

SYLLABUS

For

ONE YEARS MA English PROGRAMME

(Programme Structure & Syllabus)

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

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 | M.A. (English) |
| Course Level | PG Degree |
| Duration | ONE year (TWO semesters) Full Time |
| Medium of Instruction | English |
| Minimum Required Attendance | 75% |
| Maximum Credits | 80 |

| Evaluation Scheme | | | |
|------------------------------------|-----------------|-----------------|--------------|
| | Internal | External | Total |
| Theory | 25 | 75 | 100 |
| Practical | 100 | -- | 100 |
| Seminar/Industrial Training | 100 | -- | 100 |
| Project/ Dissertation | 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) - ONE Years PG Programme | | | | | | | | |
|---|---|---------------|---|---|-----------|-------------------|------------|------------|
| Uttar Pradesh NEP-2020 P.G. Course Structure aligned with FYUGP of UGC | | | | | | | | |
| Master of Arts- English, Semester-I/III/IX | | | | | | | | |
| (ONE 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 | 0 | 0 | 4 | 4 | --- | 100 | 100 |
| Total Credit | | | | | 20 | 100 | 400 | 500 |

| Uttar Pradesh NEP-2020 P.G. Course Structure aligned with FYUGP of UGC | | | | | | | | |
|--|--|---------------|---|---|-----------|-------------------|------------|------------|
| Master of Arts- English, Semester-II/IV/X | | | | | | | | |
| (ONE 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 | 0 | 0 | 4 | 4 | -- | 100 | 100 |
| Total Credit | | | | | 20 | 100 | 400 | 500 |

SEMESTER- I/III/IX

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

Unit-IV

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

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 |
|------------|-------------------|---------------|------------------------------|
| CO1 | 3 | 3 | 1 |
| CO2 | 3 | 2 | 1 |
| CO3 | 3 | 2 | 1 |
| CO4 | 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
- www.ipl.org
- www.wikipedia.com
- www.courses.lumenlearning.com

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

SEMESTER- I/III/IX

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
- www.wikipedia.org
- www.thoughtco.com
- www.britannica.com

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

SEMESTER- I/III/IX

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 |

| | | | | | | | | |
|------------|---|---|---|---|---|---|---|---|
| CO3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 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)

| | Skill Development | Employability | Entrepreneurship Development |
|------------|--------------------------|----------------------|-------------------------------------|
| CO1 | 3 | 3 | 1 |
| CO2 | 3 | 2 | 1 |
| CO3 | 3 | 2 | 1 |
| CO4 | 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
- www.wikipedia.com
- www.britannica.com
- www.goodreads.com

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

SEMESTER- I/III/IX

Course 5: English Research Project-1– A040905R

SEMESTER-II/IV/X

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 |
|-----|---|---|---|---|---|---|---|---|

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
- www.britannica.com
- www.gutenberg.com
- www.academia.edu

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

SEMESTER-II/IV/X

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 |
|-------------|---|----------------------------------|

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 |
|-----|---|---|---|---|---|---|---|---|

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
- www.gutenberg.com
- www.poemhunter.com
- www.britannica.com

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

SEMESTER-II/IV/X

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)

| | Skill Development | Employability | Entrepreneurship Development |
|-----|-------------------|---------------|------------------------------|
| CO1 | 3 | 3 | 1 |
| CO2 | 3 | 1 | 1 |
| CO3 | 3 | 1 | 1 |
| CO4 | 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
- www.britannica.com
- www.gutenberg.com
- www.bookscool.com

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

SEMESTER-II/IV/X

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
- www.britishcouncil.com
- www.fluentu.com
- www.eagetutor.com

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

SEMESTER-II/IV/X
Course 5: English Research Project-2
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