

Nagaland University

B.A. –ENGLISH (Major) Syllabi

FOUR YEAR UG PROGRAMME

Learning Outcomes based Curriculum

Framework (LOCF)

for

English Literature (B.A.

Major)/Functional English

Undergraduate Programme

2023

Revised and updated- Approved by 37th AC on 12th December 2023



UNIVERSITY GRANTS
COMMISSION BAHADUR SHAH
ZAFAR MARG NEW DELHI – 110 002

CURRICULUM AND CREDIT FRAMEWORK FOR UNDERGRADUATE PROGRAMMES

Syllabus for

**Department of English
Nagaland University**

2023

Major Course (Core papers):

Core papers (15Nos up to 3yrs)

Paper Code	Course Code	Title of the paper	Total Credit
FIRST SEMESTER			
C-1	ICL	Indian Classical Literature	4
C-2	ECL	European Classical Literature	4
SECOND SEMESTER			
C-3	IWE	Indian Writing in English	4
C-4	BPD-1	British Poetry and Drama-14 th -17 th centuries	4
THIRD SEMESTER			
C-5	AL	American Literature	4
C-6	PL	Popular Literature	4
FOURTH SEMESTER			
C-7	BPD-2	British Poetry and Drama-17 th &18 th centuries	4
C-8	BL-1	British Literature: 18 th century	4
FIFTH SEMESTER			
C-9	BRL	British Romantic Literature	4
C-10	BL-2	British Literature: 19 th century	4
C-11	WW	Women's Writing	4
SIXTH SEMESTER			
C-12	BL-3	British Literature: The Early 20 th century	4
C-13	MED	Modern European Drama	4
C-14	PCL	Postcolonial Literatures	4
C-15 (DSE-1)	LT	Literary Theory	4

TOTAL CORE CREDITS			60
SEVEN SEMESTER			
C-16 (DSE2)	LC	Literary Criticism	4
C-17 (DSE3)	WL	World Literatures	4
C-18	PEM	Prose: Elizabethan to Modern Period	4
C-19 (DSE4)	RM	Research Methodology	4
EIGHT SEMESTER			
C-20	SHAK	Shakespeare	4
TOTAL CORE CREDITS			80
Research Project/ Dissertation* OR			12
C-21*	SOP	Study of a Period	4
C-22*	MELENI	Multiethnic Literature in English from Northeast India	4
C-23*	TCLE	21 st Century Literature in English	4

***Students not opting for Writing Dissertation/ Research Project shall have to study papers C-21-23.**

Dissertation/Research Project does not come under the core of 80 credits, rather it is overall SEC.

SKILL ENHANCEMENT COURSES (3 Credit Each)

Kindly check the CBCS guidelines uploaded in the website. Common pools of SEC are already selected by the university. Only those common Pool courses may be given again along with the syllabus (Syllabus also will be in the respective CBCS syllabus uploaded in the website)

Skill Enhancement Courses	Title of the paper	Total Credit	Proposed by Department
		3	
	Basic English Communication Skills	3	English
	Advanced English Communication Skills	3	English

ABILITY ENHANCEMENT COURSES (2 Credit Each)

Only for English and MIL subjects may provide the courses. Commerce also may submit business communication course.

Ability Enhancement Courses	Title of the paper	Total Credit	Department
		2	
	ENG-1	2	English
	ENG-2	2	English

	MIL-1/Hindi/ Alt. English-1	2	MIL/Hindi/ English
	MIL-2/Hindi/ Alt. English-2	2	MIL/Hindi/ English

VALUE BASED COURSES (3/2 Credit)

Kindly check the proposed value-based courses in the proposed four-year UG guidelines. BUGS/Colleges may propose new courses too. Also, if any department is in a position to develop the proposed Value added courses, kindly do that.

Value Based courses	Title of the paper	Total Credit	Department
	Soft Skill	3	English
	NCC/NSS/ Common Pool	3	
	Work Ethics	2	

MULTI-DISCIPLINARY COURSES (3 Credit Each)

MULTI-DISCIPLINARY Courses	Title of the paper	Total Credit 3	Proposed by Department
	Environmental Science	3	Environmental science
	SWAYAM/Common Pool	3	SWAYAM
	Understanding Heritage/ Common Pool	3	History

Preamble

The UGC Committee constituted for Learning Outcomes based Curriculum Framework for BA Literary Studies in English (Major) is pleased to submit its report.

The Committee suggests that the following global remarks may be taken into account by the faculty members, departments/schools, Boards of Studies in English, Institutes and Universities, while considering the recommendations for their use:

- i. The learning outcomes are designed to help learners understand the objectives of studying BA (Major) in English, that is, to analyze, appreciate, understand and critically engage with literary texts written in English, approaching them from various perspectives and with a clear understanding of locations.
- ii. It is significant to mention here that the BA (Major) English syllabus under CBCS remains the point of reference for the LOCF recommendations. However, stakeholders (departments or universities or institutions) may make suitable alternations with justifications while selecting texts, finalizing objectives and organizing principles keeping in view global, national and regional contexts of analysis and appreciation.
- iii. To this end, the texts mentioned in the LOCF document are indicative. Similarly, the organization of divisions / themes / genres / periods / authors / areas, etc. is specific to contexts identified in the course(s) and does not pre-empt further rethinking or selection with clear justification for the choices exercised therein.
- iv. The organization of the courses/papers may be worked into semesters/years keeping in consideration the credit load in a given semester with the ultimate end of outcomes of the course/programme. However, it makes sense to include courses/papers that demand more attention in the second and third years (third to sixth semester as may be required) of the Major course in English.
- v. Learning outcomes are modifiable with due justification in view of contexts, texts selected in the course and requirements of the stakeholders, which are as diverse as are regions in the country.

- vi. The overarching concern of the LOCF committee in English is to have definite and justifiable course outcomes and their realization by the end of the course/programme.
- vii. The Department/Institute/University is expected to encourage its faculty concerned to make suitable pedagogical innovations, in addition to teaching/learning processes suggested in the LOC Recommendations, so that the Course/Programme learning outcomes can be achieved.

BA Literary Studies in English (Major)

Part I

1.1 Introduction

Outcome based learning is the principal end of pedagogical transactions in higher education in today's world in the light of exponential changes brought about in science and technology, and the prevalent utilitarian world view of the society. Since humanities is among the most questioned discipline, it is imperative to perspectivise literary studies in English at the UG and PG levels.

Humanities have been in crisis in the West, which has impacted social perception beyond the western shores including India, though the Indian mind, before the advent of colonization, related literature to '*kavya satya*' (poetic truth), which was different from other forms of truth, and hence not comparable to others. But humanities, poetry to be precise, has found its defendants in all ages.

The present crisis of humanities emanates from the predominance of science and technology in particular because it contributes to human conditions and comfort in tangible terms and thereby changing the human condition with material inventions. The resultant utilitarian society likes to invest in science and technology because it takes care of provisions for life. Literature, on the other hand, takes care of vision. But its impact is intangible and immeasurable in terms of quantity. Humanities or literary discourse brings about qualitative changes that remain immeasurable, but for its manifestation in human conduct that may be observed and experienced, but not quantified. However, what gets obviated in the process is that both of them *i.e.*, science and technology and humanities-- are complementary, though those fascinated with tangible outcomes do tend to gloss over it. Fortunately, institutions of repute in management, also science and technology have started paying attention to humanities and social sciences, at least symbolically.

To speak of human values in an age in which humanities as a discipline itself is in a state of crisis may appear paradoxical.

The present century has increasingly realized the interconnectedness of all elements in the universe and interrelatedness of lives. Tim Cook speaks about maintaining balance between science and the humanities:

If science is a search in the darkness, then the humanities are a candle that shows where we have been and the danger that lies ahead. It is technology married with liberal arts, married with the humanities that make our hearts sing.

The function of literature is to bring the questions of values—human and literary—in focus.

Literariness is the ability of literature to attract attention to itself that it achieves through deviant use of language. As a system of knowledge, it aims at providing pleasure first and knowledge thereafter. Therein lies its value in being pleasant. Thereafter, the important thing is to know what literature is valued for. Literature is known for what it stands for and its commitment. Literature celebrates life in all forms and stands for and with values of life by representing the weak, the poor, the exploited, the vulnerable and the voiceless. In a way, literary values are values of life, particularly human life.

Accordingly, English literary curricula have evolved over a period of time in India. From its Anglo-centric core, it moved to new literatures—Third World Literature, Commonwealth Literature, American, Canadian, Australian, African Literature, and New Literatures in English, and later to Indian Literature in English and Indian Literature in translation in the light of various critical and theoretical discourses like Post-modernism, Post-colonialism, Feminism, and Black Aesthetics/Dalit Aesthetics among others.

The present phase demands its alignment to the obtaining situation and demands. Its acceptance lies in its ability to enrich engagement with local and global realities, experiences and their manifestations in literary terms without glossing over the core attributes *i.e.*, human values. To achieve this, it is necessary for English studies to recognize and respect the differences and transcend binaries.

The question of relevance and acceptance of English literary studies follows. For local acceptance, it is necessary to have space for local literature and also contiguous literatures. For instance, for a Department of English located in Tamil Nadu may spare about 15 to 20 percent space to literatures other than English like Tamil and Malayalam, Telugu or Kannada and to skill development.

The LOCF for English is prepared on the contours and curricular structure provided by the UGC, and may be modified without sacrificing the spirit of CBCS and LOCF.

1.2 Learning Outcomes-based Approach to Curricular Planning

The fundamental premise underlying the learning outcomes-based approach to curriculum planning and development is that higher education qualifications such as a Bachelor's Degree (Major) programmes are earned and awarded on the basis of (a) demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and (b) academic standards expected of graduates of a programme of study.

The expected learning outcomes are used as reference points that would help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes which in turn will help in curriculum planning and development, and in the design, delivery and review of academic programmes.

Learning outcomes-based frameworks in any subject must specify what graduates completing a particular programme of study are (a) expected to know, (b) understand and (c) be able to do at the end of their programme of study. To this extent, LOCF in English is committed to allowing for flexibility and innovation in (i) programme design and syllabi development by higher education institutions (HEIs), (ii) teaching-learning process, (iii) assessment of student learning levels, and (iv) periodic programme review within institutional parameters as well as LOCF guidelines, (v) generating framework(s) of agreed expected graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes.

The key outcomes that underpin curriculum planning and development at the undergraduate level include Graduate Attributes, Qualification Descriptors, Programme Learning Outcomes, and Course Learning Outcomes.

The LOCF for undergraduate education is based on specific learning outcomes and academic standards expected to be attained by graduates of a programme of study. However, an outcome-based approach identifies moves away from the emphasis on *what is to be taught* to focus on *what is actually learnt* by way of demonstrable outcomes. This approach provides greater flexibility to the teacher to develop—and the students to accept and adopt—different learning and teaching pedagogy in an interactive and participatory ecosystem. The idea is to integrate social needs and teaching practices in a manner that is responsive to the need of the community. HEIs, on their turn, shall address to the situations of their students by identifying relevant and common outcomes and by developing such outcomes that not only match the specific needs of the students but also expand their outlook and values.

Moreover, it is borne in mind that outcome based curriculum does not obviate fact that the focus is not just on domain knowledge or outcomes only but on processes and approaches to

be employed in pedagogical transactions. Processes are as important as the outcome. Else the outcomes would remain confined to the paper.

1.2.1 Nature and Extent of Bachelor's Degree Programme in English Literature (Major)

- i. Bachelor's Degree (Major) is a well-recognized, structured, and specialized graduate level qualification in tertiary, collegiate education. The contents of this degree are determined in terms of knowledge, understanding, qualification, skills and values that a student intends to acquire in order to look for professional avenues or move to higher education at the postgraduate level.
- ii. Bachelor's Degree (Major) programmes attract entrants from the secondary level or equivalent, often with subject knowledge that may or may not be directly relevant to the particular field of study/profession. Thus, BA (Major) Course in English aims to equip students to qualify for joining a profession or to provide development opportunities in particular employment settings. Graduates are enabled to enter a variety of jobs or to continue academic study at a higher level.
- iii. Qualification descriptors at this level reflect in-depth and specialized knowledge and understanding of their subjects enriched by domain knowledge, student knowledge, critical thinking and effective communication skills. Knowledge at this level includes generic information about what all holders of the qualification are able to do, and the qualities and skills that they have. Courses, therefore, reflect different aspirations of types of students, and skills, learning needs and personal circumstances, needed thereof. Programmes assess not only academic skills but also other skills and attributes including what graduate level education requires, recognizes and accredits in order for the major Degree to sync with national standards and be compatible with international practices.
- iv. The attributes and outcomes associated with specialized programmes of study such as BA Major in English are predominantly comprised of structured learning opportunities. These programmes are devoted to classroom learning, group and individual learning and library and field research projects. The key component in the programme is developing the ability to communicate at different levels, ranging from basic to critical communication.
- v. To complete the programme of study the student needs to demonstrate knowledge of the subject, understanding of one's location, ability to critically appreciate text or

tradition in itself or in relation to others, knowledge of the development of the discipline locally and globally through classroom study, self-study and research of existing literatures and current practices. The critical perspective, thus acquired, helps the student to link the degree to life skills including professional skills and awareness with an understanding of human and literary value.

1.2.2 Aims of Bachelor's Degree Programme in English Literature (Major)

The Major programme in any subject is, in effect, a bridge between secondary and tertiary level education and postgraduate education. So it is important to make the courses in this programme as inclusive and broad as possible even as they also carry the imprints of specialized programmes of study. Major courses are specialized and remain within the boundaries of accepted and current knowledge. The importance of student research is an integral part of any Major Programme, particularly the English Major programme.

The objectives of the LOCF in English, therefore, revisit traditional expectations of teaching and learning English by centre-staging outcomes that are demonstrable through five key attributes: understanding, use, communication, expansion, and application of subject knowledge with a clear awareness and understanding of one's location in the immediate and global environment.

In order to maximize the advantages of LOCF, the objectives are synced to outcomes. So the LOCF document highlights (i) the basic philosophy of teaching English a Major subject; (ii) the core objectives of English (Literary Studies and Language through Literature) by way of imparting subject knowledge, life skills, awareness of human values, respect for different locations and life forms, and professional skills; (iii) translation of each skill into demonstrable outcomes in terms of basic and critical communication, social engagement, personal growth and ability enhancement; (iv) application and use of domain knowledge as a bridge to society and the world at large; (v) demonstration of professional awareness and problem solving skills; (vi) demonstration of basic knowledge of digital knowledge platforms; (vi) ability to recognize the professional and social utility of the subject; and (vi) in the process understand, appreciate and imbibe values of life.

The broad objectives of the Learning Outcomes-based Curriculum Framework (LOCF) in English Literature (Major) can therefore be outlined through the following points:

- **Prospects of the Curriculum:** Formulating graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes that are

expected to be demonstrated by the holder of a degree student with Major in English;

- **Core Values:** Enabling prospective students, parents, employers and others to understand the nature and level of learning outcomes (knowledge, skills, attitudes and human and literary values) or attributes for English Literature (Major);
- **Bridge to the World:** Providing a framework to see the subject as a bridge to the world in such a way that while recognizing the different conditions in pluralistic society, the students also are aware of a core of shared values such as (i) a commitment to the knowledge to understand the world and how to make a contribution to it; (ii) development of each person's unique potential; (iii) respect for others and their rights; (iv) social and civic responsibility, participation in democratic processes; social justice and cultural diversity; and (v) concern for the natural and cultural environment;
- **Assimilation of Ability, Balance, harmony and Inclusiveness:** Identifying and defining such aspects or attributes of English Literature (Major) that a graduate of the subject should be able to demonstrate on successful completion of the programme of study;
- **Frame for National Standards:** Providing a frame of reference for maintaining national standards with international compatibility of learning outcomes of English Literature (Major) and academic standards to ensure global competitiveness, and to facilitate student/graduate mobility;
- **Pliability:** Formulating outcomes that are responsive to social and technological changes in order that the pedagogy will meet student's needs arising from the changes. LOCF encourages effective use of new technologies as tools for learning and provide a balance between what is common to the education of all students and the kind of flexibility and openness required for education;
- **Pedagogy:** Providing higher education institutions an important point of reference for designing teaching-learning strategies, assessing student learning levels, and periodic review of programmes and academic standards for English Literature (Major) with shift from domain knowledge to processes of realizing the outcomes;
- **Development:** Providing HEIs a developmental approach through LOCF that would accommodate social needs and provide students a clear direction of learning.

The specific objectives of the BA programme in English Literature (Major) are to develop in the student the ability to demonstrate the following outcomes:

1. Disciplinary Knowledge of English Literature and Literary Studies
2. Communication Skills
3. Critical Thinking
4. Analytical Reasoning
5. Problem Solving
6. Research-Related Skills
7. Self-Directing Learning
8. Multicultural Competence
9. Values: Moral and Ethical, Literary and Human
10. Digital Literacy

The details are explained in the sections that follow.

1.3 Graduate Attributes

Disciplinary Knowledge:

- a) ability to identify, speak and write about different literary genres, forms, periods and movements
- b) ability to understand and engage with various literary and critical concepts and categories
- c) ability to read texts closely, paying attention to themes, generic conventions, historical contexts, and linguistic and stylistic variations and innovations
- d) ability to understand, appreciate, analyze, and use different theoretical frameworks
- e) ability to locate in and engage with relevant scholarly works in order to develop one's own critical position and present one's views coherently and persuasively
- f) ability to situate one's own reading, to be aware of one's position in terms of society, religion, caste, region, gender, politics, and sexuality to be self-reflexive and self-questioning
- g) ability to understand the world, to think critically and clearly about the local and the global through reading of literatures in translation and in the original, to be an Indian citizen of the world
- h) ability to see and respect difference and to transcend binaries

Communication Skills:

- a) ability to speak and write clearly in standard, academic English
- b) ability to listen to and read carefully various viewpoints and engage with them.
- c) ability to use critical concepts and categories with clarity

Critical Thinking:

- a) ability to read and analyze extant scholarship
- b) ability to substantiate critical readings of literary texts to persuade others
- c) ability to place texts in historical contexts and read them in terms of generic conventions and literary history

Problem Solving:

- a) ability to transfer literary critical skills to read other cultural texts
- b) ability to read any unfamiliar literary texts

Analytical Reasoning:

- a) ability to evaluate the strengths and weaknesses in scholarly texts spotting flaws in their arguments
- b) ability to use critics and theorists to create a framework and to substantiate one's argument in one's reading of literary texts

Research-Related Skills:

- a) ability to problematize; to formulate hypothesis and research questions, and to identify and consult relevant sources to find answers
- b) ability to plan and write a research paper

Teamwork and Time Management:

- a) ability to participate constructively in class discussions
- b) ability to contribute to groupwork
- c) ability to meet a deadline

Scientific Reasoning:

- a) ability to analyze texts, evaluating ideas and literary strategies
- b) ability to formulate logical and persuasive arguments

Reflective Thinking:

ability to locate oneself and see the influence of location—regional, national, global—on critical thinking and reading

Self-Directing Learning:

- a) ability to work independently in terms of reading literary and critical texts
- b) ability to carry out personal research, postulate questions and search for answers

Digital Literacy:

- a) ability to use digital sources, and read them critically
- b) ability to use digital resources for presentations

Multicultural Competence:

- a) ability to engage with and understand literature from various nations and reasons and languages
- b) ability to respect and transcend differences

Moral and Ethical Values:

- a) ability to interrogate one's own ethical values, and to be aware of ethical issues
- b) ability to read values inherited in literary texts and criticism *vis a vis*, the environment, religion and spirituality, as also structures of power

Leadership Readiness:

ability to lead group discussions, to formulate questions for the class in literary and social texts

Life-long Learning:

- a) ability to retain and build on critical reading skills
- b) ability to transfer such skills to other domains of one's life and work

1.4 Qualification descriptors for a bachelor's degree with English Major

The qualification descriptors for the BA (English Major) programme in English shall be five learning attributes such as understanding, use, communication, expansion, and application of subject knowledge with a clear understanding of one's location. This also involves awareness on the students' part of differences pertaining to class, caste, gender, community, region, etc. in order that they can transcend these differences with transparency of purpose and thought. The key qualification descriptor for English Major shall be clarity of communication as well as critical thinking and ethical awareness. Each Major Graduate in English should be able to

- *demonstrate* a coherent and systematic knowledge and understanding of the field of literary and theoretical developments in the field of English Studies and English Studies in India. This would also include the student's ability to identify, speak and write about genres, forms, periods, movements and conventions of writing as well as the ability to understand and engage with literary-critical concepts, theories and categories
- *demonstrate* the ability to understand the role of literature in a changing world from the disciplinary perspective as well as in relation to its professional and everyday use. While the aspect of disciplinary attribute is covered by the ability of the students to read texts with close attention to themes, conventions, contexts and value systems, a key aspect of this attribute is their ability to situate their reading, their position(s) in terms of community, class, caste, religion, language, region, gender, politics, and an understanding of the global and the local
- *demonstrate* the ability to think and write critically and clearly about one's role as a located Indian citizen of the world through a reading of English literatures and literatures in translation
- *Communicate* ideas, opinions and values—both literary values and values of life in all shades and shapes—in order to expand the knowledge of the subject as it moves from the classroom to life and life-worlds
- *Demonstrate* the ability to share the results of academic and disciplinary learning through different forms of communication such as essays, dissertations, reports, findings, notes, etc, on different platforms of communication such as the classroom, the media and the internet

- *Recognize* the scope of English studies in terms of career opportunities, employment and lifelong engagement in teaching, publishing, translation, communication, media, soft skills and other allied fields
- *Apply* subject-specific skills in language and literature to foster a larger sense of ethical and moral responsibility among fellow humans in order to see and respect differences in and among various species and life-forms and learn to transcend them

The programme will strengthen the student's ability to draw on narratives that alert to layers and levels of meaning and differences in situations and complexities of relations. Linguistic and literary competences should help the students identify, analyze and evaluate key issues in the text and around in the world—thematic, contextual, professional, processual—and think of ways to find acceptable and sustainable solutions. Students will have the ability to understand and articulate with clarity and critical thinking one's position in the world as an Indian and as an Indian citizen of the world.

1.5 The Teaching Learning Process

Learning is a challenging, engaging, and enjoyable activity. Learners should be encouraged to engage in a rigorous process of learning and self-discovery by adopting a highly focused and yet flexible approach to education as opposed to rote learning. Each day learners should be encouraged to focus on key areas of the course and spend time on learning the course fundamentals and their application in life and society. In teaching and learning pedagogy, there should be a shift from domain or conclusions based approach to the experiential or process/es based approach.

The faculty should promote learning on a proportionate scale of 20:30:50 principle, where lectures (listening/hearing) constitute 20 percent of the delivery; visuals (seeing) 30 percent of the learning methods; and experience (doing/participating) 50 percent. This ratio is subject to change as per institutional needs. In order to achieve its objective of focused process based learning and holistic development, the Institution/University may use a variety of knowledge delivery methods:

1.5.1 Lectures

Lectures should be designed to provide the learners with interesting and fresh perspectives on the subject matter. Lectures should be interactive in a way that students work with their teacher to get new insights in the subject area, on which they can build their own bridges to higher learning.

1.5.2 Discussions

Discussions are critical components of learning, and can be used as a platform for students to be creative and critical with old and new ideas. Besides developing critiquing skills, arriving at consensus on various real life issues and discussion groups lead to innovative problem solving and, ultimately to success.

1.5.3 Simulations

Simulations provide students opportunities to understand real life situations and scenarios, and solve challenges in a controlled environment or make use of them in simulating cultural experiences by locating/transposing them in new (local, regional, national and international) situations.

1.5.4 Case Studies:

Real case studies, wherever possible, should be encouraged in order to challenge students to find creative solutions to complex problems of individual, community, society and various aspects of knowledge domain concerned.

1.5.5 Role Playing

Assuming various roles, as in real life, is the key to understanding and learning. Students are challenged to make strategic decisions through role-plays, and to analyze the impact of these decisions. For this purpose, incidents from literary texts may also be used.

1.5.6 Team Work

Positive collaboration in the form of team work is critical in the classroom environment, for which it is necessary to transcend one's prejudices and predilections so as to achieve the desired outcomes. In the process of team work, learners will acquire the skills of managing knowledge acquisition and other collaborative learners, thereby understanding how to incorporate and balance personalities.

1.5.7 Study Tours/Field Visits:

Study Tours/Field trips provide opportunities to the learner to test their in-class learning in real life situations as well as to understand the functional diversity in the learning spaces. These may include visits to sites of knowledge creation, preservation, dissemination and application. Institutions may devise their own methods to substitute/modify this aspect.

1.6 Assessment Methods**1.6.1 Alignment of Programme Learning Outcomes and Course Learning Outcomes:**

The assessment of learners' achievement in BA English (Major) will be aligned with the following:

- programme learning outcomes (graduate descriptors)
- course learning outcomes (qualification descriptors)
- academic and professional skills suggested in the graduate learning descriptors in the LOCF recommendations (indicated and illustrated in the Learning Outcomes in respect of select courses)

1.6.2 Assessment priorities: Institutions will be required to prioritize formative assessments (in-semester activities including tests done at the department or instructor level) rather than giving heavy and final weightage to summative assessments (end-semester and/or mid-semester tests traditionally done centrally). Progress of learners towards achieving learning outcomes may be assessed making creative use of the following, either independently or in combination: time-constrained examinations (say 1-hour or 2-hour tests); closed-book and open-book tests (if applicable, rather than doing as a rule); problem based assignments; real life simulations; observation of practical skills (speaking, listening, problem solving within a peer group or a class); individual project reports (case-study or term papers within a given word limit); team project reports; oral presentations, including seminar presentation; viva voce, interviews; computerized adaptive testing for MCQ; peer and self-assessment etc. and any other pedagogic approaches as may be relevant keeping in view the learners' level, credit load and class size.

1.6.3 Diversity in Assessment Methods: Allowing for the diversity in learning and pedagogical methods adopted by different universities and institutions, stakeholders (Academic Councils, Boards of Studies or statutory bodies) are expected to ensure that the objectives of the course(s) are clearly aligned to learning outcomes. It is expected that the curricula developed by institutions will maintain a transparent roadmap of (a) pedagogical methods and priorities and (b) learning outcomes that reflect the weightage points given to different aspects of skills and achievements identified in the recommendations.

1.6.4 Learning Outcomes Index: While devising assessment modes and criteria, institutions may look to gridlock course learning outcomes and programme learning outcomes as indicated in the LOCF (English), and work out ways to assign credit loads and distribute weightage points for each. The following table shows one possible way to develop a Learning Outcomes index for the Programme and the courses.

1.6.5 Innovation and Flexibility: Within each category, institutions are expected to encourage instructors to bring in innovative and flexible methods to guarantee the fullest realization of Learning Outcomes outlined in the document. All such instructional and assessment requirements must be clearly communicated to all stakeholders at the time of course registration. Any subsequent change or minor modification necessary for fuller realization of learning outcomes must be arranged with due notice and institutional arrangement at the relevant level.

1.6.6 Freedom and Accountability: Freedom and accountability of the stakeholder are key attributes that determine the success of the Learning Outcomes framework. For example, in research work, learners may be asked to pay attention to library work and survey of literature, originality of ideas, formulation of arguments, and creativity. Components may be assigned weightage points accordingly (say, x:y:z for different components out of 15 points). The excellence of institutions will be increasingly determined by Learning Outcomes rather than programme or course objectives. Hence it is necessary to innovate continually in learning and assessment in order to ensure meaningful and socially relevant learning (with transparent Learning Outcomes indices) rather than rote learning.

1.6.7 Clustering of Activities: Each cluster of activity may be assigned weightage points in accordance with the priorities of the institution without diluting the principles given in the LOCF. So an institution may choose to have any or all of the following in its in-semester activities with clear and transparent methods of communication to learners: open viva voce, group quiz or individual, classroom simulations and problem solving activities, library or field visits, term papers, individual and group reports, poster presentations. Credit hour and L-T-O distribution shall be crucial to any such clustering.

1.6.8 Review and Amendment: It is important for institutions to review, periodically and without fail, the efficacy of any method adopted to meet the learning outcomes proposed in the LOCF recommendations. Institutions are also required to make statutory provisions to adapt/modify/amend rules and clauses as may be necessary without violating the spirit of the larger programme outcomes outlined by the UGC in the CBCS guidelines.

1.6.9 Spirit Rather than Letter of the LOCF: The guidelines for assessment given here and elsewhere in the LOCF recommendations are indicative rather than exhaustive. So institutions are expected to frame assessment modes and criteria relevant to their situation and context, in keeping with the spirit of the LOCF. The basic idea of LOCF (English Honours)—that learners at this level should understand their position(s) in the light of regional, national and global perspectives—must find a true and transparent reflection in the assessment.

1.7 Keywords

BA Literary Studies in English (Major), ELT Course at UG Level, Skills and Ability Enhancement Elective Courses, Literary and human values, critical analysis and interpretation, British Poetry and Drama, British Romantic Literature, Literature of the Indian Diaspora, Media and Communication Skills, Postcolonial Literatures, British Literature: Post World War II, Travel Writing, Indian Classical Literature, European Classical Literature, Literary Criticism, Literary Theory, Indian Writing in English, Modern Indian Writing in English Translation, Translation Studies, Modern European Drama, American Literature, Popular Literature, Women's Writing, Nineteenth Century European Realism, Science Fiction and Detective Literature, Literature and Cinema, World Literatures, Partition Literature, Academic Writing and Composition, Autobiography, Text and Performance, Language and Linguistics, Contemporary India: Women and Empowerment, Gender and Human Rights, Language, Literature and Culture, English/MIL Communication, Film Studies, English Language Teaching, Soft Skills, Creative Writing, Business Communication, Technical Writing.

BA English (MAJOR) Courses

A. Core Courses

C-1/PAPER 1: INDIAN CLASSICAL LITERATURE (ICL)

Course Level Learning Outcomes:

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- explain the eco-socio-political-cultural context of the age that produced Indian classical literature from its early beginning till 1100AD
- appreciate the pluralistic and inclusive nature of Indian classical literature and its attributes
- historically situate the classical literature and diverse literary cultures from India, mainly from Sanskrit, but also Tamil, Prakrit and Pali by focusing on major texts in the principal genres
- trace the evolution of literary culture(s) in India in its/their contexts, issues of genres, themes and critical cultures
- understand, analyze and appreciate various texts with comparative perspectives

Course Content

Unit-I:

- a) The Indian Epic Tradition: Themes and Recensions
- b) Classical Drama: Theory and Practice
- c) Alankara and Rasa
- d) Dharma and the Heroic

Unit-II:

Kalidasa *Abhijnana Shakuntalam*, tr. Chandra Rajan, in *Kalidasa: The Loom of Time* (New Delhi: Penguin, 1989).

Unit-III: Vyasa 'The Dicing' and 'The Sequel to Dicing', 'The Book of the Assembly Hall', 'The Temptation of Karna', Book V 'The Book of Effort', in *The Mahabharata*: tr. and ed. J.A.B. van Buitenen (Chicago: Brill, 1975) pp. 106–69.

Unit-IV: Sudraka *Mrcchakatika*, tr. M.M. Ramachandra Kale (New Delhi: Motilal Banarasi Das, 1962)

Unit-V: Ilango Adigal 'The Book of Banci', in *Cilappatikaram: The Tale of an Anklet*, tr. R. Parthasarathy (Delhi: Penguin, 2004) book 3.

Suggested Readings:

1. Bharata, *Natyashastra*, tr. Manomohan Ghosh, vol. I, 2nd edn (Calcutta: Granthalaya, 1967) chap. 6: 'Sentiments', pp.100–18.
2. Iravati Karve, 'Draupadi', in *Yuganta: The End of an Epoch* (Hyderabad: Disha, 1991) pp.79–105.
3. J.A.B. Van Buitenen, 'Dharma and Moksa', in Roy W. Perrett, ed., *Indian Philosophy, vol. V, Theory of Value: A Collection of Readings* (New York:Garland, 2000) pp.33–40.
4. Vinay Dharwadkar, 'Orientalism and the Study of Indian Literature', in *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*, ed. Carol A. Breckenridge and Peter van der Veer (New Delhi: OUP, 1994) pp.158–95.
5. A.V. Kieth, *History of Sanskrit Literature*. Oxford: OUP, 1920.
6. A.K. Warder, *Indian Kavya Literature*, 8 Volumes. Delhi: Motilal Banarsidas, 2011

C-2/PAPER 2: EUROPEAN CLASSICAL LITERATURE (ECL)

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- historically situate classical European, i.e., Greek and Latin literary cultures and their socio-political-cultural contexts
- engage with classical literary traditions of Europe from the beginning till the 5th century AD
- grasp the evolution of the concept of classic and classical in the European literary thinking and its reception over a period of time
- appreciate classical literature of Europe and pursue their interests in it
- examine different ways of reading and using literary texts across a wide range of classical authors, genres and periods with comparative perspectives
- develop ability to pursue research in the field of classics
- develop academic and practical skills in terms of communication and presentation and also learn about human and literary values of classical period

Course Content

Unit-I:

The Epic
Comedy and Tragedy in Classical Drama
The Athenian City State
Catharsis and
Mimesis Satire
Literary Cultures in Augustan Rome

Unit-II:

Homer *The Iliad*, tr. E.V. Rieu (Harmondsworth: Penguin, 1985). Book-I & II.

Unit-III:

Sophocles *Oedipus the King*, tr. Robert Fagles in *Sophocles: The Three Theban Plays* (Harmondsworth: Penguin, 1984).

Unit-IV:

Plautus *Pot of Gold*, tr. E.F. Watling (Harmondsworth: Penguin, 1965).

Unit-V:

Ovid *Selections from Metamorphoses* 'Bacchus', (Book III), 'Pyramus and Thisbe' (Book IV), 'Philomela' (Book VI), tr. Mary M. Innes (Harmondsworth: Penguin, 1975).

Suggested Readings

1. Aristotle, *Poetics*, translated with an introduction and notes by Malcolm Heath, (London: Penguin, 1996) chaps. 6–17, 23, 24, and 26.
2. Plato, *The Republic*, Book X, tr. Desmond Lee (London: Penguin, 2007).
3. Horace, *Ars Poetica*, tr. H. Rushton Fairclough, *Horace: Satires, Epistles and Ars Poetica* (Cambridge Mass.: Harvard University Press, 2005) pp.451–73.
4. Homer, *The Iliad*. Tr. E.V. Rieu. Harmondsworth: Penguin, 1985.
5. Sophocles, *Oedipus the King*. Tr. Robert Fagles in *Sophocles: The Three Theban Plays*. Harmondsworth: Penguin, 1984.
6. Richard Rutherford, *Classical Literature: A Concise History*. Oxford: Blackwell Publishing, 2005.

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- appreciate the historical trajectory of various genres of IWE from colonial times till the present
- critically engage with Indian literary texts written in English in terms of colonialism/postcolonialism, regionalism, and nationalism
- critically appreciate the creative use of the English language in IWE
- approach IWE from multiple positions based on historical and social locations

Course Content

Unit-I:

- Indian English
- Indian English Literature and its Readership
- Themes and Contexts of the Indian English Novel
- The Aesthetics of Indian English Poetry
- Modernism in Indian English Literature
- The Nation and Indian English Literature

Unit-II:

POETRY

- H.L.V. Derozio 'Freedom to the Slave', 'The Orphan Girl', 'To India—My Native Land'
- Kamala Das, 'Introduction', 'My Grandmother's House'
- Nissim Ezekiel, 'Enterprise' & 'The Night of the Scorpion'
- Robin S. Nangom, 'The Strange Affair of Robin S. Nangom', 'A Poem for Mother'
- Eunice de Souza, 'De Souza Prabhu'

Unit-III:

NOVELS

- R.K. Narayan, *Swami and Friends*
- Amitav Ghosh, *Shadow Lines*

Unit-IV:

SHORT FICTION

- Rohinton Mistry 'Swimming Lesson'
- Shashi Deshpande 'The Intrusion'

Unit-V:

DRAMA

- Mahesh Dattani: *Tara*

Suggested Readings

Raja Rao, Foreword to *Kanthapura* (New Delhi: OUP, 1989) pp. v–vi.

Salman Rushdie, 'Commonwealth Literature does not exist', in *Imaginary Homelands* (London: Granta Books, 1991) pp. 61–70.

Meenakshi Mukherjee, 'Divided by a Common Language', in *The Perishable Empire* (New Delhi: OUP, 2000) pp. 187–203.

Bruce King, 'Introduction', in *Modern Indian Poetry in English* (New Delhi: OUP, 2nd edn, 2005) pp. 1–10.

C-4-PAPER 4: BRITISH POETRY AND DRAMA: 14TH TO 17TH CENTURIES (BPD-1)

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- understand the tradition of English literature from 14th to 17th centuries.
- develop a clear understanding of Renaissance Humanism that provides the basis for the texts suggested
- engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts
- appreciate and analyze the poems and plays in the larger socio-political and religious contexts of the time.

Course Content

The texts suggested here are in addition to those in the CBCS syllabus. Some texts/portions have been changed keeping in view the Course Level Learning Outcomes (CLLO) as well as global guidelines in the LOCF documents. Stakeholders, as already suggested, may make amendments in the finalization of the corpus as well as the points raised in the CLLO.

Unit-I:

- Renaissance Humanism
- The Stage, Court and City
- Religious and Political Thought
- Ideas of Love and Marriage
- The Writer in Society

Unit-II:

- (i) Geoffrey Chaucer *The Wife of Bath's Prologue*
- (ii) Edmund Spenser Selections from *Amoretti*:
Sonnet LXVII 'Like as a huntsman...'
Sonnet LVII 'Sweet warrior...'
Sonnet LXXV 'One day I wrote her name...' (iii)

John Donne 'The Sunne Rising',
'Batter My Heart'
'Valediction: Forbidding Mourning'

Unit-III:

Christopher Marlowe *Doctor Faustus*

Unit-IV:

William Shakespeare-*Macbeth*

Unit-V:

William Shakespeare -*Twelfth Night*

Suggested Readings

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

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

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

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

C-5/PAPER 5: AMERICAN LITERATURE (AL)

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present (17th century to 21st century)
- understand the historical, religious and philosophical contexts of the American spirit in literature; social-cultural-ecological-political contexts may, for example, include the idea of democracy, Millennial Narratives, the Myth of Success, the American Adam, the Myth of the Old South, the Wild West, Melting pot, Multiculturalism, etc.
- appreciate the complexity of the origin and reception of American literature, given its European and non-European historical trajectories, particularly in relation to writers of European (Anglo-Saxon, French, Dutch and Hispanic) descent, as well as writers from black and non-European (African, American Indian, Hispanic-American and Asian) writing traditions
- critically engage with the complex nature of American society, given its journey from specific religious obligations and their literary transformations (such as Puritanism, Unitarianism, Transcendentalism, etc.) to the growth of anti- or non-Christian sensibilities
- critically appreciate the diversity of American literature in the light of regional variations in climate, cultural traits, economic priorities
- explore and understand the nature of the relationships of human beings to other human beings and other life forms in relation to representative literary texts in various genres
- relate the African American experience in America (both ante-bellum and post-bellum) to issues of exclusion in societies relevant to their learning experience
- analyze the American mind from global and Indian perspectives and situate the American in the contemporary world

Course Content

The texts suggested here are in addition to those in the CBCS syllabus. Some texts/portions have been changed keeping in view the Course Level Learning Outcomes (CLLO) as well as global guidelines in the LOCF documents. Stakeholders, as already suggested, may make amendments in the finalization of the corpus as well as the points raised in the CLLO.

Unit-I:

- The American Myths of Genesis/The American Dream/The American Adam
- American Romance and the American Novel
- Is *Huck Finn* the Prototypical American Novel?
- Multicultural Literature of the United States; Folklore and the American Novel
- Race and Gender in American Literature
- War and American Fiction
- Two Traditions of American Poetry; Emerson and Poe/Typological and Tropological Traditions
- Social Realism and the American Novel
- The Questions of Form in American Poetry

Unit-II:

Drama

Arthur Miller: *All My Sons*

Tennessee Williams: *The Glass Menagerie*

Unit-III:

Fiction:

Toni Morrison: *The Bluest Eye*

Unit-IV:

Short Fiction and personal narrative

Edgar Allan Poe 'The Purloined Letter'

Maya Angelou: Selections from *I Know Why the Caged Bird Sings* (chaps 15 and 16)

William Faulkner 'Dry September'

Unit-V:**Poetry:**

Anne Bradstreet: 'The Prologue'

Walt Whitman: Selections from *Songs of Myself* (Sections 1 to 5) 'O Captain, My Captain'

Robert Frost: Two Poems: 'Once by the Pacific' and 'Mending Wall'

Langston Hughes: 'The Negro Speaks of Rivers'

Alexie Sherman Alexie: 'Crow Testament' and 'Evolution'

Suggested Reading:

Hector St John De Crevecoeur, 'What is an American', (Letter III) in *Letters from an American Farmer* (Harmondsworth: Penguin, 1982) pp.66–105.

Frederick Douglass, *A Narrative of the life of Frederick Douglass* (Harmondsworth: Penguin, 1982) chaps. 1–7, pp.47–87.

Henry David Thoreau, 'Battle of the Ants' excerpt from 'Brute Neighbours', in *Walden* (Oxford: OUP, 1997) chap. 12.

Ralph Waldo Emerson, 'Self-Reliance', in *The Selected Writings of Ralph Waldo Emerson*, ed. with a biographical introduction by Brooks Atkinson (New York: The Modern Library, 1964).

Toni Morrison, 'Romancing the Shadow', in *Playing in the Dark: Whiteness and Literary Imagination* (London: Picador, 1993) pp.29–39.

C-6/PAPER 6: POPULAR LITERATURE (PL)

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- trace the early history of print culture in England and the emergence of genre fiction and bestsellers
- engage with debates on high and low culture, canonical and non-canonical literature
- articulate the characteristics of various genres of non-literary fiction
- investigate the role of popular fiction in the literary polysystem of various linguistic cultures
- demonstrate how popular literature belongs to its time
- Use various methods of literary analysis to interpret popular literature

Course Content

Unit-I:

- Coming of Age
- The Canonical and the Popular
- Ethics and Education in Children's Literature
- Sense and Nonsense
- The Graphic Novel
- The Popular and the Market

Unit-II:

Children's Literature

Lewis Carroll, *Through the Looking Glass*

Sukumar Ray, Two Poems: "The Sons of Ramgaroo", and "Khichudi"

Unit-III:

Detective Fiction

Agatha Christie: *The Murder of Roger Ackroyd*

Romance/Chick Lit

Daphne du Maurier, *Rebecca*

Unit-IV:

Graphic Fiction

Vishwajyoti Ghosh, *This Side That Side: Restorying Partition*

Unit-V:

Science Fiction

Isaac Asimov: "Nightfall"

Suggested Readings

Leslie Fiedler, 'Towards a Definition of Popular Literature', in *Super Culture: American Popular Culture and Europe*, ed. C.W.E. Bigsby

Felicity Hughes, 'Children's Literature: Theory and Practice', *English Literary History*, vol. 45, 1978,

Christopher Pawling, 'Popular Fiction: Ideology or Utopia?' in *Popular Fiction and Social Change*, ed. Christopher Pawling

Tzevetan Todorov, 'The Typology of Detective Fiction', in *The Poetics of Prose*

Darco Suvin, 'On Teaching SF Critically', in *Positions and Presuppositions in Science Fiction*

Janice Radway. 'The Institutional Matrix, Publishing Romantic Fiction', in *Reading the Romance: Women, Patriarchy, and Popular Literature*

Edmund Wilson, 'Who Cares Who Killed Roger Ackroyd?', *The New Yorker*, 20 June 1945.

Hillary Chute, "Comics as Literature? Reading Graphic Narrative", *PMLA* 123(2)

C-7/PAPER 7: BRITISH POETRY AND DRAMA: 17TH AND 18TH CENTURIES (BPD-2)

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- identify the major characteristics of the Comedy of Manners and Mock-Heroic poetry
- demonstrate in-depth knowledge and understanding of the religious, socio-intellectual and cultural thoughts of the 17th and 18th centuries
- examine critically key themes in representative texts of the period, including Sin, Transgression, Love, Pride, revenge, sexuality, human follies, among others
- show their appreciation of texts in terms of plot-construction, socio-cultural contexts and genre of poetry and drama
- analyze literary devices forms and techniques in order to appreciate and interpret the texts

Course Content:

Unit-I:

- Religious and Secular Thought in the 17th Century
- Changing Images of the Human Being in the Literature of the Period
- The Stage, the State and the Market
- The Mock-epic and Satire
- Women in the 17th Century
- The Comedy of Manners

Unit-II:

John Milton: *Paradise Lost: Book I*

Unit-III:

John Webster: *The Duchess of Malfi*

Unit-IV:

Aphra Behn: *The Rover*

Unit-V:

Alexander Pope: *The Rape of the Lock*

Suggested Readings

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

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

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

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

C-8/PAPER 8: BRITISH LITERATURE 18TH CENTURY (BL-1)

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- explain and analyze the rise of the critical mind
- trace the development of Restoration Comedy and anti-sentimental drama
- examine and analyze the form and function of satire in the eighteenth century
- appreciate and analyze the formal variations of Classicism
- map the relationship between the formal and the political in the literature of the neo-classical period

Course Content

Unit-I:

- The Enlightenment and Neoclassicism
- Restoration Comedy
- The Country and the City
- The Novel and the Periodical Press
- The Self-Conscious Art Form

Unit-II:

William Congreve: *The Way of the World*

Unit-III:

Jonathan Swift *Gulliver's Travels* (Books III and IV)

Unit-IV:

Samuel Johnson: 'London'

Thomas Gray 'Elegy Written in a Country Churchyard'

Unit-V:

Laurence Sterne: *The Life and Opinions of Tristram Shandy, Gentleman*

Suggested Reading:

Jeremy Collier, *A Short View of the Immorality and Profaneness of the English Stage* (London: Routledge, 1996).

Daniel Defoe, 'The Complete English Tradesman' (Letter XXII), 'The Great Law of Subordination Considered' (Letter IV), and 'The Complete English Gentleman', in *Literature*

and Social Order in Eighteenth-Century England, ed. Stephen Copley (London: Croom Helm, 1984).

Samuel Johnson, 'Essay 156', in *The Rambler*, in *Selected Writings: Samuel Johnson*, ed. Peter Martin (Cambridge, Mass.: Harvard University Press, 2009) pp. 194–7; *Rasselas* Chapter 10; 'Pope's Intellectual Character: Pope and Dryden Compared', from *The Life of Pope*, in *The Norton Anthology of English Literature*, vol. 1, ed. Stephen Greenblatt, 8th edn (New York: Norton, 2006) pp. 2693–4, 2774–7.

C-9/PAPER 9: BRITISH ROMANTIC LITERATURE (BRL)

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- understand Romanticism as a concept in relation to ancillary concepts like Classicism
- understand the Romantic period in English literature in terms of its social, philosophical, intellectual, literary backgrounds including German and French influences
- analyze and understand the main characteristics of Romanticism
- appreciate the canonical and representative poems and prose of the writers of the Romantic period.
- develop skills of critical analysis and interpretation of selected poems in order to understand the theme, language, style, and elements of prosody.
- appreciate and analyze the sensibility of the British Romantic period: common man, equality, freedom, sense of community and fraternity
- relate Romantic literary texts to other forms of expression such as painting, for instance.

Course Content

Unit-I:

- Reason and Imagination
- Conceptions of Nature
- Literature and Revolution
- The Gothic
- The Romantic Lyric

Unit-II:

William Blake 'The Lamb',
 'The Chimney Sweeper' (from *The Songs of Innocence* and *The Songs of Experience*)
 'The Tyger' (*The Songs of Experience*)
 'Introduction' to *The Songs of Innocence*
 Robert Burns 'A Bard's Epitaph'

‘Scots Wha Hae’

Unit-III:

William Wordsworth ‘Tintern Abbey’

‘Ode: Intimations of Immortality’

Samuel Taylor Coleridge ‘Kubla Khan’

‘Dejection: An Ode’

Unit-IV:

Lord George Gordon

Noel Byron ‘Childe Harold’: canto III, verses 36–45 (lines 316–405); canto IV, verses 178–86 (lines 1594–674)

Percy Bysshe Shelley ‘Ode to the West Wind’

‘Ozymandias’

John Keats ‘Ode to a Nightingale’

‘To Autumn’

Unit-V:

Mary Shelley: *Frankenstein*

Suggested Readings

William Wordsworth, ‘Preface to Lyrical Ballads’, in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 594–611.

John Keats, ‘Letter to George and Thomas Keats, 21 December 1817’, and ‘Letter to Richard Woodhouse, 27 October, 1818’, in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 766–68, 777–8.

Jean-Jacques Rousseau, ‘Preface’ to *Emile or Education*, tr. Allan Bloom (Harmondsworth: Penguin, 1991).

Samuel Taylor Coleridge, *Biographia Literaria*, ed. George Watson (London: Everyman, 1993) chap. XIII, pp. 161–66.

C-10/PAPER 10: BRITISH LITERATURE: 19TH CENTURY**(BL-2)****Course Level Learning Outcomes**

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- identify and analyze the socio-economic-political contexts that inform the literature of the period
- comment on the historical and political awareness of literary texts as reflected in the transition from nature to culture across various genres
- understand the conflict between self and society in different literary genres of the period
- link the rise of the novel to the expansion of Colonialism and Capitalism
- understand the transition from Romantic to Victorian in literature and culture
- link the Victorian temper to political contexts in English colonies
- link the changes in the English countryside to changes brought about in similar settings in India

Course Content**Unit-I:**

- Utilitarianism
- Colonialism and nineteenth century literature
- The Death of the Village
- The 19th Century Novel
- Marriage and Sexuality
- The Writer and Society
- Faith and Doubt
- The Dramatic Monologue

Unit-II:

Jane Austen: *Pride and Prejudice*

Unit-III:

Charlotte Bronte: *Jane Eyre*

Unit-IV:

Charles Dickens: *Hard Times*

Unit-V:

Alfred Tennyson: 'The Lady of Shalott' 'Ulysses'

'The Defence of Lucknow'

Robert Browning 'My Last Duchess' 'The

Last Ride Together'

Christina Rossetti: 'The Goblin Market'

Selected Readings:

Karl Marx and Friedrich Engels, 'Mode of Production: The Basis of Social Life', 'The Social Nature of Consciousness', and 'Classes and Ideology', in *A Reader in Marxist Philosophy*, ed. Howard Selsam and Harry Martel (New York: International Publishers, 1963) pp. 186–8, 190–1, 199–201.

Charles Darwin, 'Natural Selection and Sexual Selection', in *The Descent of Man in The Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 1545–9.

John Stuart Mill, *The Subjection of Women* in *Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) chap. 1, pp. 1061–9.

C-11/PAPER 11: WOMEN'S WRITING (WW)

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- recognize the importance of gender specificity in literature
- understand and appreciate the representation of female experience in literature
- explain the difference between the feminine and the feminist as opposed to the female
- examine and appreciate the role played by socio-cultural-economic contexts in defining woman
- link the status of woman to social discrimination and social change
- draw a location specific trajectory of female bonding or empowerment
- to understand the complexity of social and biological constructions of manhood and womanhood
- to examine the relationship of women to work and production

Course Content:

Unit-I:

- The Confessional Mode in Women's Writing
- Sexual/Textual Politics
- Body, Beauty, and Discrimination
- Race, Caste and Gender
- Social Reform and Women's Rights
- Women under Colonialism
- Women in and out of Slavery
- Is there a Woman's Language?

Unit-II:

Emily Dickinson: 'I cannot live with you' 'I'm

wife; I've finished that'

Sylvia Plath: 'Daddy'

'Lady Lazarus'

Eunice De Souza: 'Advice to Women'

'Bequest'

Unit-III:

Alice Walker: *The Color Purple*

Unit-IV:

Charlotte Perkins Gilman: 'The Yellow Wallpaper'

Katherine Mansfield: 'Bliss'

Mahashweta Devi: 'Draupadi', tr. Gayatri Chakravorty Spivak (Calcutta: Seagull, 2002)

Unit-V:

Mary Wollstonecraft *A Vindication of the Rights of Woman* (New York: Norton, 1988) chap. 1, pp. 11–19; chap. 2, pp. 19–38.

Ramabai Ranade 'A Testimony of our Inexhaustible Treasures', in *Pandita Ramabai Through Her Own Words: Selected Works*, tr. Meera Kosambi (New Delhi: OUP, 2000) pp. 295–324.

Rassundari Debi Excerpts from *Amar Jiban* in Susie Tharu and K. Lalita, eds., *Women's Writing in India*, vol. 1 (New Delhi: OUP, 1989) pp. 191–2.

Suggested Readings

Virginia Woolf, *A Room of One's Own* (New York: Harcourt, 1957) chaps. 1 and 6.

Simone de Beauvoir, 'Introduction', in *The Second Sex*, tr. Constance Borde and Shiela Malovany-Chevallier (London: Vintage, 2010) pp. 3–18.

Kumkum Sangari and Sudesh Vaid, eds., 'Introduction', in *Recasting Women: Essays in Colonial History* (New Delhi: Kali for Women, 1989) pp. 1–25.

Chandra Talapade Mohanty, 'Under Western Eyes: Feminist Scholarship and Colonial Discourses', in *Contemporary Postcolonial Theory: A Reader*, ed. Padmini Mongia (New York: Arnold, 1996) pp. 172–97.

**C-12/PAPER 12: BRITISH LITERATURE: THE EARLY 20TH CENTURY
(BL-3)**

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- trace the history of modernism in the socio-cultural and intellectual contexts of late nineteenth century and early twentieth century Europe
- link and distinguish between modernity and modernism
- explain the links between developments in science and experiments in literature
- explain the history of early twentieth-century modernism in the light of stream of consciousness, Jungian and Freudian ideas, Psychoanalysis, Imagism, Cubism, Vorticism
- identify and analyze the use and modernist technique in different genres in early twentieth century British literature
- trace the history of the self and subjectivity in literature in the light of colonial consciousness
- explain and analyze the idea of form in modernist literary texts from across major genres

Course Content:

Unit-I:

- Modernism, post-modernism, and non-European Cultures
- The Women's Movement in the Early 20th Century
- Psychoanalysis and the Stream of Consciousness
- Literature and the Fear of Disintegration
- The Uses of Myth
- Nation and Narration in Early Twentieth Century Novel
- The Avant Garde

Unit-II:

Joseph Conrad: *Heart of Darkness*

Unit-III:

D.H. Lawrence: *Sons and Lovers*

Unit-IV:

Virginia Woolf: *Mrs Dalloway*

Unit-V:

W.B. Yeats: 'Leda and the Swan'

'The Second Coming'

'Sailing to Byzantium'

T.S. Eliot: 'The Love Song of J. Alfred Prufrock'

'The Hollow Men'

Suggested Readings

Sigmund Freud, 'Theory of Dreams', 'Oedipus Complex', and 'The Structure of the Unconscious', in *The Modern Tradition*, ed. Richard Ellman et al. (Oxford: OUP, 1965) pp. 571, 578–80, 559–63.

T.S. Eliot, 'Tradition and the Individual Talent', in *Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 2319–25.

Raymond Williams, 'Introduction', in *The English Novel from Dickens to Lawrence* (London: Hogarth Press, 1984) pp. 9–27.

C-13/PAPER 13: MODERN EUROPEAN DRAMA (MED)**Course Level Learning Outcomes**

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- understand the role of theatre and drama in the introduction and shaping of modernity
- understand and engage with concepts like realism, naturalism, symbolism, expressionism, the Avant Garde, the epic theatre, the theatre of the absurd, etc.
- understand how meaning is created in theatre and be able to write about innovations introduced into theatrical practice in the late nineteenth and the twentieth century

Course Content**Unit-I:**

- Politics, Social Change, and the Stage
- Text and Performance
- European Drama: Realism and Beyond
- Tragedy and Heroism in Modern European Drama
- The Theatre of the Absurd
- The Role of the Director
- The Role of the free theatres

Unit-II:

Henrik Ibsen: *A Doll's House*

Unit-III:

Bertolt Brecht: *The Good Woman of Szechuan*

Unit-IV:

Samuel Beckett: *Waiting for Godot*

Unit-V:

Eugene Ionesco: *Rhinoceros*

Suggested Readings

Constantin Stanislavski, chap. 8, 'Faith and the Sense of Truth', In *An Actor Prepares*, tr. Elizabeth Reynolds Hapgood (Harmondsworth: Penguin, 1967) sections 1, 2, 7, 8, 9, pp. 121–5, 137–46.

Bertolt Brecht, 'The Street Scene', 'Theatre for Pleasure or Theatre for Instruction', and 'Dramatic Theatre vs Epic Theatre', in *Brecht on Theatre: The Development of an Aesthetic*, ed. and tr. John Willet (London: Methuen, 1992) pp. 68–76, 121–8.

George Steiner, 'On Modern Tragedy', in *The Death of Tragedy* (London: Faber, 1995) pp. 303–24.

C-14/PAPER 14: POSTCOLONIAL LITERATURES (PCL)

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- understand the social-historical-political-economic contexts of colonialism and postcolonialism in India and other countries affected by colonial rule
- understand the scope of postcolonial literatures in India and elsewhere, primarily as a response to the long shadow of colonialism, not just of colonial occupation
- see through a corpus of representative postcolonial texts from different colonial locations: the effects of colonial rule on the language, culture, economy and habitat of specific groups of people affected by it
- appreciate and analyze the growing spectres of inequality arising out of colonial occupation and the role played by postcolonial literatures to resist it in India and similar locations
- critically engage with issues of racism and imperialism during and after colonial occupation
- appreciate the changing role and status of English in postcolonial literatures
- link colonialism to modernity

Course Contents

Unit-I:

- Nationalism and Nationality
- De-colonization, Globalization and Literature
- Race, Region, Religion
- Women and Postcolonialism/Gender and Identity
- English and Bhasha: The Languages of Postcolonialism
- Postcolonial Literatures and Questions of Ethics
- Postcolonialism and Resistance
- Literature and Identity Politics
- Writing for the New World Audience

Unit-II:

Fiction

Chinua Achebe: *Things Fall Apart*

Unit-III:

Gabriel Garcia Marquez: *Chronicle of a Death Foretold*

Unit-IV:

Short Fiction

Bessie Head: 'The Collector of Treasures'

Ama Ata Aidoo: 'The Girl who

can'

Grace Ogot: 'The Green Leaves'

Poetry:

Derek Walcott: 'A Far Cry from Africa'

Okot p'Bitek: 'My Husband'

David Malouf: 'Revolving Days', 'Wild Lemons'

Mamang Dai: 'Small Towns and the River'

Pablo Neruda: 'Tonight I can Write'

Unit-V:

Easterine Kire: *A Terrible Matriarchy*

Suggested Readings

Franz Fanon, 'The Negro and Language', in *Black Skin, White Masks*, tr. Charles Lam Markmann (London: Pluto Press, 2008) pp. 8–27.

Ngugi wa Thiong'o, 'The Language of African Literature', in *Decolonising the Mind* (London: James Curry, 1986) chap. 1, sections 4–6.

Gabriel Garcia Marquez, the Nobel Prize Acceptance Speech, in *Gabriel Garcia Marquez: New Readings*, ed. Bernard McGuirk and Richard Cardwell (Cambridge: Cambridge University Press, 1987).

C-15/ PAPER 15: LITERARY THEORY (LT)**Course Level Learning Outcomes**

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- have a historical overview of major literary theorists, particularly of the 20th century
- show an understanding of historical and philosophical contexts that led to the development of literary theory and its practices
- develop awareness of various literary theories and the way they enrich and change our thinking about language, literature and society
- historically situate literary theorists whose works had informed and shaped various literary theoretical discourses
- identify theoretical concepts with theorists and movements with which they are associated and in the process understand their contexts
- apply various theoretical frameworks and concepts to literary and cultural texts
- evaluate and analyze strengths and limitations of theoretical frameworks and arguments
- sharpen interpretative skills in the light of various theoretical frameworks

Course Content**Unit-I:****Background Study:**

The East and the West

Questions of Alterity

Power, Language and Representation

The State and Culture

Module I

Literary Theory: An Introduction

Module II

New Criticism and Russian Formalism

Unit-II:*Module*

Reader Response

Module IV

Marxism

Module V

Psychoanalytic theory

Unit-III:

Module VI

Structuralism

Module VII

Poststructuralism

Module VIII

New Historicism

Unit-IV:

Module IX

Postcolonialism

Module X

Feminism

Unit-V

Module XI

Black and Dalit Aesthetics/ Subaltern Studies

Module XII

Theory Now

Suggested Readings

David Lodge and Nigel Wood, *Modern Criticism and Theory: A Reader*: London & New York: Routledge, 2000.

Peter Barry Beginning, *Theory: An Introduction to Literary and Cultural Theory*.

Manchester: Manchester University Press, 1984.

Raman Selden, et al. *A Reader's Guide to Contemporary Literary Theory*. Kentucky:

University Press of Kentucky, 1993.

Terry Eagleton, *Literary Theory: An Introduction*. NJ: Wiley Blackwell, 2009

C-16/PAPER 16: LITERARY CRITICISM (LC)

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- understand the historical and philosophical contexts that led to the development of literary criticism and its practice in different traditions and periods
- learners will be able to understand fundamental literary and critical concepts and underlying distinctions among them (e.g., difference between literary criticism and literary theory)
- learners will be able to grasp a wide range of literary philosophers and critics whose works had informed and shaped the discourse of literary theory
- learners will have knowledge about major, critical movements and critics in various critical traditions – Indian (school of *Rasa*, *Alamkar*, *Riti*, *Dhwani*, *Vakroti*, *Auchitya*) and Western (Greek, Roman, English, German, Russian and French)
- learners will be able to identify theoretical and critical concepts with critics/texts/movements with which they are associated and understand them in their contexts
- learners will be able to apply various theoretical frameworks and concepts to literary and cultural texts
- learners will be able to evaluate and analyze strengths and limitations of critical/theoretical frameworks and arguments
- learners will be able to strengthen and deepen their interpretative skills

Course Content

Background Study:

Summarizing and Critiquing
 Point of View
 Reading and Interpreting
 Media Criticism
 Plot and setting
 Citing from Critics' Interpretations

Unit-I: Schools of Indian Literary Theory: *Rasa, Alamkar, Riti, Dhvani, Vakroti, Auchitya*

Unit-II: Aristotle (from *Poetics*)

Unit-III:

Longinus: Excerpts from 'On the Sublime'

Christopher Caudwell Excerpts (from *Illusion and Reality*)

Unit-IV: I.A. Richards: Excerpts from *Practical Criticism*

Unit-V:

Victor Shklovsky (from 'Art as Technique')

T.S. Eliot from 'The Use of Poetry and the Use of Criticism'

Northrop Frye (from *The Anatomy of Criticism*)

Suggested Readings

A.H. Gilbert, *Literary Criticism: Plato to Dryden*. Detroit: Wayne University Press, 1962.

David Lodge and Nigel Wood, *Modern Criticism and Theory: A Reader*. London & New York: Routledge, 2000.

Peter Barry Beginning, *Theory: An Introduction to Literary and Cultural Theory*. Manchester: Manchester University Press, 1984.

Raman Selden, et al. *A Reader's Guide to Contemporary Literary Theory*. Kentucky: University Press of Kentucky, 1993.

S.K. Dey, *History of Poetics*. New Delhi: MLBS, 1960.

Terry Eagleton, *Literary Theory: An Introduction*. NJ: Wiley Blackwell, 2009

C-17/PAPER 17: WORLD LITERATURES (WL)**Course Level Learning Outcomes**

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- explain the concept of World Literature and its evolution in relation to other related concepts e.g. national literature, general literature, comparative literature and *Vishwa Sahitya*.
- appreciate the connectedness and diversity of human experiences and literary responses to them in different parts of the world.
- analyze and appreciate literary texts from different parts of the world and receive them in the light of one's own literary traditions.
- analyze and interpret literary texts in their contexts and locate them.

Course Content:**Unit-I:**

The Idea of World Literature
Memory, Displacement and Diaspora
Hybridity, Race and Culture
Adult Reception of Children's Literature
Literary Translation and the Circulation of Literary Texts
Aesthetics and Politics in Poetry

Unit-II:

Albert Camus: *The Stranger*
Anton Chekov: *The Cherry Orchard*

Unit-III:

Pablo Neruda: Select Poems ("Ars Poetica", "Walking Around", "There is no forgetting")

Unit-IV:

Rainer M Rilke: *Duino Elegies*,

Unit-V:

Gabriel Garcia Marquez: *The General in the Labyrinth*

Naguib Mafouz: *Palace Walk or Palace of Desire* (from the Cairo trilogy)

Background Reading:

Rabindranath Tagore, *Vishwa Sahitya*, Sarkar & Sons, 1993.

David Damrosch, *How to Read World Literature*, Wiley Blackwell, 2002.

Lillian Herlands Hornhtin, *The Reader's Companion to World Literature*, Penguin, 2002.

Frank Magil, *Masterpieces of World Literature*, Collins Reference, 1991.

C-18/ PAPER-18-PROSE: ELIZABETHAN TO MODERN PERIOD**(PEM)**

Unit-I: Francis Bacon : “Of Truth”, “Of Revenge”, “Of Marriage and Single Life”, “Of Friendship”, “Of Studies”.

Unit-II: John Bunyan : *The Pilgrim’s Progress* and Joseph Addison: “The Coverly Papers” from *The Spectator*

Unit-III: Charles Lamb : *Essays of Elia*: “The South-sea House”, “Oxford in the Vacation”, “Christ’s Hospital – Five and Thirty Years Ago”.

Unit-IV: Matthew Arnold : *Culture and Anarchy*: “Sweetness and Light”, “Barbarians, Philistines and Populace”,
“Hellenism and Hebraism”

Unit-V: Aldous Huxley : *Music at Night* : “Tragedy and the Whole Truth”, “Art and the Obvious”, “Beliefs and Actions”.

Reading List

B.W. Vickers, Francis Bacon, London, 1978.

C. Dawson & J. Pfordsheimer, eds., *Arnold: Prose Writings: The Critical Heritage*, London, 1979.

Casebook Series: Bunyan: *The Pilgrim’s Progress*, ed., Roger Sharrock, Macmillan.

D. Kay, *Short Fiction in ‘The Spectator’*, Alabama, 1975.

D. Watt, ed., *Aldous Huxley: The Critical Heritage*, 1975.

F.V. Randel, *The World of Elia: Charles Lamb’s Essayistic Romanticism*, London, 1975.

Francis Bacon, *Selected Works*, ed., A. Johnston, London, 1965.

G.L. Babarnett, *Charles Lamb: The Evolution of Elia*, Bloomington, 1964.

H. Talon, *John Bunyan: The Man and His Works*, London, 1951.

J. Atkins, *Aldous Huxley: A Literary Study*, 1956.

John Bunyan, *The Pilgrim’s Progress*, ed. J.B. Wharen, Oxford, 1960.

K.R. Wallace, *Francis Bacon on the Nature of Man*, London, 1967.

L. Trilling, *Matthew Arnold*, N.Y., 1963.

L.A. Elioseff, *The Cultural Milieu of Addison’s Literary Criticism*, Austin, 1963.

R. Sharrock, *John Bunyan*, London, 1968.

Readings in Literary Criticism: *Critics on Matthew Arnold*, ed., Jacqueline Latham, George Allen & Unwin Ltd.

C-19/PAPER 19: RESEARCH METHODOLOGY (RM)**Course Level Learning Outcomes**

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- Develop a simple questionnaire to elicit specific information.
- Collect data based on a survey and arrive at inferences using a small sample
- Discuss and draft a plan for carrying out a piece of work systematically
- Refer to authentic sources of information and document the same properly.
- Provide proper explanation for technical terms in simple language.

Course Content**Unit-I:**

- a. Basic concept of research and the terminology involved
- b. Basic types of research
- c. Basic tools of research

Unit-II:

- d. Reference skills including skillstousedictionaries, encyclopedias, library catalogues, and netresources.
- e. Stating and defending a researchproposal

Unit-III:

- f. conceptualizing and drafting a researchproposal
- g. parts of researchproposal

Unit-IV:

- h. writing a researchpaper

Unit-V:

- i. Stylemanuals
- j. Notes, references, andbibliography
- k. research and ethics: documentation andplagiarism

Suggested Readings

APA Handbook, 7th Edition, 2020

Kumar, Ranjit. (2012) *Research Methodology: A Step-by-Step Guide for Beginners*. New Delhi, Vikas.

MLA Handbook, 9th Edition, 2021

Manualsofstyle(MLAStyleSheet,APAStyleSheet,ChicagoStyleManualetc)

Wallace, Michael. (2004). *Study Skills*. Cambridge:CUP

C-20/ SHAKESPEARE (SHAK)**Unit-I: King Lear****Unit-II: Hamlet****Unit-III: Measure for Measure****Unit-IV: As You Like it****Unit-V: The Tempest****Reading List**

A.C. Bradley, *Shakespearean Tragedy*, 1964.

A.D. Nuttall, *Two Concepts of Allegory: 'The Tempest Lear*, ed., D. J. Palmer, Macmillan.

Casebook Series: Shakespeare: *Hamlet*, ed., John Jump, Macmillan.

Casebook Series: Shakespeare: *Henry IV Part I & II*, ed., G.K. Hunter, Macmillan.

Casebook Series: Shakespeare: *King Lear*, ed., Frank Kermode, Macmillan.

Casebook Series: Shakespeare: *Measure for Measure*, ed., C.K. Stead, Macmillan.

Casebook Series: Shakespeare: *Much Ado About Nothing & As You Like It*, ed., Jennifer Searle, Macmillan.

- D.P. Young, *The Heart's Forest: A Study of Shakespeare's Pastoral Plays*, New Haven, 1972.
 E. Posser, *Hamlet and Revenge*. 1971.
 E. Tillyard, *Shakespeare's History Plays*, Penguin, 1962.
 F.E. Halliday, *A Shakespeare Companion*, Penguin, 1964.
 H. Felperin, *Shakespearean Romance*, Princeton, N.J., 1973.
 Harbage, ed., *The Complete Pelican Shakespeare*. 1969.
 J.D. Wilson, *What happens in 'Hamlet'*, Cambridge, 1951.
 L.C. Knights, *'Hamlet' and other Shakespearean Essays*, 1980.
 N. Brooke, *Shakespeare: King Lear*. 1963.
 P. Jorgensen, *Lear's Self-discovery*, Berkeley. 1967.
 R. Berry, *Shakespeare's Comedies: Explorations in Form*, Princeton, 1972.
 Ridler, ed., *Shakespeare Criticism*, 1961.

C-21/ STUDY OF A PERIOD/SOP

Unit-I: Ted Hughes : "The Hawk in the Rain", "The Jaguar", "Wind", "Hawk Roosting", "Pike", "Theology", "Snowdrop".

Hart Crane : "To Brooklyn Bridge", "Ave Maria", "Powhatan's Daughter", "Atlantis" (from *The Bridge*)

Sarojini Naidu : "Village Song", "Awake", "Summer Woods", "The Soul's Prayer", "The Bird Sanctuary",
 "If You Call Me".

Unit-II: Henry James : *Washington Square*

Unit-III: Kafka : *The Metamorphosis*

Unit-IV: Jhumpa Lahiri : *The Interpreter of Maladies (1999)*

Unit-V: B.K. Bhattacharya: *Love in the Time of Insurgency (1960)*

Ratan Thiyam: *Chakravyuha(1984)*

Easterine Kire: *When the River Sleeps (2014)*

Reading List:

- Das, N. editor. *Jhumpa Lahiri: Critical Perspectives*, Pencraft, 2008.
 ---. editor. *Dynamics of Culture and Diaspor in Jhumpa Lahiri*. Adhyayan Publishers, 2010.
 ---. editor. *Matrix of Redemption: Contemporary Multi-Ethnic English Literature from North East India*. Adhyayan Publishers, 2011.
 Dwivedi, A.N. *Sarojini Naidu and her Poetry*. Kitab Mahal, 1981.
 Edward Wagenknecht. *The Novels of Henry James*, 1983.
 Gifford, Terry. *Ted Hughes*. Taylor & Francis, 2009.
 Gupta, Rameshwar. *Sarojini, the Poetess*. Doaba, 1986.
 Hamalian, Leo. *Franz Kafka: A Collection of Criticism*, McGraw Hill, 1974.
 Herman, Barbara." The Language of Hart Crane." *The Sewanee Review* 58, 1950.
 Lewis, R.W.B. *The Poetry of Hart Crane: A Critical Study*. Princeton UP, 1967.
 Mishra, L.N. *The Poetry of Sarojini Naidu*. B.R. Publishing Corporation, 1995.
 Nityanandam, Indira. *Jhumpa Lahiri: The Tale of the Diaspora*. Creative Books, 2005.
 Powers, Lyall H. *Henry James: An Introduction and Interpretation*. Holt, Rinehart and Winston. 1976.
 Rajyalakshmi, PV. *The Lyric Spring: The Poetic Achievement of Sarojini Naidu*, Abhinav Publications, 1977.
 Sagar, Keith. *The Art of Ted Hughes*. CambridgeUP, 1978.
 ---. (ed). *The Achievement of Ted Hughes*. ManchesterUP, 1983.
 ---. (ed) *The Challenge of Ted Hughes*, Macmillan, 1994.
 Sengupta, Padmini. *Sarojini Naidu*. Sahitya Akademi, 1974.
 Shwartz, Joseph. *Hart Crane: A Reference Guide* . G.K. Hall & Co. 1983.
 Tilak, Raghukul. *Sarojini Naidu: Poems*. Rama Brothers, 1990.
 Varshney, R.L. *Sarojini Naidu: Selected Poems*. LNA, nd.

C-22/ Multiethnic Literature in English from Northeast India (MELENI)

Unit-I: Robin Ngangom: *Desire of Roots* & Tamsula Ao: *Songs from the Other Life*.

Unit-II: Mamang Dai: *Legends of Pensam and Black Hill*

Unit-III: Mitra Phukan: *The Collector's Wife*

Unit-IV: Easterine Kire: *A Naga Village Remembered*

Unit-V: Prajwal Parajuly: *The Gurkha's Daughter* & Binodini's *The Princess and the Political Agent*

Reading List:

Bona, Mary Jo and Maini, Irma. (2006). *Multiethnic Literature and Canon Debates*. State University of New York P

Das, N. editor. *Matrix of Redemption: Contemporary Multi-Ethnic English Literature from North East India*. Adhyayan Publishers, 2011.

Swami, Indu editor. *Exploring North East Indian English Writings*, Vol.-I, Sarup & Sons, 2011.

---.editor. *Exploring North East Indian English Writings*, Vol.-II. Sarup & Sons, 2012.

C-23/ 21st CENTURY LITERATURE IN ENGLISH (TCLE)

Unit-I: Milan Kundera: *The art of the novel*, Faber & Faber, 2020

Unit-II: Gabriel Garcia Marquez- *Eyes of a Blue Dog*, Blackstone Publishing, 2022

Unit-III: Haruki Murakami: *After Dark*, Vintage, 2008

Unit-IV: Mamang Dai: *Escaping Land, Speaking Tiger*, 2021

Unit-V: Easterine Kire: *Journey of the Stone*, Barkweaver, 2021

***Lockdown Literature from Mizoram*. Ed. M. Pachau, Writers Workshop, 2020. (Poetry Section)**

Reading List:

Armstrong, Susan J. (1993). *Environmental Ethics: Divergence and Convergence*. Mc-Graw Hill, Inc.

Bartels, Anke et al . (2019). *Postcolonial Literatures in English: An Introduction*. J.B. Metzler

Bona, Mary Jo and Maini, Irma. (2006). *Multiethnic Literature and Canon Debates*. State University of New York P.

Butler, Judith. (2004). *Undoing Gender*. Routledge

Curry, Patrick. (2011). *Ecological Ethics: An Introduction*. Polity

ENGLISH-FYUGP-NEP-AECC

Revised and approved by 37th Ac-12th December 2023

ABILITY ENHANCEMENT COMPULSORY COURSE:

ENGLISH-1:

English Communication (Compulsory)

Unit-I: Types and modes of Communication.

Unit-II: Language of Communication and Speaking skills

-Verbal and Non-Verbal (Spoken and Written)

-Personal, Social and Business

-Barriers and Strategies

-Intra Personal, Inter Personal and Group Communication.

-Monologue

-Dialogue

-Group Discussion

-Effective Communication/Mis-communication

-Interview

-Public Speech

Unit-III: Reading and Understanding and Writing Skills

-Close Reading

- Comprehension
- Summary Paraphrasing
- Analysis and Interpretation
- Translation(from Indian Language to English and Vice Versa)
- Literary/Knowledge Texts.
- Documenting
- Report Writing
- Making Notes
- Letter Writing

Prescribed Texts:

English Communication-AECC by R. Vasanthan- GlobalNet Publishers, 2023

COURSE 2: ENGLISH-2-

Course Level Learning Outcomes

Someofthelearningoutcomesthatstudentsofthiscoursearerequiredtodemonstraterun thus:

- ✓ understand English literary cultures from the Renaissance to the present
- ✓ develop an understanding of different forms and types of British Literature through exposure to texts that highlight both compliance and contest to tradition
- ✓ appreciate and analyze the texts in the larger socio-political and religious contexts of the time
- ✓ demonstrate an awareness of nuances of the English language and its varieties
- ✓ extend the knowledge of life in literature (say of animals, environment, gender, politics, nationalities, personal and ideological differences) to life and living situations

Unit-I:

Poetry

1. William Wordsworth, "The Solitary Reaper"
2. John Keats "La Belle Dame sans Merci"

3. WBYeats, "Sailing to Byzantium"

Unit-II: Drama & Fiction

G B Shaw: *Arms and the Man*

George Orwell, *Animal Farm*

Unit-III: Non-Fictional Prose

Orwell, "Shooting an Elephant"

Composition and Comprehension: Precis writing, Comprehension passages, etc

Suggested Readings

Wings of Poesy & Prosaic Musings, Trinity

MIL-I: MIL-Alternative English-I:

Course Level Learning Outcomes

Some of the course learning outcomes that learners of this course, Modern Indian Literature, are required to demonstrate run thus:

- ✓ Demonstrate the ability to read literary texts in terms of genre and contexts.
- ✓ engage with and write cogently on issues specific to modern India and to local realities
- ✓ critically appreciate the use of English in India

Suggested Course Content:

Unit-I: Background Study

- ✓ Role of English in India
- ✓ The construction and politics of Gender in India

- ✓ The role of community, religion and caste
- ✓ Representing conflict and resistance

- Unit-II: Poetry:**
- i. Kamala Das, "An Introduction"
 - ii. Nissim Ezekiel, "Background, Casually"
 - iii. Tamsila Ao, "The Old Story Teller"

Unit-III: Novel: Arup Kumar Datta, *Kaziranga Trails*

Suggested Readings

Wings of Poesy & Prosaic Musings, Trinity

COURSE 4: MIL-2: MIL-Alternative English -2

Course Level Learning Outcomes

Some of the course learning outcomes that learners of this course, New Literatures in English, are required to demonstrate run thus:

- ✓ show familiarity with the emergent body of literature being produced by writers from South Africa, Caribbean, South Asia, Australia and Canada and its socio-political-cultural contexts
- ✓ demonstrate ability to show an understanding of cultural exchange processes as represented through literature will have knowledge about the prominent concepts in this body of literature.
- ✓ appreciate new works in literature and pursue their interests in it
- ✓ examine different ways of reading and using literary texts across wide range of classical authors, genres and periods with comparative perspectives
- ✓ develop ability to pursue research in the field of new literatures in English

Course Contents

Unit-I:

Novel

Amitav Ghosh, *Shadow Lines*

Unit-II:

Tahmima Anand- *A Golden Age*

Unit-III:

Poetry

Derek

Walco

tt, "AF

arCryf

romA

frica"

Yasmi

ne

Gunar

atne,

"Big

Match

"

Margaret Atwood- "The Animals in that country", Kamala Das- Punishment in Kindergarten"

Suggested Readings

Wings of Poesy, Trinity, 2012

Ulka Anjaria, ed. *A History of the Indian Novel in English*, Cambridge UP, 2015.

Elleke Boehmer and Rosinka Chaudhuri, eds. *The Indian Postcolonial: A Critical Reader*, London; New York: Routledge, 2011

Neil Lazarus *Resistance in Postcolonial African Fiction*, New Haven: Yale University Press, 1990.

Sheila Collingwood-Whittick, ed. *The Pain of Unbelonging: Alienation and Identity in Australian Literature*, Amsterdam & New York: Rodopi, 2007.

Robert D. Hammer, *Critical Perspectives on Derek Walcott*. Colorado: Lynne Rienner Publishers, 1997.

BA English (Honours) Courses

A. Core Courses

PAPER 1: INDIAN CLASSICAL LITERATURE

Course Level Learning Outcomes:

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- explain the eco-socio-political-cultural context of the age that produced Indian classical literature from its early beginning till 1100 AD
- appreciate the pluralistic and inclusive nature of Indian classical literature and its attributes
- historically situate the classical literature and diverse literary cultures from India, mainly from Sanskrit, but also Tamil, Prakrit and Pali by focusing on major texts in the principal genres
- trace the evolution of literary culture(s) in India in its/their contexts, issues of genres, themes and critical cultures
- understand, analyze and appreciate various texts with comparative perspectives

Course Content

Unit-I:

- a) The Indian Epic Tradition: Themes and Recensions
- b) Classical Drama: Theory and Practice
- c) Alankara and Rasa
- d) Dharma and the Heroic

Unit-II:

Kalidasa *Abhijnana Shakuntalam*, tr. Chandra Rajan, in *Kalidasa: The Loom of Time* (New Delhi: Penguin, 1989).

Unit-III: Vyasa ‘The Dicing’ and ‘The Sequel to Dicing’, ‘The Book of the Assembly Hall’, ‘The Temptation of Karna’, Book V ‘The Book of Effort’, in *The Mahabharata*: tr. and ed. J.A.B. van Buitenen (Chicago: Brill, 1975) pp. 106–69.

Unit-IV: Sudraka *Mrcchakatika*, tr. M.M. Ramachandra Kale (New Delhi: Motilal Banarasiidass, 1962)/ Banabhatta- *Kadambari*

Unit-V: Ilango Adigal ‘The Book of Banci’, in *Cilappatikaram: The Tale of an Anklet*, tr. R. Parthasarathy (Delhi: Penguin, 2004) book 3.

Suggested Readings:

1. Bharata, *Natyashastra*, tr. Manomohan Ghosh, vol. I, 2nd edn (Calcutta: Granthalaya, 1967) chap. 6: 'Sentiments', pp. 100–18.
2. Iravati Karve, 'Draupadi', in *Yuganta: The End of an Epoch* (Hyderabad: Disha, 1991) pp. 79–105.
3. J.A.B. Van Buitenen, 'Dharma and Moksa', in Roy W. Perrett, ed., *Indian Philosophy, vol. V, Theory of Value: A Collection of Readings* (New York: Garland, 2000) pp. 33–40.
4. Vinay Dharwadkar, 'Orientalism and the Study of Indian Literature', in *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*, ed. Carol A. Breckenridge and Peter van der Veer (New Delhi: OUP, 1994) pp. 158–95.
5. A.V. Kieth, *History of Sanskrit Literature*. Oxford: OUP, 1920.
6. A.K. Warder, *Indian Kavya Literature*, 8 Volumes. Delhi: Motilal Banarsidas, 2011

PAPER 2: EUROPEAN CLASSICAL LITERATURE

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- historically situate classical European, i.e., Greek and Latin literary cultures and their socio-political-cultural contexts
- engage with classical literary traditions of Europe from the beginning till the 5th century AD
- grasp the evolution of the concept of classic and classical in the European literary thinking and its reception over a period of time
- appreciate classical literature of Europe and pursue their interests in it
- examine different ways of reading and using literary texts across a wide range of classical authors, genres and periods with comparative perspectives
- develop ability to pursue research in the field of classics
- develop academic and practical skills in terms of communication and presentation and also learn about human and literary values of classical period

Course Content

Unit-I:

The Epic
Comedy and Tragedy in Classical Drama
The Athenian City State
Catharsis and
Mimesis Satire
Literary Cultures in Augustan Rome

Unit-II:

Homer *The Iliad*, tr. E.V. Rieu (Harmondsworth: Penguin, 1985).

Unit-III:

Sophocles *Oedipus the King*, tr. Robert Fagles in *Sophocles: The Three Theban Plays* (Harmondsworth: Penguin, 1984).

Unit-IV:

Plautus *Pot of Gold*, tr. E.F. Watling (Harmondsworth: Penguin, 1965).

Unit-V:

Ovid *Selections from Metamorphoses* 'Bacchus', (Book III), 'Pyramus and Thisbe' (Book IV), 'Philomela' (Book VI), tr. Mary M. Innes (Harmondsworth: Penguin, 1975). Horace Satires I: 4, in *Horace: Satires and Epistles and Persius: Satires*, tr. Niall Rudd (Harmondsworth: Penguin, 2005).

Suggested Readings

1. Aristotle, *Poetics*, translated with an introduction and notes by Malcolm Heath, (London: Penguin, 1996) chaps. 6–17, 23, 24, and 26.
2. Plato, *The Republic*, Book X, tr. Desmond Lee (London: Penguin, 2007).
3. Horace, *Ars Poetica*, tr. H. Rushton Fairclough, *Horace: Satires, Epistles and Ars Poetica* (Cambridge Mass.: Harvard University Press, 2005) pp. 451–73.
4. Homer, *The Iliad*. Tr. E.V. Rieu. Harmondsworth: Penguin, 1985.
5. Sophocles, *Oedipus the King*. Tr. Robert Fagles in *Sophocles: The Three Theban Plays*. Harmondsworth: Penguin, 1984.
6. Richard Rutherford, *Classical Literature: A Concise History*. Oxford: Blackwell Publishing, 2005.

PAPER 3: INDIAN WRITING IN ENGLISH

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- appreciate the historical trajectory of various genres of IWE from colonial times till the present
- critically engage with Indian literary texts written in English in terms of colonialism/postcolonialism, regionalism, and nationalism
- critically appreciate the creative use of the English language in IWE
- approach IWE from multiple positions based on historical and social locations

Course Content

Unit-I:

- Indian English
- Indian English Literature and its Readership
- Themes and Contexts of the Indian English Novel
- The Aesthetics of Indian English Poetry
- Modernism in Indian English Literature
- The Nation and Indian English Literature

Unit-II:

POETRY

- H.L.V. Derozio ‘Freedom to the Slave’, ‘The Orphan Girl’, ‘To India – My Native Land’
- Kamala Das, ‘Introduction’, ‘My Grandmother’s House’
- Nissim Ezekiel, ‘Enterprise’/ ‘Goodbye Party to Miss Pushpa TS’, ‘The Night of the Scorpion’
- Robin S. Ngangom, ‘The Strange Affair of Robin S. Ngangom’, ‘A Poem for Mother’
- Eunice de Souza, ‘De Souza Prabhu’

Unit-III:

NOVELS

- R.K. Narayan, *Swami and Friends*
- Amitav Ghosh, *Shadow Lines*

Unit-IV:

SHORT FICTION

- Mulk Raj Anand ‘Two Lady Rams’
- Rohinton Mistry ‘Swimming Lesson’
- Shashi Deshpande ‘The Intrusion’

Unit-V:

DRAMA

- Mahesh Dattani: *Tara*

Suggested Readings

Raja Rao, Foreword to *Kanthapura* (New Delhi: OUP, 1989) pp. v–vi.

Salman Rushdie, ‘Commonwealth Literature does not exist’, in *Imaginary Homelands* (London: Granta Books, 1991) pp. 61–70.

Meenakshi Mukherjee, ‘Divided by a Common Language’, in *The Perishable Empire* (New Delhi: OUP, 2000) pp.187–203.

Bruce King, ‘Introduction’, in *Modern Indian Poetry in English* (New Delhi: OUP, 2nd edn, 2005) pp. 1–10.

PAPER 4: BRITISH POETRY AND DRAMA: 14TH TO 17TH CENTURIES

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- understand the tradition of English literature from 14th to 17th centuries.
- develop a clear understanding of Renaissance Humanism that provides the basis for the texts suggested
- engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts
- appreciate and analyze the poems and plays in the larger socio-political and religious contexts of the time.

Course Content

The texts suggested here are in addition to those in the CBCS syllabus. Some texts/portions have been changed keeping in view the Course Level Learning Outcomes (CLLO) as well as global guidelines in the LOCF documents. Stakeholders, as already suggested, may make amendments in the finalization of the corpus as well as the points raised in the CLLO.

Unit-I:

- Renaissance Humanism
- The Stage, Court and City
- Religious and Political Thought
- Ideas of Love and Marriage
- The Writer in Society

Unit-II:

- (i) Geoffrey Chaucer *The Wife of Bath's Prologue*
- (ii) Edmund Spenser Selections from *Amoretti*:
Sonnet LXVII 'Like as a huntsman...'
Sonnet LVII 'Sweet warrior...'
Sonnet LXXV 'One day I wrote her name...'
- (iii) John Donne 'The Sunne Rising',

‘Batter My Heart’

‘Valediction: Forbidding Mourning’

Unit-III:

Christopher Marlowe *Doctor Faustus*

Unit-IV:

William Shakespeare- *Macbeth*

Unit-V:

William Shakespeare -*Twelfth Night*

Suggested Readings

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

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

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

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

C. Generic Elective (any four)

PAPER 1: ACADEMIC WRITING AND COMPOSITION

Course Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- convey their ideas in English using simple and acceptable English in writing
- understand to recognize and draft different types of writing – e.g. classroom notes, summaries, reports, exploratory and descriptive paragraphs, substantiating etc
- describe a diagram or elaborate information contained in a graph, chart, table etc
- write a review of a book or a movie
- write a report on an academic or cultural event that takes place in a college or university for a journal or a newspaper

Course Contents

Unit-I:

1. Introduction to the Writing Process
2. Introduction to the Conventions of Academic Writing

Unit-II:

3. Writing in one's own words: Summarizing and Paraphrasing

Unit-III:

4. Study Skills including note making, note taking, information transfer, reviewing etc.
5. Structuring an Argument: Introduction, Interjection, and Conclusion

Unit-IV:

6. Critical Thinking: Syntheses, Analyses, and Evaluation
7. Remedial Grammar

Unit-V:

8. Citing Resources; Editing, Book and Media Review

Suggested Readings

Liz Hamp-Lyons and Ben Heasley, *Study writing: A Course in Writing Skills for Academic Purposes* (Cambridge: CUP, 2006).

Renu Gupta, *A Course in Academic Writing* (New Delhi: Orient BlackSwan, 2010).

Ilona Leki, *Academic Writing: Exploring Processes and Strategies* (New York: CUP, 2nd edn, 1998).

Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves That Matter in Academic Writing* (New York: Norton, 2009).

Eastwood, John. (2005) *Oxford Practice Grammar*. Oxford, OUP

Wallace, Michael. (2004). *Study Skills*. Cambridge, CUP

PAPER 2: MEDIA AND COMMUNICATION SKILLS

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- develop the professional ability to communicate information clearly and effectively in all kinds of environment and contexts.
- demonstrate practical skills of various types of media writing, reviews, reports, programmes and discussions.
- demonstrate their familiarity with the new media, its techniques, practices of social media and hypermedia.
- critically analyze the ways in which the media reflects, represents and influences the contemporary world.
- identify avenues for a career in print and electronic media.

Course Content

Unit-I

Introduction to Mass Communication

1. Mass Communication and Globalization
2. Forms of Mass Communication

Topics for Student Presentations:

- a. Case studies on current issues Indian journalism
- b. Performing street plays
- c. Writing pamphlets and posters, etc.

Unit-II:

Advertisement

3. Types of advertisements
4. Advertising ethics

5. How to create advertisements/storyboards

Topics for Student Presentations:

- a. Creating an advertisement/visualization
- b. Enacting an advertisement in a group
- c. Creating jingles and taglines

Unit-III:

Media Writing

1. Scriptwriting for TV and Radio
2. Writing News Reports and Editorials
3. Editing for Print and Online Media

Topics for Student Presentations:

- a. Script writing for a TV news/panel discussion/radio programme/hosting radio programmes on community radio
- b. Writing news reports/book reviews/film reviews/TV program reviews/interviews
- c. Editing articles
- d. Writing an editorial on a topical subject

Unit-IV:

Introduction to Cyber Media and Social Media

1. Types of Social Media
2. The Impact of Social Media
3. Introduction to Cyber Media

Unit-V:

Project Work

Suggested Readings

Bel, B. et al. *Media and Mediation*. New Delhi: Sage, 2005.

Bernet, John R, *Mass Communication, an Introduction*. New Jersey: Prantice Hall, 1989.

Stanley J. Baran and Davis, *Mass Communication Theory: Foundations, Ferment and Future*. Boston: Wadsworth Cengage Learning, 2012.

John Fiske, *Introduction to Communication Studies*. London: Routledge, 1982.

Katherine Miller, *Communication theories: Perspectives, Processes and Contexts*. New York: McGraw Hill, 2004.

Michael Ruffner and Michael Burgoon, *Interpersonal Communication*. New York & London: Holt, Rinehart and Winston 1981.

ABILITY ENHANCEMENT COMPULSORY COURSE:

English Communication (Compulsory)

Unit-I: Types and modes of Communication.

Unit-II: Language of Communication:

- Verbal and Non-Verbal (Spoken and Written)
- Personal, Social and Business
- Barriers and Strategies
- Intra Personal, Inter Personal and Group Communication.

Unit-III: Speaking Skills:

- Monologue
- Dialogue
- Group Discussion
- Effective Communication/Mis-communication
- Interview
- Public Speech

Unit-IV: Reading and Understanding

- Close Reading
- Comprehension
- Summary Paraphrasing
- Analysis and Interpretation
- Translation (from Indian Language to English and Vice Versa)
- Literary/Knowledge Texts.

Unit-V: Writing Skills

- Documenting
- Report Writing
- Making Notes
- Letter Writing

Suggested Reading:

1. Editorial Board. *Prosaic Musings-Nagaland University Anthology of Prose, Short Stories and Writing Skills*. Trinity, 2012
2. *Language through Literature*. Gauri Mishra, et al.

3. *Fluency in English*, Part-II, Oxford University Press, 2006
4. *Business English*, Pearson, 2008.



Nagaland University
Department of English
Kohima Campus, Meriema

ENGLISH SYLLABI FOR BA / B.COM / B.SC./ BCA & FUNCTIONAL ENGLISH 2012

General Guidelines:

1. All papers are of 100 marks for 3 hours : External exams 70 marks (pass mark 28); Internal Assessment: 30 marks (Pass mark=12).
2. For Internal Assessment: 30 marks may be divided according to convenience into: Assignments: 10 marks; Group activity (debate/ seminars etc): 10 marks; class tests:10 marks).
3. Only English Honours students will do Elective English papers.
4. Those who drop out of English Honours, their marks of Elective English papers will be taken in lieu of B.A. General English papers.
5. English Honours students do not take General English; Alternative English & Functional English.

Course Structure For English

Course /type of papers/credits assigned		First Year Course/Papers and credit value		Second Year Course/Papers and credit value		Third Year Course/Papers and credit value		Total Credit value
		I Sem	II Sem	III Sem	IV Sem	V Sem	VI Sem	
Eng for Pass & Hons courses	Elective Paper	ELENG 105 FUNENG 131 4x3	ELENG 106 FUNENG 132 4x3	ELENG 107 FUNENG 133 4x3	ELENG 108 FUNENG 134 4x3	ELENG 109 FUNENG 135 4x3	ELENG 110/111/112/113 FUNENG 136 4x3	72
	Other course/s	ENG(G)101 ENG(BCM)125 ENG(BSC/BCA)129 3X1	ENG(G)102 ENG(BCM)126 ENG(BSC/BCA)130 3X1	ALTE(BA)103 ALTE(BCM)127 3X1	EVS-01 3X1	EVS-02 3X1		15
	Other Courses only for Pass Course Students						ALTE(BA)104 ALTE(BCM)128 3X1	3
	Total credits	15	15	15	15	15	15	72+15+3 =90
	English Honours papers	ENG(H)114 4X1	ENG(H)115 4X1	ENG(H)116 4X1	ENG(H)117 4X1	ENG(H)118 ENG(H)119 4X2	ENG(H)120 5X1 ENG(H)121/122/ 123/124 4X1	33
	Total Credits	19	19	19	19	23	21	72+15+33 =120

COURSE CODES: ENG(G): General English ; ELENG: Elective English; ENG(BCM): B.Com English;
 ALTE(BCM); B.Com Alt. English; ENG(BSC/BCA): B.Sc/BCA English; FUNENG: Functional English

1. ENG(G)101 B.A. GENERAL ENGLISH PAPER I (NOT FOR HONOURS IN ENGLISH)

POETRY, BASIC ENGLISH USAGE & LANGUAGE SKILLS

100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours

TO TEACH IN THE FIRST SEMESTER

Descriptive & objective/short answer type questions as indicated : 70 marks
3 credits

Objectives: The teachers are to give the students the bio-details of the authors, the background of the age/ time and elucidate the works of the prescribed authors in simple language, give meanings of the words/ allusions and teach the students to write reference to contexts, prepare glossary from the text and find out the philosophy of life in the works and interpret the didactic value / moral in the literary writings, and to teach and revise remedial grammar/ structural approach to language learning and skills of composition, compilation and communication.

Unit I: Poetry - 14 marks: 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. John Donne : Song: Sweet Love, I do not Goe
2. John Milton : On His Blindness
3. Alexander Pope: Extract from An Essay on Man

Unit II: Poetry – 14 marks: 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. William Wordsworth : The Solitary Reaper
2. S.T. Coleridge: Youth and Age
3. John Keats : To Autumn

Unit III: Poetry – 14 marks: 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. Tennyson : Lotus Eaters
2. Browning : My Last Duchess
3. Arnold : Dover Beach

Unit IV: Grammar and Usages – 14 marks: (Objective questions for 14 marks)

1. Verbs: Auxiliaries and Modals, Person and Number, infinitive and participle, subject verb agreement.
2. Tenses
3. Transformation of Sentences
4. Preposition: Simple, Compound & Phrase
5. Adjective –possessive & definite
6. Adverbs

Unit V: Language Skills – 14 marks: 1question of 10 marks; 2 short answer questions of 2 marks each.

1. Letter/ Application writing along with a CV /Business Communications (10 marks)
2. Assignment Writing: Assignments and term papers; scholarly style of writing; writing assignments and term papers; making notes and working bibliography; footnotes/end notes.

Recommended Books:

NU Anthology of Poetry, Published by Macmillan 2012.

E.Albert, *History of English Literature*, OUP.

G.C Thornley & Gwyneth Roberts, *An Outline of English Literature*, Orient Longman, 1991.

Wood, F.T, *A Remedial English Grammar for Foreign Students*, Macmillan.

Thomson & Martin, *Practical English Grammar*, OUP.

C.A. Shepherd & David Reid Thomas, *Grammar and Composition*, Orient Longman, 1977.

Vandana R.Singh. *The Written Word*. New Delhi: OUP, 2007.

R.K. Madhukar. *Business Communication*. New Delhi: Vikas Publishing House, 2005.

Liz Hamp-Lyons & Ben Heasley. *Study Writing: A Course in Writing Skills for Academic Purposes*. New Delhi: Cambridge University Press: 2006.

Geetha Nagaraj. *Write to Communicate*. New Delhi: Cambridge University Press (Foundation Books), 2009.

Dhanavel, S.P. *English and Soft Skills*. Hyderabad: Orient Blackswan, 2010.

Suresh Kumar, E & P. Sreehari. *Communicative English*. Hyderabad: Orient Blackswan, 2007.

Das, Bikram K. *Functional Grammar & Spoken and Written Communication in English*. Hyderabad: Orient Longman, 2010.

Synergy: Communication in English and Study Skills. Hyderabad: Orient Blackswan.

Joseph Gibaldi. *MLA Handbook for Writers of Research Papers*. Sixth edition. Delhi: First East- West Press Edition, 2004.

2. ENG(G)102 B.A. GENERAL ENGLISH PAPER II DRAMA, PROSE & LANGUAGE SKILLS (Not for Honours in English)

100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours

TO TEACH IN THE SECOND SEMESTER

3 credits

Descriptive & objective/short answer type questions as indicated : 70 marks

Objectives: The teachers are to give the students the bio-details of the authors, the background of the age/ time and elucidate the works of the prescribed authors in simple language, give meanings of the words/ allusions and teach the students to write reference to contexts, prepare glossary from the text and find out the philosophy of life in the works, interpret the didactic value / moral in the literary writings, teach and revise remedial grammar/ structural approach to language learning and to teach theory and practice of creative writing, essay writing etc.

Unit I: Drama – 14 marks : 1 questions of 10 marks; 2 objective/short answer questions of 2 marks each.

1. Shakespeare : *Twelfth Night*

Unit II: Prose- 14 marks : 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. C.F. Lamb : Albert Schweitzer
2. E.R. Braithwaite : Job Hunting
3. George Orwell : Shooting an Elephant
4. Marcel Jusod : The First Atom Bomb

Unit III: Language Skills - 14 marks : 1 question of 14 marks

1. Comprehension

Unit IV: Language Skills – 14 marks : 1 question of 14 marks

2. Essay

Unit V: - Creative Writing: 14 marks : 1 question of 14 marks

1. Writing Stories
2. Writing Poems

Recommended for Background reading :

C.A. Shephard & David Reid Thomas, *Grammar and Composition*, Orient Longman, 1977.

Michael Swan, *Basic English Usage*,

Vandana R. Singh. *The Written Word*. New Delhi: OUP, 2007.

David Morley. *Cambridge Introduction to creative writing*. New Delhi: Cambridge University Press,2010.

3. ALTE(BA) 103 B.A. ALTERNATIVE ENGLISH PAPER I (Poetry, Short Story & Composition)

100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours

TO TEACH IN THE THIRD SEMESTER

Descriptive & objective/short answer type questions as indicated : 70 marks

3 credits

Objectives: The teachers are to give the students the bio-details of the authors, the background of the age/ time and elucidate the works of the prescribed authors in simple language, give meanings of the words/ allusions and teach the scholars to write reference to contexts, prepare glossary from the text and find out the philosophy of life in the works, interpret the didactic value/ moral in the literary writings, etc, teach and revise remedial grammar/ structural approach to language learning along with skills of composition like paragraph writing.

Unit I: Poetry - 14 marks: 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. William Blake : The Tyger
2. P.B. Shelly: Ode to the West Wind
3. G.M. Hopkins : God's Grandeur

Unit II: Poetry - 14 marks : 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. W.B. Yeats : A Prayer for My Daughter
2. T.S. Eliot : Journey of the Magi
3. Robert Frost: Stopping by the Woods on a Snowy Evening

Unit III: Short Story - 14 marks: 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. Leo Tolstoy : The Imp and the Peasant's Bread
2. O' Henry : The Gift of the Magi

Unit IV: Short Story - 14 marks: 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. Arthur Conan Doyle : A Case of Identity
2. Anton Chekov : The Bet

Unit V: Composition - 14marks: 1question of 14 marks

1. Paragraph Writing

Recommended Texts :

NU Anthology of Poetry, Published by Macmillan 2012.
Vandana R. Singh. *The Written Word*. Delhi: OUP, 2007.

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100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours

TO TEACH IN THE SIXTH SEMESTER

Descriptive & objective/short answer type questions as indicated : 70 marks
3 credits

Objectives: The teachers are to give the students the bio-details of the authors, the background of the age/ time and elucidate the works of the prescribed authors in simple language, give meanings of the words/ allusions and teach the scholars to write reference to contexts, prepare glossary from the text and find out the philosophy of life in the works and interpret the didactic value/ moral in the literary writings, etc. and to teach and revise remedial grammar/ structural approach to language learning along with the principles and practice of précis writing.

Unit I: Prose - 14 marks: 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. Osbert Sitwell : The Best Years of Life
2. George Bernard Shaw : The Religion of the Future

Unit II: Prose - 14marks : 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. Somerset Maugham : Visit to the Pagodas
2. A.G. Macdonell: A Village Cricket Match

Unit III: One Act Play - 14 marks: 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. Fritz Karinthy : *Refund*

Unit IV: Poetry - 14 marks: 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. Nissim Ezekiel: Night of the Scorpion
2. Sarojini Naidu: Indian Weavers

Unit V: Language Skills – 14 marks : 1question of 14 marks

1. Précis Writing

Recommended Texts:

NU Anthology of Prose & Short Stories, Published by Macmillan, 2012.

NU Anthology of Poetry, Published by Macmillan, 2012.

Satyanarayan Singh, ed. *Selected One Act Plays*. Macmillian, 2009.

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100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours

TO TEACH IN THE FIRST SEMESTER

Descriptive & objective/short answer type questions as indicated: 70 marks
4 credits

Objectives: The teachers are to give the students the bio-details of the authors, the background of the age/ time and elucidate the works of the prescribed authors in simple language, give meanings of the words/ allusions and teach the scholars to write reference to contexts, prepare glossary from the text and find out the philosophy of life in the works and interpret the didactic value/ moral in the literary writings, etc. and to teach and revise approaches to research skills as prescribed in unit V.

Unit I: Poetry – 14 marks : 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

Forms of Poetry: Lyric, Ode, Sonnet, Elegy, Idyll, Epic, Ballad, Satire (B.Prasad pp.5-41)
Prosody: Versification and stanza forms (L.T. Lemon. pp. 51-62/ Bose & Sterling, pp.141-191))

Unit II: Poetry – 14 marks : 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. Shakespeare: Sonnet 29
2. John Donne : A Valediction: Forbidding Mourning
3. Milton : Lycidas

Unit III: Poetry – 14 marks : 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. Coleridge: Kubla Khan
2. John Keats: Ode to a Nightingale
3. Wordsworth : Three Years She Grew

Unit IV: Poetry – 14 marks : 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. Tennyson : Ulysses
2. G.M Hopkins : Pied Beauty
3. Thomas Hardy : The Darkling Thrush

Unit V: Language/ Research Skills – 14 marks : 2 questions of 7 marks

Assignment Writing: Assignments and term papers; scholarly style of writing; writing assignments and term papers; making notes and working bibliography; footnotes/end notes.

Recommended texts:

L.T. Lemon. *A Glossary for the Study of English*. New Delhi: OUP.
B. Prasad. *A Background to the Study of English Literature*. Chennai: Macmillan.
Bose & Sterling. *Rhetoric and Prosody*. Calcutta: Chuckeverthy, Chatterjee & Co, 1978.
NU Anthology of Poetry, Published by Macmillan, 2012.
Vandana R. Singh. *The Written Word*. Delhi: OUP, 2007.
John Lennard. *The Poetry Handbook*. New Delhi: OUP, 2006.
M.H. Abrams. *A Glossary of Literary Terms*. Prism India 6th/ 7th Edn.
Liz Hamp-Lyons & Ben Heasley. *Study Writing: A Course in Writing Skills for Academic Purposes*. New Delhi: Cambridge University Press: 2006.
Joseph Gibaldi. *MLA Handbook for Writers of Research Papers*. Sixth edition. Delhi: First East- West Press Edition, 2004.

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6. ELENG 106 ELECTIVE ENGLISH PAPER II (Poetry & Applied Language Skills)

100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours

TO TEACH IN THE SECOND SEMESTER

Descriptive & objective/short answer type questions as indicated : 70 marks
4 credits

Objectives: The teachers are to give the students the bio-details of the authors, the background of the age/ time and elucidate the works of the prescribed authors in simple language, give meanings of the words/ allusions and teach the scholars to write reference to contexts, prepare glossary from the text and find out the philosophy of life in the works and interpret the didactic value/ moral in the literary writings, etc. and to teach and revise approaches to language skills like paraphrasing, annotating and analyzing beyond summarizing.

Unit I: Poetry – 14 marks : 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. W.B. Yeats: Sailing to Byzantium
2. T.S. Eliot : The Love Song of J. Alfred Prufrock

Unit II: Poetry – 14 marks : 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. W.H. Auden : September 1939
2. Dylan Thomas : Fern Hill

Unit III: Poetry – 14 marks : 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. Kamala Das: An Introduction
2. A.K. Ramanujan: Still Another View of Grace

Unit IV: Poetry – 14 marks : 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. Walt Whitman : In Paths Untrodden
2. Robert Frost : Spring Pools

Unit V: Language Skills – 14 marks : 1 question of 14 marks
Paraphrasing

Recommended texts :

NU Anthology of Poetry, Published by Macmillan, 2012.

L.T. Lemon. *A Glossary for the Study of English*. New Delhi: OUP.

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7. ELENG 107 ELECTIVE ENGLISH PAPER III (Drama & Language Skills)

100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours

TO TEACH IN THE THIRD SEMESTER

Descriptive & objective/short answer type questions as indicated : 70 marks

4 credits

Objectives: The teachers are to give the students the bio-details of the authors, the background of the age/ time and elucidate the works of the prescribed authors in simple language, give meanings of the words/ allusions and teach the scholars to write reference to contexts, prepare glossary from the text and find out the philosophy of life in the works and interpret the didactic value/ moral in the literary writings, etc. and to teach and revise language skills like journalistic report writing, critical writing etc.

UNIT I: Introduction to Drama – 14 marks) 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.
Plot Construction, Characterization, Theme, Tragedy, Comedy, etc.

UNIT II: Drama – 14 marks: 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.
1. Shakespeare : *Othello*

Unit III: Drama – 14 marks : 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.
1. Ben Jonson: *Volpone*

Unit IV: Drama – 14 marks : 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.
1. John Webster : *The White Devil*

Unit V: Language Skills – 14 marks : 1 question of 14 marks
1. Journalistic Report Writing

Recommended Reading:

L.T. Lemon. *A Glossary for the Study of English*. New Delhi: OUP.
B. Prasad. *A Background to the Study of English Literature*. Delhi: Macmillan, 2000.
Stanley Wells (ed), *The Cambridge Companion of Shakespeare Studies*, CUP
A.C. Bradley, *Shakespearean Tragedy*, MacMillan, 1974.
NU Anthology of Prose and Short Stories, MacMillan, 2012.
M.H. Abrams. *A Glossary of Literary Terms*. Prism India 6th/ 7th Edn.
Geeta Nagaraj. *Write to Communicate*. New Delhi: Cambridge University Press (Foundation Books), 2009.
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8. ELENG 108 ELECTIVE ENGLISH PAPER IV (Fiction & Applied Language Skills)

100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours

TO TEACH IN THE FOURTH SEMESTER

Descriptive & objective/short answer type questions as indicated : 70 marks

4 credits

Objectives: The teachers are to give the students the bio-details of the authors, the background of the age/ time and elucidate the works of the prescribed authors in simple language, give meanings of the words/ allusions and teach the scholars to write reference to contexts, prepare glossary from the text and find out the philosophy of life in the works and interpret the didactic value/ moral in the literary writings, etc. and to teach and revise language skills like letter/application writing, critical comments, etc.

Unit I: Introduction to the Novel – 14 marks : 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.
Characterization, Plot Construction, Theme, Symbolism, Narrative Technique

Unit II: Fiction – 14 marks : 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.
1. Defoe : *Robinson Crusoe*

Unit III: Fiction – 14 marks : 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.
1. Jane Austen : *Emma*

Unit IV: Fiction – 14 marks: 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.
1. Emily Bronte : *Wuthering Heights*

Unit V: Language Skills – 14 marks : 2 questions of 7 marks
1. Letter writing/ Application writing with CV; Commercial letters.

Recommended texts:

L.T. Lemon. *A Glossary for the Study of English*. New Delhi: OUP.
B. Prasad. *A Background to the Study of English Literature*. Chennai: Macmillan.
M.H. Abrams. *A Glossary of Literary Terms*. Noida: Harcourt Asia Pte Ltd, 2000.
John Richetti (ed), *Cambridge Companion to 18th Century Novel*,
Edward Copeland & Juliet McMaster (ed), *Cambridge Companion to Jane Austen*,
Vandana R. Singh. *The Written Word*. Delhi: OUP, 2007.
R.K. Madhukar. *Business Communication*. New Delhi: Vikas Publishing House, 2005.
Geeta Nagaraj. *Write to Communicate*. New Delhi: Cambridge University Press (Foundation Books), 2009.

9. ELENG 109 ELECTIVE ENGLISH PAPER V (Literary Criticism)

100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours

TO TEACH IN THE FIFTH SEMESTER

Descriptive & objective/short answer type questions as indicated : 70 marks
4 credits

Objectives: To make point wise summary of the views of the critics in the prescribed texts to understand and realize them in proper perspectives to apply them in analyzing the literary texts and to study history/ development of literary criticism and principles of practical criticism with application.

Unit I: Introduction to Literary Criticism –14 marks:1 question of 10 marks; 2 short answer questions of 2 marks each.

(The students are to be given a brief account of the development of Criticism like : Background of English Criticism : The Greek Masters, Plato & Aristotle, Roman Classicists Horace, Quintilian, Longinus and Dante; , English Criticism: The battle of tastes, Triumph of Classicism, Romantic revolt, Victorian Compromise, Age of Interrogation. (ref: B. Prasad. *An Introduction to English Criticism*)

Unit II: Literary Criticism –14 marks:1 question of 10 marks; 2 short answer questions of 2 marks each.

1. Wordsworth : *Preface to the Lyrical Ballads*

Unit III: Literary Criticism – 14 marks:1 question of 10 marks; 2 short answer questions of 2 marks each.

1. Mathew Arnold : *Function of Criticism at the Present Time*

Unit IV: Practical Criticism – 14 marks : 1 question of 14 marks

1. Prose

Unit V: Practical Criticism – 14 marks : 1 question of 14 marks

1. Poetry

Recommended reading :

B. Prasad. *An Introduction to English Criticism*. Chennai: Macmillan.

Das & Mohanty, *Literary Criticism*, Calcutta:OUP, 1985.

I. A. Richards, *Practical Criticism*. London: Routledge & Kegan Paul, 1978.

V.S. Seturaman, C.T. Indra & T. Sriraman. Eds. *Practical Criticism*. Chennai: Macmillan, 2004.

Jonathan Culler, *Literary Theory*, OUP.

David Daiches, *Critical Approaches to Literature*

M.H. Abrams. *A Glossary of Literary Terms*. Noida: Harcourt Asia Pte Ltd, 2000.

Wilfred L. Guerin et al. *A Handbook of Critical Approaches to Literature*. New Delhi: OUP, 1999.

10. ELENG ELECTIVE ENGLISH PAPER VI

Option A

ELENG 110 American Literature (Poetry, Prose & Language Skills)

100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours

TO TEACH IN THE SIXTH SEMESTER

Descriptive & objective/short answer type questions as indicated : 70 marks

4 credits

Objectives: The teachers are to give the students the bio-details of the authors, the background of the age/ time and elucidate the works of the prescribed authors in simple language, give meanings of the words/ allusions and teach the scholars to write reference to contexts, prepare glossary from the text and find out the philosophy of life in the works and interpret the didactic value/ moral in the literary writings, and to enthuse them to write literary essays on various aspects of literature.

Unit I: Poetry – 14 marks:1 question of 10 marks; 2 short answer questions of 2 marks each.

1. Walt Whitman : I Hear America Singing
2. Walt Whitman : When Lilacs Last in the Dooryard Bloomed

Unit II: Poetry – 14 marks:1 question of 10 marks; 2 short answer questions of 2 marks each.

1. Emily Dickinson: I Heard a Fly Buzz
2. Emily Dickinson : Because I could not Stop for Death

Unit III: Poetry – 14 marks:1 question of 10 marks; 2 short answer questions of 2 marks each.

1. Robert Frost : *The Road not Taken*
2. Robert Frost : *Birches*

Unit IV: Prose – 14 marks:1 question of 10 marks; 2 short answer questions of 2 marks each.

1. Ralph Waldo Emerson: *Nature*

Unit V: Language Skills – 14 marks (12 lectures) 1 question of 14 marks

1. Literary Essay Writing

Recommended Reading:

NU Anthology of Prose & Short Stories, Published by Macmillan, 2012.

NU Anthology of Poetry, Published by Macmillan, 2012.

W.H. Hudson. *A Background to the Study of English Literature*. Ludhiana: Kalyani Publishers, 1985.

W.R. Goodman. *Quintessence of Literary Essays*. New Delhi: Doaba House.

R.J.Rees. *English Literature*. New Delhi: Macmillan.

R.A. Scott-James. *Making of English Literature*. New Delhi: Macmillan.

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OR

Option B

ELENG 111 Indian Writing in English (Poetry, Short Story & Language Skills)

100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours

TO TEACH IN THE SIXTH SEMESTER

Descriptive & objective/short answer type questions as indicated : 70 marks

4 credits

Objectives: The teachers are to give the students the bio-details of the authors, the background of the age/ time and elucidate the works of the prescribed authors in simple language, give meanings of the words/ allusions and teach the scholars to write reference to contexts, prepare glossary from the text and find out the philosophy of life in the works and interpret the didactic value/ moral in the literary writings, and to enthuse them to write literary essays on various aspects of literature.

Unit I: Poetry – 14 marks:1 question of 10 marks; 2 short answer questions of 2 marks each.

1. Nissim Ezekiel: A Poem of Dedication
2. Jayanta Mahapatra: The Abandoned British Cemetery at Balasore

Unit II: Poetry – 14 marks:1 question of 10 marks; 2 short answer questions of 2 marks each.

1. Arun Kolatkar: The Railway Station
2. Keki N. Daruwalla: Wolf

Unit III: Poetry – 14 marks:1 question of 10 marks; 2 short answer questions of 2 marks each.

1. Dilip Chitre: Father Returning Home
2. Adil Jussawalla: Land's End

Unit IV: Short Story – 14 marks:1 question of 10 marks; 2 short answer questions of 2 marks each.

1. Jhumpa Lahiri: "Unaccustomed Earth"
2. Jhumpa Lahiri: "Hell – Heaven"
(From Jhumpa Lahiri. *Unaccustomed Earth*. New Delhi: Random House India, 2008)

Unit V: Language Skills – 14 marks: 1 question of 14 marks

1. Literary Essay Writing

Recommended Reading:

Arvind Krishna Mehrotra. *The Oxford India Anthology of Twelve Modern Indian Poets*. New Delhi: OUP, 2003.

Jhumpa Lahiri. *Unaccustomed Earth*. New Delhi: Random House India, 2008.

NU Anthology of Poetry, Published by Macmillan, 2012.

W.H. Hudson. *A Background to the Study of English Literature*. Ludhiana: Kalyani Publishers, 1985.

W.R. Goodman. *Quintessence of Literary Essays*. New Delhi: Doaba House.

R.J.Rees. *English Literature*. New Delhi: Macmillan.

R.A. Scott-James. *Making of English Literature*. New Delhi: Macmillan.

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OR

Option C

ELENG 112 ELECTIVE ENGLISH PAPER VI (Commonwealth Literature: Poetry, Prose & Language Skills)

100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours

TO TEACH IN THE SIXTH SEMESTER

Descriptive & objective/short answer type questions as indicated : 70 marks

4 credits

Objectives: The teachers are to give the students the bio-details of the authors, the background of the age/ time and elucidate the works of the prescribed authors in simple language, give meanings of the words/ allusions and teach the scholars to write reference to contexts, prepare glossary from the text and find out the philosophy of life in the works and interpret the didactic value/ moral in the literary writings, and to enthuse them to write literary essays on various aspects of literature.

Unit I: Poetry – 14 marks:1 question of 10 marks; 2 short answer questions of 2 marks each.

1. Judith Wright:: Legend
2. A. D. Hope: Australia

Unit II: Poetry – 14 marks:1 question of 10 marks; 2 short answer questions of 2 marks each.

1. Derek Walcott: Crusoe's Journal
2. Edward Kamau Brathwaite: Wings of Dove

Unit III: Poetry – 14 marks:1 question of 10 marks; 2 short answer questions of 2 marks each.

1. Margaret Atwood: Animals in that Country
2. Daniel David Moses: Inukshuk

Unit IV: Prose – 14 marks:1 question of 10 marks; 2 short answer questions of 2 marks each.

1. Bill Ashcroft, Gareth Griffiths and Helen Tiffin: “Post Colonial Reconstructions: Literature, Meaning, Value.” (From their book *The Empire Writes Back: Theory and Practice in Post-Colonial Literature*).

Unit V: Language Skills – 14 marks: 1question of 14 marks

1. Literary Essay Writing

Recommended Reading:

NU Anthology of Prose & Short Stories, Published by Macmillan, 2012.

NU Anthology of Poetry, Published by Macmillan, 2012.

W.H. Hudson. *A Background to the Study of English Literature*. Ludhiana: Kalyani Publishers, 1985.

W.R. Goodman. *Quintessence of Literary Essays*. New Delhi: Doaba House.

R.J.Rees. *English Literature*. New Delhi: Macmillan.

R.A. Scott-James. *Making of English Literature*. New Delhi: Macmillan.

Bill Ashcroft, Gareth Griffiths and Helen Tiffin: “Post Colonial Reconstructions: Literature, Meaning, Value.”

The Empire Writes Back: Theory and Practice in Post-Colonial Literature. Oxford: Oxford University Press.

OR

Option D

ELENG 113 ELECTIVE ENGLISH PAPER VI (INDIAN WOMEN WRITING IN ENGLISH (Poetry, Fiction & Language Skills)

100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours

TO TEACH IN THE SIXTH SEMESTER

Descriptive & objective/short answer type questions as indicated : 70 marks

4 credits

Objectives: The teachers are to give the students the bio-details of the authors, the background of the age/ time and elucidate the works of the prescribed authors, give meanings of the words/ allusions and teach the scholars to write reference to contexts, prepare glossary from the text and find out the philosophy of life in the works and interpret the didactic value/ moral in the literary writings, and to enthuse them to write literary essays on various aspects of literature.

Unit I: Poetry – 14 marks:1 question of 10 marks; 2 short answer questions of 2 marks each.

1. Kamala Das: Punishment in the Kindergarten
2. Eunice De Souza: Varca, 1942
3. Mamang Dai: River Poems

Unit II: Poetry – 14 marks:1 question of 10 marks; 2 short answer questions of 2 marks each.

1. Esther Syiem: Mylliem
2. Anupama Basumatary: Sculptor
3. Mona Zote: Homecoming

Unit III: Fiction – 14 marks:1 question of 10 marks; 2 short answer questions of 2 marks each.

1. Anita Desai : *Fire on the Mountain*

Unit IV: Fiction – 14 marks:1 question of 10 marks; 2 short answer questions of 2 marks each.

1. Namita Gokhale : *Shakuntala*

Unit V: Language Skills – 14 :1 question of 14 marks

1. Literary Essay Writing

Recommended Reading

NU Anthology of Poetry. Macmillan, 2012.

Kynpham Sing Nongkynrih & Robin S Ngangom. Ed. *Anthology of Contemporary Poetry From the Northeast..* Shillong: NEHU Publications, 2003.

W.H. Hudson. *A Background to the Study of English Literature*. Ludhiana: Kalyani Publishers, 1985.

W.R. Goodman. *Quintessence of Literary Essays*. New Delhi: Doaba House.

R.J.Rees. *English Literature*. New Delhi: Macmillan.

R.A. Scott-James. *Making of English Literature*. New Delhi: Macmillan.

11. ENG(H)114 PAPER VII (HISTORY OF ENGLISH LITERATURE) (This paper is compulsory)

100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours

TO TEACH IN THE FIRST SEMESTER

Descriptive: 5X10=50; 4X5=20

4 credits

Objectives: To make close study of the development of the various forms of literature age-wise, contributions of minor and major authors and their works and to enumerate the literary terms and concepts developed by the authors in various ages. This paper will identify major trends of English Literature with emphasis on social conditions and culture during the Elizabethan Age and subsequent Ages as given below.

Unit I: Elizabethan Age – 14 marks : 1 question of 10 marks; 1 question of 4 marks

UNIT II: The Age of Dryden and Pope – 14 marks : 1 question of 10 marks; 1 questions of 4 marks

Unit III: The Romantic Movement – 14 marks : 1 question of 10 marks; 1 question of 4 marks

Unit IV: The Victorian Age – 14 marks : 1 question of 10 marks; 1 question of 4 marks

Unit V: Modern Age – 14 marks : 1 question of 10 marks; 1 question of 4 marks

Suggested reading:

William J. Long. *English Literature: Its History and Its Significance*. Books Way

Ifor Evans : *A Short History of English Literature*.

David Daiches : *A Critical History of English Literature*.

Legouis & Cazamian : *History of English Literature*.

Edward Albert, *History of English Literature*, OUP.

Compton-rickett. *History of English Literature*. New Delhi: UBS Publishers' Distributors (p) Ltd.

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

Drabble Margaret, *Concise Oxford Companion to English Literature*, OUP.

Bibhash Choudhury. *English Social and Cultural History*. New Delhi: Prentice Hall of India Pvt Ltd, 2005.

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12. ENG(H) 115 PAPER VIII (HISTORY OF ENGLISH LANGUAGE & LITERARY TERMS) (This paper is compulsory)
100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours

TO TEACH IN THE SECOND SEMESTER
4 credits

Objectives: To make close study of the development of the English language and the influence of other languages on the English language, to enumerate the loan words, to study the literary terms, forms and concepts thoroughly and to study English Phonetics and practice Phonetic transcription.

Unit I: History of English Language – 14 marks: 1 question of 10 marks; 1 question of 4 marks
a) Old English, b) Middle English, c) Modern English

Unit II: History of English Language – 14 marks : 1 question of 10 marks; 1 question of 4 marks
a) Scandinavian elements in English b) French influence in English c) Latin influence in English d) Greek influence in English e) Indian elements in English f) Difference between British and American English.

Unit III: History of English Language – 14 marks : 1 question of 10 marks; 1 question of 4 marks
a) Word making in English b) Semantics c) Historical development of English grammar.

Unit IV: Literary & Critical Terms – 14 marks : 2 Short Notes of 7 marks each.
1) Blank Verse 2) Conceit 3) Theme & Motif 4) Dramatic Monologue 5) Free Verse 6) Heroic Couplet 7) Allegory 8) Comedy of manners 9) Comedy of Humours 10) Heroic drama 11) Melodrama 12) Poetic Justice 13) Narrative Technique 14) Metaphor & Simile 15) Stream of Consciousness 16) Expressionism 17) New Criticism 18) Touchstone 19) Reader-Response Criticism 20) Negative Capability 21) Dissociation of Sensibility 22) Surrealism 23) Objective correlative 24) Symbolism 25) Paradox 26) Figures of Speech 27) Personification 28) Myth 29) Onomatopoeia 30) Deconstruction.

Unit V : Phonetics – 14 marks (to transcribe 6 words: 6X1=6marks & 2 short note of 4 marks=8marks)
a) Linguistics & Phonetics b) Phonetics & Phonology c) The organs of speech d). Vowel and consonant sounds e) Phonetic symbols f) Transcription.

Suggested reading:

Jespersen : *Growth and Structure of English Language*

Simeon Potter : *Our Language*;

Indraneel Ghosh. *History of English Language: A Critical Companion*. New Delhi: Worldview Publications, 2004.

F.T. Wood : *An Outline History of English Language*

C.L. Barber : *The Story of English*

Concise Oxford Companion to English Language, OUP.

R.N. Roy, *A History of English Language*, A. Mukherjee Pvt. Ltd., Calcutta.

Daniel Jones, *An Outline of English Phonetics*.

A.C. Gimson, *An Introduction to the Pronunciation of English*.

Kansakar, T.R. *A Course in English Phonetics*. Hyderabad: Orient Blackswan, 1998.

T. Balasubramanian, *A Text Book of English Phonetics for Indian Students*.

----- *English Phonetics for Indian Students (A Workbook)*

Gimson, *English Pronouncing Dictionary*.

J.A., Cuddon, *A Dictionary of Literary Terms*.

Chris Baldick, *The Concise Oxford Dictionary of Literary Terms*.

M.H. Abrams. *A Glossary of Literary Terms*. Noida: Harcourt Asia Pte Ltd, 2000.

John Peck & Martin Coyle, *Literary Terms and Criticism*.

Ross Murfin & Supryia, *The Bedford Glossary of Critical and Literary Terms*.

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13. ENG(H)116 PAPER IX (WRITING IN ENGLISH FROM NAGALAND) (This paper is compulsory)

100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours

TO TEACH IN THE THIRD SEMESTER

Descriptive & short answer type questions as indicated : 70 marks

4 credits

Objectives: The teachers are to give the students the bio-details of the authors, and elucidate the works of the prescribed authors in simple language, give meanings of the words/ allusions and prepare glossary from the text and find out the philosophy of life in the works and interpret the didactic value/ moral in the literary writings, etc.

Unit I : 14 marks: 1 question of 10 marks 1 question of 4 marks

(The teacher is to give the students an outline of the development of the particular genre and background of the author from relevant sections of the recommended books).

1. The Naga Ethnic, Political and Literary World (Sanjay Hazarika. *The Strangers of Mist*. Penguin, 1996; Temsula Ao. *The Ao Naga Oral Tradition*. Baroda: Bhasha Publications, 1999; Inato Yekhetto Shikhu. *A Rediscovery and Rebuilding of Naga Cultural Values*. New Delhi: Regency Publications, 2007).

Unit II: Short Stories – 14 marks: 1 question of 10 marks, 1 question of 4 marks

Following 4 Stories from Temsula Ao's *These Hills Called Home* (New Delhi: Zubaan, Penguin, 2006)

1. The Jungle Major
2. The Pot Maker
3. The Old Man Remembers
4. A New Chapter

Unit III: Novel – 14 marks :1 question of 10 marks; 1 question of 4 marks.

1. Easterine Iralu: *A Terrible Matriarchy* (New Delhi: Zubaan, 2007)

Unit IV: Poetry – 14 marks : 1 question of 10 marks; 1 question of 4 marks.

(Selected from *The Nagaland University Anthology of Poetry*. New Delhi: Macmillan.)

1. Nini Lungalang: Mirror
2. Nini Lungalang: Greeting, Pain

Unit V: Unit IV: Poetry – 14 marks : 1 question of 10 marks; 1 question of 4 marks.

1. Monalisa Changkija: Cain's Shoes
2. Monalisa Changkija: May be

Recommended reading:

Sanjay Hazarika. *The Strangers of Mist*. New Delhi: Penguin, 1994. (pp.86-110).

Temsula Ao. *The Ao Naga Oral Tradition*. Baroda: Bhasha Publications, 1999.

Inato Yekhetto Shikhu. *A Rediscovery and Rebuilding of Naga Cultural Values*. New Delhi: Regency Publications, 2007

Fables from the Misty Mountains: Folklore of the Nagas Published by Govt. of Nagaland, Deptt. Of Art & Culture in Collaboration with Red River, LBS, Publications, Guwhati 2009.

14. ENG(H)117 PAPER X (DRAMA& COMPOSITION) (This paper is compulsory)

100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours

TO TEACH IN THE FOURTH SEMESTER

Descriptive & short answer type questions as indicated : 70 marks

4 credits

Objectives: The teachers are to give the students the bio-details of the authors, the background of the age/ time and elucidate the works of the prescribed authors in simple language, give meanings of the words/ allusions and teach the scholars to write reference to contexts, prepare glossary from the text and find out the philosophy of life in the works and interpret the didactic value/ moral in the literary writings, and to teach the skills of composition and dialogue writing.

Unit I: Aspects of Drama & Dramaturgy : 14 marks : 1 question of 10 marks; 1 question of 4 marks.

(The teacher is to give the students an outline of the development of the particular genre and background of the particular age or author from relevant sections of the recommended books).

1. Dramatic Art, Dramatic Types, Dramatic devices (B. Prasad pp.106-139)

Unit II – 14 marks : 1 question of 10 marks; 1 question of 4 marks.

1. Sheridan: *The School for Scandal*

Unit III: – 14 marks : 1 question of 10 marks; 1 question of 4 marks.

1. Bernard Shaw : *Pygmalion*

Unit IV: – 14 marks : 1 question of 10 marks; 1 question of 4 marks.

1. T. S. Eliot : *Murder in the Cathedral*

Unit V: Composition – 14 marks : 1 question of 14 marks

1. Dialogue Writing

Suggested reading:

B. Prasad. *A Background to the Study of English Literature*. Delhi: Macmillan.

Vandana R. Singh. *The Written Word*. Delhi: OUP, 2007.

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15. ENG(H)118 PAPER XI (FICTION & LANGUAGE SKILLS) (This paper is compulsory)

100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours

TO TEACH IN THE FIFTH SEMESTER

Descriptive: 7X10=70
4 credits

Objectives: The teachers are to give the students the bio-details of the authors, the background of the age/ time and elucidate the works of the prescribed authors in simple language, give meanings of the words/ allusions and teach the scholars to write reference to contexts, prepare glossary from the text and find out the philosophy of life in the works and interpret the didactic value/ moral in the literary writings, and to teach them skills of composition and book review.

Unit I: – 14 Marks : 1 question of 10 marks; 1 question of 4 marks.
(The teacher is to give the students an outline of the development of the particular genre and background of the particular age or author from relevant sections of the recommended books).

1. Aspects of Fictional writing: The Novel & The Short Story

Unit II: – 14 Marks : 1 question of 10 marks; 1 question of 4 marks.

1. Charles Dickens: *Hard Times*

Unit III: – 14 Marks : 1 question of 10 marks; 1 question of 4 marks.

1. Thomas Hardy : *Jude the Obscure*

Unit IV – 14 Marks :1 question of 10 marks; 1 question of 4 marks.

1. Virginia Woolf : *Mrs. Dalloway*

Unit V: Language Skills – 14 Marks : 1 question of 14 marks

- 1 Book Review

Books recommended:

E.M. Forster. *The Aspects of Novel*. London: Edward Arnold, 1927.

W.H. Hudson. *A Background to the Study of Literature*. Kalyani pub, Ludhiana. 1985.

B. Prasad. *A Background to the Study of English Literature*. Macmillan.

R.J. Rees. *English Literature*. OUP.

Jeremy Hawthorn. *Studying the Novel*. New Delhi: Universal Book Stall, 1992.

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16. ENG(H)119 PAPER XII (LITERARY CRITICISM) (This paper is compulsory)

100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours

TO TEACH IN THE FIFTH SEMESTER

Descriptive: 5X14=70

4 credits

Objectives: To make point wise summary of the views of the critics in the prescribed texts and to understand and realize them in proper perspectives to apply them in analyzing the literary texts and study the history of Literary Criticism.

Unit I : 14 marks : 1question of 14 marks

1. Why study Literary Criticism?

Unit II : – 14 marks : 1 question of 14 marks

1. Introduction to Modern Criticism: (The students are to be instructed briefly on the following a) Twentieth Century I & Twentieth Century II from Harry Blamires, *A History of Literary Criticism*, pp. 303-380).

Unit III : – 14 marks : 1 question of 14 marks

1. T.S. Eliot : *The Function of Criticism*

Unit IV: – 14 marks : 1 question of 14 marks

1. Cleanth Brooks : *The Language of Paradox*

Unit V : – 14 marks : 1 question of 14 marks

1. F.R. Leavis : *Keats*

Recommended reading :

NU Anthology of Prose & Short Stories, Published by Macmillan, 2012.

Harry Blamires. *A History of Literary Criticism*. New Delhi: Macmillan, 2001.

Das & Mohanty, *Literary Criticism*, Calcutta: OUP, 1985.

I. A. Richards, *Practical Criticism*. New Delhi: Allied Publishers, 1987.

Guerin, *A Handbook of Critical Approaches to Literature*, OUP.

Jonathan Culler, *Literary Theory*, OUP. 1997.

David Daiches, *Critical Approaches to Literature*.

I A Richards, *Principles of Literary Criticism*.

W.R. Goodman. *Contemporary Literary Theory*. New Delhi: Doaba Publications, 2004.

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17. ENG(H) 120 PAPER XIII (LITERARY THEORY) (This paper is compulsory)

100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours

TO TEACH IN THE SIXTH SEMESTER

Descriptive: 5X14=70

5 credits

Objectives: To make point wise summary of the views of the critics in the prescribed texts and to understand and realize them in proper perspectives to apply them in analyzing the literary texts.

Unit I: – 14 Marks (15 lectures) 1 question of 14 marks.

1. Modernism

Unit II: – 14 marks : 1 question of 14 marks

1. Post Modernism

Unit III: – 14 marks : 1 question of 14 marks.

1. Structuralism

Unit IV: -14 marks : 1 question of 14 marks.

1. Post Structuralism

Unit V: -14 marks : 1 question of 14 marks.

1. Deconstruction

(To focus on Meaning, Features and Literary Perspective)

Recommended reading:

Das & Mohanty, *Literary Criticism*, Calcutta:OUP, 1985.

I. A. Richards, *Practical Criticism*

Guerin, *A Handbook of Critical Approaches to Literature*, OUP.

Jonathan Culler, *Literary Theory*, OUP.

David Daiches, *Critical Approaches to Literature*

Avik Gangopadhyay, *Literary Theories and Criticism Beyond Modernism*, Kolkata: Books Way, 2005.

Dennis Walder(ed), *Literature in the Modern World: Critical Essays & Documents*, Oxford: Oxford University Press, 2004.

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18. ENG(H): PAPER XIV

Option A

(i) ENG(H)121 American Literature (Fiction & Drama)

100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours

TO TEACH IN THE SIXTH SEMESTER

Descriptive: 5X14=70
4 credits

Objectives: The teachers are to give the students the bio-details of the authors, the background of the age/ time and elucidate the works of the prescribed authors in simple language, give meanings of the words/ allusions and teach the scholars to write reference to contexts, prepare glossary from the text and find out the philosophy of life in the works and interpret the didactic value/ moral in the literary writings, etc.

Unit I : 14 marks : 1 question of 14 marks

(The teacher is to give the students an outline of the development of the particular genre and background of the particular age or author from relevant sections of the recommended books).

- 1. History of American Fiction & Drama

FICTION

Unit II: Fiction– 14 marks : 1 question of 14 marks

- 1. Toni Morrison: *The Bluest Eye*

Unit III: Fiction – 14 marks : 1 question of 14 marks

- 1. Ernest Hemingway: *A Farewell to Arms*

DRAMA

Unit IV: Drama – 14 marks: 1 question of 14 marks.

- 1. Eugene O’Neil: *The Hairy Ape*

Unit V: Drama – 14 marks : 1 question of 14 marks.

- 1. Arthur Miller: *Death of a Salesman*

Recommended Reading:

Lawrence Shaffer. *History Of American Literature And Drama*. New Delhi: Sarup & Sons 2000.
Richard Foster. Ed. *Six American Novelists of the 19th Century*. Ludhiana: Lyall Book Dept, 1968.
C.D. Narasimhaih. Ed. *Student’s Handbook of American Literature*. Ludhiana: Kalyani Publishers, 1997.
Thomas Porter. *Myth and Modern American Drama*. Ludhiana: Kalyani Publishers, 1971.
B.M. Bhalla. Ed. *20th Century American Novel*. Ludhiana: Kalyani Publishers, 1981.

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OR

Option B

(ii) ENG(H)122 Indian Writing in English (Fiction & Drama)

100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours

TO TEACH IN THE SIXTH SEMESTER

Descriptive: 5X14=70
4 credits

Objectives: The teachers are to give the students the bio-details of the authors, the background of the age/ time and elucidate the works of the prescribed authors in simple language, give meanings of the words/ allusions and teach the scholars to write reference to contexts, prepare glossary from the text and find out the philosophy of life in the works and interpret the didactic value/ moral in the literary writings, etc.

Unit I: 14 marks : 1 question of 14 marks

(The teacher is to give the students an outline of the development of the particular genre and background of the particular age or author from relevant sections of the recommended books).

1. History of Indian English Fiction & Drama

FICTION

Unit II: – 14 marks : 1 question of 14 marks

1. R. K Narayan: *Swami and Friends*

Unit III: – 14 marks : 1 question of 14 marks

1. Kiran Desai : *Inheritance of Loss*

DRAMA

Unit IV : - 14 marks: 1 question of 14 marks.

1. Vijay Tendulkar: *Kamala*
(from Vijay Tendulkar. *Five Plays*. New Delhi: OUP, 2007)

Unit V : - 14 marks: 1 question of 14 marks.

1. Mahesh Dattani: *Tara*
(from Mahesh Dattani. *Collected Plays*. New Delhi: Penguin Books, 2000.)

Recommended Books:

K.R. Srinivasa Iyengar. *Indian Writing in English*. New Delhi: Sterling Publishers, 1987.

M.K. Naik. *A History of Indian English Literature*. New Delhi: Sahitya Akademi, 1981.

M.K. Naik & S.A. Narayan. *Indian English Literature: 1980-2000*. New Delhi: Pencraft International, 2001.

OR

Option C

(iii) ENG(H)123 Commonwealth Literature (FICTION)

100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours

TO TEACH IN THE SIXTH SEMESTER

Descriptive: 5X14=70

4 credits

Objectives: The teachers are to give the students the bio-details of the authors, the background of the age/ time and elucidate the works of the prescribed authors in simple language, give meanings of the words/ allusions and teach the scholars to write reference to contexts, prepare glossary from the text and find out the philosophy of life in the works and interpret the didactic value/ moral in the literary writings, etc.

Unit I: 14 marks : 1 question of 14 marks.

(The teacher is to give the students an outline of the development of the particular genre and background of the particular age or author from relevant sections of the recommended books).

1. History of Commonwealth Fiction & Drama

FICTION

Unit II: – 14 marks : 1 question of 14 marks

1. Chinua Achebe: *Things Fall Apart*

Unit III: – 14 marks : 1 question of 14 marks

1. Alan Paton: *Cry, The Beloved Country*

DRAMA

Unit IV: 14 marks: 1 question of 14 marks.

1. Girish Karnard : *Wedding Album* marks
(Girish Karnard. *Wedding Album*. New Delhi: OUP. 2009.)

Unit V: 14 marks: 1 question of 14 marks.

1. Badal Sircar : *Life of Bangla*
(Badal Sircar. *Two Plays: Indian History Made Easy & Life of Bangla*. New Delhi: OUP,2010)

Books Recommended:

Trevor James. *English Literature from the Third World*. Essex: Longman, 1986.

B.K. Das. *Aspects of Commonwealth Literature*. New Delhi: Atlantic Publishers.

OR

Option D

(iv) ENG(H) 124 WRITING IN ENGLISH FROM NORTHEAST INDIA

100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours

TO TEACH IN THE SIXTH SEMESTER

Descriptive: 5X14=70

4 credits

100 marks : External marks: 70 (Pass mark: 28) Internal Assessment: 30 (Pass mark=12)

Objectives : Keeping in mind the ethnic, cultural, linguistic and literary diversity of the region this paper consists of a selection of writings by North-East writers in English. The teachers are to let students be aware of the multiplicity and variety of experience in the works of the writers and elucidate the text as per the objectives outlined).

UNIT-I : Short Stories : 14 marks : 1 question of 14 marks

1. Hope: Mitra Phukan
2. A "Happy Journey" for Mr. Ta En: W. Kharkrang
3. One Night : Keisham Priyokumar
4. Supping with the Spirits: Easterine Iralu
(Selected from Kailash C. Baral. Ed. *Earth Songs: Stories from Northeast India*. New Delhi: Sahitya Akademi, 2005)

UNIT-II : Novel – 14 marks : 1 question of 14 marks

1. Dhruva Hazarika: *A Bowstring Winter* (New Delhi:Penguin Books, 2006)

UNIT-III : Legends and Folktales: 14 marks : 1 question of 14 marks

1. Seven Clans
2. The Lost Manuscript
3. Ka Nam and the Tiger
4. The Man-eating Serpent, U Thlen
5. Legend of Ka Lidakha
(Selected from: Khyngpham S. Nongkynrih : *Around the Hearth: Khasi Legends*. New Delhi : Penguin, 2007)

UNIT-IV : Legends and Folktales: 14 marks : 1 question of 14 marks

1. The Boy who fell from the Sky
2. The Strange Case of Kalen, the Hunter
3. The Silence of Adela and Kepi
4. Pinyar, the Widow
5. Small Histories Recalled in the Season of Rain

(Selected from: Mamang Dai : *The Legends of Pensam*. New Delhi: Penguin, 2006)

6. Fire and Water
7. How Pets Turned Wild
8. The Man Snake
9. Spirit, Tiger and man
10. Man Turns to Monkey

(Selected from *Fables from the Misty Mountains: Folklore of the Nagas* Published by Govt. of Nagaland, Deptt. of Art & Culture in Collaboration with Red River, LBS, Publications, Guwahati 2009)

UNIT-V : Poetry : 14 marks : 1 question of 14 marks

1. Stone People from Lumterok: Temsula Ao
2. Letter from Pahambir: Desmond L. Kharmawphlang
3. The Belt of the Spinning Wheel: trans. Pradip Acharya
4. When You Do Not Return: Robin S. Ngangom

Selected from *Dancing Earth : An Anthology of Poetry from North -East India*. Edited by Khynpham S. Nongkynrih and Robin S. Ngangon. New Delhi: Penguin Books, 2009.

19. ENG(BCM)125 : B.COM ENGLISH PAPER I (Prose, Composition & Grammar)

100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours

TO TEACH IN THE FIRST SEMESTER

Descriptive & objective/short answer type questions as indicated : 70 marks

3 credits

Objectives: The teachers are to give the students the bio-details of the authors, the background of the age/ time and elucidate the works of the prescribed authors in simple language, give meanings of the words/ prepare glossary from the text and find out the philosophy of life in the works and interpret the didactic value/ moral in the literary writings, etc. and to teach and revise remedial grammar/ structural approach to language learning.

Unit I: Prose – 14 marks : 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. Clarence B. Randal : Management Speaks to the Graduate
2. Lynn Doyle : Banking Without Blarney

Unit II: Prose – 14 marks : 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. Melvin Anshen : A Social Role for Business
2. Michael George : A Daily Newspaper

Unit III: Prose – 14 marks : 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. Daniel Defoe : The Balance Sheet of Robinson Crusoe
2. Sir. Harold Nicolson : This Modern World

Unit IV: Composition – 14 marks : 1 question of 14 marks

1. Comprehension

Unit V: Grammar – 14 marks : objective 14 marks

- i) Adjectives -7 marks; ii) Common Errors -7 marks.

Texts Prescribed:

NU Anthology of Prose and Short Stories. New Delhi: Macmillan, 2012.

Wood, F.T, *A Remedial English Grammar for Foreign Students,* Macmillan.

Thomson & Martin, *Practical English Grammar,* OUP.

C.A. Shepherd & David Reid Thomas, *Grammar and Composition,* Orient Longman, 1977.

Vandana R.Singh. *The Written Word.* New Delhi: OUP, 2007.

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20. ENG(BCM)126 : B.COM ENGLISH PAPER II (Drama, Commercial Correspondence & Grammar)

100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours

TO TEACH IN THE SECOND SEMESTER

Descriptive & short answer type questions as indicated : 70 marks

3 credits

Objectives : The teachers are to give the students the bio-details of the authors, the background of the age/ time and elucidate the works of the prescribed authors in simple language/ prepare glossary from the text and find out the philosophy of life in the works and interpret the didactic value/ moral in the literary writings. To train the students in commercial written communication skills by various kinds of correspondence / letter writing etc. by exposing them to various situations of communications/ correspondences

Unit I: 14 marks One-Act Play : 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.
1. Norman Mckinnel - *The Bishop's Candlesticks*

Unit II : 14 marks One-Act Play : 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.
1. A.A. Milne – *The Ugly Duckling*

Unit III : 14 marks Short Story - 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.
1. Leo Tolstoy : *The Imp and the Peasant's Bread*
2. O' Henry : *The Gift of the Magi*

Unit IV: Commercial Correspondence 14 marks: 2 questions of 7 marks each

1. Application for a Situation
2. Circular Letters
3. Sales Letters
4. Trade Enquiries
5. Offers and Quotations
6. Trade Order
7. Confirmation of orders
8. Banking Letters
9. Collection Letters
10. Complaints and their adjustments

Unit V: Grammar : 14 marks : Objective questions for 14 marks
Articles 7 marks, Prepositions 7 marks

Recommended for reading:

Satyanarayanan Singh, ed. *One Act Plays*. Chennai: Macmillan, 2006.

R.S.N. Pillai & Bagavathi. *Modern Commercial Correspondence*. New Delhi: S. Chand & Co., 2006.

R.K. Madhukar. *Business Communication*. New Delhi: Vikas Publishing House, 2005.

Wood, F.T, *A Remedial English Grammar for Foreign Students*, Macmillan.

Thomson & Martin, *Practical English Grammar*, OUP.

C.A. Shepherd & David Reid Thomas, *Grammar and Composition*, Orient Longman, 1977.

Vandana R.Singh. *The Written Word*. New Delhi: OUP, 2007.

Dhanavel, S.P. *English and Soft Skills*. Hyderabad: Orient Blackswan, 2010.

Suresh Kumar, E & P. Sreehari. *Communicative English*. Hyderabad: Orient Blackswan, 2007.

Das, Bikram K. *Functional Grammar & Spoken and Written Communication in English*. Hyderabad: Orient Longman, 2010.

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21. ALTE(BCM)127 : B.COM ALTERNATIVE ENGLISH PAPER I (For B.Com Pass & Honours Courses) (Poetry, Prose, Short Stories, Essays & Composition)

100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours

TO TEACH IN THE THIRD SEMESTER

Descriptive & Objective/short answer type questions as indicated : 70 marks 3 credits

Objectives : To train the students in written communication skills and analysis of literary texts.

Unit I: Poetry: 14 marks: 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. The Managers: W.H. Auden
2. The Express : Stephen Spender

Unit II: Prose: 14 marks: 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. Herman Wouk – A Talk on Advertising
2. L Engels et al. – The stock Exchange Welcomes You

Unit III: Short Stories: 14 marks: 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. Arthur Conan Doyle : A Case of Identity
2. Anton Chekov : The Bet

Unit IV: Commercial Essays: 14 marks: 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. Company Report: Philip Binham
2. Making a Contract : Philip Binham

Unit V: Composition 14 marks : 1 question of 14 marks

1. Essay

Prescribed Texts:

NU Anthology of Prose & Short Stories, Published by Macmillan, 2012.

NU Anthology of Poetry, Published by Macmillan, 2012.

Vandana R. Singh. *The Written Word*. Delhi: OUP, 2007.

Watkins ,F.C. & Dillingham, W.B., *Practical English handbook*, All India Publishers, Chennai, 1998.

22. ALTE(BCM)128 : B.COM ALTERNATIVE ENGLISH PAPER II (For B.Com Pass & Honours Courses) (Short Stories, Prose, Communication Skills & Grammar)

100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours
Descriptive & Objective/short answer type questions as indicated : 70 marks

TO TEACH IN THE SIXTH SEMESTER

3 credits

Objectives: The teachers are to give the students the bio-details of the authors, the background of the age/ time and elucidate the works of the prescribed authors in simple language, give meanings of the words/ allusions and teach the scholars to write reference to contexts, prepare glossary from the text and find out the philosophy of life in the works and interpret the didactic value/ moral in the literary writings, etc. and to teach and revise remedial grammar/ structural approach to language learning.

Unit I: Short Stories: 14 marks: 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. Somerset Maugham: The Lion's Skin
2. Katherine Mansfield: The Doll's House

Unit II: Short Stories : 14 marks: 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

- 1 O'Henry: The Last Leaf
2. Mark Twain: The 10,00,000 Bank Note

Unit III : Prose - 14 marks: 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. Nirad C. Chaudhuri: Money and the Englishman
2. Thomas Henry Huxley: The Method of Scientific Investigation

Unit IV: Communication Skills 14 marks : 2 questions of 7 marks each

Advertisements: Sales ads, job vacancy, business offers etc.

Unit V: Grammar 14 marks : objective questions = 14 marks

Prefix - 7 marks; Suffix – 7 marks

Prescribed Texts:

NU Anthology of Prose and Short Stories. New Delhi: Macmillan, 2012.

M.G. Narasimha Murthy, ed. *Stories British and American*. Hyderabad: Orient Longman, 1994.

Communication Skills. Frank Bros & Co.

Dhanavel, S.P. *English and Soft Skills*. Hyderabad: Orient Blackswan, 2010.

Suresh Kumar, E & P. Sreehari. *Communicative English*. Hyderabad: Orient Blackswan, 2007.

Das, Bikram K. *Functional Grammar & Spoken and Written Communication in English*. Hyderabad: Orient Longman, 2010.

Synergy: Communication in English and Study Skills. Hyderabad: Orient Blackswan.

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23. ENG(BSC/BCA)129 : B.SC./ BCA ENGLISH PAPER I

100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours
3 credits

Descriptive & Objective/short answer type questions as indicated : 70 marks

TO TEACH IN THE FIRST SEMESTER

Introduction: The course is intended to give the first year science students a high level of competence in English with an emphasis on the study of English literary classics, applied grammar and composition. The students will be able to infer the meaning of words and phrases from the context, enrich their vocabulary, enhance their critical faculty, appreciate the various nuances of English grammar, and develop an effective writing skill. It is pitched at a level which the students may find challenging.

Objectives: To develop sensitivity to the literary and creative uses of the language; to develop the skills of interpretation through analysis of the writer's language; to develop familiarity with the poetic uses of language including features of language through which artistic effect is achieved; to provide a basic exposure to the short story genre in commonwealth literature; to relate it to their context and experience; to study formal and applied English grammar; to develop skills of reasoning, making inferences, judgment, and good writing.

UNIT I : Fiction : 14 marks: 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. Hemingway: *The Old Man and the Sea*

UNIT II: Poetry :14 marks: 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. Alfred Tennyson: *Ulysses*
2. W.H. Auden: *The Unknown Citizen*
3. Robert Frost: *Birches*

UNIT III: Grammar : 14 marks - (7 question of 2 marks=14)

- i. Articles, ii. Prepositions, iii. Adjective, iv. Concord, v. Applied Grammar (Error correction of sentences)

UNIT IV: Composition: 14 marks - (1 question of 14 marks)

1. Letter Writing (Application with CV; Complaint & Business letters)

UNIT V: Composition : 14 marks - (1 question of 14 marks)

1. Essay Writing : To write an essay on a Descriptive/Narrative/Reflective/Expository/Imaginative topic in about 400 words

Recommended Texts:

NU Anthology of Poetry, Published by Macmillan, 2012.

R.K. Madhukar. *Business Communication*. New Delhi: Vikas Publishing House, 2005.

Wood, F.T, *A Remedial English Grammar for Foreign Students*, Macmillan.

Thomson & Martin, *Practical English Grammar*, OUP.

C.A. Shepherd & David Reid Thomas, *Grammar and Composition*, Orient Longman, 1977.

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24. ENG(BSC/BCA)130 : B.SC/BCA ENGLISH PAPER II (Short Stories, Poetry, Grammar & Language Skills)

100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours
3 credits

Objectives: To teach the students compositional/ communicative skills and analysis of texts.
Descriptive & Objective/short answer type questions as indicated : 70 marks

TO TEACH IN THE SECOND SEMESTER

Unit I: Short Stories (14 marks) 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. Ruskin Bond: *The Thief*
2. Chinua Achebe: *Marriage is a Private Affair*
3. W. Somerset Maugham: *The Verger*

[From *NU Anthology of Prose & Short Stories 2012*]

Unit II: Drama (14 marks) 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. Fritz Karinthy: *Refund*
2. Norman McKinnel: *The Bishop's Candlesticks*

[From Satyanarain Singh. *Selected One Act Plays. Chennai: Macmillan, 2006.*]

Unit III: Grammar (14 marks: 7 questions of 2 marks each =14)

i. Pair of Words. ii. Idioms iii. Tenses iv. Modals v. Applied Grammar (Choosing of correct words given within brackets)

Unit IV: Composition (14 marks)

1. Comprehension (Reading & understanding of an unknown passage, vocabulary)

Unit V: Language Skills: (1 question of 14 marks)

1. Précis Writing

Recommended Reading

1. Green, David (1992) *Contemporary English Grammar Structures and Composition*. Calcutta: Macmillan.
2. Wren, P.C. & Martin, H. (1992) *High School English Grammar and Composition*. New Delhi: S. Chand & Co.
3. Quirk, Randolph & et al. (2010) *A Comprehensive Grammar of the English Language*. New Delhi: Pearson.
4. *The Nagaland University Anthology of Prose and Short Stories*. New Delhi: Macmillan.

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VOCATIONAL SUBJECT OF FUNCTIONAL ENGLISH

1. To be Covered in Six Semesters
2. This is an elective Subject, however an individual college may restrict its combination with some other subjects depending on the institution's daily routine structure.
3. This subject can be taken by students of any stream (Arts, Commerce & Science). However, for Science Students, only those who do not have Honours in their subject combination may be allowed to take this Subject.
4. Students who graduate with this subject combination will be awarded a *Diploma in Vocational Subject of Functional English*
5. Mark Allotment :
 - a. Semester I – V : Theory 50% , Practical 50%
 - b. Semester VI: Entirely Practical 100%
 - c. In Semester I – IV all Exams and assessments for the 50% marks in Practical will be conducted in respective institutions (internally) .
 - d. In Semester VI (entirely Practical) 70% of marks is reserved for internal assessment and 30% for the Project Reports to be sent to University for external evaluation where, the Pass mark for both the evaluations (internal & external will be 40% i.e. 28 for internal and 12 for the external (Further details about Semester-VI is provided along with its course structure later)
 - e. Marks for each unit in all the 6 semesters is 20 Marks (inclusive of external & internal). Out of this, the Marks for the External and Internal assessment is 10:10. Since the entire Practical marks is under Internal Assessment, only the other 10 marks for Theory is divided into 7:3 for External and Internal respectively (i.e. in 70% : 30% division formula so that the total marks for External Examination in a Semester is 35 only (7marks x 5 units).
6. Each Semester has 4 credits
7. Individual College may offer certain portions of this syllabus to non collegiate persons for English proficiency as Extension service and thereafter award them testimonial certificates.
8. Practical Examination: Except for Semester VI, all practical exams can be internally conducted in respective colleges in consultation with the University authority. However External Invigilator(s) may be invited by the institution in consultation with the university or sent by the university for certain semester examination as and when deemed necessary.

SEMESTER ONE
FUNENG 131: FUNCTIONAL ENGLISH PAPER I
Communicative English - 1

- **Objective:** *To enable the learners to be fluent in English pronunciation and to acquire a sound knowledge of major style and regional varieties of English*
- **Mark allotment : Full Marks : 100**
Theory : 50 (70% for External and 30% for Internal Assessment)
Practical : 50 (Entirely Internal)
Pass mark : 40 % in every category of Assessment (i.e. Theory, Practical, External, Internal)
- 4 credits
- Duration of External Examination (i.e. 70% of theory) : 3 Hours
- To obtain the Degree/Diploma Students will have to secure the pass marks in all the categories of assessment

Unit –I
English Phonetics-1
(20 Marks = Theory 10 + Practical 10)

Theory: 10 Marks (7 for external + 3 for internal)

- a) Organs of Speech and Speech mechanism
- b) Sounds & symbols of Vowels, Consonants & Diphthongs

Practical: 10 Marks (to conduct internally)

- a) Reading for fluency
- b) Intensive drilling for production of individual sounds, words & sentences in English
- c) Phonetic transcription (of simple and individual words/characters)

Unit – II
English phonetics-2

Theory: 10 Marks (7 for external + 3 for internal)

- a) Assimilation, elision, stress
- b) The Syllable
- c) Description and analysis of Sounds in English

Practical: 10 Marks (to conduct internally)

- a) Proper Application and use of Assimilation, Elision, Stress, the Syllable and the Sounds of English in speaking
- b) Advance Phonetic transcription (of Sentences and paragraphs) in written

Unit – III
English phonetics-3

Theory: 10 Marks (7 for external + 3 for internal)

- a) Intonation
- b) Rhythm in connected sentences
- c) Common errors

Practical: 10 Marks (to conduct internally)

- a) Proper Application and use of Intonation, Rhythm in connected sentences
- b) Explanation and correction of Common errors in pronouncing English words

Unit – IV
Style and Varieties of English-1

Theory: 10 Marks (7 for external + 3 for internal)

- a) Varieties of English: *British, American and Indian English*
- b) Standard English (as opposed to non standard variety e.g. slang, cockney etc.)

Practical: 10 Marks (to conduct internally)

- a) Differentiating and applying varieties of English discussed in theory section

Unit – V
Style and Varieties of English-2

Theory: 10 Marks (7 for external + 3 for internal)

- a) Written and Spoken English
b) Formal and Informal English
c) Figures of Speech : (*Anticlimax, Antithesis, climax, Euphemism, pun, paradox, simile, synecdoche, irony, metaphor, metonymy, oxymoron, allegory, archaism, hyperbole, alliteration, rhyme, rhetorical question, anaphora, epiphora, tautology, enallage, ellipsis, syllepsis, inversion, hysteron, proteron*)

Practical: 10 Marks (to conduct internally)

- a) Practice & Application of the inputs provided in theory section

Reading list for First Semester

1. Adams, Royce. *Reading Skills: A Guide for Better Reading.*
2. Balasubramaniam, T. *A Textbook of English Phonetics for India Students.*
3. Balasubramaniam, T. *English Phonetics for Indian Students: A Work Book.*
4. Bansal, R. K & Harrison, J. B *Spoken English: A Manual of Speech & Phonetics.*
5. Jones, Daniel. *The Pronunciation of English.*
6. O'Connor, J. D. *Better English Pronunciation.*
7. Roach, Peter. *English Phonetics & Phonology.*
8. Warner, Alan. *A Short Guide to English Style.*
9. Fowler, H. W. *The King's English, 3rd ed.*
10. Gimson, A. C. *An Introduction to the Pronunciation of English, 2nd ed.*
11. Nicholson, Margaret. *A Dictionary of American-English Usage: Based on Fowlers' Modern English Usage.*
12. Wood, Frederick T. *Current English Usage: A Concise Dictionary.*

SEMESTER TWO
FUNENG 132: FUNCTIONAL ENGLISH PAPER II
Remedial Grammar

1. Objective: To enable learners to use English language grammatically and confidently especially in those areas where non native users of English face problems
2. Mark allotment : Full Marks : 100
Theory : 50 (70% for External and 30% for Internal Assessment)
Practical : 50 (Entirely Internal)
Pass mark : 40 % in every category of Assessment (i.e. Theory, Practical, External, Internal)
3. 4 credits
4. Duration of External Examination (i.e. 70% of theory) : 3 Hours
5. To obtain the Degree/Diploma Students will have to secure the pass marks in all the categories of assessment

Unit –I
Remedial Grammar -1

Theory: 10 Marks (7 for external + 3 for internal)

- a) Verb – *Main verb, auxiliary verb, modal auxiliary, finite, non finite, anomalous finite, transitive, intransitive*

Practical: 10 Marks (to conduct internally)

- a) Analysis and application of Verb – its kinds and varieties as discussed in the theory section

Unit –II
English Grammar -2

Theory: 10 Marks (7 for external + 3 for internal)

- a) Tenses – *their forms & different functions*
b) Concord/ Agreement of Verb and Subject in Number and Person

Practical: 10 Marks (to conduct internally)
a) Intensive training for correct application of knowledge gained in theory class.

**Unit –III
English Grammar -3**

Theory: 10 Marks (7 for external + 3 for internal)
a) Articles
b) Question tags
c) Confusion between Adjective & Adverb

Practical: 10 Marks (to conduct internally)
Intensive training for correct application of items done in theory class.

**Unit-IV
English Grammar -4**

Theory: 10 Marks (7 for external + 3 for internal)
a) Case
b) Active & passive voice
c) Preposition (of positions, Place relations and other relations)

Practical: 10 Marks (to conduct internally)
a) Intensive training for correct application of items done in theory class.

**Unit –V
English Grammar -5**

Theory: 10 Marks (7 for external + 3 for internal)
a) Simple, compound and Complex Sentence
b) Punctuation
c) Common errors
d) Anglicisation of loan words in English (current and common items only)

Practical: 7 hrs. 10 Marks (to conduct internally)
Intensive training for correct application of knowledge gained in theory class.

READING LIST FOR SECOND SEMESTER

1. Carey, G. V. *Punctuation*.
2. Christopheren, Paul & Arthur O. Sandved. *An Advanced English Grammar*.
3. Fries, Charles Carpenter. *The Structure of English: An Introduction to the Construction of English Sentences*.
4. Green, David. *Contemporary English Grammar*.
5. Krishnaswamy, N. *Modern English: A book of Grammar, Usage & Composition*.
6. Kumar, A. K. *Golden English Guide (A Guide with a Difference.)*
7. Leech, Geoffrey & Svartvik, Jan. *A Communicative Grammar of English*.
8. Morenberg, Max. *Doing Grammar*.
9. Strang, Barbara M. H. *Modern English Structure*.
10. Thomson, A. J & Martinet, A. V. *A practical English Grammar*.
11. Tregidgo, P. S. *Practical English Usage: for Overseas Students*.
12. Wood, Frederick T. *English Prepositional Idioms*
13. Wood, Frederick T. *A Remedial English Grammar for Foreign Students*.

SEMESTER THREE

FUNENG 133: FUNCTIONAL ENGLISH PAPER III Writing Skills

Objective: To enable learners to write in English effectively for various specific purposes

- **Mark allotment : Full Marks : 100**
Theory : 50 (70% for External and 30% for Internal Assessment)
Practical : 50 (Entirely Internal)
Pass mark : 40 % in every category of Assessment (i.e. Theory, Practical, External, Internal)
- 4 credits
- Duration of External Examination (i.e. 70% of theory) : 3 Hours
- To obtain the Degree/Diploma Students will have to secure the pass marks in all the categories of assessment

Unit –I Foundations of Writing Skills

Theory: 10 Marks (7 for external + 3 for internal)

- a) Planning and writing paragraphs
- b) Art & Style of Writing : Cohesion & Coherence, Idioms and phrases,
- c) Creative Writing (Short story writing & Expansion of ideas)

Practical: 10 Marks (to conduct internally)

- a) Intensive practice of various forms of writing on the basis of theoretical inputs.

Unit –II Writing for Media

Theory: 10 Marks (7 for external + 3 for internal)

- a) Writing for News : Elements of news, Characteristics of news, Types of news, Difference between Newspaper and Radio & TV with reference to language
- b) Feature Writing
- c) Advertisement : Banners, Posters, pamphlets, Hoardings, Captions, invitations & Titles etc.

Practical: 10 Marks (to conduct internally)

- a) Intensive training in and practice of writing the items taught in the theory section; write the same in real life situations and maintain copies and clippings.

Unit –III Academic and Review Writing

Theory: 10 Marks (7 for external + 3 for internal)

- a) English for specific purposes (Introduction and a general overview) & Register
- b) Report writing
- c) Academic writing (Types and structure)

Practical: 10 Marks (to conduct internally)

- a) Intensive training and practice of various types of writing as taught in theory section and also maintain copies/clippings of actual writings in real life situations i.e. in Journals, newspapers etc.

Unit –IV

Writing Letters and taking Minutes

Theory: 10 Marks (7 for external + 3 for internal)

- a) Letter writing : *Business, Official, Personal (their nature, structure, features and format)*
- b) Letters to Editors : *Importance & Structure of the letters*
- c) Taking minutes and recording meeting proceedings

Practical: 10 Marks (to conduct internally)

- a) Intensive training and practice write out as taught in the theory section and also write them in real life situations and maintain copies/clippings of published items.

Unit –V

Publication and Reviewing

Theory: 10 Marks (7 for external + 3 for internal)

- a) Types of book and Parts of a book
- b) Book reviews: (Nature of Book review, Characteristics and purpose of book review, critical analysis of book contents)
- c) Critical analysis of various writings

Practical: 10 Marks (to conduct internally)

- a) Training and practice writing reviews and critical analysis of various written texts.

READING LIST FOR THIRD SEMESTER

1. Ahuja, B. N. *Theory & Practice of Journalism: Set to Indian Context.*
2. Ahuja, B. N. *A Concise Course in Reporting for Newspapers, Magazines, Radio and the T.V.*
3. Chander, Jagdish (ed.). *Creative English.*
4. Collins, V. H. *A Book of English Idioms.*
5. Collins, V. H. *Right Word, Wrong Word.*
6. Gowers, Ernest. *The Complete Plain Words.*
7. Hakemulder, Jan R & Jonge, Fay Ac de. *News Reporting & Editing.*
8. Hicks, Wynford & Holmes, Tim. *Subediting for Journalists.*
9. Hill, L. A & May, D. J. *Advanced Comprehension & Appreciation Pieces for Overseas Students.*
10. Kamath, M. V. *Professional Journalism.*
11. Kumar, A. K. *Golden English Guide (A Guide with a Difference).*
12. McNair, Brian. *News & Journalism in U.K: A Textbook.*
13. Neal, James M & Brown, Suzanne S *News writing & reporting*
14. Rau, M. Chalapathi. *Journalism & Politics.*
15. Shrivastava, K. M . *New reporting & Editing*
16. Vandana R Singh. *The Written Word.*
17. A Ashley. *The Oxford Handbook of Commercial Correspondence.*
18. Raman M & Sharma S. *Technical Communication.*
19. Jane Dorner. *Writing for the Internet.*
20. Judith Leigh. *CVs and Applications.*
21. MAK Halliday. *Spoken and Written Language.*
22. MAK Halliday, Ruqaiya Hasan. *Cohesion in English. (English Language Series 9).*

SEMESTER FOUR

**FUNENG 134: FUNCTIONAL ENGLISH PAPER IV
Oral Communication**

Objective: To enable learners to use English fluently in oral communications

- **Mark allotment : Full Marks : 100**
Theory : 50 (70% for External and 30% for Internal Assessment)
Practical : 50 (Entirely Internal)
Pass mark : 40 % in every category of Assessment (i.e. Theory, Practical, External, Internal)
- **4 credits**
- **Duration of External Examination (i.e. 70% of theory) : 3 Hours**
- **To obtain the Degree/Diploma Students will have to secure the pass marks in all the categories of assessment**

**Unit –I
Conversational English**

Theory: 10 Marks (7 for external + 3 for internal)

- Conversation (on formal & informal occasions - Nature, role, characteristics, techniques, procedures and decorum)**
- Oral Communication in various situations (Nature, role, characteristics, techniques, procedures and decorum)– In the Post Office, at the bank, at the worship place, receiving and seeing off a guest, at the travel agency, at the customs, at the international port, asking to pay, catching a train, booking a room at a hotel, making a telephone call, asking the time –time expression, buying & selling, at the air port, at the police station, making an apology, taking a taxi, at the clinics, making an appointment, at the chemists, at a dinner party, In the beauty parlour, at the restaurant, etc.**

Practical: 10 Marks (to conduct internally)

- Practice the items taught in theory class through Role Play, Simulation, Mock Programmes and apply them in Real Life Situations**

**Unit –II
Public Speaking 1: Group Dynamics and Meetings**

Theory: Mark : 10 (7 for external + 3 for internal)

- Group discussion (Nature, role, characteristic, techniques, procedures, elements and decorum)**
- Debate(Nature, role, characteristic, techniques, procedures, elements and decorum)**
- Chairing and moderating meetings, group discussion etc. (Nature, role, characteristic, techniques, procedures, elements and decorum)**

Practical: 10 Marks (to conduct internally)

- Practice and perform activities in theory class through Role Play, Simulation, Mock Programmes and apply them in Real Life Situations**

**Unit –III
Public Speaking 2: Seminars & Symposia**

Theory Mark : 10 (7 for external + 3 for internal)

- Seminars : Importance, nature, role, characteristic, techniques, procedures, elements and decorum**
- Symposia: Importance, nature, role, characteristic, techniques, procedures, elements and decorum**

Practical: 10Marks (to conduct internally)

- a) Practice and perform activities in theory class through Role Play, Simulation, Mock Programmes and apply them in Real Life Situations

Unit –IV
Public Speaking 3: Teaching and Speech presentation

Theory: 10 Marks (7 for external + 3 for internal)

- a) Teaching: *Importance, role, techniques, procedures & essential elements*
- b) Speech presentation (Prepared & extempore, of various types) : *Importance, role, techniques, procedures & essential elements*

Practical: 10 Marks (to conduct internally)

- a) Practice and perform activities in theory class through Role Play, Simulation, Mock Programmes and apply them in Real Life Situations

Unit –V
Public Speaking-4: Hosting and attending

Theory: 10 Marks (7 for external + 3 for internal)

- a) Programme/function hosting : *Importance, role, techniques, procedures & essential elements*
- b) Performing as receptionist in firms: *Importance, role, techniques, procedures & essential elements* .

Practical: 10 Marks (to conduct internally)

- a) Practice and perform activities in theory class through Role Play, Simulation, Mock Programmes and apply them in Real Life Situations

READING LIST FOR THIRD SEMESTER

1. Wood, Frederick T. *English Colloquial Idioms.*
2. G. K. Puri . *English Conversation Course For All.*
3. Krishna Mohan, Meera Banerji. *Developing Communication Skills.*
4. Krishna Mohan, N P Singh . *Speaking English Effectively.*
5. Mukti Sanyal, Promodini Varma. *English at the Workplace.*
6. Grant Taylor. *English Conversation Practice.*
7. Attarde I P. *Art Of English Conversation.*
8. Tina Kasloff Carver , Sandra Douglas Fotinos. *A Conversation Book 1: English in Everyday Life.*
9. Judith Leigh. *Organising and Participating in Meetings.*
10. Steven A. Beebe. *Public Speaking: An Audience-Centered Approach.*
11. Joseph A. DeVito. *Essential Elements of Public Speaking.*
12. Charles W. Koller. *How to Preach without Notes.*
13. James Edward Vaux. *Preaching: What to Preach, and How to Preach.*
14. Mark Bowden. *Winning Body Language.*
15. Oren Klaff . *Pitch Anything: An Innovative Method for Presenting, Persuading, and Winning the Deal.*
16. Lawrence S. Munson. *How to Conduct Training Seminars: A Complete Reference Guide for Training Managers and Professionals*

SEMESTER FIVE
FUNENG 135: FUNCTIONAL ENGLISH PAPER V
Mass Communication and Broadcasting

Objective: To provide the learners with an intensified training in the English language applying career avenues of Mass Communication and Broadcasting.

- **Mark allotment : Full Marks : 100**
Theory : 50 (70% for External and 30% for Internal Assessment)
Practical : 50 (Entirely Internal)
Pass mark : 40 % in every category of Assessment (i.e. Theory, Practical, External, Internal)
- 4 credits
- Duration of External Examination (i.e. 70% of theory) : 3 Hours
- To obtain the Degree/Diploma Students will have to secure the pass marks in all the categories of assessment

Unit –I
Radio & TV Broadcasting

Theory Mark : 10 (7 for external + 3 for internal)

- a) Introduction to Mass Communication
- b) TV Broadcasting : *Introduction, Importance, Role, nature & essential elements*
- c) Radio broadcasting : *Introduction, Importance, Role, nature & essential elements*

Practical: 10 Marks (to conduct internally)

- a) Visit to TV Studios and Radio stations to familiarise the students with the functioning of studios with special reference to the role of Programme Presenters and write Reports thereof.

Unit –II
News casting

Theory: 10 Marks (7 for external + 3 for internal)

News casting on TV : *Importance, role, requisite traits and qualities of a Newscaster*

Practical: 10 Marks (to conduct internally)

- b) Practice TV News casting

Unit –III
TV Programme Presentation

Theory: 10 Marks (7 for external + 3 for internal)

- a) TV Programme presentation: Anchoring, Interviews & Interviewing, Talk Show - *Role, importance, techniques, procedure & requisite traits, personality*

Practical: 10 Marks (to conduct internally)

- a) Practice Anchoring, Interviews & Interviewing, Talk Show for TV shows subsequently perform in real life situations

Unit –IV
Radio Programme Presentation

Theory: 10 Marks (7 for external + 3 for internal)

- a) Radio programme Presentation-1 : *News Reading, Radio talk*

Practical: 10 Marks (to conduct internally)

- a) Practice and act out Radio News Reading, Radio talk

Unit –V

Radio Programme Presentation

Theory: 10 Marks (7 for external + 3 for internal)

- a. Radio programme Presentation-2 : Radio drama, Disc Jokey (Role, Importance and requisite traits and elements)

Practical: 10 Marks (to conduct internally)

- a) Practice performing Radio drama, and as Disc Jokey

READING LIST FOR THIRD SEMESTER

1. Joshua Meyrowitz. *No Sense of Place-The Impact of Electronic Media on Social Behaviour.*
2. Wilpy, P & Conroy, A . *The Radio Handbook.*
3. S P Dhanavel. *English and Soft Skills.*
4. Fast Julius. *Body Language.*
5. Bleak M. *Journalistic Work and Television.*
6. Hagerman W L. *Broadcast Announcing.*
7. Hyde Stuart. *Television and Radio Announcing.*
8. Amal Datta. *Effects of Television and Viewers.*
9. Neeru Kapoor. *Television Advertising and Consumer Response.*
10. Sharda Kaushik. *Script to Screen: An Introduction to TV Journalism*
11. H.R Luthra. *Indian Broadcasting , New Delhi : Publications Division, 1986.*
12. Baruah, U.L. *This is All India Radio, Publications Division, New Delhi, 1983.*
13. Benson, W.A. *The Impact of Television.*
14. Halloran' J.D (Ed). *The Effects of Television.*
15. Masani, Mehra, *Broadcasting and People*
16. Ewbank Henry, Lawton Sherman P. *Broadcasting: Radio and Television.*

SEMESTER SIX

FUNENG 136: FUNCTIONAL ENGLISH PAPER VI

English in On the job Training

4 credits

Entirely practical for full Mark of 100

- a) Objective: To prepare the students for entering job markets according to their aptitude and interest
- b) In Unit I, II, III, and IV each student will be placed to work in one occupational job area under an established firm/ business establishment where English language is used/applied.
- c) The specific job may be to perform as one of the following: Tourist guide, Receptionist, Telephone attendant, Teacher, Programme/function Host/ Anchoring, Radio Announcer, Organising and presenting Talk Shows, Sports Commentator, Reporting etc.)
- d) This on the job training project will be carried out under the supervision of a teacher assigned by the Authority of concerned Institution.
- e) Each student is to submit a Report of the on the Job training so performed.
- f) The Project Report should be supported by authentication certificate from the concerned firm.
- g) If an appropriate firm cannot be found for a student to work in, the teacher-supervisor concerned will assign a suitable work for the student in question where the allotted credit hours will be wholly used.
- h) Under each unit a differed job should be assigned to each student.
- i) In Unit V each student will be required to write a Project Report in not less than 2000 words on a proposed occupation he/she would like/ plan to carry out after graduation. This report should contain, among other things, a proper discussion of rationale of the project, procedure for implementation, how the learning and training obtained in Vocational subject of Functional English is to be applied and how he/ she is to make an earning out of it.
- j) The Teacher-supervisor of each student will maintain a log book where the progress, participation and other comments on the performance of the student will be recorded.
- k) Examination/Evaluation : 70% of the marks is reserved for internal assessment and 30% for the Project Reports sent to University for external evaluation. The Pass mark for both the evaluations (internal & external will be 40% i.e. 28 for internal and 12 for the external
- l) Students will have to obtain pass marks in both internal and external assessment to pass the course.

Choice Based Credit System Course (C.B.C.S) Optional Paper “PROFICIENCY IN ENGLISH”

PROFENG 137: PROFICIENCY IN ENGLISH (C.B.C.S Optional Paper)

This is for non collegiate people and professionals who desire to improve their communicative skills in English. Any Affiliated Colleges of the University having the necessary infrastructure can offer this course.

Mark allotment : Full Marks : 100

Theory : 50 (70% for External and 30% for Internal Assessment)

Practical : 50 (Entirely Internal)

Pass mark : 40 % in every category of Assessment (i.e. Theory, Practical, External, Internal)

- 3 credits
- Duration of External Examination (i.e. 70% of theory) : 3 Hours

To obtain the Degree/Diploma Students will have to secure the pass marks in all the categories of assessment

Unit I Phonetics: (theory & practical) 20 marks

Speech mechanism

Sounds & symbols of Vowels, Consonants & Diphthongs

Assimilation, elision, stress

The Syllable

Intonation

Unit II Regional Varieties of English: (theory & practical) 10 marks

Varieties of English: British, American and Indian English

Standard and non standard English;

Written and Spoken English; Formal and Informal English

Unit III Remedial Grammar: (theory & practical) 10 marks

To infinitive, transitive and intransitive verb

Tenses – their forms & different functions

Concord/ Agreement of Verb and Subject in Number and Person

Articles

Question tags

Forms and Functions in respect of few important/selected words/
phrases sentences (e.g. Confusion between Adjective & Adverb) etc

Proper application of Passive sentences

Unit IV: Recent trends in English language development : (theory & practical) 10 marks

Anglicisation of loan words, etc

Etiquette and Techniques in oral communication

Common errors

Unit V Conversational English: (theory & practical) 20 marks

Theory

In the Post Office, at the bank, at the worship place, receiving and seeing off a guest, at the travel agency, at the customs, at the international port, asking to pay, catching a train, booking a room at a hotel, making a telephone call, asking the time – time expression, buying & selling, at the air port, at the police station, making an apology, taking a taxi, at the clinics, making an appointment, at the chemists, at a dinner party, In the beauty parlour, at the restaurant, etc.

Practical:

- Practice the items taught in theory class through Role Play, Simulation, Mock Programmes and apply them in Real Life Situations

Reading List :

Balasubramaniam, T. *A Textbook of English Phonetics for India Students*

Balasubramaniam, T. *English Phonetics for Indian Students: A work book*

Bansal, R. K & Harrison, J. B *Spoken English: A Manual of Speech & Phonetics*

Jones, Daniel. *The Pronunciation of English.*

O'Connor, J. D. *Better English Pronunciation*.
Roach, Peter. *English Phonetics & Phonology*.
Gimson, A. C. *An Introduction to the Pronunciation of English, 2nd ed.*
Nicholson, Margaret. *A Dictionary of American-English usage: Based on Fowlers' Modern English Usage*.
Wood, Frederick T. *Current English usage: A Concise Dictionary*.
Christopheren, Paul & Arthur O. Sandved. *An Advanced English Grammar*.
Fries, Charles Carpenter. *The Structure of English: An Introduction to the Construction of English Sentences*.
Green, David. *Contemporary English Grammar*.
Krishnaswamy, N. *Modern English: A book of Grammar, Usage & Composition*.
Leech, Geoffrey & Svartvik, Jan. *A Communicative Grammar of English*.
Wood, Frederick T. *A Remedial English Grammar for Foreign Students*.
Krishna Mohan, Meera Banerji. *Developing Communication Skills*.
Krishna Mohan, N P Singh. *Speaking English Effectively*.
Grant Taylor. *English Conversation Practice*.
Attarde I P. *Art Of English Conversation*.
Steven A. Beebe. *Public Speaking: An Audience-Centered Approach*.
Joseph A. DeVito. *Essential Elements of Public Speaking*.

+++++**THE END**+++++