

DIGBOI COLLEGE (AUTONOMOUS)

Curriculum and Credit Framework for FYUGP

(DCA-CCFF Regulations 2025)

FRAMED ACCORDING TO THE

NATIONAL EDUCATIONAL POLICY (NEP) 2020

(Effective from Academic Year 2025-26)

DEPARTMENT OF ENGLISH



Preamble:

The global significance of English is undeniable, requiring no further validation. In India, alongside Hindi, English has established itself as a vital link language, connecting individuals across diverse regions and bridging communication with the rest of the world. In an increasingly digital and technologically advanced era, English continues to play a pivotal role in facilitating seamless interaction, knowledge generation, and dissemination among people from all walks of life. Consequently, the relevance of English Studies is on a rapid rise. In the context of evolving educational paradigms, where knowledge acquisition must be complemented by both technical and interpersonal skills, and where education serves both practical and ethical objectives, it is imperative to adapt strategies for teaching English Studies to address the challenges of 21st-century pedagogy. With these considerations in mind, the 2023 FYUP syllabus in English has been thoughtfully designed to approach English Studies from various perspectives. Literary studies remain a central focus of the curriculum. However, aligning with the National Education Policy 2020's emphasis on enhancing vocational aspects of education, several skill-oriented courses have been introduced to empower students with a competitive edge in crucial scenarios, such as interviews, group discussions, and formal presentations. Moreover, an array of generic elective courses has been crafted to cater to learners from diverse disciplines. The syllabus aims to equip students with comprehensive domain knowledge, essential workplace skills, critical thinking, problem-solving abilities, leadership qualities, creative acumen, and advanced research competencies. These capabilities are integral to fostering holistic development and preparing learners to excel in the highly competitive knowledge-driven economy of the 21st century.

Introduction:

The FYUGP English syllabus offers a wide range of courses across Major, Minor, Generic Elective, Skill Enhancement, and Research components. With the National Education Policy 2020 emphasizing inter disciplinarily and breaking down rigid divides between sciences and liberal arts, the syllabus incorporates courses designed to enable learners from diverse disciplines to engage with English Studies in dynamic and enriching ways. Additionally, the FYUP programme offers multiple entry and exit options, providing learners with the flexibility to progress at their own pace, whether by resuming their studies in stages or by exiting with a diploma, certificate, or degree. At its core, English Literary Studies remains a prominent feature of the curriculum, spanning six semesters. This equips learners with extensive knowledge on the historical, political, social, and literary aspects of British Literature, Indian Writing in English, American Literature, European Literature, and New Literatures across genres. In addition to literary studies, several courses focus on practical skills to prepare students for real-world challenges. The pedagogy of the 21st century prioritizes education that fosters employability, self-reliance, and entrepreneurial spirit. Accordingly, the FYUP English syllabus is meticulously structured to nurture critical thinking and skill development. The final year

centres on research, enabling high-achieving students to pursue doctoral studies upon completion of their undergraduate programme in English.

Objectives of the Four-Year Undergraduate Program (FYUGP) in English:

1. To provide students with a comprehensive understanding of the historical, political, social, and cultural contexts of different periods in British literature.
2. To introduce students to a wide range of English literatures and translated works from diverse cultural backgrounds.
3. To foster students' ability to analyse and interpret literary texts from multiple perspectives.
4. To cultivate critical thinking skills, enabling students to assess issues by applying various discursive frameworks.
5. To enhance students' soft skills, empowering them to effectively address challenges, take on leadership roles, and more.

Graduate Attributes:

Graduate attributes encompass both specialized knowledge in a particular discipline and the general competencies that graduates across all fields of study are expected to acquire. The FYUP English program ensures graduates develop the following attributes:

Disciplinary Knowledge:

Graduates will demonstrate a profound understanding of English Studies, emphasizing the historical evolution of English literature worldwide. By studying representative works across various genres, they will gain insights into the socio-political contexts influencing the creation of literary texts and develop the ability to interpret these works as reflections of interconnected societal and literary dynamics.

Critical Thinking:

English graduates will enhance their ability to critically analyse texts through philosophical approaches and apply this analytical skill to real-world scenarios.

Research Skills:

Graduates will acquire fundamental research competencies, including identifying research problems, addressing knowledge gaps, and applying theoretical frameworks to interdisciplinary studies.

Reflective Thinking and Problem Solving:

The program's focus on skill-based learning will equip graduates with the ability to apply their acquired knowledge and skills to navigate everyday challenges effectively.

Communication Skills:

Graduates will master effective communication within and beyond the classroom environment, clearly expressing their thoughts and ideas.

Digital Literacy and Competence:

Graduates will develop proficiency in digital learning, including utilizing ICT tools and integrating digital literacy into skill-based coursework. These competencies will prepare them for practical challenges in real-life situations.

Teaching-Learning Process:

The program employs diverse teaching methods, both in-class and beyond, including:

- ❖ Lectures and tutorials
- ❖ Power Point presentations
- ❖ Screening of documentary films and literary adaptations
- ❖ Project work or dissertations
- ❖ Internship opportunities
- ❖ Group discussions and debates
- ❖ Seminars, workshops, and conferences
- ❖ Mentor-mentee sessions

Assessment Methods:

Graduates' progress will be evaluated using multiple formats, such as:

- ❖ Home assignments
- ❖ Seminar presentations (oral, poster, or PowerPoint-based)
- ❖ Group discussions
- ❖ In-semester exams
- ❖ End-semester exams

1. Assessment Methods for Undergraduate Programmes

Category	Assessment Methods	Purpose
Formative Assessment	<ul style="list-style-type: none">✓ Class tests✓ Mid-semester exams✓ Homework assignments✓ Practical assignments and reports✓ Observation of practical skills	Continuous evaluation and improvement
Summative Assessment	<ul style="list-style-type: none">✓ End-of-semester exams (open-book & closed-book)✓ Problem-solving assignments✓ Individual and team project reports (case studies)✓ Oral presentations & seminar presentations	Final evaluation of knowledge and skills

	✓ Viva voce (oral examination)	
Modern & Flexible Assessments	✓ Computerized adaptive assessments ✓ On-demand examinations ✓ Modular certifications	Innovative approaches to assess learning outcomes

Programme Educational Objectives (PEOs):

PEO 1: Graduates will acquire professional ethics and integrity and build the capacity to apply the knowledge and skills acquired.

PEO 2: Graduates will demonstrate critical thinking ability and interpret ideas.

PEO 3: Graduates will acquire the spirit of lifelong learning.

PEO 4: Graduates will demonstrate effective communication skills.

PEO 5: Graduates will acquire the skills and training to pursue higher studies both within and outside the disciplinary boundaries.

PEO 6: Graduates will acquire the knowledge of English studies in the global as well their local contexts.

Programme Specific Outcomes (PSOs):

After completion of the programme, the following outcomes are expected:

PSO1: Graduates will develop an understanding of the different ages of the history of English literature from the medieval to the present age.

PSO2: Graduates will be engaged in learning beyond the textbooks and pursue a critical scrutiny of the socio-cultural milieu.

PSO3: Graduates will exhibit interpersonal communication skills within and outside the classroom.

PSO4: Graduates will apply the skills of translation, creative writing and soft skills.

PSO5 : Demonstrate competencies required for preparing one for the prospects of diverse professions.

Programme Outcomes (POs): An undergraduate student of English should be able to:

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

PO 2. Use critical thinking ability in both understanding a text and in analysing real life situations.

PO 3. Develop a critical approach towards the socio-political and cultural milieu of a society through the study of literary texts.

PO 4. Apply effective communicative skills in and outside the classroom.

PO 5. Apply the professional competencies such as digital learning, creative writing, translation.

PO 6. Demonstrate the abilities to pursue higher studies in English and cultural studies.

PO 7. Demonstrate competencies in learning to update knowledge and practice targeted to improve professional knowledge and practice.

Course Structure: (Single Major)

Year	Semester	Course	Title of the Course	Total Credit
1	1st Semester	C-ENG-101	British Poetry and Drama: Anglo-Saxon Period to 17 th Century	4
		MIN-ENG-101	British Poetry and Drama 14 th and 17 th century	4
		MDC-ENG-101	Introducing English Poetry	3
		AEC-MIL-101	Modern Indian Language	4
		VAC- 101	Understanding India/ Health and Wellness	2
		SEC-ENG-101	Oral Communication in English	3
		B.Voc	Communicative Competence in English	4
				20
	2nd Semester	C-ENG-202	British Poetry and Drama: 17 th and 18 th Century	4
		MIN-ENG-202	British Poetry and Drama: 17 th and 18 th Century	4
		MDC-ENG-202	Introducing English Drama	3
		AEC-ENG-202	English Language and Communication Skills	4
		VAC- 202	Environmental Science/ Yoga Education	2
		SEC-ENG-202	English Communication and Soft Skills	3
				20
The students on exit shall be awarded Undergraduate Certificate (in the Field of Study/Discipline) after securing the requisite 40 Credits in Semester 1 and 2 provided they secure 4 credits in work based vocational courses offered during summer term or internship / Apprenticeship in addition to 6 credits from skill-based courses earned during 1st and 2nd Semester				
Year	Semester	Course	Title of the Course	Total Credit
2	3rd Semester	C-ENG-303	British Literature – 17 th & 18 th Century	4
		C-ENG-304	Indian Classical Literature	4

		MIN-ENG-303	British Literature – 17th & 18th Century	4
		MDC-ENG-303	Introducing English Fiction	3
		VAC 303	Digital Fluency/Digital and Technological Solutions	2
		SEC-ENG – 303	Translation Studies and its Practices	3
				20
	4th Semester	C-ENG-405	British Literature- Romantic Period	4
		C-ENG-406	British Literature- 19th Century	4
		C-ENG-407	Indian Writing in English	4
		C-ENG-408	Literary Criticism	4
		MIN-ENG-404	British Literature – Romantic Period	4
				20
Grand Total (Semester I, II, III and IV) The students on exit shall be awarded “Undergraduate Diploma in English” after securing the requisite 80 Credits on completion of Semester IV, provided they secure additional 4 credit in skill-based vocational courses offered during First Year or Second Year summer term				
Year	Semester	Course	Title of the Course	Total Credit
3	5th Semester	C-ENG-509	British Literature- Early 20th Century to Modern Period	4
		C-ENG-510	European Classical Literature	4
		C-ENG-511	Introduction to Literary Theory	4
		MIN-ENG-505	British Literature- 19th Century	4
		IAPC-500	Internship/Community Engagement	4
				20
	6th Semester	C-ENG-612	Postcolonial Literature	4
		C-ENG-613	Popular Literature	4
		C-ENG-614	Women’s writings	4
		C-ENG-615	Introduction to Language and Linguistics	4
		MIN-ENG-606	British Literature- Early 20th Century	4
				20
Grand Total (Semester I, II, III and IV, V, VI). The students on exit shall be awarded “Bachelor of Arts in English after securing the requisite 120 Credits on completion of Semester 6				
Year	Semester	Course	Title of the Course	Total Credit

4	7th Semester	C-ENG-716	World Literature	4
		C-ENG-717	English Short Fiction	4
		C-ENG-718	Literature of the Indian Diaspora	4
		MIN-ENG-707	Indian Classical Literature	4
		RM- 700	Research Methodology	4
				20
	8th Semester	C-ENG-819	American Literature	4
		C-ENG-820	Modern European Drama	4
		MIN-ENG-808	European Classical Literature	4
		Dissertation / DSE	Dissertation	8
			DSE 1: Approaches to Gender Studies	4
			DSE 2: Travel Writing	4
				20
Grand Total (Semester I, II, III, IV, V, VI, VII and VIII). (a). The students on exit shall be awarded “Bachelor of Arts in English (Honours)” after securing the requisite 160 Credits on completion of Semester 8. (b) The students on exit shall be awarded “Bachelor of Arts in English (Honours with Research)” after securing the requisite 160 Credits (including 12 research credits) on completion of Semester 8				

BA in ENGLISH (FYUGP) Detailed Syllabi

FIRST SEMESTER

Title of the Course	:	British Poetry and Drama: Anglo-Saxon Period to 17th Century
Course Code	:	C-ENG-101
Nature of the Course	:	Major
Total Credits	:	04
Distribution of Marks	:	60 (End Sem.) + 40 (In-Sem.)

Course Objectives:

- to acquaint learners with the evolution of British poetry and drama from the Anglo-Saxon period to the 17th century.
- to familiarize learners with the historical context of the period: Old English, Medieval England, Chaucer, Pre- Elizabethan, and Elizabethan.
- to discuss William Shakespeare’s prescribed plays and sonnets in a detailed manner.
- understand the spirit of the Renaissance era encapsulated through Christopher Marlowe’s

play.

- to develop an understanding of Donne's innovative use of metaphysical conceits, themes of love, mortality, and spirituality, as well as his distinctive style, structure, and argumentative strategies within the historical and literary context of 17th-century British poetry.

UNITS	CONTENTS	L	T	P	Total Hours
I (10 Marks)	LITERARY AND SOCIAL HISTORY (Anglo-Saxon to 17 CENTURY) <ul style="list-style-type: none"> • Old English Poetry and Prose • Old English Poetry: Beowulf, The Wanderer, Widsith, Deor's Lament etc. • The Authorized Version of the Bible (1611) • Feudalism • Age of Chaucer • Renaissance and Reformation, Puritanism • Elizabethan Period (Globe Theatre) • Metaphysical Poetry: wit, conceit, imagery, metaphor, simile, epigram, symbolism etc. 	10	02	-	12
II (15 Marks)	POETRY <ul style="list-style-type: none"> • Geoffrey Chaucer: <i>General Prologue</i> • William Shakespeare: <i>Sonnet 116 & 130</i> • John Donne: <i>The Sunne Rising, Death be Not Proud</i> 	12	02	-	14
III (15 Marks)	ELIZABETHAN/RENAISSANCE DRAMA <ul style="list-style-type: none"> • Christopher Marlowe: <i>Doctor Faustus</i> 	14	02	-	16
IV (20 Marks)	SHAKESPEAREAN DRAMA <p>William Shakespeare:</p> <ul style="list-style-type: none"> • <i>Macbeth</i> • <i>The Merchant of Venice</i> 	16	02	-	18
	Total	52	08	-	60

Where,

L: Lectures

T: Tutorials

P: Practical

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
 - (a) Group discussion/Group Activities
 - (b) Seminars/Assignments/Projects/Field Study
 - (c) Other Academic Activities, e.g., Quiz.

Final Examination:**60 marks**

VSQ = 10% of total marks (1 mark each)

SQ= 20% of total marks (2 marks each)

LAQ= 70% of total marks (5-12 marks each)

*VSQ= Very Short Question; SQ = Short Question; LAQ= Long Answer Question

Course Outcomes (COs) and the corresponding Learning Outcomes (LOs)**Students will be able to****CO1: Critically examine the literary, historical, and cultural aspects of Anglo-Saxon poetry and drama**

LO1: Identify key historical events that influenced Anglo-Saxon literature.

LO2: Evaluate the characteristics of Old English language and its development.

LO3: Compare thematic concerns in poems like *Beowulf*, *The Wanderer*, and *The Seafarer*.

LO4: Assess how Christian and pagan elements coexist in Anglo-Saxon texts.

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 *General Prologue*.**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 analyzing primary texts.

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

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

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

CO5: Describe Metaphysical Poetry and its thematic complexity

LO1: Analyze 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 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.

Cognitive Mapping of Course Outcomes with Bloom's Taxonomy

Knowledge dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual	CO1				CO3	
Conceptual		CO1, CO2, CO3, CO4		CO1, CO2, CO3, CO4	CO1, CO2, CO 3, CO4	
Procedural		CO1, CO2, CO3		CO2, CO4	CO2, CO4	
Metacognitive						

Mapping of Course Outcomes with Programme Outcomes

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	✓	✓	✓			✓	✓
CO2	✓	✓	✓			✓	✓
CO3	✓	✓	✓			✓	✓
CO4	✓	✓	✓			✓	✓

Suggested Readings:

1. Andrew, Sanders. A Short Oxford History of English Literature, OUP, 2004.
2. Carter, Ronald. The Routledge History of Literature in English
3. Daiches' David. A Cultural History of English Literature
4. 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.
5. 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.
6. 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.
7. Sidney, Philip, An Apology for Poetry, ed. Forrest G. Robinson (Indianapolis: Bobbs Merrill, 1970) pp. 13 – 18.

Title of the Course : **British Poetry and Drama: 14th to 17th Century**
Course Code : **MIN-ENG-101**
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 and drama from Chaucer to Shakespeare.
- to familiarize learners with the historical context of the period – Chaucer, Pre- Elizabethan, and Elizabethan.
- to discuss William Shakespeare's prescribed plays and sonnets in a detailed manner.
- understand the spirit of the Renaissance era encapsulated through Christopher Marlowe's play.

UNITS	CONTENTS	L	T	P	Total Hours
I (10 Marks)	LITERARY AND SOCIAL HISTORY :14th to 17th CENTURY <ul style="list-style-type: none"> • Age of Chaucer • Renaissance and the Pre-Elizabethan Period • Renaissance Humanism • The Stage, Court and City • Religious and Political Thought • Shakespeare and his contemporaries • Metaphysical poetry 	08	02	-	10
II (15 Marks)	POETRY <ul style="list-style-type: none"> • Geoffrey Chaucer, <i>General Prologue</i> • William Shakespeare, <i>Sonnet 116 & 130</i> • John Donne, <i>The Sunne Rising, Death be Not Proud</i> 	16	02	-	18
III (15 Marks)	ELIZABETHAN/RENAISSANCE DRAMA <ul style="list-style-type: none"> • Christopher Marlowe, <i>Doctor Faustus</i> 	12	02	-	14
IV (20 Marks)	SHAKESPEAREAN DRAMA William Shakespeare <ul style="list-style-type: none"> • <i>Macbeth</i> • <i>The Merchant of Venice</i> 	16	02	-	18
	Total	52	08	-	60

Where,

L: Lectures

T: Tutorials

P: Practical

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

1. Two Sessional tests: 10x2=20 Marks
2. Any **two** of the following activities listed below 10x2=20Marks
 - (a) Group discussion/Group Activities
 - (b) Seminars/Assignments/Projects/Field Study
 - (c) Other Academic Activities, e.g., Quiz.

Final Examination:**60 marks**

VSQ = 10% of total marks (1 mark each)

SQ= 20% of total marks (2 marks each)

LAQ= 70% of total marks (5-12 marks each)

*VSQ= Very Short Question; SQ = Short Question; LAQ= Long Answer Question

Course Outcomes (COs) and the corresponding Learning Outcomes (LOs)**Students will be able to****CO1: 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 *General Prologue*.**CO2: 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.

Cognitive Mapping of Course Outcomes with Bloom's Taxonomy

Knowledge dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual						

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

Mapping of Course Outcomes with Programme Outcomes

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	✓	✓	✓			✓	✓
CO2	✓	✓	✓			✓	✓
CO3	✓	✓	✓			✓	✓
CO4	✓	✓	✓			✓	✓

Suggested Readings:

1. Andrew Sanders. A Short Oxford History of English Literature, OUP, 2004.
2. Carter, Ronald. The Routledge History of Literature in English
3. Daiches' David. A Cultural History of English Literature,
4. 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.
5. 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.
6. 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.
7. Sidney, Philip, An Apology for Poetry, ed. Forrest G. Robinson (Indianapolis: Bobbs Merrill, 1970) pp. 13 – 18.

Title of the Course : **Introducing English Poetry**
Course Code : **MDC-ENG-101**
Nature of the Course : **Multi-Disciplinary**
Course 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 <ul style="list-style-type: none"> • Definition • Types: sonnet, lyric, ode, ballad, epic, elegy, concrete poetry, dramatic monologue, slam movement 	08	02	-	10
II (15 Marks)	MOVEMENTS <ul style="list-style-type: none"> • Metaphysical poetry, Romantic, Victorian, Modern, Postmodern 	08	02	-	10
III (15 Marks)	ELEMENTS OF POETRY <ul style="list-style-type: none"> • simile, metaphor, personification, symbol, allegory, imagery, conceit, hyperbole, transferred epithet, meter, rhyme, sprung rhythm, synecdoche, paradox, anti-climax, onomatopoeia, oxymoron, euphemism, chiasmus, anaphora, litotes, apostrophe, enjambment and end-stopped lines, zeugma 	12	02	-	14
IV (15 Marks)	THEORY OF POETRY <ul style="list-style-type: none"> • 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

Compulsory Readings:

Shakespeare: “Since Brass, Not Stone” (Sonnet 65) Donne: “Go and catch a falling star”

Burns: “O my love is like a red, red rose”

Wordsworth: “She dwelt among the untrodden ways,”

Keats: “Ode to Autumn”

W. B. Yeats: “The Second Coming”

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

3. Two Sessional tests: 10x2=20 Marks
4. Any **two** of the following activities listed below 10x2=20Marks
- (d) Group discussion/Group Activities
 - (e) Seminars/Assignments/Projects/Field Study
 - (f) Other Academic Activities, e.g., Quiz.

Final Examination:**60 marks**

VSQ = 10% of total marks (1 mark each)

SQ= 20% of total marks (2 marks each)

LAQ= 70% of total marks (5-12 marks each)

*VSQ= Very Short Question; SQ = Short Question; LAQ= Long Answer Question

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: Analyze 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 analyze their use in various poems

LO1: Identify the key elements of poetry such as allegory, paradox, zeugma etc.

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

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

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	Analyze	Evaluate	Create
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Factual						
Conceptual		CO1, CO2, CO3, CO4	CO2, CO3	CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4	
Procedural		CO2, CO3, CO4		CO2, CO3, CO4		
Metacognitive						

Mapping of Course Outcomes with Programme Outcomes

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	✓	✓	✓			✓	✓
CO2	✓	✓	✓	✓	✓	✓	✓
CO3	✓	✓	✓			✓	✓
CO4	✓	✓	✓			✓	✓

Suggested Readings:

1. Abrams, M. H. *The Glossary of Literary Terms*, Eleventh Edition, Wadsworth Cengage, 2015.
2. Chikera, Ernest, DJ Enright. *English Critical Texts*. OUP, 1997.
3. Murfin, Ross C., Supriya M. Ray. *The Bedford Glossary of Critical and Literary Terms*. Fourth Edition, Bedford/St. Martins, 2019.
4. Peck, John, Martin Coyle. *Literary Terms and Criticism*. Third Edition. Palgrave, 2002.
5. Sanders, Andrew. *The Short Oxford History of English Literature*. OUP, 2004.

Title of the Course : **Oral Communication in English**
Course Code : **SEC-ENG-101**
Nature of the Course : **Skill Enhancement Course (SEC)**
Total Credits : **03**
Distribution of Marks : **60 (End Sem) + 40 (In-Sem)**

Course Objectives:

- To develop clear and confident spoken English skills for day-to-day communication.
- To improve pronunciation and intonation for better intelligibility.
- To build a functional vocabulary and apply it accurately in context.
- To build confidence in oral communication by integrating grammar, vocabulary, and pronunciation skills in structured speaking activities such as dialogues, presentations, and discussion.

UNITS	CONTENTS	L	T	P	Total Hours
I (15 Marks)	Grammar and Usage: <ul style="list-style-type: none"> Parts of Speech: Nouns, Pronouns, Verbs, Adverbs, Adjectives, Conjunctions, Prepositions and Interjections, Articles, Punctuation, Degrees of comparison, Verb Forms, Tenses and Time, Active and Passive Voice, Subject Verb Agreement 	08	02	-	10
II (15 Marks)	Vocabulary: <ul style="list-style-type: none"> Basic Vocabulary: Synonyms, Antonyms, Homophones, Homonyms, One-word Substitution, Idioms and Phrases 	08	02	-	10
III (15 Marks)	Phonetics and Phonology: <ul style="list-style-type: none"> Basic Sounds of English, Stress and Rhythm, Modulation and Intonation, Pronunciation, Exercises. 	08	02	4	14
IV (15 Marks)	Public Speaking: <ul style="list-style-type: none"> Oration on different topics Recitation Elocution Conversation on current affairs 	-	03	8	11
	Total	24	09	12	45

Where,

L: Lectures

T: Tutorials

P: Practical

Modes of In-Semester Assessment:

40 Marks

- Two Sessional tests:
- Any **two** of the following activities listed below:
 - Group discussion/Group Activities
 - Seminars/Assignments/Projects/Field Study
 - Other Academic Activities, e.g., Quiz.

10x2=20 Marks

10x2=20 Marks

Final Examination:

60 marks

VSQ = 10% of total marks (1 mark each)

SQ= 20% of total marks (2 marks each)

LAQ= 70% of total marks (5-12 marks each)

*VSQ= Very Short Question; SQ = Short Question; LAQ= Long Answer Question

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

Students will be able to---

CO1: Use correct grammatical structures in spoken English.

LO1: Identify common grammatical errors in spoken communication.

LO2: Apply appropriate verb tenses, sentence structures, and question forms while speaking.

LO3: Demonstrate grammatical accuracy in everyday conversations and role-plays.

CO2: Employ a wide range of vocabulary appropriate to context and purpose.

LO1: Recognize and understand the meaning of frequently used English words and expressions.

LO2:

Use topic-specific and functional vocabulary in formal and informal speaking situations.

LO3: Select precise words to express ideas clearly in discussions and presentations.

CO3: Demonstrate correct pronunciation, stress, and intonation patterns.

LO1: Identify common pronunciation problems and areas for improvement.

LO2: Practice correct pronunciation of sounds, syllables, and word stress.

LO3: Use appropriate intonation and rhythm to convey meaning and emotion in speech.

CO4: Communicate fluently and confidently in a variety of real-life speaking situations.

LO1: Participate actively in role-plays, group discussions, and short speeches.

LO2: Express ideas clearly and confidently with minimal hesitation.

LO3: Adapt speech for different audiences and contexts (e.g., casual, academic, professional).

Cognitive Mapping of Course Outcomes with Bloom's Taxonomy

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

Mapping of Course Outcomes with Programme Outcomes

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1		✓		✓	✓	✓	✓
CO2		✓		✓	✓	✓	✓
CO3		✓		✓	✓	✓	✓

Suggested Readings:

1. R. K. Bansal. & J.B. Harrison, *Spoken English for India*, Orient Longman, Mumbai, 2000
2. Raymond Murphy *English Grammar in Use* (Intermediate and Elementary levels)
Cambridge University Press

3. Michael Swan *Practical English Usage* Oxford University Press
4. J. D. O'Connor *Better English Pronunciation* Cambridge University Press
5. Mark Hancock *English Pronunciation in Use* (Beginner to Advanced) Cambridge University Press
6. Norman Lewis *Word Power Made Easy* Goyal Publishers
7. Peter Watkins *Teaching and Learning Speaking* Cambridge University Press
8. Damodar Thakur *Linguistics Simplified* (Syntax, Morphology, Syntax) Bharati Bhawan, 2021

BVoC: Communicative Competence in English

Detailed Syllabi

FIRST SEMESTER

Title of the Course	:	Communicative Competence in English
Course Code	:	B. VoC-ENG-101
Nature of the Course	:	AEC-1
Total Credits	:	04
Distribution of Marks	:	60 (End Sem.) + 40 (In-Sem.)

Course Objectives:

- To develop the learners' command over English grammar for constructing grammatically accurate and meaningful sentences in oral and written communication.
- To enhance learners' vocabulary to improve expression, comprehension, and contextual usage in various communication scenarios.
- To improve active listening skills and develop spoken fluency through practice in various real-life and simulated contexts.
- To enable students to perform confidently in professional and academic settings by mastering the nuances of formal communication and presentation techniques.

UNITS	CONTENTS	L	T	P	Total Hours
I (10 Marks)	Grammar: Articles, Punctuation, Degrees of comparison, Verb Forms, Tenses and Time, Active and Passive Voice	10	02	-	12

II (15 Marks)	Basic Vocabulary: Synonyms, Antonyms, Homophones, Homonyms, One word substitution, Idioms and Phrases	12	02	-	14
III (15 Marks)	Listening and Speaking Competence: Listening for gist and specific information, varied accents and intonations, effective Note-taking techniques, asking and answering questions, expressing opinions, agreement, and disagreement, giving instructions and directions, describing people, places, objects, and events	14	02	-	16
IV (21 Marks)	Professional and Academic Interactions: Telephone Etiquette and Email Conversations, participating in Group Discussions and Meetings, giving and Receiving Feedback, making Presentations and Public Speaking, mock Interviews and Job-Related Communication	16	02	-	18
	Total	52	08	-	60

Where,

L: Lectures

T: Tutorials

P: Practical

Modes of In-Semester Assessment:

40 Marks

3. Two Sessional tests: 10x2=20 Marks
4. Any **two** of the following activities listed below: 10x2=20 Marks
 - (d) Group discussion/Group Activities
 - (e) Seminars/Assignments/Projects/Field Study
 - (f) Other Academic Activities, e.g., Quiz.

Final Examination:

60 marks

VSQ = 10% of total marks (1 mark each)

SQ= 20% of total marks (2 marks each)

LAQ= 70% of total marks (5-12 marks each)

*VSQ= Very Short Question; SQ = Short Question; LAQ= Long Answer Question

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

Students will be able to

CO1: Demonstrate control over basic grammar rules and structures to produce accurate and coherent sentences.

LO1: Identify and apply correct usage of articles and punctuation in writing and speech.

LO2: Compare and transform sentences using degrees of comparison effectively.

LO3: Use appropriate verb forms and tenses according to context.

LO4: Construct sentences in both active and passive voice correctly.

CO2: Employ an enriched vocabulary suitable for both every day and academic/professional communication.

LO1: Choose accurate synonyms and antonyms to enhance clarity and expression.

LO2: Distinguish between homophones and homonyms to avoid common errors.

LO3: Use one-word substitutions and idiomatic expressions appropriately in context.

CO3: Exhibit effective listening and speaking skills for day-to-day and academic communication.

LO1: Listen for gist and specific details in conversations, lectures, and media.

LO2: Recognize varied accents and intonations to interpret meaning accurately.

LO3: Use note-taking strategies to summarize spoken content effectively.

LO4: Participate actively in dialogues by asking and answering relevant questions.

LO5: Express opinions, agreement, and disagreement with clarity and politeness.

LO6: Give instructions and directions clearly and logically.

LO7: Describe people, places, objects, and events using appropriate vocabulary and structure.

CO4: Apply communicative competence in academic and professional contexts.

LO1: Practice formal etiquette in telephone and email communication.

LO2: Contribute meaningfully to group discussions and meetings.

LO3: Give and receive constructive feedback during interactions.

LO4: Prepare and deliver effective presentations and speeches.

LO5: Perform confidently in mock interviews and job-related communication tasks.

Cognitive Mapping of Course Outcomes with Bloom's Taxonomy

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

Mapping of Course Outcomes with Programme Outcomes

CO / PO	PO1	PO2	PO3	PO4	PO5 <	PO6	PO7
CO1	✓	✓				✓	
CO2	✓	✓	✓			✓	
CO3	✓	✓	✓	✓	✓	✓	
CO4	✓	✓	✓	✓	✓	✓	✓

Suggested Readings

1. **Raymond Murphy.**
English Grammar in Use. 5th ed., Cambridge University Press, 2019.
– A comprehensive resource for grammar practice with clear explanations and exercises.
 2. **Wren, P. C., and H. Martin.**
High School English Grammar and Composition. S. Chand Publishing, latest edition.
– Classic grammar reference and practice book useful for foundational grammar and sentence structure.
 3. **Michael Swan.**
Practical English Usage. 4th ed., Oxford University Press, 2016.
– A go-to guide for advanced grammar and usage queries with contextual examples.
 4. **Rosen, Leonard, and Laurence Behrens.**
The Allyn & Bacon Handbook. Pearson, latest edition.
– Covers grammar, punctuation, vocabulary, and composition with academic application.
 5. **Joanna Baker and Heather Westrup.**
Essential Speaking Skills: A Handbook for English Language Teachers. Continuum, 2003.
– Focuses on strategies to improve speaking fluency and clarity.
 6. **Krishna Mohan and Meera Banerji.**
Developing Communication Skills. Macmillan India, latest edition.
– Practical guide for communication in academic and professional settings.
 7. **Sasikumar, V., P. Kiranmai Dutt, and Geetha Rajeevan.**
A Course in Listening and Speaking I & II. Foundation Books/Cambridge University Press, 2005.
– Focused on listening and speaking skills, with audio support for varied accents.
 8. **Sethi, J., and D.V. Jindal.**
A Handbook of Pronunciation of English Words. Oxford University Press, latest edition.
– For mastering pronunciation and intonation with IPA references.
 9. **Kumar, Sanjay, and Pushp Lata.**
Communication Skills. Oxford University Press, latest edition.
– Especially useful for professional and academic interactions, group discussions, and interviews.
 10. **Thorpe, Edgar, and Showick Thorpe.**
Objective English. Pearson, latest edition.
– Rich collection of exercises on vocabulary, synonyms, antonyms, idioms, and one-word substitutions.
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