

COURSE STRUCTURE B. A.(H) ENGLISH

**Under
Choice Based Credit System
(CBCS)**

Credits Distributions as per CBCS

Sr. No.	Category	Minimum Credits	Maximum Credits
1	Core Courses (C)	84	88
2	Generic Electives (GE)	24	24
3	Discipline Specific Electives (DSE)	24	32
4	Ability Enhancement Compulsory (AEC)	4	8
5	Skill Enhancement Courses (SEC)	4	8
6	Mandatory Non-Credit Courses (MNC) (4 Courses)	-	-
Total		140	160

First Semester

S. NO.	CODE	SUBJECT	TEACHING SCHEME			CREDITS	CONTACTS HRS/WK
			L	T	P		
1.	ENHC 0001	European Classical Literature(CC)	6	0	0	6	6
2.	ENHC 0002	British Poetry and Drama: 14th to 17th Century (CC)	6	0	0	6	6
3.	ENHG 0001	Language and Linguistics 1 (GE)	6	0	0	6	6
4.	ENHA 0001	English Communication 1 (SEC)	2	0	0	2	2
						20	20

Second Semester

S. NO.	CODE	SUBJECT	TEACHING SCHEME			CREDITS	CONTACTS HRS/WK
			L	T	P		
1.	ENHC 0003	Indian Classical Literature (CC)	6	0	0	6	6
2.	ENHC 0004	British Poetry and Drama: 17th to 18th Century (CC)	6	0	0	6	6
3.	ENHG 0002	Language and Linguistics 2 (GE)	6	0	0	6	6
4.	ENHA 0002	English Communication 2 (SEC)	2	0	0	2	2
						20	20

Third Semester

S. NO.	CODE	SUBJECT	TEACHING SCHEME			CREDITS	CONTACTS HRS/WK
			L	T	P		
1.	ENHC 0005	British Literature: 18th Century(CC)	6	0	0	6	6
2.	ENHC 0006	British Romantic Literature (CC)	6	0	0	6	6
3.	ENHC 0007	Indian Writing in English(CC)	6	0	0	6	6
4.	ENHG 0003	Language, Literature and Culture (GE)	6	0	0	6	6
5.	ENHS 0001	English Language Teaching (SEC)	2	0	0	2	2
						26	26

Fourth Semester

S. NO	CODE	SUBJECT	TEACHING SCHEME			CREDITS	CONTACTS HRS/WK
			L	T	P		
1.	ENHC 0008	British Literature: 19th Century(CC)	6	0	0	6	6
2.	ENHC 0009	Women's Writing(CC)	6	0	0	6	6
3.	ENHC 0010	American Literature(CC)	6	0	0	6	6
4.	ENHG 0004	Academic Writing and Composition (GE)	6	0	0	6	6
5.	ENHS 0002	Translation Studies (SEC)	2	0	0	2	2
						26	26

Fifth Semester

S. NO	CODE	SUBJECT	TEACHING SCHEME			CREDITS	CONTACTS HRS/WK
			L	T	P		
1.	ENHC 0011	British Literature: The Early 20th Century(CC)	6	0	0	6	6
2.	ENHC 0012	Modern European Drama(CC)	6	0	0	6	6
3.	ENHD 0001	Literary Theory (DSE)	6	0	0	6	6
4.	ENHD 0002	Literary Criticism (DSE)	6	0	0	6	6
						24	24

Sixth Semester

S. NO	CODE	SUBJECT	TEACHING SCHEME			CREDITS	CONTACTS HRS/WK
			L	T	P		
1.	ENHC 0013	Postcolonial Literature (CC)	6	0	0	6	6
3.	ENHC 0014	Popular Literature (CC)	6	0	0	6	6
4.	ENHD 0003	Modern Indian Writing in English Translation (DSE)	6	0	0	6	6
5.	ENHD 0004	World Literature (DSE)	6	0	0	6	6
						24	24

I. CORE COURSES

S. NO.	CODE	SUBJECT	TEACHING SCHEME L-T-P	CREDITS	CONTACTS HR / WK	PRE-REQUISITES
1.	ENHC 0001	European Classical Literature	6-0-0	6	6	
2.	ENHC 0002	British Poetry and Drama: 14th to 17th Century	6-0-0	6	6	
3.	ENHC 0003	Indian Classical Literature	6-0-0	6	6	
4.	ENHC 0004	British Poetry and Drama: 17th to 18th Century	6-0-0	6	6	
5.	ENHC 0005	British Literature: 18th Century	6-0-0	6	6	
6.	ENHC 0006	British Romantic Literature	6-0-0	6	6	
7.	ENHC 0007	Indian Writing in English	6-0-0	6	6	
8.	ENHC 0008	British Literature 19th Century	6-0-0	6	6	
9.	ENHC 0009	Women's Writing	6-0-0	6	6	
10.	ENHC 0010	American Literature	6-0-0	6	6	
11.	ENHC 0011	British Literature: Early 20th Century	6-0-0	6	6	
12.	ENHC 0012	Modern European Drama	6-0-0	6	6	
13.	ENHC 0013	Postcolonial Studies	6-0-0	6	64	
14.	ENHC 1014	Popular Literature	6-0-0	6	6	
PRACTICALS						
TOTAL				84		

II. ELECTIVE COURSES

IIA. Discipline Specific Elective

S. NO.	CODE	SUBJECT	TEACHING SCHEME L-T-P-J	C R E D I T S	C O N T A C T S H R / W K	PRE- REQUISITES
1.	ENHD 0001	Literary Theory	6-0-0	6	6	
2.	ENHD 0002	Literary Criticism	6-0-0	6	6	
3.	ENHD 0003	Modern Indian Writing in English Translation	6-0-0	6	6	
4.	ENHD 0004	World Literatures	6-0-0	6	6	

II B. Generic elective

S. NO.	CODE	SUBJECT	TEACHING SCHEME L-T-P	C R E D I T S	C O N T A C T S H R / W K	PRE- REQUISITES
1.	ENHG 0001	Language and Linguistics	6-0-0	6	6	
2.	ENHG 0002	Language and Linguistics	6-0-0	6	6	
3.	ENHG 0003	Language, Literature and Culture	6-0-0	6	6	
4.	ENHG 0004	Academic Writing and Composition	6-0-0	6	6	

III ABILITY ENHANCEMENT COMPULSORY

S. NO.	CODE	SUBJECT	TEACHING SCHEME L-T-P	C R E D I T S	C O N T A C T S H R / W K	PRE- REQUISITES
1.	ENHA 0001	English Communication	2-0-0	2	2	
2.	ENHA 0002	English Communication	2-0-0	2	2	
Minimum 4 Credit are required						

IV SKILL ENHANCEMENT COURSES

S. NO.	CODE	SUBJECT	TEACHING SCHEME L-T-P	C R E D I T S	C O N T A C T S H R / W K	PRE- REQUISITES
1.	ENHS 0001	English Language Teaching	6-0-0	6	6	

2.	ENHS 0002	Translation Studies	6-0-0	6	6	
Minimum 4 credits are required						

DETAILED SYLLABUS

SEMESTER - I

ENHC 0001: European Classical Literature
Course Type: Core Course (CC)

Course Objectives:

After completing the course students should be able to

- Equip the learners with the essential knowledge about classical literature composed in Europe.
- Enable them to appreciate literary works which constitute the major portion of the allusions in modern literature
- Enhance their skills in reading and interpreting the genre-specific classical literature
- Help learners develop a critical point of view and a sense of scope regarding classical Greco-Roman mythologies

CREDITS: 06

SEMESTER I

L–T–P: 6-0-0

Module No.	Content	Teaching Hours (Approx.)
I	<ul style="list-style-type: none"> • Plautus. <i>Pot of Gold</i>. • Ovid. Selections from <i>Metamorphoses</i>. <ul style="list-style-type: none"> • Book III: Bacchus: lines 512 - 733. “The Story of Acoetes”, “The Fate of the Lydian Sailors” and “The Death of Pentheus. • Book IV: Pyramus and Thisbe: lines 55 - 164. • Book VI: “The story of Tereus, Procne and Philomela”. Ll. 413 - 674. “Philomela” (Bk. VI). 	30
II	<ul style="list-style-type: none"> • Horace. “Epistle I”. Bk. I. <i>The Satires of Horace and Persius</i>. Tr. Niall Rudd. Penguin, 2005. • Homer. Books I and II. <i>The Iliad</i>. Tr. E. V. Rieu. Harmondsworth: Penguin, 1985. • Sophocles. “Oedipus the King”. Tr. Robert Fagles in <i>Sophocles: The Three Theban Plays</i>. Harmondsworth: Penguin, 1984 	30

Text/Readings:

- Plautus. *Pot of Gold*. Tr. E.F. Watling. Harmondsworth: Penguin, 1965.
- Ovid. *Metamorphoses*. Tr. Mary M. Innes. Harmondsworth: Penguin, 1975.
- Aristotle, *Poetics*, translated with an introduction and notes by Malcolm Heath, (London: Penguin, 1996) chaps. 6–17, 23, 24, and 26.
- Plato, *The Republic*, Book X, tr. Desmond Lee (London: Penguin, 2007).
- Horace, *Ars Poetica*, tr. H. Rushton Fairclough, *Horace: Satires, Epistles and Ars Poetica* (Cambridge Mass.: Harvard University Press, 2005) pp. 451–73.
- *Introduction to Undergraduate English: Book I*. Cambridge University Press

Course Outcome:

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- CO1: Historically situate classical European, i.e., Greek and Latin literary cultures and their socio-political-cultural contexts
- CO2: Engage with classical literary traditions of Europe from the beginning till the 5th century AD grasp the evolution of the concept of classic and classical in the European literary thinking and its reception over a period of time
- CO3: Appreciate classical literature of Europe and pursue their interests in it examine different ways of reading and using literary texts across a wide range of classical authors, genres and periods with comparative perspectives
- CO4: Develop ability to pursue research in the field of classics develop academic and practical skills in terms of communication and presentation and also learn about human and literary values of classical period

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

COs	POs/PSOs
CO1	PO1/PSO3
CO2	PO2, PO9/PSO4
CO3	PO3, PO6/PSO5
CO4	PO4,PO8/PSO1

ENHC 0002: British Poetry and Drama: 14th to 17th Century

Course Type: Core Course (CC)

Course Objectives

After completing the course students should be able to

- Introduce the student to British poetry and drama from the age of Chaucer to the Renaissance,
- Comprehend the major trends in British drama and poetry,
- View British literature in its socio-cultural and political contexts, and
- Understand the theme, structure and style in British poetry and drama.

CREDITS: 06

SEMESTER I

L–T–P: 6-0-0

Module No.	Content	Teaching Hours (Approx.)
I	<ul style="list-style-type: none"> ● Geoffrey Chaucer. “Wife of Bath”. <i>The Prologue to the Canterbury Tales</i> Ed. Neville Coghill. ● Edmund Spenser. Sonnet LXXV. “One day I wrote her name...” <i>Amoretti</i>. ● John Donne. “The Sun Rising” and “Valediction Forbidding Mourning” <p>Position of the above poems in the history of British Poetry, their attributes and analysis from the point of view of poetic tradition, structure, themes, figures of speech and styles.</p>	30
II	<ul style="list-style-type: none"> ● Christopher Marlowe. <i>Doctor Faustus</i> ● William Shakespeare. <i>Twelfth Night</i> ● William Shakespeare. <i>Macbeth</i> <p>The reflection of the characteristics of Elizabethan drama in the plays, their analysis from the perspective of dramatic tradition, structure, themes and characters.</p>	30

Text/Readings:

- Geoffrey Chaucer. *Wife of Bath's: The Prologue and Tales*. Ed. Valerie Allen; David Kirkham. Cambridge: Cambridge University Press, 2015.
- A Study Guide for Edmund Spenser's "Sonnet 75". Gale Cengage Learning.
- John Donne. “The Sun Rising” and “Valediction Forbidding Mourning”.
- Francis Bacon. “Of Empire”. New York: Penguin Book, 2010.
- Ratri Ray. *Christopher Marlowe's Doctor Faustus*. New Delhi: The Atlantic Critical Studies, 2021.
- William Shakespeare. *Twelfth Night*. S. Sen. New Delhi: Unique Publications, 2020.
- Pico della Mirandola. Excerpts from the *Oration on the Divinity of Man*, *The Portable Renaissance Reader*. Ed. James Bruce Ross and Mary martin McLaughlin. New York: Penguin Books, 1953. pp. 476-9.

- John Calvin. "Predestination and Free Will". *The Portable Renaissance Reader*. Ed. James Bruce Ross and Mary martin McLaughlin. New York: Penguin Books, 1953. pp.704-11.
- Baldassare Castiglione. "Longing for Beauty" and "Invocation of Love", "Love and Beauty". Bk. IV. *The Courtier*. Tr. George Bull. Harmondsworth: Penguin, rpt. 1983. pp. 324-8, 330-5.
- Philip Sidney. *An Apology for Poetry*. Ed. Forrest G. Robinson. Indianapolis: Bobbs-Merrill, 1970. pp.13-18.
- Simon Trussler Ed. *The Faber Guide to Elizabethan and Jacobean Drama*. London: Faber & Faber, 2006.
- Molla Hafizur Rahaman. *A Companion to British Poetry and Drama (17th To 18th Century)*. New Delhi: Book Valley, 2020.
- Pramod K. Nayar. *English Poetry from the Elizabethans to the Restoration*. Delhi: Orient Blackswan, 2012.

Course Outcomes:

After completing the course students should be able to

- CO1: Understand the tradition of English literature from 14th to 17th centuries,
- CO2: Develop a clear understanding of Renaissance Humanism that provides the basis for the texts suggested,
- CO3: Comprehend the features of Chaucerian poetry, Elizabethan tragedy, comedy, and Metaphysical trends,
- CO4: Engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts,
- CO5: Analyze the poems and the plays in the larger socio-political and religious contexts of the time, and
- CO6: Get a glimpse into its intrinsic and artistic value and develop the requisite critical insight.

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

COs	POs/PSOs
CO1	PO1/PSO3
CO2	PO2, PO9/PSO4
CO3	PO3, PO6/PSO5
CO4	PO4, PO8/PSO1
CO5	PO1, PO5, PO7/PSO2
CO6	PO10, PO11/PSO4

ENHG 0001: Language and Linguistics

Course Type: Generic Elective

Course Objective:

- understand the structure and various parts of the language
- understand the existence of language in the form of different dialects based on a set of established factors
- identify the various functions a language performs and the roles assigned to it
- identify language-patterns and use it for their own mother tongues
- develop better pronunciation skill and learn English sounds and their transcription

CREDIT - 6

SEMESTER I

L - T - P: 6-0-0

Module No.	Content	Teaching Hours (Approx.)
I	<ul style="list-style-type: none"> • Sound structure of English • Vowel Sound, Consonant Sound, Distribution and arrangements of sounds • The structure of words and sentences in English 	6-0-0
II	<ul style="list-style-type: none"> • Word formation rules, Acronyms, Abbreviation, Clipping, Blending. Root and Affixation. Derivation and compounding, Simple, Compound and Complex Sentence • Sociolinguistic aspects of English • Idiolect Dialect Idiolect Sociolect, register, Pidgin, Creole, Diglossia, Code-mixing, Code-switching. 	6-0-0

Course Outcome:

After completing the course students should be able to

- CO1: Appreciate the variety of languages throughout the world
- CO2: Develop a knack to learn and study the growth and development of languages
- CO3: Develop a skill to learn new languages
- CO4: Speak and write better English with clarity of thought and expression
- CO5: Develop a deeper understanding of the day to day communication process via spoken and written language

Note: This Course Focuses on Skill development and employability aligned with CO 4 and CO 5.

Text/Readings:

- *Introduction to Undergraduate English: Book I*. Cambridge University Press, 2018.
- *Outlines of Linguistic Analysis*. Bernard Bloch and George L. Trager. Oriental Books Corporation. Reprint of 1972.

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

COs	POs/PSOs
CO1	PO1/PSO3
CO2	PO2, PO9/PSO4
CO3	PO3, PO6/PSO5
CO4	PO4, PO8/PSO1
CO5	PO1, PO5, PO7/PSO2

ENHA 0001: English Communication

Course Type: Ability Enhancement Compulsory Course (AECC)

Course Objective:

- Equip the learners with the essential knowledge of English grammar.
- Enable them to write and speak English with considerable accuracy.
- Enhance their linguistic competence in comprehending the written and the spoken English.
- Help students acquire the four basic language skills: listening, speaking, reading and writing.

CREDIT - 2

SEMESTER I

L- T - P- 6-0-0

Module No.	Content	Teaching Hours (Approx.)
-------------------	----------------	---------------------------------

I	<p>Listening and Speaking:</p> <ul style="list-style-type: none"> • Introduction to the Four Language Skills • Sounds of English: Vowels and Consonants • Their Articulation and Practice <p>Sentence:</p> <ul style="list-style-type: none"> • Introduction to Sentence • Subject & Predicate • Components of Predicate: Verb, Object & Complement • Types of Sentences: Functional & Structural <p>Parts of Speech: Introduction to POS</p> <p>Verb:</p> <ul style="list-style-type: none"> • Types of Verbs: Main Verbs & Auxiliary Verbs • Finite Verbs; Verb forms: Regular & Irregular • Non-Finite Verbs: Infinitive, Gerund & Participle • Transitive, Intransitive & Ditransitive • Auxiliary Verbs: Primary & Modal <p>Vocabulary: Synonyms, Antonyms and Homonyms</p> <p>Precis Writing</p>	30
II	<p>Noun: Types of Nouns (Countable & Uncountable) Noun Inflection (Gender, Number, Case) Noun Substitutes (Noun phrase, Pronoun, Infinitive and Gerund)</p> <p>Tense & Aspects:</p> <ul style="list-style-type: none"> • Tenses: Kinds (Present, Past and Future) and Usage • Aspects: (Perfective, Imperfective and Habitual) Usages and kinds <p>Subject-verb Agreement: Agreement and their usages</p> <p>Voice:</p> <ul style="list-style-type: none"> • Active and Passive Voice • Usage of active and passive forms of verbs • Transformation of sentences from active to passive and vice-versa <p>Pronouns:</p> <ul style="list-style-type: none"> • Types of Pronouns • Pronoun Inflections (Number, Gender, Case) <p>Writing Skills: Writing a Story with the Help of Keywords</p> <p>Vocabulary: Synonyms, Antonyms, Homonyms Based on the Texts</p>	30

Course Outcome:

After completing the course students should be able to

- CO1: Develop vital communication skills which should be integral to personal, social and professional interactions.
- CO2: Substantially enhance the clarity and effectiveness of their communication skills.
- CO3: Develop awareness regarding various dimensions of communication skills.
- CO4: Develop important reading and writing skills.
- CO5: Identify differences in their personal and professional interactions.

Note: This Course Focuses on Skill development and employability aligned with all the COs.

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

COs	POs/PSOs
CO1	PO1/PSO3
CO2	PO2, PO9/PSO4
CO3	PO3, PO6/PSO5
CO4	PO4, PO8/PSO1
CO5	PO1, PO5, PO7/PSO2

SEMESTER - II

ENHC 0003: Indian Classical Literature

Course Type: Course Core

Course Objectives:

The objective of the course is to enable students to

- enrich themselves with the socio-cultural context of the Indian classical age,
- comprehend the diverse nature of Indian Classical Literature, situate it historically and understand its attributes,
- trace the evolution of literary culture(s) in India,
- appreciate the richness of Indian literature and, (6) analyze the prescribed texts with comparative perspectives.

Credits: 06

SEMESTER II

L–T–P : 6-0-0

Module No.	Content	Teaching Hours (Approx.)
I	<ul style="list-style-type: none"> ● Vyasa. <i>The Mahabharata</i>: Tr. J.A.B. Van Buitenen. “The Dicing,” “The Sequel to the Dicing” and “The Temptation of Karna.” ● Ilango Adigal. <i>Cilappatikaram</i>: Tr. R. Parthasarathi. <i>Cilappatikaram: The Tale of an Anklet</i> <p>Position of the above text in the history of Indian Classical Literature, their study and analysis from the point of view of epic tradition, themes, and characters.</p>	30
II	<ul style="list-style-type: none"> ● Kalidasa. <i>AbhijnanaShakuntalam</i>. Tr. Chandra Rajan, in <i>Kalidasa: The Loom of Time</i>. ● Sudraka: <i>Mrcchakatika</i>, Tr. M.R. Kale & Ed. Kuljit Singh. <i>Mrcchakatika of Sudraka</i> . <p>Position of the above text in the history of Indian Classical Literature, their study and analysis from the point of view of epic tradition, themes, and characters.</p>	30

Texts/Readings

- Kalidasa. *Abhijnana Shakuntalam*, Tr. Chandra Rajan, in *Kalidasa: The Loom of Time, A Selection of His Plays and Poems*. New Delhi: Penguin Books, 2006.
- Vyasa. *The Mahabharata*: Tr. J.A.B. Van Buitenen & Ed. Kanav Gupta And Meha Pande. *The*

- *Dicing, The Sequel to the Dicing and The Temptation of Karna: Selections from Sabha Parva & Udhog Parva*. New Delhi:Worldview Critical Editions, 2016.
- Sudraka: *Mrcchakatika*, Tr. M.R. Kale & Ed. Kuljit Singh. *Mrcchakatika of Sudraka*: New Delhi: Motilal Banarasidass Publications, 2016.
- Ilango Adigal. *Cilappatikaram*: Tr. R. Parthasarathi. *Cilappatikaram:The Tale of an Anklet*, New Delhi: Penguin Books, 2004.

Course Outcomes:

After completing the course students should be able to

- CO1: Enrich themselves with the socio-cultural context of the age that produced Indian classical literature from its early beginning till 1100 AD,
- CO2: Comprehend the pluralistic and inclusive nature of the Indian Classical Literature and its attributes,
- CO3: Situate the Indian classical literature historically and diverse literary cultures from India, mainly from Sanskrit and Tamil,
- CO4: Trace the evolution of literary culture(s) in India,
- CO5: Understand the attributes and genres of the Indian Classical Literature and compare it with the perspectives from the European Classical Literature,
- CO6: Appreciate the richness of Indian literature,
- CO7: Analyze the prescribed texts with comparative perspectives, and
- CO8: Express their ideas, view-points in writing and orally.

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

COs	POs/PSOs
CO1	PO1/PSO3
CO2	PO2, PO9/PSO4
CO3	PO3, PO6/PSO5
CO4	PO4,PO8/PSO1
CO5	PO1, PO5, PO7/PSO2
CO6	PO10,PO11/PSO4
CO7	PO1,PO4/PSO1
CO8	PO3, PO6/PSO5

ENHC 0004: British Poetry and Drama 17th to 18th Century

Course Type: Core Course (CC)

Course Objective:

- Acquaint learners with the Biblical tradition of allusions as was in vogue during the classical British period
- Enable them to understand stylistics and find its defining aspects in poetry of 18th century poets
- Enhance the learner's capabilities in comprehending the changes British literature gradually underwent.
- Help learners acquire the four basic language skills: listening, speaking, reading and writing.

Credits: 06

Semester II

L–T–P : 6-0-0

Module No.	Content	Teaching Hours (Approx.)
I	<ul style="list-style-type: none"> ● John Milton. <i>Paradise Lost</i>. Bk. I ● Alexander Pope. <i>The Rape of the Lock</i>. (Books I and II) 	30
II	<ul style="list-style-type: none"> ● John Webster. <i>The Duchess of Malfi</i>. ● Aphra Behn. <i>The Rover</i>. 	30

Text/Readings:

- "Genesis", Ch.1-4 and "The Gospel According to St. Luke", Ch.1-7. [King James Version]
- Niccolo Machiavelli. Chapters 15, 16, 18 and 25. *The Prince*. Ed. and tr. Robert M. Adams. New York: Norton & Co,1992.
- Thomas Hobbes. Chapters 8, 11 and 13. *The Leviathan*. New York: Norton & Co,2006.
- John Dryden. "A discourse Concerning the Origin and Progress of Satire". *The Norton Anthology of English Literature*. V.1. 9thedn. Ed. Stephen Greenblatt. New York: Norton, 2012. pp.1767-8.

Course Outcome:

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- CO1: Identify the major characteristics of the Comedy of Manners and Mock-Heroic poetry
- CO2: Demonstrate in-depth knowledge and understanding of the religious, socio-intellectual and cultural thoughts of the 17th and 18th centuries
- CO3: Examine critically key themes in representative texts of the period, including Sin, Transgression, Love, Pride, revenge, sexuality, human follies, among others
- CO4: Show their appreciation of texts in terms of plot-construction, socio-cultural contexts and genre of poetry and drama
- CO5: Analyze literary devices forms and techniques in order to appreciate and interpret the texts

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

COs	POs/PSOs
CO1	PO1/PSO3
CO2	PO2, PO9/PSO4
CO3	PO3, PO6/PSO5
CO4	PO4,PO8/PSO1
CO5	PO1, PO5, PO7/PSO2

ENHG 0002: Language and Linguistics

Course Type: Generic Elective (GE)

Course Objective:

This course aims to

- train students to read texts closely and assess their various aspects objectively
- help them in appreciating the literary texts in a scientific way.

CREDIT - 6

SEMESTER II

L-T-P : 6- 0 - 0

Module No.	Content	Teaching Hours (Approx)
I	<p>A. Resources for enhancing communication skills Basic rules of Communication, Turn Taking, Presentation Skills, Public speaking, Role Play, Negotiation Skills, Group Discussion</p> <p>B. Englishes of the world Varieties of English, Variations at Phonological, Grammatical and Lexical levels, International English Standard and Non-Standard Englishes, Indian English.</p>	30
II	<p>A. Linguistics and Other Disciplines</p> <ul style="list-style-type: none"> ● stylistics ● sociolinguistics ● psycholinguistics ● ethnolinguistics 	30

Course Outcome:

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

- Students should be able to analyze literature in a mood scientific manner
- to analyze how language literature and culture are intertwined with each other
- They should be able to understand and analyze human psyche in a better way

Note: This Course Focuses on Skill development and employability aligned with all the COs.

Text/Readings

- Feldman, R. S. (1996). *Understanding Psychology*. (4th ed.). McGraw Hill
- Baron, R.A. (1995). *Psychology*. (3rd ed.). Prentice Hall India.
- Morgan & King. (1989). *Introduction to Psychology*. (7th ed.). VII India: McGraw Hill
- Wortman and Loftus. (1992). *Psychology*. (4th ed.). McGraw Hill International.

- Bernstein, Roy, Skull and Wickets. (1991). *Psychology*. (2nd ed.). Houghton College Publishers.
- Fernald and Fernald . (1985). *Munn's Introduction to Psychology*. (5th ed.) A. I.TB.S. Publishers and Dist Reg.
- Hilgard and Atkinson. (1975) .*Introduction to Psychology*. Oxford IBH Publishing Co. Pvt. Ltd.

ENHA 0002: English Communication

Course Type: Ability Enhancement Compulsory Course (AECC)

Course Objective:

- Equip the learners with the essential knowledge of English grammar.
- Enable them to write and speak English with considerable accuracy.
- Enhance their linguistic competence in comprehending the return and the spoken English.
- Help students acquire the four basic language skills: listening, speaking, reading and writing.

CREDIT - 2

SEMESTER II

L - T - P- 6-0-0

Module No.	Content	Teaching Hours (Approx)
I	<ul style="list-style-type: none"> • Theory, fundamentals and tools of communication. • Vital communication skills: integral to personal, social and professional interactions. • Ability to share thoughts, emotions and ideas through various means of communication: both verbal and non-verbal. • Communication in the context of rapid globalization and increasing recognition of social and cultural pluralities. 	30
II	<ul style="list-style-type: none"> • The significance of clear and effective communication • Language of communication • Various speaking skills: personal communication, social interactions, communication in professional situations such as interviews, group discussions and office environments. • Reading skills. • Writing skills: report writing, note-taking, etc. • Elements of science in the art of communication. 	30

The recommended readings given at the end are only suggestive; the students and teachers have the freedom to consult other materials on various units/topics given below. Similarly, the questions in the examination will be aimed towards assessing the skills learnt by the students rather than the textual content of the recommended books.

Text/ Readings:

- *An Anthology of English Essay*, Ed. RP Singh, Oxford University Press, New Delhi
- Allen, W., *Living English Structure*, Pearson Education, New Delhi
- *Collins English Dictionary*, Harper Collins Publication Ltd.
- *Longman Dictionary of Contemporary English*, Pearson Longman, England.
- Murphy, Raymond, *Intermediate English Grammar*, Cambridge University Press.
- Norman Lewis, *Word Power Made Easy*, Goyal Publications & Distributors, Delhi.
- Mohan, Krishan & N.P. Singh, *Speaking English Effectively*, Macmillan India Ltd., New delhi.
- Audio-Visual Material: Material available in the language Lab.

Course outcome:

After completing the course students should be able to

- CO1: Develop vital communication skills which should be integral to personal, social and professional interactions.
- CO2: Substantially enhance the clarity and effectiveness of their communication skills.
- CO3: Develop awareness regarding various dimensions of communication skills.
- CO4: Develop important reading and writing skills.
- CO5: identify differences in their personal and professional interactions.

Note: This Course Focuses on Skill development and employability aligned with all the COs.

Introduction to Undergraduate English: Book I. Cambridge University Press, 2018. (prescribed by UGC).

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

COs	POs/PSOs
CO1	PO1/PSO3
CO2	PO2, PO9/PSO4
CO3	PO3, PO6/PSO5
CO4	PO4, PO8/PSO1
CO5	PO1, PO5, PO7/PSO2

SEMESTER - III

ENHC 0005: British Literature: 18th Century

Course Type: Core Course (CC)

Course Objectives:

The objective of the course is to enable students to:

- understand the chief characteristics and genres of a literary text,
- grasp the major features of the 18th Century or Augustan Age, the Age of Sensibility and Neoclassicism,
- comprehend the key trends of British drama, poetry, periodical essay and novel,
- view British literature in the contemporary socio-cultural, political and religious contexts and
- understand the theme, structure and style in British poetry and drama.

Credits: 06

Semester III

L–T–P : 6–0–0

Module No.	Content	Teaching Hours (Approx.)
I	<ul style="list-style-type: none"> ● Thomas Gray. “Elegy Written in a Country Churchyard”. ● Samuel Johnson. “London”. 	30
II	<ul style="list-style-type: none"> ● Eliza Heywood. “Fantomina.” ● William Congreve. “The Way of the World.” ● Jonathan Swift. Gulliver’s Travels Book I 	30

Text/Readings:

- Jeremy Collier. A Short View of the Immorality and Profaneness of the English Stage. London: Routledge, 1996.
- Daniel Defoe. “The Complete English Tradesman” (Letter XXII), “The Great Law of Subordination Considered” (Letter IV) and “The Complete English Gentleman” in Literature and Social Order in Eighteenth-century England. Ed. Stephen Copley. London: Croom Helm, 1984.
- Samuel Johnson.
 - (i) Essay 156 in The Rambler in Selected Writings: Samuel Johnson. Ed. Peter Martin. Cambridge, MA: Harvard UP, 2009. pp. 194-7;
 - (ii) Rasselas. Ch.10.
 - (iii) “Pope’s Intellectual Character: Pope and Dryden Compared”, from the Life of Pope in The Norton Anthology of English Literature, vol.1, ed. Stephen Greenblatt. 8th Ed. New York: Norton, 2006. pp.2693-94, 2774-77.
- Thomas Gray’s- Elegy Written in a Country Churchyard
- Samuel Johnson’s London.

- Eliza Haywood's Fantomina
- William Congreve's The Way of the World
- Jonathan Swift's Gulliver's Travels Book I

Course Outcomes:

After studying this course students will be able to:

- CO1: Understand the tradition of English literature of 18th Century
- CO2: Develop a clear understanding of Neoclassicism that provides the basis for the texts suggested
- CO3: Comprehend the features of Augustan poetry, novel, periodical essay, comedy, and Metaphysical trends
- CO4: Engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts
- CO5: Analyze the poems and the plays in the contemporary socio-cultural, political and religious contexts
- CO6: Get a glimpse into its intrinsic and artistic value and develop the requisite critical insight.

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

COs	POs/PSOs
CO1	PO1/PSO3
CO2	PO2, PO9/PSO4
CO3	PO3, PO6/PSO5
CO4	PO4, PO8/PSO1
CO5	PO1, PO5, PO7/PSO2
CO6	PO3, PO6/PSO5

ENHC 0006: British Romantic Literature

Course Type: Core Course (CC)

Course Objective:

- introduce students to the Romantic period in English literature;
- offer a selection of canonical poems and prose that constitute the core texts of the Romantic period;
- introduce marginal voices that were historically excluded from the canon of British Romantic writers; and
- provide an introduction to important French and German philosophers who influenced the British Romantic writers.

Credits: 06

Semester III

L–T–P : 6–0–0

Module No.	Content	Teaching Hours (Approx.)
I	<ul style="list-style-type: none"> ● William Blake, from Songs of Innocence and Experience, (i) Lamb ; (ii) Tiger (iii) London ● William Wordsworth, Lines Composed a Few Miles Above Tintern Abbey ● Samuel Coleridge (i) Kubla Khan; (ii) Dejection: An Ode ● Charles Lamb (i) The Convalescent (ii) Poor Relations 	30
II	<ul style="list-style-type: none"> ● John Keats. (i) Ode to a Nightingale; (ii) Ode on a Grecian Urn ● P. B. Shelly (i) England in 1819; (ii) Ode to the West Wind ● Robert Burns (i) A Bard's Epitaph (ii) Scots Wha Hae ● Mary Shelley, Frankenstein <p>OR</p> <p>William Hazlitt :</p> <ul style="list-style-type: none"> (i) Public Opinion (ii) On Reading Old Books (iii) On Reading New Books 	30

Text/ Readings

- William Wordsworth. "Preface" to Lyrical Ballads (1802 ed.). The Norton Anthology of Theory and Criticism. Eds. William Cain et al. 2001. pp.648-67.

- John Keats. Letter to George and Thomas Keats, 21 December 1817. Letter to Richard Woodhouse, 27 October 1818. Complete Poems and Selected Letters of John Keats. Ed. Edward Hirsch. Modern Library, 2001.
- Jean-Jacques Rousseau. "Preface" to Emile or On Education. Tr. Allan Bloom. Harmondsworth: Penguin, 1991.
- Samuel Taylor Coleridge. Chap XIII. Biographia Literaria. Ed. George Watson. London: Everyman, 1993. pp.161-6.

Course Outcomes:

After studying this course students will able to:

- CO1: Understanding the Romantic Movement and its implications in the works of Romantic poets
- CO2: Instituting comparisons with various literary Movements to help deconstruct texts with greater clarity
- CO3: Investigating the efficacy of specific literary terms to understand the significance of metrical patterns and the art of versification
- CO4: Analyzing the art of story-telling and the various structural elements of a short story with special reference to the select short stories by Charles Lamb and William Hazlitt

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

COs	POs/PSOs
CO1	PO1/PSO3
CO2	PO2, PO9/PSO4
CO3	PO3, PO6/PSO5
CO4	PO4,PO8/PSO1

ENHC 0007: Indian Writing in English

Course Type: Core Course (CC)

Course Objectives:

The objectives of teaching 'Indian Writing in English' to the students of B A English (Hons) are to:

- equip the learners with essential knowledge of various aspects of Indian English literature,
- enable them to understand prevailing issues related to Indian society and culture and voice their opinion on them,
- enhance their skills in reading, comprehending and interpreting the genres specified in the syllabus,
- help them appreciate and the use of literary devices used by the authors, and
- assist them develop a healthy outlook about life and society as well as express it creatively and appropriately.

CREDITS: 06

SEMESTER III

L-T-P : 6-0-0

Module No.	Content	Teaching Hours (Approx.)
I	<ul style="list-style-type: none"> • Amitav Ghosh. "The Ghosts of Mrs. Gandhi". The New Yorker. 17 July 1995. • Kamala Das. "Introduction" (A poem) • Robin S. Ngangom. "The Strange Affair of Robin S. Ngangom", "A Poem for Mother" • Nissim Ezekiel. "Enterprise" (A Poem) • Jayant Mahapatra. "Dawn at Puri" (A poem) • The Two Magicians. Satyajit Ray 	30
II	<ul style="list-style-type: none"> • Shashi Deshpande. "The Intrusion." (A Short Story) • Toru Dutt. "Our Casuarina Tree" (A poem) • Arun Kolatkar. "The Bus" • Girish Karnad. Hayavadana. Three Plays. New Delhi: OUP, 1997. • Anita Desai. In Custody. 	30

Text/Readings:

- Aspects of Indian Writing in English. Ed. M K Malik. Delhi: Macmillan India Ltd., 1979.
- Girish Karnad. Hayavadana. Three Plays. New Delhi: OUP, 1997.
- Raja Rao. "Foreword". Kanthapura. New Delhi: OUP, 1989. pp.v-vi.
- Salman Rushdie. "Commonwealth Literature Does Not Exist". Imaginary Homelands. London: Granta, 1991.pp.61-70.
- Meenakshi Mukherjee. "Divided by a Common Language". The Perishable Empire. New Delhi: OUP, 2000.pp.61-70.
- Bruce King. "Introduction". Modern Indian Poetry in English. 2nded. New Delhi: OUP, 2005. pp. 1-10.

Course Outcome:

After studying this course students will able to:

- CO1: Acquire essential knowledge of various aspects of Indian English Literature;
- CO2: Understand prevailing issues related to Indian society and voice their opinion on them;
- CO3: Enhance their skills in reading and interpreting the genres specified in the syllabus;
- CO4: Appreciate the beauty of literature and literary devices;
- CO5: Develop a healthy outlook about life and society as well as express it creatively and appropriately.

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

COs	POs/PSOs
CO1	PO1/PSO3
CO2	PO2, PO9/PSO4
CO3	PO3, PO6/PSO5
CO4	PO4,PO8/PSO1
CO5	PO1, PO5, PO7/PSO2

SEMESTER - IV

ENHC 0008: British Literature 19th Century

Course Type: Core Course (CC)

Course Objective:

Enable the students to link the previous or existing body of literature with the fresher dimensions of knowledge with reference to Victorian British literature

Credits: 06

Semester IV

L-T-P : 6-0-0

Module No.	Content	Teaching Hours (Approx.)
I	<ul style="list-style-type: none"> Alfred Tennyson. "Ulysses" Robert Browning. "My Last Duchess" Charlotte Brontë. <i>Jane Eyre</i>. 	30
II	<ul style="list-style-type: none"> Christina Rossetti. 1st Stanza. "The Goblin Market". 1862. ll.1-31. Charles Dickens. <i>Hard Times</i>. 	30

Text/ Readings

- Tennyson, A. T.; Day, A. (1991). *Alfred Lord Tennyson: Selected Poems*. London: Penguin Books. ISBN 0-14-044545-5.
- Charles Dickens. *Hard Times*. 1854. 4th ed. Norton Critical Edition. 2015.
- Charlotte Brontë. *Jane Eyre*. 1847. 3rd ed. Norton Critical Edition. 2016
- "Genesis", Ch.1-4 and "The Gospel According to St. Luke", Ch.1-7. [King James Version]
- Niccolo Machiavelli. Chapters 15, 16, 18 and 25. *The Prince*. Ed. and tr. Robert M. Adams. New York: Norton & Co, 1992.
- Thomas Hobbes. Chapters 8, 11 and 13. *The Leviathan*. New York: Norton & Co, 2006.
- John Dryden. "A discourse Concerning the Origin and Progress of Satire". *The Norton Anthology of English Literature*. V.1. 9th edn. Ed. Stephen Greenblatt. New York: Norton, 2012. pp.1767-8.

Course Outcomes:

After compilation of the course, students will be able to:

- CO1: Identify the unique feature of the age of transition where romanticism is giving away to the Victorian literature
- CO2: Appreciate the sensibilities and literary achievements of the Victorian era
- CO3: Understand the importance of the genre of novels in the 19th century in comparison to the earlier/existing forms
- CO4: Assess the quality of the Victorian age with reference to society, religion, custom and tradition

- CO5: Understand the significance of the role of scientific accomplishments and inventions in shaping the Victorian society

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

COs	POs/PSOs
CO1	PO1/PSO3
CO2	PO2, PO9/PSO4
CO3	PO3, PO6/PSO5
CO4	PO4,PO8/PSO1
CO5	PO1, PO5, PO7/PSO2

ENHC 0009: Women's Writing

Course Type: Core Course (CC)

Course Objectives:

The objective of this course is to

- Create an awareness among the students regarding the basics of feminist studies
- Create an opportunity and scope for discussion relating to gender issues
- Allow the students to develop an appreciation for literature composed by women for women
- Realize the underlying differences in opinions customs understanding between the various genders and agency of patriarchal rule in establishing hegemonic relationships

Credits: 06

Semester IV

L–T–P : 6–0–0

Module No.	Content	Teaching Hours (Approx.)
I	<ul style="list-style-type: none"> • Mary Wollstonecraft A Vindication of the Rights of Woman (New York: Norton, 1988) chap. 1, pp. 11–19; chap. 2, pp. 19–38 • Emily Dickinson. "I cannot live with you". • Sylvia Plath. 'Daddy' • Eunice De Souza "Advice to Women". "Bequest" 	30
II	<ul style="list-style-type: none"> • Charlotte Perkins Gilman 'The Yellow Wallpaper' • Mahashweta Devi 'Draupadi', tr. Gayatri Chakravorty Spivak (Calcutta: Seagull, 2002) • Katherine Mansfield's 'Bliss' 	30

Text/Readings

- Virginia Woolf, A Room of One's Own (New York: Harcourt, 1957) chaps. 1 and 6.
- Simone de Beauvoir, 'Introduction', in The Second Sex, tr. Constance Borde and Shiela Malovany-Chevallier (London: Vintage, 2010) pp. 3–18.
- Kumkum Sangari and Sudesh Vaid, eds., 'Introduction', in Recasting Women: Essays in Colonial History (New Delhi: Kali for Women, 1989) pp. 1–25.
- Chandra Talapade Mohanty, 'Under Western Eyes: Feminist Scholarship and Colonial Discourses', in Contemporary Postcolonial Theory: A Reader, ed. Padmini Mongia (New York: Arnold, 1996) pp. 172–97.

Course Outcomes:

After studying this course students will able to:

- CO1: Gain awareness regarding the various interpretations of literature with special reference to women studies
- CO2: Identify the nuances in women's writing
- CO3: Be aware of the theoretical domain developed throughout the ages with reference to women's writing
- CO4: Understand the various cultural shifts and transitions that has taken place with regards to the place of women in the society amidst the global village

- CO5: Be aware of various philosophical discourse and their relation to women's writing.

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

COs	POs/PSOs
CO1	PO1/PSO3
CO2	PO2, PO9/PSO4
CO3	PO3, PO6/PSO5
CO4	PO4,PO8/PSO1
CO5	PO1, PO5, PO7/PSO2

ENHC 0010: American Literature

Course Type: Core Course (CC)

Course Objectives:

Credits: 06

Semester IV

L–T–P : 6–0–0

Module No.	Content	Teaching Hours (Approx.)
I	<ul style="list-style-type: none"> Edgar Allan Poe. "The Purloined Letter" William Faulkner. "Dry September" Anne Bradstreet. "The prologue" Walt Whitman. "Passage to India" (ll. 1-68). <i>Leaves of Grass</i>. 	30
II	<ul style="list-style-type: none"> Adriene Rich. "Power" Allen Ginsberg. "An Eastern Ballad". <i>Beat Poets</i>. Ed. Carmela Ciuraru. New York: Alfred A. Knopf, 2002. Abraham Lincoln. "Gettysburg Address" Toni Morrison. <i>Beloved</i>. 	30

Text/Readings:

Outcome:

After studying this course students will able to:

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

COs	POs/PSOs
CO1	PO1/PSO3
CO2	PO2, PO4/PSO4
CO3	PO3, PO6/PSO5
CO4	PO2, PO1/PSO1
CO5	PO1, PO3, PO7/PSO2
CO6	PO4, PO8/PSO1
CO7	PO1, PO5, PO7/PSO2

CO8	PO10,PO11/PSO4
CO9	PO2,PO1/PSO1

ENHC 0010: Academic Writing and Composition

Course Type: Generic Elective (GE)

Course Objectives:

The aim of this course is to:

- Create an awareness among students regarding academic and nonacademic writing
- Make the students understands the rubrics of academic writing
- Enable the students do you use language as an efficient tool while research and documentation
- Offer the students a hands on experience on formal organized and focused writing

CREDITS: 06

SEMESTER IV

L–T–P : 6–0–0

Module No.	Content	Teaching Hours (Approx.)
I	<ul style="list-style-type: none"> ● Introduction to the Writing Process ● Introduction to the Conventions of Academic Writing ● Writing in one's own words: Summarizing and Paraphrasing 	30
II	<ul style="list-style-type: none"> ● Critical Thinking: Syntheses, Analyses, and Evaluation ● Structuring an Argument: Introduction, Interjection, and Conclusion ● Citing Resources; Editing, Book and Media Review 	30

Course Outcome:

After studying this course students will able to:

- CO1: Use language to express complex emotions and ideas
- CO2: Apply analytic message while composition of creative and non fiction writings
- CO3: Develop the skill of detachment as well as engagement while writing
- CO4: Understand the pros and cons of academic language
- CO5: Gain insight into the use of Written Language in separate domains

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

COs	POs/PSOs
CO1	PO1/PSO3
CO2	PO2, PO4/PSO4
CO3	PO3, PO6/PSO5

CO4	PO2,PO1/PSO1
CO5	PO1, PO3, PO7/PSO2

ENHS 0002: Translation Studies

Course Type: Skill Enhancement Course (SEC)

Course Objectives:

Credits: 02

Semester IV

L–T–P : 2–0–0

Module No.	Content	Teaching Hours (Approx.)
I	<ul style="list-style-type: none"> Introducing Translation: a brief history and significance of translation in a multi linguistic and multicultural society like India. Exercises in different Types / modes of translation, such as: <ol style="list-style-type: none"> Semantic / Literal translation Free / sense/ literary translation Functional / communicative translation Technical / Official Transcreation Audio-visual translation Introducing basic concepts and terms used in Translation Studies through relevant tasks, for example: Equivalence, Language variety, Dialect, Idiolect, Register, Style, Mode, Code mixing / Switching. Defining the process of translation (analysis, transference, restructuring) through critical examination of standard translated literary/non-literary texts and critiquing subtitles of English and Hindi films. 	10

II	<ul style="list-style-type: none"> ● Practice: Translation in Mass Communication / Advertising, subtitling, dubbing, ● Exercises to comprehend _Equivalence in translation; Structures (equivalence between the source language and target language at the lexical (word) and syntactical (sentence) levels. This will be done through tasks of retranslation and recreation and making comparative study of cultures and languages. Practice: Tasks of Translation in Business: Advertising ● Discussions on issues of _Translation and Gender, by attempting translation for media, films and advertisements from different languages. ● Developing skills for Interpreting: understanding its dynamics and challenges. Interpreting: Simultaneous and Consecutive (practical application) 	10
----	--	----

Text/Readings:

- Baker, Mona, *In Other Words: A Coursebook on Translation*, Routledge, 2001. (Useful exercises for practical translation and training)
- *Routledge Encyclopedia of Translation Studies*. London and New York: Routledge, 2001. (Readable entries on concepts and terms) Sherry Simon, *Gender in translation: Cultural Identity and the Politics of Transmission*. New York: Routledge, 1996.
- Catford, I.C. *A Linguistic Theory of Translation*. London: OUP, 1965. Frishberg, Nancy J. *Interpreting: An Introduction*. Registry of Interpreters, 1990.
- Gargesh, Ravinder and Krishna Kumar Goswami. (Eds.). *Translation and Interpreting: Reader and Workbook*. New Delhi: Orient Longman, 2007.
- House, Juliana. *A Model for Translation Quality Assessment*. Tübingen: Gunter Narr, 1977.
- Lakshmi, H. *Problems of Translation*. Hyderabad: Booklings Corporation, 1993.
- Newmark, Peter. *A Textbook of Translation*. London: Prentice Hall, 1988.
- Nida, E.A. and C.R. Taber. *The Theory and Practice of Translation*. Leiden: E.J. Brill, 1974.
- Toury, Gideon. *Translation Across Cultures*. New Delhi : Bahri Publications Private Limited, 1987.

Course Outcome:

After studying this course students will able to:

- CO1: Translate text from their own language into the English language
- CO2: Translate text from the English language to their mother tongues
- CO3: Identify the area of find translatability Thereby overcoming it

- CO4: Create a discourse of translation with reference to the entire gamut of mother tongue in India
- CO5: Discuss in higher academia India as an area of translation

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

Cos	POs/PSOs
CO1	PO1/PSO3
CO2	PO2, PO4/PSO4
CO3	PO3, PO6/PSO5
CO4	PO2, PO1/PSO1
CO5	PO1, PO3, PO7/PSO2
CO6	PO4, PO8/PSO1
CO7	PO1, PO5, PO7/PSO2
CO8	PO10, PO11/PSO4
CO9	PO2, PO1/PSO1

SEMESTER - V

ENHC 0011: British Literature: The Early 20th

Course Type: Core- Course

Course Objectives:

- The course is designed to equip the students with the basic understanding of the themes in British literature of the early 20th century.
- The basic objective of the course is to equip the students with the understanding of basic knowledge of the field. The course is designed so that the students can understand British values and culture.

CREDITS: 06

SEMESTER V

L–T–P : 6–0–0

Module No.	Content	Teaching Hours (Approx.)
I	<ul style="list-style-type: none"> • William Butler Yeats. “Byzantium”, “Sailing to Byzantium” • Thomas Stearns Eliot. “The Love Song of J. Alfred Prufrock”, “Preludes”, “Hollow Men” • Wystan Hugh Auden. “Unknown Citizen” • David Herbert Lawrence. “Odour of Chrysanthemums” • Virginia Woolf. “Mark on the Wall” • W. Somerset Maugham. “Rain” 	30
II	<ul style="list-style-type: none"> • Joseph Conrad. Heart of Darkness. • John Millington Synge. Riders to the Sea. • James Joyce. A Portrait of the Artist as a Young Man. 	30

Text/Readings

- Sigmund Freud. “Theory of Dreams”, “Oedipus Complex”, “The Structure of the Unconscious”. *The Modern Tradition*. Ed. Richard Ellman et al. Oxford: OUP, 1965. pp.571, 578-80,559-63.
- T. S. Eliot. “Tradition and the Individual Talent”. *Norton Anthology of English Literature*. 8th Ed.Vol.2.Ed. Stephen Greenblatt. New York: Norton,2006.pp.2319-25.
- Raymond Williams. “Introduction”. *The English Novel from Dickens to Lawrence*. London: Hogarth Press, 1984.pp.9-27.

Course outcome:

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

COs	POs/PSOs
CO1	PO2/PSO1
CO2	PO5, PO3/PSO2
CO3	PO4, PO3/PSO5

CO4	PO2/PS01
CO5	PO5, PO3/PS02

ENHC 0012: Modern European Drama
Course Type: Core- Course

Course Objectives:

- The course is designed to equip the students with the basic understanding of the themes in Modern European Drama.
- The basic objective of the course is to equip the students with the understanding of European Drama. The course is designed so that the students can understand the various dramas associated with European European Drama.

Credits: 06

Semester V

L–T–P : 6–0–0

Module No.	Content	Teaching Hours (Approx.)
I	<ul style="list-style-type: none"> • Henrik Ibsen. “Ghosts”. Ghosts and Other Plays. Tr. Peter Watts. Penguin, 1964. • Samuel Beckett. Waiting for Godot. OUP. • Anton Chekov. “The Seagull”. Plays. Tr. Peter Carson. Penguin, 2002. 	30
II	<ul style="list-style-type: none"> • Bertolt Brecht. The Good Person of Szechwan. Ed.&Tr. Ralph Manheim. Penguin, 2008. • Eugene Ionesco. “Rhinoceros”. Rhinoceros, The Chairs, The Lesson. Tr. • Derek Prouse and Donald Watson. Penguin, 1974. • Luigi Pirandello. Six Characters in Search of an Author. Tr. John Linstrum. Bloomsbury, 2014. 	30

Text/Readings:

- Constantin Stanislavsky. “Faith and the Sense of Truth”. Sections 1, 2, 7, 8, 9. Chapter 8. *An Actor Prepares*. Tr. Elizabeth Reynolds Hapgood. Harmondsworth: Penguin, 1967. pp. 121-5, 137-46.
- Bertolt Brecht. “The Street Scene”, “Theatre for Pleasure or Theatre for Instruction”, and “Dramatic Theatre vs. Epic Theatre”. *Brecht on Theatre: The Development of An Aesthetic*. Ed. and tr. John Willet. London: Methuen, 1992. pp.68-76., 121-8.
- George Steiner. “On Modern Tragedy”. *The Death of Tragedy*. London: Faber, 1995. pp. 303-24.
- Martin Esslin. “Introduction: Absurdity of the Absurd”. *Theatre of the Absurd*. New York:

Vintage, 1961.

- Raymond Williams. "A Generation of Masters". Ch.1. *Drama from Ibsen to Brecht*. Oxford: OUP, 1969. pp.25-111.

Course Outcome:

- Articulate orally and in writing an understanding of key concepts and theater practices in European theater since the turn of the twentieth century.
- Identify and critically analyze these key concepts and practices

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

COs	POs/PSOs
CO1	PO2/PSO1
CO2	PO5, PO3/PSO2
CO3	PO4, PO3/PSO5
CO4	PO2/PSO1
CO5	PO5, PO3/PSO2

ENHD 0001: Literacy Theory

Course Type: Discipline Specific Course

Course Objectives:

The course is designed to equip the students with the basic understanding of the themes

CREDITS: 06

SEMESTER V

L-T-P : 6-0-0

Module No.	Content	Teaching Hours (Approx.)
I	<ul style="list-style-type: none"> 1. Marxism: a. Antonio Gramsci. "The Formation of the Intellectuals" and "Hegemony (Civil Society) and Separation of Powers". Selections from the Prison Notebooks. Ed. and tr. Quentin Hoare and Geoffrey Novell Smith. London: Lawrence and Wishart, 1971. p. 5, 245–6. Feminism: a. Elaine Showalter. "Twenty Years on: A Literature of Their Own Revisited." A Literature of Their Own: British Women Novelists from Bronte to Lessing. 1977. Rpt. London: Virago, 2003. pp. xi–xxxiii. Postcolonial Studies: a. Mahatma Gandhi. "Passive Resistance" and "Education". Hind Swaraj and Other Writings, ed. Anthony J Parel. Delhi: CUP, 1997. pp. 88–106. Postcolonial Studies: b. Edward Said. "The Scope of Orientalism." Orientalism. Harmondsworth: Penguin, 1978. pp. 29–110. Postcolonial Studies: c. Aijaz Ahmad. "Indian Literature: Notes towards the Definition of a Category". In Theory: Classes, Nations, Literatures. London: Verso, 1992. pp. 243–285. 	30

II	<ul style="list-style-type: none"> ● Marxism: b. Louis Althusser. "Ideology and Ideological State Apparatuses". Lenin and Philosophy and Other Essays. New Delhi: Aakar Books, 2006. pp. 85–126. ● Feminism: b. Luce Irigaray. "When the Goods Get Together". This Sex Which is Not One. New French Feminisms Ed. Elaine Marks and Isabelle de Courtivron. New York: Schocken Books, 1981. pp. 107–10. ● Poststructuralism: a. Jacques Derrida. "Structure, Sign and Play in the Discourse of Human Science." Tr. Alan Bass. Modern Criticism. 	30
----	---	----

Texts/Readings

1. Terry Eagleton. *Literary Theory: An Introduction*. Oxford: Blackwell, 2008.
2. Peter Barry, *Beginning Theory* (Manchester: Manchester University Press, 2002).

Course Outcome:

After studying this course students will able to:

- CO1: Demonstrate an understanding of key concepts in literary criticism
- CO2: Explain to others the meaning, significance, and value of specific literary criticism works.
- CO3: Use literary theoretical concepts to develop your own interpretations of literary texts.
- CO4: Analyze specific literary theories in order to distinguish them from other theories and to identify the structure and logic of their arguments.
- CO5: Think critically about a range of literary theories.

ENHD 0002: Literary Criticism
Course Type: Discipline Specific Course

Course Objectives:

The course is designed to equip the students with the basic understanding of the history and development of English Criticism.

CREDITS: 06

SEMESTER V

L–T–P : 6–0–0

Module No.	Content	Teaching Hours (Approx.)
I	<ul style="list-style-type: none"> William Wordsworth. “Preface” to the Lyrical Ballads (1802) Virginia Woolf. “Modern Fiction” T.S. Eliot: “Tradition and the Individual Talent” S.T. Coleridge. Biographia Literaria. Chapters XIII and XIV 	30
II	<ul style="list-style-type: none"> I.A. Richards. Principles of Literary Criticism. Chapters 1, 2 and 34. London, 1924. Cleanth Brooks. “The Heresy of Paraphrase”, and “The Language of Paradox”. 	30

Texts/Readings:

- C.S. Lewis. "Introduction". *An Experiment in Criticism* Cambridge University Press, 1992.
- M.H. Abrams. *The Mirror and the Lamp*. Oxford University Press, 1971.
- Rene Wellek and Stephen G. Nicholas. *Concepts of Criticism*. Yale UP, 1963.
- Andrew Bennett and Nicholas Royle. Eds. *An Introduction to Literature, Criticism and Theory*. 5th Ed. Routledge, 2016.

Course Outcome:

After studying this course students will able to:

- CO1: Demonstrate an understanding of key concepts in literary criticism
- CO2: Explain to others the meaning, significance, and value of specific literary criticism works.
- CO3: Use literary theoretical concepts to develop your own interpretations of literary texts.
- CO4: Analyze specific literary theories in order to distinguish them from other theories and to identify the structure and logic of their arguments.
- CO5: Think critically about a range of literary theories.

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

COs	POs/PSOs
CO1	PO2/PSO1
CO2	PO5, PO3/PSO2
CO3	PO4, PO3/PSO5
CO4	PO2/PSO1
CO5	PO5, PO3/PSO2

SEMESTER - VI

ENHC 0013: Postcolonial Literature

Course Type: Core Course (CC)

Course Objectives:

The objective of the course is to enable students to -

- Identify the key concepts and literary forms in postcolonial literatures.
- Discuss and analyse colonial and postcolonial discourse.
- Distinguish how race, class, gender, history and identity are presented and problematized in the literary texts.
- Examine the texts critically in relation to postcolonial theory.
- Evaluate and formulate arguments about postcolonial literatures and texts.

CREDITS: 06

SEMESTER V

L–T–P : 6–0–0

Module No.	Content	Teaching Hours (Approx.)
I	<ul style="list-style-type: none"> ● Bessie Head. “The Collector of Treasures” ● Ama Ata Aidoo. “The Girl Who Can” ● Grace Ogot. “The Green Leaves” ● Pablo Neruda. “Tonight I Can Write”, “The Way Spain Was.” 	30
II	<ul style="list-style-type: none"> ● Derek Walcott. “A Far Cry from Africa”, “Names”. ● David Malouf. “Revolving Days”, “Wild Lemons”. ● Mamang Dai. “Small Towns and the River”, “The Voice of the Mountain” ● Chinua Achebe. Things Fall Apart 	30

Text/ Readings:

- Franz Fanon. “The Negro and Language”. Black Skin, White Masks. Tr. Charles Lam Markmann. London: Pluto Press, 2008.pp.8-27.
- NgugiwaThiong’o. “The Language of African Literature”. Sections 4-6. Ch.1.
- Decolonising the Mind. London: James Curry, 1986.
- Gabriel Garcia Marquez. The Nobel Prize Acceptance Speech. Gabriel Garcia Marquez: New Readings. Ed. Bernard McGuirk and Richard Cardwell. Cambridge: Cambridge UP, 1987.
- Head, Bessie. A Collector of Treasures (African Writers). Spain, Longman Publishing Group, 1992.
- Aidoo, Ama Ata. The Girl who Can: And Other Stories. United Kingdom, Pearson Education, 2002.
- Ogot, Grace. Land Without Thunder. United Kingdom, East African Educational Publishers, 1988.
- Neruda, Pablo. Veinte poemas de amor y una canción desesperada. Argentina, Debolsillo, 2004.
- Walcott, Derek. The Poetry of Derek Walcott 1948-2013. United States, Farrar, Straus and Giroux, 2014.
- Malouf, David. Revolving Days: Selected Poems. Saint Lucia, University of Queensland Press, 2008.
- Dai, Mamang. Midsummer Survival Lyrics. India, WordSmith Publishers, 2014.

- Achebe, Chinua. Things Fall Apart. United Kingdom, Pearson Education Limited, 2008.

Course Outcomes:

After studying this course students will able to:

- CO1: Understand issues related to cultural identity in colonized societies
- CO2: Analyze the development of a national identity after colonial domination
- CO3: Get acquainted with the resistance of the colonized against the colonizer through literature that articulates it.
- CO4: Discuss issues relating to cultural identity in colonized societies and ways in which writers articulate them.

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

COs	POs/PSOs
CO1	PO1/PSO3
CO2	PO2, PO9/PSO4
CO3	PO3, PO6/PSO5
CO4	PO4,PO8/PSO1

ENHC 0014: Popular Literature
Course Type: Core Course

Course Objectives:

The objective of the course is to enable students to -

- Apprehend different cultures and cultural sensibilities around the world
- Study the various techniques and styles employed by the authors
- Stimulate the sympathetic / empathetic imagination by allowing them to see the world through other's eyes.
- Induce them to apply their analytical, critical and creative skills in interpreting a work.

CREDITS: 06

SEMESTER V

L–T–P : 6–0–0

Module No.	Content	Teaching Hours (Approx.)
I	<ul style="list-style-type: none"> ● Shyam Selvadurai. <i>Funny Boy</i>. ● Durgabai Vyam and Shubhash Vyam. <i>Bhimayana: Experiences of Untouchability./ Autobiographical Notes on Ambedkar</i> (for visually challenged students) 	30
II	<ul style="list-style-type: none"> ● Lewis Carroll. <i>Through the Looking Glass</i>. ● Agatha Christie. <i>The Murder of Roger Ackroyd</i>. 	30

Text/ Readings:

- Chelva Kananayakam. "Dancing in the Air: Reading Contemporary Sri Lankan Literature". rpt. Malashri Lal, Alamgir Hashmi and Victor J Ramraj eds. *Post Independence Voices in South Asian Writings*. Delhi: Doaba Publications, 2001.pp.51-65.
- Sumathi Ramaswamy. "Introduction". *Beyond Appearances? Visual Practices and Ideologies in Modern India*. New Delhi: Sage, 2003. pp.xii-xxix.
- Leslie Fiedler. "Towards a Definition of Popular Literature". *Super Culture: American Popular Culture and Europe*. Ed. C.W.E. Bigsby. Bowling Green: Ohio UP, 1975. pp. 29- 38.
- Felicity Hughes. "Children's Literature: Theory and Practice". *English Literary History*. Vol.45. 1978. pp.542-61.
- Selvadurai, Shyam. *Funny Boy: A Novel*. United States, HarperCollins, 2015.
- Anand, S., et al. *Bhimayana: Incidents in the Life of Bhimrao Ramji Ambedkar*. India, Navayana Pub., 2011.
- Carroll, Lewis. *Through the Looking-Glass*. United States, Dover Publications, 2017.
- Christie, Agatha. *The Murder of Roger Ackroyd: A Hercule Poirot Mystery*. United States, Dover Publications, 2022.

Course Outcomes:

After studying this course students will able to:

- CO1: Develop a critical understanding of popular literature of modern times.
- CO2: Realize human values as documented in literary texts.
- CO3: Analyze and appreciate fictional writings from many cultures.
- CO4: Evaluate literary works from a broader perspective and worldview.



Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

COs	POs/PSOs
CO1	PO1/PSO3
CO2	PO2, PO9/PSO4
CO3	PO3, PO6/PSO5
CO4	PO4,PO8/PSO1

ENHD 0003: Modern Indian Writing in English Translation
Course Type: Discipline Specific Elective (DSE)

Course Objectives:

The objective of the course is to enable students to -

- To understand the multifaceted nature of cultural identities in the various Indian literatures through indigenous literary traditions.
- To compare literary texts produced across Indian regional landscapes to seek similarities and differences in thematic and cultural perspectives.
- To explore images in literary productions that express the writer's sense of their society.

Credits: 06

Semester VI

L-T-P : 6-0-0

Module No.	Content	Teaching Hours (Approx.)
I	<ul style="list-style-type: none"> • Premchand. "The Shroud". • Ismat Chughtai. "The Quilt". • Gurdial Singh. "A Season of No Return". • Fakir Mohan Senapati. "Rebati". • G.M.Muktibodh. "The Void" (Tr. VinayDharwadker) and "So Very Far" (tr. Vishnu Khare and AdilJussawala). • Amrita Pritam. "I Say unto Waris Shah" (Tr. N.S.Tasneem). 	30
II	<ul style="list-style-type: none"> • Thangjam Ibopishak Singh. "Dali, Hussain, or Odour of Dream, Colours of Wind" and "The Land of the Half-Humans". • Rabindranath Tagore. Red Oleanders or Dharamveer Bharati. • G. Kalyan Rao. Untouchable Spring. Tr. Alladi Uma and M. Sridhar 	30

Text/Readings:

- Premchand. "The Shroud". New Penguin Book of Classic Urdu Stories. Ed. M. Assaduddin. Penguin, 2006.
- Ismat Chughtai. "The Quilt". Lifting the Veil: Selected Writings of Ismat Chughtai. Tr. M. Assaduddin. Penguin, 2009.
- Gurdial Singh. "A Season of No Return". Earthy Tones. Tr. RanaNayar. Fiction House, 2002.
- Fakir Mohan Senapati. "Rebati". Oriya Stories. Ed. Vidya Das. Tr. Kishori Charan Das. Srishti, 2000.
- G.M.Muktibodh. "The Void" (Tr. VinayDharwadker) and "So Very Far" (tr. Vishnu Khare and AdilJussawala). Oxford Anthology of Modern Indian Poetry. OUP, 2000.

- Amrita Pritam. “I Say unto Waris Shah” (Tr. N.S.Tasneem). Modern Indian Literature: An Anthology. Plays and Prose. Vol.3.Ed. K. M. George. Sahitya Akademi, 1992.
- Thangjam Ibopishak Singh. “Dali, Hussain, or Odour of Dream, Colours of Wind” and “The Land of the Half-Humans”. Tr. Robin S. Ngangom. The Anthology of Contemporary Poetry from the Northeast. NEHU, 2003.
- Rabindranath Tagore. Red Oleanders or Dharamvir Bharati. Andha Yug. Tr. Alok Bhalla. OUP.
- G. Kalyan Rao. Untouchable Spring. Tr. Alladi Uma and M. Sridhar. Orient Blackswan.

Course Outcome:

After studying this course students will able to:

- CO1: Understand the polyphony of modern Indian writing in translation.
- CO2: Realize the immense treasure trove of translated Indian literary works.
- CO3: Probe concepts such as modernism, regionalism, the contemporary, and representations of history, class, and gender in modern Indian writing in translation
- CO4: Evaluate the process of negotiation that constructs, and is constructed in, the English language translation.

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

COs	POs/PSOs
CO1	PO1/PSO2
CO2	PO9, PO7/PSO1
CO3	PO3, PO1/PSO2
CO4	PO7, PO11/PSO3

ENHD 0004: World Literatures
Course Type: Discipline Specific Elective (DSE)

Course Objectives:

The objective of the course is to enable students to:

- Use critical thinking skills to gain insight into the cultural, historical, and literary contexts of major Western and non-Western works.
- Explain the diversity of cultures and the commonalities of human experience reflected in the literature of the world.
- Examine oneself and one's culture through multiple frames of reference, including the perception of others from around the world

Credits: 06

Semester VI

L-T-P : 6-0-0

Module No.	Content	Teaching Hours (Approx.)
I	<ul style="list-style-type: none"> ● V.S. Naipaul, Bend in the River. ● Marie Clements, The Unnatural and Accidental Women. ● Antoine De Saint-Exupery, The Little Prince ● Julio Cortazar, 'Blow-Up' 	30
II	<ul style="list-style-type: none"> ● Judith Wright, 'Bora Ring' ● Gabriel Okara, 'The Mystic Drum' ● Kishwar Naheed, 'The Grass is Really like me' ● Shu Ting, 'Assembly Line' ● Jean Arasanayagam, 'Two Dead Soldiers' 	30

Text/Readings

- Naipaul, Sir V. S.. A Bend in the River. United Kingdom, Pan Macmillan, 2020.
- Clements, Marie. The Unnatural and Accidental Women. Canada, Talonbooks, 2005.
- Saint-Exupéry, Antoine de. The Little Prince. India, Pigeon books India, 2008.
- Cortazar, Julio. Blow-Up: And Other Stories. United Kingdom, Knopf Doubleday Publishing Group, 2014.
- Wright, Judith. Collected Poems. Australia, HarperCollins Publishers Australia, 2016.
- Okara, Gabriel. Gabriel Okara: Collected Poems. United Kingdom, Nebraska, 2016.
- Kishwar Naheed, 'The Grass is Really like me', in We the Sinful Women (New Delhi: Rupa, 1994) p. 41.
- A Splintered Mirror: Chinese Poetry from the Democracy Movement Bei Bao, Duo Duo, Gu Cheng, Jiang He, Mang Ke, Shu Ting, and Yang Lian. United States, Farrar, Straus and Giroux, 1991.
- Arasanayagam, Jean. Fusillade. India, Indialog Publications, 2003.

Course Outcome:

After studying this course students will be able to:

- CO1: Be familiar with representative literary and cultural texts within a significant number of historical, geographical, and cultural contexts.
- CO2: Identify, analyze, interpret and describe the critical ideas, values, and themes that appear in literary and cultural texts and understand the way these ideas, values, and themes inform and impact culture and society, both now and in the past.
- CO3: Read texts in the light of the current theoretical debate on them and on related topics, approach texts critically from an independent perspective, appropriating and adapting the ideas and themes dealt with in class.
- CO4: Analyze the style, structures and context of the assigned Literary texts.
- CO5: Critically analyze, read and interpret literary texts, and articulate confidently ideas and concepts.

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs):

COs	POs/PSOs
CO1	PO2/PSO1
CO2	PO5, PO3/PSO2
CO3	PO4, PO3/PSO5
CO4	PO2/PSO1
CO5	PO5, PO3/PSO2



GLA
UNIVERSITY
MATHURA
ESTABLISHED AND AFFILIATED BY U.P. GOVT.

Course Curriculum (Session 2020-21)
B.A. (Hons) English