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

ABSTRACT

CREDIT ADD-UP

- Core: 70 credits (14\times5) + 14 (14\times1\text{Tutorial}) = 84 credits (14 courses)
- Discipline Specific Elective: 20(4\times5) credits + 4(4\times1\text{Tutorial}) = 24 credits (4 courses)
- Generic Elective: 20 (4\times5) credits + 4 (4\times1\text{Tutorial})=24 credits (4 courses)
- Ability Enhancement Compulsory Course: 08 credits (2+2+4)= 8 credits (3 courses)
- Skill Enhancement Course: 08 credits (2+2)= 4 credits (2 courses)

Total: 144 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: 100 marks

Total: 2600 marks

Core courses (14 courses)

Credits: 70 credits (05 credits per core \times 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 14\text{th} to 17\text{th} Century (Sem 2)
- Core 5: American Literature (Sem 3)
- Core 6: Popular Literature (Sem 3)
- Core 7: British Poetry and Drama 17\text{th} and 18\text{th} Century (Sem 3)
- Core 8: British Literature: 18\text{th} Century (Sem 4)
- Core 9: British Romantic Literature (Sem 4)
- Core 10: British Literature: 19\text{th} Century (Sem 4)
- Core 11: Women’s Writing(Sem 5)
- Core 12: British Literature: Early 20\text{th} 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: Language, Literature & Culture (Sem 1)
GE 2: Media and Communication Skills (Sem 2)
GE 3: Text and Performance (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: Language, Literature & Culture)

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: Text and Performance)

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: 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 Generic Elective 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 Ability Enhancement Compulsory Course Paper (English Communication and Alternative English) of Two Credits each

English Communication (AECC 1):

Mid term test [10marks]
- 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=10marks
- Unit 2: 02 questions 02x 05 qns=10 marks
- Unit 3: 02 questions 02x 5 qns=10 marks
- Unit 4: 02 questions 02x5 qns= 10 marks
- Total 40 marks

Alternative English (AECC 2):

Mid term test [10marks]

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
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, Sankardeva’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


UNIT II: SELECTIONS FROM EPIC SANSKRIT LITERATURE


UNIT III: SANSKRIT DRAMA


UNIT IV: CLASSICAL ASSAMESE DRAMA


SUGGESTED TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATIONS

TOPICS
MODE OF ASSESSMENT:

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

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
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

UNIT II: CLASSICAL GREEK TRAGEDY

UNIT III: CLASSICAL ROMAN COMEDY

UNIT IV: CLASSICAL ROMAN EPIC/NARRATIVE POEM

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: 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

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


SECOND SEMESTER

COURSE CODE: 20100

COURSE 3: INDIAN WRITING IN ENGLISH

(CORE)

CREDITS ASSIGNED: 6 CREDITS
COURSE OBJECTIVES: Indian Writing in English refers to the body of work by writers in India who write English and whose native language could be one of the numerous languages of India. It is also associated with the works of members of the Indian Diaspora. As a category, this production comes under the broader realm of postcolonial literature- the production from previously colonized countries such as India. Indian English Literature is an honest enterprise to demonstrate the ever rare gems of Indian Writing in English. From being singular and exceptional, rather gradual native flare - up of geniuses, Indian Writing in English has turned out to be a new form of Indian culture and voice in which India converses regularly. Indian Writers - poets, novelists, essayists, and dramatists have been making momentous and considerable contributions to world literature since pre - Independence era, the past few years have witnessed a gigantic prospering and thriving of Indian English Writing in the global market. Indian English Literature has attained an independent status in the realm of world Literature. Wide ranges of themes are dealt within Indian Writing in English. While this literature continues to reflect Indian culture, tradition, social values and even Indian history through the depiction of life in India and Indians living elsewhere, recent Indian English fiction has been trying to give expression to the Indian experience of the modern predicaments. The aim of this course is to introduce learners to Indian Writing in English from the colonial to the postcolonial period. Issues such as identity politics, gendered differences, home, dislocation, language among others shall be underscored with the intention to understand the diversity of Indian culture and tradition across spatiality.

UNIT I: PRE-INDEPENDENCE INDIAN ENGLISH NOVEL
R.K. Narayan The English Teacher

UNIT II: POST-INDEPENDENCE INDIAN ENGLISH NOVEL
Anita Desai In Custody

UNIT III: INDIAN ENGLISH POETRY
H.L.V. Derozio ‘Freedom to the Slave’, ‘The Orphan Girl’
Kamala Das ‘Introduction’, ‘My Grandmother’s House’
Nissim Ezekiel ‘Enterprise’, ‘The Night of the Scorpion’
Robin S. Ngangom ‘The Strange Affair of Robin S. Ngangom’, ‘A Poem for Mother’

UNIT IV: INDIAN ENGLISH SHORT STORIES
Mulk Raj Anand ‘Two Lady Rams’
Salman Rushdie ‘The Free Radio’
Shashi Deshpande ‘The Intrusion’
Arup Kumar Dutta ‘The Wilted Flower’ (From Short Stories and Satires from Salad Days)

SUGGESTED TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATIONS

TOPICS
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

MODE OF ASSESSMENT:

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

EXPECTED LEARNER OUTCOME

It is believed that learners, after the culmination of this course, shall be in a better position to appreciate the diversity of customs and traditions in India, would be able to map the intellectual trajectory from the pre- to post-independence period, and get the feel of the advancement that Indian writers in English are making, for which they are receiving plaudits, both at home as well as abroad.

RECOMMENDED READINGS


**COURSE CODE: 20200**

**COURSE 4: BRITISH POETRY AND DRAMA: 14TH TO 17TH CENTURIES**

**CREDITS ASSIGNED: 6 CREDITS**

**COURSE OBJECTIVES:** The objective of this course is to acquaint the learners with British poetry and drama from Chaucer to Shakespeare. The texts prescribed relate to the Age of Chaucer, Pre-Elizabethan and Elizabethan periods. Shakespeare figures predominantly in this course, with a tragedy, comedy and two sonnets prescribed. Marlowe’s play encapsulates the spirit of the Renaissance, thereby placing the Elizabethan period in a proper perspective.

**UNIT I: POETRY**

- Geoffrey Chaucer, The Nun’s Priest’s Tale
- Edmund Spenser, Selections from *Amoretti*:
  - Sonnet LVII: ‘Sweet warrior...’
  - Sonnet LXXV: ‘One day I wrote her name...’
- William Shakespeare, Sonnet 30, 116

**UNIT II: ELIZABETHAN/RENAISSANCE DRAMA**

- Christopher Marlowe, *Doctor Faustus*

**UNIT III: SHAKESPEARE’S TRAGEDY**

- William Shakespeare, *Macbeth*

**UNIT IV: SHAKESPEARE’S COMEDY**

- William Shakespeare, *Twelfth Night*

**SUGGESTED TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATIONS**

**TOPICS**

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

MODE OF ASSESSMENT:

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

EXPECTED LEARNER OUTCOME

After completing this course, the learners would be in a position to determine the influence of the European Renaissance on the works of the Elizabethan authors, including Shakespeare.

RECOMMENDED READINGS


THIRD SEMESTER

COURSE CODE: 30100

COURSE 5: AMERICAN LITERATURE (CORE)

CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: The objective of this course is to introduce the learners to American literature, a field that could be considered as comparatively recent in formulation, when compared to the literature of Britain and Continental Europe. It is a literature steeped in the reactionary philosophy of its Puritan forbears, and has a strong individualistic spirit running through it. The reality or illusion of the Great American Dream, the transcendentalist movement, the history of slavery in the South, the great economic depression etc., forms important contexts to American history and literature, and this course would attempt to highlight these issues as much as possible. All of these would be taken up in this course.

UNIT I: DRAMA
Tennessee Williams, *The Glass Menagerie*

UNIT II: AFRICAN-AMERICAN NOVEL
Toni Morrison, *Beloved*

UNIT III: SHORT STORIES
Edgar Allan Poe, ‘The Purloined Letter’
William Faulkner ‘Dry September’

UNIT IV: POETRY
Anne Bradstreet, ‘The Prologue’
Walt Whitman, Selections from *Leaves of Grass*: ‘O Captain, My Captain’, ‘Passage to India’ (lines 1–68)
Robert Frost, “Mending Wall”
Alexie Sherman Alexie ‘Crow Testament’
SUGGESTED TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATIONS

TOPICS
The American Dream
Social Realism and the American Novel
Folklore and the American Novel
Black Women’s Writings
Questions of Form in American Poetry

MODE OF ASSESSMENT:

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

EXPECTED LEARNER OUTCOME
It is hoped that learners would get a feel of American literature and they will be able to understand the poetics and politics of a literature characterised both by liberal and reactionary ideals.

RECOMMENDED READINGS


**COURSE CODE: 30200**

**COURSE 6: POPULAR LITERATURE**

**(CORE)**

**CREDITS ASSIGNED: 6 CREDITS**

**COURSE OBJECTIVES:** Popular literature includes those writings intended for the masses and those that find favour with large audiences. It can be distinguished from artistic literature in that it is designed primarily to entertain (brittania.com). The objective of this course is to acquaint learners with popular literature, such as crime thriller, graphic fiction, children’s literature and so forth, generally regarded by purists to be ‘low-brow’ and meant for easy mass consumption. However, it would be wrong to assume such a position insofar as the lines of distinction between what is literary and what is popular tends to be blurred.

**UNIT I: CHILDREN’S LITERATURE**

Lewis Carroll, *Through the Looking Glass*

**UNIT II: CRIME THRILLER**

Agatha Christie, *The Murder of Roger Ackroyd*

**UNIT III: LGBT FICTION**

Shyam Selvadurai, *Funny Boy*

**UNIT IV: GRAPHIC NOVEL**

Durgabai Vyam and Subhash Vyam, *Bhimayana: Experiences of Untouchability/

Autobiographical Notes on Ambedkar (For the Visually Challenged students)
SUGGESTED TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATIONS

TOPICS

Coming of Age
The Canonical and the Popular
Caste, Gender and Identity
Ethics and Education in Children’s Literature
Sense and Nonsense
The Graphic Novel

MODE OF ASSESSMENT:
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

EXPECTED LEARNER OUTCOME

After the completion of this course, it is believed that learners would be in a position to appreciate the presence of a creative space and process that has the potential to affect readers to a degree that high-brow literature cannot achieve due to its propensity to target only a niche audience.

RECOMMENDED READINGS


**COURSE CODE: 30300**

**COURSE 7: BRITISH POETRY AND DRAMA: 17TH AND 18TH CENTURIES**

**CORE**

**CREDITS ASSIGNED: 6 CREDITS**

**COURSE OBJECTIVES:** English literature of the Seventeenth and the Eighteenth century was dominated by epoch-making political events, such as the Puritan Interregnum and the Restoration. These events were responsible for ushering in changes in the thought-processes of poets like Milton and Pope, dramatists like Webster and Behn, and so forth. From the romantic excesses of the Elizabethan literature to a literature marked by restraint and order, the learners would be in a position to experience a whole gamut of feelings that define a period and contradistinguishing it from another.

**UNIT I: PURITAN EPIC**

John Milton, *Paradise Lost: Book 1*

**UNIT II: JACOBEAN DRAMA**

John Webster, *The Duchess of Malfi*

**UNIT III: RESTORATION COMEDY**

Aphra Behn, *The Rover*

**UNIT IV: NEOCLASSICAL/AUGUSTAN MOCK EPIC**

Alexander Pope, *The Rape of the Lock*

**SUGGESTED TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATIONS**

**TOPICS**

Religious and Secular Thought in the 17th Century
The Stage, the State and the Market
The Mock-epic and Satire
Women in the 17th Century
The Comedy of Manners
MODE OF ASSESSMENT:

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

EXPECTED LEARNER OUTCOME

After the completion of this course, learners will be in a position to understand the ways in which English drama and poetry began to emphasize on the importance of adhering to classical norms and forms.

RECOMMENDED READINGS


SEMESTER FOUR

COURSE CODE: 40100
COURSE 8: BRITISH LITERATURE: 18TH CENTURY
(CORE)
CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: Continuing with Eighteenth-century literature, this course offers an array of texts across genres. The eighteenth-century was an age in which new modes of creative expression were coming to the fore, particular prose narratives of the likes of Swift and Sterne, among others. Irony and satire became important tools to depict society’s ills. The age was also characterised by importance given to gender issues. Congreve’s play bears enough testimony to this fact. Since, this period is also referred to as the Age of Enlightenment; ‘reason’ became the locus from which human’s actions and cognition issued forth. Therefore, a fundamental philosophical shift ushered in, in the wake of the culture of positivism that set in during this period.

UNIT I: RESTORATION COMEDY

William Congreve, *The Way of the World*

UNIT II: SATIRE/FANTASY

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

UNIT III: 18TH CENTURY POETRY

Samuel Johnson ‘London’

Thomas Gray ‘Elegy Written in a Country Churchyard’

UNIT IV: 18TH CENTURY NOVEL

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

SUGGESTED TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATIONS

TOPICS
The Enlightenment and Neoclassicism
Restoration Comedy
Country and the City
The Novel and the Periodical Press

MODE OF ASSESSMENT:
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

EXPECTED LEARNER OUTCOME

After the completion of this course, learners will be in a position to understand the spirit of the age, as well as the literature embodying this spirit.

RECOMMENDED READINGS


COURSE CODE: 40200
COURSE 9: BRITISH ROMANTIC LITERATURE
(CORE)
CREDITS ASSIGNED: 6 CREDITS
**COURSE OBJECTIVES:** The literature of the Romantic period is considered to be the most affective in terms of the ways in which it was able to connect with people across class lines. Product of the revolutionary zeal precipitated by two great revolutions – the French Revolution and the American War of Independence – the highly imaginative, rhetorical, emotive, visionary, metaphysical, epical, sensuous aspects of the works, especially poetry, gave tremendous heft to this literature celebrating Nature in all its beauty, majesty and terror. The Gothic Novel became a dominant genre, which attempted to debunk the structure of rationality by emphasising on the reality of the supernatural.

**UNIT I: PRE-ROMANTIC POETRY/LITERATURE**


Robert Burns, ‘A Bard’s Epitaph’, ‘Scots Wha Hae’

**UNIT II: ROMANTIC POETRY**

William Wordsworth, ‘Tintern Abbey’,

Samuel Taylor Coleridge ‘Kubla Khan’, ‘Dejection: An Ode’

**UNIT III: HIGH ROMANTIC POETRY**

Lord George Gordon Noel Byron, ‘Childe Harold’: canto III, verses 36–45 (lines 316–405); Percy Bysshe Shelley ‘Ode to the West Wind’, ‘Ozymandias’.

John Keats ‘Ode to a Nightingale’, ‘On First Looking into Chapman’s Homer’

**UNIT IV: ROMANTIC NOVEL (THE GOTHIC)**

Mary Shelley, Frankenstein

**SUGGESTED TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PREsentATIONS**

**TOPICS**

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

**MODE OF ASSESSMENT:**

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

EXPECTED LEARNER OUTCOME

It is hoped that the learners would be in a position to know and appreciate the values of a literature characterised by emotion, passion, love towards nature, exerting of imagination and so forth in order to create a thing of beauty, which would be a joy forever.

RECOMMENDED READINGS


COURSE CODE: 40300

COURSE 10: BRITISH LITERATURE: 19TH CENTURY
(CORE)
CREDITS ASSIGNED: 6 CREDITS
COURSE OBJECTIVES: The nineteenth-century is emblematic of a certain spiritual crisis that had set in due to the powerful impact of scientific ideology. Utilitarian values exhorting personal aggrandisement at the cost of social responsibility became the practice of daily lives of the people. Such an attitude finds ample illustration in the works of the nineteenth-century novelists and poets. This period, especially after 1837 is termed as ‘Victorian’ literature – a term that evokes notions of propriety, prudishness, censorship, among others, that was in sharp relief against the spirit of the erstwhile Romantic period. The period is also marked by ground-breaking theories propounded by Darwin, Marx and Freud, which impacted the thought processes of the people to such a remarkable extent that its effects are felt up to the present. Therefore, a reading of nineteenth-century English literature provides a fascinating opportunity to immerse oneself into the fraught historical context determined by contradictory, oppositional drives and processes.

UNIT I: EARLY NINETEENTH-CENTURY NOVEL

Jane Austen *Pride and Prejudice*

UNIT II: MID NINETEENTH-CENTURY NOVEL

Charlotte Bronte *Jane Eyre*

UNIT III: VICTORIAN NOVEL

Charles Dickens *Hard Times*

UNIT IV: VICTORIAN POETRY

Alfred Tennyson ‘Ulysses’ ‘The Defence of Lucknow’
Robert Browning ‘My Last Duchess’ ‘Fra Lippo Lippi’
Christina Rossetti ‘The Goblin Market’

SUGGESTED TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATIONS

TOPICS

Utilitarianism
The 19th Century Novel
Marriage and Sexuality
The Writer and Society
Faith and Doubt
The Dramatic Monologue

MODE OF ASSESSMENT:
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

EXPECTED LEARNER OUTCOME

The learners will be in a position to understand the philosophical shift that came about due to the crises of faith pertaining to the culture of positivism that manifested its full presence during the Victorian period. It is also hoped that they would be able to understand concepts like utilitarianism, surplus value, Victorian prudishness, survival of the fittest etc., and will be able to analyse it along these lines (in the texts prescribed).

RECOMMENDED READINGS


FIFTH SEMESTER

COURSE CODE: 50100
COURSE 11: WOMEN’S WRITING
CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: Unarguably the truest fact about human society is domination of women by men. Patriarchy believes in the superiority of man over women in all walks of life. Therefore, women were denied agency to air their views publicly or in writings. The fact that women had to resort to male pseudonyms in order to find readership is merely one instance to prove how patriarchal ideology has a stranglehold over the society at large. Since women have been systematically silenced by ‘phallogocentric’ ideology, they find it rather difficult to articulate their views. Privileging women’s writing is a way by means of which the thought, anxieties, fears, desires, emotions of the ‘second sex’ can be addressed. The objective of this course is to introduce learners to women’s writing, and in doing so attempting to underline the manner in which power operates to silence women from articulating their views. Apart from that, the course would also try to situate women’s writing in a space that transcends or upends the male writing tradition through various (subversive) ways.

UNIT I: POETRY

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 II: NOVEL

Alice Walker The Color Purple

UNIT III: SHORT STORY

Charlotte Perkins Gilman ‘The Yellow Wallpaper’

UNIT IV: ESSAY/MEMOIR

SUGGESTED TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATIONS

TOPICS
The Confessional Mode in Women's Writing
Sexual Politics
Race, Caste and Gender
Social Reform and Women’s Rights

MODE OF ASSESSMENT:
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

EXPECTED LEARNER OUTCOME
It is hoped that the learners after completing this course, would be sensitised to gender-related issues, and would be able to see things from the perspective of the Other.

RECOMMENDED READINGS

COURSE CODE: 50200
COURSE 12: BRITISH LITERATURE: THE EARLY 20TH CENTURY
(CORE)
CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: The early Twentieth-century British literature was characterised by experimentations on the level of both form and content. The imperialistic World War I impacted the minds of the people across Europe to such an extent that they began to suffer from various neurotic symptoms. Capitalism with its dehumanized processes and practices produced alienated, disenfranchised subjects, triggering a philosophical shift that was encapsulated in symbolism, existentialism, cubism, Dadaism, expressionism, and nihilism. These philosophies found ample space in Modernism in Literature, and this particular course attempts to chart these philosophical trajectories through early twentieth-century texts, particularly novels and poetry.

UNIT I: NOVELLA
Joseph Conrad  *Heart of Darkness*

UNIT II: MODERN NOVEL
D.H. Lawrence  *Sons and Lovers*

UNIT III: STREAM OF CONSCIOUSNESS NOVEL
Virginia Woolf  *Mrs Dalloway*

UNIT IV: MODERNIST POETRY
W.B. Yeats ‘The Second Coming’ ‘No Second Troy’ ‘Sailing to Byzantium’

SUGGESTED TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATIONS

TOPICS
Modernism, Post-modernism and non-European Cultures
The Women’s Movement in the Early 20th Century
Psychoanalysis and the Stream of Consciousness
The Uses of Myth
The Avant Garde

MODE OF ASSESSMENT:
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

EXPECTED LEARNER OUTCOME
It is believed that the learners would benefit from this course in terms of getting acquainted with concepts like stream-of-consciousness, Oedipus complex, avant garde, gyre, interior monologue, among many others.

RECOMMENDED READINGS


SIXTH SEMESTER

COURSE CODE: 60100
COURSE 13: MODERN EUROPEAN DRAMA
(CORE)
CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: The twentieth century marked the revival of drama after it was forced to shut down during the Puritan Interregnum. Even though the revival started during the Restoration Period, it subsequently lost ground during the Romantic and the Victorian Period. It was with the onset of the twentieth-century that drama made a magnificent return. It was in Europe, particularly the plays of the Norwegian playwright Henrik Ibsen, the German playwright Bertolt Brecht and French playwright Samuel Beckett that drama became an important vehicle for representing the political, social, individual, economic conditions the post-war Europe, with all its attendant ills and trauma. This course intends to read the plays by placing the epochal events of the period as the backdrop.

UNIT I: REALIST DRAMA
Henrik Ibsen, *Ghosts*

UNIT II: EPIC THEATRE
Bertolt Brecht, *The Good Woman of Szechuan*

UNIT III: ABSURD DRAMA
Samuel Beckett, *Waiting for Godot*

UNIT IV: AVANT-GARDE DRAMA
Eugene Ionesco, *Rhinoceros*

SUGGESTED TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATIONS

TOPICS
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

MODE OF ASSESSMENT:
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+5) = 20 marks
Unit 2: 1 long answer question + 1 short note/analysis (15+5) = 20 marks
Unit 3: 1 long answer question + 1 short note/analysis (15+5) = 20 marks
Unit 4: 1 long answer question + 1 short note/analysis (15+5) = 20 marks

Total: = 80 marks

EXPECTED LEARNER OUTCOME
It is hoped that the learners after completing this course will be in a comfortable space to know Modern drama with its entire attendant problematic.

RECOMMENDED READINGS

COURSE CODE: 60200
COURSE 14: POSTCOLONIAL LITERATURES
(CORE)
CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: This course introduces postcolonial literature to the learners. The importance of postcolonial studies in a globalised world in which more than three-quarters of the people living in the world today have had their lives shaped by the experience of colonialism, cannot be overestimated. The main focus in the course is on literary texts and literary analysis. The literary works chosen are English language texts from the erstwhile colonized countries.
including the countries subsumed under the rubric “the Commonwealth.” In this course we will deploy postcolonial theory to engage critically with texts within a postcolonial framework. We will focus on such issues as language, identity, point of view, displacement, physical and mental colonisation, Decolonisation, nationalism, fundamentalism, globalisation and diaspora, colonial legacy, gender and sexuality, regionalism, ethnicity, genocide, race, and so forth, and we will discuss how such issues are expressed in the literary texts. When taking into account the individual work’s socio-historical context, however, it will become apparent that it may not be relevant to discuss all the issues mentioned in each separate work.

UNIT I: AFRICAN NOVEL

Chinua Achebe Things Fall Apart

UNIT II: LATIN AMERICAN NOVEL

Gabriel Garcia Marquez Chronicle of a Death Foretold

UNIT III: SHORT STORY

Bessie Head ‘The Collector of Treasures’
Ama Ata Aidoo ‘The Girl who can’
Grace Ogot ‘The Green Leaves’

UNIT IV: POETRY

Pablo Neruda ‘Tonight I can write’ ‘The Way Spain Was’
Derek Walcott ‘A Far Cry from Africa’ ‘Names’
David Malouf ‘Revolving Days’ ‘Wild Lemons’
Mamang Dai ‘Small Towns and the River’ ‘The Voice of the Mountain’

SUGGESTED TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATIONS

TOPICS
De-colonization, Globalization and Literature
Literature and Identity Politics
Writing for the New World Audience
Region, Race, and Gender
Postcolonial Literatures and Questions of Form

MODE OF ASSESSMENT:

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

EXPECTED LEARNER OUTCOME
The learners on culmination of the course are expected to be acquainted with both the texts and the contexts of the given period.

RECOMMENDED READINGS


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DISCIPLINE SPECIFIC ELECTIVES (DSE) 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

SEMESTER FIVE

COURSE CODE: 50110
DSE 1: MODERN INDIAN WRITING IN ENGLISH TRANSLATION
CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: Salman Rushdie had stirred the hornet’s nest by claiming that Writings in English from India were infinitely superior to that of ‘vernacular’ literatures existing in all regional Indian languages. This notion was vehemently opposed by many writers and intellectuals, with the likes of Amit Chaudhuri writing sustained critique against Rushdie’s position. A cursory reading of translated works of Indian writing across regions would prove how significant has been the contributions of authors writings in the various regional languages. Since, reading these works in the original is most often not possible due to linguistic variations, English translation of immortal works of modern Indian writing would perhaps go a long way in understanding and appreciating the best in regional literature. This course aims to acquaint learners with the works of Indian writers working on regional literature from the north to the south, from the west to the east.

UNIT 1: SHORT STORIES


**UNIT II: POETRY**


**UNIT III: PLAY**


**UNIT IV: NOVEL**
SUGGESTED TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATIONS

TOPICS

The Aesthetics of Translation
Linguistic Regions and Languages
Modernity in Indian Literature
Caste, Gender and Resistance
Questions of Form in 20th Century Indian Literature

MODE OF ASSESSMENT:

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

EXPECTED LEARNER OUTCOME

After completing this course, it is expected that learners will be in a position to appreciate the literature of India as it exists in various regional languages. They would be able to understand the political, social and economic factors affecting people across regions and cultures.

RECOMMENDED READINGS

COURSE CODE: 50120
DSE 2: LITERATURE OF THE INDIAN DIASPORA
CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: Generally, diasporic literature deals with alienation, displacement, existential rootlessness, nostalgia, quest for identity, hybridity and so forth. Indian diaspora writers have contributed immensely to literature, especially those writing in English. Salman Rushdie, Amitav Ghosh, Vikram Seth, Jhumpa Lahiri, Rohinton Mistry, V.S. Naipaul etc. are luminaries in the field of fiction and their works have earned both critical acclaim and commercial success. The objective of this course is to introduce learners to literature of the Indian diaspora keeping in view the issues that haunt the writers who have settled abroad, despite being Indians in terms of roots and emotional make-up.

UNIT I
M.G. Vassanji  The Book of Secrets

UNIT II
Rohinton Mistry  A Fine Balance

UNIT III
Meera Syal  Anita and Me

UNIT IV
Jhumpa Lahiri  The Namesake

SUGGESTED TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATIONS

TOPICS

The Diaspora
Nostalgia
New Medium
Alienation

MODE OF ASSESSMENT:
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

EXPECTED LEARNER OUTCOME

After completing this course, it is expected that learners will be in a position to understand the complexity of living as hyphenated identities in a space which is different from that of ‘home’. They will be in a better position to understand the postcolonial condition of identities caught between the quest for a better life abroad and the acknowledgement of the futility surrounding such a rootless mobility.

RECOMMENDED READINGS


COURSE CODE: 50130
DSE 3: LITERARY CRITICISM
CREDITS ASSIGNED: 6 CREDITS
**COURSE OBJECTIVES:** The course presents an overview of major trends in literary criticism from the Romantic period to the present. The critical trajectory comprises of Romantic theory of poetry propounded by Wordsworth and Coleridge, modernist poetics of Woolf and Eliot, New Criticism of Richards and Cleanth Brooks, and an introduction to recent trends in criticism, particularly feminist criticism (by Maggie Humm).

**UNIT I**

William Wordsworth: “Preface” to the *Lyrical Ballads* (1802)

S.T. Coleridge: *Biographia Literaria*. Chapters IV, XIII and XIV

**UNIT II**

Virginia Woolf: “Modern Fiction”


  “The Function of Criticism” (1920)

**UNIT III**

I.A. Richards: *Principles of Literary Criticism* Chapters 1, 2 and 34. (London, 1924)

  And *Practical Criticism*. (London, 1929) ‘Four Kinds of Meaning’

**UNIT IV**

Cleanth Brooks: “The Heresy of Paraphrase”


**SUGGESTED TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATIONS**

**TOPICS**

Summarising and Critiquing

Point of View

Reading and Interpreting
Media Criticism
Plot and Setting
Citing from Critics’ Interpretations

MODE OF ASSESSMENT:
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

EXPECTED LEARNER OUTCOME
Criticism enables one to understand, appreciate and critique literary texts by inculcating the values of what good or bad literature tends to be. It is hoped that learners will be in a position to understand the texts in terms of the contexts, which could be purely aesthetic, historical, textual or political. They will be able to read texts by adopting the ideologies of the different reading processes.

RECOMMENDED READINGS

COURSE CODE: 50140
DSE 4: WORLD LITERATURES  
CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: World literature is sometimes used to refer to the sum total of the world's national literatures, but usually it refers to the circulation of works into the wider world beyond their country of origin. It is important insofar as it enables the learners to know about the form and content of texts that are part of different spatialities.

UNIT I

UNIT II

UNIT III

UNIT IV


SUGGESTED TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATIONS

TOPICS
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

**MODE OF ASSESSMENT:**

**Internal Assessment: 20 marks**
(Sessional test 1: 5 marks, Sessional test 2: 5 marks, Presentation/viva voce/Group discussion: 5 marks, Attendance: 5 marks)

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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

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Total: =80 marks

**EXPECTED LEARNER OUTCOME**

By the end of the course, the student will be able to identify and analyse a variety of major works of world literature; compare and contrast writing styles and generic forms from different periods and cultures; identify major themes of representative poetic and fictional works, and trace the influence of one literature upon another.

**RECOMMENDED READINGS**


SEMESTER SIX (ANY TWO)

COURSE CODE: 60110
DSE 5: LITERARY THEORY
CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: Literary theory is a field which is presently in great academic demand. It involves reading texts by deploying discourse/s. These discourses have political, social, economic, gendered, cultural values, and when one reads literature through such discursive lenses, interpretation of texts tend to be multiple and heterogeneous. The objective of this course is to acquaint learners with four relevant discourses or theories. These are Marxism, Feminism, Poststructuralism, and Postcolonial Studies.

UNIT I: MARXISM


UNIT II: FEMINISM


UNIT III: POSTSTRUCTURALISM


UNIT IV: POSTCOLONIAL STUDIES


SUGGESTED TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATIONS

TOPICS

The East and the West
Questions of Alterity
Power, Language, and Representation
The State and Culture

MODE OF ASSESSMENT:

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

EXPECTED LEARNER OUTCOME

By the end of this course, the learners shall be in a position to know some of the significant texts of discourses revolving around class, gender, power, language, race, identity and so forth. They will be able to relate their reading of literature through such theories, which would in turn facilitate their interpretive strategies.

RECOMMENDED READINGS
COURSE CODE: 60120
DSE 6: LITERATURE AND CINEMA
CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: This course investigates relationships between two media, film and literature, studying works linked across the two media by genre, topic, and style. It aims to sharpen appreciation of major works of cinema and of literary narrative.

UNIT I

UNIT II

UNIT III

UNIT IV

**SUGGESTED TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATIONS**

**TOPICS**

Theories of Adaptation  
Transformation and Transposition  
Hollywood and ‘Bollywood’  
The ‘Two Ways of Seeing’  
Adaptation as Interpretation

**MODE OF ASSESSMENT:**

*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

**EXPECTED LEARNER OUTCOME**

The learners are expected to understand the elements involved in adapting texts to film. They will demonstrate analytical skills in visual literacy and reading filmic texts. Students will demonstrate a familiarity with ways of discussing and evaluating films as reflections of cultures and source texts.

**RECOMMENDED READINGS**


**OTHER FILMS THAT MAY BE USED FOR CLASS PRESENTATIONS:**


**Note:**

a). For every unit, 4 hours are for the written text and 8 hours for its cinematic adaptation
(Total: 12 hours)

b). To introduce students to the issues and practices of cinematic adaptations, teachers may use the following critical material:


COURSE CODE: 60130
DSE 7: PARTITION LITERATURE
CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: The Partition was perhaps the most horrific event of the twentieth-century subcontinent’s history. Thousands of innocent people across the divided nation (India and Pakistan) lost their lives, millions lost their homes, and migrations of unimaginable magnitude took place. It is important to understand the backgrounds and reason for the partition, but also to consider its effects on the lives of the people involved. The historical accounts may not be enough; imaginative literature helps fill in the gaps in understanding the emotional impact of these events on people’s lives. So, the objective of this course is to read literature that captures the sense of the times. There will also be film screenings since cinema also helps capture both the horror and the repercussions of these events.

UNIT I

UNIT II
Amitav Ghosh, The Shadow Lines

UNIT III


UNIT IV

SUGGESTED TOPICS AND READINGS FOR CLASS PRESENTATION

TOPICS

Colonialism, Nationalism, and the Partition
Communalism and Violence
Homelessness and Exile
Women in the Partition

MODE OF ASSESSMENT:

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

EXPECTED LEARNER OUTCOME

After the culmination of this course, the learners will be in a position to comprehend the magnitude of the tragedy of partition and realise how the trauma associated with it impinges on the victim’s daily lives and activities even in the present. The historical fact transmuted by imagination tends to prove the validity of literature in representing the truth of the human condition. This is what the course will attempt to highlight.

RECOMMENDED READINGS AND SCREENINGS

2. Sukrita P. Kumar, Narrating Partition (Delhi: Indialog, 2004).


Films

*Garam Hawa* (dir. M.S. Sathyu, 1974).


*Subarnarekha* (dir. Ritwik Ghatak, 1965)

COURSE CODE: 60140
DSE 8: TRAVEL WRITING
CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: Travel writing is an important field of study nowadays. It is concerned with writings of travellers as they document the ways of a foreign culture, which might be ethnocentric in assumption, or some form of reverse ethnocentrism might be at work as well. The objective of this course is to read travellers’ accounts of places from the past to the present. It encompasses writings of eminent travel writers from the medieval period to the present. The course will attempt to underscore the problematic associated with the genre, such as, the claims to authenticity of the narrativised events, the role of imagination, the ethnocentric gaze, the element of wonder, and so forth.

UNIT I

a). Ibn Batuta: ‘The Court of Muhammad bin Tughlaq’, Khushwant Singh’s *City Improbable: Writings on Delhi*, Penguin Publisher

b). Al Biruni: Chapter LXIII, LXIV, LXV, LXVI, in *India by Al Biruni*, edited by Qeyamuddin Ahmad, National Book Trust of India

UNIT II


UNIT III
UNIT IV


SUGGESTED TOPICS AND READINGS FOR CLASS PRESENTATION

**TOPICS**

- Travel Writing and Ethnography
- Gender and Travel
- Globalization and Travel
- Travel and Religion
- Orientalism and Travel

**MODE OF ASSESSMENT:**

**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

**EXPECTED LEARNER OUTCOME**
The learners would be in a position to understand the cultural dynamics of narratives written by travellers. They will be able to appreciate the difference in representation from the category of gender, religion and race. The learners will realise that travel narratives are always already ideological in import, and hence they can only be regarded as representations, rather than truth.

**RECOMMENDED READINGS**


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GENERIC ELECTIVE (GE)

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

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)

FIRST SEMESTER

COURSE CODE: 10210
GE 1: LANGUAGE LITERATURE AND CULTURE
(Instead of ACADEMIC WRITING AND COMPOSITION)
CREDITS ASSIGNED: 6 CREDITS

PAPER G1: LANGUAGE LITERATURE AND CULTURE

Course Objective
This course is designed to introduce the students with the basic concepts of language its characteristics its structure and how it functions The course further aims to familiarize the students how language is influenced by the socio-political-economic cultural realities of the society It also wants to acquaint the students about the relation between language and literature.

Course Content
Unit 1
Language and Society
Language and Communication
1. What is Language?
2. The Definition of Language
3. The Characteristics of Human language
4. Why Does Language Matter?
5. Language and Class Language and
6. Gender Language and Ethnicity
7. Language and Identity
8. Language Variations
9. Dialect Idiolect Slang Pidgin Creole Jargon
10. Standard and Non-Standard Language
11. Bilingualism Multilingualism

Unit 2

Indian Literature
This section of the course will involve a study of significant themes and forms of
Indian literature through the ages with the help of prescribed texts.

Different Phases of Indian literatures: Ancient Medieval and Modern

Chapter 1: Saadat Hasan Manto: “Toba Tek Singh”
Chapter 2: Tagore: “The Cabuliwallah”
Chapter 3: Jhumpa Lahiri: “When Mr. Pirzada Came to Dine”
Chapter 4: Amrita Pritam: “The Weed”
Chapter 5: Jahnavi Barua: “River of Life”

Unit 3
Language and Cultural Identity

(i) Language as a tool of Identity

(ii) Migration and Language Loss

(iii) Language and Retention of Cultural Identity

Suggested Readings:


Sisir Kumar Das ed *A History of Indian Literature* New Delhi: Sahitya Akademi 1995

*Indian Literature: An Introduction* University of Delhi: Delhi 2005

**MODE OF ASSESSMENT:**

**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

**EXPECTED LEARNER OUTCOME**
The learners will become familiar with various aspects related to language and its implications on culture and society. They will be able to appreciate the relevance of Indian literary texts in contemporary contexts. Further, it is expected that the learners will be able to comprehend the impact of social and cultural changes on language and communication.

**SECOND SEMESTER**

**COURSE CODE:** 20210
**GE 2: MEDIA AND COMMUNICATION SKILLS**
**CREDITS ASSIGNED:** 6 CREDITS
COURSE OBJECTIVES: The objective of this course is to introduce learners to media and communication skills. In this digital-visual landscape, it is necessary to be equipped with knowledge and technical expertise of new media. This course will enable learners with skills pertaining to mass communication in all its manifestations.

UNIT I: INTRODUCTION TO MASS COMMUNICATION
   i). Mass Communication and Globalization
   ii). 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
   i). Types of advertisements
   ii). Advertising ethics
   iii). 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
   i). Scriptwriting for TV and Radio
   ii). Writing News Reports and Editorials
   iii). 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
   i). Types of Social Media
   ii). The Impact of Social Media
   iii). Introduction to Cyber Media

EXPECTED LEARNER OUTCOME
   The learners will be able to analyze
MODE OF ASSESSMENT:
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

EXPECTED LEARNER’S OUTCOME
It is expected that this course will act as a beginner’s guide to media communication. It will enable them to opt for a career in journalism, television or digital media by continuing their study in this field in more rigorous terms in their postgraduate level.

RECOMMENDED READINGS

THIRD SEMESTER
COURSE CODE: 30210
GE 3: TEXT AND PERFORMANCE
Paper 3: Text and Performance

Course Objective
This course aims at enabling the students to understand the link between texts and the contexts against which they are created. It is designed to help students be acquainted with the technical aspects of performance while at the same time enabling them to appreciate the significance of adaptations of literacy of a particular social milieu.

1. Introduction
1. Introduction to theories of Performance
2. Historical overview of Western and Indian theatre
3. Forms and Periods: Classical, Contemporary, Stylized, Naturalist

2. Theatrical Forms and Practices
1. Types of theatre, semiotics of performative spaces, e.g. proscenium ‘in the round’, amphitheatre, open-air, etc.
2. Voice, speech: body movement, gestures and techniques (traditional and contemporary), floor exercises: improvisation/characterization

3. Theories of Drama
1. Theories and demonstrations of acting: Stanislavsky, Brecht
2. Bharata

4. Theatrical Production
1. Direction, production, stage props, costume, lighting, backstage support.

Suggested Readings:
Text and Performance: Introduction
V. Raghvan. ‘Sanskrit Drama and Performance’ in Indian Drama and Retrospect. Hope India Publication and Sangeet Natak Akademi.
Theatrical Forms and Practices
Theories of Drama
Theatrical Production

Further Readings:

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
The learners will be able to analyze various adaptations of literary texts. They will develop knowledge and understanding about key issue related to theoretical production and performance.
FOURTH SEMESTER
COURSE CODE: 40210
GE 4: CONTEMPORARY INDIA: WOMEN AND EMPOWERMENT
CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: This course will familiarise learners with gender issues related to its construction, legislation, resistance and marginalisation in the pan-Indian context. The objective of this course is to sensitise learners to the multiple forms of subjugation that patriarch subjects women. It will also attempt to suggest strategies to resist or subvert such strategic silencing by means of an alternative discourse – feminism – a means to empower what Simone de Beauvoir ironically termed as the ‘second sex.’

UNIT I
Social Construction of Gender (Masculinity and Femininity)
Patriarchy

UNIT II
History of Women’s Movements in India (Pre-independence, post independence)
Women, Nationalism, Partition
Women and Political Participation

UNIT III
Women and Law
Women and the Indian Constitution
Personal Laws (Customary practices on inheritance and Marriage)
(Supplemented by workshop on legal awareness)

UNIT IV
Women and Environment
State interventions, Domestic violence, Female foeticide, sexual harassment

MODE OF ASSESSMENT:
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

EXPECTED LEARNER’S OUTCOME

The learners will get acquainted with gender issues, including the politics of how it is constructed, reinforced and sustained. They will get appraised of women’s resistance against patriarchy through women’s movements, and well as understand the silence of twice marginalised sections, like Dalit women and tribal groups.

RECOMMENDED READINGS


ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)

Credits: 02+02+ 04 credits = 08 credits

Ability Enhancement Compulsory Courses offered:

COURSE CODE: 10310
AECC 1: ENGLISH COMMUNICATION (SEMESTER 1)
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)
Barriers and Strategies
Inter-personal and Group communication

UNIT II

SPEAKING SKILLS:

Dialogue
Group Discussion
Effective Communication/ Mis- Communication
Interview
UNIT III

READING AND UNDERSTANDING

Close Reading
Comprehension
Summary
Paraphrasing
Analysis and Interpretation

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 03 x 02 qns = 06 marks
Total 10 marks

Final Semester Examination
Unit 1: 02 questions 02 x 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:

**RECOMMENDED READINGS:**


**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

**UNIT II: SHORT STORIES**
1. Tolstoy - How Much Land Does a Man Need?
2. R.K. Narayan - An Astrologer's Day
3. S.H. Manto-The Dog of Tithwal

**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
Final Semester Examination [40 marks]
Unit 1: 5 qns x 4 = 20 marks
Unit 2: 5 qns x 4 = 20 marks

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)

AECC 3: ENVIRONMENTAL STUDY (4 CREDITS) (SEMESTER 2)

*to be framed by the university

SKILL ENHANCEMENT COURSE (SEC)

Credits: 02 credits per (2+2) elective = 04 credits

Skill Enhancement Courses offered:

SEMESTER THIRD (ANY ONE)

COURSE CODE: 30410

SEC 1: ENGLISH LANGUAGE TEACHING (ELT)

CREDITS ASSIGNED: (2 CREDITS)

COURSE OBJECTIVES: The objective of this course is to acquaint the learners with the methodologies of teaching English in classroom situation. There are various teaching aids to acquire proficiency in a given language. The scientific approach to teaching or learning a language can be quite rewarding and this course aims to acquaint learners with the tools and strategies of ELT.
UNIT I
 Structures of English Language
 Methods of teaching English Language and Literature

UNIT II
 Materials for Language Teaching

UNIT III
 Assessing Language Skills

UNIT IV
 Using Technology in Language Teaching

MODE OF ASSESSMENT:
 Internal Assessment: 10 marks

<table>
<thead>
<tr>
<th>Unit</th>
<th>Assessment Details</th>
<th>Marks</th>
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<tbody>
<tr>
<td>Unit 1</td>
<td>1 long answer question + 1 short note/analysis (10+5)</td>
<td>=15</td>
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<tr>
<td>Unit 2</td>
<td>3 short notes x 5 marks</td>
<td>=15</td>
</tr>
<tr>
<td>Unit 3</td>
<td>2 short notes x 5 marks</td>
<td>=10</td>
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<tr>
<td></td>
<td>Total:</td>
<td>=40</td>
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</tbody>
</table>

EXPECTED LEARNER'S OUTCOME

The learners will be in a position to acquire skills pertaining to teaching English.

SUGGESTED READINGS


COURSE OBJECTIVES: Soft skills include communication skills, work ethic, positive attitude, emotional intelligence and other personal attributes crucial for success in business or career. Soft skills can be learnt and practiced for personal fulfillment and progress in career. This course provides the soft skills required mainly for professional achievements, and in the process, many of the personal requirements of an individual can be compiled with.

UNIT I: SOFT SKILLS AND/IN COMMUNICATION
Soft skills in communication
Soft skills and intercultural communication

UNIT II: SOFT SKILLS AND CAREER PREPARATION
1. Competency in verbal and written communication skills: active listening, interactive speaking, reading different types of texts, writing for formal and business contexts

2. Using the Microsoft Office: word, excel, powerpoint; working online and offline; telephone and face to-face etiquette in professional communication

3. Cross-Cultural etiquette: cultural awareness, cultural sensitivity, cultural flexibility, cross-cultural communication

UNIT III: SOFT SKILLS IN GETTING JOBS AND ON THE JOB
Writing a CV
Writing job applications
GD Skills
Interview skills
Emotional Intelligence
Time and stress management
Teamwork
Networking
Presentation skills
Making meetings work: preparing, executing, following up
Negation skills
Crisis management
MODE OF ASSESSMENT
Midterm: 10 marks
Final Examination: 40 marks
Unit 1: 1 long answer questions carrying 10 marks (1x10) = 10 marks
Unit 2: 3 short questions carrying 5 marks each (3x5) = 15 marks
Unit 3: 3 question carrying 5 marks (03x5) =15 marks

RECOMMENDED READINGS


SEMESTER FOUR (ANY ONE)

COURSE CODE: 40410
SEC 3: CREATIVE WRITING
CREDITS ASSIGNED: 2 CREDITS

Unit I
Creative Writing: The Art and Craft

Unit II
Modes of Creative Writing

Unit III
Writing for the Media

Unit IV
Preparing for Publication

MODE OF ASSESSMENT:
Internal Assessment: 10 marks

Total: 10 marks

Final Examination: 40 marks
Unit 1: 2 short answer question 2x5=10 marks
Unit 2: 4 short answer question 4x5 =20 marks
Unit 3: 2 short answer question 2x5=10 marks

Total: =40 marks

Recommended book:

*Creative Writing: A Beginner’s Manual* by Anjana Neira Dev and Others, Published by Pearson, Delhi, 2009.

COURSE CODE: 40420
SEC 4: BUSINESS COMMUNICATION
CREDITS ASSIGNED: 2 CREDITS

COURSE OBJECTIVES: This course is designed to give students a comprehensive view of communication, its scope and importance in business, and the role of communication in establishing a favourable outside the firm environment, as well as an effective internal communications program. Business Communication introduces you to a variety of technical and business writing theories and practices designed to be applicable to the production of business communication in the real world. It teaches the fundamentals of good business writing, including protocols for business letters, memoranda, electronic mail, good and bad messages, persuasive messages and formal reports and proposals. In addition, there will be instruction in oral presentation and in depth practice on both an individual and a collaborative basis.

UNIT I

Introduction to the essentials of Business Communication: Theory and practice

Citing references, and using bibliographical and research tools

UNIT II

Writing a project report

Writing reports on field work/visits to industries, business concerns etc. /business negotiations

UNIT III

Spoken English for business communication
UNIT IV

Making oral presentations

MODE OF ASSESSMENT

Midterm test [10 marks] preferably short questions/viva voce on types and uses of business communication
Final Semester Examination  Total = 40 marks
Unit I
2 short question with choice 2x5= 10marks
Unit II
4 short answer question 4x5 =20 marks
Unit III

Unit IV

EXPECTED LEARNER’S OUTCOME

Students will learn how to enhance their business communication with technically based media. This course will make you conversant with the basic forms, formats and techniques of business writing so that you will be thoroughly prepared to take part in real-world business fields. This course will give you the latest research information on language in general and the writing process specifically so that you will become a highly confident and skilled writer. This course will provide discussion of all relevant communicational theories so that you can apply this knowledge to a myriad of different communicational tasks and genres.

RECOMMENDED READINGS:


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

<table>
<thead>
<tr>
<th>Credits</th>
<th>Semester and Course</th>
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<tbody>
<tr>
<td></td>
<td>Semester I</td>
</tr>
<tr>
<td>I. Core Course</td>
<td></td>
</tr>
<tr>
<td>English (6+6 =12 credits) 2 papers</td>
<td>5 (&lt; 1 tutorial)</td>
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<tr>
<td>MIL 2 papers (6+6=12 Credits)</td>
<td>5 credits (+ 1 tutorial)</td>
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<tr>
<td>Discipline 1 (ENGLISH) (6 Credits) 4 papers</td>
<td>5 credits (+ 1 tutorial)</td>
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<tr>
<td>Discipline 2 (6 Credits) 4 papers</td>
<td>5 credits (+ 1 tutorial)</td>
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<tr>
<td>Core Course and Tutorials (one for each paper=1x12=12)</td>
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<tr>
<td>II. Discipline Specific Elective Course (4 Papers)</td>
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<tr>
<td>Two papers- Discipline 1 (ENGLISH)</td>
<td>5 Credits (+ 1 tutorial)</td>
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<tr>
<td>Two papers- Discipline 2</td>
<td>5 Credits (+ 1 tutorial)</td>
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### Details of Courses Under Undergraduate Programme (B.A./ B.Com.)

<table>
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<tr>
<th>Credits</th>
<th>Semester and Course</th>
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<tbody>
<tr>
<td>I. Core Course</td>
<td>Writing skills I</td>
</tr>
<tr>
<td></td>
<td>Diary entry Paragraph writing Summary/Note-making Formal and informal letter writing CV/ Resume writing Book/Film reviews Internal assessment Speaking skills, Listening/Comprehension Project work Suggested projects Sports writing, Poetry about women/men, Poetry in translation, Telling a story, Fantasy writing, Chat</td>
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<tr>
<td></td>
<td>MIL TBA</td>
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<td></td>
<td>Writing skills II</td>
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<tr>
<td></td>
<td>Interview Feature article Notice Questionnaire/ Survey Essay/Speech writing Report writing Dialogue writing Internal assessment Speaking skills, Listening/ comprehension Project work Suggested projects Creative writing, Theatre Action Group (TAG)/ other theatre groups, Billy</td>
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<tr>
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<td>MIL TBA</td>
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<td>24</td>
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shows, The menace of dowry, A success story

**Recommended Readings:**

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

**Discipline 1**  
**ENGLISH** (4 Credits) 4 papers


*Fluency in English* Part II, Delhi: Oxford University Press, 2015. 
*Write to be Read: Reading, Reflecting & Writing*, Cambridge University Press, Delhi, First South Asian edition 2014, Units 5-7 |

<table>
<thead>
<tr>
<th>Discipline 2. (4 Credits) 4 papers</th>
<th>5 credits (+ 1 tutorial)</th>
<th>5 credits (+ 1 tutorial)</th>
<th>5 credits (+ 1 tutorial)</th>
<th>:</th>
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<th>24</th>
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<tbody>
<tr>
<td>II. Discipline Specific Elective Course (4 Papers)</td>
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<tr>
<td>Two papers-Discipline 1 (ENGLISH H)</td>
<td>Choose One: DSE 1 DSE 2 DSE 3 DSE 4</td>
<td>Choose One: DSE 5 DSE 6 DSE 7 DSE 8</td>
<td>12</td>
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<tr>
<td>Two papers-Discipline 2</td>
<td>Chosen by Student</td>
<td>Chosen by Student</td>
<td>12</td>
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<tr>
<td>III. Generic Elective Course 2 papers from list of elective courses</td>
<td>GE 1 or GE 3</td>
<td>GE 2 or GE 4</td>
<td>12</td>
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### IV. Ability Enhancement Compulsory Courses (AECC)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Description</th>
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<tbody>
<tr>
<td>Semester I</td>
<td>Alternative English: <em>Sweetness and Light, An Anthology</em></td>
</tr>
<tr>
<td>Semester III</td>
<td>Environmental Science</td>
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</table>

### V. Skill Enhancement Courses (SEC) (8 Credits)

<table>
<thead>
<tr>
<th>Semester IV</th>
<th>Soft Skills</th>
<th>Creative Writing</th>
<th>Business Communication</th>
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<tbody>
<tr>
<td>Semester V</td>
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<tr>
<td>Semester VI</td>
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### 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. 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. 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: 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

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


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 in 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-Sharper's 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: 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+ 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:


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: 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+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

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 Thion’o: (from) Decolonizing the Mind.

MODE OF ASSESSMENT:

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

Prescribed Text

*Selections from Living Literatures: An Anthology of Prose and Poetry.
Core: English/ MIL – 1 & 2  (Credits 6)  
for BA Programme/ BCom 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 focuses 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 classroom 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:


*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: 5 marks, 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


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

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GENERIC ELECTIVE (GE)

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

FIRST SEMESTER
GE 10210 LANGUAGE, LITERATURE & CULTURE, (In lieu of Academic Writing and Composition)

Course Objective
This course is designed to introduce the students with the basic concepts of language its characteristics its structure and how it functions. The course further aims to familiarize the students how language is influenced by the socio-political-economic cultural realities of the society. It also wants to acquaint the students about the relation between language and literature.

Course Content
Unit 1
Language and Society
Language and Communication
- What is Language?
- The Definition of Language
- The Characteristics of Human language
- Why Does Language Matter?
- Language and Class Language and
- Gender Language and Ethnicity
- Language and Identity
- Language Variation
  a. Dialect Idiolect Slang Pidgin Creole Jargon
  b. Standard and Non-Standard Language
  c. Bilingualism Multilingulism
  d. Code-mixing Code-switching

Bibliography

Unit 2
Indian Literature
This section of the course will involve a study of significant themes and forms of Indian literature through the ages with the help of prescribed texts.
Prescribed text: *Indian Literature: An Introduction* University of Delhi: Delhi 2005

Different Phases of Indian literatures: Ancient Medieval and Modern

Chapter 1: Saadat Hasan Manto: “Toba Tek Singh”
Chapter 2: Tagore: “The Cabuliwallah”
Chapter 3: Jhumpa Lahiri: “When Mr. Pirzada Came to Dine”
Chapter 4: Amrita Pritam: “The Weed”
Chapter 5: Jahnavi Barua: “River of Life”

**Further Reading**
Sisir Kumar Das ed *A History of Indian Literature* New Delhi: Sahitya Akademi 1995

**Unit 3**

**Language and Cultural Identity**

(i) Language as a tool of Identity

(ii) Migration and Language Loss

(iii) Language and Retention of Cultural Identity

**Suggested Readings:**


**MODE OF ASSESSMENT:**

**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
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

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)
Barriers and Strategies
Inter-personal and Group communication

UNIT II

SPEAKING SKILLS:

Dialogue
Group Discussion
Effective Communication/ Mis- Communication
Interview

UNIT III

READING AND UNDERSTANDING

Close Reading
Comprehension
Summary
Paraphrasing
Analysis and Interpretation

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:


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

UNIT II: SHORT STORIES
1. Tolstoy - How Much Land Does a Man Need?
2. O'Henry - The Unfinished Story
3. S.H. Manto - The Dog of Tithwal

MODE OF ASSESSMENT

Midtermtest [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: 5 qns x 4 = 20 marks
Unit 2: 5 qns x 4 = 20 marks
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)
6 Credits (5 lectures +1 Tutorial)

Total Marks: 80 (+20 for Internal Assessment)

Course Description: This course is intended for those students who have opted for English, in lieu of MIL. The texts selected for study have been classified into three genre: poetry, prose and fiction. The objective of the course is to focus on issues that have contemporary relevance, especially pertaining to race, class, gender and environment.

Unit 1

Poetry (20 marks)

Percy Bysshe Shelley, “Song to the Men of England”

Robert Frost, “The Gift Outright”

Wole Soyinka, “Telephone Conversation”

Dr. Ayappa Paniker, “I can’t help Blossoming”

Margaret Atwood, “Journey to the Interior”

Meena Alexander, “House of a Thousand Doors”

Prose (30 Marks)

E.M. Forster, “Tolerance”

Virginia Woolf, “Women and Fiction”

Malcolm X, “Nightmare”

Short Story (30 marks)

Jerome K. Jerome “The Man who was a Hospital”

Anton Chekhov, “A Marriage Proposal”

Rabindranath Tagore, “The Exercise Book”

Mode of Assessment:

Internal Assessment: 20 marks
(Sessional Test 1: 5 marks; Sessional Test 2: 5 marks; Presentation/Viva voce/GD etc.: 5 marks; Attendance: 5 marks)

Final Examination: 80 marks
Unit 1: 1 essay type + 1 short note/analysis (15+5)= 20 marks
Unit II: 2 essay type (15+15)= 30 marks
Unit III: 1 essay type + 3 short notes/analysis (15+5+5+5)= 30 marks

Expected Learner's Outcome:
After completing this course, it is expected that learners will be able to appreciate the complexity and diversity of human condition, including cultural differences and interrelationship with the non-human.

Prescribed texts:
Twentieth-century Prose, OUP.

Golden Voices, OUP