



FYUGP

ENGLISH HONOURS/ RESEARCH

FOR UNDER GRADUATE COURSES UNDER RANCHI UNIVERSITY



Implemented from
Academic Session 2022-2026





UNIVERSITY DEPARTMENT OF ENGLISH

(A Department under the *SAP* of *UGC*)

RANCHI UNIVERSITY, RANCHI

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Ref: PG/Eng./180

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A board of Studies has been constituted to frame the syllabus of Four-Year Undergraduate Programme (FYUGP) in English for the implementation of NEP.

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HIGHLIGHTS OF REGULATIONS OF FYUGP

PROGRAMME DURATION

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

ELIGIBILITY

- The selection for admission will be primarily based on availability of seats in the Major subject and marks imposed by the institution. Merit point for selection will be based on marks obtained in Major subject at Class 12 (or equivalent level) or the aggregate marks of Class 12 (or equivalent level) if Marks of the Major subject is not available. Reservation norms of The Government of Jharkhand must be followed as amended in times.

ADMISSION PROCEDURE

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

ACADEMIC CALENDAR

- Each year the University shall draw out a calendar of academic and associated activities, which shall be strictly adhered to. The same is non-negotiable. Further, the Department will make all reasonable endeavors to deliver the programmes of study and other educational services as mentioned in its Information Brochure and website. However, circumstances may change prompting the Department to reserve the right to change the content and delivery of courses, discontinue or combine courses and introduce or withdraw areas of specialization.

PROGRAMME OVERVIEW/ SCHEME OF THE PROGRAMME

- Undergraduate degree programmes of either 3 or 4-year duration, with multiple entries and exit points and re-entry options within this period, with appropriate certifications such as:
 - a Certificate after completing 1 year (2 semesters) of study in the chosen fields of study,
 - a Diploma after 2 years (4 semesters) of study,
 - a Bachelor after a 3-year (6 semesters) programme of study,
 - a Bachelor (with Hons. / Research) after a 4-year (8 semesters) programme of study

VALIDITY OF REGISTRATION

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

CALCULATION OF MARKS FOR THE PURPOSE OF RESULT

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

PROMOTION AND SPAN PERIOD

- i. The Requisite Marks obtained by a student in a particular subject will be the criteria for promotion to the next Semester.
- ii. No student will be detained in odd Semesters (I, III, V & VII).
- iii. To get promotion from Semester-II to Semester-III a student will be required to pass in at least 75% of Courses in an academic year (a student has to pass in minimum 9 papers out of the total 12 papers. However, it will be necessary to procure pass marks in each of the paper before completion of the course.
- iv. To get promotion from Semester-IV to Semester-V (taken together of Semester I, II, III & IV) a student has to pass in minimum 16 papers out of the total 22 papers.
- v. Eligibility to get entry in Semester VII is to secure a minimum of 7.5 CGPA up to semester VI along with other criteria imposed by the Institution.

PUBLICATION OF RESULT

- The result if the examination shall be notified by the Controller of Examinations of the University in different newspapers and also on University website.
- If a student is found indulged in any kind of malpractice/ unfair means during examination, the examination taken by the student for the semester will be cancelled. The candidate has to reappear in all the papers of the session with the students of next coming session and his one year will be detained. However, marks secured by the candidate in all previous semesters will remain unaffected.
- There shall be no Supplementary or Re-examination for any subject. Students who have failed in any subject in an even semester may appear in the subsequent even semester examination for clearing the backlog. Similarly, the students who have failed in any subject in an odd semester may appear in the subsequent odd semester examination for clearing the backlog.
- Regulation related with any concern not mentioned above shall be guided by the Regulations of the University for FYUGP.

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COURSE STRUCTURE FOR FYUGP 'HONOURS/ RESEARCH'

Table 1: Credit Framework for Four Year Undergraduate Programme (FYUGP) under State Universities of Jharkhand [Total Credits = 176]

Semester	Common Courses (29)									Introductory Courses (15)		Internship/ Project (4)	Major* (54) + Adv. Major (24)	Minor** (32)		Research Courses (18)				Total Credit
	Language and Communication Skills (Modern Indian Language including TRL) (6)	Language and Communication Skills (English) (6)	Environmental Studies (3)	Understanding India (2)	Health & Wellness, Yoga Education, Sports & Fitness (2)	Digital Education (3)	Mathematical & Computational Thinking and Analysis (2)	Value-Based Course/ Global Citizenship Education (2)	Community Engagement/ NCC/ NSS/ (3)	Introductory Courses [Natural Sc./ Humanities/ Social Sc./Commerce] (9)	Introductory Course [Vocational Studies] (6)			Natural Sc./ Humanities/ Social Sc./ Commerce (18)	Vocational Studies (14)	Research Methodology Courses (6)	Research Proposal, Review of literature (4)	Research Internship/ Field Work (4)	Preparation of the Research Project Report (4)	
1	2	3	4	5	6	7	8			9	10	11	14	15	16	17	18	19	20	21
I	6			2	2					3	3		6							22
II		6					2	2		3	3		6							22
Exit Point: Undergraduate Certificate																				
III			3			3			3	3		4	6							22
IV													6+6	6	4					22
Exit Point: Undergraduate Diploma																				
V													6+6	6	4					22
VI													6+6	6	4					22
Exit Point: Bachelor's Degree																				
VII													6+6 (Adv. Topics)			6	4			22
VIII													6+6 (Adv. Topics)		2			4	4	22
Exit Point: Bachelor's Degree with Hons. /Research																				

*There will be four disciplinary areas: A-Natural Science, B-Humanities, C-Social Science, and D-Commerce; each having basket of courses. A student will have to select a 'Major' from any of the four disciplinary areas (out of A, B, C & D). The selection for admission will be primarily based on availability of seats in Major and marks imposed by the institution.

**A student has to select three subjects for 'Introductory Regular Courses' from a pool of subjects associated with the Major offered by the institution. One of the three subjects will continue as 'Minor' from semester IV onwards, based on the academic interest and performance of the student.

COURSES OF STUDY FOR FOUR YEAR UNDERGRADUATE PROGRAMME

Table 2: Course structure for Undergraduate Certificate Programme [May Exit after Sem.-II]

Semester	Common Courses			Introductory Courses		Major	Total Credits
Sem.-I	LCS (MIL/TRL) (6 Credits)	Understanding India (2 Credits)	Health & Wellness, Yoga Education, Sports & Fitness (2 Credits)	IRC-1 (3 Credits)	IVS-1A (3 Credits)	MJ-1 (6 Credits)	(22)
Sem.-II	LCS (English) (6 Credits)	Global Citizenship Education (2 Credits)	Mathematical & Computational Thinking (2 Credits)	IRC-2 (3 Credits)	IVS-1B (3 Credits)	MJ-2 (6 Credits)	(22)

Total = 44 Credits

(LCS: Language and Communication Skills; MIL: Modern Indian Languages; TRL: Tribal Regional Languages;
IRC: Introductory Regular Courses; IVS: Introductory Vocational Studies, MJ: Major)

Table 3: Course structure for Undergraduate Diploma Programme [May Exit after Sem.-IV]

Semester	Common Courses			Introductory Courses	Major	Minor	Internship/ Project	Vocational	Total Credits
Sem.-III	Environmental Studies (3 Credits)	Community Engagement/ NCC/ NSS (3 Credits)	Digital Education (3 Credits)	IRC-3 (3 Credits)	MJ-3 (6 Credits)		Internship/ Project (4 Credits)		(22)
Sem.-IV					MJ-4, MJ-5 (6+6=12 Credits)	MN-1 (6 Credits)		VS-1 (4 Credits)	(22)

Total = 88 Credits

(MN: Minor; VS: Vocational Studies)

Table 4: Course structure for Bachelor's Degree Programme [May Exit after Sem.-VI]

Semester	Major Courses	Minor Courses	Vocational	Total Credits
Sem.-V	MJ-6, MJ-7 (6+6 = 12 Credits)	MN-2 (6 Credits)	VS-2 (4 Credits)	(22)
Sem.-VI	MJ-8, MJ-9 (6+6 = 12 Credits)	MN-3 (6 Credits)	VS-3 (4 Credits)	(22)

Total = 132 Credits**Table 5: Course structure for Bachelor's Degree with Hons./Research Programme**

Semester	Advance Courses	Research Courses	Vocational	Total Credit
Sem.-VII	AMJ-1, AMJ-2	Research Methodology (6+6=12 Credits)	Research Proposal (6 Credits)	(4 Credits) (22)
Sem.-VIII	AMJ-3, AMJ-4 (6+6=12 Credits)	Research Int./Field Work (4 Credits)	Research Report (4 Credits)	VSR (2 Credits) (22)

Total = 176 Credits

(AMJ: Advance Major; VSR: Vocational Studies associated with Research)

Table 6: Semester wise Course Code and Credit Points:

Semester	Common, Introductory, Major, Minor, Vocational & Internship Courses		Credits
	Code	Papers	
I	CC-1	Language and Communication Skills (Modern Indian language including TRL)	6
	CC-2	Understanding India	2
	CC-3	Health & Wellness, Yoga Education, Sports & Fitness	2
	IRC-1	Introductory Regular Course-1	3
	IVS-1A	Introductory Vocational Studies-1	3
	MJ-1	Major paper 1 (Disciplinary/Interdisciplinary Major)	6
II	CC-4	Language and Communication Skills (English)	6
	CC-5	Mathematical & Computation Thinking Analysis	2
	CC-6	Global Citizenship Education & Education for Sustainable Development	2
	IRC-2	Introductory Regular Course-2	3
	IVS-1B	Introductory Vocational Studies-2	3
	MJ-2	Major paper 2 (Disciplinary/Interdisciplinary Major)	6
III	CC-7	Environmental Studies	3
	CC-8	Digital Education (Elementary Computer Applications)	3
	CC-9	Community Engagement & Service (NSS/ NCC/ Adult Education)	3
	IRC-3	Introductory Regular Course-3	3
	IAP	Internship/Apprenticeship/ Project	4
	MJ-3	Major paper 3 (Disciplinary/Interdisciplinary Major)	6
IV	MJ-4	Major paper 4 (Disciplinary/Interdisciplinary Major)	6
	MJ-5	Major paper 5 (Disciplinary/Interdisciplinary Major)	6
	MN-1	Minor Paper 1 (Disciplinary/Interdisciplinary Minor)	6

	VS-1	Vocational Studies-1 (Minor)	4
V	MJ-6	Major paper 6 (Disciplinary/Interdisciplinary Major)	6
	MJ-7	Major paper 7 (Disciplinary/Interdisciplinary Major)	6
	MN-2	Minor Paper 2 (Disciplinary/Interdisciplinary Minor)	6
	VS-2	Vocational Studies 2 (Minor)	4
VI	MJ-8	Major paper 8 (Disciplinary/Interdisciplinary Major)	6
	MJ-9	Major paper 9 (Disciplinary/Interdisciplinary Major)	6
	MN-3	Minor Paper 3 (Disciplinary/Interdisciplinary Minor)	6
	VS-3	Vocational Studies 3 (Minor)	4
VII	AMJ-1	Advance Major paper 1 (Disciplinary/Interdisciplinary Major)	6
	AMJ-2	Advance Major paper 2 (Disciplinary/Interdisciplinary Major)	6
	RC-1	Research Methodology	6
	RC-2	Research Proposal	4
VIII	AMJ-3	Advance Major paper 3 (Disciplinary/Interdisciplinary Major)	6
	AMJ-4	Advance Major paper 4 (Disciplinary/Interdisciplinary Major)	6
	RC-3	Research Internship/Field Work	4
	RC-4	Research Report	4
	VSR	Vocational Studies (Associated with Research)	2
		Total Credit	176

Abbreviations:

CC Common Courses

IRC Introductory Regular Courses

IVS Introductory Vocational Studies

IAP Internship/Apprenticeship/ Project

VS Vocational Studies

MJ Major Disciplinary/Interdisciplinary Courses

MN Minor Disciplinary/Interdisciplinary Courses

AMJ Advance Major Disciplinary/Interdisciplinary Courses

RC Research Courses

VSR Vocational Studies associated with Research

SEMESTER WISE COURSES IN ENGLISH FOR FYUGP

2022 onwards**Table 7: Semester wise Examination Structure in Discipline Courses:**

Semester	Common, Introductory, Major, Minor, Vocational & Internship Courses		Examination Structure			
	Code	Papers	Credits	Mid Semester Theory (F.M.)	End Semester Theory (F.M.)	End Semester Practical/ Viva (F.M.)
I	MJ-1	Understanding English Poetry	6	25	75	---
II	MJ-2	Understanding English Drama	6	25	75	---
III	MJ-3	Understanding English Fiction	6	25	75	---
IV	MJ-4	Indian Writing in English and in Translation	6	25	75	---
	MJ-5	Introduction to Language and Linguistics	6	25	75	---
V	MJ-6	Masterpieces of English Literature	6	25	75	---
	MJ-7	Literary Criticism	6	25	75	---
VI	MJ-8	Modern European Drama	6	25	75	---
	MJ-9	Classical Literature (Indian & European)	6	25	75	---
VII	AMJ-1	Literary Theory and Concepts	6	25	75	---
	AMJ-2	A. World Literature B. Women's Writing	6	25	75	---
	RC-1	Research Methodology	6	25	75	---
	RC-2	Research Proposal	4	25	75	---
VIII	AMJ-3	A. American Literature B. Postcolonial Literature	6	25	75	---
	AMJ-4	A. Linguistics and English Language Teaching (ELT) B. Creative Writing and Translation	6	25	75	---
	RC-3	Research Internship/Field Work	4	---	---	100
	RC-4	Research Report	4	---	---	100
	VSR	Vocational Studies (Associated with Research)	2	---	---	100
		Total Credit	98			

Table 8: Semester wise Course Code and Credit Points:

Semester	Introductory, Minor Courses		Examination Structure			
	Code	Papers	Credits	Mid Semester Theory (F.M.)	End Semester Theory (F.M.)	End Semester Practical/ Viva (F.M.)
I/ II/ III	IRC	Introductory English	3	---	100	---
IV	MN-1	English Poetry	6	25	75	---
V	MN-2	English Prose	6	25	75	---
VI	MN-3	English Drama	6	25	75	---
		Total Credit	21			

AIMS OF BACHELOR'S DEGREE PROGRAMME IN ENGLISH

Aims of Bachelor's Degree Programme in English Literature (Honours):

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

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

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

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

- 1 **Prospects of the Curriculum:** Formulating graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes that are expected to be demonstrated by the holder of a degree student with Honours in English;
- 2 **Core Values:** Enabling prospective students, parents, employers and others to understand the nature and level of learning outcomes (knowledge, skills, attitudes and human and literary values) or attributes for English Literature (Honours);
- 3 **Bridge to the World:** Providing a framework to see the subject as a bridge to the world in such a way that while recognizing the different conditions in pluralistic society, the students also are aware of a core of shared values such as (i) a commitment to the knowledge to understand the world and how to make a contribution to it; (ii) development of each person's unique potential; (iii) respect for others and their rights; (iv) social and civic responsibility, participation in democratic processes; social justice and cultural diversity; and (v) concern for the natural and cultural environment;
- 4 **Assimilation of Ability, Balance, harmony and Inclusiveness:** Identifying and defining such aspects or attributes of English Literature (Honours) that a graduate of the subject should be able to demonstrate on successful completion of the programme of study;

- 5 **Frame for National Standards:** Providing a frame of reference for maintaining national standards with international compatibility of learning outcomes of English Literature (Honours) and academic standards to ensure global competitiveness, and to facilitate student/graduate mobility;
- 6 **Pliability:** Formulating outcomes that are responsive to social and technological changes in order that the pedagogy will meet student's needs arising from the changes. FYUGP encourages effective use of new technologies as tools for learning and provide a balance between what is common to the education of all students and the kind of flexibility and openness required for education;
- 7 **Pedagogy:** Providing higher education institutions an important point of reference for designing teaching-learning strategies, assessing student learning levels, and periodic review of programmes and academic standards for English Literature (Honours) with shift from domain knowledge to processes of realising the outcomes;
- 8 **Development:** Providing HEIs a developmental approach through FYUGP that would accommodate social needs and provide students a clear direction of learning.

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

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

PROGRAM LEARNING OUTCOMES

Learning Outcomes-based Approach to Curricular Planning:

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

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

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

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

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

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

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

SEMESTER I

I. MAJOR COURSE –MJ 1:

(Credits: Theory-06)

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100	Pass Marks: Th (SIE + ESE) = 40
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Instruction to Question Setter for

Semester Internal Examination (SIE 20+5=25 marks):

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

The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 10 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: (Attendance Upto 45%, 1mark; 45<Attd.<55, 2 marks; 55<Attd.<65, 3 marks; 65<Attd.<75, 4 marks; 75<Attd, 5 marks)

End Semester Examination (ESE 75 marks):

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

Note: There may be subdivisions in each question asked in Theory Examinations.

UNDERSTANDING ENGLISH POETRY

Theory: 90 Lectures

Course Objectives:

The course will seek to achieve the following objectives:

- 1 to expose students to the history of English Poetry
- 2 To develop an understanding of various types of Poetry
- 3 To develop an understanding of traditions of various poetic ages from the ages of Chaucer to the Post-modern Poetry
- 4 To expose students to short but representative poetry of each age including a Post-modern Indian Poet

Course Learning Outcomes:

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

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

Course Content:

UNIT- I

1. Types of Poetry: Epic, Ballad, Lyric, Elegy, Sonnet, Ode, Dramatic Monologue; Mock epic, Satire.
2. Poetic Devices: Simile, Metaphor, Alliteration, Personification, Onomatopoeia, Imagery, Symbol, Conceit, Allegory, Wit, Irony, Oxymoron, Metonymy, Synecdoche, Hyperbole, Pun, Metre & Rhyme Scheme.

UNIT- II

- 1 History of English Poetry: The Age of Chaucer, Elizabethan Poetry, Metaphysical Poetry, Neo-Classical Poetry, The Romantic Poetry, Victorian Poetry, Modern Poetry, Post-Modern Poetry.

UNIT- III

- 1 Edmund Spenser – “Like as a Huntsman”
- 2 William Shakespeare – “Sonnet 60”
- 3 John Donne – “The Sunne Rising”
- 4 Andrew Marvel – “To His Coy Mistress”
- 5 George Herbert – “The Pulley”

UNIT- IV

- 1 Alexander Pope – “Ode on Solitude”
- 2 William Blake – “The Chimney Sweeper”
- 3 William Wordsworth – “The Solitary Reaper”
- 4 P. B. Shelley – “Ode to the West Wind”
- 5 John Keats – “Ode on a Grecian Urn”

UNIT- V

- 1 Robert Browning: “My Last Duchess”
- 2 Tennyson: “Ulysses”
- 3 W. B. Yeats – “Sailing to Byzantium”
- 4 T.S. Eliot – “Love Song of J. Alfred Prufrock”
- 5 Sujata Bhatt – “A Different History”

Reference Books:

1. M. H. Abrams. *Glossary of Literary Terms*. Cengage Learning India Pvt. Ltd
2. Lord David Cecil “The Fine Art of Reading” from *English Critical Essays*. 20th Century 2nd ed. Derek Hudson, OUP, 1968
3. Pico Della 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.
4. John Calvin, ‘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.
5. Baldassare Castiglione, ‘Longing for Beauty’ and ‘Invocation of Love’, in *Book 4 of The Courtier, ‘Love and Beauty’*, tr. George Bull (Harmondsworth: Penguin, rpt. 1983) pp. 324–8, 330–5.
6. Philip Sidney, *An Apology for Poetry*, ed. Forrest G. Robinson (Indianapolis: BobbsMerrill, 1970) pp. 13–18.
7. Emile Legouis— *A Short History of the English Literature*
8. Edward Albert—*History of English Literature*
9. Boris Ford (Ed.)--*The Pelican Guide to English Literature*, Vol. I- VII
10. William Wordsworth, ‘Preface to *Lyrical Ballads*’, in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 594–611.
11. John Keats, ‘Letter to George and Thomas Keats, 21 December 1817’, and ‘Letter to Richard Woodhouse, 27 October, 1818’, in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 766–68, 777–8.
12. Jean-Jacques Rousseau, ‘Preface’ to *Emile or Education*, tr. Allan Bloom (Harmondsworth: Penguin, 1991).
13. Samuel Taylor Coleridge, *Biographia Literaria*, ed. George Watson (London: Everyman, 1993) Chap. XIII, pp. 161–66..

SEMESTER II

I. MAJOR COURSE- MJ 2:

(Credits: Theory-06)

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100	Pass Marks: Th (SIE + ESE) = 40
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Instruction to Question Setter for

Semester Internal Examination (SIE 20+5=25 marks):

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

The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 10 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: (Attendance Upto 45%, 1mark; 45<Attd.<55, 2 marks; 55<Attd.<65, 3 marks; 65<Attd.<75, 4 marks; 75<Attd, 5 marks)

End Semester Examination (ESE 75 marks):

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

Note: There may be subdivisions in each question asked in Theory Examinations.

UNDERSTANDING ENGLISH DRAMA

Theory: 90 Lectures

Course Objectives:

The course will seek to achieve the following objectives:

- a. to understand the history of drama from the medieval age to modern age
- b. to understand different types of plays
- c. to understand various aspects of drama plot, structure, character, dialogue and mode of delivery
- d. to gain knowledge of major themes – religious, socio-cultural among others

Course Learning Outcome:

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

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

Course Content:

UNIT- I

1. History of English Drama – Medieval Plays, The University Wits, Shakespearean Tragedy, Shakespearean Comedy, Jacobean Drama, Comedy of Humour, The Restoration Comedy of Manners, Sentimental and Anti-sentimental Comedy, Modern Realistic Drama, Modern Poetic Drama, Theatre of the Absurd.

UNIT- II

1. Christopher Marlowe: “Doctor Faustus”

UNIT- III

1. William Shakespeare: "Macbeth"

UNIT- IV

1. Oliver Goldsmith: "She Stoops to Conquer"

UNIT- V

1. G. B. Shaw: "Pygmalion"

UNIT- VI

1. Girish Karnad: "Nagamandala"

Suggested Reading:

1. Jeremy Collier 'A Short view of the Immorality and Profaneness of the English stage' (London:Routledge, 1996)
 2. Richard G. Moulton, 'Shakespeare as A Dramatic Artist', Surjeet Publications, 1990.
 3. Lisa Hopkins, 'Beginning Shakespeare', Viva Books, 2010. G. Wilson Knight, 'The Wheel of Fire'
 4. Marjorie Boulton, 'The Anatomy of Drama'
 5. Edward Albert, 'History of English Literature'
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SEMESTER III

I. MAJOR COURSE- MJ 3:

(Credits: Theory-06)

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100	Pass Marks: Th (SIE + ESE) = 40
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Instruction to Question Setter for

Semester Internal Examination (SIE 20+5=25 marks):

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

The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 10 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: (Attendance Upto 45%, 1mark; 45<Attd.<55, 2 marks; 55<Attd.<65, 3 marks; 65<Attd.<75, 4 marks; 75<Attd, 5 marks)

End Semester Examination (ESE 75 marks):

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

Note: There may be subdivisions in each question asked in Theory Examinations.

UNDERSTANDING ENGLISH FICTION

Theory: 90 Lectures

Course Objectives:

The course will seek to achieve the following objectives:

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

Course Learning Outcome:

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

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

Course Content:

UNIT- I History of English Fiction:

1. Definition and Scope of the Novel and the Short Story; Plot, Character, Setting, Climax and Anti-climax; The Rise of Novels in 18th Century; The Novel of Terror; Historical Novel; Victorian Novel; Modern Novel.

UNIT-II: 18th and 19th century Novel

- 1 Jane Austen - Pride and Prejudice

- 2 Charles Dickens - Oliver Twist

UNIT-III: 20th and 21st century Novel -The Coming of Age

- 1 James Joyce - Ulysses
- 2 Harper Lee - To Kill a Mocking Bird

UNIT-IV: The Short Story

1. Edgar Allan Poe – The Tell-Tale Heart
2. R. L. Stevenson – The Body Snatcher
3. H. H. Munro – The Interlopers
4. Flannery O’ Connor - A Good Man is Hard to Find

Suggested Reading:

1. Walter Allen, ‘The English Novel: A Short Critical History, Palican, 1958
 2. Walter Allen, ‘The Short Story in English available on e-platforms. Pub. 1973
 3. Karl Marx and Friedrich Engels, ‘The Social nature of Consciousness’ and ‘Classes and Ideology’
 4. Charles Darwin, ‘Natural Selection and Sexual Selection’, in ‘The Descent of Man’, Norton Anthology of English Literature’, 8th ed. Vol 2, ed. Stephan Greenblatt (2006)
 5. C. Ward, ‘Twentieth Century Prose’
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SEMESTER IV

I. MAJOR COURSE- MJ 4:

(Credits: Theory-06)

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100	Pass Marks: Th (SIE + ESE) = 40
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Instruction to Question Setter for***Semester Internal Examination (SIE 20+5=25 marks):***

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

The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 10 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: (Attendance Upto 45%, 1mark; 45<Attd.<55, 2 marks; 55<Attd.<65, 3 marks; 65<Attd.<75, 4 marks; 75<Attd, 5 marks)

End Semester Examination (ESE 75 marks):

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

Note: There may be subdivisions in each question asked in Theory Examinations.

INDIAN WRITING IN ENGLISH AND IN TRANSLATION

Theory: 90 Lectures**Course Objectives:**

The course will seek to achieve the following objectives:

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

Course Learning Outcome:

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

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

Course Content:**UNIT-I: History of Indian Writing in English Poetry and Fiction**

1. Poetry – H. L. V. Derozio, Toru Dutt, Rabindranath Tagore, Sarojini Naidu, Nissim Ezekiel, A. K Ramanujan, Kamala Das, Vikram Seth
2. Fiction – Mulk Raj Anand, Raja Rao, Bhabani Bhattacharya, R. K. Narayan, Chaman Nahal, Khushwant Singh, Salman Rushdie, Vikram Seth, Ruskin Bond
3. Women Writers – Kamala Markandaya, Anita Desai, Nayantara Sehgal, Ruth PraverJhabwala, Shashi Deshpande, Namita Gokhale, Attia Hosaini

UNIT-II:

1. Toru Dutt – “Our Casuarina Tree”
2. Rabindranath Tagore-- “On the Nature of Love”
3. Gieve Patel – “On Killing a Tree”
4. Adil Jussawalla – “Sea Breeze, Bombay”
5. Ram Dayal Munda-- “Song of Sosobonga” (Translated by Gunjal Ikir Munda)

UNIT- III

1. Premchand – “Godan” (tr. Jai Ratan and P. Lal)
2. Mulk Raj Anand – “Untouchable”

UNIT- IV

1. Dharamvir Bharati – “Andha Yug” (Translated by Alok Bhalla, OUP)
2. Mahesh Dattani – “Bravely Fought the Queen”

UNIT- V

1. Mahatma Ghandhi – “Hind Swaraj”
2. S. Radhakrishnan – “Kalki”

Suggested Reading:

1. “History of Indian Literature in English” – Ravi Nandan Sinha
 2. “History of Indian English Literature” – M. K. Naik
 3. “Modern Indian Poetry in English” – Bruce King
 4. “Contemporary Indian Drama: Astride Two Traditions” – Urmil Talwar and Bandana Chakraborty
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II. MAJOR COURSE- MJ 5:

(Credits: Theory-06)

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100**Pass Marks: Th (SIE + ESE) = 40*****Instruction to Question Setter for******Semester Internal Examination (SIE 20+5=25 marks):***

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

The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 10 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: (Attendance Upto 45%, 1mark; 45<Attd.<55, 2 marks; 55<Attd.<65, 3 marks; 65<Attd.<75, 4 marks; 75<Attd, 5 marks)

End Semester Examination (ESE 75 marks):

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

Note: There may be subdivisions in each question asked in Theory Examinations.

INTRODUCTION TO LANGUAGE AND LINGUISTICS**Theory: 90 Lectures****Course Objectives:**

The course will seek to achieve the following objectives:

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

Course Learning Outcome:

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

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

Course Content:**UNIT- I**

What is Language? Origin and Development of Language; Characteristics of Language; How Human Language is different from Animal Communication; Varieties of Language

UNIT- II

What is Linguistics? Linguistics as a Science; Levels of Linguistic Analysis; Some Major Concepts of Linguistics: Synchrony and Diachrony, Langue and Parole, Competence and Performance, Substance and Form, Syntagmatic and Paradigmatic Relationship; Interdisciplinary fields of Linguistics: Psycholinguistics, Sociolinguistics, Anthropological Linguistics, Applied Linguistics, Literary Stylistics.

UNIT- III

Phonetics and Phonology: What is Phonetics? Branches of Phonetics; The Speech Mechanism; The Organs of Speech; The Classification and Description of Speech Sounds: Consonants & Vowels; What is Phonology? Phone, Phoneme and Allophone; Description of the Consonants and Vowels of English.

UNIT- IV

Syllable, Structure of the Syllable in English, The Syllabic Consonant, Consonant Clusters in English; Word-Stress; Stress and Rhythm in connected Speech; The Concept of General Indian English.

Suggested Reading:

1. Yule, George. The Study of Language.
 2. Balasubramaniam, T. A Textbook of English Phonetics for Indian Students.
 3. Syal, Puspinder and D.V. Jindal. An Introduction to Linguistics: Language, Grammar and Semantics.
 4. Verma S. K. and N. Krishnaswamy. Modern Linguistics: An Introduction
 5. Thakur D. The Phonetics and Phonology of English: A Handbook.
 6. Sharma, R. K. Fundamentals of Linguistics. New Delhi: Atlantic Press, 2014.
 7. Sharma, R. K. and S. S. Haider. Introducing Phonetics. New Delhi: Atlantic Press, 2016.
 8. Selinker, L (1975) An Introduction to Linguistics, London, Longman
 9. Fromkin and Rodman. (1975) Human and Animal Communication. London, Pergamon.
 10. Mohanraj, Jayashree. (2014) Let's Hear them Speak, New Delhi, Sage
 11. Abercrombie, D. 1967. Elements of General Phonetics, Edinburgh; Edinburgh University Press.
 12. Baltaxe, CAM, 1978. Foundations of Distinctive Feature Theory. Baltimore: University Park Press.
 13. Bloch, B. And G.L. Trager, 1942. Outline of Linguistic Analysis. Baltimore: Linguistic Society of America (2nd ed.)
 14. Fudge, E.C. (ed.) 1973, Phonology. Harmondsworth: Penguin.
 15. Ladefoged, P. 1975. A Course in Phonetics. New York: Harcourt Brace Jovanovich. 6
 16. Daniel Jones: English Pronouncing Dictionary.
 17. Bansal, R.K. and Harrison, J.B. Spoken English for India.
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SEMESTER V

I. MAJOR COURSE- MJ 6:

(Credits: Theory-06)

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100	Pass Marks: Th (SIE + ESE) = 40
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Instruction to Question Setter for

Semester Internal Examination (SIE 20+5=25 marks):

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

The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SLA) of 10 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: (Attendance Upto 45%, 1mark; 45<Attd.<55, 2 marks; 55<Attd.<65, 3 marks; 65<Attd.<75, 4 marks; 75<Attd, 5 marks)

End Semester Examination (ESE 75 marks):

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

Note: There may be subdivisions in each question asked in Theory Examinations.

MASTERPIECES OF ENGLISH LITERATURE

Theory: 90 Lectures

Course Objectives:

The course will seek to achieve the following objectives:

- to make students grasp the beauty of expression in literature
- to make students understand the use of language in literature
- to make students appreciate literature for its role in transmitting culture

Course Learning Outcome:

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

1. see literature as a fine form of expression.
2. use literature for analysis to understand the use of language.
3. see language as a major source of transmitting culture
4. show the understanding of literature in the form of extrapolation (see the relevance of a story, poem, play etc in their own lives)
5. show how cultures a
6. nd languages are interrelated especially through their presentation of differences.

Course Content:

UNIT- I

1. Geoffrey Chaucer- The Prologue to The Canterbury Tales (Non-Detailed Study)
2. Edmund Spenser- The Faerie Queene Book 1 (Non- Detailed Study)

UNIT- II

1. John Milton - Paradise Lost Book 1
2. Alexander Pope – The Rape of the Lock

UNIT- III

1. Thomas Gray- Elegy Written in a Country Churchyard
2. William Wordsworth - The Prelude Book 1

UNIT- IV

1. S. T. Coleridge – The Rime of the Ancient Mariner
2. T. S. Eliot - The Wasteland

Suggested Reading:

1. Boris Ford (ed.): The Age of Chaucer, Pelican Guide to English Literature, Penguin Neville Coghill: The Poet Chaucer
 2. E.M. Tillyard: Milton
 3. W.G. Knight: The Poetry of Pope, London: Routledge & Kegan Paul, 1995
 4. WH Hudson: An Outline History of English Literature
 5. S.C. Mudra: History of English Literature
 6. Emile Legouis: A Short History of English Literature
 7. SC Smith, TS Eliot's Poetry and Plays, London, 1974
 8. Norman A. Jeffares, W.B. Yeats: Man and Poet, London, 1962
 9. Ed Rina Ramdev Sidney, Spenser and Donne A Critical Introduction Worldview Critical Editions,2015
 10. Marjorie Boulton The Anatomy of Poetry Kalyani Publishers Reprinted 2011
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II. MAJOR COURSE- MJ 7:

(Credits: Theory-06)

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100**Pass Marks: Th (SIE + ESE) = 40*****Instruction to Question Setter for******Semester Internal Examination (SIE 20+5=25 marks):***

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

The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 10 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: (Attendance Upto 45%, 1mark; 45<Attd.<55, 2 marks; 55<Attd.<65, 3 marks; 65<Attd.<75, 4 marks; 75<Attd, 5 marks)

End Semester Examination (ESE 75 marks):

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

Note: There may be subdivisions in each question asked in Theory Examinations.

LITERARY CRITICISM**Theory: 90 Lectures****Course Objectives:**

The course will seek to achieve the following objectives:

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

Course Learning Outcome:

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

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

Course Content:**UNIT- I**

1. Philip Sidney - An Apology for Poetry (1595)
2. John Dryden - Essay of Dramatic Poesy (1668)

UNIT- II

1. Alexander Pope - An Essay on Criticism (1711)
2. Dr. Samuel Johnson - Preface to Shakespeare (1765)

UNIT- III

1. William Wordsworth - Preface to the Lyrical Ballads (1802)
2. S.T. Coleridge - Chapter XIV, Biographia Literaria (1817)
3. Matthew Arnold - "The Study of Poetry" (1880)

UNIT- IV

1. T. S. Eliot - "Tradition and the Individual Talent" (1919)
2. I.A. Richards - "Metaphor" (1936)
3. F. R. Leavis - "The Great Tradition" (1948)

UNIT- V

1. Mikhail Bakhtin - "Epic and Novel" in *The Dialogic Imagination: Four Essays*, trans, Caryl Emerson and Michael Holquist (Austin: U of Texas Press, 1981)
2. Roland Barthes - "From Work to Text" in *The Rustle of Language*, trans. Richard Howard (New York: Farrar, Straus and Giroux, 1986)

Suggested Reading:

1. Abrams, M. H. and Geoffrey Harpham. *A Glossary of Literary Terms*. Boston: Wadsworth Publishing, 2008.
 2. Burke, Edmund. "On Taste", *A Philosophical Inquiry into the Origin of our Ideas of the Sublime and Beautiful*, (1759).
 3. Das, B. and J. M. Mohanty. *Literary Criticism: A Reader*. New Delhi: OUP, 1997.
 4. Devy, G. N. Ed. *Indian Literary Criticism: Theory and Interpretation*. Hyderabad: Orient Blackswan, 2014.
 5. Habib, M. A. R. *Literary Criticism from Plato to the Present: An Introduction*. Sussex:/ Wiley-Blackwell, 2011.
 6. Lodge, David and Nigel Wood. *Modern Criticism and Theory: A Reader*. New York: Routledge, 2017.
 7. Waugh, Patricia, Ed. *Literary Theory and Critics*. OUP, 2006.
 8. Wimsat, W.K. and Monroe Beardsley. 'The Intentional Fallacy' (1946).
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SEMESTER VI

I. MAJOR COURSE- MJ 8:

(Credits: Theory-06)

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100	Pass Marks: Th (SIE + ESE) = 40
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Instruction to Question Setter for

Semester Internal Examination (SIE 20+5=25 marks):

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

The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 10 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: (Attendance Upto 45%, 1 mark; 45<Attd.<55, 2 marks; 55<Attd.<65, 3 marks; 65<Attd.<75, 4 marks; 75<Attd, 5 marks)

End Semester Examination (ESE 75 marks):

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

Note: There may be subdivisions in each question asked in Theory Examinations.

MODERN EUROPEAN DRAMA

Theory: 90 Lectures

Course Objectives:

The course will seek to achieve the following objectives:

1. to make students understand the role of theatre and drama in the introduction and shaping of modernity
2. to make students understand concepts like realism, naturalism, symbolism, expressionism, the AvantGarde, the epic theatre, the theatre of the absurd, etc.
3. to make students understand how meaning is created in theatre
4. to make students grasp the importance of innovations introduced into theatrical practice in the latenineteenth and the twentieth century

Course Learning Outcome:

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

1. understand the role of theatre and drama in the introduction and shaping of modernity
2. understand and engage with concepts like realism, naturalism, symbolism, expressionism, the AvantGarde, the epic theatre, the theatre of the absurd, etc.
3. understand how meaning is created in theatre
4. be able to write about innovations introduced into theatrical practice in the late nineteenth and thetwentieth century

Course Content:

UNIT- I

1. The Importance of being Earnest – Oscar Wilde
2. The Playboy of the Western World - J M Synge.

UNIT-II

1. Man and Superman- G. B. Shaw

2. Murder in the Cathedral – T. S. Eliot

UNIT- III

1. Waiting for Godot – Samuel Beckett
2. Look back in Anger - John Osborne.

Suggested Reading:

1. Marjorie Boulton The Anatomy of Drama Kalyani Publishers Reprinted 2016
 2. Anthony Toyn An English Reader's History of England Oxford 1971
 3. W. H. Hudson: An Outline History of English Literature
 4. S.C. Mudra: History of English Literature
 5. Emile Legouis: A Short History of English Literature
 6. S.C. Smith, TS Eliot's Poetry and Plays, London, 1974
 7. Norman A. Jeffares, W.B. Yeats: Man and Poet, London, 1962
 8. A Nicoll, British Drama
 9. William Raymond, Drama from Ibsen to Brecht
 10. H. S. Davies, Realism in Drama
 11. Brian Docherty Twentieth-Century European Drama Palgrave Macmillan UK, 1994
 12. Nirupama Sinha, 'James Matthew Barrie: The Maker of Myth', Satyam Publishing House, 2003.
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II. MAJOR COURSE- MJ 9:

(Credits: Theory-06)

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100**Pass Marks: Th (SIE + ESE) = 40*****Instruction to Question Setter for******Semester Internal Examination (SIE 20+5=25 marks):***

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

The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 10 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: (Attendance Upto 45%, 1mark; 45<Attd.<55, 2 marks; 55<Attd.<65, 3 marks; 65<Attd.<75, 4 marks; 75<Attd, 5 marks)

End Semester Examination (ESE 75 marks):

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

Note: There may be subdivisions in each question asked in Theory Examinations.

CLASSICAL LITERATURE (INDIAN & EUROPEAN)

Theory: 90 Lectures**Course Objectives:**

The course will seek to achieve the following objectives:

1. to make students understand the spirit of the age that produced Indian classical literature from its early beginning till 1100 AD
2. to make students appreciate the pluralistic and inclusive nature of representation in the Indian classical literature
3. to make students relate the classical literature and diverse literary cultures from India, mainly from Sanskrit, but also Tamil, Prakrit and Pali
4. to make students develop comparative perspectives involving various texts from different literary and cultural traditions of the phase of the Indian classical literature
5. to make students understand the historical context behind classical European, i.e., Greek and Latin literary cultures with reference to their society, polity and culture
6. to make students appreciate the classical literary traditions of Europe from the beginning till the 5th century AD
7. to make students read and use literary texts across a wide range of classical authors, genres and periods with comparative perspectives
8. to make students pursue research in the field of classics
9. to make students learn about human and literary values of classical period and apply them for various practical purposes in life

Course Learning Outcome:

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

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

cultural contexts

7. engage with classical literary traditions of Europe from the beginning till the 5th century AD
8. grasp the evolution of the concept of classic and classical in the European literary thinking and its reception over a period of time
9. appreciate classical literature of Europe and pursue their interests in it
10. examine different ways of reading and using literary texts across a wide range of classical authors, genres and periods with comparative perspectives
11. develop ability to pursue research in the field of classics
12. develop academic and practical skills in terms of communication and presentation and also learn about human and literary values of classical period

Course Content:

UNIT- I

1. Selections from Bharata Natyashastra, trans. Manmohan Ghosh - Chapter 06: 'The Sentiments' and Chapter 20: 'The Kinds of Play'

UNIT- II

1. The Mahabharata: A Shortened Modern Prose Version of the Indian Epic by R. K. Narayan

UNIT- III

1. Kalidasa: Abhijnanasakuntalam, trans. Chandra Ranjan, in Kalidasa: The Loom of Time

UNIT- IV:

1. Aristotle: Poetics, trans. Malcolm Heath (Penguin Books)-Ch.2. Imitation, Ch. 3. Aristotle's history of poetry, Ch. 4. Analysis of tragedy, Ch. 5. Plot: the basics, Ch. 11. Epic & Ch. 12. Comedy

UNIT- V:

1. Homer: The Iliad, trans. E. V. Rieu (Non-Detailed Study)

UNIT- VI

1. Sophocles: Oedipus the king, trans. Robert Fagles in The Three Theban Plays

Suggested Reading:

1. Bharata, Natyashastra, tr. Manmohan Ghosh, vol. I, 2nd edn. Calcutta: Granthalaya, 1967.
2. J.A.B. Van Buitenen, 'Dharma and Moksa', in Roy W. Perrett, ed., Indian Philosophy, vol.V,
3. Theory of Value: A Collection of Readings (New York: Garland, 2000) pp. 33-40.
4. A.V. Kieth, History of Sanskrit Literature. Oxford: OUP, 1920.
5. A.K. Warder, Indian Kavya Literature, 8 Volumes. Delhi: Motilal Banarsidas, 2011.
6. Maharishi Valmiki's "Aranyakanda"(The Book of Forest Trek) Book-III The Ramayana, Chapter-18,19,20. Retold by
7. C. Rajagopalachari. Edited by Jay Mazo, American Gita
8. Veda Vyasa. "Adi Parva" The Mahabharata Book- I, Only sub-Chapters – Swayamvara Parva & Vaivahika Parva, Translation by Kisori Mohan Ganguli, Published by Pratap Chandra Roy, Bharat Press, Calcutta.
9. Kalidas, Shakuntala. Trans by Sir William Jones or Arthur W. Ryder or M.R. Kale.
10. Homer, The Illiad. Tr. E.V. Rieu. Harmondsworth: Penguin, 1985.
11. Sophocles, Oedipus the King. Tr. Robert Fagles in Sophocles: The Three Theban Plays. Harmondsworth: Penguin, 1984.
12. Richard Rutherford, Classical Literature: A Concise History. Oxford: Blackwell Publishing, 2005.
13. Alighiedri, Dante. Divine comedy. Trans. H.F. Cary. www.guthenberg.org
14. Virgil. Aencid. Trans. H.R. FAirclough. www.theoi.com/text/VirgilAeneid2.html Nomer, The Illiad. Trans. Ian Johnston. www.johnstoniatexts.X10host.com_Sophocles. Antigone
15. Bharata, Natyashastra, tr. Manmohan Ghosh, vol. I, 2nd edn. Calcutta: Granthalaya, 1967.

16. J.A.B. Van Buitenen, 'Dharma and Moksa', in Roy W. Perrett, ed., Indian Philosophy, vol.V,
 17. Theory of Value: A Collection of Readings (New York: Garland, 2000) pp. 33–40.
 18. A.V. Kieth, History of Sanskrit Literature. Oxford: OUP, 1920.
 19. A.K. Warder, Indian Kavva Literature, 8 Volumes. Delhi: Motilal Banarsidas, 2011.
 20. Maharishi Valmiki's "Aranyakanda"(The Book of Forest Trek) Book-III The Ramayana, Chapter-18,19,20. Retold by
 21. C. Rajagopalachari. Edited by Jay Mazo, American Gita
 22. Veda Vyasa. "Adi Parva" The Mahabharata Book- I, Only sub-Chapters – Swayamvara Parva & Vaivahika Parva, Translation by Kisor Mohan Ganguli, Published by Pratap Chandra Roy, Bharat Press, Calcutta.
 23. Kalidas, Shakuntala. Trans by Sir William Jones or Arthur W. Ryder or M.R. Kale
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SEMESTER VII

I. ADVANCE MAJOR COURSE- AMJ 1:

(Credits: Theory-06)

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100	Pass Marks: Th (SIE + ESE) = 40
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Instruction to Question Setter for

Semester Internal Examination (SIE 20+5=25 marks):

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

The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SLA) of 10 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: (Attendance Upto 45%, 1mark; 45<Attd.<55, 2 marks; 55<Attd.<65, 3 marks; 65<Attd.<75, 4 marks; 75<Attd, 5 marks)

End Semester Examination (ESE 75 marks):

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

Note: There may be subdivisions in each question asked in Theory Examinations.

LITERARY THEORY AND CONCEPTS

Theory: 90 Lectures

Course Objectives:

The course will seek to achieve the following objectives:

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

Course Learning Outcome:

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

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

Course Content:**UNIT- I**

1. Negative Capability
2. Dissociation of Sensibility
3. Objective Correlative

UNIT- II

1. Aestheticism
2. Decadence
3. Stream of Consciousness

UNIT- III

1. Modernism
2. Postmodernism
3. Existentialism
4. Absurdism

UNIT- IV

1. Structuralism
2. Post-structuralism and Deconstruction
3. Feminism
4. Colonialism
5. Postcolonialism

UNIT- V

1. Psychoanalytic Approach
2. Reader-Response Approach
3. Marxist Approach
4. Ecocritical Approach

Suggested Reading:

1. NTC's Dictionary of Literary Terms by Kathleen Morner and Raulph Rausch, NTC Publishing Group, Illinois, 1998.
 2. A Glossary of Literary Terms - M. H. Abrahms, Harcourt Asia Pvt. Ltd., Singapore, 1999.
 3. Critics and Criticism: Ancient and Modern - R. S. Crane.
 4. The Use of Poetry and the Use of Criticism - T. S. Eliot.
 5. Concept of Criticism - R. Welleck
 6. Criticism and Literary Theory - Chris Baldwick
 7. Literary Criticism: A Short History - Wimsat and Brook!
 8. A History of English Criticism - George Saintsbury
 9. Beginning Theory- Peter Barry
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II. ADVANCE MAJOR COURSE- AMJ 2A:

(Credits: Theory-06)

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100**Pass Marks: Th (SIE + ESE) = 40*****Instruction to Question Setter for******Semester Internal Examination (SIE 20+5=25 marks):***

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

The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 10 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: (Attendance Upto 45%, 1mark; 45<Attd.<55, 2 marks; 55<Attd.<65, 3 marks; 65<Attd.<75, 4 marks; 75<Attd, 5 marks)

End Semester Examination (ESE 75 marks):

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

Note: There may be subdivisions in each question asked in Theory Examinations.

WORLD LITERATURE**Theory: 90 Lectures****Course Objectives:**

The course will seek to achieve the following objectives:

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

Course Learning Outcome:

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

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

Course Content:**UNIT- I: Poetry**

1. Pablo Neruda – 'Tonight I can Write the Saddest Lines'
2. Emily Dickinson – 'Because I could not Stop for Death'

3. Maya Angelou – ‘Still I Rise’
4. Warsan Shire: ‘Home’

UNIT- II: Fiction

1. Miguel de Cervantes – ‘Don Quixote’
2. Leo Tolstoy – ‘Anna Karenina’

UNIT- III: Drama

1. Anton Chekov – ‘The Cherry Orchard’
2. Henrik Ibsen – ‘Doll’s House’

UNIT- IV: Short Stories

1. Rajinder Singh Bedi: ‘Lajwanti’
2. Saadat Hasan Manto: ‘Toba Tek Singh’
3. Anton Chekhov: ‘The Lament’
4. Barbara Baynton: ‘The Chosen Vessel’

Suggested Reading:

1. Ngugi wa Thiong’o: Decolonizing the Mind
 2. Ed. Bernard Mc Guirk and Richard Cardell: Gabriel Garcia Marques: New Readings
 3. Migration, Multiculturalism, Globalization.
 4. “Introduction: The diasporic imaginary” in Mishra, V. (2008). Literature of the Indian diaspora. London: Routledge
 5. “Cultural Configurations of Diaspora,” in Kalra, V. Kaur, R. and Hutynuk, J. (2005). Diaspora & hybridity. London: Sage Publications.
 6. “The New Empire within Britain,” in Rushdie, S. (1991). Imaginary Homelands. London: Granta Books
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OR**ADVANCE MAJOR COURSE- AMJ 2B:**

(Credits: Theory-06)

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100**Pass Marks: Th (SIE + ESE) = 40*****Instruction to Question Setter for******Semester Internal Examination (SIE 20+5=25 marks):***

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

The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 10 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: (Attendance Upto 45%, 1mark; 45<Attd.<55, 2 marks; 55<Attd.<65, 3 marks; 65<Attd.<75, 4 marks; 75<Attd, 5 marks)

End Semester Examination (ESE 75 marks):

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

Note: There may be subdivisions in each question asked in Theory Examinations.

WOMEN'S WRITING**Theory: 90 Lectures****Course Objectives:**

The course will seek to achieve the following objectives:

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

Course Learning Outcome:

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

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

Course Content:**UNIT- I Feminism: Theory**

1. Characteristics and Themes of Feminist Writings.
2. The Confessional Mode in Women's Writings.

UNIT- II Poetry

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

UNIT- III Fiction

1. Rokeya Hossain: 'Sultana's Dream'
2. Alice Walker: 'The Colour Purple'

Session 2022-26 onwards

UNIT- IV Drama

1. Mahasweta Devi: 'Mother of 1084'

UNIT- V Short Story

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

Suggested Reading:

1. Doris Lessing: The Golden Notebook
 2. Mary Wolstonecraft: A Vindication of the Rights of Women(New York: Norton, 1988)
 3. Marie Clements: The Unnatural and Accidental Women
 4. Ed. Wilfred L. Geurin et. al.: A Handbook of Critical Approaches to Literature
 5. Peter Barry: Beginning Theory
 6. Virginia Woolf: A Room's of One's Own
 7. Susie Thorn and K. Lalita, eds., 'Women's Writing in India, New Delhi: OUP, 1989
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SEMESTER VIII

I. ADVANCE MAJOR COURSE- AMJ 3A:

(Credits: Theory-06)

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100	Pass Marks: Th (SIE + ESE) = 40
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Instruction to Question Setter for

Semester Internal Examination (SIE 20+5=25 marks):

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

The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SLA) of 10 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: (Attendance Upto 45%, 1mark; 45<Attd.<55, 2 marks; 55<Attd.<65, 3 marks; 65<Attd.<75, 4 marks; 75<Attd, 5 marks)

End Semester Examination (ESE 75 marks):

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

Note: There may be subdivisions in each question asked in Theory Examinations.

AMERICAN LITERATURE

Theory: 90 Lectures

Course Objectives:

The course will seek to achieve the following objectives:

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

Course Learning Outcome:

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

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

Course Content:

UNIT- I Poetry

1. Walt Whitman: 'Song of Myself'
2. Edgar Allan Poe: 'The Raven'

3. Robert Frost: 'Mending Wall'
4. Sylvia Plath: 'Daddy'
5. Emily Dickinson: 'Hope is the Thing with Feathers'

UNIT- II Fiction (19th Century)

1. Harriet Beecher Stowe: 'Uncle Tom's Cabin'
2. Mark Twain: 'The Adventures of Huckleberry Finn'

UNIT- III Fiction (20th Century)

1. F. Scott Fitzgerald: 'The Great Gatsby'
2. Earnest Hemingway: 'The Old Man and The Sea'

UNIT- IV Drama

3. Arthur Miller: 'Death of a Salesman'
4. Tennessee Williams: 'A Streetcar Named Desire'

Suggested Reading:

1. A.C. Ward, History of the American Literature
 2. The Cambridge history of American literature Bercovitch, Sacvan
 3. Folklore and literature in the United States: an annotated bibliography of studies of folklore in American literature Jones, Steven Swann, 1949-New York: Garland Pub. 1984
 4. The female poets of America Griswold, Rufus W. (Rufus Wilmot), 1815-1857.
 5. One hundred years of American women writing, 1848-1948: an annotated bio bibliography Barstow, Jane Missner. Lanham, Md: Scarecrow Press; Pasadena, Calif: Salem Press 1997
 6. Critical Essays on Harriet Beecher Stowe. Boston: G. K. Hall.
 7. Reisen, Harriet (2009). Louisa May Alcott: The Woman Behind Little Women
 8. Le Master, J. R. and James D. Wilson (editors). The Mark Twain Encyclopedia. Taylor & Francis, 1993
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OR**ADVANCE MAJOR COURSE- AMJ 3B:**

(Credits: Theory-06)

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100**Pass Marks: Th (SIE + ESE) = 40*****Instruction to Question Setter for******Semester Internal Examination (SIE 20+5=25 marks):***

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

The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 10 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: (Attendance Upto 45%, 1mark; 45<Attd.<55, 2 marks; 55<Attd.<65, 3 marks; 65<Attd.<75, 4 marks; 75<Attd, 5 marks)

End Semester Examination (ESE 75 marks):

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

Note: There may be subdivisions in each question asked in Theory Examinations.

POSTCOLONIAL LITERATURE**Theory: 90 Lectures****Course Objectives:**

The course will seek to achieve the following objectives:

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

Course Learning Outcome:

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

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

Course Content:**UNIT- I Poetry**

1. Keki N Daruwala: 'Migrations'
2. Nissim Ezekiel: 'Minority Poem'

Session 2022-26 onwards

3. Wole Soyinka: 'Telephone Conversation'
4. Augustinho Neto: 'The Grieved Lands'
5. A. D. Hope: 'The Death of the Bird'

UNIT- II Fiction

1. Chinua Achebe: 'Things Fall Apart'
2. Ngugi Wa Thiong'o: 'Petals of Blood'
3. Amitav Ghosh: 'Shadow Lines'

UNIT- III

1. Salman Rushdie: 'Midnight's Children'
2. Toni Morrison: 'Beloved'

UNIT- IV

1. Wole Soyinka: 'A Dance of Forests'
2. Manjula Padmanabhan: 'Harvest'

Suggested Reading:

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

(Credits: Theory-06)

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100**Pass Marks: Th (SIE + ESE) = 40*****Instruction to Question Setter for******Semester Internal Examination (SIE 20+5=25 marks):***

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

The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 10 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: (Attendance Upto 45%, 1mark; 45<Attd.<55, 2 marks; 55<Attd.<65, 3 marks; 65<Attd.<75, 4 marks; 75<Attd, 5 marks)

End Semester Examination (ESE 75 marks):

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

Note: There may be subdivisions in each question asked in Theory Examinations.

LINGUISTICS AND ENGLISH LANGUAGE TEACHING (ELT)**Theory: 90 Lectures****Course Objectives:**

The course will seek to achieve the following objectives:

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

Course Learning Outcome:

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

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

Course Content:**UNIT- I**

Morphology: Morph, Morpheme and Allomorph; Free and Bound Morphemes, Roots and Affixes (Prefix, Suffix and Infix), Inflection and Derivation (Class-maintaining and Class-changing); Root, Stem and Base; Morphophonemics; Word-formation; Word Classes: Parts of Speech, Content and Function Words.

UNIT- II

Traditional Grammar; Structural Grammar; Categorical and Functional Labels; Basic Sentence Patterns; Immediate Constituent (IC) Analysis.

UNIT- III

Phrase Structure Grammar, Transformational Generative Grammar: Basic Tenets, Deep & Surface Structure, Phrase Structure (PS) Rules, Transformational Rules.

UNIT- IV

Semantics, Pragmatics, The Relationship between Semantics and Pragmatics; Sentence, Utterance, Preposition; Denotation and Connotation; Sense and Reference; Entailment; Lexical Relations: Synonymy, Antonymy, Homonymy, Polysemy, Hyponymy and Collocation.

UNIT- V

English language Teaching (ELT) in India and Abroad; Approaches of ELT; Methods of ELT; The Teaching of English Language Skills.

UNIT- VI

Morphological Structure of Words; Labelled Tree Diagram of Simple Sentences.

Suggested Reading:

1. Yule, George. The Study of Language.
 2. Balasubramaniam, T. A Textbook of English Phonetics for Indian Students.
 3. Syal, Puspinder and D.V. Jindal. An Introduction to Linguistics: Language, Grammar and Semantics.
 4. Verma S. K. and N. Krishnaswamy. Modern Linguistics: An Introduction
 5. Sharma, R. K. Fundamentals of Linguistics. New Delhi: Atlantic Press, 2014.
 6. Sharma, R. K. and S. S. Haider. Introducing Phonetics. New Delhi: Atlantic Press, 2016.
 7. Thakur D. The Phonetics and Phonology of English: A Handbook.
 8. Thakur D. Linguistics Simplified: Morphology
 9. Thakur D. Linguistics Simplified: Syntax
 10. Thakur D. Linguistics Simplified: Semantics
 11. Selinker, L (1975) An Introduction to Linguistics, London, Longman
 12. Fromkin and Rodman. (1975) Human and Animal Communication. London, Pergamon.
 13. Mohanraj, Jayashree. (2014) Let's Hear them Speak, New Delhi, Sage
 14. Baugh, A C The History of the English Language.
 15. Jespersen, Otto: The Growth and Structure of English Language.
 16. Aronoff, M. and K. Fudeman. What is Morphology? Oxford: Blackwell.
 17. Bauer, L. Introducing Linguistic Morphology. Edinburgh: Edinburgh University Press.
 18. Gimson, A.C. An Introduction to Pronunciation of English. ELBS
 19. Haspelmath, M. Understanding Morphology. London: Arnold.
 20. Hockett, C. A Course in Modern Linguistics. New York: Macmillan.
 21. Katamba, F. Morphology. London: Macmillan.
 22. Roach, Peter. English Phonetics and Phonology, Cambridge: Cambridge University Press
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OR**ADVANCE MAJOR COURSE- AMJ 4B:**

(Credits: Theory-06)

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100**Pass Marks: Th (SIE + ESE) = 40*****Instruction to Question Setter for******Semester Internal Examination (SIE 20+5=25 marks):***

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

The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 10 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: (Attendance Upto 45%, 1mark; 45<Attd.<55, 2 marks; 55<Attd.<65, 3 marks; 65<Attd.<75, 4 marks; 75<Attd, 5 marks)

End Semester Examination (ESE 75 marks):

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

Note: There may be subdivisions in each question asked in Theory Examinations.

CREATIVE WRITING AND TRANSLATION**Theory: 90 Lectures****Course Objectives:**

The course will seek to achieve the following objectives:

1. to make students grasp the difference between academic/non creative and creative writing
2. to make students grasp various figures of speech, language codes and language registers so that they can both, identify as well as use these for creative writing
3. to make students understand various genres such as fiction, poetry, drama and newspaper writing
4. to make students edit and proofread writing such that it is ready to get into print
5. to make students grasp the process of translation
6. to make students grasp the skills of effective translation
7. to make students undertake and complete practical translation assignments
8. to make students work on translated works to compare and evaluate finished translation

Course Learning Outcome:

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

1. recognize creativity in writing and discern the difference between academic/non creative and creative writing
2. develop a thorough knowledge of different aspects of language such as figures of speech, language codes and language registers so that they can both, identify as well as use these; in other words, they must learn that creative writing is as much a craft as an art
3. develop a comprehensive understanding of some specific genres such as fiction, poetry, drama and newspaper writing
4. distinguish between these as well as look at the sub divisions within each genre (such as in poetry, different forms like sonnets, ballads, haiku, ghazal, etc.)
5. process their writing for publication and so must have the ability to edit and proofread writing such that it is ready to get into print.
6. critically appreciate the process of translation
7. engage with various theoretical positions on Translation think about the politics of translation
8. assess, compare, and review translations translate literary and non-literary texts

Course Content:**UNIT- I**

1. Introduction to Creative Writing: What is creative writing? Types of writing and their functions, Writing process, Challenges to writing, Importance of reading, Identifying your readers, Tips on writing.
2. Elements of writing: content, form, structure and style.
3. Preparing for Publication: Plagiarism and Intellectual Property rights, Proofreading and editing, Different platforms and media for publishing, Submitting your manuscript for publication.
4. Writing a Poem/Short Story (Practical).

UNIT- II

1. Writing for Different Media Platforms: Introduction to media; types and features, writing for print media; writing for the radio; writing screenplays for film and television; writing advertisements; writing for new media (social media platforms, blogs, websites, etc.)
2. Writing the script of a Short film/Dialogue of a situation (Practical).

UNIT- III

1. Basic concepts of Translation: Source and Target Language, Source and target text, Adaptation and Abridgment, Trans creation, Interpreting, Significance of Translation, Process of Translation.
2. Process of Translation: Equivalence in translation, Semantic and Literal Translation
3. Types of Translation: Literary Translation, Functional Translation, Technical and Official translation, Audio-visual Translation (subtitling, dubbing, voice-overs). Challenges and problems in translation.
4. Translation of a published short story, folk tale, long poem, prose piece, critical essay etc. from any Indian language into English (Practical).

Suggested Reading:

1. Dev, Anjana Neira, Anuradha Marwah and Swati Pal. Creative Writing: A Beginner's Manual.
 2. Longman Pearson, 2009
 3. Abrams, M. H. A Glossary of Literary Terms, New Delhi: Cengage Learning India Private Limited, 2005.
 4. Mills, Paul. The Routledge Creating Writing Coursework. Routledge, 2006.
 5. Kane, Thomas. The Oxford Essential Guide to Writing. OUP, 2006.
 6. Strunk Jr, William and E. B. White. The Elements of Style. Pearson, 1999.
 7. Halder Deb Dulal. Translation Studies: A Handbook. Book Age publications. New Delhi. 2019
 8. Mukherjee Sujit. Translation as Discovery: And Other Essays of Indian Literature in Translation. New Delhi: Allied 1981
 9. Ramkrishna, Shanta(2002) "Cultural Transmission through Translation: An Indian Perspective. Changing the Terms: Translating in the Postcolonial era. Sherry Simon and Paul St-Pierre, Eds. Hyderabad: Orient Longman.
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COURSES OF STUDY FOR INTRODUCTORY/ MINOR ELECTIVE FYUGP IN “ENGLISH”

SEMESTER I/ II/ III

INTRODUCTORY REGULAR COURSE

1 Paper

I. INTRODUCTORY REGULAR COURSE (IRC)

(Credits: Theory-03)

- All Four Introductory & Minor Papers of English to be studied by the Students of **Other than English Honours**.
- Students of **English Honours** must Refer Content from the **Syllabus of Opted Introductory & Minor Elective Subject**.

Marks: 100 (ESE: 3Hrs) = 100

Pass Marks: Th (ESE) = 40

Instruction to Question Setter for***End Semester Examination (ESE 100 marks):***

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

Note: There may be subdivisions in each question asked in Theory Examinations.

INTRODUCTORY ENGLISH**Theory: 45 Lectures****Course Objectives:**

The course will seek to achieve the following objectives:

1. to make students use simple and acceptable English to convey their ideas in English in writing
2. to make students communicate information clearly and effectively in all kinds of environment and contexts
3. to sensitize students to creative expression
4. to make students understand, appreciate and explain in simple language literary texts from across genres: Poetry, Short Story and Novels

Course Learning Outcome:

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

1. convey their ideas in English using simple and acceptable English in writing
2. develop a love for Literature
3. try their hand at creative writing
4. develop a critical sense in evaluating works of literature

Course Content:**UNIT- I**

1. R. N. Tagore – “Where the Mind is without Fear”
2. Sarojini Naidu – “Palanquin Bearers”
3. Jayant Mahapatra – “Dawn at Puri”
4. A.K. Ramanujan – “A River”

UNIT- II

1. Robert Frost – “The Road Not Taken”

2. Alexander Pope – “Ode on Solitude”
3. William Wordsworth – “The Daffodils”
4. T. S. Eliot – “The Hollow Men”

UNIT- III

1. R. N. Tagore – “Kabuliwallah”
2. R. K. Narayan – “An Astrologer’s Day”
3. O. Henry – “The Gift of Magi”
4. Leo Tolstoy – “The Imp and the Peasant’s Bread”

UNIT- IV

1. R. K. Narayan – “Swami and Friends”

Suggested Reading:

1. Raja Rao, Foreword to Kanthapura (New Delhi: OUP, 1989) pp. v–vi.
 2. Salman Rushdie, ‘Commonwealth Literature does not exist’, in Imaginary Homelands (London:Granta Books, 1991) pp. 61–70.
 3. Meenakshi Mukherjee, ‘Divided by a Common Language’, in The Perishable Empire (New Delhi:OUP, 2000) pp.187–203.
 4. Bruce King, ‘Introduction’, in Modern Indian Poetry in English (New Delhi: OUP, 2nd edn., 2005)pp. 1–10.
 5. M.K. Naik, A History of Indian English Literature, Sahitya Akademy
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SEMESTER IV**MINOR ELECTIVE-1****1 Paper****I. MINOR ELECTIVE (MN 1)**

(Credits: Theory-06)

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100**Pass Marks: Th (SIE + ESE) = 40*****Instruction to Question Setter for******Semester Internal Examination (SIE 20+5=25 marks):***

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

The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 10 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: (Attendance Upto 45%, 1mark; 45<Attd.<55, 2 marks; 55<Attd.<65, 3 marks; 65<Attd.<75, 4 marks; 75<Attd, 5 marks)

End Semester Examination (ESE 75 marks):

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

Note: There may be subdivisions in each question asked in Theory Examinations.

ENGLISH POETRY**Theory: 90 Lectures****Course Objectives:**

The course will seek to achieve the following objectives:

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

Course Learning Outcome:

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

1. Appreciate different kinds of poetry.
2. Understand the influence of socio-cultural facts on the development of Poetry.

Course Content:**UNIT- I**

1. Edmund Spenser: Sweet Warrior
2. William Shakespeare: Sonnet 18
3. John Milton: On His Blindness
4. John Donne: Good Morrow
5. George Herbert: Virtue

UNIT- II

1. William Wordsworth: The Rainbow
2. Thomas Gray: Elegy Written In A Country Churchyard
3. John Keats: Ode to Autumn
4. D. H. Lawrence: Snake

UNIT- III

1. Toru Dutt: Sita
2. Sarojini Naidu: The Bangle Sellers
3. Nissim Ezekiel: Night of the Scorpion
4. Keki N. Daruwalla: Desire

UNIT- IV

1. Kamala Das: An Introduction
2. Jayant Mahapatra: Hunger
3. Vikram Seth: The Frog and The Nightingale

Suggested Reading:

- 1 Marjorie Boulton, 'The Anatomy of Poetry', Kalyani Publishers.
 - 2 Ravi Nandan Sinha, 'History of Indian Literature of English'.
 - 3 Bruce King, 'Modern Indian Poetry in English'.
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SEMESTER V**MINOR ELECTIVE-2****1 Paper****I. MINOR ELECTIVE (MN 2)**

(Credits: Theory-06)

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100**Pass Marks: Th (SIE + ESE) = 40*****Instruction to Question Setter for******Semester Internal Examination (SIE 20+5=25 marks):***

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

The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 10 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: (Attendance Upto 45%, 1mark; 45<Attd.<55, 2 marks; 55<Attd.<65, 3 marks; 65<Attd.<75, 4 marks; 75<Attd, 5 marks)

End Semester Examination (ESE 75 marks):

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

Note: There may be subdivisions in each question asked in Theory Examinations.

ENGLISH PROSE**Theory: 90 Lectures****Course Objectives:**

The course will seek to achieve the following objectives:

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

Course Learning Outcome:

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

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

Course Content:**UNIT- I**

- 1 Guy de Maupassant: The Necklace
- 2 O. Henry - The Dream
- 3 Anton Chekhov – The Lottery Ticket

UNIT- II

- 1 George Orwell - Animal Farm
- 2 Ernest Hemingway – The Old Man and the Sea

UNIT- III

- 1 R.N. Tagore – The Postmaster
- 2 R.K. Narayan – Father’s Help
- 3 Mulk Raj Anand – The Barber’s Trade Union

UNIT- IV

- 1 Ruskin Bond - The Blue Umbrella
- 2 M.K. Gandhi – Hind Swaraj or Indian Home Rule

Suggested Reading:

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

SEMESTER VI**MINOR ELECTIVE-3****1 Paper****II. MINOR ELECTIVE (MN 3)**

(Credits: Theory-06)

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100**Pass Marks: Th (SIE + ESE) = 40*****Instruction to Question Setter for******Semester Internal Examination (SIE 20+5=25 marks):***

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

The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 10 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: (Attendance Upto 45%, 1mark; 45<Attd.<55, 2 marks; 55<Attd.<65, 3 marks; 65<Attd.<75, 4 marks; 75<Attd, 5 marks)

End Semester Examination (ESE 75 marks):

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

Note: There may be subdivisions in each question asked in Theory Examinations.

ENGLISH DRAMA**Theory: 90 Lectures****Course Objectives:**

The course will seek to achieve the following objectives:

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

Course Learning Outcome:

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

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

Course Content:**UNIT- I**

- 1 William Shakespeare: The Merchant of Venice
- 2 G. B. Shaw: Arms and The man

UNIT- II

- 1 Arthur Miller – Death of a Salesman
- 2 Tennessee Williams: A Streetcar Named Desire

UNIT- III

- 1 Girish Karnad - Yayati
- 2 Vijay Tendulkar: Silence! The Court is in Session

Suggested Reading:

1. Dr. T. Singh, 'A History of English Literature'.
2. Marjorie Boulton, 'The Anatomy of Drama'.
3. Indian Drama in English and English Translation, ed. Dr. Uttiya De and Dr. Jaydip Sarkar.

FORMAT OF QUESTION PAPER FOR SEMESTER INTERNAL EXAMINATION

Question format for 10 Marks:

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

Question format for 20 Marks:

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

FORMAT OF QUESTION PAPER FOR END SEMESTER UNIVERSITY EXAMINATION

Question format for 50 Marks:

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

Question format for 60 Marks:

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

Question format for 75 Marks:

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

Question format for 100 Marks:

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