



SCHOOL OF HUMANITIES & SOCIAL SCIENCES

BACHELOR OF ARTS IN ENGLISH (HONOURS)

PROGRAM AND COURSE STRUCTURE

Programme Code: SLC0112

BATCH: 2020-2023

1.1 Vision, Mission and Core Values of the University

Vision of the University

To serve the society by being a global University of higher learning in pursuit of academic excellence, innovation and nurturing entrepreneurship.

Mission of the University

- 1. Transformative educational experience**
- 2. Enrichment by educational initiatives that encourage global outlook**
- 3. Develop research, support disruptive innovations and accelerate entrepreneurship**
- 4. Seeking beyond boundaries**

Core Values

- Integrity**
- Leadership**
- Diversity**
- Community**

1.2 Vision and Mission of the School of Humanities and Social Sciences

Vision of the School

To become one of the leading schools of humanities and social sciences by setting global standards of excellence in ingenious curriculum, teaching-learning methods, professional development, and cross-cultural understanding

Mission of the School

- M1. To promote learning and employability skills among students.**
- M2. To promote study of humankind and its manifestations.**
- M3. To help students succeed in their academic and professional lives.**
- M4. To encourage research and promote knowledge creation.**

Core Values

- **Integrity**
- **Leadership**
- **Diversity**
- **Community**

1.3.1 Programme Educational Objectives (PEO)

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

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

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

PEO4: To analyze and interpret new developments in humanities which would enable them to cultivate ethical approaches towards the fallacies of the changing world.

Program Outcomes of B.A (Hons) English

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

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

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

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

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

PO6: Life-Long Learning: Expand their ability to investigate social behavior, human development and a range of theories in the core disciplines of humanities.

PO7: Value and Ethics: Develop an ethical orientation to living through the evaluation of society and its developments.

Program Specific Outcomes of B.A (Hons) English

PSO1: To enable students to understand and interpret the core concepts and principles in Humanities and Social sciences.

PSO2: To disseminate knowledge about individual, community, and organizational concerns, social issues, social policy and practice interventions, within a tradition of multi-disciplinary and multi-professional research.

PSO3: To equip students with interdisciplinary skills such as assessment skills, communication skills, advocacy and leadership, problem-solving skills, critical thinking skills, understanding of human relationships, etc.

PSO4: To make them competent professionally with their required skills, integrating interdisciplinary knowledge and social values with practices to address social needs.

Program Structure
School of Humanities and Social Sciences
BA(Hons) English
Batch: 2020-23
TERM: I

S. No.	Subject Code	Subject s	Teaching Load			Credits	Type of Course ² : 1. CC 2. AECC 3. SEC 4. DSE
			L	T	P		
THEORY SUBJECTS							
1.	BAE 135	Introduction to English Literature	5	1	0	6	CC
2.	BAE 102	English Poetry from Chaucer to Blake	5	1	0	6	CC
3.	BAE 103	Drama from Elizabethan to Restoration	5	1	0	6	CC
4.	EVS 106	Environmental Studies	3	0	0	3	AECC
5.	BAE 138	Phonetics and Spoken English	2	0	0	2	AECC
TOTAL CREDITS						23	

² CC: Core Course, AECC: Ability Enhancement Compulsory Courses, SEC: Skill Enhancement Courses, DSE: Discipline Specific Courses

TERM: II

S. No.	Paper ID	Subject Code	Subjects	Teaching Load			Credits	Type of Course ³ : 1. CC 2. AECC 3. SEC 4. DSE
				L	T	P		
THEORY SUBJECTS								
1.	BAE 136		The English Novel - I	5	1	0	6	CC
2.	BAE 106		English Poetry from Wordsworth to Tennyson	5	1	0	6	CC
3.	BAE 107		Modern Drama	5	1	0	6	CC
4.	OPE		Open Elective	2	0	0	2	AECC
Practical/Viva-Voce/Jury								
5.	BAE139		The Structure of English	2	0	0	2	AECC
TOTAL CREDITS							22	

³ CC: Core Course, AECC: Ability Enhancement Compulsory Courses, SEC: Skill Enhancement Courses, DSE: Discipline Specific Courses

TERM: III

S. No.	Subject Code	Subject s	Teaching Load			Credits	Type of Course ⁴ : 1. CC 2. AECC 3. SEC 4. DSE
			L	T	P		
THEORY SUBJECTS							
1.	BAE 126	Indian Literature	5	1	0	6	CC
2.	BAE 201	The English Novel – II	5	1	0	6	CC
3.	BAE 111	Literary Criticism	5	1	0	6	CC
Practical/Viva-Voce/Jury							
4.	BEP205/ BEP208	Techniques of Writing I / Evolution of Gender in India	1	0	2	2	SEC
TOTAL CREDITS						20	

⁴ CC: Core Course, AECC: Ability Enhancement Compulsory Courses, SEC: Skill Enhancement Courses, DSE: Discipline Specific Courses

TERM: IV

S. No.	Subject Code	Subject s	Teaching Load			Credits	Type of Course ⁵ : 1. CC 2. AECC 3. SEC 4. DSE
			L	T	P		
THEORY SUBJECTS							
1.	BAE 129	Indian English Novel	5	1	0	6	CC
2.	BAE 114	Prose Down the Ages	5	1	0	6	CC
3.	BAE 115	Literary Theory	5	1	0	6	CC
4.	BAE 206 / BAE 208	Anglo American Literature / Women"s Writing	5	1	0	6	DSE
5.	OPE	Open Elective	2	0	0	2	AECC
Practical/Viva-Voce/Jury							
6.	BEP 206 / BEP140	Techniques of Writing II / Gender in Arts, Literature and Media	1	0	2	2	SEC
TOTAL CREDITS						28	

⁵ CC: Core Course, AECC: Ability Enhancement Compulsory Courses, SEC: Skill Enhancement Courses, DSE: Discipline Specific Courses

TERM: V

S. No.	Subject Code	Subject s	Teaching Load			Credits	Type of Course ⁶ : 1. CC 2. AECC 3. SEC 4. DSE
			L	T	P		
THEORY SUBJECTS							
1.	BAE 117	Modern English Poetry	5	1	0	6	CC
2.	BAE 118/ BAE 125	Contemporary Literature / Classical Literature	5	1	0	6	DSE
3.	BAE 119/ BAE 305	Popular Fiction / World Literature	5	1	0	6	DSE
4.	BAE 209/ BAE215	Literature and Cinema / Literature and Visual Arts	2	0	0	2	SEC
Practical/Viva-Voce/Jury							
5.	BEP 301	English Language Teaching	1	0	2	2	SEC
6.	CCU 701	Community Connect	0	2	0	2	SEC
TOTAL CREDITS						24	

⁶ CC: Core Course, AECC: Ability Enhancement Compulsory Courses, SEC: Skill Enhancement Courses, DSE: Discipline Specific Courses

TERM: VI

S. No.	Subject Code	Subject s	Teaching Load			Credits	Type of Course ⁷ : 1. CC 2. AECC 3. SEC 4. DSE
			L	T	P		
THEORY SUBJECTS							
1.	BAE 121	Modern English Novel	5	1	0	6	CC
2.	BAE 122	American Literature	5	1	0	6	CC
3.	BAE 134 / BAE 304	Modern European Drama / Modern Indian Theatre	5	1	0	6	DSE
4.	OPE	Open Elective	2	0	0	2	AECC
Practical/Viva-Voce/Jury							
5.	BEP 304	Academic Writing	1	0	2	2	SEC
6.	BEP 302	Capstone Project	0	5	0	5	SEC
TOTAL CREDITS						27	

⁷ CC: Core Course, AECC: Ability Enhancement Compulsory Courses, SEC: Skill Enhancement Courses, DSE: Discipline Specific Courses

Course Modules

School: SHSS		Batch : 2020-2023
Program: BA Hons. English		Current Academic Year: 2020-21
Branch:		Semester: I
1	Course Code	BAE 135
2	Course Title	Introduction to English Literature
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Core Course
5	Course Objective	<ol style="list-style-type: none"> 1. To demonstrate literature as a reflection of the people and the age in which it was produced. 2. To enable recognition of the conventions of different genres 3. To make the students apply various literary terms in their study and reflection on literature. 4. To prepare them for comprehensively relating the concepts to the study of all other papers during the course.
6	Course Outcomes	<p>CO1. Students will be able to recall the significant authors from different literary periods and genres.</p> <p>CO2. Students will be able to enumerate literary tendencies in various literary periods.</p> <p>CO3. Students will be able to distinguish between various genres in appreciating literature.</p> <p>CO4. Students will be able to illustrate and use various literary terms in the course of writing and study.</p> <p>CO5. Students will be able to summaries the evolution of poetry, drama and novel as genres.</p>
7	Course Description	This paper delineates the evolution of various genres of literature through the ages. This serves as the port of entry to the study of English Literature for the students fresh out of school. It effectively aligns them with the scope of the discipline and sets at the very start the expectations from them as successful practitioners of language. The course further prepares them to undertake research projects by providing complete understanding of the evolution of literary genres and terms through the different ages.
8	Outline syllabus	
	Unit 1	Introduction to Literary Genres of Poetry and Drama
	A	Evolution of Poetry and Drama from the age of Greeks to Modern age
	B	Forms of Poetry

		<ul style="list-style-type: none"> • Ode • Elegy • Sonnet • Ballad • Dramatic monologue • Lyric
	C	Forms of Drama <ul style="list-style-type: none"> • Comedy (Comedy of Humor, Comedy of Manners) • Tragedy • Tragicomedy
	Unit 2	Introduction to Literary Genres of Fiction/Non-Fiction and Prose
	A	Evolution of the Fiction/Non-Fiction and Prose (From Renaissance to The Age of Reason)
	B	Styles of Fiction <ul style="list-style-type: none"> • Melodrama • Science • Realistic • Fantasy • Detective • Historical
	C	Styles of Non-Fiction <ul style="list-style-type: none"> • Essay • Diary • Epistles • Autobiography
	Unit 3	Introduction to Literary Movements - I (Very Brief Overview of the Authors and their Works)
	A	Renaissance <ul style="list-style-type: none"> • Context/ Background • Prominent Authors (Marlowe, Shakespeare) • Important Works
	B	Puritanism <ul style="list-style-type: none"> • Context/ Background • Prominent Authors (Milton) • Important Works
	C	Restoration <ul style="list-style-type: none"> • Context/ Background

		<ul style="list-style-type: none"> • Prominent Authors (Etherege, Congreve) • Important Works
	Unit 4	Introduction to Literary Movements - II (Very Brief Overview of the Authors and their Works)
	A	Neoclassicism <ul style="list-style-type: none"> • Context/ Background • Prominent Authors (Dryden, Pope, Johnson) • Important Works
	B	Romanticism <ul style="list-style-type: none"> • Context/ Background • Prominent Authors (Wordsworth, Coleridge) • Important Works
	C	Modernism <ul style="list-style-type: none"> • Context/ Background • Prominent Authors (T.S. Eliot) • Important Works
	Unit 5	Introduction to Literary Terms (Definitions Only)
	A	SET I <ul style="list-style-type: none"> • Blank verse • Heroic Couplet • Free Verse • Epic • Simile • Metaphor • Satire • Personification • Imagery • Symbol • Hyperbole • Poetic Diction • Conceit
	B	SET II <ul style="list-style-type: none"> • Chronicle Plays • Chorus • Poetic License • Allegory • Miracle • Mysteries • Morality • Interludes • Motif • Theme

		<ul style="list-style-type: none"> • Pastorals • Plot • Poetic Justice 		
	C	SET III <ul style="list-style-type: none"> • Critique • Enlightenment • Epiphany • Epithet • Novel • Paradox • Oxymoron • Parody • Rhetorical Question • Soliloquy 		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	<ul style="list-style-type: none"> • A Glossary of Literary Terms – M.H. Abrams • English Literature – William J. Long 		
	Other References	Relevant materials will be provided by the subject teacher.		

School:		SHSS	Batch : 2020-23
Program:		BA(H) English	Current Academic Year: 2020-21
Branch:		Semester: I	
1	Course Code	BAE 102	
2	Course Title	English Poetry from Chaucer to Blake	
3	Credits	6	
4	Contact Hours (L-T-P)	5-1-0	
	Course Status	Compulsory	
5	Course Objective	<ol style="list-style-type: none">1. To introduce the students to the genre of poetry.2. To classify the development of English literature and language through ages.3. To depict poetry as a reflection of the people and the age in which it was produced.4. To make the students apply various terms in their study and reflection on literature.5. To enable them to utilize language to express themselves unambiguously.	
6	Course Outcomes	CO1 To memorize poetry from various periods of history. CO2. To understand various elements of poetry and use it in expressing themselves CO3. To broaden the vocabularies of students and to apply in their writing skills. CO4. To analyze poetry as a medium of instruction and delight CO5. To allow them scope for further research in the domain of their choice.	
7	Course Description	This paper can be said to be a continuation of the poetry paper taught in the first semester where students are given an opportunity to explore more complex forms of poems. This also enables them to understand that being related directly to the psyche of the people as well as consumerist forces poetry dealt with more complicated emotions as time passed. In addition to whetting a critical vision the paper also allows ample scope for improving faculties of expression	
8	Outline syllabus		
	Unit 1	Geoffrey Chaucer	
	A	Introduction to Chaucer and Estates Satire	
	B	<ul style="list-style-type: none">• Background to Canterbury Tales	
	C	Text of the <i>Prologue to The Canterbury Tales</i> <ul style="list-style-type: none">• Summary	

		<ul style="list-style-type: none"> • Themes • Symbolism • Analysis • Poetic devices
	Unit 2	William Shakespeare
	A	Introduction to sonnets <ul style="list-style-type: none"> • Petrarchan • Shakespearean Miltonic
	B	Text of <i>Not marble nor the gilded monuments</i> (Sonnet 55) <ul style="list-style-type: none"> • Summary • Themes • Symbolism • Analysis • Poetic devices
	C	Text of <i>Shall I compare thee to a summer's day</i> (Sonnet 18) <ul style="list-style-type: none"> • Summary • Themes • Symbolism • Analysis • Poetic devices
	Unit 3	John Donne and John Milton
	A	<ul style="list-style-type: none"> • Introduction to the Metaphysical poets • Background to John Milton and Puritanism
	B	Text of <i>Canonization</i> and <i>The Sunne Rising</i> Summary <ul style="list-style-type: none"> • Themes • Symbolism • Analysis • Poetic Devices with special emphasis on Metaphysical conceit
	C	Text of "Invocation" (<i>Paradise Lost</i>) <ul style="list-style-type: none"> • Introduction to the Epic form • Significance of the "Invocation" • Concept of <i>free will</i> • Major themes

		<ul style="list-style-type: none"> • Symbolism • Analysis • Poetic devices 		
	Unit 4	Alexander Pope		
	A	<ul style="list-style-type: none"> • Background to Neoclassical poetry 		
	B	<ul style="list-style-type: none"> • Background to <i>Rape of the Lock</i> 		
	C	Poetic Devices of <i>Rape of the Lock</i> <ul style="list-style-type: none"> • The text Summary • Themes • Symbolism • Analysis 		
	Unit 5	William Blake		
	A	Introduction to the Transitional poets		
	B	<ul style="list-style-type: none"> • The Visions of William Blake Background to <i>Songs of Innocence</i> and <i>Songs of Experience</i> 		
	C	The text of <i>The Lamb (Songs of Innocence)</i> and <i>The Tyger (Songs of Experience)</i> <ul style="list-style-type: none"> • Summary • Themes • Symbolism • Analysis • Poetic Devices • Comparison of the two poems 		
	Mode of examination	Theory		
	Weightage Distribution	CA	Weightage Distribution	CA
		30%		30%
	Text book/s*	The Oxford book of English Verse Ed. Christopher Ricks.		
	Other References	Relevant materials will be provided by the subject teacher.		

School:		SHSS	Batch : 2020-2023
Program:		BA(H) English	Current Academic Year: 2020-21
Branch:		Semester: I	
1	Course Code	BAE 103	
2	Course Title	Drama from Elizabethan to Restoration	
3	Credits	6	
4	Contact Hours (L-T-P)	5-1-0	
	Course Status	Compulsory	
5	Course Objective	<ol style="list-style-type: none"> 1. To enable students to know about various genres of literature and view their development as a composite process. 2. To demonstrate the manner in which the evolution of drama took place in England. 3. To empower students to witness the relationship between literature and other discipline like science, history, philosophy, and so on. 4. To equip students with tools for further research in the domain of Modernism. 5. To inculcate the critical ability to discern the complexity and evolution of dramatic language by comparing with other dramatic texts. 	
6	Course Outcomes	<p>CO1 The students will be able to gain knowledge about the various elements of drama.</p> <p>CO2 The students will be able to understand and observe the development of thoughts and ideas throughout the history of English drama.</p> <p>CO3 The students will be able to apply the knowledge gathered to recognize drama from various periods of history.</p> <p>CO4 The students will be able to analyze and appreciate the development of language and understand its subtle nuances.</p>	
7	Course Description	<p>This unit seeks to extend students knowledge and understanding of early English drama. In doing so it will enhance their awareness and ability to handle critical and theoretical approaches to the study of drama, as well as enlarging their understanding of socio-cultural issues of the period. Through displaying the complex relationship between various forces of society it will enable the students to understand literature and its practitioners as social products highly influenced by capitalist mechanisms. It will enrich the thought process of students and make them sensitive individuals capable of independent thinking. By observing various tones of English, the students will also improve upon their faculties</p>	

		of writing, speaking, and comprehension thus preparing them for various careers.
8	Outline syllabus	
	Unit 1	Introduction to Literary Genre of Drama
	A	Evolution of English stage
	B	Key Terms <ul style="list-style-type: none"> • Miracles • Mysteries • Morality • Interludes • Tragedy • Comedy • Blood and Thunder Element
	C	Forms of Drama <ul style="list-style-type: none"> • Comedy (Comedy of Humor, Comedy of Manners) • Tragedy • Tragicomedy
	Unit 2	Christopher Marlowe
	A	<ul style="list-style-type: none"> • Introduction to Renaissance Drama • University Wits (Prominent authors and important works)
	B	The text of <i>Dr. Faustus</i>
	C	<ul style="list-style-type: none"> • Major Themes • Predestination and Freewill • Tragedy of Human Destiny • Plot • Dramatic Devices
	Unit 3	William Shakespeare
	A	Shakespeare as a dramatist <ul style="list-style-type: none"> • Overview of Shakespeare's works • His development as a dramatist • Elizabethan Theatre
	B	The text of <i>Macbeth</i>
	C	<ul style="list-style-type: none"> • Major Themes • Tragedy of Human Destiny • Plot • Dramatic Devices

	Unit 4	William Congreve		
	A	<ul style="list-style-type: none"> • The Restoration Comedy (Comedy of Manners) • Jeremy Collier 		
	B	The text of <i>The Way of the World</i>		
	C	<ul style="list-style-type: none"> • Major Themes • Comedy of Manners • Plot • Dramatic Devices 		
	Unit 5	Richard Sheridan		
	A	<ul style="list-style-type: none"> • The Restoration Theatre 		
	B	The text of <i>The School for Scandal</i>		
	C	<ul style="list-style-type: none"> • Major Themes • Public Theatres • Plot • Dramatic Devices 		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	<ul style="list-style-type: none"> • Macbeth – William Shakespeare (Penguin) • Dr. Faustus – Christopher Marlowe (Worldview) • The Way of the World – William Congreve (Worldview) • The School for Scandal – Richard Sheridan (Worldview) 		
	Other References	Relevant materials will be provided by the subject teacher.		

School:		SHSS	Batch : 2020-2023
Program:		BA(H) English	Current Academic Year: 2020-21
Branch: All		Semester: I	
1	Course Code	EVS-106	
2	Course Title	Environmental Science	
3	Credits	03	
4	Contact Hours (L-T-P)	3-0-0	
	Course Status	Ability Enhancement Compulsory Course	
5	Course Objective	<ol style="list-style-type: none">1. Enable students to learn the concepts, principles and importance of environmental science2. Provide students an insight of various causes of natural resource depletion and its conservation3. Provide detailed knowledge of causes, effects and control of different types of environmental pollution and its effect on climate change, global warming and ozone layer depletion.4. Provide knowledge of different methods of water conservation5. Provide and enrich the students about social issues such as R&R, population and sustainability.	
6	Course Outcomes	CO1. Understand the principles and scope of environmental science CO2. Knowledge about various types of natural resources and its conservation CO3. Study about pollution causes, effects and control CO4. Effect of global warming and ozone layer depletion CO5. Study the methods of water conservation .Understand sustainable development, resettlement and rehabilitation, impact of population explosion on environment	
7	Course Description	Environmental Science emphasises on various factors as <ol style="list-style-type: none">1. Importance and scope of environmental science2. Natural resource conservation3. Pollution causes, effects and control methods4. Social issues associated with environment	
8	Outline syllabus		
	Unit 1	General Introduction	
	A	Definition, principles and scope of environmental science	
	B	Land resources, Forest Resources	
	C	Water Resources ,Energy Resources	
	Unit 2	Environmental Pollution (Cause, effects and control measures)	
	A	Air pollution	
	B	Water Pollution	
	C	Soil and Noise pollution	
	Unit 3	Climate Change and its impact	
	A	Concept of Global Warming and greenhouse effect	
	B	Ozone layer Depletion and its consequences	

	C	Climate change and its effect on ecosystem, Kyoto protocol		
		and IPCC concerns on changing climate		
	Unit 4	Water Conservation		
	A	Need of Water Conservation		
	B	Rain Water Harvesting		
	C	Watershed management		
	Unit 5	Social Issues and the Environment		
	A	Concept of sustainable development		
	B	Resettlement and rehabilitation of people; its problems and concerns, Case studies		
	C	Population explosion and its consequences		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	<ol style="list-style-type: none"> 1. Joseph, Benn 2. y, “Environmental Studies”, Tata Mcgraw-Hill. 		
	Other References			

File Name: Phonetics and Spoken English

School: School of Humanities and Social Sciences		Batch : 2020-2023
Program: B.A. (Hons.) English		Current Academic Year: 2020-21
Branch:		Semester: I
1	Course Code	BAE 138
2	Course Title	Phonetics and Spoken English
3	Credits	2
4	Contact Hours (L-T-P)	2-0-0
	Course Type	Ability Enhancement Compulsory Course
5	Course Objective	<ol style="list-style-type: none"> 1. To hone basic communication skills and comprehension ability. 2. To develop understanding of students regarding varieties of language and standardize their existing English accent. 3. To familiarize students with the relevance of correct pronunciation in the social and professional world for better employability.
6	Course Outcomes	<p>On successful completion of the course, students will be able to:</p> <p>CO1: Exhibit knowledge of varieties of English and recognize the correspondences between English pronunciation and spelling.</p> <p>CO2: Apply the rules for linking and blending of sounds in words across varieties of English language.</p> <p>CO3: Use the International Phonetic Alphabet (IPA) symbols to identify speech sound differences and transcribe words.</p> <p>CO4: Consider the appropriate paralinguistic cues of communication to achieve comprehensible pronunciation in academic and professional contexts.</p> <p>CO5: Frame an individual pronunciation style by self-correcting problems related to production of speech sounds, stress, rhythm and intonation.</p>
7	Course Description	The introductory course intends to aid students identify their pronunciation challenges and to work towards improving the comprehensibility of their English in both academic and professional settings. There is a strong emphasis on individual sounds (physical aspect of speech) along with syllable and sentence stress, rhythm, intonation patterns and compensatory strategies.
8	Outline syllabus	
	Unit 1	Varieties of English
	A	Varieties of language
	B	Standard English and Received Pronunciation
	C	Global English
	Unit 2	Speech Mechanism and Classification of Sounds
	A	The Organ of Speech

	B	Description and Classification of Consonants		
	C	Description and Classification of Vowels		
	Unit 3	Phonetics and Phonology		
	A	Phone, Phonemes and Allophones		
	B	English Phonemes and Allophones		
	C	Reading Dictionary; Phonetic Transcription		
	Unit 4	The Syllable		
	A	Structure of Syllable		
	B	Spelling Patterns in English		
	C	Word Stress		
	Unit 5	Accent and Rhythm		
	A	Various Accents; Stress and Rhythm in connected speech		
	B	Intonation		
	C	Conversational Passages for Practice		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book(s)*	<i>A Textbook of English Phonetics for Indian Students</i> by TBalasubramaniam (Macmillan India) <i>English Phonetics for Indian Students (A Workbook)</i> by TBalasubramaniam (Macmillan India)		
	Other References	<i>A Course in Phonetics</i> (7 th edn.) by P. Ladefoged& K.Johnson (Cengage Learning) <i>A Course in Phonetics and Spoken English</i> by J. Sethi& PVDhamija (Phi Learning Pvt. Ltd.) <i>English Pronunciation Dictionary</i> (15th edn.) by DanielJones (CUP)		

TERM II

School:		SHSS	Batch : 2020-2023
Program:		BA(H) English	Current Academic Year: 2020-21
Branch:		Semester: II	
1	Course Code	BAE 106	
2	Course Title	English Poetry from Wordsworth to Tennyson	
3	Credits	6	
4	Contact Hours (L-T-P)	5-1-0	
	Course Status	Compulsory	
5	Course Objective	1. To introduce the students to the genre of poetry. 2. To classify the development of English literature and language through ages. 3. To depict poetry as a reflection of the people and the age in which it was produced. 4. To make the students apply various terms in their study and reflection on literature. 5. To enable them to utilize language to express themselves unambiguously.	
6	Course Outcomes	CO1. To describe an understanding of poetry as an expression of its age. CO2. To understand the key concepts of Romantic and Victorian poetry in further studies or research. CO3. To illustrates practical knowledge and aspects of poetry. CO4. To analyzes the skill of writing creatively with special emphasis on aesthetic values. CO5. To evaluate various styles of writing as a preparatory step for careers involving extensive writing abilities.	
7	Course Description	This paper can be said to be a continuation of the poetry paper taught in the first semester where students are given an opportunity to explore more complex forms of poems. This also enables them to understand that being related directly to the psyche of the people as well as consumerist forces poetry dealt with more complicated emotions as time passed. In addition to whetting a critical vision the paper also allows ample scope for improving faculties of expression	
8	Outline syllabus		
	Unit 1	William Wordsworth	
	A	Wordsworth as a Nature Poet <ul style="list-style-type: none">• Concept of Nature• Prophetic vision• Tonal difference from poets of Neoclassical Age Choice of subject, diction, meter, and rhyme	

	B	Ode on the Intimations of Immortality <ul style="list-style-type: none"> • Summary • Themes • Symbolism • Analysis • Poetic devices
	C	. Daffodils <ul style="list-style-type: none"> • Summary • Themes • Symbolism • Analysis • Poetic devices
	Unit 2	S. T. Coleridge
	A	Elements of Coleridge's poetry <ul style="list-style-type: none"> • Fancy Primary and Secondary Imagination
	B	Kubla Khan <ul style="list-style-type: none"> • Summary • Themes • Symbolism • Analysis • Poetic devices
	C	Dejection: An Ode <ul style="list-style-type: none"> • Summary • Themes • Symbolism • Analysis • Poetic devices
	Unit 3	John Keats
	A	Romantic elements in Keats' poetry <ul style="list-style-type: none"> • Pursuit of beauty • Negative capability • Hymn like quality • Distancing of narratorial voice
	B	Ode to a Grecian Urn/ Ode to a Nightingale <ul style="list-style-type: none"> • Summary

		<ul style="list-style-type: none"> • Themes • Symbolism • Analysis • Poetic devices
	C	La Belle Dame Sans Merci <ul style="list-style-type: none"> • Summary • Themes • Symbolism • Analysis • Poetic devices
	Unit 4	Robert Browning
	A	Important features of Victorian poetry <ul style="list-style-type: none"> • Realism • Morality • Focus on historical figures, myths • Evocative imagery • Troubled negotiation between traditional way of life and technical advancement • Religious norms questioned • Troubled sentimentality
	B	The Last Ride Together <ul style="list-style-type: none"> • Summary • Themes • Symbolism • Analysis • Poetic devices
	C	My Last Duchess <ul style="list-style-type: none"> • Summary • Themes • Symbolism • Analysis • Poetic devices with special emphasis on Dramatic Monologue
	Unit 5	Matthew Arnold
	A	Introduction to Arnold and his contributions to Victorian literature <ul style="list-style-type: none"> • Arnold as a poet • Arnold as a critic

	B	The Victorian Dilemma		
	C	Dover Beach <ul style="list-style-type: none"> • Summary • Themes • Symbolism • Analysis • Poetic devices 		
	Mode of examination	Theory		
	Weightage Distribution	CA	Weightage Distribution	CA
		30%		30%
	Text book/s*	The Oxford book of English Verse Ed. Christopher Ricks.		
	Other References	Relevant materials will be provided by the subject teacher.		

School:		SHSS	Batch : 2020-2023
Program:		BA(H) English	Current Academic Year: 2020-21
Branch:		Semester: II	
1	Course Code	BAE 107	
2	Course Title	Modern Drama	
3	Credits	6	
4	Contact Hours (L-T-P)	5-1-0	
	Course Status	Compulsory	
5	Course Objective	<ol style="list-style-type: none"> 1. To enable students to be aware of various genres of literature and view their development as a composite process. 2. To demonstrate the manner in which Modern dilemma is analogous to current age. 3. To empower students to witness the relationship between literature and other discipline like science, history, philosophy, and so on. 4. To equip them with tools for further research in the domain of Modernism. 5. To inculcate the critical ability to discern the complexity and evolution of dramatic language by comparing with drama in preceding ages. 	
6	Course Outcomes	<p>CO1 The student will be able to know the age and its complex mechanism that led to the production of Modern drama.</p> <p>CO2 The student will be able to understand the evolution of stage scene.</p> <p>CO3 The student will be able to apply various technical terms related to drama in the course of writing and study.</p> <p>CO4 The student will be able to analyse complex psychological situations by introducing them to highly complex characters and situations.</p>	
7	Course Description	<p>This unit seeks to extend students knowledge and understanding of modern English drama. It aims to take the students through a tour of the Modern Age which still influences current modes of thought and perception. Through displaying the complex relationship between various forces of society it will enable the students to understand literature and its practitioners as social products highly influenced by capitalist mechanisms. It will enrich the thought process of students and make them sensitive individuals capable of independent thinking. By observing various tones of English, the students will also improve upon their faculties of writing, speaking, and comprehension thus preparing them for various careers.</p>	

8	Outline syllabus	
	Unit 1	Introduction to Modernism in Europe
	A	Development of Modern European Drama
	B	A brief introduction to Modernism
	C	Authors and their prominent works:
	Unit 2	John Osborne
	A	Introduction to John Osborne and his oeuvre
	B	Text of <i>Look Back in Anger</i>
	C	Textual analysis of the play <ul style="list-style-type: none"> • Major themes • Characters • Symbolism
	Unit 3	G.B.Shaw
	A	Introduction to G.B.Shaw and his oeuvre
	B	Text of <i>Pygmalion</i>
	C	Textual analysis of the novel <ul style="list-style-type: none"> • Major themes • Characters • Symbolism
	Unit 4	T.S.Eliot
	A	Introduction to T.S.Eliot and his oeuvre
	B	Text of <i>Murder in the Cathedral</i>
	C	Textual analysis of the novel <ul style="list-style-type: none"> • Major themes • Characters • Symbolism
	Unit 5	Arthur Miller
	A	Introduction to Arthur Miller and his oeuvre
	B	Text of <i>Death of a Salesman</i>
	C	Textual analysis of the play <ul style="list-style-type: none"> • Major themes • Characters • Symbolism

	Mode of examination	Theory		
	Weightage Distribution	CA	ETE	MTE
		30%	50%	20%
	Text book/s*	<ul style="list-style-type: none"> • Look Back in Anger: John Osborne • Pygmalion: George Bernard Shaw • Murder in the Cathedral: T.S.Eliot • Death of a Salesman: Arthur Miller 		
	Other References	Relevant materials will be provided by the subject teacher.		

School:		SHSS	Batch : 2020-2023
Program:		BA(H) English	Current Academic Year: 2020-21
Branch:		Semester: II	
1	Course Code	BAE 136	
2	Course Title	The English Novel – I	
3	Credits	6	
4	Contact Hours (L-T-P)	5-1-0	
	Course Type	Core/ Compulsory	
5	Course Objective	<ol style="list-style-type: none"> 1. To apply literature in decoding quotidian occurrences. 2. To demonstrate literature as a product of the culture industry and hence influenced by allied determinants. 3. To empower students by enabling them to take a holistic view of literature and use it for practical understanding of the subject. 4. To develop a knowledge of application of various methods to study and teach literature. 5. To add to the scope of literature and make it more action-oriented. 6. To allow them scope for further research in the domain. 	
6	Course Outcomes	<p>CO1 The students should be able to use the knowledge of novelistic discourse to decipher the complexity of human expressions.</p> <p>CO2 The students should be able to understand novels and the authors within the larger social movements.</p> <p>CO3 The students should be able to use novels as a mode of instruction to develop writing skills in the students.</p> <p>CO4 The students should be able to apply various technical terms in their course of framing logical responses to questions.</p> <p>CO5 The students should be able to examine the development of thoughts and ideas throughout the history of novel writing.</p>	
7	Course Description	<p>This paper can be regarded as an initiation to English novel. It delineates the evolution of the novel depicting simple narratives of human life to more complex systems. It provides an analysis of people and their emotions in the age of growing industrialisation and ever expanding mercantilism. The paper will have a direct influence on the cognitive faculties of the student. It will help them improve their abilities of expressing themselves through writing and speaking thereby preparing them for careers in editing, teaching, convergent journalism, corporate training, or further studies</p>	

8	Outline syllabus	
	Unit 1	Introduction to the major aspects of the novel
	A	Overview of the history of the novel as a genre
	B	<ul style="list-style-type: none"> • Story • People • Plot
	C	<ul style="list-style-type: none"> • Fantasy and Prophecy • Pattern and Rhythm
	Unit 2	<i>Gulliver's Travels</i> - Jonathan Swift
	A	Introduction to Jonathan Swift as an Anglo-Irish satirist & essayist.
	B	The text of <i>Gulliver's Travels</i>
	C	Analysis <ul style="list-style-type: none"> • Critical analysis • Characters • Plot • Major Themes • Symbols
	Unit 3	<i>Hard Times</i> - Charles Dickens
	A	<ul style="list-style-type: none"> • Introduction to Charles Dickens as an English writer and social critic. • Introduction to Utilitarianism
	B	The text of <i>Hard Times</i>
	C	Analysis <ul style="list-style-type: none"> • Critical analysis • Characters • Plot • Major Themes • Symbols
	Unit 4	<i>Wuthering Heights</i> - Emily Bronte
	A	<ul style="list-style-type: none"> • Introduction to Emily Bronte as an English novelist. • Introduction to Framed Narrative
	B	The text of <i>Wuthering Heights</i>
	C	Analysis

		<ul style="list-style-type: none"> • Critical analysis • Characters • Plot • Major Themes • Symbols 		
	Unit 5	<i>Pride and Prejudice - Jane Austen</i>		
	A	Introduction to Jane Austen as a female Victorian novelist.		
	B	The text of <i>Pride and Prejudice</i>		
	C	Analysis <ul style="list-style-type: none"> • Critical analysis • Characters • Plot • Major Themes • Symbols 		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	1. Gulliver's Travels – Jonathan Swift (Norton) 2. Hard Times – Charles Dickens (Penguin) 3. Pride and Prejudice – Jane Austen (Oxford) 4. . Wuthering Heights – Emily Bronte (Norton)		
	Other References			

File Name: The Structure of English

School:		SHSS	Batch : 2020-2023
Program:		BA(H) English	Current Academic Year: 2020-21
Branch:		Semester: II	
1	Course Code	BAE	
2	Course Title	The Structure of English	
3	Credits	2	
4	Contact Hours (L-T-P)	2-0-0	
		Course Type	
		Ability Enhancement Compulsory Course	
5	Course Objective	<ol style="list-style-type: none"> 1. To hone basic communication skills and comprehension ability. 2. To develop understanding of students regarding different language forms and standardize their existing English. 3. To familiarize students with the relevance of language accuracy and meaningfulness in both academic and professional world for better job prospects. 	
6	Course Outcomes	<p>On successful completion of the course, students will be able to:</p> <p>CO1: Exhibit proficiency in communication skills and demonstrate complete understanding of syntactic and morphological structure of English language.</p> <p>CO2: Compare and contrast the structure of English language with other languages spoken world-wide in order to appreciate the beauty of languages.</p> <p>CO3: Apply in-depth knowledge of the concepts and skills in the study of the English language and literature and competencies in the workplace that requires the use of culturally-appropriate language.</p> <p>CO4: Recognize the significance of teaching and learning English grammar in cross-cultural communication and to improve the existing curriculum.</p> <p>CO5: Appreciate English language and develop positive attitude towards the language by pursuing advanced academic courses/research.</p>	
7	Course Description	<p>The introductory course aims to improve the understanding of the forms and functions of the contemporary English from the level of word class through phrase structure analysis to the description of complex sentence patterns. The students will learn metalanguage that will assist them in understanding and working upon constructive criticisms on the language of their essays and other writing and enabling them to produce correct English.</p>	

8	Outline syllabus	
	Unit 1	Sentence Pattern
	A	Word Formation
	B	Form and Function of Simple Sentence
	C	Semantic Roles
	Unit 2	Phrase Structure and Other Functional Categories
	A	Noun Phrase and Prepositional Phrase
	B	Verb Phrase and Tenses
	C	Determiner; Modifier and Complement; Adjunct, Disjunct and Conjunct
	Unit 3	Complex Sentence and Clause Structure
	A	Adjectival Clauses
	B	Appositive Clauses
	C	Adverbial Clauses
	Unit 4	Compound Sentence and Coordinating Clauses
	A	Coordinating Clauses
	B	Ellipsis
	C	Meaning and Coordination related to Constituents of Sentence
	Unit 5	Focus
	A	Simple sentence
	B	Cleft and Pseudo-cleft sentences

	C	Extraposition and Existential Sentences with „there“		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book(s)*	1. Bakshi, R. N. (2005) <i>English Grammar Practice</i> . Hyderabad: Oriental Blackswan 2. Conrad, S., Douglas B. & Geoffrey L. (2002) <i>Longman Student Grammar of Spoken and Written English</i> . Longman (Pearson Education)		
	Other References	Hewings, M. (1999) <i>Advance Grammar in Use</i> . Cambridge: Cambridge University Press. Rozakis, L. E. (2003) <i>The Complete Idiot's Guide to Grammar and Style</i> . USA: Alpha Publication. Fromkin, V., Rodman, R. & Hyams, H. (2011). <i>An Introduction to Language</i> . Wadsworth•Cengage Learning (9th ed).		

TERM III

School:		SHSS	Batch : 2020-2023
Program:		BA(H) English	Current Academic Year: 2021-22
Branch:		Semester: 3	
1	Course Code	BAE 129	
2	Course Title	Indian Literature	
3	Credits	6	
4	Contact Hours (L-T-P)	5-1-0	
	Course Status	Compulsory	
5	Course Objective	<ol style="list-style-type: none"> 1. To enable students to comprehend the multiplicity of subjective positions and variety of experiences in Modern India. 2. To demonstrate the manner in which texts engage with the wide spectrum of perspectives on Indian nationhood and culture. 3. To empower students to witness the relationship between literature and other disciplines like sociology, history, philosophy, and so on. 4. To inculcate the critical ability to discern the complexity and evolution of Indian literature by comparing them with variety present in different timeframes. 5. To equip them with tools for further research in the domain of Indian literature in translation. 	
6	Course Outcomes	<p>CO1 The student will be able to identify the characteristics of Indian literature before the use of the various genres.</p> <p>CO2 The student will be able to explain the function of essential elements in the writer's craft.</p> <p>CO3 The student will be able to apply the knowledge of western traditions and Indian literature for a better understanding of the texts in the course.</p> <p>CO4 The student will be able to identify the evolution of Indian English literature through ages and study its diverse nuances.</p>	
7	Course Description	<p>This course is designed to make the students aware of various genres of Indian literature and view their development as a composite process. The course consists of literature coming from the conglomeration of various Indian languages. This unit seeks to extend students knowledge and understanding of Indian literature and in doing so it will enhance their awareness and ability to comprehend the current modes of thought and perception. Through displaying the complex relationship between various</p>	

Beyond Boundaries

		forces of society it will enable the students to understand literature and its practitioners as social products highly influenced by capitalist mechanisms.		
8	Outline syllabus			
	Unit 1	Short Stories -1		
	A	Introduction to elements of short stories- character, setting, conflict, plot, climax, resolution, theme, tone, point of view.		
	B	Munshi Premchand- “Kafan”,		
	C	Ismat Chughtai-“Lihaaf”		
	Unit 2	Short Stories- 2		
	A	Vaikom Muhammad Basheer- “The Wall”,		
	B	Saadat Hasan Manto- “Toba Tek Singh”		
	C	Babu Rao Bagul- “Mother”		
	Unit 3	Poetry- 1		
	A	Introduction to poetic elements such as the form; sound devices; imagery; figures of speech.		
	B	Asadullah Khan „ Ghalib“- “ Desires Come by the Thousands”		
	C	Amrita Pritam- “ Aj aakhan main Waris Shah nu”		
	Unit 4	Poetry-2		
	A	Rabindra Nath Tagore- “Selections from the <i>Giitanjali</i> ”		
	B	Suryakant T. Nirala- “The Beggar”, “Breaking Stones”		
	C	Arun Kolatkar –“Miira”		
	Unit 5	Fiction		
	A	Rabindra Nath Tagore- Biographical and Historical Contexts		
	B	Significance of title, Plot, Themes, Narrative Technique, Structure		
	C	Characters and Representation- Symbolic Elements and Motifs		
	Mode of examination	Theory		
	Weightage Distribution	CA	Weightage Distribution	CA
		30%		30%
	Text book/s*	<ul style="list-style-type: none"> Modern Indian literature, Poems and Short Stories, .ed. Dept. of English, University of Delhi. (only prescribed texts) 		

		<ul style="list-style-type: none"> • Tagore, Rabindranath. <i>The Home and the World</i>. trans. Surendranath Tagore. ed. Dilip K. Basu and Debjani Sengupta. Worldview publications.
	Other References	<ul style="list-style-type: none"> • Mehrotra Krishna Arvind. <i>The Oxford India Anthology of Twelve Modern Indian Poets</i>. OUP.Press. • Singh R.P. <i>Anthology of Indian English Poetry</i>.Orient Black Swan.

School:		SHSS	Batch : 2020-2023
Program:		BA(H) English	Current Academic Year: 2021-22
Branch:		Semester: III	
1	Course Code	BAE 201	
2	Course Title	The English Novel - II	
3	Credits	6	
4	Contact Hours (L-T-P)	5-1-0	
	Course Status	Core/ Compulsory	
5	Course Objective	<ol style="list-style-type: none">1. To apply literature in decoding quotidian occurrences.2. To demonstrate literature as a product of the culture industry and hence influenced by allied determinants.3. To empower students by enabling them to take a holistic view of literature and use it for practical understanding of the subject.4. To develop a knowledge of application of various methods to study and teach literature.5. To add to the scope of literature and make it more action-oriented.6. To allow them scope for further research in the domain.	
6	Course Outcomes	CO1 The students should be able to use the knowledge of novelistic discourse to decipher the complexity of human expressions. CO2 The students should be able to understand novels and the authors within the larger social movements. CO3 The students should be able to use novels as a mode of instruction to develop writing skills in the students. CO4 The students should be able to apply various technical terms in their course of framing logical responses to questions. CO5 The students should be able to examine the development of thoughts and ideas throughout the history of novel writing.	
7	Course Description	This paper can be regarded as a continuation of the novel papers taught in previous semester. It delineates the evolution of the novel depicting simple narratives of human life to more complex systems. It provides an analysis of people and their emotions in the age of growing industrialisation and ever expanding mercantilism. The paper will have a direct influence on the cognitive faculties of the student. It will help them improve their abilities of expressing themselves through writing and speaking thereby preparing them for careers in editing, teaching, convergent journalism, corporate training, or further studies.	
8	Outline syllabus		
	Unit 1	Novel as a genre	

	A	Introduction to Novel writing as a genre
	B	Development of Novel in the 18 th Century <ul style="list-style-type: none"> • Major authors and their prominent works
	C	Development of Novel in the 19 th Century <ul style="list-style-type: none"> • Major authors and their prominent works
	Unit 2	<i>Jane Eyre – Charlotte Bronte</i>
	A	Introduction to Charlotte Bronte as a Victorian novelist
	B	The text of <i>Jane Eyre</i>
	C	Analysis <ul style="list-style-type: none"> • Critical analysis • Characters • Plot • Major Themes • Symbols
	Unit 3	<i>Tess of the D'Urbervilles – Thomas Hardy</i>
	A	<ul style="list-style-type: none"> • Introduction to Thomas Hardy as an English writer and social critic.
	B	The text of <i>Tess of the D'Urbervilles</i>
	C	Analysis <ul style="list-style-type: none"> • Critical analysis • Characters • Plot • Major Themes • Symbols
	Unit 4	<i>Mrs. Dalloway – Virginia Woolf</i>
	A	<ul style="list-style-type: none"> • Introduction to Virginia Woolf as a Modern novelist. • Introduction to Stream of Consciousness
	B	The text of <i>Mrs. Dalloway</i>
	C	Analysis <ul style="list-style-type: none"> • Critical analysis • Characters

		<ul style="list-style-type: none"> • Plot • Major Themes • Symbols 		
	Unit 5	<i>Frankenstein – Mary Shelley</i>		
	A	Introduction to Gothic novel with respect to Mary Shelley		
	B	The text of <i>Frankenstein</i>		
	C	Analysis <ul style="list-style-type: none"> • Critical analysis • Characters • Plot • Major Themes • Symbols 		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	1. Jane Eyre – Charlotte Bronte (Norton) 2. Tess of the D'Urbervilles – Thomas Hardy(Penguin) 3. Mrs. Dalloway – Virginia Woolf (Oxford) 4. Frankenstein – Mary Shelley (Norton)		
	Other References	Relevant materials will be provided by the subject teacher.		

School:		SHSS	Batch : 2020-2023
Program:		BA(H) English	Current Academic Year: 2021-22
Branch:		Semester:III	
1	Course Code	BAE111	
2	Course Title	Literary Criticism	
3	Credits	6	
4	Contact Hours (L-T-P)	5-1-0	
	Course Type	Compulsory	
5	Course Objective	1. To use literature in analysing various day to day events. 2. To demonstrate literature as a product of society and culture. 3. To make the students take a holistic view of literature and use it for practical understanding of the subject. 4. To decipher the relation of literature with other sciences and develop more advanced methods of enriching critical skills. 5. To add to the scope of literature and make it more action-oriented.	
6	Course Outcomes	CO1. The students will be able to examine extra-literary tools for appreciating literature. CO2. The students will be able to differentiate and associate various literary ideals that have evolved in English Literature CO3. The students will be able to interpret the literary criticism studied down the ages till modern times. CO4. The students will be able to analyse tools in understanding literature. CO5. The students will be able to evaluate the position of literature in the body of philosophy.	
7	Course Description	This paper delineates the evolution of the analysis of literature. Through the course the students will be made aware of various functions of literature. It will enable the students realise the process of production and consumption of literature and various factors that determine its nature.	
8	Outline syllabus		
	Unit 1	Aristotle: <i>Poetics</i>	
	A	Poetry as imitative art, influence of Plato	
	B	Six parts of Tragedy	
	C	Key concepts: Catharsis, Hubris, Hamartia, Anagnorisis, Peripeteia, Tragic Hero etc.	
	Unit 2	A Discourse Concerning the Origin and Progress of Satire	
	A	General Characteristics of Neoclassical Criticism <ul style="list-style-type: none">• Emphasis on critiquing human nature• Focus on correctness of form, universal truths• Didactic function of poetry• Importance of style and diction	

		<ul style="list-style-type: none"> Heroic couplets 		
	B	1. Very brief overview of Dryden's critical works. 2. Very brief introduction to Horace and Virgil.		
	C	Selections from John Dryden's <i>A Discourse Concerning the Origin and Progress of Satire</i> (87-90)		
	Unit 3	William Wordsworth and S. T. Coleridge		
	A	Introduction to Romanticism with reference to Wordsworth and Coleridge		
	B	Text of <i>Preface to Lyrical Ballads</i> Choice of subject/ diction/ Poetic process		
	C	Chapter XIII, XIV <i>Biographia Literaria</i> Fancy and Imagination		
	Unit 4	Matthew Arnold : <i>The Study of Poetry</i>		
	A	Brief introduction to Victorian criticism, Crisis of Culture		
	B	Matthew Arnold as a critic – Introduction and evaluation of his methods		
	C	The text of <i>The Study of Poetry</i>		
	Unit 5	T.S.Eliot		
	A	Introduction to T.S.Eliot		
	B	Structure and form of <i>Tradition and Individual Talent</i>		
	C	The text of <i>Tradition and Individual Talent</i>		
	Mode of examination	Theory		
	Weightage	CA	MTE	ETE
	Distribution	30%	20%	50%
	Text book/s*	Modern Criticism and Theory - David Lodge The texts are free of copyright and are easily downloadable from the internet.		
	Other References	Relevant materials will be provided by the subject teacher.		

School:		SHSS	Batch : 2020-2023
Program:		BA(H) English	Current Academic Year: 2021-22
Branch:		Semester: III	
1	Course Code	BEP205	
2	Course Title	Techniques of Writing- I	
3	Credits	2	
4	Contact Hours (L-T-P)	1-0-2	
	Course Type	Compulsory	
5	Course Objective	1. To make the students adept in using language as a tool in shaping their expressions. 2. To use knowledge independently and not treat it as a fixed body of knowledge.	
6	Course Outcomes	CO1. The student will be able to identify the writing skills and ensure that message reaches to target audience with the least distortion. CO2. The student will be able to demonstrate the skills for interpretation of different texts. CO3. The student will be able to show confidence and fluency in presenting their writing to a larger body of audience. CO4. The student will be able to explain through language by utilizing its various properties effectively.	
7	Course Description	This paper would help to make the students adept in using language as a tool in shaping their expressions. To use their knowledge independently and not treat it as a fixed body of knowledge and to apply that knowledge as a tool of relating to the world. It would help to expose the students to various modes of writing to help them in their chosen careers and develop the art of constructive criticism.	
8	Outline syllabus		
	Unit 1	Dialogue Writing	
	A	Exploring the form <ul style="list-style-type: none">Understanding the technique of writing dialoguesDialogues written for novel/stories/screenplayConversation between two peopleMonologue	
	B	Reading select dialogues from popular literature and film	
	C	Writing Studio <ul style="list-style-type: none">Writing MonologueWriting dialogues	
	Unit 2	Short Story	

	A	Exploring the development and form of the essay genre <ul style="list-style-type: none"> • Exploring the form of short story • Understanding critical appreciation • Exposing the art of summarising 		
	B	<ul style="list-style-type: none"> • Reading <i>The Gift of the Magi</i> • Reading <i>My Financial Career</i> 		
	C	Writing Studio <ul style="list-style-type: none"> • Writing critical appreciation • Writing summary 		
	Unit 3	Poetry		
	A	<ul style="list-style-type: none"> • Exploring the genre of poetry • Understanding how to engage readers • Exploring different styles of poems 		
	B	Reading <i>Highway man</i> by Alfred Noyes Reading <i>The Noiseless Patient Spider</i> by Walt Whitman		
	C	Writing Studio <ul style="list-style-type: none"> • Critical analysis of the poems • Form and Structure of the poems 		
	Unit 4	Essay		
	A	Exploring the development and form of the essay genre		
	B	Reading sample essays		
	C	Writing Studio <ul style="list-style-type: none"> • Writing essays on select topics 		
	Unit 5	Novel		
	A	Exploring the form and development of the novel genre		
	B	Reading <i>Swami and Friends</i> by R. K. Narayan		
	C	Writing Studio <ul style="list-style-type: none"> • Writing a summary of the novel • Analysis of the major characters • Spotting and elaborating major themes 		
	Mode of examination	Theory/Jury/Practical/Viva		
	Weightage Distribution	CA	External Viva	ETE
		60%	40%	None
	Text book/s*	<ul style="list-style-type: none"> • The text of <i>The Gift of the Magi</i> can be obtained from https://www.auburn.edu/~vestmon/Gift_of_the_Magi.html • The text of <i>My Financial Career</i> by Stephen 		

		<p>Leacock can be obtained from www.bartleby.com/380/prose/273.html</p> <ul style="list-style-type: none"> • The text of <i>A Noiseless Patient Spider</i> by Walt Whitman can be obtained from https://www.poetryfoundation.org/poems-and-poets/poems/detail/45473 • The text of <i>Highwayman</i> by Alfred Noyes can be obtained from https://www.poetryfoundation.org/poems-and-poets/poems/detail/43187 • Subscription to <i>Times of India/Indian Express, Outlook/India Today</i> • R.K. Narayan's <i>Swami and Friends</i>
	Other References	<ul style="list-style-type: none"> • Materials will be provided by the subject teacher.

School:		SHSS	Batch : 2020-2023
Program:		BA(H) English	Current Academic Year: 2021-22
Branch:		Semester:	
1	Course Code	BEP 208	
2	Course Title	Evolution of Gender in India	
3	Credits	2	
4	Contact Hours (L-T-P)	1-0-2	
	Course Type	Compulsory	
5	Course Objective	To facilitate guided exploration of texts that engage with the wide spectrum of perspectives on feminism in order to enable students have a firm understanding of Gender (mainly women studies) and contextualising it in terms of social constructs and arenas (bringing performance studies)	
6	Course Outcomes	<p>CO1: Students will be able to identify and explain the relevance of performance studies in social constructs and respond in discussions and in writing the status of women in social and classical performances with respect to women performers in ancient texts in India.</p> <p>CO2: Students will be able to understand, in writing and through discussion, the essential concepts employed in performing arts and involve in various interpretations and beliefs that have shaped gendered perspectives in dance narratives.</p> <p>CO3: Students will be able to explore the historical background beginning with the pre-Vedic period up to the modern period, the construction of performing tradition in context of India, especially through the gender perspectives.</p> <p>CO4: The students will be able to analyse the role played by women and women performers with respect to various traditions, rituals and systems as described and mentioned in the ancient texts like Arthshastra, Ramayana, Kamasutra, Natyashastra etc. as well as compare and contrast it with the modern scenario.</p>	
7	Course Description	This paper would help the students (a) to study the role and status of women from ancient time to the modern scenario. (b) To investigate how ancient texts have allowed a gendered study of performance/performativity.. The study will help us to imagine the participation of women in the forms of Performance studies	
8	Outline syllabus		
	Unit 1	Performance Studies	
	A	Introduction	
	B	Performance studies and the society	

	C	Indian Scenario		
	Unit 2	Women Performers in Ancient Texts		
	A	Ancient Texts – Introduction to the texts (Arthshastra, Ramayana, Kamasutra, Natyashastra)		
	B	Portions where women performers are mentioned (in brief)		
	C	Analysis and discussion		
	Unit 3	Some Concepts		
	A	Stree-Preksha(an all women performance), Purusha- Preksha (an all male performance), Kautalya –Striyah (women belonging to performing arts and employed in courts as spies).		
	B	Pre-Vedic connotations –,, The dancing girl“ from Mohenjodaro		
	C	Role played by women in Vedic rituals (singing of hymns)		
	Unit 4	Medieval & Modern Scenario		
	A	The Devdasi tradition and its denigration		
	B	The gharana system in music		
	C	The modern scenario – challenges faced by women		
	Unit 5	Review , Discussion & Presentation		
	A	Comparative analysis of prescribed texts		
	B	Presentations		
	C	Revision Tests		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s	Performing Artists in Ancient India - Iravati		
	Other References	Feminism: A Very Short Introduction by Margaret Walters		

TERM IV

School:		SHSS	Batch : 2020-2023
Program:		BA(H) English	Current Academic Year: 2021-22
Branch:		Semester: IV	
1	Course Code	BAE 129	
2	Course Title	INDIAN ENGLISH NOVEL	
3	Credits	6	
4	Contact Hours (L-T-P)	5-1-0	
	Course Status	Compulsory	
5	Course Objective	1. To facilitate guided exploration of texts that engage with the wide spectrum of perspectives on Indian Culture, Religion and Nationalism. 2. To enable students to comprehend the multiplicity of subjective positions and variety of experiences in Indian English Novel since its beginnings till recent day. 3. To enable students to comprehend the relevance of Indian English Novel to the major socio-political issues of Indian nation in the 20 th century.	
6	Course Outcomes	CO1 Students will be able to identify and explain the significance of the essential literary elements of novels (i.e. character, setting, conflict, plot, climax, resolution, theme, tone, and point of view). CO2 Students will be able to understand, compare and contrast, in writing and through discussion, the literary elements and essential concepts of the works they are presently reading with those they have previously read or viewed. CO3 The student will be able to apply various technical terms related to novel in the course of writing and study. CO4 The student will be able to analyse complex psychological situations by introducing them to highly complex characters and situations specific to writings of India.	
7	Course Description	To facilitate guided exploration of texts that engage with the wide spectrum of perspectives on Indian Culture, Religion and Nationalism. The course will enable students to comprehend the multiplicity of subjective positions and variety of experiences in Indian English Novel since its beginnings till recent day, in their relevance to the major socio-political issues of Indian nation in the 20 th century.	
8	Outline syllabus		
	Unit 1	Introduction to Indian English Novel	
	A	Very brief overview of the literary history of Indian English Novel	
	B	Introduction to elements of - character, setting, conflict,	

		plot, climax, resolution,
	C	Introduction to elements of -theme, tone, point of view.
	Unit 2	The Guide
	A	R. K. Narayan - Biographical and Historical Contexts
	B	Significance of title, Plot, Themes, Narrative Technique, Structure
	C	Characters and Representation-Symbolic Elements and Motifs
	Unit 3	The Shadow Lines
	A	Amitav Ghosh- Biographical and Historical Contexts
	B	Significance of title, Plot, Themes, Narrative Technique, Structure
	C	Characters and Representation-Symbolic Elements and Motifs
	Unit 4	Nectar in a Sieve
	A	Kamala Markandaya- Biographical and Historical Contexts
	B	Significance of title, Plot, Themes, Narrative Technique, Structure
	C	Characters and Representation-Symbolic Elements and Motifs
	Unit 5	The Foreigners
	A	Arun Joshi- Biographical and Historical Contexts
	B	Significance of title, Plot, Themes, Narrative Technique, Structure
	C	Characters and Representation-Symbolic Elements and Motifs
	Mode of examination	Theory
	Weightage Distribution	CA MTE ETE
		30% 20% 50%
	Text book/s*	<ul style="list-style-type: none"> • The Guide – R.K.Narayan • The Shadow Lines – AmitavGhosh • Nectar in a Sieve - Kamala Markandaya • The Foreigners - Arun Joshi
	Other References	<ul style="list-style-type: none"> • Iyengar K. R. Srinivas. Indian Writing in English.Advent Books Division • Daiches D. Critical Approaches to EnglishLiterature. Orient Black Swan. • V. Padma. Fiction as Window: Critiquing the Indian Literary Cultural Ethos, since the 1980.Orient Blackswan. • Dodiya Jay desinh. Indian Women Novelists inEnglish. Sarup and sons.

School:		SHSS	Batch : 2020-2023
Program:		BA(H) English	Current Academic Year: 2021-22
Branch:		Semester: 4	
1	Course Code	BAE 114	
2	Course Title	Prose Down the Ages	
3	Credits	6	
4	Contact Hours (L-T-P)	5-1-0	
	Course Status	Compulsory	
5	Course Objective	1. To enable students understand the influence of socio-political conditions on the writings of an age or a writer. 2. To empower students to analyse how the various styles be examined in the aesthetic structure of prose. 3. To equip them with tools for further research in the domain of English prose. 4. To inculcate the critical ability to discern the evolution of complexity in language by comparing with prose in preceding ages.	
6	Course Outcomes	CO1 The students will gain an introductory knowledge of the influential works of British prose. CO2 The students will be able to understand the context of different texts from British literature, recognise key passages and comprehend the literal and figurative uses of language. CO3 The students will learn to apply and appreciate literary devices and stylistic strategies used by writers in their works. CO4 The students will analyze and observe the development of thoughts and ideas throughout history and be able to develop the ability to discuss literature using relevant support from the text.	
7	Course Description	This paper is an initiation in British prose and covers the basics of its prominent writers and its work from early times to the modern age. The students have an opportunity to asses critically the landscape of English literature to establish their sense of its impact on today’s world literature and its corresponding politics. It will have a direct impact on cognitive faculties of the student. By observing various tones of English, the students will also improve upon their faculties of writing, speaking, and comprehension thus preparing them for various careers.	
8	Outline syllabus		
	Unit 1	The Suffering Servant of God, Life and Death- The Book of Job	

	A	Prose- features of the genre- an introduction		
	B	Very Brief Literary Overview- from Sixteenth Century to Twentieth Century		
	C	Analysis and Interpretation of the text		
	Unit 2	Francis Bacon		
	A	Biographical and historical Context, prose style- aphoristic style		
	B	Of Studies- Analysis and Interpretation		
	C	Of Great Place- Analysis and Interpretation		
	Unit 3	Joseph Addison		
	A	Biographical and historical Context, prose style- middle style		
	B	Reflections in Westminster Abbey- Analysis and Interpretation		
	C	The Vision of Mirza- Analysis and Interpretation		
	Unit 4	Oliver Goldsmith- National Prejudice and William Hazlit- On Going on a Journey		
	A	Biographical and Historical context		
	B	Prose style		
	C	Analysis and Interpretation of the essays		
	Unit 5	Walter Benjamin- The Work of Art in the Age of Mechanical Reproduction		
	A	Author's Biographical and historical context		
	B	Prose style		
	C	Analysis and Interpretation of the essay		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	<ul style="list-style-type: none"> • Book of Job – The Bible • Essays of Francis Bacon http://www.westegg.com/bacon/index.essays.html		

		<ul style="list-style-type: none"> • Essays of Joseph Addison https://archive.org/stream/cu31924013167428/cu31924013167428_djvu.txt • On National Prejudices – Oliver Goldsmith http://grammar.about.com/od/classicessays/a/goldsmithessay7.htm • On Going a Journey – William Hazlitt http://www.ourcivilisation.com/smartboard/shop/hazlittw/journey.htm • The Work of Art in the Age of Mechanical Reproduction – Walter Benjamin https://www.marxists.org/reference/subject/philosophy/works/ge/benjamin.htm
	Other References	<ul style="list-style-type: none"> • W. E. Williams (Editor). 1943. A Book of English Essays(Penguin English Library). Penguin Books Ltd • Department of English and Modern European Languages. 1998.Forms of English Prose. Oxford <ul style="list-style-type: none"> • John J. Gross. 1998. The new Oxford book of English prose.Oxford Ashok Thorat. 1998. Poetry and Minor Forms of English Prose.Oxford.

School:		SHSS	Batch : 2020-2023
Program:		BA(H) English	Current Academic Year: 2021-22
Branch:		Semester: IV	
1	Course Code	BAE 115	
2	Course Title	Literary Theory	
3	Credits	6	
4	Contact Hours (L-T-P)	5-1-0	
	Course Status	Discipline Specific Elective/ Optional	
5	Course Objective	1. To apply literature in decoding quotidian occurrences. 2. To demonstrate literature as a product of the culture industry and hence influenced by allied determinants. 3. To empower students by enabling them to take a holistic view of literature and use it for practical understanding of the subject. 4. To develop a knowledge of application of various methods to study and teach literature. 5. To add to the scope of literature and make it more action-oriented.	
6	Course Outcomes	CO1 The students will be able to know advanced methods for enriching critical skills. CO2 The students will be able to understand the relation of literature with other sciences. CO3 The student will be able to apply various methods to study and teach literature. CO4 The students will be able to analyse various social and cultural phenomena and use the same in interdisciplinary research	
7	Course Description	This paper delineates the evolution of the analysis of literature through the contribution of political and social scientists, and philosophers, linguists etc. Through the course the students will be made aware of various functions of literature and its relation to other domains of humanities and social sciences. It will enable the students realise the process of production and consumption of literature and various factors that determine its nature.	
8	Outline syllabus		
	Unit 1	Overview of Literary Theory	
	A	Background to Literary Theory	
	B	A brief introduction to the branches of Literary Theory(Prominent theorists and their contributions) <ul style="list-style-type: none">• Structuralism• Poststructuralism• Postcolonialism	

	C	A brief introduction to the branches of Literary Theory(Prominent theorists and their contributions) <ul style="list-style-type: none"> • Feminism • Postmodernism • Area Studies 		
	Unit 2	Introduction to Structuralism		
	A	Background to Structuralism		
	B	A brief overview of <i>A Course in General Linguistics</i>		
	C	Key Concepts: Signifier, Signified, Sign, Langue, Parole, Langage, Synchronic axis, Diachronic axis, Arbitrariness of Linguistic Sign, Semiology.		
	Unit 3	Jacques Derrida		
	A	Introduction to Deconstruction		
	B	Text of <i>Structure, Sign, and Play in the Discourse of Human Sciences</i> .		
	C	Key Concepts: Binary oppositions, Differance, Logocentrism, Trace		
	Unit 4	Postcolonialism		
	A	Understanding Postcolonialism as a body of theory		
	B	Key concepts: Orientalism, Hybridity, Mimicry, Subaltern, Ambivalence, Diaspora, Metanarrative, Other. (Brief references to Edward Said, Gayatri Chakravorty Spivak, Homi K. Bhabha)		
	C	“Introduction” to <i>Orientalism</i>		
	Unit 5	Feminism		
	A	Understanding Feminism as a body of theory		
	B	Understanding vital concepts: Gender, Ecriture feminine, Semiotic/Symbolic, Gynocriticism, Women’s Time, (Brief references to Simone De Beauvoir, Helene Cixous, Julia Kristeva, Elaine Showlater)		
	C	Overview of Literary Theory		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%

	Text book/s*	<ul style="list-style-type: none"> Modern Criticism and Theory - David Lodge
	Other References	Relevant materials will be provided by the subject teacher.

School:		SHSS	Batch : 2020-2023
Program:		BA(H) English	Current Academic Year: 2021-22
Branch:		Semester: IV	
1	Course Code	BEP 206	
2	Course Title	Techniques of Writing- II	
3	Credits	3	
4	Contact Hours (L-T-P)	1-0-2	
	Course Status	Compulsory	
5	Course Objective	1. To build on the skills already acquired from the study of the first part of the course 2. To make the students adept in using language as a tool in shaping their expressions. 3. To use knowledge independently and not treat it as a fixed body of knowledge	
6	Course Outcomes	CO1- To explore different forms of writing specifically used in print media. CO2- To be able to distinguish writing skills used in technical and creative mediums and to develop the ability to communicate the requisite information in the intended form. CO3- To foster the habit of reading and listening with an ear for language in order to critically examine the usage of information combined with effective mediums. CO4- To illustrate the set of skills and techniques used in the journalistic/informational domain integrating new media forms of advertising knowledge.	
7	Course Description	This paper would help to make the students adept in using language as a tool in shaping their expressions. To use their knowledge independently and not treat it as a fixed body of knowledge and to apply that knowledge as a tool of relating to the world. It would help to expose the students to various modes of writing to help them in their chosen careers and develop the art of constructive criticism.	
8	Outline syllabus		
	Unit 1	Writing for Print Media	
	A	Exploring the form and principles of news stories, opinion and editorial writing Description of facts Exploring the causality Focus on presentation	

	B	Reading select stories from leading newspapers/magazines
	C	Writing Studio Writing a cover story Writing an opinion piece
	Unit 2	Writing for Radio & Television
	A	Exploring the mediums of Radio & Television Understanding the art of scripting Techniques of holding interviews
	B	Listening select radio and television stories Drawing a comparison between several stories and the two mediums
	C	Writing Studio Writing a script for television Conducting an interview Writing a script for radio
	Unit 3	Writing for the Web
	A	Exploring the key components of New Media Script Writing for New Media Writing blogs
	B	Reading sample web writing and blogs
	C	Writing Studio Creating a blog Writing a script for the web
	Unit 4	Advertising
	A	Understanding and exploring Meaning and Components of Advertising Impact and Effectiveness
	B	Select Print Ads and audio-visual ads
	C	Writing Studio Writing Captions
	Unit 5	Review
	A	Book Review Film Review

	B	Read select reviews from dailies/magazines/journals		
	C	Writing Studio Writing book reviewWriting film review		
	Mode of examination	Practical		
	Weightage Distribution	CA	External Viva	ETE
		60%	40%	None
	Text book/s*	Subscription to <i>Times of India/Indian Express, Outlook/India Today</i>		
	Other References	Materials will be provided by the subject teacher.		

School:		SHSS	Batch : 2020-2023
Program:		BA(H) English	Current Academic Year: 2021-22
Branch:		Semester: IV	
1	Course Code	BAE206	
2	Course Title	Anglo American Literature	
3	Credits	6	
4	Contact Hours (L-T-P)	5-1-0	
	Course Type	Compulsory	
5	Course Objective	1. To locate literature in various social upheavals.To register the knowledge of various genres in appreciating literature. To use literature as a mode of instruction and not merely delight. 2. To observe the development of thoughts and ideas throughout history. To provide a historical backing of colonial history and make the students understand that literature is not present in vacuum and is affected by the historical backdrop. 3. Reading the mentioned texts in the syllabus under the lens of modernism and post modernism. 4. To develop critical ability of reading and analysing specific texts and to understand the relevant themes with respect to social, political, cultural and historical conditions. 5. To allow a scope for further research in the domain of their choice.	
6	Course Outcomes	CO1 The student will be able to recognize the background to American literature and locate the points in American history that feature in its Literature CO2 The student will be able to be able to classify and express the various movements and genres present in American Literature broadly. CO3 The student will be able to use American texts to understand contemporary social problems. CO4 The students will be able to break-down the psyche of the characters in turn gaining as well as projecting knowledge of human experiences.	
7	Course Description	This course is designed to make the students aware of various genres of literature and view their development as a composite process. The course consists of literature coming from the conglomeration of English and American traditions. The writers dealt in this course are of either British or Anglo American descent impacted by the colonial encounter.	
8	Outline syllabus		
	Unit 1	Introduction to Anglo American Literature	
	A	Background to the Colonization Period	
	B	Brief overview of representative authors	

	C	Social Realism		
	Unit 2	Novel		
	A	Graham Greene- The author and his oeuvre		
	B	The text of <i>The Power and the Glory</i>		
	C	<ul style="list-style-type: none"> • Critical Analysis of the text • Major Themes • Characters 		
	Unit 3	Short Story		
	A	Dry September“ by William Faulkner		
	B	„Winter Dreams“ by F. Scott Fitzgerald		
	C	<ul style="list-style-type: none"> • Analysis of the text • Characters and Themes 		
	Unit 4	Poetry		
	A	Adrienne Rich“s „Aunt Jennifer“s Tiger“ „Necessities of Life“ „A Valediction Forbidding Mourning“		
	B	Philip Larkin“s „Whitsun Weddings“ „Toads“		
	C	<ul style="list-style-type: none"> • Analysis • Poetic forms • Literary Device 		
	Unit 5	Tom Stoppard		
	A	The author and his oeuvre		
	B	The text of <i>Rosencrantz and Guildenstern are Dead</i>		
	C	<ul style="list-style-type: none"> • Critical Analysis of the text • Major Themes • Characters 		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	1. Graham Greene- The Power and The Glory 2. Links for short stories:		

		<p>http://engl273g-finnell.wikispaces.umb.edu/file/view/william-faulkner-dry-september.pdf</p> <p>https://www.homeworkforyou.com/static/uploadedfiles/User_6395332016winterdreams.pdf</p> <p>3. Links for poems:</p> <p>http://www.best-poems.net/adrienne-rich/valediction-forbidding-mourning.html</p> <p>http://www.best-poems.net/adrienne-rich/diving-wreck.html</p> <p>http://www.best-poems.net/adrienne-rich/aunt-jennifers-tigers.html</p> <p>https://www.poetryfoundation.org/resources/learning/core-poems/detail/48411</p> <p>4. Tom Stoppard- Rosencrantz and Guildenstern are Dead</p>
	Other References	<ol style="list-style-type: none"> 1. Adrienne Rich, „When We Dead Awaken : Writing asRevision“, from Adrienne Rich’s Poetry (Norton Critical Edition). 2. George Orwell, „Politics and the English Language.“ 3. Denys Thompson and E.R. Leavis, „Advertising Typesof Appeal“, from Culture and Environment. <p>Other material will be provided by the subject teacher.</p>

School:		SHSS	Batch : 2020-2023
Program:		BA(H) English	Current Academic Year: 2021-22
Branch:		Semester: IV	
1	Course Code	BAE 208	
2	Course Title	Women's Writing (Elective)	
3	Credits	6	
4	Contact Hours (L-T-P)	5-1-0	
	Course Status	Discipline Specific Elective/ Optional	
5	Course Objective	<ol style="list-style-type: none"> 1. To develop an understanding/ appreciation of the historical development of women's writing and some of the social, political, cultural or historical conditions out of which women's writing arises, and to which it responds. 2. To develop an understanding of the range of feminist perspectives on and critical approaches to gender issues as reflected in women's writing, such as the impact and intersections of gender, sexuality, race and class in women's lives. 3. Students will be able to identify, explain and discuss various literary elements and stylistic devices in these texts and integrate them in oral and written expression for composition of poetry/prose for creative and professional purposes (teaching/translation/journalism/research analysis). 4. To demonstrate in speech and writing the familiarity with key concepts in gender studies to undertake further research. 5. To foster intellectual growth through independent study and life-long learning for the purpose of self-enrichment. 	
6	Course Outcomes	<p>CO1 To cultivate reasoning informed by contextual knowledge to formulate creative and practical solutions for social, cultural and literary issues concerning gender discrimination.</p> <p>CO2 Students will be able to gain understanding of connections among literary texts across genres, historical periods, and/or cultural contexts.</p> <p>CO3 Students will be able to apply the skills for independent research to write research papers.</p> <p>CO4 Students will be able to analyse and integrate this information to write different kinds of literary analyses, such as thematic, technical, or theoretical.</p>	
7	Course Description	To make the students aware of Women's Writing as a genre of literature and become familiar with a range of feminist perspectives on literature and	

		issues in gender studies.
8	Outline syllabus	
	Unit 1	Women's Writing
	A	Introduction to Women's writing as a genre
	B	Overview of women's writing in various contexts <ul style="list-style-type: none"> • Black Feminism • White Feminism • Dalit Feminism
	C	Harriet Jacob's -Incidents in the Life of aSlave Girl. (first 5 chapters only)
	Unit 2	<i>The Awakening – Kate Chopin</i>
	A	Introduction to Kate Chopin as a novelist
	B	The text of <i>The Awakening</i>
	C	Analysis <ul style="list-style-type: none"> • Critical analysis • Characters • Plot • Major Themes • Symbols
	Unit 3	<i>Short Stories</i>
	A	<i>Breast Giver</i> by Mahasweta Devi translation by Gayatri Chakraborty Spivak
	B	<i>Coming Aphrodite</i> by Walla Cather
	C	<i>Wife's Letter</i> by Rabindranath Tagore translation byPrasenjit Gupta
	Unit 4	<i>Poetry</i>
	A	„Because I could not stop for Death“, „Elysium is asFar as to“, „I Had no Time to Hate“ by Emily Dickinson
	B	„Palanquin Bearers“, „The Bangle Sellers“ bySarojini Naidu
	C	„Caged Bird“, „Phenomenal Woman“ by MayaAngleou
	Unit 5	<i>Play</i>
	A	Introduction to Poile Sengupta

	B	The text of <i>Thus Spake Shoorpnakha, so said Shakuni</i> by Poile Sengupta		
	C	Analysis <ul style="list-style-type: none"> • Critical analysis • Characters • Plot • Major Themes • Symbols 		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	1. Harriet Jacob's - Incidents in the life of a Slave Girl. 2. . The Awakening – Kate Chopin 3. <i>Breast Giver</i> by Mahasweta Devi translation by Gayatri Chakraborty Spivak 4. <i>Coming Aphrodite</i> by Walla Cather 5. <i>Wife's Letter</i> by Rabindranath Tagore translation by Prasenjit Gupta 6. „Because I could not stop for Death“, „Elysium is as Far as to“, „I Had no Time to Hate“ by Emily Dickinson 7. „Palanquin Bearers“, „The Bangle Sellers“ by Sarojini Naidu 8. „Caged Bird“, „Phenomenal Woman“ by Maya Angleou <i>Thus Spake Shoorpnakha, so said Shakuni</i> - Poile Sengupta		
	Other References	Relevant materials will be provided by the subject teacher.		

TERM V

School:		SHSS	Batch : 2020-2023
Program:		BA(H) English	Current Academic Year: 2022-23
Branch:		Semester: V	
1	Course Code	BAE 117	
2	Course Title	Modern English Poetry	
3	Credits	6	
4	Contact Hours (L-T-P)	5-1-0	
	Course Status	Compulsory	
5	Course Objective	1. To apply literature in decoding quotidian occurrences. 2. To demonstrate literature as a product of the culture industry and hence influenced by allied determinants. 3. To empower students by enabling them to take a holistic view of literature and use it for practical understanding of the subject. 4. To develop a knowledge of application of various methods to study and teach literature. 5. To add to the scope of literature and make it more action-oriented.	
6	Course Outcomes	CO1 The students should be able to use the knowledge of poetry to understand complexity of human expressions. CO2 The students should be able to understand modern poetry and the poets within the larger Modernism movement. CO3 The students should be able to apply poetry as a mode of instruction and not merely delight. CO4 The students should be able to analyse the development of thoughts and ideas throughout the course of Modernism.	
7	Course Description	This paper can be regarded as a continuation of the poetry papers taught in previous semesters. It delineates the evolution of the poetry depicting simple narratives of human life to more complex systems. It provides an analysis of people and their emotions in the age of modernism depicting the ennui and highly fragmented psychological perception of the world. It would also take the students through various innovative methods and experimentation that are the hallmark of modern poetry thereby constructively influencing their writing and cognitive abilities.	
8	Outline syllabus		
	Unit 1	Poems of T.S.Eliot	
	A	Introduction to T.S.Eliot as a poet	
	B	The text of <i>The Lovesong of J.Alfred Prufrock</i>	

		<ul style="list-style-type: none"> • Critical analysis • Major Themes • Symbols
	C	The text of <i>Sweeney Among the Nightingales</i> <ul style="list-style-type: none"> • Critical Analysis • Major Themes • Symbols
	Unit 2	Poems of W.B. Yeats
	A	Introduction to W.B Yeats as a poet
	B	The text of <i>The Second Coming</i> <ul style="list-style-type: none"> • Critical Analysis • Major Themes • Symbols
	C	The text of <i>Sailing to Byzantium</i> <ul style="list-style-type: none"> • Critical Analysis • Major Themes • Symbols
	Unit 3	Poems of W.H.Auden
	A	Introduction to W.H Auden as a poet
	B	The text of <i>In Memory of W.B. Yeats</i> <ul style="list-style-type: none"> • Critical Analysis • Major Themes • Symbols
	C	The text of <i>The Unknown Citizen</i> <ul style="list-style-type: none"> • Critical Analysis • Major Themes • Symbols
	Unit 4	G.M. Hopkins
	A	Introduction to Hopkins as a poet
	B	Key concepts: <ul style="list-style-type: none"> • Hymn • Sprung Rhythm • Curial Sonnets
	C	The text of <i>Pied Beauty</i>

	Unit 5	Poems of Philip Larkin and Ted Hughes		
	A	Introduction to Philip Larkin and Ted Hughes		
	B	The text of <i>Toads</i> by Philip Larkin <ul style="list-style-type: none"> • Critical Analysis • Major Themes • Symbols 		
	C	The text of <i>Jaguar</i> by Ted Hughes <ul style="list-style-type: none"> • Critical Analysis • Major Themes • Symbols 		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	Faber Book of Modern Verse		
	Other References	Relevant materials will be provided by the subject teacher.		

School:		SHSS	Batch : 2020-2023
Program:		BA(H) English	Current Academic Year: 2022-23
Branch:		Semester: V	
1	Course Code	BEP301	
2	Course Title	English Language Teaching	
3	Credits	2	
4	Contact Hours (L-T-P)	1-0-2	
	Course Type	Elective	
5	Course Objective	1. To enable understanding of the need and scope of teaching English as second and foreign language. 2. Students will be able to discuss the nature of language and process of communication. 3. Students will be able to enumerate and demonstrate different methods, strategies and techniques of teaching English language skills. 4. Students will be able to explain the significance of teaching aids and demonstrate appropriate use of the same. 5. To inculcate behavior and attitudes appropriate for a teacher.	
6	Course Outcomes	CO1. Students will be able to tell the need and scope for ELT, Nature of language and process of communication. CO2. Students will be able to apply knowledge of maxims of teaching, structure of English language, grammar, methods and techniques in conducting a class. CO3. Students will be able to demonstrate capability to teach: reading, writing, listening, speaking skills. CO4. Students will be able to prepare teaching aids, lesson plan and implement/evaluate lessons. . Students will be able to appraise evaluation criteria and implement tests for the four language skills, composition and literature.	
7	Course Description	The programme combines the academic study of language and communication with practical training in English language teaching (ELT). It prepares students for a wide range of career opportunities from education (e.g. teaching English as a first or second language) to research in language acquisition, to publishing, media, and the digital industry.	
8	Outline syllabus		
	Unit 1	Introduction to Language Teaching	
	A	Nature of language, process of communication and principles of teaching language	
	B	Need and scope for teaching English as a second and as a foreign language	
	C	Position of English in India-government policies	
	Unit 2	Structure of English Language	
	A	Phonetics- organs of speech, phoneme, allophone,	

		syllable, vowels and consonants , word stress (accent), sentence stress, intonation		
	B	Parts of speech -noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection.		
	C	Types of sentences, Sentence structures, verb patterns, tenses		
	Unit 3	Methods/ Techniques of Teaching English Language		
	A	grammar translation method, direct method, bilingual method, structural-oral-situational approach, communicative approach, activity based learning, active learning method		
	B	Imparting Listening , Speaking, Reading and Writing Skills		
	C	Teaching vocabulary, teaching prose, teaching poetry, teaching composition		
	Unit 4	Lesson Planning/Activities/ Teaching Aids		
	A	components of a lesson plan, guidelines , class management		
	B	questioning , role-play, storytelling, dialogue, group-work, discussions and other techniques		
	C	posters, pictures, games, overhead projectors, audio-video equipments		
	Unit 5	Learning Assessment		
	A	types of tests and criteria of evaluation		
	B	Designing a test for assessment of listening, speaking, reading, writing, composition and literature.		
	C	guidelines for administration and correction		
	Mode of examination	Practical		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	Penny, Ur. <i>A Course in Language Teaching: Practice and Theory</i> . Cambridge: CUP, 1996. https://sacunslc.files.wordpress.com/2015/03/penny-ur-a-course-in-language-teaching-practice-of-theory-cambridge-teacher-training-and-development-1996.pdf		
	Other References	<ul style="list-style-type: none"> Adrian Doff, <i>Teach English: A Training Course For Teachers</i>. Cambridge: CUP Muhamad, Aslam. <i>Teaching of English</i>. New Delhi: Foundation Books. 		

School:		SHSS	Batch : 2020-2023
Program:		BA(H) English	Current Academic Year: 2022-23
Branch:		Semester: V	
1	Course Code	BAE 118	
2	Course Title	Contemporary Literature	
3	Credits	6	
4	Contact Hours (L-T-P)	5-1-0	
	Course Type	Compulsory	
5	Course Objective	1. To enable students to locate the social, political, cultural or historical conditions out of which contemporary writing arises, and to which it responds. 2. To enable students to place authors and literary texts in their cultural and historical context. 3. To enable students to identify a literary text's main themes and make reasonable assertions about their meaning. 4. To enhance reading comprehension and writing skills and ability for interpretative dialogue/debate for further study of literature. 5. To develop critical thinking ability and awareness about social issues.	
6	Course Outcomes	CO1: The students will be able to define terms like contemporary literature, feminism, capitalism and consumerism, Diaspora, post-colonialism, aborigine. CO2: The students will be able to read texts actively, identify, paraphrase and discuss key passages and explain the literal and figurative uses of language. CO3: The students will be able to illustrate and interpret essential literary elements of novels (i.e. character, setting, conflict, plot, climax, resolution, theme, tone, and point of view). CO4: The students will be able to compare and give an estimate of various contemporary texts/key writers and the themes, styles and tendencies. : The students will be able to create critical articles with above mentioned thematic concerns and literary features of contemporary fiction .	
7	Course Description	Contemporary Literature is an introduction to the reading significant texts from the late 20th century which are thought provoking and educationally valuable works. Students will analyze how these authors have raised pertinent issues about identity with respect to race, class, gender and nationality by not only conveying but also critiquing cultural attitudes and values.	
8	Outline syllabus		
	Unit 1	Introduction to Contemporary Fiction	

	A	Broad themes in contemporary fiction- feminism, Diaspora, post-colonialism, aboriginal literature		
	B	Literary Features of 20 th Century Contemporary Fiction		
	C	Brief introduction to prominent authors and their important works		
	Unit 2	Margaret Atwood		
	A	Context/Background, understanding feminism and gender discourse , capitalism & consumerism		
	B	The text of <i>The Edible Woman</i>		
	C	literary and critical analysis-themes, title, characters, symbols, motifs		
	Unit 3	V.S. Naipaul		
	A	Context/Background, Understanding Diasporic Fiction		
	B	The text of <i>A House for Mr. Biswas</i>		
	C	literary and critical analysis-themes, title, characters, symbols, motifs		
	Unit 4	Chinua Achebe		
	A	Context/Background, Understanding Postcolonial literature		
	B	The text of <i>Things Fall Apart</i>		
	C	literary and critical analysis-themes, title, characters, symbols, motifs		
	Unit 5	Sally Morgan		
	A	Context/Background, Understanding Aboriginal literature		
	B	The text of <i>My Place</i>		
	C	literary and critical analysis-themes, title, characters, symbols, motifs		
	Mode of examination	Theory/Jury/Practical/Viva		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	<ul style="list-style-type: none"> • The Edible Woman – Margaret Atwood • A House for Mr. Biswas – V.S. Naipaul • Things Fall Apart- Chinua Achebe • My Place – Sally Morgan 		
	Other References	Material to be provided by the teacher.		

School:		SHSS	Batch : 2020-2023
Program:		BA(H) English	Current Academic Year: 2022-23
Branch:		Semester: V	
1	Course Code	BAE 209	
2	Course Title	Literature and Cinema	
3	Credits	2	
4	Contact Hours (L-T-P)	2-0-1	
	Course Status	Optional	
5	Course Objective	1. To view and appreciate texts and its adaptations from different periods and different locations. 2. To explore connections between the art of filmmaking and the art of literature. 3. To consider the ways that art and literature often mirror the society in which they are created. 4. To equip them with tools for further research in the domain of Film Studies.	
6	Course Outcomes	CO1 The student will be able to define the concepts of Adaptation and Interpretation. CO2 The student will be able to explain literature and cinema, the two mediums of study in the course. CO3 The student will be able to apply the knowledge as a tool in shaping their understanding of written and visual texts. CO4 The student will be able to analyze different techniques used in literature and films.	
7	Course Description	This unit seeks to extend students knowledge and understanding of literature with other disciplines like cinema. In doing so it will enhance their awareness and ability to handle critical and theoretical approaches to the study of literature, as well as enlarging their understanding of other mediums. Through displaying the complex relationship between various mediums of representation it will enable the students to understand the concepts of adaptation and interpretation. It will enrich the thought process of students and make them sensitive individuals capable of independent thinking. By observing and learning the language systems of the two mediums the students will also improve upon their faculties of writing, speaking, and comprehension thus preparing them for various careers.	

8	Outline syllabus	
	Unit 1	Introduction to Adaptation and Interpretation
	A	<p>Understanding and Exploring the medium of Films</p> <p>The Language of Film: sign and syntax, in <i>How to Read a Film: The World of Movie, Media and Multimedia</i> by James Monaco</p> <p>Film and Novel pp. 44-48.</p> <p>Denotative and Connotative Meaning pp. 161-171.</p>
	B	Chapter-1 Beginning to Theorize Adaptation in Linda Hutcheon's „On the Art of Adaptation“, Daedalus, Vol.133.2004.
	C	Poonam Trivedi's „Filmi Shakespeare“, in <i>Narratives of Indian Cinema</i> , edited by Manju Jain.pp 229-248.Primus Books.
	Unit 2	Novel Adaptations
	A	<p><i>Pride and Prejudice</i> by Jane Austen and its adaptations-</p> <ul style="list-style-type: none"> • <i>Pride & Prejudice</i> directed by Joe Wright (2005)
	B	<ul style="list-style-type: none"> • <i>Bride & Prejudice</i> by Gurinder Chaddha (2004)
	C	<p>Discussion on</p> <ul style="list-style-type: none"> • Time of the adaptation • Change in the setting • Change in sensibility or culture based on the audience
	Unit 3	Short Story Adaptations
	A	<i>Susanna's Seven Husbands</i> by Ruskin Bond and its adaptation „Saar Khoon Maaf“ directed by Vishal Bhardwaj (2011)
	B	<i>It Had to be Murder</i> by Cornell Woolrich and its adaptation „Rear Window“ by Alfred Hitchcock (1954)
	C	<i>In a Grove</i> and <i>Rashomon</i> by Ryūnosuke Akutagawa and its adaptation „Rashomon“ (1950) directed by Akira Kurosawa
	Unit 4	Play adaptations
	A	<p><i>Macbeth</i> by William Shakespeare and its cross-cultural adaptations-</p> <ul style="list-style-type: none"> • <i>Maqbool</i> directed Vishal Bhardwaj
	B	<ul style="list-style-type: none"> • <i>Macbeth</i> (1971) directed by Roman Polanski
	C	<ul style="list-style-type: none"> • <i>Throne of Blood</i> (1957) directed by Akira Kurosawa

	Unit 5	Mythology in Media		
	A	Meaning and Understanding Myths Reinterpreting myths through media		
	B	<i>Ahalya</i> directed by Sujoy Ghosh (2015) based on the mythological figure		
	C	<i>Mama's Boys</i> based on an episode from Mahabharata		
	Mode of examination	Theory		
	Weightage Distribution	CA	Weightage Distribution	CA
		30%		30%
	Text book/s*	<ol style="list-style-type: none"> 1. The Language of Film: sign and syntax, in <i>How to Read a Film: The World of Movie, Media and Multimedia</i> by James Monaco 2. Linda Hutcheon's „On the Art of Adaptation“, <i>Daedalus</i>, Vol. 133.2004. 3. Poonam Trivedi's „Filmi Shakespeare“, in <i>Narratives of Indian Cinema</i>, edited by Manju Jain. pp 229- 248. Primus Books. 4. <i>Pride and Prejudice</i> by Jane Austen 5. <i>Macbeth</i> by William Shakespeare 6. https://www.youtube.com/watch?v=_rueLUmhols 		
	Other References	<ul style="list-style-type: none"> • Pinjar- the translation by Khushwant Singh and its film adaptation • <i>Pygmalion</i> by George Bernard Shaw and its musical adaptation <i>My Fair Lady</i>. • <i>Sita Sings the Blues</i>. 		

School:		SHSS	Batch : 2020-2023
Program:		BA(H) English	Current Academic Year: 2022-23
Branch:		Semester: V	
1	Course Code	BAE 119	
2	Course Title	Popular Fiction	
3	Credits	6	
4	Contact Hours (L-T-P)	5-1-0	
	Course Type	Compulsory	
5	Course Objective	1. To make the students aware of the commercial aspect of literature. 2. To enable students appreciate the market forces at work in defining the trends of literature. 3. To make the students aware of the nature of choices and factors determining the same. 4. To empower the students to evaluate the future of various genres in literature.	
6	Course Outcomes	CO1 The student will be able to the know development of thoughts and ideas in the literature of popular genres of fiction. CO2 The student will be able to understand different genres of popular fiction. CO3 The student will be able to identify, interpret, compare and contrast specific character types from various genres. CO4 The student will be able to develop the ability to discuss literature using relevant support from the text.	
7	Course Description	The course offers a detailed understanding of the popular fiction in Europe and America. Also, it traces the history of popular fictions and its consumption. The course also gives a detailed description of various sub-genres or forms and kinds of popular fiction by citing four examples of four writers who were popular during their times.	
8	Outline syllabus		
	Unit 1	Introduction to Popular Fiction	
	A	<ul style="list-style-type: none">• Popular Fiction: An Introduction	
	B	<ul style="list-style-type: none">• Main genres of Popular fiction in contemporary publishing<ul style="list-style-type: none">- Crime- Fantasy- Horror	

		<ul style="list-style-type: none"> - Science - Detective - Romance - Literature for Children
	C	<ul style="list-style-type: none"> • Popular and Highbrow literature: A Comparative Study
	Unit 2	Issac Asimov – Foundation
	A	Introduction to Science Fiction <ul style="list-style-type: none"> • Context/ Background • Prominent Authors • Important Works
	B	<ul style="list-style-type: none"> • Important themes in the novel • Structure of the novel • Narrative techniques employed in the novel
	C	<ul style="list-style-type: none"> • Plot Construction • Characterization • Symbols, Motifs & Imagery
	Unit 3	Lewis Carroll: Through the Looking Glass
	A	Introduction to Children's Fiction <ul style="list-style-type: none"> • Context/ Background • Prominent Authors • Important Works
	B	<ul style="list-style-type: none"> • Important themes in the novel • Structure of the novel • Narrative techniques employed in the novel
	C	<ul style="list-style-type: none"> • Plot Construction • Characterization • Symbols, Motifs & Imagery
	Unit 4	Agatha Christie: The Murder of Roger Ackroyd
	A	Introduction to Detective Fiction <ul style="list-style-type: none"> • Context/ Background • Prominent Authors • Important Works
	B	<ul style="list-style-type: none"> • Important themes in the novel • Structure of the novel • Narrative techniques employed in the novel
	C	<ul style="list-style-type: none"> • Plot Construction • Characterization • Symbols, Motifs & Imagery
	Unit 5	Ian Fleming: From Russia with Love
	A	Introduction to Spy Fiction <ul style="list-style-type: none"> • Context/ Background

		<ul style="list-style-type: none"> • Prominent Authors • Important Works 		
	B	<ul style="list-style-type: none"> • Important themes in the novel • Structure of the novel • Narrative techniques employed in the novel 		
	C	<ul style="list-style-type: none"> • Plot Construction • Characterization • Symbols, Motifs & Imagery 		
	Mode of examination	Theory		
	Weightage Distribution	CA	Weightage Distribution	CA
		30%		30%
	Text book/s	Material will be provided by the teacher		
	Other References	<ul style="list-style-type: none"> • Christopher Pawling, „Popular Fiction: Ideology or Utopia?“ Popular Fiction and Social Change, ed. Christopher Pawling (London: Macmillan, 1984). • Umberto Eco, „Narrative Structure in Fleming,“ in the Study of Popular Culture: A Sourcebook, ed. Bob Ashley (London: Pinter, 1989), pp. 124-34. <p>1. Darko Suvin, „On Teaching SF Critically,“ from Positions and Presuppositions in Science Fiction, (London: Macmillan), pp. 86 – 96.</p>		

File Name: World Literature

School:		SHSS	Batch : 2020-2023
Program:		BA(H) English	Current Academic Year: 2022-23
Branch:		Semester: V	
1	Course Code	BAE 305	
2	Course Title	World Literature (DS Elective)	
3	Credits	6	
4	Contact Hours (L-T-P)	5-1-0	
	Course Status	Optional	
5	Course Objective	<ol style="list-style-type: none"> 1. Students will be able to re-examine the legacy of colonialism and consider the way in which literary practices address and negotiate issues of representation of national identity, unique native voice and indigenous/ethnic culture through discussions and in writing, using personal, literal, interpretative, and evaluative stances. 2. Students will be able to identify and explain the function of essential elements in the writer's craft (i.e. character, setting, conflict, plot, climax, resolution, theme, tone, point of view in novels/stories and poetic structures, verse form; sound devices such as rhyme, rhythm, imagery, figures of speech such as simile, metaphor, personification, and symbolism in verse.) 3. Students will be able to critique, access and analyze the texts with respect to the unique geographic, linguistic, and historical conditions out of which the literature arises and to which it responds. 4. To demonstrate in speech and writing the familiarity with a variety of world literatures/key writers and the themes, styles and patterns of development of the literary tradition to undertake further research. 5. Students will be able to express cross-cultural perspectives through close reading of selected texts. 	
6	Course Outcomes	<p>CO1 Students will be able to identify, explain and discuss various literary elements and stylistic devices in these texts and integrate them in oral and written expression for composition of poetry/prose for creative and professional purposes (teaching/translation/journalism/research analysis).</p> <p>CO2 Students will be able to understand, compare and contrast, in writing and through discussion, the literary elements and essential concepts of the works they are presently reading with those they have previously read or viewed.</p> <p>CO3 The student will be able to apply various technical terms related to novel in the course of writing and study.</p>	

		CO4 The student will be able to analyse complex psychological situations by introducing them to highly complex characters and situations specific to writings of India.
7	Course Description	The course is intended to serve as a general introduction to representative sample of major traditions of literatures written in English, by authors from the former colonies and enable students to an appreciate the diversity of literary and social voices further enabling students to examine the themes, styles and patterns of the development of literatures variously called as commonwealth/postcolonial/ New Literatures in English.
8	Outline syllabus	
	Unit 1	Writings from the Indian Sub-continent
	A	Nissim Ezeikel- Night of the Scorpion (poem)
	B	Jayanta Mahapatra- Hunger (poem)
	C	A.K. Ramanujan- A Flowering Tree (short story)
	Unit 2	
	A	Margaret Atwood- You Fit into Me (poem)
	B	Maya Angelo: Still I Rise (Poem)
	C	Gabriel Okara: You Laughed and laughed and Laughed (Poem)
	Unit 3	
	A	Wole Soyinka- Telephone Conversation (poem)
	B	Ama Ata Aidoo- The Girl who can (Story)
	C	Theme, title, literary and Critical Analysis
	Unit 4	<i>My Son's Story</i> (Novel) by Nadine Gordimer
	A	Reading the novel
	B	Significance of title, Plot, Themes, Narrative Technique, Structure
	C	Characters and Representation- Symbolic Elements and Motifs
	Unit 5	
	A	Bessie Head “The Collector of Treasures” short story
	B	Judith Wright- Bora Ring, Woman to Man (Poems)
	C	Analysis, themes and discussions.
	Mode of examination	Theory

	Weightage Distribution	CA	Weightage Distribution	MTE	ETE
		30%		20%	50%
	Text book/s*	Material will be provided by the teacher			
	Other References	<ol style="list-style-type: none"> 1. Introduction to commonwealth literature by Ajinkya V. Patil 2. The Commonwealth Pen: An Introduction to the Literature of the British Commonwealth. Contributors: A. L. McLeod 3. Postcolonial Literature: An Introduction by Pramod K. Nayar 4. The Cambridge Introduction to Postcolonial Literatures in English by C. L. Innes 			

Beyond Boundaries

SCHOOL: School of Humanities and Social Sciences		TEACHING DEPARTMENT: Community Connect		ACADEMIC SESSION :2022-23		FOR STUDENTS BATCH – BA (H) Eng Term V MA(Eng) Term II	
1	Course Code	CCU701					
2	Course Title	Community Connect					
3	Credits	2					
3.01	(L-T-P)	(0-0-2)					
4	Learning Hours		Contact Hours	30			
			Project/Field Work	20			
			Assessment	00			
			Guided Study	10			
			Total hours	30			
5	Course Objectives	<div>1. The course is aimed at inculcating the spirit of community service amongst the students of the university.</div> <div>2. The goal is make the students understand various social issues plaguing our community and its effects on diverse section of people.</div> <div>3. The students would be able analyse the issues and come up with solutions to address the same.</div> <div>4. It would also cultivate a sense of empathy for fellow citizens and also develop means of effective issue resolution</div> <div>5. A project of this nature will help our students to connect their class-room learning with practical situations in the society.</div>					
6	Course Outcomes	<div>1. The community connect programme is meant to enable the students to acquire knowledge regarding the various kinds of social issues and their optimum resolution.</div> <div>2. It will help them understand the various ways in which social responsibility can be undertaken.</div> <div>3. The programme will enable them to develop skills to break an issue into various modules and resolve them effectively.</div> <div>4. The students will be able to conduct independent research and generate relevant reports.</div>					
7	Theme	Major Sub-themes for research: <div>a. Extent of impact of state projects in a community</div> <div>b. Social and cultural issues</div> <div>c. Environmental issues</div> <div>d. Economic issues</div> <div>e. Caste-based problems</div> <div>f. Adaptation of new technology</div> <div>g. New trends in media</div> <div>h. Other issues.</div>					

8.1	<u>Guidelines for Faculty Members</u>	<p>The Community Connect project is supposed to be based on data collected in the form of answers to questionnaire that will be designed by the students and approved by the faculty members.</p> <p>The topic of the research should be related to social, economical or environmental issues concerning the common man.</p> <p>The students should prepare an abstract of the proposed research which should clearly state the objective and the nature of expected outcomes. This abstract and the related questionnaire should be ratified by the faculty members of SHSS before the student groups proceeds to undertake the project.</p> <p>The students would be divided into groups of consisting of 3-4 students each under a faculty member to advise and guide their efforts.</p> <p>They will be directed to visit sites approved by the faculty members and collect data, and if possible videos.</p> <p>The faculty guide will guide the students and approve the project title and help the student in preparing the questionnaire and final report.</p> <p>The students will be marked on the basis of a final report which should contain 2,500 to 3,000 words and relevant charts, tables and photographs.</p> <p>The student should submit the report to the school by 25 March 2019.</p>
8.2	<u>Layout of the Report</u>	<p>Abstract(300 words)</p> <ol style="list-style-type: none"> Introduction Objective of the research Research Methodology Questionnaire Expected Outcomes <p>Note: Research report should base on primary data.</p>
8.3	<u>Guideline for Report Writing</u>	<p>Title Page: The following elements must be included:</p> <ul style="list-style-type: none"> Title of the article; Name(s) and initial(s) of author(s), preferably with first names spelled out; Affiliation(s) of author(s); Name of the faculty guide <p>Abstract: Each article is to be preceded by an abstract approved by the faculty members. The abstract should highlight the objectives, methods, results, and conclusions of the project.</p> <p>Text: Reports should be submitted in MS-Word.</p> <ul style="list-style-type: none"> Use a normal, plain font (e.g., 12-point Times Roman) for text. Use italics for emphasis. Use the automatic page numbering function to number the pages. Save your file in docx format (Word 2007 or higher) or doc format (older Word versions)
8.4	<u>Format:</u>	<p>The report should be Spiral/ hardbound</p> <p>Cover page Acknowledgement Content</p>

		Project report
8.6	<u>Important Dates:</u>	<p>Students should prepare questionnaire and get it approved by concern faculty member and submit the final questionnaire within 12th Feb 2019 to their allotted guides.</p> <p>Students will complete their survey work within 25th of Feb 2019 and submit the same to concern faculty member.</p> <p>The student should submit the 1st draft of the report to concern faculty member within 10th March 2019.</p> <p>Faculty supervisor are expected to give appropriate inputs to enable students incorporate the suggestions in their work.</p> <p>The students should make the final submission of their project in the appropriate format between 20th March 2019 and 25th March 2019.</p> <p>The students should submit the hard copy and soft copy of the report to CCC-Coordinator signed by the faculty guide within 25 March 2019.</p> <p>The final presentation of the projects will be organised on 10th April 2019.</p>
8.7	Evaluation pattern	<p>The students will be marked on the basis of their abstract, questionnaire and the clarity of objectives.</p> <p>The students will be evaluated by panel of faculty members on the basis of their presentation on 10th April 2019.</p>
9	Course Evaluation	
9.01	Continuous Assessment	60% of 100
	Abstract	20 Marks
	Objectives	20 Marks
	Questionnaire	20 Marks
9.02	Presentation	40% of 100

School:		SHSS	Batch : 2020-2023
Program:		BA(H) English	Current Academic Year: 2022-23
Branch:		Semester: V	
1	Course Code	BAE 125	
2	Course Title	Classical Literature	
3	Credits	6	
4	Contact Hours (L-T-P)	5-1-0	
	Course Status	Discipline Specific Elective	
5	Course Objective	1. To introduce the students to the classical literature. 2. To demonstrate the development of drama in ancient times. 3. To depict drama as a reflection of the literary sensibilities of the mass the age in which they were produced and consumed. 4. To make the students apply various terms in their study and reflection on literature. 5. To enable them to utilize language to express themselves unambiguously.	
6	Course Outcomes	CO1 The student will be able to know the age and its complex mechanism that led to the production of classical drama. CO2 The student will be able to understand the evolution of stage scene. CO3 The student will be able to apply various technical terms related to drama in the course of writing and study. CO4 The student will be able to analyse complex psychological situations by introducing them to highly complex characters and situations.	
7	Course Description	This paper serves as the point of initiation of the students to the realm of classical studies. It will enable them to analyse and appreciate of human nature. It will empower them to place literature as a product of socio-economic exchanges rather than being an independent domain aimed at pleasure only. It will also provide them glimpses of the age in which such drama was produced. By allowing them the scope to go through a varied usage of language it will enable them to understand and grasp various ways of speaking and understanding English language.	
8	Outline syllabus		
	Unit 1	Classical Literature at a glance	
	A	Brief introduction to classical literature	

	B	Introduction and overview of key terms: <ul style="list-style-type: none"> • Epic • Tragedy • Hubris • Hamartia • Anagnorisis • Peripeteia • Tragic Hero
	C	<ul style="list-style-type: none"> • Development of Greek tragedy with reference to Sophocles • A brief overview of <i>Natyasastra</i>
	Unit 2	Homer
	A	<ul style="list-style-type: none"> • Introduction to Epic • Background to <i>The Iliad</i>
	B	Selections from <i>The Iliad</i> <ul style="list-style-type: none"> • Wrath of Achilles • Death of Patroclus • Achilles joining War • Achilles' Shield • Death of Hector • Achilles and Priam
	C	Textual analysis of the poem <ul style="list-style-type: none"> • Major themes • Characters
	Unit 3	Sophocles
	A	Sophocles as a tragedian
	B	Text of <i>Oedipus Tyrannus</i>
	C	Textual analysis of the play <ul style="list-style-type: none"> • Major themes • Characters • Applying <i>Poetics</i>
	Unit 4	Aristophanes
	A	Introduction to Aristophanes and his works
	B	Text of <i>Lysistrata</i>

	C	Textual analysis of the play <ul style="list-style-type: none"> • Major themes • Characters
	Unit 5	Kalidasa
	A	<ul style="list-style-type: none"> • Introduction to Kalidasa and his oeuvre
	B	Text of <i>Sakuntalam</i>
	C	Textual analysis of the play <ul style="list-style-type: none"> • Major themes • Characters • Symbolism
	Mode of examination	Theory
	Weightage	CA MTE ETE
	Distribution	30% 20% 50%
	Text book/s*	<ul style="list-style-type: none"> • The Iliad: Homer • Oedipus Tyrannus: Sophocles • Lysistrata: Aristophanes • Kalidasa: Sakuntalam
	Other References	Relevant materials will be provided by the subject teacher.

School:		SHSS	Batch : 2020-2023
Program:		BA(H) English	Current Academic Year: 2022-23
Branch:		Semester: 5	
1	Course Code		
2	Course Title	Literature and Visual Arts	
3	Credits	2	
4	Contact Hours (L-T-P)	2-0-1	
	Course Status	Optional	
5	Course Objective	<ol style="list-style-type: none"> 1. To view and appreciate paintings from different periods and analyze the different techniques used in painting and literature. 2. To explore connections between the art of painting and the art of literature. 3. To consider the ways that art and literature often mirror the society in which they are created. 4. To empower students to witness the significance of interdisciplinary studies and examine the relationship between literature and other discipline like science, history, philosophy, and arts. 5. To equip them with tools for further research in the domain of literature and visual arts. 	
6	Course Outcomes	<p>CO1 The students will be able to gain knowledge of major literary and art movements.</p> <p>CO2 The students will be able to understand how society influences art and literature of a period.</p> <p>CO3 The students will be able to apply their knowledge of the role of mediums in expression of literary and visual texts.</p> <p>CO4 The students will be able to analyse their own understanding of the role of mediums in study of verbal and visual texts.</p>	
7	Course Description	<p>The course brings together the creative, intellectual, and manufactured output of people in the past. It has a twofold aim: to explore the past through the lens of human creativity, and to inform our understanding of that creativity by studying the context within which it emerged. It is therefore an interdisciplinary programme which encompasses an insightful study of selected poems and paintings to understand how art and literature reflect and borrow ideas from each other and how both are influenced by the socio-political context in which they are created.</p>	
8	Outline syllabus		

	Unit 1	An Introduction to poetry and painting: The Sister Arts
	A	<ul style="list-style-type: none"> • Horace „Ut Pictura Poesis“
	B	<ul style="list-style-type: none"> • Leonardo Da Vinci“s „Paragone“
	C	<ul style="list-style-type: none"> • G. E. Lessing „The Limits of Poetry and Painting“
	Unit 2	William Blake
	A	Important elements of William Blake“s poetry
	B	The Art of Illustration
	C	<i>Songs of Innocence and Experience: A Comparative study of William Blake“s poems (The Lamb, The Fly, The Tyger) and their illustrations</i>
	Unit 3	John Keats
	A	Important elements of Keats“ poetry
	B	Narrative Painting
	C	Comparative study of Keats“ poem <i>La Belle Dame Sans Merci</i> and paintings by John Waterhouse and Arthur Hughes
	Unit 4	Tennyson
	A	Important elements of Tennyson“s poetry
	B	Tennyson as painters“ poet
	C	Comparative study of Tennyson“s poem <i>Lady of Shalott</i> and paintings by John Waterhouse and William Holman Hunt
	Unit 5	T. S. Eliot
	A	Important elements of Eliot“s poetry

	B	Cubism and its influence on Eliot's poems		
	C	<i>The Love Song of J Alfred Prufrock</i> as a Cubist poem		
	Mode of examination	Theory		
	Weightage Distribution	CA	Weightage Distribution	CA
		30%		30%
	Text book/s*	<ul style="list-style-type: none"> • Story of Art, E. M. Gombrich, Phaidon Press, 1995 • http://www.illustrationhistory.org/ • https://www.artyfactory.com/art_appreciation/timelines/western_art_timeline.htm • Poems and paintings can be obtained from the internet 		
	Other References	<ul style="list-style-type: none"> • William Blake: Songs of Innocence and of Experience • Lynne Pearce: Woman, Image, Text: Readings in Pre-Raphaelite Art • Julia Thomas: Victorian Narrative Painting • J. V. Broghan: Part of the Climate, American Cubist Poetry <p>Relevant materials will be provided by the subject teacher.</p>		

TERM VI

School:		SHSS	Batch : 2020-2023
Program:		BA(H) English	Current Academic Year: 2022-23
Branch:		Semester: VI	
1	Course Code	BAE 121	
2	Course Title	Modern English Novel	
3	Credits	6	
4	Contact Hours (L-T-P)	5-1-0	
	Course Status	Compulsory	
5	Course Objective	<div>1. To apply literature in decoding quotidian occurrences.</div> <div>2. To demonstrate literature as a product of the culture industry and hence influenced by allied determinants.</div> <div>3. To empower students by enabling them to take a holistic view of literature and use it for practical understanding of the subject.</div> <div>4. To develop a knowledge of application of various methods to study and teach literature.</div> <div>5. To add to the scope of literature and make it more action-oriented.</div> <div>6. To allow them scope for further research in the domain.</div>	
6	Course Outcomes	<div>CO1 The student will be able to know the age and its complex mechanism that led to the production of Modern English novel.</div> <div>CO2 The student will be able to understand the evolution of modernEnglish novel from traditional themes of the Victorian novel.</div> <div>CO3 The student will be able to apply various technical terms related to novel in the course of writing and study.</div> <div>CO4 The student will be able to analyse complex psychological situations by introducing them to highly complex characters and situations.</div>	
7	Course Description	This paper can be regarded as a continuation of the novel papers taught in previous semester. It delineates the evolution of the novel depicting simple narratives of human life to more complex systems. It provides an analysis of people and their emotions in the age of growing industrialisation and ever expanding mercantilism. The paper will have a direct influence on the cognitive faculties of the student. It will help them improve their abilities of expressing themselves through writing and speaking thereby preparing them for careers in editing, teaching, convergent journalism, corporate training, or further studies.	
8	Outline syllabus		
	Unit 1	Introduction to Modern English Novel	

	A	Very brief overview of Modernism in literature		
	B	Introduction to elements of - character, setting, conflict, plot, climax, resolution.		
	C	Introduction to elements of -theme, tone, point of view.		
	Unit 2	Sons and Lovers		
	A	D. H. Lawrence: Biographical and Historical Contexts		
	B	Significance of title, Plot, Themes, Narrative Technique, Structure		
	C	Characters and Representation, Symbolic Elements and Motifs		
	Unit 3	Heart of Darkness		
	A	Joseph Conrad - Biographical and Historical Contexts		
	B	Significance of title, Plot, Themes, Narrative Technique, Structure		
	C	Characters and Representation, Symbolic Elements and Motifs		
	Unit 4	A Passage to India		
	A	E. M. Foster - Biographical and Historical Contexts		
	B	Significance of title, Plot, Themes, Narrative Technique, Structure		
	C	Characters and Representation- Symbolic Elements and Motifs		
	Unit 5	Portrait of an Artist as a Young Man		
	A	James Joyce - Biographical and Historical Contexts		
	B	Significance of title, Plot, Themes, Narrative Technique, Structure		
	C	Characters and Representation, Symbolic Elements and Motifs		
	Mode of examination	Theory		
	Weightage Distribution	CA	Weightage Distribution	CA
		30%		30%
	Text book/s*	<ul style="list-style-type: none"> Sons and Lovers - D. H. Lawrence Heart of Darkness – Joseph Conrad A Passage to India – E.M. Forster Portrait of an Artist as a Young Man – James Joyce 		
	Other References	Relevant materials will be provided by the subject teacher.		

School:		SHSS	Batch : 2020-2023
Program:		BA(H) English	Current Academic Year: 2022-23
Branch:		Semester: VI	
1	Course Code	BAE 122	
2	Course Title	American Literature	
3	Credits	6	
4	Contact Hours (L-T-P)	5-1-0	
	Course Type	Compulsory	
5	Course Objective	1. To facilitate guided exploration of texts that engage with the wide spectrum of perspectives on contemporary culture and issues. 2. To enable the students to comprehend the multiplicity of subjective positions and variety of experiences in Anglo American Writing. 3. To equip them with tools for further research in the domain of American Literature. 4. To inculcate the critical ability to discern the complexity and evolution of American Writing by exploring the variety present within different timeframes.	
6	Course Outcomes	CO1 Students will be able to define and enumerate in discussions and in writing, using personal, literal, interpretative, and evaluative stances, to works of fiction. CO2 Students will be able to understand and identify the significance of the essential literary elements of novels (i.e. character, setting, conflict, plot, climax, resolution, theme, tone, and point of view). CO3 Students will be able to interpret and differentiate the significance of the essential elements of the writer's craft in given poems (i.e. poetic structures, verse form; sound devices such as rhyme, rhythm, and alliteration; imagery including the visual, auditory, olfactory, and tactile word images that are created; figures of speech such as simile, metaphor, personification, symbolism). CO4 Students will be able to critically analyse through discussions and draft writing which demonstrates an understanding of trends, and beliefs that have shaped American culture (Puritan America, Conglomeration of American Society, Racial issues in America, American individualism, American Humour).	
7	Course Description	The course gives a comprehensive introduction to American literature. It starts from the seventeenth century when the Puritans from England started settling down in various American colonies to Walt Whitman and Robert Frost and other writers who are considered to be the founding fathers of American literature.	
8	Outline syllabus		

	Unit 1	Nathaniel Hawthorne- The Scarlet Letter		
	A	Hawthorne- Biographical and Historical Contexts		
	B	Significance of title, Plot, Themes, Narrative Technique, Structure		
	C	Characters and Representation- Symbolic Elements and Motifs		
	Unit 2	Mark Twain- The Adventures of Huckleberry Finn		
	A	Mark Twain -Biographical and Historical Contexts		
	B	Significance of title, Plot, Themes, Narrative Technique, Structure		
	C	Characters and Representation- Symbolic Elements and Motifs		
	Unit 3	Robert Frost		
	A	Poet- Biographical and Historical Contexts		
	B	“After Apple Picking”, “Spring Pools”		
	C	“Stopping by the Woods on a Snowy Evening”		
	Unit 4	Emily Dickenson		
	A	Poet- Biographical and Historical Contexts		
	B	“ Hope is a thing with feathers”,		
	C	“ Because I could not stop for death”		
	Unit 5	Walt Whitman		
	A	Poet- Biographical and Historical Contexts		
	B	“On the Beach at Night”		
	C	“To a Stranger”		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	Material will be provided by the teacher		
	Other References	<ul style="list-style-type: none"> • Idol, L. John, Buford Jones. Ed. Nathaniel Hawthorne: The Contemporary Reviews. Cambridge, Cambridge University Press, 1994. • Richard H Millington. Ed. Cambridge Companion to Nathaniel Hawthorne. Cambridge, Cambridge University Press, 2004. • Robinson G Forest. Cambridge Companion to Mark Twain. Cambridge, Cambridge University Press, 1995. • Sloane, David E. E., Student Companion to Mark Twain. USA, Greenwood Press, 2001. • Lehman, David. The Oxford Book of American Poetry. OUP. 2006 		

School:		SHSS	Batch : 2020-2023
Program:		BA(H) English	Current Academic Year: 2022-23
Branch:		Semester: VI	
1	Course Code	BAE 134	
2	Course Title	Modern European Drama	
3	Credits	6	
4	Contact Hours (L-T-P)	5-1-0	
	Course Status	Discipline Specific Elective/ Optional	
5	Course Objective	<ol style="list-style-type: none"> 1. To enable students to understand the socio-economic condition in the aftermath of World Wars I and II. 2. To demonstrate the manner in which Modern dilemma is analogous to current age. 3. To empower students to witness the relationship between literature and other discipline like science, history, philosophy, and so on. 4. To equip them with tools for further research in the domain of Modernism. 5. To inculcate the critical ability to discern the complexity and evolution of dramatic language by comparing with drama in preceding ages. 	
6	Course Outcomes	<p>CO1 The student will be able to know the age and its complex mechanism that led to the production of Modern drama.</p> <p>CO2 The student will be able to understand the evolution of stage scene.</p> <p>CO3 The student will be able to apply various technical terms related to drama in the course of writing and study.</p> <p>CO4 The student will be able to analyse complex psychological situations by introducing them to highly complex characters and situations.</p>	
7	Course Description	<p>This paper aims to take the students through a tour of the Modern Age which still influences current modes of thought and perception. Through displaying the complex relationship between various forces of society it will enable the students to understand literature and its practitioners as social products highly influenced by capitalist mechanisms. It will enrich the thought process of students and make them sensitive individuals capable of independent thinking. By observing various tones of English, the students will also improve upon their faculties of writing, speaking, and comprehension thus preparing them for various careers.</p>	
8	Outline syllabus		

	Unit 1	Introduction to Modern European Drama		
	A	Political and Historical Context		
	B	Characteristics and literary tendencies		
	C	General themes and issues		
	Unit 2	Henrik Ibsen- <i>A Doll's House</i>		
	A	Author- Biographical and Historical Context		
	B	Theme, setting, plot		
	C	Characters, mood, dialogue		
	Unit 3	Bertolt Brecht- <i>Mother Courage</i>		
	A	Author- Biographical and Historical Context		
	B	Theme, setting, plot		
	C	Characters, mood, dialogue		
	Unit 4	Samuel Beckett- <i>Waiting for Godot</i>		
	A	Author- Biographical and Historical Context		
	B	Theme, setting, plot		
	C	Characters, mood, dialogue		
	Unit 5	Luigi Pirandello- <i>Six Characters in Search of an Author</i>		
	A	Author- Biographical and Historical Context		
	B	Theme, setting, plot,		
	C	Characters, mood, dialogue		
	Mode of examination	Theory		
	Weightage Distribution	CA	Weightage Distribution	CA
		30%		30%
	Text book/s*	<ul style="list-style-type: none"> • Mother Courage and her Children – Bertolt Brecht • Waiting for Godot – Samuel Beckett • A Doll's House – Henrik Ibsen • Six Characters in Search of an Author – Luigi Pirandello 		
	Other References	Relevant materials will be provided by the subject teacher.		

School:		SHSS	Batch : 2020-2023
Program:		BA(H) English	Current Academic Year: 2022-23
Branch:		Semester: VI	
1	Course Code	BAE 304	
2	Course Title	Modern Indian Theatre	
3	Credits	6	
4	Contact Hours (L-T-P)	5-1-0	
	Course Status	Optional	
5	Course Objective	<div>1. To enable students to understand the socio-economic condition in the aftermath of World Wars I and II.</div> <div>2. To demonstrate the manner in which Modern dilemma is analogous to current age.</div> <div>3. To empower students to witness the relationship between literature and other discipline like science, history, philosophy, and so on.</div> <div>4. To equip them with tools for further research in the domain of Modernism.</div> <div>5. To inculcate the critical ability to discern the complexity and evolution of dramatic language by comparing with drama in preceding ages.</div>	
6	Course Outcomes	<div>CO1 The student will be able to state the relevance of Indian Theatre.</div> <div>CO2 The student will be able to classify different forms of Indian theatre and the evolution of Modern Indian Theatre.</div> <div>CO3 The student will be able to apply various technical terms related to drama in the course of writing and study</div> <div>CO4 The student will be able to analyse multiple works of contemporary plays that vary in genre and in historical and cultural contexts</div>	
7	Course Description	The course is designed to give a clear picture of Indian theatre to students. The focus of the course is the modern or contemporary theatre. Moreover, the course gives a clear introduction to the history of Indian classical theatres in different languages and in different regions. The four texts are chosen from the four different influential theatrical traditions like the Bengali and Marathi, gives a clear picture of the socio-political scenario during the time.	
8	Outline syllabus		
	Unit 1	Introduction to Modern Indian Theatre	
	A	Classical and Native forms of Indian Theatre: A historical	

		Background		
	B	Important aspects of Indian theatre according to Natyashastra		
	C	Contemporary Indian theatre and Important playwrights		
	Unit 2	Mohan Rakesh – Halfway House		
	A	Author- Biographical and Historical Context		
	B	Theme, setting, plot		
	C	Characters, mood, dialogue		
	Unit 3	Girish Karnad – Hayavadana		
	A	Author- Biographical and Historical Context		
	B	Theme, setting, plot		
	C	Characters, mood, dialogue		
	Unit 4	Vijay Tendulkar – Ghasiram Kotwal		
	A	Author- Biographical and Historical Context		
	B	Theme, setting, plot		
	C	Characters, mood, dialogue		
	Unit 5	Badal Sircar – Evam Indrajit		
	A	Author- Biographical and Historical Context		
	B	Theme, setting, plot,		
	C	Characters, mood, dialogue		
	Mode of examination	Theory		
	Weightage Distribution	CA	Weightage Distribution	CA
		30%		30%
	Text book/s*	<ul style="list-style-type: none"> • Halfway House – Mohan Rakesh • Hayavadana – Girish Karnad • Ghasiram Kotwal – Vijay Tendulkar • Evam Indrajit – Badal Sircar 		
	Other References	<ul style="list-style-type: none"> • Srivastava, Raju, 2003, <i>Contemporary Indian Dramatists: Theatre and Films</i>, Sublime Publication. • Vatsyayana, Kapila.2003. <i>Bharata : The Natyashastra</i> .New Delhi : Sahitya Akademi Anand, Mulkraj, 1951.<i>Indian Theatre</i>, New York : RoyPublication 		

School:		SHSS	Batch : 2020-2023
Program:		BA(H) English	Current Academic Year: 2022-23
Branch:		Semester: VI	
1	Course Code	BEP303	
2	Course Title	Academic Writing	
3	Credits	2	
4	Contact Hours (L-T-P)	1-0-2	
	Course Type	Optional	
5	Course Objective	1. To make the students adept in using language as a tool in shaping their expressions. 2. To use knowledge independently and not treat it as a fixed body of knowledge.	
6	Course Outcomes	CO1The students will be able to identify the various modes of Acedmic Writing CO2 The students will be able to classify and relate the modes of a Statement of Purpose, a Research Paper, a resume under different sections of writing. CO3 The student will be able to apply the gained knowledge in channelling a critical thought toward academic writing. CO4 The students will be able to point out common errors present in academic writing.	
7	Course Description	This course deals with the aspect of formal writing in English in the academic and official spaces. It comprises the basics of attempting a research paper which focuses on the student’s ability to formulate arguments and thesis statements. The students are also taught basic industry skills like Editing and its forms. Finally the course focuses on formal writings required for one’s career enhancement and educational opportunities. The course is aimed to train the students through the workshop mode and an Hands-on approach the formal aspects of English Academic Writing and presentation.	
8	Outline syllabus		
	Unit 1	Research Paper	
	A	Exploring the form of research articles <ul style="list-style-type: none">Forming thesis statementCollection of facts, figures, argumentsCitationAvoiding plagiarism	
	B	Reading select research paper	
	C	Writing Studio	

		<ul style="list-style-type: none"> Working on a short research paper
	Unit 2	Editing
	A	Understanding and developing <ul style="list-style-type: none"> Focus on clarity, coherence and precision Learn to edit for correct grammar, usage, spelling and punctuation Proofreading skills
	B	Reading sample edited copies
	C	Writing Studio <ul style="list-style-type: none"> Editing article
	Unit 3	Statement of Purpose
	A	Exploring the key components <ul style="list-style-type: none"> Length, Format Originality Opening statement Relevance of programme to the writer/applicant Conciseness Clear statement of goals
	B	Reading sample SoP
	C	Writing Studio <ul style="list-style-type: none"> Writing an SoP
	Unit 4	Resume Writing
	A	Understanding relevance of resume and cover letter <ul style="list-style-type: none"> Length, font, format Spacing, Layout, Sections Writing Objective statement Presentation of hobbies and skill sets
	B	Reading sample resume and cover letter
	C	Writing Studio <ul style="list-style-type: none"> Writing resume with cover letter
	Unit 5	Interview
	A	Understanding the skill sets expected <ul style="list-style-type: none"> Common Interview Questions

		<ul style="list-style-type: none"> • Body Language • Appropriate Dress for the interview 		
	B	References to sample interviews		
	C	<ul style="list-style-type: none"> • Mock Interview • Group Discussion activities 		
	Mode of examination	Practical		
	Weightage Distribution	CA	External Viva	ETE
		60%	40%	None
	Text book/s*	<ul style="list-style-type: none"> • Subscription to <i>Times of India/IndianExpress, Outlook/India Today</i> 		
	Other References	1. Material will be provided by the subjectteacher.		