



Nehru Gram Bharati (Deemed to be University)  
Prayagraj, Uttar Pradesh , INDIA

Syllabus  
**[NHEQF Level 4.5 to 6.0]**  
[ As per NEP-2020 Regulations]

*B.A./B.A.(Honours)/B.A.(Honours with Research)*  
in  
English

[Department of English]

[Effective From 2025-26 Onwards]

# Board of Studies

Department of English

BOS - Meeting ✓ Semester  
Sub: English + Literature Minor Paper  
A study of classical literature (drama and epic)

Date - 25-03-2025

1. unit - Introduction of tragedy  
Introduction of comedy
2. unit - characteristics of Tragedy and comedy
3. unit - The impact of Renaissance on English drama.  
(contradiction)
4. units - elements of epics and its characteristics.
5. unit - FF films and television adaptations of epics.  
or
6. unit - Theatre The role of theatre in the performance  
of <sup>epics</sup> ~~epics~~ Folk literature, and short plays

VI semester

Minor paper credit: 03  
study of British and Indian Fiction

1. unit - A study of plot, characterization and structure of novel.
2. unit - Types of the study of the types of novels.  
① narrative, historical and scientific domestic
3. unit - British Fiction - ① Hardy - Far from the <sup>the</sup> crowd -
4. unit - Indian novel - Shashi Besh Pandey - That Long  
silence.
5. unit - Introduction to the romantic Era and romantic  
poetry.
6. unit - Education of nature ✓ Lucy <sup>Carver</sup> Grey.  
~~Carver~~ ✓

Prof. Sanjay Prasad Sharma  
External Expert *Sanjay*  
25/03/2025

Dr. Himanshu Shetchur Singh  
Member

Dr. Chitra Halder  
Chairman



# NEHRU GRAM BHARATI

(DEEMED TO BE UNIVERSITY)

Kotwa-Jamunipur-Dubawal, Prayagraj-221505, Uttar Pradesh (INDIA)

Administrative Office :

Hanumanganj Campus,  
G.T. Road, Hanumanganj, Prayagraj-221505,

Uttar Pradesh

Email : info.ngbu@gmail.com

Ref: NGB(DU)-II/AC-4(I)/11963

Date: 21.04.2025

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## OFFICE ORDER

**Sub: Updation of Board of Studies in Department of English.**

In pursuance of the Ordinance XIII of the NGB (DU), the Board of Studies of the Department of English is updated as below with immediate effect:

1. Dr Chhaya Malviya, Asso. Prof & HoD English
2. Dr Meeta Ratawa Tiwary, Asst. Prof. & HoD, Geography
3. Prof. Jaya Kapoor, Dept. of English, UOA
4. Prof Sanjay Prasad Sharma, Dept. of English, Mahamaya Degree College, Dhanupur, Handia, Prayagraj

Chairperson

Member

Ext. Member

Ext. Member

Two-third of member of the Board of Studies shall form the Quorum.  
This issues with the approval dated 19.04.2025 by the Vice Chancellor.

*[Signature]*  
Registrar 21/04/2025

**Copy to: The following for information and necessary action:**

1. P.A to Vice Chancellor for kind information of Hon'ble Vice Chancellor.
2. P.A to Pro-Vice Chancellor for kind information of Pro- Vice Chancellor.
3. Controller of Examination, NGB(DU), Prayagraj.
4. Finance Officer, NGB(DU), Prayagraj.
5. Dean (Acad.)/Director- Research Center, NGB(DU), Prayagraj
6. Dy Registrar (Fin. & Admin), NGB(DU), Prayagraj.
7. All Members of the Board.
8. Guard File.

*[Signature]*  
Registrar 21/04/2025

## Introduction of the Programme:

### [a] Introduction:

The NEP-2020 offers an opportunity to effect a paradigm shift from a teacher-centric to a student-centric higher education system in India. It is based on Outcome Based Education, where the Graduate Attributes are first kept in mind to reverse-design the Programs, Courses and Supplementary activities to attain the graduate attributes and learning outcomes. The learning outcomes-based curriculum framework for a degree in B.A. (Honours/Honours with Research) in English is intended to provide a comprehensive foundation to the subject and to help students develop the ability to successfully continue with further studies and research in the subject while they are equipped with required skills at various stages. The framework is designed to equip students with valuable cognitive abilities and skills so that they are successful in meeting diverse needs of professional careers in a developing and knowledge-based society. The curriculum framework takes into account the need to maintain globally competitive standards of achievement in terms of the knowledge and skills, as well as to develop spirit of enquiry, problem solving skills and human and professional values which foster rational and critical thinking in students.

### [b] Graduate Attributes:

Type of learning outcomes	The Learning Outcomes Descriptors
Learning outcomes that are specific to disciplinary/interdisciplinary areas of learning	Disciplinary/ interdisciplinary Knowledge & Skills
Generic learning outcomes	<i>Critical Thinking &amp; problem-solving Capacity</i>
	<i>Creativity</i>
	<b>Communication Skills:</b> The graduates should be able to demonstrate the skills that enable them to: <ul style="list-style-type: none"><li>• listen carefully, read texts and research papers analytically, and present complex information in a clear and concise manner to different groups/audiences,</li><li>• express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media,</li><li>• confidently share views and express herself/himself,</li><li>• construct logical arguments using correct technical language related to a field of learning, work/vocation, or an area of professional practice,</li><li>• convey ideas, thoughts, and arguments using language that is respectful and sensitive to gender and other minority groups.</li></ul>
	<b>Analytical reasoning/thinking:</b> The graduates should be able to demonstrate the capability to: <ul style="list-style-type: none"><li>• evaluate the reliability and relevance of evidence;</li><li>• identify logical flaws in the arguments of others;</li><li>• analyze and synthesize data from a variety of sources;</li><li>• draw valid conclusions and support them with evidence and examples, and addressing opposing viewpoints.</li></ul>

<p><b>Research-related skills:</b> The graduates should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• a keen sense of observation, inquiry, and capability for asking relevant/ appropriate questions,</li> <li>• the ability to problematize, synthesize and articulate issues and design research proposals,</li> <li>• the ability to define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships,</li> <li>• the capacity to develop appropriate methodology and tools of data collection,</li> <li>• the appropriate use of statistical and other analytical tools and techniques,</li> <li>• the ability to plan, execute and report the results of an experiment or investigation,</li> <li>• the ability to acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/ in personal research work, regardless of the funding authority or field of study.</li> </ul>
<p><b>Coordinating/collaborating with others:</b> The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• work effectively and respectfully with diverse teams,</li> <li>• facilitate cooperative or coordinated effort on the part of a group,</li> <li>• act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.</li> </ul>
<p><b>Leadership readiness/qualities:</b> The graduates should be able to demonstrate the capability for:</p> <ul style="list-style-type: none"> <li>• mapping out the tasks of a team or an organization and setting direction.</li> <li>• formulating an inspiring vision and building a team that can help achieve the vision, motivating and inspiring team members to engage with that vision.</li> <li>• using management skills to guide people to the right destination.</li> </ul>
<p><b>‘Learning how to learn’ skills:</b> The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• acquire new knowledge and skills, including ‘learning how to learn’ skills, that are necessary for pursuing learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social, and cultural objectives, and adapting to changing trades and demands of the workplace, including adapting to the changes in work processes in the context of the fourth industrial revolution, through knowledge/ skill development/reskilling,</li> </ul>
<ul style="list-style-type: none"> <li>• work independently, identify appropriate resources required for further learning,</li> <li>• acquire organizational skills and time management to set self-defined goals and targets with timelines.</li> <li>• inculcate a healthy attitude to be a lifelong learner,</li> </ul>
<p><b>Digital and technological skills:</b> The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> <li>• use ICT in a variety of learning and work situations,</li> <li>• access, evaluate, and use a variety of relevant information sources,</li> <li>• use appropriate software for analysis of data.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>National &amp; International Perspective considering the current perspective of a Global Village.</b></li> </ul>
<p><b>Value inculcation:</b> The graduates should be able to demonstrate the acquisition of knowledge and attitude that are required to:</p> <ul style="list-style-type: none"> <li>• embrace and practice constitutional, humanistic, ethical, and moral values in life, including universal human values of truth, righteous conduct, peace, love, nonviolence, scientific temper, citizenship values,</li> <li>• practice responsible global citizenship required for responding to contemporary global challenges, enabling learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure,</li> </ul>



	<p>and sustainable societies,</p> <ul style="list-style-type: none"> <li>• formulate a position/argument about an ethical issue from multiple perspectives</li> <li>• identify ethical issues related to work, and follow ethical practices, including avoiding unethical behaviour such as fabrication, falsification or misrepresentation of data, or committing plagiarism, and adhering to intellectual property rights,</li> <li>• recognize environmental and sustainability issues, and participate in actions to promote sustainable development.</li> </ul>
	<p><b>Autonomy, responsibility, and accountability:</b> The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• apply knowledge, understanding, and/or skills with an appropriate degree of independence relevant to the level of the qualification,</li> <li>• work independently, identify appropriate resources required for a project, and manage a project through to completion,</li> </ul>
	<p><b>Environmental awareness and action:</b> The graduates should be able to demonstrate the acquisition of and ability to apply the knowledge, skills, attitudes, and values required to take appropriate actions for:</p> <ul style="list-style-type: none"> <li>• mitigating the effects of environmental degradation, climate change, and pollution, effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.</li> </ul>
	<p><b>Community engagement and service:</b> The graduates should be able to demonstrate the capability to participate in community-engaged services/ activities for promoting the well-being of society.</p>
	<p><b>Empathy:</b> The graduates should be able to demonstrate the ability to identify with or understand the perspective, experiences, or points of view of another individual or group, and to identify and understand other people's emotions.</p>

#### [c] Flexibility:

The programmes are flexible enough to allow liberty to students in designing them according to their requirements. The Learner is given freedom of choice in selecting disciplines. Students may select his/her own stream. He/She may select three major disciplines from his/her own stream or two major disciplines from his own stream and one major discipline from any other stream. Along with major disciplines, a student can select minor disciplines from other streams, languages, generic electives, ability enhancement courses, Vocational/Skill Enhancement Courses (SEC) and Value added Courses including Extra Curricular activities.

#### Multiple Entry & Exit Options:

ENTRY & EXIT OPTIONS	Credits Required
<b>Certificate</b> upon the Successful Completion of the First Year (Two Semesters) of the multidisciplinary Four-year Undergraduate Programme. <b>+ 04 Credit Mandatory Internship in Case of Exit.</b>	<b>44</b>
<b>Diploma</b> upon the Successful Completion of the Second Year (Four Semesters) of the multidisciplinary Four-year Undergraduate Programme. <b>+ 04 Credit Mandatory Internship in Case of Exit.</b> For Entry to NHEQF Level 5.0, must have completed the NHEQF 4.5 Level of Four Year Undergraduate Programme as per NEP-2020.	<b>84</b>
<b>Basic Bachelor Degree</b> at the Successful Completion of the Third Year (Six Semesters) of the multidisciplinary Four-year Undergraduate Programme. For Entry to NHEQF Level 5.5, must have completed the NHEQF 5.0 Level of Four Year Undergraduate Programme as per NEP-2020.	<b>120</b>
<b>Bachelor Degree with Honours/Honours with Research</b> in a Discipline at the Successful Completion of the Fourth Year (Eight Semesters) of the multidisciplinary Four-year Undergraduate Programme. For Entry to NHEQF Level 6.0, must have completed the NHEQF 5.5 Level of Four Year Undergraduate Programme as per NEP-2020.	<b>160</b>

## **Programme Educational Objectives (PEOs):**

### **Program Outcomes (POs): *By the end of the Programme , the student will be able to:***

- PO 1 Develop an appreciation of English literature, its connotations and interpret and appreciate the didactic purpose of literature.
- PO 2 Take cognizance of the historical, social and cultural context of each literary work and thereby make connections between literature and society & appreciate literature's ability to stimulate feeling.
- PO 3 Sensitize students to the aesthetic, cultural and social aspects of literature.
- PO 4 Present an extensive view of the cultural and social patterns of the society in specific time and situations in which it flourished by covering all walks of human life-rational, irrational, carnal, and emotional.
- PO 5 Make the students aware of literature written/translated in English speaking countries like UK/USA.

### **Program Specific Outcomes (PSOs): *The Learners will be able to:***

- PSO 1 Understand the growth of Indian literature in English and appraise the evolution of Indian culture from traditional to modern.
- PSO 2 Develop an understanding of the basic poetic and prose devices to read, identify and analyze various literary forms of poetry and prose.
- PSO 3 Understand the nuances of poetic language, structure and composition of idea in Indian English Prose.
- PSO 4 Develop their critical thinking skills & comprehend life skills through the study of prose/short fiction & develop their own creativity by enhancing their writing skills.
- PSO 5 Be acquainted with the representative poets and writers from 16<sup>th</sup> century to 20<sup>th</sup> century.

**Department of English**  
**B.A./B.A.(Honours)/B.A.(Honours with Research) in English**  
**SYLLABUS STRUCTURE OVER-All ( Based on NEP – 2020)**

B.A./B.A.(Honours)/B.A.(Honours with Research) in English [w.e.f. 2025-26]										
Year	Semester	Nomenclature of the Courses/Title	Com/Ele.	Credit	Credit Distribution			Teaching Hours		
					L	T	P	L	T	P
First Year	I	English Prose & Writing Skills	Compulsory	4	3	1	0	45	15	0
		Introduction to IKS (Major-I)	Compulsory	2	2	0	0	30	0	0
		Minor Paper for Other Discipline: General English (P-I)	POOL B	3	2	0	0	30	0	0
		AEC: Communication Skills & Personality Development	Compulsory	2	2	0	0	30	0	0
		SEC (Paper-I)	POOL C	3	1	0	2	15	0	60
		VAC-I : Understanding India	POOL D	2	2	0	0	30	0	0
		Other Major	POOL A	4	4	0	0	60	0	0
		<b>Total Semester Credits</b>		<b>20</b>						
	II	English Poetry	Compulsory	5	4	1	0	60	15	0
		Minor Paper for Other Discipline : Translation (P-II)	POOL B	3	2	0	0	30	0	0
		AEC: Critical Thinking & Problem Solving	Compulsory	2	2	0	0	30	0	0
		SEC (Paper-II)	POOL C	3	1	0	2	15	0	60
		VAC-2 : Indian Constitution	POOL D	2	1	1	0	15	15	0
		Other Major (Contd.)	Compulsory	5	5	0	0	75	0	0
		<b>Total Semester Credits</b>		<b>20</b>						
Exit Option : Certificate in Field of Learning/discipline										
Second Year	III	British & Americal Drama	Compulsory	4	3	1	0	45	15	0
		Applied IKS-I: English	Compulsory	2	2	1	0	30	15	0
		Minor Paper for other discipline: English Language-I	POOL B	3	2	0	0	30	0	0
		AEC: Soft Skills	Compulsory	2	2	0	0	30	0	0
		SEC : (Paper-I)	Pool Elective	3	1	0	2	15	0	60
		VAC: Indian Heritage & Culture/NSS/NCC	POOL D	2	2	0	0	30	0	0
		Other Major (Contd.)	Compulsory	4	4	0	0	60	0	0
		<b>Total Semester Credits</b>		<b>20</b>						
	IV	Indian Literature in Translation	Compulsory	5	4	1	0	60	15	0
		Minor Paper for other discipline : English Language-II	POOL B	3	3	0	0	45	0	0
		AEC: Content Writing & Editing	Compulsory	2	2	0	0	30	0	0
		SEC : (Paper-II)	POOL C	3	1	0	2	15	0	60
		VAC: Food Nutrition & Hygiene	POOL D	2	1	1	0	15	15	0
		Other Major (Contd.)	Compulsory	5	5	0	0	75	0	0
		<b>Total Semester Credits</b>		<b>20</b>						
Exit Option : Diploma in Field of Learning/discipline										
Third Year	V	Classical Literature & History of English Literature	Compulsory	4	3	1	0	45	15	0
		Applied IKS-II : English	Compulsory	2	2	0	0	30	0	0
		Minor for other discipline: A STUDY OF CLASSICAL LITERATURE	POOL B	3	3	0	0	45	0	0
		AEC: Team Building & Leadership	Compulsory	2	2	0	0	30	0	0



Fourth Year		Note: Choose any one Paper i. Historical Background: The Epic ii. Historical Background: The Birth of Tragedy iii. Historical Background: The Birth of Comedy	Core Elective	3	3	0	0	45	0	0
		VAC: Environmental Science and Sustainability	POOL D	2	2	0	0	30	0	0
		Other Major (Contd.)	Compulsory	4	4	0	0	60	0	0
	<b>Total Semester Credits</b>			<b>20</b>						
	VI	19th Century Fiction	Compulsory	5	4	1	0	60	15	0
		Note: Choose any one Paper (Major-I) i. Classical Drama ii. Romantic Age (19th Century)	Core Elective	3	3	0	0	45	0	0
		Minor for other discipline: A STUDY OF BRITISH & INDIAN FICTION	Pool Elective	3	3	0	0	45	0	0
		Internship/Apprenticeship	Compulsory	4	0	0	4	0	0	120
		Other Major (Contd.)	Compulsory	5	5	0	0	75	0	0
	<b>Total Semester Credits</b>			<b>20</b>				0	0	0
	<b>Exit Option : Basic UG degree in Field of Learning/discipline</b>							0	0	0
	VII	Indian & New Literature in English	Compulsory	5	4	1	0	60	15	0
		Research Methodology (Hons. with Research) /Famous Indian Female Novelist (20th Century) (Honours)	Compulsory	4	4	0	0	60	0	0
		Note: Choose any Two Paper (4+4) i. 18th Century Novel ii. 19th Century Novel iii. Indian Novels	Elective	8	6	2	0	90	30	0
		Minor Paper From other discipline: Essay Writing	POOL B	3	4	0	0	60	0	0
		<b>Total Semester Credits</b>		<b>20</b>						
	VIII	History of English Literature	Compulsory	5	4	1	0	60	15	0
		Note: Choose any one Paper i. Literature in Films & Media Study ii. Media & Journalistic Writing iii. Computer & Writing Skills in English	Elective	3	3	0	0	45	0	0
		Dissertation/Research Project & Viva Voce (Hons. with Research) or Field Visit/Tour/Report Writing based Viva Voce (Honours)	Compulsory	12	0	0	12	0	0	360
		<b>Total Semester Credits</b>		<b>20</b>						
	<b>Completion : UG (Hons./Hons. with Research) degree in Field of Learning/discipline</b>									
		Total Programme Credits		<b>160</b>						

#### Abbreviations:

AEC Ability Enhancement Course

VAC Value Added Course

SEC Skill Enhancement Course

IKS Indian Knowledge System

**Note : Column. No. 6 & 7 is expected to be filled by the departments based on requirement of Course.**

**Department of English**  
**B.A.(Honours/Honours with Research) in English**  
**SYLLABUS ( Based on NEP – 2020)**  
**Session 2025 – 26**

YEAR	SEMESTER	Course TITLE	Course Code	MAJOR/MINOR	COM/EL	(L)	(T)	(P)	TOTAL CREDIT	TEACHING HOURS
1 <sup>ST</sup>	I <sup>ST</sup>	English Prose & Writing Skills	ENG-23101	Major	COM	03	01	00	04	60 (45+15)
		Introduction to IKS: Education	ENGIKS-2301	Major	COM	02	02	00	03	45 (30+15)
		Minor: General English	MENG-01	Minor	ELE	02	00	00	02	30
	II <sup>ND</sup>	English Poetry	ENG-23102	Major	COM	4	1	00	05	75 (60+15)
		Minor: Translation	MENG-02	Minor	ELE	02	00	00	02	30
2 <sup>ND</sup>	III <sup>RD</sup>	British & American Drama	ENG-23103	Major	COM	03	01	00	04	60 [45+15]
		Applied IKS-I: English	ENGIKS-2302	Major	COM	02	01	00	03	45 (30+15)
		Minor Course for other discipline i. English Language	MENG-03	Minor	POOL ELE	02	00	00	02	30
	IV <sup>TH</sup>	Indian Literature in Translation	ENG-23104	Major	COM	04	01	00	05	75 [60+15]
		Minor Course for other discipline i. English Language II	MENG-04	Minor	POOL ELE	03	03	00	03	30
3 <sup>RD</sup>	V <sup>TH</sup>	Classical & History of English Literature	ENG-23105	Major	COM	03	01	00	04	60 [45+15]

		Applied IKS-2: English	ENGIKS-2303	Major	COM	02	02	00	03	30
		Minor Course for other discipline: A STUDY OF CLASSICAL LITERATURE	MENG-05	Minor	POOL ELE	03	00	00	03	45
		Note: Choose any one Paper i. Historical Bacground: The Epic ii. Historical Bacground: The Birth of Tragedy iii. Historical Bacground: The Birth of Comedy	ENG-23106A/ENG-23106B/ ENG-23106C	Major	ELE	03	00		03	45
	VI <sup>TH</sup>	19th Century Fiction	ENG-23107	Major	COM	4	1	00	05	75 [60+15]
		Note: Choose any one Paper (Major-I) i. Classical Drama ii. Romantic Age (19th Century)	ENG-23108A/ENG-108B	Major	EL	03	-		03	45
		<b>Minor</b> A STUDY OF BRITISH & INDIAN FICTION	MENG06	Minor	POOL ELE	03	00	00	03	45
		Internship/Apprenticeship	ENG-23109	MAJ	COM	0	0	4	4	120
4 <sup>TH</sup>	VII <sup>TH</sup>	Indian & New Literature in English	ENG-231110	Major	COM	04	01	00	05	75 [60+15]
		Research Methodology/Famous Indian Female Novelists (20-21th Century)	ENG-23111A/ENG-23111B	Major	COM	04	00	00	04	60

		Note: Choose any Two Paper (4+4) i. 18th Century Novel ii. 19th Century Novel iii. Indian Novels	ENG-23112A/ ENG-23112B/ ENG-23112C	Major	ELE	06	02		08	120 [90+30]
		Minor : Essay Writing	MENG07	MINOR	POOLE	03	04	00	03	45
	VIII <sup>TH</sup>	History of English Literature	ENG-23113	Major	COM	05	04	01	06	90 [75+15]
		Note: Choose any two papers: (4+4) i. Literature in Films & Media Study ii. Media & Journalistic Writing iii. Computer & Writing Skills in English	ENG-23114A/ ENG-23114B/ ENG-23114C	Major	ELE	03	03	00	03	45
		Dissertation/Research Project Vivo Voce/Field Visit, Educational Tour & Viva Voce	ENG-23115A/ENG-23115B	Major	COM	12	00	12	08	360

**B.A./B.A. (Honours/Honours with Research) in English**

**SEMESTER-I**

<b>Programme: B.A./B.A. (Honours/Honours with Research) in English</b>		<b>Year: 1<sup>st</sup></b>	<b>Semester: I<sup>st</sup></b>
Pedagogy:			
Course Code: ENG-23101		Course/Paper Title:	English Prose and Writing Skills
<b>Course Outcomes:</b> After completing this course, the students will be able to :			
CO 1: 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.			
CO 2: Understand the formal qualities of a text, intricacies of structure, stylistics and figurative elements found in the text.			
CO 3: Analyze the difference in the prose techniques of different writers like Addison, Lamb and Bacon.			
CO 4: Make use of word choices, word order, figurative language and imagery to convey meaning/emotion.			
CO 5: Understand the prominence of logic and reason in the 18 <sup>th</sup> Century British literature.			
Credit (L+T+P): 3+1+0		Paper (Core Compulsory / Elective): Core Compulsory	
Max. Marks : 100 (20C1+20C2+60C3)		Min. Passing Marks : 35	
Total Number of Lectures (Lecture – Tutorials – Practical): 45+15+0			
Units:	Topics:		No. of Lectures
I	Meaning, Nature and Scope of English, Contribution of Shri Aurobindo's The Golden Light.		9
II	Introduction of Jawahar Lal Nehru and K. S. Venkatarmani. Nehru – An Autobiography Chap. XLVII		9
III	Introduction of Bhabani Bhattacharya and R. K. Narayan; R. K. Narayan's Under the Banyan Tree.		9
IV	Introduction of Mulkraj Anand and Sarojini Naidu; Anand's The Barbar's Trade Union.		9
V	Introduction of Kamala Markandaya and Nayantara Sahgal; Nayantara Sahgal's A Time to be Happy.		9
<b>Suggested Readings:</b>			
1. Ahluwalia, J.P., "Modern News Structure in Print Media and Electronic Media", Adyayan Publishers, New Delhi, 2007.			
2. Daiches, D., "A Critical History of English Literature", Supernova Publishers, 2010.			
3. Compton-Rickett, A., "A History of English Literature" Nabu Press, 2010.			
4. Boulton, M., "The anatomy of Prose", Kalyani, New Delhi, 1982.			
5. Chambers, E., "The Development of English Prose", Oxford University Press, London, 1957.			
<b>Suggested continuous evaluation Methods –</b>			
Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ;			
Assignment/Practical/Projects – 05 Marks			
Internal Class Test – 10 Marks			
Attendance/Behavior – 05 Marks			

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<b>Programme: B.A./B.A. (Honours/Honours with Research) in English</b>		<b>Year: B.A. 1<sup>st</sup> Year</b>	<b>Semester: I<sup>st</sup></b>
<b>Pedagogy:</b>			
Course Code: ENGIKS – 2301		Course/Paper Title:	Introduction to Indian Knowledge System
<b>Course Outcomes:</b> After completing this course, the students will be able to -			
CO 1: explain the the foundational Concepts & Principles of IKS. CO 2: explain the historical development and evolution of Indian Intellectual traditions. CO 3: explain the knowledge key texts, thinkers, and schools of thought within the IKS. CO 4: analyze the interdisciplinary nature of Indian knowledge, integrating philosophy, spirituality, science, arts, and literature though the study of IKS. CO 5: explain the holistic and multidimensional nature of Indian Thought.			
Credit: 02		Paper (Core Compulsory / Elective): Core Compulsory	
Max. Marks : 60+40=100 (20C1+20C2+60C3)		Min. Passing Marks : 35	
Total Number of Lectures (Lecture – Tutorials – Practical): 02 + 0 + 0			
Units:	Topics:		No. of Lectures
I	<b>Introduction to Indian Knowledge System</b> <ul style="list-style-type: none"><li>Definition, Concepts and Scope of IKS</li><li>IKS based approache on Indian Knowledge System &amp; Role of Guru (teacher)</li><li>Understanding the concepts of dharma, karma, and the four purusharthas (goals of life)</li></ul>		06
II	<b>Vedic Knowledge and Philosophy</b> <ul style="list-style-type: none"><li>Study of the Vedas, including the Rigveda, Yajurveda, Samaveda, and Atharvaveda</li><li>Introduction to Upanishads and their metaphysical and philosophical teachings</li><li>Analysis of the six orthodox (astika) schools of Indian philosophy (e.g., Nyaya, Vaisheshika, Yoga, Samkhya, Mimamsa, and Vedanta)</li></ul>		06
III	<b>Spiritual and Mystical Traditions</b> <ul style="list-style-type: none"><li>Exploration of Hindu spiritual traditions, including Bhakti, Karma, Jnana, and Raja Yoga</li><li>Study of Advaita Vedanta and its nondualistic philosophy</li><li>Introduction to other spiritual paths like Tantra and Sufism in the Indian context</li></ul>		06
IV	<b>Scientific and Technological Advancements</b> <ul style="list-style-type: none"><li>Examination of ancient Indian contributions to mathematics, astronomy, and medicine</li><li>Study of scientific treatises such as Aryabhatiya, Sushruta Samhita, and Charaka Samhita</li><li>Exploration of the Indian concept of time, measurement, and cosmology</li></ul>		06
V	<b>Indian Arts, Literature, and Aesthetics</b> <ul style="list-style-type: none"><li>Analysis of Indian classical music, dance, and theater traditions</li><li>Study of classical Sanskrit literature, including the works of Kalidasa and Valmiki</li><li>Understanding the concept of rasa (aesthetic experience) and its manifestations in Indian arts</li><li>Modern Interpretation and Contemporary Relevance</li></ul>		06
Suggested Readings:			



- "Indian Philosophy: A Very Short Introduction" by Sue Hamilton
- "A History of Indian Philosophy" by Surendranath Dasgupta
- "Indian Philosophy: A Critical Survey" by Chandradhar Sharma
- "India: A History" by John Keay
- "The Wonder That Was India" by A.L. Basham
- "Ancient India" by R.S. Sharma
- "The Oxford History of India" edited by Percival Spear
- "A History of Indian Literature" (multiple volumes) by Sisir Kumar Das
- "Indian English Literature" by M. K. Naik
- "The Norton Anthology of World Literature: India, Pakistan, and Bangladesh" edited by Sarah Lawall
- "Indian Art" by Partha Mitter
- "The Art and Architecture of the Indian Subcontinent" by J.C. Harle
- "Indian Architecture: Buddhist and Hindu Period" by Percy Brown
- "The Crest of the Peacock: Non-European Roots of Mathematics" by George Gheverghese Joseph
- "Indian Science and Technology in the Eighteenth Century" by Dharampal
- "Raga Mala: The Autobiography of Ravi Shankar" by Ravi Shankar
- "The Ragas of North India" by Walter Kaufmann
- "The Complete Book of Ayurvedic Home Remedies" by Vasant Lad
- "Ayurveda: The Science of Self-Healing" by Vasant Lad
- "The Heart of Yoga: Developing a Personal Practice" by T.K.V. Desikachar
- "The Yoga Sutras of Patanjali" translated by Swami Satchidananda

#### Suggested continuous Evaluation Methods –

Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ;

Assignment/Practical/Projects – 05 Marks

Internal Class Test – 10 Marks

Attendance/Behavior – 05 Marks

### **Minor Course: To be Chooosed by Students of Other Discipline**

Programme: B.A./B.A. (Honours/Honours with Research) in English		Year: Ist Year	Semester: I
Pedagogy:			
Course Code: From MENG01		Course/Paper Title: General English	
Course Outcomes: By the end of the Course, the student will be able to:			
CO1. <b>Improved Communication Skills:</b> Students will be able to express themselves clearly and effectively in both written and spoken English, demonstrating an enhanced ability to communicate with others in various real-life situations.			
CO2. <b>Enhanced Vocabulary and Language Proficiency:</b> Students will expand their vocabulary, improve their grasp of grammar rules, and develop a deeper understanding of the English language, enabling them to use more diverse and sophisticated language in their interactions.			
CO3. <b>Reading Comprehension and Critical Thinking:</b> Students will develop the skills to comprehend and analyze a variety of written texts, such as articles, short stories, and essays. They will also learn to think critically about the content, identify main ideas, and infer meanings.			
CO4. <b>Writing Proficiency:</b> Students will be able to produce well-structured, coherent, and organized written pieces, including essays, emails, and reports. They will learn to effectively convey their thoughts, ideas, and arguments through writing.			

<b>CO5. Cultural Awareness and Contextual Usage:</b> Students will gain an understanding of cultural nuances in language usage, enabling them to communicate appropriately and sensitively in different contexts. They will recognize how language can vary based on cultural norms, formalities, and social situations.		
Credit: 3+0+0		Paper (Core Compulsory / Elective): Elective (minor)
Max. Marks : 60+40=100 (20C1+20C2+60C3)		Min. Passing Marks : 35
Total Number of Lectures (Lecture – Tutorials – Practical): 30+0+0		
Units:	Topics:	No. of Lectures
I	<b>Introduction to English Communication</b> <ul style="list-style-type: none"> <li>• Introduction to the course objectives and expectations</li> <li>• Importance of effective communication in various contexts</li> <li>• Overview of English language skills: reading, writing, listening, speaking</li> <li>• Basic grammar rules and sentence structure</li> <li>• Vocabulary building exercises</li> <li>• Interactive activities to introduce students to each other and foster communication</li> </ul>	9
II	<b>Speaking and Listening Skills</b> <ul style="list-style-type: none"> <li>• Developing conversational skills for everyday situations</li> <li>• Pronunciation and intonation exercises</li> <li>• Listening comprehension practice using various audio materials</li> <li>• Role-playing and pair/group discussions</li> <li>• Presenting short speeches on familiar topics</li> <li>• Vocabulary expansion through context-based activities</li> </ul>	9
III	<b>Reading and Comprehension</b> <ul style="list-style-type: none"> <li>• Reading strategies to improve comprehension</li> <li>• Analyzing different types of texts: articles, short stories, excerpts</li> <li>• Identifying main ideas, supporting details, and inferences</li> <li>• Vocabulary in context: learning new words from reading materials</li> <li>• Critical thinking exercises based on reading passages</li> </ul>	9
IV	<b>Writing Proficiency</b> <ul style="list-style-type: none"> <li>• Fundamentals of effective writing: structure, coherence, unity</li> <li>• Different types of writing: emails, letters, essays, reports</li> <li>• Pre-writing techniques: brainstorming, outlining</li> <li>• Drafting, revising, and editing written work</li> <li>• Incorporating descriptive language and varied sentence structures</li> <li>• Peer review and feedback sessions</li> </ul>	9
V	<b>Unit 5: Cultural Awareness and Special Topics</b> <ul style="list-style-type: none"> <li>• Exploring cultural differences in communication</li> <li>• Politeness and formality in language usage</li> <li>• Idiomatic expressions and colloquialisms</li> <li>• Handling professional communication: job applications, interviews</li> <li>• Special topics: giving and receiving feedback, making suggestions</li> <li>• Group projects and presentations related to cultural awareness</li> </ul>	9
<b>Suggested Readings:</b>		
1. "English Grammar in Use" by Raymond Murphy: This is a comprehensive grammar reference and practice book suitable for learners of all levels. It covers essential grammar topics with clear explanations and provides exercises to reinforce learning.		

2. "Word Power Made Easy" by Norman Lewis: This vocabulary-building book focuses on enhancing word knowledge through etymology, root words, and contextual usage. It's useful for expanding vocabulary and improving language proficiency.
3. "Focus on Vocabulary 2: Mastering the Academic Word List" by Diane Schmitt and Norbert Schmitt: This book is designed for learners who want to improve their academic vocabulary. It provides a systematic approach to learning and using advanced words.
4. "The Complete Idiot's Guide to Writing Well" by Laurie Rozakis: For writing proficiency, this book offers guidance on various writing forms, grammar rules, and effective communication techniques. It's suitable for learners looking to enhance their writing skills.
5. "Interactions Access: A Listening/Speaking Book" by Pamela Hartmann and James Mentel: This textbook focuses on listening and speaking skills, providing engaging activities, dialogues, and exercises to improve oral communication.

This course can be opted as an elective by the students of other discipline.

#### Suggested continuous Evaluation Methods –

Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ;

Assignment/Practical/Projects – 05 Marks

Internal Class Test – 10 Marks

Attendance/Behavior – 05 Marks

#### **Other Courses to Choose:**

##### **AEC: Ability Enhancement Course**

**Minor : To be chosen from POOL B (Other than Major Subjects)**

**Skill Enhancement Course (SEC) : To be chosen from POOL C**

**Value Added Course : To be chosen from POOL D**

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## **SEMESTER-II**

<b>Programme: B.A./B.A. (Honours/Honours with Research) in English</b>	<b>Year: 1<sup>st</sup></b>	<b>Semester: II<sup>nd</sup></b>
Pedagogy:		
Course Code: ENG-23102	Course/Paper Title:	English Poetry
Course Outcomes: After completing this course, the students will be able to :		
CO 1: Understand the basic terminology and practical elements of poetry.		
CO 2: Comprehend the meaning of words, phrases and sentences in a given context.		
CO 3: Analyze the underlying meaning of a poem by using the elements of poetry.		
CO 4: Identify the representative poets and writers of 16 <sup>th</sup> , 17 <sup>th</sup> , 18 <sup>th</sup> , 19 <sup>th</sup> and 20 <sup>th</sup> century in British Literature.		
CO 5: Identify the devices used by the poet, the mood, the atmosphere, the voice, the stanzaic form, rhyme pattern and metre scheme.		
Credit (L+T+P): 4+1+0	Paper (Core Compulsory / Elective): Core Compulsory	
Max. Marks : 60+40=100 (20C1+20C2+60C3)	Min. Passing Marks : 35	
Total Number of Lectures (Lecture – Tutorials – Practical): 60+15+0		
Units:	Topics:	No. of Lectures
I	Introduction to the forms of Poetry – The Sonnet, The Elegy, The Ode, The Epic, The Ballad, The Lyric, The Dramatic Monologue, Satirical Poetry.	12
II	Introduction to the stanza forms – The Heroic Couplet, Blank Verse, The Spenserian Stanza, Tereza Rhima, Free Verse.	12
III	Introduction of Shakespeare. Sonnet No.-18 (Shall I compare Thee to a Summer's Day).	12

<b>IV</b>	Introduction of John Milton, Alexander Pope and John Donne.	12
<b>V</b>	Introduction of Wordsworth, Shelley & Keats. <ul style="list-style-type: none"> <li>- John Milton's 'On His Blindness'.</li> <li>- Alexander Pope's 'Essay on Man 1-18 lines'.</li> <li>- John Donne's 'Presence in the Absence'.</li> <li>- Williams Wordsworth's 'Three Years She Grew'.</li> <li>- P.B. Shelley's 'Ode to the West Wind'.</li> <li>- John Keats 'La Belle Dame Sans Merci'.</li> </ul>	12
Suggested Readings:		
1. Abrams, M.H. & Harpham, G.G., "A Glossary of Literary Terms". Elution 2. Ford, B., "The sNew Pelican Guide to English Literature 4: From Dryden to Johnson", Penguin, 2000. 3. Daiches, D., "A Critical history of English Literature". 4. Compton-Rickett, A., "A History of English Literature". 5. Abrams, M.H., "English Romantic Poets", Oxford University Press, New York, 1975.		
<b><u>Suggested continuous evaluation Methods –</u></b> Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks		

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### Minor Elective Course: To be Chosen by Students of other Discipline/Subject

<b>Programme: B.A./B.A. (Honours/Honours with Research) in English</b>		<b>Year: I</b>	<b>Semester: II<sup>nd</sup></b>
Pedagogy:			
Course Code: MENG02		Course/Paper Title:	Translation
<b>Course Outcomes:</b>			
CO1.	Proficient Source Text Analysis: Students will develop the ability to thoroughly analyze the source text, including its linguistic, cultural, and contextual aspects, in order to fully understand its meaning and nuances.		
CO2.	Accurate and Cohesive Target Text Production: Students will be able to produce well-crafted target texts that accurately convey the meaning, style, and tone of the source text while ensuring cohesion, coherence, and appropriate language use.		
CO3.	Cultural Sensitivity and Adaptation: Students will gain an understanding of cultural differences and sensitivities between languages and be able to adapt the translation to ensure that it is culturally appropriate for the target audience.		
CO4.	Mastery of Translation Techniques: Students will learn and apply various translation techniques, such as literal translation, idiomatic translation, localization, and transcreation, based on the context and purpose of the translation.		
CO5.	Quality Assurance and Revision Skills: Students will develop the skills to critically review and revise their own translations, identifying and rectifying errors in grammar, style, terminology, and accuracy. They will also be able to give and receive constructive feedback.		
Credit: 3+0+0		Paper (Core Compulsory / Elective): Elective (minor)	
Max. Marks : 60+40=100 (20C1+20C2+60C3)		Min. Passing Marks : 35	
Total Number of Lectures (Lecture – Tutorials – Practical): 45+0+0			
Units:	Topics:		No. of Lectures
I	<b>Introduction to Translation and Basic Concepts</b> <ul style="list-style-type: none"><li>• Definition and importance of translation</li><li>• Types of translation: literary, technical, legal, etc.</li><li>• Translation theories and approaches</li><li>• Source text analysis: linguistic, cultural, and contextual considerations</li><li>• Introduction to translation tools and resources</li></ul>		9
II	<b>Language Proficiency and Terminology</b>		9

III	<p>Strengthening language proficiency in source and target languages</p> <p>Building a translation-specific vocabulary</p> <p>Terminology management and glossary development</p> <p>Exercises in translating isolated words and phrases</p> <p><b>Techniques and Strategies in Translation</b></p> <ul style="list-style-type: none"> <li>• Literal vs. idiomatic translation</li> <li>• Transposition, modulation, and equivalence</li> <li>• Handling cultural nuances and idiomatic expressions</li> <li>• Localization and adapting translations for different audiences</li> <li>• Practice exercises using short texts and dialogues</li> </ul>	9
IV	<p><b>Technical and Specialized Translation</b></p> <ul style="list-style-type: none"> <li>• Overview of technical, legal, medical, and business translation</li> <li>• Understanding specialized terminology and jargon</li> <li>• Working with technical documents and industry-specific texts</li> <li>• Accuracy and precision in specialized translation</li> </ul>	9
V	<p><b>Revision, Proofreading, and Professionalism</b></p> <ul style="list-style-type: none"> <li>• Editing and revising translated texts for accuracy and clarity</li> <li>• Proofreading techniques and quality control</li> <li>• Peer review and giving/receiving feedback</li> <li>• Ethics and professionalism in translation</li> <li>• Final translation projects and presentations</li> </ul>	9

#### Suggested Readings:

1. "Translation: An Advanced Resource Book" by Basil Hatim and Jeremy Munday: This book offers an in-depth exploration of translation theories, strategies, and practical techniques. It covers a wide range of topics, making it suitable for both beginners and advanced students.
2. "Introducing Translation Studies: Theories and Applications" by Jeremy Munday: A comprehensive introduction to translation studies, this book covers key concepts, theories, and approaches. It's a great resource for students who are new to the field.
3. "Foundations of Translation" by Susan Bassnett: This book provides insights into the historical development of translation, theoretical frameworks, and the challenges translators face. It's suitable for students interested in understanding the foundations of translation.
4. "Thinking Arabic Translation: A Course in Translation Method: Arabic to English" by James Dickins, Sándor Hervey, and Ian Higgins: Tailored for Arabic to English translation, this book covers a wide range of translation challenges specific to these languages. It provides practical exercises and insights into the translation process.
5. "Translation and Language Education: Pedagogic Approaches Explored" edited by Karin Littau and Gail Shuck: This book focuses on the pedagogical aspects of translation and language education. It's particularly useful for instructors looking to design effective translation courses and integrate teaching methodologies.

#### Suggested continuous Evaluation Methods –

Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ;

Assignment/Practical/Projects – 05 Marks

Internal Class Test – 10 Marks

Attendance/Behavior – 05 Marks

#### **Other Courses to Opt:**

**AEC: Ability Enhancement Course**

**Minor : To be Chooosed from POOL B (Other than Major Subjects)**

**Skill Enhancement Course (SEC) : To be Chooosed from POOL C**

**Value Added Course : To be Chooosed from POOL D**

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**Exit Option:** Undergraduate Certificate (in the field of learning/discipline) for those who exit after the first year (two semesters) of the undergraduate programme. (Programme duration: first yearor two semesters of the undergraduate programme + Mandatory Internship) [NHEQF Level 4.5]

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## SEMESTER-III

<b>Programme: B.A./B.A. (Honours/Honours with Research) in English</b>		<b>Year: 2<sup>nd</sup></b>	<b>Semester: III<sup>rd</sup></b>
Pedagogy:			
Course Code: ENG-23103		Course/Paper Title: British and American Drama	
<b>Course Outcomes: After completing this course, the students will be able to :</b>			
CO 1: Develop an understanding of various types of drama & related literary terms.			
CO 2: Learn the core elements of structure such as exposition, complication and resolution or denouement.			
CO 3: Trace the origin and growth of drama in England and America.			
CO 4: Comprehend the political, economic, social and intellectual background leading to the rise of drama			
CO 5: Analyze and appreciate the representative works of British and American Drama.			
Credit (L+T+P): 3+1+0		Paper (Core Compulsory / Elective): Core Compulsory	
Max. Marks : 60+40=100 (20C1+20C2+60C3)		Min. Passing Marks : 35	
Total Number of Lectures (Lecture – Tutorials – Practical): 45+15+0			
Units:	Topics:		No. of Lectures
I	Tragedy and Types, Comedy and Types.		9
II	Tragi-Comedy, Drama of Ideas.		9
III	Flashback, Prologue, Epilogue, Unity of Time, Place & Action, Setting and Stage.		9
IV	Shakespear's Macbeth, G.B. Shaw's Arms and the Man (for detailed study).		9
V	Arthur Miller's All My Sons, Tennessee Williams – A Street Car Named Desire (for non detailed study).		9
<b>Suggested Readings:</b>			
1. "Modern Drama: Essays in Criticism", Oxford University Press, New York, 1965.			
2. "The Anatomy of Drama", Kalyani, New Delhi, 1980.			
3. "The Writer in America", E.P. Dutton and Co. Inc., New York, 1953.			
4. Cohn, R., "Currents in Contemporary Drama", Indiana University Press, Bloomington, 1969.			
5. Golden, W.C., "A Brief History of English Drama from the earliest to the Latest Times".			
<b>Suggested continuous Evaluation Methods –</b>			
Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ;			
Assignment/Practical/Projects – 05 Marks			
Internal Class Test – 10 Marks			
Attendance/Behavior – 05 Marks			

Programme: B.A./B.A. (Honours/Honours with Research) in English	Year: B.A. 2 <sup>nd</sup> Year	Semester: III <sup>rd</sup>
Pedagogy:		
Course Code: ENGIKS – 2302	Course/Paper Title:	Applied IKS-1: English
Course Outcomes: After completing this course, the students will be able to -		
CO 1: explain the the foundational Concepts & Principles of IKS.		
CO 2: explain the historical development and evolution of Indian Intellectual traditions.		
CO 3: explain the knowledge key texts, thinkers, and schools of thought within the IKS.		
CO 4: analyze the interdisciplinary nature of Indian knowledge, integrating philosophy, spirituality, science, arts, and literature though the study of IKS.		
CO 5: explain the holistic and multidimensional nature of Indian Thought.		
Credit: 02+0+0	Paper (Core Compulsory / Elective): Core Compulsory	
Max. Marks : 60+40=100 (20C1+20C2+60C3)	Min. Passing Marks : 35	



Total Number of Lectures (Lecture – Tutorials – Practical): 30 +0+0		
Units:	Topics:	No. of Lectures
I	<b>Unit 1: Introduction to Indian Knowledge Systems and Literature</b> <ul style="list-style-type: none"> <li>Overview of Indian philosophical schools and their impact on literature</li> <li>Role of Indian wisdom in shaping global literary traditions</li> <li>Approaches to applying Indian knowledge to English literature analysis</li> </ul>	06
II	<b>Unit 2: Philosophy and Poetry: Intersections</b> <ul style="list-style-type: none"> <li>Exploring Indian philosophical concepts in English poetry</li> <li>Analyzing the influence of Indian spirituality on English poetic works</li> <li>Comparative analysis of Indian and English poetic philosophies</li> </ul>	06
III	<b>Unit 3: Scientific Insights in English Prose</b> <ul style="list-style-type: none"> <li>Examining English prose that incorporates Indian scientific ideas</li> <li>Tracing the connection between Indian scientific heritage and English literature</li> <li>Identifying Indian scientific terminology and concepts in English texts</li> </ul>	06
IV	<b>Unit 4: Aesthetic Themes in English Literature</b> <ul style="list-style-type: none"> <li>Analyzing Indian aesthetic theories' presence in English literary works</li> <li>Exploring cross-cultural interpretations of beauty, art, and aesthetics</li> <li>Identifying Indian aesthetic motifs and terminology in English texts</li> </ul>	06
V	<b>Unit 5: Ethical Narratives: Crossing Cultural Boundaries</b> <ul style="list-style-type: none"> <li>Comparative study of ethical narratives in Indian and English literature</li> <li>Identifying ethical dilemmas and resolutions in English works with Indian influence</li> <li>Analyzing the portrayal of dharma and moral values in English literature</li> </ul>	06
Suggested Readings:		
<ul style="list-style-type: none"> <li>"Indian Philosophy: A Very Short Introduction" by Sue Hamilton</li> <li>"A History of Indian Philosophy" by Surendranath Dasgupta</li> <li>"Indian Philosophy: A Critical Survey" by Chandradhar Sharma</li> <li>"India: A History" by John Keay</li> <li>"The Wonder That Was India" by A.L. Basham</li> <li>"Ancient India" by R.S. Sharma</li> <li>"The Oxford History of India" edited by Percival Spear</li> <li>"A History of Indian Literature" (multiple volumes) by Sisir Kumar Das</li> <li>"Indian English Literature" by M. K. Naik</li> <li>"The Norton Anthology of World Literature: India, Pakistan, and Bangladesh" edited by Sarah Lawall</li> <li>"Indian Art" by Partha Mitter</li> <li>"The Art and Architecture of the Indian Subcontinent" by J.C. Harle</li> <li>"Indian Architecture: Buddhist and Hindu Period" by Percy Brown</li> <li>"The Crest of the Peacock: Non-European Roots of Mathematics" by George Gheverghese Joseph</li> <li>"Indian Science and Technology in the Eighteenth Century" by Dharampal</li> <li>"Raga Mala: The Autobiography of Ravi Shankar" by Ravi Shankar</li> <li>"The Ragas of North India" by Walter Kaufmann</li> <li>"The Complete Book of Ayurvedic Home Remedies" by Vasant Lad</li> <li>"Ayurveda: The Science of Self-Healing" by Vasant Lad</li> <li>"The Heart of Yoga: Developing a Personal Practice" by T.K.V. Desikachar</li> <li>"The Yoga Sutras of Patanjali" translated by Swami Satchidananda</li> </ul>		
<u>Suggested continuous Evaluation Methods –</u>		
Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks		

**MINOR ELECTIVE: To be Chosed by Students of Other Discipline**

<b>Programme: B.A./B.A. (Honours/Honours with Research) in English</b>		<b>Year: B. A. 2<sup>nd</sup> Year</b>	<b>Semester: III<sup>th</sup></b>
Pedagogy:			
Course Code: MENG03		Course/Paper Title: English Language-I	
Course Outcomes: By the end of the Course, the student will be able to:			
CO1. <b>Improved Communication Skills:</b> Students will be able to express themselves clearly and effectively in both written and spoken English, demonstrating an enhanced ability to communicate with others in various real-life situations.			
CO2. <b>Enhanced Vocabulary and Language Proficiency:</b> Students will expand their vocabulary, improve their grasp of grammar rules, and develop a deeper understanding of the English language, enabling them to use more diverse and sophisticated language in their interactions.			
CO3. <b>Reading Comprehension and Critical Thinking:</b> Students will develop the skills to comprehend and analyze a variety of written texts, such as articles, short stories, and essays. They will also learn to think critically about the content, identify main ideas, and infer meanings.			
CO4. <b>Writing Proficiency:</b> Students will be able to produce well-structured, coherent, and organized written pieces, including essays, emails, and reports. They will learn to effectively convey their thoughts, ideas, and arguments through writing.			
CO5. <b>Cultural Awareness and Contextual Usage:</b> Students will gain an understanding of cultural nuances in language usage, enabling them to communicate appropriately and sensitively in different contexts. They will recognize how language can vary based on cultural norms, formalities, and social situations.			
Credit: 3+0+0		Paper (Core Compulsory / Elective): Elective (minor)	
Max. Marks : 60+40=100 (20C1+20C2+60C3)		Min. Passing Marks : 35	
Total Number of Lectures (Lecture – Tutorials – Practical): 03+0+0			
Units:	Topics:		No. of Lectures
I	Introduction to Translation- A brief History and significance of Translation in a multilinguistic and multicultural society like India <ul style="list-style-type: none"><li>• Introduction</li><li>• Meaning &amp; Definition of Translation</li><li>• Nature of Translation</li><li>• Scope of Translation</li><li>• History of Translation in English Literature</li><li>• History of Translation in Indian Literature</li><li>• Famous Translation of India</li></ul>		9
II	Using tools of Technology for Translation: Computer/ Mobile translation, <ul style="list-style-type: none"><li>• Machine Translation</li><li>• Language Translation and Computer</li></ul>		9
III	Language through Literature <ul style="list-style-type: none"><li>• Bhishm Sahni: Amritsar Aa Gaya (1915-2003): Introduction, His Life, His Works, Awards &amp; Honours, Bhisham Sahni as a writer of Partition literature, Setting of the story, Summary of the text.</li></ul>		9
IV	<ul style="list-style-type: none"><li>• Mahasweta Devi- The Hunt [Introduction, Her life and education, her literary career, Her work as social activist, The Hunt by Mahasweta devi translated by Gayatri Spivak, Summary of "The Hunt"</li></ul>		9
V	Software of Translating different kinds Texts with differing levels of Complexity and Translation. <ul style="list-style-type: none"><li>• Introduction</li><li>• Translation Technology</li><li>• Meaning &amp; Definition of Translation Technology</li><li>• Computer Assisted Translation</li></ul>		9

**Suggested Readings:**

1. "English Grammar in Use" by Raymond Murphy: This is a comprehensive grammar reference and practice book suitable for learners of all levels. It covers essential grammar topics with clear explanations and provides exercises to reinforce learning.
2. "Word Power Made Easy" by Norman Lewis: This vocabulary-building book focuses on enhancing word knowledge through etymology, root words, and contextual usage. It's useful for expanding vocabulary and improving language proficiency.
3. "Focus on Vocabulary 2: Mastering the Academic Word List" by Diane Schmitt and Norbert Schmitt: This book is designed for learners who want to improve their academic vocabulary. It provides a systematic approach to learning and using advanced words.
4. "The Complete Idiot's Guide to Writing Well" by Laurie Rozakis: For writing proficiency, this book offers guidance on various writing forms, grammar rules, and effective communication techniques. It's suitable for learners looking to enhance their writing skills.
5. "Interactions Access: A Listening/Speaking Book" by Pamela Hartmann and James Mentel: This textbook focuses on listening and speaking skills, providing engaging activities, dialogues, and exercises to improve oral communication.

This course can be opted as an elective by the students of other discipline.

**Suggested continuous Evaluation Methods –**

Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ;

Assignment/Practical/Projects – 05 Marks

Internal Class Test – 10 Marks

Attendance/Behavior – 05 Marks

**Other Courses to Choose:**

**AEC: Ability Enhancement Course**

**Minor : To be Chosen from POOL B**

**Skill Enhancement Course (SEC) : To be Chosen from POOL C**

**Value Added Course : To be Chosen from POOL D**

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**SEMESTER-IV**

<b>Programme: B.A./B.A. (Honours/Honours with Research) in English</b>		<b>Year: 2<sup>nd</sup></b>	<b>Semester: IV<sup>th</sup></b>
Pedagogy:			
Course Code: ENG-23104		Course/Paper Title:	Indian Literature in Translation
<b>Course Outcomes: After completing this course, the students will be able to :</b>			
CO 1: Develop a comparative perspective to study the texts.			
CO 2: Understand the history of translation and various forms of translations.			
CO 3: Analyze the translation tools to make use of technology like computer and mobile in the process of translation.			
CO 4: Attain accessibility to regional literary forms.			
CO 5: Understand Indian consciousness and review the past through translated texts.			
Credit (L+T+P): 4+1+0		Paper (Core Compulsory / Elective): Core Compulsory	
Max. Marks : 60+40=100 (20C1+20C2+60C3)		Min. Passing Marks : 35	
Total Number of Lectures (Lecture – Tutorials – Practical): 60+15+0			
Units:	Topics:		No. of Lectures

I	Introducing Translation : A brief history and significance of Translation in a multi linguistic and multi cultural society like India, Literal Translation verses Free Translation.	12
II	Using tools of Technology for Translation : Computer/Mobile Translation, Software or Translating different kinds of texts with differing levels of complexity and for transliteration. Ravindra Nath Tagore – The Home and the World.	12
III	Amrita Pritam – Pinjar.	12
IV	Mahasweta Devi's The Hunt; Mohan Rakesh – Adhe Adhure	12
V	(Halfway House).	12
Suggested Readings:		
<ol style="list-style-type: none"> <li>1. Baer, M., "In Other Words: A Course Book on Translation", Routledge, New York, 2001.</li> <li>2. Chaudhuri, Sukanta, "Translation and Understanding, OUP, New Delhi.</li> <li>3. Gargesh, R. &amp; Goswami, K.K., "Translation and Interpreting: Reader and Workbook", Orient Longman, New Delhi, 2007.</li> <li>4. Lakshmi, H., "Problems of Translation", Booklings Corporation, Hyderabad, 1993.</li> <li>5. Newmark, P., "A Textbook of Translation", Prentice Hall, London, 1988.</li> </ol>		
<b>Suggested continuous evaluation Methods –</b> Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks		

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#### MINOR ELECTIVE: For Students of Other Discipline/Subject

<b>Programme: B.A./B.A. (Honours/Hounours with Research) in English</b>		<b>Year: B. A. 2<sup>nd</sup> Year</b>	<b>Semester: IV<sup>th</sup></b>
Pedagogy:			
Course Code: MENG04		Course/Paper Title: English Language-II	
<b>Course Outcomes:</b>			
CO1.	Proficient Source Text Analysis: Students will develop the ability to thoroughly analyze the source text, including its linguistic, cultural, and contextual aspects, in order to fully understand its meaning and nuances.		
CO2.	Accurate and Cohesive Target Text Production: Students will be able to produce well-crafted target texts that accurately convey the meaning, style, and tone of the source text while ensuring cohesion, coherence, and appropriate language use.		
CO3.	Cultural Sensitivity and Adaptation: Students will gain an understanding of cultural differences and sensitivities between languages and be able to adapt the translation to ensure that it is culturally appropriate for the target audience.		
CO4.	Mastery of Translation Techniques: Students will learn and apply various translation techniques, such as literal translation, idiomatic translation, localization, and transcreation, based on the context and purpose of the translation.		
CO5.	Quality Assurance and Revision Skills: Students will develop the skills to critically review and revise their own translations, identifying and rectifying errors in grammar, style, terminology, and accuracy. They will also be able to give and receive constructive feedback.		
Credit: 03+0+0		Paper (Core Compulsory / Elective): Elective (minor)	
Max. Marks : 60+40=100 (20C1+20C2+60C3)		Min. Passing Marks : 35	
Total Number of Lectures (Lecture – Tutorials – Practical): 30+0+0			
Units:	Topics:		No. of Lectures
I	<b>One Passage for Translation (Hindi to English)</b> <b>One stanza for Translation (Hindi to English)</b> Translation Practice: <ul style="list-style-type: none"><li>• Introduction, Tense, Passage from Hindi to English</li><li>• Passage from English to Hindi</li></ul>		9

II	<ul style="list-style-type: none"> <li>Translate the following passages from Hindi to English</li> <li>Translate following passages from English to Hindi</li> </ul> <p><b>One Passage for Translation (English to Hindi)</b> <b>One stanza for Translation (Hindi to English)</b></p>	9
III	<p>Paraphrasing:</p> <ul style="list-style-type: none"> <li>Introduction, Types of Paraphrasing, Paraphrasing from Hindi to English, Paraphrasing from English to Hindi, Paraphrase below passages from Hindi to English, Paraphrase below passages from English to Hindi.</li> </ul> <p>Comprehension of two unseen passages of the level of a remedial course in English.</p>	9
IV	<ul style="list-style-type: none"> <li>Book III: B.K. Das A David</li> <li>It is based on Exercises</li> </ul> <p>Essay Writing</p>	9
V	Story Writing	9
Suggested Readings:		
<ol style="list-style-type: none"> <li>"Translation: An Advanced Resource Book" by Basil Hatim and Jeremy Munday: This book offers an in-depth exploration of translation theories, strategies, and practical techniques. It covers a wide range of topics, making it suitable for both beginners and advanced students.</li> <li>"Introducing Translation Studies: Theories and Applications" by Jeremy Munday: A comprehensive introduction to translation studies, this book covers key concepts, theories, and approaches. It's a great resource for students who are new to the field.</li> <li>"Foundations of Translation" by Susan Bassnett: This book provides insights into the historical development of translation, theoretical frameworks, and the challenges translators face. It's suitable for students interested in understanding the foundations of translation.</li> <li>"Thinking Arabic Translation: A Course in Translation Method: Arabic to English" by James Dickins, Sándor Hervey, and Ian Higgins: Tailored for Arabic to English translation, this book covers a wide range of translation challenges specific to these languages. It provides practical exercises and insights into the translation process.</li> <li>"Translation and Language Education: Pedagogic Approaches Explored" edited by Karin Littau and Gail Shuck: This book focuses on the pedagogical aspects of translation and language education. It's particularly useful for instructors looking to design effective translation courses and integrate teaching methodologies.</li> </ol>		
This course can be opted as an elective by the students of other discipline – Other than Economics		
<p><u>Suggested continuous Evaluation Methods –</u> Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) &amp; C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ;</p> <p>Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks</p>		

### Other Courses to Choose:

#### AEC: Ability Enhancement Course

**Minor Course: To be Chosen from POOL B (Other than Major Subjects)**

**Skill Enhancement Course (SEC) : To be Chosen from POOL C**

**Value Added Course : To be Chosen from POOL D**

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**Exit Option: Undergraduate Diploma** (in the field of learning/discipline) for those who exit after two years (four semesters) of the undergraduate programme (Programme duration: First two years or four semesters of the undergraduate programme+ Mandatory Internship) [NHEQF Level 5.0]

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# SEMESTER-V

<b>Programme: B.A./B.A. (Honours/Honours with Research) in English</b>		<b>Year: 3<sup>rd</sup></b>	<b>Semester: V<sup>th</sup></b>
Pedagogy:			
Course Code: ENG-23105		Course/Paper Title:	Classical Literature and History of English Literature
Course Outcomes: After completing this course, the students will be able to :			
CO 1: Develop an understanding of the historical background of Greek and Roman literature and history.			
CO 2: Recognize the great works of unparalleled classical writers like Plato, Homer and Sophocles.			
CO 3: Develop an understanding of the evolution of English Literature, the concept, causes and impact of Renaissance and Reformation.			
CO 4: Trace the origin and development of English drama through Miracle and Morality plays and the plays of University Wits.			
CO 5: Develop an acquaintance with major religious, political and social movements from 15 <sup>th</sup> to 20 <sup>th</sup> century and their influence on English literature.			
Credit (L+T+P): 3+1+0		Paper (Core Compulsory / Elective): Core Compulsory	
Max. Marks : 60+40=100 (20C1+20C2+60C3)		Min. Passing Marks : 35	
Total Number of Lectures (Lecture – Tutorials – Practical): 45+15+0			
Units:	Topics:		No. of Lectures
I	Introduction of Tragedy and it's Characteristics.		9
II	Comedy and Tragedy in Classical Drama.		9
III	English Literature from Chaucer to Renaissance.		9
IV	From Seventeenth Century to Twentieth Century.		9
V	- Aristotle – The Poetics (Book-1). - Homer – The Iliad (Book-1). - Sophocles – Antigone.		9
Suggested Readings:			
1. Albert, E., "History of English Literature", Oxford University Press, London, 2015. 2. Classical Literature. 3. Oxford History. 4. Gilbert Murray, A History of Ancient Greek Literature, Andesite Press, 2017. 5. History of English Literature – Routledge.			
<u>Suggested continuous evaluation Methods –</u> Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks			

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<b>Programme: B.A./B.A. (Honours/Honours with Research) in English</b>		<b>Year: B.A. 3<sup>rd</sup></b>	<b>Semester: V<sup>th</sup></b>
Pedagogy:			
Course Code: ENGIKS – 2303		Course/Paper Title:	Applied IKS-2: English
<b>Course Outcomes:</b> After completing this course, the students will be able to -			



CO 1: explain the the foundational Concepts & Principles of IKS.		
CO 2: explain the historical development and evolution of Indian Intellectual traditions.		
CO 3: explain the knowledge key texts, thinkers, and schools of thought within the IKS.		
CO 4: analyze the interdisciplinary nature of Indian knowledge, integrating philosophy, spirituality, science, arts, and literature though the study of IKS.		
CO 5: explain the holistic and multidimensional nature of Indian Thought.		
Credit: 02		Paper (Core Compulsory / Elective): Core Compulsory
Max. Marks : 60+40=100 (20C1+20C2+60C3)		Min. Passing Marks : 35
Total Number of Lectures (Lecture – Tutorials – Practical): 30 + 0+0		
Units:	Topics:	No. of Lectures
I	<b>Indian Literary Concepts in Global Context</b> <ul style="list-style-type: none"> <li>Exploration of Indian literary theories (Rasa, Dhvani) and their application in English literature</li> <li>Comparative analysis of Indian and English literary concepts</li> <li>Interpreting Indian literary terminology in English literary analysis</li> </ul>	06
II	<b>Environmental Themes and English Literary Expression</b> <ul style="list-style-type: none"> <li>Unearthing ecological themes in Indian and English literature</li> <li>Analyzing the treatment of nature and environment in English literary works</li> <li>Identifying cross-cultural representations of eco-consciousness in literature</li> </ul>	06
III	<b>Well-being and Character Development in Literature</b> <ul style="list-style-type: none"> <li>Exploring representations of well-being and self-development in Indian and English literature</li> <li>Analyzing the influence of Indian philosophical ideas on character arcs in English works</li> <li>Interpreting holistic growth and self-realization in English literary context</li> </ul>	06
IV	<b>Governance, Leadership, and Literary Narratives</b> <ul style="list-style-type: none"> <li>Portrayal of leadership and governance in Indian and English epics and narratives</li> <li>Analyzing character traits and leadership styles influenced by Indian knowledge</li> <li>Identifying instances of moral dilemmas and ethical leadership in English literature</li> </ul>	06
V	<b>Culmination: Synthesizing Indian Wisdom in English Literary Analysis</b> <ul style="list-style-type: none"> <li>Reflecting on the course journey of applying Indian knowledge to English literature</li> <li>Student presentations showcasing application of Indian wisdom in English literary analysis</li> <li>Crafting critical essays that demonstrate integration of Indian knowledge in analyzing English literary texts</li> </ul>	06
Suggested Readings:		
<ul style="list-style-type: none"> <li>"Indian Philosophy: A Very Short Introduction" by Sue Hamilton</li> <li>"A History of Indian Philosophy" by Surendranath Dasgupta</li> <li>"Indian Philosophy: A Critical Survey" by Chandradhar Sharma</li> <li>"India: A History" by John Keay</li> <li>"The Wonder That Was India" by A.L. Basham</li> <li>"Ancient India" by R.S. Sharma</li> <li>"The Oxford History of India" edited by Percival Spear</li> <li>"A History of Indian Literature" (multiple volumes) by Sisir Kumar Das</li> <li>"Indian English Literature" by M. K. Naik</li> <li>"The Norton Anthology of World Literature: India, Pakistan, and Bangladesh" edited by Sarah Lawall</li> <li>"Indian Art" by Partha Mitter</li> <li>"The Art and Architecture of the Indian Subcontinent" by J.C. Harle</li> <li>"Indian Architecture: Buddhist and Hindu Period" by Percy Brown</li> <li>"The Crest of the Peacock: Non-European Roots of Mathematics" by George Gheverghese Joseph</li> <li>"Indian Science and Technology in the Eighteenth Century" by Dharampal</li> <li>"Raga Mala: The Autobiography of Ravi Shankar" by Ravi Shankar</li> <li>"The Ragas of North India" by Walter Kaufmann</li> <li>"The Complete Book of Ayurvedic Home Remedies" by Vasant Lad</li> </ul>		

- "Ayurveda: The Science of Self-Healing" by Vasant Lad
- "The Heart of Yoga: Developing a Personal Practice" by T.K.V. Desikachar
- "The Yoga Sutras of Patanjali" translated by Swami Satchidananda
- **"Traditional Ecological Knowledge: Concepts and Cases"** edited by Julian Inglis and Norman Mercado

#### Suggested continuous Evaluation Methods –

Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ;

Assignment/Practical/Projects – 05 Marks

Internal Class Test – 10 Marks

Attendance/Behavior – 05 Marks

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### **MAJOR (Elective): Choose any one Course**

Programme: B.A./B.A. (Honours/Hounours with Research) in English		Year: B. A. 3 <sup>rd</sup> Year	Semester: V <sup>th</sup>
Pedagogy:			
Course Code: ENG-23106A		Course/Paper Title:	Historical Background: The Epic
Course Outcomes: By the end of the Course, the student will be able to:			
CO1. <b>Demonstrate Knowledge of Epic Traditions:</b> By the end of the course, students should be able to describe and compare major epic traditions from different cultures and time periods, including but not limited to Greece & India.			
CO2. <b>Analyze the Characteristics of Epic Literature:</b> Students should be able to identify and analyze the common characteristics and elements of epic literature, such as heroic figures, grand narratives, and their cultural and historical contexts.			
CO3. <b>Evaluate the Historical Significance:</b> Upon completion of the course, students should be able to assess the historical significance of epic literature in shaping cultural values, transmitting oral traditions, and reflecting the socio-political environments of different periods.			
CO4. <b>Engage in Critical Analysis:</b> Students should develop the skills to critically analyze and interpret epic texts, identifying themes, motifs, and literary techniques employed by epic poets and authors.			
CO5. <b>Synthesize and Reflect:</b> By the end of the course, students should be capable of synthesizing their knowledge of epic traditions and historical contexts to engage in thoughtful discussions and written reflections on the broader impact of epic literature on world culture and contemporary society.			
Credit: 3+0+0		Paper (Core Compulsory / Elective): Elective	
Max. Marks : 60+40=100 (20C1+20C2+60C3)		Min. Passing Marks : 35	
Total Number of Lectures (Lecture – Tutorials – Practical): 45+0+0			
Units:	Topics:		No. of Lectures
I	<b>Introduction to Epics</b> Course Introduction and Overview, Defining the Epic Genre, Characteristics and Elements of Epics, Oral Tradition and Early Epics		9
II	<b>Ancient Epics</b> <ul style="list-style-type: none"><li>• The Iliad and The Odyssey: Ancient Greece</li><li>• The Mahabharata and The Ramayana: Ancient India</li></ul>		9
III	<b>Medieval and Renaissance Epics</b> <ul style="list-style-type: none"><li>• The Divine Comedy: Dante's Epic</li><li>• Paradise Lost: Milton's Epic</li></ul>		9
IV	<b>Modern and Contemporary Epics</b> <ul style="list-style-type: none"><li>• The Epic in the 20th Century (e.g., "One Hundred Years of Solitude")</li><li>• The Epic in the 21st Century (e.g., Contemporary Epics)</li><li>• Postcolonial Epics (e.g., "Midnight's Children")</li></ul>		9
V	<b>Themes, Adaptations, and Impact</b> <ul style="list-style-type: none"><li>• Common Themes in Epic Literature</li><li>• Film and Television Adaptations of Epics</li><li>• Epics in Popular Culture</li><li>• The Legacy and Impact of Epic Literature</li></ul>		9
Suggested Readings:			
1. "The Iliad" and "The Odyssey" by Homer (translated by Robert Fagles or Emily Wilson)			

- Select translations of Homer's epics, such as those by Fagles or Wilson, provide modern readers with accessible and engaging versions of these foundational works of Western literature.
- "The Mahabharata" translated by C. Rajagopalachari  
This translation of the Mahabharata, one of India's most significant epics, provides an excellent introduction to the epic tradition in Indian literature and its cultural context.

**Suggested continuous Evaluation Methods –**

Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ;

Assignment/Practical/Projects – 05 Marks

Internal Class Test – 10 Marks

Attendance/Behavior – 05 Marks

Or

Programme: B.A./B.A. (Honours/Hounours with Research) in English		Year: B. A. 3 <sup>rd</sup> Year	Semester: V <sup>th</sup>
Pedagogy:			
Course Code: ENG-23106B		Course/Paper Title:	Historical Background: The Birth of Tragedy
Course Outcomes: By the end of the Course, the student will be able to:			
CO1.	<b>Understanding of Tragic Concepts:</b> Students will develop a deep understanding of the core concepts and characteristics of tragedy, including its historical development and its significance in different cultural and literary traditions.		
CO2.	<b>Historical Knowledge:</b> By the end of the course, students will be able to contextualize the birth and evolution of tragedy within specific historical and cultural contexts, including ancient Greece, the Renaissance, and the modern era.		
CO3.	<b>Critical Analysis Skills:</b> Students will acquire the skills necessary to critically analyze and interpret tragic texts and performances, including identifying key themes, character development, and the use of literary and dramatic devices.		
CO4.	<b>Comparative Analysis:</b> Graduates of the course will be able to compare and contrast the development of tragedy in different cultures and time periods, recognizing common themes and variations.		
CO5.	<b>Application of Knowledge:</b> Students will apply their understanding of tragic literature and theater to analyze and interpret contemporary works, recognizing the influence and adaptation of tragic elements in modern culture and art.		
Credit: 3+0+0		Paper (Core Compulsory / Elective): Elective	
Max. Marks : 60+40=100 (20C1+20C2+60C3)		Min. Passing Marks : 35	
Total Number of Lectures (Lecture – Tutorials – Practical): 45+0+0			
Units:	Topics:		No. of Lectures
I	<b>Introduction to Tragedy</b> <ul style="list-style-type: none"><li>Course Introduction and Overview</li><li>Defining Tragedy: Concepts and Characteristics</li><li>Tragedy in Ancient Greece: Origins and Context</li><li>The Dionysian and Apollonian Principles</li></ul>		9
II	<b>Classical Greek Tragedy</b> <ul style="list-style-type: none"><li>Aeschylus: The Father of Tragedy</li><li>Sophocles: Master of Character and Fate</li></ul>		9
III	<b>Tragedy in Other Cultures</b> <ul style="list-style-type: none"><li>Roman Tragedy: Seneca and the Stoic Influence</li><li>Shakespearean Tragedy: The English Renaissance</li><li>Tragic Elements in Indigenous and Folk Traditions</li></ul>		9
IV	<b>Modern and Contemporary Tragedy</b> <ul style="list-style-type: none"><li>Tragedy in the Enlightenment and Romantic Eras</li><li>Existentialism and the Absurd: Camus and Beckett</li><li>Political Tragedy in the 20th Century</li><li>Postmodern Reinterpretations of Tragedy</li></ul>		9
V	<b>Themes, Adaptations, and Influence</b>		9

	<ul style="list-style-type: none"> <li>Common Themes in Tragedy Across Cultures</li> <li>Tragic Forms in Literature, Film, and Theater</li> <li>The Influence of Tragedy on Contemporary Culture</li> <li>Student Presentations and Discussion of Final Projects</li> </ul>	
Suggested Readings:		
<ol style="list-style-type: none"> <li>"The Birth of Tragedy" by Friedrich Nietzsche Nietzsche's seminal work explores the birth and development of Greek tragedy and its philosophical implications. It's a foundational text for understanding the topic.</li> <li>"Greek Tragedy" by H.D.F. Kitto This classic text provides an in-depth analysis of Greek tragedy, including its historical context, key playwrights, and the evolution of tragic forms in ancient Greece.</li> <li>"Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear, Macbeth" by A.C. Bradley Bradley's lectures offer profound insights into Shakespearean tragedy, making them a valuable resource for understanding the development of tragic drama in the English Renaissance.</li> <li>"Modern Tragedy" by Raymond Williams Williams' book explores the evolution of tragedy in the modern world, discussing key figures and works from the Enlightenment to the 20th century, providing a bridge between classical and contemporary tragic forms.</li> <li>"The Birth of Modern Tragedy: A Study of Hellenism and Romanticism" by Michael R. Halleran This book examines the intersection of Hellenism and Romanticism in the birth of modern tragedy, highlighting the influence of ancient Greek theater on the Romantic era</li> </ol>		
<u>Suggested continuous Evaluation Methods –</u> Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks		

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### Minor Course: For Students of other discipline/subject

<b>Programme: B.A./B.A. (Honours/Hounours with Research) in English</b>		<b>Year: B. A. 3<sup>rd</sup> Year</b>	<b>Semester: V<sup>th</sup></b>
Pedagogy:			
Course Code: MENG05		Course/Paper Title:	Historical Background: The Birth of Comedy
Course Outcomes: By the end of the Course, the student will be able to:			
CO1.	<b>Comprehension of Comedic Concepts:</b> Students will develop a comprehensive understanding of the core concepts and characteristics of comedy, including its historical development, key comedic devices, and its role in society and culture.		
CO2.	<b>Historical Context:</b> By the end of the course, students will be able to contextualize the birth and evolution of comedy within specific historical and cultural contexts, recognizing the contributions of different time periods and cultures to the development of comedic literature and theater.		
CO3.	<b>Critical Analysis Skills:</b> Students will acquire the skills necessary to critically analyze and interpret comedic texts and performances, including identifying humor techniques, comedic structures, and the use of satire and irony.		
CO4.	<b>Comparative Analysis:</b> Graduates of the course will be able to compare and contrast the development of comedy in different cultures and time periods, recognizing common comedic themes and variations in comedic styles.		
CO5.	<b>Application of Knowledge:</b> Students will apply their understanding of comedic literature and theater to analyze and interpret contemporary comedic works, recognizing the influence and adaptation of comedic elements in modern culture and entertainment.		
Credit: 3+0+0		Paper (Core Compulsory / Elective): Elective	
Max. Marks : 60+40=100 (20C1+20C2+60C3)		Min. Passing Marks : 35	
Total Number of Lectures (Lecture – Tutorials – Practical): 45+0+0			
Units:	Topics:		No. of Lectures
I	Introduction to Comedy		9

II	<ul style="list-style-type: none"> <li>Course Introduction and Overview</li> <li>Defining Comedy: Concepts and Characteristics</li> <li>Origins of Comedy in Ancient Greece</li> <li>The Role of Humor in Society</li> </ul> <b>Classical Greek Comedy</b> <ul style="list-style-type: none"> <li>Aristophanes: Master of Old Comedy</li> <li>The Structure of Greek Comedies</li> <li>Social and Political Satire in Greek Comedy</li> <li>Influence of Greek Comedy on Later Traditions</li> </ul>	9
III	<b>Roman Comedy and Beyond</b> <ul style="list-style-type: none"> <li>Roman Comedy: Plautus and Terence</li> <li>Comedy in the Medieval and Renaissance Periods</li> <li>Commedia dell'arte: Italian Renaissance Comedy</li> <li>The Evolution of Comedy in Different Cultures</li> </ul>	9
IV	<b>Modern and Contemporary Comedy</b> <ul style="list-style-type: none"> <li>Restoration Comedy in England</li> <li>Satirical Comedy in the Enlightenment</li> <li>Absurdist and Existentialist Comedy</li> <li>Contemporary Comedy in Theater, Film, and Television</li> </ul>	9
V	<b>Themes, Styles, and Influence</b> <ul style="list-style-type: none"> <li>Common Themes and Styles in Comedy Across Cultures</li> <li>The Impact of Comedy on Society and Politics</li> <li>Student Presentations on Influential Comedic Works</li> </ul>	9

#### Suggested Readings:

- "The Birth of Comedy: Texts, Documents, and Art from Athenian Comic Competitions, 486-280" edited by Jeffrey Henderson  
This anthology provides a collection of primary sources, including texts, inscriptions, and visual materials, related to the birth and development of comedy in ancient Athens.
- "Comedy: A Very Short Introduction" by Matthew Bevis  
This introductory text offers a concise overview of comedy as a literary and theatrical genre, covering its historical origins, key characteristics, and cultural significance.
- "Comic Women, Tragic Men: A Study of Gender and Genre in Shakespeare" by Linda Bamber  
Focusing on Shakespearean comedy, this book explores the gender dynamics and thematic elements in Shakespeare's comedies, offering insights into the evolution of comedic drama in the Renaissance.
- "Comedy: An Annotated Bibliography of Theory and Criticism" edited by Ralph J. Bunch and Robert J. Corum  
This annotated bibliography provides a valuable resource for students and researchers looking to explore critical perspectives and theories related to comedy across different historical periods.
- "The Cambridge Introduction to Comedy" by Eric Weitz  
This book offers an accessible introduction to the study of comedy, covering its historical development, major comedic forms, and notable comedic playwrights and authors.

#### Suggested continuous Evaluation Methods –

Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ;

Assignment/Practical/Projects – 05 Marks

Internal Class Test – 10 Marks

Attendance/Behavior – 05 Marks

#### Other Courses:

**AEC: Ability Enhancement Course**

**Minor : To be Chosen from POOL B**

**Value Added Course : To be Chosen from POOL D**

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## SEMESTER-VI

<b>Programme: B.A./B.A. (Honours/Hounours with Research) in English</b>		<b>Year: 3<sup>rd</sup></b>	<b>Semester: VI<sup>th</sup></b>
Pedagogy:			
Course Code: ENG-23107		Course/Paper Title:	19th Century Fiction
<b>Course Outcomes: After completing this course, the students will be able to :</b>			
CO 1: Develop an understanding of the growth of novel form and its various types.			
CO 2: Enhance their reading skills and understand how to represent their experience and ideas critically, creatively, and persuasively through the medium of English language.			
CO 3: Get acquainted with different cultures, myths and social conservation through the reading of selected novels of Britain, America and India.			
CO 4: Learn human values and behavioral pattern from the prescribed novels and develop an understanding of the humane race.			
CO 5: Exposed to the unflattering portrayal of the contemporary Indian society through popular works of Indian fiction writers in English.			
Credit : 4+1+0		Paper (Core Compulsory / Elective): Core Compulsory	
Max. Marks : 60+40=100		Min. Passing Marks : 35	
Total Number of Lectures (Lecture – Tutorials – Practical): 60+15+0			
Units:	Topics:		No. of Lectures
I	Literary Terms: Plot, Characterization, Narrative Technique & Structure, Elements of Novel.		12
II	Earlier Trends in Fiction: Picaresque Novel, Historical Novel, Gothic Novel, Epistolary Novel, Regional Novel & Domestic Novel.		12
III	Trends in 20 <sup>th</sup> & 21 <sup>st</sup> Century Fiction: Detective Novel, Science Fiction, Meta Fiction, Utopia, Dystopia, Mythological Fiction.		12
IV	British Fiction: Thomas Hardy – Far from the Madding Crowd, Jane Austen – Pride And Prejudice.		12
V	Indian Popular Fictions – Anita Desai – Fire on the Mountain; American Fiction: Toni Morrison – The Bluest Eye		12
<b>Suggested Readings:</b>			
1. Forster, E. M., "Aspects of the Novel", Penguin, London, 2005. 2. Toliver & Calderwood, "Perspectives on Fiction", Oxford University Press, New York, 1970. 3. Wynne-Davies, M., "The Bloomsbury Guide to English Literature", Prentice Hall, New York, 1990. 4. Lodge. 5. Heavilin, Barbara A., "The Critical Response to John Steinbeck's The Grapes of Wrath", Greenwood Press, 2000.			
<b><u>Suggested continuous Evaluation Methods –</u></b> _Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks			

### **Major (Elective) : Choose any one Course**

<b>Programme: B.A./B.A. (Honours/Hounours with Research) in English</b>	<b>Year: B. A. 3<sup>rd</sup> Year</b>	<b>Semester: VI<sup>th</sup></b>
Pedagogy:		
Course Code: ENG-23108A	Course/Paper Title: Classical Drama	
<b>Course Outcomes:</b> <b>By the end of the Course, the student will attain the following:</b>		



CO1.	Understanding of Classical Theater Forms: Students will develop a comprehensive understanding of classical theater traditions, including Greek, Roman, Indian, and others, and be able to distinguish their unique characteristics and cultural contexts.	
CO2.	Analysis of Classical Plays: By the end of the course, students should be capable of critically analyzing and interpreting classical plays, identifying key themes, dramatic elements, and the cultural significance of the works.	
CO3.	Historical Context: Students will gain insight into the historical and cultural contexts in which classical drama emerged and evolved, allowing them to appreciate the interplay between theater and society.	
CO4.	Comparative Analysis: Graduates of the course will be able to compare and contrast different classical theater traditions, recognizing both common themes and distinct features among them.	
CO5.	Application of Knowledge: Students will apply their understanding of classical drama to analyze and interpret contemporary works, recognizing the influence and adaptation of classical elements in modern theater and literature.	
Credit: 3+0+0		Paper (Core Compulsory / Elective): Elective
Max. Marks : 60+40=100 (20C1+20C2+60C3)		Min. Passing Marks : 35
Total Number of Lectures (Lecture – Tutorials – Practical): 45+0+0		
Units:	Topics:	No. of Lectures
I	Introduction to Classical Drama <ul style="list-style-type: none"> <li>Course Introduction and Overview</li> <li>Historical Context of Ancient Greece and Rome</li> <li>Origins of Greek Theater: Ritual and Early Performances</li> <li>Greek Tragedy and Comedy: Characteristics and Themes</li> </ul>	9
II	Greek Tragedy <ul style="list-style-type: none"> <li>Aeschylus: The Father of Tragedy</li> <li>Sophocles: The Art of Character and Fate</li> <li>Euripides: Innovations in Tragic Themes</li> <li>The Structure and Staging of Greek Tragedies</li> </ul>	9
III	Indian Classical Epics and Legends <ul style="list-style-type: none"> <li>Kalidasa and the Shakuntala: An Introduction to Sanskrit Drama</li> <li>The Ramayana in Theater: Valmiki's Influence</li> <li>The Mahabharata on Stage: Adaptations and Interpretations</li> <li>Sanskrit Drama and the Rasa Theory</li> </ul>	9
IV	Roman Theater <ul style="list-style-type: none"> <li>Plautus and Terence: Roman Comedy</li> <li>Seneca and Roman Tragedy</li> <li>Roman Theater Architecture and Performance</li> <li>The Legacy of Roman Theater</li> </ul>	9
V	Reception and Influence <ul style="list-style-type: none"> <li>Revivals and Adaptations of Classical Drama in Later Periods</li> <li>Classical Drama in Contemporary Theater and Film</li> <li>Student Presentations on Influential Works and Adaptations</li> </ul>	9
<b>Suggested Readings:</b>		
<ol style="list-style-type: none"> <li>"The Norton Anthology of Drama" edited by J. Ellen Gainor, Stanton B. Garner Jr., and Martin Puchner This comprehensive anthology includes a wide selection of classical plays from various cultures, offering students a diverse range of dramatic works to study.</li> <li>"The Natyasastra" attributed to Bharata Muni (translated by Manomohan Ghosh)  This English translation of the ancient Indian treatise on theater, "Natyasastra," provides insights into the foundational principles of Indian classical drama.</li> <li>"Aristotle's Poetics" translated by S.H. Butcher Aristotle's "Poetics" is a seminal work in the study of classical drama. This text offers Aristotle's analysis of tragedy and its essential elements.</li> <li>"Classical Sanskrit Drama: A Synthesis of the Ancient and Modern" by Barbara Stoler Miller This book explores the world of classical Sanskrit drama, discussing major works, playwrights, and the cultural significance of Indian theater.</li> <li>"Greek Tragedy: A Literary Study" by H.D.F. Kitto Focused on Greek tragedy, this book provides a detailed examination of the major Greek playwrights and their works, offering valuable insights into classical Greek drama.</li> </ol>		

**Suggested continuous Evaluation Methods –**

Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ;

Assignment/Practical/Projects – 05 Marks

Internal Class Test – 10 Marks

Attendance/Behavior – 05 Marks

Or

Programme: B.A./B.A. (Honours/Hounours with Research) in English		Year: 3rd Year	Semester: VI <sup>th</sup>
Pedagogy:			
Course Code: ENG-23108B		Course/Paper Title: Romantic Age (19th Century)	
Course Outcomes:			
CO1. Comprehension of the Romantic Era: Students will develop a comprehensive understanding of the historical, cultural, and intellectual context of the Romantic Age in the 19th century, including its major events, movements, and key figures.			
CO2. Analysis of Romantic Literature and Art: By the end of the course, students should be capable of critically analyzing and interpreting the literary works, art, and music of the Romantic period, identifying key themes, styles, and the impact of Romantic ideals.			
CO3. Exploration of Romantic Ideals: Students will explore and evaluate the core ideals and beliefs of the Romantic movement, including notions of individualism, emotion, nature, and the sublime, and understand how these ideals influenced various forms of artistic expression.			
CO4. Comparative Analysis: Graduates of the course will be able to compare and contrast the works and ideas of different Romantic authors, artists, and composers, recognizing both common themes and individual variations.			
CO5. Relevance to Contemporary Society: Students will apply their understanding of the Romantic era to analyze and discuss its enduring influence on modern culture, literature, and art, allowing them to appreciate the continued relevance of Romantic ideals.			
Credit: 3+0+0		Paper (Core Compulsory / Elective): Elective	
Max. Marks : 60+40=100 (20C1+20C2+60C3)		Min. Passing Marks : 35	
Total Number of Lectures (Lecture – Tutorials – Practical): 45+0+0			
Units:	Topics:		No. of Lectures
I	<b>Introduction to the Romantic Era</b> <ul style="list-style-type: none"><li>Course Introduction and Overview</li><li>Historical and Cultural Context of the Romantic Age</li><li>Key Intellectual and Philosophical Movements</li><li>Romanticism's Response to the Enlightenment</li></ul>		9
II	<b>Romantic Literature and Poetry</b> <ul style="list-style-type: none"><li>Romantic Poets: Wordsworth and Coleridge</li><li>William Blake: Poet, Painter, and Visionary</li><li>Lord Byron and the Byronic Hero</li><li>Mary Shelley's "Frankenstein" and the Gothic Novel</li></ul>		9
III	<b>Romantic Prose and Fiction</b> <ul style="list-style-type: none"><li>Jane Austen and the Romantic Novel</li><li>E.T.A. Hoffmann and German Romanticism</li><li>Nathaniel Hawthorne and American Romanticism</li><li>The Influence of Romanticism on Short Stories</li></ul>		9
IV	<b>Visual Arts and Music of the Romantic Era</b> <ul style="list-style-type: none"><li>Romanticism in Visual Arts: Turner, Goya, and Delacroix</li><li>Music of the Romantic Period: Beethoven, Chopin, and Liszt</li><li>The Role of Artistic Expression in Romanticism</li></ul>		9

V	<ul style="list-style-type: none"> <li>Exploring Romantic Art and Music</li> </ul> <b>Themes, Impact, and Legacy</b> <ul style="list-style-type: none"> <li>Romantic Themes: Nature, Individualism, and the Sublime</li> <li>Political and Social Implications of Romanticism</li> <li>Romanticism's Legacy: Influence on Modern Culture</li> </ul>	9
Suggested Readings:		
<ol style="list-style-type: none"> <li>"The Norton Anthology of English Literature: The Romantic Period" edited by Stephen Greenblatt et al. This anthology includes a wide selection of poetry, prose, and drama from major English Romantic writers, such as Wordsworth, Coleridge, Byron, Shelley, and Keats.</li> <li>"The Romantic Revolution: A History" by Tim Blanning Blanning's book offers a historical perspective on the Romantic era, providing context for the cultural and political developments of the time.</li> <li>"Romanticism: A Very Short Introduction" by Michael Ferber This concise introduction explores the key themes and characteristics of Romanticism, making it an excellent starting point for students.</li> <li>"The Romantic Period: The Intellectual and Cultural Context of English Literature, 1789-1830" by David B. Pirie Pirie's book provides an in-depth analysis of the intellectual and cultural context of the Romantic period, offering insights into the ideas that shaped the era.</li> <li>"Art of the Romantic Era" by Norbert Wolf This book focuses on the visual arts of the Romantic period, including paintings and sculptures, allowing students to explore the visual aspects of Romanticism.</li> </ol>		
<u>Suggested continuous Evaluation Methods –</u> Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks		

#### Other Courses to Opt:

#### Internship/Apprenticeship [ENG-23109]

**Minor : To be Chooosed from POOL B**

**Value Added Course : To be Chooosed from POOL D**

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**Exit Option: Bachelor' Degree (Programme duration: Three years or six semesters) .**  
**[NHEQF Level 5.5]**

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## SEMESTER-VII

<b>Programme: B.A. (Honours/Honours with Research) in English</b>		<b>Year: 4<sup>th</sup></b>	<b>Semester: VII<sup>th</sup></b>
Pedagogy:			
Course Code: ENG-23110		Course/Paper Title: Indian and New Literatures in English	
Course Outcomes: After completing this course, the students will be able to :			
CO 1: Develop an understanding of the Indian freedom struggle, the contemporary political, social and economic scenario and also trauma of the partition.			
CO 2: Develop an understanding of the themes, styles and poetic sensibilities of poets like Toru Dutt, Nissim, Ezekiel, Jayant Mahapatra and Keki N. Daruwala.			
CO 3: Critically analyze the drama as a medium of exploration of existing social issues and prejudices through the work of dramatists like Mahesh Dattani and Asif Currimbhoy.			
CO 4: Understanding the socio-cultural-political conditions of the contemporary India as explored in the fiction of writers like Kamala Markandaya.			
CO 5: Comprehend how 'New Literatures' incorporates very different literary products, each with its own cultural, social and geographical specificity.			
Credit : 4+1+0		Paper (Core Compulsory / Elective): Core Compulsory	
Max. Marks : 40+60=100 (20C1+20C2+60C3)		Min. Passing Marks : 35	
Total Number of Lectures (Lecture – Tutorials – Practical): 60 +15+0			
Units:	Topics:		No. of Lectures
I	Prose : Mahatma Gandhi – Hind Swaraj : XVII- Passive Resistance, XVIII- Education.		12
II	Poetry : Toru Dutt – Lakshman, Nissim Ezekiel – A Poem of Dedication,		12
III	Drama : Mahesh Dattani – Seven Steps Around the Fire.		12
IV	Fiction : Kamala Markandaya – Nectar in a Sieve, Mulk Raj Anand – Untouchable.		12
V	Fiction : Nadine Gordimer – A Guest of Honour, V. S. Naipaul – A House for		12
<b>Suggested Readings:</b>			
1. Butalia, Urvashi., "The Other Side of Silence: Voices from the Partition of India", Penguin Random House India, 2017.			
2. Bochmer, E., "Empire Writing: An Anthology of Colonial Literature 1870-1918", Oxford University Press, Oxford, 1998.			
3. Anand, Mulk Raj, "Untouchable", Penguin India, 2001.			
4. Rowland, S. W., "Postcolonizing the Commonwealth: Studies in Literature and Culture", Laurier University Press, Ontario, 2000.			
5. Rao, A. V. Krishna and Menon, M., 'Kamala Markandaya: A Critical Study of Her Novels 1954-1982 (Indian Writers Series)', B R Publishing Corporation, 1997.			
<b><u>Suggested continuous Evaluation Methods –</u></b>			
Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ;			
Assignment/Practical/Projects – 05 Marks			
Internal Class Test – 10 Marks			
Attendance/Behavior – 05 Marks			

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[For Students Pursuing Honours with Research]

Programme: B.A. (Honours/Honours with Research) in English		Year: B. A. 4 <sup>th</sup> Year	Semester: VII <sup>th</sup>
Pedagogy:			
Course Code: ENG-23111A		Course/Paper Title: Research Methodology	
Course Objective & Outcomes:			
Objective: The objective is to equip the students with Research Methodology.			
By the end of the Course, the student:			
CO 1: will be able to explain difference between social and physical sciences research			
CO 2: will be able to understand Research design, data collection and presentation of Research report			
CO 3: will be able to analyze and classify the data			
CO 4: will know about measures at central tendency, mean median mode and measures of dispersion			
CO 5: will understand measures of skewness, coefficient of Variation			
Credit: 4+0+0		Paper (Core Compulsory / Elective): Compulsory	
Max. Marks : 60+40=100 (20C1+20C2+60C3)		Min. Passing Marks : 35	
Total Number of Lectures (Lecture – Tutorials – Practical): 60 + 0 + 0			
Units:	Topics:		No. of Lectures
I	Nature & scope of Economics research difference between social & physical sciences, Research methodology.		12
II	Research Design, primary & secondary data, Questionnaire, Observation, Interview, Presentation of Research Report.		12
III	Data Analysis Classification, Tabulation, Line Graph, bar Diagram, Sample & Sampling Techniques.		12
IV	Measures of central Tendency – Mean deviation, Standard Deviation, Lorenz curve.		12
V	Measure of Skewness – Positive & Negative skewness, coefficient of skewness, coefficient of variation.		12
Suggested Readings:			
1. C. R. Kothari : <i>Research Methodology</i>			
2. Sharma & Mukherjee : <i>Research in Economic &amp; Commerce Methodology &amp; Sources</i>			
3. Alhence : <i>Fundamentals of Statistics</i>			
4. B.L. Agrawal : <i>Basic Statistics</i>			
5. S.P. Singh : <i>Theory of Statistics</i>			
This course can be opted by the students of pusuing Honours with Research in the Discipline.			
Suggested continuous Evaluation Methods –			
Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ;			
Assignment/Practical/Projects – 05 Marks			
Internal Class Test – 10 Marks			
Attendance/Behavior – 05 Marks			

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[For Students Pursuing Honours Only]

Programme: B.A. (Honours/Honours with Research) in Economics		Year: B. A. 4 <sup>th</sup> Year	Semester: VIII <sup>th</sup>
Pedagogy:			
Course Code: ENG-2311B		Course/Paper Title:	Famous Indian Novelists (20-21st Century)
Course Objective & Outcomes:			
CO1.	Comprehensive Knowledge of Indian Literature: Students will develop a deep and comprehensive understanding of the literary contributions of famous Indian novelists from the 20th and 21st centuries, including their themes, styles, and historical contexts.		
CO2.	Critical Analysis of Literary Works: By the end of the course, students will be capable of critically analyzing and interpreting the selected novels and short stories, identifying key literary devices, themes, and cultural nuances.		
CO3.	Cultural and Social Awareness: Students will gain insight into the cultural and social issues addressed in Indian literature and understand how these works reflect the evolving socio-cultural landscape of India.		
CO4.	Comparative Analysis: Graduates of the course will be able to compare and contrast the works of different Indian novelists, recognizing both commonalities and unique literary approaches among them.		
CO5.	Contemporary Relevance: Students will apply their understanding of Indian literature to analyze and discuss the contemporary relevance and impact of the works on Indian society, culture, and the global literary scene.		
Credit: 4+0+0		Paper (Core Compulsory / Elective): Compulsory	
Max. Marks : 60+40=100 (20C1+20C2+60C3)		Min. Passing Marks : 35	
Total Number of Lectures (Lecture – Tutorials – Practical): 60 + 0 + 0			
Units:	Topics:		No. of Lectures
I	<b>Introduction to Indian Fiction in the 20th Century</b> <ul style="list-style-type: none"><li>Course Introduction and Overview</li><li>Historical and Literary Context of 20th-Century Indian Fiction</li><li>Raja Rao and the Beginnings of Indian English Fiction</li><li>Mulk Raj Anand: Social Realism in Indian Literature</li></ul>		12
II	<b>The Partition and Its Impact on Literature</b> <ul style="list-style-type: none"><li>Bapsi Sidhwa: Representing the Partition</li><li>Khushwant Singh's "Train to Pakistan": Historical Fiction</li><li>Saadat Hasan Manto: Stories of Partition</li><li>Literary Responses to the Partition</li></ul>		12
III	<b>The Post-Independence Generation</b> <ul style="list-style-type: none"><li>R.K. Narayan: Malgudi Days and Everyday Life</li><li>Kamala Das and the Exploration of Female Identity</li><li>The Emergence of the Indian Diaspora Novel</li></ul>		12
IV	<b>Contemporary Indian Fiction</b> <ul style="list-style-type: none"><li>Arundhati Roy's "The God of Small Things": Postcolonial Narrative</li><li>Chetan Bhagat and Popular Fiction</li><li>Reading Contemporary Indian Fiction in a Global Context</li></ul>		12
V	<b>Themes, Trends, and the Future of Indian Literature</b> <ul style="list-style-type: none"><li>Themes in Indian Literature: Identity, Migration, and Modernity</li><li>Exploring Literary Trends: Magical Realism, Historical Fiction, and more</li><li>Student Presentations on Notable Indian Novelists</li></ul>		12
Suggested Readings:			
1. Modern Indian Literature, an Anthology: Plays and Prose" edited by K. M. George This anthology offers a broad selection of prose and plays from renowned Indian writers of the 20th and 21st centuries, including authors covered in your course.			
2. "Indian Writing in English: A Critical Response" edited by N.D.R. Chandra This book provides critical essays and analysis of major Indian novelists, offering valuable insights into their works.			

3. "The Oxford History of the Novel in English: Volume 5: The American Novel to 1870" edited by Pramod K. Nayar  
This volume includes essays and discussions on Indian novelists' contributions to the broader world of English literature.

**Selected Novels and Authors:**

1. Rabindranath Tagore:
  - "The Home and the World" (Ghare-Baire)
  - "Gitanjali" (Song Offerings)
2. R.K. Narayan:
  - "Swami and Friends"
  - "The Guide"
3. Kamala Das:
  - "My Story" (Autobiography)
  - "The Descendants" (Poetry)
4. Arundhati Roy:
  - "The God of Small Things"
  - "The Ministry of Utmost Happiness"
5. Chetan Bhagat:
  - "Five Point Someone"
  - "2 States: The Story of My Marriage"
6. Arvind Adiga:
  - "The White Tiger"
  - "Last Man in Tower"

This course can be opted by the students of pursuing Honours in the Discipline.

**Suggested continuous Evaluation Methods –**

Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ;

Assignment/Practical/Projects – 05 Marks

Internal Class Test – 10 Marks

Attendance/Behavior – 05 Marks

**Major (Elective): Choose Any Two Courses**

Programme: B.A. (Honours/Honours with Research) in English		Year: B. A. 4 <sup>th</sup> Year	Semester: VII <sup>th</sup>
Pedagogy:			
Course Code: ENG-23112A		Course/Paper Title:	18th Century Novels
<b>Course Objective &amp; Outcomes:</b> Objective: The aim of this paper is to equip the students with quantitative techniques and its application in economics. By the end of the Course, the student will be able to:			
CO 1: Development Mathematical approach in analysis of economics CO 2: Understand mathematical technique, which are directly useful in economic analysis CO 3: use mathematical and statistical tools fro economic theory CO 4: Draw economic interpretation from the application of quantitative tools to economic theories CO 5: To know about method of Estimation			
Credit: 4+0+0		Paper (Core Compulsory / Elective): Elective	
Max. Marks : 100 (20C1+20C2+60C3)		Min. Passing Marks : 35	
Total Number of Lectures (Lecture – Tutorials – Practical): 60 + 0 + 0			
Units:	Topics:		No. of Lectures



I	<b>Introduction to the 18th Century Novel</b> <ul style="list-style-type: none"> <li>Course Introduction and Overview</li> <li>Historical and Literary Context of the 18th Century</li> <li>Defining the Novel: Emergence and Early Forms</li> <li>The Role of the Novel in 18th-Century Society</li> </ul>	12
II	<b>The Epistolary Novel and Sentimental Fiction</b> <ul style="list-style-type: none"> <li>Samuel Richardson's "Pamela": The Epistolary Novel</li> <li>Henry Fielding's "Tom Jones": Satire and Comic Realism</li> <li>Sentimental Fiction: Laurence Sterne's "Tristram Shandy"</li> <li>Comparing Richardson, Fielding, and Sterne</li> </ul>	12
III	<b>The Gothic Novel</b> <ul style="list-style-type: none"> <li>Horace Walpole's "The Castle of Otranto": The Birth of the Gothic</li> <li>Ann Radcliffe and the Sublime in "The Mysteries of Udolpho"</li> <li>The Gothic's Influence on Literature and Culture</li> <li>Gender and the Gothic Novel</li> </ul>	12
IV	<b>Satire and Social Critique</b> <ul style="list-style-type: none"> <li>Jonathan Swift's "Gulliver's Travels": Satire and Allegory</li> <li>Voltaire's "Candide": Enlightenment Satire</li> <li>Social Critique in 18th-Century Novels</li> <li>The Legacy of Satire in Literature</li> </ul>	12
V	<b>The Rise of the Novel of Manners</b> <ul style="list-style-type: none"> <li>Samuel Johnson's "Rasselas" and Moral Fables</li> <li>Fanny Burney's "Evelina" and Social Commentary</li> <li>Conclusion and Contemporary Relevance of 18th-Century Novels</li> </ul>	12
Suggested Readings:		
<ol style="list-style-type: none"> <li>The Broadview Anthology of British Literature: Volume 4 - The Age of Romanticism" edited by Joseph Black, Leonard Conolly, et al. This anthology covers a wide range of 18th-century British literature, including novels, poetry, and essays, providing context for the study of novels in this period.</li> <li>"The Cambridge Companion to the Eighteenth-Century Novel" edited by John Richetti This companion offers critical essays and analysis of key 18th-century novels, providing valuable insights into the literary and cultural context.</li> </ol> <p><b>Selected Novels and Authors:</b></p> <ol style="list-style-type: none"> <li>Daniel Defoe: <ul style="list-style-type: none"> <li>"Robinson Crusoe"</li> <li>"Moll Flanders"</li> </ul> </li> <li>Samuel Richardson: <ul style="list-style-type: none"> <li>"Pamela, or Virtue Rewarded"</li> <li>"Clarissa, or, the History of a Young Lady"</li> </ul> </li> <li>Henry Fielding: <ul style="list-style-type: none"> <li>"Tom Jones"</li> <li>"Joseph Andrews"</li> </ul> </li> <li>Laurence Sterne: <ul style="list-style-type: none"> <li>"The Life and Opinions of Tristram Shandy, Gentleman"</li> </ul> </li> <li>Horace Walpole: <p>"The Castle of Otranto" (Considered one of the first Gothic novels)</p> </li> <li>Ann Radcliffe: <p>"The Mysteries of Udolpho" (A prominent Gothic novel)</p> </li> </ol>		

**7. Jonathan Swift:**

- "Gulliver's Travels"

**8. Voltaire:**

- "Candide"

**9. Samuel Johnson:**

- "Rasselas" (A philosophical novel)

**10. Fanny Burney:**

- "Evelina, or, the History of a Young Lady's Entrance into the World"

**Suggested continuous Evaluation Methods –**

Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ;

Assignment/Practical/Projects – 05 Marks

Internal Class Test – 10 Marks

Attendance/Behavior – 05 Marks

**Or**

Programme: B.A. (Honours/Honours with Research) in English		Year: B. A. 4 <sup>th</sup> Year	Semester: VII <sup>th</sup>
Pedagogy:			
Course Code: ENG-23112B		Course/Paper Title: 19th Century Novels	
Course Outcomes:			
CO1.	Comprehensive Knowledge of 19th Century Literature: Students will develop a deep and comprehensive understanding of the major literary works, authors, and movements of the 19th century, including their themes, styles, and historical contexts.		
CO2.	Critical Analysis of 19th Century Novels: By the end of the course, students will be capable of critically analyzing and interpreting 19th-century novels, identifying key literary devices, themes, and cultural nuances.		
CO3.	Cultural and Historical Awareness: Students will gain insight into the cultural, social, and historical forces that influenced and were reflected in 19th-century literature, fostering a deeper appreciation of the era's significance.		
CO4.	Comparative Analysis: Graduates of the course will be able to compare and contrast novels and authors from different cultural backgrounds within the 19th century, recognizing both commonalities and unique literary approaches.		
CO5.	Relevance to Modern Times: Students will apply their understanding of 19th-century literature to analyze and discuss its enduring influence on modern literature, culture, and societal issues, allowing them to appreciate its contemporary relevance.		
Credit: 4+0+0		Paper (Core Compulsory / Elective): Elective	
Max. Marks : 60+40=100 (20C1+20C2+60C3)		Min. Passing Marks : 35	
Total Number of Lectures (Lecture – Tutorials – Practical): 60 + 0 + 0			
Units:	Topics:		No. of Lectures
I	<b>Introduction to 19th Century Novels</b> <ul style="list-style-type: none"><li>• Course Introduction and Overview</li><li>• Historical and Literary Context of the 19th Century</li><li>• Defining the Novel in the 19th Century</li><li>• Key Literary Movements and Styles of the Era</li></ul>		12
II	<b>British Novels of the 19th Century</b> <ul style="list-style-type: none"><li>• Jane Austen and the Novel of Manners</li><li>• Mary Shelley's "Frankenstein" and Gothic Fiction</li><li>• Charlotte Brontë's "Jane Eyre" and the Bildungsroman</li><li>• Charles Dickens and the Social Novel</li></ul>		12
III	<b>Russian Novels of the 19th Century</b>		12

IV	<ul style="list-style-type: none"> <li>• Leo Tolstoy's "War and Peace" and the Epic Novel</li> <li>• Fyodor Dostoevsky's "Crime and Punishment" and Psychological Realism</li> <li>• Ivan Turgenev and Russian Realism</li> <li>• The Russian Novel as a Mirror of Society</li> </ul> <b>French and American Novels of the 19th Century</b>	12
V	<ul style="list-style-type: none"> <li>• Gustave Flaubert's "Madame Bovary" and Realism</li> <li>• Nathaniel Hawthorne's "The Scarlet Letter" and American Romanticism</li> <li>• Herman Melville's "Moby-Dick" and the Quest Novel</li> <li>• Literary Exchanges Between France and America</li> </ul> <b>Themes, Trends, and the Legacy of 19th Century Novels</b> <ul style="list-style-type: none"> <li>• Themes in 19th Century Novels: Love, Morality, and Social Critique</li> <li>• Gender and Identity in 19th Century Literature</li> <li>• Influence of 19th Century Novels on Modern Literature and Culture</li> <li>• Course Wrap-up, Final Reflections, and Assessment</li> </ul>	12
<b>Suggested Readings:</b>		
<p>1. <i>"The Norton Anthology of English Literature: The Victorian Age" edited by Stephen Greenblatt et al.</i></p> <p><i>This anthology covers a wide range of 19th-century British literature, including novels, poetry, and essays, providing context for the study of novels in this period.</i></p> <p>2. <i>"The Cambridge Companion to the Nineteenth-Century Novel" edited by Josephine McDonagh</i></p> <p><i>This companion offers critical essays and analysis of key 19th-century novels, providing valuable insights into the literary and cultural context.</i></p> <p><i>Selected Novels and Authors:</i></p> <p>1. Jane Austen:</p> <ul style="list-style-type: none"> <li>• "Pride and Prejudice"</li> <li>• "Emma"</li> </ul> <p>2. Mary Shelley:</p> <ul style="list-style-type: none"> <li>• "Frankenstein"</li> </ul> <p>3. Charlotte Brontë:</p> <ul style="list-style-type: none"> <li>• "Jane Eyre"</li> </ul> <p>4. Emily Brontë:</p> <ul style="list-style-type: none"> <li>• "Wuthering Heights"</li> </ul> <p>5. Charles Dickens:</p> <ul style="list-style-type: none"> <li>• "Great Expectations"</li> <li>• "Oliver Twist"</li> </ul> <p>6. George Eliot (Mary Ann Evans):</p> <ul style="list-style-type: none"> <li>• "Middlemarch"</li> <li>• "Silas Marner"</li> </ul> <p>7. Leo Tolstoy:</p> <ul style="list-style-type: none"> <li>• "War and Peace"</li> <li>• "Anna Karenina"</li> </ul> <p>8. Fyodor Dostoevsky:</p> <ul style="list-style-type: none"> <li>• "Crime and Punishment"</li> <li>• "The Brothers Karamazov"</li> </ul> <p>9. Gustave Flaubert:</p>		

- "Madame Bovary"
10. Nathaniel Hawthorne:
- "The Scarlet Letter"
11. Herman Melville:
- "Moby-Dick"
12. Emily Dickinson (Selected Poetry):
- "Selected Poems" (Emily Dickinson's poetry is a significant aspect of 19th-century literature)

Suggested continuous Evaluation Methods –

Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ;

Assignment/Practical/Projects – 05 Marks

Internal Class Test – 10 Marks

Attendance/Behavior – 05 Marks

Or

Programme: B.A. (Honours/Honours with Research) in English		Year: B. A. 4 <sup>th</sup> Year	Semester: VII <sup>th</sup>
Pedagogy:			
Course Code: ENG-23112C		Course/Paper	Indian Novels
		Title:	
Course Outcomes:			
CO1.	Comprehensive Knowledge of Indian Literature: Students will develop a deep and comprehensive understanding of the major Indian novels and authors, spanning different time periods, languages, and regions.		
CO2.	Critical Analysis of Indian Novels: By the end of the course, students will be capable of critically analyzing and interpreting Indian novels, identifying key literary devices, themes, cultural nuances, and the socio-political contexts in which they were written.		
CO3.	Cultural and Regional Awareness: Students will gain insight into the diverse cultural, regional, and linguistic influences on Indian literature and novels, fostering an appreciation of India's rich literary heritage.		
CO4.	Comparative Analysis: Graduates of the course will be able to compare and contrast novels and authors from different regions and periods within Indian literature, recognizing both commonalities and unique literary approaches.		
CO5.	Contemporary Relevance: Students will apply their understanding of Indian novels to analyze and discuss their contemporary relevance, exploring how themes, issues, and narratives from these works resonate in today's world.		
Credit: 4+0+0		Paper (Core Compulsory / Elective): Elective	
Max. Marks : 60+40=100 (20C1+20C2+60C3)		Min. Passing Marks : 35	
Total Number of Lectures (Lecture – Tutorials – Practical): 60 + 0 + 0			
Units:	Topics:		No. of Lectures
I	<b>Introduction to Indian Literature and Novels</b> <ul style="list-style-type: none"><li>• Course Introduction and Overview</li><li>• Historical and Cultural Context of Indian Literature</li><li>• Key Themes and Characteristics of Indian Novels</li><li>• Language Diversity and Regional Influences in Indian Literature</li></ul>		12
II	<b>Early Indian Novels and Literary Pioneers</b> <ul style="list-style-type: none"><li>• Bankim Chandra Chattopadhyay's "Anandamath" (1882)</li><li>• Rabindranath Tagore's "The Home and the World" (Ghare-Baire) (1916)</li><li>• Raja Rao's "Kanthapura" (1938)</li><li>• Mulk Raj Anand's "Untouchable" (1935)</li></ul>		12
III	<b>Post-Independence Indian Novels</b> <ul style="list-style-type: none"><li>• R.K. Narayan's "The Guide" (1958)</li><li>• Arundhati Roy's "The God of Small Things" (1997)</li><li>• Salman Rushdie's "Midnight's Children" (1981)</li></ul>		12

IV	<ul style="list-style-type: none"> <li>Kamala Das's "My Story" (Autobiography) (1976)</li> </ul> <b>Contemporary Indian Literature and Diverse Voices</b> <ul style="list-style-type: none"> <li>Aravind Adiga's "The White Tiger" (2008)</li> <li>Jhumpa Lahiri's "The Namesake" (2003)</li> <li>Chetan Bhagat's "2 States: The Story of My Marriage" (2009)</li> <li>Selections from Contemporary Indian Authors (Short Stories)</li> </ul>	12
V	<b>Themes, Trends, and the Future of Indian Literature</b> <ul style="list-style-type: none"> <li>Themes in Indian Novels: Identity, Family, and Society</li> <li>Exploring Literary Trends: Diaspora Literature, Feminist Narratives, and more</li> <li>Student Presentations on Notable Indian Novels</li> </ul>	12
<b>Suggested Readings:</b>		
1. "Indian Literature in English: Critical Essays" edited by M.K. Naik  This anthology provides critical essays and analyses of major works of Indian literature in English, including novels. 2. "The Oxford Companion to Indian Literature" edited by Amaresh Datta  This comprehensive reference book offers insights into the literary traditions of India, including novels and novelists.  <b>Selected Novels and Authors:</b>  1. Rabindranath Tagore: <ul style="list-style-type: none"> <li>"The Home and the World" (Ghare-Baire)</li> <li>"Gitanjali" (Song Offerings)</li> </ul> 2. Raja Rao: <ul style="list-style-type: none"> <li>"Kanthapura"</li> </ul> 3. Mulk Raj Anand: <ul style="list-style-type: none"> <li>"Untouchable"</li> </ul> 4. R.K. Narayan: <ul style="list-style-type: none"> <li>"The Guide"</li> </ul> 5. Arundhati Roy: <ul style="list-style-type: none"> <li>"The God of Small Things"</li> </ul> 6. Kamala Das: <ul style="list-style-type: none"> <li>"My Story" (Autobiography)</li> </ul> 7. Aravind Adiga: <ul style="list-style-type: none"> <li>"The White Tiger"</li> </ul> 8. Jhumpa Lahiri: <ul style="list-style-type: none"> <li>"The Namesake"</li> </ul> 9. Chetan Bhagat: <ul style="list-style-type: none"> <li>"2 States: The Story of My Marriage"</li> </ul>		
<u>Suggested continuous Evaluation Methods –</u> Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks		

**MINOR ELECTIVE : To be chosen by Students of Other Discipline/Subject**

Programme: B.A. (Honours/Honours with Research) in English		Year: B. A. 4 <sup>th</sup> Year	Semester: VII <sup>th</sup>
Pedagogy:			
Course Code: MENG07		Course/Paper Title: Essay Writing	
<b>Course Objective &amp; Outcomes:</b> The purpose at this paper is to help students to understand the issues and Problems of Indian Economy- By the end of the Course, the student will be able to:			
CO1. <b>Effective Communication:</b> Students will develop the ability to communicate their ideas, arguments, and opinions clearly, coherently, and persuasively through well-structured essays.			
CO2. <b>Critical Thinking and Analysis:</b> By the end of the course, students will be capable of critically analyzing various topics, texts, and sources, demonstrating their ability to evaluate and synthesize information to support their arguments.			
CO3. <b>Research and Information Literacy:</b> Students will acquire research skills, including finding, evaluating, and incorporating credible sources into their essays, and understanding the principles of academic integrity.			
CO4. <b>Writing Proficiency:</b> Graduates of the course will demonstrate proficiency in grammar, punctuation, style, and organization, enabling them to produce high-quality essays that meet academic standards.			
CO5. <b>Adaptability to Different Essay Types:</b> Students will learn to write various types of essays, such as argumentative, expository, persuasive, and descriptive, adapting their writing style and structure to suit the specific requirements of each.			
Credit: 3+0+0		Paper (Core Compulsory / Elective): Elective (Minor)	
Max. Marks : 40+60=100 (20C1+20C2+60C3)		Min. Passing Marks : 35	
Total Number of Lectures (Lecture – Tutorials – Practical): 45 + 15 + 0			
Units:	Topics:		No. of Lectures
I	<b>Introduction to Essay Writing</b> <ul style="list-style-type: none"><li>Course Introduction and Overview</li><li>Understanding the Purpose of Essays</li><li>Essay Structure and Organization</li></ul>		9
II	<b>Developing Writing Skills</b> <ul style="list-style-type: none"><li>Improving Grammar and Style</li><li>Effective Paragraph Writing</li><li>Cohesion and Transition Words</li><li>Revision and Editing Strategies</li></ul>		9
III	<b>Types of Essays</b> <ul style="list-style-type: none"><li>Descriptive Essays</li><li>Expository Essays</li><li>Persuasive and Argumentative Essays</li><li>Compare and Contrast Essays</li></ul>		9
IV	<b>Research and Incorporating Sources</b> <ul style="list-style-type: none"><li>The Research Process: Finding and Evaluating Sources</li><li>Integrating Sources into Essays</li><li>Citation Styles (APA, MLA, Chicago)</li><li>Avoiding Plagiarism and Maintaining Academic Integrity</li></ul>		9
V	<b>Specialized Essays and Practical Applications</b> <ul style="list-style-type: none"><li>Literary Analysis Essays</li><li>Personal Essays and Memoirs</li><li>Writing for Professional and Academic Purposes</li><li>Final Project: Extended Essay on a Chosen Topic</li></ul>		9
Suggested Readings:			
1. "They Say / I Say: The Moves That Matter in Academic Writing" by Gerald Graff and Cathy Birkenstein			

This book offers a clear and practical approach to academic writing by providing templates and examples for effective argumentation and response.	
2.	"The Elements of Style" by William Strunk Jr. and E.B. White A classic guide to writing, this book focuses on the fundamentals of grammar, style, and clarity in writing.
3.	"The Norton Field Guide to Writing" by Richard Bullock, Maureen Daly Goggin, and Francine Weinberg This comprehensive guide covers various aspects of writing, including argumentation, research, and citation.
4.	"The St. Martin's Guide to Writing" by Rise B. Axelrod and Charles R. Cooper An excellent resource for essay writing, this book covers the writing process, different essay genres, and research methods.
5.	"Writing Analytically" by David Rosenwasser and Jill Stephen This book focuses on analytical thinking and provides strategies for developing critical analysis in essays.
6.	"Writing Essays for Dummies" by Mary Page and Carrie Winstanley A beginner-friendly guide to essay writing, offering practical tips and step-by-step instructions.
7.	"On Writing Well: The Classic Guide to Writing Nonfiction" by William Zinsser While primarily focused on nonfiction writing, this book offers valuable insights into clarity and effective communication.
8.	"The Art of the Personal Essay: An Anthology from the Classical Era to the Present" edited by Phillip Lopate This anthology includes a wide range of personal essays from different authors and eras, offering inspiration and examples for personal essay writing.
9.	"The Essay: A Novel" by Robin Yocum A unique take on essay writing, this novel explores the power of words and storytelling.
This course can be opted as an elective by the students of other discipline – Other than Economics	
Suggested continuous Evaluation Methods –	
Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ;	
Assignment/Practical/Projects – 05 Marks	
Internal Class Test – 10 Marks	
Attendance/Behavior – 05 Marks	

#### Other Courses to Choose:

**Minor : To be Chosen from POOL B**

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## SEMESTER-VIII

Programme: B.A. (Honours/Honours with Research) in English		Year: 4 <sup>th</sup>	Semester: VIII <sup>th</sup>
Pedagogy:			
Course Code: ENG-23112		Course/Paper Title:	Indian and New Literatures in English
Course Outcomes: After completing this course, the students will be able to :			
CO 1: Develop an understanding of the Indian freedom struggle, the contemporary political, social and economic scenario and also trauma of the partition.			
CO 2: Develop an understanding of the themes, styles and poetic sensibilities of poets like Toru Dutt, Nissim, Ezekiel, Jayant Mahapatra and Keki N. Daruwala.			
CO 3: Critically analyze the drama as a medium of exploration of existing social issues and prejudices through the work of dramatists like Mahesh Dattani and Asif Currimbhoy.			
CO 4: Understanding the socio-cultural-political conditions of the contemporary India as explored in the fiction of writers like Kamala Markandaya.			
CO 5: Comprehend how 'New Literatures' incorporates very different literary products, each with its own cultural, social and geographical specificity.			



Credit : 4+1+0		Paper (Core Compulsory / Elective): Core Compulsory
Max. Marks : 60+40=100 (20C1+20C2+60C3)		Min. Passing Marks : 35
Total Number of Lectures (Lecture – Tutorials – Practical): 60+15+0		
Units:	Topics:	No. of Lectures
I	Prose : Mahatma Gandhi – Hind Swaraj : XVII- Passive Resistance,	12
II	XVIII- Education.	12
III	Poetry : Toru Dutt – Lakshman, Nissim Ezekiel – A Poem of	12
IV	Dedication, Jayanta Mahapatra – Hunger, Keki N. Daruwala – Mother.	12
V	Drama : Mahesh Dattani – Seven Steps Around the Fire.	12
	Fiction : Kamala Markandaya – Nectar in a Sieve, Mulk Raj Anand – Untouchable.	15
<b>Suggested Readings:</b>		
<ol style="list-style-type: none"> <li>1. Butalia, Urvashi., "The Other Side of Silence: Voices from the Partition of India", Penguin Random House India, 2017.</li> <li>2. Bochmer, E., "Empire Writing: An Anthology of Colonial Literature 1870-1918", Oxford University Press, Oxford, 1998.</li> <li>3. Anand, Mulk Raj, "Untouchable", Penguin India, 2001.</li> <li>4. Rowland, S. W., "Postcolonizing the Commonwealth: Studies in Literature and Culture", Laurier University Press, Ontario, 2000.</li> <li>5. Rao, A. V. Krishna and Menon, M., 'Kamala Markandaya: A Critical Study of Her Novels 1954-1982 (Indian Writers Series)', B R Publishing Corporation, 1997.</li> </ol>		
<b>Suggested continuous Evaluation Methods –</b> Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks		

### **MAJOR (Elective): Choose Any One Courses**

Programme: B.A. (Honours/Honours with Research) in English		Year: 4 <sup>th</sup>	Semester: VIII <sup>th</sup>
Pedagogy:			
Course Code: ENG-23114A		Course/Paper Title: (a) Literature in Films & Media Studies	
Course Outcomes: After completing this course, the students will be able to :			
CO 1: Develop an understanding of the technical terminology associated with film and media studies.			
CO 2: Interpret films as text and evaluate them critically.			
CO 3: Appraise the process of adoption of texts into films.			
CO 4: Appreciate the works of prescribed writers and the directors as well who directed their adaptations.			
CO 5: 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.			
Credit : 3+0+0		Paper (Core Compulsory / Elective): Elective	
Max. Marks : 40+60=100 (20C1+20C2+60C3)		Min. Passing Marks : 35	
Total Number of Lectures (Lecture – Tutorials – Practical): 45+0+0			
Units:	Topics:		No. of Lectures
I	James Monaco, 'The Language of Film: Signs and Syntax', in How to Read a Film: The Word of Movies, Media & Multimedia.		9
II	William Shakespeare- <i>The Comedy of Errors</i> , and its adaptation Angoor (1982 film; Directed by Gulzar).		9
III	Khushwant Singh- Train to Pakistan, and its adaptation Train to Pakistan (1998 film; Directed by Pamela Rooks).		9

IV	William Shakespeare- Macbeth, and its adaptation Maqbool (2003 film, directed by Vishal Bhardwaj).	9
V	Chetan Bhagat- The 3 Mistakes of My Life, Script Writing, Dialogue Writing, Movie Review, Narration.	9
<b>Suggested Readings:</b>		
<ol style="list-style-type: none"> <li>1. Boyum, J.G., "Double Exposure", Calcutta, 1989.</li> <li>2. Cartmell, D. &amp; Whelehan, I., "The Cambridge Companion to Literature on Screen", Cambridge University Press, Cambridge, 2007.</li> <li>3. Corrigan, Timothy, J. "A Short Guide to Writing about Film", Pearson India, 2009.</li> <li>4. Mcfarlane, B., "Novel to Film: An Introduction to the Theory of Adaptation", Clarendon Press, UK, 1996.</li> <li>5. Thomas, L., Adaptation Studies at Crossroads, "Adaptation", Cambridge University Press, Cambridge, 2007.</li> </ol>		
<b><u>Suggested continuous evaluation Methods –</u></b> Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks		

**Or**

Programme: B.A. (Honours/Honours with Research) in English		Year: 4 <sup>th</sup>	Semester: VIII <sup>th</sup>
Pedagogy:			
Course Code: ENG-23114B		Course/Paper Title: (b) Media and Journalistic Writing	
Course Outcomes: After completing this course, the students will be able to :			
CO 1: Understand different types of journalism and it's importance.			
CO 2: Comprehend various principles of mass communication.			
CO 3: Differentiate between various forms of media and journalistic writing and reporting.			
CO 4: Understand the meaning and nature of public speaking.			
CO 5: Understand the meaning and nature of public speaking. Edit reports and create engaging advertisements.			
Credit : 3		Paper (Core Compulsory / Elective): Elective	
Max. Marks : 60+40=100		Min. Passing Marks : 35	
Total Number of Lectures (Lecture – Tutorials – Practical): 45+0+0			
Units:	Topics:		No. of Lectures
I	An Introduction to Media and Society : Principles of Mass		9
II	Communication and Journalism.		9
III	Core Skills in Print Media : Written English- Precise, Paragraph, Essay, News Reporting – Parts of a news report, 5Ws, Headline writing, Types of Leads and Report writing.		9
IV	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.		9
V	Introduction to Social Media : Social Media, Types of Social Media, Social Media Journalism. Movie Review, Editing, Narration.		9
Suggested Readings:			

1. Boyum, J.G., "Double Exposure", Seagull, Calcutta, 1989.
2. Cambridge University Press, Cambridge, 2007.
3. Corrigan, Timothy, J. "A short Guide to Writing about Film", Pearson India, 2009.
4. Dix, Andrew, "Beginning Film Studies", Viva Books, New Delhi, 2010.
5. Thomas, L., A Adaptation Studies at Crossroads, "Adaptation", Cambridge University Press, Cambridge, 2007.

Suggested continuous Evaluation Methods –

Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ;

Assignment/Practical/Projects – 05 Marks

Internal Class Test – 10 Marks

Attendance/Behavior – 05 Marks

**Or**

Programme: B.A. (Honours/Honours with Research) in English		Year: 4 <sup>th</sup>	Semester: VIII <sup>th</sup>
Pedagogy:			
Course Code: ENG-23114C		Course/Paper Title: (C) Computer & Writing Skills in English	
Course Outcomes: After completing this course, the students will be able to :			
CO1.	Proficiency in Computer Applications By the end of this course, students will demonstrate proficiency in using common computer applications for word processing, formatting, and document organization, enabling them to create well-structured written materials with ease.		
CO2.	Effective Internet Research and Source Evaluation Upon completion of this course, students will be able to conduct efficient internet research, critically evaluate online sources for credibility, and properly cite and reference sources in their written work, thereby enhancing the quality and reliability of their research.		
CO3.	Improved Writing Skills Students will develop and apply improved writing skills, including grammar, punctuation, and style, resulting in clear, coherent, and error-free written communication for a variety of purposes, such as academic, business, and creative writing.		
CO4.	Adaptability in Writing Upon successful completion of the course, students will be able to adapt their writing style and tone to suit different audiences and purposes, demonstrating the ability to create compelling written content across various genres and media.		
CO5.	Advanced Editing and Revision Proficiency By the end of the course, students will have acquired advanced editing and revision skills, allowing them to review and enhance their own writing and provide constructive feedback to peers in a collaborative writing environment.		
Credit : 3+0+0		Paper (Core Compulsory / Elective): Elective	
Max. Marks : 60+40=100		Min. Passing Marks : 35	
Total Number of Lectures (Lecture – Tutorials – Practical): 45+0+0			
Units:	Topics:		No. of Lectures
I	<b>Introduction to Computer and Writing Basics</b> <ul style="list-style-type: none"><li>Understanding the importance of computer skills in modern communication.</li><li>Overview of common software tools for writing (e.g., word processors).</li><li>Basic computer terminology and concepts.</li><li>Keyboarding skills and touch typing.</li><li>Formatting and organizing documents.</li></ul>		9
II	<b>Internet and Research Skills</b> <ul style="list-style-type: none"><li>Browsing the internet effectively.</li><li>Evaluating online sources for credibility and reliability.</li><li>Conducting online research for writing assignments.</li><li>Citing sources and avoiding plagiarism.</li><li>Using search engines and online databases.</li></ul>		9

III	<b>Writing Fundamentals</b> <ul style="list-style-type: none"> <li>Understanding the writing process (prewriting, drafting, revising, editing, and publishing).</li> <li>Grammar and punctuation rules.</li> <li>Sentence and paragraph structure.</li> <li>Developing a clear thesis statement.</li> <li>Creating an outline for writing projects.</li> </ul>	9
IV	<b>Writing for Different Purposes</b> <ul style="list-style-type: none"> <li>Business writing: emails, memos, and reports.</li> <li>Academic writing: essays, research papers, and presentations.</li> <li>Creative writing: poetry, short stories, and narratives.</li> <li>Writing for social media and online platforms.</li> <li>Adapting writing style for different audiences and contexts.</li> </ul>	9
V	<b>Advanced Writing and Editing Skills</b> <ul style="list-style-type: none"> <li>Advanced grammar and style techniques.</li> <li>Proofreading and editing strategies.</li> <li>Peer review and collaborative writing.</li> <li>Incorporating visuals and multimedia into documents.</li> <li>Finalizing and publishing written work online.</li> </ul>	9

#### **Suggested Readings:**

1. "Technical Communication" by Paul V. Anderson  
This textbook provides comprehensive coverage of technical writing skills, which can be essential for students looking to improve their writing in a professional context.
2. "The Elements of Style" by William Strunk Jr. and E.B. White  
A classic guide to English grammar and writing style, this book offers timeless advice on clear and effective writing.
3. "Writer's Reference" by Diana Hacker  
This reference book is a valuable resource for students, covering a wide range of writing topics, including grammar, punctuation, research, and documentation.
4. "The Little, Brown Handbook" by H. Ramsey Fowler and Jane E. Aaron  
Another comprehensive handbook on writing and grammar, this book is widely used in college-level writing courses.
5. "The Internet for Dummies" by John R. Levine and Carol Baroudi  
For students who need to improve their internet and computer skills, this book provides a beginner-friendly introduction to using the internet effectively for research and communication.

#### **Suggested continuous Evaluation Methods –**

Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ;

Assignment/Practical/Projects – 05 Marks

Internal Class Test – 10 Marks

Attendance/Behavior – 05 Marks

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Programme: B.A. (Honours/Honours with Research) in English		Year: B.A. 4 <sup>th</sup> Year	Semester: VIII <sup>th</sup>
Pedagogy:			
Course Code: ENG-23115A		Course/Paper Title:	Disseration/Research Project & Viva voce [For Hons. with Research Students]
Course Outcomes: After completing this course, the students will be able to -			
CO 1: acquire Research Skills and awareness about Methodology			
CO 2: develop critical thinking skills for evaluating existing literature and research gaps.			
CO 3: develop Communication Skills, Analytical and Problem-Solving abilities.			
CO 4: develop Project Management and will be able to contribute to existing knowledge			
CO 5: Collaborate in Interdisciplinary Skills.			
Credit: 0+0+12			Paper (Core Compulsory / Elective): Elective
Max. Marks : 100 (60 + 40)			Min. Marks : 35
Total Number of Lectures (Lecture – Tutorials – Practical): 0+0+360			
Units:	Topics:		No. of Lectures
I	Dissertation/ Research Project & Viva Voce		360
Suggested Readings:			
<div><div>1. "Research Design: Qualitative, Quantitative, and Mixed Methods Approaches" by John W. Creswell and J. David Creswell This book covers various research designs and approaches, helping you select the most appropriate one for your dissertation. It's suitable for both qualitative and quantitative research.</div><div>2. "The Craft of Research" by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams This book is a comprehensive guide to the research process, from formulating research questions to presenting findings. It offers practical advice and strategies for effective research.</div><div>3. "How to Write a Better Thesis" by David Evans, Paul Gruba, and Justin Zobel Geared towards graduate students, this book provides practical guidance on planning, writing, and revising a thesis or research project. It covers a range of disciplines and research methods.</div><div>4. "Completing Your Qualitative Dissertation: A Roadmap from Beginning to End" by Linda Dale Bloomberg and Marie F. Volpe Focused on qualitative research, this book offers step-by-step guidance on the entire dissertation process, including choosing a topic, data collection, analysis, and writing.</div><div>5. "Writing Your Dissertation in Fifteen Minutes a Day" by Joan Bolker This book offers practical strategies to help you overcome writer's block and procrastination while writing your dissertation. It emphasizes consistent writing habits.</div><div>6. "The Dissertation Journey: A Practical and Comprehensive Guide to Planning, Writing, and Defending Your Dissertation" by Carol M. Roberts This book provides a holistic approach to the dissertation process, covering topics such as time management, literature review, research design, and defense preparation.</div><div>7. "How to Design, Write, and Present a Successful Dissertation Proposal" by Elizabeth A. Wentz Focusing on the proposal stage, this book offers guidance on crafting a clear and effective dissertation proposal, including outlining research questions and methodologies.</div><div>8. "Writing the Successful Thesis and Dissertation: Entering the Conversation" by Irene L. Clark This book emphasizes the importance of contributing to the scholarly conversation in your field and provides practical advice on how to structure and present your research.</div><div>9. "The Literature Review: Six Steps to Success" by Lawrence A. Machi and Brenda T. McEvoy A comprehensive guide to conducting a literature review, a crucial component of any research project or dissertation.</div><div>10. "Demystifying Dissertation Writing: A Streamlined Process from Choice of Topic to Final Text" by Peg Boyle Single This book offers a straightforward and organized approach to the dissertation process, helping you break down the tasks and stay on track.</div></div>			
Suggested continuous Evaluation Methods –			

Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ;

Assignment/Practical/Projects –	05 Marks
Internal Class Test –	10 Marks
Attendance/Behavior –	05 Marks

Or

Field Visit/ Educational Visit & Report based Viva Voce [Course Code : ENG-23115B] for (Hons. Students)

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**Completion of the Programme: Bachelor Degree with Honours/Honours with Research** in Major Discipline at the Successful Completion of the Fourth Year (Eight Semesters) of the multidisciplinary Four-year Undergraduate Programme. **[NHEQF Level 6.0]**

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