

**RADHA GOVIND UNIVERSITY**  
**RAMGARH, JHARKHAND**

**DEPARTMENT OF ENGLISH**



NEP FYUGP CURRICULUM  
ENGLISH HONOURS/HONOURS WITH RESEARCH  
PROGRAMME SUBJECT CODE = 02

**FOR UNDERGRADUATE COURSE UNDER  
RADHA GOVIND UNIVERSITY**

Implemented w.e.f.  
Academic Session 2025-26 & onwards

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## HIGHLIGHTS OF FYUGP CURRICULUM

### 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 the **1<sup>st</sup> of July**.

### ELIGIBILITY

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

### ADMISSION PROCEDURE

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

### VALIDITY OF REGISTRATION

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

### ACADEMIC CALENDAR

- An Academic Calendar will be prepared by the University to maintain uniformity in the UG Honours/ Honours with Research Programmes and PG Diploma Programmes, running in the colleges under the university (Constituent/Affiliated).
- **Academic Year:** Two consecutive (one odd + one even) semesters constitute one academic year.
- **Semester:** The Odd Semester is scheduled from **July to December**, and the Even Semester is from **January to June**. Each week has a minimum of 40 working hours spread over 6 days.
- Each semester will include Admission, coursework, conduct of examination and declaration of results, including semester break.
- To undergo an 8-week summer internship/ apprenticeship during the summer camp, the Academic Calendar may be scheduled for academic activities as below:
  - a) **Odd Semester: From the first Monday of August to the third Saturday of December**
  - b) **Even Semester: From the first Monday of January to the third Saturday of May**
- An academic year comprising 180 working days in the least is divided into two semesters, each semester having at least 90 working days. With six working days in a week, this would mean that each semester will have  $90/6 = 15$  teaching/ working weeks. Each working week will have 40 hours of instructional time.
- Each year, the University shall draw out a calendar of academic and associated activities, which shall be strictly adhered to. The same is non-negotiable. Further, the Department will make all reasonable endeavours to deliver the programmes of study and other educational services as mentioned in its Information Brochure and website. However, circumstances may change, prompting the Department to reserve the right to change the content and delivery of courses, discontinue or combine courses and introduce or withdraw areas of specialization.

### PROGRAMME OVERVIEW/ SCHEME OF THE PROGRAMME

- Undergraduate degree programmes of either 3 or 4-year duration, with multiple entries and exit points and re-entry

options within this period, with appropriate certifications such as:

- UG Certificate after completing 1 year (2 semesters) of study in the chosen fields of study, provided they complete one vocational course of 4 credits during the summer vacation of the first year or internship/ Apprenticeship in addition to 6 credits from skill-based courses earned during the first and second semesters.,
- UG Diploma after 2 years (4 semesters) of study diploma provided they complete one vocational course of 4 credits or internship/ Apprenticeship/ skill based vocational courses offered during the first year or second year summer term, in addition to 9 credits from skill-based courses earned during the first, second, and third semester.
- Bachelor's Degree after a 3-year (6 semesters) programme of study,
- Bachelor's Degree (Honours) after a 4-year (8 semesters) programme of study.
- Bachelor's Degree (Honours with Research) after a 4-year (8 semesters) programme of study to the students undertaking a 12-credit Research component in the fourth year of FYUGP.

## CREDIT OF COURSES

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

- a) One hour of teaching/ lecture or two hours of laboratory /practical work will be assigned per class/interaction.  
**One credit for Theory** = 15 Hours of Teaching  
**One credit for Practicum** = 30 Hours of Practical work  
**One credit for Internship** = 02 Weeks of Practical experience
- b) For credit determination, instruction is divided into three major components:  
**Hours (L)** – Classroom Hours of one hour duration.  
**Tutorials (T)** – Special, elaborate instructions on specific topics of one hour duration  
**Practical (P)** – Laboratory or field exercises in which the student has to do experiments or other practical work of a two-hour duration.  
**Internship** – For the Exit option after any academic year of a Four-year U.G. Programme for the award of U.G. Certificate, U.G. Diploma, U.G. Degree (Level 4.5, 5 or 5.5 respectively), Students can either complete two 4-week internships worth 2 credits each or one 8-week internship for all 4 credits. This practical experience connects academic learning with real-world applications, offering valuable exposure to professional environments in their fields of study

## CHANGE OF MAJOR OR MINOR COURSES

- The change of Major or Minor courses may be allowed only once after the Second Semester and before the third Semester in the FYUG Programme, depending on the provisions laid by the FYUGP and the conditions laid by the Institution. **However, the student must clear the papers (Mid Sem & End Sem both) from the previous semesters of the new subject opted in the next Examination of the coming session.**

## CALCULATION OF MARKS FOR THE PURPOSE OF THE RESULT

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

## PROMOTION CRITERIA

### **First degree programme with a single major (160+4=164 credits):**

- 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 the Courses in an academic year, a student has to pass in minimum 11 papers out of the total 14 papers. It is further necessary

- to procure pass marks in minimum of 50% papers of the current semester i.e. the student has to pass in 4 papers out of 7 papers in Semester-II.
- 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 of 20 papers out of the total 26 papers. It is further necessary to procure pass marks in minimum of 50% papers of the current semester i.e. the student has to pass in 3 papers out of 6 papers in Semester-IV.
  - v. To get promotion from Semester-VI to Semester-VII (taken all together of Semester I, II, III, IV, V & VI) a student has to pass in minimum of 27 papers out of the total 36 papers. It is further necessary to procure pass marks in minimum of 50% papers of the current semester i.e. the student has to pass in 3 papers out of 5 papers in Semester VI.
  - vi. However, it will be necessary to procure pass marks in each of the papers before completion of the programme.

**First degree programme with dual major (192+4=196 credits):**

- i. Please refer to the FYUGP Regulations for the detailed provisions of Double Major and Dual Degrees.
- 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 the Courses in an academic year, a student has to pass in minimum 11 papers out of the total 15 papers. It is further necessary to procure pass marks in minimum of 50% papers of the current semester i.e. the student has to pass in 4 papers out of 8 papers in Semester-II.
- 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 20 papers out of the total 27 papers. It is further necessary to procure pass marks in minimum of 50% papers of the current semester i.e. the student has to pass in 4 papers out of 7 papers in Semester-IV.
- v. To get promotion from Semester-VI to Semester-VII (taken all together of Semester I, II, III, IV, V & VI) a student has to pass in minimum 28 papers out of the total 37 papers. It is further necessary to procure pass marks in minimum of 50% papers of the current semester i.e. the student has to pass in 3 papers out of 6 papers in Semester VI.
- vi. However, it will be necessary to procure pass marks in each of the papers before completion of the programme.

**PUBLICATION OF RESULTS**

- The examination result shall be notified by the Controller of Examinations of the University in different newspapers and the same is to be posted also on the University website.
- If a student is found indulging in any malpractice/ unfair means during an 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 the next 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 to clear the backlog. Similarly, the students who have failed in any subject in an odd semester may appear in the subsequent odd semester examination to clear the backlog.

Regulations related to any concern not mentioned above shall be guided by the Regulations of the Radha Govind University for FYUGP.

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**COURSE STRUCTURE FOR FYUGP ‘HONOURS/ RESEARCH/ PG DIPLOMA’**

**Table 1: Credit Framework for Four-Year Undergraduate Programme (FYUGP) under State Universities of Jharkhand [Total Credits = 164]**

Academic Level	Level of Courses	Semester	MJ: Discipline Specific Courses – Core or Major (80)	AC: Associated core courses from discipline/ Interdisciplinary/ vocational (8)	ELC: Elective courses may be opted from four paths [Follow table 2] (24)	MDC: Multidisciplinary Courses (From a pool of Courses) (9)	AEC: Ability Enhancement Courses (Modern Indian Language and English) (8)	SEC: Skill Enhancement Courses (9)	VAC: Value Added Courses (6)	IKS: (i) Indian Knowledge System (2) & SA: (ii) Social awareness (2)	RC: Research Courses (4+8)/ AMJ: Advanced Courses instead of Research (4+4+4)/ PGD: PG Diploma Level 6 (4+4+4)	Total Credits	IAP; Internship/Apprenticeship/ Project/ Vocational course/ Dissertation (4) In between Sem I to Sem-VI		
														1	2
Level 4.5	Level 100-199: Foundation or Introductory courses	I	4	4	---	---	3	2	3	2	2	---	---	20	4
		II	4	---	4	---	3	2	3	2	2	---	---	20	
Exit Point: Undergraduate Certificate provided with Summer Internship/ Project/ Vocational course/ Dissertation (4 credits)															
Level 5	Level 200-299: Intermediate-level courses	III	4+4	---	4	3	2	3	---	---	---	---	20		
		IV	4+4+4	---	4	---	2	---	2	---	---	---	20		
Exit Point: Undergraduate Diploma provided with Summer Internship/ Project/ Vocational course/ Dissertation (4 credits)															
Level 5.5	Level 300-399: Higher-level courses	V	4+4+4+4	---	4	---	---	---	---	---	---	---	20		
		VI	4+4+4+4	---	4	---	---	---	---	---	---	---	20		
Exit Point: Bachelor's Degree with Summer Internship/ Project/ Vocational course/ Dissertation (4 credits)													124		
Level 6	Level 400-499: Advanced courses Hons with Research (>7.5 CGPA)/ Honours/ PG Diploma	VII	4+4+4	---	4	---	---	---	---	---	4	4	20	---	
		VIII	4+4	---	4	---	---	---	---	---	8	4+4	20		
Exit Point: Bachelor's Degree with Honours/ Honours with Research/ PG Diploma Level 6													164		

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

Implemented from Academic Session 2025-29 & onwards

**Table 2: Options for Elective Minor Courses**

<b>Path A</b>	<b>Path B</b>	<b>Path C</b>	<b>Path D</b>
<p><b>ELC-A;</b> Elective courses from Interdisciplinary Subjects 1 &amp; 2 (24)</p>	<p><b>ELC-B;</b> Elective courses from discipline (24)</p>	<p><b>ELC-C;</b> Elective courses from vocational (24)</p>	<p><b>ELC-D;</b> Elective courses from discipline for Double Major (48)</p>
<p>This pathway may be recommended for students who wish to develop core competency in multiple disciplines of study. In this case, the credits for the minor pathway shall be distributed among the constituent disciplines/subjects.</p> <p>If students pursuing FYUGP are awarded a UG Degree in a Major discipline, they are eligible to mention their core competencies in other disciplines of their choice if they have earned 12 credits each from pathway courses of two particular disciplines.</p> <p>In the first three years of FYUGP, this pathway is composed of one Major discipline with 60 credits from 15 courses, and two other disciplines, with 12 credits from 3 courses in each discipline.</p> <p>In this pathway, if the students choose one of the two disciplines for 12 credits in one discipline then they should choose a different discipline for the other 12 credits.</p> <p>If the students continue to the fourth year of FYUGP, the students need to earn an additional 4 credits in both disciplines.</p>	<p>This pathway may be recommended to those students who wish for an in-depth study in more than one discipline with a focus on one discipline (Major) and relatively less focus on the other (Minor).</p> <p>If students exit at the end of the third year of FYUGP, they are awarded a Major Degree in a particular discipline and a Minor in another discipline of their choice, if they earn a minimum of 24 credits from the courses in the Minor discipline.</p> <p>If the students continue to the fourth year of FYUGP, they should earn a minimum of 32 credits in the Minor discipline, to be eligible for a UG Degree (Honours) with a Major and a Minor. For this, in the fourth year, they should earn an additional minimum of 8 credits through 2 courses in the Minor discipline.</p>	<p>This pathway may be recommended to those students who wish for exposure to a vocational discipline in addition to the in-depth study in the Major discipline.</p> <p>The credit requirements for Major and Vocational Minor disciplines in this pathway are the same as those for Major with Minor pathway, except that the Minor courses are in a vocational discipline.</p> <p>If students exit at the end of the third year of FYUGP, they are awarded a Major Degree in a particular discipline and a Minor in vocational discipline of their choice, if they earn a minimum of 24 credits from the Vocational courses.</p> <p>If the students continue to the fourth year of FYUGP, they should earn a minimum of 32 credits in the vocational discipline. For this, in the fourth year, they should earn an additional minimum of 8 credits through 2 courses in the Vocational discipline.</p>	<p>To secure the required minimum credits in each discipline, students who wish to opt for a Double Major should include the credits earned by them from the Multi-Disciplinary Courses, Skill Enhancement Courses, and Value-Added Courses offered by the respective Major disciplines.</p> <p>The Double Major pathway is extended to the fourth year. Shifting to a double major from a minor in the third semester will be allowed subject to clearance of the courses of double major (not studied earlier) in succeeding sessions.</p> <p>In the fourth year, the student can continue to earn the required credits in either Major A or Major B to qualify for a UG Degree (Honours)/UG Degree (Honours with Research) in A or B.</p> <p>If he/she opts to continue with Major B in the fourth year, he/she should earn an additional 16 credits of 300-399 level in Major B through mandatory online courses. The institution will not provide the courses in physical mode in the fourth year of this segment.</p>

**Table 3: Credit Distribution in Elective Minor Courses during the Four Years of FYUGP**

Academic Level	Level of Courses	Semester	Path A ELC; Elective courses from Interdisciplinary Subjects 1 & 2 (24)		Path B ELC; Elective courses from the discipline (24)	Path C ELC; Elective courses from vocational (24)	Path D ELC; Elective courses from the discipline for Double Major (64)
			3A. Subject 1	3B. Subject 2			
	1	2	3A. Subject 1	3B. Subject 2	4	5	6
Level 4.5	Level 100-199: Foundation or Introductory courses	I	---	---	---	---	4+4
		II	---	---	---	---	4+4
<b>Exit Point: Bachelor's Degree with Hons. with Research</b>							
Level 5	Level 200-299: Intermediate-level courses	III	4	---	4	4	4+4
		IV	---	4	4	4	4+4
<b>Exit Point: Bachelor's Degree with Hons.</b>							
Level 5.5	Level 300-399: Higher-level courses	V	4	---	4	4	4+4
		VI	---	4	4	4	4+4
<b>Exit Point: P.G. Diploma Degree</b>							
Level 6	Level 400-499: Advanced courses Hons with Research (>7.5 CGPA)/ Honours/ PG Diploma	VII	4	---	4	4	4+4
		VIII	---	4	4	4	4+4
<b>Exit Point: (A) Bachelor's Degree with Hons. with Research/ (B) Bachelor's Degree with Hons./ (C) P.G. Diploma Degree</b>							

**COURSES OF STUDY FOR FOUR-YEAR UNDERGRADUATE PROGRAMME 2025 onwards**

**Table 4: Semester-wise Course Code and Credit Points for Single Major during the First Three Years of FYUGP**

Semester	Common, Introductory, Major, Minor, Vocational & Internship Courses		Credits	
	Code	Papers	Paper	Semester
<b>I</b>	AEC-1	Language and Communication Skills (MIL-1; Modern Indian language Hindi/ English)	2	<b>7 Papers</b> (20 credits)
	VAC-1	Value Added Course-1	2	
	IKS-1	Indian Knowledge System-1	2	
	SEC-1	Skill Enhancement Course-1	3	
	MDC-1	Multi-disciplinary Course-1	3	
	AC-1	Associated core courses from discipline/ Interdisciplinary/ vocational	4	
	MJ-1	Major paper 1 (Disciplinary/ Interdisciplinary Major)	4	
<b>II</b>	AEC-2	Language and Communication Skills (MIL-1; Modern Indian language English/ Hindi)	2	<b>7 Papers</b> (20 credits)
	VAC-2	Value Added Course-2	2	
	SA	Social Awareness Activities	2	
	SEC-2	Skill Enhancement Course-2	3	
	MDC-2	Multi-disciplinary Course-2	3	
	AC-2	Associated core courses from discipline/ Interdisciplinary/ vocational	4	
	MJ-2	Major paper 2 (Disciplinary/ Interdisciplinary Major)	4	
<b>III</b>	AEC-3	Language and Communication Skills (MIL-2; MIL including TRL)	2	<b>6 Papers</b> (20 credits)
	SEC-3	Skill Enhancement Course-3	3	
	MDC-3	IK as a Multi-disciplinary Course-3	3	
	ELC-1	Elective courses from discipline/ Interdisciplinary/ vocational	4	
	MJ-3	Major paper 3 (Disciplinary/ Interdisciplinary Major)	4	
	MJ-4	Major paper 4 (Disciplinary/ Interdisciplinary Major)	4	
<b>IV</b>	AEC-4	Language and Communication Skills (MIL-2; MIL including TRL)	2	<b>6 Papers</b> (20 credits)
	VAC-3	Value Added Course-3	2	
	ELC-2	Elective courses from discipline/ Interdisciplinary/ vocational	4	
	MJ-5	Major paper 5 (Disciplinary/ Interdisciplinary Major having IKS)	4	
	MJ-6	Major paper 6 (Disciplinary/ Interdisciplinary Major)	4	
	MJ-7	Major paper 7 (Disciplinary/ Interdisciplinary Major)	4	
<b>V</b>	ELC-3	Elective courses from discipline/ Interdisciplinary/ vocational	4	<b>5 Papers</b> (20 credits)
	MJ-8	Major paper 8 (Disciplinary/ Interdisciplinary Major)	4	
	MJ-9	Major paper 9 (Disciplinary/ Interdisciplinary Major)	4	
	MJ-10	Major paper 10 (Disciplinary/ Interdisciplinary Major)	4	
	MJ-11	Major paper 11 (Disciplinary/ Interdisciplinary Major)	4	
<b>VI</b>	ELC-4	Elective courses from discipline/ Interdisciplinary/ vocational	4	<b>5 Papers</b> (20 credits)
	MJ-12	Major paper 12 (Disciplinary/ Interdisciplinary Major)	4	
	MJ-13	Major paper 13 (Disciplinary/ Interdisciplinary Major)	4	
	MJ-14	Major paper 14 (Disciplinary/ Interdisciplinary Major)	4	
	MJ-15	Major paper 15 (Disciplinary/ Interdisciplinary Major)	4	
<b>Total Credits, excluding one Internship (IAP) of 4 credits =</b>			<b>120</b>	<b>120</b>

**Note:** It is mandatory to take One Internship of 4 credits in any one of the semesters during the first three years in FYUGP or before exit at any of the exit points if a student wishes to opt for the same.

**Table 5A: Semester-wise Course Code and Credit Points for Single Major during the Fourth Year of FYUGP for Bachelor’s Degree (Honours with Research)**

Semester	Common, Introductory, Major, Minor, Vocational & Internship Courses		Credits	
	Code	Papers	Paper	Semester
VII A	ELC-5	Elective courses from discipline/ Interdisciplinary/ vocational	4	5 Papers (20 credits)
	MJ-16	Major paper 16 (Research Methodology)	4	
	MJ-17	Major paper 17 (Disciplinary/Interdisciplinary Major)	4	
	MJ-18	Major paper 18 (Disciplinary/Interdisciplinary Major)	4	
	RC-1	Research proposal – Planning & Techniques (Disciplinary/Interdisciplinary Major)	4	
VIII A	ELC-6	Elective courses from discipline/ Interdisciplinary/ vocational	4	4 Papers (20 credits)
	MJ-19	Major paper 19 (Disciplinary/Interdisciplinary Major)	4	
	MJ-20	Major paper 20 (Disciplinary/Interdisciplinary Major)	4	
	RC-2	Research Internship/Field Work/Project/Dissertation/Thesis	8	
<b>Total Credits, excluding one Internship of 4 credits =</b>			<b>160</b>	<b>160</b>

**Table 5B: Semester-wise Course Code and Credit Points for Single Major during the Fourth Year of FYUGP for Bachelor’s Degree (Honours)**

Semester	Common, Introductory, Major, Minor, Vocational & Internship Courses		Credits	
	Code	Papers	Paper	Semester
VII B	ELC-5	Elective courses from discipline/ Interdisciplinary/ vocational	4	5 Papers (20 credits)
	MJ-16	Major paper 16 (Disciplinary/Interdisciplinary Major)	4	
	MJ-17	Major paper 17 (Disciplinary/Interdisciplinary Major)	4	
	MJ-18	Major paper 18 (Disciplinary/Interdisciplinary Major)	4	
	AMJ-1	Advanced Major paper-1 (Disciplinary/Interdisciplinary Major)	4	
VIII B	ELC-6	Elective courses from discipline/ Interdisciplinary/ vocational	4	5 Papers (20 credits)
	MJ-19	Major paper 19 (Disciplinary/Interdisciplinary Major)	4	
	MJ-20	Major paper 20 (Disciplinary/Interdisciplinary Major)	4	
	AMJ-2	Advanced Major paper-2 (Disciplinary/Interdisciplinary Major)	4	
	AMJ-3	Advanced Major paper-3 (Disciplinary/Interdisciplinary Major)	4	
<b>Total Credits, excluding one Internship of 4 credits =</b>			<b>160</b>	<b>160</b>

**Table 5C: Semester-wise Course Code and Credit Points for Single Major during the Fourth Year of FYUGP for Bachelor’s Degree (with Postgraduate Diploma)**

Semester	Common, Introductory, Major, Minor, Vocational & Internship Courses		Credits	
	Code	Papers	Paper	Semester
VII C	ELC-5	Elective courses from discipline/ Interdisciplinary/ vocational	4	5 Papers (20 credits)
	MJ-16	Major paper 16 (Disciplinary/Interdisciplinary Major)	4	
	MJ-17	Major paper 17 (Disciplinary/Interdisciplinary Major)	4	
	MJ-18	Major paper 18 (Disciplinary/Interdisciplinary Major)	4	
	JOC-1	Skill based Job Oriented paper (Disciplinary/Interdisciplinary Major)	4	
VIII C	ELC-6	Elective courses from discipline/ Interdisciplinary/ vocational	4	5 Papers (20 credits)
	MJ-19	Major paper 19 (Disciplinary/Interdisciplinary Major)	4	
	MJ-20	Major paper 20 (Disciplinary/Interdisciplinary Major)	4	
	JOC-2	Skill based Job Oriented paper (Disciplinary/Interdisciplinary Major)	4	
	JOC-3	Skill based Job Oriented paper (Disciplinary/Interdisciplinary Major)	4	
<b>Total Credits, excluding one Internship of 4 credits =</b>			<b>160</b>	<b>160</b>

## AIMS OF BACHELOR'S DEGREE PROGRAMME IN ENGLISH

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

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

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

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

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

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

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

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

## PROGRAM LEARNING OUTCOMES

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

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

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

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

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

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

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

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

Table 6: Semester-wise Course Code and Credit Points of Major Courses in English

Semester	Courses		Examination Structure			
	Code	Courses in NEP FYUGP Syllabus of English Session 2025-26 & onwards	Credits	Mid Semester Theory (F.M.)	End Semester Theory (F.M.)	End Semester Practical/ Viva (F.M.)
<b>I</b>	MJ-1	British Poetry-I (From Chaucer to the Transitional Poets)	4	25	75	---
	SEC-1	Business Communication-I	3	---	75	---
<b>II</b>	MJ-2	British Drama-I (From Medieval Age to Jacobean Age)	4	25	75	---
	SEC-2	Business Communication-II	3	---	75	---
<b>III</b>	MJ-3	British Fiction-I (18 <sup>th</sup> and 19 <sup>th</sup> Century)	4	25	75	---
	MJ-4	Indian Writing in English -I (Poetry and Drama)	4	25	75	---
	SEC-3	Elementary Computer Application Softwares	3	---	75	---
<b>IV</b>	MJ-5	IKS- Indian Classical Literature	4	25	75	---
	MJ-6	British Poetry –II (From Romantic Age to Postmodern Age)	4	25	75	---
	MJ-7	Indian Writing in English –II (Fiction)	4	25	75	---
<b>V</b>	MJ-8	British Drama -II (Restoration Age to Modern Age)	4	25	75	---
	MJ-9	British Fiction -II (20 <sup>th</sup> Century Novel and Short Story)	4	25	75	---
	MJ-10	Western Classical Literature	4	25	75	---
	MJ-11	An Introduction to Language and Linguistics	4	25	75	---
<b>VI</b>	MJ-12	English Prose (Essays)	4	25	75	---
	MJ-13	Popular Literature	4	25	75	---
	MJ-14	Literary Criticism	4	25	75	---
	MJ-15	American Literature (Fiction and Short Story)	4	25	75	---
<b>VII</b>	MJ-16	Research Methodology	4	25	75	---
	MJ-17	Introduction to Literary Theory	4	25	75	---
	MJ-18	Modern European Drama	4	25	75	---
	AMJ-1/ RC-1	Women’s Writing	4	25	75	---
		Research Planning & Techniques	4	25	75	---
<b>VIII</b>	MJ-19	Phonetics and Phonology	4	25	75	---
	MJ-20	World Literature	4	25	75	---
	AMJ-2	Postcolonial Literature	4	25	75	---
	AMJ-3/ RC-2	Dalit and Tribal Literature	4	25	75	---
		Project Dissertation/ Research Internship/ Field Work	8	50	---	150

\* It is mandatory to take Either One Internship of 4 credits or Two Internships of 2 credits each in any one of the semesters during the first three years in FYUGP or before exit at any of the exit points if a student wishes to opt for the same.

**Table 7: Semester-wise Course Code and Credit Points of Minor Courses in English**

Courses		Examination Structure			
Code	Minor Courses in NEP FYUGP Syllabus of English Session 2025-26 & onwards	Credits	Mid Semester Theory (F.M.)	End Semester Theory (F.M.)	End Semester Practical/ Viva (F.M.)
MN-A	Introductory English	4	25	75	---
MN-B	British Poetry	4	25	75	---
MN-C	World Poetry	4	25	75	---
MN-D	British Prose	4	25	75	---
MN-E	World Prose	4	25	75	---
MN-F	British Drama	4	25	75	---
MN-G	World Drama	4	25	75	---

**Table 8: Semester wise Course Code and Credit Points for Elective Courses:**

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

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## INSTRUCTION TO QUESTION SETTER

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### **SEMESTER INTERNAL EXAMINATION (SIE):**

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

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

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

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

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

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

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

**Conversion of Attendance into score may be as follows:**

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

### **END SEMESTER UNIVERSITY EXAMINATION (ESE):**

#### **A. (ESE 50 marks):**

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

#### **B. (ESE 60 marks):**

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

#### **C. (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.

#### **D. (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.

## FORMAT OF QUESTION PAPER FOR MID/ END SEMESTER EXAMINATIONS

### Question format for 15 Marks:

	Subject/ Code	
F.M. =15	Time = 1 Hr.	Exam Year
<b>General Instructions:</b>		
i. <b>Group A</b> carries very short answer-type compulsory questions. ii. <b>Answer 1 out of 2</b> subjective/ descriptive questions given in <b>Group B</b> . iii. Answer in your own words as far as practicable. iv. Answer all subparts of a question in one place. v. Numbers in the right indicate full marks for the question.		
<b><u>Group A</u></b>		
1.		[5x1=5]
i.	.....	
ii.	.....	
iii.	.....	
iv.	.....	
v.	.....	
<b><u>Group B</u></b>		
2.	.....	[10]
3.	.....	[10]
<b>Note:</b> There may be subdivisions in each question asked in Theory Examination.		

### Question format for 20 Marks:

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

**Question format for 50 Marks:**

<b>Subject/ Code</b>		Exam Year
<b>F.M. =50</b>	<b>Time = 1.5 Hrs.</b>	
<b>General Instructions:</b>		
i. <b>Group A</b> carries very short answer-type compulsory questions.		
ii. <b>Answer 3 out of 5</b> subjective/ descriptive questions given in <b>Group B</b> .		
iii. Answer in your own words as far as practicable.		
iv. Answer all subparts of a question in one place.		
v. Numbers in the right indicate full marks for the question.		
<b><u>Group A</u></b>		
1.		[5x1=5]
	i. ....	
	ii. ....	
	iii. ....	
	iv. ....	
	v. ....	
<b><u>Group B</u></b>		
2. ....		[15]
3. ....		[15]
4. ....		[15]
5. ....		[15]
6. ....		[15]
<b>Note:</b> There may be subdivisions in each question asked in the Theory Examination.		

**Question format for 60 Marks:**

<b>Subject/ Code</b>		Exam Year
<b>F.M. =60</b>	<b>Time = 3 Hrs.</b>	
<b>General Instructions:</b>		
vi. <b>Group A</b> carries very short answer-type compulsory questions.		
vii. <b>Answer 3 out of 5</b> subjective/ descriptive questions given in <b>Group B</b> .		
viii. Answer in your own words as far as practicable.		
ix. Answer all subparts of a question in one place.		
x. Numbers in the right indicate full marks for the question.		
<b><u>Group A</u></b>		
7.		[5x1=5]
	vi. ....	
	vii. ....	
	viii. ....	
	ix. ....	
	x. ....	
8. ....		[5]
9. ....		[5]
<b><u>Group B</u></b>		
10. ....		[15]
11. ....		[15]
12. ....		[15]
13. ....		[15]
14. ....		[15]
<b>Note:</b> There may be subdivisions in each question asked in the Theory Examination.		

**Question format for 75 Marks:**

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

**Question format for 100 Marks:**

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

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## SEMESTER I

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

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

**Pass Marks: Th (SIE + ESE) = 40**

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

**Course Objectives:**

The course will seek to achieve the following objectives:

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

**Course Learning Outcomes:**

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

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

**Course Content:**

**Unit – I**

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

**Unit – II**

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

**Unit – III**

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

**Unit – IV**

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

**Suggested Reading:**

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

Marks: 75 (ESE: 3Hrs) = 75

Pass Marks: Th (ESE) = 30

(Credits: Theory-03) 45 Hours

### Course Objectives:

The course will seek to achieve the following objectives:

1. to introduction to the Essentials of Business Communication: Theory and Practice
2. to citing references, and using bibliographical and research tools.
3. to writing a project report.
4. to writing reports on field work/visits to industries, Business Concerns etc. /Business Negotiations.
5. to writing minutes of meetings.
6. to e-correspondence.
7. to speak English for Business Communication.
8. to Making oral presentations.

### Course Learning Outcomes:

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

1. Effective Business Writing.
2. Effective Business Communication.
3. Creative Writing.
4. Evaluating Business Writing.
5. Effective Oral Communication.

### Course Content:

#### Unit – I

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

#### Unit – II

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

### Suggested Reading:

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

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**I. MAJOR COURSE- MJ 2:**  
**BRITISH DRAMA-I**  
(From Medieval Age to Jacobean Age)

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

**Pass Marks: Th (SIE + ESE) = 40**

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

**Course Objectives:**

The course will seek to achieve the following objectives:

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

**Course Learning Outcomes:**

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

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

**Course Content:**

**Unit – I**

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

**Unit – II**

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

**Unit – III**

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

**Unit – IV**

1. William Shakespeare – ‘As You Like It’
2. John Webster – ‘The Duchess of Malfi’

**Suggested Reading:**

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

Marks: 75 (ESE: 3Hrs) = 75

Pass Marks: Th (ESE) = 30

(Credits: Theory-03) 45 Hours

### Course Objectives:

The course will seek to achieve the following objectives:

1. to introduction to the Essentials of Business Communication: Theory and Practice.
2. to citing references, and using bibliographical and research tools.
3. to writing a project report.
4. to writing reports on field work/visits to industries, business concerns etc. /business negotiations.
5. to writing minutes of meetings.
6. to e-correspondence.
7. to spoken English for Business Communication.
8. to making Oral Presentations.

### Course Learning Outcomes:

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

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

### Course Content:

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

### Suggested Readings:

1. Dr. V. Bhatt., Dr. D. B. Gupta, Dr. P. N. Sahay, Dr. G. N. Mathew. Human Language and Communication Using Cognitive Science, B. R. International Publishers, Lucknow.
  2. R. C. Bhatia, *Business Communication*, Ane Books Pvt Ltd, New Delhi
  3. Rai & Rai, *Business Communication*. Himalaya Publishing House
  4. Vikram Bisen and Priya. *Business Communication*. New Age International (P) Limited Publishers, New Delhi
  5. V. C. Mahto & Sushmita Chakraborty, *Basics of Communication: Opportunities and Challenges*, Rudra Publishers and Distributors, New Delhi
  6. R. K. Sharma & Nidhi Singh, *Essential English for Better Communication*, Cambridge University Press.
  7. Scot, O.; Contemporary *Business Communication*. Biztantra, New Delhi.
  8. Ludlow, R. & Pantan, F.; *The Essence of Effective Communications*, Prentice Hal of India Pvt. Ltd., New Delhi
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## SEMESTER III

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**I. MAJOR COURSE- MJ 3:**  
**BRITISH FICTION-I**  
(18th and 19th Century)

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

**Pass Marks: Th (SIE + ESE) = 40**

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

**Course Objectives:**

The course will seek to achieve the following objectives:

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

**Course Learning Outcomes:**

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

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

**Course Content:**

**Unit – I**

History of English Fiction: Rise of the Novel in 18<sup>th</sup> Century, Gothic Novel, Historical Novel, Victorian Novel, Epistolary Novel, Picaresque Novel.

**Unit – II**

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

**Unit – III**

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

**Unit – IV**

1. Emily Bronte: 'Wuthering Heights'
2. Charles Dickens: 'Oliver Twist'

**Suggested Reading:**

1. Walter Allen, 'The English Novel: A Short Critical History' Pelican, 1958.
  2. Percy Lubbock, 'The Craft of Fiction'
  3. R. A. Scott James, 'The Making of Literature' Kalyani Publishers, 1999.
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**II. MAJOR COURSE –MJ 4:  
INDIAN WRITING IN ENGLISH -I  
(Poetry and Drama)**

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

**Pass Marks: Th (SIE + ESE) = 40**

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

**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 Outcomes:**

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

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

**Course Content:**

**Unit – I**

History of Indian Writing in English: Poetry and Drama

**Unit – II**

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

**Unit – III**

Mahesh Dattani: ‘Final Solutions’

**Unit – IV**

Girish Karnad: ‘Nagamandala’

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

Marks: 75 (ESE: 3Hrs) = 75

Pass Marks: Th (ESE) = 30

#### A Common Syllabus for FYUGP

(Credits: Theory-03) 45 Hours

##### *Instruction to Question Setter*

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

##### **Course Objectives:**

The objective of the course is to generate qualified manpower in the area of Information Technology (IT) and Graphic designing which will enable such person to work seamlessly at any Offices.

- 1. Basic Concept of Computer:** What is Computer, Applications of Computer, Types of computer, Components of Computer System, Central Processing Unit (CPU) **(3 Hours)**
- 2. Concepts of Hardware:** Input Devices, Output Devices, Computer Memory, Types of Memory, processing Concept of Computer **(4 Hours)**
- 3. Operating system:** Operating System, Functions of Operating System (Basic), Introduction to Windows 11, Working on Windows 11 environment, Installation of Application Software, My Computer, Control Panel, searching techniques in windows environment, Basic of setting **(6 Hours)**
- 4. Concept of Software:** What is Software, Types of Software, Computer Software- Relationship between Hardware and Software, System Software, Application Software, some high level languages **(4 Hours)**
- 5. Internet & its uses:** Basic of Computer networks; LAN, WAN, MAN, Concept of Internet, Applications of Internet; connecting to internet, what is ISP, World Wide Web, Web Browsing software's, Search Engines, URL, Domain name, IP Address, using e-governance website, Basics of electronic mail, getting an email account, Sending and receiving emails. **(6 Hours)**
- 6. Microsoft Word:** Word processing concepts, Creation of Documents, Formatting of Documents, Formatting of Text, Different tabs of word 2016 environment, Formatting Page, Navigation of Page, Table handling, Header and footer, Page Numbering, Page Setup, Find and Replace, Printing the documents **(7 Hours)**
- 7. Microsoft Excel (Spreadsheet):** Spreadsheet Concepts, Creating, Saving and Editing a Workbook, Inserting, Deleting Work Sheets, Formatting worksheet, Excel Formula, Concept of charts and Applications, Pivot table, goal seek, Data filter, data sorting and scenario manager, printing the spreadsheet **(6 Hours)**
- 8. Microsoft Power Point (Presentation Package):** Concept and Uses of presentation package, Creating, Opening and Saving Presentations, working in different views in Power point, Animation, slide show, Master Slides, creating photo album, Rehearse timing and record narration **(5 Hours)**
- 9. Digital Education:** Introduction & Advantages of digital Education, Concept of e-learning, Technologies used in e learning **(4 Hours)**

##### **Reference Books**

1. Nishit Mathur, *Fundamentals of Computer*, APH publishing corporation (2010)
  2. Neeraj Singh, *Computer Fundamentals (Basic Computer)*, T Balaji, (2021)
  3. Joan Preppernau, *Microsoft Power Point 2016 step by step*, Microsoft press (2015)
  4. Douglas E Corner, *The Internet Book 4<sup>th</sup> Edition*, prentice –Hall (2009)
  5. Wallace Wang, *Microsoft Office 2019*, Wiley (January 2018)
  6. Noble Powell, *Windows 11 User Guide For Beginners and Seniors*, ASIN, (October 2021)
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## SEMESTER IV

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### I. MAJOR COURSE- MJ 5: IKS - INDIAN CLASSICAL LITERATURE

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

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) 60 Hours

#### Course Objectives:

The course will seek to achieve the following objectives:

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

#### Course Learning Outcomes:

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

1. to explain the eco-socio-political-cultural context of the age that produced Indian classical literature from its early beginning till 1100 AD.
2. to appreciate the pluralistic and inclusive nature of Indian classical literature and its attributes.
3. to 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. to trace the evolution of literary culture(s) in India in its/their contexts, issues of genres, themes and critical cultures.
5. to understand, analyze and appreciate various texts with comparative perspectives.

#### Course Content:

##### Unit – I

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

##### Unit – II

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

##### Unit – III

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

##### Unit – IV

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

#### Suggested Reading:

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

**II. MAJOR COURSE- MJ 6:**  
**BRITISH POETRY-II**  
(From Romantic Age to Post-Modern Age)

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

**Pass Marks: Th (SIE + ESE) = 40**

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

**Course Objectives:**

The course will seek to achieve the following objectives:

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

**Course Learning Outcomes:**

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

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

**Course Content:**

**Unit – I**

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

**Unit – II**

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

**Unit – III**

1. William Wordsworth – ‘I Wandered Lonely as a Cloud’
2. Samuel Taylor Coleridge – ‘Kubla Khan’
3. John Keats – ‘Ode on a Grecian Urn’
4. Percy Bysshe Shelley – ‘Ode to the West Wind’
5. Lord Byron – ‘She Walks in Beauty’

**Unit – IV**

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

**Suggested Reading:**

1. Boris Ford (Ed.) – ‘The Pelican Guide to English Literature’- Vol. I to VIII.
  2. Harold Bloom and Lionel Trilling(Ed.) – ‘Romantic Prose and Poetry’, OUP, 1973
  3. Samuel Taylor Coleridge, ‘Biographia Literaria’ Chapter XIII, Ed. George Wedgwood, Everyman, 1993.
  4. Bloomsbury Guide to English Literature, Bloomsbury, 1992.
  5. The New British Poetry – Gillian Allnutt.
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**III. MAJOR COURSE –MJ 7:  
INDIAN WRITING IN ENGLISH -II  
(Fiction)**

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

**Pass Marks: Th (SIE + ESE) = 40**

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

**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 Outcomes:**

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

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

**Course Content:**

**Unit – I**

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

**Unit – II**

R. K. Narayan- ‘The Guide’

**Unit – III**

Bhabani Bhattacharya- ‘He Who Rides a Tiger’

**Unit – IV**

Arvind Adiga- ‘The White Tiger’

**Unit- V- Short Stories**

1. Mulk Raj Anand- ‘The Barber’s Trade Union’
2. Salman Rushdie- ‘Free Radio’
3. Ruskin Bond- ‘Night Train at Deoli’

**Suggested Reading:**

1. “History of Indian Literature in English” – Ravi Nandan Sinha
  2. “History of Indian English Literature” – M. K. Naik
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## SEMESTER V

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**I. MAJOR COURSE- MJ 8:**  
**BRITISH DRAMA-II**  
(Restoration Age to Modern Age)

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

**Pass Marks: Th (SIE + ESE) = 40**

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

**Course Objectives:**

The course will seek to achieve the following objectives:

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

**Course Learning Outcomes:**

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

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

**Course Content:**

**Unit – I**

History of English Drama: Restoration Comedy, Sentimental and Anti-Sentimental Comedy, Salient features of Modern Drama and Theater of the Absurd

**Unit – II**

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

**Unit – III**

1. William Congreve – ‘The Way of the World’
2. Oliver Goldsmith – ‘She Stoops to Conquer’

**Unit – IV**

1. G.B. Shaw – ‘Pygmalion’
2. T.S. Eliot – ‘Murder in the Cathedral’

**Suggested Reading:**

1. Jeremy Collier ‘A Short View of the Immorality and Profaneness of the English Stage’, Routledge, 1996.
  2. Ed. John Gassner and Edward Quinn, ‘The Reader’s Encyclopedia of World Drama’, Dover Publications, Inc, 2002.
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**II. MAJOR COURSE- MJ 9:**  
**BRITISH FICTION-II**  
(20th Century Novel and Short Story)

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

**Pass Marks: Th (SIE + ESE) = 40**

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

**Course Objectives:**

The course will seek to achieve the following objectives:

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

**Course Learning Outcomes:**

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

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

**Course Content:**

**Unit – I**

History of English Fiction: Science Fiction, Dystopian Novel, Crime and Detective Fiction, Stream-of-Consciousness Novel, Psychological Novel.

**Unit – II**

Literary Terms: Realism, Socialism, Wit, Humour, Irony, Stream of Consciousness, Magic Realism, Symbolism, Imagism, Existentialism.

**Unit – III**

D.H. Lawrence – ‘Sons and Lovers’

**Unit – IV**

Virginia Woolf- ‘Mrs. Dalloway’

**Unit – V**

1. Somerset Maugham – ‘The Vessel of Wrath’
2. Katherine Mansfield – ‘The Fly’
3. George Orwell – ‘The Spike’
4. H.H. Munro – ‘The Interlopers’
5. O’Henry- ‘The Last Leaf’

**Suggested Reading:**

1. Walter Allen, ‘The Short Story in English’ available on e-platforms pub.1973
  2. A.C. Ward, ‘Twentieth Century Prose’, The English Language book Society.
  3. Percy Lubbock, ‘The Craft of Fiction’, Midwest Journal Press, 1921
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### III. MAJOR COURSE- MJ 10: WESTERN CLASSICAL LITERATURE

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

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) 60 Hours

#### Course Objectives:

The course will seek to achieve the following objectives:

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

#### Course Learning Outcomes:

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

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

#### Course Content:

##### Unit – I

Aristotle: Poetics (translated by Malcolm Heath, Penguin Books)- Ch. 2- Imitation, Ch. 4- Analysis of tragedy, Ch. 5- Plot: The Basics & Ch. 11- Epic

##### Unit – II

Homer – ‘The Iliad’, trans. E.V. Rieu (An Introductory Analysis)

##### Unit – III

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

##### Unit – IV

Horace: ‘Satires’ Book 1 Satire IV ( From HORACE Satires and Epistles PERSIUS Satires, Penguin Classics )

#### Suggested Reading:

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

**IV. MAJOR COURSE –MJ 11:  
AN INTRODUCTION TO LANGUAGE AND LINGUISTICS**

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

**Pass Marks: Th (SIE + ESE) = 40**

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

**Course Objectives:**

The course will seek to achieve the following objectives:

1. to understand the fundamental concepts of language structure and literary analysis.
2. to master basic terminology in linguistics and literary studies.
3. to explore the relationship between language and literature, including how language shapes literary texts.
4. to analyze literary elements such as narrative, character, theme, and style through linguistic lenses.
5. to develop skills in critical reading, textual analysis, and interpretation of literary works.
6. to examine diverse literary genres, forms, and cultural contexts.
7. to apply knowledge of language and literature to enhance critical thinking and communication skills.

**Course Learning Outcomes:**

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

1. to describe the basic components of language (e.g., phonology, morphology, syntax, semantics) and their role in literature.
2. to identify and analyze literary devices, such as metaphor, imagery, and tone, in texts.
3. to interpret literary works by connecting linguistic features to themes and cultural contexts.
4. to compare literary styles and genres across different periods, authors, or cultures.
5. to produce coherent written or oral analyses of literary texts using linguistic and literary frameworks.
6. to apply insights from language and literature to real-world contexts, such as communication or cultural studies.
7. to critically evaluate literary theories and their application to textual analysis.

**Course Content:**

**Unit – I**

Language: Characteristics of Language; Properties of Human Language: The Difference between Human Language and Animal Communication.

**Unit – II**

Linguistics: Definition; Linguistics as a Science; Scope of Linguistics; Levels of Linguistic Study; Branches of Linguistics.

**Unit – III**

Concepts of Linguistics: Langue and Parole; Competence and Performance; Signifier and Signified; Syntagmatic and Paradigmatic Relationship; Synchronic and Diachronic Linguistics.

**Unit – IV**

Language Variation: Standard Language and Dialect: Regional Dialect, Social Dialect, Register, Style; Bilingualism and Multilingualism; First Language, Second Language and Foreign Language; Code Mixing and Code Switching; Diglossia, Pidgin and Creole.

**Unit – V**

Indo-European Family of Languages, Old English (Dialects of Old English, Characteristics of Old English, Old English Vocabulary), Middle English (Dialects of Middle English: Characteristics of Middle English), Rise of Standard English

**Suggested Reading:**

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

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## SEMESTER VI

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

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

**Pass Marks: Th (SIE + ESE) = 40**

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

**Course Objectives:**

The course will seek to achieve the following objectives:

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

**Course Learning Outcomes:**

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

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

**Course Content:**

**Unit – I**

1. History of English Essays
2. Types of Essays- Personal and Impersonal (Didactic, Dramatic, Persuasive, Humorous, Descriptive, Factual, Narrative)

**Unit – II**

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

**Unit – III**

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

**Unit – IV**

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

**Suggested Reading:**

1. Most of the essays are available in ‘English Essayists’ Ed. Susanta K. Sinha, O.U.P
  2. Ed. Robert Scholes et.al. ‘Elements of Literature’, O.U.P
  3. A.C. Benson – ‘The Art of the Essayist’
  4. Charles Lamb – Essays of Elia
  5. Modern Masters, An Anthology of English Prose, Orient Longman
  6. A Choice of Prose and Poetry, OUP
  7. Bloomsbury Guide to English Literature, Ed. Marion Wynne- Davis, Bloomsbury.
  8. Bertrand Russell, ‘The Basic Writings of Bertrand Russell, Routledge
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## II. MAJOR COURSE- MJ 13: POPULAR LITERATURE

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

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) 60 Hours

### Course Objectives:

The course will seek to achieve the following objectives:

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

### Course Learning Outcomes:

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

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

### Course Content

#### Unit – I

Children’s Literature:

J. R. R. Tolkien – ‘The Hobbit’

#### Unit – II

Detective Fiction:

Arthur Conan Doyle – ‘The Hound of the Baskervilles’

#### Unit – III

Science Fiction:

Isaac Asimov – ‘Nightfall’

#### Unit – IV

Romance Literature:

Daphne De Maurier – ‘Rebecca’

### Suggested Readings

1. Leslie Fiedler, ‘Towards a Definition of Popular Literature’, in *Super Culture: American Popular Culture and Europe*, ed. C.W.E. Bigsby
  2. Felicity Hughes, ‘Children’s Literature: Theory and Practice’, *English Literary History*, vol. 45, 1978,
  3. Christopher Pawling, ‘Popular Fiction: Ideology or Utopia?’ in *Popular Fiction and Social Change*, ed. Christopher Pawling
  4. Tzevetan Todorov, ‘The Typology of Detective Fiction’, in *The Poetics of Prose*
  5. Darco Suvin, ‘On Teaching SF Critically’, in *Positions and Presuppositions in Science Fiction*
  6. Janice Radway. ‘The Institutional Matrix, Publishing Romantic Fiction’, in *Reading the Romance: Women, Patriarchy, and Popular Literature*
  7. Edmund Wilson, ‘Who Cares Who Killed Roger Ackroyd?’, *The New Yorker*, 20 June 1945. Hillary Chute, ‘Comics as Literature? Reading Graphic Narrative’, *PMLA* 123(2)
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### III. MAJOR COURSE- MJ 14: LITERARY CRITICISM

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

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) 60 Hours

#### Course Objectives:

The course will seek to achieve the following objectives:

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

#### Course Learning Outcomes:

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

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

#### Course Content:

##### Unit – I

1. Philip Sidney – ‘An Apology for Poetry’
2. Dr. Samuel Johnson- ‘Preface to Shakespeare’

##### Unit – II

1. William Wordsworth- ‘Preface to Lyrical Ballads’
2. S. T. Coleridge – ‘Biographia Literaria’ (as in ‘Literary Criticism’ Ed. B. Das, J.M. Mohanty)

##### Unit – III

1. Matthew Arnold – ‘Function of Criticism at the Present Time’
2. T.S. Eliot – ‘The Function of Criticism’

##### Unit – IV

1. I.A. Richards – ‘The Imagination’ (as in ‘Literary Criticism’ Ed. B. Das, J.M. Mohanty)
2. Roland Barthes- ‘From Work to Text’

#### Suggested Reading:

1. Abrams, M. H. and Geoffrey Harpham. A Glossary of Literary Terms. Boston: Wadsworth Publishing, 2008.
2. Burke, Edmund. “On Taste”, A Philosophical Inquiry into the Origin of our Ideas of the Sublime and Beautiful, (1759).
3. Das, B. and J. M. Mohanty. Literary Criticism: A Reader. New Delhi: OUP, 1997.
4. Devy, G. N. Ed. Indian Literary Criticism: Theory and Interpretation. Hyderabad: Orient Blackswan, 2014.
5. Habib, M. A. R. Literary Criticism from Plato to the Present: An Introduction. Sussex: Wiley-Blackwell, 2011.
6. Lodge, David and Nigel Wood. Modern Criticism and Theory: A Reader. New York: Routledge, 2017.
7. Waugh, Patricia, Ed. Literary Theory and Critics. OUP, 2006.
8. Wimsat, W.K. and Monroe Beardsley. 'The Intentional Fallacy' (1946). Critics and Criticism: Ancient and Modern - R. S. Crane.
9. The Use of Poetry and the Use of Criticism - T. S. Eliot.
10. Concept of Criticism - R. Welleck
11. Criticism and Literary Theory - Chris Baldwick
12. Literary Criticism: A Short History - Wimsat and Brook
13. A History of English Criticism - George Saintsbury

**IV. MAJOR COURSE –MJ 15:  
AMERICAN LITERATURE**

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

**Pass Marks: Th (SIE + ESE) = 40**

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

**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 Outcomes:**

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

1. to critically engage with the complex nature of American society.
2. to critically appreciate the diversity of American Literature in the light of regional variation in climate, cultural traits and economic priorities.
3. to critique issues of exclusion in societies relevant to their learning experience.
4. 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. to analyse the American mind from global and Indian perspectives and situate the American in the contemporary world.

**Course Content:**

**Unit – I**

Mark Twain: ‘The Adventures of Huckleberry Finn’

**Unit – II**

Ernest Hemingway – ‘The Old Man and the Sea’

**Unit – III**

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

**Unit – IV**

1. Edgar Allan Poe – ‘The Tell-Tale Heart’
2. O. Henry – ‘The Gift of Magi’
3. Kate Chopin – ‘The Story of an Hour’

**Suggested Reading:**

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

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**I. MAJOR COURSE- MJ 16:  
RESEARCH METHODOLOGY**

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

**Pass Marks: Th (SIE + ESE) = 40**

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

**Course Objectives:**

The course will seek to achieve the following objectives:

1. To understand the fundamentals of research in Humanities.
2. To apply various research methodologies to literary texts.
3. To critically review and synthesize existing literature
4. To adhere to academic ethics, citation standards and anti-plagiarism practices.

**Course Learning Outcomes:**

Upon successful completion of the course students will demonstrate the following outcomes:

1. To recall and explain key concepts, types and process of research.
2. To apply qualitative and quantitative methods.
3. To analyze and synthesize secondary sources
4. To create original research proposals and mini-projects.

**Course Content:**

**Unit – I**

Definition and Scope of Research in English

Types of Research: Descriptive, Analytical, Historical, Comparative, Interdisciplinary and Empirical

Identifying Research Problems/ Questions

Formulating Hypothesis and Objectives

**Unit – II**

Qualitative Methods in Literary Research: Close Reading, Thematic Analysis, Discourse Analysis

Theoretical Frameworks: Structuralism, Poststructuralism, Feminism, Postmodernism, Postcolonialism

Data Collection: Primary and Secondary Sources

**Unit – III**

Literature Review

Structuring a Research Paper/ Thesis: Abstract, Introduction, Chapters, Conclusion

Citation Style: MLA Handbook (9th Edition)

**Unit – IV**

Research Ethics: Plagiarism, Intellectual Property, Bias Avoidance

**Reference Books:**

1. Kothari, C.R., Research Methodology: Methods and Techniques (Simplified Version)
  2. Sinha, M.P. Research Methods in English
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## II. MAJOR COURSE- MJ 17: INTRODUCTION TO LITERARY THEORY

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

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) 60 Hours

### Course Objectives:

The course will seek to achieve the following objectives:

1. to make students understand contributions of major literary theorists, particularly of the 20<sup>th</sup> 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 Outcomes:

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

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

### Course Content:

#### Unit – I

1. New Criticism/ Formalism
2. Marxism

#### Unit – II

1. Modernism
2. Postmodernism

#### Unit – III

1. Structuralism
2. Poststructuralism/ Deconstruction

#### Unit – IV

1. Feminism
2. Psychoanalytic Theory

### Suggested Reading:

1. Peter Barry- Beginning Theory
  2. Pramod K. Nayar- Contemporary Literary and Cultural Theory
  3. Sara Upstone- Literary Theory: A Complete Introduction
  4. Thomas a. Schmitz- Modern Literary Theory and Ancient Texts: An Introduction
  5. Lois Tyson- Critical Theory Today
  6. Ravi Nandan Sinha- *Indian Poetics*
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### III. MAJOR COURSE –MJ 18: MODERN EUROPEAN DRAMA

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

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) 60 Hours

#### Course Objectives:

The course will seek to achieve the following objectives:

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

#### Course Learning Outcomes:

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

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

#### Course Content:

##### Unit – I

Henrik Ibsen – ‘A Doll’s House’

##### Unit – II

Anton Chekov- ‘Uncle Vanya’

##### Unit – III

Bertolt Brecht – ‘The Good Woman of Setzuan’

##### Unit – IV

Samuel Beckett – ‘Waiting for Godot’

#### Suggested Reading:

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

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

**Pass Marks: Th (SIE + ESE) = 40**

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

**(Only for Hons Degree)**

**Course Objectives:**

The course will seek to achieve the following objectives:

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

**Course Learning Outcomes:**

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

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

**Course Content:**

**Unit – I**

Poetry:

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

**Unit – II**

Short Stories:

- |                    |                      |
|--------------------|----------------------|
| Mahasweta Devi-    | 'Draupadi'           |
| Raji Narasimhan-   | 'A Toast to Herself' |
| Shashi Deshpande - | 'Miracle'            |

**Unit – III**

Novel:

- Rokeya Hossain: 'Sultana's Dream'

**Unit – IV**

Novel:

- Alice Walker- 'The Color Purple'

**Suggested Reading:**

1. Doris Lessing: The Golden Notebook
2. Mary Wolstonecraft: A Vindication of the Rights of women (New York Norton, 1988)
3. Mary Clements: The Unnatural and Accidental Women
4. Ed. Wilfred L. Geurin et. Al.: A Handbook of Critical Approaches to Literature
5. Peter Barry: Beginning Theory.
6. Virginia Wolf: A Room of One's Own.
7. Susie Thorn and K. Lalita, eds., Women's Writing in India, New Delhi, OUP, 1989.
8. Dr. D. B. Gupta, Dr. J. Kelmendi, Dr. V. Bhatt, Dr. P. N. Sahay, Biblioteka, Warsaw.

OR RESEARCH COURSES- RC 1: (In lieu of AMJ 1)  
**RESEARCH PLANNING & TECHNIQUES**

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

Pass Marks: Th (SIE + ESE) = 40

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

**(Only for Hons with Research Degree)**

**Course Objectives:**

This course equips students with practical skills to design, plan, and execute research projects efficiently. It emphasizes project management, instrument design, sampling, field data collection, data management, and preliminary analysis. Students will learn how to develop research proposals, organize fieldwork, and present findings in a clear and ethical manner.

**Course Learning Outcomes:**

Upon completion, students will be able to formulate research plans, develop valid data collection tools, implement appropriate sampling and data collection methods, manage data effectively, conduct basic data analysis, and prepare coherent research reports and presentations.

**Course Content:**

**Unit 1: Research Problem Formulation and Project Planning**

1. Research Problem Identification, Defining Objectives, Framing Hypotheses and Research
2. Questions, Assessing Scope and Limitations,
3. Assessment, Developing Research Proposals

**Unit 2: Designing Research Instruments**

1. Principles of Questionnaire Design, Types of Questions (Open, Closed, Likert Scale),
2. Designing Interview Guides, Developing Observation Checklists,

**Unit 3: Data Collection Techniques and Fieldwork Management**

1. Conducting Structured and Semi-Structured Interviews,
2. Case Study Data Collection,
3. Ethical Conduct During Data Collection,

**Unit 4: Research Reporting and Presentation Skills**

1. Structuring Research Reports and Proposals, Writing Abstracts and Summaries,
2. Referencing Styles (MLA Handbook 9<sup>th</sup> Edition) and Ethical Citation Practices, Visual Presentation of Data (Tables, Charts, Graphs), Preparing Oral
3. Presentations, Effective Communication of Research Finding.

**Reference Books:**

1. Kothari, C.R., Research Methodology: Methods and Techniques (Practical Sections)
  2. Ranjit Kumar, Research Methodology: A Step-By-Step Guide
  3. Wilkinson, T.S. & Bhandarkar, P.L., Methodology and Techniques of Social Research
  4. Garg, B.L., Karadia, R., Agarwal, R., Agarwal, U.K., An Introduction to Research Methodology
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## SEMESTER VIII

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### I. MAJOR COURSE- MJ 19: PHONETICS AND PHONOLOGY

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

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) 60 Hours

#### Course Objectives:

The course will seek to achieve the following objectives:

1. to understand speech sound production, transmission, and perception.
2. to master phonetic and phonological terminology.
3. to learn to use the international phonetic alphabet (ipa).
4. to analyze phonological patterns and sound systems.
5. to develop skills in phonetic transcription and acoustic analysis.
6. to explore sound system variations across languages and dialects.
7. to apply phonetic/phonological knowledge to practical contexts (e.g., teaching, speech therapy).

#### Course Learning Outcomes:

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

1. to describe speech sound production and acoustic properties.
2. to produce accurate ipa transcriptions (broad and narrow).
3. to identify phonemes, allophones, and phonological patterns.
4. to analyze speech using acoustic tools (e.g., praat).
5. to compare sound systems across languages/dialects.
6. to apply knowledge to improve pronunciation or analyze errors.
7. to evaluate phonological theories critically.

#### Course Content:

##### Unit – I

Language & Linguistics: Levels of Linguistic Analysis; Phonetics: Articulatory, Acoustic and Auditory Phonetics; Organs of Speech; Speech Sounds: Vowels and Consonants, Voiced and Voiceless Sounds; Place of Articulation; Manner of Articulation.

##### Unit – II

Phonology: Phones, Phonemes and Allophones; The Description of Consonants and Vowels (Monophthongs and Diphthongs) of R.P.; Difference between R.P. and G.I.E.; The Syllable and its Structure; Word Stress in English; Rhythm in Connected Speech; Intonation.

##### Unit – III

Application: Describing Speech Sounds by using three-term labels; Phonetic Transcription of words.

#### Suggested Reading:

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

## II. MAJOR COURSE –MJ 20: WORLD LITERATURE

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

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) 60 Hours

### 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 Outcomes:

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

1. to 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. to appreciate the connectedness and diversity of human experiences and literary responses to them in different parts of the world.
3. to analyze and appreciate literary texts from different parts of the world and receive them in the light of one's own literary traditions.
4. to analyze and interpret literary texts in their contexts and locate them.
5. to Understand the concept of 'diaspora' in its historical and cultural contexts.

### Course Content:

UNIT-I	Franz Kafka:	Metamorphosis
UNIT-II	Naguib Mahfouz:	Palace Walk
UNIT-III	Gabriel Garcia Marquez:	One Hundred Years of Solitude
UNIT-IV	Sally Morgan:	My Place

### Suggested Reading:

1. Ngugi wa Thiong'O: Decolonizing the Mind
  2. Bernard Mc Guirk and Richard Cardell (Ed.): 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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### III. ADVANCED MAJOR COURSE- AMJ 2: POSTCOLONIAL LITERATURE

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

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) 60 Hours

(Only for Hons Degree)

#### 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 Outcomes:

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

1. to understand the social-historical-political-economic contexts of colonialism and postcolonialism in India and other countries affected by colonial rule.
2. to understand the scope of postcolonial literature in India and elsewhere, primarily as a response to the long shadow of colonialism, not just of colonial occupation.
3. to 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. to 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. to critically engage with issues of racism and imperialism during and after colonial occupation.
6. to appreciate the changing role and status of English in postcolonial literatures link colonialism to modernity.

#### Course Content:

##### Unit – I

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

##### Unit – II

Chinua Achebe – ‘Things Fall Apart’

##### Unit – III

V. S. Naipaul – ‘A House for Mr. Biswas’

##### Unit – IV

Fakir Mohan Senapati – ‘Six Acres and a Third’

#### Suggested Reading:

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

**IV. ADVANCED MAJOR COURSE- AMJ 3:  
DALIT AND TRIBAL LITERATURE**

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

**Pass Marks: Th (SIE + ESE) = 40**

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

**(Only for Hons Degree)**

**Course Objectives:**

The course will seek to achieve the following objectives:

1. to acquaint students with the rise of Dalit and Tribal Literature of India.
2. to make the students familiar with the intent and contents of Dalit and Tribal Literature.
3. to provide a comprehensive understanding of the Subaltern context and different paradigms of Dalit and Tribal Literature.

**Course Learning Outcomes:**

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

1. to understand the meaning of Subaltern Literature.
2. to learn about the rise of Dalit and Tribal Literature in India.
3. to know the intent and contents of Dalit and Tribal Literature.
4. to understand the different contexts and paradigms of Dalit and Tribal Literature.

**Unit-I**

Bama- 'Karukku'

**Unit-II**

Om Prakash Valmiki- 'Joothan: An Untouchable's Life'

**Unit-III**

Mamang Dai- 'The Black Hill'

**Unit-IV**

Hansda Sowvendra Shekhar- 'The Mysterious Ailment of Rupi Baskey'

**Unit-V**

Namdeo Dhasal - 'Hunger'

Jacinta Kerketta - 'The River, The Mountain and The Bazaar'

Mahadev Toppo - 'Song to Sharpen Rusted Arrows'

**Suggested Reading:**

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

OR RESEARCH COURSES- RC 2: (In lieu of AMJ 2 & AMJ 3)  
**RESEARCH/ PROJECT DISSERTATION/ RESEARCH INTERNSHIP/ FIELD WORK**

**Marks: 50 (SIE: 25 Synopsis + 25 Viva on Synopsis: 1Hr) + 100 (ESE Pr: 6Hrs) + 50 (Viva) = 200**

**Pass Marks = 80**

**(Only for Hons with Research Degree)**

**Guidelines to Examiners for Semester Internal Examination (SIE):**

*Evaluation of project dissertation work may be as per the following guidelines:*

*Project Synopsis* = 25 marks  
*Project Synopsis presentation and viva-voce* = 25 marks

**Guidelines to Examiners for End Semester Examination (ESE):**

*Evaluation of project dissertation work may be as per the following guidelines:*

*Project model (if any) and the Project record notebook* = 70 marks  
*Project presentation and viva-voce* = 30 marks

*The overall project dissertation may be evaluated under the following heads:*

- *Motivation for the choice of topic*
- *Project dissertation design*
- *Methodology and Content depth*
- *Results and Discussion*
- *Future Scope & References*
- *Participation in an Internship programme with a reputed organization*
- *Application of the Research technique in Data collection*
- *Report Presentation*
- *Presentation style*
- *Viva-voce*

**Research Project**

Research project under a Supervisor of the Department/Institution may be allocated to the eligible and qualifying candidate.

**Project Dissertation/ Research Internship/ Field Work**

The students of Graduation must work Thirty-Six (36) days as Interns under Any Organisation having an MoU with the Radha Govind University, which may include Government Organizations/judiciary/ Health Care Sectors/ Educational Institutions/ NGOs etc.

- The nature and the place of working must be informed in writing, seeking permission from the head of the department or the institution before undertaking the Project dissertation.

**Submission of the Project Work**

Each student has to submit two copies of the dissertation work duly forwarded by the HOD of the Department concerned. The forwarded copies will be submitted to the Department/Institution for evaluation at least seven days before the seminar.

The Project Report will consist of:

- a. Field work/Lab work related to the project.
- b. Preparation of the dissertation based on the work undertaken.
- c. Presentation of project work in the seminar on the assigned topic & open viva there on.
- d. At least one Research paper must be presented at a conference or may be published in a reputed journal.

**Topics**

Project work related to the Industrial/socially relevant topics may be given.

**NB:** Students will select topics for the project work in consultation with a teacher of the department.

The seminar will be held in the respective University Department at Radha Govind University, Ramgarh.

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**ASSOCIATED CORE COURSE- MN A**

**Either may be opted in Sem-I or Sem-II**

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ASSOCIATED CORE COURSE- MN A:  
**INTRODUCTORY ENGLISH**

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

**Pass Marks: Th (SIE + ESE) = 40**

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

**Course Objective:**

This course aims to introduce students to a diverse range of literary works, including poetry, short stories, and major literary genres, fostering an appreciation for literary expression and critical thinking. It will equip students with the knowledge of key literary devices and figures of speech to enhance their interpretative and analytical skills in reading literature.

**Course Learning Outcomes:**

Upon successful completion of the course, students will be able to:

Identify and analyze central themes, literary techniques, and stylistic features in selected poems and short stories. Students will be able to demonstrate an understanding of various literary genres and figures of speech, and apply this knowledge in both literary analysis and creative expression.

**Course Content:**

**Unit – I - Poetry**

William Blake – The Tiger  
William Wordsworth – The Daffodils  
P.B. Shelley – Ozymandias  
Alfred Tennyson – Break, Break, Break  
Walter De La Mare – Silver

**Unit – II –Short Stories**

Leo Tolstoy – The Imp and the Peasant’s Bread  
Somerset Maugham – The Luncheon  
Hector Hugh (Saki) – The Open Window  
Ruskin Bond – The Night Train at Deoli

**Unit – III – Introduction to Select Literary Genres**

Novel, Short Stories, Poetry, Drama, Essay

**Unit – IV – Figures of Speech**

Personification, Simile, Metaphor, Antithesis, Alliteration, Assonance, Paradox, Pun, Transferred epithet, Onomatopoeia, Synecdoche, Apostrophe, Hyperbole, Oxymoron

**Suggested Reading:**

1. Hudson, W. H. *An Outline History of English Literature*. Maple Press Pvt Limited, 2012.
  2. Reed, D., Horton, T. & Anand, N. *The Critical Anthology of Classic Elements in English Poetry*. Dominant Publishers, 2022.
  3. Saki (H. H. Munro). *The Complete Short Stories of Saki*. Wordsworth Editions, 2007.
  4. Abrams, M. H. *A Glossary of Literary Terms*, 10th ed. Cengage Learning, 2014.
  5. Cuddon, J.A. *The Penguin Dictionary of Literary Terms and Literary Theory*. Penguin, 5th ed., 2012.
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## MINOR COURSE-B

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### MINOR COURSE- MN B: BRITISH POETRY

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

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) 60 Hours

#### Course Objectives:

The course will seek to achieve the following objectives:

1. To provide students with a comprehensive understanding of English poetry from the Elizabethan to the Post-Modern era, highlighting major poetic movements, styles, and themes.
2. To familiarize students with key literary terms and techniques, enabling them to effectively analyze and interpret poetic texts with critical insight.

#### Course Learning Outcomes:

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

1. to critically analyze and interpret representative poems from different literary periods, identifying their historical, cultural, and stylistic contexts.
2. to demonstrate knowledge of essential literary terms and use them accurately in the discussion, analysis, and appreciation of poetry.

#### Course Content:

##### Unit – I - Poetry (From Elizabethan age to Romantic Age)

William Shakespeare – Shall I Compare thee to a summer's Day  
John Donne – A Hymn to God the Father  
Andrew Marvell – To His Coy Mistress  
Alexander Pope – Ode on Solitude  
William Wordsworth – The World is too much with us  
Lord Byron – She Walks in Beauty

##### Unit – II – Poetry (Victorian Age to Post Modern Age)

Robert Browning – My Last Duchess  
Christian Georgian Rossetti – Remember  
W.B. Yeats – The Seconding Coming  
Rupert Brooke – The Soldier  
Louis Mac Neice – Prayer before birth

##### Unit – III (Literary Terms)

1. Monologue, Bathos, Anti Climax, Allusion, Ballad, Satire, Conceit, Diction, Theme, Imagery, Parody, Personification, Pun, Satire, Meter, Rhythm, Anti-thesis, Blank verse, Free verse, Elegy, Epic, Lyric, Euphemism, Heroic couplet, irony, Sonnet, Refrain, Symbolism, ode, Tone, Sublime, Concrete and Abstract.

#### Suggested Reading:

1. R. K. Gupta. *English Poetry from Elizabethan Age to Romantic Age*. Laxmi Publications, 2021.
  2. Gill, Stephen. *A Companion to Victorian Poetry*. Blackwell Publishing, 2002
  3. Childs, Peter & Rogers Fowler. *The Routledge Dictionary of Literary Terms*. Routledge, 2006.
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## MINOR COURSE-C

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### MINOR COURSE- MN C: WORLD POETRY

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

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) 60 Hours

#### Course Objectives:

The course will seek to achieve the following objectives:

1. to expose students to a diverse range of modern and contemporary poets, emphasizing themes such as identity, race, gender, colonization, and socio-political issues.
2. to develop students' ability to engage critically with poetic language, structure, and voice across different cultural and historical contexts.

#### Course Learning Outcomes:

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

1. to analyze and interpret poems from a variety of global poets, understanding how personal and political themes are expressed through poetic form and language.
2. to demonstrate an appreciation for diverse poetic voices and perspectives, and apply literary analysis skills to evaluate form, tone, and thematic depth

#### Course Content:

##### Unit – I

Emily Dickinson - Because I could not stop for death  
Robert frost - The Road Not Taken  
Walt Whitman - I hear America singing  
Langston Huges – Harlem

##### Unit – II

Maya Angelon - Shill I Rise  
Sylvia Plath – Daddy  
Kamala Das – An Introduction  
Audre Lorde – A Women Speaks

##### Unit – III

Derek Walcott – A Far Cry from American  
Wole Soyenka – Telephone Conversation  
Nissim Ezekiel – Night of Scorpion  
Bertol Brecht – General, Your Tank

#### Suggested Reading:

1. Gates Jr., Henry Louis (ed.). The Norton Anthology of African American Literature. W.W. Norton, 2014
  2. Plath, Sylvia. The Collected Poems, Edited by Ted Hughes
  3. Lorde, Audre. The Collected Poems of Audre Lorde
  4. Walcott, Derek. Collected Poems 1948-1984. Farrar, Straus and Giroux
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## MINOR COURSE-D

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### MINOR COURSE- MN D: BRITISH PROSE

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

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) 60 Hours

#### Course Objectives:

The course will seek to achieve the following objectives:

1. to introduce students to classic works of English prose, including short stories, novels, and essays, with a focus on narrative style, moral insight, and social commentary.
2. to cultivate critical reading and analytical thinking through the study of prose forms, encouraging students to engage with historical, cultural, and philosophical dimensions of literature.

#### Course Learning Outcomes:

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

1. to interpret and critically evaluate themes, character development, and narrative techniques in selected short stories, novels, and essays.
2. to demonstrate an understanding of the social, moral, and intellectual concerns reflected in prose literature from the 16th to 20th centuries.

#### Course Content:

##### Unit – I: Short Stories

Charles Dickens – The Signalman  
Thomas Hardy – The Three Strangers  
Oscar Wilde – The Nightingale and the Rose  
Rudyard Kipling – Baa Baa, Black sheep  
Katherine Mansfield – The Garden Party

##### Unit – II: Novels

Jane Austen – Pride and Prejudice

##### Unit – III: Essays

Francis Bacon – Of Studies / Of Friendship  
A.G. Gardiner – On Superstition

#### Suggested Reading:

1. Dickens, Charles. *The Signalman and Other Ghost Stories*. Penguin Classics edition
  2. Wilde, Oscar. *The Complete Short Stories*. Harper Perennial
  3. Mansfield, Katherine. *The Garden Party and Other Stories*. Penguin Classics
  4. Austen, Jane. *Pride and Prejudice*. Oxford World's Classics or Penguin Classics editions (with critical introduction by Pevsner or Johnson)
  5. Bacon, Francis. *The Essays and Major Works*. Oxford World's Classics or Penguin Classics
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## MINOR COURSE-E

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### MINOR COURSE- MN E: WORLD PROSE

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

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) 60 Hours

#### Course Objectives:

The course will seek to achieve the following objectives:

1. to expose students to classic and modern literary works across genres including short stories, novels, and essays.
2. to develop critical thinking, analytical reading, and interpretive skills through the study of diverse themes, styles, and cultures.

#### Course Learning Outcomes:

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

1. to analyze literary texts for theme, structure, character, and language across different genres and periods.
2. to demonstrate improved written and oral communication, with the ability to express informed interpretations and critiques of texts.

#### Course Content:

##### Unit – I: Short Stories

Guy De Maupassant – The Necklace  
Anton Chekhov – The Bet  
Adgar Allan Poe – The Tell – Tale Heart  
Ernest Hemingway – Hills Like White Elephants  
R.K. Narayan – An Astrologer’s Day

##### Unit – II: Novels

Aravind Adiga – The White Tiger  
Or  
Mark Twain – The Adventure of Huckleberry Fin

##### Unit – III: Essays

M.K. Gandhi – Women, Not the weaker sex  
Kalpana Chawla – The Sky is the Limit  
A.P.J Abdul Kalam – Dimensions of Creativity  
Mark Twain – Advice to Youth

#### Suggested Reading:

1. Maupassant, Guy de. *Selected Short Stories*. Penguin Classics edition
  2. Narayan, R.K. *The World of Nagaraj*. Indian edition with critical introduction
  3. Twain, Mark. *Adventures of Huckleberry Finn*. Oxford World Classics
  4. Gandhi, M.K. *My Experiments with Truth and Selected Essays*
  5. Twain, Mark. *Following the Equator*, including *Advice to Youth*
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## MINOR COURSE-F

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MINOR COURSE- MN F:

### BRITISH DRAMA

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

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) 60 Hours

#### Course Objectives:

The course will seek to achieve the following objectives:

1. to introduce students to significant dramatic works from classical to modern periods, focusing on themes, characters, and dramatic techniques.
2. to familiarize students with essential literary terms and concepts that form the foundation for analyzing dramatic literature.

#### Course Learning Outcomes:

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

1. to critically analyze dramatic texts in terms of plot construction, character development, and thematic depth.
2. to demonstrate understanding of key literary terms and effectively apply them in interpretation and discussion of plays.

#### Course Content:

##### Unit I

William Shakespeare: Merchant of Venice

##### Unit II

Oliver Goldsmith: She Stoops to Conquer

##### Unit III

George Bernard Shaw: Arms and the Man

##### Unit IV

Literary Terms: Three Unities, Comedy, Tragedy, Plot, Character, Dialogue, Soliloquy, Monologue, Conflict, Climax, Denouement, Catharsis, Hamartia, Tragic-hero, Anti-hero

#### Suggested Reading:

1. Wells, Stanley & Taylor, Gary. *The Oxford Shakespeare: The Merchant of Venice*. Oxford University Press, 2008
  2. Goldsmith, Oliver. *She Stoops to Conquer*. Edited by Peter Sabor, Oxford World's Classics, 2008
  3. Shaw, George Bernard. *Arms and the Man*. Edited by Dan H. Laurence, Oxford World's Classics, 1998
  4. Abrams, M. H. *A Glossary of Literary Terms*, 10th edition, Cengage Learning, 2014
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## MINOR COURSE-G

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### MINOR COURSE- MN G: WORLD DRAMA

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

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) 60 Hours

#### Course Objectives:

The course will seek to achieve the following objectives:

1. To introduce students to significant modern and Indian plays that reflect social, psychological, and cultural issues through drama.
2. To equip students with the understanding and application of key dramatic and literary terms for deeper textual analysis.

#### Course Learning Outcomes:

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

1. to interpret and evaluate modern and Indian plays using appropriate critical perspectives and literary concepts.
2. to demonstrate familiarity with major dramatic forms and terms, and apply them in analyzing texts and theatrical performances.

#### Course Content:

##### Unit I

Henrik Ibsen: A Doll's House

##### Unit II

Arthur Miller: Death of a Salesman

##### Unit III

Girish Karnad: Yayati

##### Unit IV

Literary Terms: Drama, Modernist Play, Absurd Drama, Closet Drama, Anti-hero, Pathos, Folk Theatre, Problem Plays, Poetic Justice, Chorus, Comedy of Manners, Sentimental Play.

#### Suggested Reading:

1. Templeton, Joan. *Ibsen's Women*, Cambridge University Press, 1999
  2. Roudané, Matthew C. *The Cambridge Companion to Arthur Miller*, Cambridge University Press, 1997
  3. Karnad, Girish. *Yayati and Other Plays*, Oxford University Press India, 2010
  4. Cuddon, J. A. *The Penguin Dictionary of Literary Terms and Literary Theory*, Penguin, 2012
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## COURSES OF STUDY FOR ABILITY ENHANCEMENT COURSE IN “ENGLISH”

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**ABILITY ENHANCEMENT COURSE- AEC 2**

**(SEM-I/II)**

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**I. AEC COURSE (for Sem-I/ Sem II) –AEC 2:  
MIL-ENGLISH COMMUNICATION**

**Marks: 50 (ESE: 1.5Hrs) = 50**

**Pass Marks: Th (ESE) = 20**

(Credits: Theory-02) **Theory: 30 Lectures**

**Course Objectives:**

The course will seek to achieve the following objectives:

1. to know the Learner
2. to teaching structures of English Language
3. to teaching Reading Skill
4. to teaching Writing Skill
5. to evaluating Reading and Writing Skills

**Course Learning Outcomes:**

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

1. to get rid of their present flaws of reading skills
2. to get rid of their present flaws of writing short compositions

**Unit – I**

What is communication? Definition and Aspects

**Unit – II**

Reading Comprehension, Note-making and Summarising

**Unit – III**

Short compositions: Notice, Advertisement, Posters, Invitation

**Unit – IV**

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

**Unit – V**

Article writing, Resume writing

**Suggested Reading:**

1. Dr. V. Bhatt., Dr. D. B. Gupta, Dr. P. N. Sahay, Dr. G. N. Mathew. Human Language and Communication Using Cognitive Science, B. R. International Publishers, Lucknow.
  2. V. C. Mahto & Sushmita Chakraborty, *Basics of Communication: Opportunities and Challenges*, Rudra Publishers and Distributors, New Delhi
  3. Prescribed Text: R. K. Sharma & Nidhi Singh, *Essential English for Better Communication*, Cambridge University Press
  4. Reader's Digest- How to Write and Speak Better
  5. Gangal & Dere- Developing Writing Skills in English
  6. N. Lal- New Style English Grammar and Composition
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**II. ENGLISH ELECTIVE - 1:**

<b>Marks: 50 (ESE: 1.5 Hrs) = 50</b>	<b>Pass Marks: Th (SIE) = 20</b>
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(Credits: Theory-02) **30 Hours**

**Course Objectives:**

The course will seek to achieve the following objectives:

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

**Course Learning Outcomes:**

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

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

**Course Content:****Unit-I**

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

**Unit-II**

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

**Suggested Reading:**

1. R. K. Sharma & B. Singh – A Comprehensive English Grammar, Atlantic Publishers, New Delhi
  2. Reader's Digest- How to Write and Speak Better
  3. Wren and Martin- High School English Grammar and Composition
  4. Gangal & Dere- Developing Writing Skills in English
  5. B. N. Lal- New Style English Grammar and Composition
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**III. ENGLISH ELECTIVE - 2:**

<b>Marks: 50 (ESE: 1.5 Hrs) = 50</b>	<b>Pass Marks: Th (SIE) = 20</b>
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(Credits: Theory-02) **30 Hours**

**Course Objectives:**

The course will seek to achieve the following objectives:

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

**Course Learning Outcomes:**

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

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

**Course Content:****Unit I**

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

**Unit II**

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

**Suggested Readings:**

1. Reader's Digest- How to Write and Speak Better
  2. Wren and Martin- High School English Grammar and Composition
  3. Gangal & Dere- Developing Writing Skills in English
  4. B. N. Lal- New Style English Grammar and Composition
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