

SYLLABI
B. A. HONOURS ENGLISH UNDER CBCS
DIBRUGARH UNIVERSITY - 2019

ABSTRACT

CREDIT ADD-UP

- Core: 70 credits (14x5) + 14 (14x1Tutorial) = 84 credits (14 courses)
- Discipline Specific Elective: 20(4x5) credits + 4(4x1Tutorial) = 24 credits (4 courses)
- Generic Elective: 20 (4x5) credits + 4 (4x1Tutorial)=24 credits (4 courses)
- Ability Enhancement Compulsory Course: 08 credits (2+2+4)= 8 credits (3 courses)
- Skill Enhancement Course: 08 credits (4+4)= 8 credits (2 courses)

Total: 148 credits (27 courses)

Marks add-up

- Core courses: 1400 marks
- Discipline Specific Elective: 400 marks
- Generic Elective: 400 marks
- Ability Enhancement Compulsory Course: 200 (50+50+100) marks
- Skill Enhancement Course: 200 (100X2) marks

Total: 2600 marks

Core courses (14 courses)

Credits: 70 credits (05 credits per core X 14 core = 70 credits) + 14 credits (tutorial)

Core courses offered:

- Core 1: Indian Classical Literature (Sem 1)
- Core 2: European Classical Literature (Sem 1)
- Core 3: Indian Writing in English (Sem 2)
- Core 4: British Poetry and Drama 14th to17th Century (Sem 2)
- Core 5: American Literature (Sem 3)
- Core 6: Popular Literature (Sem 3)
- Core 7: British Poetry and Drama 17th and18th Century (Sem 3)
- Core 8: British Literature: 18th Century (Sem 4)
- Core 9: British Romantic Literature (Sem 4)
- Core 10: British Literature: 19th Century (Sem 4)
- Core 11: Women's Writing (Sem 5)
- Core 12: British Literature: Early 20th Century (Sem 5)
- Core 13: Modern European Drama (Sem 6)

- Core 14: Postcolonial Literature (Sem 6)

Discipline Specific Elective (DSE): (2+2=4 courses)

Credits: 05 credits per elective + 04 tutorial credits per elective= 24 credits

Discipline Specific Electives offered:

Sem 5 (any two)

- DSE 1: Modern Indian Writing in English Translation
- DSE 2: Literature of the Indian Diaspora
- DSE 3: Literary Criticism
- DSE 4: World Literature

Sem 6 (any two)

- DSE 5: Literary Theory
- DSE 6: Literature and Cinema
- DSE 7: Partition Literature
- DSE 8: Travel Writing

Generic Elective (GE): (1+1+1+1=4 courses)

Credits: 05 credits per elective+ 04 credits per tutorial= 24 credits

Generic Electives offered:

GE 1: Academic Writing and Composition (Sem 1)

GE 2: Media and Communication Skills (Sem 2)

GE 3: Language and Linguistics (Sem 3)

GE 4: Contemporary India: Women and Empowerment (Sem 4)

Ability Enhancement Compulsory Course (AECC):

Credits: 02+02+4 credits = 08 credits

Ability Enhancement Compulsory Courses offered:

AECC 1: English Communication (2 credits) (Sem 1)

AECC 2: Alternative English (2 credits) (Sem 1)

AECC 3: Environmental Study (2 credits) (Sem 2)

Skill Enhancement Course (SEC):

Credits: 04 credits per elective=08 credits

Skill Enhancement Courses offered:

Sem 3 (Any one)

SEC 1: English Language Teaching (ELT)

SEC 2: Soft Skills

Sem 4 (Any one)

SEC 3: Creative Writing

SEC 4: Business Communication

Distribution of Courses:

Sem I: **2 Core Courses** (Core 1 & 2), **2 AECC** (AECC 1: English Communication, AECC 2: Alternative English), **1 GE** (GE 1: Academic Writing & Composition)

Sem II: **2 Core Courses** (Core 3 & 4), **1 AECC** (AECC 3: Environmental Science), **1 GE** (GE 2: Media and Communication Skills)

Sem III: **3 Core Courses** (Core 5, 6, 7), **1 SEC** (SEC 1: ELT or SEC 2: Soft Skills), **1 GE** (GE 3: Language and Linguistics)

Sem IV: **3 Core Courses** (Core 8, 9, 10), **1 SEC** (SEC 3: Creative Writing or SEC 4: Business Communication), **1 GE** (GE 4: Contemporary India: Women and Empowerment)

Sem V: **2 Core Courses** (Core 11, 12), **2 DSE (out of 4 choices)** (DSE 1: Modern Indian Writing in English Translation, DSE 2: Literature of the Indian Diaspora, DSE 3: Literary Criticism, DSE 4: World Literature)

Sem VI: **2 Core Courses** (Core 13, 14), **2 DSE (out of 4 choices)** (DSE 5: Literary Theory, DSE 6: Literature and Cinema, DSE 7: Partition Literature, DSE 8: Travel Writing)

Scheme of Evaluation:**For Core English Honours Papers:****Internal Assessment: 20 marks**

(Sessional test 1: 5 marks, Sessional test 2: 5 marks, Presentation/viva voce/Group discussion: 5 marks, Attendance: 5 marks)

Total: 20 marks

Final Examination: 80 marks

Unit 1: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Unit 2: 1 long answer question+ 1 short note /analysis (15+05) =20 marks

Unit 3: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Unit 4: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Total: =80 marks

For DISCIPLINE CENTRIC ELECTIVE (DSE)

Internal Assessment: 20 marks

(Sessional test 1: 5marks, Sessional test 2: 5 marks, Presentation/viva voce/Group discussion: 5 marks, Attendance: 5 marks)

Total: 20 marks

Final Examination: 80 marks

Unit 1: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Unit 2: 1 long answer question+ 1 short note /analysis (15+05) =20 marks

Unit 3: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Unit 4: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Total: =80 marks

For Generic Elective Papers:

Internal Assessment: 20 marks

(Sessional test 1: 5marks, Sessional test 2: 5 marks, Presentation/viva voce/Group discussion: 5 marks, Attendance: 5 marks)

Total: 20 marks

Final Examination: 80 marks

Unit 1: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Unit 2: 1 long answer question+ 1 short note /analysis (15+05) =20 marks

Unit 3: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Unit 4: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Total: =80 marks

For Ability Enhancement Compulsory Course Paper (English Communication and Alternative English) of Two Credits each

English Communication (AECC 1):

Midterm test [10 marks]

Writing : 1 question: 04 x 01qn= 04 marks

Speaking: 2 questions: 03x02 qns = 06 marks

Total 10 marks

Final Semester Examination [40 Marks]

Unit 1: 02 questions 02x 05 qns= 10 marks

Unit 2: 02 questions 02 x 05 qns= 10 marks

Unit 3: 02 questions 02 x 5 qns= 10 marks

Unit 4: 02 questions 02 x 5 qns= 10 marks

Total 40 marks

Alternative English(AECC 2):

Midterm test [10 marks]

First Sessional Test : 1 qns x 5 =5 marks

Second Sessional Test: 1 qns x 5= 5 marks

Total: 10 marks

Final Semester Examination[40 marks]

Unit 1: 5qnsx4=20marks

Unit 2:5qnsx4=20marks

Total=40 marks

FIRST SEMESTER
COURSE CODE: 10100
COURSE 1: INDIAN CLASSICAL LITERATURE
(CORE)
CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: The objective of this course is to acquaint the students with the rich cultural heritage of ancient Indian literature, especially Sanskrit Literature. Indian classical literature can claim the rare distinction of attaining the summit of creative excellence and artistic/aesthetic sensibility, especially in Sanskrit in the immortal plays of Kalidasa, the epics *The Ramayana* and *The Mahabharata*, Shudraka's *Mrcchakatika*, among others. Although Srimanta Sankaradeva of Assam cannot be regarded as 'classical' from the purview of temporality, his works are characterised by classical sensibilities and in the context of Assamese literature and culture, his works are held as immortal classics. Therefore, Sankaradeva's inclusion in this course is determined by his works' timeless appeal and relevance. One of his famous plays *Parijata Harana* has been included.

UNIT 1: CLASSICAL SANSKRIT DRAMA

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

UNIT II: SELECTIONS FROM EPIC SANSKRIT LITERATURE

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 III: SANSKRIT DRAMA

Sudraka, *Mrcchakatika*, tr. M.M. Ramachandra Kale (New Delhi: Motilal Banarasidass, 1962).

UNIT IV: CLASSICAL ASSAMESE DRAMA

Shankaradeva, *Parijata Harana* [trans. William L. Smith] from *Krishna. A Source Book*, ed. Edwin Francis Bryant (London: OUP, 2007). [www.tributetosankaradeva.org/parijata.pdf]

SUGGESTED TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATIONS

TOPICS

The Indian Epic Tradition: Themes and Recensions

Classical Indian Drama: Theory and Practice

Alankara and *Rasa*

Dharma and the Heroic

Neo-vaishnavite Movement in Assam

Ankiya Nat

MODE OF ASSESSMENT:

Internal Assessment: 20 marks

(Sessional test 1: 5marks, Sessional test 2: 5 marks, Presentation/viva voce/Group discussion: 5 marks, Attendance: 5 marks)

Total: 20 marks

Final Examination: 80 marks

Unit 1: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Unit 2: 1 long answer question+ 1 short note /analysis (15+05) =20 marks

Unit 3: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Unit 4: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Total: =80 marks

EXPECTED LEARNER OUTCOME

After completing this course, the learner shall be in a position to understand and appreciate the rich Indian classical literary tradition including its distinctive aesthetic philosophies. It would provide them with the conceptual resources to make a comparative assessment between the Indian and the Western classical tradition, thereby enabling their knowledge and understanding of the two great ancient literary traditions.

RECOMMENDED 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. Maheswar Neog, *Sankaradeva*. (New Delhi: NBT, 2005).

6. Maheswar Neog, *Early History of the Vaisnava Faith and Movement in Assam: Sankaradeva and His Times* (1965; reprint, Delhi: Motilal Banarsidass, 1983).
7. Birinchi Kumar Barua, ed, *Ankiya Nat* (1940), 3rd ed. (Guwahati: Department of Historical and Antiquarian Studies in Assam, 1983).

COURSE CODE: 10200

COURSE 2: EUROPEAN CLASSICAL LITERATURE

(CORE)

CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: European Classical literature implies the literature of ancient Greece and Rome. The study of 'ancient Greek literature' implies a study of literature written in Greek in the pre-Christian period, by non-Christians in the first six centuries of the Christian era. Roman literature, written in the Latin language remains an enduring legacy of the culture of ancient Rome. Latin literature drew heavily on the traditions of other cultures, particularly the more mature literary tradition of Greece, and the strong influence of earlier Greek authors are seen. The purpose of this course is to acquaint learners with the great heritage of European classical literature, starting from Homer's epic *The Iliad* to the satires of Horace. The importance of this course rests on the fact that English literature is heavily indebted to the classical works of Greece and Rome. Whether it is tragedy or comedy, satire or criticism, epic or lyric, the influence of classical literature in the works of the English authors is clearly in evidence. Therefore, learners will be acquainted with immortal classics like *The Iliad* and *Metamorphosis*, they get to learn about the difference between the Greek classics and the Latin classics, the different genres dabbled in by the classical writers, such as, tragedy, comedy, epic, satire, criticism and so forth.

UNIT I: CLASSICAL GREEK EPIC

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

UNIT II: CLASSICAL GREEK TRAGEDY

2. Sophocles, *Antigone*, tr. Robert Fagles in *Sophocles: The Three Theban Plays* (Harmondsworth: Penguin, 1984).

UNIT III: CLASSICAL ROMAN COMEDY

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

UNIT IV: CLASSICAL ROMAN EPIC/NARRATIVE POEM

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

SUGGESTED TOPICS AND BACKGROUND PROSE READINGS FOR CLASS

PRESENTATIONS

TOPICS

The Epic
Comedy and Tragedy in Classical Drama
The Athenian City State

Catharsis and Mimesis
Satire
Literary Cultures in Augustan Rome

MODE OF ASSESSMENT:

Internal Assessment: 20 marks

(Sessional test 1: 5marks, Sessional test 2: 5 marks, Presentation/viva voce/Group discussion: 5 marks, Attendance: 5 marks)

Total: 20 marks

Final Examination: 80 marks

Unit 1: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 2: 1 long answer question+ 1 short note /analysis (15+05) =20 marks
Unit 3: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 4: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Total: =80 marks

EXPECTED LEARNER OUTCOME

After the completion of the course, the learners shall be in a position to understand the source of Western literary paradigm – a formation that was responsible for constituting the great tradition of the western canon, and one which govern our critical or comparative touchstone on ‘what good literature ought to be.’

RECOMMENDED 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.

GENERIC ELECTIVE (GE)

Credits: 05 credits per elective+ 04 credits per tutorial= 24 credits

FIRST SEMESTER

COURSE CODE: 10210

GE 1: ACADEMIC WRITING AND COMPOSITION

CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: This course aims to prepare students for work in high level English courses in which research writing is a requirement. It introduces basic research writing skills including: conducting research, note taking, paraphrase, summary, direct quotation, positioning, and MLA or APA style citation. The course will place equal or greater emphasis on macro-level composition skills such as: essay structure, paragraph structure, coherence, unity; and micro-level skills such as: sentence structure, grammar, vocabulary, spelling and mechanics. Students will learn how to read carefully, write effective arguments, understand the writing process, engage with others' ideas, cite accurately, and craft powerful prose.

UNIT I

Introduction to the Conventions of Academic Writing

UNIT II

Critical Thinking: Syntheses, Analyses, and Evaluation

UNIT III

Structuring an Argument: Introduction, Interjection, and Conclusion

UNIT IV

Citing Resources; Editing, Book and Media Review

MODE OF ASSESSMENT:

Internal Assessment: 20 marks

(Sessional test 1: 5marks, Sessional test 2: 5 marks, Presentation/viva voce/Group discussion: 5 marks, Attendance: 5 marks)

Total: 20 marks

Final Examination: 80 marks

Unit 1: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Unit 2: 1 long answer question+ 1 short note /analysis (15+05) =20 marks

Unit 3: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Unit 4: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Total: =80 marks

EXPECTED LEARNER'S OUTCOME

By the end of the course, students will be able to demonstrate and apply knowledge of basic essay structure, including introduction, body and conclusion; employ the various stages of the writing process, including pre-writing, writing and re-writing; employ descriptive, narrative and expository modes; demonstrate ability to write for an academic audience; write concise sentences, etc.

RECOMMENDED READINGS

1. Liz Hamp-Lyons and Ben Heasley, *Study Writing: A Course in Writing Skills for Academic Purposes* (Cambridge: CUP, 2006).
2. Renu Gupta, *A Course in Academic Writing* (New Delhi: Orient BlackSwan, 2010).
3. Ilona Leki, *Academic Writing: Exploring Processes and Strategies* (New York: CUP, 2nd edn, 1998).
4. Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves That Matter in Academic Writing* (New York: Norton, 2009).

ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)

FIRST SEMESTER

COURSE CODE: 10310

AECC 1: ENGLISH COMMUNICATION

CREDITS ASSIGNED: 2 CREDITS

COURSE OBJECTIVES: The purpose of this course is to introduce students to the theory, fundamentals and tools of communication and to develop in them vital communication skills which should be integral to personal, social and professional interactions. One of the critical links among human beings and an important thread that binds society together is the ability to share thoughts, emotions and ideas through various means of communication: both verbal and non-verbal. In the context of rapid globalization and increasing recognition of social and cultural pluralities, the significance of clear and effective communication has substantially enhanced. The present course hopes to address some of these aspects through an interactive mode of teaching-learning process and by focusing on various dimensions of communication skills. Some of these are: Language of communication, various speaking skills such as personal communication, social interactions and communication in professional situations such as interviews, group discussions and office environments, important reading skills as well as writing skills such as report writing, note-taking etc. While, to an extent, the art of communication is natural to all living beings, in today's world of complexities, it has also acquired some elements of science.

UNIT I

COMMUNICATION: THEORY AND TYPES

Theory of Communication, Types and modes of Communication
Verbal and Non-verbal
(Spoken and Written)
Personal, Social and Business
Barriers and Strategies
Intra-personal, Inter-personal and Group communication

UNIT II

SPEAKING SKILLS:

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

UNIT III

READING AND UNDERSTANDING

Close Reading
Comprehension
Summary
Paraphrasing
Analysis and Interpretation
Translation (from Indian language to English and vice-versa) Literary/Knowledge Texts

UNIT IV

WRITING SKILLS:

Documenting
Report Writing
Making notes
Letter writing

MODE OF ASSESSMENT

Midterm test [10 marks]

Writing : 1 question 04 x 01qn= 04 marks
Speaking: 2 questions 03x02 qns = 06 marks
Total 10 marks

Final Semester Examination

Unit 1: 02 questions 02x 05 qns= 10 marks
Unit 2: 02 questions 02 x 05 qns= 10 marks
Unit 3: 02 questions 02 x 5 qns= 10 marks
Unit 4: 02 questions 02 x 5 qns= 10 marks

Total 40 marks

EXPECTED LEARNER'S OUTCOME

It is hoped that after studying this course, students will find a difference in their personal and professional interactions. The recommended readings given at the end are only suggestive; the students and teachers have the freedom to consult other materials on various units/topics given below. Similarly, the questions in the examination will be aimed towards assessing the skills learnt by the students rather than the textual content of the recommended books.

PRESCRIBED TEXT:

Language and Communication Skills, Cambridge University Press, 2019

RECOMMENDED READINGS:

1. *Fluency in English - Part II*, Oxford University Press, 2006.
2. *Business English*, Pearson, 2008.
3. *Language, Literature and Creativity*, Orient Blackswan, 2013.
4. *Enrich Your English*, OUP, SR Inthira and V. Saraswathi, CIEFL, 1997
5. *Oxford A-Z of English Usage*, ed. Jeremy Butterfield, OUP, 2007.
6. *Longman Dictionary of Common Errors*, N.D. Turton and J.B. Heaton, Longman, 1998.

COURSE CODE: 10320

AECC 2: ALTERNATIVE ENGLISH (SEMESTER 1)

CREDITS ASSIGNED: (2 CREDITS)

COURSE OBJECTIVES: This course is offered in lieu of MIL, for learners who do not have the required competence to take up any of the modern Indian languages that are part of the undergraduate curriculum. The objective of this course is to acquaint learners with some of the most representative Prose Pieces and Short Stories in the western literary and cultural canon. However, the course also accommodates texts that are significant in Indian writing in English. The rationale for including this course as part of AECC courses is to impart learners with the idea of the best that has been written (or translated) in the East as well as the West.

UNIT I: PROSE

1. Gandhi – The Doctrine of the Sword
2. Ambedkar - Prospects of Democracy in India
3. G.B. Shaw - Spoken English and Broken English
4. Jeffreys - Mass Culture
5. Lowes Dickinson-The Greek View of Life (Selections)

UNIT II: SHORT STORIES

1. Tolstoy - How Much Land Does a Man Need?
2. R.K. Narayan - An Astrologer's Day
3. O'Henry - The Unfinished Story
4. S.H. Manto-The Dog of Tithwal
5. Temsula Ao - Soaba (from *These Hills Called Home*)

MODE OF ASSESSMENT

Midterm test [10 marks]

First Sessional Test : 1 qns x 5 =5 marks
Second Sessional Test:1 qns x 5= 5 marks

Total: 10 marks

Final Semester Examination[40 marks]

Unit 1: 5qnsx4=20marks

Unit 2:5qnsx4=20marks

Total=40 marks

EXPECTED LEARNER'S OUTCOME

After completing this course, learners will be in a position to understand and appreciate the value of the two sub-genres, prose and short stories. The former is non-fictional, and the latter is fictional in mode. They will be able to understand cultural practices of two different spatiality-the West and the East. It will broaden their perspective to accommodate disparate ideologies that operate in different spaces on account of cultural differences.

PRESCRIBED TEXT

Vibrant Hues: An Anthology of Prose Pieces and Short Stories (Published by Oxford University Press, New Delhi)

2019

English CBCS (B.A/B.Com)

Details of Courses Under Undergraduate Programme (B.A./ B.Com.)

Credits	Semester and Course						<u>TOTAL</u>
	<u>Semester I</u>	<u>Semester II</u>	<u>Semester III</u>	<u>Semester IV</u>	<u>Semester V</u>	<u>Semester VI</u>	
I. Core Course							
English (6+6=12 credits) 2 papers MIL 2 papers (6+6=12 Credits)	5(+1 <u>tutorial</u>)	MIL 5 Credits(+1 <u>tutorial</u>)	5 credits(+1 <u>tutorial</u>)	MIL5 Credits(+1 <u>tutorial</u>)	-	-	24
Discipline 1 (ENGLISH) (6 Credits) 4 papers	5 credits(+1 <u>tutorial</u>)	5 credits(+1 <u>tutorial</u>)	5 credits(+1 <u>tutorial</u>)	5 credits(+1 <u>tutorial</u>)	=	=	24
Discipline 2. (6 Credits) 4 papers	5 credits(+1 <u>tutorial</u>)	5 credits(+1 <u>tutorial</u>)	5 credits(+1 <u>tutorial</u>)	5 credits(+1 <u>tutorial</u>)	=	=	24
Core Course and Tutorials (one for each paper=1x12=12)							
II. Discipline Specific Elective Course (4 Papers)							
Two papers- Discipline 1 (ENGLISH)					5 Credits (+1 <u>tutorial</u>)	5 Credits (+1 <u>tutorial</u>)	12
Two papers- Discipline 2					5 Credits (+1 <u>tutorial</u>)	5 Credits (+1 <u>tutorial</u>)	12
III. Generic Elective Course 2 papers from list of elective courses					5 Credits (+1 <u>tutorial</u>)	5 Credits (+1 <u>tutorial</u>)	12
IV. Ability Enhancement Compulsory Courses (AECC)							
English or MIL Communication (Alternative English)	2 Credits	=					2

Environment		=	<u>2 Credits</u>					<u>2</u>
V. Skill Enhancement Courses (SEC) (8 Credits)								
4 papers			<u>2 Credits</u>	<u>2 Credits</u>	<u>2 Credits</u>	<u>2 Credits</u>	<u>2 Credits</u>	<u>8</u>

Details of Courses Under Undergraduate Programme (B.A./ B.Com.)

Credits	Semester and Course						
	<u>Semester I</u>	<u>Semester II</u>	<u>Semester III</u>	<u>Semester IV</u>	<u>Semester V</u>	<u>Semester VI</u>	<u>TOTAL</u>
I. Core Course							
English (2 credits) 2 papers MIL 2 papers (2 Credits)	<p><u>Writing skills I</u> Diary entry Paragraph writing Summary/Note-making Formal and informal letter writing CV/ Resume writing Book/ Film reviews <u>Internal assessment</u> Speaking skills, Listening/ Comprehension Project work Suggested projects Sports writing, Poetry about women/ men, Poetry in translation, Telling a story, Fantasy writing, Chat shows, The menace of dowry, A success story <u>Recommended Readings:</u> <i>Fluency in English</i> (Revised Ed.) Part I, Delhi: Orient Blackswan, 2015. <i>El Dorado: A Textbook of Communication Skills</i>, Orient Blackswan Private Limited, Hyderabad, 2014, Units 1 – 5. <i>Interchange</i>, Workbook III, Fourth Edition, Cambridge University Press,</p>	MIL TBA	<p><u>Writing skills II</u> Interview Feature article Notice Questionnaire/ Survey Essay/Speech writing Report writing Dialogue writing <u>Internal assessment</u> Speaking skills, Listening/ comprehension Project work <u>Suggested projects</u> Creative writing, Theatre Action Group (TAG)/ other theatre groups, <i>Billy Elliot</i>, Translating a poem, Arranged marriages, Interviewing a celebrity, Writing a newspaper article on a current topic Today's youth and youth icons, Leadership and politics, Examination system and benefits of reform, The <i>Mahabharata</i>, Communalism, Gender discrimination, Social activism <u>Recommended</u></p>	MIL TBA	-	-	24

	Delhi, 2015, Units 1 - 8. <i>New Headway</i> , Intermediate Student's Book, 3rd Edition, Oxford University Press, 2012, Units 1-6. <i>Write to be Read: Reading, Reflecting & Writing</i> , Cambridge University Press, Delhi, First South Asian edition 2014, Units 1-4.		Readings <i>Fluency in English Part II</i> , Delhi: Oxford University Press, 2015. <i>El Dorado: A Textbook of Communication Skills</i> , Orient Blackswan Private Limited, Hyderabad, 2014, Units 6-10. <i>Interchange</i> , Workbook III, Fourth Edition, Cambridge University Press, Delhi, 2015, Units 9 - 16. <i>New Headway</i> , Intermediate Student's Book, 3rd Edition, Oxford University Press, 2012, Units 6-12. <i>Write to be Read: Reading, Reflecting & Writing</i> , Cambridge University Press, Delhi, First South Asian edition 2014, Units 5-7				
Discipline 1 (ENGLISH) (4 Credits) 4 papers	<u>Selections from Vinod Sood, et. al., eds., Individual and Society: Essays, Stories and Poems (Delhi: Pearson, 2005).</u> Unit 1: Caste/Class 1. Jotirao Phule, 'Caste Laws' 2. Premchand, 'Deliverance' 3. Omprakash Valmiki, 'Joothan' 4. Hira Bansode, 'Bosom Friend' Unit 2: Gender 1. Virginia Woolf, 'Shakespeare's Sister' 2. Rabindranath Tagore, 'The Exercise Book' 3. Marge Piercy, 'Breaking Out' 4. Eunice De Souza, 'Marriages Are Made' 5. Ambai, 'Yellow Fish' Unit 3: Race 1. Roger Mais, 'Blackout' 2. Wole Soyinka, 'Telephone Conversation' 3. Langston Hughes, 'Harlem' 4. Maya Angelou, 'Still I Rise' Unit 4: Violence and War 1. Wilfred Owen, 'Dulce et Decorum Est' 2. Henry Reed, 'Naming of Parts' 3.	Selections from <i>Modern Indian Literature: Poems and Short Stories</i> . ed. Dept. of English. Delhi: OUP, 1999. Short Stories: Premchand, 'The Holy Panchayat' R.K. Narayan, 'The M.C.C.' Vaikom Muhammad Basheer, 'The Card-Sharp's Daughter' Saadat Hasan Manto, 'Toba Tek Singh' Ambai, 'Squirrel' IsmatC hughtai, 'Lihaaf' Selections from <i>Living Literatures: An Anthology of Prose and Poetry</i> . Editorial Board, Department of English, University of Delhi. Orient Longman, 2007. Poems:	Charles Dickens: <i>Hard Times</i> William Shakespeare: <i>The Merchant of Venice</i> Selections from <i>Living Literatures: An Anthology of Prose and Poetry</i> . Editorial Board, Department of English, University of Delhi. Orient Longman, 2007. Poems: The Renaissance (sonnets and love lyrics): six poems (shall be specified)	Play: Vijay Tendulkar. <i>Silence! The Court is in Session</i> Novella: Rohinton Mistry. <i>Such a Long Journey</i> Selections from <i>Living Literatures: An Anthology of Prose and Poetry</i> . Editorial Board, Department of English, University of Delhi. Orient Longman, 2007. Poems: The Eighteenth Century and the Romantic Age: seven poems African Writing: NgugiwaThiong'o: (from) <i>Decolonizing the Mind</i> .	=	=	<u>24</u>

	Sa'adat Hasan Manto, 'The Dog of Tetwal' 4. Amitav Ghosh, 'Ghosts of Mrs Gandhi'	The Victorian Age to the Twentieth Century: (twelve poems) Story: Mahasweta Devi, 'The Hunt'					
Discipline 2. (4 Credits) 4 papers	5 credits (+ 1 tutorial)	5 credits (+ 1 tutorial)	5 credits (+ 1 tutorial)	5 credits (+ 1 tutorial)	=	=	24
II. Discipline Specific Elective Course (4 Papers)							
Two papers- Discipline 1 (ENGLISH)					Choose One: DSE 1 DSE 2 DSE 3 DSE 4	Choose One: DSE 5 DSE 6 DSE 7 DSE 8	12
Two papers- Discipline 2					Chosen by Student	Chosen by Student	12
III. Generic Elective Course 2 papers from list of elective courses					GE 1 or GE 3	GE 2 or GE 4	12
	Semester I	Semester II	Semester III	Semester IV	Semester V	Semester VI	TOTAL
IV. Ability Enhancement Compulsory Courses (AECC)							
English or MIL Communic	Alternative English: <i>Sweetness and Light,</i> <i>An Anthology</i>	=					2

ation (Alternative English)							
Environmental Science	=	<u>Environmental Science</u>					<u>2</u>
V. Skill Enhancement Courses (SEC) (8 Credits)							
4 papers			<u>English Language Teaching (ELT)</u>	<u>Soft Skills</u>	<u>Creative Writing</u>	<u>Business Communication</u>	<u>8</u>

Structure of Discipline English under CBCS

(only for those students who offer Discipline English as one of the core subjects in B.A. Programme)

Semester I:

DSC 1A: The Individual and Society (5+1 credits)

Course Description: This course has been designed to acquaint and sensitise learners to the issues of caste/class, race , gender and violence that have become so much a part of everyday discourse.

Unit 1: Caste/Class

1. Jyotirao Phule, 'Caste Laws'
2. Premchand, 'Deliverance'
3. Omprakash Valmiki, 'Joothan'
4. Hira Bansode, 'Bosom Friend'

Unit 2: Gender

1. Virginia Woolf, 'Shakespeare's Sister'
2. Rabindranath Tagore, 'The Exercise Book'
3. Marge Piercy, 'Breaking Out'
4. Eunice De Souza, 'Marriages Are Made'
5. Ambai, 'Yellow Fish'

Unit 3: Race

1. Roger Mais, 'Blackout'
2. Wole Soyinka, 'Telephone Conversation'
3. Langston Hughes, 'Harlem'
4. Maya Angelou, 'Still I Rise'

Unit 4: Violence and War

1. Wilfred Owen, 'Dulce et Decorum Est'

2. Henry Reed, 'Naming of Parts'
3. Sa'adat Hasan Manto, 'The Dog of Tetwal'
4. Amitav Ghosh, 'Ghosts of Mrs Gandhi'

MODE OF ASSESSMENT:

Internal Assessment: 20 marks

(Sessional test 1: 5marks, Sessional test 2: 5 marks, Presentation/viva voce/Group discussion: 5 marks, Attendance: 5 marks)

Total: 20 marks

Final Examination: 80 marks

Unit 1: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Unit 2: 1 long answer question+ 1 short note /analysis (15+05) =20 marks

Unit 3: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Unit 4: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Total: =80 marks

EXPECTED LEARNER'S OUTCOME

The learners will get acquainted with social issues, including the politics of how these are constructed, reinforced and sustained.

Prescribed Text

The Individual and Society: Essays, Stories and Poems. Pearson/ Longman, 2005.

Semester II (5+1 credits)

DSC 1B: Modern Indian Literature

Course Description: The objective of this course is to introduce learners to the most outstanding works produced in Modern Indian literature (from Premchand to Mahasweta Devi). Contemporary concerns find ample space texts ranging from short stories to poems.

Unit I: Short Stories

Premchand, 'The Holy Panchayat'

R.K. Narayan, 'The M.C.C.'

Vaikom Muhammad Basheer, 'The Card-Sharpers Daughter'

Saadat Hasan Manto, 'Toba Tek Singh'

Ambai, 'Squirrel'

Ismat Chughtai, 'Lihaaf'

Unit II: Poems

The Victorian Age to the Twentieth Century: (twelve poems)

Unit III: Story:

Mahasweta Devi, 'The Hunt'

MODE OF ASSESSMENT:

Internal Assessment: 20 marks

(Sessional test 1: 5marks, Sessional test 2: 5 marks, Presentation/viva voce/Group discussion: 5 marks, Attendance: 5 marks)

Total: 20 marks

Final Examination: 80 marks

Unit 1: 1 long answer question+ 3 short note/analysis (15+05+05+05) =30 marks

Unit 2: 1 long answer question+ 2 short note /analysis (15+05+05) =25 marks

Unit 3: 1 long answer question+ 2 short note/analysis (15+05+05) =25 marks

Total: =80 marks

Prescribed Texts:

1. Selections from *Modern Indian Literature: Poems and Short Stories*. OUP, 1999.
2. Selections from *Living Literatures: An Anthology of Prose and Poetry*. Orient Longman, 2007.

Semester 3:**DSC 1C: British Literature (5+1 credits)**

Course Description: This course has been devised with the intention of making the learners understand and appreciate the best of British literature from the Renaissance to the nineteenth century.

Unit 1: Novel

Charles Dickens: *Bleak House*

Unit 2: Play

William Shakespeare: *The Merchant of Venice*

Unit 3: Poems

The Renaissance (sonnets and love lyrics): six Poems *

MODE OF ASSESSMENT:

Internal Assessment: 20 marks

(Sessional test 1: 5marks, Sessional test 2: 5 marks, Presentation/viva voce/Group discussion: 5 marks, Attendance: 5 marks)

Total: 20 marks

Final Examination: 80 marks

Unit 1: 1 long answer question+ 1 short note/analysis (15+05+05+05) =30 marks

Unit 2: 1 long answer question+ 1 short note /analysis (15+05+05) =25 marks

Unit 3: 1 long answer question+ 1 short note/analysis (15+05=05) =25 marks

Total: =80 marks

Prescribed texts

1. *Selections from *Living Literatures: An Anthology of Prose and Poetry..* Orient Longman, 2007.

Semester 4:**DSC 1D: Literary Cross Currents**

Course Description: The objective of this course is to read literary texts across culture and space.

Unit 1: Play

Vijay Tendulkar. *Silence! The Court is in Session*

Unit 2: Novella

Rohinton Mistry. *Such a Long Journey*

Unit 3: Poems

The Eighteenth Century and the Romantic Age: seven poems*

Unit 4: African Writing

Ngugi wa Thiong'o: (from) *Decolonizing the Mind*.

MODE OF ASSESSMENT:

Internal Assessment: 20 marks

(Sessional test 1: 5marks, Sessional test 2: 5 marks, Presentation/viva voce/Group discussion: 5 marks, Attendance: 5 marks)

Total: 20 marks

Final Examination: 80 marks

Unit 1: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Unit 2: 1 long answer question+ 1 short note /analysis (15+05) =20 marks

Unit 3: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Unit 4: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Total: =80 marks

Prescribed Text

*Selections from *Living Literatures: An Anthology of Prose and Poetry*.

. Orient Longman, 2007.

Core: English/ MIL – 1 & 2 (Credits 6) for BA Programme/ B.Com Programme

This course is to be taught in alternate semesters – I & III of **BA Programme and B.Com Programme** students.

Learning Objectives

The learning objectives of English Language Course for B.A./B.Com Programme (CBCS) are common to those of any language which focusses on proficiency in the skills of Listening, Speaking, Reading and Writing. The variation lies within the material used to address differential levels of acquired learning or targets of learning. The present course is tagged with source readings rather than prescriptive readings to allow for flexibility, useful in creating language learning tasks and activities for the projected outcomes. The cited texts open up a wide frame which may be adapted for teaching all four skills. An element of familiarity in terms of themes and contexts facilitates language learning in the class room with appropriate pedagogy. The teacher as facilitator would use warm up exercises to introduce different genres and themes. Variations of the materials/readings are encouraged to pre-empt dependency on guides, a trend which results from book-based rather than task-based examination.

Course objectives

The course enhances the skills of reading, writing, speaking and listening. It encourages recognition and awareness of different genres like the short story, poetry, feature articles, etc. Topical and social themes form an integral part of the course. The course teaches the students speaking and listening skills in class and tests these skills for a constant monitoring of their proficiency. The course broadens the horizons of the text by project work which is flexible, and enhances the creativity of the student. The course uses activities centred on translation for students, and gives them a composite view of multiculturalism. By the end of the two-semester course the learner should have sufficient vocabulary to read and understand narratives, write coherently, summarise and understand tape scripts/read-aloud, speak fluently and narrate at length with minimal errors in syntax.

Semester I

English: Writing Skills I (5+1 credits)

1. Diary entry
2. Paragraph writing

3. Summary/Note making
4. Formal and informal letter writing
5. CV/ Resume writing
6. Book/ Film reviews

Internal assessment (20 marks)

Speaking skills, Listening/ Comprehension

Project work

Suggested projects

Sports writing, Poetry about women/ men, Poetry in translation, Telling a story,

Fantasy writing, Chat shows, The menace of dowry, A success story etc.

MODE OF ASSESSMENT:

Internal Assessment: 20 marks

(Sessional test 1: 5marks, Sessional test 2: 5 marks, Presentation/viva voce/Group discussion/projects: 5 marks, Attendance: 5 marks)

Total: 20 marks

Final Examination: 80 marks

Unit 1 to 6: 6 long answer questions (one from each unit) x 10 marks each = 60 marks

Unit 1 to 6: 4 short answer questions (out of six) + 5 marks each = 20 marks

Total: =80 marks

Recommended Readings:

Fluency in English (Revised Ed.) Part I, Delhi: Orient Blackswan, 2015.

El Dorado: A Textbook of Communication Skills, Orient Blackswan Private Limited, Hyderabad, 2014, Units 1 – 5.

Interchange, Workbook III, Fourth Edition, Cambridge University Press, Delhi, 2015, Units 1 - 8.

New Headway, Intermediate Student's Book, 3rd Edition, Oxford University Press, 2012, Units 1-6.

Write to be Read: Reading, Reflecting & Writing, Cambridge University Press, Delhi, First South Asian edition 2014, Units 1-4.

Semester III

English : Writing skills II (5+1 credits)

1. Interview
2. Feature article
3. Questionnaire/ Survey
4. Essay/Speech writing
5. Report writing
6. Dialogue writing

Internal assessment (20 marks)

Speaking skills, Listening/ comprehension

Project work

Suggested projects

Creative writing, Theatre Action Group (TAG)/ other theatre groups, *Billy Elliot*, Translating a poem, Arranged marriages, Interviewing a celebrity, Writing a newspaper article on a current topic, Today's youth and youth icons, Leadership and politics, Examination system and benefits of reform, The *Mahabharata*, Communalism, Gender discrimination, Social activism.

MODE OF ASSESSMENT:

Internal Assessment: 20 marks

(Sessional test 1: 5marks, Sessional test 2: 5 marks, Presentation/viva voce/Group discussion/projects: 5 marks, Attendance: 5 marks)

Total: 20 marks

Final Examination: 80 marks

Unit 1 to 6: 6 long answer questions (one from each unit) x 10 marks each = 60 marks

Unit 1 to 6: 4 short answer questions (out of six) + 5 marks each = 20 marks

Total: =80 marks

Recommended Readings

Fluency in English Part II, Delhi: Oxford University Press, 2015.

El Dorado: A Textbook of Communication Skills, Orient Blackswan Private Limited, Hyderabad, 2014, Units 6-10.

Interchange, Workbook III, Fourth Edition, Cambridge University Press, Delhi, 2015, Units 9 - 16.

New Headway, Intermediate Student's Book, 3rd Edition, Oxford University Press, 2012, Units 6-12.

Write to be Read: Reading, Reflecting & Writing, Cambridge University Press, Delhi, First South Asian edition 2014, Units 5-7
