

**Department of English and Modern European Languages (University of Lucknow)**  
**BA Syllabus English**

Year	Semester	Major I			Major		Minor	CC/VC	Total Credits	Award	
		English		Credits	Credits		Credits	Credits			
1	Semester I	Paper 1	Poetry (A) [Shakespeare to 18th Century]	4	Paper 1	4	Paper 1 Short Fiction	4	CC1	4	Certificate
		Paper 2	Short Fiction	4	Paper 2	4					
	Semester 2	Paper 3	Drama (A)	4	Paper 3	4	Paper 2 Drama (A)	4	VC1	4	
		Paper 4	Prose (A)	4	Paper 4	4					
2	Semester 3	Paper 5	Poetry (B) [Romantics & Victorians]	4	Paper 5	4	Paper 3 Fiction	4	CC2	4	Diploma
		Paper 6	Fiction	4	Paper 6	4					
	Semester 4	Paper 7	Drama (B)	4	Paper 7	4	Paper 4 Prose (B)	4	VC2	4	
		Paper 8	Prose (B)	4	Paper 8	4					
3	Semester 5	Paper 9	History of English Literature	4	Paper 9	4	Internship/ Term Paper	4		24	
		Paper 10	Modern Literature (A) (Poetry)	4	Paper 10	4					
		Paper 11A	Introduction to Linguistics and Phonetics	4							
		Paper 11B	Functional Skills in Language and Literature								
	Semester 6	Paper 12	Modern Literature (B) (Drama)	4	Paper 11	4	Minor Project	4		24	
		Paper 13	Modern Literature (C) (Fiction)	4	Paper 12	4					
		Paper 14A	Greek Mythology and Biblical References	4							
		Paper 14B	Literary Terms & Movements								
		Paper 14C	Disability Studies								
	4	Semester 7	Paper 15	Indian Literatures in Translation	4			Research Methodology	4	24	
Paper 16			Literary Criticism	4							
Paper 17			Literature and Gender	4							
Paper 18A			Forms of Popular Literature	4							
Paper 18B			American Literature								
Paper 19A			Indian Literatures in English	4							
Paper 19B		New Literatures in English									
		Paper 19C	Diaspora Studies								
	Semester 8							Major Project	2 4	24	
				76		4		16		52	192

**Department of English and Modern European Languages**  
**University of Lucknow**  
**SYLLABUS**  
**B.A. (English)**

**The Four-year Graduate degree program in English aims at:**

- Developing a basic understanding of English language and literature
- Extending the comprehensive overview of the various periods of history of English literature
- Generating an understanding of British literature, American literature, Indian literature in English through thorough readings of seminal texts
- Helping the students recognize the nature and scope of translation
- Developing an understanding of the literary texts on the basis of genre, theme, style and place of origin
- Developing reading and writing skills and a comprehensive knowledge of the vocabulary so that the students can use their communicational skills effectively

**Programme Specific Outcomes (in terms of Competencies):**

- Understand the history of English literature and explore its relevance in specific details
- Comprehend and analyse the characteristics of literary genres and their development in chronological order
- Enhance English writing skills and understand the fundamental concepts of language and communication
- Apply the knowledge of literary genres in interdisciplinary fields
- Read and analyse the representative texts as categorized under the various genres
- Communicate the new ideas of literature through written and verbal assessment
- Identify the political and intellectual interrelations between literature and society

**Department of English and Modern European Languages  
University of Lucknow**

**B.A. (English) Semester-I  
PAPER-1: POETRY (A) [SHAKESPEARE TO 18<sup>th</sup> CENTURY]**

**4 Credits** (Theory)4T

**Course Outcomes:**

After the completion of the course, students will be able to:

- Understand the concept of Elizabethan poetry and recognize the impact of Renaissance in Elizabethan poetry
- Comprehend the various poetic styles prevalent in the different eras
- Develop an understanding of the thematic concerns which shaped the English consciousness
- Understand the development of English poetry from Elizabethan to pre-romantic age.

**Unit-I : Literary Terms, Forms of Poetry:**

Lyric, Sonnet, Elegy, Ode, Ballad, Augustan Verse Satire, Dramatic Monologue, Epic: Scope and Types

**Unit-II : William Shakespeare: “True Love”\***

Michael Drayton: “Since There’s No Help”\*

John Milton: “On His Blindness”\*\*

**Unit III : John Donne: “Present in Absence”\***

John Dryden: “The Poet Shadwell”\* from *MacFlecknoe*

Alexander Pope: Lines on Addison from “An Epistle to Dr. Arbuthnot”\*

**Unit IV : Thomas Gray: “Elegy Written in a Country Churchyard”\***

William Blake: “London”\*

Note: All the works marked with an asterisk (\*) are for detailed study.

**References**

**Text Book:**

*Eternal Rhythms: An Anthology of British, American and Indian-English Poetry.* (2011). Edited by the Department of English and M.E.L., University of Lucknow, Lucknow.

**Suggested Reading**

Compton-Rickett, A. (2010) *A History of English Literature* Nabu Press.  
 Daiches, D. (2010) *A Critical History of English Literature*. Supernova Publishers.  
 Abrams, M.H. & Harpham, G.G. (2015) *A Glossary of Literary Terms*. Gengage Learning, Delhi.  
 Ford, B. (2000). *The New Pelican Guide to English Literature: From Dryden to Johnson*. Penguin.

**Web References:**

<https://web.archive.org/web/20160617173843/http://www.bl.uk/shakespeare>  
<https://web.archive.org/web/20160617173843/http://www.bl.uk/shakespeare>  
<https://leverageedu.com/blog/history-of-english-literature/>

## PAPER-2: SHORT FICTION

**4 Credits**

(Theory)

**4T**

**Course outcomes:**

After the completion of the course, students will be able to:

- Develop a working knowledge of the various concepts related to short-fiction
- Identify the similarities and difference between various types of short fiction
- Evaluate the relation between rising middle class and rise of short fiction
- Study and analyse some of the classic examples relating to the different forms of short fiction

**Unit-I : Elements of Short-fiction**  
Plot, Characterization, Narrative Technique and Setting

**Unit-II : Short Fiction (a)**  
Anton Chekhov: “The Lament”  
Guy de Maupassant: “The Umbrella”  
W.S. Maugham: “The Luncheon”  
Katherine Mansfield: “The Fly”

**Unit-III : Short Fiction (b)**  
William Faulkner: “A Rose for Emily”  
O. Henry: “The Last Leaf”  
Ernest Hemingway: “The Capital of the World”

**Unit-IV : Short Fiction (c)**  
Mulk Raj Anand: “The Barber’s Trade Union”  
R.K. Narayan: “The Trail of the Green Blazer”  
Anita Desai: “Games at Twilight”

**References**

**Text Book:**

*Gems of Short Fiction: An Anthology of Short Stories.* (2011). Edited by the Department of English & M.E.L, University of Lucknow.

**Suggested Reading**

Compton-Rickett, A. (2010). *A History of English Literature.* Nabu Press,  
Daiches, D.(2010) *A Critical History of English Literature.* Supernova Publishers.  
Abrams, M.H.& Harpham, G.G.(2015). *A Glossary of Literary Terms,* Cengage Learning, Delhi,  
Ford, B.(2000). *The New Pelican Guide to English Literature 4: From Dryden to Johnson,* Penguin,

**Web References:**

<http://web.archive.org/web/20160617173843/http://www.bl.uk/shakespeare>  
<https://web.archive.org/web/20160617173843/http://www.bl.uk/shakespeare>  
<https://everageedu.com/blog/history-of-english-literature/>

## B.A. (English) Semester-II

### PAPER-3: DRAMA (A)

**4 Credits**

(Theory)

**4T**

**Course Outcomes:**

After the completion of the course, students will be able to:

- Comprehend the history and rise of drama in England
- Develop an understanding of the various forms of drama and recognize their similarities and differences
- Develop the knowledge of the social and intellectual background leading to the rise of drama
- Understand Shakespearean drama through select examples

**Unit-I : Forms of Drama I**  
Tragedy, Comedy, Tragi-comedy

**Unit-II : Forms of Drama II**  
Miracle, Mystery and Morality Plays, Interlude, University Wits,  
Elizabethan Drama, Jacobean Drama, Restoration Drama,

**Unit-III : William Shakespeare: *Macbeth*\***

**Unit-IV : William Shakespeare: *As You Like It*\***

Note: All the works marked with an asterisk (\*)are for detailed study.

**References**

**Text Books:**

Abrams, M.H. & Harpham, G.G. (2015)., *A Glossary of Literary Terms*. Cengage Learning, Delhi.

Shakespeare, William. (1987).*Macbeth*. Oxford University Press.

Shakespeare, William.(2011).*As You Like It*. Simon and Schuster.

**Suggested Readings:**

Compton-Rickett, A. (2010).*A History of English Literature*. Nabu Press,

Daiches, D. (2010). *A Critical History of English Literature*. Supernova Publishers.

Ford, B.(2000). *The New Pelican Guide to English Literature 4: From Dryden to Johnson*, Penguin.

**Web References:**

<https://web.archive.org/web/20160617173843/http://www.bl.uk/shakespeare>

<https://web.archive.org/web/20160617173843/http://www.bl.uk/shakespeare>

<https://leverageedu.com/blog/history-of-english-literature/>

## PAPER-4: PROSE (A)

### 4 Credits

(Theory)

4T

#### Course Outcomes:

After the completion of the course, students will be able to:

- Develop an understanding of the diverse techniques of prose writing
- Comprehend the various forms of essay writing
- Compare and contrast the different prose forms and their characteristics
- Understand the prescribed prose styles through select readings of representative texts

#### Unit-I : Types of Prose

Prose Styles, Autobiography/Biography and Memoir, Travelogue, Periodical Essay, Formal Essay, Familiar Essay, Poetic Prose, Prose of Thought

**Unit-II** : Francis Bacon : “Of Studies”  
John Milton : “Books”\*(an extract from *Areopagitica*)

**Unit-III** : Joseph Addison: “Periodical Essays (Essay No. 124 in *The Spectator*)”  
Richard Steele: “The Spectator Club”

**Unit-IV** : Oliver Goldsmith: “The Man in Black”  
Charles Lamb: “Dream Children”

Note: All the works marked with an asterisk (\*) are for detailed study.

#### References

##### Text Book:

*Selected Essays: An Anthology of English Essays for Undergraduate Students, compiled by the Department of English & M.E.L, University of Lucknow, 2013.*

##### Suggested Readings:

Compton-Rickett, A. (2010). *A History of English Literature*. Nabu Press,  
Daiches, D. (2010). *A Critical History of English Literature*. Supernova Publishers.  
Abrams, M.H. & Harpham, G.G. (2015). *A Glossary of Literary Terms*, Cengage Learning, Delhi,  
Ford, B..(2000). *The New Pelican Guide to English Literature4: From Dryden to Johnson*, Penguin.

##### Web References:

<https://web.archive.org/web/20160617173843/http://www.bl.uk/shakespeare>  
<https://web.archive.org/web/20160617173843/http://www.bl.uk/shakespeare>  
<https://leverageedu.com/blog/history-of-english-literature/>

### B.A. (English) Semester-III

#### PAPER-5: POETRY (B) [ROMANTICS & VICTORIANS]

**4 Credits**

(Theory)

4T

**Course Outcomes:**

After the completion of the course, students will be able to:

- Understand the basic characteristics of the Romantic and the Victorian era in English Literature
- Develop an understanding of the basics of practical criticism and their textual application
- Comprehend rhetoric and prosody through examples
- Appraise the classic Romantic and Victorian poets through their select works

**Unit-I : Social and Intellectual Background**  
Romantic and Victorian Period (1789- 1900)

**Unit-II : William Wordsworth: “The World Is Too Much with Us”\***

S.T. Coleridge: “Kubla Khan”\*  
P.B. Shelley: “To a Skylark”\*

**Unit III: John Keats: “Ode to a Nightingale”\***  
G.G. Byron: “She Walks in Beauty”\*  
A.L Tennyson: “Crossing the Bar”\*

**Unit-IV : Robert Browning: “My Last Duchess”\***  
Matthew Arnold: “Dover Beach”\*  
Christina Rossetti: “Remembrance”\*

Note: All the works marked with an asterisk (\*) are for detailed study.

**References:**

**Text Book:**

*Eternal Rhythms: An Anthology of British, American and Indian-English Poetry.* (2011). Edited by the Department of English and M.E.L., University of Lucknow, Lucknow.

**Suggested Readings:**

Compton-Rickett, A. (2010).*A History of English Literature.* Nabu Press,  
Daiches, D. (2010).*A Critical History of English Literature.* Supernova Publishers.  
Abrams, M.H. & Harpham, G.G. (2015).*A Glossary of Literary Terms,* Cengage Learning, Delhi,

Ford, B..(2000). *The New Pelican Guide to English Literature 4:From Dryden to Johnson,* Penguin,

**Web References:**

<https://www.britannica.com/art/English-literature/The-Romantic-period>  
<https://www.britannica.com/art/English-literature/The-post-Romantic-and-Victorian-eras>

## PAPER-6: FICTION

**4 Credits**

(Theory)

**4T**

**Course outcomes:**

After the completion of the course, students will be able to:

- Develop a working knowledge of the various concepts relating to short-fiction
- Identify the similarities and difference between various types of fiction and understand the classifications of fiction on the basis of theme and style
- Evaluate the relation between rising middle class and rise of fiction
- Study and analyse some of the classic examples relating to the different forms of fiction
- Recognize the social construct as reflected in fictional works
- Develop a comprehensive knowledge of the British fiction through the study of Representative writers of England

**Unit-I : Forms of Fiction**

Picaresque Novel, Historical Novel, Gothic Novel, Epistolary Novel, Regional Novel, Dystopia, Detective Novel, Campus Fiction, Science Fiction, Space Fiction, “Chiclit”, Junk Fiction

**Unit-II : Jane Austen: *Pride and Prejudice***

**Unit-III : Charles Dickens: *Great Expectations***

**Unit-IV : Thomas Hardy: *The Mayor of Casterbridge***

Note: All the works marked with an asterisk (\*) are for detailed study.

**References:**

**Text Books:**

Austen, J.(2018). *Pride and Prejudice: A Book-to-Table Classic*. Penguin Young Readers Group.  
 Dickens, C.(1992). *Great Expectations*. Bulgaria: Wordsworth Classics.  
 Hardy, T. (2010). *The Mayor of Casterbridge*. Peacock.

**Suggested Readings:**

Blamires,H., Morony, M. (1991). *A History of Literary Criticism*. Macmillan Education UK.  
 Compton-Rickett,A. (2019). *History of English Literature*. Alpha Editions.  
 Daiches,D.(1979). *A Critical History of English Literature: The Restoration to 1800*. Allied publishers private.

Ford,Boris.(1973). *The Pelican Guide to English Literature*. Penguin Books.  
 Poplawski, Paul. (2017). *English Literature in Context*. Cambridge University Press.

**Web References:**

[www.sparknotes.com/lit/pride/](http://www.sparknotes.com/lit/pride/)  
[www.britannica.com/topic/Great-Expectations-novel-by-Dickens](http://www.britannica.com/topic/Great-Expectations-novel-by-Dickens)  
[www.gutenberg.org/files/76/76-h/76-h.htm](http://www.gutenberg.org/files/76/76-h/76-h.htm)



## B.A. (English) Semester-IV

### PAPER-7: DRAMA (B)

**4 Credits**

(Theory)

**4T**

**Course outcomes:**

After the completion of the course, students will be able to:

- Understand the social paradigm of drama and its related contexts
- Develop a working knowledge of the social realism through select examples of drama
- Recognize and comprehend the trajectory and development of drama in Victorian Drama
- Interpret the intellectual background relating to the development of one-act play

**Unit-I** : Henrik Ibsen : *A Doll's House\**

**Unit-II** : George Bernard Shaw: *Candida\**

**Unit-III** : J.M. Synge: *Riders to the Sea\**

**Unit-IV** : Anton Chekhov: *A Marriage Proposal\**

Note: All the works marked with an asterisk (\*) are for detailed study.

**References:**

**Text Books:**

- Chekhov, Anton. (1997). *A Marriage Proposal*. Encore Performance Publishing.  
 Ibsen, Henrik. (2012). *A Doll's House*. Bloomsbury Publishing Plc.  
 Shaw, George Bernard. (2010). *Candida*. The Floating Press.  
 Synge, J.M.(2019). *Riders to the Sea*. Good Press.

**Suggested Readings:**

- Blamires, H., Morony, M. (1991). *A History of Literary Criticism*. Macmillan Education UK.  
 Compton-Rickett, A. (2019). *History of English Literature*. Alpha Editions.  
 Ford, Boris.(1973). *The Pelican Guide to English Literature*. Penguin Books.  
 Poplawski, Paul. (2017). *English Literature in Context*. Cambridge University Press.

**Web References:**

- <https://www.britannica.com/art/dramatic-literature>  
<https://www.britannica.com/art/Western-theatre/English-theatre>

## PAPER-8: PROSE (B)

**4 Credits**

(Theory)

**4T**

**Course outcomes:**

After the completion of the course, students will be able to:

- Understand the rise of modern prose and its diverse techniques
- Develop a comprehensive knowledge of the development of prose across various eras of English Literature
- Recognize the stylistic and thematic diversities in American prose through select readings
- Comprehend the evolution of prose across different geographical contexts

**Unit-I** : William Hazlitt: “On Going a Journey”\*  
Robert Louis Stevenson: “An Apology for Idlers”\*

**Unit-II** : Robert Lynd: “The Pleasures of Ignorance”\*  
A.G. Gardiner: “The Rule of the Road”\*

**Unit-III** : E.V. Lucas: “On Finding Things”\*  
Virginia Woolf: “Judith Shakespeare”\*

**Unit-IV** : Thomas Paine: Chapter 1 and 2 from *Common Sense*  
Jawaharlal Nehru: “The Light Has Gone Out of Our Lives”

Note: All the works marked with an asterisk (\*) are for detailed study.

**References:**

**Text Book:**

*Selected Essays: An Anthology of English Essays for Undergraduate Students.* New Delhi: Orient Black Swan, 2013.

**Suggested Readings:**

Blamires, H., Morony, M. (1991). *A History of Literary Criticism.* Macmillan Education UK.  
Compton-Rickett, A. (2019). *History of English Literature.* Alpha Editions.  
Daiches, D. (1979). *A Critical History of English Literature: The Restoration to 1800.* Allied publishers private.  
Ford, Boris. (1973). *The Pelican Guide to English Literature.* Penguin Books.  
Poplawski, Paul. (2017). *English Literature in Context.* Cambridge University Press.

**Web References:**

<https://www.britannica.com/biography/William-Hazlitt>  
<https://www.jstor.org/stable/469128>

**B.A English): Semester-V**

**PAPER-9: HISTORY OF ENGLISH LITERATURE**

**4 Credits**

**(Theory)**

**4T**

**Course outcomes:**

After the completion of the course, students will be able to:

- Understand the development of English literature through historical timeline
- Develop an understanding of the social and intellectual background behind the emergence of modern English texts and their related concepts
- Comprehend the defining ethos and characteristics of different periods in English Literature
- Develop a comprehensive understanding of the history of English Literature

**Unit-I :**

**From Renaissance to Seventeenth Century**  
Renaissance and Reformation  
Native English Drama  
Authorized Version of the Bible  
Metaphysical Poetry  
Neo-classicism  
Elizabethan Songs and Sonnets

**Unit-II :**

**Eighteenth Century and the Romantic Age**  
Growth of the Novel  
Precursors of Romanticism  
Romanticism and the French Revolution  
Growth of Romantic Literature (Prose, Poetry, Drama and Novel)

**Unit-III :**

**Nineteenth Century**  
Characteristics of Victorian Literature  
Growth of Victorian Literature (Prose, Poetry, Drama and Novel)  
Pre-Raphaelite Poetry  
Naughty Nineties

**Unit-IV :**

**The Twentieth and Twenty-first centuries**  
Trends in twentieth century literature with special reference to Georgian poetry, Imagism, Symbolism, Movement Poetry.  
Twentieth Century Novel  
Twentieth Century Drama, Problem Play, Theatre of the Absurd, Kitchen Sink Drama, Expressionism, Epic Theatre  
Growth of Postcolonial literature  
Feminism, Modernism and Postmodernism

**References:**

**Textbooks:**

- Abram, H. M. (2004). A Glossary of Literary Terms. Macmillan India Limited.
- Compton-Rickett, A. (2019). *History of English Literature*. Alpha Editions.
- Daiches, D. (1979). *A Critical History of English Literature: The Restoration to 1800*. Allied publishers private.
- Ford, Boris. (1973). *The Pelican Guide to English Literature*. Penguin Books.
- Guy, J. M. (1998). *The Victorian Age: An Anthology of Sources and Documents*. Routledge.
- Poplawski, Paul. (Ed.), (2017). *English Literature in Context*. Cambridge University Press.

**Suggested Reading:**

- Albert, E., Stone, J.A. (1979). *History of English Literature*. Harrap.
- Barnard, F. C.R., & Barnard, R., Bastable, B. (1994). *A Short History of English Literature*. Wiley.
- Bastable, B., & Barnard, R. (1984). *A Short History of English Literature*. Norway: B. Blackwell.
- Blamires, H. (1984). *A Short History of English Literature*. Routledge.
- Freeman, H. (2016). *The Renaissance: A History from Beginning to End*. Create Space Independent Publishing Platform.
- Jarvis, R. (2015). *The Romantic Period: The Intellectual & Cultural Context of English Literature 1789-1830*. Taylor & Francis.
- Morony, M., Blamires, H. (1991). *A History of Literary Criticism*. Macmillan Education UK.

**Web References:**

- <http://www.historyworld.net/wrldhis/plainexthistories.asp?historyid=aa08>
- <https://www.britannica.com/art/English-literature>
- <https://literariness.org/2018/07/18/a-brief-history-of-english-literature/>
- <https://sites.udel.edu/britlitwiki/the-victorians/>
- <https://www.poetryfoundation.org/collections/154826/an-introduction-to-the-english-renaissance>

## PAPER-10: MODERN LITERATURE(A) (POETRY)

### 4 Credits

(Theory)

4T

#### Course outcomes:

After the completion of the course, students will be able to:

- Understand the rise and development of the modern poetry
- Compare and contrast the works of the modern poets from diverse nationalities
- Develop an understanding of the eastern and western consciousness as reflected through modern poetic texts
- Recognize the characteristic features of the modern poetry in English and its thematic diversity

#### Unit-I :

W.B. Yeats: “The Second Coming”  
 T. S. Eliot: “The Love Song of J. Alfred Prufrock”  
 Philip Larkin: “Church Going”

#### Unit-II:

Walt Whitman: “When Lilacs Last in the Dooryard Bloom’d”  
 Emily Dickinson: “I Taste a Liquor never brewed”  
 Robert Frost: “The Road Not Taken”

#### Unit-III:

Sarojini Naidu: “Song of Radha”  
 Mahadevi Verma: “Why an Introduction, since you are within me”  
 Kamala Das: “My Grandmother’s House”

#### Unit-IV:

Sri Aurobindo: “The Rose of God”  
 Nissim Ezekiel: “Night of the Scorpion”  
 A.K. Ramanujan: “A River”  
 “Obituary”

Note: All the works marked with an asterisk(\*) are for detailed study.

#### References:

**Text Book:** *Eternal Rhythms: An Anthology of British, American and Indian-English Poetry*.(2011). Oxford University Press.

#### Suggested Readings:

Blannires, H., Morony, M. (1991). *A History of Literary Criticism*. Macmillan Education UK.  
 Compton-Rickett, A.(2019). *History of English Literature*. Alpha Editions.  
 Daiches, D.(1979). *A Critical History of English Literature: The Restoration to 1800*. Allied publishers private.  
 Ford, Boris.(1973). *The Pelican Guide to English Literature*. Penguin Books.  
 King, B. (2004). *Modern Indian Poetry in English*. OUP India.  
 Nayar, P. K. (2009). *A Short History of English Literature*. Foundation Books.  
 Poplawski, Paul. (2017). *English Literature in Context*. Cambridge University Press.  
*A History of Indian Poetry in English*. (2016) Ed. By Rosinka Chaudhuri, Cambridge UP.

#### Web References:

<https://www.slideshare.net/madhahabee5/modernism-and-modern-poetry>  
<https://englishsummary.com/20th-century-poetry-themes/#gsc.tab=0>  
<https://www.poetryfoundation.org/poets/william-butler-yeats>  
<https://www.poetryfoundation.org/poets/t-s-eliot>

## Paper-11A: Introduction to Linguistics and Phonetics

**4 Credits**

(Theory)

**4T**

**Course Outcomes:**

After the completion of the course, students will be able to:

- Extend their knowledge of the origin, development and use of languages
- Discover the relationship between language and culture
- Develop the art of deducing the spellings from the pronunciation/ sound of the word
- Use the correct pronunciation of words
- Identify the differences in language, dialects and other varieties of languages

**Unit I**

**:**

**General Linguistics**

Origin and Development of Human Language

What is Language?

Properties/ Characteristics of Human Language

Linguistics as a Science

**Unit II:**

**Syntax**

Types of Clauses and Sentences

The Simple Sentence

Structure of the Noun Phrase and Verb Phrase

Coordination and Subordination

**Unit III**

**:**

**Phonetics and Phonology**

The Speech Mechanism

Phonemes and Allophones

Description and Classification of Vowels and Consonants

**Unit IV**

**:**

**Intonation**

Syllable

Strong and Weak Forms

Word- stress, Accent,

Intonation in Connected Speech

**Reference:**

**Text Books:**

Brown,K., Miller, J.(2020).*Syntax: A Linguistic Introduction to Sentence Structure*. Taylor & Francis.

Farnet, A. K.,& Akmajian, A.,& Harnish, R.M., Demers, R.A. (2001). *Linguistics: An Introduction to Language and Communication*. MIT Press.

Harnish, R.M.,&Akmajian, A. (2017).*Linguistics*. MIT Press.

Jindal, D. V., & Syal, P.(2007). *An Introduction to Linguistic: Language, Grammar and Semantics*.PHI Learning.

McArthur, T.B. (2005). *Concise Oxford Companion to the English Language*. Oxford University Press.

**Suggested Reading:**

- Crystal, D. (2018). *The Cambridge Encyclopedia of the English Language*. Cambridge University Press.
- Greenbaum, S. (1990). *A Student's Grammar of the English Language*. Pearson Education.
- Hannahs, S., Davenport, M. (2013). *Introducing Phonetics and Phonology*. Taylor & Francis.
- Miller, J. (2016). *Introduction to English Syntax*. Edinburgh University Press.
- Quirk, R., Greenbaum, S. (1990). *A Student's Grammar of the English Language*. Longman.
- Thakur, Damodar. (1999). *Linguistics Simplified Semantics*. Bharati Bhawan publishers & distributors.

**Web References:**

- <https://www.linguisticsociety.org/what-linguistics>
- <https://linguistics.ucla.edu/undergraduate/what-is-linguistics/>
- <https://www.britannica.com/topic/syntax>
- <https://www.learngrammar.net/english-grammar/sentence-definition-n-types>

## PAPER-11B: Functional Skills in Language and Literature

### 4 Credits (Theory)

4T

#### Course outcomes:

After the completion of the course, students will be able to:

- Recognize various text types and comprehend them
- Develop an understanding of the various aspects of communicative English
- Comprehend distinct technical concepts related to English language writing
- Understand functional English and its application in practical life

#### Unit-I : Remedial English Grammar and Use of English

Parts of Speech with Emphasis on Articles, Prepositions, Verb, Adverbs, Tenses and their Uses, Idioms and phrases, Common errors, Question Tags, Vocabulary building, Use of a dictionary.

#### Unit-II : Writing Skills

Essay Writing, Letter, Application, Bio- data/Curriculum Vitae(CV) and Résumé Writing, Report Writing, Dialogue Writing, Précis Writing  
Email and email etiquettes

#### Unit-III : Communication Skills

Professional and General Communication  
Psychological/Physical/Emotional Barriers  
Group discussion, Delivering short speeches, Note taking  
Stress, Intonation and Rhythm

#### Unit-IV : Comprehension using Language through Literature

Rhetoric and Prosody  
Figures of Speech  
Practical Criticism

#### References:

##### Textbook:

Singh, R.P.(2004).*Functional Skills in Language and Literature*. OUP. India.

##### Suggested Readings:

- Padhya, S.Sudhir. (2017).*English Grammar and Writing Skills*. Notion Press.  
Sen, Leena.(2007). *Communication Skills*. PHI Learning Pvt.Ltd.  
Short, M. H., Leech, G.N., & Leech, P. G. N.(1981).*Style in Fiction: A Linguistic Introduction to English Fictional Prose*. Longman.  
Simpson, P.(1997). *Language Through Literature: An Introduction*. Routledge.

##### Web References:

- <https://www.englishgrammar.org/>  
<https://www.grammarly.com/blog/how-to-improve-writing-skills/>  
<https://drexel.edu/goodwin/professional-studies-blog/overview/2018/July/Five-types-of-communication/>  
<http://oreil.col.org/module/5-language-through-literature>



## B.A. (English): Semester-VI

### Paper-12: Modern Literature (B) (Drama)

**4 Credits**

(Theory)

**4T**

**Course outcomes:**

After the completion of the course, students will be able to:

- Develop an understanding of the modern drama and its various forms
- Recognize the incorporation of the distinct social aspects within modern English drama
- Compare and contrast British, American and Indian Modern Drama through Representative examples
- Develop an understanding between the social ideologies as reflected through modern drama

**Unit-I :** Oscar Wilde : *The Importance of Being Earnest\**

**Unit-II :** John Osborne : *Look Back in Anger\**

**Unit-III:** Eugene O’Neil: *The Hairy Ape\**

**Unit-IV:** Girish Karnad : *Tughlaq\**

Note: All the texts prescribed and marked with an asterisk (\*) are for detailed study.

**References:**

**Text Books:**

- Wilde, O. (1990). *The Importance of Being Earnest*. Dover Publications.  
 Osborne, J. (1963). *Look Back in Anger: A Play in Three Acts*. Faber & Faber.  
 O’Neill, E. (2009). *The Hairy Ape*. Digireads.com Publishing.  
 Karnad, G. R.(1972). *Tughlaq: A Play in Thirteen Scenes*. Oxford University Press.

**Suggested Readings:**

- The Pelican Guide to English Literature*. (1973). Penguin Books.  
 Daiches, D.(1994). *A Critical History of English Literature*. Mandarin.  
 Compton-Rickett, A. (2019). *History of English Literature*. Alpha Editions.  
*English Literature in Context*. (2017). Cambridge University Press.  
 Alexander, M. (2013). *A History of English Literature*. Palgrave Macmillian  
 Nayar, P.K. (2009). *A Short History of English Literature*. Foundation Books.  
*A Compendious History Of English Literature*, IE.(2009). (n.p.): Vikas Publishing House Pvt Limited.

Albert, E. (1952). *A History of English Literature*. George G. Harrap.  
*A History of Literary Criticism*. (1991). (n.p.): Macmillan International Higher Education.

**Web References:**

- <https://www.gutenberg.org/files/844/844-h/844-h.ht>  
<https://youtu.be/caobjh3oGy4>"TheHairyApeplaybyO’Neill|Britannica"  
<https://www.britannica.com/topic/The-Hairy-Ape>  
 “Tughlaq|playbyKarnad|Britannica”<https://www.britannica.com/topic/Tughlaq>

### PAPER-13: MODERN LITERATURE(C) (FICTION)

**Credits 4**

(Theory)

4T

**Course outcomes:**

After the completion of the course, students will be able to:

- Understand the rise and development of the modern fiction
- Compare and contrast the works of the modern novelists from distinct origins
- Develop an understanding of the eastern and western consciousness as reflected through modern fiction
- Comprehend and analyse different aspects of modern fiction and its stylistic variations

**Unit-I:** E.M. Forster : *A Passage to India*

**Unit-II:** Ernest Hemingway: *The Old Man and the Sea*

**Unit-III:** MulKraj Anand: *Untouchable*

**Unit-IV:** Anita Desai: *Cry, the Peacock*

**References:**

**Text Books:**

Anand, M. R.(2003).*Untouchable*. Penguin Books,Limited.  
Desai, Anita (2020). *Cry, the Peacock*. Orient Paperbacks.  
Forster, E. M.(2011). *A Passage to India*. Penguin Books, Limited.  
Hemingway, E. (2012). *The Old Man And The Sea*. Harper Perennial Classics.

**Suggested Readings:**

*A Compendious History of English Literature*, 1<sup>st</sup> Ed. (2009). (n.p.): Vikas Publishing House Pvt Limited.  
Albert, E. (1952). *A History of English Literature*. United Kingdom: George G. Harrap.  
Alexander, M. (2013). *A History of English Literature*. United Kingdom: Palgrave Macmillian.  
*English Literature in Context*. (2017). Singapore: Cambridge University Press.  
*History of Literary Criticism*. (1991). (n.p.): Macmillan International Higher Education.  
Nayar, P.K. (2009). *A Short History of English Literature*. India: Foundation Books.  
*The Pelican Guide to English Literature*. (1973). United Kingdom: Penguin Books.  
Uniyal, Ranu.(2000). *The Fiction of Margaret Drabble and Anita Desai: Women and Landscape*. Creative Books.

**Web References:**

<https://www.britannica.com/topic/A-Passage-to-India-novel>  
"The Old Man and the Sea: Plot Overview|SparkNotes"  
<https://www.sparknotes.com/lit/oldman/summary/>  
"Untouchable|work by Anand| Britannica"  
<https://www.britannica.com/topic/Untouchable-by-Anand>

## Paper 14A: Greek Mythology and Biblical References

### 4 Credits (Theory)

4T

#### Course outcomes:

After the completion of the course, students will be able to:

- Develop the knowledge of the various Greek and Biblical myths
- Develop the understanding and difference between the pagan and Christian worldview
- Recognize and relate the various Greek and Biblical references encountered across modern literature
- Understand the various versions and renderings related to Greek and Biblical concepts

### Greek/Classical Mythology

#### Unit-I

Zeus-Mount Olympus, Oracle of Delphi, Myth of Helen of Troy, Pandora, Theseus, Perseus, Argonauts, Cadmus

#### Unit-II

Medea, Scylla, Persephone, Cupid & Psyche, Orpheus & Eurydice, Nine Muses, Furies, Medusa, Hercules

### Biblical References

#### Unit-III

Old Testament, New Testament, Concept of Original Sin, David-Bathsheba, Samson-Delilah, Moses-Ten Commandments-Exodus, Lazarus, Magi, Ruth, Noah

#### Unit-IV

Sin & Redemption, Paradise–Purgatory-Hell fires, Holy Grail, Staff & Rod, Holy Wine, Mount Zion, Bethlehem, Jerusalem, Jesus-Nazarene-Cross-Holy Trinity

#### References:

##### Text Books:

Buxton, R.G. A., Buxton, P.o. G.L.a.L.R.(2004). *The Complete World of Greek Mythology*. Thames & Hudson.

*King James's Bible: A Selection*.(2014). Routledge.

##### Suggested Readings:

Graves, R. (2017). *The Greek Myths: The Complete and Definitive Edition*. Penguin Books, Limited.

Hamilton, E. (2011). *Mythology: Timeless Tales of Gods and Heroes*. Grand Central Publishing.

d'Aulaire, J., d'Aulaire, E.P.(2017). *D'Aulaires Book of Greek Myths*. Random House Children's Books.

##### Web References:

<https://www.britannica.com/topic/King-James-Version>

<https://www.history.com/topics/ancient-history/greek-mythology>

<https://www.britannica.com/topic/Greek-mythology>

<https://www.sparknotes.com/lit/oldtestament/characters/>

## Paper-14B: Literary Terms & Movements

**4 Credits**

(Theory)

4T

**Course Outcomes:**

After completing the course the students will be able to

- Develop an understanding of the various aspects of different literary genres
- Distinguish and comprehend the different forms of novel, poetry and drama
- Understand literary movements and their impact on English literature
- Assess the interrelation between literary movements and the development of critical theory

**Unit-I :**

**Novel**

Autobiographical Novel, Industrial Novel, NewGate Novel, Meta-fiction, Condition of England Novel, Saga Novel, Magic Realism, Stream-of-Consciousness, Interior Monologue, Graphic Novel, Mythological Fiction

**Unit-II:**

**Literary Devices**

Allusion, Analogy; Aphorism; Humour; Pathos; Satire; Inversion; Juxtaposition; Foregrounding; Repetition

**Unit-III:**

**Drama/Theatre**

Dark comedy, Expressionist Drama, Drama of ideas, Poetic Drama, Alienation effect, Aggro-effect, History Play, Closet Drama, The Curtain Raiser (One Act Play), Agitprop, Theatre of Cruelty, Poor Theatre, In-your-face Theatre

**Unit-IV:**

**Movements**

Reformation & Renaissance  
 Neo-classicism & Romanticism  
 Modernism & Postmodernism, Post colonialism  
 New Criticism, Feminism, Marxism  
 Surrealism, Existentialism, Expressionism, Impressionism

Note: All the texts prescribed and marked with an asterisk (\*) are for detailed study.

**References:**

**Text Books:**

Harpham, G., Abrams, M. (1941), *A Glossary of Literary Terms*. Cengage Learning.  
 Baldick, C. (2015). *The Oxford Dictionary of Literary Terms*. Oxford University Press.

**Suggested Readings:**

Albert, E. (1952). *A History of English Literature*. George G. Harrap.  
 Alexander, M. (2013). *A History of English Literature*. Palgrave Macmillian  
 Compton-Rickett, A. (2019). *History of English Literature*. Alpha Editions.  
 Daiches, D. (1994). *A Critical History of English Literature*. Mandarin.  
 Nayat, P. K. (2009). *A Short History of English Literature*. Foundation Books.

**Web Reference:**

<https://literarydevices.net/>  
<https://www.britannica.com/art/novel/Types-of-novel>

## Paper 14 C: Disability Studies

**4 Credits**

(Theory)

**4T**

**Course Outcomes:**

After the completion of this course, students will be able to:

- The course introduces core concepts and themes in the field of Disability Studies.
- The course will not only explore disability as a form of difference, but will encourage policy of inclusion in a global context.
- Develop an awareness of disability as a socio-cultural construct.
- Develop an analytic framework for evaluating representation of disability in literature and culture.
- Examine and critique ‘ableism’ and ‘disablism’ as ideological concepts which shape social institutions, professions, government policies and other narratives.
- Develop an understanding of social role valorisation.
- Develop insight into the key concepts of disability.
- Develop an in-depth understanding of Indian perception of disability.
- Illustrate improved skills in working with people with disabilities.

**Unit I: Definition and Models of Disability**

Definition-An Evolving Phenomenon, History of Disability with special reference to India  
Medical Model of Disability and Social Model of Disability.

**Unit II:**

**Key Concepts**  
Ableism, Disablism, Disability Activism, Dependency, Interdependency, Ostracization, Eugenics, Disability Pride,

**Unit III:**

**Social Role Valorisation**  
Definition  
Devaluation  
Role Perceptions  
Stigmatization

**Unit IV:**

**Literature, Films and Disability**  
Helen Keller: *The Story of My Life*.  
Pramila Balasundaram: *Sunny's Story*  
Rabindranath Tagore: "Subha"  
Films: *Sparsh* and *Taare Zameen Par*

**References:**

**Texts:**

- Balasundaram, Pramila.(2016). *Sunny's Story*. ISPCK.  
Davis, Lennardl.(2013). *The Disability Studies Reader*. Routledge.  
Ghai, Anita.(2018). *Rethinking Disability in India*. SAGE.  
Tagore, R.(2014). Subha. Create Space Independent Publishing Platform.  
Keller, Helen. (2016). *The Story of My Life*. Fingerprint Publishing.

**Recommended Readings:**

- Berger, James. (2014). *The Disarticulate: Language, Disability and the Narratives of Modernity*. New York University Press.
- Mahanta, Banibrata.(2016). *Disability Studies: An Introduction*. Yking Books.
- Siebers, Tobin.(2011). *Disability Theory*. University of Michigan Press.
- Thomson, Rosemarie Garland.(1997). *Extraordinary Bodies: Figuring Physical Disability in American Culture and Literature*. Columbia University Press.
- Wendell, Susan. (2013). Chapter2: The Social Construction of Disability. In *The Rejected Body: Feminist Philosophical Reflections on Disability*. Routledge.
- Wolfensberger, Wolf.(2013).*A Brief Introduction to Social Role Valorization*. Presses Valor Press.

**Web References:**

- <https://www.youtube.com/watch?v=bf0KODb1zFI>
- <https://www.youtube.com/watch?v=yA1T--IAr14>
- <https://www.youtube.com/watch?v=5m9uvttDxE4>
- <https://www.britannica.com/topic/disability-studies>
- <https://disstudies.org/index.php/about-sds/what-is-disability-studies/>
- <https://daily.jstor.org/reading-list-disability-studies/>

### Paper 15: Indian Literatures in Translation

#### 4 Credits

(Theory)

4T

#### Course Outcomes:

After the completion of the course, students will be able to-

- Develop a comparative perspective to study the texts
- Understand the history of translation and various forms of translations
- Analyse the translation tools to make use of technology like computer and internet
- Attain accessibility to regional literary forms
- Contextualize the texts of Premchand, Ishmat Chugtai, Kunwar Narayan and Tagore in their respective social and cultural milieu
- Develop an insight into the philosophy of Kabir through his verses
- Gain a historical vision of the partition trauma and the contemporary issues of the tribal people through the writings of Bhisham Sahni and Mahasweta Devi
- Develop an insight about Indian familial conflicts and social evils
- Enhance job opportunities by fostering translation skills
- Understand Indian consciousness and review the past through translated texts.

#### Unit-I:

Kabir : The English Writings of Rabindra Nath Tagore (1994, Vol.1

Ed. Sisir Kumar Das, Sahitya Akademi, Verses- 1,2, 8 & 12)\*

Sachchidanand Hiranand Vatsyayan “Agyeya”: “Hiroshima”\*

Kunwar Narayan: “Chakrvyuh”\*, “Falcon”\*

Amrita Pritam: “IcalluponWaris Shah Today”\*

Ragnuvir Sahay: “Cycle- Rickshaw”\*, “My Home”\*

#### Unit-II:

Premchand: *Gaban*

Yashpal: *Divya*

#### Unit-III:

Bhisham Sahni: “Amritsar Aa Gaya”

Mahasweta Devi: “The Hunt”

Ishmat Chugtai: “Chauthi ka Joda”

#### Unit-IV:

Mohan Rakesh: *Aadhe Adhure\** (*Halfway House*)

Vijay Tendulkar: *Kanyadan*

Note: All the texts prescribed and marked with an asterisk (\*) are for detailed study.

#### References:

##### Text Books:

Das, S.K., Ghosh, N., Tagore, R. (1994). *The English Writings of Rabindranath Tagore: A*

*Miscellany: Sahitya Akademi.*

Premchand, M. (2011). *Gaban*. India: Cedar Books.

Rakesh, Mohan. (2009). *Aadhe-Adhure*. Radhakrishnan Prakashan Pvt. Limited.

Tendulkar, Vijay. (2018). *Kanyadan*. Vani Prakashan.

##### Suggested Readings:

*Indian Literary Criticism: Theory and Interpretation*. (2002): Orient Blackswan Private Limited.

- Mukherjee, M. (2000). *The Perishable Empire :Essays on Indian writing in English*: Oxford University Press.
- Mukherjee, Sujit. (1994). *Translationas Discovery and Other Essays*. Orient Longman.
- Mukherjee, Sujit. (2004). *TranslationasRecovery*. Pencraft International.
- Sukrita P. Kumar. (2004). *Narrating Partition*, Indialog.
- Toury, G. (1984). *Translation Across Cultures*, Bahri Publications.
- Tendulkar, V.(1996). *Kanyadan*, OUP.
- Rizvi, Fatima. (2012). “The Progressive Urdu Afsana: Towards a New Aesthetic.” In *South Asian Review*, Volume 33 no. 1.
- Singh, Madhu
- Altered Realities New Experiences: Bhisham Sahni, Nirmal Verma and the New Story Movement “In Comparative Literature Studies 53.2, 2016 Special Issue, Pennsylvania State University

**Web References:**

- <https://www.youtube.com/watch?v=QbwENLPHYjAc>
- <https://www.slideshare.net/GayathriR18/hiroshma-by-agyey>
- <https://www.youtube.com/watch?v=6OTkf6UAybu>



### Paper-16: Literary Criticism

**4 Credits**

(Theory)

**4T**

**Course Outcomes:**

After completing the programme the students will be able to:

- Study the evolution of literary criticism from classical to modern era
- Develop an understanding of Indian poetics
- Comprehend the application of literary criticism to various genres of literature
- Identify the usage of critical theory for the interpretation of literary texts

**Unit-I:** Longinus : *On the Sublime*  
Aristotle : *The Poetics* (Chapters 1-25)\*

**Unit-II:** S.N. Dasgupta: “Theory of Rasa”  
S.K. Dey : “Kuntaka’s Theory of Poetry: Vakrokti”

**Unit-III:** William Wordsworth: *Preface to Lyrical Ballads*\*  
S.T. Coleridge: *Biographia Literaria* (Chapter 14 and 15)  
I.A. Richards: “Metaphor”\*

**Unit-IV:** T.S. Eliot: “The Metaphysical Poets”  
Viktor Shklovsky: “Art as Technique”

Note: All the works marked with an asterisk (\*) are for detailed study.

**References:**

**Text Books:**

- Aristotle. (2019). *The Poetics of Aristotle*. Good Press.  
Dasgupta, S., & De, S.K. (2017). *A History of Sanskrit Literature: Classical Period*. Motilal Banarsidass Publishers Private Limited.  
Enright, D. J., & De Chickera, E. (1962). *English Critical Texts. 16th Century to 20th Century*. Oxford University Press.  
B. Das, J.M. Mohanty (2003). *Literary Criticism: A Reading*. OUP  
Longinus, Dionysius. (2019). *On the Sublime*. B. Dod.  
Wordsworth, W., & Coleridge, S.T. (1798). *Lyrical Ballads: With a Few Other Poems*. J. & A. Arch.

**Suggested Readings:**

- 20<sup>th</sup> century literary criticism*. (1972): Longman.  
Waugh, P., Rice, P. (1989). *Modern Literary Theory: A Reader*. E. Arnold.  
*Literary Theory: An Anthology*. (2017). Wiley.  
*Beginning Theory, 3/E*. (2010). Viva Books Private Limited.  
Sharma, R. B. (2007). *Canon after Deconstruction: Paul de Man’s Perspective*. Adhyayan Publishers & Distributors.

**Web References:**

- <http://personal.colby.edu/~jgordon/GramsciReadings.pdf>  
[https://www.lkouniv.ac.in/site/writereaddata/siteContent/202004120632194631nishi\\_Rasa\\_Theory.pdf](https://www.lkouniv.ac.in/site/writereaddata/siteContent/202004120632194631nishi_Rasa_Theory.pdf)  
<https://www.youtube.com/watch?v=8ewnuappSc1Y>

### Paper-17: Literature and Gender

#### 4 Credits

(Theory)

4T

#### Course Outcomes:

After completing the programme the students will be able to

- Comprehend the basic ideas of gender studies and types of feminism
- Appraise the foundational ideas of the feminist philosophy
- Develop an understanding of the various challenges faced by women indifferent settings
- Develop more sensitivity to the gender discrimination around them

#### Unit I:

##### Key Concepts

Patriarchy, Sex and Gender, Androgyny, Types of Feminism, Womanism, Écriture féminine, Gynocriticism, Ecofeminism

##### Prose

Virginia Woolf:

“Professions for Women”

Elaine Showalter:

“The Female Tradition”\* essay from *A Literature of their Own*

#### Unit-II:

##### Poetry

Adrienne Rich:

“Snapshots of a Daughter-in-Law”\* , “Dreamwood”\*

Carol Ann Duffy:

“Anne Hathaway”\* , “Valentine”\*, “Medusa”\*

Imtiaz Dharker:

“Purdah (I)”\*

#### Unit-III:

##### Autobiography/ Drama

Kamala Das:

*My Story*

Caryl Churchill:

*Top Girls*\*

#### Unit-IV:

##### Fiction/ Short Fiction

Manju Kapur:

*Difficult Daughters*

Chitra Banejee Divakaruni: *The Palace of Illusions*

Deepak Sharma: “The Tanner’s Yard”

Note: All the works marked with an asterisk (\*) are for detailed study.

#### References:

##### Text Books:

Divakaruni, C. B.(2009).*The Palace of Illusions: A Novel*. Anchor Books.

Das, K. (2011).*My Story*: DC Books.

Churchill, C.(2018). *Top Girls*: Bloomsbury Publishing.

Kapur, M. (2010). *Difficult Daughters*: Faber & Faber.

##### Suggested Readings:

Griffin, G. (2017). *A Dictionary of Gender Studies*. OUP Oxford.

*Guide to Indian Periodical Literature*. (2006). Indian Documentation Service.

*Indian Literature*. (2006). Sahitya Akademi.

Millett, K. (2000). *Sexual politics*: University of Illinois Press.  
 Shiva, V. (1988). *Staying Alive: Women, Ecology, and Survival in India*: Kali for Women.  
 Walters, M. (2005). *Feminism: A Very Short Introduction*. OUP Oxford  
 Uniyal, R. (2000). *Women in Indian Writing from Difference to Diversity*. Prestige Books.  
*Post- 1980 Indian English Fiction*. (2015), Ed. By Shiv Govind Puri and Nazneen Khan:  
 Viking Books

**Web References:**

<https://literariness.org/2016/09/24/elaine-showalter-as-a-feminist-critic/>  
[https://www.patkarvardcollege.edu.in/studymaterialpdf/TTY\\_English\\_Unit%203\\_Sem%205\\_Paper%209\\_Criticism\\_Gynocriticism.pdf](https://www.patkarvardcollege.edu.in/studymaterialpdf/TTY_English_Unit%203_Sem%205_Paper%209_Criticism_Gynocriticism.pdf)  
<http://rimstead-cours.espaceweb.usherbrooke.ca/rimstead-cours/essays/woolf2.htm>  
[http://www.jhsssi.org/papers/v5\(7\)/F0507030035.pdf](http://www.jhsssi.org/papers/v5(7)/F0507030035.pdf)

## Paper 18 (A): Forms of Popular Literature

**4 Credits**

(Theory)

**4T**

**Course Outcomes:**

After the completion of the course, students will be able to:

- Develop an understanding of the term ‘Popular Literature’
- Recognize the plausible dystopic vision of the science fiction writers if science is not handled with care
- Discover the art of enhancing their travel experiences
- Assess the manoeuvrings of child’s psyche
- Develop inquisitive thinking and become more observant as detective fiction readers

**Unit I:**

**Science Fiction**

Mary Shelley : *Frankenstein*  
H.G. Wells : *The Time Machine*

**Unit II:**

**Detective Fiction**

Arthur Conan Doyle: *The Hound of the Baskervilles*  
Agatha Christie : *The Murder of Roger Ackroyd*

**Unit III:**

**Travel Narrative**

Bill Aitken : *Footloose in the Himalaya*  
Dervla Murphy : On a Shoestring to Coorg: Experience of Southern India

**Unit IV:**

**Children’s Fiction**

Roald Dahl : *Charlie and the Chocolate Factory*  
Salman Rushdie : *Haroun and the Sea of Stories*

**References:**

**Texts:**

- Rushdie, S. (1991). *Haroun and the sea of stories*: Granta Books.  
Dahl, R.(2010).*Charlie and the Chocolate Factory*: Penguin Books Limited.  
Murphy, D. (2018). *On a Shoestring to Coorg: Experience of Southern India*: Speaking Tiger Publishing Private Limited  
Aitken, B. (2010). *Footloose In The Himalaya*: Permanent Black.  
Christie, A. (2000). *The Murder of Roger Ackroyd* (Hercule Poirot Mysteries): Berkley Books.  
Doyle, A. C.(2001). *The Hound of the Baskervilles*: Signet Classic.  
Wells, H. G. (1995). *The Time Machine*: Dover Publications.  
Shelley, M. W. (2015).*Frankenstein*. Bounty.

**Suggested Readings:**

- Ashley, M.(2016). *Science Fiction Rebels: The Story of the Science-Fiction Magazines from 1981to1990*: Liverpool University Press.  
Booker, M.K. (1994). *Dystopian Literature: A Theory and Research Guide*: Greenwood Press. *A Companion to Crime Fiction*. (2020):Wiley.  
Dechéne, A. (2018). *Detective Fiction and the Problem of Knowledge: Perspectives on the Metacognitive Mystery Tale*: Springer International Publishing.

- Hunt, P. (2004). *International Companion Encyclopedia of Children's Literature*. Taylor & Francis.
- The Cambridge Companion to Science Fiction*. (2003). Cambridge University Press.
- Lindsay, Claire. (2015). "Travel Writing and Postcolonial Studies." *The Routledge Companion to Travel Writing*. Routledge.
- Moylan, Tom. (2000). *Scraps of the Untainted Sky: Science Fiction, Utopia, Dystopia*. Westview Press.
- Rollyson, Carl E. (ed). (2008). *Critical Survey of Mystery and Detective Fiction*. Volume 1: Salem Press INC.
- Singh, V.P. (2012). *Mountain Travelogues on the Himalaya and Tibet*. Pilgrims Publishing.

**Web References:**

- <https://www.britannica.com/topic/The-Time-Machine>
- <https://www.litcharts.com/lit/frankensteins-summary>
- [https://udrc.lkouniv.ac.in/Content/DepartmentContent/SM\\_1f4f2a1b-f390-43c6-a5d5-454f57cde9af\\_6.pdf](https://udrc.lkouniv.ac.in/Content/DepartmentContent/SM_1f4f2a1b-f390-43c6-a5d5-454f57cde9af_6.pdf)
- [https://udrc.lkouniv.ac.in/Content/DepartmentContent/SM\\_1f4f2a1b-f390-43c6-a5d5-454f57cde9af\\_6.pdf](https://udrc.lkouniv.ac.in/Content/DepartmentContent/SM_1f4f2a1b-f390-43c6-a5d5-454f57cde9af_6.pdf)
- <http://researchscholar.co.in/downloads/5-prof-v.p-singh.pdf>

## Paper-18 (B): American Literature

**4 Credits**

(Theory)

**4T**

**Course Outcomes:**

After completing the programme the students will be able to:

- Develop an understanding of American literature
- Appraise American poetic sensibility through select examples
- Identify the social and political aesthetics of American theatre
- Develop a comprehensive understanding of American culture and society as reflected through prescribed texts
- Comprehend the interrelation between American prose and political history
- Identify the social and political aesthetics of American prose
- Develop a comprehensive understanding of American culture and society as reflected through prose and fiction writing
- Develop an understanding of American literature

**Unit-I: Prose**

Frederick Douglas:

“Escape from Slavery” and “Life as Freeman”

Toni Morrison: From *The Life & Times of Frederick Douglas*

*Built*

**Unit-II: Poetry**

Walt Whitman:

“One’s Self I Sing”\*

Emily Dickinson:

“I Felt a Funeral in My Brain”\*

J.M. Langston Hughes:

“Let America be America Again”\*

Sylvia Plath:

“The Negro Speaks of Rivers”\*

“Ariel”\*, “Daddy”\*

**Unit III: Drama**

Arthur Miller:

*Death of a Salesman*\*

Tennessee Williams:

*The Glass Menagerie*

**Unit IV: Fiction**

Harper Lee:

*To Kill a Mocking Bird*

J.D. Salinger:

*The Catcher in the Rye*

Toni Morrison:

*Beloved*

Note: All the works marked with an asterisk (\*) are for detailed study.

**References:**

**Text Books:**

*101 Great American Poems*.(2012). Dover Publications.

Bray, R., Williams, T. (2009). *The Glass Menagerie*. Penguin.

Lee, H. (2014). *To Kill a Mockingbird*. Harper.

Morrison, T. (2014). *Beloved*. Random House.

Pinsky, R. (2013). *Best of the Best American Poetry: 25th Anniversary Edition*. Scribner.

Salinger, J.D. (1964). *The Catcher in the Rye*. Bantam Books.

Hughes, T., Plath, S. (2008). *The Collected Poems*. Harper Collins.  
*The House That Race Built: Original Essays by Toni Morrison, Angela Y. Davis, Cornel West,*

*and Others on Black Americans and Politics in America Today*. (2010). Knopf  
 Doubleday Publishing Group.

Weales, G. C., & Miller, A. (1996). *Death of a Salesman*. Penguin Books.

**Suggested Readings:**

Gray, R. J., Gray, R. (2004). *A History of American Literature*. United Kingdom: Wiley.

Bradbury, M., Ruland, R. (2016). *From Puritanism to Postmodernism: A History of American Literature*. United Kingdom: Taylor & Francis.

**Web References:**

<https://www.britannica.com/art/American-literature>

<https://www.sparknotes.com/lit/mocking/>

<https://www.nytimes.com/1988/04/01/nyregion/toni-morrison-s-novel-beloved-wins-the-pulitzer-prize-in-fiction.html>

<https://www.bard.org/study-guides/synopsis-death-of-a-salesman>

<https://www.nytimes.com/2003/08/31/nyregion/library-banned-but-not-forgotten.html>

<https://www.poetryfoundation.org/poets/sylvia-plath>

<https://www.biography.com/writer/emily-dickinson>

<https://www.britannica.com/art/Native-American-literature>

### Paper-19 (A): Indian Literatures in English

#### 4 Credits

(Theory)

4T

#### Course Outcomes:

After completing the programme the students will be able to

- Understand the trajectory of development of Indian poetry in English
- Compare and contrast the pre-independent and post-independent writings in English
- Identify the thematic and stylistic variations indifferent genres in Indian writing in English
- Develop knowledge of the seminal Indian English writers and texts.

#### Unit-I:

##### Prose

Sri Aurobindo: “The Essence of Poetry” from *The Future Poetry*  
 Jawaharlal Nehru: “In Naini Prison”  
 Nirad. C. Chaudhary: “Tell Me the Weather and I’ll Tell the Man”  
 Gandhi: Chapter 17 and 18 from *Hind Swaraj*

#### Unit-II:

##### Poetry

Henry Derozio: “To My Native Land”  
 Toru Dutt: “Our Casuarina Tree”  
 Jayanta Mahapatra: “Dawn at Puri”\*, “Exile”  
 Kamala Das: “An Introduction”\*, “The Freaks”\*

#### Unit III:

##### Drama

Asif Currimbhoy: *The Doldrums*  
 Mahesh Dattani: *Tara*

#### Unit IV:

##### Fiction

Raja Rao: *Kanthapura*  
 R. K.Narayan: *The Painter of Signs*

Note: All the works marked with an asterisk (\*) are for detailed study.

#### References:

##### Text Books:

Rao, R.(2014). *Kanthapura*.  
 Das, K. (2014). *Selected Poems*: Penguin Books Limited.  
 Dattani, M. (2013). *Tara: A Stage Play* (Penguin Petit). Penguin Random House India Private Limited.  
 Dutt, T. (2006). *Toru Dutt: collected prose and poetry*: Oxford University Press.  
 Narayan, R.K. (2006). *The Painter of Signs*: Penguin Publishing Group.  
 Tendulkar, V. (1978). *Silence! The Court is in Session*: Oxford University Press.

##### Suggested Readings:

K.R. Srinivasa Iyengar and Indian English Literature. (2000): Yugadi Publishers.  
 Naik, M. K. (1982). *A History of Indian English Literature*: Sahitya Akademi.  
*Perspectives on Indian Fiction in English*. (1985). Abhinav Publications.



Prasad, G. J. V. (1999). *Continuities in Indian English Poetry: Nation Language Form*. Pencraft International.

Srivak, G. C.(2012). *In Other Worlds: Essays in Cultural Politics*. (n.p.): Taylor & Francis.

Uniyal, Ramu.(2007). *Kanthapura: A Critical Study*(Co- Edited). Asia Books.

*A History of Indian Poetry in English*. (2016) Ed. By Rosinka Chaudhuri, Cambridge UP.

**Web References:**

<https://muse.jhu.edu/article/654761/summary>

<http://ignited.in/a/2024>

<http://www.searchforlight.org/nh26022005/>

<https://scalar.lehigh.edu/derozio/collected-poems-of-henry-1-v-derozio>

### Paper-19(B): New Literatures in English

**4 Credits**

(Theory)

**4T**

**Course Outcomes:**

After the completion of the course, students will be able to:

- Develop an understanding of the various connotations of the term “New Literatures” and difference from other terms like Commonwealth Literature etc.
- Evaluate the social and cultural milieu of the nation’s writing “New Literatures”
- Identify the similarities and differences between the New Literatures from different parts of the world.
- Analyse the impact of the colonial activity and the coping mechanisms of different countries
- Interpret the different ways of assertion of national identity post colonization

**Unit I: African and Caribbean Literature**

Chinua Achebe:	<i>Things Fall Apart</i>
Wole Soyinka:	<i>Kongi's Harvest</i>
Jean Rhys:	<i>Wide Sargasso Sea</i>

**Unit II: Australian Literature**

A.D Hope:	“Australia”*
Patrick White:	“Death of the Bird”*
Judith Wright:	<i>Voss</i>
	“The Company of Lovers”*
	“Woman to Man”*

**Unit III:**

**Indian English Literature**

Jayanta Mahapatra:	“The Lost Children of America”*
Eunice DeSouza:	“Bequest”*
	“Advice to Women”*
Shashi Deshpande:	<i>That Long Silence</i>
<i>Amitav Ghosh:</i>	<i>Sea of Poppies</i>

**Unit IV:**

**Canadian Literature**

George Ryga:	<i>The Ecstasy of Rita Joe</i>
Magaret Atwood:	<i>Surfacing</i>
Earle Birney:	“The Bear on the Delhi Road”*
	“Bushed”*
Dennis Lee:	“Cadence, Country, Silence: Writing in Colonial Space”

Note: All the works marked with an asterisk (\*) are for detailed study.

**References:**

**Text Books:**

Rhys, Jean. (2000). *Wide Sargasso Sea*. Penguin UK.

Achebe, C. (2013). *Things Fall Apart*. Penguin Books Limited.  
Soyinka, Wole. *Kongi's Harvest*.

White, P. (2008). *Voss*. Penguin Books.

Deshpande, S. (1989). *That Long Silence*. Penguin Books.

Ghosh, A. (2009). *Sea of Poppies: A Novel*. Farrar, Straus and Giroux.

Lee, Dennis. (1974). Cadence, Country, Silence: Writing in Colonial Space. *Boundary2*, vol.3 no.1,.

Earle Birney.(1997). The Bear on the Delhi Road. *Fall by Fury*. McClelland & Stewart.

### **Suggested Readings:**

*Ten Twentieth-century Indian Poets*. (1976). Oxford University Press.

King,B.(2004). *Modern Indian Poetry in English*. OUP India.

Ghosh, Amitav. (2003). *A Critical Companion*. Tabish Khair (Ed.). Permanent Black.

Jain, Jasbir. (2003). *Gendered Realities, Human Spaces: The Writing of Shashi Deshpande*. Rawat Publications.

*Writing Difference :The Novels of Shashi Deshpande*.(2005).Chanчала K.Naik (Ed.). Pencraft International.

Singh, R.P. (2006).Margaret Atwood. Henry Schwarzeral. (eds). *The Encyclopedia of Postcolonial Studies*. Blackwell. 2016.

Khan, Nazneen. (2015). *Shashi Deshpande: Texts and Contexts*. New Delhi: Adhyayan Publishers.

Puri, S.G.(2016) *Australian Literature: Paradigms, Praxis and Theory*. New Delhi; Atlantic Publishers.

Puri, S.G., (2016) *New Literatures: Ethnicity, Culture and Identity*. Jaipur; Yking Books.

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[https://udrc.lkouniv.ac.in/Content/DepartmentContent/SM\\_0933982b-5846-4e42-8634-a23c8176a4c4\\_6.pdf](https://udrc.lkouniv.ac.in/Content/DepartmentContent/SM_0933982b-5846-4e42-8634-a23c8176a4c4_6.pdf)

<https://www.sparknotes.com/lit/surfacing/>

<https://www.britannica.com/biography/A-D-Hope>

<https://readingmattersblog.com/2017/05/18/voss-by-patrick-white/>

<https://www.britannica.com/art/Canadian-literaturea>

### Paper-19 (C): Diaspora Studies

#### 4 Credits

(Theory)

4T

#### Course outcomes:

After the completion of the course, students will be able to:

- Understand the integration of languages, humanities, social sciences with STEM (Science, Technology Engineering and Mathematics).
- Consider diaspora as an interdisciplinary area of studies.
- Acknowledge the difference between diaspora, migration, emigration and immigration.
- Know the grandiosity of Indian School of thoughts in languages, humanities, philosophy, medicine, technology and mathematics.
- Understand the difference between diaspora and transnationalism.
- Understand post-colonialism, multiculturalism, transnationalism and McLuhan's concept of "Global Village".
- Understand Indian diaspora in Fiji, Mauritius, Trinidad and Guyana.
- Know the kinds of diaspora which emerged from India-Bhojpuri, Marathi, Punjabi, Gujrati and Tamil.
- Consider the range of Diaspora-America, Britain, Canada, Australia, China, India and almost all parts of the world
- Acknowledge the importance of race, culture and ethnicity.

#### Unit I:

**Key Concepts-**Its meaning and origin; salient features of diaspora-cultural hybridity, nostalgia, alienation, longing for belongingness, search for roots, concept of nation; Kinds of Diaspora- Bhojpuri, Marathi, Punjabi, Tamil Diaspora and Transnationalism.

#### Unit II:

Sujata Bhatt: "Red August"\* , "My Mother's Way of Wearing A Sari"\*

Suniti Namjoshi: "Unicorn"\* , "To Be a Poet"\*

Agha Shahid Ali: "Snowmen"\* , "In Memory of Begum Akhtar"\*

#### Unit III:

Bharati Mukherjee: *Jasmine*  
V. S. Naipaul: *The Mystic Masseur*

#### Unit IV:

Jhumpa Lahiri: "Interpreter of Maladies"  
Chitra Banarjee Divakaruni: "Mrs. Dutta Writes a Letter"  
Rohinton Mistry: "The Ghost of Firozsha Baag"

Note: All the works marked with an asterisk (\*) are for detailed study.

#### References:

#### Text Books:

Mukherjee, B. (1999). *Jasmine*. Grove Press.

Lahiri, J. (2000). *Interpreter of Maladies*. Houghton Mifflin Harcourt.  
 Naipaul, V. S. (2011). *The Mystic Masseur*. Picador.

**Suggested Reading:**

Jain, J. (2017). *The Diaspora Writes Home: Subcontinental Narratives*. Springer Singapore.  
 Mishra, V. (2007). *The Literature of the Indian Diaspora: Theorizing the Diasporic Imaginary*. Taylor & Francis.  
 Paranjape, Makarand R. (Ed.). (2001). *In Diaspora: Theories, Histories, Texts*. India: Indialog Publications.  
 Parekh, B. (2006). *Rethinking Multiculturalism: Cultural Diversity and Political Theory*. Palgrave Macmillan.  
 Pirthai, M. (2009). *Mythologies of Migration, vocabularies of Indenture: Novels of the South Asian Diaspora in Africa, the Caribbean, and Asia-Pacific*. University of Toronto  
 Upadhyay, O.N., (2013) *Perspectives on Indian Diaspora*, New Delhi; Saroop and Sons Press.  
 Verma, Raj Gaurav & Vij, Neena Gupta. (2020). *Diasporic Writings: Narratives across Time and Space*. Value Publication.

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