



SWAMI VIVEKANAND
SUBHARTI
UNIVERSITY
UGC Approved Meerut



AN ISO 21001: 2018 ORGANIZATION

OFFICE OF THE REGISTRAR

Gp Capt M Yakoob

M-in-D (Retd.), M.Tech.

REGISTRAR

registrar@subharti.org

Ref.No.U-508(i)/SVSU/2025/1288

Date:06.01.2025

NOTIFICATION

It is hereby notified for information of all the concerned that the Academic Council in its 34th meeting held on 25-07-2024 vide resolution No.34(7) has approved the ordinance relating to course curriculum & syllabus of degree of Four Year Degree Program (FYDP) of the following:

Ordinance No.V-126 (B1), relating to B.A.(Hons.)-English.

Ordinance No.V-126 (B2), relating to B.A.(Hons.)-Hindi.

Ordinance No.V-126 (B3), relating to B.A.(Hons.)-Sanskrit.

The copies of all above are enclosed and shall be applicable from Academic Session 2024-25 onwards.

This issues with the approval of the Hon'ble Vice Chancellor.

Ref.No.U-508(i)/SVSU/2025/1288

Copy forwarded to information of:

1. Hon'ble Vice-Chancellor
2. Controller of Examination
3. Dean-Academics
4. Director-IQAC
5. Dean-Faculty of Arts & Social Sciences (for compliance please)
6. CTO (with a request to upload the ordinance on University website)
7. Additional Registrar-Academics
8. Guard File

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06.01
2025
Registrar

Date: 06.01.2025

Yakoob
06.01
2025
Registrar

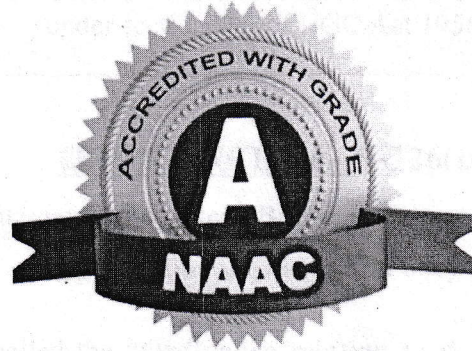


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Subhartipuram, NH-58, Delhi-Haridwar Bypass Road, Meerut-250005 (U.P.) INDIA

Ordinance No. V-126(B1) – B.A. (Hons.) - English

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(Established under U.P. Govt. Act no. 29 of 2008 and approved under section 2(f) of UGC Act 1956)

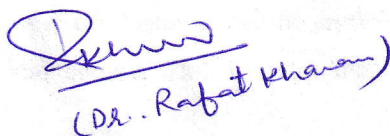
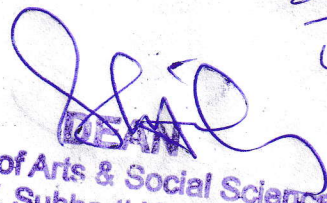


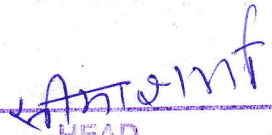
Curriculum

Four Year Graduation Program

B.A. (H) English

As per recommendations of national education policy-2020



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**Rahul Sankrityayan Subharti School of Linguistics and Foreign
Languages
Faculty Of arts and Social Sciences**

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under section 2(f) of UGC Act 1956)

ORDINANCE No. V-126(B1)

B. A . Hons. (Integrated) Four year Bachelor Degree Programme (English)
As per National Education Policy-2020

1. This Ordinance may be called the “**Ordinance relating to B. A. Hons. (Integrated) four year Bachelor Degree Programme**” in literature and language. (As per the "Guidelines for Multiple Entry and Exit in Academic Programme" issued by UGC, New Delhi under National Education Policy 2020).
2. It shall come into force from session 2024-2025.

Graduate Attributes of the B. A. English Honours (Integrated)
Four year Bachelor Degree Programme (English)

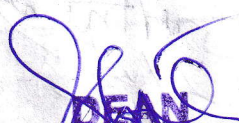
Language Proficiency: Graduates should demonstrate advanced proficiency in the English language, including reading, writing, speaking, and listening skills. This encompasses a strong grasp of grammar, vocabulary, syntax, and pronunciation.

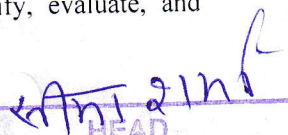
Critical Thinking and Analysis: Graduates should be able to critically analyze and interpret English texts, including literature, media, and academic discourse. They should demonstrate the ability to evaluate arguments, themes, and literary techniques, as well as engage in textual analysis and close reading.

Communication Skills: Graduates should possess effective communication skills in English, enabling them to articulate ideas, arguments, and opinions clearly and persuasively, both orally and in writing. This includes proficiency in various forms of communication, such as academic writing, public speaking, and digital communication.

Literary and Cultural Appreciation: Graduates should have a deep appreciation for English literature and culture, spanning different historical periods, genres, and cultural contexts. They should be familiar with major literary works, authors, movements, and critical theories within the English-speaking world.

Research and Information Literacy: Graduates should be proficient in conducting research related to English language, literature, and culture. This includes the ability to identify, evaluate, and


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synthesize information from diverse sources, as well as properly cite and reference sources in academic writing.

Interdisciplinary Connections: Graduates should be able to connect the study of English with other disciplines such as history, philosophy, sociology, psychology, and cultural studies, fostering an interdisciplinary approach to understanding language and literature.

Digital Literacy: Graduates should be familiar with digital tools and resources for studying and promoting the English language and literature. This includes proficiency in using digital platforms for research, communication, creative expression, and multimedia production.

Global Awareness: Graduates should understand the global significance of the English language and its role as a lingua franca in international communication, education, business, and diplomacy. They should be aware of diverse English-speaking communities worldwide and their linguistic and cultural practices.

Professionalism and Ethics: Graduates should adhere to professional standards and ethical principles in their use of the English language and engagement with English-speaking communities. This includes respect for linguistic diversity, cultural sensitivity, and responsible communication practices.

Lifelong Learning: Graduates should embrace a commitment to lifelong learning and continuous improvement in their proficiency in English language and understanding of English literature and culture. They should actively seek opportunities for further education, skill development, and cultural enrichment in the field of English studies.

These graduate attributes aim to prepare students not only as proficient users and scholars of the English language but also as culturally aware and globally engaged individuals who can communicate effectively and contribute meaningfully to diverse contexts and communities.

**Programme Outcomes of the B. A. English Honours (Integrated)
Four year Bachelor Degree Programme (English)**

PO1: Career Enhancement: Enhance skills and acquire knowledge required for higher studies and a progressive career in future.

PO2: Academic Knowledge: Demonstrate detailed knowledge in one or more disciplines and integrate knowledge and perspectives across disciplinary boundaries.

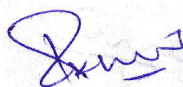
PO3: Critical Analysis: Apply critical and analytical skills to the identification and resolution of problems within complex social contexts.

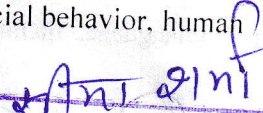
PO4: Effective Communication: Write clearly, effectively, and creatively, and adjust writing style appropriate to the content, the context, and the core disciplines of social sciences.

PO5: Nurture of Creative Behaviour: Produce original, creative work that demonstrates imagination as well as application of the principles of humanities.

PO6: Life-Long Learning: Expand their ability to investigate social behavior, human


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development and a range of theories in the core disciplines of humanities.

PO7: Value and Ethics: Develop an ethical orientation to living through the evaluation

Code	Course	Course Type	Teaching Load per week				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment (CCA)	End-Semester Examination (ESE)	
Core Course										
A040101T (Major Course-1)	English Prose and Writing Skills	(Theory)	3	1	1	5	5	25	75	100
A040102T (Major Course -2)	Introduction to Linguistics		3	1	1	5	5	25	75	100
(Minor from Any Faculty)	University		3	1	-	4	4	25	75	100
Ability Enhancement course -1 English communication Skill (Minor Co-Curricular)	University		2	-	-	2	2	-	-	-
Skill Enhancement course -1 (Minor Co-Curricular)	University		3	-	-	3	3	-	-	-
Value Added Course	VAC University		2	-	-	2	2	-	-	-
Total							21	-	-	-

of society and its development

PO8: Entrepreneurship: Encourage a positive attitude towards exploring and innovating new platforms for entrepreneurship

Programme Educational Objectives (PEO)

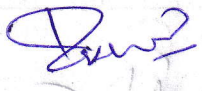
PEO1: Analyzing the theories, basic principles of Literature, language, humanities and discipline specific terms to facilitate progressive careers in social sciences.

PEO2: Developing rhetorical and communication abilities in a variety of contexts.

PEO3: Demonstrating analytical writing ability that effectively integrates theoretical and experiential knowledge.

PEO4: Interpreting new developments in humanities which would enable students


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cultivate ethical approaches towards the fallacies of the changing world.

Programme Specific Outcomes of Bachelor of Arts (Research) English

PSO1: Equipping students with Literary and language skills such as communication skills, writing skills critical thinking skills etc.

PSO2: Training students with interdisciplinary skills such as assessment skills, advocacy and leadership, problem-solving skills, understanding of human relationships, etc.

PSO3: Disseminating knowledge about core concepts of English Literature and language as well as humanities, organizational concerns, social issues, social policy and practice interventions, within a tradition of multi-disciplinary and multi- professional research.

PSO4: Instilling professional competence with required skills, integrating interdisciplinary knowledge and social values with practices to address social needs.

**Curriculum Outline/ Syllabus
Paper Code and Subject Title
Course Curriculum**

B. A . Hons. (Integrated) Four year Bachelor Degree Programme (English)

Semester I

B. A. I Year/ Semester – II

Code	Course	Course Type	Teaching Load perweek				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment (CCA)	End-Semester Examination (ESE)	
Core Course										
A040201T (Major Course 1)	English Poetry	(Theory)	3	1	1	5	05	25	75	100
A040202T (Major Course 2)	Women's Writing in Literature		3	1	1	5	05	25	75	100
(Minor from Any Faculty)	University		3	1	-	4	04	25	75	100
Ability Enhancement course -2 Environment Science	University		2	-	-	2	02	-	-	-

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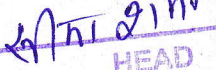
Skill Enhancement course -2	University	3	-	-	-	03	-	-
Value Added Course	VAC University	2	-	-	2	02	-	-
Total						21	-	-

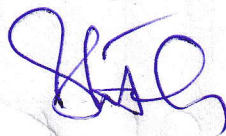
B. A. II Year/ Semester – III

Code	Course	Course Type	Teaching Load perweek				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment (CCA)	End-Semester Examination (ESE)	
Core Course										
A040301T (Major Course)	British and American Drama	(Theory)	3	1	1	5	5	25	75	100
A040302T (Major Course)	Selected Writings of Shakespeare		3	1	1	5	5	25	75	100
(Minor from Any Faculty)	University		3	1	-	4	04	25	75	100
Ability Enhancement course -3 Environment Science	University		2	-	-	-	02	-	-	-
Skill Enhancement course -3	University		3	-	-	-	03	-	-	-
Value Added Course	VAC University		2	-	-	2	02	-	-	-
Total						21	-	-	-	

B. A. II Year/ Semester – IV

Code	Course	Course Type	Teaching Load perweek				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment (CCA)	End-Semester Examination (ESE)	
Core Course										
A040401T	Indian	(Theory)	3	1	1	5	5	25	75	100


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(Major Course-1)	Literature in Translation									
A040402T (Major Course-2)	American Literature		3	1	1	5	5	25	75	100
(Minor from Any Faculty)	University		3	1		4		25	75	100
Ability Enhancement course -4 English communication Skill (Minor Co-Curricular)	VAC University		2			2		04		
Skill Enhancement course -4 (Minor Co-Curricular)	University		3					03	-	-
Value Added Course	VAC University		2			2		02	-	-
Total							21	-	-	-

B. A. III Year/ Semester – V

Code	Course	Course Type	Teaching Load per week				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment (CCA)	End-Semester Examination (ESE)	
Core Course										
A040501T (Major Course)	Classical Literature & History of English Literature	(Theory)	3	1	1	4	04	25	75	100
A040502T (Major Course)	Modern Indian Theatre		3	1	1	4	04	25	75	100
A040503T (Major Course)	British, American and Indian Fiction		3	1		4	04	25	75	100

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A040504T (Major Course)	European Literature		3	1	1	5	04	25	75	100
A040505P (Major Course)	Project	Project	3	1	1	5	05	25	75	100
Total							21	125	375	500

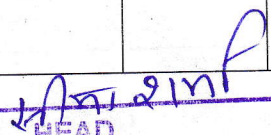
B. A. III Year/ Semester – VI

Code	Course	Course Type	Teaching Load perweek				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment (CCA)	End-Semester Examination (ESE)	
Core Course										
A040601T (Major Course)	Indian & New Literatures in English	(Theory)	3	1	1	5	04	25	75	100
A040602T (Major Course)	Literature in Films & Media Studies		3	1	1	5	04	25	75	100
A040603T (Major Course)	Modern English Novel		3	1		5	04	25	75	100
A040604T (Major Course)	Media and Journalistic Writing		3	1	1	5	04	25	75	100
A040605P (Major Course)	Project	Project	-	1	3	5	05	25	75	100
Total							21	125	375	500

B. A. IV Year/ Semester – VII

Code	Course	Course Type	Teaching Load perweek				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment (CCA)	End-Semester Examination (ESE)	
Core Course										
A040701T (Major Course)	The Structure of Modern English	(Theory)	3	1	1	5	04	25	75	100


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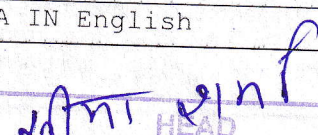


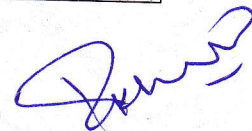
A040702T (Major Course)	English Literature from Chaucer to Milton		3	1	1	5	04	25	75	100
A040703T (Major Course)	Non-Fictional Prose		3	1	1	5	04	25	75	100
A040704T (Major Course)	Research Methodology		3	1	1	5	04	25	75	100
A040705P (Major Course)	Project/ Book review/Research Paper	Project	3	1	1	5	06	25	75	100
Total							22	125	375	500

B. A. IV Year/ Semester – VIII

Code	Course	Course Type	Teaching Load per week				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment (CCA)	End-Semester Examination (ESE)	
Core Course										
A040801T (Major Course)	Fiction	(Theory)	3	1	1	5	04	25	75	100
A040802T (Major Course)	Drama		3	1	1	5	04	25	75	100
A040803T (Major Course)	Literary Criticism and literary theory		3	1	1	5	04	25	75	100
A040804T (Major Course)	Romantic Poetry		3	1	1	5	04	25	75	100
A010805P (Major Course)	Project/ Dissertation	Project	3	1	1	5	08	50	150	200
Total							24	125	375	600

Certificate	Duration	Credit
CERTIFICATE IN English	I Year	42
DIPLOMA IN English	II Year	86

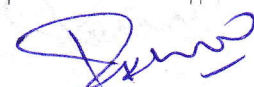

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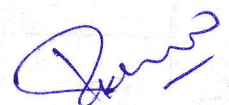
DEGREE IN English	III Year	128
B. A . HONS. (INTEGRATED)	IV Year	172

Syllabus

Programme/Class: CERTIFICATE	Year: FIRST	Semester: FIRST
Subject: ENGLISH		
Course Code: - A040101T	Course Title: English Prose and Writing Skills	
Course Objectives: <ol style="list-style-type: none"> 1. To define main concepts in academic writing. 2. It identifies and locates the thesis statement and the topic sentence in an essay and a paragraph respectively. 3. Identifies and locates supporting ideas in essays and paragraphs. 4. Identifies and locates connectors and transitional signals in essays and paragraphs. 		
Total No. of Lectures-Tutorials-Practical (in hours per week): 5-0-0.		
Unit	Topic	No. of Lectures
I	An Introduction to Indian Writing in English: Contributions of Sri Aurobindo, Rabindranath Tagore, K. S. Venkataramani, Bhabani Bhattacharya, R. K. Narayan, Mulk Raj Anand, Sarojini Naidu, Kamala Markandaya and Nayantara Sahgal, etc. towards the growth of Indian writing in English.	15
II	Elements of Short Story: Plot, Characterization, Narrative Technique and Structure Types of Prose & Prose Style: Autobiography, Biography, Memoir; Travelogue; Periodical Essay; Formal Essay; Personal Essay. Prose Devices: Theme; Point of View; Sentence Pattern; Imagery; Tone or Mood; Analogy, Anecdote; Antithesis; Aphorism; Diction; Inversion; Humour and Pathos.	15
III	Short Stories 1. O' Henry- The Last Leaf 2. Anton Chekhov- The Lament 3. Guy de Maupassant- The Terror 4. M.R. Anand- The Barber's Trade Union 5. R.K Narayan- Under the Banyan Tree 6. Anita Desai- Games at Twilight	15



VI	<p>Prose</p> <ol style="list-style-type: none"> 1. Francis Bacon- *Of Studies 2. Charles Lamb- *Dream Children 3. Joseph Addison- *Sir Roger at the Church 4. Virginia Woolf- *Professions for Women 5. A.P.J. Kalam- *Patriotism Beyond Politics & Religion (from Our Ignited Minds) 6. Amartya Sen- * Tagore & His India (from The Argumentative Indian) 	15
V	<p>Computer & Writing skills in English</p> <ol style="list-style-type: none"> 1. Power Point Presentation 2. Letter writing – formal, informal/ Letters of Inquiry/ Complaints, Grievance Redressal Letters & Right to Information (RTI) 3. Preparing Resumes/CV using Microsoft Word/ Letter of Acceptance/ Resignation (Job) 4. Online Writing (Blogging, Content Writing, Effective E- mail Writing) 	15



Course Outcomes:

After completing this course, the students will be able to:

- Understand Indian English Writing as a new form of Indian culture and voice in which India converses regularly. They will be able to understand contributions of various authors in the growth of Indian English Writing.
- Understand the formal qualities of a text, intricacies of structure, stylistics and figurative elements found in the text.
- Analyze the difference in the prose techniques of different writers like Addison, Lamb and Bacon.
- Make use of word choices, word order, figurative language and imagery to convey meaning/emotion.
- Identify the writings of classic prose and short story writers like Chekhov, Maupassant and O' Henry.
- Understand the prominence of logic and reason in the 18th century British literature.
- Describe the literary terms related to prose.
- Get a wide exposure of eminent writers like Kalam, Amartya Sen, Anita Desai, Woolf and M.R. Anand.
- Understand the social, historical and political backgrounds of the short story writers like Anton Chekhov through the elaborate and allegorical descriptions in the prescribed text.
- Identify the content, language, style, tone and structure of the essays and short story.
- Comprehend the culture, author's biography and historical context of the prescribed prose works.
- Perform basic functions of a word processor, Excel spreadsheet and PowerPoint presentation practically.
- To do online communication like content writing and blogging.
- Do official communication by writing official letters/complaint letters.
Practically explore their creative genius in creating blogs and personal websites for vocational purposes

Suggested Readings:

Ahluwalia, J.P., "Modern News Structure in Print Media and Electronic Media", Adyayan Publishers, New Delhi, 2007.

- Daiches, D., "A Critical History of English Literature", Supernova Publishers, 2010.
- Compton- Rickett, A., "A History of English Literature" Nabu Press, 2010.
- Boulton, M., "The Anatomy of Prose", Kalyani, New Delhi, 1982.
- Chambers, E., "The Development of English Prose", Oxford University Press, London, 1957.
- Berman, J., "A Companion to Virginia Woolf", John Wiley and Sons, 2016.
- Kalam, A.P.J., "Ignited Minds: Unleashing the power within India" Penguin, 2014.
- Sen A., "Tagore and His India", The New York Review of Books, 1997.
- Dorner, J., "Writing for the Internet", Oxford University Press, New York, 2002.
- Majumdar, P.K., "Commentary on the Consumer Protection Act", Prentice Hall, New Delhi, 1992.
- Norton, P., "Introduction to Computers", Tata McGraw Hill, New Delhi, 2005.
- <http://www.gutenberg.org/files/3090/3090-h/3090-h.htm>
- Read, H., "English Prose Style", Pantheon, New York, 1981.
- Walker, H., "English Essays and Essayists", J.M. Dent and Sons Ltd., London, 1928.
- Williams, W.E., "A Book of English Essays", Penguin Books, Harmondsworth, 1948.
- <https://www.youtube.com/embed/l-kbE7oyUWU>
- <https://www.youtube.com/embed/Cb7Ibraalm4>
- <https://rtionline.gov.in/index.php>
- <http://consumerhelpline.gov.in/consumer-rights.php>
- www.jaagore.com/know-your-police/procedure-of-filing-fir
- www.consumercomplaints.in/municipal-corporation-of-delhi-b100274

This course can be opted as an elective by the students of following subjects:

Open to all

Suggested Continuous Evaluation Methods:

Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows:

Practical/Project/Assignment	10 Marks
Internal Class Test	15 Marks
Course prerequisites:	Open to all
Suggested equivalent online courses:	
Further Suggestions:	

Credits: 05

Paper: Core Compulsory

Max. Marks: 25+75

Min. Pass Marks:40

Programme/Class: CERTIFICATE		Year: FIRST	Semester: FIRST
Subject: ENGLISH			
Course Code: - A040102T		Course Title: INTRODUCTION TO LINGUISTICS	
<p>Course Objectives: The main goals of linguistics, like all other intellectual disciplines, are:</p> <p>CO1. Understand the structure of modern English. CO2. Utilize the phonology in their daily conversation. CO3. Acquainted with the process of word formation. CO4. Evaluate the English literature and present their critical opinion.</p>			
Total No. of Lectures-Tutorials-Practical (in hours per week): 5-0-0.			
Unit	Topic	No. of Lectures	
I	Introduction: English Sound System IPA and Sounds in English Problem Sounds in English for Indian Learners Speech Mechanisms	15	
II	Articulation: Consonants in English <ul style="list-style-type: none"> • Consonants: Symbols • Description and Classification of Consonants: Manner of Articulation • Description and Classification of Consonants: Place of Articulation 	15	
III	Articulation: Vowels & Diphthongs in English <ul style="list-style-type: none"> • Vowels & Diphthongs: Symbols • Description and Classification of Vowels • Description of Consonant Sounds: Place of Articulation 	15	
IV	Word Formation in English Language <ul style="list-style-type: none"> • Common errors in word formation by Indian Learners • Affixation: Prefixes & Suffixes; Other word formation techniques • Simple, Complex and Compound Words 	15	
V	Advance English Grammar <ul style="list-style-type: none"> • Form and function of Simple sentence • Semantic Roles • Phrase structure 	15	

Course Outcomes:

Students will be able to:

CO1: Define English structure and sound system.

CO2: Recognize English sounds correctly and articulate them appropriately.

CO3: Implement the knowledge of word formation in order to edit wrongly constructed words with the knowledge of word formation. CO4: Differentiate between the correct and incorrect usage of advance gram- mar to construct effective sentences in writing.

CO5: Critically analyse one's spoken and written content for effective and impressive communication as a successful professional.

CO6: Frame an individual writing and pronunciation style by self- correct- ing problems related to English Language.

Suggested Readings:

1. Bauer, Laurie 1998 Introducing Linguistic Morphology Edinburgh: Edinburgh University Press
2. Downes, William 1984 Language and Society, London : Fontana
3. Finch, Geoffrey 1998 How to Study Linguistics, London : Macmillan
4. Fromkin, Victoria 1983 An Introduction to Language & Robert Rodman New York : Holt, Rinehart & Winston
5. Hockett, C.F 1958 A Course in Modern Linguistics New York : Macmillan
6. Hyman, Larry 1975 Phonology-Theory and Practice New York: Holt, Rinehart & Winston
7. Katamba, F. 1993 Morphology London : Macmillan
8. Palmer, F.R. 1996 Semantics Cambridge: CUP
9. Radford, A. 1988 Transformational Grammar : A First Course Cambridge : CUP
10. Wardhaugh, Ronald 1986 An Introduction to Sociolinguistics Oxford : Basil Blackwell
11. Whaley, Lindsay 1997 Introduction to Typology New Delhi : Sage Publications

This course can be opted as an elective by the students of following subjects:

Open to all

Suggested Continuous Evaluation Methods:

Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows:

Practical/Project/Assignment	15 Marks
Internal Class Test	Open to all
Course prerequisites:	Open to all
Suggested equivalent online courses:	

Credits: 05	Paper: Core Compulsory
Max. Marks: 25+75	Min. Pass Marks: 40

(Texts marked with * are for detailed study)

Programme/Class: CERTIFICATE	Year: FIRST	Semester: SECOND
Subject: ENGLISH		
Course Code: - A040201T	Course Title: English Poetry	
<p>Course Objectives: To enable the students to recite the poem with proper rhythm and intonation. To enable the students to enjoy the recitation of the poem. To develop the students' power of imagination. To develop love for poetry in reading and writing.</p>		
Credits: 05	Min. Pass Marks: 40 ...	
Max. Marks: 25+75	Min. Pass Marks: 40 ...	
Total No. of Lectures-Tutorials-Practical (in hours per week): 5-0-0 .		
Unit	Forms of Poetry	No. of Lectures
I	1. Sonnet 2. Elegy 3. Ode 4. Epic 5. Ballad 6. Lyric 7. Dramatic Monologue 8. Allegory	15

Dhruv

II	Stanza Forms 1. Heroic Couplet 2. Blank Verse 3. Spenserian Stanza 4. Terza Rima Poetic Device Structure; Tone; Theme; Rhythm; Rhyme Scheme, Kinds of Metre; Stressed & Unstressed Syllables; Figures of Speech; Irony; Inversion; Negative Capability; Juxtaposition	15
III	1. William Shakespeare – *Let Me Not to the Marriage of True Minds (Sonnet No. 116) Or John Milton - *On His Blindness 2. John Donne - *Presence in Absence 3. Alexander Pope - *Essay on Man 4. Thomas Gray - *Elegy Written in a Country Churchyard 5. William Wordsworth -* The World is Too Much with Us 6. John Keats -* Ode on a Grecian Urn	15
VI	1. Alfred Lord Tennyson - *Break, Break, Break Or 2. Elizabeth Barret Browning - *How Do I Love Thee? 3. Matthew Arnold - *Dover Beach 4. Robert Browning - *My Last Duchess 5. T.S. Eliot - *The Love Song of J. Alfred Prufrock 6. W.B. Yeats - *The Lake Isle of Innisfree 7. Philip Larkin - *Church Going	15
	Rhetoric & Prosody Practical Criticism Introduction to Practical Criticism One Stanza from Poetry for Practical Criticism	15

Course Outcomes:

After completing this course, the students will be able to:

- Understand the basic terminology and practical elements of poetry
- Comprehend the meaning of words, phrases and sentences in a given context
- Analyze the underlying meaning of a poem by using the elements of poetry
- Identify the representative poets and writers of 16th, 17th, 18th and 19th and 20th century
- Identify the devices used by the poet, the mood, the atmosphere, the voice, the stanza form, rhyme pattern and metre scheme
- Examine the difference between Shakespearean and Miltonic sonnet forms
- Comprehend the experimental poetry of Metaphysical age and the characteristics of Neo-classical poetry
- Reflect on didactic human values as virtually mirrored in Thomas Gray's poem
- Understand the concept of nature as stated by the romantic poets in literature
- Appreciate the simplicity and lucidity of expression of poets in romantic literature
- Understand the literary terms used by the Victorian poets
- Analyze the existing conflict between faith and doubt in Victorian society

- Discuss the significance of the literary period of the text by analyzing the effects of the major events of that period
- Understand the difference between reason and imagination, literature and revolution Exposed to the trends in 20th century poetry of Eliot, Yeats and Larkin

Suggested Readings:

- Abrams, M.H. & Harpham, G.G., "A Glossary of Literary Terms", Cengage Learning, Delhi, 2015.
- Ford, B., "The New Pelican Guide to English Literature 4: From Dryden to Johnson", Penguin, 2000.
- Daiches, D., "A Critical History of English Literature", Supernova Publishers, 2010.
- Compton- Rickett, A., "A History of English Literature" Nabu Press, 2010.
- Abrams, M.H., "English Romantic Poets", Oxford University Press, New York, 1975.
- Bhattacharyya, A., "Studies in English Rhetoric and Prosody", Books Way, New Delhi, 2014.
- Boulton, M., "The Anatomy of Poetry", Kalyani, New Delhi, 1979.
- Bowra, C.M., "The Romantic Imagination", Oxford University Press, Delhi, 1961.
- Chandler, J. (ed.), "The Cambridge History of English Romantic Literature", Cambridge University Press, Cambridge, 2009.
- Gardener, H., "The Metaphysical Poets", Penguin Classics, Delhi, 1960.
- Murry, J.M., "The Problems of Style", Oxford University Press, London, 1922.
- Shakespeare, W., "Shakespeare's Sonnets-Arden Shakespeare", Bloomsbury, UK, 2013.
- Thwaite, A., "Twentieth-century English Poetry: An Introduction" Heinemann Educational, 1978.

This course can be opted as an elective by the students of following subjects:

Open to all

Suggested Continuous Evaluation Methods:

Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows:

Project/Assignment	10 Marks
Internal Class Test	15 Marks
Course prerequisites:	Open to all
Suggested equivalent online courses:	
Credits: 05	Paper: Core Compulsory
Max. Marks: 25+75	Min. Pass Marks:40

(Text marked with * are for detailed study)

Programme/Class: CERTIFICATE	Year: FIRST	Semester: SECOND
Subject: ENGLISH		
Course Code: - A040202T	Course Title: Women's Writing in Literature	
<p>Course Objectives: Feminine writings are supposed to have differences:</p> <ol style="list-style-type: none"> 1. In their style and content. 2. Women's literature will help to understand the social construction of men's and women's traditional and modern roles. 3. Students will understand feminism. 4. Students will know the responses of female roles and the conflicts generated by them. 		
Credits: 05		Paper: Core Compulsory
Max. Marks: 25+75		Min. Pass Marks:40...
Total No. of Lectures-Tutorials-Practical (in hours per week): 5-0-0.		
Unit	Topic	No. of Lectures
I	<p>Introduction</p> <ol style="list-style-type: none"> 1. Women's writing and the specific issues it deals with, gender aspects viz-a-viz society, theories. 2. Female, feminist, femininity 3. Approaches to Feminism- Tenets of Feminism- Liberal, Radical, Marxist, Post Feminism, Socialist, Postmodern Feminism. 4. Patriarchy, Androgyny, Stereotyping, objectification 	15
II	<p>Prose</p> <ol style="list-style-type: none"> 1. A Vindication of the Rights of Woman: Mary Wollstonecraft 2. Ain't I a woman? - Sojourner Truth (Speech) 3. Drama – 1. Trifles by Susan Glaspell 	15
III	<p>Poetry</p> <ol style="list-style-type: none"> 1. Persephone, Falling by Rita Dove 2. Journey to the Interior by Margaret Atwood 3. Medusa by Sylvia Plath 4. A Sunset of the City by Gwendolyn Brooks 5. The Old Playhouse by Kamala Das 	15

IV	Short Stories 1. Draupadi by Mahasweta Devi 2. The Yellow Wallpaper by Charlotte Perkins Gilmar 3. Forest by Ambai	15
V	Emerging Feminist Consciousness in the Twentieth-Century Novel <ul style="list-style-type: none"> • Rhys, Jean. <i>Wide Sargasso Sea</i> • Woolf, Virginia. <i>Mrs. Dalloway</i> • Laurence, Margaret. <i>The Diviners</i> • Walker, Alice. <i>The Color Purple</i> • Gilbert, Sandra M. and Susan Gubar. <i>Feminist Literary Theory and Criticism</i> 	15

Course Outcomes:

After completing this course, the students will be able to:

- Understand the basic terminology and practical elements of poetry
- Comprehend the meaning of words, phrases and sentences in a given context
- Analyze the underlying meaning of a poem by using the elements of poetry
- Identify the representative poets and writers of 16th, 17th, 18th and 19th and 20th century
- Identify the devices used by the poet, the mood, the atmosphere, the voice, the stanzaic form, rhyme pattern and metre scheme
- Examine the difference between Shakespearean and Miltonic sonnet forms
- Comprehend the experimental poetry of Metaphysical age and the characteristics of Neo-classical poetry
- Reflect on didactic human values as virtually mirrored in Thomas Gray's poem
- Understand the concept of nature as stated by the romantic poets in literature
- Appreciate the simplicity and lucidity of expression of poets in romantic literature
- Understand the literary terms used by the Victorian poets
- Analyze the existing conflict between faith and doubt in Victorian society
- Discuss the significance of the literary period of the text by analysing the effects of the major events of that period
- Understand the difference between reason and imagination, literature and revolution
- Exposed to the trends in 20th century poetry of Eliot, Yeats and Larkin

Suggested Readings:

- Alston, R. C. *A Checklist of Women Writers, 1801-1900: Fiction, Verse, Drama*. Boston: G.K. Hall, 1990. Call Number: Ref Z 2013.5 .W6 A48 1990.
- Baym, Nina. *Women's Fiction: A Guide to Novels By and About Women in America, 1820-1870*. Urbana: University of Illinois Press, 1993. Call Number: PS 149 .B38 1993.
- *Black Women in America*. Oxford; New York: Oxford University Press, 2005. Call Number:

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Ref E185.86 .B542 2005.

- *The Bloomsbury Guide to Women's Literature*. New York: Prentice Hall General Reference, 1992. Call Number: PN 471 .B57 1992.
- Cardinale, Susan. *Anthologies By and About Women: An Analytical Index*. Westport, CT: Greenwood Press, 1982. Call Number: Ref HQ 1111 .C35 1982.
- Crawford, Elizabeth. *The Women's Suffrage Movement: A Reference Guide, 1866-1928*. London: Routledge, 2001. Call Number: Ref JN 979 .C73 2001.
- Davis, Gwenn. *Drama by Women to 1900: A Bibliography of American and British Writers*. Toronto: University of Toronto Press, 1992. Call Number: Z 1229 .W8 D37 1992.

This course can be opted as an elective by the students of following subjects:

Open to all

Suggested Continuous Evaluation Methods:

Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows:

Project/Assignment	10 Marks
Internal Class Test	15 Marks
Course prerequisites:	Open to all
Suggested equivalent online courses:	
Further Suggestions:	

(Text marked with * are for detailed study)

Programme/Class: DIPLOMA	Year: SECOND	Semester: THIRD
Subject: ENGLISH		
Course Code: - A040301T	Course Title: British and American Drama	
Credits: 05	Paper: Core Compulsory	
Max. Marks: 25+75	Min. Pass Marks: ...40.....	
Total No. of Lectures-Tutorials-Practical (in hours per week): 5-0-0 .		
<p>Course Objectives:</p> <ol style="list-style-type: none"> 1. The main purpose of the play is didactic. 2. Students will find allegorical characters in Miracle plays. 3. It will unveil the importance to religious sources. 4. The story will teach human behaviour of the morality plays. 		

Unit	Topic	No. of Lectures
I	Drama Types Tragedy & Types; Comedy & Types; Tragi-Comedy; Expressionist Drama; Drama of Ideas; Poetic Drama; Closet Drama; The Problem Play; Theatre of Absurd	15
II	Elements of Drama Authorial Intrusion; Cacophony; Circumlocution; Conflict; Diction; Epilogue; Epithet; Euphemism; Euphony; Malapropism	15
III	Literary Terms (Drama) Flashback; Foil; Foreshadowing; Hubris; Hyperbaton; Motif; Nemesis; Periphrasis; Portmanteau; Prologue; Epilogue Literary Terms (Drama) Unity of Time, Place & Action; Setting; Spoonerism; Stage Direction; Syntax; Theme; Understatement; Verisimilitude.	15
IV	British Drama William Shakespeare- <i>*Othello</i> G.B. Shaw- <i>Arms & the Man</i> Goldsmith- <i>She Stoops to Conquer</i>	15
V	American Drama T.S. Eliot- <i>*Murder in the Cathedral</i> American Drama Tennessee Williams- <i>A Street Car Named Desire</i> Arthur Miller- <i>The Price</i>	15

Course Outcomes:

After completing this course, the students will be able to:

- Develop an understanding of various types of drama & related literary terms
- Learn the core elements of structure such as exposition, complication and resolution or denouement
- Trace the origin and growth of drama in England and America
- Comprehend the political, economic, social and intellectual background leading to the rise of drama in England and America
- Analyze and appreciate the representative works of British and American Drama
- Comprehend the general features of Shakespearean plays
- Develop an interest in Shakespearean language, his use of images, supernatural elements, music and the word play
- Demonstrate the ability to contextualize the works of American dramatists, interpret the thematic and stylistic elements of the plays and appreciate their literary worth, social relevance and timeless appeal

Comprehend the trends in modern drama through the study of poetic drama and problem plays

Suggested Readings:

- Bogard, T. & Oliver, W., "Modern Drama: Essays in Criticism", Oxford University Press,

Demis

New York, 1965.

- Boulton, M., "The Anatomy of Drama", Kalyani, New Delhi, 1980.
- Brooks, V.W., "The Writer in America", E.P. Dutton and Co. Inc., New York, 1953.
- Cohn, R., "Currents in Contemporary Drama", Indiana University Press, Bloomington, 1969.
- Golden, W.C., "A Brief History of English Drama from the Earliest to the Latest Times", Forgotten Books, London, 2018.
- Krasner, D., Ed., "A Companion to Twentieth Century American Drama", Blackwell Companions, 2007.
- Kernan, A.B., "The Modern American Theatre", Prentice Hall, New Jersey, 1967.
- Kitchin, L., "Drama in Sixties", Faber and Faber, London, 1966.
- Nicoll, A., "A History of English Drama", Cambridge University Press, Cambridge, 2009.
- <https://www.youtube.com/embed/whvEeYQ3ZKg>
- <https://www.youtube.com/embed/NtsBzRd7Mcs>
- <https://www.youtube.com/embed/ReOOYnIj2mI>
- <https://www.youtube.com/embed/oA78Lh7RGy4>
- <https://www.youtube.com/embed/ajmt0BLnI14>

This course can be opted as an elective by the students of following subjects:

Open to all

Suggested Continuous Evaluation Methods:

Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows:

Project/Assignment	10 Marks
Internal Class test	15 Marks

(Text marked with * are for detailed study)

Programme/Class: DIPLOMA	Year: SECOND	Semester: THIRD
Subject: ENGLISH		
Course Code: - A040302T	Course Title: Selected Writings of Shakespeare	

Course Objectives: Upon completion of the course students should be able to:

1. Identify qualities of Shakespeare's earlier texts and the issues of interpretation and language confronted by readers, actors, and viewers when approaching his writing.
2. Examine the development of Shakespeare's art and contribution to literature and culture.
3. To provide students with the basic historical context needed to understand and appreciate Shakespeare's poetic and dramatic works.
4. To enable students to answer some commonly asked questions about Shakespeare and to grasp some of the reasons for his high literary reputation.

Credits: 05	Paper: Core Compulsory
Max. Marks: 25+75	Min. Pass Marks: ...40.....

Total No. of Lectures-Tutorials-Practical (in hours per week): **5-0-0.**

Unit	Topic	No. of Lectures
I	About Shakespeare:- (a) Introduction (b) Elizabethan Age (C) Jacobean Age	15
II	Shakespearean Tragedy: <i>Macbeth</i> Play (Tragedy) : <i>Antony and Cleopatra</i>	15
III	Play (Comedy): <i>Merchant of Venice</i> Play (Comedy) : <i>Tempest</i>	15
IV	Historical play: Henry IV Part 1	15
V	Sonnets : 1. Lo! In The Orient When The Gracious Light 2. Is It For Fear To Wet A Widow's Eye 3. For Shame Deny That Thou Bear'st Love To Any 4. As Fast As Thou Shalt Wane, So Fast Thou Grow	15

Course Outcomes:

After completing this course, the students will be able to:

- Develop an understanding of various types of drama & related literary terms
- Learn the core elements of structure such as exposition, complication and resolution or denouement
- Trace the origin and growth of drama in England and America
- Comprehend the political, economic, social and intellectual background leading to the rise of drama in England and America
- Analyze and appreciate the representative works of British and American Drama
- Comprehend the general features of Shakespearean plays

Suggested Readings:**Suggested Readings:**

- Alfred. Shakespeare: The Tragedies (A Collection of Critical Essays). Pearson, 2005. Print.
- Bradley, A.C. Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear, Macbeth. Dodo Press, 2009.
- Cole, Douglas. Suffering and Evil in the Plays of Christopher Marlow. Princeton UP, 1962.
- Cuddon, J. A. Dictionary of Literary Terms & Literary Theory. Penguin Books, 1992.
- Dowden, Edward. Shakespeare: A Critical Study of His Mind and Art. Atlantic Press, 2003.

This course can be opted as an elective by the students of following subjects:

Open to all

Suggested Continuous Evaluation Methods:

Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows:

Project/Assignment	10 Marks
Internal Class test	15 Marks

Course prerequisites:	Open to all
Suggested equivalent online courses:
Further Suggestions:

(Texts marked with * are for detailed study)

Programme/Class: DIPLOMA	Year: SECOND	Semester: FOURTH
Subject: ENGLISH		
Course Code: - A040401T	Course Title: Indian Literature in Translation	

Course Objectives:

1. In most cases, its primary objective is to accurately convey the original meaning while respecting audience's cultural values and understanding.
2. Translating materials into other languages has become increasingly important in a globalized world where people communicate daily across cultural boundaries.
3. The main objective of translation is to convey the meaning of the source text, accurately.
4. The text translated shall be clear and easy to understand.

Credits: 05

Paper: Core Compulsory

Max. Marks: 25+75

Min. Pass Marks:40...

Total No. of Lectures-Tutorials-Practical (in hours per week): 5-0-0.

Unit	Topic	No. of Lectures
I	1. Introducing Translation: A Brief History and Significance of Translation in a Multi-linguistic and Multicultural Society like India 2. Literal Translation Versus Free Translation 3. Using Tools of Technology for Translation: Computer / Mobile Translation, Software or Translating Different Kinds of Texts with Differing Levels of Complexity and for Transliteration	15
II	Fiction Rabindranath Tagore: <i>The Home and the World</i> , tr. Surendranath Tagore OR Amrita Pritam, <i>Pinjar: The Skeleton and Other Stories</i> , tr. Khushwant Singh (New Delhi: Tara Press, 2009)	15
III	Poetry Jayshankar Prasad, <i>Aansu (The Garden of Loneliness)</i> , tr. Charles S.J. White (Delhi: Motilal Banarasidas, 2006) OR Kabir: The English Writings of Rabindra Nath Tagore (1994, Vol.1 Ed. Sisir Kumar Das, Sahitya Akademi, Verses- 1,2, 8,12, 53, 69)	15
IV	Short Fiction Bhisham Sahni- <i>Amritsar Aa Gaya</i> Mahasweta Devi- <i>The Hunt</i> Drama Mohan Rakesh- <i>Adhe Adhure</i> (Halfway House) Vijay Tendulkar- <i>Kanyadan</i>	15
V	Translation Practice One Passage for Translation (Hindi to English) One Stanza for Translation (Hindi to English) Translation Practice One Passage for Translation (English to Hindi) One Stanza for Translation (English to Hindi)	15

Course Outcomes:

After completing this course, the students will be able to:

- Develop a comparative perspective to study the texts
- Understand the history of translation and various forms of translations
- Analyze the translation tools to make use of technology like computer and mobile in the process of translation
- Attain accessibility to regional literary forms
- Contextualize the texts of Jaishankar Prasad, Amrita Pritam, and Tagore in their respective social and cultural milieu
- Develop an insight into the philosophy of Kabir through his verses
- Gain a historical vision of the partition trauma and the contemporary issues of the tribal people through the writings of Bhisham Sahni and Mahasweta Devi
- Develop an insight about Indian familial conflicts and social evils
- Enhance job opportunities by fostering translation skills
- Understand Indian consciousness and review the past through translated texts

Suggested Readings:

- Baker, M., "In Other Words: A Course Book on Translation", Routledge, New York, 2001.
- Chaudhuri, Sukanta, "Translation and Understanding", OUP, New Delhi.
- Gargesh, R. & Goswami, K.K., "Translation and Interpreting: Reader and Workbook", Orient Longman, New Delhi, 2007.
- Lakshmi, H., "Problems of Translation", Booklings Corporation, Hyderabad, 1993.
- Newmark, P., "A Textbook of Translation", Prentice Hall, London, 1988.
- Toury, G., "Translation Across Cultures", Bahri Publications, New Delhi, 1984.
- Sukrita P. Kumar, "Narrating Partition", Indialog, Delhi, 2004.
- Tendulkar, V., "Kanyadan", OUP, 1996.
- <https://www.ijsr.net/archive/v5i9/ART20161838.pdf>
- <https://www.youtube.com/embed/DNohmWH21OY>
- <https://www.youtube.com/embed/UuDqN7zWPhs>

This course can be opted as an elective by the students of following subjects:

Open to all.

Suggested Continuous Evaluation Methods:

Continuous Internal Evaluation shall be based on Project/ Assignment and Oral/PowerPoint Presentation. The marks shall be as follows:

Project/Assignment	10 Marks
Internal Class test	15 Marks

Course prerequisites:	Open to all
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Suggested equivalent online courses:

- NPTEL – Translation Studies and Theory –IIT Kanpur
NPTEL:: Humanities and Social Sciences - Translation Studies and Theory
- SWAYAM- Modern Indian Writing in Translation
Modern Indian Writing in Translation - Course (nptel.ac.in)

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Programme/Class: DIPLOMA		Year: SECOND	Semester: FOURTH
Subject: ENGLISH			
Course Code: - A040402T		Course Title: American Literature	
Course Objectives: <ol style="list-style-type: none"> 1. The student will: Read, analyze, and interpret works by representative American writers. 2. Identify various literary techniques, methods, and ideas. Illustrate how literature reflects culture and society. 3. The study of American literature allows a deeper understanding of the true essence of the American experience. 4. Reading a variety of authors from different eras offers a more thorough knowledge of American history, its transformation, and its building connections. 			
Credits: 05		Paper: Core Compulsory	
Max. Marks: 25+75		Min. Pass Marks:40...	
Total No. of Lectures-Tutorials-Practical (in hours per week): 5-0-0.			
Unit	Topic		No. of Lectures
I	Terms: Naturalism in 20 th Century American Fiction, Lost Generation Writers, African American Fiction, Jewish American Fiction, Literature of Chinese-American Diaspora, Literature of Indian Diaspora in America		15
II	Periods of American Literature : An Introduction Characteristics of American literature		15
III	Novel Mark Twain- Adventures of Huckleberry Finn		15
	Short Stories		

IV	John Steinbeck– “The Chrysanthemums” Alice Walker – “Everyday Use” Amy Tan – “Two Kinds” Bernard Malamud – “The German Refugee” Jhumpa Lahiri – “The Unaccustomed Earth”	15
V	(Poems)Walt Whitman: Leaves of Grass, Song of Myself, O Captain! My Captain!	15
V	Emily Dickinson: Hope is the Thing with Feathers, Because I could not Stop for Death, Success is Counted Sweetest, Dear March-Come in	

Course Outcomes:

After completing this course, the students will be able to:

- Develop a comparative perspective to study the texts
 - Understand the history of translation and various forms of translations
 - Analyze the translation tools to make use of technology like computer and mobile in the process of translation
 - Attain accessibility to regional literary forms
 - Contextualize the texts of Jaishankar Prasad, Amrita Pritam, and Tagore in their respective social and cultural milieu
 - Develop an insight into the philosophy of Kabir through his verses
 - Gain a historical vision of the partition trauma and the contemporary issues of the tribal people through the writings of Bhisham Sahni and Mahasweta Devi
 - Develop an insight about Indian familial conflicts and social evils
 - Enhance job opportunities by fostering translation skills
- Understand Indian consciousness and review the past through translated texts

Suggested Readings:

- Baker, M., “In Other Words: A Course Book on Translation”, Routledge, New York, 2001.
- Chaudhuri, Sukanta, “Translation and Understanding”, OUP, New Delhi.
- Gargesh, R. & Goswami, K.K., “Translation and Interpreting: Reader and Workbook”, Orient Longman, New Delhi, 2007.
- Lakshmi, H., “Problems of Translation”, Booklings Corporation, Hyderabad, 1993.
- Newmark, P., “A Textbook of Translation”, Prentice Hall, London, 1988.
- Toury, G., “Translation Across Cultures”, Bahri Publications, New Delhi, 1984.
- Sukrita P. Kumar, “Narrating Partition”, Indialog, Delhi, 2004.
- Tendulkar, V., “Kanyadan”, OUP, 1996.
- <https://www.ijsr.net/archive/v5i9/ART20161838.pdf>
- <https://www.youtube.com/embed/DNohmWH21OY>
- <https://www.youtube.com/embed/UuDqN7zWPhs>

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This course can be opted as an elective by the students of following subjects: Open to all.	
Suggested Continuous Evaluation Methods: Continuous Internal Evaluation shall be based on Project/ Assignment and Oral/PowerPoint Presentation. The marks shall be as follows:	
Project/Assignment	10 Marks
Internal Class test	15 Marks

Course prerequisites:	Open to all
Suggested equivalent online courses:	
<ul style="list-style-type: none"> NPTEL – Translation Studies and Theory –IIT Kanpur <u>NPTEL:: Humanities and Social Sciences - Translation Studies and Theory</u> SWAYAM- Modern Indian Writing in Translation <u>Modern Indian Writing in Translation - Course (nptel.ac.in)</u> 	
Further Suggestions:	

Programme/Class: DEGREE	Year: THIRD	Semester: FIFTH
Subject: ENGLISH		
Course Code: - A040501T	Course Title: Classical Literature & History of English Literature	
Course Objectives: <ol style="list-style-type: none"> The objective of the course is to enable a critical understanding of the ancient intellectual history. To equip the learners to analyze literary products within particular socio-historical contexts. Development of evidence-based arguments. Creative and critical response to literature in light of cultural values and literary history. 		
Credits: 04	Paper: Core Compulsory	
Max. Marks: 25+75	Min. Pass Marks:	
Total No. of Lectures-Tutorials-Practical (in hours per week): 5-0-0.		
Unit	Topic	No. of Lectures

I	Historical Background <ul style="list-style-type: none"> • The Epic • Birth of Tragedy • Comedy and Tragedy in Classical Drama • The Athenian City State • Literary Cultures in Augustan Rome 	15
II	Prose Plato- The Republic (Book VII) Poetry Homer- <i>The Iliad (Book I)</i> Drama Sophocles- <i>Oedipus Rex</i>	15
III	English Literature from Chaucer to Renaissance <i>The age of Chaucer, The Dark Ages, Renaissance and Reformation; Miracle and Morality Play; University Wits; Elizabethan Poetry; Metaphysical Poetry</i>	15
IV	Seventeenth Century & Eighteenth Century <i>Neo-Classicism, Growth of the Novel; Precursors of Romanticism; French Revolution; Growth of Romantic Literature (Prose, Poetry, Drama and Novel)</i> The Romantic Age & Nineteenth Century <i>Growth of Victorian Literature (Prose, Poetry, Drama and Novel); Pre-Raphaelite Poetry; Naughty Nineties</i>	15
V	The Twentieth Century <i>Georgian Poetry, Imagism and Symbolism; Twentieth Century Novel- Psychological Novel, Stream of Consciousness Novel; Twentieth Century Drama; Drama of Ideas; Epic Theatre; Feminism.</i>	15

Course Outcomes:

After completing this course, the students will be able to:

- Develop an understanding of the historical background of Greek and Roman literature and history
- Recognize the great works of unparalleled classical writers like Plato, Homer and Sophocles
- Develop an understanding of the evolution of English Literature, the concept, causes and impact of Renaissance and Reformation
- Trace the origin and development of English drama through Miracle and Morality plays and the plays of University Wits
- Develop an acquaintance with major religious, political and social movements from 15th to 20th century and their influence on English literature

Suggested Readings:

- Albert, E., "History of English Literature", Oxford University Press, London, 2015.
- Homer: The Iliad, (Book I) tr. E.V. Rieu Harmondsworth: Penguin, 1985.
- Sophocles: Oedipus, the King, tr. Robert Fagles in Sophocles: The Three Theban Plays Harmondsworth: Penguin, 1984.

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<ul style="list-style-type: none"> • Gilbert Murray, A History of Ancient Greek Literature, Andesite Press, 2017. • Plato, The Republic, Book X, tr. Desmond Lee London: Penguin, 2007. • Gregory, J. (ed.) The Blackwell Companion to Greek Tragedy. Oxford, 2005. • Cuddon, J.A., "Dictionary of Literary Terms and Literary Theory", Penguin Books, London, 1999. 	
<p>This course can be opted as an elective by the students of following subjects: Open to all.</p>	
<p>Suggested Continuous Evaluation Methods: Continuous Internal Evaluation shall be based on Project/ Assignment and Oral/ PowerPoint Presentation. The marks shall be as follows:</p>	
Project/Assignment	10 Marks
Internal Class test	15 Marks
Suggested equivalent online courses:	
Further Suggestions:	

Programme/Class: DEGREE	Year: THIRD	Semester: FIFTH
Subject: ENGLISH		
Course Code: - A040502T	Course Title: Modern Indian Theatre	
Credits: 04	Min. Passing Marks : 40	Max. Marks: 25+75
<p>Course Outcomes: After completing this course, the students will be able to: Recalling and defining various literary terms related to the study and practice of modern Indian drama. Classifying and comparing drama displaying to various aspects of modernism in Indian literary scene. Experimenting with the development of language in Indian drama and construct a strong vocabulary. Distinguish and inspect the role of background of various Indian dramatists upon their literary compositions. Appraising, justifying, and disproving various Indian dramatic theories Composing original pieces of critical or creative writing for research or professional purposes.</p>		

Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0

Unit	Topic	No. of Lectures50
Unit 1	Introduction to Modern Indian Theatre Classical and Native forms of Indian Theatre: A historical Background	15
Unit 2	Important aspects of Indian theatre according to <i>Natyashastra</i> Contemporary Indian theatre and Important playwrights	15
Unit 3	Mohan Rakesh – <i>Halfway House</i> Author- Biographical and Historical Context Theme, setting, plot Characters, mood, dialogue	15
Unit 4	Girish Karnad – <i>Hayavadana</i> Author- Biographical and Historical Context Theme, setting, plot Characters, mood, dialogue	15
Unit 5	Vijay Tendulkar – <i>Ghasiram Kotwal</i> Author- Biographical and Historical Context Theme, setting, plot Characters, mood, dialogue	15

Text book/s

- *Halfway House* – Mohan Rakesh
- *Hayavadana* – Girish Karnad
- *Ghasiram Kotwal* – Vijay Tendulkar

Other References:

- Srivastava, Raju, 2003, *Contemporary Indian*
- Dramatists: Theatre and Films, Sublime Publication.
- Vatsyayana, Kapila. 2003. *Bharata : The Natyashastra* . New Delhi : Sahitya Akademi
- Anand, Mulkraj, 1951. *Indian Theatre*, New York : Roy Publication

**This course can be opted as an elective by the students of following subjects:
Open to all.**

Suggested Continuous Evaluation Methods:

Continuous Internal Evaluation shall be based on Project/ Assignment and Oral/ PowerPoint Presentation. The marks shall be as follows:

Project/Assignment	10 Marks
Internal Class test	15 Marks
Suggested equivalent online courses:	
Further Suggestions:	

Programme/Class: DEGREE		Year: THIRD	Semester: FIFTH
Subject: ENGLISH			
Course Code: - A040503T		Course Title: British, American and Indian Fiction	
Course Outcomes: After completing this course, the students will be able to: <ul style="list-style-type: none"> • Develop an understanding of the growth of novel form and its various types • Enhance their reading skills and understand how to represent their experience and ideas critically, creatively, and persuasively through the medium of English language • Get acquainted with different cultures, myths and social conservation through the reading of selected novels of Britain, America and India • Learn human values and behavioural pattern from the prescribed novels and develop an understanding of the human race • Exposed to the unflattering portrayal of the contemporary Indian society through popular works of Indian fiction writers in English 			
Credits: 04		Paper: Core Compulsory	
Max. Marks: 25+75		Min. Pass Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): 5-0-0.			
Unit	Topic	No. of Lectures	
I	Literary Terms: Plot, Characterization, Narrative Technique & Structure, Elements of novel, Earlier Trends in fiction: Picaresque Novel, Historical Novel, Gothic Novel, Epistolary Novel, Regional Novel, Domestic novel.	15	
II	Trends in 20th & 21st Century Fiction: Detective Novel, Science Fiction, Meta Fiction, Utopia, Dystopia, Mythological Fiction, Campus Fiction, Space Fiction, <i>Chic lit</i> , Junk Fiction		
III	British Fiction Charles Dickens- <i>A Tale of Two Cities</i> OR Thomas Hardy- <i>Far from the Madding Crowd</i> British Fiction Jane Austen- <i>Pride and Prejudice</i> OR George Eliot- <i>Mill on the Floss</i>	15	

IV	American Fiction Toni Morrison- <i>The Bluest Eye</i> OR Harper Lee- <i>To Kill a Mocking Bird</i> American Fiction Ernest Hemingway- <i>The Old Man and the Sea</i> OR John Steinbeck- <i>The Grapes of Wrath</i>	15
V	Indian Popular Fiction 1. Arvind Adiga- <i>The White Tiger</i> 2. Sanjay Chitranshi- <i>Dalit, Dynasty and She</i> OR Sudha Murthy- <i>Dollar Bahu</i>	15
Suggested Readings: <ul style="list-style-type: none"> • Forster, E.M., “Aspects of the Novel”, Penguin, London, 2005. • Toliver & Calderwood, “Perspectives on Fiction”, Oxford University Press, New York, 1970. • Wynne-Davies, M., “The Bloomsbury Guide to English Literature”, Prentice Hall, New York, 1990. • https://www.youtube.com/embed/O7DeTnf0_yM • https://www.youtube.com/embed/4IijTINyHK8 • https://www.youtube.com/embed/a4JH8ssrAFY • https://www.youtube.com/embed/HJJIXOS3gJ8 • https://www.youtube.com/embed/6q9_EbDrUgQ • https://www.youtube.com/embed/2yN_X-zkC-E • Bloom, H., “Toni Morrison’s <i>The Bluest Eye</i>”, Chelsea House, 1999. • Heavilin, Barbara A., “The Critical Response to John Steinbeck’s <i>The Grapes of Wrath</i>”, Greenwood Press, 2000. 		
This course can be opted as an elective by the students of following subjects: Open to all.		
Suggested Continuous Evaluation Methods: Continuous Internal Evaluation shall be based on Project/ Assignment and Oral/ PowerPoint Presentation. The marks shall be as follows:		
Project/Assignment	10 Marks	
Internal Class test	15 Marks	
Suggested equivalent online courses:		
Further Suggestions:		

Programme/Class: DEGREE	Year: THIRD	Semester: FIFTH
Subject English		
Course Code- A040504T	Course Title- European Literature	Credit : 4
Course Objectives-		
<ol style="list-style-type: none"> 1. To gain insight into the historical, social, and cultural contexts of European literature. 2. To develop Literary Analysis Skills, by examining elements such as plot, character development, narrative structure, symbolism, and literary techniques. 3. To Familiarize with Major Authors and Works 4. To Develop Critical Thinking and Interpretation of literary texts 5. To understand cultural diversity and representation in European Literature 		
Course Outcome		
On the completion of the course, the students will be able to:		
<ol style="list-style-type: none"> 1. Understand the how different contexts influence literary movements, themes, and styles of European Literature 2. Develop the ability to critically analyze European literary texts, including novels, poems, plays, and essays 3. Become acquainted with significant European authors, works, and literary movements from various time periods, regions, and genres 4. Enhance critical thinking skills by engaging in discussions, debates, and written analyses that involve interpreting complex literary texts 5. Explore the diversity of European literature by studying texts from different countries, languages, ethnicities, genders, and perspectives 		
Total No. of Lectures-		
Unit-I	Francois Rabelais Desiderius Erasmus Moliere <i>Gargantua, in The Histories of Gargantua and Pantagruel</i> , tr. J.M. Cohen (Harmondsworth: Penguin, 1955), pp. 37-169.	
Unit-II	Miguel Cervantes: <i>Don Quijote</i> , tr. Burton Raffel (New York: Norton, 1999). vol. I. Henrik Ibsen- Orlando	
Unit-III	Bertolt Brecht- The good person of schezwan Nikolai Gogol <i>Dead Souls</i> , tr, David Magarshack (Harmondsworth: Penguin, 1961).	
Unit-IV	Luigi Pirandello: Six Characters in Search of an Author Bernard Shaw: Arms and the Man	
Unit-V	Sigmund Freud „Jokes and the Species of the Comic“: Section 1; Section 3; Section 7, in <i>Jokes and Their Relation to the Unconscious</i> , tr. James Stratchey (Harmondsworth: Penguin, 1991), pp. 239-59, 270-80, 293-301. Samuel Beckett- Waiting for Godot	
Suggested Readings-		
<ul style="list-style-type: none"> • "European Comic Fiction" by Stephen Knight • "Gargantua and Pantagruel" by François Rabelais 		

- "Rabelais and His World" by Mikhail Bakhtin
- "Don Quijote" by Miguel de Cervantes
- "Cervantes: Don Quixote" by Howard Mancing
- "The Nose and Other Stories" by Nikolai Gogol
- "The Brothers Karamazov" by Fyodor Dostoevsky
- "Nikolai Gogol: A Biography" by David Magarshack
- "Dead Souls" by Nikolai Gogol (1842)
- "Jokes and Their Relation to the Unconscious" by Sigmund Freud
- Waiting for Godot – Samuel Beckett
- A Doll's House – Henrik Ibsen
- Six Characters in Search of an Author – Luigi Pirandello
- "Twentieth-Century European Drama" edited by H. B. Charlton
- "Modern European Drama: Playwrights and Plays" by Carlton Lake and J.L. Styan
- "The Cambridge Introduction to Modern British Theatre" by Simon Shepherd
- "Henrik Ibsen: A New Biography" by Robert Ferguson
- "Understanding Brecht" by Walter Benjamin
- "Bertolt Brecht: His Life, His Art, and His Times" by Frederic Ewen
- "Samuel Beckett: A Critical Study" by Hugh Kenner
- "Understanding Beckett: A Study of Monologue and Gesture in the Plays" by John Pilling
- "The Theatrical Notebooks of Samuel Beckett" edited by James Knowlson
- "Beckett on Film" (DVD)

This course can be opted as an elective by the students of following subjects:
Open to all.

Suggested Continuous Evaluation Methods:
Continuous Internal Evaluation shall be based on Project/ Assignment and Oral/ PowerPoint Presentation. The marks shall be as follows:

Project/Assignment	10 Marks
Internal Class test	15 Marks
Suggested equivalent online courses:	
Further Suggestions:	

Programme/Class: DEGREE	Year: THIRD	Semester: SIXTH
Subject: ENGLISH		
Course Code: - A040601T	Course Title: Indian & New Literatures in English	

Course Outcomes:

After completing this course, the students will be able to:

- Develop an understanding of the Indian freedom struggle, the contemporary political, social and economic scenario and the also the trauma of the partition
- Develop an understanding of the themes, styles and poetic sensibilities of poets like Toru Dutt, Nissim Ezekiel, Jayant Mahapatra and Keki N. Daruwala
- Critically analyse the drama as a medium of exploration of existing social issues and prejudices through the work of dramatists like Mahesh Dattani and Asif Currimbhoy
- Understand the socio-cultural-political conditions of the contemporary India as explored in the fiction of writers like Kamala Markandaya
- Analyse and evaluate the difference in the theme and background of the works of Indian writers in English and the English writers already studied in the previous years
- Demonstrate, through discussion and writing, an understanding of significant cultural and societal issues presented in Indian English literature
- Appraise the values and issues arising from colonialism
- Familiarize themselves with the similar (yet different) socio-historic conditions reflected in the literature of the various colonies
- Comprehend how 'New Literatures' incorporates very different literary products, each with its own cultural, social and geographical specificity
- Comprehend and analyse the poetic discourses of poets like Pablo Neruda, Margaret Atwood, Judith Wright, Patrick White and Sujata Bhatt and the variations in their themes, styles and responsiveness
- Address the identity issues and marginalization through a study of the works of Indira Goswami and Naipaul

Credits: 04		Paper: Core Compulsory
Max. Marks: 25+75		Min. Pass Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week): 5-0-0.		
Unit	Topic	No. of Lectures
I	Prose Mahatma Gandhi- <i>Hind Swaraj</i> : XVII- Passive Resistance, XVIII- Education Urvashi Butalia: 'Memory' from <i>The Other Side of Silence</i> :	15

	<i>Voices from the Partition of India</i>	
II	Poetry Toru Dutt: * <i>Lakshman</i> Nissim Ezekiel: * <i>A Poem of Dedication</i> Jayanta Mahapatra: * <i>Hunger</i> Keki N. Daruwala: * <i>Mother</i>	15
III	Drama Mahesh Dattani- * <i>Seven Steps Around the Fire</i> Asif Currimbhoy- <i>The Doldrummers</i> Fiction Kamala Markandaya- <i>Nectar in a Sieve</i> Mulk Raj Anand- <i>Untouchable</i>	15
IV	Prose Frantz Fanon- <i>Black Skin, White Masks</i> Chapter 4 Nivedita Menon- <i>Seeing Like a Feminist</i> Chapter 2 Poetry Pablo Neruda: * <i>If You Forget Me</i> Margaret Atwood: * <i>Spellings</i> Patrick White: * <i>Voss</i> Judith Wright: * <i>The Company of Lovers</i>	15
V	Fiction Nadine Gordimer- <i>A Guest of Honour</i> V.S. Naipaul- <i>A House for Mr. Biswas</i> OR Indira Goswami- <i>The Moth-Eaten Howdah of the Tusker</i> Drama Wole Soyinka- * <i>The Lion and the Jewel</i> OR Trey Anthony- <i>'da Kink in My Hair</i>	15

Suggested Readings:

- Butalia, Urvashi., "The Other Side of Silence: Voices from the Partition of India", Penguin Random House India, 2017.
- Boehmer, E., "Empire Writing: An Anthology of Colonial Literature 1870-1918", Oxford University Press, Oxford, 1998.
- Chinweizu, I., "Decolonising the African Mind", Pero, Lagos, 1987.
- Ngugi wa, T., "Homecoming: Essays on African and Caribbean Literature, Culture and Politics", Heinemann Educational Books, London, 1972.
- Fanon, Frantz, "Black Skin, White Masks", Perseus Books Group, Revised edition, 2007.
- Menon, Nivedita., "Seeing Like a Feminist", Penguin India, 2012.
- Anand, Mulk Raj, "Untouchable", Penguin India, 2001.
- Rowland, S.W., "Postcolonizing the Commonwealth: Studies in Literature and Culture", Laurier University Press, Ontario, 2000.
- Rao, A.V. Krishna and Menon, M., 'Kamala Markandaya: A Critical Study of Her Novels 1954-1982 (Indian Writers Series)', BR Publishing Corporation, 1997.

- Goswami I. and Satarawala K., 'Indira Goswami and Her Fictional World: The Moth Eaten Howdah of the Tusker', BR Publishing Corporation, 2002.
- Soyinka, Wole., "The Lion and the Jewel" OUP, 1974.
- Anthony, Trey., "da Kink in My Hair", Playwrights Canada, 2005.

This course can be opted as an elective by the students of following subjects:

Open to all

Suggested Continuous Evaluation Methods:

Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows:

Project/Assignment	10 Marks
Internal Class test	15 Marks
Course prerequisites:	To study this course, a student must have passed/opted English in B.A.II.
Suggested equivalent online courses:	
Further Suggestions:	

Programme/Class: DEGREE	Year: THIRD	Semester: SIXTH
Subject: ENGLISH		
Course Code: - A040602T	Course Title: Literature in Films & Media Studies	
Course Outcomes: After completing this course, the students will be able to: <ul style="list-style-type: none"> • Develop an understanding of the technical terminology associated with film and media studies • Interpret films as text and evaluate them critically • Appraise the process of adaption of texts into films • Recognize the nuances of film narration • Assess various film genres and their characteristics • Appreciate the works of prescribed writers and the directors as well who directed their adaptations • Exercise critical viewing and develop reading skills in determining the success of adaptations and present their assessments through a variety of mediums including presentations and essays 		
Credits: 04	Paper: Core Compulsory	
Max. Marks: 25+75	Min. Pass Marks:	
Total No. of Lectures-Tutorials-Practical (in hours per week): 5-0-0.		
Unit	Topic	No. of Lectures
I	James Monaco, 'The Language of Film: Signs and Syntax', in <i>How to Read a Film: The World of Movies, Media & Multimedia</i> (New York: OUP, 2009) Chapter-3, pp.170-249	15
II	William Shakespeare- <i>The Comedy of Errors</i> , and its adaptation Angoor (1982 film; Directed by Gulzar) William Shakespeare- <i>Macbeth</i> , and its adaptation Maqbool (2003 film, directed by Vishal Bhardwaj)	15
III	R.N.Tagore- <i>Kabuliwala</i> and its adaptation Kabuliwala (1961 film; Directed by Hemen Gupta) Khushwant Singh- <i>Train to Pakistan</i> , and its adaptation Train to Pakistan (1998 film; Directed by Pamela Rooks)	15
IV	Chetan Bhagat- <i>The 3 Mistakes of My Life</i> , and its adaptation Kai Po Che (2013 film, directed by Abhishek Kapoor)	15
V	Script Writing Dialogue Writing Movie Review Editing Narration	15

Suggested Readings:

- Boyum, J.G., "Double Exposure", Seagull, Calcutta, 1989.
- Cartmell, D. & Whelehan, I., "The Cambridge Companion to Literature on Screen", Cambridge University Press, Cambridge, 2007.
- Corrigan, Timothy, J. "A Short Guide to Writing about Film", Pearson India, 2009.
- Dix, Andrew, "Beginning Film Studies", Viva Books, New Delhi, 2010.
- Hutcheon, L., "A Theory of Adaptation", Routledge, New York, 2006.
- John, M.D. & Hawkes, P., "Adaptation: Studying Film and Literature", McGraw-Hill, New York, 2005.
- Mcfarlane, B., "Novel to Film: An Introduction to the Theory of Adaptation", Clarendon Press, UK, 1996.
- Thomas, L., Adaptation Studies at Crossroads, "Adaptation", Cambridge University Press, Cambridge, 2007.

This course can be opted as an elective by the students of following subjects:

Open to all

Suggested Continuous Evaluation Methods:

Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows:

Project/Assignment	10 Marks
Internal Class test	15 Marks
Course prerequisites:	Open to all

Suggested equivalent online courses:

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Further Suggestions:

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(Texts marked with * are for detailed study)

(Texts marked with * are for detailed study)

Programme/Class: DEGREE	Year: THIRD	Semester: SIXTH
Subject: ENGLISH		
Course Code: - A04063T	Course Title: Modern English Novel	
Credits: 04	Min. Passing Marks : 40	Max. Marks: 25+75

Course Objectives:

1. The main purpose of the novel is didactic.
2. Students will find allegorical characters in Miracle fiction.
3. It will unveil the importance to religious and social sources.
4. The story will teach human behaviour of the morality fiction.

Course Outcome:

1. The student will be able to know the age and its complex mechanism that led to the production of Modern English novel.
2. The student will be able to understand the evolution of modern English novel from traditional themes of the Victorian novel.
3. The student will be able to apply various technical terms related to novel in the course of writing and study.
4. The student will be able to analyze complex psychological situations by introducing them to highly complex characters and situations.

Total No. of Lectures-Tutorials-Practical (in hours per week): **4-0-0**

Unit	Topic	No. of Lectures
		50
Unit 1	Introduction to Modern English Novel Very brief overview of Modernism in literature Introduction to elements of - character, setting, conflict, plot, climax, resolution. Introduction to elements of -theme, tone, point of view.	15
Unit 2	The Fox (OR) Sons and Lovers D. H Lawrence -Biographical and Historical Contexts Significance of title, Plot, Themes, Narrative Technique, Structure Characters and Representation, Symbolic Elements and Motifs	15
Unit 3	Heart of Darkness Joseph Conrad - Biographical and Historical Contexts Significance of title, Plot, Themes, Narrative Technique, Structure Characters and Representation, Symbolic Elements and Motifs	15
Unit 4	A Passage to India E. M. Foster - Biographical and Historical Contexts Significance of title, Plot, Themes, Narrative Technique, Structure Characters and Representation- Symbolic Elements and Motifs	15
		15

Course Objectives:

1. The main purpose of the novel is didactic.
2. Students will find allegorical characters in Miracle fiction.
3. It will unveil the importance to religious and social sources.
4. The story will teach human behaviour of the morality fiction.

Course Outcome:

1. The student will be able to know the age and its complex mechanism that led to the production of Modern English novel.
2. The student will be able to understand the evolution of modern English novel from traditional themes of the Victorian novel.
3. The student will be able to apply various technical terms related to novel in the course of writing and study.
4. The student will be able to analyze complex psychological situations by introducing them to highly complex characters and situations.

Total No. of Lectures-Tutorials-Practical (in hours per week): **4-0-0**

Unit	Topic	No. of Lectures
		50
Unit 1	Introduction to Modern English Novel Very brief overview of Modernism in literature Introduction to elements of - character, setting, conflict, plot, climax, resolution. Introduction to elements of -theme, tone, point of view.	15
Unit 2	The Fox (OR) Sons and Lovers D. H Lawrence -Biographical and Historical Contexts Significance of title, Plot, Themes, Narrative Technique, Structure Characters and Representation, Symbolic Elements and Motifs	15
Unit 3	Heart of Darkness Joseph Conrad - Biographical and Historical Contexts Significance of title, Plot, Themes, Narrative Technique, Structure Characters and Representation, Symbolic Elements and Motifs	15
Unit 4	A Passage to India E. M. Foster - Biographical and Historical Contexts Significance of title, Plot, Themes, Narrative Technique, Structure Characters and Representation- Symbolic Elements and Motifs	15
		15

Suggested Reading:

Mrs. Dalloway - Virginia Woolf
 Heart of Darkness – Joseph Conrad
 A Passage to India – E.M. Forster
 Portrait of an Artist as a Young Man – James Joyce

**This course can be opted as an elective by the students of following subjects:
 Open to all.**

Suggested Continuous Evaluation Methods:

Continuous Internal Evaluation shall be based on Project/ Assignment and Oral/ PowerPoint Presentation. The marks shall be as follows:

Project/Assignment	10 Marks
Internal Class test	15 Marks
Suggested equivalent online courses:	
Further Suggestions:	

Programme/Class: DEGREE	Year: THIRD	Semester: SIXTH
Subject: ENGLISH		
Course Code: - A040604T	Course Title: Media and Journalistic Writing	
Course Outcomes: After completing this course, the students will be able to: <ul style="list-style-type: none"> • Understand different types of journalism and their importance. • Comprehend various principles of mass communication. • Differentiate between various forms of media & journalistic writing and reporting. • Understand the meaning and nature of public speaking. • Identify social media norms and online journalism. • Write in various journalistic formats effectively. • Understand the meaning and nature of public speaking. • Edit reports and create engaging advertisements. 		
Credits: 04	Paper: Core Compulsory	
Max. Marks: 25+75	Min. Pass Marks:	
Total No. of Lectures-Tutorials-Practical (in hours per week): 5-0-0.		
Unit	Topic	No. of Lectures

I	<p>AN INTRODUCTION TO MEDIA & JOURNALISM Media and Society Principles of Mass Communication & Journalism Tools of Gathering Information Misinformation and Disinformation</p> <p>INTRODUCTION TO CYBER MEDIA AND SOCIAL MEDIA Social Media Types of Social Media Online Journalism Basics of Cyber Media</p>	15
II	<p>CORE SKILLS IN PRINT MEDIA Written English: Précis, Paragraph, Essay News Reporting: Parts of a news report, 5Ws, Headline writing, Types of Leads, and Report writing.</p> <p>CORE SKILLS IN ELECTRONIC MEDIA Public Speaking News Production, Reporting and Presentation for Radio News Production/ Reporting for Television News Presentation: Basic principles-objectivity, accuracy, speed, clarity and integrity.</p>	15



III	BASICS OF REPORTING News Value, News Gathering, Readers' interest, qualities and aptitude necessary for a reporter Types of reports.	15
IV	BASICS OF FEATURE WRITING Types of features: Obits, Reviews, Columns, Trend stories. BASICS OF EDITING Principles of editing, editorial policy, role of the Editor, role of the News Editor, role of Chief Sub-editor, role of Sub-editors.	15
V	ADVERTISEMENT Types of Advertisements Advertising Ethics How to create advertisements/storyboards	15

Suggested Readings:

- Kamath. M V. *Professional Journalism*, New Delhi, Vikas Publishing House, 1980.
- Mencher, Melvin. *Basic News Writing*, New Delhi, Universal Book Stall, 1992.
- Menon, P. K. *Practical Journalism*, Jaipur, Avishkar Publishers, 2005.
- Parthasarathy, Rangaswami. *Basic Journalism*, New Delhi, MacMillan India Ltd. 1989.
- Parthasarathy, Rangaswami. *Here is the News! Reporting for the Media*, New Delhi, Sterling Publishers, 1994.
- Prasad, Sharada. Rukun Advani (et al) *Editors on Editing*, New Delhi, National Book Trust, 2004.
- Selvaraj, Madhur. *News Editing and Reporting*, New Delhi, Dominant Publishers, 2005.
- Saxena, Ambrish. *Fundamentals of Reporting and Editing*, New Delhi, Kanishka Publishers, 2007.
- Bayan, R., *Words that Sell: More than 6000 Entries to Help You Promote Your Products, Services, and Ideas*, McGraw-Hill Education; 2nd edition, 2006.

This course can be opted as an elective by the students of following subjects:

Open to all

Suggested Continuous Evaluation Methods:

Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows:

Project/Assignment	10 Marks
Internal Class test	15 Marks
Course prerequisites:	Open to all



Suggested equivalent online courses:

- https://onlinecourses.nptel.ac.in/noc21_cs28/preview
- https://onlinecourses.swayam2.ac.in/cec21_ge13/preview

Further Suggestions:

Programme/Class: B.A WITH RESEARCH	Year: FOURTH	Semester: SEVENTH
Subject: English		
Course Code-(A040701T)	Course Title: The Structure of Modern English	Credit: 4
<p>Course Objectives</p> <ol style="list-style-type: none"> 1. To understand the fundamental components of language, 2. To be familiar with phonetics, phonology, morphology, syntax, semantics 3. To identify patterns, rules, and regularities in language. 4. To comprehend Syntax and Grammar and word formation process 		
<p>Course Outcome</p> <p>On the completion of the course, the students will be able to:</p> <p>CO1. Understand the structure of modern English</p> <p>CO2. Utilize the phonology in their daily conversation</p> <p>CO3. Acquainted with the process of word formation</p> <p>CO4. Understand the role of grammar in language and in reflecting and constructing social identities.</p>		
Total No. of Lectures-Tutorials-Practical (in hours per week): 5-0-0.		No. of Lectures
Unit-I	<p>Phonology</p> <ul style="list-style-type: none"> • Phonemes/ Sounds of English • Place and Manner of Articulation • Description of Vowels and Consonants • Phonemes and Allophones • Phonemes of British R.P. and Phonemes of GIE • 	12
Unit-II	<ul style="list-style-type: none"> • Word Stress • Weak Forms • Sentence Stress- Division and groups • Intonation 	12

Unit-III	Morphology <ul style="list-style-type: none"> ● Structure of Words ● Concept of Morpheme/ Allomorph ● Types of Morpheme ● Processes of Word Formation 	12
Unit-IV	Syntax <ul style="list-style-type: none"> ● Elements of Grammar ● Nouns, Pronouns and the Basic NP ● Adjective and Adverb ● Preposition and Prepositional Phrase ● The Simple Sentence 	12
Unit-V	Semantics <ul style="list-style-type: none"> ● The Terms „Semantics“ and „Meaning“ ● Seven Types of Meaning ● Components and Contrasts of Meaning (Synonymy, Antonymy, Hyponymy, Prototypes) ● Lexical Relations (Homonymy, Homophony, Polysemy, Metonymy) 	12

Suggested Readings-

- Modern Linguistics: An Introduction by S.K. Verma and N. Krishnaswamy (Macmillan India)
- Semantics: A Course Book by J.R. Hurford and B. Heasley
- The Study of language (6th edn.) by G. Yule (CUP)
- An Introduction to Linguistics by Pushpinder Syal, D.V. Jindal, (Prentice Hall of India, New Delhi)
- "A Comprehensive Grammar of the English Language" by Randolph Quirk, Sidney Greenbaum, Geoffrey Leech, and Jan Svartvik
- "Understanding English Grammar" by Martha Kolln and Robert Funk
- "The Cambridge Grammar of the English Language" by Rodney Huddleston and Geoffrey K. Pullum
- "English Grammar in Use" by Raymond Murphy
- "Syntax: A Generative Introduction" by Andrew Carnie
- "The Sounds of Language: An Introduction to Phonetics" by Henry Rogers
- "Semantics: A Coursebook" by James R. Hurford, Brendan Heasley, and Michael B. Smith
- "Morphology: A Study of the Relation between Meaning and Form" by Francis Katamba
- "The Oxford English Grammar" by Sidney Greenbaum

**This course can be opted as an elective by the students of following subjects:
Open to all.**



**Suggested Continuous Evaluation Methods:
Continuous Internal Evaluation shall be based on Project/ Assignment and Oral/
PowerPoint Presentation. The marks shall be as follows:**

Project/Assignment	10 Marks
Internal Class test	15 Marks
Suggested equivalent online courses:	
Further Suggestions:	



Programme/ Class B.A.	Year: FOURTH	Semester: SEVENTH
Subject-English		
Course Code- A040702T	Course title - English Literature from Chaucer to Milton	Credit : 4
<p>Course Objectives –</p> <ol style="list-style-type: none"> 1. To study the historical, social, political, and cultural contexts of England from the Middle Ages to the Renaissance 2. To study major authors and their significant literary works 3. To explore the literary movements and styles during this period. 4. To identify and analyze recurring themes, motifs, and concerns such as love and chivalry, morality and religion, power and politics, nature and art, and the search for truth and meaning. 5. To examine the language, form, and style of literary works 6. To analyze representations of gender, sexuality, and identity in literary works 		
<p>Course Outcome On the completion of the course, the students will be able to:</p> <p>CO1. Understand and interpret the English literature of Middle Ages to the Renaissance CO2. Analyze the major works of 14th Century to 17th Century Literature CO3. Write their own views about literary movements and styles during this period CO4. Analyze the recurring themes, motifs, and concerns CO4. Critically examine the writing skill of writers CO5 Critically examine the representations of gender, sexuality, and identity in literary works of Middle and Early Modern English.</p>		
		No. of Lectures
Unit-I	English Literature 14th Century to 17th Century Characteristics, social, political, economic and cultural context	12
Unit-II	Geoffrey Chaucer „The General Prologue“, „The Miller“s Prologue and Tale“, „The Pardoner“s Prologue and Tale“, „The Nun“s Priest“s Tale“.	12
Unit-III	Edmund Spenser „April Eclogue“ in <i>The Shepheardes Calender</i> , „Letter to Raleigh“, <i>The Faerie Queene</i> : Books III, V (Cantos 5, 6, and 7), and Book VI.	12
Unit-IV	William Shakespeare Sonnets 18,29, 73, 94,110, 116, 129, 130,138.	12
Unit-V	John Milton Paradise Lost: Book-1,2 and 12	12

Suggested Readings-

- Geoffrey Chaucer, 'The Canterbury Tales.' (Macmillan Indian Edition)
- John Milton, Paradise Lost. Book 9 (Edited by J. Martin Evans, Cambridge publication)
- Edmund Spenser, Faerie Queen. Book I.(Edited by M.C. Jussawalla, Orient BlackSwan Publication)
- Edward Albert A History of English Literature
- Hudson An Outline History of English Literature
- M. H. Abrams (ed.), The Norton Anthology of English Literature, London: Norton
- Pat Rogers (ed.), The Oxford Illustrated History of English Literature, London, Oxford University Press.
- "The Norton Anthology of English Literature, Volume B: The Sixteenth Century/The Early Seventeenth Century" edited by Stephen Greenblatt et al.
- "The Cambridge Companion to Chaucer" edited by Piero Boitani and Jill Mann
- "The Oxford Handbook of Tudor Literature: 1485-1603" edited by Mike Pincombe and Cathy Shrank
- "The Cambridge Companion to Shakespeare" edited by Margreta de Grazia and Stanley Wells
- "John Milton: A Critical Introduction" by Joseph Anthony Wittreich
- "The Spenser Encyclopedia" edited by A.C. Hamilton

**This course can be opted as an elective by the students of following subjects:
Open to all.**

**Suggested Continuous Evaluation Methods:
Continuous Internal Evaluation shall be based on Project/ Assignment and Oral/
PowerPoint Presentation. The marks shall be as follows:**

Project/Assignment	10 Marks
Internal Class test	15 Marks
Suggested equivalent online courses:	
Further Suggestions:	

Programme – B.A.	Year : FOURTH	Semester: SEVENTH
Subject –English		
Course Code- A040703T	Course title- Non-Fictional Prose	Credit: 4

Course Objectives –

1. To provide students with an understanding of the characteristics, forms, and purposes of non-fiction prose
2. To develop students' ability to critically analyze non-fiction texts
3. To examine the use of literary devices and techniques in non-fiction writing
4. To foster critical thinking skills through close reading, interpretation, and evaluation of non-fiction texts

Course Outcome

On the completion of the course, the students will be able to:

- CO1. Understand the characteristics, forms, and purposes of non-fiction prose
 CO2. Interpret and critically analyze the content of non-fictional prose
 CO3. Write their own non-fictional prose using literary devices and techniques
 CO4. Examine the non-fictional prose and share their views in distinct academic groups

Total No. of Lectures-Tutorials-Practical (in hours per week): 5-0-0.		No. of Lectures
Unit-I	An Introduction to Non Fiction Prose Salient Features: style, facts and information	12
Unit-II	Francis Bacon: "Of Death", "Of Adversity", "Of Marriage and Single Life", "of Superstition", "Of Studies".	12
Unit-III	Charles Lamb: "Oxford in the vacation", "All fool's day" imperfect Sympathies", "valentine's Day", "The Praise of Chimney Sweepers" "A Bachelor's Complaint of the Behaviour of Married People.	12
Unit-IV	A.G. Gardiner: "On Saying Please", "of courage Defense of Ignorance", "Of Courage" "An About a Dog", "On Catching the Made".	12
Unit-V	Bertrand Russell: "Philosophy and Politics", Philosophy of a Layman", "The Future of Mankind", "An Outline of intellectual Rubbish".	12

Suggested Readings-

- "Charles Lamb: A Memoir" by Barry Cornwall (1866)
- "The Life of Charles Lamb" by E.V. Lucas (1905)
- "The Works of Charles Lamb" (edited by William Macdonald, 1903):
- "Charles Lamb: Selected Writings" (edited by Jonathan Bate, 2003):
- "Francis Bacon: A Selection of His Works" edited by Sidney Warhaft
- "Francis Bacon: The Logic of Sensation" by Gilles Deleuze.
- Francis Bacon: The Major Works, edited by Brian Vickers
- "Reading Bacon: The Interpretation of Essays" by Howard B. White:
- "A.G. Gardiner and His Works" by W. G. Prout
- "The Prose Style of A.G. Gardiner" by John O. Beaty

<ul style="list-style-type: none"> "A.G. Gardiner: Essays on the Principles of Human Behavior" edited by M. K. Nadar 	
This course can be opted as an elective by the students of following subjects: Open to all.	
Suggested Continuous Evaluation Methods: Continuous Internal Evaluation shall be based on Project/ Assignment and Oral/ PowerPoint Presentation. The marks shall be as follows:	
Project/Assignment	10 Marks
Internal Class test	15 Marks
Suggested equivalent online courses:	
Further Suggestions:	

Programme-B.A.	Year: FOURTH	Semester: SEVENTH
Subject-English		
Course Code- A040704T	Course Title- Research Methodology	Credit: 4
Course Objectives – 1. Students would examine and be practically exposed to the main components of a research framework 2. It will include an introduction to research methods, selection and phrasing of the topic, collection and ordering of material, and giving a structured form to the same 3. The course also intends to help the student develop the ability to organize ideas and present them coherently in keeping with the norms of scholarly research and writing. 4. Study the present literary conditions in India and essentials of preparing the research report		
Course Outcome- On the completion of the course, the students will be able to: CO1. Understand the basic concept of research CO2. Construct various research designs in the literature CO3. Respond thoughtfully to issues raised in the English Profession CO4. Examine the present literary condition in India and prepare the research report		
		Total No. of Lectures-

Unit-I	Basics of Research <ul style="list-style-type: none"> • Definition of "Research" • Qualities of a good researcher • Key terms in research: investigation, exploration, hypothesis, data, methods and techniques, results and findings, Variables • Research Area and Research Topic 	12
Unit-II	Constructing Research Design <ul style="list-style-type: none"> • Pre-experimental Designs • Experimental Designs • Pre Test and Post Test Design 	12
Unit-III	Research Process Formulating the Research Problem/Research Topic Preparing Bibliography for Background Reading Review of Literature Defining Aims and Objectives	12
Unit-IV	Developing Hypothesis Deciding the Scope and Limitations Adopting Appropriate Research Methodology	12
Unit-V	Dimensions of research in English language and English literature Kinds of research possible in English literature Kinds of research possible in English linguistics Qualitative Research in linguistics Quantitative, Research in linguistics	12
Suggested Readings- <ul style="list-style-type: none"> • "Research Design: Qualitative, Quantitative, and Mixed Methods Approaches" by John W. Creswell and J. David Creswell • "Research Methodology: A Step-by-Step Guide for Beginners" by Ranjit Kumar • "Qualitative Inquiry and Research Design: Choosing Among Five Approaches" by John W. Creswell and Cheryl N. Poth • "Research Methodology: Methods and Techniques" by C.R. Kothari • "The SAGE Handbook of Qualitative Research" edited by Norman K. Denzin and Yvonna S. Lincoln • "Research Methods in Psychology: Evaluating a World of Information" by Beth Morling • "Research Design: Creating Robust Approaches for the Social Sciences" by Stephen Gorard 		

- "Experimental Design: Procedures for the Behavioral Sciences" by Roger E. Kirk: This book

This course can be opted as an elective by the students of following subjects:
Open to all.

Suggested Continuous Evaluation Methods:
Continuous Internal Evaluation shall be based on Project/ Assignment and Oral/ PowerPoint Presentation. The marks shall be as follows:

Project/Assignment	10 Marks
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Internal Class test	15 Marks
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Suggested equivalent online courses:

Further Suggestions:
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Semester-VII

Programme/Class-B.A.	Year: FOURTH	Semester: Seventh
Subject- English		
Course Code- A040705P	Course Title- Project/ Book review/Research Paper	Credit: 6
Course Objectives- <ul style="list-style-type: none"> • To familiarize students with the research in Humanities, particularly literature. • To promote understanding of the fundamentals of research in Social Sciences. • To comprehend the methodologies of quantitative and qualitative research. • To prepare students to write a good quality research Project/ Book review/Research Paper. • 		

<p>Course Outcome</p> <ul style="list-style-type: none"> • The student will demonstrate the capacity to discern the essence of their research. • The student will articulate various issues pertinent to their study. • The student will identify gaps in their research topic. • The student will succinctly summarize their theoretical findings and develop a research insight.
<p>Students will choose the thrust areas of research related to English Language and submit the research report on the last date of teaching of the semester-VII. Supervisor will be allotted to students for guiding the research Project/ Book review/Research Paper.</p>
<p>Marks: Total-00 Internal-25; End-Semester Examinations- 75 Duration (Hours per week): Total-06 (Presentation /Report writing)</p>

Programme/Class-B.A.	Year: FOURTH	Semester: EIGHTH
Subject- English		
Course Code- A040801T	Course Title- Fiction	Credit: 4
<p>Course Objectives-</p> <ol style="list-style-type: none"> 1. To introduce students to the characteristics and conventions of fiction as a literary genre 2. To Examine different genres of fiction, such as the novel, short story, novella 3. To understand various narrative structures and techniques employed in fiction 4. To investigate and apply the thematic concerns and symbolic imagery found in fiction writings 		
<p>Course Outcome On the completion of the course, the students will be able to: CO1. Understand the concept, features and conventions of fiction CO2. Analyze the genres of fiction, major differences and representation CO3. Explore the different writing dimensions, structures and techniques employed in fiction CO4. Evaluate the different narratives, thematic concerns and symbolic imagery used in fiction writing</p>		
		Total No. of Lectures
Unit-I	An Introduction to Non Fiction Prose Characteristics: Character, Plot, Setting, Theme, Point of view, Conflict, Tone	12
Unit-II	Theory of Fiction: Structure, Craft, Narratology and Related Aspects.	12
Unit-III	Henry Fielding: Joseph Andrews.	12
Unit-IV	Thomas Hardy: Tess of D'Urbervilles.	12
Unit-V	D.H. Lawrence: Sons and Lovers.	12
Suggested Readings-		

1. "Narratology: Introduction to the Theory of Narrative" by Mieke Bal.
2. "Narrative Discourse: An Essay in Method" by Gérard Genette
3. "The Rhetoric of Fiction" by Wayne C. Booth
4. "Towards a Poetics of Fiction" by David Lodge
5. "On Writing Well: The Classic Guide to Writing Nonfiction" by William Zinsser.
6. "The Best American Essays" series edited by various authors.
7. "The Elements of Style" by William Strunk Jr. and E.B. White.
8. "Creative Nonfiction: A Guide to Form, Content, and Style" by Eileen Pollack.
9. "Fielding's 'Joseph Andrews'" by F.R. Leavis.
10. "Hardy's Tess of the D'Urbervilles: A Pure Woman" by Julian Wolfreys.
11. "D.H. Lawrence: A Study of His Plays" by Harry T. Moore

This course can be opted as an elective by the students of following subjects:
Open to all.

Suggested Continuous Evaluation Methods:
Continuous Internal Evaluation shall be based on Project/ Assignment and Oral/ PowerPoint Presentation. The marks shall be as follows:

Project/Assignment	10 Marks
Internal Class test	15 Marks
Suggested equivalent online courses:	
Further Suggestions:	

M.A. English (Semester-II)

Programme-B.A.	Year: FOURTH	Semester: EIGHTH
Subject-English		
Course Code- A040802	Course Title- Drama	Credit: 4
Course Objectives-		
1. To familiarize students with the historical development, genres, and forms of dramatic literature 2. to develop understanding about plot structure, character development, themes and dramatic techniques		
3. To contextualize dramatic works within their historical, social, and cultural contexts		

4. To encourage students to engage critically with dramatic texts and developing their own insights and analyses

Course Outcome

On the completion of the course, the students will be able to:

CO1. Acquaint with detailed information on Drama with its historical development

CO2. Analyze the structure of drama

CO3. Express their views about the different dramas

CO4. Develop insights and critically analyze dramatic texts

		Total No. of Lectures
Unit-I	An Introduction to drama and its forms: Meaning, Elements, Popular Dramas	12
Unit-II	Development of Drama: Morality play, Miracle plays, Mystery plays	12
Unit-III	Sophocles: Oedipus the King.	12
Unit-IV	Christopher Marlowe: Dr. Faustus.	12
Unit-V	Henrik Ibsen: Doll's House.	12
Unit-V	Shakespeare: Hamlet, Midsummer Night's Dream/ The Tempest	12

Suggested Readings-

1. "Christopher Marlowe: The Complete Plays" edited by Frank Romany and Robert Lindsey
2. "The Drama Handbook: A Guide to Reading Plays" by John Lennard.
3. "Shakespeare: The Invention of the Human" by Harold Bloom
4. "Shakespeare After All" by Marjorie Garber
5. "Shakespeare: The Biography" by Peter Ackroyd
6. "Shakespeare's Language" by Frank Kermode
7. "Shakespeare's Metrical Art" by George T. Wright
8. "Shakespeare and Modern Culture" by Marjorie Garber
9. "Shakespeare: The World as Stage" by Bill Bryson
10. "Shakespeare's Restless World" by Neil MacGregor

This course can be opted as an elective by the students of following subjects:
Open to all.

Suggested Continuous Evaluation Methods:

Continuous Internal Evaluation shall be based on Project/ Assignment and Oral/ PowerPoint Presentation. The marks shall be as follows:

Project/Assignment	10 Marks
Internal Class test	15 Marks

Suggested equivalent online courses:

Further Suggestions:

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Programme/Class-B.A.	Year: FOURTH	Semester-EIGHTH
Subject- English		
Course Code- A040803T	Course Title- Literary Criticism and literary theory	Credit: 4
Course Objectives:		
<ol style="list-style-type: none"> 1. To familiarize students with various literary theories and critical perspectives 2. To cultivate students' critical thinking skills by encouraging them to evaluate and interpret texts from multiple perspectives 3. To enhance students' ability to write clear, coherent, and persuasive analytical essays that demonstrate a deep understanding of literary texts and apply relevant critical theories to their analysis. 4. To provide students with opportunities to engage closely with a variety of literary texts 5. To provide learning atmosphere of interpretations of texts, engage critically with their peers' perspectives, and refine their analytical skills through dialogue. 		
Course Outcome		
<p>On the completion of the course, the students will be able to:</p> <p>CO1. Understand the Various Literary theories and concept of literary criticism</p> <p>CO2. Develop capability for interpreting texts from multiple perspectives</p> <p>CO3. Improve their writing skills develop insights to apply relevant theories to literary texts.</p> <p>CO4. Analyze literary works from multiple perspectives</p> <p>CO5. Refine reading skills, analytical skills through dialogues and peer works</p>		
		Total No. of Lectures -
Unit-I	Introduction to literary Theories: New Criticism, Structuralism, Post Structuralism, deconstruction, Postmodernism, Psychoanalytic criticism, Feminist criticism, Lesbian/gay criticism, Marxist criticism, New historicism and cultural materialism, Postcolonial criticism, Ecocriticism	12
Unit-II	Western Classical Literary Theory/Criticism: (A) Aristotle: The Poetics (B) Longinus: On the Sultime	12
Unit-III	Renaissance and Neo-Classical Theory/Criticism: a) Sidney: An Apology of Poetry b) John Dryden: Essay on Dramatic Poesy	12
Unit-IV	Romantic and Victorian Theory/Criticism (A) Wordsworth : Preface to Lyrical Ballads (B) Coleridge :Biographia Literaria Chapter 14, 17, 18	12

	(C) Matthew Arnold: Culture and Anarchy	
Unit-V	Modern and Post-Modern Theory /Criticism: T.S. Eliot : Tradition and Individual Talent I.A. Richards: (A) Principles of Literary Criticism (Chapter 1 st to 7 th) Edward Said : The Scope of Orientalism (Knowing the Orient, p. 31-48)	12

• **Suggested Readings-**

- "Literary Theory: An Introduction" by Saugata Bhaduri and Simi Malhotra
- "Literary Theory: An Introduction" by Terry Eagleton
- S.H. Butcher :Aristotle's Theory of Poetry and Fine Arts, OUP, 1961.
- David Duiches :Critical Approaches to Literature, London, 1950.
- U.R. Robert :Longinns on His Sublime, OUP, 1960.
- George Saintsbury :A History of English Criticism, OUP, 1959.
- "The Norton Anthology of Theory and Criticism" edited by Vincent B. Leitch
- "The Cambridge Introduction to Literature and Criticism" by Michael Ryan
- "Literary Theory: A Very Short Introduction" by Jonathan Culler
- "Critical Theory Today: A User-Friendly Guide" by Lois Tyson
- "How to Read Literature Like a Professor: A Lively and Entertaining Guide to Reading Between the Lines" by Thomas C. Foster
- "Literary Theory: A Practical Introduction" by Michael Ryan and Julie Rivkin
- "An Introduction to Literature, Criticism, and Theory" by Andrew Bennett and Nicholas Royle
- "Theories of Literature in the Twentieth Century" by David Lodge
- "Beginning Theory: An Introduction to Literary and Cultural Theory" by Peter Barry
- George Saintsbury :A History of English Criticism, OUP, 1959.

This course can be opted as an elective by the students of following subjects:

Open to all.

Suggested Continuous Evaluation Methods:

Continuous Internal Evaluation shall be based on Project/ Assignment and Oral/ PowerPoint Presentation. The marks shall be as follows:

Project/Assignment	10 Marks
Internal Class test	15 Marks

Suggested equivalent online courses:

Further Suggestions:

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Programme/Class- B.A.		Year: FOURTH	Semester: EIGHT
Subject- English			
Course Code- A040804T	Course Title- Romantic Poetry		Credit: 4
Course Objectives-			
1. To explore the contribution of major Romantic poets 2. To examine the recurring themes and motifs in Romantic poetry and the nature of love and beauty 3. To study the various poetic forms and structures employed including the lyric poem, the ballad, the ode etc. 4. To depict the awe-inspiring power reflection of human emotions and spiritual experiences			
Course Outcome			
On the completion of the course, the students will be able to:			
CO1. Appreciate the contribution of major Romantic poets			
CO2. Analyse the recurring themes, motifs, expressions in Romantic poetry			
CO3. Understand the various poetic forms and structured employed by the Romantic Poets.			
CO4. Effectively communicate ideas of human emotions and spiritual experiences by the Romantic Poets			
			Total No. of Lectures
Unit-I	Introduction to Romantic Poetry: Romanticism, Definition and Meaning, Characteristics, Philosophy,		12
Unit-II	William Blake The Marriage of Heaven and Hell		12
Unit-III	William Wordsworth <i>The Prelude</i> (1850), Books I, VI, IX, XII, and XIV		12
Unit-IV	Lord Byron <i>Don Juan</i> , Cantos I and II		12
Unit-V	John Keats <i>Hyperion</i> and <i>The Fall of Hyperion</i>		12
This course can be opted as an elective by the students of following subjects: Open to all.			
Suggested Continuous Evaluation Methods: Continuous Internal Evaluation shall be based on Project/ Assignment and Oral/ PowerPoint Presentation. The marks shall be as follows:			
Project/Assignment		10 Marks	
Internal Class test		15 Marks	
Suggested equivalent online courses:			

Further Suggestions:
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Semester-VIII

Programme/Class-B.A.	Year: FOURTH	Semester: Eight
Subject- English		
Course Code- A040805P	Course Title- Dissertation	Credit: 8
Course Objectives- <ul style="list-style-type: none">• To acquaint students with the philosophy, ethics, design, and evaluation of research in Humanities especially literature.• To create awareness about the basics of scientific research in Social Sciences.• To understand methodology of quantitative and qualitative research.• To provide the theoretical orientation and background for Research.		
Course Outcome <ul style="list-style-type: none">• The student will be able to identify the nature of his research.• The student will be able to describe different issues associated with his study.• The student will be able to examine the issues to study their relevance and effect.• The student will be able to point out the gap in his research topic.• The student will be able to summarize his theoretical findings		
Students will choose the thrust areas of research related to English Language and submit the research report on the last date of teaching of the semester-VIII. Supervisor will be allotted to students in semester-VII		
Marks: Total-00 Internal-50; End-Semester Examinations- 150 Duration (Hours per week): Total-08 (Presentation /Report writing)		