

SYLLABUS
DERGAON KAMAL DOWERAH COLLEGE (AUTONOMOUS)
FOURYEARS UNDERGRADUATE PROGRAMME (FYUGP)
[AS PER NEP 2020]



ENGLISH

Recommended by the FYUGP Board of Studies of English, D.K.D. College (Autonomous), in the meeting convened on 08.05.2026, and approved by the Academic Council meeting held on 30.06.2026 and effective from the session 2026-2027.

Introduction:

The significance of English as a global language is self-evident and requires no substantiation. In the Indian context, alongside Hindi, English functions as the principal link language among individuals from diverse regions and facilitates communication with the international community. In an era defined by rapid digitization and technological advancement, English assumes an even more pivotal role in the generation, dissemination, and seamless interconnection of individuals across all sectors of society. Consequently, the relevance of English Studies is expanding exponentially.

Within a transformative pedagogical landscape, where knowledge acquisition must be complemented by both technical and interpersonal skills, and where educational objectives must balance pragmatic and ethical imperatives, the approach to English Studies necessitates reconfiguration to meet the challenges of 21st-century pedagogy. In this context, the FYUP English syllabus (2026) has been meticulously designed to engage English Studies from multiple perspectives. Literary studies remain the foundational core of the curriculum with its interdisciplinary and critical theory approach enabling learners to understand, analyse, and evaluate life and society from diverse perspectives. However, in alignment with the National Education Policy 2020's emphasis on greater vocationalization of curricula, several skill-oriented courses have been incorporated to provide learners with a competitive advantage in high-stakes scenarios, such as personal interviews, group discussions, or presentations to distinguished audiences.

A substantial array of generic elective courses has also been developed to address the needs of learners across disciplines. The syllabus is structured to equip students with: (i) comprehensive domain knowledge; (ii) 21st-century workplace skills; (iii) critical thinking abilities; (iv) problem-solving proficiency; (v) leadership competencies; (vi) creative aptitude; and (vii) advanced research skills. These competencies are essential for the holistic development of learners and for enabling them to thrive in the highly competitive knowledge economy of the 21st century.

Preamble:

The FYUGP English syllabus encompasses a wide array of courses across Major, Minor, Generic Elective, Skill Enhancement, and Research components. In alignment with the National Education Policy 2020, which advocates interdisciplinarity and the dissolution of rigid boundaries between exact sciences and liberal arts, several courses have been meticulously designed to allow learners from diverse disciplines to engage with English Studies in multifaceted and compelling manners. The multiple entry and exit provisions in the FYUP programme afford students considerable flexibility, permitting them to resume their studies in extended phases or exit with a certificate, diploma, or degree.

Core elements of English Literary Studies permeate all six semesters, equipping learners with comprehensive insights into the historical, political, social, and literary dimensions of British Literature, Indian Writing in English, American Literature, European Literature, and New Literatures across various genres. In addition to literary studies, numerous courses adopt a pragmatic orientation to impart essential skill sets. Contemporary pedagogy in the 21st century prioritizes education as a pathway to enhanced employability, self-reliance, and entrepreneurship. Accordingly, the FYUP English syllabus is structured to foster both critical thinking and practical skilling. The culminating year of the four-year undergraduate programme emphasizes research, thereby enabling high-achieving students to pursue doctoral studies upon completion of their English degree.

Aims of the Four Year Under-Graduate Programme (FYUGP) in English:

The aims of the Four-Year Undergraduate Programme (FYUGP) in English are as follows:

To equip learners with the historical, political, social, and cultural contexts of various periods in British literature.

To explore English literature and translated texts from diverse cultural spaces.

To enable learners to understand and interpret literary texts from multiple perspectives.

To develop learners' capabilities to critically evaluate issues through the deployment of relevant discourses.

To equip students with soft skills, enabling them to solve problems effectively, assume leadership roles, and perform related functions.

Graduate Attributes:

Graduate attributes encompass disciplinary knowledge specific to a given field, as well as generic attributes that all graduates across disciplines should acquire and demonstrate. The graduate attributes of the FYUGP in English are outlined below:

Disciplinary Knowledge

Graduates shall demonstrate comprehensive knowledge and understanding of the English discipline. Emphasis on the historical development of English literature worldwide, represented through select texts from various genres, will enable graduates to acquire in-depth knowledge of the contexts surrounding textual production. They shall be capable of reading and interpreting these representative works as products of the interplay between broader socio-political milieus and their literary representations.

Critical Thinking

Graduates in English shall develop critical thinking abilities through a theoretical-critical approach to reading texts and applying these insights to the analysis of real-life situations.

Research-Related Skills

Graduates shall cultivate research attributes in English, including the foundational skills to identify research problems, explore research gaps, and apply theoretical frameworks to interdisciplinary investigations.

Reflective Thinking and Problem Solving

Successful completion of the programme, with its focus on skill-based learning, shall enable graduates to leverage their learning and skills to address everyday challenges through reflective thinking and problem-solving.

Communication Skills

Graduates in English shall exhibit effective communication abilities both within and beyond the classroom, articulating their thoughts and expressions with clarity.

Digital Learning and Competence

Graduates shall develop proficiency in digital learning and competence. The integration of ICT tools in classroom teaching, coupled with an emphasis on digital literacy across skill-based courses, will foster awareness and expertise in this domain, preparing graduates for real-world situations and challenges.

Teaching Learning Process:

The programme allows the use of varied pedagogical methods and techniques both within the classroom and beyond such as:

- Lecture
- Tutorial
- Power point presentation
- Screening of documentary films and film adaptations of literary texts
- Project Work/Dissertation
- Internship
- Group Discussion and debate
- Seminars/workshops/conferences
- Mentor- Mentee sessions

Assessment Method:

- Home assignment
- Seminar Presentation: Oral/Poster/Power point
- Group Discussions
- In semester examinations
- End Semester examinations

Programme Educational Objectives (PEOs):

Upon completion of the programme, graduates will:

PEO 1: Acquire professional ethics and integrity, while developing the capacity to apply acquired knowledge and skills.

PEO 2: Demonstrate critical thinking abilities and interpret ideas effectively.

PEO 3: Cultivate a commitment to lifelong learning.

PEO 4: Exhibit effective communication skills.

PEO 5: Acquire the skills and training necessary to pursue higher studies, both within and beyond disciplinary boundaries.

PEO 6: Gain knowledge of English studies in both global and local contexts.

Programme Specific Outcomes (PSOs):

Upon successful completion of the programme, graduates will:

PSO 1: Develop a comprehensive understanding of the history of English literature across different ages, from the medieval period to the present.

PSO 2: Engage in learning beyond textbooks, pursuing critical scrutiny of socio-cultural milieus.

PSO 3: Demonstrate interpersonal communication skills within and outside the classroom.

PSO 4: Apply skills in translation, creative writing, and soft skills development.

PSO 5: Exhibit competencies essential for pursuing diverse professional prospects.

Programme Outcomes (POs)

An undergraduate student of English will be able to:

PO 1: Develop an understanding of major concepts, theoretical perspectives, and recent areas of study in English literature.

PO 2: Apply critical thinking to both textual interpretation and the analysis of real-life situations.

PO 3: Adopt a critical approach to literary and cultural analysis.

**STRUCTURE OF FOUR YEARS UNDERGRADUATE PROGRAMME
(FYUGP) AS PER NEP-2020 IN ENGLISH FOR
DERGAON KAMAL DOWERAH COLLEGE (AUTONOMOUS)**

Semester	Course with Paper code	Title of the Paper	Credit
1 (FIRST)	ENG1MJ01	British Poetry and Drama: Anglo-Saxon Period to 17th Century	4
	ENG1MN01	British Poetry and Drama: Anglo-Saxon Period to 17th Century	4
	GEC1ENG01	Introducing English Poetry Course	3
	AEC 1A/AEC1B	Any One: AEC1A: Assamese/ AEC1B: Alternative English	4
	SEC1ENG01	Soft Skills	3
	VAC 1	Any one: VAC1A: Understanding India/ VAC1B: Health and Wellness	2
	Total Credit		20
2 (SECOND)	ENG2MJ02	British Poetry and Drama: 17th to 18th Century	4
	ENG2MN02	British Poetry and Drama: 17th to 18th Century	4
	GEC2ENG02	Introducing English Drama	3
	AEC 2	AEC2: Language and Communication Skills (English) II	4
	SEC2ENG02	Creative Writing	3

	VAC 2	Environmental Education	2
	Total Credit		20

**FOUR YEARS UNDERGRADUATE PROGRAMME IN ENGLISH
DETAILED SYLLABUS OF FIRST SEMESTER**

ENGLISH MAJOR

Title of the Course: British Poetry and Drama: Anglo-Saxon Period to 17th Century

Course Code: ENG1MJ01

Nature of the Course: MAJOR

Total Credits: 04

Distribution of Marks: 60 (End Sem) + 40 (In-Sem)

Course Objectives :

- Acquaint learners with British poetry and drama from the Anglo-Saxon period to Shakespeare.
- Explore the historical context of the Anglo-Saxon, Chaucerian, Pre-Elizabethan, and Elizabethan periods.
- Analyze how Marlowe's plays capture the spirit of the Renaissance.
- Examine Shakespeare's prescribed plays and sonnets in detail.

UNITS	CONTENT	L	T	P	TOTAL HOURS
I (10 Marks)	Literary and Social History (14th to 17th Century CE) • Anglo-Saxon • Age of Chaucer • Renaissance and the Pre-Elizabethan Period • Shakespeare and his contemporaries • Metaphysical Poets	10	02	-	12

II (15 Marks)	Poetry • Geoffrey Chaucer, “The Nun’s Priest’s Tale” • William Shakespeare, Sonnet 30, 65, <u>130</u> • John Donne, “A Valediction Forbidding Mourning”, “The Canonization” • <u>Andrew Marvell, “The Definition of Love”</u>	12	02	-	14
III (15 Marks)	Elizabethan/Renaissance Drama • Christopher Marlowe, <i>Doctor Faustus</i>	14	02	-	16
IV (20 Marks)	Shakespearean Drama William Shakespeare, <i>Julius Caesar</i> <i>Twelfth Night</i>	16	02	-	18
	Total	52	08	-	60

Where, L: Lectures T: Tutorials P: Practical

Course Outcomes (COs) and the corresponding Learning Outcomes (LOs)

Students will be able to

CO1: Evaluate the Anglo-Saxon Period

LO1: Understand the cultural and social background of the origin of English literature including its pre-Christian elements.

CO2: Evaluate the Age of Chaucer

LO1: Understand the cultural and social norms of the Age of Chaucer, including the feudal system and the role of the Church.

LO2: Evaluate the importance of Chaucer’s works in the context of the literary scene of his time.

LO3: Assess the characteristics of poetry from the medieval-Middle English poetry period with special reference to Chaucer’s “The Nun Priest’s Tale”.

CO3: Examine the genre of Elizabethan drama and the ethos of Renaissance Humanism with respect to the works of Shakespeare and Christopher Marlowe

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LO1: Analyze the key characteristics of Elizabethan drama, including its themes, theatrical conventions, and historical context, to understand its significance in the development of English literature.

LO2: Discuss how the core principles of Renaissance Humanism such as 'individualism' and classical revival are reflected in the prescribed works of Shakespeare and Marlowe.

LO3: Discuss the significance of the stage, court, city in Elizabethan dramas by examining their roles in shaping plot, character interactions, and thematic development.

LO4: Assess the complexities of religious and political thought in Elizabethan England by analysing primary texts.

CO4: Trace the development of Romantic comedy during the Elizabethan age

LO1: Analyse the defining elements of Romantic comedy in Elizabethan literature, such as love and marriage, humour, mistaken identities, complex plots etc.

LO2: Compare and contrast the role of gender and class in the romantic comedies of the Elizabethan period.

CO5: Trace the development of the sonnet tradition in conjunction with the courtly conventions.

LO1: To trace the trajectory of the English sonnet tradition.

LO2: Analyse the characteristics of Shakespearean sonnets ~~and its~~ along with features like wordplay, simile, metaphors etc.

LO3: Apply the knowledge of the characteristics of Shakespearean sonnets to understand the poet's ideas of love, beauty, and time.

CO6: Describe Metaphysical Poetry and its thematic complexity

LO1: Analyse and interpret the thematic complexity of Metaphysical poetry, identifying its key characteristics such as paradox, irony, and the use of metaphysical conceits.

LO2: Apply knowledge of identifying the characteristics of Metaphysical poetry in the poetry of John Donne and Andrew Marvell.

LO3: Critique John Donne's contribution to Metaphysical poetry, comparing his work with that of his contemporaries like Andrew Marvell to evaluate his influence on the genre.

Cognitive Mapping of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create

Factual						
Conceptual		CO1, CO2, CO3, CO4		CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4	
Procedural		CO1, CO2, CO3		CO2, CO4	CO2, CO4	
Metacognitive						

Modes of In-Semester Assessment: 40 Marks

01. Two Sessional tests: 10x2=20 Marks

02. Any two of the following activities listed below: 10x2=20 Marks

- o Seminar/ Group discussion/ Assignment related to the Course content.
- o Presentation of seminar papers.
- o Assignments.
- o Quiz.

Final Examination: 60 Marks

Unit 1: 1 LAQ=10 marks

Unit 2: 1 LAQ+ 1 SA= (10+5) =15 marks

Unit 3: 1 LAQ+ 1 SA= (10+5) = 15 marks

Unit 4: 1LAQ+ 2 SA = (10+5+5) =20 marks

*LAQ= Long Answer Question; SA= Short Answer

Suggested Readings:

Andrew Sanders. *A Short Oxford History of English Literature*, OUP, 2004.

Pico Della Mirandola, excerpts from the *Oration on the Dignity of Man*, in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 476 – 9.

John Calvin, 'Predestination and Free Will', in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 704 –11.

Baldassare Castiglione, 'Longing for Beauty' and 'Invocation of Love', in Book 4 of *The Courtier*, 'Love and Beauty', tr. George Bull (Harmondsworth: Penguin, rpt. 1983) pp. 324 – 8, 330 – 5.

Philip Sidney, *An Apology for Poetry*, ed. Forrest G. Robinson (Indianapolis: Bobbs Merrill, 1970) pp. 13 – 18.

The "Introduction" of Henel Gardner's *The Metaphysical Poets*. OUP (First published 1957).

Joe Nutt. *John Donne: the Poems*. (Palgrave, 1999).

The New Cambridge Shakespeare (NCS) edition of *The Sonnets* edited by G Blakemore Evans. First published 1996, South Asian Edition 2012.

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**FIRST SEMESTER
ENGLISH MINOR**

Title of the Course: British Poetry and Drama: Anglo-Saxon Period to 17th Century

Course Code: ENG1MN01

Nature of the Course: Minor

Total Credits: 04

Distribution of Marks: 60 (End Sem) + 40 (In-Sem)

Course Objectives :

- Acquaint learners with British poetry and drama from the Anglo-Saxon period to Shakespeare.
- Explore the historical context of the Anglo-Saxon, Chaucerian, Pre-Elizabethan, and Elizabethan periods.
- Analyze how Marlowe's play captures the spirit of the Renaissance.
- Examine Shakespeare's prescribed plays and sonnets in detail.

UNITS	CONTENT	L	T	P	TOTAL HOURS
I (10 Marks)	Literary and Social History (14th to 17th Century CE) • Anglo-Saxon • Age of Chaucer • Renaissance and the Pre-Elizabethan Period • Shakespeare and his contemporaries • Metaphysical Poets	10	02	-	12

II (15 Marks)	Poetry - Geoffrey Chaucer, "The Nun's Priest's Tale" <u>William Shakespeare, Sonnet 30, 65, 130</u> <u>John Donne, "A Valediction Forbidding Mourning", "The Canonization"</u> Andrew Marvell, "The Definition of Love"<u>William Shakespeare, Sonnet 30, 65</u> John Donne, "A Valediction Forbidding Mourning", "The Canonization"	12	02	-	14
III (15 Marks)	Elizabethan/Renaissance Drama Christopher Marlowe, <i>Doctor Faustus</i>	14	02	-	16
IV (20 Marks)	Shakespearean Drama William Shakespeare, <i>Julius Caesar</i> <i>Twelfth Night</i>	16	02	-	18
	Total	52	08	-	60

Where, L: Lectures T: Tutorials P: Practical

Course Outcomes (COs) and the corresponding Learning Outcomes (LOs)

Students will be able to

CO1: Evaluate the Anglo-Saxon Period

LO1: Understand the cultural and social background of the origin of English literature including its pre-Christian elements.

CO2: Evaluate the Age of Chaucer

LO1: Understand the cultural and social norms of the Age of Chaucer, including the feudal system and the role of the Church.

LO2: Evaluate the importance of Chaucer's works in the context of the literary scene of his time.

LO3: Assess the characteristics of medieval poetry with special reference to Chaucer's "The Nun Priest's Tale".

CO3: Examine the genre of Elizabethan drama and the ethos of Renaissance Humanism with respect to the works of Shakespeare and Christopher Marlowe

LO1: Analyze the key characteristics of Elizabethan drama, including its themes, theatrical conventions, and historical context, to understand its significance in the development of English literature.

LO2: Discuss how the core principles of Renaissance Humanism such as 'individualism' and classical revival are reflected in the prescribed works of Shakespeare and Marlowe.

LO3: Discuss the significance of the stage, court, city in Elizabethan dramas by examining their roles in shaping plot, character interactions, and thematic development.

LO4: Assess the complexities of religious and political thought in Elizabethan England by analysing primary texts.

CO4: Trace the development of Romantic comedy during the Elizabethan age

LO1: Analyse the defining elements of Romantic comedy in Elizabethan literature, such as love and marriage, humour, mistaken identities, complex plots etc.

LO2: Compare and contrast the role of gender and class in the romantic comedies of the Elizabethan period.

CO5: Trace the development of the sonnet tradition in conjunction with the courtly conventions.

LO1: To trace the trajectory of the English sonnet tradition.

LO2: Analyse the characteristics of Shakespearean sonnets and its features like wordplay, simile, metaphors etc.

LO3: Apply the knowledge of the characteristics of Shakespearean sonnets to understand the poet's ideas of love, beauty, and time.

CO6: Describe Metaphysical Poetry and its thematic complexity

LO1: Analyse and interpret the thematic complexity of Metaphysical poetry, identifying its key characteristics such as paradox, irony, and the use of metaphysical conceits.

~~LO2:~~

~~LO2: Apply knowledge of identifying the characteristics of Metaphysical poetry in the poetry of John Donne and Andrew Marvell.~~

~~LO3: Critique John Donne's contribution to Metaphysical poetry, comparing his work with that of his contemporaries like Andrew Marvell to evaluate his influence on the genre.~~

~~Apply knowledge of identifying the metaphysical elements in the poetry of John Donne.~~

~~LO3: Critique John Donne's contribution to Metaphysical poetry, comparing his work with that of his contemporaries to evaluate his influence on the genre.~~

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Cognitive Mapping of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual						
Conceptual		CO1, CO2, CO3, CO4		CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4	
Procedural		CO1, CO2, CO3		CO2, CO4	CO2, CO4	
Metacognitive						

Modes of In-Semester Assessment: 40 Marks

01. Two Sessional tests: 10x2=20 Marks
02. Any two of the following activities listed below: 10x2=20 Marks
 - o Seminar/ Group discussion/ Assignment related to the Course content.
 - o Presentation of seminar papers.
 - o Assignments.
 - o Quiz.

Final Examination: 60 Marks

Unit 1: 1 LAQ=10 marks

Unit 2: 1 LAQ+ 1 SA= (10+5) =15 marks

Unit 3: 1 LAQ+ 1 SA= (10+5) = 15 marks

Unit 4: 1LAQ+ 2 SA = (10+5+5) =20 marks

*LAQ= Long Answer Question; SA= Short Answer

Suggested Readings:

Andrew Sanders. *A Short Oxford History of English Literature*, OUP, 2004.

Pico Della Mirandola, excerpts from the *Oration on the Dignity of Man*, in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 476 – 9.

John Calvin, 'Predestination and Free Will', in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 704 –11.

Baldassare Castiglione, 'Longing for Beauty' and 'Invocation of Love', in Book 4 of *The Courtier*, 'Love and Beauty', tr. George Bull (Harmondsworth: Penguin, rpt. 1983) pp. 324 – 8, 330 – 5.

Philip Sidney, *An Apology for Poetry*, ed. Forrest G. Robinson (Indianapolis: Bobbs Merrill, 1970) pp. 13 – 18.

[The "Introduction" of Henel Gardner's *The Metaphysical Poets*. OUP \(First published 1957\).](#)

[Joe Nutt. *John Donne: the Poems*. \(Palgrave, 1999\).](#)

[The New Cambridge Shakespeare \(NCS\) edition of *The Sonnets* edited by G Blakemore Evans. First published 1996, South Asian Edition 2012.](#)

FIRST SEMESTER ENGLISH GEC

Title of the Course: Introducing English Poetry Course

Code: GEC1ENG01

Nature of the Course: Generic Elective Course (GEC)

Total Credits: 03

Distribution of Marks: 60 (End Sem) + 40 (In-Sem)

Course Objectives:

- to introduce learners to English poetry and to provide the definition, major types and movements of poetry from English literary history.
- to enable learners to understand the different kinds of poetry that have been composed from the sixteenth century to the twenty-first century.
- to introduce learners to the different elements of poetry, like figurative language, symbol, allegory etc., things which add to the aesthetic value and beauty of poetry.
- To discuss certain theories of poetry which have had a tremendous influence on readers and practitioners of this craft.

UNITS	CONTENTS	L	T	P	Total Hours
I (15 Marks)	INTRODUCTION TO POETRY 1. Definition 2. Types: sonnet, lyric, ode, ballad, epic, elegy, concrete poetry, dramatic monologue, slam movement	08	02	-	10
II	MOVEMENTS	08	02	-	10

(15 Marks)	Metaphysical poetry, Romantic, Victorian, Modern, Postmodern				
III (15 Marks)	ELEMENTS OF POETRY rhyme, meter, rhythm, simile, metaphor, irony, personification, symbol, allegory, imagery, conceit, alliteration, allusion, hyperbole, paradox, oxymoron	12	02	-	14
IV (15 Marks)	THEORY OF POETRY Coleridge: Fancy and Imagination (<i>Biographia Literaria</i> , Chapter 13 & 14) *Wordsworth: "Preface to <i>Lyrical Ballads</i> " *T. S. Eliot: "Tradition and the Individual Talent"	09	02	-	11
	Total	37	08	-	45

Where, L: Lectures T: Tutorials P: Practical *: Detail study

Suggested Readings:

Shakespeare : "My mistress' eyes are nothing like the sun (sonnet 130)
 Donne : "The Flea"
 Wordsworth : "She Dwelt Among the Untrodden Ways"
 Keats : "Ode to Autumn"
 Browning : "Porphyria's Lover"
 W. B. Yeats : "The Second Coming"

Course Outcomes (COs) and the corresponding Learning Outcomes (LOs)

Students will be able to

CO1: State the fundamental definition and nature of poetry, and its types

LO1: Identify and differentiate between various types of poetry

LO2: Analyse the structural and thematic elements of different poetic forms

LO3: Appreciate the historical and cultural contexts of various poetic types

CO2: Demonstrate a comprehensive understanding of the elements of poetry and analyse their use in various poems

LO1: Identify the key elements of poetry such as allegory, metaphor, conceit etc.

LO2: Apply the understanding of poetic techniques like personification, rhyme, imagery in the practices of poetry composition

CO3 Evaluate the key characteristics and themes of Metaphysical, Romantic, Victorian, and Modern movements

LO1: Distinguish and highlight similarities and differences between the different movements.

LO2: Identify literary works and authors associated with each movement.

CO4: Develop a comprehensive understanding of the theoretical underpinning of poetry as discussed by Coleridge, Wordsworth, and T.S. Eliot

LO1: Discuss Coleridge's concept of Fancy and Imagination

LO2: Outline Wordsworth's views on poetry and its language.

LO3: Illustrate Eliot's concept of 'Tradition' and 'Theory of Impersonality'.

Cognitive Mapping of Course Outcomes with Bloom's Taxonomy

Knowledge dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual						
Conceptual		CO1, CO2, CO3, CO4	CO2, CO3	CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4	
Procedural		CO2, CO3, CO4		CO2, CO3, CO4		
Metacognitive						

Modes Of In-Semester Assessment:

(40 Marks)

01. Two Sessional tests:

10x2=20 Marks

02. Any two of the following activities listed below:

10x2=20 Marks

- Seminar/ Group discussion/ Assignment related to the Course content.
- Presentation of seminar papers.
- Assignments.
- Quiz.

Final Examination:

60 Marks

Unit 1: 1 LAQ+ 1 SA= (10+5) =15 marks

Unit 2: 1 LAQ+ 1 SA= (10+5) = 15 marks

Unit 3: 1 LAQ+1 SA = (10+ 15) =15 marks

Unit 4: 3SA= (3 x 5) = 15 marks

*LAQ= Long Answer Question; SA= Short Answer

Suggested Readings:

Abrams, M. H. *The Glossary of Literary Terms*, Eleventh Edition, Wadsworth Cengage, 2015.

Chikera, Ernest, DJ Enright. *English Critical Texts*. OUP, 1997.

Murfin, Ross C., Supriya M. Ray. *The Bedford Glossary of Critical and Literary Terms*. Fourth Edition, Bedford/St. Martins, 2019.

Peck, John, Martin Coyle. *Literary Terms and Criticism*. Third Edition. Palgrave, 2002.

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

Scholes, Robert. *Elements of Poetry*, OUP, 1969.

[Cuddon, J. A. *A Dictionary of Literary Terms and Literary Theory*. First published 1976.](#)

[\(Indian edition: Maya Blackwell, 1998\)](#)

[Elements of Literature edited by Robert Scholes, Nancy R Comley, Carl H Klaus, Michael Silverman. OUP. First published 1978. \(Indian reprint 1997\)](#)

**First Semester
English SEC**

Title of the Course: Soft Skills

Course Code: SEC1ENG01

Nature of the Course: Skill Enhancement Course (SEC) Total Credits : 03

Distribution of Marks: 60 (End Sem) + 40 (In-Sem)

Course Objectives:

- to inspire students to cultivate a positive mindset, leadership skills, emotional intelligence, and other personal qualities essential for success in business or their careers.

- To foster the development of learners' interpersonal skills, particularly effective communication, in order to increase their confidence when participating in group discussions, attending interviews, and engaging in public speaking.

UNITS	CONTENTS	L	T	P	Total Hours
I (15 Marks)	SOFT SKILLS IN COMMUNICATION • Soft skills in communication • Soft skills and intercultural communication • Cross-Cultural awareness, sensitivity, flexibility, and cross-cultural communication	08	02	-	10
II (15 Marks)	TYPES OF SOFT SKILLS AND PERSONALITY DEVELOPMENT ▪ Verbal and Written communication skills: active listening, interactive speaking, reading different types of texts, writing for formal and business contexts	08	02	-	10

	Personality Development: Definition and Characteristics of Personality. Etiquette in personal life: Politeness & Courteous, Assertiveness, Self- Motivation. Etiquette in professional life: Leadership Skill, Motivation, Problem-solving and Decision Making.				
III (15 Marks)	SOFT SKILLS AND CAREER PREPARATION Using the Microsoft Office: word, excel, power point; working online and offline; telephone and face to-face etiquette in professional communication	08	02	02	12
IV (15 Marks)	SOFT SKILLS IN GETTING JOBS, AND ON THE JOB Writing a CV Letter Writing GD Skills Interview skills Emotional Intelligence Time and stress management Teamwork Networking Presentation skills Making meetings work: preparing, executing, following up Negotiation skills Crisis management	11	02	-	13
	Total	35	08	02	45
<i>Where, L: Lectures T: Tutorials P: Practical</i>					

Course Outcomes (Cos) and the corresponding Learning Outcomes (LOs)

Students will be able to

CO1: Develop proficiency in verbal and written communication skills for effective personal, academic, and professional interactions.

LO1: Demonstrate active listening skills in various contexts (academic discussions, professional meetings, etc.).

LO2: Engage in interactive speaking activities, including group discussions and presentations.

LO3: Produce well-structured written documents for formal and business contexts, including emails, reports, and memos.

CO2: Cultivate an understanding and appreciation of cultural diversity to communicate effectively in cross-cultural settings.

LO1: Demonstrate awareness of cultural norms and etiquette in various international contexts.

LO2: Assess and compare the effectiveness of various communication strategies used in multicultural environments.

LO3: Apply empathic listening and speaking techniques in multicultural dialogue/conversation sessions

CO3: Acquire essential technological and professional communication skills for career readiness and advancement.

LO1: Prepare for and perform successfully in job interviews

LO2: Participate effectively in group discussions, demonstrating clear articulation and collaboration.

LO3: Apply principles of emotional intelligence to manage interpersonal relationships and workplace dynamics

Cognitive Mapping of Course Outcomes with Bloom's Taxonomy

Knowledge dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual						
Conceptual		CO1, CO2, CO3	CO1, CO2, CO3			CO3

Procedural		CO1, CO2, CO3				
Metacognitive						

Modes of In-Semester Assessment:

40 Marks

01. Two Sessional test: 10x2=20 Marks
02. Any two of the following activities listed below: 10x2=20 Marks
 - o Seminar/ Group discussion/ Assignment related to the Course content.
 - o Presentation of seminar papers.
 - o Assignments.
 - o Quiz.
 - o Hands-on test of Microsoft Office: Word, Excel, and Power point skills.

Final Examination:

60 Marks

- Unit 1: 1 LAQ+ 1 SA = (10+5) = 15 marks
 Unit 2: 1 LAQ+ 1SA (10+5) = 15 marks
 Unit 3: 3 SA= (10+5) =15 marks
 Unit 4: 3 SA (5+5+ 5) = 15 marks
 *LAQ= Long Answer Question; SA= Short Answer

Suggested Readings:

English and Soft Skills. S.P. Dhanavel. Orient Black Swan 2013
Business English. Sharmistha Panja *et al.* Pearson, 2009.
Fluency in English – Part II, Oxford University Press, 2006.
Enrich Your English, OUP, SR Inthira and V. Saraswathi, CIEFL, 1997.
Oxford A-Z of English Usage, ed. Jeremy Butterfield, OUP, 2007.
Longman Dictionary of Common Errors, N.D. Turton and J.B. Heaton, Longman, 1998.

**FOUR YEARS UNDERGRADUATE PROGRAMME IN ENGLISH
DETAILED SYLLABUS OF SECOND SEMESTER**

ENGLISH MAJOR

Title of the Course: British Poetry and Drama: 17th to 18th Century

Course Code: ENG2MJ02

Nature of the Course: Major

Total Credits: 04

Distribution of Marks: 60 (End Sem) + 40 (In-Sem)

Course Objectives:

- To acquaint learners with British poetry, with particular emphasis on the epic and the mock-epic traditions.
- To study the characteristics and themes of Jacobean drama.
- To familiarize learners with the historical context of the period, spanning from the Puritan Interregnum to the Restoration of Charles II.

UNITS	CONTENT	L	T	P	TOTAL HOURS
I (10 Marks)	Literary Background of the Period • Puritan period • Restoration • Religious and Secular Thought in the 17th Century • The Stage, the State and the Market • The Mock Epic and Satire • The Comedy of Manners	12	02	-	14
II (20 Marks)	Puritan Epic • John Milton, <i>Paradise Lost</i> Book I	14	02	-	16
III (15 Marks)	Jacobean Drama • John Webster, <i>The Duchess of Malfi</i>	14	02	-	16
IV (20 Marks)	Neoclassical/Augustan Mock Epic • John Dryden, <i>Mac Flecknoe</i>	12	02	-	14
	Total	52	08	-	60

Where: L: Lectures T: Tutorials P: Practical

Course Outcomes (Cos) and the corresponding Learning Outcomes

Students will be able to

CO1: Evaluate the socio-political and cultural contexts of the 17th century and their impact on different literary works

LO1: Outline an understanding of the Puritan period, the Interregnum, and the Restoration period via the reading of different works produced during the time period.

LO2: Analyse the interplay between religious and secular dimensions, and how it shaped different literary expressions.

LO3: Critically assess the influence of socio-political upheavals, including the English Civil war and the Glorious Revolution, on the narratives of 17th century.

CO2: Develop an understanding of the diverse literary movements, forms and genres of the 17th century

LO1: Analyse the characteristics of mock-epic and satire along with examples.

LO2: Critique the role and representation of women in the 17th century.

LO3: Discuss the development of Comedy of manners and its key characteristics.

CO3: Prepare in-depth analyses of the major 17th century texts

LO1: Assess the themes, epic structure, and theological implications of Milton's *Paradise Lost Book I*.

LO2: Analyse the playful dynamics of power and corruption, the representation of women in Webster's *The Duchess of Malfi*.

LO3: Interpret John Dryden's *Mac Flecknoe* with respect to its characteristics of neoclassical mock epic and satire.

CO4: Synthesise ideas from the prescribed 17th century texts to create new interpretations and critical perspectives

LO1: Apply new critical perspectives that would contribute to the ongoing debates and discourses on 17th century literature.

LO2: Formulate innovative research questions that would push the boundaries of traditional literary analysis.

Cognitive Mapping of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual						
Conceptual		CO1, CO2, CO3, CO4		CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4	
Procedural		CO1, CO2, CO3, CO4		CO1, CO2, CO3, CO4		
Metacognitive						

Modes of In-Semester Assessment: 40 Marks

01. Two Sessional tests: 10x2=20 Marks
02. Any two of the following activities listed below: 10x2=20 Marks
- o Seminar/ Group discussion/ Assignment related to the Course content.
 - o Presentation of seminar papers.
 - o Assignments.
 - o Quiz.

Final Examination: 60 Marks

Unit 1: 1 LAQ=10 marks

Unit 2: 1 LAQ+2 SA= (10+5+5) =20 marks

Unit 3: 1 LAQ+1 SA= (10+5) =15 marks

Unit 4: 1 LAQ+1 SA= (10+5) =15 marks

*LAQ= Long Answer Question; SA= Short Answer

Suggested Readings:

The Holy Bible, Genesis, chaps. 1 – 4, The Gospel according to St. Luke, chaps. 1 – 7 and 22 – 4.

Niccolo Machiavelli, *The Prince*, ed. and tr. Robert M. Adams (New York: Norton, 1992) chaps. 15, 16, 18, and 25.

Thomas Hobbes, selections from *The Leviathan*, pt. I (New York: Norton, 2006) chaps. 8, 11, and 13.

4. John Dryden, “A Discourse Concerning the Origin and Progress of Satire”, in *The Norton Anthology of English Literature*, vol. 1, 9th edn, ed. Stephen Greenblatt (New York: Norton 2012) pp. 1767 – 8.

5. Andrew Sanders. *A Short Oxford History of English Literature*, OUP, 2004.

**SECOND SEMESTER
ENGLISH MINOR**

Title of the Course: British Poetry and Drama: 17th to 18th Century

Course Code: ENG2MN02

Nature of the Course: Minor

Total Credits: 04

Distribution of Marks: 60 (End Sem) + 40 (In-Sem)

Course Objectives:

- To acquaint learners with British poetry, with particular emphasis on the epic and the mock-epic traditions.
- To study the characteristics and themes of Jacobean drama.
- To familiarize learners with the historical context of the period, spanning from the Puritan Interregnum to the Restoration of Charles II.

UNITS	CONTENT	L	T	P	TOTAL HOURS
I (10 Marks)	Literary Background of the Period • Puritan period • Restoration • Religious and Secular Thought in the 17th Century • The Stage, the State and the Market • The Mock Epic and Satire • The Comedy of Manners	12	02	-	14
II (20 Marks)	Puritan Epic • John Milton, <i>Paradise Lost</i> Book I	14	02	-	16
III (15 Marks)	Jacobean Drama • John Webster, <i>The Duchess of Malfi</i>	14	02	-	16
IV (20 Marks)	Neoclassical/Augustan Mock Epic • John Dryden, <i>Mac Flecknoe</i>	12	02	-	14
	Total	52	08	-	60

Where: L: Lectures T: Tutorials P: Practical

Course Outcomes (Cos) and the corresponding Learning Outcomes

Students will be able to

CO1: Evaluate the socio-political and cultural contexts of the 17th century and their impact on different literary works

LO1: Outline an understanding of the Puritan period, the Interregnum, and the Restoration period via the reading of different works produced during the time period.

LO2: Analyse the interplay between religious and secular dimensions, and how it shaped different literary expressions.

LO3: Critically assess the influence of socio-political upheavals, including the English Civil war and the Glorious Revolution, on the narratives of 17th century.

CO2: Develop an understanding of the diverse literary movements, forms and genres of the 17th century

LO1: Analyse the characteristics of mock-epic and satire along with examples.

LO2: Critique the role and representation of women in the 17th century.

LO3: Discuss the development of Comedy of manners and its key characteristics.

CO3: Prepare in-depth analyses of the major 17th century texts

LO1: Assess the themes, epic structure, and theological implications of Milton's *Paradise Lost Book I*.

LO2: Analyse the playful dynamics of power and corruption, the representation of women in Webster's *The Duchess of Malfi*.

LO3: Interpret John Dryden's *Mac Flecknoe* with respect to its characteristics of neoclassical mock epic and satire.

CO4: Synthesise ideas from the prescribed 17th century texts to create new interpretations and critical perspectives

LO1: Apply new critical perspectives that would contribute to the ongoing debates and discourses on 17th century literature.

LO2: Formulate innovative research questions that would push the boundaries of traditional literary analysis.

Cognitive Mapping of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual						
Conceptual		CO1, CO2, CO3, CO4		CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4	
Procedural		CO1, CO2, CO3, CO4		CO1, CO2, CO3, CO4		
Metacognitive						

Modes of In-Semester Assessment: 40 Marks

01. Two Sessional tests: 10x2=20 Marks
02. Any two of the following activities listed below: 10x2=20 Marks
 - o Seminar/ Group discussion/ Assignment related to the Course content.
 - o Presentation of seminar papers.
 - o Assignments.
 - o Quiz.

Final Examination: 60 Marks

Unit 1: 1 LAQ=10 marks

Unit 2: 1 LAQ+2 SA= (10+5+5) =20 marks

Unit 3: 1 LAQ+1 SA= (10+5) =15 marks

Unit 4: 1 LAQ+1 SA= (10+5) =15 marks

*LAQ= Long Answer Question; SA= Short Answer

Suggested Readings:

The Holy Bible, Genesis, chaps. 1 – 4, The Gospel according to St. Luke, chaps. 1 – 7 and 22 – 4.

Niccolo Machiavelli, The Prince, ed. and tr. Robert M. Adams (New York: Norton, 1992) chaps. 15, 16, 18, and 25.

Thomas Hobbes, selections from The Leviathan, pt. I (New York: Norton, 2006) chaps. 8, 11, and 13.

4. John Dryden, 'A Discourse Concerning the Origin and Progress of Satire', in The Norton Anthology of English Literature, vol. 1, 9th edn, ed. Stephen Greenblatt (New York: Norton 2012) pp. 1767 – 8.

5. Andrew Sanders. A Short Oxford History of English Literature, OUP, 2004.

**Second Semester
English GEC**

Title of the Course: Introducing English Drama

Course Code: GEC2ENG02

Nature of the Course: Generic Elective Course (GEC)

Total Credits: 03

Distribution of Marks: 60 (End Semester) 40 (In Sem)

Course Objectives:

- To equip learners with a basic understanding of drama as an art form.
- To acquaint learners with the history of English drama from the beginning to the 20th century.
- To introduce learners to different elements and types of drama, so as to enable them with a comprehensive overview of the tools, techniques and movements of English drama from its origin to the present.

Units	Contents	L	T	P	Total Hours
I (15 Marks)	HISTORY OF DRAMA Origin and growth of drama in England, miracle plays, morality plays, interlude. The Elizabethan playhouse (public and private theatre), Types of theatre spaces: proscenium theatre, arena theatre, thrust stage.	08	02	-	10
II (15 marks)	ELEMENTS OF DRAMA Elements of Drama- plot, character, setting, dialogue, costume, prologue, epilogue, soliloquy, asides.	10	02	-	12
III (15 marks)	THEORIES OF DRAMA Aristotle: <i>Poetics</i> (Mimesis, Definition of Tragedy, elements of tragedy, Importance of tragedy).	09	02	-	11
IV (15 marks)	TYPES OF DRAMA Tragedy: Classical Greek Tragedy, Senecan or Revenge Tragedy. Comedy: romantic comedy, tragicomedy, comedy of manners. Problem play, epic theatre, absurd drama.	10	02	-	12
	Total	37	08		45

Where, L: Lecture T: Tutorials P: Practical

Course Outcomes (COs) and the corresponding Learning Outcomes (LOs)

Students will be able to:

CO1: Trace the origin and growth of drama in England and its various forms

LO1: Analyse the key characteristics of miracle plays, morality plays, and interludes In medieval England.

LO2: Examine the role of the church in shaping the narratives of early English drama

LO3: Distinguish the contribution of key playwrights in the transformation of English drama.

LO4: Demonstrate the social and political context of medieval and Elizabethan England to the content and themes of dramatic works.

CO2: Evaluate the different types of theatre spaces

LO1: Describe and distinguish different types of theatre spaces such as proscenium theatre, arena theatre or island stage, and thrust stage.

LO2: Outline the historical development and significance of various theatre space designs.

LO3: Analyse key characteristics of Elizabethan playhouse, including public and private theatres.

LO4: Analyse the role of public and private playhouses, such as the Globe and the Blackfriars respectively.

CO3: Explain the elements of drama and their significance in theatrical productions

LO1: Analyse the importance of plot and setting in drama.

LO2: Identify the purpose and function of prologues, epilogues, soliloquies, and asides in drama.

LO3: Describe the role of the character and dialogue in a dramatic work.

CO4: Evaluate Aristotle's Poetics and its significance in the context of theories on drama

LO1: Understand the key concepts such as Mimesis, Catharsis, Hamartia, Anagnorisis, Peripeteia as outlined by Aristotle in Poetics.

LO2: Analyse Aristotle's views on Tragedy and Tragic Hero.

LO3: Discuss plot (mythos), character (ethos), thought (dianoia), diction (lexis), melody(melos), and spectacle (opsis) as proposed by Aristotle.

CO5: Develop a comprehensive understanding of the various types of drama

LO1: Analyse the key characteristics of classical Greek tragedies and Senecan or Revenge tragedies.

LO2: Discuss the key characteristics of Romantic comedies, Tragicomedies and Comedy of Manners.

LO3: Outline the key characteristics of Problem play, Epic theatre, Absurd drama, Kitchen sink drama with examples.

Modes Of In-Semester Assessment: (40 Marks)

1. Two Sessional test: 10x2=20 Marks

2. Any two of the following activities listed below: 10x2=20 Marks

- Seminar/ Group discussion/ Assignment related to the Course content.
- Presentation of seminar papers.

- Assignments.
- Quiz.

Final Examination: 60 Marks

Unit 1: 1 LAQ+1 SA= (10+5) =15 marks

Unit 2: 1 LAQ+1 SA = (10+5) =15 marks

Unit 3: 1 LAQ+1 SA= (10+5) =15 marks

Unit 4: 3SA= (5+5+5) =15 marks

*LAQ= Long Answer Question; SA= Short Answer

Suggested Readings:

Abrams, M. H. The Glossary of Literary Terms, Eleventh Edition, Wadsworth Cengage, 2015.

Birch, Dinah (ed.), The Concise Oxford Companion to English Literature. Oxford University Press, 2012

Chikera, Ernest, DJ Enright. English Critical Texts. OUP, 1997.

Childs, Peter et al. The Routledge Dictionary of Literary Terms. Routledge, 2006.

Cuddon, J A. A Dictionary of Literary Terms and Literary Theory, Fifth Edition. Wiley-Blackwell, 2013.

Murfin, Ross C., Supriya M. Ray. The Bedford Glossary of Critical and Literary Terms. Fourth Edition, Bedford/St. Martins, 2019.

Nicoll, Allardyce. British Drama. Barnes and Noble Books ,1978.

Peck, John, Martin Coyle. Literary Terms and Criticism. Third Edition. Palgrave, 2002.

Prince, Gerald. A Dictionary of Narratology. University of Nebraska Press, 1987.

Sanders, Andrew. The Short Oxford History of English Literature. OUP, 2004.

**Second Semester
English AEC 2**

Title of the Course: English Language and Communication Skills

Course Code: AEC-2

Nature of the Course: Ability Enhancement Course (AEC)

Total Credits: 04

Distribution of Marks: 60 (End Sem) + 40 (In-Sem)

Course Objectives:

- to introduce students to the theory, fundamentals and tools of communication
- to develop in them vital communication skills integral to personal, social and professional interactions
- to develop the ability to share thoughts, emotions and ideas through various means of communication: both verbal and non-verbal
- to focus on developing an interactive mode of teaching-learning process
- to focus on various dimensions of communication skills, for instance, speaking skills, social interactions in professional situations such as interviews, group discussions, reading skills, writing skills etc.

UNITS	CONTENTS	L	T	P	Total Hours
I (15 Marks)	COMMUNICATION: THEORY AND TYPES Theory of Communication Types and modes of Communication Verbal and Non-verbal (Listening, Speaking and Writing,) Barriers and Strategies Interpersonal and Group Communication	08	02	-	10

II (15 Marks)	SPEAKING SKILLS Conversation Skills Group Discussion Effective Communication Public Speaking Interview	16	02	-	18
III (15 Marks)	READING AND UNDERSTANDING Reading Comprehension Summary Paraphrasing Analysis and Interpretation	14	02	-	16
IV (15 Marks)	WRITING SKILLS Report Writing Making Notes Letter Writing Email writing	14	02	-	16
	Total	52	08	-	60

Where,

L: Lectures

T: Tutorials

P: Practical

Course Outcomes (COs) and the corresponding Learning Outcomes (LOs)

Students will be able to

CO1: Discuss Communication Theory, Types and Modes

LO1: Analyse and distinguish between Verbal and Non-Verbal communication

LO2: Recognise the barriers to effective communication and develop strategic approaches to overcome those barriers.

LO3: Enhance interpersonal and group communication skills

CO2: Engage in advanced speaking skills

LO1: Demonstrate the ability to engage in meaningful dialogues, via employing techniques that enhance clarity and prevent miscommunication.

LO2: Evaluate the dynamics of group discussions by identifying the roles of the participants and the required strategies to maintain productive communication. LO3: Demonstrate effective performance in interviews.

CO3: Develop the ability to read and understand texts by demonstrating skills in comprehension, summarisation, paraphrasing, analysis and interpretation

LO1: Identify and interpret key themes, symbols and motifs in a given text.

LO2: Exhibit comprehension of texts by accurately answering content related questions.

LO3: Paraphrase complex passages from a text and express the ideas in one's own words LO4: Analyse and interpret the symbolic meanings of text/s.

CO4: Develop proficiency in diverse writing skills

LO1: Analyse and structure information to produce clear, concise and well-organised reports.

LO2: Develop effective note-taking strategies and synthesise notes to create comprehensive summaries of lectures, readings, and discussions

LO3: Compose clear and effective letters/ applications

Cognitive Mapping of Course Outcomes with Bloom's Taxonomy

Knowledge dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual						
Conceptual		CO1, CO2, CO3, CO4	CO2	CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4	CO4
Procedural		CO2, CO3, CO4	CO2	CO2, CO3, CO4	CO2, CO3, CO4	CO4
Metacognitive						

Modes of In-Semester Assessment:

40 Marks

01. Two Sessional tests:

10x2=20

Marks

02. Any two of the following activities listed below:

10x2=20

Marks

- Seminar/ Group discussion/ Assignment related to the Course content.
- Presentation of seminar papers.
- Assignments.
- Quiz.

Final Examination:

60 Marks

Unit 1: 3 short answer questions(5x3) =15 marks

Unit 2: 3 short answer questions (5x3) =15 marks

Unit 3: 3 short answer questions (5x3) =15 marks

Unit 4: 3 short answer questions (5x3) =15 marks

Suggested Readings:

Business English, Pearson, 2008.

Fluency in English - Part II, Oxford University Press, 2006.

Language, Literature and Creativity, Orient Black Swan, 2013.

Enrich Your English, OUP, SR Inthira and V. Saraswathi, CIEFL, 1997. *Oxford A-Z of English Usage*, ed. Jeremy Butterfield, OUP, 2007.

Longman Dictionary of Common Errors, N.D. Turton and J.B. Heaton, Longman, 1998.

**SECOND SEMESTER
ENGLISH SEC**

Title of the Course: Creative Writing

Code: SEC2ENG02

Nature of the Course: Skill Enhancement Course (SEC)

Total Credits: 03

Distribution of Marks: 60 (End Sem) + 40 (In-Sem)

Course Objectives:

- To acquaint the learners with ideas related to creative writing including the art, the craft and the basic skills required for a creative writer
- To help learners to understand the principles of creative writing and the distinction between the literary genres
- To explain the differences in writing for various literary and social media
- To hone the creative and critical faculties of learners
- To conduct writing sessions on the various forms of creative writing among students for enhancement of their creative skill.
- To encourage the imaginative and critical faculties of the learner so through application based teaching
- To enable the learner to articulate their thought processes in a spontaneous and creative manner.

Units	Contents	L	T	P	Total Hours
I (15 Marks)	Fundamentals of Creative Writing: • Meaning and Significance of Creative Writing • Genres of Creative Writing: poetry, fiction, non-fiction, drama and other forms	08	02	-	10
II (15 Marks)	Elements of Creative Writing: • Literary Devices and Figurative Language • Elements of Style • Grammar and the Structure of Language	10	2	-	12
III (15 Marks)	Forms and Practices I: • Fiction: short story and novel • Poetry • Drama • Essay	10	2	-	12
IV (15 Marks)	Forms and Practices II: • Biography, Memoir and Autobiography • Travelogues, Diaries • Web Content Writing • Blog Writing • Film reviews	09	02	-	11
	Total	37	08		45

Course Outcomes (COs) and the corresponding Learning Outcomes (LOs)
Students will be able to

CO1: Explain the meaning and significance of Creative writing

LO1: Integrate effectively the English language in the process of creative writing.

LO2: Analyse different genres of creative writing to understand their unique features and stylistic elements.

LO3: Create original works in different genres of creative writing, such as poetry, fiction, essays and reviews.

CO2: Develop a detailed understanding of the elements of creative writing

LO1: Identify and analyse the elements of plot, setting, character, dialogue, Point of view in various texts.

LO2: Apply literary and figurative devices such as symbols, imagery, metaphors, simile in the process of creative writing

LO3: Develop distinctive styles of writing with different narrative techniques, sentence structures and word choices

LO4: Demonstrate proficiency in grammar, punctuation and sentence structure to effectively convey ideas in writing.

CO3: Exhibit a comprehensive understanding of various forms and genres of creative writing

LO1: Create original short stories and novel excerpts that would demonstrate a mastery of narrative technique

LO2: Produce original poems that would exhibit a command of poetic devices

LO3: Develop a personal voice and style in composing essays, reflecting unique perspective and creativity.

LO4: Construct unique narrative voices and style in biographical, autobiographical forms of writing as well as in the forms of travelogues and diaries

LO5: Engage in crafting thought-provoking Web Content writing, Blog Writing, Film and Book reviews.

Cognitive Mapping of Course Outcomes with Bloom's Taxonomy

Knowledge dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual						
Conceptual		CO1, CO2, CO3, CO4	CO3	CO3	CO3	CO3
Procedural		CO2, CO3	CO3	CO2, CO3, CO	CO2, CO3	CO3
Metacognitive						

Modes of In-Semester Assessment:**40 Marks**

- | | |
|---|---------------|
| 01. Two In-semester Examinations | 10x2=20 Marks |
| 02. Project/ Hands-on practice on genres of Creative Writing. | 20 Marks |

Final Examination:**60 Marks**

Unit 1: 1 LAQ+1 SA= (10+5) =15 marks

Unit 2: 1 LAQ+1 SA= (10+5) =15 marks

Unit 3: 1 LAQ+1 SA= (10+5) =15 marks

Unit 4: 1 LAQ+1 SA= (10+5) =15 marks

*LAQ= Long Answer Question; SA= Short Answer

Prescribed Reading:

Anjana Neira Dev et al. Creative Writing: A Beginner's Manual. Pearson, Delhi, 2009.

Suggested Readings:

Bell, Julia et al. The Creative Writing Course-Book. London: Macmillan, 2001.

Blackstone, Bernard. Practical English Prosody. Mumbai: Orient Longman, 1984.

Earnshaw, Steven (Ed). The Handbook of Creative Writing. Edinburgh: EUP, 2007.

Gardner, John. The Art of Fiction. New York: Vintage, 1991.

Hamer, Enid. The Metres of English Poetry. Booksway, 2014.

King, Stephen. On Writing: A Memoir of the Craft. London: Hodder and Stoughton, 2000.

Sartre, Jean-Paul. What Is Literature? And Other Essays. Harvard: Harvard Univ. Press, 1988.

Show, Mark. Successful Writing for Design, Advertising and Marketing. New York: Laurence King, 2012.

Strunk, William and White, E. B. The Elements of Style. London: Longman, 1999.