

# **SYLLABUS**

**For**

## **BA (Hons) in English (FYUP) PROGRAMME**

**(Programme Structure & Syllabus)**

*(As per Uttar Pradesh NEP-2020 U.G. Course Structure aligned with FYUGP of UGC)*

**w.e.f. Academic Session 2025-26**



**Glocal School of Arts and Social Science**

**GLOCAL UNIVERSITY**

Delhi-Yamunotri Marg (State Highway 57),  
Mirzapur Pole, Dist - Saharanpur, U.P. - 247121,  
India

**Programme Structure and Evaluation Scheme**  
**B.A. (Hons) in English FYUP Programme**

Uttar Pradesh NEP-2020 U.G. Course Structure aligned with FYUGP of UGC								
Bachelor of Arts- (Hons) in English, Semester-VII								
(FYUP Program)								
Course Code	Course Title	Teaching Load			Evaluation Scheme		Total	
		L	T	P	Credits	Internal	End Sem.	
A040701T	Poetry-I (Chaucer to 1798)	4	0	0	4	25	75	100
A040702T	Prose	4	0	0	4	25	75	100
A040703T	Shakespearean Drama	4	0	0	4	25	75	100
A040704T	Fiction	4	0	0	4	25	75	100
Optional (English) -Choose any one								
A040705T	Literature of Indian Diaspora	4	0	0	4	25	75	100
A040706T	Fourth World Literature							
<b>Total Credit</b>					<b>20</b>	<b>125</b>	<b>375</b>	<b>500</b>

Uttar Pradesh NEP-2020 U.G. Course Structure aligned with FYUGP of UGC								
Bachelor of Arts- (Hons) in English, Semester-VIII								
(FYUP Program)								
Course Code	Course Title	Teaching Load			Evaluation Scheme		Total	
		L	T	P	Credits	Internal	End Sem.	
A040801T	Poetry-II	4	0	0	4	25	75	100
A040802T	British Drama	4	0	0	4	25	75	100
A040803T	American Literature	4	0	0	4	25	75	100
A040804T	Indian English Literature	4	0	0	4	25	75	100
Optional (English) -Choose any one								
A040805T	Translation Studies	4	0	0	4	25	75	100
A040806T	World Literature							
<b>Total Credit for</b>					<b>20</b>	<b>125</b>	<b>375</b>	<b>500</b>

**Bachelor of Arts- (Hons) in English**  
**SEMESTER-VII**

**Course 1: Poetry-I (Chaucer to 1798) – A040701T**

**Course Objectives:** This course proposes to study Medieval, Renaissance and Reformation English literature in the context of social, political and religious events that contributed to the formation of early modern culture in England for skill enhancement.

**Unit-I**

Geoffrey Chaucer : Prologue to the Canterbury Tales (Selected characters- Introduction, Knight, Squire, Prioress, Monk, Friar, Wife of Bath, Oxford Clerk, Doctor of Physic, Summoner, Pardoner, Parson)

**Unit-II**

William Shakespeare : Sonnets: 18-Shall I Compare thee to a Summer's day?, 30-When to the Sessions of Sweet Silent thought, 63-Against My Love Shall be as I am now, 130-My Mistress' eyes are nothing like the Sun.

**Unit-III**

John Milton : Paradise Lost, Book I  
Edmund Spenser : Fairy-Queen (Non-detailed study)

**Unit-IV**

John Donne : Go Catch a Falling Star  
The Canonization  
Death Be Not Proud  
Andrew Marvell : To His Coy Mistress  
Alexander Pope : The Rape of the Lock (Non-detailed study)  
William Blake : The Little Black Boy (From songs of Innocence)  
Holy Thursday (From songs of Experience)

**Course Outcomes:**

Students completing this course will be able to:

**CO1**-Define 'frame narrative' and explain its use in The Canterbury Tales, identify the key characters style and language in the Prologue to The Canterbury Tales and to Identify Geoffrey Chaucer and describe the time period in which he wrote The Canterbury Tales for skill development.

**CO2**-Develop sufficient ability for reading and understanding Elizabethan English to allow for better comprehension of Shakespeare's poems and sonnets for employability.

**CO3**- Have in-depth knowledge of Milton and his epic poem Paradise Lost and Spencer's Fairy Queen through close reading and to explore the poem's main thematic concerns and poetic qualities for developing skills.

**CO4**- Understand a new genre Metaphysical Poetry and its prominent poets through their writing at global level to inculcate skills.

**Mapping Course Outcomes leading for the achievement of Programme Outcomes**  
**Please write 3,2,1 wherever required**  
**(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>
<b>CO1</b>	3	2	3	1	3	3	3	3
<b>CO2</b>	3	2	3	2	3	3	3	3
<b>CO3</b>	3	2	3	2	3	3	3	3
<b>CO4</b>	3	2	3	1	3	3	3	3

**CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)**  
**(Note-3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	<b>Skill Development</b>	<b>Employability</b>	<b>Entrepreneurship Development</b>
<b>CO1</b>	3	1	1
<b>CO2</b>	3	2	1
<b>CO3</b>	3	1	1
<b>CO4</b>	3	1	1

**Suggested Readings:**

- 1- Chaturvedi, G., *Chaucer's Prologue to the Canterbury*, Shivam Publications, Agra.
- 2- Gupta N. K. Das, *Shakespeare's The Sonnets*, LNA Publication, Agra.
- 3- Khandelwal, K. N., *Andrew Marvell's To His Coy Mistress*, LNA Publication, Agra.
- 4- Mishra, Nirupma, *John Milton's Paradise Lost, Book I*, Shivam Publications, Agra.
- 5- S. K. Banerji, S. K., *Edmund Spenser's Fairy-Queen*, LNA Publication, Agra.
- 6- Sastri, P.S., *John Donne's Selected Poems*, LNA Publication, Agra.
- 7- Varshney, R. L., *Alexander Pope's The Rape of the Lock*, LNA Publication, Agra.
- 8- Varshney, *William Blake's Selected Poems*, Student Store Publication, Bareilly.

**Website Sources:**

- [www.poemhunter.com](http://www.poemhunter.com)
- [www.wikipedia.org](http://www.wikipedia.org)
- [www.britannica.com](http://www.britannica.com)
- [www.oxfordreference.com](http://www.oxfordreference.com)

**Note: Latest editions of all the suggested reading must be used.**

**Bachelor of Arts- (Hons) in English**  
**SEMESTER-VII**

**Course 2: Prose- A040702T**

**Course Objectives:** This course has been designed to give the student a first-hand knowledge of the Origin and Development of the English Essay. The student would be given the knowledge of the political, economic, social and intellectual background to enable him to study the work as representative of the age.

**Unit-I**

Francis Bacon : Of Truth, Of Revenge, Of Adversity, Of Marriage and Single Life, Of Parents and Children

**Unit-II**

Joseph Addison &Richard Steele : Of the Club, Spectator's Account of Himself, His Account of His Disappointment in Love (Coverley Papers from the *Spectator*, ed. K. Deighton, Macmillan)

**Unit-III**

Charles Lamb : A Bachelor's Complaint of the Behaviour of Married People, Poor Relations, Dream Children

Alfred George Gardiner : In Defence of Ignorance, On Saying Please

**Unit-IV**

William Hazlitt : My First Acquaintance with Poets, Indian Jugglers (Non-detailed study)

Aldous Leonard Huxley : Wordsworth in the Tropics (Non-detailed study)

**Course Outcomes:**

Students completing this course will be able to:

**CO1:** Evaluate and analyze Essays critically and to understand them in different contexts for developing skills.

**CO2:** Explore the major trends, aspects and periodicals in English prose at global level to inculcate analytical skills.

**CO3:** Have awareness of socio-political and economic conditions of the society from different periods through essays for enhancing skills and employability.

**CO4:** Understand poets through the lance of essayists for developing skills.

**Mapping Course Outcomes leading for the achievement of Programme Outcomes**

**Please write 3,2,1 wherever required**

**(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>
<b>CO1</b>	2	1	3	2	3	3	3	3

<b>CO2</b>	2	2	3	2	3	3	3	3
<b>CO3</b>	2	1	3	2	3	3	3	3
<b>CO4</b>	2	2	3	2	3	3	3	3

**CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)  
(Note-3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	<b>Skill Development</b>	<b>Employability</b>	<b>Entrepreneurship Development</b>
<b>CO1</b>	3	1	1
<b>CO2</b>	3	1	1
<b>CO3</b>	3	1	1
<b>CO4</b>	3	1	1

**Suggested Readings:**

- 1- B. B. Jain, *William Hazlitt's Selected Essays*, LNA Publication, Agra.
- 2- Jain R. P., *A.G Gardiner's Selected Essays*, LNA Publication, Agra.
- 3- Jain, B.B., *Addison & Steele's Selected Essays*, LNA Publication, Agra.
- 4- Lahiri and Ganguli, *Charles Lamb's Essays of Elia*, LNA Publication, Agra.
- 5- Nirupma, *Bacon's Essays*, Vimal Prakashan Mandir, Agra.

**Website Sources:**

- [www.wikipedia.org](http://www.wikipedia.org)
- [www.britannica.com](http://www.britannica.com)
- [www.bibliography.com](http://www.bibliography.com)
- [www.open.edu](http://www.open.edu)

**Note: Latest editions of all the suggested reading must be used.**

## **Bachelor of Arts- (Hons) in English**

### **SEMESTER-VII**

#### **Course 3: Shakespearean Drama- A040701T**

**Course Objectives:** This course has been designed to give the student a first-hand knowledge of the major dramas of Shakespeare. The students would be given the knowledge of the political, economic, social and intellectual background to enable them to study the works as representative of the age for enhancing language skills and employability.

#### **Unit-I**

Twelfth Night

King Henry IV Part 1 (Non-detailed study)

#### **Unit-II**

Hamlet

Antony and Cleopatra – (Non-detailed study)

#### **Unit-III**

Tempest

Othello (Non-detailed study)

#### **Unit-IV**

As You Like It (Non-detailed study)

Measure for Measure (Non-detailed study)

#### **Course Outcomes:**

Students completing this course will be able to:

**CO1:** Summarize, identify key characters, analyse the themes present in the plays and to learn historical contexts, psycho-social aspects and discern the various cultural and moral values associated with the texts at national and global level for better skills and employability.

**CO2:** Have in-depth knowledge of the plays especially tragedy, play with in play, themes, plot, characters etc. to develop skills.

**CO3:** Develop sufficient ability for reading skill and understanding Elizabethan English to allow for better comprehension of the plays.

**CO4:** Understand themes, techniques and to have knowledge of the political, economic, social and intellectual background to study the works as representation of the age to enrich skills and employability.

#### **Mapping Course Outcomes leading for the achievement of Programme Outcomes**

**Please write 3,2,1 wherever required**

**(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>
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<b>CO1</b>	3	2	3	2	3	3	3	3
<b>CO2</b>	3	2	3	2	3	3	3	3
<b>CO3</b>	3	2	3	2	3	3	3	3
<b>CO4</b>	3	2	3	2	3	3	3	3

**CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)**  
**(Note-3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	<b>Skill Development</b>	<b>Employability</b>	<b>Entrepreneurship Development</b>
<b>CO1</b>	3	3	1
<b>CO2</b>	3	1	1
<b>CO3</b>	3	1	1
<b>CO4</b>	3	3	1

**Suggested Readings:**

- 1- Banerji, S.K., *Shakespeare's Hamlet*, LNA Publication, Agra.
- 2- Chopra, D. K., *Shakespeare's King Henry IV Part*, LNA Publication, Agra.
- 3- Chopra, D.K., *Shakespeare's Antony and Cleopatra*, LNA Publication, Agra.
- 4- Khandelwal, K. N., *Shakespeare's As You Like It*, LNA Publication, Agra.
- 5- Khandelwal, K. N., *Shakespeare's The Tempest*, LNA Publication, Agra.
- 6- Khandelwal, K. N., *Shakespeare's Twelfth Night*, LNA Publication, Agra.
- 7- Khandelwal, K. N., *Shakespeare's Measure for Measure*, LNA Publication, Agra.
- 8- Khandelwal, *Shakespeare's Othello*, LNA Publication, Agra.

**Website Sources:**

- [www.shakespeare.folger.edu](http://www.shakespeare.folger.edu)
- [www.shakespeare.mit.edu](http://www.shakespeare.mit.edu)
- [www.opensourceshakespeare.org](http://www.opensourceshakespeare.org)
- [www.shakespere-online.com](http://www.shakespere-online.com)

**Note: Latest editions of all the suggested reading must be used.**

**Bachelor of Arts- (Hons) in English**  
**SEMESTER-VII**

**Course 4: Fiction- (A040704T)**

**Course Objectives:** This course has been designed to give the student a first-hand knowledge of the major literary works of the period. The students would be given the knowledge of the political, economic, social and intellectual background to enable them to study the work as representative of the age for enhancing their skills and employability. The students would also be acquainted with the literary movements, favoured genres and the evolution and development of literary forms to encourage further reading.

**Unit- I**

Henry Fielding	:	Tom Jones
Jane Austen	:	Pride and Prejudice

**Unit-II**

Sir Walter Scott	:	Ivanhoe
Charles Dickens	:	David Copperfield

**Unit- III**

Thomas Hardy	:	Tess of D'Urbervilles
Joseph Conrad	:	Heart of Darkness

**Unit-IV**

David Herbert Lawrence	:	Sons and Lovers
E. M. Foster	:	A Passage to India

**Course Outcomes:**

Students completing this course will be able to:

**CO1:** Acquaint with the major novelists in English Literature at global level through a study of the novels representative of the age for skill development and employability.

**CO2:** Interpret, analyse and evaluate works of fiction in the perspective of literary history and theory for enhancing skills.

**CO3:** Know various cultures and construction of gender, nation, race, themes and techniques for skill development.

**CO4:** Understand the perspective of literary history through novels and novelists to inculcate skills and employability.

**Mapping Course Outcomes leading for the achievement of Programme Outcomes**

**Please write 3,2,1 wherever required**

**(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>
<b>CO1</b>	3	2	2	1	3	3	3	3

<b>CO2</b>	3	2	2	1	3	3	3	3
<b>CO3</b>	3	2	2	2	3	3	3	3
<b>CO4</b>	3	2	2	1	3	3	3	3

**CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)**  
**(Note-3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	<b>Skill Development</b>	<b>Employability</b>	<b>Entrepreneurship Development</b>
<b>CO1</b>	3	2	1
<b>CO2</b>	3	1	1
<b>CO3</b>	3	1	1
<b>CO4</b>	3	2	1

**Suggested Readings:**

- 1- Chakravarty, K. C., *Thomas Hardy's Tess of D'Urbervilles*, LNA Publication, Agra.
- 2- Khandelwal, K. N., *Joseph Conrad's Heart of Darkness*, LNA Publication, Agra.
- 3- Pant, G. B., *Sir Walter Scott's Ivanhoe*, LNA Publication, Agra.
- 4- Prakash, R., *D.H. Lawrence's Sons and Lovers*, LNA Publication, Agra.
- 5- Varshney, R. L., *Charles Dickens' David Copperfield*, LNA Publication, Agra.
- 6- Varshney, R. L., *E. M. Foster's A Passage to India*, LNA Publication, Agra.
- 7- Varshney, R. L., *H. Fielding's Tom Jones*, LNA Publication, Agra.
- 8- Varshney, R. L., *Jane Austen's Pride and Prejudice*, S. S. Publication Bareilly.

**Website Sources:**

- [www.wikipedia.org](http://www.wikipedia.org)
- [www.gutenberg.org](http://www.gutenberg.org)
- [www.cousehero.com](http://www.cousehero.com)
- [www.britannica.com](http://www.britannica.com)

**Note: Latest editions of all the suggested reading must be used.**

**Bachelor of Arts- (Hons) in English**  
**SEMESTER-VII**

**Course 5: Literature of Indian Diaspora- A040705T**

**Course Objectives:** This course has been designed to acquaint students with a knowledge of Indian Diaspora writers and their works and to help the students have a broad outlook on diaspora literature and to make them understand and estimate the diverse paths, the Indian culture has taken in the era of multiculturalism to develop their skills and employability.

**Unit-I POETRY**

A.K. Ramanujan	:	Love Poem for a Wife
Meena Alexander	:	I Root My Name
Sujata Bhatt	:	A Different History
R. Parthasarathy	:	Exile, Homecoming, Trial

**Unit-II DRAMA**

Lorraine Hansberry	:	A Raisin in The Sun
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**Unit-III ESSAY**

Amitav Ghosh	:	The Diaspora in Indian Culture
Salman Rushdie	:	Imaginary Homelands

**Unit-IV SHORT STORY AND FICTION**

Amit Chaudhari	:	Portrait of An Artist
Shauna Singh Baldwin	:	English Lessons
Bharati Mukherjee	:	Jasmine
Kiran Desai	:	The Inheritance of Loss

**Course Outcomes:**

Students completing this course will be able to:

**CO1:** Acquaint with knowledge of Indian Diaspora writers and their works for skill development.

**CO2:** Have a broad outlook on diaspora literature and understand themes, plot, characters etc. at national and global level for enhancing skills.

**CO3:** Understand and estimate the diverse paths, the Indian culture has taken in the era of multiculturalism for employability.

**CO4:** Understand the issues of diaspora, location, history and geography in literature and an awareness of the relationship between literary texts and their historical, political and cultural contexts at national level for enhancing skills.

**Mapping Course Outcomes leading for the achievement of Programme Outcomes**

**Please write 3,2,1 wherever required**

**(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>
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<b>CO1</b>	3	1	3	2	3	3	3	3
<b>CO2</b>	3	1	3	2	3	3	3	3
<b>CO3</b>	3	1	3	2	3	3	3	3
<b>CO4</b>	3	1	2	1	3	3	3	3

**CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)**  
**(Note-3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	<b>Skill Development</b>	<b>Employability</b>	<b>Entrepreneurship Development</b>
<b>CO1</b>	3	1	1
<b>CO2</b>	3	1	1
<b>CO3</b>	3	2	1
<b>CO4</b>	3	1	1

**Suggested Readings:**

- 1- Mishra, Vijay, *Literature of the Indian Diaspora: Theorizing the Diasporic Imaginary*, Routledge Publication, New Delhi.
- 2- Brah, Avtar, *Cartographies of Diaspora: Contesting Identities*, Routledge Publication, New Delhi.
- 3- Kadekar, Laxmi N., *The Indian Diaspora: Historical and Contemporary Context*, Rawat Publication, Delhi.
- 4- Kar, Angusman, *Contemporary Indian Diaspora: Literary and Cultural Representation*, Rawat Publication, Delhi.
- 5- Padmanabhan, Manjula, *Harvest*, Aurora Metro Books Publication, London.
- 6- Desai, Kiran, *The Inheritance of Loss*, Penguin Publication, New Delhi.
- 7- Mukherjee, Bharati, *Jasmine*, Grove Press, U.S.

**Website Sources:**

- [www.wikipedia.org](http://www.wikipedia.org)
- [www.supersummary.com](http://www.supersummary.com)
- [www.britannica.com](http://www.britannica.com)
- [www.enotes.com](http://www.enotes.com)

**Note: Latest editions of all the suggested reading must be used.**

## **Bachelor of Arts- (Hons) in English**

### **SEMESTER-VII**

#### **Course 5: Postcolonial Literature and Theory- A040706T**

**Course Objectives:** This course has been designed to familiarize the students with a critical introduction to the fascinating yet highly contested field of postcolonial literatures and theory. The Students will examine a diverse selection of postcolonial literatures emanating from some of the major former geographical centres of colonialism: South Asia, Africa and the Caribbean for their skill enhancement and employability.

#### **Unit-I**

Edward Said	:	Culture and Imperialism, pp 1-14 & 61-72
Robert Young	:	Postcolonialism: An Historical Introduction (Excerpts)
Frantz Fanon	:	Selections from The Wretched of the Earth: —On Violence, Conclusion, Colonial Violence and Mental Disorders
Jean Paul Sartre	:	Postcolonial Theory

#### **Unit- II**

J.M. Coetzee	:	Age of Iron, Apartheid Thinking, Giving Offense: Essays on Censorship
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#### **Unit-III**

Fred D'Aguiar	:	Feeding the Ghosts
Derek Walcott	:	A Far Cry from Africa

#### **Unit-IV**

M.K. Gandhi	:	Hind Swaraj (Excerpts)
Sri Aurobindo	:	What is Nationalism (1909)
Rabindranath Tagore	:	The Home and the World (1916)
Tanika Sarkar	:	Many Faces of Love, Country, Woman and God in The Home and the World

#### **Course Outcomes:**

Students completing this course will be able to:

**CO1:** Learn about a wide range of topics, including: the migration of people in the aftermath of the colonial encounter; trans-Atlantic slavery, the apartheid regime and its aftermath and the Algerian struggle for liberation at national level for enhancing skills.

**CO2:** Think about diverse forms of anti-colonial resistance; the power and limits of anti-colonial nationalisms; the exclusions of nationalist discourse; the gendering of nations and the patriarchal construction of women as emblems of the nation for employability.

**CO3:** Have critical introduction to the fascinating yet highly contested field of postcolonial literatures and theory for enhancing skill development and employability.

**CO4:** Evaluate critically these texts in relation to postcolonial theory for enhancing analytical skills.

#### **Mapping Course Outcomes leading for the achievement of Programme Outcomes**

**Please write 3,2,1 wherever required**

**(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>
<b>CO1</b>	3	2	3	2	1	3	3	3

<b>CO2</b>	3	2	3	3	1	3	3	3
<b>CO3</b>	3	1	3	2	3	3	3	3
<b>CO4</b>	3	1	3	2	3	3	3	3

**CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)**  
**(Note-3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	<b>Skill Development</b>	<b>Employability</b>	<b>Entrepreneurship Development</b>
<b>CO1</b>	3	1	1
<b>CO2</b>	3	2	1
<b>CO3</b>	3	1	1
<b>CO4</b>	3	1	1

**Suggested Readings:**

- 1- J.M. Coetzee, *Apartheid Thinking, Giving Offense: Essays on Censorship*, University of Chicago Press, Chicago, 1997.
- 2- Dabydeen, David, Kaladeen, Maria del Pilar and Ramnarine, Tina K., *We Mark your Memory: Writings from the Descendants of Indenture*, Eds. Institute of Commonwealth Studies Publication, London.
- 3- Nayar, *Postcolonial Literature: An Introduction*, Pearson Education Publication, U.K.
- 4- D'Aguiar, Fred, *Feeding the Ghosts*, Granta Publication, U.K.
- 5- Datta, Pradip Kumar, *Rabindranath Tagore's The Home and The World: A Critical Companion*, Anthem Press, London.
- 6- Heehs, Peter, *Sri Aurobindo: Nationalism, Religion, and Beyond - Writings on Politics, Society, and Culture*, Permanent Black Publication, Ranikhet, India.

**Website Sources:**

- [www.wikipedia.org](http://www.wikipedia.org)
- [www.encyclopedia.com](http://www.encyclopedia.com)
- [www.britannica.com](http://www.britannica.com)
- [www.poemanalysis.com](http://www.poemanalysis.com)

**Note: Latest editions of all the suggested reading must be used.**

## **Bachelor of Arts- (Hons) in English**

### **SEMESTER-VIII**

#### **Course 1: Poetry-II A040801T**

**Course Objectives:** The paper has been designed to give the student a first-hand knowledge of the major literary works of the period. The students would be given the knowledge of the political, economic, social and intellectual background to enable them to study the work as representative of the age at national and global level for employability. The students would also be acquainted with the literary movements, favoured genres and the evolution and development of literary forms to encourage further reading for developing skills.

#### **Unit-I**

William Wordsworth	:	Tintern Abbey, Ode on Intimations of Immortality, Daffodils, Resolution and Independence (NDS)
Samuel Taylor Coleridge	:	The Rime of the Ancient Mariner (NDS)

#### **Unit-II**

John Keats	:	Ode to Psyche, Ode on a Grecian Urn, Bright Star, Ode to a Nightingale
Percy Bysshe Shelley	:	Ode to West Wind Adonais (NDS)

#### **Unit-III**

Alfred Lord Tennyson	:	Tithonus, The Lotos-Eaters, Ulysses Crossing the Bar
Robert Browning	:	Rabbi Ben Ezra, Porphyria's Lover My Last Duchess

#### **Unit-IV**

Dante Gabriel Rossetti	:	The Blessed Damozel
Mathew Arnold	:	Rugby Chapel (NDS)

#### **Course Outcomes:**

Students completing this course will be able to:

**CO1:** Understand poetry from various cultures, languages and historic periods from romantic period to contemporary period at global level for skill development and employability.

**CO2:** Appreciate and critique poetry as a literary art and its various elements of poetry to enrich skills.

**CO3:** Have thorough knowledge of representative Victorian poets and poetry for skill development.

**CO4:** Know about themes, techniques, genre etc. of Victorian poets & poetry and Pre-Raphaelite Movement for enhancing skills and employability.

#### **Mapping Course Outcomes leading for the achievement of Programme Outcomes**

**Please write 3,2,1 wherever required**

**(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>
<b>CO1</b>	3	2	3	1	3	3	3	3
<b>CO2</b>	3	1	3	2	3	3	3	3
<b>CO3</b>	3	2	3	1	3	3	3	3
<b>CO4</b>	3	2	3	2	3	3	3	3

**CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)**  
**(Note-3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	<b>Skill Development</b>	<b>Employability</b>	<b>Entrepreneurship Development</b>
<b>CO1</b>	3	2	1
<b>CO2</b>	3	1	1
<b>CO3</b>	3	1	1
<b>CO4</b>	3	2	1

**Suggested Readings:**

- 1- Arora, *John Keats' Selected Poems*, S. S. Publication, Bareilly.
- 2- Ghosh, H., *A. L. Tennyson's Selected Poems*, LNA Publication, Agra.
- 3- Khandelwal, K. N., *P. B. Shelly's Adonais*, LNA Publication, Agra.
- 4- Khandelwal, K. N., *W. Wordsworth's Selected Poems*, LNA Publication, Agra.
- 5- Mazhar, Mohd., *Nineteenth Century Poetry*, VPM Educational Publishers, Agra.
- 6- *S. T. Coleridge's The Rime of The Ancient Marnier*, Dover Publication.
- 7- Sagar, Prem, *Dante Gabriel Rossetti's The Blessed Damozel*, LNA Publication, Agra.
- 8- Sastri, P. S., *Robert Browning's Selected Poems*, LNA Publication, Agra.
- 9- Varshney, R. L., *P. B. Shelly's Selected Poems*, LNA Publication, Agra.

**Website Sources:**

- [www.poemhunter.com](http://www.poemhunter.com)
- [www.wikipedia.org](http://www.wikipedia.org)
- [www.britannica.com](http://www.britannica.com)
- [www.poetryfoundation.org](http://www.poetryfoundation.org)

**Note: Latest editions of all the suggested reading must be used.**

## **Bachelor of Arts- (Hons) in English**

### **SEMESTER-VIII**

#### **Course 2: British Drama- A040802T**

**Course Objectives:** The paper has been designed to give the students a first-hand knowledge of the British Drama of the period. The students would be given the knowledge of the political, economic, social and intellectual background to enable them to study the work as representative of the age for employability. The students would also be acquainted with the literary movements, favoured genres and the evolution and development of literary forms to encourage further reading for developing skills.

#### **Unit-I**

Christopher Marlowe : Dr. Faustus

#### **Unit-II**

Richard Brinsley Sheridan : The Rivals

#### **Unit-III**

George Bernard Shaw : Candida

John Webster : The Duchess of Malfi (Non-detailed study)

#### **Unit-IV**

Harold Pinter : The Caretaker (Non-detailed study)  
Henrik Ibsen : A Doll's House (Non-detailed study)

#### **Course Outcomes:**

Students completing this course will be able to:

**CO1:** Appreciate ambiguity and complexity and to articulate their own interpretations with an awareness and curiosity for other perspectives globally for developing skills.

**CO2:** Have knowledge of major genres of British Drama like Comedy of Manners for skill enhancement.

**CO3:** Understand Problem plays and Jacobean Revenge Tragedy thoroughly for inculcating skills and employability.

**CO4:** Do psychological study of the confluence of power, allegiance, innocence and corruption and to understand the influence of Ibsen's work and *A Doll's House* in particular on Western drama both thematically and structurally, examine gender expectations in marriage and society both in Ibsen's time and in the present and Identify and understand symbols, metaphors and allegories in the plays for developing skills.

#### **Mapping Course Outcomes leading for the achievement of Programme Outcomes**

**Please write 3,2,1 wherever required**

**(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>
<b>CO1</b>	3	2	3	2	3	3	3	3
<b>CO2</b>	3	2	3	2	3	3	3	3
<b>CO3</b>	3	2	3	2	3	3	3	3
<b>CO4</b>	3	2	3	1	3	3	3	3

**CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)**  
**(Note-3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	<b>Skill Development</b>	<b>Employability</b>	<b>Entrepreneurship Development</b>
<b>CO1</b>	3	2	1
<b>CO2</b>	3	2	1
<b>CO3</b>	3	3	1
<b>CO4</b>	3	2	1

**Suggested Readings:**

- 1- David, Mary, *G. B. Shaw's Candida*, LNA Publication, Agra.
- 2- Jain, B. B., *Richard B. Sheridan's The Rivals*, LNA Publication, Agra.
- 3- Khandelwal, K. N., *Christopher Marlowe's Dr. Faustus*, LNA Publication, Agra.
- 4- Khandelwal, K. N., *Harold Pinter's The Caretaker*, LNA Publication, Agra.
- 5- Khandelwal, K. N., *John Webster's The Duchess of Malfi*, LNA Publication, Agra.
- 6- Vidyanathan, G., *Henrik Ibsen's A Doll's House*, LNA Publication, Agra.

**Website Sources:**

- [www.gutenberg.com](http://www.gutenberg.com)
- [www.open.edu](http://www.open.edu)
- [www.britannica.com](http://www.britannica.com)
- [www.wikipedia.com](http://www.wikipedia.com)

**Note: Latest editions of all the suggested reading must be used.**

## Bachelor of Arts- (Hons) in English

### SEMESTER-VIII

#### **Course 3: American Literature- A040803T**

**Course Objectives:** The paper has been designed to provide the students with a broad perspective of the development of American Literature in nineteenth and twentieth century's in relation to American experience and to introduce them to American Literature through the close reading of selected texts for enhancing skills and employability.

#### **Unit-I**

Emily Dickinson	:	Success is Counted Sweetest Hope is the Thing with Feathers Because I could not Stop for Death The Brain is Wider Than the Sky Song of Myself; Section 1- I Celebrate Myself Section 6- A Child said 'What is Grass?' Section 32- Animals I Hear It was Charged Against Me
Walt Whitman	:	Birches Mending Wall Two Tramps in Mud Time
Robert Frost	:	

#### **Unit- II**

Ralph Waldo Emerson	:	The Self Reliance The Poet
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#### **Unit-III**

Arthur Miller	:	The Crucible
Eugene O'Neill	:	The Hairy Ape

#### **Unit-IV**

Earnest Hemingway	:	Old Man and The Sea (Non-detailed study)
William Faulkner	:	The Sound and the Fury (Non-detailed study)

#### **Course Outcomes:**

Students completing this course will be able to:

**CO1:** Get the glimpse of American Literature, Culture, Theory etc. for enhancing skills.

**CO2:** Have an awareness of the social, historical, literary and cultural elements of the changes in American literature by identifying and describing distinct literary characteristics of American literature for skill development and employability.

**CO3:** Analyze and evaluate literary works of eminent American writers to develop skills.

**CO4:** Gain an understanding of how society, culture and politics affect American literature and have an idea of the intense masculinity and adventurous & widely publicized life nationally to enrich skills and employability.

#### **Mapping Course Outcomes leading for the achievement of Programme Outcomes**

**Please write 3,2,1 wherever required**

**(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>
<b>CO1</b>	3	2	3	1	3	3	3	3
<b>CO2</b>	3	2	3	2	3	3	3	3

<b>CO3</b>	3	2	3	2	3	3	3	3
<b>CO4</b>	3	1	1	1	3	3	3	3

**CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)**  
**(Note-3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	<b>Skill Development</b>	<b>Employability</b>	<b>Entrepreneurship Development</b>
<b>CO1</b>	3	1	1
<b>CO2</b>	3	2	1
<b>CO3</b>	3	1	1
<b>CO4</b>	3	2	1

**Suggested Readings:**

- 1- Arthur Miller's *the Crucible*, Penguin Books, Delhi.
- 2- Khandelwal, K. N., R. W. Emerson's *Self Reliance*, LNA Publication, Agra.
- 3- Lal, D. K., Ernest Hemingway's *Old Man and The Sea*, LNA Publication, Agra.
- 4- Saradhi, K. P., Emily Dickinson's *Selected Poems*, LNA Publication, Agra.
- 5- Sastri, P. S., R. W. Emerson's *Selected Essays & Poems*, LNA Publication, Agra.
- 6- Sastri, P., Robert Frost *Selected Poems*, LNA Publication, Agra.
- 7- Sastri, P., Walt Whitman's *Selected Poems*, LNA Publication, Agra.
- 8- Vaidyanathan, G., William Faulkner's *The Sound and the Fury*, LNA Publication, Agra.
- 9- Varshney, R. L., Eugene O'Neill's *The Hairy Ape*, LNA Publication, Agra.

**Website Sources:**

- [www.gutenberg.com](http://www.gutenberg.com)
- [www.open.edu](http://www.open.edu)
- [www.britannica.com](http://www.britannica.com)
- [www.wikipedia.com](http://www.wikipedia.com)

**Note: Latest editions of all the suggested reading must be used.**

**Bachelor of Arts- (Hons) in English**  
**SEMESTER-VIII**

**Course 4: Indian English Literature- A040804T**

**Course Objectives:** The paper has been designed to familiarize the students with the major literary Indian writers in English and their works in order to enable them to understand the growth of Indian Writing in English and the various features of Indian literature in English for enhancing skills and employability.

**Unit-I**

Nissim Ezekiel	:	Philosophy Enterprises Poet, Lover, Birdwatcher Background Casually
A. K. Ramanujan	:	Snakes, Of Mothers among Other Things

**Unit-II**

Rabindranath Tagore	:	Gitanjali 1-Thou hast made me endless, such is thy...2- When thou commandest me to sing it seems....., 11- Leave this chanting and singing and telling....,35-Where the mind is without fear and the head is held high.....,
Sarojini Naidu	:	To A Buddha Seated on the Lotus Indian Weavers

**Unit-II**

Rashipuram Krishnaswami Narayan	:	The Guide
Girish Karnad	:	Tale-Danda

**Unit-IV**

Amitav Ghosh	:	The Shadow Lines (Non-detailed study)
Anita Desai	:	Voices in The City (Non-detailed study)

**Course Outcomes:**

Students completing this course will be able to:

**CO1:** Have awareness of social, political and cultural issues reflected in Indian writing in English to inculcate skills.

**CO2:** Learn the values of spiritual refinement in human life at national level for skill development and employability.

**CO3:** Understand how well the Indian culture is reflected in Literature for enhancing skills.

**CO4:** Be familiar with the Rise of the Indian Novel, different kinds of freedom and how one's perception of freedom influences the identity for skill development.

**Mapping Course Outcomes leading for the achievement of Programme Outcomes**

**Please write 3,2,1 wherever required**

**(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>
<b>CO1</b>	3	2	3	1	3	3	3	3
<b>CO2</b>	3	2	3	2	3	3	3	3
<b>CO3</b>	3	2	3	2	3	3	3	3
<b>CO4</b>	3	1	1	1	3	3	3	3

**CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)**  
**(Note-3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	<b>Skill Development</b>	<b>Employability</b>	<b>Entrepreneurship Development</b>
<b>CO1</b>	3	2	1
<b>CO2</b>	3	3	1
<b>CO3</b>	3	2	1
<b>CO4</b>	3	2	1

**Suggested Readings:**

- 1- A. K. Ramanujan's *Collected Poems*, OUP, New Delhi.
- 2- Kumar, Satish, *Rabindranath Tagore's Gitanjali*, LNA Publication, Agra.
- 3- Sagar, Prem, *Amitav Ghosh's The Shadow Lines*, LNA Publication, Agra.
- 4- Srivastava, M. K., *Anita Desai's Voices in the City*, LNA Publication, Agra.
- 5- Varshney, P. V., *R. K. Narayan's The Guide*, LNA Publication, Agra.
- 6- Varshney, R. L., *Girish Karnad's Tale-Danda*, LNA Publication, Agra.
- 7- Varshney, R. L., *Nissim Ezekiel's Selected Poems*, LNA Publication, Agra.
- 8- Varshney, R. L., *Sarojini Naidu Selected Poems*, LNA Publication, Agra.

**Website Sources:**

- [www.poemhunter.com](http://www.poemhunter.com)
- [www.britannica.com](http://www.britannica.com)
- [www.wikipedia.org](http://www.wikipedia.org)
- [www.allpoetry.com](http://www.allpoetry.com)

**Note: Latest editions of all the suggested reading must be used.**

## Bachelor of Arts- (Hons) in English

### SEMESTER-VIII

#### **Course 5-: Translation Studies- A040805T**

**Course Objectives:** The paper has been designed to acquaint the students with the major literary works across the cultures. The students will be taught the theories of translation and in-depth study of the texts at national as well as global level for enhancing skills and employability.

#### **Unit-I**

Baby Kamble : The Prison We Broke  
 Sharan K. Limbale : Akkarmashi  
 Premchand : Godaan translated by Jai Ratan (Non-detailed study)

#### **Unit-II**

Homer : The Iliad Book –I (Non-detailed study)

#### **Unit-III**

Kalidas : Abhijnana Sakuntalam

#### **Unit-IV**

Bharat Muni : Rasa Theory (The Natyashastra)

#### **Course Outcomes:**

Students completing this course will be able to:

**CO1:** Get first-hand knowledge of Indian literature translated in English and to shape their understanding of translated literature, its history, philosophy and politics for enhancing skills and employability.

**CO2:** Have knowledge of Greek poet, Greek Literature, Greek History and Trojan War- a legendary conflict between an alliance of Greek cities and the city of Troy for developing skills.

**CO3:** Know about Sanskrit Literature through the work of great author for enriching knowledge and skills.

**CO4:** Have in-depth knowledge of Rasa that signifies aesthetic pleasure or the thrill of joy invariably accompanying a skilful enactment of a play, rendered highly appealing through excellent poetry, music and action through the work of Barat Muni for inculcating skill development and employability.

#### **Mapping Course Outcomes leading for the achievement of Programme Outcomes**

**Please write 3,2,1 wherever required**

**(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>
<b>CO1</b>	3	2	3	1	3	3	3	3
<b>CO2</b>	3	2	3	2	3	3	3	3
<b>CO3</b>	3	2	3	2	3	3	3	3
<b>CO4</b>	3	1	1	1	3	3	3	3

#### **CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)**

**(Note-3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	<b>Skill Development</b>	<b>Employability</b>	<b>Entrepreneurship Development</b>
<b>CO1</b>	3	3	1

CO2	3	1	1
CO3	3	1	1
CO4	3	3	1

**Suggested Readings:**

- 1- Ratan, Jai, *Premchand's Godaan*, Hind Pocket Books, Delhi.
- 2- Sharma, O.P. & Mishra, B. V., *Bharat Muni's Rasa Theory*, LNA Publication, Agra.
- 3- Vaidyanathan, G., *Homer's the Iliad Book –I*, LNA Publication, Agra.
- 4- Vaidyanathan, G., *Kalidas' Abhijnana Sakuntalam*, LNA Publication, Agra.

**Website Sources:**

- [www.wikipedia.org](http://www.wikipedia.org)
- [www.britannica.com](http://www.britannica.com)
- [www.play.google.com](http://www.play.google.com)
- [www.indiannovelscollective.com](http://www.indiannovelscollective.com)

**Note: Latest editions of all the suggested reading must be used.**

**Bachelor of Arts- (Hons) in English**  
**SEMESTER-VIII**

**Course 5:- World Literature- A040806T**

**Course Objectives:** The course has been designed to give the student a first-hand knowledge of the major literary works of world. The student would be given the knowledge of the political, economic, social and intellectual background at global level to study the work as representative of the age for inculcating skills and employability.

**Unit- I**

Sophocles	:	Oedipus Rex
Dante Alighieri	:	Inferno
J. W. V. Goethe	:	Faust

**Unit-II**

Leo Tolstoy	:	Anna Karenina
Emile Zola	:	Germinal
Albert Camus	:	The Outsider

**Unit-III**

Samuel Beckett	:	Happy Days
Bertolt Brecht	:	Mother Courage and Her Children

**Unit- IV**

Gabriel Garcia Marquez	:	One Hundred Years of Solitude
Anton Chekhov	:	The Cherry Orchard

**Course Outcomes:**

Students completing this course will be able to:

**CO1:** Use critical thinking skills to gain insight into the cultural, historical and literary contexts of major Western and non-Western works.

**CO2:** Explain the diversity of cultures and the commonalities of human experience reflected in the literature of the world for enhancing skills and employability.

**CO3:** Examine oneself and one's culture through multiple frames of reference including the perception of others around the world for employability.

**CO4:** Know about Colombian author Gabriel García Márquez that tells the multi-generational story of Russian playwright Anton Chekhov whose play deals with Social Change for skill development.

**Mapping Course Outcomes leading for the achievement of Programme Outcomes**

**Please write 3,2,1 wherever required**

**(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>
<b>CO1</b>	3	2	3	1	3	3	3	3
<b>CO2</b>	3	1	3	2	3	3	3	3
<b>CO3</b>	3	2	3	1	3	3	3	3
<b>CO4</b>	3	2	3	2	3	3	3	3

**CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)**  
**(Note-3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	<b>Skill Development</b>	<b>Employability</b>	<b>Entrepreneurship Development</b>
<b>CO1</b>	3	1	1
<b>CO2</b>	3	2	1
<b>CO3</b>	3	2	1
<b>CO4</b>	3	1	1

**Suggested Readings:**

- 1- Camus, Albert, *The Outsider*, Penguin Publishers, United Kingdom.
- 2- Carmichael, Joel, *Leo Tolstoy's Anna Karenina Translated*, Bantham Dell Publishers, New York.
- 3- Dante, Alighieri, *Inferno*, HarperCollins Publishers, New York.
- 4- Dave, R. D., *Sophocles' Oedipus Rex*, Cambridge University Press, New York.
- 5- Zola, Emil, *Germinal*, Penguin Publishers, United Kingdom.
- 6- Marquez, G. G., *One Hundred Years of Solitude*, Penguin Books, Delhi.
- 7- J. W. V. Goethe's *Faust*, Wordsworth Editions, United Kingdom.
- 8- Lal, Ramji, *Bertolt Brecht's MOTHER Courage and Her Children*, Rama Brothers Pvt. Ltd., New Delhi.
- 9- Beckett, Samuel, *Happy Days* published by Grove Press, New York.
- 10- Stephens, Simon, *Anton Checkov's The Cherry Orchard, English Language Version*, Bloomsbury Publishers, London.

**Website Sources:**

- [www.wikipedia.com](http://www.wikipedia.com)
- [www.britannica.com](http://www.britannica.com)
- [www.gutenberg.com](http://www.gutenberg.com)
- [www.academia.edu](http://www.academia.edu)

**Note: Latest editions of all the suggested reading must be used.**