS:

- Ian Watt, Rise of the Novel, Penguin.
- Walter Allen, History of the English Novel, Penguin
- Arnold Kettle, Introduction to the English Novel - I.
- George Lukacs, Essays in European Realism.
- R.F. Brissenden, Virtue in Distress: Studies in the Novel of Sentiment from Richardson to Sade, Basingstoke: Macmillan, 1974.
- John Carroll (ed), Samuel Richardson: A Collection of Critical Essays, Englewood Cliffs: Prentice-Hall, 1969.
- Margaret Anne Doody and Peter Sabor (eds), Samuel Richardson: Tercentenary Essays,

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Cambridge: Cambridge University Press, 1989.

- Sala, George A., Charles Dickens: An Essay. London: Routledge, 1870.
- Watkins, William. Charles Dickens. London, 1870.
- Mackenzie, R. S., Life of Charles Dickens. Philadelphia: T. B. Peterson, 1870.
- Burritt, Elihu, The Life and Writings of Charles Dickens: A Memorial Volume. 1870;
NewSala, George A. Charles Dickens: An Essay. London: Routledge, 1870.
- Watkins, William. Charles Dickens. London, 1870.
- MacKenzie, R. S., Life of Charles Dickens. Philadelphia: T. B. Peterson, 1870.
- Jones, Malcolm, New Essays on Tolstoy, Cambridge University Press, Cambridge, 1978.
- Mandelker, Amy, "The Judgment of Anna Karenina." A Plot of Her Own: The Female Protagonist in Russian Literature. Ed. Sona Stephan Hoisington. Chicago: Northwestern University Press, 1995.
- Tolstoy, Leo, Anna Karenina, Trans. Richard Pevear and Larissa Volohonsky. New York: Viking Penguin, 2001.

English Romantic Poetry

COURSE CODE	CREDIT UNITS	CE Marks	ETE Marks	Total Marks
MEG 203	5	30	70	100

Course Objective:

This course will introduce students to the representative English Romantic poets and their selected works. This course will help students to develop a tentative definition of the term Romanticism by identifying major social, political and cultural influences on poetry and poetic subjects and critical theories espoused by the poets themselves regarding poetry.

B. SYLLABUS

Module I: - Introduction to Romanticism

Romantic Movement. Industrial Revolution. Poetic Diction of Wordsworth. Socio-political condition of the age. Introduction to Major writers and their works.

Module II: - William Wordsworth: The Prelude Book 1

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William Wordsworth. Study of Social and Political setting. Background of the poem. Textual interpretation of the text. Critical study of Plot, theme. Poetic Diction Scope of research and modern interpretations.

Module III: - Samuel Taylor Coleridge: The Rime of Ancient Mariner; Dejection: An Ode

Samuel Taylor Coleridge. Study of Social Political background of the poem. Textual interpretation of the text. Critical study of theme. Scope of research and modern interpretations

Module IV: John Keats: Ode to Nightingale; Ode to Autumn; Ode to Apollo; Ode on a Grecian Urn.

John Keats. Romantic Revival. Ode. Study of Social Political background of the time. Textual interpretation of the text. Critical study of themes, poetic diction. Scope of research and modern interpretations.

Module V: Percy Bysshe Shelley: Ode to West Wind; Skylark

PB Shelley. Romantic Revival. Ode. Study of Social Political background of the time. Textual interpretation of the text. Critical study of themes, poetic diction. Scope of research and modern interpretations.

SUGGESTED READINGS:

- M.H. Abrams, *The Mirror and the Lamp: Romantic Theory and the Critical Tradition* (1958), on Romantic literary criticism and poetic theories
- M. H. Abrams, *The Correspondent Breeze: Essays on English Romanticism* (1984), includes "Structure and Style in the Greater Romantic Lyric"
- Harold Bloom (ed.), *Romanticism and Consciousness*, 1970.
- CM Bowra, *The Romantic Imagination*
- Abraham, Shane. "John Keats and the Fever of Creation." Thesis. Coe College, 1994. WordCat. Online. OCLC. 22 Sept. 1997.
- Austin, Allen C. "Toward Resolving Keat's Grecian Urn Ode." *Context for Criticism*. ed. Donald Keeseey. Mountain View: Mayfield, 1994. 48-58.
- Bennett, Andrew. *Keats, Narrative and Audience: The Posthumous Life of Writing*. Cambridge, Eng.: Cambridge UP 1994.

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Victorian Literature

COURSE CODE	CREDIT UNITS	CE Marks	ETE Marks	Total Marks
MEG 204	5	30	70	100

Course Objective:

This course will introduce students to a wide range of prose and poetry written during the Victorian period, as well as to social and intellectual concerns that define and preoccupy these works. The course will closely consider formal and historical aspects of these texts, especially as they correspond with Victorian debates surrounding religious belief, anxieties of nation.

SYLLABUS

Module I: - Introduction to Victorian Era

Victorian Age. Victorian Compromise. Industrial Revolution. Socio-political condition of the age. Introduction to Major writers and their works.

Module II: - Alfred Lord Tennyson: Morte D' Arthur

Alfred Lord Tennyson. Legend of King Arthur. Round Table. Comparison with Malory's Morte D' Arthur. Study of Social and Political setting. Background of the poem. Textual interpretation of the text. Critical study of Plot, theme. Poetic Diction Scope of research and modern interpretations.

Module III: - Robert Browning: The Last Ride Together; Grammarian's Funeral; Andrea Del Sarto; Rabbi Ben Ezra.

Robert Browning. Dramatic Monologue. Study of Social Political background of the poems. Textual interpretation of the text. Critical study of theme. Scope of research and modern interpretations

Module IV: Matthew Arnold: The Scholar Gypsy; Functions of Criticism

Matthew Arnold. Study of Social Political background of the time. Textual interpretation of the text. Critical study of themes, poetic diction. Scope of research and modern interpretations.

Module V: Dante Gabriel Rossetti. Aldous Huxley

DG Rossetti. Aldous Huxley. Pre-Raphaelite movement. Art for Art Sake. Ode. Study of Social Political background of the time. Blessed Damozel. Textual interpretation of the text. Critical study of themes, poetic diction. Scope of research and modern interpretations. Tragedy and the Whole Truth. Critical study of the essay. Applied literary theories in the text.

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SUGGESTED READINGS:

- Altick, Richard D, Victorian People and Ideas: A Companion for the Modern Reader of Victorian Literature. New York: Norton, 1973.
- Buckley, Jerome Hamilton, The Victorian Temper: A Study in Literary Culture. Cambridge: Harvard University Press, 1951.
- Gilmour, Robin, The Victorian Period: The Intellectual and Cultural Context of English Literature, 1830-1890. London: Longman, 1993.
- Houghton, Walter Edwards, The Victorian Frame of Mind, 1830-1870. New Haven: Yale University Press, 1957.
- Tucker, Herbert F., A Companion to Victorian Literature and Culture. Malden, MA: Blackwell, 1999.
- Williams, Raymond, Culture and Society, 1780-1950. London: Chatto & Windus, 1958
- Brooke, Stopford. The Poetry of Robert Browning. 1902.

Project Work

COURSE CODE	CREDIT UNITS	CE Marks	ETE Marks	Total Marks
MEG 250	5	100	0	100

B. SYLLABUS

The project work is primarily research work. It involves academic reading of several sources and writing on a particular topic relating to the core course or courses of the program. It is a scholarly inquiry into academic problems or issues. It should involve a systematic approach to gathering and analysis of information/ideas, leading to production of a structured report. For this project students have to select one text from the following and prepare Script of it.

Students will be preparing a research/term paper.

Hard Times
Mayor of Casterbridge
Andrea Del Sarto
The Rivals

Text & References:

- History of Indian Literature. Adams ,V.1973.
- An Introduction to Modern English Word Formation. London: Longman

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- Chomsky, N., and M.Halle.1968. The sound pattern of English. New York: Harper and Row.
- Lyons J, 1977. Semantics. 2 Vols. Cambridge: Cambridge University Press.
- Roe, Nichole: Romanticism. Oxford University Press. Brown,
- John R. Theatre Language: A Study of Arden, Osborne, Pinter and Wesker. London: Allen Lane, 1972.

PROFESSIONAL COMMUNICATION

COURSE CODE	CREDIT UNITS	CE Marks	ETE Marks	Total Marks
BC108	4	30	70	100

Module I- Verbal and Nonverbal Communication: Oral Communication: forms, advantages and disadvantages; Written Communication: forms, advantages and disadvantages; Principles and Significance of Nonverbal communication, KOPPACT(Kinesics, Oculesics, Proxemics, Paralinguistics, Artifactics, Chronemics, Tactilics

Module II- Social Communication Essentials and Cross-Cultural Communication: Small talk, building rapport, Informal Communication; Public speaking in multi-cultural context, Culture and Context, Ethnocentrism, stereotyping, cultural relativism, Cultural shock and social change

Module III- Meetings: Meaning and Importance, Purpose of Meeting, Steps in conducting meeting, Written documents related to meeting: Notice, Agenda, Minutes

Module IV- Report Writing- Types of report, Significance of Reports, Report Planning, Process of Report Writing, Visual Aids in Reports

Module V -Employment Communication: Cover Letter, Resume, participating in a Group Discussion, Preparing for interview, Appearing in an interview

Text & References:

Text:

- Essentials of Management, H. Koontz
- Principles and Practices of Management, Bakshi
- Student Study Material (SSM)

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References:

- Management, Stoner, Freemant & Gilbert
- Principles & Practices of Management, L.M. Prasad / C.B. Gupta
- Management Today, Burton & Thakur

Twentieth Century Poetry

COURSE CODE	CREDIT UNITS	CE Marks	ETE Marks	Total Marks
MEG301	5	30	70	100

Course Objective:

The course aims to introduce the 20th century developments in poetry that characterized the culmination of literary modernism. Representative texts would be discussed with an objective to encourage the students to examine various formal and technical innovations of the period.

SYLLABUS

Module I: - TS Eliot. Pablo Neruda

Twentieth Century Poetry. Chief Poets of the age and their works. Ts Eliot. The Waste Land. Today I Can Write the Saddest Lines. Your Laughter. Analysis on basis of translation versions. Study of Social Political background of the time. Textual interpretation of the text. Critical study of Plot, themes. Scope of research and modern interpretations

Module II: - William Butler Yeats. Philip Larkin

Easter 1916. Sailing to Byzantium. The Second Coming. A Prayer for My Daughter. Analysis on basis of translation versions. Aubade Study of Social Political background of the time. Textual interpretation of the text. Critical study of Plot, themes. Scope of research and modern interpretations

Module III: - Ted Hughes. Sylvia Plath

Toads. Toads Revisited. Ariel. Analysis on basis of translation versions. Study of Social Political background of the time. Textual interpretation of the text. Critical study of Plot, themes, Scope of research and modern interpretations

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Module IV: GM Hopkins. Adrienne Rich

Church Going. Aubade. Diving into the Wreck. Introduction to the poet. Setting and background of the poem. Analysis and Interpretation.

SUGGESTED READINGS

- Harvester Wheatsheaf, English Poetry of the First World War: Contexts and Themes, 1990.
- Michael Levenson, The Cambridge Companion to Modernism, Cambridge UP, 1999.
- Vassiliki Kolocotroni, Modernism: An Anthology of Sources and Documents, Edinburgh, 1998.
- Peter Nicholls, Modernisms: A Literary Guide, Macmillan, 1995.
- Dukore, Bernard F. Bernard Shaw, Playwright. Aspects of Shavian Drama. University of Missouri Press: Columbia, 1973.
- Gordon, David. Bernard Shaw and the Comic Sublime, St. Martin`s: New York, 1990.
- Harold Bloom, ed., T. S. Eliot's "The Waste Land," 1986.
- Jewel Spears Brooker and Joseph Bentley, Reading "The Waste Land": Modernism and the Limits of Interpretation, 1990.
- Richard Ellmann, Yeats, the Man and the Masks, 1948.
- R. F. Foster, W. B. Yeats: A Life, 1997. Harold Bloom, Criticism, 1970.

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TWENTIETH CENTURY DRAMA

COURSE CODE	CREDIT UNITS	CE Marks	ETE Marks	Total Marks
MEG 302	5	30	70	100

Course Objective:

The course aims at developing the student's response to the post World War developments in English drama. English drama post Second World War betrays a great deal of sociological and aesthetic peculiarities, and the prescribed texts would mark an interesting discussion in the ways in which the fall of the Empire affected literature back in England, among other things.

SYLLABUS

Module I: - Samuel Beckett: End Game

Concept of drama in 20th century. Post-World War developments in English drama. Introduction to the dramatist. Setting and background of the play. Character delineation. End Game: Textual analysis and interpretations. Theme. socio-political background and its influence on the play.

Module II: - Harold Pinter: The Birthday Party

Introduction to the dramatist. Setting and background of the play. Character delineation. The Birthday Party: Textual analysis and interpretations. Theme. socio-political background and its influence on the play.

Module III: - Eugene Ionesco: Rhinoceros

Introduction to the dramatist. Setting and background of the play. Character delineation. Rhinoceros: Textual analysis and interpretations. Theme. socio-political background and its influence on the play

Module IV: Vijay Tendulkar: Ghasiram Kotwal

Introduction to the dramatist. Setting and background of the play. Character delineation. Ghasiram Kotwal: Textual analysis and interpretations. Theme. socio-political background and its influence on the play.

Module V: Henrik Ibsen: The Doll's House

Introduction to the dramatist. Setting and background of the play. Character delineation. The Doll's House: Textual analysis and interpretations. Theme. socio-political background and its influence on the play.

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SUGGESTED READINGS

- Lawrence Cahoon ed., From Modernism to Post-Modernism: An Anthology, Blackwell, 2003.
- Camus, Albert. The Myth of Sisyphus and Other Essays. Tr. Justin O'Brien. New York: Vintage Books, 1961.
- Coe, Richard N. Beckett.: Oliver and Boyd, Glasgow, 1964.
- Cohn, Ruby, ed. Casebook on Waiting for Godot: The Impact of Beckett's Modern Classic: Reviews, Reflections, and Interpretations. New York: Grove Press, 1967.
- Peter Bary Ed., The Cambridge Companion to Harold Pinter, Homerton College, Cambridge
- D. Daiches Ed., The Penguin Companion to English Literature, 1972.
- [Sarat Babu](#). Vijay Tendulkar's Ghashiram Kotwal A Reader's Companion, 2003

20TH CENTURY NOVELS

COURSE CODE	CREDIT UNITS	CE Marks	ETE Marks	Total Marks
MEG 303	5	30	70	100

Course Objective:

The course will study a selection of twentieth-century novels which will initiate students to participate in certain of the major debates that have animated twentieth-century literature and criticism. In addition to the focus on 'texts and debates', the course attends in detail to the variety of historical contexts in which the literary texts and the critical debates have arisen.

MODULE-I

Introduction to 20th Century Literature

MODULE-II

The Trial by Franz Kafka

MODULE-III

Sons and Lovers by W.H. Lawrence

MODULE-IV

The Great Gatsby by F.Scott. Fitzgerald

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MODULE-V

Untouchable by Mulkraj Anand

Suggester Reading:

- Dominic Head, The Cambridge Introduction to Modern British Fiction, 1950–2000, Brunel University.
- William Lyon Phelps, Essays on Russian Novelists, Macmillan, 1916.
- Gabriel García Márquez: A Critical Companion / Pelayo, Rubén., 1991
- Gabriel García Márquez: A Study of The Short Fiction / Oberhelman, Harley D., 1991
- Chinua Achebe, "An Image of Africa."
- John Batchelor, The Life of Joseph Conrad: A Critical Biography, 1993.
- Ted Billy, ed., Critical Essays on Joseph Conrad, 1987.
- Harold Bloom, ed., Joseph Conrad's "Heart of Darkness," 1987.
- Harold Bloom, ed., Joseph Conrad, 1986.
- Harold Bloom, Marlow, 1992.
- Bernard McKenna, James Joyce's Ulysses: A Reference Guide, Greenwood Press, 2002.
- Margot Norris, A Companion to James Joyce's Ulysses. St. Martins, 1998.
- Hubben, William, Dostoevsky Kierkegaard Nietzsche and Kafka: Four Prophets of our Destiny, New York: Collier Books, 1967.
- Mulk Raj Anand. Untouchable. Penguin India; New edition, 2001.

Literary Criticism

COURSE CODE	CREDIT UNITS	CE Marks	ETE Marks	Total Marks
MEG 304	5	30	70	100

Course Objective:

The course focuses on critical theory as it applies to literature and culture. Review of classical Greek origins of issues concerning the nature of literature and criticism and English literary theory and criticism. Students will be able to comment on theories and apply various these to works of literature.

SYLLABUS

Module 1: Baudrillard: Simulacra & Simulations

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Introduction to the critic. Theories. Criticism. Textual analysis.

Module II: Longinus: On the Sublime

Introduction to the critic. Theories. Criticism. Textual analysis.

Module III: Matthew Arnold: The Functions of Criticism in the Present Time. The Study of Poetry

Introduction to the critic. Theories. Criticism. Textual analysis.

Module IV: TS Eliot: The Metaphysical Poets

Introduction to the critic. Theories. Criticism. Textual analysis

Module V: William Empson: Seven Types of Ambiguity

Introduction to the critic. Theories. Criticism. Textual analysis

SUGGESTED READINGS

- Davis, Michael. Aristotle's Poetics: The Poetry Of Philosophy. Lanham: Rowman & Littlefield Publishers, 1992.
- Empson ,William Seven Types of Ambiguity ,New Directions Publishing Corporation
- I.A.Richards, Practical Criticism, Kegan Paul, London, 1929.
- Keith Hanley, Wordsworth's Revolution in Poetic Language
- M.A.R. Habib, A History of Literary Criticism From Plato to the Present, Rutgers University.
- Marshall Brown Ed. Cambridge History of Literary Criticism. New York: Cambridge UP, 1989
- Ransom, J C Poetry, A Note on Ontology Critical Theory Since Plato, 3rd Edition, Cengage, 2005
- Wellek, Rene. A History of Modern Criticism 1750-1950. New Haven: Yale UP, 1955

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Master of Arts (English)

Twentieth century Indian English Literature

COURSE CODE	CREDIT UNITS	CE Marks	ETE Marks	Total Marks
MEG 305	5	30	70	100

Course Objective:

This course will attempt to explore issues of contemporary Indian English. The aim is to open the students to the varieties of social and literary provocation at work in the texts prescribed and at the same time trace the changes in style, themes and its ideologies in the contemporary Indian English Writings. Students will be encouraged to - appreciate the sheer linguistic vitality of Indian English Writings; understand how the Indian subcontinent has been imaginatively reworked in recent Indian English writing and assess the cross- cultural impact of such reinvention.

SYLLABUS

Module 1: Introduction to Indian English Literature. Raja Rao. Amitav Ghosh

Introduction to the author. Kanthapura. Textual analysis of Kanthapura. Amitav Ghosh. Textual analysis of Shadow Lines.

Module II: Salman Rushdie: Midnights Children

Introduction to the author. Midnights Children. Textual analysis of Midnights Children. Character delineation

Module III: Vikram Seth: The Frog and the Nightingale. The Tale of Melon City.

Introduction to the author. The Frog and the Nightingale. Textual analysis of The Frog and the Nightingale. The Tale of the Melon City. Textual analysis of the text

Module IV: AK Ramanujan: Obituary; A River

Introduction to the poet. Setting of the poem. Socio political influence. Textual analysis and interpretations.

Module V: Kamla Das: The Descendants; A Hot Noon in Malabar

Introduction to the poet. Setting of the poem. Socio political influence. Textual analysis and interpretations

SUGGESTED READINGS

- Singh, R. S. Indian Novel in English. Rep. Humanities Press Inc. Atlantic Highlands, New Jersey. 1978
- Iyengar, K. R. Srinivasa. Indian Writing in English. Rep Asia Publishing House. New York, New York. 1973.
- Krishnaswamy, Shantha. The Woman in Indian Fiction in English (1950-80). Ashish Publishing House. New Delhi, India. 1984.
- Sara Suleri, The Rhetoric of English India, University of Chicago Press, 1993.
- M. D. Fletcher ed., Reading Rushdie: Perspectives on the Fiction of Salman Rushdie, ISBN,

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Master of Arts (English)

Netherlands, 1994

- Tabish Kahir, Babu Fictions: Alienation in Contemporary Indian English Novels, Oxford UP, 2001.
- T.S. Anand edited, Modern Indian English Fiction. New Delhi, Creative Books, 2002.
- K.V. Surendran, Indian English Fiction: New Perspectives, New Delhi, Sarup & Sons, 2002.
- Walsh, William. Indian Literature in English. Longman, London. 1990
- N. S. Pradham Ed. Major Indian Novels: An Evaluation. Rep by Humanities Press Inc., Atlantic Highlands, New Jersey. 1986.

Indian Drama & Theatre

COURSE CODE	CREDIT UNITS	CE Marks	ETE Marks	Total Marks
MEG306	5	30	70	100

SYLLABUS

Module 1: Introduction to Indian Theatre

Origin of Indian Theatre. History of Indian Theatre.

Module II: Urubhanga: Bhasa

Introduction to the author. Textual analysis of the play. Influence of society and politics on the play

Module III: Bhavbhuti: Uttarramcharita

Introduction to the author. Textual analysis of the play. Influence of society and politics on the play

Module IV: Rabindra Nath Tagore: Wife's Letter

Introduction to the author. Textual analysis of the play. Influence of society and politics on the play

Module V: Mohan Rakesh: One Day before Rainy Season

Introduction to the poet. Setting of the poem. Socio political influence. Textual analysis and interpretations.

SUGGESTED READINGS

- Varadpande, M. History of Indian Theatre and Drama
- Gupta Jyotirindra Das. Indian Theatre
- Bhasa. Urubhanga
- Tagore, Rabindra Nath. Chitra
- Suresh Awasthi "Traditional Theatre Practices and Conventions" Sangeet Natak Akademi.
- Dhanamjaya; Haas, George C.O.(tr. from Sanskrit by) (1912). The Dasarupa or Treatise on Ten Forms of Drama – A Treatise on Hindu Dramaturgy. Columbia University.
- .. Nandikeśvara; Coomaraswamy, Ananda Kentish (tr by); Duggirala, Gopala
Kristnayya (tr by) (1917). The Mirror of Gesture – Being the Abhinaya Darpana of Nandikeśvara. Harvard University Press.

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Master of Arts (English)

- Shaw, Albert (1914). [Review of Reviews and World's Work, Volume 49](#). Review of Reviews company. p. [503](#). Chitra Rabindranath Tagore.

Project Work on Digital Content Writing

COURSE CODE	CREDIT UNITS	CE Marks	ETE Marks	Total Marks
MEG 360	8	30	70	100

SYLLABUS

Project Work is primarily a research work. It involves academic reading of several sources and writing on a particular topic relating to the core course or courses of the program. It is a scholarly inquiry into academic problems or issues. It should involve a systematic approach to gathering and analysis of information/ideas, leading to production of a structured report. The research topic should hold significant academic value commensurate with level of the Program.

Readings:

- Tennenhouse, Leonard. *The Importance of Feeling: American Literature and the British Diaspora, 1750- 1850*
- Bridge, Carl. *The British World: Diaspora, Culture and Identity*
- Anjan Das Gupta, *Poetics*. Pearson Education.
- John R. Willingham, *A Handbook of Critical Approaches to Literature*. Oxford University Press. John Richetti. *Cambridge Companion to the Eighteenth Century Novel*. Cambridge Univ. Press.

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Master of Arts (English)

Literary Theory

COURSE CODE	CREDIT UNITS	CE Marks	ETE Marks	Total Marks
MEG 401	5	30	70	100

SYLLABUS

Module I: Immanuel Kant: What Is Enlightenment?

Introduction to the author. Critic and criticism. What is Enlightenment? Textual analysis and interpretation of the texts

Module II: Simone De Beauvoir: The Second Sex

Introduction to the author. Critic and criticism. What is Enlightenment? Textual analysis and interpretation of the texts.

Module II: Salman Rushdie: Introduction to Imaginary Homelands

Introduction to the author. Critic and criticism. What is Enlightenment? Textual analysis and interpretation of the texts.

Module III: Edward Said: Orientalism: Introduction

Introduction to the author. Critic and criticism. What is Enlightenment? Textual analysis and interpretation of the texts.

Module IV: Homi Bhabha: How Newness enters the world:

Postmodern space, Post colonial times and the trials of cultural translation', in the Location Of Culture.

Module V: Gayatri Chakraborty Spivak: Can the Subaltern Speak

Introduction to the author. Critic and criticism. What is Enlightenment? Textual analysis and interpretation of the texts.

SUGGESTED READINGS

- Amritjit Singh, Peter Schmidt, Postcolonial Theory and the United States: Race, Ethnicity, and Literature, 2000
- Henry Schwarz, Sangeeta Ray edited, *A Companion to Postcolonial Studies*.
- J A Cuddon, *A Dictionary of Literary Terms and Literary Theory*, 1998
- Leroy Searle & Hazard Adams *Critical Theory Since Plato*, 3rd Edition, Cengage, 2005
- Bhabha, Homi, *Location of Culture*, Rutledge; 1 edition 1994
- Beauvoir Simone De Introduction' of *The Second Sex*, Vintage
- Saussure Ferdinand de *Course in General Linguistics*, McGraw-Hill, 1965
- Said Edward, *Orientalism*, Vintage 1969 .
- Spivak Gayatri Chakraborti Can the Subaltern Speak? Turia & Kant, 2007

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Master of Arts (English)

LINGUISTICS AND ENGLISH LANGUAGE TEACHING

COURSE CODE	CREDIT UNITS	CE Marks	ETE Marks	Total Marks
MEG 402	5	30	70	100

SYLLABUS

Module I: Introduction: What is language? Characteristics of human language.

Linguistics: Definition and explanation; Importance and applications of linguistics; Levels of language study.

Module II: Phonetics and Phonology:

Difference between Phonetics and Phonology; Classification of sound system; Articulation and Production of sounds; Tone, Accent and Stress.

Module III: Sociolinguistics: Language; Dialect; Registers; Bilingualism; Multilingualism.

Psycholinguistics: Chomsky's Performance and Competence:

Module IV: Methods of Language Teaching and Learning:

Grammar Translation; Audio – Visual; Immersion (Total and Partial); Direct Method; Communicative Language Teaching.

SUGGESTED READINGS

- Adams ,V.1973. *An Introduction to Modern English Word Formation*. London: Longman
- Chomsky, N., and M. Halle.1968. *The sound pattern of English*. New York: Harper and Row.
- Lyons J, 1977. *Semantics*. 2 Vols. Cambridge: Cambridge University Press.
- Crystal D.1997. *Encyclopedia of Language*: 2nd Vol., Cambridge: Cambridge University Press.

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Master of Arts (English)

INDIAN LITERATURE IN TRANSLATION

COURSE CODE	CREDIT UNITS	CE Marks	ETE Marks	Total Marks
MEG 403	5	30	70	100

SYLLABUS

Module 1:

Ved Vyas : The Mahabharata

Bhasa : The Vision of Vasavadatta (Svapna-vasavadattam)

Module 2:

Bharata Muni : Natyashastra

Module 3:

Mira : Life without Hari is no life', Today your friend is coming',

Murli sounds on the banks of the Jumna' 'The Bil woman tasted them, plum after plum', 'I have talked to you', 'Go to where my loved one lives',

Kabir : **Poems:** 'Hey Qazi, what's the book you're preaching from?', 'tell me, Ram; what will happen to me? 'If cast was what the Creator had in mind?', Why be so proud of this useless, used-up body? Pundit, so well-read, go ask God'.

Epigrams: 'The true master', 'Your chance of human birth', 'Scorched by the forest fire', 'They burn', 'Kabir: My mind was soothed', 'God is the jewel', 'Kabir: The hut was made of 'The pundits have taken',.

Ghalib : Charagh I Dai

(Temple

Lamps)

Module 3:

Rabindra Nath Tagore : The Post Office

Module 4:

Prem Chand : Godan

Module 5:

Shrilal Shukla : Raag Darbari

SUGGESTED READINGS

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- Ananta Ch Sukla edited, Art and Representation: Contributions to Contemporary Aesthetics, 2000
- Ananta Ch. Sukla edited, Art and Representation: Contributions to Contemporary Aesthetic, 2000
- Arthur A Macdonell, [A History Of Sanskrit Literature](#)
- Bharata Muni, Madhusudana Sastri, Abhinavagupta, Natyasastram, Kasi Hindu Visvidyalayiya Samsk, 1971.
- Jafri, Sardar & Q Hyder, *Ghalib and His Poetry*, Popular Prakshan, Bombay, 1970
- Karnad, Girish, Tuglaq in ,Collected Plays: Tughlaq, Hayavadana, Bali : The Sacrifice, Naga- Mandala (play With A Cobra)(Volume 1), OUP, 2005
- Shukla Shrilal, *Raag Darbari*, tr. Gillian Wright, Penguin
- Songs of the Saints of India, tr. J.S Hawley and Mark Juergensmeyer (New Delhi: Oxford University Press, 2004
- Tagore Rabindra Nath, The Post Office, tr. Debabrata Mukhopadhyay Rupa & Co. 2002
- Victor Witter Turner, Edward M Bruner edited, The Anthropology of Experience, 1986

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Master of Arts (English)

AMERICAN LITERATURE (DOMAIN ELECTIVE)

COURSE CODE	CREDIT UNITS	CE Marks	ETE Marks	Total Marks
MEG 404	5	30	70	100

Course Objective:

The primary objective of this course is to provide an introduction to the basic principles, techniques, and applications of Artificial Intelligence. The emphasis of the course is on teaching the fundamentals and not on providing a mastery of specific commercially available software tools or programming environments. Upon successful completion of the course, you will have an understanding of the basic areas of artificial intelligence search, knowledge representation, learning and their applications in design and implementation of intelligent agents for a variety of tasks in analysis, design, and problem-solving. You will also be able to design and implement key components of intelligent agents of moderate complexity in Java and/or Lisp or Prolog and evaluate their performance. Graduate students are expected to develop some familiarity with current research problems and research methods in AI by working on a research or design project.

SYLLABUS

Module I: Introduction to American Literature: Edgar Allen Poe

History of American Literature. Concept of American Dream. Postcolonial American literature. Edgar Allen Poe. Raven. Philosophy of Composition. Textual analysis and interpretation.

Module II: Tennessee William: The Glass Menagerie

Introduction to the author. Author and criticism. The Glass Menagerie. Socio-political background. Textual analysis and interpretation of the text.

Module III: Henry Thoreau: Walden

Introduction to the author. Critic and criticism. What is Enlightenment? Textual analysis and interpretation of the texts.

Module IV: Mark Twain: Adventures of Huckleberry Finn

Introduction to the author. Novel and the novelist. Mark Twain. Adventures of Huckleberry Finn. Socio-political background. Textual analysis and interpretation of the novel.

Module V: Edward Albee: Who is Afraid of Virginia Woolf

Introduction to the author. Novel and the novelist. Mark Twain. Adventures of Huckleberry Finn. Socio-political background. Textual analysis and interpretation of the novel.

Module VI: Ernest Hemingway: Farewell to Arms

Introduction to the author. Novel and the novelist. Socio-political background. Ernest Hemingway: Farewell to Arms. Textual analysis and interpretation of the novel.

SUGGESTED READINGS

- Winthrop, Jordan D., et. al. The Americans: The History of a People and a Nation. Evanston: McDougal, Littell & Co., 1989.
- P. Zweig, Walt Whitman: The Making of a Poet (1984); D. S. Reynolds, Walt Whitman's

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America (1995).

- Bell, Michael Davitt. The Problem of American Realism. Chicago: U of Chicago P, 1993.
- Becker, George, ed. and introd. Documents of Modern Literary Realism. Princeton: Princeton University Press, 1963.
- Berthoff, Werner. The Ferment of Realism: American Literature, 1884-1919. New York: Free Press, 1965.
- Chase, Richard. The American Novel and Its Tradition. Garden City, N. Y.: Doubleday Anchor, 1957.
- Anderson and K. M. Sanderson, ed., Mark Twain: The Critical Heritage (1972).
- Stuart Levine and Susan Levine ed., The Short Fiction of Edgar Allan Poe, Urbana: University of Illinois, 1976, 1990.

Post Modern Indian English Theatre and Drama (Domain Elective)

COURSE CODE	CREDIT UNITS	CE Marks	ETE Marks	Total Marks
MEG 406	5	30	70	100

Course Objective:

This course introduces core programming basics—including data types, control structures, algorithm development, and program design with functions—via the Python programming language. The course discusses the fundamental principles of Object-Oriented Programming, as well as in-depth data and information processing techniques. Students will solve problems, explore real-world software development challenges, and create practical and contemporary applications.

Course Contents:

SYLLABUS

Module I: Introduction to Theatre

History of Theatre. Concept of Theatre. Scope of Indian English Theatre. Concept of Theatre and performance.

Module II: Badal Sircar: Indian History Made Easy

Introduction to the author. Introduction to the Play. Staging of Play. Socio-political background. Textual analysis and interpretation of the text.

Module III: Vijay Tendulkar: Silence: The Court is in Session

Introduction to the author. Introduction to the Play. Staging of Play. Socio-political background. Textual analysis and interpretation of the text.

Module IV: Kiran Nagarkar: The Bedtime Story

Introduction to the author. Introduction to the Play. Staging of Play. Socio-political background. Textual analysis and interpretation of the text.

Module V: Mahesh Dattani: Dance Like a Man

Introduction to the author. Novel and the novelist. Socio-political background. Textual analysis and interpretation of the novel.

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Master of Arts (English)

SUGGESTED READINGS

- Banham, Martin, ed. 1998. *The Cambridge Guide to Theatre*. Cambridge: Cambridge UP.
- Brandon, James R. 1981. Introduction. In Baumer and Brandon
- Brouckert, Oscar G. and Franklin J. Hildy. 2003. *History of the Theatre*. Ninth edition, International edition. Boston: Allyn and Bacon.
- Baumer, Rachel Van M., and James R. Brandon, eds. 1981. *Sanskrit Theatre in Performance*. Delhi: Motilal Banarsidass, 1993.
- Richmond, Farley. 1998. "India." In Banham (1998, 516–525).
- Richmond, Farley P., Darius L. Swann, and Phillip B. Zarrilli, eds. 1993. *Indian Theatre: Traditions of Performance*. U of Hawaii P.
- Sharma, Shrikrishna, ed. 1996. *Rangkarmi*. Cultural Societies of Rajasthan. (1996, 139)
- Sarcar, Badal. Indian History Made Easy and other plays. Amazon.in
- Nagarkar, Kiran. Bedtime Story.

Project Work (Dissertation)

COURSE CODE	CREDIT UNITS	CE Marks	ETE Marks	Total Marks
MEG 450	10	30	70	100

SYLLABUS

NTCC is primarily a research work. It involves academic reading of several sources and writing on a particular topic relating to the core course or courses of the program. It is a scholarly inquiry into academic problems or issues. It should involve a systematic approach to gathering and analysis of information/ideas, leading to production of a structured report. The research topic should hold significant academic value commensurate with level of the Program.

GUIDELINES FOR PROJECT FILE

The aim of the dissertation is to provide you with an opportunity to further your intellectual and personal development in your chosen field by undertaking a significant practical unit of activity, having an educational value at a level commensurate with the award of your degree

The dissertation can be defined as a scholarly inquiry into a problem or issues, involving a systematic approach to gathering and analysis of information / data, leading to production of a structured report.

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SELECTING THE DISSERTATION TOPIC

It is usual to give you some discretion in the choice of topic for the dissertation and the approach to be adopted. You will need to ensure that your dissertation is related to your field of specialization.

Deciding this is often the most difficult part of the dissertation process, and perhaps, you have been thinking of a topic for some time.

It is important to distinguish here between 'dissertation topic' and 'dissertation title'. The topic is the specific area that you wish to investigate. The title may not be decided until the dissertation has been written so as to reflect its content properly.

Few restrictions are placed on the choice of the topic. Normally we would expect it to be:

- relevant to business, defined broadly;
- related to one or more of the subjects or areas of study within the core program and specialisation stream;
- clearly focused so as to facilitate an in-depth approach, subject to the availability of adequate sources of information and to your own knowledge;
- of value and interest to you and your personal and professional development.

PLANNING THE DISSERTATION

This will entail following:

- Selecting a topic for investigation.
- Establishing the precise focus of your study by deciding on the aims and objectives of the dissertation or formulating questions to be investigated. Consider very carefully what is worth investigating and its feasibility.
- Drawing up initial dissertation outlines considering the aims and objectives of the dissertation. Workout various stages of dissertation
- Devising a timetable to ensure that all stages of dissertation are completed in time. The timetable should include writing of the dissertation and regular meetings with your dissertation guide.

THE DISSERTATION PLAN OR OUTLINE

It is recommended that you should have a dissertation plan to guide you right from the outset. Essentially, the dissertation plan is an outline of what you intend to do, chapter wise and therefore should reflect the aims and objectives of your dissertation.

There are several reasons for having a dissertation plan

- It provides a focus to your thoughts.
- It provides your faculty-guide with an opportunity, at an early stage of your work, to make

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constructive comments and help guide the direction of your research.

- The writing of a plan is the first formal stage of the writing process, and therefore helps build up your confidence.
- In many ways, the plan encourages you to come to terms with the reading, thinking and writing in a systematic and integrated way, with plenty of time left for changes.
- Finally, the dissertation plan generally provides a revision point in the development of your dissertation report in order to allow appropriate changes in the scope and even direction of your work as it progresses.

KEEPING RECORDS

This includes the following:

- Making a note of everything you read; including those discarded.
- Ensuring that when recording sources, author's name and initials, date of publication, title, place of publication and publisher are included. (You may consider starting a card index or database from the outset). Making an accurate note of all quotations at the time you read them.
- Make clear what is a direct quotation and what is your paraphrase.

DISSERTATION FORMAT

All students must follow the following rules in submitting their dissertation.

- Front page should provide title, author, Name of degree/diploma and the date of submission.
- Second page should be the table of contents giving page references for each chapter and section.
- The next page should be the table of appendices, graphs and tables giving titles and page references.
- Next to follow should be a synopsis or abstract of the dissertation (approximately 500 words) titled:

EXECUTIVE SUMMARY.

- Next is the acknowledgements'.
- Chapter I should be a general introduction, giving the background to the dissertation, the objectives of the dissertation, the rationale for the dissertation, the plan, methodological issues, and problems. The limitations of the dissertation should also be hinted in this chapter.
- Other chapters will constitute the body of the dissertation. The number of chapters and their sequence will usually vary depending on, among others, on a critical review of the previous relevant work relating to your major findings, a discussion of their implications,

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and conclusions, possibly with a suggestion of the direction of future research on the area.

- After this concluding chapter, you should give a list of all the references you have used. These should be cross - references with your text. For articles from journals, the following details are required e.g.

Draper P and Pandyal K. 1991, The Investment Trust Discount Revisited, Journal of Business Finance and Accounting, Vol18, No6, Nov, pp 791-832.

For books, the following details are required:

Levi, M. 1996, International Financial Management, Prentice Hall, New York, 3rd Ed, 1996

- Finally, you should give any appendices. These should only include relevant statistical data or material that cannot be fitted into the above categories.

THE LAYOUT GUIDELINES FOR THE DISSERTATION:

- A4 size Paper
- Font: Arial (10 points) or Times New Roman (12 points)
- Line spacing: 1.5
- Top and bottom margins: 1 inch/ 2.5 cm; left and right margins: 1.25 inches/ 3 cm

GUIDELINES FOR THE ASSESSMENT OF THE DISSERTATION

While evaluating the dissertation, faculty guide will consider the following aspects:

1. Has the student made a clear statement of the objective or objective(s).
2. If there is more than one objective, do these constitute parts of a whole?
3. Has the student developed an appropriate analytical framework for addressing the problem at hand.
4. Is this based on up-to-date developments in the topic area?
5. Has the student collected information / data suitable to the frameworks?
6. Are the techniques employed by the student to analyse the data / information appropriate and relevant?
7. Has the student succeeded in drawing conclusion form the analysis?
8. Do the conclusions relate well to the objectives of the project?
9. Has the student been regular in his work?
10. Layout of the written report.