

Choice Based Credit System (CBCS)

Maharaja Ganga Singh University

Bachelor of Arts (B.A) English

Semester System

2024-25



Prepared by

Board of Studies in English

Preamble

Considering the curricular reforms as instrumental for desired learning outcomes, all the academic Departments of Maharaja Ganga Singh University made a rigorous attempt to revise the curriculum of under graduate programmes in alignment with National Education Policy-2020 and UGC Quality Mandate for Higher Education Institutions-2021. The process of revising the curriculum could be prompted with the adoption of "Comprehensive Roadmap for Implementation of NEP". The roadmap identified the key features of the Policy and elucidated the Action Plan with well-defined responsibilities and indicative timeline for major academic reforms.

The process of revamping the curriculum started with the series of webinars and discussions conducted by the University to orient the teachers about the key features of the Policy, enabling them to revise the curriculum in sync with the Policy. Proper orientation of the faculty about the vision and provisions of NEP-2020 made it easier for them to appreciate and incorporate the vital aspects of the Policy in the revised curriculum focusing on creating holistic, thoughtful, creative and well-rounded individuals equipped with the key 21st century skills 'for the development of an enlightened, socially conscious, knowledgeable, and skilled nation'.

With NEP-2020 in background, the revised curricula articulate the spirit of the Policy by emphasising upon- integrated approach to learning; innovative pedagogies and assessment strategies; multidisciplinary and cross-disciplinary education; creative and critical thinking; ethical and constitutional values through value-based courses; 21st century capabilities across the range of disciplines through life skills, entrepreneurial and professional skills; community and constructive public engagement; social, moral and environmental awareness; Organic Living and Global Citizenship Education (GCED); holistic, inquiry-based, discovery-based, discussion-based, and analysis-based learning; exposure to Indian Knowledge System, cultural traditions and classical literature through relevant courses offering 'Knowledge of India'; fine blend of modern pedagogies with indigenous and traditional ways of learning; flexibility in course choices; student-centric participatory learning; imaginative and flexible curricular structures to enable creative combination of disciplines for study; offering multiple entry and exit points, alignment of Vocational courses with the International Standard Classification of Occupations maintained by

the International Labour Organization; breaking the silos of disciplines; integration of extra-curricular and curricular aspects; exploring internships with local industry, businesses, artists and crafts persons; closer collaborations between industry and higher education institutions for technical, vocational and science programmes; and formative assessment tools to be aligned with the learning outcomes, capabilities, and dispositions as specified for each course. The University has also developed consensus on adoption of Blended Learning with 10% component of online teaching and 90% face to face classes for each programme.

Choice Based Credit System (CBCS)

The Choice Based Credit System (CBCS), a part of academic reform process to enhance quality of education and facilitate transferability of students from one University/institution to another at the national and international level, provides substantive autonomy to teachers to formulate their own curricula and enable them to introduce innovations in teaching and learning process and upgrade overall quality of higher education. The CBCS provides scope for Comprehensive and Continuous Evaluation (CCE) of students and encourages them to learn. The CBCS provides a cafeteria type approach in which the students can take courses of their choice, learn at their own pace, undergo additional courses and acquire more than the required credits, and adopt an interdisciplinary approach to learning.

The grading system is widely regarded as an improvement over the traditional marks system, which is why leading institutions in India and abroad have adopted it. Thus, there is a strong rationale for establishing a consistent grading system. This would facilitate seamless student mobility among institutions within the country and abroad, while also allowing prospective employers to accurately assess students' performances. To achieve the desired standardization in the grading system and the method for calculating the Cumulative Grade Point Average (CGPA) based on students' examination results, the UGC has devised these comprehensive guidelines.

Outline of Choice Based Credit System

(https://www.ugc.gov.in/pdfnews/8023719_guidelines-for-cbcs.pdf)

1. **Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

2. **Elective Course:** Generally, a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.

2.1 **Discipline Specific Elective (DSE) Course:** Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

2.2 **Dissertation/Project:** An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.

2.3 **Generic Elective (GE) Course:** An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective. P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.

3. **Ability Enhancement Courses (AEC):** The Ability Enhancement (AE) Courses may be of two kinds: Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Courses (SEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement; i. Environmental Science and ii. English/MIL Communication. These are mandatory for all disciplines. SEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

3.1 Ability Enhancement Compulsory Courses (AECC): Environmental Science, English Communication/MIL Communication.

3.2 Skill Enhancement Courses (SEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge.

4. Research Component in Under-Graduate Courses

Project work/Dissertation is considered as a special course involving application of knowledge in solving / analysing /exploring a real-life situation / difficult problem. A Project/Dissertation work would be of 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.

Ability Enhancement Course Semester II

- **Course Code: ENG4.5 AECT21**
- Type of the course: Ability Enhancement Course I of Semester II
- Title of the Course: **English Language Proficiency**
- Level of the Course: NHEQF4.5
- Credit of the Course: 2
- Delivery sub-type of the course: Theory 2

English Language Proficiency

Preamble: The purpose of this course is to develop vital communication skills integral to personal, social and professional interactions. The prescribed course will equip students with nuances of language that includes proficiency in grammar, its effective usage in speaking and writing. It will further help them to prepare for various competitive exams and to enhance clear and effective communication. The present course hopes to address some of these aspects through an interactive mode of teaching-learning processes and by focusing on various dimensions of communication skills. Some of these are: Language of communication, learning basic grammar and comprehension, important reading skills as well as writing skills. While, to an extent, the art of communication is natural to all living beings, in today's world of complexities, it has also acquired some elements of science. It is hoped that after studying this course, students will find a difference in their personal and professional interactions. **The recommended readings given at the end are only suggestive; the students and teachers have the freedom to consult other materials on various units/topics given below.** Similarly, the questions in the examination will be aimed towards assessing the skills learnt by the students rather than the textual content of the recommended books.

Course objectives:

- To introduce students to phonetics and to enable them to consult dictionary for correct pronunciation.
- To provide the students with an ability to build and enrich their communication skills.

- To develop critical and creative thinking and help them think and write imaginatively and critically.
- To Equip the students with basic knowledge and language skills to pursue careers in publishing, cinema, theatre, journalism and education.
- To develop the students' abilities in grammar, oral skills, reading and writing.
- To develop proficiency in English language.

Unit I

Phonetics and Morphology

Introduction to Phonetics, Phonetic Symbols, Speech Sounds, Word Stress, Intonation, Prefixes and Suffixes, Parts of speech (Identification, Kinds and Usage)

Unit II

Grammar

Sentence Patterns, Determiners, Tenses, Modals, Concord

Unit III

Transformation

Active - Passive, Direct - Indirect, Simple to Complex/Compound, Declarative to Negative /Interrogative

Unit IV

Comprehension

Comprehension of unseen prose-passage, Reading and Paraphrasing a poem, Expansion of an idea (idiom, proverb, statement)

Unit V

Writing Skills

Technical /Scientific Writing, Content Writing, e mails, Blogs, Dialogue Writing, Report writing

Evaluation Scheme

(This will apply to only to Ability Enhancement Course).

The Students shall be assessed and evaluated as per the schedule given below –

- Semester end Exam -100%
- It is a non-CGPA Paper. The student will have to score simply a qualifying score/grade as specified in the CBCS rules.
- There shall be terminal examination of 100 marks at the End of the Semester.
- There will be one paper of 3 Hours duration and shall carry 100 Marks.
- The Examination Paper shall consist of five Sections:-
 - **Section ‘A’** shall comprise of Unit I and will carry five **questions** (all compulsory). Each Question shall carry 03 Marks. The Examiner shall set questions on this section choosing from the unit.
 - **Section ‘B’** shall comprise of Unit II which will carry five questions (all compulsory). Each Question shall carry 03 Marks. The Examiner shall set questions on this section choosing from the unit.
 - **Section ‘C’** shall comprise of Unit III and will carry five questions (all compulsory). Each Question shall carry 03 Marks. The Examiner shall set questions on this section choosing from the unit.
 - **Section ‘D’** shall consist of Six questions, out of which the candidate shall attempt any five. **Each** Question will carry 05 marks.
 - **Section ‘E’** Shall comprise of Five Questions, out of which the candidate shall attempt any three (to be answered in 250 -300 Words each). Each Question shall carry 10 Marks. The Examiner shall set Questions in such a way so that almost the cent percent coverage of the syllabus is ensured.

Learning Outcomes

On the successful completion of the course, the students shall be able to:

- Heighten their awareness of correct usage of English grammar in writing and speaking.
- Improve their understanding of phonetics and stress patterns.
- Give oral presentations and receive feedback on their performance.
- Develop reading skills and comprehension of academic articles.
- Review the grammatical forms of English and the use of these forms in specific communicative contexts.

- Attain and enhance competence in the four modes of literacy: writing, speaking, reading and listening
- Develop their ability as critical readers and writers.

Recommended Readings

- Thomson, A. J. and A.V. Martinet. *Practical English Grammar*. Oxford India. October 1997.
- Murphy, Raymond. *Essentials of English Grammar*. Cambridge University Press, 1997.
- Kumar, S.P. *Language, Literature and Creativity*. Orient Black Swan, 2013.
- Hewing, Martin. *Advanced English Grammar*. Cambridge University Press, New Delhi, 2010.
- Raman, Meenakshi. *Technical Communication: Principles and Practice*. Oxford University Press, 2017.
- Swan, Michael. *Practical English Usage*. Oxford University Press, 2016
- Bhatnagar, RP. *A Textbook of General English*. Popular Book Depot, Delhi, 2016
- Raymond Murphy. *Intermediate English Grammar*. 2nd Ed. Cambridge University Press, 2012.
- Subramaniam, Bala. *English Phonetics for Indian Students*. Trinity Press, 2019.
- *Business English* by Department of English, University of Delhi. Delhi: Pearson Education. 2008.
- Kumar, Sanjay and Pushplata. *Communication Skills*. New Delhi: Oxford University Press, 2011.

B.A. 2024-2025
English Literature
Total 6 credits: 150 marks
Structure of Program

Semester	Course Code	Type	Paper	Title	Level	Credit	Marks (External + Internal)	Delivery	Hours in a week
Semester I	ENGL-DCC-T12	Core Course (Theory)	Core course (DCC) (Theory)	16 th and 17 th Century Literature	4.5	6	150 (120 + 30)	5 + 1	6
Semester II	ENGL-DCC-T22	Core Course (Theory)	Core course (DCC) (Theory)	18 th Century Literature	4.5	6	150 (120 + 30)	5 + 1	6
Semester III	ENGL-DCC-T32	Core Course (Theory)	Core course (DCC) (Theory)	19 th Century Literature	5	6	150 (120 + 30)	5 + 1	6
Semester IV	ENGL-DCC-T42	Core Course (Theory)	Core course (DCC) (Theory)	20 th Century Literature	5	6	150 (120 + 30)	5 + 1	6
Semester V	ENGL-DCC-T52	Core Course (Theory)	Core course (DCC) (Theory)	Indian Writing in English	5.5	6	150 (120 + 30)	5 + 1	6
Semester VI	ENGL-DCC-T62	Core Course (Theory)	Core course (DCC) (Theory)	Contemporary World Literature	5.5	6	150 (120 + 30)	5 + 1	6

Internal evaluation:

- **Internal evaluation will be of 30 marks. Continuous evaluation process will be adopted to achieve and find out the objectives and learning outcome.**
- **The marks of Internal Examination should be given on the basis of regular class tests (at least two with a gap of 40 days), seminar, assignments, presentations, other activities etc.) based on each Unit.**

Semester -I

- Course Code: ENGL-DCC-T12
- Type of the course: Discipline Specific Core Course I of Semester I
- Title of the Course: **16th and 17th Century Literature**
- Level of the Course: NHEQF4.5
- Credit of the Course: 6
- Delivery sub-type of the course: Theory 5 Tutorial 1

Course Objectives:

- Understand the historical, social, and cultural contexts in which 16th and 17th-century literature was produced.
- Gain knowledge of major authors and their works, including their contributions to literature and their impact on later literary traditions.
- Encourage comparative analysis by examining literature from different regions and cultures within the 16th and 17th centuries.
- To explore the history of the English civil war and other turbulent political, economic, cultural and intellectual cross-currents of the Elizabethan, Jacobean, Caroline and Commonwealth, Restoration and neo-classical years.
- To develop an understanding of genres, terms and canons of literature written in English and available in English translations from India.
- To explore the interrelationship between society and literature.
- To understand and explore voices from India for a better understanding of Indian Knowledge System.

Learning Outcomes:

On the successful completion of the course, the students shall be able to:

- acquaint themselves with the historical, cultural and aesthetic continuities and discontinuities with the earlier and later periods of history and literature.
- distinguish and compare the society and literature of the early Renaissance with that of the decadent Jacobean context and to a certain extent the literature of the Enlightenment age.
- distinguish and compare the society and literature of the Commonwealth with that of the Restoration and to a certain extent the literature of the Neo-classical age.
- read devotional poetry translated from regional to English and develop an understanding and appreciation for indigenous knowledge systems.
- understand thematic concern of texts focusing on society, love, cultural barriers and economical differences.
- develop an understanding of the various genres, literary traits and terms of literature.

Semester -I

16th and 17th Century Literature

Unit I

Literary Terms: Blank Verse, Sonnet, Lyric, Hyperbole, Conceit, Alliteration, Simile, Metaphor, Allegory, Tragedy, Soliloquy.

Introduction to the Age and Movements: Elizabethan to Jacobean (1558-1625), Caroline to Commonwealth (1625-1660), Renaissance, Puritanism, Metaphysical School of Poetry

Unit II

- *Edmund Spenser: *One Day I Wrote Her Name*
 *Christopher Marlowe: *The face that launched a thousand ships*
 *John Donne: *Go and catch a falling star*
Holy Sonnet 10 "Death Be Not Proud".
 *George Herbert: *The Pulley*
 *John Dryden: *A Song for St. Cecilia's Day*

Unit III

- *Bacon: *Of Studies*
Of Travel
 *Montaigne: *Of Friendship*
 John Bunyan : *The Pilgrim's Progress*

Unit IV

- *Shakespeare: *Macbeth*

Unit V

Voices from India:

Bhakti Movement: History and Social Impact, Nirgun Bhakti and Sagun Bhakti Poetry

- *Songs of Meera *mai maine govind leeno mol (2)*
Hari tum harau jan ke peer (6)
 *Kabir Poems: *mo ko kahdn dhunro bande (I.13)*
santan jot na pucho nirguriydn (I.16)
is ghat antar bag baglce (I 101.)
dariyd kl lahar dariyao hai jl (II 56).

Tiruvalluvar : *Chapter 11 (On Gratitude) and chapter 36 (On True Knowledge)*

*Detailed Study

Evaluation Scheme

(This will apply to all Undergraduate Courses in Literature and not to Ability Enhancement Course.)

- The question paper will be of 3 Hours duration and shall carry 150 Marks (120 Marks external and 30 Marks internal evaluation.)
- There shall be terminal examination of 120 marks at the End of the Semester.
- The question paper shall contain three sections.
 - Section A (20 marks) shall contain 10 questions two from each Unit. Each question shall be of 2 marks. All the questions are compulsory. Section A will be prepared such that questions i to v are multiple-choice questions, while questions vi to x will be fill-in-the-blank questions.
 - Section B (40 marks) shall contain 5 questions (one from each unit with internal choice). Each question shall be of 8 marks. The candidate is required to answer all 5 questions. Out of these five questions ,two questions will be reference to context from the texts prescribed for *detailed study. The answers should not exceed 200 words.
 - Section C (60 marks) shall contain 5 questions, one from each Unit. Each question shall be of 20 marks. The candidate is required to answer any three questions by selecting these three questions from different units. The answers should not exceed 500 words.

Recommended Readings:

- *A Glossary of Literary Terms*. Edited by M.H. Abrams and Geoffrey Galt Harpham. 11th ed., Cengage, 2015.
- *Mystic Songs of Meera*. V.K. Subramanian. Abhinav Publication, 2005.
- Shakespeare, William. *Macbeth*. Edited by Stephen Greenblatt et al., W.W. Norton, 2016.
- Tagore, Rabindranath, Trans. One Hundred Poems of Kabir, Macmillan & Co. 1915. <https://ia800209.us.archive.org/0/items/onehundredpoemso00kabiuft/onehundredpoemso00kabiuft.pdf>
- *The Cambridge Companion to English Renaissance Drama*. Edited by A. R. Braunmuller and Michael Hattaway. Cambridge University Press, 2003.
- *The Complete Essays of Montaigne*. Translated by Donald M. Frame, Stanford UP, 1958.

- *The Essays or Counsels, Civil and Moral*. Edited by Michael Kiernan, Harvard UP, 1985.
- *The Golden Treasury*. F.T Palgrave, Penguin ,1994.
- *The Norton Anthology of English Literature*. Edited by Stephen Greenblatt, 9th ed., vol. 1, W.W. Norton, 2012.
- *The Oxford Companion to English Literature*. Edited by Margaret Drabble, 6th ed., Oxford UP, 2000.
- *The Oxford Companion to Shakespeare*. Edited by Michael Dobson and Stanley Wells, Oxford UP, 2001.
- *The Pilgrim's Progress*. Penguin Classics; Illustrated edition (30 October 2008)
- *The Poet's Pen*. Dustoor and Dustoor, OUP, New Delhi.
- *The Princeton Encyclopedia of Poetry and Poetics*. Edited by Roland Greene et al., 4th ed., Princeton UP, 2012.
- Tiruvalluvar. *Tirukkural of Tiruvalluvar: With English Translation by V. R. Ramachandra Dikshitar*. Translated by V. R. Ramachandra Dikshitar, Sri Ramakrishna Math, 1949.

https://www.projectmadurai.org/pm_etexts/pdf/pm0665.pdf

Semester-II

- Course Code: ENGL-DCC-T22
- Type of the course: Discipline Specific Core Course I of Semester II
- Title of the Course: **18th Century Literature**
- Level of the Course: NHEQF4.5
- Credit of the Course: 6
- Delivery sub-type of the course: Theory 5 Tutorial 1

Course Objectives:

- To get an historical overview of Pre- Romantic and Romantic Age, its socio-political happenings and its impact on the literary production of the age.
- To understand literary features of the age, prose, poetry and fiction of the period.
- To explore the interrelationship between society and literature.
- To relate texts to historical background and see the connections with the period of composition.
- To understand the socio-cultural influences and literary movements.
- To develop an understanding for genres.
- To understand the religious and political uncertainties through literature.
- To understand and explore voices from India for a better understanding of Indian Knowledge System.

Learning Outcomes:

On the successful completion of the course, the students shall be able to:

- evaluate an author's work with reference to historical context, political backdrop and author's life experiences that influenced her/his writings.
- explore the genre of farcical comedy/social satire, through the prescribed text- form and content.
- comprehend and evaluate the various aspects of novel writing with special focus on the gothic elements.
- develop an understanding for the various forms of novel , comedy of manners and sentimental comedy.
- comprehend and contrast two different types of essay writing Steele's periodic essay and Lamb's personal essay.

Semester- II

18th Century Literature

Unit I

Literary Terms: Ode, Imagery, Elegy, Personification, Willing Suspension of Disbelief, Meter, Couplet, Picaresque Novel, Epistolary Novel, Bildungsroman, Comedy of Manners, Satire, Sentimental Comedy, Periodical Essay.

Introduction to the Age and Movements: Neo-Classical, Pre Romantic and Romantic, Realism, Graveyard Poetry.

Unit II

*Thomas Gray:	Elegy Written in a Country Churchyard
*William Collins:	Ode to Evening
William Blake:	The Tyger (from Songs of Experience) The Lamb (from Songs of Innocence)
William Cowper:	Light shining out of Darkness

Unit III

G.C. Byron:	She walks in Beauty
*John Keats:	Ode to Autumn
*P.B Shelley:	To a Skylark
*William Wordsworth:	The World is too much with us The Solitary Reaper
S. T Coleridge:	Christabel (Lines 1-55)
Daniel Defoe:	<i>Robinson Crusoe</i>

Unit IV

*William Hazlitt:	The Indian Jugglers
Charles Lamb:	Dream-Children; A Reverie
*Richard Steele	The Spectator Club
*Joseph Addison	Meditations in Westminster Abbey
* Goldsmith :	She Stoops to Conquer

Unit V

Voices from India:

- Tukaram : Poems of Tukaram : Section 1 Autobiography: Thoughts about the world (1- 12)
- *Surdas: Maiya mori (1) pg 41, maiya mohe (2)pg 42-43, kat tu suman (22) pg 65
- Bhagwatgita : Verses : 1-5 Ch.XVI- The Nature of the Godlike and Demonic Mind. (Bhagwatgita.English Translation by Dr. Radhakrishnan.Gerorge Allen & Unwin Ltd, London ,pp334-335)

*Detailed Study

Evaluation Scheme

(This will apply to all Undergraduate Courses in Literature and not to Ability Enhancement Course.)

- The question paper will be of 3 Hours duration and shall carry 150 Marks (120 Marks external and 30 Marks internal evaluation.)
- There shall be terminal examination of 120 marks at the End of the Semester.
- The question paper shall contain three sections.
 - Section A (20 marks) shall contain 10 questions two from each Unit. Each question shall be of 2 marks. All the questions are compulsory. Section A will be prepared such that questions i to v are multiple-choice questions, while questions vi to x will be fill-in-the-blank questions.
 - Section B (40 marks) shall contain 5 questions (one from each unit with internal choice). Each question shall be of 8 marks. The candidate is required to answer all 5 questions. Out of these five questions ,two questions will be reference to context from the texts prescribed for *detailed study. The answers should not exceed 200 words.
 - Section C (60 marks) shall contain 5 questions, one from each Unit. Each question shall be of 20 marks. The candidate is required to answer any three questions by selecting these three questions from different units. The answers should not exceed 500 words.

Recommended Readings:

- Abrams, M. H., and Geoffrey Galt Harpham. *A Glossary of Literary Terms*. 11th ed., Cengage Learning, 2014.
- Baldick, Chris. *The Oxford Dictionary of Literary Terms*. 3rd ed., Oxford University Press, 2008.
- Bate, Walter Jackson. *John Keats*. Harvard University Press, 1963.
- Bentley, G. E., Jr. *The Stranger from Paradise: A Biography of William Blake*. Yale University Press, 2003.
- Bond, Donald F., editor. *The Spectator*. Oxford University Press, 1965.
- Bromwich, David. *Hazlitt: The Mind of a Critic*. Oxford University Press, 1983.
- Cuddon, J. A. *A Dictionary of Literary Terms and Literary Theory*. Revised by C. E. Preston, 5th ed., Wiley-Blackwell, 2013.
- Curran, Stuart, editor. *The Cambridge Companion to British Romanticism*. 2nd ed., Cambridge University Press, 2010.
- Ford, Douglas. *Oliver Goldsmith: His Life and Works*. University of Toronto Press, 1973.
- Gill, Stephen. *William Wordsworth: A Life*. Oxford University Press, 1989.
- Greenblatt, Stephen, editor. *The Norton Anthology of English Literature*. 10th ed., Vol. D, Norton, 2018.
- Hartman, Geoffrey H. *Wordsworth's Poetry, 1787-1814*. Yale University Press, 1964.
- Kelly, Ronan. *Oliver Goldsmith: A Biography*. Farrar, Straus and Giroux, 2008.
- Lucas, E. V., editor. *The Works of Charles and Mary Lamb*. Methuen, 1903.
- Radhahrishnan, S. *Bhagwatgita*. English Translation by Dr. Radhakrishnan. George Allen & Unwin Ltd, London. <https://www.bhagavadgitam.com/comm/Bhagavadgita-by-S-Radhakrishnan-with-Text.pdf>
- Reiman, Donald H., and Neil Fraistat, editors. *The Complete Poetry of Percy Bysshe Shelley*. Johns Hopkins University Press, 2000.
- Richetti, John. *The Life of Daniel Defoe: A Critical Biography*. Wiley-Blackwell, 2005.
- Sitter, John, editor. *The Cambridge Companion to Eighteenth-Century Poetry*. Cambridge University Press, 2001.
- Usha Nilson, *Makers of Indian Literature*, Surdas, Sahitya Akademi, 1969. <https://ia903407.us.archive.org/5/items/Pushtimarg/AshtasakhaShriSurdasjienglish.pdf>
- Marathe .K.B, *The Poems of Tukarama* –Motilal Banarsidas.1991 <https://archive.org/details/in.ernet.dli.2015.38766/page/n27/mode/2up>
- Vendler, Helen. *The Oxford Book of English Verse*. Oxford University Press, 1999.
- Wolfson, Susan J., and Peter J. Manning, editors. *The Romantics and Their Contemporaries*. Longman, 1999.
- Wu, Duncan, editor. *A Companion to Romanticism*. Blackwell, 1999.

Semester-III

- Course Code: ENGL-DCC-T32
- Type of the course: Discipline Specific Core Course I of Semester III
- Title of the Course: **19th Century Literature**
- Level of the Course: NHEQF 5
- Credit of the Course: 6
- Delivery sub-type of the course: Theory 5 Tutorial 1

Course Objectives:

- To introduce the students to the major trends and ideas in the literature and culture of the Romantic and Victorian Eras.
- To help students understand the texts in the context of prevailing socio-cultural conditions and their historical, political location.
- To impress upon students the characteristically rebellious/ radical nature of British Romanticism and the stupendous range of changes in the socio- political conditions of Early (1837-1851), Middle (1851- 1870) and Late (1870-1901) Victorian Era
- To familiarize and highlight major representative texts, genres, thematic concerns and select key concepts/terms pertaining to the respective periods .
- To help students apply a variety of critical, historical, and theoretical approaches to prescribed literary texts .
- To sensitize students to diverse sensibilities and humanitarian concerns through literature of the nineteenth century.
- To understand and explore voices from India for a better understanding of Indian Knowledge System.

Learning Outcomes:

On the successful completion of the course, the students shall be able to:

- To view literary works in their dynamic interface with the background
- To understand the literature of the 19th century as a complex outcome of artistic, intellectual and socio-political cross-currents.
- To appreciate poetry as mirroring private personality, protest and subsequently, public concerns .
- To view the development of the Victorian Novel as informed by Victorian morality as well as by larger democratic processes.
- To contextualize the impulses behind the significant emergence of women writing in the 19th century

Semester-III

19th Century Literature

Unit I

Literary Terms: Aestheticism , Victorian Poetry , Victorian Novel, Dramatic Monologue, Short Story, Inscape and Instress, Sprung Rhythm.

Introduction to the Age and the Movements: Effects of Industrial Revolution, Victorian Age, , The Oxford Movement , Utilitarianism , Darwinism , Pre-Raphaelitism

Unit II

- | | |
|-------------------|---|
| *Alfred Tennyson: | The Lotus Eaters
Lyric 7: ‘Dark house, by which once more I stand’
Lyric 54: ‘Oh, yet we trust that somehow good’
(From In Memoriam) |
| *G.M. Hopkins: | Spring and Fall |
| *Mathew Arnold: | Dover Beach |
| *Robert Browning: | My Last Duchess |
| *W.B. Yeats : | The Second Coming |

Unit III

- | | |
|--------------------------|--|
| *Nathaniel Hawthorne: | Dr. Heidegger’s Experiment |
| *Robert Louis Stevenson: | On Walking Tours |
| *Huxley: | Selected Snobberies |
| Hillarie Belloc: | In Praise of Ignorance |
| G.K Chesterton: | On The Pleasures of No Longer Being Very Young |

Unit-IV

- | | |
|------------------|----------------------------|
| *Anton Chekhov : | The Seagull |
| Oscar Wilde : | The Picture of Dorian Gray |

Unit V

Voices from India:

Tulsidas : Ramcharitmanas Kishkinda Kand Couplet 5(1-7), 6(1-15), 7(1-4), 8(1-5),
9(1-2)

*Prannath: Know thyself, The World is a strange show, To the seekers of Truth,
To the seekers of Limitless, O my Soul, I want to ask the learned, The world is a play
of mind, The souls of the Limitless (verses from Kirantan: The Divine Symphony of
Mahamati Prannath)

Swami Vivekananda: Chapter III - Karma Yoga “The Secret of Work “ from
Complete Works Vol I .

*Detailed Study

Evaluation Scheme

**(This will apply to all Undergraduate Courses in Literature and not to Ability
Enhancement Course.)**

- The question paper will be of 3 Hours duration and shall carry 150 Marks (120 Marks external and 30 Marks internal evaluation.)
- There shall be terminal examination of 120 marks at the End of the Semester.
- The question paper shall contain three sections.
 - Section A (20 marks) shall contain 10 questions two from each Unit. Each question shall be of 2 marks. All the questions are compulsory. Section A will be prepared such that questions i to v are multiple-choice questions, while questions vi to x will be fill-in-the-blank questions.
 - Section B (40 marks) shall contain 5 questions (one from each unit with internal choice). Each question shall be of 8 marks. The candidate is required to answer all 5 questions. Out of these five questions , two questions will be reference to context from the texts prescribed for *detailed study. The answers should not exceed 200 words.
 - Section C (60 marks) shall contain 5 questions, one from each Unit. Each question shall be of 20 marks. The candidate is required to answer any three questions by selecting these three questions from different units. The answers should not exceed 500 words.

Recommended Readings:

- Armstrong, Isobel. *Victorian Poetry: Poetry, Poetics, and Politics*. Routledge, 1996.
- Arora, Raj Kumar ,Kirantan: *The Divine Symphony of Mahamati Prannath*, Srhi Prananath Mission, Delhi, 1994.
- Arnold, Mathew. *Dover Beach and Other Poems*.Dover Publications,1994.
- Ashton, T. S. *The Industrial Revolution: 1760-1830*. Oxford University Press, 1998.
- Bowler, Peter J. *Darwinism*. Harvard University Press, 1988.
- Browning, Robert. *The Poems of Robert Browning*. Edited by John Pettigrew and Thomas J. Collins, Penguin Books, 1981.
- Bullen, J. B. *The Pre-Raphaelite Body: Fear and Desire in Painting, Poetry, and Criticism*. Oxford University Press, 1998.
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- Huxley, Aldous. *On the Margin: Notes and Essays*. Chatto & Windus, 1923.
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- Mill, John Stuart. *Utilitarianism*. Edited by George Sher, Hackett Publishing, 2001.
- Prettejohn, Elizabeth. *The Art of the Pre-Raphaelites*. Tate Publishing, 2000.
- Sanders, Andrew. *The Short Oxford History of English Literature*. Oxford University Press, 2004.
- Stevenson, Robert Louis. *Essays of Robert Louis Stevenson*. Edited by William Lyon Phelps, Charles Scribner's Sons, 1906.
- Tennyson, Alfred. *The Poems of Tennyson*. Edited by Christopher Ricks, Longman, 1987.
- Thompson, E. P. *The Making of the English Working Class*. Penguin Books, 1963.
- Tulsidas, Goswami, Ramcharitmanas, Gita Press Gorakhpur.2014.
- Vivekananda, Karma Yoga , Advaita Ashrama Publication,2012,

https://www.ramakrishnavivekananda.info/vivekananda/volume_1/karma-yoga/secret_of_work.htm

- Wilde, Oscar. *The Picture of Dorian Gray*. Edited by Robert Mighall, Penguin Classics, 2003.
<https://www.planetebook.com/free-ebooks/the-picture-of-dorian-gray.pdf>
- Yeats, W.B. *The Collected Poems of W.B. Yeats*. Edited by Richard J. Finneran, Scribner, 1996.
- Young, Robert M. *Darwin's Metaphor: Nature's Place in Victorian Culture*. Cambridge University Press, 1985.

Semester- IV

- Course Code: ENGL-DCC-T42
- Type of the course: Discipline Specific Core Course I of Semester IV
- Title of the Course: **20th Century Literature**
- Level of the Course: NHEQF 5
- Credit of the Course: 6
- Delivery sub-type of the course: Theory 5 Tutorial 1

Course Objectives:

- To sensitize the learners to socio- economic, political, religious and linguistic issues of the 20th century.
- Understand historical and cultural context of 20th century
- Identify and analyze key literary movements such as modernism, postmodernism, and Harlem renaissance.
- Examine and explore the evolution of literary forms and genres throughout the century.
- To expose students to a diverse range of voices and perspectives, including those of different genders, ethnicities, and cultural backgrounds.
- To examine recurring themes in 20th-century literature such as identity, existentialism, war, alienation, and the human condition.

Learning Outcomes:

On the Successful completion of the course, the students shall be able to:

- evaluate and appreciate the influence of the diverse movements of 20th century on Modernist Literature.
- understand the concept of play of ideas and its application in the context of the prescribed text.
- emerge with a comprehensive perspective of the different dimensions of human psyche through prescribed texts.
- appreciate the diversity of 20th-century literature, recognizing contributions from various cultural, ethnic, and gender perspectives.
- make connections between 20th-century literature and other disciplines such as history, philosophy, and the arts, showing an interdisciplinary approach to literary studies across the globe.

Semester-IV 20th Century Literature

Unit-I

Literary Terms: Stream of Consciousness, Dystopia, Allusion, Symbolism.

Introduction to Age and Movements: Modernism, Post Modernism, Magic Realism,
Existentialism, Surrealism, Harlem Renaissance, Post Colonialism

Unit II

- *Auden: *In Memory of W. B. Yeats*
- *Dylan Thomas: *Fern Hill*
- *Robert Frost: *After Apple Picking; Stopping by Woods*
- *Edwin Thumboo : *Words*
- *Wilfred Owen: *Strange Meeting*
- *W.B Yeats: *A Prayer for my Daughter*

Unit-III

- Zadie Smith : *“Joy”* (https://tetw.org/Zadie_Smith)
- *E.F. Schumaker : *Technology with A Human Face*
- *O’Henry : *The Last Leaf*
- Katherine Mansfield : *A Cup of Tea*
- William Golding- *Lord of the Flies*

Unit-IV

- * G. B.Shaw: *Pygmalion*

Unit V

- M.K.Gandhi: *“ What is Swaraj ”* (CH. 4)from *Hind Swaraj*
- *Subramaniam Bharati: *Phoenix ((Bharat Dying and Resurgent Bharat), Freedom, Ode to Freedom*
- *Rabindranath Tagore: *The Postmaster*

Evaluation Scheme

(This will apply to all Undergraduate Courses in Literature and not to Ability Enhancement Course.)

- The question paper will be of 3 Hours duration and shall carry 150 Marks (120 Marks external and 30 Marks internal evaluation.)
- There shall be terminal examination of 120 marks at the End of the Semester.
- The question paper shall contain three sections.
 - Section A (20 marks) shall contain 10 questions two from each Unit. Each question shall be of 2 marks. All the questions are compulsory. Section A will be prepared such that questions i to v are multiple-choice questions, while questions vi to x will be fill-in-the-blank questions.
 - Section B (40 marks) shall contain 5 questions (one from each unit with internal choice). Each question shall be of 8 marks. The candidate is required to answer all 5 questions. Out of these five questions ,two questions will be reference to context from the texts prescribed for *detailed study. The answers should not exceed 200 words.
 - Section C (60 marks) shall contain 5 questions, one from each Unit. Each question shall be of 20 marks. The candidate is required to answer any three questions by selecting these three questions from different units. The answers should not exceed 500 words.

Recommended Readings:

- Abrams, M.H., Harpham, G.G. (2011). A Glossary of Literary Terms. CA, U.S.A.:Wordworth Publishing Co. Inc.
- Acharya Nandkishore, Swaraj, Aadhar aur Aayam, Prakrit Bharat Akademi, 2022.
- Albert, Edward. (1975). History of English Literature. Oxford, U.K.: Oxford University Press.
- Gandhi, Mahatma. Hind Swaraj or Indian Home Rule. Edited by S. R. Mehrotra, Navajivan Publishing House, 1938.
<https://archive.org/details/in.ernet.dli.2015.204695/page/n59/mode/2up>
- Maugham, W. Somerset. The Last Leaf. CreateSpace Independent Publishing Platform, 2016.
- Mansfield, Katherine. A Cup of Tea. Penguin Books, 1991.
- Golding, William. (2007). Lord of the flies. New Delhi, Bangalore: UBSP Publishers.
- Hooks, Bells. (1994). Teaching to Transgress: Education as the practice of freedom. London, U.K.: Taylor & Francis Ltd.

- Prema Nandkumar ,Poems of Subramania Bharati, Sahitya Akademi, 1997.
https://www.tamildigitallibrary.in/admin/assets/book/TVA_BOK_0012732_Poems_of_Subramania_Bharati.pdf
- Knowles, Owen. (1999). *The Poems of Wilfred Owen*. Herts, U.K.: Wordsworth Editions Ltd.
- Maugham, W. Somerset. *Collected Short Stories Volume 3* , Vintage Classics.
- Prema Nandakumar Poems of Subramania Bharati, , Sahitya Akademi, 1978
- Schumacher, E.F. *Small Is Beautiful: Economics as if People Mattered*. Harper & Row, 1973. pp. 146-160.
- Smith, Zadie. "Joy." *Feel Free: Essays*, Penguin Press, 2018, pp. 3-12
- Tagore, Rabindranath. "The Postmaster." *Selected Short Stories*, translated by William Radice, Penguin Books, 1991, pp. 10-18.

Semester-V

- Course Code: ENGL-DCC-T52
- Type of the course: Discipline Specific Core Course I of Semester V
- Title of the Course: **Indian Writing in English**
- Level of the Course: NHEQF 5.5
- Credit of the Course: 6
- Delivery sub-type of the course: Theory 5 Tutorial 1

Course Objectives:

- To introduce the students to major movements and figures of Indian Literature in English through the study of selected literary texts
- To create literary sensibility and emotional response to the literary texts and implant sense of appreciation of literary text
- To expose students to the artistic and innovative use of language employed by the writers
- To instill values and develop human concern in students through exposure to literary texts
- To introduce learners to the unique features of the gamut of Indian Writing in English and enable them to appreciate it as a body distinct from British English.
- To provide a glimpse of versatility of the Indian writers writing in English to portray Indian sensibilities.
- To familiarize learners to the various genres of Indian Writing in English- Drama, novel, poetry and short story.

Learning Outcomes:

On the Successful completion of the course, the students shall be able to:

- understand the evolution of Indian Writing in English
- identify the influence of Classical Indian tradition and the impact of western colonisation on Indian English writers
- analyze Indian ethos found in the representative texts
- evaluate Indian English texts from the postcolonial perspective.
- understand the evolution of Indian Writing in English and appreciate its literature from the period of western colonization to the twenty first century.

Semester - V
Indian Writing in English

Unit I

Indo-Anglican Writing, Anglo-Indian Writing and Indian Writing in English- origin, development and the prominent authors of varied genres.

Early Indian English poetry, Poetry after 1950, Bengal Renaissance, Contemporary trends in Indian Writing in English

Unit II

- | | |
|-------------------|--|
| *Toru Dutt : | <i>‘ Lakshman ‘</i> |
| *Sarojini Naidu: | <i>‘The Bangle Sellers’, ‘Palanquin Bearers’</i> |
| *Meena Alexander: | <i>Her Garden</i> |
| *Nissim Ezekiel: | <i>‘Night of the Scorpion’</i> |
| *Arun Kolatkar: | <i>‘The Bus’</i> |
| *Mamang Dai: | <i>‘The Sorrow of Women’</i> (from <i>An Obscure Place: Five Survival Lyrics</i>) |

Unit III

- | | |
|-------------------|---|
| R. K. Narayan: | <i>Under the Banyan Tree</i> |
| S.H. Manto: | <i>The Assignment</i> |
| Ruskin Bond: | <i>The Night Train at Deoli</i> |
| Shashi Deshpande: | <i>The Intrusion</i> |
| Temsula Ao : | <i>The Letter</i> (from <i>Laburnum for My Head</i>) |

Unit IV

- | | |
|---------------------|--------------------------|
| Kamala Markandaya : | <i>Nectar in a Sieve</i> |
| *Mahesh Dattani: | <i>Dance like a Man</i> |

Unit V

Michael Madhusudan Dutt(trans.) : *The Indigo Planting Mirror* (Nil Darpan) by

Dinabandhu Mitra

APJ Abdul Kalam : “Patriotism beyond Politics and Religion” by from *Ignited Minds*

Evaluation Scheme

(This will apply to all Undergraduate Courses in Literature and not to Ability Enhancement Course.)

- The question paper will be of 3 Hours duration and shall carry 150 Marks (120 Marks external and 30 Marks internal evaluation.)
- There shall be terminal examination of 120 marks at the End of the Semester.
- The question paper shall contain three sections.
 - Section A (20 marks) shall contain 10 questions two from each Unit. Each question shall be of 2 marks. All the questions are compulsory. Section A will be prepared such that questions i to v are multiple-choice questions, while questions vi to x will be fill-in-the-blank questions.
 - Section B (40 marks) shall contain 5 questions (one from each unit with internal choice). Each question shall be of 8 marks. The candidate is required to answer all 5 questions. Out of these five questions ,two questions will be reference to context from the texts prescribed for *detailed study. The answers should not exceed 200 words.
 - Section C (60 marks) shall contain 5 questions, one from each Unit. Each question shall be of 20 marks. The candidate is required to answer any three questions by selecting these three questions from different units. The answers should not exceed 500 words.

Recommended Readings:

- A. S. Sengupta. *Laburnum for my Head* .Penguin India, 2009
 - C D Narasimhaiah. *An Anthology of Commonwealth Poetry* edited by, Macmillan, 1990
 - Amit Chaudhuri. *Picador Book of Modern Indian Literature*. 2001
 - Mahesh Dattani ,Collected Plays . Penguin, India.
 - Sisir Kumar Das. *A History of Indian Literature, 1800-1910: Western Impact, Indian Response*. Sahitya Akademi, 1991.
 - Davidar, David, *A Clutch of Indian Masterpieces*, Aleph Books, 2016
 - Gokak V.K, *The Golden Treasury of Indo-Anglian Poetry*, Sahitya Akademi, 2006
 - Kalam, A.P.J. *Ignited Minds: Unleashing the Power Within India*: Penguin Books 2002
- https://www.rssenglishworld.com/2022/08/chapter-5-patriotism-beyond-politicsand.html#google_vignette

- King, Bruce. *Three Indian Poets: Nissim Ezekiel, A. K. Ramanujan, Dom Moraes*. Oxford University Press, 1991.
- Mehrotra, A.K. . *The Oxford India Anthology of Modern Indian Poets* .OUP,1993
- Mehrotra, Arvind Krishna.Ed. *A Concise History of Indian Literature in English*. Permanent Black, 2008.
- Mukherjee, Meenakshi. *The Twice Born Fiction: Themes and Techniques of the Indian Novel in English*. Heinemann Educational Publishers, 1971.
- Naik, M. K. *A History of Indian English Literature*. Sahitya Akademi, 1982
- Mitra, Dinabandhu. *Nil Darpan: The Indigo Planting Mirror*. Translated by Michael Madhusudan Dutt, Somprakash Press, 1861.
<https://www.gutenberg.org/files/54027/54027-h/54027-h.htm>
- Peeradina, Salem . *Contemporary Indian Poetry in English* .Macmillan 1972
- Sarkar, Sumit. *The Bengal Renaissance and Other Essays*. Permanent Black, 2010.
<https://guftugu.in/2016/07/11/mamang-dai/>

Semester VI

- Course Code: ENGL-DCC-T62
- Type of the course: Discipline Specific Core Course I of Semester VI
- Title of the Course: **Contemporary World Literature**
- Level of the Course: NHEQF 5.5
- Credit of the Course: 6
- Delivery sub-type of the course: Theory 5 Tutorial 1

Course Objectives:

- Demonstrate familiarity with important authors, works, genres, and themes of contemporary world literature.
- Analyze and interpret themes found in the literature using the conventions of critical literary analysis.
- Relate the literary works to their historical, philosophical, social, political, religious, regional, and/or aesthetic contexts.
- Demonstrate the ability to analyze the literature by using textual evidence

Learning Outcomes:

On the successful completion of the course, the students shall be able to:

- examine the representation of contemporary trends, thematic concerns and innovations in genres
- identify key concepts like, multiculturalism, globalization, acculturation, displacement, alienation and identity crisis in contemporary texts post World War II
- categorize major streams of thought, literary styles and issues that dominate the world
- analyze the inter-connectedness of human experiences with a developed understanding of their social, cultural and aesthetic contexts.

Semester -VI
Contemporary World Literature

Unit I

Introducing Multiculturalism, Diaspora, Globalization, Hybridity, Alienation, Acculturation, Assimilation, Identity , Ecofeminism

Unit II

*Seamus Heaney :	Blackberry Picking
*Kishwar Naheed :	Talking to Myself
*Judith Ortiz (Cofer) :	Latin Women Pray
*Arundhati Subramaniam :	Home
*Shirley Lim :	My Father's Sadness
*Pablo Neruda :	A Dog has Died
*Wisława Szymborska :	A Great Number
*Maya Angelou:	Still I Rise
*Agha Shahid Ali :	Postcard from Kashmir

Unit III

*Amy Tan :	<i>Mother Tongue</i>
Haruki Murakami:	<i>Birth Day Girl</i>
* Orhan Pamuk:	<i>Distant Relations</i>
Gabriel García Márquez:	<i>The Handsomest Drowned Man in the World</i>

Unit IV

Khaled Hossaini :	<i>The Kite Runner</i>
*Wole Soyinka:	<i>The Lion and the Jewel</i>

Unit V

Voices from India

Vinay Dharwadker: *English in India and Indian Literature in English: The Early History, 1579-1834 (Section I, II and IV)*

Vandana Shiva, *Staying Alive: Women Ecology and Development*. Chapters :2&4

Evaluation Scheme

(This will apply to all Undergraduate Courses in Literature and not to Ability Enhancement Course.)

- The question paper will be of 3 Hours duration and shall carry 150 Marks (120 Marks external and 30 Marks internal evaluation.)
- There shall be terminal examination of 120 marks at the End of the Semester.
- The question paper shall contain three sections.
 - Section A (20 marks) shall contain 10 questions two from each Unit. Each question shall be of 2 marks. All the questions are compulsory. Section A will be prepared such that questions i to v are multiple-choice questions, while questions vi to x will be fill-in-the-blank questions.
 - Section B (40 marks) shall contain 5 questions (one from each unit with internal choice). Each question shall be of 8 marks. The candidate is required to answer all 5 questions. Out of these five questions ,two questions will be reference to context from the texts prescribed for *detailed study. The answers should not exceed 200 words.
 - Section C (60 marks) shall contain 5 questions, one from each Unit. Each question shall be of 20 marks. The candidate is required to answer any three questions by selecting these three questions from different units. The answers should not exceed 500 words.

Recommended Readings:

- Ali, Agha Shahid. "Postcard from Kashmir." *The Beloved Witness: Selected Poems*, Viking Penguin, 1992, pp. 26.
- Angelou, Maya. "Still I Rise." *And Still I Rise*, Random House, 1978, pp. 41-42.
- Cofer, Judith Ortiz. "Latin Women Pray." *The Latin Deli: Prose and Poetry*, University of Georgia Press, 1993, pp. 41.
- Dharwadker, Vinay. "English in India and Indian Literature in English: The Early History, 1579-1834." *English in India and Indian Literature in English: The Early History, 1579-1834*, Sections I, II, and IV.
- García Márquez, Gabriel. "The Handsomest Drowned Man in the World." *Leaf Storm and Other Stories*, translated by Gregory Rabassa, Harper & Row, 1972, pp. 143-150.
- Heaney, Seamus. "Blackberry Picking." *Death of a Naturalist*, Faber and Faber, 1966, pp. 16-17.
- Hosseini, Khaled. *The Kite Runner*. Riverhead Books, 2003.
- <http://travis-brackenpoetryproject.blogspot.com/2012/05/latin-women-pray-by-judith>
- <https://sites.google.com/site/soyinkawolepoetry/home/dedication-for-moremi-1963>

- <https://www.poemhunter.com/poem/a-dog-has-died/>
- <https://www.poemhunter.com/poem/talking-to-myself-23/>
- <https://www.umsl.edu/~alexanderjm/Mother%20Tongue%20by%20Tan.pdf>
- <https://harpers.org/archive/2003/07/birthday-girl/>
- <https://www.newyorker.com/magazine/2009/09/07/distant-relations>
- <https://www.ndsu.edu/pubweb/~cinichol/CreativeWriting/423/MarquezHandsomeDrownedMan.htm>
- Lim, Shirley Geok-Lin. "My Father's Sadness." *Crossing the Peninsula and Other Poems*, Heinemann Asia, 1980, pp. 36.
- Murakami, Haruki. "Birthday Girl." *Blind Willow, Sleeping Woman*, translated by Jay Rubin and Philip Gabriel, Vintage, 2006, pp. 169-177.
- Naheed, Kishwar. "Talking to Myself." *We Sinful Women: Contemporary Urdu Feminist Poetry*, translated by Rukhsana Ahmad, The Women's Press, 1991, pp. 53-54.
- Neruda, Pablo. "A Dog Has Died." *The Essential Neruda: Selected Poems*, edited by Mark Eisner, translated by Alfred Yankauer, City Lights Books, 2004, pp. 179-181.
- Pamuk, Orhan. "Distant Relations." *Other Colors: Essays and a Story*, translated by Maureen Freely, Knopf, 2007, pp. 75-80.
- Shiva, Vandana. *Staying Alive: Women, Ecology and Development*. Chapters 2 and 4, Kali for Women, 1988.
- Soyinka, Wole. *The Lion and the Jewel*. Oxford University Press, 1963.
- Soyinka, Wole. *The Lion and the Jewel*.
https://www.academia.edu/106363995/The_Lion_and_the_Jewel_by_Wole_Soyinka
- Subramaniam, Arundhati. "Home." *Where I Live: New & Selected Poems*, Bloodaxe Books, 2009, pp. 22.
- Szymborska, Wislawa. "A Great Number." *View with a Grain of Sand: Selected Poems*, translated by Stanislaw Baranczak and Clare Cavanagh, Harcourt Brace & Company, 1995, pp. 90-91.
- Tan, Amy. "Mother Tongue." *The Threepenny Review*, no. 34, 1988, pp. 7-8.