

## BA ENGLISH Semester wise Detailed structure 4YUG Programme DUAL Major

Name of the Department: **English****Semester: I**

Major: English

| S.No. | Course Type                  | Course Name   | No. of Credits | Theory | Practicum |
|-------|------------------------------|---|----------------|--------|-----------|
| 1     | DSC 1 Core                   | Introduction to Literary Genres   | 4              | 3      | 1         |
| 2     | DSE 1<br>(Elective/Optional) | Introduction to Language and Linguistics<br>or<br>Reading English Drama | 2              | 1      | 1         |
| 3     | SEC 1                        | Effective Communication   | 2              | 0      | 2         |
| 4     | GE1                          | Language Disorder (to be changed to<br>Reading for pleasure)            | 2              | 1      | 1         |
| 5     | AEC1                         | Listening Skills  | 2              | 1      | 1         |
| 6     | VAC1                         | Environmental Education/ Environmental<br>Sciences                      | 2              | 1      | 1         |
| 7     | IAPCD                        |   |                |        |           |

**Semester: II**

Major: English

| S.No. | Course Type                  | Course Name   | No. of Credits | Theory | Practicum |
|-------|------------------------------|---|----------------|--------|-----------|
| 1     | DSC 2<br>Core                | Contemporary Indian Literature  | 4              | 3      | 1         |
| 2     | DSE 2<br>(Elective/Optional) | Word formation in Language<br>or<br>Reading Essays                      | 2              | 1      | 1         |
| 3     | SEC 2                        | Integrated Communication  | 2              | 0      | 2         |
| 4     | GE2                          | Spoken English- I   | 2              | 1      | 1         |
| 5     | AEC2                         | Speaking Skills   | 2              | 1      | 1         |
| 6     | VAC2                         | Gender Studies<br>Health, Wellness, Yoga Education, Sports &<br>Fitness | 2              | 1      | 1         |
| 7     | IAPCD                        | Primary School Teaching Assistance                                      | 2              | 0      | 2         |

**Semester: III**

Major: English

| S.No. | Course Type                      | Course Name  | No. of Credits | Theory | Practicum |
|-------|----------------------------------|--|----------------|--------|-----------|
| 1     | DSC 3<br>Core                    | Introduction to British Literature   | 4              | 3      | 1         |
| 2     | DSE 3<br>(Elective/<br>Optional) | Introduction to Poetry<br>or<br>Children's Literature                                  | 2              | 1      | 1         |
| 3     | SEC 3                            | Effective Writing  | 2              | 0      | 2         |
| 4     | GE3                              | Appreciating Short Stories   | 2              | 1      | 1         |
| 5     | AEC3                             | Reading Skills   | 2              | 1      | 1         |
| 6     | VAC3                             | 1. Understanding India<br>2. Human Values and Professional Ethics<br>3. Cyber Security | 2              | 1      | 1         |

**Semester: IV**

Major: English

| S. No. | Course Type                  | Course Name  | No. of Credits | Theory | Practicum |
|--------|------------------------------|--|----------------|--------|-----------|
| 1      | DSC 4<br>Core                | Literature across Borders                                | 4              | 3      | 1         |
| 2      | DSE 4<br>(Elective/Optional) | Introduction to Novel<br><i>or</i><br>Women's Literature | 2              | 1      | 1         |
| 3      | SEC 4                        | Integrated Writing                                       | 2              | 0      | 2         |
| 4      | GE4                          | Spoken English- II                                       | 2              | 1      | 1         |
| 5      | AEC4                         | Writing Skills   | 2              | 1      | 1         |
| 6      | VAC4                         |  | 2              | 1      | 1         |
| 7      | IAPCD                        |  | 2              | 0      | 2         |

**Semester: V**

Major: English

| S.No. | Course Type                  | Course Name   | No. of Credits | Theory | Practicum |
|-------|------------------------------|---|----------------|--------|-----------|
| 1     | DSC 5 & 6<br>Core            | History of English Language<br>&<br>History of English Literature | 4<br>4         | 3<br>3 | 1<br>1    |
| 2     | DSE 5<br>(Elective/Optional) | Literature from the Margins<br><i>or</i><br>Diasporic Literature  | 2              | 1      | 1         |

**Semester: VI**

Major: English

| S.No. | Course Type                  | Course Name   | No. of Credits | Theory | Practicum |
|-------|------------------------------|---|----------------|--------|-----------|
| 1     | DSC 7 & 8<br>Core            | Introduction to Translation<br>&<br>English for Media | 4<br>4         | 3<br>3 | 1<br>1    |
| 2     | DSE 6<br>(Elective/Optional) | Travel Literature<br><i>or</i><br>Eco-literature      | 2              | 1      | 1         |

**Semester: VII (Hons.)**

Major: English

| S.No. | Course Type                  | Course Name  | No. of Credits | Theory | Practicum |
|-------|------------------------------|--|----------------|--------|-----------|
| 1     | DSC 9 & 10<br>Core           | Approaches to Literary Criticism<br>&<br>Introduction to American Literature | 4<br>4         | 3<br>3 | 1<br>1    |
| 2     | DSE 7<br>(Elective/Optional) | Select Shakespearean Plays<br><i>or</i><br>Literature of Protest             | 2              | 1      | 1         |

**Semester: VIII (Hons.)**

Major: English

| S.No. | Course Type                  | Course Name  | No. of Credits | Theory | Practicum |
|-------|------------------------------|--|----------------|--------|-----------|
| 1     | DSC 11 & 12<br>Core          | Introduction to Literary Theory<br>&<br>Introduction to South Asian Literature | 4<br>4         | 3<br>3 | 1<br>1    |
| 2     | DSE 8<br>(Elective/Optional) | Teaching English Language<br><i>or</i><br>Literature of Exile                  | 2              | 1      | 1         |

**Semester: VII (Research)**

Major: English

| S.No. | Course Type   | Course Name                                 | No. of Credits | Theory | Practicum |
|-------|---------------|---|----------------|--------|-----------|
| 1     | DSC 9<br>Core | Introduction to Research and<br>its Methods | 4              | 3      | 1         |
| 2     | IAPCD         | Dissertation                                | 4              |        |           |

*(for those who are doing Research in English Major 1)***or**

| S.No. | Course Type        | Course Name  | No. of Credits | Theory | Practicum |
|-------|--------------------|--|----------------|--------|-----------|
| 1     | DSC 9 & 10<br>Core | Approaches to Literary Criticism<br>&<br>Introduction to American Literature | 4<br>4         | 3<br>3 | 1<br>1    |
| 2     | DSE 7              | Select Shakespearean Plays<br>or<br>Literature of Protest                    | 4              | 3      | 1         |

*(for those who are doing Research in other subjects and English as Major 2)***Semester: VIII (Research)**

Major: English

| S.No. | Course Type    | Course Name                     | No. of Credits | Theory | Practicum |
|-------|----------------|---------------------------------|----------------|--------|-----------|
| 1     | DSC 10<br>Core | Research Methods and Techniques | 4              | 3      | 1         |
| 2     | IAPCD          | Dissertation                    | 8              |        |           |

*(for those who are doing Research in English Major 1)***or**

| S.No. | Course Type    | Course Name  | No. of Credits | Theory | Practicum |
|-------|----------------|--|----------------|--------|-----------|
| 1     | DSC 11<br>Core | Introduction to Literary Theory<br>&<br>Introduction to South Asian Literature | 4              | 3      | 1         |
| 2     | DSE 8          | Teaching English Language<br>or<br>Literature of Exile                         | 4              | 3      | 1         |

*(for those who are doing Research in other subjects and English as Major 2)*

## Four Year Under Graduate Programme (FYUGP) ENGLISH

### Semester-1 DSC-I (Core)

Course Title: **Introduction to Literary Genres**

Course Code: **BNEN101DCT**

#### Scheme of Instruction

Total Duration: 60 hrs.  
Periods/Week: 4  
Credits: 4  
Instruction Mode: Lecture

#### Scheme of Examination

Maximum Marks: 100  
Internal Evaluation: 30  
End Semester: 70  
Exam Duration: 3 hrs.

#### Course Objectives:

- To introduce students to different literary genres, such as, short stories, poems, essays, memoirs, biographies, and autobiographies.
- To foster the ability to identify and analyze genre-specific characteristics and conventions.
- To develop critical reading skills and analytical thinking through the examination of various literary genres.
- To enhance students' understanding and appreciation of the diversity and richness of literary expression across different genres.

**Course Outcomes:** By the end of this course, students will be able to:

- Identify and differentiate between different literary genres.
- Recognize and evaluate genre-specific characteristics, such as narrative structure, poetic devices, rhetorical strategies, and authorial voice.
- Demonstrate an understanding of the cultural and historical contexts influencing the creation and reception of literary works.
- Develop skills in close reading, textual analysis, and effective communication of ideas related to different genres of literature.

| Unit | Course Content   | Instruction Hours |
|------|--|-------------------|
| I    | <b>Introduction to Short Stories</b><br>1. "Yellow Fish" by Ambai<br>2. "The Dog of Tetwal" Saadat Hasan Manto<br>3. "The story of an hour" by Kate Chopin   | 15                |
| II   | <b>Introduction to Poems</b><br>1. "Marriages are Made" Eunice De Souza<br>2. "Telephone Conversation" by Wole Soyinka<br>3. "Small-Scale Reflections on a Great House" by A.K. Ramanujan  | 15                |
| III  | <b>Introduction to Essays</b><br>1. "Ghosts of Mrs. Gandhi" by Amitav Ghosh<br>2. "Shakespeare's Sister" by Virginia Woolf<br>3. "Why I Write" by George Orwell  | 15                |
| IV   | <b>Introduction to Memoirs, Biographies and Autobiographies</b><br>1. "Snapshot of a Dog" by James Thurber<br>2. Tony Morrison: A Biography of a Nobel Prize-Winning Writer by Barbara Kramer (Chapter 2- "Stories, Ghosts and Dreams")<br>3. <i>Oru Keri</i> by Siddalingaiah (Part I, Excerpt) | 15                |

#### Examination and Evaluation Pattern:

10 Objective questions  
05 Short questions of 6 marks each  
03 Essay questions of 10 marks

#### Suggested Readings:

Charters, Ann. *The Story and Its Writer: An introduction to short fiction*. Boston: Bedford, 2010.  
Klarer, Mario. *An Introduction to Literary Studies*. London and New York: Routledge, 2013.  
Pollack, Eileen. *Creative Nonfiction: A guide to form, content and style, with readings*. Boston: Cengage Learning, 2008.  
Prasad, B. *A Background to the Study of English Literature*. Delhi: Macmillan, 2008.

## Four Year Under Graduate Programme (FYUGP) ENGLISH

### Semester- I DSE 1 (Elective/Optional)

Course Title: **Introduction to Language and Linguistics**

Course Code: **BNEN101DET**

#### Scheme of Instruction

Total Duration: 30hrs.

Periods/Week: 2

Credits: 2

Instruction Mode: Lecture/Discussion/Simulation

#### Scheme of Examination

Maximum Marks: 50

Internal Evaluation: 15

End Semester: 35

Exam Duration: 2 hrs.

#### Course Objective:

- Understand the basic concepts, principles, and methods used in the study of linguistics.
- Acquire knowledge of the core subfields of linguistics and their interconnections.
- Develop the ability to analyze linguistic data and construct logical arguments based on linguistic evidence.
- Gain an appreciation of the complexity and diversity of human languages.
- Recognize the interdisciplinary connections between linguistics and other fields of study.

#### Course Outcome:

**CO1.** Understand and apply foundational knowledge in linguistics and phonetics, including the International Phonetic Alphabet (IPA), to analyze and interpret speech sounds in various languages.

**CO2.** Comprehend and apply the principles of morphology and syntax in the study of word and sentence structure, and understand the concepts of grammatical categories, constituent analysis, and universal grammar.

**CO3.** Gain a strong understanding of semantics and pragmatics, the study of meaning and context-dependent meaning in language, respectively. Develop the ability to analyze speech acts, implicature, and the use of figurative language in various contexts.

**CO4.** Understand the sociolinguistic factors that influence language variation and change, and comprehend the principles of language acquisition, especially as they relate to the development of language in children.

**CO5.** Develop a strong understanding of language processing, and gain insights into computational linguistics as an intersection of language and technology.

| Unit | Course Content   | Instruction Hours |
|------|--|-------------------|
| I    | <b>Foundations of Linguistics</b><br>1. Introduction to Linguistics<br>2. Phonetics: The Study of Speech Sounds<br>3. Morphology: The Study of Word Structure                        | 15                |
| II   | <b>Syntax, Semantics and Pragmatics</b><br>1. Syntax: The Study of Sentence Structure<br>2. Semantics: The Study of Meaning<br>3. Pragmatics: The Study of Context-Dependent Meaning | 15                |

#### Examination and Evaluation Pattern:

5 Objective type questions  
 05 Short questions essay of 4 marks each  
 01 essay type questions of 10 marks each

#### Recommended Reading:

1. Borer, H. (2017). Morphology and syntax. In A. Spencer & A. M. Zwicky (Eds.), *The handbook of morphology* (pp. 149-190). Blackwell.
2. Campbell, L. (2004). Historical linguistics: The state of the art. *Linguistics today: Facing a greater challenge*, 1, 109.
3. Carr, P. (2019). *English Phonetics and Phonology: An Introduction*. John Wiley & Sons.
4. Fromkin, V., Rodman, R., & Hyams, N. (2014). *An Introduction to language*. Wadsworth, Cengage Learning.
5. Griffiths, P. (2006). *Introduction to English Semantics and Pragmatics*. Edinburgh University Press.
6. Mesthrie, R. (2009). *Introducing Sociolinguistics*. Edinburgh University Press.
7. Terrell, T. D. (1977). A Natural Approach to Second Language Acquisition and Learning. *The modern language journal*, 61(7), 325-337.

## Four Year Under Graduate Programme (FYUGP) ENGLISH

### Semester-1

#### DSE 1 (Elective/Optional)

Course Title: **Reading English Drama**

Course Code: **BNEN102DET**

#### Scheme of Instruction

Total Duration: 30hrs.

Periods/Week: 2

Credits: 2

Instruction Mode: Lecture

#### Scheme of Examination

Maximum Marks: 50

Internal Evaluation: 15

End Semester: 35

Exam Duration: 2 hrs.

**Course Objectives:** To familiarize students to British drama, its origin and development, and to introduce them critically to the select text under study.

**Course Outcomes:** Upon the completion of the course the students are expected to have learnt dramatic forms and techniques.

| Unit | Course Content  | Instruction Hours |
|------|---|-------------------|
| I    | 1. Origin, History and Development of British Drama<br>2. Dramatic forms (farce, satire, chorus, dance, etc.)<br>3. Brief discussion on Aristotle's theory of Drama | 15                |
| II   | 1. Features of Elizabethan drama<br>2. Life & works of Christopher Marlowe<br>3. <i>Dr Faustus</i> : Reading & Critical appreciation                                | 15                |

Examination and Evaluation Pattern:

- 05 Objective type questions
- 05 Short questions of 4 marks each
- 01 essay type questions of 10 marks

#### Recommended Reading:

- 1) Edward Albert, (1979). *History of English Literature*. Oxford: OUP.
- 2) Keefer Michael ed. (2007) *The Tragical History of Dr Faustus*. Broadview Press
- 3) Peacock Ronald, (1957). *The Art of Drama*. London: Routledge and Kegan Paul.
- 4) Braummuller A.R. & Hattaway Michael ed. (2003) *The Cambridge Companion to English Renaissance Drama*. Cambridge: CUP
- 5) Happe Peter (1999) *English Drama before Shakespeare*. London. Routledge
- 6) Deats Munson Sara ed. (2010) *Dr Faustus: A Critical Guide*. Continuum International

## Four Year Under Graduate Programme (FYUGP) ENGLISH

**Semester: 1**

**Course Title: Effective Communication  
SEC-I**

**Course Code: BNEN101SET**

**Scheme of Instruction**

Total Duration: 30 hrs.

Periods / Week: 2

Credits: 2

Instruction Mode: Lecture

**Scheme of Examination**

Maximum Marks: 50

Internal Evaluation: 15

End Semester: 35

Exam Duration: 2 hrs.

**Course Objective:**

The objective of this course is to provide students with a solid foundation in effective communication skills and enhance their ability to communicate verbally, nonverbally, in writing, and in interpersonal and professional settings.

**Course Outcomes:**

By the end of the course, students will be able to: a) Understand the fundamentals of effective communication, b) Demonstrate effective verbal communication skills. c) Exhibit proficiency in nonverbal communication skills, d) Develop strong written communication skills, including noting and summarising, e) Enhance interpersonal communication skills, including conflict resolution and negotiation, f) Acquire professional communication skills, including business etiquette and effective presentation delivery.

| Unit      | Course Content  | Instruction Hours/ Credits |
|-----------|---|----------------------------|
| <b>I</b>  | <b>Introduction to Communication</b><br>1. Basics of Communication<br>2. Verbal Communication Skills<br>3. Nonverbal Communication Skills                 | <b>15</b>                  |
| <b>II</b> | <b>Enhancing Communication Skills</b><br>1. Written Communication Skills<br>2. Interpersonal Communication Skills<br>3. Professional Communication Skills | <b>15</b>                  |

Examination and Evaluation Pattern:

5 Objective type questions

05 Short questions essay of 4 marks each

01 essay type questions of 10 marks each

**Recommended Readings:**

Bhatnagar, N., & Bhatnagar, M. (Eds.). (2011). Effective Communication and Soft Skills. New Delhi: Pearson.

Carnegie, D. (2010). How to Win Friends and Influence People. Pocket Books.

Carnegie, D. (2010). The Quick and Easy Way to Effective Speaking. Pocket Books.

Carnegie, D. (2011). Effective Communication Skills. Pocket Books.

Langan, J. (2008). College Writing Skills with Readings (7th ed.). New York: McGraw-Hill.

Learning English: A Communicative Approach. (2006). Hyderabad: Orient Longman.

Reading Comprehension Success (4th ed.). (2009). New York: Learning Express.

Sweeney, S. (2009). English for Business Communication. Cambridge University Press.

Sweeney, S. (2011). Communicating in Business: A Short Course for Business English Students. Cambridge University Press.

## Four Year Under Graduate Programme (FYUGP) ENGLISH

**Semester: I**

**GE1**

**TO BE REPLACED BY “READING FOR PLEASURE”**

Course Title: **Language Disorder**

**Course Code: BNEN101GET**

**Scheme of Instruction**

Total Duration: 30hrs.

Periods/Week: 2

Credits: 2

Instruction Mode: Lecture/Discussion/Simulation

**Scheme of Examination**

Maximum Marks: 50

Internal Evaluation: 15

End Semester: 35

Exam Duration: 2 hrs.

**Course Objective:**

- Understand theories and perspectives of language acquisition and apply them to real-world contexts.
- Analyze and interpret research findings on factors that influence language acquisition.
- Develop an appreciation for the complexity of language structures.
- Understand the practical implications of language acquisition research.
- Develop research skills and design and present research on language acquisition topics.

**Course Outcome:**

**CO1.** Gain the ability to define and differentiate various types of language disorders, understanding the unique characteristics and impacts of each.

**CO2.** Develop a comprehensive understanding of the roles of nature and nurture in language development, exploring the interplay of genetic and environmental factors.

**CO3.** Understand the assessment process for diagnosing language disorders, becoming familiar with steps such as screening, referral, and the use of standardized tests.

**CO4.** Gain proficiency in using qualitative assessment tools for diagnosing language disorders, enhancing their practical skills in this area.

**CO5.** Be able to identify different types of speech disorders and understand the various assessment tools and diagnostic criteria used for their identification, contributing to their overall competency in the field.

| Unit      | Course Content  | Instruction Hours |
|-----------|---|-------------------|
| <b>I</b>  | <b>Overview of Language Disorders</b>   | 15                |
|           | 1. Definition and types of language disorders                                       |                   |
|           | 2. Distinction between language and speech disorders                                |                   |
|           | 3. Assessment tools and diagnostic criteria   |                   |
| <b>II</b> | <b>Treatment and Emotional Implications of Language Disorders</b>                   | 15                |
|           | 1. Strategies for targeting receptive and expressive language skills                |                   |
|           | 2. Treatment approaches for different types of language disorders                   |                   |
|           | 3. Reasons and strategies for promoting inclusion in school and community settings. |                   |

**Examination and Evaluation Pattern:**

5 Objective type questions

05 Short questions essay of 4 marks each

01 essay type questions of 10 marks each

**Recommended Reading:**

1. Baghai-Ravary, L., & Beet, S. W. (2012). *Automatic speech signal analysis for clinical diagnosis and assessment of speech disorders*. Springer Science & Business Media.
2. Crosbie, S., Holm, A., & Dodd, B. (2005). Intervention for children with severe speech disorder: a comparison of two approaches. *International Journal of Language & Communication Disorders*, 40(4), 467-491.
3. Dabrowska, E. (2004). *Language, mind and brain: Some psychological and neurological constraints on theories of grammar*. Edinburgh University Press.
4. Grech, H., & McLeod, S. (2012). Multilingual speech and language development and disorders. In *Communication disorders in multicultural and international populations* (pp. 120- 140). Elsevier.
5. Lees, J., & Urwin, S. (1992). Children with language disorders. *Child Language Teaching and Therapy*, 8(1), 91-93.
6. Martin, J. A. M. (2012). *Voice, speech, and language in the child: Development and disorder*. Springer Science & Business Media.
7. Urwin, S., & Lees, J. (1995). *Speech and language therapy for children with language disorders*. Routledge.



## Four Year Under Graduate Programme (FYUGP) ENGLISH

**Semester: 1**  
**AEC-I**

Course Title: **Listening Skills**

Course Code: **BNEN101AET**

**Scheme of Instruction**

Total Duration: 30 hrs.  
Periods / Week: 2  
Credits: 2  
Instruction Mode: Lecture

**Scheme of Examination**

Maximum Marks: 50  
Internal Evaluation: 15  
End Semester: 35  
Exam Duration: 2 hrs.

**Course Objectives:** The course aims at the following objectives:

1. Students will be able to explain the importance of listening skills.
2. Students will be able to define different types of listening skills.
3. Students will be able to apply different strategies to enhance their listening skills.
4. Students will be able to demonstrate effective listening skills in different contexts.

**Course Outcomes:** Upon the completion of the course, the students are expected to have enhanced their listening skills in English.

| Unit      | Course Content   | Instruction Hours |
|-----------|--|-------------------|
| <b>I</b>  | <b>Introduction to Listening Skills</b><br>1. Importance of listening skills<br>2. Types of listening skills<br>3. Strategies to enhance listening skills  | 15                |
| <b>II</b> | <b>Developing Listening Skills</b><br>1. Listening for specific information and main ideas<br>2. Listening for inferences and critical evaluation<br>3. Listening to informative talks, persuasive speeches, and panel discussions | 15                |

**Examination and Evaluation Pattern:**

5 Objective type questions  
05 Short questions essay of 4 marks each  
01 essay type questions of 10 marks each

**Recommended Readings:**

1. Abrahams, D. J. (2017). *Communication beginnings: An introductory listening and speaking text for English language learners*. Portland State University.
2. Doff, A. (2014). *B1 pre-intermediate coursebook English unlimited*, special edition. Cambridge University Press.
3. Doff, A. (2014). *B1 plus intermediate coursebook English unlimited*, special edition. Cambridge University Press.
4. Ludlow, R. & Panton, F. (1995). *The essence of effective communications*. Prentice Hall of India Pvt. Ltd.

## Four Year Under Graduate Programme (FYUGP) ENGLISH

### Semester-II DSC2 Core

Course Title: **Contemporary Indian Literature**

Course Code: **BNEN201DCT**

#### Scheme of Instruction

Total Duration: 60 hrs.

Periods/Week: 4

Credits: 4

Instruction Mode: Lecture

#### Scheme of Examination

Maximum Marks: 100

Internal Evaluation: 30

End Semester: 70

Exam Duration: 3 hrs.

**Course Objectives:** Familiarize students with the short story and poetry of Indian writing in English

**Course Outcomes:** Students are expected to appreciate style, theme, ethos and form of short story and poetry written by Indians belonging to different geographical and linguistic regions of India. It is hoped that a common or diverse thread running through the literature will be observed along with an understanding of the reason for the same

| UNIT       | Course Content  | Instruction Hours |
|------------|---|-------------------|
| <b>I</b>   | 1. Brief History of Indian Writing in English<br>2. Ezekiel: Good Bye Party to Miss Pushpa T.S.<br>3. Sri Sri: Forward March          | 15                |
| <b>II</b>  | 1. English Poetry in India<br>2. Jayanta Mahapatra: A Country n<br>3. Gauri Deshpande: The Female of the Species                      | 15                |
| <b>III</b> | 1. A Brief History of the Short Story in India<br>2. R. K. Narayan: The 'M.C.C'.<br>3. Sadat Hasan Manto: Toba Tek Singh              | 15                |
| <b>IV</b>  | 1. Women Short Story Writers in Indian Writing in English<br>2. Qurratulain. Hyder: The Sound of Falling Leaves<br>3. Ambai: Squirrel | 15                |

#### Examination and Evaluation Pattern:

10 Objective questions

05 Short questions of 6 marks each

03 Essay questions of 10 marks

#### Recommended Reading

*Modern Indian Literature Poems and Short Stories*, Department of English University of Delhi

Iyengar, S. K. R. (1985). *Indian Writing in English*. New Delhi: Sterling.

## Four Year Under Graduate Programme (FYUGP) ENGLISH

### Semester: II

### DSE-II (Elective/Optional)

Course Title: **Word Formation in Language**

Course Code: **BNEN201DET**

#### Scheme of Instruction

Total Duration: 30 hrs.

Periods / Week: 2

Credits: 2

Instruction Mode: Lecture

#### Scheme of Examination

Maximum Marks: 50

Internal Evaluation: 15

End Semester: 35

Exam Duration: 2 hrs.

#### Course Objective:

- To introduce students to the principles and theories of word formation in language.
- To explore the various processes of word formation, including derivation, compounding, blending, and conversion.
- To analyze the morphological structure and properties of words in different languages.
- To examine the relationship between word formation and meaning.
- To foster critical thinking skills in analyzing and evaluating word formation patterns in language.

#### Course Outcomes:

Upon completion of this course, students will be able to:

**CO1.** Identify and analyze different processes of word formation in various languages.

**CO2.** Understand and explain the morphological structure and properties of words.

**CO3.** Recognize and evaluate the relationship between word formation and meaning.

**CO4.** Apply knowledge of word formation patterns to analyze and interpret unfamiliar words.

**CO5.** Demonstrate critical thinking skills in assessing and comparing word formation systems across languages.

| Unit      | Course Content  | Instruction Hours |
|-----------|---|-------------------|
| <b>I</b>  | <b>Basics of Word Formation</b> <ol style="list-style-type: none"> <li>1. Introduction to Morphology and Word Formation</li> <li>2. Morphemes: Roots, Affixes, and Combining Forms</li> <li>3. Types of Word Formation: Derivation and Compounding</li> </ol> | 15                |
| <b>II</b> | <b>Advanced Topics in Word Formation</b> <ol style="list-style-type: none"> <li>1. Blending and Clipping: Creation of New Words</li> <li>2. Conversion and Zero Derivation</li> <li>3. Reduplication and Repetition: Constraints in Word Formation</li> </ol> | 15                |

#### Examination and Evaluation Pattern:

05 Objective-type questions

05 Short questions essay of 4 marks each

01 Essay-type question of 10 marks

#### Recommended Reading:

1. Matthews, P. H. (1991). *Morphology*. Cambridge University Press.
2. Haspelmath, M., & Sims, A. (2013). *Understanding morphology*. Routledge.
3. Pounder, A. (2011). *Process and paradigms in word-formation morphology* (Vol. 131). Walter de Gruyter.
4. Lieber, R. (2021). *Introducing morphology*. Cambridge University Press.
5. Plag, I. (2018). *Word-formation in English*. Cambridge University Press.
6. Lieber, R. (1992). *Deconstructing morphology: Word formation in syntactic theory*. University of Chicago Press.
7. Bauer, L. (1983). *English word-formation*. Cambridge University Press.

## Four Year Under Graduate Programme (FYUGP) ENGLISH

### Semester-II DSE-II (Elective/Optional)

Course Title: **Reading Essays**

Course Code: **BNEN202DET**

#### Scheme of Instruction

Total Duration: 30hrs.  
Periods/Week: 2  
Credits: 2  
Instruction Mode: Lecture

#### Scheme of Examination

Maximum Marks: 50  
Internal Evaluation: 15  
End Semester: 35  
Exam Duration: 2 hrs.

**Course Objectives:** To introduce students to the various literary forms in essay writing and the background of English Essay.

**Course Outcomes:** Upon the completion of the course the students are expected to clearly understand and treat Essay as a distinct genre and learn about the rich and vibrant tradition of essay writing around the world.

| Unit | Course Content  | Instruction Hours |
|------|---|-------------------|
| I    | <b>Background to the Essay</b><br>1. Francis Bacon: "Of studies"<br>2. Joseph Addison: "A Friend of Mankind"<br>3. Charles Lamb: "Dream Children" | 15                |
| II   | 1. George Orwell: "Shooting an Elephant"<br>2. J. B. Priestley: "On Doing Nothing"<br>3. A. G. Gardiner: "In Defence of Ignorance"                | 15                |

**Examination and Evaluation Pattern:**

- 05 Objective type questions
- 05 Short questions of 4 marks each
- 01 essay type questions of 10 marks

#### Recommended Reading:

1. Blaisdell, B. (Ed.). (2005). *Great English Essays: From Bacon to Chesterton*. NY: Dover.
2. Gigante, D. (2008). *The Great Age of English Essay: An Anthology*. London: Yale University Press.
3. Lopate, P. (1995). *The Art of the Personal Essay: An Anthology from the Classical Era to the Present*. NY: Anchor Books.
4. Williams, Emrys. *A Book of English Essays*. India: Penguin Classics, 2000.

## Four Year Under Graduate Programme (FYUGP) ENGLISH

**Semester: 2**  
**SEC-II**

Course Title: **Integrated Communication**

Course Code: **BNEN201SET**

**Scheme of Instruction**

Total Duration: 30 hrs.  
Periods / Week: 2  
Credits: 2  
Instruction Mode: Lecture

**Scheme of Examination**

Maximum Marks: 50  
Internal Evaluation: 15  
End Semester: 35  
Exam Duration: 2 hrs.

**Course Objective:**

The objective of the course is to equip undergraduate Level 1 students with the essential knowledge, skills, and strategies necessary for effective communication in the English language. Through this course, students will develop proficiency in speaking, listening, reading, and writing in English.

**Course Outcomes:**

By the end of the course, students will be able to: Understand the basics of communications b) comprehend and respond effectively in English, c) Apply integrated communication strategies, d) Deliver effective presentations in English, e) Demonstrate interpersonal communication skills in English, f) Exhibit professionalism in English communication.

| Unit      | Course Content   | Instruction Hours |
|-----------|--|-------------------|
| <b>I</b>  | <b>Foundations of Communication</b><br>1. Foundations of Communication<br>2. Speaking and Listening Skills<br>3. Reading and Writing Skills            | <b>15</b>         |
| <b>II</b> | <b>Communication Types and Strategies</b><br>1. Public Speaking and Presentation Skills<br>2. Interpersonal Communication<br>3. Business Communication | <b>15</b>         |

**Examination and Evaluation Pattern:** 5 Objective type questions  
05 Short questions essay of 4 marks each  
01 essay type questions of 10 marks each

**Recommended Readings:**

Bhatnagar, N., & Bhatnagar, M. (Eds.). (2011). Effective Communication and Soft Skills. New Delhi: Pearson.  
Carnegie, D. (2010). How to Win Friends and Influence People. Pocket Books.  
Carnegie, D. (2010). The Quick and Easy Way to Effective Speaking. Pocket Books.  
Carnegie, D. (2011). Effective Communication Skills. Pocket Books.  
Langan, J. (2008). College Writing Skills with Readings (7th ed.). New York: McGraw-Hill.  
Learning English: A Communicative Approach. (2006). Hyderabad: Orient Longman.  
Reading Comprehension Success (4th ed.). (2009). New York: Learning Express.  
Sweeney, S. (2009). English for Business Communication. Cambridge University Press.  
Sweeney, S. (2011). Communicating in Business: A Short Course for Business English Students. Cambridge University Press.

### Four Year Under Graduate Programme (FYUGP) ENGLISH

**BA (English) Semester: 2**

**GEC-II**

Course Title: **Spoken English- I**

Course Code: **BNEN201GET**

**Scheme of Instruction**

Total Duration: 30 hrs.

Periods / Week: 2

Credits: 2

Instruction Mode: Lecture

**Scheme of Examination**

Maximum Marks: 50

Internal Evaluation: 15

End Semester: 35

Exam Duration: 2 hrs.

**Course Learning Outcome:** Upon the completion of the course, students will be able to demonstrate basic Spoken English skills.

**Course Objectives:**

The course aims at the following objectives:

1. Students will be able to develop basic speaking skills in English.
2. Students will be able to communicate in English in everyday situations.

| Unit      | Course Content  | Instruction Hours |
|-----------|---|-------------------|
| <b>I</b>  | <b>Fundamentals of Spoken English</b><br>1. Pronunciation practice<br>2. Basic Vocabulary (home, university, market, hospital, & restaurant)<br>3. Simple sentences | 15                |
| <b>II</b> | <b>Conversational Skills</b><br>1. Role-play everyday conversations<br>2. Phone conversations<br>3. Story-telling   | 15                |

**Examination and Evaluation Pattern:**

05 Objective type questions

03 Short questions essay of 05 marks each

01 Essay type question of 10 marks

**Recommended Readings:**

Abrahams, D. J. (2017). *Communication beginnings: An introductory listening and speaking text for English language learners*. Portland State University.

Doff, A. (2014). *B1 pre-intermediate coursebook English unlimited*, special edition. Cambridge University Press.

## Four Year Under Graduate Programme (FYUGP) ENGLISH

**Semester: II**  
**AEC-II**

Course Title: **Speaking Skills**

Course Code: **BNEN201AET**

**Scheme of Instruction**

Total Duration: 30 hrs.

Periods / Week: 2

Credits: 2

Instruction Mode: Lecture

**Scheme of Examination**

Maximum Marks: 50

Internal Evaluation: 15

End Semester: 35

Exam Duration: 2 hrs.

**Course Objectives:** The course aims at the following objectives:

1. Students will be able to explain the importance of speaking skills.
2. Students will be able to identify different sounds in English language.
3. Students will be able to apply different strategies to enhance their speaking skills.
4. Students will be able to demonstrate effective conversational, public speaking, and group discussion skills.

**Course Outcomes:** Upon the completion of the course, the students are expected to have enhanced their speaking skills in English.

| Unit      | Course Content  | Instruction Hours |
|-----------|---|-------------------|
| <b>I</b>  | <b>Introduction to Speaking Skills</b><br>1. Importance of speaking skills<br>2. Basic Phonetics and pronunciation practice<br>3. Strategies to enhance speaking skills | 15                |
| <b>II</b> | <b>Developing Speaking Skills</b><br>1. Conversational skills<br>2. Public speaking skills<br>3. Group discussion skills  | 15                |

**Examination and Evaluation Pattern:**

- 5 Objective type questions
- 05 Short questions essay of 4 marks each
- 01 essay type questions of 10 marks each

**Recommended Readings:**

1. Abrahams, D. J. (2017). *Communication beginnings: An introductory listening and speaking text for English language learners*. Portland State University.
2. Doff, A. (2014). *B1 pre-intermediate coursebook English unlimited*, special edition. Cambridge University Press.
3. Doff, A. (2014). *B1 plus intermediate coursebook English unlimited*, special edition. Cambridge University Press.
4. Ludlow, R. & Panton, F. (1995). *The essence of effective communications*. Prentice Hall of India Pvt. Ltd.
5. Sasikumar, V., & Dhamija, P. V. (2001). *Spoken English: A self-learning guide to conversation practice*. Tata McGraw Hill.

### Four Year Under Graduate Programme (FYUGP) ENGLISH

#### Semester-III

Course Title: **Introduction to British Literature**  
**DSC III**

Course Code: **BNEN301DCT**

Total Duration: 60hrs.

Periods/Week: 4

Credits: 4

Instruction Mode: Lecture/Discussions/ Simulation

Maximum Marks: 100

Internal Evaluation: 30

End Semester: 70

Exam Duration: 3hrs.

**Course Objectives:** To Familiarize students with the British Literature

**Course Outcomes:** To introduce students to the works of some canonical British writers so that they develop aesthetics for literature such as drama and novel. Upon the completion of course students are expected to acquire background knowledge of British literature in respect of drama and novel

| Unit | Course Content  | Instruction Hours |
|------|---|-------------------|
| I    | <b>Background to the age of Shakespeare</b><br>4. Introduction to British drama<br>5. A Brief Survey of British drama<br>6. Life and works of William Shakespeare                                 | 15                |
| II   | <b>The Merchant of Venice</b><br>4. Shakespearean Romantic Comedy: Features<br>5. Plot construction, Themes and Characters<br>6. Relevance of <i>Merchant of Venice</i> in the Contemporary World | 15                |
| III  | <b>Background to the age of Charles Dickens</b><br>4. Introduction to the British Novel<br>5. A Brief history and types of the novel.<br>6. Life and Works of Charles Dickens                     | 15                |
| IV   | <b>Oliver Twist</b><br>4. <i>Oliver Twist</i> : Introduction<br>5. Plot construction, Themes & Characters<br>6. Language & Narrative Technique  | 15                |

#### Recommended Reading

Albert, E (2009) History of English Literature 5<sup>th</sup> edition Oxford.

Abrams, M. H. (1992) *A Glossary of Literary terms*. New Delhi: Prism



**Semester-III**  
**DSE III**

Course Title: **Introduction to Poetry**

Course Code: **BNEN301DET**

Scheme of Instruction  
Total Duration: 30hrs.  
Periods/Week: 2  
Credits: 2  
Instruction Mode: Lecture

Scheme of Examination  
Maximum Marks: 50  
Internal Evaluation: 15  
End Semester: 35  
Exam Duration: 2 hrs.

**Course Objectives:** To familiarize students to poetry in English, its origin and development, and to introduce them critically to the select poems under study.

**Course Outcomes:** Upon the completion of the course the students are expected to have learnt forms of poetry and schools of poetry along with interpretation of select poems.

| Unit | Course Content  | Instruction Hours |
|------|---|-------------------|
| I    | 4. Introducing Poetry (subjective & objective)<br>5. Types of poetry (sonnet, elegy, ode, epic & ballad) & stanza forms (Heroic couplet, Blank verse); definitions & examples<br>6. Introducing Schools of Poetry: (Renaissance, Metaphysical, Neo-Classical, Romantic, Victorian & Modern); characteristics                                      | 15                |
| II   | 4. William Shakespeare: Sonnet 60 (Like as the waves make toward the pebbled shore)<br>2. John Donne: A Valediction Forbidding Mourning<br>3. Mary Wortley Montagu: A Hymn to the Moon<br>4. William Wordsworth: I Wandered Lonely as A Cloud<br>5 Alfred Tennyson: Break, Break, Break<br>6. Rabindranath Tagore: Where the Mind is Without Fear | 15                |

Examination and Evaluation Pattern: 05 Objective type questions  
 05 Short questions of 4 marks each  
 01 essay type questions of 10 marks  
 Internals:15 Marks

**Recommended Reading:**

- 7) Edward Albert, (1979). *History of English Literature*. Oxford: OUP.
- 8) Harpham Geoffrey & Abrahams M H A *Glossary of Literary Terms*. 11<sup>th</sup> Paperback edition
- 9) Vendler Helen (1997) *Poems, Poets & Poetry*. Harvard University
- 10) Prasad Brijadish & Ramados Priya Hari *A Background to the Study of English Literature*
- 11) Bolan Eavan ed. (2001) *The Making of A Poem: A Norton Anthology of Poetic Forms*. Paperback

**Semester: 3**  
**DSE III**

Course Title: **Children's Literature**

Course Code: **BNEN302DET**

**Scheme of Instruction**

Total Duration: 30hrs.

Periods / Week: 2

Credits: 2

Instruction Mode: Lecture

**Scheme of Examination**

Maximum Marks: 50

Internal Evaluation: 15

End Semester: 35

Exam Duration: 2 hrs.

**Course Objectives:**

- To provide an understanding of the historical development and significance of children's literature.
- To explore various genres and themes within children's literature.
- To analyze the role of children's literature in cultural and social contexts.
- To develop critical thinking and analytical skills through the study of literary texts.

**Course Outcomes:**

- Gain an in-depth understanding of the historical development of children's literature.
- Recognize and evaluate diverse genres and themes within children's literature.
- Comprehend the cultural, social, and educational influences of children's literature.
- Enhance skills in critically analyzing and interpreting literary texts intended for children.

| Unit      | Course Content   | Instruction Hours |
|-----------|--|-------------------|
| <b>I</b>  | <b>Introduction to Children's Literature: Historical Development of Children's Literature</b><br>-Origins and Early Works<br>- Folktales and Fairy Tales<br>-Storytelling<br><b>19<sup>th</sup> &amp; 20<sup>th</sup> Century Children's Literature</b><br>- Carroll, Lewis. <i>Alice's Adventures in Wonderland</i><br>- Andersen, Hans Christian. <i>Fairy Tales</i>   | 15                |
| <b>II</b> | <b>Traditional Indian and Other Folktales for Children</b><br>-Fantasy and Adventure<br>- Classic and Modern Adventure Stories: <i>Feluda Series</i> - Satyajit Ray<br>- Depiction of Everyday Life: R. K. Narayan - <i>Malgudi Days</i><br><b>Adapting Cultural Diversity in Indian Children's Literature</b><br>-Festivals, traditions, languages, and folktales<br>Cultural Diversity and Inclusion in Cinema:<br><i>The Blue Umbrella</i> (2005, based on Ruskin Bond's novella) | 15                |

**Examination and Evaluation Pattern:**

5 Objective type questions  
 05 Short questions essay of 4 marks each  
 01 essay-type questions of 10 marks each

**Text Books and References:**

Aardema, Verna, et al. *Why Mosquitoes Buzz in People's Ears: A West African Tale*. Dial Press, 1975.  
 ASU Library. *Debbie Reese: Some Truths, but Lots of Lies: Indigenous Peoples in Children's Literature*. 2016. YouTube, <https://www.youtube.com/watch?v=Rn5sFPKQ9EY>.  
 Happy Young Readers. *20 INDIAN AUTHORS IN CONTEMPORARY CHILDREN'S LITERATURE IN ENGLISH | Happy Young Readers* /. 2020. YouTube, <https://www.youtube.com/watch?v=j6VnaC4tNgg>.  
 ---. *Books by Author Roopa Pai | Contemporary Children's Literature in India* |. 2020. YouTube, <https://www.youtube.com/watch?v=ueXcOh1pC0k>.  
 Henderson, Darwin L., and Jill P. May. *Exploring Culturally Diverse Literature for Children and Adolescents: Learning to Listen in New Ways*. Pearson education, 2005.  
 Hunt, Peter, editor. *International Companion Encyclopedia of Children's Literature*. 2nd ed, Routledge, 2004.  
 'Indian Children's Literature in English'. *Indian Writing In English*, <https://indianwritinginenglish.uohyd.ac.in/indian-childrens-literature-in-english/>. Accessed 29 July 2024.  
 Lewis, C. S. *The Lion, the Witch and the Wardrobe*. Edited by Pauline Baynes, HaperTrophy, 1980.

McCarthy, Tara. *Multicultural Myths and Legends: 17 Stories with Activities to Build Cultural Awareness*. Scholastic, 1994.

Short, Kathy Gnagey, and Desireé W. Cueto. *Essentials of Children's Literature*. Tenth edition, Pearson, 2023.

TEDx Talks. *Representation Matters: Diversity in Children's Literature* | Shyno Chacko | TEDxUnionCity. 2019. YouTube, <https://www.youtube.com/watch?v=RKTCLUjzvVs>.

Zipes, Jack, editor. *The Oxford Encyclopedia of Children's Literature*. Oxford University Press, 2006.

Online Resources:

<https://youtu.be/j6VnaC4tNgg>

<https://indianwritinginenglish.uohyd.ac.in/indian-childrens-literature-in-english/>

<https://www.firstpost.com/living/childrens-literature-in-india-undergoes-revolution-as-publishers-experiment-with-regional-languages-genres-6943791.html>

<https://youtu.be/uPbmVJ5FmuQ>

[https://www.worldoftales.com/Asian\\_folktales/Indian\\_folktale\\_13.html#gsc.tab=0](https://www.worldoftales.com/Asian_folktales/Indian_folktale_13.html#gsc.tab=0)

[https://www.worldoftales.com/Indian\\_fairy\\_tales.html#gsc.tab=0](https://www.worldoftales.com/Indian_fairy_tales.html#gsc.tab=0)

<https://youtu.be/ueXcOh1pC0k>

<https://www.penguinrandomhouse.com/the-read-down/stories-by-indian-american-authors/>

<https://youtu.be/RKTCLUjzvVs>

Debbie Reese: Some Truths, but Lots of Lies: Indigenous Peoples in Children's Literature

<https://youtu.be/Rn5sFPKQ9EY>

<https://www.childrensliteratureassembly.org/blog/online-resources-for-diverse-childrens-literature>

**Semester: 3**  
**SEC IIII**

Course Title: **Effective Writing: Academic and Business**

Course Code: **BNEN301SET**

**Scheme of Instruction**

Total Duration: 15 weeks; 30 hrs.

Periods / Week: 2

Credits: 2

Instruction Mode: Lecture/Practical/Tutorial

**Scheme of Examination**

Maximum Marks: 50

Internal Evaluation: 15

End Semester: 35

Exam Duration: 2 hrs.

**Course Objective:**

The objective of the course is to equip undergraduate Level 2 students with advanced writing skills for academic and business contexts. Students will learn to produce clear, structured, and persuasive documents and adapt their writing for various audiences and purposes.

**Course Outcomes:**

By the end of the course, students will be able to: a) Write clear and structured research papers and essays, b) Develop and present business reports and proposals, c) Adapt writing style for different audiences and purposes, d) Craft professional correspondence, e) Create effective digital content, f) Demonstrate advanced editing and proofreading skills.

| Unit      | Course Content  | Instruction Hours/<br>Credits |
|-----------|---|-------------------------------|
| <b>I</b>  | <b>Academic Writing</b> <ol style="list-style-type: none"> <li>1. Understanding Research Writings</li> <li>2. Analysing and Reviewing Research Writings</li> <li>3. Preparing Research Reports and Proposals</li> </ol>     | 15                            |
| <b>II</b> | <b>Business Writing</b> <ol style="list-style-type: none"> <li>1. Introduction to Professional Correspondence</li> <li>2. Writing Business Reports and Proposals</li> <li>3. Preparing Content for Digital Media</li> </ol> | 15                            |

Examination and Evaluation Pattern:

5 Objective type questions

05 Short questions essay of 4 marks each

01 essay type questions of 10 marks each Internals -30 Marks

**Recommended Readings:**

1. Hacker, Diana. *A Writer's Reference*. 9th ed., Bedford/St. Martin's, 2022.
2. Baker, Paula. *Business Writing For Dummies*. 3rd ed., John Wiley & Sons, 2017

## Four Year Under Graduate Programme (FYUGP) ENGLISH

### Semester-III GEC III

Course Title: Appreciating Short Stories

Course Code: **BNEN301GET**

#### Scheme of Instruction

Total Duration: 30hrs.

Periods/Week: 2

Credits: 2

Instruction Mode: Lecture

#### Scheme of Examination

Maximum marks: 50.

Internal Evaluation: 15

End Semester Examination: 35

Examination Duration: 2 hours

**Course Objectives:** This course will introduce students to short story as a distinct literary genre. It will also familiarize them to various elements of short story, such as, story, plot, character, narrator, setting, point of view, structure etc. The course aims to enable students to explore how authors from diverse cultural backgrounds and historical periods utilize the genre to reflect the richness of human experience

**Course Outcomes:** Upon successful completion of this course, students will be able to:

- Analyse the key elements of fiction, including plot, character, setting, theme, and point of view, within the context of the short story.
- Examine the structure of short stories and understand how different authors utilize form and technique to create impactful narratives.

| Unit | Course Content   | Instruction Hours |
|------|--|-------------------|
| I    | Introduction to Short Story and its Elements<br>“Bartleby, the Scrivener” by Herman Melville<br>“A Very Old Man with Enormous Wings” by Gabriel García Márquez<br>“The School” by Donald Barthelme | 15                |
| II   | Exploring Themes and Techniques<br>“An Astrologer’s Day” by R. K. Narayan<br>“The Storeyed House” by Waman Hoval<br>“Laburnum for my Head” by Temsula Ao   | 15                |

Examination and Evaluation Pattern:

- 5 Objective questions of 1 mark each
- 5 Short questions of 4 marks each
- 1 Essay question of 10 marks

#### Recommended Reading:

Bausch, Richard, and R.V. Cassill, editors. *The Norton Anthology of Short Fiction*. W.W. Norton & Company, 2015.  
 Gioia, Dana, and R.S. Gwynn, editors. *The Art of the Short Story*. Pearson Longman, 2006.  
 Kahn, Andrew. *The Short Story: A Very Short Introduction*. Oxford University Press, 2018.  
 Klarer, Mario. *An Introduction to Literary Studies*. Routledge, 2013.

**BA Semester: 3**  
**AEC III**

Course Title: **Reading Skills**

Course Code: **BNEN301AET**

**Scheme of Instruction**

Total Duration: 30 hrs.

Periods / Week: 2

Credits: 2

Instruction Mode: Lecture

**Scheme of Examination**

Maximum Marks: 50

Internal Evaluation: 15

End Semester: 35

Exam Duration: 2 hrs.

**Course Outcomes:** Upon the completion of the course, the students are expected to have enhanced their reading skills in English.

**Course Objectives:** The course aims at the following objectives:

1. Students will be able to explain the importance of reading skills.
2. Students will be able to define different types of reading skills.
3. Students will be able to apply different strategies to enhance their reading skills.
4. Students will be able to read and comprehend different types of texts.

| Unit      | Course Content  | Instruction Hours |
|-----------|---|-------------------|
| <b>I</b>  | <b>Introduction to Reading Skills</b><br>1. Importance of reading skills<br>2. Types of reading skills<br>3. Strategies to enhance reading skills | 15                |
| <b>II</b> | <b>Developing Reading Skills</b><br>1. Reading Comprehension: Prose and Poetry<br>2. General Reading: Newspaper<br>3. Academic Reading: Book      | 15                |

**Examination and Evaluation Pattern:**

- 05 Objective type questions
- 03 Short questions essay of 05 marks each
- 01 Essay type question of 10 marks

**Recommended Readings:**

1. Doff, A. (2014). *B1 pre-intermediate coursebook English unlimited*, special edition. Cambridge University Press.
2. Doff, A. (2014). *B1 plus intermediate coursebook English unlimited*, special edition. Cambridge University Press.
3. Ludlow, R. & Panton, F. (1995). *The essence of effective communications*. Prentice Hall of India Pvt. Ltd.

**Semester-4 (BA English)**  
**DSC IV**

Course Title: **Literature across Borders**

Course Code: **BNEN401DCT**

**Scheme of Instruction**

Total Duration: 60 hrs.

Periods / Week: 4

Credits: 4

Instruction Mode: Lecture

**Scheme of Examination**

Maximum Marks: 100

Internal Evaluation: 30

End Semester: 70

Exam Duration: 3 hrs.

**Course Outcomes:**

To introduce students to the samples of literature produced in different parts of the world so that they develop aesthetics for literature irrespective of the region and period. Upon the completion of the course students are expected to learn the style and theme of literary pieces belonging to various genres of literature produced across the time and countries.

| Unit       | Course Content  | Instruction Hours |
|------------|---|-------------------|
| <b>I</b>   | <b>Poetry from Victorian to Modern Period</b><br>1. Victorian Poetry: Characteristic features<br>2. Robert Browning: <i>My Last Duchess</i><br>3. Modern Poetry: characteristic features<br>4. Sylvia Plath: <i>The Moon and the Yew Tree</i>           | 15                |
| <b>II</b>  | <b>Latin American Writing;</b><br>1. Introduction to Latin American Writing<br>2. Life and works of. Gabriel Garcia Marquez<br>3. Gabriel Garcia Marquez: <i>Balthazar's Marvelous Afternoon</i><br>4. Pablo Neruda: <i>The Portrait in the Rock</i>    | 15                |
| <b>III</b> | <b>African and Indian Writing</b><br>1. Introduction to African Writing (Short story)<br>2. Ngugi wa Thiong'o: <i>From Decolonizing the Mind</i><br>3. Introduction to Indian Short story<br>4. Vaikom Muhammed Basheer: <i>The World-Renowned Nose</i> | 15                |
| <b>IV</b>  | <b>Drama</b><br>1. A brief survey Indian English Drama<br>2. Life and works of Vijay Tendulkar<br>3. <i>Silence the Court is in Session</i>   | 15                |

**Examination and Evaluation Pattern:**

10 Objective type questions  
 05 Short questions essay of 6 marks each  
 03 Essay type questions of 10 marks each

**Recommended Reading:**

- Abrams, M.H. (1992). *A Glossary of Literary Terms*. New Delhi: Prism.
- Aschcroft, B., G. Griffiths, and H. Tiffin. (1989). *The Empire Writes back: Theory and Practice in Post-Colonial Literatures*. Routledge.
- Prasad, B. (1965). *A Background to the Study of English Literature*. New Delhi: Macmillan
- Rees, R.J. (1973). *English Literature: An Introduction for Foreign Readers*. New Delhi: Macmillan.
- Vinay, S. (2007) *Living Literatures: An Anthology of Prose and Poetry*. Orient Black Swan, 2007.

DSE IV

Course Title: **Introduction to Novel**Course Code: **BNEN401DET****Scheme of Instruction**

Total Duration: 30hrs.

Periods/Week: 2

Credits: 2

Instruction Mode: Lecture

**Scheme of Examination**

Maximum Marks: 50

Internal Evaluation: 15

End Semester: 35

Exam Duration: 2 hrs.

**Course Objectives:**

- To introduce students to the novel, its origins, development, elements, and types, and to critically engage them with select texts under study.

**Course Outcomes:**

- Define the terms "novel" and "novella," and articulate the differences between them.
- Identify key novelists and trace the development of the novel as a literary genre.
- Recognize and understand the fundamental elements of novel.
- Understand and classify various types of novels based on their distinguishing features.
- Summarize novel and analyze their different elements.
- Apply various literary techniques and articulate their views on the themes and issues presented in novels.
- Compare and contrast the prescribed texts with other novels of their choice.
- Integrate and reflect on the values derived from literary texts in everyday life.

| Unit | Course Content   | Instruction Hours |
|------|--|-------------------|
| I    | 1. What is "Novel"?<br>2. Origin and development of Novel<br>3. Difference between Novel and other forms of literature<br>4. Elements of Fiction: Story, plot, characters, Setting, Narrative Technique, point of view.<br>5. Techniques and devices<br>6. Types of Novels: Autobiographical Novel, Detective Fiction, Historical Novel, Novel, Epistolary Novel, Fantasy, Gothic Novel, Mythological novel, Picaresque Novel, Popular fiction, Realistic Novel, Regional Novel, Science Fiction, Utopian and Dystopian Novel. | 15                |
| II   | 1. William Golding: Lord of the Flies<br>2. Ernest Hemingway: The Old Man and the Sea  | 15                |

**Recommended Readings:**

- Abrams M. H. *A Glossary of Literary Terms* (Latest Edition), (Macmillan)
- Bonall. P (2013), *Twenty first century Fiction: A Critical Introduction*. Cambridge University Press, New York.
- E.M Forster (1927), *Aspects of Novel*. Harcourt, Brace & Company, New York.
- Hawthorn, J. (2010) *Studying Novel*. 6th Ed. Atlantic Publication & Distributors P. Ltd. Bloomsbury Academics.
- Hudson W. H (1913), *Introduction to the Study of English Literature*. George G. Harrap & Company, London.
- Jagannath, S. C. (2010) *Studies in English fiction: English Companion*. Swastic Publications, Delhi.
- Marjorie Boulton, (1975), *Anatomy of Novel*. Routledge & Kegan Paul, London & Boston.



**Semester-4 (BA English)****DSE IV**Course Title: **Women's Literature**Course Code: **BNEN402DET****Scheme of Instruction**

Total Duration: 30hrs.

Periods/Week: 2

Credits: 2

Instruction Mode: Lecture

**Scheme of Examination**

Maximum Marks: 50

Internal Evaluation: 15

End Semester: 35

Exam Duration: 2 hrs.

**Course Objectives:**

To introduce students to aware of the status of women in the society, their role and treatment. To prepare the students to comprehend, assess and analyze the role of women in the relatively changing world.

**Course Outcomes:**

Upon the completion of the course the students are expected to clearly understand and treat Women's literature as a distinct genre and learn about the exploitation and the predicament of women down the ages through women's writing.

| Unit      | Course Content   | Instruction Hours |
|-----------|--|-------------------|
| <b>I</b>  | Background to Women's Literature<br><b>Poetry</b><br>1. "An Introduction" – Kamla Das<br>2. "Phenomenal Woman" – Maya Angelou<br>3. "Eve to Her Daughters" – Judith Wright | 15                |
| <b>II</b> | Introduction to Short Story<br>1. "A Kitchen in the Corner of the House" – Ambai<br>2. "Boys and Girls" – Alice Munro<br>3. "The Weed" – Amrita Pritam                     | 15                |

**Examination and Evaluation Pattern:** 05 Objective type questions

05 Short questions of 4 marks each

01 essay type questions of 10 marks

**Recommended Reading:**

1. Alter, Stephen, Wimal Dissanayake. Ed. *Modern Indian Short Stories*. New Delhi: Penguin Books, 2001.
2. Sage, Lorna. *Cambridge Guide to Women's Writing in English*. Ed. Germaine Greer and Elaine Showalter, Cambridge UP, 1999. <http://catdir.loc.gov/catdir/samples/cam032/98050778.pdf>
3. Tharu, Susie, and K. Lalitha, eds. *Women Writing in India: 600 B.C to the Present, Volume II: The Twentieth Century*. New York: The Feminist Press, 1993.
4. Walters, Margaret. *Feminism: A Very Short Introduction*. Oxford UP, 2005.
5. Woolf, Virginia. *A Room of One's Own*. London: The Hogarth, 1929.

Prose:

"Dear Ijeawele, or a Feminist Manifesto in Fifteen Suggestions" – Chimamanda Adichie

Short Stories:

"Summer Vacation" – Kamala Das

"A Kitchen in the Corner of the House" – Ambai,

**Programme: UG Diploma (Level 2)**  
**SEC IV**

**Semester: 4**

Course Title: **Integrated Writing**

**Course Code: BNEN401SET**

**Scheme of Instruction**

Total Duration: 15 weeks; 30 hrs.

Periods / Week: 2

Credits: 2

Instruction Mode: Lecture/Practical/Tutorial

**Scheme of Examination**

Maximum Marks: 50

Internal Evaluation: 15

End Semester: 35

Exam Duration: 2 hrs.

**Course Objective:**

The objective of the course is to equip undergraduate Level 2 students with advanced writing skills for academic and business contexts. Students will learn to produce clear, structured, and persuasive documents and adapt their writing for various audiences and purposes.

**Course Outcomes:**

By the end of the course, students will be able to: a) Write clear and structured research papers and essays, b) Develop and present business reports and proposals, c) Adapt writing style for different audiences and purposes, d) Craft professional correspondence, e) Create effective digital content, f) Demonstrate advanced editing and proofreading skills.

| Unit      | Course Content   | Instruction Hours/<br>Credits |
|-----------|--|-------------------------------|
| <b>I</b>  | <b>Academic Writing</b><br>1. Introduction to Research Papers and Essays<br>2. Critical Analysis and Review<br>3. Academic Reports and Proposals | 15                            |
| <b>II</b> | <b>Business Writing</b><br>1. Professional Correspondence<br>2. Business Reports and Proposals<br>3. Writing for Digital Media                   | 15                            |

Examination and Evaluation Pattern:

5 Objective type questions

05 Short questions essay of 4 marks each

01 essay type questions of 10 marks each Internals -30 Marks

**Recommended Readings:**

1. Hacker, Diana. *A Writer's Reference*. 9th ed., Bedford/St. Martin's, 2022.
2. Baker, Paula. *Business Writing For Dummies*. 3rd ed., John Wiley & Sons, 2017

**BA (English) Semester: IV**  
**GEC IV**

**Course Title:** Spoken English- II

**Course Code:** BNEN401GET

**Scheme of Instruction**

Total Duration: 30 hrs.

Periods / Week: 2

Credits: 2

Instruction Mode: Lecture

**Scheme of Examination**

Maximum Marks: 50

Internal Evaluation: 15

End Semester: 35

Exam Duration: 2 hrs.

**Course Learning Outcome:** Upon the completion of the course, students will be able to demonstrate effective skills in Spoken English.

**Course Objectives:** The course aims at the following objectives:

1. Students will be able to demonstrate fluency in Spoken English.
2. Students will be able to speak in English in social and professional settings.

| Unit      | Course Content  | Instruction Hours |
|-----------|---|-------------------|
| <b>I</b>  | <b>Fluency Development</b><br>1. Reading practice<br>2. Active listening and responding<br>3. Giving a prepared speech                          | 15                |
| <b>II</b> | <b>Speaking in Different Settings</b><br>1. Self-introduction<br>2. Interactions in social settings<br>3. Interactions in professional settings | 15                |

**Examination and Evaluation Pattern:**

05 Objective type questions

03 Short questions essay of 05 marks each

01 Essay type question of 10 marks

**Recommended Readings:**

5. Abrahams, D. J. (2017). *Communication beginnings: An introductory listening and speaking text for English language learners*. Portland State University.
6. Doff, A. (2014). *B1 pre-intermediate coursebook English unlimited*, special edition. Cambridge University Press.

## BA 4-Year Integrated Course (ENGLISH)

**Semester: 4**  
**AEC IV**

**Title: Writing Skills**

**Course Code: BNEN401AET**

**Scheme of Instruction**

Total Duration: 60 hrs.

Periods / Week: 4

Credits: 4

Instruction Mode: Lecture

**Scheme of Examination**

Maximum Marks: 100

Internal Evaluation: 30

End Semester: 70

Exam Duration: 3 hrs.

**Course Objectives:**

1. To develop a solid foundation in academic writing.
2. To enhance the ability to write clearly, coherently, and effectively.
3. To improve the skills necessary for writing in higher education.
4. To familiarize students with various types of academic writing and the conventions of scholarly communication.

**Course Outcomes:**

- Gain an in-depth understanding of the historical development of children's literature.
- Recognize and evaluate diverse genres and themes within children's literature.
- Comprehend the cultural, social, and educational influences of children's literature.
- Enhance skills in critically analyzing and interpreting literary texts intended for children.

| Unit       | Course Content   | Instruction Hours |
|------------|--|-------------------|
| <b>I</b>   | <b>Understanding Academic Writing</b><br>- Academic writing and other forms of writing<br>Writing Process:<br>- Prewriting techniques (brainstorming, outlining, etc.)<br>- Drafting and revising<br>- Proofreading and editing                              | 15                |
| <b>II</b>  | <b>Essentials of Writing-I:</b><br>- Paragraph Structure: Topic, supporting and concluding sentences<br>- Paragraph unity, coherence, cohesion<br>- Sentences: Types, structures, formation and transformation<br>- Sentence construction rules, Punctuation | 15                |
| <b>III</b> | <b>Essentials of Writing-II:</b><br>- Types of Writing: Expository, Descriptive, Narrative, Argumentative<br>- Academic Essay: Structure and format  | 15                |
| <b>IV</b>  | <b>Research and Writing</b><br>- Reading, critical thinking and analysis<br>- Causation, building arguments<br>- Styles of referencing<br>- Common errors in writing   | 15                |

**Examination and Evaluation Pattern:** 10 Objective type questions

05 Short questions essay of 6 marks each

03 essay type questions of 10 marks each

**Text Books and References:**

‘A Typical Structure for an Academic Essay’. *Victoria University*, Victoria University, Melbourne,  
<https://www.vu.edu.au/sites/default/files/campuses-services/pdfs/asd-essay-structure.pdf>.

- ‘ACADEMIC ESSAY STRUCTURES & FORMATS’. *Center for Writing, University of Minnesota*, University of Minnesota, <https://writing.umn.edu/sws/assets/pdf/quicktips/academicessaystructures.pdf>.
- Britland, Sarah. *LibGuides: Academic Integrity Toolkit: Building References into Your Writing*. <https://libguides.reading.ac.uk/academicintegrity/writing-references>.
- Critical Thinking for Critical Writing* | SFU Library.  
<https://www.lib.sfu.ca/about/branches-depts/slc/writing/argumentation/critical-thinking-writing>.
- ‘Lesson 1: The Fundamentals of Academic Writing’. *24/7 Teach*, 4 Mar. 2023,  
<https://247teach.org/introduction-to-academic-writing/lesson-1-p5t9w-jds6t>.
- Online Academic Writing Undergraduate Tutors Spires™* | *Academic-Writing Fundamentals: Essential Concepts and Procedures*.  
<https://spires.co/online-academic-writing-tutors/undergraduate/academic-writing-fundamentals-essential-concepts-and-procedures>.
- The Writing and Critical Thinking Connection – Learning A-Z*.  
<https://www.learninga-z.com/site/resources/breakroom-blog/writingaz-critical-thinking>.
- **Books:**
    - *Academic Writing for Graduate Students*, by John M. Swales and Christine B. Feak.
    - *They Say/I Say: The Moves That Matter in Academic Writing*, by Gerald Graff and Cathy Birkenstein.
    - *High School English Grammar & Composition*, by Wren & Martin.
  - **Online Resources:**
    - Purdue Online Writing Lab (<https://owl.purdue.edu/owl/>)
    - Grammarly, and other online grammar tools