

CURRICULUM AND SYLLABUS

B.A. (Honours) English

Academic Year: 2025 - 26



Department of English

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 Science and Faculty of Art 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.”

Curriculum and Syllabus: First Year
BA (Honours) English
2025-2026 Session

Semester-I

							Contact Hours	28
S. No.	Course Code	Course Category	Course Name	L	T	P	C	
1	ARUCEN111T	PC	Indian Classical Literature	5	1	0	5	
2	ARUCEN112T	PC	European Classical Literature	5	1	0	5	
3	ARUCEN113T	PC	English Essays-I	5	1	0	3	
4	CASCPEN10T	SEC	Fundamentals of Computers and its Application	2	0	0	2	
5	CASCPEN10P	SEC	Fundamentals of Computers Lab	2	0	0	1	
6	ARSPCSC10T	SS	Introduction to Professional Communication	4	0	0	4	
7	PTSPPAR10T	SS	Professional Proficiency	2	0	0	2	
8	UUSCVA001P	VAD	NSS/NCC/YOGA/MUSIC/SPORTS		0	2	0	
Total Credit = 22								

COURSE CATEGORY ABBREVIATIONS

1. Program Core – PC,
2. Soft Skills-SS,
3. Skill Enhancement Course-SEC
4. Compulsory Course-MC,
5. Program Elective-PE
6. Open Elective-OE
7. Value Audit Course-VAD
8. Internship/Project
9. Discipline Specific Elective – DSE
10. General Elective – GE
11. Ability Enhancement Course – AEC

Semester-II

							Contact Hours	24
S. No.	Course Code	Course Category	Course Name	L	T	P	C	
1	ARUCEN211T	PC	Indian Writing in English	5	0	0	5	
2	ARUCEN212T	PC	British Poetry and Drama 14th - 17th Centuries	5	0	0	5	
3	ARUCEN213T	PC	Text and Performance	5	0	0	5	
4	ARUCEN214T	PC	English Essays-II	5	0	0	3	
5	SCSEPAR20T	MC	Environmental Studies	2	0	0	2	
6	PTSPPAR20T	SS	Professional Proficiency	2	0	0	2	
Total Credit = 22								

COURSE DETAILS FOR SEMESTER-I

COURSE CODE AND NAME: ARUCEN111T/ 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

Indian Aesthetics: Theory of Rasa, Types, Explanation of Rasa Sutra, Sthayibhava, Vyabhichari Bhava ,Vibhava and Anubhava etc.

Unit-2

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

Unit -3

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-4

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

Unit-5

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.
3. Priyadarshi Patnaik. 'Rasa in Aesthetics' (Delhi: D.K. Print world, 1996).

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–NaliniPrava". Archived from the original on 24 September 2015. Retrieved 24 December 2014.

COURSE CODE AND NAME: ARUCEN112T/ 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

Aristotle Poetics- Drama, types, Elements of Tragedy, Mimesis, Catharsis , Tragic Hero and Hamartia, Epic Poetry, The Three Unities,

UNIT-2

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

UNIT-3

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

UNIT-4

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

UNIT-5

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, *ArsPoetica*, tr. H. Rushton Fairclough, *Horace: Satires, Epistles and Ars Poetica* (Cambridge Mass.: Harvard University Press, 2005) pp. 451–73.

COURSE CODE AND NAME: ARUCEN113T/English Essays-I**COURSE OBJECTIVES**

Students will be able to get holistic development of an understanding of English Essays of the 16th, 17th and 18th Centuries, and acquirement of rudiments of Rhetoric and Prosody.

COURSE OUTCOMES:

1. Knowing features of British Culture and the work of significant English Prose writers from across a wide range of literary history.
2. To understand the implied meaning of language and capability of self-expression
3. State their views clearly and accept differences in opinion amicably

Unit-1

Introducing Essay: Definition, Types, and Development

Bacon: Of Studies; Of Revenge

Unit-2

Addison: Meditations at Westminster Abbey, Sunday in the Country,

Unit-3

Steele: The Spectator Club

Swift: The Battle of Books.

Unit-4

Oliver Goldsmith- Beau Tibbs, A City Night Piece

Unit-5

Lamb: Dream-Children: A Reverie, Old China

TEXTBOOKS

1. Francis Bacon, *Selected Essays*, Ed. Michael Kiernan (Oxford University Press, 2000) – includes “Of Studies,” “Of Revenge”
2. Joseph Addison, *Selected Essays from The Spectator*, Ed. Robert J. Allen (Macmillan, 1970) – includes “Meditations at Westminster Abbey,” “Sunday in the Country”
3. Richard Steele, *Essays of Richard Steele*, Ed. G. A. Aitken (Oxford University Press, 1998) – includes “The Spectator Club”
4. Jonathan Swift, *The Battle of the Books*, in *A Tale of a Tub and Other Works*, Ed. Marcus Walsh (Cambridge University Press, 2010)
5. Oliver Goldsmith, *Selected Essays*, Ed. John Candlish (Penguin Classics, 2009) – includes “Beau Tibbs,” “A City Night Piece”

6. Charles Lamb, *Essays of Elia*, Ed. George Woodcock (Penguin Classics, 1985) – includes “Dream-Children: A Reverie,” “Old China”

REFERENCE BOOKS

1. Michael Kiernan, *The Cambridge Companion to Bacon* (Cambridge University Press, 1996)
2. Peter Smithers, *The Life of Joseph Addison* (Oxford University Press, 1954)
3. Brian McCrea, *Imitating the Ancients: Addison, Steele, and the Classical Style* (Bucknell University Press, 1990)
4. Marcus Walsh, *Jonathan Swift: A Literary Life* (Palgrave Macmillan, 2003)
5. Robert H. Hopkins, *Oliver Goldsmith: A Literary Biography* (Columbia University Press, 1969)
6. George L. Barnett, *Charles Lamb: The Evolution of Elia* (University of Chicago Press, 1964)
7. E.V. Lucas, *The Life of Charles Lamb* (Methuen, 1905)
8. Harold Bloom (Ed.), *Modern Critical Views: Charles Lamb* (Chelsea House, 1986)

**COURSE CODE AND NAME: CASCEN10T/ 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, lighten, 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: CASC PEN10P/ FUNDAMENTALS OF COMPUTERS LAB**Course Objective:**

1. They should be able to operate basic software related to computer.
2. To enable the students to learn the art of presenting their power point presentations.
3. To make the students understand various social media platforms and their operations.

List of Practicals:

(Minimum six practicals should be done in a semester)

1. Prepare a file on various input & output devices
2. MS Word- resume
3. MS Word- CV
4. MS Excel- formula sheet
5. MS excel – vlookup
6. MS Excel- lookup
7. MS PowerPoint – Indian designer
8. MS PowerPoint – International designer
9. Prepare a file on various social media platforms
10. Prepare a file on latest technology advancements related to your field.

Course Outcomes:

1. Students will learn the basic Microsoft software as per industry standards.
2. The Students will be able to prepare professional resumes.
3. They will be able to prepare presentations for their academic projects and industry projects.
4. They will explore various latest inventions in IT related to their field.

Reference

1. *Fundamentals of Computer by E Balagurusamy, Tata McGraw Hill Education Pvt. Ltd, New Delhi.*
2. *Fundamentals of Computer by V Rajaraman; Prentice Hall of India Pvt. Ltd., New Delhi.*

3. *Computer Fundamentals by RS Salaria; Khanna Book Publishing Co. (P) Ltd., New Delhi.*
4. *Computers Today by SK Basandara, Galgotia publication Pvtltd. Daryaganj, New Delhi.*

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", 2nd Edition, 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

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**COURSECODE & NAME: ARUCEN211T/ 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'

UNIT-5

Mahesh Dattani: Tara (Two -Act play)

TEXTBOOKS

1. Mahesh Dattani, Tara: A Play in Two Acts, Ed. Payal Nagpal (Worldview Critical Editions, 2021)
2. Mahesh Dattani, Collected Plays: Volume I (Penguin Books, 2000) – includes Tara along with other notable works

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.
3. Santwana Haldar, Mahesh Dattani's Tara: A Critical Study (Authorspress, 2009)
4. Sharad Rajimwale, Mahesh Dattani: Tara – A Critical Study (Book Enclave, 2020)
5. Dr. Rashmi Jain, Mahesh Dattani's Tara: A Critical Study (Yking Books, 2018)
6. Shakti Batra, Mahesh Dattani: Tara – A Critical Perspective (Frank Bros & Co., 2018)
7. Prem Sagar, Narain's Tara – Mahesh Dattani: Historical Background, Summary, Character Sketches, Critical Appreciation (Lakshmi Narain Agarwal, 2020)

COURSE CODE AND NAME: ARUCEN212T/ 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 LXXV '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*

UNIT-5

Ben Jonson *Volpone*

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.
3. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 704–11.

4. 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.
5. Philip Sidney, *An Apology for Poetry*, ed. Forrest G. Robinson (Indianapolis: obbs-Merrill, 1970) pp. 13–18.
6. Ben Jonson, *Volpone* (Bloomsbury Publishing, London, 2016)

COURSE CODE & NAME: ARUCEN213T/ TEXT AND PERFORMANCE**COURSE OBJECTIVE:**

To develop students' understanding of dramatic literature and the performing arts through close reading, critical analysis, and experiential engagement. The course aims to develop interpretive skills, enhance awareness of diverse theatrical traditions, and introduce foundational techniques in performance and production.

COURSE OUTCOMES:

Upon successful completion of the course, students will be able to:

1. Demonstrate foundational skills in voice modulation, movement, and characterization for performance.
2. Identify and analyze key theatrical forms and their cultural-historical significance.
3. Apply major theories of drama to interpret texts and performances (e.g., Stanislavsky, Brecht, Bharata).
4. Understand essential elements of theatrical direction, stagecraft, and archival documentation.
5. Appreciate the interdisciplinary nature of theatre, bridging literature, culture, and media.
- 6.

Unit-1:

Introduction to Theories of Performance: Definition, scope, and significance within cultural and literary studies **Historical overview of Western and Indian theatre:** From ritualistic and classical traditions to modern theatrical evolutions **Forms and Periods of Theatre:** Classical, Naturalist, Contemporary, Stylized .

Unit-2:

Types of theatre: Epic, Absurd, Ritualistic, Site-specific **Semiotics of Performative Spaces:** Proscenium, Amphitheatre, Open-air, 'In the round', Immersive digital/hybrid spaces **Actor's Tools:** Voice, Speech, Movement, Gesture, Traditional and Contemporary techniques, Floor exercises, Improvisation, Characterization . Use of silence and stillness in performance Integration of music and choreography in performative grammar

Unit-3:

Key Theorists: Stanislavsky: Stanislavsky System, Bertolt Brecht: Theory of Epic Theatre, Bharat Muni: Theory of Rasa

Unit-4:

Elements of Production: Direction and Stage Management, Costumes, Props, Makeup , Lighting and Set Design , Backstage Organization. **Documentation and Media:** Recording/Archiving, Case studies of Indian and global productions , Interviews, Performer diaries, Feedback loops

Unit-5:

Audience Experience and Response: Role of audience in theatre; how reception shapes meaning

Ethics and Sensitivity in Performance: Representing social, emotional, and cultural themes responsibly
Comparative Viewing: Observing and discussing recorded performances across styles and cultures.

TEXTBOOKS

1. Richard Schechner, *Performance Studies: An Introduction*, Routledge
2. Konstantin Stanislavsky, *An Actor Prepares*, Routledge
3. Bertolt Brecht, *Brecht on Theatre: The Development of an Aesthetic*, Methuen Drama
4. Bharata Muni, *The Natyashastra*, Chaukhamba Sanskrit Pratishthan
5. M.M. Ghosh, *A Treatise on Ancient Indian Dramaturgy and Histrionics: Natyasastram Ascribed to Bharata Muni*, Chaukhamba Publications

REFERENCE BOOKS

1. Michael Mangan, *The Drama, Theatre and Performance Companion*, Palgrave Macmillan
2. Katia Légeret-Manochhaya, *Dance Theatre of India*, Atlantic Publishers
3. Paul Allain, *Grotowski's Empty Room: A Challenge to the Theatre*, Atlantic Books
4. Michel Saint-Denis, *Theatre: The Rediscovery of Style*, Faber & Faber
5. Francis Ford Coppola, *The Godfather Notebook*, Regan Arts
6. Jacob Bricca, *Documentary Editing*, Focal Press
7. Suresh Chabria, *Light of Asia: Indian Silent Cinema*, HarperCollins India
8. David Salle, *How to See: Looking, Talking, and Thinking about Art*, W.W. Norton & Company
9. Liedeke Plate & Anneke Smelik (Eds.), *Performing Memory in Art and Popular Culture*, Routledge

COURSE CODE AND NAME: ARUCEN205/English Essays-II**COURSE OBJECTIVES:**

Students will get a thorough understanding of English essays. They will also be able to assess the text's literary quality, identify gaps in these traditions, and discover links and continuity between the past and present.

COURSE OUTCOMES

1. To enable in understanding the special qualities of essays and connecting the texts and situations to actual events.
2. Provide students with an overview of how modernity was introduced in the twentieth century through prose.
3. In addition to increasing their vocabulary, students will have a better comprehension of sentence construction and grammatical subtleties.

Unit-1

Hazlitt: On the Feeling of Immortality in Youth

Unit-2

Chesterton: The Worship of the Wealthy

Stevenson: Walking Tours

Unit-3

Huxley: Selected Snobberies

Lynd: The Money-Box

Unit-4

Gardiner: On Superstitions,

J.B Priestley: On Doing Nothing

Unit-5

George Orwell: Reflections on Gandhi

TEXTBOOKS

1. William Hazlitt, *Selected Essays*, Ed. Geoffrey Keynes (Penguin Classics, 2004) – includes “On the Feeling of Immortality in Youth”
2. G.K. Chesterton, *All Things Considered*, Ed. Ian Ker (Ignatius Press, 2000) – includes “The Worship of the Wealthy”

3. Robert Louis Stevenson, *VirginibusPuerisque and Other Papers*, Ed. Charles E. Hill (Oxford University Press, 1991) – includes “Walking Tours”
4. Aldous Huxley, *Selected Essays*, Ed. David Bradshaw (Oxford World’s Classics, 2009) – includes “Selected Snobberies”
5. Robert Lynd, *The Money Box* (Legare Street Press, 2022)
6. A.G. Gardiner, *Leaves in the Wind* (HardPress Publishing, 2012) – includes “On Superstitions”
7. J.B. Priestley, *Open House: Essays* (Heinemann, 1942) – includes “On Doing Nothing”
8. George Orwell, *Reflections on Gandhi*, in *Essays*, Ed. Bernard Crick (Penguin Modern Classics, 2000)

REFERENCE BOOKS

1. Tom Paulin, *The Day-Star of Liberty: William Hazlitt’s Radical Style* (Faber & Faber, 1998)
2. Ian Ker, *G.K. Chesterton: A Biography* (Oxford University Press, 2011)
3. Jenni Calder, *Robert Louis Stevenson: A Life Study* (Edinburgh University Press, 1980)
4. David Bradshaw (Ed.), *Aldous Huxley: Critical Heritage* (Routledge, 1997)
5. Brian Inglis, *The Essential Robert Lynd* (Mercier Press, 1982)
6. A.G. Gardiner, *Pebbles on the Shore* (Dodo Press, 2007) – companion to *Leaves in the Wind*
7. John Baxendale, *Priestley’s England: J.B. Priestley and English Culture* (Manchester University Press, 2007)
8. Michael Sheldon, *Orwell: The Authorized Biography* (HarperCollins, 1991)
9. George Orwell, *Essays and Journalism*, Ed. Peter Davison (Everyman’s Library, 2002)

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 that 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