



Integral University, Lucknow

| Effective from Session: 2022-23 | | | | | | | |
|---------------------------------|--|---------------------|--------------------------------|---|---|---|---|
| Course Code | LN511 | Title of the Course | Contemporary Literary Theories | L | T | P | C |
| Year | II | Semester | III | 5 | 1 | 0 | |
| Pre-Requisite | U.G. | Co-requisite | | | | | |
| Course Objectives | The course will sensitize students in both the artistry and utility of the English language through the study of literature and other contemporary forms of culture. It will provide students with the critical ability necessary in an academic environment, on the job, and in an increasingly complex, interdependent world. Graduate students who are capable of performing research, analysis, and criticism of literary and cultural texts from different historical periods and genres. It will assist students in the development of intellectual flexibility, creativity, and cultural literacy so that they may engage in life-long learning. It aims to familiarize them with the concepts and theoretical aspects of the subject | | | | | | |

| Course Outcomes | |
|-----------------|--|
| CO1 | Students will be introduced to the features of Literature and what Criticism is, able to understand the relevance of Classical Criticism. Students should be familiar with representative literary and cultural texts within a significant number of historical, geographical, and cultural contexts. Students should be able to apply critical and theoretical approaches to the reading and analysis of literary and cultural texts in multiple genres |
| CO2 | The wider aim of the course is to develop the students' ability to read the text from critical perspective. Students should be able to identify, analyze, interpret and describe the critical ideas, values, and themes that appear in literary and cultural texts and understand the way these ideas, values, and themes inform and impact culture and society, both now and in the past |
| CO3 | The course aims to make the students familiar with the main themes and theoretical issues characterizing criticism. This will be done through an in-depth analysis of representative texts which will both highlight a wider diachronic perspective and specific contexts |
| CO4 | Read texts in the light of the current theoretical debate on them and on related topics, approach critically texts from an independent perspective, appropriating and adapting the ideas and themes dealt with in class |
| CO5 | At the end of the course students will be able to read and interpret literary texts, and articulate confidently ideas and concepts |

| Unit No. | Title of the Unit | Content of Unit | Contact Hrs. | Mapped CO |
|----------|-------------------|---|--------------|-----------|
| 1 | Introduction | Background and types of Literary theories: New Criticism, Russian Formalism, Deconstruction, Post Colonialism | 12 | |
| 2 | | Jacques Lacan : "The Mirror Stage as Formative of the Function of the I as Revealed in Psychoanalytic Experience". Northrop Frye: "Myth, Fiction, and Displacement", "The Archetypes of Literature", "Archetype as Symbol" Raymond Williams : "Romantic Artist" from Culture and Society Les Murray : "Poetry and Religion", "The Images Alone", "A Retrospect of Humidity" | 12 | |
| 3 | | Victor Shklovsky : From "Art as Technique" M.M. Bakhtin : "Discourse in the Novel" from The Dialogic Imagination Louis Althusser : From "Ideology and the Ideological State Apparatuses" | 12 | |
| 4 | | Topics: Wolfgang Iser : From "The Reading Process" *Roland Barthes : "The Death of the Author" New Historicism -Stephen Greenblatt : "Resonance and Wonder" | 12 | |
| 5 | | Edward Said: From Orientalism *Paul Ricoeur: "What is a Text?" and "The Task of Hermeneutics" Hayden White: "The Historical Text as Literary Artifact" Jean Baudrillard: From "The Precision of Simulacra" | 12 | |

Reference Books:

1. F. H. Bradley's Shakespearean Tragedy 2. I. A. Richards's Practical Criticism 3. William Empson's Seven Types of Ambiguity 4. Caroline Spurgeon's Shakespeare's Imagery and What It Tells Us 5. F. R. Leavis's The Great Tradition 6. M. H. Abrams's The Mirror and the Lamp 7. Northrop Frye's Anatomy of Criticism 8. Gayatri Chakravorty Spivak's In Other Worlds: Essays in Cultural Politics 9. Sandra M. Gilbert and Susan Gubar's The Madwoman in the Attic 10. Christopher Ricks's The Force of Poetry 11. Nicholas Royle's Telepathy and Literature: Essays on the Reading Mind 12. Eleanor Cook's Against Coercion: Games Poets Play 13. Terry Eagleton's Literary Theory : An Introduction Terry Eagleton 14. Peter Barry's Beginning Theory

e-Learning Source:

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| | Course Articulation Matrix: (Mapping of COs with POs and PSOs) | | | | | | | | | | | | | | | | | |
|------------------|--|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|------|------|
| PO- PSO CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO4 | PSO5 | PSO6 | PSO7 |
| CO1 | 6 | 5 | 7 | 6 | 4 | 3 | 2 | 4 | 5 | 6 | 4 | 3 | 5 | 6 | 5 | 8 | 7 | 6 |
| CO2 | 6 | 5 | 6 | 5 | 4 | 3 | 6 | 7 | 8 | 5 | 3 | 4 | 6 | 5 | 4 | 5 | 7 | 8 |
| CO3 | 7 | 5 | 7 | 8 | 5 | 3 | 4 | 6 | 5 | 7 | 8 | 7 | 4 | 2 | 1 | 3 | 5 | 6 |
| CO4 | 7 | 8 | 5 | 3 | 4 | 6 | 5 | 7 | 8 | 6 | 4 | 2 | 3 | 4 | 7 | 8 | 7 | 5 |
| CO5 | 7 | 8 | 6 | 4 | 3 | 2 | 1 | 3 | 5 | 6 | 8 | 7 | 4 | 3 | 5 | 6 | 4 | 3 |

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation



Integral University, Lucknow

| Effective from Session: | | | | | | | |
|-------------------------|---|---------------------|---------------------------|---|---|---|---|
| Course Code | LN512 | Title of the Course | Indian Writing in English | L | T | P | C |
| Year | II | Semester | IV | 5 | 1 | 0 | 6 |
| Pre-Requisite | U.G. | Co-requisite | P.G. | | | | |
| Course Objectives | To introduce the background and provide an intensive learning of Indian Writing in English. | | | | | | |

| Course Outcomes | |
|-----------------|--|
| CO1 | In this unit the students will be introduced to the background of Indian writings in English, major themes of the works and seminal writers. |
| CO2 | In this unit Students will learn about the attributes of fiction and important fiction works by writers like R. K. Narayana, Mulk Raj Anand and Arundhati Roy. |
| CO3 | This Unit will introduce the students with the concept of Drama and important Indian dramatists. |
| CO4 | This unit familiarizes students with importance of Fictional Prose and important writers associated. |
| CO5 | In this unit the students will study prominent Indian Poetry by Contemporary Indian writers. |

| Unit No. | Title of the Unit | Content of Unit | Contact Hrs. | Mapped CO |
|----------|-------------------|---|--------------|-----------|
| 1 | Introduction | To study Background and History of Indian Writing in English. | 12 | CO1 |
| 2 | Fiction | R.K. Narayan: Guide Mulk Raj Anand: Untouchable Arundhati Roy: The God of Small Things | 12 | CO2 |
| 3 | Drama | Mahesh Dattani: Tara Girish Karnad: Fire and the Rain Manjula Padmanabhan: Harvest | 12 | CO3 |
| 4 | Prose | Shashi Tharoor: Bookless in Baghdad AK Ramanujan: Is There An Indian Way of Thinking? Amitav Ghosh: Dancing in Cambodia, At Large in Burma | 12 | CO4 |
| 5 | Poetry | Aga Shahid Ali: A Wolf Postscript to Little Red Riding Hood Toru Dutt: Our Casuarina Tree Sarojini Naidu: Purdah Nashin Nissin Ezekiel: A Jewish Wedding in Bombay Vikram Seth: Sonnet 1.9 from the Golden Gate Kamala Das: The Dance of Eunuchs | 12 | CO5 |

Reference Books:

1. *Indian Writing in English* by K.R. Srinivasa Iyengar
2. *Indian Drama in English: Some Perspectives* by Abha Shukla Kaushik
3. *Indian Poetry in English: A Critical Study* by Sangita Padhi
4. *Bookless in Baghdad* by Shashi Tharoor
5. *A Concise History of Indian Literature in English* by AK Ramanujan

e-Learning Source:

<https://ia601509.us.archive.org/12/items/in.ernet.dli.2015.97551/2015.97551.A-History-Of-Indian-Literaturevol1.pdf>

https://www.exoticindiaart.com/book/details/indian-poetry-in-english-critical-study-nas277/?sitecurrency=INR&gclid=Cj0KCQiAnNacBhDvARIsABnDa6-0UjVUbcLhyHClpHXJLEzGuP6be1I2EA5rBQ9YHLB0jdj-nF3uEBMaApDXEALw_wcB

| Course Articulation Matrix: (Mapping of COs with POs and PSOs) | | | | | | | | | | | | | | | | | | |
|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|------|------|
| PO-PSO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
| CO1 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 |

| | | | | | | | | | | | | | | | | | | |
|-----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 |
| CO3 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 2 |
| CO4 | 2 | 3 | 3 | 2 | 2 | 1 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 1 | 2 | 3 | 2 | 3 |
| CO5 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 |

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

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| Teaching and Learning methods | Flipped Classrooms, Concept Mapping, Information-Based Approach, Personal-Response Approach, Language-Based Approach, Paraphrastic Approach, Moral-Philosophical Approach and Stylistics Approach |
| List/Topics/Activities Planned that are beyond Syllabus | Information-Based Activities, Personal-Response Activities, Language-Based Activities, Periphrastic Activities, Moral-Philosophical Activities, and Stylistics Activities |



Integral University, Lucknow

| Effective from Session: 2020-2021 | | | | | | | |
|-----------------------------------|--|---------------------|---------------------|---|---|---|---|
| Course Code: | LN513 | Title of the Course | American Literature | L | T | P | C |
| Year | II | Semester | III | 5 | 1 | 0 | 6 |
| Pre-Requisite | Graduation (any stream) | Co-requisite | | | | | |
| Course Objectives | To familiarize the students with the origin and development of American Literature, introduce them with some of the significant American writers and provide them with the opportunity to examine some of the recurring themes in American Literature. | | | | | | |

| Course Outcomes | |
|-----------------|--|
| CO1 | Students will be acquainted with the genre of short story, drama, novel and poetry and different literary devices associated with them. |
| CO2 | Students will be acquainted with the literary devices associated with the poetry and will also be to appreciate the aesthetic sense hidden in poems. |
| CO3 | Students will gain an insight into American's impulses and their experiences in reference to the different situations through the study of life and the essays of the essayists. |
| CO4 | Students will be able to use fiction to examine the historical, social, and cultural contexts in which they were written. |
| CO5 | Learners' critical thinking and critical writing skill will be improved through the study of Dramas introduced in this course. |

| Unit No. | Title of the Unit | Content of Unit | Contact Hrs. | Mapped CO |
|----------|---------------------------------|--|--------------|-----------|
| 1 | Introduction to Literary Genres | The American Dream, Jazz Age, Stream of consciousness, Social Realism in American Novel, Naturalism in American Literature, Sentimental Novel, Historical Novel Gothic Novel, Sociological Novel, Realistic Novel, Satirical Novel, Campus Novel | 12 | CO-1 |
| 2 | Poetry | *Walt Whitman: "Out of the Cradle Endlessly Rocking" *Emily Dickinson: "She Sweeps with Many Coloured Brooms" | 12 | CO-2 |
| 3 | Essays | Sojourner Truth: Ain't I a Woman Ralph Waldo Emerson: "The American Scholar" Henry David Thoreau: "Civil Disobedience" | 12 | CO-3 |
| 4 | Novels | F.S. Fitzgerald's: <i>This Side of Paradise</i> Ernest Hemingway's <i>The Old Man and the Sea</i> | 12 | CO-4 |
| 5 | Drama | Tennessee Williams: <i>A Streetcar Named Desire</i> Edward Albee: <i>Who's Afraid of Virginia Woolf?</i> | 12 | CO-5 |

Reference Books:

1. *A History of American Literature* by Richard Gray
2. F. Scott Fitzgerald's *This Side of Paradise*
3. Ernest Hemingway's *The Old Man and the Sea*
4. Tennessee Williams's *A Streetcar Named Desire*
- Edward Albee: *Who's Afraid of Virginia Woolf*

e-Learning Source:

1. <https://literarydevices.net/genre/>
2. <https://plato.stanford.edu/entries/civil-disobedience/>
3. <http://digitalemerson.wsulibs.wsu.edu/exhibits/show/text/the-american-scholar>

| Course Articulation Matrix: (Mapping of COs with POs and PSOs) | | | | | | | | | | | | | | | | | | | |
|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|------|------|--|
| PO-PSO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO4 | PSO5 | PSO6 | PSO7 | |

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|-----|---|---|---|---|---|---|---|---|--|--|--|--|--|--|--|--|--|--|
| CO | | | | | | | | | | | | | | | | | | |
| CO1 | 3 | 3 | 2 | 3 | 2 | 1 | 3 | 3 | | | | | | | | | | |
| CO2 | 3 | 3 | 3 | 2 | 2 | 1 | 3 | 2 | | | | | | | | | | |
| CO3 | 3 | 3 | 3 | 2 | 3 | 1 | 2 | 2 | | | | | | | | | | |
| CO4 | 3 | 3 | 2 | 3 | 3 | 1 | 2 | 3 | | | | | | | | | | |
| CO5 | 3 | 3 | 2 | 2 | 2 | 1 | 2 | 2 | | | | | | | | | | |

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation



Integral University, Lucknow

| Effective from Session: | | | | | | | |
|-------------------------|--|---------------------|-----------|---|---|---|---|
| Course Code | LN515 | Title of the Course | Viva Voce | L | T | P | C |
| Year | II | Semester | IV | 5 | 1 | 0 | 6 |
| Pre-Requisite | | Co-requisite | | | | | |
| Course Objectives | The purpose of this post-graduate course is to provide knowledge about the basics of literature. To impart knowledge of prose, poetry, fiction and drama through literature and literary theories. Students will be able to understand the basic idea of life through literature. They will develop the understanding of ethics of society, rationality and logical thinking through literature. This course encourages students to articulate ways in which the text contributes to self-understanding. | | | | | | |

| Course Outcomes | |
|-----------------|---|
| CO1 | The Course is designed for the students' pursuing Post-graduation with English in regular mode. The program aims to inculcate literary and critical thinking among the students in poetry and prose by comprehending various literary theories. It aims to develop critical, descriptive and analytical view point in the students about the socio-cultural behaviour of people. The objective is to nurture among student a view point of a socially responsible and ethical aware citizen. This course is designed to provide basic and Advanced theoretical as well as methodological knowledge of English poetry for application. |
| CO2 | The objective is to nurture among student a view point of a socially responsible and ethical aware citizen. This course is designed to provide basic and Advanced theoretical as well as methodological knowledge of forms of English Fiction and Drama for application. |
| CO3 | The syllabus is designed to enable the students to have a fundamental understanding of the basic nature, branches and history of linguistic to make inquiry to understand and use methods of logical analysis in analyzing the data from a wide variety of languages and dialects. It will enable them to use the language in communication. The students will go through the various approaches of language by following the theories of Ferdinand de Saussure. They will acquire Knowledge about phonology and Morphology for the classification of English speech sound and intonation etc. They will learn about the stylistics, Pragmatics and discourse analysis. |
| CO4 | Students will be introduced to text and literary theories. The wider aim of the course is to develop the students' ability to read the text from critical perspective. Students should be able to identify, analyze, interpret and describe the critical ideas, values, and themes that appear in literary and cultural texts and understand the way these ideas, values, and themes inform and impact culture and society, both now and in the past. |
| CO5 | The course will sensitize students in both the artistry and utility of the English language through the study of literature and other contemporary forms of culture. It will provide students with the critical ability necessary in an academic environment, on the job, and in an increasingly complex, interdependent world. Graduate students who are capable of performing research, analysis, and criticism of literary and cultural texts from different historical periods and genres. It will assist students in the development of intellectual flexibility, creativity, and cultural literacy so that they may engage in life-long learning. It aims to familiarize them with the concepts and theoretical aspects of the subject. |

| Unit No. | Title of the Unit | Content of Unit | Contact Hrs. | Mapped CO |
|----------|---|--|--------------|-----------|
| 1 | Forms of English Poetry and Prose (Basic Concepts) | Sonnet, Ode, Epic, Ballad, Elegy, Satire, Dramatic Monologue Formal Essay, Periodical Essay, Personal Essay, Light Essay, Travelogue, and Autobiography | 12 | CO1 |
| 2 | Forms of English Fiction and Drama (Basic Concepts) | Epistolary Novel, Picaresque Novel, Historical Novel, Gothic Fiction, Science Fiction, Detective Fiction, Campus Fiction, Dystopia, Stream of Consciousness Novel Tragedy, Comedy, Tragi-Comedy, Melodrama, Closet Drama | 12 | CO2 |
| 3 | Language and Linguistics (Basic Concepts) | Standard and Non-Standard Language, Dialect, Register, Slang, Pidgin, Creole; Varieties of English, Langue, and Parole; Sign, Signifier, Signified, and Semiology, Phonology, and Morphology | 12 | CO3 |
| 4 | Literary Theory (Basic Concepts) | Mirror Stage, the Real, the Imaginary, and the Symbolic, (Lacan) Id, Ego, and Superego (Freud) ISA and RSA, Monologic, Dialogic, Heteroglossia, Polyphony, Carnavalesque and Chronotope | 12 | CO4 |
| 5 | Literary Criticism (Basic Concepts) | Hellenic Criticism, Tragedy Definition, Constituents Elements, Catharsis, Anagnorisis, Peripetia (Aristotle), Coleridge on imagination and fancy, Wordsworth on Theory of Poetic Diction, The Touchstone Method, Objective Correlative, Dissociation of Sensibility. Theory of Impersonality of Poetry, Practical criticism. | 12 | CO5 |

Reference Books:

History of English Literature by Edward Albert

The Practice of English Language Teaching by Jeremy Harmer

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| William Henry Hudson, An Outline History of English Literature |
| On Nature and Language by Noam Chomsky |
| Terry Eagleton's Literary Theory: An Introduction |
| Julie Rivkin and Michael Ryan's Literary Theory: An Anthology |
| A History of English Language Teaching by Anthony P. R. Howatt |
| David Carter's Literary Theory |
| Peter Barry's Beginning Theory |
| e-Learning Source: |
| https://ndl.iitkgp.ac.in/ |
| https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=9RA537jM1m7VD3VCoav4lQ== |
| https://library.iul.ac.in/ |
| https://jacquelynatchison.wordpress.com/academic-essays/alive-or-dead/ |
| https://literariness.org/tag/discourse-in-the-novel/ |
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| | Course Articulation Matrix: (Mapping of COs with POs and PSOs) | | | | | | | | | | | | |
|------------------|--|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| PO- PSO CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 |

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation



Integral University, Lucknow

| | | | | | | | |
|--|---|----------------------------|---------------------------|----------|----------|----------|----------|
| Effective from Session: 2020-2021 | | | | | | | |
| Course Code | LN518 | Title of the Course | New Literature in English | L | T | P | C |
| Year | II | Semester | IV | 5 | 1 | 0 | 5 |
| Pre-Requisite | UG | Co-requisite | PG | | | | |
| Course Objectives | Students will be introduced to the features of New Literatures in English from Australian Literature, Pakistani Literature, African Literature and Canadian Literature. | | | | | | |

| Course Outcomes | |
|------------------------|---|
| CO1 | Students will be introduced to the features of New Literatures in English from Australian Literature, Pakistani Literature, African Literature and Canadian Literature. |
| CO2 | The wider aim of the course is to develop the students' ability to read the texts of New literatures in English critically and to understand the historical-political and cultural dynamics underlying them. |
| CO3 | The course aims to make the students familiar with the main themes and theoretical issues characterising New Literatures in English. This will be done through an in-depth analysis of representative texts which will both highlight a wider diachronic perspective and specific contexts. |
| CO4 | Read texts in the light of the current theoretical debate on them and on related topics, approach critically texts from an independent perspective, appropriating and adapting the ideas and themes dealt with in class. |
| CO5 | At the end of the course students will be able to read and interpret literary texts, and articulate confidently ideas and concepts |

| Unit No. | Title of the Unit | Content of Unit | Contact Hrs. | Mapped CO |
|-----------------|--------------------------|--|---------------------|------------------|
| 1 | Introduction | Introduction to New Literature in English | 12 | CO1 |
| 2 | Australian Literature | Interpreting Patrick White's A Fringe of Leaves (1976), Les Murray's "Poetry and Religion", "The Images Alone", "A Retrospect of Humidity," and Peter Carey's Oscar and Lucinda. | 12 | CO2 |
| 3 | Pakistani Literature | Critically analyzing Kamila Shamsi's Broken Verses, Tehmina Durrani's Blasphemy and Mohsin Hamid's The Reluctant Fundamentalist. | 12 | CO3 |
| 4 | African Literature | Comprehending Chinua Achebe's Anthills of the Savannah, Chimamanda Ngozi Adichie's Purple Hibiscus and Nuruddin Farah's From A Crooked Rib | 12 | CO4 |
| 5 | | Critically evaluating Rohinton Mistry's A Fine Balance, Margaret Atwood's Cat's Eye and Robert Kroetsch's The Studhorse Man. | 12 | CO5 |

Reference Books:

1. Nischik, Reingard, ed. History of Literature in Canada: English-Canadian and French-Canadian. Rochester: Camden House, 2008.
2. New, William Herbert. A History of Canadian Literature. London: Macmillan, 1989.
3. Skinner, John. The Stepmother Tongue: An Introduction to New Anglophone Fiction. Basingstoke: Macmillan, 1998.
4. Talib, Ismail. The Language of Postcolonial Literatures: An Introduction. London: Routledge, 2002.
5. Döring, Tobias. Postcolonial Literatures in English. Stuttgart: Klett, 2008.
6. Kumar, Bishun. Major Voices In New Literatures In English, India: Atlantic 2015.
7. Atwood, Margaret. Survival: A Thematic Guide to Canadian Literature. Toronto: Anansi, 1972.
8. Frye, Northrop. "Conclusion to a Literary History of Canada." Literary History of Canada. Ed. Carl F. Klinck. Toronto: University of Toronto Press, 1965. 213–50.
9. Skinner, John. The Stepmother Tongue: An Introduction to New Anglophone Fiction. Basingstoke: Macmillan, 1998.

e-Learning Source:

1. IANNONE, CAROL. "FEMINIST LITERARY CRITICISM: AT WAR WITH ITSELF." CEA Critic, vol. 45, no. 2, 1983, pp. 11–19. JSTOR, www.jstor.org/stable/44376115. Accessed 9 July 2020.
2. Eagleton, Mary. "Who's Who and Where's Where: Constructing Feminist Literary Studies." Feminist Review, no. 53, 1996, pp. 1–23. JSTOR, www.jstor.org/stable/1395659. Accessed 9 July 2020.

| Course Articulation Matrix: (Mapping of COs with POs and PSOs) | | | | | | | | | | | | | | | | | | |
|---|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| PO-PSO CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO4 | PSO5 | PSO6 | PSO7 |
| CO1 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | | | | | 3 | 1 | 1 | 2 | 1 | |
| CO2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | | | | | 3 | 1 | 2 | 3 | 1 | |
| CO3 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 3 | | | | | 3 | 1 | 2 | 3 | 1 | |
| CO4 | 2 | 3 | 3 | 2 | 2 | 1 | 2 | 3 | | | | | 3 | 1 | 1 | 2 | 1 | |
| CO5 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | | | | | 3 | 1 | 1 | 2 | 1 | |

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation



Integral University, Lucknow

| Effective from Session: | | | | | | | |
|-------------------------|--|---------------------|------------------------------------|---|---|---|---|
| Course Code | LN520 | Title of the Course | Literatures in English Translation | L | T | P | C |
| Year | II | Semester | IV | 5 | 1 | 0 | 6 |
| Pre-Requisite | U.G. | Co-requisite | P.G. | | | | |
| Course Objectives | To promote the practice of translation among global readership so as to enhance the circle of study in this sphere. To aid the students in equipping themselves with various techniques of translation and the theories related to it for a deeper grasp of the subject. | | | | | | |

| Course Outcomes | |
|-----------------|--|
| CO1 | Helps in language learning. Today's multicultural and multilingual society demands effective, efficient, and empathetic communication between languages and cultures. |
| CO2 | Translation is necessary for the spread of information, knowledge, and ideas. It is absolutely necessary for effective and empathetic communication between different cultures. |
| CO3 | Translation is also the only medium through which people come to know different works that expand their knowledge. |
| CO4 | Courses in Translation Studies are a great way for linguists, language graduates, and translators to develop a deep understanding of the academic field, and the skills to practice as a translation professional. |
| CO5 | It is a courier for the transmission of knowledge, a protector of cultural heritage, and essential to the development of a global economy. |

| Unit No. | Title of the Unit | Content of Unit | Contact Hrs. | Mapped CO |
|----------|------------------------------------|---|--------------|-----------|
| 1 | Translation Theory | Evaluating the concept of Translation, Types of Translation, Importance of Translation studies, Translation Issues, Historical development of Translation studies. | 12 | CO1 |
| 2 | Postcolonial translation | Studying theory, Language and Culture, multiculturalism | 12 | CO2 |
| 3 | Indian Literature in Translation | Critical reading of Ali Sardar Jafri's "Morsel", "My Journey," U.R. Ananthamurthy's Samskara, Qurratulain Hyder's Aag ka Dariya (River of Fire) and Mirza Mohammad Hadi Ruswa's Umrao Jaan Ada | 12 | CO3 |
| 4 | European Literature in Translation | Analysis of Sophocles's Oedipus the King, Dostoevsky's The Idiot, Gustave Flaubert's Madam Bovary, Kafka's "Metamorphosis," Bertolt Brecht's Mother Courage and Baudelaire's Les Fleurs du mal (Flower of Evil) | 12 | CO4 |
| 5 | African Literature in Translation | Examining Mariama Ba's So Long a Letter, Ousmane Sembene's God's Bits of Wood and Ngugi wa Thiong'o's Devil on the Cross | 12 | CO5 |

| Reference Books: | |
|--------------------|---|
| 1. | Susan Bassnett's <i>Translation Studies</i> |
| 2. | Lawrence Venuti's <i>The Translation Studies Reader and The Translator's Invisibility</i> |
| 3. | Peter Newmark's <i>A Text Book of Translation</i> |
| 4. | Mona Baker's <i>In Other Words</i> |
| 5. | Jeremy Munday's <i>Introducing Translation Studies Theories and Application</i> |
| e-Learning Source: | |
| | https://ndl.iitkgp.ac.in/ |
| | https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=9RA537jM1m7VD3VCoav4lQ== |
| | https://library.iul.ac.in/ |

| Course Articulation Matrix: (Mapping of COs with POs and PSOs) | | | | | | | | | | | | | | | | | | |
|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|------|------|
| PO-PSO CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |

| | | | | | | | | | | | | | | | | | | |
|------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

| | |
|--|---|
| Teaching and Learning methods | Flipped Classrooms, Concept Mapping, Information-Based Approach, Personal-Response Approach, Language-Based Approach, Paraphrastic Approach, Moral-Philosophical Approach and Stylistics Approach |
| List/Topics/Activities Planned that are beyond Syllabus | Information-Based Activities, Personal-Response Activities, Language-Based Activities, Periphrastic Activities, Moral-Philosophical Activities, and Stylistics Activities |

