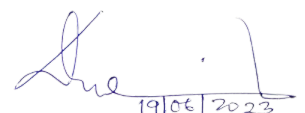


**FOUR YEAR UNDER-GRADUATE PROGRAMME IN ENGLISH
(FYUP)
[COURSE STRUCTURE AND SYLLABUS AS PER NEP 2020]**

With effect from 2023-24



**DEPARTMENT OF ENGLISH
RAJIV GANDHI UNIVERSITY
RONO HILLS, DOIMUKH
ARUNACHAL PRADESH
2023**


19/06/2023

संयुक्त कुलसचिव (शैक्षणिक एवं सम्मेलन)
राजीव गांधी विश्वविद्यालय
Jt. Registrar (Acad. & Conf.)
Rajiv Gandhi University
Rono Hills, Doimukh (A.P.)

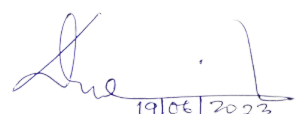
Preamble:

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

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

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

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



Introduction:

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

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


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

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

Programme Learning Outcome (PLO):

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

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


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Jt. Registrar (Acad. & Conf.)
Rajiv Gandhi University
Rono Hills, Doimukh (A.P.)

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

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

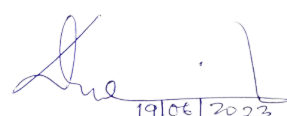
PLO 4. The learner will develop effective communicative skills that will be of advantage in and outside the classroom

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

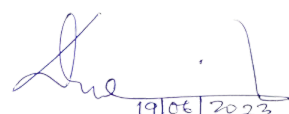
PLO 6. The student will be able to demonstrate competencies required for employment in avenues related to the discipline.

Graduate Attributes

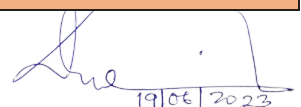
| Type of learning outcomes | The Learning outcomes descriptors |
|--|--|
| <i>Learning outcomes that are specific to disciplinary/interdisciplinary areas of learning</i> | <i>Graduates should be able to demonstrate the acquisition of:</i> |
| | <i>Comprehensive knowledge and coherent understanding of the chosen disciplinary/interdisciplinary areas of study in a broad multidisciplinary context, their different learning areas, their linkages with related fields of study, and current and emerging developments associated with the chosen disciplinary/interdisciplinary areas of learning.</i> |
| | <i>Practical, professional, and procedural knowledge required for carrying out professional or highly skilled work/tasks related to the chosen field(s) of learning, including knowledge required for undertaking self-employment initiatives, and knowledge and mindset required for entrepreneurship involving enterprise creation, improved product development, or a new mode of organization.</i> |
| | <i>skills in areas related to specialization in the chosen disciplinary/interdisciplinary area(s) of learning in a broad multidisciplinary context, including wide-ranging practical skills, involving variable routine and non-routine contexts relating to the chosen field(s) of learning.</i> |
| | <i>capacity to extrapolate from what has been learned, translate concepts to real-life situations and apply acquired competencies in new/unfamiliar contexts, rather than merely replicate curriculum content knowledge, to generate solutions to specific problems.</i> |
| <i>Generic learning outcomes</i> | <p><i>Complex problem-solving: The graduates should be able to demonstrate the capability to:</i></p> <ul style="list-style-type: none"> <i>• solve different kinds of problems in familiar and non-familiar contexts and apply the learning to real-life situations.</i> |



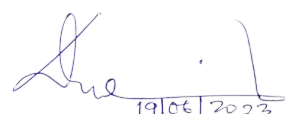
| | |
|---------------------------|---|
| Type of learning outcomes | <i>The Learning outcomes descriptors</i> |
| | <p>Critical thinking: <i>The graduates should be able to demonstrate the capability to:</i></p> <ul style="list-style-type: none"> • <i>apply analytic thought to a body of knowledge, including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



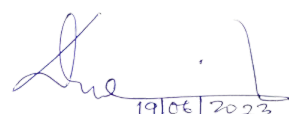
| | |
|---------------------------|---|
| | <ul style="list-style-type: none"> • <i>Research-related skills: The graduates should be able to demonstrate:</i> • <i>a keen sense of observation, inquiry, and capability for asking relevant/ appropriate questions,</i> • <i>the ability to problematize, synthesize, and articulate issues and design research proposals,</i> • <i>the ability to define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships,</i> • <i>the capacity to develop appropriate methodology and tools for data collection,</i> • <i>the appropriate use of statistical and other analytical tools and techniques,</i> • <i>the ability to plan, execute and report the results of an experiment or investigation,</i> <p><i>the ability to acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/ in personal research work, regardless of the funding authority or field of study.</i></p> |
| | <p><i>Coordinating/collaborating with others: The graduates should be able to demonstrate the ability to:</i></p> <ul style="list-style-type: none"> • <i>work effectively and respectfully with diverse teams,</i> • <i>facilitate cooperative or coordinated effort on the part of a group,</i> • <i>act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.</i> |
| | <p><i>Leadership readiness/qualities: The graduates should be able to demonstrate the capability for:</i></p> <ul style="list-style-type: none"> • <i>mapping out the tasks of a team or an organization and setting direction.</i> • <i>formulating an inspiring vision and building a team that can help achieve the vision, motivating and inspiring team members to engage with that vision.</i> • <i>using management skills to guide people to the right destination.</i> |
| | <p><i>'Learning how to learn skills: The graduates should be able to demonstrate the ability to:</i></p> <ul style="list-style-type: none"> • <i>acquire new knowledge and skills, including 'learning how to learn skills, that are necessary for pursuing learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social, and cultural objectives, and adapting to changing trades and demands of the workplace, including adapting to the changes in work processes in the context of the fourth industrial revolution, through knowledge/ skill development/reskilling,</i> • <i>work independently, identify appropriate resources required for further learning,</i> • <i>acquire organizational skills and time management to set self-defined goals and targets with timelines.</i> • <i>inculcate a healthy attitude to be a lifelong learner,</i> |
| Type of learning outcomes | The Learning outcomes descriptors |



| | |
|---------------------------|--|
| | <p>Digital and technological skills: The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> • use ICT in a variety of learning and work situations, • access, evaluate, and use a variety of relevant information sources, and use appropriate software for analysis of data. |
| | <p>Multicultural competence and inclusive spirit: The graduates should be able to demonstrate:</p> <ul style="list-style-type: none"> • the acquisition of knowledge of the values and beliefs of multiple cultures and a global perspective to honour diversity, • capability to effectively engage in a multicultural group/society and interact respectfully with diverse groups, • capability to lead a diverse team to accomplish common group tasks and goals. • gender sensitivity and adopting a gender-neutral approach, as also empathy for the less advantaged and the differently-abled including those with learning disabilities. |
| | <p>Value inculcation: The graduates should be able to demonstrate the acquisition of knowledge and attitude that are required to:</p> <ul style="list-style-type: none"> • embrace and practice constitutional, humanistic, ethical, and moral values in life, including universal human values of truth, righteous conduct, peace, love, nonviolence, scientific temper, citizenship values, • practice responsible global citizenship required for responding to contemporary global challenges, enabling learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies, • formulate a position/argument about an ethical issue from multiple perspectives • identify ethical issues related to work, and follow ethical practices, including avoiding unethical behaviour such as fabrication, falsification or misrepresentation of data, or committing plagiarism, and adhering to intellectual property rights, • recognize environmental and sustainability issues, and participate in actions to promote sustainable development. • adopt an objective, unbiased, and truthful actions in all aspects of work, • instill integrity and identify ethical issues related to work, and follow ethical practices. |
| Type of learning outcomes | The Learning outcomes descriptors |
| | <p>Autonomy, responsibility, and accountability: The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • apply knowledge, understanding, and/or skills with an appropriate degree of independence relevant to the level of the qualification, • work independently, identify appropriate resources required for a project, and manage a project through to completion, |



| | |
|--|--|
| | <ul style="list-style-type: none"> • <i>exercise responsibility and demonstrate accountability in applying knowledge and/or skills in work and/or learning contexts appropriate for the level of the qualification, including ensuring safety and security at workplaces.</i> |
| | <p><i>Environmental awareness and action: The graduates should be able to demonstrate the acquisition of and ability to apply the knowledge, skills, attitudes, and values required to take appropriate actions for:</i></p> <ul style="list-style-type: none"> • <i>mitigating the effects of environmental degradation, climate change, and pollution,</i> • <i>effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.</i> |
| | <p><i>Community engagement and service: The graduates should be able to demonstrate the capability to participate in community-engaged services/ activities for promoting the well- being of society.</i></p> |
| | <p><i>Empathy: The graduates should be able to demonstrate the ability to identify with or understand the perspective, experiences, or points of view of another individual or group, and to identify and understand other people's emotions.</i></p> |



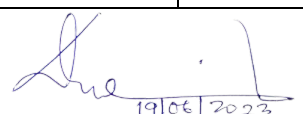
**DEPARTMENT OF ENGLISH
RAJIV GANDHI UNIVERSITY
RONO HILLS, DOIMUKH
STRUCTURE OF UNDERGRADUATE COURSE OF STUDY IN ENGLISH**

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

| Semester – I (4.5) | | | |
|----------------------|-------------|--|-----------|
| | Course Code | Course Title | Credits |
| Major 1: | ENG-CC-1110 | History of English Literature | 04 |
| Minor 1: | ENG-MC-1110 | Introduction to the Study of Literature | 04 |
| MDC/IDS 1: | ENG-MD-1110 | Introduction to English Poetry | 03 |
| AEC 1: | ENG-AE-1110 | English Language & Communication Skills | 04 |
| SEC 1: | ENG-SE-0010 | English Language Teaching | 03 |
| VAC 1: | VA | Understanding India/ Environmental science/education/ Digital and technological solutions/ Health & Wellness, Yoga education, sports, and fitness | 02 |
| Total Credits | | | 20 |

- * i) Minor Courses of English will be offered to Non-English Major Students
ii) English Major students will opt for minor courses from other Majors

| Semester – II (4.5) | | | |
|----------------------|-------------|--|-----------|
| | Course Code | Course Title | Credits |
| Major 2: | ENG-CC-1120 | British Poetry and Drama: 14 th to 17 th Century | 04 |
| Minor 2: | ENG-MC-1120 | English Poetry and Drama | 04 |
| MDC/IDS 2: | ENG-MD-1120 | Introduction to English Drama | 03 |
| AEC 2: | ENG-AE-1120 | Academic Writing and Professional Communication | 04 |
| SEC 2: | ENG-SE-0020 | Translation Studies | 03 |
| VAC | VA | Understanding India/ Environmental science/education/ Digital and technological solutions/ Health & Wellness, Yoga education, sports, and fitness | 02 |
| Total Credits | | | 20 |


19/06/2023

- * i) **Minor Courses of English will be offered to Non-English Major Students**
- ii) **English Major students will opt for minor courses from other Majors**

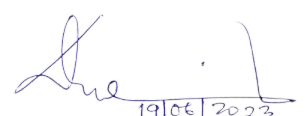
Note: Students who opt to exit after completion of the first year and have secured 40 credits will be awarded a UG certificate if, in addition, they complete one vocational course of 4 credits during the summer vacation of the first year. These students are allowed to re-enter the degree programme within three years and complete the degree programme within the stipulated maximum period of seven years.

Scheme of Examination:

- The course will utilize formative assessment and Continuous and Comprehensive Evaluation (CCE) approaches, incorporating two Sessional Tests and one Assignment. The internal examination score will be determined by the average of the two highest scores achieved in the above. The same will be added to the total score obtained in the final examination. Each Sessional Test will carry a weightage of 20 marks, and the Assignment will also be of 20 marks.
- The final examination will be conducted for a total of 80 marks.
- Thus, the Paper will be evaluated out of 100 marks, comprising 20 marks from the internal and 80 marks from the final examinations.

Marking Scheme/Pattern of Final Examination Question Paper

| Section | Total No. of Questions | No. of Questions to be attempted | Marks for each question | Total Marks |
|---|------------------------|----------------------------------|-------------------------|-------------|
| Pattern of Question Paper for 80 marks | | | | |
| A | 6 | 4 | 5 | 20 |
| B | 5 | 3 | 10 | 30 |
| C | 4 | 2 | 15 | 30 |



BA in English (FYUP) Detailed Syllabus of First Semester

Major 1

Title of the Paper: HISTORY OF ENGLISH LITERATURE

Course Code: ENG-CC-1110

Credits: 04 (Credit Hours in a Week, Lecture-3, Practical-0, Tutorial-1)

Marks: 100 (End Sem=80) + (Internal Examination=20)

Course Level Learning Objectives:

- To acquaint students with the historical progression of English Literature from the 14th to the 17th century, enabling them to comprehend its significant milestones and changes over time.
- To provide learners with an exploration of key aspects of English Literature during this period through the examination of historical records, fostering a deeper understanding of its foundations and contextual background.
- To facilitate learners' comprehension of the diverse forms and distinctive features inherent in English Literature, allowing them to recognize and analyze various literary techniques and structures employed in the works studied.

Course Level Learning Outcomes:

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

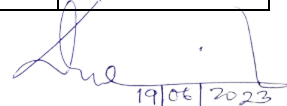
- Gain a comprehensive understanding of the evolution of English Literature from the 14th to the 17th century, encompassing various stages and significant developments.
- Explore and analyze the prominent forms and distinctive features of English Literature during this period, allowing them to recognize and differentiate between different literary genres and styles.
- Develop an appreciation for the diverse techniques employed in the presentation of various forms of English Literature, enabling them to critically assess and evaluate the artistic and literary aspects of the works studied.

Scheme of Examination:

- The course will utilize formative assessment and Continuous and Comprehensive Evaluation (CCE) approaches, incorporating two Sessional Tests and one Assignment. The internal examination score will be determined by the average of the two highest scores achieved in the above. The same will be added to the total score obtained in the final examination. Each Sessional Test will carry a weightage of 20 marks, and the Assignment will also be of 20 marks.
- The final examination will be conducted for a total of 80 marks.
- Thus, the Paper will be evaluated out of 100 marks, comprising 20 marks from the internal and 80 marks from the final examinations.

Marking Scheme:

| Section | Total | No. of Questions to be attempted | Marks for each question | Total Marks |
|---|--------------|---|--------------------------------|--------------------|
| Pattern of Question Paper for 80 marks | | | | |
| A | 6 | 4 | 5 | 20 |
| B | 5 | 3 | 10 | 30 |
| C | 4 | 2 | 15 | 30 |



Course Content

Module- I

Pre-Elizabethan and Elizabethan Age: Up to 17th Century

Module-II

18th Century to Romantic Age

Module- III

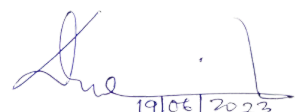
Victorian to 20th-Century Literature

Module- IV

Forms: Poetry, Fiction, Drama, Non-fiction

Suggested Reading:

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



Minor 1

Title of the Paper: INTRODUCTION TO THE STUDY OF LITERATURE

Course Code: ENG-MC-1110

Credits: 04 (Credit Hours in a Week, Lecture-3, Practical-0, Tutorial-1)

Marks: 100 (End Sem=80) + (Internal Examination=20)

Course Level Learning Objectives:

- To familiarize students with a diverse range of literary forms, enabling them to recognize and appreciate the richness and variety of literature.
- To introduce learners to fundamental concepts, terms, and terminologies associated with different literary genres, equipping them with the necessary vocabulary and understanding to analyze and discuss literature effectively.
- To foster an awareness among learners of the intricate interconnections between literature and society, highlighting the ways in which literature reflects, influences, and interacts with the social, cultural, and historical contexts in which it is produced.

Course Level Learning Outcomes:

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

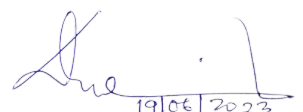
- Acquire a comprehensive understanding of the diverse forms of literature, enabling them to recognize and analyze different genres, styles, and formats.
- Gain an understanding of the fundamental concepts in literature, which will provide them with a solid foundation for engaging with and interpreting literary works.
- Develop an appreciation for the various techniques employed in literature, allowing them to recognize and evaluate the artistic and literary elements used to convey meaning, emotions, and themes within texts.

Scheme of Examination:

- The course will utilize formative assessment and Continuous and Comprehensive Evaluation (CCE) approaches, incorporating two Sessional Tests and one Assignment. The internal examination score will be determined by the average of the two highest scores achieved in the above. The same will be added to the total score obtained in the final examination. Each Sessional Test will carry a weightage of 20 marks, and the Assignment will also be of 20 marks.
- The final examination will be conducted for a total of 80 marks.
- Thus, the Paper will be evaluated out of 100 marks, comprising 20 marks from the internal and 80 marks from the final examinations.

Marking Scheme:

| Section | Total | No. of Questions to be attempted | Marks for each question | Total Marks |
|---|-------|----------------------------------|-------------------------|-------------|
| Pattern of Question Paper for 80 marks | | | | |
| A | 6 | 4 | 5 | 20 |
| B | 5 | 3 | 10 | 30 |
| C | 4 | 2 | 15 | 30 |



Course Content

Module A:

Literature as Imaginative & Creative Writing

Aesthetic Appeal and Universality

Fact, Fiction and Reality in Literature

Literature as Mirror of Society (Reflection of Social Reality and Material Facts)

Module B:

Introduction to Poetry

Different forms of poetry

Sonnet, Ode, Epic, Ballad, Satire, Lyric, Blank Verse, Metaphysical poetry

Literary Devices (Sound, Symbols, Imagery, Rhythm, Syntax, Metre and Rhyme etc.)

Module C:

Introduction to Drama

Different forms of drama

Historical Drama, Tragedy, Comedy, Tragi-comedy, One-Act play, Absurd Drama

Literary Devices (Plot, Act, Symbolism, Irony, Chorus, Soliloquy and Aside etc.)

Module D:

Introduction to Fiction and Non-Fiction

Different forms of fiction and non-fiction writings

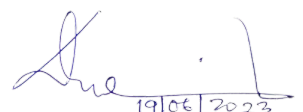
Short story, Novel, Biography, Autobiography, Letters, Satire, Essays, Science fiction,

Epistolary Novels, Bildungsroman, Psychological Novels

Literary Devices (Symbolism, Imagery, Irony, Flashbacks, Narrative persona, etc.)

Suggested Reading:

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



MDC/IDS 1:

Title of the Paper: Introduction to English Poetry

Course Code:

Credits: 03 (Credit Hours in a Week, Lecture-3, Practical-0, Tutorial-0)

Marks: 100 (End Sem=80) + (Internal Examination=20)

Course Level Learning Objectives:

- To familiarize students with the historical evolution of English poetry, providing an overview of its development and highlighting the different types and forms that have emerged over time.
- To introduce learners to foundational texts in English poetry, exposing them to selected works that represent key themes, styles, and movements within the genre.
- To cultivate learners' awareness of critical terms and features commonly associated with English poetry, equipping them with the necessary vocabulary and understanding to analyze and interpret poems effectively.

Course Level Learning Outcomes:

After the completion of this course, the learner will:

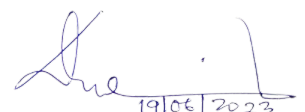
- Gain a comprehensive understanding of the various stages in the development of English poetry, allowing them to recognize and appreciate the historical progression and significant shifts in style, themes, and movements.
- Students will be introduced to diverse forms of poetry, providing them with knowledge and recognition of different poetic structures, such as sonnets, ballads, and free verse, and their unique characteristics.
- Develop an appreciation for the various techniques employed in poetry, enabling them to recognize and analyze elements such as imagery, figurative language, rhythm, and sound devices, enhancing their ability to interpret and engage with poetic works effectively.

Scheme of Examination:

- The course will utilize formative assessment and Continuous and Comprehensive Evaluation (CCE) approaches, incorporating two Sessional Tests and one Assignment. The internal examination score will be determined by the average of the two highest scores achieved in the above. The same will be added to the total score obtained in the final examination. Each Sessional Test will carry a weightage of 20 marks, and the Assignment will also be of 20 marks.
- The final examination will be conducted for a total of 80 marks.
- Thus, the Paper will be evaluated out of 100 marks, comprising 20 marks from the internal and 80 marks from the final examinations.

Marking Scheme:

| Section | Total | No. of Questions to be attempted | Marks for each question | Total Marks |
|---|-------|----------------------------------|-------------------------|-------------|
| Pattern of Question Paper for 80 marks | | | | |
| A | 6 | 4 | 5 | 20 |
| B | 5 | 3 | 10 | 30 |
| C | 4 | 2 | 15 | 30 |



Course Content

Module A:

Thomas Wyatt: They Flee from Me, Blame Not My Lute
William Shakespeare: Sonnets no. 18 & 27
John Milton: On His Blindness

Module B:

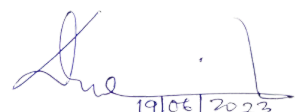
William Wordsworth: Composed Upon Westminster's Bridge
John Keats: Ode to Autumn
Alfred Tennyson: Ulysses
Robert Browning: The Last Ride Together

Module C:

William Blake: The Lamb, The Tyger
Thomas Hardy: The Darkling Thrush
W. B. Yeats: The Second Coming
Siegfried Sassoon: The Last Meeting

Suggested Reading:

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



AEC-1

English Language and Communication Skills

Credits: 04 (Credit Hours in a Week, Lecture-3, Practical-0, Tutorial-1)

Marks: 100 (End Sem=80) + (Internal Examination=20)

Course Level Learning Objectives:

- To provide a comprehensive understanding of the essential tools and theories of communication
- To cultivate and enhance communication skills necessary for successful personal, social, and professional interactions.
- To prioritize the development of LSRW (Listening, Speaking, Reading, and Writing) skills tailored explicitly for professional settings, such as interviews, group discussions, and public speaking, ensuring proficiency in social interactions.
- To equip students with diverse communication strategies, both verbal and non-verbal, enabling them to express thoughts, emotions, and ideas effectively.
- To foster an engaging and interactive learning environment, employing innovative teaching methodologies to encourage active participation and maximize learning outcomes.

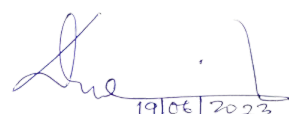
Course Level Learning Outcomes:

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

- Develop a comprehensive understanding of essential communication tools and theories to effectively navigate complexities in communication.
- Enhance and cultivate communication skills necessary for successful personal, social, and professional interactions
- Demonstrate proficiency in Listening, Speaking, Reading, and Writing (LSRW) skills in professional settings, such as interviews, group discussions, and public speaking.
- Apply diverse verbal and non-verbal communication strategies to effectively express thoughts, emotions, and ideas in interpersonal and professional settings.
- Develop writing competencies like framing CVs, memos, and applications properly

Scheme of Examination:

- The course will utilize formative assessment and Continuous and Comprehensive Evaluation (CCE) approaches, incorporating two Sessional Tests and one Assignment. The internal examination score will be determined by the average of the two highest scores achieved in the above. The same will be added to the total score obtained in the final examination. Each Sessional Test will carry a weightage of 20 marks, and the Assignment will also be of 20 marks.
- The final examination will be conducted for a total of 80 marks.
- Thus, the Paper will be evaluated out of 100 marks, comprising 20 marks from the internal and 80 marks from the final examinations.



Marking Scheme:

| Section | Total | No. of Questions to be attempted | Marks for each question | Total Marks |
|---|-------|----------------------------------|-------------------------|-------------|
| Pattern of Question Paper for 80 marks | | | | |
| A | 6 | 4 | 5 | 20 |
| B | 5 | 3 | 10 | 30 |
| C | 4 | 2 | 15 | 30 |

Course Content

Module A: Introduction to Communication Skills

The Nature and Process of Communication
Types and Modes of Communication
Verbal and Non-verbal Communication
Essentials of Effective Communication
Overcoming Miscommunication: Communication Barriers and Strategies

Module B: Listening Skills

The Importance and Purposes of Effective Listening
Developing Active Listening Skills
Identifying and Overcoming Barriers to Listening
Guidelines for Improving Listening Skills
Strategies for Effective Note-taking during Lectures and Presentations

Module C: Speaking Skills

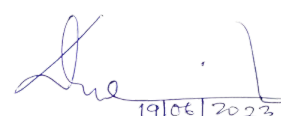
Pronunciation Practice and Phonetic Awareness
Developing Fluency through Conversation Practice
Participating in Debates and Group Discussions
Interview Skills: Effective Communication for Job Interviews
Effective Presentation Skills and Public Speaking Techniques

Module D: Reading and Writing Skills

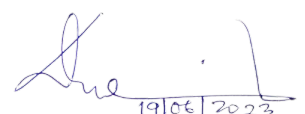
Effective Reading Strategies for Comprehension
Developing Reading Fluency and Speed
Close Reading Techniques for In-depth Analysis
Summarizing and Paraphrasing Techniques
Interpreting Graphs and Charts for Effective Communication
Writing Formal Letters and Emails
Resume and Job Application

Suggested Readings:

1. *Business English*, Pearson, Pearson Education, 2008.
2. *Fluency in English - Part II*, Oxford University Press, 2006.
3. *Language, Literature and Creativity*, Orient Black Swan, 2013.
4. Turton, N.D. and J.B. Heaton *Longman Dictionary of Common Errors*, Longman, 1998.



5. Francis Peter, S.J. *Soft Skills and Professional Communication*. New Delhi: Tata McGraw Hill, 2012.
6. Verma, S. *Enhancing Employability @ Soft Skills*. New Delhi, Pearson Education 2012.
7. Bandyopadhyay, D. & Krishnan, Malathy. (2012). *Connect: A Course in Communicative English*. Cambridge University Press.
8. Raman, Meenakshi. & Singh, Prakash. (2012). *Business Communication*. Oxford University Press.
9. Suresh Kumar, E. & P. Sreehari. (2014). *A Handbook for English Language Laboratories*. Foundation Books.
10. Mukhyopadhyay. *English for Jobseekers: Language and Soft Skills for the Aspiring*. Foundation Books, CUP.



SEC 1

Title of the Paper: ENGLISH LANGUAGE TEACHING

Credits: 03 (Credit Hours in a Week, Lecture-2, Practical-1, Tutorial-0)

Marks: 100 (End Sem=80) + (Internal Examination=20)

Course Level Learning Objectives

The course will seek to achieve the following objectives:

- to make students grasp the strategies used by a teacher to teach language
- to make students understand the syllabus, its structure and development
- to make students understand different types of tests used in a language class
- to make students understand use of technology for learning language

Course Level Learning Outcomes

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

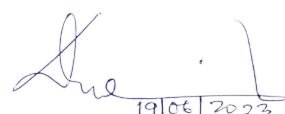
- identify and classify strategies used by a teacher to teach language
- demonstrate clear understanding of the syllabus, its structure and development understand the structure of a textbook and its use
- articulate the reasons for different types of tests the teacher administers
- demonstrate the ways in which technology can be used for learning language.

Scheme of Examination:

- The course will utilize formative assessment and Continuous and Comprehensive Evaluation (CCE) approaches, incorporating two Sessional Tests and one Assignment. The internal examination score will be determined by the average of the two highest scores achieved in the above. The same will be added to the total score obtained in the final examination. Each Sessional Test will carry a weightage of 20 marks, and the Assignment will also be of 20 marks.
- The final examination will be conducted for a total of 80 marks.
- Thus, the Paper will be evaluated out of 100 marks, comprising 20 marks from the internal and 80 marks from the final examinations.

Marking Scheme:

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| C | 4 | 2 | 15 | 30 |



Course Content

Module A: Knowing the Learner, Structures of English language, Syllabus Structure and Design, Grammatical syllabuses and other Types of ELT Syllabus

Module B: Methods of teaching English language and literature; Assessing language skills, Types of tests and their purposes

Module C: Materials for language teaching (Structure of a textbook and its relation to the syllabus); Using Technology in language learning (ICT and language learning including Web 2.0 Tools)

Suggested Discussion, Presentation: Thinking and activities/Practicals associated with all the Modules

Suggested Reading

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

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

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

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

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

BA in English (FYUP) Detailed Syllabus of SECOND Semester

Major 2

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

Course Code:

Credits: 04 (Credit Hours in a Week, Lecture-3, Practical-0, Tutorial-1)

Marks: 100 (End Sem=80) + (Internal Examination=20)

Course Level Learning Objectives:

The course will seek to achieve the following objectives:

- to make students gain acquaintance with the tradition of English literature from 14th to 17th centuries
- to make students clearly understand Renaissance Humanism for proper appreciation of the literary texts
- to make students engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts

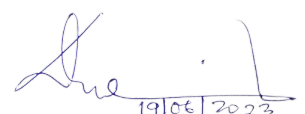
Course Level Learning Outcomes

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

- understand the tradition of English literature from 14th to 17th centuries.
- develop a clear understanding of Renaissance Humanism that provides the basis for the texts suggested
- engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts
- appreciate and analyze the poems and plays in the larger socio-political and religious contexts of the time.

Scheme of Examination:

- The course will utilize formative assessment and Continuous and Comprehensive Evaluation (CCE) approaches, incorporating two Sessional Tests and one Assignment. The internal examination score will be determined by the average of the two highest scores achieved in the above. The same will be added to the total score obtained in the final examination. Each Sessional Test will carry a weightage of 20 marks, and the Assignment will also be of 20 marks.
- The final examination will be conducted for a total of 80 marks.
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Marking Scheme:

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| C | 4 | 2 | 15 | 30 |

Course Content

Module A:

Geoffrey Chaucer *The Wife of Bath's Prologue*

Edmund Spenser: 'Sonnet LVII 'Sweet warrior...' (from *Amoretti*)

William Shakespeare: Sonnet 116: Let Me Not to the Marriage of Two Minds

Sonnet 118: Like as to our appetite more keen

Module B:

John Donne 'The Sunne Rising'

George Herbert 'Pulley'

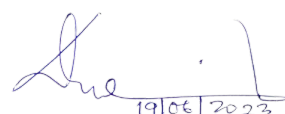
Andrew Marvel 'To His Coy Mistress'

Module C: Christopher Marlowe *Doctor Faustus*

Module D: William Shakespeare *Twelfth Night*

Suggested Readings

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



Minor 2

Title of the paper: English Poetry and Drama

Course Code:

Credits: 04 (Credit Hours in a Week, Lecture-3, Practical-0, Tutorial-1)

Marks: 100 (End Sem=80) + (Internal Examination=20)

Course Level Learning Objectives:

- To provide a broad view of the ages to which the poets and the playwrights belong.
- To focus on the history of socio-cultural background of the ages to understand the texts.
- To understand and assimilate the different temperaments of the ages concerned in terms of human relations.

Course Level Learning Outcomes:

At the completion of this course,

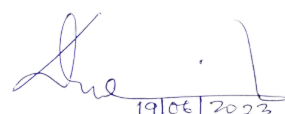
- The students will be able to understand the poetry from 16th to 20th century and appreciate the aspects of human love, human condition, shortness of time in life, love as the union of soul, individual's shock and personal loss, inevitability of death, life after death, and conditions of modern man.
- The students will be able to enjoy and comprehend the themes of morality and commitment in love as well as the rights and liberty of women in the modern age.

Scheme of Examination:

- The course will utilize formative assessment and Continuous and Comprehensive Evaluation (CCE) approaches, incorporating two Sessional Tests and one Assignment. The internal examination score will be determined by the average of the two highest scores achieved in the above. The same will be added to the total score obtained in the final examination. Each Sessional Test will carry a weightage of 20 marks, and the Assignment will also be of 20 marks.
- The final examination will be conducted for a total of 80 marks.
- Thus, the Paper will be evaluated out of 100 marks, comprising 20 marks from the internal and 80 marks from the final examinations.

Marking Scheme:

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| Pattern of Question Paper for 80 marks | | | | |
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| C | 4 | 2 | 15 | 30 |



Course Content

Module A

Philip Sidney

William Shakespeare

John Milton

John Donne

From *Astrophel and Stella*

Seven Ages of Man

On His Blindness

Flea

Module B

William Wordsworth

Alfred Tennyson

Christina Rossetti

W.H.Auden

Three Years She Grew

Break, Break, Break

After Death

The Unknown Citizen

Module-III

William Shakespeare

As You Like It

Module-IV

Henrik Ibsen

A Doll's House

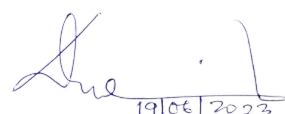
Suggested Reading:

www.poetryfoundation.com

www.poemhunter.com

William Shakespeare. *As You Like It*

Henrik Ibsen. *A Doll's House*



MDC/IDS 2:

Title of the Paper: Introduction to English Drama

Course Code:

Credits: 03 (Credit Hours in a Week, Lecture-3, Practical-0, Tutorial-)

Marks: 100 (End Sem=80) + (Internal Examination=20)

Course Level Learning Objectives:

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

Course Level Learning Outcomes:

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

Scheme of Examination:

- The course will utilize formative assessment and Continuous and Comprehensive Evaluation (CCE) approaches, incorporating two Sessional Tests and one Assignment. The internal examination score will be determined by the average of the two highest scores achieved in the above. The same will be added to the total score obtained in the final examination. Each Sessional Test will carry a weightage of 20 marks, and the Assignment will also be of 20 marks.
- The final examination will be conducted for a total of 80 marks.
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Marking Scheme:

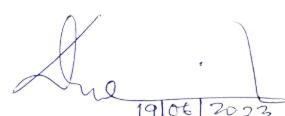
| Section | Total | No. of Questions to be attempted | Marks for each question | Total Marks |
|---|-------|----------------------------------|-------------------------|-------------|
| Pattern of Question Paper for 80 marks | | | | |
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| C | 4 | 2 | 15 | 30 |

Course Content

Module 1:

History and elements of English Drama

William Shakespeare: Julius Caesar



Module 2:

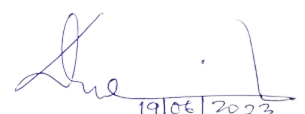
Ben Jonson: Everyman in His Humour

Module 3:

Oliver Goldsmith: She Stoops to Conquer

Suggested Reading:

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



AEC 2

Title of the Paper: Academic Writing and Professional Communication

Credits: 04 (Credit Hours in a Week, Lecture-3, Practical-0, Tutorial-1)

Marks: 100 (End Sem=80) + (Internal Examination=20)

Course Level Learning Objectives

The course will seek to achieve the following objectives:

- To enhance students' skills in written and oral communication for academic and professional contexts.
- To make students use simple and acceptable English to convey their ideas in English in writing
- To make students recognize and draft different types of writing – e.g. classroom notes, summaries, reports, exploratory and descriptive paragraphs, substantiating etc.
- To develop students' abilities to express their ideas effectively, critically analyze texts, and engage in professional communication practices.
- To make students learn essential academic writing techniques, research skills, citation and referencing conventions, and strategies for effective professional communication.

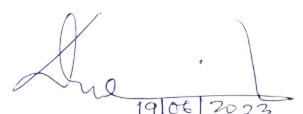
Course Learning Outcomes

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

- Demonstrate proficiency in academic writing conventions, including grammar, sentence structure, and punctuation.
- Analyze and critically evaluate academic texts, including articles, research papers, and scholarly publications.
- Understand and apply appropriate citation and referencing styles in academic writing.
- Compose well-structured essays, research papers, and reports using clear and concise language.
- Develop effective communication strategies for professional environments, including email etiquette, formal letters, and workplace communication.

Scheme of Examination:

- The course will utilize formative assessment and Continuous and Comprehensive Evaluation (CCE) approaches, incorporating two Sessional Tests and one Assignment. The internal examination score will be determined by the average of the two highest scores achieved in the above. The same will be added to the total score obtained in the final examination. Each Sessional Test will carry a weightage of 20 marks, and the Assignment will also be of 20 marks.
- The final examination will be conducted for a total of 80 marks.
- Thus, the Paper will be evaluated out of 100 marks, comprising 20 marks from the internal and 80 marks from the final examinations.



Marking Scheme:

| Section | Total No. of Questions | No. of Questions to be attempted | Marks for each question | Total Marks |
|---|------------------------|----------------------------------|-------------------------|-------------|
| Pattern of Question Paper for 80 marks | | | | |
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| B | 5 | 3 | 10 | 30 |
| C | 4 | 2 | 15 | 30 |

Course Content

Module A: Introduction to Academic Writing

The purpose of Academic Writing
The features of Academic Writing
Types of Academic Writing
The Writing Process

Module B: Writing Style and Structure

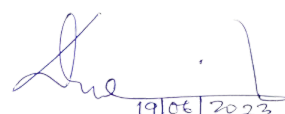
Structure and organization of essays, research papers, and reports
Organizing a Paragraph structure
Structuring an Argument
Developing a thesis statement and supporting arguments
Writing effective introduction, body, and conclusion
Review and Critical analysis of Academic texts
Summarizing and paraphrasing skill
Citation and Referencing

Module C: Writing Mechanics and Remedial Grammar

Clarity, coherence, and conciseness in academic writing
Effective use of transitions and linking words
Punctuation
Grammar and Sentence Structure
Independent and dependent clauses
Avoiding Choppy Sentences, Incomplete and fragmented sentences, run on sentences
Subject-verb agreement and verb tenses
Common grammatical errors to avoid

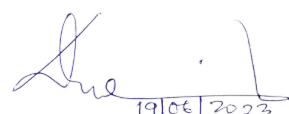
Module D: Professional Communication in Writing

Writing formal emails, reports, and business correspondence
Report Writing
Note-Making
Letter Writing
Writing for professional contexts (CV and Cover Letters)
Documenting: Agenda and Minutes



Suggested Readings

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



SEC- 2

Title of the Paper: TRANSLATION STUDIES

Course Code:

Credits: 03 (Credit Hours in a Week, Lecture-2, Practical-1, Tutorial-1)

Marks: 100 (End Sem=80) + (Internal Examination=20)

Course Level Learning Objectives

The course will seek to achieve the following objectives:

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

Course Level Learning Outcomes

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

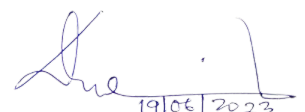
- critically appreciate the process of translation
- engage with various theoretical positions on Translation think about the politics of translation
- assess, compare, and review translations translate literary and non-literary texts

Scheme of Examination:

- The course will utilize formative assessment and Continuous and Comprehensive Evaluation (CCE) approaches, incorporating two Sessional Tests and one Assignment. The internal examination score will be determined by the average of the two highest scores achieved in the above. The same will be added to the total score obtained in the final examination. Each Sessional Test will carry a weightage of 20 marks, and the Assignment will also be of 20 marks.
- The final examination will be conducted for a total of 80 marks.
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Marking Scheme:

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Course Content

Module A: Different Types / modes of translation (Technical /Official translation as opposed to literary translation Audio-visual translation)

Different approaches to translation from fidelity to transcreation Functional / communicative translation; Introducing basic concepts and terms used in Translation Studies through relevant tasks, for example: Equivalence, Language variety, Dialect, Idiolect, Register, Style, Mode, Code mixing / Switching.

Module B: Defining the process of translation (analysis, transference, restructuring) through critical examination of standard translated literary/non-literary texts and critiquing subtitles of English and Hindi films.

Exercises to comprehend Equivalence in translation: Structures – equivalence between the source language and target language at the lexical (word) and syntactical (sentence) levels. This will be done through tasks of retranslation and recreation, and making comparative study of cultures and languages.

Module C: Translation of various kinds of short texts from short stories to news reports, poems and songs, to advertisements both print and audio-visual

Suggested Readings

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