

DEPARTMENT OF ENGLISH

F.Y.B.A.

Semester I

English I–Compulsory English
Communicative English: 1.1

No. of Credits: 06

Objectives

- 1) To introduce students to the theory, fundamentals and tools of communication and to develop in them vital communication skills integral to personal, social and professional interaction.
- 2) To develop the language skills of listening, reading and writing.
- 3) To help the students to increase their proficiency in English by enhancing their resources to deal with communication needs of everyday life at home, at work, and in social interaction.

Course Content

- 1) Grammar
- 2) Reading & Listening Comprehension
- 3) Writing a short narrative with appropriate use of paragraphing and punctuation
- 4) Writing Summaries
- 5) Following instruction and directions from an oral stimulus.
- 6) Writing a brief for the classified advertisement page for selling/ buying an item; accommodation available or wanted; other classifieds.
- 7) Writing a notice, poster, recipe, directions to a location.
- 8) Identifying and correcting errors of usage and syntax.

Learning Outcomes

- 1) At the end of the course the learner will be able to share thoughts, emotions and ideas through various means of communication: both verbal and non-verbal.
- 2) The students will be able to find a difference in their personal and professional interaction.
- 3) The students will acquire and sharpen their language skills as they process the text on their own.
- 4) The students will be able to internalise the rules of grammar.

Suggested Readings

- 1) *Language through literature* (forthcoming) ed. Dr.Gauri Mishra, Dr RanjanaKaul, Dr Brat Biswas
- 2) *Fluency in English part II* Oxford University Press, 2006
- 3) *Business English*, Pearson, 2008
- 4) *Language, Literature and Creativity*, Editorial Board, Orient Black Swan, 2013.
- 5) *Developing Language Skills-* 2 Ed. S.C. Sood et al. Spantech, Delhi 1992
- 6) Lesikar, R. V. &Ftley, M.E., *Basic Business Communication Skills for Empowering the Internet Generation*, Tata McGraw Hill Publication Company Ltd.

- 7) Liz Hamp- Lyons and Ben Heasley, *Study writing: A Course in Writing Skills for Academic Purposes* (Cambridge: CUP, 2006).
- 8) Renu Gupta, *A Course in Academic Writing* (New Delhi: Orient BlackSwan, 2010)
- 9) IonaLeki, *Academic Writing: Exploring Processes and Strategies* (New York: CUP, 2ndedn, 1998).
- 10) Gerald Graff and Cathy Birkenstein, *They Say/ I Say: The Moves That Matter in Academic Writing* (New York: Norton, 2009).
- 11) M. Frank. *Writing as thinking: A guided process approach*, Englewood Cliffs, Prentice Hall Reagents.
- 12) L. Hamp –Lyons and B. Heasley. *Study Writing; A course in written English for academic and professional purposes*, Cambridge Univ. Press.
- 13) R. Quirk, S. Greenbaum, G. Leech and J. Svartik. *A comprehensive grammar of the English language*, Longman, London.
- 14) Daniel G. Riordan & Steven A. Panley. “*Technical Report Writing Today*” –Biz taantra.
- 15) Daniel G. Riordan, Steven E. Pauley, Biztantra. *Technical Report Writing Today*, 8TH Edition (2004).

F.Y.B.A.
Semester I

DSC 1A : Popular Literature

No. Of Credits: 04

Objectives

- To grasp the idea of Popular Literature
- To understand the concept of Sense and Non-sense
- To appreciate the different genres of literature like Detective fiction, Graphic novel etc.
- To explore the impact of socio-political changes through literature
- To acquaint the students with some eminent popular writers
- To explore the effects of discrimination on the basis of caste and gender

Course Content

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

Suggested Topics and Background Prose Readings for Class Presentations Topics

Coming of Age
The Canonical and the Popular
Caste, Gender and Identity
Ethics and Education in Children’s Literature
Sense and Nonsense
The Graphic Novel

Learning outcomes

By the end of the course, the students would be acquainted with

- The various types of novels like coming-of-age novel, detective fiction, graphic novel, autobiographical novel etc.
- The impact of socio-political changes on an individual or on the society, through literature
- The idea of caste and gender identity
- The role of Children's literature in imparting moral and ethical education

Suggested Readings

1. Chelva Kanaganayakam, 'Dancing in the Rarefied Air: Reading Contemporary Sri Lankan Literature' (ARIEL, Jan. 1998) rpt, Malashri Lal, Alamgir Hashmi, and Victor J. Ramraj, eds., Post Independence Voices in South Asian Writings (Delhi: Doaba Publications, 2001) pp. 51–65.
2. Sumathi Ramaswamy, 'Introduction', in Beyond Appearances?: Visual Practices and Ideologies in Modern India (Sage: Delhi, 2003) pp. xiii–xxix.
3. Leslie Fiedler, 'Towards a Definition of Popular Literature', in Super Culture: American Popular Culture and Europe, ed. C.W.E. Bigsby (Ohio: Bowling Green University Press, 1975) pp. 29–38.
4. Felicity Hughes, 'Children's Literature: Theory and Practice', English Literary History, vol. 45, 1978, pp. 542–61.

F.Y.B.A. Semester I

English Communication (MIL)
(Ability Enhancement Course)

No. of Credits: 04

Objectives

- 1) To introduce students to the theory, fundamentals and tools of communication.
- 2) To develop in the students vital communication skills which should be integral to personal, social and professional interactions.
- 3) To enhance the ability to share thought, emotions and ideas through various means of communication: both verbal and non-verbal.

Course Content

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

Group Discussion
Effective Communication/ Mis- Communication
Interviews / Public Speech

4) Reading and Understanding:

Close Reading
Comprehension
Summary Paraphrasing
Analysis and Interpretation
Translation (from Indian Language to English and vice versa) Literary / Knowledge
Texts

5) Writing skills:

Documenting
Report Writing
Making notes
Letter writing

Learning outcomes

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

- 1) Develop deeper insight into various dimensions of communication skills i.e. Language of communication , various speaking skills such as personal communication , social interactions and communication in professional situation such as interviews, group discussions and office environment, important reading skills as well as writing skills such as report writing, note taking etc.

Suggested 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 RanjanaKaul , Dr Brati Biswas.

F.Y.B.SC.
Semester I

ENC 107 : British Romantic Literature (GE)

No. Of Credits: 04

Objectives:

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

Course Content:

Unit 1

- | | |
|---------------|---|
| William Blake | 1. "The Lamb"
2. "The Chimney Sweeper" (from <i>The Songs of Innocence</i> and <i>The Songs of Experience</i>)
3. "The Tyger" (<i>The Songs of Experience</i>)
4. "Introduction" to <i>The Songs of Innocence</i> |
| Robert Burns | 1. "A Bard's Epitaph"
2. "Scots Wha Hae" |

Unit 2

- | | |
|-------------------------|--|
| William Wordsworth | 1. "Tintern Abbey"
2. "Ode: Intimations of Immortality" |
| Samuel Taylor Coleridge | 1. "Kubla Khan"
2. "Dejection: An Ode" |

Unit 3

- | | |
|-------------------------------|---|
| Lord George Gordon Noel Byron | 1. "Childe Harold": canto III, verses 36–45 (lines 316–405); canto IV, verses 178–86 (lines 1594–674) |
| Percy Bysshe Shelley | 1. "Ode to the West Wind"
2. "Ozymandias"
3. "Hymn to Intellectual Beauty" |
| John Keats | 1. "Ode to a Nightingale"
2. "To Autumn"
3. "On First Looking into Chapman's Homer" |

Unit 4

Mary Shelley - *Frankenstein*

Learning Outcomes:

By the end of the course the students will become familiar with the rich literary culture of the Romantic Period and will be conversant with

- Reason and Imagination
- Conceptions of Nature
- Literature and Revolution
- The Gothic
- The Romantic Lyric

Suggested Readings

1. Coleridge, Samuel Taylor. *Biographia Literaria*. edited by George Watson, London: Everyman, 1993, chap. XIII, pp. 161–66.
2. Keats, John. "Letter to George and Thomas Keats, 21 December 1817", and "Letter to Richard Woodhouse, 27 October, 1818", in *Romantic Prose and Poetry*, edited by Harold Bloom and Lionel Trilling, New York: OUP, 1973, pp. 766–68, 777–8.

3. Rousseau, Jean-Jacques. "Preface" to *Emile or Education*, tr. Allan Bloom, Harmondsworth, Penguin, 1991.
4. Wordsworth, William. "Preface to Lyrical Ballads", in *Romantic Prose and Poetry*, edited by Harold Bloom and Lionel Trilling, New York: OUP, 1973, pp. 594–611. 12

F.Y.B.COM.
Semester I

Spoken English (AECC 1)

No. of Credits: 04

Objectives

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

Course Content

- 1) Pronunciation and Enunciation: (Vowels and Consonants and their types) Diction, intonation, Phrasing , pausing , emphasis, stress, inflection.
- 2) Grammar, vocabulary and alternatives to slang
- 3) Conversation skills: e.g. interviews, chat show 'host- guest' situation
- 4) Presentation Skills
- 5) Discussion skills: leading and participating
- 6) Active listening skills
- 7) Asking and answering questions
- 8) Requests and explanations
- 9) Persuasion and Negotiation
- 10) Expressing opinions
- 11) Giving an getting advice
- 12) Cross – cultural communication

Learning Outcomes

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

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

Suggested Readings

- 1) *Introduction to Information Technology* – ITL Education Solutions Limited – Pearson Education
- 2) *Computer fundamentals* fourth edition by Pradeep K. Sinha and Priti Sinha BPB publications
- 3) *Information Technology- The breaking wave* by Dennis Curtin Tata McGraw-hill edition
- 4) *Frontiers of Electronic Commerce* Ravi Kalakota & Andrew B Whinston, Pearson Education.
- 5) *Multimedia in practice, technology & applications*, Judith Jeff Coate, PHI
- 6) *Multimedia making it work*, Tay Vaughan, 3rd edition, Tata McGraw- Hill
- 7) *Multimedia: Computing, Communications Applications*, Ralf Steinmetz and KlaraNaharstedt, Pearson.
- 8) *E- Commerce*, Kenneth C. Laudon and Carlo GuercioTraver, Pearson Education.
- 9) *E- Commerce: Strategy, Technology and Applications*, David Whiteley, McGraw Hill Education
- 10) *Cloud Computing*,
<http://www.dialogic.com/~media/products/docs/whitepapers/12023-cloud-computing-wp.pdf>

F.Y.B.A. Semester II

English I – Compulsory English Communicative English 1.2

No. of Credits: 06

Objectives

- 1) To introduce students to the writing process and conventions of Academic Writing.
- 2) To enable the students to write in one's own words: Summarizing and Paraphrasing.
- 3) To develop critical thinking: Syntheses, Analyses and Evaluation.
- 4) To help the students to structure an Argument: Introduction, Interjection, and conclusion.
- 5) To enable the students to cite Resources: Editing, Book and Media Review.

Course Content

- 1) The different genres of writing:
 - a) Narrative writing
 - b) Descriptive writing
 - c) Argumentative writing
 - d) Discursive writing
- 2) Integrative skills: reconstruction of text, verbal and audio- visual presentation.
- 3) Writing a feature/ article for a local daily or an online magazine/ publication on a current topic.
- 4) Book/ Film/ Essay/ Public lecture- Reviews & Reports.
- 5) Interpreting simple technical data like graphs, bar charts, maps, diagrams, pictures, directions, pie charts and other graphic representations.

Learning Outcomes

- 1) At the end of the course the students will develop the skills to understand the difference between narration and description.
- 2) They will also understand the different genres of writing: Descriptive writing, Argumentative writing, Discursive writing.
- 3) They will also be able to interpret simple technical data like graphs, bar charts, maps, diagrams, pictures, directions, pie charts and other graphic representations.
- 4) Students will be able to write a feature/article for a local daily or an online magazine/ publication on a current topic etc.

Suggested Readings

- 1) *Language through literature* (forthcoming) ed. Dr.Gauri Mishra, Dr RanjanaKaul, Dr Brat Biswas
- 2) *Fluency in English part II* Oxford University Press, 2006
- 3) *Business English*, Pearson, 2008
- 4) *Language, Literature and Creativity*, Editorial Board, Orient Black Swan, 2013.
- 5) *Developing Language Skills- 2* Ed. S.C. Sood et al. Spantech, Delhi1992
- 6) Lesikar, R. V. &Ftley, M.E., *Basic Business Communication Skills for Empowering the Internet Generation*, Tata McGraw Hill Publication Company Ltd.
- 7) Liz Hamp- Lyonsand Ben Heasley, *Study writing: A Course in Writing Skills for Academic Purposes* (Cambridge: CUP, 2006).
- 8) Renu Gupta, *A Course in Academic Writing* (New Delhi: Orient BlackSwan, 2010)
- 9) IonaLeki, *Academic Writing: Exploring Processes and Strategies* (New York: CUP, 2ndedn, 1998).
- 10) Gerald Graff and Cathy Birkenstein, *They Say/ I Say: The Moves That Matter in Academic Writing* (New York: Norton, 2009).
- 11) M. Frank. *Writing as thinking: A guided process approach*, Englewood Cliffs, Prentice Hall Regents.
- 12) L. Hamp –Lyons and B. Heasley. *Study Writing; A course in written English for academic and professional purposes*, Cambridge Univ. Press.
- 13) R. Quirk, S. Greenbaum, G. Leech and J. Svartik. *A comprehensive grammar of the English language*, Longman, London.
- 14) Daniel G. Riordan & Steven A. Panley. “*Technical Report Writing Today*” –Biz taantra.
- 15) Daniel G. Riordan, Steven E. Pauley, Biztantra. *Technical Report Writing Today*, 8TH Edition (2004).

F.Y.B.A. Semester II

DSC1B: Indian Writing in English

No. Of Credits: 04

Objectives

- To explore the idea of modernism in Indian English Literature
- To study the emergence and the gradual development of Indian writing in English
- To understand the themes of Indian English Poetry
- To acquaint the students with the themes and contexts of Indian novel

- To appreciate the work of eminent Indian writers who wrote in English

Course Content

1. R.K. Narayan *Swami and Friends*
2. Anita Desai *In Custody*
3. H.L.V. Derozio ‘Freedom to the Slave’
‘The Orphan Girl’
4. Kamala Das ‘Introduction’
‘My Grandmother’s House’
5. Nissim Ezekiel ‘Enterprise’
‘The Night of the Scorpion’
6. Robin S. Ngangom ‘The Strange Affair of Robin S. Ngangom’
‘A Poem for Mother’
7. Mulk Raj Anand ‘Two Lady Rams’
8. Salman Rushdie ‘The Free Radio’
9. Rohinton Mistry ‘Swimming Lesson’
10. Shashi Deshpande ‘The Intrusion’

Suggested Topics and Background Prose Readings for Class Presentations Topics :

Indian English

Indian English Literature and its Readership

Themes and Contexts of the Indian English Novel

The Aesthetics of Indian English Poetry Modernism in Indian English Literature

Learning outcomes

By the end of the course the students will become familiar with the rich literary culture of India and will be conversant with

- The writings of various Indian writers
- The recurring themes in the novels and poetry of Indian writers
- The course of development of Indian writing in English

Suggested Readings

1. Raja Rao, Foreword to *Kanthapura* (New Delhi: OUP, 1989) pp. v–vi.
2. Salman Rushdie, ‘Commonwealth Literature does not exist’, in *Imaginary Homelands* (London: Granta Books, 1991) pp. 61–70.
3. Meenakshi Mukherjee, ‘Divided by a Common Language’, in *The Perishable Empire* (New Delhi: OUP, 2000) pp.187–203.
4. Bruce King, ‘Introduction’, in *Modern Indian Poetry in English* (New Delhi: OUP, 2nd edn, 2005) pp. 1–10.

F.Y.B.SC.
Semester II

EGG 110 : British Literature: 19th Century (GE)

No. Of Credits: 04

Objectives

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

Course Content

Unit 1 Prose

- a. Jane Austen : *Pride and Prejudice*
- b. Charlotte Bronte : *Jane Eyre*
- c. Charles Dickens : *Hard Times*

Unit 2 Poetry

- a. Alfred Lord Tennyson
 - I. The Lady of Shalott
 - II. Ulysses
 - III. The Defence of Lucknow

- b. Robert Browning
 - I. My Last Duchess
 - II. The Last Ride Together
 - III. Fra Lippo Lippi

- c. Christina Rossetti
 - I. The Goblin Market

Unit 3 Background

- I. Utilitarianism
- II. The 19th century novel
- III. Marriage and sexuality
- IV. The writer and society
- V. Faith and Doubt
- VI. The Dramatic Monologue

Learning Outcomes

By the end of the course, the students would be acquainted with

- Familiar with the pattern of development and change in the themes and literary techniques used by the 19th century British novelist and poets

Suggested Readings

1. Darwin, Charles. 'Natural Selection and Sexual Selection', in *The Descent of Man in The Norton Anthology of English Literature*, 8thedn, vol.2, ed. Stephen GreenBhatt (New York: Norton, 2006) pp. 1545-9.
2. Marx, Karl and Friedrich Engels. 'Mode of Production: The Basis of Social Life'. 'The Social Nature of Consciousness' and 'Classes and Ideology', in *A Reader in Marxist Philosophy*, ed. Howard Selsam and Harry Mattel (New York: International Publishers, 1963) pp.186-8, 190-121.
3. Milk, John Stuart. *The Subjection of Women in Norton Anthology of English Literature*, 8thedn, vol.2, ed. Stephen GreenBhatt (New York: Norton, 2006) chap.1, pp. 1061-9.

F.Y.B.COM.

Semester II

Business Communication (AECC 3)
(Modern Communication Skills)

No. Of Credits: 04

Objectives

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

Course Content

UNIT 1: Digital Storytelling [DST]

(Creation of a Digital Story: Workshops for students in small batches of where the basics and software skills needed for DST are imparted; Students are then to individually create a DST and present the same in class)

UNIT 2: Individual Speeches (Impact/ Oratory) and Presentations

(a) Individual Speeches - Pathos / Logos / Ethos / Overcoming Fear / Formulae for Speeches / People (Body Language) / Voice Skills / Audience (10 Marks - 6 Lectures)

(b) Creating and Making Individual Presentations - Using Software like Powerpoint / Prezi On-line Zooming Editor / Mind-Mapping Software / Incorporating principles of Zen / Slido:ology / Duarte

UNIT 3: Electronic and Web Communications:

a) Using Social Media for Communication [for contributing to a FACEBOOK Group or mailing list

created by the teacher for the purpose. This group can be on any topic which helps to improve communication skills.]

b) Creating & Using a Blog or Free Web site

c) Using cell-phones, laptops and other means for e-mail and instant messaging for Business; etiquette involved

UNIT 4 Conducting Effective Meetings

Chairpersonship, Protocol (Brief insights into Robert's Rules of Order), Benefits, Notice, Agenda, Drafting Minutes (Discussions /Resolutions)

Learning outcomes

By the end of the course the students will be

- Have improved oral and written communication skills
- Able to more efficiently use technology for communication
- Have improved multimedia literacy skills
- Actively build relationships and establish their online social presence.

Suggested Readings

1. Digital Storytelling: Guide for Educators, Midge Frazel, International Society for Technology in Education, 2010 ISBN 9781564842596
 2. How to Win Friends and Influence People, Dale Carnegie, Pocket Books, 2010 ed.
 3. Making Presentations, Tim Hindle, Dorling Kindersley Publishers, 1999 ed. Say it with Presentations, Gene Zelazny, Tata McGraw-Hill Education (2004).
 4. Presentation Zen: Simple Ideas on Presentation Design and Delivery (2 nd Edition) (Voices that Matter) Garr Reynolds. 2011
 5. Slide:ology: The Art and Science of Creating Great Presentations, Nancy Duarte, 2008. ISBN 0596522347
 6. Social Media Marketing for Dummies, Shiv Singh, Stephanie Diamond, Wiley, 2007. ISBN 9781118236307.
- Robert's Rules of Order, Robert Henry M., Createspace, 2010, ISBN 978145380715.

S.Y.B.A. Semester III

Skill Enhancement Elective Course (SEC)
EGS 101: English for Competitive Exam

No. Of Credits: 04

Objectives

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

1. The basic objective of this paper is to give the learners authentic information about the content and criteria of competitive exams.
2. To help the learners to improve basic grammar, vocabulary skills and develop their comprehension abilities.
3. To help the students to develop competence and confidence in tackling language skills.
4. To develop the writing skills of the students.

Course Content

- 1) Practical English Grammar – Parts of Speech, Gender and Number, Collective nouns, Tenses, Articles, Preposition, Conjunction, Degree of Comparison, Subject and Predicate, Modals, Voice (Active and Passive), Reported Speech (Direct and Indirect)
- 2) Errors in the usage of the English language –Spotting the errors, Sentence improvement, Negative sentences, cloze tests, Sentence completion, Sentence fillers.
- 3) Vocabulary Building – Synonyms, Antonyms, homonyms, Spellings, Idioms and Phrases, Prefixes, Suffixes, one word Substitution, Word- Pair relationship, Root words, Abbreviations.
- 4) Comprehension Skills- Reading Comprehension,(Objective/ Subjective)
- 5) Reconstructing Passage – Sentence Reconstruction, Sentence Arrangement, Reconstruction of Paragraphs.
- 6) Writing Skills- Writing essays and Articles, Precis writing, Paragraph Writing, Letter Writing.

Learning Outcomes

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

- a) To be familiar with new words by understanding the gist of the sentences.
- b) To develop proficiency in grammar and to grasp the cause and effect relationships.
- c) From an unseen text of an expository, descriptive, narrative nature to:
 - 1) Identify the main concepts
 - 2) Explore relationship through lexical markers or cohesion devices.
 - 3) Recognise text organisation.
- d) Acquire accuracy in different types of writing- Descriptive, narrative, expository, argumentative, persuasive.
- e) Write formal letters.
- f) Write any kind of composition like summarising, expansion of ideas etc.

Suggested Readings

- 1) Dhillon, R. S. et al. *English Improvement Course*. Dhillon group of publications.
- 2) Bhatnagar, R. P., and Rahul Bhargava. *English for Competitive Exams*. Macmillan.
- 3) Prasad, H M., and Uma Rani Singh. *Objective English for Competitive Exams*. Tata McGraw-Hill Publishing Company Limited.
- 4) Gupta, S. C. *General English for all Competitive Exams*. Arihant.
- 5) Agarwal, D.S., and Vikas Agarwal. *Objective General English*. S. Chand Ltd.
- 6) *A Manual for Competitive Examination: Goa Public Service Examinations and Allied Posts in Goa Administration*. RajhaunsVitaran.
- 7) Jaffe, E. D., and Stephen Hilbert. *How to Prepare for the Graduate Management Admission Test*. Barron's.

S.Y.B.A.
Semester III

ENA 103 : Advanced Communicative English 2.1 (C.C.)

No. of Credits: 04

Objectives

- 1) To enhance the skills of reading, writing and listening of the students.
- 2) To enable the students to learn to listen (listening)comprehension.
- 3) To help the students to develop a proficiency in grammar.
- 4) To develop the skills of writing at the workplace i.e. Writing personnel letters.

Course Content

- 1) Oral Communication (Debate, discussion and negotiation)
- 2) Learning to Listen
- 3) Writing at the workplace
 - i) Practical grammar:
Parts of Speech—nouns, pronoun, verbs, adjective, conjunctions, preposition, interjection
Antonyms and synonyms
Prefixes and suffixes
Abbreviations
 - ii) Writing personnel letters such as Job Application, Joining/ Job Acceptance letters and Goodwill letters such as Application, Congratulatory letters and Sponsorship letters (Request/Acceptance/Regret)
 - iii) Formal e –correspondence
 - iv) Writing representation to a higher authority
 - v) Drafting notices and writing minutes of meetings
 - vi) RTI application format

Learning Outcomes

- 1) At the end of the course the students will recognise and be aware of different genres of writing.
- 2) The creativity of the students will be enhanced through oral communication i.e. debate, discussion and negotiation.
- 3) The students will be able to analyse and interpret the text.
- 4) The course will enable the students to write RTI application letters, draft minutes and notices of meetings.

Suggested Readings

- 1) Bhaskaran, M. and Horsburgh, D. *Strengthen Your English*. OxfordUniversity Press, Delhi 1973.
- 2) Bhatia, R. C. *Business Communication*. Ane Books Pvt Ltd, New Delhi.
- 3) Business English, Pearson, Delhi, 2008.
- 4) ed. Chadha, Tara and Others *Foundation English, Book II and III*. Publication Division, Delhi University.

- 5) Doctor & Doctor. *Principles and Practice of Business Communication*. Seth Publishers, 2014.
- 6) *English at the Workplace Part I*, Macmillan, Delhi, 2008.
- 7) *Everyday English II* (Foundation 2006).
- 8) *Fluency in English Part I*, Macmillan, Delhi, 2005.
- 9) *Fluency in English Part II*, Oxford University Press, Delhi, 2006.
- 10) ed. Dr. Mishra, Gauri, Dr.Kaul, Ranjana, Dr. Biswas, Barat. *Language through Literature*. Primus Books, Delhi, 2015.
- 11) Hewing, Martin. *Advanced English Grammar*. Cambridge UP, 2010.
- 12) *Language, Literature and Creativity*, Orient Blackswan, 2013.
- 13) Lesikar, R.V. & Flatley, M.E. *Basic Business Communication Skills for Empowering the Internet Generation*, Tata McGraw Hill Publishing Company Ltd. New Delhi.
- 14) Ludlow, R. & Panton, F. *The Essence of Effective Communications*, Prentice Hall of India Pvt. Ltd., New Delhi.
- 15) Murphy, Raymond. *Essential English Grammar*, 2nd Ed, Cambridge University Press, Cambridge, 2007.
- 16) Murphy, Raymond. *Intermediate English Grammar*, 2nd Ed, Cambridge University Press, Cambridge, 2012.
- 17) Scot, O. *Contemporary Business Communication*. Biztantra, New Delhi.
- 18) ed. Sood, S.C. et al. *Developing Language Skills-1*. Spantech, Delhi 1991
- 19) ed. by Varma, Promodini and Others *English at the Workplace Parts 1 and 2*. Oxford University Press, 2006.

S.Y.B.A.
Semester III

ENC 103 : British Poetry and Drama: 14th to 17th Centuries No. Of Credits: 04
(DSC 2A)

Objectives

- To comprehend the history and culture of Britain with the help of the prescribed texts
- To understand the idea and the implications of the Renaissance
- To grasp the idea of Renaissance Humanism
- To appreciate the British Poetry and Drama of the period between 14th to 17th Centuries

Course Content

1. Geoffrey Chaucer – The Wife of Bath’s Prologue
2. Edmund Spenser Selections from Amoretti:
 - Sonnet LXVII ‘Like as a huntsman...’
 - Sonnet LVII ‘Sweet warrior...’
 - Sonnet LXXV ‘One day I wrote her name...’
3. John Donne
 - ‘The Sunne Rising’
 - ‘Batter My Heart’

- 'Valediction: forbidding mourning'
4. Christopher Marlowe – *Doctor Faustus*
5. William Shakespeare – *Macbeth*
6. William Shakespeare – *Twelfth Night*

Suggested Topics and Background Prose Readings for Class Presentations Topics :

Renaissance Humanism

The Stage, Court and City

Religious and Political Thought

Ideas of Love and Marriage

The Writer in Society

Learning outcomes

By the end of the course, the students would be acquainted with

- The historical, political, social and cultural aspects of Britain from 14th to 17th Centuries
- Renaissance Humanism
- The writings of various British writers of the period
- Religious and Political Thought of the period

Suggested Readings

1. Pico Della Mirandola, excerpts from the Oration on the Dignity of Man, in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin

(New York: Penguin Books, 1953) pp. 476–9.

2. John Calvin, 'Predestination and Free Will', in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 704–11.

3. Baldassare Castiglione, 'Longing for Beauty' and 'Invocation of Love', in Book 4 of *The Courtier*, 'Love and Beauty', tr. George Bull (Harmondsworth: Penguin, rpt. (1983) pp. 324–8, 330–5.

4. Philip Sidney, *An Apology for Poetry*, ed. Forrest G. Robinson (Indianapolis: Bobbs - Merrill, 1970) pp. 13–18.

S.Y.B.COM.

Semester III

Business Communication (G.E.)

No. of Credits : 04

Objectives

- 1) To make the students aware of their constitutional rights and duties and how they can use their communication skills actively for the betterment of society.
- 2) To familiarise students with a basic understanding of the process of writing for business.
- 3) To develop an ability to use writing in practical business and public situations.
- 4) To develop both basic and advanced skills in business communication from writing minutes of meeting to project reports.

Course Content

Unit I - Right to information

Learning about the nature, function and social relevance of Right to Information and thereafter undertaking an activity involving:

- a) Student's proposal to ask an RTI of public importance
- b) Writing/ Filing of application before Public Information Officer
- c) Preparing a report containing the findings of the RTI

Unit II - Report Writing

Report Writing: Meaning, Importance, Types, Formats, Structure of long and short reports.

Unit III- Personnel Letters and Interviews

- a) Interview Skills, Job Applications and Creating Online and Offline CVs, Using Job Boards, Web Researching.
- b) References and Testimonials, Appointment, Promotion and Resignation letters, Office Orders and Notices, Memorandums.

Unit IV- Business Letters, Representations and Press Releases

- a) Business Letters: Purchase letters: Inquiry, Quotations, Orders, Tenders, Complaint & Sales Letters.
- b) Drafting of Representation/ Petitions, Press Releases and Articles for the Press.

Learning Outcomes

At the end of the course the learners will be able to –

- a) Have a comprehensive understanding of the theoretical and practical aspects of business communication.
- b) Communicate at different levels of social and receptive domains.
- c) Perform appropriate roles of business personnel in different location.
- d) Demonstrate through their speech and writing, appropriate business communication.

Suggested Readings

- 1) *Right to Information Act, 2005: A Primer*, Tata McGraw Hill, 2006
- 2) *How to Write Reports and Proposals*, 2nd Edition, Viva Books Pvt Ltd, 2010
- 3) *Mastering Communication*, 5th Edition, Nicky Stanton, Palgrave Macmillan, 2009.
- 4) *Business Correspondence and Report Writing*, R C Sharma, Krishna Mohan, Tata McGraw – Hill Education, 2010.
- 5) *Business Letters for Busy People*, 4th Edition, John A Carey, Barnes and Noble.

www.ebooks-share.net/business-letters-for-busy-people
www.rti.gov.in

S.Y.B.A.
Semester IV

EGS 106 : English at the Workplace (SEC)

No. of Credits: 04

Objectives

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

Course Content

- 1) Grammar
- 2) Written Communication
- 3) Report Writing
 - i) Routine and Special Reports for Managerial Decisions
 - ii) Covering events of the institution/ company and writing reports.
- 4) Content Writing
- 5) Multimedia and E- Correspondence
- 6) Interviews
 - i) Types (Personal, telephonic, online)
 - ii) Techniques of answering and conducting interviews
 - iii) Role of Interviewer and Interviewee
- 7) Allied Communication
 - i) RTI
 - ii) Applying to Universities Abroad (Statement of Purpose)
 - iii) Effective Reading techniques, analyzing feedback and giving inputs.
 - iv) Writing proposals for projects

Learning Outcomes

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

Suggested Readings

- 1) Murphy, Raymond. *Essential English Grammar*. Cambridge University Press
- 2) Hewings, Martin. *Advanced English Grammar*. Cambridge University Press
- 3) Stanton, Nicky. *Mastering Communication* (5th Edition). Macmillan
- 4) Dalmar, Fisher. *Communication in Organisation*. West Pub.
- 5) Kilian, Crawford. *Writing for the Web*. Self-Counsel Press
- 6) Kallos, Judith. *Email Etiquette Made Easy*.

S.Y.B.A.
Semester IV

ENA 104: Advanced Communication English 2.2 (C.C.)

No. of Credits: 04

Objectives

- 1) To develop the skills of interpretation and critical appreciation of poetry.
- 2) To help the learners to improve basic grammar, vocabulary skills and develop their comprehension abilities.
- 3) To help the students to develop writing skills.
- 4) To provide an introduction to the idea of creative writing.
- 5) To develop the habit of editing skills.

Course Content

- 1) Report writing –
 - i) Investigative and Feasibility Reports
 - ii) Appraisal Reports
- 2) Making a presentation with audio visual aids
- 3) English Idioms & Phrasal Verbs
- 4) Identifying and correcting grammatical errors
- 5) Interpretation, appreciation and critical evaluation of poetry
- 6) Editing: Students to practice editing skills on prose passages

Learning Outcomes

At the end of the course the learner –

- a) Will be able to speak and write clearly in standard, academic English.
- b) Will use critical concepts and categorize with clarity
- c) Will read any unfamiliar literary texts.
- d) Will be able to practice editing skills on prose passages.

Suggested Readings

- 1) Bhaskaran, M. and Horsburgh, D. *Strengthen Your English*. Oxford University Press, Delhi 1973.
- 2) Bhatia, R. C. *Business Communication*. Ane Books Pvt Ltd, New Delhi.
- 3) Business English, Pearson, Delhi, 2008.
- 4) ed. Chadha, Tara and Others *Foundation English, Book II and III*. Publication Division, Delhi University.
- 5) Doctor & Doctor. *Principles and Practice of Business Communication*. Seth Publishers, 2014.
- 6) *English at the Workplace Part I*, Macmillan, Delhi, 2008.
- 7) *Everyday English II* (Foundation 2006).
- 8) *Fluency in English Part I*, Macmillan, Delhi, 2005.
- 9) *Fluency in English Part II*, Oxford University Press, Delhi, 2006.

- 10) ed. Dr. Mishra, Gauri, Dr.Kaul, Ranjana, Dr. Biswas, Barat. *Language through Literature*. Primus Books, Delhi, 2015.
- 11) Hewing, Martin. *Advanced English Grammar*. Cambridge UP, 2010.
- 12) *Language, Literature and Creativity*, Orient Blackswan, 2013.
- 13) Lesikar, R.V. & Flatley, M.E. *Basic Business Communication Skills for Empowering the Internet Generation*, Tata McGraw Hill Publishing Company Ltd. New Delhi.
- 14) Ludlow, R. & Panton, F. *The Essence of Effective Communications*, Prentice Hall of India Pvt. Ltd., New Delhi.
- 15) Murphy, Raymond. *Essential English Grammar*, 2nd Ed, Cambridge University Press, Cambridge, 2007.
- 16) Murphy, Raymond. *Intermediate English Grammar*, 2nd Ed, Cambridge University Press, Cambridge, 2012.
- 17) Scot, O. *Contemporary Business Communication*. Biztantra, New Delhi.
- 18) ed. Sood, S.C. et al. *Developing Language Skills-1*. Spantech, Delhi 1991
- 19) ed. by Varma, Promodini and Others *English at the Workplace Parts 1 and 2*. Oxford University Press, 2006.

S.Y.B.A.
Semester IV

**ENC 104: British Poetry and Drama: 17th and 18th Centuries
(DSC 2B)**

No. Of Credits: 04

Objectives

- To comprehend the history and culture of Britain with the help of the prescribed texts
- To understand the status of women in that era
- To understand the impact of religion on literature
- To explore the genres like mock-epic, comedy of manners etc.
- To appreciate the British Poetry and Drama of the period between 17th and 18th Centuries

Course Content

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

Suggested Topics and Background Prose Readings for Class Presentations Topics:

Religious and Secular Thought in the 17th Century
The Stage, the State and the Market
The Mock-epic and Satire
Women in the 17th Century
The Comedy of Manners

Learning outcomes

By the end of the course, the students would be acquainted with

- The religious, political and cultural history of Britain
- The genres like mock-epic, comedy of manners etc.
- The Poetry and Drama written by some eminent British writers between 17th and 18th Centuries

Suggested Readings

- 1.The Holy Bible, Genesis, chaps. 1–4, The Gospel according to St. Luke, chaps. 1–7 and 22–4.
- 2.Niccolo Machiavelli, The Prince, ed. and tr. Robert M. Adams (New York: Norton, (1992) chaps. 15, 16, 18, and 25.
- 3.Thomas Hobbes, selections from The Leviathan, pt. I (New York: Norton, 2006) chaps 8, 11, and 13.
- 4.John Dryden, ‘A Discourse Concerning the Origin and Progress of Satire’, in The Norton Anthology of English Literature, vol. 1, 9th edn, ed. Stephen Greenblatt (New York: Norton 2012) pp. 1767–8.

S.Y.B.COM.

Semester IV

Mass Communication (G.E.)

No. of Credits: 04

Objectives

- 1) To acquaint the students with concepts and principles of Mass Communication.
- 2) To provide exposure to new and evolving techniques of reporting, editing and production of radio, television and development communication.

Course Content

Unit I: Principles of Mass Communication

Nature and Process of human communication – Functions of communication – Verbal and non verbal communication – Communication Models - Nature and Process of Mass Communication.

Unit II: Development of Media

Print : Language and society- Early communication system in India- Newspapers and magazine in the 19th century in India – Birth of the Indian Language Press - The Indian Press and Freedom Movement – Journalism in Indian Language – The Press in India after –Independence – Social Issues.

Radio: Development of Radio as a medium of mass communication –Emergence of AIR – Commercial broadcasting- FM

Television : Development of Television as a medium of Mass Communication – Historical Perspective of Television in India- Satellite and Cable television in India

Films: Early efforts- Films as a Mass Medium- Historical Development of Indian Films –Silent era- Indian Cinema after Independence- Parallel Cinema/ Commercial cinema- Documentaries- Issues and Problems of Indian Cinema.

Unit III: Radio and Television Journalism

Radio Journalism- Newsreel and Current affairs program –Formats of radio programs-Writing for Radio- Spoken language writing –Writing for programs- Writing for Radio commercials- Illustrating copy with sound effects- Structuring radio copy –Writing headlines, teasers and promos- Radio Reporting – e- reporting – Voice despatches- Structuring a radio report- News capsuling and radio commentary – Voice training – Moderating techniques for radio discussion programs.

Television Journalism and Production: Visual Communication-Writing for Television-TV news writing-Writing for television programs-Television reporting –Television news editing- Television anchoring

Unit IV : Development Communication

Concept of development –Meaning, concept and process of development communication – Agricultural communication and rural development- Development support communication- Development and rural extension agencies- Writing Development message for rural audience.

Learning Outcomes

- 1) Develop the professional ability to communicate information clearly and effectively in all kinds of environment and contexts.
- 2) Demonstrate practical skills of various types of media writing, reviews, reports, programmes and discussions.
- 3) Demonstrate their familiarity with the new media, its techniques, and practices of social media.
- 4) Critically analyse the ways in which the media reflects, represents and influences the contemporary world
- 5) Identify avenues for a career in print and electronic media.

Suggested Readings

- 1) Keval J. Kumar, *Mass Communication in India*, Vikas Publication New Delhi, 1994.
- 2) Denis McQuail, *Mass Communication Theory*, Third Edition, Sage Publication, 1994.
- 3) Warren K. Agee, *Introduction to Mass Communication*, New York, 1960.
- 4) Hasan S., *Mass Communication : Principles and Concepts*, 2nd Ed., CBS Publishers and Distributors Pvt Ltd., 2016
- 5) Virbala Aggarwal, V S Gupta, *Handbook of Journalism and Mass Communication*, Concept Publishing Company, 2001.
- 6) Dipankar Sinha, *Development Communication*, Orient Black Swan, New Delhi, 2013.
- 7) Santosh Debnath, *A GuideBook of Television and Radio Journalism*, Dey's Publishing, Kolkata, 2014.
- 8) R K Ravindran, *Handbook of Radio, TV and Broadcast Journalism*, Anmol Publications, New Delhi, 2007.

T.Y.B.A.
Semester V

ENC 105 : American Literature

No. Of Credits: 04

Objectives:

- To comprehend the history and culture of America with the help of the prescribed texts
- To understand the idea and the implications of the American Dream
- To grasp the ethos of Black America including folklore elements
- To appreciate the quintessential American poetry

Course Content:

Unit 1. Drama

Tennessee Williams: *The Glass Menagerie*

Unit 2. Novel

Toni Morrison: *Beloved*

Unit 3. Short Story

1. Edgar Allan Poe: 'The Purloined Letter'
2. F. Scott Fitzgerald: 'The Crack-up'
3. William Faulkner 'Dry September'

Unit 4. Poetry

1. Anne Bradstreet: 'The Prologue'
2. Walt Whitman: Selections from Leaves of Grass:
 - i. 'O Captain, My Captain'
 - ii. 'Passage to India' (lines 1–68)
3. Sherman Alexie:
 - i. 'Crow Testament'
 - ii. 'Evolution'

Learning Outcome:

By the end of the course, the students would be acquainted with

- the historical, political, social and cultural aspects of America from its early beginnings to the modern contemporary times.
- The American Dream
- Social Realism and the American Novel
- Folklore and the American Novel
- Black Women's Writings
- Questions of form in American Poetry

Suggested Readings

1. Brown, John Russell, editor. *American Theatre*. Edward Arnold, 1967.
 2. Brown, John Russell. *American Poetry*. Edward Arnold.
 3. Cambon, Glauco. *The Inclusive Flame Studies in Modern American Poetry*. Popular Prakashan, 1969.
 4. Chase, Richard. *The American Novel and its Tradition*, Double Day, 1957.
 5. Crevecoeur, Hector St John. "What is an American" (Letter III) in *Letters from an American Farmer*, Penguin, 1982, pp. 66–105.
 6. Douglass, Frederick. *A Narrative of the life of Frederick Douglass*, Penguin, 1982, chaps. 1–7, pp. 47–87.
 7. Emerson, Ralph Waldo. "Self Reliance", in *The Selected Writings of Ralph Waldo Emerson*, ed. with a biographical introduction by Brooks Atkinson. The Modern Library, 1964.
 8. Gould, Jean. *Modern American Playwrights*. Popular Prakashan, 1969.
 9. Horton, Rod, editor. *Background of American Literary Thought*. Prentice Hall, 1974.
 10. Hoffman, Daniel, editor. *Harvard Guide to Contemporary American Writing*. Oxford University Press, 1979.
 11. Matthiessen, F. O.. *American Renaissance*. Oxford University Press, 1941.
 12. Morrison, Toni. "Romancing the Shadow", *Playing in the Dark: Whiteness and Literary Imagination*. Picador, 1993, pp. 29–39.
 13. Pearce, Roy H.. *The Continuity of American Poetry*. Princeton University Press, 1979.
 14. Thoreau, Henry David. "Battle of the Ants" excerpt from "Brute Neighbours", in *Walden* OUP, 1997 chap. 12.
 15. Weinberg, Helen, *The New Novel in America-The Kafkan Mode in Contemporary Fiction*. Cornell University Press, 1970.
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T.Y.B.A.

Semester V

END 103 : Modern Indian Writing in English Translation

No. Of Credits: 04

Objectives:

- To explore and understand the aesthetics of translation.
- To study, through representative texts, the nodal thematic preoccupations and trends like caste, gender and resistance in Modern India.
- To explore through primary texts select linguistic regions and languages of India.
- To study the development of different forms of literatures in the Indian context through representative texts.

Course Content:

Unit 1: Short Stories

1. Premchand "The Shroud"
2. IsmatChughtai "The Quilt"
3. Gurdial Singh "A Season of No Return"
4. Fakir Mohan Senapati "Rebati"

Unit 2: Novel

1. G. Kalyan Rao *Untouchable Spring*

Unit 3: Poetry

1. Rabindranath Tagore "Light, Oh Where is the Light?"
"When my Play was with thee"
2. G.M. Muktinodh "The Void"
"So Very Far"
3. Amrita Pritam "I Say Unto Waris Shah"
4. Thangjam Ibopishak Singh "Dali, Hussain, or Odour of Dream, Colour of Wind"
"The Land of the Half-Humans"

Unit 4: Drama

1. Dharamveer Bharati *Andha Yugh*

Learning Outcomes:

By the end of the course the students should be able to

- appreciate critically the different literatures of India
- identify the unique stylistic elements and thematic concerns that are prevalent in Modern Indian Writings in English translation.

Suggested Readings

1. Ambedkar, B. R. "Annihilation of Caste." *Dr. Babasaheb Ambedkar: Writings and Speeches*. Vol. 1. Education Department, Government of Maharashtra, 1979.
2. Bharati, Dharamveer. *Andha Yuga*. Alok Bhalla, Translator. OUP, 2009.
3. Chughtai, Ismat. "The Quilt." *Lifting the Veil: Selected Writings of Ismat Chughtai*. M. Assaduddin, Translator. Penguin Books, 2009.
4. Devy, G. N. "Introduction to After Amnesia." *The G. N. Devy Reader*. Orient Black Swan, 2009. 1-5.
5. Mukherjee, Sujit. "A Link Literature for India." *Translation as Discovery*. Orient Longman, 1994. 34-45.
6. Muktibodh, G. M. "So Very Far." *The Oxford Anthology of Modern Indian Poetry*. Vinay Dharwadker and A. K. Ramanujan, Editors. Vishnu Khare and Adil Jussawalla, Translators. OUP, 2000.
7. Muktibodh, G. M. "The Void." *The Oxford Anthology of Modern Indian Poetry*. Vinay Dharwadker and A. K. Ramanujan, Editors. Vinay Dharwadker, Translator. OUP, 2000.
8. Premchand. "The Shroud." *Penguin Book of Classic Urdu Stories*. M. Assaduddin, Editor. Viking, Penguin India, 2006.
9. Pritam, Amrita. "I Say Unto Waris Shah." *Modern Indian Literature: An Anthology, Plays and Prose, Surveys and Poems*. K. M. George, Editor. Tasneem N.S., Translator. Vol. 3. Sahitya Akademi, 1992.
10. Rao, G. Kalyan. *Untouchable Spring*. Alladi Uma and M. Sridhar, Translators. Orient Black Swan, 2010.
11. Senapati, Fakir Mohan. "Rebati." *Oriya Stories*. Vidya Das, Editor. Kishori Charan Das, Translator. Srishti Publishers, 2000.
12. Singh, Gurdial. "A Season of No Return." *Earthly Tones*. Rana Nayar, Translator. Fiction House, 2002.
13. Singh, Namwar. "Decolonising the Indian Mind." *Indian Literature*. Harish Trivedi,

- Translator. Vol. 35. SahityaAkademi, Sept.-Oct. 1992. 145-156.
14. Singh, ThangjamIbopishak. "Dali, Hussain, or Odour of Dream, Colour of Wind." *The Anthology of Contemporary Poetry from the Northeast*. Robin S. Ngangom, Translator. NEHU, 2003. 20
 15. Singh, ThangjamIbopishak. "The Land of the Half-Humans." *The Anthology of Contemporary Poetry from the Northeast*. Robin S. Ngangom, Translator. NEHU, 2003.
 16. Tagore, Rabindranath. *Gitanjali: Song Offerings*. William Radice, Translator. Penguin Books, 2011.

T.Y.B.A.
Semester VI

ENC 108 : Postcolonial Literatures

No. Of Credits: 04

Objectives:

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

Course Content:

Unit 1: Novel

Chinua Achebe. *Things Fall Apart*

Unit 2: Novel

Gabriel Garcia Marquez. *Chronicle of a Death Foretold*

Unit 3: Short-story

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

Unit 4: Poetry

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

Learning Outcomes:

At the end of the course students should be able to discern the Postcolonial trends and issues such as

- De-colonization, Globalization and Literature
- Literature and Identity Politics
- Writing for the New World Audience

- Region, Race, and Gender
- Postcolonial Literatures and Questions of Form

Suggested Readings

1. Fanon, Franz, “The Negro and Language”, *Black Skin, White Masks*, tr. Charles Lam Markmann, Pluto Press, 2008 pp. 8–27.
2. Marquez, Gabriel Garcia. Nobel Prize Acceptance Speech, *Gabriel Garcia Marquez: New Readings*, ed. Bernard McGuirk and Richard Cardwell, Cambridge University Press, 1987.
3. Thiong’o, Ngugiwa. “The Language of African Literature”, *Decolonising the Mind*, (James Curry, 1986, chap. 1, sections 4–6.

T.Y.B.A. **Semester VI**

END 108 : World Literatures

No. Of Credits: 04

Objectives:

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

Course Content:

Unit 1:Novella

Antoine De Saint-Exupery. *The Little Prince*.

Unit 2:Novel

V.S. Naipaul. *A Bend in the River*.

Unit 3:Drama

Marie Clements. *The Unnatural and Accidental Women*.

Unit 4:Poetry

Judith Wright. ‘Bora Ring’

Gabriel Okara. ‘The Mystic Drum’

KishwarNaheed. ‘The Grass is Really Like Me’

Shu Ting. ‘Assembly Line’

Jean Arasanayagam. ‘Two Dead Soldiers’

Learning Outcome:

By the end of the course the students will be

- familiar with the idea, themes, techniques and styles of World Literature
- acquainted with significant world novelists, playwrights and poets, during the 20th and 21st centuries.

- appreciate concepts like Memory, Displacement, Diaspora, Hybridity, Race and Culture
- interpret adult reception of Children's Literature
- explore Aesthetics and Politics in Poetry

Suggested Readings

1. Damrosch, David. *How to Read World Literature?* Wiley-Blackwell, 2009. pp. 1–64, 65–85.
2. Lawall, Sarah. Preface and Introduction. *Reading World Literature: Theory, History, Practice*. University of Texas Press, 1994. pp ix– xviii, 1–64.
3. Moretti, Franco. “Conjectures on World Literature”, *New Left Review*. vol.1, 2000.
4. Theo D'haen, et al, eds. Introduction. *World Literature: A Reader*. Routledge, 2012.