**Learning Outcomes Based Curriculum Framework (LOCF)**

**For**

**Four Year Undergraduate Program (FYUGP) in**

**English**

**Under NEP (2020)**

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**Department of English**

**Cotton University**

**Panbazar, Guwahati - 781001**

**Assam**

**PART I**

* 1. **Introduction**

New Education Policy 2020 recognizes that higher education has an extremely important role in promoting human as well as societal well-being. It can play a substantial part in developing India, as envisioned in its Constitution, as a democratic, just, socially conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all. NEP notes that “given the 21st-century requirements, quality Higher Education must aim to develop good, thoughtful, well-rounded, and creative individuals.” In this vision of learning, Arts and Humanities, and by extension the discipline of literature have a great significance. The impact of literature is intangible and immeasurable and can not be quantified. While science and technology takes care of provisions for life, Literature takes care of the humane aspects of life. The function of literature is to bring the questions of values—human and literary—in focus. Literariness is the ability of literature to attract attention to itself that it achieves through deviant use of language. As a system of knowledge, it aims at teaching through aesthetic experience and herein lies its value. Literature celebrates life in all forms and stands for and with values of life by representing the weak, the poor, the exploited, the vulnerable and the voiceless. It can raise consciousness and thus work as a tool of social change. With its emphasis on the interconnectedness of all elements in the universe and interrelatedness of lives, it underlines and celebrates holistic approaches and experiences.

Keeping in mind the role that literature and literary studies have to play in society, English literary curricula have evolved over a period of time in India. From its Anglo-centric core, it moved on to new literatures—Third World Literature, Commonwealth Literature, American, Canadian, Australian, African Literature, and New Literatures in English, and later to Indian Literature in English and regional Indian Literature in translation and diverse areas developed out of interdisciplinary engagements. The relevance of the courses in literature lies in their ability to engage with local and global realities, experiences and their manifestations in literary terms without glossing over the core attributes i.e., human values and aesthetic qualities reflecting the spirit of present times. Therefore, the curricula of the department of English Cotton University covers not only established canonical courses on English literature, but also emerging areas of study such as Disability Studies and Literature, Literature and Environment, Northeast India and Its Literatures, Cultural Studies and Introduction to Sublatern Studies as Courses. The curriculum, therefore is prepared to nurture an egalitarian and inclusive outlook capable of fostering healthy minds and critical thinking for a strong nation and thus fulfill the mission and vision of Cotton University as well as NEP.

**1.2 Learning Outcomes-based Approach to Curriculum Planning and Development**

The vision as mentioned above necessitates Outcome based approach to Curriculum. The basic objective of the Learning Outcome based approach to Curriculum planning and development is to focus on demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected of graduates of a programme of study. Learning outcomes specify what graduates completing a particular programme of study are expected to know, understand and be able to do at the end of their programme of study.

The expected learning outcomes are used to set the benchmark to formulate the course outcomes, programme specific outcomes, programme outcomes and graduate attributes. These outcomes are essential for curriculum planning and development, and in the design, delivery and review of academic programmes. They provide general direction and guidance to the teaching-learning process and assessment of student learning levels under a specific programme.

The overall objectives of the learning outcomes-based curriculum framework are to:

* help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes that are expected to be demonstrated by the holder of a qualification;
* enable prospective students, parents, employers and others to understand the nature and level of learning outcomes (knowledge, skills, attitudes and values) or attributes a graduate of a programme should be capable of demonstrating on successful completion of the programme of study;
* maintain national standards and international comparability of learning outcomes and academic standards to ensure global competitiveness, and to facilitate student/graduate mobility; and
* provide higher education institutions an important point of reference for designing teaching-learning strategies, assessing student learning levels, and periodic review of programmes and academic standards.

**1.3 Key outcomes underpinning curriculum planning and development**

The learning outcomes-based curriculum framework is a framework based on the expected learning outcomes and academic standards that are expected to be attained by graduates of a programme of study. The key outcomes that underpin curriculum planning and development include Graduate Attributes, Programme Outcomes, Programme Specific Outcomes, and Course Outcomes.

**1.3.1 Graduate Attributes**

The National Higher Education Qualifications Framework (NHEQF) envisages that students must possess the quality and characteristics of the graduate of a programme of study, including learning outcomes relating to the disciplinary area(s) in the chosen field(s) of learning and generic learning outcomes that are expected to be acquired by a graduate on completion of the programme(s) of study.

The graduate attributes include capabilities that help broaden the current knowledge base and skills, gain and 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. Graduate attributes are fostered through meaningful learning experiences made available through the curriculum and learning experience, the total college/university experience, and a process of critical and reflective thinking. Graduate attributes include learning outcomes that are specific to disciplinary areas relating to the chosen field(s) of learning within broad multidisciplinary/interdisciplinary/ transdisciplinary contexts and generic learning outcomes that graduates of all programmes of study should acquire and demonstrate, as given in Table 1.

|  |  |
| --- | --- |
| **Type of learning outcomes** | **The Learning outcomes descriptors** |
| Learning outcomes that are specific to disciplinary/ interdisciplinary areas of learning | Graduates should be able to demonstrate the acquisition of:   * comprehensive knowledge and coherent understanding of the chosen disciplinary/ interdisciplinary areas of study in a broad multidisciplinary context, their different learning areas, their linkages with related fields of study, and current and emerging developments associated with the chosen disciplinary/interdisciplinary areas of learning * practical, professional, and procedural knowledge required for carrying out professional or highly skilled work/tasks related to the chosen field(s) of learning, including knowledge required for undertaking self-employment initiatives, and knowledge and mindset required for entrepreneurship involving enterprise creation, improved product development, or a new mode of organization * skills in areas related to specialization in the chosen disciplinary/interdisciplinary area(s) of learning in a broad multidisciplinary context, including wide-ranging practical skills, involving variable routine and non-routine contexts relating to the chosen field(s) of learning * capacity to extrapolate from what has been learned, translate concepts to real-life situations and apply acquired competencies in new/unfamiliar contexts, rather than merely replicate curriculum content knowledge, to generate solutions to specific problems |
| Generic learning outcomes | **Complex problem-solving:**The graduates should be able to demonstrate the capability to:   * solve different kinds of problems in familiar and non-familiar contexts and apply the learning to real-life situations   **Critical thinking:** The graduates should be able to demonstrate the capability to:   * apply analytic thought to a body of knowledge, including the analysis and evaluation of policies, and practices, as well as evidence, arguments, claims, beliefs, and the reliability and relevance of evidence * identify relevant assumptions or implications; and formulate coherent arguments * identify logical flaws and holes in the arguments of others * analyze and synthesize data from a variety of sources and draw valid conclusions and support them with evidence and examples   **Creativity**: The graduates should be able to demonstrate the ability to:   * create, perform, or think in different and diverse ways about the same objects or scenarios * deal with problems and situations that do not have simple solutions * innovate and perform tasks in a better manner * view a problem or a situation from multiple perspectives * think ‘out of the box’ and generate solutions to complex problems in unfamiliar contexts * adopt innovative, imaginative, lateral thinking, interpersonal skills and emotional intelligence   **Communication Skills:**The graduates should be able to demonstrate the skills that enable them to:   * listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences * express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media * confidently share views and express herself/himself * construct logical arguments using correct technical language related to a field of learning, work/vocation, or an area of professional practice, and convey ideas, thoughts, and arguments using language that is respectful and sensitive to gender and other minority groups   **Analytical reasoning/thinking:**The graduates should be able to demonstrate the capability to:   * evaluate the reliability and relevance of evidence * identify logical flaws in the arguments of others * analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples, and address opposing viewpoints   **Research-related skills**: The graduates should be able to demonstrate:   * a keen sense of observation, inquiry, and capability for asking relevant/ appropriate questions * the ability to problematize, synthesize, and articulate issues and design research proposals * the ability to define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships * the capacity to develop appropriate methodology and tools for data collection * the appropriate use of statistical and other analytical tools and techniques * the ability to plan, execute and report the results of an experiment or investigation, the ability to acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/ in personal research work, regardless of the funding authority or field of study   **Coordinating/collaborating with other**s: The graduates should be able to demonstrate the ability to:   * work effectively and respectfully with diverse teams * facilitate cooperative or coordinated effort on the part of a group * act together as a group or a team in the interests of a common cause and work efficiently as a member of a team   **Leadership readiness/qualities:** The graduates should be able to demonstrate the capability for:   * mapping out the tasks of a team or an organization and setting direction * formulating an inspiring vision and building a team that can help achieve the vision, motivating and inspiring team members to engage with that vision * using management skills to guide people to the right destination   **Learning how to learn skills:** The graduates should be able to demonstrate the ability to:   * acquire new knowledge and skills, including ‘learning how to learn skills, that are necessary for pursuing learning activities throughout life, through self-paced and self directed learning aimed at personal development, meeting economic, social, and cultural objectives, and adapting to changing trades and demands of the workplace, including adapting to the changes in work processes in the context of the fourth industrial revolution, through knowledge/ skill development/reskilling * work independently, identify appropriate resources required for further learning * acquire organizational skills and time management to set self-defined goals and targets with timelines * inculcate a healthy attitude to be a lifelong learner   **Digital and technological skills:** The graduates should be able to demonstrate the capability to:   * use ICT in a variety of learning and work situations * access, evaluate, and use a variety of relevant information sources, and use appropriate software for analysis of data   **Multicultural competence and inclusive spirit:** The graduates should be able to demonstrate:   * the acquisition of knowledge of the values and beliefs of multiple cultures and a global perspective to honour diversity * capability to effectively engage in a multicultural group/society and interact respectfully with diverse groups * capability to lead a diverse team to accomplish common group tasks and goals * gender sensitivity and adopting a gender-neutral approach, as also empathy for the less advantaged and the differently-abled including those with learning disabilities   **Value inculcation:** The graduates should be able to demonstrate the acquisition of knowledge and attitude that are required to:   * embrace and practice constitutional, humanistic, ethical, and moral values in lifeincluding universal human values of truth, righteous conduct, peace, love, nonviolence, scientific temper, citizenship values * practice responsible global citizenship required for responding to contemporary global challenges, enabling learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies * formulate a position/argument about an ethical issue from multiple perspectives * identify ethical issues related to work, and follow ethical practices, including avoiding unethical behaviour such as fabrication, falsification or misrepresentation of data, or committing plagiarism, and adhering to intellectual property rights * recognize environmental and sustainability issues, and participate in actions to promote sustainable development * adopt an objective, unbiased, and truthful actions in all aspects of work * instill integrity and identify ethical issues related to work, and follow ethical practices   **Autonomy**, **responsibility, and accountability:** The graduates should be able to demonstrate the ability to:   * apply knowledge, understanding, and/or skills with an appropriate degree of independence relevant to the level of the qualification * work independently, identify appropriate resources required for a project, and manage a project through to completion * exercise responsibility and demonstrate accountability in applying knowledge and/or skills in work and/or learning contexts appropriate for the level of the qualification, including ensuring safety and security at workplaces   **Environmental awareness and action:**The graduates should be able to demonstrate the acquisition of and ability to apply the knowledge, skills, attitudes, and values required to take appropriate actions for:   * mitigating the effects of environmental degradation, climate change, and pollution * effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living   **Community engagement and service:**The graduates should be able to demonstrate the capability to participate in community-engaged services/ activities for promoting the well-being of society  **Empathy*:*** The graduates should be able to demonstrate the ability to identify with or understand the perspective, experiences, or points of view of another individual or group, and to identify and understand other people’s emotions |

**1.3.2 Programme Outcomes (POs) for Four Year Under Graduate Programme**

POs are statements that describe what the students graduating from any of the educational programmes should able to do. They are the indicators of what knowledge, skills and attitudes a graduate should have at the time of graduation.

**PO 1: In-depth knowledge:** Understand the concepts and processes related to an academic field of study and demonstrate the applicability of their domain knowledge and its links to related disciplinary areas/subjects of study.

**PO 2: Specialised knowledge and skills**: Demonstrate procedural knowledge and skills in areas related to one’s specialization and current developments, including a critical understanding of the latest developments in the area of specialization, and an ability to use established techniques of analysis and enquiry within the area of specialisation.

**PO 3: Analytical and critical thinking:** Demonstrate independent learning, analytical and critical thinking of a wide range of ideas and complex problems and issues.

**PO 4: Research and Innovation**: Demonstrate comprehensive knowledge about current research in the subject of specialisation; critical observation to identify research problems and to collect relevant data from a wide range of sources, analysis and interpretation of data using methodologies as appropriate to the area of specialisation for formulating evidence-based research output.

**PO 5: Interdisciplinary Perspective:** Commitment to intellectual openness and developing understanding beyond subject domains.

**PO 6: Communication Competence:** Demonstrate effective oral and written communicative skills to covey disciplinary knowledge and to communicate the results of studies undertaken in an academic field accurately in a range of different contexts using the main concepts, constructs and techniques of the subject(s) of study

**PO 7: Career development:** Show proficiency in academic, professional, soft skills and employability required for higher education and placements.

**PO 8: Teamwork:** Work in teams with enhanced interpersonal skills leadership qualities.

**PO 9: Commitment to the society and the Nation**: Recognise the importance of social, environmental, human and other critical issues faced by humanity at the local, national and international level; appreciate the pluralistic national culture and the importance of national integration.

**1.3.3 Programme Specific Outcomes (PSOs) in English**

Programme specific outcomes include subject-specific skills and generic skills, including transferable global skills and competencies, the achievement of which the students of a specific programme of study should be able to demonstrate for the award of the degree. The programme specific outcomes would also focus on knowledge and skills that prepare students for further study, employment, and citizenship. They help ensure comparability of learning levels and academic standards across universities and provide a broad picture of the level of competence of graduates of a given programme of study. The attainment of PSOs for a programme is computed by accumulating PSO attainment in all the courses comprising the programme.

**PROGRAMME LEARNING OUTCOMES (PSOs in English)**

By the end of this Program, the student will be able to:

**PSO 1 Define, comprehend** and **classify** different literary forms, genres and devices

**PSO 2 Recall** and **relate** various historical periods of English Literature

**PSO 3 Demonstrate an understanding and knowledge** of literatures written and translated in English across the world and **engage** with them

**PSO 4 Display familiarity** and **understanding** of the rich national and regional literary heritage of India

**PSO 5 Interpret** and **critically appreciate** literary texts by applying various literary tools, devices, literary criticism and theory

**PSO 6 Illustrate** and **analyse** the existing gender, class, caste, racial and other socio-cultural disparities and complexities such as ableism and speciesism reflected, perpetuated and challenged in literature

**PSO 7 Identify and investigate** the relationship between various literary pieces and the larger socio- cultural context of production and consumption

**PSO 8 Compare and contrast** literatures produced across various dimensions

**PSO 9 Develop critical thinking, creative aptitude** and a **sense of ethics, inclusivity and social responsibility** as it emerges out of a deep understanding of literature

**PSO 10 Utilize** **digital resources** to expand and explore critical questions and the knowledge base in the field of English studies

**PSO 11** **Demonstrate** a command over English grammar and usage and an aptitude for English communication

**PSO 12** **Identify employability** options in English studies programme in fields such as teaching English language and literature at different levels, professional writing, translation, creative writing, mass media, journalism, aviation communication and personality and soft skill development, etc to name just a few.

**1.3.4 Course Level Learning Outcome Matrix**

**1.3.4.1 Course Outcomes (COs) and Programme Specific Outcomes (POs) Matrix**

**DISCIPLINE SPECIFIC COURSES- MAJOR / CORE**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code** | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** | **PO 9** |
| **DSC 1** | √ | √ | √ |  |  |  | √ |  | √ |
| **DSC 2** | √ | √ | √ |  |  |  | √ |  | √ |
| **DSC 3** | √ | √ | √ |  | √ |  | √ |  |  |
| **DSC 4** | √ | √ | √ |  | √ |  | √ |  |  |
| **DSC 5** | √ | √ | √ |  | √ |  | √ |  |  |
| **DSC 6** | √ | √ | √ |  | √ |  | √ |  |  |
| **DSC 7** | √ | √ | √ |  | √ |  | √ |  |  |
| **DSC 8** | √ | √ | √ |  | √ |  | √ |  |  |
| **DSC 9** | √ | √ | √ |  | √ |  | √ |  |  |
| **DSC 10** | √ | √ | √ |  | √ |  | √ |  | √ |
| **DSC 11** | √ | √ | √ |  | √ |  | √ |  | √ |
| **DSC 12** | √ | √ | √ | √ | √ |  | √ |  | √ |
| **DSC 13 A** | √ | √ | √ | √ | √ |  | √ |  | √ |
| **DSC 13 B** | √ | √ | √ | √ | √ |  | √ |  | √ |
| **DSC 14** | √ | √ | √ | √ | √ |  | √ |  | √ |
| **DSC 15** | √ | √ | √ | √ | √ |  | √ |  | √ |
| **DSC 16** | √ | √ | √ | √ | √ |  | √ |  | √ |
| **DSC 17** | √ | √ | √ | √ | √ |  | √ |  | √ |
| **DSC 18** | √ | √ | √ | √ | √ |  | √ |  | √ |
| **DSC 19 A** | √ | √ | √ | √ | √ |  | √ |  | √ |
| **DSC 19 B** | √ | √ | √ | √ | √ |  | √ |  | √ |
| **DSC 20 A** | √ | √ | √ | √ | √ |  | √ |  | √ |
| **DSC 20 B** | √ | √ | √ | √ | √ |  | √ |  | √ |
| **DSC 21 A** | √ | √ | √ | √ | √ |  | √ |  | √ |
| **DSC 21 B** | √ | √ | √ | √ | √ |  | √ |  | √ |
| **DSC 22 A** | √ | √ | √ | √ | √ |  | √ |  | √ |
| **DSC 22 B** | √ | √ | √ | √ | √ |  | √ |  | √ |
| **DSC 23 A** | √ | √ | √ | √ | √ |  | √ |  | √ |
| **DSC 23 B** | √ | √ | √ | √ | √ |  | √ |  | √ |

**MINOR COURSES**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code** | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** | **PO 9** |
| **M 1** | √ | √ | √ |  |  |  | √ |  | √ |
| **M 2** | √ | √ | √ |  |  |  | √ |  | √ |
| **M 3** | √ | √ | √ |  | √ |  | √ |  | √ |
| **M 4** | √ | √ | √ |  | √ |  | √ |  | √ |
| **M 5** | √ | √ | √ |  | √ |  | √ |  | √ |
| **M 6** | √ | √ | √ |  | √ |  | √ |  | √ |
| **M 7** | √ | √ | √ |  | √ |  | √ |  | √ |
| **M 8** | √ | √ | √ |  | √ |  | √ |  | √ |

**AEC, SEC & VAC Courses**

|  |  |  |  |  |  |  |  |  |  |
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| **Course Code** | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** | **PO 9** |
| **AEC 1** | √ |  |  |  |  | √ | √ |  |  |
| **AEC 2** | √ |  |  |  |  | √ | √ |  |  |
| **SEC 1A** | √ |  |  |  |  | √ | √ |  |  |
| **SEC 1b** | √ |  |  |  |  |  |  |  |  |
| **SEC 2a** | √ |  |  |  |  | √ | √ |  |  |
| **SEC 2b** | √ |  |  |  |  | √ | √ |  |  |
| **SEC 3** | √ |  |  |  |  | √ | √ |  |  |
| **VAC 1** | √ |  | √ |  | √ |  | √ |  | √ |
| **VAC 2** | √ |  | √ |  | √ |  | √ |  | √ |

**1.3.4.2 Course Outcomes (COs) and Programme Outcomes (PSOs) Matrix**

**DISCIPLINE SPECIFIC COURSES- MAJOR / CORE**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code** | **PSO 1** | **PSO 2** | **PSO 3** | **PSO 4** | **PSO 5** | **PSO 6** | **PSO 7** | **PSO 8** | **PSO 9** | **PSO 10** | **PSO 11** | **PSO 12** |
| **DSC 1** | √ |  | √ | √ | √ | √ | √ | √ | √ | √ |  | √ |
| **DSC 2** | √ |  | √ | √ | √ | √ | √ | √ | √ | √ |  | √ |
| **DSC 3** |  | √ |  |  | √ | √ | √ | √ | √ | √ |  | √ |
| **DSC 4** | √ | √ |  |  | √ | √ | √ | √ | √ | √ |  | √ |
| **DSC 5** | √ | √ |  |  | √ | √ | √ | √ | √ | √ |  | √ |
| **DSC 6** | √ | √ |  |  | √ | √ | √ | √ | √ | √ |  | √ |
| **DSC 7** | √ |  | √ | √ | √ | √ | √ | √ | √ | √ |  | √ |
| **DSC 8** | √ | √ |  |  | √ | √ | √ | √ | √ | √ |  | √ |
| **DSC 9** | √ | √ |  |  | √ | √ | √ | √ | √ | √ |  | √ |
| **DSC 10** |  |  |  |  | √ |  |  |  | √ | √ |  | √ |
| **DSC 11** | √ |  |  |  | √ | √ |  |  | √ | √ |  | √ |
| **DSC 12** | √ |  | √ | √ | √ | √ | √ | √ | √ | √ |  | √ |
| **DSC 13 A** | √ |  | √ |  | √ | √ | √ | √ | √ | √ |  | √ |
| **DSC 13 B** | √ |  | √ |  | √ | √ | √ | √ | √ | √ |  | √ |
| **DSC 14** | √ |  | √ | √ | √ | √ | √ | √ | √ | √ |  | √ |
| **DSC 15** | √ |  | √ | √ | √ | √ | √ | √ | √ | √ |  | √ |
| **DSC 16** | √ |  |  |  | √ | √ |  |  | √ | √ |  | √ |
| **DSC 17** |  |  |  |  | √ | √ |  |  | √ | √ |  | √ |
| **DSC 18** | √ |  | √ | √ | √ | √ | √ | √ | √ | √ |  | √ |
| **DSC 19 A** | √ |  | √ | √ | √ | √ | √ | √ | √ | √ |  | √ |
| **DSC 19 B** | √ |  | √ | √ | √ | √ | √ | √ | √ | √ |  | √ |
| **DSC 20 A** | √ |  | √ | √ | √ | √ | √ | √ | √ | √ |  | √ |
| **DSC 20 B** | √ |  | √ | √ | √ | √ | √ | √ | √ | √ |  | √ |
| **DSC 21 A** | √ |  | √ |  | √ | √ | √ | √ | √ | √ |  | √ |
| **DSC 21 B** | √ |  | √ |  | √ | √ | √ | √ | √ | √ |  | √ |
| **DSC 22 A** | √ |  | √ | √ | √ | √ | √ | √ | √ | √ |  | √ |
| **DSC 22 B** | √ |  | √ | √ | √ | √ | √ | √ | √ | √ |  | √ |
| **DSC 23 A** | √ |  | √ | √ | √ | √ | √ | √ | √ | √ |  | √ |
| **DSC 23 B** | √ |  | √ | √ | √ | √ | √ | √ | √ | √ |  | √ |

**MINOR COURSES**

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| **Course Code** | **PSO 1** | **PSO 2** | **PSO 3** | **PSO 4** | **PSO 5** | **PSO 6** | **PSO 7** | **PSO 8** | **PSO 9** | **PSO 10** | **PSO 11** | **PSO 12** |
| **M 1** | √ |  | √ | √ | √ | √ | √ | √ | √ | √ |  | √ |
| **M 2** | √ |  | √ | √ | √ | √ | √ | √ | √ | √ |  | √ |
| **M 3** | √ |  | √ | √ | √ | √ | √ | √ | √ | √ |  | √ |
| **M 4** | √ |  | √ | √ | √ | √ | √ | √ | √ | √ |  | √ |
| **M 5** | √ |  | √ | √ | √ | √ | √ | √ | √ | √ |  | √ |
| **M 6** | √ |  | √ | √ | √ | √ | √ | √ | √ | √ |  | √ |
| **M 7** | √ |  | √ | √ | √ | √ | √ | √ | √ | √ |  | √ |
| **M 8** | √ |  | √ | √ | √ | √ | √ | √ | √ | √ |  | √ |

**AEC, SEC & VAC Courses**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code** | **PSO 1** | **PSO 2** | **PSO 3** | **PSO 4** | **PSO 5** | **PSO 6** | **PSO 7** | **PSO 8** | **PSO 9** | **PSO 10** | **PSO 11** | **PSO 12** |
| **AEC 1** |  |  |  |  |  |  |  |  |  |  | √ | √ |
| **AEC 2** |  |  |  |  |  |  |  |  |  |  | √ | √ |
| **SEC 1a** |  |  |  |  |  |  |  |  |  |  | √ | √ |
| **SEC 1b** |  |  |  |  |  |  |  |  |  |  | √ | √ |
| **SEC 2** |  |  |  |  |  |  |  |  |  |  | √ | √ |
| **SEC 2b** |  |  |  |  |  |  |  |  |  |  | √ | √ |
| **SEC 3** |  |  |  |  |  |  |  |  |  |  | √ | √ |
| **VAC 1** |  |  | √ | √ |  | √ | √ | √ | √ | √ |  |  |
| **VAC 2** |  |  | √ | √ |  | √ | √ | √ | √ | √ |  |  |

**1.4 Teaching-learning Process**

The Learning Outcomes-Based Approach to curriculum planning and transaction requires that the pedagogical approaches are oriented towards enabling students to attain the defined learning outcomes relating to the courses within a programme. The outcome based approach, particularly in the context of undergraduate studies, requires learner-centric pedagogies, and a shift from passive to active/participatory pedagogies. The Department of English, Cotton University has student-centric teaching approach to enhance the learning experiences of the students. Every course of the program is designed to facilitate acquisition of relevant knowledge and skills. All classroom interactions are interactive in nature, allowing the students to have meaningful discussions and engage critically with literary texts. Apart from the physical classes, interactions are also held in online mode where students can have doubt clearance sessions and discussions with the teachers.

Teaching methods, guided by such a framework, include lectures supported by tutorial work; practicum as and when necessary; the use of prescribed textbooks and e-learning resources and other self-study materials; open-ended project work, some of which may be team-based; seminars, group discussions, quizzes, assignments, activities designed to promote the development of generic/transferable and subject specific skills; and internship and visits to relevant field sites etc. These participative pedagogical practices are implied in the curricula of almost all the Courses.

**1.5 Assessment Methods**

A variety of assessment methods that are appropriate to the discipline are used to assess progress towards the course/programme learning outcomes. Priority is accorded to formative assessment. Evaluation will be based on continuous assessment, in which sessional work and the terminal examination will contribute to the final grade. Sessional work will consist of class tests, mid-semester examination(s), homework assignments, etc., as deemed fit by the University and the Department. Progress towards achievement of learning outcomes will be assessed using the following: time-constrained examinations; closed-book and openbook tests; problem-based assignments; individual projects, team project reports; oral presentations, including seminar presentation; viva-voce interviews; quiz, and any other assessment and evaluation approaches as per the requirement of the course.

**PART II**

**Structure of Under-Graduate programme in English**

**2.0. Structure of the Undergraduate Programme**

The UG programme will consist of the following categories of courses and the minimum credit requirements for 3-year UG and 4-year UG (Honours) or UG (Honours with Research) programmes are given below:

**Table: Minimum Credit Requirements to Award Degree under Each Category**

|  |  |  |  |
| --- | --- | --- | --- |
| **S. No.** | **Broad Category of Course** | **Minimum Credit**  **Requirement** | |
| **3-year UG** | **4-year UG** |
| **1** | Major (Core) | 60 | 80 |
| **2** | Minor Stream | 24 | 32 |
| **3** | Multidisciplinary | 09 | 09 |
| **4** | Ability Enhancement Courses (AEC) | 08 | 08 |
| **5** | Skill Enhancement Courses (SEC) | 09 | 09 |
| **6** | Value Added Courses common for all UG | 06 - 08 | 06 – 08 |
| **7** | Summer Internship | 02 - 04 | 02 – 04 |
| **8** | Research Project / Dissertation | **---** | 12 |
|  | Total | 120 | 160 |

**Note:**\* Honours students not undertaking research will do 3 courses for 12 credits in lieu

of a Research Project / Dissertation.

**2.1. Curricular components of the undergraduate programme**

The curriculum consists of major stream courses, minor stream courses and courses from other disciplines, language courses, skill courses, and a set of courses on Environmental Education, Understanding India, Digital and Technological Solutions, Health & Wellness, Yoga education, and Sports and Fitness. At the end of the second semester, students can decide either to continue with the chosen major or request a change of major. The minor stream courses include vocational courses which will help the students to equip with joboriented skills.

**2.1.1. Disciplinary/interdisciplinary Major (60/ 80 credits):**

The major would provide the opportunity for a student to pursue in-depth study of a particular subject or discipline. Students may be allowed to change major within the broad discipline at the end of the second semester by giving her/him sufficient time to explore interdisciplinary courses during the first year. Advanced-level disciplinary/interdisciplinary courses, a course in research methodology, and a project/dissertation will be conducted in the seventh semester. The final semester will be devoted to seminar presentation, preparation, and submission of project report/dissertation. The project work/dissertation will be on a topic in the disciplinary programme of study or an interdisciplinary topic.

**2.1.2 Disciplinary/interdisciplinary Minors (24/ 32 credits):**

Students will have the option to choose courses from disciplinary/interdisciplinary minors and skill-based courses relating to a chosen vocational education programme. Students who take a sufficient number of courses in a discipline or an interdisciplinary area of study other than the chosen major will qualify for a minor in that discipline or in the chosen interdisciplinary area of study. A student may declare the choice of the minor and vocational stream at the end of the second semester, after exploring various courses.

**Vocational Education and Training:**Vocational Education and Training will form an integral part of the undergraduate programme to impart skills along with theory and practical. A minimum of 12 credits will be allotted to the ‘Minor’ stream relating to Vocational Education and Training and these can be related to the major or minor discipline or choice of the student. These courses will be useful to find a job for those students who exit before completing the programme.

**2.1.3 Courses from Other Disciplines (Multidisciplinary) (9 credits):**

All UG students are required to undergo 3 introductory-level courses relating to any of the broad disciplines given below. These courses are intended to broaden the intellectual experience and form part of liberal arts and science education. Students are not allowed to choose or repeat courses already undergone at the higher secondary level (12th class) in the proposed major and minor stream under this category.

**i. Natural and Physical Sciences:** Students can choose basic courses from disciplines such as Natural Science, for example, Biology, Botany, Zoology, Biotechnology, Biochemistry, Chemistry, Physics, Biophysics, Astronomy and Astrophysics, Earth and Environmental Sciences, etc.

**ii. Mathematics, Statistics, and Computer Applications:** Courses under this category will facilitate the students to use and apply tools and techniques in their major and minor disciplines. The course may include training in programming software like Python among others and applications software like STATA, SPSS, Tally, etc. Basic courses under this category will be helpful for science and social science in data analysis and the application of quantitative tools.

**iii. Library, Information, and Media Sciences:** Courses from this category will help the students to understand the recent developments in information and media science (journalism, mass media, and communication)

**iv. Commerce and Management:** Courses include business management, accountancy, finance, financial institutions, fintech, etc.,

**v. Humanities and Social Sciences:** The courses relating to Social Sciences, for example, Anthropology, Communication and Media, Economics, History, Linguistics, Political Science, Psychology, Social Work, Sociology, etc. will enable students to understand the individuals and their social behaviour, society, and nation. Students be introduced to survey methodology and available large-scale databases for India. The courses under humanities include, for example, Archaeology, History, Comparative Literature, Arts & Creative expressions, Creative Writing and Literature, language(s), Philosophy, etc., and interdisciplinary courses relating to humanities. The list of Courses that can include interdisciplinary subjects such as Cognitive Science, Environmental Science, Gender Studies, Global Environment & Health, International Relations, Political Economy and Development, Sustainable Development, Women’s and Gender Studies, etc. will be useful to understand society.

**2.1.4 Ability Enhancement Courses (AEC) (08 credits): Modern Indian Language (MIL) & English language focused on language and communication skills.**

Students are required to achieve competency in a Modern Indian Language (MIL) and in the English language with special emphasis on language and communication skills. The courses aim at enabling the students to acquire and demonstrate the core linguistic skills, including critical reading and expository and

academic writing skills, that help students articulate their arguments and present their thinking clearly and coherently and recognize the importance of language as a mediator of knowledge and identity. They would also enable students to acquaint themselves with the cultural and intellectual heritage of the chosen MIL and English language, as well as to provide a reflective understanding of the structure and complexity of the language/literature related to both the MIL and English language. The courses will also emphasize the development and enhancement of skills such as communication, and the ability to participate/conduct discussion and debate.

**2.1.5 Skills Enhancement Courses (SEC): (09 credits)**

These courses are aimed at imparting practical skills, hands-on training, soft skills, etc., to enhance the employability of students. The institution may design courses as per the students’ needs and available institutional resources.

**2.1.6 Value-Added Courses (VAC) Common to All UG Students (6-8 credits)**

i. **Understanding India:**The course aims at enabling the students to acquire and demonstrate the knowledge and understanding of contemporary India with its historical perspective, the basic framework of the goals and policies of national development, and the constitutional obligations with special emphasis on

constitutional values and fundamental rights and duties. The course would also focus on developing an understanding among student-teachers of the Indian knowledge systems, the Indian education system, and the roles and obligations of teachers to the nation in general and to the school/community/society. The course will attempt to deepen knowledge about and understanding of India’s freedom struggle and of the values and ideals that it represented to develop an appreciation of the contributions made by people of all sections and regions of the country, and help learners understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society.

ii. **Environmental science/education:** The course seeks to equip students with the ability to apply the acquired knowledge, skills, attitudes, and values required to take appropriate actions for mitigating the effects of environmental degradation, climate change, and pollution, effective waste management, conservation of biological diversity, management of biological resources, forest and wildlife conservation, and sustainable development and living. The course will also deepen the knowledge and understanding of India’s environment in its totality, its interactive processes, and its effects on the future quality of people’s lives.

iii. **Digital and Technological Solutions**: Courses in cutting-edge areas that are fast gaining prominences, such as Artificial Intelligence (AI), 3-D machining, big data analysis, machine learning, drone technologies, and Deep learning with important applications to health, environment, and sustainable living that will be woven into undergraduate education for enhancing the employability of the youth.

iv. **Health & Wellness, Yoga Education, Sports, and Fitness:** Course components relating to health and wellness seek to promote an optimal state of physical, emotional, intellectual, social, spiritual, and environmental well-being of a person. Sports and fitness activities will be organized outside the regular institutional working hours. Yoga education would focus on preparing the students physically and mentally for the integration of their physical, mental, and spiritual faculties, and equipping them with basic knowledge about one’s personality, maintaining selfdiscipline and self-control, to learn to handle oneself well in all life situations. The focus of sports and fitness components of the courses will be on the improvement of physical fitness including the improvement of various components of physical and skills-related fitness like strength, speed, coordination, endurance, and flexibility; acquisition of sports skills including motor skills as well as basic movement skills relevant to a particular sport; improvement of tactical abilities; and improvement of mental abilities. The HEIs may introduce other innovative value-added courses relevant to the discipline or common to all UG programmes.

**2.1.7 Summer Internship /Apprenticeship (2 – 4 credits)**

A key aspect of the new UG programme is induction into actual work situations**.** All students will also undergo Internships / Apprenticeships in a firm, industry, or organization or training in labs with faculty and researchers in their own or other HEIs/research institutions during the summer term. Students will be provided with opportunities for internships with local industry, business organizations, health and allied areas, local governments (such as panchayats, municipalities), Parliament or elected representatives, media organizations, artists, crafts persons, and a wide variety of organizations so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability. Students who wish to exit after the first two semesters will undergo a 4-credit work-based learning /internship during the summer term in order to get a UG Certificate.

**Community Engagement and Service:**The curricular component of ‘community engagement and service’ seeks to expose students to the socio-economic issues in society so that the theoretical learnings can be supplemented by actual life experiences to generate solutions to real-life problems. This can be part of summer term activity or part of a major or minor course depending upon the major discipline.

**Field-based Learning/Minor project:**The field-based learning/minor project will attempt to provide opportunities for students to understand the different socio-economic contexts. It will aim at giving students exposure to development-related issues in rural and urban settings. It will provide opportunities for students to observe situations in rural and urban contexts, and to observe and study actual field situations regarding issues related to socioeconomic development. Students will be given opportunities to gain a first-hand understanding of the policies, regulations, organizational structures, processes, and programmes that guide the development process. They would have the opportunity to gain an understanding of the complex socio-economic problems in the community, and innovative practices required to generate solutions to the identified problems. This may be a summer term project or part of a major or minor course depending on the subject of study.

**2.1.8 Research Project / Dissertation**

Students choosing a 4-Year Bachelor’s degree (Honours with Research) are required to take up research projects under the guidance of a faculty member. The students are expected to complete the Research Project in the eighth semester. The research outcomes of their project work may be published in peer-reviewed journals or may be presented in conferences /seminars or may be patented.

**2.1.9 Other Activities:**

This component will include participation in activities related to National Service Scheme (NSS), National Cadet Corps (NCC), adult education/literacy initiatives, mentoring school students, and other similar activities.

1. **1 Levels of Courses:**

The levels of courses are explained in Section 5.2 (page 25) of the UGC FYUGP curriculum framework. The difficulty levels of the Courses till the 8th Semester are as follows:

 **100-199**: Foundation or introductory courses that are intended for students to gain an understanding and basic knowledge about the subjects and help decide the subject or discipline of interest

 **200-299**: Intermediate-level courses including subject-specific courses intended to meet the credit requirements for minor or major areas of learning

 **300-399**: Higher-level courses which are required for majoring in a disciplinary/ interdisciplinary area of study for the award of a degree

 **400-499**: Advanced courses

**5.4 Structure of the UG Programme**

**Table 3: The Semester-wise and Broad Course Category-wise Distribution of**

**credits of the Undergraduate Programme**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Semester** | **Major (Core)**  **Each paper is**  **of 4-credits** | **Minor**  **Each paper**  **4-credits** | **MDE**  **Each paper**  **3-credits** | **AEC**  **Each paper**  **2-credits** | **SEC**  **Each paper**  **3-credits** | **Summer**  **Internship**  **2-credits** | **VAC**  **Each paper**  **2 credits** | **Total Credits** |
| I | Core 1  (Level 100) | Minor 1  (Level 100) | MDE 1 | AEC 1  English  Comm. I | SEC -1 |  | VAC1 | 20 |
| VAC 2 |
| II | Core 2  (Level 100) | Minor 2  (Level 100) | MDE 2 | AEC 2  MIL-I | SEC -2 |  | VAC 1 | 20 |
| VAC 2 |
| III | Core 3  (Level 200) | Minor 3  (Level 200) | MDE 3 | AEC 3  English Comm. II | SEC -3 |  |  | 20 |
|  | Core 4  (Level 200) |
| IV | Core 5  (Level 200) | Minor 4  (Level 200) |  | AEC 4  MIL-II |  | Summer Internship |  | 20 |
| Core 6  (Level 200) |
| Core 7  (Level 200) |
| V | Core 8  (Level 300) | Minor 5  (Level 200) |  |  |  |  |  | 20 |
| Core 9  (Level 300) |
| Core 10  (Level 300) |
| Core 11  (Level 300) |
| VI | Core 12  (Level 300) | Minor 6  (Level 200) |  |  |  |  |  | 20 |
|  | Core 13  (Level 300) |
|  | Core 14  (Level 300) |
|  | Core 15  (Level 300) |
| VII | Core 16  (Level 400) | Minor 7  (Level 300) |  |  | Dissertation/Project of 12 credits  over Semesters VII and VIII, for  Honours with Research Degree,  only if CGPA ≥ 7.5 up to  Semester VI. Portion of the work  equivalent to 4 credits shall be  for evaluation during this  semester.  \* Other students must take Core  21 in this semester. | | | 20 |
| Core 17  (Level 400) |
| Core 18  (Level 400) |
| Core 21\*  (Level 400) |
| VIII | Core 19  (Level 400) | Minor 8  (Level 300) |  |  | Dissertation Project  Portion of the work equivalent to  the remaining 8 credits shall be  evaluated during this semester.  \* Students not having  dissertation/ project must take  Core 22 and Core 23 in this  semester | | | 20 |
| Core 20  (Level 400) |
| Core 22\*  (Level 400) |
| Core 23\*  (Level 400) |

Minimum credits required for the complete programme: 160

**Structure of** **FYUGP in the Department English, Cotton University**

**Semester I**

DSC 1- Forms and Elements of Literature I

M 1 - Forms and Elements of Literature I

AEC 1- English Communication 1

SEC Ia- Introduction to Translation/ SEC Ib- Introduction to Creative Writing

VAC –I Understanding India: Text and Context

**Semester II**

DSC 2- Forms and Elements of Literature II

M 2- Forms and Elements of Literature II

SEC IIa- Introduction to Content Writing/ SEC IIb Business Communication

VAC –II Understanding India: Fables from Antiquity

**Semester III**

DSC 3- History of English Literature (Fifth Century to the Romantic Age)

DS C 4- The Literature of the Renaissance

M 3 - Indian Writings in English

AEC 1I- English Communication 2

SEC III- Personality Development and Inter-Personal Skills

**Semester IV**

DSC 5- The Literature of the Restoration and Neo-classical Period

DSC 6- The English Romantics

DSC 7- Ancient and Classical Literatures

M 4- Indian Literatures in Translation

SUMMER INTERNSHIP

**Semester V**

DSC 8- The Victorian Age

DSC 9- Modern and contemporary Literature

DSC 10 - Language and Linguistics

DSC 11- Literary Criticism and Theory I (Eliot onwards)

M 5- Literature and Environment

**Semester VI**

DSC 12- Indian Writings in English

DSC 13- A. American Literature / B. Introduction to African Literature

DSC 14- Women and Literature

DSC 15- North East India and its Literatures

M 6 - Women and Literature

**Semester VII**

DSC 16- Research Methodology in Literature

DSC 17- Literary Criticism and Theory II

DSC 18- Postcolonial Literature

DSC 21\*- A. Modern European Literature / B. World Literature

M 7- Children’s Literature

**Semester VIII**

DSC 19- A. Disability Studies and Literature/ B. Introduction to Subaltern Studies

DSC 20- A. Assamese Writing in Translation /B. Literature and Environment

DSC 22\*- A. South Asian Literatures / B. Indian Literatures in Translation

DSC 23\*- A. Popular Literature / B. Children’s Literature

M 8- Popular Literature

**FYUGP ENGLISH CURRICULUM**

**SEMESTER I**

**Discipline Specific Core (DSC) 1**

**Forms and Elements of Literature 1**

**[4 credits (3 L +1 T)] [Difficulty level -100]**

**No of Lectures: 45**

**No of tutorials: 15**

**Course Description:**

This paper seeks to make the learner familiar with two significant genres of literature—poetry and fiction. As understanding these genres requires an awareness of their aspects and categories, the paper attempts to provide detailed knowledge of the genres’ types and characteristics. Literary texts falling under English literature shall be chosen by respective teachers at random as part of teaching-learning process, and references to writers would be made to make learning more effective.

**Course Level Learning Outcomes:**

At the end of the course, the learner is able to:

* understand two significant genres of literature—poetry and fiction—central to the discipline of literature
* appreciate how the use of literary devices shape the production and reception of the text
* develop effective reading strategies to critically analyse a text
* Identify canonical literary texts falling under the corpora of poetry and fiction

**Course Content:**

**Unit I: Understanding Poetry (22 Lectures)**

**Forms:** Ballad, Blank Verse, Elegy, Epic, Lyric, Mock-epic, Ode, Pastoral, Soliloquy, Sonnet, Villanelle, Haiku, Limerick, Doha (couplet)

**Elements:** Meter, Mood, Speaker, Stanza, Sound (Alliteration, Assonance, Consonance, Onomatopoeia) Rhythm, Theme, Tone

**Devices:** Major Figures of Speech, Allegory, Imagery, Symbol

**Unit II: Understanding Fiction (23 Lectures)**

**Forms and Varieties:** Narrative, Romance, Allegory, Fable, Short Story, Novel, Historical, Epistolary, Regional, Gothic, Pastoral, Picaresque, Psychological, Detective, Bildungsroman, Kunstleroman, Sentimental, Speculative, Novelette

**Elements:** Character, Dialogue, Motif, Symbol, Mood, Narrator, Plot, Point of View, Setting, Style, Theme, Tone

**Devices:** Imagery, Symbolism, Repetition, Flashback, Foreshadowing, Juxtaposition, Suspense, Cliffhanger, Dramatic Irony

**Recommended Reading List:**

Abrams, M.H, and Geoffrey Galt Harpham. *A Glossary of Literary Terms*. Stamford: Cengage Learning, 2015.

Bloom, Harold. *The Art of Reading Poetry*. New York: Harper Collins, 2004.

Boulton, Marjorie. *The Anatomy of Poetry*. New York: Routledge, 2013.

Ferguson, Margaret, Mary Jo Salter, and Jon Stallworthy, editors. *The Norton Anthology of Poetry*. New York: Norton, 2005.

Forster, E.M. *Aspects of the Novel*. Boston: Mariner Books, 1997.

Foster, Thomas C. *How to Read Literature Like a Professor*. New York: Harper, 2003.

Greenblatt, Stephen, ed.*The Norton Anthology of English Literature: Volume 1*. New York: Norton, 2006.

Scholes, Robert E. *Elements of Literature*. Oxford: Oxford University Press, 1990.

Taylor, Richard*. Understanding the Elements of Literature.* London: Macmillan,1981.

Williams, Rhian*. The Poetry Toolkit: The Essential Guide to Studying Poetry.* London: Continuum, 2009.

**SEMESTER II**

**Course Code: Discipline Specific Core (DSC) 2**

**Course Title: Forms and Elements of Literature 2**

**[4 credits (3 L +1 T)] [Difficulty level -100]**

**No of Lectures: 45**

**No of tutorials: 15**

**Course Description:**

This course seeks to introduce the students to two genres of literature: drama and non-fiction. Since an understanding of forms enhances the reading and subsequent comprehension of the texts, emphasis has been laid on familiarising the students with the different dramatic forms, elements and devices. The course then moves on to different types of non-fictional prose. Each type will be elucidated with pertinent examples vis-à-vis the representative age, texts and authors.

**Course Level Learning Outcomes:**

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

* display the knowledge of the genre of drama and its devices and techniques.
* showcase the knowledge of the sub-genres of non-fictional writings
* confidently display the ability to employ literary tools and methods to comprehend relevant texts
* appreciate different canonical literary texts and their nuances

**Course Content:**

**Unit I: Understanding Drama (25 Lectures)**

**Forms and Varieties:** Drama, Theatre, Play, Tragedy, Comedy, Tragi-comedy, Melodrama, Farce, One Act Play

**Elements:** Act, Scene, Setting, Plot, Character, Dialogue, Conflict

**Devices:** Unities, Chorus, Prologue, Dramatic Irony, Mask, Mimesis, Soliloquy, Aside, Monologue, *in medias res*, *deux ex machina*

**Unit II: Understanding Non-Fictional Prose (20 Lectures)**

Pamphlet, Historical non-fiction, Formal Essay, Personal Essay, Diary, Journal, Letter, Biography, Autobiography, Memoir, Self-help Writing, Travelogue, Speech, Expository Prose

**Recommended Readings:**

Abrams, M. H. *A Glossary of Literary Terms*. US: Cengage Learning, 2015.

Aristotle. *Poetics*. London: Penguin Classics, 1996.

Boulton, Marjorie. *The Anatomy of Prose*. London: Routledge, 2013.

Goodman, W. R. *Quintessence of Literary Essays*. New Delhi: Doaba House, 1968.

Goring, Paul. et. al. *Studying Literature: The Essential Companion*. London: Bloomsbury, 2010.

Scholes, Robert E. *Elements of Literature*. Oxford: Oxford University Press, 1990.

Taylor, Richard E. *Understanding the Elements of Literature*. London: Macmillan, 1981.

Williams, W. E. *A Book of English Essays*. New Delhi: Penguin, 1992.

Willy, Margaret. *English Diarists: Evelyn and Pepys.* London: British Council, 1963.

**SEMESTER III**

**Course Code: DSC 3**

**Course Title: History of English Literature (5th Century to the Romantic Age))**

**[4 credits (3 L +1 T)] [Difficulty level -200]**

**No of Lectures: 45**

**No of tutorials: 15**

**Course Description:**

This course is about the historical understanding of English literature from the early beginnings till the Romantic Age. The course aims to introduce important socio-political, and cultural background to develop a chronological understanding of the major literary trends and movements of English literature from Anglo-Saxon Age to the Romantic Age. The course is divided into four units. Unit I deals with the Anglo-Saxon and the Medieval Age, Unit II gives a detailed overview of the English Renaissance and the Elizabethan Age, Unit III covers the literary activities during the Neo-classical Age and Unit IV is about the Romantic Age as a significant influence on English Literature as a whole.

**Course Level Learning Outcomes**

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

* develop a historical understanding of English literature from Anglo-Saxon period till the Romantic age
* trace the evolution of literary writings, their contexts, genres and prominent themes during the periods under study
* appreciate the relationship between society and literature
* elaborate and analyse important literary texts of each period covered in the course

**Course Content:**

**Unit I**: **Anglo-Saxon Age to the Age of Chaucer (10 lectures)**

* Anglo-Saxon literature: Anglo- Saxon poetry (Pagan and Christian) , Anglo-Saxon prose
* Anglo-Norman literature: The Norman Conquest of 1066 and French influence on English language and literature
* Impact of Feudalism and the role of the Church
* Medieval English Poetry
* Rise of the English drama: Miracle, Mystery, Morality plays, Interludes

**Unit II**: **The Renaissance and the Elizabethan Age (15 lectures)**

* The Renaissance and the Reformation
* Elizabethan Poetry
* Elizabethan Prose
* Elizabethan Drama
* Puritanism in England
* The Puritan Poetry
* The Puritan Prose (The Authorised Version of the Bible)

**Unit III: The Neo-classical Age (10 lectures)**

* The Restoration: Political and Social Background
* Restoration Drama

- Restoration and Neoclassical Prose

- Neoclassical Poetry

* Rise of the Novel

**Unit IV: The Romantic Age (10 lectures)**

* Romanticism: Social and Cultural Background
* Romantic Poetry
* Romantic Novel
* Romantic Prose

**Recommended Readings:**

Albert, Edward. *History of English Literature*. Oxford University Press, 1975.

Daiches, David. *A Critical History of English Literature*. Allied Publishers, 2001.

Ford, Boris, ed. *The New Pelican Guide to English Literature*, *Vol-1.* Penguin Book,1954.

Poplawski, Paul. *English Literature in Context*. Cambridge University Press, 2017.

Sanders, Andrew. *The Short Oxford History of English Literature*. Oxford University Press, 2004.

Travelyan, G M. *English Social History: A Survey of Six Centuries*. Orient Longman, 1994.

Wallace, David. *The Cambridge History of Medieval English Literature.* Cambridge University Press, 1999.

Wood, F. T. *An Outline History of the English Language*. Macmillan, 1969.

**Semester III**

**Course Code: DSC 4**

**Course Title: The Renaissance and its Literatures**

**[4 credits (3 L +1 T)] [Difficulty level -200]**

**No of Lectures: 45**

**No of tutorials: 15**

**Course Description:**

This course will acquaint the students with the literary culture of Renaissance era England through selection of representative literary texts. It traces the new cultural and intellectual influences, particularly Renaissance Humanism and the Reformation and the related developments in English thought in English literary culture.

**Course Level Learning Outcomes:**

At the end of this course students shall be able to:

• trace the development of the political, cultural, religious, economic and social conditions of the age

• analyze how context affects the text and the sub-text of human artistic creations

• engage critically with the major genres and forms of English Renaissance literature

• demonstrate close understanding of the texts and concepts and appreciate the essence of the Renaissance

**Course Content:**

**Unit I: Poetry (10 lectures)**

- Thomas Wyatt: “Farewell Love”

- Edmund Spenser: Canto 1 (Lines 1- 59), Book 1 from *The Faerie Queene*

- Shakespeare: “Sonnet 144”

**-** John Donne: “The Cannonization”

**-** Henry Vaughan: “The Retreat”

- Lady Mary Wroth: “When Night’s Black Mantle”

**Unit II: Prose (10 lectures)**

- Walter Raleigh: From *The Discovery of Guiana* (Norton Anthologyextract)

- More, Thomas. “Discourses of Raphael Hythloday, of the Best State of a Commonwealth” from *Utopia*

- Francis Bacon: “Of Truth”

- Phillip Sidney: “Apology for Poetry”

**Unit III: Drama (25 lectures)**

- Marlowe: *Dr Faustus*

- William Shakespeare: *The Merchant of Venice*

**Recommended Readings:**

Braunmuller, R.A. and Hattaway, Michael (eds). *The Cambridge Companion to English Renaissance Drama.* Cambridge: Cambridge University Press, 2003.

Brotton, Jerry. *The Renaissance: A Very Short Introduction.* Oxford: Oxford University Press, 2006.

Carter, Ronald and McRae, John. *The Routledge History of Literature in English.* London and New York: Routledge, 2021.

Greenblatt, Stephen. *Renaissance Self Fashioning: From More to Shakespeare.* Chicago: University of Chicago Press, 2005.

Hadfield, Andrew. *The English Renaissance, 1500-1620*. Hoboken, NJ: Wiley-Blackwell, 2000.

Hamilton, Donna B. (ed). *A Concise Companion to English Renaissance Literature*. WileyBlackwell, 2006. NJ: Wiley-Blackwell, 2017.

Hattaway, Michael (ed). *A Companion to English Renaissance Literature and Culture.* NJ: Wiley-Blackwell, 2002.

Kinney, F. Arthur (ed). *A New Companion to Renaissance Drama.* NJ: WileyBlackwell, 2017.

Reid, David. *The Metaphysical Poets*. London and New York: Routledge, 2000.

Robin, Diana et al. (eds). *Encyclopedia of Women in the Renaissance: Italy, France, and England*. California: ABC-CLIO, 2007.

Womack, Peter. *English Renaissance Drama.* Hoboken, NJ: Wiley-Blackwell, 2006.

**SEMESTER IV**

**Course Code: Discipline Specific Core (DSC) 5**

**Course Title: The Restoration and the Neo-classical Literatures**

**[4 credits (3 L +1 T)] [Difficulty level -200]**

**No of Lectures: 45**

**No of tutorials: 15**

**Course Description:**

The Restoration and Neo-Classical period witnessed several distinctive social, political, religious and cultural events which had their reflections in the kind of literature that was being produced. The texts prescribed are a selection across diverse generic forms such as prose, poetry, drama and fiction - to give a scope to the students to engage with not only the the specific texts, but also allow them an insight into the body of work that reflected the ethos of the period.

**Course Level Learning Outcomes:**

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

* demonstrate in-depth knowledge and understanding of the religious, socio-intellectual, and cultural thoughts of the 17th and 18th centuries reflected in the canonical works of the period
* identify the major characteristics of the dominant genres of the period
* evaluate and analyse prescribed texts in terms of literary devices and techniques used

**Course Content:**

**Unit I: Prose (10 lectures)**

**-** Samuel Pepys: “The Coronation of Charles II”

- Richard Steele: *The Spectator Club* (March 1, 1711)

- Joseph Addison: “Uses of the Spectator”

- Samuel Johnson: “Preface to Shakespeare”

**Unit II: Poetry (15 lectures)**

**-** Milton: Book I (lines 1- 84) from *Paradise Lost*

- John Dryden: “MacFlecknoe”

- Alexander Pope: “Canto 1” from *The Rape of the Lock*-

- Ann Yearsley: “A Poem on the Inhumanity of Slave Trade” (first 30 lines)

- Katherine Phillips: “To My Excellent Lucasia, on Our Friendship”

**Unit III: Drama (10 lectures)**

**-** Oliver Goldsmith: *She Stoops to Conquer*

**Unit IV: Fiction (10 lectures)**

- Jonathan Swift: *Gulliver’s Travels* (Book I)

**Recommended Readings:**

Fisk, Deborah C Payne. ed. *The Cambridge Companion to English Restoration Theatre.* London: Cambridge University Press, 2000.

Greenblatt, Stephen*. Norton History of English Literature: The Restoration and the Eighteenth century.* New York: Norton & Company, 1962.

Hammond, Paul. *Restoration Literature: An Anthology*. London: OUP, 2002.

Langford, Paul. *Eighteenth-Century Britain: A Very Short Introduction (Very Short Introductions).* London: OUP, 1984.

Owen, Susan J., ed. *A Companion to Restoration Drama.* New York: Wiley & Sons, 2002.

Rothstein, Eric*. Restoration and Eighteenth-century Poetry 1660-1780.* London: Routledge, 2014.

Watt, Ian. *The Rise of the Novel: Studies in Defoe, Richardson and Fielding.* New York: RandomHouse, 2011.

Womersley, David and Duncan Wu. *Restoration Comedy*. London: Blackwell, 2002.

**SEMESTER IV**

**Discipline Specific Core (DSC) 6**

**The English Romantics**

**[4 credits (3 L +1 T)] [Difficulty level -200]**

**No of Lectures: 45**

**No of tutorials: 15**

**Course Description:**

This paper seeks to foster a deep understanding of the literary and cultural history of English literature during the Romantic Period. It addresses the evolution of poetry, prose, fiction and criticism as genres foregrounding the main political, cultural and social spirit of the age. Selections of the texts have been made with an aim to acquaint the students with some prominent voices and significant works of the period which best represent the typical attributes of the age.

**Course Level Learning Outcomes**:

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

* comprehend the British Romantic period in terms of the social, political, philosophical, intellectual and literary influences which shaped the creative output of

the era

* evaluate critically the canonical texts produced by the poets, writers and essayists of the Romantic period
* locate the Romantic movement beyond the literary limits contextualizing it with the socio-cultural, political transition that emerged with the French Revolution, the Industrial Revolution and the American Revolution
* evaluate the sensibility of the British Romantic period with special focus on the ideas associated with common man, equality, freedom, sense of community and fraternity

**Course Content:**

**Unit I: Poetry (15 lectures)**

- William Blake: “Chimney Sweeper”

- William Wordsworth: “Lines Composed a Few Miles above Tintern Abbey”

- Samuel Taylor Coleridge: “Kubla Khan”

- Lord Byron: “She Walks in Beauty”

- John Keats: “Ode on a Grecian Urn”

- Percy Bysshe Shelley: “Prometheus Unbound” (1-73)

-Mary Robinson: “Sappho and Phaon” (Sonnet III)

**Unit II: Fiction (15 lectures)**

- Mary Shelley: *Frankenstein*

**Unit III: Prose (8 lectures)**

- Charles Lamb: “New Year’s Eve”

- Thomas Paine: “Society and Civilization” (Part II, Chapter I) from *On the Rights of Man*

- Mary Wollstonecraft: Chapter 1 from *A Vindication of the Rights of Woman*

**Unit IV: Literary Criticism (7 lectures)**

- Wordsworth: “Preface to Lyrical Ballads”

- John Keats: “Letter to George and Tom” (December 21, 1917)

“Letter to Richard Woodhouse” (October 27, 1818)

**Recommended Readings:**

Abrams*,* M H. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*. London: Oxford University Press, 1971.

Adorno, Theodor W. “The Essay as Form”*. In Notes to Literature*, Vol. I. Trans. Sherry Weber, Nicholsen. New York: Columbia University Press, 1991.

Baldick. Chris: *Oxford Concise Dictionary of Literary Terms.* New York: Oxford University Press, 1990.

Barua, D. K. *Whispering Reeds.* Delhi: Oxford University Press, 1975.

Bowra, C. M. *The Romantic Imagination*. London: Oxford University Press, 1999.

Bloom, Harold and Lionel Trilling. eds. *Romantic Prose and Poetry*. New York: Oxford University Press, 2017.

Kettle, A. *An Introduction to the English Novel: Volume 1*. London: Routledge, 1951.

Sanders, Andrew. *The Short Oxford History of English Literature.* New York: Oxford University Press, 1994.

Sharrock, Roger*: Keats: Selected Poems and Letters*, New Delhi: Oxford University Press, 1971.

**Semester IV**

**Discipline Specific Core (DSC) 7**

**Ancient and Classical Literatures**

**[4 credits (3 L +1 T)] [Difficulty level -200]**

**No of Lectures: 45**

**No of tutorials: 15**

**Course Description:**

This course is intended to acquaint the students to some of the major genres and representative works of the literatures of antiquity. The first unit of the course introduces some of the key literary forms and concepts of the ancient times across Mesopotamian, Greek, Latin, and Indian traditions. The second unit deals with some of the canonical classical works in the field of aesthetic theory and literary criticism. Often regarded as the classics, the selected poetic and dramatic texts in the last two units of the course give a glimpse of the rich literary traditions of the past dealing with the common themes of love, war, heroism, *dharma,* justice, evil and death.

**Course Level Learning Outcomes:**

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

* demonstrate knowledge of some of the major literary genres, concepts and concerns of classical literatures across the world
* understand and appreciate some of the major critical literary works of antiquity
* display familiarity with the distinctive historical, cultural and generic features of various literary traditions of ancient times

**Course Content:**

**Unit I: Forms and Concepts (7 lectures)**

Epic; Myths, Tragedy (Aristotelian ideas on plot and tragic hero), Mimesis, Catharsis, Aesthetic pleasure, *Rasa*; *Abhinaya*, *Alankar*, *Sangam poetics*

**Unit II: Classical Literary Criticism (8 lectures)**

- Aristotle: *Poetics* (From *The Norton Anthology of Criticism and Theory*)

- Bharata-muni: Chapter 6: “The Sentiments” from *Natyashastra*

- Longinus: “On the Sublime” (From *The Norton Anthology of Criticism and Theory*)

**Unit III: Early Poetic Traditions (10 lectures)**

*-* “The Coming of Enkidu” (Book I: Tablet I) from *The Epic of Gilgamesh*

- Homer: “Circe” (Book X ) from *Odyssey*

- Ilango Atikal: Prologue and Cantos 1 & 2 from *The Cilappatikaram*

**Unit IV: Early Dramatic Traditions (20 lectures)**

- Sophocles: *Oedipus Rex*

- Kalidasa: *Abhijnanasakuntalam*

**Recommended Translations and Readings:**

Atikal, Ilango : *The Cilappatikaram,* trans. R. Parthasarathy. New Delhi: Penguin books, 2004.

Bharta-muni. *Natyashastra,* trans. Manomohan Ghosh. Calcutta: Asiatic Society of Bengal, 1951.

Das, Sisir Kumar. *A History of Indian Literature: 500-1399 From Courtly to the Popular.* New Delhi: The Sahitya Akademi, 2005.

Homer. *The Odyssey: Books 1-12,* trans*.* George E. Dimock & A. T. Murray. Massachusetts: Harvard University Press, 1945.

Howatson, M. C.  *The Oxford Companion to Classical Literature.*Oxford:OUP, 2013.

Leitch, Vincent B. The Norton Anthology of Theory and Criticism. New York and London: W.W. Norton and Company, 2010.

Ovid. *Metamorphosis,* trans. A D. Melville. Oxford: OUP, 1986.

Rutherford, Richard . *Classical Literature: A Concise History.* Malden:Wiley-Blackwell. 2008.

Sophocles. *Oedipus Rex,* trans. David Mulroy. Chicago: University of Wisconsin Press, 2011.

Thapar, Romila. *Shakuntala: Texts, Readings and Histories.* New York:Columbia University Press, 2010.

*The Epic of Gilgamesh,* trans. A.R. George. London: Penguin Books, 2003.

**SEMESTER I**

**Minor 1**

**Forms and Elements of Literature 1**

**[4 credits (3 L +1 T)] [Difficulty level -100]**

**No of Lectures: 45**

**No of tutorials: 15**

**Course Description:**

This paper seeks to make the learner familiar with two significant genres of literature—poetry and fiction. As understanding these genres requires an awareness of their aspects and categories, the paper attempts to provide detailed knowledge of the genres’ types and characteristics. Literary texts falling under English literature shall be chosen by respective teachers at random as part of teaching-learning process, and references to writers would be made to make learning more effective.

**Course Level Learning Outcomes:**

At the end of the course, the learner is able to:

* understand two significant genres of literature—poetry and fiction—central to the discipline of literature
* appreciate how the use of literary devices shape the production and reception of the text
* develop effective reading strategies to critically analyse a text
* Identify canonical literary texts falling under the corpora of poetry and fiction

**Course Content:**

**Unit I: Understanding Poetry (22 Lectures)**

**Forms:** Ballad, Blank Verse, Elegy, Epic, Lyric, Mock-epic, Ode, Pastoral, Soliloquy, Sonnet, Villanelle, Haiku, Limerick, Doha (couplet)

**Elements:** Meter, Mood, Speaker, Stanza, Sound (Alliteration, Assonance, Consonance, Onomatopoeia) Rhythm, Theme, Tone

**Devices:** Major Figures of Speech, Allegory, Imagery, Symbol

**Unit II: Understanding Fiction (23 Lectures)**

**Forms and Varieties:** Narrative, Romance, Allegory, Fable, Short Story, Novel, Historical, Epistolary, Regional, Gothic, Pastoral, Picaresque, Psychological, Detective, Bildungsroman, Kunstleroman, Sentimental, Speculative, Novelette

**Elements:** Character, Dialogue, Motif, Symbol, Mood, Narrator, Plot, Point of View, Setting, Style, Theme, Tone

**Devices:** Imagery, Symbolism, Repetition, Flashback, Foreshadowing, Juxtaposition, Suspense, Cliffhanger, Dramatic Irony

**Recommended Reading List:**

Abrams, M.H, and Geoffrey Galt Harpham. *A Glossary of Literary Terms*. Stamford: Cengage Learning, 2015.

Bloom, Harold. *The Art of Reading Poetry*. New York: Harper Collins, 2004.

Boulton, Marjorie. *The Anatomy of Poetry*. New York: Routledge, 2013.

Ferguson, Margaret, Mary Jo Salter, and Jon Stallworthy, editors. *The Norton Anthology of Poetry*. New York: Norton, 2005.

Forster, E.M. *Aspects of the Novel*. Boston: Mariner Books, 1997.

Foster, Thomas C. *How to Read Literature Like a Professor*. New York: Harper, 2003.

Greenblatt, Stephen, ed.*The Norton Anthology of English Literature: Volume 1*. New York: Norton, 2006.

Scholes, Robert E. *Elements of Literature*. Oxford: Oxford University Press, 1990.

Taylor, Richard*. Understanding the Elements of Literature.* London: Macmillan,1981.

Williams, Rhian*. The Poetry Toolkit: The Essential Guide to Studying Poetry.* London: Continuum, 2009.

**SEMESTER II**

**Course Code: Minor 2**

**Course Title: Forms and Elements of Literature 2**

**[4 credits (3 L +1 T)] [Difficulty level -100]**

**No of Lectures: 45**

**No of tutorials: 15**

**Course Description:**

This course seeks to introduce the students to two genres of literature: drama and non-fiction. Since an understanding of forms enhances the reading and subsequent comprehension of the texts, emphasis has been laid on familiarising the students with the different dramatic forms, elements and devices. The course then moves on to different types of non-fictional prose. Each type will be elucidated with pertinent examples vis-à-vis the representative age, texts and authors.

**Course Level Learning Outcomes:**

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

* display the knowledge of the genre of drama and its devices and techniques.
* showcase the knowledge of the sub-genres of non-fictional writings
* confidently display the ability to employ literary tools and methods to comprehend relevant texts
* appreciate different canonical literary texts and their nuances

**Course Content:**

**Unit I: Understanding Drama (25 Lectures)**

**Forms and Varieties:** Drama, Theatre, Play, Tragedy, Comedy, Tragi-comedy, Melodrama, Farce, One Act Play

**Elements:** Act, Scene, Setting, Plot, Character, Dialogue, Conflict

**Devices:** Unities, Chorus, Prologue, Dramatic Irony, Mask, Mimesis, Soliloquy, Aside, Monologue, *In Medias Res*, *Deux ex machina*

**Unit II: Understanding Non-Fictional Prose (20 Lectures)**

Pamphlet, Historical non-fiction, Formal Essay, Personal Essay, Diary, Journal, Letter, Biography, Autobiography, Memoir, Self-help Writing, Travelogue, Speech, Expository Prose

**Recommended Readings:**

Abrams, M. H. *A Glossary of Literary Terms*. US: Cengage Learning, 2015.

Aristotle. *Poetics*. London: Penguin Classics, 1996.

Boulton, Marjorie. *The Anatomy of Prose*. London: Routledge, 2013.

Goodman, W. R. *Quintessence of Literary Essays*. New Delhi: Doaba House, 1968.

Goring, Paul. et. al. *Studying Literature: The Essential Companion*. London: Bloomsbury, 2010.

Scholes, Robert E. *Elements of Literature*. Oxford: Oxford University Press, 1990.

Taylor, Richard E. *Understanding the Elements of Literature*. London: Macmillan, 1981.

Williams, W. E. *A Book of English Essays*. New Delhi: Penguin, 1992.

Willy, Margaret. *English Diarists: Evelyn and Pepys.* London: British Council, 1963.

**SEMESTER III**

**Course Code: Minor 3**

**Course Title: Indian Writings in English**

**[4 credits (3 L +1 T)] [Difficulty level -200]**

**No of Lectures: 45**

**No of tutorials: 15**

**Course Description**:

This course will introduce students to literatures produced in India first in the per-independence period and then in the post independence period. Students will be acquainted to the major ideas, movements and figures of Indian literature through the study of select literary texts. Students will be required to read the texts in the light of the historical, cultural and political circumstance of their production so that they can form an idea not only about the origin of the history and politics of English Studies in India but also to form an idea about new perspectives about the nation we inhabit past and present with its vastly divergent viewpoints and interpretations of modern India.

**Course Level Learning Outcomes:**

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

* comprehend the beginnings of Indian English literatures and debates surrounding it
* demonstrate an understanding of some of the canonical texts in Indian literatures
* enable students to form a conception of the history and politics of English studies in India
* develop critical positions in interpreting the literature and form an idea about the diverse viewpoints and vastly divergent interpretations of modern India

**Course Content:**

**Unit I: Poetry (20 lectures)**

-- Sarojini Naidu: “Palanquin Bearers”

-- Nissim Ezekiel: “A Very Indian Poem in English”

-- Kamala Das: “An Introduction”

-- A.K. Ramanujan: “Small Scale Reflections on a Great House”

-- Aga Shahid Ali: “Postcard from Kashmir”

-- Meena Kandasawmy: “Ekalavyan”

**Unit II: Fiction (25 lectures)**

--R.K. Narayan: “Lawley Road”

--Anita Desai: “The Rooftop Dwellers”

*--* Jhumpa Lahiri*: “*Interpreter of Malady”

--Salman Rushdie: *Haroun and the Sea of Stories*

**Recommended Readings:**

Dharwadkar and Ramanujan (ed). *The Oxford Anthology of Modern Indian Poetry*. Oxford University Press India, 1998.

Gopal, Priyamvada. *The Indian English Novel: Nation, History and Narration*. Oxford University Press India, 2009.

Iyengar, K.RR.S. *Indian Writing in English*. New Delhi:Sterling Publishers, 1985.

Mehrotra, A. K. *History of Indian Literature in English*.Coloumbia University Press, 2003.

Sinha, Arnab et al. *Contemporary Indian English Poetry and Drama*: *Changing Canons and Responses*. Cambridge Scholars and Publishing, 2019.

Subramanyam, Lakshmi (ed). *Modern Indian Drama: Issues and Interventions*. Srishti Publishers, 2011.

**SEMESTER IV**

**Course Code: Minor 4**

**Course Title: Modern Indian Literature in Translation**

**[4 credits (3 L +1 T)] [Difficulty level -200]**

**No of Lectures: 45**

**No of tutorials: 15**

**Course Description:**

This course intends to introduce students to the plurality of Indian literature that is not simply at the level of diverse languages, but also varied lived cultural realities. As literature mirrors society and its multiple facets, the literatures of modern India provide a picture of the many nations our modern India is. The literary selections in this course are by no means fully representative and have been selected mostly for their easy accessibility and availability.

**Course Level Learning Outcomes:**

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

* display a basic understanding of the diversity that India and Indian literatures represent
* show knowledge of some of the canonical works of modern Indian bhasha literatures
* appreciate the close relationship between literature and socio-cultural contexts
* Exhibit familiarity with the common issues of nation, caste, class and gender across Indian literatures produced both before and after independence

**Course Content:**

**Unit I: Poetry (15 lectures)**

* Faiz Ahmed Faiz (Urdu): “Independence Dawn”
* Vimala (Telugu): “Kitchen”
* Muktibodh (Hindi): “The Void”
* Sunil Gangopadhyaya (Bengali): “The End of Exile”
* Amrita Pritam (Panjabi): “The Creative Process”
* Saratchand Thiyam (Manipuri): “Sister”

**Unit II: Drama (10 lectures)**

- Vijay Tendulkar: *Silence! The Court is in Session*

**Unit III: Fiction (20 lectures)**

* Premchand (Hindi): “Poos ki Raat”
* Sadat Hasan Manto (Urdu): “Toba Tek Singh”
* Mahasweta Devi (Bengali): “Salt”
* Indira Goswami (Assamese): “The offspring”
* Perumal Murugan (Tamil): “The Goat Thief”

**Recommended Readings:**

Das, Sisir Kumar. *A History of Indian Literature: 1800-1910 Western Impact- Indian Response.* New Delhi: The Sahitya Akademi. 2005.

Das, Sisir Kumar. *A History of Indian Literature: 1911-1956 Struggle for Freedom: Triumph and Tragedy.* New Delhi: The Sahitya Akademi. 2005.

Panikar, K. Ayappa. *The Making of Indian Literature*. New Delhi: Sahitya Akademi, 2007.

Panja, Shormistha. *Many Indias, Many Literatures: New Critical Essays.* New Delhi: Worldview Publications, 1999.

Ravendran, P. P. *Text, Histories, Geographies: Reading Indian Literature*. New Delhi: Orient Blackswan, 2009.

Satchidanand, K. . *At Home in the World: A Window on Contemporary Indian Literature.*  Delhi: Full Circle, 2002.

Satchidanand, K. *Positions: Essays on Indian Literature*. New Delhi: Niyogi Books, 2019.

**SEMESTER I**

**Course Code: AEC 1**

**Course Title: English Communication 1**

**[2 credits] [Difficulty level -100]**

**No of Lectures: 30**

**Course Description:**

This courseprovides students with basic knowledge of written communication in English. It aims to enhance their functional knowledge about grammar as well as skills in communication and writing in English.

**Course Level Learning Outcomes:**

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

* display a functional knowledge of English grammar
* demonstrate written communication skills in English

**Course Content:**

**Unit I: Grammar (15 lectures)**

- Determiners

- Prepositions

- Use of tense

- Correction of errors in sentences

- Conjunction

**Unit II: Composition (15 lectures)**

- Letter Writing (Job Application, Leave Application, Letter to the Editor, Business letter)

- Report writing

- Precis writing

**Recommended Readings:**

Butterfield, Jeremy. *Oxford A-Z of English Usage*, London: OUP, 2007.

Turton, N.D. and Heaton J.B*. Longman Dictionary of Common Errors*, New Delhi: Pearson Education, 2007.

Upendran, S*. Know Your English*, Vol 1&2, New Delhi: Orient Blackswan, 2013.

Wood*,* F.T. *A Remedial English Grammar*. London: Trinity, 1965.

**SEMESTER II**

**Course Code: AEC 2**

**Course Title: English Communication 2**

**[2 credits] [Difficulty level -100]**

**No of Lectures: 30**

**Course Description**:

This course provides students with basic knowledge of written communication in English. It aims to enhance their functional knowledge about grammar.

**Course Level Learning Outcomes:**

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

* Display a functional knowledge of English grammar
* Demonstrate written communication skills in English

**Course Content:**

**Unit I: Grammar (15 lectures)**

- Transformation of Sentences

- Voice Change

- Narration

- Question tags

- Synonyms and Antonyms

- Phrases and Idioms

**Unit II: Composition and Comprehension (15 lectures)**

- Dialogue writing

- Paragraph writing

- Essay writing

- Reading Comprehension

**Recommended Readings:**

Butterfield, Jeremy. *Oxford A-Z of English Usage*, London: OUP, 2007.

Turton, N.D. and Heaton J.B*. Longman Dictionary of Common Errors*, New Delhi: Pearson

Education, 2007.

Upendran, S*. Know Your English*, Vol 1&2, New Delhi: Orient Blackswan, 2013.

Wood*,* F.T. *A Remedial English Grammar*. London: Trinity, 1965.

**Semester I**

**Course Code: SEC Ia**

**Course Title: Introduction to Translation**

**[3 credits (2 L +1 P)] [Difficulty level -100]**

**No of Lectures: 30**

**No of Practical Hours: 30**

**Course Description:**

Translation enables the spreading of new information, knowledge, and ideas across the world. It is also an important tool in building effective communication between different cultures. In a multicultural country like India, translation plays a significant role in enabling a better understanding of its diverse cultures by acting as a connecting bridge. Therefore, it has been seen as an essential skill that learners must possess. This course on translation introduces to the students the basics of translation and the skills necessary to work as a successful translator.

**Course Level Learning Outcomes:**

At the end of this course learners shall be able to:

* understand the key concepts of translation studies
* Display knowledge of various types of translation
* apply key concepts while engaging in basic-level translation practices

**Course Content:**

**Unit I: Introduction to Translation (15 lectures)**

-Key Concepts and Terms in Translation

[Source Language & Target language text, Equivalence, Language Variety, Dialect, Idiolect, Register, Code Switching, Code Mixing]

**Unit II: Types of Translation (15 lectures)**

- Literal translation and Semantic translation, Communicative and Functional Translation, Administrative and Technical Translation, Transliteration, Transcreation

**Unit III: Translation Practice (30 hours of Practical)**

-Translating a story

-Translating a poem

Translating a news piece

-Translating an advertisement

**Recommended Readings:**

Das, Bijay Kumar. *A Handbook of Translation Studies*. New Delhi: Atlantic Publishers & Distributors, 2005.

Halder, Deb Dulal and Kalyanee Ranjan (eds). *Foundational Concepts of Translation: A Beginner’s Handbook*. New Delhi: Book Age Publication, 2013.

**Semester I**

**Course Code: SEC Ib**

**Course Title –Introduction to Creative Writing**

**[3 credits (2L +1P)] [Difficulty level – 100]**

**No. of Lectures: 30**

**No. of Practical Hours: 30**

**Course Description:**

Creative Writing allows individuals to explore their creativity and think outside the box. It enables a better understanding of emotions by exploring them through storytelling or poetry. This ability to write clearly and accurately in various styles and voices is an important asset that enhances employability. This course has, therefore, been introduced to enable students to acquaint themselves with the technical aspects of creative writing and develop their writing skills.

**Course Level Learning Outcomes:**

At the end of this course, learners will be able to:

* display a familiarity with the various modes of creative writing
* demonstrate a command over English grammar and usage and an aptitude for the English language
* acquire skill in different avenues of creative writing which enhance their employability

**Course Content:**

**Unit 1: What is Creative Writing? (7 Lectures)**

**-** Definition, agencies, art and propaganda, imagination and writing, the importance of reading

**Unit 2: The Art and Craft of Writing (7 Lectures)**

**-** Varieties of English, tropes and figures, formal and informal usage, playing with words

**Unit 3: Modes of Creative Writing (9 Lectures)**

**-** Writing to communicate, poetry, fiction and drama

**Unit 4: Writing for the Media (7 Lectures)**

**-** Print, broadcast, advertising, the new media

**\*Students will be engaged in various forms of creative writing which will amount to 30 hours of practical work.**

**Recommended Text:**

Anjana Neira Dev, Anuradha Marwah, Swati Pal (eds) *Creative Writing: A Beginner’s Manual.*

**Semester II**

**Course Code: SEC IIa**

**Course Title: Introduction to Content Writing**

**[3 credits (2 L +1 P)] [Difficulty level -100]**

**No of Lectures: 30**

**No of Practical Hours: 30**

**Course Description:**

With the world going digital, the demands of the job market have changed. In this new scenario, Content Writing has emerged as a very lucrative and promising career. Content writing is key to business acumen towards market products or services and revealing the whys, whats and hows that shall ultimately affect or influence the potential audience to take action. There are numerous opportunities available for a content writer as almost all major industries like marketing, the entertainment industry, and corporate industries, require content writers. With this in view, this course has been designed to enhance the content-writing skill of learners.

**Course Level Learning Outcomes:**

At the end of this course, students will be equipped with the

* basic concepts of Content Writing
* knowledge of various styles and techniques of writing and editing
* enhancement of their employability

**Course Content:**

**Unit I: Concepts and Scope (10 lectures)**

- The Concept of Content Writing and its relevance

- Role and Functions of Content Writers

- Print and Web Content Writing

- Scope and Types of Content Writing

**Unit II: Types of Content Writing (10 lectures)**

-Editing and Proof-Reading

-Writing Styles - Non-fiction (Essays, Reports), Advertising, Newspapers

-Writing blogs and Website content

-Corporate Communications

**Unit III:** **Visual Content (10 lectures)**

- Infographics- Importance and relevance

- Images, Screenshots

- Videos, Memes, GIFs, 3-D videos

**\* Students will create various kinds of content across mediums which will amount to 30 hours of practical work.**

**Recommended Readings:**

Dadda, Aman. *The Complete Writing Solution: Mastering the Craft of Content Writing, Copywriting, Creative Writing & Casual Talk*. Notion Press, 2023.

Feldar, Lynda. *Writing for the Web: Creating Compelling Web Content Using Words, Pictures, and Sound*. California: New Riders, 2012.

Garrand, Timothy. *Writing for Multimedia and the Web*. Amsterdam: Elsevier, 2006.

James, Anthony. *Blog Writing: The Content Creation Blueprint*. Amazon Digital Services, 2018.

**SEMESTER II**

**Course Code: SEC IIb**

**Course Title: Business Communication**

**[3 Credits (2L + 1P)] [Difficulty Level: 100]**

**No. of Lectures: 30**

**No. of Practical Hours: 30**

**Course Description**

The aim of this course is to develop communication skills in the English language that will enable the learners to participate effectively in a business environment. The course tries to offer a comprehensive view of communication, its scope and importance in business and the role of communication in establishing a favourable internal as well as external business relationship.

**Course Level Learning Outcomes:**

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

* display a functional knowledge of the fundamentals of communication
* demonstrate skills of various types of written business communication in English
* develop interpersonal skills that contribute to an effective and satisfying personal, social and professional relationship
* use various electronic modes of communication effectively and efficiently

**Course Content:**

**UNIT I**: Fundamentals of Communication (7 lectures)

-Introduction

- Understanding Communication Process

- Classification of Communication

- Barriers to Communication

- Nature of Business Communication

- Importance of Business Communication

**UNIT II:** Business Correspondence (7 lectures)

* Writing Business Letters (types, format of business letter)
* Intra-organizational Business Correspondence (office memos, circulars, notices)
* External Business Communication (Business report, communication through email, telephonic conversation)

**UNIT III:** Employment Communication (8 lectures)

* Group discussion and Job Interview
* Meetings, Agenda, Minutes
* Writing a Job Application
* Writing Resume/CV

**Unit IV:** DevelopingPresentation Skills (8 lectures)

* Principles of Presentation
* Tips for effective oral Presentation
* Public Speaking

**\*Students will be engaged in practical work of 30 hours which will involve the last two units.**

**Recommended Readings:**

Jain, Neera. *Effective Business Communication*. Noida: McGraw Hill Education, 2017.

Ober, Scot. *Contemporary Business Communication*. Delhi: Dreamtech Press, 2004.

Singh, Vandana. *The Written Word*. Delhi: OUP, 2003.

Turton, N. D. and Heaton J. B. *Longman Dictionary of Common Errors*. New Delhi: Pearson Education, 2007.

Wood, F T. *A Remedial English Grammar*. London: Trinity, 1965.

**Semester III**

**Course Code: SEC III**

**Course Title: Personality Development and Inter-Personal Skills**

**[3 credits (2 L +1 P)] [Difficulty level -100]**

**No of Lectures: 30**

**No of Practical Hours: 30**

**Course Description:**

This course aims at covering some of the basic aspects of personality development and interpersonal skills. The three interrelated components of this course, namely personality development, interpersonal skills and manners and etiquette, are of vital importance in social and workplace settings. Whereas knowledge and skills in a particular field might help one secure a basic position in life, finally, it is one’s personality and interpersonal skills which allow him/her to reach the pinnacle of success and achieve a sense of fulfillment and happiness. The present course introduces some of the basic concepts and practices in this regard.

As this paper will be offered to students coming from various streams and disciplines, the medium of instruction, would be flexible and, along with English, other languages may be used as per the convenience of the learners and teachers. However, the medium of evaluation would remain English. As this is a course that belongs to the broad category of Skill Enhancement Courses offered by the Department of English, here the focus would be on developing the relevant skills and this would require a good number of hours dedicated to practical exercises.

**Course Level Learning Outcomes:**

At the end of this course learners shall be able to:

* display an understanding of the various aspects of a good personality
* demonstrate a command over the essentials of interpersonal skills and communication
* exhibit acquaintance with the aspects of interpersonal skills for the digital world

**Course Content:**

**UNIT I: Personality Development (10 lectures)**

- Defining Personality, Types of Personality

- SWOC Analysis and its Uses

- Aspects of a Good Personality: Positive Attitude, Motivation, Self-esteem, Stress Management

- Emotional Quotient, Components of EQ, EQ vs IQ

**UNIT II: Interpersonsal Skills and Communication (10 lectures)**

- Understanding Interpersonal Communication, Importance of Communication, two Types of Communication, Seven C’s of Communication, Various Dimensions of Body Language, Developing Interpersonal Relations through Effective Communication and Positive Body Language

- Listening Skills: Harigie’s Four main types of Listening, Importance of Listening Effectively for Interpersonal Relations

**UNIT III: Interpersonal Skills for the Digital World (10 lectures)**

- Interpersonal Skills for One-on-One Interactions: Smartphones, Cell Phones and Text Messaging; E-Mail Messages and Instant Messaging etiquette, Webcam etiquette

- Interpersonal Skills for Social Networking and Small Audience: Positive Interpersonal Skills and Social Networking; Avoiding Damage to Your Online Reputation

**\* Students will be involved in various kinds of relevant activities which will amount to 30 hours of practical engagement.**

**Recommended Readings:**

Dubrin, Andrew J. *Human Relations: Interpersonal Job-Oriented Skills*. Boston: Pearson, 2015.

Ghosh, B N . *Managing Soft Skills for Personality Development.* New Delhi: Tata McGraw Hill Education Private Limited, 2012.

Haddon, Peter F . *Mastering Personal and Interpersonal Skills.* London: Thorogood, 1999.

Hayes, John . *Interpersonal Skills at Work.*  Sussex, Routledge, 2002.

Ramesh, Gopalaswamy and Mahadevan Ramesh. *The Ace Of Soft Skills Attitude, Communication And Etiquette For Success.* Delhi: Pearson, 2010.

Verderber, Kathleen S. et al. *Interpersonal Communication Concepts, Skills, and Contexts.* New York: OUP, 2015.

**Semester I**

**Course Code: VAC I**

**Course Title: Understanding India: Text and Context**

**[2 credits] [Difficulty level -100]**

**No of Lectures: 30**

**Course Description:**

The course aims to familiarize students with aspects of Indian cultural life, it’s social, historical and philosophical worldview through a reading of select texts in the light of their historical, cultural and political circumstances of production. While the selection of texts is not exhaustive, they represent diverse opinions, experiences, facets of history, philosophical worldview, cultural traditions, and social commentary that trace India’s cultural and historical journey starting from the medieval to the early modern period to examine the issues and anxieties of a new postcolonial social order. The course is meant to create awareness among students and youth and to inspire new orientations upholding a sense of social responsibility and high ethical, cultural and constitutional values.

**Course Level Learning Outcomes**:

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

* provide an insight into the past and to create awareness by reading about modern India’s social, cultural, political and historical background
* inculcate rational values and human concerns through exposure to the literature and rich cultural heritage of India both in its regional, local contexts and on the national level

**Unit I: History, Culture, and Philosophical Contexts (15 lectures)**

- “The Perfection of Renunciation” (Chapter 18); text 5-11 from *The Bhagawadgita As It is* by A.C. Bhaktivedanta Swami Prabhupada

- *Kabir’s Poems* (I-III) translated by Rabindranath Tagore

-Mirabai: “Eating God” translated by Rahul Soni

- Banikanta Kakati: “The Neo-Vaishnavism of Sankardeva”

**Unit II: The Idea of India: Literature and Beyond (15 lectures)**

- Gandhi: “The Swadeshi Movement”

- Ambedkar: “Pleading for the Depressed Classes”

-Nehru: Chapter 10. “The Importance of the National Idea” from *A Discovery of India*,

-G.N. Devy: “Introduction” from *The Painted Words*

**Recommended Readings**

Bhattcharya, Sabyasachi. *The Mahatma and the Poet: Letters and Debates between Gandhi and Tagore 1915-1941*. New Delhi: National Book Trust, India. First edition, 1997.

Brien, Terry O. *The World’s 100 Greatest Speeches*. New Delhi: Rupa Publications, 2016.

Khilnani, Sunil. *The Idea of India*. Penguin India, 2004.

Nehru, Jawaharlal. *The Discovery of India*. Delhi: OUP, 1994.

Parell, Anthony J. (ed) *Gandhi, Hind Swaraj and Other Writings*. Centenery Edition. Cambridge University Press, 2009.

Robertson, Bruce (ed). *The Essential Writings of Raja Ram Mohan Roy*. Oxford University Press India, 1997.

Rodrigues, Valerian. *The Essential Writings of B.R. Ambedkar*. Oxford University Press India, 2002.

Sen, Amartya. *The Argumentative Indian: Writings on Indian History, Culture and Identity*. Penguin UK, 2006.

Roy, Arundhati. *The Doctor and the Saint*. Penguin India, 2019.

**Semester II**

**Course Code: VAC 2**

**Course Title: Understanding India: Fables from Antiquity**

**[2 credits] [Difficulty level -100]**

**No of Lectures: 30**

**Course Description:**

This course under the rubric of Understanding India shall acquaint the students with some of the fable narrative traditions of ancient India which provide a peep into the moral, ethical, socio-cultural, political and religious values of the Indian subcontinent. Despite overtly simplistic structure and messages, the fables encapsulate the complex ethos of life and culture. This course intends to familiarize students with some of the basics concepts related to the narrative practices of fables and acquaint them with some of the popular and not so well known fables from Indian antiquity selected from epics and collections.

**Course level learning outcomes**:

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

* Understand the nature of fables as narrative
* Appreciate the rich and complex nature of fables from the Indian antiquity

**Course Content:**

Unit I: Basic concepts

Fables: definition; features, Indian fables, fables and morals; fables and symbolism; Indian fable tradition

Unit II: Texts

Fables from *The Mahabharata* (Selections)

Fables from *The Panchatantra*  (Selections)

Fables from *The Jataka*  (Selections)

Fables from *Hitopdesha* (Selections)

**Recommended Readings:**

Singh, Dhananjay. *Fables in the Indian Narrative Tradition.* DK Printworld, 2011.

Rice, Stanley. *Ancient Indian Fables and Stories*. Folcroft Library Editions, 1974.

**Summer Internship /Apprenticeship (2 – 4 credits)**

FYUGP in the Department of English, Cotton University requires students to undertake a summer internship or apprenticeship or project of 2-4 credits after the completion of fourth semester. They may be engaged in department projects such as cataloguing, archiving, repository making, individual faculty projects, and engagement in media and publishing houses for content writing, translation, copy editing, or creative writing assignments/ projects. They may also go for community engagement or service such as awareness programs related to gender sensitization, disability, climate change and other relevant issues through poster making, poster presentations, street plays, and story telling sessions.

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