




 यद्रे मद्रं क्रतुमस्मासु वेदि
 माँ पाटेश्वरी विश्वविद्यालय, बलरामपुर
 MAA PATESHWARI UNIVERSITY, BALRAMPUR

MAA PATESHWARI UNIVERSITY, BALRAMPUR (U. P)

SYLLABUS OF ENGLISH (UG) (3 Year /4 Year Course)

Semester-wise Papers in B.A. (English) In Accordance with National Education Policy-2020

Year	Sem.	Course Code	Paper Title	Nature of The Papers	Theory/ Practical	Credits
1	I	E010101T	Prose	Compulsory (Core Paper)	Theory	6
	II	E010201T	Poetry	Compulsory (Core Paper)	Theory	6
2	III	E010301T	Drama	Compulsory (Core Paper)	Theory	6
	IV	E010401T	Fiction	Compulsory (Core Paper)	Theory	6
3	V	E010501T	Classical Literature & History of English Literature (From Age of Chaucer to Neo Classical Age)	Compulsory (Core Paper)	Theory	6
	V	E010502T	New Literatures in English	Compulsory (Core Paper)	Theory	6
3	VI	E010601T	History of English Literature (From Romantic Age to Modern Age)	Compulsory (Core Paper)	Theory	6
	VI	E010602T	Indian Literature in English	Compulsory (Core Paper)	Theory	6

Minor Elective Syllabus for UG (English)

Year	Sem.	Course Code	Paper Title	Theory	Credits
1	I	A040102T(ME)	Minor Course BA I SEM English	Theory	06

2	III	A040302T(ME)	Minor Course BA III SEM English	Theory	06
---	-----	--------------	------------------------------------	--------	----

Subject Pre-requisites: Open to all

Programme Outcomes (POs) (All Semesters)

The programme aims to:

- Develop an appreciation of English language, its connotations and interpret and appreciate the didactic purpose of literature
- Take cognizance of the historical, social and cultural context of each literary work and thereby make connections between literature and society & appreciate literature's ability to stimulate feeling
- Sensitize students to the aesthetic, cultural and social aspects of literature
- Present an extensive view of the cultural and social patterns of the society in specific time and situations in which it flourished by covering all walks of human life- rational, irrational, carnal, and emotional
- Make the students aware of literature written/translated in English speaking countries like UK/ USA
- Develop a more complex understanding of the history, literature, narrative techniques, drama techniques, kind of fiction and drama existing in Britain, America and India
- Augment the understanding of fundamental tenets of classical literature
- Develop an understanding of the various connotations of the term 'New Literatures' and the difference from other terms like Commonwealth Literature etc.
- Develop an insight regarding the idea of world literature and the pertinent issues of feminism, racism and diasporic relocations
- Provide job opportunities through 'skill-based' courses
- Recreate a response through creative indulgences like script-writing, dialogue writing, and be able to exploit his/her creative potential through online media like blogging.
- Engage students with various strategies of drafting and revising, style of writing and analytical skills, diagnosing and developing scholarly methodologies, use of language as a means of creative expression, will make them effective thinkers and communicators
- Demonstrate comprehension of and listener response to aural and visual information
- Assist students in the development of intellectual flexibility, creativity, and cultural literacy so that they may engage in life-long learning
- Deepen knowledge in English literature for higher studies
- Help the students to prepare for competitive exams

- Create a possibility to emerge as prospective writers, editors, content developers, teachers etc.
- Get a wide exposure of eminent writers like Kalam, Amartya Sen, Anita Desai, Woolf and M.R. Anand.
- Understand the social, historical and political backgrounds of the short story writers like Anton Chekhov through the elaborate and allegorical descriptions in the prescribed text.
- Identify the content, language, style, tone and structure of the essays and short story.

B.A. I [Certificate in English]

Programme Specific Outcomes (PSOs)

The learners will be able to:

- Develop an understanding of the basic poetic and prose devices to read, identify and analyse various literary forms of poetry and prose.
- Understand the nuances of poetic language, structure and composition of idea in Indian English Prose.
- Develop their critical thinking skills & comprehend life skills through the study of prose/short fiction & develop their own creativity by enhancing their writing skills.
- Be acquainted with the representative poets and writers from 16th century to 20th century
- Develop an understanding of the philosophy of Romanticism and how it was impacted by the revolutions in Europe.
- Interpret the meaning of ‘Victorian Compromise’ and the ‘Victorian paradox’ and appraise the different aspects of the Age of Reason.
- Be familiar with the rules and procedures of Practical Criticism.
- Analyse in detail how a key individual event or idea is introduced, illustrated and elaborated in a text.
- Understand the growth of Indian literature in English and appraise the evolution of Indian culture from traditional to modern.
- Develop knowledge of literary, cultural, and historical contexts of 20th & 21st century literature in English.

I Sem Outcomes:

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

- Understand the formal qualities of a text, intricacies of structure, stylistics and figurative elements found in the text.
- Analyse the difference in the prose techniques of different writers like Gardiner, Lamb and Bacon.
- Make use of word choices, word order, figurative language and imagery to convey meaning/emotion.
- Identify the writings of classic prose and short story writers like Chekhov, Maupassant and O’ Henry.
- Describe the literary terms related to prose.

Unit	Topic	No. of Lectures
I	1. Prose: An Introduction 2. Types of Prose and Prose Style: Essay, Short Story, Autobiography, Biography, Memoir, Travelogue	11
II	Prose Devices: Theme; Point of View; Imagery; Tone or Mood; Analogy, Anecdote; Antithesis; Aphorism; Diction; Inversion; Humour and Pathos.	11
III	1. Introducing Essay: Development, Definition, and Its Types 2. Elements of Short Story: Plot, Characterization, Narrative Technique, Structure,	11
IV	Prose 1. Francis Bacon- Of Studies 2. Charles Lamb- Dream Children 3. A. G. Gardiner- On Superstitions	11
V	Prose 1. Virginia Woolf- Professions for Women 2. A.P.J. Abdul Kalam- Patriotism Beyond Politics & Religion (from Our Ignited Minds)	11
VI	Short Stories 1. Guy de Maupassant- The Diamond Necklace 2. Anton Chekhov- The Bet 3. O' Henry- The Last Leaf	11
VII	Short Stories 1. R.K Narayan- Under the Banyan Tree 2. M.R. Anand- The Barber's Trade Union 3. Ruskin Bond- The Blue Umbrella	11

Recommended Readings:

- Boulton, M., "The Anatomy of Prose", Kalyani, New Delhi, 1982.
- Chambers, E., "The Development of English Prose", Oxford University Press, London, 1957.
- Berman, J., "A Companion to Virginia Woolf", John Wiley and Sons, 2016.
- Kalam, A.P.J., "Ignited Minds: Unleashing the power within India" Penguin, 2014.
- Read, H., "English Prose Style", Pantheon, New York, 1981.
- Walker, H., "English Essays and Essayists", J.M. Dent and Sons Ltd., London, 1928.
- Williams, W.E., "A Book of English Essays", Penguin Books, Harmondsworth, 1948.

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

- Understand the basic terminology and practical elements of poetry
- Comprehend the meaning of words, phrases and sentences in a given context
- Analyse the underlying meaning of a poem by using the 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 stanzaic form, 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
- Reflect on didactic human values as virtually mirrored in Thomas Gray's poem
- Understand the concept of nature as stated by the romantic poets in literature
- Appreciate the simplicity and lucidity of expression of poets in romantic literature
- Understand the literary terms used by the Victorian poets
- Analyse the existing conflict between faith and doubt in Victorian society
- Discuss the significance of the literary period of the text by analysing the effects of the major events of that period.
- Understand the difference between reason and imagination, literature and revolution
- Exposed to the trends in 20th century poetry of Eliot, Yeats and Larkin

Unit	Topic	No. of Lectures
------	-------	-----------------

I	Forms of Poetry 1. The Sonnet 2. The Elegy 3. The Ode 4. The Epic 5. The Ballad 6. The Lyric 7. The Dramatic Monologue 8. Allegory	09
II	1. Elements of Poetry 2. Stanza Forms <ul style="list-style-type: none"> The Heroic Couplet Blank Verse The Spenserian Stanza Terza Rima 	10
III	Poetic Device: Structure; Tone; Theme; Rhythm; Rhyme Scheme, Metre; Stressed & Unstressed Syllables; Figures of Speech; Irony; Inversion; Negative Capability; Juxtaposition	10
IV	1. William Shakespeare: Sonnet No.116 Marriage of True Minds 2. John Milton: On His Blindness 3. John Donne: The Flea 4. Alexander Pope: The Rape of the Lock – Canto I	11
V	1. William Wordsworth: Daffodils 2. S. T. Coleridge: Kubla Khan 3. P. B. Shelly: To a Skylark 4. John Keats: Ode on a Grecian Urn	11
VI	1. Alfred Tennyson: Ulysses 2. Matthew Arnold: Dover Brach 3. Robert Browning: Last Ride Together 4. Elizabeth Barret Browning: How Do I Love Thee?	11
VII	1. T. S. Eliot: The Love Song of J. Alfred Prufrock 2. W. B. Yeats: The Lake Isle of Innisfree 3. D. G. Rossetti: The Blessed Damozel	11
VIII	Practical Criticism 1. Introduction to Practical Criticism 2. One Stanza for Practical Criticism	11

Recommended Readings:

- Abrams, M.H. & Harpham, G.G., "A Glossary of Literary Terms", Cengage Learning, Delhi, 2015.
- Compton- Rickett, A., "A History of English Literature" Nabu Press, 2010.
- Abrams, M.H., "English Romantic Poets", Oxford University Press, New York, 1975.
- Boulton, M., "The Anatomy of Poetry", Kalyani, New Delhi, 1979.
- Bowra, C.M., "The Romantic Imagination", Oxford University Press, Delhi, 1961.

- Chandler, J. (ed.), “The Cambridge History of English Romantic Literature”, Cambridge University Press, Cambridge, 2009.
- Gardener, H., “The Metaphysical Poets”, Penguin Classics, Delhi, 1960.
- Bhattacharyya, A., “Studies in English Rhetoric and Prosody”, Books Way, New Delhi, 2014.

B.A. II [Diploma in English]

Programme Specific Outcomes (PSOs)

The learners will be able to:

- Comprehend and learn to critically and aesthetically analyse works in British & American drama
- Recognize the elements of drama and analysing and identifying the plot types, character analysis, thematic explanations and identifying the settings and understand the structure of a play and learn the dramatic devices used in writing a play
- Analyse and evaluate different drama by discussing the significance of the literary age of the particular text and by analysing the effects of major events of that period
- Understand the social and artistic movements that shaped the British and American drama and theatre
- Comprehend the dramatic techniques to understand the development of drama in America
- Understand the process of communicating and interpreting human experiences through literary representation using historical contexts and disciplinary methodologies.
- Provide students a taste of diverse literary practices emanating from different regions and sections of England and America.
- 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
- Learn human values and behavioral pattern from the prescribed novels and develop an understanding of the human race.

III Sem Outcomes:

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

- Develop an understanding of various types of drama & related literary terms
- Learn the core elements of structure such as exposition, complication and resolution or denouement
- Trace the origin and growth of drama in England and America
- Comprehend the political, economic, social and intellectual background leading to the rise of drama in England and America
- Analyse and appreciate the representative works of British and American Drama

- Comprehend the general features of Shakespearean plays
- Develop an interest in Shakespearean language, his use of images, supernatural elements, music and the word play
- Demonstrate the ability to contextualize the works of American dramatists, interpret the thematic and stylistic elements of the plays and appreciate their literary worth, social relevance and timeless appeal
- Comprehend the trends in modern drama through the study of poetic drama and problem plays

Unit	Topic	No. of Lectures
I	Drama Types: Tragedy & Types, Comedy & Types, Tragi-Comedy, Expressionist Drama, Drama of Ideas, Poetic Drama, Closet Drama, The Problem Play, Theatre of Absurd, Kitchen-Sink Drama	11
II	Elements of Drama : Authorial Intrusion; Epithet; Cacophony; Circumlocution; Conflict; Diction; Epilogue; Chorus Euphemism; Euphony; Malapropism.	11
III	Literary Terms (Drama): Flashback; Foil; Foreshadowing; Hubris; Hyperbaton; Motif; Nemesis; Periphrasis; Portmanteau; Prologue; Epilogue, Unity of Time; Place & Action; Setting; Spoonerism; Stage Direction; Syntax; Theme; Understatement; Verisimilitude.	11
IV	British Drama William Shakespeare: Macbeth*	11
V	British Drama 1. G. B. Shaw: Arms and the Man 2. Oliver Goldsmith: She Stoops to Conquer	11
VI	American Drama Arthur Miller: Death of a Salesman*	11
VII	American Drama 1. T. S. Eliot: Murder in the Cathedral 2. Tennessee Williams: A Streetcar Named Desire	11

*** Mark Text meant for Detailed Study**

Recommended Readings:

- Bogard, T. & Oliver, W., “Modern Drama: Essays in Criticism”, Oxford University Press, New York, 1965.
- Boulton, M., “The Anatomy of Drama”, Kalyani, New Delhi, 1980.

- Brooks, V.W., “The Writer in America”, E.P. Dutton and Co. Inc., New York, 1953.
- Golden, W.C., “A Brief History of English Drama from the Earliest to the Latest Times”, Forgotten Books, London, 2018.
- Krasner, D., Ed., “A Companion to Twentieth Century American Drama”, Blackwell Companions, 2007.
- Kernan, A.B., “The Modern American Theatre”, Prentice Hall, New Jersey, 1967.
- Kitchin, L., “Drama in Sixties”, Faber and Faber, London, 1966.
- Nicoll, A., “A History of English Drama”, Cambridge University Press, Cambridge, 2009.

IV Sem Outcomes:

After completing this course, the students 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 behavioural pattern from the prescribed novels and develop an understanding of the human race.
- Exposed to the unflattering portrayal of the contemporary Indian society through popular works of Indian fiction writers in English.

Unit	Topic	No. of Lectures
I	Rise and Development of Novels	6
II	Literary Terms: Plot, Characterization, Narrative Technique & Structure, Elements of novel.	6
III	Earlier Trends in fiction : Picaresque Novel, Historical Novel, Gothic Novel, Epistolary Novel, Regional Novel, Domestic novel.	09
IV	Trends in 20th & 21st Century Fiction : Detective Novel, Science Fiction, Meta Fiction, Utopia, Dystopia, Mythological Fiction, Campus Fiction, Space Fiction, Chic lit, Junk Fiction	09
V	British Fiction Charles Dickens: David Copperfield OR Thomas Hardy: The Mayor of Casterbridge	09
VI	British Fiction Jane Austen: Pride and Prejudice OR William Golding: Lord of the Flies	09
	American Fiction	09

VII	Ernest Hemingway: The Old Man and the Sea OR Harper Lee: To Kill a Mocking Bird	
VIII	Indian Fiction Arvind Adiga: The White Tiger OR Chetan Bhagat: Five Point Someone	09

Recommended Readings:

- Forster, E.M., “Aspects of the Novel”, Penguin, London, 2005.
- Toliver & Calderwood, “Perspectives on Fiction”, Oxford University Press, New York, 1970.
- Wynne-Davies, M., “The Bloomsbury Guide to English Literature”, Prentice Hall, New York, 1990.
- <https://www.youtube.com/embed/4IijTINyHK8>
- <https://www.youtube.com/embed/a4JH8ssrAFY>
- <https://www.youtube.com/embed/HJJIXOS3gJ8>
- https://www.youtube.com/embed/6q9_EbDrUgQ
- https://www.youtube.com/embed/2yN_X-zkC-E

B.A. III [B.A. in English]

Programme Specific Outcomes (PSOs)

The learners will be able to:

- Comprehend and analyse how English literature has evolved through centuries establishing a perception of its literary history in chronological order
- Develop an appreciation for the western classical literature.
- Generate awareness towards the problems of interpreting Indian Culture via the English Language and acquaintance with the work of significant Indian writers of Poetry, Prose, Fiction and Drama
- Develop an acquaintance with the works, themes, styles and sensibilities of the writers from Europe, North and South America, Canada, and Africa
- Recognise the evolution of certain thematic trends reflected in the narrative and linguistic experimentation of the writers of ‘New Literatures’
- Appraise the emergence of female narratives in art and literature
- Understand distinctive features of novels, shorter fiction and essays and relate the texts and contexts to real life
- Get a holistic idea of the distinctive features of Indian fiction Writing in English
- Develop a comprehensive knowledge of the British and Indian fiction through the works of different representative writers of different ages and do a comparative study into classics as well as Popular fiction in contemporary India

- Trace the development of Indian writing in English and understand various characteristics of Indian literature in English
- Examine and present a review or critical appraisal of adaptations of textual narratives into film so that they may choose an alternative career in dramatics, film -making, review and writing.
- Assist the student in the development of core skills in other media like TV, Radio and Internet.

V Sem I Paper Outcomes:

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

- Develop an understanding of the historical background of Greek and Roman literature and history
- Recognise the great works of unparalleled classical writers like Plato, Homer and Sophocles
- Develop an understanding of the evolution of English Literature, the concept, causes and impact of Renaissance and Reformation
- Trace the origin and development of English drama through Miracle and Morality plays and the plays of University Wits
- Develop an acquaintance with major religious, political and social movements from 15th to 20th century and their influence on English literature
- Comprehend the basic difference and special characteristics of the major literary tendencies of various ages and develop familiarity with major literary works by British writers in the field of Poetry, Drama and Fiction
- Understand the characteristics of Elizabethan and Metaphysical poetry and special features of Neo-classical age and its literature.
- Identify the reasons of the emergence of prose and novels and the decline of drama in England in the 18th century.

Unit	Topic	No. of Lecture
I	Historical Background <ul style="list-style-type: none"> • The Epic • Birth of Tragedy • Comedy and Tragedy in Classical Drama • The Athenian City State • Literary Cultures in Augustan Rome 	09
II	Prose Plato: The Republic(Book VII)	09

III	Poetry Homer: The Illiad (Book I)	09
IV	Drama Sophocles: Oedipus Rex	09
V	Age of Chaucer and Renaissance in England	10
VI	University Wits and Age of Shakespeare	10
VII	Neo Classical Age	10
VIII	The Periodical Essay and Rise of the English Novel	10

Recommended Readings:

- Sophocles: Oedipus, the King, tr. Robert Fagles in Sophocles: The Three Theban Plays Harmondsworth: Penguin, 1984.
- Gilbert Murray, A History of Ancient Greek Literature, Andesite Press, 2017.
- Plato, The Republic, Book X, tr. Desmond Lee London: Penguin, 2007.
- Gregory, J. (ed.) The Blackwell Companion to Greek Tragedy. Oxford, 2005.
- Cuddon, J.A., “Dictionary of Literary Terms and Literary Theory”, Penguin Books, London, 1999.
- Drabble, M., (ed.), “The Oxford Companion to English Literature”, Oxford University Press, Oxford, 1996.
- Drabble, M., (ed.), “The Oxford Companion to English Literature”, Oxford University Press, Oxford, 1996.
- Prasad, B., “A Background to the Study of English Literature”, Trinity Press, New Delhi, 2014
- Harmon & Holman. (ed.), “A Handbook to English Literature”, Prentice Hall, New York, 1996.

V Sem II Paper Outcomes:

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

- Appraise the values and issues arising from colonialism.
- Familiarize themselves with the similar (yet different) socio-historic conditions reflected in the literature of the various colonies

- Comprehend how ‘New Literatures’ incorporates very different literary products, each with its own cultural, social and geographical specificity
- Comprehend and analyse the poetic discourses of poets like Pablo Neruda, Margaret Atwood, Judith Wright, Patrick White and A. D. Hope and the variations in their themes, styles and responsiveness.

Unit	Topic	No. of Lectures
I	Introduction to New Literature	10
II	Poetry 1. Margaret Atwood: Spellings 2. A. D. Hope: Australia 3. Judith Wright: The Company of Lovers 4. Derek Walcott: A Far Cry from Africa	15
III	Prose 1. Alice Munro: Boys and Girls* 2. Frantz Fanon: Black Skin & White Mask* 3. Edward Said: Representation of Intellectuals*	15
IV	Fiction Chinua Achebe: Things Fall Apart OR V S Naipaul: A House for Mr. Biswas	15
V	Drama Wole Soyinka: The Lion and the Jewel*	10

*** Mark Texts meant for detailed study.**

Recommended Readings:

- Boehmer, E., “Empire Writing: An Anthology of Colonial Literature 1870-1918”, Oxford University Press, Oxford, 1998.
- Fanon, Frantz, “Black Skin, White Masks”, Perseus Books Group, Revised edition, 2007.
- Rowland, S.W., “Postcolonizing the Commonwealth: Studies in Literature and Culture”, Laurier University Press, Ontario, 2000.
- Chinweizu, I., “Decolonising the African Mind”, Pero, Lagos, 1987.
- Innes, C. *The Cambridge Introduction to Postcolonial Literatures*. Cambridge University Press, 2007.

Nayar, Pramod. *Postcolonial Literatures: An Introduction*. Pearson Longman, 2008.

- Patke, Rajiv. *Postcolonial Poetry in English*. Oxford University Press, 2006.

VI Sem Paper I Outcomes:

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

- Comprehend the role of French Revolution in the evolution of romanticism in English literature.
- Interpret the characteristics of Victorian age and the growth of literature in the age.
- Appreciate the special characteristics of the poetry of Pre-Raphaelites and Naughty-Nineties.
- Comprehend the trends in the poetry, drama and fiction of 20th century English literature.

Unit	Topic	No. of Lectures
I	The Romantic Age: Society	05
II	The Romantic Age: Literature and Movements	10
III	Victorian Society and Victorian Compromise	05
IV	The Victorian Age and Pre- Raphaelite Poetry	05
V	Trends and Movement in Victorian Age	10
VI	Modern Age	10
VII	Trends and Movements in Modern Age	10

Recommended Readings:

- Harmon & Holman., (ed.), "A Handbook to English Literature", Prentice Hall, New York, 1996.
- Wynne-Davies, M., "The Bloomsbury Guide to English Literature", Prentice Hall, New
- Drabble, M., (ed.), "The Oxford Companion to English Literature", Oxford University Press, Oxford, 1996.
- Prasad, B., "A Background to the Study of English Literature", Trinity Press, New Delhi, 2014

VI Sem Paper II Outcomes:

After completing this course, 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 in different genres in Indian writing in English.

- Develop knowledge of the seminal Indian English writers and texts.

Unit	Topic	No. of Lectures
I	Introduction to Indian English Literature: Its rise and Development	10
II	Prose 1. Mahatma Gandhi: Hind Swaraj- Chapter XVII (Passive Resistance) & XVIII (Education) 2. Swami Vivekananda: Chicago Speech (September 11th, 1893)	10
III	Poetry 1. Sarojini Naidu: The Pardah Nashin 2. Toru Dutt: Lakshman 3. A K Ramanujan: Love Poem for a Wife 4. Nissim Ezekiel: Night of the Scorpion 5. Jayanta Mahapatra: Hunger	15
IV	Drama 1. Mahesh Dattani: Final Solutions* 2. Girish Karnad: Nagamandala*	15
V	Fiction 1. Raja Rao: Kanthapura 2. Mulk Raj Anand: Untouchable 3. Shashi Deshpande: That Long Silence 4. Kamala Markandaya : Nectar in a Sieve	15

* Mark text is meant for detailed study.

Recommended Readings:

➤ Be able to identify the various prose styles of major prose writers of the period under study.

Recommended Readings:

- Abrams, M.H.: *English Romantic Poets*. OUP, 2nd ed., 1975.
- Legouis, E. *Geoffrey Chaucer*. Bloud and Company, 1910.
- Walker, Hugh. *The Literature of the Victorian Era*. Cambridge University Press, 2011.
- Walker, Hugh. *The English Essays and Essayists*. J.M. Dent and Sons Ltd., 1928.
- Chambers, E. *The Development of English Prose*. Oxford University Press, 1957.

Core Paper II: John Donne to Henry Fielding

Unit 1

(a) Social, Political and Intellectual Background

(b) Prose

Jeremy Collier: 'A Short View of the Immorality and Profaneness of the English Stage'

Richard Steele: The Character of an Upright Man

Oliver Goldsmith: 'The Republic of Letters' from *The Citizen of the World*

Unit 2

Poetry

John Donne: "The Good-Morrow"

John Milton: *Paradise Lost*, Book I

Alexander Pope: *The Rape of the Lock* (Cantos I to III Only)

Unit 3

Drama

John Webster: *The Duchess of Malfi**

William Congreve: *The Way of the World*

Unit 4

Fiction

Daniel Defoe: *Robinson Crusoe*

Henry Fielding: *Tom Jones*

Samuel Richardson: *Pamela*

Course Outcomes:

After the completion of the course the students shall:

- Get an overview of the major poetic trends in British genres of that age.
- Develop the skill to analyse and interpret all the genres in terms of theme, language and form.
- Understand the contexts that produced literature in this particular period.
- Identify the various themes and techniques of different works of English literature.

- Discover the various techniques of fiction writing.
- Develop an understanding of the theories of fiction.

Recommended Readings:

- Abrams, M.H.: *English Romantic Poets*. OUP, 2nd ed., 1975.
- Gardner, Helen. *The Metaphysical Poets*. Penguin Classics, 1960.
- Styan, J.L., *The English Stage*, Cambridge: Cambridge University Press, 1996.
- Chambers, E. *The Development of English Prose*. Oxford University Press, 1957.

Core Paper III: Wordsworth to Hardy

Unit 1	<p>(a) Social, Political and Intellectual Background</p> <p>(b) Prose</p> <p>Charles Lamb: ‘The Superannuated Man’</p> <p>John Ruskin: Unto This Last: The Roots of Honour</p> <p>Matthew Arnold: Culture and Anarchy: Sweetness and Light</p>
Unit 2	<p style="text-align: center;">Poetry</p> <p>William Wordsworth: ‘Tintern Abbey’</p> <p>Samuel Taylor Coleridge: ‘The Rime of the Ancient Mariner’</p> <p>John Keats: ‘Ode to Autumn’</p> <p>P B Shelley: ‘Ode to the West Wind’</p> <p>Alfred Tennyson: “Ulysses”</p> <p>Robert Browning: ‘Rabbi Ben Ezra’</p> <p>Matthew Arnold: ‘The Scholar Gypsy’</p>
Unit 3	<p style="text-align: center;">Fiction</p> <p>Jane Austen: Sense and Sensibility</p> <p>Thomas Hardy: Tess of the D’Urbervilles</p>

Course Outcomes:

After the completion of the course the students shall:

- Get an overview of the major poetic trends in British genres of that age.
- Develop the skill to analyse and interpret all the genres in terms of theme, language and form.

Project Presentation/Study Tour

Course Outcomes:

- Acquire the strategy of analysing and interpreting poetry of modern age.
- Get exposed to the origin and development of English drama of 20th century.
- Develop an understanding of the genres, conventions and experiments in English drama.
- Understand the basics and conventions of various theatrical conventions and styles.
- Understand the major factors responsible for the rise of the novel.
- Identify the major characteristics of fiction in modern age.
- Discover the various techniques of fiction writing in this age.

Recommended Readings:

- Esslin, M.: *The Theatre of the Absurd* New York: Vintage 3rd Ed. 2004.
- Styan, J.L., *The English Stage*, Cambridge: Cambridge University Press, 1996.
- Chambers, E. *The Development of English Prose*. Oxford University Press, 1957.
- Walker, Hugh. *The English Essays and Essayists*. J.M. Dent and Sons Ltd., 1928.
- Chambers, E. *The Development of English Prose*. Oxford University Press, 1957.
- Arnold. *Introduction to the English Novel* (Vols.1 & 2), London: Hutchinson & Co., 1999.

Semester VIII

Core Paper I: English Literary Criticism

Unit 1	Aristotle: Poetics Longinus: On the Sublime Philip Sidney: An Apology for Poetry
Unit 2	John Dryden: An Essay on Dramatic Poesy William Wordsworth: “Preface to <i>Lyrical Ballads</i> ” S. T. Coleridge: Biographia Literaria (Chapter XIII, XIV)
Unit 3	Matthew Arnold: ‘Study of Poetry’ T. S. Eliot: ‘Tradition and the Individual Talent’, ‘Hamlet and His Problems’ I. A. Richards: ‘Four Kinds of Meaning’
Unit 4	Short Introduction to Dhvani, Vakrokti, Alankara, Riti, Auchitya

Course Outcomes

After the completion of the course the students shall

- get introduced to the major texts of literary criticism from Aristotle to I.A.Richards.
- identify the major critical concerns and debates in the history of literary criticism.
- develop a critical vocabulary for analysing literary texts in the light of major critical texts.
- get introduced to the concept of theory and its significance to the study of literature and culture.
- get acquainted with various schools of Classical Indian literary criticism.

Recommended Readings :

Barry, Peter: *Beginning Theory*. Manchester University Press, 3rd edition, 2009.
 Butcher, S.H. *Aristotle's Theory of Poetry and Fine Art*. Dover Publications, 1951.
 Enright, D. J. and Ernst De Chickera. *English Critical Texts*. OUP, 1963.
 Hardy, William J. *Twentieth Century Criticism*. New York: Free Press(Macmillan), 1974.
 Saintsbury, George. *A History of Literary Criticism*. New Delhi: Atlantic Publishers, 2004.
 Wellek, Rene. *A History of Modern Criticism: 1750-1950, Vols. I-IV*. London: Jonathan Cape 1958.
 Wimsatt, William K. and Cleanth Brooks. *Literary Criticism: A Short History*. Random House, 2000.
 Kapoor, Kapil. *Literary Theory: Indian Conceptual Framework*, Affiliated East-West press private Limited.

Core Paper II: Women Literature

Unit I : (a) Basic Concepts : Patriarchy, Sex and Gender, Androgyny, Types of Feminism, Womanism, Écriture feminine, Gyno Criticism

(b) Feminist Literary Criticism:

	Simone de Beauvoir: Introduction to <i>The Second Sex</i>
	Virginia Woolf : A Room of One's Own
Unit 2	Mahasweta Devi : Mother of 1084
	Rashid Jahan : <i>Behind the Veil</i> (One Act Play)
Unit 3	Anita Desai : Fire on the Mountain
	Bharati Mukherjee : Jasmine
Unit 4	Maya Angelou : 'Phenomenal Woman'
	Suniti Namjoshi : 'The Unicorn'
	Sylvia Plath: Lady Lazarus
	Mamta Kalia: Tribute to Papa

Course Outcomes:

- become familiar with the earliest critical feminist works along with an understanding of the development of feminist theory.
- be familiar with the critical feminist works along with an understanding of the development of feminist theory by studying the various phases of feminism in theory and literature.

- be able to evaluate the feminist works of Black and Brown women and understand the politics of race within feminist theory.
- be acquainted with the concept of critical feminist re-readings of canonical text and the concept of 'writing back' and female subjectivity by studying select texts.

Recommended Readings :

Beauvoir, Simone de. *The Second Sex*. 1949. Trans. and ed. H.M. Parshley. David Campbell Publishers Ltd., 1993.

Millet, Kate. *Sexual Politics*. Doubleday, 1969.

Moi, Toril. *Sexual/Textual Politics*. Methuen, 1985.

Showalter, Elaine. *A Literature of Their Own: British Women novelists from Bronte to Lessing*. Princeton University Press, 1977.

Spender, Dale. *Mothers of the Novel*. Pandora Press, 1986.

Core Paper III: American Literature

Unit 1

Prose

Ralph Waldo Emerson: 'Self-Reliance'

H. D. Thoreau: 'Civil Disobedience'

Unit 2

Poetry

Ralph Waldo Emerson: Brahma

Walt Whitman: Song of Myself (sections 1, 48, 49)

Emily Dickinson: Hope is a thing with feathers

'Because I could not stop for death'

Robert Frost: Birches

'The Road Not Taken'

Unit 3

Drama

Edward Albee: Who's Afraid of Virginia Woolf

Unit 4

Fiction

Nathaniel Hawthorne: The Scarlet Letter

Mark Twain: Huckleberry Finn

Toni Morrison: Beloved

Course Outcomes

After the completion of the course the students shall

- get acquainted with major trends and significant achievements of American Literature.
- get acquainted with concepts like Puritanism, Transcendentalism and the American Frontier.
- get a comprehensive knowledge of the social, historical, cultural forces that were responsible for the formation of the American tradition of writings in English.

- get sensitized to the evolution of liberationist and empowering movements like Black consciousness and Feminism and the spectacular rise of Black Feminist writing.
- get acquainted with the rise of existential, experimental and postmodern forms of writing that constitute the most significant achievement of contemporary American Literature.

Recommended Readings

Cunliffe, M. *The Literature of the United States*. Penguin Books, 1970.

Fischer, R. *American Literature of the 19th Century*. S. Chand and Company Ltd., 2005.

Hoffman, D ed. *Harvard Guide to Contemporary American Writing*. Harvard University Press, 1979.

Oliver, Egbert S. (Ed.). *American Literature, 1890-1965: An Anthology*. S.Chand and Company Ltd., rpt. Edition, 2002.

Ruland, R. and Bradbury: *From Puritanism to Postmodernism*. Routledge, 1991.

Spiller, Robert, E.: *The Literary History of the United States*, Macmillan.

Core Paper IV: Applied Linguistics

Unit I

What is Language/ Origin and Development of Human Language
Properties/ Characteristics of Human Language
Origin, growth and development of English
Growth of Vocabulary
Change of Meaning.

Unit II

Linguistics as a Science
Models of Linguistic Analysis
Major Concepts: Synchronic and Diachronic Linguistics,
Syntagmatic and Paradigmatic Relations, Langue and Parole,
Competence and Performance
Socio-linguistics; Dialects, Idiolects and Registers;
Evolution of Standard English; English as a Global Language.

Unit III

Morphology
Morphemes & Allomorphs
Processes of Word Formation

Unit IV

Grammar (Traditional, Structural and Transformational Generative)

Course Outcomes

After the completion of the course

- students will understand uniqueness and functions of human language.
- students will acquire in-depth knowledge of the mechanism involved in the production, transmission and reception of speech sounds.
- students will develop understanding about the structure of morphological system and morphophonemic and morphological process in language.

Suggested Readings

Baugh, A.C. *A History of English Language*. Prentice Hall 5th edition, 2001; Routledge, 2002

Barber, Charles. *The English Language: A Historical Introduction*. Cambridge University Press, 2000.
Meinong, C.K. . *Principals of Linguistics*. Penguin, 1992.
Sethi and Dhamij: *Course in Phonetics*. Prentice Hall, 1999.
Yule, George. *The Study of Language*. Cambridge University Press, 1996.

Project Presentation/Study Tour