

# **SYLLABUS**

***For***

## **2 YEARS MA English PROGRAMME**

**(Programme Structure & Syllabus)**

***(As per Uttar Pradesh NEP-2020 P.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

<b>Programme</b>	M.A. (English)
<b>Course Level</b>	PG Degree
<b>Duration</b>	Two years ( <b>four semesters</b> ) Full Time
<b>Medium of Instruction</b>	English
<b>Minimum Required Attendance</b>	75%
<b>Maximum Credits</b>	80

<b>Evaluation Scheme</b>			
	<b>Internal</b>	<b>External</b>	<b>Total</b>
<b>Theory</b>	25	75	100
<b>Practical</b>	100	--	100
<b>Seminar/Industrial Training</b>	100	--	100
<b>Project/ Dissertation</b>	100	--	100

## **Programme Objectives (POs):**

- ❖ To extend the core and applied knowledge of English Studies across the globe.
- ❖ To prepare the students to carry out the independent and original scholarship that informs research, teaching and service in English departments.
- ❖ To cultivate language skills of students by introducing them to structures of language through a wide variety of literary works.
- ❖ To enhance critical thinking of students
- ❖ To hone the writing skills of students and they learn the conventions of academic writing
- ❖ To instil a critical perspective with which students approach the disciplines
- ❖ To introduce different literary periods and trends of each of these periods.
- ❖ To introduce works written by different sections of people (gender, racial and ethnic minorities) and makes the students give critical responses from different perspectives.

## **Programme Outcomes (POs):**

After completing the Master of Arts (English) degree, students will be able:

**PO1:** To have in-depth knowledge of different periods, movements & history of English Literature through texts and authors at national and global level.

**PO2:** To understand techniques and acquire necessarily required linguistic competence to be mastered in various real life situations and a sense of responsibility to think and act by relating the knowledge of the field to the world, beginning with understanding local, regional, national and global linkages of different forms of knowledge and practice.

**PO3:** To identify, analyse, interpret and describe the critical ideas, values and themes that appear in literary and cultural texts and to understand the way these ideas, values and themes inform and impact culture and society, both now and in the past.

**PO4:** To demonstrate a command of written academic English, including the abilities to a) organize and present material in a cogent fashion, b) formulate and defend original arguments, c) employ effectively the language of their discipline, and d) write under time constraints.

**PO5:** To analyse, interpret and understand the complex interrelationships between authors, texts, and specific social, political and historical contexts, to apply critical and theoretical approaches to the reading and analysis of literary and cultural texts in multiple genres at national and global level and to write well in a variety of formats, including essays, research papers, reflective writing and critical reviews of secondary sources and to cogently convey their own interpretations and perspectives or produce new creative and artistic works themselves.

**PO6:** To appreciate and admired the master minds of literature and analysed a variety of literary samples to determine the components, organizations and structure of academic text.

**PO7:** To widen their perspective to face the literary and artistic challenges and incorporate ICT skills to clear competitive examinations like NET, SET, UPSC, TNPSC etc to meet local and national challenges.

**PO8:** To cultivate four language skills by structures of language through a wide variety of literary works and to write analytically in different formats like essays, reviews, research papers etc.

## **Programme Specific Outcomes (PSOs):**

**PSO1:** Comprehend and analyze the characteristics of literary movements and their development in chronological order.

**PSO2:** Enhance English writing skills and understand the fundamental concepts of language and communication to facilitate our first-generation learners.

**PSO3:** Apply the knowledge of literary genres in interdisciplinary fields.

**PSO4:** Read and analyze the representative texts as categorized under the various genres.

**PSO5:** Communicate new ideas of literature through written and verbal assessment.

**PSO6:** Explore the concepts of critical thinking through major literary theories.

**PSO7:** Identify the political and intellectual interrelations between literature and society.

**PSO8:** Explore ideas of literature for propagation of knowledge and popularizing literary sensibility in a society.

**PSO9:** Develop a gender-sensitive outlook through an understanding of the women's condition in the society.

**PSO10:** Model the social issues prevalent across the contemporary cultures and present their improved understanding.

**PSO11:** Qualify National and Inter-national level tests like NET/SET/GRE/IELTS etc.

## Programme Structure and Evaluation Scheme

### M.A. (English) - 2 Years PG Programme

Uttar Pradesh NEP-2020 P.G. Course Structure aligned with FYUGP of UGC								
Master of Arts- English, Semester-I/VII								
(Two Year 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							
Total Credit					20	125	375	500

Uttar Pradesh NEP-2020 P.G. Course Structure aligned with FYUGP of UGC								
Master of Arts- English, Semester-II/VIII								
(Two Year Program)								
Course Code	Course Title	Teaching Load			Credits	Evaluation Scheme		Total
		L	T	P		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							
Total Credit for					20	125	375	500

Uttar Pradesh NEP-2020 P.G. Course Structure aligned with FYUGP of UGC								
Master of Arts- English, Semester-III/IX								
(Two Year Program)								
Course Code	Course Title	Teaching Load			Credits	Evaluation Scheme		Total
		L	T	P		Internal	End Sem.	
A040901T	Literary Criticism and Theory	4	0	0	4	25	75	100
A040902T	Ages and Movements in English Literature	4	0	0	4	25	75	100
A040903T	Comparative Literature and Translation	4	0	0	4	25	75	100
A040904T	Women's Writing	4	0	0	4	25	75	100
English Research Project /Dissertation								
A040905R	English Research Project/Dissertation-1	4	0	0	4	--	100	100
<b>Total Credit</b>					<b>20</b>	<b>100</b>	<b>400</b>	<b>500</b>

Uttar Pradesh NEP-2020 P.G. Course Structure aligned with FYUGP of UGC								
Master of Arts- English, Semester-IV/X								
(Two Year Program)								
Course Code	Course Title	Teaching Load			Credits	Evaluation Scheme		Total
		L	T	P		Internal	End Sem.	
A041001T	Trends and Movements in English Literature (Post World War-II)	4	0	0	4	25	75	100
A041002T	Modernist Movement	4	0	0	4	25	75	100
A041003T	Social Concerns in Indian Writing in English	4	0	0	4	25	75	100
A041004T	English Language Teaching	4	0	0	4	25	75	100
English Research Project /Dissertation								
A041005R	English Research Project/Dissertation-2	4	0	0	4	--	100	100
<b>Total Credit</b>					<b>20</b>	<b>100</b>	<b>400</b>	<b>500</b>

## SEMESTER-I

### 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 Spenser'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)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	3	1	3	3	3	3
CO2	3	2	3	2	3	3	3	3
CO3	3	2	3	2	3	3	3	3
CO4	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)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	2	1
CO3	3	1	1
CO4	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.**

## SEMESTER-I

### 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)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	1	3	2	3	3	3	3
CO2	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.**

## SEMESTER-I

### 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 within 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)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	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.shakespeare-online.com](http://www.shakespeare-online.com)

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

## SEMESTER-I

### 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)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	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.**

## SEMESTER-I

### 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)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	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.**

## SEMESTER-I

### 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)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8

<b>CO1</b>	3	2	3	2	1	3	3	3
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<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.**

## SEMESTER-II

### 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)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	3	1	3	3	3	3
CO2	3	1	3	2	3	3	3	3
CO3	3	2	3	1	3	3	3	3
CO4	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 Mariner*, 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.**

## SEMESTER-II

### 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)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	3	2	3	3	3	3
CO2	3	2	3	2	3	3	3	3
CO3	3	2	3	2	3	3	3	3
CO4	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)**

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	2	1
CO3	3	3	1
CO4	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.**

## SEMESTER-II

### 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
Walt Whitman	:	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
Robert Frost	:	Birches Mending Wall Two Tramps in Mud Time

#### 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

Ernest 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)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	3	1	3	3	3	3
CO2	3	2	3	2	3	3	3	3
CO3	3	2	3	2	3	3	3	3

<b>CO4</b>	3	1	1	1	3	3	3	3
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**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., *Earnest 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.**

## SEMESTER-II

### 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)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	3	1	3	3	3	3
CO2	3	2	3	2	3	3	3	3
CO3	3	2	3	2	3	3	3	3
CO4	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.**

## SEMESTER-II

### 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 Bara 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)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	3	1	3	3	3	3
CO2	3	2	3	2	3	3	3	3
CO3	3	2	3	2	3	3	3	3
CO4	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)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	3	1

<b>CO2</b>	3	1	1
<b>CO3</b>	3	1	1
<b>CO4</b>	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.**

## SEMESTER-II

### 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)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	3	1	3	3	3	3
CO2	3	1	3	2	3	3	3	3
CO3	3	2	3	1	3	3	3	3
CO4	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*, Bantam 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- Stephons, Simon, *Anton Checkov's The Cherry Orchard, English Language Version*, Bloomsburry 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.**

## SEMESTER-III

### Course 1: Literary Criticism and Theory- A040901T

**Course Objectives:** This paper aims at orienting the students in the history and evolution of literary theory and criticism in English Literature. The students will be equipped with insights from different theories which will enable them to read texts critically. Excerpts from a few seminal theoretical texts are prescribed to encourage the students to read the complete texts in original and to make them aware of contemporary critical discourses for skill development and employability. They will learn about the rise of feminism and its significance and better understanding of women society.

#### Unit-I

Aristotle	:	Poetics- (Tragedy)
Longinus	:	On the Sublime – (Sources of the Sublime)

#### Unit-II

Matthew Arnold	:	Study of Poetry
William Wordsworth	:	Preface to the Lyrical Ballads

#### Unit- III

Thomas Stern Eliot	:	Tradition and Individual Talent
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#### Unit-IV

New Criticism	:	Structuralism: Main Exponents of Structuralism Deconstruction& Post-Structuralism (Jacques Derrida, M.H. Abrams) Feminism (Elaine Showalter, Toril Moi)
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#### Course Outcomes:

Students completing this course will be able to:

**CO1:** Acquaint with the history of English criticism in terms of teaching of certain important texts and ideas of everlasting significance ingrained in them for better skills and employability.

**CO2:** Gain knowledge for analysing critically a work of art.

**CO3:** Understand different aspects of literary studies known as theory to develop their analytical skills.

**CO4:** Get the concept of structuralism and post structuralism and sensitise the importance of feministic movement and its impact on society at global level for 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)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	3	1	2	3	3	3
CO2	3	2	3	2	3	3	3	3
CO3	3	3	3	1	2	3	3	3
CO4	3	3	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)**

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

**Suggested Readings:**

- 1- Gupta, V. K., *Literary Criticism*, Educational Publishers, Agra.
- 2- Sastri, P. S., *Aristotle's The Poetics*, LNA Publication, Agra.
- 3- Varshney, R. L., *Longinus' On The Sublime*, LNA Publication, Agra.
- 4- Varshney, R. L., *T. S. Eliot's Selected Critical Essays*, LNA Publication, Agra.

**Website Sources:**

- [www.britannica.com](http://www.britannica.com)
- [www.ipl.org](http://www.ipl.org)
- [www.wikipedia.com](http://www.wikipedia.com)
- [www.courses.lumenlearning.com](http://www.courses.lumenlearning.com)

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

## SEMESTER-III

### Course 2: Ages and Movements in English Literature - A040902T

**Course Objectives:** The paper has been designed to give the students first-hand knowledge of the prominent movements, trends and genres of English Literature from Dark Age to the Modern Age for their skill development. The students would be given the knowledge of the political, economic, social and intellectual background to study the work as representative of the age. 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 better employability.

#### Unit-I

Dark Age  
Chaucer's Age

#### Unit-II

Elizabethan Age  
Seventeenth Century

#### Unit-III

Eighteenth Century  
Romantic Age

#### Unit-IV

Victorian Age  
Modern Age

#### Course Outcomes:

Students completing this course will be able to:

**CO1:** Know about literary periods and movements at global level through history to inculcate skills and employability.

**CO2:** Use content-specific vocabulary to compare literary periods to boost comparative and analytical skills.

**CO3:** Have examples of authors and literary works from each literary period to enrich their skills.

**CO4:** Discuss the innovations and perspectives of each literary period for better 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)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	3	1	3	1	3	3
CO2	3	1	3	2	3	2	3	3
CO3	3	1	3	2	3	2	3	3
CO4	3	1	3	3	3	2	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)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	3	1
CO2	3	2	1
CO3	3	2	1
CO4	3	3	1

**Suggested Readings:**

- 1- Kumar, Satish, *Ages, Movements and Literary Forms*, Lakshmi Narain Agarwal, Agra.
- 2- Kumar, Satish, *Literary Forms and Movements*, LakshmiNarain Agarwal, Agra.
- 3- Singh, T., *A History of English Literature*, Student Publication Store, Bareilly.

**Websites Sources:**

- [www.study.com](http://www.study.com)
- [www.wikipedia.org](http://www.wikipedia.org)
- [www.thoughtco.com](http://www.thoughtco.com)
- [www.britannica.com](http://www.britannica.com)

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

### SEMESTER-III

#### Course 4: Women's Writing – A040904T (Non-detailed study)

**Course Objectives:** The paper has been designed to give the students 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 study the work as representative of the age. 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 better skill development and employability.

##### Unit-I

Virginia Woolf : Mrs. Dalloway  
Arundhati Roy : The God of Small Things

##### Unit-II

Shashi Deshpande : The Dark Holds No Terrors  
Anita Desai : Fire on the Mountain

##### Unit-III

KamlaMarkandaya : Nectar in the Sieve  
Jhumpa Lahiri : The Namesake

##### Unit-IV

Rama Mehta : Inside the Haveli  
Bharati Mukherjee : Desirable Daughters

#### Course Outcomes:

Students completing this course will be able to:

**CO1:** Have basic understanding of concepts like, Sex and Gender; Women's Liberation Movement; Feminisms; Women and the Canon with reference to the appropriate texts at national and global level for skill development and employability.

**CO2:** Study a selection of novels that focus on women's lives and reflect on what it means to be a woman and feminist from various sexual, racial, class and national perspectives to boost skills.

**CO3:** Know some of the developments, themes and narrative strategies of women writing to enrich skills.

**CO4:** Analyse literary texts through the national and global perspectives of gender, knowing the central points of a selection of feminist theory and use it as a context for reading literary texts for 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)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	1	3	2	3	3	3	3
CO2	3	2	3	3	3	3	3	3

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

**Suggested Readings:**

- 1- Bharti Mukherjee's *Desirable Daughters*, Roopa Publication, New Delhi.
- 2- Bradshaw, Davied, *Virginia Woolf's Mrs. Dalloway*, Oxford University Press, Delhi.
- 3- Jhumpa Lahiri's *The Namesake*, Harper Collins, United Kingdom.
- 4- KamlaMarkandey's *Nectar in the Sieve*, Penguin Books India.
- 5- Maheshwari, A. K., *Rama Mehta's Inside the Haveli*, Abhishek Prakashan, Jaipur.
- 6- Prem, Sagar, *Anita Desai's Fire on The Mountain*, LNA Publication, Agra.
- 7- Sagar, Prem, *Shashi Deshpande's The Dark Holds No Terror*, LNA Publication, Agra.
- 8- Sinha, R., *Arundhati Roy's The God of Small Things*, LNA Publication, Agra.

**Website Sources:**

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

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

## **SEMESTER-III**

**Course 5: English Research Project-1– A040905R**

## SEMESTER-IV

### Course 1: Trends and Movements in English Literature (Post World War-II) A041001T

**Course Objectives:** The first few decades of the twentieth century witnessed two world wars that changed geographical boundaries, cultural sensibility, aesthetic and literary values. Several literary and aesthetic movements such as Imagism, Dadaism, and Futurism articulated the intellectual impulses and responses to the upheavals of the times at global level. This course enhances skill development and employability.

#### Unit-I

Trends in Poetry : Confessional Poetry (Kamala Das/ Sylvia Plath)  
The Movement Poets (Stephen Spender/ Kingsley Amis)  
Oxford Poets (Philip Larkin/ W.H. Auden)  
War Poets (Ted Hughes/ Henry Reed)

#### Unit-II

Trends in Drama : Theatre of the Absurd (Samuel Beckett/Harold Pinter)  
Television and Radio play (Mahesh Dattani/Vijay Tendulkar)  
Realism and Experimentalism (John Osborne)  
Expressionism (Girish Karnad)

#### Unit-III

Trends in Fiction : Stream of Consciousness (William Faulkner/Tony Morrison)  
Science fiction and fantasy (Hilary Bailey/Issac Asimov)  
Spy Fiction (Rudyard Kipling/Sherlock Holmes)  
Travelogues (V.S. Naipaul/Amitav Ghosh)

#### Unit-IV

Trends in Criticism. : Reader-Response Theory (Stanley Fish/Patrocínio P. Scheweickant)  
Psychoanalysis (Jacques Lacan/Tarry Eagleton)  
Politics, Cultural History and Ideology (Edward Said)  
Third World Literature & Literary Theory (Aijaz Ahmad)

#### Course Outcomes:

Students completing this course will be able to:

**CO1:** Know poetry of the personal or "I", focusing on extreme moments of individual experience, the psyche and personal trauma, including previously and occasionally still taboo matters such as mental illness, sexuality and suicide, often set in relation to broader social themes at national level to enrich skills and employability.

**CO2:** Have the knowledge of new genres of drama after WW-II for skill development.

**CO3:** Understand different trends and genre of fiction like Science fiction, Spy fiction, Fantasy and Travelogue for employability.

**CO4:** Get the deep insight into different literary theories emerged globally after WW-II to boost the 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)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	3	1	3	3	3	3
CO2	3	1	2	2	3	3	3	3
CO3	3	2	3	1	1	3	3	3

CO4	3	2	3	1	3	3	3	3
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**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)**

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	1	1
CO3	3	2	1
CO4	3	1	1

**Suggested Readings:**

- 1- Dahiya, S. Bhim, *Major Trends in English Literature*, Penguin Books, Delhi.
- 2- Gupta, Sen, S. P., *Trend and Movement in English Literature*, Prakash Book Depot, Bareilly.
- 3- Muley, D. V., *Modern and Post-Modern British Literature*, Penguin Books, Delhi.

**Website Sources:**

- [www.wikipedia.org](http://www.wikipedia.org)
- [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.**

## SEMESTER-IV

### Course 3: Modernist Movement – A041002T

**Course Objectives:** The paper has been designed to give the students 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 back ground to study the work as representative of the age for enriching 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

W. B. Yeats	:	Sailing to Byzantium The Second Coming
Thomas Stern Eliot	:	The Wasteland

#### Unit-II

J. M. Synge	:	The Playboy of the Western World
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#### Unit-III

William Thackeray	:	Vanity Fair (Non-Detailed study)
Graham Greene	:	Power and the Glory- (Non-detailed study)

#### Unit-IV

I.A. Richards	:	Principles of Literary Criticism
F. R. Leavis	:	The Great Tradition

#### Course Outcomes:

Students completing this course will be able to:

**CO1:** Analyse the various elements of poetry such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc at national and global level for skill development and employability.

**CO2:** Improve their understanding of the modern authors for skill development.

**CO3:** Apply the principles of literary criticism to analyse poetry to enrich skills.

**CO4:** Raise significant questions, gather relevant evidence, reach well-reasoned conclusions, weigh alternative systems of thought and write as means of intellectual inquiry and creative expression for 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)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	3	1	3	3	3	3
CO2	3	2	3	1	3	3	3	3
CO3	3	2	3	1	3	3	3	3

CO4	3	1	3	1	3	2	3	3
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**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)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	3	1
CO2	3	2	1
CO3	3	1	1
CO4	3	3	1

**Suggested Readings:**

- 1- Khandelwal, K. N., *Graham Greene's The Power and Glory*, LNA Publication, Agra.
- 2- Kumar, Satish, *Contemporary Criticism and Theory*, Lakshmi Narain Agarwal, Agra.
- 3- Kurian, Anna, *W. Thackeray's Vanity Fair*, LNA Publication, Agra.
- 4- Mathur, S. S., *J. M. Synge's The Play of the Western World*, LNA Publication, Agra.
- 5- Sagar, Prem, *I. A. Richards' Principles of Literary Criticism*, LNA Publication, Agra.
- 6- Varshney, R. L., *T. S. Eliot's The Waste Land*, LNA Publication, Agra.
- 7- Varshney, R. L., *W.B. Yeats' Selected Poems*, LNA Publication, Agra.

**Website Sources:**

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

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

## SEMESTER-IV

### Course 3: Social Concerns in Indian Writing in English – A041003T

**Course Objectives:** The paper has been designed to make the students aware with the social problems of Indian society delineated by the Indian English writers at national level. The student would be given the knowledge of the political, economic, social and intellectual background to study the work as representative of the age for better skills and employability.

#### Unit-I

Mulkraj Anand : Coolie (Non-detailed study)  
Bhabani Bhattacharya : So Many Hungers (Non-detailed study)

#### Unit-II

Mahasweta Devi : Breast Giver, Draupadi (Non-detailed study)

#### Unit-III

Mahesh Dattani : Tara  
Girish Karnad : Hayavadana

#### Unit-IV

Nissim Ezekiel : (a) In India  
(b) Marriage  
Kamala Das : (a) The Dance of the Eunuchs  
(b) Punishment in Kindergarten

#### Course Outcomes:

Students completing this course will be able to:

**CO1:** Analyse literary problems in a way that reflects insight into the distinctive historical, traditional and social situatedness of English literature as an academic discipline at national level for employability.

**CO2:** Have deep knowledge of social issues reflected in the works of English to enrich skills.

**CO3:** Know social problems of Indian society delineated by the Indian English writers for better understanding and developing skills.

**CO4:** Know different social vices presented in the society in different centuries through the poetry through analytical skill 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)

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

**Suggested Readings:**

- 1- Bhabani Bhattacharya's *So Many Hungers*, Orient Paperbacks, New Delhi.
- 2- *Collected Poems of Kamala Das*, Oxford University Press, Delhi.
- 3- *Mahashweta Devi's Breast Stories & Draupadi*, Seagull Publishers, New Delhi.
- 4- Sagar, Prem, *Maresh Dattani's Tara*, LNA Publication, Agra.
- 5- Sagar, Prem, *Girish Karnad's Hayavadana*, LNA Publication, Agra.
- 6- *Selected Poems of Nissim Ezekiel*, Oxford University Press, Delhi.
- 7- Varshney, R. L., *Mulkraj Anand's Coolie*, LNA Publication, Agra.

**Website Sources:**

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

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

## SEMESTER-IV

### Course 4: English Language Teaching-A041004T

**Course Objectives:** The paper has been designed to give the students training in the basic tools essential for a systematic study of language including Grammar which would further lead to advanced linguistic or functional skills. Efforts will be made to ensure enough exposure, preferably in a professional environment, but in any case through classroom interaction with teachers. It would be ensured that by the end of the course the student is able to have a fairly good command of the English language skills as well as ability for in-depth study of literary texts in English and to get good job.

#### Unit-I

Problems and Principles:

The role of English in India; English teaching in India today; Theories of language learning; cognitive-code; Behaviouristic, First language acquisition and second language learning; Attitudes to Error; Inter language.

#### Unit-II

Approaches and Methods: Grammar, Translation; Audio lingual; Communicative.

#### Unit-III

Syllabus Design: Types; Structural, Situational, Functional, Communicative, Emergent (process vs product).

#### Unit-IV

Materials Production: Reading, writing, testimony, speaking, study skills; literature; remediation.

Assessment: Purposes of Testing.-Characteristics of a good test-Item Types: Objective/ Subjective/ Pragmatic.

#### Course Outcomes:

Students completing this course will be able to:

**CO1:** Heighten their awareness of correct usage of English grammar in writing and speaking for better employability at national as well as global level.

**CO2:** Improve their speaking ability in English both in terms of fluency and comprehensibility.

**CO3:** Strengthen their ability to write academic papers, essays and summaries using the process approach.

**CO4:** Attain and enhance competence in the four modes of literacy: writing, speaking, reading and listening to get attractive employment.

#### 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)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	3	1	3	1	1	3	3
CO2	1	3	1	3	1	1	3	3
CO3	1	3	1	3	2	1	3	3
CO4	1	3	1	3	1	1	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)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	3	1
CO2	3	2	1
CO3	3	2	1
CO4	3	3	1

**Suggested Readings:**

- 1- Daiches, David, *A Critical History of the English Language*, Supernova Publishers, New Delhi.
- 2- Kurian, Anna, *The Growth and the Structure of English Language*, Students Store Publishing House, Bareilly.

**Website Sources:**

- [www.wikipedia.com](http://www.wikipedia.com)
- [www.britishcouncil.com](http://www.britishcouncil.com)
- [www.fluentu.com](http://www.fluentu.com)
- [www.eagetutor.com](http://www.eagetutor.com)

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

**SEMESTER-IV**  
**Course 5: English Research Project-2**  
**A041005R**