



# University of Rajasthan Jaipur

## SYLLABUS

(Three/Four Year Under Graduate Programme in English)

I<sup>th</sup> to VI<sup>th</sup> Semester

Examination-2025-26

As per NEP - 2020

RJ / Jey  
अतिरिक्त कुलसचिव  
राजस्थान विश्वविद्यालय, जयपुर  
01/9/25  
01/9/25

**B.A. English Literature**  
**Syllabus**

**Semester Scheme**

**B.A. in English Literature Part I**

**SEMESTER I**

**Paper I - Applied Language Skills and Literary Analysis**

**The Syllabus aims at achieving the following objectives:**

- Introduce various literary devices, different genres and forms of literature
- Critically analyze prose pieces and write
- Appreciate poetry
- Practice Journalistic report writing and know how it is different from other forms of prose writing
- Write advertisement copy, to be able to write catchy, precise advertisement copies
- Develop writing skills by practicing theme writing

**Course outcomes:**

- Demonstrate proficiency in using language for effective verbal and written communication in various professional and social contexts.
- Exhibit clarity, coherence, and precision in written and spoken language.
- Analyze and evaluate spoken and written texts for deeper understanding and critical thinking.
- Develop and present well-structured, evidence-based arguments about literary texts.
- Engage in critical thinking and apply theoretical frameworks to analyze literary works.

**Maximum Marks: 150**

**Credits: 6**

**Division of Marks Min. Pass Marks: 48**

**Semester Examination: Marks: 120**

**Duration: 3 hrs**

**Internal Examination: 30 Marks**

**Total: 150**

Candidates will be required to answer five questions in all with at least one from each Unit.

## UNIT I

Analysis of a literary text (prose and poetry) in terms of imagery, diction, structure, tone, point of view, referential and connotative meaning. **40 marks**

## UNIT II

Journalistic Report Writing, Writing an Editorial, **20 marks**

## UNIT III

Paragraph writing- One out of Three Topics. **30 marks**

## UNIT IV

Summary Writing **30 marks**  
Tutorials : Quiz, Seminar, Group Discussion, Presentation, Project

### Recommended Reading:

**Vandana R. Singh:** *The Written Word (O.U.P.)*  
**K.M. Shrivastava:** *News Reporting and Editing, Sterling Publication*  
**Parthasarathy, Raagaswami:** *Basic Journalism, Macmillan India.*  
**John Seely:** *Oxford Guide to Writing and Speaking*  
**A.K. Sinha:** *A Student's Companion to English Poetry*

**Maximum Marks: 150**

**Credits: 6**

**Division of Marks**

**Min. Pass Marks: 48**

**Semester Examination: Marks: 120**

**Duration: 3 hrs**

**Internal Examination: 30 Marks Total: 150**

## Paper II: English Literature: Elizabethan Age and Metaphysicals

The Syllabus aims at achieving the following objectives:

- To build an understanding of the age of Renaissance and Reformation in Europe. Its impact on England in the field of literature, culture, politics and economy
- To create an understanding of the times of Queen Elizabeth I, the rise of New Learning and the factors that contributed to the popularity of drama
- To trace the arrival of blank verse and the sonnet form to England and their extensive use at the hands of well-known sonneteers
- To explore the popularity of the lyric and its use at the hands of great poets like Edmund Spenser
- To understand metaphysical poetry and its characteristics
- To comprehend the importance and cultural setting of a wedding song with

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reference to Epithalamion

- To look at the impact of Reformation by analyzing the religious poetry of the age

**Course outcomes:**

- Demonstrate a deep understanding of the key themes, genres, and stylistic features of Elizabethan literature.
- Analyze major works and authors from the Elizabethan period, such as William Shakespeare, John Donne, Henry Vaughan, and Edmund Spenser.
- Demonstrate an understanding of the characteristics of metaphysical poetry, including its complex imagery, wit, and use of metaphysical conceits.
- Discuss how metaphysical poets merge philosophical and emotional elements in their works.
- Explore and interpret central themes in metaphysical poetry, such as love, religion, and mortality.

**Maximum Marks: 150**

**Credits: 6**

**Division of Marks**

**Min. Pass Marks: 48**

**Semester Examination: Marks: 120**

**Duration: 3 hrs**

**Internal Examination: 30 Marks**

**Total: 150**

**Part A - References to Context**

Candidate will be required to explain **four (4)** passages of Reference to Context with 5 marks each with a total of **20 Marks**.

**Knowledge of Literary Terms and Poetry Appreciation and usages of drama is required.**

**Part B** - The student will be required to attempt 2 questions out of 4. Each question will carry 10 marks each to a total of **20 marks**.

**Part C** -The other 4 questions will be Essay-type questions of **20 marks** each, one from each unit with internal choice.

**UNIT I**

The following poems from *The Metaphysical Poets*, ed. Helen Gardner.

**John Donne:** (i) Sweet Love  
(ii) This is my plays last scene  
(iii) Death be not proud, though some have called thee

**George Herbert:** (i) The Agonie (ii) Prayer (iii) Virtue  
(iv) The Collar

**Henry Vaughan:** (i) The Retreat (ii) The Morning Watch

**Andrew Marvell:** (i) To his Coy Mistress

**UNIT II**

**Marlow** : *The Jew of Malta*

**UNIT III**

Shakespeare : *Merchant of Venice*

#### UNIT IV

Spenser : *Epithalamion*  
Tutorials : *Quiz, Seminar, Group Discussion, Presentation, Project*

#### Recommended Readings:

A.C. Bradley: *Shakespearean Tragedy*

E.E. Stoll: *Art and Artifice in Shakespeare*

M.C. Bradbrook: *Themes and Conventions of Elizabethan Tragedy Growth and Structure of Elizabethan Comedy*

Northrop Frye: *Fool of Time*

G. Gordon: *Shakespearean Comedy and Other Studies, The Wheel of Fire*

Helen Gardner: *Metaphysical Poetry*

M H Abrams: *The Glossary of Literary terms*

### B.A. in English Literature Part I Semester II

#### Paper I-Seventeenth and Eighteenth Century Literature

The Syllabus aims at achieving the following objectives:

- To be able to correlate the background and political events of the Restoration period with the texts
- Understand the historical context of plays and their appreciation in terms of language, devices used and form
- To be able to trace the development of the novel up to its present form
- Appreciate the novel as a form and comprehend the delineation of characters presented
- To comprehend Milton's contribution to English Literature
- To be acquainted with pastoral elegy as a form of poetry and its features
- To be acquainted with the critical writings of the era and answer questions based on them and evaluate Johnson's contribution
- Comprehend the Mock-heroic form and its use by John Dryden
- Interpret and explain poetic forms like Ode, its types and its use by John Dryden

#### Course outcomes:

- Demonstrate an in-depth understanding of key themes, genres, and stylistic features of seventeenth and eighteenth-century literature.
- Analyze significant works and authors from these periods, including John Milton, John Dryden, Alexander Pope, Jonathan Swift, and Samuel Johnson.
- Examine the impact of events such as the English Civil War, the Restoration, and the Enlightenment on literary production and themes.
- Identify and discuss major literary movements of these periods, such as the Metaphysical poets, Cavalier poets, Augustan literature, and early Romanticism.

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Dr. Raj Jais  
(Academic)  
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- Discuss the moral and philosophical questions raised by the literature of these periods.

**Maximum Marks: 150**

**Credits: 6**

**Division of Marks**

**Min. Pass Marks: 48**

**Semester Examination: Marks: 120**

**Duration: 3 hrs**

**Internal Examination: 30 Marks**

**Total: 150**

**Part A - References to Context**

Candidate will be required to explain **four (4)** passages of Reference to Context with 5 marks each with a total of **20 Marks**.

**Knowledge of Literary Terms and Poetry Appreciation and usages of drama is required.**

**Part B** - The student will be required to attempt 2 questions out of 4. Each question will carry 10 marks each to a total of **20 marks**.

**Part C** -The other 4 questions will be Essay-type questions of **20 marks** each, one from each unit with internal choice.

**UNIT I**

**Milton** : Lycidas

**Dryden** : (i)Mac Flecknoe(ii) To the Memoryof Mr. Oldham

**UNIT II**

**Pope** : Epistle to Dr. Arbuthnot (from Fifteen Poets)

**Goldsmith** : *She Stoops to Conquer*

**UNIT III**

**Daniel Defoe** : *Captain Singleton*

**Jonathan Swift** : *Gulliver's Travels*

**UNIT IV**

**Samuel Johnson** : Preface to Shakespeare (Enright & Chikera)

**Tutorials** : *Quiz, Seminar, Group Discussion, Presentation, Project*

**Recommended Readings:**

Travelyn: *A Social History of England*

Richard W. Beris: *English Drama Restoration and Eighteenth Century: 1660-1789* (London: 1998)

George Parfitt: *English Poetry of the Seventeenth Century* (London: 1985)

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 Dr. R. J. Jais  
 Faculty  
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Graham Parry: *Seventeenth Century Poetry: The Social Context* (Baltimore: 1987) Michael Mekecon: *The Origin of the English Novel, 1600-1740* (Dailimare, 1987)

## **Paper II: Pre-Romantic and Romantic Literature**

**The Syllabus aims at achieving the following objectives:**

- Understand the context of the age, the ushering of the Romantic era and its implications
- Understand the historical context of the French Revolution and its impact
- Appreciate love of nature and imbibe that love within themselves become ecologically sensitive
- To understand medievalism and comprehend the romantics love for the supernatural
- To appreciate the development of essays and appreciate the autobiographical element in the essays of Lamb
- To be able to compare and contrast between the styles of Lamb and Hazlitt and understand fully the genre of essay writing
- To be able to trace the development of thought and distinguish between the older and the younger Romantics

**Course outcomes:**

- Demonstrate a comprehensive understanding of the key characteristics, themes, and styles of Pre-Romantic and Romantic literature.
- Identify and analyze the works of major Pre-Romantic and Romantic authors, such as Thomas Gray, William Blake, William Wordsworth, Samuel Taylor Coleridge, Lord Byron, Percy Bysshe Shelley, and John Keats.
- Describe the historical, cultural, and philosophical contexts of the Pre-Romantic and Romantic periods and their influence on literature.
- Examine the impact of the Enlightenment, the Industrial Revolution, and political changes on the themes and styles of literature during these periods.
- Explore and interpret central themes and motifs in Pre-Romantic and Romantic literature, such as nature, emotion, individualism, the sublime, and the supernatural.

**Maximum Marks: 150**

**Division of Marks**

**Semester Examination: Marks: 120**

**Internal Examination: 30 Marks**

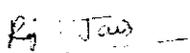
**Total: 150**

**Part A - References to Context**

Candidate will be required to explain **four (4)** passages of Reference to Context with 5 marks each with a total of **20 Marks**.

**Knowledge of Literary Terms and Poetry Appreciation and usages of drama is required.**

**Part B** - The student will be required to attempt 2 questions out of 4. Each question will carry 10 marks each to a total of **20 marks**.

  
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Associate Professor  
University of Peshawar  
PAF/2022

Part C -The other 4 questions will be Essay-type questions of **20 marks** each, one from each unit with internal choice.

#### UNIT I

Thomas Gray	:	Odeona Distant Prospect of Eton College
Cowper	:	The Poplar Field
W. Blake	:	London, Introduction ( <i>Songs of Innocence</i> ) Introduction ( <i>Songs of Experience</i> )

#### UNIT II

W. Wordsworth	:	Lines Written about Tintern Abbey
S.T. Coleridge	:	Christabel Pt. I

#### UNIT III

John Keats	:	Eve of St. Agnes
Shelley	:	Ode to the West Wind

#### UNIT IV

Charles Lamb	:	Following essays from <i>Essays of Elia</i> , ed. N.L. Hailward & S.C. Hill (Macmillan) (i) In Praise of Chimney Sweeper (ii) Mackeray End in Herefordshire
William Hazlitt	:	(i) On Going a Journey
Tutorials	:	<i>Quiz, Seminar, Group Discussion, Presentation, Project</i>

## **B. A. in English Part II**

### **Semester III**

#### **Paper I: Nineteenth Century Poetry and Drama**

**The Syllabus aims at achieving the following objectives:**

- To discuss the social and literary history of the Victorian age, the literary trends and movement of the age, to have a better understanding of the prose and poetry of the times.
- To examine the literary texts that reflect the literary characteristics of the Victorian period such as dramatic monologue, the love poem, Pre-Raphaelite movement, the Victorian compromise.
- To enlighten the students about the literary circumstances that shape the processes of literary production.
- To examine the rise of feminist sensibilities, through drama and pay attention to the historical and political conditions of the times, to the status and condition of women.

**Course outcomes:**

- Demonstrate an in-depth understanding of the key themes, genres, and stylistic features of nineteenth-century poetry and drama.
- Analyze significant works and authors from these periods, including poets like Alfred Lord Tennyson, Emily Dickinson, and Walt Whitman, and dramatists like Henrik Ibsen, Oscar Wilde, and George Bernard Shaw.
- Identify and discuss major literary movements of the nineteenth century, such as Romanticism, Victorian poetry, Realism, and Naturalism.
- Analyze the innovations in literary forms and techniques, including the development of free verse in poetry and new structures in drama.
- Critically analyze and interpret major works of nineteenth-century poetry and drama, focusing on themes, symbols, and stylistic elements.

**Maximum Marks: 150**

**Division of Marks**

**Semester Examination: Marks: 120**

**Internal Examination: 30 Marks**

**Total: 150**

**Part A - References to Context**

**Credits: 6**

**Min. Pass Marks: 48**

**Duration: 3 hrs**

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Candidate will be required to explain four (4) passages of Reference to Context with 5 marks each with a total of 20 Marks.

**Knowledge of Literary Terms and Poetry Appreciation and usages of drama is required.**

**Part B** - The student will be required to attempt 2 questions out of 4. Each question will carry 10 marks each to a total of 20 marks.

**Part C** -The other 4 questions will be Essay-type questions of 20 marks each, one from each unit with internal choice.

#### UNIT I

- A.Tennyson:** (i)TheLadyofShallot (ii)Mariana (iii)Break.Break,Break  
**R. Browning:** (i)AGrammarian's Funeral (ii)AndreadelSarto  
(ii) FraLippo Lippi

#### UNIT II

- M.Arnold:** (i)ApolloMusagetes(ii)Thyrsis  
**D.G.Rossetti:** BlessedDemosel

#### UNIT III

- C.A.Swinburne:** (i)ABalladofDeath (ii)TheComplaintof Lisa  
**G.M.Hopkins:** (i)CarrionComfort (ii)FelixRandal(iii)BinseyPoplar

#### UNIT IV

- OscarWilde** : An Ideal Husband  
**Tutorials** : Quiz, Seminar, Group Discussion, Presentation, Project

#### Recommended Readings:

- BorisFord,ed.:***PelicanGuidetoEnglishLiterature*(fromBlaketoByron)  
**GrahamHough:** *RomanticImagination*  
**G.W.Knight:***The StarlitDome*  
**BorisFord,ed.:***PelicanGuidetoEnglishLiterature* (fromDickensstoHardy)  
**B.Dobree:***TheVictorians and After*  
**F.H.Buckley:***TheVictorianTemper*  
**H.Walker:***Literatureof theVictorian Era*  
**G.K.Chesterton:***TheVictorianAgeinLiterature*  
**TheLongman:***Anthology of Poetry*(Pearson,2006)

### PaperII: Nineteenth Century Prose and Fiction

The Syllabus aims at achieving the following objectives:

- Introduce 19th century literature, framing the socio-historical context.
- Elucidate the major literary trends of the age.
- Elucidate the central issues taken up in works of major writers.
- Explore and understand the reflections of contemporary society through the novels of

Charles Dickens.

- Introduce Hardy as a major transitional poet and novelist.
- Study Stevenson and understand the shift in the writing of the novel.
- Explain the significance of Foreword to Mill's Subjection of Women written by Carrie Chapman
- Explicate Ruskin's Of Pathetic Fallacy

**Course outcomes:**

- Demonstrate an in-depth understanding of the key themes, genres, and stylistic features of nineteenth-century prose and fiction.
- Analyze significant works and authors from these periods, including novelists like Jane Austen, Charles Dickens, George Eliot, Leo Tolstoy, and Henry James, as well as essayists like Ralph Waldo Emerson and Thomas Carlyle.
- Describe the historical, cultural, and social contexts of the nineteenth century and their influence on prose and fiction.
- Examine the impact of movements such as Romanticism, Victorianism, Realism, and Naturalism on literary production and themes.
- Identify and discuss major literary movements of the nineteenth century, such as Gothic fiction, Romanticism, Victorian realism, and Naturalism.

**Maximum Marks: 150**

**Division of Marks**

**Semester Examination: Marks: 120**

**Internal Examination: 30 Marks**

**Total: 150**

**Part A - References to Context**

Candidate will be required to explain **four (4)** passages of Reference to Context with 5 marks each with a total of **20 Marks**.

**Knowledge of Literary Terms and Poetry Appreciation and usages of drama is required.**

**Part B** - The student will be required to attempt 2 questions out of 4. Each question will carry 10 marks each to a total of **20 marks**.

**Part C** -The other 4 questions will be Essay-type questions of **20 marks** each, one from each unit with internal choice.

**UNIT I**

**Emily Bronte** : *Wuthering Heights*

**Charles Dickens** : *Hard Times*

**UNIT II**

**Thomas Hardy** : *The Return of the Native*

**R.L. Stevenson** : *Treasure Island*

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### UNIT III

Thomas Carlyle : *Past and Present*  
John Ruskin : *Of Pathetic Fallacy*

### UNIT IV

Carrie Chapman Catt : Foreword to *Subjection of Women* by (Download From Internet)

Tutorials : Quiz, Seminar, Group Discussion, Presentation, Project

#### Recommended Readings:

Boris Ford, Ed.: *Pelican Guide to English Literature* (from Dickens to Hardy)  
D. Thomson: *England in the Nineteenth Century* (Pelican)  
F. H. Buckley: *The Victorian Temper*  
H. V. Routh: *Towards the Twentieth Century*  
S. Vines: *A Hundred Years of English Literature 1830-1940*  
J. E. Baker: *The Re-interpretation of Victorian Literature*  
V. Woolf: *The Common Reader*  
M. H. Lao: *The English Fountain Essay in the Nineteenth Century*

## B.A. in English Literature Part II Semester IV

### Paper I- Twentieth Century Poetry and Drama (1900-1950)

The Syllabus aims at achieving the following objectives:

- Comprehend trends and basic characteristics of Modernism in Literature
- Evaluate the poetry of poets like T. S. Eliot in terms of disillusionment of the era and the novelty of form and technique.
- Trace the historical elements in the poetry of W. B. Yeats and analyze the blend of Eastern with the Western philosophy in his works.
- Appreciate the poetry of poets like Dylan Thomas, Rupert Brooke and W. H. Auden as pre-war and post war poems and analyze their form and content.
- Evaluate tests as a response to political ideologies and the scenario of mid-twentieth century Europe.
- Apply background knowledge of the subject and the era to interpret texts.

#### Course outcomes:

- Demonstrate an in-depth understanding of the key themes, genres, and stylistic features of twentieth-century poetry and drama.
- Analyze significant works and authors from these periods, including poets like T.S. Eliot, W.B. Yeats, Sylvia Plath, and dramatists like Samuel Beckett, Tennessee Williams, and Harold Pinter.



**MohanRakesh** : *AadheAdhure (Translated byBindu Batra)*

**Tutorials** : *Quiz, Seminar, Group Discussion, Presentation, Project*

**RecommendedReading:**

**BorisFord,ed.:***PelicanGuidetoEnglish Literature,Vol.8*

**Paper II: Twentieth Century Prose and Fiction**

**The Syllabus aims at achieving the following objectives:**

- To build an understanding of the 20th century and its developments in the continent of Europe
- To examine how these developments impacted England in the field of literature, culture, politics and economy.
- To trace the development of Essay from Bacon up to the 20th century.
- To explore the popularity the essay in the modern age and the various styles of different authors prescribed for the syllabus.
- To explore the rise of the modern novel and how the new culture, new political upheavals suited the mode best.
- To explore the development of a new technique called the Stream of Consciousness through works like *The Heart of Darkness* and *Mrs. Dalloway*
- To look at the development of a whole new genre of science fiction
- To trace the development of the rise of the Feminist Movement and its impact in Literature
- To probe into the retelling of the Mahabharata from a feminist point of view

**Course outcomes:**

- Demonstrate an in-depth understanding of the key themes, genres, and stylistic features of twentieth-century prose and fiction.
- Describe the historical, cultural, and social contexts of the twentieth century and their influence on prose and fiction.
- Examine the impact of world events such as the World Wars, the Cold War, decolonization, and social movements on literary production and themes.
- Identify and discuss major literary movements of the twentieth century, such as Modernism, Postmodernism, the Harlem Renaissance, and Magic Realism.
- Analyze the innovations in literary forms and techniques, including stream-of-consciousness, unreliable narrators, and metafiction.

**Maximum Marks: 150**

**Division of Marks**

**Semester Examination: Marks: 120**

**Internal Examination: 30 Marks**

**Total: 150**

**Credits: 6**

**Min. Pass Marks: 48**

**Duration: 3 hrs**

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Dr. R. J. Tew  
Associate Professor  
University of Jammu  
Jammu

### Part A - References to Context

Candidate will be required to explain **four (4)** passages of Reference to Context with 5 marks each with a total of **20 Marks**.

**Knowledge of Literary Terms and Poetry Appreciation and usages of drama is required.**

**Part B** - The student will be required to attempt 2 questions out of 4. Each question will carry 10 marks each to a total of **20 marks**.

**Part C** -The other 4 questions will be Essay-type questions of **20 marks** each, one from each unit with internal choice.

### UNIT I

From Essays, Ed. W.E. Williams:

<b>Aldous Huxley</b>	:	Tragedy and the Whole Truth
<b>Ivor Brown</b>	:	A Sentimental Journey
<b>E.V. Lucas</b>	:	The Town Week
<b>R. Lynd</b>	:	(i) The Pleasures of Ignorance (ii) The Darkness

### UNIT II

<b>Joseph Conrad</b>	:	<i>Heart of Darkness</i>
<b>Virginia Woolf</b>	:	<i>Mrs Dalloway</i>

### UNIT III

<b>V.S. Naipaul</b>	:	<i>India: A Million Mutinies Now</i>
<b>E.M. Forster</b>	:	<i>A Passage to India (Novel)</i>

### UNIT IV

<b>Aldous Huxley</b>	:	<i>Brave New World</i>
<b>Tutorials</b>	:	<i>Quiz, Seminar, Group Discussion, Presentation, Project</i>

### Recommended Readings:

**Boris Ford, ed:** *Pelican Guide to English Literature* (from James to Eliot)

**Percy Lubbock:** *The Craft of Fiction*

**G.S. Fraser:** *The Modern Writer and His World*

**W. Booth:** *Rhetoric of Fiction*

**B.A. English Part III**  
**Semester V**  
**Session : 2025-26**

**Paper I: American Literature**

**The Syllabus aims at achieving the following objectives:**

- Explain the historical context of American Literature.
- Identify the socio-cultural convergences and divergences of American literature with other literatures especially British.
- Describe major movements of the literature and their characteristics.
- Analyzing the works of the early writers and later writers and how their works reflected the American identity, its sentiments and its development through the ages.
- Understand and analyze the thematic concerns and techniques of 20<sup>th</sup> century writers.

**Course outcomes:**

- Demonstrate an in-depth understanding of the key themes, genres, and stylistic features of American literature from its beginnings to the present.
- Analyze significant works and authors from different periods of American literature, including colonial, romantic, modern, and contemporary eras.
- Describe the historical, cultural, and social contexts of various periods in American literature and their influence on literary production and themes.
- Examine the impact of major historical events such as the American Revolution, the Civil War, the Great Depression, and the Civil Rights Movement on American literature.
- Analyze the innovations in literary forms and techniques, including the development of the novel, short story, poetry, and drama in American literature.

**Maximum Marks: 150**

**Division of Marks**

**Semester Examination: Marks: 120**

**Internal Examination: 30 Marks**

**Total: 150**

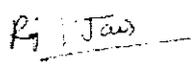
**Credits: 6**

**Min. Pass Marks: 48**

**Duration: 3 hrs**

**Part A - References to Context**

Candidate will be required to explain **four (4)** passages of Reference to Context with 5 marks each with a total of **20 Marks**.

  
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**Knowledge of Literary Terms and Poetry Appreciation and usages of drama is required.**

**Part B** - The student will be required to attempt 2 questions out of 4. Each question will carry 10 marks each to a total of **20 marks**.

**Part C** -The other 4 questions will be Essay-type questions of **20 marks** each, one from each unit with internal choice.

#### UNIT I

<b>W. Whitman</b>	:	(i) A Passage to India (ii) Crossing Brooklyn Ferry
<b>Emerson</b>	:	(i) Brahma (ii) Fate
<b>Langston Hughes</b>	:	(i) Brass Spittoons (ii) Day break in Alabama (iii) Crossing Jordan (iv) Black Maria
<b>Robert Frost</b>	:	(i) Moving (ii) The Road Not Taken (iii) Provide, Provide (iv) Tree at My Window (v) Stopping by the Woods on a Snowy Evening

#### UNIT II

<b>O'Neill</b>	:	Desire Under the Elms
<b>T. Williams</b>	:	A Street car Named Desire

#### UNIT III

<b>James Baldwin</b>	:	<i>Just Above My Head</i>
<b>Zora Neale Hurston</b>	:	<i>Their Eyes Were Watching God</i>

#### UNIT IV

<b>Richard Wright</b>	:	Black Boy (1945) Memoir
<b>Tutorials</b>	:	Quiz, Seminar, Group Discussion, Presentation, Project

#### Recommended Readings:

**J.D. Harg, Ed.:** *The Oxford Companion to American Literature*, (1983)

**F.O. Matthiesson:** *American Renaissance: Art and Expression in the Age of Emerson and Whitman* (New Delhi: OUP, 1973)

**Harold Bloom:** *Eugene O'Neill* (New York: Chelsea, 1987)

**C.D. Narasimhaiah:** *Asian Response to American Literature* (Delhi: Vikas Publications, 1972)

**Dolan Hubbard:** *The Collected Works of Langston Hughes*

### Paper II: Indian Literature in English

The Syllabus aims at achieving the following objectives:

- To understand the socio-historical context of Indian Literature in English.

- To identify the socio-cultural convergences and divergences of IWE with other literatures especially the ones from colonies.
- To evaluate the theory of the core and margins in Indian social set-up and how it resonates in its literature.
- Analyzing the works of the early writers and how they reflect the Indian identity and sentiments of the times.

To Understand and analyse how the struggle for freedom was inadvertently interlinked with the literature and how major political leaders were also the representatives of the literature of the times.

- To comprehend the issues and thematic dimensions of Indian Writing by evaluating the different works of various authors.

**Course outcomes:**

- Demonstrate an in-depth understanding of the key themes, genres, and stylistic features of Indian literature written in English.
- Analyze significant works and authors from different periods of Indian literature in English.
- Describe the historical, cultural, and social contexts of various periods in Indian literature in English and their influence on literary production and themes.
- Examine the impact of major historical events such as British colonization, the Indian independence movement, Partition, and globalization on Indian literature in English.
- Identify and discuss major literary movements and trends in Indian literature in English, such as postcolonial literature, diasporic literature, and feminist literature.

**Maximum Marks: 150**

**Division of Marks**

**Semester Examination: Marks: 120**

**Internal Examination: 30 Marks**

**Total: 150**

**Credits: 6**

**Min. Pass Marks: 48**

**Duration: 3 hrs**

**Question No. 1: Is compulsory and will have two parts and will be of 20 marks in total.**

**Part A - References to Context**

Candidate will be required to explain **four (4)** passages of Reference to Context with 5 marks each with a total of **20 Marks**.

**Knowledge of Literary Terms and Poetry Appreciation and usages of drama is required.**

**Part B** - The student will be required to attempt 2 questions out of 4. Each question will carry 10 marks each to a total of **20 marks**.

**Part C** - The other 4 questions will be Essay-type questions of **20 marks** each, one from each unit with internal choice.

**UNIT I**

Following poems from *The Golden Treasury of Indo-English Poetry*, ed. V.K. Gokak

<b>M. Madhusudan Dutt:</b>	(i)Satan(ii) King Porus-A Legend of Old
<b>Dilip Kumar Roy:</b>	(i)Krishna(ii)Snake
<b>Sarojini Naidu:</b>	(i) Caprice (ii) The Son's Prayer
<b>A.Christina Albers:</b>	Sita's Desire to Go With Rama
<b>Nissim Ezekiel:</b>	Goodbye Party for Miss Pushpa

#### UNIT II

<b>Ramesh Chunder Dutt:</b>	(i) Buddha's Death (ii)Sita Lost (iii)Night of Slaughter: Duryodhan's Death
<b>Sri Aurobindo:</b>	(i)Rose of God(ii)The Tiger and the Deer (iii) The Trojan War
<b>Swami Vivekananda:</b>	(i)The Cup (ii) Kalithe Mother (iii) Peace

#### UNIT III

<b>Vishakhadatta:</b>	Mudrarakshasa (TranslatedM.R.Kale)
<b>VishnuSarma:</b>	The Panchtantra(Penguin)
<b>RuskinBond:</b>	Our Trees Still Growin Dehra (Penguin)

#### UNIT IV

<b>R.K.Narayan:</b>	<i>Malgudi Days</i>
<b>KiranDesai:</b>	The Inheritance of Loss

**Tutorials** : *Quiz, Seminar, Group Discussion, Presentation, Project*

#### Recommended Readings:

- K.R.Srinivash Iyengar:** *Indian Writing in English* (NewDelhi: Sterling,1984)  
**M.K.Naik:** *Dimensions of Indian English Literature* (New Delhi: Sterling,1965)  
**MeenakshiMukhrjee:** *The Twice Born Fiction*

## B.A. English Literature Part III

### Semester VI

### Paper I: World Literature in English

#### The Syllabus aims at achieving the following objectives:

- To broaden the horizon by studying the literature of various countries across the world
- To study the classic texts of Sanskrit and Greek Literature
- To trace the development of literature in India by reading another contemporary text

and comparing how over the due course of time, literature and literary styles have evolved

- To trace the development of literature of Europe by reading other contemporary texts and comparing how over the due course of time, literature and literary styles have evolved
- To study French literature and understand the culture, times, people and manners
- To explore the revolutionary style of Norwegian Literature and its impact on European Literature
- To explore the classic style of Russian literature
- To trace the rise of colonialism and how it shaped the literature of these countries
- To explore the quest of identity in diaspora especially the Indian diaspora

**Course outcomes:**

- Demonstrate a comprehensive understanding of world literature written in English, encompassing a diverse range of cultures, regions, and historical periods.
- Analyze significant works and authors from different continents and countries; exploring their unique perspectives and contributions to world literature in English.
- Describe the historical, cultural, and social contexts of various regions and countries represented in world literature in English.
- Examine how historical events, colonial legacies, globalization, and cultural exchanges have shaped the development of world literature in English.
- Identify and discuss major literary movements and trends in world literature in English, such as postcolonial literature, diasporic literature, global modernism, and contemporary world fiction.

**Maximum Marks: 150**

**Division of Marks**

**Semester Examination: Marks: 120**

**Internal Examination: 30 Marks**

**Total: 150**

**Credits: 6**

**Min. Pass Marks: 48**

**Duration: 3 hrs**

**Part A - References to Context**

Candidate will be required to explain **four (4)** passages of Reference to Context with 5 marks each with a total of **20 Marks**.

**Knowledge of Literary Terms and Poetry Appreciation and usages of drama is required.**

**Part B** - The student will be required to attempt 2 questions out of 4. Each question will carry 10 marks each to a total of **20 marks**.

**Part C** -The other 4 questions will be Essay-type questions of **20 marks** each, one from each unit with internal choice.

**UNIT I**

**Kalidas** : *Meghdoot*

**Sophocles** : *Oedipus, TheKing*

**UNIT II**

*Rajiv Taw*  
By \_\_\_\_\_  
Faculty of \_\_\_\_\_  
University of Rajasthan  
Jaipur

Ibsen	:	<i>Ghosts</i>
Gustav Flaubert	:	<i>Madame Bovary</i>
Leo Tolstoy	:	<i>The Death of Ilyich (Novella)</i>

### UNIT III

Italo Calvino	:	<i>Ifona Winter's Night a Traveler</i>
Ronnie Govender	:	<i>Black Chin, White Chin</i>

### UNIT IV

V.S. Naipaul	:	<i>A House for Mr. Biswas</i> (Penguin)
Amitav Ghosh	:	<i>The Great Derangement: Climate Change and the Unthinkable</i>
Tutorials	:	<i>Quiz, Seminar, Group Discussion, Presentation, Project</i>

#### Recommended Readings:

Peter

Walcott: *Greek Drama in its Theatrical and Social Context* (Cardiff: University of Wales Press, 1976)

Sophocles: *An Interpretation* (Cambridge and New York: Cambridge University Press, 1980)

)

James C. Hogan: *A Commentary on the play of Sophocles* (Carbondale University Press, 1980)

Ruff F. Geldey, ed. *Ibsen: A Collection of Critical Essays* (Englewood Cliffs, N.J. Prentice, 1965)

## Semester VI

### Paper II: Contemporary British Literature

The Syllabus aims at achieving the following objectives:

- Identify and assess critically the formal techniques used in the contemporary British narrative fiction.
- Identify and assess critically the formal techniques used in the poetry.
- To identify and evaluate trends in fiction and poetry over the period from 1900 to the present.
- Demonstrate close reading skills appropriate to the analysis of poetry.
- Demonstrate close reading skills appropriate to the analysis of fiction.
- Recognize how the interpretation of texts is enhanced by knowledge of the historical contexts informing the period from 1900 to the present.
- Recognize and employ critical concepts and terms used in modern critical study such as formalism, postmodernism, postcolonialism, and gender studies.
- Discourse on the impact of modern philosophy, ideas and art movements like Existentialism, Expressionism, Impressionism, Marxism and the Absurd.
- To examine how women's texts pay attention to the historical and political conditions of their times, to the status and condition of women and to the ways in which they embody a politics of resistance.

R. J. J. J.  
 Director  
 Faculty of Arts  
 University of Jharkhand  
 Ranchi

**Course outcomes:**

- Demonstrate an in-depth understanding of contemporary British literature, spanning from the late 20th century to the present day.
- Describe the historical, cultural, and social contexts that have influenced contemporary British literature.
- Examine how events such as Thatcherism, multiculturalism, Brexit, and globalization have shaped themes, styles, and perspectives in British literature.
- Identify and discuss major literary movements and trends in contemporary British literature, such as postmodernism, realism, and the rise of identity politics.
- Analyze the innovations in literary forms and techniques, including experimentation with narrative structures, genre blending, and themes of cultural hybridity.

**Maximum Marks: 150**

**Division of Marks**

**Semester Examination: Marks: 120**

**Internal Examination: 30 Marks**

**Total: 150**

**Credits: 6**

**Min. Pass Marks: 48**

**Duration: 3 hrs**

**Part A - References to Context**

Candidate will be required to explain **four (4)** passages of Reference to Context with 5 marks each with a total of **20 Marks**.

**Knowledge of Literary Terms and Poetry Appreciation and usages of drama is required.**

**Part B** - The student will be required to attempt 2 questions out of 4. Each question will carry 10 marks each to a total of **20 marks**.

**Part C**-The other 4 questions will be Essay-type questions of 20 marks each, one from each unit with internal choice.

**UNIT I**

**Ted Hughes:** (i)The Thought Fox(ii)The Hawkin the Rain (iii)Pike  
(iii) View of a Pig

**Seamus Heaney** (i)Blackberry Picking  
(ii)A Dog Was Crying To-Night in Wicklow Also

**Philip Larkin:** (i) Church Going

**UNIT II**

**Harold Pinter:** The Homecoming

**UNIT III**

**Sylvia Plath** : The Bell Jar (Novel)

**Kazu Ishiguro** : Remains of the Day

**UNIT IV**

*Rj Jais*  
Dr. R. J. Jais  
Associate Professor  
University of Rajasthan  
Jaipur

**Zadie Smith:** : White Teeth

**Tutorials** : *Quiz, Seminar, Group Discussion, Presentation, Project*

**Recommended Readings:**

**Keith Sagar, ed.:** *The Achievement of Ted Hughes* (Manchester, 1983)

**Terry Gifford and:** *Ted Hughes: A Critical Study* (London, 1981)

**Blake Morrison and Neil Roberts:** *Seamus Heaney* (London, 1962)

**Norman Page, ed.:** *William Golding: Novels 1954-67* (London, 1985)

**Andrew Motion:** *Philip Larkin* (London, 1982)

