



**B.A. PROGRAMME (ENGLISH) CBCS SYLLABUS, BANKURA UNIVERSITY, 2022-23**

**COURSE DESIGN AND EXAMINATION PATTERN**

**UNDER CHOICE BASED CREDIT SYSTEM (CBCS)**

**FOR**

**SEM- I, SEM-II, SEM-III, SEM- IV, SEM- V, SEM- VI**

**IN**

**B.A. PROGRAMME (ENGLISH)**



**(w.e.f. ACADEMIC SESSION 2022-23)**

**BANKURA UNIVERSITY**

**P.O. – PURANDARPUR, DIST. – BANKURA**

**WEST BENGAL, INDIA, PIN - 722 155.**



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**Programme Title: B.A. Programme (English)**

**Programme Degree: B.A. Programme**

**Programme Objectives :**

1. To build a bridge between secondary and tertiary level of education or postgraduate education
2. To impart subject knowledge, life skills, awareness of human values, respect for different cultures, locations and life forms, and professional skills
3. To cultivate leadership and problem solving skills in students
4. To gain disciplinary knowledge of English Literature and Language Studies
5. To inculcate in students communication skills i.e. the ability to communicate with clarity and confidence at different levels and social set-ups, to speak and write clearly and present one's contentions in standard, academic English
6. To hone students' ability of critical thinking and analytical reasoning
7. To be able to identify, speak and write about different literary genres, forms, periods and movements
8. To develop ability to read and interpret texts closely and critically, paying attention to themes, generic conventions, historical contexts, and linguistic and stylistic variations and innovations
9. To recognize the diverse career avenues open to students in the contemporary global context and enhance employability across diverse sectors in government organizations and corporate set-ups and spaces national, regional, local

**Programme Specific Outcomes:**

1. To acquire skills in different kinds of academic writing and compositions
2. To acquire the knowledge of different aspects of English grammar and syntax
3. To attain skills of critical thinking, clarity of articulation and learn principles of analysis, synthesis and evaluation
4. To be familiar with texts dealing with issues and ideas related to Nation, Culture and India
5. To understand and creatively engage with the notions of nation, nationing and nationalism



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6. To be acquainted with representative poets of different ages of British poetry
7. To know about the theories of effective communication
8. To be familiarised with the use of e-resources and learning tools, including digital knowledge platforms, in exploring and presenting on an area within a disciplinary domain
9. To develop the ability to communicate at different levels, ranging from basic to critical communication
10. To recognise the importance of gender in shaping literature and literary, socio-historical discourses
11. To understand, appreciate and analyze the representation of female experience in literature
12. To be familiarised with different approaches to English language Teaching in India
13. To be proficient in all the four skills of language learning : listening, speaking, reading, and writing.
14. To learn principles and procedures of communicative language teaching
15. To develop proficiency in speaking English with clarity through training in Phonetics
16. To understand the concept of 'diaspora' in its historical and cultural contexts
17. To be able to identify and analyze the historical and socio-cultural factors responsible for the partition of the Indian subcontinent.
18. To develop a comprehensive understanding of the theoretical and practical aspects of business communication
19. To acquire both basic and advanced skills in business communication from writing minutes of meetings to project reports

#### **Programme Career Opportunities:**

1. Learners will be eligible for appearing at various competitive examinations for job opportunities across government and non-government sectors.
2. They will be competent to get employment at various levels in academic institutions.
3. They may be employed as content-writers for advertising/marketing agencies and reporting/editing for print and visual media.
4. They will be eligible for administrative services in government organisations and corporate setups
5. Capable of qualifying for any job that may require proficient use of English in diverse fields including translation, teaching English at different levels, mass media, journalism, communication, soft skills and other allied fields in service and hospitality sectors
6. Scope to pursue higher studies



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7. Burgeoning opportunities in all professions that require creative/analytical/linguistic/translational skills in the contemporary global context
  8. Trained to enter the field of entrepreneurship, including as web content creators and social influencers, and equipped to initiate and nurture the many modes of entrepreneurial ventures in spaces physical and digital
-



## DETAILS OF COURSE STRUCTURE

TOTAL MARKS = 1200

NO. OF SEMESTERS = 6

CREDITS = 122

COURSES	SEM I	SEM II	SEM III	SEM IV	SEM V	SEM VI	TOTAL CREDITS
CORE COURSES	18	18	18	18	-	-	72
DISCIPLINE SPECIFIC ELECTIVE COURSE	-	-	-	-	12	12	24
GENERIC ELECTIVE / INTERDISCIPLINARY COURSE	-	-	-	-	6	6	12
ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)	4	2	-	-	-	-	6
SKILL ENHANCEMENT COURSES (SEC)	-	-	2	2	2	2	8
<b>TOTAL</b>	<b>22</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>122</b>



## SCHEME OF COURSES

### SEMESTER – I

Course Code	Course Title	Credit	Marks			No. of Hours		
			I.A.	ESE	Total	Lec.	Tu.	Pr.
APENG – 101/C-1A	Academic Writing and Composition	6	10	40	50	05	01	-
UGP-102/C-2A		6	10	40	50	05	01	-
ACP103/CMIL-1	MIL-1	6	10	40	50	05	01	-
AECC-1 ENVS	Environmental Studies	4	10	40	50	04	-	-
<b>Total in Semester – I</b>		<b>22</b>	<b>40</b>	<b>160</b>	<b>200</b>	<b>19</b>	<b>03</b>	



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**SEMESTER – II**

Course Code	Course Title	Credit	Marks			No. of Hours		
			I.A.	ESE	Total	Lec.	Tu.	Pr.
APENG – 201/C-1B	Nation, Culture and India	6	10	40	50	05	01	-
UGP-202/ C-2B		6	10	40	50	05	01	-
ACP-203/C-E-1	British Poetry 1 (Comp. English 1)	6	10	40	50	05	01	-
ACSHP-204/AECC-ENG	Communicative English	2	10	40	50	02	-	-
<b>Total in Semester – II</b>		<b>20</b>	<b>40</b>	<b>160</b>	<b>200</b>	<b>17</b>	<b>03</b>	





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**SEMESTER – III**

Course Code	Course Title	Credit	Marks			No. of Hours		
			I.A.	ESE	Total	Lec.	Tu.	Pr.
APENG – 301/C-1C	Contemporary India: Women and Empowerment	6	10	40	50	05	01	-
UGP- 302C-2C		6	10	40	50	05	01	-
ACP/ENG/303C/MIL-2	MIL-2	6	10	40	50	05	01	-
APENG - 304/SEC-1	English Language Teaching	2	10	40	50	02	-	-
<b>Total in Semester – III</b>		<b>20</b>	<b>40</b>	<b>160</b>	<b>200</b>	<b>17</b>	<b>03</b>	



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**SEMESTER – IV**

Course Code	Course Title	Credit	Marks			No. of Hours		
			I.A.	ESE	Total	Lec.	Tu.	Pr.
APENG - 401/C-1D	Language and Linguistics	6	10	40	50	05	01	-
UGP-402/C-2D		6	10	40	50	05	01	-
APENG - 403/C-ENG-2	British Poetry 2 (Comp. English 2)	6	10	40	50	05	01	-
APENG- 404/SEC-2	Soft Skills	2	10	40	50	02	-	-
<b>Total in Semester – IV</b>		<b>20</b>	<b>40</b>	<b>160</b>	<b>200</b>	<b>17</b>	<b>03</b>	



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**SEMESTER – V**

Course Code	Course Title	Credit	Marks			No. of Hours		
			I.A.	ESE	Total	Lec.	Tu.	Pr.
APENG-501/DSE-1A	Literature of the Indian Diaspora	6	10	40	50	05	01	-
UGP- 502DSE-2A		6	10	40	50	05	01	-
APENG-503/GE-1	Novel and Prose	6	10	40	50	05	01	-
APENG-504/SEC-3	Creative Writing	2	10	40	50	2		-
<b>Total in Semester – V</b>		<b>20</b>	<b>40</b>	<b>160</b>	<b>200</b>	<b>17</b>	<b>03</b>	



**SEMESTER – VI**

Course Code	Course Title	Credit	Marks			No. of Hours		
			I.A.	ESE	Total	Lec.	Tu.	Pr.
APENG-601/DSE-1B	Partition Literature	6	10	40	50	05	01	-
UGP- 602DSE-2B		6	10	40	50	05	01	-
APENG – 603/GE-2	Drama	6	10	40	50	05	01	-
APENG-604/SEC-4	Business Communication	2	10	40	50	2		-
<b>Total in Semester – VI</b>		<b>20</b>	<b>40</b>	<b>160</b>	<b>200</b>	<b>17</b>	<b>03</b>	

APENG= Arts Programme in ENGLISH (Subject Code), ACSHP- Arts Commerce Science Honours Programme,  
 ACP- Arts Commerce Programme, C = Core Course,  
 E/H/MIL = English/ Hindi/ Modern Indian Language, H/MIL/E = Hindi/ Modern Indian Language/English,  
 AECC-ENG = Ability Enhancement Compulsory Course – English,  
 AECC-ENV = Ability Enhancement Compulsory Course – Environmental Science,  
 SEC = Skill Enhancement Course, GE = Generic Elective, DSE = Discipline Specific Elective,  
 IA = Internal Assessment, ESE = End-Semester Examination,  
 Lec. = Lecture, Tu. = Tutorial, and Pr. = Practical



**SEMESTER- I**

**Course Title (Core Course): Academic Writing and Composition**

**Course Code: APENG – 101/C-1A**

**Credit: 06**

**Contact Hours/week: 06**

**Maximum Marks: 50 (ESE-40; IA-10)**

**Examination Duration: 2 Hours**

**Course Objectives:**

- To enable students to convey their ideas in writing using simple and lucid English
- To learn techniques to plan and write in a systematic manner
- To be familiar with different kinds of academic writing and compositions including classroom notes, reports, exploratory and descriptive paragraphs etc.
- To acquire the knowledge of different aspects of English grammar and syntax
- To develop the skill of summarizing and paraphrasing in one's own words

**Course Outcomes:**

- The different units of the syllabus include introduction to the writing process, several aspects of English grammar and composition, syntax, summarizing and paraphrasing and concepts of critical thinking.
- The course is designed to develop in students the ability to write clearly in standard, acceptable, academic English.
- Learners become familiar with the different stages and components of academic writing.
- Summarizing and paraphrasing are very important components which help the learners to write independently in their own words. Both are necessary to write a good review, whether of a book or a movie.
- The course intends to enable students to write a report on an academic or cultural event that takes place in a college or university for a journal or newspaper



- To attain critical thinking skills and learn principles of analysis, synthesis and evaluation
- This course broadens the spectrum of employability options in English studies by honing students' skills in drafting various kinds of texts and opens career avenues in today's global world for graduates opting for the course.

**Course Content:**

1. Introduction to the Writing Process
2. Parts of Speech and their Uses
3. Phrases and Clauses
4. Types of Sentences
5. Writing in one's own words: Summarizing and Paraphrasing
6. Critical Thinking: Syntheses, Analyses, and Evaluation

**Marks Division:**

The course will have an Internal Assessment Test of 10 marks.

**Question Pattern for End Semester Examination:** Total 40 marks

Any four out of six questions worth 10 marks each and set from each of the six units, are to be attempted in all: 4x10

1 long question worth 10 marks out of 2 to be set from each of the Units 1, 5 and 6.

2 short questions/notes worth 05 marks each out of 4 questions to be set from Unit 2.

5 short questions worth 2 marks each out of 8 questions to be set from each of the Units 3 and 4.

**Recommended Reading:**

1. Eastwood, John. *Oxford Practice Grammar*. Oxford University Press, 2005.
2. Fish, Stanley. *How to Write a Sentence*. Harper Collins, 2011.
3. Frisby, A W. *Teaching English*. ELBS, Longmans, 1964.
4. Graff, Gerald, and Cathy Birkenstein. *They Say/I Say: The Moves That Matter in Academic Writing*. Norton, 2009.



5. Gupta, Renu. *A Course in Academic Writing*. Orient BlackSwan, 2010.
6. Kansakar, T. R. *A Course in English Phonetics*. Orient BlackSwan, 2016.
7. Samantray, K. *Academic and Research Writing: A Course for Undergraduates*. Orient BlackSwan, 2017.
8. Wallace, Michael. *Study Skills in English*. Cambridge University Press, 2004.

## SEMESTER- II

**Course Title (Core Course): Nation, Culture and India**

**Course Code: APENG – 201/C-1B**

**Credit: 06**

**Contact Hours/week: 06**

**Maximum Marks: 50 (ESE-40; IA-10)**

**Examination Duration: 2 Hours**

### **Course Objectives:**

- To make the learners cultivate an awareness of the Indian socio-historical milieu as reflected on by Indian thinkers and make them appreciate the deep diversity of Indian culture and its traditionally non-exclusive social fabric.
- To introduce students to the debates and discourse around nationing and civilization in the context of India and the attempts to salvage the subaltern within that framework

### **Course Outcomes:**

- Through a literary-critical reading of the prescribed texts in this paper, students are trained to engage in the debates on the idea and realities of India – as nation and civilization – as presented by representative thinkers from the land.
- The course enables them to develop a cross-cultural, comparative perspective on debates around nation, renaissance, revolution and exclusion across space and tense.
- It introduces students to the spectrum of Indian writing in English and Indian writing in English Translation, a domain seething with possibilities.

### **Course Content:**

1. Rabindranath Tagore: "Nationalism and India"



2. Sri Aurobindo: "The Issue: Is India Civilised?"
3. Baburao Bagul: "Mother"

**Marks Division:**

The course will have an Internal Assessment Test of 10 marks.

**Question Pattern for End Semester Examination:** Total 40 marks

- 1 long question worth 10 marks out of 2 questions to be attempted from each of the Units 1, 2 and 3: 3x10=30
- 5 short questions worth 2 marks each out of 10 questions to be attempted from Units 1 and 2: 5x2=10

**Recommended Reading:**

1. Bagul, Baburao. "Mother." *Poisoned Bread*, edited by Arjun Dangle. 1992. Orient Black Swan, 2009, pp. 183-190.
2. Breuilly, John. *The Oxford Handbook of the History of Nationalism*. Oxford University Press, 2013.
3. Desai, A. R. *Social Background of Indian Nationalism*. SAGE, 2016.
4. Gellner, Ernest. *Nations and Nationalism*. Cornell University Press, 1983.
5. Greenfeld, Liah. *Nationalism: Five Roads to Modernity*. Harvard University Press, 1992.
6. Habib, Irfan. *Indian Nationalism: The Essential Writings*. Aleph, 2017.
7. Sri Aurobindo. "The Issue: Is India Civilised?" *The Foundations of Indian Culture*, The Sri Aurobindo Library, 1953, pp. 3-46.
8. Tagore, Rabindranath. *Nationalism*. Edited by Ramachandra Guha. Reprint. Penguin Classics India, 2009.





**SEMESTER- II**

**Course Title (Compulsory Course): British Poetry 1**

**Course Code: ACP 203/C-E-1**

**Credit: 06**

**Contact Hours/week: 06**

**Maximum Marks: 50 (ESE-40; IA-10)**

**Examination Duration: 2 Hours**

**Course Objectives:**

- To introduce to a number of short poems ranging from the Elizabethan period to the Romantic, with a view to developing in students across disciplines an interest in British literature and enable them to learn to read the texts closely and critically. As the course is meant for students of the B. A. Programme course, the texts have been selected to enhance general language proficiency and literary-critical skills.

**Course Outcomes:**

- To acquaint the students with some of the most canonical poets in British literature
- Skill them in close reading and intelligent critique of the prescribed poems

**Course Content:**

1. Shakespeare: "Shall I Compare Thee to a Summer's Day"

John Donne: "Batter my Heart"

John Milton: "On His Blindness"

Alexander Pope: "Ode on Solitude"

2. William Blake: "A Poison Tree"

William Wordsworth: "To the Skylark"

Percy Bysshe Shelley: "To a Skylark"

John Keats: "Ode to Autumn"

3. Rhetoric and Prosody



**Marks Division:**

The course will have an Internal Assessment Test of 10 marks.

**Question Pattern for End Semester Examination: Total 40 marks**

40 questions in the multiple-choice format worth 1 mark each are to be set from the paper, with 15 questions from each of the Units 1 and 2 and 10 from Unit 3: 40x1=40

**Recommended Reading:**

1. Green, David, editor. *The Winged Word*. 1974. Macmillan Education, 2016.
2. Palgrave, Francis Turner. *The Golden Treasury: Selected from the Best Songs and Lyrical Poems in the English Language and Arranged with Notes*. 1861. Oxford University Press, 1997.
3. Bose, Rai Radhika Nath, and T. S. Sterling. *Elements of English Rhetoric and Prosody*. Chuckervertty, Chatterjee & Co., 1960.
4. Sarkar, Jaydip, and Anindya Bhattacharya. *A Handbook of Rhetoric and Prosody*. Kolkata: Orient BlackSwan, 2017.

**SEMESTER- II**

**Course Title: Communicative English**

**Course Code: ACSHP-204/AECC-ENG**

**Credit: 02**

**Contact Hours/week: 06**

**Maximum Marks: 50 (ESE-40; IA-10)**

**Examination Duration: 2 Hours**

**Course Objectives:**

- To train and skill students in various modes, methods, tools and types of communication in English in order to enhance their communication skills in diverse social setups through adequate exposure to LSRW—Listening, Speaking, Reading and Writing skills and the related sub-skills
- To introduce students to the theory and fundamentals of communication and develop in them the skills for clear and effective communication integral to personal, social and professional interactions



- To help the students identify his/her present flaws in communication and barriers in the thought-processes with the objective of aiding them to overcome those flaws.
- To build in students the confidence of oral and interpersonal communication in various contexts by inculcating in them skills related to interview, group discussions and public speech through interactive modes of teaching-learning

**Course Outcomes:**

- To enable students to interact in personal and professional environments with enhanced LSRW skills
- To enable them to communicate with confidence and clarity in all forms—oral and written
- To find employment across the job markets, including in service sectors and corporate houses that require fine-honed communication skills
- To be able to demonstrate positive group communication exchanges

**Course Content:**

**1. Language and Theory of Communication:**

*Theory of Communication*

*Types and modes of Communication:*

Verbal and Non-verbal (Spoken and Written)

Personal, Social and Business Communication

Barriers and Strategies

Intra-personal, Inter-personal and Group communication

**2. Speaking Skills:**

Monologue, Dialogue

Group Discussion

Effective Communication/ Mis-Communication

Interview

Public Speech (Oral Presentation/ Power Point Presentation)



3. **Grammar:**

Clauses and Sentences

Agreement of Subject and Verb

Vocabulary, synonyms, antonyms, one-word substitutes

Common Errors

4. **Reading and Writing Skills:**

Close Reading and Comprehension (passage with short questions & vocabulary test)

Documenting

Report Writing

Making notes

CV and job applications

Formal Letter writing

**Marks Division:**

The course will have an Internal Assessment Test of 10 marks.

Internal Assessment will be based on the practical application of the Speaking Skills:

10 for Group Discussion/ Mock Interview/Power Point Presentation/Public Speech

**Question Pattern for End Semester Examination: Total 40 marks**

2 short notes/questions worth 05 marks each out of 4 to be attempted from Unit 1:	2x5=10
5 short questions worth 2 marks each out of 10 questions to be attempted from Unit 2:	5x2 =10
10 questions worth 1 mark each out of 15 questions to be attempted from Unit 3:	10x1=10
1 long question worth 10 marks out of 2 questions to be attempted from Unit 3:	1x10=10

**Recommended Reading:**

1. Bhaskaran, M., and D. Horsburgh. *Strengthen Your English*. Oxford University Press, 1973.
2. Krishnan, Malathy, and Deb Narayan Bandyopadhyay. *Interface: Communication and Language Skills*. Cambridge University Press, 2018.
3. Raman, Meenakshi, and Sangeeta Sharma. *Technical Communication: Principles and Practice*. Oxford University Press, 2015.



4. Rizvi, Ashraf. *Effective Technical Communication*. McGraw Hill, 2005.
5. Varma, Promodini, et al., editors. *English at the Workplace*. Parts 1 and 2, Oxford University Press, 2006.

### SEMESTER- III

**Course Title (Core Course): Contemporary India: Women and Empowerment**

**Course Code: APENG – 301/C-1C**

**Credit: 06**

**Contact Hours/week: 06**

**Maximum Marks: 50 (ESE-40; IA-10)**

**Examination Duration: 2 Hours**

#### **Course Objectives:**

- To familiarise the students with contemporary representations of women, femininities, gender-parity and power through theoretical engagements and select literary and cultural texts
- To cultivate in students an awareness of the theoretical frameworks which would enable close critical reading of the prescribed literary texts when mapped against their socio-economic and political contexts
- To help students from diverse disciplinary backgrounds understand, analyse and engage with how discourses of gender underlie and shape our very lives, thus enabling them to identify and examine the socially-constructed nature of gendering across texts and disciplines
- To develop a nuanced understanding among students, through the analysis of literary texts and critical insights gained from theoretical scholarship, as to how to perceive, read, understand, interpret and intervene ethically in debates on the subject.

#### **Course Outcomes:**

- To read, understand and examine closely narratives that seek to represent women, femininities and, by extension, the very process and politics of gendering.
- To participate in questioning and revisiting gendered practices that reinforce socio-political discrimination and thereby demonstrate a gender-sensitised approach.



- To prepare students to act and transform at the cusp of fresh perspectives in literary critique, policy intervention and fieldwork-based social action undertaken from the perch of gender, exclusion and disaster studies

**Course Content:**

1. Concepts:  
Social Construction of Gender  
Masculinity and Femininity  
History of Women's Movements in India (Pre-independence, post-independence)  
Women, Nationalism, Partition
2. Begum Rokeya Sakhawat Hossain: *Sultana's Dream*
3. Amruta Patil: *Kari*

**Marks Division:**

The course will have an Internal Assessment Test of 10 marks.

**Question Pattern for End Semester Examination: Total 40 marks**

- 1 long question worth 10 marks out of 2 questions to be attempted from each of the Units 1, 2 and 3: 3x10=30
- 5 short questions worth 2 marks out of 10 to be attempted from Units 1 & 2: 5x2=10

**Recommended Reading:**

1. Bhasin, Kamala. *What is Patriarchy?* Kali for Women, 1993.
2. Klages, Mary. *Literary Theory: A Guide for the Perplexed*. Bloomsbury Academic India, 2016.
3. Kumar, Radha. *The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India 1800-1990*. 1993. Zubaan, 2011.
4. Patil, Amruta. *Kari*. Harper Collins, 2008.
5. Ray, Raka. *Fields of Protest: Women's Movements in India*. University of Minnesota Press, 1999.  
(Recommended as textbook for teaching Unit 1.)
6. Sakhawat, Hossain Rokheya. *Sultana's Dream and Padmarag: Two Feminist Utopias*. Penguin, 2005.



7. Sangari, Kumkum, and Sudesh Vaid, editors. Introduction. *Recasting Women: Essays in Colonial History*, Kali for Women, 1989, pp. 1–25.
8. Waugh, Patricia. *Literary Theory and Criticism: An Oxford Guide*. Oxford University Press, 2006.  
(Recommended as textbook for teaching Unit 1.)

### SEMESTER- III

#### Course Title (Skill Enhancement Course): English Language Teaching

Course Code: APENG – 304/SEC-1

Credit: 02

Contact Hours/week: 02

Maximum Marks: 50 (ESE-40; IA-10)

Examination Duration: 2 Hours

#### Course Objectives:

- To develop students' insight into the structure of English language
- To acquire knowledge of the different aspects of English grammar and syntax
- To enable the learners to develop their understanding about the rules of English grammar through use and practice of its structures
- To be familiar with different approaches and methods of English language teaching in India
- To identify and classify strategies used by a teacher to teach English language
- To familiarize students with the major theories of language acquisition and their application in pedagogy
- To train the students in the audio-lingual method of teaching
- To learn the principles and procedures of communicative language teaching
- To inculcate writing skills among the students and enable them to write simple and grammatically correct descriptive sentences, compositions, letters, paragraphs, etc.

#### Course Outcomes:

- The different units of the syllabus include different aspects of the structure of the English language, methods of teaching the language and assessment of writing ability. Exposure to the grammar of



English cultivates confidence in students and inculcates the skill to speak, write and communicate effectively in personal and professional spaces.

- Students will know different methods of English language Teaching in India and acquire skills in ELT. They will study principles and procedures of communicative language teaching.
- The learners will be able to develop writing skills through exercises in letter writing, paragraph writing, report writing, précis writing etc. The course will develop the ability to verbalise and compose their thoughts logically, clearly and coherently in English.
- Students will develop communicative skills for multiple spheres enhancing their employability and opportunities across sectors, such as in academia or hospitality and service industries or such places where mass communication in English is essential. The scope remains enormous and expanding in a linguistically diverse, developing economy such as India.

**Course Content:**

1. Structures of English Language:
  - a) Tenses
  - b) Clause Types (Noun Clause, Adjective Clause, Finite Clause, Non-finite Clause)
  - c) Subordination, Coordination, Embedding, Conjoining
2. Methods of Teaching English Language and Literature
  - a) Traditional Method / Grammar Translation Method
  - b) Communicative Language Teaching Method / Audio-Lingual Method
3. Writing Ability Assessment
  - a) Paragraph Writing
  - b) Letter Writing
  - c) Precis Writing
  - d) Report Writing

**Marks Division:**

The course will have an Internal Assessment Test of 10 marks.

**Question Pattern for End Semester Examination: Total 40 marks**

- 1 long question worth 10 marks out of 2 questions to be attempted from each of the Units 1, 2 and 3: 3x10=30
- 5 short questions worth 2 marks out of 10 questions to be attempted from Units 1 & 2: 5x2=10





**Recommended Reading:**

1. Aslam, Mohammad. *Teaching of English*. 2<sup>nd</sup> ed., Cambridge University Press, 2009.
2. Balasubramanian, T. *A Textbook of English Phonetics for Indian Students*. Laxmi Publications, 2009.
3. Bansal, R. K., and J. B. Harrison. *Spoken English: A Manual of Speech and Phonetics*. 4<sup>th</sup> ed., Orient Blackswan, 2013.
4. Celce-Murcia, Marianne, Donna M. Brinton, and Marguerite Ann Snow. *Teaching English as a Second or Foreign Language*. 4<sup>th</sup> ed., Cengage Learning, 2014.
5. Delhi University. *Business English*. Pearson Education India, 2008.
6. Doff, Adrian. *Teach English: A Training Course for Teachers*. Cambridge University Press, 1988.
7. Kudchedkar, S. *Readings in English Language Teaching in India*. Orient BlackSwan, 2002.
8. Raman, Meenakshi. *English Language Teaching*. Atlantic, 2004.
9. Richards, Jack C., and Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. Cambridge University Press, 2014.
10. Tickoo, M. L. *Teaching and Learning English*. Orient BlackSwan, 2003.
11. Ur, Penny. *A Course in Language Teaching: Practice and Theory*. Cambridge University Press, 1996.

**SEMESTER- IV**

**Course Title (Core Course): Language and Linguistics**

**Course Code: APENG-401/C-1D**

**Credit: 06**

**Contact Hours/week: 06**

**Maximum Marks: 50 (ESE-40; IA-10)**

**Examination Duration: 2 Hours**

**Course Objectives**

- To enable students to engage with the various definitions of language
- To introduce students to the unique features of human language, the various functions a language performs and the roles assigned to it



- To train students in exploring language as a mechanism of communication
- To understand the existence of language in the form of diverse dialects based on a set of established conventions and factors
- To understand the functions of speech mechanism and be able to identify the organs of speech
- To learn the description and classification of English vowel and consonant sounds and identify stressed syllables in words and sentences
- To be familiarised with phonemic transcription

### **Course Outcomes**

- This course introduces students to the various definitions of language as provided by linguists and scholars, the unique features of human language, the relation between language and communication, language varieties and language change. They will learn to understand and explore the many features and functions of language.
- Students will learn to engage with the use of language as a mechanism of communication. By using language in different forms, they will develop the ability to communicate in various social spaces with diverse sets of people.
- Students will be trained in the speech mechanism and sound system of English language. They will be able to identify and use sound symbols for consonant and vowel sounds and develop the skill to transcribe these in words for the purpose of correct pronunciation. They will get rudimentary training in English phonetics and be able to consult a dictionary for correct pronunciation.
- Students will understand how languages exist in a matrix of continuum, how they shift and grow in conversing, influencing and borrowing from each other, through translations in many formats, and thus cultivate a curiosity and openness to other languages.
- Having cultivated skills in communication, students will gain confidence in their enhanced capacity to use the English language in different setups and become eligible for jobs that require communicative proficiency in English, an ever expanding sector in India.

### **Course Content:**

#### **1. Language:**

What is Language: unique features of human language; language and communication; language varieties: standard and non- standard language; language change



2. **Phonetics:**

Overview of Articulatory Phonetics

Functions of speech mechanism, the organs of speech

Description and classification of English vowel and consonant sounds

Phonemes, three term description of phonemes

3. **Phonology and Phonemic Transcription:**

The Phonology of English

Phonemic transcription of consonant and vowel sounds in English

Word-Stress in English

**Marks Division:**

The course will have an Internal Assessment Test of 10 marks.

**Question Pattern for End Semester Examination:** Total 40 marks

2 short questions/notes worth 5 marks each out of 2 to be attempted from each of the Units 1, 2 and 3: 2x5x3=30  
5 short questions worth 2 marks out of 10 questions to be attempted from Units 2&3: 5x2=10

**Recommended Reading:**

1. Balasubramanian, T. *A Textbook of English Phonetics for Indian Students*. Laxmi Publications, 2009.
2. Bansal, R.K., and J.B. Harrison. *Spoken English: A Manual of Speech and Phonetics*. Orient BlackSwan, 4th ed., 2013.
3. Fromkin, V., and R. Rodman. *An Introduction to Language*, 2<sup>nd</sup> ed. , 1974, chapters 3, 6 and 7.
4. Fromkin, V., and R. Rodman. *Human and Animal Communication*. Pergamon, 1975.
5. Mohanraj, Jayashree. *Let Us Hear Them Speak*. Sage, 2015.
6. Roach, Peter. *English Phonetics and Phonology: A Practical Course*. 1983. Cambridge University Press, 2010.
7. Syal, Puspinder, and D. V. Jindal. *An Introduction to Linguistics: Language, Grammar and Semantics*. PHI, 2009.



8. Mesthrie, Rajend, and Rakesh M Bhatt. *World Englishes: The study of new linguistic varieties*. Cambridge: Cambridge University Press, 2008.

#### SEMESTER- IV

#### Course Title (Compulsory Course): British Poetry 2

Course Code: ACP - 403/C-E-2

Credit: 06

Contact Hours/week: 06

Maximum Marks: 50 (ESE-40; IA-10)

Examination Duration: 45 minutes

#### Course Objectives:

- To make students familiar with some representative specimens of British poetry from the Victorian and the Modern periods
- To help the students develop aesthetic and critical insights through close reading of the poems
- To enable students to understand the rhetorical application of language in literature

#### Course Outcomes:

- Students across disciplines shall develop an interest in British literature and poetry in general.
- They will learn to read texts closely and critically.
- They gain language proficiency by learning to engage with the rhetorical and prosodic features of poetic language.

#### Course Content

1. Alfred Tennyson: "Break Break Break"

Matthew Arnold: "Buried Life"

Robert Browning: "Porphyria's Lover"

Elizabeth Barrett Browning: "How Do I Love Thee?"

2. T. S. Eliot: "Preludes"

W.B. Yeats: "The Lake Isles of Innisfree"

W.H. Auden: "Musée de Beaux Arts"



Dylan Thomas: "Do not go gentle into the Night"

Seamus Heaney: "Blackberry-Picking"

3. Prosody

**Marks Division:**

The course will have an Internal Assessment Test of 10 marks.

**Question Pattern for End Semester Examination:** Total 40 marks

40 questions worth 1 mark each in the multiple-choice format are to be set from the paper, with 15 questions each from Units 1 and 2 and 10 from Unit 3: 40x1 = 40

**Recommended Reading:**

1. Bose, Rai Radhika Nath, and T. S. Sterling. *Elements of English Rhetoric and Prosody*. Chatterjee, Chatterjee & Co., 1960.
2. Chakraborti, M. *Principles of English Rhetoric and Prosody*. World Press Publications, 2012.
3. Green, David, editor. *The Winged Word*. 1974. Macmillan Education, 2016.
4. Heaney, Seamus. *Death of a Naturalist*. 1966. Faber & Faber, 2006.
5. Palgrave, Francis Turner. *The Golden Treasury: Selected from the Best Songs and Lyrical Poems in the English Language and Arranged with Notes*. 1861. Oxford University Press, 1997.
6. Sarkar, Jaydip, and Anindya Bhattacharya. *A Handbook of Rhetoric and Prosody*. Orient Blackswan, 2017.

**SEMESTER- IV**

**Course Title (Skill Enhancement Course): Soft Skills**

**Course Code: APENG-404/SEC-2**

**Credit: 02**

**Contact Hours/week: 02**

**Maximum Marks: 50 (ESE-40; IA-10)**

**Examination Duration: 2 Hours**

**Course Objectives:**

- To inculcate in students soft skills like teamwork, problem solving, leadership, adaptability and emotional intelligence in order to skill students in core competences and enhance their



employability, effectivity, ability to communicate and contribute in a team as members or leaders when they join the future workforce across diverse sectors

- To induce the students to think critically or laterally in solving problems
- To enable the students to take on a task with responsibility and complete it
- To train students in measures of conflict resolution and negotiation, while being flexible to the needs of others
- To morph the students into productive, motivating leaders/members of a workforce capable of working towards results amidst situations of pressure

**Course Outcomes:**

- To cultivate self-esteem and confidence building strategies in students
- To develop communicative competence, clarity which will enhance the students' confidence and ability to articulate, represent and motivate, increasing their career opportunities across sectors ranging from media and hospitality industries to public services and the academia
- To enhance the students' skills of entrepreneurship and content creation, including in emergent roles as social influencers on blogs/vlogs and personal channels
- To hone professional awareness, problem solving skills, self-reflection and leadership readiness as also the ability to listen to and engage with various viewpoints, crucial for the students to interact and impact in any institutional setup
- To help inculcate ethical and moral responsibility and the emotional intelligence needed to operate and contribute constructively as a located, dynamic and creative human being in connect with his neighbours and peers.

**Course Content:**

1. Emotional Intelligence  
Adaptability
2. Leadership  
Problem Solving
3. Teamwork



**Marks Division:**

The course will have an Internal Assessment Test of 10 marks.

**Question Pattern for End Semester Examination:** Total 40 marks

1 question worth 10 marks out of 2 questions to be attempted from each of the Units 1, 2 and 3:  $3 \times 10 = 30$

5 questions worth 2 marks each out of 10 questions to be attempted from units 1 and 2:  $5 \times 2 = 10$

**Recommended Reading:**

1. Cuddy, Amy. *Presence: Bringing Your Boldest Self to Your Biggest Challenges*. Orion, 2016.
2. Das, Shruti. *Form and Finesse: Business Communications and Soft Skills*. Orient Blackswan, 2017.
3. Dhanavel, S. P. *English and Soft Skills*. Orient Blackswan, 2013.
4. Gopaldaswamy, Raamesh. *The ACE of Soft Skills*. Pearson, 2010.
5. Mitra, Barun K. *Personality Development and Soft Skills*. Oxford University Press, 2012.
6. Mohanraj, Jayashree. *Skill Sutras: Modern Communication and Ancient Wisdom*. Prism Books, 2015.
7. Tulgan, Bruce. *Bridging the Soft skills Gap*. Pan Macmillan India, 2016.

**SEMESTER- V**

**Course Title (Discipline Specific Elective): Literature of the Indian Diaspora**

**Course Code: AP/ENG/501/DSE-1A**

**Credit: 06**

**Contact Hours/week: 06**

**Maximum Marks: 50 (ESE-40; IA-10)**

**Examination Duration: 2 Hours**

**Course Objectives:**

- To inculcate in students an awareness of the concept of “diaspora” in its etymological, historical and cultural contexts
- To develop a historical understanding of the formations of Indian diasporic movements within India and outside



- To be able to identify different aspects of the Indian diasporic consciousness and literary features of the Indian diasporic texts
- To cultivate in students the analytical ability for close literary-critical exegesis of diasporic texts when mapped against their socio-historical contexts and the theoretical framework shaped by key diasporic issues such as displacement, nostalgia, alienation, belonging, identity, gender, racism and assimilation

**Course Outcomes:**

- To develop a creative-critical understanding of the writings of the Indian diaspora within the discourse of postcolonialism, postmodernity, hybridity, globalization and transnationalism
- To explore Indian diasporic texts as markers of Indian diasporic lives, cultural practices, experiences, religion and the proliferation of new media
- To be able to identify the main currents of Indian diasporic narratives, their links to other diasporas and fringes and present and argue cogently on one's contentions in the area

**Course Content:**

1. Meera Syal: *Anita and Me*

2. **Short Stories**

Bharati Mukherjee: "Angela"

V.S. Naipaul: "One Out of Many" from *In a Free State*

Shauna Singh Baldwin: "We are not in Pakistan" from *We are not in Pakistan*

3. **Poems**

A.K. Ramanujan: "Take care"

Uma Parameswaran: "This Land whereon I Stand"

Chitra Banerjee Divakaruni: "Indigo"

**Suggested Topics as Background Prose Readings for Class Presentations:**

The Diaspora

Nostalgia





New Medium/Technology

Alienation

**Marks Division:**

The course will have an Internal Assessment Test of 10 marks.

**The End Semester Examination** will comprise of a total of 40 marks.

1 question worth 10 marks out of 2 to be attempted from each of the Units 1, 2 and 3: 3x10=30

5 questions worth 2 marks each out of 10 questions to be attempted from units 1 and 2: 5x2=10

**Recommended Reading:**

1. Baldwin, Shauna Singh. *We Are Not in Pakistan*. Goose Lane Editions, 2007.
2. Bassnett, Susan, and Harish Trivedi. Introduction: Of Colonies, Cannibals and Vernaculars. *Post-Colonial Translation: Theory and Practice*, edited by Bassnett and Trivedi, Routledge, 1999, pp. 1-18.
3. Bhabha, Homi K. "Culture's in-between." *Questions of Cultural Identity*, edited by S. Hall and P. du Gay, Sage, 1996, pp. 53-60.
4. Divakaruni, Chitra Banerjee. "Indigo." *Leaving Yuba City: Selected Poems*, Anchor Books Doubleday, 1997.
5. Kalra, V., R. Kaur and J. Hutynuk. "Cultural Configurations of Diaspora." *Diaspora & Hybridity*. London: Sage Publications, 2005.
6. Mishra, V. "Introduction: The Diasporic Imaginary." *Literature of the Indian Diaspora*. London: Routledge, 2008.
7. Mukherjee, Bharati. *Darkness, Angela and Other Stories*. Penguin, 1985.
8. Naipaul, V. S. *In a Free State*. 1971. Vintage, 2002.
9. Pandurang, Mala. "Mapping diasporic subjectivities." *South Asian Diaspora*, vol. 6, no. 1, 2013, pp. 1-5.
10. Parameswaran, Uma. "This Land Whereon I Stand." *South Asian Review*, vol. 27, no. 3, 2006, pp. 195-198.
11. Ramanujan, A. K. "Take Care." *Relations: Poems*. Oxford University Press, 1971, pp. 47-48.
12. Rushdie, S. "The New Empire within Britain." *Imaginary Homelands*. Granta Books, 1991, pp. 129-138.



13. Satchidanandan, K. "That Third Space: Interrogating the Diasporic Paradigm." *In Diaspora: Theories, Histories, Texts*, edited by Makarand Paranjape, Indialog, 2001, pp. 15-23.
14. Syal, Meera. *Anita and Me*. Harper Collins, 1997.

## SEMESTER – V

**Course Title (Generic Elective Course): Novel and Prose**

**(to be opted by students from other departments)**

**Course Code: APENG-503/GE-1**

**Credit: 06**

**Contact Hours/week: 06**

**Maximum Marks: 50 (ESE-40; IA-10)**

**Examination Duration: 2 Hours**

### **Course Objectives:**

- To cultivate in students the ability to identify and critically analyse diverse literary genres.
- To encourage close literary-critical reading of texts mapped against their historical, social, political and economic contexts
- To develop the skills of analytical thinking and critical expression

### **Course Outcomes:**

- To inculcate aesthetic and critical insights in students
- To cultivate the ability to explore and appreciate literature, its alternative use of language and reflections on society
- To enhance the ability to write creatively, critically

### **Course Content:**

1. R. K. Narayan: "A Library Without Books"  
Charles Lamb: "Dream Children: A Reverie"  
Bertrand Russell: "The Functions of a Teacher"
2. Guy de Maupassant: "My Uncle Jules"



O. Henry: "After Twenty Years"

Ismat Chughtai: "Lihaaf", "Sacred Duty"

3. Thomas Hardy: *Far from the Madding Crowd*

### Marks Division:

The course will have an Internal Assessment Test of 10 marks.

**Question Pattern for End Semester Examination:** Total 40 marks

1 question worth 10 marks out of 2 to be attempted from each of the Units 1, 2 and 3: 3x10=30

5 questions worth 2 marks each out of 10 questions to be attempted from units 1 and 2: 5x2=10

### Recommended Reading:

1. Chughtai, Ismat. *Lifting the Veil: Selected Writings of Ismat Chughtai*. Translated by M. Asaduddin, Penguin Books, 2009.
2. Forster, E. M. *Aspects of the Novel*. 1927. Hodder & Stoughton, 2012.
3. Hardy, Thomas. *Far From the Madding Crowd*. 1874. Oxford University Press, 2004.
4. Henry, O. *The Four Million*. McClure, Phillips & Co., 1906.
5. Kundera, Milan. *The Art of the Novel*. 1986. Harper Perennial Modern Classics, 2003.
6. Lamb, Charles. *Essays of Elia*. 1823. Edited with Introduction and Notes by N.L. Hailward and S.C. Hill, Macmillan India Limited, 1895, Hansebooks, 2017.
7. Maupassant, Guy de. *My Uncle Jules and Other Stories*. Dover Publications, 2007.
8. Narayan, R.K. *A Writer's Nightmare: Selected Essays 1958-1988*. Penguin Books, 1988.
9. Russell, Bertrand. "The Functions of a Teacher." *Harpers Magazine*, June 1940, pp. 11-16.  
[https://ethicsintroduction.weebly.com/uploads/4/4/6/2/44624607/bertrand\\_russell\\_the\\_functions\\_of\\_a\\_teacher.pdf](https://ethicsintroduction.weebly.com/uploads/4/4/6/2/44624607/bertrand_russell_the_functions_of_a_teacher.pdf)



**SEMESTER – V**

**Course Title (Skill Enhancement Course): Creative Writing**

**Course Code: APENG-504/ SEC-3**

**Credit: 02**

**Contact Hours/week: 02**

**Maximum Marks: 50 (ESE-40; IA-10)**

**Examination Duration: 2 Hours**

**Course Objectives:**

- To inculcate in students creative as well as professional skills including language proficiency among students
- To introduce students to the basics of creative writing
- To make them proficient in writing across formats with clarity and some novelty of perspective and expression

**Course Outcomes:**

- To cultivate in students the knowledge of different modes of creative writing
- To train in writing across formats, including book reviews, film reviews, literary pieces and media content
- To enhance creative skills as also employability of students across sectors e.g. in advertising, content-writing etc.
- To prepare students for entrepreneurial ventures in the new media, as content-creators, bloggers/vloggers, social influencers etc.

**Course Content:**

1. What is Creative Writing?  
The Art and Craft of Writing
2. Modes of Creative Writing  
Preparing for Publication
3. Writing for the Media



**Marks Division:**

The course will have an Internal Assessment Test of 10 marks.

**Question Pattern for End Semester Examination:** Total 40 marks

1 question worth 10 marks out of 2 questions to be attempted from each of the Units 1, 2 and 3: 3x10=30

5 questions worth 2 marks each out of 10 questions to be attempted from units 1 and 2: 5x2=10

**Recommended Reading:**

1. Dev, Anjana Neira, et al. *Creative writing: A Beginner's Manual*. Pearson, 2009.
2. Marksberry, Mary Lee. *Foundation of Creativity*. Harper and Row, 1963.
3. Morley, David. *The Cambridge Introduction to Creative Writing*. Cambridge University Press, 2007.

**SEMESTER- VI**

**Course Title (Discipline Specific Elective): Partition Literature**

**Course Code: APENG-601/DSE-1B**

**Credit: 06**

**Contact Hours/week: 06**

**Maximum Marks: 50 (ESE-40; IA-10)**

**Examination Duration: 2 Hours**

**Course Objectives:**

- To introduce students to topics and texts related to colonialism, nationalism, the partition of India, communalism and violence, homelessness and exile, and the situation of women during partition
- To train students in close literary-critical reading of the prescribed texts as mapped against their socio-historical, political and economic contexts
- To sensitize students to the historical trajectory of the partition of the Indian subcontinent and its aftermath, as reflected in, also reflected on in the representative texts included in the curriculum



**Course Outcomes:**

- The texts selected focus on partition and its multidimensional issues, tremors and aftermaths, thereby nudging the learners to enter and explore the lives of the people as represented before and after the partition.
- The course aims to sensitize students to the legacies and afterlives of partition and cultivate an understanding of their continuing relevance in the Indian subcontinent
- The course could kindle research interest among a set of students regarding multi-medial representations of the partition and the ethics and politics of such representations, including the preservation of memory-archives and oral narratives surrounding the issue, and also at the same time, the forgiving and tenderness sometimes embedded in the contrapuntal right to forget

**Course Content:**

1. Intizar Hussain: Basti  
Khushwant Singh: *Train to Pakistan*
2. Dibyendu Palit: "Alam's Own House"  
Manik Bandyopadhyay: "The Final Solution"  
Sa'adat Hasan Manto: "Toba Tek Singh"  
Lalithambika Antharajanam: "A Leaf in the Storm"
3. Faiz Ahmad Faiz: "For Your Lanes, My Country"  
Jibanananda Das: "I Shall Return to This Bengal"  
Gulzar: "Toba Tek Singh"

**Suggested Topics and Readings for Class Presentation**

**Topics (Internals)**

Colonialism, Nationalism, and the Partition

Communalism and Violence

Homelessness and Exile

Women in the Partition

**Question Pattern:**

The course will have an Internal Assessment Test of 10 marks.

**The End Semester Examination** will comprise of a total of 40 marks.

1 long question worth 10 marks out of 4 to be attempted from Unit 1: 1x10=10

1 long question worth 10 marks out of 2 to be attempted from each of the Units 2 and 3: 2x10=20

5 short questions worth 2 marks out of 10 questions to be attempted from Units 1 & 2: 5x2=10

**Recommended Background Readings and Screenings:**

1. Antharajanam, Lalithambika. "A Leaf in the Storm." Translated by K. Narayana Chandran. *Stories about the Partition of India*, edited by Alok Bhalla, Manohar, 2012, pp. 137-145.
2. Bandyopadhyay, Manik. "The Final Solution." Translated by Rani Ray. *Mapmaking: Partition Stories from Two Bengals*, edited by Debjani Sengupta, Srishti, 2003.
3. Butalia, Urvashi. *The Other Side of Silence: Voices from the Partition of India*. Kali for Women, 2000
4. Das, Jibanananda. "I Shall Return to This Bengal." Translated by Sukanta Chaudhuri, *Modern Indian Literature*, Oxford University Press, 2004.
5. Freud, Sigmund. "Mourning and Melancholia." *The Complete Psychological Works of Sigmund Freud*, translated by James Strachey, Hogarth Press, 1953, pp. 3041–53.
6. Ghatak, Ritwik. *Stories*. Translated by Rani Ray, Niyogi Books, 2018.
7. Gulzar. "Toba Tek Singh." Translated by Anisur Rahman. *Translating Partition*, edited by Tarun Saint et al., Katha, 2001.
8. Hussain, Intizar. *Basti*. Translated by Frances W. Pritchett, Rupa, 1995.
9. Kumar, Sukrita P. *Narrating Partition*, Indialog, 2004.
10. Manto, Sa'adat Hasan. "Toba Tek Singh." *Black Margins: Manto*, translated by M. Asaduddin, Katha, 2003.
11. Menon, Ritu, and Kamla Bhasin. Introduction. *Borders and Boundaries*, Kali for Women, 1998.
12. Palit, Dibyendu. "Alam's Own House." Translated by Sarika Chaudhuri. *Bengal Partition Stories: An Unclosed Chapter*, edited by Bashabi Fraser, Anthem Press, 2008.
13. Ramhim, Riz, translator and editor. *In English: Faiz Ahmed Faiz, A Renowned Urdu Poet*. Xlibris, 2008.
14. Singh, Khushwant. *Train to Pakistan*. 1956. Orient Longman, 2005.



### Films

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

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

*Subarnarekha* (dir. Ritwik Ghatak, 1965).

### SEMESTER- VI

**Course Title (Generic Elective Course): Drama**

**Course Code: APENG-603/GE-2**

**(To be opted by students from other departments)**

**Credit: 06**

**Contact Hours/week: 06**

**Maximum Marks: 50 (ESE-40; IA-10)**

**Examination Duration: 2 Hours**

#### Course Objectives:

- To introduce students not necessarily from a literary background, to diverse dramatic forms, techniques and content
- To cultivate a critical insight in students, enabling them to explore the different socio-economic issues, debates and contexts represented in literary texts
- To train students in close reading and analysis of dramatic scripts as mapped against their socio-historical and economic contexts

#### Course Outcomes:

- Students are familiarised with three different plays produced across diverse socio-economic and historical contexts apparently removed from and yet resonant with their immediate location, thus opening doors to analysing globally produced drama from a located perch
- The course helps cultivate an analytical and comparative perspective and kindles curiosity around dramatic techniques, forms and content adopted in different times.





- Develops a literary-critical insight and taste in students which could further nudge their interest in literary and performance texts, and adaptations trans-created in the local context.

**Course Content:**

1. William Shakespeare: *Julius Caesar*
2. John Galsworthy: *Justice*
3. J. M. Synge: *Riders to the Sea*

**Marks Division:**

The course will have an Internal Assessment Test of 10 marks.

**The End Semester Examination** will comprise of a total of 40 marks.

1 question worth 10 marks out of 2 to be attempted from each of the Units 1, 2 and 3: 3x10=30

5 questions worth 2 marks each out of 10 questions to be attempted from units 1 and 2: 5x2=10

**Recommended Reading:**

1. Galsworthy, John. *Justice*. The Floating Press, 1910.
2. Nicoll, Allardyce. *The Theory of Drama*. 1931. B. Blom, 1966.
3. Shakespeare, William. *Julius Caesar*. Longman, Green and Co., 1902.
4. Synge, J. M. *Riders to the Sea*. Oxford University Press, 1979.

**SEMESTER- VI**

**Course Title (Skill Enhancement Course): Business Communication**

**Course Code: APENG-604/SEC-4**

**Credit: 02**

**Contact Hours/week: 02**

**Maximum Marks: 50 (ESE-40; IA-10)**

**Examination Duration: 2 Hours**

**Course Objectives:**

- To provide students with an overview of the essentials of Business Communication



- To initiate students into a comprehensive view of communication at different levels of social and receptive domains, its scope and importance in business and the role of communication in establishing a favourable outside-the-firm environment
- To empower the students with suitable communication strategies related to business affairs in the digital era
- To prepare future entrepreneurs in creating effective business communication through apt business briefings, lucid and precise business documents as well as train them in examining the impact of the communications process on the business operation

**Course Outcomes:**

- To develop in students both basic and advanced skills in business communication from writing minutes of meetings to project reports
- To cultivate interpersonal communications skills including clarity and confidence that are required for social and business interaction.
- To be able to communicate effectively in the online environment.
- To be able to demonstrate through speech and writing, verbal and non-verbal gestures, appropriate business communication such as the ability to negotiate and skills of presentation
- To be able to draft effective business correspondence including e-correspondence with brevity and clarity.
- Enhanced employability as business personnel in different locations across a wide spectrum of industries

**Course Content:**

1. Introduction to the essentials of Business Communication: Theory and practice
2. E-correspondence  
Communication in the digital age
3. Writing reports:  
Writing a project report  
Writing reports on field work/visits to industries, business concerns/business negotiations etc. Writing minutes of meetings



**Marks Division:**

The course will have an Internal Assessment Test of 10 marks.

**Internals**

1. Spoken English for business communication  
(Viva for internal assessment)
2. Making oral presentations  
(Viva for internal assessment)

**The End Semester Examination** will comprise of a total of 40 marks.

1 question worth 10 marks out of 2 to be attempted from each of the Units 1, 2 and 3: 3x10=30

5 questions worth 2 marks each out of 10 questions to be attempted from units 1 and 2: 5x2=10

**Recommended Reading:**

1. Bhatia R. C. *Business Communication*. 2<sup>nd</sup> ed., Ane Books Pvt. Ltd., 2017.
2. Bovee, Courtland L., and John Thill. *Business Communication Essentials*. Pearson Education, 2010.
3. Lesikar, R.V., and Marie E. Flatley. *Basic Business Communication Skills for Empowering the Internet Generation*. Tata McGraw Hill Publishing Company Ltd, 2004.
4. Lesikar, Raymond, Marie E. Flatley, et al. *Business Communication: Connecting in a Digital World (SIE)*. McGraw Hill Education, 2017.
5. Locker, Kitty O., and Stephen Kyo Kaczmarek. *Business Communication: Building Critical Skills*. McGraw Hill Education, 2013.
6. Ludlow, R., and F. Panton. *The Essence of Effective Communications*. Prentice Hall of India Pvt. Ltd., 1992.
7. Murphy, Herta A., Herbert W Hildebrandt and Jane P. Thomas. *Effective Business Communication (SIE)*. McGraw Hill Education, 1997.
8. Scot, O. *Contemporary Business Communication*. Biztantra, 2004.
9. Taylor, Shirley. *Communication for Business*. Pearson Education, 2005.
10. Young, Dona J. *Foundations of Business Communication: An Integrative Approach*. McGraw Hill Education, 2006.

