



FYUGP

ENGLISH HONOURS/ RESEARCH

FOR UNDER GRADUATE COURSES UNDER RANCHI UNIVERSITY



Upgraded & Implemented from 3rd Semester of Academic Session 2022-26
& From 1st Semester of Session 2023-27 Onwards

A meeting of the **Board of Studies** was held in the University Department of English on **31 May 2023 at 12.30 pm** to discuss the **Revised NEP-2020 Syllabus of Four-Year Undergraduate Programme (FYUGP) in English** to be implemented in all the Degree colleges under Ranchi University, Ranchi from the session 2023-2023 onwards.

The following members of the Board of Studies were present in the meeting:

- | | | |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Chairman | : Dr. V.C. Mahto, Head,
University Department of English, R.U., Ranchi | <i>V.C. Mahto</i>
31/5/2023 |
| External Member | : Dr. B.P. Sinha, Former Head,
Department of English Studies and Former Dean,
School of Languages, Central University of Jharkhand, Ranchi | <i>B.P. Sinha</i>
31/5/23 |
| External Member | : Dr. Vinay Bharat, Assistant Professor,
Department of English D.S.P.M. University, Ranchi | <i>Vinay Bharat</i>
31/05/2023 |
| Member | : Dr. Supriya, Ranchi Women's College, Ranchi | <i>Supriya</i>
31/5/2023 |
| Member | : Dr. P.N. Sahay, University Department of English, R.U., Ranchi | <i>P.N. Sahay</i>
31/05/23 |
| Member | : Dr. Shakil Ahmad, S.S. Memorial College, Ranchi | <i>Shakil Ahmad</i>
31/5/23 |
| Member | : Dr. Eva M. Hansdak, Gossner College, Ranchi | <i>Eva M. Hansdak</i>
31.05.2023 |
| Member | : Dr. Achal Sinha, St. Xavier's College, Ranchi | <i>Achal Sinha</i>
31.05.2023 |
| Member | : Dr. Samira Sinha, University Department of English, R.U., Ranchi | <i>Samira Sinha</i>
31.05.2023 |
| Member | : Dr. Sumit Kumar Dey, University Department of English, R.U., Ranchi | <i>Sumit Kumar Dey</i>
31/5/23 |
| Member | : Dr. Madhu Mishra, University Department of English, R.U., Ranchi | <i>Madhu Mishra</i>
31/05/23 |
| Member | : Dr. Radha Shyam Dey, Yogoda Satsang College, Ranchi | <i>Radha Shyam Dey</i>
31.05.23 |
| Member | : Dr. Janet Andrew Shah, Nirmala College, Ranchi | <i>Janet Andrew Shah</i>
31/5/23 |

Resolution: The following changes have been made in the **Revised NEP-2020 Syllabus of Four-Year Undergraduate Programme (FYUGP) in English:**

[Signature]
26/07/2023
DIRECTOR
IQAC, RANCHI UNIVERSITY
RANCHI-834 001

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Students are Instructed to Refer Syllabus of Allied/ Opted Subjects from R.U. Website

HIGHLIGHTS OF REGULATIONS OF FYUGP

PROGRAMME DURATION

- The Full-time, Regular UG programme for a regular student shall be for a period of four years with multiple entry and multiple exit options.
- The session shall commence from **1st of July**.

ELIGIBILITY

- The selection for admission will be primarily based on availability of seats in the Major subject and marks imposed by the institution. Merit point for selection will be based on marks obtained in Major subject at Class 12 (or equivalent level) or the aggregate marks of Class 12 (or equivalent level) if Marks of the Major subject is not available. Reservation norms of The Government of Jharkhand must be followed as amended in times.
- UG Degree Programmes with Double Major shall be provided only to those students who secure a minimum of overall 75% marks (7.5 CGPA) or higher.
- Other eligibility criteria including those for multiple entry will be in light of the UGC Guidelines for Multiple Entry and Exit in Academic Programmes offered in Higher Education Institutions.

ADMISSION PROCEDURE

- The reservation policy of the Government of Jharkhand shall apply in admission and the benefit of the same shall be given to the candidates belonging to the State of Jharkhand only. The candidates of other states in the reserved category shall be treated as General category candidates. Other relaxations or reservations shall be applicable as per the prevailing guidelines of the University for FYUGP.

VALIDITY OF REGISTRATION

- Validity of a registration for FYUGP will be for maximum for Seven years from the date of registration.

ACADEMIC CALENDAR

- An Academic Calendar will be prepared by the university to maintain uniformity in the CBCS of the UG Honours Programmes, UG Programmes, semesters and courses in the college run under the university (Constituent/Affiliated).
- **Academic Year:** Two consecutive (one odd + one even) semesters constitute one academic year.
- **Semester:** The Odd Semester is scheduled from **July to December** and the Even Semester is from **January to June**. Each week has a minimum of 40 working hours spread over 6 days.
- Each semester will include – Admission, course work, conduct of examination and declaration of results including semester break.
- In order to undergo 8 weeks' summer internship/ apprenticeship during the summer camp, the Academic Calendar may be scheduled for academic activities as below:
 - a) Odd Semester: **From first Monday of August to third Saturday of December**
 - b) Even Semester: **From first Monday of January to third Saturday of May**
- An academic year comprising 180 working days in the least is divided into two semesters, each semester having at least 90 working days. With six working days in a week, this would mean that each semester will have $90/6 = 15$ teaching/ working weeks. Each working week will have 40 hours of instructional time.
- Each year the University shall draw out a calendar of academic and associated activities, which shall

best strictly adhered to. The same is non-negotiable. Further, the Department will make all reasonable endeavors to deliver the programmes of study and other educational services as mentioned in its Information Brochure and website. However, circumstances may change prompting the Department to reserve the right to change the content and delivery of courses, discontinue or combine courses and introduce or withdraw areas of specialization.

PROGRAMME OVERVIEW/ SCHEME OF THE PROGRAMME

- Undergraduate degree programmes of either 3 or 4-year duration, with multiple entries and exit points and re-entry options within this period, with appropriate certifications such as:
 - UG Certificate after completing 1 year (2 semesters) of study in the chosen fields of study provided they complete one vocational course of 4 credits during the summer vacation of the first year or internship/ Apprenticeship in addition to 6 credits from skill-based courses earned during first and second semester.,
 - UG Diploma after 2 years (4 semesters) of study diploma provided they complete one vocational course of 4 credits or internship/ Apprenticeship/ skill based vocational courses offered during first year or second year summer term in addition to 9 credits from skill-based courses earned during first, second, and third semester,
 - Bachelor's Degree after a 3-year (6 semesters) programme of study,
 - Bachelor's Degree (Honours) after a 4-year (8 semesters) programme of study.
 - Bachelor Degree (Honours with Research) after a 4-year (8 semesters) programme of study to the students undertaking 12 credit Research component in fourth year of FYUGP.

CREDIT OF COURSES

The term 'credit' refers to the weightage given to a course, usually in terms of the number of instructional hours per week assigned to it. The workload relating to a course is measured in terms of credit hours. It determines the number of hours of instruction required per week over the duration of a semester (minimum 15 weeks).

- a) One hour of teaching/ lecture or two hours of laboratory /practical work will be assigned per class/interaction.

One credit for Theory = 15 Hours of Teaching i.e., 15 Credit Hours

One credit for Practicum = 30 Hours of Practical work i.e., 30 Credit Hours

- b) For credit determination, instruction is divided into three major components:

Hours (L) – Classroom Hours of one-hour duration.

Tutorials (T) – Special, elaborate instructions on specific topics of one-hour duration

Practical (P) – Laboratory or field exercises in which the student has to do experiments or other practical work of two-hour duration.

CALCULATION OF MARKS FOR THE PURPOSE OF RESULT

- Student's final marks and the result will be based on the marks obtained in Semester Internal Examination and End Semester Examination organized taken together.
- Passing in a subject will depend on the collective marks obtained in Semester internal and End Semester University Examination both. However, students must pass in Theory and Practical Examinations separately.

PROMOTION CRITERIA**First degree programme with single major:**

- i. The Requisite Marks obtained by a student in a particular subject will be the criteria for promotion to the next Semester.
- ii. No student will be detained in odd Semesters (I, III, V & VII).
- iii. To get promotion from Semester-II to Semester-III a student will be required to pass in at least 75% of Courses in an academic year, a student has to pass in minimum 9 papers out of the total 12 papers.
- iv. To get promotion from Semester-IV to Semester-V (taken together of Semester I, II, III & IV) a student has to pass in minimum 18 papers out of the total 24 papers.
- v. To get promotion from Semester-VI to Semester-VII (taken all together of Semester I, II, III, IV, V & VI) a student has to pass in minimum 26 papers out of the total 34 papers.
- vi. However, it will be necessary to procure pass marks in each of the paper before completion of the course.

First degree programme with dual major:

- vii. Above criterions are applicable as well on the students pursuing dual degree programmes however first degree programme will remain independent of the performance of the student in dual major courses.
- viii. To get eligible for taking ESE, a student will be required to pass in at least 75% of Courses in an academic year.
- ix. A student has to pass in minimum 3 papers out of the total 4 papers.
- x. It will be a necessity to clear all papers of second major programme in second attempt in succeeding session, failing which the provision of dual major will be withdrawn and the student will be entitled for single first degree programme.

PUBLICATION OF RESULT

- The result of the examination shall be notified by the Controller of Examinations of the University in different newspapers and also on Universitywebsite.
- If a student is found indulged in any kind of malpractice/ unfair means during examination, the examination taken by the student for the semester will be cancelled. The candidate has to reappear in all the papers of the session with the students of next coming session and his one year will be detained. However, marks secured by the candidate in all previous semesters will remain unaffected.
- There shall be no Supplementary or Re-examination for any subject. Students who have failed in any subject in an even semester may appear in the subsequent even semester examination for clearing the backlog. Similarly, the students who have failed in any subject in an odd semester may appear in the subsequent odd semester examination for clearing the backlog.

Regulation related with any concern not mentioned above shall be guided by the Regulations of the University for FYUGP.

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COURSE STRUCTURE FOR FYUGP 'HONOURS/ RESEARCH'

Table 1: Credit Framework for Four Year Undergraduate Programme (FYUGP) under State Universities of Jharkhand [Total Credits = 160]

Level of Courses	Semester	MJ; Discipline Specific Courses – Core or Major (80)	MN; Minor from discipline (16)	MN; Minor from vocational (16)	MDC; Multidisciplinary Courses [Life sciences, Physical Sciences, Mathematical and Computer Sciences, Data Analysis, Social Sciences, Humanities, etc.] (9)	AEC; Ability Enhancement Courses (Modern Indian Language and English) (8)	SEC; Skill Enhancement Courses (9)	VAC; Value Added Courses (6)	IAP; Internship/ Dissertation (4)	RC; Research Courses (12)	AMJ; Advanced Courses in lieu of Research (12)	Credits	Double Major (DMJ)
1	2	3	4	5	6	7	8	9	10	11	12	13	14
100-199: Foundation or Introductory courses	I	4	4		3	2	3	4				20	4+4
	II	4+4		4	3	2	3					20	4+4
Exit Point: Undergraduate Certificate provided with Summer Internship/ Project (4 credits)													
200-299: Intermediate-level courses	III	4+4	4		3	2	3					20	4+4
	IV	4+4+4		4		2		2				20	4+4
Exit Point: Undergraduate Diploma provided with Summer Internship in 1st or 2nd year/ Project (4 credits)													
300-399: Higher-level courses	V	4+4+4	4						4			20	4+4
	VI	4+4+4+4		4								20	4+4
Exit Point: Bachelor's Degree													
400-499: Advanced courses	VII	4+4+4+4	4									20	4+4
	VIII	4		4						12	4+4+4	20	4+4
Exit Point: Bachelor's Degree with Hons. /Hons. with Research												160	224

Note: Honours students not undertaking research will do 3 courses for 12 credits in lieu of a Research project / Dissertation.

Upgraded & Implemented from 3rd Sem. of Session 2022-26 & 1st Sem. of Session 2023-27 Onwards

COURSES OF STUDY FOR FOUR YEAR UNDERGRADUATE PROGRAMME 2022 onwards

Table 2: Semester wise Course Code and Credit Points for Single Major:

Semester	Common, Introductory, Major, Minor, Vocational & Internship Courses		Credits
	Code	Papers	
I	AEC-1	Language and Communication Skills (MIL 1 - Hindi/ English)	2
	VAC-1	Value Added Course-1	4
	SEC-1	Skill Enhancement Course-1	3
	MDC-1	Multi-disciplinary Course-1	3
	MN-1A	Minor from Discipline-1	4
	MJ-1	Major paper 1 (Disciplinary/Interdisciplinary Major)	4
II	AEC-2	Language and Communication Skills (MIL 2 - English/ Hindi)	2
	SEC-2	Skill Enhancement Course-2	3
	MDC-2	Multi-disciplinary Course-2	3
	MN-2A	Minor from Vocational Studies/Discipline-2	4
	MJ-2	Major paper 2 (Disciplinary/Interdisciplinary Major)	4
	MJ-3	Major paper 3 (Disciplinary/Interdisciplinary Major)	4
III	AEC-3	Language and Communication Skills (Language Elective 1 - Modern Indian language including TRL)	2
	SEC-3	Skill Enhancement Course-3	3
	MDC-3	Multi-disciplinary Course-3	3
	MN-1B	Minor from Discipline-1	4
	MJ-4	Major paper 4 (Disciplinary/Interdisciplinary Major)	4
	MJ-5	Major paper 5 (Disciplinary/Interdisciplinary Major)	4
IV	AEC-3	Language and Communication Skills (Language Elective - Modern Indian language including TRL)	2
	VAC-2	Value Added Course-2	2

	MN-2B	Minor from Vocational Studies/Discipline-2	4
	MJ-6	Major paper 6 (Disciplinary/Interdisciplinary Major)	4
	MJ-7	Major paper 7 (Disciplinary/Interdisciplinary Major)	4
	MJ-8	Major paper 8 (Disciplinary/Interdisciplinary Major)	4
V	MN-1C	Minor from Discipline-1	4
	MJ-9	Major paper 9 (Disciplinary/Interdisciplinary Major)	4
	MJ-10	Major paper 10 (Disciplinary/Interdisciplinary Major)	4
	MJ-11	Major paper 11 (Disciplinary/Interdisciplinary Major)	4
	IAP	Internship/Apprenticeship/Field Work/Dissertation/Project	4
VI	MN-2C	Minor from Vocational Studies/Discipline-2	4
	MJ-12	Major paper 12 (Disciplinary/Interdisciplinary Major)	4
	MJ-13	Major paper 13 (Disciplinary/Interdisciplinary Major)	4
	MJ-14	Major paper 14 (Disciplinary/Interdisciplinary Major)	4
	MJ-15	Major paper 15 (Disciplinary/Interdisciplinary Major)	4
VII	MN-1D	Minor from Discipline-1	4
	MJ-16	Major paper 16 (Disciplinary/Interdisciplinary Major)	4
	MJ-17	Major paper 17 (Disciplinary/Interdisciplinary Major)	4
	MJ-18	Major paper 18 (Disciplinary/Interdisciplinary Major)	4
	MJ-19	Major paper 19 (Disciplinary/Interdisciplinary Major)	4
VIII	MN-2D	Minor from Vocational Studies/Discipline-2	4
	MJ-20	Major paper 20 (Disciplinary/Interdisciplinary Major)	4
	RC/ AMJ-1 AMJ-2 AMJ-3	Research Internship/Field Work/Dissertation OR Advanced Major paper-1 (Disciplinary/Interdisciplinary Major) Advanced Major paper-2 (Disciplinary/Interdisciplinary Major) Advanced Major paper-3 (Disciplinary/Interdisciplinary Major)	12/ 4 4 4
			Total Credit

NUMBER OF CREDITS BY TYPE OF COURSE

The hallmark of the new curriculum framework is the flexibility for the students to learn courses of their choice across various branches of undergraduate programmes. This requires that all departments prescribe a certain specified number of credits for each course and common instruction hours (slot time).

Table 3: Overall Course Credit Points for Single Major

Courses	Nature of Courses	3 yr UG Credits	4 yr UG Credits
Major	Core courses	60	80
Minor	i. Discipline/ Interdisciplinary courses and ii. Vocational Courses	24	32
Multidisciplinary	3 Courses	9	9
AEC	Language courses	8	8
SEC	Courses to be developed by the University	9	9
Value Added Courses	Understanding India, Environmental Studies, Digital Education, Health & wellness, Summer Internship/ Apprenticeship/ Community outreach activities, etc.	6	6
Internship (In any summer vacation for Exit points or in Semester-V)		4	4
Research/ Dissertation/ Advanced Major Courses	Research Institutions/ 3 Courses		12
Total Credits =		120	160

Table 4: Overall Course Code and Additional Credit Points for Double Major

Courses	Nature of Courses	3 yr UG Credits	4 yr UG Credits
Major 1	Core courses	60	80
Major 2	Core courses	48	64
Minor	i. Discipline/ Interdisciplinary courses and ii. Vocational Courses	24	32
Multidisciplinary	3 Courses	9	9
AEC	Language courses	8	8
SEC	Courses to be developed by the University	9	9
Value Added Courses	Understanding India, Environmental Studies, Digital Education, Health & wellness, Summer Internship/ Apprenticeship/ Community outreach activities, etc.	6	6
Internship (In any summer vacation for Exit points or in Semester-V)		4	4
Research/ Dissertation/ Advanced Major Courses	Research Institutions/ 3 Courses		12
Total Credits =		168	224

Table 5: Semester wise Course Code and Additional Credit Points for Double Major:

Semester	Double Major Courses		Credits
	Code	Papers	
I	DMJ-1	Double Major paper-1 (Disciplinary/Interdisciplinary Major)	4
	DMJ-2	Double Major paper-2 (Disciplinary/Interdisciplinary Major)	4
II	DMJ-3	Double Major paper-3 (Disciplinary/Interdisciplinary Major)	4
	DMJ-4	Double Major paper-4 (Disciplinary/Interdisciplinary Major)	4
III	DMJ-5	Double Major paper-5 (Disciplinary/Interdisciplinary Major)	4
	DMJ-6	Double Major paper-6 (Disciplinary/Interdisciplinary Major)	4
IV	DMJ-7	Double Major paper-7 (Disciplinary/Interdisciplinary Major)	4
	DMJ-8	Double Major paper-8 (Disciplinary/Interdisciplinary Major)	4
V	DMJ-9	Double Major paper-9 (Disciplinary/Interdisciplinary Major)	4
	DMJ-10	Double Major paper-10 (Disciplinary/Interdisciplinary Major)	4
VI	DMJ-11	Double Major paper-11 (Disciplinary/Interdisciplinary Major)	4
	DMJ-12	Double Major paper-12 (Disciplinary/Interdisciplinary Major)	4
VII	DMJ-13	Double Major paper-13 (Disciplinary/Interdisciplinary Major)	4
	DMJ-14	Double Major paper-14 (Disciplinary/Interdisciplinary Major)	4
VIII	DMJ-15	Double Major paper-15 (Disciplinary/Interdisciplinary Major)	4
	DMJ-16	Double Major paper-16 (Disciplinary/Interdisciplinary Major)	4
		Total Credit	64

Abbreviations:

AEC	Ability Enhancement Courses
SEC	Skill Enhancement Courses
IAP	Internship/Apprenticeship/ Project
MDC	Multidisciplinary Courses
MJ	Major Disciplinary/Interdisciplinary Courses
DMJ	Double Major Disciplinary/Interdisciplinary Courses
MN	Minor Disciplinary/Interdisciplinary Courses
AMJ	Advanced Major Disciplinary/Interdisciplinary Courses
RC	Research Courses

AIMS OF BACHELOR'S DEGREE PROGRAMME IN ENGLISH

The broad aims of bachelor's degree programme in English are:

The Honours programme in any subject is, in effect, a bridge between secondary and tertiary level education and postgraduate education. So it is important to make the courses in this programme as inclusive and broad as possible even as they also carry the imprints of specialized programmes of study. Honours courses are specialised and remain within the boundaries of accepted and current knowledge. The importance of student research is an integral part of any Honours Programme, particularly the English Honours programme.

The objectives of the FYUGP in English, therefore, revisit traditional expectations of teaching and learning English by centre-staging outcomes that are demonstrable through five key attributes: understanding, use, communication, expansion, and application of subject knowledge with a clear awareness and understanding of one's location in the immediate and global environment.

In order to maximize the advantages of FYUGP, the objectives are synced to outcomes. So the FYUGP document highlights (i) the basic philosophy of teaching English as an Honours subject; (ii) the core objectives of English (Literary Studies and Language through Literature) by way of imparting subject knowledge, life skills, awareness of human values, respect for different locations and life forms, and professional skills; (iii) translation of each skill into demonstrable outcomes in terms of basic and critical communication, social engagement, personal growth and ability enhancement; (iv) application and use of domain knowledge as a bridge to society and the world at large; (v) demonstration of professional awareness and problem solving skills; (vi) demonstration of basic knowledge of digital knowledge platforms; (vi) ability to recognize the professional and social utility of the subject; and (vi) in the process understand, appreciate and imbibe values of life.

The broad objectives of the Learning Outcomes-based Curriculum Framework (FYUGP) in English Literature (Honours) can therefore be outlined through the following points:

- 1 **Prospects of the Curriculum:** Formulating graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes that are expected to be demonstrated by the holder of a degree student with Honours in English;
- 2 **Core Values:** Enabling prospective students, parents, employers and others to understand the nature and level of learning outcomes (knowledge, skills, attitudes and human and literary values) or attributes for English Literature (Honours);
- 3 **Bridge to the World:** Providing a framework to see the subject as a bridge to the world in such a way that while recognizing the different conditions in pluralistic society, the students also are aware of a core of shared values such as (i) a commitment to the knowledge to understand the world and how to make a contribution to it; (ii) development of each person's unique potential; (iii) respect for others and their rights; (iv) social and civic responsibility, participation in democratic processes; social justice and cultural diversity; and (v) concern for the natural and cultural environment;
- 4 **Assimilation of Ability, Balance, harmony and Inclusiveness:** Identifying and defining such aspects or attributes of English Literature (Honours) that a graduate of the subject should be able to demonstrate on successful completion of the programme of study;
- 5 **Frame for National Standards:** Providing a frame of reference for maintaining national standards with international compatibility of learning outcomes of English Literature (Honours) and academic standards to ensure global competitiveness, and to facilitate student/graduate mobility;
- 6 **Pliability:** Formulating outcomes that are responsive to social and technological changes in order that the pedagogy will meet student's needs arising from the changes. FYUGP encourages effective use of new technologies as tools for learning and provide a balance between what is common to the education of all students and the kind of flexibility and openness required for education;

- 7 **Pedagogy:** Providing higher education institutions an important point of reference for designing teaching-learning strategies, assessing student learning levels, and periodic review of programmes and academic standards for English Literature (Honours) with shift from domain knowledge to processes of realising the outcomes;
- 8 **Development:** Providing HEIs a developmental approach through FYUGP that would accommodate social needs and provide students a clear direction of learning.

The specific objectives of the BA programme in English Literature (Honours) are to develop in the student the ability to demonstrable the following outcomes:

- 1 Disciplinary Knowledge of English Literature and Literary Studies
- 2 Communication Skills
- 3 Critical Thinking
- 4 Analytical Reasoning
- 5 Problem Solving
- 6 Research-Related Skills
- 7 Self-Directing Learning
- 8 Multicultural Competence
- 9 Values: Moral and Ethical, Literary and Human
- 10 Digital Literacy

PROGRAM LEARNING OUTCOMES

The broad aims of bachelor's degree programme in English are:

The fundamental premise underlying the learning outcomes-based approach to curriculum planning and development is that higher education qualifications such as a Bachelor's Degree (Hons/Research) programmes are earned and awarded on the basis of (a) demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and (b) academic standards expected of graduates of a programme of study.

The expected learning outcomes are used as reference points that would help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes which in turn will help in curriculum planning and development, and in the design, delivery and review of academic programmes.

Learning outcomes-based frameworks in any subject must specify what graduates completing a particular programme of study are (a) expected to know, (b) understand and (c) be able to do at the end of their programme of study.

To this extent, FYUGP in English is committed to allowing for flexibility and innovation in (i) programme design and syllabi development by higher education institutions (HEIs), (ii) teaching-learning process, (iii) assessment of student learning levels, and (iv) periodic programme review within institutional parameters as well as FYUGP guidelines, (v) generating framework(s) of agreed expected graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes.

The key outcomes that underpin curriculum planning and development at the undergraduate level include Graduate Attributes, Qualification Descriptors, Programme Learning Outcomes, and Course Learning Outcomes.

The FYUGP for undergraduate education is based on specific learning outcomes and academic standards expected to be attained by graduates of a programme of study. However, an outcome-based approach identifies moves away from the emphasis on what is to be taught to focus on what is actually learnt by way of demonstrable outcomes. This approach provides greater flexibility to the teachers to develop—and the students to accept and adopt—different learning and teaching pedagogy in an interactive and participatory ecosystem. The idea is to integrate social needs and teaching practices in a manner that is responsive to the need of the community. HEIs, on their turn, shall address to the situations of their students by identifying relevant and common outcomes and by developing such outcomes that not only match the specific needs of the students but also expands their outlook and values.

Moreover, it is borne in mind that outcome based curriculum does not obviate fact that the focus is not just on domain knowledge or outcomes only but on processes and approaches to be employed in pedagogical transactions. Processes are as important as the outcome. Else the outcomes would remain confined to the paper.

SEMESTER WISE COURSES IN ENGLISH MAJOR-1 FOR FYUGP **2022 onwards****Table 7: Semester wise Examination Structure in Discipline Courses:**

Semester	Courses		Examination Structure			
	Code	Papers	Credits	Mid Semester Theory (F.M.)	End Semester Theory (F.M.)	End Semester Practical/ Viva (F.M.)
I	MJ-1	British Poetry-I (From Chaucer to the Transitional Poets)	4	25	75	---
II	MJ-2	British Drama-I (From Medieval Age to Anti-Sentimental Comedy)	4	25	75	---
	MJ-3	British Fiction-I (18th and 19th Century)	4	25	75	---
III	MJ-4	Indian Writing in English and in Translation-I (Poetry and Drama)	4	25	75	---
	MJ-5	British Poetry-II (From Romantic Age to Post-Modern Age)	4	25	75	---
IV	MJ-6	Indian Writing in English and in Translation-II (Fiction)	4	25	75	---
	MJ-7	British Drama-II (From Modern Age to Post-Modern Age)	4	25	75	---
	MJ-8	British Fiction-II (20 th Century Novel and Short Story)	4	25	75	---
V	MJ-9	Indian Classical Literature	4	25	75	---
	MJ-10	Western Classical Literature	4	25	75	---
	MJ-11	Language and Linguistics-I	4	25	75	---
VI	MJ-12	English Prose (Essay)	4	25	75	---
	MJ-13	Language and Linguistics-II	4	25	75	---
	MJ-14	Literary Criticism	4	25	75	---
	MJ-15	American Literature-I (Poetry and Drama)	4	25	75	---
VII	MJ-16	Introduction to Literary Theories	4	25	75	---
	MJ-17	American Literature-II (Fiction and Short Story)	4	25	75	---
	MJ-18	Modern European Drama	4	25	75	---
	MJ-19	Popular Literature	4	25	75	---
VIII	MJ-20	Postcolonial Literature	4	25	75	---
	AMJ-1	Women's Writings	4	25	75	---
	AMJ-2	Dalit and Tribal Literature	4	25	75	---
	AMJ-3	World Literature	4	25	75	---
	or RC-1	Research Methodology	4	25	75	---
	RC-2	Project Dissertation/ Research Internship/ Field Work	8	---	---	200
		Total Credit	92			

Table 8: Semester wise Course Code and Credit Points for Skill Enhancement Courses:

Semester	Skill Enhancement Courses		Examination Structure			
	Code	Papers	Credits	Mid Semester Theory (F.M.)	End Semester Theory (F.M.)	End Semester Practical/ Viva (F.M.)
I	SEC-1	Business Communication-I	3	---	75	---
II	SEC-2	Business Communication-II	3	---	75	---
III	SEC-3	Elementary Computer Application Softwares	3	---	75	---
		Total Credit	9			

Table 9: Semester wise Course Code and Credit Points for Minor Courses:

Semester	Minor Courses		Examination Structure			
	Code	Papers	Credits	Mid Semester Theory (F.M.)	End Semester Theory (F.M.)	End Semester Practical/ Viva (F.M.)
I	MN-1A	English Poetry	4	25	75	---
III	MN-1B	English Short-Fiction	4	25	75	---
V	MN-1C	English Fiction	4	25	75	---
VII	MN-1D	English Drama	4	25	75	---
		Total Credit	16			

Table 10: Semester wise Course Code and Credit Points for Elective Courses:

Semester	Language Elective Courses		Examination Structure			
	Code	Papers	Credits	Mid Semester Theory (F.M.)	End Semester Theory (F.M.)	End Semester Practical/ Viva (F.M.)
I/ II	AEC-2	English Communication	2	---	50	---
III	AEC-3	English Elective I	2	---	50	---
IV	AEC-4	English Elective II	2	---	50	---
		Total Credit	6			

INSTRUCTION TO QUESTION SETTER

SEMESTER INTERNAL EXAMINATION (SIE):

There will be Only One Semester Internal Examination in Major, Minor and Research Courses, which will be organized at college/institution level. However, Only One End semester evaluation in other courses will be done either at College/ Institution or University level depending upon the nature of course in the curriculum.

A. (SIE 10+5=15 marks):

There will be two group of questions. **Question No.1 will be very short answer type in Group A** consisting of five questions of 1 mark each. **Group B will contain descriptive type** two questions of five marks each, out of which any one to answer.

The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 10 Marks, (b) Class Attendance Score (CAS) of 5 marks.

B. (SIE 20+5=25 marks):

There will be two group of questions. **Group A is compulsory** which will contain two questions. **Question No.1 will be very short answer type** consisting of five questions of 1 mark each. **Question No.2 will be short answer type** of 5 marks. **Group B will contain descriptive type** two questions of ten marks each, out of which any one to answer.

The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 20 Marks, (b) Class Attendance Score (CAS) of 5 marks.

Conversion of Attendance into score may be as follows:

Attendance Upto 45%, 1mark; 45<Attd.<55, 2 marks; 55<Attd.<65, 3 marks; 65<Attd.<75, 4 marks; 75<Attd, 5 marks.

END SEMESTER UNIVERSITY EXAMINATION (ESE):

A. (ESE 60 marks):

There will be two group of questions. **Group A is compulsory** which will contain three questions. **Question No.1 will be very short answer type** consisting of five questions of 1 mark each. **Question No.2 & 3 will be short answer type** of 5 marks. Group B will contain descriptive type five questions of fifteen marks each, out of which any three are to answer.

B. (ESE 75 marks):

There will be two group of questions. **Group A is compulsory** which will contain three questions. **Question No.1 will be very short answer type** consisting of five questions of 1 mark each. **Question No. 2 & 3 will be short answer type** of 5 marks. Group B will contain descriptive type six questions of fifteen marks each, out of which any four are to answer.

C. (ESE 100 marks):

There will be two group of questions. **Group A is compulsory** which will contain three questions. **Question No.1 will be very short answer type** consisting of ten questions of 1 mark each. **Question No. 2 & 3 will be short answer type** of 5 marks. Group B will contain descriptive typesix questions of twenty marks each, out of which any four are to answer.

FORMAT OF QUESTION PAPER FOR SEMESTER INTERNAL EXAMINATION

Question format for 10 Marks:

	Subject/ Code	
F.M. =10	Time =1Hr.	<u>Exam Year</u>
General Instructions:		
i. Group A carries very short answer type compulsory questions. ii. Answer 1 out of 2 subjective/ descriptive questions given in Group B . iii. Answer in your own words as far as practicable. iv. Answer all sub parts of a question at one place. v. Numbers in right indicate full marks of the question.		
<u>Group A</u>		
1.		[5x1=5]
i.	
ii.	
iii.	
iv.	
v.	
<u>Group B</u>		
2.	[5]
3.	[5]
Note: There may be subdivisions in each question asked in Theory Examination.		

Question format for 20 Marks:

	Subject/ Code	
F.M. =20	Time =1Hr.	<u>Exam Year</u>
General Instructions:		
i. Group A carries very short answer type compulsory questions. ii. Answer 1 out of 2 subjective/ descriptive questions given in Group B . iii. Answer in your own words as far as practicable. iv. Answer all sub parts of a question at one place. v. Numbers in right indicate full marks of the question.		
<u>Group A</u>		
1.		[5x1=5]
i.	
ii.	
iii.	
iv.	
v.	
2.	[5]
<u>Group B</u>		
3.	[10]
4.	[10]
Note: There may be subdivisions in each question asked in Theory Examination.		

FORMAT OF QUESTION PAPER FOR END SEMESTER UNIVERSITY EXAMINATION**Question format for 50 Marks:**

F.M. =50	Subject/ Code	Exam Year
	Time=3Hrs.	
General Instructions:		
i. Group A carries very short answer type compulsory questions. ii. Answer 3 out of 5 subjective/ descriptive questions given in Group B . iii. Answer in your own words as far as practicable. iv. Answer all sub parts of a question at one place. v. Numbers in right indicate full marks of the question.		
<u>Group A</u>		
1.		[5x1=5]
i.	
ii.	
iii.	
iv.	
v.	
<u>Group B</u>		
2.	[15]
3.	[15]
4.	[15]
5.	[15]
6.	[15]
Note: There may be subdivisions in each question asked in Theory Examination.		

Question format for 60 Marks:

F.M. =60	Subject/ Code	Exam Year
	Time=3Hrs.	
General Instructions:		
i. Group A carries very short answer type compulsory questions. ii. Answer 3 out of 5 subjective/ descriptive questions given in Group B . iii. Answer in your own words as far as practicable. iv. Answer all sub parts of a question at one place. v. Numbers in right indicate full marks of the question.		
<u>Group A</u>		
1.		[5x1=5]
i.	
ii.	
iii.	
iv.	
v.	
2.	[5]
3.	[5]
<u>Group B</u>		
4.	[15]
5.	[15]
6.	[15]
7.	[15]
8.	[15]
Note: There may be subdivisions in each question asked in Theory Examination.		

Question format for 75 Marks:

F.M. = 75	Subject/ Code	Exam Year
	Time=3Hrs.	
General Instructions:		
i. Group A carries very short answer type compulsory questions. ii. Answer 4 out of 6 subjective/ descriptive questions given in Group B . iii. Answer in your own words as far as practicable. iv. Answer all sub parts of a question at one place. v. Numbers in right indicate full marks of the question.		
<u>Group A</u>		
1.		[5x1=5]
i.	
ii.	
iii.	
iv.	
v.	
2.	[5]
3.	[5]
<u>Group B</u>		
4.	[15]
5.	[15]
6.	[15]
7.	[15]
8.	[15]
9.	[15]
Note: There may be subdivisions in each question asked in Theory Examination.		

Question format for 100 Marks:

F.M. = 100	Subject/ Code	Exam Year
	Time=3Hrs.	
General Instructions:		
i. Group A carries very short answer type compulsory questions. ii. Answer 4 out of 6 subjective/ descriptive questions given in Group B . iii. Answer in your own words as far as practicable. iv. Answer all sub parts of a question at one place. v. Numbers in right indicate full marks of the question.		
<u>Group A</u>		
1.		[10x1=10]
i.	
ii.	
iii.	
iv.	
v.	
vi.	
vii.	
viii.	
ix.	
x.	
2.	[5]
3.	[5]
<u>Group B</u>		
4.	[20]
5.	[20]
6.	[20]
7.	[20]
8.	[20]
9.	[20]
Note: There may be subdivisions in each question asked in Theory Examination.		

SEMESTER I

I. MAJOR COURSE –MJ 1: **BRITISH POETRY-I** (From Chaucer to the Transitional Poets)

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) Theory: 60 Lectures

Course Objectives:

The course will seek to achieve the following objectives:

1. to expose students to the history of English Poetry
2. To develop an understanding of various types of Poetry
3. To develop an understanding of traditions of various poetic ages from the Age of Chaucer to the Transitional Poets. To expose students to short but representative poetry of each age

Course Learning Outcomes:

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

1. Understand the traditions of English Poetry and the effect produced by use of poetic devices on the basis of texts prescribed
2. Engage with this specific genre of English Literature and develop fundamental skills required for close reading and critical thinking with reference to texts and concepts
3. Appreciate and analyze the poems in the larger socio-political and religious context of the time

Course Content:

Unit – I

1. Forms of Poetry: Lyric, Elegy, Sonnet, Ode, Epic, Ballad, Dramatic Monologue, Mock Epic
2. Literary Terms: Simile, Metaphor, Alliteration, Personification, Onomatopoeia, Imagery, symbol, Conceit, Allegory, Satire, Wit, Irony, Metre and Rhyme-scheme.

Unit – II

History of English Poetry: The Age of Chaucer, Elizabethan Poetry, Metaphysical Poetry, Neo- Classical Poetry, Transitional Poets.

Unit – III

1. Edmund Spenser – ‘Like as a Huntsman’
2. William Shakespeare – ‘Sonnet 60’
3. John Donne – ‘The Sunne Rising’
4. Andrew Marvel – ‘To his Coy Mistress’
5. George Herbert – ‘The Pulley’

Unit – IV

1. Alexander Pope – ‘Ode on Solitude’
2. John Milton – ‘On His Blindness’
3. John Dryden – ‘Mac Flecknoe’
4. William Blake – ‘The Chimney Sweeper’

Suggested Reading:

1. M.H. Abrams, ‘A Glossary of Literary Terms’, Language Learning India Pvt. Ltd (Latest Edition)
 2. Edward Albert, ‘History of English Literature’.
 3. Philip Sidney, ‘An Apology for Poetry’, Ed. Forest G. Robinson, Indianapolis: Bobbs Merrill, 1970
 4. A.G. George, ‘Studies in Poetry’ Heinemann Educational Books Ltd, 1971
 5. The Penguin Dictionary of Literary Terms and Literary theory. ed. J.A. Cuddon, Penguin Books
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II. SKILL ENHANCEMENT COURSE- SEC 1: BUSINESS COMMUNICATION-I

Marks: 75 (ESE: 3Hrs) = 75

Pass Marks: Th (ESE) = 30

(Credits: Theory-03) **Theory: 45 Lectures**

Course Objectives:

1. Introduction to the Essentials of Business Communication: Theory and Practice
2. Citing references, and using bibliographical and research tools
3. Writing a project report
4. Writing reports on field work/visits to industries, business concerns etc. /business negotiations.
5. Writing minutes of meetings
6. E-correspondence
7. Spoken English for business communication
8. Making oral presentations

Course Learning Outcomes:

At the end of the course students will be able to demonstrate a good understanding of:

1. effective business writing
2. effective business communication
3. try their hand at creative writing
4. develop a critical sense in evaluating business writing
5. the effective oral communication

Course Content:

Unit – I

1. Definition, Role, Elements and Process of Communication in Business
2. Objectives of Communication
3. Verbal and Non-Verbal Communication
4. Formal and Informal Communication
5. Barriers to Communication
6. Principles of Effective Communication

Unit – II

1. Oral Communication: Advantages and Limitations
2. Principles of Effective Listening
3. Interview: Types of interview, Candidate's Preparation, Interviewer's Preparation
4. Presentation Skill: Essentials of Effective Presentation
5. Minutes: Meaning, Objectives, Procedure of writing minutes

Suggested Readings:

1. R. K. Sharma & Nidhi Singh, *Essential English for Better Communication*, Cambridge University Press.
2. R. C. Bhatia, *Business Communication*, Ane Books Pvt Ltd, New Delhi
3. Rai & Rai, *Business Communication*. Himalaya Publishing House
4. Vikram Bisen and Priya. *Business Communication*. New Age International (P) Limited Publishers, New Delhi
5. V. C. Mahto & Sushmita Chakraborty, *Basics of Communication: Opportunities and Challenges*, Rudra Publishers and Distributors, New Delhi
6. Scot, O.; Contemporary *Business Communication*. Biztantra, New Delhi.
7. Ludlow, R. & Panton, F.; *The Essence of Effective Communications*, Prentice Hall
8. Of India Pvt. Ltd., New Delhi

SEMESTER II

I. MAJOR COURSE- MJ 2: BRITISH DRAMA-I (From Medieval Age to Anti-Sentimental Comedy)

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) **Theory: 60 Lectures**

Course Objectives:

The course will seek to achieve the following objectives:

1. to understand the history of drama from the medieval age to the 17th Century
2. to understand different types of plays
3. to understand various aspects of drama-plot, structure, character, dialogue and mode of delivery
4. to gain knowledge of major themes-religious, socio-cultural among others

Course Learning Outcomes:

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

1. identify the major characteristics of different ages and various forms of drama
2. analyze critically key themes in representative texts of different ages
3. critically evaluate texts in terms of plot construction, socio-cultural context of the genre
4. analyze techniques in order to appreciate and interpret the texts

Course Content:

Unit – I

History of British Drama: Medieval Plays: Mystery, Miracle and Morality Plays, The University Wits, Shakespearean Tragedy, Shakespearean Comedy, Jacobean Drama, Restoration Comedy, Sentimental and Anti-Sentimental Comedy.

Unit – II

Literary Terms: The Three Unities, Character, Plot, Action, Dialogue, Tragedy, Comedy, Tragic Hero, Hamartia, Catharsis, Catastrophe, Denouement, Soliloquy, Aside.

Unit – III

1. Christopher Marlowe – ‘Doctor Faustus’, O.U.P.
2. William Shakespeare – ‘Macbeth’

Unit – IV

1. William Shakespeare – ‘Merchant of Venice’
2. Oliver Goldsmith – ‘She Stoops to Conquer’

Suggested Reading:

1. Marjorie Boulton, ‘The Anatomy Drama’.
 2. Aristotle, ‘Poetics’.
 3. Lisa Hopkins, ‘Beginning Shakespeare’, Viva Books, 2010
 4. G. Wilson Knight, ‘The Wheel of Fire’.
 5. Edward Albert, ‘History of English Literature’.
 6. Richard G. Moulton, ‘Shakespeare as a Dramatic Artist’.
 7. A.C. Bradley, ‘Shakespearean Tragedy’
 8. Critical Essays on Shakespeare’s *Macbeth*, Atlantic Publishers (P) Ltd., 2022.
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**II. MAJOR COURSE- MJ 3:
BRITISH FICTION-I
(18th and 19th Century)**

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) **Theory: 60 Lectures**

Course Objectives:

The course will seek to achieve the following objectives:

1. understand the factors that influenced the rise of the novel
2. understand different forms of narration
3. understand the conflict between self and society reflected in fiction
4. understand different aspects of prose

Course Learning Outcomes:

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

1. Identify and analyze the socio-economic-political contexts that are to be found in the fiction of the particular period.
2. Identify and analyze conflict between self and society
3. Link the rise of the novel to the expansion of Colonialism
4. Trace the shift from chronological narration to psychological narration and the changing concept of time

Course Content:

Unit – I

History of English Fiction: Definition and Scope of the Novel, Rise of the Novel in 18th Century, Gothic Novel, Historical Novel, Victorian Novel, Epistolary Novel, Picaresque Novel.

Unit – II

Literary Terms: Fiction, Plot, Setting, Character- Flat Character and Round Character, Protagonist, Climax and Anti- Climax, Prose Satire, Art of Characterization, Narrator.

Unit – III

1. Jonathan Swift: 'Gulliver's Travels' (Books I and II)
2. Jane Austen: 'Pride and Prejudice'

Unit – IV

1. Emily Bronte: 'Wuthering Heights'
2. Charles Dickens: 'David Copperfield'

Suggested Reading:

1. Walter Allen, 'The English Novel: A Short Critical History' Pelicon, 1958.
2. Percy Lubbock, 'The Craft of Fiction'
3. R. A Scott James, 'The Making of Literature' Kalyani Publishers, 1999.

III. SKILL ENHANCEMENT COURSE- SEC 2: BUSINESS COMMUNICATION-II

Marks: 75 (ESE: 3Hrs) = 75

Pass Marks: Th (ESE) = 30

(Credits: Theory-03) **Theory: 45 Lectures**

Course Objectives:

1. Introduction to the Essentials of Business Communication: Theory and Practice
2. Citing references, and using bibliographical and research tools
3. Writing a project report
4. Writing reports on field work/visits to industries, business concerns etc. /business negotiations.
5. Writing minutes of meetings
6. E-correspondence
7. Spoken English for Business Communication
8. Making Oral Presentations

Course Learning Outcomes:

At the end of the course students will be able to demonstrate a good understanding of:

1. effective business writing
2. effective business communication
3. try their hand at creative writing
4. develop a critical sense in evaluating business writing

Course Content:

1. Essentials of Effective Writing
2. Business Letters: Types, structure and layout of Business Letters
3. Report Writing: Types and Structure of Reports, Specimen Reports
4. Meetings: Notice, Agenda and Resolutions
5. Job Application and preparing Resume
6. Letters to Applicants: Recommendations and Testimonials, Enquiries about candidates, Appointments, Confirmation, Promotion, Warning Memo, Letters of Goodwill and Appreciation
7. Press Release: Characteristics of a Good Press Release
8. Email writing: Advantages and Etiquettes
9. Seminar, Workshop and Conference

Suggested Readings:

1. R. C. Bhatia, *Business Communication*, Ane Books Pvt Ltd, New Delhi
2. Rai & Rai, *Business Communication*. Himalaya Publishing House
3. Vikram Bisen and Priya. *Business Communication*. New Age International (P) Limited Publishers, New Delhi
4. V. C. Mahto & Sushmita Chakraborty, *Basics of Communication: Opportunities and Challenges*, Rudra Publishers and Distributors, New Delhi
5. R. K. Sharma & Nidhi Singh, *Essential English for Better Communication*, Cambridge University Press.
6. Scot, O.; *Contemporary Business Communication*. Biztantra, New Delhi.
7. Ludlow, R. & Panton, F.; *The Essence of Effective Communications*, Prentice Hall
8. of India Pvt. Ltd., New Delhi

SEMESTER III

**I. MAJOR COURSE- MJ 4:
INDIAN WRITING IN ENGLISH AND IN TRANSLATION-I
(Poetry and Drama)**

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) **Theory: 60 Lectures**

Course Objectives:

The course will seek to achieve the following objectives:

1. to make students appreciate the diversity of modern Indian literatures and the similarities between them
2. to make students value and critically appreciate the role of Translation into English as an important practice of popularizing Modern Indian writing across regional Indian language literatures
3. to make students creatively engage with literary movements in various Indian literatures
4. to make students engage with a corpus of representative texts of modern Indian literatures and their translation into English
5. to make students understand the historical trajectories of Indian literatures

Course Learning Outcome:

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

1. appreciate the diversity of modern Indian literatures and the similarities between them
2. understand and creatively engage with the notion of nation and nationalism
3. appreciate the impact of literary movements on various Indian literatures
4. critically engage with significant social issues like caste and gender
5. understand the historical trajectories of Indian literatures

Course Content:

Unit – I

History of Indian Writing in English: Poetry and Drama

Unit – II

1. Toru Dutt: 'Our Casuarina Tree'
2. H.L.V. Derozio: 'The Harp of India'
3. Kamala Das: 'My Grandmother's House'
4. Nissim Ezekiel: 'The Night of the Scorpion'
5. Sarojini Naidu: 'The Palanquin Bearers'

Unit – III

Mahesh Dattani: 'Final Solutions'

Unit – IV

Dharamvir Bharati: 'Andha Yug' (Translated by Alok Bhalla, O.U.P)

Suggested Reading:

1. "History of Indian Literature in English" – Ravi Nandan Sinha
 2. "History of Indian English Literature" – M.K. Naik
 3. "Modern Indian Poetry in English" – Bruce King
 4. "Contemporary Indian Drama: A Stride Two Traditions" – Urmil Talwar and Bandana Chakraborty
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**II. MAJOR COURSE- MJ 5:
BRITISH POETRY-II
(From Romantic Age to Post-Modern Age)**

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) **Theory: 60 Lectures**

Course Objectives:

The course will seek to achieve the following objectives:

1. To expose students to the history of English Poetry
2. To develop an understanding of various types of Poetry
3. To develop an understanding of traditions of various poetic ages from Romantic Age to Post-Modern Poetry
4. To expose students to slightly longer and representative poetry of each age

Course Learning Outcomes:

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

1. Understand the tradition of English Poetry and the effect produced by use of poetic devices on the basis of texts prescribed
2. Engage with this specific genre of English Literature and develop fundamental skills required for close reading and critical thinking with reference to texts and concepts
3. Appreciate and analyse the poems in the larger socio-political and religious context of the time

Course Content:

Unit – I

Literary Terms: Blank Verse, Free Verse, Heroic Couplet, Diction, Metonymy, Synecdoche, Pun, Hyperbole, Willing Suspension of Disbelief, Negative Capability, Objective Correlative.

Unit – II

History of English Poetry: Romantic Poetry, Victorian Poetry, Modern Poetry, Post-Modern Poetry.

Unit – III

1. William Wordsworth – ‘Lines Written a Few Miles Above Tintern Abbey’
2. Samuel Taylor Coleridge – ‘Kubla Khan’
3. John Keats – ‘Ode on a Grecian Urn’
4. Percy Bysshe Shelley – ‘Ode to the West Wind’
5. Lord Byron – ‘The Destruction of Sennacherib’

Unit – IV

1. Lord Tennyson – ‘Ulysses’
2. Matthew Arnold – ‘Dover Beach’
3. Robert Browning – ‘My Last Duchess’
4. W.B. Yeats – ‘The Second Coming’
5. T.S. Eliot – ‘The Hollow Men’

Suggested Reading:

1. Boris Ford (Ed.) – ‘The Pelican Guide to English Literature’ - Vol. I to VIII.
2. Harold Bloom and Lionel Trilling (Ed.) – ‘Romantic Prose and Poetry’, OUP, 1973
3. Samuel Taylor Coleridge, ‘Biographia Literaria’ Chapter XIII, Ed. George Wedon, Everyman, 1993.
4. Bloomsbury Guide to English Literature, Bloomsbury, 1992.
5. The New British Poetry – Gillian Allnutt.

III. SKILL ENHANCEMENT COURSE- SEC 3: ELEMENTARY COMPUTER APPLICATION SOFTWARES

Marks: 75 (ESE: 3Hrs) = 75

Pass Marks: Th (ESE) = 30

A Common Syllabus for FYUGP

(Credits: Theory-03) **45 Hours**

*Instruction to Question Setter for
End Semester Examination (ESE):*

*There will be **objective type test** consisting of **Seventy-five questions of 1 mark each**. Students are required to mark their answer on **OMR Sheet** provided by the University.*

Course Objectives:

The objective of the course is to generate qualified manpower in the area of Information Technology (IT) and Graphic designing which will enable such person to work seamlessly at any Offices, whether Govt. or Private or for future entrepreneurs in the field of IT.

A. INTRODUCTION TO COMPUTER SYSTEM

1. Basic Concept of Computer: What is Computer, Applications of Computer, Types of computer, Components of Computer System, Central Processing Unit (CPU) **(3 Lecture)**

2. Concepts of Hardware: Input Devices, Output Devices, Computer Memory, Types of Memory, processing Concept of Computer **(4 Lecture)**

3. Operating system: What is an Operating System, Operating System Examples, Functions of Operating System(Basic), Introduction to Windows 11, Working on Windows 11 environment, Installation of Application Software, My Computer, Control Panel, searching techniques in windows environment, Basic of setting **(6 Hours)**

4. Concept of Software: What is Software, Types of Software, Computer Software- Relationship between Hardware and Software, System Software, Application Software, some high level languages **(4 Hours)**

5. Internet & its uses: Basic of Computer networks; LAN, WAN, MAN, Concept of Internet, Applications of Internet; connecting to internet, what is ISP, World Wide Web, Web Browsing software's, Search Engines, URL, Domain name, IP Address, using e-governance website, Basics of electronic mail, getting an email account, Sending and receiving emails. **(6 Hours)**

B. MICROSOFT OFFICE 2016 AND LATEST VERSIONS

6. Microsoft Word: Word processing concepts, Creation of Documents, Formatting of Documents, Formatting of Text, Different tabs of word 2016 environment, Formatting Page, Navigation of Page, Table handling, Header and footer, Page Numbering, Page Setup, Find and Replace, Printing the documents **(7 Hours)**

7. Microsoft Excel (Spreadsheet): Spreadsheet Concepts, Creating, Saving and Editing a Workbook, Inserting, Deleting Work Sheets, Formatting worksheet, Excel Formula, Concept of charts and Applications, Pivot table, goal seek, Data filter, data sorting and scenario manager, printing the spreadsheet **(6 Hours)**

8. Microsoft Power Point (Presentation Package): Concept and Uses of presentation package, Creating, Opening and Saving Presentations, working in different views in Power point, Animation, slide show, Master Slides, Creating photo album, Rehearse timing and record narration **(5 Hours)**

9. Digital Education: What is digital education, Advantages of digital Education, Concept of e-learning, Technologies used in e learning **(4 Hours)**

Reference Books

1. Nishit Mathur, Fundamentals of Computer, APH publishing corporation (2010)
2. Neeraj Singh, Computer Fundamentals (Basic Computer), T Balaji, (2021)
3. Joan Preppernau, Microsoft Power Point 2016 step by step, Microsoft press (2015)
4. Douglas E Corner, The Internet Book 4th Edition, prentice –Hall (2009)

5. Steven Welkler, Office 2016 for beginners, Create Space Independent Publishing Platform (2016)
6. Wallace Wang, Microsoft Office 2019, Wiley (January 2018)
7. Noble Powell, Windows 11 User Guide For Beginners and Seniors, ASIN, (October 2021)

SEMESTER IV

I. MAJOR COURSE- MJ 6: INDIAN WRITING IN ENGLISH AND IN TRANSLATION-II (Fiction)

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100	Pass Marks: Th (SIE + ESE) = 40
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(Credits: Theory-04) **Theory: 60 Lectures**

Course Objectives:

The course will seek to achieve the following objectives:

1. to make students appreciate the diversity of modern Indian literatures and the similarities between them
2. to make students value and critically appreciate the role of Translation into English as an important practice of popularizing Modern Indian writing across regional Indian language literatures
3. to make students creatively engage with literary movements in various Indian literatures
4. to make students engage with a corpus of representative texts of modern Indian literatures and their Translation into English
5. to make students understand the historical trajectories of Indian literatures

Course Learning Outcome:

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

1. appreciate the diversity of modern Indian literatures and the similarities between them
2. understand and creatively engage with the notion of nation and nationalism
3. appreciate the impact of literary movements on various Indian literatures
4. critically engage with significant social issues like caste and gender
5. understand the historical trajectories of Indian literatures

Course Content:

Unit – I

1. History of Indian Writing in English- Novel and Short Stories.

Unit – II

1. Premchand- 'Godan' (trans. Jai Ratan & P. Lal)

Unit – III

1. R. K. Narayan- 'The Guide'

Unit – IV

1. Bhabani Bhattacharya- 'He Who Rides a Tiger'

Unit – V

1. Arvind Adiga- 'The White Tiger'

Suggested Reading:

1. "History of Indian Literature in English" – Ravi Nandan Sinha
 2. "History of Indian English Literature" – M.K. Naik
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**II. MAJOR COURSE- MJ 7:
BRITISH DRAMA-II
(From Modern Age to Post-Modern Age)**

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) **Theory: 60 Lectures**

Course Objectives:

The course will seek to achieve the following objectives:

1. to understand the history of drama from Modern Age to Post-Modern Age
2. to understand different types of plays
3. to understand various aspects of drama plot, structure, character, dialogue and mode of delivery
4. to gain knowledge of major themes – religious, socio-cultural among others

Course Learning Outcome:

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

1. identify the major characteristics of different ages and various forms of drama
2. analyze critically key themes in representative texts of different ages
3. critically evaluate texts in terms of plot, construction, socio-cultural contexts of the genre
4. analyze techniques in order to appreciate and interpret the texts

Course Content:

Unit – I

1. History of English Drama: Modern Realistic Drama, Modern Poetic Drama, Theatre of the Absurd, Closet Drama

Unit – II

1. Literary Terms: Chorus, Action, Plot, Dramatic Irony, Exposition, Conflict, Climax, Anti- Climax, Alienation Effect.

Unit – III

1. G.B. Shaw: 'Pygmalion'
2. T.S. Eliot: 'Murder in the Cathedral'

Unit – IV

1. J.M. Synge: 'Playboy of the Western World'
2. John Osborne: 'Look Back in Anger'

Suggested Reading:

1. Jeremy Collier 'A Short View of the Immorality and Profaneness of the English Stage', Routledge, 1996.
2. Ed. John Gassner and Edward Quinn, 'The Reader's Encyclopedia of World Drama', Dover Publications, Inc, 2002.

**III. MAJOR COURSE- MJ 8:
BRITISH FICTION-II
(20th Century Novel and Short Story)**

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) **Theory: 60 Lectures**

Course Objectives:

The course will seek to achieve the following objectives:

1. understand the factors that influenced the diversification of fiction
2. understand different forms and techniques of narration
3. understand the conflict between self and society reflected in fiction
4. understand different aspects of prose

Course Learning Outcome:

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

1. identify and analyse the socio-economic and political contexts that are to be found in the fiction of the particular period.
2. identify and analyse conflict between self and society
3. explore the representation of Postcolonialism in fiction
4. trace the shift from chronological narration to psychological narration and the changing concept of time, narrator and character

Course Content:

Unit – I

History of English Fiction: Science Fiction, Dystopian Novel, Regional Novel, Stream of Consciousness Novel, Psychological Novel.

Unit – II

Literary Terms: Realism, Socialism, Social Comedy, Wit, Humour, Irony, Stream of Consciousness, Magic Realism, Symbolism.

Unit – III

1. D.H. Lawrence – ‘Sons and Lovers’

Unit – IV

1. James Joyce – ‘Ulysses’

Unit – V

1. Somerset Maugham – ‘The Vessel of Wrath’
2. Katherine Mansfield – ‘The Fly’
3. George Orwell – ‘The Spike’
4. H.H. Munro – ‘The Interlopers’
5. Virginia Woolf – ‘To the Lighthouse’

Suggested Reading:

1. Walter Allen, ‘The Short Story in English’ available on e-platforms pub. 1973
2. A.C. Ward, ‘Twentieth Century Prose’, The English Language Book Society.
3. Percy Lubbock, ‘The Craft of Fiction’, Midwest Journal Press, 1921

SEMESTER V

I. MAJOR COURSE- MJ 9: INDIAN CLASSICAL LITERATURE

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) **Theory: 60 Lectures**

Course Objectives:

The course will seek to achieve the following objectives:

1. to make students understand the spirit of the age that produced Indian classical literature from its early beginning till 1100 AD
2. to make students appreciate the pluralistic and inclusive nature of representation in the Indian classical literature
3. to make students relate the classical literature and diverse literary cultures from India, mainly from Sanskrit, but also Tamil, Prakrit and Pali
4. to make students develop comparative perspectives involving various texts from different literary and cultural traditions of the phase of the Indian classical literature
5. to develop interest in the classics and engage in research in the field

Course Learning Outcome:

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

1. explain the eco-socio-political-cultural context of the age that produced Indian classical literature from its early beginning till 1100 AD
2. appreciate the pluralistic and inclusive nature of Indian classical literature and its attributes
3. historically situate the classical literature and diverse literary cultures from India, mainly from Sanskrit, but also Tamil, Prakrit and Pali by focusing on major texts in the principal genres
4. trace the evolution of literary culture(s) in India in its/their contexts, issues of genres, themes and critical cultures
5. understand, analyze and appreciate various texts with comparative perspectives

Course Content:

Unit – I

Indian Poetics: Selections from *Natyashastra*, trans. Manmohan Ghosh– Chapter 6: ‘The Sentiments’ and Chapter 7: ‘The Emotional and Other States’.

Unit – II

R.K. Narayan: *The Mahabharata: A Shortened Modern Version of the Indian Epic*.

Unit – III

Kalidasa: *Abhijnanasakuntalam*. Trans. Chandra Ranjan, in Kalidasa: ‘The Loom of Time’.

Unit – IV

Sudraka: ‘The *Mrichchhakatika*’ Trans. M. R. Kale

Suggested Reading:

1. Ami Upadhyay, *A Handbook of The Indian Poetics and aesthetics*, Prakash Book Depot, Bareilly.
2. Ravi Nandan Sinha and Narendra Kumar, ‘Indian Poetics and Introduction to Kavyashastra’. Orient Black Swan.
3. Bharata, *Natyashastra*, tr. Manmohan Ghosh, vol. I, 2nd edn. Calcutta: Granthalaya, 1967.
4. J.A.B. Van Buitenen, ‘Dharma and Moksa’, in Roy W. Perrett, ed., *Indian Philosophy*, vol. V,
5. *Theory of Value: A Collection of Readings* (New York: Garland, 2000) pp. 33–40.
6. A.V. Kieth, *History of Sanskrit Literature*. Oxford: OUP, 1920.
7. A.K. Warder, *Indian Kavya Literature*. 8 Volumes. Delhi: Motilal Banarsidas, 2011.
8. Maharishi Valmiki’s ‘Aranyakanda’ (The Book of Forest Trek) Book-III The Ramayana, Chapter-18, 19, 20. Retold by
9. C. Rajagopalachari. Edited by Jay Mazo, *American Gita*
10. Veda Vyasa. ‘Adi Parva’ The Mahabharata Book-I, Only sub- Chapters– Swayamvara Parva & Vaivahika Parva, Translation by Kisori Mohan Ganguli, Published by Pratap Chandra Roy, Bharat Press, Calcutta.
11. Kalidas, *Shakuntala*. Trans by Sir William Jones or Arthur W. Ryder or M.R. Kale.
12. Bharata, *Natyashastra*, tr. Manmohan Ghosh, vol. I, 2nd edn. Calcutta: Granthalaya, 1967.

II. MAJOR COURSE- MJ 10: WESTERN CLASSICAL LITERATURE

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) **Theory: 60 Lectures**

Course Objectives:

The course will seek to achieve the following objectives:

1. to make students understand the historical context behind classical European, i.e., Greek and Latin literary cultures with reference to their society, polity and culture
2. to make students appreciate the classical literary traditions of Europe from the beginning till the 5th century AD
3. to make students read and use literary texts across a wider range of classical authors, genres and periods with comparative perspectives
4. to make students pursue research in the field of classics
5. to make students learn about human and literary values of classical period and apply them for various practical purposes in life

Course Learning Outcome:

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

1. understand, analyze and appreciate various texts with comparative perspectives
2. historically situate classical European, i.e., Greek and Latin literary cultures and their socio-political-cultural contexts
3. engage with classical literary traditions of Europe from the beginning till the 5th century AD
4. grasp the evolution of the concept of classic and classical in the European literary thinking and its reception over a period of time
5. appreciate classical literature of Europe and pursue their interests in it
6. examine different ways of reading and using literary texts across a wide range of classical authors, genres and periods with comparative perspectives
7. develop ability to pursue research in the field of classics
8. develop academic and practical skills in terms of communication and presentation and also learn about human and literary values of classical period

Course Content:

Unit – I

Aristotle: Poetics, trans, Malcolm Heath (Penguin Books)- Ch. 2- Imitation, Ch. 3- Aristotle's history of poetry, Ch. 4- Analysis of tragedy, Ch. 5- Plot: the basics & Ch. 11- Epic

Unit – II

Homer – 'The Iliad', trans. E.V. Rieu (Non-detailed study)

Unit – III

Sophocles- 'Oedipus the King' trans. Robert Fagles in 'Three Theban Plays'.

Unit – IV

Horace – 'Satires' 1:4 in 'Satires and Epistles by Horace and Satires by Persius', trans. Niall Rudd, Penguin Classics

Suggested Reading:

1. Richard Rutherford: Classical Literature: A Concise History. Oxford: Blackwell Pub. 2005.
2. Homer, The Iliad. Tr. E.V. Rieu. Harmondsworth: Penguin, 1985.
3. Sophocles, Oedipus the King. Tr. Robert Fagles in Sophocles: The Three Theban Plays. Harmondsworth: Penguin, 1984.
4. Alighieri, Dante. Divine Comedy. Trans. H.F. Cary. www.gutenberg.org
5. Virgil. Aeneid. Trans. H.R. Fairclough. www.theoi.com/text/VirgilAeneid2.html
Nomer, The Iliad. Trans. Ian Johnston. www.johnstoniatexts.X10host.com Sophocles. Antigone

III. MAJOR COURSE- MJ 11: LANGUAGE AND LINGUISTICS-I

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) **Theory: 60 Lectures**

Course Objectives:

The course will seek to achieve the following objectives:

1. to make students grasp the structure and various parts of English language.
2. to make students understand the language, dialects and factors governing the relationship thereof.
3. to make students appreciate various functions that a language performs.
4. to make students recognize that language acquisition and learning can take place without the fear of making errors.

Course Learning Outcome:

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

1. recognize/understand the structure and various parts of the language.
2. understand the existence of language in the form of different dialects based on a set of established factors.
3. identify the various functions a language performs and the roles assigned to it.
4. understand that all languages behave alike and develop a tolerance for other languages.
5. understand that making errors is a process of learning and not hesitate to use the language for fear of making errors.

Course Content:

Unit – I

Definition and Characteristics of Language; How Human Language is different from Animal Communication; Unique Properties of Human Language; Varieties of Language.

Unit – II

Definition and Nature of Linguistics; Linguistics as a Science; Scope of Linguistics- Descriptive, Comparative and Historical Linguistics; Levels of Linguistic Analysis, Some Major Linguistic Concepts- Synchrony and Diachrony, Langue and Parole, Competence and Performance, Substance and Form, Syntagmatic and Paradigmatic Relationships.

Unit – III

Definition and Branches of Phonetics; Speech Mechanism- the Organs of Speech; Phonology- Phoneme and Allophone; Classification and Description of the Consonants and Vowels of English.

Unit – IV

The Syllable- The Structure of the Syllable in English; Word Stress; Stress and Rhythm in Connected Speech; Intonation.

Suggested Reading:

1. George Yule. The Study of Language.
2. T. Balasubramanian. A Textbook of English Phonetics for Indian Students.
3. Puspinder Syal and D. V. Jindal. An Introduction to Linguistics: Language, Grammar and Semantics.
4. S.K. Verma and N. Krishnaswamy. Modern Linguistics: An Introduction
5. Thakur. The Phonetics and Phonology of English: A Handbook.
6. R.K. Sharma. Fundamentals of Linguistics. New Delhi: Atlantic Press, 2014.
7. R. K. Sharma and S. S. Haider. Introducing Phonetics. New Delhi: Atlantic Press, 2016.
8. R. L. Varshney. An Introductory Textbook of Linguistics & Phonetics.
9. K. Pattanayak. Linguistics Made Easy.

SEMESTER VI

I. MAJOR COURSE- MJ 12: ENGLISH PROSE (Essay)

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) **Theory: 60 Lectures**

Course Objectives:

The course will seek to achieve the following objectives:

1. To introduce students to the various selection of Prose.
2. To understand the central, formal and thematic concerns of the period.
3. To show the formal development of Prose, both non-fiction and fiction.
4. To introduce students to the different approaches in non-fictional prose

Course Learning Outcome:

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

1. Students will be able to have a fair idea of the different types of non-fictional prose and the periods in which it is set.
2. Students are able to appreciate the different genres of different texts.
3. Students will have adequate exposure to the rich creative minds across the globe.

Course Content:

Unit – I

1. History of the English Essay
2. Essay as a form of Literature
3. Types of Essays- Personal and Impersonal (Didactic, Dramatic, Persuasive, Humorous, Descriptive, Factual, Narrative)
4. A.C. Benson – ‘The Art of the Essayist’

Unit – II

1. Francis Bacon – ‘Of Studies’
2. Joseph Addison – ‘Sir Roger at Home’
3. Richard Steel – ‘Recollections of Childhood’
4. Henry David Thoreau – ‘The War of the Ants’

Unit – III

1. Oliver Goldsmith – ‘On National Prejudices’
2. A.G. Gardiner – ‘On Superstitions’
3. Hilaire Belloc – ‘In Praise of Ignorance’
4. G.K. Chesterton – ‘On the Pleasures of No Longer Being Young’.

Unit – IV

1. Virginia Woolf – ‘The Death of the Moth’
2. D.H. Lawrence – ‘Cocksure Women and Hensure Men’
3. George Orwell – ‘Shooting an Elephant’
4. J.B. Priestly – ‘On Getting off to Sleep’

Recommended Book: Most of the essays are available in ‘English Essayists’ Ed. Susanta K. Sinha, O.U.P

Suggested Reading:

1. Ed. Robert Scholes et.al. ‘Elements of Literature’, O.U.P
2. Modern Masters, An Anthology of English Prose, Orient Longman
3. A Choice of Prose and Poetry, OUP
4. Bloomsbury Guide to English Literature, Ed. Marion Wynne- Davis, Bloomsbury.
5. Bertrand Russell, ‘The Basic Writings of Bertrand Russell, Routledge

II. MAJOR COURSE- MJ 13: LANGUAGE AND LINGUISTICS-II

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) **Theory: 60 Lectures**

Course Objectives:

The course will seek to achieve the following objectives:

1. to make students grasp the structure and various parts of English language.
2. to make students understand the language, dialects and factors governing the relationship thereof.
3. to make students appreciate various functions that a language performs.
4. to make students recognize that language acquisition and learning can take place without the fear of making errors.

Course Learning Outcome:

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

1. recognize/understand the structure and various parts of the language.
2. understand the existence of language in the form of different dialects based on a set of established factors.
3. identify the various functions a language performs and the roles assigned to it.
4. understand that all languages behave alike and develop tolerance for other languages.
5. understand that making errors is a process of learning and not hesitate to use language for fear of making errors.

Course Content:

Unit – I

Morphology- Morpheme, Morph and Allomorph; Classification of Morphemes; Morphophonemics; Process of Word Formation.

Unit – II

Traditional Grammar; Structural Grammar; Immediate Constituent (IC) Analysis; Phrase Structure Rules; Transformational Generative Grammar.

Unit – III

Semantics- Relationship of Semantics with Pragmatics; Sentence, Utterance, Proposition; Denotation and Connotation; Sense and Reference; Entailment; Lexical Relations– Synonymy, Antonymy, Homonymy, Polysemy, Hyponymy and Collocation.

Unit – IV

Status of English in India; Difference between British R.P. and General Indian English (G.I.E); Methods and Approaches of English Language Teaching.

Suggested Reading:

1. George Yule. The Study of Language.
2. T. Balasubramanian. A Textbook of English Phonetics for Indian Students.
3. Puspinder Syal and D. V. Jindal. An Introduction to Linguistics: Language, Grammar and Semantics.
4. S. K. Verma and N. Krishnaswamy. Modern Linguistics: An Introduction
5. D. Thakur. The Phonetics and Phonology of English: A Handbook.
6. D. Thakur. Linguistics simplified Morphology.
7. D. Thakur. Linguistics Simplified Syntax.
8. D. Thakur. Linguistics Simplified Semantics.
9. R. K. Sharma. Fundamentals of Linguistics. New Delhi: Atlantic Press, 2014.
10. R. K. Sharma. Exploring English Syntax. Cambridge University Press.
11. R. L. Varshney. An Introductory Textbook of Linguistics & Phonetics.
12. B. K. Pattanayak. Linguistics Made Easy.
13. M. F. Patel and Praveen M. Jain. English Language Teaching.
14. S. P. Dhanavel. English Language Teaching in India: Shifting Paradigms
15. Nishevita Jayendran, Anusha Ramanathan and Surbhi Nagpal. Language Education: Teaching English in India

III. MAJOR COURSE- MJ 14: LITERARY CRITICISM

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) **Theory: 60 Lectures**

Course Objectives:

The course will seek to achieve the following objectives:

1. to understand the fundamentals of literary criticism
2. to understand the role and function of criticism, the critic, the artist, the tradition, the literary canon
3. to understand the function and value of literature
4. to understand the difference between literary and other kinds of discourse, literary aesthetics, responding to works of literature
5. to understand the difference between literary criticism and literary theory

Course Learning Outcome:

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

1. understand the historical and philosophical contexts that led to the development of literary criticism and its practice in different traditions and periods
2. learners will be able to understand fundamental literary and critical concepts and underlying distinctions amongst them (e.g., difference between literary criticism and literary theory)
3. learners will be able to grasp a wider range of literary philosophers and critics whose work has informed and shaped the discourse of literary theory
4. learners will be able to identify the theoretical and critical concepts with critics/texts/movements with which they are associated and understand them in their contexts
5. learners will be able to strengthen and deepen their interpretative skills
6. show an understanding of historical and philosophical contexts that led to the development of literary theory and its practices
7. develop awareness of various literary theories and the way they enrich and change our thinking about language, literature and society
8. sharpen interpretative skills in the light of various theoretical frameworks

Course Content:

Unit – I

1. Philip Sidney – ‘An Apology for Poetry’
2. John Dryden – ‘An Essay on Dramatic Poesy’
3. Dr. Samuel Johnson- ‘Preface to Shakespeare’

Unit – II

1. William Wordsworth- ‘Preface to the Lyrical Ballads’
2. S. T. Coleridge – ‘Biographia Literaria’ (Chapter XIII & XIV)

Unit – III

1. Matthew Arnold – ‘The Study of Poetry’
2. T.S. Eliot – ‘Tradition and Individual Talent’

Unit – IV

1. I.A. Richards – ‘Principles of Literary Criticism’ (Chapter 6: Value as an Ultimate Idea & Chapter 7: A Psychological Theory of Value)
2. Roland Barthes- ‘From Work to Text’

Suggested Reading:

1. Abrams, M.H. and Geoffrey Harpham. A Glossary of Literary Terms. Boston: Wadsworth Publishing, 2008.
2. Burke, Edmund. “On Taste”, A Philosophical Inquiry into the Origin of our Ideas of the Sublime and Beautiful, (1759).
3. Das, B. and J.M. Mohanty. Literary Criticism: A Reader. New Delhi: OUP, 1997.
4. Devy, G.N. Ed. Indian Literary Criticism: Theory and Interpretation. Hyderabad: Orient Blackswan, 2014.
5. Habib, M.A.R. Literary Criticism from Plato to the Present: An Introduction. Sussex: Wiley-Blackwell, 2011.

6. Lodge, David and Nigel Wood. *Modern Criticism and Theory: A Reader*. New York: Routledge, 2017.
 7. Waugh, Patricia, Ed. *Literary Theory and Critics*. OUP, 2006.
 8. Wimsat, W.K. and Monroe Beardsley. 'The Intentional Fallacy' (1946). *Critics and Criticism: Ancient and Modern* - R. S. Crane.
 9. *The Use of Poetry and the Use of Criticism* - T. S. Eliot.
 10. *Concept of Criticism* - R. Welleck
 11. *Criticism and Literary Theory* - Chris Baldick
 12. *Literary Criticism: A Short History* - Wimsat and Brook
 13. *A History of English Criticism* - George Saintsbury
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**IV. MAJOR COURSE- MJ 15:
AMERICAN LITERATURE-I
(Poetry and Drama)**

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) **Theory: 60 Lectures**

Course Objectives:

The course will seek to achieve the following objectives:

1. to understand the depth and diversity of American literature from the point of view of the history and culture of the United States of America.
2. To understand the historical, religious and philosophical contexts of the American spirit in literature.
3. To appreciate the complexity of the origin and reception of American Literature given its European descent (Anglo-Saxon, French, Dutch and Hispanic) as well as writers from black and non-European writing traditions. (varying from African, American Indian and Asian)

Course Learning Outcome:

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

1. critically engage with the complex nature of American society
2. critically appreciate the diversity of American Literature in the light of regional variation in climate, cultural traits and economic priorities
3. critique issues of exclusion in societies relevant to their learning experience
4. explore and understand the nature of relationships of human beings and other life forms after reading representative texts across genres
5. Will be able to analyze the American mind from global and Indian perspectives and situate the American in the contemporary world

Course Content:

Unit – I

1. Wall Whitman – ‘Song of Myself’ (Sections 1 to 5)
2. Robert Frost – ‘Mending Wall’
3. Emily Dickinson – ‘Because I could not stop for Death’

Unit – II

1. Langston Hughes: ‘The Negro Speaks of Rivers’
2. Sylvia Plath – ‘Daddy’
3. Maya Angelou: ‘Still I Rise’

Unit – III

1. Arthur Miller: ‘Death of a Salesman’

Unit - IV

1. Tennessee Williams: ‘A Streetcar Named Desire’

Suggested Reading:

1. Richard Chase, ‘History of American Literature’
2. Kathryn Van Spanckeren, ‘Outline of American Literature’: Revised Edition, published by The United States Department of State.
3. Raghukul Tilak. ‘History of American literature’ Prakash Kathryn VanSpanckeren. Book Depot, 2009.
4. Radhashyam Dey, ‘A Critical Study of Arthur Miller’s Popular Plays’, Asian Press Books, Kolkata
5. Radhashyam Dey, ‘A Thematic Study of Tennessee William’s Major Plays’, Asian Press Books, Kolkata

SEMESTER VII

I. MAJOR COURSE- MJ 16: INTRODUCTION TO LITERARY THEORIES

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) **Theory: 60 Lectures**

Course Objectives:

The course will seek to achieve the following objectives:

1. to make students understand contributions of major literary theorists, particularly of the 20th century
2. to make students sharpen interpretative skills in the light of various theoretical frameworks
3. to make students apply various theoretical frameworks and concepts to literary and cultural texts
4. to make students understand various literary theories and the way they enrich and change our thinking about language, literature and society
5. to make the students aware of important terms of literary criticism and their meaning

Course Learning Outcome:

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

1. have a historical overview of major literary theorists, particularly of the 20th century
2. show an understanding of historical and philosophical contexts that led to the development of literary theory and its practices
3. develop awareness of various literary theories and the way they enrich and change our thinking about language, literature and society
4. historically situate literary theorists whose works had informed and shaped various literary theoretical discourses
5. identify theoretical concepts with the theorists and movements with which they are associated and, in the process, understand their contexts
6. apply various theoretical frameworks and concepts to literary and cultural texts
7. evaluate and analyze strengths and limitations of theoretical frameworks and arguments
8. sharpen interpretative skills in the light of various theoretical frameworks
9. apply understanding of literary terms to literary texts in critical evaluation

Course Content:

Unit – I

1. New Criticism and Russian Formalism
2. Structuralism
3. Poststructuralism and Deconstruction

Unit – II

1. Marxism
2. Modernism
3. Postmodernism

Unit – III

1. Feminism- Definition, Waves of Feminism and Feminist Criticism
2. Psychoanalytic Theory
3. Postcolonial Theory

Suggested Reading:

1. Peter Barry- Beginning Theory
 2. Pramod K. Nayar- Contemporary Literary and Cultural Theory
 3. Sara Upstone- Literary Theory: A Complete Introduction
 4. Thomas a. Schmitz- Modern Literary Theory and Ancient Texts: An Introduction
 5. Lois Tyson- Critical Theory Today
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**II. MAJOR COURSE- MJ 17:
AMERICAN LITERATURE-II
(Fiction and Short Story)**

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) **Theory: 60 Lectures**

Course Objectives:

The course will seek to achieve the following objectives:

1. To understand the depth and diversity of American literature from the point of view of the history and culture of the United States of America.
2. To understand the historical, religious and philosophical contexts of the American spirit in literature.
3. To appreciate the complexity of the origin and reception of American Literature given its European descent (Anglo-Saxon, French, Dutch and Hispanic) as well as writers from black and non-European writing traditions (varying from African, American Indian and Asian).

Course Learning Outcome:

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

1. critically engage with the complex nature of American society
2. critically appreciate the diversity of American Literature in the light of regional variation in climate, cultural traits and economic priorities
3. critique issues of exclusion in societies relevant to their learning experience
4. explore and understand the nature of relationships of human to other human beings and other life forms after reading representative texts across genres.
5. analyse the American mind from global and Indian perspectives and situate the American in the contemporary world.

Course Content:

Unit – I

1. Mark Twain: ‘The Adventures of Huckleberry Finn’

Unit – II

1. F. Scott Fitzgerald – ‘The Great Gatsby’

Unit – III

1. Ernest Hemingway – ‘The Old Man and the Sea’

Unit - IV

1. Toni Morrison – ‘The Bluest Eye’

Unit – V

1. Ray Bradbury – ‘The Fog Horn’ from ‘Golden Apples of the Sun’.
2. Edgar Allan Poe – ‘The Purloined Letter’.

Suggested Reading:

1. Richard Chase, ‘History of American Literature’
2. Kathryn Van Spanckeren, ‘Outline of American Literature’: Revised Edition, Published by The United States Department of State.
3. Raghukul Tilak. ‘History of American literature’ Prakash Kathryn VanSpanckeren. Book Depot, 2009.

III. MAJOR COURSE- MJ 18: MODERN EUROPEAN DRAMA

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) **Theory: 60 Lectures**

Course Objectives:

The course will seek to achieve the following objectives:

1. to make students understand the role of theatre and drama in the introduction and shaping of modernity
2. to make students understand concepts like Realism, Naturalism, Symbolism, Expressionism, the Avant Garde, the Epic Theatre, The Theatre of the Absurd, etc.
3. to make students understand how meaning is created in theatre
4. to make students grasp the importance of innovations introduced into theatrical practice in the late 19th and the 20th century

Course Learning Outcome:

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

1. understand the role of theatre and drama in the introduction and shaping of modernity
2. understand and engage with concepts like Realism, Naturalism, Symbolism, Expressionism, the Avant Garde, the Epic Theatre, The Theatre of the Absurd, etc.
3. understand how meaning is created in theatre
4. be able to write about innovations introduced into theatrical practice in the late 19th and 20th century

Course Content:

Unit – I

1. Henrik Ibsen – ‘A Doll’s House’

Unit – II

1. Bertolt Brecht – ‘The Good Woman of Setzuan’

Unit – III

1. Samuel Beckett – ‘Waiting for Godot’

Unit – IV

1. Eugene Ionesco – ‘Rhinoceros’

Suggested Reading:

1. Marjorie Boulton. *The Anatomy of Drama*. Kalyani Publishers Reprinted 2016
2. Anthony Toyn. *An English Reader's History of England*. Oxford 1971
3. W.H. Hudson: *An Outline History of English Literature*
4. S.C. Mundra: *History of English Literature*
5. Emile Legouis: *A Short History of English Literature*
6. S.C. Smith. *T.S. Eliot's Poetry and Plays*, London, 1974
7. Norman A. Jeffares. *W.B. Yeats: Man and Poet*, London, 1962
8. A Nicoll. *British Drama*
9. William Raymond. *Drama from Ibsen to Brecht*
10. H.S. Davies. *Realism in Drama*
11. Brian Docherty *Twentieth-Century European Drama*. Palgrave Macmillan UK, 1994
12. Nirupama Sinha. ‘James Matthew Barrie: The Maker of Myth’, Satyam Publishing House, 2003.

IV. MAJOR COURSE- MJ 19: POPULAR LITERATURE

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) **Theory: 60 Lectures**

Course Objectives:

The course will seek to achieve the following objectives:

1. trace the early history of print culture in England and the emergence of genre fiction and bestsellers
2. engage with debates on high and low culture, canonical and non-canonical literature
3. articulate the characteristics of various genres of non-literary fiction
4. investigate the role of popular fiction in the literary polysystem of various linguistic cultures
5. demonstrate how popular literature belongs to its time
6. Use various methods of literary analysis to interpret popular literature

Course Learning Outcome:

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

1. Understand the history of print culture and the emergence of the genre Popular Literature.
2. Understand the features and characteristics of Popular Literature.
3. Understand the role of Popular Literature in the literary polysystem of various linguistic cultures.
4. Understand how Popular Literature belongs to its time.
5. Learn various methods of literary analysis to interpret Popular Literature.

Course Content

Unit – I

Children's Literature:

1. J. R. R. Tolkien – 'The Hobbit'

Unit – II

Detective Fiction:

1. Arthur Conan Doyle – 'The Hound of the Baskervilles'

Unit – III

Science Fiction:

1. Isaac Asimov – 'Nightfall'

Unit – IV

Romance Literature:

1. Daphne De Maurier – 'Rebecca'

Suggested Readings

1. Leslie Fiedler, 'Towards a Definition of Popular Literature', in *Super Culture: American Popular Culture and Europe*, ed. C.W.E. Bigsby
2. Felicity Hughes, 'Children's Literature: Theory and Practice', *English Literary History*, vol. 45, 1978,
3. Christopher Pawling, 'Popular Fiction: Ideology or Utopia?' in *Popular Fiction and Social Change*, ed. Christopher Pawling
4. Tzevetan Todorov, 'The Typology of Detective Fiction', in *The Poetics of Prose*
5. Darco Suvin, 'On Teaching SF Critically', in *Positions and Presuppositions in Science Fiction*
6. Janice Radway, 'The Institutional Matrix, Publishing Romantic Fiction', in *Reading the Romance: Women, Patriarchy, and Popular Literature*
7. Edmund Wilson, 'Who Cares Who Killed Roger Ackroyd?', *The New Yorker*, 20 June 1945.
8. Hillary Chute, 'Comics as Literature? Reading Graphic Narrative', *PMLA* 123(2)

SEMESTER VIII

I. MAJOR COURSE- MJ 20: POSTCOLONIAL LITERATURE

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) **Theory: 60 Lectures**

Course Objectives:

The course will seek to achieve the following objectives:

1. to make students understand the social-historical-political-economic contexts of Colonialism and Postcolonialism in India and other countries affected by colonial rule
2. to make students engage with a corpus of representative postcolonial texts from different colonial locations: the effects of colonial rule on the language, culture, economy and habitat of specific groups of people affected by it
3. to make students understand how racism and imperialism worked during and after colonial occupation
4. to make students grasp and appreciate the changing role and status of English in postcolonial literatures while linking colonialism to modernity

Course Learning Outcome:

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

1. understand the social-historical-political-economic contexts of colonialism and postcolonialism in India and other countries affected by colonial rule
2. understand the scope of postcolonial literature in India and elsewhere, primarily as a response to the long shadow of colonialism, not just of colonial occupation
3. see through a corpus of representative postcolonial texts from different colonial locations: the effects of colonial rule on the language, culture, economy and habitat of specific groups of people affected by it
4. appreciate and analyze the growing spectres of inequality arising out of colonial occupation and the role played by postcolonial literatures to resist it in India and similar locations
5. critically engage with issues of racism and imperialism during and after colonial occupation
6. appreciate the changing role and status of English in postcolonial literatures link colonialism to modernity

Course Content:

Unit – I

1. Derek Walcott – ‘A Far Cry from Africa’
2. David Malouf – ‘Wild Lemons’
3. Pablo Neruda – ‘Tonight I can Write’

Unit – II

1. Chinua Achebe – ‘Things Fall Apart’

Unit – III

1. Jean Rhys – ‘Wide Sargasso Sea’

Unit – IV

1. Fakir Mohan Senapati – ‘Six Acres and a Third’

Suggested Reading:

1. Franz Fanon, ‘The Negro and Language’, in *Black Skin, White Masks*, tr. Charles Lam Markmann (London: Pluto Press, 2008) pp. 8–27.
2. Ngũgĩ wa Thiong’o, ‘The Language of African Literature’, in *Decolonising the Mind* (London: James Curry, 1986) chap. 1, sections 4–6.
3. Gabriel Garcia Marquez, the Nobel Prize Acceptance Speech, in *Gabriel Garcia Marquez: New Readings*, ed. Bernard Mc Guirk and Richard Cardwell (Cambridge: Cambridge University Press, 1987).
4. Namwar Singh, “Decolonising the Indian Mind”, tr. Harish Trivedi, ‘Indian Literature’, No.151 (Sept./Oct. 1992)
5. John McLeod, ‘Beginning Postcolonialism’, Viva Books, 2010
6. Meenakshi Mukherjee, “Divided by a Common Language” in ‘The Perishable Empire’ (N. Delhi OUP, 2000)
7. Salman Rushdie, “Commonwealth Literature does not Exist”, in ‘Imaginary Homelands’, (London Granta Books 1991)

II. ADVANCED MAJOR COURSE- AMJ 1: WOMEN'S WRITINGS

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) **Theory: 60 Lectures**

Course Objectives:

The course will seek to achieve the following objectives:

1. Understand the importance of gender specificity in literature.
2. Understand the difference between the feminine and feminist as opposed to female.
3. Understand the role of socio-cultural-economic contexts in defining women and gender politics.
4. Understand the complexity of social and biological constructs of manhood and womanhood.

Course Learning Outcome:

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

1. recognize the importance of gender specific literature
2. analyze and appreciate representation of female experience in literature
3. link the status of women to social discrimination and social change
4. draw a location specific trajectory of female bonding and empowerment
5. Examine the relationship of women to work and production

Course Content:

Unit – I

Poetry:

1. Eunice de Souza: 'Advice to Women'.
2. Kamla Das: 'An Introduction'.
3. Emily Dickinson: 'I'm Wife, I've Finished That'

Unit – II

Fiction:

1. Rokeya Hossain: 'Sultana's Dream'

Unit – III

Fiction:

1. Alice Walker: 'The Colour Purple'

Unit – IV

Drama:

1. Mahashweta Devi: 'Mother of 1084'

Unit – V

Short Story:

1. Ismat Chughtai: 'Lihaf'
2. Charlotte Perkins Gilman: 'The Yellow Wallpaper'.

Suggested reading:

1. Doris Lessing: The Golden Notebook
2. Mary Wolstonecraft: A Vindication of the Rights of women (New York Norton, 1988)
3. Mary Clements: The Unnatural and Accidental Women
4. Ed. Wilfred L. Geurin et. Al.: A Handbook of critical approaches to literature
5. Peter Barry: Beginning Theory
6. Virginia Wolf: A Rooms of One's Own
7. Susie Thorn and K. Lalita, eds., Women's Writing in India, New Delhi OUP, 1989.

III. ADVANCED MAJOR COURSE- AMJ 2: DALIT AND TRIBAL LITERATURE

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) **Theory: 60 Lectures**

Course Objectives:

The course will seek to achieve the following objectives:

1. Acquaint Students with the rise of Dalit and Tribal Literature of India
2. Make the Students familiar with the intent and contents Dalit and Tribal of Literature
3. Provide comprehensive understanding of Subaltern context and different paradigms of Dalit and Tribal Literature

Course Learning Outcomes:

At the end of the course students will be able to

8. Understand the meaning of Subaltern Literature
9. Learn the rise of Dalit and Tribal Literature in India
10. Know the intent and contents of Dalit and Tribal Literature
11. Understand the different contexts and paradigms Dalit and Tribal Literature

Unit-I

1. Omprakash Valmiki: 'Joothan: An Untouchable's Life'

Unit-II

1. Bama: 'Kurukku'

Unit-III

1. Ram Dayal Munda and Ratan Singh Manki: 'Sosobonga'

Unit-IV

1. Namdeo Dhasal: 'Hunger'
2. Sarankumar Limbale: 'White Paper'
3. Mamang Dai: 'Mountains and the River'
4. Jacinta Kerketta: 'The River, The Mountain and The Bazaar'

Unit-V

1. Urmila Pawar: 'Sixth Finger'
2. Gogu Shyamala: 'Father May be an Elephant and Mother only a Small Basket, But...'
3. Tamsula Ao: 'The Journey'
4. Hansda Showendra Shekhar: 'The Adivasi Will Not Dance'

Suggested Reading:

1. Gayatri Chakravorty Spivak- Can the Subaltern Speak?
2. Homi K. Bhabha- unsatisfied notes on vernacular cosmopolitanism
3. Ranajit Guha- Subaltern Studies
4. Saratchandra Muktibodh- What is Dalit Literature?
5. Debjani Ganguli- Caste and Dalit Life Worlds: Postcolonial Perspectives
6. Anand Mahanand- Tribal Literature in India
7. Anand Mahanand- Lo(k)cal Knowledge: Perceptions on Dalit, Tribal and Folk Literature
8. G. N. Devy- Painted Words: An Anthology of Tribal Literature
9. The Johar Journal. Publisher- Ivy Imogene Hansdak. Website- <https://joharjournal.org/>

IV. ADVANCED MAJOR COURSE- AMJ 3: WORLD LITERATURE

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) **Theory: 60 Lectures**

Course Objectives:

The course will seek to achieve the following objectives:

1. to make students understand concepts related to world literature, e.g. national literature, general literature, comparative literature and Vishwa Sahitya.
2. to make students analyze and appreciate literary texts from different parts of the world and receive them in the light of one's own literary traditions.
3. to make students analyze and interpret literary texts in their contexts and locate them
4. to make students interpret literary and cultural texts from various world literatures in the light of various theoretical frameworks
5. to make students understand their thinking about language, literature and society involving notions of global human aspirations and significant international experiences and political developments
6. to make students appreciate the Indian diasporic consciousness and the literary features of diasporic texts

Course Learning Outcome:

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

1. explain the concept of World Literature and its evolution in relation to other related concepts e.g. national literature, general literature, comparative literature and Vishwa Sahitya.
2. appreciate the connectedness and diversity of human experiences and literary responses to them in different parts of the world.
3. analyze and appreciate literary texts from different parts of the world and receive them in the light of one's own literary traditions.
4. analyze and interpret literary texts in their contexts and locate them.
5. Understand the concept of 'diaspora' in its historical and cultural contexts

Course Content:

Unit – I

1. Franz Kafka – 'Metamorphosis'

Unit – II

1. Naguib Mahfouz – 'Palace Walk'

Unit – III

1. Gabriel Garcia Marquez – 'Hundred Years of Solitude'.

Unit – IV

1. Sally Morgan – 'My Place'

Suggested Reading:

1. Ngugiwa Thiong'o: Decolonizing the Mind
2. Ed. Bernard McGurk and Richard Cardell: Gabriel Garcia Marquez: New Readings
3. Migration, Multiculturalism, Globalization.
4. "Introduction: The diasporic imaginary" in Mishra, V. (2008). Literature of the Indian diaspora. London: Routledge
5. "Cultural Configurations of Diaspora," in Kalra, V. Kaur, R. and Hutynuk, J. (2005). Diaspora & hybridity. London: Sage Publications.
6. "The New Empire within Britain," in Rushdie, S. (1991). Imaginary Homelands. London: Granta Books

COURSES OF STUDY FOR FYUGP IN “ENGLISH” MINOR

MINOR COURSE-1A

(SEM-I)

I. MINOR COURSE- MN1A:
ENGLISH POETRY

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) Theory: 60 Lectures

Course Objectives:

The course will seek to achieve the following objectives:

1. to help students explore poetry in a range of political, philosophical and cultural milieu.
2. to familiarize the students with some representative literary text of the age referred therein.
3. to make the students understand the influence of English literature on the literature of other countries.

Course Learning Outcome:

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

1. appreciate different kinds of poetry.
2. understand the influence of socio-cultural factors on the development of Poetry.

Course Content:**Unit – I**

1. Edmund Spenser – ‘Sweet Warrior’
2. William Shakespeare – ‘Sonnet 18’
3. John Milton – ‘On His Blindness’
4. John Donne – ‘Good Morrow’
5. George Herbert – ‘The Pulley’

Unit – II

1. Alexander Pope – ‘Ode on Solitude’
2. William Wordsworth – ‘The Solitary Reaper’
3. S.T. Coleridge – ‘Dejection: An Ode’
4. John Keats – ‘Ode on a Grecian Urn’

Unit – III

1. Robert Frost – ‘Stopping by Woods on a Snowy Evening’
2. R.N. Tagore – ‘Where the Mind is Without Fear’
3. Sarojini Naidu – ‘Palanquin Bearers’
4. Toru Dutta – ‘Our Casuarina Tree’

Unit – IV

1. Kamala Das – ‘An Introduction’
2. Nissim Ezekiel – ‘Night of the Scorpion’
3. Jayant Mahapatra – ‘Dawn at Puri’
4. Vikram Seth – ‘The Frog and the Nightingale’

Suggested Reading:

1. Marjorie Boulton, ‘The Anatomy of Poetry’, Kalyani Publishers.
2. Ravi Nandan Sinha, ‘History of Indian Literature of English’.
3. Bruce King, ‘Modern Indian Poetry in English’.

MINOR COURSE-1B**(SEM-III)****II. MINOR COURSE- MN1B:
ENGLISH SHORT-FICTION****Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100****Pass Marks: Th (SIE + ESE) = 40****(Credits: Theory-04) Theory: 60 Lectures****Course Objectives:**

The course will seek to achieve the following objectives:

1. To introduce students to the various selection of Prose.
2. To understand the central, formal and thematic concerns of the period.
3. To show the formal development of Short Story.

Course Learning Outcome:

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

1. have a fair idea of the different periods in which it is set.
2. appreciate the different genres of different texts.
3. have adequate exposure to the rich creative minds across the globe.

Course Content:**Unit – I**

1. Edgar Allan Poe – ‘The Tell Tale Heart’
2. Shirley Jackson – ‘The Lottery’
3. Charlotte Perkins Gilman – ‘The Yellow Wallpaper’

Unit – II

1. Henry – ‘The Gift of Magi’
2. R.L Stevenson – ‘The Body Snatcher’
3. Oscar Wilde – ‘The Happy Prince’

Unit – III

1. R.N. Tagore – ‘Kabuliwallah’
2. R.K. Narayan – ‘An Astrologer’s Day’
3. Mulk Raj Anand – ‘The Barber’s Trade Union’

Unit – IV

1. Anton Chekhov – ‘The Bet’
2. Guy De Maupassant – ‘The Necklace’
3. Leo Tolstoy – ‘The Three Questions’

Suggested Reading:

1. A.C Ward. ‘Twentieth Century Prose’.
2. Walter Allen. ‘The English Novel: A Short Critical History’ Pelican, 1958.
3. Walter Allen. ‘The Short Story in English’
4. T. Singh. ‘A History of English Literature’

MINOR COURSE-1C
(SEM-V)

**III. MINOR COURSE- MN1C:
ENGLISH FICTION**

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100	Pass Marks: Th (SIE + ESE) = 40
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(Credits: Theory-04) Theory: 60 Lectures**Course Objectives:**

The course will seek to achieve the following objectives:

1. to introduce students to the various selection of Prose
2. to understand the central, formal and thematic concerns of the period
3. to show the formal development of novel

Course Learning Outcome:

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

1. have a fair idea of the different periods in which it is set.
2. appreciate the different genres of different texts.
3. have adequate exposure to the rich creative minds across the globe.

Course Content:**Unit – I**

1. Emily Bronte – ‘Wuthering Heights’

Unit – II

1. Aldous Huxley – ‘Brave New World’

Unit – III

1. Harper Lee – ‘To Kill A Mockingbird’

Unit – IV

1. R. K. Narayan- ‘The Vendor of Sweets’

Suggested Reading:

1. A. C. Ward. ‘Twentieth Century Prose’.
 2. Walter Allen. ‘The English Novel: A Short Critical History’ Pelican, 1958.
 3. Walter Allen. ‘The Short Story in English’
 4. T. Singh. ‘A History of English Literature’
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MINOR COURSE-1D**(SEM-VII)**

**IV. MINOR COURSE- MN1D:
ENGLISH DRAMA****Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100****Pass Marks: Th (SIE + ESE) = 40****(Credits: Theory-04) Theory: 60 Lectures****Course Objectives:**

The course will seek to achieve the following objectives:

1. To introduce students to select dramatists and select works so that they get first-hand knowledge of the important literary works.
2. To stimulate further interest and reading so as to obtain a fuller understanding of the texts prescribed.

Course Learning Outcome:

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

1. get an idea of the process of continuous evolution in Drama.
2. understand the cases behind such apparent shifts in both form and content.
3. appreciate the richness in content and craftsmanship in Drama.

Course Content:**Unit- I**

1. William Shakespeare- The Merchant of Venice

Unit- II

1. Oscar Wilde- The Importance of Being Earnest

Unit- III

1. G.B. Shaw- Pygmalion

Unit- IV

1. Vijay Tendulkar- Silence! The Court is in Session

Suggested Reading:

1. T. Singh, 'A History of English Literature'.
 2. Marjorie Boulton, 'The Anatomy of Drama'.
 3. Indian Drama in English and English Translation, ed. Uttiya De and Jaydip Sarkar.
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COURSES OF STUDY FOR ABILITY ENHANCEMENT COURSE IN “ENGLISH”

ABILITY ENHANCEMENT COURSE-AEC 2;**(SEM-I/ II)**
-----**I. ENGLISH COMMUNICATION:****Marks: 50 (ESE: 1.5 Hrs) = 50****Pass Marks: Th (SIE) = 20****(Credits: Theory-02) 30 Hours****Course Objectives:**

The course will seek to achieve the following objectives:

1. Knowing the Learner
2. Teaching structures of English Language
3. Teaching Reading Skill
4. Teaching Writing Skill
5. Evaluating Reading and Writing Skills

Course Learning Outcomes:

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

1. get rid of their present flaws of reading skill
2. get rid of their present flaws of writing short compositions
3. get rid of their present flaws of writing long compositions

Unit – I

What is communication? Definition and Aspects

Unit – II

Reading Comprehension, Note-making and Summarising

Unit – III

Short compositions: Notice, Advertisement, Posters, Invitation

Unit – IV

Letter writing: Letter of Enquiry, Letter of Placing Order, Letter of Complaint, Letter of Request, Letter to the Editor, Letter to the Principal, Application for Job

Unit – V

Article writing, Resume writing

Suggested Reading:

1. V. C. Mahto & Sushmita Chakraborty, *Basics of Communication: Opportunities and Challenges*, Rudra Publishers and Distributors, New Delhi
2. Prescribed Text: R. K. Sharma & Nidhi Singh, *Essential English for Better Communication*, Cambridge University Press
3. Reader's Digest- How to Write and Speak Better
4. Gangal & Dere- Developing Writing Skills in English
5. N. Lal- New Style English Grammar and Composition

ABILITY ENHANCEMENT COURSE-AEC 3
(SEM-III)

II. ENGLISH ELECTIVE - 1:

Marks: 50 (ESE: 1.5 Hrs) = 50	Pass Marks: Th (SIE) = 20
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(Credits: Theory-02) 30 Hours**Course Objectives:**

The course will seek to achieve the following objectives:

1. to make students use simple and acceptable English to convey their ideas in English in writing
2. to make students communicate information clearly and effectively in all kinds of environment and contexts
3. to sensitize students to creative expression
4. to make students use the language effectively

Course Learning Outcomes:

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

1. convey their ideas in English using simple and acceptable English in writing
2. develop a love for Literature
3. try their hand at creative writing
4. develop the ability to use the language correctly and effectively

Course Content:**Unit-I**

1. Paragraph Writing: Writing short paragraphs on given subjects
2. Story Writing: Constructing readable stories from the given outlines
3. Expansion: Expanding sentences or short passages into paragraphs
4. Paraphrasing: Paraphrasing short poems/stanzas
5. Essay writing

Unit-II

1. Subject-Verb Agreement: Using correct form of verbs in sentences
2. Modals: Using appropriate modals in sentences
3. Positive, Comparative and Superlative Degree: Changing the degree of comparison without changing the meaning
4. Synthesis of Sentences: Combining two simple sentences into one sentence
5. Sounds of English: symbols of different consonants and vowels used in dictionary

Suggested Reading:

1. R. K. Sharma & B. Singh – A Comprehensive English Grammar, Atlantic Publishers, New Delhi
 2. Reader's Digest- How to Write and Speak Better
 3. Wren and Martin- High School English Grammar and Composition
 4. Gangal & Dere- Developing Writing Skills in English
 5. B. N. Lal- New Style English Grammar and Composition
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ABILITY ENHANCEMENT COURSE-AEC 4
(SEM-IV)

III. ENGLISH ELECTIVE - 2:

Marks: 50 (ESE: 1.5 Hrs) = 50	Pass Marks: Th (SIE) = 20
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(Credits: Theory-02) 30 Hours**Course Objectives:**

The course will seek to achieve the following objectives:

1. to make students use simple and acceptable English to convey their ideas in English in writing
2. to make students communicate information clearly and effectively in all kinds of environment and contexts
3. to sensitize students to creative expression
4. to make students use the language effectively

Course Learning Outcomes:

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

1. convey their ideas in English using simple and acceptable English in writing
2. develop a love for Literature
3. try their hand at creative writing
4. develop the ability to use the language correctly and effectively

Course Content:**Unit I**

1. Autobiography Writing: Writing imaginary autobiography pretending to be an animal or an object
2. Dialogue Writing: Writing an imaginary conversation between two people
3. Report Writing: Reporting an event or incident
4. Process Writing: Factual description of a process
5. Appreciation of Poetry: Questions on the substance and form of a given poem
6. Book and Movie Reviews

Unit II

1. Determiners: Using suitable determiners in sentences
2. Prepositions: Using appropriate prepositions
3. Active and Passive Voice: Changing sentences from Active voice to Passive voice and vice-versa
4. Direct and Indirect Speech: Changing sentences from Direct to Indirect Speech and vice-versa

Suggested Readings:

1. Reader's Digest- How to Write and Speak Better
 2. Wren and Martin- High School English Grammar and Composition
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 4. B. N. Lal- New Style English Grammar and Composition
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