

Pambadi
 22/05/26
 Inhi M How
 22.5.26.
 Swete
 22/05/26
 Thomas Sundung
 22/5/26
 Ashi
 22/05/26
 Seton
 24/05/26
 Supri
 22/5/2026
 Anuab
 22/5/2026
 Ranya Box
 22.05.26
 Ramp
 22/5/26
 Syah
 22/5/26

Table of Contents

AIMS OF MASTER'S DEGREE PROGRAMME IN ENGLISH.....	2
PROGRAMME LEARNING OUTCOMES.....	3
Table 2: Semester-wise Course Code and Credit Points.....	4
INSTRUCTIONS TO QUESTION SETTER.....	5
FORMAT OF QUESTION PAPER FOR MID/ END SEMESTER EXAMINATIONS.....	5
SEMESTER I.....	7
I. CORE COURSE [CCENG311] IKS- INDIAN CONTRIBUTION TO LANGUAGE AND LITERATURE.....	7
II. SKILL ENHANCEMENT COURSE [ECENG312] APPLIED LINGUISTICS & ELT.....	8
III. CORE COURSE [CCENG313] CONTEMPORARY LITERARY THEORY.....	9
IV. CORE COURSE [CCENG314] CRITICAL ESSAYS.....	10
V. CORE COURSE [CCENG315] BRITISH POETRY.....	11
SEMESTER II.....	12
I. ELECTIVE COURSE-A [ECENG411A] MORPHOLOGY AND SYNTAX.....	12
OR ELECTIVE COURSE-B [ECENG411B] AMERICAN LITERATURE-I (COLONIAL PERIOD TO 1900).....	13
II. ELECTIVE COURSE-A [ECENG412A] SEMANTICS, PRAGMATICS & DISCOURSE ANALYSIS.....	14
OR ELECTIVE COURSE-B [ECENG412B] AMERICAN LITERATURE-II (1900 TO CONTEMPORARY PERIOD).....	15
III. CORE COURSE [CCENG413] BRITISH DRAMA.....	16
IV. CORE COURSE [CCENG414] BRITISH FICTION.....	17
V. PROJECT [PRENG415] DISSERTATION/ PROJECT/ TEACHING APTITUDE.....	18

Julie Jn How
22.5.26.

Salishu
22/5/26

Supriya
22/5/26

Romas
22/5/26

Sat
24/05/26

Neel
22/5/24

Danuj
22/5/26

Alhash
22/5/26

Anash
22/5/26

Ananya
22.05.26

AIMS OF MASTER'S DEGREE PROGRAMME IN ENGLISH

Programme Objectives:

The M.A Programme. in English at St. Xavier's College, Ranchi is designed to provide advanced and comprehensive knowledge in literature, literary theory and linguistics while cultivating critical, analytical and research-oriented skills among students. The programme aims to develop intellectual depth and scholarly competence through a structured engagement with British, American and Indian literatures. By including courses such as Indian Classical Literature and Poetics, British Poetry, British Drama, British Fiction and American Literature, the programme seeks to ensure historical breadth and generic diversity in literary studies. It encourages students to engage with canonical as well as marginalized texts, thereby fostering inclusive and socially conscious literary scholarship.

A central objective of the programme is to build a strong theoretical foundation. Through courses such as Contemporary Literary Theory, students are introduced to modern critical frameworks including postcolonialism, ecocriticism, and other interpretative models. This theoretical grounding enables learners to approach literary texts with analytical rigor and conceptual clarity. The inclusion of Critical Essays further strengthens students' understanding of key debates and traditions in literary criticism.

The programme also aims to cultivate research competence and academic writing skills. The course in Research Methodology equips students with knowledge of research design, literature review, citation practices and ethical academic conduct, preparing them for higher research such as Ph.D. programmes. The Dissertation component provides practical exposure to independent research, encouraging originality, critical inquiry and scholarly discipline.

In addition, the programme emphasizes linguistic proficiency and applied language studies. Courses in Phonetics and Phonology, Morphology and Syntax, Semantics, Pragmatics and Discourse Analysis, and Applied Linguistics and ELT are designed to develop analytical understanding of language structure, usage and pedagogy. These courses enhance students' communicative competence and prepare them for careers in teaching, translation, language training and related fields.

Overall, the M.A. Programme in English seeks to nurture intellectually mature, socially aware and professionally competent postgraduates who can contribute meaningfully to academia, research, public service and the broader cultural sphere.

Julie Jha 22.5.26.
Sweet 22/5/26
Sahade 22/5/26
Supriya 22/5/26
Thomas 22/5/26
Singh 22/5/26
Shachi 22/5/26
Sanjay 22/5/26
AS
Shreshth 22/5/26
Pragy 22.05.26

Implemented from Academic Session 2026-27 & Onwards

Sanjay 22/5/26

PROGRAMME LEARNING OUTCOMES

Programme Outcomes

Upon successful completion of the M.A. Programme in English at St. Xavier's College, Ranchi, students are expected to demonstrate advanced knowledge and critical understanding of major literary traditions, theoretical frameworks and linguistic concepts. Postgraduates will possess comprehensive familiarity with British, American and Indian literatures across different genres such as poetry, drama and fiction. They will be able to situate literary texts within historical, cultural and ideological contexts and engage with both canonical and non-canonical writings.

Students will develop the ability to apply various literary theories and critical approaches in the interpretation and evaluation of texts. They will be capable of employing postcolonial, ecocritical and contemporary theoretical perspectives to produce nuanced and independent readings. Their engagement with critical essays and theoretical discourses will enable them to participate in advanced academic discussions and debates.

The programme ensures that students acquire strong research skills. They will be able to formulate research questions, conduct systematic literature reviews, apply appropriate research methodologies and present arguments in a coherent and academically sound manner. Through the completion of a dissertation, students will demonstrate originality, analytical depth and adherence to academic conventions, preparing them for doctoral research and other scholarly pursuits.

Postgraduates will also gain proficiency in linguistic analysis. They will be able to analyse phonetic and phonological patterns, examine morphological and syntactic structures, interpret semantic and pragmatic meaning and apply discourse analysis techniques. Knowledge of applied linguistics and ELT will enable them to apply theoretical insights in practical teaching contexts, thereby enhancing their employability in educational institutions and language-related professions.

Furthermore, the programme fosters effective communication skills, both written and oral. Students will be capable of producing well-structured critical essays, research papers and presentations. They will demonstrate clarity of expression, logical reasoning and academic discipline in their work.

In sum, the M.A. Programme in English produces academically competent, research-oriented, linguistically skilled and socially conscious postgraduates prepared for careers in teaching, research, civil services, media, publishing, translation and other professional fields, while also enabling them to pursue advanced scholarly research at national and international levels.

Indira Jha 22.5.26
Amel 22/5/26
Salma 22/5/26
Supriya 22/5/26
Sator 22/05/26
Thomas Durgaling 22/5/26
Shash 22/5/26
Danyo 22/5/26
AS
Syhaan 22/5/26
Charan Bose 22.05.26
Amel 22/5/26

Implemented from Academic Session 2026-27 & Onwards

The Courses in One Year P.G. Programme are as follows.

Table 2: Semester-wise Course Code and Credit Points

Sem	Core, AE/ GE/ DC/ EC & Compulsory FC Courses				Examination Structure		
	Paper	Paper Code	Credit	Name of Paper	Mid Semester Evaluation (F.M.)	End Semester Evaluation (F.M.)	End Semester Practical/ Viva (F.M.)
I	Core Course	CCENG311	4	IKS- Indian Contribution to Language and Literature	30	70	----
	Skill Enhancement Course	ECENG312	4	Applied Linguistics & ELT	30	70	----
	Core Course	CCENG313	4	Contemporary Literary Theory	30	70	----
	Core Course	CCENG314	4	Critical Essays	30	70	----
	Core Course	CCENG315	4	British Poetry	30	70	----
II	Elective	ECENG411	4	A. Morphology and Syntax B. American Literature- I	30	70	----
	Elective	ECENG412	4	A. Semantics, Pragmatics & Discourse Analysis B. American Literature - II	30	70	----
	Core Course	CCENG413	4	British Drama	30	70	----
	Core Course	CCENG414	4	British Fiction	30	70	----
	PROJECT	PRENG415	4	Dissertation/ Project Work/ Teaching Aptitude	----	----	100

Note:

1. Every student has to take any one Value-added course of 2-credits compulsorily in the 1st Semester of PG programme.
2. There is no provision of 'Exit' in the 1-Year PG Programme.

Julie M. Haro
22.5.26

Thomas Sungsungumelo
22/5/26

Shashi
22.5.26

Chenabha
22/5/26

Sahiba
22/5/26

Gordon
22/5/26

Loprija
22/5/26

S. Daneyu
22/5/26

Phangy Bee...
22.05.26

Q8
Sghosh
22/5/26

INSTRUCTIONS TO THE QUESTION SETTER

SEMESTER INTERNAL EXAMINATION (SIE):

The Marks Weightage of a Course: Each non-practical/non-project course shall be of **100 marks** having two components: **70 marks** shall be assigned to the **End Semester University Examination (ESUE)**, conducted by the **College**, and, **30 marks** for **Sessional Internal Assessment (SIA)**, conducted by the **College**.

The marks of SIA shall further break into, 20 for Internal Written Examinations, 05 for Written Assignment/ Seminar presentation and 05 for overall performance of a student including regularity in the class room lectures and other activities of the College.

A. (SIE 20+5=25 marks):

There will be a uniform pattern of questions for mid semester examinations in all the courses and of all the programmes. There will be **two** groups of questions in 20 marks written examinations. **Group A is compulsory** and will contain five questions of **very short answer type** consisting of 1 mark each. **Group B will contain descriptive type five** questions of five marks each, out of which any three are to be answered. Department may conduct Sessional Internal Examinations in other format as per need of the course.

The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 20 Marks. (b) Class Attendance Score (CAS) of 5 marks.

Conversion of Attendance into score may be as follows:

Attendance Upto 45%, 1 mark; 45<Attd.<55, 2 marks; 55<Attd.<65, 3 marks; 65<Attd.<75, 4 marks; 75<Attd, 5 marks.

(Implementation will be done as per examination rules of the College)

END SEMESTER UNIVERSITY EXAMINATION (ESUE):

A. (ESUE 70 marks):

There will be a uniform pattern of questions for all the courses and of all the programmes. There will be **two** groups of questions. **Group A is compulsory** and will contain two questions. **Question No.1 will be very short answer type** consisting of five questions of 1 mark each. **Question No.2 will be short answer type** of 5 marks. **Group B will contain descriptive type** six questions of fifteen marks each, out of which any four are to be answered. The questions will be so framed that examinee could answer them within the stipulated time.

[Note: There may be subdivisions in each question asked in Theory Examinations]

B. (ESUE 100 marks):

Dissertation course would also be of 100 marks but there **shall be no internal written examinations** of the type specified above. The total 100 marks will have two components: The Dissertation shall be of **70 marks and 20 marks will be for the Viva-voce examination** jointly conducted by an external examiner, appointed by the College, and the internal supervisor/guide.

10 marks will be assigned on cumulative assessment of examinee during the semester and will be awarded by the department/faculty concerned.

--- X ---

Implemented from Academic Session 2026-27 & Onwards

Thomas
Dunghing
22/5/26

Sahar
22/5/26

Orange Box
22-05-26

Supriya
22/5/26

Implemanted from Academic Session 2026-27 & Onwards

Shirish
22/5/26

Indi M. Hara
22-5-26

Smile
22/5/26

Shakhi
22/5/26

Satish
22/05/26

Banaji
22/5/26

Al
22/5/26

FORMAT OF QUESTION PAPER FOR MID/ END SEMESTER EXAMINATIONS

Question format for 20 Marks:

Subject/ Code		Exam Year
Time=1 Hr.		
F.M. =20		
General Instructions:		
i. Group A carries very short answer type compulsory questions. ii. Answer 1 out of 2 subjective/ descriptive questions given in Group B . iii. Answer in your own words as far as practicable. iv. Answer all sub parts of a question at one place. v. Numbers in right indicate full marks of the question.		
<u>Group A</u>		
1.		[5x1=5]
i.		
ii.		
iii.		
iv.		
v.		
2.		[5]
<u>Group B</u>		
3.		[10]
4.		[10]
Note: There may be subdivisions in each question asked in Theory Examination.		

Question format for 70 Marks:

Subject/ Code		Exam Year
F.M. =70	Time=3HrS.	
General Instructions:		
i. Group A carries very short answer type compulsory questions. ii. Answer 4 out of 6 subjective/ descriptive questions given in Group B . iii. Answer in your own words as far as practicable. iv. Answer all sub parts of a question at one place. v. Numbers in right indicate full marks of the question.		
<u>Group A</u>		
1.		[5x1=5]
i.		
ii.		
iii.		
iv.		
v.		
2.		[5]
<u>Group B</u>		
3.		[15]
4.		[15]
5.		[15]
6.		[15]
7.		[15]
8.		[15]
Note: There may be subdivisions in each question asked in Theory Examination.		

Implemented from Academic Session 2026-27 & Onwards

6

✓
Slyrosch
22/5/26

SEMESTER I

L. CORE COURSE

[CCENG311]

IKS- INDIAN CONTRIBUTION TO LANGUAGE AND LITERATURE

Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100

Pass Marks: (MSE: 17 + ESE: 28) = 45

(Credits: Theory-04, 60 Hours)

Course Objectives:

The course will seek to achieve the following objectives:

1. To enable students to understand the spirit of the age that produced Indian classical literature from its early beginning till 1100 AD.
2. To enable students to appreciate the pluralistic and inclusive nature of representation in the Indian classical literature.
3. To enable students to relate the classical literature and diverse literary cultures from India, mainly from Sanskrit, but also Tamil, Prakrit and Pali.
4. To enable students to develop comparative perspectives involving various texts from different literary and cultural traditions of the phase of the Indian classical literature.

Course Learning Outcomes:

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

1. explain the eco-socio-political-cultural context of the age that produced Indian classical literature from its early beginning till 1100 AD.
2. appreciate the pluralistic and inclusive nature of Indian classical literature and its attributes.
3. historically situate the classical literature and diverse literary cultures from India, mainly from Sanskrit, but also Tamil, Prakrit and Pali by focusing on major texts in the principal genres.
4. trace the evolution of literary culture(s) in India in its/their contexts, issues of genres, themes and critical cultures
5. understand, analyse, and appreciate various texts with comparative perspectives.

Course Content:

UNIT I Linguistics:

1. An Ecosystem for Sanskrit Language Processing
 2. Components of a Language
 3. Panini's Work on Sanskrit Grammar
 4. Phonetics in Sanskrit
 5. Four Stages of Speech
 6. Patterns in Sanskrit Vocabulary
 7. Basic Concepts in Aṣṭādhyāyī
 8. Logic for Sentence Construction
 9. Importance of Verbs
 10. Role of Sanskrit in Natural Language Processing
- (From Introduction to Indian Knowledge System by B. Mahadevan et al.)

UNIT II Indian Poetics: Rasa (emotion/sentiment), Alankar (ornamentation), Dhvani (suggestion), Vakrokti (obliquity), Riti (style), Auchitva (propriety).

UNIT III Kalidasa: *Meghduta* (Trans. M R Kale, Motilal Banarasidas)

UNIT IV Vishakhadutta: *Mudrarakshasa* (Trans. M R Kale, Motilal Banarasidas)

UNIT V C. Rajagopalachari: *Bhagavad Gita (A Handbook for Students)* (Bharatiya Vidya Bhawan)

Suggested Reading:

1. Bloomsbury Research Handbook of Indian Aesthetics and the Philosophy and Art. Bloomsbury Publications.
2. V S Seturaman, *Indian Aesthetics: An Introduction* (Trinity Publication 2000)
3. Bharata, *Natyashastra*, tr. Manomohan Ghosh, Vol. I, 2nd edn (Calcutta: Granthalaya, 1967)
4. S Radhakrishnan, S. *The Religious Consciousness in Indian Philosophy*, Vol. I, New Delhi: Oxford University Press, 2008, pp. 188-193.
5. Mammata, *Kavyaprakash*
6. V N Raghavan, *An Introduction to Indian Poetics*, Macmillan, 1970
7. Max Muller, *History of Classical Sanskrit Literature*

Implemented from Academic Session 2026-27 & Onwards

~~Shubho~~ ~~Box~~ ~~22/5/26~~ JH Hero 22.5.26
Smelt 22/5/26
~~Black~~ ~~22/5/26~~ ~~Cat~~ ~~22/5/26~~
Danyal Box 22-05-26
Safar 22/5/26
Zurina 22/8/26
Aghosh 22/5/26

II. SKILL ENHANCEMENT COURSE APPLIED LINGUISTICS & ELT

[ECENG312]

Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100

Pass Marks: (MSE: 17 + ESE: 28) = 45

(Credits: Theory-04, 60 Hours)

Course Objectives:

The course will seek to achieve the following objectives:

1. to understand the interplay of language, society, and culture (sociolinguistics), the practical applications of linguistic theory (applied linguistics), and effective methods for teaching English (ELT).
2. to master key terminology and concepts in sociolinguistics, applied linguistics, and ELT.
3. to analyse how social factors (e.g., identity, class, gender) influence language use and variation.
4. to explore practical applications of linguistics in areas like language policy, translation, and education.
5. to develop skills in designing and implementing effective English language teaching strategies.
6. to examine linguistic diversity and its implications for language teaching and learning.
7. to apply sociolinguistic and applied linguistic knowledge to real-world contexts, such as multilingual classrooms or language planning.

Course Learning Outcome:

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

1. identify and analyse sociolinguistic phenomena, such as dialects, code-switching, and language attitudes.
2. apply linguistic theories to address practical issues in language learning, translation, or communication.
3. design and evaluate English language teaching materials and methods tailored to diverse learners.
4. compare language use and teaching approaches across different social and cultural contexts.
5. analyse the impact of social factors on language acquisition and classroom dynamics.
6. address challenges in ELT, such as learner motivation or error correction, using sociolinguistic and applied linguistic principles.
7. critically evaluate theories and methodologies in sociolinguistics, applied linguistics, and ELT.

Course Content:

Unit-I Applied Linguistics: Meaning and Scope; Stylistics; Second Language Teaching- Contrastive Analysis and Error Analysis

Unit-II English Language Teaching: Principles of Teaching English as a Second Language, Methods and Approaches of ELT: Grammar Translation Method, Direct Method, Bilingual Method, Audio-lingual Method, Communicative Approach

Unit-III Audio-Visual Aids, Computer Assisted Language Learning (CALL), English for Specific Purposes (ESP)

Unit-IV Teaching of Language Skills- Listening, Speaking, Reading and Writing;
Teaching of English Grammar, Teaching of Prose, Teaching of Poetry

Suggested Reading:

1. Bell, R.T. (1981). *An Introduction to Applied Linguistics*. London: Batsford Academic & Educational Ltd.
2. Bright, J.A. and McGregor, G.P. (1978). *Teaching English as a Second Language*. Singapore: ELBS & Longman Group Limited
3. Halliday, M.A.K. et al. (1964). *The Linguistics Science and Language Teaching*. London: Longman.
4. Kudchedkar, S. (ed.) (2002). *English Language Teaching in India*. Chennai: Orient Longman
5. Nagaraj, Geetha (1996). *English Language Teaching: Approaches, Methods and Techniques*. Calcutta: Orient Longman.
6. Tickoo, M.L. (2003). *Teaching and Learning English: A sourcebook for Teachers and Teacher-Trainers*. New Delhi: Orient Longman

Implemented from Academic Session 2026-27 & Onwards

Sahar
22/5/20

Aug 22/5/26

2405/26

28/5/26

Julia M. Hero
22.5.26.

Knob 22/5/2018 (11)

normal
sundung
22/5/26

Sumals
2/5/26

Chacki
22/05/20

Sanerjee
22/5/26

Chanya Bora ..
220526

III. CORE COURSE CONTEMPORARY LITERARY THEORY

[CCENG313]

Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100

Pass Marks: (MSE: 17 + ESE: 28) = 45

(Credits: Theory-04, 60 Hours)

Course Objectives:

The course will seek to achieve the following objectives:

1. To enable students to understand the contributions of major literary theorists, particularly of the 20th century.
2. To enable students to sharpen interpretative skills in the light of various theoretical frameworks.
3. To enable students to apply various theoretical frameworks and concepts to literary and cultural texts.
4. To enable students to understand various literary theories and the way they enrich and change our thinking about language, literature and society.
5. To make the students aware of important terms of literary criticism and their meaning.

Course Learning Outcomes:

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

1. have a historical overview of major literary theorists, particularly of the 20th century.
2. show an understanding of historical and philosophical contexts that led to the development of literary theory and its practices.
3. develop awareness of various literary theories and the way they enrich and change our thinking about language, literature and society.
4. historically situate literary theorists whose works had informed and shaped various literary theoretical discourses.
5. identify theoretical concepts with theorists and movements with which they are associated and, in the process, understand their contexts.
6. apply various theoretical frameworks and concepts to literary and cultural texts.
7. evaluate and analyse the strengths and limitations of theoretical frameworks and arguments.
8. sharpen interpretative skills in the light of various theoretical frameworks.
9. apply understanding of literary terms to literary texts in critical evaluation.

Course Content:**Unit-I**

1. Archetypal Criticism
2. Reader-Response and Reception Theory

Unit-II

1. Cultural Studies
2. Postcolonial Theory

Unit-III

1. New Historicism and Cultural Materialism
2. Queer Theory

Unit-IV

1. Ecocriticism
2. Posthumanism

Suggested Reading:

1. Peter Barry- *Beginning Theory*
2. Pramod K. Nayar- *Contemporary Literary and Cultural Theory*
3. Sara Upstone- *Literary Theory: A Complete Introduction*
4. Thomas A. Schmitz- *Modern Literary Theory and Ancient Texts: An Introduction*
5. Lois Tyson- *Critical Theory Today*
6. John Storey- *Cultural Theory and Popular Culture*
7. Edward Said- *Orientalism*
8. Lawrence Buell- *The Environmental Imagination*
9. John McLeod- *Beginning Postcolonialism*

Implemented from Academic Session 2026-27 & Onwards

[Signatures and dates]

IV. CORE COURSE CRITICAL ESSAYS

[CCENG314]

Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100

Pass Marks: (MSE: 17 + ESE: 28) = 45

(Credits: Theory-04, 60 Hours)

Course Objectives:

The course will seek to achieve the following objectives:

1. To introduce students to foundational critical essays and theoretical frameworks that have shaped modern literary criticism.
2. To familiarise students with key thinkers and movements in literary theory, including Structuralism, Psychoanalysis, Feminism, Marxism, and Postmodernism.
3. To enable students to engage critically with complex theoretical texts and interpret literary works using appropriate theoretical approaches.
4. To develop in students an awareness of how ideologies, language, and identity influence literature and its interpretation.
5. To cultivate the ability to read, analyse, and synthesise theoretical arguments in relation to broader literary and cultural studies.

Course Learning Outcomes:

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

1. demonstrate an understanding of key theoretical concepts and their application to literary texts.
2. critically engage with the works of major theorists such as Roland Barthes, Jacques Derrida, Sigmund Freud, Jacques Lacan, Simone de Beauvoir, Frantz Fanon, and Jean-François Lyotard.
3. analyse literary texts through various critical lenses such as psychoanalysis, feminism, structuralism, poststructuralism, and postcolonialism.
4. articulate informed and theoretically grounded arguments in written and oral forms.
5. evaluate the relevance and limitations of different theoretical perspectives in understanding literature and cultural texts.

Course Content:

Unit 1:

Sigmund Freud:	"Creative Writers and Day-Dreaming"
T.S. Eliot:	"Tradition and the Individual Talent"

Unit II:

Virginia Woolf:	"Modern Fiction"
George Orwell:	"Politics and the English Language"

Unit III:

Roland Barthes:	"The Death of the Author"
Elaine Showalter:	"Towards a Feminist Poetics"

Unit IV:

Chinua Achebe:	"An Image of Africa"
A. K. Ramanujan:	"Is There an Indian Way of Thinking?"

Suggested Reading:

1. George Watson: *The Literary Critics*
2. David Daiches, *Critical Approaches to Literature*
3. A Bosker, *Literary Criticism in the Age of Johnson*
4. George Saintsbury, *A History of English Criticism*
5. Terry Eagleton, *Literary Theory: An Introduction* (Oxford: Blackwell, 2008)
6. Peter Barry, *Beginning Theory* (Manchester: Manchester University Press, 2002)
7. Patricia Waugh, (ed.), *Literary Theory and Criticism*, Oxford University Press, 2006
8. Chris Baldick, *Criticism and Literary Theory*
9. David Lodge, *Modern Criticism and Theory*

Implemented from Academic Session 2026-27 & Onwards

Chandra 22/5/26
 Sushila 22/5/26
 Ananya Box 22-05-26
 Supriya 22/5/2026
 Inli M Hero 22.5.26
 Implemented from Academic Session 2026-27 & Onwards
 Sagar 22/05/26
 Thomas Gundung 22/5/26
 Anchi 22/05/26
 Danyie 22/5/26
 Sushila 22/5/26
 10

V. CORE COURSE
BRITISH POETRY

[CCENG315]

Marks: 30 (MSE: 20 Th. 1Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100

Pass Marks: (MSE: 17 + ESE :28) = 45

(Credits: Theory-04, 60 Hours)

Course Objectives:

The course will seek to achieve the following objectives:

1. To develop students' understanding of poetic forms, techniques and stylistic features
2. To encourage critical and analytical engagement with poetic texts.

Course Learning Outcomes:

At the end of the course the student should be able to

1. Identify, distinguish and appreciate the different forms of poetry as written in different literary Ages.
2. Demonstrate knowledge of major British poets, poetic movements and literary traditions.
3. Produce coherent and analytical responses to poetic texts in discussion and writing.

Course Content:

Unit	Author	Work
Unit – I	Geoffrey Chaucer	<i>The Nun's Priest's Tale</i>
	Edmund Spenser	<i>The Faerie Queene</i> (Book I)
	John Milton	<i>Paradise Lost</i> (Book I)
	Alexander Pope	<i>An Epistle to Dr. Arbuthnot</i>
Unit – II	William Wordsworth	"Lines Composed a Few Miles above Tintern Abbey"
	John Keats	"Ode to a Nightingale"
	Alfred L. Tennyson	"Select Cantos from In Memoriam– nos. 6,7,54,55,106,130,131"
Unit – III	Gerard Manley Hopkins	"Pied Beauty"
	W. B. Yeats	"Sailing to Byzantium"; "Easter 1916"
	T. S. Eliot	<i>The Waste Land</i>
Unit – IV	Philip Larkin	<i>The Whitsun Weddings</i>
	W. H. Auden	"The Unknown Citizen"
	Seamus Heaney	"Digging"
	Carol Ann Duffy	"Medusa"

Suggested Reading:

1. M. H. Abrams – *The Mirror and the Lamp* (Romantic theory and literary criticism)
2. M. H. Abrams (ed.) – *The Norton Anthology of English Literature* (period introductions & notes)
3. David Daiches – *A Critical History of English Literature*
4. Cleanth Brooks & Robert Penn Warren – *Understanding Poetry*
5. Northrop Frye – *Anatomy of Criticism*

Implemented from Academic Session 2026-27 & Onwards

SEMESTER II

I. ELECTIVE COURSE-A
MORPHOLOGY AND SYNTAX

[ECENG411A]

Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100

Pass Marks: (MSE: 17 + ESE: 28) = 45

(Credits: Theory-04, 60 Hours)

Course Objectives:

The course will seek to achieve the following objectives:

1. to understand the structure and formation of words (morphology) and sentence construction (syntax).
2. to master key morphological and syntactic terminology and concepts.
3. to analyse word formation processes (e.g., inflection, derivation, compounding), explore syntactic structures, including phrase structure rules and sentence types.
4. to develop skills in morphological and syntactic analysis using theoretical frameworks.
5. to examine variation in morphological and syntactic systems across languages.
6. to apply morphological and syntactic knowledge to areas like language teaching or linguistic research.

Course Learning Outcomes:

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

1. identify and describe morphological processes (e.g., affixation, compounding) in various languages.
2. analyse sentence structures using syntactic trees and phrase structure rules.
3. apply morphological and syntactic theories to analyse linguistic data.
4. compare morphological and syntactic patterns across languages and dialects.
5. produce accurate morphological segmentations and syntactic parses of sentences.
6. address practical issues (e.g., error analysis in language learning) using morphological/syntactic knowledge.
7. critically evaluate different morphological and syntactic theoretical frameworks.

Course Content:

Unit- I:

Morphology: Morpheme, Morph, Allomorph, Portmanteau Morph; Types of Morphemes- Free and Bound, Inflectional and Derivational; Types of Allomorphs- Phonologically, Lexically and Grammatically conditioned allomorphs; Lexeme and Word; Types of Words- Simple, Compound and Complex; Various Processes of Word Formation;

Word Classes: Parts of Speech: Content words and Structure Words.

Unit- II:

Syntax: Form and Function; Formal Labels- Lexical Category and Phrasal Category; Functional Labels- Subject, Predicate, Object, Complement, Adjunct; Basic Sentence Patterns; Difference between Traditional Grammar, Structural Grammar and T.G. Grammar; PS Rules and limitations; TG Grammar- Basic principles, Deep and Surface Structure; Transformational Rules: Subject-Auxiliary Inversion, Negative placement, Do Insertion, Wh-Movement, NP- Movement; Affix Hopping.

Unit-III:

Application: Morphological structure of words; Structure of Phrases and Sentences using labeled tree diagram.

Suggested Reading:

1. Freidin, R. (1992). *Foundations of Generative Syntax*. Cambridge, Mass: MIT Press
2. Haegeman, L. (2009). *Theory and Description in Generative Syntax*. Cambridge: Cambridge University Press.
3. Radford, Andrew (1981). *Transformational Syntax*. (Chapters 1-4 only). Cambridge: Cambridge University Press.
4. Radford, Andrew (1988). *Transformational Grammar* (Chapter 4-10 only). Cambridge: Cambridge University Press.
5. Sharma, R.K. (2014). *Fundamentals of Linguistics*. New Delhi: Atlantic Press
6. Syal, Pushpinder and Jindal, D.V (1998). *An Introduction to Linguistics: Language, Grammar and Semantics*. New Delhi: Prentice Hall India Pvt. Ltd.
7. Thakur, D. *Linguistics simplified: Morphology*.
8. Thakur, D. *Linguistics Simplified: Syntax*. Patna: Bharati Bhawan
9. Verma, S.K. and Krishnaswamy, N (1989). *Modern Linguistics: An Introduction*. Madras: Oxford University Press.
10. O'Grady, W. et al. (1991). *Contemporary Linguistics: An Introduction*. New York: St. Martin's Press.

Implemented from Academic Session 2026-27 & Onwards

Implemented from Academic Session 2026-27 & Onwards

Thomas
24/5/26
22/5/26
 mlu M How
22.5.26
 Amels
21/5/26
 Alachi
22/05/26
 Sato
21/5/26
 Supriya
22/5/26
 Banerji
22/5/26
 12
 28
 Sushash
22/5/26

OR ELECTIVE COURSE-B
AMERICAN LITERATURE-I
 (Colonial Period to 1900)

[ECENG411B]

Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100

Pass Marks: (MSE: 17 + ESE: 28) = 45

(Credits: Theory-04, 60 Hours)

Course Objectives:

The course will seek to achieve the following objectives:

1. Introduce students to the major writers and literary movements in American Literature from the Colonial Period to 1900.
2. Familiarise students with the historical, political, religious, and cultural contexts that shaped early American writing.
3. Develop an understanding of Puritanism, Transcendentalism, Romanticism, Realism, and Naturalism.
4. Examine the evolution of American identity through literature.
5. Encourage critical reading and interpretation of prose, poetry, and drama.
6. Enhance students' analytical and interpretative skills through textual study.

Course Learning Outcomes:

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

1. Identify major authors, texts, and literary movements from the Colonial period to 1900.
2. Explain the influence of historical events such as colonisation, the American Revolution, slavery, and the Civil War on literary production.
3. Analyse representative texts using appropriate literary terms and critical approaches.
4. Differentiate between major literary movements such as Puritanism, Transcendentalism, Romanticism, and Realism.
5. Interpret themes such as freedom, individualism, nature, democracy, slavery, and the American Dream.
6. Demonstrate improved skills in critical thinking, academic writing, and textual analysis.
7. Evaluate the development of a distinct American literary voice.

Course Content:**Unit – I**

Historical Background:

1. American Literature During the Colonial and Revolution Periods
2. The Making of American Literature 1800-1865
3. The Development of American Literature 1865-1900

Unit-IIRalph Waldo Emerson: *Self-Reliance***Unit-III**Nathaniel Hawthorne: *The Scarlet Letter***Unit-IV**Henry James: *The Portrait of a Lady***UNIT-V**

Walt Whitman: "Ethiopia Saluting the Colours"
 Emily Dickinson: "Because I could not stop for Death"

Suggested Reading:

1. Kathryn Vanspankeren – *Outline of American Literature*, the United States Department of State
2. Richard Gray - *A Brief History of American Literature*, Wiley Blackwell
3. James D. Heart & Philip Leininger – *The Oxford Companion to American Literature*, OUP

Implemented from Academic Session 2026-27 & Onwards

Inhi M. How 22.5.26.
 Thomas Sunjlung Swets 22/5/26
 Ananya Box 22.05.26
 Sushruti 22/5/26
 Aash 22/5/26
 Ashish 22/5/26
 AS
 13

II. ELECTIVE COURSE-A

[ECENG412A]

SEMANTICS, PRAGMATICS & DISCOURSE ANALYSIS

Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100

Pass Marks: (MSE: 17 + ESE: 28) = 45

(Credits: Theory-04, 60 Hours)

Course Objectives:

The course will seek to achieve the following objectives:

1. to understand the principles of meaning in language (semantics), context-dependent meaning (pragmatics), and text organisation (discourse analysis).
2. to master key terminology and concepts in semantics, pragmatics, and discourse analysis.
3. to analyse lexical and sentential meaning, including sense, reference, and entailment.
4. to explore how context, implicature, and speech acts shape pragmatic meaning.
5. to examine discourse structures, coherence, and cohesion in spoken and written texts.
6. to develop skills in analysing semantic, pragmatic, and discourse phenomena using theoretical frameworks.
7. to apply knowledge to real-world contexts, such as communication, translation, or language teaching.

Course Learning Outcomes:

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

1. Describe and analyse semantic properties like synonymy, antonymy, entailment, and ambiguity.
2. Identify and interpret pragmatic phenomena, including implicatures, presuppositions, and speech acts.
3. Analyse discourse features, such as coherence, cohesion, and narrative structure, in texts.
4. Apply semantic and pragmatic theories to interpret meaning in diverse linguistic contexts.
5. Compare semantic, pragmatic, and discourse patterns across languages and cultures.
6. Address practical issues, such as miscommunication or translation challenges, using relevant concepts.
7. Critically evaluate theories and approaches in semantics, pragmatics, and discourse analysis.

Course Content:

Unit-I

Semantics: Basic Concepts in Semantics; Sentence, Utterance, Proposition, Entailment, Presupposition, Sense and Reference, Denotation and Connotation; Referential, Non- Referential and Generative theories of Meaning

Lexical Relations: Synonymy, Antonymy, Homonymy (Homonyms, Homophones and Homographs), Hyponymy, Prototypes, Polysemy, Metonymy, Collocation

Unit-II

Ambiguity and its types; The Semantics of Sentence Elements: Predicators and Arguments; Semantic Roles- Agent, Experiencer, External Causer, Attribute, Affected, Resultant, Eventive, Recipient, Beneficiary, Instrument, Location, Goal, Source, Temporal

Unit-III

Pragmatics: Relationship between Semantics and Pragmatics; Context, Deixis, Reference and Anaphora, Implicature, Presupposition, Speech Acts, Politeness
Discourse Analysis: Interpreting Discourse, Conversation analysis, The Co-operative Principle, Background Knowledge

Unit-IV Application: Identification and Explanation of Ambiguity in Sentences.

Suggested Reading:

1. Allison, Desmond. (1999). *Language Testing and Evaluation: An Introductory Course*. Singapore: National University of Singapore.
2. Bell, R.T.(1981). *An Introduction to applied linguistics*. London: Batsford Academic & Educational Ltd.
3. Bright, J.A. and McGregor, G.P. (1978). *Teaching English as a Second Language*. Singapore: ELBS & Longman Group Limited
4. Cook, V. (ed.) (2003). *Effects of the L2 on the L1*. Clevedon: Multilingual Matters.
5. Halliday, M.A.K. et al. (1964). *The Linguistics Science and Language Teaching*. London: Longman.
6. Kudchedkar, S. (ed.) (2002). *English Language Teaching in India*. Chennai: Orient Longman
7. Nagaraj, Geetha (1996). *English Language Teaching: Approaches, Methods and Techniques*. Calcutta: Orient Longman.
8. Tickoo, M.L. (2003). *Teaching and Learning English: A sourcebook for Teachers and Teacher-Trainers*. New Delhi: Orient Longman

Implemented from Academic Session 2026-27 & Onwards

14

Implemented from Academic Session 2026-27 & Onwards

Anand 22/5/2026
 Inhi JH How 22.5.26
 Thomas Sungdung 22/5/26
 Nishi 22/5/26
 Suresh 22/5/26
 Sanku 22/5/26
 Suresh 22/5/2026
 Pravin 22/5/26
 14
 Sushash 22/5/26

OR ELECTIVE COURSE-B
AMERICAN LITERATURE-II
(1900 to Contemporary Period)

[ECENG412B]

Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100

Pass Marks: (MSE: 17 + ESE: 28) = 45

(Credits: Theory-04, 60 Hours)

Course Objectives:

The course will seek to achieve the following objectives:

1. Introduce students to major American writers and literary movements from 1900 to the contemporary period.
2. Develop understanding of Modernism, the Harlem Renaissance, Postmodernism, and contemporary literary trends.
3. Examine the impact of major historical events such as the World Wars, the Great Depression, the Civil Rights Movement, and globalisation on American literature.
4. Explore themes such as identity, race, gender, alienation, consumerism, multiculturalism, and the American Dream.
5. Encourage critical engagement with diverse literary forms including poetry, drama, fiction, and essays.
6. Enhance students' analytical, interpretative, and academic writing skills.

Course Learning Outcomes:

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

1. Identify major authors, texts, and literary movements in American literature from 1900 to the present.
2. Explain the socio-political and cultural contexts influencing 20th and 21st century American writing.
3. Analyse literary texts using appropriate critical concepts and terminology.
4. Distinguish between literary movements such as Modernism, the Harlem Renaissance, Postmodernism, and Contemporary literature.
5. Interpret themes such as fragmentation, identity crisis, race relations, feminism, existentialism, and globalisation.
6. Evaluate the contributions of diverse voices, including African American, Native American, Asian American, and women writers.
7. Demonstrate critical thinking, comparative analysis, and effective academic writing skills.

Course Content:

Unit-I

Historical Background:

1. The Emergence of Modern American Literature
2. American Literature since 1945

Unit-II

William Faulkner:

The Sound and the Fury

Unit-III

Arthur Miller:

Death of a Salesman

Unit-IV

Harper Lee:

To Kill a Mockingbird

Unit-V

Robert Frost:

"Mending Wall"

Langston Hughes:

“Harlem”

Sylvia Plath:

"Lady Lazarus"

Suggested Reading:

1. *A Brief History of American Literature* by Richard Gray
2. *A History of American Literature* by Richard Gray

Implemented from Academic Session 2026-27 & Onwards

III. CORE COURSE BRITISH DRAMA

[CCENG413]

Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100

Pass Marks: (MSE: 17 + ESE: 28) = 45

(Credits: Theory-04, 60 Hours)

Course Objectives:

The course will seek to achieve the following objectives:

1. To familiarise students with the evolution of British Drama through different literary Ages
2. To develop an understanding of dramatic structure, characterization, dialogue and stagecraft.

Course Learning Outcomes:

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

1. See how drama plays out the social, economic and political concerns of the age, along with timeless themes of human nature and its concerns.
2. Demonstrate knowledge of major playwrights, dramatic movements and traditions in British Drama.

Course Content:

UNIT-I	William Shakespeare:	<i>The Tempest</i>
UNIT-II	John Galsworthy:	<i>Strife</i>
UNIT-III	G.B. Shaw:	<i>Man and Superman</i>
UNIT-IV	Samuel Beckett	<i>Waiting for Godot</i>

Suggested Reading:

1. Frank Kermode (ed.) – *The Tempest* (Arden Shakespeare Introduction)
2. Peter Raby (ed.) – *The Cambridge Companion to Oscar Wilde*
3. John Russell Taylor – *Anger and After*
4. Martin Esslin – *The Theatre of the Absurd*

Sachin
22/5/26
Julia J. How
22.5.26
Smeli
22/5/26
Supriya
22/5/2026
Shreyas
22.05.26
Thomas Dingdung
22/5/26
Shash
22/5/26
Samyaji
22/5/26
Tha
22/5/2026
Shresh
22/5/26

IV. CORE COURSE
BRITISH FICTION

[CCENG414]

Marks: 30 (MSE: 20 Th. 1Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100

Pass Marks: (MSE: 17 + ESE :28) = 45

(Credits: Theory-04, 60 Hours)

Course Objectives:

The course will seek to achieve the following objectives:

1. To familiarise students with works of fiction that are classics of the genre.
2. To inculcate in students a critical understanding of the genre.

Course Learning Outcomes:

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

1. Analyse major themes, characters, and narrative techniques in the prescribed texts.
2. Explain the historical and literary contexts of Victorian, Modernist, and Post-war fiction and their influence on the development of the novel.
3. Interpret key concerns such as social mobility, imperialism, identity, morality, and the conflict between civilisation and savagery.
4. Demonstrate critical thinking and academic writing skills through informed textual analysis and comparative evaluation of the prescribed novels.

Course Content:

UNIT-I Thomas Hardy:	<i>Jude the Obscure</i>
UNIT-II Joseph Conrad:	<i>Heart of Darkness</i>
UNIT-III James Joyce:	<i>Ulysses</i>
UNIT-IV William Golding:	<i>Lord of the Flies</i>

Suggested Reading:

1. M. H. Abrams – *A Glossary of Literary Terms*
2. David Daiches – *A Critical History of English Literature*
3. Terry Eagleton – *The English Novel: An Introduction*
4. Edward Said – *Culture and Imperialism*
5. Malcolm Bradbury & James McFarlane (eds.) – *Modernism: A Guide to European Literature 1890–1930*

Implemented from Academic Session 2026-27 & Onwards

V. PROJECT

[PRENG415]

DISSERTATION/ PROJECT/ TEACHING APTITUDE

Marks: 30 (MSE: 20 Viva + 5 Attd. + 5 RENGrd) + 70 (ESE Pr: 6 Hrs) = 100

Pass Marks: = 45

(Credits: Theory-04, 120 Hours)

Guidelines to Examiners for End Semester Examination (ESE):

Evaluation of project dissertation work may be as per the following guidelines:

Project model (if any) and the Project rENGrd notebook = 70 marks
 Project presentation and viva-voce = 30 marks

Overall project dissertation may be evaluated under the following heads:

- Motivation for the choice of topic
- Project dissertation design
- Methodology and Content depth
- Results and Discussion
- Future Scope & References
- Presentation style
- Viva-voce

Course Objectives:

This course aims to equip students with the ability to conduct independent academic research by engaging them in dissertation or project work based on their area of interest in English. It encourages analytical thinking, structured inquiry, and application of economic theories to real-world issues. Through guided supervision and hands-on research experience, students will develop essential skills such as topic formulation, data handling, academic writing, and critical evaluation.

Course Learning Outcomes:

By the end of the course, students will be able to identify a relevant research topic, conduct a literature review, formulate research questions or hypotheses, collect and analyse data, and present their findings in a clear and systematic manner. They will gain experience in writing a research report using standard academic formats and referencing styles. Students will also enhance their understanding of the research process and develop skills required for future academic, policy-based, or field-level work in English.

Course Content:**UNIT: Dissertation / Project Work**

Topic selection and research proposal preparation, identification of research problems, defining objectives and hypotheses, review of existing literature, construction of conceptual framework, research design formulation, collection and classification of data—primary and secondary, basic statistical and qualitative analysis, interpretation of findings, preparation of charts and tables, structure and writing of dissertation or project report, referencing and citation (MLA or approved format), submission of final work, presentation and viva-voce before a panel.

Each student has to submit two copies of hard bound dissertation work (along with the raw data), duly forwarded by the HOD of Department concerned.

The paper may involve:

- Laboratory research/ Field work/ Lab work related to the project.
- Survey research, Case Study or any other type of Psychological research
- One Large study/ Experiment or several studies/ Experiments depending on the objectives of the research.
- The writing of dissertation must be in accordance with the Publication Manual of the MLA and should be within 80 to 100 pages including references and appendices.
- Content must be typed in Font: Times New Roman with Line Spacing: 2.0 and Font Size 12 points.

Presentation of project work in the seminar on the assigned topic in the Department of English, St. Xavier's College Ranchi & open viva there on.

Topics: As decided by the Supervisor/Guide

Implemented from Academic Session 2026-27 & Onwards

Handwritten signatures and dates at the bottom of the page include:

- Saikh 22/5/26
- Ranjana 22.05.26
- Shah 22/05/26
- Supriya 22/5/26
- Choudhary 22/5/26
- Juhi 22.5.26
- Thomas 22/5/26
- Sunglung 22/5/26
- Danceja 22/5/26
- 18
- 22/5/26