

**DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY,
CHHATRAPATI SAMBHAJINAGAR.**



Circular / Syll. Sec./HF/ UG IInd Yr./Curriculum/ 2025.

It is hereby inform to all concerned that, on the recommendation of Board of Deans; the **Academic Council at it's Meeting held on 09th May, 2025** has been accepted the "Following Subject wise Curriculum of UG level under the faculty of Humanities as per Guidelines of NEP & University Norms" for implemented in the all affiliated colleges.

Sr. No.	Name of the UG Curriculum	Semester
01.	Marathi	IIIrd & IVth
02.	Hindi	IIIrd & IVth
03.	English	IIIrd & IVth
04.	Urdu	IIIrd & IVth
05.	Pali & Buddhism	IIIrd & IVth
06.	Arabic	IIIrd & IVth
07.	Sanskrit	IIIrd & IVth
08.	Political Sciecne	IIIrd & IVth
09.	Public Administration	IIIrd & IVth
10.	Economics	IIIrd & IVth
11.	History	IIIrd & IVth
12.	Sociology with First Year minor changes	IIIrd & IVth & IInd
13.	Geography with First Year minor changes	IIIrd & IVth & Ist & IInd
14.	Psychology with First Year minor changes	IIIrd & IVth & Ist & IInd
15.	Thoughts of Mahatma Phule & Dr. B. R. Ambedkar	IIIrd & IVth
16.	Islamic Studies	IIIrd & IVth
17.	Military Science	IIIrd & IVth
18.	Philosophy	IIIrd & IVth

This is effective from the Academic Year 2025-26 and Onwards as per appended herewith.

All concerned are requested to note the contents of this circular and bring notice to the students, teachers and staff for their information and necessary action.

University campus,
Chhatrapati Sambhajinagar-431 004.
Ref. No. SU/ UG/Curriculum/NEP
Norms/2025/

843

Date: 29/ 05/ 2025.

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**Deputy Registrar,
[Syllabus]**

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Copy forwarded with necessary action to:-

- 1] **The Principal, all concerned affiliated colleges,** Dr. Babasaheb Ambedkar Marathwada University, Chhatrapati Sambhajinagar.
- 2] **The Director,** University Network & Information Centre, UNIC, with a request to upload this Circular on University Website.
- 3] **The Director, Board of Examinations & Evaluation,**
Dr. Babasaheb Ambedkar Marathwada University,
Chhatrapati Sambhajinagar.

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DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY

CHHATRAPATI SAMBHAJINAGAR



**Three Years B. A.
Four Years B. A. Honours
and
Four Years B. A. Honours with Research
Degree Programme**

Course Structure

AS PER NEP 2020

Semester III & IV

SUBJECT: ENGLISH

(Effective from 2025-26)

PREFACE

Higher education in the National Education Policy (NEP) - 2020 plays important role in promoting human values as well as societal well-being and in developing India as envisioned in its Constitution – a democratic, just, socially conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all. NEP-2020 recommends holistic and multidisciplinary education in higher institutions. It also focuses on major and minor courses as per the likings of the students.

NEP-2020 allows every graduate to possess the attributes that include capabilities to broaden the current knowledge based on skills. The students can also apply new knowledge and skills, undertake future studies independently, perform well in a chosen career, and play a constructive role as a responsible citizen in society. In order to cope with challenges in the global markets, the students will be given skill based courses like vocational skill courses, skill enhancement courses, ability enhancement courses and value enhancement courses. Besides this, students are exposed to tradition of India through course on Indian knowledge system. The courses like field projects and research methodology will encourage students to undertake independent projects. The course like On job Training (OJT) will provide experience of chosen field to the students and sharpen the knowledge in the particular subject and job. Flexibility is one of the most important aspects of this policy as student can exit at any point during the course and avail certificate, diploma, degree, degree with honours or research degree with honours as may be the case.

To bring this into reality, national education policy 2020 further recommended co-curricular components to the undergraduate programme like Yoga, health awareness, NSS and NCC etc.

PROGRAM SPECIFIC OUTCOMES:

The undergraduate program in English aims to

1. Sensitize students to the aesthetic, cultural and social aspects of literature
2. Provide students with extensive view of social, political, cultural and other aspects of society as reflected in literature
3. Acquire life and communication skills and focus on vocational skills
4. Learn to appreciate creative art and literature
5. Develop students' abilities like creative thinking and writing
6. Engage students with major genres of literature and develop fundamental skills required for close reading and critical thinking of the text and context
7. Acquire in-depth knowledge of the religious, socio-intellectual and cultural thoughts through literature
8. Create holistic approach towards education
9. Develop knowledge competence in select thrust areas that would provide directions to the students in terms of research as well as career options
10. Develop a sense of inquiry and capability among students for asking relevant/appropriate questions, problem solving, synthesizing and articulating
11. Create atmosphere of research and motivate students to undertake research in humanities
12. Encourage multidisciplinary research
13. Provide job opportunities through skill-based courses
14. Understand and recognised value system, moral dimensions and self responsibility for nation and society.

Year	Sem	Course Type		Paper Title	Theory/ Practical	T	P	Total Credits
B.A. /B.Sc./ B.Com II Year	III	Major (Core) DSC -7		English Novel	Theory/ Practical	2	2	4
		Major (Core) DSC-8		Pre-Independence Indian English Literature	Theory/ Practical	2	2	4
		Minor	M-1	Passage to Short Story	Theory	2	-	2
			M-2	Passage to Poetry	Theory	2	-	2
		GE/OE:3- ENG-03		English at Workplace	Theory	2	-	02
		VSC -2 Vocational Skill Course		Business English	Theory/ Practical	1	1	02
		AEC-03 English		Soft Skills in English	Theory	2	-	02
Total Credits						13	05	18

Bachelor of Arts: Second Year**Semester III****Major (Core) DSC – 7****Course Title: English Novel****Theory Credits: 02****Practical Credits: 02****Total Credits: 04****Course Objectives:**

The course is designed with an intention to introduce students to the rise and development of English Novel. It will also help students to understand and analyse the literary devices and components. The course develops critical reading and interpretation among students.

Course Outcomes: By the end of the course, the students will learn

- Meaning of novel and its different types
- The development of English Novel
- The major, minor and significant novelists and their contribution
- Manifestation of human nature, experiences, values, ethics, empathy and emotional intelligence
- The different cultures and time span
- Undertake projects in English Novel
- To critically perceive and review the novel

Theory Course	Credits: 02	Marks: 50
Units No.	Topic	Hours
I	Rise and development of Novel: An Introduction Types of Novel-Realistic Novel, Historical Novel, Psychological Novel, Picaresque Novel, Gothic Novels, and Victorian Novels, Modern Novels, Science Fiction Novel,	10
II	Jane Austen - Sense and Sensibility (1811)	10
III	Aldous Huxley - Brave New World (1932)	10

Theory Examination: 30

Internal Evaluation: 20 marks

Total Marks= 50 Marks

Practical Course Contents		Credits: 02	Marks: 50
Units No.	Topic	Hours	
I	Background research: Learn about the author's life and historical context of the novel. Genre analysis: Understand the conventions and expectations of the chosen genre. Vocabulary building: Identify key terms and literary devices that might be used in the novel.	10	
II	Annotating: Highlight important passages, write down questions, identify key themes, and note literary devices like metaphors, symbolism, and imagery. Character analysis: Create detailed character profiles, including motivations, flaws, and development throughout the story. Plot mapping: Track major events, turning points, and conflicts in a timeline. Journaling: Reflect on personal responses to the story, connections to real-life experiences, and interpretations of the text.	10	
III	Discussion groups: Participate in class discussions, sharing insights and perspectives on the novel with peers. Essay writing: Compose analytical essays focusing on specific themes, characters, or literary devices, using evidence from the text to support arguments. Creative responses: Write fan fiction, poetry, or artwork inspired by the novel. Research projects: Explore further information about the historical context, author's influences, or critical interpretations of the novel; Book Review of novels	10	

External Evaluation: 30

Internal Evaluation: 20 marks

Total Marks= 50 Marks

Suggested Reading:

1. Aldous Huxley, *Brave New World*, Rosetta Books, 2011
2. Arvind Krishna Mehrotra, *A History of Indian Literature in English*, Columbia University Press, 2003.
3. Eric J. Griffin, *The Cambridge Companion to the English Novel*, Cambridge University Press, 2001.
4. Gerard Genette, *Types of Novels: An Overview of the Genre*, Cornell University Press, 1995.
5. Ian Ousby, *Trends in English Literature*, Harvester Wheatsheaf, 1993.
6. Ian Watt, *The Rise of the Novel: Studies in Defoe, Richardson, and Fielding*, University of California Press, 1957.
7. J. Paul Hunter, *Before Novels: The Cultural Contexts of Eighteenth-Century English Fiction*, W. W. Norton & Company, 1990.
8. Jane Austen, *Sense and Sensibility*, Xist Publishing, 2017
9. John Peck & Martin Coyle, *The English Novel: A Critical Introduction*, Palgrave Macmillan, 2002.
10. Michael McKeon, *The Origins of the English Novel, 1600-1740*, Johns Hopkins University Press, 2002.
11. Michael Schmidt, *The Novel: A Biography*, Harvard University Press, 2014.
12. Monika Khurana, *Trends in Modern Indian English Novel*, 2017.
13. Patrick Parrinder, *The English Novel: An Introduction*, Wiley-Blackwell, 2006.
14. Priyamvada Gopal, *The Indian English Novel: Nation, History, and Narration*, Oxford University Press, 2009.
15. Richard Church, *The Growth of the English Novel*, D. Appleton-Century Company, 1936.
16. Wilbur L. Cross, *Development of the English Novel*, Atlantic, 2018.

Bachelor of Arts: Second Year**Semester III****Major (Core) DSC – 8****Course Title: Pre-Independence Indian English Literature****Theory Credits: 02****Practical Credits: 02****Total Credits: 04****Course Objectives:**

The Course contents are structured to provide with comprehensive idea about Indian English literature before Independence. It traces the trajectory of the growth of Indian English literature from the period of its inception to the Pre-Independence period. Selections from Indian English poetry, prose and drama genres intend to teach students philosophical concepts of Indian society, culture and history. The course is also designed to help students develop an understanding of the structural development of the English language.

Course Outcomes: At the end of course, the students will learn

- The concept of Indian English literature, its rise and growth
- The socio-cultural and historical phenomena of Pre-Independence period
- Literary traditions and their representations of a pluralist society
- Creativity in English language.

Theory Course		Credits: 02	Marks: 50
Units No.	Topic	Hours	
I	Rise and Development of Indian English literature, Terms like Indian Writing in English, Indo-Anglian, Indo-English, Anglo-Indian, Trends in Pre-Independence Indian Writing in English, etc.	10	
II	Poetry Henry Derizio – The Fakeer of Jungheera Sarojin Naidu – In the Bazaars of Hyderabad Toru Dutt – The Lotus	10	
III	Drama Rabindranath Tagore – Chitra	10	

Theory Examination: 30**Internal Evaluation: 20 marks****Total Marks= 50 Marks**

Practical Course Contents		Credits: 02	Marks: 50
Units No.	Topic	Hours	
I	How to write poetry? Visit to any Bazaar and write poems, Poetry recitation, Use of Tones, metre, rhythm in Poetry, any other related to poetry.	10	
II	Indian Dramatic strategies and stage direction, Indian Theatres, performing folk theatre, One-Act-Play, etc.	10	
III	Performance of Indian Drama on stage, Short acts on stage, Audience role in theatre, monologues, Role Play, creation of new short play, Music and Dance, etc.	10	

External Evaluation: 30

Internal Evaluation: 20 marks

Total Marks= 50 Marks

Suggested Reading:

1. B.B. Shah, The Poetical Works of Henry Louis Vivian Derozio, (1907).
2. Henry Louis Vivian Derozio, The Fakeer of Jungheera: A Metrical Tale and Other Poems (1828).
1. Daruwalla, Keki, ed. Two Decades of Indian Poetry 1960-1980. Delhi: Vikas Publishing, 1980.
2. De Souza, Eunice, ed. Nine Indian Women Poets: An Anthology. Delhi: Oxford UP, 1997.
3. Mehrotra, Rajaram. Indian English: Texts and Interpretation. Amsterdam and Philadelphia: John Benjamins, 1998.
4. Srinivasa, Iyengar. Indian Writing in English. 5th Ed. Delhi: Sterling, 1985.
5. Walsh, William. Indian Literature in English. London: Longman, 1990.
6. J. Casterton. Creative Writing: A Practical Guide; London, The Macmillian Press Ltd. 1986.
7. Chakravarty Joya (ed.): Indian Writing in English : Perspectives. New Delhi : Atlantic, 2003.
8. Mukherjee Meenakshi : The Twice-Borne Fiction Themes and Technique of the Indian Novel in English New Delhi : Heine - Mann Educational Books, 1984.
9. Naik, M. K. : Dimensions of Indian English in Literature. New Delhi: Sterling, 1984.
10. R. Tagore, Chitra, India Society of London, 1973.

Bachelor of Arts: Second Year**Semester III****Minor – 01 (M-1)****Course Title: Passage to Short Story****Theory Credits: 02****Total Credits: 02****Marks: 50****Course Objectives:**

The course is designed to explore the short story in depth. The course contents will help to understand the theory of the short story, difference between short story and fable, parable, tale, and anecdote, differentiate between a short story and a novel. The students will be introduced to brief history of the short story, definitions and characteristics of a short story.

Course Outcomes: At the end of course, the students will learn

- Elements that make up a short story.
- Brief history of the short story
- Analyze short stories more effectively
- Identify and discuss a variety of literary techniques and styles used in short stories.
- Identify and evaluate a variety of research tools to locate literary scholarship.

Theory Course		Credits: 02
Units No.	Topic	Hours
I	Short story as genre of literature, definition and elements of short stories, Differentiation between short story and tale, fable, parable and anecdote	10
II	Haruki Murakami – 100% Perfect Girl	10
III	Sudha Murthy – How I Taught my Grandmother to Read	10

Theory Examination: 30**Internal Evaluation: 20 marks****Total Marks= 50 Marks**

Suggested Reading:

1. Sudha Murthy, *How I Taught my Grandmother to Read and Other Stories*
2. Haruki Murakami, *100% Perfect Girl*
3. Bader, A. L. "The Structure of the Modern Short Story." *Short Story Theories*. Ed. Charles E.
4. Myszor, Frank. *The Modern Short Story*. Cambridge: Cambridge University Press, 2001. Print.
5. O'Connor, Frank. *The Lonely Voice: A Study of the Short Story*. 1963. Hoboken: Melville House Publishing, 2004. Print.
6. Scofield, Martin. *The Cambridge Introduction to the American Short Story*. Cambridge: Cambridge University Press, 2006. Print.
7. Shaw, Valerie. *The Short Story: A Critical Introduction*. London: Longman, 1983.
8. Allen, Walter. *The Short Story in English*. Oxford: Clarendon Press, 1981. Print.

Bachelor of Arts: Second Year**Semester III****Minor – 02 (M-2)****Course Title: Passage to Poetry****Theory Credits: 02****Total Credits: 02****Marks: 50****Course Objectives:**

The syllabus is designed to introduce students the poetry as genre including its definition, nature of poetry, objective and subjective poetry. It also helps students to be acquainted with poetic devices, diction and language. The students can read, comprehend and summarize the poem in own words. It enhances the poetic sensibility of the students.

Course Outcomes: At the end of course, students learn

- Understand the nature of poetry, its definition, types of poetry.
- Analyze and interpret the meaning of a poem by examining its various poetic devices.
- Explore different ways of expressing ideas and emotions through the use of poetic devices.
- Gain a deeper understanding and appreciation of different societies, cultures, periods and perspectives.
- Express their personal reactions to the poem while engaging in analysis and discussion with their peers.

Theory Course		Credits: 02
Units No.	Topic	Hours
I	Nature of poetry, definition of poetry, subjective and objective poetry, Poetic devices, Forms of poetry	10
II	1. Bernard Dadie - I Thank You God 2. William Wordsworth- My Heart Leaps Up	10
III	1. Dylan Thomas- Do Not Go Gentle Into That Good Night. 2. Nissim Ezekiel- Night of the Scorpion 3. Robert Frost: The Road Not Taken	10

Theory Examination: 30
Internal Evaluation: 20 marks
Total Marks= 50 Marks

Suggested Reading:

1. Oliver, Egbert S. Ed. American Literature:1890-1965: An Anthology. Eurasia Publication House, New Delhi, 1994.
2. Michael Schmidt, Reading Modern Poetry. Routledge, London.
3. Faverty, Frederick,ed. The Victorian Poets: A Guide,1968.
4. English Poetry: A Kaleidoscope: Universities Press.
5. Chindhade, Shirish. Ed. Selected Indian English Poetry. Publishing House, Pune,1998.
6. Hudson, W.H.An Outline History of English Literature, B.I.Publications, New Delhi, 1998.
7. B. Prasad:A Background to The Study of English Literature. Macmillan Publishers India Ltd. 2000.
8. Glossary of Literary Terms by M.H.Abrams.
9. Selected sonnets of William Shakespeare.

Bachelor of Arts: Second Year**Semester III****Generic Elective/Open Elective (GE/OE) – 3****Course Title: English at Workplace****Theory Credits: 02****Total Credits: 02****Marks: 50****Course Objectives:**

The course is designed to develop a good command on different dimensions of English language. It helps students to prepare for competitive examinations. It also helps students to express their feelings and thoughts in correct and accurate English language at workplaces.

Course Outcomes: At the end of course, students will learn

- Four communication skills
- Interpersonal skills
- Formal communication skills
- Manners and etiquettes useful for jobs and employment

Theory Course		Credits: 02
Units No.	Topic	Hours
I	Active listening skills, Clear and concise speech, Telephone etiquette, Simple greetings and introductions, Asking and answering basic questions, Giving presentations with visual aids	10
II	Basic Sentence writing, Using internet and online resources, note-taking, note-making, summarizing skills, Cover letter writing, Letter writing (complaint, inquiry, request).	10
III	Professionalism: Punctuality, Respectful communication, Teamwork and collaboration	10

Theory Examination: 30**Internal Evaluation: 20 marks****Total Marks= 50 Marks****Suggested Reading:**

1. Raymond Murphy, English Grammar in Use, Cambridge University Press, 1986
2. J C Nesfield, Modern English Grammar
3. Andrew Northedge, The Good Study Guide, Open University, 2001
4. H W Fowler, A Dictionary of Modern English Usage
5. C T Onions, Modern English Syntax, prepared from the author's material by B. D. H. Miller, RKP, London & Henley, 1985
6. Vipin Kumar Tyagi, Technical Communication Skills, Osbert Publishing House, New Delhi, 2017
7. Norman Lewis, Speak Better Write Better English, W. R. Goyal Publishers & Distributors, Delhi, 2004

Bachelor of Arts: Second Year**Semester III****Vocational Skill Course (VSC) – 2****Course Title: Business English****Theory: 01 Credit; Practical: 01 credit; Total Credits: 02 Marks: 50****Course Objectives:**

The course introduces students to business English. The students will acquire basic skills useful in business. The students will learn the communication, including business correspondence, negotiations, formal presentations, informal networking, business vocabulary, report and proposal writing, vocabulary for professional purposes, and reading for professional purposes. Language skills addressed include: listening, fluency development, oral intelligibility, reading, grammar, writing, and vocabulary development.

Course Outcomes: At the end of course, students will learn

- Professional written communication
- Business Communication skills
- Oral communication skills
- Language skills, grammar, advanced business vocabulary
- Social and cultural differences

Theory Course	Credit: 01 Marks: 50	Marks: 50
Units No.	Topic	Hours
I	Introduction English for Specific Purpose- Introduction: Definition of English for Specific Purpose- Characteristics of ESP- Importance of ESP.	10
II	Business Writing Business Correspondence: business letters, letter of complaint-letter of enquiry-Emails-Memos-Agenda-Minutes	10
III	Delivering Business Chairing a meeting-key tasks of the chair-chairing meeting effectively-Turn taking and its strategies - Negotiations: job applications-resumes-cover letters- preparing for interviews-survey questionnaire- Power Point presentations	10

Practical Course		Credit: 01	Marks: 50
Units No.	Topic	Hours	
I	Real World application of grammar rules through activities like writing emails, formal letters, composing job applications	10	
II	Writing dialogues on customer services, filling out various bank forms, other government forms, Creating meeting minutes with clear and concise language etc.	10	
III	Preparation of presentations focusing on proper use of vocabulary, numbers, polite language, formal tone; Incorporate real-world documents and examples from the vocational field; Conduct of mock interviews, etc.	10	

Theory Examination: 30

Internal Evaluation: 20 marks

Total Marks= 50 Marks

Suggested Reading:

1. Scott McLean, Business English for Success, Scott McLean, Arizona Western College, 2011.
2. Svetlana Pilucka. Business English, 1998.
3. Porter Lander. The Essentials of Business English, Chicago, 1915.
4. Vipin Kumar Tyagi, Technical Communication Skills, Osbert Publishing House, New Delhi, 2017
5. Norman Lewis, Speak Better Write Better English, W. R. Goyal Publishers & Distributors, Delhi, 2004

Bachelor of Arts: Second Year**Semester III****Ability Enhancement Course (AEC) – 3****Course Title: Soft Skills in English****Theory: 02 Credits; Practical: NA; Total Credits: 02****Course Objectives:**

The course is designed with the objective to equip the students with the skills to effectively communicate in English. It also helps students for everyday communication in English. It trains the students in interview skills, group discussions and presentation skills. It also exposes students to other important skills such as computing and programming and motivates the students to develop confidence.

Course Outcomes: At the end of course, the students will learn

- Soft skills and communication skills
- Useful tips for personality development
- Manners and etiquettes at virtual communication
- Skills useful in corporate jobs
- To develop critical thinking

Theory Course		Credits: 02	Marks: 50
Units No.	Topic	Hours	
I	Introduction to Soft Skills, Aspects of Soft Skills, Effective Communication Skills, Personality Development	10	
II	Telephonic Communication Skills, Offering Emotional Support/Motivating People/Expressing Condolences/ Warning/ Expressing Disapprovals and Displeasure Making Announcement / public addressing	10	
III	Negotiation Skills, Leadership Skills, Group Discussion, Meeting Management, Adaptability & Work Ethics, Advanced Speaking Skills, Oral Presentation, Facing Job Interviews, Emotional	10	

	Intelligence & Critical Thinking.	
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Theory Examination: 30

Internal Evaluation: 20 marks

Total Marks= 50 Marks

Suggested Readings:

1. Butterfield, Jeff. *Soft Skills for Everyone*. New Delhi: Cengage Learning. 2010.
2. Chauhan, G.S. and Sangeeta Sharma. *Soft Skills*. New Delhi: Wiley. 2016.
3. Goleman, Daniel. *Working with Emotional Intelligence*. London: Bantam Books. 1998.
4. Hall, Calvin S. et al. *Theories of Personality*. New Delhi: Wiley. rpt. 2011.
5. Holtz, Shel. *Corporate Conversations*. New Delhi: PHI. 2007.
6. Kumar, Sanajy and Pushp Lata. *Communication Skills*. New Delhi: OUP. 2011.
7. Lucas, Stephen E. *The Art of Public Speaking*. McGraw-Hill Book Co. International Edition, 11th Ed. 2014.
8. Penrose, John M., et al. *Business Communication for Managers*. New Delhi: Thomson South Western. 2007.
9. Sharma, R.C. and Krishna Mohan. *Business Correspondence and Report Writing*. New Delhi: TMH. 2016.
10. Sharma, Sangeeta and Binod Mishra. *Communication Skills for Engineers and Scientists*. New Delhi: PHI Learning. 2009, 6th Reprint 2015.
11. Thorpe, Edgar and Showick Thorpe. *Winning at Interviews*. Pearson Education. 2004.
12. Turk, Christopher. *Effective Speaking*. South Asia Division: Taylor & Francis. 1985.

B.A./B.Sc./B.Com II Year Semester IV

Year	Sem	Course Type		Paper Title	Theory/P ractical	T	P	Credits
B.A. /B.Sc./ B.Com II Year	IV	Major (Core) DSC -9		American Literature	Theory + Practical	2	2	04
		Major (Core) DSC-10		Post-Independence Indian English Literature	Theory + Practical	2	2	04
		Minor	M-3	Passage to One-Act-Play	Theory	2	-	02
			M-4	Passage to Phonetics	Theory	2	-	02
		GE/OE:4-ENG- 04		Vocabulary Studies	Theory	2	-	02
		SEC-02		The Art of Formal Writing	Theory + Practical	1	1	02
		FP-1		Field Project	Project Writing	0	2	02
Total Credits						11	07	18

Bachelor of Arts: Second Year**Semester IV****Major (Core) DSC – 9****Course Title: American Literature****Theory Credits: 02****Practical Credits: 02****Total Credits: 04****Course Objectives:**

The Course is structured to provide with comprehensive idea about American Literature. It traces the trajectory of the growth of American Literature. Selections from American poetry, prose and drama genres intend to teach students philosophical concepts of American society, culture and history. The course is also designed to help students develop an understanding of the structural development of the American English Language and Literature.

Course Outcomes:

At the end of course, the students will learn

- The concept of American Literature, its rise and growth
- The socio-cultural and historical phenomena in American Society and Culture
- Literary traditions and their representations of a pluralist society

Theory Course		Credits: 02	Marks: 50
Units No.	Topic	Hours	
I	Short History of American Literature; Robert Frost- 1. <i>Mending Wall</i> 2. <i>Tree at My Window</i>	10	
II	Eugene O'Neill - <i>The Hairy Ape</i>	10	
III	Mark Twains - <i>The Adventures of Huckleberry Finn</i> -	10	

Practical Course Contents		Credits: 02	Marks : 50
Units No.	Topic	Hours	
I	To discuss and act on How to write poetry? Visit to peaceful and calm places, and to write poems, Poetry recitation, Use of Tones, metre, rhythm in Poetry, any other related necessary work to make poems; Types of Poetry, Critical Appreciation of any Unseen poetry, collection of poetry	10	
II	Dramatic strategies and stage direction, To focus on Indian Theatres, performing folk theatre, One-Act-Play, etc. Actual performance on any short incidence, Audience role in theatre, monologues, Role Play, creation of new short play, Music and Dance, etc.	10	
III	What is fiction? Types of Fiction, Features of fictions, To make list of world famous novels in each type of English literature and their novelists. Group Discussion on any one English Novel, Interview of any regional novelist, Review of any five famous fictions.	10	

External Evaluation: 30

Internal Evaluation: 20 marks

Total Marks= 50 Marks

Suggested Reading:

1. Oliver Egbert S.Edt.- *American Literature : 1890-1965: An Anthology* , Eurasia Publication House (Pvt).Ltd.New Delhi: 1994
2. O'Neill Eugene- *The Hairy Ape : A Comedy of Ancient and Modern Life*, B.I. Publication Ltd.Bombay:1990
3. Twain Mark- *The Adventures of Huckleberry Finn* USB Publisher Distributors Ltd.New Delhi : 1992
4. Cunliffe Marcus - *The Literature of the United States*. 4th Edition , Penguin Books, Englan : 1991

Bachelor of Arts: Second Year**Semester IV****Major (Core) DSC – 10****Course Title: Post-Independence Indian English Literature****Theory Credits: 02****Practical Credits: 02****Total Credits: 04**

Course Objectives: The course is designed to introduce students to various genres of post-independence Indian English literature. The course also helps students to familiarise with trends and movements in Post-Independence Indian English literature. It also helps students to analyze and interpret rhetorical elements on a text.

Course Outcomes: At the end of Course, the students will learn

- Different genres of Indian writing in English
- Great writes of Indian writers in English.
- Significant cultural and societal issues presented in Indian English literature
- To enrich their knowledge and broaden their horizon regarding Indian English literature
- Compose a text based on one's knowledge from literary reading

Theory Course		Credits: 02	Marks: 50
Units No.	Topic	Hours	
I	Trends and Movements in Post-Independence Indian English literature-Feminism, Realistic novel, Partition novel, psychological novel, Indian English drama after independence, experimentation with Indian English poetry, Understanding Indianness	10	
II	Poetry: R. Tagore- Where the Mind is Without Fear Jayant Mahapatra – A Rain of Rites Arun Kolatkar – Heart of Ruin	10	
III	Novel: Anita Desai – Cry, the Peacock	10	

Practical Course Contents		Credits: 02	Marks: 50
Units No.	Topic	Hours	
I	Poetry writings, Intonations, rhyme schemes, rhythms, metres, diction, Poetry recitation, skills in reading primary materials, analysing them within the context using theoretical approaches,	10	
II	Writing skills and seminar presentation skills, Skills of accurate and precise language both in writing and oral presentations	10	
III	Writing short prose pieces, understanding prose passages, concentrating on narrative techniques and styles, vocabulary acquisition, grammar understanding, and fluency in reading comprehension, Character analysis, literary devices	10	

External Evaluation: 30

Internal Evaluation: 20 marks

Total Marks= 50 Marks

Suggested Reading:

1. K.R.S. Iyengar, Indian Writing in English, Sterling Publishers Pvt. Ltd, Mumbai, 2012
2. A History of Indian English Literature, Sahitya Academy, Delhi, 2007.
3. Indian Poetry in English: A critical study. Atlantic Publishers, New Delhi, 2009.
4. Concise History of Indian Literature in English. Palgrave Macmillan UK, 2008
5. Kaustav Chakraborty. Indian Drama in English. PHI Learning Pvt, Ltd. Delhi 2014
6. King, Bruce (1987): Modern Indian Poetry in English, Oxford University Press, New Delhi
7. Naik, M K (1984): Dimensions of Indian English Literature, Sterling Publishers Pvt.Ltd., New Delhi
8. Basu, Lotika(1933): Indian Writers of English Verse, University of Calcutta.
9. R K Dhawan(ed) Indian Writing in the New Millenium, IAES, New Delhi
10. Tilak, Raghukul (2011): New Indian English Poets and Poetry, Rama Brothers India Pvt. Ltd., New Delhi

Bachelor of Arts: Second Year

Semester IV

Minor – 03

Course Title: Passage to One-Act-Play

Theory Credits: 02

Total Credits: 02

Marks: 50

Course Objectives:

The said course aims to introduce a few masterpieces of drama, most particularly One Act Plays and the life dramatized in the most precise and witty form of literature. The course is designed to inspire the students to read, appreciate, study and if possible compose One Act Plays of their favourite themes. This course explores the world of one-act plays, focusing on their structure, themes, and dramatic techniques. Students will read, analyze, and perform a selection of one-act plays from various genres and time periods. Emphasis will be placed on character development, pacing, dialogue, and the power of brevity in storytelling.

Course Outcomes:

At the end of course, the students will learn

- The art and science of drama, most particularly One Act Plays
- The art of critical appreciation of a few masterpieces of drama, most particularly One Act Plays both in India and abroad
- A few contours and nuances of Life dramatized in the most precise and witty form of literature called One Act Play
- To compose One Act Plays of their favourite themes.
- Develop analytical skills through reading and interpreting one-act plays.
- Improve acting skills through performance and presentation.
- Explore the historical development of the one-act play and its impact on theatre.

Theory Course		Credits: 02
Units No.	Topic	Hours
I	What is One-Act-Play; Characteristic features of One-Act-Play; Difference between one-act-play and full length play	10
II	Edward Albee - The Sandbox	10

III	Anton Checkov – A Marriage Proposal	10
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Theory Examination: 30

Internal Evaluation: 20 marks

Total Marks= 50 Marks

Suggested Reading:

1. "The Art of the One-Act Play" by John Gassner

- Gassner's book is an excellent introduction to the form and structure of the one-act play. It provides analysis of the genre and is useful for understanding its evolution, purpose, and significance in modern theatre.

2. "The One-Act Play: A Critical Analysis" by J. L. Styan

- This book explores one-act plays both as a form and as a genre. Styan delves into the structure, techniques, and themes, offering insights into both classical and modern works.

3. "The Cambridge Companion to the Modern German Novel" (includes one-act plays)

- While this book focuses on German literature, it includes significant discussions on the contributions of German playwrights to the one-act play genre. This can give you a broader, comparative view of the form.

4. "The One-Act Play" by Margaret Wilkerson

- This book gives a broader survey of the one-act play's historical context, purpose, and how it relates to both the playwright and audience. It's useful for understanding the specific dynamics that one-act plays bring to the theatre.

5. "The Complete Short Plays of Jean-Paul Sartre"

- Sartre's one-act plays, such as *The Flies* and *No Exit*, are classic examples of philosophical and existential themes. Critical essays often accompany his work, providing analysis and context for studying his one-act plays.

6. "The Short Plays of Tennessee Williams"

- Williams' one-act plays often offer insightful commentary on American society. Look for editions that provide introductions or critical notes, as they usually contain useful commentary on his distinctive style and themes.

7. "Modern American Drama: Playwriting in the 20th Century" by Barry L. Valleman

- This book covers the history and development of American drama, including the one-act play. It's essential for understanding how American playwrights like Edward Albee and Sam Shepard shaped the genre.

8. "The Penguin Book of Modern One-Act Plays" edited by David Garnett

- This anthology includes various famous one-act plays and provides an opportunity to study a diverse range of authors and genres. Garnett's commentary and selection of works make it a valuable resource for analyzing the structure and form of one-act plays.

9. Journals like "Modern Drama" and "Theatre Journal"

- These academic journals often include articles that focus on the theory, practice, and analysis of one-act plays. Searching their archives for specific pieces related to your interest can yield critical perspectives.

10. Online Resources

- Websites like JSTOR, Project MUSE, and Google Scholar offer access to numerous academic papers and articles that explore both the historical context and critical reception of one-act plays. These platforms also provide access to discussions of specific plays and playwrights.

11. "The Short-Form Play" by Kathy Perkins

- This book provides a practical guide to the form, along with examples and suggestions on how playwrights can construct successful one-act plays.

12. "Dramatic Theory and Criticism: Greeks to Grotowski" edited by Bernard F. Dukore

- Though it covers the entire history of dramatic theory, this anthology includes important sections on short plays and the one-act form. It explores critical perspectives on one-act plays in the context of broader developments in drama theory.

Bachelor of Arts: Second Year**Semester IV****Minor – 04****Course Title: Passage to Phonetics****Theory Credits: 02****Total Credits: 02****Marks: 50****Course Objectives:**

The course is designed to develop students' knowledge of the structure of English. It enhances linguistic competence of students. The basic of phonetics including speech mechanism, speech organs, IPA Symbols, speech sounds, word stress and transcription skills will contribute to improving students' own pronunciation. It also improves communication skills and accent when speaking English

Course Outcomes:

At the end of the course, the students will learn

- Basics of Phonetics.
- Better Pronunciation.
- To recognize speech mechanism including speech organs.
- To communicate effectively and fluently.
- To recognize speech sounds-vowels and consonants- and classification and also recognize IPA symbols.

Theory Course		Credits: 02
Units No.	Topic	Hours
I	Meaning and Definition of Phonetics, Difference between IPA symbols and Alphabets	10
II	Speech Sounds: Consonants, Vowels and Diphthongs; classification of sounds, syllables and phonemes	10
III	Phonetic Transcription, word stress and accent	10

Theory Examination: 30**Internal Evaluation: 20 marks**

Total Marks= 50 Marks

Suggested Reading:

1. Bansal and Harrison: Spoken English For India, Orient Longmans,1979.
2. Connor, J.D.O: Better English Pronunciation, Universal, New Delhi,1997.
3. CIEFL Exercises in Spoken English, Oxford University Press,1974.
4. Gimson A.C. Introduction to the Pronunciation of English. Arnold/ ELBS 3rd edition, 1980.
5. Gimson A.C.A Practical Course of English Pronunciation, Edward Arnold,1975.
6. Jones, Daniel. Cambridge English Pronouncing Dictionary. 18th ed. Cambridge.
7. Roach, Peter. English Phonetics and Phonology: A Practical Course. 4th ed. Cambridge: Cambridge University Press,2010.
8. Sethi, J. and P.V. Dhamija. A Course in Phonetics and Spoken English. ChaukhambaAuriyantalia, 2018.

Bachelor of Arts: Second Year**Semester IV****Generic Elective/Open Elective (GE/OE) – 4****Course Title: Vocabulary Studies****Theory Credits: 02****Total Credits: 02****Marks: 50**

Course Objectives: The course is designed to meet the needs of students who wish to enhance their vocabulary to promote success in reading skills. The course will help students to develop correct use of vocabulary and accuracy and conciseness in English language.

Course Outcomes: At the end of course, students learn

- Effective use a wide range of words
- Relationships between words (synonyms, antonyms, analogies)
- Break down complex words into parts to derive meaning, utilizing context clues to decipher word usage
- Distinguish between synonyms, antonyms, and related words to enrich vocabulary usage.
- Use of proper word choice to effectively communicate ideas in writing and conversation.

Theory Course		Credits: 02
Units No.	Topic	Hours
I	Word-formation (Vocabulary)- Vocabulary Building Tricks & Methods; Affixation, Root Words, Blending, Compounding & Conversion	10
II	Synonyms & Antonyms, One Word Substitutions	10
III	Vocabulary: Analogy and Odd word out, Appropriacy of vocabulary, Idioms and Phrases.	10

Examination Pattern:**Theory Examination: 30****Internal Evaluation: 20 marks****Total Marks= 50 Marks**

Suggested Reading:

1. Raymond Murphy, *English Grammar in Use*, Cambridge University Press, 1986
2. H W Fowler, *A Dictionary of Modern English Usage*
3. C T Onions, *Modern English Syntax*, prepared from the author's material by B. D. H. Miller, RKP, London & Henley, 1985
4. Kevin Flanigan, *Building a Better Vocabulary*, The Great Courses, 2015.
5. Linda Bowers, Rosemary Huisingsh, Carolyn LoGiudice, and Jane Orman, *Spotlight on Vocabulary Level 1: 6-Book Set*, Pro-Ed, 2006
6. Linda Diamond and Linda Gutlohn, *Vocabulary Handbook*, Brookes Publishing, 200
7. Manik Joshi, *Dictionary of Category Words: Vocabulary Building (English Word Power)*, CreateSpace Independent Publishing Platform, 2014
8. Mark Warschauer & Douglas Fisher, *Learning Vocabulary with Apps: From Theory to Practice*, 2013
9. Mary Wood Cornog, *Merriam-Webster's Vocabulary Builder*, Merriam-Webster, 2010.
10. Michael McCarthy & Felicity O'Dell, *Academic Vocabulary in Use*, Cambridge University Press, 2016
11. Michael McCarthy & Felicity O'Dell, *Vocabulary in Use" (Series: Elementary, Intermediate, Advanced)*, Cambridge University Press,
12. Michael McCarthy & Felicity O'Dell, *English Vocabulary in Use" (Upper-Intermediate & Advanced)*, Cambridge University Press, 2017
13. Norman Lewis, *Word Power Made Easy*, Goyal Publishers & Distributors, 2014.
14. Prakhar Vasishta, *Perfect English Grammar and Unlimited Vocabulary: Rules, Exercises, Vocabulary Builder, Tips on Writing and Style*, Notion Press, 2015
15. Remedia Publications, *Essential Vocabulary Series (5-Book Set)*, Remedia Publications, 2010
16. Shrikant Prasoon, *English Vocabulary Made Easy*, V&S Publishers, 2014
17. Stuart Redman, *Test Your English Vocabulary in Use*, Cambridge University Press, 2019
18. Wilfred Funk & Norman Lewis, *30 Days to a More Powerful Vocabulary*, Pocket Books, 2008

Bachelor of Arts: Second Year**Semester IV****Skill Enhancement Course (SEC) – 2****Course Title: The Art of Formal Writing****Theory: 01 Credit; Practical: 01 Credit; Total Credits: 02****Course Objectives:**

The Course is designed to introduce students the art of formal writing in good English. The course helps students to express his or her thoughts in clear and fitting English language in neat and well turned sentences.

Course Outcomes: At the end of course, students will learn

- Principles of correct English
- How to express thoughts and feelings in correct English language
- Communicate effectively using formal writing styles
- Various kinds of formal writings and formal communication

Theory Course	Credits: 01	Marks: 50
Units No.	Topic	Hours
I	Defining formal communication; Application	05
II	Formal Letter Writing – Personal, Official and Business; Professional email writing (format, tone, structure)	05
III	Notice writing, Reports Writing	05

Practical Course Contents		Credits: 01	Marks: 50
Units No.	Topic	Hours	
I	Formal communication, Calling formal meeting and presentation in meeting, Short formal speeches, Academic applications	05	
II	Use of Power Point Presentation for report presentations	05	
III	Writing reports on live events, Writing expository reports based on personal experience	05	

External Evaluation: 30

Internal Evaluation: 20 marks

Total Marks= 50 Marks

Suggested Reading:

1. William R. Bowlin and George L. Marsh, *Vocational English*, Scott, Forman and Company, 1918.
2. Clark, Roy Peter. *Writing Tools*.US: Brown and Company, 2008.
3. Earnshaw, Steven (Ed). *The Handbook of Creative Writing*. Edinburgh: EUP, 2007.
4. N. Krishnaswamy *Modern English* (Macmillan, India)
5. Kane Thomas *The New Oxford Guide to writing* (OUP)
6. Peter Little, *English for the Office*.
7. Itule, *News writing & reporting for Today's Media* .
8. Tikoo and Sasikumar *Writing With a Purpose* (OUP)
9. Mundal, S.K. *Effective Communication and Public Speaking*
10. Crystal D & Darey D. *Advanced Conversational English*
11. Edward P. Bailey and Philip A. *The Practical Writer*, Powell, Thomson Heinle Publications.

Bachelor of Arts: Second Year**Semester IV****Field Project (FP-1) –****Course Title: Field Project****Theory: 02 Credit; Practical: 00 Credit; Total Credits: 02****Course Objectives:**

The Course is designed to introduce students the art of writing field project. The course helps students to collect data and evaluate and present the same in in clear and fitting English language in neat and well turned sentences.

Course Outcomes: At the end of course, students will learn

- Principles of writing field project
- How to collect data for field project
- How to express thoughts and feelings in correct English language
- Communicate effectively using formal writing styles

Theory Course	Credits: 02	Marks: 50
Units No.	Topic	Hours
I	<ul style="list-style-type: none">• What is Filed Project? Ethics of Field Work;• How to write Field Project?• What are the steps towards collection of data for Field Project?	10
II	<ul style="list-style-type: none">• How to develop field project? Evaluating sources of field project;• Various steps / design for writing field project	10
III	<ul style="list-style-type: none">• Data Analysis, Discussion, Summery of Findings, Conclusion and Recommendation	10

Writing Field Project: 30 Marks**Internal Evaluation/Presentation of Results using PPT: 20 marks****Total Marks= 50 Marks**

Suggested Reading:

1. Delia da Sousa Correa and W.R. Owens, The Handbook to Literary Research, Routledge, 1998.
2. John Forest. Doing Field Projects: Methods and Practice for Social and Anthropological Research, 2022.
3. Mishra R. P., Research Methodology: A Hand Book (2002)
4. Morris L. Cohan, Legal Research in Nutshell (4th ed. 1976).
4. Kane Thomas The New Oxford Guide to writing (OUP)
5. Mundal, S.K. Effective Communication and Public Speaking
6. Edward P. Bailey and Philip A. The Practical Writer, Powell, Thomson Heinle Publications.