



Kavayitri Bahinabai Chaudhari North Maharashtra  
University, Jalgaon

M.A. English  
(Part I)

**Curriculum Specifics**  
**(Program Specific Objectives and Outcomes, Course Objectives  
and Course Outcomes)**

(w.e.f. June 2021)

**Faculty of Humanities**  
**Post Graduate Courses**  
**Under Choice Based Credit System (CBCS)**  
**Summary of Distribution of Credits under CBCS for PG**  
**(w. e. f. 2021-2022)**

Type of Course	Sem. I	Sem. II	Sem. III	Sem. IV
<b>Core</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>12</b>
<b>Skill based / Elective</b>	<b>04</b>	<b>04</b>	<b>04</b>	<b>04</b>
<b>Audit</b>	<b>02</b>	<b>02</b>	<b>02</b>	<b>02</b>
<b>Total Credits</b>	<b>18</b>	<b>18</b>	<b>18</b>	<b>18</b>
<b>Total Credits = 72</b>				

Subject Type	Core	Skill based / Elective	Audit	Total Credits
<b>Credits</b>	<b>48</b>	<b>16</b>	<b>08</b>	<b>72</b>

## Course credit scheme

Semester	(A) Core Courses			(B) Skill Based / Elective Course			(C) Audit Course (No weight age in CGPA)			Total Credits (A+B+C)
	No. of Courses	Credits (T/P)	Total Credits	No. of Courses	Credits (T/P)	Total Credits	No. of Courses	Credits (P)	Total Credits	
I	3	4	12	1	4	4	1	2	2	18
II	3	4	12	1	4	4	1	2	2	18
III	3	4	12	1	4	4	1	2	2	18
IV	3	4	12	2	4	4	1	2	2	18

### *List of Audit Courses (Select any ONE course of Choice from Semester II; Semester III and Semester IV)*

Semester I (Compulsory)		Semester II (Choose One)		Semester III (Choose One)		Semester IV(Choose One)	
		Personality and Cultural Development		Technology + Value Added Course		Professional and Social + Value Added Course	
Course Code	Course Title	Course Code	Course Title	Course Code	Course Title	Course Code	Course Title
AC-101	Practicing Cleanliness	AC-201 (A)	Soft Skills	AC-301(A)	Computer Skills	AC-401(A)	Human Rights
		AC-201 (B)	Sport Activities	AC-301(B)	Cyber Security	AC-401 (B)	Current Affairs
		AC-201 (C)	Yoga	AC-301(C)	Related to concerned PG subject	AC-401(C)	Related to concerned PG subject
		AC-201 (D)	Music	AC-301(D)	Related to concerned PG subject	AC-401(D)	Related to concerned PG subject

**Faculty of Humanities**  
**Post Graduate Courses**  
**Under Choice Based Credit System (CBCS)**

**Semester-wise Course Structure of M. A. English (w.e.f. 2021)**

**Semester I**

Course	Course Type		Course Title	Teaching Hours/Week			Marks (Total 100)				Credits
				T	P	Total	Internal		External		
							T	P	T	P	
PG-ENG-101	Core			4	--	4	40	--	60	--	4
PG-ENG-102	Core			4	--	4	40	--	60	--	4
PG-ENG-103	Core			4	--	4	40	--	60	--	4
PG-ENG-DSE-104	A	Elective		4	--	4	40	--	60	--	4
	B	Skill		4	--	4	40	--	60	--	4
AC-101	Audit Course		Practicing Cleanliness	--	2	2	--	100	--	--	2
<b>Total Credit for Semester I: 18 (T = Theory: 12; Skill Based/Elective: 4; Audit Course: 2)</b>											

**Semester II**

Course	Course Type		Course Title	Teaching Hours/Week			Marks (Total 100)				Credits
				T	P	Total	Internal		External		
							T	P	T	P	
PG-ENG-201	Core			4	--	4	40	--	60	--	4
PG-ENG-202	Core			4	--	4	40	--	60	--	4
PG-ENG-203	Core			4	--	4	40	--	60	--	4
PG-ENG-DSE-204	A	Elective		4	--	4	40	--	60	--	4
	B	Skill		4	--	4	40	--	60	--	4
AC-201/202/203/204	Audit Course		Choose one out of Four (AC-201/ AC-202/AC-203/AC-204) from Personality and Cultural Development	--	2	2	--	100	--	--	2
<b>Total Credit for Semester II: 18 (T = Theory: 12; Skill/Elective Based: 4; Audit course: 2)</b>											

## Program at a Glance

Name of the program (Degree)	: M. A. (English)
Faculty	: Humanities
Duration of the Program	: Two years (four semesters)
Medium of Instruction and Examination	: English
Exam Pattern	: 60 : 40 (60 marks University exam and 40 marks continuous internal departmental exam/assessment)
Passing standards (separate head of passing)	: 40% in each exam separately
Evaluation mode	: CGPA
Total Credits of the program	: 72 (48 core credits including 4 credits of project, 16 skill enhancement / elective credits and 08 audit credits)

### About Course:

The syllabus framed for M.A. part I and II form AY 2021-22 is in accordance with the instruction given in CBCS pattern. The syllabus is in three tear structure, core courses, skill based/elective courses and audit courses. Core Courses fulfill the requirement of syllabus for specialization in literatures in English, criticism and various forms. Skill based or elective courses from the syllabus cater the need of skill development in the students. Audit courses contribute to the overall development of student personality.

In this world of globalization, the nature of job has become hybrid. Therefore students required such education which will help them in getting hybrid jobs and they can even gain the advantage of having their own start ups.

### **Program Objectives (POs) for M. A. Program:**

1. To facilitate students to demonstrate a degree of mastery over the area as per their program of specialization at a level higher than requirements in UG program.
2. To enable students to carry out research/ investigation and development work independently to solve critical problems in their respective field
3. To apply a number of strategies for sorting through the applicability of and connections among a range of scholarly approaches to speculate and reconstruct their previous knowledge
4. To prepare students to produce original scholarship that contributes to knowledge in their respective fields
5. To persuade students to compare and validate previous and contemporary development in their respective field of knowledge to generate remedies for contemporary social situation.

### **Program Outcomes (POs) for M. A. Program:**

After completing the program, the students will be able to-

<b>PO No.</b>	<b>PO</b>	<b>Cognitive level</b>
<b>PO1</b>	Use strategic connections among approaches to reconstruct their previous knowledge	<b>3</b>
<b>PO2</b>	Think and write research proposals/thesis/dissertations independently	<b>6</b>
<b>PO3</b>	Employ the strategies to achieve mastery over their program of specialization	<b>3</b>
<b>PO4</b>	Create study/reference material to contribute existing knowledge of their domain through research/books	<b>6</b>
<b>PO5</b>	Devise remedies for contemporary social issues by associating their knowledge with real situations.	<b>4</b>

### **Programme Specific Objectives (PSOs) for M. A. English Program:**

1. To make students familiar with the areas of research in English Literature.
2. To further skills in students pertaining job opportunities.
3. To enhance students' perception of life through value education.
4. To develop analytical, interpretative and descriptive ability in students.

### **Programme Specific Outcomes (PSOs) for M. A. English Program:**

<b>Sr. No.</b>	<b>Outcomes</b>	<b>Cognitive level</b>
<b>1.</b>	Skill based course will hone the skills in students, required for job.	<b>3</b>
<b>2.</b>	The skill based courses can also help the students in having their own start ups so that they can create employment.	<b>6</b>
<b>3.</b>	Papers of specialization will motivate students to gain depth in the area so that they can opt for it in their further research.	<b>2</b>
<b>4.</b>	The course flaunts more than twenty four areas of research, so that after completing their PG, the students can opt any one for their Ph.D/ M.Phil.	<b>3</b>
<b>5.</b>	The course caters the need of required qualification for hybrid jobs.	<b>6</b>
<b>6.</b>	Interdisciplinary papers like gender sensitization will provide opportunity to build career in social work.	<b>6</b>
<b>7.</b>	Papers like Film and Literature will open up job avenues like script writer for film, script writer for TV serials.	<b>6</b>
<b>8.</b>	Papers like Value Education and Literature will contribute to the constructive furtherance in the students' personality so that they can lead quality life and help others for the same as well.	<b>5</b>

# M. A. ENGLISH

## Part I

### CBCS Syllabus (w.e.f. 2021-22)



### Paper I (Core Paper)

### PG-ENG-101 & PG-ENG-201

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Course Credits: 4 Credits for each Sem.

Teaching Hours: 60hrs for each Sem.

#### **Objectives:**

1. To familiarize students with the theory and practices of communication
2. To acquaint students with the nature of English phonetics and its application
3. To introduce students to various theories and practices in linguistics and update their knowledge towards recent trends in linguistics
4. To make students aware of the relation of language to brain, society, and culture
5. To develop amongst students grammatical and stylistic competence.
6. To introduce students the development of English language in India

#### **Semester-I**

### **PG-ENG-101: Basics of Linguistics**

#### **Unit-I Language Orientation**

- a. Language and Communication
- b. Characteristics of communication
- c. Effective communication
- d. Barriers to communication



- e. Verbal and Non-verbal communication

### **Unit-II Phonetics and Phonology**

- a. Major Classes of Speech Sounds: Consonants, Vowels, Monophthongs and Diphthongs
- b. Supra Segmental and Prosodic Phenomenon
- c. Word Stress/Accent, Pitch, Strong forms and weak forms
- d. Intonation, Juncture and Rhythm

### **Unit-III Functional Grammar**

- a. Text and Grammar
- b. Phonology and Grammar
- c. Language Structure and Language Function
- d. Modes of Meaning and Modes of Expression

### **Unit-IV Semantics**

- a. Definition of Semantics
- b. What is meaning- Lexical Vs Grammatical meaning
- c. Sense and Reference
- d. Lexical relations- synonymy, antonymy, homonymy, polysemy

## **Semester II**

### **PG-ENG-201: Applied Linguistics**

#### **Unit-I Introduction to Pragmatics**

- a. Pragmatics: Definition and its nature
- b. Pragmatics Basic Concepts:
  - i. Speech situation and Speech event
  - ii. Presupposition-Types
  - iii. Turn-taking
  - iv. Adjacency Pairs
  - v. Implicatures
  - vi. Deixis
- c. Speech acts
  - i. Constatives and performatives

- ii. Searle's typology of speech-acts
- iii. Direct/Indirect speech-acts
- iv. Felicity conditions
- d. Politeness and Co-operative Principles (Introductory)

### **Unit-II Stylistics**

- a. Definition and nature of Stylistics
- b. Stylistic Principles: foregrounding, deviation (graphical, thematic, linguistic), Parallelism, (phonological, morphological, grammatical) cohesion, coherence
- c. Methods in Stylistic Analysis (semantico-stylistic analysis, comparative method, stylistic experiment, stylistics of language and speech)

### **Unit-III Socio-linguistics**

- a. Sociolinguistics: Definition and Nature
- b. Language variation William Labov Theory- Social class, gender and language, age and language, registers and jargons
- c. Sociology of language: Language planning, policy, National and official languages, endangered languages, and language death
- d. Speech communities and language contact: Pidgin, Creole, code-switching and code-mixing

### **Unit-IV Psycho-linguistics**

- a. Psycho-linguistics: Definition and nature
- b. Language Acquisition: First, Second & Bilingual
- c. Speech Perception- Understanding utterances: Serial models, parallel models and interpretative processes
- d. Speech Production -Producing utterances: structure of message level and structure of sentence level, lexical access and serial vs. parallel interpretations

### **Suggested Readings:**

1. Pinker, S.(1981). Language and Linguistics. Cambridge (UK): Cambridge University Press.
2. Sapir, E. 1949. Language. New York: Hercourt. Brace & World.

3. Clark, J. C. Yallop. 1990. An Introduction to Phonetics and Phonology. Oxford, Basil Blackwell.
4. Gaskell, G. et al 2007 The Oxford Handbook of Psycholinguistics, Oxford University Press, London. Ingram
5. David. 1989. First Language Acquisition. Cambridge: Cambridge University Press.
6. Fishman, J. Sociolinguistics: A Brief Introduction. Rowley: Newsbury House, 1971.
7. Holmes, J. An Introduction to Sociolinguistics. London: Longman, 1992.
8. Black, E. (2006) Pragmatic Stylistics. Edinburgh: Edinburgh University Press.
9. Leech, G. N. (1983) Principles of Pragmatics. London: Longman.
10. Levinson, S. C. (1983) Pragmatics. London: Cambridge University Press.
11. Quirk R, & S, Greenbaum. (1973). A University Grammar in English. Chennai: Longman.
12. Kishnaswamy, N. & L. Krishnaswamy. (2006) The Story of English in India. Cambridge University Press India Pvt.Ltd.
13. Halliday, M.A.K. (1994). Introduction to Functional Grammar, 2nd ed. London: Edward Arnold.
14. ---. (2002). On Grammar Edt. Jonathan Webster. London: Continuum.

**Outcomes:**

Sr. No.	Outcome	Level
1.	Students will recognize rich heritage of communication and language	1
2.	Students will be able to examine/associate usage of language and communication used in day to day conversation.	2
3.	Creativity will be inculcated in students to use their knowledge in different registers	6

## **PG-ENG-101: Basics of Linguistics & PG-ENG-201: Applied Linguistics**

### **External and Internal Evaluation Pattern**

#### **Semester-I: PG-ENG-101**

**Internal Evaluation:** 40 Marks: Break up is as follows:

1) Written Test:20 Marks

2) Practical Journal and Oral Test: 20 Marks (10 marks each)

\*Maintenance of Practical Journal with five practicals and Oral Test will be compulsory and will be conducted by the subject teacher being an internal examiner.

**External Evaluation:** 60 Marks: Question paper format is as follows:

#### **Format of Question Paper (External Examination)**

#### **Semester-I: PG-ENG-101**

**Time:** Three Hours

**Max. Marks:** 60

1) Complete the following sentences choosing the correct alternative from those given below (on all units) (Twelve out of fifteen) 12 marks Question

2) Short answer questions (on Language) (Three out of Five) 12 marks Question

3) Short answer questions (on Phonetics) (Three out of Five) 12 marks Question

4) Short answer questions (on Functional Grammar)(3 out of Five) 12 marks Question

5) Short answer questions (On Semantics) (Three out of Five) 12 marks Question

#### **Semester-II: PG-ENG-201**

**Internal Evaluation:** 40 Marks: Break up is as follows:

1) Written Test:20 Marks

2) Practical Journal and Oral Test: 20 Marks (10 marks each)

\*Maintenance of Practical Journal with five practicals and Oral Test will be compulsory and will be conducted by the subject teacher being an internal examiner.

**External Evaluation:** 60 Marks: Question paper format is as follows:

**Format of Question Paper (External Examination)**

**Semester-II: PG-ENG-201**

**Time:** Three Hours

**Max. Marks:** 60

- 1) Complete the following sentences choosing the correct alternative from those given below  
(on all units) (Twelve out of fifteen) 12 marks Question
- 2) Short answer questions (on Pragmatics) (Three out of Five) 12 marks Question
- 3) Short answer questions (on Stylistics) (Three out of Five) 12 marks Question
- 4) Short answer questions (on Sociolinguistics) (Three out of Five) 12 marks Question
- 5) Short Notes (On Psycholinguistics) (Three out of Five) 12 marks Question

## Paper II (Core Paper)

### PG-ENG-102 & PG-ENG-202

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Course Credits: 4 Credits for each Sem.

Teaching Hours: 60hrs for each Sem.

#### Objectives:

1. To acquaint students with various types of drama.
2. To introduce students with the contribution of different playwrights in developing various types of drama.
3. To familiarize students with various dramatic techniques and device.

#### Semester: I

### PG-ENG-102: English Drama (Medieval to 17<sup>th</sup> Century)

#### Unit: 1

Study of development of English Drama from Medieval Period to 17<sup>th</sup> century with special focus on following topics:

- Miracle plays and Mystery plays
- Morality Plays
- University Wits
- Revenge Play
- Shakespearean Tragedy
- Shakespearean Comedy
- Comedy of Humours
- Comedy of Manners

#### Unit : 2

William Shakespeare: *Othello*

**Unit : 3**

Ben Jonson: *The Alchemist*

**Unit: 4**

William Wycherley: *The Country Wife*

**Semester: II**

**PG-ENG-202: English Drama (18<sup>th</sup> to 20<sup>th</sup> Century)**

**Unit: 1**

Study of development of English Drama from 18<sup>th</sup> to 20<sup>th</sup> century with special focus on following topics:

- Sentimental Comedy
- Influence of Henrik Ibsen
- Drama of Ideas
- Problem Play
- Revival of Poetic Play in the Twentieth Century
- Theater of the Absurd
- Kitchen-sink Drama

**Unit : 2**

Richard B. Sheridan: *The Rivals*

**Unit : 3**

Harold Pinter: *The Caretaker*

**Unit: 4**

G. B. Shaw: *Pygmalion*

### Suggested Reading:

1. . Martin Esslin *The Theatre of the Absurd*, Pelican, 1968.
2. . Eric Bentley: *The Playwright as Thinker: A Study of Drama in Modern Times*. London: Mariner Books, 1987.
3. Nicoll Allardyce. *Theory of Drama*. New York: B. Blom, 1966.
4. Scott, Mark W. *Shakespeare for Students: Critical Interpretations of As You Like It, Hamlet, Julius Caesar, Macbeth, the Merchant of Venice, a Midsummer Night's Dream, Othello, and Romeo and Juliet*. Detroit: Gale Research, 1992. Print
5. Ralph Kaufman ed. *Elizabethan Drama*. Oxford: Oxford University Press, 1989.
6. Ervine, St J. G. *Bernard Shaw: His Life, Work, and Friends*. New York: Morrow, 1956. Print.
7. William Raymond. *Drama from Ibsen to Brecht*. Penguin Books. 1964.
8. Laurie E. Maguire. *Studying Shakespeare: A Guide to the Plays*. Blackwell, 2004.
9. Frank Kermode. *Shakespeare's Final Plays*. Farrar Straus Giroux, 2000.
10. Sanders, Andrew. *The Short Oxford History of English Literature*. London: OUP.
11. A.C. Bradley, *Shakespearean Tragedy*. Palgrave, 2007.
12. Bentley Eric. *The Theory of the Modern Stage: An Introduction to Modern Theatre and Drama*. Harmondsworth: Penguin, 1968.

### Outcomes:

Sr. No.	Outcome	Level
1.	Students will identify difference in various types of drama.	1
2.	Students will be able to relate their knowledge of dramatic devices and technique to the texts.	2
3.	Students will be able to analyze variety of plays and how to analyze those.	4



## **PG-ENG-102 & PG-ENG-202**

**Internal Assessment: 40 Marks** (Compulsory First Test – 20 Marks, Second Test / Seminar / Presentation – 20 Marks)

**External Evaluation – 60 Marks**

### **Question Paper Format for Semester I and II**

Total Marks: **60**

Time: **03 Hrs**

**Q. No. 1.** Multiple Choice Questions on all 04 Units (any 12 out of 15) -- **12 Marks**

**Q. No. 2.** (A) Long Answer Type Question on Unit 2

OR

(B) Short Notes on Unit 2 (any 03 out of 05) -- **12 Marks**

**Q. No. 3.** (A) Long Answer Type Question on Unit 3

OR

(B) Short Notes on Unit 3 (any 03 out of 05) -- **12 Marks**

**Q. No. 4.** (A) Long Answer Type Question on Unit 4

OR

(B) Short Notes on Unit 4 (any 03 out of 05) -- **12 Marks**

**Q. No. 5.** Short Notes on Unit 1 (any 03 out of 05) -- **12 Marks**

**Paper III (Core Paper)**

**PG-ENG-103 & PG-ENG-203**

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Course Credits: 4 Credits for each Sem.

Teaching Hours: 60hrs for each Sem.

**Objectives:**

1. To introduce students with the contribution of various poets to English poetry.
2. To acquaint the students with the form, language, subject and poetic devices used in prescribed poems.
3. To orient students with the skill of creative writing through the prescribed poems.

**SEMESTER – I**

**PG-ENG-103: ENGLISH POETRY (Chaucer to Romantic Period)**

**Unit I:** The background study of the growth and development of English poetry from Chaucer to Romantic Period with reference to trends, movements, tendencies and contributions of major poets.

- Unit II:**
1. Geoffrey Chaucer: The Knight's Tale (from the Canterbury Tales)
  2. William Shakespeare: When Forty Winter Shall Besiege Thy Brow
  3. Edmund Spenser: The Faire Queen- Part I
  4. John Donne: The Sun Rising

**Unit III:** 5. Andrew Marvell: To His Coy Mistress

6. John Milton: Lycidas
7. John Dryden: Mac Flecknoe
8. Alexander Pope: Know Then Thyself (*An Essay on Man: Epistle II; Lines 1-18*)

**Unit IV:** 9. William Wordsworth: Intimations of Immortality

10. S. T. Coleridge: Christabel (Part I)
11. P. B. Shelley: Ode to a Skylark
12. John Keats: Ode to Nightingale
13. William Blake: The Human Abstract

## SEMESTER – II

### **PG-ENG-203: ENGLISH POETRY (Victorian period to Post Modern period)**

**Unit I:** The background study of the growth and development of English poetry from Victorian Period to Post Modern Period with reference to trends, movements, tendencies and contributions of major poets.

**Unit II:** 1. A. L. Tennyson: Ulysses  
2. Robert Browning: Fra Lippo Lippi  
3. Mathew Arnold: Scholar Gipsy

**Unit III:** 4. W. B. Yeats: The Second Coming  
5. T. S. Eliot: Love Song of J. Alfred Prufrok  
6. Dylan Thomas: Lie Still, Sleep Becalmed  
7. Wilfred Owen: Strange Meeting

**Unit IV:** 8. W. H. Auden: Muses Des Beaux Arts  
9. C. D. Lewis: The Poet  
10. Philip Larkin: The Whitson Wedding  
11. Stephen Spender: My Parents Kept Me from Children Who were Rough  
12. Louis MacNeice: Prayer Before Birth

#### **Suggested Reading:**

1. Cox and Dyson. *Poems of This Century*. Bombay: Orient Longman, 1972.
2. Barua, K.A. (ed.), *Whispering Reeds An Anthology of English Poetry*. Delhi: OUP, 2015
3. Ramanan, G. M (ed). *Modern English Poetry: A Selection*. Hyderabad: Orient Blackswan, 2013.
4. Wright, David. *The Penguin Book of English Romantic Verse*. England: Penguin Books Ltd., 1968.
5. Williams, H. M. *Six Ages of English Poetry*. London: Blackie & Son Ltd., 1967.
6. Sachithanandan, V. *Six English Poets*. Delhi: Macmillan India Ltd., 1987.
7. *Fifteen Poets*. Calcutta: Oxford University Press, 1974.
8. Ramanan, G. M (ed). *Modern English Poetry: A Selection*. Hyderabad: Orient Blackswan, 2013.

9. Anderson, Judith H. *Reading the Allegorical Intertext: Chaucer, Spenser, Shakespeare, Milton*. New York: Fordham University Press, 2008.
10. Butler, Shane, *The Matter of the Page: Essays in Search of Ancient and Medieval Authors* . Madison: University of Wisconsin Press, 2011.
11. Cooper, Helen. *The English Romance in Time: Transforming Motifs from Geoffrey of Monmouth to the Death of Shakespeare*. Oxford: Oxford University Press, 2004.
12. Sacks, Peter, *The English Elegy: Studies in the Genre from Spenser to Yeats*. Baltimore: Johns Hopkins University Press, 1985.

**Outcomes:**

<b>Sr. No.</b>	<b>Outcome</b>	<b>Level</b>
1.	Students will recognize glorious heritage of English poetry.	1
2.	Students will be able to understand poetic styles of prescribed poets.	2
3.	Students will get the practice of expressing their creative urge by writing poems.	6

## PG-ENG-103 & PG-ENG-203

### Pattern of Evaluation

External Evaluation: 60 Marks

Internal Evaluation: 40 Marks (One test of 20 Marks + One Test/Seminar/Presentation for 20 Marks)

### Semester – I

#### Format of Question Paper

Time: Three Hours

Max.Marks-60

Question 1: Complete the following sentences choosing the correct alternative from those given below (on all units) (12/15) **12 Marks**

Question 2 A) : Broad question on Unit II.

**12 Marks**

OR

B) Shrot Notes on Unit II (3/5).

Question 3: A) : Broad question on Unit III.

**12 Marks**

OR

B) Shrot Notes on Unit III (3/5)

Question 4: A) : Broad question on IV.

**12 Marks**

OR

B) Shrot Notes on IV (3/5).

Question 5: A) Broad question on background (Unit I).

**12 Marks**

OR

B) Shrot Notes on background (Unit I). (3/5)

### Semester – II

#### Format of Question Paper

Time: Three Hours

Max.Marks-60

Question 1: Complete the following sentences choosing the correct alternative from those given below (on all units) (12/15) **12 Marks**

Question 2 A) : Broad question on Unit II.

**12 Marks**

OR

B) Shrot Notes on Unit II (3/5).

Question 3: A) : Broad question on Unit III.

**12 Marks**

OR

B) Shrot Notes on Unit III (3/5)

Question 4: A) : Broad question on IV.

**12 Marks**

OR

B) Shrot Notes on IV (3/5).

Question 5: A) Broad question on background (Unit I).

**12 Marks**

OR

B) Shrot Notes on background (Unit I). (3/5)

**Paper IV (Elective Paper)**

**PG-ENG-104 (A) & PG-ENG-204 (A)**

Course Credits: 4 Credits for each Sem.

Teaching Hours: 60hrs for each Sem.

**Objectives:**

1. To acquaint students with the growth and development of Indian poetry, drama and novel.
2. To familiarize students with Indian ethos and universality of issues depicted in Indian writing in English.
3. To facilitate students with trends, techniques and tendencies depicted in Indian writing in English.

**SEMESTER – I**

**PG-ENG-104 (A): INDIAN WRITING IN ENGLISH (Poetry and Drama)**

- Unit I:** 1. The study of growth and development of Indian Poetry in English with reference to trends, techniques, themes, tendencies and contributions of major poets.
2. The study of growth and development of Indian Drama in English with reference to trends, techniques, themes, tendencies and contributions of major play dramatists.

- Unit II:** 1. Rabindranath Tagore: Stream of Life
2. Nissim Ezekiel: Poet, Lover, Birdwatcher
3. A. K. Ramanujan: Obituary
4. Kamala Das: The Dance of Enoch
5. Jayant Mahapatra: Hunger
6. Arun Kolhatkar: An Old Woman (from *Jejuri*)

**Unit III:** 7. Vijay Tendulkar: *Kanyadan* (Drama)

**Unit IV:** 8. Girish Karnad: *Hayavadana* (Drama)

**SEMESTER – II**

**PG-ENG-204 (A): INDIAN WRITING IN ENGLISH (Novel)**

**Unit I:** The study of growth and development of Indian Novel in English with reference to trends, techniques, themes, tendencies and contributions of major novelists.

**Unit II:** 1. Raja Rao: *Kanthapura*

**Unit III:** 2. Kamala Markandaya: *Nector in Seive*

**Unit IV:** 3. Amitav Ghosh: *Calcutta Chromosome*

**Suggested Reading:**

1. Parthasarthy, R.(ed). *Ten Twentieth Century Indian Poets*. Delhi: OUP, 2002.
2. Sarang, Vilas (ed). *Indian English Poetry Since 1950: An Anthology*. Bombay: Orient Longman Ltd., 1989.
3. *An Anthology of Indian English Poetry*. Bombay: Orient Longman Ltd., 1995.
4. Naik, M. K. *Indian English Poetry*. Delhi: Pencraft International, 2000.
5. Chaudhari, Rosinka. *A History of Indian Poetry in English*. Cambridge Uni. Press, 2016
6. King Bruce, *Modern Indian Poetry in English*. Madras: OUP, 1987
7. Dharwadkar, A. B. *Collected Plays: Girish Karnad, Vol.2*. New Delhi: OUP, 2006
8. Tendulkar, Vijay. *Five Plays*. New Delhi: OUP, 1992
9. Chandra, Laksmi(ed). *Lights on Indian Plays in English Vol 1 and 2*. Bombay: Orient Blackswan, 2006
10. Soat, Babu. *Indian Drama Today*. New Delhi: Prestige, 1997
11. Naik, M.K. and Punekar, S. *Perspectives on Indian Drama in English*. Madras: OUP, 1977
12. Shridasani, Menka (ed). *Anthology of Contemporary Indian Poetry*. USA: Big Bridge, 2004  
<https://www.poetryfoundation.org>
13. Naik, M. K. *A history of English Literature*. New Delhi: Sahitya Akademi, 1982
14. Ramamurti, K. S. *Rise of the Indian Novel in English*. New Delhi: Sterling, 1987
15. Mukharji, Minakshi. *The Twice Born Fiction, Themes and Techniques of the Indian Novel in English*. New Delhi: Heinimen, 1971
16. Anjaria, Ulka (ed). *A History of the Indian Novel in English*. New Delhi: Cambridge Uni. Press, 2015
17. Mehotra, Arvind. *Encyclopedia of Indian Writing in English*. New Delhi: India Ink, 1990
18. Rao, Raja. *Kanthapura*. New Delhi: Penguin Random House India, 2015
19. Markandaya, Kamala. *Nector in the Sieve*. New Delhi: Penguin Books, 2009
20. Ghosh, Amitav. *The Calcutta Chromosome*. New Delhi: Ravi Dayal Publisher, 1985



**Outcomes:**

<b>Sr. No.</b>	<b>Outcome</b>	<b>Level</b>
1.	The students will associate their previous knowledge with the growth and development of Indian writing in English.	2
2.	The students will appraise the kind of difference between native English writing and Indian writing in English.	4
3.	The students will be able to device how to use the trends and techniques form wise.	6

## PG-ENG-104 (A) & PG-ENG-204 (A)

### Pattern of Evaluation

External Evaluation: 60 Marks

Internal Evaluation: 40 Marks (One test of 20 Marks + One Test/Presentation for 20 Marks)

### Semester – I - PG-ENG-104 (A)

#### Format of Question Paper

Time: Three Hours

Max.Marks-60

Question 1: Complete the following sentences choosing the correct alternative from those given below (on all units) (12/15) **12 Marks**

Question 2 A): Broad question on prescribed poems. **12 Marks**

OR

B) Short Notes on prescribed poems (3/5)

Question 3: A) Broad question on prescribed Drama *Kanyadan*. **12 Marks**

OR

B) Short Notes on *Kanyadan*. (3/5)

Question 4: A) Broad question on prescribed Drama *Nagamandala*. **12 Marks**

OR

B) Short Notes on *Nagamandala*. (3/5)

Question 5: A) Broad question on background. **12 Marks**

OR

B) Short Notes on background. (3/5)

**Semester – II - PG-ENG-204 (A)**

**Format of Question Paper**

Time: Three Hours

Max.Marks-60

Question 1: Complete the following sentences choosing the correct alternative from those given below (on all units) (12/15) **12 Marks**

Question 2 A) : Broad question on *Kanthapura*. **12 Marks**

OR

B) Shrot Notes on *Kanthapura*. (3/5)

Question 3: A) Broad question on *Nector in Sieve*. **12 Marks**

OR

B) Shrot Notes on *Nector in Sieve*. (3/5)

Question 4: A) Broad question on *Calcutta Chromosome*. **12 Marks**

OR

B) Shrot Notes on *Calcutta Chromosome*. (3/5)

Question 5: A) Broad question on background. **12 Marks**

OR

B) Shrot Notes on background. (3/5)

**Paper IV (Skill)**

**PG-ENG-104 (B) & PG-ENG-104 (B)**

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Course Credits: 4 Credits for each Sem.

Teaching Hours: 60hrs for each Sem.

**Objectives:**

1. To familiarize students with the concept of gender studies and its significance
2. To acquaint students with the feminist writers and their writings from the West and East.
3. To introduce students to various theories and literary practices
4. To make students aware of the popular feminist writings in fiction, drama, autobiography, essays, and poetry.
5. To develop amongst students the awareness about gender sensitization.

**Semester I**

**PG-ENG-104 (B): GENDER STUDIES AND LITERATURE (Fiction,  
Essays and Short Stories)**

**Unit-I Introduction to Gender Studies**

- f. Gender Studies: Definition, Nature and Scope
- g. Social Construction of Femininity and Masculinity
- h. Feminist Movements and its impact on literature
- i. Introduction to LGBT (Lesbian, Gay, Bisexual, Transgender) and Queer Literature

**Unit-II Studies in Fiction**

Study of the Novel: *Cry, the Peacock* by Anita Desai

**Unit-III Studies in Essays**

- a. *A Vindication of Rights of Women (Chapter-IV)*- Mary Wollstonecraft
- b. *The Subjection of Women (Chapter-III)*- John Stuart Mill

**Unit-IV Studies in Short Stories**

- a. The Yellow Wallpaper by Charlotte Perkins Gilman
- b. A Wife's Letter by Rabindranath Tagore

## Semester II

### **PG-ENG-204 (B) GENDER STUDIES AND LITERATURE (Drama, Autobiography and poetry)**

#### **Unit-I Gender Studies in British, American, Indian Literature**

- d. Early feminist writings in British, American, and Indian literature
- e. Feminism in English drama, novel, and poetry
- f. Brief introduction to feminist writers and their writings- Tony Morrison, Dorris Lessing, and Pandita Ramabai.

#### **Unit-II Studies in Drama**

Henrik Ibsen: *A Doll's House*

#### **Unit-III Studies in Autobiography**

Maya Angelou: *I Know Why a Caged Bird Sings*

#### **Unit-IV Studies in Poetry**

- e. Meena Kandaswamy- Backstreet Girls
- f. Sylvia Plath- Lady Lazarus
- g. Meena Alexander- Birthplace with Buried Stones
- h. Margaret Atwood- Siren Song
- i. Alice Walker- Be Nobody's Darling, Be an Outcaste

#### **Suggested Readings:**

1. Desai, Anita. *Cry, the Peacock*. New Delhi: Orient Paperbacks, 1980. Print.
2. Wollstonecraft, Mary, *A Vindication of the Rights of Woman: with Strictures on Political and Moral Subjects*. London : J. Johnson, 1792.
3. Mill, J.S. *The Subjection of Women*. Dover Publications Inc.; 1997.
4. Gilman, Charlotte Perkins. *The Yellow Wallpaper*. Virago Press, 1981.
5. Tagore, Rabindranath. *A Wife's Letter*. Tranl. From Bengali.
6. Bhasin and Khan, *Some Questions on Feminism*, Kali for Women, New Delhi, 1986.

7. Caplan, Pat (ed.) *The Cultural Construction of Sexuality*, Routledge, New York, 1987.
8. Rose, Hillary 1983. *Hand, Brain, and Heart: A Feminist Epistemology for the Natural Sciences Signs, Vol. 9, No. 1*, Women and Religion (Autumn, 1983)
9. Connell, Robert W. *Masculinities*, Cambridge: Polity Press, 2005.
10. Seidler, Victor. *Unreasonable Men. Masculinity and Social Theory*, London: Routledge
11. Kandasamy, Meena. *Ms Militancy: Poems*. New Delhi: Navayana, 2010.
12. Alexander, Meena. *Birthplace with Buried Stones*. North-Western University Press, 2013.
13. Atwood, Margeret. "Siren Song" from *Selected Poems 1965-1975*. Houghton Mifflin Company. 1976.
14. Walker, Alice. Be Nobody's Darling, Be an Outcaste. [www.poemhunter.com](http://www.poemhunter.com).
15. Shinde, Tarabai. *Stri Purush Tulana*. (Translated by Maya Pandit), 1882.
16. Angelou, Maya. *I know why the caged bird sings*. Random House, 2009.

**Outcomes:**

Sr. No.	Outcome	Level
1.	The students will understand the concept of gender studies through prescribed texts.	1
2.	To help students, distinguish between male and female writing and predicament as well.	4
3.	To stimulate students to practice gender sensitization in day to day life.	6

## **PG-ENG-104 (B) & PG-ENG-204 (B)**

### **External and Internal Evaluation Pattern**

#### **Semester I- PG-ENG-104 (B)**

**Internal Evaluation:** 40 Marks: Break up is as follows:

- 1) Written Test:20 Marks
- 2) Seminar Presentation/Assignment/Written Test- 20 Marks

(First written Test of 20 is compulsory while remaining 20 marks are allotted for Seminar Presentation or Assignment or Written Test whichever is decided by the subject teacher as an internal choice)

**External Evaluation:** 60 Marks: Question paper format is as follows:

#### **Format of Question Paper (External Examination)**

#### **Semester I- PG-ENG-104 (B)**

**Time:** Three Hours

**Max. Marks:** 60

- 1) Complete the following sentences choosing the correct alternative from those given below (on all units) (Twelve out of fifteen) 12 marks Question
- 2) One Long answer question or Three Short notes (on Unit-I) 12 marks Question
- 3) One Long answer question or Three Short notes (on Unit-II) 12 marks Question
- 4) One Long answer question or Three Short notes (on Unit-III) 12 marks Question
- 5) One Long answer question or Three Short notes (on Unit-IV) 12 marks Question

#### **Semester-II: PG-ENG-204 (B)**

**Internal Evaluation:** 40 Marks: Break up is as follows:

- 1) Written Test:20 Marks

2) Seminar Presentation/Assignment/Written Test- 20 Marks

(First written Test of 20 is compulsory while remaining 20 marks are allotted for Seminar Presentation or Assignment or Written Test whichever is decided by the subject teacher as an internal choice)

**External Evaluation:** 60 Marks: Question paper format is as follows:

**Format of Question Paper (External Examination)**

**Semester-II: PG-ENG-204 (B)**

**Time:** Three Hours

**Max. Marks:** 60

- 1) Complete the following sentences choosing the correct alternative from those given below (on all Units) (Twelve out of fifteen) 12 marks Question
- 2) One Long answer question or Three Short notes (on Unit-I) 12 marks Question
- 3) One Long answer question or Three Short notes (on Unit-II) 12 marks Question
- 4) One Long answer question or Three Short notes (on Unit-III) 12 marks Question
- 5) Two short answer questions or Three Short notes (on Unit-IV) 12 marks Question

**Format of Question Paper (External Examination)**

**Semester-II: PG-ENG-204 (B)**

**Time:** Three Hours

**Max. Marks:** 60

- 1) Complete the following sentences choosing the correct alternative from those given below (on all Units) (Twelve out of fifteen) 12 marks Question
- 2) One Long answer question or Three Short notes (on Unit-I) 12 marks Question
- 3) One Long answer question or Three Short notes (on Unit-II) 12 marks Question
- 4) One Long answer question or Three Short notes (on Unit-III) 12 marks Question
- 5) Two short answer questions or Three Short notes (on Unit-IV) 12 marks Question



# Audit Course

## Semester I

### AC 101 (Audit Course): Practicing Cleanliness

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Course Credits: 2

Teaching Hours: 02 hrs

**(No weightage in CGPA)**

#### Objectives:

To make students aware of Clean India Mission and inculcate cleanliness practices among them.

#### Content:

Awareness program on

- Swachh Bharat Abhiyan (Clean India Mission)
- Clean Campus Mission
- Role of youth in Clean India Mission

Cleaning activities inside and surroundings of Department buildings.

Tree plantation and further care of planted trees

Waste(Liquid/Solid/e-waste) Management, Japanese 5-S practices

Planning and execution of collection of Garbage from different sections of University campus

Role of youth in power saving, pollution control, control of global warming, preservation of ground water and many more issues of national importance.

Cleanest School/Department and Cleanest Hostel contests

Painting and Essay writing competitions

#### Outcomes(COs):

On completion of this course, the student will be able to:

CO No.	CO	Cognitive level
AC101.1	Identify need at of cleanliness at home/office and other public places.	2
AC101.2	Plan and observe cleanliness programs at home and other places.	4
AC101.3	Practice Japanese 5-S practices in regular life.	3

## Semester II

<b>AC-201(A): Soft Skills</b>		
	<p><b>Course Objectives (CObs):</b></p> <ul style="list-style-type: none"> <li>• To inculcate different soft skills among students.</li> </ul>	
<b>Unit 1</b>	<p><b>Introduction to soft skills</b>            Formal definition, Elements of soft skills, Soft vs. Hard skills, Emotional quotient, Goal setting, life skills, Need for soft skills, Communication skills, Etiquettes &amp; Mannerism.</p>	<b>2 hrs.</b>
<b>Unit 2</b>	<p><b>Self-Assessment</b>            Goal setting, SWOT analysis, attitude, moral values, self-confidence, etiquettes, non-verbal skills, achievements, positive attitude, positive thinking and self-esteem.            Activity: The teacher should prepare a questionnaire which evaluate students in all the above areas and make them aware about these aspects.</p>	<b>4 hrs.</b>
<b>Unit 3</b>	<p><b>Communication Skills</b>            Types of communication: Verbal, Non-verbal, body language, gestures, postures, gait, dressing sense, facial expressions, peculiarity of speaker (habits).            Rhetoric speech: Prepared speech (topics are given in advance, students get 10 minutes to prepare the speech and 5 minutes to deliver, Extempore speech (students deliver speeches spontaneously for 5 minutes each on a given topic), Storytelling (Each student narrates a fictional or real-life story for 5 minutes each), Oral review (Each student orally presents a review on a story or a book read by them)            Drafting skills: Letter, Report &amp; Resume writing, business letters, reading &amp; listening skills            Activity: The teacher should teach the students how to write the letter, report and build resume. The teacher should give proper format and layouts. Each student will write one formal letter, one report and a resume.</p>	<b>8 hrs.</b>
<b>Unit 4</b>	<p><b>Formal Group Discussion, Personal Interview &amp; Presentation skills</b>            Topic comprehension, Content organization, Group speaking etiquettes, driving the discussion &amp; skills.            Preparation for personal interview: dress code, greeting the panel, crisp self-introduction, neatness, etiquettes, language tone, handling embarrassing &amp; tricky questions, graceful closing.            Activity: Each batch is divided into two groups of 12 to 14 students each. Two rounds of a GD for each group should be conducted and teacher should give them feedback. Mock interview are to be conducted.</p>	<b>4 hrs.</b>
<b>Unit 5</b>	<p><b>Aptitude and analytical skills</b>            Quantitative aptitude, Numerical reasoning, verbal reasoning, diagrammatic test, situational tests, logical thinking.            Analytical skills: Definition, Types, problem solving</p>	<b>8 hrs.</b>
<b>Unit 6</b>	<p><b>Life skills</b>            Time management, critical thinking, sound and practical decision making by dealing with conflicts, stress management, leadership qualities            Activity: The teacher can conduct a case study activity to train students for decision making skills. The teacher should conduct a session on stress management and guide students on how to manage stress. The teacher may conduct a stress relieving activity in the class. He/she may counsel students individually to know their problems and guide them on dealing with them effectively.</p>	<b>4 hrs.</b>
<p><b>Suggested readings:</b></p> <p>1. Basics of Communication In English: Francis Sounderaj, MacMillan India Ltd.</p>		

2. English for Business Communication: Simon Sweeney, Cambridge University Press
3. An Introduction to Professional English and Soft Skills: Das, Cambridge University Press
4. Quantitative Aptitude: R.S. Agrawal

**Course Outcomes (COs):**

On completion of this course, the student will be able to:

CO No.	CO	Cognitive level
AC201A.1	Identify their lacunas about some soft skills and try to overcome the same.	2
AC201A.2	Practice learned soft skills in real life and do their jobs more effectively.	3

**AC-201(B): Practicing Sports Activities**

**Course Objectives (COs):**

- To motivate students towards sports and provide them required training.

SR NO.	NAME OF THE SPORT/GAME (Select ONE of the Following )	SYLLABUS OF THE COURSE	TIMING (02 Hours in a Week)	SEMESTER
1	Volleyball	<ul style="list-style-type: none"> <li>• General Fitness</li> <li>• Basic Fitness</li> <li>• Specific Fitness</li> <li>• History of the Game</li> <li>• Basic Skill of the Game</li> <li>• Major Skill of the Game</li> <li>• Technique &amp; Tactics of the Game</li> <li>• Game Practice</li> </ul>	<p style="text-align: center;">Morning : 07 to 09 AM</p> <p style="text-align: center;">OR</p> <p style="text-align: center;">Evening : 05 to 07 PM</p>	<p style="text-align: center;">Total 30 Hours in Each Semester</p>
2	Athletics			
3	Badminton			
4	Cricket			
5	Basketball			
6	Handball			
7	Kabaddi			
8	Kho-Kho			
9	Table-Tennis			
10	Swimming			

**Course Outcomes (COs):**

On completion of this course, the student will be able to:

CO No.	CO	Cognitive level
AC201B.1	Identify one or more sports of their choice and develop more interest to participate at University/National level sport events.	2
AC201B.2	Practice the learned sports activities regularly in real life.	3

**AC-201(C): Practicing Yoga**

**Course Objectives:**

- To motivate students towards yoga and provide them required training.

	<ul style="list-style-type: none"> <li>• Yog: Meaning, Definition &amp; Introduction, Objectives</li> <li>• Primary Introduction of Ashtanga Yoga</li> <li>• Preparation of Yogabhyas</li> <li>• Omkar Sadhana, Prayer, Guru Vandana</li> <li>• Sukshma Vyayamas</li> <li>• Suryanamaskar (12 Postures)</li> <li>• Asanas : <ul style="list-style-type: none"> <li>▪ Sitting (Baithaksthiti) - Vajrasana, Padmasana, Vakrasana, Ardha-Pashchimotanasana</li> <li>▪ Supine (Shayansthiti) - Uttan Padaasan(Ekpad/Dwipad), Pavanmuktasana, Viparitarani Aasan, Khandarasan, Shavasana</li> <li>▪ Prone (Viparitshayansthiti) - Vakrahasta, Bhujangasana, Saralhasta Bhujangasana, Shalabhasana(Ekpad/Dwipad), Makarasana</li> <li>▪ Standing (Dhandsthiti) - Tadasana , TiryakTadasana, Virasana, Ardh Chakrasana</li> </ul> </li> <li>• Primary Study of Swasana: Dirghaswasana, Santhaswasana, JaladSwasana - 6 Types</li> <li>• Pranayama : Anuloma-viloma, Bhramari</li> </ul>
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**Course Outcomes (COs):**

On completion of this course, the student will be able to:

CO No.	CO	Cognitive level
AC201C.1	Identify and practice some Yoga asanas regularly in their life to remain healthy.	2
AC201C.2	Provide guidance and practice about Yoga to their friends, parents and relatives.	3

**AC-201(D): Introduction to Indian Music**

	<p><b>Course Objectives:</b></p> <ul style="list-style-type: none"> <li>• To motivate students towards Indian music and provide them minimum required training.</li> </ul>
	<ul style="list-style-type: none"> <li>• Definition and brief about generation of Swar, Saptak, Thaata, Raaga, Aavartan, Meend, Khatka, Murkee, Taal, Aalaap etc.</li> <li>• Taal and its uses - Treetaal, Daadraa, Zaptaal, Kervaa.</li> <li>• Information of Badaakhyaal, Chhotaakhyaal (one), Sargam, Lakshangeet (information)</li> <li>• Detailed information of Tambora</li> <li>• Detailed information of Harmonium and Tablaa.</li> <li>• Five filmy songs based on Indian Classical Music (Theory and Presentation)</li> <li>• Sound Management - Basic information of Sound Recording (including Practicals)</li> <li>• Composition of Music as per the Story</li> <li>• Preparing news write-ups of the Seminars, Library Musical Programmes held at the nearest Akashwani, by personal visits.</li> </ul>

**Course Outcomes (COs):**

On completion of this course, the student will be able to:

CO No.	CO	Cognitive level
AC201D.1	Identify different types of Indian music.	3
AC201D.2	Develop more interest to learn and practice Indian music.	4

## Equivalence

<b>Old Syllabus</b>	<b>New Syllabus (CBCS)</b>
<b>Core Paper- I: ENG 111 &amp; ENG 121</b> <b>An Introduction to Linguistics</b>  (Semester I & II)	<b>PG-ENG-101: Basics of Linguistics</b>  <b>PG-ENG-201: Applied Linguistics</b> (Semester I & II)
<b>Core Paper- II: ENG 112 &amp; ENG 122</b> <b>English Poetry</b>  (Semester I & II)	<b>PG-ENG-102: English Drama (Medieval to 17<sup>th</sup> Century)</b>  <b>PG-ENG-202: English Drama (18<sup>th</sup> to 20<sup>th</sup> Century)</b> (Semester I & II)
<b>Core Paper- III: ENG 113 &amp; ENG 123 English Drama</b>  (Semester I & II)	<b>PG-ENG-103: ENGLISH POETRY (Chaucer to Romantic Period)</b>  <b>PG-ENG-203: ENGLISH POETRY (Victorian period to Post Modern period)</b> (Semester I & II)
<b>Optional Paper-: ENG 114 (A) &amp; ENG 124 (A)</b> <b>Indian Writing in English</b>  (Semester I & II)	<b>PG-ENG-104 (A): INDIAN WRITING IN ENGLISH (Poetry and Drama)</b>  <b>PG-ENG-204 (A): INDIAN WRITING IN ENGLISH (Novel)</b> (Semester I & II)
<b>Optional Paper-: ENG 114 (B) &amp; ENG 124 (B)</b> <b>Comparative Literature</b>  (Semester I & II)	<b>PG-ENG-104 (B): GENDER STUDIES AND LITERATURE (Fiction, Essays and Short Stories)</b>  <b>PG-ENG-204 (B) GENDER STUDIES AND LITERATURE ( Drama, Autobiography and poetry)</b> (Semester I & II)
	<b>Audit Course: AC 101- Practicing Cleanliness</b> <b>AC-201(A): Soft Skills, AC-201(B): Practicing Sports Activities, AC-201(C): Practicing Yoga, AC-201(D): Introduction to Indian Music</b> (Semester I & II)