

# Syllabus

## B.A. (ENGLISH)

Based on National Education Policy-2020

(To be Effective from Session 2023-24)



**KAMLA NEHRU INSTITUTE**  
**OF PHYSICAL & SOCIAL SCIENCES**  
**Sultanpur (UP)**

Accredited 'A' Grade by NAAC  
*(An Autonomous Institute)*



4. The examination <sup>time</sup> will be of two hours and 75% marks for written exam and 25% will be from Internal Assessment (Sectional)

5. The question paper will be in three sections A B C. Section A is for very short/short type answer for 20 questions, each question carrying 2 marks, the word limit is 25 words maximum,  $20 \times 2 = 40$

b- Section B will have five short answer type questions with an option. Each question carries 5 marks and the word limit is 200.  $4 \times 5 = 20$

C. Section C is long answer type question in which the students have to answer only one question with at least three options. The question carries 15 marks with 500 word limit.  $1 \times 15 = 15$

Head  
Examiner

Prof. V. P. Singh

G. N. Upadhyay

Prof. K. Singh

Prof. Vanda

Dr. Rakesh Daram

Dr. Raj Kumar Mishra



**KAMLA NEHRU INSTITUTE OF PHYSICAL & SOCIAL SCIENCES,  
SULTANPUR (U.P.)-228118**

**(An Autonomous Institute)**

**'NAAC - 'A' Grade'**

**Structure of syllabus for the program**

**B.A. : Subject – English**




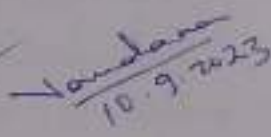

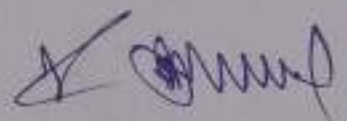
**Syllabus developed/proposed by**

S.No	Name	Designation	Dept	College/University	Signature
1.	Prof. V P Singh	Convenor	English	KNIPSS Sultanpur	
2.	Dr. Sunita Rai	Member	English	KNIPSS Sultanpur	
3.	Dr. R. K. Mishra	Member	English	KNIPSS Sultanpur	
4.	Dr. R. Baranwal	Member	English	KNIPSS Sultanpur	
5.	Prof. O. N. Upadhyaya	Member (Academic Council)	English	Lucknow University, Lucknow	
6.	Prof. Vandana Dubey	Member (Academic Council)	English	T. D. College, Jaunpur	
7.	Prof. Nisha Singh	Member (V. C. Nominee)	English	RP PG College, Sultanpur	
8.	Mr. Baldev Singh	Member(Corporate Representative)		Punjabi Colony, Sultanpur	
9.	Mr. Jagjit Singh	Member	Ex-Student	Vijay Deluxe Hotel, Lal Diggi Sultanpur	

As per Syllabus Development Guidelines of Higher Education for UG course (NEP 2020)-

Semester-wise Titles of the Papers in BA (English)

Year	Sem.	Course Code	Paper Title	Theory/ Practical	Credits
B.A. 1	I	A040101T	English Prose and Writing Skills	Theory	06
B.A. 1	II	A040201T	English Poetry	Theory	06
B.A. 2	III	A040301T	British and American Drama	Theory	06
B.A. 2	IV	A040401T	Indian Literature in Translation	Theory	06
B.A. 3	V	A040501T	Classical Literature & History of English Literature	Theory	05
B.A. 3	V	A040502T	Fiction	Theory	05
B.A. 3	VI	A040601T	Indian & New Literatures in English	Theory	05
B.A. 3	VI	A040602T	Any one of the following: • Literature in Films & Media Studies • Media and Journalistic Writing	Theory	05
		A040603T		Theory	

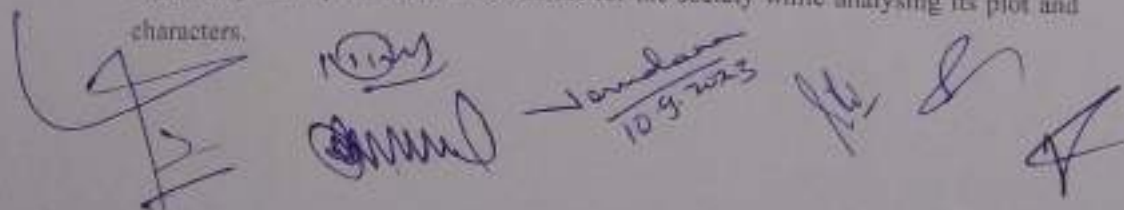









## Programme Outcomes (POs)

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
- 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.

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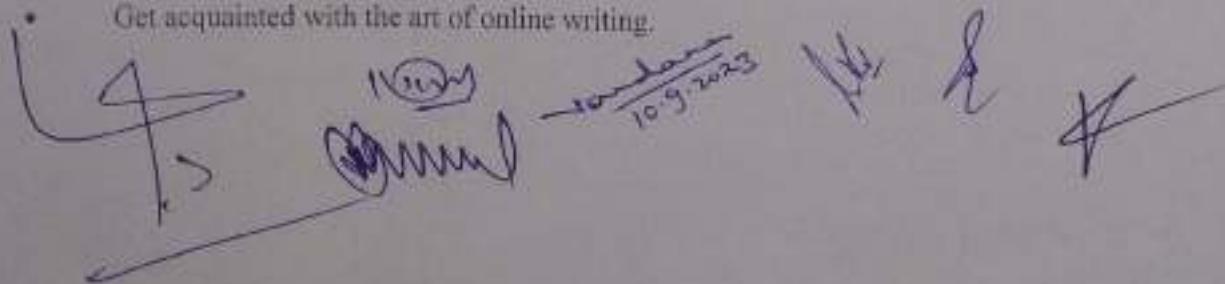
- Comprehend translation as a useful bridge between various linguistic regions
- Assist students in the development of intellectual flexibility, creativity, and cultural literacy so that they may engage in life-long learning
- Acquire basic skills to pursue translation as research and career
- Introduce the learners to the nuances of the changing media scenario in terms of production of media content
- 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.

10/5/2020

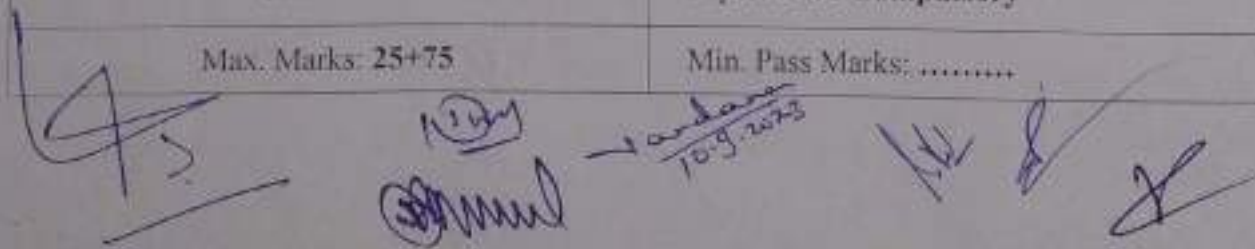
**B.A. I [Certificate in English]**  
**Programme Specific Outcomes (PSOs)**

The learners will be able to:

- Understand the growth of Indian literature in English and appraise the evolution of Indian culture from traditional to modern.
- 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 16<sup>th</sup> century to 20<sup>th</sup> 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 20<sup>th</sup> & 21<sup>st</sup> century literature in English.
- Be acquainted with the basic knowledge of Computer and general processing of various Microsoft applications.
- 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.

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Programme/Class: <b>CERTIFICATE</b>	Year: <b>FIRST</b>	Semester: <b>FIRST</b>
Subject: <b>ENGLISH</b>		
Course Code: - <b>A040101T</b>	Course Title: <b>English Prose and Writing Skills</b>	
<p><b>Course Outcomes:</b> After completing this course, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand Indian English Writing as a new form of Indian culture and voice in which India converses regularly. They will be able to understand contributions of various authors in the growth of Indian English Writing.</li> <li>• Understand the formal qualities of a text, intricacies of structure, stylistics and figurative elements found in the text.</li> <li>• Analyse the difference in the prose techniques of different writers like Addison, Lamb and Bacon.</li> <li>• Make use of word choices, word order, figurative language and imagery to convey meaning/emotion.</li> <li>• Identify the writings of classic prose and short story writers like Chekhov, Maupassant and O' Henry.</li> <li>• Understand the prominence of logic and reason in the 18th century British literature.</li> <li>• Describe the literary terms related to prose.</li> <li>• Get a wide exposure of eminent writers like Kalam, Amartya Sen, Anita Desai, Woolf and M.R. Anand.</li> <li>• 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.</li> <li>• Identify the content, language, style, tone and structure of the essays and short story.</li> <li>• Comprehend the culture, author's biography and historical context of the prescribed prose works.</li> <li>• Perform basic functions of a word processor, Excel spreadsheet and PowerPoint presentation practically.</li> <li>• Do online communication like content writing and blogging.</li> <li>• Do official communication by writing official letters/complaint letters.</li> <li>• Practically explore their creative genius in creating blogs and personal websites for vocational purposes.</li> </ul>		
Credits: <b>06</b>	Paper: <b>Core Compulsory</b>	
Max. Marks: <b>25+75</b>	Min. Pass Marks: .....	


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Total No. of Lectures-Tutorials-Practical (in hours per week): 6-0-0.

Unit	Topic	No. of Lectures
I	<b>An Introduction to Indian Writing in English:</b> Contributions of Sri Aurobindo, Rabindranath Tagore, K. S. Venkataramani, Bhabani Bhattacharya, R. K. Narayan, Mulk Raj Anand, Sarojini Naidu, Kamala Markandaya and Nayantara Sahgal, etc. towards the growth of Indian writing in English.	11
II	<b>Elements of Short Story:</b> Plot, Characterization, Narrative Technique and Structure <b>Types of Prose &amp; Prose Style:</b> Autobiography, Biography, Memoir, Travelogue, Periodical Essay, Formal Essay, Personal Essay.	11
III	<b>Prose Devices:</b> Theme; Point of View; Sentence Pattern; Imagery; Tone or Mood; Analogy, Anecdote, Antithesis; Aphorism; Diction; Inversion; Humour and Pathos.	12
IV	<b>Short Stories</b> 1. O' Henry- <i>The Last Leaf</i> 2. Anton Chekhov- <i>The Lament</i> 3. Guy de Maupassant- <i>The Terror</i>	11
V	<b>Short Stories</b> 1. M.R. Anand- <i>The Barber's Trade Union</i> 2. R.K Narayan- <i>Under the Banyan Tree</i> 3. Anita Desai- <i>Games at Twilight</i>	11
VI	<b>Prose</b> 1. Francis Bacon- <i>*Of Studies</i> 2. Charles Lamb- <i>*Dream Children</i> 3. Joseph Addison- <i>*Sir Roger at the Church</i>	11
VII	<b>Prose</b> 1. Virginia Woolf- <i>*Professions for Women</i> 2. A.P.J. Kalam- <i>*Patriotism Beyond Politics &amp; Religion (from Our Ignited Minds)</i> 3. Amartya Sen- <i>* Tagore &amp; His India (from The Argumentative Indian)</i>	12
VIII	<b>Computer &amp; Writing skills in English</b> 1. Power Point Presentation 2. Letter writing – formal, informal/ Letters of Inquiry/ Complaints, Grievance Redressal Letters & Right to Information (RTI) 3. Preparing Resumes/CV using Microsoft Word/ Letter of Acceptance/ Resignation (Job) 4. Online Writing (Blogging, Content Writing, Effective E-mail Writing)	11

**Suggested Readings:**

- Ahluwalia, J.P., "Modern News Structure in-Print Media and Electronic Media", Adyayan

Penguin, New Delhi, 2007

- \* Michels, D., "A Critical History of English Literature", Supernova Publishers, 2010.
- \* Compton-Rickett, A., "A History of English Literature" Nabu Press, 2010.
- \* Bookin, M., "The Anatomy of Prose", Kalymni, New Delhi, 1982.
- \* Chambers, E., "The Development of English Prose", Oxford University Press, London, 1903.
- \* Bennett, J., "A Companion to Virginia Woolf", John Wiley and Sons, 2016.
- \* Khan, A.P.J., "Ignited Minds: Unleashing the power within India" Penguin, 2014.
- \* Sin A., "Tagore and His India", The New York Review of Books, 1997.
- \* Imrort, J., "Writing for the Internet", Oxford University Press, New York, 2002.
- \* Majumdar, P.K., "Commentary on the Consumer Protection Act", Prentice Hall, New Delhi, 1982.
- \* Norton, P., "Introduction to Computers", Tata McGraw Hill, New Delhi, 2005.
- \* <https://www.courtsberg.org/files/2093/2093-b-3093-b.htm>
- \* Read, H., "English Prose Style", Pantheon, New York, 1981.
- \* Waiker, 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/1-kbl7oyLWU>
- \* <https://www.youtube.com/watch?v=NdCB7Ibaalmd>
- \* <https://online.gov.in/index.php>
- \* <https://consumerhelpline.gov.in/consumer-rights.php>
- \* [www.jugore.com/know-your-police-procedure-of-filing-fir](http://www.jugore.com/know-your-police-procedure-of-filing-fir)
- \* [www.consumerscomplaints.in/municipal-corporation-of-delhi-b100274](http://www.consumerscomplaints.in/municipal-corporation-of-delhi-b100274)

This course can be opted as an elective by the students of following subjects:

Open to all

**Suggested Continuous Evaluation Methods:**

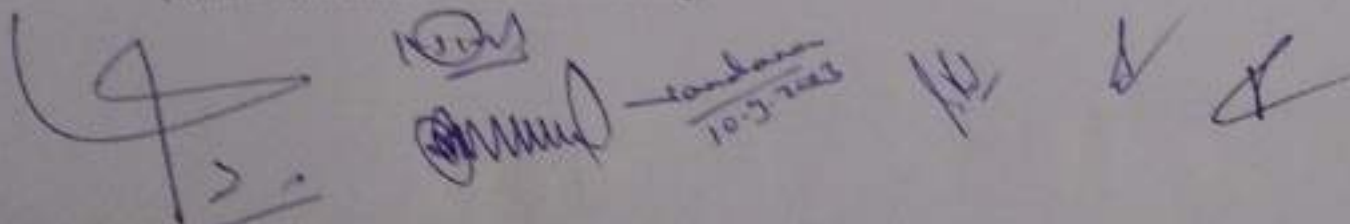
Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows:

Practical Project/Assignment	10 Marks
Internal Class Test	15 Marks
Course prerequisites:	Open to all

Suggested equivalent online courses:

Further Suggestions:

(Texts marked with \* are for detailed study)



Programme/Class <b>CERTIFICATE</b>	Year: <b>FIRST</b>	Semester: <b>SECOND</b>
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Subject:  
**ENGLISH**

Course Code: - <b>AB40201T</b>	Course Title: <b>English Poetry</b>
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**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
- 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

Credits: <b>06</b>	Paper: <b>Core Compulsory</b>
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Max. Marks: <b>25+75</b>	Min. Pass Marks: <b>.....</b>
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Total No. of Lectures-Tutorials-Practical (in hours per week): **6-0-0.**

Unit	Topic	No. of Lectures
<b>1</b>	<b>Forms of Poetry</b> 1. The Sonnet 2. The Elegy 3. The Ode 4. The Epic 5. The Ballad 6. The Lyric 7. The Dramatic Monologue 8. Allegory	<b>11</b>

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II	<b>Stanza Forms</b> 1. The Heroic Couplet 2. Blank Verse 3. The Spenserian Stanza 4. Terza Rima	11
III	<b>Poetic Device</b> Structure, Tense, Theme, Rhythm, Rhyme Scheme, Kinds of Meter, Stressed & Unstressed Syllables, Figures of Speech, Irony, Inversion, Negative Capability, Juxtaposition	11
IV	1. William Shakespeare - *Let All Not to the Marriage of True Minds (Sonnet No. 116) Or John Milton - *On His Blindness 2. John Donne - *Presence in Absence 3. Alexander Pope - *Essay on Man	
V	1. Thomas Gray - *Elegy Written in a Country Churchyard 2. William Wordsworth - *The World is Too Much with Us 3. John Keats - *Ode on a Grecian Urn	12
VI	1. Alfred Lord Tennyson - *Break, Break, Break Or Elizabeth Barrett Browning - *How Do I Love Thee? 2. Matthew Arnold - *Dover Beach 3. Robert Browning - *My Last Duchess	11
VII	1. T.S. Eliot - *The Love Song of J. Alfred Prufrock 2. W.B. Yeats - *The Lake Isle of Innisfree 3. Philip Larkin - *Church Going	11
VIII	<b>Rhetoric &amp; Prosody</b> <b>Practical Criticism</b> Introduction to Practical Criticism One Stanza from Poetry for Practical Criticism	11

**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.

This course can be opted as an elective by the students of following subjects:

**Open to all**

**Suggested Continuous Evaluation Methods:**

Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows:

Project/Assignment	10 Marks
Internal Class Test	15 Marks
Course prerequisites:	Open to all

Suggested equivalent online courses:

Further Suggestions:

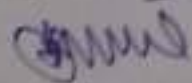
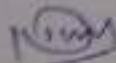
(Text marked with \* are for detailed study)

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**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.
- 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.
- Identify and use some of the tools of technology for translation.



Programme/Class: <b>DIPLOMA</b>	Year: <b>SECOND</b>	Semester: <b>THIRD</b>
Subject: <b>ENGLISH</b>		
Course Code: - <b>AD40301T</b>	Course Title: <b>British and American Drama</b>	
<b>Course Outcomes</b> After completing this course, the students will be able to: <ul style="list-style-type: none"> <li>• Develop an understanding of various types of drama &amp; related literary terms</li> <li>• Learn the core elements of structure such as exposition, complication and resolution or denouement</li> <li>• Trace the origin and growth of drama in England and America</li> <li>• Comprehend the political, economic, social and intellectual background leading to the rise of drama in England and America</li> <li>• Analyse and appreciate the representative works of British and American Drama</li> <li>• Comprehend the general features of Shakespearean plays</li> <li>• Develop an interest in Shakespearean language, his use of images, supernatural elements, music and the word play</li> <li>• 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</li> <li>• Comprehend the trends in modern drama through the study of poetic drama and problem plays</li> </ul>		
Credits: <b>06</b>	Paper: <b>Core Compulsory</b>	
Max. Marks: <b>25+75</b>	Min. Pass Marks: <b>.....</b>	
Total No. of Lectures-Tutorials-Practical (in hours per week): <b>6-0-0</b> .		
Unit	Topic	No. of Lectures
I	<b>Drama Types</b> Tragedy & Types; Comedy & Types; Tragi-Comedy; Expressionist Drama; Drama of Ideas; Poetic Drama; Closet Drama; The Problem Play; Theatre of Absurd	12
II	<b>Elements of Drama</b> Authorial Intrusion; Cacophony; Circumlocution; Conflict; Diction; Epilogue; Epithet; Euphemism; Euphony; Malapropism	11
III	<b>Literary Terms (Drama)</b> Flashback; Foil; Foreshadowing; Habris; Hyperbaton; Motif; Nemesis; Periphrasis; Portmanteau; Prologue; Epilogue	11
IV	<b>Literary Terms (Drama)</b> Unity of Time; Place & Action; Setting; Spoonerism; Stage	11

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	Direction; Syntax; Theme; Understatement; Verisimilitude.	
V	<b>British Drama</b> William Shakespeare- <i>Macbeth</i>	12
VI	<b>British Drama</b> G.B. Shaw- <i>Arms and the Man</i> Goldsmith- <i>She Stoops to Conquer</i>	11
VII	<b>American Drama</b> Eugene O' Neil* <i>The Emperor Jones</i>	11
VIII	<b>American Drama</b> Tennessee Williams- <i>A Street Car Named Desire</i> Arthur Miller- <i>The Price</i>	11

**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.
- Kramer, 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.
- <https://www.youtube.com/embed/whvEoYQ3ZKg>
- <https://www.youtube.com/embed/NtsBzRd7Mes>
- <https://www.youtube.com/embed/ReOOYnIj2mI>
- <https://www.youtube.com/embed/oA78Lh7RGy4>
- <https://www.youtube.com/embed/ajm0BLn114>

This course can be opted as an elective by the students of following subjects:

**Open to all**

**Suggested Continuous Evaluation Methods:**

Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows:

Project/Assignment	10 Marks
Internal Class test	15 Marks

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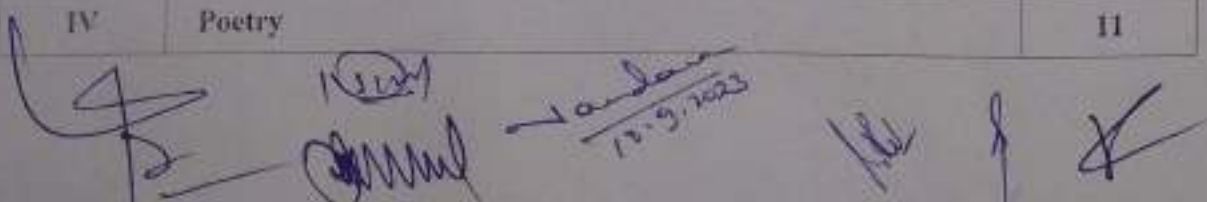
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Course/Department	Page No.
Suggested/Approved/Author Name	
Date	

Draw marked with \* are for standard marks

Programme/Class: <b>DIPLOMA</b>	Year: <b>SECOND</b>	Semester: <b>FOURTH</b>
Subject: <b>ENGLISH</b>		
Course Code: - <b>A040401T</b>	Course Title: <b>Indian Literature in Translation</b>	
<b>Course Outcomes:</b> After completing this course, the students will be able to: <ul style="list-style-type: none"> <li>• Develop a comparative perspective to study the texts</li> <li>• Understand the history of translation and various forms of translations</li> <li>• Analyse the translation tools to make use of technology like computer and mobile in the process of translation</li> <li>• Attain accessibility to regional literary forms</li> <li>• Contextualize the texts of Jaishankar Prasad, Amrita Pritam, and Tagore in their respective social and cultural milieu</li> <li>• Develop an insight into the philosophy of Kabir through his verses</li> <li>• 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</li> <li>• Develop an insight about Indian familial conflicts and social evils</li> <li>• Enhance job opportunities by fostering translation skills</li> <li>• Understand Indian consciousness and review the past through translated texts</li> </ul>		
Credits: <b>06</b>	Paper: <b>Core Compulsory</b>	
Max. Marks: <b>25+75</b>	Min. Pass Marks: <b>.....</b>	
Total No. of Lectures-Tutorials-Practical (in hours per week): <b>6-0-0.</b>		
Unit	Topic	No. of Lectures
I	1. Introducing Translation: A Brief History and Significance of Translation in a Multilingualistic and Multicultural Society like India 2. Literal translation Versus Free translation	12
II	Using Tools of Technology for Translation: Computer / Mobile Translation, Software or Translating Different Kinds of Texts with Differing Levels of Complexity and for Transliteration	11
III	<b>Fiction</b> Rabindranath Tagore, <i>The Home and the World</i> , tr. Surendranath Tagore  <b>OR</b> Amrita Pritam, <i>Pinjar: The Skeleton and Other Stories</i> , tr. Khushwant Singh (New Delhi: Tara Press, 2009)	11
IV	<b>Poetry</b>	11


 13/9/2023

	Mahadevi Verma: <i>If Once You Would Have Arrived</i>  Kabir: <i>The English Writings of Rabindra Nath Tagore</i> (1994, Vol.1 Ed. Sisir Kumar Das, Sahitya Akademi, Verses- 1,2, 8,12, 53, 69)	
V	<b>Short Fiction</b> 1. Bhisham Sahni- <i>Amritsar Aa Gaya</i> 2. Mahasweta Devi- <i>The Hunt</i>	11
VI	<b>Drama</b> 1. Mohan Rakesh- <i>Adhe Adhure</i> (Halfway House) 2. Vijay Tendulkar- <i>Kanyadan</i>	12
VII	<b>Translation Practice</b> 1. One Passage for Translation (Hindi to English) 2. One Stanza for Translation (Hindi to English)	11
VIII	<b>Translation Practice</b> 1. One Passage for Translation (English to Hindi) 2. One Stanza for Translation (English to Hindi)	11

**Suggested Readings:**

- Baker, M., "In Other Words: A Course Book on Translation", Routledge, New York, 2001.
- Chandhuri, Sakanta, "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.
- Tendulkar, V., "Kanyadan", OUP, 1996.
- <http://www.ijer.net/archive/v5i9/ART20161838.pdf>
- <https://www.youtube.com/embed/DNoImWH21OY>
- <https://www.youtube.com/embed/LiuDqN7zWPhs>

This course can be opted as an elective by the students of following subjects:

Open to all.

**Suggested Continuous Evaluation Methods:**

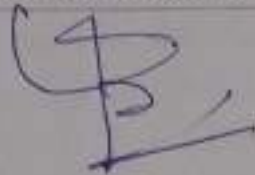
Continuous Internal Evaluation shall be based on Project/ Assignment and Oral/ PowerPoint Presentation. The marks shall be as follows:

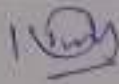
Project/Assignment	10 Marks
Internal Class test	15 Marks

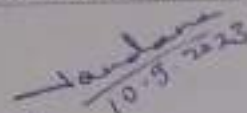
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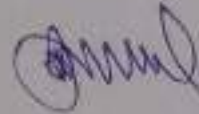


Course prerequisites:	Open to all
<p>Suggested equivalent online courses:</p> <ul style="list-style-type: none"><li>• NPTEL – Translation Studies and Theory -IIT Kanpur <u>NPTEL: Humanities and Social Sciences - Translation Studies and Theory</u></li><li>• SWAYAM- Modern Indian Writing in Translation <u>Modern Indian Writing in Translation - Course (nptel.ac.in)</u></li></ul>	
<p>Further Suggestions:</p> <p>.....</p>	





  
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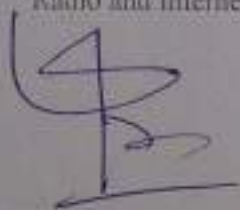


### B.A. III [B.A. in English]

#### 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.



10-3-2023



Programme/Class: <b>DEGREE</b>	Year: <b>THIRD</b>	Semester: <b>FIFTH</b>
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Subject:  
**ENGLISH**

Course Code: - <b>A040501T</b>	Course Title: <b>Classical Literature &amp; History of English Literature</b>
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**Course Outcomes:**

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

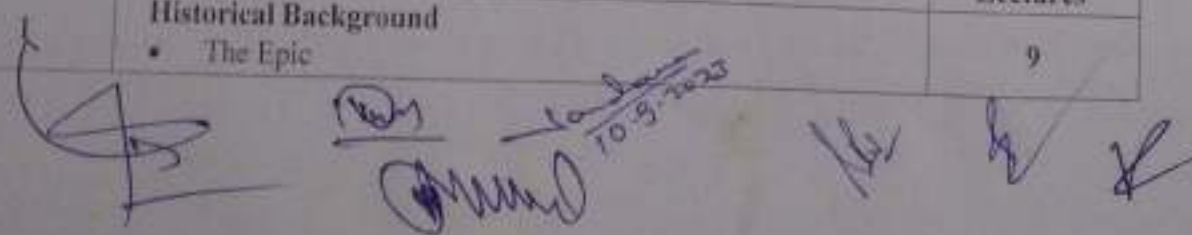
- Develop an understanding of the historical background of Greek and Roman literature and history
- Recognise the great works of unparalleled classical writers like Plato, Homer and Sophocles
- Develop an understanding of the evolution of English Literature, the concept, causes and impact of Renaissance 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
- 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

Credits: <b>05</b>	Paper: <b>Core Compulsory</b>
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Max. Marks: <b>25+75</b>	Min. Pass Marks: <b>.....</b>
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Total No. of Lectures-Tutorials-Practical (in hours per week): **5-0-0.**

Unit	Topic	No. of Lectures
	<b>Historical Background</b> <ul style="list-style-type: none"> <li>• The Epic</li> </ul>	9


  
 10/5/2023

	<ul style="list-style-type: none"> <li>• Birth of Tragedy</li> <li>• Comedy and Tragedy in Classical Drama</li> <li>• The Athenian City State</li> <li>• Literary Cultures in Augustan Rome</li> </ul>	
II	<b>Prose</b> Plato- <i>The Republic</i> (Book VII)	9
III	<b>Poetry</b> Homer- <i>The Iliad</i> (Book I)	9
IV	<b>Drama</b> Sophocles- <i>Oedipus Rex</i>	9
V	<b>English Literature from Chaucer to Renaissance</b> <i>The age of Chaucer, The Dark Ages, Renaissance and Reformation; Miracle and Morality Play; University Wits; Elizabethan Poetry; Metaphysical Poetry</i>	9
VI	<b>Seventeenth Century &amp; Eighteenth Century</b> <i>Neo-Classicism, Growth of the Novel, Precursors of Romanticism; French Revolution, Growth of Romantic Literature (Prose, Poetry, Drama and Novel)</i>	10
VII	<b>The Romantic Age &amp; Nineteenth Century</b> <i>Growth of Victorian Literature (Prose, Poetry, Drama and Novel); Pre-Raphaelite Poetry; Naughty Nineties</i>	10
VIII	<b>The Twentieth Century</b> <i>Georgian Poetry, Imagism and Symbolism; Twentieth Century Novel- Psychological Novel, Stream of Consciousness Novel; Twentieth Century Drama; Drama of Ideas; Epic Theatre; Feminism.</i>	10

**Suggested Readings:**

- Albert, E., "History of English Literature", Oxford University Press, London, 2015.
- Homer: *The Iliad*, (Book I) tr. E.V. Rieu Harmondsworth: Penguin, 1985.
- 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.
- 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

A collection of handwritten signatures and dates. On the left, there is a large, stylized signature. In the center, there is a signature that appears to be 'Sundara' with the date '10-5-2023' written below it. To the right, there are several other smaller, less legible signatures and initials.



York, 1990.

- <https://www.youtube.com/embed/yLXAcDWrfW8>
- <https://www.youtube.com/embed/y4Cg3L4dN40>

This course can be opted as an elective by the students of following subjects: **Open to all**

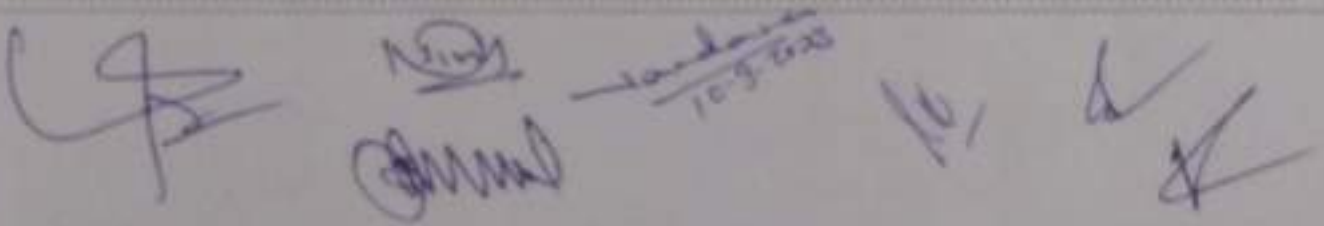
**Suggested Continuous Evaluation Methods:**

Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test.  
The marks shall be as follows:

Project/Assignment	10 Marks
Internal Class test	15 Marks
Course prerequisites	To study this course, a student must have passed/opted English in B.A. II

Suggested equivalent online courses:

Further Suggestions:

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Programme/Class: <b>DEGREE</b>	Year: <b>THIRD</b>	Semester: <b>FIFTH</b>
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Subject: <b>ENGLISH</b>	
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Course Code: - <b>A040502T</b>	Course Title: <b>Fiction</b>
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**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 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

Credits: <b>05</b>	Paper: <b>Core Compulsory</b>
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Max. Marks: <b>25+75</b>	Min. Pass Marks: <b>.....</b>
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Total No. of Lectures-Tutorials-Practical (in hours per week): **5-0-0.**

Unit	Topic	No. of Lectures
I	<b>Literary Terms:</b> Plot, Characterization, Narrative Technique & Structure, Elements of novel,	9
II	<b>Earlier Trends in fiction:</b> Picaresque Novel, Historical Novel, Gothic Novel, Epistolary Novel, Regional Novel, Domestic novel,	10
III	<b>Trends in 20th &amp; 21st Century Fiction:</b> Detective Novel, Science Fiction, Meta Fiction, Utopia, Dystopia, Mythological Fiction, Campus Fiction, Space Fiction, <i>Chic lit</i> , Junk Fiction	10
IV	<b>British Fiction</b> Charles Dickens- <i>A Tale of Two Cities</i> OR Thomas Hardy- <i>Far from the Madding Crowd</i>	9
V	<b>British Fiction</b> Jane Austen- <i>Pride and Prejudice</i> OR George Eliot- <i>Mill on the Floss</i>	9
VI	<b>American Fiction</b> Toni Morrison- <i>The Bluest Eye</i> OR	9

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	Harper Lee- <i>To Kill a Mocking Bird</i>	
VII	<b>American Fiction</b> Ernest Hemingway- <i>The Old Man and the Sea</i> <b>OR</b> John Steinbeck- <i>The Grapes of Wrath</i>	9
VIII	<b>Indian Popular Fiction</b> 1. Arvind Adiga- <i>The White Tiger</i> 2. Sudha Murthy- <i>Dollar Bahu</i>	10

**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.
- Bloom, H., "Toni Morrison's The Bluest Eye", Chelsea House, 1999.
- Heavilin, Barbara A., "The Critical Response to John Steinbeck's The Grapes of Wrath", Greenwood Press, 2000.

This course can be opted as an elective by the students of following subjects:

Open to all

**Suggested Continuous Evaluation Methods:**

Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows:

Project/Assignment	10 Marks
Internal Class test	15 Marks
Course prerequisites:	To study this course, a student must have passed/opted English in B.A. II

**Suggested equivalent online courses:**

- [https://onlinecourses.nptel.ac.in/noc21\\_hs28/prevjew](https://onlinecourses.nptel.ac.in/noc21_hs28/prevjew)

**Further Suggestions:**

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Programme/Class: <b>DEGREE</b>	Year: <b>THIRD</b>	Semester: <b>SIXTH</b>
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Subject:  
**ENGLISH**

Course Code: - <b>A040601T</b>	Course Title: <b>Indian &amp; New Literatures in English</b>
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**Course Outcomes:**

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

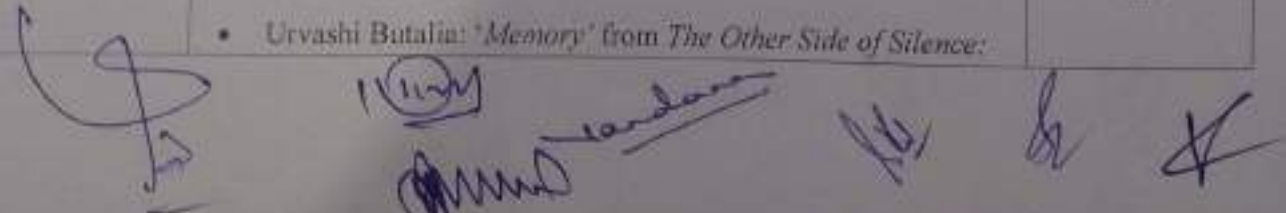
- Develop an understanding of the Indian freedom struggle, the contemporary political, social and economic scenario and the also the trauma of the partition
- Develop an understanding of the themes, styles and poetic sensibilities of poets like Toru Dutt, Nissim Ezekiel, Jayant Mahapatra and Keki N. Daruwala
- Critically analyse the drama as a medium of exploration of existing social issues and prejudices through the work of dramatists like Mahesh Dattani and Asif Currimbhoy
- Understand the socio-cultural-political conditions of the contemporary India as explored in the fiction of writers like Kamala Markandaya
- 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
- 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 Sujata Bhatt and the variations in their themes, styles and responsiveness
- Address the identity issues and marginalization through a study of the works of Indira Goswami and Naipaul

Credits: <b>05</b>	Paper: <b>Core Compulsory</b>
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Max. Marks: <b>25+75</b>	Min. Pass Marks: <b>.....</b>
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Total No. of Lectures-Tutorials-Practical (in hours per week): **5-0-0.**

Unit	Topic	No. of Lectures
1	<b>Prose</b> <ul style="list-style-type: none"> <li>• Mahatma Gandhi- <i>Hind Swaraj</i>: XVII- Passive Resistance, XVIII- Education</li> <li>• Urvashi Butalia: <i>'Memory'</i> from <i>The Other Side of Silence</i>:</li> </ul>	10





<i>Voices from the Partition of India</i>		
II	<b>Poetry</b> Toru Dutt: * <i>Lakshman</i> Nissim Ezekiel: * <i>A Poem of Dedication</i> Jayanta Mahapatra: * <i>Hunger</i> Keki N. Daruwala: * <i>Mother</i>	9
III	<b>Drama</b> Mahesh Dattani: * <i>Seven Steps Around the Fire</i> Asif Currimbhoy: * <i>The Doldrums</i>	9
IV	<b>Fiction</b> Kamala Markandaya: * <i>Nectar in a Sieve</i> Mulk Raj Anand: * <i>Untouchable</i>	10
V	<b>Prose</b> Frantz Fanon: * <i>Black Skin, White Masks</i> Chapter 4 Nivedita Menon: * <i>Seeing Like a Feminist</i> Chapter 2	10
VI	<b>Poetry</b> Pablo Neruda: * <i>If You Forget Me</i> Margaret Atwood: * <i>Spellings</i> Patrick White: * <i>Voss</i> Judith Wright: * <i>The Company of Lovers</i>	9
VII	<b>Fiction</b> 1. Nadine Gordimer: * <i>A Guest of Honour</i> 2. V.S. Naipaul: * <i>A House for Mr. Biswas</i> <b>OR</b> Indira Goswami: * <i>The Moth-Eaten Howdah of the Tasker</i>	9
VIII	<b>Drama</b> Wole Soyinka: * <i>The Lion and the Jewel</i> <b>OR</b> Trey Anthony: * <i>da Kink in My Hair</i>	9

#### Suggested Readings:

- Butalia, Urvashi., "The Other Side of Silence: Voices from the Partition of India", Penguin Random House India, 2017.
- Boeluner, E., "Empire Writing: An Anthology of Colonial Literature 1870-1918", Oxford University Press, Oxford, 1998.
- Chinweizu, I., "Decolonising the African Mind", Pero, Lagos, 1987.
- Ngugi wa, T., "Homecoming: Essays on African and Caribbean Literature, Culture and Politics", Heinemann Educational Books, London, 1972.
- Fanon, Frantz, "Black Skin, White Masks", Perseus Books Group, Revised edition, 2007.
- Menon, Nivedita., "Seeing Like a Feminist", Penguin India, 2012.
- Anand, Mulk Raj., "Untouchable", Penguin India, 2001.
- 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.

- Goswami I. and Satarawala K., 'Indira Goswami and Her Fictional World: The Moth Eaten Howdah of the Tusker', BR Publishing Corporation, 2002.
- Soyinka, Wole., "The Lion and the Jewel" OUP, 1974.
- Anthony, Trey., " 'da Kink in My Hair", Playwrights Canada, 2005.

This course can be opted as an elective by the students of following subjects:  
Open to all

**Suggested Continuous Evaluation Methods:**

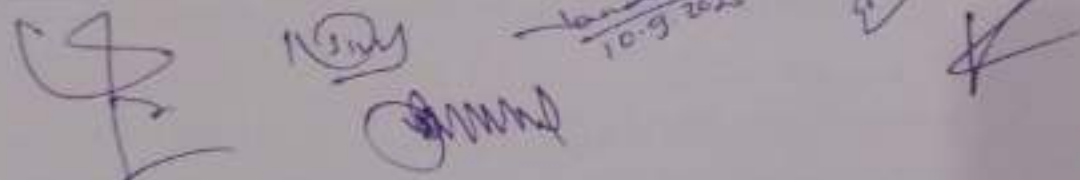
Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows:

Project/Assignment	10 Marks
Internal Class test	15 Marks
Course prerequisites:	To study this course, a student must have passed/opted English in B.A.II.

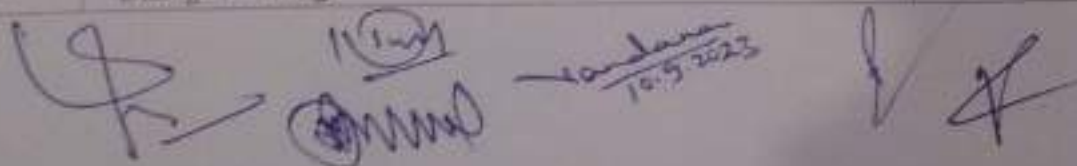
Suggested equivalent online courses: .....

Further Suggestions: .....

(Texts marked with \* are for detailed study)


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Programme/Class: <b>DEGREE</b>		Year: <b>THIRD</b>	Semester: <b>SIXTH</b>
Subject: <b>ENGLISH</b>			
Course Code: - <b>A040602T</b>		Course Title: <b>Literature in Films &amp; Media Studies</b>	
<b>Course Outcomes:</b> After completing this course, the students will be able to: <ul style="list-style-type: none"> <li>• Develop an understanding of the technical terminology associated with film and media studies</li> <li>• Interpret films as text and evaluate them critically</li> <li>• Appraise the process of adaption of texts into films</li> <li>• Recognize the nuances of film narration</li> <li>• Assess various film genres and their characteristics</li> <li>• Appreciate the works of prescribed writers and the directors as well who directed their adaptations</li> <li>• Exercise critical viewing and develop reading skills in determining the success of adaptations and present their assessments through a variety of mediums including presentations and essays</li> </ul>			
Credits: <b>05</b>		Paper: <b>Core Compulsory</b>	
Max. Marks: <b>25+75</b>		Min. Pass Marks: <b>.....</b>	
Total No. of Lectures-Tutorials-Practical (in hours per week): <b>5-0-0</b>			
Unit	Topic	No. of Lectures	
I	James Monaco, 'The Language of Film: Signs and Syntax', in <i>How to Read a Film: The World of Movies, Media &amp; Multimedia</i> (New York: OUP, 2009) Chapter-3, pp.170-249	10	
II	William Shakespeare- <i>The Comedy of Errors</i> , and its adaptation <i>Angoor</i> (1982 film; Directed by Gulzar)	9	
III	Khushwant Singh- <i>Train to Pakistan</i> , and its adaptation <i>Train to Pakistan</i> (1998 film; Directed by Pamela Rooks)	9	
IV	R.N.Tagore- <i>Kabuliwala</i> and its adaptation <i>Kabuliwala</i> (1961 film; Directed by Hemen Gupta)	9	
V	William Shakespeare- <i>Macbeth</i> , and its adaptation <i>Maqbool</i> (2003 film, directed by Vishal Bhardwaj)	9	
VI	Chetan Bhagat- <i>The 3 Mistakes of My Life</i> , and its adaptation <i>Kai Po Che</i> (2013 film, directed by Abhishek Kapoor)	9	
VII	Script Writing Dialogue Writing	10	


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V	<b>BASICS OF REPORTING</b> News Value, News Gathering, Readers' interest, qualities and aptitude necessary for a reporter Types of reports.	9
VI	<b>BASICS OF FEATURE WRITING</b> Types of features: Obits, Reviews, Columns, Trend stories.	9
VII	<b>BASICS OF EDITING</b> Principles of editing, editorial policy, role of the Editor, role of the News Editor, role of Chief Sub-editor, role of Sub-editors.	10
VIII	<b>ADVERTISEMENT</b> Types of Advertisements Advertising Ethics How to create advertisements/storyboards.	9

**Suggested Readings:**

- Kamath, M V. *Professional Journalism*, New Delhi, Vikas Publishing House, 1980.
- Mencher, Melvin. *Basic News Writing*, New Delhi, Universal Book Staff, 1992.
- Menon, P. K. *Practical Journalism*, Jaipur, Avishkar Publishers, 2005.
- Parthasarathy, Rangaswami. *Basic Journalism*, New Delhi, MacMillan India Ltd. 1989.
- Parthasarathy, Rangaswami. *Here is the News! Reporting for the Media*, New Delhi, Sterling Publishers, 1994.
- Prasad, Sharada. Rukum Advani (et al) *Editors on Editing*, New Delhi, National Book Trust, 2004.
- Selvamj, Madhur. *News Editing and Reporting*, New Delhi, Dominant Publishers, 2005.
- Saxena, Ambrish. *Fundamentals of Reporting and Editing*, New Delhi, Kanishka Publishers, 2007.
- Bayan, R., *Words that Sell: More than 6000 Entries to Help You Promote Your Products, Services, and Ideas*, McGraw-Hill Education; 2nd edition, 2006.

This course can be opted as an elective by the students of following subjects:

**Open to all**

**Suggested Continuous Evaluation Methods:**

Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows:

Project/Assignment	10 Marks
Internal Class test	15 Marks
Course prerequisites:	Open to all

**Suggested equivalent online courses:**

- [https://onlinecourses.nptel.ac.in/noc21\\_cs28/preview](https://onlinecourses.nptel.ac.in/noc21_cs28/preview)
- [https://onlinecourses.swayam2.ac.in/cec21\\_ge13/preview](https://onlinecourses.swayam2.ac.in/cec21_ge13/preview)

**Further Suggestions:**

.....

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10-9-2023



VIII	Movie Review Editing Narration	10
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**Suggested Readings:**

- Boyum, J.G., "Double Exposure", Seagull, Calcutta, 1989.
- Cartmell, D. & Whelehan, L., "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.

This course can be opted as an elective by the students of following subjects:

**Open to all**

**Suggested Continuous Evaluation Methods:**

Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows:

Project/Assignment	10 Marks
Internal Class test	15 Marks
Course prerequisites:	Open to all

Suggested equivalent online courses:

Further Suggestions:

(Texts marked with \* are for detailed study)

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Programme/Class <b>DEGREE</b>		Year <b>THIRD</b>	Semester: <b>SIXTH</b>
Subject: <b>ENGLISH</b>			
Course Code: - <b>AM40603T</b>		Course Title: <b>Media and Journalistic Writing</b>	
<b>Course Outcomes:</b> After completing this course, the students will be able to: <ul style="list-style-type: none"> <li>• Understand different types of journalism and their importance.</li> <li>• Comprehend various principles of mass communication.</li> <li>• Differentiate between various forms of media &amp; journalistic writing and reporting.</li> <li>• Understand the meaning and nature of public speaking.</li> <li>• Identify social media norms and online journalism.</li> <li>• Write in various journalistic formats effectively.</li> <li>• Understand the meaning and nature of public speaking.</li> <li>• Edit reports and create engaging advertisements.</li> </ul>			
Credits: 05		Paper: <b>Core Compulsory</b>	
Max. Marks: 25+75		Min. Pass Marks: .....	
Total No. of Lectures-Tutorials-Practical (in hours per week): <b>5-0-0</b>			
Unit	Topic	No. of Lectures	
I	<b>AN INTRODUCTION TO MEDIA &amp; JOURNALISM</b> Media and Society Principles of Mass Communication & Journalism Tools of Gathering Information Misinformation and Disinformation	9	
II	<b>INTRODUCTION TO CYBER MEDIA AND SOCIAL MEDIA</b> Social Media Types of Social Media Online Journalism Basics of Cyber Media	9	
III	<b>CORE SKILLS IN PRINT MEDIA</b> Written English: Précis, Paragraph, Essay News Reporting: Parts of a news report, 5Ws, Headline writing, Types of Leads, and Report writing.	10	
IV	<b>CORE SKILLS IN ELECTRONIC MEDIA</b> Public Speaking News Production, Reporting and Presentation for Radio News Production/ Reporting for Television News Presentation: Basic principles-objectivity, accuracy, speed, clarity and integrity.	10	

# Syllabus

## M.A. (ENGLISH)

Based on National Education Policy-2020

(To be Effective from Session 2023-24)



**KAMLA NEHRU INSTITUTE**  
**OF PHYSICAL & SOCIAL SCIENCES**  
**Sultanpur (UP)**

Accredited 'A' Grade by NAAC  
*(An Autonomous Institute)*



**KAMLA NEHRU INSTITUTE OF PHYSICAL & SOCIAL SCIENCES,  
SULTANPUR (U.P.)-228118  
(An Autonomous Institute)  
'NAAC - 'A' Grade'**

Structure of syllabus for the program  
**M.A. : Subject - English**

Syllabus developed/proposed by

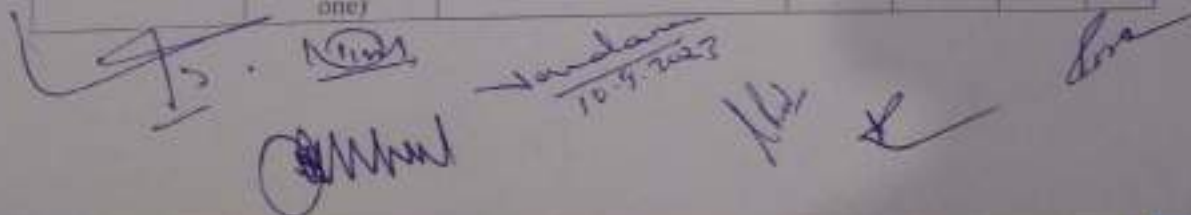
S.No.	Name	Designation	Dept	College/University	Signature
1.	Prof. V P Singh	Convenor	English	KNIPSS Sultanpur	
2.	Dr. Sunita Rai	Member	English	KNIPSS Sultanpur	
3.	Dr. R. K. Mishra	Member	English	KNIPSS Sultanpur	
4.	Dr. R. Baranwal	Member	English	KNIPSS Sultanpur	
5.	Prof. O. N. Upadhyaya	Member (Academic Council)	English	Lucknow University, Lucknow	
6.	Prof. Vandana Dubey	Member (Academic Council)	English	T. D. College, Jaunpur	
7.	Prof. Nisha Singh	Member (V. C. Nominee)	English	RP PG College, Sultanpur	
8.	Mr. Baldev Singh	Member (Corporate Representative)		Punjabi Colony, Sultanpur	
9.	Mr. Jagjit Singh	Member	Ex- Student	Vijay Deluxe Hotel, Lal Diggi Sultanpur	

As per Syllabus Development Guidelines of Higher Education for PG course-



Semester-wise titles of the papers in PG English Course:

Course Code		Course Title	Credits	T/P	Evaluation	
					CIE	ET/E
A	B	C	D	E	F	G
<b>SEMESTER I (YEAR I)</b>						
A040701T	CORE	Chaucer to Marlowe	5	T	25	75
A040702T	CORE	Donne to Richardson	5	T	25	75
A040703T	CORE	Wordsworth to Hardy	5	T	25	75
A040704T	FIRST ELECTIVE (Select any one)	William Shakespeare	5	T	25	75
A040705T		T. S. Eliot	5	T	25	75
A040706P	SECOND ELECTIVE (Select any one)	Project Presentation	5	P	50	50
A040707P		Study Tours/Field Visit	5	P	50	50
<b>SEMESTER II (YEAR I)</b>						
A040801T	CORE	20 <sup>th</sup> Century British Literature	5	T	25	75
A040802T	CORE	English Literary Criticism	5	T	25	75
A040803T	CORE	Women and Literature	5	T	25	75
A040804T	THIRD ELECTIVE (Select any one)	Applied Linguistics	5	T	25	75
A040805T		Translation Theory and Practice	5	T	25	75
A040806P	FOURTH ELECTIVE (Select any one)	Project Presentation	5	P	50	50
A040807P		Study Tours/Field Visit	5	P	50	50
<b>SEMESTER III (YEAR II)</b>						
A040901T	CORE	American Literature	5	T	25	75
A040902T	CORE	Indian Literature in English	5	T	25	75
A040903T	CORE	New Literatures in English	5	T	25	75
A040904T	FIFTH ELECTIVE (Select any one)	Applied Phonetics	5	T	25	75


  
 10.9.2023

A040905T		Sanskrit Poetics	5	T	25	75
A040906P	SIXTH ELECTIVE (Select any one)	Project Presentation	5	P	50	50
A040907P		Study Tours/Field Visit	5	P	50	50
<b>SEMESTER IV (YEAR II)</b>						
A041001T	CORE	Indian Literature in Translation	5	T	25	75
A041002T	CORE	Green Literature	5	T	25	75
A041003T	SEVENTH ELECTIVE (Select any one)	English Language Teaching and Stylistics	5	T	25	75
A041004T		English Writing on India	5	T	25	75
A041005P	RESEARCH PROJECT/ DISSERTATION/Viva-voce	Research Project/ Dissertation/ Viva-voce	10	P	50	50

#### Programme Outcomes:

The programme aims to:

- ✓ Sensitize students to the aesthetic, cultural and social aspects of literature
- ✓ Produce awareness and sensitizing the students to the pertinent issues of culture, society, environment, gender and disability, social relegation and other issues of human dignity
- ✓ Generate critical thinking and humanitarian values to formulate creative synthesis of texts, society, and culture
- ✓ Acquaint the students with different theoretical and practical aspects and components of linguistics and stylistics
- ✓ Enlighten the students through basic understanding of cultural discourse that, how language mediates through literary texts
- ✓ Examine and critically analyse issues and notions of gender and patterns of gender roles

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- ✓ Identify how gendered practices influence and shape knowledge production and human discourses
- ✓ Familiarize the learners with the procedures involved in research

### M.A. (Semester-I) Paper-I

#### Chaucer to Marlowe

Credit - 5

No. of Lectures - 75

Max. Marks - 25+75

#### Course Outcomes:

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

1. Develop an understanding of the concept, spread and impact of Renaissance
2. Assess how Renaissance ideas revolutionized the entire Europe
3. Recognize the impact of discovery of new lands and circulation of new ideas across Europe
4. Identify the shift of the worldview towards humanism post Renaissance and Reformation
5. Compare the similarities between the Renaissance and contemporary ideas
6. Critically engage with representative mainstream British Literature from the age of Chaucer to Marlowe, through selected texts and background readings
7. Discuss the significance of the literary period of the text by analysing the effects of the major events of that period
8. Develop independent critical thinking in the analysis of literary texts
9. Outline main trends in British drama and poetry.
10. Describe the development and the constituents of British drama and poetry.
11. Appreciate the richness and variety of British drama right from Chaucer to Marlowe.

Unit	Topics	No. of Lectures
1	Geoffrey Chaucer: The General Prologue to The Canterbury Tales	20
2	Francis Bacon: Of Ambition, Of Revenge, Of Great Place.	20
3	Edmund Spenser: The Faerie Queene (Book I Canto I)	15

4	Thomas Kyd: The Spanish Tragedy Christopher Marlowe: Doctor Faustus	15
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**Internal Assessment**

Max. Marks - 25

**Marks division**

Sessional Exam - 15 (Time duration - 1 hr.)

Attendance - 05

Assignment - 05

**Semester Exam**

Max. Marks - 75

**Suggested Readings**

Daiches, D. "A Critical History of English Literature", Supernova Publishers, 2010.

Compton, Rickett. "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.

**M.A. (Semester-I) Paper-II**

Donne to Henry Fielding

Credit - 5

No. of Lectures - 75

Max. Marks - 25+75

**Course Outcomes:**

1. Identify the reasons of the emergence of prose and novels and the decline of drama in England.
2. Get acquainted with the habit of reasoning and analysis through prose reading.
3. Appreciate the richness and variety of British drama right from Webster to Congreve.
4. Identify the various forms of poetry from Donne to Pope.
5. Outline main trends in Jacobean drama.
6. Estimate the social and cultural impact of the political events of the Restoration.
7. Develop independent critical thinking in the analysis of literary texts.
8. To make students acquainted with four wheels of English novel.
9. To develop understanding about different forms of novel.



Unit	Topics	No. of Lectures
1	Joseph Addison: True and False Humour Richard Steele: On Judicious Flattery	20
2	John Donne: A Valediction Forbidding Mourning, The Canonization John Milton: Paradise Lost Book 1 Alexander Pope: The Rape of the Lock	20
3	John Webster: The Duchess of Malhi William Congreve: The Way of the World	20
4	Daniel Defoe: Moll Flanders Henry Fielding: Joseph Andrews	15

#### Internal Assessment

Max. Marks - 25

#### Marks division

Sessional Exam - 15 (Time duration - 1 hr.)

Attendance - 05

Assignment - 05

#### Semester Exam

Max. Marks - 75

#### Suggested Readings

Cazamias, Legouis. History of English Literature.

Ford, Boris. The Pelican Guide to English Literature.

Walker, Hugh. English Essays and Essayists.

Nicholl, Allardyce. British Drama.

Walter Allen. English Novel.

Grierson. The Metaphysical Poets

Case-book Series


 A collection of handwritten signatures and notes. On the left, there is a large, stylized signature. To its right is a circled signature. Further right, there is a signature with the date "10-9-2023" written below it. To the right of this is another signature, followed by a signature with a large 'A' next to it, and finally a signature with a large 'b' next to it.

M.A. (Semester-I) Paper-III  
Wordsworth to Hardy

Credit - 5  
Max. Marks - 25+75

No. of Lectures - 75  
Min. Passing Marks - 8+25

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

1. Develop an understanding of the philosophy of Romanticism and how it was impacted by the revolutions in Europe.
2. Interpret the meaning of 'Victorian Compromise' and the 'Victorian paradox'.
3. Recognize the impact of Industrial Revolution, Darwinism and Colonization etc.
4. Identify the cause of the emergent societal problems like pollution, population explosion, urbanization etc. which strengthened during the era.
5. Take cognizance of the historical, social and cultural contexts of each work and thereby make connections between literature and society.
6. Get introduced to the tradition and significance of non-fictional writing in Great Britain in the 18<sup>th</sup> and 19<sup>th</sup> centuries.
7. Appraise the emergence of female narratives in art and literature.
8. Familiarize with the nuances of romantic sensibility and Victorian ethos and their reflection in fiction of that period.

Unit	Topics	No. of Lectures
1	Charles Lamb: Modern Gallantry Thomas Carlyle: Heroes and Hero Worship; The Hero as Poet	25
2	John Ruskin: Unto This Last; The Roots of Honour	10
3	William Wordsworth: Tintern Abbey Coleridge: Dejection: An Ode Keats: Ode on a Grecian Urn Shelley: Ode to the West Wind Tennyson: Come into the Garden, Maud Browning: The Last Ride Together Arnold: The Scholar Gypsy	25
4	Jane Austen: Sense and Sensibility Thomas Hardy: Tess of the D'Urbervilles	15

### Internal Assessment

Max. Marks - 25

### Marks division

Sessional Exam - 15 (Time duration - 1 hr.)  
Attendance - 05  
Assignment - 05

### Semester Exam

Max. Marks - 75

### Suggested Readings

Bowra, C. M. The Romantic Imagination  
Walker, Hugh. English Essays and Essayists  
Walter Allen. English Novel.

### **M.A. (Semester-I) Elective Paper- 1 (i)**

William Shakespeare

Credit - 5

No. of Lectures - 75

Max. Marks - 25+75

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

1. Develop an understanding of the concept, spread and impact of Renaissance
2. Identify the shift of the worldview towards humanism post Renaissance and Reformation
3. Recognize the impact of discovery of new lands and circulation of new ideas across Europe
4. To develop an understanding about Shakespearean tragic plays in general
5. To analyse and evaluate comic elements in Shakespearean plays
6. To develop an insight into history and literature
7. To acquaint with Shakespearean criticism
8. To make students familiar with form and technique of Shakespearean sonnets
9. To acquaint with the last plays of Shakespeare.

Unit	Topics	No. of Lectures
1	Look in the Glass and Tell the Face Viewest (Sonnet 3)	10

	Shall I Compare Thee to a Summer's Day (Sonnet 13) Heavy Do I Journey On The Way (Sonnet 50) Where Art Thou Muse (Sonnet 100) The Expense of Spirit In A Shame (129)	
2	Henry IV, Part I	20
3	Hamlet The Tempest	30
4	Preface to Shakespeare by Samuel Johnson	15

### Internal Assessment

Max. Marks - 25

#### Marks division

Sessional Exam - 15 (Time duration - 1 hr.)  
 Attendance - 05  
 Assignment - 05

### Semester Exam

Max. Marks - 75

### Suggested Readings

Nicholl, Allardyce. British Drama

Bradley, A. C. Shakespearean Tragedy

Night, Wilson. The Wheel of Fire


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M.A. (Semester-I) Elective Paper- 2(ii)

T. S. Eliot

Credit - 5

No. of Lectures - 75

Max. Marks - 25+75

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

1. Develop an understanding of the twentieth century literary scenario
2. Identify the shift of the worldview from Victorian period to modern period
3. Recognize the impact of World Wars on the literary output of T S Eliot
4. To develop an understanding about Eliot's critical approach
5. To analyse and evaluate poetic elements in Eliot's plays
6. To develop an insight into history and literature
7. To acquaint with twentieth century literary criticism.

Unit	Topics	No. of Lectures
1	Burnt Norton	20
2	Gerontion, The Hollow Men	15
3	The Family Reunion The Cocktail Party	25
4	The Function of Criticism Hamlet and His Problems What is a Classic?	15

**Internal Assessment**

Max. Marks - 25

**Marks division**

Sessional Exam - 15 (Time duration - 1 hr.)

Attendance - 05

Assignment - 05

**Semester Exam**

Max. Marks - 75

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## M.A. (Semester-I) Elective Paper-II

A) Project Presentation

or

B) Study Tours/Field Visit

Credit - 5

No. of Lectures - 50

Max. Marks - 50+50

This paper aims at providing students sufficient time and guidance to do an academic research work on any one topic. Keeping in mind the aim of the paper every student is provided with different topic pertaining to his/her choice of interest. They are encouraged to collect relevant study material related to the topic and at the same time they are assisted to prepare research write-up as per MLA style. At the completion of the research work, they are asked to make their presentation in an open class room. Along with, they are suggested for further improvement wherever it was felt necessary. Evaluation is also accomplished according to university guidelines.

## M.A. (Semester-I) Paper-I

20<sup>th</sup> Century British Literature

Credit - 5

No. of Lectures - 75

Max. Marks - 25+75

### Course Outcomes:

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

1. Have a sophisticated understanding of the relationship between literary texts and social structures,
2. Know the cultural, political, and stylistic protocols of modernism and its various literary movements,
3. Can read texts closely, and know how to read both formal and thematic aspects of texts as part of larger cultural and historical movements
4. To view British literature in its socio-cultural and political contexts.
5. To understand the theme, structure and style in British prose, poetry and drama.

1	Jean-Paul Sartre: Existentialism and Human Emotions: Existentialism	15
2	W. B. Yeats: Byzantium T. S. Eliot: The Waste Land	25
3	Virginia Woolf: To the Lighthouse D. H. Lawrence: Sons and Lovers	15
4	Harold Pinter: The Homecoming Samuel Beckett: Waiting for Godot	20

### Internal Assessment

Max. Marks - 25

#### Marks division

Sessional Exam - 15 (Time duration - 1 hr.)

Attendance - 05

Assignment - 05

### Semester Exam

Max. Marks - 75

Credit - 5

### Suggested Readings

Casebook Series on T S Eliot

Casebook Series on W B Yeats

York Notes on Virginia Woolf's To The Light House

York Notes on Lawrence's Sons and Lovers


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M.A. (Semester-II) Paper - II  
English Literary Criticism

No. of Lectures - 75

Credit - 5

Max. Marks - 25+75

Course Outcomes:

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

1. Develop an overview of the critical theories from ancient to modern times
2. Apply the critical theories to literary texts
3. Recognize the relevance of the theories in the social context
4. Acquaint themselves with the dominant trends in literary criticism
5. Understand the theories of principal literary critics and theoreticians
6. Acquire a knowledge of the key concepts and terms used in contemporary literary theory
7. Familiarize the learners with the trends and cross-disciplinary nature of literary theories
8. Explore the concepts of history, culture, nationalism, gender and race in the context of postcolonial literature and theories
9. Distinguish between different schools of criticism and their impact on Literature.

Unit	Topics	No. of Lectures
1	Aristotle: Poetics Horace: Ars Poetica	20
2	John Dryden: An Essay of Dramatic Poesy Wordsworth: Preface to Lyrical Ballads (1800) Matthew Arnold: The Study of Poetry T.S. Eliot: Tradition and Individual Talent	20
3	Elaine Showalter: Feminist criticism in the wilderness Edward Said: Crisis (in Orientalism)	20
4	Jacques Derrida: Structure, Sign and Play in the Discourse of the Human Sciences Jacques Lacan: The insistence of the letter in the unconscious	15

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10-3-2023



## Internal Assessment

Max. Marks - 25

### Marks division

Sessional Exam - 15 (Time duration - 1 hr.)  
Attendance - 05  
Assignment - 05

### Semester Exam

Max. Marks - 75

### Suggested Readings

Habib, MAR. Literary Criticism  
Blamires, Harry. Literary Criticism  
Chickera, Enright. English Critical Texts

## M.A. (Semester-II) Paper - III Women and Literature

Credit - 5

No. of Lectures - 75

Max. Marks - 25+75

### Course Outcomes:

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

1. Develop a conscious and eco-friendly relationship with nature
2. Gain sensitivity towards the ecological emergencies that the world faces through literary representations
3. Understand the crucial role of literature in addressing and comprehending environmental issues
4. Interpret key literary and critical terms associated with the concept of eco-criticism and ecological representations in literature
5. Relate the nuances and co-relation between gender and environment through study of literary texts
6. Primarily focus on environmental concerns through the readings of seminal literary texts
7. Comprehend the interrelation between, life/nature and literature
8. Realize the role of ecology in the survival of humanity

Unit	Topics	No. of Lectures
1	Virginia Woolf: A Room of One's Own Simone de Beauvoir: Introduction to The Second Sex	20
2	Anita Desai: Fire on the Mountain Bharati Mukherjee: Jasmine	20

3	Sylvia Plath: Lady Lazarus Manto Kalia: Tribute to Papa Sunita Narmada: The Unseen Maya Angelou: Phenomenal Woman	20
4	Mahasweta Devi: Mother of India	15

### Internal Assessment

Max. Marks - 25

### Marks division

Sessional Exam - 15 (Time duration - 1 hr.)

Attendance - 05

Assignment - 05

### Semester Exam

Max. Marks - 75

### Suggested Readings

Naik, M K Indian English Literature  
Iyengar, KRS. Indian English Writing

### M.A. (Semester-II) Third Generic Elective: I Applied Linguistics

Credit - 5

No. of Lectures - 75

Max. Marks - 25+75

#### Course Outcomes:

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

1. Develop an insight into linguistic inherent potentials of language
2. Able to know how words achieve meaning and how meaning itself changes with the passage of time
3. Explicate the structure and formation of words
4. Relate the socio-cultural factors playing role in the development of language
5. Explain the factors that led English to the reach of every person in the world.

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Unit	Topics	No. of Lectures
1	Origin, growth and development of English; Growth of Vocabulary, Change of Meaning.	20
2	Socio-linguistics; Dialects, Idiolects and Registers; Evolution of Standard English; English as a Global Language.	20
3	Morphology	20
4	Grammars (Traditional, Structural and Transformational Generative)	15

### Internal Assessment

Max. Marks - 25

### Marks division

Sessional Exam - 15 (Time duration - 1 hr.)  
 Attendance - 05  
 Assignment - 05

### Semester Exam

Max. Marks - 75

### Suggested Readings

Waugh, A.C. History of English Language  
 Jones, Daniel. An English Pronouncing Dictionary

### M.A. (Semester-II) Third Generic Elective: II Translation Theory and Practice

Credit - 5

No. of Lectures - 75

Max. Marks - 25+75

#### Course Outcomes:

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

1. Recognize the importance and benefits of translation
2. Comprehend the nature and scope of translation and the concept of equivalence in translation
3. Develop understanding of different theories of translation
4. Analyse various problems in the process of translation
5. Undertake translation of literary texts with greater conviction

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 10/9/2023

Unit	Topics	No. of Lectures
1	Importance of translation in a multi-linguistic and multi-cultural society	20
2	Theories of Translation: Linguistic and Non-linguistic	20
3	Problems of Translation: Phonetic Problem, Syntactic problem, Structural Problem, Cultural Problem, Semantic Problem, Untranslatability.	20
4	Translation and Comparative Literature Translation and Postcolonial Studies Translation and Women's Writing	15

### Internal Assessment

Max. Marks - 25

#### Marks division

Sessional Exam - 15 (Time duration - 1 hr.)  
 Attendance - 05  
 Assignment - 05

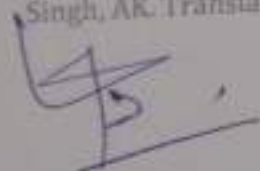
### Semester Exam

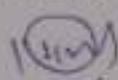
Max. Marks - 75

#### Suggested Readings

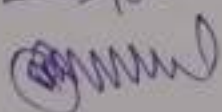
Das, BK. Translation Studies

Singh, AK. Translation Theory and Practice





  
10.9.2023









**M.A. (Semester-II) Fourth Elective**

A) Project Presentation

or

B) Study Tours/Field Visit

Credit - 5

No. of Lectures - 50

Max. Marks - 50+50

This paper aims at providing students sufficient time and guidance to do an academic research work on any one topic. Keeping in mind the aim of the paper every student is provided with different topic pertaining to his/her choice of interest. They are encouraged to collect relevant study material related to the topic and at the same time they are assisted to prepare research write-up as per MLA style. At the completion of the research work, they are asked to make their presentation in an open class room. Along with, they are suggested for further improvement wherever it was felt necessary. Evaluation is also accomplished according to university guidelines.

**M.A. (Semester-III) Paper - 1**

American Literature

Credit - 5

No. of Lectures - 75

Max. Marks - 25+75

**Course Outcomes:**

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

1. Gain a critical understanding of the socio-historical and cultural ethos reflected in different genres of American literature from the beginning of the Seventeenth century to the end of the Twentieth century through different literary texts.
2. Appreciate the literature that embodied the ideology of American Dream and Destiny in the post second world-war period and also the narrative of the rupture of this grand vision and the attendant disillusionment and loss.
3. Understand the rise of existential, experimental and postmodern forms of writing that constitute the most significant achievement of contemporary American Literature.
4. Appraise the idea of multiculturalism in America.

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Unit	Topics	No. of Lectures
1	R. W. Emerson: Brahma Whitman: When Lilacs Last in the Dooryard Bloom'd Emily Dickinson: Hope is a thing with feathers Robert Frost: Birches	20
2	Edward Albee: Who's Afraid of Virginia Woolf	20
3	E. A. Poe: The Fall of the House of Usher Hemingway: Soldier's Home	20
4	Toni Morrison: Beloved	15

### Internal Assessment

Max. Marks - 25

### Marks division

Sessional Exam - 15 (Time duration - 1 hr.)  
Attendance - 05  
Assignment - 05

### Semester Exam

Max. Marks - 75


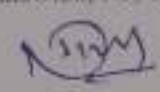
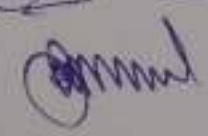



### Suggested Readings

Dutta, N., "American Literature", Orient BlackSwan, Hyderabad, 2016

Ramanan, M., ed., "Four Centuries of American Literature", Macmillan India Ltd., Chennai, 1996.

Warren, J. W., ed., "The (Other) American Tradition: Nineteenth-Century Women Writers", Rutgers University Press, New Brunswick, NJ, 1993.

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10-9 2023

M.A. (Semester-III) Paper – II  
Indian Literature in English

Credit – 5

No. of Lectures – 75

Max. Marks – 25+75

**Course Outcomes:**

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

1. Have an insight into "Indianness" through representative works
2. Identify the unique features of Indian English Writing
3. Understand contributions of various authors in the growth of Indian English Writing
4. Acquaint with the work of significant Indian writers of Poetry, Prose, Fiction and Drama
5. Recognize the cultural milieu of the post and the pre- independence era
6. Discover Indian sensibility in the representative works
7. Understand Dalit voices in Indian English literature.

Unit	Topics	No. of Lectures
1	Mahatma Gandhi: Hind Swaraj	20
2	Sarojini Naidu: Coromandel Fishers Rabindranath Tagore: In one salutation to thee Nissim Ezekiel: A Morning Walk Jayanta Mahapatra: Indian Summer A. K. Ramamujan: Small-scale Reflections on a Great House Kamala Das: My Grandmother's House	20
3	Mahesh Dattani: Final Solutions	15
4	Raja Rao: Kanthapura Arundhati Roy: The God of Small Things	20

**Internal Assessment**

Max. Marks – 25

**Marks division**

Sessional Exam - 15 (Time duration - 1 hr.)

Attendance - 05

Assignment - 05

**Semester Exam**

Max. Marks – 75

**Suggested Readings**

Parthasarathy, R. *Ten Twentieth Century Indian Poets*

Dhawan, RK. *Indian Women Novelists*

**M.A. (Semester-III) Paper – III**

**New Literatures in English**

Credit - 5

No. of Lectures - 75

Max. Marks - 25+75

**Course Outcomes:**

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

1. Critically analyze the language, form and perspectives of different genres of literary texts from African, Caribbean Canadian and Australian literary traditions
2. Critically engage with the literary texts in the light of colonial and postcolonial histories and contemporary theories that are relevant to the issues raised in the texts
3. Recognize some key texts from various African, Caribbean and Australian ways in which they engage with questions of language, form, colonial histories, multiculturalism, indigeneity, nativism and contemporary postcolonial developments
4. Understand the main currents of development in English Language writing in the Anglophone parts of Africa and Caribbean islands
5. Analyze how race, class, gender, history and identity are presented and problematized in the literary texts of African, Caribbean and Canadian writers.

Unit	Topics	No. of Lectures
1	Chinua Achebe: <i>Things Fall Apart</i>	20
2	V.S. Naipaul: <i>A House for Mr. Biswas</i>	20
3	A.D. Hope: <i>Australia, Death of the Bird</i> Judith Wright: <i>The Company of Lovers, Woman to Man</i>	15
4	Margaret Atwood: <i>Surfacing</i>	20

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### Internal Assessment

Max. Marks - 25

### Marks division

Sessional Exam - 15 (Time duration - 1 hr.)

Attendance - 05

Assignment - 05

### Semester Exam

Max. Marks - 75

### Suggested Readings

Cook, D., "African Literature: A Critical View", Longman, London, 1977.

Dathome, O.R., "African Literature in the Twentieth Century" Heinemann Educational Publications, London, 1974.

Dathome, O.R., "Caribbean Narrative" Heinemann Educational Publications, London, 1967.

Gates, H. L., "Race, Writing and Difference", University of Chicago Press, Chicago, 1985.

### **M.A. (Semester-III) Fifth Elective: I** **Phonetics and English for Specific Purpose**

Credit - 5

Max. Marks - 25+75

No. of Lectures - 75

Min. Passing Marks - 8+25

#### Course Outcomes:

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

1. Learn organs of speech, speech mechanism, speech sounds and phonetics symbols
2. To pronounce with proper accent
3. Able to know the history of language
4. Know English required in various fields like business, technology, science, law and tourism
5. Feel the importance and significance of English as a global language.

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Unit	Topics	No. of Lectures
1	Types of Speech, Speech Mechanism, Speech Sounds, Phonetic Symbols	20
2	Phonemes, Morphemes, Word Formation, Spelling, Word Stress, Stress and Word Formation, Suffixes and Derivatives	20
3	English as a Second Language, English for Academic Purposes, English in the Workplace	15
4	Business English, Technical English, Scientific English, Legal English, English for Tourism, English for Thesis and Dissertation writing	20

### Internal Assessment

Max. Marks - 25

### Marks Allocation

Continual Exam - 15 (Time duration - 1 hr.)  
 Attendance - 05  
 Assignment - 05

### Semester Exam

Max. Marks - 75

### Suggested Reading

#### Introduction to Phonetics

John S. Gimson, An Outline of English Phonetics

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M.A. (Semester-III) Fifth Elective: II  
Sanskrit Poetics

Credit - 5

No. of Lectures - 75

Max. Marks - 25+75

**Course Outcomes:**

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

1. Recognize the richness of Indian aesthetic tradition.
2. Evaluate and interpret various texts of Eastern and Western English literature in the light of Sanskrit Criticism.
3. Develop a comparative understanding of different theories of Eastern and Western criticism.
4. Analyse various problems in the process of reading a text in the light of Indian aesthetics.
5. Appreciate various critical terms of Sanskrit poetics.
6. Apply critical terms into the reading of a particular piece of poem, play and fiction.

Unit	Topics	No. of Lectures
1	Sanskrit Poetics: Origin and Growth; Main aspects of Indian Aesthetics	20
2	Major Literary Theories: Rasa Theory, Dhvani Theory	20
3	Vakrokti Theory, Auchitya Theory	15
4	Relevance and Application of Sanskrit Literary Critical Tools	20

**Internal Assessment**

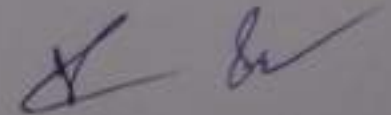
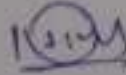
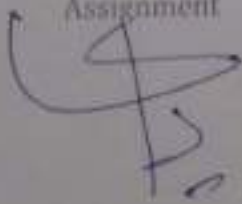
Max. Marks - 25

**Marks division**

Sessional Exam - 15 (Time duration - 1 hr.)

Attendance - 05

Assignment - 05





## Semester Exam

Max. Marks - 75

### Suggested Readings

Chari, V K. Sanskrit Criticism

Krishnamoorthy, K. Indian Literary Theories

### M.A. (Semester-III) Sixth Elective

A) Project Presentation

or

B) Study Tours/Field Visit

Credit - 5

Max. Marks - 50+50

No. of Lectures - 50

Min. Passing Marks - 17+17

This paper aims at providing students sufficient time and guidance to do an academic research work on any one topic. Keeping in mind the aim of the paper every student is provided with different topic pertaining to his/her choice of interest. They are encouraged to collect relevant study material related to the topic and at the same time they are assisted to prepare research write-up as per MLA style. At the completion of the research work, they are asked to make their presentation in an open class room. Along with, they are suggested for further improvement wherever it was felt necessary. Evaluation is also accomplished according to university guidelines.

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M.A. (Semester-IV) Paper - 1  
Indian Literature in Translation

No. of Lectures - 75

Credit - 5

Max. Marks - 25+75

**Course Outcomes:**

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

1. Recognize the richness of Indian literature in different language
2. Help them understand socio-cultural ethos of different regions of the country
3. Have an insight into the depth of Indian Hindi writers in the global context
4. Analyse various texts in the light of various perspectives
5. Know the voices of suppressed and marginalized communities
6. Realize the change in reception of text among readers after the text came into translation.

Unit	Topics	No. of Lectures
1	Kalidas: Shakuntala Vijay Tendulkar: The Vultures	20
2	Ismat Chughtai: The Crooked Line U R Ananthamurthy: Sanskara	20
3	Ajneya: Hiroshima Sitakant Mahapatra: The Song of Jara Subramania Bharati: Freedom Daya Pawar: Oh Great Poet Mahadevi Verma: No Matter the way be Unknown	15
4	Amrita Pritam: Revenue Stamp	20

**Internal Assessment**

Max. Marks - 25

Sessional Exam - 15 (Time duration - 1 hr.)

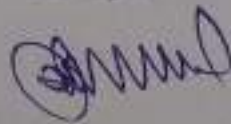
Attendance - 05

Assignment - 05

**Marks division**

**Semester Exam**

Max. Marks - 75



Vandana



### Suggested Readings

Meenakshi Mukherjee: Twice-Born Fiction

## M.A. (Semester-IV) Paper – II Green Literature

Credit – 5

Max. Marks – 25+75

No. of Lectures – 75

Min. Passing Marks – 8+25

### Course Outcomes:

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

1. Explain the doctrine of ecological literary theory
2. Interpret English texts from the stand point of eco-criticism
3. See the presence of nature in literary texts
4. Evaluate the representation of nature as portrayed in literary texts
5. Feel how literature and ecology are interconnected.

Unit	Topics	No. of Lectures
1	Henry David Thoreau: Where I Lived and What I Lived For Vandana Shiva: Women in Nature (Staying Alive- 3 <sup>rd</sup> chapter)	20
2	Andrew Marvell: The Garden, The Mower against Gardens Wordsworth: Lines Written in Early Spring, The World is too Much With Us, G M Hopkins: Binsey Poplars, Pied Beauty Robert Frost: The Oven Bird	20
3	Shakespeare: As You Like It	15
4	George Orwell: Coming Up For Air Robin Hood Mistry: A Fine Balance	20

### Internal Assessment

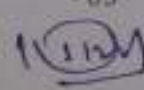
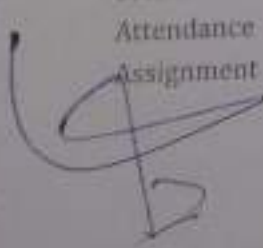
Max Marks – 25

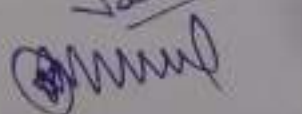
Sessional Exam - 15 (Time duration – 1 hr.)

Attendance - 05

Assignment - 05

### Marks division



Vandana  




Semester Exam  
Max. Marks - 75

Suggested Readings

Carlyle Merchant: The Death of the Nature

Greg Garsland: Postpositivism

David Duches: A Critical History of English Literature

**M.A. (Semester-IV) Seventh Elective- I**  
**English Language Teaching and Stylistics**

Credit - 5

No. of Lectures - 75

Max. Marks - 25+75

Min. Passing Marks - 8+25

**Course Outcomes:**

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

1. Learn various theories of language that explain the process of learning and its acquisition
2. Feel the importance of grammar in reading, writing and speaking
3. Learn the differences in the use of language in different disciplines like media, cinema etc.
4. Know about the past and present of English in India
5. Learn the poetic tools like rhyme, rhythm, tempo, sound, figures etc.

Unit	Topics	No. of Lectures
1	Theories of Language Acquisition Language Learning and Teaching Learner Factors Sociology of Language Teaching and Language Learning	20
2	Grammar-Translation Method and Reform Movement Direct Method Communicative Language Teaching Structural Approach and Audio - lingual method (Bilingual Method), Eclectic Method Use of Teaching Aids: Blackboard, Pictures, Realia, Overhead Projector (OHP), Tape Recorder, Language Laboratory, Video, Television Developing Skills-Four Skills (LSRW), Study Skills and Reference Skills, Grammar, Pronunciation, Vocabulary	20
3	English in India- Past, Present and Future, Problems of Teaching English in India, Contrastive and Error Analysis, Tests and Testing/ Evaluation	15

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4	Style, Statistics-Nature and Scope, Linguistics, Literary Criticism and Stylistics: Foregrounding and Interpretation: Various types of Deviations: Parallelism, Repetitions etc. Figurative Language: A Detailed study of Figures of Speech: Rhythm and Metre	20
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**Internal Assessment**

Max. Marks - 25

Marks division

Sessional Exam - 15 (Time duration - 1 hr.)

Attendance - 05

Assignment - 05

Semester Exam

Max. Marks - 75

Suggested Readings

Richard Bradford, Stylistics: The New Critical Idiom

**M.A. (Semester-IV) Seventh Elective- II**  
**English Writing on India**

No. of Lectures - 75

Credit - 5

Max. Marks - 25+75

**Course Outcomes:**

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

1. Learn how colonial India was
2. Know colonialist evaluation and portrayal of India in various texts
3. How to deconstruct colonial texts where India is represented pejoratively
4. Know how to reconstruct and present an alternative history to mainstream history
5. Reject European sense of superiority.

Unit	Topics	No. of Lectures
1	Rudyard Kipling: Kim	20
2	E.M. Forster: A Passage to India	20

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3	Final Score: The Jewel in the Crown	15
4	Mark Tully: No Full Stops in India	20

**Internal Assessment**

Max. Marks - 25

**Marks division**

Sessional Exam - 15 (Time duration - 1 hr.)

Attendance - 05

Assignment - 05

**Semester Exam**

Max. Marks - 75

**Suggested Readings**

Edward Said: Orientalism

\_\_\_\_\_ Culture and Imperialism.

Nigel Wood: E. M. Forster: Theory and Practice.

**M.A. (Semester-IV)**

Major Research Project/Dissertation/Viva-Voce

It will carry 10 credits.


  
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The Board of Studies meeting of Komola  
Nehru Institute of Physics and Social  
Sciences, Khatonpur, Auphonomous College  
of English Dept. took place in the  
Dept on 10.9.2023 for B.G and P.G.  
Syllabus. In the meeting following  
members were present.

1. Prof. V.P. Nayak - Convener
2. Dr. Anshu Raj - Member
3. Dr. R.K. Mishra "
4. Dr. R. Baranwal "
5. Prof. D.N. Bhatnagar - Member & Academic Council  
Deputy Dir. Lucknow Univ
6. Prof. Vandana Dubey - Dept. of Engg. - T. D. College  
Member Academic Council  
Jaunpur
7. Prof. Anura Singh - Vice-Chancellor  
K.P. P.G. College, Khatonpur
8. Mr. Baldev Singh - Member
9. Mr. Jagjit Singh - Member

In the meeting following decisions were  
taken unanimously after discussion.

- 1- The syllabus for B.G. and P.G classes  
was decided in the light of NIPD-2020

2 The Board approved the format of Examiners  
and Paper setting.

- 3 Examiners for viva-voce for P.G and project  
presentation were approved.

Convener *[Signature]*  
Member *[Signature]*

- a. The examination will be of 200 marks and 250 marks are written down and are all in the form Internal Assessment (Internal)
- b. The question paper will be in three sections A, B, & C. Section A is the very short type answer type questions, each question carrying 2 marks, the word limit is 25 words maximum, 20 marks.
- b. Section B will have the short answer type questions with an option. Each question carries 5 marks and the word limit is 50.
- c. Section C will have the long answer type questions in which the students have to answer only one question with at least three options. The question carries 15 marks with 500 word limit.

$1 \times 15 = 15$

Prof.   
 answers

*[Signature]*

10/10/20

*[Signature]*

Prof V. P. S. 18 N. U. P. S. 18 N. U. P. S. 18 N. U. P. S.

*[Signature]*  
Dr. Raj Kumar

Dr. Raj Kumar