

SYLLABUS FOR B.A. ENGLISH (GENERAL & HONOURS) DEGREE PROGRAM UNDER CBCS w.e.f. 2017-18 of SEM I TO SEM VI

PAPER TITLES IN ENGLISH MAJOR UNDER CBCS

Code	Title	L/T/P (Hours/Week)	Credits
DSC: ENC 101: Sem 1	Popular Literature	4-0-0	04
ENC 102: Sem 2	Indian Writing in English	4-0-0	04
ENC 103: Sem 3	British Poetry and Drama: 14 th - 17 th Centuries	4-0-0	04
ENC 104: Sem 4	British Poetry and Drama: 17 th & 18 th Centuries	4-0-0	04
ENC 105: Sem 5	American Literature	4-0-0	04
ENC 106: Sem 5	Modern European Drama (BA Honours)	4-0-0	04
ENC 107: Sem 5	British Romantic Literature (BA Honours)	4-0-0	04
END 101: Sem 5	Literary Criticism	4-0-0	04
END 102: Sem 5	Travel Writing (BA Honours)	4-0-0	04
END 104: Sem 5	Culture Study Through Film: India (BA Honours)	4-0-0	04
ENC 108: Sem 6	Postcolonial Literatures	4-0-0	04
ENC 109: Sem 6	Women's Writing (BA Honours)	4-0-0	04
ENC 110: Sem 6	British Literature: The Early 20 th Century (BA Honours)	4-0-0	04
END 108: Sem 6	World Literatures (BA Honours)	4-0-0	04
END 109: Sem 6	Partition Literature (BA Honours)	4-0-0	04
ENP: Sem 6	Project	4-0-0	04

PAPER TITLES IN GENERIC ELECTIVE SEM I TO SEM IV

Code	Title	L/T/P (Hours/Week)	Credits
ENG 101: Sem 1	Literature and Cinema	4-0-0	04
EGG 107: Sem 2	Culture Studies Through Film: India	4-0-0	04
EGG 113: Sem 3	Travel Writing	4-0-0	04
EGG 117: Sem 4	Partition Literature	4-0-0	04

PAPER TITLES IN SKILL ENHANCEMENT COURSES SEM III AND SEM IV**SEMESTER III**

Code	Title	L/T/P (hours/week)	Credits
EGS 101	English for Competitive Exams	4-0-0	04
EGS 102	Creative Writing	4-0-0	04
EGS 103	Soft Skills	4-0-0	04
EGS 104	Text and Performance	4-0-0	04

SEMESTER IV

Code	Title	L/T/P (hours/week)	Credits
EGS 105	Media & Communication Skills	4-0-0	04
EGS 106	English at the Workplace	4-0-0	04
EGS 107	Translation Studies	4-0-0	04

PAPER TITLES IN ENGLISH COMPULSORY COURSES SEM I TO SEM IV

Code	Title	L/T/P (hours/week)	Credits
Sem I or Sem II (BA/BSC)	Ability Enhancement Core Course in English (AECC)	4-0-0	04
Sem I (BCOM only)	Ability Enhancement Core Course in English (AECC – 1: Spoken English)	4-0-0	04
Sem II (BCOM only)	Ability Enhancement Core Course in English (AECC – 3: Business Communication)	4-0-0	04
Sem I (BA only)	Communicative English 1.1	6-0-0	06
Sem II (BA only)	Communicative English 1.2	6-0-0	06
Sem III (BA only)	Advanced Communicative English 2.1	4-0-0	04
Sem IV (BA only)	Advanced Communicative English 2.2	4-0-0	04

LEARNING OUTCOMES

PAPER TITLES IN ENGLISH MAJOR UNDER CBCS

DSC: ENC 101: Sem 1 Popular Literature

Course Objectives:

- To be able to grasp the definition of Popular Literature.
- To understand the history of Popular Literature.
- To be able to understand the tenets of Children's Literature.

Learning Outcomes:

By the end of the course, the students will be familiar with the definition, history and salient features of Popular Literature. They will have gained an in-depth understanding of elements of Children's Literature and what 'makes' a good story.

Texts

1. Lewis Carroll *Through the Looking Glass*
2. Agatha Christie *The Murder of Roger Ackroyd*
3. Shyam Selvadurai *Funny Boy*
4. Durgabai Vyam and Subhash Vyam Bhimayana: *Experiences of Untouchability/ Autobiographical Notes on Ambedkar* (For the Visually Challenged students)

ENC 102: Sem 2 Indian Writing in English

Course Objectives:

- To introduce the notion of Indian English - its emergence and characteristics.
- To develop an understanding of the scope of Indian writing in English with regard to poetry and prose.
- To develop critical insight into Indian literature in English with regard to form, theme and context.

Learning Outcomes:

By the end of the course, the student should have gained familiarity with the idea of Indian English literature and should be able to critically appreciate its forms, key concerns and influences through the primary texts and secondary readings prescribed in the course.

Texts

1. R.K. Narayan *Swami and Friends*
2. Anita Desai *In Custody*
3. H.L.V. Derozio *Freedom to the Slave*
The Orphan Girl
4. Kamala Das *Introduction*
My Grandmother's House
5. Nissim Ezekiel *Enterprise*
The Night of the Scorpion
6. Robin S. Ngangom *The Strange Affair of Robin S. Ngangom*
A Poem for Mother
7. Mulk Raj Anand *Two Lady Rams*

8. Salman Rushdie *The Free Radio*
9. Rohinton Mistry *Swimming Lesson*
10. Shashi Deshpande *The Intrusion*

ENC 103: Sem 3 British Poetry and Drama: 14th - 17th Centuries

Course Objectives:

- To introduce students to the tenets of Renaissance Humanism
- To acquaint students with aspects of the Elizabethan stage, Court and City
- To come to an understanding of how Religious and Political Thought of the period affected its literary output.
- Ideas of Love and Marriage and their impact on the writer in Society – and the milieu.

Learning Outcomes:

By the end of the semester, students should be thoroughly acquainted with this fertile and vital period of literary history.

Texts

1. Geoffrey Chaucer – *The Wife of Bath's Prologue*
2. Edmund Spenser Selections from *Amoretti*:
 - *Sonnet LXVII 'Like as a huntsman...'*
 - *Sonnet LVII 'Sweet warrior...'*
 - *Sonnet LXXV 'One day I wrote her name...'*
3. John Donne
 - *The Sunne Rising*
 - *Batter My Heart*
 - *Valediction: forbidding mourning*
4. Christopher Marlowe – *Doctor Faustus*
5. William Shakespeare – *Macbeth*
6. William Shakespeare – *Twelfth Night*

ENC 104: Sem 4 British Poetry and Drama: 17th & 18th Centuries

Course Objectives:

- To introduce students to the Religious and Secular Thought of the 17th Century
- To learn the main features of the 17th C Stage, State and Market
- To learn the elements of The Mock-epic and Satire
- To understand the place and position of Women in the 17th Century
- To learn and appreciate The Comedy of Manners

Learning Outcomes:

By the end of the semester, students will be acquainted with very important terms and literary forms like the Comedy of Manners, Mock-epic (V/s Epic), Satire and the Age of Reason that swept over Europe during the period.

Texts

1. John Milton – *Paradise Lost: Book 1*
2. John Webster – *The Duchess of Malfi*
3. Aphra Behn – *The Rover*
4. Alexander Pope – *The Rape of the Lock*

ENC 105: Sem 5 American Literature**Course Objectives:**

- To understand the history and culture of America with the help of prescribed text and select readings.
- To understand the concept, development and degeneration of the American Dream
- To grasp the ethos of Black America including folklore elements
- To appreciate the quintessentially American poetry

Learning Outcomes:

At the end of the course students should be acquainted with the pattern of development and change in the themes and literary techniques used by the twentieth-century British novelists and poets. They will be familiar with the historical, political and cultural milieu of America from its early beginnings to modern contemporary times.

Texts

Unit I – Tennessee Williams *The Glass Menagerie*

Unit II – Toni Morrison *Beloved*

Unit III – 1. Edgar Allan Poe *The Purloined Letter*

2. F. Scott Fitzgerald *The Crack-up*

3. William Faulkner *Dry September*

Unit IV – 1. Anne Bradstreet *The Prologue*

2. Walt Whitman Selections from *Leaves of Grass: "O Captain, My Captain, Passage to India"* (lines 1–68)

3. Sherman Alexie: *Crow Testament, Evolution*

ENC 106: Sem 5 Modern European Drama (BA Honours)**Course Objectives:**

- To understand the socio-political changes and their impact on European Theatre.
- To acquire basic knowledge of the literary style of some of the prominent European dramatists.
- To familiarize the students with the various theatrical forms and styles and demonstrate understanding of the concepts of Modernism, Realism and the Theatre of the Absurd through critical evaluation of the prescribed texts.

Learning Outcomes:

The students should be able to comprehend the socio-cultural milieu which shaped modern theatre and the dramatic innovations which emerged from the creative output of the prominent European dramatists.

Texts

Unit 1 – Henrik Ibsen: *Ghosts*

Unit 2 – Bertolt Brecht: *The Good Woman of Szechuan*

Unit 3 – Samuel Beckett: *Waiting for Godot*

Unit 4 – Eugene Ionesco: *Rhinoceros*

ENC 107: Sem 5 British Romantic Literature (BA Honours)**Course Objectives:**

- To reveal the influence of socio-political factors on literature during the Romantic Period.
- To acquaint the students with the significant nature and literary features of works prescribed in this course.
- To enable students to appreciate important and critically representative romantic literary works.
- To encourage close reading of the prescribed texts of the period to gain insightful literary perspectives.

Learning Outcomes:

The course endeavours to introduce to the student the rich literary culture of the Romantic Period by examining some of the most distinguished writers who exemplify the romantic spirit.

Texts

Unit 1 – William Blake: 1. *"The Lamb"*

2. *"The Chimney Sweeper"* (from *The Songs of Innocence and The Songs of Experience*)

3. *"The Tyger"* (*The Songs of Experience*)

4. *"Introduction"* to *The Songs of Innocence*

Robert Burns 1. *"A Bard's Epitaph"*

2. *"Scots Wha Hae"*

Unit 2 – Wordsworth: 1. *Tintern Abbey*

2. *Ode: Intimations of Immortality*

Samuel Taylor Coleridge 1. *Kubla Khan*

2. *Dejection: An Ode*

Unit 3 – Lord George Gordon Noel Byron: 1. *Childe Harold: canto III, verses 36–45*
canto IV, verses 178–86

Percy Bysshe Shelley: 1. *Ode to the West Wind*

2. *Ozymandias*

3. *Hymn to Intellectual Beauty*

John Keats: 1. *Ode to a Nightingale*

2. *To Autumn*

3. *On First Looking into Chapman's Homer*

Unit 4 – Mary Shelley: *Frankenstein*

END 101: Sem 5 Literary Criticism

Course Objectives:

- To introduce students to the significant schools of literary criticism.
- To get familiarized with western critics and their literary theoretical perspectives.
- To acquire knowledge of basic concepts underlying select literary theories.
- To understand literature through the application of critical inquiry.

Learning Outcomes:

By the end of the course students will:

- Identify and explain major trends in literary critical thought
- Acquire skills of summarizing, critiquing, reading, interpreting and citing from critics' interpretation.
- Identify and explain concepts like point of view, plot and setting.

Texts

UNIT 1: William Wordsworth – Preface to the *Lyrical Ballads*

S.T. Coleridge – *Biographia Literaria* IV, XII and XIV

UNIT 2: Virginia Woolf – *Modern Fiction*

T.S. Eliot – *Tradition and the Individual Talent* & *The Function of Criticism*

UNIT 3: I.A. Richards – *Principles of Literary Criticism* Chapters 1,2 & 34

Practical Criticism

UNIT 4: Cleanth Brooks – *The Paradox of Language* & *The Heresy of Paraphrase* from *The Well-Wrought Urn: Studies in the structure of poetry*

Maggie Humm – *Introducing Feminist Criticism*

END 102: Sem 5 Travel Writing (BA Honours)

Course Objectives:

- To introduce students to the genre of travel writing.
- To help students understand various perspectives in travel writing.
- To help students to distinguish between travels of different centuries.

Learning Outcomes:

At the end of the course, the learners will be able to understand the genre of travel writing and how travel writers, as objective third person observers, say much about the culture of a land that

probably insiders, due to their familiarity with the place, miss out. It will also help the students to understand and appreciate how different travelers look at a place differently with different lenses.

Texts

Unit 1

1. Ibn Batuta: *The Court of Muhammad bin Tughlaq*
Khuswant Singh's *City Improbable: Writings on Delhi*,
2. Al Biruni: Chapter LXIII, LXIV, LXV, LXVI, in *India by Al Biruni*

Unit 2

1. Mark Twain: *The Innocent Abroad* (Chapter VII, VIII and IX)
2. Ernesto Che Guevara: *The Motorcycle Diaries: A Journey around South America* (the Expert, Home land for victor, The city of viceroys)

Unit 3

1. William Dalrymple: *City of Dijn* (Prologue, Chapters I and II)
2. Rahul Sankrityayan: *From Volga to Ganga* (Translation by Victor Kierman)
(Section 37 I to Section II)

Unit 4

1. Nahid Gandhi: *Alternative Realities: Love in the Lives of Muslim Women*, Chapter Love, War and Widow.
2. Elisabeth Bumiller: *May You be the Mother of a Hundred Sons: A Journey among the Women of India*, Chaps. 2 & 3, pp.24-74

END 104: Sem 5 Culture Study Through Film: India (BA Honours)

Course Objectives:

- To expose the learner to Indian Cinema vis-à-vis select landmark films.
- To acquaint the learner with the major thematic and stylistic devices of the films.
- To familiarize the learner with key terms and concepts in film studies.
- To analyse a range of significant films in relation to key issues in film studies.
- To encourage critical debate and form logical argument based on evidence in film.

Learning Outcomes:

Student will be able to:

- Appreciate film as a vehicle of culture.
- Interpret a world increasingly shaped by motion pictures.
- Critique the medium of film.

Texts

Unit I: **Theory**

1. Introduction to Film Studies
2. Qualities of Film as an artistic medium

3. Approaches to film criticism
4. Basic Film theory and terminology

Unit II: **Background**

1. History and development of Indian Popular Cinema
2. Gender and Film
3. 'Masala' films
4. Regional cinemas of India

Unit III: **Films**

Note: Colleges may choose a minimum of 8 films. 2.5-3 hour lectures may be scheduled for a screening, followed by discussion and review. Students may be asked to submit written reviews.

- *Monsoon Wedding*
- *English Vinglish*
- *Slumdog Millionaire*
- *Pink*
- *Sholay*
- *Salaam Bombay*
- *Amar, Akbar, Anthony*
- *Fire/Water by Deepa Mehta*
- *Bride and Prejudice*
- *Lion*
- *Traffic Signal*
- *PK*

ENC 108: Sem 6 Postcolonial Literatures

Course Objectives:

- To understand the historical and political scenario of the Postcolonial period.
- To acquaint the students to the issues related to Postcolonial Literatures.
- To familiarize the students to the notions of Identity, Region, Race and Gender.

Learning Outcomes:

At the end of the course students should be able to discern trends and issues unique to post colonial literature through the prescribed literary works.

Texts:

Unit I: **Novel**

Chinua Achebe: *Things Fall Apart*

Unit II: **Novel**

Gabriel Garcia Marquez: *Chronicle of a Death Foretold*

Unit III: Short-story

1. Bessie Head: *The Collector of Treasures*
2. Ama Ata Aidoo: *The Girl who Can*
3. Grace Ogot: *The Green Leaves*

Unit 4: Poetry

1. Pablo Neruda : (a) *Tonight I can Write*
(b) *The Way Spain Was*
2. Derek Walcott : (a) *A Far Cry from Africa*
(b) *Names*
3. David Malouf : (a) *Revolving Days*
(b) *Wild Lemons*
4. Mamang Dai : (a) *Small Towns and the River*
(b) *The Voice of the Mountain*

ENC 109: Sem 6 Women's Writing (BA Honours)**Course Objectives:**

- To give students a better understanding and appreciation of Women's Writing.
- To help students understand various perspectives in Women's Writing.
- To analyse the texts in question.
- To consider how these women and their writing contributed to our understanding of womanhood and authorship.

Learning Outcome:

At the end of the course, the learners will be able to understand the genre of Women's Writing. They would have developed knowledge of and critical insight into the texts studied in the course.

Texts**Unit I: Poetry**

1. Emily Dickinson : *I cannot live with you, I'm wife, I've finished that*
2. Sylvia Plath : *Daddy, Lady Lazarus*
3. Eunice De Souza : *Advice to Women, Bequest*

Unit II: Novel

Alice Walker – *The Color Purple*

Unit III: Short Story

1. Charlotte Perkins Gilman – *The Yellow Wallpaper*
2. Katherine Mansfield – *Syllabus*

3. Mahashweta Devi – *Draupadi* (tr. Gayatri Chakravorty Spivak)

Unit IV: **Essay**

1. Mary Wollstonecraft, “*A Vindication of the Rights of Woman*” chap. 1, pp. 11–19; chap. 2, pp. 19–38
2. Ramabai Ranade, “*A Testimony of our Inexhaustible Treasures*”, in ‘Pandita Ramabai Through Her Own Words: Selected Works’, tr. Meera Kosambi pp. 295–324.
3. Rassundari Debi, Excerpts from *Amar Jiban* in Susie Tharu and K. Lalita, eds., *Women’s Writing in India*, vol. 1 pp. 191–2.

ENC 110: Sem 6 British Literature: The Early 20th Century (BA Honours)

Course Outcomes:

- To enable students to appreciate representative British literary works of the 19th century.
- To enable students to review the impact of the socio-political and cultural milieu on the literature of the period.
- To acquaint students with the various prose and poetic styles of 19th century British literature.
- To encourage the independent reading of matter related to the various critical schools of thought prevailing during the period.

Learning Outcomes:

At the end of the course students should be familiar with the pattern of development and change in the themes and literary techniques used by the nineteenth-century British novelists and poets.

Texts

Novels

Unit I: Joseph Conrad *Heart of Darkness*

Unit II: D.H. Lawrence *Sons and Lovers*

Unit III: Virginia Woolf *Mrs Dalloway*

Poetry

Unit IV:

i. W. B. Yeats

- a) Leda and the Swan
- b) The Second Coming
- c) No Second Troy
- d) Sailing to Byzantium

ii. T.S. Eliot

- a) The Love Song of J. Alfred Prufrock
- b) Sweeney among the Nightingales
- c) The Hollow Men

END 108: Sem 6 World Literatures (BA Honours)

Course Outcomes:

- To understand new socio-cultural voices in literature in English; those that have not been explored as part of mainstream literature.
- To study, through representative texts, the idea of 'World Literature' and other thematic concerns.
- To analyse the influence(s) of the socio-political and cultural milieu of the time on literary expression.

Learning Outcome:

By the end of the course the students should be able to critically appreciate varied literary pieces from World Literature through primary texts and secondary readings prescribed in the course.

Texts

1. V.S. Naipaul - *A Bend in the River*.
2. Marie Clements - *The Unnatural and Accidental Women*, in *Staging Coyote's Dream: An Anthology of First Nations*,
3. Antoine De Saint-Exupery - *The Little Prince*.
4. Julio Cortazar - *Blow-Up*, in *Blow-Up and other Stories*.
5. Poems:
 - i. Judith Wright- *Bora Ring*, in *Collected Poems*.
 - ii. Gabriel Okara- *The Mystic Drum*, in *An Anthology of Commonwealth Poetry*.
 - iii. KishwarNaheed- *The Grass is Really like me*, in *We the Sinful Women*.
 - iv. Shu Ting- *Assembly Line*, in *A Splintered Mirror: Chinese Poetry from the Democracy Movement*.
 - v. Jean Arasanayagam- *Two Dead Soldiers*, in *Fussilade*.

END 109: Sem 6 Partition Literature (BA Honours)

Course Objectives:

- To examine the causes and effects of the partition of British India in 1947.
- To analyse how the partition of India compares to other partitions.
- To understand if partition creates more conflicts than it solves.

Learning Outcomes:

At the end of the course, the learners should be able to gauge the impact of events that led to the Partition, and its aftermath. They should be able to understand the sensibility with which the writers have chalked out the predicament of those suffering as a result of this traumatic national event.

Texts:

1. Intizar Husain *Basti*
2. Amitav Ghosh, *The Shadow Lines*.
3. Dibyendu Palit *Alam's Own House, Bengal Partition Stories: An Unclosed Chapter*,

4. Manik Bandhopadhyaya, *The Final Solution, Mapmaking: Partition Stories from Two Bengals*
5. Sa'adat Hasan Manto, *Toba Tek Singh*, in *Black Margins: Manto*,
6. Lalithambika Antharajanam, *A Leaf in the Storm*, in *Stories about the Partition of India*
7. Faiz Ahmad Faiz, *For Your Lanes, My Country*, in *In English: Faiz Ahmad*
8. Jibananda Das, *I Shall Return to This Bengal*, in *Modern Indian Literature*
9. Gulzar, *Toba Tek Singh*, in *Translating Partition*

PAPER TITLES IN GENERIC ELECTIVE SEM I TO SEM IV

ENG 101: Sem 1 Literature and Cinema

Course Objectives:

- To understand cinema as a social, historical, cultural and ideological institution.
- To understand the key concepts and debates underlying theories of cinema.
- To review films from various contexts, genres and traditions.
- To engage with multiple cultural perspectives through film.

Learning Outcomes:

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

- Engage critically with film.
- Analyse the political, social and ethical issues raised by films (like gender, class, nation).
- Explain how a film reflects and influences its cultural context.
- Write coherent film reviews.

Course Content:

1. James Monaco, *The language of film: signs and syntax*, in *How To Read a Film: The World of Movies, Media & Multimedia*
2. William Shakespeare, *Romeo and Juliet*, and its adaptations: *Romeo & Juliet* (1968; dir. Franco Zeffirelli, Paramount); and *Romeo + Juliet* (1996; dir. Baz Luhrmann, 20th Century Fox).
3. Bapsi Sidhwa, *Ice Candy Man and its adaptation Earth* (1998; dir. Deepa Mehta, Cracking the Earth Films Incorp.); and Amrita Pritam, *Pinjar: The Skeleton and Other Stories*, tr. Khushwant Singh and its adaptation: *Pinjar* (2003; dir. C.P. Dwivedi, Lucky Star Entertainment).
4. Ian Fleming, *From Russia with Love*, and its adaptation: *From Russia with Love* (1963; dir. Terence Young, Eon Productions).

EGG 107: Sem 2 Culture Studies Through Film: India

Course Objectives:

- To expose the learner to Indian Cinema vis-à-vis select landmark films.
- To acquaint the learner with the major thematic and stylistic devices of the films.
- To familiarize the learner with key terms and concepts in film studies.
- To analyse a range of significant films in relation to key issues in film studies.
- To encourage critical debate and form logical argument based on evidence in film.

Learning Outcomes:

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

- Appreciate film as a vehicle of culture.
- Interpret a world increasingly shaped by motion pictures.
- Critique the medium of film.

Texts**Unit I: Theory**

5. Introduction to Film Studies
6. Qualities of Film as an artistic medium
7. Approaches to film criticism
8. Basic Film theory and terminology

Unit II: Background

5. History and development of Indian Popular Cinema
6. Gender and Film
7. 'Masala' films
8. Regional cinemas of India

Unit III: Films

Note: Colleges may choose a minimum of 8 films. 2.5-3 hour lectures may be scheduled for a screening, followed by discussion and review. Students may be asked to submit written reviews.

- *Monsoon Wedding*
- *English Vinglish*
- *Slumdog Millionaire*
- *Pink*
- *Sholay*
- *Salaam Bombay*
- *Amar, Akbar, Anthony*
- *Fire/Water by Deepa Mehta*
- *Bride and Prejudice*
- *Lion*
- *Traffic Signal*
- *PK*

EGG 113: Sem 3 Travel Writing**Course Objectives:**

- To introduce students to the genre of travel writing.
- To help students understand various perspectives in travel writing.
- To help students to distinguish between travels of different centuries.

Learning Outcomes:

At the end of the course, the learners will be able to understand the genre of travel writing and how travel writers, as objective third person observers, say much about the culture of a land that probably insiders, due to their familiarity with the place, miss out. It will also help the students to understand and appreciate how different travelers look at a place differently with different lenses.

Texts

Unit 1

2. Ibn Batuta: *The Court of Muhammad bin Tughlaq*
Khuswant Singh's *City Improbable: Writings on Delhi*,
2. Al Biruni: Chapter LXIII, LXIV, LXV, LXVI, in *India by Al Biruni*

Unit 2

1. Mark Twain: *The Innocent Abroad* (Chapter VII, VIII and IX)
2. Ernesto Che Guevara: *The Motorcycle Diaries: A Journey around South America* (the Expert, Home land for victor, The city of viceroys)

Unit 3

1. William Dalrymple: *City of Djinns* (Prologue, Chapters I and II)
2. Rahul Sankrityayan: *From Volga to Ganga* (Translation by Victor Kierman)
(Section 37 I to Section II)

Unit 4

3. Nahid Gandhi: *Alternative Realities: Love in the Lives of Muslim Women*, Chapter Love, War and Widow.
4. Elisabeth Bumiller: *May You be the Mother of a Hundred Sons: A Journey among the Women of India*, Chaps. 2 & 3, pp.24-74

EGG 117: Sem 4 Partition Literature

Course Objectives:

- To examine the causes and effects of the partition of British India in 1947.
- To analyse how the partition of India compares to other partitions.
- To understand if partition creates more conflicts than it solves.

Learning Outcomes:

At the end of the course, the learners should be able to gauge the impact of events that led to the Partition, and its aftermath. They should be able to understand the sensibility with which the writers have chalked out the predicament of those suffering as a result of this traumatic national event.

Texts:

1. Intizar Husain *Basti*
2. Amitav Ghosh, *The Shadow Lines*.
3. Dibyendu Palit *Alam's Own House, Bengal Partition Stories: An Unclosed Chapter*,
4. Manik Bandhopadhyay, *The Final Solution, Mapmaking: Partition Stories from Two Bengals*
5. Sa'adat Hasan Manto, *Toba Tek Singh*, in *Black Margins: Manto*,

6. Lalithambika Antharajanam, *A Leaf in the Storm*, in Stories about the Partition of India
7. Faiz Ahmad Faiz, *For Your Lanes, My Country*, in In English: Faiz Ahmad
8. Jibananda Das, *I Shall Return to This Bengal*, in Modern Indian Literature
9. Gulzar, *Toba Tek Singh*, in Translating Partition

PAPER TITLES IN SKILL ENHANCEMENT COURSES SEM III AND SEM IV

EGS 101 English for Competitive Exams

Course Objectives:

English forms a part of the syllabi of different competitive examinations. It is basically a string of four units: Grammar, Comprehension, Vocabulary & Writing skills.

- The basic objective of this paper is to give the learners authentic information about the content and criteria of competitive exams.
- This paper will help the learners to improve basic grammar, vocabulary skills and develop their comprehension abilities.
- The paper has been designed with a view to help the students develop competence and confidence in tackling language skills.
- The paper is oriented to develop the writing skills

Learning Outcomes:

By the end of the Semester the students should be able to:

- Be familiar with new words by understanding the gist of the sentences.
- Develop proficiency in grammar to grasp the cause and effect relationships.
- From an unseen text of an expository, descriptive, narrative nature to:
 - i) Identify the main concepts.
 - ii) Relationships through lexical markers or cohesion devices.
 - iii) Recognise text organisation.
- Acquire accuracy in different types of writing- Descriptive, narrative, expository, argumentative, persuasive
- Write formal letters.
- Write any kind of composition like summarising, expansion of ideas, etc.

Course Content:

I. **Practical English Grammar**- Parts of Speech, Gender and Number, Collective noun, Tenses, Articles, Preposition, Conjunction, Degrees of Comparison, Subject and Predicate, Modals, Voice (Active and Passive), Reported speech (Direct and Indirect)

II. **Errors in the usage of the English language** - Spotting the errors, Sentence improvement, Negative sentences, cloze tests, Sentence completion, Sentence fillers.

III. **Vocabulary Building** – Synonyms, Antonyms, Homonyms, Spellings, Idioms and Phrases, Prefixes, Suffixes, One word Substitution, Word-Pair relationship, Root words, Abbreviations.

IV. **Comprehension Skills** – Reading Comprehension, (Objective/Subjective)

V. **Reconstructing Passages** – Sentence Reconstruction, Sentence Arrangement, Reconstruction of Paragraphs.

VI. **Writing Skills**- Writing essays and Articles, Précis writing, Paragraph Writing, Letter Writing

EGS 102 Creative Writing

Course Objectives:

- To provide an introduction to the idea of the creative writing.
- To help discover the talent and /or urge for creative writing in young aspirants
- To encourage young students to write/appreciate literature.
- To perceive the distinctness of creative writing from other kinds /forms of writing: viz. scientific, critical, journalistic, communicative.
- To encourage a better response to other papers related to literature and allied domains in the syllabus.

Learning Outcome:

The course will encourage the aspirants to have a hands-on experience of writing poetry, fiction, drama and literary prose.

Course Content:

1. **The Art of writing:** An introduction to various types of writing (literary-critical; journalistic; non-literary, theoretic, scientific, communicative) discussing and responding to specimens.
2. **Creative writing:** understanding the notion, general/common characteristics; types of creative writing: literary prose, poetry, drama, fiction; reading/ presentation of select items; discussion of genre and genre-based characteristics of selected specimen; encouraging the students to write and present their work to the class.
3. **Major components of creative writing:** theme, style, form, structure, vision; discussion of model specimen - (encourage students participation) practical session on identifying subject matter, research for writing; exercise on chosen themes.
4. **Significance of grammar, punctuation, focus and rhythm in creative writing:** a brief introduction to the notion of the rhyme; lyric, narrative and dramatic modes of writing.
5. **Importance of re-reading, re-writing:** self-editing/copy-editing, revision and publication.

EGS 103 Soft Skills

Course Objectives:

- To develop effective communication skills.
- To formulate problem solving skills.
- To better the ability to work with others.

- To improve the quality of their body language.
- To make students more proficient in their future career.

Learning Outcomes:

- At the end of the course students will have improved their overall communication and interpersonal skills.
- They will have developed self-confidence with an all-round personality to function effectively in different circumstances.

Course Content:

1. Interpersonal Skills – Communication: Speaking, Listening
2. Team spirit and ability to work as a team player
3. Emotional Intelligence
4. Adaptability - interpersonal sensitivity, cultural tolerance
5. Leadership
6. Problem solving skills
7. Negotiation Skills
8. Business Etiquette
9. Social graces
10. Behavioral traits
11. Personal Qualities and Work ethics
12. Cultural Awareness

EGS 104 Text and Performance

Learning Outcome:

This course will enable the student to:

- To understand the theories of Performance in Drama, historical overview of Western and Indian theatre and the theatre forms and corresponding periods
- To study the various theatrical forms performed in various types of theatres and participate in speech training, floor exercises and expression
- Trace the dramatic discourse from Bharata, Stanislavsky to Brecht, thereby laying the foundation for a better understanding of contemporary trends in drama.
- Practical involvement in various types of theatre production, direction, stage setting, stage lighting, Voice modulation, costume, recording and acting.

Course Content:

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

Topics for Student Presentations: a. Perspectives on theatre and performance b. Historical development of theatrical forms c. Folk traditions

Theatrical Forms and Practices – 1. Types of theatre, semiotics of performative spaces, e.g. proscenium, ‘in the round’, amphitheatre, open-air, etc.

2. Voice, speech: body movement, gestures and techniques (traditional and contemporary), floor exercises: improvisation/characterization

Topics for Student Presentations: a. On the different types of performative space in practice b. Poetry reading, elocution, expressive gestures, and choreographed movement

Theories of Drama – Theories and demonstrations of acting: Bharata, Stanislavsky to Brecht

Topics for Student Presentations: a. Acting short solo/ group performances followed by discussion and analysis with application of theoretical perspectives

Theatrical Production – 1. Direction, production, stage props, costume, lighting, backstage support.
2. Recording/archiving performance/case study of production/performance/impact of media on performance processes.

Topics for Student Presentations: a. All aspects of production and performance; recording, archiving, interviewing performers and data collection.

EGS 105 Media & Communication Skills

Course Objectives:

1. To create a foundation for understanding the communication and media studies discipline that prepares them to focus on the humanistic aspect of media and its impact on society.
2. To inculcate a practice of curiosity, creativity and intellectual risk-taking.
3. To instill critical thinking skills, effective oral and written communication skills and the ability to create quality work.

Learning Outcomes: The students will have an improved sense of self-confidence and self-efficacy and an awareness of their responsibilities if they decide to pursue a career in media.

Course Content:

I. 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.

II. 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

III. 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

IV. Introduction to Cyber Media and Social Media

1. Types of Social Media
2. The Impact of Social Media
3. Introduction to Cyber Media History

EGS 106 English at the Workplace

Course Objectives:

- To equip students with effective skills in written communication required frequently at the workplace.
- To develop proficiency in grammar.
- To help students handle business correspondence independently at the workplace.
- To acquaint students with different media of communication used at the workplace (notices, letters, email).

Learning Outcomes:

- At the end of the course, the students will be able to develop skills in written communication.
- Students will be familiar to handle business communication independently.

Course Content:

I. Grammar: i. Articles ii. Punctuation iii. Parts of speech iv. Tenses and Voice v. Verb formations and conjugations vi. Capitalization, contractions and collocations vii. Modal auxiliaries and modifiers viii. Proofreading institution/company's literature

II. Written Communication: i. Cover letters (specific to requirements of job) & Resumé (focusing on strengths of applicant) ii. Goodwill letters (Testimonials, Reference Letters) iii. Letters of Appointment, Promotion and Confirmation iv. Letters of Resignation, Termination of Services and Memos v. Letters of Invitation (inviting guests, speakers or target-group to events)

III. Report Writing: i. Routine and Special Reports for Managerial Decisions ii. Covering events of the institution/company and writing reports

IV. Content Writing: i. Writing content for the website of institution/company ii. Writing profiles (individual/company) iii. Writing content for brochures of events for institution/company iv. Designing and writing content for newsletters of institution/company v. Handling Public Relations for institution/company (Press release/reports/advertisements)

V. Multimedia and E-Correspondence: i. Conducting Research before presentation ii. Making PowerPoint Presentation effective (visual) iii. Communication during PowerPoint Presentation iv. Public Speaking Skills (hosting a company event, delivering a speech, raising a toast) v. Email etiquette (components, formats, attachments, content and language) vi. Maintaining an institution's or company's page on social media

VI. Interviews: i. Types (personal, telephonic, online) ii. Techniques of answering and conducting interviews iii. Role of Interviewer and Interviewee

VII. Allied Communication: i. RTI ii. Applying to Universities Abroad (Statement of Purpose) iii. Effective Reading techniques, analyzing feedback and giving inputs iv. Writing proposals for projects

EGS 107 Translation Studies

Course Objectives:

- To equip the students with the art and science of translation as a valuable asset for self - navigation in multi-cultural situations.
- To unfold the significance of translation as a supplementary tool for a mono-lingual individual to acquire knowledge and information from other language domains.
- To demonstrate the potential of translation to enrich or extend knowledge domains through mutual transfer of information and data across languages.
- To reveal the latent power of translation as an influence-exertion source in literary cultural political and allied fields.
- To tap its present-day importance in the areas of transmutation, transcription, tele-translation, interpretation, journalism and media studies among others.

Learning Outcome:

The students will be able to perceive the importance of interlingual communication in the pluralistic climate of the globalized world. The course will enhance the bi-lingual and if possible multilingual-communication process to which a large majority of Indian students are exposed.

Course Content:

1. Introducing Translation: a brief history and significance of translation in a multi linguistic and multicultural society like India.
2. Exercises in different Types / modes of translation, such as: a. Semantic / Literal translation b. Free / sense/ literary translation c. Functional / communicative translation d. Technical / Official e. Transcreation f. Audio-visual translation

3. 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.

4. 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.

Practice: Translation in Mass Communication / Advertising, subtitling, dubbing, 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.

Practice: Tasks of Translation in Business: Advertising – Discussions on issues of Translation and Gender by attempting translation for media, films and advertisements from different languages. Developing skills for Interpreting: understanding its dynamics and challenges. Interpreting: Simultaneous and Consecutive (practical application)

Practice: Using tools of technology for translation: machine / mobile translation, software for translating different kinds of texts with differing levels of complexity and for transliteration

PAPER TITLES IN ENGLISH COMPULSORY COURSES SEM I TO SEM IV

Sem I or Sem II (BA/BSC) Ability Enhancement Core Course in English (AECC)

Course Objective:

The purpose of this course is to introduce students to the theory, fundamentals and tools of communication and to develop in them vital communication skills which should be integral to personal, social and professional interactions.

Learning Outcomes:

By the end of the semester students should have gained some degree of confidence to face an adult audience. They would have imbibed the vital importance of eye contact, positive and confident body language and the importance of interpersonal sensitivity and proxemics.

Course Content:

- 1. Introduction:** Theory of Communication, Types and modes of Communication
- 2. Language of Communication:**
Verbal and Non-verbal
(Spoken and Written)
Personal, Social and Business
Barriers and Strategies
Intra-personal, Inter-personal and Group communication
- 3. Speaking Skills:**
Monologue
Dialogue
Group Discussion

Effective Communication/ Mis-Communication

Interview Public Speech

4. Reading and Understanding

Close Reading

Comprehension

Summary Paraphrasing

Analysis and Interpretation

Translation(from Indian language to English and vice-versa) Literary/Knowledge Texts

5. Writing Skills

Documenting

Report Writing

Making notes

Letter writing

Sem I (BCOM only) Ability Enhancement Core Course in English (AECC – 1: Spoken English)

Course Objectives:

- To listen to, understand and convey information
- To listen to and respond appropriately to the contributions of others
- To understand, order and present facts, ideas and opinions
- To articulate experience and express what is thought, felt and imagined
- To communicate clearly and fluently
- To use grammatically correct language
- To use register appropriate to audience and context.

Learning Outcomes:

By the end of the term the student should be able to:

- Describe a visual or an object
- Explain and give cause and effect
- Narrate an experience with descriptive detail
- Provide relevant information
- Use alternatives to slang
- Take an active part in group discussion
- Elicit and show respect for the views of others
- Disagree, argue and use persuasive speech in appropriate language

By the end of the semester students should have gained some degree of confidence to face an adult audience. They would have imbibed the vital importance of eye contact, positive and confident body language and the importance of interpersonal sensitivity and proxemics.

Course Content:

1. Introduction: Theory of Communication, Types and modes of Communication

2. Language of Communication: Verbal and Non-verbal (Spoken and Written) Personal, Social and Business Barriers and Strategies - Intra-personal, Inter-personal and Group communication

3. Speaking Skills: Monologue, Dialogue, Group Discussion, Effective Communication/ Mis-Communication, Interview, Public Speech

4. **Reading and Understanding:** Close Reading, Comprehension, Summary, Paraphrasing Analysis and Interpretation. Translation(from Indian language to English and vice-versa) of Literary/Knowledge Texts

5. **Writing Skills :** Documenting, Report Writing, Making notes, Letter writing

Sem II (BCOM only) Ability Enhancement Core Course in English (AECC – 3: Business Communication)

Course Objectives & OUTCOMES:

Communication skills have emerged as the most powerful set of skills to possess for accelerating one's career trajectory and for enhancing the quality of life of people in modern times. In a competitive world where efficiency and effectiveness do matter, it is imperative that students learn these skills.

Some of the course objectives are:

- To increase students' confidence and ability to communicate orally while using technology.
- To improve collaboration and communication skills of students.
- To enhance multimedia literacy skills of students.
- To build relationships and establish their online social presence.

By the end of the semester this Course of Modern Business Skills in Business Communication with its integration of spoken, written and visual communication situations and strategies will train students in Integrated Skills in English (ISE) - in the way in which communication actually occurs in a dynamic workplace.

Syllabus

UNIT I – Digital Storytelling

Creation of a digital story: Workshops for students in small batches where the basics and software skills needed for DST are imparted. Students are to then individually create a DST and present the same in class.

UNIT II – Individual Speeches

- a) Individual Speeches – Pathos/Logos/Ethos/Overcoming fear/Formulae for Speeches/People (Body Language)/Voice Skills/ Audience
- b) Creating and making individual presentations – Using software like Powerpoint/Prezi on-line zooming editor/mind-mapping software/incorporating principles of Zen/Slide:ology/Duarte

UNIT III – Electronic and Web Communication

- a) Using social media for communication
- b) Creating and using a blog or free website
- c) Using laptops/cellphones or other means for e-mail and instant messaging for Business; etiquette involved.

UNIT IV – Conducting Effective Meetings

Chairpersonship, Protocol (Brief insight into Robert’s rules of order), Benefits, Notice, Agenda, Drafting Minutes (Discussions/Resolutions)

Sem I (BA only) Communicative English 1.1 and Sem II (BA only) Communicative English 1.2**Course objectives**

- The Course aims to develop the language skills of listening, reading and writing.
- The course covers most of the basic skills required for completing an undergraduate program in the English medium and to be able to undertake other day-to-day personal and professional transactions using English as the medium of Communication.
- The prescribed texts help the students increase their proficiency in English by enhancing their resources to deal with communicative needs of everyday life at home, at work, and in social interaction.
- The material, methodology and language tasks create contexts for interaction and language use, so that learners acquire and sharpen their language skills as they process the text on their own.
- The prescribed grammar book provides rules, explanations and examples in easy, accessible language supported by pictorial representations (wherever possible) with practice exercises on the facing page. This format allows for easy and repeated reference, so that students are able to internalize the rules.
- The course covers 3 out of the 4 language skills: listening, reading and writing.

Course Outcome

By the end of the semester, this syllabus with its integration of spoken, written, visual and listening components communication situations and strategies will train students in Integrated Skills in English (ISE) - in the way in which communication actually occurs in a dynamic workplace.

Course Content

- Reading & Listening Comprehension - The student should be able to understand and assimilate the main ideas and specific details in a 500-600 word text of moderate difficulty. Paragraphing and punctuation to be taught through the prescribed text or suitable material chosen by faculty.
- NB : Students should be recommended to buy the prescribed Text : Selections from Vinod Sood, et. al., eds.,The Individual and Society: Essays, Stories and Poems (Delhi: Pearson, 2005)
- Writing a short narrative with appropriate use of paragraphing and punctuation (approximately 450- 500 words)
- Following instructions and directions from an oral stimulus.
- Writing a brief for the classified advertisements page for selling/ buying an item; accommodation available or wanted; other classifieds.
- Writing a notice, poster, recipe, directions to a location
- Identifying and correcting errors of usage and syntax

SEM II

- Narrative writing.....already addressed in Semester I. The difference between narration and description to be clearly taught in this semester. Descriptive writing Argumentative writing Discursive writing
- Integrative skills: reconstruction of text, verbal and audio-visual presentation.
- Writing a feature/ article for a local daily or an online magazine/publication like Goanet.femnet) on a current topic – eg : Today's youth and youth icons, Leadership and politics, Examination system and benefits of reform, The Mahabharata, Communalism, Gender discrimination, Social activism etc.
- Book/ Film/Essay/Public lecture - Reviews & Reports
- Interpreting simple technical data like graphs, bar charts, maps, diagrams, pictures, directions, pie charts and other graphic representations

Sem III (BA only) Advanced Communicative English 2.1 and Sem IV (BA only) Advanced Communicative English 2.2**Course Objective:**

This advanced course enhances the skills of reading, writing and listening. It encourages recognition and awareness of different genres of writing. Topical and social themes form an integral part of the course. The course teaches the students listening skills in class and tests these skills for constant monitoring of their proficiency. The course broadens the horizons of the text by assignments which are flexible, and can enhance the creativity of the student. The course advocates a small interdisciplinary component of translation for students, providing a window to diversity and multiculturalism. This may be done as a group/individual activity.

SYLLABUS**SEM III**

- Oral communication (Debate, discussion and negotiation)
- Learning to listen
- Listening comprehension: A passage/excerpt from a short story is read out, students identify main points/themes, modify the closing of the narrative and supply an appropriate title. Practical grammar: Parts of Speech--- noun, pronoun, verb, adverb, adjective, conjunctions, preposition, interjection Antonyms and synonyms Prefixes and suffixes Abbreviations
- Writing personnel letters such as Job Applications, Joining/ Job Acceptance letters and Goodwill letters such as Appreciation, Congratulatory letters and Sponsorship letters (Request/Acceptance/Regret)
- Formal e-correspondence: Students are expected to practice writing effective emails, identifying errors in online correspondence, etc...
- Writing representations to a higher authority
- Drafting notices and writing minutes of meetings
- RTI application format

- Analysis and Interpretation of 'texts': advertising/art & painting/sculpture & installation art / religious writing/ speeches. This should cover overt and covert meanings; symbolic, metaphorical meaning; figures of speech and their effects
- Translation (from Hindi or Konkani to English) of a text/a recipe or menu/an advertisement/ a notice/ a poster/an entertainment programme
- When the translation component is not feasible, a Slide Presentation may be prepared on Art/Culture (egs: dance, drama, music, painting, sculpture, architecture, festivals, folk forms) of a distinct tribe, group, state or country

SEM IV

- Report writing
- Making a presentation with audio visual aids, (PPT, video, short film) on the following areas: a local or national issue; a business idea or proposal; explaining a process; presenting a tourism related promotional campaign; informing and providing knowledge of a scientific discovery.
- English Idioms & Phrasal Verbs
- Identifying and correcting grammatical errors
- Interpretation, appreciation and critical evaluation of poetry
- Editing: Students to practice editing skills on prose passages

