

FYUGP-CBCS

NOWGONG COLLEGE
(Autonomous)



SYLLABUS

Department of English

Learning Outcome-based Curriculum Framework (LOCF) of
Four Year Undergraduate Programme
Choice-based Credit System with flexibility

Effective from Academic Year 2023-24

Syllabus is approved in Academic Council, Nowgong College (Autonomous)
Dated: 30th June, 2023

Introduction to Programme:

B.A. English under NEP 2020 is a four-year undergraduate programme with multiple exits and entries, for which an intermediate(10+2) qualification is essential. The programme, included under humanities and arts introduces the students to the development of English language and literature through the different ages. The syllabus is designed to give the learners the knowledge on themes and topics in the discipline of English.

Programme Objectives: This programme aims to facilitate the students

- To know about the various literary forms and texts across the world.
- To understand literature as interpreted from various perspectives.
- To understand the author's point of view and appreciate a piece of literature.
- To delve into critical thinking and develop their own perception.
- To interpret literature as a representation of human life and psychology.

Programme Learning Outcome: This programme aims to introduce the students with the basics of English literature and the ever widening scope of the subject. It is designed to build up a strong base that will enable the students to get into the literal meaning of the texts and identify the literary techniques. Besides providing the students with a thorough knowledge of the ages and traditions of English literature, this programme intends to introduce them to contemporary literatures from northeast India in English translation. Overall the students will be familiarised with the different approaches, trends, genres, practices and critical thinking that will develop their critical perspective and creativity and make them competent enough to opt for careers in many fields and also to pursue higher studies, such as a Master's degree in English Literature or Journalism and Mass Communication.

Teaching Learning Process: The curriculum is designed in a systematic way, to promote effective and meaningful learning. It ensures that the students are able to understand, analyse, appreciate and critically engage themselves with literary texts written in English. They are encouraged to form their own perspectives and develop their level of understanding and appreciating literature. Theory and practical classes ascertain two way communications in the class that boosts students' participation.

Teaching Pedagogy: The pedagogical method in classroom teaching necessitates interaction, discussion, lectures, presentations, screening of video clippings, class tests and assignments.

Course and Credit Structure with Names of Papers

Semester	Major (Maj)	Minor (Min.)	Inter- Disciplinary	AEC	SEC	VAC (Any Two in each Semester)	Research project/ Dissertation/ Internship	Total Credits
1 st Sem.	ENGL-MAJ- 1014 (History of English Literature I)	ENGL-MIN- 1014 (History of English Literature I)	ENGL-IDC- 1014 (Gender Studies)	ASSA/HIND/ BENG/ -AEC- 1012 Jugajogmulok Axomiya/ Vyakaran Evam Vyavaharik Hindi/Byowo haric Bangla – I Business English: Networking (Online)	ENGL-SEC- 1014 (English Communication and Skill Training)	UNIN-VAC-1012 (Understanding India) ENSC-VAC-1012 (Environmental Science) NASS-VAC-1012 (National Service Scheme) Online Courses: 1. OUFU-VAC-1012 Our Energy Future 2. PHSR-VAC-1012 Philosophy, Science and Religion 3. MOTH-VAC-1012 Model Thinking (Any Two)	Students exiting the program after securing 44 credits will be awarded UG certificate in the relevant discipline/ subject provided they secure additional 4 credits in work based Vocation Courses offering during summer term for internship/ apprenticeship in addition to 6 credits from Skill based Courses earned during 1 st & 2 nd Semester	22
2 nd Sem.	ENGL-MAJ-	ENGL-MIN-	ENGL-IDC-	Offline Courses:	ENGL-SEC-	Offline Courses: DITS-VAC-2012		

	2014 (History of English Literature II)	2014 (History of English Literature II)	2014 (English Language Teaching)	ENGL-AEC-2012 (English and Mass Communication) Online Courses: Business English: Management and Leadership (Infosys Springboard)	2014 (The Art & Craft of Creative Writing) Online Courses: Fundamental Skills on Python Programming & IoT (Infosys Springboard)	(Digital Technological Solutions) YOMH-VAC-2012 (Yoga and Mental Health) NACC-VAC-2012 (National Cadet Corps) Online Courses: Fundamental of Artificial Intelligence (Infosys Springboard) (Any Two)		22
--	---	---	----------------------------------	--	---	--	--	----

Certificate after 1 year (Total Credit = 44)

3 rd Sem.	ENGL-MAJ-3014 (British Literature : 14th to 18th Centuries)	ENGL-MIN-3014 (English Drama)	ENGL-IDC-3014 (Cultural Studies)	ASSA/HIND/ BENG-AEC-3012 (Byowoharic Axomiya /Karyalayi Hindi/Byowoh	ENGL-SEC-3014 (Translation: Principles and Practice)		Students exiting the program after securing 88 credits will be awarded UG Diploma in the relevant discipline/ subject provided they secure	22
	ENGL-MAJ-3024 (British							

	Romantic and Victorian Literature)			aric Bangla II)				additional 4 credits in Skill based Vocation Courses offered 2 nd year summer term.	
4 th Sem.	ENGL-MAJ-4014 (Literature of the 20th Century and After)	ENGL-MIN-4014 [History of Indian Writings in English Part1(Pre Independence)]		ENGL-AEC-4012 (Academic Writing)					22
	ENGL-MAJ-4024 (European Classical Literature)								
	ENGL-MAJ-4034 (Indian Classical Literature)								
	ENGL-MAJ-4044 (Literature of								

the Indian Diaspora)								
-------------------------	--	--	--	--	--	--	--	--

Diploma after 2 years (Total Credit = 88)

5 th Sem.	ENGL-MAJ-5014 (Literary Criticism I)	ENGL-MIN-5014 [History of Indian Writings in English Part 2(Post Independence)]						ENGL –INTE-5012 (Internship)	22
	ENGL-MAJ-5024 (Twentieth Century Drama)								
	ENGL-MAJ-5034 (Postcolonial Literature)								
	ENGL-MAJ-5044 (Women’s Writing)								

	ertation)							
Degree after 3 years (with Major/Minor) (Total Credit = 132)								
7 th Sem.	ENGL-MAJ-7014 (Migration Literature)	ENGL-MIN-7014 (English Language Teaching)				REET- VAC-7012 (Research Ethics)	REME-MAJ-7044 (Research Methodology)	22
	ENGL-MAJ-7024 Gender and Queer Literature)							
	ENGL-MAJ-7034 (Socio Cultural and Literary History of North East India)							
8 th Sem.	ENGL-MAJ-8014 (Literature and	ENGL-MIN-8014 (English in Performing Arts)				INPR-VAC-8012 (Intellectual Property Right)	ENGL-DISS-80112 (Dissertation) (Those who are	

	Anthropocen e)						undertaking Research Project or Dissertation) OR	22
							ENGL-MAJ-8024(Common wealth Literature)	
							ENGL-MAJ-8034(The Writer and Society)	
							ENGL-MAJ-8044 (World Literatures) (Those who are not undertaking Research	

								Project or Dissertation)	
Degree after 4 years (with Honours/ by Research) (Total Credit = 176)									176

- N.B.: 1. 4 credit papers = 100 marks (60T+20IA+20P)
 2. 2 credit papers (except AEC) = 50 marks (30T+10IA+10P)
 3. 2 credit papers (Only AEC) = 50 marks (40T+10IA)

Question Pattern:

- For 100 marks papers [1 marks x 7 (no option) , 2 marks x 4(no option) , 5 marks x 3 (5 options), 10 marks x 3 (5 options)]
- For 50 marks papers [1marks x 4 (no option), 2 marks x 3 (no option), 5 marks x 2 (4 options), 10 marks x 1 (2 options)]
- For AEC 50 marks papers [1 marks x 4 (no options) , 2 marks x 3 (no options), 5 marks x 2 (4 options), 10 marks x 2 (4 options)]

Details of Semester-wise Courses:

Semester	Course Type	Course Name	Credits	Marks
Semester-I	Major Course	History of English Literature I	4	100
	Minor Course	History of English Literature I	4	100
	IDC	Gender Studies	4	100
	SEC	English Communication and Skill Training	4	100
	VAC	UNIN-VAC-1012 (Understanding India) ENSC-VAC-1012 (Environmental Science) NASS-VAC-1012 (National Service Scheme)	2	50
Semester-II	Major Course	History of English Literature II	4	100
	Minor Course	History of English Literature II	4	100
	IDC	English Language Teaching	4	100
	AEC	English and Mass Communication	2	50
	SEC	The Art and Craft of Creative Writing	4	100
	VAC	DITS-VAC-2012 (Digital Technological Solutions) YOGA-VAC-2012 (Yoga and Mental Health) NACC-VAC-2012 (National Cadet Corps)	2	50
Certificate after 1 year				
Semester-III	Major Course	British Literature: 14th to 18th Centuries	4	100
		British Romantic and Victorian Literature	4	100
	Minor Course	English Drama	4	100
	IDC	Cultural Studies	4	100

	SEC	Translation: Principles and Practice	4	100
Semester-IV	Major Course	Literature of the 20th Century and After	4	100
		European Classical Literature	4	100
		Indian Classical Literature	4	100
		Literature of the Indian Diaspora	4	100
	Minor Course	History of Indian Writings in English Part1(Pre Independence)	4	100
	AEC	Academic Writing	2	50
Diploma after 2 years				
Semester-V	Major Course	Literary Criticism I	4	100
		Twentieth Century Drama	4	100
		Postcolonial Literature	4	100
		Women's Writing	4	100
	Minor Course	History of Indian Writings in English Part 2(Post Independence)	4	100
Semester-VI	Major Course	Literary Criticism II	4	100
		Partition Literature	4	100
		Northeast Literature	4	100
		Literature and Cinema	4	100
		Project (Library or Archive Visit)	2	50
	Minor Course	Popular Literature	4	100
Degree after 3 years (with Major/Minor)				
Semester-VII	Major Course	Migration Literature	4	100
		Gender and Queer Literature	4	100
		Socio Cultural and Literary History of North East India	4	100
		Research Methodology	4	100
	Minor Course	English Language Teaching	4	100
		Research Ethics	2	50
Semester-	Major Course	Literature and Anthropocene	4	100
	Minor Course	English in Performing Arts	4	100

VIII	Intellectual Property Rights		2	50
	Dissertation /	Dissertation/ Project	12	300
	Major Course	Commonwealth Literature (Those who not undertaking Research Project or Dissertation)	4	100
		The Writer and Society (Those who not undertaking Research Project or Dissertation)	4	100
World Literatures (Those who not undertaking Research Project or Dissertation)		4	100	
Degree after 4 years (with Honours/by Research)				

Details of the Courses in the Programme

MAJOR COURSE:

Semester 1: ENGL-MAJ-1014 History of English Literature I

Semester 2: ENGL-MAJ-2014 History of English Literature II

Semester 3: ENGL-MAJ-3014 British Literature: 14th to 18th Centuries

Semester 3: ENGL-MAJ-3024 British Romantic and Victorian Literature

Semester 4: ENGL-MAJ-4014 Literature of the 20th Century and After

Semester 4: ENGL-MAJ-4024 European Classical Literature

Semester 4: ENGL-MAJ-4034 Indian Classical Literature

Semester 4: ENGL-MAJ-4044 Literature of the Indian Diaspora

Semester 5: ENGL-MAJ-5014 Literary Criticism I

Semester 5: ENGL-MAJ-5024 Twentieth Century Drama

Semester 5: ENGL-MAJ-5034 Postcolonial Literature

Semester 5: ENGL-MAJ-5044 Women's Writing

Semester 6: ENGL-MAJ-6014 Literary Criticism II

Semester 6: ENGL-MAJ-6024 Partition Literature

Semester 6: ENGL-MAJ-6034 Northeast Literature

Semester 6: ENGL-MAJ-6044 Literature and Cinema

Semester 6: ENGL-MAJ-6052 Project (Library or Archive Visit)

Semester 7: ENGL-MAJ-7014 Migration Literature

Semester 7: ENGL-MAJ-7024 Gender and Queer Literature

Semester 7: ENGL-MAJ-7034 Socio Cultural and Literary History of North East India

Semester 7: REME-MAJ-7044 Research Methodology

Semester 8: ENGL-MAJ-8014 Literature and Anthropocene

MINOR COURSE:

Semester 1: ENGL-MIN-1014 History of English Literature I

Semester 2: ENGL-MIN-2014 History of English Literature II

Semester 3: ENGL-MIN-3014 English Drama

Semester 4: ENGL-MIN-4014 History of Indian Writings in English Part1 (Pre Independence)

Semester 5: ENGL-MIN-5014 History of Indian Writings in English Part 2(Post Independence)

Semester 6: ENGL-MIN-6014 Popular Literature

Semester 7: ENGL-MIN-7014 English Language Teaching

Semester 8: ENGL-MIN-8014 English in Performing Arts

INTER-DISCIPLINARY COURSE:

Semester 1: ENGL-IDC-1014-History of English Literature I

Semester 2: ENGL-IDC-2014: History of English Literature II

Semester 3: ENGL-IDC-3014- Cultural Studies

ABILITY ENHANCEMENT COURSE:

Semester 2: ENGL-AEC-2012 English and Mass Communication

Semester 4: ENGL-AEC-4012 Academic Writing

SKILL ENHANCEMENT COURSE:

Semester 1: ENGL-SEC-1014 English Communication and Skill Training

Semester 2: ENGL-SEC-2014 The Art and Craft of Creative Writing

Semester 3: ENGL-SEC-3014 Translation: Principles and Practice

DISSERTATION /PROJECT/ MAJOR COURSE:

Semester 8: ENGL-DISS-80112 Dissertation/ Project

Semester 8: ENGL-MAJ-8024 Commonwealth Literature (Those who not undertaking Research Project or Dissertation)

Semester 8: ENGL-MAJ-8034 The Writer and Society (Those who not undertaking Research Project or Dissertation)

Semester 8: ENGL-MAJ-8044 World Literatures (Those who not undertaking Research Project or Dissertation)

MAJOR COURSE

SEMESTER I

Course Code: ENGL-MAJ-1014

Course Paper: History of English Literature I

Credit: 04(3T+1P)

Lectures: 45T+ 15P

Marks: 100 (60T + 20P + 20IA)

Objectives: This paper aims

- To introduce the students to the major literary forms in the History of English Literature.
- To acquaint the students to the historical development of every literary form through the various periods of English Literature.
- To give the students an understanding of the expansion of study of English writing in the global context.

Learning Outcome: This paper will help the students to understand the contexts that have paved the path for the emergence of various literary forms and individual texts in the History of English Literature. They will be motivated to explore and analyse the literary texts that are representatives of the forms and age they were produced.

CONTENTS-

Theory

UNIT I: Medieval to Renaissance:

- Dream Vision Poetry: Langland, Gower & Lydgate
- Chaucer and Narrative Poetry
- Medieval Drama: Malory & Skelton, Miracles, Moralities and Interludes

UNIT II: Elizabethan & Jacobean

- The Early Sixteenth century
- Marlowe and the University Wits
- Elizabethan Stage: Shakespeare
- Jacobean Drama: Webster, Ben Jonson

UNIT III: Puritan & Restoration

- Metaphysical and Cavalier Poetry
- John Milton & Epic Poetry
- Bacon & the Aphoristic Essay
- Dryden & the Mock Heroic Verse

UNIT IV: The 18th Century

- Swift, Pope and Johnson
- Eighteenth Century Novel
- The Periodicals: Addison & Steele
- Goldsmith, Sheridan and the Sentimental Drama

Practical/Presentation: Topics to be selected based on course content of the theory

Suggested Readings:

1. Anderson, Linda. *Autobiography*, London and New York: Routledge, 2001.
2. Birch, Dinah. ed. *The Oxford Companion to English Literature* (7th edition, 2009).
3. Evans, Ifor. *A Short History of English* : Penguin; 4th edition (14 May, 1990).
4. Greenblatt Stephened. *The Norton Anthology of English Literature* (All volumes - for library) (10th edition, 2018).
5. Olney, James. *Memory and Narrative: The Weave of Life Writing*, Chicago: University of Chicago Press 1998.
6. Peck, John, Coyle, Martin. *A Brief History of English Literature*: Bloomsbury Publishing PLC 2nd edn. (30 October, 2013).
7. Sanders, Andrew. *The Short Oxford History of English Literature*: Oxford; 3rd edn. (1 January, 2005).
8. Youngs, Tim. *The Cambridge Introduction to Travel Writing*: Cambridge University Press, 27 May, 2013.

SEMESTER II
Course Code: ENGL-MAJ-2014
Course Paper: History of English Literature II
Credit: 04(3T+1P)

Lectures: 45T+ 15P

Marks: 100 (60T + 20P + 20IA)

Objectives: This paper aims

- To introduce the students to the major literary forms in the History of English Literature.
- To acquaint the students to the historical development of every literary form through the various periods of English Literature.
- To give the students an understanding of the expansion of study of English writing in the global context.

Learning Outcome: This paper will help the students to understand the contexts that have paved the path for the emergence of various literary forms and individual texts in the History of English Literature. They will be motivated to explore and analyse the literary texts that are representatives of the forms and age they were produced.

CONTENTS-
Theory

UNIT I: The Romantic Period

- Blake, Wordsworth and the Romantics
- The Gothic novel
- Walter Scott and the historical novel
- Jane Austen and the Novel of Manners
- Personal Essay: Lamb & Hazlitt

UNIT II: The Victorian Period

- Victorian poetry: Tennyson, Browning, Arnold
- Victorian Prose: Darwin, Carlyle, J.S. Mill
- The Pre- Raphaelites
- The Victorian Novel : Dickens, Thackeray
- The Victorian Women Novelists
- Hardy & the Late Victorians

UNIT III: The Modern Period

- The Colonial Expansion: Kipling & Conrad
- The Avant Garde & the Modernist Movements
- Twentieth Century Poetry: Yeats, Eliot & the Auden Circle
- Modernism and the Novel: Joyce, Woolf, Forster, Lawrence
- Twentieth-century Drama: Irish Theatre, Epic Theatre, Shaw & the Problem Play

UNIT IV: The Post War & Postmodern Period

- Postmodernism and the novel: Osborne, Pinter, Beckett, Stoppard
- Post war and Postmodern poetry: Dylan Thomas, Philip Larkin, Seamus Heaney, Ted Hughes
- Post war and postmodern novel: Milan Kundera, Salman Rushdie, Doris Lessing etc.
- Post colonialism and the New Literatures

Practical/Presentation: Topics to be selected based on course content of the theory

Suggested Readings:

1. Anderson, Linda. *Autobiography*, London and New York: Routledge, 2001.
2. Birch, Dinah. ed. *The Oxford Companion to English Literature* (7th edition, 2009).
3. Evans, Ifor. *A Short History of English*: Penguin; 4th edition (14 May, 1990).
4. Greenblatt Stephened. *The Norton Anthology of English Literature* (All volumes - for library) (10th edition, 2018).
5. Olney, James. *Memory and Narrative: The Weave of Life Writing*, Chicago: University of Chicago Press 1998.
6. Peck, John, Coyle, Martin. *A Brief History of English Literature*: Bloomsbury Publishing PLC 2nd edn. (30 October, 2013).
7. Sanders, Andrew. *The Short Oxford History of English Literature*: Oxford; 3rd edn. (1 January, 2005).
8. Youngs, Tim. *The Cambridge Introduction to Travel Writing*: Cambridge University Press, 27 May, 2013.

MINOR COURSE

SEMESTER 1

Course Code: ENGL-MIN-1014

Course Paper: History of English Literature I

Credit: 04(3T+1P)

Lectures: 45T+ 15P

Marks: 100 (60T + 20P + 20IA)

Objectives: This paper aims

- to introduce the students to the major literary forms in the History of English Literature.
- to acquaint the students to the historical development of every literary form through the various periods of English Literature.
- to give the students an understanding of the expansion of study of English writing in the global context.

Learning Outcome: This paper will help the students to understand the contexts that have paved the path for the emergence of various literary forms and individual texts in the History of English Literature. They will be motivated to explore and analyse the literary texts that are representatives of the forms and age they were produced.

CONTENTS-

Theory

UNIT I: Medieval to Renaissance:

- Dream Vision Poetry: Langland, Gower & Lydgate
- Chaucer and Narrative Poetry
- Medieval Drama: Malory & Skelton, Miracles, Moralities and Interludes

UNIT II: Elizabethan & Jacobean

- The Early Sixteenth century
- Marlowe and the University Wits
- Elizabethan Stage: Shakespeare
- Jacobean Drama: Webster, Ben Jonson

UNIT III: Puritan & Restoration

- Metaphysical and Cavalier Poetry
- John Milton & Epic Poetry
- Bacon & the Aphoristic Essay
- Dryden & the Mock Heroic Verse

UNIT IV: The 18th Century

- Swift, Pope and Johnson

- Eighteenth Century Novel
- The Periodicals: Addison & Steele
- Goldsmith, Sheridan and the Sentimental Drama

Practical/Presentation: Topics to be selected based on course content of the theory

Suggested Readings:

1. Anderson, Linda. *Autobiography*, London and New York: Routledge, 2001.
2. Birch, Dinah. ed. *The Oxford Companion to English Literature* (7th edition, 2009).
3. Evans, Ifor. *A Short History of English* : Penguin; 4th edition (14 May, 1990).
4. Greenblatt Stephen ed. *The Norton Anthology of English Literature* (All volumes - for library) (10th edition, 2018).
5. Olney, James. *Memory and Narrative: The Weave of Life Writing*, Chicago: University of Chicago Press 1998.
6. Peck, John, Coyle, Martin. *A Brief History of English Literature*: Bloomsbury Publishing PLC 2nd edn. (30 October, 2013).
7. Sanders, Andrew. *The Short Oxford History of English Literature*: Oxford; 3rd edn. (1 January, 2005).
8. Youngs, Tim. *The Cambridge Introduction to Travel Writing*: Cambridge University Press, 27 May, 2013.

SEMESTER II
Course Code: ENGL-MIN-2014
Course Paper: History of English Literature II
Credit: 04(3T+1P)

Lectures: 45T+ 15P

Marks: 100 (60T + 20P + 20IA)

Objectives: This paper aims

- to introduce the students to the major literary forms in the History of English Literature.
- to acquaint the students to the historical development of every literary form through the various periods of English Literature.
- to give the students an understanding of the expansion of study of English writing in the global context.

Learning Outcome : This paper will help the students to understand the contexts that have paved the path for the emergence of various literary forms and individual texts in the History of English Literature. They will be motivated to explore and analyse the literary texts that are representatives of the forms and age they were produced.

CONTENTS-
Theory

UNIT I: The Romantic Period

- Blake, Wordsworth and the Romantics
- The Gothic novel
- Walter Scott and the historical novel
- Jane Austen and the Novel of Manners
- Personal Essay: Lamb & Hazlitt

UNIT II: The Victorian Period

- Victorian poetry: Tennyson, Browning, Arnold
- Victorian Prose: Darwin, Carlyle, J.S. Mill
- The Pre- Raphaelites
- The Victorian Novel : Dickens, Thackeray
- The Victorian Women Novelists
- Hardy & the Late Victorians

UNIT III: The Modern Period

- The Colonial Expansion: Kipling & Conrad
- The Avant Garde& the Modernist Movements
- Twentieth Century Poetry: Yeats, Eliot & the Auden Circle
- Modernism and the Novel: Joyce, Woolf, Forster, Lawrence
- Twentieth-century Drama: Irish Theatre, Epic Theatre, Shaw & the Problem Play

UNIT IV: The Post War & Postmodern Period

- Postmodernism and the novel: Osborne, Pinter, Beckett, Stoppard
- Post war and Postmodern poetry: Dylan Thomas, Philip Larkin, Seamus Heaney, Ted Hughes
- Post war and postmodern novel: Milan Kundera , Salman Rushdie, Doris Lessing etc.
- Post colonialism and the New Literatures

Practical/Presentation: Topics to be selected based on course content of the theory

Suggested Readings:

1. Anderson, Linda. *Autobiography*, London and New York: Routledge, 2001.
2. Birch, Dinah. ed. *The Oxford Companion to English Literature* (7th edition, 2009).
3. Evans, Ifor. *A Short History of English* : Penguin; 4th edition (14 May, 1990).
4. Greenblatt Stephened. *The Norton Anthology of English Literature* (All volumes - for library) (10th edition, 2018).
5. Olney, James. *Memory and Narrative: The Weave of Life Writing*, Chicago: University of Chicago Press 1998.
6. Peck, John, Coyle, Martin. *A Brief History of English Literature*: Bloomsbury Publishing PLC 2nd edn. (30 October, 2013).
7. Sanders, Andrew. *The Short Oxford History of English Literature*: Oxford; 3rd edn. (1 January, 2005).
8. Youngs, Tim. *The Cambridge Introduction to Travel Writing*: Cambridge University Press, 27 May, 2013.

INTER-DISCIPLINARY COURSE

SEMESTER I

Course Code: ENGL-IDC-1014

Course Paper: Gender Studies

Credit: 04(3T+1P)

Lectures: 45T+ 15P

Marks: 100 (60T + 20P + 20IA)

Objectives:

1. The course aims to define gender as a concept of comprehension and social application.
2. The course aims at providing the basic understanding of the gender dynamics in the social system.
3. The course provides the yardstick to evaluate the socio- cultural differences and discriminations that prevail in the performance of gender.

Learning Outcome:

1. The students are expected to learn how 'gender' is not merely a category but a 'construct'.
2. The students are expected will learn to be aware about gender discriminations and shall be more gender sensitive and aware of their roles as a social individual.
3. The students can further carry forward extension and research activities by application of gender as an analytical tool.

CONTENTS:

Theory:

Unit -1 Introduction to Gender Studies

- Key Concepts in Gender Studies- Definitions, "Sex" vs "Gender", Patriarchy, Constructions of Masculinity and Femininity, Gender as Performance

Unit -2 Gender Studies as an academic discipline

- Gender diversities in education and profession
- Gendered education : Family, Culture, Identity
- Global and local trends and theories,
- Research Design and Methods- Survey, Exploratory, Diagnostic, Experimental, Action Research and case studies.

Unit -3 Contemporary Contestations-

- Intersex and Transgender Movements
- Idea of Queer
- Legislation and Rights of LGBTQ

Unit -4 Gender, Consumerism and Development

- Gender and emerging technology
- Role of media in constructing ideologies and gendered identities
- Market and Gender Construction
- Gender mainstreaming; Gender budgeting, Planning and Analysis.

Practical/Presentation: Topics based on the course content of theory are to be selected.

Suggested Readings

1. Bhasin Kamala(2000). Understanding Gender, Kali for Women: New Delhi.
2. Butler, Judith(2002) Gender Trouble, Routledge, Taylor & Francis : New York.
3. Evans, Mary and Carolyn H. Williams.(2012) Gender: The Key Concepts. Routledge, Taylor & Francis: New York.
4. Kaplan Karen. An Introduction to Women's Studies: Gender in a Transnational World.2 nd ed. Eds. Inderpal Grewal , New York: Mc Graw Hill, 2006.
5. Otnes, C. Cele & Zaver, Linda Tuncay, (2017). Eds. Gender, Culture and Consumer Behaviour. Routledge ,Taylor & Francis: New York.

SEMESTER II
PAPER CODE: ENGL-IDC-2014
PAPER NAME: English Language Teaching
Credit: 04(3T+1P)

Lectures: 45T+ 15P

Marks: 100 (60T + 20P + 20IA)

Objectives:

English Language enjoys the most prestigious reputation in the world, and it has a special identity for educational purposes in public schools and institutions providing higher education, at conferences, meetings, private offices. English Language has often been referred to as 'global language', the lingua franca of the modern era and currently the language most often taught as a second language around the world. In teaching English as a second language in the non-native context, ELT (English Language Teaching) will help English language learners to use their language acquisition device successfully through competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary.

Learning Outcomes:

The learner will be able to:

- Define basic language concepts;
- Describe the various Principles of Language Teaching;
- Have knowledge about various factors contributing to student's learning;
- Analyze the importance of English Language Teaching in India;
- Enumerate global use of the English language

CONTENTS:

Theory:

UNIT I: Principles and Theories for English Language Teaching

- Behaviourism
- Cognitivism
- Constructivism
- Social-constructivism
- Krashen's monitor
- Acculturation

UNIT II: Approaches of learning the English language

- Standards Based Approach
- Competency based approach
- Communicative Approach
- Content Based Approach
- Eclectic approach

UNIT III: Methods of learning the English language

- The grammatical translation method
- The Audio Lingual Method
- Communicative language teaching (CLT)
- Total physical response
- Community language learning
- The silent way
- The direct method
- Suggestopedia

UNIT IV: English Education in Independent India (1947-1965) up to the present

- The Advent of British Educational System
- English Education in India in the contemporary times

Practical/Presentation: Topics to be selected based on course content of the theory.

Suggested Readings:

1. Allen, J. P. B. (1994). General-Purpose Language Teaching: A Variable Focus Approach.
2. Freeman D.L., Anderson M.(2012).Techniques &Principles in Language Teaching. OUP
3. Johnson, K. (2008). An Introduction to Foreign Language Learning and Teaching. Pearson Longman.
4. Richard, Jack C. & Theodore S. Rodgers.(2000). Approaches and Methods in Language Teaching. Beijing: Foreign Language Teaching and Research Press.
5. Vyas, Manish. A. Patel Y. L. (2015) Teaching English as a Second Language: A New Pedagogy for a New Century: PHI Learning.
6. Varghese, P.C. Teaching English as a Second Language. Sterling Publishers Pvt. Ltd.
7. Mukherjee, A.(2009). This Gift of English: English Education and the Formation of Alternative Hegemonies in India .
8. English Language Teaching In India: The Shifting Paradigms by S P Dhanavel, McGraw Hill Education India. Author: S P Dhanavel Publisher : Mc Graw Hill Education India McGraw Hill Education (India) (27 January 2012)
9. Subject Lessons: The Western Education of Colonial India (Politics, History, and Culture) by Sanjay Seth
10. Koul, N. O.(2001). Language education in multilingual India

11. Cook, V. (2010). The relationship between first and second language acquisition revisited. In E.
12. Macaro (Ed.), The Continuum companion to second language acquisition (pp. 137–157). London, UK: Continuum.
13. Ur, P. (1999). A Course in Language Teaching, Cambridge : Cambridge University Press.

Ability Enhancement Course
SEMESTER II

Course Code: ENGL-AEC-2012

Course Paper: English and Mass Communication

Credit: 02

Lectures: 30T

Marks: 50 (40T + 10IA)

Objectives:

The main objectives of this paper are to-

1. Introduce to the students the very basic understanding of Mass Communication
2. Make them aware of the features, types and functions of media
3. Acquaint them with the basic practical aspects of media and journalism like writing, editing and presenting a news piece, an advertisement etc.

Learning Outcomes:

After learning the topics covered in this paper, the students will be able to-

1. Acquire fundamental knowledge of Mass Communication and Journalism and related study areas.
2. Empower themselves with knowledge of communication, professional and life skills.
3. Take up professional jobs and responsibilities in the field of Mass communication and Journalism
4. Promote one's own skill of news writing, mobile reporting, blogging etc.

CONTENTS-

Theory

UNIT-I:

1. Communication and Media:

- a. Definition of Communication
- b. Elements/Nature of Communication
- c. 7Cs of Communication
- d. Concept and Types of Media
- e. Characteristics of Media

2. Journalism and News Writing:

- a. Definition, Objectives and Nature of Journalism
- b. Types of Journalism
- c. Definition and elements of News
- d. Structure of a Daily Newspaper
- e. Articles, Editorials, Columns, Op-Ed writings etc.
- f. Mobile Journalism
- g. Writing a Report

UNIT-II:

1. Advertising:

- a. Concept, Function and Types of Advertising
- b. Writing an Advertisement

2. Reporting and Editing:

- a. Introduction to Reporting: First hand Observation, Interviews
- b. Concept and Principles of Editing
- c. Editorial Desk, Role and Position of an Editor

Suggested Readings:

1. Theories of Mass Communication; De Fleur, Melvin L. & Ball-Rokeach, Sandra J., Longman
2. Mc Quail's Mass Communication Theory; Mc Quail, D, New Delhi: Sage Publications
3. Shrivastava, K.M (2003). News Reporting and Editing, Sterling Publishers Private Limited
4. Kamath, M.V. (2005). The Journalist's Handbook. Vikas Publishing, New Delhi.
5. Jethwaney, Jaishri & Jain, Shruti(2012) , Advertising Management, OUP India
6. Raman, Usha. Writing for the Media, Oxford University Press
7. Lorenz, Alfred and Vivian, John. News Reporting & Writing. Pearson Education, Delhi.

Skill Enhancement Course

SEMESTER-I

Course Code: ENGL-SEC-1014

Course Paper: English Communication and Skill Training

Credit: 04(3T+1P)

Lectures: 45T+ 15P

Marks: 100 (60T + 20P + 20IA)

Course Objectives:

This course aims

- to develop the overall personality of the students by providing them with resources of soft skills.
- to make the students aware about the importance of soft skills and their role and contents.
- to introduce the students to the contents of soft skills through theoretical knowledge and practice.

Learning Outcome:

- The outcome of this course will be the development of effective communication skills in the students.
- The writing and documentation skills of the students will be improved.
- The confidence of the students will be boosted through this course.

CONTENTS-

Theory

UNIT I: Listening

- a) Listening to accuracy in language stress, intonation and sounds
- b) Listening to lectures, presentations and conversations in everyday context.

Unit II: Speaking/ Oral Communication

- a) Pronunciation Practice: Pronunciation of various words with different sound patterns
- b) Speech Rhythm and intonation patterns
- c) Communication skills participation

UNIT III: Compering

- a) Developing professional vocabulary
- b) Group Discussion
- c) Learning the presentation skills
- d) Non-verbal Communication (Using appropriate body language, facial expressions and eye contact)

UNIT IV: Anchoring

- a) Interview facing techniques and interview taking skills
- b) Creative thinking, problem solving and decision making
- c) Public speaking

Methodology:

Teaching will be based on lectures and demonstrations. Active involvement and participation of the students in the classroom will be encouraged to improve their communication skills. The listening and pronunciation skills of the students will be developed through practice in the language laboratory.

Practical/Presentation: Topics to be selected based on course content of the theory

Suggested Readings:

1. *English and Soft Skills*, S.P. Dhanavel, Orient Blackswan 2013.
2. *Basics of Communication in English*: Francis Sounderaj, MacMillan India Ltd. 2011.
3. *English for Business Communication*: Simon Sweeney, Cambridge University Press 1997.
4. *An Introduction to Professional English and Soft Skills*: Das, Cambridge University Press 2009.
5. *The Rise of the Creative Class: And how it's Transforming Work, Leisure, Community and Everyday life*: Florida, R., Basic Books, 2002.

SEMESTER II

Course Code: ENGL-SEC-2014

Course Paper: The Art and Craft of Creative Writing

Credit: 04(3T+1P)

Lectures: 45T+ 15P

Marks: 100 (60T + 20P + 20IA)

Course objectives:

- The course aims at providing an introduction to the foundations of creative writing.
- The course aims at familiarizing the students with the traditional and new modes of creative writing.
- The course intends to acquaint the students with the basic forms, literary devices and principles of creative writing.
- The course endeavours to encourage the students to be involved in creative writing.

Learning Outcomes:

At the end of the course the students will be able to –

- Distinguish between various literary genres.
- Acquaint oneself with various forms of literature and critically appreciate them.
- Learn about the new modes of creative writing.
- Write in the preferred areas of creative writing.

CONTENT:

Theory

Unit 1: Poetry

- i) Poetic forms
- ii) Rhyme, meter
- iii) Figurative language
- iv) History of the development of poetry

UNIT II: Fiction

- i) Short story and novel
- ii) Character, setting, plot and point of view
- iii) History of the development of short story and novel
- iv) Writing of flash fiction

Unit III: Non-Fiction

- i) Travelogue
- ii) Memoir
- iii) Journalistic writing
- iv) Book review

UNIT IV: Drama

- i) Action and dialogue
- ii) Stage and scenes,
- iii) Soliloquy
- iv) Climax
- v) History of the development of drama

Practical/Presentation: Topics to be selected based on course content of the theory

Suggested Readings:

1. Abrams, *M.H. Glossary of Literary Terms*. Boston: Wordsworth Publishing Company, 2005.
2. Bell, Julia and Magrs Paul. *TheCreative Writing Course Book: Forty Authors Share Advice and Exercises for Fiction and Poetry*. London: Macmillan, 2001.
3. Clark, Roy Peter. *WritingTools: 50 Essential Strategies for Every Writer*. US: Brown and Company, 2006.
4. Earnshaw, Steven. Ed. *TheHandbook of Creative Writing*. Edinburgh: EUP, 2007.
5. King, Stephen. *OnWriting: A Memoir of the Craft*. London: Hodder & Stoughton, 2000.
6. Srunck, William and White, E.B. *TheElements of Style*. London: Longman, 1999.
