

**SURESH GYAN VIHAR UNIVERSITY, JAIPUR
(CDOE, SGVU)**

Program Project Report (PPR)

**MASTER OF ARTS IN
ENGLISH**

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Program Project Report

1. Program Mission and Objectives

Suresh Gyan Vihar University, Jaipur, established in 2008, is a leading private University of Rajasthan. SGVU, Jaipur is accredited with Grade A⁺ by National Assessment and Accreditation Council (NAAC), offers courses like Engineering, Management, hotel Management, Pharmacy, Arts, Humanities, Law, Agriculture, etc. in conventional mode. SGVU is renowned for its innovative academic practices, brilliance in technical education and consultancy to high profile industries.

The program's mission is to impart, train and transform a student completely for high caliber competence through latest concepts and technology and equip the students as per the demands of the industry.

The program aims to achieve the following objectives

- i. To provide an opportunity to get a MA English degree to those who find it difficult or even impossible to pursue regular MA English course at a university either due to their job commitments or certain other circumstances.
- ii. To help the learners, study at their own pace, from their own chosen place.
- iii. To provide adequate basic understanding about MA English among the students.
- iv. To develop skills in matters related to MA English.
- v. To create an additional avenue of self-employment and also to benefit various MA English by providing them with suitable qualified persons.

To develop Information Technology skills in the students, which now a days is essential in MA English.

2. Relevance of the Program with Suresh Gyan Vihar University, Jaipur Mission and Goals

Suresh Gyan Vihar University (SVGU) was established with a vision to become a University with commitment to excellence in education, research and innovation aimed towards human advancement. The proposed program is highly relevant to the SVGU's mission i.e.

- Facilitate holistic education through knowledge sharing, skilling, research and entrepreneurial development.
- Integrate academic and industrial collaborations towards nation's development.
- Mentor students' physical, mental, emotional, secular and spiritual attributes to become a valued human resource as it aims to provide quality education to those aspiring candidates who are deprived of higher education due to the limited number of intakes in the conventional mode of education in the Universities.

Moreover, to keep the quality intact the curriculum and syllabus has been designed at par with the conventional mode keeping in mind the specific needs and acceptability of the learners' ODL mode and in keeping with the aims and objectives of the University also ensures the industry and future skills relevance.

Nature of Prospective Target Group of Learners

The curriculum of MA English is designed in such a way that it helps the students to become not only more employable but also encourage them to become entrepreneurs. Primarily the target group of learner's will be:

- Those deprived of admission in the regular mode due to limited intake capacity.
- Those employed in various organizations who desire to pursue higher education as a passion or as a means for movement up the promotional ladder.
- Drop outs primarily due to social, financial and economic compulsions as well as demographic reasons.
- Population of any age and those living in remote areas where higher education institutes are not easily accessible.

3. Appropriateness of program to be conducted in ODL mode to acquire specific skills and competence

The degree would be of most value to students for employment as a professional in industry, business house, finance or the civil service, but it is also valued by employers for other occupations where a demonstrated ability for logical and quantitative reasoning is desired (e.g. accountancy, banking or general managerial post) .

4. Instructional Design

Curriculum Design

The curriculum is designed by experts in the field of management and have taken into account to include relevant topics that are contemporary and create environmental awareness. It is approved by the BoS (Board of Studies), the CIQA (Centre or Internal Quality Assurance), and the AC (Academic Council) of university.

Semester	Course Code	Paper	Credit	Contact Hours	Internal	External	Total
1	EN-501	Language and Communication Skills	05	15	30	70	100
1	EN-502	British Poetry - I (Chaucer to Pre-Romantics)	04	12	30	70	100
1	EN-503	Elizabethan and Jacobean Drama	04	12	30	70	100
1	EN-504	British Prose and Fiction - I	05	15	30	70	100
2	EN-505	Indian Writing in English - Poetry	05	15	30	70	100
2	EN-506	British Poetry – II (Romantics to Modern)	05	15	30	70	100
2	EN-507	Restoration to Modern Drama	04	12	30	70	100
2	EN-508	British Prose & Fiction – II	04	12	30	70	100
3	EN-509	Critical Theory	05	15	30	70	100
3	EN-510	American Literature	04	12	30	70	100
3	EN-511	Literature of the Marginalized	05	15	30	70	100
3	EN-512	Indian Writing in English (1900 till date)	04	12	30	70	100
4	EN-513	Women's Writing	05	15	30	70	100
4	EN-514	World Literature: Prose & Drama	04	12	30	70	100
4	EN-515	World Literature: Poetry	05	12	30	70	100
4	EN-516	New Literatures in English	04	12	30	70	100

4	EN-517	Project	08	24	30	70	100
Total Credits			80				

*Contact Hours at campus mentioned above are other than the PCP (Personal Contact Program) conducted at campus.

Detailed syllabus of MA English Program

Semester 1 Language and Communication Skills Course code: EN-501

Learning Outcomes

The student will be able to understand:

- Learners will be proficient in avoiding common mistakes such as subject-verb disagreement in complex sentences or with indefinite pronouns.
- Learners will demonstrate the ability to convert sentences from active to passive and vice versa, understanding the impact on sentence structure and emphasis.
- Learners will develop the ability to condense and summarize lengthy passages while maintaining the core ideas and key information.
- Learners will focus on developing paragraphs that center around a clear topic sentence, providing supporting details and transitions for coherence..
- Learners will develop the ability to identify common barriers to communication, including physical, psychological, and semantic barriers.

Unit-1

Grammar: Subject-Verb Agreement (Concord), Linking Words (Conjunctions), Preposition

Unit-2

Transformation of sentences: Active and passive Voice, Direct and Indirect Speech, Tenses

Unit-3

Composition: Paresis Writing, Paragraph Writing, Note Making

Unit-4

Essays

1. On the Rule of the Road: A. G. Gardiner
2. The Gandhian Outlook: S. Radhakrishnan
3. Our Own Civilization: C.E.M. Joad

Unit-5:

Elements of Communication: Communication: Meaning, Importance, and Process, Barriers to Communication, Qualities of Good Communication

Book Reference

1. Adair, John. Effective Communication. London: Pan Macmillan Ltd., 2003.
2. Ajmani, J. C. Good English: Getting it Right. New Delhi: Rupa Publications, 2012.
3. Amos, Julie-Ann. Handling Tough Job Interviews. Mumbai: Jaico Publishing, 2004.
4. Bonet, Diana. The Business of Listening: Third Edition. New Delhi: Viva Books, 2004
5. Bovee, Courtland L, John V. Thill & Barbara E. Schatzman. Business Communication Today: Tenth Edition. New Jersey: Prentice Hall, 2010.

British Poetry - I (Chaucer to Pre-Romantics)
Semester 1
Course code: EN-502

Learning Outcomes

The student will be able to understand:

- Students can develop skills in analyzing and interpreting medieval literature, understanding the historical and cultural context of Chaucer's time.
- Develop skills in analyzing metaphysical poetry, including use of language, imagery, and metaphors.
- Develop advanced skills in analyzing complex poetic structures, themes, and literary devices employed by Milton in "Paradise Lost."
- Explore Pope's satirical commentary on the social and cultural norms of his time, including issues related to gender, class, and the frivolities of aristocratic society.
- Develop skills in analyzing religious poetry, use of language, imagery, and metaphors in conveying spiritual themes.

Unit-1

Geoffrey Chaucer: "The General Prologue to The Canterbury Tales";

Unit-2

John Donne: "Death be not Proud";

Andrew Marvell: "To His Coy Mistress";

Thomas Gray: "Elegy Written in a Country Churchyard";

William Blake: "The Poison Tree";

Unit-3

John Milton: Paradise Lost (Book 1);

Unit-4

Alexander Pope: The Rape of the Lock;

Unit-5

William Cowper: "Light Shining Out of Darkness"; William Collins: "Ode to Evening"

References

1. Bennet, Stanley, Henry. Chaucer and the Fifteenth Century, Oxford, Clarendon Press, 1961.
2. Blake, William, Songs of Innocence and of Experience. Oxford, Oxford University Press, 1967.
3. Pope, Alexander, the Rape of the Lock. London, Revised Edition, Sovereign Sanctuary Press, 2004.

Elizabethan and Jacobean Drama

Semester 1

Course code: EN-503

Learning Outcomes

The student will be able to understand:

- Understand the historical and cultural context of the Elizabethan era, including the impact of Renaissance humanism, religious tensions, and the scientific advancements of the time.
- Develop advanced skills in analyzing Shakespearean drama, understanding the play's language, themes, and dramatic techniques.
- Understand the historical and cultural context of the Jacobean era, including social norms, class distinctions, and the intellectual climate that influenced Jonson's writing.
- Identify and interpret key literary elements, such as symbolism, foreshadowing, and complex characterizations.
- Develop skills in analyzing Jacobean drama, understanding Middleton and Rowley's use of language, dramatic techniques, and thematic elements.

Unit – 1

Christopher Marlowe: Doctor Faustus;

Unit – 2

William Shakespeare: Hamlet;

Unit – 3

Ben Jonson: Every Man in His Humours;

Unit – 4

John Webster: The Duchess of Malfi;

Unit – 5

Thomas Middleton and William Rowley: The Changeling

References:

1. Bradley, A C. Shakespearean Tragedy. Penguin, 1991.
2. Evans, G. Elizabethan Jacobean Drama: The Theatre in its Time. New Amsterdam Books, Reprint edition, 1998.
3. Marlowe, C. Doctor Faustus and Other Plays. OUP, 2010.
4. Shakespeare, W. Hamlet. Arden Shakespeare, 2013.
5. Smith, E. and Garrett A. Sullivan, eds. The Cambridge Companion to English Renaissance Tragedy. Cambridge UP, 2010.

British Prose and Fiction - I

Semester 1 Course code: EN-504

Learning Outcomes

The student will be able to understand:

- Identify and understand Bacon's use of rhetorical devices, such as parallelism, antithesis, and aphorism.
- Identify and interpret key literary elements, such as bildungsroman structure, Gothic elements, and the exploration of social issues.
- Analyzing the multifaceted characters in the novel, such as David Copperfield himself and Mr. Micawber, helps in understanding Dickens' skill in creating complex and memorable characters.
- Analyzing characters like Adam Bede, Hetty Sorrel, and Dinah Morris provides insights into human nature and the moral dilemmas faced by individuals.
- Exploring film adaptations or other artistic interpretations of "Emma" provides students with insights into how the novel has been received and adapted over time.

Unit-1

Francis Bacon: "Of Studies", Charles Lamb: "All Fool's Day"; William Hazlitt: "On the Love of Life", "On Familiar Style";

Unit-2

Charlotte Bronte: Jane Eyre;

Unit-3

Charles Dickens: David Copperfield;

Unit-4

George Eliot: Adam Bede;

Unit-5

Jane Austen: Emma

References

1. David Daiches. A Critical History of English Literature (Vol I & II). Paperback, 1994.
2. Edward Copeland and Juliet McMaster Eds. The Cambridge Companion to Jane Austen. Cambridge UP, 1997.
3. Judith Mitchell. The Stone and the Scorpion: The Female Subject of Desire in the Novels of Charlotte Bronte, George Eliot and Thomas Hardy. Greenwood P, 1994.

Semester 2
Indian Writing in English - Poetry
Course code: EN-505

Learning Outcomes

The student will be able to understand:

- Students to understand and appreciate diverse perspectives within the cultural and historical context of 19th-century India.
- Analyze Tagore's use of poetic techniques such as metaphor, symbolism, and imagery to convey his ideas and emotions.
- Analyze Naidu's use of poetic devices such as imagery, symbolism, and metaphor to convey the themes and emotions in the poems.
- Analyze the use of poetic devices such as imagery, symbolism, and metaphor in the poems to understand how they contribute to the overall meaning and tone.
- Analyze Das's use of poetic devices such as imagery, symbolism, and metaphors to understand how they contribute to the overall meaning and emotional impact of the poems.

Unit-1:

Henry Derozio-“Freedom to the Slave”, “The Orphan Girl”

Unit-2

Rabindra Nath Tagor-“Where the Mind is Without Fear”, “Freedom”

Unit-3

Sarojini Naidu-“Song of Radha: The Milkmaid”, “Indian Weavers”

Unit-4

Nissim Ezekiel-“Enterprise”, “Night of the Scorpion”

Unit-5

Kamla Das-“An Introduction”, “My Grandmother’s House”

References:

1. Gokak, V. K., The Golden Treasury of Indo-Anglican Poetry. New Delhi: Sahitya Academi, 1998.
2. Neira, Dev, Anjana and Amrita Bhalla. (Ed.) Indian Writing in English: An Anthology of Prose and Poetry Selection. New Delhi: Primus Books, 2013.

British Poetry – II (Romantics to Modern)
Semester 2
Course code: EN-506

Learning Outcomes

The student will be able to understand:

- Students can explore the theme of nature and its transformative power in both poems, leading to discussions on transcendence and spiritual connection with the natural world.
- Students can develop an appreciation for the artistic and aesthetic dimensions of poetry, including the use of vivid imagery and sensory language.
- Analyze the themes, characters, and stylistic choices in these poems fosters skills in interpretation and enables them to express their own perspectives on the texts.
- Students can analyze and appreciate how Hopkins's unique language choices contribute to the overall impact of "The Wind hover" and "God's Grandeur."
- Understanding of the features and themes characteristic of the modernist movement, such as fragmentation, disillusionment, and a reflection of the post-World War I era.

Unit-1

W Wordsworth: "Tintern Abbey"; S T Coleridge: "Christabel";

Unit-2

J Keats: "Ode to a Nightingale", "Ode on a Grecian Urn"; P B Shelley: "To a Skylark", "Adonais";

Unit-3

A Tennyson: "In Memoriam A.H.H."; R Browning: "A Grammarian's Funeral", "Andrea delSarto";

Unit-4

G M Hopkins: "The Windhover", "God's Grandeur"; C Rossetti: "Paradise: In a Dream";

Unit-5

T S Eliot: "The Waste Land"; W B Yeats: "The Second Coming"

References

1. C N Ramachandran and Radha Achar (eds.), Five Centuries of Poetry, Chennai: Macmillan, 1994.
2. J Wain (ed.), The Oxford Anthology of English Poetry: Blake to Heaney, Vol 2, Oxford: OUP, 2003.
3. K Tuma (ed.), Anthology of Twentieth-Century British and Irish Poetry, New York: OUP, 2001.
4. N Corcoran (ed), The Cambridge Companion to the Twentieth Century English Poetry, Cambridge: CUP, 2007.
5. P M Jones (ed.), Modern Verse 1900-1950, Oxford: Oxford UP, 1969.

Restoration to Modern Drama
Semester 2
Course code: EN-507

Learning Outcomes

The student will be able to understand:

- Students can gain insights into the characteristics of this genre, including its wit, satire, complex plotting, and examination of social manners and relationships.
- Studying the characteristics of this genre, including its wit, humor, satire, and exploration of social manners and relationships during the late 17th century.
- Studying “Man and Superman” showcases Shaw's distinctive dramatic style, characterized by witty dialogue, intellectual debates, and social commentary.
- Analyze the religious symbolism, moral dilemmas, and theological questions presented in the play.
- Studying the characteristics of this movement, which critiqued the established social norms and institutions in post-war Britain.

W Congreve: The Way of the World;	Unit-1
W Wycherley: The Country Wife;	Unit-2
G B Shaw: Man and Superman;	Unit-3
T S Eliot: Murder in the Cathedral;	Unit-4
J Osborne: Look Back in Anger	Unit-5

References:

1. Carlson, Marvin. Theories of the Theatre: A Historical and Critical Survey from the Greeks to the Present. Expanded ed. Cornell UP, 1993.
2. Congreve, William. The Way of the World over, 1993.
3. Eliot, T. S. Murder in the Cathedral. Prentice-Hall; Reissue edition, 1986.
4. Osborne, John. Look Back in Anger. Pearson, 2011.

British Prose & Fiction – II
Semester 2
Course code: EN-508

Learning Outcomes

The student will be able to understand:

- Analyze the "Lord Jim" addresses these themes, considering the impact of European expansion on individuals and societies.
- Encouraging students to write critically about the stories, characters, and themes in "Dubliners" helps develop their critical thinking and writing skills.
- Studying character analysis, exploring the motivations, relationships, and psychological depth of the characters in "The Rainbow."
- Studying "A Passage to India" provides insights into the dynamics of British imperialism and the emergence of Indian nationalism.
- Studying character analysis, exploring the inner lives, motivations, and relationships of the characters in the Ramsay family and beyond.

Unit-1:

J Conrad: Lord Jim;

Unit-2:

J Joyce: Dubliners;

Unit-3:

D H Lawrence: The Rainbow;

Unit-4:

E M Forster: A Passage to India;

Unit-5:

V Woolf: To the Lighthouse;

References:

1. Forster, Edward M., and Clare West. A Passage to India. Oxford University Press, 2009.
2. Joyce, James. Dubliners. Wordsworth Editions, 2000.
3. Lawrence, D. H. Women in Love. With a Foreword by the Author. Random House, 1950.
4. Swat ridge, Colin, and Joseph Conrad. Lord Jim. Macmillan, 1993.

Semester 3

Critical Theory Course code: EN-509

Learning Outcomes

The student will be able to understand:

- Critical Theory, as defined by the Frankfurt School, aims not just to understand society but to change it.
- Define and differentiate between Structuralism, Post-structuralism, and Postmodernism.
- Understand the key concepts of postmodern feminism, such as the rejection of essentialism and the emphasis on inter sectionality.
- Discuss the historical and intellectual contexts in which these theories developed and their responses to preceding theories.
- Identify and discuss the contributions of key figures in postcolonial criticism (Said, Bhabha, Spivak) and Marxist criticism (Marx, Engels, Gramsci, Althusser).

Unit-1

What is Critical Theory? Traditional and Critical Theory, The origins of Critical Theory, Branches of Critical Theory, Traditional and Critical Theory, Liberal humanism in practice

Unit-2

Structuralism, Post-structuralism and Deconstruction, Postmodernism

Unit-3

Postmodernism, Feminism and Feminist Criticism

Unit-4

Psychoanalytic Criticism, Queer Theory

Unit-5

Postcolonial criticism, Marxist criticism

References:

1. Guess, Raymond. The Idea of a Critical Theory. Habermas and the Frankfurt School. Cambridge: Cambridge University Press, 1991.
2. McCarthy, Thomas. The Critical Theory of Jürgen Habermas. Cmbridge: The MIT Press, 1996.

**American Literature
Semester 3
Course code: EN-510**

Learning Outcomes

The student will be able to understand:

- Understand the themes of democracy, nature, and the self in Whitman's "Leaves of Grass."
- Understand the historical and cultural context of Puritan New England and its influence on the novel..
- Define and explain the main themes of the American Dream, reality vs. illusion, betrayal, and identity in "Death of a Salesman."
- Discuss how Fitzgerald's novel reflects and critiques the cultural and social norms of its time.
- Define and explain the main themes of each poem, such as truth and perception (Dickinson), grief and loss (Poe), life and death (Plath), and social awareness (Rich).

Unit-1

“Self - Reliance” by R. W. Emerson

“Leaves of Grass” by Walt Whitman

Unit-2

The Scarlet Letter by Nathaniel Hawthorne

Unit-3

Death of a Salesman by Arthur Miller

Unit-4

The Great Gatsby by F. Scott Fitzgerald

Unit-5

“Tell all the truth but tell it slant” by Emily Dickinson

“The Raven” by Edgar Allan Poe

“I am Vertical” by Sylvia Plath

“What Kinds of Times Are These” by Adrienne Rich

References

1. Richard D. Brown, Modernization: The Transformation of American Lije 1600-1 865, 1976.
2. Henry F. May. The Enlightenment in America, 1976.
3. Richard L. Bushman. From Puritan to Yankee: Character and Social Order in Connecticut, 1690-1 765, 1967.

Literature of the Marginalized
Semester 3
Course code: EN-511

Learning Outcomes

The student will be able to understand:

- Understand the historical, social, and cultural contexts of Adivasi communities in India and their struggles for autonomy and recognition.
- Define and explain the main themes of family, identity, slavery, colonization, and resilience in "Home going."
- Analyze Baldwin's use of language, symbolism, and narrative structure to convey the protagonist's internal struggles and conflicts.
- Define and explain the main themes of transience, change, reflection, storytelling, language, and identity in "When Autumn Came" and Toni Morrison's Nobel Prize Lecture.
- Enhance critical thinking skills through the analysis and interpretation of complex themes and literary techniques present in the poems.

Unit-1

"The Adivasi Will Not Dance" by Hansda Sowvendra Shekhar

Unit-2

Homegoing by Yaa Gyasi

Unit-3

Giovanni's Room by James Baldwin

Unit-4

"When Autumn Came" by Faiz Ahmed Faiz, Toni Morrison's Nobel Prize Lecture

Unit-5

"Home" by Warsan Shire

"Power" by Audre Lorde

References:

1. Kanbur, Ravi. (2007), Conceptualizing Economic Marginalization, (Key-notes for the Living at the Margins Conference Cape Town, March 26, 2007), www.people.cornell.edu/pages.
2. Murshed. Marlsoob (ed.) (2002), Globalization, Marginalization, and Development, London, New York: Rutledge.

Indian Writing in English (1900 till date)
Semester 3
Course code: EN-512

Learning Outcomes

The student will be able to understand:

- Define and explain the main themes of caste discrimination, identity, colonialism, and social justice in "The Untouchable" by R. K. Narayan.
- Analyze Karnad's use of dialogue, symbolism, and dramatic structure to convey the themes and messages of the play.
- Conduct in-depth analysis of key characters, such as Gogol, Ashima, and Ashoke, exploring their backgrounds, motivations, and relationships.
- Define and explain the main themes of partition, identity, madness, and human dignity in "Toba Tek Singh" by Saadat Hasan Manto.
- Enhance critical thinking skills through the analysis and interpretation of complex themes and literary techniques present in the poems.

	Unit-1
The Untouchables by R. K. Narayan	
	Unit-2
Hayavadana by Girish Karnad.	
	Unit-3
The Namesake by Jhumpa Lahiri	
	Unit-4
Toba Tek Singh by Saadat Hasan Manto	
	Unit-5
"Death and the Good Citizen" by A. K. Ramanujam	
"Introduction" by Kamala Das	
"To Waris Shah" by Amrita Pritam	

References:

1. Ashcroft, Bill, Gareth Griffiths, and Helen Tiffin. *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. London: Routledge, 1989.
2. Bhabha, Homi K. (ed.) *Nation and Narration*, New York: Routledge and Keegan Paul, 1990.
3. Cohn, B.S.: *Colonialism and Its Forms of Knowledge: The British in India*. Princeton: Princeton University Press, 1996.

Semester 4

**Women's Writing
Course code: EN-513**

Learning Outcomes

The student will be able to understand:

- Define and explain the main themes of poverty, gender inequality, identity, and solidarity in "Rudali" by Mahasweta Devi.
- Understand the historical, social, and cultural contexts of the story, including its relevance to feminist literature and the medical treatment of women's mental health during the 19th century.
- Discuss how Atwood's novel contributes to the broader literary conversation about gender, power, and resistance.
- Define and explain the main themes of father-daughter relationships, power, identity, trauma, patriarchy, oppression, resistance, and language in "Daddy" by Sylvia Plath and "Power" by Adrienne Rich.
- Enhance critical thinking skills through the analysis and interpretation of complex theoretical concepts and arguments presented in the essays and selections.

Unit-1

Rudaliby Mahashweta Devi

Unit-2

"The Yellow Wallpaper" by Charlotte Perkins Gilman

Unit-3

Handmaid's Tale by Margaret Atwood

Unit-4

"Daddy" by Sylvia Plath

"Power" by Adrienne Rich

Unit-5

Towards a Feminist Poetics by Elaine Showalter

Selections from Room of One's Own

Selections from Madwoman in the Attic

References

1. Amoia, Alba, and Bettina L. Knapp eds. Great Women Travel Writers: From 1750 to the Present. New York: Continuum, 2005.
2. Bodley, Rachel. 'Introduction'. The High-Caste Hindu Woman. By Pandita Ramabai. Bombay; Maharashtra State Board for Literature and Culture, 1977.
3. Forbes, Geraldine. Women in Modern India. (The New Cambridge History of India.) Cambridge: Cambridge University Press, 1996

World Literature: Prose & Drama
Semester 4
Course code: EN-514

Learning Outcomes

The student will be able to understand:

- Define and explain the main themes of gender roles, marriage, identity, individualism, autonomy, hypocrisy, and social critique in "A Doll's House" by Henrik Ibsen.
- Understand the cultural, historical, and philosophical contexts of the novel, including its relevance to dystopian literature and existential philosophy.
- Define and explain the main themes of colonialism, tradition, masculinity, power, and resistance in "Things Fall Apart" by Chinua Achebe.
- Define and explain the main themes of alienation, identity, existential angst, family dynamics, absurdity, and surrealism in "Metamorphosis" by Franz Kafka.
- Define and explain the main themes of existentialism, individual freedom, politics, history, love, desire, and Nietzschean philosophy in "The Unbearable Lightness of Being" by Milan Kundera.

A Doll's House by Henrik Ibsen	Unit-1
The Memory Police by Yōko Ogawa	Unit-2
Things Fall Apart by Chinua Achebe	Unit-3
Metamorphosis by Franz Kafka	Unit-4
The Unbearable Lightness of Being by Milan Kundera	Unit-5

References

1. Gupta, RS. (ed) 1999, Literary Translation. New Delhi, Creative Books
2. Mukherjee, Tutun (ed.) 1998. Translation: From Periphery to Centre Stage New Delhi, Pretize
3. Singh, A.K. (ed.) 1996, Translation: Its Theory and Practice. New Delhi, Creative Books

World Literature: Poetry
Semester 4
Course code: EN-515

Learning Outcomes

The student will be able to understand:

- Analyze the significance of darkness, silence, memory, and perception as symbols of inner experience and self-discovery.
- Define and explain the main themes of identity, displacement, memory, nostalgia, gender violence, empowerment, resilience, and solidarity in "At the Museum" by Agha Shahid Ali and "Girls Are Coming Out of the Woods" by Tishani Doshi.
- Interpret the symbolism and imagery in both poems, considering how they contribute to the exploration of death, memory, nature, and spirituality.
- Discuss how Hesse's poem fits within the broader literary tradition of philosophical reflection on the human condition.
- Define and explain the main themes of Australian identity, landscape, colonization, conflict, African American experience, resilience, perseverance, and deferred dreams in "Australia" by A. D. Hope, "Mother to Son," and "Harlem" by Langston Hughes.

Unit-1

“Possession of Yesterday” by Jorge Louis Borges
“Let This Darkness Be a Bell Tower” by Rainer Maria Rilke

Unit-2

“At the Museum” by Agha Shahid Ali
“Girls Are Coming Out of the Woods” by Tishani Doshi

Unit-3

“The Truth the Dead Know” by Anne Sexton
“The Wild Iris” by Louise Gluck

Unit-4

“Stages” by Hermann Hesse

Unit-5

“Australia” by A. D. Hope
“Mother to Son” & “Harlem” by Langston Hughes

References

1. Baker, Mona (ed.) 2009, Translation Studies: Critical Concepts in Linguistics (Vol. iv), New York, Routledge.
2. evi, GN. 2009, The GN Devi Reader, New Delhi, Orient Blackswan
3. Basham, AL (ed.). A Cultural History of India, New York, Oxford University Press.

New Literatures in English
Semester 4
Course code: EN-516

Learning Outcomes

The student will be able to understand:

- Analyze Chughtai's use of narrative techniques, symbolism, and imagery to convey the themes and messages of the story.
- Understand the cultural, social, and philosophical contexts of the poem, including its relevance to Canadian literature and existentialist thought..
- Interpret the cultural context of the Caribbean depicted in the poems, considering the legacy of colonialism, the diverse cultural traditions of the region, and the complexities of Caribbean identity.
- Discuss the ways in which Adichie's novel draws on elements of Nigerian oral tradition, folklore, and history to create a rich and immersive literary world.
- Discuss the ways in which Thumboo draws on elements of myth, history, and folklore to create a distinct poetic vision that resonates with Singaporean readers.

Unit-1

Lihaaf (The Quilt) by IsmatChughtai

Unit-2

“Journey to the Interior” by Margaret Atwood

Unit-3

“Ruins of a Great House”& “A Sea-Chantey” by Derek Walcott

Unit-4

Half of a Yellow Sun by Chimamanda Ngozi Adichie

Unit-5

“The Exile” & “Ulysses by the Merlion” by Edwin Thumboo

References:

1. Achebe, Chinua. *Things Fall Apart*, London: Heinemann. 1975
2. Armah, A.K. *The Water People*, London: Heinemann, 1969.

5. Procedure for Admission, Curriculum Transaction and Evaluation

The proposed program in ODL mode will be conducted by CDOE-SGVU with the support of various departments of the University. Eligibility criteria, course structure, detailed curriculum, duration of program and evaluation criteria shall be approved by Board of Studies and Academic Council, SGVU, Jaipur which are based on UGC guidelines for the program which comes under the purview of ODL mode forward of Degree.

Details of Procedure for admission in which eligibility criteria for admission and fee structure of the course, Curriculum includes Program delivery, norms for delivery of courses in ODL mode, use of IT services to academic support services, course design academic calendar and Evaluation which includes Distribution of Marks in Continuous internal assessments, Minimum Passing criteria and system of Grading formats are given in detail as under.

Procedure for Admission

Students who will seek admission in MA English program are required to apply through the website of university www.sgvu.edu.in or visit the campus directly.

Minimum Eligibility Criteria for Admission

The minimum eligibility criteria for admission in ODL, MA (English) program is BA (Bachelor of Arts) degree from any Recognized University.

Program Fee and Financial Assistance Policy

Program fees for students for proposed MA (Master of Arts) in various streams offered by CDOE-SGVU Jaipur is Rs. 11, 000 Per year tuition fees and 3000 is examination fees per year. The total course fees for two years will be Rs. 28000/-.

Curriculum Transactions

Program Delivery

The curriculum will be delivered through the Self Learning Materials (SLMs) supported by various learning resources including audio-video aids.

Academic Calendar

Sr no	Name of the Activity	Tentative months schedule (specify months) during Year			
		From (Month)	To (Month)	From (Month)	To (Month)
1	Admission	Jul	Sep	Jan	Feb
2	Assignment Submission(if any)	Oct	Nov	April	May
3	Evaluation of Assignment	Nov	Dec	May	June
4	Examination	Dec	Jan	June	Jul
5	Declaration of Result	Feb	Mar	Aug	Sep
6	Re-registration	Jan	Feb	Jul	Sep
7	Distribution of SLM	Jul	Sep	Jan	Feb
8	Contact Program (Counselling, Practical's,etc.)	Nov	Dec	May	June

Evaluation

The evaluation shall include two types of assessments-

1. Continuous Assessment in the form of assignments (30% Weightage)
2. End Semester Examination, which will be held at the SGVU campus (70% Weightage).

Minimum Passing percentage

The students are considered as passed in a course if they score 40% marks in the Continuous Evaluation (Internal Assessment) and end-semester Examinations (External Assessment).

Marks and Grades

Grades & Grade Points

- a. At the end of the Semester / Year every student is assigned a 'Letter Grade' based on his/her performance over the semester in all courses for which he/she had registered.
- b. The letter grade and grade point indicate the results of quantitative and qualitative assessment of the student's performance in a course.
- c. There are seven letter grades: **A+, A, B+, B, C+, C, D, E (E1 for internal back and E2 for**

external back), F that have grade points with values distributed on a 10-point scale.

6. Requirement of the Laboratory Support and Library Resources

Library Resources

CDOE-SGVU has excellent library with all the books required for the course learning and reference books for the course of MA English. Adequate online learning links and e-learning materials will also be provided to students which will be support students in their learning cycle.

7. Cost Estimate of the Program and the Provisions

The Estimate of Cost & Budget could be as follows (all figures on Annual basis):

1. Salaries: Rs. 10,00,000/- (Approx)
2. Travel: Rs. 30,000/- (Approx)
3. Seminars: Rs. 40,000/- (Approx)
4. SLM Preparation, Printing, Distribution: Rs. 3,00,000/- (Approx)
5. Library: 1,25,000/- (Approx)
6. Courier/Transportation: Rs. 50,000/- (Approx)
7. Infrastructure: Rs. 1,50,000/- (Approx)

8. Quality assurance mechanism and expected Program Outcomes

"The quality of the program depends on the course curriculum and syllabus which meets the requirement of the industry and creates the skillful learning in the students. The ultimate aim of MA English program in ODL Mode is to enhance skills of the learners as job aspirants, entrepreneurs and seeing them excel in their profession and meeting global standards too by upgrading their career opportunities."

The CDOE, SGVU, Jaipur has constituted Centre for Internal Quality Assurance (CIQA). The CIQA will do periodic assessment of the ODL learning course material and audio video tutorials and will assure that the quality of learning is maintained and time to time changes are made as per the requirement of the course. The CIQA will also access the quality of assignments, quizzes and end term assessment time to time and required changes will be assured by them to maintain

the quality of the learning program. CIQA will assure that the learning is made a truly global experience for the learner along with inculcation of required skills in the learner as expected program outcome with CDOE, SGVU, Jaipur.

The university will work continuously for the betterment of processes, assessments, teaching methodology, e-learning material improvisation as per four quadrant approach and implementation of the same as per New Education Policy. The University is committed to deliver the best education in all the learning modes with adherence to NEP, UGC and other regulatory guidelines in truly Global sense. To monitor quality of Student Support Services provided to the learners.