

# **DRAFT**

## **National Education Policy-2020**

### **Common Minimum Syllabus for all Uttarakhand State Universities and Colleges for First Three Years of Higher Education**

## **PROPOSED STRUCTURE OF UG ENGLISH SYLLABUS**

**2021**

### **Syllabus checked and modified by:**

<b>S.N.</b>	<b>Name</b>	<b>Designation</b>	<b>Department</b>	<b>Affiliation</b>
1.	Prof. L.M. Joshi	Prof & HOD	English	Kumaun University, Nainital
2.	Dr. Hari Priya Pathak	Assistant Professor	English	Kumaun University, Nainital
3.	Dr. Shivangi Chanyal	Assistant Professor	English	Kumaun University, Nainital
4.	Dr. Deepika Pant	Assistant Professor	English	Kumaun University, Nainital
5.	Dr. Prashasti Joshi	Assistant Professor	English	Kumaun University, Nainital

**List of all Papers in Six Semesters  
Semester-wise Titles of the Papers in English**

Year	Sem.	Course Code	Paper Title	Theory/ Practical	Credits
<i>Certificate Course in Arts</i>					
FIRST YEAR	I	UGENG- CC101	<b>Introduction to English Prose</b>	Theory	6
		UGENG- VC102	<b>Communicative English Grammar</b>		3
	II	UGENG- CC103	<b>History of English Literature</b>	Theory	6
		UGENG- ME104	<b>Creative Writing</b>		4
		UGENG- VC105	<b>English Listening and Speaking Skills</b>		3
<i>Diploma in Arts</i>					
SECOND YEAR	III	UGENG- CC201	<b>British Poetry</b>	Theory	6
		UGENG- VC202	<b>Language through Literature</b>		3
	IV	UGENG- CC203	<b>Women's Writing and Indian Literature in Translation</b>	Theory	6
		UGENG- ME204	<b>Professional English</b>		4
		UGENG- VC205	<b>Functional English and Translation</b>		3
<i>Bachelor of Arts</i>					
THIRD YEAR	V	UGENG- CC301	<b>Introduction to Literature and Film</b>	Theory	5
		UGENG- CC302	<b>Partition Literature</b>	Theory	5
		UGENG- RP303	<b>Research Project: An Introduction</b>		4
	VI	UGENG- CC304	<b>Regional Literature with special reference to Literature of Uttarakhand</b>	Theory	5
		UGENG- CC305	<b>Indian and New Literatures in English</b>	Theory	5
		UGENG- RP306	<b>Preparing a Research Proposal</b>		4

---

**Programme outcomes (POs):**

The programme aims to:

- Develop an appreciation of English language, its connotations and interpret and appreciate the didactic purpose of literature.
  - Develop in students a deep-rooted pride in being Indian.
  - Unravel the historical, social and cultural context of each literary work and thereby make connections between literature and society & appreciate literature's ability to empower us emotionally.
  - Sensitize students to the aesthetic, cultural and social aspects of literature
  - Present an extensive view of the cultural and social patterns of the society in the specific time and situations in which it flourished resulting in an intellectual and emotional engagement with the work.
  - Make students aware of the different kinds of literature written/translated in various English-speaking countries across the world as well as the literature from Asia.
  - Develop a more complex understanding of the history, literature, narrative techniques, Drama techniques, kinds of fiction and drama from Britain, America and India.
  - Augment the understanding of fundamental tenets of classical literature
  - Develop an understanding of the various connotations of the term 'New Literatures' and the difference from other terms like Commonwealth Literature etc.
  - Develop an insight regarding the idea of world literature and the pertinent issues of feminism, racism and diasporic relocations
  - Provide job opportunities through 'skill-based' courses
  - Instill in students anew zeal and a new vision of life to make them better citizens.
  - Recreate a response through creative indulgences like script-writing, dialogue writing, and be able to exploit his/her creative potential through digital media.
  - Engage students with various strategies of drafting and revising, style of writing and analytical skills, diagnosing and developing scholarly methodologies, use of language as a means of creative expression, will make them effective thinkers and communicators.
  - Empower students with knowledge of existing research methodologies and critical thinking.
  - Comprehend and contextualise contemporary films adapted from literature, to describe objectively its importance and usefulness for the society while analysing its plot and characters.
  - Comprehend translation as a useful bridge between various linguistic regions
  - Assist students towards English language comprehension, intellectual flexibility, creativity, and cultural literacy so that they may engage in life-long learning
  - Acquire basic skills to pursue translation as research and career
  - Introduce the learners to the nuances of the changing media scenario in terms of production of media content
  - Inculcate in them the skills of reporting, editing and feature writing in print medium to have a career perspective in media and journalism.
  - Strengthen their grasp of the interrelationship between Culture and Society
  - Help students prepare for various national and international competitive exams
  - Create a possibility for the students to emerge as prospective writers, editors, content developers, teachers, etc.
-

Year wise Structure of BA (CORE / ELECTIVE COURSES & PROJECTS)										
Subject: English										
Course/ Entry – Exit Levels	Year	Sem	Subject I	Subject II	Subject III	Subject IV	Vocational	Co- curricular	Research Project	Total
			Major	Major	Major	Minor/ Elective	Minor	Minor	Major	
						4 Credits	3 Credits	2 Credits	4 Credits	
				Own Faculty	Any Faculty	OtherDept. /Faculty				
Certificate Course In Arts	I	I 1Theory Paper Credit 6	Introduction to English Prose			Creative Writing	Communicative English Grammar			
		II 1Theory Paper Credit 6	History of English Literature				English Listening and Speaking Skills			
Diploma in Arts	II	III 1Theory Paper Credit 6	British Poetry			Profession al English	Language through Literature			
		IV 1Theory Paper Credit 6	Women’s Writing and Indian Literature in Translation				Functional English and Translatio n			
Bachelor of Arts	III	V 2 Theory Paper Credit 5 Each	Introduction to Literature and Film						Research Project: An Introduct ion	
			Partition Literature							
		VI 2 Theory Paper Credit 5 Each	Regional Literature with Special Reference to Literature of Uttarakhand						Preparin g a Research Proposal	
			Indian and New Literatures in English							

**CERTIFICATE COURSE IN ARTS**

<b>Programme:</b> <i>Certificate Course in Arts</i>	<b>Year:</b> I	<b>Semester:</b> I <b>Paper-I</b>
---	----------------	--------------------------------------

**Subject:** English

<b>Course Code:</b> UGENG-CC101	<b>Course Title:</b> Introduction to English Prose
------------------------------------	--

**Course Outcomes:**

After studying this course, the students will be able to:

- Gain an introductory knowledge of the development and significance of literature in English.
- Have an introductory study of forms such as Drama and Novel.
- Apprehend the art of story-telling through short-stories and define its basic elements such as plot, plot-structure, characterization, and narrative technique.
- Critically evaluate the style and contributions of some of the greatest short-story writers, including Indian writers towards the development of short-story as a genre.
- Define and distinguish various types of prose and prose- styles.
- Understand important terms pertaining to prose writings, including various stylistic and figurative devices.
- Apprehend the growth of English essays through the contributions of some of the greatest essayist.
- Comprehend the wide variety of subject matter that the genre serves.

<b>Credits:</b> 6	<b>Core Compulsory</b>
-------------------	------------------------

<b>Max. Marks:</b>	<b>Min. Passing Marks:</b> As per Univ. rules
--------------------	---

**Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0**

<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures</b>
<b>Unit I</b>	<b>Introduction to Genres:</b> Poetry, Drama, Essay, Novel, Novella and Short Story	<b>15</b>
<b>Unit II</b>	<b>Elements of Short Story:</b> Plot, Themes, Characterization, Narrative Techniques O' Henry: "The Last Leaf" Anton Chekhov: "The Lament"	<b>15</b>
<b>Unit III</b>	<b>Types of Prose &amp; Prose Style:</b> Autobiography, Biography, Memoir, Travelogue, Essay. <b>Literary Devices:</b> Point of View, Imagery, Antithesis, Aphorism, Humour and Pathos.	<b>15</b>
<b>Unit IV</b>	<b>Francis Bacon;</b> "Of Studies" <b>Charles Lamb;</b> "Dream Children" <b>Oliver Goldsmith;</b> "National Prejudices"	<b>20</b>
<b>Unit V</b>	<b>Virginia Woolf;</b> "Professions for Women"	<b>10</b>

<b>Unit VI</b>	<b>A.P.J.Kalam:</b> Patriotism Beyond Politics & Religion (from <i>Our Ignited Minds</i> ) <b>Amartya Sen-</b> “Tagore & His India” (from <i>The Argumentative Indian</i> )	<b>15</b>
----------------	--	-----------

**Suggested Reading:**

- The Routledge History of English Literature by Ronald Carter and John McRae, Special Edition, 2011.
- A History of English Literature by Arthur Compton Rickett
- A Background to the Study of English Literature by B Prasad
- A Glossary of Literary Terms by M. H. Abram

**Suggested Continuous Evaluation:**

Since the class is conceived as learner-centric and built around tasks that require learners to actively use various language skills, formative assessment can and should be used extensively. Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-semester written examination will test all the areas targeted in the course.

**Course prerequisites:** To study this course, a student must have had the subject English in class/12<sup>th</sup>/certificate/diploma

**Suggested equivalent online courses:** [Vidyamitra.inflibnet.ac.in](http://Vidyamitra.inflibnet.ac.in), [literature-study-online.com](http://literature-study-online.com), [epg-pathshala, egyankosh.ac.in](http://epg-pathshala.egyankosh.ac.in)

## CERTIFICATE COURSE IN ARTS

<b>Programme:</b> <i>Certificate Course in Arts</i>		<b>Year: I</b>	<b>Semester: I Paper-VC</b>
<b>Subject:</b> English			
<b>Course Code:</b> UGENG-VC102	<b>Course Title:</b> Communicative English Grammar		
<b>Course Outcomes:</b>			
At the end of the semester students will be able to			
<ul style="list-style-type: none"> <li>• Acquire basic language skills and use them in communication.</li> <li>• Make use of thesaurus for learning synonyms, antonym and one word- substitution</li> <li>• Comprehend the meaning of prose and verse passages.</li> </ul>			
<b>Credits:</b> 3		<b>Vocational Course</b>	
<b>Max. Marks:</b>		<b>Min. Passing Marks: As per Univ. rule</b>	
<b>Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0</b>			
Unit	Topic	No. of Lectures	
Unit I	Importance of English Language in Contemporary World Basic Language Skills & Usage: Articles, Prepositions, Use of Verbs, Subject: Verb Agreement and Punctuation	20	
Unit II	Use of Dictionary and Thesaurus- Synonym, Antonym and One-Word substitution Précis Writing	15	
Unit III	Comprehension of an Unseen Passage	10	

### **Suggested Reading:**

- Shilpa Sapre-Bharmal et al. *Communication Skills in English*. Orient Blackswan. 2012
- Sanjay Kumar and Pushp Lata: *Communication Skills*, Oxford University Press, 2<sup>nd</sup> ed. 2015.
- Norman Lewis: *Word Power Made Easy*, Penguin Books India, 2015.

**This course can be opted as an elective by the students of:**

**Any Stream**

### **Suggested Continuous Evaluation (25 Marks):**

Since the class is conceived as learner-centric and built around tasks that require learners to actively use various language skills, formative assessment can and should be used extensively. The focus here could be on skills and activities that are harder to test in a written evaluation, such as speaking and listening skills, dictionary work, etc. Oral presentations, peer interviews, and group tasks can be used for this purpose. ~~The end semester written examination will test all the areas~~

targeted in the course – reading, comprehension, vocabulary, grammar, composition, and oral communication.

**Course prerequisites:** To study this course, a student must have had the subject English in class/12<sup>th</sup>/certificate/diploma

**Suggested equivalent online courses:** On Swayam, Vidyamitra.inflibnet.ac.in, literature-study-online.com, epg-pathshala, egyankosh.ac.in

<b>CERTIFICATE COURSE IN ARTS</b>		
<b>Programme:</b> <i>Certificate Course in Arts</i>		<b>Year: I</b>   <b>Semester: II</b> <b>Paper-I</b>
<b>Subject:</b> English		
<b>Course Code:</b> UGENG-CC103	<b>Course Title:</b> History of English Literature	
<b>Course Outcomes:</b>		
<p>After studying this course, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Develop an understanding of the evolution of English Literature, the concept, causes and the impact of Renaissance and Reformation.</li> <li>• Trace the origin and development of English drama through Miracle and Morality plays and the plays of University Wits.</li> <li>• Develop an acquaintance with major religious, political and social movements from 15th to 20th century and their influence on English literature.</li> <li>• Understand the characteristics of Elizabethan and Metaphysical poetry and special Features of Neo-classical age and its literature.</li> <li>• Identify the reasons of the emergence of prose and novels and the decline of drama in England in the 18th century.</li> <li>• Comprehend the role of French Revolution in the evolution of romanticism in literature.</li> <li>• Develop an understanding of the evolution of English Literature, the concept, causes and the impact of Renaissance and Reformation.</li> <li>• Comprehend the basic difference and special characteristics of the major literary tendencies of various ages and develop familiarity with major literary works by British writers in the field of Poetry, Drama and Fiction.</li> </ul>		
<b>Credits:</b> 6	<b>Core Compulsory</b>	
<b>Max. Marks:</b>	<b>Min. Passing Marks:</b> As per Univ. rule	
<b>Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0</b>		
Unit	Topic	No. of Lectures
<b>Unit I</b>	<b>1350- 1550 The Age of Chaucer</b> Introduction of the Major Works <b>1558- 1603 Elizabethan Age</b> Introduction to Major Poets and Dramatists of the Age	<b>15</b>
<b>Unit II</b>	<b>1603- 1625 Jacobean Age</b> Introduction to Major Poets and Dramatists of the Age <b>1625- 1649 Caroline Age</b> Major Schools of Poetry	<b>15</b>



<b>Unit III</b>	<b>1649- 1660 Puritan Age or Commonwealth Period</b> <b>1660- 1700 The Restoration Age</b> Introduction to Restoration Comedy	<b>15</b>
<b>Unit IV</b>	<b>1700- 1745 The Augustan Age</b> Rise of Novel, Major Writers <b>1745- 1785 Age of Sensibility</b> Introduction to Age of Johnson	<b>15</b>
<b>Unit V</b>	<b>1789- 1832 Romantic Age</b> Introduction to Romantic Period and Major Romantic Writers <b>1832- 1901 Victorian Age</b> Introduction to Victorian Age and Major Victorian Writers	<b>15</b>
<b>Unit VI</b>	<b>Post 1901- Modern and Postmodern Age</b> Introduction to Major Writers	<b>15</b>

**Suggested Reading:**

- *The Routledge History of English Literature* by Ronald Carter and John McRae, Special Edition, 2011.
- *History of English Literature* by W. H. Hudson
- *A History of English Literature* by Arthur Compton Rickett
- *A Critical History of English Literature* by David Daiches
- *A Background to the Study of English Literature* by Birjadish Prasad
- *A Glossary of Literary Terms* by M. H. Abrams
- *History of English Literature* by W.J.Long

**Suggested Continuous Evaluation Methods:** Since the class is conceived as learner-centric and built around tasks that require learners to actively use various language skills, formative assessment can and should be used extensively. The focus here could be on skills and activities that are harder to test in a written evaluation, such as speaking and listening skills, dictionary work, etc. Oral presentations, peer interviews, and group tasks can be used for this purpose.

**Course prerequisites:** To study this course, a student must have had the subject English in class/12<sup>th</sup>/certificate/diploma

**Suggested equivalent online courses:** On Swayam, [Vidyamitra.inflibnet.ac.in](http://Vidyamitra.inflibnet.ac.in), [literature-study-online.com](http://literature-study-online.com), [epg-pathshala.egyankosh.ac.in](http://epg-pathshala.egyankosh.ac.in)

<b>CERTIFICATE COURSE IN ARTS</b>	
<b>Programme:</b> <i>Certificate Course in Arts</i>	<b>Year: I</b>   <b>Semester: II</b> <b>Paper- ME</b>
<b>Subject:</b> English	
<b>Course Code:</b> UGENG-ME104	<b>Course Title:</b> Creative Writing



**Course Outcomes:**

The course will help students to

- describe or express their opinions on topics of personal interest such as their experiences of events, their hopes and ambitions
- read and understand information on topical matters and explain the advantages and disadvantages of a situation
- write formal letters, personal notes, blogs, reports, and texts on familiar matters
- comprehend and analyse texts in English
- understand the basic concepts, ethics and type of advertisements.

**Credits: 4****Minor Elective****Max. Marks:****Min. Passing Marks: As per Univ. rule****Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0**

Unit	Topic	No. of Lectures
Unit I	<b>What is Creative Writing?</b> Types of Writing: Expository, Descriptive, Persuasive and Narrative	15
Unit II	<b>The Art and Craft of Writing:</b> Characteristics of Good Writing Poetry: Figurative language, Imagery, Sensory details, Rhyme, Repetition “Daffodils” by Wordsworth <b>Short Story:</b> Theme, Point of view, Character, Setting, and Plot “The Barber’s Trade Union” by M.R. Anand	15
Unit III	<b>Writing for the Media:</b> Basics of writing for the Print Media.	15
Unit IV	<b>Introduction to Cyber Media and Social Media</b> Social Media, Types of Social Media, Online Journalism, Basics of Cyber Media	15

**Recommended Readings**

- 1) *Creative writing: A Beginner’s Manual* by Anjana Neira Dev and Others, Published by Pearson, Delhi, 2009

**Suggested Continuous Evaluation Methods:** Since the class is conceived as learner-centric and built around tasks that require learners to actively use various language skills, formative assessment can and should be used extensively. The focus here could be on skills and activities that are harder to test in a written evaluation, such as speaking and listening skills, dictionary work, etc.

**Course prerequisites:** To study this course, a student must have had the subject English in class/12<sup>th</sup>/certificate/diploma

**Suggested equivalent online courses:** On Swayam, [Vidyamitra.inflibnet.ac.in](http://Vidyamitra.inflibnet.ac.in), [literature-study-online.com](http://literature-study-online.com), [epg-pathshala](http://epg-pathshala), [egyankosh.ac.in](http://egyankosh.ac.in)

**CERTIFICATE COURSE IN ARTS****Programme:** *Certificate Course in Arts***Year: I** **Semester: II**  
**Paper-VC**

<b>Subject: English</b>		
<b>Course Code:</b> UGENG-VC105	<b>Course Title: English Listening and Speaking Skills</b>	
<b>Course Outcomes:</b> At the end of the semester students will be able to <ul style="list-style-type: none"> <li>• Learn basic concepts of phonetics</li> <li>• Improve fluency through regular practice and speaking drills</li> <li>• Learn the skills of facing interviews, making a speech, presentations etc</li> </ul>		
<b>Credits: 3</b>	<b>Minor/Vocational Course</b>	
<b>Max. Marks:</b>	<b>Min. Passing Marks: As per Univ. rule</b>	
<b>Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0</b>		
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures</b>
<b>Unit I</b>	(a) Introduction to Phonetics- Essentials of English Pronunciation (b) Introducing oneself and others	<b>15</b>
<b>Unit II</b>	Interview, Group Discussion	<b>15</b>
<b>Unit III</b>	Making a Speech, Presentation Skills	<b>15</b>

### Recommended Readings:

1. R.K Bansal and J.B. Harrison: *Spoken English* , Orient Black Swan, 1983.
2. Kamlesh Sadanand and Susheela Punitha: *Spoken English: A Foundation Course* (Revised Edition) , Part 1, Orient BlackSwan, 2014
3. Bikram K. Das: *Functional Grammar and Spoken and Written Communication in English* , Orient Black Swan; 1<sup>st</sup> edition , 2006
4. E. Suresh Kumar, B. Sandhya, J. Savithri and P. Sreehari: *Enriching Speaking and Writing Skills*, Orient BlackSwan , 2014.

**Suggested Continuous Evaluation Methods:** Since the class is conceived as learner-centric and built around tasks that require learners to actively use various language skills, formative assessment can and should be used extensively. The focus here could be on skills and activities that are harder to test in a written evaluation, such as speaking and listening skills, dictionary work, etc. Oral presentations, peer interviews, and group tasks can be used for this purpose The end-semester written examination will test all the areas targeted in the course – reading, comprehension, vocabulary, grammar, composition, and oral communication.

**Course prerequisites:** To study this course, a student must have had the subject English in class/12<sup>th</sup>/certificate/diploma

**Suggested equivalent online courses:** On Swayam, [Vidyamitra.inflibnet.ac.in](http://Vidyamitra.inflibnet.ac.in), [literature-study-online.com](http://literature-study-online.com), [epg-pathshala.egyankosh.ac.in](http://epg-pathshala.egyankosh.ac.in)

<b>DIPLOMA IN ARTS</b>		
<b>Programme: Diploma in Arts</b>	<b>Year: II</b>	<b>Semester: III Paper</b>

**Subject: English**

**CourseCode:**  
UGENG-CC201

**Course Title: British Poetry**

**Course Outcomes:** After studying this course, the students will be able to:

- Identify various forms of poetry and understand the development of these forms in the works of greatest practitioners of these poetic forms.
- Characterize some basic stanza patterns, their origin and development.
- Critically analyse poems with an understanding of its basic elements.
- Assess the contribution of the representative poets of these Ages towards the growth of English poetry and appreciate their poetic genius.
- Understand and gain informative understanding of the poems written by modern British poets.
- Strengthens the broader understanding to the study of the British poetry.
- Learn about transition of poetic style and forms with changing times.
- Gain information about Irish poetry, war poems and modern poems.
- Learn about changing style and how imagism as a movement in arts influenced the poets.

**Credits: 6**

**Core Compulsory**

**Max. Marks:**

**Min. Passing Marks:As per Univ. rule**

**Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0**

Unit	Topic	No. of Lectures
Unit I	<b>Types of Poems</b> Lyric, Sonnet, Elegy, Ode, Epic, Ballad, Dramatic Monologue, Allegory <b>Stanza Forms</b> The Heroic Couplet, Blank Verse, The Spenserian Stanza, Terza Rima	15
Unit II	<b>William Shakespeare:</b> Let Me Not to the Marriage of True Minds (Sonnet No.116) <b>John Donne:</b> A Valediction: Forbidding Mourning <b>John Milton:</b> On his Blindness	15
Unit III	<b>Alexander Pope:</b> From Essay on Criticism ( Little learning - - -Alps to Alps (lines- 15-32) <b>Thomas Gray:</b> Elegy Written in a Country Churchyard(Lines (1- 19th stanza; The curfew Tolls --- noiseless tenor of thin ways)	15
Unit IV	<b>William Wordsworth:</b> The World is Too Much With Us <b>John Keats:</b> Ode to a Nightingale	15
Unit V	<b>W. B. Yeats:</b> “Second Coming” <b>T.S. Eliot:</b> “The Love Song of J.Alfred Prufrock” (lines 1-34) <b>W H Auden:</b> “The Unknown Citizens”	15
Unit VI	<b>Wilfred Owen:</b> “The Strange Meeting” <b>Rupert Brooke:</b> “The Soldier” <b>Ted Hughes:</b> “Thought Fox” <b>Philip Larkin:</b> “Church Going”,	15

### Recommended Readings

1. William Wordsworth - the Major Works (Oxford World's Classics) Paperback. OUP
2. William Blake: Selected Poems (Oxford World's Classics) Paperback – Import. OUP

3. Poetry of the Romantics (Penguin Popular Classics) Paperback. Penguin classics
4. The Waste Land, Prufrock, and Other Poems (Dover Thrift S.) Paperback. Dover publications Inc.
5. A Glossary of Literary Terms, MH Abrams
6. David Moody. *The Cambridge Companion to T. S. Eliot*, Cambridge: Cambridge University Press, 2003.
7. Edward Maline. *A Preface to W. B. Yeats*, London: Longman Group Ltd, 1983.
8. Terry Gifford and Neil Roberts. *Ted Hughes: A Critical Study*. London: Faber and Faber, 1981.
9. Stan Smith. *The Cambridge Companion to W H Auden*, Cambridge: Cambridge University Press, 2004.

**Suggested Continuous Evaluation Methods:** Since the class is conceived as learner-centric and built around tasks that require learners to actively use various language skills, formative assessment can and should be used extensively. Oral presentations, peer interviews, and group tasks can be used for this purpose The end-semester written examination will test all the areas targeted in the course.

**Course prerequisites:** To study this course, a student must have had the subject English in class/12<sup>th</sup>/certificate/diploma

**Suggested equivalent online courses:** On Swayam, [Vidyamitra.inflibnet.ac.in](http://Vidyamitra.inflibnet.ac.in), [literature-study-online.com](http://literature-study-online.com), [epg-pathshala](http://epg-pathshala), [egyankosh.ac.in](http://egyankosh.ac.in)

<b>DIPLOMA IN ARTS</b>		
<b>Programme:</b> <i>Diploma in Arts</i>		<b>Year:</b> II <b>Semester:</b> III <b>Paper-VC</b>
<b>Subject:</b> English		
<b>Course Code:</b> UGENG-VC202	<b>Course Title:</b> Language through Literature	
<b>Course Outcomes:</b> At the end of the semester students will be able to <ul style="list-style-type: none"> <li>• Improve their grammatical competence</li> <li>• Learn the art of writing paragraphs, essays, letters, Biodata, Resume and CV</li> <li>• Identify the meanings of homophones and homonyms.</li> </ul>		
<b>Credits:</b> 3		
<b>Max. Marks:</b>		<b>Min. Passing Marks:</b> As per Univ. rule
<b>Total No. of Lectures-Tutorials-Practical (in hours per week):</b> 4-0-0		
Unit	Topic	No. of Lectures
<b>Unit I</b>	Tenses, Direct and Indirect Speech, Active-Passive Voice, Simple, Complex and Compound sentences, Common Errors in English	<b>20</b>
<b>Unit II</b>	Expansion of an Idea, Essays, Letters, Application Writing, Preparing Biodata/ Resume/ CV	<b>20</b>
<b>Unit III</b>	Homophones, Homonyms, homographs, polysemy , antonyms, synonyms (other lexical terms)	<b>05</b>

**Recommended Reading:**

1. Terry O'Brien : *Common Errors* , Rupa Publications India Pvt. Ltd., 2012
-

2. V.N.Arora and Laxmi Chandra: *Improve your Writing*, Oxford University Press, 1981

**Suggested Continuous Evaluation Methods:** Since the class is conceived as learner-centric and built around tasks that require learners to actively use various language skills, formative assessment can and should be used extensively. The focus here could be on skills and activities that are harder to test in a written evaluation, such as speaking and listening skills, dictionary work, etc. Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-semester written examination will test all the areas targeted in the course – reading, comprehension, vocabulary, grammar, composition, and oral communication.

**Course prerequisites:** To study this course, a student must have had the subject English in class/12<sup>th</sup>/certificate/diploma

**Suggested equivalent online courses:** On Swayam, [Vidyamitra.inflibnet.ac.in](http://Vidyamitra.inflibnet.ac.in), [literature-study-online.com](http://literature-study-online.com), [epg-pathshala.egyankosh.ac.in](http://epg-pathshala.egyankosh.ac.in)

<b>DIPLOMA IN ARTS</b>			
<b>Programme:</b> <i>Diploma in Arts</i>		<b>Year:</b> <b>II</b>	<b>Semester:</b> <b>IV</b> <b>Paper</b>
<b>Subject:</b> English			
<b>CourseCode:</b> UGENG-CC203	<b>Course Title:</b> Women's Writing and Indian Literature in Translation		
<b>Course Outcomes:</b> <ul style="list-style-type: none"> <li>• This course aims to</li> <li>• Help students understand the social construction of woman by patriarchy.</li> <li>• Examine feminism's concerns of equality with men.</li> <li>• Highlight the structural oppression of women.</li> <li>• Foreground resistance by women.</li> <li>• Discuss women's writing as an act of resistance and of grasping agency.</li> <li>• Facilitate an understanding of the body of woman and its lived experience.</li> <li>• Help students engage with the heterogeneity of the oppression of women in different places, historically and socially.</li> <li>• Understand the rich and diverse tradition of literatures written in regional and vernacular languages.</li> <li>• Develop a comparative and intertextual approach to analyse literatures.</li> <li>• Develop an appreciation of the diverse multilingual and multicultural ethos of India.</li> <li>• Enhance job opportunities by fostering translation skills.</li> <li>• Critically appreciate the poems of Kabir and gain an understanding of his philosophy and assess the strength of Rabindranath Tagore as a translator.</li> </ul>			
<b>Credits:</b> 6		<b>Core Compulsory</b>	
<b>Max. Marks:</b>		<b>Min. Passing Marks:</b> As per Univ. rule	
<b>Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0</b>			
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures</b>	
<b>Unit I</b>	<b>Elaine Showalter:</b> 'Introduction', in <i>A Literature of Their Own: British Women Novelists from Bronte to Lessing</i> (1977).	<b>10</b>	

<b>Unit II</b>	<b>Gilman:</b> ‘The Yellow Wallpaper’ <b>Mahasweta Devi:</b> ‘Draupadi’	<b>10</b>
<b>Unit III</b>	<b>Autobiography:</b> Harriet Jacobs, selections from Incidents in the Life of a Slave Girl, Chapter 5	<b>15</b>
<b>Unit IV</b>	<b>Maya Angelou:</b> ‘Still I Rise’. <b>Anne Finger:</b> ‘Helen and Frida’, in Call me Ahab: A Short Story Collection, <b>Sylvia Plath:</b> ‘Lady Lazarus’	<b>20</b>
<b>Unit V</b>	<b>Introducing Translation:</b> A Brief History and Significance of Translation in a Multilinguistic and Multicultural Society like India	<b>20</b>
<b>Unit VI</b>	<b>Kabir (Translation)</b> from The English Writings of Rabindra Nath Tagore(1994, Vol.1 Ed. Sisir Kumar Das, Sahitya Akademi, Verses- 1,2,8,12, 53, 69)	<b>15</b>

### Recommended Readings

1. Indian Feminism by Jasbir Jain and Avadhesh Kumar Singh
2. The History of Doing: An Illustrated Account of Movements for Women’s Rights and Feminism in India, 1800-1990, by Radha Kumar
3. Sexual/Textual Politics by T. Moi
4. Gender Trouble by Judith Butler
5. Second Sex by Simone de Beauvoir

**Suggested Continuous Evaluation Methods:** Since the class is conceived as learner-centric and built around tasks that require learners to actively use various language skills, formative assessment can and should be used extensively. Oral presentations, peer interviews, and group tasks can be used for this purpose The end-semester written examination will test all the areas targeted in the course.

**Course prerequisites:** To study this course, a student must have had the subject English in class/12<sup>th</sup>/certificate/diploma

**Suggested equivalent online courses:** On Swayam, Vidyamitra.inflibnet.ac.in, literature-study-online.com, egp-pathshala, egyankosh.ac.in

<b>DIPLOMA IN ARTS</b>			
<b>Programme:</b> <i>Diploma in Arts</i>		<b>Year:</b> II	<b>Semester:</b> IV <b>Paper-ME</b>
<b>Subject:</b> English			
<b>Course Code:</b> UGENG-ME204	<b>Course Title:</b> Professional English		
<b>Course Outcomes:</b> The course will help students to <ul style="list-style-type: none"> <li>• Acquire basic language skills and use them in communication.</li> <li>• Make use of thesaurus for learning synonyms, antonym and one word- substitution</li> <li>• Comprehend the meaning of prose and verse passages.</li> <li>• Learn basic concepts of phonetics</li> <li>• Improve fluency through regular practice and speaking drills</li> <li>• Learn the skills of facing interviews, making a speech, presentations etc.</li> <li>• Improve their grammatical competence</li> <li>• Learn the art of writing paragraphs, essays, letters, Biodata, Resume and CV. _____</li> </ul>			

<ul style="list-style-type: none"> <li>Learn the techniques of report writing, minutes, notices and agendas</li> <li>Become skilled at translating from Hindi to English and vice-versa.</li> </ul>		
<b>Credits: 04</b>		<b>Minor Elective</b>
<b>Max. Marks:</b>		<b>Min. Passing Marks: As per Univ. rule</b>
<b>Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0</b>		
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures</b>
<b>Unit I</b>	<b>Use of IPA Symbols:</b> Learning Correct Pronunciation through Dictionary.	<b>15</b>
<b>Unit II</b>	Use of Direct and Indirect Speech, Using Verb Tenses, Common Errors in English. Writing Official Correspondences (Letter /Application Writing, Complaints, FIR, Grievance Redressal Letters Grievance & Right to Information)	<b>15</b>
<b>Unit III</b>	Techniques of CV writing, Report Writing, Proposal Writing, Notices and Agendas. Interview, Group Discussion, Making a Speech, Presentation Skills/Using Power Point Presentation.	<b>15</b>
<b>Unit IV</b>	Translation from Hindi to English Translation from English to Hindi	<b>15</b>

### Suggested Readings:

- Shilpa Sapre-Bharmal et al. *Communication Skills in English*. Orient Blackswan. 2012
- Sanjay Kumar and Pushp Lata: *Communication Skills*, Oxford University Press, 2<sup>nd</sup> ed. 2015.
- Norman Lewis: *Word Power Made Easy*, Penguin Books India, 2015.
- R.K Bansal and J.B. Harrison: *Spoken English*, Orient BlackSwan, 1983.
- Kamlesh Sadanand and Susheela Punitha: *Spoken English: A Foundation Course (Revised Edition)*, Part 1, Orient BlackSwan, 2014
- Bikram K. Das: *Functional Grammar and Spoken and Written Communication in English*, Orient BlackSwan; 1<sup>st</sup> edition, 2006
- E. Suresh Kumar, B. Sandhya, J. Savithri and P. Sreehari: *Enriching Speaking and Writing Skills*, Orient BlackSwan, 2014.
- V.N.Arora and Laxmi Chandra: *Improve your Writing*, Oxford University Press, 1981
- Terry O'Brien: *Modern writing Skills*, Rupa Publisher, 2011
- R.C. Sharma and Krishna Mohan: *Business Correspondence and Report Writing*, McGraw Hill Education (India) Pvt. Ltd. Chennai, 5<sup>th</sup> ed., 2016.

**Suggested Continuous Evaluation Methods:** Since the class is conceived as learner-centric and built around tasks that require learners to actively use various language skills, formative assessment can and should be used extensively. The focus here could be on skills and activities that are harder to test in a written evaluation, such as speaking and listening skills, dictionary work, etc. Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-semester written examination will test all the areas targeted in the course – reading, comprehension, vocabulary, grammar, composition, and oral communication.

**Course prerequisites:** To study this course, a student must have had the subject English in class/12<sup>th</sup>/certificate/diploma



Suggested equivalent online courses: On Swayam, [Vidyamitra.inflibnet.ac.in](http://Vidyamitra.inflibnet.ac.in), [literature-study-online.com](http://literature-study-online.com), [epg-pathshala.egyankosh.ac.in](http://epg-pathshala.egyankosh.ac.in)

<b>DIPLOMA IN ARTS</b>		
<b>Programme:</b> <i>Diploma in Arts</i>		<b>Year:</b> II <b>Semester:</b> IV <b>Paper-VC</b>
<b>Subject:</b> English		
<b>Course Code:</b> UGENG-VC205	<b>Course Title:</b> Functional English and Translation	
<b>Course Outcomes:</b> At the end of the semester students will be able to <ul style="list-style-type: none"> <li>• Learn the formation of words and making of new sentences</li> <li>• Learn the techniques of report writing, minutes, notices and agendas</li> <li>• Become skilled at translating from Hindi to English and vice-versa</li> </ul>		
<b>Credits:</b> 3	<b>Vocational Course</b>	
<b>Max. Marks:</b>	<b>Min. Passing Marks:</b> As per Univ. rule	
<b>Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0</b>		
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures</b>
<b>Unit I</b>	Formation of Words-Noun, Verb, Adjective, and Affixes Synthesis	<b>15</b>
<b>Unit II</b>	Preparing Reports, Minutes, Notices and Agendas	<b>15</b>
<b>Unit III</b>	Theory and Techniques of Translation: Translation from Hindi to English Translation from English to Hindi	<b>15</b>

**Recommended Readings:**

1. V.N.Arora and Laxmi Chandra: *Improve your Writing*, Oxford University Press, 1981
2. Terry O'Brien: *Modern writing Skills*, Rupa Publisher, 2011
3. R.C. Sharma and Krishna Mohan: *Business Correspondence and Report Writing*, McGraw Hill Education (India )Pvt. Ltd. Chennai, 5<sup>th</sup> ed., 2016

**Suggested Continuous Evaluation Methods:** Since the class is conceived as learner-centric and built around tasks that require learners to actively use various language skills, formative assessment can and should be used extensively. The focus here could be on skills and activities that are harder to test in a written evaluation, such as speaking and listening skills, dictionary work, etc. Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-semester written examination will test all the areas targeted in the course – reading, comprehension, vocabulary, grammar, composition, and oral communication.

**Course prerequisites:** To study this course, a student must have had the subject English in class/12<sup>th</sup>/certificate/diploma

~~Suggested equivalent online courses: On Swayam, [Vidyamitra.inflibnet.ac.in](http://Vidyamitra.inflibnet.ac.in), [literature-study-online.com](http://literature-study-online.com), [epg-pathshala.egyankosh.ac.in](http://epg-pathshala.egyankosh.ac.in)~~

<b>BACHELOR OF ARTS</b>			
<b>Programme:</b> <i>Bachelor of Arts</i>		<b>Year:</b> <b>III</b>	<b>Semester:</b> <b>V</b> <b>Paper-I</b>
<b>Subject:</b> English			
<b>Course Code:</b> UGENG-CC301	<b>Course Title:</b> Introduction to Literature and Film		
<b>Course Outcomes:</b>  Literature and film have had a close relationship with one another manifest in the celluloid ‘adaptation’ of classics and ‘inspired’ productions in the earlier days to the film text studies of recent times. The writer and the auteur both produce art that oftentimes is in conversation particularly since the cultural revolution of modernism. This paper attempts to trace the genealogy of this collaborative mediation between literature and cinema between the textual and the visual.			
<b>Credits:</b> 5		<b>Core Compulsory</b>	
<b>Max. Marks:</b>		<b>Min. Passing Marks:</b> As per Univ. rule	
<b>Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0</b>			
Unit	Topic	No. of Lectures	
<b>Unit I</b>	<b>Introduction to Basic Concepts in Film-Making:</b> Mise-én-scene, Long Takes, Deep Focus, Types of Shots, Colour and Sound	<b>15</b>	
<b>Unit II</b>	<b>Cinematic Adaptations:</b> Shakespeare’s Hamlet	<b>15</b>	
<b>Unit III</b>	<b>The Novel in English and its Adaptation:</b> Charles Dickens’s Oliver Twist	<b>15</b>	
<b>Unit IV</b>	<b>Indian English Fiction:</b> Jhumpa Lahiri’s The Namesake	<b>10</b>	
<b>Unit V</b>	<b>Popular Fiction:</b> Chetan Bhagat’s Five Point Someone	<b>10</b>	
<b>Unit VI</b>	<b>Bhasha Classics:</b> Rabindranath Tagore’s Ghare Baire	<b>10</b>	

**Recommended Readings**

1. Shail Andrew ‘From the Cinematograph to The Pictures’ in *The Cinema and the Origins of Literary Modernism* (New York and London: Routledge 2012) pp. 1-40.
2. Fernando Solanas and Octavio Getino ‘Towards a Third Cinema’ in *Movies and Methods: An Anthology* ed. Bill Nichols (Berkeley: University of California Press 1976) pp. 44–64.
3. Laura Mulvey ‘Afterthoughts on ‘Visual Pleasure and Narrative Cinema’ inspired by King Vidor’s *Duel in the Sun* (1946)’ in *Visual and Other Pleasures* (London: Palgrave Macmillan 1989).
4. bell hooks ‘The Oppositional Gaze: Black Female Spectators’ in *Black Looks: Race and Representation* (Boston: South End Press 1992).
5. Robert Stam ‘Beyond Fidelity: The Dialogues of Adaptation’ in *Film Adaptation* ed. James Naremore (New Brunswick NJ: Rutgers UP 2000) pp. 54-76.
6. Andre Bazin ‘Adaptation or the Cinema as Digest’ in *Film and Literature: An Introduction and Reader* ed. Timothy Corrigan pp. 57-64.

7. Anna Morcom 'Tapping the Mass Market: The Commercial Life of Hindi Film Songs' in *Global Bollywood: Travels of Hindi Song and Dance* eds Sangita Gopal and Sujata Moorti (Delhi: Orient Blackswan 2010) pp. 63-84.

**Suggested Continuous Evaluation Methods:** Since the class is conceived as learner-centric and built around tasks that require learners to actively use various language skills, formative assessment can and should be used extensively. The end-semester written examination will test all the areas targeted in the course.

**Course prerequisites:** To study this course, a student must have had the subject English in class/12<sup>th</sup>/certificate/diploma

**Suggested equivalent online courses:** On Swayam, [Vidyamitra.inflibnet.ac.in](http://Vidyamitra.inflibnet.ac.in), [literature-study-online.com](http://literature-study-online.com), [epg-pathshala.egyankosh.ac.in](http://epg-pathshala.egyankosh.ac.in)

BACHELOR OF ARTS		
Programme: <i>Bachelor of Arts</i>		Year: III Semester: V Paper-II
Subject: English		
Course Code: UGENG-CC302	Course Title: Partition Literature	
<b>Course Outcomes:</b> The course aims to understand contending interpretation of partition history. The students will be reading a variety of different historical interpretation of partition.		
Credits: 5		Core Compulsory
Max. Marks:		Min. Passing Marks: As per Univ. rule
Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0		
Unit	Topic	No. of Lectures
Unit I	<b>Characteristics of Partition Literature:</b> Violence, Dislocation, Trauma, Memory, History, Narrative, Regeneration.	15
Unit II	<b>Fiction:</b> Khushwant Singh: Train to Pakistan	15
Unit III	<b>Short story:</b> Sadat Hasan Manto: Toba Tek Singh I, Ismat Chughtai: Roots.	15
Unit IV	<b>Non Fiction:</b> Urvashi Butalia: The Other Side of Silence: Voices from the Partition of India (Chapter 2: Blood)	10
Unit V	<b>Bapsi Sidhwa:</b> Ice Candy Man	10
Unit VI	<b>Jyotirmoyee Devi:</b> The River Churning	10

**Recommended Readings:**

1. Ritu Menon and Kamla Bhasin, 'Introduction', in *Borders and Boundaries* (New Delhi: Kali for Women, 1998).
2. Sukrita P. Kumar, *Narrating Partition* (Delhi: Indialog, 2004).
3. Urvashi Butalia, *The Other Side of Silence: Voices from the Partition of India* (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.

**Suggested Continuous Evaluation Methods:** Since the class is conceived as learner-centric and built around tasks that

require learners to actively use various language skills, formative assessment can and should be used extensively. The end-semester written examination will test all the areas targeted in the course.

**Course prerequisites:** To study this course, a student must have had the subject English in class/12<sup>th</sup>/certificate/diploma

**Suggested equivalent online courses:** On Swayam, [Vidyamitra.inflibnet.ac.in](http://Vidyamitra.inflibnet.ac.in), [literature-study-online.com](http://literature-study-online.com), [epg-pathshala.egyankosh.ac.in](http://epg-pathshala.egyankosh.ac.in)

<b>Programme: Degree</b>		<b>Year: III</b>	<b>Semester: V</b>
<b>Subject: English</b>			
<b>CourseCode:</b> UGENGRP-303	<b>Course Title: Research Project: An Introduction</b>		
<b>Course Outcomes:</b>			
<ul style="list-style-type: none"> <li>• Understand the importance of research and research methodology.</li> <li>• Learn how to conduct research projects.</li> <li>• Learn to prepare research project.</li> </ul>			
<b>Credits: 4</b>		<b>Major (Compulsory)</b>	
<b>Max. Marks:</b>		<b>Min. Passing Marks: As per Univ. rule</b>	
<b>Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0</b>			
<b>Unit</b>	<b>Topic</b>		<b>No. of Lectures</b>
<b>Unit I</b>	Meaning, Types and Significance of Research, Literature Review, Formulation of Research design, Research Problem, Objectives, Hypothesis, Research materials and Methods, Abstract Writing, Keywords and References.		<b>60</b>

### BACHELOR OF ARTS

<b>Programme: Bachelor of Arts</b>		<b>Year: III</b>	<b>Semester: VI Paper-I</b>
<b>Subject: English</b>			
<b>CourseCode:</b> UGENG-CC304	<b>Course Title: Regional Literature with Special Reference to Literature of Uttarakhand</b>		
<b>Course Outcomes:</b>			
After completing this course, the students will be able to:			
<ul style="list-style-type: none"> <li>• To study the language and literature of Kumauni and Garhwali region.</li> <li>• These texts would be read closely to develop understanding of the key concepts and themes of Regional literature.</li> </ul>			
<b>Credits: 5</b>		<b>Core Compulsory</b>	
<b>Max. Marks:</b>		<b>Min. Passing Marks: As per Univ.</b>	

		rule
<b>Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0</b>		
Unit	Topic	No. of Lectures
Unit I	Chatak Tales: To be good or bad, The Buffalo Man	15
Unit II	Manglesh Dabral: Torchlight	10
Unit III	Leeladhar Jagudi: The Delivery of a Bird ,The Inland Letter	15
Unit IV	Ruskin Bond: Rusty, The Boy from the Hills	10
Unit V	Mrinal Pande: Girls	10
Unit VI	Namita Gokhale: Things to Leave Behind	15

**Suggested Continuous Evaluation Methods:** Since the class is conceived as learner-centric and built around tasks that require learners to actively use various language skills, formative assessment can and should be used extensively. The end-semester written examination will test all the areas targeted in the course.

**Course prerequisites:** To study this course, a student must have had the subject English in class/12<sup>th</sup>/certificate/diploma

**Suggested equivalent online courses:** On Swayam, [Vidyamitra.inflibnet.ac.in](http://Vidyamitra.inflibnet.ac.in), [literature-study-online.com](http://literature-study-online.com), [epg-pathshala](http://epg-pathshala), [egyankosh.ac.in](http://egyankosh.ac.in)

BACHELOR OF ARTS		
Programme: <i>Bachelor of Arts</i>		Year: III Semester: VI Paper-II
Subject: English		
CourseCode: UGENG-CC305	Course Title: Indian and New Literatures in English	
<b>Course Outcomes:</b> <ul style="list-style-type: none"> <li>• After completing this course, the students will be able to:</li> <li>• Develop an understanding of the themes, styles and poetic sensibilities of poets like Toru Dutt, Nissim Ezekiel, Jayanta Mahapatra and Keki N. Daruwala.</li> <li>• Critically analyse drama as a medium of exploration of existing social issues and prejudices through the works of Girish Karnad.</li> <li>• Critically analyse texts from a Postcolonial perspective.</li> <li>• Familiarize themselves with the similar (yet different) socio-historic conditions reflected in the literature of the various colonies.</li> <li>• Comprehend how 'New Literatures' incorporates very different literary products, each with its own cultural, social and geographical specificity.</li> <li>• Comprehend and analyse the poetic discourses of poets like Pablo Neruda, Margaret Atwood, and Dennis Brutus and the variations in their themes and styles.</li> <li>• Comprehend the issues of identity, diaspora and marginalization as explored in the texts prescribed.</li> <li>• Develop an understanding of Postcolonialism and recognise the strategies deployed by Postcolonial writers to resist cultural oppression.</li> </ul>		
Credits: 5		Core Compulsory
Max. Marks:		Min. Passing Marks: As per Univ. rule
<b>Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0</b>		

Unit	Topic	No. of Lectures
Unit I	Toru Dutt: "Sita" Nissim Ezekiel: "Background Casually" Jayanta Mahapatra: "Hunger" Keki N. Daruwala: "Mother" Kamala Das: The Stone Age	20
Unit II	Pablo Neruda: "If You Forget Me" Margaret Atwood: "Spellings" Dennis Brutus: "Cold"	15
Unit III	Girish Karnad: "Tughlaq"	15
Unit IV	Mahatma Gandhi: Hind Swaraj	10
Unit V	Frantz Fanon: "Black Skin, White Masks" (Chapter 4)	05
Unit VI	Chinua Achebe: "Things Fall Apart"	10

**Suggested Continuous Evaluation Methods:** Since the class is conceived as learner-centric and built around tasks that require learners to actively use various language skills, formative assessment can and should be used extensively. The end-semester written examination will test all the areas targeted in the course.

**Course prerequisites:** To study this course, a student must have had the subject English in class/12<sup>th</sup>/certificate/diploma

**Suggested equivalent online courses:** On Swayam, [Vidyamitra.inflibnet.ac.in](http://Vidyamitra.inflibnet.ac.in), [literature-study-online.com](http://literature-study-online.com), [epg-pathshala](http://epg-pathshala), [egyankosh.ac.in](http://egyankosh.ac.in)

<b>Programme: Degree</b>		<b>Year: III</b>	<b>Semester: VI</b>
<b>Subject: English</b>			
<b>Course Code:</b> UGENGRP-306	<b>Course Title: Preparing a Research Proposal</b>		
<b>Course Outcomes:</b> Learn how to conduct research projects. Learn to prepare research paper. Learn to prepare research project.			
<b>Credits: 4</b>		<b>Major (Compulsory)</b>	
<b>Max. Marks:</b>		<b>Min. Passing Marks: As per Univ. rule</b>	
<b>Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0</b>			
Unit	Topic	No. of Lectures	
Unit I	Preparing Research Projects on Translation Studies, Gender Studies, Novels and their Film Adaptation, Ecocriticism, Cultural Studies.	60	