

**FOUR YEAR UNDER-GRADUATE DEGREE WITH HONOURS IN ENGLISH (FYUP)  
[COURSE STRUCTURE AND SYLLABUS AS PER NEP 2020]**

**with effect from 2023-2024&2024-25**



**RAJIV GANDHI UNIVERSITY  
DEPARTMENT OF ENGLISH  
RONO HILLS, DOIMUKH  
ARUNACHAL PRADESH  
2024**

**Preamble:**

The NEP 2020 comes with a vision to provide a new shape and dimension to the existing educational scenario in the country by amalgamating the local, the national and the international requirements. At the same time, one of the prime objectives of the NEP 2020 is also to see that the number of dropouts is minimized gradually with the aim to achieve zero percentage dropout in the coming years. The NEP 2020 also envisages that if any student exits the UG program by completing one, two or three years, the learning that one has acquired will enable him/her to find suitable employment. It is with these points in view that the BOS of English, Dept. of English has designed the present FYUP (in English) to meet the avowed objectives as mentioned in the NEP 2020.

In the present global scenario, the relevance of English Studies is increasing exponentially. The demands of the ever-changing national and global market have radically influenced the pedagogical space where acquisition of knowledge needs to be supplemented by (both hard and soft) skills. The FYUP syllabus in English, 2023 has been designed to focus on English Studies from multiple tangents. While Literary studies will continue to function as the core component of the syllabus, it also includes the mandate of the National Education Policy 2020 advocating increasing vocationalisation of curricula and, accordingly several skill based courses have been designed to lend the learners a competitive edge when it comes to selection for employment. With this end in view, generic elective courses have also been devised to cater to the needs of learners across disciplines.

**PROGRAMME OUTCOME (POs)**

The syllabus has been framed to achieve the following outcomes:

- (i) extensive domain knowledge
- (ii) 21st century skills (needed at the workplace)
- (iii) critical thinking, (iv) problem-solving skills, (v) leadership skills
- (iv) creative acumen, and
- (v) cutting-edge research skills.

These skills will be crucial for equipping the learners with all the demands of a highly competitive knowledge economy of the 21st century.

**Introduction:**

The FYUP English syllabus offers a plethora of courses under Major, Minor, Generic Elective, Skill Enhancement, and Research components. Since the National Education Policy 2020 mandates the move towards interdisciplinarity, various courses have been designed that would enable learners from other disciplines to engage with English Studies in many interesting ways. The facility for multiple exit and entry options in the FYUP programme will provide the learners the requisite space to exit and resume their program in protracted steps, or exit with a diploma, a certificate, or a degree.

In terms of the content, the core elements of English Literary Studies have been prescribed across six semesters so that the learners will gather a comprehensive knowledge on the historical, political, social, and literary dimensions of British Literature, American Literature, European Literature, Indian Writing in English and Translation and New Literatures across genres. Besides the courses on literary studies, a number of courses have been pragmatically oriented to enable the learners to acquire necessary skill-sets so that the objective of 21st century pedagogy as a means to generate optimum employability is ensured. Therefore, the FYUP syllabus in English is framed to promote critical thinking and enhance skill. The final year of the four-year undergraduate programme will be research-centric. As per the NEP design, the meritorious learners will be able to pursue doctoral research after completing their undergraduate course in English.

**PROGRAMME SPECIFIC OBJECTIVES (PSO):**

The following are the aims of the Four Year Under-Graduate Programme (FYUP) in English -

1. To equip the learners with the historical, political, social, and cultural context of English literature (written both in England and other countries).
2. To develop the critical ability of the learners to appreciate the features of translated texts.
3. To enable the learners to understand and interpret literary texts from various aesthetic and critical perspectives.
4. To develop soft skill among learners so that they can solve problems effectively and adopt practical measures.

**Programme Learning Outcome (PLO):**

The following are the expected learning outcomes of the FYUP for an undergraduate student of English:

PLO 1. The learner will develop an understanding of the major concepts, theoretical perspectives and recent areas of studies in English literature.

PLO 2. The student will be able to exercise critical thinking in understanding a text and relating them to real life situations.

PLO 3. The student will develop a critical approach towards the socio-political and cultural contexts through the study of literary texts.

PLO 4. The learner will develop effective communicative skills that will be of advantage in and outside the classroom

PLO 5. It will help the student to demonstrate professional competencies in other areas of contemporary relevance and application such as digital learning, creative writing and translation.

PLO 6. The student will be able to demonstrate competencies required for employment in avenues related to the discipline.

**Graduate Attributes:**

Type of learning outcomes	The Learning outcomes descriptors
Learning outcomes that are specific to disciplinary / Interdisciplinary areas of learning	Graduates should be able to demonstrate the acquisition of:
	Comprehensive knowledge and coherent understanding of the chosen disciplinary/interdisciplinary areas of study in a broad multidisciplinary context, their different learning areas, their linkages with related fields of study, and current and emerging developments associated with the chosen disciplinary/interdisciplinary areas of learning.
	Practical, professional, and procedural knowledge required for carrying out professional or highly skilled work/ tasks related to the chosen field(s) of learning, including knowledge required for under taking self-employment initiatives, and knowledge and mindset required for entrepreneurship involving enterprise creation, improved product development, or a new mode of organization.
	Skills in areas related to specialization in the chosen disciplinary/interdisciplinary area(s) of learning in a broad multidisciplinary context, including wide-ranging practical skills, involving variable routine and non-routine contexts relating to the chosen field(s) of learning.
	capacity to extrapolate from what has been learned, translate concepts to real-life situations and apply acquired competencies in new/unfamiliar contexts, rather than merely replicate curriculum content knowledge, to generate solutions to specific problems.

Generic learning outcomes	<p>Complex problem-solving: The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> <li>• Solve different kinds of problems in familiar and non-familiar contexts and apply the learning to real-life situations.</li> </ul>
Type of learning outcomes	The Learning outcomes descriptors
	<p>Critical thinking: The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> <li>• apply analytic thought to a body of knowledge, including the analysis and evaluation of policies, and practices, as well as evidence, arguments, claims, beliefs, and the reliability and relevance of evidence,</li> <li>• identify relevant assumptions or implications; and formulate coherent arguments,</li> <li>• identify logical flaws and holes in the arguments of others,</li> <li>• analyze and synthesize data from a variety of sources and draw valid conclusions and support them with evidence and examples.</li> </ul>
	<p>Creativity: The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• create, perform, or think in different and diverse ways about the same objects or scenarios,</li> <li>• deal with problems and situations that do not have simple solutions,</li> <li>• innovate and perform tasks in a better manner,</li> <li>• view a problem or a situation from multiple perspectives,</li> <li>• think ‘out of the box’ and generate solutions to complex problems in unfamiliar contexts,</li> <li>• adopt innovative, imaginative, lateral thinking, interpersonal skills and emotional intelligence.</li> </ul>
	<p>Communication Skills: The graduates should be able to demonstrate the skills that enable them to:</p> <ul style="list-style-type: none"> <li>• listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences,</li> <li>• express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media,</li> <li>• confidently share views and express herself/himself,</li> <li>• construct logical arguments using correct technical language related to a field of learning, work/vocation, or an area of professional practice, and convey ideas, thoughts, and arguments using language that is respectful and sensitive to gender and other minority groups.</li> </ul>
	<p>Analytical reasoning/thinking: The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> <li>• evaluate the reliability and relevance of evidence;</li> </ul>

	<ul style="list-style-type: none"> <li>• identify logical flaws in the arguments of others;</li> <li>• analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples, and address opposing viewpoints.</li> </ul>
Type of learning outcomes	The Learning outcomes descriptors
	<ul style="list-style-type: none"> <li>• Research-related skills: The graduates should be able to demonstrate:</li> <li>• a keen sense of observation, inquiry, and capability for asking relevant/ appropriate questions,</li> <li>• the ability to problematize, synthesize, and articulate issues and design research proposals,</li> <li>• the ability to define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships,</li> <li>• the capacity to develop appropriate methodology and tools for data collection,</li> <li>• the appropriate use of statistical and other analytical tools and techniques,</li> <li>• the ability to plan, execute and report the results of an experiment or investigation,</li> </ul> <p>the ability to acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/ in personal research work, regardless of the funding authority or field of study.</p>
	<p>Coordinating/collaborating with others: The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• work effectively and respectfully with diverse teams,</li> <li>• facilitate cooperative or coordinated effort on the part of a group,</li> <li>• act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.</li> </ul>
	<p>Leadership readiness/qualities: The graduates should be able to demonstrate the capability for:</p> <ul style="list-style-type: none"> <li>• mapping out the tasks of a team or an organization and setting direction.</li> <li>• formulating an inspiring vision and building a team that can help achieve the vision, motivating and inspiring team members to engage with that vision.</li> <li>• using management skills to guide people to the right destination.</li> </ul>
	<p>‘Learning how to learn skills: The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• acquire new knowledge and skills, including ‘learning how to learn skills, that are necessary for pursuing learning activities throughout life, through self-paced and self- directed learning aimed at personal development,</li> </ul>

	<p>meeting economic, social, and cultural objectives, and adapting to changing trades and demands of the workplace, including adapting to the changes in work processes in the context of the fourth industrial revolution, through knowledge/ skill development/re-skilling,</p> <ul style="list-style-type: none"> <li>• work independently, identify appropriate resources required for further learning,</li> <li>• acquire organizational skills and time management to set self-defined goals and targets with timelines.</li> <li>• inculcate a healthy attitude to be a lifelong learner,</li> </ul>
Type of learning outcomes	The Learning outcomes descriptors
	<p>Digital and technological skills: The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> <li>• use ICT in a variety of learning and work situations,</li> <li>• access, evaluate, and use a variety of relevant information sources, and use appropriate software for analysis of data.</li> </ul>
	<p>Multicultural competence and inclusive spirit: The graduates should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• the acquisition of knowledge of the values and beliefs of multiple cultures and a global perspective to honour diversity,</li> <li>• capability to effectively engage in a multicultural group/society and interact respectfully with diverse groups,</li> <li>• capability to lead a diverse team to accomplish common group tasks and goals.</li> <li>• gender sensitivity and adopting a gender-neutral approach, as also empathy for the less advantaged and the differently-abled including those with learning disabilities.</li> </ul>
	<p>Value inculcation: The graduates should be able to demonstrate the acquisition of knowledge and attitude that are required to:</p> <ul style="list-style-type: none"> <li>• embrace and practice constitutional, humanistic, ethical, and moral values in life, including universal human values of truth, righteous conduct, peace, love, nonviolence, scientific temper, citizenship values,</li> <li>• practice responsible global citizenship required for responding to contemporary global challenges, enabling learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies,</li> <li>• formulate a position/argument about an ethical issue from multiple perspectives</li> <li>• identify ethical issues related to work, and follow ethical practices, including avoiding unethical behaviour such as fabrication, falsification or misrepresentation of data, or committing plagiarism, and adhering to</li> </ul>

	<p>intellectual property rights,</p> <ul style="list-style-type: none"> <li>• recognize environmental and sustainability issues, and participate in actions to promote sustainable development.</li> <li>• adopt an objective, unbiased, and truthful actions in all aspects of work,</li> <li>• instill integrity and identify ethical issues related to work, and follow ethical practices.</li> </ul>
Type of learning outcomes	The Learning outcomes descriptors
	<p>Autonomy, responsibility, and accountability: The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• apply knowledge, understanding, and/or skills with an appropriate degree of independence relevant to the level of the qualification,</li> <li>• work independently, identify appropriate resources required for a project, and manage a project through to completion,</li> <li>• exercise responsibility and demonstrate accountability in applying knowledge and/or skills in work and/or learning contexts appropriate for the level of the qualification, including ensuring safety and security at workplaces.</li> </ul>
	<p>Environmental awareness and action: The graduates should be able to demonstrate the acquisition of and ability to apply the knowledge, skills, attitudes, and values required to take appropriate actions for:</p> <ul style="list-style-type: none"> <li>• mitigating the effects of environmental degradation, climate change, and pollution,</li> <li>• effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.</li> </ul>
	<p>Community engagement and service: The graduates should be able to demonstrate the capability to participate in community-engaged services/ activities for promoting the well- being of society.</p>
	<p>Empathy: The graduates should be able to demonstrate the ability to identify with or understand the perspective, experiences, or points of view of another individual or group, and to identify and understand other people’s emotions.</p>



**DEPARTMENT OF ENGLISH  
RAJIV GANDHI UNIVERSITY  
RONO HILLS, DOIMUKH**

**COURSE STRUCTURE FOUR YEAR UNDER-GRADUATE DEGREE WITH HONOURS IN  
ENGLISH (FYUP)**

(As per NEP Guidelines)  
(SEMESTER-WISE DISTRIBUTION)  
(w.e.f. 2023-24)

NCrF Credi t Level	SEMESTE R	Semester – I				EXAM PATTERN (Assignmen t 20 + End- Semester 80= Total 100 Marks	CONTAC T Hours 1 Credit= 15 Hrs
			Course Code	Course Title	Credit s		
4.5	I						
		Major 1:	ENG- CC- 1110	History of English Literature	04		60 hrs
		Minor 1:	XXX- MC- 1110	Introduction to the Study of Literature	04		60 hrs
		MDC 1:	XXX- MD- 1110	Introduction to English Poetry	03		45hrs
		AEC 1:	ENG- AE- 1110	English Language & Communication Skills	04		60 hrs hrs
		SEC 1:	ENG- SE- 0010	English Language Teaching	03		45 hrs
		VAC 1:	VA	Understanding India/ Environmental science/education / Digital and	02		30 hrs

				technological solutions/ Health & Wellness, Yoga education, sports, and fitness			
				<b>Total Credits</b>	<b>20</b>		

\*i) Minor Courses of English will be offered to Non-English Major Students

ii) English Major students will opt for minor courses from other Majors

NCrF Credit Level	SEMESTER	Semester – II				Credits	EXAM PATTERN (Assignment 20 + End-Semester 80= Total 100 Marks)	CONTACT Hours 1 Credit= 15 Hrs
			Course Code	Course Title				
4.5	II							
		Major 2:	ENG-CC-1120	British Poetry and Drama: 14 <sup>th</sup> to 17 <sup>th</sup> Century	04		60 hrs	
		Minor 2:	ENG-MC-1120	English Poetry and Drama	04		60 hrs	
		MDC 2:	ENG-MD-1120	Introduction to English Drama	03		45hrs	
		AEC 2:	ENG-AE-1120	Academic Writing and Professional Communication	04		60 hrs hrs	
		SEC 2:	ENG-SE-0020	Translation Studies	03		45 hrs	
		VAC	VA	Understanding India/ Environmental science/education/ Digital and technological solutions/	02		30 hrs	

				<b>Health &amp; Wellness, Yoga education, sports, and fitness</b>			
				<b>Total Credits</b>	<b>20</b>		

NCrF Credit Level	SEMESTER	Semester-III				EXAM PATTERN (Assignment 20 + End- Semester 80= Total 100 Marks)	CONTACT Hours 1 Credit= 15 Hrs
			Course Code	Course Title	Credits		
5.0	III						
		Major 3	ENG-CC- 2310	British Poetry and Drama: 17 <sup>th</sup> and 18 <sup>th</sup> Century	04		60 hrs
		Major 4	ENG-CC- 2320	British Literature 18 <sup>th</sup> Century	04		60 hrs
		Minor 3/ VOC 1	ENG-MC- 2310	Literature and Cinema	04		60hrs
		MDC 3	XXX-MD- 2310	Literature on Ecology	03		45 hrs hrs
		SEC 3	ENG- SEC-2310	Soft Skills	03		45 hrs
		VAC 3	VA	Understanding India/ Environmental science/education/ Digital and technological solutions/ Health & Wellness, Yoga education, sports, and fitness	02		30 hrs
				<b>Total Credits</b>	<b>20</b>		

NCrF Credit Level	SEMESTER	Semester-IV				EXAM PATTERN (Assignment	CONTACT Hours 1 Credit= 15 Hrs
			Course Code	Course Title	Credits		
5.0	IV						

						20 + End-Semester 80= Total 100 Marks	
		Major 5	ENG-CC-2410	British Romantic Literature	04		60 hrs
		Major 6	ENG-CC-2420	British Literature: 19 <sup>th</sup> Century	04		60 hrs
		Major 7	ENG-CC-2430	British Literature: The Early 20 <sup>th</sup> Century	04		60hrs
		Major 8	ENG-CC-2440	European Classical Literature	04		60 hrs hrs
		Minor 4/ VOC 2	XXX-MC-2410	Travel writing	04		60 hrs
				<b>Total Credits</b>	<b>20</b>		

NCrF Credit Level	SEMESTER	Semester-V					
5.5	V		Course Code	Course Title	Credits	EXAM PATTERN (Assignment 20 + End-Semester 80= Total 100 Marks)	CONTACT Hours 1 Credit= 15 Hrs
		Major 9	ENG-CC-3510	Modern European Drama	04		60 hrs
		Major 10	ENG-CC-3520	American Literature	04		60 hrs
		Major 11	ENG-CC-3530	Postcolonial Literatures	04		60hrs
		Major 12	ENG-CC-3540	Women's Writing	02		30 hrs hrs
		Minor 5/ VOC 3	XXX-MC-3510	Autobiography and Life Writing	04		60 hrs
		Internship	ENG-IN-3510	Internship	02		30 hrs
				<b>Total Credits</b>	<b>20</b>		

NCrF Credit Level	SEMESTER	Semester-VI				EXAM PATTERN (Assignment 20 + End- Semester 80= Total 100 Marks)	CONTACT Hours 1 Credit= 15 Hrs
			Course Code	Course Title	Credits		
5.5	VI						
		Major 13	ENG-CC- 3610	Indian Classical Literature	04		60 hrs
		Major 14	ENG-CC- 3620	Indian Writing in English	04		60 hrs
		Major 15	ENG-CC- 3630	Popular Literature	04		60hrs
		Major 16	ENG-CC- 3640	British Literature: Post World War II	04		60 hrs hrs
		Minor 6/ VOC 4	XXX-MC- 3610	Indian Poetics	04		60 hrs
				<b>Total Credits</b>	<b>20</b>		

NCrF Credit Level	SEMESTER	Semester-VII				EXAM PATTERN (Assignment 20 + End- Semester 80= Total 100 Marks)	CONTACT Hours 1 Credit= 15 Hrs
			Course Code	Course Title	Credits		
6.0	VII						
		Major 17	ENG-CC- 4710	Partition Literature	04		60 hrs
		Major 18	ENG-CC- 4720	Modern Indian Writing in English Translation	04		60 hrs
		Major 19	ENG-CC- 4730	Literature of the Indian Diaspora	04		60hrs
		Major 20	ENG-CC-	Literary	04		60 hrs

			<b>4740</b>	<b>Theory</b>			<b>hrs</b>
		<b>Minor 7( Research Methodology)</b>	<b>ENG-RC-4710</b>	<b>Research Methodology</b>	<b>04</b>		<b>60 hrs</b>
				<b>Total Credits</b>	<b>20</b>		

NCrF Credit Level	SEMESTER	Semester-VIII					EXAM PATTERN (Assignment 20 + End-Semester 80= Total 100 Marks)	CONTACT Hours 1 Credit= 15 Hrs
			Course Code	Course Title	Credits			
6.0	VIII							
		<b>Major 21</b>	<b>ENG-CC-4810</b>	<b>Literary Criticism</b>	<b>04</b>		<b>60 hrs</b>	
		<b>Major 22 (Departmental Elective 1)</b>	<b>ENG-DE-4810</b>	<b>World Literatures</b>	<b>04</b>		<b>60 hrs</b>	
		<b>Major 23 (Departmental Elective 1)</b>	<b>ENG-DE-4820</b>	<b>Nineteenth Century European Realism</b>	<b>04</b>		<b>60hrs</b>	
		<b>Major 24 (Departmental Elective 1)</b>	<b>ENG-DE-4830</b>	<b>Science Fiction and Detective Literature</b>	<b>04</b>		<b>60 hrs hrs</b>	
		<b>Minor 8( Research Publication Ethics )</b>	<b>ENG-RC-4810</b>	<b>Research Publication Ethics</b>	<b>04</b>		<b>60 hrs</b>	
				<b>Total Credits</b>	<b>20</b>			

**Note:**

**A.**

**i) Minor Courses of English will be offered to Non-English Major Students**

**ii) English Major students will opt for minor courses from other Majors**

**B.**

**i) MD Courses of English will be offered to Non-English Major Students**

**ii) English Major students will opt for MD courses from other Majors**

**Note:** Students exiting the programme after securing 40 credits will be awarded **UG Certificate** in English provided they secure 4 credits in work-based vocational courses offered during the Summer Term or Internship/ Apprenticeship in addition to 6 Credits from skill-based courses earned during the First and Second Semester.

**Note:** Students exiting the programme after securing 80 credits will be awarded **UG Diploma** in English provided they secure additional 4 credits in skill based vocational courses offered during the First Year or Second Year Summer Term.

**Note:** Students are required to do a compulsory INTERNSHIP of 2 credits in the FIFTH Semester.

**Note:** Students who want to undertake a 3-Year UG Programme will be awarded **UG Degree** in English upon securing 120 Credits

**Note:** Award of **Four-Year Bachelor's Degree (Honours) in English** on completion of course equal to a minimum of 160 Credits

# Major Papers

## UG Degree with Honours in English (FYUP) - Syllabus of First Semester

### Major 1

Title of the Paper: HISTORY OF ENGLISH LITERATURE

Course Code: ENG-CC-1110

## UG Degree with Honours in English (FYUP) - Syllabus of

### SECOND Semester

### Major 2

Title of the paper: British Poetry and Drama: 14<sup>th</sup> to 17<sup>th</sup> Centuries

Course Code: ENG-CC-1210

## UG Degree with Honours in English (FYUP) - Syllabus of

### THIRD Semester

### Major-3

Title of the paper: British Poetry and Drama: 17<sup>th</sup> and 18<sup>th</sup> Century

Course Code: ENG-CC-2310



**UG Degree with Honours in English (FYUP) - Syllabus of**

**THIRD Semester**

**Major-4**

**Title of the paper: British Literature 18<sup>th</sup> Century**

**Course Code: ENG-CC-2320**

**UG Degree with Honours in English (FYUP) - Syllabus of**

**FOURTH Semester**

**Major 5**

**Title of the paper: British Romantic Literature**

**Course Code: ENG-CC-2410**

**UG Degree with Honours in English (FYUP) - Syllabus of**

**FOURTH Semester**

**Major 6**

**Title of the Paper: BRITISH LITERATURE: 19<sup>TH</sup> CENTURY**

**Course Code: ENG-CC-2420**

**UG Degree with Honours in English (FYUP) - Syllabus of**

**FOURTH Semester**

**Major-7**

**Title of the Paper: British Literature: The Early 20<sup>th</sup> Century**

**Course Code: ENG-CC-2430**

**UG Degree with Honours in English (FYUP) - Syllabus of**

**FOURTH Semester**

**Major 8**

**Title of the paper: European Classical Literature**

**Course Code: ENG-CC-2440**

**UG Degree with Honours in English (FYUP) - Syllabus of**

**FIFTH Semester**

**Major 9**

**Title of the paper: Modern European Drama**

**Course Code: ENG-CC-3510**

**UG Degree with Honours in English (FYUP) - Syllabus of**

**FIFTH Semester**

**Major 10**

**Title of the Paper: AMERICAN LITERATURE**

**Course Code: ENG-CC-3520**

**UG Degree with Honours in English (FYUP) - Syllabus of**

**FIFTH Semester**

**Major 11**

**Title of the paper: Postcolonial Literatures**

**Course Code: ENG-CC-3530**

**UG Degree with Honours in English (FYUP) - Syllabus of**

**FIFTH Semester**

**Major 12**

**Title of the Paper: WOMEN'S WRITING**

**Course Code: ENG-CC-3540**

**UG Degree with Honours in English (FYUP) - Syllabus of**

**SIXTH Semester**

**Major 13**

**Title of the paper: INDIAN CLASSICAL LITERATURE**

**Course Code: ENG-CC-3610**

**UG Degree with Honours in English (FYUP) - Syllabus of**

**SIXTH Semester**

**Major 14**

**Title of the paper: Indian Writing in English**

**Course Code: ENG-CC-3620**

**UG Degree with Honours in English (FYUP) - Syllabus of**

**SIXTH Semester**

**Major 15**

**Title of the paper: Popular Literature**

**Course Code: ENG-CC-3630**

**UG Degree with Honours in English (FYUP) - Syllabus of**

**SIXTH Semester**

**Major 16**

**Title of the paper: British Literature: Post World War II**

**Course Code: ENG-CC-3640**

**UG Degree with Honours in English (FYUP) - Syllabus of**

**SEVENTH Semester**

**Major 17**

**Title of the paper: Partition Literature**

**Course Code: ENG-CC-4710**

**UG Degree with Honours in English (FYUP) - Syllabus of**

**SEVENTH Semester**

**Major 18**

**Title of the paper: Modern Indian Writing in English Translation**

**Course Code: ENG-CC-4720**

**UG Degree with Honours in English (FYUP) - Syllabus of**

**SEVENTH Semester**

**Major 19**

**Title of the Paper: LITERATURE OF THE INDIAN DIASPORA**

**Course Code: ENG-CC-4730**

**UG Degree with Honours in English (FYUP) - Syllabus of**

**EIGHTH Semester**

**Major-20**

**Title of the Paper: LITERARY CRITICISM**

**Course Code: ENG-CC-4740**

**UG Degree with Honours in English (FYUP) - Syllabus of**

**EIGHTH Semester**

**Major 21**

**Title of the paper: Literary Theory**

**Course Code: ENG-CC-4810**

**UG Degree with Honours in English (FYUP) - Syllabus of**

**EIGHTH Semester**

**Major 22**

**Title of the paper: WORLD LITERATURES**

**Course Code: ENG-DE-4810**

**UG Degree with Honours in English (FYUP) - Syllabus of**

**EIGHTH Semester**

**Major-23**

**Title of the Paper: NINETEENTH CENTURY EUROPEAN REALISM**

**Course Code: ENG-DE-4820**

**UG Degree with Honours in English (FYUP) - Syllabus of**

**EIGHTH Semester**

**Major 24**

**Title of the paper: SCIENCE FICTION AND DETECTIVE LITERATURE**

**Course Code: ENG-DE-4830**

# Minor Papers

## UG Degree with Honours in English (FYUP) - Syllabus of

### FIRST Semester

#### Minor 1

- [i] Minor Courses of English will be offered to Non-English Major Students
- ii) English Major students will opt for minor courses from other Majors]

Title of the Paper: INTRODUCTION TO THE STUDY OF LITERATURE

Course Code: XXX-MC-1110

## UG Degree with Honours in English (FYUP) - Syllabus of

### SECOND Semester

#### Minor 2

- [i] Minor Courses of English will be offered to Non-English Major Students
- ii) English Major students will opt for minor courses from other Majors]

Title of the paper: English Poetry and Drama

Course Code: XXX-MC-1210

## UG Degree with Honours in English (FYUP) - Syllabus of

### THIRD Semester

#### Minor 3

- [i] Minor Courses of English will be offered to Non-English Major Students
- ii) English Major students will opt for minor courses from other Majors]

Title of the paper: Literature and the Cinema

Course Code: XXX-MC-2310

## UG Degree with Honours in English (FYUP) - Syllabus of

## **FOURTH Semester**

### **Minor 4**

- [i) Minor Courses of English will be offered to Non-English Major Students**
- ii) English Major students will opt for minor courses from other Majors]**

**Title of the paper: Modern Travel Writing**  
**Course Code: XXX-MC-2410**

## **UG Degree with Honours in English (FYUP) - Syllabus of**

## **FIFTH Semester**

### **Minor 5**

- [i) Minor Courses of English will be offered to Non-English Major Students**
- ii) English Major students will opt for minor courses from other Majors]**

**Title of the paper: Autobiography and Life Writing**  
**Course Code: XXX-MC-3510**

## **UG Degree with Honours in English (FYUP) - Syllabus of**

## **SIXTH Semester**

### **Minor 6**

- [i) Minor Courses of English will be offered to Non-English Major Students**
- ii) English Major students will opt for minor courses from other Majors]**

**Title of the paper: INDIAN POETICS**  
**Course Code: XXX-MC-3610**

## **UG Degree with Honours in English (FYUP) - Syllabus of**

## **SEVENTH Semester**

### **Minor 7**

**Title of the paper: RESEARCH METHODOLOGY**  
**Course Code: ENG-RC-4710**

## **UG Degree with Honours in English (FYUP) - Syllabus of**

**EIGHTH Semester**

Minor 8

**Title of the paper: RESEARCH AND PUBLICATION ETHICS**

**Course Code: ENG-RC-4810**

**Multidisciplinary Papers**

**UG Degree with Honours in English (FYUP) - Syllabus of**

**FIRST Semester**

MD 1:

- [i] MD Courses of English will be offered to Non-English Major Students
- ii) English Major students will opt for MD courses from other Majors]

Title of the Paper: Introduction to English Poetry

Course Code: XXX-MD-1110

**UG Degree with Honours in English (FYUP) - Syllabus of**

**SECOND Semester**

MD 2:

- [i] MD Courses of English will be offered to Non-English Major Students
- ii) English Major students will opt for MD courses from other Majors]

Title of the Paper: Introduction to English Drama

Course Code: XXX-MD-1210

**UG Degree with Honours in English (FYUP) - Syllabus of**



**THIRD Semester**

**MD 3:**

- [i) MD Courses of English will be offered to Non-English Major Students**
- ii) English Major students will opt for MD courses from other Majors]**

**Literature on Ecology**

**Course Code: XXX-MD-2310**

**ABILITY ENHANCEMENT Papers**

**UG Degree with Honours in English (FYUP) - Syllabus of**

**FIRST Semester**

**AEC-1**

**English Language and Communication Skills**

**Course Code: ENG-AE-0010**

**UG Degree with Honours in English (FYUP) - Syllabus of**

**SECOND Semester**

**AEC 2**

**Title of the Paper: Academic Writing and Professional Communication**

**Course Code: ENG-AE-1210**

**SKILL ENHANCEMENT Papers**

**UG Degree with Honours in English (FYUP) - Syllabus of**

**FIRST Semester**

SEC 1

Title of the Paper: ENGLISH LANGUAGE TEACHING

Course Code: ENG-SE-1110

**UG Degree with Honours in English (FYUP) - Syllabus of**

**SECOND Semester**

SEC- 2

Title of the Paper: Translation Studies

Course Code: ENG-SEC-2210

**UG Degree with Honours in English (FYUP) - Syllabus of**

**THIRD Semester**

SEC-3

Title of the Paper: SOFT SKILLS

Course Code: ENG-SE-2310

**INTERNSHIP**

**UG Degree with Honours in English (FYUP) - Syllabus of**

**Fifth Semester**

Title of the Paper: Internship Course Code: ENG-IN-3510

## UG Degree with Honours in English (FYUP) - Syllabus of

### FIRST Semester

#### Major 1

Title of the Paper: HISTORY OF ENGLISH LITERATURE

Course Code: ENG-CC-1110

L(3)+T(1)+P(0) per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

#### **LO: Learning Objectives:**

: To acquaint students with the historical progression of English Literature from the 14th to the 20<sup>th</sup> century, enabling them to comprehend its significant milestones and changes over time.

: To provide learners with an exploration of key aspects of English Literature during this period through the examination of historical records, fostering a deeper understanding of its foundations and contextual background.

: To facilitate learners' comprehension of the diverse forms and distinctive features inherent in English Literature, allowing them to recognize and analyze various literary techniques and structures employed in the works studied.

#### **CO: Course Outcomes:**

After the completion of this course, the learner will be able to:

**CO-1:** Gain a comprehensive understanding of the evolution of English Literature from the 14th to the 17th century, encompassing various stages and significant developments.

**CO-2:** Explore and analyze the prominent forms and distinctive features of English Literature during this period, allowing them to recognize and differentiate between different literary genres and styles.

**CO-3:** Develop an appreciation for the diverse techniques employed in the presentation of various forms of English Literature, enabling them to critically assess and evaluate the artistic and literary aspects of the works studied.

## Course Content

Module No.	Contents	CONTACT Hours	CO
I	Pre-Elizabethan and Elizabethan Age: Up to 17 <sup>th</sup> Century	15	CO-1,CO-2,CO-3
II	18 <sup>th</sup> Century to Romantic Age	15	CO-1,CO-2,CO-3
III	Victorian to 20th-Century Literature	15	CO-1,CO-2,CO-3
IV	Forms: Poetry, Fiction, Drama, Non-fiction	15	CO-1,CO-2,CO-3

### Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	2	3	2	2	2	3	3	3	3
CO 3	3	2	3	2	3	3	2	3	3
Average	3	2.6	2.3	2.3	2.6	3	2.6	3	2.3

### Suggested Reading:

1. Albert, Edward. *History of English Literature*. Oxford University Press (5<sup>th</sup> Ed.)
2. Greenblatt, Stephen. *Norton Anthology of English Literature*. W. W. Norton & Company Ltd.
3. Abraham. M. H. *A Glossary of Literary Terms*. Wordsworth Publishing. Co.inc
  4. Ivans, Ifor. *A Short History of English Literature* (4<sup>th</sup> Ed.) Penguin.
5. Sampson, George. *The Concise Cambridge History of English Literature*, CUP.

# UG Degree with Honours in English (FYUP) - Syllabus of

## SECOND Semester

### Major 2

**Title of the Paper: British Poetry and Drama: 14<sup>th</sup> to 17<sup>th</sup> Centuries**

**Course Code: ENG-CC-1210**

L(3)+T(1)+P(0) per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

#### **LO: Learning Objectives:**

The course will seek to achieve the following objectives:

:to make students gain acquaintance with the tradition of English literature from 14th to 17th centuries

: to make students clearly understand Renaissance Humanism for proper appreciation of the literary texts

: to make students engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts

#### **CO :Course Outcomes**

At the end of the course students will be able to:

**CO-1:** understand the tradition of English literature from 14th to 17th centuries.

**CO-2:** develop a clear understanding of Renaissance Humanism that provides the basis for the texts suggested

**CO-3:** engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts

**CO-4:** appreciate and analyze the poems and plays in the larger socio-political and religious contexts of the time.

## Course Content

Module No.	Contents	CONTACT Hours	CO
I	Geoffrey Chaucer: <i>The Wife of Bath's Prologue</i> Edmund Spenser: 'Sonnet LVII 'Sweet warrior...' (from <i>Amoretti</i> ) William Shakespeare: Sonnet 116: 'Let Me Not to the Marriage of Two Minds' Sonnet 118: 'Like as to our appetite more keen'	15	CO-1,CO-2,CO-3,CO-4
II	John Donne: 'The Sunne Rising' George Herbert 'Pulley' Andrew Marvel 'To His Coy Mistress'	15	CO-1,CO-2,CO-3,CO-4
III	Christopher Marlowe: <i>Doctor Faustus</i>	15	CO-1,CO-2,CO-3,CO-4
IV	William Shakespeare: <i>Twelfth Night</i>	15	CO-1,CO-2,CO-3,CO-4

### Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	2	3	2	2	2	3	3	3	3
CO 3	3	2	3	2	3	3	2	3	3
CO 4	2	1	1	2	3	3	2	3	1
Average	2.6	2.2	2	2.2	2.6	2.6	2.6	3	2.

### Suggested Readings

1. Della, Pico. Mirandola, excerpts from the *Oration on the Dignity of Man*, in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 476–9.
2. Calvin, John. 'Predestination and Free Will', in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 704–11.
3. *The Courtier*, 'Love and Beauty', tr. George Bull (Harmondsworth: Penguin, rpt. 1983) pp. 324–8, 330–5.
4. Sidney, Philip *An Apology for Poetry*, ed. Forrest G. Robinson (Indianapolis: Bobbs-Merrill, 1970) pp. 13–18
5. Marlowe, Christopher. *Doctor Faustus*.
6. Shakespeare, William. *Twelfth Night*.
7. [www.poetryfoundation.com](http://www.poetryfoundation.com)
8. [www.poemhunter.com](http://www.poemhunter.com)

**UG Degree with Honours in English (FYUP) - Syllabus of**

**THIRD Semester**

**Major-3**

**Title of the paper: British Poetry and Drama: 17<sup>th</sup> and 18<sup>th</sup> Century**

**Course Code: ENG-CC-2310**

L(3)+T(1)+P(0) per week Credits: 4 Total CONTACT Hours: 15x4=60 Examination duration: 3 Hours Maximum Marks: 100 Marks Internal Assessment: 20 Marks Term End Examination: 80 Marks
---

**LO: Learning Objectives:**

- : To provide a broad view of the ages to which the poets and the playwrights belong and to focus on the history of socio-cultural background of the ages to understand the texts.
- : To understand and assimilate the different temperaments of the ages concerned in terms of human relations.

**CO : Course Outcomes:**

At the completion of this course,

- CO-1:** The students will be able to identify the different forms of 17<sup>th</sup> and 18<sup>th</sup> century British poetry and drama.
- CO-2:** The students will have in-depth knowledge and understanding of the religious, socio-intellectual and cultural thoughts of the 17<sup>th</sup> and 18<sup>th</sup> centuries.
- CO-3:** The students will be able to examine critically the key themes in representative texts of the period, including *sin, transgression, love, pride, revenge, sexuality, human follies*, among others.
- CO-4:** The students will be able to show their appreciations of texts in terms of plot-construction, socio-cultural contexts and genre of poetry and drama
- CO-5:** The students will be able to analyse literary devices, forms and techniques in order to appreciate and interpret the texts



## Course Content

Module No.	Contents	CONTACT Hours	CO
I	<b>Forms of 17<sup>th</sup> and 18<sup>th</sup> century British poetry and drama</b> Ode, Metaphysical poems, Epic poems, Mock-epic, satire, Restoration drama, Comedy of Humour, Comedy of Manners, Heroic tragedy	15	<b>CO-1,CO-2, CO-4,CO-5</b>
II	John Donne: 'The Good-Morrow' John Milton: 'On the Morning of Christ's Nativity'	15	<b>CO-1,CO-2,CO-3,CO-4</b>
III	Alexander Pope: 'The Rape of the Lock'	15	<b>CO-1,CO-2,CO-3,CO-4,CO-5</b>
IV	John Webster: <i>The Duchess of Malfi</i> William Congreve: <i>The Way of the World</i>	15	<b>CO-1,CO-2,CO-3,CO-4,CO-5</b>

### Suggested Topics for Background Reading and Classroom Presentation:

- Religious and Secular Thought in the 17<sup>th</sup> Century
- Changing Images of the Human Being in the Literature of the Period (17<sup>th</sup> and 18<sup>th</sup> centuries)
- The Stage, the State and the Market
- Ode, Metaphysical poems, Epic poems, Mock-epic, satire, Restoration drama, Comedy of Humour, Comedy of Manners, Heroic tragedy

### Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	2	3	2	2	2	3	3	3	3
CO 3	3	2	3	2	3	3	2	3	3
CO 4	2	1	1	2	3	3	2	3	1
CO 5	3	2	3	2	2	2	3	3	2
Average	2.6	2.2	2	2.2	2.6	2.6	2.6	3	2.

**Suggested Readings:**

- Abrams, M.H. *A Glossary of Literary Terms*. 11<sup>th</sup> edition (Noida: CIPL, 2015)
- Daiches, David. *A Critical History of English Literature*, Vol I & Vol II
- Dryden, John. 'A Discourse Concerning the Origin and Progress of Satire' in *The Norton Anthology of English Literature*, Vol.1, 9<sup>th</sup>edn. Stephen Greenblatt(New York: Norton 2012) pp.1767-8
- Long, William J. *English Literature: Its History and Its Significance for the Life of the English Speaking World*. (Good Press, 2019)

## UG Degree with Honours in English (FYUP) - Syllabus of

### THIRD Semester

#### Major-4

**Title of the paper: British Literature 18<sup>th</sup> Century**

**Course Code: ENG-CC-2320**

L(3)+T(1)+P(0) per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

#### **LO: Learning Objectives:**

:To introduce the students to the history of the development of British literature during 18<sup>th</sup> century

:To introduce the learners to some of the basic texts of 18<sup>th</sup> century British literature

:To make the learners understand the various critical terms and features of genres such as drama, prose, and graveyard poetry

#### **CO :Course Outcomes:**

At the completion of this course,

**CO-1:**The students will be able to explain and analyse various forms of literature popular during the 18<sup>th</sup> century

**CO-2:**The students will be able to trace the development of Restoration Comedy and anti-sentimental drama

**CO-3:**The students will be able to appreciate and analyze the formal variations of Classicism/Neo-classicism

**CO-4:**The students will be able to map the relationship between the formal and the political in the literature of the neo-classical period

#### **Course Content**

Module No.	Contents	CONTACT Hours	CO
I	Oliver Goldsmith: <i>She Stoops to Conquer</i> Joseph Addison: <i>The Spectator</i> , March 1, 1711	15	<b>CO-1,CO-2,CO-3,CO-4</b>

II	Daniel Defoe: <i>Moll Flanders</i>	15	CO-1, CO-2, CO-3, CO-4
III	Jonathan Swift: <i>Gulliver's Travels</i> (Book III and IV)	15	CO-1, CO-2, CO-3, CO-4
IV	Thomas Gray: 'Elegy Written in a Country Churchyard'	15	CO-1, CO-2, CO-3, CO-4

### Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	2	3	2	2	2	3	3	3	3
CO 3	3	2	3	2	3	3	2	3	3
CO 4	2	1	1	2	3	3	2	3	1
Average	2.5	2.25	2	2.25	2.75	3	2.5	3	2

### Suggested Readings:

- Jeremy Collier, *A Short View of the Immorality and Profaneness of the English Stage* (London: Rutledge, 1996)
- Daniel Defoe, 'The Complete English Tradesman' (Letter XXII), 'The Great Law of Subordination Considered' (Letter IV), and 'The Complete English Gentleman', in *Literature and Social Order in Eighteenth Century English*, ed. Stephen Copley (London: Croom Helm, 1984).
- Samuel Johnson, 'Essay 156', in *The Rambler*, in *Selected Writings: Samuel Johnson*, ed. Peter Martin (Cambridge, Mass: Harvard University Press, 2009) pp. 194-7; *Rasselas* Chapter 10; 'Pope's Intellectual Character: Pope and Dryden Compared', from *The Life of Pope*, in *The Norton Anthology of English Literature*, vol.1, ed. Stephen Greenblatt, 8<sup>th</sup>edn (New York: Norton, 2006) pp. 2693-3, 2774-7.

# UG Degree with Honours in English (FYUP) - Syllabus of

## FOURTH Semester

### Major 5

**Title of the paper: British Romantic Literature**

**Course Code: ENG-CC-2410**

#### **LO: Learning Objectives:**

: To introduce the students to the Romantic period in English literature in terms of its social, philosophical, intellectual, literary backgrounds including German and French influences.

: To introduce the learners to Romanticism as a concept in relation to ancillary concepts like Classicism

: To make the learners appreciate the canonical and representative poems and prose of the writes of the Romantic period.

#### **CO: Course Outcomes:**

At the completion of this course,

**CO-1:** The students will be able to analyse and understand the main characteristics of Romanticism

**CO-2:** The students will develop skills of critical analysis and interpretation of selected poems in order to understand the theme, language, style, and elements of prosody

**CO-3:** The students will be able to relate Romantic literary texts to other forms of expressions such as painting, for instance.

L(3)+T(1)+P(0) per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

### Course Content

Module No.	Contents	CONTACT Hours	CO
I	William Wordsworth: 'Lines Written a Few Miles above Tintern Abbey', 'The Solitary Reaper' Samuel Taylor Coleridge: 'Kubla Khan', 'Frost at Midnight'	15	<b>CO-1, CO-2, CO-3</b>

II	P. B. Shelley: 'To a Skylark', John Keats: 'Ode to a Nightingale', 'Ode to Autumn'	15	CO-1,CO-2,CO-3
III	William Hazlitt: 'My First Acquaintance with Poets' Charles Lamb: 'The Bachelor's Complaint', 'Dream Children: A Reverie'	15	CO-1,CO-2,CO-3
IV	Mary Shelley: Frankenstein	15	CO-1,CO-2,CO-3

### Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	2	3	2	2	2	3	3	3	3
CO 3	3	2	3	2	3	3	2	3	3
Average	2.6	2.6	2.3	2.3	2.6	3	2.6	3	2.3

### Suggested Readings:

- Bloom, Harold. *English Romantic poetry*. (New York: Infobase Publishing, 2004)
- Keats, John. 'Letter to George and Thomas Keats, 21 December 1817', and 'Letter to Richard Woodhouse, 27 October, 1818' in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 766-68, 777-8
- Wordsworth, William, 'Preface to Lyrical Ballads', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 594-611

**UG Degree with Honours in English (FYUP) - Syllabus of**

**FOURTH Semester**

**Major 6**

**Title of the Paper: BRITISH LITERATURE: 19<sup>TH</sup> CENTURY**

**Course Code: ENG-CC-2420**

L(3)+T(1)+P(0) per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

**LO: Learning Objectives:**

: To acquaint students with the historical progression of English Literature in the 19th century, enabling them to comprehend its significant milestones and changes over time.

: To provide learners with an exploration of key aspects of English Literature during this period through the examination of historical records, fostering a deeper understanding of its foundations and contextual background.

: To facilitate learners' comprehension of the diverse forms and distinctive features inherent in English Literature, allowing them to recognize and analyze various literary techniques and structures employed in the works studied.

**CO: Course Outcomes:**

After the completion of this course, the learner will be able to:

**CO-1:** identify and analyze the socio-economic-political contexts that inform the literature of the period linking the changes in the English countryside to changes brought about in similar settings in India

**CO-2:** comment on the historical and political awareness of literary texts as reflected in the transition from nature to culture across various genres and understand the transition from Romantic to Victorian in literature and culture link the Victorian temper to political contexts in English colonies

**CO-3:** understand the conflict between self and society in different literary genres of the period

**CO-4:** link the rise of the novel to the expansion of Colonialism and Capitalism

### Course Content

Module No.	Contents	CONTACT Hours	CO
I	<p><b>Background to</b></p> <p>A. The Victorian Age(1837-1901)</p> <ul style="list-style-type: none"> <li>a. Effects of Industrial Revolution</li> <li>b. The Rise of the Working Class</li> <li>c. The Victorian Dilemma: Age of Science, Faith and Doubt</li> <li>d. Victorian Literature: Types, Features and Development(Novel, Poetry and Prose)</li> </ul> <p>B. Key Concepts</p> <ul style="list-style-type: none"> <li>a. Utilitarianism</li> <li>b. Darwinism</li> <li>c. Marriage and Sexuality</li> <li>d. Pre-Raphaelitism</li> <li>e. The Oxford Movement</li> <li>f. The Dramatic Monologue</li> </ul>	15	<b>CO-1,CO-2,CO-3,CO-4</b>
II	<p><b>Fiction</b></p> <p>Charlotte Bronte: <i>Jane Eyre</i> Charles Dickens: <i>Great Expectations</i></p>	15	<b>CO-1,CO-2,CO-3,CO-4</b>



III	<p><b>Poetry</b></p> <p>Alfred Tennyson: 'Ulysses'  Robert Browning: 'Porphyria's  Lover'  Christina Rossetti: 'The Goblin  Market'  Elizabeth Barret Browning: 'How Do I  love Thee'(Sonnet 43)</p>	15	<b>CO-1,CO-2,CO-3,CO-4</b>
IV	<p><b>Prose</b></p> <p>John Newman: The Idea of a  University (Part I 'University  Teaching')  John Ruskin: 'Of Kings' Treasuries'  and 'Of Queens Gardens' (from Sesame  and Lillies)  R.L Stevenson: 'An Apology for  Idlers' (from Forms of English Prose)</p>	15	<b>CO-1,CO-2,CO-3,CO-4</b>

### Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	2	3	2	2	2	3	3	3	3
CO 3	3	2	3	2	3	3	2	3	3
CO 4	2	1	1	2	3	3	2	3	1
Average	2.5	2.25	2	2.25	2.75	3	2.5	3	2

### Suggested Reading:

Abrams, M. H., et al. *The Norton Anthology of English Literature, Volume 2: The Romantic Period through the Twentieth Century*. W. W. Norton & Company, 2006.

Altick, Richard D. *The English Common Reader: A Social History of the Mass Reading Public, 1800-1900*. University of Chicago Press, 1957.

Albert, Edward. *History of English Literature*. Oxford University Press (5<sup>th</sup> Ed.

Abraham. M. H. *A Glossary of Literary Terms*. Wordsworth Publishing. Co.inc

Butler, Marilyn. *Jane Austen and the War of Ideas*. Oxford University Press, 1987.

Greenblatt, Stephen. *Norton Anthology of English Literature*. W. W. Norton & Company Ltd.

Hughes, Linda K. *The Cambridge Introduction to Victorian Poetry*. Cambridge University Press, 2010.

Ivans, Ifor. *A Short History of English Literature* (4<sup>th</sup> Ed.) Penguin.

Sampson, George. *The Concise Cambridge History of English Literature*, CUP.

Miller, J. Hillis. *Victorian Subjects*. Duke University Press, 1991.

**UG Degree with Honours in English (FYUP) - Syllabus of**

**FOURTH Semester**

**Major-7**

**Title of the Paper: British Literature: The Early 20<sup>th</sup> Century**

**Course Code: ENG-CC-2430**

**LO: Learning Objectives:**

The course will seek to achieve the following objectives:

:to make students understand the difference between modernity and modernism

: to make students understand modernism in the socio-cultural and intellectual contexts of the late nineteenth-century and early twentieth-century Europe

: to make students understand the use of modernist techniques in different genres in early twentieth-century British literature

: to make students grasp the idea of form in modernist literary texts from across major genres

L(3)+T(1)+P(0) per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

**Course Level Learning Outcomes:**

At the end of the course, students will be able to:

**CO-1:** trace the history of modernism in the socio-cultural and intellectual contexts of late nineteenth-century and early twentieth-century Europe

**CO-2:** link and distinguish between modernity and modernism with explaining the links between developments in science and experiments in literature

**CO-3:** explain the history of early twentieth-century modernism in the light of stream of consciousness, Jungian and Freudian ideas, Psychoanalysis, Imagism, Cubism, Vorticism

**CO-4:** identify and analyze the use and modernist techniques in different genres in early twentieth-century British literature and trace the history of the self and subjectivity in literature in the light of colonial consciousness

### Course Content

Module No.	Contents	CONTACT Hours	CO
I	Joseph Conrad: <i>Heart of Darkness</i>	15	CO-1,CO-3,CO-4
II	D. H. Lawrence: <i>Sons and Lovers</i>	15	CO-1,CO-2,CO-3,CO-4
III	Henrik Ibsen: <i>A Doll's House</i>	15	CO-1,CO-2,CO-3,CO-4
IV	W.B. Yeats: 'Leda and the Swan', 'The Second Coming'  T.S. Eliot: 'The Love Song of J. Alfred Prufrock'  Wilfred Owen: 'The Strange Meeting'	15	CO-1,CO-2,CO-3,CO-4

### Suggested Topics for Background Reading and Class Presentation

- Modernism, Post-modernism and non-European Cultures
- The Women's Movement in the Early 20th Century
- Psychoanalysis and the Stream of Consciousness
- Literature and the Fear of Disintegration
- The Uses of Myth
- Nation and Narration in Early Twentieth Century Novel
- The Avant-Garde

### Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	2	3	2	2	2	3	3	3	3
CO 3	3	2	3	2	3	3	2	3	3
CO 4	2	1	1	2	3	3	2	3	1
Average	2.5	2.25	2	2.25	2.75	3	2.5	3	2

### Suggested Readings

Freud, Sigmund. 'Theory of Dreams', 'Oedipus Complex', and 'The Structure of the Unconscious', in *The Modern Tradition*, ed. Richard Ellman et. al. (Oxford: OUP, 1965) pp. 571, 578–80, 559–63.

Eliot, T.S. 'Tradition and the Individual Talent', in *Norton Anthology of English Literature, 8th edn, vol. 2*, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 2319–25.

Raymond, Williams. 'Introduction', in *The English Novel from Dickens to Lawrence* (London: Hogarth Press, 1984) pp. 9–27.

# UG Degree with Honours in English (FYUP) - Syllabus of

## FOURTH Semester

### Major 8

**Title of the paper: European Classical Literature**

**Course Code: ENG-CC-2440**

#### **LO: Learning Objectives:**

The course will seek to achieve the following objectives:

- : to understand the classical literary traditions of Europe upto 5<sup>th</sup> Century AD
- : to engage with classical literature of Europe and pursue their interest in the same
- : To learn about the human and literary values of the period in which classical literature flourished

L(3)+T(1)+P(0) per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

#### **CO:Course Outcome:**

Students at the end of the Course will be able to :

- CO-1:**Engage with classical literary traditions of Europe upto 5<sup>th</sup> Century AD
- CO-2:**Appreciate classical literature of Europe and pursue their interest in the same
- CO-3:**Learn about the human and literary values of the period in which classical literature flourished

### **Course Content**

Module No.	Contents	CONTACT Hours	CO
I	Homer: Selections from the <i>Illiad</i> ( Book I : Lines 1-100)	15	<b>CO-1,CO-2,CO-3</b>

II	Sophocles: <i>Oedipus Rex</i>	15	CO-1,CO-2,CO-3
III	Dante: Selections from <i>The Divine Comedy</i> (Paradise: Canto - I)	15	CO-1,CO-2,CO-3
IV	Virgil: <i>Aeneid</i> (Book I: 'Invocation to the Muse')	15	CO-1,CO-2,CO-3

### Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	2	3	2	2	2	3	3	3	3
CO 3	3	2	3	2	3	3	2	3	3
Average	2.6	2.6	2.3	2.6	2.6	3	2.6	3	2.3

### Suggested Readings:

- 1.Homer . The Illiad.Trans.Ian Johnston. [www.johnstoniatexts.XIO host.com](http://www.johnstoniatexts.XIO host.com)
- 2.Aristophanes, The Birds ,<https://www.gutenberg.org>
3. Dante, Aligheri. The Divine Comedy. Trans. H.F.Cary, [www.gutenberg.org](http://www.gutenberg.org)
4. Rutherford, Richard. Classical Literature: A Concise History.Oxford:Blackwell Publishing,2005

**UG Degree with Honours in English (FYUP) - Syllabus of**

**FIFTH Semester**

**Major 9**

**Title of the paper: Modern European Drama**

**Course Code: ENG-CC-3510**

L(3)+T(1)+P(0) per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

**LO:Learning Objectives:**

The course will seek to achieve the following objectives:

- : to understand the role of theatre and drama in the introduction and shaping of modernity
- : to engage with concepts such as realism, naturalism, symbolism, expressionism, the Avante Garde, the epic theatre, the theatre of the absurd, etc.
- : to perceive how meaning is created in theatre and be able to write about innovations introduced into theatrical practice in the late nineteenth and twentieth centuries.
- : To foreground the contributions of the school of existentialism to the theatre of the absurd.

**CO :Course Outcomes**

At the end of the course, students will be able to:

**CO-1:** understand the role of symbolism in the theatre of the absurd

**CO-2:** recognize the historical background in the development of the 'nonsense' and absurd elements in drama

**CO-3:** develop interpretative abilities in understanding the politics of dramaturgy in the theatrical scope of the absurd.



## Course Content

Module No.	Contents	CONTACT Hours	CO
I	August Strindberg: <i>The Father</i>	15	CO-1, CO-2, CO-3
II	Bertolt Brecht: <i>Life of Galileo</i>	15	CO-1, CO-2, CO-3
III	Samuel Beckett: <i>Waiting for Godot</i>	15	CO-1, CO-2, CO-3
IV	Harold Pinter: <i>The Birthday Party</i>	15	CO-1, CO-2, CO-3

### Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	2	3	2	2	2	3	3	3	3
CO 3	3	2	3	2	3	3	2	3	3
Average	2.6	2.6	2.3	2.3	2.6	3	2.6	3	2.3

### Suggested Readings

1. Martin Esslin. *The Theatre of the Absurd*, Vintage.
2. Albert Camus. *Myth of Sisyphus and Other Essays*, Grapevine India.
3. George Steiner. *The Death of Tragedy*, Faber.
4. Christopher Innes & Frederick Marker. *Modernism in European Drama: Ibsen, Strindberg, Pirandello, Beckett: Essays from Modern Drama*, University of Toronto Press.
5. Steve Giles. *The Problem of Action in Modern European Drama*, Akademischer Verlag Hans-Dieter Heinz
6. L Kane. (1984). *The language of silence: On the unspoken and the unspeakable in modern drama*. Fairleigh Dickinson University Press.
7. C. Warden. (2015). Modernism and European Drama/Theatre. In *The Modernist World* (pp. 356-364). Routledge.
8. B. Bennett. (2019). *Theater as Problem: Modern Drama and Its Place in Literature*. Cornell University Press.

9. D. Krasner. (2016). *A History of Modern Drama, Volume II: 1960-2000* (Vol. 2). John Wiley & Sons.
10. D. Bradby. (2002). Theories of Modern Drama. In *Encyclopedia of Literature and Criticism* (pp. 471-483). Routledge.
11. Kenneth Pickering. *Studying Modern Drama*. Palgrave.

# UG Degree with Honours in English (FYUP) - Syllabus of

## FIFTH Semester

### Major 10

Title of the Paper: AMERICAN LITERATURE

Course Code: ENG-CC-3520

L(3)+T(1)+P(0) per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

### LO: Learning Objectives

: To develop the ability to critically analyze a variety of American literary texts, including novels, short stories, poems, and essays, by examining themes, characters, literary techniques, and historical contexts.

: To gain an understanding of the cultural, social, and historical contexts that shape American literature, including the diversity of voices and perspectives within the American literary tradition, as well as the ways in which literature reflects and responds to historical events and cultural movements.

: To enhance their critical thinking and writing skills through close reading, discussion, and written analysis of literary texts. They will learn to articulate their interpretations effectively, support their arguments with textual evidence, and engage in scholarly dialogue about American literature.

### CO: Course Outcomes

At the end of the course, students will be able to:

**CO-1:** understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present (17<sup>th</sup> century to 21<sup>st</sup> century)

**CO-2:** understand the historical, religious and philosophical contexts of the American spirit in literature; and social-cultural-ecological-political contexts of democracy, the Myth of Success, the American Adam, the Myth of the Old South, the Wild West, Melting pot, Multiculturalism, etc.

**CO-3:** appreciate the complexity of the origin and reception of American literature, given its European and non-European historical trajectories, particularly in relation to writers of European (Anglo-Saxon, French, Dutch and Hispanic) descent, as well as writers from black and non-European (African, American Indian, Hispanic-American and Asian) writing traditions and analyze the American mind from global and Indian perspectives and situate the American in the contemporary world

**CO-4:** critically engage with the complex nature of American society, given its journey from specific religious obligations and their literary transformations (such as Puritanism,

Unitarianism, Transcendentalism, etc.) to the growth of anti- or non-Christian sensibilities and relate the African American experience in America (both ante-bellum and post-bellum) to issues of exclusion in societies relevant to their learning experience

### Course Content

Module No.	Contents	CONTACT Hours	CO
I	<b>Fiction</b> Hemingway: <i>The Old Man and the Sea</i>	15	<b>CO-1,CO-2,CO-3,CO-4</b>
II	<b>Drama</b> Arthur Miller: <i>All My Sons</i>	15	<b>CO-1,CO-2,CO-3,CO-4</b>
III	<b>Short Fiction and Personal Narrative</b> Edgar Allan Poe: 'The Purloined Letter' Booker T Washington: Selection from <i>Up from Slavery</i> (Chap. 1) Maya Angelou: Selections from <i>I Know Why the Caged Bird Sings</i> (Chaps 15) William Faulkner: 'Dry September'	15	<b>CO-1,CO-2,CO-3,CO-4</b>
IV	<b>Poetry</b> Walt Whitman 'O Captain, My Captain' Emily Dickinson: 'This was a Poet', 'I heard a fly buzz' Robert Frost: Mending Wall Langston Hughes: 'The Negro Speaks of Rivers'	15	<b>CO-1,CO-2,CO-3,CO-4</b>

### Suggested Topics for Background Reading and Class Presentation

The American Myths of Genesis/ The American Dream/ The American Adam American Romance and the American Novel

Multicultural Literature of the United States; Folklore and the American Novel Race and Gender in American Literature

War and American Fiction

Two Traditions of American Poetry; Emerson and Poe/ Typological and Tropological Traditions

Social Realism and the American Novel

The Questions of Form in American Poetry

### Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	2	3	2	2	2	3	3	3	3
CO 3	3	2	3	2	3	3	2	3	3
CO 4	2	1	1	2	3	3	2	3	1
Average	2.75	2.25	2	2.25	2.75	3	2.5	3	2

### Suggested Readings

Crevecoeur, Hector St John. "What is an American." Letter III. *Letters from an American Farmer*. Harmondsworth: Penguin, 1982. pp. 66–105.

Douglass, Frederick. *A Narrative of the Life of Frederick Douglass*. Harmondsworth: Penguin, 1982. chaps. 1–7, pp. 47–87.

Emerson, Ralph Waldo. "Self-Reliance." *The Selected Writings of Ralph Waldo Emerson*. Edited with a biographical introduction by Brooks Atkinson. New York: The Modern Library, 1964.

Morrison, Toni. "Romancing the Shadow." *Playing in the Dark: Whiteness and Literary Imagination*. London: Picador, 1993. pp. 29–39.

Thoreau, Henry David. "Battle of the Ants." Excerpt from "*Brute Neighbours*." *Walden*. Oxford: OUP, 1997. chap. 12.

**UG Degree with Honours in English (FYUP) - Syllabus of**

**FIFTH Semester**

**Major 11**

**Title of the paper: Postcolonial Literatures**

**Course Code: ENG-CC-3530**

**LO: Learning Objectives**

:To understand the social, historical, political and economic contexts of colonialism and postcolonialism in India and other countries affected by colonial rule

: To have a knowledge of the main contentions in postcolonial writings and understand the various tools and strategies adopted for countering colonial discourse

: To develop a critical way of looking at colonial and postcolonial writings by placing them in the proper socio-historical contexts

L(3)+T(1)+P(0) per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

**CO: Course Outcomes:**

The following are the expected learning outcomes of this paper:

**CO-1:** The student will be able to understand the social, historical, political and economic contexts of colonialism and postcolonialism in India and other countries affected by colonial rule

**CO-2:** The student will be able to have a knowledge of the main contentions in postcolonial writings and understand the various tools and strategies adopted for countering colonial discourse

**CO-3:** The student will develop a critical way of looking at colonial and postcolonial writings by placing them in the proper socio-historical contexts

## Course Content

Module No.	Contents	CONTACT Hours	CO
I	<p><b>Essays</b></p> <p>Ngugi waThiong'o: Sections 1.i&amp; 1.ii ('The Language of African Literature') from <i>Decolonizing the Mind</i>.</p> <p>Frantz Fanon: 'The Fact of Blackness'.</p> <p>Harish Trivedi: 'Colonial Influence, Postcolonial Intertextuality: Western Literature and Indian Literature.'</p>	15	<b>CO-1,CO-2,CO-3</b>
II	<p><b>Fiction</b></p> <p>V. S. Naipaul: <i>A House for Mr. Biswas</i></p> <p>Chinua Achebe: <i>Things Fall Apart</i></p>	15	<b>CO-1,CO-2,CO-3</b>
III	<p><b>Short stories</b></p> <p>Bessie Head: 'The Collector of Treasures'</p> <p>Gayatri Spivak: 'The Breast Giver'</p>	15	<b>CO-1,CO-2,CO-3</b>
IV	<p><b>Poetry</b></p> <p>1. Margaret Atwood: 'This is a Photograph of Me'</p> <p>2. Derek Walcott: 'A Far Cry from Africa'</p> <p>3. Langston Hughes: 'The White Fiends'</p> <p>4. Mamang Dai: 'Small Towns and the River'</p>	15	<b>CO-1,CO-2,CO-3</b>

### **Suggested topics for background reading and class presentation:**

Nationalism and Nationality

De-colonization, Globalization and Literature

Race, Region, Religion

Gender and identity

Literature and the Question of Ethics

Postcolonialism and Resistance

Literature and the Politics of Identity

### **Course Mapping:**

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	3	2	3	2	3	3	2	3	3
CO 3	2	1	1	2	3	3	2	3	1
Average	2.6	2	2	2.3	3	3	2.3	3	1.6

**Suggested Readings:**

Franz Fanon, 'The Fact of Blackness'.

Helen Tiffin, Bill Ashcroft, Gareth Griffiths (Eds.). *The Postcolonial Studies Reader*. 2<sup>nd</sup>Edn. Routledge, 2005.

Ngugi waThiong'o. 'The Language of African Literature', *Decolonising the Mind* (London: James Curry), 1986.



**UG Degree with Honours in English (FYUP) - Syllabus of**

**FIFTH Semester**

**Major 12**

**Title of the Paper: WOMEN'S WRITING**

**Course Code: ENG-CC-3540**

**LO: Learning Objectives**

:Introduce students to the basic concepts, themes, and approaches to women's writing.

: Develop foundational skills in critical analysis, close reading, and literary interpretation.

: Explore a range of texts and authors to provide a broad understanding of women's writing within literary traditions.

L(2)+T(1)+P(0) per week

Credits: 2

Total CONTACT Hours: 15x2=30

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

**CO:Course Outcomes**

At the end of the course, students will be able to:

**CO-1:** recognise the importance of gender specificity in literature and explain the difference between the feminine and the feminist as opposed to the female

**CO-2:** understand and appreciate the representation of female experience in literature and understand the complexity of social and biological constructions of manhood and womanhood

**CO-3 :**examine and appreciate the role played by socio-cultural-economic contexts in defining woman and draw a location-specific trajectory of female bonding or empowerment

**CO-4:** link the status of women to social discrimination and social change and examine the relationship of women to work and production

## Course Content

Module No.	Contents	CONTACT Hours	CO
I	<p><b>Poetry</b></p> <p>Judith Wright: ‘Woman to Man’</p> <p>Sylvia Plath: ‘Lady Lazarus’</p> <p>Eunice De Souza : ‘Advice to Women’</p> <p>Kamala Das: ‘Eunuch’</p>	8	<b>CO-1,CO-2,CO-3,CO-4</b>
II	<p><b>Fiction</b></p> <p>Mamang Dai <i>The Black Hill</i></p>	8	<b>CO-1,CO-2,CO-3</b>
III	<p><b>Short Story</b></p> <p>Katherine Mansfield: ‘Bliss’</p> <p>Leslie Marmon Silko: ‘Yellow Woman’</p> <p>Bama: ‘Chilli Powder’</p>	7	<b>CO-1,CO-2,CO-3,CO-4</b>
IV	<p><b>Prose</b></p> <ol style="list-style-type: none"> <li>Mary Wollstonecraft “A Vindication of the Rights of Woman” (New York: Norton, 1988) Virginia Woolf “Professions for Women”</li> <li>Elaine Showalter, ‘Introduction’, in <i>A Literature of Their Own</i></li> <li>Ramabai Ranade ‘A Testimony of our Inexhaustible Treasures’, in <i>Pandita Ramabai Through Her Own</i></li> </ol>	7	<b>CO-1,CO-2,CO-3,CO-4</b>

	Words: Selected Works, tr. Meera Kosambi (New Delhi: OUP, 2000) pp. 295–324.		
--	--	--	--

### Suggested Topics for Background Reading and Class Presentation

The Confessional Mode in Women's Writing Sexual/Textual Politics

Body, Beauty and Discrimination Race, Caste and Gender

Social Reform and Women's Rights Women under Colonialism

Women in and out of Slavery Is There a Woman's Language?

### Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	2	3	2	2	2	3	3	3	3
CO 3	2	1	1	2	3	3	2	3	1
CO 4	3	2	3	2	2	2	3	3	2
Average	2.5	2.25	2	2.25	2.5	2.75	2.75	3	2.3

### Suggested Readings

De Beauvoir, Simone. "Introduction." *The Second Sex*, translated by Constance Borde and Shiela Malovany-Chevallier, London: Vintage, 2010, pp. 3-18.

Gilbert, Sandra M., and Susan Gubar. *The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination*. Yale University Press, 1979.

Mohanty, Chandra Talapade. "Under Western Eyes: Feminist Scholarship and Colonial Discourses." *Contemporary Postcolonial Theory: A Reader*, edited by Padmini Mongia, New York: Arnold, 1996, pp. 172-197.

Sangari, Kumkum, and Sudesh Vaid, editors. "Introduction." *Recasting Women: Essays in Colonial History*. New Delhi: Kali for Women, 1989, pp. 1-25.

Showalter, Elaine. *A Literature of Their Own: British Women Novelists from Brontë to Lessing*. Princeton University Press, 1977.

Spivak, GayatriChakravorty. *In Other Worlds: Essays in Cultural Politics*. Methuen, 1987.

Moi, Toril. *Sexual/Textual Politics: Feminist Literary Theory*. Routledge, 1985.

Woolf, Virginia. *A Room of One's Own*. New York: Harcourt, 1957.

**FOUR YEAR UNDER-GRADUATE DEGREE WITH HONOURS IN ENGLISH (FYUP)--  
SYLLABUS OF FIFTH SEMESTER**

**Title of the paper: Internship**

**Course Code: ENG-IN-3510**

<b>NCrF 5.5</b>		<b>Internship</b>	<b>ENG-IN- 3510</b>	<b>Internship</b>	<b>02 CREDITS</b>		<b>30 hrs</b>
---------------------	--	-------------------	-------------------------	-------------------	-----------------------	--	---------------

**UG Degree with Honours in English (FYUP) - Syllabus of**

**SIXTH Semester**

**Major 13**

**Title of the paper: INDIAN CLASSICAL LITERATURE**

**Course Code: ENG-CC-3610**

**LO:Learning Objectives:**

The course will seek to achieve the following objectives:

: to understand the classical literary traditions of India upto 1100 AD

: to engage with classical literature of India and appreciate the pluralistic and inclusive nature of Indian classical literature and pursue their interest in the same and the evolution of the literary culture(s) in India with issues of genres, themes and critical cultures

: to learn about the human and literary values of the period in which classical literature flourished and understand , analyse and appreciate various texts with comparative perspectives

**CO:Course Outcome:**

Students at the end of the Course will be able to :

**CO-1:** Engage with classical literary traditions of India upto 1100 AD

**CO-2:** Appreciate the pluralistic and inclusive nature of Indian classical literature and the evolution of the literary culture(s) in India with issues of genres, themes and critical cultures

**CO-3:** Learn about the human and literary values of the period in which classical literature flourished and understand , analyse and appreciate various texts with comparative perspectives

L(3)+T(1)+P(0) per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

## Course Content

Module No.	Contents	CONTACT Hours	CO
I	Selections from <i>Valmiki's Ramayana</i> (Aranya Kanda -The Book of Forest Trek – Chapters-18,19, and 20)	15	CO-1,CO-2,CO-3
II	Selections from the <i>Mahabharata</i> ( Sub-Chapters-SwayamvaraParva and VaivahikaParva from “Adi Parva”)	15	CO-1,CO-2,CO-3
III	Bharatamuni's <i>Natyashastra</i> ( Chapter 1 on the Origin of Drama )	15	CO-1,CO-2,CO-3
IV	Kalidas, <i>Shakuntala</i> , Trans. by M.R. Kale	15	CO-1,CO-2,CO-3

### Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	2	3	2	2	2	3	3	3	3
CO 2	3	2	3	2	3	3	2	3	3
CO 3	2	1	1	2	3	3	2	3	1
Average	2.3	2	2.3	2	2.6	3	2.3	3	2.3

### Suggested Readings:

**Maharishi Valmiki's** *The Ramayana* (**Book-III**-Aranya Kanda -The Book of Forest Trek – Chapters-18,19, and 20), Trans. by Gita Press.

**Veda Vyasa.** *The Mahabharata* ( Book-I,onlySub-Chapters-SwayamvaraParva and VaivahikaParva from “Adi Parva”), Trans. by KisoriMohan Ganguli, Published by Pratap Chandra Roy, Bharat Press, Calcutta

Bharata,*Natyashastra*, Trans. by Manmohan Ghosh, Vol.I,2<sup>nd</sup>Edn. Calcutta: Granthalaya,1967

JAB Van Buitenen, Dharma and Moksa, in Roy W.Perrett,ed.,*Indian Philosophy*, Vol.V, Theory of Value: A Collection of Readings (New York: Garland,2000)pp.33-40.

A.V.Keith, *History of Sanskrit Literature*.Oxford:OUP,1920.

A.K.Warder, *Indian Kavya Literature*, 8 Volumes. Delhi: Mtilal Banarsidas,2011.

Kalidas, *Shakuntala* , Trans. M.R. Kale

**UG Degree with Honours in English (FYUP) - Syllabus of**

**SIXTH Semester**

**Major 14**

**Title of the paper: Indian Writing in English**

**Course Code: ENG-CC-3620**

**LO: Learning Objectives:**

The course will seek to achieve the following objectives:

- : To give students first-hand knowledge of major Indian Writers in English.
- : To provide the students with the knowledge of the political, economic, social, and intellectual background to enable them to study poetry as the representative text of the age.
- : To enable the students to understand the growth of Indian Writing in English and encourage further reading so as to obtain greater understanding.

L(3)+T(1)+P(0) per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

**CO :Course Outcomes:**

At the end of the course, students will be able to:

- CO-1** appreciate the historical trajectory of various genres of Indian Writing in English from colonial times till the present.
- CO-2** critically engage with Indian literary texts written in English in terms of colonialism/post-colonialism, regionalism, and nationalism.
- CO-3** critically appreciate the creative use of the English Language in Indian Writing in English.
- CO-4** approach Indian Writing in English from multiple positions based on historical and social location.



## Course Content

Module No.	Contents	CONTACT Hours	CO
I	Henry L. V. Derozio: 'India My Native Land' Sri Aurobindo: 'Nirvana' Kamala Das: 'A Hot Noon in Malabar' Jayant Mahapatra: 'Hunger'	15	CO-1,CO-2,CO-3,CO-4
II	Raja Rao: <i>Kanthapura</i>	15	CO-1,CO-2,CO-3,CO-4
III	R. K. Narayan: 'An Astrologer's Day' Sashi Deshpande: 'The Awakening' TemsulaAo: 'The Curfew' (from <i>These Hills Called Home</i> ) Prajwal Parajuli: 'The Gurkha's Daughter' (from <i>The Gurkha's Daughter</i> )	15	CO-1,CO-2,CO-3,CO-4
IV	Girish Karnad: <i>Tale Danda</i>	15	CO-1,CO-2,CO-3,CO-4

### Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	2	3	2	2	2	3	3	3	3
CO 3	3	2	3	2	3	3	2	3	3
CO 4	2	1	1	2	3	3	2	3	1
Average	2.6	2.2	2	2.2	2.6	2.6	2.6	3	2.

### Suggested Readings

1. *Modern Indian Poetry in English*. "Introduction" by Bruce King. OUP, New Delhi, 2005.
2. Raja, Rao. *Kanthapura*. Penguin, New Delhi, 2014.
3. B. K. Das. A Readers Guide to R. Parthasarathy's Ten Twentieth Century India Poets. Prakash Publication, Bareilly.

4. *Twenty-five Indian Poets in English*. Ed by K. S. Ramamurthy. Macmillan Education, 2001.
5. Temsula, Ao. *These Hills Called Home: Stories from Warzone*. Penguin India, 2005
6. Girish, Karnad. *Collected Plays: Volume Two*. Oxford University Press, New Delhi, 2021

**UG Degree with Honours in English (FYUP) - Syllabus of**

**SIXTH Semester**

**Major 15**

**Title of the paper: Popular Literature**

**Course Code: ENG-CC-3630**

**LO: Learning Objectives:**

: To understand the social, historical, political and economic components of Popular Literature in the Indian as well as the global contexts

: To have a knowledge of the main trends in Popular Literature

: To develop a critical way of looking at the different trends in Popular Literature and learn to evaluate them as an evolutionary genre

**CO :Course Outcomes:**

The following are the expected learning outcomes of this paper:

**CO-1:**The student will be able to understand the social, historical, political and economic components of Popular Literature in the Indian as well as the global contexts

**CO-2:**The student will be able to have a knowledge of the main trends in Popular Literature

**CO-3:**The student will develop a critical way of looking at the different trends in Popular Literature and learn to evaluate them as an evolutionary genre

L(3)+T(1)+P(0) per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

## Course Content

Module No.	Contents	CONTACT Hours	CO
I	<b>Children's Literature</b> Lewis Carroll: <i>Through the Looking Glass</i> Sukumar Ray: 'The Sons of Ramgaroo'	15	CO-1,CO-2,CO-3
II	<b>Detective Fiction</b> Agatha Christie: <i>The Murder of Roger Ackroyd</i>	15	CO-1,CO-2,CO-3
III	<b>Romance</b> Anuja Chauhan: <i>The Zoya Factor</i>	15	CO-1,CO-2,CO-3
IV	<b>Science Fiction &amp; Graphic Fiction</b> Issac Asimov: <i>Nightfall</i>	15	CO-1,CO-2,CO-3

### Background Readings:

Children's Literature; Detective Fiction; Romance; Science Fiction & Graphic Fiction

### Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	2	3	2	2	2	3	3	3	3
CO 3	3	2	3	2	2	2	3	3	2
Average	2.6	2.6	2.3	2.3	2.3	2.6	3	3	2

### Suggested Readings:

Lewis Carroll: *Through the Looking Glass*

Sukumar Ray: 'The Sons of Ramgaroo'

Agatha Christie: *The Murder of Roger Ackroyd*

Anuja Chauhan: *The Zoya Factor*

Issac Asimov: *Nightfall*

# UG Degree with Honours in English (FYUP) - Syllabus of

## SIXTH Semester

### Major 16

**Title of the paper: British Literature: Post World War II**

**Course Code: ENG-CC-3640**

#### **Course Level Learning Objectives:**

The course will seek to achieve the following objectives:

- : to understand the socio-historical-political-economic context of Post-World War II
- : to make sense of the relationship between World War II and the end of colonization
- : to identify the socio-political changes in England after World War II
- : to notice in a corpus of representative texts the rise of multiculturalism in England in the wake of migrations of people from colonial territories.

L(3)+T(1)+P(0) per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

#### **CO: Course Outcomes**

At the end of the course, students will be able to:

- CO-1:** grasp the changing role of English in the new world order
- CO-2:** critically analyze the texts and link changes in social norms to new literary forms.
- CO-3:** engage with the idea of the new narrative formations and politics ingrained therein
- CO-4:** appreciate the importance of location in understanding the self and the other.

#### **Course Content**

Module No.	Contents	CONTACT Hours	CO
I	Kazuo Ishiguro: <i>The Remains of the Day</i>	15	<b>CO-1,CO-2,CO-3,CO-4</b>
II	George Orwell: 'Politics and the English'	15	<b>CO-1,CO-</b>

	Language' and 'Why I Write'		<b>2,CO-3,CO-4</b>
III	Samuel Beckett: <i>Happy Days</i>	15	<b>CO-1,CO-2,CO-3,CO-4</b>
IV	Philip Larkin: 'Absences' Ted Hughes: 'Hawk Roosting' Seamus Heaney: 'Digging' C. D. Lewis: 'After Prayers Lie Cold'	15	<b>CO-1,CO-2,CO-3,CO-4</b>

### Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	2	3	2	2	2	3	3	3	3
CO 3	2	1	1	2	3	3	2	3	1
CO 4	3	2	3	2	2	2	3	3	2
Average	2.5	2.25	2	2.25	2.5	2.75	2.75	3	2.3

### Suggested Readings

1. Alan Sinfield, *Literature, Politics and Culture in Postwar Britain*, University of California Press
2. Seamus Heaney, *The Redress of Poetry*, Faber.
3. Patricia Waugh, *The Harvest of the Sixties: English Literature and its Background*, OUP.
4. David Lane, *Contemporary British Drama*, Edinburgh University Press.
5. Christopher Innes, *Modern British Drama: The Twentieth Century*, CUP.
6. John Elsom, *Postwar British Theatre*, Routledge.

**UG Degree with Honours in English (FYUP) - Syllabus of**

**SEVENTH Semester**

**Major 17**

**Title of the paper: Partition Literature**

**Course Code: ENG-CC-4710**

**LO: Learning Objectives:**

The course will seek to achieve the following objectives:

- : To explain historical and socio-cultural factors responsible for the partition of the Indian sub-continent.
- : To demonstrate a critical understanding of manifestations of the experience of the partition in various art forms.
- : To understand the eco-social, Historical, and cultural context and dimensions related to the partition of India.
- : To interpret texts and relate them to their contexts and experiences.

L(3)+T(1)+P(0) per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

**CO:Course Outcomes**

At the end of the course, students will be able to:

- CO-1:** Explain historical and socio-cultural factors responsible for the partition of the Indian sub-continent.
- CO-2:** Demonstrate a critical understanding of manifestations of the experience of the partition in various art forms.
- CO-3:** Understand the eco-social, Historical, and cultural context and dimensions related to the partition of India.
- CO-4:** Interpret texts and relate them to their contexts and experiences.

### Course Content

Module No.	Contents	CONTACT Hours	CO
I	Amrita Pritam: 'To Waris Shah' Faiz Ahmad Faiz: 'For your Lanes, My Country' Nida Fazli: 'Here as well as There' Jibannanda Das: 'I Shall Return to this Bengal'	15	<b>CO-1,CO-2,CO-3,CO-4</b>
II	DivyenduPalit: 'Alam's Own House' Rajinder Singh Bedi: 'Lajwanti	15	<b>CO-1,CO-2,CO-3,CO-4</b>
III	Gulzar: <i>Two</i>	15	<b>CO-1,CO-2,CO-3,CO-4</b>
IV	Howard Brenton – <i>Drawing the Line</i>	15	<b>CO-1,CO-2,CO-3,CO-4</b>

### Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	2	3	2	2	2	3	3	3	3
CO 3	2	1	1	2	3	3	2	3	1
CO 4	3	2	3	2	2	2	3	3	2
Average	2.5	2.25	2	2.25	2.5	2.75	2.75	3	2.3



## Suggested Readings

1. Black Margin: Sadat Hasan Manto Stories. Selected by M Asaduddin. Ed. by Muhammad Umar Menon. Published by Katha with OUP, 2001.
2. *Selected Poems of Amrita Pritam*. A Dialogue Calcutta Publication, Kolkata.
3. *In English, FaizAhemadFaiz: A Renowned Urdu Poet*. Tr.& Ed. by Riz Rahim. Xlibris, California, 2008.
4. *Stories about the Partition of India*. Ed. by Alok Bhalla. Manohar Publication
5. *Manohar Malgaonkar. Bend in the Ganges*. HarperCollins, New Delhi, 2022.
6. Pandey, Gyanendra. "In Defense of the Fragment: Writing about Hindu-Muslim Riots in India Today," in *A Subaltern Studies Reader, 1986-1995*. Ranajit Guha, ed., (Reprinted from *Representations* 37, winter 1992), Minneapolis: Univ. of Minnesota Pr., 1997, 1-33

**UG Degree with Honours in English (FYUP) - Syllabus of**

**SEVENTH Semester**

**Major 18**

**Title of the paper: Modern Indian Writing in English Translation**

**Course Code: ENG-CC-4720**

L(3)+T(1)+P(0) per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

**LO: Learning Objectives:**

- : To give the students a first-hand knowledge of major texts of Modern Indian literature in English translation.
- : To provide the students with the knowledge of the political, economic, social and intellectual background so as to study them as representative texts of the culture and age.
- : To enable him to understand the growth of Indian writing in translation and encourage further reading.

**CO :Course Outcomes**

At the end of the course, students will be able to:

- CO-1:** Appreciate the diversity of modern Indian literatures and the similarities between them.
- CO-2:** Understand and creatively engage with the notion of nation and nationalism.
- CO-3:** Know the impact of various literary movements on Indian literatures.
- CO-4:** Understand the historical trajectory of Indian literatures in regional literatures.

**Course Content**

Module No.	Contents	CONTACT Hours	CO
I	<b>Poetry</b>	15	<b>CO-1,CO-</b>

	Rabindranath Tagore: 'Light, Oh Where is the Light?' Amrita Pritam: 'I Will Meet You Again' G. M. Muktibodh: 'The Void' Hira Bansode: 'Yashodhara'		<b>2,CO-3,CO-4</b>
II	<b>Short Story</b> Fakir Mohan Senapati: 'Rebati' Gurdial Singh: 'A Season of No Return' Premchand: 'The Shroud' DurgaKhote: 'I, DurgaKhote'	15	<b>CO-1,CO-2,CO-3,CO-4</b>
III	<b>Drama</b> Dharamveer Bharati: <i>AndhaYug</i>	15	<b>CO-1,CO-2,CO-3,CO-4</b>
IV	<b>Novel</b> G. Kalyan Rao: <i>Untouchable Spring</i>	15	<b>CO-1,CO-2,CO-3,CO-4</b>

### Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	2	3	2	2	2	3	3	3	3
CO 3	3	2	3	2	3	3	2	3	3
CO 4	2	1	1	2	3	3	2	3	1
Average	2.5	2.25	2	2.25	2.75	3	2.5	3	2

## Suggested Readings

1. Tagore, Rabindranath. *Gitanjali: A New Translation*. Penguin India, New Delhi, 2011.
2. *Selected Poems of Amrita Pritam*. A Dialogue Calcutta Publication, Kolkata.
3. *The Oxford Anthology of Modern Indian Poetry*. Ed. By Vijay Dharwadkar & A. K. Ramanujan, OUP, New Delhi, 2000.
4. *Poisoned Bread: Translations from Modern Marathi Dalit Literature*. Ed. By Arjun Dangle. Orient Black Swan, New Delhi, 2009.
5. *Oriya Stories: Great Writers*. Ed. By Vidya Das, Shrishti Publishers, Delhi, 2000.
6. *Earthy Tones: A Selection of Best Punjabi Short Stories by Gurdial Singh*. Tr. Rana Nayar, Fiction House, Delhi, 2002.
7. Bharati, Dharamveer. *Andha Yug*. Tr. Alok Bhalla. OUP, New Delhi, 2009.
8. Rao, Kalyan. *Untouchable Spring*. Tr. Alladi Uma & S. Sridhar. Orient BlackSwan, New Delhi, 2010.
9. Khote, Durga. *I, Durga Khote*. OUP.
10. Das, B. K. *Handbook of Translation Studies*.
11. Mukherjee, Sujeet. *Translation as Discovery*.
12. Naikar, Basavraj. *Indian Literature in English Translation*.

**UG Degree with Honours in English (FYUP) - Syllabus of**

**SEVENTH Semester**

**Major 19**

**Title of the Paper: LITERATURE OF THE INDIAN DIASPORA**

**Course Code: ENG-CC-4730**

**LO: Learning Objectives:**

**CO-1:** To analyze and interpret literary works of the Indian diaspora within the context of historical, cultural, and social factors, including migration, displacement, and identity formation.

**CO-2:** To evaluate the diverse range of themes, motifs, and narrative techniques employed by authors of the Indian diaspora to explore issues such as hybridity, transnationalism, globalization, and postcoloniality.

: To engage critically with primary texts and secondary sources to develop a nuanced understanding of the complexities and intersections of identity, belonging, and representation within the Indian diasporic experience, fostering empathy and cross-cultural understanding.

**CO :Course Outcomes**

At the end of the course, students will be able to:

**CO-1:** understand the concept of 'diaspora' in its historical and cultural contexts and identify different aspects of Indian diasporic consciousness and the literary features of diasporic texts

**CO-2:** develop a clear understanding of the formation of Indian diasporic movements within India and outside and develop a critical understanding of the writings of the Indian diaspora within the discourse of postcoloniality, postmodernity, hybridity, globalization and transnationalism.

**CO-3:** develop the analytical ability to read diasporic texts and analyze key diasporic issues such as displacement, nostalgia, alienation, belonging, identity, gender, racism and assimilation

L(3)+T(1)+P(0) per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

**CO-4:** understand the main currents of Indian diasporic narratives  
examine how texts function as diasporic markers, broadening the understanding of Indian diasporic lives, cultural practices, experiences, religion and the new medium.

### Course Content

Module No.	Contents	CONTACT Hours	CO
I	<b>Key Terms</b> Diaspora , Globalization ,Transnationalism ,Multiculturalism,The Diaspora Nostalgia, Alienation,Globalization,Hybridization,In-Betweenness,Rhizome,Push and Pull Factors, Homeland and Hostland	15	<b>CO-1,CO-2,CO-3</b>
II	M. G. Vassanji: <i>The Book of Secrets</i> Sujata Bhat: ‘A Different History’ Aga Sahid Ali: ‘Postcard from Kashmir’	15	<b>CO-1,CO-2,CO-3,CO-4</b>
III	V.S Naipaul: <i>A House for Mr Biswas</i> Meena Alexander: ‘House of a Thousand Doors’ Uma Parameshwaran: ‘What was Always Hers’	15	<b>CO-1,CO-2,CO-3,CO-4</b>
IV	Jhumpa Lahiri: <i>The Namesake</i> Chitra Banerjee Divakaruni: ‘Silver Pavements’ (from <i>Arranged Marriage</i> )	15	<b>CO-1,CO-2,CO-3,CO-4</b>

### Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	2	3	2	2	2	3	3	3	3

CO 3	2	1	1	2	3	3	2	3	1
CO 4	3	2	3	2	2	2	3	3	2
Average	2.5	2.25	2	2.25	2.5	2.75	2.75	3	1.75

### Suggested Readings

Cohen, Robin and Carolin Fischer. (Editors) *Routledge Handbook of Diaspora Studies*.

Ganesh , Kamala. *Sociology of the Indian Diaspora*.  
<http://socp11.epgpbooks.inflibnet.ac.in/>

Hegde , Radha S. and Ajaya Kumar Sahoo.(Editors) *Routledge Handbook of the Indian Diaspora*.

Kalra , V., R. Kaur & J. Hutynuk. 'Cultural Configurations of Diaspora.' *Diaspora & Hybridity*. Sage Publications, 2005.

Kim Knott, and McLoughlin. *Diasporas: Concepts, Intersections, Identities*.

Lal ,Brij V. . *The Encyclopaedia of Indian Diaspora*.

Mishra , V. . "Introduction: The Diasporic Imaginary." *Literature of the Indian Diaspora*. Routledge, 2008.

Rushdie ,Salman. "The New Empire within Britain." *Imaginary Homelands*. Granta Books, 1991.

Sahoo , Ajaya Kumar, and Brij Maharaj. Editors. *Sociology of Diaspora: A Reader*. 2 vols.

Stierstorfer, Klaus and Jasnet Wilson.Editors. *The Routledge Diaspora Studies Reader*.

Story , Joanna and Iain Walker. *Impact of Diasporas*.

## UG Degree with Honours in English (FYUP) - Syllabus of

### SEVENTH Semester

#### Major-20

**Title of the Paper: LITERARY CRITICISM**

**Course Code: ENG-CC-4740**

#### **LO: Learning Objectives:**

The course will seek to achieve the following objectives:

: To make students understand the historical and philosophical contexts that contributed to the evolution of literary criticism across different traditions and time periods and the contribution of significant literary philosophers and critics

: To differentiate between literary criticism and literary theory, comprehending their fundamental concepts and underlying distinctions, while at the same time

: To make students understand the major critical movements and prominent critics within both Indian (e.g., schools of *Rasa*, *Alankar*, *Riti*, *Dhwani*, *Vakroti*, *Auchitya*) and Western (e.g., Greek, Roman, English, German, Russian, and French) critical traditions.

: To help learners identify theoretical and critical concepts associated with specific critics, texts, or movements, and analyze them within their respective historical and cultural contexts and cultural texts effectively.

: To develop and enhance interpretative skills through rigorous engagement to evaluate and analyze the strengths and limitations of different critical and theoretical frameworks, engaging in critical discourse to discern their applicability and effectiveness in interpreting texts.

#### **CO: Course Outcomes**

At the end of the courses students will be able to:

**CO-1:** understand the historical and philosophical contexts that led to the development of literary criticism and theory and their practice in different traditions and periods

**CO-2:** understand fundamental literary and critical concepts and underlying distinctions amongst them (e.g. difference between literary criticism and literary theory)

**CO-3:** know about major critical movements and critics in various critical traditions— Indian (schools of *Rasa*, *Alankar*, *Riti*, *Dhwani*, *Vakroti*, *Auchitya*) and Western (Greek, Roman, English, German, Russian and French)

L(3)+T(1)+P(0) per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks



**CO-4:** identify theoretical and critical concepts with critics/philosophers/texts/movements with which they are associated and understand them in their contexts and apply various theoretical frameworks and concepts to literary and cultural texts

### Course Content

Module No.	Contents	CONTACT Hours	CO
I	Schools of Indian Literary Theory: <i>Rasa, Alankar, Riti, Dhvani, Vakroti, Auchitya</i>	15	<b>CO-1,CO-2,CO-3</b>
II	Aristotle: <i>Poetics</i> (Trans. by Butcher) Longinus: <i>On the Sublime</i>	15	<b>CO-1,CO-2,CO-3</b>
III	William Wordsworth: 'Preface' to <i>Lyrical Ballads</i> (2 <sup>nd</sup> Edition)  S.T. Coleridge: From <i>Biographia Literaria</i> (Chapter 4, 13, 14 &15)	15	<b>CO-1,CO-2,CO-3,CO-4</b>
IV	I.A. Richards: Excerpts from <i>Practical Criticism</i> ('The Four Kinds of Meaning')  T.S. Eliot: 'Tradition and Individual Talent'  Northrop Frye: From <i>The Anatomy of Criticism</i> (Third Essay: Archetypal Criticism)	15	<b>CO-1,CO-2,CO-3,CO-4</b>

### Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	2	3	2	2	2	3	3	3	3
CO 3	3	2	3	2	3	3	2	3	3
CO 4	2	1	1	2	3	3	2	3	1
Average	2.5	2.25	2	2.25	2.75	3	2.5	3	2

### Suggested Readings

A.H. Gilbert.*Literary Criticism: Plato to Dryden*. Detroit: Wayne University Press, 1962.

David Lodge and Nigel Wood.*Modern Criticism and Theory: A Reader*. London and New York: Routledge, 2000.

Peter Barry.*Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester University Press, 1984

Raman Selden, et al. *A Reader's Guide to Contemporary Literary Theory*. Kentucky: University Press of Kentucky, 1993

S.K. Dey.*History of Poetics*. New Delhi: MLBS, 1960.

Terry Eagleton.*Literary Theory: An Introduction*. NJ: Wiley Blackwell, 2009.

M. S. Kushwaha & Sanjay Mishra.*Introduction to the Study of Indian Poetics*. D. K. Printworld, Delhi. 2021.

**UG Degree with Honours in English (FYUP) - Syllabus of**

**EIGHTH Semester**

**Major 21**

**Title of the paper: Literary Theory**

**Course Code: ENG-CC-4810**

**LO: Learning Objectives:**

The course will seek to achieve the following objectives:

- : to have a historical overview of major literary theorists, particularly of the 20<sup>th</sup> century.
- : to develop an understanding of the historical context that helped in the emergence of literary theory and its practices.
- : to develop an awareness of various literary theories and the way they impact the thinking about language, literature and society.
- : to identify theoretical concepts with theorists and movements with which they are associated and in the process understand their context.

**CO: Course Outcomes**

At the end of the course, students will be able to:

- CO-1:** historically situate literary theorists whose works informed and shaped various literary and theoretical discourses.
- CO-2:** apply various theoretical frameworks and concepts to interpret literary and cultural texts
- CO-3:** evaluate and analyse the strengths and limitations of the theoretical frameworks and arguments
- CO-4:** understand the social logic of these theoretical developments in the Western socio-political context and their efficacy and effectiveness in addressing the social issues in India.

L(3)+T(1)+P(0) per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

## Course Content

Module No.	Contents	CONTACT Hours	CO
I	New Criticism & Russian Formalism Cleanth Brooks: 'What does Poetry Communicate?' from <i>The Well Wrought Urn</i> . Roman Jakobson: 'The Dominant'	15	CO-1,CO-2,CO-3
II	Jonathan Culler: 'Saussure's Theory of Language', from <i>Saussure: Fontana Modern Masters</i> , Edited by Frank Kermode. Roland Barthes: 'Death of the Author'	15	CO-1,CO-2,CO-3
III	Sigmund Freud: 'The Dream is the Fulfilment of a Wish', from <i>The Interpretation of Dreams</i> . Sudhir Kakar: 'Psychoanalysis and Eastern Spiritual Healing Traditions'	15	CO-1,CO-2,CO-3
IV	Michel Foucault: 'What is an Author?' Walter D. Mignolo: 'Delinking: The Rhetoric of Modernity, the Logic of Coloniality and the Grammar of Decoloniality'	15	CO-1,CO-2,CO-3,CO-4

### Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	3	2	3	2	3	3	2	3	3
CO 3	2	1	1	2	3	3	2	3	1
CO 4	3	2	3	2	2	2	3	3	2
Average	2.75	2	2.25	2.25	2.75	2.75	2.5	3	1.75

## Suggested Readings

1. Kakar, S. (1985). Psychoanalysis and non-Western cultures. *International Review of Psycho-Analysis*. <https://doi.org/10.1111/1465-5922.00426>
2. Barry, P. (2020). *Beginning theory: An introduction to literary and cultural theory*. In *Beginning theory (fourth edition)*. Manchester university press.
3. Selden, R., Widdowson, P., & Brooker, P. (2013). *A reader's guide to contemporary literary theory*. Routledge.
4. Eagleton, T. (2011). *Literary theory: An introduction*. John Wiley & Sons.
5. Cleanth Brooks, *The Well Wrought Urn: Studies in the Structure of Poetry*, Dennis Dobson.
6. R. L. Jackson and S. Rudy, *Russian Formalism: A Retrospective Glance*, Savica.
7. Wimsatt, W. K. (1954). *The verbal icon: Studies in the meaning of poetry*. University Press of Kentucky.
8. Culler, J. (1975). *Structuralist poetics: Structuralism, linguistics and the study of literature*. Routledge.
9. Mignolo, W. D. (2007). Delinking: The rhetoric of modernity, the logic of coloniality and the grammar of de-coloniality. *Cultural studies*, 21(2-3), 449-514.

# UG Degree with Honours in English (FYUP) - Syllabus of

## EIGHTH Semester

Major 22

**Title of the paper: WORLD LITERATURES**

**Course Code: ENG-DE-4810**

### **LO: Learning Objectives:**

:To understand the concepts : World Literature, National Literature, Comparative Literature and Vishwa Sahitya

:To appreciate the human and literary values and the connectedness and diversity of human experiences in different parts of the world

:To analyse and interpret literary texts in their contexts and locate them for a richer response to them in light of their own literary traditions

L(3)+T(1)+P(0) per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

### **CO: Course Outcome:**

Students at the end of the Course will be able to:

**CO-1:** Explain the concepts: World Literature, National Literature, Comparative Literature and Vishwa Sahitya

**CO-2:** Appreciate the human and literary values and the connectedness and diversity of human experiences as reflected in literature coming from different parts of the world

**CO-3:** Analyse and interpret literary texts in their contexts and locate them while also receiving them in light of their own literary traditions

### **Course Content**

Module No.	Contents	CONTACT Hours	CO
I	Concepts : World Literature, National Literature, Comparative Literature and Vishwa Sahitya	15	<b>CO-1</b>

II	Albert Camus: <i>The Stranger</i>	15	CO-1,CO-2,CO-3
III	Pablo Neruda: Select Poems – ‘I Do not Love You Except Because “I Love You” and “Ode to Sadness’ Rainer M Rilke: ‘Duino Elegies’ (first two elegies)	15	CO-1,CO-2,CO-3
IV	Jose Saramago: <i>Cain</i>	15	CO-1,CO-2,CO-3

### Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	3	2	3	2	3	3	2	3	3
CO 3	2	1	1	2	3	3	2	3	1
Average	2.6	2.3	1.6	2.3	3	3	2.3	3	1.6

### Suggested Readings:

Rabindranath Tagore. *Vishwa Sahitya*, Sarkar & Sons, 1993.

David Damrosch. *How to Read World Literature*, Wiley Blackwell, 2002.

Lillian Herndl-Hornstein. *The Reader's Companion to World Literature*, Penguin, 2002.

Frank Magil. *Masterpieces of World Literature*, Collins Reference, 1991.

Albert Camus. *The Stranger*

Anton Chekhov. *The Cherry Orchard*

Pablo Neruda. Select Poems – ‘I Do not Love You Except Because “I Love You” and “Ode to Sadness’

Rainer M Rilke. ‘Duino Elegies’

Jose Saramago. *Cain*

**UG Degree with Honours in English (FYUP) - Syllabus of**

**EIGHTH Semester**

**Major-23**

**Title of the Paper: NINETEENTH CENTURY EUROPEAN REALISM**

**Course Code: ENG-DE-4820**

**LO: Learning Objectives:**

The course will seek to achieve the following objectives:

- : To make learners understand the historical context of the emergence of Realism and related literary movements in Nineteenth-century Europe and engage in discussions and debates about the legacy of European Realism, exploring its lasting influence on literature, culture, and society.
- : To analyze key texts of European Realism to identify themes, techniques, and characteristics associated with the movement and explore the social, economic, and political conditions that influenced the development of European Realism and its impact on society.
- : To evaluate the diversity within European Realism, recognizing different regional, cultural, and stylistic variations and compare and contrast European Realism with other literary movements of the Nineteenth century, highlighting similarities and differences.
- : To critically examine modern interpretations and reassessments of European Realism, considering contemporary perspectives and critiques identify the challenges faced by Nineteenth-century European Realism and analyze the reasons for its decline in the Twentieth century.

L(3)+T(1)+P(0) per week
Credits: 4
Total CONTACT Hours: 15x4=60
Examination duration: 3 Hours
Maximum Marks: 100 Marks
Internal Assessment: 20 Marks
Term End Examination: 80 Marks

**CO: Course Outcome:**

At the end of the courses students will be able to:

**CO-1:**Demonstrate an awareness of the emergence of Realism and literary movements in Europe in the Nineteenth Century by engaging with key texts of European Realism.

**CO-2:**Gain a deeper understanding of the social economic and political conditions which gave rise to this movement

**CO-3:**Recognise the diversity within this broad literary movement while discerning the underlying affinities and patterns.



**CO-4:** Understand the texts exposing the rich and complex legacy of Nineteenth-century European Realism,

### Course Content

Module No.	Contents	CONTACT Hours	CO
I	George Eliot: <i>Middlemarch</i>	15	CO-1,CO-2,CO-3
II	Fyodor Dostoyevsky: <i>Crime and Punishment</i>	15	CO-1,CO-2,CO-3,
III	Honore de Balzac: <i>Old Goriot</i>	15	CO-1,CO-2,CO-3, CO-4
IV	Guy de Maupassant: 'The Umbrella' Anton Chekov: 'The Lament' R. L. Stevenson: 'Will O' the Mill' Oscar Wilde: 'The Nightingale and the Rose'	15	CO-1,CO-2,CO-3,CO-4

### Suggested Topics for Background Reading and Class Presentation

- History, Realism and the Novel Form
- Ethics and Fiction
- Prose, Fiction and its readership in the Nineteenth Century
- Politics and the Russian Novel: Slavophiles and Westernizers
- Portrayal of the Emerging European City
- Nation and Narration in Early Twentieth Century Novel
- The Avant-Garde

### Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	3	2	3	2	3	3	2	3	3
CO 3	2	1	1	2	3	3	2	3	1
CO 4	3	2	3	2	2	2	3	3	2
Average	2.75	2	2.25	2.25	2.75	2.75	2.5	3	2.3

### Suggested Readings

George Eliot: *Middlemarch*

Fyodor Dostoyevsky: *Crime and Punishment*

Honore de Balzac: *Old Goriot*

Guy de Maupassant: Selected Short Stories

R. L. Stevenson: 'Will O' the Mill'

**UG Degree with Honours in English (FYUP) - Syllabus of**

**EIGHTH Semester**

**Major 24**

**Title of the paper: SCIENCE FICTION AND DETECTIVE LITERATURE**

**Course Code: ENG-DE-4830**

**LO: Learning Objectives:**

: To understand the concepts: Science fiction and Detective Literature and related concepts of genre, implied audience, plot construction, linguistic texture, authorial identity, publication context and socio-cultural context

: To appreciate the human and literary values and the connectedness and diversity of human experiences in the context of progress, the role of technology in our life, and the interaction between technology and human behaviour

: To analyse and interpret literary texts in their contexts and locate them for a richer response to them in light of social and historical construction of crime

L(3)+T(1)+P(0) per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

**CO: Course Outcome:**

Students at the end of the Course will be able to :

**CO-1:** Explain the concepts and philosophical, social and psychological issues intrinsic to the two genres: Science fiction and Detective Literature and related concepts of genre, implied audience, plot construction, linguistic texture, authorial identity, publication context and socio-cultural context

**CO-2:** Appreciate the human and literary values and the connectedness and diversity of human experiences as reflected in different texts dealing with the concepts of progress, the role of technology in our life, and the interaction between technology and human behaviour

**CO-3:** Analyse and interpret literary texts in their contexts and locate them while also receiving them in light of social and historical construction of crime

## Course Content

Module No.	Contents	CONTACT Hours	CO
I	Science fiction and Detective Literature and related concepts of genre, implied audience, plot construction, , linguistic texture, authorial identity,publication context and socio-cultural context	15	<b>CO-1,CO-2,CO-3</b>
II	Margaret Atwood: <i>The Handmaid's Tale</i> William E. Burton: 'The Secret Cell'	15	<b>CO-1,CO-2,CO-3</b>
III	Arthur Conan Doyle: <i>The Hound of the Baskervilles</i> Ray Bradbury: 'The Flying Machine'	15	<b>CO-1,CO-2,CO-3</b>
IV	E. A. Poe: 'The Murders in the Rue Morgue' Manjula Padmanabhan: 'Escape' Arup Kumar Dutta: <i>The Blind Witness</i> .	15	<b>CO-1,CO-2,CO-3</b>

### Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	2	3	2	2	2	3	3	3	3
CO 2	2	1	1	2	3	3	2	3	1
CO 3	3	2	3	2	2	2	3	3	2
Average	2.3	2	2	2	2.3	2.6	2.6	3	2

### Suggested Readings:

Savin, Darko. "On the Poetics of the Science Fiction Genre". *College English* 34, no.3(December 1972): 372-82.

Charles J.Rzepka. 'Introduction: What is Crime Fiction?' , in *Companion to Crime Fiction: Blackwell Companions to Literature and Culture*, eds. Charles J Rzepka and Lee Horsley ( Oxford : Wiley and Blackwell, 2010)

Robert A. Heinlein, 'On the Writing of Speculative Fiction'. [https://mab333.weebly.com/uploads/3/2/3/1/32314601/writing\\_sf\\_-\\_01\\_on\\_the\\_writing\\_of\\_speculative\\_fiction.pdf](https://mab333.weebly.com/uploads/3/2/3/1/32314601/writing_sf_-_01_on_the_writing_of_speculative_fiction.pdf)

Joy Palmer. 'Tracing Bodies: Gender, Genre, and Forensic Detective Fiction'.

Margaret Atwood. *The Handmaid's Tale*

Manjula Padmanabhan. 'Escape'

Arthur Conan Doyle. The Hound of the Baskervilles

Arup Kumar Dutta. *The Blind Witness*.

# UG Degree with Honours in English (FYUP) - Syllabus of

## FIRST Semester

### Minor 1

[i] Minor Courses of English will be offered to Non-English Major Students

ii) English Major students will opt for minor courses from other Majors]

Title of the Paper: INTRODUCTION TO THE STUDY OF LITERATURE

Course Code: XXX-MC-1110

#### **LO: Learning Objectives:**

: To familiarize students with a diverse range of literary forms, enabling them to recognize and appreciate the richness and variety of literature.

: To introduce learners to fundamental concepts, terms, and terminologies associated with different literary genres, equipping them with the necessary vocabulary and understanding to analyze and discuss literature effectively.

: To foster awareness among learners of the intricate interconnections between literature and society, highlighting the ways in which literature reflects, influences, and interacts with the social, cultural, and historical contexts in which it is produced.

#### **CO: Course Outcome:**

After the completion of this course, the learner will be able to:

**CO-1:**Acquire a comprehensive understanding of the diverse forms of literature, enabling them to recognize and analyze different genres, styles, and formats.

**CO-2:**Gain an understanding of the fundamental concepts in literature, which will provide them with a solid foundation for engaging with and interpreting literary works.

L(3)+T(1)+P(0) per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

**CO-3:**Develop an appreciation for the various techniques employed in literature, allowing them to recognize and evaluate the artistic and literary elements used to convey meaning, emotions, and themes within texts.

### Course Content

Module No.	Contents	CONTACT Hours	CO
I	Literature as Imaginative & Creative Writing Aesthetic Appeal and Universality Fact, Fiction and Reality in Literature Literature as Mirror of Society (Reflection of Social Reality and Material Facts)	15	<b>CO-1,CO-2,CO-3</b>
II	Introduction to Poetry Different forms of poetry Sonnet, Ode, Epic, Ballad, Satire, Lyric, Blank Verse, Metaphysical poetry Literary Devices (Sound, Symbols, Imagery, Rhythm, Syntax, Metre and Rhyme etc.)	15	<b>CO-1,CO-2,CO-3</b>
III	Introduction to Drama Different forms of drama Historical Drama, Tragedy, Comedy, Tragi-comedy, One-Act play, Absurd Drama Literary Devices (Plot, Act, Symbolism, Irony, Chorus, Soliloquy and Aside etc.)	15	<b>CO-1,CO-2,CO-3</b>
IV	Introduction to Fiction and Non-Fiction Different forms of fiction and non-fiction writings Short story, Novel, Biography,	15	<b>CO-1,CO-2,CO-3</b>

	Autobiography, Letters, Satire, Essays, Science fiction, Epistolary Novels, Bildungsroman, Psychological Novels Literary Devices (Symbolism, Imagery, Irony, Flashbacks, Narrative persona, etc.)		
--	--	--	--

### Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	2	3	2	2	2	3	3	3	3
CO 3	3	2	3	2	3	3	2	3	3
Average	2.6	2.6	2.3	2.3	2.6	3	2.6	3	2.3

### Suggested Reading:

1. Upham, Alfred H. *The Typical Forms of English Literature*, A.I.T.B.S. Publishers
2. Abrams, M. H. *A Glossary of Literary Terms*, Cengage.
3. Prasad, B. *A Background to the Study of English Literature*, Trinity Press.
4. Taylor, Richard. *Understanding the Elements of Literature: Its Forms, Techniques and Cultural Conventions*, Macmillan.
5. Baldick, Chris. *The Oxford Dictionary of Literary Terms*, OUP.



# UG Degree with Honours in English (FYUP) - Syllabus of

## SECOND Semester

### Minor 2

[i] Minor Courses of English will be offered to Non-English Major Students

ii) English Major students will opt for minor courses from other Majors]

**Title of the paper: English Poetry and Drama**

**Course Code: XXX-MC-1210**

#### **LO: Learning Objectives:**

: To provide a broad view of the ages to which the poets and the playwrights belong.

: To focus on the history of socio-cultural background of the ages to understand the texts.

: To understand and assimilate the different temperaments of the ages concerned in terms of human relations.

L(3)+T(1)+P(0) per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

#### **CO: Course Outcome:**

At the completion of this course,

**CO-1:**The students will be able to understand the poetry and drama from 16<sup>th</sup> to 20<sup>th</sup> century and appreciate the aspects of human love, human condition, shortness of time in life, love as the union of soul, individual's shock and personal loss, inevitability of death, life after death, and conditions of modern man.

**CO-2:**The students will be able to enjoy and comprehend the themes of morality and commitment in love as well as the rights and liberty of women in the modern age.

## Course Content

Module No.	Contents	CONTACT Hours	CO
I	Philip Sidney: <i>From Astrophel and Stella</i> William Shakespeare: 'Seven Ages of Man' John Milton: 'On His Blindness' John Donne: 'The Flea'	15	CO-1,CO-2
II	William Wordsworth: 'Three Years She Grew' Alfred Tennyson: 'Break, Break, Break' Christina Rossetti: 'After Death' W.H.Auden: 'The Unknown Citizen'	15	CO-1,CO-2
III	William Shakespeare: <i>As You Like It</i>	15	CO-1,CO-2
IV	Henrik Ibsen: <i>A Doll's House</i>	15	CO-1,CO-2

### Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	2	3	2	2	2	3	3	3	3
Average	2.5	3	2	2.5	2.5	3	3	3	2

**Suggested Reading:**

**[www.poetryfoundation.com](http://www.poetryfoundation.com)**

**[www.poemhunter.com](http://www.poemhunter.com)**

Shakespeare, William. *As You Like It*

Ibsen, Henrik. *A Doll's House*

# UG Degree with Honours in English (FYUP) - Syllabus of

## THIRD Semester

### Minor 3

[i] Minor Courses of English will be offered to Non-English Major Students

ii) English Major students will opt for minor courses from other Majors]

**Title of the paper: Literature and the Cinema**

**Course Code: XXX-MC-2310**

#### **LO: Learning Objectives:**

: To develop a systematic and historically-grounded knowledge of literature and cinema as expressive arts

:To be able to draw out the connections between literature, cinema and society

:To be able to apply theoretical approach in analysing cinema as an art form

L(3)+T(1)+P(0) per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

#### **CO: Course Outcome:**

The following are the expected learning outcomes of this paper:

**CO-1:**The student will develop a systematic and historically-grounded knowledge of literature and cinema as expressive arts

**CO-2:**The student will be able to draw out the connections between literature, cinema and society

**CO-3:**The student will be able to apply theoretical approach in analysing cinema as an art form

## Course Content

Module No.	Contents	CONTACT Hours	CO
I	<b>Theory</b> James Monaco: 'The Language of film: Signs and Syntax' ( <i>How to Read a Film: The World of Movies, Media and Multimedia</i> ) Chap 3. Linda Hutcheon: <i>A Theory of Adaptation</i> .	15	<b>CO-1</b>
II	<b>Classic</b> William Shakespeare: <i>Hamlet</i> (text) & Vishal Bharadwaj's <i>Hyder</i> (film)	15	<b>CO-1,CO-2,CO-3</b>
III	<b>Partition film/narrative</b> Bapsi Sidhwa: <i>Ice Candy Man</i> (text)& Deepa Mehta's <i>Cracking Earth</i> (film) Amrita Pritam: <i>Pinjar</i> (Text)& C. P. Dwivedi's <i>Pinjar</i> (film)	15	<b>CO-1,CO-2,CO-3</b>
IV	<b>Popular Films:</b> Chetan Bhagat: <i>Five Point Someone</i> (text) & <i>Three Idiots</i> (film) Girish Karnad: <i>Fire and the Rain</i> (text) & <i>Agnivarsha</i> (film)	15	<b>CO-1,CO-2,CO-3</b>

### Suggested Topics and background reading and presentations:

Theories of adaptation

Transformation and Transposition

Hollywood to Bollywood

Adaptation as Interpretation

Classics in Film and Fiction

### Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	2	3	2	2	2	3	3	3	3
CO 3	3	2	3	2	2	2	3	3	2
Average	2.6	2.6	2.3	2.3	2.3	2.6	3	3	2

### Suggested Readings:

Linda Hutcheon. 'On the Art of Adaptation', *Daedalu*, vol. 133 (2004).

Thomas Leitch. 'Adaptation Studies at Crossroads', *Adaptation*, 2008, vol.1, no. 1.

Poonam Trivedi. 'Filmi Shakespeare', *Litfilm Quarterly*, Vol. 35, issue 2, 2007.

# UG Degree with Honours in English (FYUP) - Syllabus of

## FOURTH Semester

### Minor 4

[i] Minor Courses of English will be offered to Non-English Major Students

ii) English Major students will opt for minor courses from other Majors]

**Title of the paper: Modern Travel Writing**  
**Course Code: XXX-MC-2410**

#### **LO: Learning Objectives:**

The course will seek to achieve the following objectives:

- : to examine the nature and features of this genre as demonstrated in the prescribed text
- : to make sense of the Western narrative and critical lens on India and its civilisational journey
- : to assess the Western evaluative methods in understanding India from its great antiquity through difficult historicity to its contemporary developments
- : to understand the impacts of the impressions acquired through travel writing leading to idea formations

L(3)+T(1)+P(0) per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

#### **CO : Course Outcomes**

At the end of the course, students will be able to:

**CO-1:** appreciate and analyse the relationship of travel writing to colonisation

**CO-2:** see the link between travel writing and translation

**CO-3:** appreciate the role of travel in shaping selfhood and otherness and relate the growth of travel writing to regional, national and global identities.

**CO-4:** understand the question of reception at the ground on which the travelogue has been written.

## Course Content

Module No.	Contents	CONTACT Hours	CO
I	V. S. Naipaul – <i>India: A Million Mutinies Now</i>	15	CO-1,CO-2,CO-3, CO-4
II	Diana L. Eck: <i>India: A Sacred Geography</i>	15	CO-1,CO-2,CO-3, CO-4
III	Mark Tully: <i>India's Unending Journey</i>	15	CO-1,CO-2,CO-3, CO-4
IV	David Frawley: <i>In Search of the Cradle of Civilisation</i>	15	CO-1,CO-2,CO-3, CO-4

### Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	3	2	3	2	3	3	2	3	3
CO 3	2	1	1	2	3	3	2	3	1
CO 4	3	2	3	2	2	2	3	3	2
Average	2.75	2	2.25	2.25	2.75	2.75	2.5	3	2.3

### Suggested Readings

1. Hulme, P., & Youngs, T. (Eds.). (2002). *The Cambridge companion to travel writing* (Vol. 10). Cambridge University Press.
2. Henrikson, P., & Kullberg, C. (Eds.). (2021). *Time and temporalities in European travel writing*. Routledge.
3. Micallef, R. (2018). *Illusion and disillusionment: travel writing in the modern age*. Harvard University Press.
4. Huggan, G. (2010). *Extreme pursuits: Travel/writing in an age of globalization*. University of Michigan Press.
5. Blanton, C., *Travel Writing: the Self and the World*, Routledge.



**UG Degree with Honours in English (FYUP) - Syllabus of**

**FIFTH Semester**

**Minor 5**

**[i) Minor Courses of English will be offered to Non-English Major Students**

**ii) English Major students will opt for minor courses from other Majors]**

**Title of the paper: Autobiography and Life Writing**

**Course Code: XXX-MC-3510**

**LO: Learning Objectives:**

The course will seek to achieve the following objectives:

- : To give the students a first-hand knowledge of major autobiographical texts.
- : To provide the students with the knowledge of the political, economic, social and intellectual background so as to study them as representative texts of the culture and age.
- : To enable students to understand the growth of autobiography as a literary genre and encourage further reading.

L(3)+T(1)+P(0) per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

**Course Outcomes**

At the end of the course, students will be able to:

- CO-1:** Gets a basic idea about the literary genre: Biography and autobiography.
- CO-2:** Examine the status of life writing as a literary form and the history of its reception.
- CO-3:** Understand the relationship between self and history, truth, claims, and fiction in private and public spheres.
- CO-4:** Able to explain and analyze how life writing provides an alternative to existing ways of writing history.

## Course Content

Module No.	Contents	CONTACT Hours	CO
I	Anne Frank: <i>The Diary of a Young Girl</i>	15	CO-1,CO-2,CO-3, CO-4
II	M. K. Gandhi: <i>Autobiography: The Story of My Experiments with Truth</i>	15	CO-1,CO-2,CO-3, CO-4
III	T. J. S. George: <i>MS– A Life in Music</i>	15	CO-1,CO-2,CO-3, CO-4
IV	A. P. J. Abdul Kalam: <i>Wings of Fire</i> . (Chapters: 1 - 4 Chapters).	15	CO-1,CO-2,CO-3, CO-4

### Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	2	3	2	2	2	3	3	3	3
CO 2	3	2	3	2	3	3	2	3	3
CO 3	2	1	1	2	3	3	2	3	1
CO 4	3	2	3	2	2	2	3	3	2
Average	2.5	2.25	2	2	2.5	3	2.5	3	2.25

### Suggested Readings:

Anne Frank: *The Diary of a Young Girl*

M. K. Gandhi. *Autobiography: The Story of My Experiments with Truth*. Navajeevan Press, Ahemadabad, 2001.

T. J.S. George. *MS- A Life in Music*. Harper Collins,New Delhi,2004

A. P. J. Abdul Kalam: *Wings of Fire*.

## UG Degree with Honours in English (FYUP) - Syllabus of

### SIXTH Semester

#### Minor 6

[i] Minor Courses of English will be offered to Non-English Major Students

ii) English Major students will opt for minor courses from other Majors]

**Title of the paper: INDIAN POETICS**  
**Course Code: XXX-MC-3610**

#### **LO: Learning Objectives:**

The course will seek to achieve the following objectives:

- : To provide the students with the knowledge of major schools of Indian Literary Theory.
- : To provide the students with the knowledge of the texts of Indian poetics.
- : To enable students to strengthen and deepen their interpretive skills on the basis of principles derived from Indian critical tradition

L(3)+T(1)+P(0) per week
Credits: 4
Total CONTACT Hours: 15x4=60
Examination duration: 3 Hours
Maximum Marks: 100 Marks
Internal Assessment: 20 Marks
Term End Examination: 80 Marks

#### **CO: Course Outcomes**

At the end of the course, students will be able to:

- CO-1:** Have the knowledge of major schools of Indian Literary Theory.
- CO-2:** Be familiar with the texts of Indian poetics.
- CO-3:** To apply their interpretive skills on the basis of principles derived from Indian critical tradition

#### **Course Content**

Module No.	Contents	CONTACT Hours	CO
I	Indian Poetics: Rasa, Alamkar, Riti, Dhvani, Vakrokti, Auchitya	15	<b>CO-1</b>
II	Constituent Elements of Indian Poetics	15	<b>CO-1, CO-2</b>

III	Indian Poetics in Historical Perspective	15	<b>CO-1, CO-2, CO-3</b>
IV	Relevance of Indian Poetics	15	<b>CO-1, CO-2, CO-3</b>

### Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	2	3	2	2	2	3	3	3	3
CO 3	2	1	1	2	3	3	2	3	1
Average	2.3	2.3	1.6	2.3	2.6	3	2.6	3	1.6

### Suggested Readings:

1. S.K.Dey . History of Poetics, NEWDelhi:MLBS,1960
2. Kapil Kapoor . Literary Theory : Indian Conceptual Framework,EastWest Press,Delhi,1998.
3. V.Sethuraman:Indian Aesthetics: an Introduction,Macmillan,1979.
4. K.Krishnamurthy:Studies in Indian Aesthetics and Criticism.DVKMurthy:Mysore,1979
5. V.N.Raghavan,An Introduction to Indian Poetics,Macmillan,1970.
6. T.N. Sreekantayyya. Indian Poetics.NewDelhi:Sahitya Akademi,2001.

**UG Degree with Honours in English (FYUP) - Syllabus of**

**SEVENTH Semester**

**Minor 7**

**Title of the paper: Research Methodology**

**Course Code: ENG-RC-4710**

**LO: Learning Objectives:**

**LO-1:**To familiarize and orient the research scholar with the philosophy of research and methods of pursuing research in a systemic manner.

**LO-2:**The course attempts to prepare the research scholar to work on topics of contemporary relevance.

L(3)+T(1)+P(0) per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

**CO : Course Outcome:**

Students at the end of the Course will be able to:

**CO 1:** explain key research concepts and issues.

**CO 2:** select a research problem and an appropriate research design for their research work.

**Course Content:**

Module no.	Content	CONTACT Hours	CO
1	1. Meaning and Objectives of Research 2. Types of Research 3. Research Design 4. Qualitative and Quantitative Approaches 5. Research in Humanities and Languages 6. Approaches to the Study of Literature: Scope and Methods. 7. Interpretation and Analysis:	15	CO- 1,2

	Major theoretical Approaches (both in language and literature) 8. Different Ways of Approaching a Text		
II	1. Choosing an Area and Topic of Research and Preparing the Research plan 2. Defining the Research Problem 3. Hypothesis/Research Questions 4. Objectives 5. Scope and Limitations 6. Review of Literature 7. Major Data sources, Data collection (Primary and Secondary) 8. Accessing Library resources: Reference works through indexes, bibliographic, collection of abstracts, dictionaries, encyclopedia, biographical sources, yearbooks, Atlases, Gazetteers, statistical data sources.	15	CO-1,2
III	1. Survey, Field work and Data Collection 2. Sampling 3. Tools and Techniques: Questionnaire, Interview, etc. 4. Processing and Analyzing Data 5. Quantitative Techniques 6. Interpretation and Report Writing 7. Analysis and presentation of Findings 8. Writing a Book Review 9. Writing Research Papers: The Format of a Research paper 10. Seminar Presentation of Research Paper 11. Writing a Research Proposal 12. Dissertation and Thesis Writing 13. Editing, Proof Reading	15	CO-2
IV	1. Computer Fundamentals 2. Computer Network concepts and Internet 3. Computer application: (Microsoft Office) 4. Statistical Software	15	CO-2

### Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	2	3	3	3	3	3	1	2	2
CO 2	2	3	2	2	2	3	3	3	3	2	2
Average	2.5	3	2	2.5	2.5	2.5	2.5	3	2	2	2

### Suggested Readings:

Modern Language Association of America. (2009). *MLA Handbook for Writers of Research Papers*. (7<sup>th</sup> ed.). Author

Anderson, Jonathan and Millicent Poole. *Assignment and Thesis Writing*. Wiley India Pvt. Ltd. 2001, 4<sup>th</sup> Edn.

APA. *Publication Manual of the American Psychological Association*. 7<sup>th</sup> Edn. APA, 2020.

Best, John W. & Kahn, J.V. *Research in Education*. Pearson: Boston, 2006.

Brause, Rita S. *Writing Your Doctoral Dissertation*. Routledge Falmer, 2005.

Dawson, Catherine. *A-Z of Digital Research Methods*. Routledge, 2020.

Greenfield, Tony with Sue Greener. editors. *Research Methods for Postgraduates*. Wiley, 2016, 3<sup>rd</sup> Edn.

Griffee, Dale T. *An Introduction to Second Language Research Methods: Design and Data*. TESL-EJ Publications: Berkeley, California, USA, 2012.

Griffin, Gabriele. editor. *Research Methods for English Studies*. Rawat Publications. 2016.

Kumar, Ranjit. *Research Methodology: A Step-by-Step Guide for Beginners*. Pearson. 2007.

Maggetti, Martino et al. *Designing Research in the Social Sciences*. Sage, 2013.

MLA. *MLA Handbook Eighth Edition*. MLA, 2016.

Nunan, D. *Research Methodology in Language Learning*. Cambridge: Cambridge University Press, 1995.

O’Leary, Zina. *The Essential Guide to Doing Your Research Project*. Sage, 2010.

Pecorari, Diane. *Academic Writing and Plagiarism: A Linguistic Analysis*. Bloomsbury, 2008.

**UG Degree with Honours in English (FYUP) - Syllabus of**

**EIGHTH Semester**

**Minor 8**

**Title of the paper: RESEARCH PUBLICATION ETHICS**

**Course Code: ENG-RC-4810**

**LO: Learning Objectives:**

**LO-1:** To introduce the learners to the various ethical issues related to Research and Publication.

**LO-2:** To acquaint the learners with the good practices in research and publication.

L(3)+T(1)+P(0) per week  
Credits: 4  
Total CONTACT Hours: 15x4=60  
Examination duration: 3 Hours  
Maximum Marks: 100 Marks  
Internal Assessment: 20 Marks  
Term End Examination: 80 Marks

**CO: Course Outcome:**

Students at the end of the Course will be able to:

**CO 1:** Identify and tackle the problems associated with the process of research and publication.

**CO 2:** Incorporate the good practices in research and publication.

**Course Content:**

Module no.	Content	CONTACT Hours	CO
I	<b>PHILOSOPHY AND ETHICS</b> 1. Introduction to Philosophy: definition, nature and scope, concept, branches 2. Ethics: Definition, moral philosophy, nature of moral judgements and reactions	15	<b>CO-1</b>
II	<b>SCIENTIFIC CONDUCT</b> 1. Ethics with respect to science	15	<b>CO-1</b>



	<p>and research</p> <ol style="list-style-type: none"> <li>2. Intellectual honesty and research integrity</li> <li>3. Scientific misconducts: Falsification, Fabrication and Plagiarism (FFP)</li> <li>4. Redundant publications: duplicate and overlapping publications, salami slicing</li> <li>5. Selective reporting and misrepresentation of data</li> </ol>		
III	<p><b>PUBLICATION ETHICS</b></p> <ol style="list-style-type: none"> <li>1. Publication ethics: definition, introduction and importance</li> <li>2. Best practices/standards setting initiatives and guidelines: COPE, WAME etc.</li> <li>3. Conflicts of interest</li> <li>4. Publication misconduct: Definition, concept, problems that lead to unethical behaviour and vice versa, types</li> <li>5. Violation of publication ethics, authorship and contributorship</li> <li>6. Identification of publication misconduct, complaints and appeals</li> <li>7. Predatory publishers and journals</li> </ol>	15	<b>CO-2</b>
IV	<p><b>PRACTICE</b></p> <p><b>OPEN ACCESS PUBLISHING (4hrs.)</b></p> <ol style="list-style-type: none"> <li>1. Open access publications and initiatives</li> <li>2. SHERPA/RoMEO online resource to check publisher copyright &amp; self-archiving policies</li> <li>3. Software tool to identify predatory publications developed by SPPU</li> <li>4. Journal finder/journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggester, etc.</li> </ol> <p><b>PUBLICATION MISCONDUCT (4 hrs.)</b></p> <p><b>A. Group Discussions (2 hrs.)</b></p>	15	<b>CO-2</b>

	<p>1. Subject specific ethical issues, FFP, authorship  2. Conflicts of interest  3. Complaints and appeals: examples and fraud from India and abroad</p> <p><b>B. Software tools (2 hrs.)</b>  1. Use of plagiarism software like Turnitin, Urkund and other open source software Tools</p> <p><b>DATABASES AND RESEARCH METRICS (7 hrs)</b></p> <p><b>A. Databases (4hrs.)</b>  1. Indexing databases  2. Citation databases: Web of Science, Scopus etc.</p> <p><b>B. Research Metrics (3hrs.)</b>  1. Impact factor of journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score  2. Metrics: h-index, g index, i10 index, altmetrics</p>		
--	--	--	--

**Course Mapping:**

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	1		3	3	3	3		3		3	3
CO 2	1	2	3	3	3	3	2		2	3	3
Average	1	1	3	3	3	3	1	1.5	1	3	3

**Suggested Readings:**

Bird, A. (2006). *Philosophy of Science*, Routledge.  
McIntyre, Alasdair. (1967). *A Short History of Ethics*. London.  
Chaddah, P. (2018). *Ethics in Competitive Research: Do not get scooped; do not get plagiarized*.

# UG Degree with Honours in English (FYUP) - Syllabus of

## FIRST Semester

### MD 1:

[i] MD Courses of English will be offered to Non-English Major Students

ii) English Major students will opt for MD courses from other Majors]

**Title of the Paper: Introduction to English Poetry**

**Course Code: XXX-MD-1110**

#### **LO: Learning Objectives:**

: To familiarize students with the historical evolution of English poetry, providing an overview of its development and highlighting the different types and forms that have emerged over time.

: To introduce learners to foundational texts in English poetry, exposing them to selected works that represent key themes, styles, and movements within the genre.

: To cultivate learners' awareness of critical terms and features commonly associated with English poetry, equipping them with the necessary vocabulary and understanding to analyze and interpret poems effectively.

#### **CO:Course Outcomes:**

After the completion of this course, the learner will:

**CO-1:**Gain a comprehensive understanding of the various stages in the development of English poetry, allowing them to recognize and appreciate the historical progression and significant shifts in style, themes, and movements.

**CO-2:**Students will be introduced to diverse forms of poetry, providing them with knowledge and recognition of different poetic structures, such as sonnets, ballads, and free verse, and their unique characteristics.

L(2)+T(1)+P(0) per week

Credits: 3

Total CONTACT Hours: 15x3=45

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

**CO-3:**Develop an appreciation for the various techniques employed in poetry, enabling them to recognize and analyze elements such as imagery, figurative language, rhythm, and sound devices, enhancing their ability to interpret and engage with poetic works effectively.

### Course Content

Module No.	Contents	CONTACT Hours	CO
I	Thomas Wyatt: 'They Flee from Me', 'Blame Not My Lute' William Shakespeare: Sonnets no. 18 & 27 John Milton: 'On His Blindness'	15	<b>CO-1,CO-2, CO-3</b>
II	William Wordsworth: 'Composed Upon Westminster's Bridge' John Keats: 'Ode to Autumn' Alfred Tennyson: 'Ulysses' Robert Browning: 'The Last Ride Together'	15	<b>CO-1,CO-2, CO-3</b>
III	William Blake: 'The Lamb', 'The Tyger' Thomas Hardy: 'The Darkling Thrush' W. B. Yeats: 'The Second Coming' Siegfried Sassoon: 'The Last Meeting'	15	<b>CO-1,CO-2, CO-3</b>

### Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	2	3	2	2	2	3	3	3	3
CO 3	3	2	3	2	3	3	2	3	3
Average	2.6	2.6	2.3	2.3	2.6	3	2.6	3	1.6

### Suggested Reading:

1. Albert, Edward: *A Short History of English Literature*, OUP.
2. Evans, Ifor: *A Short History of English Literature*, Penguin.
3. Warton, Thomas: *The History of English Poetry*.
4. Abrams, M. H.: *The Mirror and the Lamp*, OUP.
5. [www.poetryfoundation.com](http://www.poetryfoundation.com)
5. [www.poemhunter.com](http://www.poemhunter.com)

**UG Degree with Honours in English (FYUP) - Syllabus of**

**SECOND Semester**

**MD 2:**

**[i) MD Courses of English will be offered to Non-English Major Students**

**ii) English Major students will opt for MD courses from other Majors]**

**Title of the Paper: Introduction to English Drama**

**Course Code: XXX-MD-1210**

**LO: Learning Objectives:**

- : The introduce the students to the history of the development of English drama and its different types
- : To introduce the learners to some of the basic texts in English drama
- : To make the learners understand the various critical terms and features of drama

L(2)+T(1)+P(0) per week

Credits: 3

Total CONTACT Hours: 15x3=45

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

**CO:Course Outcomes:**

- CO-1:**The students will develop a fair idea of the different stages in the development of English drama
- CO-2:**The students will be introduced to the different categories of drama
- CO-3:**The learners will be able to appreciate the various techniques that are used in drama

## Course Content

Module No.	Contents	CONTACT Hours	CO
I	History and Elements of English Drama	15	CO-1,CO-2
II	William Shakespeare: <i>Julius Caesar</i> Ben Jonson: <i>Everyman in His Humour</i>	15	CO-1,CO-2,CO-3
III	Oliver Goldsmith: <i>She Stoops to Conquer</i>	15	CO-1,CO-2,CO-3

### Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	3	2	3	2	3	3	2	3	3
CO 3	2	1	1	2	3	3	2	3	1
Average	2.6	2	2	2.3	3	3	2.3	3	1.6

### Suggested Reading:

1. Albert, Edward: *A Short History of English Literature*, OUP.
2. Evans, Ifor. *A Short History of English Literature*, Penguin.
3. Nicoll, Allardyce: *A History of English Drama*, CUP.
4. Bradley, A. C.: *Shakespearean Tragedy*, Atlantic Publishers.
5. Shakespeare, William: *Julius Caesar*
6. Jonson, Ben: *Everyman in His Humour*
8. Goldsmith, Oliver: *She Stoops to Conquer*

## UG Degree with Honours in English (FYUP) - Syllabus of

### THIRD Semester

#### MD 3:

[i) MD Courses of English will be offered to Non-English Major Students

ii) English Major students will opt for MD courses from other Majors]

#### Literature on Ecology

Course Code: XXX-MD-2310

#### LO: Learning Objectives:

: To make the students aware of the ecological concerns which have been the subject of literature since time immemorial.

: To make them aware of the natural resources and the civilization's intrusion upon nature as expressed in the writings of different cultures.

: To make them positively help address environmental issues and advocate for the protection and preservation of natural resources and ecosystems

#### CO:Course Outcome:

At the end of this course, the students will be

**CO-1:**Aware of the ecological concerns which have been the subject of literature from time immemorial.

**CO-2:**Aware of the natural resources and the civilization's intrusion upon nature as expressed in the writings of different cultures.

**CO-3:**Able to address environmental issues in positive ways and advocate for the protection and preservation of natural resources and ecosystems

L(2)+T(1)+P(0) per week

Credits: 3

Total CONTACT Hours: 15x3=45

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks



## Course Content

Module No.	Contents	CONTACT Hours	CO
I	Eco-criticism and Green Studies: Fundamental Principles Ecological Movements: Silent Valley, Chipko, Narmada and other movements with regard to indigenous cultures.	15	CO-1,CO-2,CO-3
II	Rachel Carson: Silent Spring ( Chapters: A Fable for Tomorrow; And No Birds Sing , The Human Price)	15	CO-1,CO-2,CO-3
III	Profile of a River (From <i>The Brahmaputra</i> by Arup K. Dutta) Ganga: The Goddess Ganges in Hindu Sacred Geography (Discuss L. ECK from Goddesses of India) 'On the Banks of Amaravati' (The three essays are from Waterlines ed. By AmitaBaviskar). Amitav Ghosh: <i>The Nutmeg's Curse</i>	15	CO-1,CO-2,CO-3

### Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	2	3	2	2	2	3	3	3	3
CO 2	3	2	3	2	3	3	2	3	3
CO 3	2	1	1	2	3	3	2	3	1
Average	2.3	2	2	2	2.6	3	2.6	3	2.3

## Background Reading:

- Guha, Ramachandra(1994) *Social Ecology*, OUP
- Barry, John (1998) *Rethinking Green Politics*, Sage Publications: New Delhi
- Chapple ,Christopher Key and Mary Svelyn Tucker (ed.)(2000) *Hinduism and Ecology: The Intersection of Earth, Sky and Water*
- Gilpin, Alan (1998). *Dictionary of Environment Terms*. Routledge & Kegan Paul Arnold
- David and Ramchandra Guha. (ed.) in *Nature, Culture, Imperialism Essays on the Environmental History of South Asia*. Delhi: OUP
- Dutta , Arup K. (2001) *The Brahmaputra*. National Book Trust India
- Baviskar, Amita (2003) *Waterlines* (ed.). Penguin
- Rachel Carson. (1962)*Silent Spring*, Penguin Modern Classics,UK, (e-book 2020)
- Devy , G.N. (2003 )*The Painted Words: An Anthology of Tribal Literature* (ed.). Penguin India
- Bond , Ruskin(2019) *From the Cradle of Nature*. Pegasus Books
- Hawley , John Straton & Donna Maria Wulff.(2017) *Devi: Goddesses of India* (ed.), Aleph Book company
- Ghosh, Amitav : *The Nutmeg's Curse*

# UG Degree with Honours in English (FYUP) - Syllabus of

## FIRST Semester

AEC-1

English Language and Communication Skills

Course Code: ENG-AE-0010

### **LO: Learning Objectives:**

: To provide a comprehensive understanding of the essential tools and theories of communication

: To cultivate and enhance communication skills necessary for successful personal, social, and professional interactions.

: To prioritize the development of LSRW (Listening, Speaking, Reading, and Writing) skills tailored explicitly for professional settings, such as interviews, group discussions, and public speaking, ensuring proficiency in social interactions.

: To equip students with diverse communication strategies, both verbal and non-verbal, enabling them to express thoughts, emotions, and ideas effectively.

: To foster an engaging and interactive learning environment, employing innovative teaching methodologies to encourage active participation and maximize learning outcomes.

### **CO: Course Outcomes:**

After the completion of this course, the learner will be able to:

**CO-1:**Develop a comprehensive understanding of essential communication tools and theories to effectively navigate complexities in communication.

L(3)+T(1)+P(0) per week Credits: 4 Total CONTACT Hours: 15x4=60 Examination duration: 3 Hours Maximum Marks: 100 Marks Internal Assessment: 20 Marks Term End Examination: 80 Marks
---

**CO-2:** Enhance and cultivate communication skills necessary for successful personal, social, and professional interactions and demonstrate writing competencies like framing CVs, memos, and applications properly

**CO-3:** Demonstrate proficiency in Listening, Speaking, Reading, and Writing (LSRW) skills in professional settings, such as interviews, group discussions, and public speaking.

**CO-4:** Apply diverse verbal and non-verbal communication strategies to effectively express thoughts, emotions, and ideas in interpersonal and professional settings.

### Course Content

Module No.	Contents	CONTACT Hours	CO
I	<p><b>Introduction to Communication Skills</b>            The Nature and Process of Communication            Types and Modes of Communication            Verbal and Non-verbal Communication            Essentials of Effective Communication            Overcoming Miscommunication:            Communication Barriers and Strategies</p>	15	<b>CO-1, CO-2, CO-3</b>
II	<p><b>Listening Skills</b>            The Importance and Purposes of Effective Listening            Developing Active Listening Skills            Identifying and Overcoming Barriers to Listening            Guidelines for Improving Listening Skills            Strategies for Effective Note-taking during Lectures and Presentations</p>	15	<b>CO-1, CO-2, CO-3</b>
III	<p><b>Speaking Skills</b>            Pronunciation Practice and Phonetic Awareness            Developing Fluency through Conversation Practice            Participating in Debates and Group Discussions            Interview Skills: Effective Communication for Job Interviews            Effective Presentation Skills and Public</p>	15	<b>CO-1, CO-2, CO-1, CO-2, CO-3, CO-4</b>

	Speaking Techniques		
IV	<b>Reading and Writing Skills</b> Effective Reading Strategies for Comprehension Developing Reading Fluency and Speed Close Reading Techniques for In-depth Analysis Summarizing and Paraphrasing Techniques Interpreting Graphs and Charts for Effective Communication Writing Formal Letters and Emails Resume and Job Application	15	<b>CO-1, CO-2, CO-3</b>

### Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	2	3	2	2	2	3	3	3	3
CO 3	3	2	3	2	3	3	2	3	3
CO 4	2	1	1	2	3	3	2	3	1
Average	2.5	2.25	2	2.25	2.75	3	2.5	3	2.6

### Suggested Readings:

1. *Business English*, Pearson, Pearson Education, 2008.
2. *Fluency in English - Part II*, Oxford University Press, 2006.
3. *Language, Literature and Creativity*, Orient Black Swan, 2013.
4. Turton, N.D. and J.B. Heaton *Longman Dictionary of Common Errors*, Longman, 1998.
5. Francis Peter, S.J. *Soft Skills and Professional Communication*. New Delhi: Tata McGraw Hill, 2012.
6. Verma, S. *Enhancing Employability @ Soft Skills*. New Delhi, Pearson Education 2012.
7. Bandyopadhyay, D. & Krishnan, Malathy. (2012). *Connect: A Course in Communicative English*. Cambridge University Press.
8. Raman, Meenakshi. & Singh, Prakash. (2012). *Business Communication*. Oxford University Press.
9. Suresh Kumar, E. & P. Sreehari. (2014). *A Handbook for English Language Laboratories*. Foundation Books.
10. Mukhyopadhyay. *English for Jobseekers: Language and Soft Skills for the Aspiring*. Foundation Books, CUP.

# UG Degree with Honours in English (FYUP) - Syllabus of

## SECOND Semester

AEC 2

Title of the Paper: Academic Writing and Professional Communication

Course Code: ENG-AE-1210

L(3)+T(1)+P(0) per week

Credits: 4

Total CONTACT Hours: 15x4=60

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

### **LO: Learning Objectives:**

The course will seek to achieve the following objectives:

:To enhance students' skills in written and oral communication for academic and professional contexts.

: To make students use simple and acceptable English to convey their ideas in English in writing

: To make students recognize and draft different types of writing – e.g. classroom notes, summaries, reports, exploratory and descriptive paragraphs, substantiating etc.

: To develop students' abilities to express their ideas effectively, critically analyze texts, and engage in professional communication practices.

: To make students learn essential academic writing techniques, research skills, citation and referencing conventions, and strategies for effective professional communication.

### **CO: Course Outcomes**

At the end of the course students will be able to:

**CO-1:** Demonstrate proficiency in academic writing conventions, including grammar, sentence structure, and punctuation.

**CO-2:** Analyze and critically evaluate academic texts, including articles, research papers, and scholarly publications.

**CO-3:** Understand and apply appropriate citation and referencing styles in academic writing.

**CO-4:** Compose well-structured essays, research papers, and reports using clear and concise language and display effective communication strategies for

professional environments, including email etiquette, formal letters, and workplace communication.

### Course Content

Module No.	Contents	CONTACT Hours	CO
I	<p><b>Introduction to Academic Writing</b></p> <p>The purpose of Academic Writing</p> <p>The features of Academic Writing</p> <p>Types of Academic Writing</p> <p>The Writing Process</p>	15	<b>CO-1, CO-2, CO-3</b>
II	<p><b>Writing Style and Structure</b></p> <p>Structure and organization of essays, research papers, and reports</p> <p>Organizing a Paragraph structure</p> <p>Structuring an Argument</p> <p>Developing a thesis statement and supporting arguments</p> <p>Writing effective introduction, body, and conclusion</p> <p>Review and Critical analysis of Academic texts</p> <p>Summarizing and paraphrasing skill</p> <p>Citation and Referencing</p>	15	<b>CO-2, CO-3</b>
III	<p><b>Writing Mechanics and Remedial Grammar</b></p> <p>Clarity, coherence, and conciseness in academic writing</p> <p>Effective use of transitions and linking words</p> <p>Punctuation</p> <p>Grammar and Sentence Structure</p> <p>Independent and dependent clauses</p> <p>Avoiding Choppy Sentences, Incomplete and fragmented sentences, run on</p>	15	<b>CO-3</b>

	sentences Subject-verb agreement and verb tenses Common grammatical errors to avoid		
IV	<b>Professional Communication in Writing</b> Writing formal emails, reports, and business correspondence Report Writing Note-Making Letter Writing Writing for professional contexts (CV and Cover Letters) Documenting: Agenda and Minutes	15	<b>CO-4</b>

### Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	2	3	2	2	2	3	3	3	3
CO 3	3	2	3	2	3	3	2	3	3
CO 4	3	2	3	2	2	2	3	3	2
Average	2.75	2.5	2.5	2.25	2.5	2.75	2.75	3	2.25

### Suggested Readings

1. Liz Hamp-Lyons and Ben Heasley. *Study writing: A Course in Writing Skills for Academic Purposes* (Cambridge: CUP, 2006).
2. Renu Gupta. *A Course in Academic Writing* (New Delhi: Orient Black Swan, 2010).
3. Ilona Leki. *Academic Writing: Exploring Processes and Strategies* (New York: CUP, 2nd edn, 1998).
4. Gerald Graff and Cathy Birkenstein. *They Say/I Say: The Moves That Matter in Academic Writing* (New York: Norton, 2009).
5. Eastwood, John. (2005) *Oxford Practice Grammar*. Oxford, OUP Wallace, Michael. (2004). *Study Skills*. Cambridge, CUP



6. Hogue, A. & Oshima, A. (2007). *Introduction to Academic Writing*. Pearson Education.
7. Bailey, S. (3<sup>rd</sup> Ed.). (2011). *Academic Writing: A Handbook for International Students*. Routledge; Taylor & Francis.
8. Satu Manninen, S., Turner, E., & Lecaros, W. (2020). *Writing in English at University: A Guide for Second Language Writers*. Lund University.
9. Swales, J. & C. Feak. (1993). *Academic Writing for Graduate Students*. University of Michigan Press.
10. Sumague, A. Julieta. (2019). *Academic English for Second Language Learners*. Society Publishing.
11. Jain, Seema. (2017). *Critical Thinking, Academic Writing & Presentation*. Indian Books.

# UG Degree with Honours in English (FYUP) - Syllabus of

## FIRST Semester

SEC 1

Title of the Paper: ENGLISH LANGUAGE TEACHING

Course Code: ENG-SE-1110

### **LO: Learning Objectives:**

The course will seek to achieve the following objectives:

: to make students grasp the strategies used by a teacher to teach language

: to make students understand the syllabus, its structure and development

: to make students understand different types of tests used in a language class

: to make students understand use of technology for learning language

L(2)+T(1)+P(0) per week

Credits: 3

Total CONTACT Hours: 15x3=45

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks

### **CO:Course Outcomes**

At the end of the course students will be able to:

**CO-1:** identify and classify strategies used by a teacher to teach language

**CO-2:** demonstrate clear understanding of the syllabus, its structure and development understand the structure of a textbook and its use

**CO-3:** articulate the reasons for different types of tests the teacher administers

**CO-4:** demonstrate the ways in which technology can be used for learning language.

## Course Content

Module No.	Contents	CONTACT Hours	CO
I	Knowing the Learner, Structures of English language, Syllabus Structure and Design, Grammatical syllabuses and other Types of ELT Syllabus	15	<b>CO-1</b>
II	Methods of teaching English language and literature; Assessing language skills, Types of tests and their purposes	15	<b>CO-2, CO-3</b>
III	Materials for language teaching (Structure of a textbook and its relation to the syllabus); Using Technology in language learning (ICT and language learning including Web 2.0 Tools)	15	<b>CO-3, CO-4</b>

### Suggested Discussion, Presentation:

Thinking and activities/Practical associated with all the Modules

### Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	2	3	2	2	2	3	3	3	3
CO 3	2	1	1	2	3	3	2	3	1
CO 4	3	2	3	2	2	2	3	3	2
Average	2.5	2.25	2	2.25	2.5	2.75	2.75	3	2

### **Suggested Reading**

Penny Ur, *A Course in Language Teaching: Practice and Theory* (Cambridge: CUP, 1996).

Marianne Celce-Murcia, Donna M. Brinton, and Marguerite Ann Snow,  
*Teaching English as a Second or Foreign Language* (Delhi: Cengage Learning, 4th edn, 2014).

Adrian Doff, *Teach English: A Training Course for Teachers (Teacher's Workbook)* (Cambridge: CUP, 1988).

R.K. Bansal and J.B. Harrison, *Spoken English: A Manual of Speech and Phonetics* (New Delhi: Orient BlackSwan, 4th edn, 2013).

Mohammad Aslam, *Teaching of English* (New Delhi: CUP, 2nd edn, 2009)

**UG Degree with Honours in English (FYUP) - Syllabus of**

**SECOND Semester**

**SEC- 2**

**Title of the Paper: Translation Studies**

**Course Code: ENG-SEC-2210**

**LO: Learning Objectives:**

The course will seek to achieve the following objectives:

- : to make students grasp the process of translation
- : to make students grasp the skills of effective translation
- : to make students undertake and complete practical translation assignments
- : to make students work on translated works to compare and evaluate finished translation

L(2)+T(1)+P(0) per week Credits: 3 Total CONTACT Hours: 15x3=45 Examination duration: 3 Hours Maximum Marks: 100 Marks Internal Assessment: 20 Marks Term End Examination: 80 Marks
---

**CO: Course Outcomes**

At the end of the course students will be able to:

- CO-1:** critically appreciate the process of translation
- CO-2:** engage with various theoretical positions on Translation think about the politics of translation
- CO-3:** assess, compare, and review translations and translate literary and non-literary texts

**Course Content**

Module No.	Contents	CONTACT Hours	CO
I	Different Types / modes of translation (Technical /Official translation as opposed to literary translation Audio-visual translation) Different approaches to translation from fidelity to transcreation Functional / communicative translation; Introducing basic concepts and terms used in Translation Studies through relevant tasks, for example:	15	<b>CO-1</b>

	Equivalence, Language variety, Dialect, Idiolect, Register, Style, Mode, Code mixing / Switching.		
II	Defining the process of translation (analysis, transference, restructuring) through critical examination of standard translated literary/non-literary texts and critiquing subtitles of English and Hindi films. Exercises to comprehend Equivalence in translation: Structures – equivalence between the source language and target language at the lexical (word) and syntactical (sentence) levels. This will be done through tasks of retranslation and recreation, and making comparative study of cultures and languages.	15	<b>CO-2</b>
III	Translation of various kinds of short texts from short stories to news reports, poems and songs, to advertisements both print and audio-visual	15	<b>CO-3</b>

### Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	1
CO 2	2	3	2	2	2	3	3	3	3
CO 3	3	2	3	2	2	2	3	3	2
Average	2.6	2.6	2.3	2.3	2.3	2.6	3	3	2

### Suggested Readings

Venuti, Lawrence. *Essays in The Translation Studies Reader*, London: Routledge, 2000. Lefevere, Andre. *Translation/History/Culture: A Sourcebook*, London: Routledge, 1992.

Trivedi, Harish and Susan Bassnett. Introduction to *Postcolonial Translation: Theory and Practice* (London: Routledge, 1999)

Singh, Avadhesh Kumar. "Translation Studies in the 21<sup>st</sup> Century", *Translation Today*, Vol. 8, Number 1, 2014, pp. 5-45. Susan Bassnett, *Translation Studies*, London: Routledge, 1998.

Das, B.K. *A Handbook of Translation Studies*. Atlantic Publishers

**UG Degree with Honours in English (FYUP) - Syllabus of**

**THIRD Semester**

**SEC-3**

**Title of the Paper: SOFT SKILLS**

**Course Code: ENG-SE-2310**

**LO: Learning Objectives:**

The course will seek to achieve the following objectives:

: to make students grasp the skills of effective communication

: to make students take responsibility to undertake and complete a work with leadership in groups either as members or leaders

: to make students develop critical thinking and problem-solving skills

**CO :Course Outcomes:**

At the end of the courses students will be able to:

**CO-1:** Communicate with others effectively and exhibit qualities of leadership

to take responsibility to undertake a work and complete it.

**CO-2:** Be aware of their own weaknesses and work in groups either as members or leaders and be flexible to the needs of others

**CO-3:** Think critically or laterally and solve problems and negotiate with others to solve problems (conflict resolution) coping with pressure and yet produce results

L(2)+T(1)+P(0) per week

Credits: 3

Total CONTACT Hours: 15x3=45

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Internal Assessment: 20 Marks

Term End Examination: 80 Marks



## Course Content

Module No.	Contents	CONTACT Hours	CO
I	Effective Communication strategies, Self-esteem and Confidence Building strategies, Self-Learning, Lateral thinking, SWOT Analysis, Goal Setting	15	CO-1
II	Emotional Intelligence, Adaptability, Time Management, Teamwork and Leadership	15	CO-2
III	Lateral Thinking, Problem-solving, Critical Thinking, Conflict Management,  Body Language, Manners and Etiquettes, Interviews	15	CO-2, CO-3

Suggested Discussion, Presentation: Activities/Practical associated with all the Modules

### Course Mapping:

Sl. no	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	3	3	2	3	3	3	3	3	2
CO 2	2	1	1	2	3	3	2	3	2
CO 3	3	2	3	2	2	2	3	3	2
Average	2.6	2	2	2.23	2.6	2.6	2.6	3	2

### Suggested Readings :

Mohanraj, Jayashree, (2015). Skill Sutras: Modern Communication and Ancient Wisdom. Bangalore, Prism Books

Raamesh, Gopaldaswamy & Ramesh, Mahadevan (2010). The ACE of Soft Skills. New Delhi, Pearson.

Mitra, KBarun. (2012). Personality Development and Soft Skills. New Delhi, OUP.

Dhanavel, S.P. (2013). English and Soft Skills. Orient Blackswan.