



**Department of English and Foreign Languages  
Scheme of Examination and Syllabus for  
PG Programme of UTD & Affiliated Colleges**

**Under Learning Outcome Based Curriculum Framework-  
Choice Based Credit System (LOCF-CBCS)**

**As per NEP-2020 w.e.f. session 2025-26**

**Subject: English**



**Guru Jambheshwar University of Science & Technology  
Hisar-125001, Haryana**

**(A+ NAAC Accredited State Govt. University)**



Guru Jambheshwar University of Science and Technology  
Hisar-125001, Haryana  
(A+ NAAC Accredited State Govt. University)



**Scheme of Examination and syllabus of M.A. English for  
UTD and Affiliated Co  
Duration of the Programme : Two Years**

**CURRICULUM AND CREDIT FRAMEWORK FOR PG PROGRAMMES**  
Based on National Education Policy-2020  
w.e.f. 2025-26 (Batch 2025 onwards)

**FIRST YEAR**

SEMESTER-I								
Type of Course	Course Code	Nomenclature of Paper/Course	Credits	Contact Hours	Internal Marks	External Marks	Total Marks	Duration of Exam (Hrs.)
Discipline Specific Course	U25ENG101T	British Literature 1550-1660	4	4	30	70	100	3
	U25ENG102T	British Literature 1660-1798	4	4	30	70	100	3
	U25ENG103T	British Literature 1798-1914	4	4	30	70	100	3
	U25ENG104T	British Literature 1914-2000	4	4	30	70	100	3
	U25ENG105T	Literary Criticism-I	4	4	30	70	100	3
Discipline Elective Course	U25ENG111T	Indian Feminist Thought	2	2	15	35	50	2
Value Added Course		To be opted from the Pool of VAC	2	2	15	35	50	2
			<b>24</b>	<b>24</b>	<b>180</b>	<b>420</b>	<b>600</b>	

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## SEMESTER-II

Type of Course	Course Code	Nomenclature of Paper/Course	Credits	Contact Hours	Internal Marks	External Marks	Total Marks	Duration of Exam (Hrs.)
Discipline Specific Course	U25ENG201T	Literary Theory-I	4	4	30	70	100	3
	U25ENG202T	Indian Writing in English	4	4	30	70	100	3
	U25ENG203T	American Literature	4	4	30	70	100	3
	U25ENG204T	English Language Teaching	4	4	30	70	100	3
	U25ENG205T	African Literature	4	4	30	70	100	3
Discipline Elective Course	U25ENG211T	European Fiction	2	2	15	35	50	2
Seminar	U25ENG201S	Seminar	2	2	15	35	50	2
Internship*	U25ENG201I	Internship	4*	120		100*	100*	
			24+4*	24	180	420	600+100*	

\* The students will be awarded a Post-Graduate Diploma in English if opting for exit after completing internship of 4 weeks duration during summer vacation after second semester.

Internship will be done by each student either for enhancing the employability or for developing the research aptitude and its marks will be credited in third semester if exist option is not utilized.

## SECOND YEAR

### SEMESTER-III

Type of Course	Course Code	Nomenclature of Paper/Course	Credits	Contact Hours	Internal Marks	External Marks	Total Marks	Duration of Exam (Hrs.)
Discipline Specific Course	U25ENG301T	Research Methodology	4	4	30	70	100	3
	U25ENG302T	Literature of Indian Diaspora	4	4	30	70	100	3
	U25ENG303T	New Literature in English	4	4	30	70	100	3
	U25ENG304T	Cultural Studies	4	4	30	70	100	3
	U25ENG305T	Literary Criticism -II	4	4	30	70	100	3
Discipline Elective Course	U25ENG311T	Popular Literature	2	2	15	35	50	2
OEC		To be opted from Pool of OEC	2	2	15	35	50	2
			24	24	180	420	600	

\*Additional Contact Hours as per optional subjects opted by the students

SEMESTER-IV								
Type of Course	Course Code	Nomenclature of Paper/Course	Credits	Contact Hours	Internal Marks	External Marks	Total Marks	Duration of Exam (Hrs.)
Discipline Specific Course	U25ENG401T	Literature and Gender	4	4	30	70	100	3
	U25ENG402T	Literary Theory-II	4	4	30	70	100	3
Discipline Elective Course	U25ENG411T	Post Colonial Literature	2	2	15	35	50	2
Research (Dissertation/ Project Report)	U25ENG401D	Dissertation / Project Report	12			300	300	
SEC/EEC/VOC		To be opted from Pool	2	2	15	35	50	2
			24	12	90	510	600	

OR

SEMESTER-IV								
Type of Course	Course Code	Nomenclature of Paper/Course	Credits	Contact Hours	Internal Marks	External Marks	Total Marks	Duration of Exam (Hrs.)
Discipline Specific Course	U25ENG401T	Literature and Gender	4	4	30	70	100	3
	U25ENG402T	Literary Theory-II	4	4	30	70	100	3
	U25ENG403T	Crime Fiction	4	4	30	70	100	3
	U25ENG404T	World Literature	4	4	30	70	100	3
	U25ENG405T	Dalit Literature	4	4	30	70	100	3
Discipline Elective Course	U25ENG444T	Post Colonial Literature	2	2	15	35	50	2
SEC/EEC/VOC		To be opted from Pool of SEC/ EEC/VOC	2	2	15	35	50	2
			24	24	180	420	600	

\*Additional Contact Hours as per optional subjects opted by the students.

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**For the students of other departments (to be opted from the Pool)**

**Semester-I**

VAC	U25VAC114T	Academic Writing	2	2	15	35	50	2
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**Semester-III**

OEC	U25OEC315T	Language and Linguistic Skills in English	2	2	15	35	50	2
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**Semester-IV**

SEC	U25SEC414T	Communication Skills in English	2	2	15	35	50	2
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**English**  
**Course Title: British Literature 1550-1660 (Semester-I)**  
**Course Type: Discipline Specific Course**

**Course Code: U25ENG101T**

**60Hrs.(4Hrs./week)**

**Credits: 4**

**Exam Time: 3 Hrs.**

**External Marks:70**

**Internal Marks:30**

**Total Marks:100**

**Note:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt five questions in all selecting one question from each unit including compulsory Question No. 1. All questions will carry equal marks.

**Course Objectives:**

1. To introduce students to the literary, cultural, and intellectual foundations of the Elizabethan age through a study of its major genres—poetry, drama, and prose.
2. To familiarize learners with the stylistic features, thematic concerns, and rhetorical techniques characteristic of Elizabethan literature.
3. To encourage critical engagement with texts in relation to their historical, philosophical, and socio-political contexts.
4. To develop students' analytical and interpretive skills through close reading and textual analysis of representative works from the period.

**UNIT-I**

**Philip Sidney**

: The following Sonnets from *Astrophel and Stella* are prescribed:

“Loving in truth, and fain in verse my love to show”,  
“Not at first sight, nor with a dribbed shot”,  
“Virtue, alas, now let me take some rest”,  
“It is most true, that eyes are formed to serve”,  
“Reason, in faith thou art well serv’d, that still”,  
“Alas have I not pain enough, my friend”,  
“Your words, my friend, (right healthful caustics), blame”,  
“This night while sleep begins with heavy wings”,  
“Stella oft sees the very face of woe”,  
“No more, my dear, no more these counsels try”  
“Because I oft, in dark abstracted guise”

**UNIT-II**

**Christopher Marlowe**

: *Doctor Faustus*

## UNIT-III

William Shakespeare : *Hamlet*

## UNIT - IV

Francis Bacon : “Of Unity in Religion”, “Of Simulation and Dissimulation”, “Of Friendship”, “Of Ambition”, “Of Great Place”, “Of Studies”, “Of Truth”, “Of Nature in Men”, “Of Love”, “Of Parents and Children”

### Suggested Readings:

- Bacon, Francis. *The Essays or Counsels, Civil and Moral*. Edited by Brian Vickers, Oxford University Press, 1999.
- Barber, C. L. *Creating Elizabethan Tragedy: The Theatre of Marlowe and Kyd*. University of Chicago Press, 2004.
- Bowers, Fredson. *Elizabethan Revenge Tragedy: 1587–1642*. Princeton University Press, 1940.
- Bradley, A. C. *Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear, and Macbeth*. Macmillan, 1904.
- Greenblatt, Stephen, editor. *The Norton Anthology of English Literature*. Vol. 1, 10th ed., W. W. Norton & Company, 2018.
- Levin, Harry. *Christopher Marlowe: The Overreacher*. Faber and Faber, 1952.
- Peltonen, Markku, editor. *The Cambridge Companion to Bacon*. Cambridge University Press, 1996.
- Reeves, James. *A Short History of English Poetry*. Penguin Books, 1962.
- Ringler, William A., editor. *The Poems of Sir Philip Sidney*. Oxford University Press, 1962.
- Sanders, Andrew. *The Short Oxford History of English Literature*. Oxford University Press, 2004.

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

- CO1** Recall key historical, cultural, and literary features of the Elizabethan period, including dominant themes and forms. (L1)
- CO2** Understand the major philosophical and humanistic concerns reflected in Elizabethan poetry, drama, and prose. (L2)
- CO3** Apply critical reading and interpretation skills to examine representative Elizabethan literary texts. (L3)
- CO4** Analyze the use of literary devices, character development, and rhetorical strategies within the context of Elizabethan literature. (L4)
- CO5** Evaluate the relevance and impact of Elizabethan literary works within their historical context and in relation to contemporary critical perspectives. (L5)

**English**  
**Course Title: British Literature 1660-1798 (Semester- I)**  
**Course Type: Discipline Specific Course (DSC)**

**Course Code: U25ENG102T**

**60Hrs.(4Hrs./week)**

**Credits: 4**

**Exam Time: 3 Hrs.**

**External Marks:70**

**Internal Marks:30**

**Total Marks:100**

**Note:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt five questions in all selecting one question from each unit including compulsory Question No. 1. All questions will carry equal marks.

**Course Objectives:**

1. To introduce students to the major literary movements and intellectual currents of the Restoration and early 18th century in England.
2. To develop an understanding of the thematic concerns and stylistic features of poetry, drama, prose fiction, and periodical essays from the period.
3. To acquaint students with the representative literary works of the Restoration and early 18th century, highlighting the transition from poetic and dramatic traditions to the rise of prose and journalism.
4. To foster analytical and interpretative skills necessary for appreciating the stylistic innovations and rhetorical strategies employed by writers of the period.

**UNIT-I**

John Dryden : *Absalom and Achitophel*

**UNIT-II**

William Congreve : *The Way of the World*

**UNIT-III**

(i) Joseph Addison : "The Aims of The Spectator", "Female Orators"

(ii) Richard Steele : "The Spectator's Club", "The Coverley Household"



## UNIT - IV

Daniel Defoe

: *Robinson Crusoe*

### Suggested Readings:

- Bloom, Edward. *Addison and Steele: The Critical Heritage*. Routledge & Kegan Paul, 1974.
- Dobrée, Bonamy. *Restoration Comedy*. Oxford University Press, 1925.
- Ellis, F. H., editor. *Twentieth Century Interpretations of Robinson Crusoe*. Prentice-Hall, 1969.
- Hammond, Paul. *John Dryden: A Literary Life*. Macmillan, 1991.
- Lannering, J. *Studies in the Prose Style of Joseph Addison*. Almqvist & Wiksells, 1955.
- Morris, Brian, editor. *William Congreve*. Benn, 1972.
- Novak, Maximillian E. *William Congreve*. Twayne Publishers, 1971.
- Watt, Ian. *The Rise of the Novel: Studies in Defoe, Richardson and Fielding*. University of California Press, 1957.
- Winn, James Anderson. *John Dryden and His World*. Yale University Press, 1987.

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

- CO1** Recall the major literary characteristics, themes, and historical context of Restoration and early 18th-century English literature. (L1)
- CO2** Understand the social, political, and moral issues reflected in the poetry, drama, prose fiction, and periodical essays of the period. (L2)
- CO3** Apply appropriate literary terms and analytical methods to examine the stylistic and structural elements of the prescribed texts. (L3)
- CO4** Analyze the satirical techniques, character portrayals, and narrative strategies used by writers to critique contemporary society. (L4)
- CO5** Evaluate the enduring relevance and critical reception of Restoration and early 18th-century texts by assessing their thematic complexity, rhetorical effectiveness, and cultural impact. (L5)

**English**  
**Course Title: British Literature 1798-1914 (Semester- I)**  
**Course Type: Discipline Specific Course (DSC)**

**Course Code: U25ENG103T**

**60Hrs.(4Hrs./week)**

**Credits: 4**

**Exam Time: 3 Hrs.**

**External Marks:70**

**Internal Marks:30**

**Total Marks:100**

**Note:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt five questions in all selecting one question from each unit including compulsory Question No. 1. All questions will carry equal marks.

**Course Objectives:**

1. To introduce students to the major literary forms and thematic concerns of Romantic and Victorian literature, including lyric poetry, the novel, and drama.
2. To develop an understanding of the philosophical, social, and aesthetic contexts that shaped 19th-century British literature.
3. To enable learners to engage with literary texts through close reading, interpretation, and critical reflection, emphasizing poetic and narrative techniques.
4. To cultivate an appreciation of the evolution of literary style and thought from Romantic idealism to Victorian realism and early modern drama.

**UNIT-I**

William Wordsworth

- :
- “Simon Lee :The Old Huntsman”,
  - “The Tables Turned”,
  - “Tintern Abbey”,
  - “Lucy Gray”,
  - “To the Cuckoo”,
  - “Daffodils”,
  - “The Solitary Reaper”,
  - “Ode on Intimations of Immortality”

**UNIT-II**

John Keats

- :
- “On First Looking into Chapman’s Homer”,
  - “When I have Fears that I may Cease to Be”,
  - “Ode to Psyche”,
  - “Ode on Melancholy”,

“Ode to a Nightingale”,  
“Ode on a Grecian Urn”,  
“To Autumn”

### UNIT-III

Charles Dickens : *Great Expectations*

### UNIT - IV

George Bernard Shaw : *Arms and the Man*

#### Suggested Readings:

- Abrams, M. H., editor. *English Romantic Poets: Modern Essays in Criticism*. Oxford University Press, 1960.
- Bate, Walter Jackson, editor. *Keats*. Prentice-Hall, 1964.
- Bateson, F. W. *Wordsworth: A Re-Interpretation*. Longmans, 1956.
- Batho, Edith C., and Bonamy Dobrée. *The Victorians and After: 1830–1914*. Arnold, 1938.
- Fraser, G. S. *John Keats: The Odes*. Oliver & Boyd, 1960.
- Hall, Stephen, editor. *Charles Dickens*. Prentice-Hall, 1968.
- Hartman, Geoffrey H. *Wordsworth's Poetry, 1787–1814*. Yale University Press, 1964.
- Kaufmann, R. J., editor. *G. B. Shaw: A Collection of Critical Essays*. Prentice-Hall, 1963.
- Leavis, F. R. *New Bearings in English Poetry*. Chatto & Windus, 1932.
- Leavis, F. R., and Q. D. Leavis. *Dickens: The Novelist*. Chatto & Windus, 1970.
- Reeves, James. *A Short History of English Poetry*. Penguin Books, 1962.

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

- CO1 **Recall** key themes, literary terms, and historical contexts related to Romantic and Victorian poetry, fiction, and drama. (L1)
- CO2 **Understand** the philosophical and social ideas embedded in selected literary texts and how they reflect their respective periods. (L2)
- CO3 **Apply** appropriate critical approaches and literary frameworks to interpret poetic, narrative, and dramatic texts. (L3)
- CO4 **Analyze** stylistic features, character development, and symbolic structures within the texts to understand deeper meanings and authorial intent. (L4)
- CO5 **Evaluate** the literary and cultural significance of selected works through reasoned argument, textual evidence, and relevant scholarly perspectives. (L5)

**English**  
**Course Title: British Literature 1914-2000 (Semester-I)**  
**Course Type: Discipline Specific Course (DSC)**

**Course Code: U25ENG104T**  
**60Hrs.(4Hrs./week)**  
**Credits: 4**  
**Exam Time: 3 Hrs.**

**External Marks:70**  
**Internal Marks:30**  
**Total Marks:100**

**Note:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt five questions in all selecting one question from each unit including compulsory Question No. 1. All questions will carry equal marks.

**Course Objectives:**

1. To understand modernist and postmodernist literary movements through selected works.
2. To analyze 20<sup>th</sup> century British literary texts in their historical and cultural contexts.
3. To examine literature as a reflection of political, social, and personal concerns of the era.
4. To develop critical thinking and analytical skills through close reading of poetry, fiction, and drama.

**UNIT-I**

W.B. Yeats

: "The Stolen Child",  
"When You are Old",  
"The Lake Isle of Innisfree",  
"No Second Troy",  
"Easter, 1916",  
"The Second Coming",  
"A Prayer for My Daughter",  
"Sailing to Byzantium",  
"Among School Children"

**UNIT-II**

T.S Eliot

: "The Waste Land"

**UNIT-III**

George Orwell

: *Nineteen Eighty-Four*

## UNIT - IV

John Osborne

: *Look Back in Anger*

### Suggested Readings:

- Bloom, Harold, editor. *George Orwell's 1984*. Chelsea House Publishers, 2004.
- Bloom, Harold, editor. *W.B. Yeats*. Chelsea House Publishers, 2000.
- Childs, Peter. *Modernism*. Routledge, 2000.
- Eliot, T. S. *The Waste Land and Other Poems*. Edited by Frank Kermode, Penguin Classics, 2003.
- Kumar, Krishan. *Utopia and Anti-Utopia in Modern Times*. Blackwell, 1987.
- Ricks, Christopher. *T. S. Eliot and Prejudice*. University of California Press, 1988.
- Smith, Stan. *W.B. Yeats: A Literary Life*. Palgrave Macmillan, 1990.
- Worth, Katherine. *Revolutions in Modern English Drama*. Methuen, 1973.
- Zwerdling, Alex. *The Rise of Modernist Poetry*. Oxford University Press, 1987.

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

- CO1** Recall important themes, authors, and historical contexts of the prescribed texts. (L1)
- CO2** Understand the literary techniques and socio-political ideas presented in the works studied. (L2)
- CO3** Apply appropriate critical approaches and literary frameworks to interpret poetic, narrative, and dramatic texts. (L3)
- CO4** Analyze the relationships between themes, genres, and literary movements represented in the course. (L4)
- CO5** Evaluate the significance and impact of the studied literature on modern literary traditions and society. (L5)

**English**  
**Course Title: Literary Criticism - I (Semester -I)**  
**Course Type: Discipline Specific Course (DSC)**

**Course Code: U25ENG105T**  
**60 Hrs. (4 Hrs./ week)**  
**Credits: 4**  
**Exam Time: 3 Hrs.**

**External Marks: 70**  
**Internal Marks: 30**  
**Total Marks: 100**

**Note:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt five questions in all selecting one question from each unit including compulsory Question No. 1. All questions will carry equal marks.

**Course Objectives:**

1. To provide a comprehensive understanding of the evolution of literary criticism from classical antiquity to the early modern period.
2. To enable close engagement with foundational critical texts and frameworks such as Mimesis, Catharsis, Romantic Individualism, and New Criticism.
3. To foster critical thinking by exploring the influence of historical and cultural contexts on literary theory.
4. To equip students with analytical tools for evaluating texts through multiple critical lenses.

**UNIT-I**

**Aristotle** : *Poetics*

**UNIT-II**

**John Dryden** : *Essay of Dramatic Poesy*  
**Samuel Johnson** : *Preface to Shakespeare*

**UNIT-III**

**William Wordsworth** : *Preface to Lyrical Ballads*  
**Matthew Arnold** : *The Study of Poetry*

## UNIT-IV

T.S. Eliot	:	<i>Tradition and Individual Talent</i>
I.A. Richards	:	<i>Principles of Literary Criticism</i> (Ch. XXVII and XXVIII)

### Suggested Readings:

- Abrams, M. H. *A Glossary of Literary Terms*. 7th ed., Holt, Rinehart and Winston, 1999.
- Abrams, M. H., editor. *English Romantic Poets: Modern Essays in Criticism*. Oxford University Press, 1960.
- Bate, Walter Jackson. *Keats*. Harvard University Press, 1963.
- Bate, Walter Jackson. *Wordsworth: A Re-Interpretation*. Macmillan, 1968.
- Bowra, C. M. *The Romantic Imagination*. Oxford University Press, 1949.
- Bradley, A. C. *Shakespearean Tragedy*. Macmillan, 1904.
- Carroll, David. *Early Victorian Novelists: Essays in Revaluation*. Routledge and Kegan Paul, 1945.
- Charlton, H. B. *Shakespearean Comedy*. Methuen, 1938.
- Danielson, Dennis, editor. *The Cambridge Companion to Milton*. Cambridge University Press, 1989.
- Ford, Boris, editor. "From Dryden to Johnson." *The New Pelican Guide to English Literature*, vol. 4, Penguin, 1982.
- Grierson, George R., editor. *George Eliot: A Collection of Critical Essays*. Prentice Hall, 1970.
- Hazlitt, William. *Characters of Shakespeare's Plays*. J. M. Dent, 1906.
- Levin, Harry. *Christopher Marlowe: The Overreacher*. Faber & Faber, 1952.

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

- CO1 Recall and define** foundational literary concepts such as mimesis, catharsis, the sublime, and romantic imagination through classical and modern texts. (L1)
- CO2 Discuss and compare** various schools of literary criticism—from classical to modern—within their historical and cultural contexts. (L2)
- CO3 Apply** critical approaches to analyze literary texts. (L3)
- CO4 Analyze** key arguments of major critics like Aristotle, Longinus, Wordsworth, and Eliot, identifying their influence on literary tradition. (L4)
- CO5 Formulate** well-reasoned textual analyses integrating theoretical insights. (L6)

**English**  
**Course Title: Indian Feminist Thought (Semester -I)**  
**Course Type: Discipline Elective Course (DEC)**

**Course Code: U25ENG111T**  
**30 Hrs. (2 Hrs./ week)**  
**Credits: 2**  
**Exam Time: 2 Hrs.**

**External Marks: 35**  
**Internal Marks: 15**  
**Total Marks: 50**

**Note:** The examiner is required to set five questions in all. The first question will be compulsory consisting of five short questions covering the entire syllabus consisting of 3 marks each. In addition to this, four more questions (each question may be of 2 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt three questions in all selecting one question from each unit consisting of 10 marks each including compulsory Question No. 1.

**Course Objectives:**

1. To introduce students to key texts and figures in Indian feminist literature.
2. To explore how gender, caste, and class intersect in the Indian sociopolitical context.
3. To examine the ways in which women writers articulate resistance, identity, and empowerment.
4. To enhance critical engagement with feminist theory and literary expression in India.

**UNIT-I**

**Anita Desai:**

*Clear Light of the Day*

**UNIT-II**

**Shashi Deshpande:**

*That Long Silence*

**Meena Kandasamy:**

“Inheritance”, “We Will Rebuild Worlds”,  
“Aggression”, “Another Paradise Lost”



### Suggested Readings:

- Desai, Anita. *Clear Light of Day*. HarperCollins, 2001.
- Deshpande, Shashi. *That Long Silence*. Penguin Books, 2009.
- John, Mary E. *Discrepant Dislocations: Feminism, Theory, and Postcolonial Histories*. Oxford University Press, 1996.
- Kandasamy, Meena. *Ms Militancy*. Navayana, 2010.
- Kumar, Radha. *The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800–1990*. Zubaan, 1993.
- Nair, Janaki, and Mary E. John, editors. *A Question of Silence: The Sexual Economies of Modern India*. Kali for Women, 1999.
- Rege, Sharmila. *Writing Caste/Writing Gender: Narrating Dalit Women's Testimonies*. Zubaan, 2006.
- Sunder Rajan, Rajeswari. *Real and Imagined Women: Gender, Culture and Postcolonialism*. Routledge, 1993.

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

- CO1 Recall** foundational themes in Indian feminist literature and theory. (L1)
- CO2 Discuss** gender, identity, and patriarchy through literary and theoretical frameworks. (L2)
- CO3 Analyze** feminist perspectives in selected texts within cultural and political contexts. (L3)
- CO4 Apply** critical thinking to interpret women's voices and resistance in Indian literature. (L4)
- CO5 Evaluate** diverse feminist approaches and their contribution to literary discourse. (L5)

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**English**  
**Course Title: Literary Theory - I (Semester -II)**  
**Course Type: Discipline Specific Course (DSC)**

**Course Code: U2SENG201T**  
**60 Hrs. (4 Hrs./ week)**  
**Credits: 4**  
**Exam Time: 3 Hrs.**

**External Marks: 70**  
**Internal Marks: 30**  
**Total Marks: 100**

**Note:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt five questions in all selecting one question from each unit including compulsory Question No. 1. All questions will carry equal marks.

**Course Objectives:**

1. To introduce major theoretical frameworks that have shaped contemporary literary thought.
2. To explore foundational concepts in Structuralism, Poststructuralism, Feminism, Marxism, and Postcolonial theory.
3. To develop an understanding of how language, power, and ideology influence literature and criticism.
4. To critically analyze literary texts through the lens of multiple theoretical approaches.

**UNIT-I**

**Ferdinand de Saussure:** "Nature of the Linguistic Sign"  
**Roland Barthes:** "The Death of the Author"

**UNIT-II**

**Louis Althusser:** "Ideology and Ideological State Apparatuses"  
**Edward Said:** "The Scope of Orientalism"

**UNIT-III**

**Elaine Showalter:** "Feminist Criticism in Wilderness"  
**Jean Francis Lyotard:** "Answering the Question: What is Postmodernism"

## UNIT-IV

**bell Hooks:** "Feminist Theory: From Margin to Center"

**Jean Baudrillard:** "The Spirit of Terrorism"

### Suggested Readings:

- Althusser, Louis. *Lenin and Philosophy and Other Essays*. Translated by Ben Brewster, Monthly Review Press, 2001.
- Barthes, Roland. *Image-Music-Text*. Translated by Stephen Heath, Hill and Wang, 1977.
- Baudrillard, Jean. *The Spirit of Terrorism and Other Essays*. Translated by Chris Turner, Verso, 2002.
- Culler, Jonathan. *Structuralist Poetics: Structuralism, Linguistics, and the Study of Literature*. Routledge, 2002.
- Eagleton, Terry. *Ideology: An Introduction*. Verso, 2022.
- hooks, bell. *Feminist Theory: From Margin to Center*. 2nd ed., Routledge, 2000.
- Hutcheon, Linda. *A Poetics of Postmodernism: History, Theory, Fiction*. Routledge, 1988.
- Lyotard, Jean-François. *The Postmodern Condition: A Report on Knowledge*. Translated by Geoff Bennington and Brian Massumi, University of Minnesota Press, 1984.
- Moi, Toril. *Sexual/Textual Politics: Feminist Literary Theory*. Routledge, 2002.
- Said, Edward W. *Orientalism*. Vintage Books, 1979.
- Saussure, Ferdinand de. *Course in General Linguistics*. Edited by Charles Bally and Albert Sechehaye, translated by Wade Baskin, Columbia University Press, 2011.
- Showalter, Elaine. "Feminist Criticism in the Wilderness." *The New Feminist Criticism: Essays on Women, Literature, and Theory*, edited by Elaine Showalter, Pantheon Books, 1985, pp. 243–70.

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

- CO1 Define and recall** major literary theories and their terminologies. (L1)
- CO2 Explain** key theoretical concepts from thinkers such as Gramsci, Althusser, and Barthes. (L2)
- CO3 Apply** structuralist, marxist, feminist, and postcolonial frameworks to interpret literary texts. (L3)
- CO4 Analyze** the intersection of ideology, power, and culture in literary theory. (L4)
- CO5 Evaluate and compare** different critical theories and construct original arguments in literary analysis. (L6)

**English**  
**Course Title: Indian Writing in English (Semester -II)**  
**Course Type: Discipline Specific Course (DSC)**

**Course Code: U25ENG202T**  
**60 Hrs. (4 Hrs./ week)**  
**Credits: 4**  
**Exam Time: 3 Hrs.**

**External Marks: 70**  
**Internal Marks: 30**  
**Total Marks: 100**

**Note:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt five questions in all selecting one question from each unit including compulsory Question No. 1. All questions will carry equal marks.

**Course Objectives**

1. To trace the historical development of Indian Writing in English through major literary texts.
2. To explore Indian English literature as a site of cultural, political, and social engagement.
3. To examine literary representations of caste, gender, nation, and identity in Indian texts.
4. To develop analytical and interpretative skills for studying Indian English poetry, fiction, and drama.

**UNIT-I**

**Mulk Raj Anand** : *Untouchable*

**UNIT-II**

**Vijay Tendulkar** : *Silence! The Court Is In Session*

**UNIT-III**

**Chaman Nahal** : *Azadi*

**UNIT-IV**

**Jayant Mahapatra** : "Indian Summer", "Hunger", "The Whore House in a Calcutta Street", "A Missing Person", "Lost",

### Suggested Readings:

- Anand, Mulk Raj. *Untouchable*. 1935. Penguin Books, 2001.
- Dhawan, R. K., editor. *Mulk Raj Anand: Coolie, Untouchable and Other Novels*. Prestige Books, 1994.
- Dharwadker, Aparna Bhargava. *Theatres of Independence: Drama, Theory, and Urban Performance in India since 1947*. University of Iowa Press, 2005.
- King, Bruce. *Modern Indian Poetry in English*. Oxford University Press, 2005.
- Mahapatra, Jayanta. *A Rain of Rites*. University of Georgia Press, 1976.
- Mahapatra, Jayanta. *The Lie of the Land: Selected Poems*. HarperCollins India, 2011.
- Mehrotra, Arvind Krishna, editor. *A Concise History of Indian Literature in English*. Permanent Black, 2008.
- Nahal, Chaman. *Azadi*. 1975. Penguin Books, 2001.
- Paranjape, Makarand R. *Indian Poetry in English*. Macmillan India, 1993.
- Tendulkar, Vijay. *Silence! The Court Is in Session*. Translated by Priya Adarkar, Oxford University Press, 2004.

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

- CO1 Recall** the development and major themes of Indian Writing in English. (L1)
- CO2 Understand** literary responses to caste, gender, and identity in Indian English texts. (L2)
- CO3 Apply** critical concepts to analyze Indian English fiction, poetry, and drama. (L3)
- CO4 Examine** the historical and cultural contexts represented in Indian literary works. (L4)
- CO5 Evaluate** the contribution of Indian authors to postcolonial and world literature. (L5)

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Languages, GJUS&T, Hisar

**English**  
**Course Title: American Literature (Semester -II)**  
**Course Type: Discipline Specific Course (DSC)**

**Course Code: U25ENG203T**  
**60 Hrs. (4 hrs./week)**  
**Credits: 4**  
**Exam Time: 3 Hrs.**

**External Marks: 70**  
**Internal Marks: 30**  
**Total Marks: 100**

**Note:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt five questions in all selecting one question from each unit including compulsory Question No. 1. All questions will carry equal marks.

**Course Objectives:**

1. To acquaint students with major American literary movements and their historical, cultural and philosophical backgrounds, from the colonial period to contemporary times.
2. To explore key themes in American Literature such as identity, freedom, race, gender, the American Dream and nature.
3. To develop critical thinking and analytical skills through the close reading of texts and contextual discussion.
4. To encourage comparative literary analysis, drawing parallels between American Literature and British or other World Literatures.

**UNIT-I**

**Ralph Waldo Emerson** : "Nature" and "The American Scholar"

**UNIT-II**

**Nathaniel Hawthorne** : *The Scarlet Letter*

**UNIT-III**

**Walt Whitman** : "Song of Myself"

## UNIT-IV

Ernest Hemingway

:

*A Farewell to Arms*

### Suggested Readings:

- Baym, Nina, editor. *The Norton Anthology of American Literature*. Vols. B and C, 9th ed., W.W. Norton & Company, 2017.
- Bercovitch, Sacvan. *The American Jeremiad*. University of Wisconsin Press, 1978.
- Bloom, Harold, editor. *Walt Whitman: "Song of Myself"*. Chelsea House Publishers, 2003.
- Brooks, Cleanth. *The Hidden God: Studies in Hemingway, Faulkner, Yeats, Eliot, and Warren*. Yale University Press, 1963.
- Chase, Richard. *The American Novel and Its Tradition*. Johns Hopkins University Press, 1980.
- Marx, Leo. *The Machine in the Garden: Technology and the Pastoral Ideal in America*. Oxford University Press, 1964.
- Matthiessen, F. O. *American Renaissance: Art and Expression in the Age of Emerson and Whitman*. Oxford University Press, 1941.
- Sundquist, Eric J. *Emerson and the Uses of the Past*. Harvard University Press, 1989.

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

- CO1 **Identify** and **recall** major themes, authors, and historical backgrounds of American literary texts. (L1)
- CO2 **Explain** the literary, philosophical, and cultural significance of key American texts through class discussions and written responses. (L2)
- CO3 **Apply** relevant literary theories and critical approaches to the reading of American literary texts. (L3)
- CO4 **Analyze** how American writers reflect individualism, moral conflict, war, and transcendental thought in their works. (L4)
- CO5 **Evaluate** different interpretations of the texts and **formulate** independent critical perspectives on American social and historical movements. (L5, L6)

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**English**  
**Course Title - English Language Teaching (Semester -II)**  
**Course Type- Discipline Specific Course (DSC)**

**Course Code: U25ENG204T**

**60 Hrs. (4hrs./week)**

**Credits: 4**

**Exam Time: 3 Hrs.**

**External Marks: 70**

**Internal Marks: 30**

**Total Marks: 100**

**Note:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt five questions in all selecting one question from each unit including compulsory Question No. 1. All questions will carry equal marks.

**Course Objectives:**

1. To develop an understanding of the phonetic and phonological structure of the English language.
2. To enhance the learners' communicative competence in both spoken and written English.
3. To enable the learners to transcribe English sounds using the IPA and mark stress and intonation patterns.
4. To acquaint the students with the historical evolution and development of English through different periods.

**UNIT-I**

**Phonetics:** Speech Mechanism, Role of different organs of speech, Classification of English sounds, Syllables, stress, intonation and their communicative functions, IPA symbols and their application, Phonemes in British RP; Vowel and consonant classification.

**UNIT-II**

- a) Phonemic transcription using IPA (using the symbols of Oxford Advanced Learner's Dictionary, 7\* edition), Marking primary stress on words
- b) Marking sentence stress and tones: Falling, rising, and falling-rising tones, Factors determining word stress and functions of intonation



### UNIT-III

**History of English Language:** Old English, Middle English, Modern English, Latin, Celtic, and Scandinavian influence on Old English, Renaissance and the English Language, British vs. American English, The Great Vowel Shift

### UNIT-IV

- a) Word Formation Process: Coinage, Borrowing, Compounding, Blending, Clipping; Back formation, Conversion, Acronyms, Derivation, Prefixes, Suffixes, Affixes.
- b) Translation: Hindi to English, Vocabulary and sentence structure in translation

#### Suggested Readings:

- Balasubramanian, T. *A Textbook of English Phonetics for Indian Students*. Macmillan India, 1981.
- Bansal, R. K., and J. B. Harrison. *Spoken English for India*. 2nd ed., Orient Longman, 1983.
- Roach, Peter. *English Phonetics and Phonology: A Practical Course*. 4th ed., Cambridge University Press, 2009.
- Sethi, J., and D. V. Jindal. *A Handbook of Pronunciation of English Words*. Prentice-Hall of India, 1993.

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

- CO1 Describe** the organs of speech and classify English sounds, syllables, and intonation patterns. **(L1)**
- CO2 Translate** simple Hindi passages into grammatically correct English using appropriate vocabulary and create meaningful syntactic structures. **(L2)**
- CO3 Demonstrate** understanding of different word formation processes and apply them to construct or deconstruct words. **(L3)**
- CO4 Analyze** the diachronic development of the English language from Old English to Modern English. **(L4)**
- CO5 Develop** awareness of connected speech processes (assimilation, elision, linking etc.) and their implications for language learners. **(L6)**

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**English**  
**Course Title: African Literature (Semester -II)**  
**Course Type: Discipline Specific Course (DSC)**

**Course Code: U25ENG205T**  
**60 Hrs. (4hrs./week)**  
**Credits: 4**  
**Exam Time: 3 Hrs.**

**External Marks: 70**  
**Internal Marks: 30**  
**Total Marks: 100**

**Note:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt five questions in all selecting one question from each unit including compulsory Question No. 1. All questions will carry equal marks.

**Course Objectives:**

1. To help the students to understand the major themes and historical contexts of African literature.
2. To make students to analyze postcolonial narratives and indigenous African worldview.
3. To evaluate the impact of colonization and decolonization on African identity and language.
4. To enable the students to appreciate the aesthetics, symbolism, and oral tradition influences in African poetry and fiction.

**UNIT-I**

**Chinua Achebe** : *Things Fall Apart*

**UNIT-II**

**Ngũgĩ wa Thiong'o** : *The Black Hermit*

**UNIT-III**

**Wole Soyinka** : "Telephone Conversation", "Night", "Dedication",  
"Civilian and Soldier"

## UNIT-IV

**Buchi Emecheta:**

*The Joys of Motherhood*

### Suggested Readings:

- Césaire, Aimé. *Discourse on Colonialism*. Translated by Joan Pinkham, Monthly Review Press, 1972.
- Fanon, Frantz. *Black Skin, White Masks*. Translated by Richard Philcox, Grove Press, 2008.
- Lamming, George. *The Post-Colonial Studies Reader*. Edited by Bill Ashcroft et al., Routledge, 1995.
- Ojaide, Tanure. *Contemporary African Literature: New Approaches*. Edited by Toyin Falola, African World Series, Carolina Academic Press, 1995.
- Olaniyan, Tejumola, and Ato Quayson. *African Literature: An Anthology of Criticism and Theory*. Blackwell Publishing, 2017.
- Soyinka, Wole. *Myth, Literature, and the African World*. Cambridge University Press, 1976.
- Williams, Patrick, and Laura Chrisman, editors. *Colonial Discourse and Post-Colonial Theory: A Reader*. Columbia University Press, 1994.

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

- CO1 **Recall** key events, characters, and historical contexts in African literary texts. (L1)
- CO2 **Explain** the effects of colonization and the struggle for decolonization in African societies through the lens of literary texts. (L2)
- CO3 **Differentiate** between traditional African narrative styles and Western literary forms; analyze character construction, themes, and socio-political commentary. (L4)
- CO4 Critically **evaluate** the role of gender, language, and power in African literature. (L5)
- CO5 **Construct** informed, original arguments in the form of essays, presentations, or on African literary resistance and identity. (L6)

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**English**  
**Course Title: European Fiction (Semester -II)**  
**Course Type: Discipline Elective Course (DEC)**

**Course Code: U25ENG211T**  
**30 Hrs. (2 Hrs./ week)**  
**Credits: 2**  
**Exam Time: 2 Hrs.**

**External Marks: 35**  
**Internal Marks: 15**  
**Total Marks: 50**

**Note:** The examiner is required to set five questions in all. The first question will be compulsory consisting of five short questions covering the entire syllabus consisting of 3 marks each. In addition to this, four more questions (each question may be of 2 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt three questions in all selecting one question from each unit consisting of 10 marks each including compulsory Question No. 1.

**Course Objectives:**

1. To help students to understand important European novels and plays from the 19th and 20th centuries.
2. To introduce students to ideas like existentialism, absurdism, justice, and morality through literature.
3. To show how historical and social events influenced the stories and characters in these works.
4. To encourage students to think deeply about human behaviour, freedom, and responsibility.

**UNIT-I**

**Franz Kafka** : *The Trial*

**UNIT-II**

**Samuel Beckett** : *Waiting for Godot*

## Suggested Readings:

- Arendt, Hannah. *The Human Condition*. University of Chicago Press, 1998.
- Beckett, Samuel. *Endgame*. Faber & Faber, 1958.
- Kafka, Franz. *The Metamorphosis*. Translated by Ian Johnston, Broadview Press, 2009.
- Kierkegaard, Søren. *The Sickness Unto Death*. Translated by Alastair Hannay, Penguin Classics, 2004.
- Sartre, Jean-Paul. *Existentialism Is a Humanism*. Translated by Carol Macomber, Yale UP, 2007.

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

- CO1 Identify** major themes and characters in the selected works of European fiction. (L1)
- CO2 Explain** existential, absurdist, and psychological motifs present in the texts. (L2)
- CO3 Apply** relevant philosophical and critical theories to interpret and contextualize the texts. (L3)
- CO4 Distinguish** literary techniques and character motivations to reveal deeper meanings within the socio-historical framework. (L4)
- CO5 Critically evaluate** moral dilemmas and philosophical positions taken by the authors through structured arguments. (L5)

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**English**  
**Course Title: Seminar (Semester -II)**

**Course Code: U25ENG201S**  
**30 Hrs. (2 Hrs./ week)**  
**Credits: 2**  
**Exam Time: 2 Hrs.**

**External Marks: 35**  
**Internal Marks: 15**  
**Total Marks: 50**

**Course Objectives:**

1. To enhance students' ability to conduct independent research, engage with scholarly sources and formulate original documents.
2. To facilitate in-depth exploration of specific literary themes, texts, authors and theoretical frameworks beyond the standard curriculum.
3. To improve students' ability to present ideas clearly and confidently in academic discussions and written formats.
4. To build competency required for further academic research, teaching or career in writing, editing and communication.

**Course Content:**

The students will review 20-30 research papers and will submit the report as well as present seminar before a three members committee duly constituted by the chairperson of the department for the evaluation of this paper at the departmental level. The Internal assessment will be submitted by the concerned teacher.

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

- CO1 Define** research questions, conduct independent scholarly research and present findings coherently in oral and written formats. **(L1)**
- CO2 Discuss** well-structured seminar papers or essays that follow academic conventions and demonstrate originality. **(L2)**
- CO3 Analyze** and interpret complex literary texts or themes using advanced critical and theoretical approaches. **(L3)**
- CO4 Apply** insights from other disciplines to enrich literary understanding. **(L4)**
- CO5 Evaluate** texts within broader cultural, historical and theoretical contexts contributing to a holistic understanding of literature.

**English**  
**Course Title: Internship (Semester -II)**

**Course Code: U25ENG201**

**Time Duration: 120 Hrs.**

**Credits: 4**

**Total Marks: 100**

**Course Objectives:**

1. To bridge the gap between academic knowledge of English literature, linguistics and theory with real- world professional applications.
2. To develop advanced verbal and non-verbal communication skills suitable for academic, editorial, media or corporate environments.
3. To conduct practical research using qualitative and quantitative methods relevant to literature, language and communication studies.
4. To explore career opportunities related to English studies and build a professional network through real-world exposure.

**Course Content:**

The students will undergo 4 credits internship of minimum of 4 weeks (120 Hrs.) duration during summer vacation after second semester examination. If he/she opts to exit with 1-year PG Diploma after second semester of 2- year PG Programme, then he/she has to complete internship course before exit. However, the student who has taken lateral entry into the 2<sup>nd</sup> year (i.e. 3<sup>rd</sup> semester) of PG Programme, need not to repeat the internship course. **The Internship will be governed by the prevailing rules of the University from time to time.** Types of Internship:

- i. **Internship for enhancing the employability**
- ii. **Internship for developing the research aptitude.**

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

- CO1 Recall and relate** key literary and linguistic theories relevant to professional tasks. (L1)  
**CO2 Interpret and explain** literary, linguistic or communication concepts in workplace scenarios. (L2)  
**CO3 Apply** critical and theoretical knowledge in practical settings such as teaching, editing and content writing. (L3)  
**CO4 Evaluate** the effectiveness of written content, communication strategies or instructional methods used during the internship. (L5)  
**CO5 Create** original or adapted content that demonstrate professional competence and creativity. (L6)

**English**  
**Course Title: Academic Writing (Semester-I)**  
**Course Type: Value Added Course (VAC)**

**Course Code: U25VAC114T**  
**30Hrs. (2Hrs./week)**  
**Credits: 2**  
**Exam Time: 2Hrs.**

**External Marks: 35**  
**Internal Marks: 15**  
**Total Marks: 50**

**Note:** The examiner is required to set five questions in all. The first question will be compulsory consisting of five short questions covering the entire syllabus consisting of 3 marks each. In addition to this, four more questions (each question may be of 2 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt three questions in all selecting one question from each unit consisting of 10 marks each including compulsory Question No. 1.

**Course Objectives:**

1. To familiarize the learners with the basics of academic writing.
2. To make learners aware of the risks of plagiarism and the importance of correct citation.
3. To enable the learners to apply paraphrasing, quoting, summarizing and referencing techniques.
4. To enhance critical thinking among students.

**UNIT-I**

1. Introduction to Academic Writing; Writing process (pre-writing, writing, rewriting); Paragraph structure; Parts of an Argument.
2. Writing Vocabulary and language; precision, clarity, conciseness, academic vocabulary, word choice; grammar & mechanics.
3. Avoiding plagiarism; effective use of quotation, paraphrase and summary.

**UNIT-II**

1. How to paraphrase – changing word-order, changing word-class and vocabulary substitution.
2. Paraphrasing and Quoting Sources, Using Direct Quotations & Referencing.
3. Structure of research paper; (organizing the document, transition, data implementation and display).



### Suggested Readings:

- Cohen, R. F., and J. L. Miller. *Longman Academic Reading Series 4*. Pearson Education, 2014.
- Hayot, Eric. *The Elements of Academic Style: Writing for the Humanities*. Columbia University Press, 2014.
- Hogue, Ann, and Alice Hoshima. *Introduction to Academic Writing*. 3rd ed., Pearson Longman, 2007.
- Murphy, Raymond. *Elementary English Grammar*. 2nd ed., Cambridge University Press, 1992.
- Swales, John M., and Christine B. Feak. *Academic Writing for Graduate Students: Essential Tasks and Skills*. 3rd ed., University of Michigan Press, 2012.

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

- CO1 Recall** the fundamental concepts of academic writing, including structure, vocabulary, grammar, and citation styles. **(L1)**
- CO2 Understand** the differences between quoting, paraphrasing, and summarizing, and their appropriate uses in academic writing. **(L2)**
- CO3 Apply** paraphrasing, summarizing, and referencing techniques to incorporate sources into academic writing while avoiding plagiarism. **(L3)**
- CO4 Analyze** academic texts to identify strengths and weaknesses in structure, coherence, argumentation, and use of supporting evidence. **(L4)**
- CO5 Evaluate** academic texts and writing drafts for clarity, accuracy, argument strength, and adherence to academic conventions. **(L5)**

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**English**  
**Course Title: Language and Linguistic Skills in English (Semester -III)**  
**Course Type: Open Elective Course (OEC)**

**Course Code: U25OEC315T**

**30 Hrs. (2 Hrs./ week)**

**Credits: 2**

**Exam Time: 2 Hrs.**

**External Marks: 35**

**Internal Marks: 15**

**Total Marks: 50**

**Note:** The examiner is required to set five questions in all. The first question will be compulsory consisting of five short questions covering the entire syllabus consisting of 3 marks each. In addition to this, four more questions (each question may be of 2 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt three questions in all selecting one question from each unit consisting of 10 marks each including compulsory Question No. 1.

**Course Objectives:**

1. To understand the subtle nuances of English language and acquire the art of spoken English
2. To introduce students to the origin and evolution of English language
3. To enhance students' proficiency in pronunciation by transcribing the words
4. To enable the students to know about accent and intonation

**UNIT-I**

**Phonetics:** Speech Mechanism; Phonemes in British RP; Vowels and Consonants and their Classification; Phonetic Transcription of English Words to IPA

**Phonology:** Word Accent: Factors determining Word Stress; Placement of Primary Stress; Intonation, Tone Groups; Marking Tones; Functions of Intonation.

**UNIT-II**

**History of English Language** : The Old English; The Middle English; The Modern English; History of English language in India; British Vs American English

## Suggested Readings:

- Balasubramanian., T. *A Textbook of English Phonetics for Indian Students*. Macmillan Publishers India Ltd.,1981.
- Bansal, R. K., and J. B. Harrison. *Spoken English for India*.2nd revised edition. Orient Longman,1983.
- McIntyre, Dan. *History of English: A Resource Book for Students*. 2nd edition. Routledge,2020.
- Sethi, J, and P.V. Dhamija. *A Course in Phonetics and Spoken English*. 2nd edition. Prentice-Hall India Learning Private Limited,1999.
- Sethi, J. and D.V. Jindal. *A Handbook of Pronunciation of English Words*. Prentice-Hall India Learning Private Limited,1993.

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

- C01 **Recall** and **define** key concepts in phonetics, including speech mechanisms, phonemes, and the classification of vowels and consonants. (L1)
- C02 **Understand** the patterns of stress and intonation in English and their role in effective communication. (L2)
- C03 **Apply** the International Phonetic Alphabet (IPA) for the transcription of English words. (L3)
- C04 **Analyze** the development of English and compare features of British, American, and Indian English. (L4)
- C05 **Evaluate** the impact of phonological features on speech and suggest ways to improve pronunciation. (L5)

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**English**  
**Course Title: Communication Skills in English (Semester -IV)**  
**Course Type: Skill Enhancement Course (SEC)**

**Course Code: U25SEC414T**

**30 Hrs. (2 Hrs./week)**

**Credits: 2**

**Exam Time: 2 Hrs.**

**External Marks: 35**

**Internal Marks: 15**

**Total Marks: 50**

**Note:** The examiner is required to set five questions in all. The first question will be compulsory consisting of five short questions covering the entire syllabus consisting of 3 marks each. In addition to this, four more questions (each question may be of 2 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt three questions in all selecting one question from each unit consisting of 10 marks each including compulsory Question No. 1.

**Course Objectives:**

1. To empower the students with the ability to reach a higher level of competence in communication
2. To develop the skills of Listening, Speaking, Reading and Writing
3. To enable the students to effectively communicate their ideas and perspectives in various real-life situations
4. To sharpen their delivery scheme and improve listening and responding skills including the ability to handle questions and feedback.

**UNIT-I**

**Listening-** The Listening Process; Objectives and Types of Listening; Identifying and Overcoming Barriers to Listening; Building Effective Listening Skills.

**Speaking-** Characteristics and Principles of Oral communication; Importance of Effective Speaking; Features of an Effective Speech; Different Types of Speech – Rhetoric; Small Talk; Elevator Speech; Public Speech; Extempore.

**UNIT-II**

**Reading -** Objectives and Types of Reading; Strategies for Reading Comprehension; Reading between the Lines; Comprehension of an Unseen Passage.

**Writing –** Qualities of Good Writing; the Process of Writing. Writing Activities – Writing an Official Letter, an Application, an Email, a Blog, a Twitter message.

### Suggested Readings:

- Carrell, J. C., et al. *Writing and Grammar: Communication in Action, Ruby Level*. Prentice Hall, 2001.
- Kumar, Sanjay, and Pushp Lata. *Communication Skills*. Oxford University Press, 2011.
- Mukerjee, Hory Shankar. *Business Communication: Connecting at Work*. Oxford University Press, 2013.
- Raman, Meenakshi, and Sangeeta Sharma. *Technical Communication: Principles and Practice*. 2nd ed., Oxford University Press, 2011.

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

- CO1 Recognize and recall** the essential components of listening, speaking, reading, and writing in communication. **(L1)**
- CO2 Explain** different types and techniques of effective communication and summarize strategies for overcoming barriers. **(L2)**
- CO3 Demonstrate** proficiency in real-life communication tasks by applying speaking, reading, and writing skills in context (e.g., speeches, emails, letters). **(L3)**
- CO4 Analyze** spoken and written texts from diverse sources and contexts. **(L4)**
- CO5 Evaluate** communication practices and improve personal interaction skills by handling feedback and refining delivery based on situational needs. **(L5)**

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