



SCHOOL OF HUMANITIES&SOCIAL SCIENCES

BACHELOR OF ARTS IN ENGLISH
(As per NEP, 2020 according to guidelines from UPHEd)

Programme Code: SLC0112

PROGRAM STRUCTURE

AND

CURRICULUM & SCHEME OF EXAMINATION

1. Standard Structure of the Program at University Level

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**

Vision and Mission of the School

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**

Programme Educational Objectives (PEO)

Programme Educational Objectives (PEO)

Program educational objectives are broad statements that describe the career and professional accomplishments that the program is preparing graduates to achieve.

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

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

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

PEO4: Interpreting new developments in humanities which would enable students cultivate ethical approaches towards the fallacies of the changing world.

Program Outcomes (PO's)

Program Outcomes of the BA (English) program are:

- 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 development
- PO8 Entrepreneurship:** Encourage a positive attitude towards exploring and innovating new platforms for entrepreneurship

Program Specific Outcomes (PSO's)

Program Specific Outcomes of the BA program are:

PSO1: Disseminating knowledge about core concepts of humanities, community, and organizational concerns, social issues, social policy and practice interventions, within a tradition of multi-disciplinary and multi-professional research.

PSO2: Equipping students with interdisciplinary skills such as assessment skills, communication skills, advocacy and leadership, problem-solving skills, critical thinking skills, understanding of human relationships, etc.

PSO3: Instilling professional competence with required skills, integrating interdisciplinary knowledge and social values with practices to address social needs.

SEM: VIII

S. No.	Subject Code	Subjects	Teaching Load			Credits	Type of Course ¹ : 1. CC 2. Major-3 3. Voc. 4. Co-cur. 5. Project
			L	T	P		
THEORY SUBJECTS							
1.	BAE454	Modern European Drama	5	1	0	6	Major
2.	BAE455	Literary Theory	5	1	0	6	Major
Practical/Viva-Voce/Jury							
3.	BEP456	Industrial Training/ Survey/ Project			8	8	Project
TOTAL CREDITS						20	

Course Modules

SEMESTER I

School: SHSS		
Program: BA Hons. English		Current Academic Year: 2021-22
Branch:		Semester: I
1	Course Code	BAE151
2	Course Title	Introduction to William Shakespeare
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Major
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 Recalling the literary terms associated with the genres</p> <p>CO2 Outlining the historical background and literary tendencies of the age of William Shakespeare</p> <p>CO3 Identifying the various genres in which Shakespeare left his mark as an artist</p> <p>CO4 Examine the stylistic devices and development of thought in the writings of Shakespeare</p> <p>CO5 Compare the writings of Shakespeare with other writers in the programme</p> <p>CO6 Compose original pieces of writing for research or professional purposes</p>
7	Course Description	This paper aims to take the students through a tour of the Shakespearean Age which still influences current modes of thought and perception. 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.
8	Outline syllabus	
	Unit 1	William Shakespeare
	A	Background to the Age of Shakespeare

	B	Shakespeare as a playwright, poet
	C	Phases in the life of Shakespeare
	Unit 2	Comedy
	A	Comedy as a genre
	B	Features and themes of Shakespeare's comedies
	C	Reading of the text <i>As You Like It</i> Plot , Themes, Narrative Technique, Character andRepresentation
	Unit 3	Tragedy
	A	Tragedy as a genre
	B	Features and themes of Shakespeare's tragedies
	C	The text of <i>Macbeth</i> Plot , Themes, Narrative Technique, Character andRepresentation
	Unit 4	Tragicomedy
	A	Understanding tragicomedy as a genre
	B	Shakespeare's Tragi-Comedy
	C	The text of <i>The Merchant of Venice</i> Plot , Themes, Narrative Technique, Character andRepresentation
	Unit 5	Shakespearean Sonnets

	A	Genre of Sonnets		
	B	Characteristics of Shakespeare's sonnets		
	C	Sonnet 18 Themes, Poetic Devices, Symbols.		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	<ul style="list-style-type: none"> Twelfth Night – William Shakespeare (Arden Edition) Othello – William Shakespeare (Arden Edition) Merchant of Venice – William Shakespeare (Arden Edition) Shakespeare's Sonnets ed. Katherine Duncan Jones – (Arden Edition) 		
	Other References	Relevant materials will be provided by the subject teacher.		

School: SHSS		
Program: BA(H) English		Current Academic Year: 2021-2022
Branch:		Semester: I
1	Course Code	BAE152
2	Course Title	English Drama from Marlowe to Sheridan
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Status	Major
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 Recalling and defining various literary terms related to the study and practice of drama.</p> <p>CO2 Classifying and comparing drama belonging to various periods of history.</p> <p>CO3 Experimenting with the development of language in drama and construct a strong vocabulary.</p> <p>CO4 Distinguish and inspect the role of background of various dramatists upon their literary compositions.</p> <p>CO5 Appraising, justifying, and disproving various dramatic theories</p> <p>CO6 Composing original pieces of critical or creative writing for research or professional purposes.</p>
7	Course Description	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 of writing, speaking, and comprehension thus preparing them for various careers.
8	Outline syllabus	
	Unit 1	Drama as a genre
	A	Historical development of English drama
	B	Introduction to Renaissance Drama
	C	University Wits (Prominent authors and important works)
	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	Ben Jonson
	A	Jonson as a dramatist <ul style="list-style-type: none"> • Overview of Jonson's works • His development as a dramatist • Jacobean Theatre
	B	The text of <i>Volpone</i>
	C	<ul style="list-style-type: none"> • Major Themes • 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>
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	C	<ul style="list-style-type: none"> • Major Themes • Comedy of Manners • Plot • Dramatic Devices 		
	Unit 5	Richard Sheridan		
		An overview of Richard Sheridan, his contemporaries and English stage		
		The text of <i>The School for Scandal</i>		
		<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"> • Volpone – Ben Jonson (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			
Program: BA Hons. English		Current Academic Year: 2021-22	
Branch:		Semester: I	
1	Course Code	UPHED Code: A040101T	SU Code: BAE153
2	Course Title	English Prose and Computer & Writing Skills	
3	Credits	6	
4	Contact Hours (L-T-P)	6-0-0	
	Course Type	Major	
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 genres3. 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	CO1 Defining formal qualities of a text, intricacies of structure,stylistics and figurative elements found in the text. CO2 Outlining difference in the prose techniques of differentwriters. CO3 Identifying the writings of classic prose and short storywriters. CO4 Examining the culture, author’s biography and historicalcontext of the prescribed proseworks. CO5 Displaying their knowledge of evolution of poetry, dramaand novel for professional or research purposes. CO6 Creating blogs and personal websites for vocationalpurposes	
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	An Introduction to Indian Writing in English	
	A	Contributions of the following towards the growth of Indian writingin English. <ul style="list-style-type: none">• Sri Aurobindo• Rabindranath Tagore• K. S.Venkataramani• Bhabani Bhattacharya• R. K. Narayan• MulkRaj Anand• Sarojini Naidu	

		<ul style="list-style-type: none"> Kamala Markandaya NayantaraSahgal, etc.
B		Elements of Short Story: Plot, Characterization, NarrativeTechnique and Structure Types of Prose & Prose Style: Autobiography, Biography,Memoir; Travelogue; Periodical Essay;Formal Essay;Personal Essay.
C		Prose Devices: Theme; Point of View; Sentence Pattern; Imagery; Tone or Mood; Analogy, Anecdote; Antithesis;Aphorism; Diction; Inversion; Humour and Pathos.
Unit 2		Short Stories
A		1. M.R. Anand- The Barber’s Trade Union 2. R.K Narayan- Under the Banyan Tree
B		1. Anita Desai- Games at Twilight 2. O“ Henry- The Last Leaf
C		1. Anton Chekhov- The Lament 2. Guy de Maupassant- The Terror
Unit 3		Prose
A		1. Francis Bacon- *Of Studies 2. Charles Lamb- *Dream Children
B		1. Joseph Addison- *Sir Roger at the Church 2. Virginia Woolf- *Professions for Women
C		1. A.P.J. Kalam- *Patriotism Beyond Politics &Religion (from Our Ignited Minds) 2. AmartyaSen- * Tagore & His India (from TheArgumentative Indian)
Unit 4		Fictional Prose
A		Rabindranath Tagore- Biographical and Historical Contexts
B		Text of <i>Gora</i>
C		Significance of title, Plot, Themes, Narrative Technique, Structure, Characters and Representation
Unit 5		Computer & Writing skills in English
A		Letter writing – formal, informal/ Letters of Inquiry/Complaints, Grievance Redressal Letters & Right to Information (RTI)
B		Preparing Resumes/CV using Microsoft Word/ Letter of Acceptance/ Resignation (Job)
C		Online Writing (Blogging, Content Writing, Effective E mail Writing) and Power Point Presentation

	Mode of examination	Theory		
	Weightage	CA	MTE	ETE
	Distribution	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 • Gora – Rabindranath Tagore (Rupa) • Writing for the Internet – J. Dorner
	Other References	Relevant materials will be provided by the subject teacher.

School: SHSS		
Program: BA Hons. English		Current Session: 2021-2022
Branch:		Semester I
1	Course Code	BAE154
2	Course Title	Professional Skills-I
3	Credits	3
4	Contact Hours (L-T-P)	2-0-2
	Course Type	Minor
5	Course Objective	<ul style="list-style-type: none"> • To hone basic communication skills and comprehension ability. • To develop understanding of students regarding varieties of English language and to standardize their spoken and written form of communication in English. • To familiarize students with the relevance of standard English pronunciation and structure in the social and professional world for better employability.
6	Course Outcomes	<p>Students will be able to:</p> <p>CO1: Define English structure and sound system.</p> <p>CO2: Recognize English sounds correctly and articulate them appropriately.</p> <p>CO3: Implement the knowledge of word formation in order to edit wrongly constructed words with the knowledge of word formation.</p> <p>CO4: Differentiate between the correct and incorrect usage of advance grammar to construct effective sentences in writing.</p> <p>CO5: Critically analyse one's spoken and written content for effective and impressive communication as a successful professional.</p> <p>CO6: Frame an individual writing and pronunciation style by self-correcting problems related to English Language.</p>
7	Course Description	<p>The introductory course provides an insight into the structure of English language at three levels, namely, sound, word and grammar. It aims at familiarizing students with the English sound system and its representation (symbols) that can be utilize both for learning standard pronunciation and understanding native speakers. Moreover, this course makes students acquainted with the word and basic sentence structure in English language for better communication (both oral and written form).</p>
8	Outline syllabus	
	Unit 1	Introduction: English SoundSystem
	A	IPA and Sounds in English

	B	Problem Sounds in English for Indian Learners		
	C	Speech Mechanism		
	Unit 2	Articulation: Consonants in English		
	A	Consonants: Symbols		
	B	Description and Classification of Consonants: Manner of Articulation		
	C	Description and Classification of Consonants: Place of Articulation		
	Unit 3	Articulation: Vowels & Diphthongs in English		
	A	Vowels & Diphthongs: Symbols		
	B	Description and Classification of Vowels		
	C	Description of Consonant Sounds: Place of Articulation		
	Unit 4	Word Formation in English Language		
	A	Common errors in word formation by Indian Learners		
	B	Affixation: Prefixes & Suffixes; Other word formation techniques		
	C	Simple, Complex and Compound Words		
	Unit 5	Advance English Grammar		
	A	Form and function of Simple sentence		
	B	Semantic Roles		
	C	Phrase structure		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30	20	50
	Text book(s)	1. <i>A Textbook of English Phonetics for Indian Students</i> by T Balasubramaniam (Macmillan India) 2. <i>English Phonetics for Indian Students (A Workbook)</i> by T Balasubramaniam (Macmillan India) 3. <i>A Course in Phonetics</i> (7 th edn.) by P. Ladefoged & K. Johnson (Cengage Learning) 4. <i>A Course in Phonetics and Spoken English</i> by J. Sethi & PV Dhamija (Phi Learning Pvt. Ltd.) 5. <i>English Pronunciation Dictionary</i> (15th edn.) by Daniel Jones (CUP)		

		6. Bakshi, R. N. (2005) <i>English Grammar Practice</i> . Hyderabad: Oriental Blackswan 7. Conrad, S., Douglas B. & Geoffrey L. (2002) <i>Longman Student Grammar of Spoken and Written English</i> . Longman (Pearson Education)
	Other References	Relevant materials will be provided by the subject teacher.

School: SHSS		
Program: BA Hons. English		Current Session: 2021-2022
Branch:		Semester I
1	Course Code	BEP154
2	Course Title	Professional Skills-I
3	Credits	3
4	Contact Hours (L-T-P)	2-0-2
	Course Type	Minor
5	Course Objective	<ul style="list-style-type: none"> • To hone basic communication skills and comprehension ability. • To develop understanding of students regarding varieties of English language and to standardize their spoken and written form of communication in English. • To familiarize students with the relevance of standard English pronunciation and structure in the social and professional world for better employability.
6	Course Outcomes	<p>Students will be able to:</p> <p>CO1: Define English structure and sound system.</p> <p>CO2: Recognize English sounds correctly and articulate them appropriately.</p> <p>CO3: Implement the knowledge of word formation in order to edit wrongly constructed words with the knowledge of word formation.</p> <p>CO4: Differentiate between the correct and incorrect usage of advance grammar to construct effective sentences in writing.</p> <p>CO5: Critically analyse one's spoken and written content for effective and impressive communication as a successful professional.</p> <p>CO6: Frame an individual writing and pronunciation style by self-correcting problems related to English Language.</p>
7	Course Description	<p>The introductory course provides an insight into the structure of English language at three levels, namely, sound, word and grammar. It aims at familiarizing students with the English sound system and its representation (symbols) that can be utilize both for learning standard pronunciation and understanding native speakers. Moreover, this course makes students acquainted with the word and basic sentence structure in English language for better communication (both oral and written form).</p>
8	Outline syllabus	
	Unit 1	Introduction: English SoundSystem
	A	IPA and Sounds in English

	B	Problem Sounds in English for Indian Learners	
	C	Speech Mechanism	
	Unit 2	Articulation: Consonants in English	
	A	Consonants: Symbols	
	B	Description and Classification of Consonants: Manner of Articulation	
	C	Description and Classification of Consonants: Place of Articulation	
	Unit 3	Articulation: Vowels & Diphthongs in English	
	A	Vowels & Diphthongs: Symbols	
	B	Description and Classification of Vowels	
	C	Description of Consonant Sounds: Place of Articulation	
	Unit 4	Word Formation in English Language	
	A	Common errors in word formation by Indian Learners	
	B	Affixation: Prefixes & Suffixes; Other word formation techniques	
	C	Simple, Complex and Compound Words	
	Unit 5	Advance English Grammar	
	A	Form and function of Simple sentence	
	B	Semantic Roles	
	C	Phrase structure	
	PRACTICAL		
	A	Practice pronunciation to overcome erroneous pronunciation	
	B	Word formation through dictation, jigsaw, match pair work, etc.	
	C	Paragraph writing for simple sentence constructions	
	Mode of examination	Practical	
	Weightage Distribution	IA	EA
		60	40
	Text book(s)	8. <i>A Textbook of English Phonetics for Indian Students</i> by T Balasubramaniam (Macmillan India) 9. <i>English Phonetics for Indian Students (A Workbook)</i> by T Balasubramaniam (Macmillan India)	

		<p>10. <i>A Course in Phonetics</i>(7thedn.) by P. Ladefoged& K. Johnson (Cengage Learning)</p> <p>11. <i>A Course in Phonetics and Spoken English</i> by J. Sethi& PV Dhamija (Phi Learning Pvt. Ltd.)</p> <p>12. <i>English Pronunciation Dictionary</i> (15th edn.) by Daniel Jones (CUP)</p> <p>13. Bakshi, R. N. (2005) <i>English Grammar Practice</i>. Hyderabad: Oriental Blackswan</p> <p>14. Conrad, S., Douglas B. & Geoffrey L. (2002) <i>Longman Student Grammar of Spoken and Written English</i>. Longman (Pearson Education)</p>
	Other References	Relevant materials will be provided by the subject teacher.

SEMESTER II

School: SHSS		Batch :
Program: BA(H) English		Current Academic Year: 2021-2022
Branch:		Semester: II
1	Course Code	BAE155
2	Course Title	The English Novel I
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Major
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 Recalling and defining various literary terms related to the study of novels in English literature.</p> <p>CO2 Comparing and classifying the backgrounds of various novelists and their literary productions.</p> <p>CO3 Applying novels as a mode of instruction to develop writing skills in the students.</p> <p>CO4 Examine novelistic discourse to inspect the complexity of human expressions.</p> <p>CO5 Assessing and appraising the development of thoughts and ideas throughout the history of novel writing</p> <p>CO6 Combining various modes of expression to create original pieces of writing for research, professional, or entertainment purposes.</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	<i>Novel as a genre</i>
	A	Introduction to Novels
	B	Historical development of the novel genre
	C	Important novelists and their prominent works
	Unit 2	<i>Gulliver's Travels - Jonathan Swift</i>
	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>Wuthering Heights: Emily Bronte</i>
	A	<ul style="list-style-type: none"> • Use of framed narrative in fiction • Psychological elements in Victorian novel
	B	The text of <i>Wuthering Heights</i>
	C	Analysis <ul style="list-style-type: none"> • Critical analysis • Characters • Plot • Major Themes • Symbols
	Unit 4	<i>Pride and Prejudice - Jane Austen</i>
	A	Introduction to Jane Austen as a female Victorian novelist.
	B	The text and analysis of <i>Pride and Prejudice</i>
	C	Analysis <ul style="list-style-type: none"> • Critical analysis • Characters • Plot • Major Themes • Symbols

	Unit 5			
		<i>Hard Times - Charles Dickens</i>		
	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 		
	Mode of examination	Theory		
	Weightage	CA	MTE	ETE
	Distribution	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			

School: SHSS			
Program: BA Hons. English		Current Academic Year: 2021-2022	
Branch:		Semester: II	
1	Course Code	UPHED Code: A040201T	SU Code: BAE156
2	Course Title	Readings in English Poetry	
3	Credits	6	
4	Contact Hours (L-T-P)	5-1-0	
	Course Status	Major	
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 Recalling and defining various literary terms related to the studies of poetry</p> <p>CO2 Classifying poetry from various periods of English literary history.</p> <p>CO3 Building upon the vocabularies of students and to applying it in their writing skills.</p> <p>CO4 Distinguishing between various kinds of poetry</p> <p>CO5 Comparing between the background of various poets and assessing its effects on their poetry</p> <p>CO6 Creating original pieces of poetry of poetic theories for research, professional, or entertainment purposes.</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 of writing, speaking, and comprehension thus preparing them for various careers.</p>	

8	Outline syllabus	
	Unit 1	Introduction to poetry as a genre
	A	Forms of Poetry 1. The Sonnet 2. The Elegy 3. The Ode 4. The Epic 5. The Ballad 6. The Lyric 7. The Dramatic Monologue 8. Allegory
	B	Stanza Forms 1. The Heroic Couplet 2. Blank Verse 3. The Spenserian Stanza 4. Terza Rima
	C	Poetic Device Structure; Tone; Theme; Rhythm; Rhyme Scheme, KindsofMetre; Stressed & Unstressed Syllables; Figures of Speech;Irony; Inversion; Negative Capability; Juxtaposition
	Unit 2	Poetry I
	A	William Shakespeare – “Let Me Not to the Marriage of TrueMinds” (Sonnet No. 116)
	B	John Milton – “On His Blindness”
	C	John Donne – “Presence in Absence”
	Unit 3	Poetry II
	A	Thomas Gray- “Elegy written in a Country Churchyard”
	B	William Wordsworth- “The World is Too Much with Us”
	C	John Keats- “Ode on a Grecian Urn”
	Unit 4	Poetry III
	A	Alfred Lord Tennyson- Break, Break, Break
	B	Matthew Arnold- Dover Beach
	C	Robert Browning- My Last Duchess

	Unit 5	Poetry IV		
		T.S. Eliot- “The Love Song of J. Alfred Prufrock”		
		W.B. Yeats- “The Lake Isle of Innisfree”		
		Philip Larkin- “Church Going”		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	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		
Program: BA(Eng)		Current Academic Year: 2021-2022
Branch:		Semester: II
1	Course Code	BAE157
2	Course Title	Literature and Visual Cultures
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Status	Major
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 disciplines like science, history, philosophy, and arts.
6	Course Outcomes	<p>CO1 Defining literary terms associated with major art movements.</p> <p>CO2 Comparing and classifying the major characteristics of various schools of art.</p> <p>CO3 Identifying the links of art with the development of literature</p> <p>CO4 Analysing societal influences art and literature of a period.</p> <p>CO5 Evaluating the role of mediums in study of verbal and visual texts</p> <p>CO6 Building own modes of expression or theories related to art and literature for critical, research, or professional purposes.</p>
7	Course Description	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.		
8	Outline syllabus			
	Unit 1	An Introduction to poetry and painting: The Sister Arts		
	A	<ul style="list-style-type: none"> • Horace „UtPicturaPoesis“ 		
	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 Songs of Experience: A Comparative study of William Blake“s poems (The Lamb, The Fly, and 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	Lord Alfred 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	MTE	ETE
		30%	20%	50%
	Text book/s*	<ul style="list-style-type: none"> • Story of Art, E. M. Gombrich, Phaidon Press, 1995 • http://www.illustrationhistory.org/ • https://www.artvfactory.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 Songs 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>
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School: SHSS		
Program: BA(Eng)		Current Academic Year: 2021-2022
Branch:		Semester: II
1	Course Code	BEP157
2	Course Title	Literature and Visual Cultures
3	Credits	2
4	Contact Hours (L-T-P)	0-0-4 (includes two hours of research work for project/ practical assignments)
	Course Status	Major
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 disciplines like science, history, philosophy, and arts.
6	Course Outcome s	<p>CO1 Defining literary terms associated with major art movements.</p> <p>CO2 Comparing and classifying the major characteristics of various schools of art.</p> <p>CO3 Identifying the links of art with the development of literature</p> <p>CO4 Analysing societal influences art and literature of a period.</p> <p>CO5 Evaluating the role of mediums in study of verbal and visual texts</p> <p>CO6 Building own modes of expression or theories related to art and literature for critical, research, or professional purposes.</p>
7	Course Description	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.
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</i> and <i>Songs of Experience</i> : A Comparative study of William Blake's poems (<i>The Lamb</i> , <i>The Fly</i> , and <i>The Tyger</i>) and their illustrations		
	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	Lord Alfred 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		
	PRACTICAL	<ol style="list-style-type: none"> 1. Making presentations on specific topics of the syllabus 2. Studying in detail paintings pertaining to a specific age as mentioned in the syllabus Any other project/ presentation/ essay assigned by the subject teacher		
	Mode of examination	Practical		
	Weightage Distribution	Internal Assessment	External Viva	
		60%	40%	
	Text book/s*	<ul style="list-style-type: none"> • Story of Art, E. M. Gombrich, Phaidon Press, 1995 • http://www.illustrationhistory.org/ • https://www.artvfactory.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: <i>Songs of Innocence</i> and <i>Songs of Experience</i> • Lynne Pearce: <i>Woman, Image, Text: Readings in Pre-Raphaelite Art</i> • Julia Thomas: <i>Victorian Narrative Painting</i> • J. V. Broghan: <i>Part of the Climate, American Cubist Poetry</i> • Relevant materials will be provided by the subject teacher. 		

School: SHSS		
Program: BA English		Current Academic Year: 2021-2022
Branch:		Semester: II
1	Course Code	BAE158
2	Course Title	Indian Myths in Literature
3	Credits	4
4	Contact Hours (L-T-P)	3-1-0
	Course Status	Minor/Elective
5	Course Objective	<ol style="list-style-type: none"> 1. To introduce the students to myths as a major source of literature. 2. To enable students appreciate the rich epic and folklore tradition of India. 3. To compare various interpretations of the same myth in various literary texts. 4. To encourage the students to explore texts and use Indian myth in production of works with a modern outlook. 5. To showcase various Western literary phenomenon already prevalent in ancient literary texts of India.
6	Course Outcomes	<p>CO1 Recalling and defining various literary elements and stylistic devices in these texts</p> <p>CO2 Comparing and classifying the various literary interpretations of the same myth across varied regional platforms.</p> <p>CO3 Applying various theorists of myths in the course of writing and study.</p> <p>CO4 Examining current social attitudes through the study of adaptation of myth in various texts.</p> <p>CO5 Assessing the importance of various regional myths as perceived in Indian literature</p> <p>CO6 Creating innovative theories or stories based on Indian myths in oral and written expression for creative and professional purposes.</p>
7	Course Description	The course is intended to serve as a general introduction to representative sample of Histories, folklore, societal structure, class, caste and gender in Indian myths. It will also help the students to understand the complexities of Indian identities. It will enable students to appreciate the diversity of literary and social voices and further enabling students to examine the themes, styles and patterns of the development of many regional literatures from various parts of India.
8	Outline syllabus	

	Unit 1	Introduction to the Study of Myths		
	A	Types of Myths		
	B	Theories of Myths		
	C	Approaches to the study of myths		
	Unit 2	<i>Vikram and the Vampire; or, Tales of Hindu Devilry : Richard Francis Burton</i>		
	A	Historical Context of the tales		
	B	Text of selected tales		
	C	Analysis of the selected tales		
	Unit 3	<i>The Palace of Illusions: Chitra Banerjee Divakaruni</i>		
	A	Mythological understanding of the character of Draupadi		
	B	Text of <i>The Palace of Illusions</i>		
	C	Modern interpretations of the Draupadi myth and analysis of the text		
	Unit 4	<i>The Immortals of Meluha: Amish</i>		
	A	Mythological understanding of the character of Shiva and Parvati		
	B	Text of <i>The Immortals of Meluha</i>		
	C	Modern interpretations of the Shiva and Parvati myth and analysis of the text		
	Unit 5	<i>Sitayana: Amit Majumdar</i>		
	A	Mythological understanding of the character of Sita		
	B	Text of <i>Sitayana</i>		
	C	Modern interpretations of the Sita myth and analysis of the text		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	<i>Vikram and the Vampire; or, Tales of Hindu Devilry : Richard Francis Burton</i> (https://www.gutenberg.org/files/2400/2400-h/2400-h.htm) <i>Sitayana: Amit Majumdar</i> (Penguin Books) <i>The Palace of Illusions: Chitra Banerjee Divakaruni</i> (Penguin Books) <i>The Immortals of Meluha: Amish</i> (Westland)		
	Other References			

School: SHSS		
Program: BA English		Current Session:2021-2022
Branch:		
1	Course Code	BAE159
2	Course Title	Professional Skills-II
3	Credits	3
4	Contact Hours (L-T-P)	2-0-2
	Course Type	Minor
5	Course Objective	<ul style="list-style-type: none"> • To understand the forms and functions of the contemporary English from simple (sound to word class) to complex (phrase structure to complex sentence patterns) level. • To familiarize students with the correct pronunciation of words through the use of appropriate syllabic structure. • To make students acquainted with meta-language to understand language and work upon constructive criticisms on the language. • To provide better employability opportunity.
6	Course Outcomes	<p>Students will be able to:</p> <p>CO1: Define syllabic structure of a word and pronounce it correctly.</p> <p>CO2: Recognize the correct pronunciation of words in English Language by utilizing the knowledge of transcription to read dictionary.</p> <p>CO3: Demonstrate the knowledge of transcription for recording accent variation in linguistics research.</p> <p>CO4: Differentiate between correct and incorrect use of language in written and oral form of communication.</p> <p>CO5: Select appropriate complex and compound sentence structure to produce literary and technical texts.</p> <p>CO6: Frame an individual writing and pronunciation style by self-correcting problems related to English Language.</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 sound to word class through phrase structure analysis to the description of complex sentence patterns. The students will learn to pronounce words correctly and improve their spoken communication. Moreover, they will learn meta- language 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	Syllable in English language
	A	Structure of syllable; Consonant cluster; Syllabic consonant

	B	Consonant cluster: Beginning of the word, End of the word, Within and across the word; Syllabic Consonants; Resyllabification		
	C	Common errors by Indian Learners		
	Unit 2	Transcription		
	A	Phonemic and Phonetic transcription		
	B	Reading Dictionary for correct pronunciation		
	C	Spelling Patterns		
	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)	<ol style="list-style-type: none"> 1. <i>A Textbook of English Phonetics for Indian Students</i> by T Balasubramaniam (Macmillan India) 2. <i>English Phonetics for Indian Students (A Workbook)</i> by T Balasubramaniam (Macmillan India) 3. <i>A Course in Phonetics</i>(7thedn.) by P. Ladefoged & K. Johnson (Cengage Learning) 4. <i>A Course in Phonetics and Spoken English</i> by J. Sethi & PV Dhamija (Phi Learning Pvt. Ltd.) 5. <i>English Pronunciation Dictionary</i> (15th edn.) by Daniel Jones (CUP) 6. Bakshi, R. N. (2005) <i>English Grammar Practice</i>. Hyderabad: Oriental Blackswan 7. Conrad, S., Douglas B. & Geoffrey L. (2002) <i>Longman Student Grammar of Spoken and Written English</i>. Longman (Pearson Education) 		
	Other	Relevant materials will be provided by the subject teacher.		
	References			

School: SHSS		-
Program: B.A. Hons. English		Current Session:2021-2022
Branch:		
1	Course Code	BEP159
2	Course Title	Professional Skills-II
3	Credits	3
4	Contact Hours (L-T-P)	2-0-2
	Course Type	Minor
5	Course Objective	<ul style="list-style-type: none"> • To understand the forms and functions of the contemporary English from simple (sound to word class) to complex (phrase structure to complex sentence patterns) level. • To familiarize students with the correct pronunciation of words through the use of appropriate syllabic structure. • To make students acquainted with meta-language to understand language and work upon constructive criticisms on the language. • To provide better employability opportunity.
6	Course Outcomes	<p>Students will be able to:</p> <p>CO1: Define syllabic structure of a word and pronounce it correctly.</p> <p>CO2: Recognize the correct pronunciation of words in English Language by utilizing the knowledge of transcription to read dictionary.</p> <p>CO3: Demonstrate the knowledge of transcription for recording accent variation in linguistics research.</p> <p>CO4: Differentiate between correct and incorrect use of language in written and oral form of communication.</p> <p>CO5: Select appropriate complex and compound sentence structure to produce literary and technical texts.</p> <p>CO6: Frame an individual writing and pronunciation style by self-correcting problems related to English Language.</p>
7	Course Description	The introductory course aims to improve the understanding of the forms and functions of the contemporary English from the level of sound to word class through phrase structure analysis to the description of complex sentence patterns. The students will learn to pronounce words correctly and improve their spoken communication. Moreover, they will learn meta-language 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.
8	Outline syllabus	
	Unit 1	Syllable in English language

	A	Structure of syllable; Consonant cluster; Syllabic consonant				
	B	Consonant cluster: Beginning of the word, End of the word, Within and across the word; Syllabic Consonants; Resyllabification				
	C	Common errors by Indian Learners				
	Unit 2	Transcription				
	A	Phonemic and Phonetic transcription				
	B	Reading Dictionary for correct pronunciation				
	C	Spelling Patterns				
	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“				
	PRACTICAL					
	A	Reading Dictionary for correct pronunciation				
	B	Spotting Errors				
	C	Oral and Written presentations				
	Mode of examination	Practical				
	Weightage Distribution	<table><tr><td>IA</td><td>EA</td></tr><tr><td>60</td><td>40</td></tr></table>	IA	EA	60	40
IA	EA					
60	40					
	Text book(s)	<div>1. <i>A Textbook of English Phonetics for Indian Students</i> by T Balasubramaniam (Macmillan India)</div> <div>2. <i>English Phonetics for Indian Students (A Workbook)</i> by T Balasubramaniam (Macmillan India)</div> <div>3. <i>A Course in Phonetics</i>(7thedn.) by P. Ladefoged& K. Johnson(Cengage Learning)</div> <div>4. <i>A Course in Phonetics and Spoken English</i> by J. Sethi& PV Dhamija (Phi Learning Pvt. Ltd.)</div> <div>5. <i>English Pronunciation Dictionary</i> (15th edn.) by Daniel Jones(CUP)</div> <div>6. Bakshi, R. N. (2005) <i>English Grammar Practice</i>. Hyderabad: Oriental Blackswan</div> <div>7. Conrad, S., Douglas B. & Geoffrey L. (2002) <i>Longman</i></div>				

		<i>Student Grammar of Spoken and Written English.</i> Longman (Pearson Education)
	Other References	Relevant materials will be provided by the subject teacher.

SEMESTER III

School: SHSS			
Program: BA Hons. English		Current Academic Year: 2022-2023	
Branch:		Semester: III	
1	Course Code	UPHED Code: A040301T	SU Code: BAE251
2	Course Title	British and American Drama	
3	Credits	6	
4	ContactHours (L-T-P)	5-1-0	
	Course Type	Major	
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 Recalling and defining various literary terms related to the study and practice of modern drama. CO2 Classifying and comparing drama displaying to various aspects of modernism. CO3 Experimenting with the development of language in drama and construct a strong vocabulary. CO4 Distinguish and inspect the role of background of variousdramatists upon their literary compositions. CO5 Appraising, justifying, and disproving various dramatic theories CO6 Composing original pieces of critical or creative writing for research or professional purposes.	
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	TYPES AND ELEMENTS OF DRAMA	
	A	Tragedy & Types; Comedy & Types; Tragi-Comedy; Expressionist Drama; Drama of Ideas; Poetic Drama; Closet Drama; The Problem Play; Theatre of Absurd	
	B	Authorial Intrusion; Cacophony; Circumlocution; Conflict;Diction; Epilogue; Epithet; Euphemism; Euphony; Malapropism	
	C	Flashback; Foil; Foreshadowing; Hubris; Hyperbaton;Motif;Nemesis; Periphrasis; Portmanteau; Prologue; Epilogue	

	Unit 2	British Drama I
	A	Introduction to William Shakespeare
	B	William Shakespeare- <i>Othello</i>
	C	Textual analysis of the play <ul style="list-style-type: none"> • Major themes • Characters • Symbolism
	Unit 3	British Drama II
	A	Introduction to G.B. Shaw
	B	G.B. Shaw- <i>Arms & the Man</i>
	C	Textual analysis of the play <ul style="list-style-type: none"> • Major themes • Characters • Symbolism
	Unit 4	American Drama I
	A	Introduction to T.S. Eliot
	B	T.S. Eliot- <i>Murder in the Cathedral</i>
	C	Textual analysis of the play <ul style="list-style-type: none"> • Major themes • Characters • Symbolism
	Unit 5	American Drama II
	A	Introduction to Tennessee Williams
	B	Tennessee Williams- <i>A Street Car Named Desire</i>
	C	Textual analysis of the play <ul style="list-style-type: none"> • Major themes • Characters • Symbolism
	Mode of examination	Theory

	Weightage Distribution	CA	MTE	ETE
		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		
Program: BA Hons. English		Current Academic Year: 2022-2023
Branch:		Semester: III
1	Course Code	BAE252
2	Course Title	Prose Texts of Literary Criticism
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Major
5	Course Objective	<ol style="list-style-type: none"> 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	<p>CO1 Recalling and defining literary terms associated with literary criticism.</p> <p>CO2 Comparing the critical trends of various ages from the texts in the syllabus.</p> <p>CO3 Experimenting with various ideas in literary criticism in understanding modern texts</p> <p>CO4 Inspecting various types of writings and assessing their literary values.</p> <p>CO5 Appraising the critical faculties of representative literary critics of the ages.</p> <p>CO6 Formulating an assessment of critical theories for composing original research materials.</p>
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: Poetics
	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	<i>A Discourse Concerning the Origin and Progress of Satire: John Dryden</i>		
	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 • Heroic couplets 		
	B	Introduction to the influence of Virgil and Horace in Neoclassical literature		
	C	Selections from John Dryden's <i>A Discourse Concerning the Origin and Progress of Satire</i> (87-90)		
	Unit 3	William Wordsworth		
	A	Introduction to Romanticism with reference to Wordsworth and Coleridge		
	B	Text of <i>Preface to Lyrical Ballads</i>		
	C	Choice of subject/ diction/ Poetic process		
	Unit 4	S. T. Coleridge		
	A	Introduction to S T Coleridge as a critic and a poet		
	B	Selections from Chapter XIII, XIV <i>Biographia Literaria</i>		
	C	Fancy and Imagination		
	Unit 5	T.S. Eliot		
	A	Introduction to T.S. Eliot as a multifaceted artist		
	B	Eliot's contribution to Modernism		
	C	Text and Analysis of <i>Tradition and Individual Talent</i>		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		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		
Program: BA Hons. English		Current Academic Year: 2022-2023
Branch:		Semester: III
1	Course Code	BAE253
2	Course Title	The English Novel II
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Status	Major
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 Recalling and defining various literary terms related to the study of novels in English literature.</p> <p>CO2 Comparing and classifying the backgrounds of various novelists and their literary productions.</p> <p>CO3 Applying novels as a mode of instruction to develop writing skills in the students.</p> <p>CO4 Examine novelistic discourse to inspect the complexity of human expressions.</p> <p>CO5 Assessing and appraising the development of thoughts and ideas throughout the history of novel writing</p> <p>CO6 Combining various modes of expression to create original pieces of writing for research, professional, or entertainment purposes.</p>
7	Course Description	This paper 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	<i>Novel as a genre</i>
	A	Introduction to Novels
	B	Historical development of the novel genre
	C	Important novelists 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 • Plot • Major Themes • Symbols

	Unit 5	<i>Frankenstein – Mary Shelley</i>		
	A	Introduction to Gothic novel with respect to Mary Shelley		
	B	The text and analysis 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		
Program: BA Hons. English		Current Session:2022-2023
Branch:		
1	Course Code	BAE254
2	Course Title	Professional Skills-III
3	Credits	3
4	Contact Hours (L-T-P)	2-0-2
	Course Type	Minor
5	Course Objective	<ul style="list-style-type: none"> To introduce complex concepts of English sound system, wordclass and advance grammar. To internalize stress patterns of English language for impressiveand appropriate spoken communication. To develop an accurate and influential writing style and a career inEditing.
6	Course Outcomes	<p>Students will be able to:</p> <p>CO1: Define correct words and sentences pattern with appropriate use of English Language.</p> <p>CO2: Understand effective sentence structure in order to produce influential texts.</p> <p>CO3: Apply the knowledge of correct English structure for producing impressive writing.</p> <p>CO4: Analyse and identify the context and apply the knowledge of vocabulary and punctuation marks for accuracy, brevity and clarity in written text.</p> <p>CO5: Critically analyse one"s pronunciation skills and writing skills to become a successful professional/researcher.</p> <p>CO6: Frame an individual writing and pronunciation style by self-correcting problems related to English Language.</p>
7	Course Description	<p>The course aims at introducing complex concepts of English sound system, word class and advance grammar. It will help students to internalize stress patterns of English language for impressive and appropriate spoken communication. It will help students develop an accurate and influential writing style through proper use of sentence structure, vocabulary and punctuations.</p>
8	Outline syllabus	
	Unit 1	Word Stress in English Language
	A	Suffixes and Prefixes
	B	Compound words and Phrasal Verbs
	C	Form words and Content words
	Unit 2	Sentence Stress in English Language
	A	Stress and Unstressed Syllables
	B	forms of function words, vowels in the unstressed syllables in the content words

	C	Common errors by Indian Learners		
	Unit 3	Effective Sentence and Text construction		
	A	Writing sentences; Avoiding awkward sentence construction		
	B	Creating sentence variety; Shaping Paragraph; Using Transition		
	C	Establishing writing style		
	Unit 4	Grammar Check		
	A	Subject-verb agreement; Being Passive		
	B	Modifiers; Intensifiers; Parallelism		
	C	Spotting Errors		
	Unit 5	Vocabulary and Punctuations		
	A	Commonly confusing words & Clichés		
	B	Checking capitalization and Spelling		
	C	Comma; Semicolon; Colon; Apostrophe; Dash; Hyphen; Ellipses; Quotation Mark		
	Mode of examination	Theory		
	Weightage Distribution	CA 30	MTE 20	ETE 50
	Text book(s)	<ol style="list-style-type: none"> 1. <i>Proof Reading, Revision, & Editing Skills</i> by Brady Smith (Learning Express: New York) 2. <i>Successful Editing & Proofreading Techniques: A Course Manual.</i> 3. <i>A Textbook of English Phonetics for Indian Students</i> by T Balasubramaniam (Macmillan India) 4. <i>English Phonetics for Indian Students (A Workbook)</i> by T Balasubramaniam (Macmillan India) 5. <i>A Course in Phonetics</i>(7thedn.) by P. Ladefoged & K. Johnson (Cengage Learning) 6. <i>A Course in Phonetics and Spoken English</i> by J. Sethi & PV Dhamija (Phi Learning Pvt. Ltd.) 7. <i>English Pronunciation Dictionary</i> (15th edn.) by Daniel Jones (CUP) 		
	Other References	Relevant materials will be provided by the subject teacher.		

School: SHSS		
Program: BA Hons. English		Current Session:2022-2023
Branch:		
1	Course Code	BEP254
2	Course Title	Professional Skills-III
3	Credits	3
4	Contact Hours (L-T-P)	2-0-2
	Course Type	Minor
5	Course Objective	<ul style="list-style-type: none"> • To introduce complex concepts of English sound system, word class and advance grammar. • To internalize stress patterns of English language for impressive and appropriate spoken communication. • To develop an accurate and influential writing style and a career in Editing.
6	Course Outcomes	<p>Students will be able to:</p> <p>CO1: Define correct words and sentences pattern with appropriate use of English Language.</p> <p>CO2: Understand effective sentence structure in order to produce influential texts.</p> <p>CO3: Apply the knowledge of correct English structure for producing impressive writing.</p> <p>CO4: Analyse and identify the context and apply the knowledge of vocabulary and punctuation marks for accuracy, brevity and clarity in written text.</p> <p>CO5: Critically analyse one's pronunciation skills and writing skills to become a successful professional/researcher.</p> <p>CO6: Frame an individual writing and pronunciation style by self-correcting problems related to English Language.</p>
7	Course Description	The course aims at introducing complex concepts of English sound system, word class and advance grammar. It will help students to internalize stress patterns of English language for impressive and appropriate spoken communication. It will help students develop an accurate and influential writing style through proper use of sentence structure, vocabulary and punctuations.
8	Outline syllabus	
	Unit 1	Word Stress in English Language
	A	Suffixes and Prefixes
	B	Compound words and Phrasal Verbs
	C	Form words and Content words

	Unit 2	Sentence Stress in English Language		
	A	Stress and Unstressed Syllables		
	B	forms of function words, vowels in the unstressed syllables in the content words		
	C	Common errors by Indian Learners		
	Unit 3	Effective Sentence and Text construction		
	A	Writing sentences; Avoiding awkward sentenceconstruction		
	B	Creating sentence variety; Shaping Paragraph; Using Transition		
	C	Establishing writing style		
	Unit 4	Grammar Check		
	A	Subject-verb agreement; Being Passive		
	B	Modifiers; Intensifiers; Parallelism		
	C	Spotting Errors		
	Unit 5	Vocabulary and Punctuations		
	A	Commonly confusing words & Clichés		
	B	Checking capitalization and Spelling		
	C	Comma; Semicolon; Colon; Apostrophe; Dash; Hyphen; Ellipses; Quotation Mark		
	PRACTICAL			
	A	Spotting Errors		
	B	Creating Writing style sheet		
	C	Presentations intonation		
	Mode of examination	Practical		
	Weightage Distribution	IA	EA	
		60	40	
	Text book(s)	1. <i>Proof Reading, Revision, & Editing Skills</i> by Brady Smith (Learning Express: New York) 2. <i>Successful Editing & Proofreading Techniques: A Course Manual.</i> 3. <i>A Textbook of English Phonetics for Indian Students</i> by T Balasubramaniam (Macmillan India) 4. <i>English Phonetics for Indian Students (A Workbook)</i> by T Balasubramaniam (Macmillan India) 5. <i>A Course in Phonetics</i> (7 th edn.) by P. Ladefoged& K. Johnson (Cengage Learning) 6. <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 Daniel Jones(CUP)		
	Other References	Relevant materials will be provided by the subject teacher.		

SCHOOL: School of Humanities and Social Sciences		TEACHING DEPARTMENT: Community Connect		ACADEMIC SESSION :2022-2023		FOR STUDENTS BATCH – BA(H) Eng Term IVMA(Eng) Term II	
1	Course Code	CCU701					
2	Course Title	Community Connect					
3	Credits	2					
	(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	<ol style="list-style-type: none">1. The course is aimed at inculcating the spirit of community service amongst the students of the university.2. The goal is make the students understand various social issues plaguing our community and its effects on diverse section of people.3. The students would be able analyse the issues and come up with solutions to address the same.4. It would also cultivate a sense of empathy for fellow citizens and also develop means of effective issue resolution5. A project of this nature will help our students to connect their class-room learning with practical situations in the society.					
6	Course Outcomes	CO1 Defining social responsibility and relating to the idea of acommunity. CO2 Comparing and contrasting various interest groups within a givenscenario to choose an issue to address. CO3 Construct tools and develop mechanisms to capture data throughsurvey and generate reports CO4 Categorizing the issue into components to discover an efficientsolution CO5 Evaluate the resources and assess the means available to estimatethe time required for an effective solution to the issue. CO6 Adapting to various situations and construct framework forconducting similar research for professional or social welfare purposes.					
7	Theme	Major Sub-themes for research: <ol style="list-style-type: none">a. Extent of impact of state projects in a communityb. Social and cultural issuesc. Environmental issuesd. Economic issuese. Caste-based problemsf. Adaptation of new technologyg. New trends in mediah. Other issues.					

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	Layout of the Report	<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	Guideline for Report Writing	<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. <i>Use the automatic page numbering function to number the pages.</i> <i>Save your file in docx format (Word 2007 or higher) or doc format (older Word versions)</i>
8.4	<u>Format:</u>	<p>The report should be Spiral/ hardbound</p> <p>Coverpage Acknowledgement Content Project report</p>

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

SEMESTER IV

School: SHSS			
Program: BA Hons. English		Current Academic Year: 2022-2023	
1		Course Code: BAE255	
2	Course Title	UPHED Code: A040401T	SU Code: BAE255
3	Credits	Indian Literature in Translation and Translation Practice	
4	Contact Hours (L-T-P)	6	
	Course Status	5-1-0	
5	Course Objective	Major	
6	Course Outcomes	<ol style="list-style-type: none">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.	
7	Course Description	CO1 Define the various literary terms associated with the practice of translation CO2 Outline the history of translation and various forms of translations CO3 Develop an insight into the philosophy of Kabir through his verses CO4 Analyse the translation tools to make use of technology like computer and mobile in theprocess of translation CO5 Assess the partition trauma and the contemporary issues of the tribalpeople through contemporary and later writings CO6 Create job opportunities by fostering translation skills	
8	Outline syllabus	This paper serves as the point of initiation of the students to the realm of translation 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 literature 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.	
	Unit 1		
	A	Introducing Translation	
	B	A Brief History and Significance of Translation in a Multilinguistic and Multicultural Societylike India	
	C	Literal translation Versus Free translation	
	Unit 2	Using Tools of Technology for Translation: Computer /Mobile Translation, Software or Translating Different Kinds ofTexts with Differing Levels of Complexity and forTransliteration	

	A	Fiction		
	B	Introduction to Amrita Pritam		
	C	Amrita Pritam, Pinjar: The Skeleton and Other Stories , tr. Khushwant Singh (New Delhi: Tara Press, 2009)		
	Unit 3	Textual analysis of the novel as a translated work with focus on major themes, characters, events etc		
	A	Poetry		
	B	Introduction to Kabir and the Bhakti movement		
	C	Kabir: The English Writings of Rabindra Nath Tagore (1994, Vol.1 Ed. Sisir Kumar Das, Sahitya Akademi, Verses- 1,2,8,12,53, 69)		
	Unit 4	Textual analysis of the poem as a translated work		
	A	Short Fiction		
	B	Introduction to Bhisham Sahni and Mahasweta Devi		
	C	Bhisham Sahni- “Amritsar Aa Gaya”		
	Unit 5	Mahasweta Devi- “The Hunt”		
	A	Drama		
	B	Introduction to Mohan Rakesh		
	C	Mohan Rakesh- <i>Adhe Adhure</i> (Halfway House)		
	PRACTICAL	Textual analysis of the play as a translated work		
	Mode of examination	1. One Passage for Translation (Hindi to English) 2. One Stanza for Translation (Hindi to English)		
	Weightage Distribution	Theory		
	Weightage Distribution Text book/s*	CA 30%	MTE 20%	ETE 50%
	Other References			

School: SHSS		
Program: BA Hons. English		Current Academic Year: 2022-2023
Branch:		Semester: IV
1	Course Code	BAE256
2	Course Title	American Literature
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Major
5	Course Objective	<p>1.To facilitate guided exploration of texts that engage with the wide spectrum of perspectives on contemporary culture and issues.</p> <p>2.To enable the students to comprehend the multiplicity of subjective positions and variety of experiences in Anglo American Writing.</p> <p>3.To equip them with tools for further research in the domain of American Literature.</p> <p>4.To inculcate the critical ability to discern the complexity and evolution of American Writing by exploring the variety present within different timeframes.</p>
6	Course Outcomes	<p>CO1 Recalling and defining various literary terms and stylistic devices applicable to the study of American literature.</p> <p>CO2 Comparing and contrasting the essential literary elements of novels (i.e. character, setting, conflict, plot, climax, resolution, theme, tone, and point of view).</p> <p>CO3 Experimenting with 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).</p> <p>CO4 Analysing through discussions the trends, and beliefs that have shaped American culture (Puritan America, Conglomeration of American Society, Racial issues in America, American individualism, American Humour).</p> <p>CO5 Appraising the merits of American literature and its significance in evaluating the present circumstances</p> <p>CO6 Composing written and oral materials based on their knowledge gathered from the syllabus for professional or entertainment purpose.</p>
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 Dickinson		
	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		
Program: BA Hons. English		Current Academic Year: 2022-2023
Branch:		Semester: IV
1	Course Code	BAE257
2	Course Title	Studies in Women's Writing
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Status	Major
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 Recalling and defining various literary terms related to feminism.</p> <p>CO2 Comparing and contrasting various aspects of feminism as based on various regions and its socio-cultural background</p> <p>CO3 Constructing women's writing as an interventionist discourse meant to push the boundaries of human understanding.</p> <p>CO4 Examining the social milieu of the writers and its influence on the literary productions.</p> <p>CO5 Appraising the literary merits of various representative writers in the syllabus.</p> <p>CO6 Creating original pieces of writing either for research, professional, or entertainment purposes.</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	<i>Women's Writing</i>
	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 GayatriChakrabortySpivak
	B	<i>Coming Aphrodite</i> by Walla Cather
	C	<i>Wife's Letter</i> by Rabindranath Tagoretranslation byPrasenjit Gupta
	Unit 4	<i>Poetry</i>
	A	Because I could not stop for Death, Elysium is as Far as to", „I Had no Time to Hate by EmilyDickinson
	B	Palanquin Bearers, The Bangle Sellers by SarojiniNaidu
	C	Caged Bird, Phenomenal Woman by MayaAngleou
	Unit 5	<i>Play</i>
	A	Background to feminism in India
	B	The text of <i>Thus SpakeShoorpnakha, so saidShakuni</i> by PoileSengupta
	C	Analysis <ul style="list-style-type: none"> • Critical analysis • Characters

		<ul style="list-style-type: none"> • Plot • Major Themes • Symbols 		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	<ol style="list-style-type: none"> 1. Harriet Jacob's -Incidents in the life of aSlave Girl. 2. .The Awakening – Kate Chopin 3. <i>Breast Giver</i> by Mahasweta Devi translationby GayatriChakrabortySpivak 4. <i>Coming Aphrodite</i> by Walla Cather 5. <i>Wife 's Letter</i> by Rabindranath Tagoretranslation by Prasenjit Gupta 6. „Because I could not stop for Death“, „Elysium is as Far as to“, „I Had no Time toHate“by Emily Dickinson 7. „Palanquin Bearers“, „The Bangle Sellers“bySarojini Naidu 8. „Caged Bird“, „Phenomenal Woman“ byMaya Angleou <p><i>Thus SpakeShoorpnakha, so said Shakuni</i> -PoileSengupta</p>		
	Other References	Relevant materials will be provided by the subject teacher.		

School: SHSS		
Program: BA Hons. English		Current Academic Year: 2022-2023
Branch:		Semester: IV
1	Course Code	BEP257
2	Course Title	Studies in Women's Writing
3	Credits	2
4	Contact Hours (L-T-P)	0-0-4 (Includes 2hours of research for Project/ Practical Assignments)
	Course Status	Major
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 Recalling and defining various literary terms related to feminism.</p> <p>CO2 Comparing and contrasting various aspects of feminism as based on various regions and its socio-cultural background</p> <p>CO3 Constructing women's writing as an interventionist discourse meant to push the boundaries of human understanding.</p> <p>CO4 Examining the social milieu of the writers and its influence on the literary productions.</p> <p>CO5 Appraising the literary merits of various representative writers in the syllabus.</p> <p>CO6 Creating original pieces of writing either for research, professional, or entertainment purposes.</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	CO Mapping

	Unit 1	<i>Women's Writing</i>
	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 GayatriChakrabortySpivak
	B	<i>Coming Aphrodite</i> by Walla Cather
	C	<i>Wife's Letter</i> by Rabindranath Tagoretranslation byPrasenjit Gupta
	Unit 4	<i>Poetry</i>
	A	„Because I could not stop for Death“, „Elysium is as Far as to“, „I Had no Time to Hate“by EmilyDickinson
	B	Palanquin Bearers, The Bangle Sellers by Sarojini Naidu
	C	„Caged Bird“, „Phenomenal Woman“ by MayaAngleou
	Unit 5	<i>Play</i>
	A	Background to feminism in India
	B	The text of <i>Thus SpakeShoorpnakha, so saidShakuni</i> by PoileSengupta
	C	Analysis <ul style="list-style-type: none"> • Critical analysis

		<ul style="list-style-type: none"> • Characters • Plot • Major Themes • Symbols 	
	PRACTICAL	<ol style="list-style-type: none"> 1. Students may write long essays on selected feminist movements 2. Students may make detailed presentations on Feminist authors and their representative works 3. Students may compare the textual and visual narratives of feminist writings in making presentations <p>Students may work on any project assigned by the subject teacher</p>	
	Mode of examination	Practical	
	Weightage Distribution	Internal Assessment	External Viva
		60%	40%
	Text book/s*	<ol style="list-style-type: none"> 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 <p>Because I could not stop for Death, Elysium is as Far as to, I Had no Time to Hate" by Emily Dickinson</p> <ol style="list-style-type: none"> 7. Palanquin Bearers, The Bangle Sellers" by Sarojini Naidu 8. Caged Bird, Phenomenal Woman by Maya Angelou 6. <i>Thus Spake Shoorpnakha, so said Shakuni</i> – Poile Sengupta 	
	Other References	Relevant materials will be provided by the subject teacher.	

School: SHSS		
Program: BA Hons. English		Current Academic Year: 2022-2023
Branch:		Semester IV
1	Course Code	BAE258
2	Course Title	Language and Literature
3	Credits	4
4	Contact Hours (L-T-P)	3-0-2
	Course Type	Minor/Elective
5	Course Objective	<ol style="list-style-type: none"> 1. To familiarise students with a set of linguistic tools to examine literary text. 2. To make students acquainted with the process of creating meaning, style and effect through literary language. 3. To provide hands-on-training to students and encourage them to use these linguistic tools for critical and systematic analysis.
6	Course Outcomes	<p>Students will be able to:</p> <p>CO1: Define linguistic tools to examine literary texts (poetry, drama and prose)</p> <p>CO2: Identify and apply the linguistic tools and concepts appropriately and analyse the language of Prose.</p> <p>CO3: Implement the poetic device and meter used in order to understand and to create meaning, style and effect.</p> <p>CO4: Recognize the discourse structure of a dramatic discourse and its relatedness with real conversation (speech realism).</p> <p>CO5: Critically analyse literary discourse by applying authorial and textual style.</p> <p>CO6: Create literary text by utilizing the knowledge of stylistics.</p>
7	Course Description	The course aims at introducing systematic ways of exploring literary texts. It also focuses on explaining how language creates meaning, style and effect in literary texts.
8	Outline syllabus	
	Unit 1	Stylistics: An Introduction
	A	Stylistics
	B	Foregrounding, Deviation, Parallelism
	C	Style variation in text
	Unit 2	Reading of Poetry
	A	Sound, meaning and effect
	B	Rhythm and meter
	C	Linguistic Choices, Style and meaning
	Unit 3	Drama: The conversational genre
	A	Discourse structure of drama
	B	Speech act; turn-taking and politeness
	C	Spellings Patterns

	Unit 4	Assumptions, Presuppositions and interfering of meaning		
	A	Schema theory		
	B	Presupposition		
	C	Inference		
	Unit 5	Analysing Prose Style		
	A	Fictional Prose and Point of View		
	B	Speech and Thought presentation		
	C	Authorial Style and Text Style		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30	20	50
	Text book(s)	Exploring the Language of Poem, Plays and Prose. Stylistics		
	Other References	Relevant materials will be provided by the subject teacher.		

School: SHSS		
Program: BA Hons. English		Current Academic Year: 2022-2023
Branch:		Semester IV
1	Course Code	BEP258
2	Course Title	Language and Literature (Subject IV) (Practical)
3	Credits	4
4	Contact Hours (L-T-P)	3-0-2
	Course Type	Minor/Elective (Other Department/ Faculty)
5	Course Objective	<ol style="list-style-type: none"> 1. To familiarise students with a set of linguistic tools to examine literary text. 2. To make students acquainted with the process of creating meaning, style and effect through literary language. 3. To provide hands-on-training to students and encourage them to use these linguistic tools for critical and systematic analysis.
6	Course Outcomes	<p>Students will be able to:</p> <p>CO1: Define linguistic tools to examine literary texts (poetry, drama and prose)</p> <p>CO2: Identify and apply the linguistic tools and concepts appropriately and analyse the language of Prose.</p> <p>CO3: Implement the poetic device and meter used in order to understand and to create meaning, style and effect.</p> <p>CO4: Recognize the discourse structure of a dramatic discourse and its relatedness with real conversation (speech realism).</p> <p>CO5: Critically analyse literary discourse by applying authorial and textual style.</p> <p>CO6: Create literary text by utilizing the knowledge of stylistics.</p>
7	Course Description	The course aims at introducing systematic ways of exploring literary texts. It also focuses on explaining how language creates meaning, style and effect in literary texts.
8	Outline syllabus	
	Unit 1	Stylistics: An Introduction
	A	Stylistics
	B	Foregrounding, Deviation, Parallelism
	C	Style variation in text
	Unit 2	Reading of Poetry
	A	Sound, meaning and effect
	B	Rhythm and meter
	C	Linguistic Choices, Style and meaning
	Unit 3	Drama: The conversational genre
	A	Discourse structure of drama
	B	Speech act; turn-taking and politeness
	C	Spellings Patterns

	Unit 4	Assumptions, Presuppositions and interfering of meaning	
	A	Schema theory	
	B	Presupposition	
	C	Inference	
	Unit 5	Analysing Prose Style	
	A	Fictional Prose and Point of View	
	B	Speech and Thought presentation	
	C	Authorial Style and Text Style	
	PRACTICAL		
		Oral/written presentation on critical analysis of a poem; Poetry writing	
		Oral/written presentation on critical analysis of a prose; Short story writing	
		Oral/written presentation on critical analysis of drama; Dialogue writing	
	Mode of examination	Practical	
	Weightage Distribution	IA	EA
		60	40
	Text book(s)	Exploring the Language of Poem, Plays and Prose. Stylistics	
	Other References	Relevant materials will be provided by the subject teacher.	

School: SHSS		
Program: BA Hons. English		Current Academic Year: 2022-2023
Branch:		Semester IV
1	Course Code	BAE259
2	Course Title	Professional Skills-IV
3	Credits	3
4	Contact Hours (L-T-P)	2-0-2
	Course Type	Minor
5	Course Objective	<ul style="list-style-type: none"> • To train students as a voice and accent neutralization Professional. • To hone advance level knowledge of English grammar and vocabulary for editing and content writing.
6	Course Outcomes	<p>Students will be able to:</p> <p>CO1: Define pronunciation techniques to produce effective connected speech.</p> <p>CO2: Understand standard Englishes the process of writing in Standard Englishes.</p> <p>CO3: Apply Proof reading and editing symbols appropriately.</p> <p>CO4: Utilize the knowledge of copy editing and proof reading to edit literary/technical and business documents.</p> <p>CO5: Critically analyse one's pronunciation skills and writing skills to become a successful professional/researcher.</p> <p>CO6: Frame an individual writing and pronunciation style by self-correcting problems related to English Language.</p>
7	Course Description	It is an advance level course with specialized skills that will help students improve their overall pronunciation skills and writing ability and may provide a career path that is both lucrative and in high demand.
8	Outline syllabus	
	Unit 1	Spoken English and Connected Speech
	A	Rhythm and Stress timing in English; Pronunciation of certain words
	B	Assimilation
	C	Liaison, Elision, Contractions, Twining, Intrusion (Epenthesis), Lenition
	Unit 2	Standard English language
	A	British versus American English
	B	Understanding the process of writing
	C	Practice Session
	Unit 3	Proof Reading & Copy Editing
	A	Style Sheets and Style guide
	B	Proofreading & Copyediting Responsibilities
	C	Proofreading symbols

	Unit 4	Editing Documents-I		
	A	Research Articles		
	B	Newspaper Articles		
	C	Official Letters & Magazines		
	Unit 5	Editing Documents-II		
	A	Books		
	B	Business and Technical Writing: Reports		
	C	Business and Technical Writing: Proposals		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30	20	50
	Text book(s)	<ol style="list-style-type: none"> 1. <i>Proof Reading, Revision, & Editing Skills</i> by Brady Smith (Learning Express: New York) 2. <i>Successful Editing & Proofreading Techniques: A Course Manual.</i> 3. <i>A Textbook of English Phonetics for Indian Students</i> by T Balasubramaniam (Macmillan India) 4. <i>English Phonetics for Indian Students (A Workbook)</i> by T Balasubramaniam (Macmillan India) 5. <i>A Course in Phonetics</i>(7thedn.) by P. Ladefoged& K. Johnson (Cengage Learning) 6. <i>A Course in Phonetics and Spoken English</i> by J. Sethi& PV Dhamija (Phi Learning Pvt. Ltd.) 7. <i>English Pronunciation Dictionary</i> (15th edn.) by Daniel Jones (CUP) 		
	Other References	Relevant materials will be provided by the subject teacher.		

School: SHSS		
Program: BA Hons. English		Current Academic Year: 2022-2023
Branch:		Semester IV
1	Course Code	BEP259
2	Course Title	Professional Skills-IV
3	Credits	3
4	Contact Hours (L-T-P)	2-0-2
	Course Type	Minor
5	Course Objective	<ul style="list-style-type: none"> To train students as a voice and accent neutralization Professional. To hone advance level knowledge of English grammar and vocabulary for editing and content writing.
6	Course Outcomes	<p>Students will be able to:</p> <p>CO1: Define pronunciation techniques to produce effective connected speech.</p> <p>CO2: Understand standard Englishes the process of writing in Standard Englishes.</p> <p>CO3: Apply Proof reading and editing symbols appropriately.</p> <p>CO4: Utilize the knowledge of copy editing and proof reading to edit literary/technical and business documents.</p> <p>CO5: Critically analyse one's pronunciation skills and writing skills to become a successful professional/researcher.</p> <p>CO6: Frame an individual writing and pronunciation style by self-correcting problems related to English Language.</p>
7	Course Description	It is an advance level course with specialized skills that will help students improve their overall pronunciation skills and writing ability and may provide a career path that is both lucrative and in high demand.
8	Outline syllabus	
	Unit 1	Spoken English and Connected Speech
	A	Rhythm and Stress timing in English; Pronunciation of certain words
	B	Assimilation
	C	Liaison, Elision, Contractions, Twining, Intrusion (Epenthesis), Lenition
	Unit 2	Standard English language
	A	British versus American English
	B	Understanding the process of writing
	C	Practice Session

	Unit 3	Proof Reading & Copy Editing	
	A	Style Sheets and Style guide	
	B	Proofreading & Copyediting Responsibilities	
	C	Proofreading symbols	
	Unit 4	Editing Documents-I	
	A	Research Articles	
	B	Newspaper Articles	
	C	Official Letters & Magazines	
	Unit 5	Editing Documents-II	
	A	Books	
	B	Business and Technical Writing: Reports	
	C	Business and Technical Writing: Proposals	
	PRACTICAL		
		Proofreading sample documents	
		Editing sample documents: letters, articles, research papers	
		Presentation for connected speech with correct accent and intonation	
	Mode of examination	Practical	
	Weightage Distribution	IA	EA
		60	40
	Text book(s)	<ol style="list-style-type: none"> 1. <i>Proof Reading, Revision, & Editing Skills</i> by Brady Smith (Learning Express: New York) 2. <i>Successful Editing & Proofreading Techniques: A Course Manual.</i> 3. <i>A Textbook of English Phonetics for Indian Students</i> by T Balasubramaniam (Macmillan India) 4. <i>English Phonetics for Indian Students (A Workbook)</i> by T Balasubramaniam (Macmillan India) 5. <i>A Course in Phonetics</i>(7thedn.) by P. Ladefoged& K. Johnson (Cengage Learning) 6. <i>A Course in Phonetics and Spoken English</i> by J. Sethi& PV Dhamija (Phi Learning Pvt. Ltd.) 7. <i>English Pronunciation Dictionary</i> (15th edn.) by Daniel Jones (CUP) 	
	Other References	Relevant materials will be provided by the subject teacher.	

SEMESTER V

School: SHSS			
Program: BA Hons. English		Current Academic Year: 2023-2024	
Branch:		Semester: V	
1	Course Code	UPHED Code: A040501T	SU Code: BAE351
2	Course Title	Classical Literature & History of English Literature	
3	Credits	5	
4	Contact Hours (L-T-P)	4-1-0	
	Course Type	Major	
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 genres3. 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	CO1 Recalling the significant authors from different literary periods and genres. CO2 Outlining literary tendencies in various literary periods. CO3 Identifying various genres in literature. CO4 Distinguishing and using various literary terms in the course of writing and study. CO5 Comparing and interpreting the merits of various ages in English literature CO6 Displaying their knowledge of evolution of poetry, drama and novel for professional or research purposes.	
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. 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	Classical Literature at a glance	
	A	Historical background <ul style="list-style-type: none">• The Epic• Birth of Tragedy• Comedy and Tragedy in Classical Drama	

	<ul style="list-style-type: none"> • The Athenian City State • Literary Cultures in Augustan Rome
B	Plato- The Republic (Book VII)
C	Homer- The Iliad (Book I)

Unit 2	English Literature from Chaucer to Renaissance		
A	Chaucer, Renaissance and Reformation		
B	Miracles and Mysteries; Moralities and Interludes		
C	University Wits; Elizabethan Poetry; Metaphysical Poetry		
Unit 3	Seventeenth Century & Eighteenth Century		
A	Neo-Classicism, Growth of the Novel		
B	Precursors of Romanticism; French Revolution		
C	Growth of Romantic Literature (Prose, Poetry, Drama and Novel)		
Unit 4	The Romantic Age & Nineteenth Century		
A	Growth of Victorian Literature (Prose, Poetry, Drama and Novel)		
B	Pre-Raphaelite Poetry		
C	Naughty Nineties		
Unit 5	The Twentieth Century		
A	Georgian Poetry, Imagism and Symbolism; Twentieth Century		
B	Novel- Psychological Novel, Stream of Consciousness Novel;		
C	Twentieth Century Drama; Drama of Ideas; Epic Theatre; Feminism.		
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			
Program: BA Hons. English		Current Academic Year: 2024-2025	
Branch:		Semester: V	
1	Course Code	UPHED Code: A040502T	SU Code: BAE352
2	Course Title	British, American & Indian Popular Fiction	
3	Credits	5	
4	Contact Hours (L-T-P)	4-1-0	
	Course Type	Major	
5	Course Objective	<ol style="list-style-type: none">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 Recalling and defining various literary terms related to popular fiction. CO2 Classifying the development of thoughts and ideas in the literature of popular genres of fiction. CO3 Comparing and contrasting specific character types from various genres. CO4 Analysing literature using relevant support from the text. CO5 Evaluating popular fiction as a subculture. CO6 Composing original literary pieces for professional or entertainment purposes.	
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 British, American, and Indian Popular Fiction	
	A	Literary Terms: Plot, Characterization, Narrative Technique & Structure, Elements of novel	
	B	Earlier Trends in fiction: Picaresque Novel, Historical	
		Novel, Gothic Novel, Epistolary Novel, Regional Novel, Domestic novel.	

	C	Trends in 20th & 21st Century Fiction: Detective Novel, Science Fiction, Meta Fiction, Utopia, Dystopia, Campus Fiction, Space Fiction, <i>Chic lit</i> , Junk Fiction		
	Unit 2	British Fiction		
	A	Charles Dickens – Text of <i>A Tale of Two Cities</i>		
	B	<ul style="list-style-type: none"> • Important themes in the novel • Structure of the novel • Brief discussion of narrative techniques employed in the novel 		
	C	<ul style="list-style-type: none"> • Plot Construction • Characterization • Symbols, Motifs & Imagery 		
	Unit 3	American Fiction		
	A	Toni Morrison – Text of <i>The Bluest Eye</i>		
	B	<ul style="list-style-type: none"> • Important themes in the novel • Structure of the novel • Brief discussion of narrative techniques employed in the novel 		
	C	<ul style="list-style-type: none"> • Plot Construction • Characterization • Symbols, Motifs & Imagery 		
	Unit 4	American Fiction		
	A	Ernest Hemingway- Text of <i>The Old Man and the Sea</i>		
	B	<ul style="list-style-type: none"> • Important themes in the novel • Structure of the novel • Brief discussion of narrative techniques employed in the novel 		
	C	<ul style="list-style-type: none"> • Plot Construction • Characterization • Symbols, Motifs & Imagery 		
	Unit 5	Indian Fiction		
		Arvind Adiga- Text of <i>The White Tiger</i>		
		<ul style="list-style-type: none"> • Important themes in the novel • Structure of the novel • Brief discussion of narrative techniques employed in the novel 		
		<ul style="list-style-type: none"> • Plot Construction 		
		<ul style="list-style-type: none"> • Characterization • Symbols, Motifs & Imagery 		
	Mode of examination	Theory		
	Weightage	CA	MTE	ETE

	Distribution	30%	20%	50%
	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. DarkoSuvin, „On Teaching SF Critically,“ from Positions and Presuppositions in Science Fiction, (London: Macmillan), pp. 86 – 96.</p>		

School: SHSS		
Program: BA Hons. English		Current Academic Year: 2023-2024
Branch:		Semester: V
1	Course Code	BAE353
2	Course Title	Research Methodology
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Major
5	Course Objective	<ol style="list-style-type: none"> 1. Students would examine and be practically exposed to the main components of a research framework i.e., problem definition, research design, material collection, ethical issues in research, report writing, and presentation. 2. Once equipped with this knowledge, participants would be well-placed to conduct disciplined research under supervision in an area of their choosing. 3. The course also intends to help the student develop the ability to organize ideas and present them coherently with a considerable degree of sophistication in keeping with the norms of scholarly research and writing. 4. It will include an introduction to research methods, selection and phrasing of the topic, collection and ordering of material, and giving a structured form to the same.
6	Course Outcomes	<p>CO1. Students will be able to identify and document sources for study.</p> <p>CO2. Students will be able to distinguish research; explain and apply research terms; describe the research process and the principle activities, skills and ethics associated with the research process.</p> <p>CO3. The student will be able to choose the major quantitative and qualitative research methods and techniques with respect to literary studies.</p> <p>CO4. Students will be able to analyse a published journal articles and critical material.</p> <p>CO5. Students will be able to summarize literature review and coherently organise the material through paraphrasing and quoting.</p> <p>CO6. Students will be able to construct a research study, define a problem/research query, articulate hypothesis/ research statement, prepare a research proposal/ research design and justify the theory as well as the methodological decisions.</p>

7	Course Description	Research Methodology is a hands- on course designed to impart education in the foundational methods and techniques of academic research in literary context. This paper prepares the students holistically to undertake personal research projects for fulfilling the requirement in various academic degrees. The students are given hands on training on all aspects of research to enable them become confident researchers able to make constructive contribution to academics.
8	Outline syllabus	
	Unit 1	Objectives and Types of Research
	A	Motivation, objectives, scope
	B	Types of research – Descriptive <i>vs.</i> Analytical, Applied <i>vs.</i> Fundamental, Quantitative <i>vs.</i> Qualitative, Conceptual <i>vs.</i> Empirical.
	C	Research methods- interview, case study, surveys, questionnaire, observation
	Unit 2	Research Formulation
	A	Defining and formulating the research problem - selecting the problem - necessity of defining the problem
	B	Importance of literature review in defining a problem – primary and secondary sources – reviews, web as a source – searching the web – identifying gap areas from literature review
	C	Development of working hypothesis, statement of research query
	Unit 3	Synopsis /Research Proposal writing
	A	Title, layout, structure
	B	Critical literature review-summarizing, paraphrasing and quoting
	C	Formulating thesis statement
	Unit 4	Introduction to MLA, Chicago, APA stylesheet
	A	Formatting
	B	Integrating sources, in-text citations, works cited
	C	Documenting authors, books, editions, journal articles, websites
	Unit 5	Thesis writing
	A	Layout, structure and Language
	B	Bibliography, referencing and footnotes -
	C	Plagiarism - citation and acknowledgement

	Mode of examination	Theory		
	Weightage Distribution	CA	External Viva	ETE
		60%	40%	None
	Text book/s*	Kothari, C.R., 1990. <i>Research Methodology: Methods and Techniques</i> . New Age International.		
	Other References	Relevant materials will be provided by the subject teacher.		

School: SHSS		
Program: BA Hons. English		Current Academic Year: 2023-2024
Branch:		Semester: V
1	Course Code	BEP353
2	Course Title	Research Methodology
3	Credits	2
4	Contact Hours (L-T-P)	0-0-4 (Includes 2hours of research for project/ practical assignments)
	Course Type	Major
5	Course Objective	<ol style="list-style-type: none"> 1. Students would examine and be practically exposed to the main components of a research framework i.e., problem definition, research design, material collection, ethical issues in research, report writing, and presentation. 2. Once equipped with this knowledge, participants would be well-placed to conduct disciplined research under supervision in an area of their choosing. 3. The course also intends to help the student develop the ability to organize ideas and present them coherently with a considerable degree of sophistication in keeping with the norms of scholarly research and writing. 4. It will include an introduction to research methods, selection and phrasing of the topic, collection and ordering of material, and giving a structured form to the same.
6	Course Outcomes	<p>CO1. Students will be able to identify and document sources for study.</p> <p>CO2Students will be able to distinguish research; explain and apply research terms; describe the research process and the principle activities, skills and ethics associated with the research process.</p> <p>CO3. The student will be able to choose the major quantitative and qualitative research methods and techniques with respect to literary studies.</p> <p>CO4. Students will be able to analyse a published journal articles and critical material.</p> <p>CO5. Students will be able to summarize literature review and coherently organise the material through paraphrasing and quoting.</p> <p>CO6. Students will be able to construct a research study, define a problem/research query, articulate hypothesis/ research statement, prepare a research proposal/ research design and justify the theory as well as the methodological decisions.</p>

7	Course Description	Research Methodology is a hands- on course designed to impart education in the foundational methods and techniques of academic research in literary context. This paper prepares the students holistically to undertake personal research projects for fulfilling the requirement in various academic degrees. The students are given hands on training on all aspects of research to enable them become confident researchers able to make constructive contribution to academics.
8	Outline syllabus	
	Unit 1	Objectives and Types of Research
	A	Motivation, objectives, scope
	B	Types of research – Descriptive <i>vs.</i> Analytical, Applied <i>vs.</i> Fundamental, Quantitative <i>vs.</i> Qualitative, Conceptual <i>vs.</i> Empirical.
	C	Research methods- interview, case study, surveys, questionnaire, observation
	Unit 2	Research Formulation
	A	Defining and formulating the research problem - selecting the problem - necessity of defining the problem
	B	Importance of literature review in defining a problem – primary and secondary sources – reviews, web as a source – searching the web – identifying gap areas from literature review
	C	Development of working hypothesis, statement of research query
	Unit 3	Synopsis /Research Proposal writing
	A	Title, layout, structure
	B	Critical literature review-summarizing, paraphrasing and quoting
	C	Formulating thesis statement
	Unit 4	Introduction to MLA, Chicago, APA stylesheet
	A	Formatting
	B	Integrating sources, in-text citations, works cited
	C	Documenting authors, books, editions, journal articles, websites
	Unit 5	Thesis writing
	A	Layout, structure and Language
	B	Bibliography, referencing and footnotes -
	C	Plagiarism - citation and acknowledgement

	Mode of examination	Practical		
	Weightage Distribution	CA	External Viva	(Students will produce an original research paper of 3000 words in lieu of ETE)
		60%	40%	
	Text book/s*	Kothari, C.R., 1990. <i>Research Methodology: Methods and Techniques</i> . New Age International.		
	Other References	Relevant materials will be provided by the subject teacher.		

SEMESTER VI

School: SHSS			
Program: BA Hons. English		Current Academic Year: 2023-2024	
Branch:		Semester: VI	
1	Course Code	UPHED Code: A040601T	SU Code: BAE355
2	Course Title	Indian & New Literature in English	
3	Credits	5	
4	ContactHours (L-T-P)	4-1-0	
	Course Status	Major	
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 Recalling and defining various literary elements and stylistic devices in the prescribed texts</p> <p>CO2 Comparing and contrasting the background of various societies in which the writings were produced</p> <p>CO3 Identifying the thoughts required to analyse and appreciate various genres</p> <p>CO4 Examining the literary merits of different writers and use their aesthetics to develop their writing skills.</p> <p>CO5 Appraising, justifying, and disproving various literary theories relevant to prescribed genres</p> <p>CO6 Composing original writings for research or professional purposes.</p>	

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 Common wealth/postcolonial/ New Literatures in English.
8	Outline syllabus	
	Unit 1	Prose
	A	Mahatma Gandhi- <i>Hind Swaraj</i> : Chapter VIII- The Condition of India
	B	Mahatma Gandhi- <i>Hind Swaraj</i> : Chapter, XVII- Passive Resistance, XVIII- Education
	C	Elaine Showalter- <i>A Literature of Their Own: Towards Feminist Poetics</i>
	Unit 2	Poetry
	A	Pablo Neruda : “If You Forget Me”
	B	Margaret Atwood : “Spellings”
	C	Alice Walker : “Remember”
	Unit 3	Fiction
	A	V.S. Naipaul- <i>A House for Mr. Biswas</i>
	B	Significance of title, Plot, Themes, Narrative Technique, Structure
	C	Characters and Representation-Symbolic Elements and Motifs
	Unit 4	Drama
	A	Mahesh Dattani – <i>Seven Steps around the Fire</i>
	B	Theme, setting, plot
	C	Characters, mood, dialogue
	Unit 5	Fiction II
	A	Kamala Markandaya – <i>Nectar in a Sieve</i>
	B	Significance of title, Plot, Themes, Narrative Technique, Structure
	C	Characters and Representation-Symbolic Elements and Motifs

	Mode of examination	Theory		
	Weightage	CA	MTE	ETE
	Distribution	30%	20%	50%
	Text book/s*	Norman, M., “„Night, Mother”, Dramatists PlayService Inc, 1983 Kamala Markandaya – <i>Nectar in a Sieve</i> (Modern Classics) V.S. Naipaul - <i>A House for Mr. Biswas</i> (Vintage) Mahesh Dattani – <i>Seven Steps around the Fire</i> Mahatma Gandhi – <i>Hind Swaraj</i>		
	Other References	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		

School: SHSS			
Program: BA Hons. English		Current Academic Year: 2023-2024	
Branch:		Semester: VI	
1	Course Code	UPHED Code: A040603T	SU Code: BAE356
2	Course Title	Media and Journalistic Writing	
3	Credits	4	
4	Contact Hours (L-T-P)	4-1-0	
	Course Status	Major (Own Faculty)	
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 Define various terms related to the study of media and journalistic writing</p> <p>CO2 Explain different forms of media & journalistic writing and reporting</p> <p>CO3 Identify social media norms and online journalism</p> <p>CO4 Experiment with various principles of mass communication.</p> <p>CO5 Compare journalistic reports or advertisement formats.</p> <p>CO6 Compose original pieces of critical or journalistic writings and engage in developing creative content</p>	
7	Course Description	<p>This unit seeks to extend students knowledge and understanding of modern mass media. It aims to take the students through a tour of the mass communication which influences current modes of thought and perception. Through displaying the complex relationship between various forces of society it will enable the students to understand media and its consumers 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 writing, the students will also improve upon their faculties of writing, speaking, and comprehension thus preparing them for various careers in journalism and mass media.</p>	

8	Outline syllabus	
	Unit 1	Introduction to Media and Journalism
	A	<ul style="list-style-type: none"> Principles of Mass Communication & Journalism Tools for gathering information
	B	<ul style="list-style-type: none"> Basics of Cyber Media Types of Social Media
	C	Core Skills in various Media <ul style="list-style-type: none"> News Reporting: Parts of a news report, 5Ws, Headline writing, Report Writing Public Speaking, Reporting and Presenting for radio and television
	Unit 2	Basics of Reporting
	A	News Value, News Gathering, Types of Leads
	B	Readers' interest, qualities and aptitude necessary for a reporter
	C	Types of reports
	Unit 3	Basics of Feature Writing
	A	Types of features
	B	Obits, Reviews, Columns,
	C	Trend stories.
	Unit 4	Basics of Editing
	A	Principles of editing, editorial policy
	B	Role of the Editor, role of the News Editor
	C	Role of Chief Sub-editor, role of Sub-editors
	Unit 5	Advertisement
	A	Types of Advertisements
	B	Advertising Ethics
	C	How to create advertisements/storyboards

	Mode of examination	Theory		
	Weightage Distribution	CA	ETE	MTE
		30%	50%	20%
	Text book/s*	<ul style="list-style-type: none"> • Kamath. M V. <i>Professional Journalism</i>, NewDelhi, Vikas Publishing House, 1980. • Mencher, Melvin. <i>Basic News Writing</i>, New Delhi, Universal Book Stall, 1992. • Bayan, R., <i>Words that Sell: More than 6000 Entries to Help You Promote Your Products, Services, and Ideas</i>, McGraw-Hill Education; 2nd edition, 2006 		
	Other References	Relevant materials will be provided by the subject teacher.		

School: SHSS		
Program: BA Hons. English		Current Academic Year: 2023-2024
Branch:		Semester VI
1	Course Code	BAE357
2	Course Title	Understanding Discourse
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Minor/ Elective
5	Course Objective	<ol style="list-style-type: none"> 1. To familiarise students with different types of discourses in verbal and non-verbal form of communication. 2. To develop understanding of students regarding process analysing Discourse.
6	Course Outcomes	<p>Students will be able to:</p> <p>CO1: Define ways of ethnographic research in communication.</p> <p>CO2: Identify cross-cultural and intercultural variation in spoken and written discourse.</p> <p>CO3: Implement theories related to pragmatics, CDA and media discourse.</p> <p>CO4: Differentiate between politeness and impoliteness in discourse, analyze and frame strategies based on (im)politeness theories.</p> <p>CO5: Critically analyze discourse using appropriate conceptual frameworks.</p> <p>CO6: Formulate ways using methods and findings of Discourse Analysis to address real life problems.</p>
7	Course Description	The aim of this course is to introduce students to the area of Text and Discourse Analysis. The primary focus is to make students read the literature in Discourse Analysis critically and analyse instances of spoken and written discourse using appropriate methodologies.
8	Outline syllabus	
	Unit 1	Ethnography of Communication
	A	Speech Acts Theory
	B	Speech event Analysis
	C	Conversational Analysis
	Unit 2	Politeness & Impoliteness
	A	Notion of Politeness: Theories and Strategies; analysis
	B	Notion of Impoliteness: Theories and Strategies; analysis
	C	Discussion (To be specified by the subject teacher)
	Unit 3	Pragmatics
	A	Deixis; Presupposition; Cohesion
	B	Cross-cultural Pragmatics
	C	Intercultural Pragmatics

	Unit 4	Critical Discourse Analysis (CDA)		
	A	Dramatic & Classroom Discourse: Birmingham Model		
	B	Fairclough's CDA Model; Van Dijk's Social- Cognitive Discourse Analysis; Discourse as social practice		
	C	Critical Analysis of Media Discourse		
	Unit 5	Media Discourse		
	A	Approaches to media discourse		
	B	Intertextuality and News		
	C	Identity and Social relationship in media text; Political Discourse in Media		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30	20	50
	Text book(s)	1. Brown, G. and Yule, G. (1983) Discourse analysis Cambridge University Press. 2. Coulthard, M. (1985) An introduction to discourse analysis Longman. 3. Fairclough, N. (1995) Critical discourse analysis Longman.		
	Other References	Relevant materials will be provided by the subject teacher.		

SEMESTER VII

School: SHSS		
Program: BA Hons. English		Current Academic Year: 2024-2025
Branch:		Semester: VII
1	Course Code	BAE451
2	Course Title	Modern English Novel
3	Credits	6
4	ContactHours (L-T-P)	5-1-0
	Course Status	Major
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 Recalling and defining various literary terms related to the study of modern English novels.</p> <p>CO2 Comparing and classifying the backgrounds of various modern novelists and their literary productions.</p> <p>CO3 Applying novels as a mode of instruction to develop writing skills in the students.</p> <p>CO4 Examine novelistic discourse to inspect the complexity of human expressions.</p> <p>CO5 Assessing and appraising the development of thoughts and ideas throughout the history of Indian novel writing</p> <p>CO6 Combining various modes of expression to create original pieces of writing for research, professional, or entertainment purposes.</p>
7	Course Description	<p>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.</p>

8	Outline syllabus			
	Unit 1	Introduction to Modern English Novel		
	A	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	<i>Sons and Lovers</i>		
	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	<i>Heart of Darkness</i>		
	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	<i>A Passage to India</i>		
	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	<i>A Portrait of an Artist as a Young Man</i>		
	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	MTE	ETE
		30	20	50
	Text book/s*	<ul style="list-style-type: none"> • <i>Sons and Lovers</i> - D. H. Lawrence • <i>Heart of Darkness</i> – Joseph Conrad • <i>A Passage to India</i> – E.M. Forster • <i>A Portrait of an Artist as a Young Man</i> – JamesJoyce 		
	Other References	Relevant materials will be provided by the subject teacher.		

School: SHSS		
Program: BA Hons. English		Current Academic Year: 2024-2025
Branch:		Semester: VII
1	Course Code	BAE452
2	Course Title	Modern Indian Theatre
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Status	Major
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 Recalling and defining various literary terms related to the study and practice of modern Indian drama.</p> <p>CO2 Classifying and comparing drama displaying to various aspects of modernism in Indian literary scene.</p> <p>CO3 Experimenting with the development of language in Indian drama and construct a strong vocabulary.</p> <p>CO4 Distinguish and inspect the role of background of various Indian dramatists upon their literary compositions.</p> <p>CO5 Appraising, justifying, and disproving various Indian dramatic theories</p> <p>CO6 Composing original pieces of critical or creative writing for research or professional purposes.</p>
7	Course Description	<p>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.</p>

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 <i>Natyashastra</i>	
	C	Contemporary Indian theatre and Important playwrights	
	Unit 2	Mohan Rakesh – <i>Halfway House</i>	
	A	Author- Biographical and Historical Context	
	B	Theme, setting, plot	
	C	Characters, mood, dialogue	
	Unit 3	GirishKarnad –<i>Hayavadana</i>	
	A	Author- Biographical and Historical Context	
	B	Theme, setting, plot	
	C	Characters, mood, dialogue	
	Unit 4	Vijay Tendulkar – <i>GhasiramKotwal</i>	
	A	Author- Biographical and Historical Context	
	B	Theme, setting, plot	
	C	Characters, mood, dialogue	
	Unit 5	BadalSircar – <i>EvamIndrajit</i>	
	A	Author- Biographical and Historical Context	
	B	Theme, setting, plot	
	C	Characters, mood, dialogue	
	Mode of examination	Theory	
	Weightage Distribution	CA	Weightage Distribution
		30%	CA
	Text book/s*	<ul style="list-style-type: none"> • <i>HalfwayHouse</i> – Mohan Rakesh • <i>Hayavadana</i> – GirishKarnad • <i>GhasiramKotwal</i> – Vijay Tendulkar • <i>EvamIndrajit</i> – BadalSircar 	
	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 : SahityaAkademi • Anand, Mulkraj, 1951.<i>Indian Theatre</i>, New York : RoyPublication 	

SEMESTER VIII

School: SHSS		
Program: BA Hons. English		Current Academic Year: 2024-2025
Branch:		Semester: VIII
1	Course Code	BAE454
2	Course Title	Modern European Drama
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Status	Major
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 Recalling and defining various literary terms related to the study and practice of modern drama.</p> <p>CO2 Classifying and comparing drama displaying to various aspects of modernism.</p> <p>CO3 Experimenting with the development of language in drama and construct a strong vocabulary.</p> <p>CO4 Distinguish and inspect the role of background of various dramatists upon their literary compositions.</p> <p>CO5 Appraising, justifying, and disproving various dramatic theories</p> <p>CO6 Composing original pieces of critical or creative writing for research or professional purposes.</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 and Her Children</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	J.M. Synge- <i>Riders to the Sea</i>		
	A	Author- Biographical and Historical Context		
	B	Theme, setting, plot		
	C	Characters, mood, dialogue		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	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		
Program: BA Hons. English		Current Academic Year: 2024-2025
Branch:		Semester: VIII
1	Course Code	BAE455
2	Course Title	Literary Theory
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Status	Major
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 Defining key literary terms associated with the study of literary theory</p> <p>CO2 Classify the writings into various ages to study the influence of milieu on theorists' productions.</p> <p>CO3 Experiment with various postulations to arrive at practical application of key ideas</p> <p>CO4 Analysing the relation of literature with other disciplines in humanities and social sciences</p> <p>CO5 Criticising literary texts on the basis of new skills acquired through literary theory</p> <p>CO6 Estimate the causes for various social and cultural phenomena and use the same in interdisciplinary research</p>

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 Showalter)		
	C	Elaine Showalter – “Towards a Feminist Poetics”		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	Material will be provided by the teacher		
	Other References	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		