

SYLLABUS

UNDERGRADUATE COURSES (CBCS)

ENGLISH



YEAR-2020

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

UG SYLLABUS(CBCS)

Preamble:

Education plays enormously significant role in building of a nation. There are quite a large number of educational institutions, engaged in imparting education in our country. Majority of them have entered recently into the semester system to match with international educational pattern. However, our present education system is churning out youth who have to compete locally, regionally, nationally as well as globally. The present alarming situation necessitates transformation and/or redesigning of system, not only by introducing innovations but developing “learner-centric approach. Majority of Indian higher education institutions have been following the system which obstructs the flexibility for the students to study the subjects/courses of their choice and their mobility to different institutions. There is need to allow the flexibility in education system, so that students depending upon their interests can choose inter-disciplinary, intra-disciplinary and skill-based courses. This can only be possible when Choice Based Credit System (CBCS), an internationally acknowledged system, is adopted. The CBCS not only offers opportunities and avenues to learn core subjects but also explore additional avenues of learning beyond the core subjects for holistic development of an individual. The CBCS will undoubtedly facilitate benchmarking of our courses with best international academic practices.

Advantages of the choice-based credit system:

- Shift in focus from the teacher-centric to student-centric education.
- Student may undertake as many credits as they can cope with (without repeating all courses in a given semester if they fail in one/more courses).
- The CBCS allows students to choose inter-disciplinary, intra-disciplinary courses, skill-oriented papers (even from other disciplines according to their learning needs, interests and aptitude) and more flexibility ones for students.
- The CBCS makes education broad-based and on a par with global standards. One can take credits by choosing unique combinations. For example, Physics with Economics, Microbiology with Chemistry or Environmental Science etc.

- The CBCS offers flexibility for students to study at different times and at different institutions to complete one course (easy mobility by students). Credits earned at one institution can be transferred to another institution.

CHOICE BASED CREDIT SYSTEM (CBCS):

These courses aim to provide a paradigm shift in the national education policy seeking to bridge an increasing gap between an undergraduate degree and employability. The proposed curriculum endeavours to empower the students and help them in their pursuit for achieving overall 3 excellence. Being the regulatory authority for higher education in India, the UGC constantly engages itself to suggest and facilitate the implementation of schemes and programs, which improves not only the level of academic excellence but also improves the academic and research environment in this country. The main feature of the CBCS is to make undergraduate education student centric rather than system centric or teacher centric. For achieving these objectives, the CBCS strives to create a holistic syllabus. Thus, in addition to dedicated focus on a discipline through core papers whether in an honours curriculum or a regular curriculum, elective papers have been added which will give students the freedom to choose the allied/applied/broad areas of their discipline and also the areas of other disciplines of their interest. Further in keeping with the vision of the Government, special emphasis has been given to ability enhancement and skill development of students through elective courses under these domains which every student is required to study. However, in keeping with the spirit of CBCS here also the students will have complete freedom to choose these courses from a pool suggested by the UGC/Universities. All papers except core papers offer complete freedom to the Universities in designing and reviewing the syllabi and enable them to offer their own distinct flavor and maintain their unique character. These elective papers provide them with the opportunity to develop competencies of students in their areas of strength, expertise and specialization. Even in the core papers under the proposed guidelines 30% flexibility is proposed in adopting the syllabus as per the template advised by the UGC. It is pertinent to point out that as per the existing education policy different institutions and universities are required to maintain 70% equivalence in the syllabi and the same is being

maintained under the proposed system of CBCS. There is apprehension amongst the faculty from different institutions that with the implementation of CBCS there will be migration or transfer of the faculty from one institution to another which is far from truth. The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective and skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marking system. Therefore, it is necessary to introduce uniform grading system. This will benefit the students to move across institutions both within India and across countries. In order to bring the uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations, the UGC has formulated the guidelines which are also annexed herewith.

Meaning of the Courses (CBCS):

1. **Core Course:** A Core Course is compulsory for all students of that particular degree programme.
2. **Elective Course:** Elective Course is that Course which is chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.
 - 2.1 **Discipline Specific Elective (DSE) Course:** Elective courses which are offered by the main discipline/subject of the programme is termed as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).
 - 2.2 **Dissertation/Project:** An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studying such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.

2.3 Generic Elective (GE) Course: An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective. P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.

3. Ability Enhancement Courses (AEC): The Ability Enhancement (AE) Courses may be of two kinds: Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Courses (SEC). “AECC” courses are the courses based upon the content that leads to Knowledge enhancement; i. Environmental Science and ii. English/MIL Communication. These are mandatory for all disciplines. SEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

3.1 Ability Enhancement Compulsory Courses (AECC): Environmental Science, English Communication/MIL Communication. **3.2 Skill Enhancement Courses (SEC):** These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge.

B. A. HONOURS IN ENGLISH
Details of Courses Under Undergraduate (B.A./ B.Com.) (Honours)

Course	*Credits	
	Paper+ Practical	Paper + Tutorial
I. <u>Core Course(6 Credits)</u> (14 Papers)	14X4= 56	14X5=70
Core Course Practical / Tutorial* (14 Practicals)	14X2=28	14X1=14
II. <u>Elective Course (6 Credits)</u> (8 Papers)		
A.1- Discipline Specific Elective (4 papers)	4x4=16	4X5=20
A.2 - Discipline Specific Elective Elective Course Practical / Tutorials*	4X 2=8	4X1=4
B.1 – Generic Elective/ Interdisciplinary (4 papers)	4x4=16	4X5=20
B.2 - Generic Elective/ Interdisciplinary Elective Course Practical / Tutorials*	4X 2=8	4X1=4
(Two papers from each discipline of choice including papers of interdisciplinary nature.)		
• Optional Dissertation or project work in place of one elective paper (6 credits) in 6th Semester		
III. <u>Ability Enhancement Courses</u>		
1. <u>Ability Enhancement Compulsory Courses (AECC)</u> (2 Papers of 4 credits each)	2 X 4=8	2 X 4=8
Environmental Science English/Hindi/MIL Communication		
2. <u>Skill Enhancement Courses (SEC)</u> (2 Papers of 4 credits each)	2 X 4=8	2 X 4=8
	Total credit= 148	Total = 148

Institute should evolve a system/policy about ECA/ General Interest/Hobby/Sports/NCC/NSS/related courses on its own. *wherever there is a practical there will be no tutorial and vice-versa.
 (NB: The Course Template is taken from UGC Syllabus under CBCS)

Abbreviation Terms:

C=Core; **AECC**=Ability Enhancement Compulsory Course; **DSC**=Discipline Specific Core Course; **DSE**=Discipline Specific Elective; **ENG**=English; **GE**=Generic Elective; **H**=Honours; **SEC**=Skill Enhancement Course; **LT**=Lecture, Tutorial

Complete Course Structure

Semesters	CORE COURSE (14)	Ability Enhancement Compulsory Course (AECC) (2)	Skill Enhancement Course (SEC) (2)	Elective: Discipline Specific DSE (4)	Elective: Generic (GE) (4)
I	C-1: Indian Classical Literature	English Communication			GE-1: The Individual and Society
	C -2 European Classical Literature				

Semester Wise Course Summary:

Semester-I

ENG-101H, C-1: Indian Classical Literature
ENG-102H, C-2: European Classical Literature
ENG-103H, GE-1: (Choose from the course pool)
ENG-104H, AECC-1: English Communication

Generic Elective in English

(This is meant for other discipline)

Semester-I

ENG-103H, GE-1: Individual and Society

Details of Syllabus

B.A. Honours in English (CBCS)

The Courses of BA Honours in English is designed to train the undergraduate students as critics and interpreters of literary works of art, cultures, ideas and issues related to their contemporary societies. The courses, besides guiding the students to appreciate and critique the humanities, would help them to inculcate aesthetic values, reasoning, analysis, evaluation and critical thinking. The syllabus, which offers a well-designed, innovative and a compact course, comprises British literature, European Literature, American Literature, African Literature, Indian Literature, Academic Writing that covers the vast emerging areas like Culture Studies, Media Studies, Gender Studies, Northeast Writings in English, Women's Writing, Individual and Society, Translation Studies, Literature and

Environment, Ecocriticism, Language and Linguistics. It also aims to develop students' research aptitude and skills by including a paper on Research Methodology.

[Mark distribution: All papers with 6 credits are allotted 100 marks and papers with 2/4 credits are allotted 50 marks. 100= 20 (Internal Assessment) + 80 (External Examination) and for 50 marks there will be no Internal Assessment.]

SEMESTER- I

C-1: Indian Classical Literature

Credit 6=5+1 (L+T)

(Sections: 1+2+3+4= Credits: 1½ +1½ +1½ +1½)

1. Kalidasa:*AbhijnanaShakuntalam*, tr. Chandra Rajan, in *Kalidasa: The Loom of Time* (New Delhi: Penguin, 1989).
2. Vyasa: 'The Dicing' and 'The Sequel to Dicing, 'The Book of the Assembly Hall', 'The Temptation of Karna', Book V 'The Book of Effort', in *The Mahabharata*: tr. and ed. J.A.B. van Buitenen (Chicago: Brill, 1975) pp. 106–69.
3. Sudraka:*Mrcchakatika*, tr. M.M. Ramachandra Kale (New Delhi: Motilal Banarasidass, 1962).

Suggested Topics and Background of Prose Readings for Class Presentations

Topics

The Indian Epic Tradition: Themes and Recensions

Classical Indian Drama: Theory and Practice

Alankara and Rasa

Dharma and the Heroic

Suggested Readings:

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

2. Iravati Karve, 'Draupadi', in *Yuganta: The End of an Epoch* (Hyderabad: Disha, 1991) pp. 79–105.
3. J.A.B. Van Buitenen, 'Dharma and Moksa', in Roy W. Perrett, ed., *Indian Philosophy, vol. V, Theory of Value: A Collection of Readings* (New York: Garland, 2000) pp. 33–40.
4. Vinay Dharwadkar, 'Orientalism and the Study of Indian Literature', in *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*, ed. Carol A. Breckenridge and Peter van der Veer (New Delhi: OUP, 1994) pp. 158–95.

C-2: European Classical Literature

Credit 6=5+1 (L+T)

(Sections: 1+2+3+4+5= Credits: 1½ +1½ +1+1+1)

1. Homer. *The Iliad*, Book I to Book III, tr. E.V. Rieu (Harmondsworth: Penguin, 1985).
2. Sophocles. *Oedipus the King*, tr. Robert Fagles in *Sophocles: The Three Theban Plays* (Harmondsworth: Penguin, 1984).
3. Plautus. *Pot of Gold*, tr. E.F. Watling (Harmondsworth: Penguin, 1965).
4. Ovid. *Selections from Metamorphoses* 'Pyramus and Thisbe' (Book IV), 'Philomela' (Book VI), tr. Mary M. Innes (Harmondsworth: Penguin, 1975).

Suggested Topics and Background of Prose Readings for Class Presentations

Topics

The Epic

Comedy and Tragedy in Classical Drama

The Athenian City State

Catharsis and Mimesis

Satire

Literary Cultures in Augustan Rome

Suggested Readings:

1. Aristotle, *Poetics*, translated with an introduction and notes by Malcolm Heath, (London: Penguin, 1996) chaps. 6–17, 23, 24, and 26.
2. Plato, *The Republic*, Book X, tr. Desmond Lee (London: Penguin, 2007).
3. Horace, *Ars Poetica*, tr. H. Rushton Fairclough, *Horace: Satires, Epistles and Ars Poetica* (Cambridge Mass.: Harvard University Press, 2005) pp. 451–73.

ENG-103H, GE- 1: The Individual and Society

Credit: 6= 5+1 (L+T)

(Units: 1+2+3+4= Credits: 1½ +1½ +1½ +1½)

Unit 1: Caste/Class

20 marks

1. Jotirao Phule: 'Caste Laws'
2. Premchand: 'Deliverance'
3. Omprakash Valmiki: 'Joothan'

Unit 2: Gender

20 marks

1. Virginia Woolf: 'Shakespeare's Sister'
2. Rabindranath Tagore, 'The Exercise Book'
3. Marge Piercy: 'Breaking Out'
4. Eunice De Souza: 'Marriages Are Made'

Unit 3: Race

20 marks

1. Roger Mais: 'Blackout'
2. Langston Hughes: 'Harlem'
3. Maya Angelou: 'Still I Rise'

Unit 4: Violence and War

20 marks

1. Wilfred Owen: 'Dulce et Decorum Est'
2. Henry Reed: 'Naming of Parts'
3. Amitav Ghosh: 'Ghosts of Mrs Gandhi'

Unit 5: Living in a Globalized World

20 marks

1. Roland Barthes: 'Toys'
2. Imtiaz Dharkar: 'At the Lahore Karhai'

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

ENG-104H, AECC: English Communication

Preamble: 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. One of the critical links among human beings and an important thread that binds society together is the ability to share thoughts, emotions and ideas through various means of communication: both verbal and non-verbal. In the context of rapid globalization and increasing recognition of social and cultural pluralities, the significance of clear and effective communication has substantially enhanced. The present course hopes to address some of these aspects through an interactive mode of teaching-learning process and by focusing on various dimensions of communication skills. Some of these are: Language of communication, various speaking skills such as personal communication, social interactions and communication in professional situations such as interviews, group discussions and office environments, important reading skills as well as writing skills such as report writing, notetaking etc. While, to an extent, the art of communication is natural to all living beings, in today's world of complexities, it has also acquired some elements of science. It is hoped that after studying this course, students will find a difference in their personal and professional interactions. The recommended readings given at the end are only suggestive; the students and teachers have the freedom to consult other materials on various units/topics given below. Similarly, the questions in the examination will be aimed towards assessing the skills learnt by the students rather than the textual content of the recommended books.

Credits: 4

(Units: 1+2+3+4= Credits: 1½ +1½ +1½ +1½)

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| 1. Introduction: Credit-1 | 10 Marks |
| Theory of Communication,
Types and modes of Communication | |
| 2. Language of Communication: Credit-1 | |
| Verbal and Non-verbal (Spoken and Written) Personal, Social and Business, Barriers and Strategies, | |
| Speaking Skills: Credit-1 | 10 Marks |
| Monologue, Dialogue, Group Discussion, Effective Communication/ Mis- Communication Interview, | |
| 3. Reading and Understanding: Credit-½ | 10 Marks |
| Close Reading, Comprehension Summary, Paraphrasing, Analysis and Interpretation | |
| Writing Skills: Credit-½ | 10 Marks |
| Documenting | |

Report Writing
Making notes

Recommended Readings:

1. Fluency in English - Part II, Oxford University Press, 2006.
2. Business English, Pearson, 2008.
3. Language, Literature and Creativity, Orient Blackswan, 2013.
4. Language through Literature (forthcoming) ed. Dr. Gauri Mishra, Dr Ranjana Kaul, Dr Brati Biswas
