

Eklavya University

Department of English

(B.A.)

Curriculum

(2020-2021 admitted students)













B.A. English Literature

VISION STATEMENT OF EKLAVYA UNIVERSITY

Eklavya University, will transform lives and communities through learning.

MISSION STATEMENT OF EKLAVYA UNIVERSITY

- Nurture achievers life and careers through a value based, industry relevant and future ready education.
- Emphasize research, interdisciplinary learning, and practical hands on education.
- Equip every student with the required life and technical skills to achieve employment generation.
- Provide a holistic education deeply rooted in the ways of the traditional Gurukul System.
- Bring quality education within the reach of every individual, by committing to the achievement and maintenance of excellence in education, research and innovation.
- Create and disseminate knowledge through research and creative inquiry.
- Serve students by teaching them problem solving, leadership and teamwork skills, lateral thinking, commitment to quality and ethical behavior.
- Create a diverse community, open to the exchange of ideas, where discovery, creativity, and personal and professional development is encouraged and can flourish.
- Contribute to the social fabric and economic health of the Bundelkhand region, the state and the country at large, by enhancing and facilitating economic empowerment, providing equal opportunities and employment generation.

About the Department

Department of English is a constituent part of the *School of Arts & Humanities* introduced with the very inception of the University in 2020. The Department offers *M.A. (English), and Ph.D. (English)* programme. Presently, there are five faculty members with diverse areas of specialization.

When a University Department was constituted and direct appointments made. Since then it has steadily grown and likely to expand substantially through the next year.

Vision and mission of the Department:

The Department of English aims at quality teaching and research. The faculty members and the students are committed to realizing the objectives and mission of the University through its various academic and extension activities. The objectives of the department may be delineated as:

1. To provide quality teaching in English Language and Literature with a multidisciplinary approach (in tune with the foundational vision of our University) to the students admitted to various programmes of the university.
2. To adopt latest methodology available for teaching and research in English.
3. To explore new areas of research in English Language and Literature and guide the students to take up research projects in these areas.
4. To link the programmes of the department to the needs of local students and the society at large.
5. To strengthen the values of democracy, secularism and justice through the research and teaching programmes of the University. The department aims at reaching out to people in empowering them to achieve their life-objectives.
6. To examine the latest developments in literary and critical theories and to use them in preparing research proposals.
7. To take up research in the field of English Language Teaching, Linguistics, Comparative Literature, Translation Studies, New Literature, Subaltern Studies, Virtual Language Teaching, Culture Studies, Literary Theory and other relevant areas.
8. To organize extension lectures, seminars, conferences, symposia, workshops etc. to enhance sharing of experience and knowledge with leading scholars of the world and participate in similar programmes organized by other agencies.
9. To publish creative and critical writings at appropriate forums.



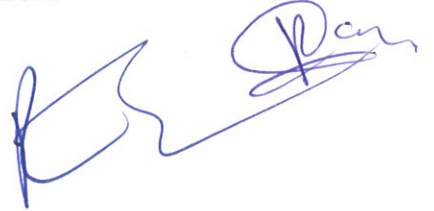




B.A. in English Literature

PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

1. Graduates will be practitioners and leaders in their chosen field
2. Graduates will function in their profession with social awareness and responsibility
3. Graduates will interact with their peers in other disciplines in their work place and society and contribute to the economic growth of the country
4. Graduates will be successful in pursuing higher studies in their chosen field
5. Graduates will pursue career paths in teaching or research.

B.A. in English Literature

PROGRAMME OUTCOMES (POs)

The programme:

1. Helps the students in learning the evolution of language and its history
2. Enhances critical thinking of students
3. Cultivates language skills of students by introducing them to structures of language
4. Through a wide variety of literary works.
5. Hones the writing skills of students and they learn the conventions of academic writing
6. Instills a critical perspective with which students approach the disciplines
7. Introduces different literary periods and trends of each of these periods.
8. Introduces works written by different sections of people (gender, racial and ethnic
9. Minorities) and enables the students to learn different perspectives.







B.A. in English Literature
PROGRAMME SPECIFIC OUTCOMES (PSOs)

By the end of the programme, the students:

1. Critically interact with the works of different contexts: social, political, economic, Historical and national as subjects conscious of their own socio-historic specificity and thus their level of critical thinking is enhanced.
2. Become thorough with reading works with theoretical basis.
3. Students become capable of interpreting and exploring relationships from the points of view of different people.
4. Become inspired by fiction, open up their minds and stimulate the imagination by allowing them to see the world through other's eyes as well to foster intercultural dialogue.
5. Approach and appreciate Indian literature in English and explore its uniqueness and its place among the literatures in English.
6. Learn what language is and what knowledge a language consist of. This is provided by basic examination of internal organization of sentences, words and sound systems. The course assumes no prior training in linguistics.
7. Get sensitized with the critical tools used in the reading of literature and form an idea of the complex nature of literary studies and how they are interconnected with other aspects of the social body.
8. Gain perceptive insights into the socio-political dynamics, the structuring points of view, the dominant ideology, hegemony, the prevailing common sense and communal under pinnings that mediate the writing, production, reception and survival of a work.

| Course code | Environmental Studies & Disaster Management | L | T | P | C |
|---|--|-----------|---|--------------|---|
| BAECC20Y101 | (University Core under Ability Enhancement Course (AEC-1)) | 2 | 0 | 0 | 2 |
| Pre-requisite | Nil | Syllabus | | | |
| | | 100 Marks | | | |
| Course Objectives: | | | | | |
| <ol style="list-style-type: none"> 1. To make students aware of the concepts and methods of ecological and physical sciences and their application in environmental problem solving. 2. To make students aware of economic, political, and social analysis as they pertain to the design and evaluation of environmental policies and institutions. 3. Appreciate the ethical, cross-cultural, and historical context of environmental issues and the relation between human and natural systems. 4. Understand the transnational character of environmental problems and ways of addressing them, including interactions across local to global scales. 5. Apply systems concepts and methodologies to analyze and understand interactions between social and environmental processes. 6. Reflect critically about their roles and identities as citizens, consumers and environmental actors in a complex, interconnected world. 7. Demonstrate proficiency in quantitative methods, qualitative analysis, critical thinking, and written and oral communication needed to conduct high-level work as interdisciplinary scholars and/or practitioners. | | | | | |
| Course Outcome: | | | | | |
| <ol style="list-style-type: none"> 1. Understand the natural environment and its relationships with human activities. 2. Characterize and analyze human impacts on the environment. 3. Capacity to integrate knowledge and to analyse, evaluate and manage the different public health aspects of disaster events at a local and global levels. | | | | | |
| Student Learning Outcomes (SLO): | | | | | |
| <ol style="list-style-type: none"> 1. Capacity to obtain, analyse, and communicate information on risks, relief needs and lessons learned from earlier disasters in order to formulate strategies for mitigation in future scenarios. | | | | | |
| Unit - 1 | | | | 5 Hrs | |
| Introduction to Environment: Definition, Components of Environment, Relationship between different components, Man- Environment relationship, Impact of Technology on the environment, Environmental Degradation, Sustainable Development, Environmental Education. | | | | | |
| Unit - 2 | | | | 7 Hrs | |
| Ecology & Ecosystems: Introduction: Ecology- Objectives and Classification, Concepts of an ecosystem- structure & function of ecosystem, Components of ecosystem- Producers, Consumers, Decomposers, Energy flow in the ecosystem - Ecological succession, Food chains, food webs and ecological pyramids, Forest ecosystem, Grassland ecosystem, Desert ecosystem, Aquatic ecosystems and its types, Bio- Geo- Chemical Cycles - Hydrological Cycle, Carbon cycle, Oxygen Cycle, Nitrogen Cycle, Sulfur Cycle. | | | | | |
| Unit - 3 | | | | 7 Hrs | |
| Environmental Pollution: Composition of air, Structure of atmosphere, Ambient Air Quality Standards, Classification of air pollutants, Sources of common air pollutants like SPM, SO ₂ , NO _x , Natural & Anthropogenic Sources, Effects of common air pollutants, Air Pollution Episodes, Sound and Noise measurements, Sources of Noise Pollution, Ambient noise levels, Effects of noise pollution, Noise pollution control measures, Water Quality Standards, Sources of Water Pollution, Classification of water pollutants, Effects of water pollutants, Eutrophication, Water Pollution Episodes, Global Warming and Green Houses Effect, Acid Rain, Depletion of Ozone Layer. | | | | | |
| Unit - 4 | | | | 4 Hrs | |
| Energy Resources: Renewable & Nonrenewable Resources: Renewable Resources, Nonrenewable Resources, Indian Scenario, Conventional Energy Sources & its problems, non-conventional energy sources- Advantages and its Limitations. | | | | | |
| Unit - 5 | | | | 7 Hrs | |
| Disaster Management: Natural Disasters and its types, Accidental Disasters, Impact of Disasters on Trade and International Trade, Introduction, Natural disasters , Earthquakes, Hurricanes, Tornadoes, Floods, | | | | | |

Drought, Tsunami, Volcanoes, Cyclones and Storms, Forest Fires, Severe Heat Waves, Landslides and Avalanches, Epidemics and Insect Infestations, Technological and Social Disasters Types of Technological Hazards, Social Disasters, Political and Crowd Disasters, War and Terrorism, Components of Disaster Management, Government's Role in Disaster Management through Control of Information, Actors in Disaster Management, Organizing Relief measures at National and Local Level, Psychological Issues, Carrying Out Rehabilitation Work, Government Response in Disaster.

Mode: Flipped Class Room, Case Discussion, Lectures.

Suggested Reading:

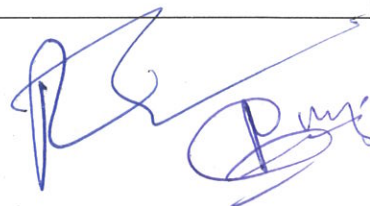
1. Basics of Environmental Studies by Dr. N. S. Varandani, Books India Publications.
2. Disaster Management by Mukesh Dhunna, Vayu Education of India, Delhi Publication.
3. Environmental Studies by Benny Joseph, McGraw Hills Education.

Reference Books:

1. Environmental Studies by R. Rajagopalan, Oxford University Press Publication.
2. Environmental Science by Richard T Wright & Bernard J Nebel, Prentice Hall India Publication.
3. Environmental Science by Daniel B Botkin & Edward A Keller, Wiley Publications.

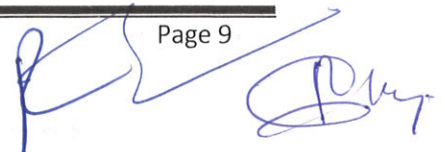






| Course code | Communication Theory | | L | T | P | C |
|--|--|------------------|---|---|---------------|---|
| BAECC20Y102 | (University Core under ability Enhancement Course (AEC-2)) | | 4 | 0 | 0 | 4 |
| Pre-requisite | Nil | Syllabus version | | | | |
| | | 100 Marks | | | | |
| Course Objectives: | | | | | | |
| <ol style="list-style-type: none"> 1. To prompt introspection and motivate students towards self-appraisal, goal-setting and problem solving. 2. Familiarize students with negotiation techniques and importance of right attitude for better coordination and team building. 3. Guide students to better drafting in creative and critical compositions. 4. Help students review policies of global importance affecting corporate interactions. | | | | | | |
| Course Outcome: | | | | | | |
| <ol style="list-style-type: none"> 1. Students will be able to connect with society through proper communication. 2. Students will learn to prepare for Group Discussions and thus, be able to perform well in discussions, debates and interviews. 3. Students will understand forms of corporate communication and learn about formats and layouts of report writing and other forms of business communication. 4. Students will learn about conflict negotiation and crisis handling. 5. Students will have emulated good communication practices for better leadership and team-building. | | | | | | |
| Student Learning Outcomes (SLO): | | | | | | |
| <ol style="list-style-type: none"> 1. Master professional oral communication skills. 2. Master professional writing skills 3. Demonstrate professionally competent analysis of media messages. 4. Discuss competing social and commercial constraints upon creations and production of public media messages 5. Demonstrate mastery of behaviors expected of competent media professionals in public performance of professional duties. | | | | | | |
| Unit - 1 | | | | | 15 Hrs | |
| Introduction: definitions of communication need for communication, types of communication, barriers to communication, some models of communication, communication process. | | | | | | |
| Unit - 2 | | | | | 15 Hrs | |
| Interpersonal communication: phatic stage, personal stage, intimate stage, transactional analysis. | | | | | | |
| Unit - 3 | | | | | 15 Hrs | |
| Group communication: small groups, definitions and differences, group interactions, problem solving and decision making, structure and communication, advantages and disadvantages. | | | | | | |
| Unit - 4 | | | | | 15 Hrs | |
| Social communication: folk arts, agents of change, social protest, transmission of knowledge, ritual function, traditional media. | | | | | | |
| Unit - 5 | | | | | 15 Hrs | |
| Mass communication: mass society, mass media, social functions, journalism, advertising, public relations. | | | | | | |
| # Mode: Flipped Class Room, Case Discussion, Lectures. | | | | | | |
| Suggested Reading: | | | | | | |
| <ol style="list-style-type: none"> 1. Mass Communication Theory — Denis McQuail. New Delhi: Vistaar Publications, 2018. 2. Folk Arts and Social Communication — Durgadas Mukhopadhyay. New Delhi: Publications Division. 3. Group Communication — Peter Hartley. London: Routledge. 4. Essentials of Mass Communication Theory — Arthur Asa Berger. New Delhi: Sage Publications. 5. Mass Communication in India — Keval J. Kumar. Chennai: Jaico Publishing, 2000. 6. A Dictionary of Communication & Media Studies — James Watson & Anne Hill. New Delhi. | | | | | | |





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|---|---------------------------------|-------------------------|----------|----------|---------------|
| Course code | Yoga-1 (University Core) | L | T | P | C |
| BYOGA20S101 | | 0 | 0 | 2 | 2 |
| Pre-requisite | Nil | Syllabus version | | | |
| | | 100 Marks | | | |
| Course Objectives: | | | | | |
| <p>To aware the knowledge of yoga and its nature and development of yoga.</p> <p>To learn the knowledge of schools of yoga like Karma Yoga, Bhakti Yoga, Jnana Yoga, Raja yoga, Hatha yoga and Mantra Yoga.</p> <p>To gain the knowledge of Scientific research on yoga.</p> <p>To learn the information about Chakra theory & kundalini yoga.</p> <p>To attain the knowledge of meditation and its types and relevance of yoga to modern life.</p> <p>To gain the knowledge of Scientific research on Meditation.</p> <p>To learn the information on Yogic concepts in Bhagavad Gita.</p> <p>To learn the information on Yogic view of health and illness, Yoga and physical exercises, Yogic techniques for the prevention and treatment of somatic, psychosomatic and psychological illness</p> | | | | | |
| Course Outcome: | | | | | |
| <p>The student can understand the knowledge of yoga and its nature and development of yoga.</p> <p>The student can understand the knowledge of schools of yoga like Karma Yoga Bhakti Yoga, Jnana Yoga, Raja yoga, Hatha yoga and Mantra Yoga.</p> <p>The student developed the knowledge of Scientific research on yoga.</p> <p>The student understood the information about Chakra theory & kundalini yoga.</p> <p>The student has attained the knowledge of meditation and its types and relevance of yoga to modern life.</p> <p>The student has awarded the knowledge of Scientific research on Meditation.</p> <p>The student is understood the information on Yogic concepts in Bhagavad Gita.</p> <p>The student is able to understand the knowledge of Yogic view of health and illness, Yoga and physical exercises. Yogic techniques for the prevention and treatment of somatic, psychosomatic and psychological illness.</p> | | | | | |
| Student Learning Outcomes (SLO): | | | | | |
| <p>Gain knowledge about importance of Anatomy and Physiology in Physical Education.</p> <p>Acquire knowledge about organs of the body and functions of various tissues.</p> <p>Acquire knowledge about various systems in human body.</p> <p>Gain Knowledge and functions of the Nutrients – Carbohydrates, fiber, fats, Proteins, vitamins, minerals and water –in the human body.</p> <p>To understand the functions of the Digestive system & Excretory system and its functions.</p> | | | | | |
| | | | | | 30 Hrs |
| <p>The students are required to learn to practice and also teach the following. They are to maintain a record which consists of the step by step details of the yoga practices along with an account of the possible benefits of the practices. The principles, which should be adopted in practice, are the following:</p> <ol style="list-style-type: none"> 1. Proper gradation in order of flexibility, balance and difficulty in performance. 2. Each asana is to be analyzed into intermediate positions in a natural sequence of movement. 3. For purposes of class training each movement to be associated with a count to reach the final pose. 4. Rhythmic breathing should be observed. When the chest is in the expanding position | | | | | |

inspiration should take place. In the contracting position expiration should take place rhythmically with movement. In certain asanas duration of retention is important.

5. Proper relaxation should be allowed in between the batches of asanas.

Sukshmayayamam Kriya Practicals:

1. Neti - Jalaand Sutra 2. Dhauti – Jala 3. Kapalabhati 4. Trataka

Bandha Traya:

1. Jalandharabandha 2. Moolabandha 3. Uddiyana bandha

Pranayama:

Nadisuddhi 2. Suryabhedana 3. Seetali 4. Sitkari Asanas:

Meditative postures:

1. Sukhasana 2. Swastikasana 3. Ardhapadmasana 4. Padmasana 5. Siddhasana 6. Vajrasana

Relaxation postures:

1. Shavasana 2. Makharasana 3. Matsya kridasana

Suryanamaskara: 1. Pranamasana 2. Hasta uttanasana 3.

Padahastanasana 4. Aswanchalanasana 5. Dandasana 6. Ashtangasana 7. Bhujangasana 8. Parvatasana

Standing postures: 1. TiryakTadasana 2. Trikonasana 3. Parivrita Trikonasana 4. Veerabhadrasana 5. Katichakrasana

Balancing Postures: 1. Tadasana 2. Vrikshasana 3. Natarajasan 4. Ekapadasana 5. Grudasana 6. Pada Angustasana

Sitting postures: 1. Bhadrasana 2. Virasana 3. Ardha-matsyendrasana 4. Ushtrasana

5. Suptavajrasana 6. Shashankasana 7. Simhasana 8. Marjariasana 9. Shashanka Bhujangasana 10. Yogamudrasana 11. Paschimottanasana 12. Poorvotnasana 13. Lolasana

Suggested Reading:

Iyenger, B.K.S. (1976).

Light on yoga. London: Unwin Hyman Ltd. Ramarao, R. (2015).

A book on Anushtana Yoga Veddanta (Yogachaitanya Pradeepika) (Telugu) Yoga Consciousness trust, VZM. Satyananda Saraswati, Swami (1989).

Asana, pranayama, mudra, bandha. Munger: Bihar School of Yoga. Swami Mukti bodhananda, (ed.) (1985):

Hatha Yoga Pradipika: Light on Hatha Yoga com. Munger Yoga Publication trust. Swami Kuvalayananda (ed.) (1935).

Asanas. Lonavla. Kaivalyadhama. Venkata Reddy, M. ed. (1982).

Hatha Ratnavali. Arthamuru:







| Course code | (Poetry) - Paper-I | L | T | P | C |
|---|---|------------------|---|---|----|
| BENGL20Y101 | (Core Course-7A) | 3 | 2 | 0 | 5 |
| Pre-requisite | Nil | Syllabus version | | | |
| | | 50 Marks | | | |
| Course Objectives: | | | | | |
| Introduction to the various outcomes of poetry (Free Verse, Cinquain, Haiku, Sonnet). Knowing that poetry is more than just words on paper – it transcends words. Being able to identify various types of poetry by the rhyme scheme, An understanding of rhyme scheme and meter. Knowing that there are more types of poetry than what will be taught in the unit out there, and knowing what some of the types of poetry are knowing how poetry can impact their lives and improve their understanding of the world. | | | | | |
| Course Outcome: | | | | | |
| On successful completion of the course the student will be able to | | | | | |
| <ol style="list-style-type: none"> 1. appreciate the nuances of poetic language and poetic devices 2. differentiate the different kinds of poetry – lyric, ode, ballad, elegy and dramatic monologue 3. analyse the poems critically. | | | | | |
| Student Learning Outcomes (SLO): | | | | | |
| Students will: | | | | | |
| <ol style="list-style-type: none"> 1. Recognize poetry from a variety of cultures, languages and historic periods 2. Understand and appreciate poetry as a literary art form 3. Analyze the various elements of poetry, such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc. 4. Identify a variety of forms and genres of poetry from diverse cultures and historic periods, such as haiku, tanka, sonnets, ballads, dramatic monologues, free verse, etc. 5. Recognize the rhythms, metrics and other musical aspects of poetry. 6. Read and discuss selected poems in translation 7. Apply the principles of literary criticism to the analysis of poetry. 8. Broaden their vocabularies and to develop an appreciation of language and its connotations and denotations. 9. Develop their critical thinking skills. 10. Develop a deeper appreciation of cultural diversity by introducing them to poetry from a variety of cultures throughout the world 11. Develop their own creativity Enhance their writing skills | | | | | |
| UNIT-I | Introducing poetry, types of poetry and stanza forms: Forms of Poetry: the sonnet, the elegy, the odd, The epic, the ballad, The satire, the dramatic monologue, Allegory. Stanza forms: The Heroic Couplet, . The Blank Verse . The Spenserian Stanza, TerzaRima | | | | 15 |
| UNIT-II | Elizabethan period to the Restoration: William Shakespeare sonnet no.116 ‘True love’ John Donne: ‘ a valediction: forbidding Morning’ John Milton: ‘On his Blindness’ Michael Drayton : ‘Since there’s no help left....’ | | | | 20 |
| UNIT-III | The Neo-classical Age and the pre-Romantics Alexander Pope ‘Lines on Addison from TheDunciad’ | | | | 15 |

| | | |
|---------|---|-----------|
| | Thomas Gray 'Elegy Written in a Country Churchyard' William Blake 'Tyger' | |
| UNIT-IV | The Romantic age: William Wordsworth: 'The World is Too Much with Us' Robert Bridges 'Nightingales' W.B. Yeats ' Lake Isle of Innisfree' | 10 |
| UNIT-V | P.B. Shelley 'Lament' Robert Bridges 'Nightingales' Alexander Pope 'Essay on Man' Thomas Gray 'Elegy Written in a Country Churchyard' | 15 |

Reference and Text Books

- 'A Glossary of Literary Terms,' M.H. Abrams & Geoffrey Harpham, 11th Paperback edition.
- 'A Poetry Handbook,' Mary Oliver, Paperback edition.
- 'A Background to the Study of English Literature ;Brijadish Prasad & HariPriya Ramados, Revised edition, Paperback.
- 'The Making of a Poem : A Norton Anthology of Poetic Forms' ed. Eavan Boland, Paperback, 2001.
- 'Metre, Rhythm and Verse Form '(The New Critical Idiom) 1st Edition, Philip Hobsbaum. '
- 'English Romantic Poets,' ed Meyer Abrams.
- 'The Romantic Poets', Graham Hough

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| Course code | (Prose)- Paper-II | L | T | P | C |
|---|---|-------------------------|---|---|---|
| BENGL20Y102 | (Core Course- 7B) | 3 | 2 | 0 | 5 |
| Pre-requisite | Nil | Syllabus version | | | |
| | | 50 Marks | | | |
| Course Objectives: | | | | | |
| Enabling a student to inculcate and cultivate the culture of Renaissance, as represented in Drama; preparing for further research in this area of studies. | | | | | |
| Course Outcome: | | | | | |
| Students will be exposed to the origin and development of English drama and its various themes and forms of different ages and stages. The learner would be able to understand the insights, genres, conventions and experimentations associated with English Drama, and the knowledge of historical, socio-political, and religious trends in the plays. It helps students explore how writers use the resources language as a creativity to explore the entire range of human experience through dramas as a literary form. | | | | | |
| Student Learning Outcomes (SLO): | | | | | |
| <ol style="list-style-type: none"> 1. An understanding of the historical development of theatre in western culture. 2. An understanding of the historical context surrounding the development of playwriting, scenery, acting conventions, and theatrical architecture. 3. The ability to analyze plays in terms of form, structure, content, and stagecraft. 4. An understanding of an audience's awareness of how the artistic elements of dramatic literature are integrated in a theatrical performance. 5. An understanding of the roles of various theatre artists: playwright, producer, director, scenic/lighting/costume/sound/projection designer, technical director, production manager, dramaturgy, stage manager, etc. | | | | | |
| UNIT-I | (From the 16th Century to the 20th Century). Introducing Prose, Prose Styles and Prose Types: <ol style="list-style-type: none"> (1) Types of Prose and Prose style. (2) Autobiography/ Biography and Memoir. (3) Travelogue (4) Periodical Essay. (5) Formal Essay. (6) Personal Essay. | 20 | | | |
| UNIT-II | Bacon - 'Of Studies' <ol style="list-style-type: none"> (2) R. Steele - 'The Spectator Club'. (3) J. Addison - 'Sri Roger at Church'. Charles Lamb - 'Dream Children- A Reverie' | 15 | | | |
| UNIT-III | Dr. S. Johnson - 'Letter to Lord Chesterfield.' GK. Chesterton- 'The Worship of the Wealthy.' A.G. Gardiner - 'On Shaking Hands'. | 15 | | | |
| UNIT-IV | Robert Lynd - 'On not being a Philosopher'. Aldous Huxley - 'Benares'. J.B. Priestley = 'An Apology of Talkers' | 15 | | | |

| | | |
|--------|---|-----------|
| UNIT-V | Robert Lynd 'A Disappointed Man' J.B. Priestley 'On Doing Nothing' HilaireBellock 'On Spellings' E.V.Lucas 'Bores' | 10 |
|--------|---|-----------|

Reference and Text Books

- The Essays of Francis Bacon,' Francis Bacon, Paperback, 2014.
- 'The Sir Roger de Coverley Papers from the Spectator,' Joseph Addison and Richard Steele, Paperback edition.
- 'Essays of Elia,' Charles Lamb, Paperback, 2014.
- Charles Lamb : Essays of Elia,' Dr. S.Sen, Paperback, 2014.
- 'The Life of Samuel Johnson,' James Boswell, (Penguin Classics), 2008.
- 'The Lives of the most Eminent English Poets,' Samuel Johnson.
- 'Hazlitt's Essay: A Selection,'(Classic Reprint, William Hazlitt, Paperback, 2015.
- 'The Collected Works of William Hazlitt's,' W. Hazlitt, Alfred Rayney Waller, Arnold Glover, Paperback.
- 'Hazlitt,' Ralph M. Wardle, University of Nebraska Press, 1971.
- 'Selected Writings,' William Hazlitt & Jon Cook, OUP, 1991.
- 'The GK. Chesterton Collection '[50 Books]', GK. Chesterton, Catholic Way Publishing.
- 'GK. Chesterton, A Critical Study', Julius West, Paperback,

Prayank

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Prings