

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	AFRICAN AND CARIBBEAN LITERATURES
Category (Mention the appropriate category (a/b/c) in the course description.)	<p>a. Existing course without changes</p> <p>b. Existing course with revision. Mention the percentage of revision and highlight the changes made-- 50%</p> <p>c. New course</p>
Course code	<p>MAENGLITC690 (Specialised)</p> <p>MAENGLITC688 (Cafeteria)</p>
Semester	IV (January 2026 to April 2026)
Number of credits	5
Maximum intake	30(On first-come-first-served-basis for MA courses only)
Day/Time	Tuesday and Thursday 2:00 to 4:00 pm
Name of the teacher/s	Prof.Aparna Lanjewar Bose & Dr. B. Venkat Rao
Course description	<p>A brief Overview of the Course</p> <p>This course surveys African and Caribbean literature, situating texts within their historical, social, political, and cultural contexts. It introduces key concepts, including colonial and postcolonial discourses, and explores themes such as slavery, independence, decolonization, migration, race, class, gender, identity, nation, narrative, and home. The course also examines colonization’s enduring impact, cultural nationalism, postcolonial ambivalences, diasporic and gendered subjectivities, and the creative strategies writers employ to articulate these complex experiences. The course shall enable Students to develop critical reading and research skills, culminating in scholarly writing on African and Caribbean literatures.</p> <p>II. Objectives of the Course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)</p> <p>The course seeks to fulfil the following programme specific outcomes</p> <p>Upon successful completion of the course programme, the students will have</p> <p>PO1: Gained critical understanding of the changing views on the nature and functions of literature across historical epochs and political</p>

landscapes

PO5: Obtained advanced skills including close readings and critical thinking skills required to analyse and interpret literary and other cultural texts.

PO9: Applied critical thinking skills and creative abilities in personal and professional contexts.

PO10: Interpreted and analysed texts in their social, historical, political, and cultural contexts.

PO13: Developed research writing skills to enable the publication of high-quality academic papers.

PO16: Empowered students to become critical thinkers, and scholars.

III. Learning outcomes—

Upon successful completion of the course the students will be able to:

1. Gain knowledge and critical understanding of the major works demonstrating a critical engagement with both the historical, political and cultural context in which these works were produced.
2. Students will be able to critically evaluate the works in terms of social context and prevailing issues class, gender, race, indenture, diaspora.
3. They will be able to develop academic writing and presentation skills through the classroom seminars, open and written presentations and discussions

a) Domain specific outcomes

1. The students are expected to gain profound knowledge and critical understanding of the major works demonstrating a critical engagement with both the historical and cultural context in which these works were produced.
2. Students will be able to critically evaluate the works in terms of social context and prevailing issues class, gender, race, indenture, diaspora.
3. they will be able to identify
4. They will be able to develop academic writing and presentation skills through the classroom seminars, open and written presentations and discussions
5. The students will be prepared for further academic pursuits and independent research, critical analysis and the use of secondary sources to support their analysis.
6. students will be able to demonstrate knowledge of colonial and postcolonial discourses and apply this knowledge to understand and appreciate the literatures in their respective cultures.
7. Develop a critical perspective on African and Caribbean literary texts and writers.

	<p>b) Skill Enhancement</p> <p>i) Develop critical thinking, challenge established assumptions and critically assess complex ideas in relation to human condition, ethics, justice and morality. To develop and accommodate a deeper empathy and sense of moral responsibility.</p> <p>ii) the academic writings and oral presentations will help develop their skill to articulate ideas and engage in academic debates with the help of digital tools.</p> <p>iii) Providing a solid foundation to students aspiring for a teaching career, the writing and analytical skill developed through the course will be of help in research, editing, content creation and publication industry. The course has further scope in the creative industry</p> <p>iv) The course will enhance students intellectual and professional skill shape their world view while also help prepare them for a range of academic and career-oriented opportunities.</p>
Course delivery	<p>Mostly Lectures, Classroom Seminars, discussions etc</p> <p>Use of audio- visual material, if necessary</p>
Evaluation scheme	<p>Internal (modes of evaluation):40%</p> <p>Includes Presentations and written assignments</p> <p>End-semester (mode of evaluation):60%</p> <p>Research Paper/Written exams</p>
Reading list:	<p>Essential Readings:</p> <p>Chinua Achebe. <i>Things Fall Apart</i>. 1958</p> <p>NgugiwaThiong'o. <i>Weep Not, Child</i>. 1964</p> <p>Tsitsi Dangarembga. <i>Nervous Conditions</i>. 1988</p> <p>Abdulrazak Gurnah. <i>Paradise</i>. 1994</p> <p>RamabaiEspinet. <i>Swinging Bridges</i> 2003</p> <p>Jamaica Kincaid. <i>My Brother</i>. 1997</p> <p>Ama Aita Aidoo. <i>Our Sister Killjoy</i>. 1977</p>

Additional Reading:

Irele, A. &Gikandi, S. (Ed.). (2004). The Cambridge history of African and Caribbean literature. Cambridge University Press.

Liz, Gunner. (2004). Africa and orality. In Irele A. &Gikandi S. (Ed.). The Cambridge history of African and Caribbean literature (pp. 1-18). Cambridge University Press.

Simon, Gikandi. (2004). African literature and the colonial factor. In Irele A. &Gikandi S. (Ed.). The Cambridge history of African and Caribbean literature (pp. 379-397). Cambridge University Press.

Adele, King. (2004). "Postcolonial" African and Caribbean literature. In Irele A. &Gikandi S. (Ed.). The Cambridge history of African and Caribbean literature (pp. 809-823). Cambridge University Press.

Young, Robert J.C. (2001). Postcolonialism. An Historical Introduction. Oxford: Blackwell. (pp. 1-57)

Young, Robert J.C. (2020). Postcolonialism: a very short introduction (Second). Oxford University Press.

NgugiwaThiong'o. (1981). Decolonising the Mind: the Politics of Language in African Literature. Harare: Zimbabwe Publishing House. (pp. 1-33)

Fanon, F. (1967). Black Skin, White Masks. Translated by R. Philcox. New York: Grove Press.

Fanon, F. (1961). The wretched of the earth. Translated by R. Philcox. New York: Grove Press. (pp. 1-52)

Achebe, C. (2016). An image of Africa: Racism in Conrad's Heart of Darkness. The Massachusetts Review, pp. 14-27.

Selected works of African and Caribbean writers, for detailed readings shall be provided to the students later.

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	SHAKESPEAREAN TRAGEDIES
Category	a. Existing course without changes
Course code	MAENGLITC651(Specialised) MAENGLITC 671(Cafeteria)
Semester	IV (January 2026 – May 2026)
Number of credits	05
Maximum intake	30
Day/Time	Wednesday and Friday 2.00 p.m. to 4.00 p.m.
Name of the teacher/s	Prof. Sonba Salve
Course description	<p>1) Course Overview</p> <p>This course delves into the profound depth of Shakespearean tragedies, examining their thematic complexity, dramatic structure, and cultural resonance. Through a critical study of his major tragedies, students will explore how Shakespeare dramatises the human condition, engaging with issues such as power, identity, morality, love, and fate. By situating these works within their historical and cultural contexts, the course also investigates their relevance to contemporary discussions on literature, politics, and philosophy.</p> <p>2) Objectives of the Course in terms of Programme Specific Outcomes (PSO of the programme under which the course is being offered)</p> <p>The course seeks to fulfill the following Programme Specific Outcomes.</p> <p>Upon successful completion of the programme, participants will have:</p> <p>PO4: Acquired knowledge of Digital and Critical Humanities, Indian, colonial and postcolonial Knowledge Systems.</p> <p>PO5: Obtained advanced skills including close reading and critical thinking skills required to analyse and interpret literary and other cultural texts.</p> <p>PO6: Developed research skills including identifying research areas of interest, and discussing various research methods in disciplinary and interdisciplinary literary studies.</p> <p>PO10: Interpreted and analysed texts in their social, historical, political,</p>

	<p>and cultural contexts</p> <p>PO11: Acquired transferrable skills in writing to relatively recent domains such as digital world.</p> <p>PO13: Developed research writing skills in writing to relatively recent domains such as digital world.</p> <p>PO16: Empowered students to become critical thinkers, and scholars.</p> <p>3) Learning Outcomes:</p> <p>Upon successful completion of this course, students will be able to:</p> <p><u>Domain-specific outcome:</u></p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the key themes and socio-political issues depicted in Shakespearean Tragedies. 2. Critically evaluate the narrative techniques and structures utilized by these authors. 3. Articulate the impact of postcolonial and global perspectives in the selected novels. <p><u>Skill-enhancement outcome:</u></p> <ol style="list-style-type: none"> 1. Write analytical essays that synthesise primary and secondary readings. 2. Present well-researched arguments on the literary and cultural significance of the texts studied.
Course delivery	Lecture/Seminar
Evaluation scheme	<p>Internal: 40% - two assignments</p> <p>End-semester: 60% - Research Paper</p>
Reading list	<p>Essential reading</p> <ol style="list-style-type: none"> 1) Hamlet 2) King Lear 3) Othello 4) Macbeth <p>Additional reading</p>

	<ol style="list-style-type: none">1) William Shakespeare: A Critical Study – Brades2) Shakespeare Criticism – Anne Bradby3) Critical Observation on Shakespeare by Dr. John Upton4) Shakespearean Tragedies – Kiernan Ryan5) Shakespearean Tragedies – D.F. Bratchell6) Shakespearean: The Tragedies – Nicholas Marsh
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THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

COURSE DESCRIPTIONS

Course title	Indian Fictions in English
Category	Existing course with 70% revision
Course code	MAENGLITC675 (Specialised) MAENGLITC695 (Cafeteria)
Semester	IV (2026 Jan – Apr)
Number of credits	5
Maximum intake	30
Day/Time	Monday 2.00 pm – 4.00 pm Friday 11.00am –1.00 pm
Name of the teacher/s	Dr. B. Venkat Rao
Course description	<p>i. A Brief Overview of the Course</p> <p>The course is designed to provide a comprehensive understanding of notably selected Indian English fictions from the late colonial phase to the modern phase. The course will also encourage participants to get acquainted with Indian unique narrative skills, cultural ethos, literary aesthetics and regional diversities. The objective of this course is to augment a critical perspective, in relation to the texts and contexts, on politically, socially and historically pertinent questions such as colonialism, nation and nationalism, religion and reform, gender and caste, tradition and modernity portrayed. The course involves a close reading of 5-6 novels.</p> <p>ii. Objectives of the Course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)</p> <ol style="list-style-type: none">1) be able to appreciate themes and issues, politics and aesthetics of Indian English Fiction2) learn the critical outlook to theorize the complex realities such as colonialism, nation and nationalism, religion and reform, gender and caste, tradition and modernity3) be able to understand the adoption and assimilation of literary form in Indian context.4) be exposed to a kaleidoscopic range of discussions, and prepared to articulate complex issues rationally.5) be able to apply the concepts and theories discussed on the

course rationally and sensibly.

The course seeks to fulfill the following Programme Specific Outcomes. Upon successful completion of the programme, participants will have:

PO1: Gained critical understanding of the changing views on the nature and functions of literature across historical epochs.

PO2: Developed aesthetic and philosophical understanding of key concepts, ideas and theories in literary studies.

PO3: Understood research models, research trends, pedagogies, and debates in Literary studies.

PO4: Acquired knowledge of Digital and Critical Humanities, Indian, colonial and postcolonial Knowledge Systems.

PO6: Developed research skills including Identifying research areas of interest, and discussing various research methods in disciplinary and interdisciplinary literary studies

PO7: Developed presentation skills, employability skills, and advanced communication skills which would be valuable in professional undertakings such as government, IT, corporate agencies, publishing houses, educational sector, advertising, HR, marketing and media.

PO10: Interpreted and analysed texts in their social, historical, political, and cultural contexts.

PO13: Developed research writing skills to enable the publication of high-quality academic papers.

PO14: Developed holistic and pluralistic perspectives on regional, national, and global understanding of issues resulting from interdisciplinarity of courses.

iii. Learning Outcomes

Upon successful completion of the course, the students will:

a) domain specific outcomes

1) be able to appreciate themes and issues, politics and aesthetics of fictional characteristics

2) learn the critical outlook to theorize the complex realities such as nation and nationalism, religion, reform, sexuality, gender, class,

	<p>caste, tradition and modernity</p> <p>3) be able to understand the evolving literary phenomenon of nationalism, caste system, gender and other social and economic issues in Indian context.</p> <p>b) Skill Enhancement</p> <p>1) Prepared to articulate complex literary, social, political and economic issues rationally.</p> <p>2) be able to apply the concepts and theories discussed on the course rationally and sensibly.</p> <p>3) develop abilities in creative writing</p>
Course delivery	The course will be delivered through lectures and classroom discussions.
Evaluation scheme	Evaluation consists of two midterm assignments (40%) and a research paper to be submitted at the end of the semester (60%).
Reading list	<p>Essential Reading</p> <p>Mulk Raj Anand. <i>Coolie</i>, 1936. Raja Rao. <i>Kanthapura</i>, 1938. Salman Rushdie. <i>Midnight's Children</i>, 1981 Amitav Ghosh. <i>The Shadow Lines</i>, 1988 Kiran Desai. <i>The Inheritance of Loss</i>, 2006 AravindAdiga. <i>The White Tiger</i>, 2008</p> <p>Additional Reading</p> <p>Arvind Krishna Mehrotra. <i>A Concise History of Indian Literature in English</i>. Permanent Black 2008. MeenakshiMukharjee. <i>Realism and Reality: The Novel and Society in India</i>.OUP 1994 TabishKhair. <i>Babu Fictions: Alienation in Contemporary Indian English Novels</i>, OUP2001 LimbaleSharnkumar. <i>Towards An Aesthetic of Dalit Literature: History, Controversies and Consideration</i>. Orient Blakswan. 2004 Home K, Bhabha. <i>Nation and Narration</i>. Routledge, 1990</p>

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	VICTORIAN FICTION
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course without changes
Course code	MAENGLITC632 (Specialized) MAENGLITC 641 (Cafeteria)
Semester	IV - January- April 2026
Number of credits	5
Maximum intake	30 (on first-come-first-served-basis for MA courses only)
Day/Time	Monday 11- 1 Wednesday 11- 1
Name of the teacher/s	V Rajasekhar
Course description	<p>Include the following in the course description</p> <p>I. A brief overview of the course</p> <p>The Victorian Age is the period during which the English novel came of age. The novel not only became the most popular genre of the period but also assumed larger social functions. This course introduces the Victorian novel with a general introduction and covers the historical context, the major novelists of the century and types of novels. This will prepare the students for the detailed discussions in the teaching that will follow. Later the students will be introduced to Jane Austen, one of the early women novelists in English. Her novel <i>Emma</i> will be taken up for detailed discussion. Later the students will have the opportunity to discuss Charlotte Brontë's <i>Jane Eyre</i> and Charles Dickens, <i>David Copperfield</i>, The course will conclude with the work of the late-Victorian novelist Thomas Hardy. Students will discuss Hardy's widely-read novel <i>The Mayor of Casterbridge</i> in detail.</p> <p>The discussions in each class will help the students reflect on the various aspects of the novels. After reading the novels carefully, the students will also be expected to come up with ideas and interpretations of their own. Students are expected to acquire the texts of the novels which are discussed in the class and read them closely.</p> <p>II. Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)</p> <ul style="list-style-type: none"> • Enhance Comparative and Intertextual Analysis • Critically Examine Canon Formation and Reception

The course seeks to fulfill the following Programme Specific Outcomes:

1. **Develop Advanced Critical Understanding (PO1)**
2. **Strengthen Research and Scholarly Skills (PO6)**
3. **Explore Historical, Cultural, and Intellectual Contexts (PO10)**
4. **Engage with Critical and Theoretical Frameworks (PO1)**
5. **Cultivate Ethical and Critical Awareness of Colonialism (PO4)**

III. Learning outcomes

a) domain specific outcomes

- **Deep familiarity with Victorian genres** such as the realist novel, sensation fiction, Gothic revival, and serialized narratives.
- Understanding how Victorian fiction engaged with **political, social, and aesthetic issues** including industrialization, empire, gender roles, and class conflict.
- Ability to situate texts within **nineteenth-century intellectual debates** (science, religion, reform, aesthetics).

2. Critical and Theoretical Competence

- Application of **modern and contemporary critical perspectives** (e.g., feminist, postcolonial, historicist, materialist readings) to Victorian texts.
- Development of nuanced arguments about how Victorian fiction shaped and reflected cultural anxieties.
- Ability to undertake **research assignments** that contribute to scholarly debates in Victorian studies.
- Competence in using **digital humanities tools** for textual analysis and historical mapping.
- Production of **well-structured essays and dissertations** that demonstrate originality and critical rigor.
- Presentation of research in **seminars and conferences**,
- Ability to engage with **peer-reviewed scholarship** and situate one's work within ongoing academic conversations.
- Preparation for **academic careers** (PhD progression, teaching, publishing).
- Transferable skills in **critical thinking, textual analysis, and cultural literacy** applicable to careers in publishing, journalism, heritage, and education.
- Development of **independent learning strategies** and intellectual autonomy.

b) value addition

- Students can gain mastery over canonical authors (Dickens, Eliot, Brontë, Hardy) and lesser-known voices, leading to understanding of nineteenth-century literary traditions.
- Orientation to the **social, political, and cultural history** of the nineteenth century — industrialization, empire, reform movements, gender debates, and scientific progress.
- Exposure to diverse theoretical approaches, sharpens analytical skills and contribute to evolving scholarly debates.
- intersects with art, history, philosophy, and science, encourages students to think across disciplines.
- Studying Victorian fiction fosters awareness of **cross-cultural exchanges** and their legacies.

Fosters ethical reflection Themes of morality, social justice, and human struggle in Victorian novels resonate with contemporary issues, offering tools to reflect on modern challenges.

Students can explore human resilience, suffering, and aspiration, cultivating emotional intelligence and ethical awareness.

c) skill-enhancement

Close Reading Mastery: Ability to dissect complex narrative structures, symbolism, and stylistic devices.

Critical Thinking: Evaluating multiple interpretations, questioning assumptions, and constructing nuanced arguments.

Theoretical Application: Using frameworks like feminism, postcolonialism, Marxism, or ecocriticism to analyze texts.

Comparative Analysis: Relating Victorian fiction to other literary traditions and contemporary issues.

- Attend seminars, lectures, and conference talks with clarity and authority.
- **Scholarly Dialogue** with peers and faculty in debates, workshops, and collaborative projects.
- Preparing for teaching roles by learning how to explain complex texts to diverse audiences.
- Building connections in academic and cultural institutions.

d) employability quotient

Students can continue into doctoral research, leading to careers in faculty positions in English literature, cultural studies, or

	<p>interdisciplinary humanities.</p> <ul style="list-style-type: none"> • Researcher positions in literary archives, libraries, or research institutes focusing on nineteenth-century studies. • Editorial work like Copyediting, commissioning, and literary criticism for publishing houses. • Literary journalism like Writing reviews, essays, and cultural commentary for newspapers, magazines, and online platforms. • Careers like designing exhibitions, tours, and educational programs around Victorian culture. • Archival management → Cataloguing and preserving Civil services & NGOs roles requiring strong analytical, writing, and cultural awareness skills.
Course delivery	Lecture /Seminar/Experiential learning (highlight the portion in the course description that lends itself to these)
Evaluation scheme	<p>Internal (modes of evaluation): 40%</p> <p>End-semester (mode of evaluation): 60%</p> <p>Internal Assessment, final term paper.</p> <p>Students will submit internal assignments and the course will conclude with an end semester take home term paper.</p>
Reading list	<p>Essential reading:</p> <p>Jane Austen – <i>Emma</i></p> <p>Charlotte Brontë – <i>Jane Eyre</i></p> <p>Charles Dickens – <i>David Copperfield</i></p> <p>Thomas Hardy – <i>The Mayor of Casterbridge</i></p> <p>Additional reading:</p> <p>A Critical History of English Literature: Fourth Volume by David Daiches</p> <p>Fictions of Affliction: Physical Disability in Victorian Culture by Martha Stoddard Holmes</p> <p>Oscar Wilde – <i>The Picture of Dorian Gray</i></p> <p>Samuel Butler – <i>Erewhon</i></p> <p>Thomas Hardy – <i>Jude the Obscure</i></p>

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	Literary Theory and Criticism
Category (Mention the appropriate category (a/b/c) in the course description.)	C. New course
Course code	MAENGLITC664 (Specialized) MAENGLITC 684 (Cafeteria)
Semester	IV Semester (January – May 2026)
Number of credits	05
Maximum intake	30
Day/Time	Wednesday 9.00- 11.00 am Thursday 9.00 - 11.00 am
Name of the teacher/s	Dr. Ankit Prasad
Course description	<p>I) Course description:</p> <p>This course will look at the domain of literary theory, a set of ideas that attempts to explain both the nature of literature and the various means of systematically studying it. During the first half of the course, we shall try to understand the various ways in which literature has been conceptualized.</p> <p>In the second half of the course, we shall familiarize ourselves with the major schools of literary theory, including formalism, structuralism and post-structuralism, psychoanalytic literary criticism, gender theory, and postcolonial theory.</p> <p>II) Objectives of the course in terms of Programme Specific Outcomes</p> <p>Upon successful completion of this programme, students will have:</p> <p>P02: developed aesthetic and philosophical understanding of key concepts, ideas, and theories in literary studies.</p> <p>P03: understood research models, research trends, pedagogies, and debates in literary studies.</p> <p>P05: obtained advanced skills including close reading and critical thinking</p>

	<p>skills required to analyse and interpret literary and other cultural texts.</p> <p>P06: developed research skills including identifying research areas of interest, and discussing various research methods in disciplinary and interdisciplinary literary studies</p> <p>P09: applied critical thinking skills and creative abilities in personal and professional contexts.</p> <p>PO12: accomplished linguistic competence, nuanced articulation, cognitive rigour required for high achievement in multiple domains of employment.</p> <p>PO14: developed holistic and pluralistic perspectives on regional, national, and global understanding of issues resulting from interdisciplinarity of courses.</p> <p>PO15: developed ethical decision making aligned to the principles of accountability, fairness, integrity, and Life skills.</p> <p>III) Learning outcomes:</p> <p>Upon successful completion of this course, students will be able to:</p> <p>a) domain specific outcomes</p> <ul style="list-style-type: none"> • understand the difference between literary criticism and literary theory • compare different theoretical positions on the nature of literature • appreciate and critically evaluate the various schools of literary theory <p>b) skill-enhancement</p> <ul style="list-style-type: none"> • develop critical thinking • engage in scholarly discourse
Course delivery	<p>Lecture</p> <p>Student seminars</p>
Evaluation scheme	<p>Internal (seminar-type presentations): 40%</p> <p>End-semester (sit-down examination): 60%</p>
Reading list	<p><u>Essential reading:</u></p>

Plato. "Ion" and *Republic* (selections)

Aristotle. *Poetics* (selections)

Viktor Shklovsky. "Art as Device."

Mikhail Bakhtin. "The Problem of Speech Genres."

Barthes, Roland. "From Work to Text."

Michel Foucault. "What is an Author?"

Jonathan Culler. *Literary Theory: A Very Short Introduction*. Oxford University Press, 1997.

Peter Barry. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester University Press, 2002.

Additional reading:

William K. Wimsatt, Jr. and Cleanth Brooks. *Literary Criticism: A Short History*. Alfred A Knopf, 1957.

Ramon Selden, Peter Widdowson, and Peter Brooker. *A Reader's Guide to Contemporary Literary Theory*. Pearson Longman, 2005.

Terry Eagleton. *Literary Theory*. Minneapolis, University of Minnesota Press, 1996.

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

Department of English Literature

Course Description

Title: Romantic Poetry

January to April 2026

Course title	Romantic Poetry
Category	Existing course
Course code	MAENGLITC 631(Specialised) & (Cafeteria)
Semester	Semester IV (January – May 2026)
Number of credits	5
Maximum intake	30
Day/Time	Tuesday 11 am to 1 pm and Thursday 11 am to 1 pm
Name of the teacher	Prof. C.Sharada
Course description	<p>A.1) Overview: The focus of this course is on the social and literary background of romantic age and the impact of French Revolution, Enlightenment and Industrialization on the poetry of the period. The poems prescribed for study will be analyzed and evaluated in relation to the historical, cultural, political, philosophical and social contexts. The course will examine the relevance of the prescribed poems in the present times</p> <p>II)Objective: To introduce the students to the characteristic features of the romantic age, romantic movement, romantic poetry and romantic criticism.</p> <p>The course seeks to fulfill the following programme specific outcomes approved by the BOS and Academic Council</p> <p>PO2: Develop aesthetic and philosophical understanding of key concepts, ideas and theories in literary Studies.</p> <p>PO5: Obtain advanced skills including close reading and critical thinking skills required to analyze and interpret literary texts</p> <p>PO6: Develop research skills including identifying research areas of interest, and discussing various research methods in disciplinary and interdisciplinary literary studies.</p>

	<p>PO12: Accomplish linguistic competence, nuanced articulation, cognitive rigour required for high achievement in multiple domains of employment.</p> <p>PO16: Empower students to become critical thinkers, and scholars</p> <p>iii) Learning Outcome:</p> <ol style="list-style-type: none"> a. Domain Specific: Upon completion of this course, the students should be able to evaluate the poems from contemporary critical perspectives b. Value addition: Develop an ability of advanced analysis with regard to textual interpretation, appreciation and argumentation. c. Skill-enhancement: Develop research skills through the location, evaluation, and synthesis of primary and secondary sources related to Romantic poetry. d. Employability quotient: The course helps the students to take up teaching assignments and research projects. <p>All the primary texts prescribed for the course subscribes to the above mentioned points(a, b, c, d)</p>
Course delivery	Lecture and seminar
Evaluation scheme	Internal: Two sit-down exams and one research paper submission (40%) End-semester: Research paper (60%)
Reading list	<p>Essential reading</p> <p>William Wordsworth:</p> <p><i>The Prelude</i></p> <p>“Tintern Abbey”</p> <p>“Ode: Intimations of Immortality”</p> <p>Samuel Taylor Coleridge:</p> <p>“The Rime of the Ancient Mariner”</p> <p>“Kubla Khan”</p> <p>P.B.Shelley:</p> <p>“Ode to the West Wind”</p> <p>“To a Skylark”</p> <p>John Keats:</p>

“Ode to a Nightingale”

“Ode on a Grecian Urn”

“Ode to Autumn”

Additional reading

Abrams, M.H. ed. *English Romantic Poets: Modern Essays in Criticism*. New York: Oxford UP, 1960.

Beer, J.B. *Coleridge the Visionary*, New York: Collier, 1962.

Bowra, Maurice. *The Romantic Imagination*. London: Oxford UP, 1961.

Brooks, Cleanth. *The Well Wrought Urn*. London: Dennis Dobson, 1968.

Bush, Douglas. *John Keats: His Life and Writings*. London: Weidenfeld & Nicolson, 1966.

Darbishire, Helen. *The Poet Wordsworth*. Oxford: Clarendon P, 1950.

Hartman, Geoffrey H. *Wordsworth's Poetry: 1787-1814*. New Haven: Yale UP, 1964.

House, A. Humphrey. *Coleridge*. London: Harte-Davis, 1953.

Matthews, G.M. *Shelley*. London: Longman, 1970.

Perkins, David. *The Quest for Permanence*. Cambridge, MA: Harvard UP, 1959.

Vendler, Helen. *The Odes of John Keats*. Cambridge, MA: Harvard UP, 1983.

Woodings, R.B. *Shelley: Modern Judgments*. London: Macmillan, 1968.

