

UNDERGRADUATE SYLLABUS (NEP)

ENGLISH



YEAR-2023

BODOLAND UNIVERSITY, DEBARGAON, KOKRAJHAR (B.T.C.)

Preamble:

Education plays an enormously significant role in the building of a nation and its perspective. New Educational Policy (NEP) is a Bharat-centric mission of India in the 21st century. The syllabus is framed with this idea. It is prepared to explore and interpret the humanities from national, local and international perspectives. There are quite a large number of educational institutions, engaged in imparting education in our country. The majority of them are trying to implement the NEP shortly to follow up on the state order. Bodoland University is also trying to match national and international standards. However, the semester system of the previous education policy is retained. Our present education system is churning out youth who have to compete locally, regionally, nationally as well as globally. The present alarming situation necessitates transformation and/or redesigning of the system, not only by introducing innovations but developing "a learner-centric approach". The majority of Indian higher education institutions have been following the system which obstructs the flexibility for the students to study the subjects/courses of their choice and their mobility to different institutions. There is a need to allow the flexibility in education system so that students depending upon their interests can choose inter-disciplinary, intra-disciplinary, multi-disciplinary, skill-based and value-based courses. This can only be possible when New Educational Policy (NEP) is adopted. The NEP not only offers opportunities and avenues to learn core subjects but also explores additional avenues of learning beyond the core subjects and thereby it provides the facility to study interdisciplinary disciplines for the holistic development of an individual. Thus, interdisciplinarity is the hallmark of the NEP. The NEP will undoubtedly facilitate the learners to acquire nation and local-centric education and focuses on benchmarking our courses with the best international academic practices.

Advantages and Shifts of the NEP:

- NEP focuses on Bharat-centric, teacher-centric to student-centric education in India.
- Students may undertake as many credits as they can cope with (without repeating all courses in a given semester if they fail one/more courses).
- The NEP is concerned with inter-disciplinary, and intra-disciplinary courses, skill-oriented papers (even from other disciplines according to their learning needs, interests and aptitude) and more flexible ones for students.

CHOICE-BASED CREDIT SYSTEM (CBCS):

These courses aim to provide a paradigm shift in the national education policy seeking to bridge an increasing gap between an undergraduate degree and employability. The proposed curriculum endeavours to empower the students and help them in their pursuit of achieving overall 3 excellence. Being the regulatory authority for higher education in India, the UGC constantly engages itself to suggest and facilitate the implementation of schemes and programs, which improves not only the level of academic excellence but also improves the academic and research environment in this country. The main feature of the CBCS is to make undergraduate education student-centric rather than system-centric or teacher-centric. For achieving these objectives, the CBCS strives to create a holistic syllabus. Thus, in addition to a dedicated focus on a discipline through core papers whether in an honours curriculum or a regular curriculum, elective papers

have been added which will give students the freedom to choose the allied/applied/broad areas of their discipline and also the areas of other disciplines of their interest. Further in keeping with the vision of the Government, special emphasis has been given to ability enhancement and skill development of students through elective courses under these domains which every student is required to study. However, in keeping with the spirit of CBCS here also the students will have complete freedom to choose these courses from a pool suggested by the UGC/Universities. All papers except core papers offer complete freedom to the Universities in designing and reviewing the syllabi and enable them to offer their distinct flavour and maintain their unique character. These elective papers provide them with the opportunity to develop competencies of students in their areas of strength, expertise and specialization. Even in the core papers under the proposed guidelines 30% flexibility is proposed in adopting the syllabus as per the template advised by the UGC. It is pertinent to point out that as per the existing education policy different institutions and universities are required to maintain 70% equivalence in the syllabi and the same is being maintained under the proposed system of CBCS. There is apprehension amongst the faculty from different institutions that with the implementation of CBCS there will be migration or transfer of the faculty from one institution to another which is far from the truth. The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective and skill-based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marking system. Therefore, it is necessary to introduce a uniform grading system. This will benefit the students to move across institutions both within India and across countries. To bring the uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations, the UGC has formulated the guidelines which are also annexed herewith.

Complete Course Structure

Sem	Core Course (CC)-20 Credit-4	Minor Course (MC)-8 Credit-4	Interdisciplinary Course (IDC) -3 Credit-3	Ability Enhancement Course (AEC)-4 Credit-2	Skill Enhancement Course (SEC)-3 Credit-3	Value Added Course (VAC)-2 Credit-4	Internship/Disser- tation Credit-2	Total Credit T-20
I	ENGMAJ101-4: British Poetry and Drama- 14 th to 17 th Century	ENGMIN101-4: History of English Literature I	ENGIDC101-3: Environmental Humanities	ENGAEC101-2: English Communication 1	ENGSEC101-3: English Language Teaching	ENGVAC101- 4: Environmental Science		T-20
II	ENGMAJ102- 4:British Poetry and Drama- 18 th to 19 th Century	ENGMIN102-4: History of English Literature 2	ENGIDC102-3: Individual and Society	ENGAEC102-2: English Communication 2	ENGSEC102-3: Advanced English Grammar and Composition	ENGVAC102-4: Understanding India		T-20
Exit with a Certificate in English (40 Credits and Internship of 4 Credits)								
III	ENGMAJ201-4: Indian Classical Literature ENGMAJ202-4: Indian Writing in English	ENGMIN201-4: Popular Literature	ENGIDC201-3: Contemporary Indian Women & Empowerment	ENGAEC201-2: Academic Writing and Composition 1	ENGSEC201-3: Translation Theory and Practice			T-20
IV	ENGMAJ203-4: European Classical Literature	ENGMIN202-4: Classical & Neo- Classical Literary		ENGAEC202-2: Academic Writing and			ENGINT201-2: Internship	T-20

	ENGMAJ204-4: British Literature: 18 th Century	Criticism		Composition 2				
	ENGMAJ205-4: British Romantic Literature							
	Exit with Diploma in English (80 Credits and internship of 4 Credits)							
V	ENGMAJ301-4: Literary Criticism	ENGMIN301-4: Rhetoric and Prosody						T-20
	ENGMAJ302-4: Modern European Drama							
	ENGMAJ303-4: British Literature: 19 th Century							
	ENGMAJ304-4: American Literature							
VI	ENGMAJ305-4: Critical Theory 1	ENGMIN302-4: Cultural Studies						T-20
	ENGMAJ306-: British Literature: The Early 20 th Century							
	ENGMAJ307-4: Postcolonial Literatures							
	ENGMAJ308-4: Translation Studies							
	Exit with a Bachelor Degree in English (120 Credits)							
VII	ENGMAJ401-4: Critical Theory 2	ENGMIN401-4: Introduction to Linguistics						T-20
	ENGMAJ402-4: African Literature							
	ENGMAJ403-4: Indian Writing in English Translation							
	ENGMAJ404-4: Indian Diasporic Literature OR ENGREM404-4: Research Methodology							
VIII	ENGMAJ405-4: Anglophone Writing from Northeast India	ENGMIN402-4: Women's Writing					DENGDIS401- 12: Dissertation/ OR	T-20
							ENGADL401-4: Contemporary South Asian Fiction	
							ENGADL402-4: Decolonial Studies	
							ENGADL403-4: Literature from Northeast India in English Translation	
	Exit with Degree with Honors in English/ Research (160 Credits)							

Abbreviation:

ENG: English

MAJ: Major

MIN: Minor
IDC: Interdisciplinary Course
AEC: Ability Enhancement Course
SEC: Skill Enhancement Course
VAC: Value Added Course
ADL: Advance Learning
L: Lecture
T: Tutorial
P: Practical

Semester Wise Course Summary:

Semester-I

ENGMAJ101-4: British Poetry and Drama 14th to 17th Century
ENGMIN101-4: History of English Literature 1
ENGIDC101-3: Environmental Humanities
ENGAEC101-2: English Communication 1
ENGSEC101-3: English Language Teaching
ENGVAC101-4: Environmental Science

Semester-II

ENGMAJ102-4: British Poetry and Drama 18th to 19th Century (**Presentation**)
ENGMIN102-4: History of English Literature 2
ENGIDC102-3: Individual and Society
ENGAEC102-2: English Communication 2 (**Group Discussion**)
ENGSEC102-3: Advanced English Grammar and Composition
ENGVAC102-4: Understanding India

Semester-III

ENGMAJ201-4: Indian Classical Literature
ENGMAJ202-4: Indian Writing in English (**Presentation**)
ENGMIN201-4: Popular Literature
ENGIDC201-3: Contemporary Indian Women and Empowerment
ENGAEC201-2: Academic Writing and Composition 1
ENGSEC201-3: Translation Theory and Practice

Semester-IV

ENGMAJ203-4: European Classical Literature
ENGMAJ204-4: British Literature: 18th Century
ENGMAJ205-4: British Romantic Literature
ENGMIN202-4: Classical & Neo-Classical Literary Criticism
ENGAEC201-2: Academic Writing and Composition 2
ENGINT201-2: Internship

Semester-V

ENGMAJ301-4: Literary Criticism
ENGMAJ302-4: Modern European Drama

ENGMAJ303-4: British Literature: 19th Century (Presentation)

ENGMAJ304-4: American Literature

ENGMIN301-4: Rhetoric and Prosody

Semester-VI

ENGMAJ305-4: Critical Theory 1

ENGMAJ306-4: British Literature: The Early 20th Century

ENGMAJ307-4: Postcolonial Literatures (Presentation)

ENGMAJ308-4: Translation Studies

ENGMIN302-4: Cultural Studies

Semester-VII

ENGMAJ401-4: Critical Theory 2

ENGMAJ402-4: African Literature

ENGMAJ403-4: Indian Writing in English Translation (Presentation)

ENGMAJ404-4: Indian Diasporic Literature

ENGREM404-4: Research Methodology

ENGMIN401-4: Introduction to Linguistics

Semester-VIII

ENGMAJ405-4: Anglophone Writing from Northeast India (Presentation)

ENGMIN402-4: Women's Writing

ENGDIS401-12: Dissertation/Research Project

ENGADL401-4: Contemporary South Asian Fiction

ENGADL402-4: Decolonial Studies

ENGADL403-4: Literature from Northeast India in English Translation

NB: A 4 Credit course should have 60 hours of classes. Questions should be proportionately set from all the units. For some Major and Minor Courses, class presentation is mandatory as listed below. The teachers are encouraged to organize group discussion (on any contemporary issue or topic) in English Communication Paper. For ENGMAJ6044: Translation Studies, students will have to practice translation. There must be translation workshops as part of internal assessment. Students opting for Dissertation in VIII semester will have to compulsorily opt for Research Methodology paper in VII semester. All Dissertations should be plagiarism free and repetition of topics should be avoided. A plagiarism check certificate should be submitted along with the Dissertation. The Dissertation should not be less than Thirty thousand words including works-cited. The Dissertation should follow the MLA Style-sheet (9th Edition).

Details of Syllabus

Major Course in English (NEP)

Course Objective: The Courses of UG Major in English are designed to train undergraduate students as critics and interpreters of literary works of art, cultures, ideas and issues related to their contemporary societies. The courses, besides guiding the students to appreciate and critique the humanities, would help them to inculcate aesthetic values, reasoning, analysis, evaluation and critical thinking. The syllabus, which offers a well-designed, innovative and compact course, comprises British Literature, European Literature, American Literature, African Literature, Indian Literature, and Academic Writing that covers the vast emerging areas like Culture Studies, Media Studies, Anglophone Literature from India's Northeast, Women's Writing, Individual and Society, Translation Studies, Literature and Environment, and Linguistics. Keeping in tune with NEP 2020 the course has been designed. It also aims to develop students' research aptitude and skills by including a paper on Research Methodology.

Course Outcome: At the end of the course students will be having knowledge of English Language and Literature. Those opting for a research career may accordingly go for higher studies, and the students who decide to exit after receiving certificate/diploma/ degree may look for suitable positions that involve the use of English reading and writing skills. The internship will enable them to be familiar with the market requirement and they may pursue their vocational choice accordingly. Courses like English Language Teaching, Academic Writing and Composition, Translation Studies will provide them an edge in jobs related to translation, journalism and media. The students will also be able to hone their presentation skills which will boost their confidence while facing job interviews.

[Mark distribution: All papers with 4 credits are allotted 100 marks and papers with 2/3 credits are allotted 50 marks. 100= 30 (Internal Assessment) + 70 (External Examination) and for 50 marks there will be no Internal Assessment. Dissertation: Dissertation writing + Viva-Voce= 70+30]

SEMESTER- I

ENGMAJ1014: British Poetry and Drama- 14th to 17th Century [Credit 4 (L+T)]

Course Objective: The objective of this paper is to familiarise the students with some of the important poetic and dramatic works in English composed during the period from the 14th to the 17th century. This paper will map English literature from the times of Chaucer to the times of Shakespeare and enable the students to understand the developmental changes in terms of language, style and themes.

Course Outcome: It is expected that after reading this course, the students will have a fair idea about the historical, cultural and political contexts as well as the thematic and

stylistic variations of the English literary works composed between the 14th and 17th centuries.

Contents:

UNIT 1: Poetry (Credit-2)

1. Geoffrey Chaucer: The Wife of Bath's Prologue
2. Edmund Spenser: Amoretti LXXV: One Day I Wrote Her Name
3. John Donne: A Valediction: Forbidding mourning
4. Andrew Marvell: Andrew Marvell's To His Coy Mistress
5. John Milton: *Paradise Lost* Book1

UNIT 2: Drama (Credit-2)

1. Christopher Marlowe: *Doctor Faustus*
2. William Shakespeare: *Macbeth*
3. Aphra Behn: *The Rover*

Suggested Topics and Background of Prose Readings for Class Presentations

Renaissance Humanism,
The Stage,
Court and City
Religious and Political Thought,
Ideas of Love and Marriage,
Time,
The Writer in Society,
Colonialism and its Influence on Literature

Suggested Readings

- Pico Della Mirandola, excerpts from the *Oration on the Dignity of Man*, in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin, New York: Penguin Books, 1953, pp.476–9.
- John Calvin, 'Predestination and Free Will', in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin, New York: Penguin Books, 1953, pp. 704–11.
- Baldassare Castiglione, 'Longing for Beauty' and 'Invocation of Love', in Book 4 of *The Courtier*, 'Love and Beauty', tr. George Bull, Harmondsworth: Penguin, rpt. 1983, pp. 324–8, 330–5.
- Philip Sidney: *An Apology for Poetry*, ed. Forrest G. Robinson, Indianapolis: Bobbs- Merrill, 1970, pp.13–18.
- John P. Rumrich & Gregory Chaplin: *Seventeenth-Century British Poetry, 1603-1660*, Norton Critical Editions, 2006
- Stephen B. Dobranski, John P. Rumrich: *Milton and Heresy*, 1998

- Michael R.G.Spiller: *The Development of the Sonnet: An Introduction*, Routledge, 1992
- Derek Pearsall: *Old English and Middle English Poetry*, Routledge, 1977
- T. S. Eliot: *The Varieties of Metaphysical Poetry*, Houghton Mifflin Harcourt, 2014
- Harold Bloom: *Elizabethan Drama*, Infobase Publishing, 2014
- Gerald MacLean: *Culture and Society in the Stuart Restoration: Literature, Drama, History*, Cambridge University Press, 1995

ENGMIN1014: History of English Literature I [Credit 4 (L+T)]

Course Objective: This paper introduces students to the History of English Literature and the major literary and intellectual movements. It adopts a diachronic approach to the study of English literary tradition, and it also concerns the study of major artistic and intellectual movements of England and the major authors of those periods. The Objective is to prepare the ground for the detailed study of the literature featured in subsequent papers and give a strong historical sense of literary development.

Course Outcome: Students will acquire a sense of the historical development of British literature and ideas. Students will gain an understanding of the contexts in which social spirits, literary forms and individual texts emerge.

Contents:

Unit 1: Literature of Early Period: From Beginning to 1510 (Credit 1)

1. The Church, Church Building, and Clerical Historians
2. Early Middle English Literature
3. Chivalry and Courtly Love
4. English Romance and the Gawain-poet
5. English Lyrics of the Middle Ages
6. Langland and Piers Plowman
7. Geoffrey Chaucer

Unit 2: Renaissance and Reformation: Literature 1510 – 1620 (Credit 1)

1. The Literature of the English Reformation
2. Early and Mid-Sixteenth-Century Drama
3. Theatre in the 1590s: Kyd and Marlow
4. Shakespeare's Plays
5. Ben Jonson and the Comic Theatre

Unit 3: Revolution and Restoration: Literature 1620 – 1690 (Credit 1)

1. The Advancement of Learning: Francis Bacon and the Authorised Version
2. Early Seventeenth-Century Prose Fiction:
3. "Metaphysical" Poetry: Andrew, Donne, Herbert,
4. Restoration and Neoclassicism: Dryden, Congreve, Pope, Dr Johnson, Milton
5. Restoration Drama
6. Women's Writing and Women Writing in Restoration Period

Unit 4: Women Writers of Sixteenth and Seventeenth Century (Credit 1)

1. Anne Locke
2. Mary Sidney
3. Aphra Behn
4. Elizabeth Cary
5. Margaret Cavendish
6. Anne Finch
7. Aemelia Lanye
8. Katherine Philips
9. Mary Wroth

Suggested Reading

- Emile Legouis: *A Short History of English Literature*, Oxford University Press
- B. Ifor Evans: *A Short History of English Literature*, Penguin
- Andrew Sanders: *The Short Oxford History of English Literature*, Oxford University Press
- John Peck and Martin Coyle: *A Brief History of English Literature*, Palgrave Macmillan
- Ronald Carter and John McRae: *The Routledge History of Literature in England*, Taylor & Francis
- Dinah Birch (Editor): *The Oxford Companion to English Literature*, Oxford University Press
- *The Norton Anthology of English Literature*, Norton
- Anita Pacheco: *Early Women Writers: 1600 – 1720*, Taylor & Francis
- David Daiches: *A Critical History of English Literature: From the Beginnings to Milton* (Volume 1), Supernova Publishers
- Gerald MacLean: *Culture and Society in the Stuart Restoration: Literature, Drama, History*, Cambridge University Press, 1995

ENGIDC1013: Environmental Humanities [Credit 3 (L+T)]

Course Objective: The objective of the course is to familiarize the students of English literature with texts dealing with environmental consciousness, Literary discourse on nature, philosophy of environmental consciousness and the social attitude towards nature. At a time when modernity is isolating mankind from environmental awareness, this course aims to instil in young minds the need to rethink modernity by incorporating nature study.

Course outcome: Students will be able to identify specific works of literature that deal with the environment; students will learn about the critical terms and methodology used in Environmental Humanities.

Contents:

Unit 1: Literature, Nature and Eco-Consciousness (Credit 1)

- R. K. Narayan: The Axe (Short Story)
- Ruskin Bond: The Cherry Tree (Short Story)
- Emily Dickinson: A Bird Came Down the Walk (Poem)

Sumana Roy: "I want to be a Tree"

John Charles Ryan: From the Anthropause to the Pandemic Turn: Emerging Directions in the Environmental Humanities in the Covid-19 Era (Essay)

Jawaharlal Nehru: The Book of Nature (Prose)

Unit 2: Literature, Nature and Self-Fashioning (Credit 1)

William Wordsworth: The World is Too much With Us; Education of Nature (Poem)

Jim Corbett: Goongi (Prose)

Vishnu Sharma: *The Panchatantra*. (The following items are prescribed: The Turtle and the Geese; The Three Fish; Of Crows and Owls; The Ape and the Crocodile; The Brahmani and the Faithful Mongoose)

Unit 3: Literature and Environmental Imagination (Credit 1)

Amitav Ghosh: The Living Mountain (Story)

Henry David Thoreau: Where I Lived, What I Lived For (Essay)

Bibhutibhusan Bandyopadhyay: Across the Richtersveld Range (Excerpt from Moon Mountain)

AK. Ramanujan: excerpt from Ecology Eco-tour and eco-writing (creative and critical impressions of the students on/ about nature)

A.

Suggested Reading:

- Rachel Carson: *Silent Spring*, Mariner Books Classics, 2022
- Greg Garrard: *Ecocriticism*, Taylor & Francis, 2023
- Amitav Ghosh: *The Great Derangement*, Penguin 2019
- Ramachandra Guha: *Environmentalism*, Penguin, 2016
- George Sessions: *Deep Ecology*, Shambhala Publications Inc, 1995
- Timothy Morton: *Dark Ecology*, Columbia University Press, 2016
- Laurence Buell: *The Future of Environmental Criticism*, Wiley-Blackwell, 2005

ENGAEC1012: English Communication-1 [Credit: 2 (L+T)]

Course Objective: This paper introduces students to the foundations of English Communication, various theories on communication, different types of communication and the various skills and techniques required for Communication. It also focuses on honing the skills of Listening, Speaking, Reading and Writing (LSRW) through an interactive approach. The paper also seeks to develop the basic communication skills among the students which will be integral to their personal, social and professional interactions. The objective is to acquaint the students with the basic concepts and theories of communication and the various skills required for day-to-day communication.

Course Outcome: The communication and language skills of the students will improve; Students will display knowledge of key concepts and theories on communication; Learners will be able to communicate with their peers and write effectively.

Contents:

Unit 1: Understanding Communication, Listening Skills, Speaking Skills (1 Credit)

Language and Communication, Function and Purpose of Communication, Theories of Communication, Various Types of Communication, Effective Communication, Barriers to Effective Communication; What is listening, Types of listening, Effective listening, Barriers to listening, Listening to complaints; What is speaking, Contexts of speaking, Developing oral skills, Methods and Techniques, Integration of language skills, Face-to-face communication, Gestures and Postures, Oral presentations

Unit 2: Reading Skills & Writing Skills (1 Credit)

What is Reading, Different kinds of reading, Purpose and Mechanics of reading, Classroom approaches to reading (Pre-reading, While-reading and Post-reading), SQ3R technique of reading; What is Writing, Types and functions of writing, Form vs. meaning, Note taking and note making, Paraphrasing, Letter writing, Report writing

Primary Texts:

Krishnaswamy, N. & S.K. Verma. 1989. *Modern Linguistics: An Introduction*. Section-I.

Kumar, V. 2018. *Business Communication*. New Delhi: Kalyani Publishers. Chapter 1-5.

Tickoo, M.L. 2003. *Teaching and Learning English*. New Delhi: Orient Longman. Chapter 1-7.

Yule, George. 1985. *The Study of Language*. 2nd Ed. Cambridge: Cambridge University Press. Chapter 1-3.

Suggested Readings:

Anne Anderson and Tony Lynch: *Listening*. Oxford: Oxford University Press, 1988.

E. Bialystock: *Communication Strategies*. Oxford: Basil Blackwell, 1990.

Don Byrne: *Teaching Writing Skills*. London: Longman, 1979.

S. Chaudhary: *Better Spoken English*. New Delhi: Vikas Publishing House, 2004.

Francoise Grellet: *Developing Reading Skills*. Cambridge: Cambridge University Press, 1981.

A.P.R Howatt: *A History of English Language Teaching*. Oxford: OUP, 1984.

William Littlewood: *Teaching Oral Communication: A Methodological Framework*. Oxford: Blackwell Publishers, 1992.

P. Pattison: *Developing Communication Skills*. Cambridge: Cambridge University Press, 1987.

PGCTE Materials. *Skills in Language Learning and Use* in “Methods of Teaching English”. Block III. Hyderabad: EFLU, 2012.

Jack C. Richards and T.S. Rodgers: *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press, 1986.

Penny Ur: *Teaching Listening Comprehension*. Cambridge: Cambridge University Press, 1984.

Eddie Williams: *Reading in the Language Classroom*. Hong Kong: Modern English Publications, 1984.

ENGSEC1013: English Language Teaching [Credit 3 (L+T)]

Course objective: This paper introduces students to the foundations of English Language Teaching (ELT) through various approaches, methods and techniques for language teaching and learning. The English language over the years has undergone rapid changes. Liberalization, privatization and globalization, demographic trends, economic imperatives etc. have enlarged the role of English. Online Education and Communication systems have significantly impacted the way English is taught, learnt and assessed today. English for Specific Purpose (ESP) primarily refers to the teaching and learning of English for an instrumental purpose or need. It caters to the specific needs of the learners as regards the aims and content of the particular course of study. Various branches of ESP include English for Occupational Purpose (EOP), English for Academic Purpose (EAP), English for Professional Purpose (EPP) etc. The paper seeks to educate the students about ELT and familiarise them with the various approaches, methods and techniques along with recent trends and developments in the emerging field of ELT. The Objective is to acquaint the students with the basic concepts, theories, various approaches, methods and techniques of ELT.

Course Outcome: Students will gain an understanding of the key concepts and theories of English Language Teaching; Learners will be familiar with the various approaches, methods and techniques of ELT

Contents:

Unit 1: English Language Teaching & Teaching Aids (Credit 1)

Definition, History of English Language Teaching, History of ELT in India, Theories of Language Acquisition and Learning; Definition of teaching Aid, Use of the Blackboard, Pictures, Realia, The Overhead projector, Video, Television, The tape recorder, Information and Communication Technology

Unit 2: Approaches and Methods (Credit 1)

The Grammar-Translation Method, The Structural-Oral-Situational Approach, The Communicative approach, Community language learning, Suggestopedia, Total Physical Response, The Direct Method, The Audio-lingual Method, The Reading Method, The Bilingual Method, Task-Based Language Teaching, New Trends and Perspectives in Language Teaching

Unit 3: Techniques of Language Teaching (Credit 1)

Techniques of teaching Listening, Speaking, Reading and Writing; Integrating Skills;
Techniques of teaching Grammar and Vocabulary; Language Systems and Learners'
Linguistic Problems

Primary Texts:

- Baugh, A.C. & T. Cable. 2004. *A History of the English Language*. London & New York: Routledge. Chapter 1.
- Fromkin, V., R. Rodman & Nina Hyams. 2003. *An Introduction to Language*. 7th ed. United States: Heinle, Thomson. Part 3.
- Howatt, A.P.R. 1984. *A History of English Language Teaching*. Oxford: Oxford University Press. Part I-III.
- Krishnaswamy, N & L. Krishnaswamy. 2006. *The Story of English in India*. New Delhi: Foundation Books. Chapter 1-5.
- Nagaraj, G. 1996. *English Language Teaching- Approaches, Methods, Techniques*. Hyderabad: Orient Longman Private Limited. Chapter 1-7.
- Richards, Jack C. and T.S. Rodgers. 1986. *Approaches and Methods in Language Teaching*. 2nd Ed. Cambridge: Cambridge University Press. Part I-III.
- Waters, Alan & Tom Hutchinson. 1987. *English for Specific Purposes: a learning-centred approach*. Great Britain: Bell & Bain Ltd., Glasgow. Sections 1 & 2.

Suggested Readings:

G. Abbott and P. Wingard, eds: *The teaching of English as an international language*. London: Collins, 1981
C.J. Brumfit and K. Johnson, eds.: *The communicative approach to language teaching*. Oxford: Oxford University Press, 1979.
A.W. Frisby: *Teaching English*. London: Longman, 1957
D. Larsen-Freeman: *Techniques and Principles in language teaching*. Oxford: OUP, 1986.
Penny Ur: *A Course in Language Teaching: Practice and Theory*. Cambridge: CUP, 1996.
N.S. Prabhu, N.S.: *Second Language Pedagogy*. Oxford: Oxford University Press, 1987.
Jack C. Richards: *Communicative Language Teaching*. Cambridge: CUP, 2006.
H.G. Widdowson: *Aspects of Language Teaching*. Oxford: Oxford University Press, 1990.
F.T. Wood: *An Outline History of the English Language*. London: Macmillan, 1941.

ENGVAC1014: Environmental Studies [Credit 4 (L+T)]

Course Objectives: This course is designed to acquaint the students with the scope and importance of Environmental Studies. It aims to familiarise the students with some of the burning issues of ecological crisis, climate crisis and pollution. This course would teach the learners environmental ethics and values.

Course Outcome: Students will be sensitized to environmental issues. They will be able to understand the environmental problems and will be conscious of it. They will be able to participate in the ongoing discourse on global warming and climate change. They will be aware of the environmental laws, values and ethics.

Contents:

Unit 1: Introduction to environmental studies (Credit 1)

Multidisciplinary nature of studies;

Scope and importance; the concept of sustainability and sustainable development.

Unit 2: Ecosystems (Credit 1)

What is an ecosystem? Structure and function of the ecosystem; Energy flow in an ecosystem: food chains, food webs and ecological succession. Case studies of the following ecosystems:

Forest ecosystem

Grassland ecosystem

Desert ecosystem

Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

Unit 3: Natural Resources: Renewable and Non-renewable Resources (Credit 1)

Land resources and land use change; land degradation, soil erosion and desertification.

Deforestation: Causes and impacts due to mining, dam building on the environment, forests, biodiversity and tribal populations.

Water: Use and over-exploitation of surface and groundwater, floods, droughts, and conflicts over water (international & inter-state).

Energy resources: Renewable and non-renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

Biodiversity and Conservation: Levels of biological diversity: genetic, species and ecosystem diversity; Biogeographic zones of India; Biodiversity patterns and global biodiversity hot spots; India as a mega-biodiversity nation; Endangered and endemic species of India; Threats to biodiversity: Habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity. Ecosystem biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

Environmental Pollution: Environmental pollution: types, causes, effects and controls; Air, water, soil and noise pollution; Nuclear hazards and human health risks; Solid waste management: Control measures of urban and industrial waste; Pollution case studies.

Unit 4: Environmental Policies & Practices; Human Communities and the Environment (Credit 1)

Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture

Environment Laws: Environment Protection Act; Air (Prevention & Control of Pollution) Act;

Water (Prevention and Control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act. International agreements: Montreal and Kyoto Protocols and Convention on Biological Diversity (CBD).

Nature reserves, tribal populations and rights, and human-wildlife conflicts in the Indian context.

Human population growth: Impacts on environment, human health and welfare.

Resettlement and rehabilitation of project-affected persons; case studies.

Disaster management: floods, earthquakes, cyclones and landslides.

Environmental movements: Chipko, Silent Valley, Bishnois of Rajasthan.

Environmental ethics: Role of Indian and other religions and cultures in environmental conservation.

Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi).

Suggested Readings:

Rachel Carson: *Silent Spring*. Houghton Mifflin Harcourt, 2002

Madhav Gadgil & R Guha: *This Fissured Land: An Ecological History of India*, University of California Press, 1993.

P. H Gleick: *Water in Crisis*. Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute, OUP, 1993.

Martha J Groom, Gary K. Meffe, and Carl Ronald Carroll: *Principles of Conservation Biology*, Sunderland: Sinauer Associates, 2006.

P McCully: *Rivers no more: the environmental effects of dams* (pp. 29---64), Zed Books, 1996.

John R. McNeill: *Something New Under the Sun: An Environmental History of the Twentieth Century*, W. W. Norton & Company, 2000

E.P. Odum, H.T. Odum & J. Andrews: *Fundamentals of Ecology*, Philadelphia: Saunders, 1971

L.I. Pepper, C.P. Gerba & M.L. Brusseau: *Environmental and Pollution Science*, Academic Press, 2011.

P.H. Raven, D.M. Hassenzahl & L.R. Berg: *Environment*, John Wiley & Sons, 2012.

Divan Shyam, Rosencranz Armin: *Environmental law and policy in India*, OUP, 2002

Ramprasad Sengupta: *Ecology and economics: An approach to sustainable development*, OUP, 2002.

J.S. Singh, S.P. Singh & S.R. Gupta: *Ecology, Environmental Science and Conservation*, S. Chand Publishing, 2014.

S.N Sodhi, L. Gibson & P.H. Raven (editors): *Conservation Biology: Voices from the Tropics*, John Wiley & Sons, 2013.

O.E. Wilson: *The Creation: An appeal to save life on earth*, W. W. Norton & Company, 2006

World Commission on Environment and Development. *Our Common Future*, Oxford University Press, 1987.

Semester-II

ENGMAJ102-4: British Poetry and Drama- 18th to 19th Century [Credit 4 (L+T)]

Course Objective: The purpose of this paper is to understand the wide and diverse range of social, historical and cultural perspectives on writing drama and composing poetry. The poems and the dramas prescribed educate in conformity with ordinary usage, rhythm, style, language and literary endeavour. The paper elucidates on the expression of dramatic thought and poetic sentiment. Thereby, the students understand the poetic self and the dramatic theory. It also helps the students to know the historical context, social settings and cultural influence that remain in the background of any poem or drama.

Course Outcome: The students develop an overall knowledge of 18th and 19th-century poetry and drama and the writers' contribution to that particular period. It is expected that after reading this course, the students will have a fair idea about the historical, cultural and political contexts as well as the thematic and stylistic variations of the English literary works composed between 18th and 19th century

Contents:

Unit 1: Poetry (2 Credits)

1. Alexander Pope: *Essay on Man (Epistle I)*
2. Samuel Johnson: *The Vanity of Human Wishes*
3. William Cowper: *The Castaway*
4. William Collins: *Ode to Liberty*
5. Oliver Goldsmith: *The Deserted Village*

Unit 1: Drama (2 Credits)

1. John Webster: *The Duchess of Malfi*
2. Oliver Goldsmith: *She Stoops to Conquer*
3. William Congreve: *The Way of the World*

Suggested Topics and Background of Prose Readings for Class Presentations

Topics

Pantomime, Opera, Burlesque, Farce

Augustan Age

Neoclassical Literature

The Mock-epic and Satire

Restoration Comedy/ The Comedy of Manners

18th & 19th Century Poets

Suggested Readings:

- The Holy Bible, *Genesis*, chaps. 1–4, *The Gospel according to St. Luke*, chaps. 1–7 and 22–4.
- Niccolo Machiavelli, *The Prince*, ed. and tr. Robert M. Adams, chaps. 15, 16, 18, and 25, New York: Norton, 1992.
- Thomas Hobbes, selections from *The Leviathan*, pt. I, chaps. 8, 11, and 13, New York: Norton, 2006.
- John Dryden, ‘A Discourse Concerning the Origin and Progress of Satire’, in *The Norton Anthology of English Literature*, vol. 1, edited by Stephen Greenblatt, pp.1767–8, New York: Norton 2012
- Arthur H. Scouten: *Restoration and 18th-Century Drama*, Palgrave Macmillan UK, 1980

ENGMIN102-4: History of English Literature 2 [Credit 4 (L+T)]

Course Objective: This paper introduces students to the History of English Literature and the major literary and intellectual movements from the 17th century to the 19th century. It adopts a chronological approach to the study of English literary tradition, and it also concerns the study of major artistic and intellectual movements of England and the major authors of these periods. This paper offers the scope to understand the emergence of literary texts in a particular context and which also helps in the rise of various literary traditions. To prepare the ground for the detailed study of the literature featured in subsequent papers and give a strong historical sense of literary development. To open up possibilities for students to explore the various socio-cultural and literary developments happening in the other part of the world so that they can better connect and understand socio-cultural, and historical movements of their own national and local context.

Course Outcome: Students will acquire a sense of the historical development of British literature and ideas. They will gain an understanding of the contexts in which social spirits, literary forms and individual texts emerge.

Contents:

Unit 1: Literature of Enlightenment and Romanticism: From 1690 to 1830 (Credit 1)

- Defoe and ‘Rise’ of the Novel
- The Gothic Fiction
- Literature of the Romantic Period (Blake, Wordsworth, Coleridge, Shelley, Keats)

Unit 2: Literature of the Victorian Period: From 1830 to 1920 (Credit 1)

- The Victorian Condition of England: (Carlyle, Dickens, Thackeray, Hardy)
- The Condition of English Fiction
- The nineteenth-century women novelists
- Tennyson and the Pre-Raphaelite Poets

- Browning and Dramatic monologue
- Our Colonial Expansion and: Kipling and Conrad

Unit 3: Literature of the Modernist and Postmodernist Period: From 1920 to the Present (Credit 2)

- Old and New Writing: Practitioners, Promoters, and the Little Magazines
- ‘Society and Society: The New Novelists of the 1920s and 1930s
- Dividing and Ruling: Britain in the 1950s
- The New Theatre
- The New Novelists of the 1950s
- The ‘New Morality’: The 1960s and 1970s
- Fin de siècle: Some Notes on Late-Century Prose

Suggested Reading

- Emile Legouis: *A Short History of English Literature*, Oxford University Press
- B. Ifor Evans: *A Short History of English Literature*, Penguin
- Andrew Sanders: *The Short Oxford History of English Literature*, Oxford University Press
- John Peck and Martin Coyle: *A Brief History of English Literature*, Palgrave Macmillan
- Ronald Carter and John McRae: *The Routledge History of Literature in England*, Taylor & Francis
- Dinah Birch (Editor): *The Oxford Companion to English Literature*, Oxford University Press
- *The Norton Anthology of English Literature*, Norton
- Anita Pacheco: *Early Women Writers: 1600 – 1720*, Taylor & Francis
- David Daiches: *A Critical History of English Literature: The Restoration to the Present Day* (Volume 2), Supernova Publishers

ENGIDC102-3: Individual and Society [Credit: 3 (L+T)]

Course Objective: The objective of the course is to familiarize the students with the intersectional concept of caste, class, gender and race that prevails across nations. While we are living in a globalised world, the world is fragmented by individual differences and our everyday life is scarred by episodes of violence and war. The course introduces works of literature that deal with such issues.

Course outcome: Students will learn how art and literature can have an alternate way of addressing issues that afflict mankind.

Contents:

Unit1: Caste/Class & Race (Credit 1)

1. Jotirao Phule: ‘Caste Laws’
2. Premchand: ‘Deliverance’

3. Omprakash Valmiki: 'Joothan'
4. Roger Mais: 'Blackout'
5. Wole Soyinka: 'Telephone Conversation'
6. Langston Hughes: 'Harlem'
7. Maya Angelou: 'Still I Rise'

Unit 2: Gender (Credit 1)

1. Virginia Woolf: 'Shakespeare's Sister'
2. Marge Piercy: 'Breaking Out'
3. Eunice De Souza: 'Marriages Are Made'
4. Ambai: 'Yellow Fish'

Unit 3: Violence and War; Living in a Globalized World (Credit 1)

1. Sa'adat Hasan Manto: 'The Dog of Tetwal'
2. Amitav Ghosh: 'Ghosts of Mrs Gandhi'
3. Roland Barthes: 'Toys'
4. Imtiaz Dharker: 'At the Lahore Karhai'

Essential Reading:

Vinod Sood, et. al., (eds.): *The Individual and Society: Essays, Stories and Poems*, Pearson, 2005.

ENGAEC102-2: English Communication-2 Credit: 2 [Credit 2 (L+T)]

Course objective: This paper introduces students to the core concepts of the process of Communication, the significance of English communication in today's globalised world, the effective skills required for group discussions, how to write job applications, how to face interviews and also prepare the students for note taking, précis writing and minutes. This apart, the students will also be trained for meetings and making ICT presentations through the proper use of required skills, tools and techniques. The present course hopes to address some of these aspects through an interactive and participatory mode of teaching-learning process, by focusing on various dimensions of communication skills. The objective is to familiarise the students with key concepts of the process of communication, its importance, group discussion skills, writing notices, letters, agendas and minutes, preparing students for job applications, meetings and interviews along with honing their presentation skills.

Course Outcome: Enhancing communication skills along with language and presentation skills of the students; They will be able to participate in group discussions, meetings and interviews; Students will be able to draft Official Letters, Notices, Agendas, Résumé and Minutes effectively.

Contents:

Unit 1: The Process of Communication; Letter, Notice, Agenda and Minutes; Job Application, Resume and Interview Techniques (Credit 1)

Definition, Face-to-Face Interactions, Characteristics and Conventions of Conversation, Importance of English Communication, Conversational problems of Second/Foreign language learners.

Formal and Informal Letter Writing, Notice, Agenda, Resolution, Taking notes, Preparing Minutes

Application for jobs, E-mail Messages, Resume, Curriculum Vitae, Preparing for an interview, Language focus and Vocabulary, Telephone skills, Interview skills and techniques

Unit 2: Group Discussions, Meetings and Presentations Skills (Credit 1)

Definition, Characteristics and Types of Group Discussion, Study Skills, Integration of Skills, Focus on Language and Vocabulary, Connectives and Pronunciation, Barriers of Group Discussion.

One to One meetings; Language focus: opening, middle and close; Criteria for successful meetings; Pronunciation, Language Competence, Structure and organisation of Presentation, Technology-based Communication, Editing skills, Negotiation skills

Primary Texts:

- Kumar, V. 2018. *Business Communication*. New Delhi: Kalyani Publishers. Chapter 1-21.
- Mahanta, Tora & A. Debnath. 2017. *Business Communication*. Guwahati: Ashok Book Stall. Unit 1-6.
- Sasikumar, V, P. Dutt & G. Rajeevan. 2005. *A Course in Listening & Speaking*. New Delhi: Foundation Books. Part II & III.
- Pattison, P. 1987. *Developing Communication Skills*. Cambridge: Cambridge University Press.

Suggested Readings:

- R.P. Batteiger, *Business Writing: Process and Form*. California: Wadsworth Publishing Company.
- E. Bialystock: *Communication Strategies*. Oxford: Basil Blackwell, 1990.
- Gillian Brown, & George Yule: *Teaching the Spoken Language*. Cambridge: Cambridge University Press, 1983.
- M. Goodale, *Professional Presentations*. Cambridge: Cambridge University Press.
- D. Hymes (eds.): *Directions in Sociolinguistics: The Ethnography of Communication*. New York: Holt, Rinehart & Winston, 1972.

- L. Jones & R. Alexander, J. Comfort: *Effective Meetings*. Oxford: Oxford University Press, 1996.
- IGNOU, *Skills Needed at the Workplace -I & 2* in “Communication Skills”. Block I & II. New Delhi: IGNOU, 2004.
- William Littlewood: *Teaching Oral Communication: A Methodological Framework*. Oxford: Blackwell Publishers, 1992.
- M.V. Rodrigues: *Effective Business communication*. Concept Publishing Company.
- K.K. Sinha: *Business Communication*. Delhi: Galgotia Publishing Company.

ENGSEC102-3: Advanced English Grammar and Composition [Credit 3 (L+T)]

Course Objective: This paper introduces students to the basic and advanced concepts of English grammar and composition and distinguishes what is acceptable and what is not in a given language. It also discusses the criteria and grammatical rules for acceptability and discusses the process of grammatical analysis, elements of grammar, the parts of speech, complex sentences, Word-formation processes, Intonation, Rhythm and Stress. The objective is to introduce the core concepts of Advanced English grammar and composition

Course Outcome: Students will be able to analyse the structure of any phrases in English; They will be able to write grammatically correct sentences and will be able to differentiate between varieties of English

Contents:

Unit 1 (Credit 1)

What is Grammar, Perspective & Descriptive Grammar, Collocations, Dialectal and registral variations, Salient features of Indian English, Varieties of English (British, American, Indian etc.), Elements of Grammar, The Parts of Speech, Structure of Kernal Clauses

Unit 2 (Credit 1)

Verb and the Verb Phrase; Nouns, Pronouns and the basic Noun Phrase; Adjective and Adverbs; Prepositions and Prepositional Phrases; Adjuncts, Disjuncts and Conjuncts; Coordination and Apposition, Sentence Connections

Unit 3 (Credit 1)

Complex Sentence, The Verb and its Complementation, The Complex Noun Phrase; Word-formation: Affixes, Conversion and Compounding; Intonation, Rhythm and Stress

Primary Texts:

- Quirk, Randolph & Sidney Greenbaum. 2006. *A University Grammar of English*. New Delhi: Pearson. Chapter 1-14.
- Yule, George. 1985. *The Study of Language*. 2nd ed. Cambridge: Cambridge

University Press. Chapter 7.

- Bansal, R.K. and J.B. Harrison. 2013. *Spoken English: A Manual of Speech and Phonetics*. New Delhi: Orient BlackSwan. Chapters 7 & 8.

Suggested Readings:

- Martin Hewings: *Advance English Grammar*. Delhi: Foundation Books, CUP, 1999.
- Rodney Huddleston: *Introduction to the Grammar of English*. New York: CUP, 1984.
- Raymond Murphy: *Essential English Grammar*. New York: CUP, 2000.
- Randolph Quirk et al.: *A Grammar of Contemporary English*. London: Longman, 1972.
- Catherine Walter & Michael Swan: *Oxford English Grammar Course*. Oxford: OUP, 1919.

ENGVAC102-4: Understanding India [Credit 4 (L+T+P)]

Course objective: The objective of the course is to familiarize the students with the epistemology of culture in the Indian context. The course shall help the students to explore the rich ancient tradition, culture and philosophical roots of our nation. While we are caught in the cross-currents of superficial modernity, the course shall help in understanding the essence of Indian spirituality and ethics by countering Western materialistic modernity.

Course outcome: The students will be able to understand the essence of ancient Indian tradition; the students will have introductory knowledge about yoga; students shall know that Indian culture had been misrepresented by Western scholars.

Contents:

Unit 1: Indian Philosophy (Credit 1)

1. Sri Aurobindo: Indian Culture and external Influence
2. Swami Vivekananda: *Addresses at the Parliament of Religion Or My Idea of Education*. (1. Philosophy of Education, Society and Education, The True Teacher, The Teacher and the Taught, Education of the Masses, Educating the Women).
3. Sarvepalli Radhakrishnan: The Ethics of Vedanta
4. Ananda Coomaraswamy: What has India Contributed to Human Welfare?

Unit 2: Resurgent India (Credit 1)

1. M. K. Gandhi: "Swadeshi" & Hind Swaraj
2. Jawaharlal Nehru: Discovery of India (Chapter 3)
3. Rabindranath Tagore: Nationalism in India
4. F. Max Muller: India: What Can it Teach Us? (Lecture 1)

Unit 3: Yoga and Meditation (Credit 1)

1. Patanjali: *Patanjali's Yoga Sutras*. Fingerprint Publishing: Delhi. (Translated by Swami Vivekananda)
2. Swami Vivekananda: *Meditation and Its Methods*. Grapevine India: New Delhi.
Topics: What is meditation? What is the difference between meditation and concentration? Why yoga is important in present human life? How yoga can help human life?

Unit 4: Yog/Yoga Camp/Practices (A schedule should be formed for weekly Yoga Training) (Credit 1)

Suggested Readings:

- S. Radhakrishnan: *Indian Philosophy (2 Volumes)*, OUP, 2008
- J. Nehru: *The Discovery of India*, Penguin, 2004
- *Selections from the Complete Works of Vivekananda*, Advaita Ashrama, 2007
- Sri Aurobindo: *The Life Divine*, Sri Aurobindo Ashram Press, 1939-40
- Rabindranath Tagore: *Nationalism*, Fingerprint Classic, 2015
- Mahatma Gandhi: *India of my Dreams*, Rajpal & Sons, 2019
- Mahatma Gandhi: *Hind Swaraj*, Rajpal & Sons, 2019
- APJ Abdul Kalam: *My India*, Penguin Random House, 2014
- Ananda Coomaraswamy: *Dance of Shiva*, Rupa, 2013
- F. Max Muller: *India: What Can it Teach Us?*, Rupa, 2002

SEMESTER III

ENGMAJ201-4: Indian Classical Literature [Credit 4 (L+T)]

Course Objective: The objective of this course is to familiarize the students with the Indian classical literary tradition and its aspects relating to arts and aesthetics. It will help the students in identifying the sources of such tradition and its symbolic, aesthetic and social significance. Course Outcome: Students will be able to appreciate Indian classical tradition. Studying this course as a part of the English Under Graduate Syllabus will help in a comparative analysis of western traditions. Whereas postcolonial literature draws its impetus mostly from Western canonical literatures, this course will help students in decolonizing English studies.

Contents:

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

Vyasa: 'The Dicing' and 'The Sequel to Dicing', 'The Book of the Assembly Hall', 'The Temptation of

Karna', Book V 'The Book of Effort', in *The Mahabharata*: tr. J.A.B. van Buitenen (Chicago: Brill, 1975) pp. 106–69.

Sudraka: *Mrcchakatika*, tr. M.M. Ramachandra Kale (New Delhi: Motilal Banarasidass, 1962).
Ilango Adigal: 'The Book of Banci', in *Cilappatikaram: The Tale of an Anklet*, tr. R. Parthasarathy (Delhi: Penguin, 2004) book3.

Suggested Topics and Background of Prose Readings for Class Presentations Topics
The Indian Epic Tradition: Themes and Recensions Classical Indian Drama: Theory and Practice
Alankara and Rasa
Dharma and the Heroic

Suggested Readings:

Bharata: *Natyashastra*, tr. Manomohan Ghosh, vol. I, 2nd edn (Calcutta: Granthalaya, 1967) chap. 6: 'Sentiments', pp.100–18.

Iravati Karve: 'Draupadi', in *Yuganta: The End of an Epoch* (Hyderabad: Disha, 1991) pp. 79–105.

J.A.B. Van Buitenen: 'Dharma and Moksa', in Roy W. Perrett, ed., *Indian Philosophy, vol. V, Theory of Value: A Collection of Readings* (New York: Garland, 2000) pp. 33–40.

Vinay Dharwadkar: 'Orientalism and the Study of Indian Literature', in *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*, ed. Carol A. Breckenridge and Peter van der Veer (New Delhi: OUP, 1994) pp.158–95.

ENGMAJ202-4: Indian Writing in English Credit [Credit 4 (L+T)]

Course Objective: By sequencing this course with the Indian Classical tradition, the objective of this course is to inform the students about the socio-political context for the emergence of IWE in India. The course will offer a brief trajectory of IWE beginning from the first novel written in English to the Contemporary times.

Course Outcome: Students will be able to identify the influence of British literature on IWE. Students will be able to understand the social context that shaped IWE. Students will be able to relate to the cultural and political aspects that inform such literatures.

Contents:

Unit 1: History of Indian Writing in English (1 Credit)

M. K. Naik: *A History of Indian English Literature* (Chapter 1 & 2)

Makarand Paranjape: "Introduction: 1 Situating the Contemporary Indian (English) Novel" from *Another Canon Indian Texts and Traditions in English*.

Unit 2: Poetry (1 Credit)

H.L.V. Derozio: 'Freedom to the Slave'

Kamala Das: 'My Grandmother's House'

Nissim Ezekiel: 'The Night of the Scorpion'

Jayanta Mahapatra: 'The Captive Air of Chandipur-on-Sea'

Robin S. Ngangom: 'The Strange Affair of Robin S. Ngangom'

Unit 3: Fiction (1 Credits)

Bankim Chandra Chatterjee: *Rajmohan's Wife* (Novel)

R.K. Narayan: *Swami and Friends* (Novel)

Siddhartha Gigoo: *The Garden of Solitude*

Unit 4: Play (1 Credit)

Vijay Tendulkar: *Ghasiram Kotwal*

Manjula Padmanabhan: *Lights Out*

Suggested Topics and Background of 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

Suggested Readings:

M. K. Naik: *A History of Indian English Literature*.

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

Makarand Paranjape: "Introduction: 1 Situating the Contemporary Indian (English) Novel" from *Another Canon Indian Texts and Traditions in English*, New Delhi: Anthem Press, 2009, 1-12.

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

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

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

ENGMIN201-4: Popular Literature [Credit 4 (L+T)]

Course Objectives: The Objective of the course is to familiarize the students with the idea of canonical and popular literature. It will help students explore popular writings from several countries. The course will help students interpret different genres of popular literature.

Course Outcome: The course on popular literature will enable students to celebrate and interpret the values/aesthetics of popular culture and literature, distinguish canonical and popular, and identify different popular writers.

Contents:

Paolo Cohelo: The Alchemist
Ruskin Bond: The Blue Umbrella
Laksminath Bezbarua: Burhi Aiir Xadhu
Lewis Carol: Alice in Wonderland
Sherlock Holmes: The Red-Headed League
Durgabai Vyam and Subhash Vyam: Bhimayana: Experiences of Untouchability

Suggested topics and background of prose readings for class presentation.

Topics: Coming of Age, The Canonical and Popular, Caste, Gender and the Popular, Sense and Nonsense, The Graphic Novel, Folktales, Folk culture, Hegemony, Supernatural

Suggested Readings:

Chelva Kanagayakam: "Dancing in the Rarefied Air: Reading Contemporary Sri Lankan Literature" (ARIEL, Jan. 1998, rpt. Malasri Lal, Alamgir Hashmi, and Victor J. Ramraj, eds., *Post Independence Voices in South Asian Writings*, Delhi: Doaba Publications, 2001) pp.51-65
Sumathi Ramaswamy, "Introduction", in *Beyond Appearances? Visual Practices and Ideologies in Modern India* (Sage: Delhi, 2003) pp. xiii-xxix.

Leslie Fielder, "Towards a Definition of Popular Literature", in *Super Culture: American Popular Culture and Europe*, ed. C. W. E. Bigsby (Ohio Bowling Green University Press, 1975) pp. 29-38.

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

ENGIDC201-3 Women and Empowerment [Credit 3 (L+T)]

Course Objective: Women, in patriarchal ideology, are represented not as women at all; women are represented as what men would like women to be. Therefore, women are still part of the discourse of men; women are "men" encore. In the representation that we see around us, women are represented in terms that male-centric theories have used to describe them. In order to be represented in their own originality women must be read as they appear in the various iconic texts that form the basis of Feminism. The course aims to empower women and make them conscious of their actual position in society, their goals and of course to create their identity. Course outcome: Students will be able to identify gendered violence and systemic violence that prevail in society. Students will be gender sensitized and will be able to participate in women empowerment.

Contents:

Unit 1 (1 Credit)

Irigaray, Luce. 'This Sex Which Is Not One.' From *This Sex which is Not One*. Trans. Catherine Porter. New York: Cornell UP, 1985. Print.

Butler, Judith. Section One: 'Subjects of Sex/Gender/Desire.' From *Gender Trouble: Feminism*

and the Subversion of Identity. New York: Routledge, 1990. Print.

Unit 2 (1 Credit)

Beauvoir, Simone de, 1908-1986. Chapter 1 "Biological Data" from *The Second Sex*. London: Jonathan Cape, 2009.

Wollstonecraft, Mary . Chapter 1: "the Rights and involved duties of mankind considers." *A Vindication of the Rights of Women and a Vindication of the Rights of Men*. New York: Cosimo, 2008.

Mill, John Stuart. 'The Subjection of Women.' *Princeton Readings in Political Thought*. Ed. Mitchell Cohen and Nicole Fermon. New Jersey: Princeton UP, 1996. Print.

Unit 3 (1 Credit)

Mohanty, Chandra Talpade. 'Under Western Eyes: Feminist Scholarship and Colonial Discourses.' *Feminism without Borders: Decolonizing Theory, Practising Solidarity*. Durham and London: Duke UP, 2003. 17-42. Print.

Spivak, Gayatri Chakravorty. 'A Literary Representation of the Subaltern.' *In Other Worlds: Essays in Cultural Politics*. New York: Routledge, 1988. 102-24. Print.

Adichie , C. N. (2015). *We Should All Be Feminists*. New York, NY: Anchor Books.

Hooks, Bell, 1952-2021. "Wanted: Men who Love", "Understanding Patriarchy" from *The Will to Change: Men, Masculinity, and Love*. New York: Atria Books, 2004.

Suggested Reading:

Urvashi Butalia: *The Other Side of Silence: Voices from the Partition of India*

Kumkum Sangri: *Recasting Women: Essays in Colonial History*

Mohanty, Chandra Talpade. 'Under Western Eyes: Feminist Scholarship and Colonial Discourses.' *Feminism without Borders: Decolonizing Theory, Practising Solidarity*. Durham and London: Duke UP, 2003. 17-42. Print

Tanika Sarkar & Sumit Sarkar: *Women and Social Reform in Modern India*

Spivak, Gayatri Chakravorty: *In Other Worlds: Essays in Cultural Politics*. New York: Routledge, 1988. 102-24. Print.

Nivedita Menon: *Gender and Politics in India: Themes in Politics*

Gandhi, Nandita & Nandita Shah: *The Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India*

Nivedita Menon: *Gender and Politics in India: Themes in Politics*

Vandana Shiva: *Staying Alive: Women, Ecology and Development*

ENGAEC201-2: Academic Writing and Composition I [Credit 2 (L+T)]

Course Objective: This paper introduces students to the key concepts of Academic Writing and Composition. In today's competitive world, language skills, vocabulary and technical skills play a vital role in the growth of an individual. The present course makes an attempt to introduce some significant aspects of communication, distinctive features of academic writing, development of a thesis along with various other technical aspects of academic writing and composition. To familiarize the students with key concepts of Academic writing and Composition; and sharpen their writing and argumentative skills besides making them well-equipped for various academic, non-academic and technical jobs.

Course Outcome: Students will be able to draft various academic and technical writings, letters, notices, agendas and minutes effectively. They will be able to master various aspects of academic writing and execute it effectively.

Contents:

Unit 1 (1 Credit)

Communication: Language and Communication, difference between speech and writing, distinct features of speech, distinct features of writing; Writing skills, selection of topic, thesis statement, developing the thesis introductory, developmental, transitional and concluding paragraphs, linguistic unity, coherence and cohesion, descriptive, narrative, expository, persuasive and argumentative writing.

Unit 2 (1 Credit)

Technical Writing: Scientific and technical subjects; formal and informal writings; reports, handbooks, manuals, letters, memorandum, notices, agenda, minutes; common errors to be avoided.

Primary Texts:

Knight, Rachael-Anne. 2012. *Phonetics: A Coursebook*. Cambridge: Cambridge University Press. Unit 1.

Kumar, V. 2018. *Business Communication*. New Delhi: Kalyani Publishers. Chapter 1, 5, 7, 12, 13, 15, 18.

Mahanta, Tora & A. Debnath. 2017. *Business Communication*. Guwahati: Ashok Book Stall. Unit 1-6.

Yule, George. 1985. *The Study of Language*. 2nd Ed. Cambridge: Cambridge University Press. Chapter 1-3.

Suggested Readings:

Daniel G. Riordan & Steven A. Panley: "Technical report Writing Today"- Biztaantra

L. Hamp-Lyons and B. Heasley. *Study Writing: A Course in Writing English* for Academic and professional courses. Cambridge: CUP.

M. Frank. *Writing as Thinking: A Guided Process Approach*. Englewood Cliffs, Prentice Hall Regents.

R. Quirk, S. Greenbaum, G. Leech and J. Svartik. *A Comprehensive Grammar of the English Language*. London: Longman.

ENGSEC201-3 Translation Theory and Practice [Credit 3 (L+T)]

Course Objective: Translation plays a very crucial role in a multilingual and multicultural society. Translation act performs like a bridge between two cultures and societies. The objective is to familiarize students with some basic aspects of Translation Studies and its growth and development as a Discipline, its theories and practice.

Course Outcome: After the completion of this course, students would be able to study translation as a cultural process and interpretation act.

Contents:

Unit 1 Main issues of translation studies

- 1.1 The concept of translation
- 1.2 What is translation studies?
- 1.3 A brief history of the discipline
- 1.4 The Holmes/Toury 'map'
- 1.5 Developments since the 1970s

Unit 2 Translation theory before the twentieth century

- 2.0 Introduction
- 2.1 'Word-for-word' or 'sense-for-sense'?
- 2.2 Martin Luther 23
- 2.3 Faithfulness, spirit and truth 24
- 2.4 Early attempts at systematic translation theory: Dryden, Dolet and Tytler 25

(Chapter 1 and 2 from Jeremy Mundy's *Introducing to Translation Studies: Theories and Application*)

Unit3: Students will select specific text from any language and translate into their English. They submit their translations in the forms of assignment.

SEMESTER IV

ENGMAJ203-4 European Classical Literature [Credit 4 (L+T)]

Course Objective: There is a strong influence of European Classical tradition on the Emergence of various forms of literature in Europe and in other Western countries. This course will acquaint the students with the Greco-Roman classical tradition and its influence on British Literature.

Course Outcome: Students will be able to understand the relevance of classical literature and the seamless connection it has with literature from all over the world. It will give a sense of continuity and students shall be able to identify the classical forms and their convergence with or divergence from the contemporary literary forms/ genres.

Contents:

Homer. *The Iliad*, Book 1 and Book 2 tr. E.V. Rieu (Harmondsworth:Penguin,1985).

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

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

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

Horace. Satires I: 4, in *Horace: Satires and Epistles and Perseus: Satires*, tr. Niall Rudd (Harmondsworth: Penguin,2005).

Suggested Topics and Background of 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

Suggested Readings:

Aristotle, *Poetics*, translated with an introduction and notes by Malcolm Heath, (London: Penguin, 1996) chaps. 6–17, 23, 24, and 26.

Plato, *The Republic*, Book X, tr. Desmond Lee (London: Penguin,2007).

Horace, *Ars Poetica*, tr. H. Rushton Fairclough, *Horace: Satires, Epistles and Ars Poetica* (Cambridge Mass.: Harvard University Press, 2005) pp.451–73.

ENGMAJ204-4 British Literature: 18th Century [Credit 4 (L+T)]

Course Objective: The Objective of the course is to acquaint the students with the major cultural political, religious and social influences of the 18th century on literature. This was also the period when Europe was expanding its colonial limits across the world. Such transformations could be seen in the rise of individualism and its associated consequences. Course Outcome: Students will be able to identify the concepts like Homo economicus, individualism and Enlightenment discourse of rationality and its continuing relevance. How such forms of literature

gave birth to the utilitarian principles that engulfed 19th-century Europe and its impact on the colonized nations.

Contents:

Fiction (2 Credits)

Daniel Defoe: *Robinson Crusoe* (1719)

Henry Fielding: *The History of Tom Jones, a Foundling* (1749)

Essay (2 Credits)

Joseph Addison: “Household Superstitions”; “Lampoons”

Richard Steele: “A Defense of Ugliness”; “Good-Humour”

Oliver Goldsmith: “The Theatre; or, A Comparison between Sentimental and Laughing Comedy.”

Samuel Johnson: “Richard Savage”; “Alexander Pope” from *Lives of the Most Eminent English Poets*

Suggested Topics and Background of Prose Readings for Class Presentations Topics

The Enlightenment

The Country and the City

The Novel and the Periodical Press

Homo Economicus

Individualism

Justice

Utilitarianism

Suggested Readings:

John Stuart Mill: *Utilitarianism and On Liberty: Including 'Essay on Bentham' and Selections from the Writings of Jeremy Bentham and John Austin*

Michael Sandel: *Justice: What's the Right Thing to Do?* Farrar, Straus and Giroux, 2008

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

Daniel Defoe: ‘The Complete English Tradesman’ (Letter XXII), ‘The Great Law of Subordination Considered’ (Letter IV), and ‘The Complete English Gentleman’, in *Literature and Social Order in Eighteenth-Century England*, ed. Stephen Copley (London: Croom Helm, 1984).

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

Course Objective: Although Romances and romantic literature have different connotations, British Romantic Literature specifically indicates the writings between 1798 to mid the 19th Century. This period is specifically relevant because of the socio-political and cultural transformation that was going on in Europe. The objective of this course is to inform students about the lasting impression of the French Revolution on British writers. Apart from the French ideal of liberty, equality and fraternity; British Romantic literature also highlights a transhumanist approach with the publication of *Frankenstein*, in that they were concerned about the natural world and men's relation with it.

Course Outcome: Students will be able to identify the ideals of the French Revolution and its lasting impact on world literature. They will understand how literature can be instrumental to bring social changes. They will be acquainted with ideas relating to Environmental Humanities and critical approaches like Deep Ecology and Ecocriticism.

Contents:

Poetry (2 Credits)

William Blake: 'The Lamb', 'The Chimney Sweeper' (from *The Songs of Innocence* and *The Songs of Experience*), 'The Tyger' (*The Songs of Experience*); 'Introduction' to *The Songs of Innocence*

Robert Burns: 'A Bard's Epitaph', 'Scots Wha Hae'

William Wordsworth: 'Tintern Abbey', 'The Prelude'

Samuel Taylor Coleridge: 'Kubla Khan', 'Dejection: An Ode', 'Lord George Gordon'

Lord Byron: 'Childe Harold's Pilgrimage: canto III, verses 36–45
(lines 316–405); canto IV, verses 178–86 (lines 1594–674)

Percy Bysshe Shelley: 'Ode to the West Wind', 'Ozymandias', 'Hymn to Intellectual Beauty'

John Keats: 'Ode to a Nightingale', 'To Autumn', 'On First Looking into Chapman's Homer'

Fiction (2 Credits)

Mary Shelley: *Frankenstein*

Walter Scott: *Ivanhoe*

Suggested Topics and Background of Prose Readings for Class Presentations

Reason and Imagination

Conceptions of Nature

Literature and Revolution

The Gothic

The Romantic Lyric

Transhumanism and Posthumanism

Ecocriticism

Deep Ecology

Environmentalism

Environmental Humanities

French Revolution

Reign of Terror and Disillusionment

Impact of Romantic Literature in India
Colonialism and French Revolution
British Occupation of India

Suggested Readings:

Jean Jacques Rousseau: *The Social Contract*
E.P Thomas: *The Romantics*. New York: New Press, 1997
Raymond Williams: *The Country and the City*, Vintage
Edward Dowden: *The French Revolution and English Literature*, Forgotten Books, 2019
Pamela Clemit: *The Cambridge Companion to British Literature of the French Revolution in the 1790s*, Cambridge University Press.
Warren Roberts: *Jane Austen and the French Revolution*
William Wordsworth: 'Preface to Lyrical Ballads', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp.594–611.
John Keats, 'Letter to George and Thomas Keats, 21 December 1817', and 'Letter to Richard Woodhouse, 27 October, 1818', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 766–68, 777–8.
Jean-Jacques Rousseau, 'Preface' to *Emile or Education*, tr. Allan Bloom (Harmondsworth: Penguin, 1991).
Samuel Taylor Coleridge, *Biographia Literaria*, ed. George Watson (London: Everyman, 1993) chap. XIII, pp.161–66.
Greg Gerrard: *Ecocriticism*, Routledge

ENGMIN202-4 Classical and Neo-Classical Literary Criticism [Credit 4 (L+T)]

Course Outcome: To acquaint the students with classical forms of criticism.

Course Objective: The students will be able to appreciate the various schools of thought and forms of literary criticism.

Contents:

Plato: Republic Book II, III & X

Aristotle: *Poetics* (Chapter 1 – “The Preliminaries to the Definition of Tragedy”, Chapter 2 – “The Nature of Tragedy”)

Longinus: *On Sublimity*

Philip Sidney: “An Apology for Poetry”

Alexander Pope: “An Essay on Criticism”

Samuel Johnson: “Preface to Shakespeare”

Suggested Reading:

Cheney, Patrick, and Frederick A De Armas. *European Literary Careers: The Author from*

Antiquity
to the Renaissance. Toronto: University of Toronto Press, 2002. Print.

Habib, M. A. R. Literary Criticism from Plato to the Present. Chichester, West Sussex, U.K.: Wiley-Blackwell, 2011. Print.

Kennedy, George Alexander. The Cambridge History of Literary Criticism, Vol. 1: Classical Criticism. Cambridge: Cambridge University Press, 1989. Print.

Kulkarni Anand B. and Chaskar Ashok G. An Introduction to Literary Criticism and Theory. Orient Blackswan, Hyderabad, 2015

Leitch, Vincent B, et al, eds. The Norton Anthology of Theory and Criticism. New York, NY: W. W. Norton & Co., 2010. Print.

Murray, Penelope and Dorsch, T. Classical Literary Criticism. London: Penguin Books. 2000. Print.

Norton, Glyn P. The Cambridge History of Literary Criticism, Vol. 3: The Renaissance. Cambridge: Cambridge university press, 1999. Print.

Vickers, Brian. English Renaissance Literary Criticism. Oxford: Clarendon Press, 1999. Print.

ENGAEC202-2 Academic Writing and Composition 2 [Credit 2 (L+T)]

Course Objective: This paper introduces students to the advanced level of Academic Writing and Composition. The present course attempts to introduce students to the basic differences between academic and non-academic writing and make them familiar with the different conventions of academic writing. This apart, students are also introduced to critical thinking, creative writing, academic jargon, approaches and strategies, interpretation of literature, grammar and composition. To present an effective writing strategy along with the introduction of academic writing features like arguments, facts, evidence, tone, patterns and practices. Course Outcome: After completing the course students will be able to differentiate between academic, non-academic and quality writing. They will be able to master various approaches, methods and techniques of academic writing.

Contents:

Unit 1: (1 Credit)

Definition, Difference between Academic and Non-Academic Writing, Conventions of Academic Writing, Quality writing, Summarizing and Paraphrasing, Critical Thinking, Creative

Writing, Academic Jargons, Importance of Academic Writing; Approaches to Academic Writing, Audience, Purpose and Strategy, Stages of Writing Process (Planning, Drafting, Editing etc.), Structure and Writing Style, Flow and Presentation, Structuring an argument, Problems with opaque writing, Grammar and Composition

Unit 2: (1 Credit)

Writing general specific texts, Summarizing and Paraphrasing, Proof-reading, Interpretation of Literature (Poetry, Drama, Novel, Short story), Citing Resources, Bibliography and References, Book review, Plagiarism

Primary Texts:

Alfred C. O'Connell Library. *APA Stylesheet*.

Halder, Dulal Dev. 2016. *Academic Writing and Composition: A Handbook*. Book Age Publication.

Fromkin, V., R. Rodman & Nina Hyams. 2003. *An Introduction to Language*. 7th ed. United States: Heinle, Thomson. Chapter 12.

Suggested Readings:

Daniel G. Riordan & Steven A. Panley: "Technical report Writing Today"- Biztaantra
L. Hamp-Lyons and B. Heasley. *Study Writing: A Course in Writing English* for Academic and professional courses. Cambridge: CUP.

M. Frank. *Writing as Thinking: A Guided Process Approach*, Englewood Cliffs, Prentice Hall Regents.

PGCTE Materials. 2012. *Literature and its Contexts* in "Interpretation of Literature". Block I-V. Hyderabad: EFLU.

R. Quirk, S. Greenbaum, G. Leech and J. Svartik. *A Comprehensive Grammar of the English Language*, Longman, London.

ENGINT201-2 Internship [Credit 2]

To be decided by the college in consultation with the University.