

**STRUCTURE OF LOCF-CBCS  
UNDERGRADUATE COURSES  
OF STUDY IN ENGLISH  
w.e.f 2021-22**



**DEPARTMENT OF ENGLISH  
RAJIV GANDHI UNIVERSITY  
RONO HILLS, DOIMUKH  
ARUNACHAL PRADESH**

*[Handwritten Signature]*  
05/7/2021

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Rajiv-Gandhi-University  
Rono Hills, Doimukh (A.P.)

# LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK(LOCF)-CBCS SYLLABUS BA (Honours) in English

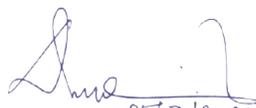
## Preamble

The BUGS constituted by the Rajiv Gandhi University, Doimukh, Arunachal Pradesh for Learning Outcomes-based Curriculum Framework (LOCF) –CBCS Syllabus for BA (Honours) in English have followed the UGC LOCF 2019 document while preparing the LOCF–CBCS Syllabus with the following global remarks taken into account:

i. The learning outcomes would help learners understand the objectives of studying BA (Honours) in English. Students by doing this programme will be better able to analyze, appreciate, understand and critically engage with literary texts written in English, approaching them from various perspectives and with a clear understanding of locations.

ii. It is significant to mention here that the BA (Hons.) English syllabus under CBCS and the LOCF recommendations has gone to adopt the syllabus considering the wider use value of the texts selected and suggested to help achieve various objectives of the BA (Hons.) English programme and arrive at the Programme Outcomes. The global, national and regional contexts of analysis and appreciation and the practical consideration to grant the students exposure and expertise for national level competitive tests and recruitment examinations have been kept in view while conforming to the choices and selections for a vibrant critical intellectual life for the students.

iii. Accordingly, the texts mentioned in the LOCF document and the organization of divisions / themes / genres / periods / authors / areas, etc. with the contexts identified in the course(s) have been taken as such realizing how important the exercise by the UGC committee has been in terms of insight and future utility.

  
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iv. The organization of the courses/papers has been worked into semesters/years keeping in consideration the credit load in a given semester with the ultimate end of outcomes of the course/programme.

v. Learning outcomes worked out with implied due justification in view of contexts, texts selected in the course and requirements of the stakeholders have been related to the objectives applicable from local and national perspectives.

vi. The overarching concern of the UGC LOCF committee in English to have definite and justifiable course outcomes and their realization by the end of the course/ programme has been duly appreciated by the BUGS-RGU.

vii. It is expected that the faculty concerned will make suitable pedagogical innovations, in addition to teaching/learning processes suggested in the LOC Recommendations, so that the Course/Programme learning outcomes can be achieved.

viii. Benefitting the students of B. A. (Honours) English in all the ways possible is the sole intent of the programme. It has content and related intellectual exercise to help produce persons better equipped to critically make sense of the world and to face life with courage and optimism in all circumstances and to contribute in substantial ways to improve the shared human destiny with determination and dignity.

**Programme Objectives for Bachelor’s Degree Programme in English Literature (Honours)**  
**(Adapted from The objectives of the LOCF in English)**

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

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

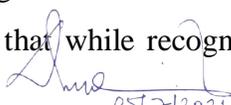
In order to maximize the advantages of LOCF, the objectives are synced to outcomes. So the LOCF document highlights (i) the basic philosophy of teaching English as an Honours subject; (ii) the core objectives of English (Literary Studies and Language through Literature) by way of imparting subject knowledge,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

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

Prospects of the Curriculum: Formulating graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes that are expected to be demonstrated by the holder of a degree student with Honours in English;

Core Values: Enabling prospective students, parents, employers and others to understand the nature and level of learning outcomes (knowledge, skills, attitudes and human and literary values) or attributes for English Literature (Honours);

Bridge to the World: Providing a framework to see the subject as a bridge to the world in such a way that while recognizing the different conditions in pluralistic society, the students also are

  
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aware of a core of shared values such as (i) a commitment to the knowledge to understand the world and how to make a contribution to it; (ii) development of each person's unique potential; (iii) respect for others and their rights; (iv) social and civic responsibility, participation in democratic processes; social justice and cultural diversity; and (v) concern for the natural and cultural environment;

Assimilation of Ability, Balance, harmony and Inclusiveness: Identifying and defining such aspects or attributes of English Literature (Honours) that a graduate of the subject should be able to demonstrate on successful completion of the programme of study;

Frame for National Standards: Providing a frame of reference for maintaining national standards with international compatibility of learning outcomes of English Literature (Honours) and academic standards to ensure global competitiveness, and to facilitate student/graduate mobility;

Pliability: Formulating outcomes that are responsive to social and technological changes in order that the pedagogy will meet student's needs arising from the changes. LOCF encourages effective use of new technologies as tools for learning and provide a balance between what is common to the education of all students and the kind of flexibility and openness required for education;

Pedagogy: Providing higher education institutions an important point of reference for designing teaching-learning strategies, assessing student learning levels, and periodic review of programmes and academic standards for English Literature (Honours) with shift from domain knowledge to processes of realising the outcomes;

Development: Providing HEIs a developmental approach through LOCF that would accommodate social needs and provide students a clear direction of learning.

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

1. Disciplinary Knowledge of English Literature and Literary Studies
2. Communication Skills

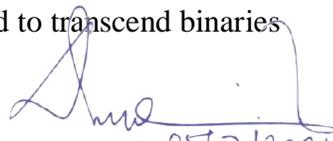
3. Critical Thinking
4. Analytical Reasoning
5. Problem Solving
6. Research-Related Skills
  
7. Self-Directing Learning
8. Multicultural Competence
9. Values: Moral and Ethical, Literary and Human
10. Digital Literacy

The details are explained in the sections that follow.

## **Graduate Attributes**

### **Disciplinary Knowledge:**

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

  
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**Communication Skills:**

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

**Critical Thinking:**

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

**Problem Solving:**

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

**Analytical Reasoning:**

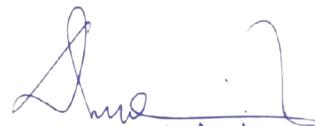
- a) ability to evaluate the strengths and weaknesses in scholarly texts spotting flaws in their arguments
- b) ability to use critics and theorists to create a framework and to substantiate one's argument in one's reading of literary texts

**Research-Related Skills:**

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

**Teamwork and Time Management:**

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



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**Scientific Reasoning:**

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

**Reflective Thinking:**

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

**Self-Directing Learning:**

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

**Digital Literacy:**

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

**Multicultural Competence:**

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

**Moral and Ethical Values:**

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

**Leadership Readiness:**

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

**Life-long Learning:**

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

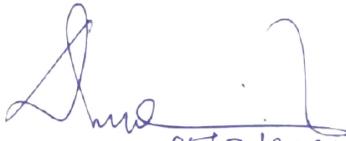
## Qualification descriptors for a bachelor's degree with English Honours

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

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

- Demonstrate the ability to share the results of academic and disciplinary learning through different forms of communication such as essays, dissertations, reports, findings, notes, etc, on different platforms of communication such as the classroom, the media and the internet
- Recognize the scope of English studies in terms of career opportunities, employment and lifelong engagement in teaching, publishing, translation, communication, media, soft skills and other allied fields
- Apply subject-specific skills in language and literature to foster a larger sense of ethical and moral responsibility among fellow humans in order to see and respect differences in and among various species and life-forms and learn to transcend them

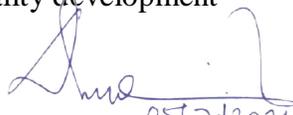
The programme will strengthen the student’s ability to draw on narratives that alert us to layers and levels of meaning and differences in situations and complexities of relations. Linguistic and literary competence should help the students identify, analyze and evaluate keys issues in the text and around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

  
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## Programme Learning Outcomes (BA Hons. English)

At the end of the programme students will be able to:

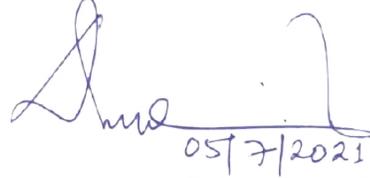
- demonstrate a set of basic skills in literary communication and explication of literary practices and process with clarity
- demonstrate a coherent and systematic knowledge of the field of English literature and Bhasha literatures in English showing an understanding of current theoretical and literary developments in relation to the specific field of English studies.
- display an ability to read and understand various literary genres and stylistic variations and write critically
- cultivate ability to look at and evaluate literary texts as a field of study and as part of the wider network of local and global culture
- demonstrate a critical aptitude and reflexive thinking to systematically analyze the existing scholarship and expand critical questions and the knowledge base in the field of English studies using digital resources.
- display knowledge to cultivate a better understanding of values – both literary values that aide us in literary judgment and also values of life at all stages; apply appropriate methodologies for the development of the creative and analytical faculties of students, their overall development of writing, including imaginative writing.
- recognize employability options in English studies programme as part of skill development and as career avenues open to graduates in today's global world such as professional writing, translation, teaching English at different levels, mass media, journalism, aviation communication and personality development



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- channelize the interests of the students and analytical reasoning in a better way and make more meaningful choices regarding career after completion of graduate programme
- to enable students to develop an awareness of the linguistic-cultural richness of India as an important outcome of English literary studies in India

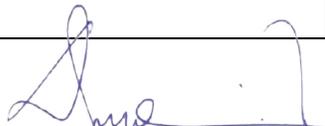


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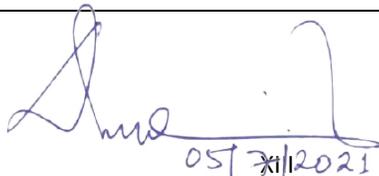
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**COURSE STRUCTURE: UNDERGRADUATE COURSE OF STUDY IN ENGLISH**

<b>CORE COURSES (C)</b>	
	<b>ENG-C-111:</b> INDIAN CLASSICAL LITERATURE
	<b>ENG-C-112:</b> EUROPEAN CLASSICAL LITERATURE
	<b>ENG-C-121:</b> INDIAN WRITING IN ENGLISH
	<b>ENG-C-122:</b> BRITISH POETRY AND DRAMA:14 <sup>TH</sup> TO 17 <sup>TH</sup> CENTURIES
	<b>ENG-C-211:</b> AMERICAN LITERATURE
	<b>ENG-C-212:</b> POPULAR LITERATURE
	<b>ENG-C-213:</b> BRITISH POETRY AND DRAMA: 17 <sup>TH</sup> AND 18 <sup>TH</sup> CENTURIES
	<b>ENG-C-221:</b> BRITISH LITERATURE: 18 <sup>TH</sup> CENTURY
	<b>ENG-C-222:</b> BRITISH ROMANTIC LITERATURE
	<b>ENG-C-223:</b> BRITISH LITERATURE: 19 <sup>TH</sup> CENTURY
	<b>ENG-C-311:</b> WOMEN’S WRITING
	<b>ENG-C-312:</b> BRITISH LITERATURE: THE EARLY 20 <sup>TH</sup> CENTURY
	<b>ENG-C-321:</b> MODERN EUROPEAN DRAMA
	<b>ENG-C-322:</b> POSTCOLONIAL LITERATURES
<b>ABILITY ENHANCEMENT COMPULSORY COURSE (A)</b>	
	<b>ENG-A-111:</b> ENGLISH FOR COMMUNICATION (English/MIL) (Common for B.A./B.Sc./B.Com.) OR <b>HIN-A- 111:</b> HINDI SIKSHAN
	<b>ENG-A-121:</b> ENVIRONMENTAL STUDIES (GEO AECC1- ENVIRONMENTAL STUDIES)

  
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<b>GENERIC ELECTIVE COURSES (To be Opted by Students with other Honours Subject)</b>	
	<b>ENG-G-114: ACADEMIC WRITING AND COMPOSITION</b>
	<b>ENG-G-124: MEDIA AND COMMUNICATION SKILLS</b>
	<b>ENG-G-215: LANGUAGE AND LINGUISTICS</b>
	<b>ENG-G-225: LANGUAGE, LITERATURE AND CULTURE</b>
<b>DISCIPLINE SPECIFIC ELECTIVE COURSES (D)</b>	
	<b>ENG-D-313Aa: MODERN INDIAN WRITING IN ENGLISH TRANSLATION</b> OR <b>ENG-D-313Ab: LITERATURE OF THE INDIAN DIASPORA</b>
	<b>ENG-D-314Aa: LITERARY CRITICISM</b> OR <b>ENG-D-314Ab: WORLD LITERATURES</b>
	<b>ENG-D-323Aa: PARTITION LITERATURE</b> OR <b>ENG-D-323Ab: RESEARCH METHODOLOGY</b>
	<b>ENG-D-324Aa: TRAVEL WRITING</b> OR <b>ENG-D-324Ab: AUTOBIOGRAPHY</b>
<b>SKILL ENHANCEMENT COURSES (S)</b>	
	<b>ENG-S-214a: ENGLISH LANGUAGE TEACHING</b> OR <b>ENG-S-214b: SOFT SKILLS</b>
	<b>ENG-S-224a: TRANSLATION STUDIES</b> OR <b>ENG-S-224b: CREATIVE WRITING</b>

  
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**(SEMESTER-WISE DISTRIBUTION)**

(w.e.f. 2021-22)

**Semester – I**

ENG-C-111: INDIAN CLASSICAL LITERATURE

ENG-C-112: EUROPEAN CLASSICAL LITERATURE

ENG-A-111: ENGLISH FOR COMMUNICATION (English/MIL) (Common for  
B.A./B.Sc./B.Com. OR

HIN-A- 111 HINDI SIKSHAN

ENG-G-114: ACADEMIC WRITING AND COMPOSITION

**Semester - II**

ENG-C-121: INDIAN WRITING IN ENGLISH

ENG-C-122: BRITISH POETRY AND DRAMA: 14<sup>TH</sup> TO 17<sup>TH</sup> CENTURIES

ENG-A-121: ENVIRONMENTAL STUDIES (Common for B.A./B.Sc./B.Com.)

GEO AECC1- ENVIRONMENTAL STUDIES

ENG-G-124: MEDIA AND COMMUNICATION SKILLS

**Semester - III**

ENG-C-211: AMERICAN LITERATURE

ENG-C-212: POPULAR LITERATURE

ENG-C-213: BRITISH POETRY AND DRAMA: 17<sup>TH</sup> AND 18<sup>TH</sup> CENTURIES

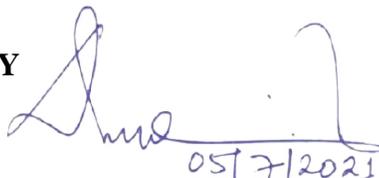
ENG-S-214a: ENGLISH LANGUAGE TEACHING

ENG-S-214b: SOFT SKILLS

ENG-G-215: LANGUAGE AND LINGUISTICS

**Semester – IV**

ENG-C-221: BRITISH LITERATURE: 18<sup>TH</sup> CENTURY

  
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ENG-C-222: **BRITISH ROMANTIC LITERATURE**

ENG-C-223: **BRITISH LITERATURE: 19<sup>TH</sup> CENTURY**

ENG-S-224a: **TRANSLATION STUDIES**

ENG-S-224b: **CREATIVE WRITING**

ENG-G-225: **LANGUAGE, LITERATURE AND CULTURE**

**Semester – V**

ENG-C-311: **WOMEN’S WRITING**

ENG-C-312: **BRITISH LITERATURE: THE EARLY 20<sup>TH</sup> CENTURY**

ENG-D-313Aa: **MODERN INDIAN WRITING IN ENGLISH TRANSLATION**

ENG-D-313Ab: **LITERATURE OF THE INDIAN DIASPORA**

ENG-D-314Aa: **LITERARY CRITICISM**

ENG-D-314Ab: **WORLD LITERATURES**

**Semester – VI**

ENG-C-321: **MODERN EUROPEAN DRAMA**

ENG-C-322: **POSTCOLONIAL LITERATURES**

ENG-D-323Aa: **PARTITION LITERATURE**

ENG-D-323Ab: **RESEARCH METHODOLOGY**

ENG-D-324Aa: **TRAVEL WRITING**

ENG-D-324Ab: **AUTOBIOGRAPHY**

**NOTE: The UGC 2019 LOCF Guidelines** has been the basis for designing the CBCS Syllabus for UG (Undergraduate) in respect of Course Structure, content, assessment , class (Lecture, Tutorial, Practical-LTP), Computation of Workload, Marks Allocation to Courses and Duration of End Semester Examination, Examination for the Courses, Question Pattern and Results and Grade points calculation. Further, **RGU GUIDELINES AND ORDINANCES** are to be followed for all relevant purposes as a mandatory factor for compliance. RGU –**Notification No.AC-1465/CBCS/2014 Date.25June2021 (attached)** may be referred to for all purposes.

**DIGITAL PLATFORM:**

**Internet resources /websites have to be visited for all practical purposes of coming upon the prescribed Text/Suggested Reading**



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(भारत के संसद के अधिनियम द्वारा वर्ष 2007 में स्थापित)  
(A CENTRAL UNIVERSITY ESTABLISHED IN 2007 AN ACT OF PARLIAMENT OF INDIA)

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Rono Hills, Doimukh (Itanagar)  
दोइमुख - ७९१११२,  
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अरुणाचल प्रदेश  
Arunachal Pradesh  
दूरभाष/Ph.: 0360-2277253,  
फैक्स/Fax: 0360-2277889  
ई-मेल/E-mail: registrar@rgu.ac.in  
वेबसाइट/Website: rgu.ac.in

No. AC-1465/CBCS/2014

Dated 25<sup>th</sup> June, 2021

NOTIFICATION

On the implementation of CBCS in Under Graduate Course from the Academic Session 2021-2022, a guideline in the name and style of the "RGU Regulation for the Under Graduate Academic Programmes in the Choice Based Credit System (CBCS) 2021, is hereby notified with immediate effect subject to ratification in the next meeting of the Academic Council and Executive Council .

This supersedes the earlier notification of even No. dtd.31<sup>st</sup> May, 2021.

This is issued with the approval of the Vice Chancellor.

(Dr. David Pertin)  
Joint Registrar (Acad/Conf)

No. AC-1465/CBCS/2014/ 241

Dated 25 June, 2021

Copy to;

1. P.S to Vice Chancellor for information
2. P.A to Pro Vice Chancellor for information
3. SPA to Registrar for information
4. SPA to Controller of Examination for information
5. SPA to Finance Officer for information
6. All Deans for information
7. All Heads/Directors/Coordinators for information and necessary action
8. Commissioner, Education, Govt of Arunachal Pradesh for information
9. Director, Higher and Technical Education, Govt. of Arunachal Pradesh for information
10. All the Principals of the Affiliated Colleges under RGU for information and necessary action
11. Joint Director (CC) for information with a request to upload the same in the University website.
12. CPIO, RGU, for information.
13. Office copy
14. Guard file

Joint Registrar (Acad/Conf)

05/7/2021

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राजीव गाँधी विश्वविद्यालय  
Jt. Registrar (Acad. & Conf.)  
Rajiv Gandhi University  
Rono Hills, Doimukh (A.P.)

RAJIV GANDHI UNIVERSITY

REGULATIONS FOR CHOICE BASED CREDIT SYSTEM FOR UNDER-GRADUATE COURSES, 2021

{As per Learning Outcomes based Curriculum Framework (LOCF)}

1. Short Title

These regulations shall be called Rajiv Gandhi University Regulations for Choice Based Credit System (CBCS) for Under-Graduate Curriculum, 2021 for the Bachelor Degrees in Arts (Humanities and Social Sciences), Science, Technology, and Commerce offered by the University and its affiliated colleges.

2. Admission to the Course

Eligibility conditions for admission in various courses shall be governed by the relevant ordinance(s) of the university and an admission notice shall be issued every year by the University and its affiliated colleges before the onset of a new academic session.

3. Duration of the Course

3.1 The degree program leading to the award of Bachelor of Arts (B.A.), Bachelor of Science (B.Sc.) and Bachelor of Commerce (B.Com.) shall be of three years duration and include six continuous semesters under LOCF-CBCS. A few professional courses like Bachelor in Computer Application, Bachelor of Law, Bachelor of Fine arts etc. course shall be of 4-year duration and include eight continuous semesters. The syllabi of the B.PEd., B.Ed., L.L.B. and B.Sc. (Ag.) will be in accordance to the guidelines of their respective Statutory Regulatory bodies.

4. Course Structure

4.1 The syllabi drafted for each program shall be as per the UGC guidelines for LOCF-CBCS based approach, wherever available, with an aim to equip the students with knowledge, skill, values and attitude.

4.2 The minimum and the maximum credit requirement of credits for the Undergraduate Course shall be 148 and 160 respectively.

4.3 The programs shall include

4.3.1 **Core Courses:** A course which shall compulsorily be studied by a candidate as a core requirement is referred as a Core course (CC). There shall be 14 papers under Core course of 6 credits each.

4.3.2 **Elective Courses:** Generally, a course which shall be chosen from a pool of courses and which shall be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course which shall include:

(A) **Discipline Specific Elective Courses:** Elective courses offered under the main discipline/subject of study are referred to as Discipline Specific Elective Course (DSE).

(i) There shall be at least 2 baskets of DSE grouped as A, B, each containing a minimum of 04 (four) papers of 6 credits each (which may also include Project work/ Dissertation under group B).

(ii) The students will choose 2 papers each in 5th and 6th Semester from any one group which may include a Project work/ dissertation. The total number of students pursuing Project work/ Dissertation may be limited to 1/3<sup>rd</sup> of the total admitted students in the core discipline decided on the basis of their performance (Sincerity, academic performance and laboratory proficiency).



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- (iii) Project work/Dissertation is to be offered as a special course involving application of knowledge in solving/ analyzing/ exploring a real-life situation/ difficult problem. Students opting for such course shall work either independently or in a small group with an advisory support from a teacher/faculty member and submit a report at the end of the given semester in a standard format as decided by the College/University.
- (iv) The topic of the Project work/Dissertation which may be either field based or lab based, and requires supplement study/support study for gaining special/advanced knowledge in the core subject shall appropriately be chosen by the student(s) on advice of the teacher/faculty with due approval from the concerned Teacher in-charge in the College/Head of the Department in the University and a record of the same should be maintained. Due consideration to the choice of the students should be given keeping in view the facilities and expertise available in the College/University department.
- (B) **Generic Elective Courses:** An elective course of interdisciplinary nature chosen from an allied discipline/subject with an intention to provide exposure beyond the discipline of choice is referred as Generic Elective Course (GEC). A core course of a particular discipline/subject may be offered as GE to the students of allied discipline/subject and vice versa. A maximum of two additional courses on Computer application may be offered by the College/University provided trained faculty and necessary infrastructural facilities are available.

- (i) College/University shall offer those GEC for which proper infrastructure and resources are available.
- (ii) Students shall choose 4 GEC, one in each semester from 1<sup>st</sup> to 4<sup>th</sup> semester, either exclusively from one particular discipline or 2 courses each from two subsidiary disciplines as enlisted below but in both the cases excluding his/her own discipline.
- (iii) Subsidiary disciplines/subjects for Science and Technology disciplines

Core Course	Subsidiary discipline/subjects
Botany	Chemistry, Zoology, Geology
Zoology	Chemistry, Botany, Geology
Chemistry	Physics, Mathematics, Computer Science
Physics	Chemistry, Mathematics, Computer Science
Mathematics	Physics, Chemistry, Computer Science
Geology	Physics, Chemistry, Mathematics
Computer Science	Physics, Mathematics

Note: From the Subsidiary subjects listed above against each Core discipline, the minimum two and maximum four courses may be selected as Generic Elective but from Computer Science more than two courses is not permitted.

- (iv) Subsidiary disciplines/subjects for Arts (Social Sciences and Humanities) disciplines

Core Course	Subsidiary disciplines/subjects
Hindi	Any subjects from the list of subjects for Arts, (Social Sciences and Humanities) disciplines including papers from Science and
English	
History	

Political Science	Technology, and Commerce discipline, except their own. However, the allotment of such subject will be based on the availability of the infrastructure.
Economics	
Sociology	
Education	
Geography	
Anthropology	
Mass Communication	
Social Work	
Psychology	
Music and fine arts	
Physical education	

(v) Subsidiary disciplines/subjects for Commerce discipline

Core Course	Subsidiary disciplines/subjects
Commerce	Any papers from the list of Subsidiary subjects for Arts (Social Sciences and Humanities), Science and Technology discipline, except their own. However, the allotment of such subject will be based on the availability of the infrastructure.

(vi) Further, the GEC 'Odd' and 'Even' semesters may be clubbed together wherever feasible so as to offer a wider choice to the students while selecting a particular course either to be pursued by him/her in 1<sup>st</sup> or 3<sup>rd</sup> semester and similarly for 2<sup>nd</sup> and 4<sup>th</sup> semester. In such situation, the College/University may conduct joint classes of that GEC as per their convenience during 'Odd' and 'Even' semesters.

(C) **Ability Enhancement Courses:** Ability Enhancement Courses shall be of two types and both mandatory for all disciplines.

(a) **Ability Enhancement Compulsory Courses (AECC)** shall be the courses based upon the contents that led to Knowledge enhancement and shall include courses on English, Hindi, MIL Communication, and Environmental Studies. There shall be separate courses for Environmental Studies for Arts, Science and Commerce disciplines.

(i) Students have to select one AECC course from English / Hindi, each of 4 credits, and Environmental Studies as a compulsory course.

(b) **Skill Enhancement Courses (SEC):** The courses containing theoretical and/or lab/hands-on/ training/ field work components and designed to impart value-based and/or skill-based knowledge/life-skills to the students so as to increase their employability are referred as AEC. The students shall choose SEC from a pool of such prescribed courses, but only one course in a given semester, to fulfill a minimum requirement of 8 credits.

(i) Both in Science and Technology disciplines, SEC courses shall be of 2 credits each and be offered in 1<sup>st</sup> to 4<sup>th</sup> semesters, whereas in all other disciplines, the SEC shall be of 4 credits each and be offered in 3<sup>rd</sup> and 4<sup>th</sup> semesters. The colleges will offer these SEC depending on the availability of infrastructure and resources and may also fix the intake capacity in each SEC course.

- (ii) The students of Science and Technology disciplines shall select at least 2 SEC of total 4 credit from his/her concerned discipline. For remaining 4 credits, he/she may select course(s) from either his/her own discipline or other under-graduate discipline of Science and Technology in the College/University. Further, in Science and Technology disciplines, SEC courses of 'Odd' and 'Even' semesters may be clubbed together wherever feasible so as to offer a wider choice to the students while selecting a particular course either to be pursued by him/her in 1<sup>st</sup> or 3<sup>rd</sup> semester and similarly for 2<sup>nd</sup> and 4<sup>th</sup> semester. In such situation, the College/University may conduct joint classes of that SEC as per their convenience during 'Odd' and 'Even' semesters.
- (iii) The students of Arts and Commerce disciplines shall select 2 SEC, one each in III and IV Semesters from either his/her own discipline or other allied/cognate disciplines in order to fulfill the mandatory requirement of minimum 8credits.

4.3.3 **Practical/Tutorial:** Practical/tutorials may be included as components in various Core Courses, DSE, GE, SEC and AEC as decided by respective Board of Studies.

4.3.4 **Choice of elective courses:** The university department/centre/college shall offer any number of choices of elective courses (DSE, GE, SEC and AEC) for different disciplines as per availability of facility and infrastructure. They shall decide accordingly the intake capacity for various elective courses.

#### 4.3.5 Course structure for Science and Technology disciplines

Semester	Core Courses	Elective Courses				Semester wise Credits
		DSE	GEC	AECC	SEC	
I	CC 1, CC 2		GEC 1	AECC 1	SEC 1	24
II	CC 3, CC 4		GEC 2	AECC 2	SEC 2	24
III	CC 5, CC 6, CC 7		GEC 3		SEC 3	26
IV	CC 8, CC 9, CC 10		GEC 4		SEC 4	26
V	CC 11, CC 12	DSE 1 DSE 2				24
VI	CC 13, CC 14	DSE 3 DSE 4				24
<b>Total Minimum Credits</b>	<b>84</b>	<b>24</b>	<b>24</b>	<b>8</b>	<b>8</b>	<b>148</b>

#### 4.3.6 Course structure for Arts discipline

Semester	Core Courses	Elective Courses				Semester wise Credits
		DSE	GEC	AECC	SEC	
I	CC 1, CC 2		GEC 1	AECC 1		22
II	CC 3, CC 4		GEC 2	AECC 2		22
III	CC 5, CC 6, CC 7		GEC 3		SEC 1	28
IV	CC 8, CC 9, CC 10		GEC 4		SEC 2	28
V	CC 11, CC 12	DSE 1 DSE 2				24
VI	CC 13, CC 14	DSE 3 DSE 4				24
<b>Total Minimum Credits</b>	<b>84</b>	<b>24</b>	<b>24</b>	<b>8</b>	<b>8</b>	<b>148</b>

#### 4.3.7 Course structure for Commerce discipline

Semester	Core Courses	Elective Courses				Semester wise Credits
		DSE	GEC	AECC	SEC	
I	CC 1, CC 2		GEC 1	AECC 1		28
II	CC 3, CC 4		GEC 2	AECC 2		28
III	CC 5, CC 6, CC 7		GEC 3		SEC 1	22
IV	CC 8, CC 9, CC10		GEC 4		SEC 2	22
V	CC 11, CC 12	DSE 1 DSE 2				24
VI	CC 13, CC 14	DSE 3 DSE 4				24
<b>Total Minimum Credits</b>	<b>84</b>	<b>24</b>	<b>24</b>	<b>8</b>	<b>8</b>	<b>148</b>

**4.4 Accumulation of Additional Credits:** Students may pursue courses for additional 12 credits on their own from a pool of courses of 2/4 credits each as prescribed by the University under "Additional SEC" for accumulating extra credit to achieve the maximum permissible limit of 160 credits. Such prescribed "Additional SEC" may include courses related to Extra-Curricular Activities, General Interest and Hobby Courses, Sports, NCC, NSS, Vocational courses like Yoga, Food and Nutrition, Computerized Accounting, Ecotourism, Computer application/Web designing etc. Students may also pursue such relevant credit based online learning courses offered through SWAYAM platform. In case a student opts for a SWAYAM course, then, the university will assign credit to that course on the basis of the actual class work load of the course.

**4.5 SWAYAM Courses:** The University shall allow up to 20% (varied as per the UGC instructions) of the total courses being offered in a particular program in a Semester through the online learning courses offered through SWAYAM platform provided the course content are alike. While making such decisions, the Academic Council shall, inter alia, consider allowing online courses of SWAYAM if:

4.5.1 There is non-availability of suitable teaching staff for running a course in the Institution, or

4.5.2 The facilities for offering the elective papers (courses), sought for by the students are not being offered by the University/College, but are available on the SWAYAM platform,

4.5.3 The courses offered on SWAYAM platform would supplement the teaching-learning process in the University,

4.5.4 All other terms and conditions of accepting SWAYAM courses shall be governed as per UGC (Credit Framework for Online Learning Courses through SWAYAM) Regulation, 2016 and any subsequent circular/ notification/ amendments thereto.

**5. Computation of Work-load:** For the purpose of computation of work-load per week the following formula shall be adopted and accordingly the class time table shall be prepared:

5.1 Theory component: 1 Credit = 1 Theory period of one-hour duration

5.2 Tutorial component: 1 Credit = 1 Tutorial period of one-hour duration

5.3 Practical component 1 Credit = 1 Practical period of two-hour duration



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6. **Marks allocation to courses and Duration of End Semester Examination:** Marks allocation for different Course papers and Duration of End semester Examination shall be as given below:

CC, DSE, AECC, SECC and GEC	Credits assigned	Internal Assessment	End Semester Exam.	Duration of End Semester Exam. (hours)
Lecture + Tutorial	3 - 6	20	80	3
	1 - 2	10	40	2
Practical	3-6	20	80	3
	2	10	40	3
	1	10	40	2
Field work/ Report etc.	3-6	20	80	Presentation and Viva-voce
	1-2	10	40	
Project Work/ Dissertation	6	20	80	Presentation and Viva-voce

Note: For Commerce discipline, the Project Work / Dissertation includes 50 marks for Research Methodology (theory, 3 credits), 35 marks for Dissertation/ Project (2 credits), and 15 marks (1 Credit) for Viva Voce.

7. **Examination for the Courses:** Eligibility of a candidate to appear in examination and conduct of examination shall be governed by the relevant Ordinance(s) of the University. Briefly stated, there shall be two types of Examinations as stated under:

7.1 Internal Assessment: There shall be three internal assessment tests of one hour duration conducted periodically for theoretical component of each course paper and one mid semester internal assessment test of one/two hours duration as necessitated for the practical components of each course paper.

7.1.1 At least two of the three Internal Assessment tests shall be a written one. One of the three Internal Assessment tests may be conducted in the form of assignment like term paper, book review, group discussion, power-point presentation on a topic at the discretion of the course teacher. The average marks of two successfully cleared Internal Assessment tests shall be the final Internal Assessment score of the candidate in the theoretical component of that particular course paper whereas for the practical component of a course paper, the marks secured by the students upon successfully clearing shall be considered as final Internal Assessment score.

7.1.2 In case a course paper is exclusively a field-based exercise, then the Internal assessment shall be done by the concerned teacher/faculty of the basis of the performance of the students in the field and score awarded shall be considered as Internal assessment score.

7.1.3 In case a course paper is entirely based on field work/lab work that are to be independently carried out by the student(s), then a mid-term evaluation of the Project work in the form a seminar presentation by the concerned student(s) shall be done by duly nominated board of teacher/faculty from the concerned department of the College/University by the competent authority and the marks awarded there upon shall be considered as Internal assessment score.

7.1.4 In case of exigencies and emergencies such as pandemic, natural disasters etc., the above criteria of conducting Internal Assessment tests shall be suitable

  
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modified by the Head of the Department/Director/Principal with due approval from the competent authority of the University.

- 7.1.5 All students shall be subjected to the process of continuous evaluation and assessment. Accordingly, a student shall have to attend and duly pass in at least two Internal Assessment tests out of three tests, and End Semester Examination. The structure of these Internal Assessment Tests and End Semester Examinations shall be in 20%:80% ratio.
- 7.2 The examination shall be conducted at the end of each semester, ordinarily in the months of May and December, upon such notification from the Controller of Examinations of the University.
- 7.2.1 **Question pattern for the End Semester Examination:** Question paper for the End Semester examinations shall be set proportionately keeping in view the number of lectures assigned to different units/modules of the course paper.
- 7.2.2 Questions papers shall normally be descriptive answer type comprised of Very short answer, Short answer and Long answer questions as shown below:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks (Nature of each question/Answer)
<b>Pattern of Question paper for 80 Marks</b>					
A	6	4	5	20	approx. 100 words
B	5	3	10	30	approx. 200 words
C	4	2	15	30	approx. 300 words
<b>Pattern of Question paper for 40 Marks</b>					
A	5	3	5	15	approx. 100 words
B	2	1	10	10	approx. 200 words
C	2	1	15	15	approx. 300 words

Question paper of 40 and 80 marks may contain 5 and 10 Compulsory objective type questions if 1 mark each under Section 'D' in lieu of one question of 5 and 10 marks respectively.

- 7.2.3 **Evaluation of Project Work/Dissertation:** Final evaluation of the Project Work/dissertation of 3-6 credits shall be done either by a three-member board nominated by the competent authority which shall include an External examiner. In case there is no external examiner, then a member from the cognate department may act as External examiner. The marks allocation for the dissertation in Arts, Social Sciences, Humanities, Science and technology disciplines shall be as follows: Report: 50 Marks, Presentation: 10 Marks, Viva-Voce: 20 Marks. However, for Commerce discipline, the Project Work / Dissertation includes 50 marks for Research Methodology (theory, 3 credits), 35 marks for Dissertation / Project (2 credits), and 15 marks (1 Credit) for Viva-Voce.
- 7.2.4 Evaluation of Project Work of less than 3 credits offered from the first to fifth semesters shall be done by an internal three-member board nominated by the competent authority.

  
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## 8. Preparation of Results

8.1.1 Credit score earned by a student out of the mandatory 148 credits shall be included in the student's overall score tally for preparation of his/her final result and rank in the university examination. Additional credits earned by him / her shall be reflected separately in the transcript.

8.1.2 In order to qualify in the examination, a student has to secure a minimum of 35% marks in each course including at least two internal assessment tests and also the End semester examinations of each course with a minimum aggregate of 40% marks in order to be declared qualified in the examination of the respective semester.

### 8.1.3 Conversion of percentage into credit(s) and grade(s)

8.1.3.1 The following illustrations shall be taken as an example for computing SGPA and CGPA from percentage to credits for this program in all disciplines:

8.1.3.2 **Percentage to Grades and Grade Points:** The following formula shall be used to convert marks (%) into letter grades.

% of Marks	Grade Point	Letter Grade
95-100	10	O (Outstanding)
85-94	9	A++ (Excellent)
75-84	8	A+ (Very Good)
65-74	7	A (Good)
55-64	6	B+ (Above Average)
45-54	5	B (Average)
35-44	4	C (Pass)
34 and less	0	D (Fail)
Absent	0	Ab (Absent)

8.1.4 Conversion to grade point to percentage = Grade Point X 10.0

8.1.5 A student obtaining Grade D shall be considered failed and shall be required to reappear in the examination, as provided in the ordinance(s) of the university.

8.1.6 For non-credit courses 'Satisfactory' or 'Unsatisfactory' shall be indicated instead of the letter grade and this shall not be counted for the computation of SGPA/CGPA.

8.1.7 The University shall decide on the grade or percentage of marks required to pass in a course and also the CGPA required to qualify for a degree taking into consideration the recommendations of the statutory professional councils such as UGC, AICTE, MCI, BCI, NCTE etc.

9. **Removal of difficulties:** Anything not contained herein or any difficulty arising out of these regulations shall be governed by the relevant ordinance(s) of the University.

  
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## RGU UG-( LOCF)CBCS SYLLABUS English

### BA English (Honours) Courses

#### A. Core Courses

**Course Code: ENG-C-111**

**Title of the Paper: INDIAN CLASSICAL LITERATURE**

#### **Course Level Learning Objectives:**

The course will seek to achieve the following objectives:

- to make students understand the spirit of the age that produced Indian classical literature from its early beginning till 1100 AD
- to make students appreciate the pluralistic and inclusive nature of representation in the Indian classical literature
- to make students relate the classical literature and diverse literary cultures from India, mainly from Sanskrit, but also Tamil, Prakrit and Pali
- to make students develop comparative perspectives involving various texts from different literary and cultural traditions of the phase of the Indian classical literature

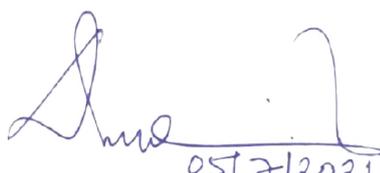
#### **Course Level Learning Outcomes:**

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

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

#### **Scheme of Examination:**

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.



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### Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
<b>Pattern of Question Paper for 80 marks</b>					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
<b>Pattern of Question Paper for 40 marks</b>					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

### Course Content:

**Module A:** Excerpts from *The Ramayana (Aranya Kanda(The Book of Forest Trek)Chapter-18,19,20)*

**Module B:** Excerpts from *The Mahabharata (sub chapters: Swayamvara parva and Vaivahika parva from “Adiparva” )*

OR

Ilango Adigal, *Silappadikaram*

**Module C:** Bharatamuni’s *Natyashastra* (Chapter 1 on the origin of drama)

**Module D:** Banabhatta, *Kadambari*

**Module E:** Kalidas, *Shakuntala*

### Suggested Topics for Background Reading and Class Presentation

Short selections from the works prescribed – reading , re-telling , role-playing , explaining with reference to contemporary social experiences

### Suggested Readings:

Bharata, *Natyashastra*, tr. Manmohan Ghosh, vol. I, 2nd edn. Calcutta: Granthalaya, 1967.

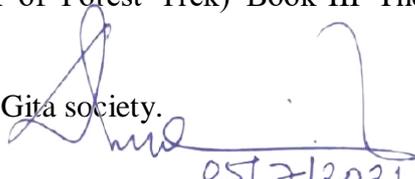
J.A.B. Van Buitenen, ‘Dharma and Moksa’, in Roy W. Perrett, ed., *Indian Philosophy*, vol.V, *Theory of Value: A Collection of Readings* (New York: Garland, 2000) pp. 33–40.

A.V. Kieth, *History of Sanskrit Literature*. Oxford: OUP, 1920.

A.K. Warder, *Indian Kavya Literature*, 8 Volumes. Delhi: Motilal Banarsidas, 2011.

Maharishi Valmiki’s “Aranyakanda”( The Book of Forest Trek) Book-III The Ramayana, Chapter-18,19,20. Retold by

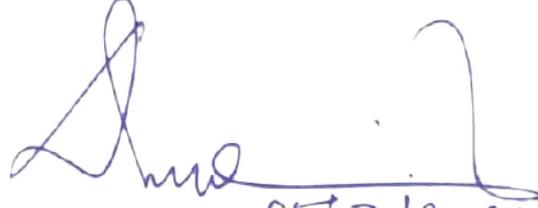
C. Rajagopalachari. Edited by Jay Mazo, American Gita society.

  
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Veda Vyasa. "Adi Parva" The Mahabharata Book- I, Only sub-Chapters – Swayamvara Parva & Vaivahika Parva, Translation by Kisori Mohan Ganguli, Published by Pratap Chandra Roy, Bharat Press, Calcutta.

Kalidas, *Shakuntala*. Trans by Sir William Jones or Arthur W. Ryder or M.R. Kale.



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Rajiv Gandhi University  
Rono Hills, Doimukh (A.P.)

**Course Code: ENG-C-112**

**Title of the paper: European Classical Literature**

**Course Level Learning Objectives:**

The course will seek to achieve the following objectives:

- to make students understand the historical context behind classical European, i.e., Greek and Latin literary cultures with reference to their society, polity and culture
- to make students appreciate the classical literary traditions of Europe from the beginning till the 5<sup>th</sup> century AD
- to make students read and use literary texts across a wide range of classical authors, genres and periods with comparative perspectives
- to make students pursue research in the field of classics
- to make students learn about human and literary values of classical period and apply them for various practical purposes in life

**Course Level Learning Outcomes**

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

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

**Scheme of Examination:**

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.



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### Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
<b>Pattern of Question Paper for 80 marks</b>					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
<b>Pattern of Question Paper for 40 marks</b>					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

### Course Content:

**Module A:** Homer: selections from the *Illiad* (Book 1: lines 1-100)

**Module B:** Sophocles, *Antigone* or *Oedipus Rex*

**Module C:** Virgil, selections from the *Aeneid* (Book 1: 1-104)

**OR**

Dante, selections from *The Divine Comedy* (*Paradise: canto 1*)

**Module D:** Horace, *Satires* 1:4

**Module E:** Plautus: (www.perseus.tufts.edu) Act -I from (*Menaechmi*-The Twin Brothers )

### Suggested Topics for Background Reading and Class Presentation

Short selections from the works prescribed – reading , re-telling , role-playing , explaining with reference to contemporary social experiences

### Suggested Readings

Homer, *The Illiad*. Tr. E.V. Rieu. Harmondsworth: Penguin, 1985.

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

Richard Rutherford, *Classical Literature: A Concise History*. Oxford: Blackwell Publishing, 2005.

Alighiedri, Dante. *Divine comedy*. Trans. H.F. Cary.

www.guthenberg.org

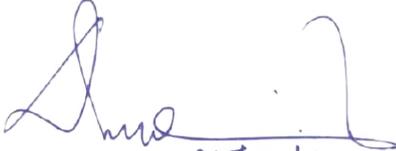
Virgil. *Aeneid*. Trans. H.R. Fairclough.

www.theoi.com/text/VirgilAeneid2.html

Nomer, *The Illiad*. Trans. Ian Johnston.

www.johnstoniatexts.X10host.com

Sophocles. *Antigone*



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**Course Code: ENG-C- 121**

**Title of the paper: Indian Writing in English**

**Course Level Learning Objectives:**

The course will seek to achieve the following objectives:

- to make students appreciate the growth and development of various genres of IWE from colonial times till the present
- to make students engage with Indian literary texts from perspectives of colonialism/postcolonialism, regionalism, and nationalism
- to make students read and use literary texts across a wide range of classical authors, genres and periods with comparative perspectives
- to make students pursue research in the field of IWE and critically appreciate the creative use of the English language in IWE

**Course Level Learning Outcomes**

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

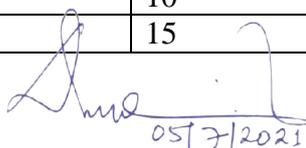
- appreciate the historical trajectory of various genres of IWE from colonial times till the present
- critically engage with Indian literary texts written in English in terms of colonialism/postcolonialism, regionalism, and nationalism
- critically appreciate the creative use of the English language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

**Scheme of Examination:**

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

**Marking Scheme:**

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
<b>Pattern of Question Paper for 80 marks</b>					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	

  
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Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

### Course Content

#### Module A: FICTION

R.K. Narayan, *Swami and Friends*

Amitav Ghosh, *Shadow Lines*

#### Module B: POETRY

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

\* 'The Orphan Girl', 'To India – My Native Land'

Kamala Das, 'Introduction',

\* 'My Grandmother's House'

Nissim Ezekiel, 'Enterprise'/'Goodbye Party to Miss Pushpa TS',

\* 'The Night of the Scorpion'

#### Module C: POETRY

Robin S. Ngangom, 'The Strange Affair of Robin S. Ngangom', 'A Poem for Mother'

Eunice de Souza, 'De Souza Prabhu'

#### Module D: SHORT FICTION

Mulk Raj Anand 'Two Lady Rams'

Rohinton Mistry 'Swimming Lesson'

Shashi Deshpande 'The Intrusion'

#### Module E: DRAMA

Mahesh Dattani, *Dance Like a Man/ Tara*

### Suggested Topics for Background Reading and Class Presentation

Indian English

Indian English Literature and its Readership

Themes and Contexts of the Indian English Novel The Aesthetics of Indian English Poetry

Modernism in Indian English Literature The Nation and Indian English Literature

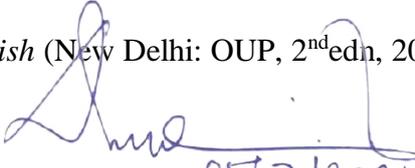
#### Suggested Readings

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

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

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

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

  
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**Course Code: ENG-C-122**

**Title of the paper: British Poetry And Drama: 14<sup>th</sup> to 17<sup>th</sup> Centuries**

**Course Level Learning Objectives:**

The course will seek to achieve the following objectives:

- to make students gain acquaintance with the tradition of English literature from 14th to 17th centuries
- to make students clearly understand Renaissance Humanism for proper appreciation of the literary texts
- to make students engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts

**Course Level Learning Outcomes**

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

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

**Scheme of Examination:**

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

**Marking Scheme:**

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
<b>Pattern of Question Paper for 80 marks</b>					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
<b>Pattern of Question Paper for 40 marks</b>					

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A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

## Course Content

**Module A:** Geoffrey Chaucer *The Wife of Bath's Prologue*

Edmund Spenser Selections from *Amoretti*:

- \* Sonnet LXVII 'Like as a huntsman...'
- \* Sonnet LVII 'Sweet warrior...'
- \* Sonnet LXXV 'One day I wrote her name...'

**Module B:** John Donne 'The Sunne Rising',

- \* 'Batter My Heart'
- \* 'Valediction: Forbidding Mourning'

**Module C:** Christopher Marlowe *Doctor Faustus*

**Module D:** William Shakespeare *Macbeth*

**Module E:** William Shakespeare *Twelfth Night*

## Suggested Topics for Background Reading and Class Presentation

Renaissance Humanism The Stage, Court and City

Religious and Political Thought Ideas of Love and Marriage

The Writer in Society

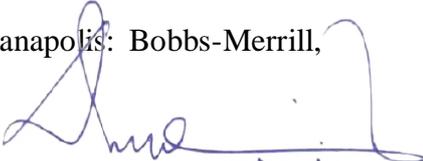
## Suggested Readings

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.

  
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**Course Code: ENG-C-211**

**Title of the paper: American literature**

**Course Level Learning Objectives:**

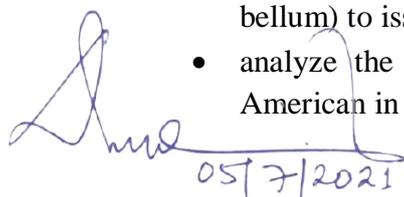
The course will seek to achieve the following objectives:

- to make students understand the depth and diversity of American literature, with reference to the history and culture of the United States of America from the colonial period to the present (17<sup>th</sup> century to 21<sup>st</sup> century)
- to make students critically engage with the complex nature of American society against the background of Puritanism, Unitarianism, Transcendentalism, etc. and that of the growth of anti- or non-Christian sensibilities
- to make students relate the African American experience in America (both ante-bellum and post-bellum) to issues of exclusion in societies relevant to their learning experience
- to make students understand the American mind from global and Indian perspectives and situate the American in the contemporary world

**Course Level Learning Outcomes**

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

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



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### Scheme of Examination:

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
<b>Pattern of Question Paper for 80 marks</b>					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
<b>Pattern of Question Paper for 40 marks</b>					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

### Course Content

#### Module A: Fiction

Mark Twain: *Huck Finn*/ Hemingway: *The Old Man and the Sea*

Toni Morrison: *The Bluest Eye*/Alice Walker: *The Color Purple*/F Scott Fitzgerald: *The Great Gatsby*

#### Module B: Drama

Arthur Miller *All My Sons*/ August Wilson: *Fences*

Tennessee Williams: *The Glass Menagerie*

#### Module C: Short Fiction and personal narrative

Edgar Allan Poe 'The Purloined Letter'

Booker T Washington: Selection from *Up from Slavery* (Chap. 1 and 2)/ Maya Angelou:

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

William Faulkner 'Dry September'

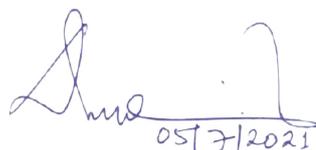
#### Module D: Poetry

Anne Bradstreet 'The Prologue'

Walt Whitman Selections from *Song of Myself* (Sections 1 to 5)

'O Captain, My Captain'

Emily Dickinson: Any two poems ['Because I could not stop for Death' or 'This was a Poet' or 'I heard a fly buzz']



## Module E.Poetry

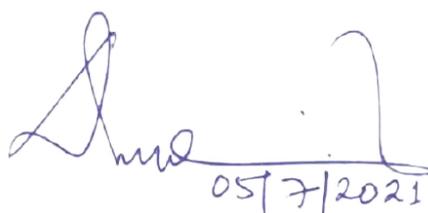
Robert Frost: Two Poems 'Once by the Pacific'/ Mending Wall\*  
Langston Hughes: 'The Negro\* Speaks of Rivers' or Maya Angelou: 'Still\* I Rise'  
Alexie Sherman Alexie 'Crow\* Testament', 'Evolution'\*

## Suggested Topics for Background Reading and Class Presentation

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

## Suggested Readings

Hector St John Crevecoeur, 'What is an American', (Letter III) in *Letters from an American Farmer* (Harmondsworth: Penguin, 1982) pp. 66–105.  
Frederick Douglass, *A Narrative of the life of Frederick Douglass* (Harmondsworth: Penguin, 1982) chaps. 1–7, pp. 47–87.  
Henry David Thoreau, 'Battle of the Ants' excerpt from 'Brute Neighbours', in *Walden* (Oxford: OUP, 1997) chap. 12.  
Ralph Waldo Emerson, 'Self Reliance', in *The Selected Writings of Ralph Waldo Emerson*, ed. with a biographical introduction by Brooks Atkinson (New York: The Modern Library, 1964).  
Toni Morrison, 'Romancing the Shadow', in *Playing in the Dark: Whiteness and Literary Imagination* (London: Picador, 1993) pp. 29–39.



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**Course Code: ENG-C-212**

**Title of the paper: Popular Literature**

**Course Level Learning Objectives:**

The course will seek to achieve the following objectives:

- to make students understand the early history of print culture in England
- to make students relate high and low culture, canonical and non-canonical literature with reference to various genre fiction and best sellers, and genres of non-literary fiction
- to make students use various methods of literary analysis to interpret popular literature as specifically belonging to its time
- to make students develop taste and skills for pursuing research in popular literature and culture

**Course Level Learning Outcomes**

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

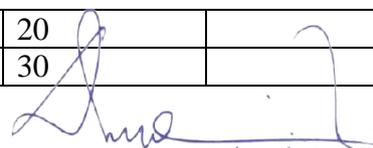
- trace the early history of print culture in England and the emergence of genre fiction and best sellers
- engage with debates on high and low culture, canonical and non-canonical literature, articulate the characteristics of various genres of non-literary fiction
- investigate the role of popular fiction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

**Scheme of Examination:**

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

**Marking Scheme:**

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
<b>Pattern of Question Paper for 80 marks</b>					
A	6	4	5	20	
B	5	3	10	30	

  
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C	4	2	15	30	
<b>Pattern of Question Paper for 40 marks</b>					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

### **Course Content**

#### **Module A: Children's Literature**

Lewis Carroll, *Through the Looking Glass*

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

#### **Module B: Detective Fiction**

Agatha Christie *The Murder of Roger Ackroyd*

#### **Module C: Romance/Chick Lit**

Daphne du Maurier, *Rebecca*

Or

Anuja Chauhan, *The Zoya Factor*

#### **Module D: Graphic Fiction**

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

#### **Module E: Science Fiction**

Isaac Asimov, "Nightfall"

### **Suggested Topics for Background Reading and Class Presentation**

Coming of Age

The Canonical and the Popular

Ethics and Education in Children's Literature Sense and Nonsense

The Graphic Novel

The Popular and the Market

#### **Suggested Readings**

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

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

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

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

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

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

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

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

**Course Code: ENG-C-213**

**Title of the paper: British Poetry and Drama: 17<sup>th</sup> And 18<sup>th</sup> Centuries**

**Course Level Learning Objectives:**

The course will seek to achieve the following objectives:

- to make students understand the difference between the Comedy of Manners and Mock-Heroic poetry
- to make students appreciate the religious, socio-intellectual and cultural thoughts of the 17<sup>th</sup> and 18<sup>th</sup> centuries
- to make students interpret literature with reference to ideas of Sin, Transgression, Love, Pride, revenge, sexuality, human follies, among others
- to make students develop taste and skills for pursuing research in the British Poetry and Drama of the 17<sup>th</sup> And 18<sup>th</sup> Centuries

**Course Level Learning Outcomes**

At the end of the courses students will be able to:

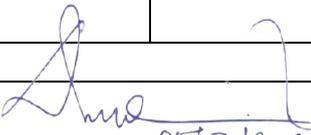
- identify the major characteristics of the Comedy of Manners and Mock-Heroic poetry
- demonstrate in-depth knowledge and understanding of the religious, socio-intellectual and cultural thoughts of the 17<sup>th</sup> and 18<sup>th</sup> centuries
- examine critically keys themes in representative texts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

**Scheme of Examination:**

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

**Marking Scheme:**

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
<b>Pattern of Question Paper for 80 marks</b>					

  
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B	5	3	10	30	
C	4	2	15	30	
<b>Pattern of Question Paper for 40 marks</b>					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

### **Course Content:**

**Module A:** John Milton *Paradise Lost: Book 1*

**Module B:** John Webster *The Duchess of Malfi*

**Module C:** Aphra Behn *The Rover*

**Module D:** Alexander Pope *The Rape of the Lock*

**Module E:** Scholarly discussion on : (a) *Changing Images of the Human Being in the Literature of the Period*

(b) *Women in the 17<sup>th</sup> Century.*

### **Suggested Topics for Background Reading and Class Presentation**

Religious and Secular Thought in the 17th Century

Changing Images of the Human Being in the Literature of the Period (17<sup>th</sup> and 18<sup>th</sup> Centuries)

The Stage, the State and the Market

The Mock-epic and Satire Women in the 17th Century The Comedy of Manners

### **Suggested Readings**

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

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

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

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



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Jt. Registrar (Acad. & Conf.)  
Rajiv Gandhi University  
Rono Hills, Doimukh (A.P.)

**Course Code: ENG-C-221**

**Title of the paper: British Literature: 18<sup>th</sup> Century**

**Course Level Learning Objectives:**

The course will seek to achieve the following objectives:

- to make students understand the background against which development of Restoration Comedy and anti-sentimental drama took place
- to make students appreciate the formal variations of Classicism
- to make students recognize the value of satire in the eighteenth century literature
- to make students critically evaluate the literature of the neo-classical period

**Course Level Learning Outcomes**

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

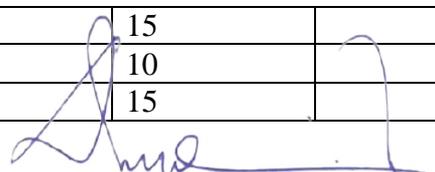
- explain and analyze the rise of the critical mind
- trace the development of Restoration Comedy and anti-sentimental drama
- examine and analyze the form and function of satire in the eighteenth century
- appreciate and analyze the formal variations of Classicism
- map the relationship between the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

**Scheme of Examination:**

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

**Marking Scheme:**

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
<b>Pattern of Question Paper for 80 marks</b>					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
<b>Pattern of Question Paper for 40 marks</b>					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

  
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## Course Content

**Module A:** William Congreve *The Way of the World*

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

**Module C:**Samuel Johnson 'London'\*

Thomas Grey 'Elegy Written in a Country \*Churchyard'

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

**Module E:** Scholarly discussion on: (a) The self-conscious Art Form, (b) The Enlightenment and Neoclassicism

### Suggested Topics for Background Reading and Class Presentation

The Enlightenment and Neoclassicism Restoration Comedy

The Country and the City

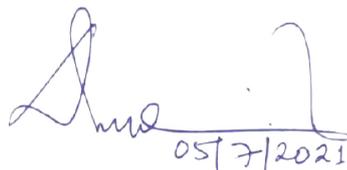
The Novel and the Periodical Press The Self-Conscious Art Form

### Suggested Readings

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: CroomHelm, 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.



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**Course Code: ENG-C-222**

**Title of the Paper: British Romantic Literature**

**Course Level Learning Objectives:**

The course will seek to achieve the following objectives:

- to make students understand the concepts associated with Romanticism and Classicism
- to make students appreciate the German and French influences on the Romantic period in English literature in social, philosophical, intellectual terms
- to make students appreciate the canonical and representative poems and prose of the writers of the Romantic period
- to make students relate Romantic literary texts to other forms of expression such as painting etc.

**Course Level Learning Outcomes**

At the end of the courses students will be able to:

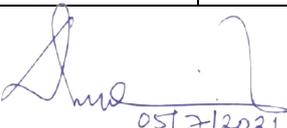
- understand Romanticism as a concept in relation to ancillary concepts like Classicism
- understand the Romantic period in English literature in terms of its social, philosophical, intellectual, literary backgrounds including German and French influences
- analyze and understand the main characteristics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

**Scheme of Examination:**

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

**Marking Scheme:**

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
<b>Pattern of Question Paper for 80 marks</b>					
A	6	4	5	20	

  
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B	5	3	10	30	
C	4	2	15	30	
<b>Pattern of Question Paper for 40 marks</b>					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

## Course Content

**Module A:** 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’

‘Scot’s Wha Hae’

**Module B:** William Wordsworth ‘Tintern Abbey’, ‘Ode: Intimations of Immortality’ ; Samuel Taylor Coleridge ‘Kubla Khan’, ‘Dejection: An Ode’

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

Percy Bysshe Shelley ‘Ode to the West Wind’, ‘Ozymandias’, ‘Hymn to Intellectual Beauty’

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

**Module D:** Mary Shelley *Frankenstein*

**Module E:** Scholarly discussion on: (a) Reason and Imagination, (b) Literature and Revolution

## Suggested Topics for Background Reading and Class Presentation

Reason and Imagination Conceptions of Nature

Literature and Revolution

The Gothic

The Romantic Lyric

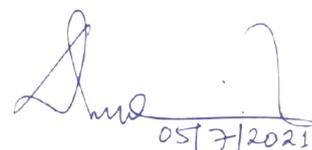
## Suggested Readings

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

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

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

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

  
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**Course Code: ENG-C-223**

**Title of the paper: British Literature: 19<sup>th</sup> Century**

**Course Level Learning Objectives:**

The course will seek to achieve the following objectives:

- to make students understand the socio-economic-political contexts that inform the literature of the **19<sup>th</sup> Century**
- to make students understand the conflict between self and society in different literary genres of the period
- to make students appreciate the role of the expansion of Colonialism and Capitalism in the rise of the novel
- to make students understand the transition from Romantic to Victorian in literature and culture link the Victorian temper to political contexts in English colonies
- to make students relate similar settings in India in proper appreciation of literary representations in the British literature of the 19<sup>th</sup> Century

**Course Level Learning Outcomes**

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

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

**Scheme of Examination:**

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

  
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### Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
<b>Pattern of Question Paper for 80 marks</b>					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
<b>Pattern of Question Paper for 40 marks</b>					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

### Course Content

**Module A:** Jane Austen *Pride and Prejudice*

**Module B:** Charlotte Bronte *Jane Eyre*

**Module C:** Charles Dickens *Hard Times*

**Module D:** Alfred Tennyson 'The Lady of Shalott', 'Ulysses',  
'The Defence\* of Lucknow'

**Module E:** Robert Browning 'My Last Duchess', 'The Last Ride Together\*',  
'Fra Lippo Lippi'  
Christina Rossetti 'The Goblin\* Market'

### Suggested Topics for Background Reading and Class Presentation

Utilitarianism

Colonialism and nineteenth century literature The Death of the Village

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

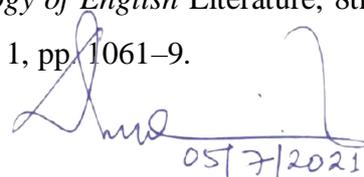
The Dramatic Monologue

### Suggested Readings:

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

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

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

  
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Jt. Registrar (Acad. & Conf.)  
Rajiv Gandhi University  
Rono Hills, Doimukh (A.P.)

**Course Code: ENG-C-311**

**Title of the Paper: Women's Writing**

**Course Level Learning Objectives:**

The course will seek to achieve the following objectives:

- to make students understand the importance of gender specificity in literature while appreciating the representation of female experience in literature
- to make students understand the difference between the feminine and the feminist as opposed to the female examine and appreciate the role played by socio-cultural-economic contexts in defining woman
- to make students understand the complexity of social and biological constructions of manhood and womanhood while examining the relationship of women to work and production
- to make students link the status of woman to social discrimination and social change

**Course Level Learning Outcomes**

At the end of the courses students will be able to:

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

**Scheme of Examination:**

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.



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### Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
<b>Pattern of Question Paper for 80 marks</b>					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
<b>Pattern of Question Paper for 40 marks</b>					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

### Course Content

**Module A:** Emily Dickinson 'I cannot live with you' 'I'm wife; I've\* finished that'  
Sylvia Plath 'Daddy' 'Lady Lazarus\*'  
Eunice De Souza 'Advice to Women' 'Bequest'\*

**Module B:** Alice Walker *The Color Purple*

**Module C:** Charlotte Perkins Gilman 'The Yellow Wallpaper' Katherine Mansfield 'Bliss'  
Mahashweta Devi 'Draupadi', tr. Gayatri Chakravorty Spivak (Calcutta: Seagull, 2002)

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

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

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

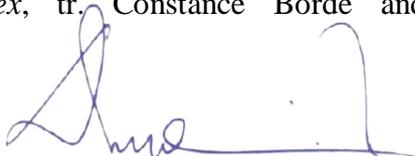
### Suggested Topics for Background Reading and Class Presentation

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

### Suggested Readings

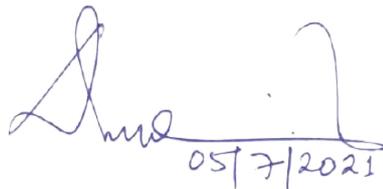
Virginia Woolf, *A Room of One's Own* (New York: Harcourt, 1957) chaps. 1 and 6.

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

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

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



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**Course Code: ENG-C-312**

**Title of the Paper: British Literature: The Early 20<sup>th</sup> Century.**

**Course Level Learning Objectives:**

The course will seek to achieve the following objectives:

- to make students understand the difference between modernity and modernism
- to make students understand modernism in the socio-cultural and intellectual contexts of late nineteenth century and early twentieth century Europe
- to make students understand the use of modernist technique in different genres in early twentieth century British literature
- to make students grasp the idea of from in modernist literary texts from across major genres

**Course Level Learning Outcomes**

At the end of the courses students will be able to:

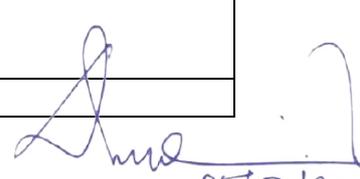
- trace the history of modernism in the socio-cultural and intellectual contexts of late nineteenth century and early twentieth century Europe
- link and distinguish between modernity and modernism
- explain the links between developments in science and experiments in literature
- explain the history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

**Scheme of Examination:**

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

**Marking Scheme:**

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
<b>Pattern of Question Paper for 80 marks</b>					

  
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A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
<b>Pattern of Question Paper for 40 marks</b>					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

**Course Content:**

**Module A:** Joseph Conrad *Heart of Darkness*

**Module B:** D. H. Lawrence *Sons and Lovers*

**Module C:** Virginia Woolf *Mrs Dalloway*

**Module D:** W.B. Yeats ‘Leda \*and the Swan’ ‘The Second Coming’, ‘No Second \*Troy’, ‘Sailing to Byzantium’

**Module E:** T.S. Eliot ‘The Love Song of J. \*Alfred Prufrock’, ‘Sweeney among the\* Nightingales’, ‘The Hollow Men’

**Suggested Topics for Background Reading and Class Presentation**

Modernism, Post-modernism and non-European Cultures

The Women’s Movement in the Early 20th Century

Psychoanalysis and the Stream of Consciousness Literature and the Fear of Disintegration

The Uses of Myth

Nation and Narration in Early Twentieth Century Novel

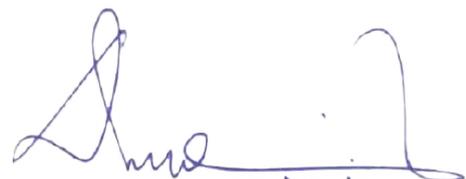
The Avant Garde

**Suggested Readings**

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

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

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



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**Course Code: ENG- C-321**

**Title of the Paper: Modern European Drama**

**Course Level Learning Objectives:**

The course will seek to achieve the following objectives:

- to make students understand the role of theatre and drama in the introduction and shaping of modernity
- to make students understand concepts like realism, naturalism, symbolism, expressionism, the Avant Garde, the epic theatre, the theatre of the absurd, etc.
- to make students understand how meaning is created in theatre
- to make students grasp the importance of innovations introduced into theatrical practice in the late nineteenth and the twentieth century

**Course Level Learning Outcomes**

At the end of the courses students will be able to:

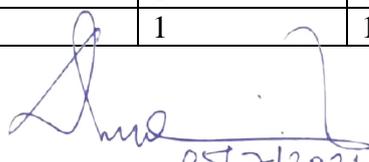
- understand the role of theatre and drama in the introduction and shaping of modernity
- understand and engage with concepts like realism, naturalism, symbolism, expressionism, the Avant Garde, the epic theatre, the theatre of the absurd, etc.
- understand how meaning is created in theatre
- be able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

**Scheme of Examination:**

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

**Marking Scheme:**

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
<b>Pattern of Question Paper for 80 marks</b>					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
<b>Pattern of Question Paper for 40 marks</b>					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

  
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## Course Content

**Module A:** Henrik Ibsen, *Ghosts/ A Doll's House*

**Module B:** Bertolt Brecht, *The Good Woman of Szechuan*

**Module C:** Samuel Beckett, *Waiting for Godot*

**Module D:** Eugene Ionesco, *Rhinoceros*

**Module E:** Jean Genet, *The Balcony*

## Suggested Topics for Background Reading and Class Presentation

Politics, Social Change and the Stage Text and Performance

European Drama: Realism and Beyond

Tragedy and Heroism in Modern European Drama The Theatre of the Absurd

The Role of the Director

The Role of the free theatres

## Suggested Readings

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

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

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

  
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Jt. Registrar (Acad. & Conf.)  
Rajiv Gandhi University  
Rono Hills, Doimukh (A.P.)

**Course Code: ENG-C-322**

**Title of the Paper: Postcolonial Literatures**

**Course Level Learning Objectives:**

The course will seek to achieve the following objectives:

- to make students understand the social-historical-political-economic contexts of colonialism and postcolonialism in India and other countries affected by colonial rule
- to make students engage with a corpus of representative postcolonial texts from different colonial locations: the effects of colonial rule on the language, culture, economy and habitat of specific groups of people affected by it
- to make students understand how racism and imperialism worked during and after colonial occupation
- to make students grasp and appreciate the changing role and status of English in postcolonial literatures while linking colonialism to modernity

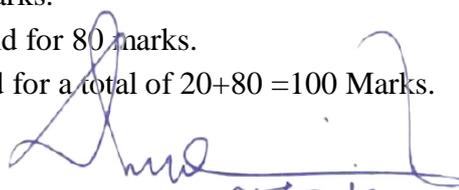
**Course Level Learning Outcomes**

At the end of the courses students will be able to:

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

**Scheme of Examination:**

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.



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Rono Hills, Doimukh (A.P.)

### Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
<b>Pattern of Question Paper for 80 marks</b>					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
<b>Pattern of Question Paper for 40 marks</b>					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

### Course Contents

#### Module A: Fiction

Chinua Achebe *Things Fall Apart*/ Man of the People/ Amitav Ghosh *The Hungry Tide*

#### Module B: Fiction

V S Naipaul : *In a Free State* or Premchand:Godan or Rushdie: *Shame*/ or Kamila Shamsie: *In a City by the Sea* or Gabriel Garcia Marquez *Chronicle of a Death Foretold*

#### Module C: Short Fiction

Phakir Mohan Senapati 'Rebati'/ Lakshminath Bezbaroa: 'Bapiram',  
Bessie Head 'The Collector of Treasures' / Ama Ata Aidoo 'The Girl who can',  
Grace Ogot 'The Green Leaves'

#### Module D: Poetry

Derek Walcott 'A Far Cry from Africa', From Omeros 'Names'  
Okot p'Bitek: 'My Husband', 'Modern\* Cooking'

#### Module E : Poetry

David Malouf 'Revolving Days', 'Wild \*Lemons'  
Mamang Dai 'Small Towns \*and the River'/ 'The Voice of the Mountain'  
Pablo Neruda 'Tonight\* I can Write'/ 'The Way Spain Was'\*

### Suggested Topic for Background Reading and Class Presentation

Nationalism and Nationality

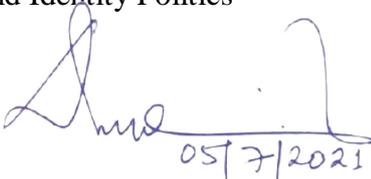
De-colonization, Globalization and Literature Race, Region, Religion

Women and Postcolonialism/Gender and Identity

English and Bhasha: The Languages of Postcolonialism Postcolonial Literatures and Questions of Ethics

Postcolonialism and Resistance Literature and Identity Politics

Writing for the New World Audience

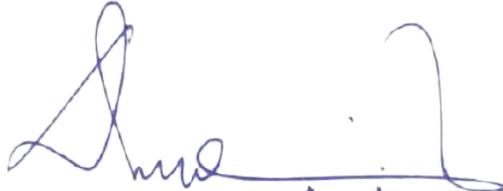
  
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### Suggested Readings

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

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

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



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## B. Discipline Specific Electives (Any Four)

**Course Code: ENG-D-313Aa**

**Title of the Paper: Modern Indian writing in English Translation**

### Course Level Learning Objectives:

The course will seek to achieve the following objectives:

- to make students appreciate the diversity of modern Indian literatures and the similarities between them
- to make students value and critically appreciate the role of Translation into English as an important practice of popularising Modern Indian writing across regional Indian language literatures
- to make students creatively engage with literary movements in various Indian literatures
- to make students engage with a corpus of representative texts of modern Indian literatures and their Translation into English
- to make students understand the historical trajectories of Indian literatures

### Course Level Learning Outcomes

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

- appreciate the diversity of modern Indian literatures and the similarities between them
- understand and creatively engage with the notion of nation and nationalism
- appreciate the impact of literary movements on various Indian literatures
- critically engage with significant social issues like caste and gender
- understand the historical trajectories of Indian literatures

### Scheme of Examination:

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.



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<b>Pattern of Question Paper for 80 marks</b>					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
<b>Pattern of Question Paper for 40 marks</b>					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

## Course Content

### Module A: SHORT FICTION

Premchand, 'The Shroud', in *Penguin Book of Classic Urdu Stories*, ed. M. Asaduddin (New Delhi: Penguin/Viking, 2006).

IsmatChughtai, 'The Quilt', in *Lifting the Veil: Selected Writings of IsmatChughtai*, tr. M. Asaduddin (New Delhi: Penguin Books, 2009).

Gurdial Singh, 'A Season of No Return', in *Earthy Tones*, tr. Rana Nayar (Delhi: Fiction House, 2002).

Fakir Mohan Senapati, 'Rebati', in *Oriya Stories*, ed. Vidya Das, tr. KishoriCharan Das (Delhi: Srishti Publishers, 2000).

### Module B: POETRY

Rabindra Nath Tagore, 'Light, Oh Where is the Light?' and '\*When My Play was with thee', in *Gitanjali: A New Translation with an Introduction by William Radice* (New Delhi: Penguin India, 2011).

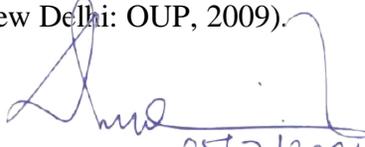
G.M. Muktibodh, 'The Void', (tr. Vinay Dharwadker) and 'So \*Very Far', (tr. Tr. Vishnu Khare and Adil Jussawala), in *The Oxford Anthology of Modern Indian Poetry*, ed. VinayDharwadker and A.K. Ramanujam (New Delhi: OUP, 2000).

Amrita Pritam, 'I Say Unto\* Waris Shah', (tr. N.S. Tasneem) in *Modern Indian Literature: An Anthology, Plays and Prose, Surveys and Poems*, ed. K.M. George, vol. 3 (Delhi: Sahitya Akademi, 1992).

ThangjamIbopishak Singh, 'Dali, Hussain, or Odour of Dream, Colour of Wind' and 'The Land\* of the Half-Humans', tr. Robin S. Ngangom, in *The Anthology of Contemporary Poetry from the Northeast* (NEHU: Shillong, 2003).

### Module C: DRAMA

Dharamveer Bharati *Andha Yug*, tr. Alok Bhalla (New Delhi: OUP, 2009).

  
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## Module D: FICTION

G. Kalyan Rao, *Untouchable Spring*, tr. Alladi Uma and M. Sridhar (Delhi: Orient Black Swan, 2010)/ Bama, *Karukku*, tr. Lakshmi Holmstrom (Delhi: OUP, 2000)

**Module E** :Scholarly discussion on (a) The Aesthetics and Politics of Translation , (b) Caste, Gender and Resistance , (c) Questions of Form in 20th Century Indian Literature

## Suggested Topics for Background Reading and Class Presentation

The Aesthetics and Politics of Translation

Linguistic Regions and Languages

Modernity in Indian Literature

Caste, Gender and Resistance

Questions of Form in 20th Century Indian Literature

## Suggested Readings

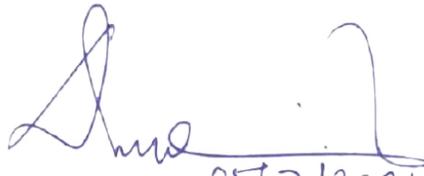
Rabindranath Tagore, 'Nationalism in India,' in *Nationalism* (Delhi: Penguin Books, 2009) pp. 63-83.

Namwar Singh, 'Decolonising the Indian Mind', tr. Harish Trivedi, *Indian Literature*, No. 151 (Sept./Oct. 1992).

B.R. Ambedkar, 'Annihilation of Caste' in *Dr. Babasaheb Ambedkar: Writings and Speeches, vol. 1* (Maharashtra: Education Department, Government of Maharashtra, 1979)chaps. 4, 6, and 14.

Sujit Mukherjee, 'A Link Literature for India', in *Translation as Discovery* (Hyderabad: Orient Longman, 1994) pp. 34–45.

G.N. Devy, 'Introduction', from *After Amnesia* in *The G.N. Devy Reader* (New Delhi: Orient BlackSwan, 2009) pp. 1–5.



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**Course Code: ENG-D-313Ab**

**Title of the Paper: Literature of the Indian Diaspora**

**Course Level Learning Objectives:**

The course will seek to achieve the following objectives:

- to make students appreciate the Indian diasporic consciousness and the literary features of diasporic texts
- to make students develop critical understanding of the writings of the Indian diaspora within the discourse of postcoloniality, postmodernity, hybridity, globalization and transnationalism
- to make students engage with the main currents of Indian diasporic narratives and analyse diasporic texts with reference to key diasporic issues such as displacement, nostalgia, alienation, belonging, identity, gender, racism and assimilation
- to make students appreciate texts in their function as diasporic markers, broadening the understanding of Indian diasporic lives, cultural practices, experiences, religion and the new medium.

**Course Level Learning Outcomes**

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

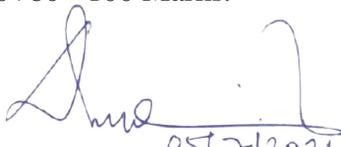
- understand the concept of 'diaspora' in its historical and cultural contexts
- identify different aspects of Indian diasporic consciousness and the literary features of diasporic texts
- develop a clear understanding of the formation of Indian diasporic movements within India and outside
- develop a critical understanding of the writings of the Indian diaspora within the discourse of postcoloniality, postmodernity, hybridity, globalization and transnationalism.
- develop the analytical ability to read diasporic texts and analyze key diasporic issues such as displacement, nostalgia, alienation, belonging, identity, gender, racism and assimilation
- understand the main currents of Indian diasporic narratives
- examine how texts function as diasporic markers, broadening the understanding of Indian diasporic lives, cultural practices, experiences, religion and the new medium.

**Scheme of Examination:**

Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.

The final examination will be held for 80 marks.

Thus, the Paper will be examined for a total of 20+80 =100 Marks.



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### Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
<b>Pattern of Question Paper for 80 marks</b>					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
<b>Pattern of Question Paper for 40 marks</b>					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

### Course Content

**Module A:** M. G. Vassanji. *The Book of Secrets* (Penguin, India)

**Module B:** Rohinton Mistry. *A Fine Balance* (Alfred A Knopf)

**Module C:** Meera Syal. *Anita and Me* (Harper Collins)

**Module D:** Jhumpa Lahiri. *The Namesake* (Houghton Mifflin Harcourt)

**Module E:** Special Terms: Diaspora , Globalization , Transnationalism , Multiculturalism

### Suggested Topics for Background Reading and Class Presentation

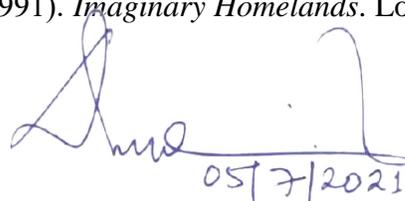
The Diaspora Nostalgia  
New Medium Alienation  
Globalization  
Transnationalism

### Suggested Readings

“Introduction: The diasporic imaginary” in Mishra, V. (2008). *Literature of the Indian diaspora*. London: Routledge

“Cultural Configurations of Diaspora,” in Kalra, V. Kaur, R. and Hutynuk, J. (2005). *Diaspora & hybridity*. London: Sage Publications.

“The New Empire within Britain,” in Rushdie, S. (1991). *Imaginary Homelands*. London: Granta Books.



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**Course Code: ENG-D-314Aa**

**Title of the paper: Literary Criticism**

**Course Level Learning Objectives:**

The course will seek to achieve the following objectives:

- to make students understand contributions of major literary theorists, particularly of the 20<sup>th</sup> century
- to make students sharpen interpretative skills in the light of various theoretical frameworks
- to make students apply various theoretical frameworks and concepts to literary and cultural texts
- to make students understand various literary theories and the way they enrich and change our thinking about language, literature and society

**Course Level Learning Outcomes**

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

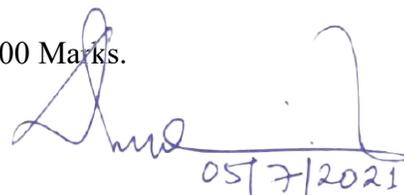
- have a historical overview of major literary theorists, particularly of the 20<sup>th</sup> century
- show an understanding of historical and philosophical contexts that led to the development of literary theory and its practices
- develop awareness of various literary theories and the way they enrich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

**Scheme of Examination:**

•Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.

•The final examination will be held for 80 marks.

•Thus, the Paper will be examined for a total of 20+80 =100 Marks.



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A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
<b>Pattern of Question Paper for 40 marks</b>					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

### Course Content

**Module A:** Literary Theory: An Introduction, New Criticism and Russian Formalism, Reader Response

**Module B:** *Marxism*, Psychoanalytic theory

**Module C :** Structuralism , Poststructuralism , New Historicism

**Module D:** Postcolonialism, Feminism , Black and Dalit Aesthetics/ Subaltern Studies

**Module E:** Theory Now

### Suggested Topics for Background Reading and Class Presentation

Literary criticism

Contemporary Literary Theory

Literary and Cultural Theory

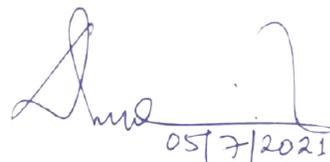
### Suggested Readings

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

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

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

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



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**Course Code: ENG-D-314Ab**

**Title of the Paper: World Literatures**

**Course Level Learning Objectives:**

The course will seek to achieve the following objectives:

- to make students understand concepts related to world literature ,e.g. national literature, general literature, comparative literature and *Vishwa Sahitya*.
- to make students analyze and appreciate literary texts from different parts of the world and receive them in the light of one's own literary traditions.
- to make students analyze and interpret literary texts in their contexts and locate them
- to make students interpret literary and cultural texts from various world literatures in the light of various theoretical frameworks
- to make students understand enrich their thinking about language, literature and society involving notions of global human aspirations and significant international experiences and political developments

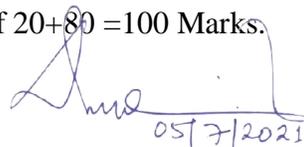
**Course Level Learning Outcomes**

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

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

**Scheme of Examination:**

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of  $20+80=100$  Marks.



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## Marking Scheme:

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<b>Pattern of Question Paper for 80 marks</b>					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
<b>Pattern of Question Paper for 40 marks</b>					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

## Course Content

**Module A:** Albert Camus, *The Stranger* / Franz Kafka, *Metamorphosis*

**Module B:** Anton Chekov, *The Cherry Orchard*

**Module C:** Pablo Neruda, Select Poems-“ I do not love you except Because I love you “ and ode to sadness”.

Rainer M Rilke, *Duino Elegies*,

**Module D:** Gabriel Garcia Marquez *The General in the Labyrinth*

**Module E:** Naguib Mafouz, *Palace Walk* or *Palace of Desire* (from the Cairo trilogy) / Jose Saramago, *Cain*

## Suggested Topics for Background Reading and Class Presentation

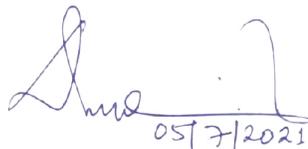
### Suggested Reading:

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

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

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

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



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**Course Code: ENG-D-323Aa**

**Title of the Paper: Partition Literature**

**Course Level Learning Objectives:**

The course will seek to achieve the following objectives:

- to make students understand the Partition of Indian Sub-continent and literature emerging as a response to the same
- to make students analyze and appreciate literary texts reproducing experiences and expectations on account of partition
- to make students analyze and interpret literary texts in their contexts and locate them for development of empathy as a fit human response in such a crisis

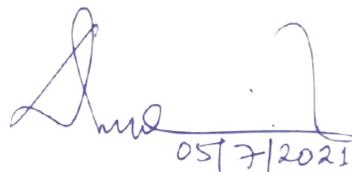
**Course Learning Outcomes**

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

- explain historical and socio-cultural factors responsible for the Partition of Indian Sub-continent.
- demonstrate critical understanding of manifestations of the experience of the partition in various art forms.
- link and analyze the eco-socio-historical-cultural contexts and dimensions related to the Partition of India e.g. nation, nationalism, communication, violence, exile, homelessness, refugee, rehabilitation, resettlement, border and border lands (colonialism and post colonialism), literary responses to the partition in different parts of Indian continent and interpret them.
- interpret texts and experience and relate it to their contexts and experiences

**Scheme of Examination:**

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.



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### Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
<b>Pattern of Question Paper for 80 marks</b>					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
<b>Pattern of Question Paper for 40 marks</b>					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

### Course Content

**Module A** :Intizar Hussain, Basti, (tr), Frances W Pritchett (New Delhi: Rupa, 1995).  
Khushwant Singh, *Train to Pakistan*, Chattos&Windus, 1956.

**Module B** :DibyenduPalit*Alam's Own House*, tr. Sarika Chaudhary *Bengal Partition Stories: An Unclosed Chapter*, Bashabi Fraser (Ed.) London: Anthem Press (2008)  
Sa'adat Hasan Manto, "Toba Tek Singh", in *Black Margins: Manto*, (Delhi: Katha, 2003).

**Module C** :LalithambikaAntharajanam, 'A Leaf in the Storm' (tr) K Narayanachandran, in *Stories about the Partition of India* (ed) Alok Bhalla, New Delhi, Manohar 2012 (pp.137 – 45)

**Module D**: Faiz Ahmad Faiz 'For your Lanes, My Country' in *In English* :Faiz Ahmed Faiaz, A Renowned Urdu Poet, tr and Ed RizRamhim. California: Xlibris 2008 (p 138)

**Module E**: Jibananda Das, 'I shall Return to This Bengal' Tr Shakunatal Chaudhuri, in *ModernIndian Literature*. New Delhi OUP

### Suggested Topics for Background Reading and Class Presentation

Nationalism, Colonialism, British Rule in India Post Colonialism in India

Communalism and Violence Homelessness and Exile

Women and Children in Partition Literature

### Background Reading and Screenings

1. Ritu Menon and Kamla Bhasin, 'Introduction' in *Borders and Boundaries*. New Delhi, Kali for Women. 1998



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2. Sukrita P Kumar, *Narrating Partition*. Delhi, Indialog 2004
3. Urvashi Butalia, *The Other Side of Silence: Voices from the Partition of India*. New Delhi, Kali for Women 2000
4. Sigmund Freud, 'Mourning and Melancholia' in *The Complete Psychological Works of Sigmund Freud*, Tr James Strachey. London: Hogarth Press 1953 (pp 3041 – 53)

### **Films**

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

*Khamosh Paani: Silent Waters* (Dir. Sabiha Sumar, 2003)

*Subarna Rekha* (Dir Ritwik Ghatak, 1965)



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**Course Code: ENG-D-323Ab**

**Title of the Paper: Research Methodology.**

**Course Level Learning Objectives:**

The course will seek to achieve the following objectives:

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

**Course Level Learning Outcomes**

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

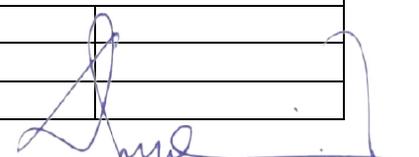
- Develop a simple questionnaire to elicit specific information.
- Collect data based on a survey and arrive at inferences using a small sample Discuss and draft a plan for carrying out a piece of work systematically
- Refer to authentic sources of information and document the same properly. Provide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

**Scheme of Examination:**

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of  $20+80=100$  Marks.

**Marking Scheme:**

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
<b>Pattern of Question Paper for 80 marks</b>					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	

  
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Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

## Course Content

**Module A:** Basic concept of research and the terminology involved  
 Basic types of research  
 Basic tools of research

**Module B:** Reference skills including skills to use dictionaries, encyclopedias, library catalogues, and net resources.

**Module C:** Stating and defending a research proposal  
 . conceptualizing and drafting a research proposal  
 . parts of research proposal

**Module D:** Writing a research paper  
 Style manuals  
 Notes, references and bibliography

**Module E:** Research and ethics: documentation and plagiarism

## Suggested Topics for Background Reading and Class Presentation

Research and the terminology  
 Tools of research  
 Preparing a research proposal  
 Plagiarism and related exercise on Research ethics

## Suggested Readings

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

Manuals of style (MLA Style Sheet, APA Style Sheet, Chicago Style Manual etc)

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



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**Course Code: ENG-D-324Aa**

**Title of the Paper: Travel Writing**

**Course Level Learning Objectives:**

The course will seek to achieve the following objectives:

- to make students understand Travel Writing from regional, national and global perspectives
- to make students understand how Travel Writing can be analyzed with relation to colonialism
- to make students understand how foreigners' impressions change local perspectives of the places they have visited and described
- to make students understand how Travel Writing impacts notions of selfhood and otherness against given historical understanding of the same

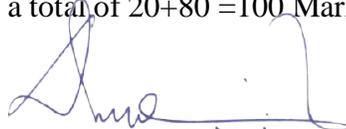
**Course Level Learning Outcomes**

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

- map the social-historical-political-economic contexts of Travel Writing from regional, national and global perspectives
- explain the origin and reception of Travel Writing in chosen locations appreciate and analyze the relationship of Travel Writing to colonialism
- see the link between Travel Writing and history writing: Travel Writing as an alternative history or supplement to historical writing
- see the link between travel writing and translation
- analyze travel writing in relation to colonial and postcolonial positions
- appreciate the role of travel in shaping selfhood and otherness and relate the growth of Travel Writing to regional national and global identities
- critically engage with the accounts of places visited by foreigners and how their impressions change local perspectives of the places

**Scheme of Examination:**

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of  $20+80=100$  Marks.



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### Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
<b>Pattern of Question Paper for 80 marks</b>					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
<b>Pattern of Question Paper for 40 marks</b>					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

### Course Content

**Module A:** IbnBatuta: ‘The Court of Muhammad bin Tughlaq’/ Khuswant Singh’s *CityImprobable: Writings on Delhi*, Penguin Publisher  
Verrier Elwin: From APhilosophy for NEFA (‘A Pilgrimage to Tawang’)  
Al Biruni: Chapter LXIII, LXIV, LXV, LXVI, in *India by Al Biruni*, edited by Qeyamuddin Ahmad, National Book Trust of India

**Module B :** Selections from Mark Twain: *The Innocent Abroad* (Chapters 7, 8, 9)/ Richard Wright: Pagan Spain  
Ernesto Che Guevara: *The Motorcycle Diaries: A Journeyaround South America* (the Expert, Home land for victor, The City of Viceroy), Harper Perennial  
William Dalrymple: *City of Dijn* (Prologue, Chapters I and II) Penguin Books

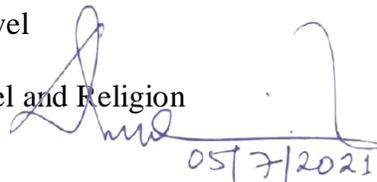
**Module C :**Rahul Sankrityayan: *From Volga to Ganga* (Translation by Victor Kierman) (Section I to Section II) Pilgrims Publishing

**Module D :** Nahid Gandhi: *Alternative Realities: Love in the Lives of Muslim Women*, Chapter ‘Love, War and Widow’, Westland, 2013 /Marianne Postans (*Chapter 1: “Modern Bombay”* from *Western India1838* , <https://archive.org/details/westernindiain00postgoog/page/n61/mode/2up->) / Elizabeth Vickland(*Daughter of Brahma*)

**Module E :**ElisabethBumiller: *May You be the Mother of a Hundred Sons: a Journey amongthe Women of India*, Chapters 2 and 3, pp.24-74 (New York: Penguin Books, 1991)

### Suggested Topics for Background Reading and Class Presentation

Travel Writing and Ethnography Gender and Travel  
Globalization and Travel  
Travel writing and Disciplinary Knowledge Travel and Religion  
Orientalism and Travel



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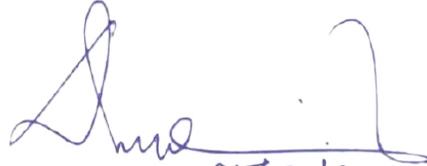
### Suggested Readings

Susan Bassnett, 'Travel Writing and Gender', in *Cambridge Companion to Travel Writing*, ed. Peter Hulme and Tim Young (Cambridge: CUP, 2002) pp, 225-241.

Tabish Khair, 'An Interview with William Dalrymple and Pankaj Mishra' in *Postcolonial Travel Writings: Critical Explorations*, ed. Justin D Edwards and Rune Graulund (New York: Palgrave Macmillan, 2011), 173-184.

Casey Balton, 'Narrating Self and Other: A Historical View', in *Travel Writing: The Self and The Other* (Routledge, 2012), pp.1-29.

Sachidananda Mohanty, 'Introduction: Beyond the Imperial Eyes' in *Travel Writing and Empire* (New Delhi: Katha, 2004) pp. ix –xx.



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**Course Code: ENG- D-324Ab**

**Title of the Paper: Autobiography**

**Course Level Learning Objectives:**

The course will seek to achieve the following objectives:

- to make students understand how various kinds of writing represent and make sense of the experiences of the individual
- to make students understand how interrelationship and difference manifest with regard to concepts of self and history, truth, claims and fiction in private and public spheres
- to make students understand how language is variously exploited for constructing identity through texts governed by politics of memory
- to make students appreciate life writing as a literary form in both western and non-western contexts

**Course Level Learning Outcomes**

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

- demonstrate a familiarity with kinds of writing which seek to represent and make sense of the experiences of the individual.
- understand the relationship between self and history, truth, claims and fiction in private and public spheres.
- explain the working of memory, politics of memory and its role in constructing identity.
- explain and analyze how life writing provides alternatives to existing ways of writing history.
- examine the status of life writing as a literary form and the history of its reception
- appreciate the emergence of life writing non-western context.

**Scheme of Examination:**

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.



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## Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
<b>Pattern of Question Paper for 80 marks</b>					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
<b>Pattern of Question Paper for 40 marks</b>					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

## Course Content

**Module A:** Jean-Jacques Rousseau's *Confessions*, Part I and Book 1 Tr. Angela Scholar (New York. OUP 2000)

M K Gandhi's *Autobiography: The Story of my Experiments with Truth* (pp.5 – 26), Ahmedabad, Navjivan Press )

**Module B:** TJS George *MS – A Life in Music*. New Delhi, Harper Collins 2004 (first Three chapters)

Ramchandra Guha *Savaging the Civilized New Delhi*, Permanent Black 1999 (first three chapters)

**Module C:** *The Diary of Samuel Pepys* (selections) or *The Diary of Young Girl Anne Frank*

**Module D:** Richard Wright *The Black Boy* (Chapter 1 pp 1-94) Picador 1984

**Module E:** Sharan Kumar Limbale *The Outcaste* New Delhi OUP (pp 1-39)

## Suggested Topics for Background Reading and Class Presentation

Life writing and Truth Self and Society

Role of memory in Life writing Life Writing as Resistance

Life Writing and rewriting History Life Writing and Identity

## Suggested Readings

Roy Pascal, *Design and Truth in Autobiography*

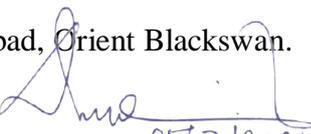
James Olney, 'A Theory of Autobiography' in *Metaphors of Self* Princeton University Press 1972 (pp 3 – 50)

Laura Marcus *The Law of Genre in Autobiographical Discourse* Manchester University Press 1994 (pp 229 – 74)

Linda Anderson, 'Introduction' in *Autobiography* London, Routledge 2001 (pp 1 – 17)

Mary G Mason, 'The Other Voice' *Autobiographies of Women Writers in Life/Lines Theorizing Womens' Autobiography*. Ed Bella Brodzki and Celeste Shenck Cornell University Press 1988 (pp 19 – 44)

Rajkumar, *Dalit Personal Narratives*, Hyderabad, Orient Blackswan.

  
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### C. Generic Elective (any four)

**Course Code: ENG-G-114**

**Title of the Paper: Academic Writing and Composition**

#### Course Level Learning Objectives

The course will seek to achieve the following objectives:

- to make students use simple and acceptable English to convey their ideas in English in writing
- to make students recognize and draft different types of writing – e.g. classroom notes, summaries, reports, exploratory and descriptive paragraphs, substantiating etc
- to make students understand and explain a diagram or a graph, chart, table etc
- to make students write a review of a book or a movie
- to make students write a report on academic or cultural events held in a college or university for a journal or a newspaper

#### Course Learning Outcomes

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

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

#### Scheme of Examination:

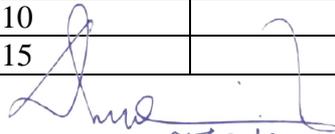
•Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.

•The final examination will be held for 80 marks.

•Thus, the Paper will be examined for a total of 20+80 =100 Marks.

#### Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
<b>Pattern of Question Paper for 80 marks</b>					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
<b>Pattern of Question Paper for 40 marks</b>					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

  
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## Course Content

### Module A: Introduction to the Writing Process

Introduction to the Conventions of Academic Writing

### Module B: Writing in one's own words: Summarizing and Paraphrasing

Study Skills including note making, note taking, information transfer, reviewing etc.

### Module C: Structuring an Argument: Introduction, Interjection, and Conclusion

Critical Thinking: Syntheses, Analyses, and Evaluation

### Module D: Remedial Grammar

### Module E: Citing Resources; Editing, Book and Media Review

### Suggested Topics for Background Reading and Class Presentation

Summarizing and Paraphrasing

note making, note taking, information transfer, reviewing

Citing Resources; Book and Media Review

### Suggested Readings

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

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

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

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

Eastwood, John. (2005) *Oxford Practice Grammar*. Oxford, OUP  
Wallace, Michael. (2004). *Study Skills*. Cambridge, CUP



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**Course Code: ENG-G-124**

**Title of the Paper: MEDIA AND COMMUNICATION SKILLS**

### Course Level Learning Objectives

The course will seek to achieve the following objectives:

- to make students communicate information clearly and effectively in all kinds of environment and contexts
- to prepare students for effective media writing, reviews, reports, programmes and discussions
- to make students familiar with the new media, its techniques, practices of social media and hypermedia
- to make students aware of career opportunities in print and electronic media

### Course Level Learning Outcomes

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

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

### Scheme of Examination:

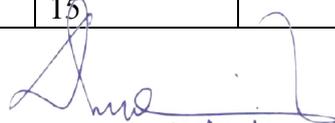
•Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.

•The final examination will be held for 80 marks.

•Thus, the Paper will be examined for a total of 20+80 =100 Marks.

### Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
<b>Pattern of Question Paper for 80 marks</b>					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
<b>Pattern of Question Paper for 40 marks</b>					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

  
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## Course Content

### Module A 1.Introduction to Mass Communication

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

#### Topics for Student Presentations:

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

### Module B: Advertisement

1. Types of advertisements
2. Advertising ethics
3. How to create advertisements/storyboards

#### Topics for Student Presentations:

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

### Module C 3: Media Writing

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

#### Topics for Student Presentations:

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

### Module D 4: Introduction to Social Media.

1. Types of Social Media
2. The Impact of Social Media

### Module E: Introduction to Cyber Media

### Suggested Topics for Background Reading and Class Presentation

As given in the Modules above

### Suggested Readings

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

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

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

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

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

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

Kevin Williams, *Understanding Media Theory*. London & New York: Bloomsbury, 2015.

V.S. Gupta, *Communication and Development*. New Delhi: Concept Publications, 2000.

**Course Code: ENG-G-215**

**Title of the Paper: LANGUAGE AND LINGUISTICS**

### Course Level Learning Objectives

The course will seek to achieve the following objectives:

- to make students grasp the structure and various parts of the language
- to make students understand dialects and language and factors governing the relationship thereof
- to make students appreciate various functions that a language performs
- to make students recognize that language acquisition and learning can take place without the fear of making errors

### Course Level Learning Outcomes

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

- recognize/understand the structure and various parts of the language
- understand the existence of language in the form of different dialects based on a set of established factors
- identify the various functions a language performs and the roles assigned to it
- understand that all languages behave alike and develop a tolerance for other languages
- understand that making errors is a process of learning and not hesitate to use language for the fear of making errors

### Scheme of Examination:

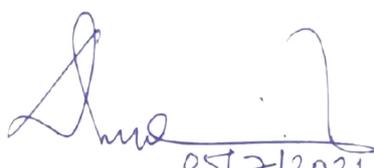
• Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.

•The final examination will be held for 80 marks.

•Thus, the Paper will be examined for a total of 20+80 =100 Marks.

### Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
<b>Pattern of Question Paper for 80 marks</b>					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
<b>Pattern of Question Paper for 40 marks</b>					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	



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Jt. Registrar (Acad. & Conf.)  
Rajiv Gandhi University  
Rono Hills, Doimukh (A.P.)

## Course Content

**Module A:** Language: language and communication; language varieties: standard and non-standard language; language change. (From Mesthrie, Rajend and Rakesh M Bhatt. 2008. *World Englishes: The study of newlinguistic varieties*. Cambridge: Cambridge University Press.)

**Module B:** Structuralism: Distinctive features of human language. (Here we discuss how language used for human communication though unique, shares several features with animal communication.)

Language learning and acquisition: (Here we discuss how a child learns language in an atmosphere of love and leisure in contrast to what happens in school. The implications this understanding will have on both learning and teaching language can be explored in brief.) (Saussure, Ferdinand de. 1966. *Course in general linguistics*. New York: McGraw Hill 'Introduction' Chapter 3)

**Module C:** Phonology (Akmajian, A, R.A. Demers and R, M. Garnish, *Linguistics: An Introduction to language and Communication*, 2<sup>nd</sup> ed.; From kin, V., and R. Rodman, *An Introduction to Language*, 2<sup>nd</sup> ed. (New York: Holt, Rinehart and Winston, 1974) Chapters 3, 6 and 7.

**Module D :** Morphology (Akmajian, A, R.A. Demers and R, M. Garnish, *Linguistics: An Introduction to language and Communication*, 2<sup>nd</sup> ed.; From kin, V., and R. Rodman, *An Introduction to Language*, 2<sup>nd</sup> ed. (New York: Holt, Rinehart and Winston, 1974) Chapters 3, 6 and 7.

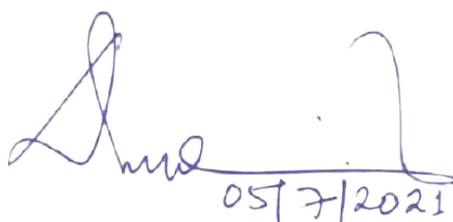
**Module E:** Syntax and semantics: categories and constituents phrase structure; maxims of conversation. (Akmajian, A., R. A. Demers and R, M Harnish, *Linguistics: An Introduction to Language and Communication*, 2nd ed. (Cambridge, Mass.,: MIT Press, 1984; Indian edition, Prentice Hall, 1991) Chapter 5 and 6.)

### Suggested Topics for Background Reading and Class Presentation

features of animal communication shared in language used for human communication  
sounds production : diagrams and charts  
word formation exercises  
sentences and meaning – solving ambiguity

### Suggested Reading

Selinker, L (1975) *An Introduction to Linguistics*, London, Longman  
Fromkin and Rodman. (1975) *Human and Animal Communication*. London, Pergamon.  
Syal, Puspinder et.al. (2009). *An Introduction to Linguistics: Language, Grammar and Semantics*, New Delhi, PHI  
Mohanraj, Jayashree. (2014) *Let's Hear them Speak*, New Delhi, Sage



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**Course Code: ENG- G-225**

**Title of the Paper: LANGUAGE, LITERATURE AND CULTURE**

### **Course Level Learning Objectives**

The course will seek to achieve the following objectives:

- to make students grasp the beauty of expression in literature
- to make students understand the use of language in literature
- to make students appreciate literature for its role in transmitting culture

### **Course Level Learning Outcomes**

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

- see literature as a fine form of expression.
- use literature for analysis to understand the use of language.
- see language as a major source of transmitting culture
- show the understanding of literature in the form of extrapolation (see the relevance of a story, poem, play etc in their own lives)
- show how cultures and languages are interrelated especially through their presentation of differences .

### **Scheme of Examination:**

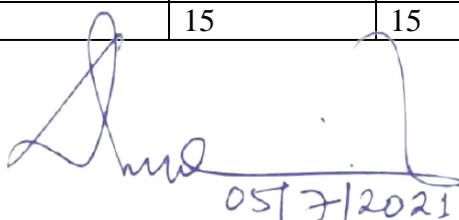
•Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.

•The final examination will be held for 80 marks.

•Thus, the Paper will be examined for a total of 20+80 =100 Marks.

### **Marking Scheme:**

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
<b>Pattern of Question Paper for 80 marks</b>					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
<b>Pattern of Question Paper for 40 marks</b>					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

  
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## **Course Content**

(Portions related to the aspects given in the Modules here will be done from *An Anthology of Writings on Diversities in India*, a course book prepared by the Delhi University for UG students. Appropriate contents from here and elsewhere may be selected for discussion by stakeholders keeping in view the location and neighbouring languages and cultures of the learners.)

**Module A:** literature as a fine form of expression.

**Module B:** literature for analysis to understand the use of language

**Module C:** language as a major source of transmitting culture

**Module D:** the understanding of literature in the form of extrapolation (seeing the relevance of a story, poem, play etc. in students' own lives)

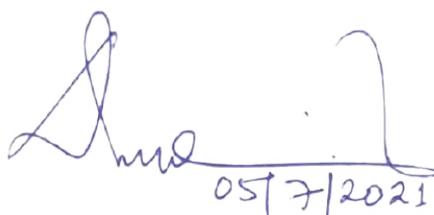
**Module E:** how cultures and languages are interrelated especially through their presentation of differences

### **Suggested Topics for Background Reading and Class Presentation**

Related aspects as given in the Modules here and done from *An Anthology of Writings on Diversities in India* and appropriate contents from here and elsewhere may be selected for discussion by stakeholders keeping in view the location and neighbouring languages and cultures of the learners.

### **Suggested Reading**

*An Anthology of Writings on Diversities in India*, a course book prepared by the Delhi University for UG students.



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## Ability Enhancement Compulsory Course (AECC.2) for B.A./B.Sc./B.Com.

**Course Code: ENG-A-111**

**Title of the Paper: English for Communication**

### Course Level Learning Objectives

The course will seek to achieve the following objectives:

- to make students understand basic rules of Grammar
- to make students use the rules of Grammar for various composition exercises
- to make students appreciate rules of Grammar as used for model in various literary compositions
- to make students enjoy and appreciate literary pieces
- to expose students to literary pieces to develop their creativity

### Course Learning Outcomes

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

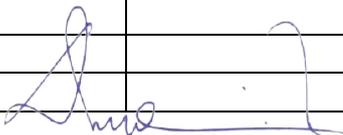
- convey their ideas in English using simple and acceptable English in writing
- understand Fundamentals of Grammar
- describe a diagram or elaborate information contained in a graph, chart, table etc, write a review of a book or a movie
- write a précis writing, paragraph writing( 150 words), Letter writing – personal, official, Demi-official, Business, Public speaking, soft skills, Interviews, preparing curriculum vitae, Report(Meetings and Academic ) writing

### Scheme of Examination:

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

### Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
<b>Pattern of Question Paper for 80 marks</b>					
A	6	4	5	20	
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<b>Pattern of Question Paper for 40 marks</b>					
A	5	3	5	15	
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## Course Content

### Module – I: Poetry

William Shakespeare – All the World is a stage.  
William Wordsworth – I wondered lonely as a Cloud.  
Ralph Waldo Emerson – The Mountain and the Squirrel.  
Emily Dickinson – Success is Counted Sweetest.  
Robert Frost - Stopping by Woods on a Snowy Evening.  
Rabindranath Tagore – Where the Mind is without Fear.  
A.K.Meherotra – Songs of the Ganga.

### Module – II: Short stories

R.K. Narayan – Lawly Road/Mulk Raj Anand – Barbar’s Trade Union.  
Somerset Mangham – The Luncheon/Guy De. Maupassant – The Necklace  
Anton Chekhov – The Lament/ O’ Henry – The Last Leaf  
Manoj Das – The Submerged Valley.

### Module – III: One- Act plays and Short fiction

(A) Norman Mckinnell - The Bishop’s Candle Sticks/Anton Chekov – A Marriage Proposal  
Eugene Ionesco – The Lesson /August Strandberg – Miss Jullie  
Fritz Karinthy– Refund  
  
(B) Harper Lee – To kill a Mocking Bird.  
Or  
R. K. Narayan – Vendor of Sweets.

### Module – IV: Fundamentals of Grammar

Parts of speech, articles and intensifiers, use of tense forms, use of infinitives, conditionals , adjectives and adverbs, prepositions, making affirmative, negative and interrogative, making question tag.

### Module – V: Composition Practice

(A) Comprehension, précis writing, paragraph writing( 150 words), reviewing movies and books ,Letter writing – personal, official, Demi-official, Business, Public speaking, soft skills, Interviews, preparing curriculum vitae, Report(Meetings and Academic ) writing.  
(B) Communication Practice –  
Introducing yourself, introducing people to others, meeting people, Exchanging greetings, taking leave, answering the telephone, asking someone for some purpose, taking and leaving messages, call for help in Emergency, e-mails writing ,explaining a graph, chart, table etc.

### Suggested Topics for Background Reading and Class Presentation

Short selections from the works prescribed in Modules I, II and III – reading , re-telling , role-playing , explaining with reference to contemporary social experiences  
Practical writing work on Modules IV and V



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Rono Hills, Doimukh (A.P.)

**Suggested Reading:**

- 1- For reading the texts available sources of texts and help of the Web source may be taken.
- 2- Crystal, David(1985) Rediscover Grammar with David Crystal. Longman.
- 3- Hewings, M. (1999) Advanced English Grammar. Cambridge University Press.
- 4- Bakshi, R. N. A course in English Grammar, orient Longman
- 5- Krishnaswamy, N. Modern English – A Book of Grammar, usage and composition. MacMillan India Ltd.



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प्रथम सत्र  
पत्र – HIN-A- 111  
हिंदी शिक्षण

व्याख्यान	: 4 प्रति सप्ताह
क्रेडिट	: 4
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

यह प्रश्नपत्र प्रथम सत्र में हिन्दी कौशलाधारित पाठ्यक्रम चुनने वाले सभी विद्यार्थियों के लिये है। यह पत्र चार इकाइयों में विभक्त है। प्रत्येक इकाई के लिये अंक अलग-अलग निर्धारित हैं।

**उद्देश्य:**

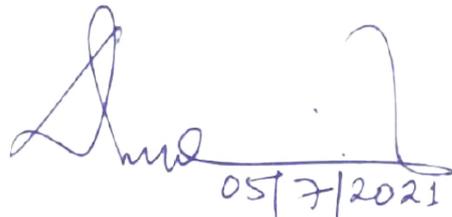
सामाजिक, व्यावसायिक, कार्यालयी तथा शैक्षणिक परिप्रेक्ष्य में विद्यार्थियों के भाषा-कौशल में निखार लाना। विद्यार्थियों में प्रतिस्पर्धात्मक परीक्षाओं एवं साक्षात्कार हेतु आत्मविश्वास उत्पन्न करना। विद्यार्थियों में रचनात्मक कौशल विकसित करना। भाषा-ज्ञान के माध्यम से विद्यार्थियों को रोजगारोन्मुख शिक्षा प्रदान करना।

इकाई: 1 राष्ट्रीय एवं अन्तरराष्ट्रीय परिप्रेक्ष्य में हिन्दी का महत्त्व; मानक हिन्दी और बोलचाल की हिन्दी में अन्तर; स्वागत भाषण, भाषण, विषय प्रवर्तन तथा धन्यवाद ज्ञापन। व्याख्यान – 10

इकाई: 2 आलेख रचना  
सम्पादक के नाम पत्र, सम्पादकीय लेखन, स्तम्भ लेखन, पत्र-पत्रिकाओं के लिये आलेख रचना; आकाशवाणी एवं दूरदर्शन हेतु वार्ता, साक्षात्कार एवं परिचर्चा तैयार करने की विधियाँ।  
व्याख्यान – 10

इकाई: 3 व्यावहारिक लेखन  
कार्यालयी पत्राचार; प्रेस विज्ञप्ति; सूचना; ज्ञापन; कार्यसूची; कार्यवृत्त; प्रतिवेदन; सम्पादन; संक्षेपण; आत्मविवरण तथा ई-मेल लेखन, फेसबुक, ब्लॉग और ट्वीटर लेखन। व्याख्यान – 10

इकाई: 4 सृजनात्मक लेखन  
कविता, कहानी, नाटक तथा एकांकी, निबंध, यात्रावृत्त का स्वरूप विवेचन। व्याख्यान – 10



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**उपलब्धियां** - हिंदी शिक्षण से सम्बन्धित इस पत्र में विद्यार्थी हिन्दी भाषा के व्यावहारिक स्वरूप तथा प्रयोजनमूलक हिन्दी के क्षेत्र लेखन से जुड़ी बहुविध जानकारीयों से परिचित हुए। हिन्दी भाषा की बढ़ती लोकप्रियता और बढ़ते अन्तरराष्ट्रीय महत्त्व के सन्दर्भ में हिन्दी भाषा आधारित कौशल विकास से विद्यार्थियों को अवगत कराया गया। विशेषकर आलेख रचना के अतिरिक्त व्यावहारिक एवं सर्जनात्मक लेखन से जुड़ी बारीकियों को जान सके।

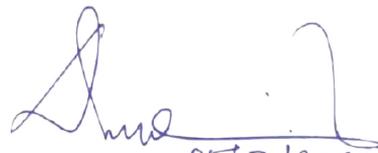
**निर्देश:**

1. इस पत्र की प्रत्येक इकाई से 15-15 अंकों का एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न के लिए विकल्प भी होंगे। 15X4= 60
2. सम्पूर्ण पाठ्यक्रम से 5-5 अंकों की 4 टिप्पणियां पूछी जायेगी। टिप्पणियों के लिये विकल्प भी रहेंगे। 5X4= 20

**कार्य-सम्पादन- पद्धति :** व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि।

**सहायक ग्रन्थ:**

1. अच्छी हिन्दी : रामचन्द्र वर्मा
2. व्यावहारिक हिन्दी व्याकरण और रचना : हरदेव बाहरी
3. हिन्दी भाषा : डॉ. भोलानाथ तिवारी
4. रेडियो लेखन : मधुकर गंगाधर
5. टेलीविजन: सिद्धान्त और टैकनिक : मथुरादत्त शर्मा
6. प्रयोजनमूलक हिन्दी : डॉ. दंगल झाल्टो
7. सरकारी कार्यालयों में हिन्दी का प्रयोग : गोपीनाथ श्रीवास्तव, राजकमल, दिल्ली।
8. टेलीविजन लेखन : असगर वजाहत / प्रेमरंजन ; राजकमल, दिल्ली।
9. रेडियो नाटक की कला : डॉ. सिद्धनाथ कुमार, राजकमल, दिल्ली।
10. रेडियो वार्ता-शिल्प : सिद्धनाथ कुमार, राजकमल, दिल्ली

  
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# **EVS-A-121: ENVIRONMENTAL STUDIES**

## **(GEO AECC1- ENVIRONMENTAL STUDIES)**

Credit 4- (Credit Hours in a week: Lecture-3, Practical-0, Tutorial-1)

Marks: 100 (End term examination=80 and internal examination-20)

Objective:

1. To know the basic components of environment and functioning of ecosystem.
2. To know the common environmental problems, causes and consequences and solutions.

Learning Outcome:

1. To develop a sense of responsibility and attitude towards conservation of environment.
2. To develop basic skill of solving environmental problem at local level.

### **Course Content**

#### **I Introduction to Environmental Studies**

- i. Development of Environmental Studies
- ii. Meaning of environment
- iii. Concept of Environment
- iv. Scope of Environmental Studies

#### **II Understanding the Environment**

- i. Biosphere
- ii. Ecosystem
- iii. Habitat
- iv. Cultural Landscape

#### **III Environmental Hazards**

- i. Natural Hazards
- ii. Flood, Drought, Cyclone & Earthquake, Landslide
- iii. Man Made Hazards
- iv. Deforestation

#### **IV Environmental conservation**

- i. Awareness about the importance of Environment
- ii. Monitoring
- iii. Conservation
- iv. Sustainable Development

#### **V- Environmental Hazards in Arunachal Pradesh**

- i. Deforestation
- ii. Landslides
- iii. Flood
- iv. Earthquake
- v. Cloud burst



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## Reference:

1. Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner.
  2. Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmedabad – 380 013, India, Email:mapin@icenet.net (R)
  3. Brunner R.C., 1989, Hazardous Waste Incineration, McGraw Hill Inc. 480p
  4. Clark R.S., Marine Pollution, Clanderson Press Oxford (TB)
  5. Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T. 2001, Environmental Encyclopedia, Jaico Publ. House, Mumabai, 1196p
  6. De A.K., Environmental Chemistry, Wiley Eastern Ltd.
  7. Down to Earth, Centre for Science and Environment (R)
  8. Gleick, H.P. 1993. Water in crisis, Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute Oxford Univ. Press. 473p
  9. Hawkins R.E., Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay (R)
  10. Heywood, V.H & Waston, R.T. 1995. Global Biodiversity Assessment. Cambridge Univ. Press 1140p.
  11. Jadhav, H & Bhosale, V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi 284 p.
  12. Mckinney, M.L. & School, R.M. 1996. Environmental Science systems & Solutions, Web enhanced edition. 639p.
  13. Mhaskar A.K., Matter Hazardous, Techno-Science Publication (TB)
  14. Miller T.G. Jr. Environmental Science, Wadsworth Publishing Co. (TB)
  15. Odum, E.P. 1971. Fundamentals of Ecology. W.B. Saunders Co. USA, 574p
  16. Rao M N. & Datta, A.K. 1987. Waste Water treatment. Oxford & IBH Publ. Co. Pvt. Ltd. 345p.
  17. Sharma B.K., 2001. Environmental Chemistry. Geol Publ. House, Meerut
  18. Survey of the Environment, The Hindu (M)
  19. Townsend C., Harper J, and Michael Begon, Essentials of Ecology, Blackwell Science (TB)
  20. Trivedi R.K., Handbook of Environmental Laws, Rules Guidelines, Compliances and Stadards, Vol I and II, Enviro Media (R)
  21. Trivedi R. K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication (TB)
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- (M) Magazine  
(R) Reference (TB) Textbook



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## E. SKILL ENHANCEMENT ELECTIVE COURSES (any two)

**Course Code: ENG-S-214a**

**Title of the Paper: ENGLISH LANGUAGE TEACHING**

### Course Level Learning Objectives

The course will seek to achieve the following objectives:

- to make students grasp the strategies used by a teacher to teach language
- to make students understand the syllabus, its structure and development
- to make students understand different types of tests used in a language class
- to make students understand use of technology for learning language

### Course Level Learning Outcomes

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

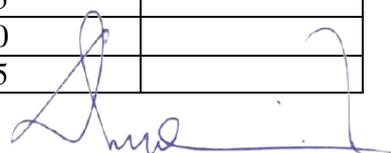
- identify and classify strategies used by a teacher to teach language
- demonstrate clear understanding of the syllabus, its structure and development understand the structure of a textbook and its use
- articulate the reasons for different types of tests the teacher administers
- demonstrate the ways in which technology can be used for learning language.

### Scheme of Examination:

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

### Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
<b>Pattern of Question Paper for 80 marks</b>					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
<b>Pattern of Question Paper for 40 marks</b>					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

  
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## Course Content

**Module A:** Knowing the learner (Syllabus structure; identifying the learner)  
Structures of English language (Grammatical syllabuses and their contents)

**Module B:** Methods of teaching English language and literature

**Module C:** Materials for language teaching (Structure of a textbook and its relation to the syllabus)

**Module D:** Assessing language skills (tests and their purposes)

**Module E:** Using Technology in language learning (ICT and language learning including Web 2.0 Tools)

**Suggested Discussion, Presentation:** Thinking and activities/Practicals associated with all the Modules

### Suggested Reading

Penny Ur, *A Course in Language Teaching: Practice and Theory* (Cambridge: CUP, 1996).

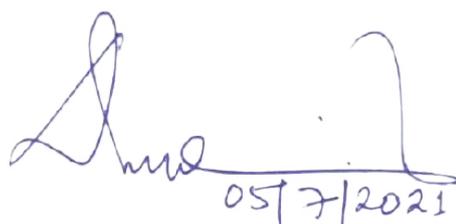
Marianne Celce-Murcia, Donna M. Brinton, and Marguerite Ann Snow, *Teaching English as a Second or Foreign Language* (Delhi: Cengage Learning, 4th edn, 2014).

Adrian Doff, *Teach English: A Training Course For Teachers (Teacher's Workbook)*(Cambridge: CUP, 1988).

*Business English* (New Delhi: Pearson, 2008).

R.K. Bansal and J.B. Harrison, *Spoken English: A Manual of Speech and Phonetics*(New Delhi: Orient BlackSwan, 4th edn, 2013).

Mohammad Aslam, *Teaching of English* (New Delhi: CUP, 2nd edn, 2009).



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**Course Code: ENG-S-214b**  
**Title of the Paper: SOFT SKILLS**

### Course Level Learning Objectives

The course will seek to achieve the following objectives:

- to make students grasp the skills of effective communication
- to make students take responsibility to undertake and complete a work with leadership
- to make students Work in groups either as members or leaders
- to make students develop critical thinking and problem-solving skills

### Course Level Learning Outcomes

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

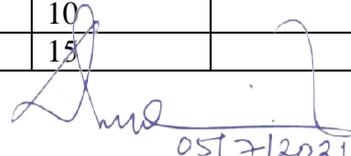
- Communicate with others effectively
- Exhibit qualities of leadership
- Take responsibility to undertake a work and complete it.
- Be aware of their own weaknesses
- Work in groups either as members or leaders
- Think critically or laterally and solve problems
- Be flexible to the needs of others
- Negotiate with others to solve problems (conflict resolution) Cope with pressure and yet produce results

### Scheme of Examination:

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

### Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
<b>Pattern of Question Paper for 80 marks</b>					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
<b>Pattern of Question Paper for 40 marks</b>					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

  
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## Course Content

**Module A:** Effective Communication strategies, Self-esteem and confidence building strategies

**Module B:** Awareness of the surroundings and using the resources to the best advantage for promoting self-learning, Lateral thinking

**Module C:** Emotional Intelligence, Adaptability

**Module D:** Teamwork, Leadership

**Module E:** Problem solving

**Suggested Discussion, Presentation:** Thinking and activities/Practicals associated with all the Modules

### Suggested Readings

Mohanraj, Jayashree, (2015). *Skill Sutras: Modern Communication and Ancient Wisdom*. Bangalore, Prism Books

Raamesh, Gopaldaswamy. (2010). *The ACE of Soft Skills*. New Delhi, Pearson.

Mitra, K Barun. (2012). *Personality Development and Soft Skills*. New Delhi, OUP.



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**Course Code: ENG- S-224a**

**Title of the Paper: TRANSLATION STUDIES**

### **Course Level Learning Objectives**

The course will seek to achieve the following objectives:

- to make students grasp the process of translation
- to make students grasp the skills of effective translation
- to make students undertake and complete practical translation assignments
- to make students work on translated works to compare and evaluate finished translation

### **Course Level Learning Outcomes**

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

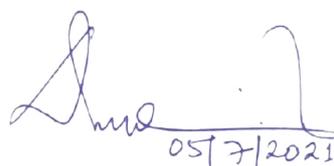
- critically appreciate the process of translation
- engage with various theoretical positions on Translation think about the politics of translation
- assess, compare, and review translations translate literary and non-literary texts

### **Scheme of Examination:**

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

### **Marking Scheme:**

<b>Section</b>	<b>Total Questions</b>	<b>No. of questions to be attempted</b>	<b>Marks for each question</b>	<b>Total Marks</b>	<b>Remarks</b>
<b>Pattern of Question Paper for 80 marks</b>					
A	6	4	5	20	
B	5	3	10	30	
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<b>Pattern of Question Paper for 40 marks</b>					
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## Course Content

**Module A:** Introducing Translation: a brief history and significance of translation in a multi linguistic and multicultural society like India.

Different Types / modes of translation

**Module B:** Different approaches to translation from fidelity to transcreation Functional / communicative translation

Technical /Official translation as opposed to literary translation Audio-visual translation

**Module C:** Introducing basic concepts and terms used in Translation Studies through relevant tasks, for example: Equivalence, Language variety, Dialect, Idiolect, Register, Style, Mode, Code mixing / Switching.

**Module D:** Defining the process of translation (analysis, transference, restructuring) through critical examination of standard translated literary/non-literary texts and critiquing subtitles of English and Hindi films.

Exercises to comprehend Equivalence in translation: Structures – equivalence between the source language and target language at the lexical (word) and syntactical (sentence) levels. This will be done through tasks of retranslation and recreation, and making comparative study of cultures and languages.

**Module E:** Translation of various kinds of short texts from short stories to news reports, poems and songs, to advertisements both print and audio-visual

**Suggested Topics for Class Presentation/Suggested Discussion, Presentation: Thinking and activities/Practicals associated with all the Modules**

Translation and Culture Translation and Gender Translation and Caste Idioms, and Dialects in Translation

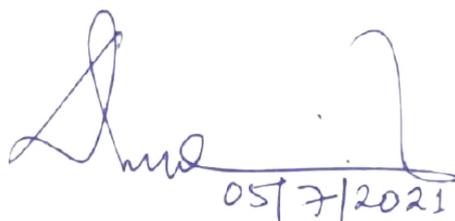
Understanding the aims of translation Evaluation of Translation

### Suggested Readings

Lawrence Venuti, *Essays in The Translation Studies Reader*, London: Routledge, 2000.  
Andre Lefevere, *Translation/History/Culture: A Sourcebook*, London: Routledge, 1992.

Harish Trivedi and Susan Bassnett, Introduction to *Postcolonial Translation: Theory and Practice* (London: Routledge, 1999)

Avadhesh Kumar Singh, “Translation Studies in the 21<sup>st</sup> Century”, *Translation Today*, Vol. 8, Number 1, 2014, pp. 5-45. Susan Bassnett, *Translation Studies*, London: Routledge, 1998.



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**Course Code: ENG- S-224b**

**Title of the Paper: CREATIVE WRITING**

### **Course Level Learning Objectives**

The course will seek to achieve the following objectives:

- to make students grasp the difference between academic/non creative and creative writing
- to make students grasp various figures of speech, language codes and language registers so that they can both, identify as well as use these for creative writing
- to make students understand various genres such as fiction, poetry, drama and newspaper writing
- to make students edit and proofread writing such that it is ready to get into print

### **Course Level Learning Outcomes**

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

- recognize creativity in writing and discern the difference between academic/non creative and creative writing
- develop a thorough knowledge of different aspects of language such as figures of speech, language codes and language registers so that they can both, identify as well as use these; in other words, they must learn that creative writing is as much a craft as an art
- develop a comprehensive understanding of some specific genres such as fiction, poetry, drama and newspaper writing
- distinguish between these as well as look at the sub divisions within each genre (such as in poetry, different forms like sonnets, ballads, haiku, ghazal, etc)
- process their writing for publication and so must have the ability to edit and proofread writing such that it is ready to get into print.

### **Scheme of Examination:**

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

  
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### Marking Scheme:

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C	4	2	15	30	
<b>Pattern of Question Paper for 40 marks</b>					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

### Course Content

**Module A:** What is Creative Writing?

**Module B:** The Art and Craft of Writing

**Module C:** Modes of creative Writing

**Module D:** Writing for the Media

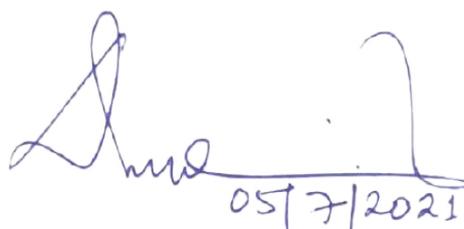
**Module E:** Preparing for Publication

**Suggested Discussion, Presentation:** Thinking and activities/Practicals associated with all the Modules

### Suggested Readings

Dev, Anjana Neira (2009). *Creative Writing: A Beginner's Manual*. Pearson, Delhi, 2009.

Morley, David (2007). *The Cambridge Introduction to Creative Writing*. Cambridge, New York.



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