



जननायक चन्द्रशेखर विश्वविद्यालय, बलिया  
Jananayak Chandrashekhar University, Ballia

A State University established under Uttar Pradesh State University Act 1973



## Curriculum in Accordance with National Education Policy - 2020

<b>Programme Name:</b>	Undergraduate (Bachelor of Arts)
<b>Subject:</b>	English



*(Effective from the Academic Session: **2024-25**)*

**Faculty of Language**

**Department of English**

**Jananayak Chandrashekhar University, Ballia**

*Shaheed Smarak, Near Surha Taal, Basantpur, Ballia - 277301, Uttar Pradesh, India*

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**About the Department:**

The Department of English was established in 2020. The cornerstone of faculty of languages at JNCU, the department offers two-year postgraduate programme. Additionally, the department offers doctoral programme also. The Department intends to create and provide an academically vibrant ambience to its students and researchers. In addition to the classroom pedagogical tools, the faculties of the department impart soft-skills training to the students of Masters of Arts to empower them to qualify many competitive examinations in the techno-global era. The department aims to offer P.G. diploma courses in various vocational domains such as translation studies, creative writing and professional communication skills, etc. The department has one Associate Professor, and three Assistant Professors. We are committed to excellence in teaching, scholarship, and service. We uphold the following mission and vision:

**Vision**

- To foster knowledge and a love for literature and language in students.
- To impart a variety of literary, analytical, pedagogical, and theoretical skills.
- To encourage students to think profoundly and to reflect on what they have learned.
- To develop autonomy among the students for an effective Learning Outcome.

**Mission**

- Reinforcing the liberal education to students by developing an extended comprehension of literature and language.
- Developing critical thinking in reading, creative and critical writings.
- Evaluating the rigorous and comprehensive study of literature and language.
- Participating in society as informed and responsible citizens.

**Programme Specific Objective (PSOs):**

Programme Specific Objectives are mentioned as follows:

- To enhance their comprehension of literary works written in the English language;
- To get a comprehensive grasp of the sociocultural background of literature produced globally; to acquire knowledge of literary devices and strategies;
- To build a linguistic bridge between the vernacular and English and other languages;
- To expand their comprehension and analytical skills beyond textual interpretations; and
- To cultivate their creative prowess to become creative writers.

**Programme Specific Outcome (PSOs):**

On completing this programme, the students will be able to-

- Display an extensive and well-organized body of knowledge and apply it to the identification and resolution of linguistic and literary issues.
- Introduce them to the literature of many nations in order to foster in them a sense of cultural tolerance.
- Offer a comprehensive viewpoint on matters pertaining to literature, language, and translation.
- To assist them become proficient in the art of translating into English and to strengthen their critical reading, writing, and interpretation skills.
- Recognize the impact of different ideologies and discuss their viewpoints in light of the current circumstances.

**Title: Bachelor of Arts**

**Applicability:** 2024-25 Onwards

**Affiliation:** JNCU, Ballia

**Duration:** 3/4 Years (6/8 Semesters)

**Seats:** As per the University norms

**Minimum Eligibility for Admission:** 10+2 (in any Discipline)

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**Admission Procedure:** Direct on Merit Basis / Entrance Test can be conducted if applications are received double in number against the sanctioned seats.

**Medium of Instructions:** English

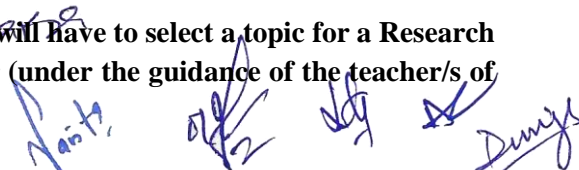
**Attendance:** UGC/ As per the University Norms.

### Semester-wise Course Structure

Year	Sem	Course Code	Paper Title	Theory/ Practical	Credits	Total Credit
1 <sup>st</sup>	I	A040101T	English Prose and Writing Skills	Theory	06	6
	II	A040201T	English Poetry	Theory	06	6
2 <sup>nd</sup>	III	A040301T	British and American Drama	Theory	06	6
	IV	A040401T	Indian Literature in Translation	Theory	06	6
3 <sup>rd</sup>	V	A040501T	History of English Literature	Theory	05	10
		A040502T	Fiction	Theory	05	
	VI	A040601T	Indian & New Literatures in English	Theory	05	10
		A040602T/ A040603T	<b>Optional (any one):</b> Literature in Films & Media Studies / Media and Journalistic Writing	Theory	05	
4 <sup>th</sup>	VII	A040701T	English Literature from Chaucer to Shakespeare	Theory	5	20
		A040702T	English Literature from Donne to Blake	Theory	5	
		A040703T	English Literature from Wordsworth to	Theory	5	
		A040704T	Elementary Linguistics and the Structure of English	Theory	5	
	VIII	A040801T	Twentieth Century Literature	Theory	5	20
		A040802T	Literary Criticism	Theory	5	
		A040803T/ A040804T	<b>Optional (any one):</b> American and Canadian Literature/ Introduction to Eco-Critical Studies	Theory	5	
		A040805T/ A040806T	<b>Optional (any one):</b> Indian English Literature / New Literatures in English	Theory	5	

**Note:**

- स्नातक के 5वें सेमेस्टर में प्रत्येक विद्यार्थी को उसके द्वारा चुने गए दो विषयों में से किसी एक विषय (सम्बंधित विषय के शिक्षक/कों के दिशा-निर्देशन) में माइनर रिसर्च प्रोजेक्ट (एमआरपी) के लिए एक शीर्षक का चयन करना होगा जिसे वह पूर्ण करके 6वें सेमेस्टर में मूल्यांकन के लिए जमा करेगा।
- In the 5th semester of graduation, every student has to select a topic for a Minor Research Project (MRP) in any one of the two subjects chosen by him/her (under the guidance of the teacher/s of the concerned subject) which he/she has to complete and submit it for evaluation in 6th semester.
- स्नातक के 7वें सेमेस्टर में प्रत्येक विद्यार्थी को उसके द्वारा चुने गए विषय से (सम्बंधित विषय के शिक्षक/कों के दिशा-निर्देशन) में रिसर्च प्रोजेक्ट (आरपी) के लिए एक शीर्षक का चयन करना होगा जिसे वह 8वें सेमेस्टर में पूर्ण कर मूल्यांकन हेतु जमा करेगा।
- In the 7th semester of graduation, every student will have to select a topic for a Research Project (RP) from the subject chosen by him/her (under the guidance of the teacher/s of



the concerned subject) which he/she has to complete and submit it for evaluation in 8th semester.

**Subject Pre-requisites**

- Open to all

**Evaluation Pattern:**

<b>For Internal Assessments</b>		
<b>MM: 25</b>	<b>1. Written Test (Time Duration –1 Hour)</b> Three questions carrying 5 marks each to be attempted.	<b>3x5=15</b>
	<b>2. Evaluation of the Assignments/Quiz/Presentations</b> (To be assigned by the course coordinators/teachers)	<b>05</b>
	<b>3. Attendance</b> i. 75% and below: 00 Marks ii. >75% and up to 80%: 01 marks iii. >80% and up to 85%: 02 marks iv. >85% and up to 90%: 03 marks v. >90% and up to 95%: 04 marks vi. >95% and up to 100%: 05 marks	<b>05</b>
	<b>Total (A)</b>	<b>15+5+5=25</b>
<b>For External Assessment</b>		
<b>MM: 75</b>	<b>Time Duration –2 Hours</b>	
	<p>Time- 2:00 Hours <span style="float: right;">Maximum Marks: 75</span>            Note: Attempt questions as directed.</p> <p style="text-align: center;"><b>Section- A</b> (Very Short Answer Type Questions)</p> <p>Note: Answer all questions. Answer of each question should not exceed 100 words. <span style="float: right;">5X3=15</span></p> <p>1. (a) _____            (b) _____            (c) _____            (d) _____            (e) _____</p> <p style="text-align: center;"><i>[Paper setter should note that there must be at least one questions from each unit]</i></p> <p style="text-align: center;"><b>Section – B</b> (Short Answer Type Questions)</p> <p>Note: Answer any five questions. Answer of each question should not exceed 200 words. <span style="float: right;">5X6=30</span></p> <p>2. (a) _____            (b) _____            (c) _____            (d) _____            (e) _____            (f) _____            (g) _____            (h) _____</p> <p style="text-align: center;"><i>[Paper setter should note that there must be at least two questions from each unit]</i></p> <p style="text-align: center;"><b>Section – C</b> (Long Answer Type Questions)</p> <p>Note: Answer any Two questions. Answer of each question should not exceed 500 words. <span style="float: right;">2X15=30</span></p> <p>Unit- I</p> <p>3. _____</p> <p style="text-align: center;">OR</p> <p>UNIT II</p> <p>4. _____</p> <p style="text-align: center;">OR</p> <p>UNIT III</p> <p>5. _____</p> <p style="text-align: center;">OR</p> <p>UNIT IV</p> <p>6. _____</p>	
	<b>Total (B)</b>	<b>75</b>
<b>Grand Total (A)+(B)</b>		<b>75+25=100</b>

# Syllabus

## B.A. (First Year)

<b>Semester</b>	<b>First</b>		
<b>Course Code</b>	<b>A040101T</b>		
<b>Course Title</b>	<b>English Prose and Writing Skills</b>		
<b>Credit</b>	<b>06</b>	<b>Maximum Marks</b>	<b>100</b>
<b>Course Objective:</b> <b>The course aims to:</b> <ul style="list-style-type: none"><li>• Introduce the students to the evolution and development of English Prose.</li><li>• Encourage critically, informed readings of the key texts and thematic preoccupations of prose writers of these eras.</li><li>• Help the students appreciate the literature of the age concerning the major exponents of prose.</li><li>• Give an overview of the major works of the age and cultivate interest in them.</li><li>• Sharpen their critical skills and enable them to see their relevance in the present context.</li></ul>			
<b>Learning Outcomes:</b> <b>After successful completion of the syllabus, learners will be able to:</b> <ul style="list-style-type: none"><li>• Understand Indian English Writing as a new form of Indian culture and voice in which India converses regularly. They will be able to understand contributions of various authors in the growth of Indian English Writing.</li><li>• Analyse the difference in the prose techniques of different writers like Addison, Lamb and Bacon.</li><li>• Make use of word choices, word order, figurative language and imagery to convey meaning/emotion.</li><li>• Perform basic functions of a word processor, Excel spreadsheet and PowerPoint presentation practically.</li></ul>			
<b>Unit</b>	<b>Course Content</b>		
<b>I</b>	<b>An Introduction to Indian Writing in English:</b> Raja Ram Mohan Roy, Sri Aurobindo, Rabindranath Tagore, R. K. Narayan, Mulk Raj Anand, Raja Rao, Sarojini Naidu, Kamala Das, and Nayantara Sahgal etc. and their contribution towards the growth of Indian writing in English.		
<b>II</b>	<b>Elements of Short Story:</b> Plot, Characterization, Narrative Technique and Structure <b>Types of Prose &amp; Prose Style:</b> Autobiography, Biography, Memoir; Travelogue; Periodical Essay; Formal Essay; Personal Essay. <b>Prose Devices:</b> Theme; Point of View; Imagery; Tone or Mood; Analogy, Anecdote; Antithesis; Aphorism; Diction; Humour and Pathos.		
<b>III</b>	<b>Short Stories</b> <ol style="list-style-type: none"><li>1. O' Henry - "The Last Leaf"</li><li>2. Anton Chekhov - "The Lament"</li><li>3. R.K Narayan - "Under the Banyan Tree"</li><li>4. Mulk Raj Anand - "The Barber's Trade Union"</li></ol> <b>Prose</b> <ol style="list-style-type: none"><li>1. Francis Bacon— * "Of Studies"</li><li>2. Charles Lamb--* "Dream Children"</li><li>3. Joseph Addison--* "Sir Roger at Church"</li><li>4. A.P.J. Kalam- * "Patriotism Beyond Politics &amp; Religion" (from <i>Our Ignited Minds</i>)</li></ol>		

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**Computer & Writing skills in English**

1. Power Point Presentation
2. Letter writing – formal, informal/ Letters of Inquiry/Complaints, Grievance Redressal Letters & Right to Information (RTI)
3. Preparing Resumes/CV using Microsoft Word/ Letter of Acceptance/ Resignation (Job); Online Writing (Content Writing, Effective E-mail Writing)

**Suggested Readings:**

Boulton, M. *The Anatomy of Prose*. Kalyani, New Delhi, 1982.  
Chambers, E. *The Development of English Prose*. OUP, 1957.  
Daiches, D. *A Critical History of English Literature Vol. I & II*. Supernova Publishers, 2010.  
Das, Dilip K. *et. al. Anthology of Modern English Prose*. Laxmi Publications, 2016.  
Dept. of English & MEL, Univ. of Lucknow. *Forms of English Prose*. OUP, 1997.  
Dept. of English & MEL, Univ. of Allahabad. *Anthology of Modern Prose*. OUP, 2001.  
Dorner, J. *Writing for the Internet*. OUP, 2002.  
Gross, John. *The New Oxford Book of English Prose*. OUP, 2022.  
Kalam, A.P.J. *Ignited Minds: Unleashing the power within India*. Penguin, 2014.

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<b>Semester</b>	<b>Second</b>		
<b>Course Code</b>	<b>A040201T</b>		
<b>Course Title</b>	<b>English Poetry</b>		
<b>Credit</b>	<b>06</b>	<b>Maximum Marks</b>	<b>100</b>

**Course Objective:**

**The course aims to:**

- Introduce the students to the literary compositions of the Victorian age.
- Provide knowledge and understanding of various literary texts and thematic preoccupations of poets and writers of the 16th, 17th, 18th 19th, and 20th centuries.
- Help the students differentiate various forms of arts during these ages/eras.
- Give an overview of the major works of the age and cultivate interest in them.
- Develop critical skills and enable them to see their relevance in the present context.

**Learning Outcomes:**

**After successful completion of the syllabus, learners will be able to:**

- Understand the basic terminology and practical elements of poetry.
- Identify the representative poets and writers of 16th, 17th, 18th and 19th and 20th century.
- Identify the devices used by the poet, the mood, the atmosphere, the voice, the stanza form, and rhyme pattern and metre scheme.
- Examine the difference between Shakespearean and Miltonic sonnet forms.
- Comprehend the experimental poetry of Metaphysical age and the characteristics of Neo-classical poetry.

<b>Unit</b>	<b>Course Content</b>
<b>I</b>	<p><b>Forms, Stanza Forms and Poetic Device</b> The Sonnet; The Elegy; The Ode; The Epic; The Ballad; The Lyric; The Dramatic Monologue; Allegory</p> <p><b>Stanza Forms</b> The Heroic Couplet; Blank Verse; The Spenserian Stanza; Terza Rima</p> <p><b>Poetic Device</b> Structure; Tone; Theme; Rhythm; Rhyme Scheme, Kinds of Metre; Stressed &amp; Unstressed Syllables; Irony; Juxtaposition</p> <p><b>Figures of Speech</b></p>
<b>II</b>	<p>William Shakespeare – * “Let Me Not to the Marriage of True Minds” (Sonnet No. 116)</p> <p>John Milton - * “On His Blindness”</p> <p>Alexander Pope - * “Essay on Man” (1-18 Lines)</p> <p>William Wordsworth- * “The World is Too Much with Us”</p>
<b>III</b>	<p>Alfred Lord Tennyson- * “Break, Break, Break”</p> <ul style="list-style-type: none"> <li>• Matthew Arnold- * “Dover Beach”</li> <li>• T.S. Eliot- * “The Love Song of J. Alfred Prufrock”</li> <li>• W.B. Yeats- * “Sailing to Byzantium”</li> </ul>
<b>IV</b>	<p><b>Rhetoric &amp; Prosody</b> <b>Practical Criticism</b> Introduction to Practical Criticism One Stanza from Poetry and one from Prose for Practical Criticism</p>

**Suggested Readings:**

Abrams, M.H. & Harpham, G.G. *A Glossary of Literary Terms*. Cengage Learning, Delhi, 2015.  
 Abrams, M.H. *English Romantic Poets*. OUP, 1975.  
 Ford, B. *The New Pelican Guide to English Literature 4: From Dryden to Johnson*. Penguin, 2000.

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Bhattacharyya, A. *Studies in English Rhetoric and Prosody*. Books Way, 2014.  
Bowra, C.M. *The Romantic Imagination*. OUP, 1999.  
Daiches, D. *A Critical History of English Literature*. Supernova Publishers, 2010.  
Shakespeare, W. *Shakespeare's Sonnets-Arden Shakespeare*. Bloomsbury, 2019.  
Thwaite, A. *Twentieth-century English Poetry: An Introduction*. Heinemann, 2018.

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**B.A. (Second Year)**

<b>Semester</b>	<b>Third</b>		
<b>Course Code</b>	<b>A040301T</b>		
<b>Course Title</b>	<b>British and American Drama</b>		
<b>Credit</b>	06	<b>Maximum Marks</b>	100
<b>Course Objective:</b> <b>The course aims to:</b> <ul style="list-style-type: none"><li>• Introduce the learners to the basics of drama.</li><li>• Enable the critical and creative skills of the students</li><li>• Examine the plays through text analysis and performance activities.</li><li>• Study a brief history British and American drama</li><li>• Enable the students to appreciate and perform in the plays.</li></ul>			
<b>Learning Outcomes:</b> <b>After successful completion of the syllabus, learners will be able to:</b> <ul style="list-style-type: none"><li>• Develop an understanding of various types of drama &amp; related literary terms.</li><li>• Learn the core elements of structure such as exposition, complication and resolution or denouement.</li><li>• Trace the origin and growth of drama in England and America.</li><li>• Comprehend the political, economic, social and intellectual background leading to the rise of drama in England and America.</li><li>• Analyse and appreciate the representative works of British and American Drama.</li></ul>			
<b>Unit</b>	<b>Course Content</b>		
<b>I</b>	<b>Types &amp; Elements of Drama</b> Tragedy & Types; Comedy & Types; Tragi-Comedy; Expressionist Drama; Drama of Ideas; Poetic Drama; Closet Drama; The Problem Play; Theatre of Absurd Authorial Intrusion; Cacophony & Euphony; Circumlocution; Conflict; Diction; Epithet; Malapropism		
<b>II</b>	<b>Literary Terms (Drama)</b> Flashback; Motif; Portmanteau; Prologue & Epilogue Three Unities; Setting; Stage Direction; Theme; Verisimilitude.		
<b>III</b>	<b>British Drama</b> William Shakespeare- * <i>Macbeth</i> G.B. Shaw- <i>Arms &amp; the Man</i>		
<b>IV</b>	<b>American Drama</b> T.S. Eliot- * <i>Murder in the Cathedral</i> Arthur Miller- <i>Death of a Salesman</i>		
<b>Suggested Readings:</b> Bogard, T. & Oliver, W. <i>Modern Drama: Essays in Criticism</i> . OUP, 2018. Boulton, M. <i>The Anatomy of Drama</i> . Kalyani, 2017. Brooks, V.W. <i>The Writer in America</i> . E.P. Dutton and Co. 2016. Cohn, R. <i>Currents in Contemporary Drama</i> . Indiana University Press, 2019. Golden, W.C. <i>A Brief History of English Drama from the Earliest to the Latest Times</i> . Forgotten Books, 2018. Innes, Christopher. <i>Modern British Drama: The Twentieth Century</i> . CUP, 2002.			

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<b>Semester</b>	<b>Fourth</b>		
<b>Course Code</b>	<b>A040401T</b>		
<b>Course Title</b>	<b>Indian Literature in Translation</b>		
<b>Credit</b>	<b>06</b>	<b>Maximum Marks</b>	<b>100</b>
<b>Course Objective:</b>			
<b>The course aims to:</b>			
<ul style="list-style-type: none"> <li>• Introduce the theory and practice of translating literature.</li> <li>• Enable the students to analyse published translations.</li> <li>• Provide opportunity to students to generate their own translation of various works.</li> <li>• Enhance students' ability to ponder translatability, fidelity and relations of power affecting the translation process</li> <li>• Enable the students to compare different translations of literary works to identify creative writing devices, style, format, and cultural equivalency.</li> </ul>			
<b>Learning Outcomes:</b>			
<b>After successful completion of the syllabus, learners will be able to:</b>			
<ul style="list-style-type: none"> <li>• Develop a comparative perspective to study the texts.</li> <li>• Understand the history of translation and various forms of translations.</li> <li>• Analyse the translation tools to make use of technology like computer and mobile in the process of translation.</li> <li>• Attain accessibility to regional literary forms.</li> <li>• Enhance job opportunities by fostering translation skills.</li> </ul>			
<b>Unit</b>	<b>Course Content</b>		
<b>I</b>	<b>Understating Translation: History, Tools &amp; Techniques</b> Introducing Translation: A Brief History and Significance of Translation in a Multilingual and Multicultural Societylike India Literal translation Versus Free translation Using Tools of Technology for Translation: Computer / Mobile Translation, Software or Translating Different Kinds of Texts with Differing Levels of Complexity and for Transliteration		
<b>II</b>	<b>Anglophone Fiction &amp; Short Story</b> Rabindranath Tagore, <i>The Home and the World</i> , tr.Surendranath Tagore Bhisham Sahni- <i>Amritsar Aa Gaya</i>		
<b>III</b>	<b>Poetry &amp; Drama</b> Kabir—Verses 1, 2, 8, 12, 53, 69 translated by Rabindranath Tagore Mohan Rakesh, <i>Adhe Adhure</i> (Halfway House)		
<b>IV</b>	<b>Translation Practice</b> One Passage for Translation (Hindi to English) One Stanza for Translation (English to Hindi)		
<b>Suggested Readings:</b>			
Baker, M. <i>In Other Words: A Course Book on Translation</i> . Routledge, 2001. Chaudhuri, Sukanta. <i>Translation and Understanding</i> . OUP, 1999. Gargesh, R. & K.K Goswami. <i>Translation and Interpreting: Reader and Workbook</i> . Orient Longman, 2007. Lakshmi, H. <i>Problems of Translation</i> . Booklings, 2012. Newmark, P. <i>A Textbook of Translation</i> . Prentice Hall, 2002. Tourey, G. <i>Translation Across Cultures</i> . Bahri Publications, 2016.			

**B.A. (Third Year)**

<b>Semester</b>	<b>Fifth</b>		
<b>Course Code</b>	<b>A040501T</b>		
<b>Course Title</b>	<b>History of English Literature (Paper-I)</b>		
<b>Credit</b>	05	<b>Maximum Marks</b>	100
<b>Course Objective:</b> <b>The course aims to:</b> <ul style="list-style-type: none"><li>• To familiarise the students with the different trends and movements of English Literature.</li><li>• To acquaint the students with the socio-cultural and historical perspective of the various periods/ages of English Literature.</li><li>• To enable a critical understanding of the history of England and to equip the students to analyze literary texts within the particular socio-historical contexts.</li><li>• To develop a better understanding of the literary world of the English Literature from its genesis/evolution to the present age.</li><li>• Present an overview of the major and minor works of the different literary periods and arouse interest in students.</li></ul>			
<b>Learning Outcomes:</b> <b>After successful completion of the syllabus, learners will be able to:</b> <ul style="list-style-type: none"><li>• Develop an understanding of the background of literature and its history.</li><li>• Develop an understanding of the evolution of English Literature, the concept, causes and impact of Renaissance and Reformation.</li><li>• Trace the origin and development of English drama through Miracle and Morality plays and the plays of University Wits.</li><li>• Develop an acquaintance with major religious, political and social movements from 15<sup>th</sup> to 20<sup>th</sup> and of late, 21<sup>st</sup> century and their influence on English literature.</li><li>• Comprehend the various nuances of history through multiple texts and contexts.</li></ul>			
<b>Unit</b>	<b>Course Content</b>		
<b>I</b>	<b>English Literature from Chaucer to Renaissance</b> <i>The Age of Chaucer, The Dark Middle Ages, Renaissance and Reformation; Miracle and Morality Play; University Wits; Elizabethan Poetry; Metaphysical Poetry</i>		
<b>II</b>	<b>Seventeenth Century &amp; the Long Eighteenth Century</b> <i>Neo-Classicism, Growth of the Novel; Precursors of Romanticism; French Revolution; Growth of Romantic Literature (Prose, Poetry, Drama and Novel)</i>		
<b>III</b>	<b>The Romantic Age &amp; the Victorian Era</b> <i>Growth of Victorian Literature (Prose, Poetry, Drama and Novel); Pre-Raphaelite Poetry; Naughty Nineties</i>		
<b>IV</b>	<b>The Twentieth Century &amp; Beyond</b> <i>Georgian Poetry, Imagism and Symbolism; Twentieth Century Novel- Psychological Novel, Stream of Consciousness Novel; Twentieth Century Drama; Drama of Ideas; Epic Theatre; etc.</i>		
<b>Suggested Readings:</b> Albert, E. <i>History of English Literature</i> . OUP, 2015. Carter, Ronald, John McRae. <i>The Routledge History of Literature in English: Britain and Ireland</i> . Routledge, 2021. Cuddon, J.A. <i>Dictionary of Literary Terms and Literary Theory</i> . Penguin Books, 1999. Daiches, D. <i>A Critical History of English Literature, Vol. 11</i> . Supernova Publishers, 2019. Long, William J. <i>English Literature</i> . Rupa, 2015.			

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Nayar, Pramod K. *A Short History of English Literature*. Amity UP, 2018.  
 Nayar, Pramod K. *Studying Literature*. Orient BlackSwan, 2012.  
 Prasad, B. *A Background to the Study of English Literature*. Trinity Press, 2014.

<b>Semester</b>	<b>Fifth</b>		
<b>Course Code</b>	<b>A040502T</b>		
<b>Course Title</b>	<b>Fiction (Paper-II)</b>		
<b>Credit</b>	05	<b>Maximum Marks</b>	100

**Course Objective:**

**The course aims to:**

- Develop an understanding of the growth of the novel and its various types.
- Identity the elements of fiction and explain the relationship between the various components of fiction.
- Develop in the students the ability to interpret, analyze and evaluate works of fiction in the perspective of literary history and theory.
- Let the students develop empathy, critical thinking, theory of mind and other people's perspective.
- Acquaint the students with the major novelists in English Literature through the study of the novels.

**Learning Outcomes:**

**After successful completion of the syllabus, learners will be able to:**

- Develop an understanding of the growth of novel form and its various types.
- Enhance their reading skills and understand how to represent their experience and ideas critically, creatively, and persuasively through the medium of English language.
- Get acquainted with different cultures, myths and social conservation through the reading of selected novels of Britain, America and India.
- Learn human values and behavioral pattern from the prescribed novels and develop an understanding of the human race.
- Exposed to the unflattering portrayal of the contemporary Indian society through popularworks of Indian fiction writers in English.

<b>Unit</b>	<b>Course Content</b>
<b>I</b>	<b>Earlier Trends in fiction:</b> Picaresque Novel, Historical Novel, Gothic Novel, Epistolary Novel, Regional Novel, Domestic novel. <b>Literary Terms:</b> Plot, Characterization, Round Character and Flat Character, Narrative Technique & Structure, Elements of novel
<b>II</b>	<b>Trends in 20th &amp; 21st Century Fiction:</b> Detective Novel, Science Fiction, Meta Fiction, Utopia, Dystopia, Mythological Fiction, Campus Fiction, Space Fiction, <i>Chiclit</i> , Junk Fiction
<b>III</b>	<b>British Fiction</b> Thomas Hardy— <i>The Mayor of Casterbridge</i> <b>American Fiction</b> Ernest Hemingway- <i>The Old Man and the Sea</i>
<b>IV</b>	<b>Indian Fiction</b> Mulk Raj Anand- <i>Untouchable</i>

**Suggested Readings:**

Booth, Wayne C. *The Rhetoric of Fiction*. University of Chicago Press, 1983.  
 Forster, E.M. *Aspects of the Novel*. Penguin, 2003.

*Handwritten signatures and initials in blue ink.*

Nayar, Pramod K. *Studying Literature*. Orient BlackSwan, 2012.

Prasad, B. A *Background to the Study of English Literature*. Trinity Press, 2014.

Walsh, Richard. *The Rhetoric of Fictionality: Narrative Theory and the Idea of Fiction*. Ohio State University Press, 2015.

Wynne-Davies, M. *The Bloomsbury Guide to English Literature*. Prentice Hall, 2019.

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## Compulsory Paper

<b>Semester</b>	<b>Sixth</b>		
<b>Course Code</b>	<b>A040601T</b>		
<b>Course Title</b>	<b>Indian &amp; New Literatures in English (Paper-I)</b>		
<b>Credit</b>	05	<b>Maximum Marks</b>	100
<b>Course Objective:</b> <b>The course aims to:</b> <ul style="list-style-type: none"><li>• Introduce the students to the growth and development of literature outside Britain.</li><li>• Let the students know a wide range of writing across continents.</li><li>• Make the students analyze work of literature in one or more interpretive contexts or frameworks.</li><li>• Introduce students to major movements and figures of Indian Literature in English through the study of major texts.</li><li>• Enhance literary competence and ability of students.</li></ul>			
<b>Learning Outcomes:</b> <b>After successful completion of the syllabus, learners will be able to:</b> <ul style="list-style-type: none"><li>• Develop an understanding of the Indian freedom struggle, the contemporary political, social and economic scenario and the also the trauma of the partition.</li><li>• Analyse and evaluate the difference in the theme and background of the works of Indian writers in English and the English writers already studied in the previous years.</li><li>• Demonstrate, through discussion and writing, an understanding of significant cultural and societal issues presented in Indian English literature.</li><li>• Examine the values and issues arising from colonialism.</li><li>• Familiarize themselves with the similar (yet different) socio-historic conditions reflected in the literature of the various colonies.</li></ul>			
<b>Unit</b>	<b>Course Content</b>		
I	<b>Prose</b> Mahatma Gandhi— <i>Hind Swaraj</i> : Chapter-XVII-“Passive Resistance” Chinua Achebe—“English and the African Writer”		
II	<b>Poetry</b> Sarojini Naidu: * “Indian Weavers” Nissim Ezekiel: * “Night of the Scorpion” Pablo Neruda: * “If You Forget Me” Margaret Atwood: * “Spellings”		
III	<b>Drama</b> Mahesh Dattani- * <i>Seven Steps Around the Fire</i> Wole Soyinka- * <i>The Lion and the Jewel</i>		
IV	<b>Fiction</b> Raja Rao- <i>Kanthapura</i> Nadine Gordimer— <i>July’s People</i>		
<b>Suggested Readings:</b> Achebe, Chinua. “English and the African Writer”. JSTOR. Gandhi, Mahatma. <i>Hind Swaraj</i> . Navjeevan Publishing, 2009. Kumar, Bishun, Neha Arora. <i>Major Voices in New Literatures in English</i> . Atlantic, 2018. Middeke, Martin. <i>English and American Studies: Theory and Practice</i> . Springer, 2016. “New English Literatures Online.” < <a href="https://webdoc.gwdg.de/edoc/ia/eese/schreiber/Chapter3_3.html">https://webdoc.gwdg.de/edoc/ia/eese/schreiber/Chapter3_3.html</a> > University of Pondicherry. “New Literatures in English”. Web. University of Calicut. “New Literatures in English”. Web.			

## Optional Papers

Note: Students can opt for any one of the following papers

<b>Semester</b>	<b>Sixth</b>		
<b>Course Code</b>	<b>A040602T</b>		
<b>Course Title</b>	<b>Literature in Films &amp; Media Studies (Paper-II)—Optional</b>		
<b>Credit</b>	05	<b>Maximum Marks</b>	100
<b>Course Objective:</b> <b>The course aims to:</b> <ul style="list-style-type: none"><li>• Demonstrate a general knowledge of the history of cinema from its beginning to the present including major international films, artists, and movements.</li><li>• To make the students understand the key concepts and debates underlying theories of cinema and media.</li><li>• Demonstrate knowledge of the historical development and cultural impact of film as an art form.</li><li>• To recognize the nuances of film narration and to evaluate various film genres and their features.</li><li>• Critically examine and interpret films and clearly express those interpretations orally and in writing.</li></ul>			
<b>Learning Outcomes:</b> <b>After successful completion of the syllabus, learners will be able to:</b> <ul style="list-style-type: none"><li>• Develop an understanding of the technical terminology associated with film and mediastudies.</li><li>• Interpret films as text and evaluate them critically and to appraise the process of adaption of texts into films.</li><li>• Recognize the nuances of film narration and to assess various film genres and their characteristics.</li><li>• Appreciate the works of prescribed writers and the directors as well who directed their adaptations.</li><li>• Exercise critical viewing and develop reading skills in determining the success of adaptations and present their assessments through a variety of mediums including presentations and essays.</li></ul>			
<b>Unit</b>	<b>Course Content</b>		
I	James Monaco, 'The Language of Film: Signs and Syntax', in <i>How to Read a Film: The World of Movies, Media &amp; Multimedia</i> (New York: OUP, 2009) Chapter-3. 170-249. William Shakespeare- <i>Othello</i> , and its adaptation <i>Omkara</i> (2006 film; Directed by Vishal Bhardwaj)		
II	Khushwant Singh- <i>Train to Pakistan</i> , and its adaptation <i>Train to Pakistan</i> (1998 film; Directed by Pamela Rooks) <p style="text-align: center;"><b>OR</b></p> R. N. Tagore- <i>Kabuliwala</i> and its adaptation <i>Kabuliwala</i> (1961 film; Directed by Hemen Gupta)		
III	Chetan Bhagat- <i>The 3 Mistakes of My Life</i> , and its adaptation <i>Kai Po Che</i> (2013 film, directed by Abhishek Kapoor)		
IV	Script Writing, Dialogue Writing, Movie Review, Editing, Narration, etc.		
<b>Suggested Readings:</b> Cartmell, D. & I. Whelehan. <i>The Cambridge Companion to Literature on Screen</i> . Cambridge University Press, 2007. Corrigan, Timothy, J. <i>A Short Guide to Writing about Film</i> . Pearson India, 2009. Dix, Andrew. <i>Beginning Film Studies</i> . Viva Books, 2010. Hutcheon, L. <i>A Theory of Adaptation</i> . Routledge, 2006. John, M. D. & P Hawkes. <i>Adaptation: Studying Film and Literature</i> . McGraw-Hill, 2005. McFarlane, B. <i>Novel to Film: An Introduction to the Theory of Adaptation</i> . Clarendon Press, 1996. Thomas, L. <i>Adaptation Studies at Crossroads</i> . Cambridge University Press, 2007.			

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<b>Semester</b>	<b>Sixth</b>		
<b>Course Code</b>	<b>A040603T</b>		
<b>Course Title</b>	<b>Media and Journalistic Writing (Paper-II) —Optional</b>		
<b>Credit</b>	05	<b>Maximum Marks</b>	100

**Course Objective:**

**The course aims to:**

- Establish a general knowledge of the history of media and journalistic writings from its beginning to the present.
- To make the students understand the key concepts and debates underlying theories of journalistic writings.
- Produce knowledge of the historical development and cultural impact of media reporting/writing as an art form.
- To recognize the nuances of film narration and to evaluate various film genres and their features.

**Course Outcomes:**

After completing this course, the students will be able to:

- Understand different types of journalism and their importance.
- Comprehend various principles of mass communication.
- Differentiate between various forms of media & journalistic writing and reporting.
- Understand the meaning and nature of public speaking.
- Identify social media norms and online journalism.

<b>Unit</b>	<b>Course Contents</b>
I	An Introduction to Media, Journalism, Cyber & Social Media Media and Society; Principles of Mass Communication & Journalism; Tools of Gathering Information; Misinformation and Disinformation Basics of Cyber Media; Social Media; Types of Social Media Online Journalism
II	Core Skills In Print Media & Electronic Media Written English: Précis, Paragraph, Essay News Reporting: Parts of a news report, 5Ws, Headline writing, Types of Leads, and Report writing. Reporting and Presentation for Radio / Television News Production/ Reporting for Television, News Presentation: Basic principles.
III	Basics of Reporting & Feature Writing News Value, News Gathering, Readers' interest, qualities and aptitude necessary for a reporter; Types of reports. Types of features: Obits, Reviews, Columns, Trend stories.
IV	Basics of Editing & Advertisement Principles of editing and editorial policy. Types of Advertisements and Advertising Ethics

**Suggested Readings:**

Advani, Rukun, *et al. Editors on Editing*. National BookTrust, 2004.

Bayan, R., *Words that Sell: More than 6000 Entries to Help You Promote Your Products, Services, and Ideas*. McGraw-Hill Education; 2nd edition, 2006.

Menon, P. K. *Practical Journalism*. Avishkar Publishers, 2005.

Parthasarathy, Rangaswami. *Basic Journalism*. MacMillan India Ltd. 1989.

---. *Here is the News! Reporting for the Media*. Sterling, 1994.

Selvaraj, Madhur. *News Editing and Reporting*. Dominant Publishers, 2005.

Saxena, Ambrish. *Fundamentals of Reporting and Editing*. Kanishka Publishers, 2007.

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**B. A. (Fourth Year)**

**Semester VII**

Course Code	Course Name	Credits
A040701T	English Literature from Chaucer to Shakespeare	5
<b>Course Objective:</b> <b>The course aims to-</b> <ul style="list-style-type: none"><li>• Introduce the students to the genesis and evolution of English Literature.</li><li>• Encourage critically, informed readings of the key texts and thematic preoccupations of writers of these eras.</li><li>• Help the students appreciate the literature of the age concerning the major exponents of prose, poetry, and drama.</li><li>• Sharpen their critical skills and enable them to see their relevance in the present context.</li></ul>		
<b>Course Outcome:</b> <b>On completing this course, the students will be able to-</b> <ul style="list-style-type: none"><li>• Exhibit a broad and coherent corpus of knowledge and bring the same to bear on identifying and solving the problems of language and literature.</li><li>• Deepen their critical reading, writing, and interpretive practices.</li><li>• Develop critical skills to appreciate a work of literature given the background of the age and the writer.</li><li>• Receive training in analysing the form of the genre from their study of prosody.</li></ul>		
Units	Course Contents	
Unit-I	<b>Prose</b> *Francis Bacon: "Of Truth", "Of Revenge"	
Unit-II	<b>Poetry</b> *Geoffrey Chaucer: <i>Prologue to The Canterbury Tales</i> Edmund Spenser: <i>Faerie Queene</i> (Book I)	
Unit-III	<b>Drama</b> *Christopher Marlow: <i>Doctor Faustus</i> John Webster: <i>The Duchess of Malfi</i>	
Unit-IV	William Shakespeare : * <i>Hamlet</i> : <i>The Tempest</i>	
<b>Suggested Reading:</b> Alexander, Michael. <i>A History of English Literature</i> . Palgrave Macmillan, 2013. Daiches, David. <i>A Critical History of English Literature</i> . Vol. I to IV. Ronald Press Company, 1950. Fletcher, Robert Huntington. <i>A History of English Literature</i> . Kessinger Publishing, 2010. Lambdin, Laura, and Robert Thomas Lambdin. <i>A Companion to Old and Middle English Literature</i> . Greenwood Press, 2002.		

**Note:** \*Asterisks marked topics will be for detailed study.

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Course Code	Course Name	Credits
A040702T	English Literature from Donne to Blake	5
<p><b>Course Objective:</b>  <b>The course aims to-</b></p> <ul style="list-style-type: none"> <li>• Introduce the students to the literary compositions of the Age belonging to Donne and Blake.</li> <li>• Provide knowledge and understanding of various literary texts and thematic preoccupations of writers of these eras.</li> <li>• Help the students differentiate various forms of arts during these periods.</li> <li>• Give an overview of the major works of the Age and cultivate interest in students.</li> </ul>		
<p><b>Course Outcome:</b>  <b>On completing this course, the students will be able to-</b></p> <ul style="list-style-type: none"> <li>• Know the major works and literary genres of the age.</li> <li>• Understand the contribution of writer, and deepen critical reading, writing, and interpretive practices of the time.</li> <li>• Apply critical knowledge and skills to appreciate a work of literature in its cultural, political and historical context.</li> <li>• Analysing and evaluate various forms of literary genres of the age.</li> </ul>		
Units	Course Contents	
<b>Unit-I</b>	<p><b>Mock Epic Poems</b>            John Dryden: <i>Absalom and Achitophel</i>            *Alexander Pope: <i>The Rape of the Lock</i> (Cantos: 1, 2)</p>	
<b>Unit-II</b>	<p><b>Poetry</b>            *John Donne: 'The Canonization'            *John Milton: <i>Paradise Lost</i> Book-1            Andrew Marvell: 'To His Coy Mistress'            William Blake: 'London'</p>	
<b>Unit-III</b>	<p><b>Drama</b>            *R.B. Sheridan: <i>The School for Scandal</i>            William Congreve: <i>The Way of the World</i></p>	
<b>Unit-IV</b>	<p><b>Prose and Fiction</b>            *Joseph Addison: 'The Aim of Spectator'            Henry Fielding: <i>Joseph Andrews</i></p>	
<p><b>Suggested Reading:</b>            Brotton, Jerry. <i>The Renaissance: A Very Short Introduction</i>. Oxford University Press, 2006.            Giddens, Eugene (ed.). <i>The Oxford Handbook of Ben Jonson</i>. OUP, 2013.            Greenblatt, Stephen, and M. H. Abrams, editors. <i>The Norton Anthology of English Literature</i>. Norton &amp; Company, 2013.            Hattaway, Michael, editor. <i>A New Companion to English Renaissance Literature and Culture</i>. Wiley-Blackwell, 2010.            MacKenzie, Donald. <i>Metaphysical Poets</i>. Palgrave Macmillan, 2021.            Singh, Jyotsna G. <i>A Companion to the Global Renaissance: Literature and Culture in the Era of Expansion 1500-1700</i>. 2nd ed., Wiley-Blackwell, 2021.</p>		

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Course Code	Course Name	Credits
A040703T	English Literature from Wordsworth to Hardy	5
<p><b>Course Objective:</b> The course aims to-</p> <ul style="list-style-type: none"> <li>• Introduce the students to the literary compositions from the age of Wordsworth to the age of Hardy.</li> <li>• Prove knowledge of various/key texts and thematic preoccupations of writers of these eras.</li> <li>• Help the students appreciate the literature of the age concerning the major exponents of literature.</li> <li>• Develop critical skills and enable them to see their relevance in the present context.</li> </ul>		
<p><b>Course Outcome:</b> <b>On completing this course, the students will be able to-</b></p> <ul style="list-style-type: none"> <li>• Know the major works and literary genres of the age.</li> <li>• Understand the contribution of writer, and deepen critical reading, writing, and interpretive practices of the time.</li> <li>• Apply critical knowledge and skills to appreciate a work of literature in its cultural, political and historical context.</li> <li>• Analysing and evaluate various forms of literary genres of the age.</li> </ul>		
Units	Course Contents	
<b>Unit- I</b>	William Wordsworth: <i>Preface to Lyrical Ballads</i>	
<b>Unit-II</b>	<p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>*William Wordsworth: 'Tintern Abbey'</li> <li>*S.T. Coleridge: 'Kubla Khan'</li> <li>*P.B. Shelley: 'Ode to the West Wind'</li> <li>*Alfred Tennyson: 'Ulysses'</li> <li>*Robert Browning: 'Rabbi Ben Ezra' (1-8 stanzas)</li> </ul>	
<b>Unit-III</b>	<p><b>Prose</b></p> <ul style="list-style-type: none"> <li>*Charles Lamb: 'New Year's Eve'</li> <li>*Oliver Goldsmith: 'On National Prejudices'</li> </ul>	
<b>Unit-IV</b>	<p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>Charles Dickens: <i>Great Expectations</i></li> <li>Thomas Hardy: <i>Tess of the D'Urbervilles</i></li> </ul>	
<p><b>Books to be Consulted:</b> Brotton, Jerry. <i>The Renaissance: A Very Short Introduction</i>. Oxford University Press, 2006. Greenblatt, Stephen, and M. H. Abrams, editors. <i>The Norton Anthology of English Literature</i>. Norton &amp; Company, 2013. Hattaway, Michael, editor. <i>A New Companion to English Renaissance Literature and Culture</i>. Wiley-Blackwell, 2010. Singh, Jyotsna G. <i>A Companion to the Global Renaissance: Literature and Culture in the Era of Expansion 1500-1700</i>. 2nd ed., Wiley-Blackwell, 2021.</p>		

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Course Code	Course Name	Credits
A040704T	Elementary Linguistics and the Structure of English	5
<b>Course Objective:</b> The course aims to- <ul style="list-style-type: none"> <li>• Introduce the students to origin and development of language.</li> <li>• Help the students understand phonetic variations, symbols, and usage</li> <li>• Give an overview of word class, categories and formation of words</li> <li>• Provide students the basic understanding of enunciation and grammatical structure</li> </ul>		
<b>Course Outcome:</b> <b>On completing this course, the students will be able to-</b> <ul style="list-style-type: none"> <li>• Know the origin and the development of language</li> <li>• Understand the dynamics of language, its usage and its components</li> <li>• Know and analyse the structure language</li> <li>• Understand the theories related to language</li> </ul>		
Units	Course Contents	
<b>Unit- I</b>	Nature of Language: Definition; Properties Definition & Scope of Linguistics; Branches of Linguistics; The Study of Language Variation	
<b>Unit-II</b>	Phonetics: Written and Spoken Symbol; Transcription of English Words in Common Use; Phonemes: English Vowels and Consonants; Stress and Intonation	
<b>Unit-III</b>	Morphology: Morpheme & Words Processes of Word Formation	
<b>Unit-IV</b>	Syntax: Phrase Structure—Noun, Adjective & Verb; Basic Structure Patterns	
<b>Suggested Readings:</b> Frommer, Paul R., Edward Finegan. <i>Looking at Languages: A Workbook in Elementary Linguistics</i> . [4 ed.]. Wadsworth Publishing, 2023. Finch, Geoffrey. <i>Language and Linguistics: An Introduction</i> . Macmillan, 2022. O'Brien, Terry <i>Modern Writing Skills</i> . Rupa, 2011. Richards, Jack C. <i>Approaches and Methods in Language Teaching</i> , Cambridge UP, 2016. Syal, Pushpinder and D.V. Jindal. <i>An Introduction to Linguistics: Language, Grammar and Semantics</i> . PHI, 2022. Yule, George. <i>The Study of Language</i> . CUP, 2021.		

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### Semester VIII

Course Code	Course Name	Credits
A040801T	Twentieth Century Literature	5
<b>Course Objective:</b> The course aims to- <ul style="list-style-type: none"><li>• Introduce the students to the turbulent and transformative period of British literature.</li><li>• Introduce the students to the philosophy of absurd.</li><li>• Help students understand existing forms of identity with reference to the major exponents of prose, poetry, drama and fiction.</li><li>• Introduce new and emerging forms of literature.</li></ul>		
<b>Course Outcome:</b> <b>On completing this course, the students will be able to-</b> <ul style="list-style-type: none"><li>• Know the major works and literary genres of the age.</li><li>• Understand the concept of absurd literature.</li><li>• Understand the concept of modernism and various literary movements.</li><li>• Analyze and evaluate various forms of literary genres of the age.</li></ul>		
Units	Course Contents	
<b>Unit- I</b>	Albert Camus: <i>The Myth of Sisyphus</i> (Chapters I & IV)	
<b>Unit-II</b>	<b>Poetry</b> *W.B. Yeats: 'The Second Coming' *T.S. Eliot: 'The Waste Land' *Philip Larkin: 'Next Please' *Ted Hughes: 'Hawk Roosting'	
<b>Unit-III</b>	<b>Drama</b> John Galsworthy: <i>Justice</i> *Samuel Becket: <i>Waiting for Godot</i>	
<b>Unit-IV</b>	<b>Fiction</b> E. M. Forster: <i>A Passage to India</i> D. H. Lawrence: <i>Sons and Lovers</i>	
<b>Books to be Consulted:</b> Ayers, David. <i>Modernism: A Short Introduction</i> . Blackwell, 2022. Beach, W.A. <i>Twentieth Century Novel</i> . Kalyani Publishers, 2003. Bigsby, C.W.E. <i>A Critical Introduction to Twentieth Century Drama</i> . CUP, 1982. Bloom, Harold. <i>T. S. Eliot's The Waste Land</i> . Chelsea House Publications, 2006. Eagleton, Terry. <i>The English Novel: An Introduction</i> . Blackwell, 2022. Francev, Peter, Maciej Kaluza, eds. <i>Coming Back to the Absurd: Albert Camus's the Myth of Sisyphus</i> . Brill, 2022. Parui, Avishek. <i>Postmodern Literatures</i> . Orient BlackSwan, 2016. Sipra Mukherjee. <i>Modern English Literature, 1890-1950</i> . Orient Black Swan, 2018. <i>The Routledge Companion to Postmodernism</i> . Routledge, 2023.		

**Note:** \*Asterisks marked topics will be for detailed study.

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Course Code	Course Name	Credits
A040802T	Literary Criticism	5
<p><b>Course Objective:</b> The course aims to-</p> <ul style="list-style-type: none"> <li>• Introduce major schools of criticism.</li> <li>• Introduce key critics, ideas and various theoretical approaches.</li> <li>• Understand the Western and the Eastern canonical theories.</li> <li>• Give a comprehensive understanding of technical literary terminology from Aristotle down to modern times.</li> </ul>		
<p><b>Course Outcome:</b> <b>On completing this course, the students will be able to-</b></p> <ul style="list-style-type: none"> <li>• Exhibit a broad and coherent body of knowledge in the area of literary criticism.</li> <li>• Sharpen their critical thinking.</li> <li>• Make them dexterous in critiquing the text.</li> <li>• To increase their awareness in the field of classical theories.</li> </ul>		
Units	Course Contents	
<b>Unit- I</b>	*Aristotle: <i>Poetics</i> Bharatamuni: <i>Rasa</i> : Chapter VI of <i>Natya Shastra</i> Anandvardhana: Dhvani	
<b>Unit-II</b>	John Dryden: 'An Essay of Dramatic Poesie' *S.T. Coleridge: <i>Biographia Literaria</i> (Chap. XIV)	
<b>Unit-III</b>	*Matthew Arnold: 'The Study of Poetry' *T.S. Eliot: 'Tradition & Individual Talent'	
<b>Unit-IV</b>	Derrida: 'Structure, Sign and Play in the Discourse of the Human Sciences' Elaine Showalter: 'Feminist Criticism in Wilderness'	
<p><b>Suggested Readings:</b> Abrams. M. H. <i>A Glossary of Literary Terms</i>. Cengage Learning, 2015. Eagleton, Terry. <i>Literary Theory: An Introduction</i>. Blackwell Publishing, 2008. M. A. R. <i>A History of Literary Criticism and Theory: From Plato to the Present</i>. Wiley, 2007. Murray, Penelope. <i>Classical Literary Criticism</i>. Penguin, 2000. Prasad, B. <i>An Introduction to English Criticism</i>. Macmillan, 2007. Waugh, Patricia. <i>Literary Theory and Criticism</i>. Oxford UP, 2006. Sethuraman, V. S. <i>Indian Aesthetics: An Introduction</i>. Macmillan India, 1992.</p>		

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Course Code	Course Name	Credits
A040803T	American and Canadian Literature	5
<b>Course Objective:</b> The course aims to- <ul style="list-style-type: none"> <li>• Introduce the students to the literature of the United States of America and Canada.</li> <li>• Enhance the understanding of students to the political, social, historical and cultural backgrounds of America and Canada.</li> <li>• Develop critical insight of the students against racism.</li> <li>• Familiarize the students with important movements of these centuries.</li> </ul>		
<b>Course Outcome:</b> <b>On completing this course, the students will be able to-</b> <ul style="list-style-type: none"> <li>• Exhibit a broad and coherent body of knowledge in the area of American and Canadian literature, culture and society.</li> <li>• Comprehend the global culture through literary texts.</li> <li>• Understand the philosophy of life through different genres of the literature.</li> <li>• Measure the impact of political, social, historical and cultural events of the age.</li> </ul>		
Units	Course Contents	
<b>Unit- I</b>	<b>Poetry</b> *Emily Dickinson: 'I never Lost as Much but Twice', 'Success is Counted Sweetest' *Robert Frost: 'The Birches' Margaret Atwood: 'Progressive Insanities of a Pioneer'	
<b>Unit-II</b>	<b>Drama</b> *Eugene O'Neill: <i>The Emperor Jones</i> George Ryga: <i>The Ecstasy of Rita Joe</i>	
<b>Unit-III</b>	<b>Non-Fictional Prose</b> R. W. Emerson: <i>The American Scholar</i> M. G. Vassanji: 'Am I a Canadian Writer?'	
<b>Unit-IV</b>	<b>Fiction</b> Ernest Hemingway: <i>The Old Man and the Sea</i> Yann Martel: <i>Life of Pi</i>	
<b>Suggested Readings:</b> Duvall, John N. <i>The Cambridge Companion to American Fiction After 1945</i> . CUP, 2011. Dutta, Nandana. <i>American Literature</i> . Orient BlackSwan, 2016. Gray, Richard. <i>A Brief History of American Literature</i> . Wiley-Blackwell, 2011. Howells, Coral Ann and Eva-Marie Kröller, eds. <i>The Cambridge History of Canadian Literature</i> . CUP, 2009. Lane, Richard J. <i>The Routledge Concise History of Canadian Literature</i> . Routledge, 2011. Vassanji, M. G. 'Am I a Canadian Writer?' <chrome-extension://efaidnbnmnibpcjpcglclefindmkaj/https://canlit.ca/canlitmedia/canlit.ca/pdfs/articles/canlit190-Am(Vassanji).pdf>		

**Note:** \*Asterisks marked topics will be for detailed study.

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Course Code	Course Name	Credits
A040804T	Introduction to Eco-critical Studies	5
<b>Course Objective:</b> The course aims to- <ul style="list-style-type: none"> <li>• Introduce the students to the relationship between ecology and literature.</li> <li>• To encourage critical, informed readings of the key texts and thematic preoccupations of writers of the discipline.</li> <li>• Help the students appreciate the literature and ecology with reference to the major exponents of prose and poetry.</li> <li>• Develop their critical skills and enable them to see their relevance in the present context.</li> </ul>		
<b>Course Outcome:</b> <b>On completing this course, the students will be able to-</b> <ul style="list-style-type: none"> <li>• Exhibit a broad and coherent body of knowledge in the area of Eco-critical studies.</li> <li>• Create awareness against the exploitation of biodiversity.</li> <li>• Explore eco-critical perspectives of the canonical texts.</li> <li>• Understand the relevance of eco-critical studies in the present context.</li> </ul>		
Units	Course Contents	
<b>Unit- I</b>	Origin and History: A Theoretical Introduction of Ecocriticism; Environmental Justice Movement; Social Ecology; Ecological Imperialism; Ecomedia; Ecocide; Deep Ecology	
<b>Unit-II</b>	Perspectives: Folklore, Gender, Media, Film, Science, Environment in Cultural Frame Ecocriticism: Nature and Humanity, Nature and Culture, Literary Studies and Environmental Crises	
<b>Unit-III</b>	Apocalypse: Environmental Apocalypticism, Apocalypse and Millennium; Dwelling and Animals  Future: Environmental Humanities 1. Textual Study of Essays “Some Principles of Ecocriticism.” William Howarth 2. “Revaluing Nature: Towards an Ecological Criticism.” Glen A. Love	
<b>Unit-IV</b>	Romantic Ecologies: William Wordsworth: “To a Skylark” John Clare: “The Skylark”	
<b>Suggested Readings:</b> Garrard, Greg. <i>Ecocriticism</i> . Routledge, 2013. Glotfelty, Cheryl and Harold Fromm. <i>The Ecocriticism Reader: Landmarks in Literary Ecology</i> . University of Georgia Press, 1996. Heffernan, Nick and David A. Wragg, eds. <i>Culture, Environment and Ecopolitics</i> . Cambridge Scholars Publishing, 2011. Nayar, Pramod K. <i>An Introduction to Cultural Studies</i> . Viva Books, 2017.		

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Course Code	Course Name	Credits
A040805T	Indian English Literature	5

**Course Objective:**

The course aims to-

- Introduce the students to the Indian writing in English.
- Enhance the understanding of students to the political, social, historical and cultural backgrounds of India through literary taxonomy.
- Develop literary sensibility of students with reference to the major exponents of prose, poetry, drama and fiction.
- Familiarize the students with important movements of these centuries.

**Course Outcome:**

**On completing this course, the students will be able to-**

- Exhibit a broad and coherent body of knowledge in the area of Indian Writing in English.
- Critically analyze the literary texts.
- Understand the philosophy of life through poetry, prose, drama and fiction.
- Comparatively analyze the literature of post-colonial countries.

Units	Course Contents
<b>Unit- I</b>	<b>Poetry</b> *Toru Dutt: 'Lotus' *Nissim Ezekiel: 'Background Casually' *Kamala Das: 'Introduction' *A. K. Ramanujan: 'A River' *Keki N. Daruwalla: 'Rumination'
<b>Unit-II</b>	<b>Non-Fictional Prose</b> R. N. Tagore: 'Nationalism' Swami Vivekananda: 'Chicago Lecture'
<b>Unit-III</b>	<b>Drama</b> *Girish Karnad: <i>Tughlaq</i> Mahesh Dattani: <i>Final Solutions</i>
<b>Unit-IV</b>	<b>Fiction</b> Bankimchandra Chatterjee: <i>Rajmohan's Wife</i> Raja Rao: <i>Kanthapura</i>

**Suggested Readings:**

Iyengar, K. R. Srinivasa. *Indian Writing in English*. Sterling Publications, 2019.  
King, Bruce. *Modern Indian English Poetry*. New Delhi: OUP, 1989.  
Mehrotra, Arvind Krishna. Ed. *A History of Indian Literature in English*. CUP, 2003.  
Naik, M. K. *A History of Indian English Literature*. Sahitya Akademi, 2009.  
Naik, M.K. *Twentieth Century Indian English Fiction*. Pencraft, 2004.  
Narasimhaiah, C.D. Ed. *Makers of Indian English Literature*. Pencraft, 2000.  
Parthasarathy, R. Ed. *Ten Twentieth-Century Indian Poets*. OUP, 1976.  
Tripathi, Vanashree. *Three Plays of Girish Karnad: A Study in Poetics and Culture*. Prestige, 2004.

**Note:** \*Asterisks marked topics will be for detailed study.

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Course Code	Course Name	Credits
A040806T	New Literatures in English	5
<p><b>Course Objective:</b> The course aims to-</p> <ul style="list-style-type: none"> <li>• Introduce the students to African, Australian, Caribbean and Canadian writings.</li> <li>• Enhance the understanding of students to the political, social, historical and cultural backgrounds of colonial countries.</li> <li>• Develop critical insight of the students against colonialism.</li> <li>• Develop literary sensibility of students with reference to the major exponents of prose, poetry, drama and fiction.</li> </ul>		
<p><b>Course Outcome:</b> <b>On completing this course, the students will be able to-</b></p> <ul style="list-style-type: none"> <li>• Exhibit a broad and coherent body of knowledge in the area of African, Australian, Caribbean and Canadian writings.</li> <li>• Critically analyze the literary texts.</li> <li>• Understand the philosophy of life through poetry, prose, drama and fiction.</li> <li>• Comparatively analyze the literature of post-colonial countries.</li> </ul>		
Units	Course Contents	
<b>Unit- I</b>	Introduction to the New Literature History, Texts and Contexts	
<b>Unit-II</b>	Poems and Drama *Alice Walker: 'Remember Me?' * A. D. Hope: 'Australia' Wole Soyinka: <i>Death and The King's Horseman</i>	
<b>Unit-III</b>	Fiction: Toni Morrison: <i>Beloved</i> Peter Carey: <i>True History of the Kelly Gang</i>	
<b>Unit-IV</b>	Prose/Non-fictional Writing V S Naipaul: <i>India: A Wounded Civilization</i> Alice Munro: 'Voices'	
<p><b>Suggested Readings:</b> Chaubey, Ajay K. <i>V S Naipaul: An Anthology of 21<sup>st</sup> Century Criticism</i>. Atlantic, 2015. Döring, Tobias. <i>Postcolonial Literatures in English</i>. Stuttgart: Klett, 2008. Goodman, Burton. <i>Literature for English Advanced Two</i>. McGraw-Hill Higher Education, 2004. Hornstein, Herlands, Lillian, G. D. Percy, et al. <i>The Reader's Companion to World Literature</i>. Penguin, 2002. Naik, M K. <i>A History of Indian English Literature</i>. Sahitya Akademi, 2009. Lazarus, Neil. <i>Resistance in Postcolonial African Fiction</i>. Yale University Press, 1990.</p>		

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