



## Syllabus for Bachelor of Arts (Hons.) English

**Course Title: American Literature**

**Course Code: ARUCEN301T**

**Semester: III**

**L T P C**  
**5 1 0 6**

**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.

Unit	Content	Hours
1	Walt Whitman, Selections from Leaves of Grass: 'O Captain, My Captain', 'Passage to India' (lines 1–68) Sylvia Plath: Daddy's	15
2	Edgar Allen Poe: The purloined letter, William Faulkner: Dry September	15
3	Tennessee William: The glass Menagerie	15
4	Toni Morrison: Beloved	15

### Course Outcomes

1. Read and understand the American literature through the suggested texts.
2. To enable the student to get an overview of the general feel of American Culture and an 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.

### Readings

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

## Syllabus for Bachelor of Arts (Hons.) English

**Course Title: Popular Literature**

**Course Code: ARUCEN302T**

**Semester: III**

**L T P C**  
**5 1 0 6**

**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.

Unit	Content	Hours
1	Lewis Carroll: Through the Looking Glass	12
2	Agatha Christie: The Murderer of Roger Ackroyd	12
3	Shyam Selvadurai: Funny Boy	12
4	Isaac Asimov: Nightfall	12
5	Jayant Narlikar: The Ice Age Cometh	12

### Course Outcomes

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

### Readings:

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 (1January 2020)
3. Funny Boy Paperback Publisher, PENGUIN BOOKS INDIA (1 January 2012)
4. Carroll, Lewis. The Complete Illustrated Lewis Carroll. Wordsworth Editions, 1996.
5. 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.
6. Asimov, Isaac, and Robert Silverberg. Nightfall: A Novel. Spectra, 2011.
7. Narlikar, Jayant Vishnu. "Ice age cometh." (1996).



## Syllabus for Bachelor of Arts (Hons.) English

Course Title: **British Poetry and Drama**  
17<sup>th</sup> 18<sup>th</sup> Centuries

Course Code: ARUCEN303T

Semester: III

L T P C  
5 0 1 6

**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.

Unit	Content	Hours
1	John Milton. Paradise Lost. Bk. I	15
2	John Webster. The Duchess of Malfi.	15
3	Aphra Behn. The Rover.	15
4	Alexander Pope. The Rape of the Lock. (Books I and II)	15

### Course Outcomes

1. Read and understand the British literature through the suggested texts.
2. To enable the student to get an overview of the general feel 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.

### Suggested Readings

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



## Syllabus for Bachelor of Arts (Hons.) English

**Course Title: Language and Linguistics**

**Course Code: L T P C**  
**ARUCEN304T 5 1 0 6**

**Semester: III**

**Objective:** Demonstrate the students to understanding of the concepts, theories, and methodologies used by linguists in qualitative and quantitative analyses of linguistic structure, and patterns of language use.

Unit	Content	Hours
1	Language: language and communication; language varieties: standard and non-standard language; language change.	15
2	Structuralism: De Saussure, Ferdinand. 1966. Course in general linguistics. New York: McGraw Hill Introduction: Chapter 3	15
3	Phonology and Morphology	15
4	Syntax and semantics: categories and constituents phrase structure; maxims of conversation.	15

**Course Outcome:**

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. To be able to write, expand an idea and contract a passage.
6. Enhancing the vocabulary for linguistic competence and effective communication.

**Suggested Readings :**

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
3. 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.
4. Herbst, Thomas. English linguistics: A coursebook for students of English. De Gruyter Mouton, 2010.



## Syllabus for Bachelor of Arts (Hons.) English

Course Title: Professional Proficiency - III

Course Code: PTSPPAR10T

Semester: III

L T P C  
2 0 0 2

### Objectives:

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.

Unit	Content	Hours
1	<b>HARD Skill:</b> 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.	15
2	<b>SOFT SKILL:</b> Skit, Scripting and performing a short play, panel discussions. <b>Listening :</b> Short documentaries in English, answering questions, comprehension of audio-visual input.	20
3.	<b>Practice Sheet:</b> Questions (Subjective and Objective) based on the instruction given for hard skills to be distributed every week to evaluate the students learning.	
4	<b>Quantitative Aptitude &amp; Logical Reasoning</b> <ul style="list-style-type: none"><li>● Blood Relation</li><li>● Direction and Distance</li><li>● Percentage</li></ul>	10

### Course Outcomes

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.

### Suggested Readings

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

## Syllabus for Bachelor of Arts(Hons.) English

**Course Title: British Literature:  
18th Century**

**Course Code: ARUCEN401T**

**Semester: IV**

**L T P C**  
**5 1 0 6**

**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.

Unit	Content	Hours
1	William Congreve. The Way of the World	15
2	Jonathan Swift. Gulliver's Travels (Books I & II)	15
3	Samuel Johnson. "London". Thomas Gray. "Elegy Written in a Country Churchyard".	15
4	Eliza Heywood. Fantomina.	15

### Course Outcome:

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 14<sup>th</sup> century- 17<sup>th</sup> century.
4. Students would have understood the difference between Shakespearean sonnet and Petrarchan sonnet.

### Suggested Readings:

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. 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
4. 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.
5. 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.



## Syllabus for Bachelor of Arts (Hons.) English

**Course Title: British Romantic Literature**

**Course Code: ARUCEN402T**

**Semester: IV**

**L T P C**  
**5 1 0 6**

**Objective:** To enable the students to appreciate British Romantic literature and to realize its value in

Unit	Content	Hours
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"	15
2	3. William Wordsworth. "Tintern Abbey" 4. Samuel Taylor Coleridge. "Kubla Khan", "Dejection: An Ode"	15
3	5. Percy Bysshe Shelley. "Ode to the West Wind" 6. John Keats. "Ode to a Nightingale", "Bright Star", "To Autumn"	15
4	Mary Shelley. Frankenstein.	15

s of life, learn to enhance cross-cultural understanding.

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### Course Outcome

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.

### Suggested Readings

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.
3. Jean-Jacques Rousseau. "Preface" to Emile or On Education. Tr. Allan Bloom. Harmondsworth: Penguin, 1991. **L T P C**  
**5 1 0 6**
4. Samuel Taylor Coleridge. Chap XIII. Biographia Literaria. Ed. George Watson. London:Everyman, 1993.

Unit	Content	Hours
1	Charlotte Brontë. Jane Eyre	15
2	Charles Dickens. Hard Times	15
3	Thomas Hardy. Tess of the d'Urbervilles.	15
4	Alfred Tennyson. "Ulysses" Robert Browning. "My Last Duchess"	15



### Syllabus for Bachelor of Arts (Hons.) English

**Course Title: British Literature: 19th Century**

**Course Code: ARUCEN402T**

**Semester: IV**

**Objective:** To enable the students to appreciate British literature of 19<sup>th</sup> century and to realize its value in



	Christina Rossetti. 1st Stanza. "The Goblin Market".	
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practical aspects of life, and to enhance cross-cultural awareness.

**Course Outcome:**

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|----------------------------------------------------------------------------------------------|----------|----------|----------|----------|
| 1. Expose the students to a wide range of writing from British writers and their literature. | <b>L</b> | <b>T</b> | <b>P</b> | <b>C</b> |
|                                                                                              | <b>5</b> | <b>1</b> | <b>0</b> | <b>6</b> |
2. It helps the students to understand the creative resource of language in poetry, drama, fiction, prose, and how it expresses the human experience.

Unit	Content	Hours
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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 19<sup>th</sup> century writings.

**Suggested Readings:**

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



**Syllabus for Bachelor of Arts (Hons.) English**

**Course Title: Contemporary India:  
Women and Empowerment**

**Course Code: ARUCEN404T**

**Semester: IV**

**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.



	Social Construction of Gender (Masculinity and Femininity) and Patriarchy	15
2	History of Women's Movements in India (Pre-independence, post-independence) Women, Nationalism, Partition, Women and Political participation	15
3	Dalit Discourse: Sharmila Rege. "Dalit Feminist Standpoint". Gender and Caste. Ed. A. Rao. Kali for Women, 2003.	15
4	Women and Environment: State interventions, domestic violence, female foeticide, sexual harassment.	15

**Course Outcome:**

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 an awareness about human rights and its violations, their sufferings and pain.

**Suggested Readings:**

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.
3. Fox, Bonnie J. "Conceptualizing 'patriarchy'." Canadian Review of Sociology/Revue canadienne de sociologie 25.2 (1988): 163-182.
4. 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.

**Syllabus for Bachelor of Arts (Hons.) English**

**Course Title: Professional Proficiency - IV**  
**Semester: IV**

**Course Code: PTSPPAR10T**

**L T P C**  
**2 0 0 2**

**Objectives:** 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.

Unit	Content	Hours
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1	<b>HARD skill:</b> Transformation of Sentences (Simple, Complex, Compound-Advanced Level), Cloze Test, Direct-Indirect Speech(Advanced level) , Active Passive Voice(Advanced Level), Reading Comprehension (Advanced Level)	15
2	<b>Speaking:</b> The world in twenty years, Guess the word, Time Trials, Describing a game, brainstorming an idea, listening and repeating.  <b>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.</b>	20
3.	Questions (Subjective and Objective) based on the instruction given for hard skills to be distributed every week.  <b>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.</b>	
3	<b>Quantitative Aptitude &amp; Logical Reasoning</b> <ul style="list-style-type: none"> <li>• Order and Ranking</li> <li>• Ratio and Proportion</li> <li>• Time and Work</li> </ul>	10

#### Course Outcomes

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.

#### Suggested Reading:

1. Aggarwal, R. S. "Quantitative Aptitude for Competitive Examinations." S. Chand & Company Pvt Limited (Unit II, III) (2012).
2. 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.