

**PROGRAMME PROJECT REPORT FOR UNDER-GRADUATE PROGRAMME IN
ENGLISH**

ODL MODE

[COURSE STRUCTURE AND SYLLABUS AS PER NEP 2020]

With effect from 2024-25



**RAJIV GANDHI UNIVERSITY
INSTITUTE OF DISTANCE EDUCATION
DEPARTMENT OF ENGLISH
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ARUNACHAL PRADESH
2024**

Preamble:

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

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

PROGRAMME OUTCOME (POs)

The syllabus has been framed to achieve the following outcomes:

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

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

Introduction:

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

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

PROGRAMME SPECIFIC OBJECTIVES (PSO):

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

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

Programme Learning Outcome (PLO):

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

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

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

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

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

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

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

Graduate Attributes:

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

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

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

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

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

**DEPARTMENT OF ENGLISH
RAJIV GANDHI UNIVERSITY
RONO HILLS, DOIMUKH
STRUCTURE OF UNDERGRADUATE COURSE OF STUDY IN ENGLISH**

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

NCrF Credi t Level	SEMESTE R	Semester – I					EXAM PATTERN (Assignmen t 20 + End- Semester 80= Total 100 Marks	Learnin g Hours 1 Credit= 30 Hrs
			Course Code	Course Title	Credit s			
4.5	I							
		Major 1:	IDE- ENG- CC- 1110	History of English Literature	04			120 hrs
		Minor 1:	IDE- XXX- MC- 1110	Introduction to the Study of Literature	04			120 hrs
		MDC 1:	IDE- XXX- MD- 1110	Introduction to English Poetry	03			90 hrs
		AEC 1:	IDE- ENG- AE- 1110	English Language & Communication Skills	04			120 hrs
		SEC 1:	IDE- ENG- SE- 0010	English Language Teaching	03			90 hrs
		VAC 1:	IDE- VA	Understanding India/ Environmental science/education /	02			60 hrs

				Digital and technological solutions/ Health & Wellness, Yoga education, sports, and fitness			
				Total Credits	20		

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

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

NCrF Credit Level	SEMESTER	Semester – II					
4.5	II		Course Code	Course Title	Credits	EXAM PATTERN (Assignment 20 + End-Semester 80= Total 100 Marks)	Learning Hours 1 Credit= 30 Hrs
		Major 2:	IDE-ENG-CC-1120	British Poetry and Drama: 14th to 17th Century	04		120 hrs
		Minor 2:	IDE-ENG-MC-1120	English Poetry and Drama	04		120 hrs
		MDC 2:	IDE-ENG-MD-1120	Introduction to English Drama	03		90 hrs
		AEC 2:	IDE-ENG-AE-1120	Academic Writing and Professional Communication	04		120 hrs
		SEC 2:	IDE-ENG-SE-0020	Translation Studies	03		90 hrs

		VAC	IDE-VA	Understanding India/ Environmental science/education/ Digital and technological solutions/ Health & Wellness, Yoga education, sports, and fitness	02		60 hrs
				Total Credits	20		

NCRF Credit Level	SEMESTER	Semester-III					
5.0	III		Course Code	Course Title	Credits	EXAM PATTERN (Assignment 20 + End-Semester 80= Total 100 Marks)	Learning Hours 1 Credit= 30 Hrs
		Major 3	ENG-CC-2310	British Poetry and Drama: 17th and 18th Century	04		120 hrs
		Major 4	ENG-CC-2320	British Literature 18th Century	04		120 hrs
		Minor 3/ VOC 1	ENG-MC-2310	Literature and Cinema	04		120 hrs
		MDC 3	XXX-MD-2310	Literature on Ecology	03		90 hrs
		SEC 3	ENG-SEC-2310	Soft Skills	03		90 hrs
		VAC 3	IDE-VA	Understanding India/ Environmental science/education/ Digital and technological solutions/ Health & Wellness, Yoga education, sports, and fitness	02		60 hrs
				Total Credits	20		

NCrF Credit Level	SEMESTER	Semester-IV				EXAM PATTERN (Assignment 20 + End- Semester 80= Total 100 Marks)	Learning Hours 1 Credit= 30 Hrs
			Course Code	Course Title	Credits		
5.0	IV						
		Major 5	ENG-CC- 2410	British Romantic Literature	04		120 hrs
		Major 6	ENG-CC- 2420	British Literature: 19 th Century	04		120 hrs
		Major 7	ENG-CC- 2430	British Literature: The Early 20 th Century	04		120 hrs
		Major 8	ENG-CC- 2440	European Classical Literature	04		120 hrs
		Minor 4/ VOC 2	XXX-MC- 2410	Travel writing	04		120 hrs
				Total Credits	20		

NCrF Credit Level	SEMESTER	Semester-V				EXAM PATTERN (Assignment 20 + End- Semester 80= Total 100 Marks)	Learning Hours 1 Credit= 30 Hrs
			Course Code	Course Title	Credits		
5.5	V						
		Major 9	ENG-CC- 3510	Modern European Drama	04		120 hrs
		Major 10	ENG-CC- 3520	American Literature	04		120 hrs

		Major 11	ENG-CC-3530	Postcolonial Literatures	04		120 hrs
		Major 12	ENG-CC-3540	Women's Writing	02		60 hrs
		Minor 5/ VOC 3	XXX-MC-3510	Autobiography and Life Writing	04		120 hrs
		Internship	ENG-IN-3510	Internship	02		60 hrs
				Total Credits	20		

NCrF Credit Level	SEMESTER	Semester-VI				EXAM PATTERN (Assignment 20 + End-Semester 80= Total 100 Marks)	Learning Hours 1 Credit= 30 Hrs
			Course Code	Course Title	Credits		
5.5	VI						
		Major 13	ENG-CC-3610	Indian Classical Literature	04		120 hrs
		Major 14	ENG-CC-3620	Indian Writing in English	04		120 hrs
		Major 15	ENG-CC-3630	Popular Literature	04		120 hrs
		Major 16	ENG-CC-3640	British Literature: Post World War II	04		120 hrs
		Minor 6/ VOC 4	XXX-MC-3610	Indian Poetics	04		120 hrs
				Total Credits	20		

NCrF Credit Level	SEMESTER	Semester-VII				EXAM PATTERN (Assignment 20 + End-Semester 80= Total 100 Marks)	Learning Hours 1 Credit= 30 Hrs
			Course Code	Course Title	Credits		
6.0	VII						

		Major 17	ENG-CC-4710	Partition Literature	04		120 hrs
		Major 18	ENG-CC-4720	Modern Indian Writing in English Translation	04		120 hrs
		Major 19	ENG-CC-4730	Literature of the Indian Diaspora	04		120 hrs
		Major 20	ENG-CC-4740	Literary Theory	04		120 hrs
		Minor 7(Research Methodology	ENG-MC-4710	Short Stories and One-Act Plays	04		120 hrs
				Total Credits	20		

NCrF Credit Level	SEMESTER	Semester-VIII					
6.0	VIII		Course Code	Course Title	Credits	EXAM PATTERN (Assignment 20 + End-Semester 80= Total 100 Marks	Learning Hours 1 Credit= 30 Hrs
		Major 21	ENG-CC-4810	Literary Criticism	04		120 hrs
		Major 22 (Departmental Elective 1)	ENG-DE-4810	World Literatures	04		120 hrs
		Major 23 (Departmental Elective 1)	ENG-DE-4820	Nineteenth Century European Realism	04		120 hrs
		Major 24 (Departmental Elective 1)	ENG-DE-4830	Science Fiction and Detective Literature	04		120 hrs

		Minor 8(Research Publication Ethics 3)	ENG-MC-4810	Sonnets, Odes & Elegies Course	04		120 hrs
				Total Credits	20		

Note:

A.

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

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

B.

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

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

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

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

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

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

BA in English (FYUP) Detailed Syllabus of First Semester

Major 1

Title of the Paper: HISTORY OF ENGLISH LITERATURE

Course Code: IDE-ENG-CC-1110

Credits: 4

Total Learning Hours: 30x4=120

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Assignments: 30 Marks

Term End Examination: 70 Marks

LO: Learning Objectives:

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

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

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

CO: Course Outcomes:

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

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

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

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

Course Content

Module No.	Contents	Learning Hours	CO
I	Pre-Elizabethan and Elizabethan Age: Up to 17 th Century	30	CO-1,CO-2,CO-3
II	18 th Century to Romantic Age	30	CO-1,CO-2,CO-3
III	Victorian to 20th-Century Literature	30	CO-1,CO-2,CO-3
IV	Forms: Poetry, Fiction, Drama, Non-fiction	30	CO-1,CO-2,CO-3

Course Mapping:

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

Suggested Reading:

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

BA in English (FYUP) Detailed Syllabus of SECOND Semester

Major 2

Title of the paper: British Poetry and Drama: 14th to 17th Centuries

Course Code: IDE-ENG-CC-1210

Credits: 4

Total Learning Hours: 30x4=120

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Assignments: 30 Marks

Term End Examination: 70 Marks

LO: Learning Objectives:

The course will seek to achieve the following objectives:

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

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

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

CO :Course Outcomes

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

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

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

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

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

Course Content

Module No.	Contents	Learning Hours	CO
I	Geoffrey Chaucer: <i>The Wife of Bath's Prologue</i> Edmund Spenser: 'Sonnet LVII 'Sweet warrior...' (from <i>Amoretti</i>) William Shakespeare: Sonnet 116: 'Let Me Not to the Marriage of Two Minds' Sonnet 118: 'Like as to our appetite more keen'	30	CO-1,CO-2,CO-3,CO-4
II	John Donne: 'The Sunne Rising' George Herbert 'Pulley' Andrew Marvel 'To His Coy Mistress'	30	CO-1,CO-2,CO-3,CO-4
III	Christopher Marlowe: <i>Doctor Faustus</i>	30	CO-1,CO-2,CO-3,CO-4
IV	William Shakespeare: <i>Twelfth Night</i>	30	CO-1,CO-2,CO-3,CO-4

Course Mapping:

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

Suggested Readings

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

BA in English (FYUP) Detailed Syllabus of THIRD Semester

Major-3

Title of the paper: British Poetry and Drama: 17th and 18th Century

Course Code: IDE-ENG-CC-2310

Credits: 4

Total Learning Hours: 30x4=120

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Assignments: 30 Marks

Term End Examination: 70 Marks

LO: Learning Objectives:

: To provide a broad view of the ages to which the poets and the playwrights belong and to focus on the history of socio-cultural background of the ages to understand the texts.

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

CO : Course Outcomes:

At the completion of this course,

CO-1: The students will be able to identify the different forms of 17th and 18th century British poetry and drama.

CO-2: The students will have in-depth knowledge and understanding of the religious, socio-intellectual and cultural thoughts of the 17th and 18th centuries.

CO-3: The students will be able to examine critically the key themes in representative texts of the period, including *sin, transgression, love, pride, revenge, sexuality, human follies*, among others.

CO-4: The students will be able to show their appreciations of texts in terms of plot-construction, socio-cultural contexts and genre of poetry and drama

CO-5: The students will be able to analyse literary devices, forms and techniques in order to appreciate and interpret the texts

Course Content

Module No.	Contents	Learning Hours	CO
I	Forms of 17th and 18th century British poetry and drama Ode, Metaphysical poems, Epic poems, Mock-epic, satire, Restoration drama, Comedy of Humour, Comedy of Manners, Heroic tragedy	30	CO-1,CO-2, CO-4,CO-5
II	John Donne: ‘The Good-Morrow’ John Milton: ‘On the Morning of Christ’s Nativity’	30	CO-1,CO-2,CO-3,CO-4
III	Alexander Pope: ‘The Rape of the Lock’	30	CO-1,CO-2,CO-3,CO-4,CO-5
IV	John Webster: <i>The Duchess of Malfi</i> William Congreve: <i>The Way of the World</i>	30	CO-1,CO-2,CO-3,CO-4,CO-5

Suggested Topics for Background Reading and Classroom Presentation:

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

Course Mapping:

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

CO 3	3	2	3	2	3	3	2	3	3
CO 4	2	1	1	2	3	3	2	3	1
CO 5	3	2	3	2	2	2	3	3	2
Average	2.6	2.2	2	2.2	2.6	2.6	2.6	3	2.

Suggested Readings:

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

BA in English (FYUP) Detailed Syllabus of THIRD Semester

Major-4

Title of the paper: British Literature 18th Century

Course Code: IDE-ENG-CC-2320

LO: Learning Objectives:

:To introduce the students to the history of the development of British literature during 18th century

:To introduce the learners to some of the basic texts of 18th century British literature

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

Credits: 4
Total Learning Hours: 30x4=120
Examination duration: 3 Hours
Maximum Marks: 100 Marks
Assignments: 30 Marks
Term End Examination: 70 Marks

CO :Course Outcomes:

At the completion of this course,

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

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

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

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

Course Content

Module No.	Contents	Learning Hours	CO
I	Oliver Goldsmith: <i>She Stoops to Conquer</i> Joseph Addison: <i>The Spectator</i> , March 1, 1711	30	CO-1,CO-2,CO-3,CO-4
II	Daniel Defoe: <i>Moll Flanders</i>	30	CO-1,CO-2,CO-3,CO-4
III	Jonathan Swift: <i>Gulliver's Travels</i> (Book III and IV)	30	CO-1,CO-2,CO-3,CO-4
IV	Thomas Gray: 'Elegy Written in a Country Churchyard'	30	CO-1,CO-2,CO-3,CO-4

Course Mapping:

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

Suggested Readings:

- Jeremy Collier, *A Short View of the Immorality and Profaneness of the English Stage* (London: Rutledge, 1996)

- Daniel Defoe, ‘The Complete English Tradesman’ (Letter XXII), ‘The Great Law of Subordination Considered’ (Letter IV), and ‘The Complete English Gentleman’, in Literature and Social Order in Eighteenth Century English, ed. Stephen Copley (London: Croom Helm, 1984).
- Samuel Johnson, Essay 156’, in The Rambler, in Selected Writings: Samuel Johnson, ed. Peter Martin (Cambridge, Mass: Harvard University Press, 2009) pp. 194-7; Rasselas Chapter 10; ‘Pope’s Intellectual Character: Pope and Dryden Compared’, from The Life of Pope, in The Norton Anthology of English Literature, vol.1, ed. Stephen Greenblatt, 8thedn (New York: Norton, 2006) pp. 2693-3, 2774-7.

BA in English (FYUP) Detailed Syllabus of FOURTH Semester

Major 5

Title of the paper: British Romantic Literature

Course Code: IDE-ENG-CC-2410

LO:Learning Objectives:

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

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

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

CO:Course Outcomes:

At the completion of this course,

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

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

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

Credits: 4

Total Learning Hours: 30x4=120

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Assignments: 30 Marks

Term End Examination: 70 Marks

Course Content

Module No.	Contents	Learning Hours	CO
I	William Wordsworth: 'Lines Written a Few Miles above Tintern Abbey', 'The Solitary Reaper' Samuel Taylor Coleridge: 'Kubla Khan', 'Frost at Midnight'	30	CO-1,CO-2,CO-3
II	P. B. Shelley: 'To a Skylark', John Keats: 'Ode to a Nightingale', 'Ode to Autumn'	30	CO-1,CO-2,CO-3
III	William Hazlitt: 'My First Acquaintance with Poets' Charles Lamb: 'The Bachelor's Complaint', 'Dream Children: A Reverie'	30	CO-1,CO-2,CO-3
IV	Mary Shelley: Frankenstein	30	CO-1,CO-2,CO-3

Course Mapping:

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

Suggested Readings:

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

- Wordsworth, William, 'Preface to Lyrical Ballads', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 594-611

BA in English (FYUP) Detailed Syllabus of FOURTH Semester

Major 6

Title of the Paper: BRITISH LITERATURE: 19TH CENTURY

Course Code: IDE-ENG-CC-2420

LO: Learning Objectives:

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

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

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

Credits: 4
Total Learning Hours: 30x4=120
Examination duration: 3 Hours
Maximum Marks: 100 Marks
Assignments: 30 Marks
Term End Examination: 70 Marks

CO: Course Outcomes:

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

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

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

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

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

Course Content

Module No.	Contents	Learning Hours	CO
I	<p>Background to</p> <p>A. The Victorian Age(1837-1901)</p> <ol style="list-style-type: none"> a. Effects of Industrial Revolution b. The Rise of the Working Class c. The Victorian Dilemma: Age of Science, Faith and Doubt d. Victorian Literature: Types, Features and Development(Novel, Poetry and Prose) <p>B. Key Concepts</p> <ol style="list-style-type: none"> a. Utilitarianism b. Darwinism c. Marriage and Sexuality d. Pre-Raphaelitism e. The Oxford Movement f. The Dramatic Monologue 	30	CO-1,CO-2,CO-3,CO-4
II	<p>Fiction</p> <p>Charlotte Bronte: <i>Jane Eyre</i> Charles Dickens: <i>Great Expectations</i></p>	30	CO-1,CO-2,CO-3,CO-4
III	<p>Poetry</p> <p>Alfred Tennyson: ‘Ulysses’ Robert Browning: ‘Porphyria’s Lover’ Christina Rossetti: ‘The Goblin Market’ Elizabeth Barret Browning: ‘How Do I love Thee’(Sonnet 43)</p>	30	CO-1,CO-2,CO-3,CO-4

IV	Prose John Newman: The Idea of a University (Part I ‘University Teaching’) John Ruskin: ‘Of Kings’ Treasuries’ and ‘Of Queens Gardens’ (from Sesame and Lillies) R.L Stevenson: ‘An Apology for Idlers’ (from Forms of English Prose)	30	CO-1,CO-2,CO-3,CO-4
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Course Mapping:

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

Suggested Reading:

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

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

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

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

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

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

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

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

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

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

BA in English (FYUP) Detailed Syllabus of FOURTH Semester

Major-7

Title of the Paper: British Literature: The Early 20th Century

Course Code: IDE- ENG-CC-2430

LO: Learning Objectives:

The course will seek to achieve the following objectives:

:to make students understand the difference between modernity and modernism

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

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

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

Credits: 4

Total Learning Hours: 30x4=120

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Assignments: 30 Marks

Term End Examination: 70 Marks

Course Level Learning Outcomes:

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

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

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

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

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

Course Content

Module No.	Contents	Learning Hours	CO
I	Joseph Conrad: <i>Heart of Darkness</i>	30	CO-1,CO-3,CO-4
II	D. H. Lawrence: <i>Sons and Lovers</i>	30	CO-1,CO-2,CO-3,CO-4
III	Henrik Ibsen: <i>A Doll's House</i>	30	CO-1,CO-2,CO-3,CO-4
IV	W.B. Yeats: 'Leda and the Swan', 'The Second Coming' T.S. Eliot: 'The Love Song of J. Alfred Prufrock' Wilfred Owen: 'The Strange Meeting'	30	CO-1,CO-2,CO-3,CO-4

Suggested Topics for Background Reading and Class Presentation

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

Course Mapping:

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

Suggested Readings

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

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

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

BA in English (FYUP) Detailed Syllabus of **FOURTH** Semester

Major 8

Title of the paper: European Classical Literature

Course Code: IDE-ENG-CC-2440

LO: Learning Objectives:

The course will seek to achieve the following objectives:

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

Credits: 4
Total Learning Hours: 30x4=120
Examination duration: 3 Hours
Maximum Marks: 100 Marks
Assignments: 30 Marks
Term End Examination: 70 Marks

CO:Course Outcome:

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

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

Course Content

Module No.	Contents	Learning Hours	CO
I	Homer: Selections from the <i>Illiad</i> (Book I : Lines 1-100)	30	CO-1,CO-2,CO-3
II	Sophocles: <i>Oedipus Rex</i>	30	CO-1,CO-2,CO-3

III	Dante: Selections from <i>The Divine Comedy</i> (Paradise: Canto - I)	30	CO-1,CO-2,CO-3
IV	Virgil: <i>Aeneid</i> (Book I: 'Invocation to the Muse')	30	CO-1,CO-2,CO-3

Course Mapping:

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

Suggested Readings:

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

BA in English (FYUP) Detailed Syllabus of FIFTH Semester

Major 9

Title of the paper: Modern European Drama

Course Code: IDE-ENG-CC-3510

Credits: 4

Total Learning Hours: 30x4=120

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Assignments: 30 Marks

Term End Examination: 70 Marks

LO: Learning Objectives:

The course will seek to achieve the following objectives:

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

CO : Course Outcomes

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

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

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

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

Course Content

Module No.	Contents	Learning Hours	CO
I	August Strindberg: <i>The Father</i>	30	CO-1,CO-2,CO-3
II	Bertolt Brecht: <i>Life of Galileo</i>	30	CO-1,CO-2,CO-3
III	Samuel Beckett: <i>Waiting for Godot</i>	30	CO-1,CO-2,CO-3
IV	Harold Pinter: <i>The Birthday Party</i>	30	CO-1,CO-2,CO-3

Course Mapping:

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

Suggested Readings

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

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

BA in English (FYUP) Detailed Syllabus of FIFTH Semester

Major 10

Title of the Paper: AMERICAN LITERATURE

Course Code: IDE- ENG-CC-3520

LO: Learning Objectives

- : To develop the ability to critically analyze a variety of American literary texts, including novels, short stories, poems, and essays, by examining themes, characters, literary techniques, and historical contexts.
- : To gain an understanding of the cultural, social, and historical contexts that shape American literature, including the diversity of voices and perspectives within the American literary tradition, as well as the ways in which literature reflects and responds to historical events and cultural movements.
- : To enhance their critical thinking and writing skills through close reading, discussion, and written analysis of literary texts. They will learn to articulate their interpretations effectively, support their arguments with textual evidence, and engage in scholarly dialogue about American literature.

Credits: 4
Total Learning Hours: 30x4=120
Examination duration: 3 Hours
Maximum Marks: 100 Marks
Assignments: 30 Marks
Term End Examination: 70 Marks

CO: Course Outcomes

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

- CO-1:** understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present (17th century to 21st century)
- CO-2:** understand the historical, religious and philosophical contexts of the American spirit in literature; and social-cultural-ecological-political contexts of democracy, the Myth of Success, the American Adam, the Myth of the Old South, the Wild West, Melting pot, Multiculturalism, etc.
- CO-3:** appreciate the complexity of the origin and reception of American literature, given its European and non-European historical trajectories, particularly in relation to writers of European (Anglo-Saxon, French, Dutch and Hispanic) descent, as well as writers from

black and non-European (African, American Indian, Hispanic-American and Asian) writing traditions and analyze the American mind from global and Indian perspectives and situate the American in the contemporary world

CO-4:critically engage with the complex nature of American society, given its journey from specific religious obligations and their literary transformations (such as Puritanism, Unitarianism, Transcendentalism, etc.) to the growth of anti- or non-Christian sensibilities and relate the African American experience in America (both ante-bellum and post-bellum) to issues of exclusion in societies relevant to their learning experience

Course Content

Module No.	Contents	Learning Hours	CO
I	Fiction Hemingway: <i>The Old Man and the Sea</i>	30	CO-1,CO-2,CO-3,CO-4
II	Drama Arthur Miller: <i>All My Sons</i>	30	CO-1,CO-2,CO-3,CO-4
III	Short Fiction and Personal Narrative Edgar Allan Poe: ‘The Purloined Letter’ Booker T Washington: Selection from <i>Up from Slavery</i> (Chap. 1) Maya Angelou: Selections from <i>I Know Why the Caged Bird Sings</i> (Chaps 15) William Faulkner: ‘Dry September’	30	CO-1,CO-2,CO-3,CO-4
IV	Poetry Walt Whitman ‘O Captain, My Captain’ Emily Dickinson: ‘This was a Poet’, ‘I heard a fly buzz’ Robert Frost: Mending Wall Langston Hughes: ‘The Negro Speaks of Rivers’	30	CO-1,CO-2,CO-3,CO-4

Suggested Topics for Background Reading and Class Presentation

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

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

War and American Fiction

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

Social Realism and the American Novel

The Questions of Form in American Poetry

Course Mapping:

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

Suggested Readings

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

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

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

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

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

BA in English (FYUP) Detailed Syllabus of FIFTH Semester

Major 11

Title of the paper: Postcolonial Literatures

Course Code: IDE-ENG-CC-3530

LO: Learning Objectives

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

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

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

Credits: 4

Total Learning Hours: 30x4=120

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Assignments: 30 Marks

Term End Examination: 70 Marks

CO: Course Outcomes:

The following are the expected learning outcomes of this paper:

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

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

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

Course Content

Module No.	Contents	Learning Hours	CO
I	Essays Ngugi waThiong'o: Sections 1.i& 1.ii ('The Language of African Literature') from <i>Decolonizing the Mind</i> .	30	CO-1,CO-2,CO-3

	Frantz Fanon: 'The Fact of Blackness'. Harish Trivedi: 'Colonial Influence, Postcolonial Intertextuality: Western Literature and Indian Literature.'		
II	Fiction V. S. Naipaul: <i>A House for Mr. Biswas</i> Chinua Achebe: <i>Things Fall Apart</i>	30	CO-1,CO-2,CO-3
III	Short stories Bessie Head: 'The Collector of Treasures' Gayatri Spivak: 'The Breast Giver'	30	CO-1,CO-2,CO-3
IV	Poetry 1. Margaret Atwood: 'This is a Photograph of Me' 2. Derek Walcott: 'A Far Cry from Africa' 3. Langston Hughes: 'The White Fiends' 4. Mamang Dai: 'Small Towns and the River'	30	CO-1,CO-2,CO-3

Suggested topics for background reading and class presentation:

Nationalism and Nationality

De-colonization, Globalization and Literature

Race, Region, Religion

Gender and identity

Literature and the Question of Ethics

Postcolonialism and Resistance

Literature and the Politics of Identity

Course Mapping:

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

Suggested Readings:

Franz Fanon, 'The Fact of Blackness'.

Helen Tiffin, Bill Ashcroft, Gareth Griffiths (Eds.). *The Postcolonial Studies Reader*. 2ndEdn. Routledge, 2005.

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

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Major 12

Title of the Paper: WOMEN'S WRITING

Course Code: IDE- ENG-CC-3540

LO: Learning Objectives

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

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

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

Credits: 4

Total Learning Hours: 30x4=120

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Assignments: 30 Marks

Term End Examination: 70 Marks

CO:Course Outcomes

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

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

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

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

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

Course Content

Module No.	Contents	Learning Hours	CO
I	<p>Poetry</p> <p>Judith Wright: 'Woman to Man' Sylvia Plath: 'Lady Lazarus' Eunice De Souza : 'Advice to Women' Kamala Das: 'Eunuch'</p>	30	CO-1,CO-2,CO-3,CO-4
II	<p>Fiction</p> <p>Mamang Dai <i>The Black Hill</i></p>	30	CO-1,CO-2,CO-3
III	<p>Short Story</p> <p>Katherine Mansfield: 'Bliss' Leslie Marmon Silko: 'Yellow Woman' Bama: 'Chilli Powder'</p>	30	CO-1,CO-2,CO-3,CO-4
IV	<p>Prose</p> <ol style="list-style-type: none"> Mary Wollstonecraft "A Vindication of the Rights of Woman" (New York: Norton, 1988) Virginia Woolf "Professions for Women" Elaine Showalter, 'Introduction', in <i>A Literature of Their Own</i> Ramabai Ranade 'A Testimony of our Inexhaustible Treasures', in <i>Pandita Ramabai Through Her Own</i> 	30	CO-1,CO-2,CO-3,CO-4

	Words: Selected Works, tr. Meera Kosambi (New Delhi: OUP, 2000) pp. 295–324.		
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Suggested Topics for Background Reading and Class Presentation

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

Body, Beauty and Discrimination Race, Caste and Gender

Social Reform and Women's Rights Women under Colonialism

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

Course Mapping:

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

Suggested Readings

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

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

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

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

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

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

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

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

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Major 13

Title of the paper: INDIAN CLASSICAL LITERATURE

Course Code: IDE-ENG-CC-3610

LO:Learning Objectives:

The course will seek to achieve the following objectives:

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

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

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

Credits: 4

Total Learning Hours: 30x4=120

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Assignments: 30 Marks

Term End Examination: 70 Marks

CO:Course Outcome:

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

CO-1: Engage with classical literary traditions of India upto1100 AD

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

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

Course Content

Module No.	Contents	Learning Hours	CO
I	Selections from <i>Valmiki's Ramayana</i> (Aranya Kanda -The Book of Forest Trek – Chapters-18,19, and 20)	30	CO-1,CO-2,CO-3
II	Selections from the <i>Mahabharata</i> (Sub-Chapters-SwayamvaraParva and VaivahikaParva from “Adi Parva”)	30	CO-1,CO-2,CO-3
III	Bharatamuni's <i>Natyashastra</i> (Chapter 1on the Origin of Drama)	30	CO-1,CO-2,CO-3
IV	Kalidas, <i>Shakuntala</i> , Trans. by M.R. Kale	30	CO-1,CO-2,CO-3

Course Mapping:

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

Suggested Readings:

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

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

Bharata,*Natyashastra*, Trans. by Manmohan Ghosh, Vol.I,2ndEdn. Calcutta: Granthalaya,1967

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

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

A.K.Warder, Indian Kavya Literaturee, 8V olumes. Delhi: Mtilal Banarsidas,2011.

Kalidas, Shakuntala , Trans. M.R. Kale

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Major 14

Title of the paper: Indian Writing in English

Course Code: IDE-ENG-CC-3620

LO: Learning Objectives:

The course will seek to achieve the following objectives:

: To give students first-hand knowledge of major Indian Writers in English.

: To provide the students with the knowledge of the political, economic, social, and intellectual background to enable them to study poetry as the representative text of the age.

: To enable the students to understand the growth of Indian Writing in English and encourage further reading so as to obtain greater understanding.

Credits: 4

Total Learning Hours: 30x4=120

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Assignments: 30 Marks

Term End Examination: 70 Marks

CO :Course Outcomes:

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

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

Course Content

Module No.	Contents	Learning Hours	CO
I	Henry L. V. Derozio: 'India My Native Land' Sri Aurobindo: 'Nirvana' Kamala Das: 'A Hot Noon in Malabar' Jayant Mahapatra: 'Hunger'	30	CO-1,CO-2,CO-3,CO-4
II	Raja Rao: <i>Kanthapura</i>	30	CO-1,CO-2,CO-3,CO-4
III	R. K. Narayan: 'An Astrologer's Day' Sashi Deshpande: 'The Awakening' TemsulaAo: 'The Curfew' (from <i>These Hills Called Home</i>) Prajwal Parajuli: 'The Gurkha's Daughter' (from <i>The Gurkha's Daughter</i>)	30	CO-1,CO-2,CO-3,CO-4
IV	Girish Karnad: <i>Tale Danda</i>	30	CO-1,CO-2,CO-3,CO-4

Course Mapping:

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

Suggested Readings

1. *Modern Indian Poetry in English*. "Introduction" by Bruce King. OUP, New Delhi, 2005.
2. Raja, Rao. *Kanthapura*. Penguin, New Delhi, 2014.
3. B. K. Das. A Readers Guide to R. Parthasarathy's Ten Twentieth Century India Poets. Prakash Publication, Bareilly.
4. *Twenty-five Indian Poets in English*. Ed by K. S. Ramamurthy. Macmillan Education, 2001.

5. Temsula, Ao. *These Hills Called Home: Stories from Warzone*. Penguin India, 2005
6. Girish, Karnad. *Collected Plays: Volume Two*. Oxford University Press, New Delhi, 2021

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Major 15

Title of the paper: Popular Literature

Course Code: IDE- ENG-CC-3630

LO: Learning Objectives:

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

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

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

CO :Course Outcomes:

The following are the expected learning outcomes of this paper:

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

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

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

Credits: 4
Total Learning Hours: 30x4=120
Examination duration: 3 Hours
Maximum Marks: 100 Marks
Assignments: 30 Marks
Term End Examination: 70 Marks

Course Content

Module No.	Contents	Learning Hours	CO
I	Children's Literature Lewis Carroll: <i>Through the Looking Glass</i> Sukumar Ray: 'The Sons of Ramgaroo'	30	CO-1,CO-2,CO-3
II	Detective Fiction Agatha Christie: <i>The Murder of Roger Ackroyd</i>	30	CO-1,CO-2,CO-3
III	Romance Anuja Chauhan: <i>The Zoya Factor</i>	30	CO-1,CO-2,CO-3
IV	Science Fiction& Graphic Fiction Issac Asimov: <i>Nightfall</i>	30	CO-1,CO-2,CO-3

Background Readings:

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

Course Mapping:

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

Suggested Readings:

Lewis Carroll: *Through the Looking Glass*

Sukumar Ray: 'The Sons of Ramgaroo'

Agatha Christie: *The Murder of Roger Ackroyd*

Anuja Chauhan: *The Zoya Factor*

Issac Asimov: *Nightfall*

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Major 16

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

Course Code: IDE- ENG-CC-3640

Credits: 4

Total Learning Hours: 30x4=120

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Assignments: 30 Marks

Term End Examination: 70 Marks

Course Level Learning Objectives:

The course will seek to achieve the following objectives:

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

CO: Course Outcomes

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

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

Course Content

Module No.	Contents	Learning Hours	CO
I	Kazuo Ishiguro: <i>The Remains of the Day</i>	30	CO-1,CO-2,CO-3,CO-4
II	George Orwell: 'Politics and the English Language' and 'Why I Write'	30	CO-1,CO-2,CO-3,CO-4
III	Samuel Beckett: <i>Happy Days</i>	30	CO-1,CO-2,CO-3,CO-4
IV	Philip Larkin: 'Absences' Ted Hughes: 'Hawk Roosting' Seamus Heaney: 'Digging' C. D. Lewis: 'After Prayers Lie Cold'	30	CO-1,CO-2,CO-3,CO-4

Course Mapping:

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

Suggested Readings

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

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Major 17

Title of the paper: Partition Literature

Course Code: IDE-ENG-CC-4710

LO: Learning Objectives:

The course will seek to achieve the following objectives:

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

Credits: 4
Total Learning Hours: 30x4=120
Examination duration: 3 Hours
Maximum Marks: 100 Marks
Assignments: 30 Marks
Term End Examination: 70 Marks

CO:Course Outcomes

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

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

Course Content

Module No.	Contents	Learning Hours	CO
I	Amrita Pritam: 'To Waris Shah' Faiz Ahmad Faiz: 'For your Lanes, My Country' Nida Fazli: 'Here as well as There' Jibannanda Das: 'I Shall Return to this Bengal'	30	CO-1,CO-2,CO-3,CO-4
II	DivyenduPalit: 'Alam's Own House' Rajinder Singh Bedi: 'Lajwanti	30	CO-1,CO-2,CO-3,CO-4
III	Gulzar: <i>Two</i>	30	CO-1,CO-2,CO-3,CO-4
IV	Howard Brenton – <i>Drawing the Line</i>	30	CO-1,CO-2,CO-3,CO-4

Course Mapping:

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

Suggested Readings

1. Black Margin: Sadat Hasan Manto Stories. Selected by M Asaduddin. Ed. by Muhammad Umar Menon. Published by Katha with OUP, 2001.

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

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Major 18

Title of the paper: Modern Indian Writing in English Translation

Course Code: IDE- ENG-CC-4720

Credits: 4
Total Learning Hours: 30x4=120
Examination duration: 3 Hours
Maximum Marks: 100 Marks
Assignments: 30 Marks
Term End Examination: 70 Marks

LO: Learning Objectives:

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

CO :Course Outcomes

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

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

CO-4: Understand the historical trajectory of Indian literatures in regional literatures.

Course Content

Module No.	Contents	Learning Hours	CO
I	Poetry Rabindranath Tagore: 'Light, Oh Where is the Light?' Amrita Pritam: 'I Will Meet You Again' G. M. Muktibodh: 'The Void' Hira Bansode: 'Yashodhara'	30	CO-1,CO-2,CO-3,CO-4
II	Short Story Fakir Mohan Senapati: 'Rebati' Gurdial Singh: 'A Season of No Return' Premchand: 'The Shroud' DurgaKhote: 'I, DurgaKhote'	30	CO-1,CO-2,CO-3,CO-4
III	Drama Dharamveer Bharati: <i>AndhaYug</i>	30	CO-1,CO-2,CO-3,CO-4
IV	Novel G. Kalyan Rao: <i>Untouchable Spring</i>	30	CO-1,CO-2,CO-3,CO-4

Course Mapping:

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

Suggested Readings

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

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Major 19

Title of the Paper: LITERATURE OF THE INDIAN DIASPORA

Course Code: IDE- ENG-CC-4730

LO: Learning Objectives:

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

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

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

CO :Course Outcomes

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

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

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

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

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

Credits: 4

Total Learning Hours: 30x4=120

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Assignments: 30 Marks

Term End Examination: 70 Marks

Course Content

Module No.	Contents	Learning Hours	CO
I	<u>Key Terms</u> Diaspora , Globalization ,Transnationalism ,Multiculturalism,The Diaspora Nostalgia, Alienation,Globalization,Hybridization,In-Betweenness,Rhizome,Push and Pull Factors, Homeland and Hostland	30	CO-1,CO-2,CO-3
II	M. G. Vassanji: <i>The Book of Secrets</i> Sujata Bhat: ‘A Different History’ Aga Sahid Ali: ‘Postcard from Kashmir’	30	CO-1,CO-2,CO-3,CO-4
III	V.S Naipaul: <i>A House for Mr Biswas</i> Meena Alexander: ‘House of a Thousand Doors’ Uma Parameshwaran: ‘What was Always Hers’	30	CO-1,CO-2,CO-3,CO-4
IV	Jhumpa Lahiri: <i>The Namesake</i> Chitra Banerjee Divakaruni: ‘Silver Pavements’ (from <i>Arranged Marriage</i>)	30	CO-1,CO-2,CO-3,CO-4

Course Mapping:

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

Suggested Readings

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

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

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

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

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

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

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

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

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

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

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

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Major-20

Title of the Paper: LITERARY CRITICISM

Course Code: IDE- ENG-CC-4740

LO: Learning Objectives:

The course will seek to achieve the following objectives:

- : To make students understand the historical and philosophical contexts that contributed to the evolution of literary criticism across different traditions and time periods and the contribution of significant literary philosophers and critics
- : To differentiate between literary criticism and literary theory, comprehending their fundamental concepts and underlying distinctions, while at the same time
- : To make students understand the major critical movements and prominent critics within both Indian (e.g., schools of *Rasa*, *Alankar*, *Riti*, *Dhwani*, *Vakroti*, *Auchitya*) and Western (e.g., Greek, Roman, English, German, Russian, and French) critical traditions.
- : To help learners identify theoretical and critical concepts associated with specific critics, texts, or movements, and analyze them within their respective historical and cultural contexts and cultural texts effectively.
- : To develop and enhance interpretative skills through rigorous engagement to evaluate and analyze the strengths and limitations of different critical and theoretical frameworks, engaging in critical discourse to discern their applicability and effectiveness in interpreting texts.

CO: Course Outcomes

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

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

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

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

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

Credits: 4

Total Learning Hours: 30x4=120

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Assignments: 30 Marks

Term End Examination: 70 Marks

Course Content

Module No.	Contents	Learning Hours	CO
I	Schools of Indian Literary Theory: <i>Rasa, Alankar, Riti, Dhvani, Vakroti, Auchitya</i>	30	CO-1,CO-2,CO-3
II	Aristotle: <i>Poetics</i> (Trans. by Butcher) Longinus: <i>On the Sublime</i>	30	CO-1,CO-2,CO-3
III	William Wordsworth: ‘Preface’ to <i>Lyrical Ballads</i> (2 nd Edition) S.T. Coleridge: From <i>Biographia Literaria</i> (Chapter 4, 13, 14 &15)	30	CO-1,CO-2,CO-3,CO-4
IV	I.A. Richards: Excerpts from <i>Practical Criticism</i> (‘The Four Kinds of Meaning’) T.S. Eliot: ‘Tradition and Individual Talent’ Northrop Frye: From <i>The Anatomy of Criticism</i> (Third Essay: Archetypal Criticism)	30	CO-1,CO-2,CO-3,CO-4

Course Mapping:

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

Suggested Readings

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

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

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

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

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

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

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

BA in English (FYUP) Detailed Syllabus of EIGHTH Semester

Major 21

Title of the paper: Literary Theory

Course Code: IDE- ENG-CC-4810

Credits: 4
Total Learning Hours: 30x4=120
Examination duration: 3 Hours
Maximum Marks: 100 Marks
Assignments: 30 Marks
Term End Examination: 70 Marks

LO: Learning Objectives:

The course will seek to achieve the following objectives:

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

CO: Course Outcomes

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

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

Course Content

Module No.	Contents	Learning Hours	CO
I	New Criticism & Russian Formalism Cleanth Brooks: ‘What does Poetry Communicate?’ from <i>The Well Wrought Urn</i> . Roman Jakobson: ‘The Dominant’	30	CO-1,CO-2,CO-3
II	Jonathan Culler: ‘Saussure’s Theory of Language’, from <i>Saussure: Fontana Modern Masters</i> , Edited by Frank Kermode. Roland Barthes: ‘Death of the Author’	30	CO-1,CO-2,CO-3
III	Sigmund Freud: ‘The Dream is the Fulfilment of a Wish’, from <i>The Interpretation of Dreams</i> . Sudhir Kakar: ‘Psychoanalysis and Eastern Spiritual Healing Traditions’	30	CO-1,CO-2,CO-3
IV	Michel Foucault: ‘What is an Author?’ Walter D. Mignolo: ‘Delinking: The Rhetoric of Modernity, the Logic of Coloniality and the Grammar of Decoloniality’	30	CO-1,CO-2,CO-3,CO-4

Course Mapping:

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

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

Suggested Readings

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

BA in English (FYUP) Detailed Syllabus of EIGHTH Semester

Major 22

Title of the paper: WORLD LITERATURES

Course Code: IDE- ENG-DE-4810

LO: Learning Objectives:

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

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

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

Credits: 4
Total Learning Hours: 30x4=120
Examination duration: 3 Hours
Maximum Marks: 100 Marks
Assignments: 30 Marks
Term End Examination: 70 Marks

CO: Course Outcome:

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

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

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

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

Course Content

Module No.	Contents	Learning Hours	CO
I	Concepts : World Literature, National Literature, Comparative Literature and Vishwa Sahitya	30	CO-1
II	Albert Camus: <i>The Stranger</i>	30	CO-1,CO-2,CO-3
III	Pablo Neruda: Select Poems – ‘I Do not Love You Except Because “I Love You” and “Ode to Sadness’ Rainer M Rilke: ‘Duino Elegies’ (first two elegies)	30	CO-1,CO-2,CO-3
IV	Jose Saramago: <i>Cain</i>	30	CO-1,CO-2,CO-3

Course Mapping:

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

Suggested Readings:

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

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

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

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

Albert Camus. *The Stranger*

Anton Chekhov. *The Cherry Orchard*

Pablo Neruda. Select Poems – 'I Do not Love You Except Because "I Love You" and "Ode to Sadness"

Rainer M Rilke. 'Duino Elegies'

Jose Saramago. *Cain*

BA in English (FYUP) Detailed Syllabus of EIGHTH Semester

Major-23

Title of the Paper: NINETEENTH CENTURY EUROPEAN REALISM

Course Code: IDE- ENG-DE-4820

LO: Learning Objectives:

The course will seek to achieve the following objectives:

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

CO: Course Outcome:

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

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

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

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

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

Credits: 4
Total Learning Hours: 30x4=120
Examination duration: 3 Hours
Maximum Marks: 100 Marks
Assignments: 30 Marks
Term End Examination: 70 Marks

Course Content

Module No.	Contents	Learning Hours	CO
I	George Eliot: <i>Middlemarch</i>	30	CO-1,CO-2,CO-3
II	Fyodor Dostoyevsky: <i>Crime and Punishment</i>	30	CO-1,CO-2,CO-3,
III	Honore de Balzac: <i>Old Goriot</i>	30	CO-1,CO-2,CO-3, CO-4
IV	Guy de Maupassant: ‘The Umbrella’ Anton Chekov: ‘The Lament’ R. L. Stevenson: ‘Will O’ the Mill’ Oscar Wilde: ‘The Nightingale and the Rose’	30	CO-1,CO-2,CO-3,CO-4

Suggested Topics for Background Reading and Class Presentation

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

Course Mapping:

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

Suggested Readings

George Eliot: *Middlemarch*

Fyodor Dostoyevsky: *Crime and Punishment*

Honore de Balzac: *Old Goriot*

Guy de Maupassant: Selected Short Stories

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

BA in English (FYUP) Detailed Syllabus of EIGHTH Semester

Major 24

Title of the paper: SCIENCE FICTION AND DETECTIVE LITERATURE

Course Code: IDE-ENG-DE-4830

LO: Learning Objectives:

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

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

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

Credits: 4
Total Learning Hours: 30x4=120
Examination duration: 3 Hours
Maximum Marks: 100 Marks
Assignments: 30 Marks
Term End Examination: 70 Marks

CO: Course Outcome:

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

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

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

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

Course Content

Module No.	Contents	Contact Hours	CO
I	Science fiction and Detective Literature and related concepts of genre, implied audience, plot construction, , linguistic texture, authorial identity, publication context and socio-cultural context	30	CO-1,CO-2,CO-3
II	Margaret Atwood: <i>The Handmaid's Tale</i> William E. Burton: 'The Secret Cell'	30	CO-1,CO-2,CO-3
III	Arthur Conan Doyle: <i>The Hound of the Baskervilles</i> Ray Bradbury: 'The Flying Machine'	30	CO-1,CO-2,CO-3
IV	E. A. Poe: 'The Murders in the Rue Morgue' Manjula Padmanabhan: 'Escape' Arup Kumar Dutta: <i>The Blind Witness</i> .	30	CO-1,CO-2,CO-3

Course Mapping:

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

Suggested Readings:

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

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

Robert A. Heinlein, 'On the Writing of Speculative Fiction'.https://mab333.weebly.com/uploads/3/2/3/1/32314601/writing_sf_-_01_on_the_writing_of_speculative_fiction.pdf

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

Margaret Atwood. *The Handmaid's Tale*

Manjula Padmanabhan. 'Escape'

Arthur Conan Doyle. *The Hound of the Baskervilles*

Arup Kumar Dutta. *The Blind Witness*.

BA in English (FYUP) Detailed Syllabus of FIRST Semester

Minor 1

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

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

Title of the Paper: INTRODUCTION TO THE STUDY OF LITERATURE

Course Code: IDE- XXX-MC-1110

LO: Learning Objectives:

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

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

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

CO: Course Outcome:

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

Credits: 4

Total Learning Hours: 30x4=120

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Assignments: 30 Marks

Term End Examination: 70 Marks

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

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

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

Course Content

Module No.	Contents	Contact Hours	CO
I	Literature as Imaginative & Creative Writing Aesthetic Appeal and Universality Fact, Fiction and Reality in Literature Literature as Mirror of Society (Reflection of Social Reality and Material Facts)	30	CO-1,CO-2,CO-3
II	Introduction to Poetry Different forms of poetry Sonnet, Ode, Epic, Ballad, Satire, Lyric, Blank Verse, Metaphysical poetry Literary Devices (Sound, Symbols, Imagery, Rhythm, Syntax, Metre and Rhyme etc.)	30	CO-1,CO-2,CO-3
III	Introduction to Drama Different forms of drama Historical Drama, Tragedy, Comedy, Tragi-comedy, One-Act play, Absurd Drama Literary Devices (Plot, Act, Symbolism, Irony, Chorus, Soliloquy and Aside etc.)	30	CO-1,CO-2,CO-3

IV	<p>Introduction to Fiction and Non-Fiction Different forms of fiction and non-fiction writings Short story, Novel, Biography, Autobiography, Letters, Satire, Essays, Science fiction, Epistolary Novels, Bildungsroman, Psychological Novels Literary Devices (Symbolism, Imagery, Irony, Flashbacks, Narrative persona, etc.)</p>	30	CO-1,CO-2,CO-3

Course Mapping:

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

Suggested Reading:

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

BA in English (FYUP) Detailed Syllabus of SECOND Semester

Minor 2

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

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

Title of the paper: English Poetry and Drama

Course Code: IDE- XXX-MC-1210

LO: Learning Objectives:

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

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

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

Credits: 4
Total Learning Hours: 30x4=120
Examination duration: 3 Hours
Maximum Marks: 100 Marks
Assignments: 30 Marks
Term End Examination: 70 Marks

CO: Course Outcome:

At the completion of this course,

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

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

Course Content

Module No.	Contents	Learning Hours	CO
I	Philip Sidney: <i>From Astrophel and Stella</i>	30	CO-1,CO-2

	William Shakespeare: 'Seven Ages of Man' John Milton: 'On His Blindness' John Donne: 'The Flea'		
II	William Wordsworth: 'Three Years She Grew' Alfred Tennyson: 'Break, Break, Break' Christina Rossetti: 'After Death' W.H.Auden: 'The Unknown Citizen'	30	CO-1,CO-2
III	William Shakespeare: <i>As You Like It</i>	30	CO-1,CO-2
IV	Henrik Ibsen: <i>A Doll's House</i>	30	CO-1,CO-2

Course Mapping:

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

Suggested Reading:

www.poetryfoundation.com

www.poemhunter.com

Shakespeare, William. *As You Like It*

Ibsen, Henrik. *A Doll's House*

BA in English (FYUP) Detailed Syllabus of THIRD Semester

Minor 3

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

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

Title of the paper: Literature and the Cinema

Course Code: IDE-XXX-MC-2310

LO: Learning Objectives:

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

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

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

Credits: 4
Total Learning Hours: 30x4=120
Examination duration: 3 Hours
Maximum Marks: 100 Marks
Assignments: 30 Marks
Term End Examination: 70 Marks

CO: Course Outcome:

The following are the expected learning outcomes of this paper:

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

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

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

Course Content

Module No.	Contents	Learning Hours	CO
I	Theory	30	CO-1

	James Monaco: ‘The Language of film: Signs and Syntax’ (<i>How to Read a Film: The World of Movies, Media and Multimedia</i>) Chap 3. Linda Hutcheon: <i>A Theory of Adaptation</i> .		
II	Classic William Shakespeare: <i>Hamlet</i> (text) & Vishal Bharadwaj’s <i>Hyder</i> (film)	30	CO-1,CO-2,CO-3
III	Partition film/narrative Bapsi Sidhwa: <i>Ice Candy Man</i> (text)& Deepa Mehta’s <i>Cracking Earth</i> (film) Amrita Pritam: <i>Pinjar</i> (Text)& C. P. Dwivedi’s <i>Pinjar</i> (film)	30	CO-1,CO-2,CO-3
IV	Popular Films: Chetan Bhagat: <i>Five Point Someone</i> (text) & <i>Three Idiots</i> (film) Girish Karnad: <i>Fire and the Rain</i> (text) & <i>Agnivarsha</i> (film)	30	CO-1,CO-2,CO-3

Suggested Topics and background reading and presentations:

Theories of adaptation

Transformation and Transposition

Hollywood to Bollywood

Adaptation as Interpretation

Classics in Film and Fiction

Course Mapping:

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

Suggested Readings:

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

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

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

BA in English (FYUP) Detailed Syllabus of FOURTH Semester

Minor 4

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

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

Title of the paper: Modern Travel Writing

Course Code: IDE-XXX-MC-2410

LO: Learning Objectives:

The course will seek to achieve the following objectives:

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

Credits: 4
Total Learning Hours: 30x4=120
Examination duration: 3 Hours
Maximum Marks: 100 Marks
Assignments: 30 Marks
Term End Examination: 70 Marks

CO : Course Outcomes

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

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

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

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

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

Course Content

Module No.	Contents	Learning Hours	CO
I	V. S. Naipaul – <i>India: A Million Mutinies Now</i>	30	CO-1,CO-2,CO-3, CO-4
II	Diana L. Eck: <i>India: A Sacred Geography</i>	30	CO-1,CO-2,CO-3, CO-4
III	Mark Tully: <i>India's Unending Journey</i>	30	CO-1,CO-2,CO-3, CO-4
IV	David Frawley: <i>In Search of the Cradle of Civilisation</i>	30	CO-1,CO-2,CO-3, CO-4

Course Mapping:

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

Suggested Readings

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

BA in English (FYUP) Detailed Syllabus of FIFTH Semester

Minor 5

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

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

Title of the paper: Autobiography and Life Writing

Course Code: IDE- XXX-MC-3510

LO: Learning Objectives:

The course will seek to achieve the following objectives:

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

Credits: 4
Total Learning Hours: 30x4=120
Examination duration: 3 Hours
Maximum Marks: 100 Marks
Assignments: 30 Marks
Term End Examination: 70 Marks

Course Outcomes

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

CO-1:Gets a basic idea about the literary genre: Biography and autobiography.

CO-2:Examine the status of life writing as a literary form and the history of its reception.

CO-3:Understand the relationship between self and history, truth, claims, and fiction in private and public spheres.

CO-4:Able to explain and analyze how life writing provides an alternative to existing ways of writing history.

Course Content

Module No.	Contents	Learning Hours	CO
I	Anne Frank: <i>The Diary of a Young Girl</i>	30	CO-1,CO-2,CO-3, CO-4
II	M. K. Gandhi: <i>Autobiography: The Story of My Experiments with Truth</i>	30	CO-1,CO-2,CO-3, CO-4
III	T. J. S. George: <i>MS– A Life in Music</i>	30	CO-1,CO-2,CO-3, CO-4
IV	A. P. J. Abdul Kalam: <i>Wings of Fire.</i> (Chapters: 1 - 4 Chapters).	30	CO-1,CO-2,CO-3, CO-4

Course Mapping:

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

Suggested Readings:

Anne Frank: *The Diary of a Young Girl*

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

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

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

BA in English (FYUP) Detailed Syllabus of SIXTH Semester

Minor 6

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

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

Title of the paper: INDIAN POETICS

Course Code: IDE-XXX-MC-3610

LO: Learning Objectives:

The course will seek to achieve the following objectives:

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

Credits: 4
Total Learning Hours: 30x4=120
Examination duration: 3 Hours
Maximum Marks: 100 Marks
Assignments: 30 Marks
Term End Examination: 70 Marks

CO: Course Outcomes

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

CO-1: Have the knowledge of major schools of Indian Literary Theory.

CO-2: Be familiar with the texts of Indian poetics.

CO-3: To apply their interpretive skills on the basis of principles derived from Indian critical tradition

Course Content

Module No.	Contents	Learning Hours	CO
I	Indian Poetics: Rasa, Alamkar, Riti, Dhvani, Vakrokti, Auchitya	30	CO-1
II	Constituent Elements of Indian Poetics	30	CO-1, CO-2
III	Indian Poetics in Historical Perspective	30	CO-1, CO-2, CO-3
IV	Relevance of Indian Poetics	30	CO-1, CO-2, CO-3

Course Mapping:

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

Suggested Readings:

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

BA in English (FYUP) Detailed Syllabus of SEVENTH Semester

Minor 7

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

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

Title of the paper: Short Stories and One-Act Plays

Course Code: IDE-XXX-MC-4710

Course Level Learning Objectives:

The course will seek to achieve the following objectives:

: To make the learner equipped with the features of short stories and one-act plays as distinct genres.

: To enable the learner to critically appreciate the aesthetic appeal and literary features of short stories and one-act plays.

: To enable the learner to understand the eco-social, historical, and cultural context of the prescribed texts.

Credits: 4

Total Learning Hours: 30x4=120

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Assignments: 30 Marks

Term End Examination: 70 Marks

Course Level Learning Outcomes

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

CO 1: Understand the distinct features of short stories and one-act plays as distinct forms of literary writing

CO 2: Demonstrate a critical understanding of the aesthetic appeal of these two forms of writing

CO 3: Understand the eco-social, Historical, and cultural context contained in the prescribed texts.

Course Content

Module no.	Content	Learning Hours	CO
I	H. H. Munro: 'The Open Window'; Pearl S. Buck: 'The Refugee'; James Joyce: 'The Dead';	30	1,3
II	D. H. Lawrence: 'Odour of the Chrysanthemums' Katherine Mansfield: 'The Garden Party' Raja Rao: 'The Cow of the Barricades'	30	2,3
III	Anton Chekov: <i>A Marriage Proposal</i> ; Norman McKinnel: <i>The Bishop's Candlesticks</i> ;	30	1,2
IV	Vijay Tendulkar: <i>Silence! The Court is in Session</i> Girish Karnad: <i>Yayati</i>	30	2,3

Course Mapping:

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

Suggested Readings

Abrams & Harpham. *A Glossary of Literary Terms*. Cengage.

Das, S.K. *A Critical Handbook of English Drama*. Ane Books.

Texts (Any edition, Preferably OUP)

BA in English (FYUP) Detailed Syllabus of EIGHTH Semester

Minor 8

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

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

Title of the paper: Sonnets, Odes & Elegies

Course Code: IDE-XXX-MC-4810

LO: Learning Objectives:

The course will seek to achieve the following objectives:

: To introduce the learner to some of the representative sonnets, odes and elegies in English literature

: To enable the learner to know about the features and aesthetic understanding of sonnets, odes and elegies in English literature

: To enable the learner to understand the eco-social, historical, and cultural context of the prescribed texts.

Credits: 4

Total Learning Hours: 30x4=120

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Assignments: 30 Marks

Term End Examination: 70 Marks

Course Level Learning Outcomes

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

CO 1: Understand the distinct features of sonnets, odes and elegies as distinct poetic forms

CO 2: Demonstrate a critical understanding of the development of sonnets, odes and elegies as poetic forms

CO 3: Understand the eco-social, Historical, and cultural context contained in the prescribed texts.

Course Content

Module no.	Content	Learning Hours	CO
I	Sir Thomas Wyatt: 'I Find No Peace', 'Forget Not Yet'; Surrey: Sonnet No. 7 ('The Soote Season...') Sonnet No. 11 ('Whoso list to hunt...')	30	1,3
II	William Shakespeare: Sonnet No. 29, 73 & 116; John Milton: 'On His Blindness'	30	2,3
III	William Collins: 'Ode to Evening'; S. T. Coleridge: 'Dejection: An Ode'; John Keats: 'Ode on a Grecian Urn'	30	1,2
IV	John Milton: 'Lycidas'; Alfred Tennyson: 'Break, Break, Break'; Matthew Arnold: 'A Summer Night'	30	2,3

Course Mapping:

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

Suggested Readings

Green, David. *The Winged Word*. Macmillan.

Grierson & Smith. *A Critical History of English Poetry*. Bloomsbury.

O' Neill, Michael. *The Cambridge History of English Poetry*. Cambridge University Press.

BA in English (FYUP) Detailed Syllabus of FIRST Semester

MD 1:

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

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

Title of the Paper: Introduction to English Poetry

Course Code: IDE- XXX-MD-1110

LO: Learning Objectives:

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

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

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

CO:Course Outcomes:

After the completion of this course, the learner will:

Credits: 3

Total Learning Hours: 30x3=90

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Assignments: 30 Marks

Term End Examination: 70 Marks

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

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

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

Course Content

Module No.	Contents	Learning Hours	CO
I	Thomas Wyatt: 'They Flee from Me', 'Blame Not My Lute' William Shakespeare: Sonnets no. 18 & 27 John Milton: 'On His Blindness'	30	CO-1,CO-2, CO-3
II	William Wordsworth: 'Composed Upon Westminster's Bridge' John Keats: 'Ode to Autumn' Alfred Tennyson: 'Ulysses' Robert Browning: 'The Last Ride Together'	30	CO-1,CO-2, CO-3
III	William Blake: 'The Lamb', 'The Tyger' Thomas Hardy: 'The Darkling Thrush' W. B. Yeats: 'The Second Coming' Siegfried Sassoon: 'The Last Meeting'	30	CO-1,CO-2, CO-3

Course Mapping:

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

Suggested Reading:

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

BA in English (FYUP) Detailed Syllabus of SECOND Semester

MD 2:

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

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

Title of the Paper: Introduction to English Drama

Course Code: IDE- XXX-MD-1210

LO: Learning Objectives:

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

Credits: 3
Total Learning Hours: 30x3=90
Examination duration: 3 Hours
Maximum Marks: 100 Marks
Assignments: 30 Marks
Term End Examination: 70 Marks

CO: Course Outcomes:

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

Course Content

Module No.	Contents	Learning Hours	CO
I	History and Elements of English Drama	30	CO-1,CO-2
II	William Shakespeare: <i>Julius Caesar</i> Ben Jonson: <i>Everyman in His Humour</i>	30	CO-1,CO-2,CO-3
III	Oliver Goldsmith: <i>She Stoops to Conquer</i>	30	CO-1,CO-2,CO-3

Course Mapping:

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

Suggested Reading:

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

BA in English (FYUP) Detailed Syllabus of THIRD Semester

MD 3:

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

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

Literature on Ecology

Course Code: IDE- XXX-MD-2310

LO: Learning Objectives:

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

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

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

CO:Course Outcome:

At the end of this course, the students will be

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

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

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

Credits: 3

Total Learning Hours: 30x3=90

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Assignments: 30 Marks

Term End Examination: 70 Marks

Course Content

Module No.	Contents	Learning Hours	CO
I	Eco-criticism and Green Studies: Fundamental Principles Ecological Movements: Silent Valley, Chipko, Narmada and other movements with regard to indigenous cultures.	30	CO-1,CO-2,CO-3
II	Rachel Carson: Silent Spring (Chapters: A Fable for Tomorrow; And No Birds Sing , The Human Price)	30	CO-1,CO-2,CO-3
III	Profile of a River (From <i>The Brahmaputra</i> by Arup K. Dutta) Ganga: The Goddess Ganges in Hindu Sacred Geography (Discuss L. ECK from Goddesses of India) 'On the Banks of Amaravati' (The three essays are from Waterlines ed. By AmitaBaviskar). Amitav Ghosh: <i>The Nutmeg's Curse</i>	30	CO-1,CO-2,CO-3

Course Mapping:

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

Background Reading:

Guha, Ramachandra(1994) *Social Ecology*, OUP

Barry, John (1998) *Rethinking Green Politics*, Sage Publications: New Delhi

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

Ghosh, Amitav : *The Nutmeg's Curse*

BA in English (FYUP) Detailed Syllabus of FIRST Semester

AEC-1

English Language and Communication Skills

Course Code: IDE- ENG-AE-0010

LO: Learning Objectives:

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

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

Credits: 4
Total Learning Hours: 30x4=120
Examination duration: 3 Hours
Maximum Marks: 100 Marks
Assignments: 30 Marks
Term End Examination: 70 Marks

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

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

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

CO: Course Outcomes:

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

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

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

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

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

Course Content

Module No.	Contents	Learning Hours	CO
I	Introduction to Communication Skills The Nature and Process of Communication Types and Modes of Communication Verbal and Non-verbal Communication Essentials of Effective Communication Overcoming Miscommunication: Communication Barriers and Strategies	30	CO-1, CO-2, CO-3
II	Listening Skills The Importance and Purposes of Effective Listening	30	CO-1, CO-2, CO-3

	Developing Active Listening Skills Identifying and Overcoming Barriers to Listening Guidelines for Improving Listening Skills Strategies for Effective Note-taking during Lectures and Presentations		
III	Speaking Skills Pronunciation Practice and Phonetic Awareness Developing Fluency through Conversation Practice Participating in Debates and Group Discussions Interview Skills: Effective Communication for Job Interviews Effective Presentation Skills and Public Speaking Techniques	30	CO-1, CO-2, CO-1, CO-2, CO-3, CO-4
IV	Reading and Writing Skills Effective Reading Strategies for Comprehension Developing Reading Fluency and Speed Close Reading Techniques for In-depth Analysis Summarizing and Paraphrasing Techniques Interpreting Graphs and Charts for Effective Communication Writing Formal Letters and Emails Resume and Job Application	30	CO-1, CO-2, CO-3

Course Mapping:

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

Average	2.5	2.25	2	2.25	2.75	3	2.5	3	2.6
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Suggested Readings:

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

BA in English (FYUP) Detailed Syllabus of SECOND Semester

AEC 2

Title of the Paper: Academic Writing and Professional Communication

Course Code: IDE- ENG-AE-1210

Credits: 4
Total Learning Hours: 30x4=120
Examination duration: 3 Hours
Maximum Marks: 100 Marks
Assignments: 30 Marks
Term End Examination: 70 Marks

LO: Learning Objectives:

The course will seek to achieve the following objectives:

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

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

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

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

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

CO: Course Outcomes

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

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

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

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

CO-4: Compose well-structured essays, research papers, and reports using clear and concise language and display effective communication strategies for professional environments, including email etiquette, formal letters, and workplace communication.

Course Content

Module No.	Contents	Learning Hours	CO
I	Introduction to Academic Writing The purpose of Academic Writing The features of Academic Writing Types of Academic Writing The Writing Process	30	CO-1, CO-2, CO-3
II	Writing Style and Structure Structure and organization of essays, research papers, and reports Organizing a Paragraph structure Structuring an Argument Developing a thesis statement and supporting arguments	30	CO-2, CO-3

	<p>Writing effective introduction, body, and conclusion</p> <p>Review and Critical analysis of Academic texts</p> <p>Summarizing and paraphrasing skill</p> <p>Citation and Referencing</p>		
III	<p>Writing Mechanics and Remedial Grammar</p> <p>Clarity, coherence, and conciseness in academic writing</p> <p>Effective use of transitions and linking words</p> <p>Punctuation</p> <p>Grammar and Sentence Structure</p> <p>Independent and dependent clauses</p> <p>Avoiding Choppy Sentences, Incomplete and fragmented sentences, run on sentences</p> <p>Subject-verb agreement and verb tenses</p> <p>Common grammatical errors to avoid</p>	30	CO-3
IV	<p>Professional Communication in Writing</p> <p>Writing formal emails, reports, and business correspondence</p> <p>Report Writing</p> <p>Note-Making</p> <p>Letter Writing</p> <p>Writing for professional contexts (CV and Cover Letters)</p> <p>Documenting: Agenda and Minutes</p>	30	CO-4

Course Mapping:

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

Suggested Readings

1. Liz Hamp-Lyons and Ben Heasley. *Study writing: A Course in Writing Skills for Academic Purposes* (Cambridge: CUP, 2006).
2. Renu Gupta. *A Course in Academic Writing* (New Delhi: Orient Black Swan, 2010).
3. Ilona Leki. *Academic Writing: Exploring Processes and Strategies* (New York: CUP, 2nd edn, 1998).
4. Gerald Graff and Cathy Birkenstein. *They Say/I Say: The Moves That Matter in Academic Writing* (New York: Norton, 2009).
5. Eastwood, John. (2005) *Oxford Practice Grammar*. Oxford, OUP Wallace, Michael. (2004). *Study Skills*. Cambridge, CUP
6. Hogue, A. & Oshima, A. (2007). *Introduction to Academic Writing*. Pearson Education.
7. Bailey, S. (3rd Ed.). (2011). *Academic Writing: A Handbook for International Students*. Routledge; Taylor & Francis.
8. Satu Manninen, S., Turner, E., & Lecaros, W. (2020). *Writing in English at University: A Guide for Second Language Writers*. Lund University.
9. Swales, J. & C. Feak. (1993). *Academic Writing for Graduate Students*. University of Michigan Press.
10. Sumague, A. Julieta. (2019). *Academic English for Second Language Learners*. Society Publishing.
11. Jain, Seema. (2017). *Critical Thinking, Academic Writing & Presentation*. Indian Books.

BA in English (FYUP) Detailed Syllabus of FIRST Semester

SEC 1

Title of the Paper: ENGLISH LANGUAGE TEACHING

Course Code: IDE- ENG-SE-1110

LO: Learning Objectives:

The course will seek to achieve the following objectives:

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

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

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

: to make students understand use of technology for learning language

Credits: 3

Total Learning Hours: 30x3=90

Examination duration: 3 Hours

Maximum Marks: 100 Marks

Assignments: 30 Marks

Term End Examination: 70 Marks

CO:Course Outcomes

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

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

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

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

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

Course Content

Module No.	Contents	Learning Hours	CO
I	Knowing the Learner, Structures of English language, Syllabus Structure and Design, Grammatical syllabuses and other Types of ELT Syllabus	30	CO-1
II	Methods of teaching English language and literature; Assessing language skills, Types of tests and their purposes	30	CO-2, CO-3
III	Materials for language teaching (Structure of a textbook and its relation to the syllabus); Using Technology in language learning (ICT and language learning including Web 2.0 Tools)	30	CO-3, CO-4

Suggested Discussion, Presentation:

Thinking and activities/Practical associated with all the Modules

Course Mapping:

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

Suggested Reading

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

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

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

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

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

BA in English (FYUP) Detailed Syllabus of SECOND Semester

SEC- 2

Title of the Paper: Translation Studies

Course Code: IDE- ENG-SEC-2210

LO: Learning Objectives:

The course will seek to achieve the following objectives:

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

CO: Course Outcomes

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

CO-1: critically appreciate the process of translation

Credits: 3
Total Learning Hours: 30x3=90
Examination duration: 3 Hours
Maximum Marks: 100 Marks
Assignments: 30 Marks
Term End Examination: 70 Marks

CO-2: engage with various theoretical positions on Translation think about the politics of translation

CO-3: assess, compare, and review translations and translate literary and non-literary texts

Course Content

Module No.	Contents	Learning Hours	CO
I	Different Types / modes of translation (Technical /Official translation as opposed to literary translation Audio-visual translation) Different approaches to translation from fidelity to transcreation Functional / communicative translation; Introducing basic concepts and terms used in Translation Studies through relevant tasks, for example: Equivalence, Language variety, Dialect, Idiolect, Register, Style, Mode, Code mixing / Switching.	30	CO-1
II	Defining the process of translation (analysis, transference, restructuring) through critical examination of standard translated literary/non-literary texts and critiquing subtitles of English and Hindi films. Exercises to comprehend Equivalence in translation: Structures – equivalence between the source language and target language at the lexical (word) and syntactical (sentence) levels. This will be done through tasks of retranslation and recreation, and making comparative study of cultures and languages.	30	CO-2
III	Translation of various kinds of short texts from short stories to news reports, poems and songs, to	30	CO-3

	advertisements both print and audio-visual		
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Course Mapping:

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

Suggested Readings

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

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

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

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

BA in English (FYUP) Detailed Syllabus of THIRD Semester

SEC-3

Title of the Paper: SOFT SKILLS

Course Code: IDE- ENG-SE-2310

LO: Learning Objectives:

The course will seek to achieve the following objectives:

: to make students grasp the skills of effective communication

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

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

Credits: 3
Total Learning Hours: 30x3=90
Examination duration: 3 Hours
Maximum Marks: 100 Marks
Assignments: 30 Marks
Term End Examination: 70 Marks

CO :Course Outcomes:

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

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

to take responsibility to undertake a work and complete it.

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

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

Course Content

Module No.	Contents	Learning Hours	CO
I	Effective Communication strategies, Self-esteem and Confidence Building strategies, Self-Learning, Lateral thinking, SWOT Analysis, Goal Setting	30	CO-1
II	Emotional Intelligence, Adaptability, Time Management, Teamwork and Leadership	30	CO-2
III	Lateral Thinking, Problem-solving, Critical Thinking, Conflict Management	30	CO-3
IV	Body Language, Manners and Etiquettes, Interviews	30	CO-2, CO-3

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

Course Mapping:

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

Suggested Readings :

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

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

Mitra, KBarun. (2012). Personality Development and Soft Skills. New Delhi, OUP.

Dhanavel, S.P. (2013). English and Soft Skills. Orient Blackswan.

FEE STRUCTURE FOR UNDERGRADUATE PROGRAMME

Details	1st Sem.	2nd Sem.	3rd Sem.	4th Sem.	5th Sem.	6th Sem.	7th Sem.	8th Sem.
Admission Fee	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00
Registration Fee	₹ 450.00	---	---	---	---	---	---	---
Central Examination Fee	₹ 800.00	₹ 800.00	₹ 800.00	₹ 800.00	₹ 800.00	₹ 800.00	₹ 800.00	₹ 800.00
Continuation Fee		₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00
Marksheet Fee	₹ 250.00	₹ 250.00	₹ 250.00	₹ 250.00	₹ 250.00	₹ 250.00	₹ 250.00	₹ 250.00
Self Learning Material	₹ 1,800.00	₹ 1,800.00	₹ 1,800.00	₹ 1,500.00	₹ 1,500.00	₹ 1,500.00	₹ 1,500.00	₹ 1,500.00
Assignment Evaluation Fee	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00
Identity Card Fee	₹ 100.00	₹ 100.00	₹ 100.00	₹ 100.00	₹ 100.00	₹ 100.00	₹ 100.00	₹ 100.00
Centre Fee	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00
Counseling Fee	₹ 300.00	₹ 300.00	₹ 300.00	₹ 300.00	₹ 300.00	₹ 300.00	₹ 300.00	₹ 300.00
Total	₹ 4,300.00	₹ 4,050.00	₹ 4,050.00	₹ 3,750.00	₹ 3,750.00	₹ 3,750.00	₹ 3,750.00	₹ 3,750.00