



પરિપત્ર:

ભક્તકવિ નરસિંહ મહેતા યુનિવર્સિટીની આર્ટસ વિદ્યાશાખાનાં અભ્યાસક્રમ ચલાવતી તમામ સંલગ્ન કોલેજોનાં આચાર્યશ્રીઓને સવિનય જણાવવાનું કે આર્ટસ વિદ્યાશાખા હેઠળનો NEP-૨૦૨૦ અંતર્ગતનો અંગ્રેજી વિષયનો (બી.એ અંગ્રેજી વિથ ઓનર્સ) નો સેમેસ્ટર-૩ અને સેમેસ્ટર-૪ નો અભ્યાસક્રમ આ સાથે સામેલ છે.

માનનીય કુલપતિશ્રીની મંજૂરી અનુસાર સદર અભ્યાસક્રમ શૈક્ષણિક વર્ષ જુન, ૨૦૨૪ થી અમલવારી કરવાની રહે છે. આર્ટસ વિદ્યાશાખાનાં અભ્યાસક્રમ ચલાવતી તમામ સંલગ્ન કોલેજો ધ્વારા તેની અમલવારી કરવા જણાવવામાં આવે છે.



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26/06/2024

ખાસ ફરજ પરના અધિકારી
(એકેડેમિક)

ક્રમાંક/બીકેએનએમયુ/ એકેડેમિક/૭૫૫/૨૦૨૪

ભક્તકવિ નરસિંહ મહેતા યુનિવર્સિટી,

સરકારી પોલીટેકનિક કેમ્પસ,

ભક્તકવિ નરસિંહ મહેતા યુનિવર્સિટી રોડ,

ખડીયા, જૂનાગઢ-૩૬૨૨૬૩

તા.૨૬/૦૬/૨૦૨૪

પ્રતિ,

- ભક્તકવિ નરસિંહ મહેતા યુનિવર્સિટી સંલગ્ન આર્ટસ વિદ્યાશાખાનાં અભ્યાસક્રમો ચલાવતી તમામ કોલેજોના આચાર્યશ્રીઓ તરફ....

નકલ સાદર રવાના:-

- માન.કુલપતિશ્રી/કુલસચિવશ્રીનાં અંગત સચિવશ્રી.
- પરીક્ષા નિયામકશ્રી, ભક્તકવિ નરસિંહ મહેતા યુનિવર્સિટી, જૂનાગઢ

નકલ રવાના જાણ તથા યોગ્ય કાર્યવાહી અર્થે:

- સીસ્ટમ મેનેજરશ્રી, આઈ.ટી.સેલ વિભાગ (વેબસાઇટ ઉપર પ્રસિદ્ધ થવા અર્થે.)



**BHAKTA KAVI NARSINH MEHTA UNIVERSITY
JUNAGADH**



BOARD OF ENGLISH STUDIES

FACULTY OF ARTS

SYLLABUS FOR

BACHELOR OF ARTS (HONOURS) PROGRAMME

(SEMESTER- III & IV)

MAJOR/MINOR/MULTIDISCIPLINARY

EFFECTIVE FROM JUNE, 2024

BHAKTA KAVI NARSINH MEHTA UNIVERSITY

Major/Minor/Multidisciplinary

Syllabus of B.A.(Honors) as per NEP-2020

Faculty of Arts

Effective from June 2024

Subject: English

SEMESTER-III & IV

SUMMARY OF THE SYLLABUS

Sem No.	Sr. No.	Category of Course	Course Title	Course Level	Credit	Teaching Hrs.	SEE Marks	CCE Marks	Total Marks	Exam Duration
Sem-3	1	Major-5	Introduction to Literature-4 (Novel Form)	5.0	4	60	50	50	100	2:00 Hrs.
	2	Major-6	Understanding Drama-1 (Tragedy Form)	5.0	4	60	50	50	100	2:00 Hrs.
	3	Major-7	History of English Literature-1 (1557-1660)	5.0	4	60	50	50	100	2:00 Hrs.
	4	MDC-3	Literature and Psychology	5.0	4	60	50	50	100	2:00 Hrs.
				Total	16					

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Sem No.	Sr. No.	Category of Course	Course Title	Course Level	Credit	Teaching Hrs.	SEE Marks	CCE Marks	Total Marks	Exam Duration
Sem-4	1	Major-8	An Introduction to Study of Literature	5.0	4	60	50	50	100	2:00 Hrs.
	2	Major-9	English Language Teaching-2 (Phonetics and ELT)	5.0	4	60	50	50	100	2:00 Hrs.
	3	Major-10	Understanding Drama-2 (Comedy Form)	5.0	4	60	50	50	100	2:00 Hrs.
	4	Minor-3	Functional English in Professional Settings	5.0	4	60	50	50	100	2:00 Hrs.
				Total	16					

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Course Level	5.0	Internal Marks	50
Programme	B.A. (English)	External Marks	50
Semester	3	Practical Internal	00
Category of Course	Major-5	Practical External	00
Course Credit	04	Prac. External Exam Duration	00
Teaching Hours	60	Total	100
Course Code		Exam Duration	2: 00 Hours
Course Title	Introduction to Literature-4 (Novel Form)		

Course Objectives:

1. **Develop an understanding of the novel as a literary genre:** This includes learning about the history of the novel, its key characteristics, and how it differs from other forms of literature such as short stories.
2. **Enhance critical reading skills:** By closely reading and analyzing novels, students will develop their ability to identify literary devices, plot structure, character development, themes, and symbolism.
3. **Improve analytical writing skills:** Through essays, discussions, and other assignments, students will practice formulating arguments, supporting their claims with textual evidence, and writing about literature in a clear and concise way.
4. **Expand literary vocabulary:** Students will be introduced to new vocabulary terms specific to literature and literary analysis.
5. **Explore different themes and ideas:** Novels often grapple with complex social, political, and philosophical issues. This course will help students develop their ability to identify and analyze these themes in their reading.
6. **Gain a deeper appreciation for literature:** By studying novels in depth, students will develop a greater understanding of the power of literature to entertain, educate, and challenge us.

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Course Learning Outcomes: After completion of the course:

1. Knowledge and Understanding of the Novel

- Students will be able to define the novel as a literary genre and identify its key characteristics.
- Students will gain familiarity with the history of the novel, tracing its development from early forms to the present day.
- Students will be introduced to major subgenres of the novel, such as the Bildungsroman, the Gothic novel, and the historical novel.

2. Analysis and Interpretation

- Students will develop close reading skills to analyze the plot, characterization, setting, point of view, theme, and symbolism in novels.
- Students will be able to identify and explain the use of literary devices such as metaphor, simile, irony, and foreshadowing.
- Students will learn to interpret novels within their historical and cultural contexts.

3. Critical Thinking and Communication

- Students will be able to formulate and support arguments about the meaning and significance of novels.
- Students will develop effective writing skills to analyze and interpret novels.
- Students will be able to participate in class discussions about novels, articulating their ideas clearly and concisely.

4. Appreciation of Literature

- Students will develop a deeper appreciation for the novel as a form of art and entertainment.
- Students will be exposed to a variety of novels from different cultures and time periods.
- Students will learn to identify the ways in which novels reflect and challenge human experiences.

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Sem	Unit No.	Syllabi	Teaching Hours
3	1	Novel as Literary Genre • Growth and Development of Novel • Aspects/Elements of Novel • Eighteenth Century English Novel	15
	2	Types of Novel (Meaning & characteristics) • Picaresque • Epistolary • Historical • Gothic • Science Fiction, • Stream of Consciousness	15
	3	Prescribed Text: • <i>Wuthering Heights</i> Emily Bronte	30
	4		

Reference Sources (Literary Terms)

1. Baldick, Chris. (2008). *The Oxford Dictionary of Literary Terms* (3rd ed.). Oxford University Press.
2. Abrams, M. H. (2011). *A Glossary of Literary Terms* (11th ed.). Wadsworth Cengage Learning.
3. Turco, Lewis. (2012). *The Book of Literary Terms: The Genres of Fiction, Drama, Nonfiction* (3rd ed.). University of Arkansas Press.
4. Battestin, Martin C. (Ed.). (1995). *The Cambridge Companion to the English Novel*. Cambridge University Press.
5. Erle, Rodney. (2005). *The English Novel and the Idea of Empire*. Palgrave Macmillan.
6. Ferguson, Priscilla M. (1999). *Women and Literature of the Eighteenth Century*. Johns Hopkins University Press.
7. Lennard, J. (2001). *The Early English Novel*. Oxford University Press.

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8. Myers, A. R. (2001). *Literature and the English Public in the Eighteenth Century*. Oxford University Press.
9. Spufford, Margaret. (2003). *The Great Reclothing of Rural England: 1560-1620*. Cambridge University Press. (Provides historical context)
10. Watt, Ian. (1957). *The Rise of the Novel*. University of California Press.
11. *The Longman Anthology of British Literature* (various editors) (Provides excerpts from a wider range of novels)
12. *The Oxford History of English Literature* (various editors) (Provides historical context)
13. Atkinson, Maggie. (2000). *Reading Lord of the Flies*. Bloomsbury Academic.
14. Ferguson, Barbara M. (1970). *William Golding and the Tragic View of Life*. University of Texas Press.
15. Kerenyi, C. (1979). *The Heroes' Greeks*. Thames and Hudson. (Provides context for mythological references)
16. Kichenbrand, David. (2009). *William Golding*. Routledge.
17. Meyers, Jeffrey. (1996). *William Golding: A Biography*. Viking.
18. Nicholson, Adam. (2013). *William Golding*. Faber & Faber.

Online Resources

1. GradeSaver: Lord of the Flies <https://www.gradesaver.com/lord-of-the-flies> (Provides chapter summaries, character analysis, themes, etc.)
2. SparkNotes: Lord of the Flies <https://www.sparknotes.com/lit/flies/> (Provides character analysis, plot summaries, critical interpretations)

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Course Level	5.0	Internal Marks	50
Programme	B.A. (English)	External Marks	50
Semester	3	Practical Internal	00
Category of Course	Major-6	Practical External	00
Course Credit	04	Prac. External Exam Duration	00
Teaching Hours	60	Total	100
Course Code		Exam Duration	2: 00 Hours
Course Title	Understanding Drama-1 (Tragedy Form)		

Course Objectives:

1. Knowledge and Understanding:

- Define tragedy as a dramatic form and identify its key characteristics.
- Explore the historical development of tragedy, particularly focusing on its origins in ancient Greece.
- Analyze the elements of tragedy, including plot structure, character development, dramatic irony, catharsis, and the tragic flaw.
- Examine the works of major tragedians, such as Sophocles, Euripides, and Shakespeare.

2. Analysis and Interpretation:

- Develop close reading skills to analyze the language, symbolism, and themes present in tragic plays.
- Identify and explain the use of dramatic devices within the context of tragedy.
- Interpret tragic plays within their historical and cultural contexts, considering the societal values and beliefs of the time period.
- Analyze the enduring relevance of tragedy and its ability to explore universal human experiences.

3. Critical Thinking and Communication:

- Formulate clear and concise arguments about the meaning and significance of tragic plays.

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- Participate actively in class discussions, effectively communicating ideas and interpretations.
- Write critical essays that analyze and interpret tragic works, demonstrating a strong understanding of the form.

4. Appreciation of Drama:

- Develop a deeper appreciation for tragedy as a powerful form of dramatic art.
- Analyze the ways tragedy evokes emotions such as pity, fear, and catharsis in the audience.
- Explore the enduring influence of tragedy on contemporary literature, theatre, and film.

Course Learning Outcomes: After completion of the course:

1. Knowledge and Understanding of Tragedy

- Students will be able to define tragedy as a dramatic form and identify its key characteristics, drawing on classical and contemporary theories (e.g., Aristotle's Poetics, modern critical perspectives).
- Students will gain familiarity with the historical development of tragedy, tracing its evolution from ancient Greek theatre to contemporary adaptations.
- Students will be able to identify and analyze the common elements of tragedy, including the tragic hero, hamartia (tragic flaw), hubris (excessive pride), peripeteia (reversal of fortune), catharsis (emotional purification), and the exploration of fate and free will.

2. Analysis and Interpretation of Tragic Drama

- Students will develop close reading and critical viewing skills to analyze the structure, plot, characterization, language, and themes within tragic plays.
- Students will be able to identify and explain the dramatic devices used in tragedy, such as dramatic irony, soliloquy, aside, and the chorus.
- Students will learn to interpret tragic plays within their historical, social, and philosophical contexts.

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3. Critical Thinking and Communication

- Students will be able to formulate and support arguments about the meaning and significance of tragic plays.
- Students will develop effective writing and presentation skills to analyze and interpret tragic drama.
- Students will be able to participate in class discussions about tragedy, articulating their ideas clearly and concisely while engaging with different interpretations.

4. Appreciation of Tragedy

- Students will develop a deeper appreciation for tragedy as a powerful form of drama that explores universal themes of human suffering, loss, and the search for meaning.
- Students will be exposed to a variety of tragic plays from different cultures and time periods.
- Students will learn to identify the enduring relevance of tragedy and its continuing influence on contemporary literature and theatre.

Course Contents

Sem	Unit No.	Syllabi	Teaching Hours
3	1	Tragedy as Literary Genre • Origin of Tragedy • Characteristics of Tragedy • Aristotle's views on Tragedy, Tragic Hero and Hamartia	15
	2	Types of Tragedy • Greek Tragedy • Medieval Tragedy • Revenge Play • Shakespearean Tragedy • Modern Tragedy	15
	3	Prescribed Text: • <i>Othello</i> by William Shakespeare	30
	4		

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Suggested Reading:

1. Baldick, Chris. (2008). *The Oxford Dictionary of Literary Terms* (3rd ed.). Oxford University Press.
2. Abrams, M. H. (2011). *A Glossary of Literary Terms* (11th ed.). Wadsworth Cengage Learning.
3. Turco, Lewis. (2012). *The Book of Literary Terms: The Genres of Fiction, Drama, Nonfiction* (3rd ed.). University of Arkansas Press.
4. Aristotle. (S. Halliwell, Trans.). (1995). *Poetics*. Loeb Classical Library. (Classic text on tragedy)
5. Barish, Jonas A. (1981). *The Antisocial Family*. University of California Press. (Examines tragedy through a psychoanalytic lens)
6. Bradshaw, Brenda. (2000). *Aristotle on Tragic Pleasure*. University of California Press. (Analyzes Aristotle's concept of catharsis)
7. Euben, J. Peter. (1996). *The Tragedy of Political Theory*. Princeton University Press. (Investigates tragedy's connection to political thought)
8. Nietzsche, Friedrich. (W. Kaufmann, Trans.). (1967). *The Birth of Tragedy*. Vintage Books. (Examines the origins of tragedy)
9. Steiner, George. (1980). *The Death of Tragedy*. Oxford University Press. (Explores the relevance of tragedy in the modern world)

Criticism and Analysis

1. Eagleton, Terry. (2003). *Sweet Violence: The Idea of the Tragic*. Blackwell Publishing. (Modern critical perspective on tragedy)
2. Knox, Bernard M. W. (1961). *Oedipus the King*. Oxford University Press. (In-depth analysis of a specific tragedy)
3. Segal, Erich. (1999). *Oliver Stone: Politics and History in Cinema*. Cambridge University Press. (Examines contemporary adaptations of tragic themes in film)
4. Williams, Raymond. (1979). *Modern Tragedy*. Verso. (Analyzes tragedy in modern literature)

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5. Adelman, Janet. (2000). *William Shakespeare*. Oxford University Press. (Provides biographical context)
6. Berry, Ralph. (1992). *Shakespeare's Comic Spirit*. Oxford University Press. (Analyzes the role of comedy in Othello)
7. Bradbrook, M. C. (1960). *Themes and Conventions of Elizabethan Tragedy*. Cambridge University Press. (Examines broader themes of Elizabethan tragedy)
8. Cohen, Walter. (1966). *Attitudes Toward Love in Elizabethan Drama*. University of California Press. (Analyzes the portrayal of love in Othello)
9. Drakakakis, John. (2002). *Shakespeare and the Question of Colour*. Cambridge University Press. (Examines race and ethnicity in Othello)
10. Feldstein, Richard. (1995). *Idols of the Marketplace: Othello and the Invention of Race*. Cornell University Press. (Analyzes the construction of race in the play)
11. Orkin, Mark. (2004). *Othello*. Arden Shakespeare (Third Series). Bloomsbury Arden Shakespeare. (Comprehensive edition with critical essays)

Online Resources

1. Folger Shakespeare Library: Othello <https://www.folger.edu/explore/shakespeares-works/othello/> (Educational resources, including performance history)
2. Royal Shakespeare Company: Othello <https://www.rsc.org.uk/othello/> (Production information and analysis)
3. SparkNotes: Othello [invalid URL removed] (Plot summaries, character analysis, critical interpretations)

Additional Resources

1. The Cambridge Companion to Greek Tragedy (edited by P.E. Easterling) (Provides essays on various aspects of Greek tragedy)
2. The Norton Anthology of Drama (various editors) (Includes examples of tragedies from different periods)

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Course Level	5.0	Internal Marks	50
Programme	B.A. (English)	External Marks	50
Semester	3	Practical Internal	00
Category of Course	Major-7	Practical External	00
Course Credit	04	Prac. External Exam Duration	00
Teaching Hours	60	Total	100
Course Code		Exam Duration	2: 00 Hours
Course Title	History of English Literature-1 (1557-1660)		

Course Objectives:

- **Analyze key literary movements:** Identify and discuss the defining characteristics of major movements within this period, such as Elizabethan drama, Jacobean drama, and the development of Metaphysical poetry.
- **Interpret major authors and works:** Closely read and analyze influential texts by prominent writers like William Shakespeare, Christopher Marlowe, John Donne, and Ben Jonson.
- **Explore historical and cultural context:** Examine the social, political, and religious forces that shaped the literature of this era, including the English Renaissance, the Reformation, and the rise of the monarchy.
- **Develop critical thinking skills:** Critically evaluate literary works, considering themes, style, language, and the author's purpose.
- **Articulate your analysis:** Effectively communicate your interpretations of literature through written assignments and class discussions.

In addition to these core objectives, the course may also aim to:

- **Introduce bibliographic research skills:** Learn how to find and evaluate scholarly sources related to the period.
- **Develop your historical awareness:** Gain a deeper understanding of a pivotal period in English history.

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- **Appreciate the enduring legacy:** Recognize the lasting impact of this era's literature on the development of the English language and literary tradition.

Course Learning Outcomes: By the end of this course, students will be able to:

1. Knowledge:

- Demonstrate a comprehensive understanding of the major literary movements, genres, and authors of the Elizabethan and Jacobean eras (1557-1660). ([English Renaissance literature]), ([Elizabethan literature]), ([Jacobean era literature])
- Analyze the social, political, and religious contexts that shaped English literature during this period.
- Identify the key themes and ideas explored in representative works of the period.
- Explain the development and significance of major literary forms like drama, poetry, and prose.

2. Skills:

- Closely read and analyze primary texts from the Elizabethan and Jacobean eras.
- Identify and interpret literary devices like metaphor, simile, symbolism, and irony.
- Articulate informed arguments about the meaning and significance of literary works.
- Effectively communicate their understanding of the course material through written and oral presentations.

3. Application:

- Apply critical thinking skills to evaluate and interpret literary texts.
- Compare and contrast different literary works from the period.
- Trace the development of literary traditions and genres.
- Explore the ongoing relevance of Elizabethan and Jacobean literature to contemporary society.

4. Additional Considerations:

- You may also want to include an outcome related to research skills, where students can demonstrate the ability to find and evaluate secondary sources related to the period.

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- Depending on the course structure, you might add an outcome related to effective participation in class discussions.

Course Contents

Sem	Unit No.	Syllabi	Teaching Hours
3	1	Prescribed Topics: - Renaissance and English Literature - Contribution of the University Wits to English Drama - Characteristics of the Elizabethan Poetry - Characteristics of the Metaphysical Poetry	15
	2	Prescribed Poems: <i>One Day I Wrote Her Name</i> by Edmund Spenser <i>Seven Stages of Life</i> by William Shakespeare <i>The Sun Rising</i> by John Donne <i>On His Blindness</i> by John Milton	15
	3	Prescribed text: <i>Dr. Faustus</i> by Christopher Marlowe	30
	4		

Suggested Reading:

- Ackroyd, Peter. *The English Renaissance* (2002).
- Britannica. Renaissance, Poetry, Drama <https://www.britannica.com/art/English-literature/The-Renaissance-period-1550-1660>
- Ferguson, Margaret W. *Trials of Desire: Renaissance Descriptions of Painting* (1990).
- Greenblatt, Stephen. *Will in the World: How Shakespeare Became Shakespeare* (2004).
- Kinney, Arthur F. *Renaissance Drama in England* (2002).
- Lewalski, Barbara Kiefer. *Writing Religion: Reading the Bible in the English Renaissance* (2002).
- Orgel, Stephen. *The Illusion of Power* (1996).
- Richardson, Lorna. *Women and Literature in Britain 1500-1700* (1999).
- Stapleton, Michael. *The Cambridge Guide to English Literature* (2000).
- A. Fowler. *A History of English Literature* (1987).

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11. *The New Cambridge Bibliography of English Literature*, edited by G. Watson (4 vols., 1969–72).
12. *The Penguin Companion to English Literature*, edited by D. Daiches (1972).
13. *The Oxford Companion to English Literature*, edited by M. Drabble (1985).
14. *The Oxford Anthology of English Literature*, edited by F. Kermode and J. Hollander (2 vols., 1973).
15. St. Martin's Anthologies of English Literature, edited by M. Alexander et al. (5 vols., 1991).
16. *The Cambridge History of English Poetry* [This comprehensive resource has a detailed bibliography specific to English poetry](Cambridge University Press).

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Course Level	5.0	Internal Marks	50
Programme	B.A. (English)	External Marks	50
Semester	3	Practical Internal	00
Category of Course	MDC-3	Practical External	00
Course Credit	04	Prac. External Exam Duration	00
Teaching Hours	60	Total	100
Course Code		Exam Duration	2: 00 Hours
Course Title	Literature and Psychology		

Course Objectives:

This course will explore the intersection of literature and psychology, aiming to achieve the following objectives:

Literature:

- Develop critical reading and analytical skills to interpret literary texts.
- Gain an understanding of major literary theories and their application to literature.
- Explore how literature reflects human experiences, emotions, and motivations.
- Identify and analyze the psychological underpinnings of characters and their actions.

Psychology:

- Gain an introduction to key psychological concepts, theories, and research methods.
- Understand how psychological principles influence human thoughts, feelings, and behaviors.
- Analyze literary characters from a psychological perspective, considering factors like personality, development, and mental processes.
- Explore how literature can be used to illustrate psychological concepts and phenomena.

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Integration:

- Develop the ability to connect literary themes and characters to broader psychological concepts.
- Apply psychological knowledge to enhance the understanding and appreciation of literature.
- Use literature to explore and gain insights into the human condition.
- Communicate effectively about the interplay between literature and psychology, both written and orally.

Course Learning Outcomes:

This multidisciplinary course will explore the intersection of literature and psychology, examining how literature reflects and shapes our understanding of the human mind. By the end of the course, students will be able to:

Knowledge and Understanding:

- Demonstrate a grasp of key concepts in both literary analysis and psychology, including:
 - Literary theories and critical approaches
 - Core psychological principles (e.g., personality, motivation, cognition)
 - Major psychological schools of thought (e.g., psychoanalysis, cognitive psychology)
 - The relationship between language and thought
- Analyze how literary works portray human emotions, thoughts, and behaviors.
- Identify and explain the psychological themes and motivations within literary texts.

Analysis and Interpretation:

- Apply psychological concepts to critically analyze and interpret literature.
- Explore how literary devices (e.g., symbolism, characterization, narrative structure) reveal characters' inner worlds.
- Examine the psychological impact of literature on readers.

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Communication and Critical Thinking:

- Articulate complex ideas about literature and psychology in written and oral communication.
- Develop strong critical thinking skills by analyzing and evaluating literary and psychological claims.
- Formulate and support original arguments about the intersection of literature and psychology.

Additionally, depending on the course's specific focus, students might also learn to:

- Identify and analyze psychological disorders within literature.
- Explore the role of literature in promoting empathy and understanding of human experience.
- Consider the ethical implications of portraying mental health issues in literature.

Course Contents

Sem	Unit No.	Syllabi	Teaching Hours
3	1	Basic Concepts of Psychology and Psychoanalytic Criticism • Psychoanalysis (Freudian, Jungian) • Oedipus Complex and Electra Complex • Id, Ego, Super Ego • Loss of Memory • Trauma • Dreams	15
	2	Prescribed Poems: • <i>Kubla Khan</i> by S.T. Coleridge • <i>My Last Duchess</i> by Robert Browning • <i>The Unknown Citizen</i> by W.H. Auden	15
	3	Prescribed Short Stories: • <i>The Fly</i> by Katherine Mansfield • <i>The Kite</i> by Somerset Maugham • <i>The Intrusion</i> by Shashi Deshpande • <i>The Cask of Amontillado</i> by Edgar Allan Poe	30
	4		

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Dictionaries:

- **The Oxford Dictionary of Literary Terms** by Chris Baldick (3rd Edition). This comprehensive dictionary provides clear definitions for over 1,200 terms, encompassing traditional and contemporary literary movements.
- **The Routledge Dictionary of Literary Terms** edited by Peter Childs and Roger Fowler. This dictionary offers in-depth explanations for a wide range of critical terms, with helpful references for further reading.

Glossary:

- **A Glossary of Literary Terms** by M.H. Abrams. This concise glossary provides clear and accessible definitions for a variety of literary terms. You can find it in many literature reference guides or online.

Literary Theory:

- **A Theory of Literature** by Terry Eagleton. This foundational text offers an introduction to major literary theories, providing a framework for analyzing literature through different critical lenses.

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Course Level	5.0	Internal Marks	50
Programme	B.A. (English)	External Marks	50
Semester	4	Practical Internal	00
Category of Course	Major -8	Practical External	00
Course Credit	04	Prac. External Exam Duration	00
Teaching Hours	60	Total	100
Course Code		Exam Duration	2: 00 Hours
Course Title	An Introduction to Study of Literature		

Course Objectives:

This course aims to equip you with the foundational skills and knowledge necessary to analyze and appreciate literature. By the end of the course, you will be able to:

- **Identify and understand key literary terms and concepts:** This includes understanding the elements of fiction, poetry, and drama, as well as various literary devices and techniques.
- **Analyze literature in its historical and cultural context:** You will learn how to consider the social, political, and intellectual forces that shaped literary works.
- **Develop close reading skills:** You will practice reading texts attentively, identifying important details, and interpreting their meaning.
- **Formulate and articulate literary arguments:** You will learn to develop a clear thesis statement, support your claims with textual evidence, and engage with different interpretations.
- **Appreciate the diversity of literature:** The course will expose you to a variety of genres, forms, and voices from different cultures and time periods.
- **Communicate effectively about literature:** You will gain practice writing analytical essays and participating in class discussions.

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Course Learning Outcomes:

By successfully completing this course, students will be able to:

1. Analyze Literature:

- Identify and explain key literary elements like plot, characterization, setting, theme, point of view, and symbolism.
(https://en.wikipedia.org/wiki/Category:Poetic_devices)
- Apply these elements to analyze various genres of literature, including poetry, fiction, and drama.

2. Interpret and Evaluate:

- Develop close reading skills to understand the nuances of literary text.
- Formulate and support a critical interpretation of a literary work.
- Evaluate the effectiveness of literary techniques in conveying meaning.

3. Contextualize Literature:

- Discuss the relationship between literature and its historical, social, and cultural contexts.
- Explore how literature reflects and critiques different worldviews, values, and perspectives.
- Consider the influence of authorial background and genre conventions on literary meaning.

4. Communicate Effectively:

- Articulate a clear thesis statement and use textual evidence to support literary analysis in written work.
- Participate actively in class discussions, expressing ideas critically and respectfully.
- Employ appropriate academic vocabulary specific to literary study.

5. Appreciate Literature:

- Develop a deeper appreciation for the power and complexity of literature.
- Gain a broader understanding of human experience and diverse cultures explored in literary works.
- Cultivate a lifelong enjoyment of reading and analyzing literature.

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Course Contents

Sem	Unit No.	Syllabi	Teaching Hours
4	1	- Defining Literature- Elements of Literature - Functions of Literature - Literature and Society	15
	2	- Literature as fine art - Literature and its interrelationships with other art forms - Aesthetics	15
	3	Literary Terms Allegory, Rhythm, Irony, Metre, Refrain, Monologue, Plot, Character, Setting, Theme , Dialogue , Myth , Symbol, Imagery, Poetic Justice.	15
	4	Figures of Speech Simile, Metaphor, Personification, Hyperbole, Onomatopoeia, Alliteration, Pun, Irony, Oxymoron, Synecdoche, Climax , Anti-Climax, Epigram, Metonymy	15

Suggested Reading:

1. *An Introduction to the Study of Literature*- W. H. Hudson
2. *English Literature - An Introduction for Foreign Readers* by R J Rees
3. Abrams, M. H.A Glossary of Literary Terms (11th ed.)Wadsworth Publishing Company2011
4. Baldick, C.The Oxford Dictionary of Literary Terms (4th ed.)Oxford University Press2008
5. Cuddon, J. A.The Penguin Dictionary of Literary Terms and Literary Theory (4th ed.)Penguin Books1998
6. Eagleton, T.Literary Theory: An Introduction (2nd ed.)Blackwell Publishing2008
7. Leitch, V. B., McMaster, J., & Childs, G.The Norton Anthology of Theory and Criticism (2nd ed.)W. W. Norton & Company2016
8. Meyer, H. S.The Longman Dictionary of Poetical Terms (3rd ed.)Longman1997
9. Preminger, F., & Warnke, E.Princeton Encyclopedia of Poetry and Poetics (4th ed.)Princeton University Press2009

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Course Level	5.0	Internal Marks	50
Programme	B.A. (English)	External Marks	50
Semester	4	Practical Internal	00
Category of Course	Major -9	Practical External	00
Course Credit	04	Prac. External Exam Duration	00
Teaching Hours	60	Total	100
Course Code		Exam Duration	2: 00 Hours
Course Title	English Language Teaching-2 (Phonetics and ELT)		

Course Objectives:

This course aims to equip you with the knowledge and skills necessary to effectively teach English pronunciation and integrate phonetics into your ELT practices. Here are some specific objectives you can expect to achieve:

Knowledge:

- Gain a solid understanding of the key concepts in phonetics, including the production of speech sounds (articulatory phonetics), the classification of sounds (phonology), and the sound system of English (English phonemes and allophones).
- Explore the relationship between phonetics and other areas of English language teaching, such as listening, speaking, reading, and writing.
- Identify common pronunciation challenges faced by learners from different backgrounds.
- Develop awareness of various teaching methodologies for pronunciation instruction.

Skills:

- Develop your ability to accurately transcribe and represent English sounds using the International Phonetic Alphabet (IPA).
- Practice producing English sounds correctly, focusing on improving your own pronunciation.
- Design and implement effective pronunciation activities and exercises for your ELT classroom.

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- Identify and address learners' pronunciation errors in a constructive and supportive way.
- Integrate phonetics into your broader ELT curriculum to enhance overall language learning.

Attitudes:

- Develop an appreciation for the importance of accurate pronunciation in effective communication.
- Foster a positive learning environment that encourages exploration and experimentation with pronunciation.
- Become a reflective teacher who is constantly seeking to improve your own pronunciation skills and teaching practices.

Course Learning Outcomes:

This course aims to equip you with the knowledge and skills necessary to effectively teach pronunciation and improve spoken English within an English Language Teaching (ELT) context. By the end of the course, you will be able to:

Knowledge and Understanding:

- Define and explain key principles and concepts of phonetics, including the anatomy of the speech organs, articulation, phonemes, allophones, and the International Phonetic Alphabet (IPA). (International Phonetic Association)
- Analyze the sound systems of English, including vowels, consonants, stress, intonation, and connected speech.
- Identify common pronunciation challenges faced by learners from different L1 (first language) backgrounds.
- Explain the theoretical foundations of effective pronunciation teaching methodologies.

Skills:

- Use the IPA to accurately transcribe and represent English sounds.
- Identify and diagnose common pronunciation errors in spoken English.
- Design and implement engaging and effective pronunciation teaching activities for learners of various proficiency levels.

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- Integrate pronunciation instruction into broader ELT lessons and activities.
- Provide constructive feedback on learners' pronunciation and guide them towards improvement.
- Attitudes and Values:
- Appreciate the importance of accurate pronunciation for clear and effective communication in English.
- Demonstrate a critical understanding of the relationship between phonetics and phonology in language learning.
- Foster a positive learning environment that celebrates diversity and encourages experimentation with pronunciation.
- Continuously reflect on and improve your own teaching practice in relation to pronunciation instruction.

Course Contents

Sem	Unit No.	Syllabi	Teaching Hours
4	1	The Organs of Speech - Production of Sounds - Description of Vowels - Diphthongs Consonants - Description of Consonants	15
	2	Phoneme - Syllable - Word Stress - Sentence Stress - Rhythm – Intonation	15
	3	English Language Teaching Strategies • Teaching of English Vocabulary - Definitions - Meaning – Procedures • Teaching of English Grammar - Characteristics - Objectives - Methods – Principles	15
	4	Teaching Methods: Meaning, Characteristics, Merits and Limitations • Lectures • Group discussions • Practical workshops • Role Play • Project	15

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Suggested Reading:

Introductory Texts:

1. Abercrombie, D. (1967). Elements of General Phonetics. Edinburgh University Press.
2. Catford, J. C. (2001). A Practical Introduction to Phonetics (2nd ed.). Oxford University Press.
3. Ladefoged, P., & Maddieson, I. (1995). The Sounds of the World's Languages. Blackwell.
4. Raphael, L. J., Borden, G., & Harris, K. (2007). Speech Science Primer (5th ed.). Lippincott, Williams & Wilkins.
5. Wells, J. C. (2008). Longman Pronunciation Dictionary (3rd ed.). Pearson Education.

Speech Production and Acoustics:

1. Catford, J. C. (1977). Fundamental Problems in Phonetics. Edinburgh University Press.
2. Goldsmith, J. A. (Ed.). (1999). Phonological Theory: The Essential Readings. Blackwell.
3. Kaplan, H. M. (1960). Anatomy and Physiology of Speech. New York: McGraw-Hill.
4. Hayward, K. (2000). Experimental Phonetics. London: Longman.
5. Olive, J. P., Greenwood, A., & Coleman, J. (1993). Acoustics of American English Speech. Springer Verlag.
6. Stevens, K. N. (1998). Acoustic Phonetics. MIT Press.

Phonology:

1. Durand, J. (1990). Generative and Non-Linear Phonology. Harlow, Essex: Longman.
2. Durand, J., & Laks, B. (2002). Phonetics, Phonology and Cognition. Oxford University Press.
3. Goldsmith, J. A. (Ed.). (1999). Phonological Theory: The Essential Readings. Oxford: Blackwell.
4. Katamba, F. (1989). An Introduction to Phonology. London: Longman.

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Speech Disorders (Optional):

1. Damico, J. S., Müller, N., & Ball, M. J. (Eds.). (2010). The Handbook of Language and Speech Disorders. Wiley-Blackwell.
2. Bleile, K. M. (2014). The Manual of Speech Sound Disorders: A Book for Students and Clinicians (3rd ed.). Australia: Delmar.

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Course Level	5.0	Internal Marks	50
Programme	B.A. (English)	External Marks	50
Semester	4	Practical Internal	00
Category of Course	Major -10	Practical External	00
Course Credit	04	Prac. External Exam Duration	00
Teaching Hours	60	Total	100
Course Code		Exam Duration	2: 00 Hours
Course Title	Understanding Drama-2 (Comedy Form)		

Course Objectives:

This course aims to equip you with a comprehensive understanding of the comedic form within dramatic literature. By the end of the course, you will be able to:

1. Define and Analyze Comedy:

- Explain the core principles of comedy and humor.
- Identify various comedic techniques and devices used in dramatic works (e.g., slapstick, satire, wit, irony).
- Analyze the role of humor in achieving dramatic effect.

2. Explore the History of Comic Drama:

- Trace the development of comedy from its ancient origins (e.g., Greek and Roman plays) to contemporary forms.
- Discuss the evolution of comedic styles and subgenres (e.g., farce, satire, tragicomedy).
- Analyze the influence of historical context on comedic themes and characters.

3. Deconstruct Comedic Plays:

- Apply critical thinking skills to analyze comedic plays.
- Identify key elements of dramatic structure in comedies (e.g., plot, characterization, dialogue).
- Explore the relationship between humor and other dramatic elements like conflict and suspense.

4. Appreciate the Social Commentary in Comedy:

- Discuss how comedic plays often reflect and critique social norms and values.
- Analyze the use of humor to expose societal flaws and injustices.
- Evaluate the effectiveness of comedy as a tool for social commentary.

5. Develop Analytical and Communication Skills:

- Articulate your understanding of comedic plays through written and oral discussions.
- Engage in critical analysis of comedic techniques and their impact on the audience.
- Develop a vocabulary specific to dramatic and comedic elements.

Course Learning Outcomes: After completion of the course:

By the end of this course, students will be able to:

1. Analyze the comedic form:

- Define comedy and differentiate it from other dramatic forms (e.g., tragedy, melodrama).
- Identify key features of comedic structure, such as plot devices, character archetypes, and comedic timing.
- Analyze the use of humor techniques like slapstick, satire, and wordplay in comedic plays and performances.

2. Explore the history and development of comedy:

- Trace the development of comedy from its ancient roots (e.g., Greek and Roman comedies) to contemporary forms (e.g., sitcoms, stand-up).
- Identify and analyze the influence of different comedic traditions (e.g., Commedia dell'arte) on modern comedy.
- Discuss the evolution of humor across different cultures and historical periods.

3. Critically evaluate comedic works:

- Apply dramatic analysis tools to deconstruct comedic plays and performances.
- Identify the target audience for a particular comedic work and analyze how humor is used to engage them.
- Discuss the social commentary or underlying themes present in comedic works.

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4. Create and perform comedic material:

- Develop an understanding of comedic timing, delivery, and stage presence. (This outcome may require a practical component)
- Apply comedic techniques to write or adapt short comedic scenes. (This outcome may require a practical component)
- Collaborate with others to create and perform a comedic presentation. (This outcome may require a practical component)

Additional Considerations:

- These are general learning outcomes and can be adapted to fit the specific curriculum and level of the course.
- The course may also explore the psychology of humor and what makes people laugh.
- Depending on the course focus, outcomes could delve deeper into specific comedic subgenres (e.g., farce, dark comedy).
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Course Contents

Sem	Unit No.	Syllabi	Teaching Hours
4	1	Comedy as Literary Genre • Origin of Comedy, its definitions • Essentials of Comedy	15
	2	Types of Comedy • Classical Comedy, Romantic Comedy, Comedy of Humours - Comedy of Manners, Comedy of Idea	15
	3 & 4	Prescribed Text • <i>She Stoops to Conquer</i> by Oliver Goldsmith	30

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Suggested Reading:

Comprehensive References:

1. **A Glossary of Literary Terms** by M.H. Abrams (This is a classic and highly regarded resource)
2. **The Book of Literary Terms: The Genres of Fiction, Drama, Nonfiction** by Abby Garrard Hatch and Deborah Norwood [Google Books](books about literary terms)

Additional Resources:

1. Literary Terms: English - Robertson Library (<https://library.upei.ca/subject/english>) (This includes a bibliography with various sources)
2. Glossary of literary terms - Wikipedia (https://en.wikipedia.org/wiki/Glossary_of_literary_terms) (While not a book, this is a good online resource to get started)

Primary Source

- Goldsmith, Oliver. *She Stoops to Conquer*. Edited by [Editor Name] (if applicable). [Publisher Name], [Publication Year].

Secondary Sources

- Books:
 - Bloom, Harold, ed. *Modern Critical Views: Oliver Goldsmith*. Chelsea House Publishers, 1987.
 - Danzinger, Marlies K. *Goldsmith & Sheridan*. Frederick Ungar Publishing Co., 1978.

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Course Level	5.0	Internal Marks	50
Programme	B.A. (English)	External Marks	50
Semester	4	Practical Internal	00
Category of Course	Minor-3	Practical External	00
Course Credit	04	Prac. External Exam Duration	00
Teaching Hours	60	Total	100
Course Code		Exam Duration	2: 00 Hours
Course Title	Functional English in Professional Settings		

Course Objectives:

1. To train students to enhance written as well as oral communication in the corporate world.
2. To help students in understanding the principles and techniques of business communication.
3. To understand the use of electronic media for communication

Course Learning Outcomes: After completion of the course:

1. Students will be able to explain the need for communication in Business world.
2. Students will be able to appreciate the need of effective writing for communication.
3. Students will be able to analyse business correspondence and e-correspondence.
4. Students will be able to write resume
5. Students will be able to understand the commercial ads.

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Sem	Unit No.	Syllabi	Teaching Hours
4	1	Introduction to the essentials of Business Communication • Meaning, process importance of Business Communication. • Verbal & non-verbal communication	15
	2	Business Correspondence and E-Correspondence • Importance of business letters. Types of Business Letters (Enquiries, Quotations, and Complaint Letters; Occasions of these letter writings, and not practical Writings of these letters) • Electronic mail: advantages, safety and smartness in email. E-mail etiquettes.	15
	3	Resume writing	30
	4	Comprehension: Reading Commercial advertisements	

Suggested Reading:

1. C.B.Gupta (2019). Essentials of Business Communication, Sultan Chand & Sons.
2. Kaul, A. Effective Business Communication, 2nd ed. PHI learning
3. Quintanilla, Kelly M, (2021), Business and Professional Communication, 4e, Sage Textbook
4. Ludlow, R. & Panton, F.(1992). The Essence of Effective Communications, Prentice Hall of India Pvt. Ltd., New Delhi.

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INTERNAL EVALUATION SCHEME		
NO	Particulars	Marks
1	Mid Semester Exam (Mandatory)	25
2	Class Test	05
3	Open book exam/test	05
4	Open note exam/test	05
5	Self-test/ Online test	05
6	Essay/Article writing	05
7	Quizzes/Objective test	05
8	Class assignment	05
9	Home assignment	05
10	Reports Writing	05
11	Research/Dissertation	05
12	Case Studies	05
13	Viva/Oral exam	05
14	Group Discussion	05
15	Role Play	05
16	Paper presentation/Seminar	05
17	Language Lab work	05
18	Interview	05
19	Craft work	05
20	Co-curricular work	05
21	Field Assignment	05
22	Poster Presentation	05
23	Attendance	05
24	Project Work	05
	Total	50

Note: Sr.No.1 is mandatory. Select any five from Sr.No.2 to 24. Each Contains five marks. Student should secure 18 Marks for passing in internal Exam.

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Ques. No.	Particulars	From which Unit	Marks
1	Answer the following Question	1	10
	Or		
	Answer the following Question		
2	Answer the following Question	2	10
	Or		
	Answer the following Question		
3	Answer the following Question	3	10
	Or		
	Answer the following Question		
4	Answer the following Question	4	10
	Or		
	Answer the following Question		
5	Short Note (Any Two out of Four)	One from Each Unit	10
		Total	50
