

Dr. Shakuntala Misra National Rehabilitation University, Lucknow

Faculty of Languages

Department of English and Other Foreign Languages

BA – NEP (2025-26) - Major

| Year | Sem | Course Code | Paper Title | Theory/ Research | Credits | Internal/ External Assessment |
|-------------|------------|--------------------|---|-------------------------|----------------|--------------------------------------|
| B.A. 1 | I | A040101T | English Prose and ‘Computer & Writing Skills’ | Theory | 03 | 25+75=100 |
| B.A. 1 | II | A040201T | Readings in English Poetry | Theory | 03 | 25+75=100 |
| B.A. 2 | III | A040301T | British and American Drama | Theory | 04 | 25+75=100 |
| B.A. 2 | IV | A040401T | Indian Literature in Translation & Translation Practice | Theory | 03 | 25+75=100 |
| B.A. 2 | IV | A040402T | Literary Theory and Criticism | Theory | 03 | 25+75=100 |
| B.A. 3 | V | A040501T | Classical Literature & History of English Literature | Theory | 03 | 25+75=100 |
| B.A. 3 | V | A040502T | British, American & Indian Popular Fiction | Theory | 03 | 25+75=100 |
| B.A. 3 | VI | A040601T | Indian & New Literature in English | Theory | 04 | 25+75=100 |
| B.A. 3 | VI | A040602T | Literature in Films & Media Studies | Theory | 04 | 25+75=100 |
| B.A. 4 | VII | A040701T | Classical Literature | Theory | 04 | 25+75=100 |
| B.A. 4 | VII | A040702T | 14th to 16th Century British Literature | Theory | 04 | 25+75=100 |
| B.A. 4 | VII | A040703T | 17 th to 18 th Century British Literature | Theory | 04 | 25+75=100 |
| B.A. 4 | VII | A040704T | 19 th to 20 th Century British Literature | Theory | 04 | 25+75=100 |
| B.A. 4 | VIII | A040801T | Indian Writing in English | Theory | 04 | 25+75=100 |
| B.A. 4 | VIII | A040802T | American Literature | Theory | 04 | 25+75=100 |
| B.A. 4 | VIII | A040803T | Introduction to Linguistics | Theory | 04 | 25+75=100 |
| B.A. 4 | VIII | A040804T | Disability Studies | Theory | 04 | 25+75=100 |

The student who secures minimum 75% marks up to six semesters (i.e. upto 3rd year))

| Year | Sem | Course Code | Paper Title | Theory/ Research | Credits | Internal/ External Assessment |
|-------------|------------|--------------------|---|-------------------------|----------------|--------------------------------------|
| B.A. 4 | VII | A040701T | Classical Literature | Theory | 04 | 25+75=100 |
| B.A. 4 | VII | A040702T | 14th to 16th Century British Literature | Theory | 04 | 25+75=100 |
| B.A. 4 | VII | A040703T | 17 th to 18 th Century British Literature | Theory | 04 | 25+75=100 |

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| B.A. 4 | VII | A040704T | 19 th to 20 th Century British Literature | Theory | 04 | 25+75=100 |
| B.A. 4 | VII | A040705T | Research Project | Research | 06* | To be evaluated annually |
| B.A. 4 | VIII | A040801T | Indian Writing in English | Theory | 04 | 25+75=100 |
| B.A. 4 | VIII | A040805T | Research Project | Research | 06*+06=12 | |

Programme Outcomes (POs)

The programme aims to:

- Develop an appreciation of language, its connotations and interpret and appreciate the didactic purpose in 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
- To 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
- Instil in students a new zeal and a new vision of life to make them a better citizen
- 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

- Comprehend and contextualise contemporary films adapted from literature, to describe objectively its importance and usefulness for the society while analysing its plot and characters.
- Comprehend translation as a useful bridge between various linguistic regions
- Assist students in the development of intellectual flexibility, creativity, and cultural literacy so that they may engage in life-long learning
- Acquire basic skills to pursue translation as research and career
- Introduce the learners to the nuances of the changing media scenario in terms of production of media content
- To inculcate in them the skills of reporting, editing and feature writing in print medium to have a career perspective in media and journalism.
- 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.

B.A. I 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.
- Get enhanced/enriched vocabulary to demonstrate a significant modification in comprehensive skills and writing techniques.
- 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.
- Develop knowledge of literary, cultural, and historical contexts of 20th & 21st century literature in English.
- Be acquainted with the basic knowledge of Computer and general processing of various Microsoft applications.
- To investigate and understand the role of computers in developing students’ performance in English Language through computer assisted learning.
- Frame official letters like preparing CVs, filing FIRs, RTI and complaints.

- Create e-mails and navigate web browsers.
- Get acquainted with the art of online writing.

Semester – I

Course Title: English Prose and ‘Computer & Writing Skills’ (Credit: 3)

Course Code: A040401T

Course Outcomes:

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

- Understand Indian English Writing as a new form of Indian culture and voice in which India converses regularly. They will be able to understand contributions of various authors in the growth of Indian English Writing.
- Understand the formal qualities of a text, intricacies of structure, stylistics and figurative elements found in the text.
- Learn the core elements of structure such as exposition, complication and resolution or denouement.
- Analyse the difference in the prose techniques of different writers like 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 and Maupassant.
- Understand the prominence of logic and reason in the 18th century British literature.
- Describe the literary terms related to prose.
- 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.
- Comprehend the culture, author’s biography and historical context of the prescribed prose works.
- Perform basic functions of a word processor and PowerPoint presentation practically.
- Do online communication like content writing and blogging.
- Do official communication by writing official letters/complaint letters.
- Practically explore their creative genius in creating blogs and personal websites for vocational purpose

Unit I - Elements of Short Story: Plot, Structure, Characterization, Narrative Techniques, Setting

Types of Prose & Prose Style: Autobiography, Biography, Memoir; Travelogue; Periodical Essay; Formal Essay; Personal Essay.

Prose Devices: Theme; Sentence Pattern; Tone or Mood; Analogy, Anecdote; Antithesis; Aphorism; Diction & Style; Humour, Pathos. & Irony, Imagery

Unit II - Short Stories

1. Anton Chekhov - The Lament
2. Guy de Maupassant - The Terror
3. Anita Desai - Games at Twilight

Unit III - Prose

1. Francis Bacon - *Of Studies
2. Charles Lamb - *Dream Children
3. Virginia Woolf - *Professions for Women
4. Swami Vivekananda - *Unity in Diversity

Unit IV - Computer & Writing skills in English

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

Suggested Readings:

- Ahluwalia, J.P., “Modern News Structure in Print Media and Electronic Media”, Adyayan Publishers, New Delhi, 2007.
- Daiches, D., “A Critical History of English Literature”, Supernova Publishers, 2010.
- Compton- Rickett, A., “A History of English Literature” Nabu Press, 2010.
- 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.
- Dorner, J., “Writing for the Internet”, Oxford University Press, New York, 2002.
- Majumdar, P.K., “Commentary on the Consumer Protection Act”, Prentice Hall, New Delhi, 1992.
- Norton, P., “Introduction to Computers”, Tata McGraw Hill, New Delhi, 2005.

- <http://www.gutenberg.org/files/3090/3090-h/3090-h.htm>
- 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.
- <https://www.youtube.com/embed/l-kbE7oyUWU>
- <https://www.youtube.com/embed/Cb7IbraAlm4>
- <https://rtionline.gov.in/index.php>
- <http://consumerhelpline.gov.in/consumer-rights.php>
- www.jaagore.com/know-your-police/procedure-of-filing-fir
- www.consumercomplaints.in/municipal-corporation-of-delhi-b100274

Semester – II

Course Title: Readings in English Poetry (Credit: 3)

Course Code: A040201T

Course 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
- Be acquainted with 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
- 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 Yeats and Larkin

Unit 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

Stanza Forms

1. The Couplet
2. The Heroic Couplet
3. Blank Verse
4. Free Verse

Poetic Device

Structure; Tone; Theme; Rhythm; Rhyme Scheme, Introduction to Metre, Stressed & Unstressed Syllables; Figures of Speech; Irony; Satire

Unit II - William Shakespeare – *Let Me Not to the Marriage of True Minds (Sonnet No. 116)

OR

John Milton - *On His Blindness

John Donne - *A Valediction: Forbidding Mourning

Alexander Pope - *Essay on Man (1-18 lines, Epistle II)

Unit III - William Wordsworth - *Daffodils

John Keats - *Ode to Autumn

Matthew Arnold - *Dover Beach

Robert Browning - *My Last Duchess

Philip Larkin - *Church Going

Unit IV – Practical Criticism

Introduction to Practical Criticism

One Stanza from Poetry for Practical Criticism

Suggested Readings:

- Abrams, M.H. & Harpham, G.G., “A Glossary of Literary Terms”, Cengage Learning, Delhi, 2015.

- Ford, B., “The New Pelican Guide to English Literature 4: From Dryden to Johnson”, Penguin, 2000.
- Daiches, D., “A Critical History of English Literature”, Supernova Publishers, 2010.
- Compton- Rickett, A., “A History of English Literature” Nabu Press, 2010.
- Abrams, M.H., “English Romantic Poets”, Oxford University Press, New York, 1975.
- Bhattacharyya, A., “Studies in English Rhetoric and Prosody”, Books Way, New Delhi, 2014.
- 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.
- Murry, J.M., “The Problems of Style”, Oxford University Press, London, 1922.
- Shakespeare, W., “Shakespeare’s Sonnets-Arden Shakespeare”, Bloomsbury, UK, 2013.
- Thwaite, A. “Twentieth-century English Poetry: An Introduction”. Heinemann Educational, 1978.

B.A. II 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.
- Comprehend translation as a useful bridge between various linguistic regions
- Understand the history and significance of translation, in Indian context
- Recognize the nature and scope of translation
- Help the students to recognize the distinct shift from Eurocentric literature to Indian literature in translation

- Provide students a taste of diverse literary practices emanating from different regions and sections of India.
- Introduce some of the tools of technology for translation.

Semester – III

Course Title: British and American Drama (Credit: 4)

Course Code: A040301T

Course 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
- Be exposed to the origin and growth of drama in England and America
- Comprehend the political, economic, social and intellectual background leading to the rise of drama
- 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 I - Drama Types

Tragedy & Types; Comedy & Types; Tragi-Comedy; Expressionist Drama; Drama of Ideas; Poetic Drama; Closet Drama; The Problem Play; Theatre of Absurd

Unit II - Elements of Drama

Cacophony; Circumlocution; Conflict; Diction; Epilogue; Epithet; Euphemism; Malapropism

Flashback; Foil; Foreshadowing; Hubris; Motif; Nemesis; Periphrasis; Portmanteau; Prologue; Epilogue

Unit III - Literary Terms (Drama)

Unity of Time; Place & Action; Setting; Spoonerism; Stage Direction; Syntax; Theme; Understatement; Verisimilitude.

Unit IV - British Drama

William Shakespeare - *King Lear

G.B. Shaw - Arms & the Man

Unit V - American Drama

T.S. Eliot - *Murder in the Cathedral

Eugene O'Neill - The Hairy Ape

Suggested 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.
- Cohn, R., "Currents in Contemporary Drama", Indiana University Press, Bloomington, 1969.
- 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.
- Nicoll, A., "A History of English Drama", Cambridge University Press, Cambridge, 2009.
- <https://www.youtube.com/embed/whvEeYQ3ZKg>
- <https://www.youtube.com/embed/NtsBzRd7Mcs>
- <https://www.youtube.com/embed/ReOOYnIj2mI>
- <https://www.youtube.com/embed/oA78Lh7RGy4>
- <https://www.youtube.com/embed/ajmt0BLnI14>

Semester – IV

Course Title: Indian Literature in Translation & Translation Practice
(Credit: 3)

Course Code: A040401T

Course Outcomes:

After completing this course, the 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 mobile in the process of translation
- Attain accessibility to regional literary forms
- Contextualize the texts of Jaishankar Prasad, Amrita Pritam, and Tagore in their respective social and cultural milieu
- Develop an insight into the philosophy of Kabir through his verses
- 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 - Introducing Translation

A Brief History and Significance of Translation in a Multilingual and Multicultural Society like India

Literal translation versus Free translation

Tools of Technology for Translation

Transliteration

Unit II – Fiction & Short Fiction

Rabindranath Tagore - The Post Master

OR

Amrita Pritam – *Pinjar: The Skeleton and Other Stories*, tr. Khushwant Singh (New Delhi: Tara Press, 2009)

Bhisham Sahni - Amritsar Aa Gaya

Unit III – Poetry and Drama

Jayshankar Prasad - *Aansu (The Garden of Loneliness)*, tr. Charles S.J. White (Delhi: Motilal Banarasidas, 2006)

OR

Kabir - *The English Writings of Rabindra Nath Tagore* (1994, Vol.1 Ed. Sisir Kumar Das, Sahitya Akademi, Verses- 1, 2, 8, 12, 53, 69)

Mohan Rakesh - *Adhe Adhure* (Halfway House)

Unit IV - Translation Practice

1. One Passage for Translation (Hindi to English)
2. One Stanza for Translation (Hindi to English)
3. One Passage for Translation (English to Hindi)
4. One Stanza for Translation (English to Hindi)

Suggested Readings:

- Baker, M., “In Other Words: A Course Book on Translation”, Routledge, New York, 2001.
- Chaudhuri, Sukanta, “Translation and Understanding”, OUP, New Delhi.
- Gargesh, R. & Goswami, K.K., “Translation and Interpreting: Reader and Workbook”, Orient Longman, New Delhi, 2007.
- Lakshmi, H., “Problems of Translation”, Booklings Corporation, Hyderabad, 1993.
- Newmark, P., “A Textbook of Translation”, Prentice Hall, London, 1988.
- Toury, G., “Translation Across Cultures”, Bahri Publications, New Delhi, 1984.
- Sukrita P. Kumar, “Narrating Partition”, Indialog, Delhi, 2004.
- <https://www.ijsr.net/archive/v5i9/ART20161838.pdf>
- <https://www.youtube.com/embed/DNohmWH21OY>
- <https://www.youtube.com/embed/UmDqN7zWPhs>

Suggested equivalent online courses:

- NPTEL – Translation Studies and Theory –IIT Kanpur
- NPTEL - Humanities and Social Sciences – Translation Studies and Theory
- SWAYAM- Modern Indian Writing in Translation
- Modern Indian Writing in Translation – Course (nptel.ac.in)

Course Title: Literary Theory and Criticism (Credit: 3)

Course Code: A040402T

Course Outcomes:

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

- Analyze Aristotle’s concepts of tragedy, tragic hero, and mimesis in classical literature.
- Evaluate Longinus’ theory of the sublime and its literary applications.
- Examine Wordsworth’s theory of poetry and poetic diction in Romantic literature.
- Differentiate between Coleridge’s concepts of fancy and imagination.
- Apply Arnold’s touchstone method to evaluate poetic excellence.
- Assess Eliot’s concepts of tradition and poetic impersonality in modernist literature.
- Explore feminist critical approaches to literary texts.
- Analyze postmodernist techniques and their impact on literary interpretation.
- Examine postcolonial criticism and its relevance to contemporary literature.
- Develop critical perspectives through comparative analysis of major literary theories.

Unit I – Aristotle: Concept of a Tragedy, Tragic Hero, Mimesis

Longinus: Sublime and its sources

Unit II – Wordsworth: Theory of Poetry and Poetic Diction

Coleridge: Fancy and Imagination

Unit III – Matthew Arnold: Touchstone Method

T.S. Eliot: Concept of Tradition, Theory of Impersonality

Unit IV – Feminism

Post Modernism

Post Colonial Criticism

Suggested Readings:

- Coleridge, S.T.: *Biographia Literaria*. (London: Dent Everyman's Library, 1975)
- Arnold, Matthew: *Essays Literary and Critical*, ed. G.K. Chesterton. (London : Dent, Everyman's Library, 1906)
- Enright, D.J. and E.D. Chickera: *English Critical Texts*. (Oxford University Press, 1971)
- Chandra, Naresh: *New Criticism*. (Delhi: Doaba House, 1970)
- Fry, N. : *Anatomy of Criticism*. (Princeton University Press, 1957)
- Rajnath :*T.S. Elliot's Poetry and Prose*. (New Delhi: Arnold Heineman)
- Richards, I.A. : *Practical Criticism: A Study of Literary Judgment*. (London: Routledge and Kegan Paul, 1929)
- Dutton, Richard: *An Introduction to Literary Criticism*. (Longman and York Press, 1984)
- Leavis, F.R.: *The Great Tradition*. (Penguin, 1967)
- Blamires, Harry :*A History of Literary Criticism*. (Macmillan India Ltd.. 2000)
- Culler, Jonathan : *Literary Theory: A Very Short Introduction*. (Oxford University Press, 2006)
- Nagarjan, M.S.: *English Literary Criticism and Theory*. (Chennai: Orient Black Swan, 2012)

B.A. III 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 among students 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

Semester – V

Course Title: Classical Literature & History of English

Literature (Credit: 3)

Course Code: A040501T

Course 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
- Develop an understanding of the evolution of English Literature, the concept, causes and impact of Renaissance and Reformation
- Be exposed to the origin and development of English drama through Miracle and Morality plays and the plays of University Wits
- Be acquainted 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
- Be able to 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
- Interpret the characteristics of Victorian age and the growth of literature in the age
- Be able to appreciate the special characteristics of the poetry of Pre-Raphaelites
- Be able to comprehend the trends in the poetry, drama and fiction of 20th century English literature

Unit I – Historical Background

- Tragedy in Classical Drama
- Comedy in Classical Drama
- Epic in Classical Drama

Unit II - English Literature from Chaucer to the Pre-Romantics

Chaucer, Renaissance and Reformation; Miracle and Morality Play; University Wits; Elizabethan Poetry; Metaphysical Poetry; Neo-Classicism, Growth of the Novel; Precursors of Romanticism

Unit III – The Romantic Age & Nineteenth Century

Growth of Romantic Literature (Prose, Poetry, Drama and Novel); Growth of Victorian Literature (Prose, Poetry, Drama and Novel); Pre-Raphaelite Poetry

Unit IV - The Twentieth Century

Imagism and Symbolism; Twentieth Century Novel- Psychological Novel, Stream of Consciousness Novel; Twentieth Century Drama: Drama of Ideas, Epic Theatre, Political Theatre

Suggested Readings:

- Albert, E., “History of English Literature”, Oxford University Press, London, 2015.
- Gilbert Murray, A History of Ancient Greek Literature, Andesite Press, 2017.
- 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.
- 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.
- Wynne-Davies, M., “The Bloomsbury Guide to English Literature”, Prentice Hall, New York, 1990.

- Mundra, J. N., and S. N. Mundra. A History of English Literature. 5th ed., Lakshmi Narain Agarwal, 2021.
- Rai, V. A History of English Literature. 2nd ed., Rama Brothers, 2018.
- Mehrotra, A. K. A History of English Literature. 3rd ed., Prakash Book Depot, 2017.
- <https://www.youtube.com/embed/y1XAcDWrfWs>
- <https://www.youtube.com/embed/y4Cg3L4dN40>

Course Title: British, American & Indian Popular Fiction (Credit: 3)

Course Code: A040502T

Course 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 reading skills and understand how to represent their experience and ideas critically, creatively, and persuasively through the medium of 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 I – Elements of Novel

Plot, Characterization, Narrative Technique & Structure

Earlier Trends in fiction: Picaresque Novel, Historical Novel, Gothic Novel, Epistolary Novel, Regional Novel, Domestic novel.

Trends in 20th & 21st Century Fiction: Detective Novel, Science Fiction, Meta Fiction, Utopia, Dystopia, Campus Fiction

Unit II - British Fiction

Thomas Hardy - *The Mayor of Casterbridge*

Jane Austen- *Pride and Prejudice*

Unit III - American Fiction

Ernest Hemmingway- *The Old Man and the Sea*

OR

Toni Morrison – *The Bluest Eye*

Unit IV - Indian Popular Fiction

Jhumpa Lahiri – *The Namesake*

OR

Arvind Adiga - *The White Tiger*

Suggested 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/O7DeTnf0_yM
- <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
- Bloom, H., “Toni Morrison’s The Bluest Eye”, Chelsea House, 1999.

Suggested equivalent online courses:

- https://onlinecourses.nptel.ac.in/noc21_hs28/preview

Semester – VI

Course Title: Indian & New Literature in English (Credit: 4)

Course Code: A040601T

Course Outcomes:

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

- Develop an understanding of the Indian freedom struggle, the contemporary political, social and economic scenario and the contribution of Mahatma Gandhi
- Appraise the values and issues arising from colonialism
- Develop an understanding of the themes, styles and poetic sensibilities of poets like Nissim Ezekiel and Jayanta Mahapatra
- Comprehend and analyse the poetic discourses of poets like Margaret Atwood and Maya Angelou and the variations in their themes, styles and responsiveness
- Comprehend how ‘New Literatures’ incorporates very different literary products, each with its own cultural, social and geographical specificity
- Critically analyse the drama as a medium of exploration of existing social issues and prejudices through the work of dramatists like Mahesh Dattani
- Understand the socio-cultural-political conditions of the contemporary India as explored in the fiction of writers like Kamala Markandya
- Analyse and evaluate the difference in the theme and background of the works of Indian writers in English and the English writers already studied in the previous years
- Demonstrate, through discussion and writing, an understanding of significant cultural and societal issues presented in Indian English literature
- Address the identity issues and marginalization through a study of the works of Naipaul
- Acquaint the students with the adolescent issues of disorientation, anxiety and moral desolation

Unit I - Prose

Mahatma Gandhi- *Hind Swaraj*: Chapter XVII- Passive Resistance, Chapter XVIII- Education

Unit II – Poetry – I

Toru Dutt - *My Vocation

Nissim Ezekiel - *Night of the Scorpion

Jayanta Mahapatra - *Hunger

Keki N. Daruwala - *Mother

Unit III – Poetry – II

Pablo Neruda - *If you Forget Me

Margaret Atwood - *Journey to the Interior

Maya Angelou - *Woman Work

Alice Walker - *Remember Me

Unit IV - Drama

Mahesh Dattani - *Seven Steps Around the Fire*

Marsha Norman – *Night, Mother*

Unit V – Fiction

Kamala Markandaya – *Nectar in a Sieve*

V.S. Naipaul - *A House for Mr. Biswas*

Suggested Readings:

- Boehmer, E., “Empire Writing: An Anthology of Colonial Literature 1870-1918”, Oxford University Press, Oxford, 1998.
- Ngugi wa, T., “Homecoming: Essays on African and Caribbean Literature, Culture and Politics”, Heinemann Educational Books, London, 1972.
- Rowland, S.W., “Postcolonizing the Commonwealth: Studies in Literature and Culture”, Laurier University Press, Ontario, 2000.
- Rao, A.V. Krishna and Menon, M., “Kamala Markandaya: A Critical Study of Her Novels 1954-1982 (Indian Writers Series)”, BR Publishing Corporation, 1997.
- Norman, M., “Night, Mother”, Dramatists Play Service Inc, 1983.

Course Title: Literature in Films & Media Studies (Credit: 4)

Course Code: A040602T

Course Outcomes:

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

- Develop an understanding of the technical terminology associated with film and media studies
- Interpret films as text and evaluate them critically
- Appraise the process of adaption of texts into films
- Recognize the nuances of film narration
- Assess various film genres and their characteristics
- Appreciate the works of prescribed writers and the directors as well who directed their adaptations
- Students will exercise critical viewing and reading skills in determining the success of adaptations and present their assessments through a variety of mediums including presentations and essay

Unit I – Film Theory

James Monaco - ‘The Language of Film: Signs and Syntax’, in *How to Read a Film: The World of Movies, Media & Multimedia* (New York: OUP, 2009) Chapter-3, pp.170-249

Unit II – Shakespearean Adaptations

William Shakespeare - *The Comedy of Errors*, and its adaptation *Angoor* (1982 film, Directed by Gulzar)

William Shakespeare - *Macbeth*, and its adaptation *Maqbool* (2003 film, Directed by Vishal Bhardwaj)

Unit III – Adaptations (Fiction)

Ian McEwan – *Atonement*, and its adaptation *Atonement* (2007, Directed by Joe Wright)

O’ Henry – “The Last Leaf”, and its adaptation *Lootera* (2013 film, Directed by Vikramaditya Motwane)

Unit IV – Foreign Films

Stalker (1979, Directed by Andrei Tarkovsky) – Russian

A Separation (2011, Directed by Asghar Farhadi) – Iranian

Unit V – Movie Review, Editing, Narration

Suggested Readings:

- Boyum, J.G., “Double Exposure”, Seagull, Calcutta, 1989.
- Cartmell, D. & Whelehan, I., “The Cambridge Companion to Literature on Screen”, Cambridge University Press, Cambridge, 2007.
- Corrigan, Timothy, J. “A Short Guide to Writing about Film”, Pearson India, 2009.
- Dix, Andrew, “Beginning Film Studies”, Viva Books, New Delhi, 2010.
- Hutcheon, L., “A Theory of Adaptation”, Routledge, New York, 2006.
- John, M.D. & Hawkes, P., “Adaptation: Studying Film and Literature”, McGraw-Hill, New York, 2005.
- Mcfarlane, B., “Novel to Film: An Introduction to the Theory of Adaptation”, Clarendon Press, UK, 1996.
- Thomas, L., *Adaptation Studies at Crossroads*, “Adaptation”, Cambridge University Press, Cambridge, 2007.

Semester – VII

Course Title: Classical Literature (Credit: 4)

Course Code: A040701T

Course Outcomes:

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

- Develop a lively interest in the Classical world and in its several aspects.
- Promote the concept of the modern world's great indebtedness to Greece and Rome.
- Get fundamental knowledge and skills that will be invaluable for their future studies.

Unit 1 – Historical, Socio-Cultural, Political and Intellectual Background of Classical Literature

Unit 2 – Plato – *The Republic* (Book 10)

Aristotle – *Nicomachean Ethics* (Book 1)

Unit 3 – Epic

Homer – *Odyssey* (Book 1)

Virgil – *Aeneid* (Book 1)

Unit 4 – Greek and Roman Tragedy

Sophocles – *Antigone*

Seneca – *Phaedra*

Unit 5 – Greek Comedy

Aristophanes – *The Frogs*

Suggested Readings:

- J.B. Bury, R. Meiggs. History of Greece. St. Martin's Press, 1996.
- M. Cary, H.H. Scullard. A History of Rome. Bedford / St. Martin's Press, 1976.
- Rose, H.J. A Handbook of Greek Mythology. Routledge, 1990.
- D. Strong, Roman Art. Yale University Press, 1992.

Course Title: 14th to 16th Century British Literature (Credit: 4)

Course Code: A040702T

Course Outcomes:

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

- Develop an understanding of the concept and impact of Renaissance.
- Assess how Renaissance ideas revolutionized the entire Europe.
- Recognize the impact of discovery of new lands and circulation of new ideas across Europe.
- Identify the shift of the worldview towards humanism, post Renaissance and Reformation.
- Compare the similarities between the Renaissance and contemporary ideas.

Unit 1 – Historical, Socio-Cultural, Political and Intellectual Background of the age

Unit 2 – Literary Forms and Devices – Sonnet, Epic, Allegory, Tragedy, Comedy

Unit 3 – Poetry

Geoffrey Chaucer - Prologue to *The Canterbury Tales*

William Shakespeare – Sonnet 30, 66

John Donne - “Canonization”

Unit 4 – Drama

William Shakespeare - *Hamlet*

Ben Jonson - *The Alchemist*

Unit 5 – Prose

Thomas More - *Utopia* (Book 2)

Francis Bacon - “Of Truth”

Suggested Readings:

- Ford, Boris. The Pelican Guide to English Literature.
- Daiches, David. A Critical History of English Literature.
- Rickett, Arthur Compton. A History of English Literature.
- Poplawski, Paul. English Literature in Context.
- Nayar, Pramod K. A Short History of English Literature.

Course Title: 17th to 18th Century British Literature (Credit: 4)

Course Code: A040703T

Course Outcomes:

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

- Estimate the social and cultural impact of the political events of the Restoration.
- Develop an understanding of the beginnings of the modern political system which started in England after Restoration.
- Appraise the different aspects of the Age of Reason.
- Assess the impact of the spread of education and its reflection in the consequent emergent cultural and political issues of the day.
- Identify the reasons of the emergence of prose and novels and the decline of drama in England.

Unit 1 – Historical, Socio-Cultural, Political and Intellectual Background of the age

Unit 2 – Poetry

John Milton – *Paradise Lost* (Book I Extract 1-40 lines)

Alexander Pope – *Rape of the Lock* (Canto 1)

William Blake – “The Lamb” and “The Tyger”

Unit 3 – Prose

Richard Steele – “Judicious Flattery”

Joseph Addison – “Female Orators”

Oliver Goldsmith – “National Prejudices”

Unit 4 – Novel

Henry Fielding – *Tom Jones*

Daniel Defoe – *Robinson Crusoe*

Unit 5 – Drama

William Congreve – *The Way of the World*

John Dryden – *All for Love*

Suggested Readings:

- Ford, Boris. *The Pelican Guide to English Literature*.
- Daiches, David. *A Critical History of English Literature*.
- Rickett, Arthur Compton. *A History of English Literature*.
- Poplawski, Paul. *English Literature in Context*.
- Nayar, Pramod K. *A Short History of English Literature*.
- Trivedi, R.D. *A Compendious History of English Literature*.
- Albert, Edward. *A History of English Literature*.
- Shakespeare, William. *Bloom’s Modern Critical Views*.
- *The Cambridge Companion to Eighteenth Century Poetry*. Cambridge UP.

- A Companion to Eighteenth Century Poetry. Blackwell Publishing.
- Eighteenth Century English Novel and Culture. Blackwell Publishing.

Course Title: 19th to 20th Century British Literature (Credit: 4)

Course Code: A040704T

Course Outcomes:

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

- Develop an understanding of the philosophy of Romanticism and how it was transformed by the revolutions in Europe.
- Appraise the emergence of female narratives in art and literature.
- Interpret the meaning of ‘Victorian Compromise’ and the ‘Victorian Paradox’.
- Recognize the impact of Industrial Revolution, Darwinism and Colonization etc.
- Identify the cause of the emergent societal problems like pollution, population explosion, urbanization, etc.

Unit 1 – Historical, Socio-Cultural, Political and Intellectual Background

Unit 2 –19th Century Poetry and Prose

William Wordsworth – “Tintern Abbey”

S.T. Coleridge – “The Rime of the Ancient Mariner” (Part I)

P.B. Shelley – “To a Skylark”

John Keats – “Ode on a Grecian Urn”

Robert Browning – “Porphyria’s Lover”

Charles Lamb – “A Bachelor’s Complaint of the Behaviour of Married People”

Unit 3 – 19th Century Novel

Emily Bronte – *Wuthering Heights*

Thomas Hardy – *Tess of the d’Urbervilles*

Unit 4 – 20th Century Novel & Drama

Virginia Woolf – *To the Lighthouse*

Harold Pinter – *The Birthday Party*

Unit 5 – 20th Century Poetry

W.B. Yeats – “The Second Coming”

T.S. Eliot – “Journey of the Magi”

Carol Ann Duffy – “Medusa”

Suggested Readings:

- The Cambridge Companion to Victorian Poetry. Cambridge UP.
- The Cambridge Companion to Victorian Novel. Cambridge UP.
- A Companion to Victorian Poetry. Cambridge UP.

Course Title: Research Project (Credit: 6*)

Course Code: A040705T

(For: The student who secures minimum 75% marks up to six semesters (i.e. upto 3rd year))

Course Outcomes:

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

- Develop an understanding of research methodology and its basic concepts.
- Identify the trends in contemporary research to successfully formulate relevant research questions.
- Comprehend the different mechanics of writing and effectively use them in their research.
- Understand and apply the virtual technologies in diverse areas of research.
- Apply the MLA guidelines to research documentation.

(To be evaluated in VIIIth semester)

Suggested Readings:

- Bell, Judith. How to Complete your Research Project Successfully. UBS Publishers and Distributors, 1993.
- Gilbert, Nigel. Researching Social life. Sage Publication, 1993.
- Gregory, Ian. Ethics in Research. Continuum.
- Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. Affiliated East West Press, 2000 (seventh edition).
- Krishnaswami, O. R. Research Methodology in Social Sciences, Himalaya Publications, 2000.
- Kumar, Renjith. Research Methodology: A Step by Step Guide for Research, Pearson Education, 2009.

Semester - VIII

Course Title: Indian Writing in English (Credit: 4)

Course Code: A040801T

Course Outcomes:

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

- Develop knowledge of the seminal writers and texts of India.
- Recognize the cultural milieu of the post and the pre-independence era.
- Appraise the evolution of Indian culture from traditional to modern.
- Identify new research areas in the purview of Indian writings.
- Recognize the importance and benefits of translation.
- Recognize the loss of ethos that inevitably occurs due to translation.
- Review the past through the reconstruction of the culture through their translated texts.
- Develop knowledge of the different languages and literatures of India.

Unit 1 – Pre-independence Prose and Poetry

Prose – Aurobindo Ghosh - *The Renaissance in India*

Poetry – Toru Dutt - “Our Casuarina Tree”

Rabindranath Tagore - Gitanjali Song 11 - “Leave this chanting and singing”

Sarojini Naidu - “In the Bazaars of Hyderabad”

Unit 2 – Pre-independence Drama and Novel

Drama – S.C Chattopadhyaya - *Parineeta*

Novel – Raja Rao - *The Serpent and the Rope*

Unit 3 – Post-independence Poetry and Prose

Poetry – Nissim Ezekiel - “Poet, Lover, Bird-watcher”

Prose – Nirad C. Chaudhuri - “Tell me the Weather and I’ll tell the Man”

Unit 4 – Post-independence Drama

Drama – Girish Karnad - *Hayavadana*

Unit 5 – Post-independence Novel

Novel – Manju Kapur – *The Immigrant*

Suggested Readings:

- Bassnett, Susan and Harish Trivedi. Postcolonial Translation: Theory and Practice.
- Venuti, Lawrence (ed.). The Translation Studies.
- Iyengar, Srinivas K.R. Indian Writing in English. Asia Publishing House, 1964.
- Shahane, V. A. And Sivaramakrishna M. (ed.). Indian Poetry in English . A Critical Assessment. Macmillan, 1980.
- Daruwalla, Keki N. (ed.). Two Decades of Indian Poetry : 1960-1980. Vikas Publication, 1980.
- Prasad, H.M. and Singh, C.P. (ed.). Indian Poetry in English. Sterling Publication, 1985.
- Bhatia, H.S. (ed.). Modern Trends in Indo- Anglian Poetry. Sita Publications, 1982.
- Peeradina, Saleem. Contemporary Indian Poetry in English : An Assessment and A Selection. Macmillan, 1972.
- Naik, M.K. (ed.). Aspects of Indian Writing in English. Macmillan, 1979.
- Sarang, Vilas. Indian English Poetry Since 1950 –An Anthology. Orient Longman, 1990.
- Naik, M.K. A History of Indian Writing in English. Sahitya Akademi, 1982.
- Walsh, William. Commonwealth Literature. Clarendon Press, 1973.

Course Title: Introduction to Linguistics (Credit: 4)

ENG-A040803T

Course Outcomes:

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

- Develop skills and enhance employability.
- Equip students with the aptitude and attitude to undertake research in all the recent and emergent trends in linguistics.
- Understand and use methods of logical analysis.
- Analysing the data from a variety of languages and dialects.
- Comprehend the origin, development and use of languages.
- Work on skill development and communication skills of the students.
- Acquaint the students with the background to enable them in undertaking research in the emergent trends in linguistics.
- Analysing the nuances of the relationship between a variety of languages and dialects.
- Comprehend the history and background of ELT in India.

Unit 1 – Key Properties of Language Language Variations: Diachronic and Synchronic Variations

Unit 2 – Major Concerns of Psycholinguistics, Sociolinguistics and Anthropological Linguistics

Historical approach, Descriptive approach

Unit 3 – Major Concepts in Linguistics

Syntagmatic and Paradigmatic axes

Constituent Structure

Transformational Generative Grammar

Stylistics, its methods and limitation

Unit 4 – Phonology - The Speech Mechanism and the Organs of Speech

Vowels, Diphthongs, Consonants

Phonemes, Allophones

Stress, Intonation, Rhythm

Morphology: Morphemes and Allomorphs, Process of Word Formation

Unit 5 – English Language Teaching: Methods and Approaches

Direct Method, Audio-lingual Method

Grammar Translation Method

Communicative Language Teaching

Suggested Readings:

- Robins, R.H. General Linguistics. Longman, 1985.
- Bloomfield, Leonard. Language. Allen & Unwin, 1935.
- Saussure, Ferdinand de. Programme in General Linguistics. Philosophical Library, 1959.
- Bolinger, D. Aspects of Language. Harcourt Brace & World, 1968.
- Gleason, H. A. Introduction to Descriptive Linguistics. Holt, Rhinehart & Winston, 1961.
- Hall, Robert A. Jr. Introductory Linguistics. Chilton Company, 1964.
- Lyons , J. Introduction to Theoretical Linguistics. Oxford University Press, 1968.
- Anderson, Wallace. Introductory Readings on Language. Holt, Rhinehart & Winston 1966.

- Burt, M.K. From Deep to Surface Structure: An Introduction to Transformational Syntax. Holt, Rhinehart & Winston, 1971.

Course Title: Disability Studies (Credit: 4)

Course Code: A040804T

Course Outcomes:

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

- Develop an awareness of disability as a socio-cultural construct.
- Develop an analytic framework for evaluating representations of disability in literature and culture.
- Examine and critique ableism and disablism as the ideological concepts which shape social institutions, professions, government policies and other narratives.
- Develop an understanding of social role valorization.
- 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 1 – Disability Studies – Definition, Nature, Scope and Approaches, History of Persons with Disability with Special Reference to India

Unit 2 – Disability Theories – Social Role Valorization Medical and Social Model of Disability, Ableism, Disablism, Disability Activism, Disability Pride

Unit 3 – Poetry

Jason Irwin – “Monster”

Elizabeth Meade – “When I Stutter”

Unit 4 – Fiction

Pramila Balasundaram – *Sunny's Story*

Rohinton Mistry – *Family Matters*

Rabindranath Tagore – “Subha”

Unit 5 – Drama

Mahesh Dattani – *Tara*

Mark Medoff – *Children of a Lesser God*

Suggested Readings:

- Davis, Lennard J. *The Disability Studies Reader*. Routledge, 2013.
- Ghai, Anita. *Rethinking Disability in India*. SAGE, 2018
- Mahanta, Banibrata. *Disability Studies: An Introduction*. Yking Books, 2016.
- Thomson, Rosemarie Garland. *Extraordinary Bodies: Figuring Physical Disability in American Culture and Literature*. Columbia University Press, 1997.
- Siebers, Tobin. *Disability Theory*. University of Michigan Press, 2011.
- Berger, James. *The Disarticulate: Language, Disability and the Narratives of Modernity*. New York University Press, 2014.
- Wolfensberger, Wolf. *A Brief Introduction to Social Role Valorization*. Presses Valor Press, 2013.
- Wendell, Susan. Chapter 2: “The Social Construction of Disability” in *The Rejected Body: Feminist Philosophical Reflections on Disability*, Routledge, 2013.

OR

B.A. (Honors with Research)

Course Title: Indian Writing in English (Credit: 4)

Course Code: A040801T

Course Outcomes:

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

- Develop knowledge of the seminal writers and texts of India.
- Recognize the cultural milieu of the post and the pre-independence era.
- Appraise the evolution of Indian culture from traditional to modern.
- Identify new research areas in the purview of Indian writings.
- Recognize the importance and benefits of translation.
- Recognize the loss of ethos that inevitably occurs due to translation.
- Review the past through the reconstruction of the culture through their translated texts.
- Develop knowledge of the different languages and literatures of India.

Unit 1 – Pre-independence Prose and Poetry

Prose – Aurobindo Ghosh - *The Renaissance in India*

Poetry – Toru Dutt - “Our Casuarina Tree”

Rabindranath Tagore - Gitanjali Song 11 - “Leave this chanting and singing”

Sarojini Naidu - “In the Bazaars of Hyderabad”

Unit 2 – Pre-independence Drama and Novel

Drama – S.C Chattopadhyaya - *Parineeta*

Novel – Raja Rao - *The Serpent and the Rope*

Unit 3 – Post-independence Poetry and Prose

Poetry – Nissim Ezekiel - “Poet, Lover, Bird-watcher”

Prose – Nirad C. Chaudhuri - “Tell me the Weather and I’ll tell the Man”

Unit 4 – Post-independence Drama

Drama – Girish Karnad - *Hayavadana*

Unit 5 – Post-independence Novel

Novel – Manju Kapur – *The Immigrant*

Suggested Readings:

- Bassnett, Susan and Harish Trivedi. Postcolonial Translation: Theory and Practice.
- Venuti, Lawrence (ed.). The Translation Studies.
- Iyengar, Srinivas K.R. Indian Writing in English. Asia Publishing House, 1964.
- Shahane, V. A. And Sivaramakrishna M. (ed.). Indian Poetry in English . A Critical Assessment. Macmillan, 1980.
- Daruwalla, Keki N. (ed.). Two Decades of Indian Poetry : 1960-1980. Vikas Publication, 1980.
- Prasad, H.M. and Singh, C.P. (ed.). Indian Poetry in English. Sterling Publication, 1985.
- Bhatia, H.S. (ed.). Modern Trends in Indo- Anglian Poetry. Sita Publications, 1982.
- Peeradina, Saleem. Contemporary Indian Poetry in English : An Assessment and A Selection. Macmillan, 1972.
- Naik, M.K. (ed.). Aspects of Indian Writing in English. Macmillan, 1979.
- Sarang, Vilas. Indian English Poetry Since 1950 –An Anthology. Orient Longman, 1990.
- Naik, M.K. A History of Indian Writing in English. Sahitya Akademi, 1982.
- Walsh, William. Commonwealth Literature. Clarendon Press, 1973.

Course Title: Research Project (Credit: 6*+ 6 = 12)

Course Code: A040805T

(For: The student who secures minimum 75% marks up to six semesters (i.e. upto 3rd year))

Course Outcomes:

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

- Develop an understanding of research methodology and its basic concepts.
- Identify the trends in contemporary research to successfully formulate relevant research questions.
- Comprehend the different mechanics of writing and effectively use them in their research.
- Understand and apply the virtual technologies in diverse areas of research.
- Apply the MLA guidelines to research documentation.

To be evaluated in VIIIth semester.

Suggested Readings:

- Bell, Judith. How to Complete your Research Project Successfully. UBS Publishers and Distributors, 1993.
- Gilbert, Nigel. Researching Social life. Sage Publication, 1993.
- Gregory, Ian. Ethics in Research. Continuum.
- Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. Affiliated East West Press, 2000 (seventh edition).
- Krishnaswami, O. R. Research Methodology in Social Sciences, Himalaya Publications, 2000.
- Kumar, Renjith. Research Methodology: A Step by Step Guide for Research, Pearson Education, 2009.