

**Mahatma Jyotiba Phule, Rohilkhand University,  
Bareilly**

**Department of English**

Syllabus as per Common Minimum Syllabus for U.P. State  
Universities and Colleges

**ENGLISH LITERATURE**

As per Syllabus Development Guidelines

[For first three years of Higher Education (UG)]

To be implemented from Session 2021-22

Syllabus as per Common Minimum Syllabus  
**Course Structure for B.A.(Major)(English Literature)**

<b>SEMESTER-WISE TITLES OF THE PAPERS IN UG ENGLISH COURSE</b>			
<b>YEAR</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CREDIT</b>
<b>First Year</b>	<b>Semester-I</b>		
	ENG 101 (A040101T)	<b>English Prose and Writing Skills –I</b>	03
	ENG 102 (A040101T)	<b>English Prose and Writing Skills –II</b>	03
	<b>Semester-II</b>		
	ENG 103 (A040201T)	<b>English Poetry –I</b>	03
	ENG 104 (A040201T)	<b>English Poetry –II</b>	03
<b>Second Year</b>	<b>Semester-III</b>		
	ENG 201 (A040301T)	<b>British and American Drama -I</b>	03
	ENG 202 (A040301T)	<b>British and American Drama -II</b>	03
	<b>Semester-IV</b>		
	ENG 203 (A040401T)	<b>Indian Literature in Translation -I</b>	03
ENG 204 (A040401T)	<b>Indian Literature in Translation -II</b>	03	
<b>Third Year</b>	<b>Semester-V</b>		
	ENG 301 (A040501T)	<b>Classical Literature &amp; History of English Literature –I</b>	03
	ENG 302 (A040501T)	<b>Classical Literature &amp; History of English Literature –II</b>	02
	ENG 303 (A040502T)	<b>Fiction –I</b>	03
	ENG 304 (A040502T)	<b>Fiction –II</b>	02
	<b>Semester-VI</b>		
	ENG 305 (A040601T)	<b>Indian &amp; New Literatures in English -I</b>	03
	ENG 306 (A040601T)	<b>Indian &amp; New Literatures in English -II</b>	02
	ENG 307/ ENG 308 (A040602T/ A040603T)	<b>Literature in Films and Media Studies Or Media and Journalistic Writing</b>	03
ENG 309/ ENG 310 (A040602T/ A040603T)	<b>Viva-Voce</b>	02	

## Subject Pre-requisites

- Open to all

## Programme Outcomes (POs)

The programme aims to:

- Develop an appreciation of English language, its connotations and interpret and appreciate the didactic purpose of literature
- Take cognizance of the historical, social and cultural context of each literary work and thereby make connections between literature and society & appreciate literature's ability to stimulate feeling
- Sensitize students to the aesthetic, cultural and social aspects of literature
- Present an extensive view of the cultural and social patterns of the society in specific time and situations in which it flourished by covering all walks of human life- rational, irrational, carnal, and emotional
- Make the students aware of literature written/translated in English speaking countries like UK/USA
- Develop a more complex understanding of the history, literature, narrative techniques, drama techniques, kind of fiction and drama existing in Britain, America and India
- Augment the understanding of fundamental tenets of classical literature
- Develop an understanding of the various connotations of the term 'New Literatures' and the difference from other terms like Commonwealth Literature etc.
- Develop an insight regarding the idea of world literature and the pertinent issues of feminism, racism and diasporic relocations
- Provide job opportunities through 'skill-based' courses
- Instill in students a new zeal and a new vision of life to make them a better citizen
- Recreate a response through creative indulgences like script-writing, dialogue writing, and be able to exploit his/her creative potential through online media like blogging.
- Engage students with various strategies of drafting and revising, style of writing and analytical skills, diagnosing and developing scholarly methodologies, use of language as a means of creative expression, will make them effective thinkers and communicators
- Demonstrate comprehension of and listener response to aural and visual information
- Comprehend and contextualise contemporary films adapted from literature, to describe objectively its importance and usefulness for the society while analysing its plot and characters.
- Comprehend translation as a useful bridge between various linguistic regions
- Assist students in the development of intellectual flexibility, creativity, and cultural literacy so that they may engage in life-long learning

- Acquire basic skills to pursue translation as research and career
- Introduce the learners to the nuances of the changing media scenario in terms of production of media content
- Inculcate in them the skills of reporting, editing and feature writing in print medium to have a career perspective in media and journalism.
- Deepen knowledge in English literature for higher studies
- Help the students to prepare for competitive exams
- Create a possibility to emerge as prospective writers, editors, content developers, teachers etc.

**B.A. I****Programme Specific Outcomes (PSOs)**

The learners will be able to:

- Understand the growth of Indian literature in English and appraise the evolution of Indian culture from traditional to modern.
- Develop an understanding of the basic poetic and prose devices to read, identify and analyse various literary forms of poetry and prose.
- Understand the nuances of poetic language, structure and composition of idea in Indian English Prose.
- Develop their critical thinking skills & comprehend life skills through the study of prose/short fiction & develop their own creativity by enhancing their writing skills.
- Get enhanced/enriched vocabulary to demonstrate a significant modification in comprehensive skills and writing techniques.
- Be acquainted with the representative poets and writers from 16<sup>th</sup> century to 20<sup>th</sup> century
- Develop an understanding of the philosophy of Romanticism and how it was impacted by the revolutions in Europe.
- Interpret the meaning of 'Victorian Compromise' and the 'Victorian paradox' and appraise the different aspects of the Age of Reason.
- Be familiar with the rules and procedures of Practical Criticism.
- Analyse in detail how a key individual event or idea is introduced, illustrated and elaborated in a text.
- Develop knowledge of literary, cultural, and historical contexts of 20<sup>th</sup> & 21<sup>st</sup> century literature in English.
- Be acquainted with the basic knowledge of Computer and general processing of various Microsoft applications.
- Investigate and understand the role of computers in developing students' performance in English Language through computer assisted learning.
- Frame official letters like preparing CVs, filing FIRs, RTI and complaints.
- Create e-mails and navigate web browsers.
- Get acquainted with the art of online writing.

**Paper I**

**MM: 37.5 Written**  
**5.0 Assignment/Project/Practical**  
**7.5 Class test**  
**Total: 50 Marks**

<b>Course Code</b>	<b>Course Title</b>	<b>0000Credits</b>
<b>ENG 101 (A040101T)</b>	<b>English Prose and Writing Skills I</b>	<b>03</b>

**Unit I Computer and Writing Skills in English**

1. Power Point Presentation,
2. Letter Writing/ Complaints, FIR, Grievance Redressal Letters Grievance & Right to Information (RTI)
3. Preparing Resume/CV using Microsoft word/ Letter of Acceptance/ Resignation (Job)
4. Profile and Bio-data Writing

**Unit II****Elements of Short Story:**

Plot, Themes, Characterization, Narrative Techniques and Structure, Language

**Unit III****Short Stories:**

1. O' Henry- "The LastLeaf"
2. Anton Chekhov- "The Lament"
3. Guy de Maupassant- "The DiamondNecklace"

**Unit IV****Short Stories:**

1. M.R. Anand- "The Barber's Trade Union"
2. R.K Narayan- "Under the BanyanTree"
3. Anita Desai- "Games atTwilight"

**Course Outcomes:**

After studying this course, the students will be able to:

- Gain an introductory knowledge of the development and significance of Indian Writings inEnglish.
- Assess the contribution of various Indian writers towards the growth of Indian Writings in English as a prominent mode of expression which captures the diverse experiences of India and her people.
- Apprehend the art of story-telling through short-stories and define its basic elements such as plot, plot-structure, characterization, and narrativetechnique.
- Critically evaluate the style and contributions of some of the greatest short-story writers,includingIndian writers towards the developmentofshort-storyasagenre.

**Paper II**

MM: 37.5 Written  
 5.0 Assignment/Project/Practical  
 7.5 Class test

Total: 50 Marks

Course Code	Course Title	Credits
ENG 102 (A040101T)	English Prose and Writing Skills II	03

**Unit I**                    **An Introduction to Indian Writing in English**  
 Contributions of Sri Aurobindo, Tagore, K S. Venkataramani, Bhabani Bhattacharya, R.K. Narayan, Mulk Raj Ananad, Sarojini Naidu, Kamala Markandaya and Nayantara Sahgal etc. towards the growth of Indian Fiction Writing in English.

**Unit II**                    **Types of Prose & Prose Style:** Autobiography, Biography, Memoir; Travelogue; Periodical Essay; Formal Essay; Personal Essay.

**Prose Devices:** Theme; Point of View; Sentence Pattern; Imagery; Tone or Mood; Analogy, Anecdote; Antithesis; Aphorism; Diction; Inversion; Humour and Pathos.

**Unit III**                    **Prose**  
 1. Francis Bacon- *\*Of Studies, Of Travel*  
 2. Charles Lamb- *\*Dream Children*  
 3. Sir Richard Steele- *\*The Spectator Club*  
 4. Oliver Goldsmith- *\*National Prejudices*

**Unit IV**                    1. Virginia Woolf- *\*Professions for Women*  
 2. A.P.J. Kalam- *\*Patriotism Beyond Politics & Religion*  
 (from *Our Ignited Minds*)

OR

Amartya Sen- *\*Tagore & His India*  
 (from *The Argumentative Indian*)

### **Course Outcomes:**

After studying this course, the students will be able to:

- Define and distinguish various types of prose and prose-styles.
- Understand important terms pertaining to prose writings, including various stylistic and figurative devices.
- Apprehend the growth of English essays through the contributions of some of the greatest essayist.
- Comprehend the wide variety of subject matter that the genres reserves.
- Gain basic knowledge of ITC tools including Microsoft Word and PowerPoint.
- Effectively draft formal/informal letters and applications in both online and offline modes.
- Explore their creative genius in the fields of content writing and blogging.

## Semester II

### Paper I

MM: 37.5 Written  
 5.0 Assignment/Project/Practical  
 7.5 Class test  
 Total: 50 Marks

Course Code	Course Title (Readings in English Poetry)	Credits
ENG 103 (A040201T)	English Poetry I	03

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<b>Unit I</b>	<b>Forms of Poetry</b> <ol style="list-style-type: none"> <li>1. TheSonnet</li> <li>2. TheElegy</li> <li>3. TheOde</li> <li>4. TheEpic</li> <li>5. TheBallad</li> <li>6. TheLyric</li> <li>7. The DramaticMonologue</li> <li>8. Allegory</li> </ol>
<b>Unit II</b>	<b>Stanza Forms</b> <ol style="list-style-type: none"> <li>1. The HeroicCouplet</li> <li>2. BlankVerse</li> <li>3. The SpenserianStanza</li> <li>4. TerzaRima</li> </ol>
<b>Unit III</b>	<ol style="list-style-type: none"> <li>1. William Shakespeare – <i>*Let Me Not to the Marriage of True Minds</i> (Sonnet No.116)</li> <li>2. John Milton- from <i>Paradise Lost</i> (Of man’s first disobedience- - - justify the ways of God to me. (lines 1-26)</li> <li>3. John Donne - <i>*Presence in Absence</i></li> <li>4. Alexander Pope - <i>*From Essay on Criticism</i> (<i>Little learning - - -Alps to Alps</i> (lines- 15-32)</li> </ol>
<b>Unit IV</b>	<ol style="list-style-type: none"> <li>1. Thomas Gray- <i>* Elegy Written in aCountry Churchyard</i>(Lines (1- 19<sup>th</sup> stanza; The curfew Tolls - - - noiseless tenor of thin ways)</li> <li>2. William Blake- <i>*London</i></li> <li>3. William Wordsworth-<i>*The World is Too Much With Us</i></li> <li>4. John Keats-<i>* Ode to aNightingale</i></li> </ol>

#### Course Outcomes:

After studying this course, the students will be able to:

- Identify various forms of poetry and understand the development of these forms in the works of greatest practitioners of these poetic forms.
- Characterize some basic stanza patterns, their origin and development.

- Critically analyse poems with an understanding of its basic elements.
- Trace the development of English poetry from the Elizabethan Age up to the Romantic Age.
- Assess the contribution of the representative poets of these Ages towards the growth of English poetry and appreciate their poetic genius.

### Paper II

MM: 37.5 Written  
 5.0 Assignment/Project/Practical  
 7.5 Class test  
 Total: 50 Marks

Course Code	Course Title	Credits
<b>ENG 104 (A040201T)</b>	<b>Readings in English Poetry</b>	<b>03</b>

<b>Unit I</b>	<b>Poetic Devices:</b> Structure; Tone; Theme; Rhythm; Rhyme Scheme, Kinds of Meter; Figures of Speech; Irony; Negative Capability;
<b>Unit II</b>	1. Alfred Lord Tennyson- *"Ulysses" 2. Matthew Arnold- *"Dover Beach" 3. Robert Browning- *"My Last Duchess"
<b>Unit III</b>	1. T.S. Eliot- * "The Love Song of J. Alfred Prufrock" 2. W.B. Yeats- * "The Second Coming" 3. Philip Larkin- * "Church Going"
<b>Unit IV</b>	<b>Rhetoric, Prosody &amp; Practical Criticism</b> 1. Introduction to Practical Criticism 2. One Stanza from Poetry for Practical Criticism

#### Course Outcomes:

After studying this course, the students will be able to:

- Identify various essential poetic devices and their usage.
- Critically analyse poems with an understanding of the basic elements of poetry.
- Trace the development of English poetry from the Victorian Age up to the 20<sup>th</sup> Century.
- Assess the contribution of the representative poets of these Ages towards the growth of English poetry and appreciate their poetic genius.
- Understand practical criticism and critically evaluate poetry using the principles of practical criticism.

## B.A. II

### Programme Specific Outcomes (PSOs)

The learners will be able to:

- Comprehend and learn to critically and aesthetically analyse works in British & American drama
- Recognize the elements of drama and analysing and identifying the plot types, character analysis, thematic explanations and identifying the settings and understand the structure of a play and learn the dramatic devices used in writing a play
- Analyse and evaluate different drama by discussing the significance of the literary age of the particular text and by analysing the effects of major events of that period
- Understand the social and artistic movements that shaped the British and American drama and theatre
- Comprehend the dramatic techniques to understand the development of drama in America
- Understand the process of communicating and interpreting human experiences through literary representation using historical contexts and disciplinary methodologies.
- Comprehend translation as a useful bridge between various linguistic regions
- Understand the history and significance of translation, in Indian context
- Recognize the nature and scope of translation
- Help the students to recognize the distinct shift from Eurocentric literature to Indian literature in translation
- Provide students a taste of diverse literary practices emanating from different regions and sections of India.
- Identify and use some of the tools of technology for translation.

## Semester III

### Paper I

MM: 37.5 Written  
5.0 Assignment/Project/Practical  
7.5 Class test

Total: 50 Marks

Course Code	Course Title	Credits
ENG 201 (A040301T)	British and American Drama I	03

<b>Unit I</b>	<b>Drama Types</b> Tragedy & Its Types; Comedy & Its Types; Tragi-Comedy; Expressionist Drama; Drama of Ideas; Poetic Drama; Closet Drama; The Problem Play; Theatre of Absurd
<b>Unit II</b>	<b>Literary Terms (Drama)</b> Flashback; Foil; Foreshadowing; Hubris; Hyperbaton; Motif; Nemesis; Periphrasis, Soliloquy, Aside
<b>Unit III</b>	<b>British Drama</b> 1. William Shakespeare- <i>*Macbeth</i>
<b>Unit IV</b>	<b>British Drama</b> 1. G.B. Shaw- <i>Arms &amp; the Man</i> (Non detailed) 2. Goldsmith- <i>She Stoops to Conquer</i> (No detailed) _

#### Course Outcomes:

After studying this course, the students will be able to:

#### Course Outcomes:

After completing this course, the students will be able to:

- Develop an understanding of various types of drama, their origin and development.
- Trace the origin and growth of drama in England.
- Analyse and appreciate the representative works of British Drama.
- Assess the contribution of major British dramatists towards the development of British drama.
- Develop an understanding of the dramatic genius of Shakespeare.
- Demonstrate the ability to interpret the thematic and stylistic elements of the plays and appreciate their literary worth, social relevance and timeless appeal.

**Paper II**

MM: 37.5 Written  
 5.0 Assignment/Project/Practical  
 7.5 Class test

Total: 50 Marks

Course Code	Course Title	Credits
ENG 202 (A040301T)	British and American Drama II	03

<b>Unit I</b>	<b>Elements of Drama</b> Conflict; Diction; Epilogue; Prologue, Epithet; Plot, Euphemism; Euphony; Malapropism, Dramatic Irony,
<b>Unit II</b>	<b>Literary Terms (Drama)</b> Unity of Time; Place & Action; Setting, Stage, Direction, Plot of drama, Exposition, Climax and Denouement, Chorus
<b>Unit III</b>	<b>American Drama</b> 1. T.S. Eliot- <i>*Murder in the Cathedral</i>
<b>Unit IV</b>	<b>American Drama</b> 1. Eugene O'Neill- <i>The Emperor Jones</i> (Non detailed) 2. Arthur Miller- <i>All My Sons</i> (Non detailed)

**Course Outcomes:**

After studying this course, the students will be able to:

- Identify the basic elements of drama and related literary terms and recognize their usage in the texts.
- Trace the origin and growth of drama in America.
- Analyse and appreciate the representative works of American Drama.
- Assess the contributions of major American dramatists towards the development of British drama.
- Demonstrate the ability to interpret the thematic and stylistic elements of the plays and appreciate their literary worth and contemporary relevance.

## Semester IV

### Paper I

MM: 37.5 Written  
5.0 Assignment/Project/Practical  
7.5 Class test

Total: 50 Marks

Course Code	Course Title	Credits
ENG 203 (A040401T)	Indian Literature in Translation I	03

<b>Unit I</b>	<ol style="list-style-type: none"> <li>1. Introducing Translation: A Brief History and Significance of Translation in a Multilinguistic and Multicultural Society like India</li> <li>2. Literal Translation Versus Free Translation</li> </ol>
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<b>Unit II</b>	<p><b>Fiction</b> Amrita Pritam, <i>Pinjar: The Skeleton and Other Stories</i>, tr. Khushwant Singh (New Delhi: Tara Press, 2009).</p>
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<b>Unit III</b>	<p><b>Short Fiction</b></p> <ol style="list-style-type: none"> <li>1. Bhisham Sahni- <i>Amritsar Aa Gaya</i></li> <li>2. Mahasweta Devi- <i>The Hunt</i></li> </ol>
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<b>Unit IV</b>	<p><b>Translation Practice</b></p> <ol style="list-style-type: none"> <li>1. One Passage for Translation (English to Hindi)</li> <li>2. One Passage for Translation (Hindi to English)</li> </ol>
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#### Course Outcomes:

After studying this course, the students will be able to:

- Understand the theoretical and practical aspects of translation.
- Trace the history and types of translation and understand its huge significance in the Indian context.
- Comprehend the necessity to translate texts written in vernacular Indian languages into English.
- Understand the rich and diverse tradition of literatures written in regional and vernacular languages.
- Develop a comparative and intertextual approach to analyse literatures.
- Develop an appreciation of the diverse multilingual and multicultural ethos of India.
- Enhance job opportunities by fostering translation skills.
- Critically appreciate the poems of Kabir and gain an understanding of his philosophy and assess the strength of Rabindranath Tagore as a translator.

## Paper II

MM: 37.5 Written  
5.0 Assignment/Project/Practical  
7.5 Class test

Total: 50 Marks

Course Code	Course Title	Credits
ENG 204 (A040401T)	Indian Literature in Translation II	03

<b>Unit I</b>	Using Tools of Technology for Translation: Computer / Mobile Translation, Software or Translating Different Kinds of Texts with Differing Levels of Complexity and for Transliteration
<b>Unit II</b>	<p><b>Poetry</b></p> <p>Jayshankar Prasad , <i>Aanshu (The Garden of Loneliness)</i> tr. Charles S J White (Delhi: Motilal Banarasidas, 2006)</p>
<b>Unit III</b>	<p><b>Drama</b></p> <p>1. Mohan Rakesh- <i>Adhe Adhure (Half Way House)</i> 2. Vijay Tendulkar- <i>Kanyadaan</i></p>
<b>Unit IV</b>	<p><b>Translation Practice</b></p> <p>1. One Stanza for Translation (English to Hindi) 2. One Stanza for Translation (Hindi to English)</p>

### Course Outcomes:

After studying this course, the students will be able to:

- Enhance their translation skills using various IT tools and software.
- Understand the rich and diverse tradition of literatures written in regional and vernacular languages.
- Develop a comparative approach to analyse literatures.
- Critically appreciate the literary genius of Bhisham Sahani and T. S. Pillai.
- Enhance job opportunities by fostering translation skills.

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### B.A. III

#### Programme Specific Outcomes (PSOs)

The learners will be able to:

- Comprehend and analyse how English literature has evolved through centuries establishing a perception of its literary history in chronological order
- Develop an appreciation for the western classical literature.
- Generate awareness towards the problems of interpreting Indian Culture via the English Language and acquaintance with the work of significant Indian writers of Poetry, Prose, Fiction and Drama
- Develop an acquaintance with the works, themes, styles and sensibilities of the writers from Europe, North and South America, Canada, and Africa
- Recognise the evolution of certain thematic trends reflected in the narrative and linguistic experimentation of the writers of 'New Literatures'
- Appraise the emergence of female narratives in art and literature
- Understand distinctive features of novels, shorter fiction and essays and relate the texts and contexts to real life
- Get a holistic idea of the distinctive features of Indian fiction Writing in English
- Develop a comprehensive knowledge of the British and Indian fiction through the works of different representative writers of different ages and do a comparative study into classics as well as Popular fiction in contemporary India
- Trace the development of Indian writing in English and understand various characteristics of Indian literature in English
- Examine and present a review or critical appraisal of adaptations of textual narratives into films so that they may choose an alternative career in dramatics, film-making, review and writing.
- Assist the student in the development of core skills in other media like TV, Radio and Internet.

## Semester V

### Paper I

MM: 37.5 Written  
 5.0 Assignment/Project/Practical  
 7.5 Class test  
**Total: 50 Marks**

Course Code	Course Title	Credits
<b>ENG 301 (A040501T)</b>	<b>Classical Literature &amp; History of English Literature -I</b>	<b>03</b>

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<b>Unit I</b>	<ul style="list-style-type: none"> <li>• Historical Background</li> <li>• The Epic</li> <li>• Birth of Tragedy</li> <li>• Comedy and Tragedy in Classical Drama</li> <li>• The Athenian City State</li> <li>• Literary Cultures in Augustan Rome</li> </ul>
<b>Unit II</b>	<b>Prose</b> 1. Plato- <i>The Republic</i> (Book VII)
<b>Unit III</b>	<b>Poetry</b> 1. Homer- <i>The Iliad</i> (Book I)
<b>Unit IV</b>	<b>Drama</b> 1. Sophocles- <i>Oedipus Rex</i>

#### Course Outcomes:

After studying this course, the students will be able to:

- Develop an understanding of the historical background of Greek and Roman civilization.
- Comprehend the origin and development of major forms of classical writings including the epic and drama.
- Recognise the great works of unparalleled classical writers like Plato, Homer, Sophocles, and Kalidasa.
- Appreciate the vast and rich heritage of Indian classical writings.

## Paper II

MM: 37.5 Written  
 5.0 Assignment/Project/Practical  
 7.5 Class test  
 Total: 50 Marks

Course Code	Course Title	Credits
<b>ENG 302 (A040501T)</b>	<b>Classical Literature &amp; History of English Literature -II</b>	<b>02</b>

<b>Unit I</b>	<b>English Literature from Chaucer to Renaissance</b> The age of Chaucer, The Dark Ages, Renaissance and Reformation; Miracle and Morality Play; University Wits; Elizabethan Poetry; Metaphysical Poetry
<b>Unit II</b>	<b>Seventeenth Century &amp; Eighteenth Century</b> Neo-Classicism, Growth of the Novel; Precursors of Romanticism; French Revolution; Growth of Romantic Literature (Prose, Poetry, Drama and Novel)
<b>Unit III</b>	<b>The Romantic Age &amp; Nineteenth Century</b> Growth of Victorian Literature (Prose, Poetry, Drama and Novel); Pre-Raphaelite Poetry; Naughty Nineties
<b>Unit IV</b>	<b>The Twentieth Century</b> Georgian Poetry, Imagism and Symbolism; Twentieth Century Novel- Psychological Novel, Stream of Consciousness Novel; Twentieth Century Drama; Drama of Ideas; Epic Theatre; Feminism.

### Course Outcomes:

After studying this course, the students will be able to:

- Develop an understanding of the evolution of English Literature, the concept, causes and impact of Renaissance and Reformation.
- Trace the origin and development of English drama through Miracle and Morality plays and the plays of University Wits.
- Develop an acquaintance with major religious, political and social movements from 15th to 20th century and their influence on English literature.
- Comprehend the basic difference and special characteristics of the major literary tendencies of various ages and develop familiarity with major literary works by British writers in the field of Poetry, Drama and Fiction.
- Understand the characteristics of Elizabethan and Metaphysical poetry and special features of Neo-classical age and its literature.
- Identify the reasons of the emergence of prose and novels and the decline of drama in England in the 18th century.
- Comprehend the role of French Revolution in the evolution of romanticism in

Englishliterature.

- Interpret the characteristics of Victorian age and the growth of literature in the age.
- Appreciate the special characteristics of the poetry of Pre-Raphaelites and Naughties-Nineties.
- Comprehend the trends in the poetry, drama and fiction of 20th century English literature.

### Paper III

MM: 37.5 Written  
 5.0 Assignment/Project/Practical  
 7.5 Class test  
 Total: 50 Marks

Course Code	Course Title	Credits
ENG 303 (A040502T)	British, American, & Popular Fiction Fiction I	03

<b>Unit I</b>	<b>Literary Terms:</b> Plot, Characterization, Narrative Technique & Structure, Elements of novel.
<b>Unit II</b>	<b>Earlier Trends in fiction:</b> Picaresque Novel, Historical Novel, Gothic Novel, Epistolary Novel, Regional Novel, Domestic novel.
<b>Unit III</b>	<b>British Fiction</b> Charles Dickens- <i>Oliver Twist</i> Jane Austen- <i>Pride and Prejudice</i> Thomas Hardy- <i>Mayor of Casterbridge</i> William Golding- <i>Lord of the Flies</i>

### Course Outcomes:

After studying this course, the students will be able to:

- Identify the basic elements of a novel, stylistic devices and techniques.
- Characterise various forms of novel, their origin and development.
- Enhance their reading skills and understand how to represent their experience and ideas creatively, and persuasively through the medium of English language.
- Distinguish the changing socio-political milieu through a reading of the prescribed texts.
- Assess the contribution of Jane Austen, Charles Dickens and William Golding towards the development of English novel.

- Appreciate the literary merits of thenovels.

**Paper IV**

MM: 37.5 Written  
 5.0 Assignment/Project/Practical  
 7.5 Class test  
 Total: 50 Marks

Course Code	Course Title	Credits
	<b>British, American &amp; Popular Fiction</b>	
<b>ENG 304 (A040502T)</b>	<b>Fiction II</b>	<b>02</b>

**Unit I** **Trends in 20th & 21st Century Fiction:** Detective Novel, Science Fiction, Meta Fiction, Utopia, Dystopia, Mythological Fiction, Campus Fiction, Space Fiction, Junk Fiction

**Unit II** **American Fiction**  
 1. Toni Morrison- *The Bluest Eye*  
 2. Ernest Hemingway- *Farewell to Arms*  
 3. Nathaniel Hawthorne- *The Scarlet Letter*

**Unit III** **Indian Popular Fiction**  
 1. Arvind Adiga- *The White Tiger*  
 2. Sanjay Chitranshi- *Dalit Dynasty and She*  
 3. Manju Kapoor- *Difficult Daughters*

**Course Outcomes:**

After studying this course, the students will be able to:

- Trace the development of fiction in the 20<sup>th</sup> and 21<sup>st</sup> Centuries.
- Outline the emergence of various experimental forms of novel caused by the changing socio-political milieu and technological advancements.
- Enhance their reading skills and understand how to represent their experience and ideas creatively, and persuasively through the medium of English language.
- Identify novel as a medium through which human predicament is persuasively captured.
- Assess the contribution of Harper Lee and Ernest Hemingway towards the development of American novel and appreciate their literary genius.
- Get an elementary understanding of the contemporary trends in Indian Popular Fiction and study Adiga as a representative writer of the generation.

## Semester VI

### Paper I

MM: 37.5 Written  
5.0 Assignment/Project/Practical  
7.5 Class test

Total: 50 Marks

Course Code	Course Title	Credits
ENG 305 (A040601T)	Indian & New Literatures in English -I	03

<b>Unit I</b>	<b>Prose</b> Mahatma Gandhi- <i>My Experiment with Truth</i> (ch.1-10)
<b>Unit II</b>	<b>Poetry</b> Toru Dutt: * "Lakshman" Nissim Ezekiel: * "Night of the Scorpion" A. K. Ramanujan: * "Anxiety" Keki N. Daruwala: * "The Unrest of Desire" Kamala Das- * "An Introduction"
<b>Unit III</b>	<b>Drama</b> Mahesh Dattani- * <i>Seven Steps Around the Fire</i> Girish Karnad * <i>Hayavadana</i>
<b>Unit IV</b>	<b>Fiction</b> Kamala Markandaya- <i>Nectar in the Sieve</i> Mulk Raj Anand- <i>Untouchable</i>

#### Course Outcomes:

After completing this course, the students will be able to:

- Analyse and evaluate the difference in the theme and background of the works of Indian writers in English and the English writers already studied in the previous years.
- Develop an understanding of the Indian freedom struggle, the contemporary political, social and economic scenario and the also the trauma of the partition.
- Develop an understanding of the themes, styles and poetic sensibilities of poets like Toru Dutt, Nissim Ezekiel, Jayanta Mahapatra and Keki N. Daruwala.
- Critically analyse drama as a medium of exploration of existing social issues and prejudices through the work of dramatists like Mahesh Dattani and Girish Karnad.
- Understand the socio-cultural-political conditions of the contemporary India as explored in the fiction of writers like Anita Desai and Mulk Raj Anand.

- Critically analyse texts from a Postcolonial perspective.

**Paper II**

MM: 37.5 Written  
 5.0 Assignment/Project/Practical  
 7.5 Class test  
 Total: 50 Marks

Course Code	Course Title	Credits
ENG 306 (A040601T)	Indian & New Literatures in English II	02

<b>Unit I</b>	<b>Prose</b> Frantz Fanon- * <i>Black Skin, White Masks</i> Chapter 4 Anita Desai- *"A Farewell Party" (Short Story)
<b>Unit II</b>	<b>Poetry</b> Pablo Neruda: * If You Forget Me Margaret Atwood: * Journey to the Interior Alice Walker: * Remember A. D. Hope: * Australia
<b>Unit III</b>	<b>Fiction</b> 1. Chinua Achebe: <i>Things Fall Apart</i> 2. R. K. Narayan: <i>The Guide</i>

**Course Outcomes:**

After completing this course, the students will be able to:

- Familiarize themselves with the similar (yet different) socio-historic conditions reflected in the literature of the various colonies.
- Comprehend how 'New Literatures' incorporates very different literary products, each with its own cultural, social and geographical specificity.
- Comprehend and analyse the poetic discourses of poets like Pablo Neruda, Margaret Atwood, Judith Wright, and Dennis Brutus and the variations in their themes and styles.
- Comprehend the issues of identity, diaspora and marginalization as explored in the texts prescribed.
- Develop an understanding of Postcolonialism and recognise the strategies deployed by Postcolonial writers to resist cultural oppression.

**Paper III (A)**

MM: 37.5 Written  
 5.0 Assignment/Project/Practical  
 7.5 Class Test  
 Total: 50 Marks

Course Code	Course Title	Credits
ENG 307 (A040602T)	Literature in Films and Media Studies	03
<b>Unit I</b>	James Monaco, 'The Language of Film: Signs and Syntax', in <i>How to Read a Film: The World of Movies, Media &amp; Multimedia</i> (New York: OUP, 2009) Chapter- 3, pp.170-249	
<b>Unit II</b>	Script Writing Dialogue Writing	
<b>Unit III</b>	Movie Review Editing Narration.	
<b>Unit IV</b>	William Shakespeare- <i>The Comedy of Errors</i> , and its adaptation <i>Angoor</i> (1982 film; Directed by Gulzar)	
<b>Unit V</b>	Khushwant Singh- <i>Train to Pakistan</i> , and its adaptation <i>Train to Pakistan</i> (1998 film; Directed by Pamela Rooks)	
<b>Unit VI</b>	R.N.Tagore- <i>Kabuliwala</i> and its adaptation <i>Kabuliwala</i> (1961film; Directed by Hemen Gupta)	
<b>Unit VII</b>	William Shakespeare- <i>Othello</i> , and its adaptation <i>Omkaara</i> (2006 film, directed by Vishal Bhardwaj)	
<b>Unit VIII</b>	Chetan Bhagat- <i>Five Points Someone</i> , and its adaptation <i>3 Idiots</i> (2009 film, directed by Raj Kumar Hirani)	

**Course Outcomes:**

After completing this course, the students will be able to:

- Develop an understanding of the technical terminology associated with film and media studies.
- Interpret films as text and evaluate them critically.
- Appraise the process of adaption of texts into films.

- Assess various film genres and their characteristics.
- Appreciate the works of prescribed writers and the directors as well who directed their adaptations.
- Exercise critical viewing and develop reading skills in determining the success of adaptations and present their assessments through a variety of mediums including presentations and essays.

**OR**

**Paper III (B)**

**MM: 37.5 Written**  
**5.0 Assignment/Project/Practical**  
**7.5 Class Test**

<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
<b>ENG 308 (A040603T)</b>	<b>Media and Journalistic Writing</b>	<b>03</b>
<b>Unit I</b>	<p><b>Core Skills in Print Media</b>  Written English: Précis, Paragraph, Essay</p> <p>News Reporting: Parts of a news report, 5Ws, Headline writing, Types of Leads, and Report writing.</p>	
<b>Unit II</b>	<p><b>Basics of Feature Writing</b>  Types of features: Obits, Reviews, Columns, Trend stories.</p> <p><b>Basics of Editing</b></p>	
<b>Unit III</b>	Principles of editing, editorial policy, role of the Editor, role of the News Editor, role of Chief Sub-editor, role of Sub-editors	
<b>Unit IV</b>	<p><b>An Introduction to Media &amp; Journalism</b>  Media and Society  Principles of Mass Communication &amp; Journalism  Tools of Gathering Information  Misinformation and Disinformation</p>	
<b>Unit V</b>	<p><b>Introduction to Cyber Media and Social Media</b>  Social Media  Types of Social Media  Online Journalism  Basics of Cyber Media</p>	
<b>Unit VI</b>	<p><b>Core Skills in Electronic Media</b>  Public Speaking  News Production, Reporting and Presentation for Radio  News Production/ Reporting for Television  News Presentation: Basic principles-objectivity, accuracy, speed, clarity and integrity.</p>	
<b>Unit IV</b>	<p><b>Basics of Reporting</b>  News Value, News Gathering, Readers' interest, qualities and aptitude necessary for a reporter  Types of reports.</p>	

**Unit VII**

**Advertisement**

Types of

Advertisements

Advertising

Ethics

How to create advertisements/storyboards

**Course Outcomes:**

After completing this course, the students will be able to:

- Understand different types of journalism and their importance.
- Comprehend various principles of mass communication.

- Differentiate between various forms of media & journalistic writing and reporting.
- Understand the meaning and nature of public speaking.
- Identify social media norms and online journalism.
- Write in various journalistic formats effectively.
- Understand the meaning and nature of public speaking.
- Understand the basic concepts, ethics and type of advertisements.
- Use their creative skills to craft effective advertisements for print and electronic media.

#### **Paper IV**

**MM. 50 Marks**

<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
<b>ENG 308 (A040603T)</b>	<b>Vive Voce</b>	<b>02</b>

**Note: 1. Students will be asked to make a Fresh Assignment related to subject after the consultation of the assigned teacher.**

**Note: 2. 20 Marks for Assignment/Project/ Dissertation/ Research Article**

**Note: 3. 30 Marks for presentation before the panel of examiners.**