

SCHEME OF INSTRUCTION AND SYLLABUS

B.A. (Hons.) English

3 Year (6 Semester) Programme

Academic Year: 2024 - 25



Faculty of Applied Sciences and Humanities

United University
Rawatpur-Jhalwa (Prayagraj)
Uttar Pradesh

University Vision

“To establish a value based Global University having dynamic learning environment encouraging creativity and innovation, research inspired experimental learning and focusing on topics that are pertinent to the development of the region, the Country and the World.”

University Mission

To achieve the Vision, the Mission of the University is

- “To provide a dynamic, inspiring, and varied learning environment with global exposure.
- To position the institution as a premier hub for research and experiential learning.
- To develop into an adaptable university meeting the demands of society and business.
- To incorporate Value thinking, integrity, wisdom and passion in professional for their career and life”

Department Vision

“ The Vision of the Faculty of Applied Sciences & Humanities is to foster an inclusive academic environment that promotes interdisciplinary learning, critical thinking, and innovative research. We strive to cultivate a community of scholars dedicated to addressing global challenges through science, technology and the humanities. By aligning with the University’s commitment to excellence, we aim to empower students with the knowledge, skills and ethical values needed to contribute meaningfully to society and to lead in their chosen fields.”

Department Mission

“ To create a community of learners where we may contribute to their expertise and admire one another to create an enhanced society.

To provide learners with a solid foundation not only in the field of engineering by employing model tools and research facilities but also to teach them maths, the fundamental sciences, Environmental issues, and human values.

The Department is focused on a student-centred curriculum that emphasizes intellectual development, connecting with challenging coursework, and assignment-based learning.

The department is committed to encouraging an entrepreneurial, innovative mind-set in the students by exposing them to a plethora of events and activities on a global level too.

It promotes the overall development of a good citizen and an upright individual.

We look forward to helping them strengthen their inborn skills with the proper training in their field and offer an opportunity for expression to lead a bright career ahead.”

Program Educational Objectives (Undergraduate)

1. **PEOs-1:** Build a strong foundation in English literature and its historical, cultural and theoretical aspects.
2. **PEOs-2:** Develop critical thinking for analyzing literary texts and cultural narratives.
3. **PEOs-3:** Develop proficiency in communication skills, both oral and written.
4. **PEOs-4:** Encourage an understanding of diverse cultures through literary studies.
5. **PEOs-5:** Encourage independent research and a commitment to lifelong learning in literature and related fields.

Program Outcomes

On successful completion of the B.A. English Honours programme the student will be able to:

PO1 – *Comprehensive Literary Understanding:* Acquire deep understanding of English literature, covering historical periods, genres and major works.

PO2 – *Critical Thinking & Analysis:* Foster the ability to analyze texts, critique ideologies, and construct informed arguments.

PO3 – *Effective Communication Skills:* Strengthen verbal and written communication skills.

PO4 – *Cultural Awareness:* Explore diverse cultural contexts through literary texts, enhancing global perspectives and multicultural understanding.

PO5 – *Research Proficiency:* Engage in literary research, applying scholarly methods to investigate themes, authors, and critical issues.

PO6 – *Ethical Understanding:* Apply ethical principles in literary discussions and analysis.

PO7 – *Creativity :* Enhance creative expression through the practice of writing, critical reviews, and literary interpretations.

PO8 – *Interdisciplinary Approach:* Relate literature to other disciplines such as history, sociology, psychology, and philosophy to foster an integrated approach.

PO9 – *Digital Literacy:* Utilize digital tools in research and presentation.

PO10 – *Collaboration and Teamwork:* Develop skills to collaborate in group discussions, projects, and literary events, enhancing peer learning and communication.

PO11 – Lifelong learning: Cultivate a passion for ongoing learning and inquiry in literature.

PO12 – Social Awareness: Engage with literary works that explore social, political, and ethical issues, encouraging students to think critically about societal structures.

Program Specific Outcomes

PSO1: Literary Wisdom: Students will gain a thorough understanding of English literature in its entirety. Along with assessing the literary merit of any text, they will be able to recognize breaks in these traditions and draw parallels between the past and present.

PSO2: Cultural Coordination: Students will be able to tolerate opinions that differ from their own and understand the value of diverse cultural viewpoints coexisting.

PSO3: Writing in Academics: Students will acquire writing, presenting, interpretation, analysis, and appreciation of literature abilities that will be useful in media and journalism, publishing, research, and teaching professions in the future.

SCHEME OF INSTRUCTION

COURSE CATEGORY ABBREVIATIONS

1. Applied Sciences and Humanities-AS&H
2. Program Core-PC
3. Soft Skills-SS
4. Skill Enhancement Course-SEC
5. Compulsory Course-MC
6. Program Elective-PE
7. Open Elective-OE
8. Internship/Project

Semester – I

							Contact Hours	26
S. No.	Course Code	Course Category	Course Name	L	T	P	C	
1	ARUCEN101T	PC	Indian Classical Literature	5	1	0	6	
2	ARUCEN102T	PC	European Classical Literature	5	1	0	6	
3	ARUCEN103T	PC	Academic Writing and Composition	5	1	0	6	
4	CASCPEN10T	SEC	Fundamentals of Computers and its Application	2	0	0	2	
5	ARSPCSC10T	SS	Introduction to Professional Communication	2	0	0	2	
6	PTSPPAR10T	SEC	Professional Proficiency	4	0	0	4	
Total				23	03	0	26	

L- Total Lectures Per Week**T-Total Tutorials Per Week****P-Practical Hours Per Week****C- Total Credit**

Semester-II

							Contact Hours	26
S. No.	Course Code	Course Category	Course Name	L	T	P	C	
1	ARUCEN201T	PC	Indian Writing in English	5	1	0	6	
2	ARUCEN202T	PC	British Poetry and Drama 14th - 17th Centuries	5	1	0	6	
3	ARUCEN203T	PC	Text and Performance	5	1	0	6	
4	ARUCEN204T	SS	Communicative English	2	0	0	2	
5	SCSEPAR20T	SEC	Environmental Studies	2	0	0	2	
6	PTSPPAR20T	SEC	Professional Proficiency	4	0	0	4	
Total				23	3	0	26	

L- Total Lectures Per Week**T-Total Tutorials Per Week****P-Practical Hours Per Week****C- Total Credit**

Semester III

							Contact Hours	26
S. No.	Course Code	Course Category	Course Name	L	T	P	C	
1	ARUCEN301T	PC	American Literature	5	1	0	6	
2	ARUCEN302T	PC	Popular Literature	5	1	0	6	
3	ARUCEN303T	PC	British Poetry and Drama 17 th 18th Centuries	5	1	0	6	
4	ARUCEN304T	PC	Language and Linguistics	5	1	0	6	
5	PTSPPAR10T	SS	Professional Proficiency - III	2	0	0	2	
Total				22	4	0	26	

L- Total Lectures Per Week**T-Total Tutorials Per Week****P-Practical Hours Per Week****C- Total Credit**

Semester IV

							Contact Hours	26
S. No.	Course Code	Course Category	Course Name	L	T	P	C	
1	ARUCEN401T	PC	British Literature: 18 th Century	5	1	0	6	
2	ARUCEN402T	PC	British Romantic Literature	5	1	0	6	
3	ARUCEN402T	PC	British Literature: 19 th Century	5	1	0	6	
4	ARUCEN404T	PC	Contemporary India: Women and Empowerment	5	1	0	6	
5	PTSPPAR10T	SS	Professional Proficiency - IV	2	0	0	2	
Total				22	4	0	26	

L- Total Lectures Per Week**T-Total Tutorials Per Week****P-Practical Hours Per Week****C- Total Credit**

Semester V

							Contact Hours	26
S. No.	Course Code	Course Category	Course Name	L	T	P	C	
1	ARUCEN501T	PC	Women's writing	5	1	0	6	
2	ARUCEN502T	PC	British Literature: The Early 20th Century	5	1	0	6	
3	ARUCEN503T	PC	Modern Indian writing in English Translation	5	1	0	6	
4	ARUCEN504T	PC	Literary Criticism	5	1	0	6	
5	ARUCEN505T	SEC	Creative Writing	2	0	0	2	
Total				22	4	0	26	

L- Total Lectures Per Week**T-Total Tutorials Per Week****P-Practical Hours Per Week****C- Total Credit**

Semester VI

							Contact Hours	30
S. No	Course Code	Course Category	Course Name	L	T	P	C	
1	ARUCEN601T	PC	Modern European Drama	5	1	0	6	
2	ARUCEN602T	PC	Post-Colonial Literature	5	1	0	6	
3	ARUCEN603T	PC	Literary Theory	5	1	0	6	
4	JMSJPEN60T	SEC	Media and Communication Studies	5	1	0	2	
5	ARUCEN605P	Project	Project	-	6	-	6	
Total				20	10	0	26	

L- Total Lectures Per Week**T-Total Tutorials Per Week****P-Practical Hours Per Week****C- Total Credit****COURSE DETAILS FOR SEMESTER - I**

COURSE CODE AND NAME: ARUCEN101T/ INDIAN CLASSICAL LITERATURE**COURSE OBJECTIVE:**

1. To enable the students to appreciate the Indian classical literature and to realize its value in practical aspects of life.
2. To understand the didacticism and ethical value contained in Indian classical literature.

COURSE OUTCOMES:

After successful completion of the course, Students will be able to:

1. Read and understand the rich classical texts of Indian literature written in Sanskrit, in translated versions.
2. Enable the students to get an overview of the general narrative of The Mahabharata and an idea of how to go about interpreting all the complex themes, imagery, incidents, philosophical concepts of destiny, the Vedic point of view, dharma etc. in the prescribed text.
3. Appreciate these texts as a source of great wisdom.
4. Interpret these texts from contemporary points of view.

Unit-1

Kalidasa Abhijnana Shakuntalam, tr. Chandra Rajan, in Kalidasa: The Loom of Time (New Delhi: Penguin, 1989).

Unit -2

Vyasa 'The Dicing' and 'The Sequel to Dicing, 'The Book of the Assembly Hall', 'The Temptation of Karna', Book V 'The Book of Effort', in The Mahabharata: tr. and ed. J.A.B. van Buitenen (Chicago: Brill, 1975) pp. 106–69

Unit-3

Sudraka Mrcchakatika, tr. M.M. Ramachandra Kale (New Delhi: Motilal Banarasidass, 1962)

Unit-4

Ilango Adigal 'The Book of Banci', in Cilappatikaram: The Tale of an Anklet, tr. R. Parthasarathy (Delhi: Penguin, 2004) book 3.

TEXTBOOKS

1. Bharata, *Natyashastra*, tr. Manomohan Ghosh, vol. I, 2nd edn (Calcutta: Granthalaya, 1967) chap. 6: 'Sentiments', pp. 100–18.
2. Iravati Karve, 'Draupadi', in *Yuganta: The End of an Epoch* (Hyderabad: Disha, 1991) pp. 79–105.

REFERENCE BOOKS

1. J.A.B. Van Buitenen, 'Dharma and Moksa', in Roy W. Perrett, ed., *Indian Philosophy, vol. V, Theory of Value: A Collection of Readings* (New York: Garland, 2000) pp. 33–40.
2. Vinay Dharwadkar, 'Orientalism and the Study of Indian Literature', in *Orientalism Morality and Ethics in Public Life* by Ravindra Kumar p. 92.
3. Sentinel, The (4 December 2014). "Documentary film, books on Bhabananda– Nalini Prava". Archived from the original on 24 September 2015. Retrieved 24 December 2014.

COURSE CODE AND NAME: ARUCEN102T/ EUROPEAN CLASSICAL LITERATURE

COURSE OBJECTIVE:

The course aims to develop among the students appreciation to the different literary pieces and respect to cultural diversities found and highlighted in each of the literary masterpieces throughout Europe.

COURSE OUTCOMES:

After successful completion of the course, Students will be able to:

1. Read and understand the rich classical texts of Greco-Roman literatures in translated versions.
2. Trace the nature of influence that all the classical texts have on modern English literatures.
3. Appreciate these texts as a source of great wisdom.
4. Interpret these texts from contemporary points of view.

UNIT-1

Homer *The Iliad*, tr. E.V. Rieu (Harmondsworth: Penguin, 1985).

UNIT-2

Sophocles *Oedipus the King*, tr. Robert Fagles in *Sophocles: The Three Theban Plays* (Harmondsworth: Penguin, 1984).

UNIT-3

Gold, tr. E.F. Watling (Harmondsworth: Penguin, 1965).

UNIT-4

Ovid *Selections from Metamorphoses* 'Bacchus', (Book III), 'Pyramus and Thisbe' (Book IV), 'Philomela' (Book VI), tr. Mary M. Innes (Harmondsworth: Penguin, 1975). Horace Satires I: 4, in *Horace: Satires and Epistles and Persius: Satires*, tr. Niall Rudd (Harmondsworth: Penguin, 2005).

TEXTBOOKS

1. Aristotle, *Poetics*, translated with an introduction and notes by Malcolm Heath, (London: Penguin, 1996) chaps. 6–17, 23, 24, and 26.

REFERENCEBOOKS

1. Aristotle, *Poetics*, translated with an introduction and notes by Malcolm Heath, (London: Penguin, 1996) chaps. 6–17, 23, 24, and 26.
2. Plato, *The Republic*, Book X, tr. Desmond Lee (London: Penguin, 2007).
3. Horace, *Ars Poetica*, tr. H. Rushton Fairclough, *Horace: Satires, Epistles and Ars Poetica* (Cambridge Mass.: Harvard University Press, 2005) pp. 451–73.

COURSE OBJECTIVE:

1. To understand Academic Writing in detail.
2. To acquire various writing skills especially for Academics.
3. To learn the process of Academic writing.
4. To understand the critical thinking for academic writing.

COURSE OUTCOMES:

After successful completion of the course:

1. Students will be able to understand Academic Writing in detail.
2. The course will be useful for students to acquire various writing skills especially for Academics.
3. The course will enable students to learn the process of Academic writing.
4. The course will be useful for students in understanding the critical thinking for academic writing.
5. Students will learn different ways to improve argumentation skill.
6. Students will improve citing, editing & media review skills.

UNIT-1

Introduction to the Writing Process

UNIT-2

Introduction to the Conventions of Academic Writing

UNIT-3

Writing in one's own words: Summarizing and Paraphrasing

UNIT-4

Critical Thinking: Syntheses, Analyses, and Evaluation

UNIT-5

Structuring an Argument: Introduction, Interjection, and Conclusion

UNIT-6

Citing Resources; Editing, Book and Media Review

TEXTBOOKS

1. Liz Hamp-Lyons and Ben Heasley, Study writing: A Course in Writing Skills for Academic Purposes (Cambridge: CUP, 2006).
2. Renu Gupta, A Course in Academic Writing (New Delhi: Orient Black Swan, 2010).

REFERENCE BOOKS

1. Ilona Leki, Academic Writing: Exploring Processes and Strategies (New York: CUP, 2nd edn, 1998).
2. Gerald Graff and Cathy Birkenstein, They Say/I Say: The Moves That Matter in Academic Writing (New York: Norton, 2009).

COURSE CODE AND NAME: CASCPEN10T/ FUNDAMENTALS OF COMPUTERS AND ITS APPLICATION

COURSE OBJECTIVE:

1. To aware the basics of Computer.
2. To learn basic automation software.
3. To discuss and usage of information technology tools.

COURSE OUTCOMES:

After successful completion of the course, Students will be able to:

1. Develop efficient algorithms for solving a problem.
2. Use the various constructs of a programming language viz. conditional, iteration and recursion.
3. Implement the algorithms in “C” language.
4. Use simple data structures like arrays, stacks and linked list in solving problems.
5. Handling File in “C”.

UNIT-1

Introduction: Definition, data & information. Components of computer-hardware, software & firmware. Evolution/History & generations of computers. Block diagram of a computer. Types of computers-analog digital & hybrid computers, examples. Classification of computers and features, Mini Computers, Micro Computers, Mainframe Computers, Super Computers. Number Systems.

UNIT-2

Computer Hardware: Input devices-keyboard, mouse, trackball, joystick, light pen, touch screen, digitizers, mic, speakers & digital camera.

Output devices- CRT, LCD, LED, plasma, printers (impact & non-impact), scanners, plotters & projectors.

Memory & Storage- Primary & secondary memory, RAM, ROM, PROM, EPROM. Secondary Storage Devices (FD, HD, CD, DVD, USB memory).

UNIT-3

Languages & Operating Systems (O.S.): Types of Programming Languages: machine languages, assembly Languages, high level languages. Types of O.S., Windows Operating Environment Features of MS—Windows. Control panel, taskbar & desktop. Windows Application Icons. Windows accessories, notepad & paintbrush.

UNIT-4

Software Packages: Uses and applications of Software Packages. Word Processing Packages: MS-Word—Typing, editing & formatting, printing, clip art, tables, Mail merge, Macros. Spread Sheet Packages: MS-Excel—usage, commands, functions, filters charts.

Presentation Packages: MS-Power Point—slides creation, formatting, designing, slides animation/transitions, master slides, sound & video, slideshow.

UNIT-5

Tools: Introduction to Internet, WWW, web browsers & search engines
Basics of E-mail- Email addressing & using E-mails. Online collaboration-Zoom, Google Meet.
Introduction to E-commerce-online banking/shopping/Digital payment.

TEXTBOOKS

1. Byron S Gottfried “Programming with C” Second edition, Tata McGrawhill, 2007 (Paperback).
2. R.G. Dromey, “How to solve it by Computer”, Pearson Education, 2008.

REFERENCE BOOKS

1. Kanetkar Y, “Let us C”, BPB Publications, 2007.
2. Hanly J R & Koffman E.B, “Problem Solving and Programm design in C”, Pearson Education, 2009.
3. E. Balagurusamy, “Programming with ANSI- C”, Fourth Edition, 2008, Tata McGrawHill.
4. Venugopal K. R and Prasad S. R, “Mastering ‘C’”, Third Edition, 2008, Tata McGraw Hill.
5. B.W.Kernighan & D.M.Ritchie, “The C Programming Language”, Second Edition, 2001, Pearson Education.
6. ISRD Group, “Programming and Problem Solving Using C”, Tata McGrawHill, 2008.

COURSE CODE AND NAME: ARUCEN104/INTRODUCTION TO PROFESSIONAL COMMUNICATION**COURSE OBJECTIVE:**

1. To put in use the basic mechanics of Grammar.
2. To provide an outline to effective Organizational Communication.
3. To understand the role of communication in personal & professional success.
4. Prepare and present messages with a specific intent.

COURSE OUTCOMES:

After successful completion of the course, Students will be able to:

1. Students would be able to create substantial base by the formation of strong professional vocabulary for its application at different platforms and through numerous modes as Comprehension, reading, writing and speaking etc.
2. Students will apply it at their work place for writing purposes such as Presentation/official drafting/administrative communication and use it for document/project/report/research paper writing.
3. Students will apply it for practical and oral presentation purposes by being honed up in presentation skills and voice-dynamics. They will apply techniques for developing interpersonal communication skills and positive attitude leading to their professional competence.

UNIT-1

Components of Technical Writing and Functional Grammar: Words and Phrases: Word formation; Root words from foreign languages & their use in English; Prefixes & Suffixes: Derivatives; Modals; Concord; Articles; Infinitives; vocabulary development: technical vocabulary, vocabulary used in formal letters/emails and reports.

UNIT-2

Fundamentals of Technical Communication: Introduction to Communication; Process of Communication; Technical Communication: features: Distinction between General And Technical Communication; The flow of communication: Downward, Upward, Lateral/Horizontal (Peer group); Barriers to Communication; Dimensions of Communication: Reading, Listening & Comprehension: skills, types & methods.

UNIT-3

Technical Style & Written Communication: Technical Style: Features; types; Requisites of Sentence Construction; Types of Sentences; Paragraph Development: Techniques and Methods: Inductive, Deductive, Spatial, Linear, Chronological etc. Devices;

UNIT-4

Written Business Communication: Letter writing: Principles, Type: Sales; Credit letters; Claim; Adjustment Letters; Job Application & official letter; Reports: Types; Significance;

Structure, & drafting of Reports. Technical Proposal; Types; Writing of Proposal; Significance; Seminar & Conference paper writing; Expert Technical Lecture: Theme clarity; Analysis & Finding;

Notices; Agenda; Minutes of Meeting.

UNIT-5

Presentation Strategies & Oral Communication : Analysis of Audience and Locale; Nuances and Modes of Delivery; Kinesics ; Proxemics; Dimensions of Speech: Syllable; Accent; Pitch; Rhythm; Intonation; Paralinguistic features of voice ; Methods of Presentation: Interpersonal; Impersonal; Audience Participation: Quizzes & Interjections; Flow in Speaking; Public Speaking: method; Techniques: Clarity of substance; emotion; Humour.

TEXTBOOKS

1. Improve your Writing ed. V.N. Arora and Laxmi Chandra, Oxford Univ. Press, 2001, New Delhi.
2. Technical Communication- Principles and Practices by Meenakshi Raman & Sangeeta Sharma, Oxford Univ. Press, 2007, New Delhi.
3. Functional skills in Language and Literature, by R.P. Singh, Oxford Univ. Press, 2005, New Delhi.

REFERENCE BOOKS

1. Improve your Writing ed. V.N. Arora and Laxmi Chandra, Oxford Univ. Press, 2001, New Delhi.
2. Technical Communication- Principles and Practices by Meenakshi Raman & Sangeeta Sharma, Oxford Univ. Press, 2007, New Delhi.
3. Functional skills in Language and Literature, by R.P. Singh, Oxford Univ. Press, 2005, New Delhi.
4. Ashraf Rizvi, "Effective Technical Communication", 2ndEdition, McGraw Hill Education, 2017.
5. Communication Skills for Engineers and Scientists, Sangeeta Sharma et.al. PHI Learning Pvt. Ltd, 2011, New Delhi.
6. Business Correspondence and Report Writing by Prof. R.C., Sharma & Krishna Mohan, Tata McGraw Hill & Co. Ltd., 2001, New Delhi.
7. Word Power Made Easy by Norman Lewis, W.R. Goyal Pub. & Distributors, 2009, Delhi.
8. Developing Communication Skills by Krishna Mohan, Mecra Bannerji- Macmillan India Ltd. 1990, Delhi.

COURSE CODE AND NAME: PTSPPAR10T/PROFESSIONAL PROFICIENCY – I**COURSE OBJECTIVE:**

Students should be able to read and write correct English, attain reasonable fluency in the Language and should also be exposed to introductory lessons of Aptitude Building.

COURSE OUTCOMES:

After successful completion of the course, Students will be able to:

1. Make Better representation of himself / herself in terms of communication skills, overall personality development and aptitude building required for jobs.
2. Help students employable and ready for Industries/ corporate and other Public and Private Sector jobs.

UNIT-1

HARD skill: Revision of Parsing, Preposition (difficult level), Idioms and Phrasal Verbs, Reported Speech, Interchange of Affirmative and Negative Sentences, interchange of Interrogative and Assertive Sentences.

UNIT-2

SOFT SKILL: Powerpoint Presentations, Group Discussions, and debate **Conversation exercises including** Each student should speak for 5 minutes, 3-4 times in 1st semester on topics of his choice selected from Social, Environmental, Sports, Business and Economics, Medicines and Health Care, Science and Technology, Politics, World Affairs, and Religion, etc.

Practice Sheet-: Questions (Subjective and Objective) based on the instruction given for hard skills to be distributed every week.

The aim should be to bring the instruction given in practice by making them write, speak and think along the lines of the instruction given. The practice sheet should be evaluated and necessary feedback must be given. Some exercise on compositional skills must be given so that they develop a sense of writing and expressing themselves through the written word.

UNIT-3**LOGICAL REASONING**

1. Simplification & Approximation.
2. Number Series.
3. Alphabetical Series.
4. Coding-Decoding

COURSE DETAILS FOR SEMESTER - II**COURSE CODE & NAME: ARUCEN201T/ INDIAN WRITING IN ENGLISH****COURSE OBJECTIVE:**

The purpose of this course is to provide an understanding of the literary concepts and underlying aesthetics of Indian writing in English. In addition, the course is expected to offer pleasure as well as develop an artistic temperament and creative writing skills in students, to enable them to discover themselves and tackle complex crises in their workplace and personal lives.

COURSE OUTCOMES:

After successful completion of the course, Students will be able to:

1. Gain a comprehensive idea of the origin, growth and development of Indian English literature.
2. Students will explore the psyche of male protagonist & will learn a lesson.
3. Students will explore the benign love of mother.
4. Account for the role of context(s) in the production, reception, and transmission of major literary works of Indian Literature.

UNIT-1

R.K. Narayan *Swami and Friends*

UNIT-2

Anita Desai *In Custody*

UNIT-3

H.L.V. Derozio 'Freedom to the Slave' 'The Orphan Girl',
Kamala Das 'Introduction', 'My Grandmother's House',
Nissim Ezekiel 'Enterprise', 'The Night of the Scorpion'
Robin S. Ngangom 'The Strange Affair of Robin S. Ngangom' 'A Poem for Mother'

UNIT-4

Mulk Raj Anand 'Two Lady Rams'
Salman Rushdie 'The Free Radio'
Rohinton Mistry 'Swimming Lesson'
Shashi Deshpande 'The Intrusion'

TEXTBOOKS

1. Raja Rao, Foreword to *Kanthapura* (New Delhi: OUP, 1989) pp. v–vi.

REFERENCE BOOKS

1. Salman Rushdie, 'Commonwealth Literature does not exist', in *Imaginary Homelands* (London: Granta Books, 1991) pp. 61–70.
2. Meenakshi Mukherjee, 'Divided by a Common Language', in *The Perishable Empire* (New Delhi: OUP, 2000) pp.187–203.

**COURSE CODE AND NAME: ARUCEN202T/ BRITISH POETRY AND DRAMA
14TH - 17TH CENTURIES****COURSE OBJECTIVE:**

The paper seeks to introduce the students to British poetry and drama from the 14th to the 17th centuries. It offers the students an exploration of certain seminal texts that set the course of British poetry and plays.

COURSE OUTCOMES:

After successful completion of the course, Students will be able to:

1. Learn main theme of the play.
2. Evaluate the significance of the motifs within the narrative.
3. Become familiar with the structure of a tragedy play /form.
4. Analyze the theme present in the play.

UNIT-1

Geoffrey Chaucer The Wife of Bath's Prologue

Edmund Spenser Selections from Amoretti:

Sonnet LXVII 'Like as a huntsman...'

Sonnet LVII 'Sweet warrior...'

Sonnet LXXXV 'One day I wrote her name...'

John Donne 'The Sunne Rising' 'Batter My Heart' 'Valediction: forbidding mourning'

UNIT-2

Christopher Marlowe *Doctor Faustus*

UNIT-3

William Shakespeare *Macbeth*

UNIT-4

William Shakespeare *Twelfth Night*

REFERENCE BOOKS

1. Pico Della Mirandola, excerpts from the Oration on the Dignity of Man, in The Portable Renaissance Reader, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 476–9.
2. John Calvin, 'Predestination and Free Will', in The Portable Renaissance Reader, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 704–11.
3. Baldassare Castiglione, 'Longing for Beauty' and 'Invocation of Love', in Book 4 of The Courtier, 'Love and Beauty', tr. George Bull (Harmondsworth: Penguin, rpt. 1983) pp. 324–8, 330–5.
4. Philip Sidney, An Apology for Poetry, ed. Forrest G. Robinson (Indianapolis: obbs-Merrill, 1970) pp. 13–18.

COURSE CODE & NAME: ARUCEN203T/ TEXT AND PERFORMANCE**COURSE OBJECTIVE:**

Students will read with comprehension and learn to critically and aesthetically analyze work in dramatic literature and the performing arts.

COURSE OUTCOMES:

After successful completion of the course:

1. Students will be introduced to the different performance skill.
2. Students will learn about the different theatrical forms.
3. Students will learn theatrical drama theory.
4. Students will learn about direction & recording.

Unit-1:

Introduction: Introduction to theories of Performance, Historical overview of Western and Indian theatre, Forms and Periods: Classical, Contemporary, Stylized, Naturalist. Topics for Student Presentations: a. Perspectives on theatre and performance b. Historical development of theatrical forms c. Folk traditions

Unit-2:

Theatrical Forms and Practices: Types of theatre, semiotics of performative spaces, e.g. proscenium 'in the round', amphitheatre, open-air, etc. Voice, speech: body movement, gestures and techniques (traditional and contemporary), floor exercises: improvisation/ characterization. Topics for Student Presentations: a. On the different types of performative space in practice b. Poetry reading, elocution, expressive gestures, and choreographed movement.

Unit-3:

Theories of Drama: Theories and demonstrations of acting: Stanislavsky, Brecht Bharata. Topics for Student Presentations: Acting short solo/ group performances followed by discussion and analysis with application of theoretical perspectives.

Unit-4:

Theatrical Production: Direction, production, stage props, costume, lighting, backstage support. Recording/archiving performance/case study of production /performance / impact of media on performance processes. Topics for Student Presentations: All aspects of production and performance; recording, archiving, interviewing, performers and data collection.

TEXTBOOKS

1. Weller series: *Macbeth & Twelfth Night*.

REFERENCE BOOKS

1. Harold Bloom: *Shakespeare: The Invention of the Human* Sanders, Andrews: *The Short Oxford History of English Literature*. Oxford: OUP.
2. Chaudhury & Goswami: *A History of English Literature: Traversing Centuries*. Orient.
3. Hoskote, Ranjit (ed.). *Reasons for Belonging: Fourteen Contemporary Indian Poets*. Viking/Penguin Books India, New Delhi, 2002.

COURSE CODE AND NAME: ARUCEN204T /COMMUNICATIVE ENGLISH

COURSE OBJECTIVE:

1. To communicate effectively and appropriately in real-life situation.
2. To use English effectively for study purpose across the curriculum.
3. To develop and integrate the use of the language skills speaking.

COURSE OUTCOMES:

After successful completion of the course:

1. Students will improve reading & comprehension skill.
2. Students will work on different writing skill.

UNIT-1

Reading and Understanding, Close Reading, Comprehension, Summary Paraphrasing, Analysis and Interpretation, Translation (from Indian language to English and vice-versa) Literary/Knowledge, Texts.

UNIT-2

Writing Skills: Documenting, Report Writing, Making notes, Letter writing

TEXTBOOKS

1. Language through Literature (forthcoming) ed. Dr. Gauri Mishra, Dr Ranjana Kaul, Dr Brati Biswas.
2. Fluency in English - Part II, Oxford University Press, 2006.

REFERENCE BOOKS

1. Fluency in English - Part II, Oxford University Press, 2006.
2. Business English, Pearson, 2008.

COURSE CODE AND NAME: SCSEPAR20T/ ENVIRONMENTAL STUDIES**COURSE OBJECTIVE:**

1. To impart basic knowledge of environmental studies.
2. To develop an attitude of concern for the environment.
3. To acquire skills to help people identifying and creating solutions for the environment related problems.
4. To understand the significance of sustainable development.

COURSE OUTCOMES:

After undergoing the subject, the student will be able to:

1. Comprehend the importance of ecosystem and sustainable
2. Demonstrate interdisciplinary nature of environmental issues
3. Identify different types of environmental pollution and control measures.
4. Adopt cleaner productive technologies
5. Identify the role of non-conventional energy resources in environmental protection.
6. Analyze the impact of human activities on the environment

UNIT-1

Introduction to Environmental Studies: Multidisciplinary nature of environmental studies; Scope and importance; Environmental education; Concept of sustainability and sustainable development. Ecosystems: Structure and function of ecosystem; Energy flow in an ecosystem: food chains, food webs and ecological pyramids. Nutrient cycle (carbon cycle, nitrogen cycle, Sulphur cycle, water cycle, oxygen cycle).

UNIT-2

Natural Resources: Renewable and non-renewable Resources, Land resources and land use change; Land degradation, soil erosion and desertification. Deforestation: Causes and impact due to mining dam building on environment. Water: use and over exploitation of surface and ground water, floods, droughts. Water borne and water induced diseases.

UNIT-3

Environmental Pollution: air pollution, water pollution, thermal pollution, noise pollution, soil pollution; Solid Waste Management; Environmental Impact Assessment.

UNIT-4

Biodiversity and Conservation: Levels of biological diversity: genetic, species and ecosystem diversity; hot spots; threats to biodiversity; Conservation of biodiversity: in-situ and ex -situ conservation of biodiversity. Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and informational value.

UNIT-5

Impact of energy usage on environment: Global warming, Climate change, Depletion of ozone layer, Acid rain. Environmental ethics, Role of NGOs, Environmental Laws: Environment Protection Act. Air (Prevention and Control of Pollution) Act. Water (Prevention and control of Pollution) Act. Wildlife Protection. Act. Forest Conservation Act.

TEXTBOOKS

1. Environmental and Pollution Awareness by Sharma BR; Satya Prakashan, New Delhi.
2. Environmental Chemistry and Pollution Control by S.S. Dara; S Chand Publishing, New Delhi.

REFERENCE BOOKS

1. Environmental studies by Dr. Suresh K. Dhameja; S>K>Kataria & Sons, Delhi.
2. Environmental Pollution by Dr. RK Khitoliya; S Chand Publishing, New Delhi
3. Environmental Science by Deswal and Deswal; Dhanpat Rai and Co. (P) Ltd. Delhi.

COURSE CODE AND NAME: PTSPPEN20T/ PROFESSIONAL PROFICIENCY – II**COURSE OBJECTIVE:**

Students should be able to read and write correct English, attain reasonable fluency in the Language and should also be exposed to introductory lessons of Aptitude Building.

COURSE OUTCOMES:

After undergoing the subject, the student will be able to:

1. Make better representation of himself/herself in terms of communication skills, overall personality development and aptitude building required for jobs.
2. Get employment and ready for Industries /corporate and other Public and Private Sector jobs.

UNIT-1

HARD SKILL: Interchange of Exclamatory and Assertive Sentences, Clause- Types and Usage, Adverbs, Preposition and Correction of Sentences. Critical Analysis on News Articles/Current Affairs,, Reproduction of story/poem (Creative abilities).

UNIT-2

SOFT SKILL (Speaking): Role Play, Presentation, Loud Thinking,

Listening : Audio-visual input, analyzing and remembering highlights from the input, briefing, summarizing the input.

The aim should be to enable the students to express themselves in the language and gain proficiency and confidence in speaking the language. They should develop skills to be able to better present their ideas and openly express their thoughts and opinions. They should develop independent and critical thinking. They should be immersed in the language so tha they are able to grasp it better.

Practice Sheet--: Questions (Subjective and Objective) based on the instruction given for hard skills to be distributed every week.

The aim should be to bring the instruction given in practice by making them write, speak and think along the lines of the instruction given. The practice sheet should be evaluated and necessary feedback must be given. Some exercise on compositional skills must be given so that they develop a sense of writing and expressing themselves through the written word.

UNIT-3

Quantitative Aptitude & Logical Reasoning

- Clock
- Average
- Calendar

COURSE DETAILS FOR SEMESTER - III

COURSE CODE AND NAME: ARUCEN301T/ AMERICAN LITERATURE

COURSE OBJECTIVE:

To enable the students to appreciate American literature and to realize its value in practical aspects of life, learn to enhance cross cultural understanding.

COURSE OUTCOMES:

After undergoing the subject, the student will be able to:

1. Read and understand the American literature through the suggested texts.
2. To enable the student to get an overview of the general feels of American Culture and idea of their life as depicted through the above prescribed texts.
3. Appreciate these texts as a source of great wisdom.
4. Interpret these texts from contemporary points of view.

UNIT-1:

Walt Whitman, Selections from Leaves of Grass: 'O Captain, My Captain', 'Passage to India' (lines 1-68)

Sylvia Plath: Daddy's

Anne Bradstreet: The Prolouge

UNIT-2:

Edgar Allen Poe: The purloined letter, William Faulkner: Dry September

Sherman Alexie: Crow Testament

UNIT-3

Tennessee William: The glass Menagerie

Ernest Hemingway: The Old Man and the Sea (1952)

UNIT-4

Toni Morrison: Beloved

TEXTBOOKS

1. Hector St John Crevecoeur, 'What is an American', (Letter III) in Letters from an American Farmer (Harmondsworth: Penguin, 1982) pp. 66-105.
2. Frederick Douglass, A Narrative of the life of Frederick Douglass (Harmondsworth:Penguin, 1982) chaps. 1-7, pp. 47-87.

REFERENCE BOOKS

1. Ralph Waldo Emerson, 'Self Reliance', in The Selected Writings of Ralph Waldo Emerson, ed. with a biographical introduction by Brooks Atkinson (New York: The Modern Library, 1964).
2. Toni Morrison, 'Romancing the Shadow', in Playing in the Dark: Whiteness and Literary Imagination (London: Picador, 1993) pp. 29-39.

COURSE CODE AND NAME: ARUCEN302T/ Popular Literature**COURSE OBJECTIVE:**

To enable the students to appreciate popular literature and to realize its value in practical aspects of life, learn to enhance cross-cultural understanding.

COURSE OUTCOMES:

After successful completion of the course, Students will be able to:

1. Read and understand the popular literature through the canonical world literature suggested above.
2. Understand the essence of these writings and how they become popular literature.

UNIT-1

Lewis Carroll: *Through the Looking Glass*

UNIT-2

Agatha Christie: *The Murderer of Roger Ackroyd*

UNIT-3

Shyam Selvadurai: *Funny Boy*

UNIT-4

Isaac Asimov: *Nightfall*

UNIT-5

Jayant Narlikar: *The Ice Age Cometh*

TEXTBOOKS

1. *Through the Looking Glass* (English, Paperback) Publication year 2022 Publisher: Tingle books.
2. *A Reading Guide to Agatha Christie's The Murder of Roger Ackroyd* Paperback Publisher: Book Valley (1 January 2020)
3. *Funny Boy* Paperback Publisher, PENGUIN BOOKS INDIA (1 January 2012)
4. Carroll, Lewis. *The Complete Illustrated Lewis Carroll*. Wordsworth Editions, 1996.

REFERENCEBOOKS

1. Jazeel, Tariq. "Because pigs can fly: sexuality, race and the geographies of difference in Shyam Selvadurai's *Funny Boy*." *Gender, Place & Culture* 12.2 (2005): 231-249.
2. Asimov, Isaac, and Robert Silverberg. *Nightfall: A Novel*. Spectra, 2011.
3. Narlikar, Jayant Vishnu. "Ice age cometh." (1996)

COURSE CODE AND NAME: ARUCEN303T/ British Poetry and Drama 17th 18th Centuries

COURSE OBJECTIVE:

To enable the students to appreciate British literature of the 17th and 18th century, its features and manners and to realize its value in practical aspects of life, learn to enhance cross-cultural understanding.

COURSE OUTCOMES:

After successful completion of the course, Students will be able to:

1. Read and understand the British literature through the suggested texts.
2. To enable the student to get an overview of the general feels of British Culture and an idea of their society as depicted through the above prescribed texts.
3. Appreciate these texts and interpret these texts from contemporary points of view.

UNIT-1

John Milton. Paradise Lost. Bk. I

UNIT-2

John Webster. The Duchess of Malfi.

UNIT-3

Aphra Behn. The Rover.

UNIT-4

Alexander Pope. The Rape of the Lock. (Full poem)

TEXT BOOKS

1. Pope, Alexander. "The rape of the lock." Lane, 1902.
2. Pacheco, Anita. "Rape and the Female Subject in Aphra Behn's" The Rover"." ELH 65.2 (1998): 323-345.
3. Webster, John. The duchess of Malfi. Macmillan Education UK, 1997.
4. Milton, John. John Milton Paradise Lost. Blackie & Son, Limited, 1895.

REFERENCE BOOKS

1. The Holy Bible, Genesis, chaps. 1–4, The Gospel according to St. Luke, chaps. 1–7 and 22 - 4.
2. Niccolo Machiavelli, The Prince, ed. and tr. Robert M. Adams (New York: Norton, 1992) chaps.15, 16, 18, and 25.
3. Thomas Hobbes, selections from The Leviathan, pt. I (New York: Norton, 2006) chaps. 8, 11, and 13.

COURSE CODE AND NAME: ARUCEN304T/ Language and Linguistics**COURSE OBJECTIVE:**

To understand the concepts, theories, and methodologies used by linguists in qualitative and quantitative analyses of linguistic structure, and patterns of language use.

COURSE OURCOMES:

After successful completion of the course, Students will be able to:

1. Read and write English.
2. Learn the skill of constructing grammatically correct sentences.
3. Apply the basic grammatical rules.
4. Become aware of the moral, cultural values through the chapters prescribed in their course.
5. Write, expand an idea and contract a passage.
6. Enhance the vocabulary for linguistic competence and effective communication.

UNIT-1

Language: language and communication; language varieties: standard and non- standard language; language change

UNIT-2

Structuralism: De Saussure, Ferdinand. 1966. Course in general linguistics. New York: McGraw Hill
Introduction: Chapter 3

UNIT-3

Phonology and Morphology

UNIT-4

Syntax and semantics: categories and constituents phrase structure; maxims of conversation

TEXTBOOKS

1. Mesthrie, Rajend and Rakesh M Bhatt. 2008. World Englishes: The study of new linguistic varieties. Cambridge: Cambridge University Press.
2. Structuralism: De Saussure, Ferdinand. 1966. Course in general linguistics. New York: McGraw Hill Introduction: Chapter 3

REFERENCE BOOKS

1. Akmajian, A., R. A. Demers and R, M. Harnish, Linguistics: An Introduction to Language and Communication, 2nd ed. Fromkin, V., and R. Rodman, An Introduction to Language, 2nd ed. (New York: Holt, Rinehart and Winston, 1974) Chapters 3, 6 and 7.
2. Herbst, Thomas. English linguistics: A coursebook for students of English. De Gruyter Mouton, 2010.

COURSE CODE AND NAME: PTSPPAR10T/ Professional Proficiency – III**COURSE OBJECTIVE:**

Students should be able to read and write correct English, attain reasonable fluency in the Language and should also be exposed to introductory lessons of Aptitude Building.

COURSE OUTCOMES:

After successful completion of the course, Students will be able to:

1. Represent of himself/ herself regarding communication skills, overall personality development, and aptitude building required for jobs.
2. This program will help students become employable and ready for Industries/ corporate and other Public and Private Sector jobs.

UNIT-1

HARD Skill: Synthesis of sentences, Figures of Speech, Expansion of Ideas/ Proverbs into a story or paragraph, Paraphrasing, Revision of Subject-verb, Comprehension (Competitive Level), Metaphoric use of language.

The goal is to teach Grammar implicitly through reading comprehensions. A short story/paragraph should be given for the students to identify the parts of speech and the other topics mentioned above. The classes should be learner centric and the students should be able to apply the lessons learnt in their daily conversations.

UNIT-2

SOFT SKILL: Skit, Scripting and performing a short play, panel discussions.

Listening: Short documentaries in English, answering questions, comprehension of audio-visual input.

UNIT-3

Practice Sheet: Questions (Subjective and Objective) based on the instruction given for hard skills to be distributed every week to evaluate the students learning.

UNIT-4

Quantitative Aptitude & Logical Reasoning

- Blood Relation
- Direction and Distance
- Percentage

TEXTBOOKS

1. Aggarwal, R. S. "Quantitative Aptitude for Competitive Examinations." S. Chand & Company Pvt Limited (Unit II, III) (2012).
2. Praveen, R. V. Quantitative Aptitude and Reasoning. PHI Learning Pvt. Ltd., 2016.

REFERENCE BOOKS

1. Radhika, S. "Study on aptitude test performance of secondary school students." International Journal of Farm Sciences 11.3 (2021): 72-75.

COURSE DETAILS FOR SEMESTER - IV**COURSE CODE AND NAME: ARUCEN401T/ British Literature: 18th Century****COURSE OBJECTIVE:**

To enable the students to appreciate British Romantic literature and to realize its value in practical aspects of life, learn to enhance cross-cultural understanding.

COURSE OUTCOMES:

After successful completion of the course, Students will be able to:

1. Students would have got exposure to the features of Shakespearean Tragedy and other Elizabethan dramatists such as Marlowe Webster.
2. They would have gained insight into the growth and development of British drama.
3. Students would have understood the socio-political context of the period from 14th century-17th centuries.
4. Students would have understood the difference between Shakespearean sonnet and Petrarchan sonnet.

UNIT-1

William Congreve. *The Way of the World*

UNIT-2

Jonathan Swift. *Gulliver's Travels* (Books I & II)

UNIT-3

Samuel Johnson. "London".

Thomas Gray. "Elegy Written in a Country Churchyard".

UNIT-4

Eliza Heywood. *Fantomina*.

TEXTBOOKS

1. Samuel Johnson. (i) Essay 156 in *The Rambler* in *Selected Writings: Samuel Johnson*. Ed. Peter Martin. Cambridge, MA: Harvard UP, 2009. pp. 194-7; (iii) "Pope's Intellectual Character."
2. Orwell, George. "Politics vs. Literature: an examination of *Gulliver's Travels*." *Fair Liberty was all his Cry: A Tercentenary Tribute to Jonathan Swift 1667-1745*. London: Palgrave Macmillan UK, 1946. 166-185.

REFERENCE BOOKS

1. Jeremy Collier. *A Short View of the Immorality and Profaneness of the English Stage*. London: Routledge, 1996.
2. Daniel Defoe. "The Complete English Tradesman" (Letter XXII), "The Great Law of Subordination Considered" (Letter IV) and "The Complete English Gentleman" in *Literature and Social Order in Eighteenth-century England*. Ed. Stephen Copley. London: Croom Helm, 1984.
3. Boswell, James. *The journal of a tour to the Hebrides with Samuel Johnson... from the London edition, revised and corrected by the author.*(American edition.). T. Cadell & W. Davies, 1812.

COURSE CODE AND NAME: ARUCEN402T/ British Romantic Literature**COURSE OBJECTIVE:**

To enable the students to appreciate British Romantic literature and to realize its value in practical aspects of life, learn to enhance cross-cultural understanding.

COURSE OUTCOMES:

After successful completion of the course, Students will be able to:

1. To enable students to learn the novels and poetry written during the Romantic period in England that spanned the late 1790s to the 1850s, and learn what critics have to say about these influential pieces of literature and their authors.
2. Students will examine a variety of genres – like historical, gothic and women’s fiction - and cover eminent figures like William Wordsworth and William Blake in this course.

UNIT-1

1. William Blake. “The Lamb”, “The Chimney Sweeper”, “The Tyger”, the Introduction to The Songs of Innocence.
2. Robert Burns. “A Bard’s Epitaph” and “Scots Wha Hae”

UNIT-2

3. William Wordsworth. “Tintern Abbey” Ode: Intimation of Immortality
4. Samuel Taylor Coleridge. “Kubla Khan”, “Dejection: An Ode”

UNIT-3

5. Percy Bysshe Shelley. “Ode to the West Wind” Ozymandias
6. John Keats. “Ode to a Nightingale”, “Bright Star”, “To Autumn”

UNIT-4

Mary Shelley. Frankenstein.

TEXTBOOKS

1. William Wordsworth. “Preface” to Lyrical Ballads (1802 ed.). The Norton Anthology of Theory and Criticism. Eds. William Cain et al. 2001. pp. 648-67.
2. John Keats. Letter to George and Thomas Keats, 21 December 1817. Letter to Richard Woodhouse, 27 October 1818. Complete Poems and Selected Letters of John Keats. Ed. Edward Hirsch. Modern Library, 2001.

REFERENCE BOOKS

1. Jean-Jacques Rousseau. “Preface” to Emile or On Education. Tr. Allan Bloom. Harmondsworth: Penguin, 1991.
2. Samuel Taylor Coleridge. Chap XIII. Biographia Literaria. Ed. George Watson. London:Everyman, 1993.

COURSE CODE AND NAME: ARUCEN402T/ British Literature: 19th Century

COURSE OBJECTIVE:

To enable the students to appreciate British literature of 19th century and to realize its value in practical aspects of life, and to enhance cross-cultural awareness.

COURSE OUTCOMES:

After successful completion of the course, Students will be able to:

1. Expose the students to a wide range of writing from British writers and their literature.
2. It helps the students to understand the creative resource of language in poetry, drama, fiction, prose, and how it expresses the human experience.
3. To help them apply a critical, analytical framework to analyze the cultural, historical background of texts written in English.
4. To familiarize them with the convention of diverse textual genres of 19th century writings.

UNIT-1

Charlotte Brontë. Jane Eyre

UNIT-2

Charles Dickens. Hard Times

UNIT-3

Thomas Hardy. Tess of the d'Urbervilles

UNIT-4

Alfred Tennyson. "Ulysses" The Lady of Shallot

Robert Browning. "My Last Duchess" "The Last Ride Together"

Christina Rossetti. 1st Stanza. "The Goblin Market".

TEXTBOOKS

1. Childs, P. "Charlotte Brontë Jane Eyre (1847)." (2001).
2. Brontë, Charlotte. Jane Eyre-Charlotte Bronte. Lumbrellas Classics Books, 2021.
3. Tennyson, Alfred Tennyson Baron. Ulysses. Chatto & Windus, 1950.

REFERENCE BOOKS

1. Browning, Robert, and Imtiaz Dharker. My last duchess. ProQuest LLC, 2004.
2. Stern, Rebecca F. "Adulterations Detected": Food and Fraud in Christina Rossetti's "Goblin Market." *Nineteenth Century Literature* 57.4 (2003): 477-511.
3. Thomas Hardy. Tess of the d'Urbervilles. 1891-92. 3rd ed. Norton Critical Edition. 1991.

COURSE CODE AND NAME: ARUCEN404T/ Contemporary India: Women and Empowerment

COURSE OBJECTIVE:

To enable the students to appreciate the contemporary literature based on women empowerment and to realize its value in practical aspects of life and learn to enhance its applicability in life.

COURSE OUTCOMES:

After successful completion of the course, Students will be able to:

1. Understanding the evolution of Dalit writing.
2. Have knowledge about the prominent Dalit writers.
3. Realize the plight and exploitation of this community.
4. Have awareness about human rights and its violations, their sufferings and pain.

UNIT-1

Social Construction of Gender (Masculinity and Femininity) and patriarchy

UNIT-2

History of Women's Movements in India (Pre-independence, post-independence) Women, Nationalism, Partition, Women and Political participation

UNIT-3

Dalit Discourse: Sharmila Rege. "Dalit Feminist Standpoint". Gender and Caste. Ed. A. Rao. Kali for Women, 2003.

UNIT-4

Women and Environment: State interventions, domestic violence, female foeticide, sexual harassment.

TEXTBOOKS

1. Hunnicutt, Gwen. "Varieties of patriarchy and violence against women: Resurrecting "patriarchy" as a theoretical tool." Violence against women 15.5 (2009): 553-573.
2. Beechey, Veronica. "On patriarchy." Feminist Review 3.1 (1979): 66-82.

REFERENCE BOOKS

1. Fox, Bonnie J. "Conceptualizing 'patriarchy'." Canadian Review of Sociology/Revue canadienne de sociologie 25.2 (1988): 163-182.
2. Banerjee, Sikata. "Gender and nationalism: the masculinization of Hinduism and female political participation in India." Women's Studies International Forum. Vol. 26. No. 2. Pergamon, 2003.

COURSE CODE AND NAME: PTSPPAR10T / Professional Proficiency – IV**COURSE OBJECTIVE:**

Students should be able to read and write correct English, attain reasonable fluency in the Language and should also be exposed to introductory lessons of Aptitude Building.

COURSE OUTCOMES:

After successful completion of the course, Students will be able to:

1. Better representation of himself/ herself regarding communication skills, overall personality development, and aptitude building required for jobs.
2. This program will help students become employable and ready for Industries/ corporate and other Public and Private Sector jobs.

UNIT-1

HARD SKILL: Transformation of Sentences (Simple, Complex, Compound-Advanced Level), Cloze Test, Direct-Indirect Speech(Advanced level) , Active Passive Voice(Advanced Level), Reading Comprehension (Advanced Level).

UNIT-2

Speaking: The world in twenty years, Guess the word, Time Trials, Describing a game, brainstorming an idea, listening and repeating.

The aim should be to enable the students to express themselves in the language and gain proficiency and confidence in speaking the language. They should develop skills to be able to better present their ideas and openly express their thoughts and opinions. They should develop independent and critical thinking.

UNIT-3

Questions (Subjective and Objective) based on the instruction given for hard skills to be distributed every week.

The aim should be to bring the instruction given in practice by making them write, speak and think along the lines of the instruction given. The practice sheet should be evaluated and necessary feedback must be given. Some exercise on compositional skills must be given so that they develop a sense of writing and expressing themselves through the written word.

UNIT-4

Quantitative Aptitude & Logical Reasoning

- Order and Ranking
- Ratio and Proportion
- Time and Work

TEXTBOOKS

1. Aggarwal, R. S. "Quantitative Aptitude for Competitive Examinations." S. Chand & Company Pvt Limited (Unit II, III) (2012).

REFERENCE BOOKS

1. Oluwatayo, James Ayodele. "A comparative study of pupils' performance in quantitative aptitude test in public and private primary schools." International Journal of Educational Sciences 4.1 (2012): 43-47.

COURSE DETAILS FOR SEMESTER - V**COURSE CODE AND NAME: ARUCEN501T/ Women's Writing****COURSE OBJECTIVE:**

To enable the students to get familiarized with a period-specific overview of women's writing and women's issues in the nineteenth century and to broaden the understanding for contemporary age.

COURSE OUTCOMES:

After successful completion of the course, Students will be able to:

1. To explore the writing style of women, the students come to know some of the developments, themes, and narrative strategies of women's writing.
2. Students can analyze literary texts through the perspectives of gender, knowing the central points of a selection of feminist theory. They can use it as a context for reading literary texts.

UNIT-1

Maya Angelou. "Phenomenal Woman".

Kishwar Naheed. "I am not that woman".

UNIT-2

Jean Rhys. "The day they burned the books"

Virginia Woolf. "Shakespeare and his sister".

UNIT-3

Nadine Gordimer. "A correspondence course".

UNIT-4

Alexander, Meena. *Nampally Road: A Novel*.

TEXTBOOKS

1. The Complete Collected Poems of Maya Angelou. Random House Inc., 1994.
2. Shoaib, Mahwash. "Selections from the Poetry of Kishwar Naheed." *Pakistaniaat: A Journal of Pakistan Studies* 1.1 (2009): 82-96.
3. Rhys, Jean. "The day they burned the books." *Tigers Are Better Looking* (1968): 37-43.
4. DeSalvo, Louise A. "Shakespeare's Other Sister." *New Feminist Essays on Virginia Woolf* (1981): 61-81.

REFERENCE BOOKS

1. Githii, Ethel W. "Nadine Gordimer's selected stories." *Critique: Studies in Contemporary Fiction* 22.3 (1981): 45-54.
2. Gordon, Ian A. Katherine Mansfield. Liverpool University Press, 1971.
3. Alexander, Meena. *Nampally Road: A Novel*. Mercury House, 1991.

COURSE CODE AND NAME: ARUCEN502T/ British Literature: The Early 20th Century**COURSE OBJECTIVE:**

To enable students to identify, analyze, interpret and describe the social and cultural ideas of 20th century England through selected text.

COURSE OUTCOMES:

After successful completion of the course, Students will be able to:

1. This course will enable the students to identify and describe distinct literary characteristics of 20th century British literature driven by reason, intellect, correctness, and satirical spirit.
2. It will help them to develop an understanding of 18th-century British literature within its cultural and historical context.
3. It will also allow the students to evaluate how novel as a genre blossomed in England in the first half of the 18th century - to analyze the various social and economic causes of the novel's popularity.

UNIT-1

Joseph Conrad. *Heart of Darkness*.

UNIT-2

James Joyce. *A Portrait of the Artist as a Young Man*.

UNIT-3

William Butler Yeats. "Byzantium", "Sailing to Byzantium"

Thomas Stearns Eliot. "The Love Song of J. Alfred Prufrock", "Preludes", "Hollow Men"

UNIT-4

W. Somerset Maugham. "*Rain*"

TEXTBOOKS

1. Conrad, Joseph, and Joseph Conrad. *Heart of darkness*. Palgrave Macmillan US, 1996.
2. T. S. Eliot. "Tradition and the Individual Talent". *Norton Anthology of English Literature*. 8th Ed. Vol.2. Ed. Stephen Greenblatt. New York: Norton, 2006. pp.2319-25.

REFERENCE BOOKS

1. Maugham, W. Somerset. *Rain*. Vintage, 2016.
2. Trotter, David. *English Novel in History, 1895–1920*. Routledge, 2003.
3. Ellmann, Richard, Mark Hussey, and George Whitmore. *James Joyce*. New York, 1982.

COURSE CODE AND NAME: ARUCEN503T/ Modern Indian writing in English Translation

COURSE OBJECTIVE:

1. To acquaint the students with translated Modern Indian literature in English.
2. To introduce the students to short stories as a form of literature referencing the prescribed texts and to develop literary competence in them.

COURSE OUTCOMES:

After successful completion of the course, Students will be able to:

1. The objective of the course is to familiarize the students with the emergence and growth of Modern Indian Writing in English in the context of the new form of writing.
2. The course will discuss issues concerning Indian Writing in English such as the representation of culture, identity, history, constructions of nation, (post)national and gender politics, and cross-cultural transformations.

UNIT-1

Short Story as a Minor Form of Literature: Characteristic Features
Gurdial Singh. "A Season of No Return".

UNIT-2

Short Story as a Minor Form of Literature: Types
Fakir Mohan Senapati. "Rebati".

UNIT-3

Rabindranath Tagore. Red Oleanders or Dharamveer Bharati

UNIT-4

Amrita Pritam. "I Say unto Waris Shah"
G.M.Muktibodh. "The Void" and "So Very Far"

TEXTBOOKS

1. Gurdial Singh. "A Season of No Return". Earthy Tones. Tr. Rana Nayar. Fiction House, 2002.
2. Fakir Mohan Senapati. "Rebati". Oriya Stories. Ed. Vidya Das. Tr. Kishori Charan Das. Srishti, 2000.
3. Amrita Pritam. "I Say unto Waris Shah" (Tr. N.S.Tasneem). Modern Indian Literature:An Anthology. Plays and Prose. Vol.3.Ed. K. M. George. Sahitya Akademi, 1992.

REFERENCE BOOKS

1. Venugopal, C.V. The Indian Short Story in English: A Survey. Bareilly: Prakash Book Depot. 1976. Prasad, B.A.A Background to the Study of English.
2. G.M.Muktibodh. "The Void" (Tr. Vinay Dharwadker) and "So Very Far" (tr. Vishnu Khare and Adil Jussawala). Oxford Anthology of Modern Indian Poetry. OUP, 2000.

COURSE CODE AND NAME: ARUCEN504T/ Literary Criticism

COURSE OBJECTIVE:

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

COURSE OUTCOMES:

After successful completion of the course, Students will be able to:

1. Demonstrate an understanding of key concepts in literary theory. Explain to the students the meaning, significance, and value of specific literary theoretical works.
2. Use literary theoretical concepts to develop your own interpretations of literary texts.
3. Researching, reading, and writing works of literary criticism will help you to make better sense of the work, form judgments about literature, study ideas from different points of view and determine on an individual level whether a literary work is worth reading.

UNIT-1

William Wordsworth. "Preface" to the Lyrical Ballads

UNIT-2

S.T. Coleridge. Biographia Literaria. Chapters XIII and XIV

UNIT-3

T.S. Eliot: "Tradition and the Individual Talent".

UNIT-4

Cleanth Brooks. "The Heresy of Paraphrase", and "The Language of Paradox".

TEXTBOOKS

1. C.S. Lewis. "Introduction". An Experiment in Criticism. Cambridge University Press, 1992.
2. M.H. Abrams. The Mirror and the Lamp. Oxford University Press, 1971.
3. Rene Wellek and Stephen G. Nicholas. Concepts of Criticism. Yale UP, 1963.

REFERENCE BOOKS

1. Andrew Bennett and Nicholas Royle. Eds. An Introduction to Literature, Criticism and Theory. 5th Ed. Routledge, 2016.
2. Weinsheimer, Joel C. "The Heresy of Metaphrase." Criticism 24.4 (1982): 309-326.
3. Keast, William R., et al. Critics and criticism: Ancient and modern. Ed. Ronald Salmon Crane. Vol. 1. Chicago: University of Chicago Press, 1952.

COURSE CODE AND NAME: ARUCEN505T/ Creative Writing

COURSE OBJECTIVE:

The paper provides appropriate credit or citing of others' ideas, enables them the knowledge of the appropriate body of literature associated with the genre and subject of the writing and develops an original artistic vision, thesis, or research contribution.

COURSE OUTCOMES:

After successful completion of the course, Students will be able to:

1. Attain writing competence so that they can use language accurately and appropriately.
2. Understand the basic features of writing skills and aim at improving their language skills.
3. Gain useful letter/report writing tools, tips, and techniques to effectively apply the skills to their everyday workplace correspondence.

UNIT-1

What is Creative Writing
The Art and Craft of Writing
Modes of Creative Writing

UNIT-2

Writing for the Media
Preparing for Publication

TEXTBOOKS

1. Recommended book: Creative writing: A Beginner's Manual by Anjana Neira Dev and Others, Published by Pearson, Delhi, 2009.
2. Ramet, Adele. Creative writing. Hachette UK, 2011.

REFERENCE BOOKS

1. McVey, David. "Why all writing is creative writing." *Innovations in Education and Teaching International* 45.3 (2008): 289-294.
2. Harper, Graeme. On creative writing. Vol. 4. *Multilingual Matters*, 2010.

COURSE DETAILS FOR SEMESTER - VI

COURSE CODE AND NAME: ARUCEN601T / Modern European Drama

COURSE OBJECTIVE:

To provide students with an overview of how modernity was introduced in the twentieth century through drama.

COURSE OUTCOME:

After successful completion of the course, Students will be able to:

1. Articulate orally and in writing an understanding of key concepts and theatre practices in European theatre since the turn of the twentieth century.
2. Identify and critically analyse these key concepts and practices.
3. Carry out research to select and combine materials concerning the European theatrical landscape.
4. Make appropriate performance methodology choices for performance of selected texts.
5. Apply theoretical concepts in performance or in a production book.

UNIT-1

Henrik Ibsen: Ghosts

UNIT-2

Eugene Ionesco: Rhinoceros

UNIT-3

Anton Chekov: The Seagull.

UNIT-4

Luigi Pirandello: Six Characters in Search of an Author.

TEXTBOOKS

1. Ghosts and Other Plays. Tr. Peter Watts. Penguin, 1964.
2. Plays. Tr. Peter Carson. Penguin, 2002.
3. Rhinoceros, The Chairs, The Lesson. Tr. Derek Prouse and Donald Watson. Penguin, 1974.

REFERENCE BOOKS

1. Martin Esslin. "Introduction: Absurdity of the Absurd". Theatre of the Absurd. New York: Vintage, 1961.
2. Raymond Williams. "A Generation of Masters". Ch.1. Drama from Ibsen to Brecht. Oxford: OUP, 1969. pp.25-111.
3. Whyman, Rose. Anton Chekhov. Routledge, 2010.
4. Nesari, Ali Jamali, et al. "A Study of The Lack of Identity in Luigi Pirandello's Six Characters in Search of an Author and Henry IV." Procedia-Social and Behavioral Sciences 28 (2011): 896-899.

COURSE CODE AND NAME: ARUCEN602T/ Post-Colonial Literature

COURSE OBJECTIVE:

To familiarize students with the variety of postcolonial literature from Africa, Latin America, and South Asia; dispel common misconceptions about this literature; and instill adequate knowledge of the significance of gender, class, and caste issues in postcolonial literature.

COURSE OUTCOMES:

After successful completion of the course, Students will be able to:

1. Gain a postcolonial perspective on literature written in India and other erstwhile colonies.
2. Identify major postcolonial writers and trends in postcolonial literatures
3. Apply postcolonial methodology to interpret literature and think in a self-reflexive manner about their own history.
4. Think critically and engage with the postcolonial times in a nuanced manner
5. Carry out research in the field of postcolonial literatures

UNIT-1

David Malouf: 'Revolving Days'

Pablo Neruda: 'Tonight I Can Write'

UNIT-2

Gabriel Garcia Marquez: No One Writes to the Colonel.

UNIT-3

Bessie Head: 'The Collector of Treasures'.

Ama Ata Aidoo (Ghana): 'The Girl Who Can'.

UNIT-4

Chinua Achebe (Nigeria): 'Things Fall Apart'.

TEXTBOOKS

1. Franz Fanon, 'The Negro and Language', in *Black Skin, White Masks*, tr. Charles Lam.
2. Markmann (London: Pluto Press, 2008) pp. 8–27.
3. Edward Said, 'Introduction', in *Orientalism* (Harmondsworth: Penguin, 1978).

REFERENCE BOOKS

1. Robert Young, 'Colonialism and the Politics of Postcolonial Critique', in *Postcolonialism: An Historical Introduction* (Blackwell Publishing, 2001) pp. 1-11.
2. Ngugi wa Thiongo, 'The Language of African Literature'.

COURSE CODE AND NAME: ARUCEN603T/ Literary Theory

COURSE OBJECTIVE: To expose students to the history of ideas in the twentieth century and the material and discursive conditions of intellectual production.

COURSE OUTCOMES:

After successful completion of the course, Students will be able to:

1. Familiarize students with the literary premises and intellectual background pertinent to important eras of the literary and critical theory.
2. Encourage students to discover their own literary and critical "theories" as they read.
3. Introduce and examine practical critical concepts that are influential and important at the present time.
4. Help students know how to read, comprehend, discuss, analyze, and interpret critical texts of all types. Special emphasis will be placed on the cultivation of critical thinking writing, and conversational skills.
5. Help update their knowledge of current literary issues and critical theories.

UNIT-1

Antonio Gramsci: The Formation of the Intellectuals.

Louis Althusser: Ideology and Ideological State Apparatuses

UNIT-2

Elaine Showalter: Twenty Years on A Literature of Their Own Revisited.”

Luce Irigaray: This Sex Which is Not One

UNIT-3

Jacques Derrida: Structure, Sign, and Play in the Discourse of the Human Science.”

Michel Foucault: “Truth and Power”. Power and Knowledge.

UNIT-4

Edward Said: The Scope of Orientalism.” Orientalism.

Aijaz Ahmad: Indian Literature: Notes towards the Definition of a Category”.

TEXTBOOKS

1. Williams, Raymond. Marxism and literature. Vol. 392. Oxford Paperbacks, 1977.
2. Derrida, ‘Structure Sign and Play in the Discourse of Human Science.

REFERENCE BOOKS

1. Ian McLeod in Untying the Text: A Post-structuralist Reader, ed. Robert J. Young (Boston MA: Routledge 1981) pp 48-78.
2. Walter, Natasha. "The new feminism." (1999).
3. McEwan, Cheryl. Postcolonialism and development. Routledge, 2008.

COURSE CODE AND NAME: JMSJPEN60T/ Media and Communication Studies**COURSE OBJECTIVE:**

Introduce the student to the fundamentals of communication, Advertisement, Cyber Media and Social Media.

COURSE OUTCOMES:

After successful completion of the course, Students will be able to:

1. To inculcate concepts of communication, its role and importance in society.
2. To impart the knowledge of Mass communication & Journalism covering a wide.
3. To impart skills related to Information Communication Technologies (ICTs), including digital and media literacy and competencies.
4. To apply the objectivity and critical thinking for communicating to masses through a variety of mediums such as Short Films, Documentary Films, PTC for Television, Advertising and PR Campaign, Event Management, News Paper Production for Print.

UNIT-1

Mass Communication: An Introduction
Understanding Advertisement

UNIT-2

Cyber Media and Social Media
Writing For the Media

TEXTBOOKS

1. Bernet, John R, (1989) Mass Communication, an Introduction, Prentice Hall.
2. Fiske, John 1982, Introduction to Communication Studies, Routledge.
3. Michael Ruffner and Michael Burgoon, Interpersonal Communication.

REFERENCE BOOKS

1. Narula, Uma (2001), Mass Communication -Theory and Practice, Har-Anand Publications, New Delhi.
2. Van Waes, Luuk, Mariëlle Leijten, and Christophe Neuwirth, eds. "Writing and digital media." (2006).
3. Galvin, Sarah, and Christine Greenhow. "Writing on social media: A review of research in the high school classroom." TechTrends 64.1 (2020): 57-69.