

**Maharaja Ganga Singh University**

**B.A English**

**Semester System**

**2023-24**

**Choice Based Credit System**



Prepared by

Board of Studies in English

## **Background**

Considering the curricular reforms as instrumental for desired learning outcomes, all the academic Department of Maharaja Ganga Singh University made a rigorous attempt to revise the curriculum of postgraduate programmes in alignment with National Education Policy-2020 and UGC Quality Mandate for Higher Education Institutions-2021. The process of revising the curriculum could be prompted with the adoption of "Comprehensive Roadmap for Implementation of NEP". The roadmap identified the key features of the Policy and elucidated the Action Plan with well-defined responsibilities and indicative timeline for major academic reforms.

The process of revamping the curriculum started with the series of webinars and discussions conducted by the University to orient the teachers about the key features of the Policy, enabling them to revise the curriculum in sync with the Policy. Proper orientation of the faculty about the vision and provisions of NEP-2020 made it easier for them to appreciate and incorporate the vital aspects of the Policy in the revised curriculum focusing on creating holistic, thoughtful, creative and well-rounded individuals equipped with the key 21st century skills 'for the development of an enlightened, socially conscious, knowledgeable, and skilled nation'.

With NEP-2020 in background, the revised curricula articulate the spirit of the Policy by emphasising upon- integrated approach to learning; innovative pedagogies and assessment strategies; multidisciplinary and cross-disciplinary education; creative and critical thinking; ethical and Constitutional values through value-based courses; 21st century capabilities across the range of disciplines through life skills, entrepreneurial and professional skills; community and constructive public engagement; social, moral and environmental awareness; Organic Living and Global Citizenship Education (GCED); holistic, inquiry-based, discovery-based, discussion-based, and analysis-based learning; exposure to Indian knowledge system, cultural traditions and classical literature through relevant courses offering 'Knowledge of India'; fine blend of modern pedagogies with indigenous and traditional ways of learning; flexibility in course choices; student-centric participatory learning; imaginative and flexible curricular structures to enable creative combination of disciplines for study; offering multiple entry and exit points, alignment of Vocational courses with the International Standard Classification of Occupations maintained by the International Labour Organization; breaking the silos of

disciplines; integration of extra-curricular and curricular aspects; exploring internships with local industry, businesses, artists and crafts persons; closer collaborations between industry and higher education institutions for technical, vocational and science programmes; and formative assessment tools to be aligned with the learning outcomes, capabilities, and dispositions as specified for each course. The University has also developed consensus on adoption of Blended Learning with 10% component of online teaching and 90% face to face classes for each programme.

### **Choice Based Credit System (CBCS)**

The Choice Based Credit System (CBCS), a part of academic reform process to enhance quality of education and facilitate transferability of students from one University/institution to another at the national and international level, provides substantive autonomy to teachers to formulate their own curricula and enable them to introduce innovations in teaching and learning process and upgrade overall quality of higher education. The CBCS provides scope for Comprehensive and Continuous Evaluation (CCE) of students and encourages them to learn. The CBCS provides a cafeteria type approach in which the students can take courses of their choice, learn at their own pace, undergo additional courses and acquire more than the required credits, and adopt an interdisciplinary approach to learning.

The grading system is widely regarded as an improvement over the traditional marks system, which is why leading institutions in India and abroad have adopted it. Thus, there's a strong rationale for establishing a consistent grading system. This would facilitate seamless student mobility among institutions within the country and abroad, while also allowing prospective employers to accurately assess students' performances. To achieve the desired standardization in the grading system and the method for calculating the Cumulative Grade Point Average (CGPA) based on students' examination results, the UGC has devised these comprehensive guidelines.

## Outline of Choice Based Credit System

([https://www.ugc.gov.in/pdfnews/8023719\\_guidelines-for-cbcs.pdf](https://www.ugc.gov.in/pdfnews/8023719_guidelines-for-cbcs.pdf))

1. **Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

2. **Elective Course:** Generally, a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.

2.1 **Discipline Specific Elective (DSE) Course:** Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

2.2 **Dissertation/Project:** An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.

2.3 **Generic Elective (GE) Course:** An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective. P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.

3. **Ability Enhancement Courses (AEC):** The Ability Enhancement (AE) Courses may be of two kinds: Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Courses (SEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement; i. Environmental Science and ii. English/MIL Communication. These are mandatory for all disciplines. SEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

3.1 Ability Enhancement Compulsory Courses (AECC): Environmental Science, English Communication/MIL Communication.

3.2 Skill Enhancement Courses (SEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge.

### 4. Research Component in Under-Graduate Courses

Project work/Dissertation is considered as a special course involving application of knowledge in solving / analysing /exploring a real-life situation / difficult problem. A Project/Dissertation work would be of 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.

**B.A 2023-24**  
**Semester I**  
**English Literature**  
**Total 6 credits: 150 marks**

Course Code	Type	Paper	Title	Level	Credit	Marks (External + Internal)	Delivery	Hours in a week
ENGL-DCC-T11	Core Course(Theory)	Paper I Core course (DCC) (Theory)	English Literature – I: Renaissance to Commonwealth (1550-1660)	4.5	3	75 (60 + 15)	2.5 + 0.5	3
ENGL-DCC-T12	Core Course(Theory)	Paper II Core course (DCC) (Theory)	English Literature – II: Renaissance to Commonwealth (1550-1660)	4.5	3	75 (60 + 15)	2.5 + 0.5	3
		Total	6		6	150 (120 + 30)		6

**Semester II**  
**English Literature**  
**Total 6 credits: 150 marks**

Course Code	Type	Paper	Title	Level	Credit	Marks (External + Internal)	Delivery	Hours in a week
ENGL-DCC-T21	Core Course(Theory)	Paper I Core course (DCC) (Theory)	English Literature – II : Restoration to Neo-classical (1660-1785)	4.5	3	75 (60 + 15)	2.5 + 0.5	3
ENGL-DCC-T 22	Core Course(Theory)	Paper II Core course (DCC) (Theory)	English Literature – II : Restoration to Neo-classical (1660-1785)	4.5	3	75 (60 + 15)	2.5 + 0.5	3
		Total	6		6	150 (120 + 30)		6

**Internal evaluation: Internal evaluation will be of 30 marks. Continuous evaluation process will be adopted to achieve and find out the objectives and learning outcome. The marks of Internal Examination should be given on the basis of regular class tests (at least two with a gap of 40 days), seminar, assignments, presentations, other activities etc.) based on each Unit.**

## Semester I

- Course Code: ENGL-DCC-T11
- Type of the course: Discipline Core Course I of Semester I
- Title of the Course: **English Literature – I: Renaissance to Commonwealth (1550-1660)**
- Level of the Course: NHEQF4.5
- Credit of the Course: 3
- Delivery sub-type of the course: Theory 2.5 Tutorial 0.5

### Course Objectives:

- To explore early literary traditions.
- Develop familiarity with the literature of renaissance and commonwealth period.
- Acquire knowledge of literature written in English and other regional languages in India during the period.
- To explore the history of the English civil war and other turbulent political, economic, cultural and intellectual cross-currents of the Elizabethan, Jacobean, Caroline and Commonwealth, Restoration and neo-classical years.
- To develop an understanding of genres, terms and canons of literature written in English and available in English translations from India and France.
- To explore the growth of literature through a reading of the contemporaries of English writers in India who made a revolution regarding the use of language in written literature

### English Literature – I: Renaissance to Commonwealth (1550-1660)

#### Unit I

Introduction to the Age: Elizabethan to Jacobean (1558-1625)

Introducing Poetry: Forms of Poetry - Sonnet, Lyric

Literary terms: hyperbole, conceit, alliteration, simile, metaphor

#### Unit II

Edmund Spenser

*One Day I Wrote Her Name*

Wyatt

*My Lute Awake*

Surrey

*The Means to Attain a Happy Life*

#### Unit III

Christopher Marlowe

*The face that launched a thousand ships*

John Donne

*Batter my Heart*

*Go and catch a falling star*

#### Unit IV

Andrew Marvell

*The Garden*

George Herbert

*The Pulley*

*Virtue*

#### Unit V

Introducing Drama: Concepts, Characteristics, and Types, Tragedy

Shakespeare

*Macbeth*

## Evaluation Scheme

**(This will apply to all undergraduate Courses in Literature and not to Ability Enhancement Course.)**

There will be two papers in each Semester. Each paper will be of 1:30 Hours duration and shall carry 75 Marks (60 marks external and 15 Marks Continuous internal Evaluation. There shall be terminal examination of 60 marks at the End of the Semester. The Examination Paper shall consist of 40 multiple choice questions.

Each question carries 1.5 marks. Each question will have five options marked (a, b, c, d, and e). fifth option is 'not attempting'.

The Examiner shall set Questions in such a way so that almost the cent percent coverage of the syllabus is ensured.

- Course Code: ENGL-DCC-T12
- Type of the course: Discipline Core Course II of Semester I
- Title of the Course: **English Literature – II: Renaissance to Commonwealth (1550-1660)**
- Level of the Course: NHEQF4.5
- Credit of the Course: 3
- Delivery sub-type of the course: Theory 2.5 Tutorial 0.5

### **Course Objectives:**

- To explore early literary traditions.
- Develop familiarity with the literature of renaissance and commonwealth period.
- Acquire knowledge of literature written in English and other regional languages in India during the period.
- To explore the history of the English civil war and other turbulent political, economic, cultural and intellectual cross-currents of the Elizabethan, Jacobean, Caroline and Commonwealth, Restoration and neo-classical years.
- To develop an understanding of genres, terms and canons of literature written in English and available in English translations from India and France.
- To explore the growth of literature through a reading of the contemporaries of English writers in India who made a revolution regarding the use of language in written literature.

### **English Literature – II: Renaissance to Commonwealth (1550-1660)**

#### **Unit I**

Introduction to the Age: Caroline to Commonwealth (1625-1660)

Gothic Literature, Baroque Literature, *Abhanga*, Blank Verse

#### **Unit II**

Introducing Renaissance

Bacon

*Of Studies*

*Of Travel*

#### **Unit III**

Introducing Puritanism

John Milton

*On His Blindness*

*On The Late Massacre in Piedmont*

#### Unit IV

Introducing Essay: Definition, Types, and Development

Montaigne

*Of Friendship*

#### Unit V

Voices from India: Introducing *Abhanga* Poetry and Devotional Poetry

Songs of Meera

*mai maine govind leeno mol (2)*

*Hari tum harau jan ke peer (6)*

Poems of Tukaram

Section 1 Autobiography: Thoughts about the world (1- 12)

Tuisidas

*Ramcharitmanas Kishkinda Kand* couplet 5(1-7),6  
(1-15), 7 (1-4), 8 (1-5)-9(1-2)

## Evaluation Scheme

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The Examiner shall set Questions in such a way so that almost the cent percent coverage of the syllabus is ensured.

#### Learning Outcomes:

On the Successful completion of the course, the students shall be able to:

- acquaint themselves with the historical, cultural and aesthetic continuities and discontinuities with the earlier and later periods of history and literature.
- distinguish and compare the society and literature of the early Renaissance with that of the decadent Jacobean context and to a certain extent the literature of the Enlightenment age.
- distinguish and compare the society and literature of the Commonwealth with that of the Restoration and to a certain extent the literature of the Neo-classical age.
- understand prose allegory and the vivid power of narration.
- read devotional poetry translated from regional to English and develop an understanding and appreciation for indigenous knowledge systems.
- analyze, read and appreciate the contribution of contemporary literature written in India and explore the writing patterns.



- understand thematic concern of texts focusing on society, love, cultural barriers and economical differences.
- develop an understanding of the various genres, literary traits and terms of literature.

**Recommended Readings:**

- Ford, Boris. Ed. From Donne to Marvell – The Pelican Guide to English Literature (Vol. 3). Harmondsworth: Penguin, 1983.
- Ford, Boris. Ed. The Age of Shakespeare – The Pelican Guide to English Literature (Vol. 2). Harmondsworth: Penguin, 1969.
- Hadfield, Andrew and A. L. Prescott. Ed. Edmund Spenser's Poetry: Norton Critical Edition. Pennsylvania: Norton, 1969. David Green (ed.)
- Hudson, W.H. An Introduction to the Study of Literature. London: George. G. Harrap & Co., 1936.
- Michel de Montaigne. The Complete Essays. Translated by M.A. Screech. Penguin Classics, 1993.
- Mystic Songs of Meera V. K. Subramanian, Abhinav Publication, 2005.
- Shri Ramcharitmanas by Goswami Tulsidasji, Gita Press Gorakhpur; New edition (1 January 2019)
- Susanta K. Sinha (ed.) English Essayists. New Delhi: OUP.
- The Golden Treasury, F.T Palgrave, Penguin ,1994.
- The Pilgrim's Progress: From This World, to That Which Is to Come (Penguin Classics) Penguin Classics; Illustrated edition (30 October 2008)
- The Poems of Tukarama Hardcover – 1 December 1991 Motilal Banarsidass, (1 December 1991)
- The Poet's Pen. Dastoor and Dastoor, OUP, New Delhi.
- The Winged Word. New Delhi: Macmillan, and Dastoor and Dastoor (eds.)