SYLLABUS

For

2 YEARS MA English PROGRAMME

(Programme Structure & Syllabus)

(As per CBCS guidelines)

Academic Session: 2024-25
w.e.f. 2023-24

Glocal School of Arts and Social Science

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

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

Evaluation Scheme

	Internal	**External**	**Total**
Theory	30	70	100
Practical	30	70	100
Seminar/Industrial Training	100	--	100
Project/ Dissertation	30	70	100

Programme Objectives (POs):

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

Programme Outcomes (POs):

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

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

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

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

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

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

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

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

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

Programme Specific Outcomes (PSOs):

PSO1: Comprehend and analyze the characteristics of literary movements and their development in chronological order.
PSO2: Enhance English writing skills and understand the fundamental concepts of language and communication to facilitate our first-generation learners.
PSO3: Apply the knowledge of literary genres in interdisciplinary fields.
PSO4: Read and analyze the representative texts as categorized under the various genres.
PSO5: Communicate new ideas of literature through written and verbal assessment.
PSO6: Explore the concepts of critical thinking through major literary theories.
PSO7: Identify the political and intellectual interrelations between literature and society.
PSO8: Explore ideas of literature for propagation of knowledge and popularizing literary sensibility in a society.
PSO9: Develop a gender-sensitive outlook through an understanding of the women's condition in the society.
PSO10: Model the social issues prevalent across the contemporary cultures and present their improved understanding.
PSO11: Qualify National and Inter-national level tests like NET/SET/GRE/IELTS etc.

Programme Structure and Evaluation Scheme
M.A. (English) - 2 Years PG Programme

S. N.	Paper Code	Title of the Course	Hours per Week			Credits	Evaluation Scheme		
			L	T	P		Internal	External	Total
SEMESTER -I									
1.	ENMM101	Poetry-I (Chaucer to 1798)	4	0	0	04	30	70	100
2.	ENMM102	Prose	4	0	0	04	30	70	100
3.	ENMM103	Shakespearean Drama	4	0	0	04	30	70	100
4.	ENMM104	Fiction	4	0	0	04	30	70	100
	Select any one (Elective Course) of the following-								
5.	ENME105	Literature of Indian Diaspora	4	0	0	04	30	70	100
	ENME106	Postcolonial Literature and Theory	4	0	0				
	ENME107	Fourth World Literature	4	0	0				
	ENME108	English For Specific Purposes	4	0	0				
	Total Number of Credits for Semester –I					**20**			
SEMESTER –II									
1.	ENMM201	Poetry-II	4	0	0	04	30	70	100
2.	ENMM202	British Drama	4	0	0	04	30	70	100
3.	ENMM203	American Literature	4	0	0	04	30	70	100
4.	ENMM204	Indian English Literature	4	0	0	04	30	70	100
	Select any one (Elective Course) of the following-								
5.	ENME205	Translation Studies	4	0	0	04	30	70	100
	ENME206	World Literature	4	0	0				
	ENME207	Nineteenth Century Novel	4	0	0				
	ENME208	Non- British Literature	4	0	0				
	Total Number of Credits for Semester –II					**20**			
Total Number of Credits for First Year						**40**			
SEMESTER -III									
1.	ENMM301	Literary Criticism and Theory	4	0	0	04	30	70	100
2.	ENMM302	Ages and Movements in English Literature	4	0	0	04	30	70	100
	ENMM303	Comparative Literature and Translation	4	0	0	04	30	70	100
3.	ENMM304	Research Methodology	4	0	0	04	30	70	100
	Select any one (Elective Course) of the following-								

4.	ENME305	Women's Writing	4	0	0	04	30	70	100
	ENME306	Environment and Literature	4	0	0				
	ENME307	Absurd Drama	4	0	0				
	Total Number of Credits for Semester –III		**20**						
SEMESTER –IV									
1.	ENMM401	Trends and Movements in English Literature (Post World War-II)	4	0	0	04	30	70	100
2.	ENMM402	Modernist Movement	4	0	0	04	30	70	100
3.	ENME403	Social Concerns in Indian Writing in English	4	0	0	04	30	70	100
4.	ENGRC451	Dissertation & Viva-Voce	--	--	4	04	30	70	100
	Select any one (Elective Course) of the following-								
5.	ENMM404	Dalit Studies	4	0	0	04	30	70	100
	ENMM405	Commonwealth Literature	4	0	0				
	ENMM406	English Language Teaching	4	0	0				
	Total Number of Credits for Semester –IV		**20**						
	Total Number of Credits for Second Year		**40**						
	Total Number of Credits for First Year		**40**						
	Total Number of Credits for Second Year		**40**						
TOTAL DEGREE CREDITS			**80**						

#CC- Core Course, EC- Elective Course, OE- Open Elective, RC- Research Course.

SEMESTER-I

Course 1: Poetry-I (Chaucer to 1798) – ENMM101

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

Unit-I

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

Unit-II

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

Unit-III

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

Unit-IV

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

Course Outcomes:

Students completing this course will be able to:

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

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

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

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

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

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

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

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

Suggested Readings:

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

Website Sources:

- www.poemhunter.com
- www.wikipedia.org
- www.britannica.com
- www.oxfordreference.com

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

SEMESTER-I

Course 2: Prose-ENMM102

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

Unit-I

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

Unit-II

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

Unit-III

Charles Lamb	:	A Bachelor's Complaint of the Behaviour of Married People, Poor Relations, Dream Children
Alfred George Gardiner	:	In Defence of Ignorance, On Saying Please

Unit-IV

William Hazlitt	:	My First Acquaintance with Poets, Indian Jugglers (Non-detailed study)
Aldous Leonard Huxley	:	Wordsworth in the Tropics (Non-detailed study)

Course Outcomes:

Students completing this course will be able to:

CO1: Evaluate and analyze Essays critically and to understand them in different contexts for developing skills.
CO2: Explore the major trends, aspects and periodicals in English prose at global level to inculcate analytical skills.
CO3: Have awareness of socio-political and economic conditions of the society from different periods through essays for enhancing skills and employability.
CO4: Understand poets through the lance of essayists for developing skills.

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

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

CO3	2	1	3	2	3	3	3	3
CO4	2	2	3	2	3	3	3	3

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

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

Suggested Readings:

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

Website Sources:

- www.wikipedia.org
- www.britannica.com
- www.bibliography.com
- www.open.edu

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

SEMESTER-I

Course 3: Shakespearean Drama- ENMM103

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

Unit-I

Twelfth Night
King Henry IV Part 1 (Non-detailed study)

Unit-II

Hamlet
Antony and Cleopatra – (Non-detailed study)

Unit-III

Tempest
Othello (Non-detailed study)

Unit-IV

As You Like It (Non-detailed study)
Measure for Measure (Non-detailed study)

Course Outcomes:

Students completing this course will be able to:
CO1: Summarize, identify key characters, analyse the themes present in the plays and to learn historical contexts, psycho-social aspects and discern the various cultural and moral values associated with the texts at national and global level for better skills and employability.
CO2: Have in-depth knowledge of the plays especially tragedy, play with in play, themes, plot, characters etc. to develop skills.
CO3: Develop sufficient ability for reading skill and understanding Elizabethan English to allow for better comprehension of the plays.
CO4: Understand themes, techniques and to have knowledge of the political, economic, social and intellectual background to study the works as representation of the age to enrich skills and employability.

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

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

CO2	3	2	3	2	3	3	3	3
CO3	3	2	3	2	3	3	3	3
CO4	3	2	3	2	3	3	3	3

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

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

Suggested Readings:

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

Website Sources:

- www.shakespeare.folger.edu
- www.shakespeare.mit.edu
- www.opensourseshakespeare.org
- www.shakespere-online.com

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

SEMESTER-I

Course 4: Fiction- ENMM104 (Non-Detailed)

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

Unit- I

Henry Fielding	:	Tom Jones
Jane Austen	:	Pride and Prejudice

Unit-II

Sir Walter Scott	:	Ivanhoe
Charles Dickens	:	David Copperfield

Unit- III

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

Unit-IV

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

Course Outcomes:

Students completing this course will be able to:

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

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

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

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

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

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

CO2	3	2	2	1	3	3	3	3
CO3	3	2	2	2	3	3	3	3
CO4	3	2	2	1	3	3	3	3

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

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

Suggested Readings:

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

Website Sources:

- www.wikipedia.org
- www.gutenberg.org
- www.cousehero.com
- www.britannica.com

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

SEMESTER-I

Course 5: Literature of Indian Diaspora- ENME105

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

Unit-I POETRY

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

Unit-II DRAMA

Lorraine Hansberry	:	A Raisin in The Sun

Unit-III ESSAY

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

Unit-IV SHORT STORY AND FICTION

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

Course Outcomes:

Students completing this course will be able to:

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

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

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

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

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

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

CO2	3	1	3	2	3	3	3	3
CO3	3	1	3	2	3	3	3	3
CO4	3	1	2	1	3	3	3	3

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

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

Suggested Readings:

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

Website Sources:

- www.wikipedia.org
- www.supersummary.com
- www.britannica.com
- www.enotes.com

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

SEMESTER-I

Course 5: Postcolonial Literature and Theory- ENME106

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

Unit-I

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

Unit- II

J.M. Coetzee	:	Age of Iron, Apartheid Thinking, Giving Offense: Essays on Censorship

Unit-III

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

Unit-IV

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

Course Outcomes:

Students completing this course will be able to:

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

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

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

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

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

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

CO2	3	2	3	3	1	3	3	3
CO3	3	1	3	2	3	3	3	3
CO4	3	1	3	2	3	3	3	3

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

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

Suggested Readings:

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

Website Sources:

- www.wikipedia.org
- www.encyclopedia.com
- www.britannica.com
- www.poemanalysis.com

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

SEMESTER-I

Course 5: Fourth World Literature- ENME107

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

Unit-I POETRY

Carol Ann Duffy- Warming Her Pearls.
Judith Wright- Country Town.
Taslima Nasrin- Things Cheaply Had.
Kamala Das- An Introduction.
Henry Kendall- The Last of His Tribe.
L.S Rokade- To Be or Not To Be.
Margaret Atwood- This is a Photograph of Me.
Meena Alexander- House of a Thousand Doors.
Imitaz Dharkar- Purdah (1)

Unit-II- PROSE

Simon De Beauvoir- Introduction to Second Sex.
Gayatri Chakravarti- Can the Subaltern Speak?

Unit-III- DRAMA

Mahesh Dattani- Tara
Carlyl Churchil and David Lan- Mouthful of Birds.

Unit-IV- FICTION

Narayan- Kocharethi
Revathy A.- The Truth about Me (A Hijra Life Story)

Course Outcomes:

Students completing this course will be able to:

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

CO2: Explain the diversity of cultures and the commonalities of human experience reflected in the literature of the fourth world at global level for developing skills.

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

CO4: Demonstrate an awareness of the tools of literary analysis including knowledge of appropriate terminology and of literary criticism to inculcate skills.

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

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

CO3	3	2	3	2	3	3	3	3
CO4	3	2	3	1	3	3	3	3

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

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

Suggested Readings:

1- Margaret Atwood's, *Selected Poems,* Simon & Schuster Publication, 1978.
2- Judith Wright's, *Human Pattern: Selected Poems,* Carcanet Press Ltd., 2010.
3- Kamala Das', *An Introduction*, Penguin Modern Classics, 2014.
4- Simon De Beauvoir's, *Introduction to Second Sex* by Rachele Dini, Macat Library; 1st edition, 2017.
5- Mahesh Dattani's, *Dance Like a Man,* Penguin Random House India Private Limited, 2013.
6- R.K. Narayan's, *Kocharethi* by Narayan, Catherine Thankamma, G.S. Jayasree, OUP India Publication.

Website Sources:

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

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

SEMESTER-I

Course 5: English for Specific Purposes-ENME108

Course Objective: The main objective of the course is to prepare students to read and comprehend their own field materials in English without any or at least little difficulty. The course aims at developing the students' abilities in grammar, oral skills, reading, writing and study skills.

Unit-I -ACADEMIC WRITING:

Aspects of academic writing – Do's and Don'ts.
Essays and articles for journals
Theses and dissertations
Research proposals
Literature review

Unit-II - CREATIVE WRITING

Essentials of creative writing
Short stories/Flash fiction
Script writing
Flash fiction
Poetry writing

Unit-III - MEDIA WRITING

Conventions of media writing
Reviews
Features
Columns
Feature writing

Unit-IV - TECHNICAL WRITING

Introduction to technical writing
Preparation of manuals / operational guidelines
Writing promotional material.
Medical and scientific papers
Analysis and reports.

Course Outcomes:

Students completing this course will be able to:
CO1: Write analytically and creatively to express ideas clearly and incisively in their writing in ways required both inside and outside of the academy at local, national and global level for skill enhancement and employability.
CO2: Hones the writing skills and learns the conventions of academic writing, develop skills that enable them to communicate effectively in writing and present ideas clearly and logically to achieve a specific purpose and to be appropriate for an intended audience.
CO3: Interpret and explore relationships from the points of view of different people, heighten their awareness of correct usage of English grammar in writing at national and global level and to present their ideas clearly and logically to achieve a specific purpose for enhancing compositional skills.
CO4: Use effectively a range of writing, reading and strategies applicable to multiple disciplines for skill development and employability.

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

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

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

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

Suggested Readings:

1- *Designing Technical and Professional Communication* by Deborah C. Andrews, Jason C. K. Tham, Taylor & Francis Publication, 2021.
2- *Professional Communication Skills,* A. K. Jain, A. M. Sheikh, S. Chand Limited, 2008.
3- *Communication Skill for Professional,* Second Edition,by KONAR, NIRA,PHI Learning Pvt. Ltd., 2021.

Website Sources:

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

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

SEMESTER-II

Course 1: Poetry-II ENMM201

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

Unit-I

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

Unit-II

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

Unit-III

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

Unit-IV

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

Course Outcomes:

Students completing this course will be able to:

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

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

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

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

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

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

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

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

Suggested Readings:

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

Website Sources:

- www.poemhunter.com
- www.wikipedia.org
- www.britannica.com
- www.poetryfoundation.org

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

SEMESTER-II

Course 2: British Drama- ENMM202

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

Unit-I

Christopher Marlowe : Dr. Faustus

Unit-II

Richard Brinsley Sheridan : The Rivals

Unit-III

George Bernard Shaw : Candida

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

Unit-IV

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

Course Outcomes:

Students completing this course will be able to:
CO1: Appreciate ambiguity and complexity and to articulate their own interpretations with an awareness and curiosity for other perspectives globally for developing skills.
CO2: Have knowledge of major genres of British Drama like Comedy of Manners for skill enhancement.
CO3: Understand Problem plays and Jacobean Revenge Tragedy thoroughly for inculcating skills and employability.
CO4: Do psychological study of the confluence of power, allegiance, innocence and corruption and to understand the influence of Ibsen's work and *A Doll's House* in particular on Western drama both thematically and structurally, examine gender expectations in marriage and society both in Ibsen's time and in the present and Identify and understand symbols, metaphors and allegories in the plays for developing skills.

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

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

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

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

Suggested Readings:

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

Website Sources:

- www.gutenberg.com
- www.open.edu
- www.britannica.com
- www.wikipedia.com

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

SEMESTER-II

Course 3: American Literature- ENMM203

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

Unit-I

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

Unit- II

Ralph Waldo Emerson	:	The Self Reliance The Poet

Unit-III

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

Unit-IV

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

Course Outcomes:

Students completing this course will be able to:

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

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

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

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

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

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

CO4	3	1	1	1	3	3	3	3

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

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

Suggested Readings:

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

Website Sources:

- www.gutenberg.com
- www.open.edu
- www.britannica.com
- www.wikipedia.com

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

SEMESTER-II

Course 4: Indian English Literature- ENMM204

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

Unit-I

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

Unit-II

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

Unit-II

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

Unit-IV

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

Course Outcomes:

Students completing this course will be able to:

CO1: Have awareness of social, political and cultural issues reflected in Indian writing in English to inculcate skills.
CO2: Learn the values of spiritual refinement in human life at national level for skill development and employability.
CO3: Understand how well the Indian culture is reflected in Literature for enhancing skills.
CO4: Be familiar with the Rise of the Indian Novel, different kinds of freedom and how one's perception of freedom influences the identity for skill development.

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

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

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

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

Suggested Readings:

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

Website Sources:

- www.poemhunter.com
- www.britannica.com
- www.wikipedia.org
- www.allpoetry.com

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

SEMESTER-II

Course 5-: Translation Studies- ENME205

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

Unit-I

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

Unit-II

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

Unit-III

Kalidas	:	Abhijnana Sakuntalam

Unit-IV

Bharat Muni	:	Rasa Theory (The Natyashastra)

Course Outcomes:

Students completing this course will be able to:

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

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

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

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

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

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

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

	Skill Development	Employability	Entrepreneurship Development
CO1	3	3	1

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

Suggested Readings:

1- Ratan, Jai, *Premchand's Godaan,* Hind Pocket Books, Delhi.

2- Sharma, O.P. & Mishra, B. V., *Bharat Muni's Rasa Theory*, LNA Publication, Agra.

3- Vaidyanathan, G., *Homer's the Iliad Book –I*, LNA Publication, Agra.

4- Vaidyanathan, G., *Kalidas' Abhijnana Sakuntalam*, LNA Publication, Agra.

Website Sources:

- www.wikipedia.org
- www.britannica.com
- www.play.google.com
- www.indiannovelscollective.com

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

SEMESTER-II

Course 5-: World Literature- ENME206

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

Unit- I

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

Unit-II

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

Unit-III

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

Unit- IV

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

Course Outcomes:

Students completing this course will be able to:

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

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

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

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

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

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

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

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

Suggested Readings:

1- Camus, Albert, *The Outsider,* Penguin Publishers, United Kingdom.

2- Carmichael, Joel, *Leo Tolstoy's Anna Karenina Translated*, Bantham Dell Publishers, New York.

3- Dante, Alighieri, *Inferno,* HarperCollins Publishers, New York.

4- Dave, R. D., *Sophocles' Oedipus Rex,* Cambridge University Press, New York.

5- Zola, Emil, *Germinal,* Penguin Publishers, United Kingdom.

6- Marquez, *G. G., One Hundred Years of Solitude,* Penguin Books, Delhi.

7- J. W. V. *Goethe's Faust,* Wordsworth Editions, United Kingdom.

8- Lal, Ramji, *Bertolt Brecht's MOTHER Courage and Her Children,* Rama Brothers Pvt. Ltd., New Delhi.

9- *Beckett, Samuel, Happy Days* published by Grove Press, New York.

10- Stephons, Simon, *Anton Checkov's The Cherry Orchard, English Language Version,* Bloomsburry Publishers, London.

Website Sources:

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

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

SEMESTER-II

Course 5: Nineteenth Century Novel-ENME207

Course Objective: The course aims at an understanding of the development of the novel forms and trends in the nineteenth century, an appreciation of the art and skill of the period novelists and developing a taste for novel reading understanding of nineteenth century novel for enhancing skills and employability.

Unit-I

George Eliot : Romola
Harriet Taylor : The Enfranchisement of Women

Unit-II

Leo Tolstoy : Anna Karenina

Unit-III

Stendhal : The Red and The Black
Karl Marx : The Fetishism of Commodities and the Secret Thereof

Unit-IV

Mark Twain : The Mysterious Strangers

Course Outcomes:

Students completing this course will be able to:

CO1: Understand and discuss the novels of the period and the different forms at national and global level for enhancing skills.

CO2: Analyse and discuss fiction and particularly the novel form for employability.

CO3: Understand how the national as well as global novelists of the period contributed in various different ways to the development of the novel at global level to enrich their skills.

CO4: Get the necessary critical faculties, analytical approach and analytical, interpretative and inference skills for a successful understanding of literature in general, fiction and the novel in particular for skill development and employability.

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

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

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

	Skill Development	Employability	Entrepreneurship Development

CO1	3	1	1
CO2	3	2	1
CO3	3	2	1
CO4	3	1	1

Suggested Readings:

1- George Eliot's, Romola, CreateSpace Independent Publishing Platform, 2015.
2- Harriet Hardy Taylor Mill's, The Enfranchisement of Women, Trübner Publication, 2009.
3- Leo Tolstoy's, Anna Karenina, Random House Publishing Group, 2002.
4- Stendhal's, *The Red and The Black*, Penguin Publishing Group, 2002.
5- Mark Twain's, *Adventures of Huckleberry Finn*, Dover Publications, 1994.

Website Sources:

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

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

SEMESTER-II

Course 5: Non- British Literature- ENME208

Course Objective: This course has been designed for the students to emphasize independent thought and equip them to be successful members of an increasingly global society and economy. The course enhances student's habit of independent reading both inside and outside of class for skill development and employability.

Unit-I
Human Chain – Seamus Heaney (Irish)
The Sonnets of Death – Gabriela Mistral (Chilean)
Encounter – Czeslaw Milosz (Polish - American)

Unit-II
In Search of Our Mother's Garden – Alice Walker (African - American)
The Novelist as a Teacher – Chinua Achebe (Nigerian)
Blood Wedding – Federico Garcia Lorca (Spanish)

Unit-III
Eyes of a Blue Dog – Gabriel Garcia Marquez (colombian)
Dead Roses – Patrick White (Australian)
The Man from Mars – Margaret Atwood (Canadian)

Unit-IV
The Famished Road – Ben Okri (Nigerian)
Eleven Minutes – Paulo Coelho (Brazilian)
Chronicle of a Death Foretold – Garcia Marquez (Colombian)

Course Outcomes:
Students completing this course will be able to:
CO1: Have awareness of these literary periods and the trends of each at global level for enriching their skills.
CO2: Introduce a bunch of English poetry; drama; prose and fiction to inculcate skills.
CO3: Introduce works of different authors and their styles for enhancing employability.
CO4: Make them known how culture made changes to English language from time to time nationally and globally for skill development and employability.

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

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

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

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

Suggested Readings:

1- Human Chain's, *Seamus Heaney*, Farrar, Straus and Giroux Publication, 2014.
2- Gabriela Mistral's, *The Sonnets of Death*, Bloomsbury Academic, 2020.
3- Federico Garcia Lorca's, *Blood Wedding*, Bloomsbury Academic, 2020.
4- Margaret Atwood's, *The Man from Mars*, Bloomsbury Academic, 2020.
5- Gabriel Garcia Marquez's *Chronicle of a Death Foretold*, Penguin Books Limited, 2014.

Website Sources:

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

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

SEMESTER-III

Course 1: Literary Criticism and Theory- ENMM301

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

Unit-I

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

Unit-II

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

Unit- III

Thomas Stern Eliot	:	Tradition and Individual Talent

Unit-IV

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

Course Outcomes:

Students completing this course will be able to:

CO1: Acquaint with the history of English criticism in terms of teaching of certain important texts and ideas of everlasting significance ingrained in them for better skills and employability.
CO2: Gain knowledge for analysing critically a work of art.
CO3: Understand different aspects of literary studies known as theory to develop their analytical skills.
CO4: Get the concept of structuralism and post structuralism and sensitise the importance of feministic movement and its impact on society at global level for skill development and employability.

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

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

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

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

Suggested Readings:

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

Website Sources:

- www.britannica.com
- www.ipl.org
- www.wikipedia.com
- www.courses.lumenlearning.com

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

SEMESTER-III

Course 2: Ages and Movements in English Literature -ENMM302

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

Unit-I

Dark Age
Chaucer's Age

Unit-II

Elizabethan Age
Seventeenth Century

Unit-III

Eighteenth Century
Romantic Age

Unit-IV

Victorian Age
Modern Age

Course Outcomes:

Students completing this course will be able to:
CO1: Know about literary periods and movements at global level through history to inculcate skills and employability.
CO2: Use content-specific vocabulary to compare literary periods to boost comparative and analytical skills.
CO3: Have examples of authors and literary works from each literary period to enrich their skills.
CO4: Discuss the innovations and perspectives of each literary period for better employability.

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

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

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

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

Suggested Readings:

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

Websites Sources:

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

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

SEMESTER-III

Course 4: Research Methodology- ENMM304

Course Objectives: The objectives of this course are to introduce the students to the concept of 'research, to acquaint them with the stages of research and to guide them towards achieving competence and proficiency in the theory and practice of research for enhancing skills and employability at local, national and global level.

Unit-I
Key Concepts- Investigation, exploration, examination, analysis
Hypothesis and Problem Statement
Methods and Modes of Research
Data Analysis (Collection and Classification)
Reference Lists and Footnotes
Quotations and Citation
Bibliography / Appendix / Appendices

Unit-II
Meaning of Research, Objectives of Research, General Characteristics of Research, Criteria of Good Research and Types of Research
Research: Tools, Language and Plagiarism
Primary and Secondary Data
Research Language (Clarity, Correctness, Coherence)
Research Ethics

Unit-III
Research in Language and Literature
Methods in Language Research
Trends and Approaches in Literary Research

Unit-IV
Process of Research
Selection of Research Topic
Chapterisation - Sections and Sub-sections of Chapters
Findings and Conclusion

Course Outcomes:

Students completing this course will be able to:
CO1: Develop the subject of their research, encourage the formation of higher level of trained intellectual ability, critical analysis and independence of thought, foster individual judgement and skill in the application of research theory and methods at local and global level.
CO2: Collect research data and cite sources, using the APA/MLA for enhancing analytical skills at local and global level.
CO3: Identify and justify the basic components of the research framework, relevant to the tackled research problem at local, national and global level.
CO4: Develop skills required in writing research proposals, reports and dissertation to boost writing skills.

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

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

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

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

Suggested Readings:

1- Cohen, L. Lawrence, M., & Morrison, K., *Research Methods in Education* (5th edition), Oxford University Press, Oxford.
2- Kothari, C. R., *Research Methodology: Research and techniques,* New Age International Publishers, New Delhi.
3- Kumar, R., *Research Methodology: A Step-by-Step Guide for Beginners* (3rd edition), TJ International Ltd, London.
4- Singh, Y. K., *Fundamental of Research Methodology and Statistics*, New International (P) Limited Publishers, New Delhi.
5- Wallinman, N, *Your Research Project: A step-by-step guide for the first-time researcher,* Sage Publications, London.

Website Sources:

- www.gradecoach.com
- www.wikipedia.org
- www.britannica.com
- www.openedu.com
- www.questionpro.com

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

SEMESTER-III

Course 5: Women's Writing –ENME305 (Non-detailed study)

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

Unit-I

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

Unit-II

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

Unit-III

KamlaMarkandaya	:	Nectar in the Sieve
Jhumpa Lahiri	:	The Namesake

Unit-IV

Rama Mehta	:	Inside the Haveli
Bharati Mukherjee	:	Desirable Daughters

Course Outcomes:

Students completing this course will be able to:

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

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

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

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

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

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

CO3	3	2	3	3	3	3	3	3
CO4	3	1	3	2	3	3	3	3

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

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

Suggested Readings:

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

Website Sources:

- www.gutenberg.com
- www.wikipedia.com
- www.britannica.com
- www.goodreads.com

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

SEMESTER-III

Course 5: Environment & Literature – ENME306

Course Objectives -This course proposes to study the relationship between environment and literature from critical and historical perspectives. It will orient the students in the theories of eco-criticism and encourage them to close-read a few seminal texts of world literature with a particular focus on Indian responses to environmental concerns for better understanding, skills and employability.

Unit-I (Non-detailed study)

Eco-criticism and Eco-poetics, Pastoral Writing, Wilderness Writing, Environmentalism, Green Studies, Deep Ecology, Eco-Marxism and Social Ecology, Eco-feminism, Deforestation and Colonialism, Environment and Justice, Eco-tourism, Speciesism for skill development and employability.

Unit-II

Jonathan Bate : The Song of the Earth

Unit-III

Andrew Marvell : The Garden
William Wordsworth : The Prelude Book I

Unit-IV (Non-detailed study)

Nadine Gordimer : The Conservationist
R.K. Narayan : A Tiger for Malgudi
Amitav Ghosh : The Hungry Tide

Course Outcomes:

Students completing this course will be able to:
CO1: Know serious ecocriticism issues represented in literature at global level for better skills.
CO2: Have knowledge of the relationships between nature and literature at national and global level for skill development.
CO3: Study, investigate and understand environmental concerns in literature for enhancing employability.
CO4: Get environmental history-the idea that environments change over time nationally and globally to enrich skills.

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

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

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

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

Suggested Readings:

1- *Amitav Ghosh's The Hungry Tide*, H. M. Company, New York.
2- *JonathanBate's The Song of the Earth*, Oxford Press, Delhi.
3- Khandelwal, K. N., *W. Wordsworth's The Prelude Book I*, LNA Publication, Agra.
4- *Nadine Gordimer's The Conservationist*, Viking Press, New York.
5- Saxena, O. P., *Andrew Marvell's Selected Poems*, LNA Publication, Agra.

Website Sources:

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

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

SEMESTER-III

Course 5: Absurd Drama – ENME307

Course Objectives: This course proposes to study Absurd Drama in English literature in the context of social, political and historical events for skill development and employability that contributed to the formation of new cultural trends in England in the post Second World War era.

Unit-I

Jean Genet	:	The Maids
Thomas Stern Eliot	:	The Family Reunion (Non-detailed study)

Unit-II

Samuel Beckett	:	Endgame

Unit-III

John Osborne	:	The Entertainer
Harold Pinter	:	The Homecoming (Non-detailed study)

Unit-IV

Edward Albee	:	The Zoo (Non-detailed study)
Eugene Ionesco	:	The Bald Soprano (Non-detailed study)

Course Outcomes:

Students completing this course will be able to:

CO1: Get ideas of existentialism and express what happens when human existence lacks meaning or purpose and communication breaks down for skill development.

CO2: Know that logical construction and argument give way to irrational and illogical speech and to the ultimate conclusion—silence to enhance skills.

CO3: Have idea that plays categorized in this movement typically represent human existence as non-sensical and often chaotic to enrich skills and employability.

CO4: Know the meaning, characteristics and prominent national and global authors of absurd drama to inculcate skills.

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

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

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

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

Suggested Readings:

1- Enterprises, Marvel, *Samuel Beckett's Endgame,* Marvel Enterprises, New York.
2- *Eugene Ionesco's The Bald Soprano,* Avalon Travel Publishing, United States.
3- *Jean Genet's The Maid,* Springer, New York.
4- Srivastava, M. K., *Edward Albee's The Zoo,* LNA Publisher, Agra.
5- Varshney, R. L., *John Osborne's The Entertainer,* LNA Publisher, Agra.
6- Varshney, *T.S. Eliot's The Family Reunion,* LNA Publication, Agra.
7- Varshney, *Harold Pinter's The Homecoming,* Faber & Faber, United Kingdom.

Website Sources:

- www.study.com
- www.wikipedia.org
- www.thedramateacher.com
- www.gutenberg.com

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

SEMESTER-IV

Course 1: Trends and Movements in English Literature (Post World War-II) ENMM401

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

Unit-I

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

Unit-II

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

Unit-III

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

Unit-IV

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

Course Outcomes:

Students completing this course will be able to:

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

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

CO3: Understand different tends and genre of fiction likes Science fiction, Spy fiction, Fantasy and Travelogue for employability.

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

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

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

CO4	3	2	3	1	3	3	3	3

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

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

Suggested Readings:

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

Website Sources:

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

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

SEMESTER-IV

Course 3: Modernist Movement – ENMM402

Course Objectives: The paper has been designed to give the students first-hand knowledge of the major literary works of the period. The students would be given the knowledge of the political, economic, social and intellectual back ground to study the work as representative of the age for enriching skills and employability. The students would also be acquainted with the literary movements, favoured genres and the evolution and development of literary forms to encourage further reading.

Unit- I

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

Unit-II

J. M. Synge	:	The Playboy of the Western World

Unit-III

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

Unit-IV

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

Course Outcomes:

Students completing this course will be able to:
CO1: Analyse the various elements of poetry such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc at national and global level for skill development and employability.
CO2: Improve their understanding of the modern authors for skill development.
CO3: Apply the principles of literary criticism to analyse poetry to enrich skills.
CO4: Raise significant questions, gather relevant evidence, reach well-reasoned conclusions, weigh alternative systems of thought and write as means of intellectual inquiry and creative expression for skill development and employability.

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

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

CO4	3	1	3	1	3	2	3	3

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

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

Suggested Readings:

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

Website Sources:

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

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

SEMESTER-IV

Course 3: Social Concerns in Indian Writing in English – ENME403

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

Unit-I

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

Unit-II

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

Unit-III

Mahesh Dattani	:	Tara
Girish Karnad	:	Hayavadana

Unit-IV

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

Course Outcomes:

Students completing this course will be able to:

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

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

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

CO4: Know different social vices presented in the society in different centuries through the poetry through analytical skill and employability.

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

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

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

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

Suggested Readings:

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

Website Sources:

- www.wikipedia.com
- www.britannica.com
- www.gutenberg.com
- www.bookscool.com

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

SEMESTER-IV

Course 4: Dissertation & Viva-Voce -ENMD451

Course Objectives: Research is an important element of the programme. A dissertation is a structured piece of writing. It is generally a response to a question or topic and develops a logical argument about the dissertation. It is divided into chapters which are seen as a way of indicating student's capacities as a researcher. Dissertation proposal is something in which the student proposes to find out new knowledge through rigorous research and his/her dissertation itself is a knowledge contribution. The completion of Dissertation signals that the student is a creator, explorer and discoverer of new knowledge and that now he/she hold his/her expertise in the Subject. The objectives of Dissertation & Viva-Voce at PG level are:

- To demonstrate student's capability of identifying his or her own area of interest.
- To enable the student to explore a subject in depth; manage a research project; define a suitable question and use the appropriate research tools.
- To enhance the student's mastery of subject.
- To transform the students from master to a creator of new knowledge.
- To determine, what the student knows and what the student doesn't know in the subject?
- To prepare the student to join the school to become a knowledge creator by way of self-governing arduous research.

In fourth semester, candidates will have to submit a dissertation on a topic (from English Literature) to be assigned by the Department under the supervision of a core faculty member of the Department. The report may contain the following:

1. An introduction to the topic
2. A literature review that surveys relevant sources
3. An explanation of the methodology
4. An overview of the results of the research
5. A discussion of the results and their implications
6. A conclusion that shows what the research has contributed

The dissertation containing the certificate of the Supervisor certifying the authenticity and originality of the report shall be attached therewith. The student will submit two typed written copy of dissertation containing 60-100 pages.

Course Outcomes:

Students completing this course will be able to:

CO1: Develop deeper knowledge, understanding, capabilities and attitudes in the context of the programme of study for skill development.

CO2: Plan and use adequate methods to conduct qualified tasks in given frameworks and to evaluate the work at national and global level for employability.

CO3: Have a holistic view to critically, independently and creatively identify, formulate and deal with complex issues at local, national and global level for employability.

CO4: Contribute to research and development work to get employment.

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

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

CO2	2	3	3	3	3	2	2	3
CO3	3	3	3	3	3	2	2	3
CO4	3	3	3	3	2	2	2	3

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

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

Suggested Readings:

1- MLA Handbook for Writers of research Papers; 7th Edition, Affiliated East-West Press private Limited, New Delhi.

2- Practical Process Research and Development, Anderson, Affiliated East-West Press private Limited, New Delhi.

3- Kumar, Satish & Bansal, Anupam, A Handbook of Viva-Voice, LNA Publishers, Agra.

4- Abraham, M. H., A glossary of Literary Terms, Macmillan Publishers, New York.

Website Sources:

- www.scribbr.com
- www.wikihow.com
- www.bestdissertation.com
- www.wikipedia.com
- www.britannica.com
- www.gutenberg.com
- www.academia.edu

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

SEMESTER-IV

Course 5-: Dalit Studies-ENME404

Course Objectives: The objective of this course is to familiarize students with the political and cultural context in which Dalit literature as a distinct domain of knowledge production emerged in modern India, serve a platform for Dalit articulation in addressing political concerns and achieving Dalit emancipatory goals and discuss different forms of Dalit literature to examine how the varied forms of Dalit cultural expressions contribute to the project of Dalit emancipation to inculcate skill and provide employability. Dalit literature challenges the mainstream literary conventions and lays emphasis on the social relevance and politics of art and literature.

Unit-I

G. Kalyan Rao	:	Untouchable Spring (Translated from Telugu by Alladi Uma and M. Sridhar)
B. R. Ambedkar	:	Annihilation of Caste

Unit-II

Baby Kamble	:	The Prisons We Broke (Translated from Marathi by Maya Pandit)
Sharmila Rege	:	Against the Madness of Manu: B.R. Ambedkar's Writings on Brahmanical Patriarchy.

Unit-III

Premanand Gajvee	:	The Strength of Our Wrists (Translated from Marathi by Shanta Gokhale and M.D. Hatkanangalekar)
Jotiba Rao Phule	:	Gulamgiri (Collected Works of Mahatma Jotirao Phule. Volumes I. Translated by P.G. Patil)

Unit-IV

Poetry

Namdeo Dhasal	:	Mandakini Patil: A Young Prostitute: The Collage I Intend (Marathi)
Nirav Patel	:	The Song of Our Shirt (Gujarati)
Lal Singh Dil	:	The Outcasts (Punjabi)
Mohandas Namishrai	:	We will Fight (Hindi)

Course Outcomes:

Students completing this course will be able to:

CO1: Understand social and cultural consciousness with regard to the need for liberation and change through authors and their works.

CO2: Examine how the varied forms of Dalit cultural expressions contribute to the project of Dalit emancipation at local and national level.

CO3: Study the rise, growth and development of Dalit literature with its consequences on society through the texts.

CO4: Have knowledge of the movement toward a new kind of literary and social history and understand the discrimination and inhumane behaviour inflicted upon the Dalits through poems for skill development.

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

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

CO3	3	3	3	1	3	3	3	3
CO4	3	3	3	2	3	3	3	3

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

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

Suggested Readings

1- *G. Kalyan Rao's Untouchable Spring* (Translated from Telugu by Alladi Uma and M. Sridhar), New Orient BlackSwan, Delhi.
2- *B.R. Ambedkar's Annihilation of Caste*, Thacker and Co., Mumbai.
3- *Sharmila Rege's Against the Madness of Manu: B.R. Ambedkar's Writings on Brahmanical Patriarchy*, Navayana Publication, New Delhi.
4- *Premanand Gajvee's The Strength of Our Wrists* (Translated from Marathi by Shanta Gokhale and M.D, Hatkanangalekar, Navayana Publication, New Delhi.
5- *Jotiba Rao Phule's Gulamgiri* (Collected Works of Mahatma Jotirao Phule. Volumes I. Translated by P.G. Patil, Education Department, Government of Maharashtra, Mumbai.
6- Abraham, Joshil K. and Misrahi-Barak, Judith, *Dalit Literatures in India*, (Ed.) Routledge, New Delhi.
7- Basu, Swaraj, *Readings on Dalit Identity: History, Literature and Religion*, Orient BlackSwan, New Delhi.
8- Kumar, Raj, *Dalit Personal Narratives: Reading Caste, Nation and Identity*, Orient BlackSwan, New Delhi.
9- Nagaraj, D.R., *The Flaming Feet and Other Essays: The Dalit Movement in India*, Permanent Black, Ranikhet.

Website Sources:

- www.wikipedia.org
- www.feminisminindia.com
- www.scroll.in
- www.jstor.org

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

SEMESTER-IV

Course 4: Commonwealth Literature – ENME405 (Non-Detailed study)

Course Objectives: The paper has been designed to give the student first-hand knowledge of the major literary works of Commonwealth Literature for their skill development and employability. The student would be given the knowledge of the political, economic, social and intellectual background to study the work as representative of the age. The students would also be acquainted with the literary movements, favoured genres and the evolution and development of literary forms to encourage further reading.

Unit-I

Nadine Gordimer : My Son's Story

Unit-II

V.S. Naipaul : A House for Mr. Biswas
Bharti Mukherjee : Jasmine

Unit-III

Salman Rushdie : Midnight Children

Unit-IV

Chinua Achebe : Things Fall Apart
Margret Atwood : Surfacing

Course Outcomes:

Students completing this course will be able to:

CO1: Understand Apartheid and its effects on Black people in South Africa, as well as the impact of marital unfaithfulness on families and the State of Emergency to have basic understanding and skills.

CO2: Know Diaspora Literature, Cultural Clash, and Quest for identity at global level to inculcate skills.

CO3: Have an idea of India's transition from British colonial rule to independence and the partition of India and postcolonial, postmodern and magical realist literature for skill development.

CO4: Describe the culture of the Igbo people, the impact of British colonization, compare the expected roles of each gender and explain the significance of Okonkwo's hyper-masculinity and list characteristics that form the basis of an ideal family according to the Igbo and to know the effects of upheaval and bloody revolution, documenting a search for an independent identity- National, female, Canadian and nature, duality and metamorphosis through the writers and their works for skill development and employability.

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

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

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

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

Suggested Reading:

1- *Bharti Mukherjee's Jasmine*, Roopa Publishers, New Delhi.
2- *Chinua Achebe's Things Fall Apart*, Penguin books Ltd, Delhi.
3- *Nadine Gordimer's My Son's Story*, Bloomsbury Publishing, New York.
4- Pant, J. B., *V.S. Naipaul's A House for Mr. Biswa*s, LNA Publication, Agra.
5- *Salman Rushdie's Midnight Children,* Random House Publishers, Haryana.
6- Vaidyanathan, G., *Margret Atwood's Surfacing*, LNA Publication, Agra.

Website Sources:

- www.wikipedia.org
- http://marul.ffst.hr/
- www.commonlit.org
- www.britannica.com

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

SEMESTER-IV

Course 4: English Language Teaching-ENGOE406

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

Unit-I

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

Unit-II

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

Unit-III

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

Unit-IV

Materials Production: Reading, writing, testimony, speaking, study skills; literature; remediation.
Assessment: Purposes of Testing.-Characteristics of a good test-Item Types: Objective/ Subjective/ Pragmatic.

Course Outcomes:

Students completing this course will be able to:
CO1: Heighten their awareness of correct usage of English grammar in writing and speaking for better employability at national as well as global level.
CO2: Improve their speaking ability in English both in terms of fluency and comprehensibility.
CO3: Strengthen their ability to write academic papers, essays and summaries using the process approach.
CO4: Attain and enhance competence in the four modes of literacy: writing, speaking, reading and listening to get attractive employment.

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

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

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

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

Suggested Readings:

1- Daiches, David, *A Critical History of the English Language,* Supernova Publishers, New Delhi.

2- Kurian, Anna, *The Growth and the Structure of English Language,* Students Store Publishing House, Bareilly.

Website Sources:

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

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