

**DEBRA THANA S. K. S. MAHAVIDYALAYA**

**PROPOSED CURRICULUM & SYLLABUS (DRAFT) OF**

**BACHELOR OF ARTS (HONOURS)**

**MAJOR IN ENGLISH**

**4-YEAR UNDERGRADUATE PROGRAMME**

**(w.e.f. Academic Year 2024-2025)**

**Based on**

**Curriculum & Credit Framework for Undergraduate Programmes**

**(CCFUP), 2023 & NEP, 2020**

## **Programme Objectives:**

1. To train students to learn the process of beginning and growth of the English language
2. To cultivate the English language proficiency of students, and their ability to communicate with clarity and confidence at different levels, in the modern world
3. To enable students to understand and critically engage with literary texts written in English or available in English translation, approached from various perspectives and with an awareness of the locations of production and reception
4. To enable students to engage with multiple literary forms/genres as mapped against the socio-historical contexts of their production and reception
5. To engage analytically with existing criticism and interpretations of English literary texts, and work independently on practical as well as theoretical problems of literary analysis and interpretation
6. To familiarise students with India-based epistemologies and concepts along with the Western schools of thought, thus getting them equipped with the comparative, cross-cultural, and post-colonial turn in literary studies
7. To familiarise the students with extensive use of varied digital technologies in teaching-learning and research
8. To inculcate human values such as inclusion, empathy, the ability to engage with varied viewpoints, and awareness of contemporary crises
9. To introduce students to the emergent trends in interdisciplinary studies characterizing contemporary English Studies in India and the world, by offering a palette of optional courses, ranging from American Studies to Literature from Bengal
10. To enable students to apply received domain knowledge across multiple sectors of service and industry, enhancing their employability across diverse sectors in government organizations, service sectors, corporate set-ups and global, national, regional and local spaces

### **Programme Specific Outcomes:**

1. To inculcate the ability to speak and write clearly and present one's contentions in standard, academic English and across varied platforms of communication, including the classroom and the internet
2. In-depth disciplinary knowledge of English Studies – its canons, contemporary trends, and emergent possibilities – and a critical understanding of the development of the discipline, with the ability to identify, speak and write about different literary genres, forms, and movements
3. To become acquainted with the spirit of various periods as reflected through the English literary texts prescribed in the syllabus
4. To promote students' analytical and creative faculties in thinking, reading and writing—academic as well as imaginative
5. To enable students to understand, appreciate, analyze and apply various literary-critical concepts and categories within a theoretical framework
6. To account for the role of context(s) in the production, reception, and transmission of major literary works in English
7. To equip students with e-resource utilization skills
8. To cultivate curiosity and application-oriented engagement with learning and its praxis in unfamiliar contexts
9. To understand the world and its contemporary critical issues through a reading of literature in translation and the original
10. To analyze a wide range of problems relating to literary and historical scholarship

**Details of Course Structure with Credit Distribution and Course Code Format for Four Year UG Degree Programme with Single Major**

**BACHELOR OF ARTS (HONOURS) MAJOR IN ENGLISH (under CCFUP, 2023)**

Level	YR.	SEM	Course Type	Course Code	Course Title	Credit	L-T-P	Marks			
								CA	ESE	Total	
BA (Hons.)	1 <sup>st</sup>	<b>I</b>	Major-1	ENGHMJ101	T: History of English Literature and English Language	4	3+1+0	15	60	75	
			SEC	ENGSEC01	P: Soft Skills	3	0+0+3	10	40	50	
			AEC	AEC01	Communicative English -1 (common for all programmes)	2	2+0+0	10	40	50	
			MDC	MDC01	Multidisciplinary Course -1 (to be chosen from the list)	3	3+0+0	10	40	50	
			VAC	VAC01	ENVS (common for all programmes)	4	2+0+2	50	50	100	
			Minor (Disc.- I)	ENGMI01	T: History of English Literature and English Language	4	3+1+0	15	60	75	
			Semester-I Total					20			
		<b>II</b>	Major-2	ENGHMJ102	T: History of English Literature and British Poetry	4	3+1+0	15	60	75	
			SEC	ENGSEC02	P: Basic Phonetics	3	0+0+3	10	40	50	
			AEC	AEC02	MIL-1 (common for all programmes)	2	2+0+0	10	40	50	
			MDC	MDC02	Multi-Disciplinary Course-02	3	3+0+0	10	40	50	

				(to be chosen from the list)						
		VAC	VAC02	Value Added Course-02 (to be chosen from the list)	4	4+0+0	10	40	50	
		Minor (Disc.-2)	ENGMI02	T: History of English Literature and British Poetry	4	3+1+0	15	60	75	
		Summer Intern	CS	Community Service	4	0+0+4			50	
		Semester-II Total			24				400	
		TOTAL of YEAR-1			44				800	

MJ = Major, MI = Minor Course, SEC = Skill Enhancement Course, AEC = Ability Enhancement Course, MDC = Multidisciplinary Course, VAC = Value Added Course; CA= Continuous Assessment, ESE= End Semester Examination, T = Theory, P= Practical, L-T-P = Lecture-Tutorial-Practical, MIL = Modern Indian Language, ENVS = Environmental Studies

### QUESTION PATTERN

Full Marks	Question Type	Questions to Attempt	Marks per Question	Marks	Question Options
60	Very short	10	2 Marks	10X2=20 Marks	15
	Short	4	5 Marks	4X5=20 Marks	6
	Long	2	10 Marks	2X10=20 Marks	4
40	Very short	5	2 Marks	5X2=10 Marks	8
	Short	4	5 Marks	4X5=20 Marks	6
	Long	1	10 Marks	1X10=10 Marks	2
25	Very short	3	2 Marks	3X2=6 Marks	5
	Short	2	5 Marks	2X5=10 Marks	3
	Long	1	9 Marks	1X9=9 Marks	2

## **SEMESTER-I**

### **MAJOR (MJ)**

**Course-MJ1: History of English Literature and English Language Credits 04**

**Full Marks: 75**

#### **Course Outcomes:**

After the completion of this course, the students will be able to:

1. Understand key concepts of various periods in the history of English literature (from the Beginnings to 18<sup>th</sup> century)
2. Learn the process of beginning and growth of the English language
3. Learn the Greek, Latin, Scandinavian and French influences on the English language
4. Become acquainted with the spirit of the middle age as reflected in Geoffrey Chaucer's *The Wife of Bath's Prologue*
5. Account for the role of context(s) in the production, reception, and transmission of Chaucer's *The Wife of Bath's Prologue*
6. Engage analytically with existing criticism and interpretations of *The Wife of Bath's Prologue*

#### **Course contents:**

##### **A. History of English Literature: Beginnings to 18<sup>th</sup> Century**

I. Beginnings to the Commonwealth

II. The Restoration to the Pre-Romantics

##### **B. History of English Language:**

I. The influences: Greek, Latin, Scandinavian, French

II. Philological Notes

### **C. Chaucer: *The Wife of Bath's Prologue***

#### **Suggested Readings:**

1. David Daiches: *A Critical History of English Literature* (Vols. I-IV)
2. Edward Albert: *History of English Literature*
3. Andrew Sanders: *The Short Oxford History of English Literature*
4. Ronald Carter & John McRae: *The Routledge History of Literature in English*
5. G.M. Trevelyan: *English Social History*
6. Otto Jespersen: *Growth and Structure of the English Language*
7. C.L. Wrenn: *The English Language*
8. A.C. Baugh: *A History of English Language*
9. Gail Ashton: *Chaucer: The Canterbury Tales*
10. Peter Brown: *A Companion to Chaucer*
11. Derek Brewer (ed.): *Geoffrey Chaucer: The Critical Heritage*. Vols. I & II

### **MINOR (MI)**

**Course-MI 1: History of English Literature and English Language Credits 04**

**Full Marks: 75**

#### **Course Outcomes:**

After the completion of this course, the students will be able to:

1. Understand key concepts of various periods in the history of English literature (from the Beginnings to 18<sup>th</sup> century)
2. Learn the process of beginning and growth of the English language
3. Learn the Greek, Latin, Scandinavian and French influences on the English language
4. Become acquainted with the spirit of the middle age as reflected in Geoffrey Chaucer's *The Wife of Bath's Prologue*

5. Account for the role of context(s) in the production, reception, and transmission of Chaucer's *The Wife of Bath's Prologue*
6. Engage analytically with existing criticism and interpretations of *The Wife of Bath's Prologue*

**Course contents:**

**A. History of English Literature: Beginnings to 18th Century**

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II. The Restoration to the Pre-Romantics

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6. Otto Jespersen: *Growth and Structure of the English Language*
7. C.L. Wrenn: *The English Language*
8. A.C. Baugh: *A History of English Language*
9. Gail Ashton: Chaucer: *The Canterbury Tales*

10. Peter Brown: *A Companion to Chaucer*
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### **SKILL ENHANCEMENT COURSE (SEC)**

**Course-SEC 1P: Soft Skills**

**Credits 03**

**Full Marks: 50**

#### **Course Outcomes:**

After the completion of this course, the students will be able to:

1. Effectively communicate with others and improve the listening skills.
2. Actively participate in group discussions/meetings/interviews.
3. Prepare and deliver presentations.
4. Learn the skills of emotional intelligence
5. Become a more effective individual through goal/target setting, self-motivation, tackling the problem of stress and practicing positive thinking.
6. Function effectively in multi-disciplinary and heterogeneous teams through the knowledge of teamwork, interpersonal relationships, conflict management and leadership quality.

#### **Course contents:**

##### **1. Introduction:**

- A. What are soft skills?
- B. Need for soft skills
- C. Soft Skills vs. Hard Skills
- D. Skills to master

##### **2. Personality Development:**

- A. What is personality?
- B. Types of personality

- C. Elements of personality development
- D. Positive Thinking
- E. Johari's Window
- F. Communication Skills

**3. Interpersonal relationships:**

- A. Importance of interpersonal relationship skills
- B. Types of interpersonal relationships
- C. Factors affecting interpersonal relationships

**4. Emotional Intelligence:**

- A. Meaning and Definition
- B. Need for Emotional Intelligence
- C. Emotional Intelligence Quotient
- D. Components of Emotional Intelligence
- E. Skills to Develop Emotional Intelligence

**5. Leadership and Team Building:**

- A. Leader and Leadership
- B. Leadership Traits
- C. Culture and Leadership
- D. Leadership Styles
- E. Functions and responsibilities of leadership

**6. Team Building:**

- A. What is a team?
- B. Team Development Stages
- C. Types of Teams
- D. Characteristics of high-performance teams

**7. Managing stress:**

- A. What is stress?
- B. Recognizing stress
- C. Common signs of stress
- D. Tackling the problem

**8. Problem solving:**

- A. Need for problem solving
- B. Skills for problem solving
- C. Process, Stages and Methods of problem solving

**Suggested Readings:**

1. Gajendra Singh Chauhan & Sangeeta Sharma: *Soft Skills: An Integrated Approach To Maximise Personality*
2. Jayashree Mohanraj: *Skill Sutras: Modern Communication and Ancient Wisdom*
3. Gopaldaswamy Ramesh & Mahadevan Ramesh: *The ACE of Soft Skills*
4. Barun K Mitra: *Personality Development and Soft Skills*
5. Manmohan Joshi: *Soft Skills*

**SEMESTER-II**

**MAJOR (MJ)**

**Course-MJ-2: History of English Literature and British Poetry Credits 04**

**Full Marks: 75**

**Course Outcomes:**

After the completion of this course, the students will be able to:

1. Understand key concepts of various periods in the history of English literature (from the Romantic Period to the 1950s)
2. Learn key ideas of the British poetry included in the syllabus.
3. Learn the literary-political movements, turns, and related concepts that characterized England and its poetry from the Elizabethan till the Pre-Romantic period.
4. Engage analytically with existing criticism and interpretations of the British poetry prescribed in their syllabus.
5. Identify and explain the figures of speech used to embellish literary texts
6. Scan verse passages

### **Course contents:**

#### **A. History of English Literature: The Romantic Period to the 1950s**

#### **B. British Poetry:**

1. Sir Philip Sidney: "Loving in Truth"
2. Edmund Spenser: Sonnet LXXV "One day I wrote her name"
3. William Shakespeare: Sonnets 73 & 130
4. John Donne: "Batter My Heart"
5. Andrew Marvell: "To His Coy Mistress"
6. John Milton: *Paradise Lost* (Book-I)
7. Alexander Pope: *The Rape of the Lock* (Canto 1)
8. Thomas Gray: "Elegy Written in a Country Churchyard"

#### **C. Rhetoric & Prosody**

### **Suggested Readings:**

1. Douglas Bush: *Prefaces to Renaissance Literature*
2. Hardin Craig: *The Enchanted Glass*

3. Helen Gardner: *Metaphysical Poets*
4. Joan Bennett: *Five Metaphysical Poets*
5. C. S. Lewis: *A Preface to Paradise Lost*
6. J. Martin Evans: *Milton's Imperial Epic: Paradise Lost and the Discourse of Colonialism.*
7. Ian Jack: *Augustan Satire*
8. John Press (ed.): *The Golden Treasury*
9. Katherine Duncan-Jones (ed.): *Shakespeare's Sonnets*
10. Pramod K. Nayar (ed.): *English Poetry from Elizabethans to Restoration*
11. Pramod K. Nayar (ed.): *English Poetry 1660-1780: An Anthology*
12. Bose and Sterling: *Elements of English Rhetoric and Prosody*

### **MINOR (MI)**

**Course-MI-2: History of English Literature and British Poetry    Credits 04**

**Full Marks: 75**

**Course Outcomes:**

After the completion of this course, the students will be able to:

1. Understand key concepts of various periods in the history of English literature (from the Romantic Period to the 1950s)
2. Learn key ideas of the British poetry included in the syllabus.
3. Learn the literary-political movements, turns, and related concepts that characterized England and its poetry from the Elizabethan till the Pre-Romantic period.
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12. Bose and Sterling: *Elements of English Rhetoric and Prosody*

### **SKILL ENHANCEMENT COURSE (SEC)**

**SEC 2P: Basic Phonetics**

**Credits 03**

**Full Marks: 50**

**Course Outcomes:**

After the completion of this course, the students will be able to:

1. Understand and apply knowledge of human communication and language processes in various contexts.
2. Effectively express themselves in English either verbally or in written form
3. Develop knowledge, skills, and judgment around human communication that facilitate their ability to work collaboratively with others.
4. Demonstrate positive group communication exchanges.
5. Use current technology related to the communication field.
6. Effectively compete in the job market.

**Course Outline:**

- Introduction to Phonetics: Phonetics, Phoneme, Phonology
- Air-Stream Mechanism & Organs of Speech
- Vowel and Consonant Sounds
- Varieties of English Pronunciation
- RP and IPA

- Syllable, Word Accent
- Rhythm and Intonation

**Suggested Readings:**

1. T. Balasubramanian: *A Textbook of English Phonetics*
2. R. K. Bansal & J.B. Harrison: *Spoken English for India*
3. A. C. Gimson: *An Introduction to the Pronunciation of English*
4. Daniel Jones: *The Pronunciation of English*