

CHAUDHARY BANSI LAL UNIVERSITY, BHIWANI

DEPARTMENT OF ENGLISH AND FOREIGN LANGUAGES

Scheme of Examination for English in Undergraduate Programmes
as per NEP 2020 Curriculum and Credit Framework for Undergraduate Programmes
(Multiple Entry-Exit, Internships and Choice Based Credit System LOCF) w.e.f. the session 2025-26 (in a phased manner)

Semester-III

Course Type	Applicable Scheme	Course Code	Nomenclature of the Course	Credits			Contact hours			Internal Assessment Marks	End term Examination Marks	Total Marks	Examination hours
				To tal	Lect ure (L)	Tutori al (T)	L	T	Tot al				
CC-3/MCC-4	A, B & C	25UN-ENG-301	Selected English Poetry	4	3	1	3	1	4	30	70	100	3
MCC-5	B & C	25UN-ENG-302	English Literature (14 th -17 th Century)	4	4	0	4	0	4	30	70	100	3
MCC-2	B	25UN-ENG-102	Introduction to English Literature	4	3	1	3	1	4	30	70	100	3
CC-M3	A & C	From Available CC-3/ MCC-4 Of 4 credits as per NEP											
CC-M3 (V)	B	From Available pool of M3 (Vocational) courses											
MDC-3	A, B & C	Students will be required to select MDC-3 from the available pool of Multidisciplinary Courses from a subject of different discipline as per NEP											
AEC-3	A, B & C	Students will be required to select AEC-3 from the available pool of Ability Enhancement Courses as per NEP											
SEC-3	A, B & C	Students will be required to select SEC-3 from the pool of Skill Enhancement Courses as per NEP											
VAC-3	C Only	From Available pool of Value Added Courses as per NEP											

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Semester-IV

Course Type	Applicable Scheme	Course Code	Nomenclature of the Course	Credits			Contact hours			Internal Assessment Marks	End term Examination Marks	Total Marks	Examination hours
				To tal	Lect ure (L)	Tutori al (T)	L	T	Tot al				
													L: Lecture T: Tutorial
CC-4/ MCC-6	A, B & C	25UN-ENG-401	English Drama	4	3	1	3	1	4	30	70	100	3
MCC-7	B & C	25UN-ENG-402	English Literature (18 th Century)	4	4	0	4	0	4	30	70	100	3
MCC-8	B & C	25UN-ENG-403	Literary Theory & Criticism-I	4	4	0	4	0	4	30	70	100	3
DSE-1	B & C	25UN-ENG-404	Reflections of Indian Knowledge on Literature	4	4	0	4	0	4	30	70	100	3
		25UN-ENG-405	Indian Classics in English	4	4	0	4	0	4	30	70	100	3
CC-M4 (V)	A, B & C	25UN-ENG-407	*Content Writing	From Available pool of Minor (Vocational) courses									
AEC-4	A, B & C	Students will be required to select AEC-4 from the available pool of Ability Enhancement Courses as per NEP											
VAC-3	A, B & C	Students will be required to select VAC-3 from the available pool of Value Added Courses as per NEP											
VAC-4	C Only	Students will be required to select VAC-4 from the available pool of Value Added Courses as per NEP											
Internship	A, B & C	25UN-ENG-406	Internship of 4 credits of 4-6 weeks duration after 4 th semester (mandatory in case of exit if not done after 2 nd Semester)										

* Content Writing is a paper offered by Department of English and Foreign Languages

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Scheme of MDC Courses

Sem	Course Type	Applicable Scheme	Course Code	Nomenclature of the Course	Credits			Contact hours/week			Internal Assessment Marks	End Term Exam	Total Marks	Examination hours
					Total	Lecture	Tutorial	Lecture	Tutorial	Total				
I	MDC-1	A, B, C	25UN-ENG-MDC101	Literature, Film and Society	3	2	1	2	1	3	20	50	70	3
			25UN-ENG-MDC102	Indian Classics in English	3	2	1	2	1	3	20	50	70	3
II	MDC-2	A, B, C	25UN-ENG-MDC201	Fundamentals of Gender Studies	3	2	1	2	1	3	20	50	70	3
III	MDC-3	A, B, C	25UN-ENG-MDC301	Literature and Culture	3	2	1	2	1	3	20	50	70	3

- Students may opt for MOOCs courses of equal credits.

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Scheme of AEC Courses

Sem	Course Type	Applicable Scheme	Course Code	Nomenclature of the Course	Credits			Contact hours/week			Internal Assessment Marks	End Term Exam	Total Marks	Examination hours
					Total	Lecture	Tutorial	Lecture	Tutorial	Total				
I	AEC-1	A, B, C	24-UN-ENG--AEC101	Communication Skills in English	2	2	0	2	0	2	15	35	50	2
II	AEC-2	A, B, C	24-UN-ENG-AEC201	Business Communication	2	2	0	2	0	2	15	35	50	2
III	AEC-3	A, B, C	25-UN-ENG-AEC301	English Grammar and Usage	2	2	0	2	0	2	15	35	50	2
IV	AEC-4	A, B, C	25-UN-ENG-AEC401	Vocabulary Building	2	2	0	2	0	2	15	35	50	2

- Students may opt for MOOCs courses of equal credits.

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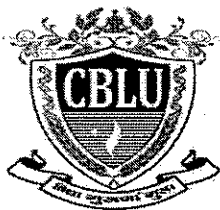
(Multiple Entry-Exit, Internships and Choice Based Credit System LOCF) w.e.f. the session 2025-26 (in a phased manner)

Scheme of SEC Courses

Sem	Course Type	Applicable Scheme	Course Code	Nomenclature of the Course	Credits			Contact hours/week			Internal Assessment Marks	End Term Exam	Total Marks	Examination hours
					Total	Lecture	Tutorial	Lecture	Tutorial	Total				
I	SEC1	A, B, C	24UN-ENG-SEC101	English for Competitive Examinations	3	2	1	2	1	3	20	50	70	3
II	SEC2	A, B, C	25UN-ENG-SEC201	Soft Skills	3	2	1	2	1	3	20	50	70	3
III	SEC3	A, B, C	25UN-ENG-SEC301	English at the Workplace	3	2	1	2	1	3	20	50	70	3

- Students may opt for MOOCs courses of equal credits.

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Undergraduate Programme as per NEP-2020

Subject: English

(Multiple Entry-Exit, Internships and Choice Based Credit System LOCF)
w.e.f. the Session 2025-26 (in a phased manner)

Semester III

Course Nomenclature: Selected English Poetry

Course Code: 25UN-ENG-301

Course Type: CC-3/MCC-4

Credits (L+T+P): 4 (3+1+0)

External Theory Marks: 70

Internal Assessment Marks: 30

Time Allowed: 3 Hrs.

Course Objectives: The course offers a study of representative English and Indian poems from various periods. It develops aesthetic appreciation, interpretation skills, and emotional sensitivity. Students learn poetic forms, themes, and techniques, enhancing literary and linguistic competence.

Course Outcomes (CO)

At the end of the course, the students will be able to:

- Understand the basic forms and devices used in English poetry.
- Read and enjoy famous English poems from different centuries.
- Compare different styles of classical and modern poetry.
- Appreciate Indian English poetry and its cultural richness.
- Develop the ability to critically read and enjoy poetry in daily life.

Note for Paper Setter:

1. The paper-setter will set 5 questions in all. All questions carry equal marks.
2. Question No. 1 will consist of 6 short notes based on unit 1 out of which the students will be required to attempt any four. Each short note will carry 4 marks (4x4=16).
3. Question No. 2 will consist of 10 short questions based on unit 2, 3, & 4 out of which the students will be required to attempt any seven, selecting at least one short question from each unit. Each question from this section will carry 2 marks (7x2=14).
4. Question No 3 with 4 parts will be based on explanation with reference to the context based on Unit 2, 3 & 4. Students will be required to attempt any two (2x5=10).

5. Question No 4 with internal choice will have essay type questions based on Unit 2, 3 & 4 carrying 10 marks each. The students will be required to attempt any two of them (10x2=20).
6. Question No 5 will be based on Phonemic Transcription, Vocabulary and Grammar, Verb patterns, prefixes and suffixes from Unit 2, 3 & 4 consisting of 15 items. The students will be required to attempt any 10 items(10x1=10).

UNIT-1

Important Poetic Forms and Devices

UNIT-2

William Shakespeare	"Sonnet XVIII"
Alexander Pope	"Know Then Thyself"
Thomas Gray	"Elegy Written In A Country Churchyard"

UNIT-3

William Wordsworth	"The World is Too Much with Us"
John Keats	"Ode on a Grecian Urn"
Robert Browning	"My Last Duchess"
W.B Yeats	"When You are Old"

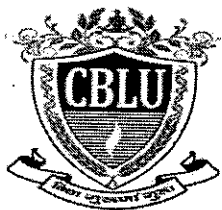
UNIT-4

Rabindranath Tagore	"Where the Mind is Without Fear"
Sarojini Naidu	"The Bangle Sellers"
Imtiaz Dharker	"Another Woman"

Prescribed book: *FRAGRANCES: A Text book of Poetry and Language Skills*. Orient Blackswan, 2015.

Suggested Readings:

- Browning, Robert. *My Last Duchess and Other Poems*. Dover Publications, 1993.
- Gray, Thomas. *Poems by Mr. Gray*. Edited by Roger Lonsdale, Oxford University Press, 1999.
- Dharker, Imtiaz. *I Speak for the Devil*. Penguin India, 2001.
- Naidu, Sarojini. *The Bird of Time: Songs of Life, Death & the Spring*. Orient Longman, 2003.
- Keats, John. *Selected Poems*. Edited by John Barnard, Penguin Classics, 2007.
- Pope, Alexander. *The Major Works*. Edited by Pat Rogers, Oxford University Press, 2006.
- Shakespeare, William. *The Sonnets and A Lover's Complaint*. Edited by John Kerrigan, Penguin Classics, 1999.
- Tagore, Rabindranath. *Gitanjali: Song Offerings*. Translated by the author, Macmillan India, 2004.
- Wordsworth, William. *Selected Poems*. Edited by Stephen Gill, Oxford University Press, 2013.
- Yeats, W. B. *The Collected Poems of W. B. Yeats*. Edited by Richard J. Finneran, Scribner, 1996.



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Semester III

Course Nomenclature: English Literature (14th- 17th Century)

Course Code: 25UN-ENG-302

Course Type: MCC-5

Credits (L+T+P): 4 (3+1+0)

External Theory Marks: 70

Internal Assessment Marks: 30

Time Allowed: 3 Hrs.

Course Objectives: Students explore the evolution of English literature from Chaucer to Milton. The course examines historical and cultural influences shaping Renaissance and metaphysical writings. It nurtures analytical reading and understanding of early English drama and poetry.

Course Outcomes (CO)

At the end of the course, the students will be able to:

- Understand the major writers and texts of English literature from the 14th to 17th century.
- Learn about the historical, social, and religious background of this literary period.
- Learn the influence of classical literature on English writers.
- Analyse literary devices and structure in poetry and drama.
- Gain a strong base for reading and appreciating early English literature.

Note for Paper Setter:

The students will be required to attempt 5 questions in all selecting one question from each unit. Question no 1 shall be compulsory, consisting of seven short answers type questions covering the entire syllabus. All questions carry equal marks.

Unit-I

Edmund Spenser

Sonnet 75 ("One Day I Wrote Her Name")

William Shakespeare

Sonnet 24 ("Mine eye hath played the painter and hath steeled")

Sonnet 116 ("Let me not to the Marriage of True Minds")

John Donne

"The Flea"

"Canonization"

"Death Be Not Proud"

Unit-II

Christopher Marlowe

Dr Faustus

Unit-III

William Shakespeare

The Courtroom Scene from *The Merchant of Venice*

Macbeth's Meeting with Three Witches (*Macbeth* Act 1, Scene 3)

Unit-IV

Non Detailed Study

Geoffrey Chaucer

The Wife of Bath's Tale

Pardoner's Tale

Knight's Tale

William Shakespeare

King Lear

The Merchant of Venice

Thomas Kyd

The Spanish Tragedy

John Milton

Paradise Lost Book I, II

The questions from this unit will be based on the general acquaintance with the texts.

Suggested Readings:

Albert, Edward. *History of English Literature*. 5th ed., Oxford University Press, 2007.

Compton-Rickett, Arthur. *A History of English Literature*. UBS Publishers, 2005.

Chaucer, Geoffrey. *The Canterbury Tales*. Translated by Nevill Coghill, Penguin Classics, 2003.

Daiches, David. *A Critical History of English Literature: Volume I*. Supernova Publishers, 2022.

Donne, John. *The Complete English Poems*. Edited by A. J. Smith, Penguin Classics, 1996.

Kyd, Thomas. *The Spanish Tragedy*. Edited by Clara Calvo and Jesús Tronch, Arden Early

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Modern Drama, Bloomsbury, 2013.

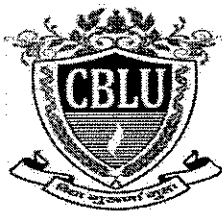
Marlowe, Christopher. *Doctor Faustus*. Edited by David Wootton, Hackett Publishing, 2003.

Milton, John. *Paradise Lost*. Edited by Alastair Fowler, 2nd ed., Longman Annotated Texts, 2007.

Spenser, Edmund. *The Faerie Queene: Book I*. Edited by A. C. Hamilton, 2nd ed., Longman, 2007.

Shakespeare, William. *Sonnets*. Ed. Katherine Duncan-Jones, Arden Shakespeare, 2010.

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Semester III

Course Nomenclature: Literature and Culture

Course Code: 25UN-ENG-MDC301

Course Type: MDC-3

Credits (L+T+P): 3 (2+1+0)

External Theory Marks: 50

Internal Assessment Marks: 20

Time Allowed: 3 Hrs.

Course Objectives: This paper examines how literature represents diverse cultural experiences and social values. It introduces key cultural theories and their intersection with identity, gender, and class. Students learn to appreciate cultural plurality and develop intercultural sensitivity.

Course outcomes

At the end of the Course, the students will be able to:

- Understand the Concept, components and features of culture.
- Analyze the representations of various cultures.
- Explore Intersectionality.
- Develop Awareness and Sensitivity towards cultural diversity.

Note for Paper Setter:

1. The students will be required to attempt 4 questions in all.
2. Question no. 1 will be based on shorts notes covering the entire syllabus. The students will be required to attempt 7 questions out of 10 carrying 2 marks each (7x2=14).
3. Q. no.2 -7 will be long answer type questions carrying 12 marks each. The students will be required to attempt one question from each unit (12x3=36).

UNIT-I

What is Culture? Components of Culture: Values and Beliefs, Norms and Customs, Language and Communication; Features of Culture: Diversity and Pluralism, Spirituality and Philosophy, Family and Community, Festivals and Celebrations.

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UNIT-II

Alice walker

"Am I Blue?"

Zora Neal Hurston

"John Redding Goes to Sea"

R. K. Narayan

"A Horse and Two Goats"

Khushwant Singh

"The Portrait of a Lady"

UNIT-III

Kalpana Lajmi

Rudali (Movie 1993)

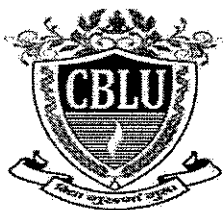
Suggested Readings

Hurston, Zora Neale. "John Redding Goes to Sea." *The Complete Stories*. 1995.

Narayan, R.K. "A Horse and Two Goats." *Malgudi Days*. 1982.

Said, Edward W. *Culture and Imperialism*. 1993.

Williams, Raymond. *Keywords: A Vocabulary of Culture and Society*. 1976.



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Semester III

Course Nomenclature: English Grammar and Usage

Course Code: 25-UN-ENG-AEC301

Course Type: AEC-3

Credits (L+T+P): 2 (2+0+0)

External Theory Marks: 35

Internal Assessment Marks: 15

Time Allowed: 2 Hrs.

Course Objectives: This course revises the structural elements of English grammar essential for accuracy in writing and speaking. Students will learn about parts of speech, tenses, modals, and reported speech. It strengthens grammatical competence and effective language use.

Course Outcomes:

Note for Paper Setter:

1. The students will be required to attempt 5 questions in all. All questions carry equal marks.
2. Question no. 1 will be based on shorts notes covering the entire syllabus. The students will be required to attempt 7 questions out of 10 carrying 1 mark each.
3. Q. no.2 -9 will be long answer type questions carrying 7 marks each. The students will be required to attempt two questions from each unit.

Unit-I

Articles, Nouns: Definition and types, Pronouns: Definition and types, Adjectives : Definition and types, Adverbs : Definition and types, Prepositions, Conjunctions, Verbs : Definition and types, Tenses : Definition and types, Models and its uses.

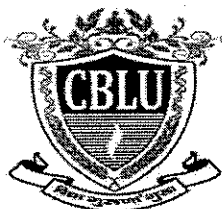
Unit-II

Non-finite verbs: The Infinitive, The Gerund, The Participles, Infinitive and Gerund/ Present Participle Constructions, Commands/ Requests/ Advice, The Subjunctive, Passive Voice, Reported Speech.

Suggested Readings:

A.J. Thomson and A.V. Martinet: A Practical English Grammar. Third Edition.

A.J. Thomson and A.V. Martinet: A Practical English Grammar. Exercises



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Semester III

Course Nomenclature: English at the Workplace

Course Code: 25UN-ENG-SEC301

Course Type: SEC3

Credits (L+T+P): 3 (2+1+0)

External Theory Marks: 50

Internal Assessment Marks: 20

Time Allowed: 3 Hrs.

Course Objectives: This paper prepares students for professional environments through practical communication training. It focuses on resume writing, interview preparation, and corporate etiquette. Learners acquire workplace adaptability, collaboration, and ethical communication skills.

Course Outcomes: At the end of the course, the students will be able to

- Learn how to create a strong professional profile, respond to job ads, and prepare job-related documents.
- Develop confidence in facing interviews and using body language and communication skills professionally.
- Acquire workplace skills such as proper etiquette, cultural sensitivity, and ethical behaviour.
- Gain practical skills in making presentations and writing effective business letters and emails.

Note for Paper Setter:

1. The students will be required to attempt 4 questions in all.
2. Question no. 1 will be based on shorts notes covering the entire syllabus. The students will be required to attempt 7 questions out of 10 carrying 2 marks each (7x2=14).
3. Q. no.2 -7 will be long answer type questions carrying 12 marks each. The students will be required to attempt one question from each unit (12x3=36).

Unit-I

Exploring the Job Market, Profiling Oneself for the Job, Searching for a Job, Responding to Job Advertisements, Preparing for the Job.

Unit II

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Using Body Language Effectively, Portfolio Making, Writing Your Curriculum Vitae (CV)

Preparing to Face an Interview.

Unit III

Skills for the Workplace, Etiquette, Cultural Awareness and Gender Perceptions, Work Ethics

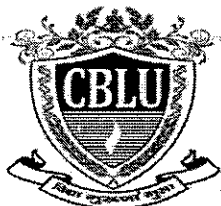
Making Presentations, Writing Business Letters and emails

Suggested Readings:

Gopalaswamy, Ramesh. *The ACE of Soft Skills: Attitude, Communication and Etiquette for Success*. Pearson Education India, 2013.

Raman, Meenakshi, and Prakash Singh. *Business Communication*. Oxford University Press, 2012.

Kaul, Asha. *Effective Business Communication*. PHI Learning, 2014.



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Semester IV

Course Nomenclature: English Drama

Course Code: 25UN-ENG-401

Course Type: CC-4/ MCC-6

Credits (L+T+P): 4 (3+1+0)

External Theory Marks: 70

Internal Assessment Marks: 30

Time Allowed: 3 Hrs.

Course Objectives: This course studies representative English and Indian dramas to understand stagecraft, dialogue, and characterization. It explores human emotions, moral dilemmas, and social realities through plays. Students also learn the essentials of dramatic performance and interpretation.

Course Outcomes (CO)

At the end of the course, the students will be able to:

- Understand the meaning, types, and elements of drama.
- Study how drama presents human emotions, conflicts, and social issues.
- Explore the structure and techniques of stage performance.
- Develop skills to read, perform, and interpret dramatic texts.
- Build confidence and interest in theatrical expressions and literature.

Note for Paper Setter:

1. The paper-setter will set 5 questions in all. All questions carry equal marks.
2. Question No. 1 will consist of 6 short notes based on unit 1 out of which the students will be required to attempt any four. Each short note will carry 4 marks (4x4=16).

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3. Question No. 2 will consist of 10 short questions carrying 2 marks each based on unit 2, 3, & 4 out of which the students will be required to attempt any eight (8x2=16).
4. Question No 3 with internal choice will be based on explanation with reference to the context based on Unit 2, 3 & 4. (8 marks).
5. Question No 4(A) & 4(B) with internal choice will be essay type questions based on Unit 2, 3 & 4 carrying 08 marks each (2x8=16).
6. Question No 5 will be based on Language practice based on Unit 2, 3 & 4 consisting of 18 items. The students will be required to attempt any 14 items (14 marks).

UNIT-1

Introduction to Types of Drama: Tragedy, Comedy, Tragedy-comedy, Melodrama, The Heroic Drama, Problem Play, Comedy of Manners, Comedy of Errors, Sentimental Comedy, Farce, The Drama of Ideas, Propaganda Drama, The History Play; Elements of Drama: Plot, Character, Thought, Diction, Melody, Spectacle, Stagecraft.

UNIT-2

J.M. Synge
Anton Chekhov

“Riders to the Sea”
“The Proposal”

UNIT-3

J.B. Priestley
St. John Ervin

“Mother’s Day”
“Progress”

UNIT-4

Rabindranath Tagore

“Chandalika”

Prescribed book for Unit 2, 3 & 4: *Snapshots: One Act Plays*. Ed. by S. K. Sharma, OUP, 2005.

Suggested Readings:

Banham, Martin, editor. *The Cambridge Guide to Theatre*. Cambridge University Press, 1995.

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Bradbrook, M. C. *Themes and Conventions of Elizabethan Tragedy*. Cambridge University Press, 1980.

Chekhov, Anton. *The Proposal*. Translated by Elisaveta Fen, in *Five Plays*, Penguin Classics, 2000.

Ervine, St. John. *Progress: A Comedy in Three Acts*. Forgotten Books, 2018.

Esslin, Martin. *The Theatre of the Absurd*. Vintage Books, 2004.

Nandi, Swarup. *A Handbook of Literary Terms: Drama and Theatre*. Atlantic Publishers, 2005.

Nicoll, Allardyce. *British Drama: An Historical Survey from the Beginnings to the Present Time*. George G. Harrap, 1962.

Priestley, J. B. *Mother's Day*, in *Plays One*, Oberon Books, 1999.

Synge, J. M. *Riders to the Sea*. Dover Thrift Editions, Dover Publications, 1998.

Tagore, Rabindranath. *Chandalika*. Translated by Marjorie Sykes, Macmillan India, 2002.



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Semester IV

Course Nomenclature: English Literature (18th Century)

Course Code: 25UN-ENG-402

Course Type: MCC-7

Credits (L+T+P): 4 (3+1+0)

External Theory Marks: 70

Internal Assessment Marks: 30

Time Allowed: 3 Hrs.

Course Objectives: The paper examines major 18th-century literary movements emphasizing reason, wit, and satire. It introduces significant poets, novelists, and dramatists of the Age of Enlightenment. Students develop critical insight into literature's role in moral and social reform.

Course Outcomes (COs)

At the end of the course, the students will be able to:

- Understand the historical and literary background of the 18th century.
- Study how literature reflected reason, wit, satire, and social reform.
- Explore themes like nature, innocence, poverty, and morality in poetry.
- Study major prose and drama forms of the Augustan and Neo-classical age.
- Develop the ability to critically read and connect literature to Enlightenment thought.

Note for Paper Setter:

The students will be required to attempt 5 questions in all selecting one question from each unit. Question no 1 shall be compulsory, consisting of seven short answers type questions covering the entire syllabus. All questions carry equal marks.

UNIT-I

William Blake

"The Lamb"

"The Tyger"

"The Chimney Sweeper"

Robert Burns

"To A Mouse"

Oliver Goldsmith

"The Deserted Village"

S. H. K.

UNIT-II

Henry Fielding

Joseph Andrews

UNIT-III

Richard Sheridan

The School for Scandal

UNIT-IV

Non Detailed Study

Periodical Essay in 18th Century

Alexander Pope

The Rape of the Lock

James Thomson

The Seasons

William Congreve

The Way of the World

Dr Samuel Johnson

"Preface to Shakespeare"

Henry Fielding

Tom Jones

The questions from this unit will be based on the general acquaintance with the texts.

Suggested Readings:

Albert, Edward. *History of English Literature*. 5th ed., Oxford University Press, 2007.

Blake, William. *Songs of Innocence and of Experience*. Edited by Geoffrey Keynes, Oxford University Press, 2000.

Burns, Robert. *Selected Poems*. Edited by Carol McGurk, Penguin Classics, 1993.

Congreve, William. *The Way of the World*. Edited by Kathleen M. Lynch, Norton Critical Editions, 2002.

Fielding, Henry. *Joseph Andrews and Shamela*. Edited by Thomas Keymer, Oxford World's Classics, 2008.

Goldsmith, Oliver. *The Deserted Village and Other Poems*. Edited by David Cody, Broadview Press, 2017.

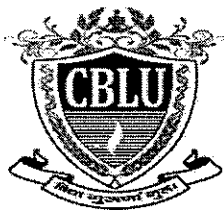
Johnson, Samuel. *Selected Writings*. Edited by Peter Martin, Harvard University Press, 2009.

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Pope, Alexander. *The Rape of the Lock and Other Poems*. Edited by Pat Rogers, Penguin Classics, 2003.

Sheridan, Richard Brinsley. *The School for Scandal and Other Plays*. Edited by Michael Cordner, Oxford World's Classics, 1998.

Thomson, James. *The Seasons*. Edited by James Sambrook, Oxford University Press, 1981.



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Undergraduate Programme as per NEP-2020

Subject: English

(Multiple Entry-Exit, Internships and Choice Based Credit System LOCF)
w.e.f. the Session 2025-26 (in a phased manner)

Semester IV

Course Nomenclature: Literary Theory & Criticism-I

Course Code: 25UN-ENG-403

Course Type: MCC-8

Credits (L+T+P): 4 (3+1+0)

External Theory Marks: 70

Internal Assessment Marks: 30

Time Allowed: 3 Hrs.

Course Objectives: This foundational course introduces classical and early modern theories of literary evaluation. Students learn critical concepts from Aristotle to Wordsworth. It builds analytical tools necessary for understanding later theoretical developments.

Course Outcomes (CO)

At the end of the course, the students will be able to:

- Understand the meaning, need, and purpose of literary criticism.
- Learn how literature has been studied and judged from ancient times.
- Compare ancient, neoclassical, and romantic ideas about literature.
- Know how literary theory shapes the way we read and interpret texts.
- Form a foundation for studying modern and contemporary literary theory.

Note for Paper Setter:

The students will be required to attempt 5 questions in all selecting 1 question out of 2 from each unit. Question no 1 shall be compulsory, consisting of seven short answers type questions covering the entire syllabus. All questions carry equal marks.

UNIT-I

Aristotle

Poetics

UNIT-II

Philip Sydney

An Apology for Poetry

UNIT-III

John Dryden

"An Essay on Dramatic Poesy"

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UNIT-IV

William Wordsworth

“Preface to Lyrical Ballads”

Suggested Readings:

Aristotle. *Poetics*. Translated by Malcolm Heath, Penguin Classics, 1996.

Daiches, David. *Critical Approaches to Literature*. 2nd ed., Orient Longman, 1981.

Dryden, John. *An Essay of Dramatic Poesy*. In *Selected Criticism*, edited by D. Nichol Smith, Clarendon Press, 1965.

Ford, Boris, ed. *The New Pelican Guide to English Literature: Volume 1–7*. Penguin Books, 1982–1989.

Habib, M. A. R. *A History of Literary Criticism: From Plato to the Present*. Blackwell Publishing, 2005.

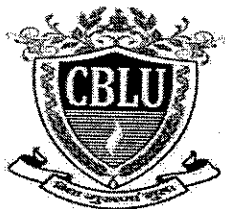
Prasad, B. *An Introduction to English Criticism*. Macmillan India, 2005.

Selden, Raman, and Peter Widdowson. *A Reader's Guide to Contemporary Literary Theory*. 5th ed., Pearson Education, 2005.

Sidney, Philip. *An Apology for Poetry*. Edited by Geoffrey Shepherd and R. W. Maslen, 3rd ed., Manchester University Press, 2002.

Wimsatt, W. K., and Cleanth Brooks. *Literary Criticism: A Short History*. Vintage Books, 1957.

Wordsworth, William. *Preface to Lyrical Ballads*. In *Wordsworth's Literary Criticism*, edited by W. J. B. Owen, Routledge, 1974.



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Semester IV

Course Nomenclature: Reflections of Indian Knowledge on Literature

Course Code: 25UN-ENG-404

Course Type: DSE-1

Credits (L+T+P): 4 (3+1+0)

External Theory Marks: 70

Internal Assessment Marks: 30

Time Allowed: 3 Hrs.

Course Objectives: The course integrates Indian philosophical, spiritual, and ethical thought with literary studies. It explores writings of Indian thinkers on humanity, nation, and moral life. Students learn to relate ancient wisdom to modern ethical and social challenges.

Course Outcomes (CO)

At end of the course, the students will be able to:

- Understand the wisdom of Indian philosophical, spiritual, and ethical traditions.
- Learn about Indian views on religion, nation, humanity, and moral values.
- Explore how Indian knowledge systems shape literature and society.
- Become aware of Indian cultural roots and their global significance.
- To encourage to think ethically and critically through literary reflection.

Note for Paper Setter:

The students will be required to attempt 5 questions in all selecting one question from each unit. Question no 1 shall be compulsory, consisting of eight short answers type questions covering the entire syllabus. All questions carry equal marks.

UNIT-I

Swami Vivekananda

“Chicago Address”

Signature

Rabindranath Tagore

“The Four Stages of Life” from *The Religion of Man*

UNIT-II

Mahatma Gandhi

“What is True Civilization” from *Hind Swaraj*

Sri Aurobindo

“The Religion of Humanity” from *The Human Cycle*

UNIT-III

J. Krishnamurti

“Individual and Society” from *The First and last Freedom*

Dr. B.R. Ambedkar

“A Reply to the Mahatma” from *Annihilation of Caste*

UNIT-IV

Dr. S. Radhakrishnan

“The Modern Challenge to Religion” from *An Idealist View of Life*

Sarojini Naidu

“Women in National Life” from *Speeches and Writings of Sarojini Naidu*

Suggested Readings:

Ambedkar, B. R. *Annihilation of Caste: The Annotated Critical Edition*. Edited by S. Anand and Arundhati Roy, Navayana Publishing, 2014.

Aurobindo, Sri. *The Human Cycle: The Ideal of Human Unity, War and Self-Determination*. Sri Aurobindo Ashram, 1997.

Gandhi, M. K. *Hind Swaraj or Indian Home Rule*. Navajivan Publishing House, 2009.

Iyengar, K. R. Srinivasa. *Indian Writing in English*. Sterling Publishers, 1985.

Krishnamurti, J. *The First and Last Freedom*. HarperOne, 2000.

Naidu, Sarojini. *Speeches of Sarojini Naidu*. Publications Division, Ministry of Information and Broadcasting, Government of India, 1966.

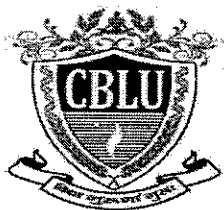
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Pattanaik, Devdutt. *Myth = Mithya: A Handbook of Hindu Mythology*. Penguin India, 2006.

Radhakrishnan, S. *An Idealist View of Life*. HarperCollins India, 2009.

Tagore, Rabindranath. *The Religion of Man*. Rupa Publications, 2005.

Vivekananda, Swami. *Complete Works of Swami Vivekananda*. Advaita Ashrama, 9th ed., 2014.



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Semester IV

Course Nomenclature: Indian Classics in English

Course Code: 25UN-ENG-405

Course Type: DSE-1

Credits (L+T+P): 4 (3+1+0)

External Theory Marks: 70

Internal Assessment Marks: 30

Time Allowed: 3 Hrs.

Course Objectives: Students study classical Indian texts and folktales to understand India's cultural and moral heritage. The course emphasizes universal human values expressed through Sanskrit and regional narratives. It fosters appreciation of India's literary traditions and their enduring relevance.

Course Outcomes: At the end of the course, the students will be able to:

- Learn about India's rich storytelling tradition through folktales and epics.
- Understand moral, ethical, and social lessons from Indian classical stories.
- Explore regional and cultural diversity through translated Indian tales.
- Appreciate the role of women, sages, kings, and common people in ancient stories.
- Build pride and awareness of India's literary and cultural heritage.

Note for Paper Setter:

The students will be required to attempt 5 questions in all selecting one question from each unit. Question no 1 shall be compulsory, consisting of seven short answers type questions covering the entire syllabus. All questions carry equal marks.

UNIT-I (from *Tales from India* by Svabhu Kohli & Viplov Singh)

The Bear's Bad Bargain	from Punjab
The Rat's Wedding	
Gholam Badshah and His Son Ghool	
The Brahman Girl That Married a Tiger	from Tamil Nadu
The Soothsayer's Son	
The Ghost Brahman	from Bengal
The Indigent Brahman	from Bengal

UNIT-II (from *Panchatantra* by Vishnu Sharma)

The Story of the Monkey and the Log
The Story of Jackal and the Drum
The Story of Merchant Dantila
The Story of Jackal and Sanyasi
The Story of Cobra and the Crow
The Story of the heron and the Crab
The Story of the Bug and the Flea

UNIT-III

Kalidasa

Abhijnanasakuntalam

UNIT-IV

Sudraka

The Little Clay Cart (from
Mricchakatika translated by Arthur
Ryder)

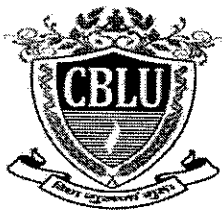
Suggested Readings:

Bhattacharya, Sibaji, editor. *Classical Sanskrit Drama: An Anthology*. Oxford University Press, 2005.

De, S. K. *History of Sanskrit Literature*. Firma KLM, 1984.

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- Iyengar, K. R. Srinivasa. *Indian Writing in English*. Sterling Publishers, 1985.
- Kale, M. R. *Abhijnanasakuntalam of Kalidasa: With the Commentary of Raghavabhatta*. Motilal Banarsidass, 2015.
- Kālidāsa. *Abhijnanasakuntalam*. Translated by Chandra Rajan, Penguin Classics, 2005.
- Kohli, Svabhu, and Viplov Singh, editors. *Tales from India*. Hachette India, 2019.
- Lal, P., translator. *Great Indian Classics*. Writers Workshop, 2001.
- Pollock, Sheldon, editor. *The Ramayana of Valmiki: An Epic of Ancient India*. Vol. 1, Harvard University Press, 2007.
- Sharma, Vishnu. *Panchatantra: Wisdom for Today from the Timeless Classic*. Translated by Sunita Parasuraman, Fingerprint Publishing, 2019.
- Śūdraka. *The Little Clay Cart (Mricchakatika)*. Translated by Arthur W. Ryder, Dover Publications, 2008.



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Semester IV

Course Nomenclature: Vocabulary Building

Course Code: 25-UN-ENG-AEC 401

Course Type: AEC-4

Credits (L+T+P): 2 (2+0+0)

External Theory Marks: 35

Internal Assessment Marks: 15

Time Allowed: 2 Hrs.

Course Objectives: This course strengthens students' vocabulary for academic and professional use. It teaches word formation, idioms, phrasal verbs, and commonly used foreign words. Learners enhance precision, fluency, and confidence in English communication.

Course Outcomes: At the end of the course, the students will be able to:

- Understand how words are formed and learn to use prefixes, suffixes, and compound words effectively.
- Expand vocabulary related to people, emotions, weather, food, and commonly used foreign words.
- Use idioms, phrases, and phrasal verbs accurately in daily and professional communication.
- Improve vocabulary through learning synonyms, antonyms, one-word substitutions, and commonly misspelt words.
- Recognize and correctly use acronyms, abbreviations, homophones, homonyms, and other confusing words.

Note for Paper Setter:

1. The students will be required to attempt 5 questions in all. All questions carry equal marks.
2. Question no. 1 will be based on short notes covering the entire syllabus. The students will be required to attempt 7 questions out of 10 carrying 1 mark each.
3. Q. no.2 -9 will be long answer type questions carrying 7 marks each. The students will be required to attempt two questions from each unit.

Unit-I

Word Formation, Compound words, Prefixes and suffixes, Words Describing People, Weather, Feelings, Attitudes, Opinions, Cookery, Foreign Words, Most commonly used Latin and French Words.

Unit-II

Most Commonly used Idioms and Phrases in daily and workplace, Phrasal verbs, Antonyms, Synonyms, One word Substitution, Commonly misspelt words, Acronyms and Abbreviations, Confusing Words: Homophones, Homonyms.

Suggested Readings:

Bhattacharya, R. S. *English Vocabulary and Usage*. Orient BlackSwan, 2016.

Balasubramanian, T. *A Textbook of English Phonetics for Indian Students*. Macmillan India, 2008.

Kumar, Sanjay, and Pushp Lata. *Communication Skills*. Oxford University Press, 2015.

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