



**Central University of Himachal Pradesh**

(ESTABLISHED UNDER CENTRAL UNIVERSITIES ACT 2009)

Dharamshala, Himachal Pradesh-176215



# **NAAC Criterion-I**

## **Key Indicator – 1.1.3**

**Syllabus copies of the courses highlighting the focus on employability/ entrepreneurship/ skill development along with their course outcomes**

## **1.1.3 Evidences**



**Central University of Himachal Pradesh, Dharamshala,  
Kangra**



# Central University of Himachal Pradesh

(ESTABLISHED UNDER CENTRAL UNIVERSITIES ACT 2009)

Dharamshala, Himachal Pradesh-176215



## DEPARTMENT OF ENGLISH

### INDEX

S. No.	Description
1	Syllabus copies of the courses highlighting the focus on employability/ entrepreneurship/ skill development along with their course outcomes.

## MA in English Language and Literature

### Programme Specific Outcomes

- The students are introduced to different literatures of the countries including India, England, Africa, America, Australia and so on to make their learning holistic and balanced.
- One particular course on Dissertation is specifically offered in the Fourth Semester to orient the students in writing formal language and approach a topic from a theoretical perspective.
- It aims at deepening the students' understanding of a particular text and tutors them in enhancing their analytical skills.
- Making classroom presentations is also an inseparable part of MA in each semester and efforts are made to find out the weak areas/points of the students and make them learn the skills to overcome the same.
- Apart from this, the students learn through classroom discussions and interactive sessions. Since the Research Scholars' pre-PhD synopsis seminars and pre-PhD Submission seminars and viva-voce examinations are held in an open mode in the seminar hall, students are encouraged to ask questions. In this way, they are made to learn in a fear-free academic ambience in the Department.
- Active participation in all such learning activities makes MA in English Language and Literature one of the most sought after courses in the university and the students' understanding of different subjects, courses, and language skills gets considerably enhanced.

### Programme Outcomes

- Masters Programme in English Language and Literature aims at honing the students' skills through an intense training in varied ways.
- The students are encouraged to engage with the major genres/forms of English literature and develop basic skills required for close reading and also critical thinking of the texts as well as major concepts.

- Text-reading has been made a compulsory component of Continuous Evaluation System to make the students connect with the context.
- Various courses offered in MA English aim at preparing the students for NET, SET, JRF and other teaching professions, especially at college and university level.



## CENTRAL UNIVERSITY OF HIMACHAL PRADESH

[Established under the Central Universities Act 2009]

PO Box: 21, Dharamshala, District Kangra - 176215 (HP)

[www.cuhimachal.ac.in](http://www.cuhimachal.ac.in)

Department of English

**Course Name: Literature, Empathy, and Human Making**

**Course Code: EEL 443**

**Credits: 2**

**Course Instructor: Dr. Hem Raj Bansal**

**Credits Equivalent:** One credit is equivalent to 10 hours of lectures/ organized classroom activity/ contact hours; 5 hours of laboratory work/ practical/ field work/ Tutorial/ teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/ dissertation/ thesis; seminars, etc.)

**Course Outcomes:** This course will sensitize the students about various societal issues. The course contents in the syllabus will make them understand deeply the meaning of being human and how we must have the qualities of empathy for our fellow human beings. In order to have a better and peaceful world, we need to have sensitive, kind individuals, and this course makes sure that the students become better human beings and harmony is created in the society.

### **Attendance Requirements:**

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is mandatory failing which a student may not be permitted to appear in examination.

### **Evaluation Criteria:**

Mid Term Examination: 20

End Term Examination: 60  
Continuous Internal Assessment: 20

### **Unit I: Introduction (4hrs)**

Defining Literature, Empathy, Human

Difference between Humans and Beasts and/or Machines

Characteristics of humans: Motivation, Choices, Beliefs, Concern for Environment

Literature as a tool to understand Empathy and Humanity

#### **Texts:**

Hadley Cantril: "The Qualities of Being Human" [Essay]

Anton Chekov: "The Bet" [Short Story]

### **Unit II: Human Making: Motivation (4hrs)**

Characteristic of Human: Motivation

Defining Motivation

Kinds of Motivation:

- a. Pragmatic
- b. Spiritual

Motivation as depicted in Literature

Necessity of Motivation

Empirical vs. Transcendental

Love vs. Duty

#### **Texts:**

P.B. Shelley: "Ozymandis" [Poem]

O. Henry: "After Twenty Years" [Short Story]

### **Unit III: Nature of Choice (4hrs)**

Characteristic of Human: Choice

Kinds of Choice:

- a. Traditional
- b. Individualistic

Choice as depicted in Literature

Necessity of Choice

Identity vs. Individuality

Individualism vs. Collectivism

Man vs. Machine

**Texts:**

Chinua Achebe: "Marriage is a Private Affair" [Short Story]

Ridley Scott: *Blade Runner* [Film]

Rudyard Kipling: "If" [Poem]

**Unit IV: Nature of Faith (4hrs)**

Characteristic of Human: Faith

Defining Faith

Kinds of Faith:

- a. Reason
- b. Instinct

Faith as depicted in Literature

Necessity of Faith

Freedom of Thought

Reason vs. Instinct

Rational vs. Spiritual

**Texts:**

H.G. Wells: "The Country of the Blind" [Short Story]

Rabindranath Tagore: "Where the Mind is without Fear" [Poem]

**Unit V: Nature of Environment (4hrs)**

Characteristic of Human: Environment

Defining Environment

Kinds of Environment:

- a. Internal
- b. External

Environment and Literature

Human concern for Environment

Nature vs. Mindscapes

Empathy and Harmony

Conclusion

**Texts:**

Gieve Patel: "On Cutting a Tree" [Poem]

Ray Bradbury: "There will Come Soft Rains" [Short Story]

Robert Frost: "Mending Wall" [Poem]

**Primary Sources:**

1. Cantril, Hadley. "The Qualities of Being Human." *American Quarterly*. 6:1 (Spring 1954) 3-18. Print.
2. Rees, R.J. "Why we Study Literature". *English Literature: An Introduction to Foreign Readers*. 1973. Delhi: Macmillan, 1982. 1-19. Print.
3. Chekhov, Anton. "The Bet". 1889. *East of the Web*. N.P. N.D. Web. 7 August 2015.
4. Shelley, P.B. "Ozymandias". 1818. *The Golden Treasury*. Ed. Francis Palgrave. London: Macmillan, 1875. 246. Print.
5. Henry, O'. "After Twenty Years." *Americanenglish.state.gov*. N.P. N.D. Web. 14 August 2015.
6. Achebe, Chinua. "Marriage is a Private Affair." *Readwritework.weebly*. N.P. 1 January 2004. Web. 23 August 2015.
7. *Blade Runner*. 1982. Dir: Ridley Scott. Perf: Harrison Ford, Rutger, Hauer. Warner Bros: 1982. DVD.
8. Kipling, Rudyard. "If". 1895. *Poem hunter*. N.P. 21 November 2009. Web. 16 August 2015.
9. Wells, H.G. "The Country of the Blind." 1904. *Onlineliterature*. N.P. N.D. Web. 20 August 2015.
10. Tagore, Rabindranath. "Where the Mind is Without Fear." *Allpoetry*. N.P. N.D. Web. 24 August 2015.
11. Patel, Gieve. "On Killing a Tree." *Englishforstudents*. N.P. N.D. Web. 1 September 2015.
12. Bradbury, Ray. "There will come soft rains." 1989. *Gs.cidsnet*. N.P. N.D. Web. 2 September 2015.



13. Frost, Robert. "Mending Wall". 1914. *Poetryfoundation*. N.P. N.D. Web. 28 August 2015.



**CENTRAL UNIVERSITY OF HIMACHAL PRADESH**  
[Established under the Central Universities Act 2009]  
PO Box: 21, Dharamshala, District Kangra - 176215 (HP)  
[www.cuhimachal.ac.in](http://www.cuhimachal.ac.in)

**Course Code:** EEL 423

**Course Name:** Literary Theory from Aristotle to T. S. Eliot

**Course Instructor:** Roshan Sharma

**Credits-4**

**Credits Equivalent:** One credit is equivalent to 10 hours of lectures/ organized classroom activity/ contact hours; 5 hours of laboratory work/ practical/ field work/ Tutorial/ teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/ dissertation/ thesis; seminars, etc.)

**Course Objective:** The course is designed to make students understand meaning, nature and history of literary criticism from Aristotle to T. S. Eliot to make students understand the importance of literary criticism in view of how it foregrounds modern and contemporary literary theory.

**Course Outcome:** At the end of the course, students will be able to understand the meaning and significance of classical (Greek and Roman) literary criticism along with English criticism. Moreover, they will have developed a clear understanding of the basic principles of literary criticism along with that of the select essays by critics/theorists such as Aristotle, Sidney, Dryden down to T.S. Eliot'. Additionally, key critical/literary terms will become easier for them to understand as well as explain as and when required.

**Attendance Requirements:**

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is mandatory failing which a student may not be permitted to appear in examination.

**Evaluation Criteria:**

Mid Term Examination: 40

End Term Examination: 120

Continuous Internal Assessment: 40

**Course Content:**

**UNIT – I: Introduction**

**(12 Hours)**

Ancient Greek Criticism [Plato & Aristotle (*Poetics*)]

Greek and Latin Criticism during the Roman Empire [Horace, Longinus]

**UNIT – II: The Early Modern Period (Background) (12 Hours)**

Sir Philip Sidney (*The Defence of Poesy*)

John Dryden (*An Essay on Dramatic Poesy*)

**UNIT – III: The Earlier Nineteenth Century and Romanticism**

**Introduction to Modern Period (12 Hours)**

William Wordsworth (Preface to *Lyrical Ballads*)

Samuel Taylor Coleridge [*Biographia Literaria* (Excerpts)]

**Unit – IV: The Later Nineteenth Century (12 Hours)**

Matthew Arnold ('The Function of Criticism at the Present Time')

Walter Pater (Preface to 'Studies in the History of the Renaissance')

**Unit – V: The Twentieth Century (12 Hours)**

T.S. Eliot ('Tradition and the Individual Talent')

Summation

**Prescribed Text Books:**

1. Leitch, Vincent B, et al, eds. *The Norton Anthology of Theory and Criticism*. New York: W. W. Norton, 2010.

**Suggested Reading:**

1. Abrams, M. H. *Glossary of Literary Terms*. Boston: Wadsworth, 2012.
2. Bennett, Andrew and Nicholas Royale. *Introduction to Literature, Criticism and Theory*. Delhi: Pearson, 2008.
3. Barry, Peter. *Beginning Theory*. Manchester: Manchester UP, 2002.
4. Cuddon, J.A. Cuddon. *Dictionary of Literary Terms and Theory*. London: Penguin, 1999.
5. Habib, M. A. R. (2008). *A History of Literary Criticism and Theory: A History*. Blackwell Publishing, Delhi, 2008.
6. Prasad, B. *An Introduction to English Criticism*. Delhi: Trinity, 2014.



**CENTRAL UNIVERSITY OF HIMACHAL PRADESH**

[Established under the Central Universities Act 2009]

PO Box: 21, Dharamshala, District Kangra - 176215 (HP)

**Course Code:** EEL 483  
**Course Name:** Romanticism & Victorianism  
**Course Instructor:** Dr. Hem Raj Bansal  
**Credits:** 4

**Credits Equivalent:** (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

**Course Objective:**

- To understand the role and nature of Romantic imagination – new themes and techniques and the role of the individual in a liberal space
- To show how the Romantic poets, novelists and essayists enlarged the scope of literature by drawing on the philosophy of Rousseau
- Make students understand the characteristic features of Victorianism
- Show the extent of Victorianism
- Enable them to think and work on research topics based on Victorian Literature
- Make students familiar with the Art for Art's Sake Movement
- Highlight the significance of the Emergence of the New Woman
- Tell them the parallel emergence of Indian literature

**Course Outcomes:** After the successful completion of this course, the student will be able to identify the literary tendencies of the Romantic Age and the Victorian Age. These literatures will make them understand the importance of common man and the high value attached to him during the Romantic Age. It will simultaneously sensitize them about the dignity of individuals by studying various issues during the Victorian Age. Child labour and female exploitation in the factories, and lack of social reforms show how these people suffered in the Victorian Age and how efforts were made to ameliorate their lot.

**Attendance Requirements:**

Students are expected to attend all lectures in order to be able to fully benefit from the course.

A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

### **Evaluation Criteria:**

1. Mid Term Examination: 40
2. End Term Examination: 120
3. Continuous Internal Assessment: 40

### **Course Contents:**

#### **UNIT – I: Introduction to the Period (6 hours)**

- Beginnings of Romanticism
- Salient Features of Romanticism
- Rousseau’s Notion of Natural Man and the Origin of Inequality
- The French Revolution
- The Characteristics of the Victorian Period

#### **Texts:**

#### **UNIT –II: Poetry: Romantic Age (9 hours)**

#### **Texts:**

- Robert Burns: “To a Mouse”
- William Wordsworth – ‘The Solitary Reaper’
- Samuel Taylor Coleridge – ‘Kubla Khan’
- John Keats – ‘Ode to a Nightingale, ‘Ode on a Grecian Urn’
- P.B. Shelley – ‘England in 1819’,

#### **UNIT – III: Poetry: Victorian Age (8 hours)**

- Thomas Hood: “The Song of the Shirt” [Poem]
- Bankim Chandra Chatterjee: “Hail to the Mother”
- Rudyard Kipling- ‘The White Man’s Burden’ [Poem]”
- Henry Derozio – “To India – My Native Land” [Poems]

#### **UNIT-IV: Fiction/Drama (12 hours)**

- George Bernard Shaw: *Pygmalion*
- Mary Shelley: *Frankenstein*
- Introduction to Women Novelists

#### **UNIT-V Essays, Short Stories (5 hours)**

- William Hazlitt – “Why the Distant Objects Please?”
- Henry Lawson – “A Neglected History” [Essay]
- Thomas Hardy- “An Imaginative Woman” [Short Story]

### Prescribed Text Books:

1. Chesterton, G.K. *The Victorian Age in Literature*. New York: Henry Holt, 1913. Web.
2. Keynes, Geoffrey, ed. (2004). *Selected Essays of William Hazlitt 1778 to 1830*. Kessinger Publishing House, Montana.
- 3.
4. Stedman, Edmund Clarence, ed. *A Victorian Anthology, 1837–1895*. Cambridge: Riverside Press, 1895. Web.
5. Landow, George. “Victorian and Victorianism”. *Victorianweb*. N.p. 2 August 2009. Web. 2 December 2013. Web.
6. Shaw, George Bernard. *Pygmalion*. Gutenberg. Web. 28 June 2013.

### Suggested Reading:

1. Abrams, M.H. *Glossary of Literary Terms*. Boston: Wadsworth, 2012.
2. Avery, Gillian. *Victorian People in Life and Literature*. London: Collins; New York: Holt, Rinehart, and Winston, 1970.
3. Himmelfarb, Gertrude. *The Idea of Poverty: England in the Early Industrial Age*. New York: Knopf, 1984.
4. McLeod, Hugh. *Religion and the People of Western Europe: 1789-1970*. Oxford: OUP, 1981.
5. Ashley, Leonard R.N. ed. *Nineteenth-Century British Drama*. NY: Scott, Foresman, 1967.
6. Adams, James Eli. *A History of Victorian Literature*. West Sussex: Wiley-Blackwell, 2012. Print.
7. [Abrams](#), M. H. (1973). *Natural Supernaturalism: Tradition and Revolution in Romantic Literature*. W.W. Norton & Company, New York.
8. Curran, [Stuart \(1993\)](#). *The Cambridge Companion to British Romanticism*. Cambridge University Press, Cambridge. Johanna M.Smith. Ed. *Frankenstein : Case Studies in Contemporary Criticism*. Bedford/St. Martin 2<sup>nd</sup> edition, 2000.
9. Huntington, Williams. *Rousseau and Romantic Autobiography*. OUP. 1983.

## **Course Outcome of the Taught Course**

**(Autumn 2020 to Autumn 2021)**

**Name of Teacher: Dr. Suman Sharma**

### **Semester I**

**Name of the Programme: BA Economics Hons. B.Sc. Physics Hons.**

**Name of the Course: Functional and Communicative Skills in English**

**Course Code: EEL 110**

**Credits: 4**

#### **Course Outcome:**

The students were able to know about the: importance of Organs of Speech in production of vowels, Consonants and Diphthongs; transcribe simple words and able to pronounce some basic words in English. The difference between classification of vowels and consonants according to grammatical, linguistic and phonetic terms. Transformation of sentences were added to their ability; in which they were able to transform sentences from one grammatical form to another. Know about consonant cluster and how to structure words in terms of vowel consonant orientation. Students were also given an insight into various kind of English language spoken in the world. The students were able to read and write certain literary passages/ poems on the given topics.

**Credit Equivalents:** (One credit is equivalent to 10 hours of lectures/organized classroom activities/contact hours; 5 hours of laboratory work/practical/field work/Tutorial/teacher-led activities and 15 hours of other workload such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/field work; writing of papers/projects/dissertation/thesis; seminars, etc.)

#### **Course Objectives**

The course is designed

- to improve the student's accuracy and fluency in Spoken English as much as possible during the period of instruction
- to prepare the students to be more confident and active participants in all aspects of their program by developing their ability to use effective oral communication strategies throughout
- to develop enduring oral communication skills by the appropriate use of English in different situations and for different purposes cutting across the curriculum

## **Attendance Requirements**

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is mandatory failing which a student will not be permitted to appear in the examination.

## **Course Requirements**

All students registered in this course must comply with the following requirements.

- Attend classes regularly with active participation
- Speak only English in class and in all course activities
- Demonstrate substantial effort and progress in the development of oral communication skills in English necessary for academic success
- Fulfill other course requirements including meeting assignment deadlines and writing exams

## **Evaluation Criteria**

4. Mid Term Examination: 40
5. End Term Examination: 120
6. Continuous Internal Assessment: 40

## **Course Contents**

### **UNIT-I Basics of Phonetics (15 hours)**

- Speech Sounds (Vowels and Consonants) and Syllables
- Word-Stress and Intonation
- Homophones and Homographs
- Activities: Transcribing Commonplace/Simple English Words, of Words Often Mispronounced, Correct Pronunciation and Intonation Drills by Reading Short Poems and Prose Pieces Aloud, Practice of Pronunciation and Intonation through Individual Presentations; Word Formation (Roots, Prefixes, Infixes and Suffixes); List of Homophones, Homographs, and Homonyms; List of Words Often Confused; Parsing; Using Discourse Markers;

### **Unit-II Basics of Grammar (15 Hours)**

- Parts of Speech
- Articles
- Tenses
- Transformation of Sentences
- Subject-verb Agreement
- Modals and Semi-modals
- Voices and Narration
- Basic Punctuation: Rules and their Usage
- Activities: Interaction Based on Tenses and Sentence Transformation, Finding Out the Various Prepositions in a Given Essay, Sentence Making By Using Preposition and Articles,

Writing a Paragraph by Using Direct and Indirect Speeches, Group Conversation in Active and Passive Voices,

• **UNIT-III Vocabulary and Syntax** (10 hours)

- Synonyms, antonyms, one-word substitution
- Idioms, Proverbs and Phrasal Verbs
- Common Errors
- Activities: Use of New Words in the Same Idea, learning Meaning and Nuances of One Meaning, , Idiomatic Use of Language

**UNIT-IV Reading, Writing and Listening Skills** (10 hours)

- Slow, Speed and Fixed Reading
- Types and Traits of Good Listening
- Comprehension
- E-mail and letter writing
- Activities: Skimming and Scanning While Reading Short Passages, Assigning Poetry and Prose Passages to Read and Comprehend, Listening to Select Audio-Visual Clips/Abstracts of Literary Discourses and Movies, Interpersonal Communication Based on Reading and listening Exercises, Finding the Gist of Argument by Reading/Listening

**UNIT-V Improvisation-Based Communication** (10 hours)

- Debate and Group Discussion
- Personal Interview and Public Speaking
- Activities: Tech-Based Communication Including Power Point Presentations, Mock Interviews, Debate and Group Discussion on Selected Issues, Mock Press Conference, Impromptu Speaking, Prepared Speech, Story-Telling, Using Non-Verbal **Communication Skills While Speaking**

**Prescribed Text Book**

Mohan, Krishna, and Meera Banerji (2012). Developing Communication Skills. Macmillan, Delhi.

Further Readings

- 1) Bansal, R. K., et al. (2009). Spoken English. Orient Black Swan, Hyderabad.
- 2) Gangal, J.K. (2010). A Practical Course in Spoken English. PHI, New Delhi.
- 3) Konar, Nira (2010). Communication Skills for Professionals. PHI, New Delhi.
- 4) McCarthy, M., et al. (1999). English Vocabulary in Use: Upper-Intermediate & Advanced. Cambridge UP, Cambridge.



**Name of the Programme:** BA Economics Hons.

**Name of the Course:** Oral Communication Skills in English

**Course Code:** EEL 201

**Credits:** 2

**Course Outcome:**

Students were able to know about the basics of Phonetics. They were able to practice intonational drills by reading short poems and short stories given by the teacher. They were able to incorporate idioms and proverbs in their speech and know their relevance. The students could differentiate between root words, prefixes and suffixes and were introduced to the process of developing new words from the addition of affixes. Know the difference between Syllable and Phoneme and how to identify it the words. They were taught about how to remove the barriers in communication skills by developing effective communication skills. Special emphasis on non-verbal communication skills ensured enhancement in their personality. They were able to enhance their communication skills by learning about vocabulary Brainstorming, charades and pictorial descriptions.

**Credit Equivalents:** 02 Credits (One credit is equivalent to 10 hours of lectures/organized classroom activities/contact hours; 5 hours of laboratory work/practical/field work/Tutorial/teacher-led activities and 15 hours of other workload such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/field work; writing of papers/projects/dissertation/thesis; seminars, etc.)

**Course Objectives**

The course is designed

- to improve the student's accuracy and fluency in Spoken English as much as possible during the period of instruction
- to prepare the students to be more confident and active participants in all aspects of their program by developing their ability to use effective oral communication strategies throughout
- to develop enduring oral communication skills by the appropriate use of English in different situations and for different purposes cutting across the curriculum

**Attendance Requirements**

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is mandatory failing which a student will not be permitted to appear in the examination.

**Course Requirements**

All students registered in this course must comply with the following requirements.

- Attend classes regularly with active participation
- Speak only English in class and in all course activities
- Demonstrate substantial effort and progress in the development of oral communication skills in English necessary for academic success
- Fulfill other course requirements including meeting assignment deadlines and writing exams

## **Evaluation Criteria**

1. Mid-Term Examination: 20
2. End-Term Examination: 60
3. Continuous Internal Assessment: 20

## **Course Contents**

### UNIT-I Basics of Phonetics (4 hours)

- Speech Sounds (Vowels and Consonants) and Syllables
- Word-Stress and Intonation

Activities: Transcribing Commonplace/Simple English Words, List of Words Often Mispronounced, Correct Pronunciation and Intonation Drills by Reading Short Poems and Prose Pieces Aloud, Practice of Pronunciation and Intonation through Individual Presentations

### UNIT-II Vocabulary and Syntax (4 hours)

- Select Idioms, Proverbs and Phrasal Verbs
- Tenses and Transformation of Sentences

Activities: Word Formation (Roots, Prefixes, Infixes and Suffixes); List of Homophones, Homographs, and Homonyms; List of Words Often Confused; Parsing; Using Discourse Markers; Interaction Based on Tenses and Sentence Transformation, Idiomatic Use of Language

### UNIT-III Reading and Listening Skills (4 hours)

- Slow, Speed and Fixed Reading
- Types and Traits of Good Listening

Activities: Skimming and Scanning While Reading Short Passages, Assigning Poetry and Prose Passages to Read and Comprehend, Listening to Select Audio-Visual Clips/Abstracts of Literary Discourses and Movies, Interpersonal Communication Based on Reading and listening Exercises, Finding the Gist of Argument by Reading/Listening

### UNIT-IV Improvisation-Based Communication (4 hours)

- Debate and Group Discussion
- Personal Interview and Public Speaking

Activities: Tech-Based Communication Including Power Point Presentations, Mock Interviews, Debate and Group Discussion on Selected Issues, Mock Press Conference, Impromptu Speaking, Prepared Speech, Story-Telling, **Using Non-Verbal Communication Skills While Speaking**

### UNIT-V Language Games (4 hours)

- Dialogue Speaking and Vocabulary Brainstorming
- Charades and Pictorial Description

Activities: Organizing and Testing the Above and Related Games by Creating Different Situations, Role Playing, Snowball Story-Telling, etc.

### Prescribed Text Book

Mohan, Krishna, and Meera Banerji (2012). Developing Communication Skills. Macmillan, Delhi.

### Further Readings

- 1) Bansal, R. K., et al. (2009). Spoken English. Orient Black Swan, Hyderabad.
- 2) Gangal, J.K. (2010). A Practical Course in Spoken English. PHI, New Delhi.
- 3) Konar, Nira (2010). Communication Skills for Professionals. PHI, New Delhi.
- 4) McCarthy, M., et al. (1999). English Vocabulary in Use: Upper-Intermediate & Advanced. Cambridge UP, Cambridge.

**Name of the Programme: MA English**

**Name of the Course: Neo-Classicism**

**Course Code: EEL-406**

**Credits:4**

**Course Outcomes:**

Students were able to know about the chief characteristics of Neo-classical age through study of its major texts like: *The Rape of the Lock*, *The Vanity of Human Wishes*, *The Beggar's Opera* etc. They were able to differentiate between the Neo-classical age and the other periods of English literature. Key literary concepts of the age like: Heroic Couplet, Mock Heroic poetry, High and Low Burlesque were incorporated in their minds. They were able to learn about the political, social and literary condition of the time with the chief personalities of the age. The literary technique used by the writers of the age were learned by the students.

**Credit Equivalents:** (One credit is equivalent to 10 hours of lectures / organised classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

**Course Objective:** The course is designed to:  
understand the major traits of Neo-classicism with emphasis on rationalistic thought, moralistic tone and tenor of life, and refinement of expression.

**Attendance Requirements:**

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

**Evaluation Criteria:**

- Mid Term Examination: 40
- End Term Examination: 120
- Continuous Internal Assessment: 40

**Course Content:**

**UNIT – I: Introduction ( 6 Hours)**

- Pre Neo-Classical Period
- Restoration Period
- Characteristics of Restoration Period
- Restoration Drama
- Glorious Revolution and the move towards Neo-Classicism
- Introduction to the Neoclassical Age
- Social, political, intellectual and literary background of the Age
- Important authors, genres and literary themes and issues

**UNIT – II: Mock Epic**

Alexander Pope: *The Rape of the Lock* (1712)

**(10Hours)**

- Introduction: Author, Genre (Mock Epic) (1 lec)
- The Text: Alexander Pope's *The Rape of the Lock* ( 8 lec)

□ Critical Analysis/Interpretation (2 lec)

**UNIT – III: Ballad Opera (10**

**Hours)**

John Gay: *The Beggar Opera* (1728)

□ Introduction: Author, Genre (Ballad Opera) (1 lec)

□ The Text: *The Beggar Opera* (1728) (8 lec)

□ Critical Analysis/Interpretation (2 lec)

**UNIT – IV: Poetry (6**

**Hours)**

a) Dr. Samuel Johnson: □The Vanity of Human Wishes: The Tenth Satire of Juvenal Imitated □ (1749) (Satire)

□ Introduction: Author, Genre (Poetry, Satire) (1 lec)

□ The Text : Dr. Samuel Johnsons □The Vanity of Human Wishes: The Tenth Satire of Juvenal Imitated □ (1749) (4 lec)

□ Critical Analysis/Interpretation (1 lec)

**Unit – V: Prose Readings (8**

**Hours)**

a) Mary Astell: Selections from □Some Reflections on Marriage□ (1700) (Pamphlet)

b) John Dryden: □A Discourse Concerning Original and Progress of Satire(Criticism)

c) Joseph Addison and Richard Steele: □The Aims of The Spectator, from *The Spectator* (1711) (Periodical Essay)

d) Jonathan Swift- □A Modest Proposal for Preventing the Children of Poor People From Being a Burden to Their Parents or Country, and for Making Them Beneficial to the Publick□ (1729) (Satirical essay, Pamphlet)

□ Introduction: Author, Genre, Intellectual Context

□ The Text

□ Critical Analysis/Interpretation

**Prescribed Text Book:**

a. Abrams, M. H. ed. (2000). *The Norton Anthology of English Literature*. 7th ed. New York, London: W. W. Norton & Company.

---

**Semester II**

**Name of the Programme: BA Economics Hons.**

Name of the Course: **Analytical Skills in English**

Course Code: **EEL-112**

**Credits: 4**

**Course Outcome:**

Students were able to comprehend the different concepts and ideas of Critical Thinking like: logic, opinions, arguments, errors and fallacies, Judgmental thinking, process involved in Critical Thinking. Concepts such as Comfort Zone, Deductive and Inductive reasoning, fuzzy logics, Red Flags at the level of cognition and linguistic. Students were able to attempt textual analysis of literary and non-literary texts along with the strategies to gather reliable

information and ability to identify fake news. Other **skills** learned were: Attempting the content analysis, data interpretation and problem solving.

**Credit Equivalents:** (One credit is equivalent to 10 hours of lectures/organized classroom activities/contact hours; 5 hours of laboratory work/practical/field work/Tutorial/teacher-led activities and 15 hours of other workload such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/field work; writing of papers/projects/dissertation/thesis; seminars, etc.)

### **Course Objectives**

The course is designed

- **to improve the student's analytical skills, critical thinking, textual analysis skills.**
- to develop the ability to recognise authentic information
- **to develop problem solving and decision making skills**
- **to develop critical thinking skills, i.e. the ability to analyze ideas, question assumptions and assess arguments, with the aim of fostering independent thought**

### **Attendance Requirements**

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is mandatory failing which a student will not be permitted to appear in the examination.

### **Course Requirements**

All students registered in this course must comply with the following requirements.

- Attend classes regularly with active participation
- Speak only English in class and in all course activities
- Demonstrate substantial effort and progress in the **development of analytical skills in English necessary for academic success**
- Fulfill other course requirements including meeting assignment deadlines and writing exams

### **Evaluation Criteria:**

7. Mid Term Examination: 40
8. End Term Examination: 120
9. Continuous Internal Assessment: 40

### **Course Contents**

## Unit 1: Critical Thinking

15 hours

- i. Non-judgmental observation
- ii. Logical reasoning/argumentation
- iii. Multidimensional perspective
- iv. Research outlook

## Unit 2: Literary Aptitude

15 hours

- i. Textual/content analysis
- ii. Understanding context
- iii. Facts/data interpretation
- iv. Articulation and persuasion

## Unit 3: Dealing with Information 10 hours

- i. Accessing authentic information
- ii. Recognizing fake news
- iii. Locating misinterpretation/misrepresentation
- iv. Avoiding confirmation bias

## Unit 4: Problem Solving and Decision Making

10 hours

- i. Defining and ideating
- ii. Reflecting and empathizing
- iii. Innovation and creativity
- iv. Outcome-based approach

## Unit 5: Reasoning and Argument

10 hours

- i. Breaking down the arguments
- ii. Inductive arguments
- iii. Deductive arguments
- iv. Reconstructing real arguments

### Prescribed Text Book

Rutherford, Albert (2019). The Systems Thinker: Analytical Skills:Independently Published.

### Further readings

Rogers, Henrik (2019). Master Analytical Thinking. Independently Published.

---

**Name of the Programme: MA English**

**Name of the Course: Studying the Canon: Shakespeare**

**Course Code: EEL-418**

**Credits:4**

**Course Outcome:**

Students were able to identify with the major dramatist of English literature by reading the major Shakespearean texts like: *The Tempest*, *The Taming of Shrew*, *Julius Caesar*, *Henry VIII*. The students were able to know about the chief characteristics of Shakespearean Tragedy, Comedy and why Shakespeare became a prominent figure in the literary world. About Roman and other chronological plays of Shakespeare. Learn about the pre Shakespeare dramatists like University Wits and their characteristics features. They also learned about development of English Dramas through ages. The political and social history of the age. The chief characters of the Shakespearean Drama and issues related to rational and irrational ambiguities, concept of republic and post-colonial reading of the certain texts with special emphasis on relations between Caliban, Prospero and Miranda.

**Course Name:** Studying the Canon: Shakespeare

**Credits Equivalent:** (One credit is equivalent to 10 hours of lectures / organised classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

**Course Objective:** The course is designed to:

- Make students understand the characteristic features of Shakespeare's Works
- Show the extent of Shakespeare's Art and Criticism
- And enable them to think and work on research topics related to Shakespeare

**Attendance Requirements:**

Students are expected to attend all lectures to fully benefit from the course.

A minimum of 75% attendance is a must; failing which a student may not be permitted to appear in examination.

**Evaluation Criteria:**

- Mid Term Examination: 40
- End Term Examination: 120
- Continuous Internal Assessment: 40

**Course Content:**

**UNIT – I: Introduction (7 Hours)**

Socio-Political and Religious Scenario; Literary and Theatre Background; Mystery/Miracle Plays';

Interludes;Pre-Shakespearean Dramatists; Life & Works of William Shakespeare.

**Texts:**

Harold Bloom: "Shakespeare: Centre of the Canon" [Essay]

**UNIT – II: Tragedies and Histories (7 Hours)**

Shakespearean Tragedies, Roman Plays; Power of Rhetoric; Rational vs. Irrational; Idea of Republic

**Texts:**

Shakespeare: *Julius Caesar* [Play]

David Daiches: "Guilt and Innocence in *Julius Caesar*" [Essay]

**UNIT – III: Comedies and Romances (12 Hours)**

Shakespearean Romances and Comedies; Autobiographical Element; Post Colonial Critique; Masque;

Three Unities

**Texts:**

Northrop Frye: "Introduction" to *The Tempest* [Essay]

Shakespeare: *The Tempest* [Play]

Robert Browning: "Caliban upon Setebos; or, Natural Theology in the Island" [Poem]

Shakespeare: *The Taming of the Shrew*

**UNIT – IV: Sonnets (6 Hours)**

Shakespeare as a Poet; Sonnet as a Poetic Form; Shakespearean Sonnet; Muses; Sexuality in Shakespeare

**Texts:**

Sonnet No. 29 (To the Young Man) [Poem]

Sonnet No. 60 (To Eternal Art) [Poem]

Sonnet No.130 (To the Dark Lady) [Poem]

Sonnet No.116 (True Art) [Poem]

**UNIT – V: English History Plays (8 Hours)**

**Texts:**

**An Overview of Henriad Trilogy**

*Henry IV Part I* (Play)

**Prescribed Text Books:**

1. Bloom, Harold. "Shakespeare, Center of the Canon." in *The Western Canon: The Books and School of the*

*Ages*. London: Macmillan, 1994. 45-75. Print.

2. Daiches, David. "Guilt and Innocence in *Julius Caesar*." from Lerner, Laurence. Ed. *Shakespeare's Tragedies:*

*An Anthology of Modern Criticism*. Middlesex: Penguin Books, 1963. 39-41. Print.

3. Frye, Northrop. "Introduction to *The Tempest*." from Bloom, Harold. *The Tempest*. New York: Infobase

Publishing, 2008. 187-193. Print.

4. Shakespeare, William. *The Tempest*. London: HarperCollins Publishers, 2011. Print.

5. Browning, Robert. "Caliban upon Setebos; or, Natural Theology in the Island". 1864. *Poetryfoundation*.

N.P. N.D. Web. 5 December 2015.

6. Shakespeare, William. *The Taming of the Shrew*. Ed. Barbara Hodgdon. London: Bloomsbury, 2010. Print.

7. Shakespeare, William. *Julius Caesar*. London: HarperCollins Publishers, 2011. Print.

---



## Semester III

**Name of the Programme: MA English**

**Name of the Course: World Classics in English Translation**

**Course Code: EEL 513**

**Credits: 4**

### **Course Outcome:**

Students learned about the world classics from India, Pakistan, French, German, Latin American, Asian and Greek antiquity. Their chief characteristics through critical essays on classics. Difference between the Classic and Classical literature and what make a work classical. The writers of Greek antiquity like Sophocles, Sappho, Homer and their classical work. Psycho-sexual stages of human development and their relevance to the prescribed texts. Know about the structure and Genre of Ghazels. Detail analysis of novels of Kafka, Chekov, Gabriel Garcia Marquez and Homer. Literary concepts such as Realism, Magic Realism, Naturalism, Existentialism, Absurdism, Surrealism.

**Credits Equivalent:** (One credit is equivalent to 10 hours of lectures / organised classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial /teacher-led activity and 15 hours of other workload such as independent individual/group work;obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

**Course Objective:** The course is designed to:

- Make students understand the term 'classic'.
- Make them learn the legacy of classical writers.
- Understand what makes a work classic.
- Develop a comprehensive understanding of major writers across the globe.
- Introduce students to various genres.
- Enhance their understanding of select masterpieces.

### **Attendance Requirements:**

Students are expected to attend all lectures to fully benefit from the course.

A minimum of 75% attendance is a must; failing which a student may not be permitted to appear in examination.

### **Evaluation Criteria:**

- Mid Term Examination: 40
- End Term Examination: 120
- Continuous Internal Assessment: 40

### **Course Contents:**

#### **UNIT – I: Introduction: Classical Literature (7 Hours)**

- Classic as a Term

- Brief Introduction to Ancient Classics
- Italo Calvino: “Why Read the Classics?”

**UNIT – II: World Classics: (Greek and Roman) (8 Hours)**

- Sophocles: *Oedipus the King* [Play]
- Freud’s Theory of Psycho-Sexual Stages of Development and Relevance of *Oedipus the King*
- Sappho: “Ode to Aphrodite”
- Homer: “Odyssey - Calypso and Ulysses”
- Horace: “Strategy for Living” from *Odes*

**UNIT – III: World Classics (French & German) (9 Hours)**

- Albert Camus : “The Adulterous Woman” [Short Story]
- Guy de Maupassant: “The Necklace” [Short Story]
- Franz Kafka: *Metamorphosis* [Novella]

**UNIT – IV: World Classics (India/Pakistan) (8 Hours)**

- Kalidas: *Abhigyan Shakuntlam* [Play]
- Ismat Chughtai – “The Home-Maker” [Short Story]
- Faiz Ahmad Faiz- “Before You Came” ; “My Guest”; “Loneliness” [Poems]
- Saadat Hasan Manto-“The Assignment” [Short Story]

**UNIT – V: World Classics (Russian/American/Chilean) (8 Hours)**

- Gabriel Garcia Marquez – “A Very Old Man with Enormous Wings” [Short Story]
- Leo Tolstoy: “How Much Land Does a Man Need” [Short Story]
- Pablo Neruda – “I Do Not Love You Except Because I Love You”; –“Don’t Go Far Off” [Poems]
- Anton Chekhov-“A Doctor’s Visit” [Short Story]

**Prescribed Text Books:**

1. Kenney, J.E. Ed. *The Cambridge History of Classical Literature*. London: Cambridge UP, 1982. Web. 27 May 2016.
2. Sophocles. *The Complete Plays of Sophocles*. Trans. Sir Richard Claverhouse Jebb. New York Bantam Books, 1967. Print.
3. Augine, Lauren. “Classic is as Classic Does.” Web. <http://cas.umkc.edu/english/publications/youngscholarsinwriting/documents/CLASSIC.pdf>
4. Calvino, Italo. “Why Read the Classics?” *The New York Review of Books*. 9 Oct. 1986
5. Sappho: “Ode to Aphrodite.” [http://homoecumenicus.com/ioannidis\\_ancient\\_greek\\_texts.html](http://homoecumenicus.com/ioannidis_ancient_greek_texts.html)
6. Homer. “Odyssees-Calypso and Ulysses.” [http://homoecumenicus.com/ioannidis\\_ancient\\_greek\\_texts.html](http://homoecumenicus.com/ioannidis_ancient_greek_texts.html)
7. Horace. “Strategy for Living”. From *Odes*. [http://homoecumenicus.com/ioannidis\\_ancient\\_greek\\_texts.htm](http://homoecumenicus.com/ioannidis_ancient_greek_texts.htm)Labouchère.
8. Henry. “The Brown Man’s Burden”. Swans. Web. 28 June 2013. Web.

**Semester III and V**

**Name of the Programme: BFA III and V**

**Name of the Course: World Classics in English Translation**

**Course Code: EEL 513**

**Course Outcome:**

The students were able to know about the: importance of Organs of Speech in production of vowels, Consonants and Diphthongs; transcribe simple words and able to pronounce some basic words in English. The difference between classification of vowels and consonants according to grammatical, linguistic and phonetic terms. Transformation of sentences were added to their ability; in which they were able to transform sentences from one grammatical form to another. Know about consonant cluster and how to structure words in terms of Vowel consonant orientation. Students were also given an insight into various kind of English language spoken in the world. The students were able to read and write certain literary passages/ poems on the given topics.

Course Code: **EEL -110**

Course Name: **Functional and Communicative Skills in English**

Credit Equivalents: 04 Credits (One credit is equivalent to 10 hours of lectures/organized classroom activities/contact hours; 5 hours of laboratory work/practical/field work/Tutorial/teacher-led activities and 15 hours of other workload such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/field work; writing of papers/projects/dissertation/thesis; seminars, etc.)

### **Course Objectives**

The course is designed

- to improve the student's accuracy and fluency in Spoken English as much as possible during the period of instruction
- to prepare the students to be more confident and active participants in all aspects of their program by developing their ability to use effective oral communication strategies throughout
- to develop enduring oral communication skills by the appropriate use of English in different situations and for different purposes cutting across the curriculum

### **Attendance Requirements**

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is mandatory failing which a student will not be permitted to appear in the examination.

### **Course Requirements**

All students registered in this course must comply with the following requirements.

- Attend classes regularly with active participation
- Speak only English in class and in all course activities
- Demonstrate substantial effort and progress in the development of oral communication skills in English necessary for academic success

- Fulfill other course requirements including meeting assignment deadlines and writing exams

### **Evaluation Criteria:**

- Mid Term Examination: 40
- End Term Examination: 120
- Continuous Internal Assessment: 40

### **Course Contents**

#### **UNIT-I Basics of Phonetics (15 hours)**

- Speech Sounds (Vowels and Consonants) and Syllables
- Word-Stress and Intonation
- Homophones and Homographs
- Activities: Transcribing Commonplace/Simple English Words, of Words Often Mispronounced, Correct Pronunciation and Intonation Drills by Reading Short Poems and Prose Pieces Aloud, Practice of Pronunciation and Intonation through Individual Presentations; Word Formation (Roots, Prefixes, Infixes and Suffixes); List of Homophones, Homographs, and Homonyms; List of Words Often Confused; Parsing; Using Discourse Markers;

#### **Unit-II Basics of Grammar (15 Hours)**

- Parts of Speech
- Articles
- Tenses
- Transformation of Sentences
- Subject-verb Agreement
- Modals and Semi-modals
- Voices and Narration
- Basic Punctuation: Rules and their Usage
- Activities: Interaction Based on Tenses and Sentence Transformation, Finding Out the Various Prepositions in a Given Essay, Sentence Making By Using Preposition and Articles, Writing a Paragraph by Using Direct and Indirect Speeches, Group Conversation in Active and Passive Voices,

#### **• UNIT-III Vocabulary and Syntax (10 hours)**

- Synonyms, antonyms, one-word substitution
- Idioms, Proverbs and Phrasal Verbs
- Common Errors
- Activities: Use of New Words in the Same Idea, learning Meaning and Nuances of One Meaning, , Idiomatic Use of Language

#### **UNIT-IV Reading, Writing and Listening Skills (10 hours)**

- Slow, Speed and Fixed Reading
- Types and Traits of Good Listening

- Comprehension
- E-mail and letter writing
- Activities: Skimming and Scanning While Reading Short Passages, Assigning Poetry and Prose Passages to Read and Comprehend, Listening to Select Audio-Visual Clips/Abstracts of Literary Discourses and Movies, Interpersonal Communication Based on Reading and listening Exercises, Finding the Gist of Argument by Reading/Listening

#### **UNIT-V Improvisation-Based Communication (10 hours)**

- Debate and Group Discussion
- Personal Interview and Public Speaking
- Activities: Tech-Based Communication Including Power Point Presentations, Mock Interviews, Debate and Group Discussion on Selected Issues, Mock Press Conference, Impromptu Speaking, Prepared Speech, Story-Telling, Using Non-Verbal Communication Skills While Speaking

#### **Prescribed Text Book**

Mohan, Krishna, and Meera Banerji (2012). Developing Communication Skills. Macmillan, Delhi.

#### **Further Readings**

- 1) Bansal, R. K., et al. (2009). Spoken English. Orient Black Swan, Hyderabad.
- 2) Gangal, J.K. (2010). A Practical Course in Spoken English. PHI, New Delhi.
- 3) Konar, Nira (2010). Communication Skills for Professionals. PHI, New Delhi.
- 4) McCarthy, M., et al. (1999). English Vocabulary in Use: Upper-Intermediate & Advanced. Cambridge UP, Cambridge.

### **Department of English**

### **School of Languages**

Central University of Himachal Pradesh

(Established under Central Universities Act 2009)

DHARAMSHALA, DISTRICT KANGRA – 176215

HIMACHAL PRADESH

[www.cuhimachal.ac.in](http://www.cuhimachal.ac.in)



**Course Name:** Advanced Oral Communicative Skills in English

**Course Code: EEL-414**

**Level: 4**

**Credits: 2**

**Credits Equivalent:**

(One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

### **Course Outcomes**

- ✓ to improve the students' accuracy and fluency in Spoken English as much as possible during the period of instruction.
- ✓ to prepare the students to be more confident and active participants in all aspects of their program by developing their ability to use effective oral communication strategies throughout.
- ✓ to develop enduring oral communication skills in the students by the appropriate use of English in different situations and for different purposes cutting across the curriculum.

### **Learning Outcomes:**

Learning Outcomes of this paper are the following:

- ✓ Student will be able to learn the science of pronunciation.
- ✓ Their communication skills will improve considerably.
- ✓ Their confidence level will rise.
- ✓ They will be able to face difficult situations.
- ✓ Students' articulation will be better.

### **Attendance Requirements:**

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

### **Evaluation Criteria:**

1. Mid Term Examination:20
2. End Term Examination:60
3. Continuous Internal Assessment: 20

### **Course Contents**

#### **UNIT-I Basics of Phonetics**

**(4 hours)**

- Speech Sounds (Vowels and Consonants)

**Activities:** Transcribing Commonplace/Simple English Words, List of Words Often Mispronounced, Correct Pronunciation by Reading Short Poems and Prose Pieces Aloud, Practice of Pronunciation through Individual Presentations

**UNIT-II Vocabulary and Syntax (4 hours)**

- Select Idioms, Proverbs and Phrasal Verbs
- Tenses and Transformation of Sentences

**Activities:** Word Formation (Roots, Prefixes, Infixes and Suffixes); List of Homophones, Homographs, and Homonyms; List of Words Often Confused; Parsing; Using Discourse Markers; Interaction Based on Tenses and Sentence Transformation, Idiomatic Use of Language

**UNIT-III Reading and Listening Skills (4 hours)**

- Slow, Speed and Fixed Reading
- Types and Traits of Good Listening

**Activities:** Skimming and Scanning While Reading Short Passages, Assigning Poetry and Prose Passages to Read and Comprehend, Listening to Select Audio-Visual Clips/Abstracts of Literary Discourses and Movies, Interpersonal Communication Based on Reading and listening Exercises, Finding the Gist of Argument by Reading/Listening

**UNIT-IV Improvisation-Based Communication (4 hours)**

- Debate and Group Discussion
- Personal Interview and Public Speaking

**Activities:** Tech-Based Communication Including Power Point Presentations, Mock Interviews, Debate and Group Discussion on Selected Issues, , Impromptu Speaking, Prepared Speech, Story-Telling, Using Non-Verbal Communication Skills While Speaking

**UNIT-V Language Games (4 hours)**

- Dialogue Speaking and Vocabulary Brainstorming

- Charades and Pictorial Description

**Activities:** Organizing and Testing the Above and Related Games by Creating Different Situations, Role Playing, Snowball Story-Telling, etc.

### General Practicum:

- Active and Effective Participation in Classroom
- Reading Passages (Fluency, Pronunciation and Confidence)
- Declamations, Extempore and Presentations
- Group Discussion
- Mock Interviews
- Class Presentations
- Home Assignments

### Essential Readings

- Mohan, Krishna, and Meera Banerji (2012). *Developing Communication Skills*. Macmillan, Delhi.
- Bansal, R. K., et al. (2009). *Spoken English*. Orient Black Swan, Hyderabad.
- Gangal, J.K. (2010). *A Practical Course in Spoken English*. PHI, New Delhi.
- Konar, Nira (2010). *Communication Skills for Professionals*. PHI, New Delhi.
- McCarthy, M., et al. (1999). *English Vocabulary in Use: Upper-Intermediate & Advanced*. Cambridge UP, Cambridge.



**Central University of Himachal Pradesh, Dharamshala**

**Course Code:** EEL 306

**Course Name:** Select Stories and One-Act Plays in English

**Course Credits:** 4

**Course Instructor:** Dr. Khem Raj Sharma

**Credits Equivalent:** (One credit is equivalent to 10 hours of lectures / organised classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)



**Course Objectives:** The course is designed to:

- To familiarize students with different literary genres namely one- act play and short stories.
- To make students critically analyze plot, characters, themes in stories and one- act plays.

**Course Outcome:** At the end of the course, the students will be familiarized with the genres of short stories and one act plays. They will be able to critique varied aspects vis-à-vis the plot, characters, narrative techniques, and themes in the texts under scrutiny.

**Attendance Requirements:**

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must; failing which a student may not be permitted to appear in examination.

**Evaluation Criteria:**

- Mid Term Examination: 40
- End Term Examination: 120
- Continuous Internal Assessment: 40

**Unit 1:** Introduction to One-Act Play (Drama, Plot, Character, Dialogues, Themes)  
Introduction to Short Stories (Origin and Development)

**Unit 2: One-Act Play (English)**

- Rupert Brooke: *Lithuania*

**Unit 3: Selections from Indian Short Stories**

- R. K. Narayan: “An Astrologer’s Day”
- Premchand: “The Shroud”

**Unit 4: One-Act Play (Irish)**

- J.M. Synge: *Riders to the Sea*

**Unit 5: Short Stories by Foreign Authors**

- O. Henry: “The Last Leaf”
- Leo Tolstoy: “How Much Land does a Man Need?”

**Prescribed Texts:**

1. Brooke, Rupert. *Lithuania.NewVistas*. Ed. V.P.Sharma.et al.Delhi: Vrinda Publications, 2007, pp. 103-123.
2. Henry, O. "The Last Leaf." N.D.Web.  
[https://americanenglish.state.gov/files/ae/resource\\_files/the-last-leaf.pdf](https://americanenglish.state.gov/files/ae/resource_files/the-last-leaf.pdf)
3. Narayan, R.K. "An Astrologer's Day."N.D.Web.  
<[https://archive.org/.../astrologersday035473mbp/astrologersday035473mbp\\_djvu.txt](https://archive.org/.../astrologersday035473mbp/astrologersday035473mbp_djvu.txt)>
4. Premchand. "The Shroud."Trans. Ruth Vanita. *The Shroud: Stories*. New Delhi: Penguin Books India, 2011, pp. 129-140.
5. Sharma, RoshanLal and Ajay Khurana, eds. *The Curtain Raised: Five One-Act Plays*.New Delhi:Orient Black Swan, 2013.
6. Synge, J.M. *Riders to the Sea*.N.D.Web.  
[https://archive.org/stream/riderstosea00syngiala/riderstosea00syngiala\\_djvu.txt](https://archive.org/stream/riderstosea00syngiala/riderstosea00syngiala_djvu.txt)
7. Tolstoy, Leo. "How Much Land does a Man Need?" N.D.Web.  
[http://www.goodnews.or.kr/en/goodnews/0904/\\_0904.wisdom.pdf](http://www.goodnews.or.kr/en/goodnews/0904/_0904.wisdom.pdf)

## **CENTRAL UNIVERSITY OF HIMACHAL PRADESH**

[Established under the Central Universities Act 2009]

PO Box: 21, Dharamshala, District Kangra - 176215 (HP)

[www.cuhimachal.ac.in](http://www.cuhimachal.ac.in)

**Course Code:** EEL 409

**Course Name:** Immigrant and Diasporic Writings

**Credits:** 2

**Credits Equivalent:** 02 Credits (One credit is equivalent to 10 hours of lectures / organised classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

**Course Objective:** The course is designed towards defining and differentiating the concept of immigrant, imigree, the diasporic and the expatriate with reference to individual and collective histories, imagined and actual journeys, home and homelessness, and reconstruction of time and space.

**Course Outcome:** This course will familiarize the students with an array of theories around the notions of diaspora, immigration, and homelessness. It will enable them to see the multifarious and ever-changing realities of an increasingly globalised world. Further, it will make the learners to understand the complex realities in contemporary contexts.

**Attendance Requirements:**

Students are expected to attend all lectures in order to be able to fully benefit from the course.

A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

**Evaluation Criteria:**

- Mid Term Examination: 20
- End Term Examination: 60
- Continuous Internal Assessment: 420

**Course Contents:**

**UNIT – I: Introduction (2 Hours)**

- Concept of Diaspora
- Indian Diaspora
- World Diaspora

**UNIT – II: Jhumpa Lahiri: Unaccustomed Earth (5 Hours)**

- Introduction: The Author, The Novel
- The Text
- Critical Analysis/Interpretation

**UNIT – III: Dalai Lama: Freedom in Exile (5 Hours)**

- Introduction: The Author, The Biography
- The Text
- Critical Analysis/Interpretation

**UNIT – IV: Derek Walcott: Poems (5 Hours)**

- Introduction: The Poet, The Poems
- A City's Death By Fire
- The Sea is History

- The Star- Apple Kingdom
- Love After Love
- Critical Analysis/Interpretation

**UNIT – V: The Making, Development and Unmaking of Diaspora**

**(3 Hours)**

- Proliferation of Incipient Diasporas
- Impact of Globalization
- Migrants as Social Actors

**Prescribed Text Books:**

1. Lahiri, Jhumpa (2008). *Unaccustomed Earth*. Random House, Noida.
2. Lama, Dalai (2009). *Freedom in Exile*. Abacus, London.
3. Walcott, Derek (1986). *Collected Poems (1948-1984)*. Faber and Faber, London.
4. Cohen, Robin (2008). *Global Diasporas: An Introduction*. Routledge, London.
5. Sheffer, Gabriel (2003). *Diaspora Politics At HomeAbroad*. Cambridge, UK.

**Suggested Reading:**

1. Said, Edward W. (2001). *Reflections on Exile and Other Literary and Cultural Essays*. Penguin, New Delhi.
2. Ashcroft, Bill (2005). *The Empire Writes Back*. Routledge, Chennai.

**LECTURE PLAN:**

Lecture	Topic	Source of Study
Lecture-1	Concept of Diaspora	Book 4
Lecture -2	Indian Diaspora& World Diaspora	Book 4
Lecture - 3	Unaccustomed Earth- Introduction to the Author & the Novel	Book 1
Lecture -4 to 6	The Text	Book 1
Lecture -7	Critical Analysis/Interpretation	Book 1

Lecture -8	Freedom in Exile-Introduction to the Author & the Biography	Book 2
Lecture -9 to 11	The Text	Book 2
Lecture -12	Critical Analysis/Interpretation	Book 2
Lecture -13	Walcott: Poems- Introduction to the Poet & the Poems	Book 3
Lecture -14	A City's Death By Fire	Book 3
Lecture -15	The Sea is History	Book 3
Lecture -16	The Star- Apple Kingdom	Book 3
Lecture -17	Love After Love	Book 3
Lecture -18	The Making, Development and Unmaking of Diaspora	Book 5
Lecture -19	Proliferation of Incipient Diasporas	Book 5
Lecture -20	Impact of Globalization & Migrants as Social Actors	Book 5



**CENTRAL UNIVERSITY OF HIMACHAL PRADESH**

[Established under the Central Universities Act 2009]

PO Box: 21, Dharamshala, District Kangra - 176215 (HP)

[www.cuhimachal.ac.in](http://www.cuhimachal.ac.in)

**Course Code:** EEL- 484

**Course Name:** Modernism and Postmodernism

**Course Instructor:** Dr. Khem Raj Sharma

**Credits:** 4

**Credits Equivalent:** 04 Credits (One credit is equivalent to 10 hours of lectures / organised classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

**Course Objective:** This course is designed to

1. Understand the advent of modernism in a larger context as an international phenomenon in life, literature and thought, new modes of expression and experimentation in form.
2. Identify and discuss the themes, concerns and aesthetic strategies of postmodernist literature.

**Course Outcome:** After the completion of this course, the students will become familiar with Modernist and postmodernist literatures. They will learn to critically examine modernist and postmodernist narratives by drawing on the critical perspectives most common in these studies. Further, they will demonstrate an ability to engage in research and advanced literary analysis.

**Attendance Requirements:**

Students are expected to attend all lectures in order to be able to fully benefit from the course.

A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

**Evaluation Criteria:**

- Mid Term Examination: 40
- End Term Examination: 120
- Continuous Internal Assessment: 40

**Course Contents:**

**UNIT – I: Introduction to Modernism and Postmodernism (06 Hours)**

- Matei Calinescu: “Modernity, Modernism, Modernization: Variations on Modern Themes” (1993)
- Jean-Francois Lyotard: “Answering the Question: What is Postmodernism?” (1984)

**UNIT – II: Poetry (10 Hours)**

- **W. B Yeats’** The Second Coming
- **T.S. Eliot’s** *The Wasteland*
- John Ashbery: “What is Poetry?” (1977)

**UNIT – III: Plays: (10 Hours)**

- **Harold Pinter’s** play- **The Birthday Party**
- Heiner Muller: *Hamletmachine* (1977)

**Unit – IV: Novels: Joseph Conrad’s *Heart of Darkness* (08Hours)**

**Unit – V: Short Stories (08 Hours)**

- Virginia Woolf: “The Mark on the Wall” (1921)
- Donald Barthelme: “The School” (1981)

**Prescribed Text Books:**

2. Bradshaw, David, ed. *A Concise Companion to Modernism*. Blackwell, Oxford.
3. Conrad, Joseph(2008). *Heart of Darkness*. Atlantic, New Delhi.
4. Eliot, T. S.(2009). *The Wasteland and Other Poems*. Unique Publishers, New Delhi.
5. Pinter, Harold (1991). *The Birthday party*. Faber and Faber, Delhi.
6. Yeats, W. B. (1995). *Poems*. Random House, Noida.

**Suggested Reading:**

1. Bradbury, Malcolm and James Mcfarlane (1991).*Modernism: A Guide to European Literature 1890-1930*. Penguin India, New Delhi.
2. Michael Scott (1986). *Harold Pinter: "the Birthday Party", "the Caretaker" and "the Homecoming"*. Palgrave Macmillan, New Delhi.

3. Patel, Rajeshwari (2007). *W B Yeats and the Ideal of Unity of Being*. Stosius Inc/advent Books Division, Chicago.
4. Ramamurthi, C T Indra Lalitha (1998). *A Joseph Conrad: An Anthology of Recent Criticism*. Pencraft International, New Delhi.
5. Reeves, Gareth (1994). *T. S. Eliot's "Wasteland"*. Harvester Wheat sheaf, UK.
6. Malcolm Bradbury and James McFarlane (eds) *Modernism*



## CENTRAL UNIVERSITY OF HIMACHAL PRADESH

[Established under the Central Universities Act 2009]

PO Box: 21, Dharamshala, District Kangra - 176215 (HP)

[www.cuhimachal.ac.in](http://www.cuhimachal.ac.in)

**Course Code:** EEL- 503

**Course Name:** Modernism

**Course Instructor:** Dr. Khem Raj Sharma

**Credits:** 4

**Credits Equivalent:** (One credit is equivalent to 10 hours of lectures / organised classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

**Course Objective:** The course is designed to understand the advent of modernism in a larger context as an international phenomenon in life, literature and thought, new modes of expression and experimentation in form

**Course Outcome:** After the completion of the course, the students will become familiar with Modernist literature and the various artistic movements designated under the term "Modernism." Students will learn to critically examine modernist narratives by drawing on the critical perspectives most common in modernist studies. They will adept at approaching modernist literatures as social artifacts influenced by and influencing various socio-political responses to modernity.

**Attendance Requirements:**



Students are expected to attend all lectures in order to be able to fully benefit from the course.

A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

**Evaluation Criteria:**

- Mid Term Examination: 40
- End Term Examination: 120
- Continuous Internal Assessment: 40

**Course Contents:**

**UNIT – I:**

**A. An Introduction to Modernism (2 Hours)**

**B. W. B Yeats' Poetry (5 Hours)**

- Introduction: Author, Genre
- The Second Coming
- Among School Children
- A Prayer for My Daughter
- Critical Analysis/Interpretation

**UNIT – II: T.S. Eliot's *The Wasteland* (8 Hours)**

- Introduction: Author, Genre
- The Text
- Critical Analysis/Interpretation

**UNIT – III: Harold Pinter's play- *The Birthday Party* (8 Hours)**

- Introduction: Author, Genre (Play)
- The Text
- Critical Analysis/Interpretation

**Unit – IV: William Faulkner's novel- *The Sound and the Fury* (9Hours)**

- Introduction: Author, Genre (Novel)
- The Text
- Critical Analysis/Interpretation

## Unit – V: Joseph Conrad’s novel- *Heart of Darkness*

(8 Hours)

- Introduction: Author, Genre (Novel)
- The Text
- Critical Analysis/Interpretation

### Prescribed Text Books:

7. Bradshaw, David, ed. *A Concise Companion to Modernism*. Blackwell, Oxford.
8. Conrad, Joseph(2008). *Heart of Darkness*. Atlantic, New Delhi.
9. Eliot, T. S.(2009). *The Wasteland and Other Poems*. Unique Publishers, New Delhi.
10. Faulkner, William. (1995). *The Sound and the Fury*. Random House, Noida.
11. Pinter, Harold (1991). *The Birthday party*. Faber and Faber, Delhi.
12. Yeats, W. B. (1995). *Poems*. Random House, Noida.

### Suggested Reading:

7. Bradbury, Malcolm and James Mcfarlane(1991).*Modernism: A Guide to European Literature 1890-1930*. Penguin India, New Delhi.
8. Michael Scott (1986). *Harold Pinter: "the Birthday Party", "the Caretaker" and "the Homecoming"*. Palgrave Macmillan, New Delhi.
9. Patel, Rajeshwari(2007). *W B Yeats and the Ideal of Unity of Being*. StosiusInc/advent Books Division, Chicago.
10. Polk, Noel Elliot (1993). *New Essays on the Sound and the Fury*. Cambridge University Press, New Delhi.
11. Ramamurthi, C T IndraLalitha(1998).*A Joseph Conrad: An Anthology of Recent Criticism*. Pencraft International, New Delhi.
12. Reeves, Gareth (1994). *T. S. Eliot's "Wasteland"*. Harvester Wheat sheaf, UK.



**CENTRAL UNIVERSITY OF HIMACHAL PRADESH**

[Established under the Central Universities Act 2009]

PO Box: 21, Dharamshala, District Kangra - 176215 (HP)

[www.cuhimachal.ac.in](http://www.cuhimachal.ac.in)

**Course Code:** EEL- 512

**Course Name:** Indian Writing in English

**Course Instructor:** Dr. Khem Raj Sharma

**Credits:**4

**Credits Equivalent:** 04 Credits (One credit is equivalent to 10 hours of lectures / organised classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

**Course Objective:** The course is designed to:

- Make students understand the characteristic features of Indian writing in English
- Show the gradual growth of Indian Writing in English
- enable them to think and work on research topics in Indian writing in English

**Course Outcome:** Through this course, the learners will get acquainted with major movements and figures of Indian writings in English via the study of select literary texts. In addition to introducing them to the pluralistic dimensions of this literature, it will sensitize them to the value systems inherent in it.

### Attendance Requirements:

Students are expected to attend all lectures to fully benefit from the course.

A minimum of 75% attendance is a must; failing which a student may not be permitted to appear in examination.

### Evaluation Criteria:

- Mid Term Examination: 40
- End Term Examination: 120
- Continuous Internal Assessment: 40

### Course Content:

#### Unit I: Introduction: Why Indian Writing in English?

- Significance of Indian thought
- Globalization and Indian Writing in English
- IWE distinguished from Indian writings in other languages
- IWE as distinct from writings of other countries

#### Texts:

1. A.K. Ramanujan – “Is there an Indian Way of thinking?” [Essay]
2. Srinivasa Iyengar - Introduction to *Indian Writing in English* [Essay]
3. R. K. Narayan – “A Horse and Two Goats” [Short story]

#### Unit II: English Language & Freedom Struggle

- English to bring unity in diversity
- English as the language of nationalism
- Gandhian Literature

#### Texts:

1. Sarojini Naidu – “An Anthem of Love” [Poem]
2. Raja Rao -- *Kanthapura* [Novel]

#### Unit III: English to Express Independent India’s Angst

- Using English to express ideals
- Using English to voice discontent
- Problems of partition

#### Texts:

1. B.R. Ambedkar – “India and Democracy” [Essay]
2. Ruskin Bond -- “The Playing Fields of Shimla” [Short story]
3. Kamala Das – “An Introduction” [Poem]
4. Arundhati Roy – “Capitalism – A Ghost Story” [Essay]

#### Unit IV: Quest/Questioning of Tradition in IWE

- Tradition and Modernity
- IWE and questioning of cultural beliefs
- Religion and IWE
- Masculinity and IWE
- Childhood and IWE

#### Texts:

1. Shiv. K. Kumar – “To Nun, with Love” [Short Story]
2. Mahesh Dattani – *Dance like a Man* [Play]
3. Rabindranath Tagore- *Chitra* (Play)

#### Unit V: Conclusion: New Directions in IWE

- IWE post millennium
- Eco-criticism in IWE
- Depiction of psychosis in IWE
- Looking back and forwards

#### Texts:

1. Ashok Mahajan – “Culture” [Poem]
2. Anand Mahanand -- “The Whispering Groves” [Poem]
3. Pankaj Mishra – “Edmund Wilson in Benares” [Essay]
4. Amitav Ghosh – “The Ghost of Mrs. Gandhi” [Essay]

#### Prescribed Text Books:

1. Bond, Ruskin. “The Playing Fields of Simla.” *Scenes*. 51-59. Print.
2. Das, Kamala. “An Introduction.” Web. <<http://www.poemhunter.com/best-poems/kamala-das/an-introduction-2/>>
3. Dattani, Mahesh. *Dance Like a Man*. Penguin, New Delhi, 2006. Print.
4. Ghosh, Amitav. “The Ghost of Mrs. Gandhi.” *The New Yorker* July 17, 1995. Web. <http://www.amitavghosh.com/essays/ghost.html>
5. Kumar, Shiv K. “To Nun with Love.” *Journal of South Asian Literature* 25.2 (Summer, Fall 1990): 196-202. JSTOR.
6. Mahajan, Ashok. “Culture.” *The Butterfly Diaries*. Web. <https://thebutterflydiaries.wordpress.com/2010/02/25/culture/>
7. Mahanand, Anand. *The Whispering Groves: A Collection of Poems*. Kindle Edition.
8. Mishra, Pankaj. “Edmund Wilson in Benares.” *The New York Review of Books*, April 9, 1998. Web. < <http://www.nybooks.com/articles/1998/04/09/edmund-wilson-in-benares/>>
9. Naidu, Sarojini. “An Anthem of Love.” *Poetry Nook*. Web. <<http://www.poetrynook.com/poem/anthem-love>>
10. Narayan, R. K. “A Horse and Two Goats.” Web. < [http://igcse-english-9--4-p1-yrh-brentsvillehs.schools.pwcs.edu/modules/locker/files/get\\_group\\_file.phtml?gid=3523093&fid=17822230](http://igcse-english-9--4-p1-yrh-brentsvillehs.schools.pwcs.edu/modules/locker/files/get_group_file.phtml?gid=3523093&fid=17822230)>
11. Raju, M. Bapi. *A Mosaic of Modern Prose: An Anthology of Prose Selection*. Anjaneya, Guntur 1997. Print.
12. Ramanujan, A.K. “Is there an Indian Way of Thinking.” *Contributions to Indian Sociology* 23 (1989). 41-58. Web. <http://cis.sagepub.com>
13. Rao, Raja. *Kanthapura*. Orient, New Delhi 1994. Print.
14. Roy, Arundhati. “Capitalism: A Ghost Story.” *Outlook*, Mar 26, 2012. Web.

<http://www.outlookindia.com/article/capitalism-a-ghost-story/280234>

15. Tagore, Rabindranath. *Chitra*. Web. <http://terebess.hu/english/tagore10.html>



## CENTRAL UNIVERSITY OF HIMACHAL PRADESH

[Established under the Central Universities Act 2009]

PO Box: 21, Dharamshala, District Kangra - 176215 (HP)

[www.cuhimachal.ac.in](http://www.cuhimachal.ac.in)

Department of English

**Course Code:** EEL 515

**Course Name:** African Literature

**Credits:** 4

**Credit Equivalents:** (One credit is equivalent to 10 hours of lectures / organised classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

### **Course Objective:**

The course is designed to introduce students to African literature by paying close attention to the social, political and economic condition of different parts Africa from the 19<sup>th</sup> century to the present times. By closely reading and critically analyzing multiple genres such as drama, poetry, novel, short story and prose, this course intends to sensitize the students about issues of conflict between tradition and modernity, oral versus written texts, debate regarding use of English and other native languages, construction of identity, gender roles, neo-colonization, growth and development in the newly independent nations.

**Course Outcomes:** After completing the course, the students will be able to understand the importance of African literature with reference to world literatures. They will be able to identify issues of Apartheid, African women's experiences, colonization, slavery, gender discrimination and colonial plunder of natural resources.

### **Attendance Requirements:**

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

#### **Evaluation Criteria:**

- Mid Term Examination: 40
- End Term Examination: 120
- Continuous Internal Assessment: 40

#### **Unit- I**

##### **Introduction to the Oral Literature of Africa**

##### **Africa as a Geographical Entity**

##### **Story-Telling**

##### **Introduction to Social, Political and Economic Condition of Different Parts of Africa**

- Mary E. Modupe Kolawole: “Women’s Oral Genres” (Essay)
- Wole Soyinka: “Abiku” (Poem)
- Anonymous: “The Origin of Death” (Story)
- “The Woman Who Killed Her Co-Wife” (Story)

#### **Unit-II**

##### **Slavery, Precolonial Slavery, Colonial Slavery to the New World, The Atlantic Passage, The Middle Passage, Negritude**

- Olaudah Equiano: Excerpts from *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African*.
- L.S. Senghor: “Murders” (Poem)

#### **Unit – III**

##### **Language, Colonization and Decolonization**

- Ngũgĩ Wa Thiong'o: “Search for Relevance” from *Decolonizing the Mind*
- Chinua Achebe: *Things Fall Apart* (Novel)
- Koleka Putuma: “Water” (Poem)

#### **Unit- IV**

##### **Apartheid Literature**

- Fugard Athol: *My Children! My Africa* (Play)
- Wole Soyinka: “Telephone Conversation” (Poem)

- Bessie Head “The Collector of the Treasures” (Short Story)

## Unit - V

### Women’s Writing

- Ama Ata Aidoo: “To be an African Woman Writer” (Essay)
- Chinmanda Adichie: excerpts from *We Should All be Feminists*

### Primary Readings:

Achebe, Chinua. *Things Fall Apart*. William Heinemann, 1958. Print.

Adichie, Chimamanda Ngochi. *Purple Hibiscus*. Fourth Estate, 2007.

Ama Ata Aidoo . *No Sweetness Here and Other Stories*. New York: *The Feminist Press*, 1970.

Fugard, Athol. *My Children! My Africa!* Theatre Communications Group, 1990.

Gordimer, Nadine. “City Lovers.” *Jump and Other Stories*. Farrar, Straus and Groux, 2003.

Head, Bessie. “The Collector of the Treasures.” 1973. *Hungry Flames and other Black South African Short Stories* edited by Mbulelo Vizikhungo Mzamane. London: Longman, 1986.

Soyinka, Wole. “Telephone Conversation.” *Reading and Writing from Literature*. Ed. John E. Schwiebert. Houghton Mifflin, 2001.

Thiongo, Ngugi Wa. “Search for Relevance” *Decolonizing the Mind*. Portsmouth: Heinemann, 1986.

### **Suggested Readings:**

Achebe, Chinua, "An Image of Africa: Racism in Conrad's *Heart of Darkness*". London: Massachuseth Review, 1977.

---. "The Role of the Writer in a New Nation." *Nigeria Magazine*, 81 (1964), 157.

Ashcroft, Bill, Gareth Griffiths, Helen Tiffin. *The Post Colonial Studies Reader: Post-Colonial Studies*. Routledge: Taylor and Francis Group, 2006.

Buntman, Fran Lisa, Robben Island and Prisoner. *Resistance to Apartheid*. Cambridge University Press, 2003.

Clark, Nancy L., and William H. Worger. *South Africa: The Rise and Fall of Apartheid*. Longman, 2004. Print.

Gikandi, Simone. *Encyclopedia of African Literature*. London: Routledge, 2003. Print.

Irele, Abiola and Simone Gikandi (eds). *The Cambridge History of African and Caribbean Literature, 2 Vols*. Cambridge: Cambridge University Press, 2004. Print.

Parker, John, Richard Rathbone. *African History: A Very Short Introduction*. United States: Oxford University Press, 2007. Print.



**CENTRAL UNIVERSITY OF HIMACHAL PRADESH**

[Established under the Central Universities Act 2009]

PO Box: 21, Dharamshala, District Kangra - 176215 (HP)

[www.cuhimachal.ac.in](http://www.cuhimachal.ac.in)



**Course Code:** EEL- 601

**Course Name:** Research Methodology

**Course Instructor:** Dr. Khem Raj Sharma

**Credits:** 4

**Credits Equivalent:** (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

**Course Objective:**

Training the RD Students in

- understanding Research Methodology, meaning of research and its process in Literary Studies
- developing a Research Problem, and use of MLA Style Sheet (9<sup>th</sup> edition)
- reviewing of Primary and Secondary Literature
- Critical Approaches to Literature alongside their praxis

**Course Outcome:** This course will equip the scholars with various postulates of research problems, research design, and writing a thesis by using the latest MLA style sheet. The knowledge of many critical approaches to literature; and different research methods in English Studies will enable them identify the research gap, and use these in their respective researches.

**Attendance Requirement:**

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

**Evaluation Criteria:**

**Evaluation Criteria:**

- Mid Term Examination: 40
- End Term Examination: 120
- Continuous Internal Assessment: 40

## **Course Contents:**

### **UNIT- I Introduction**

#### **(a) Fundamentals of Research Methodology**

**(2Hours)**

- Research: Meaning, Nature, Objectives, Relevance
- Research Methods/Types of Research: Basic Research, Applied Research, Quantitative Research, Qualitative Research, Descriptive Research, Fundamental Research, Analytical Research, Conceptual Research, Empirical Research, Historical Research, Literary Research

#### **(b) The Research Process**

**(4 Hours)**

- Selection of Genre: Poetry, Fiction, Short Fiction, Drama, Prose, Biographical and Autobiographical Writings, Travelogues
- Collection of Primary Source Material
- Reading: Method of Reading, Preparing Notes, Analysis to form a Broad Idea of Research Proposal
- Review of Secondary Source Material
- Preparing a Working Bibliography
- Formulating the Research Problem/ Topic and Delimiting It
- Critical Survey of the Work Concerning the Topic of Research/Viability of Research Topic
- Writing the Research Proposal (Synopsis)

### **UNIT-II Research Ethics, Mechanics of Writing, and Documentation**

**(8 Hours)**

- Plagiarism, Unintentional Plagiarism, Forms of Plagiarism, Responsibility, Confidentiality, Codes of Ethics, Permissions to Research, Integrity and Scholarship, Importance of Documentation
- Spelling, Punctuation, Italics, Names of Persons, Number, Titles of Works in Research Papers, Quotations, Capitalization and Personal Names, Abbreviations
- Format of the Research Paper: Margins, Text Formatting, Heading and Title, page numbers, Paper and Printing, Corrections and Insertions, Binding, Electronic Submission
- Preparing the List of Works Cited as per MLA Style-sheet

### **UNIT-III Modes of Literary Interpretation/Critical Approaches to Study Literature-I**

**(9 Hours)**

- Pre-critical Response
- Textual Scholarship and Source Study
- Historical and Biographical Approaches
- Moral and Philosophical Approaches

- Formalist Approach

**UNIT-IV Modes of Literary Interpretation/Critical Approaches to Study Literature-II  
(9 Hours)**

- Psychological Approach
- Mythological and Archetypal Approaches
- Reader-Response Criticism
- Critical Approach in Praxis: Paper Presentation

**UNIT-V Research Methods for English Studies (8 Hours)**

- Research Methods for English Studies: An Introduction
- Auto/ biography as a Research Method
- Discourse Analysis
- Textual Analysis as a Research Method
- Interviewing

**Prescribed Text Books:**

1. Griffin, Gabriele, ed. *Research Methods for English Studies*. Rawat Publications: Jaipur, 2007. Print.
2. Guerin, Wilfred L. *A Handbook of Critical Approaches to Literature*. New Delhi: Oxford UP, 2005. Print.
3. Guthrie, Gerard. *Basic Research Methods*. New Delhi, SAGE, 2010. Print.
4. *MLA Handbook for Writers of Research Papers (2009)*. East-West Press, New Delhi. Print.

**Suggested Readings:**

1. David Daiches. *Critical Approaches to Literature*. Hyderabad: Orient Longman Limited, 1967. Print.
2. Kothari, C.R. *Research Methodology: Methods and Techniques*. New Delhi: New Age International PVT Limited Publishers, 2004. Print.
3. Creswell, John W. *Research Design*. New Delhi, SAGE, 2011. Print.
4. Gupta K. Shashi and Praneeti Rangi. *Research Methodology*. Mumbai: Himalaya Publishing House, 2009. Print.



**CENTRAL UNIVERSITY OF HIMACHAL PRADESH**

[Established under the Central Universities Act 2009]

PO Box: 21, Dharamshala, District Kangra - 176215 (HP)

[www.cuhimachal.ac.in](http://www.cuhimachal.ac.in)

**Course Code:** EEL 612

**Course Name:** Literature and Resistance

**Course Instructor:** Dr. Hem Raj Bansal

**Credits:** 4

**Credits Equivalent:** (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

**Course Objective:** The course is designed to understand the role and nature of resistance as reflected in the earliest literary works ranging from Shakespeare to the present times. It aims to orient the research scholars to immerse in the resistance works with regard to class, race, gender and caste. It further strives to inculcate in the students a keenness to explore the hidden political overtones of a work emanating from marginalized existence.

**Course Outcomes:** After reading this course, students will be able to identify the strain of resistance as can be seen in various literatures of the world. It would also simultaneously make them aware with the varied form of discrimination as well inequities prevalent in the societies across a few societies in the globe and how the resistance has been used as a major weapon by people as well as characters in the novels.

#### **Attendance Requirements:**

Students are expected to attend all lectures in order to be able to fully benefit from the course.

A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

#### **Evaluation Criteria:**

- Mid Term Examination: 40
- End Term Examination: 120
- Continuous Internal Assessment: 40

## Course Contents:

### **UNIT – I: Resistance: An Overview (9 hours)**

- Elements of Resistance in the Earliest English Texts
- Resistance as Political Movements
- Resistance: Historical Evolution (Literary Perspectives)
- Benita Perry: “Benita Parry , “Resistance Theory/Theorizing Resistance or Two Cheers of Nativism” (Essay)
- Jean Paul Sartre: “Why Write?” from *What is Literature?* (Chapter)
- Mahatma Gandhi: (Chapters IV, VI, XII, XVIII from *Hind Swaraj*)

### **UNIT – III: Resistance: Race (9 hours)**

- Zora Neal Hurston: “How It Feels to be Coloured Me?” (Essay)
- Franz Fanon: “Colonial War and Mental Disorders” (Chapter)
- Kate Granville: *The Secret River* (Novel)
- Maya Angelou: “I Know Why the Caged Bird Sings”; “Still I Rise” (Poems)
- Wole Soyinka: “Telephone Conversation” (Poem)

### **UNIT – IV: – Resistance: Gender (8 hours)**

- Simone de Beauvoir: Introduction to *The Second Sex*
- Alice Walker: “Brothers and Sisters” (Autobiographical Essay)
- Tarabai Shinde: “Stree-Purush Tulna” “A Comparison between Men and Women” (Essay)
- Marge Piercy: “The Rape Poem” (Poem)

### **UNIT –V: Resistance: Class (7 hours)**

- Jo Goodwin Parker: “What is Poverty?” (Essay)
- Oscar Wilde – “Modern Millionaire” (Short Story)
- Eugene O’Neill –*The Hairy Ape* (Play)

### **UNIT – V: Resistance: Caste (7hours)**

- Limbale, Sharan Kumar: *The Outcaste* (Autobiography)
- L.S. Rokade: “To Be or Not to Be Born” (Poem)
- B.R. Ambedkar: *Annihilation of Caste* (Introduction and Excerpts)
- Bama: “Just One Word” (Short Story)

## **Prescribed Text Books:**

1. Anand, S., ed., *Annihilation of Caste: The Annotated Critical Edition B. R. Ambedkar*. New Delhi: Navayana Publishing Pvt. Ltd., 2014. Print.
2. Angelou, Maya. *And Still I Rise*. London: Little Brown Book Group, 1978. Print
3. Bama. *Just One Word*. New Delhi: Oxford India, 2008. Print.
4. Barbara, Harlow. *Resistance Literature*. New York: Metheun Press, 1987. Print.
5. Beauvoir, Simone, de. *The Second Sex*. New York: Vintage Books, 1952. Print.
6. Buscemi, Santi V. and Charlotte Smith. *75 Readings: An Anthology*. New York: McGraw Hill, 2013. Print.
7. Camus, Albert. *The Rebel*. London: Penguin, 1972. Print.
8. Dangle, Arjun. *The Poisoned Bread*. Orient BlackSwan, 2009.
9. Fanon, Frantz. "Colonial War and Mental Disorders." *The Wretched of the Earth*. New York: Grove Press, 1963. Print.
10. Hunt, Douglas. *The Dolphin Reader*. Boston: Houghton Mifflin Company, 1990. Print.
11. Gandhi, Mahatma. *Hind Swaraj*. Rajpal Publishing, 2015.
12. Granville, Kate. *The Secret River*. Canongate Books Ltd., 2006.
13. Limable, Sharankumar. *The Outcaste*. OUP, 2003.
14. Mcquade, Donald, and Robert Atwan. *The Writer's Presence: A Pool of Readings*. Boston: Bedford/St. Martin's, 2000. Print.
15. O'Neill, Eugene. *The Hairy Ape*. Dover Publications, 2005.
16. Rhys, Jean. *Wide Sargasso Sea*. Penguin UK, 2008.
17. Shinde, Tarabai. "Stree Purush Tulana" (A Comparison of Men and Women" *Women Writing in India*. Vol I. Eds Susie Tharu and K.Lalitha. Delhi: OUP, 223-234)
18. Soyinka, Wole. *Idanre and Other Poems*. New York: Lightning Source Inc., 1987. Print.
19. Wilde, Oscar. *The Complete Short Fiction*. New Delhi: Penguin, 2003. Print.

### **Suggested Reading:**

1. Bird, Carmel, ed. *The Stolen Children: Their Stories*. Sydney: Random House, 1998. Print.
2. Human Rights and Equal Opportunities Commission. *Bringing Them Home*. Sydney: Commonwealth of Australia, 1997. Print.
3. Innes, C.L. *The Cambridge Introduction to Postcolonial Literatures in English*. New Delhi: Cambridge University Press, 2007. Print.
4. Memmi, Albert. *Racism*. London: University of Minnesota Press, 2000. Print.
5. Sanders, [Andrew \(2004\)](#). *The Short Oxford History of English Literature*. OUP, Oxford.

## **CENTRAL UNIVERSITY OF HIMACHAL PRADESH**

[Established under the Central Universities Act 2009]

PO Box: 21, Dharamshala, District Kangra - 176215 (HP)

[www.cuhimachal.ac.in](http://www.cuhimachal.ac.in)

**Course Code:** EEL 509

**Course Name:** Australian Literature

**Course Instructor/Designer:** Dr. Hem Raj Bansal

**Credits:** 4

**Credits Equivalent:** 04 Credits (One credit is equivalent to 10 hours of lectures / organised classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** The course is designed to

- Trace the history of Aboriginals and the Arrival of Settlers
- Make students aware about literature of the First Nations with a focus on Australian Indigenous literature.
- Explore the settler and native narratives to know about the initial contact of colonizers and the colonized.
- Acquaint them with major literary writers of Australia and their works.
- Delineate the history of Stolen Generations

**Course Outcomes:** After successful completion of this course, the students will be familiar with yet another literary field. They will be able to know about the origins of the country Australia and what its major literary and cultural traditions are. It would make them aware about the existence of Aboriginal people in Australia for thousands of years and how their literature fills the gap created by the white settlers and their myths about the peaceful settlement of Australia.

**Attendance Requirements:**

Students are expected to attend all lectures in order to fully benefit from the course.

A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

**Evaluation Criteria:**

- Mid Term Examination: 40
- End Term Examination: 120
- Continuous Internal Assessment: 40
- 

**Course Contents:**

Unit – I: A Historical Overview

(10 Hours)

- Transportation of Convicts
- The Concept of ‘Terra Nullius’
- Resistance of the Aborigines
- The Gold Rush Era-the Eureka Stockade: Significance
- Devastating Effect of the So Called Civilizing Mission
- Australian Unjust and Discriminatory Policies
- The Policy of Assimilation, Aborigines Protection Acts, Stolen Generations
- Excerpts from “The Harbour and the Exiles”; “Who were the Convicts? ” from *The Fatal Shore* by Robert Hughes
- James McAuley: “The Convict and the Lady” [Poem]
- A.B. Patterson: “Waltzing Matilda” [Poem]

**Unit- II Aboriginal Issues: White and Black Perspectives (8 Hours)**

- Jack Davis: “Aboriginal Australia”, [Poem]
- Dorothea Mackellar: “My Country” [Poem]
- Judith Wright : “Bora Ring” [Poem]
- Oodgeroo Noonuccal (Kath Walker) : “We are Going” [Poem]
- David Malouf: *Remembering Babylon* [Novel]

**Unit-III Question of Immigrants/Asylum-Seekers (8 Hours)**

- Hannie Rayson: *Two Brothers* [Play]
- Nam Li : “The Boat” (Title Story from *The Boat*)

**Unit-IV War/Love/Inter-personal Relations/Gender Issues (7 hours)**

- John Lang: “The Mohammedan Mother” [Short Story]
- Tim Winton: “Distant Lands”, [Short Story]
- *Henry Lawson*: “A Child in the Dark and a Foreign Father”[Short Story]
- Judith Wright: “The Naked Woman and Mirror” [Poem]

**Unit-V Memoirs/Autobiographies/Stolen Generations (7 hours)**

- Autobiography: Questioning through Self-Narrative
- Doris Kartinyeri: *Kick the Tin*
- “Anne’s Story” (First Person Accounts of/by Stolen Children)
- “A Black Grandmother” from Sally Morgan’s *My Place*

**Prescribed Text Books:**

1. Morgan, Sally. *My Place*. New Delhi: Indialog Publishers Private Limited, 2011.
2. Davis, Jack. *The First Born and Other Poems*. Sydney: Currency Press Pvt. Limited, 1986.
3. Wright, Judith. *Human Pattern: Selected Poems*. Sydney: Carcanet Pvt. Ltd., 2011.
4. Rayson, Hannie. *Two Brothers*. Sydney: Currency Press, 2005.
5. Winton, Tim. *Scission*. Australia: Penguin Australia, 1998.



6. Katrinyeri, Doris. *Kick the Tin*. Delhi: Penguin India, 2001.
7. Malouf, Favid. *Remembering Babylon*. Australia: Penguin Classics, 1992.
8. Bennett, Bruce and Jennifer Strauss. Eds. *The Oxford Literary History of Australia*. Melbourne: OUP, 1998. Print.
9. Clark, Manning. *A Short History of Australia*. New York: New American Library, 1980. Print.

**Suggested Extra Reading:**

1. Webby, Elizabeth. *The Cambridge Companion to Australian Literature*. Ed. Cambridge: UP, 2000. Print.
2. Sabbioni, Jennifer, Kay Schaffer and Sidonie Smith. Eds. *Indigenous Australian Voices: A Reader*. New Brunswick: Rutgers UP, 1998. Print.
3. Casey, Maryrose. *Creating Contemporary Frames: Indigenous Theatre (1967-1990)*. Queensland: UP, 2004. Print.
4. Shoemaker, Adam. *Black Words, White Page*. Brisbane: Queensland University Press, 1989. Print.

**Lecture Plan:**

Lecture	Topics	Prescribed Text Book
Lecture - 1	Pre-colonial Landscape later named as Australia	Book 8 & 9
Lecture- 2	The Tradition of the Dreamtime: the Aboriginals	Book 8 & 9
Lecture -3	The Arrival of Settlers/Colonists: Captain James Cook	Book 8 & 9
Lecture -4	Cultural Clashes: Concept of 'terra nullius'	Book 8 & 9
Lecture - 5	Jack Davis: an Introduction to the author	Book 2
Lecture - 6-9	<i>Kick the Tin</i> : the text and Critical Interpretation	Book 2
Lecture - 10	Judith Wright: an Introduction to the author	Book 3
Lecture - 11-14	Poems of Judith Wright	Book 3
Lecture - 15	Patrick White: An Introduction to the author	Book 7
Lecture - 16-20	<i>Remembering Babylon</i> : the text, Critical interpretation	Book 7
Lecture - 21	Tim Winton: An Introduction to the author	Book 5
Lecture - 22-25	Select Short Stories: Critical Interpretation	Book 5
Lecture - 26	Sally Morgan: An Introduction to the author	Book 1

Lecture - 26-32	<i>My Place</i> : the text and its Critical interpretation	Book 1
Lecture- 33	Peter Carey: An Introduction to the author	Book 6
Lecture - 34-36	<i>Two Brothers</i> : Critical Interpretation	Book 6
Lecture- 37	Hannie Rayson: An Introduction to the author	Book 4
Lecture - 38-40	<i>Anne's story</i> : the text and critical interpretation	Book 4



## CENTRAL UNIVERSITY OF HIMACHAL PRADESH

[Established under the Central Universities Act 2009]

PO Box: 21, Dharamshala, District Kangra - 176215 (HP)

[www.cuhimachal.ac.in](http://www.cuhimachal.ac.in)

**Course Code:** EEL 404

**Course Name:** Renaissance

**Course Instructor:** Dr. Khem Raj Sharma

**Credits:** 4

**Credits Equivalent:** 04 Credits (One credit is equivalent to 10 hours of lectures / organised classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/

group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

**Course Objective:** The course is designed to:

- understanding the spirit of renaissance with reference to the cross fertilization of ideas;
- understanding the birth of the new world reflected especially in the humanistic tradition of thought and literary expression.

**Course Outcome:** This course will introduce the learners with the historical context of the renaissance movements including Renaissance ideals, art and literatures. Among the literary genres, the students will pursue sonnets, prose narratives, utopias, and chivalric romance of Christopher Marlowe, John Donne, William Shakespeare, Francis Bacon and John Milton, which will certainly enable them to see the pre-modernistic streak in these literatures.

**Attendance Requirements:**

Students are expected to attend all lectures in order to be able to fully benefit from the course.

A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

**Evaluation Criteria:**

- Mid Term Examination: 40
- End Term Examination: 120
- Continuous Internal Assessment: 40

**Course Contents:**

**UNIT – I:**

**A. An Introduction to Renaissance (2 hours)**

**B. John Donne (Metaphysical Poetry) (6 Hours)**

- Introduction: Author, Genre (Poetry)
- The Canonisation
- The Sun Rising
- The Ecstasy
- The Flea
- A Valediction: Forbidding Mourning
- Critical Analysis/Interpretation

**UNIT – II: John Milton (*Paradise Lost- Book I*) (8 Hours)**

- Introduction: Author, Genre (Epic)
- The Text
- Critical Analysis/Interpretation

**UNIT – III: Christopher Marlowe (*The Tragic History of Dr. Faustus*) (8 Hours)**

- Introduction: Author, Genre (Play)
- The Text
- Critical Analysis/Interpretation

**Unit – IV: Essays by Francis Bacon (8 Hours)**

- Introduction: Author, Genre (Essays)
- Of Truth
- Of Wisdom for a Man's Self
- Of Discourse
- Of Studies
- Of Honour and Reputation
- Of Ambition
- Critical Analysis/Interpretation

**Unit – V: Sir Thomas More's *Utopia* (8 Hours)**

- Introduction: Author, Genre (Fiction)
- The Text
- Critical Analysis/Interpretation

**Prescribed Text Books:**

16. Bacon, Francis (2009). *Essays*. J. M. Dent, University of Virginia.
17. Brotton, Jerry (2006). *The Renaissance: A Very Short Introduction*. Oxford UP, New York.
18. Chambers, E.K. (1989). *Poems of John Donne*. Lawrence & Bullen, London.
19. Marlowe, Christopher (2009). *The Tragic History of Dr. Faustus*. Dover Publications, New York.
20. Milton, John (2004). *Paradise Lost-Book I*. UBS publishers, New Delhi.
21. More, Thomas (1996). *Utopia*. The Harvard Classics, New York.

**Suggested Reading:**

13. Bowen, Catherine Drinker, D. Balestra and Dominic J. Balestra (1993). *Francis Bacon: The Temper of a Man*. Fordham University Press, New York.

14. Grendler, Paul F. *The Renaissance: An Encyclopedia for Students*. Thomson Gale, New York.
15. Guibory, Achsah ed. (2006). *The Cambridge Companion to John Donne*. Cambridge University Press, UK.
16. Hopkins, Lisa (2008). *Christopher Marlowe, Renaissance Dramatist*. Edinburg University Press, Edinburg.
17. Keenan, Siobhan (2008). *Renaissance Literature*. Edinburg University Press, Edinburg.
18. Milton, John, Fay Weldon, and Christopher Ricks (2010). *Paradise Lost & Paradise Regained*. Signet Classics, USA.
19. Roper, William (2012). *The Life of Sir Thomas More*. Hardpress Publishing, New York.



## CENTRAL UNIVERSITY OF HIMACHAL PRADESH

[Established under the Central Universities Act 2009]

PO Box: 21, Dharamshala, District Kangra - 176215 (HP)

[www.cuhimachal.ac.in](http://www.cuhimachal.ac.in)

**Course Code:** EEL 404

**Course Name:** Renaissance

**Course Instructor:** Dr. Khem Raj Sharma

**Credits:** 4

**Credits Equivalent:** 04 Credits (One credit is equivalent to 10 hours of lectures / organised classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

**Course Objective:** The course is designed to:

- understanding the spirit of renaissance with reference to the cross fertilization of ideas;

- understanding the birth of the new world reflected especially in the humanistic tradition of thought and literary expression.

**Course Outcome:** This course will introduce the learners with the historical context of the renaissance movements including Renaissance ideals, art and literatures. Among the literary genres, the students will pursue sonnets, prose narratives, utopias, and chivalric romance of Christopher Marlowe, John Donne, William Shakespeare, Francis Bacon and John Milton, which will certainly enable them to see the pre-modernistic streak in these literatures.

**Attendance Requirements:**

Students are expected to attend all lectures in order to be able to fully benefit from the course.

A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

**Evaluation Criteria:**

- Mid Term Examination: 40
- End Term Examination: 120
- Continuous Internal Assessment: 40

**Course Contents:**

**UNIT – I:**

**A. An Introduction to Renaissance (2 hours)**

**B. John Donne (Metaphysical Poetry) (6 Hours)**

- Introduction: Author, Genre (Poetry)
- The Cannonisation
- The Sun Rising
- The Ecstasy
- The Flea
- A Valediction: Forbidding Mourning
- Critical Analysis/Interpretation

**UNIT – II: John Milton (*Paradise Lost- Book 1*) (8 Hours)**

- Introduction: Author, Genre (Epic)
- The Text
- Critical Analysis/Interpretation

**UNIT – III: Christopher Marlowe (*The Tragic History of Dr. Faustus*) (8 Hours)**

- Introduction: Author, Genre (Play)
- The Text
- Critical Analysis/Interpretation

**Unit – IV: Essays by Francis Bacon**

**(8 Hours)**

- Introduction: Author, Genre (Essays)
- Of Truth
- Of Wisdom for a Man’s Self
- Of Discourse
- Of Studies
- Of Honour and Reputation
- Of Ambition
- Critical Analysis/Interpretation

**Unit – V: Sir Thomas More’s *Utopia***

**(8 Hours)**

- Introduction: Author, Genre (Fiction)
- The Text
- Critical Analysis/Interpretation

**Prescribed Text Books:**

22. Bacon, Francis (2009). *Essays*. J. M. Dent, University of Virginia.
23. Brotton, Jerry (2006). *The Renaissance: A Very Short Introduction*. Oxford UP, New York.
24. Chambers, E.K. (1989). *Poems of John Donne*. Lawrence & Bullen, London.
25. Marlowe, Christopher (2009). *The Tragic History of Dr. Faustus*. Dover Publications, New York.
26. Milton, John (2004). *Paradise Lost-Book I*. UBS publishers, New Delhi.
27. More, Thomas (1996). *Utopia*. The Harvard Classics, New York.

**Suggested Reading:**

20. Bowen, Catherine Drinker, D. Balestra and Dominic J. Balestra (1993). *Francis Bacon: The Temper of a Man*. Fordham University Press, New York.
21. Grendler, Paul F. *The Renaissance: An Encyclopedia for Students*. Thomson Gale, New York.
22. Guibbory, Achsah ed. (2006). *The Cambridge Companion to John Donne*. Cambridge University Press, UK.
23. Hopkins, Lisa (2008). *Christopher Marlowe, Renaissance Dramatist*. Edinburg University Press, Edinburg.
24. Keenan, Siobhan (2008). *Renaissance Literature*. Edinburg University Press, Edinburg.
25. Milton, John, Fay Weldon, and Christopher Ricks (2010). *Paradise Lost & Paradise Regained*. Signet Classics, USA.
26. Roper, William (2012). *The Life of Sir Thomas More*. Hardpress Publishing, New York.

**NAME OF THE PROGRAMME: PhD ENGLISH COURSE WORK**

**COURSE NAME: RESEARCH AND PUBLICATION ETHICS**

**COURSE CODE: RPE**

**COURSE OUTCOME**

This Course is taught to create awareness about publication ethics and publication misconduct. By the end of the course, students learn the importance of being ethical when conducting research and publishing activities. They learn how to spot questionable publishing strategies and publishers, as well as how to distinguish between good and bad publishing modes. It results in a better understanding of the term "open access," as well as research output contributions to open access publishing platforms. The students learn about the software applications and databases that are required for conducting research.

=====

**NAME OF THE PROGRAMME: MA ENGLISH**

**COURSE NAME: AMERICAN LITERATURE**

**COURSE CODE: EEL -433**

**COURSE OUTCOME**

On completion of the course the students understand the characteristic features of American Literature from the Colonial period to the Contemporary times. They learn how American literature developed. The study leads to an understanding of how literature parallelly evolves in conjunction with socio-political conditions. Students form an idea about the cultural and historical contexts of American Literature beginning from the works of John Winthrop to the poetry of Esther Belin.

=====

**NAME OF THE PROGRAMME: MA ENGLISH**



**COURSE NAME: HISTORY OF ENGLISH LANGUAGE AND LITERATURE**

**COURSE CODE: EEL -481**

**COURSE OUTCOME**

The students learn some basic concepts of English Literature and Language during the course. The course introduces students to the origin and evolution of English Language and various Literary writings beginning from the Anglo-Saxon Literature to the Post Modern Period. The students get an insight into historical movements, the development of various literary genres and the variations in language and style over the centuries.

=====

**NAME OF THE PROGRAMME: MA ENGLISH**

**COURSE NAME: INDIAN AESTHETICS**

**COURSE CODE: EEL – 453**

**COURSE OUTCOME**

The students get introduced to the various schools of Indian aesthetics during the course. They understand and learn to examine the philosophical underpinnings of Indian aesthetics. They gain an insight into the differences between Western and Indian literary criticism. Students develop an understanding of theoretical dimensions and how to interpret texts. They learn to value *Rasa, Dhvani, and Vakrokti* theories along with their contextual relevance.

**Course contents of the courses to be offered to MA 1<sup>st</sup> and 3<sup>rd</sup> semester students along with those being offered to UG programmes of study in other departments during the academic session 2021-22**



**CENTRAL UNIVERSITY OF HIMACHAL PRADESH**

[Established under the Central Universities Act 2009]

PO Box: 21, Dharamshala, District Kangra - 176215 (HP)

Department of English

[www.cuhimachal.ac.in](http://www.cuhimachal.ac.in)

**Course Code:** EEL -110

**Course Name:** Functional and Communicative Skills in English

**Credit Equivalents:** 04 Credits (One credit is equivalent to 10 hours of lectures/organized classroom activities/contact hours; 5 hours of laboratory work/practical/field work/Tutorial/teacher-led activities and 15 hours of other workload such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/field work; writing of papers/projects/dissertation/thesis; seminars, etc.)

**Course Objectives**

The course is designed

- to improve the student's accuracy and fluency in Spoken English as much as possible during the period of instruction
- to prepare the students to be more confident and active participants in all aspects of their program by developing their ability to use effective oral communication strategies throughout
- to develop enduring oral communication skills by the appropriate use of English in different situations and for different purposes cutting across the curriculum

**Attendance Requirements**

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is mandatory failing which a student will not be permitted to appear in the examination.

**Course Requirements**

All students registered in this course must comply with the following requirements.

- Attend classes regularly with active participation
- Speak only English in class and in all course activities
- Demonstrate substantial effort and progress in the development of oral communication skills in English necessary for academic success
- Fulfill other course requirements including meeting assignment deadlines and writing exams

**Evaluation Criteria**

- Mid-Term Examination: 25%
- End-Term Examination: 50%
- Continuous Internal Assessment: 25%
  - a) Active and Effective Participation in Classroom: 10%
  - b) Reading Passages (Fluency, Pronunciation and Confidence): 5%
  - c) Declamations, Extempore and Presentations: 5%
  - d) Home Assignments: 5%

## **Course Contents**

### **UNIT-I Basics of Phonetics**

**(15 hours)**

- Speech Sounds (Vowels and Consonants) and Syllables
- Word-Stress and Intonation
- Homophones and Homographs
- **Activities:** Transcribing Commonplace/Simple English Words, of Words Often Mispronounced, Correct Pronunciation and Intonation Drills by Reading Short Poems and Prose Pieces Aloud, Practice of Pronunciation and Intonation through Individual Presentations; Word Formation (Roots, Prefixes, Infixes and Suffixes); List of Homophones, Homographs, and Homonyms; List of Words Often Confused; Parsing; Using Discourse Markers;

### **Unit-II Basics of Grammar**

**(15 Hours)**

- Parts of Speech
- Articles
- Tenses
- Transformation of Sentences
- Subject-verb Agreement
- Modals and Semi-modals
- Voices and Narration
- Basic Punctuation: Rules and their Usage
- **Activities :** Interaction Based on Tenses and Sentence Transformation, Finding Out the Various Prepositions in a Given Essay, Sentence Making By Using Preposition and Articles, Writing a Paragraph by Using Direct and Indirect Speeches, Group Conversation in Active and Passive Voices,

### **UNIT-III Vocabulary and Syntax**

**(10 hours)**

- Synonyms, antonyms, one-word substitution
- Idioms, Proverbs and Phrasal Verbs
- Common Errors
- **Activities:** Use of New Words in the Same Idea, learning Meaning and Nuances of One Meaning, , Idiomatic Use of Language,
- 

### **UNIT-IV Reading, Writing and Listening Skills**

**(10 hours)**

- Slow, Speed and Fixed Reading
- Types and Traits of Good Listening
- Comprehension
- E-mail and letter writing
- **Activities:** Skimming and Scanning While Reading Short Passages, Assigning Poetry and Prose Passages to Read and Comprehend, Listening to Select Audio-Visual Clips/Abstracts of Literary Discourses and Movies, Interpersonal Communication Based on Reading and listening Exercises, Finding the Gist of Argument by Reading/Listening

**UNIT-V Improvisation-Based Communication**  
hours)

(10

- Debate and Group Discussion
- Personal Interview and Public Speaking
- **Activities:** Tech-Based Communication Including Power Point Presentations, Mock Interviews, Debate and Group Discussion on Selected Issues, Mock Press Conference, Impromptu Speaking, Prepared Speech, Story-Telling, Using Non-Verbal Communication Skills While Speaking

**Prescribed Text Book**

Mohan, Krishna, and Meera Banerji (2012). *Developing Communication Skills*. Macmillan, Delhi.

**Further Readings**

- 1) Bansal, R. K., et al. (2009). *Spoken English*. Orient Black Swan, Hyderabad.
- 2) Gangal, J.K. (2010). *A Practical Course in Spoken English*. PHI, New Delhi.
- 3) Konar, Nira (2010). *Communication Skills for Professionals*. PHI, New Delhi.



**Central University of Himachal Pradesh, Dharamshala**

[Established under the Central Universities Act 2009]

PO Box: 21, Dharamshala, District Kangra - 176215 (HP)

[www.cuhimachal.ac.in](http://www.cuhimachal.ac.in)

Department of English

**Course Code:** EEL 210

**Course Name:** Glimpses of Poetry and Prose in English

**Course Credits:** 4

**Course Instructor:** Ms Archana Thakur & Mr Prakash Kumar Meher

**Credits Equivalent:** 04 Credits (One credit is equivalent to 10 hours of lectures / organised classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

**Course Objective:** The course is designed to:

- Make students understand the characteristic features of prose and poetry;
- Improve their language fluency and proficiency, and thus, make them more confident users of English;
- Enable students to interpret and appreciate poetry and prose works of literature by teaching them the nuances of language and literature.

**Attendance Requirements:**

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must; failing which a student may not be permitted to appear in examination.

**Evaluation Criteria:**

- Mid Term Examination: 25%
- End Term Examination: 50%
- Continuous Internal Assessment: 25%

Library Work Assignment: 5%

Subjective Assignment: 10%

Group Discussion: 5%

Presentations: 5%

**Unit 1: Introduction to Literature**

- Introduction to literature: what is literature?; literary genres; defining prose and poetry
- Parts of speech; figures of speech

**Unit 2: Selections from British and American Prose**

- Introduction to prose
- Points of view
- Introduction to British and American literature
- Using extracts from prescribed texts for reading comprehension exercises
- Reading as a tool to improve vocabulary; building vocabulary exercises

**Texts**

- Francis Bacon : “Of Studies”
- Martin Luther King Jr. : “I Have a Dream”

**Unit 3: Selections from British and American Poetry**

- Introduction to poetry; kinds of poetry: lyrical and narrative poetry
- Explore poetry written by native speakers of the language
- Application of grammar rules to literary works, and interpretation of literary texts

## **Texts**

- William Shakespeare : “All the World’s a Stage”
- William Wordsworth: “The Solitary Reaper”
- Walt Whitman: “O Captain! My Captain!”
- Robert Frost : “The Road Not Taken”

## **Unit 4: Indian and World Poetry**

- Nomenclature in poetry: stanza, quatrain, couplet, sestet, octet, etc...
- Introduction to Indian and World literature
- Explore poetry written by non-native speakers of the language; point out difficulties of expression in a non-native language

## **Texts**

- R.M. Rilke : “Fire’s Reflection”
- Sarojini Naidu : “Indian Weavers”
- Nissim Ezekiel: “Urban”
- Wole Soyinka : “Telephone Conversation”

## **Unit 5: Selection from Indian Prose**

- Kinds of prose: essay, fiction, anecdote.
- Kinds of essay: expository, descriptive, narrative, reflective
- Exercises on idiomatic usage of language
- Exercises on phrasal verbs

## **Texts**

- Jawaharlal Nehru : “Work in the Sun and In the Light”
- B. R. Ambedkar: “Prospects of Democracy in India”

## **Prescribed Texts**

1. Bacon, Francis. “Of Studies”. *The Essays*. N.P.: Mozambique. 2001. 176-177. Pdf.
2. Ezekiel, Nissim. “Urban”. *Poemhunter*. N.P. N.D. Web. 24 August 2016.
3. Frost, Robert. “The Road Not Taken”. *Poemhunter*. N.P. N.D. Web. 24 August 2016.
4. Luther King, Martin. “I Have a Dream”. 24 August 2016.
5. Naidu, Sarojini. “Indian Weavers”. *Poemhunter*. N.P. 1916. Web. 24 August 2016.
6. Rilke, Rainer Maria. “Fire’s Reflection”. *Poemhunter*. N.P. 13 January 2013. Web. 24 August 2016.
7. Shakespeare, William. “All the World’s a Stage”. *Poemhunter*. N.P. N.D. Web. 24 August 2016.
8. Soyinka, Wole. “Telephone Conversations”. *Poemhunter*. N.P. N.D. Web. 24 August 2016.
9. Whitman, Walt. “O Captain! My Captain!”. *Poemhunter*. N.P. N.D. Web. 24 August 2016.

10. Wordsworth, William. "The Solitary Reaper". *Poemhunter*. N.P. N.D. Web. 24 August 2016.
11. Nehru, Jawaharlal. "Work in the Sun and in the Light".
12. Ambedkar, B. R. "Prospects of Democracy in India"

### Suggested Reading

1. Rees, R.J. *Introduction to English Literature*. ..... Macmillan.1966 Print.
2. Prasad, B. *A Background to the Study of English Literature*.  
Rees, R.J. *Introduction to English Literature*. ..... Macmillan.1966 Print.
- Abrams, M.H. *A Glossary of Literary Terms*. Boston: Heinle&Heinle.1999.Print.



### CENTRAL UNIVERSITY OF HIMACHAL PRADESH

[Established under the Central Universities Act 2009]

PO Box: 21, Dharamshala, District Kangra - 176215 (HP)

[www.cuhimachal.ac.in](http://www.cuhimachal.ac.in)

Department of English

**Course Code:** EEL 211

**Course Name:** Academic Writing Skills

**Credits Equivalent:** 04 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

### Course Objective:

1. To train students to enhance their skills in written communication through practical conduct of this course.
2. This course will help students in understanding the principles & techniques of professional academic writing skills.

### Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

### Evaluation Criteria:

- Mid Term Examination: 25%

- End Term Examination: 50%
- Internal Assessment based on Continuous Comprehensive Evaluation: 25% (5 Assignments from 5 Units)

### **Course Content:**

#### **Unit 1: Fundamentals of Academic Writing**

(8 hours)

- Basic Conventions of Academic Writings
- Good Academic Writing
- Putting Sentences Together
- Constructing and Mastering the Paragraph
- Organizing Paragraphs to Develop Essays
- Basic Grammatical Concepts

#### **Unit-2: Developing Formal Writing Skills**

(8 hours)

- The Writing Process
- Basics of Formal Writing
- Difference between Formal and Informal writing
- Do's and Don'ts of Formal Writing
- Concise and Clarity in Writing
- Common Mistakes and How to Deal With Them

#### **Unit-3: Basics of Business Writing**

(8 hours)

- Meaning and Types of Business Writing
- Types of Business Letters
- Email Writing
- Writing of Cover Letter, CV, Resume, Bio-Data, Bio-Note
- Writing of Memos, Circulars, Notices
- Note-taking and Note-making, Summarizing & Drawing Conclusions

#### **Unit-4: Research and Writing**

(8 hours)

- A Brief Introduction of Various Terms Used in Academic Research
- Understanding the Term 'Research'
- Qualitative & Quantitative Research
- Primary & Secondary Sources
- Plagiarism
- Referencing

#### **Unit-5: Research Paper & Report Writing**

(8 hours)

- Structure and Contents of a Research Paper
- Conceptual and Empirical Papers
- Abstract; Synopsis; Summary
- Review of Literature



- Proof Reading
- Basics of Report Writing

### Prescribed Text Books:

1. Lesikar, Raymond V. et al (2009). *Business Communication*. Tata McGraw Hill, New Delhi.
2. *MLA Handbook for Writers of Research Papers* (2009). East-West Press, New Delhi.
3. Monipally, Mathukutty M and B S Pawar (2013). *Academic Writing*. Sage, New Delhi.
4. Murphy, Herta A. et al (2010). *Effective Business Communication*. Tata McGraw Hill, New Delhi.
5. Osmond, Alex (2013). *Academic Writing and Grammar for Students*. Sage, New Delhi.

### Suggested Extra Readings:

1. Monipally, Matthukutty M. (2010). *Business Communication Strategies*. Tata McGraw Hill, New Delhi.
2. Sethi, Anjane, Bhavana Adhikari (2010). *Business Communication*. Tata McGraw Hill, New Delhi.
3. Hynes, Geraldine E. (2010). *Managerial Communication*. Tata McGraw Hill, New Delhi.
4. Weiss, (2010). *The Elements of International English Style— A Guide to Writing Correspondence, Reports, Technical Documents, and Internet Pages for a Global Audience*. PHI Learning, Delhi.



### Central University of Himachal Pradesh, Dharamshala

[Established under the Central Universities Act 2009]

PO Box: 21, Dharamshala, District Kangra - 176215 (HP)

[www.cuhimachal.ac.in](http://www.cuhimachal.ac.in)

Department of English

**Course Code:** EEL 306

**Course Name:** Select Stories and One-Act Plays in English

**Course Credits:** 4

**Credits Equivalent:** 04 Credits (One credit is equivalent to 10 hours of lectures / organised classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** The course is designed to:

- To familiarize students with different literary genres namely one- act play and short stories.
- To make students critically analyze plot, characters, themes in stories and one- act plays.

**Attendance Requirements:**

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must; failing which a student may not be permitted to appear in examination.

**Evaluation Criteria:**

- Mid Term Examination: 25%
- End Term Examination: 50%
- Continuous Internal Assessment: 25%

Library Work Assignment: 5%

Subjective Assignment: 10%

Group Discussion: 5%

Presentations: 5%

**Unit 1:** Introduction to One-Act Play (Drama, Plot, Character, Dialogues, Themes)  
Introduction to Short Stories (Origin and Development)

**Unit 2: One-Act Play (English)**

- Rupert Brooke: *Lithuania*

**Unit 3: Selections from Indian Short Stories**

- R. K. Narayan: “An Astrologer’s Day”
- Premchand: “The Shroud”

**Unit 4: One-Act Play (Irish)**

- J.M. Synge: *Riders to the Sea*

**Unit 5: Short Stories by Foreign Authors**

- O. Henry: “The Last Leaf”
- Leo Tolstoy: “How Much Land does a Man Need?”

**Prescribed Texts:**

1. Brooke, Rupert. *Lithuania*. *NewVistas*. Ed. V.P.Sharma.et al. Delhi: Vrinda Publications, 2007, pp. 103-123.
2. Henry, O. “The Last Leaf.” N.D.Web.  
[https://americanenglish.state.gov/files/ae/resource\\_files/the-last-leaf.pdf](https://americanenglish.state.gov/files/ae/resource_files/the-last-leaf.pdf)
3. Narayan, R.K. “An Astrologer’s Day.” N.D.Web.

<[https://archive.org/.../astrologersday035473mbp/astrologersday035473mbp\\_djvu.txt](https://archive.org/.../astrologersday035473mbp/astrologersday035473mbp_djvu.txt)

>

4. Premchand. "The Shroud." Trans. Ruth Vanita. *The Shroud: Stories*. New Delhi: Penguin Books India, 2011, pp. 129-140.
5. Sharma, Roshan Lal and Ajay Khurana, eds. *The Curtain Raised: Five One-Act Plays*. New Delhi: Orient Black Swan, 2013.
6. Synge, J.M. *Riders to the Sea*. N.D.Web.  
[https://archive.org/stream/riderstosea00syngiala/riderstosea00syngiala\\_djvu.txt](https://archive.org/stream/riderstosea00syngiala/riderstosea00syngiala_djvu.txt)
7. Tolstoy, Leo. "How Much Land does a Man Need?" N.D.Web.  
[http://www.goodnews.or.kr/en/goodnews/0904/\\_0904.wisdom.pdf](http://www.goodnews.or.kr/en/goodnews/0904/_0904.wisdom.pdf)



## CENTRAL UNIVERSITY OF HIMACHAL PRADESH

[Established under the Central Universities Act 2009]

PO Box: 21, Dharamshala, District Kangra - 176215 (HP)

[www.cuhimachal.ac.in](http://www.cuhimachal.ac.in)

Department of English

**Course Code:** EEL 414

**Course Name:** Advanced Oral Communicative Skills in English

**Credit Equivalents:** 02 Credits (One credit is equivalent to 10 hours of lectures/organized classroom activities/contact hours; 5 hours of laboratory work/practical/field work/Tutorial/teacher-led activities and 15 hours of other workload such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/field work; writing of papers/projects/dissertation/thesis; seminars, etc.)

### Course Objectives

The course is designed

- to improve the students' accuracy and fluency in Spoken English as much as possible during the period of instruction
- to prepare the students to be more confident and active participants in all aspects of their program by developing their ability to use effective oral communication strategies throughout
- to develop enduring oral communication skills in the students by the appropriate use of English in different situations and for different purposes cutting across the curriculum

### Attendance Requirements

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is mandatory failing which a student will not be permitted to appear in the examination.

### Course Requirements

All students registered in this course must.

- Attend classes regularly with active participation.
- Speak only English in class and in all course activities.
- Demonstrate substantial effort and progress in the development of oral communication skills in English necessary for academic success.
- Fulfill other course requirements including meeting assignment deadlines and writing exams.

### Evaluation Criteria

- Mid-Term Examination: 25%
- End-Term Examination: 50%
- Continuous Internal Assessment: 25%
  - e) Active and Effective Participation in Classroom: 10%
  - f) Reading Passages (Fluency, Pronunciation and Confidence): 5%
  - g) Declamations, Extempore and Presentations: 5%
  - h) Home Assignments: 5%

## Course Contents

### UNIT-I Basics of Phonetics

(6

hours)

- Speech Sounds (Vowels and Consonants)

**Activities:** Transcribing Commonplace/Simple English Words, List of Words Often Mispronounced, Correct Pronunciation by Reading Short Poems and Prose Pieces Aloud, Practice of Pronunciation through Individual Presentations

### UNIT-II Vocabulary and Syntax

(6

hours)

- Select Idioms, Proverbs and Phrasal Verbs
- Tenses and Transformation of Sentences

**Activities:** Word Formation (Roots, Prefixes, Infixes and Suffixes); List of Homophones, Homographs, and Homonyms; List of Words Often Confused; Parsing; Using Discourse Markers; Interaction Based on Tenses and Sentence Transformation, Idiomatic Use of Language

### UNIT-III Reading and Listening Skills

(6

hours)

- Slow, Speed and Fixed Reading
- Types and Traits of Good Listening

**Activities:** Skimming and Scanning While Reading Short Passages, Assigning Poetry and Prose Passages to Read and Comprehend, Listening to Select Audio-Visual Clips/Abstracts of Literary Discourses and Movies, Interpersonal Communication Based on Reading and listening Exercises, Finding the Gist of Argument by Reading/Listening

### UNIT-IV Improvisation-Based Communication

(6

hours)

- Debate and Group Discussion
- Personal Interview and Public Speaking

**Activities:** Tech-Based Communication Including Power Point Presentations, Mock Interviews, Debate and Group Discussion on Selected Issues, , Impromptu Speaking, Prepared Speech, Story-Telling, Using Non-Verbal Communication Skills While Speaking

### UNIT-V Language Games

(6 hours)

- Dialogue Speaking and Vocabulary Brainstorming
- Charades and Pictorial Description

**Activities:** Organizing and Testing the Above and Related Games by Creating Different Situations, Role Playing, Snowball Story-Telling, etc.

#### Prescribed Text Book

Mohan, Krishna, and Meera Banerji (2012). *Developing Communication Skills*. Macmillan, Delhi.

#### Further Readings

- a. Bansal, R. K., et al. (2009). *Spoken English*. Orient Black Swan, Hyderabad.
- b. Gangal, J.K. (2010). *A Practical Course in Spoken English*. PHI, New Delhi.
- c. Konar, Nira (2010). *Communication Skills for Professionals*. PHI, New Delhi.
- d. McCarthy, M., et al. (1999). *English Vocabulary in Use: Upper-Intermediate & Advanced*. Cambridge UP, Cambridge.



**Central University of Himachal Pradesh**  
[Established under the Central Universities Act 2009]  
PO Box: 21, Dharamshala, District Kangra - 176215 (HP)  
[www.cuhimachal.ac.in](http://www.cuhimachal.ac.in)  
Department of English

**Course Code:** EEL 433

**Course Name:** American Literature

**Credits Equivalent:** 04 Credits (One credit is equivalent to 10 hours of lectures / organised classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

**Course Objective:** The course is designed to:

- Make students understand the characteristic features of American literature.
- Show how American literature developed.
- Show how literature evolves in conjunction with socio-political conditions.

**Attendance Requirements:**

Students are expected to attend all lectures in order to fully benefit from the course. A minimum of 75% attendance is a must; failing which a student may not be permitted to appear in examination.

**Evaluation Criteria:**

- Mid Term Examination: 25%
- End Term Examination: 50%
- Continuous Internal Assessment: 25%

**Course Content:**

**UNIT – I: Introduction - The Idea of America** (8 Hours)

**Texts:**

John Winthrop: “City upon a Hill” [Essay]

Walt Whitman: “One-Self I Sing” [Poem]

Ralph Waldo Emerson: “American Scholar” [Essay]

**UNIT – II: The Dream of Democracy** (6 Hours)

**Texts:**

Washington Irving: “Rip Van Winkle” [Short Story]

Henry Thoreau: “Civil Disobedience” [Essay]

Edgar Allan Poe: “Some Words with a Mummy” [Short Story]

**UNIT – III: The Voice of Dissent** (8 Hours)

**Texts:**

Herman Melville: “Bartleby the Scrivener” [Short Story]

Mark Twain: *The Adventures of Huckleberry Finn* [Novel]

Emily Dickinson: “What Mystery Pervades a Well.” [Poem]

**UNIT – IV: American Tragedy** (8 Hours)

**Texts:**

Ernest Hemingway: "Soldier's Home" [Short Story]  
Arthur Miller: *Death of a Salesman* [Play]  
Langston Hughes: "Harlem" [Poem]  
Kevin Barry: "Hares in the Old Plantation" [Short Story]

**Unit – V: Conclusion: Melting Pot and the New Utopia**

(10 Hours)

**Texts:**

Robert Frost: "Directive" [Poem]  
Philip Roth: "Goodbye Columbus" [Short Story]  
Toni Morrison: "Recitatif" [Short Story]  
Bharati Mukherjee: "Jasmine" [Short Story]  
Esther Belin: "Night Travel" [Poem]

**CENTRAL UNIVERSITY OF HIMACHAL PRADESH**

[Established under the Central Universities Act 2009]

PO Box: 21, Dharamshala, District Kangra - 176215 (HP)

[www.cuhimachal.ac.in](http://www.cuhimachal.ac.in)

Department of English

**Course Name: Literature, Empathy, and Human Making****Course Code: EEL 443****Credits: 2****Unit I: Introduction (4hrs)**

Defining Literature, Empathy, Human

Difference between Humans and Beasts and/or Machines

Characteristics of humans: Motivation, Choices, Beliefs, Concern for Environment

Literature as a tool to understand Empathy and Humanity

**Texts:**

Hadley Cantril: "The Qualities of Being Human" [Essay]

R J Rees: "Why Study Literature?" [Essay]

Anton Chekov: "The Bet" [Short Story]

**Unit II: Human Making: Motivation (4hrs)**

Characteristic of Human: Motivation

Defining Motivation

Kinds of Motivation:

a. Pragmatic

b. Spiritual

Motivation as depicted in Literature

Necessity of Motivation

Empirical vs. Transcendental

Love vs. Duty

**Texts:**

P.B. Shelley: "Ozymandis" [Poem]

O. Henry: "After Twenty Years" [Short Story]

**Unit III: Nature of Choice (4hrs)**

Characteristic of Human: Choice

Kinds of Choice:

- a. Traditional
- b. Individualistic

Choice as depicted in Literature

Necessity of Choice

Identity vs. Individuality

Individualism vs. Collectivism

Man vs. Machine

**Texts:**

Chinua Achebe: "Marriage is a Private Affair" [Short Story]

Ridley Scott: *Blade Runner* [Film]

Rudyard Kipling: "If" [Poem]

**Unit IV: Nature of Faith (4hrs)**

Characteristic of Human: Faith

Defining Faith

Kinds of Faith:

- a. Reason
- b. Instinct

Faith as depicted in Literature

Necessity of Faith

Freedom of Thought

Reason vs. Instinct

Rational vs. Spiritual

**Texts:**

H.G. Wells: "The Country of the Blind" [Short Story]

Rabindranath Tagore: "Where the Mind is without Fear" [Poem]

**Unit V: Nature of Environment (4hrs)**

Characteristic of Human: Environment

Defining Environment

Kinds of Environment:

- a. Internal
- b. External

Environment and Literature

Human concern for Environment

Nature vs. Mindscapes

Empathy and Harmony

Conclusion

**Texts:**

Gieve Patel: "On Cutting a Tree" [Poem]

Ray Bradbury: "There will Come Soft Rains" [Short Story]

Robert Frost: "Mending Wall" [Poem]

**Primary Sources:**

1. Cantril, Hadley. "The Qualities of Being Human." *American Quarterly*. 6:1 (Spring 1954) 3-18. Print.



2. Rees, R.J. "Why we Study Literature". *English Literature: An Introduction to Foreign Readers*. 1973. Delhi: Macmillan, 1982. 1-19. Print.
3. Chekhov, Anton. "The Bet". 1889. *East of the Web*. N.P. N.D. Web. 7 August 2015.
4. Shelley, P.B. "Ozymandias". 1818. *The Golden Treasury*. Ed. Francis Palgrave. London: Macmillan, 1875. 246. Print.
5. Henry, O'. "After Twenty Years." *Americanenglish.state.gov*. N.P. N.D. Web. 14 August 2015.
6. Achebe, Chinua. "Marriage is a Private Affair." *Readritework.weebly*. N.P. 1 January 2004. Web. 23 August 2015.
7. *Blade Runner*. 1982. Dir: Ridley Scott. Perf: Harrison Ford, Rutger, Hauer. Warner Bros: 1982. DVD.
8. Kipling, Rudyard. "If". 1895. *Poem hunter*. N.P. 21 November 2009. Web. 16 August 2015.
9. Wells, H.G. "The Country of the Blind." 1904. *Onlineliterature*. N.P. N.D. Web. 20 August 2015.
10. Tagore, Rabindranath. "Where the Mind is Without Fear." *Allpoetry*. N.P. N.D. Web. 24 August 2015.
11. Patel, Gieve. "On Killing a Tree." *Englishforstudents*. N.P. N.D. Web. 1 September 2015.
12. Bradbury, Ray. "There will come soft rains." 1989. *Gs.cidsnet*. N.P. N.D. Web. 2 September 2015.
13. Frost, Robert. "Mending Wall". 1914. *Poetryfoundation*. N.P. N.D. Web. 28 August 2015.



### CENTRAL UNIVERSITY OF HIMACHAL PRADESH

[Established under the Central Universities Act 2009]

PO Box: 21, Dharamshala, District Kangra - 176215 (HP)

[www.cuhimachal.ac.in](http://www.cuhimachal.ac.in)

Department of English

**Course Code:** EEL 481

**Course Name:** History of English Language and Literature

**Credits Equivalent:** 04 credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

**Course Objective:** The course is designed to teach beginner students of English Literature the brief history of English Language and basic concepts and key terms of literature, and provide them with an overview of the history of English Literature. While students would be acquainted with major authors and movements in English literature, it is a survey course, and hence, would neither attempt to dwell upon any text, author, or movement, nor provide an exhaustive analysis or background for any one literary period. It aims to trace

- the origins of Anglo-Saxon Literature, the Roman Conquest.
- the evolution of English literary writings from the times of Bedes onwards (in a chronological sequence).
- development of genres.
- representation of historical movements.
- language variation and style.

**Attendance Requirement:**

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

**Evaluation Criteria:**

- Mid Term Examination: 25%
- End Term Examination: 50%
- Continuous Internal Assessment: 25%
  - i. Assignment: 5%
  - ii. Class participation: 10%
  - iii. Presentations: 5%
  - iv. Attendance: 5%

**Course Contents:**

- UNIT-1 English Literature in the Making: Origins of Language (10 Hours)**
- The Roman Conquest: Latin Influences
  - Anglo-Saxon Literature
  - The Norman Conquest and the French Language
  - The Scandinavian Influences
  - The Age of Chaucer and His Role in the Standardization of English Language
  - The English Renaissance
  - Elizabethan Literature: Shakespeare, University Wits
  - Shakespearean Tragedy, Comedy
  - English & Italian Sonnet Writers
- UNIT-2 Jacobean to Restoration (8 Hours)**
- The Metaphysical Poets
  - The Puritan Interregnum
  - The Restoration
  - Dryden and His Works
- UNIT-3 The Augustan Age- 18<sup>th</sup> Century Literature (7 Hours)**
- The Augustan Age , Pope
  - Age of Prose and Reason
  - Periodical Literature/Essays
  - Rise of the Novel/Four Wheels of the Novel
- UNIT-4 Romantic & Victorian Period (8 Hours)**
- The French Revolution
  - The Romantics
  - Victorian Compromise
  - Women Novelists of Victorian Era: George Eliot & The Bronte Sisters
- UNIT-5 Modern & Postmodern Period (7 Hours)**
- Poetry of First World War
  - Modernism
  - Theatre of the Absurd

**Prescribed Text Books:**

1. Compton–Rickett, Arthur (2009). *History of English Literature*. UBS Publishers, New Delhi.
2. Alexander, Michael (2000). *A History of English Literature*. Macmillan, London.

3. William J. Long. *English Literature: Its History and Its Significance for the Life of the English Speaking World*. England Kessinger Publishing, 2010.
4. A.C. Baugh. *A History of the English Language*, Routledge, 2002.

#### **Suggested Extra Readings:**

1. Daiches, David (2003). *A Critical History of English Literature*, (vol. I & II). Supernova Publication, New Delhi.
2. Sanders, Andrew (2004). *The Short Oxford History of English Literature*. Oxford University Press, London.



## **CENTRAL UNIVERSITY OF HIMACHAL PRADESH**

[Established under the Central Universities Act 2009]

PO Box: 21, Dharamshala, District Kangra - 176215 (HP)

[www.cuhimachal.ac.in](http://www.cuhimachal.ac.in)

**Course Code:** EEL 482

**Course Name:** Renaissance and Neo-classicism

**Credits Equivalent:** 04 Credits (One credit is equivalent to 10 hours of lectures / organised classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

**Course Objective:** The course is designed to:

- understand the spirit of renaissance, Restoration and Neo-classicism with reference to the cross fertilization of ideas from 1500-1800;
- understand the birth of the new world reflected especially in the humanistic tradition of thought and literary expression during the period.
- Demonstrate a fundamental knowledge of select critical and philosophical works that define and analyze Renaissance and Neo-classical Works

#### **Attendance Requirements:**

Students are expected to attend all lectures in order to be able to fully benefit from the course.

A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

#### **Evaluation Criteria:**

- Mid Term Examination: 25%
- End Term Examination: 50%
- Continuous Internal Assessment: 25%
  - Library Work Assignment: 5%
  - Subjective Assignment: 10%

- Group Discussion: 5%
- Presentations: 5%

### **Course Contents:**

- UNIT – I: An Introduction from Renaissance to Neo-classicism** (4 Hours)
- UNIT – II: Poetry** (12 Hours)
- John Donne: “The Sun Rising” (Metaphysical Poetry)
  - John Milton: *The Paradise Lost*, Book-1 (Epic Poem)
  - William Shakespeare: “My Mistress' Eyes Are Nothing Like the Sun” (Sonnet)
  - John Dryden: *Macflecknoe* (Political Satire)
  - Alexander Pope: *The Rape of the Lock* (Mock Epic)
  - Critical Analysis/Interpretation
- UNIT – III: Plays** (10 Hours)
- Christopher Marlowe: *The Tragic History of Dr. Faustus*
  - William Congreve: *The Way of the World*
  - Critical Analysis/Interpretation
- UNIT – IV: Fiction** (10 Hours)
- The Genesis and Rise of the Novel
  - Thomas More: *Utopia*
  - Oliver Goldsmith: *The Vicar of Wakefield*
  - Critical Analysis/Interpretation
- UNIT – V: Prose** (4 Hours)
- Rise of the Essays and Periodicals from 1500-1800
  - Francis Bacon: “Of Studies”
  - Joseph Addison: “On the Essay Form”
  - Richard Steele: “The Spectator Club”
  - Critical Analysis/Interpretation

### **Prescribed Text Books:**

1. Addison, Joseph. “On the Essay Form.” 1711. Quotidiana. N.P.N.D. Web.  
[http://essays.quotidiana.org/addison/essay\\_form/](http://essays.quotidiana.org/addison/essay_form/)
2. Bacon, Francis (2009). *Essays*. J. M. Dent, University of Virginia.
3. Chambers, E.K. (1989). *Poems of John Donne*. Lawrence & Bullen, London.
4. Congreve, William. *The Way of the World*. 1700. London: Dover, 1994.
5. Dryden, John. “Macflecknoe.” 1682. Poetryfoundation. N.P.N.D. Web.  
<https://www.poetryfoundation.org/poems/44181/mac-flecknoe>.
6. Goldsmith, Oliver. *The Vicar of Wakefield*. 1766. Oxford: OUP, 2008.
7. Marlowe, Christopher (2009). *The Tragic History of Dr. Faustus*. Dover Publications, New York.
8. Milton, John. *Paradise Lost*, Book-1. Poetryfoundation.  
<https://www.poetryfoundation.org/poems/45718/paradise-lost-book-1-1674-version>
9. More, Thomas (1996). *Utopia*. The Harvard Classics, New York.
10. Pope, Alexander. *The Rape of the Lock*. 1712. London: Vintage Classics, 2007.
11. Steele, Richard. “The Spectator Club.” 1711. Bartleby. N. P. 2001. Web.  
<https://www.bartleby.com/27/7.html>

12. Shakespeare, William. "My Mistress' Eyes Are Nothing Like the Sun." Poetryfoundation. <https://www.poetryfoundation.org/poems/45108/sonnet-130-my-mistress-eyes-are-nothing-like-the-sun#:~:text=My%20mistress'%20eyes%20are%20nothing%20like%20the%20sun%3B,wires%20grow%20on%20her%20head.>

### Suggested Reading:

1. Bryant, K.E. ed. *Surdas: Sur's Ocean*. Trans. J. S. Hawley. London: Murthy Classical Library of India, 2015.
2. Craig, Hardig. *The Literature of the English Renaissance: 1585-1660*. London: Collier-Macmillan, 1950.
3. Guibbory, Achsah ed. (2006). *The Cambridge Companion to John Donne*. CUP, UK.
4. Hopkins, Lisa (2008). *Christopher Marlowe, Renaissance Dramatist*. Edinburg University Press, Edinburg.
5. Keenan, Siobhan (2008). *Renaissance Literature*. Edinburg University Press, Edinburg.
6. *Songs of Kabir*. Trans. A. K. Mehrotas. New Delhi: Everyman/ Permanent Black, 2011.
7. Tharu, S. and Lalitha, eds. *Women Writing in India: 600 BC to the Present*. Vol. 1. Delhi: OUP, 1991.



Central University of Himachal Pradesh  
[Established under the Central Universities Act 2009]  
PO Box: 21, Dharamshala, District Kangra - 176215 (HP)  
[www.cuhimachal.ac.in](http://www.cuhimachal.ac.in)  
Department of English

**Course Code:** EEL 511

**Course Name:** Modern Literary Theory

**Credits Equivalent:** 04 Credits (One credit is equivalent to 10 hours of lectures/organized classroom activity/contact hours; 5 hours of laboratory work/practical/field work/Tutorial/teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/field work; writing of papers/projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** The course is designed to

- make students understand nature and definition of literary criticism and theory through select critical writings
- to particularly understand the 'modern' shift in the understanding of language, text and author in meaning making process

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

**Evaluation Criteria:**

- Mid Term Examination: 25%
- End Term Examination: 50%

- Continuous Assessment: 25%
  - Reading of Texts: 5%
  - Assignments: 5%
  - Class Participation/Interaction: 5%
  - Formal Presentations: 5%
  - Attendance: 5%

**Course Content:**

**UNIT-I : Introduction (8 Hours)**

- Background to the Study of Literary Criticism (Classical & English)
- Formalism (Habib)
- New Criticism (Habib)
- Introduction (*Norton Anthology of Theory and Criticism* pp. 1-28.)
- Reader Response Criticism  
Stanley Fish: “Is There a Text in the Class?”

**UNIT-II “Criticism and Theory after the World War II (Structuralism & Poststructuralism) (8 Hours)**

- Background (Habib)
- Ferdinand de Saussure : “Nature of Linguistic Sign”
- Roland Barthes: “The Death of the Author”

**UNIT-II: Poststructuralism and Marxism (6 Hours)**

- Jacques Derrida: “Structure, Sign and Play in the Discourse of Human Sciences”
- Jean Francois-Lyotard: “Defining the Postmodern”
- Louis Althusser: Excerpts from *Ideology and Ideological State Apparatuses*

**Unit – IV: Modern Feminism and Postcolonial Criticism (6 Hours)**

- Simone de Beauvoir: Introduction (“Woman as Other”) to *The Second Sex*
- Edward Said: Introduction to *Orientalism*
- Chinua Achebe: “Colonialist Criticism”

**Unit – V: Cultural Studies (4 Hours)**

- J Hillis Miller: “Cultural Studies and Reading”
- Stuart Hall: “Cultural Studies and Theoretical Legacies”

**Prescribed Text Books:**

1. Barry, Peter (2002). *Beginning Theory*. Manchester: Manchester UP.
2. Eagleton, Terry (1996). *Literary Theory: An Introduction*. 2nd ed. Minneapolis: U of Minnesota.
3. Habib, M. A. R. (2008). *A History of Literary Criticism and Theory: A History*. Delhi: Blackwell Publishing.
4. Leitch, Vincent B, et al., eds. (2010). *The Norton Anthology of Theory and Criticism*. New York: W. W. Norton.
5. Lodge, David (1988). *Modern Criticism and Theory: A Reader*. New Delhi: Longman.
6. Ashcroft, Bill, et al., eds. (2003). *The Post-Colonial Studies Reader*. London: Routledge.
7. Walder, Dennis (2008). *Literature in the Modern World: Critical Essays and Documents*. New York: Oxford UP. 243-251; 280-285.

**Suggested Reading:**

8. Bennett, Andrew and Nicholas Royale (2008). *Introduction to Literature, Criticism and Theory*. Delhi: Pearson.
9. Norris, Christopher (2002). *Deconstruction: Theory and Practice* (Chapter 2). London: Routledge
10. M. H. Abrams (2012). *Glossary of Literary Terms*. Boston: Wadsworth.
11. J.A. Cuddon (1999). *Dictionary of Literary Terms and Theory*. London: Penguin.
12. Nayar, Pramod K. (2010). *Contemporary Literary and Cultural Theory*. New Delhi: Pearson.
13. Tyson, Lois (2013) *Critical Theory Today*. New York: Routledge.
14. "Literary Theory and School of Criticism". Online Writing Lab, Purdue University:  
[https://owl.purdue.edu/owl/subject\\_specific\\_writing/writing\\_in\\_literature/literary\\_theory\\_and\\_schools\\_of\\_criticism/index.html](https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/literary_theory_and_schools_of_criticism/index.html)



## CENTRAL UNIVERSITY OF HIMACHAL PRADESH

[Established under the Central Universities Act 2009]

PO Box: 21, Dharamshala, District Kangra - 176215 (HP)

[www.cuhimachal.ac.in](http://www.cuhimachal.ac.in)

Department of English

**Course Code:** EEL- 512

**Course Name:** Indian Writing in English

**Credits Equivalent:** 04 Credits (One credit is equivalent to 10 hours of lectures / organised classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

**Course Objective:** The course is designed to:

- Make students understand the characteristic features of Indian writing in English
- Show the gradual growth of Indian Writing in English
- enable them to think and work on research topics in Indian writing in English

### **Attendance Requirements:**

Students are expected to attend all lectures to fully benefit from the course.

A minimum of 75% attendance is a must; failing which a student may not be permitted to appear in examination.

### **Evaluation Criteria:**

- Mid Term Examination: 25%
- End Term Examination: 50%
- Continuous Internal Assessment: 25%
  - Quiz exams – based on texts: 10%
  - 1500 word Term Paper to be submitted before May 1<sup>st</sup> : 10%
  - Presentations: 5%

## Course Content:

### Unit I: Introduction: Why Indian Writing in English?

- Significance of Indian thought
- Globalization and Indian Writing in English
- IWE distinguished from Indian writings in other languages
- IWE as distinct from writings of other countries

#### Texts:

1. A.K. Ramanujan – “Is there an Indian Way of thinking?” [Essay]
2. Srinivasa Iyengar - Introduction to *Indian Writing in English* [Essay]
3. R. K. Narayan – “A Horse and Two Goats” [Short story]

### Unit II: English Language & Freedom Struggle

- English to bring unity in diversity
- English as the language of nationalism
- Gandhian Literature

#### Texts:

1. Sarojini Naidu – “An Anthem of Love” [Poem]
2. Raja Rao -- *Kanthapura* [Novel]

### Unit III: English to Express Independent India’s Angst

- Using English to express ideals
- Using English to voice discontent
- Problems of partition

#### Texts:

1. B.R. Ambedkar – “India and Democracy” [Essay]
2. Ruskin Bond -- “The Playing Fields of Shimla” [Short story]
3. Kamala Das – “An Introduction” [Poem]
4. Arundhati Roy – “Capitalism – A Ghost Story” [Essay]

### Unit IV: Quest/Questioning of Tradition in IWE

- Tradition and Modernity
- IWE and questioning of cultural beliefs
- Religion and IWE
- Masculinity and IWE
- Childhood and IWE

#### Texts:

1. Shiv. K. Kumar – “To Nun, with Love” [Short Story]
2. Mahesh Dattani – *Dance like a Man* [Play]
3. Rabindranath Tagore- *Chitra* (Play)

### Unit V: Conclusion: New Directions in IWE

- IWE post millennium
- Eco-criticism in IWE
- Depiction of psychosis in IWE
- Looking back and forwards

#### Texts:

1. Ashok Mahajan – “Culture” [Poem]
2. Anand Mahanand -- “The Whispering Groves” [Poem]
3. Pankaj Mishra – “Edmund Wilson in Benares” [Essay]
4. Amitav Ghosh – “The Ghost of Mrs. Gandhi” [Essay]

## Prescribed Text Books:



8. Bond, Ruskin. "The Playing Fields of Simla." *Scenes*. 51-59. Print.
9. Das, Kamala. "An Introduction." Web. <<http://www.poemhunter.com/best-poems/kamala-das/an-introduction-2/>>
10. Dattani, Mahesh. *Dance Like a Man*. Penguin, New Delhi, 2006. Print.
11. Ghosh, Amitav. "The Ghost of Mrs. Gandhi." *The New Yorker* July 17, 1995. Web. <http://www.amitavghosh.com/essays/ghost.html>
12. Kumar, Shiv K. "To Nun with Love." *Journal of South Asian Literature* 25.2 (Summer, Fall 1990): 196-202. JSTOR.
13. Mahajan, Ashok. "Culture." *The Butterfly Diaries*. Web. <https://thebutterflydiaries.wordpress.com/2010/02/25/culture/>
14. Mahanand, Anand. *The Whispering Groves: A Collection of Poems*. Kindle Edition.
15. Mishra, Pankaj. "Edmund Wilson in Benares." *The New York Review of Books*, April 9, 1998. Web. <<http://www.nybooks.com/articles/1998/04/09/edmund-wilson-in-benares/>>
16. Naidu, Sarojini. "An Anthem of Love." *Poetry Nook*. Web. <<http://www.poetrynook.com/poem/anthem-love>>
17. Narayan, R. K. "A Horse and Two Goats." Web. <[http://igcse-english-9--4-p1-yrh-brentsvillehs.schools.pwcs.edu/modules/locker/files/get\\_group\\_file.phtml?gid=3523093&fid=17822230](http://igcse-english-9--4-p1-yrh-brentsvillehs.schools.pwcs.edu/modules/locker/files/get_group_file.phtml?gid=3523093&fid=17822230)>
18. Raju, M. Bapi. *A Mosaic of Modern Prose: An Anthology of Prose Selection*. Anjaneya, Guntur 1997. Print.
19. Ramanujan, A.K. "Is there an Indian Way of Thinking." *Contributions to Indian Sociology* 23 (1989). 41-58. Web. <http://cis.sagepub.com>
20. Rao, Raja. *Kanthapura*. Orient, New Delhi 1994. Print.
21. Roy, Arundhati. "Capitalism: A Ghost Story." *Outlook*, Mar 26, 2012. Web. <http://www.outlookindia.com/article/capitalism-a-ghost-story/280234>
22. Tagore, Rabindranath. *Chitra*. Web. <http://terebeess.hu/english/tagore10.html>



## CENTRAL UNIVERSITY OF HIMACHAL PRADESH

[Established under the Central Universities Act 2009]

PO Box: 21, Dharamshala, District Kangra - 176215 (HP)

[www.cuhimachal.ac.in](http://www.cuhimachal.ac.in)

Department of English

**Course Code:** EEL 513

**Course Name:** World Classics in English Translation

**Credits Equivalent:** 04 Credits (One credit is equivalent to 10 hours of lectures / organised classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

**Course Objective:** The course is designed to:

- Make students understand the term 'classic'.
- Make them learn the legacy of classical writers.

- Understand what makes a work classic.
- Develop a comprehensive understanding of major writers across the globe.
- Introduce students to various genres.
- Enhance their understanding of select masterpieces.

### **Attendance Requirements:**

Students are expected to attend all lectures to fully benefit from the course.

A minimum of 75% attendance is a must; failing which a student may not be permitted to appear in examination.

### **Evaluation Criteria:**

- Mid Term Examination: 25%
- End Term Examination: 50%
- Continuous Internal Assessment: 25%
  - Close Reading Presentations: 5 %
  - Reading of Text : 5%
  - Attendance : 5%
  - Class Test: 5 %
  - Quiz: 5%

### **Course Contents:**

#### **UNIT – I: Introduction: Classical Literature Hours)**

(7

- Classic as a Term
- Brief Introduction to Ancient Classics
- Italo Calvino: “Why Read the Classics?”

#### **UNIT – II: World Classics: (Greek and Roman)**

(8 Hours)

- Sophocles: *Oedipus the King* [Play]
- Freud’s Theory of Psycho-Sexual Stages of Development and Relevance of *Oedipus the King*
- Sappho: “Ode to Aphrodite”
- Homer: “*Odyssey - Calypso and Ulysses*”
- **Horace: “Strategy for Living” from *Odes***

#### **UNIT – III: World Classics (French & German)**

(9 Hours)

- Albert Camus : “The Adulterous Woman” [Short Story]
- Guy de Maupassant: “The Necklace” [Short Story]
- Franz Kafka: *Metamorphosis* [Novella]

#### **UNIT – IV: World Classics (India/Pakistan)**

(8

- Kalidas: *Abhigyan Shakuntlam* [Play]  
Hours)
- Ismat Chughtai – “The Home-Maker” [Short Story]
- Faiz Ahmad Faiz- “Before You Came” ; “My Guest”; “Loneliness” [Poems]
- Saadat Hasan Manto-“The Assignment” [Short Story]

#### **UNIT – V: World Classics (Russian/American/Chilean)**

(8

Hours)

- Gabriel Garcia Marquez – “A Very Old Man with Enormous Wings” [Short Story]
- Leo Tolstoy: “How Much Land Does a Man Need” [Short Story]
- Pablo Neruda – “I Do Not Love You Except Because I Love You”; –“Don’t Go Far Off” [Poems]

- Anton Chekhov-“A Doctor’s Visit” [Short Story]

### Prescribed Text Books:

1. Kenney, J.E. Ed. *The Cambridge History of Classical Literature*. London: Cambridge UP, 1982. Web. 27 May 2016.
2. Sophocles. *The Complete Plays of Sophocles*. Trans. Sir Richard Claverhouse Jebb. New York Bantam Books, 1967. Print.
3. Augine, Lauren. “Classic is as Classic Does.” Web. <http://cas.umkc.edu/english/publications/youngscholarsinwriting/documents/CLASSIC.pdf>
4. Calvino, Italo. “Why Read the Classics?” *The New York Review of Books*. 9 Oct. 1986
5. Sappho: “Ode to Aphrodite.” [http://homoeccumenicus.com/ioannidis\\_ancient\\_greek\\_texts.html](http://homoeccumenicus.com/ioannidis_ancient_greek_texts.html)
6. Homer. “Odyssees-Calypso and Ulysses.” [http://homoeccumenicus.com/ioannidis\\_ancient\\_greek\\_texts.html](http://homoeccumenicus.com/ioannidis_ancient_greek_texts.html)
7. Horace. “Strategy for Living”. From *Odes*. [http://homoeccumenicus.com/ioannidis\\_ancient\\_greek\\_texts.html](http://homoeccumenicus.com/ioannidis_ancient_greek_texts.html) Labouchère,
8. Henry. “The Brown Man’s Burden”. Swans. Web. 28 June 2013. Web.
9. Maupassant, Guy de. *Masterpieces of World Fiction: Selected Short Stories by Guy de Maupassant*. The Online Library of Liberty, 2010.
10. Kafka, Franz. *Metamorphoses*. New Delhi: Penguin Classics, 2015. Print.
11. Rilke, Rainer Maria. “Fire’s Reflection”. *Poemhunter*. n.P. 13 January 2013. Web. 20 December 2013.
12. Kalidas. *Abhigyan Shakuntlam*. Trans. Ashok Sinha. New Delhi: Diamond Books, 2010. Print.
13. Chughtai, Ismat. “The Home-Maker.” *Lifting the Veil: Selected Writings*. New Delhi: Penguin Books, 2009. Print.
14. Faiz, Ahmad Faiz. “Selected Poems of Faiz Ahmad.” [http://www.faizcentenary.org/poems\\_in\\_english.htm](http://www.faizcentenary.org/poems_in_english.htm)
15. Kipling, Rudyard. *Rudyard Kipling’s Verse, Inclusive Edition, 1885–1918*. Garden City: Doubleday, 1922.
15. Manto, Saadat Hasan. *Selected Stories*. New Delhi: Penguin Books, 2009. Print.
16. Marquez, Gabriel Garcia. *No One Writes to the Colonel and other stories*. 1999. New York: Harper Perennial, 2005. Print.
17. Tolstoy, Leo. *How Much Land Does a Man Need and Other Stories*. New Delhi: Penguin Classics, 1993. Print.
18. Neruda, Pablo. “I Do Not Love You Except Because I Love You.” *Poemhunter*. N.P. N.D. Web. 7 December 2015.
19. Chekhov, Anton. *The Lady with the Dog and Other Stories*. New Delhi: Penguin, 2002. Print.

### Suggested Reading:

1. Abrams, M.H. *Glossary of Literary Terms*. Boston: Wadsworth, 2012.
2. Duttlinger, Carolin. *The Cambridge Introduction to Franz Kafka*. Cambridge: Cambridge University Press, 2013.
3. Kaith, A.B. *The Sanskrit Drama: In Its Origin, Theory Development and Practice*. Chennai: Motilala Banarsidas Publishers, 1988. Print.
4. Kenney, J.E. Ed. *The Cambridge History of Classical Literature*. Cambridge: Cambridge UP, 1982. Web. 27 May 2016.
5. Camus, Albert. *Exile and the Kingdom*. NY: Vintage Books, 1957. Web. 4 June 2016.
6. Arnold, Mathew. “The Touchstone Method” from *The Study of Poetry*. Web. 12 May 2016.



## **CENTRAL UNIVERSITY OF HIMACHAL PRADESH**

[Established under the Central Universities Act 2009]

PO Box: 21, Dharamshala, District Kangra - 176215 (HP)

[www.cuhimachal.ac.in](http://www.cuhimachal.ac.in)

Department of English

**Course Code:** EEL 515

**Course Name:** African Literature

**Credit Equivalents:** 04 Credits (One credit is equivalent to 10 hours of lectures / organised classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

**Course Objective:**

The course is designed to introduce students to African literature by paying close attention to the social, political and economic condition of different parts Africa from the 19<sup>th</sup> century to the present times. By closely reading and critically analyzing multiple genres such as drama, poetry, novel, short story and prose, this course intends to sensitize the students about issues of conflict between tradition and modernity, oral versus written texts, debate regarding use of English and other native languages, construction of identity, gender roles, neo-colonization, growth and development in the newly independent nations.

**Attendance Requirements:**

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

**Evaluation Criteria:**

- Mid -Term Examination: 25%
- End -Term Examination: 50%
- Continuous Internal Assessment: 25%
  - Library Work Assignment: 5%
  - Subjective Assignment: 10%
  - Attendance: 5%
  - Presentations: 5%

**Unit- I**

**Introduction to the Oral Literature of Africa**

**Africa as a Geographical Entity**

**Story-Telling**

**Introduction to Social, Political and Economic Condition of Different Parts of Africa**

- Mary E. Modupe Kolawole: “Women’s Oral Genres” (Essay)
- Wole Soyinka: “Abiku” (Poem)
- Anonymous: “The Origin of Death” (Story)

**Unit-II**

**Slavery, Precolonial Slavery, Colonial Slavery to the New World, The Atlantic Passage, The Middle Passage, Negritude**

- Olaudah Equiano: Excerpts from *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African*.
- L.S. Senghor: “Murders” (Poem)

### Unit – III

#### Language, Colonization and Decolonization

- Ngugi Wa Thiongo: “Search for Relevance” from *Decolonizing the Mind*
- Chinua Achebe: *Things Fall Apart* (Novel)
- Koleka Putuma: “Water” (Poem)

### Unit- IV

#### Apartheid Literature

- Fugard Athol: *My Children! My Africa* (Play)
- Wole Soyinka: “Telephone Conversation” (Poem)
- Bessie Head “The Collector of the Treasures” (Short Story)
- Nadine Gordimer: “City Lovers” (Short Story)

### Unit - V

#### Women’s Writing

- Chimamanda Ngochi Adichie: *Purple Hibiscus* (Novel)
- Ama Ata Aidoo: “To be an African Woman Writer” (Essay)
- Chinmanda Adichie: excerpts from *We Should All be Feminists*
- Ngugi Wa Thiong’o: “Mugumo” ( Short Story)

#### Primary Readings:

Achebe, Chinua. *Things Fall Apart*. William Heinemann, 1958. Print.

Adichie, Chimamanda Ngochi. *Purple Hibiscus*. Fourth Estate, 2007.

Ama Ata Aidoo . *No Sweetness Here and Other Stories*. New York: The Feminist Press, 1970.

Fugard, Athol. *My Children! My Africa!* Theatre Communications Group, 1990.

Gordimer, Nadine. “City Lovers.” *Jump and Other Stories*. Farrar, Straus and Groux, 2003.

Head, Bessie. “The Collector of the Treasures.” 1973. *Hungry Flames and other Black South African Short Stories* edited by Mbulelo Vizikhungo Mzamane. London: Longman, 1986.

Soyinka, Wole. “Telephone Conversation.” *Reading and Writing from Literature*. Ed. John E. Schwiebert. Houghton Mifflin, 2001.

Thiongo, Ngugi Wa. “Search for Relevance” *Decolonizing the Mind*. Portsmouth: Heinemann, 1986.

#### Suggested Readings:

Achebe, Chinua, “An Image of Africa: Racism in Conrad’s *Heart of Darkness*”. London: Massachuseth Review, 1977.

---. "The Role of the Writer in a New Nation." *Nigeria Magazine*, 81 (1964), 157.

Ashcroft, Bill, Gareth Griffiths, Helen Tiffin. *The Post Colonial Studies Reader: Post-Colonial Studies*. Routledge: Taylor and Francis Group, 2006.

Buntman, Fran Lisa, Robben Island and Prisoner. *Resistance to Apartheid*. Cambridge University Press, 2003.

Clark, Nancy L., and William H. Worger. *South Africa: The Rise and Fall of Apartheid*. Longman, 2004. Print.

Gikandi, Simone. *Encyclopedia of African Literature*. London: Routledge, 2003. Print.

Irele, Abiola and Simone Gikandi (eds). *The Cambridge History of African and Caribbean Literature, 2 Vols*. Cambridge: Cambridge University Press, 2004. Print.

Parker, John, Richard Rathbone. *African History: A Very Short Introduction*. United States: Oxford University Press, 2007. Print.



## Central University of Himachal Pradesh, Dharamshala

**Course Code:** EEL 202

**Course Name:** Indian Literatures in English Translation

**Course Credits:** 2

**Course Instructor:**

**Credits Equivalent:** 02 Credits (One credit is equivalent to 10 hours of lectures/organized classroom activities/contact hours; 5 hours of laboratory work/practical/field work/Tutorial/teacher-led activities and 15 hours of other workload such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/field work; writing of papers/projects/dissertation/thesis; seminars, etc..)

**Course Objective:** The course is designed to:

- Familiarize the students with the Indian literature in English translation.
- To bridge the cultural gap between the students of diverse linguistic background.
- Acquaint the students with the country's rich cultural past, values and ethos, through prescribed literary Master Pieces.
- To recreate, rejuvenate and recover the Source Text written in Indian Languages in the Imagination of the students.
- To rekindle the interest and pride of students in Indian Languages in General and Regional Literature in particular.
- 

**Attendance Requirements:**

Students are expected to attend all lectures in order to be able to fully benefit from the course.

A minimum of 75% attendance is a must; failing which a student may not be permitted to appear in examination.

**Evaluation Criteria:**

- Mid Term Examination: 25%
- End Term Examination: 50%
- Continuous Internal Assessment: 25%

Library Work Assignment: 5%

Subjective Assignment: 10%

Group Discussion: 5%

Presentations: 5%

**Unit 1: Concept and Introduction**

- Introduction to Indian Literatures in English Translation

**Unit 2: Poetry**

- Jayadeva : Translated by C. John Holcombe: “*Gita Govinda Part-IV*”
- Atal Bihari Vajpayee: “I Sing a New Song”
- Uttam Kavi: “Second Ullassa *Dilipranjani*”

**Unit 3: Short Stories**

- Sushil Kumar Phull: “The Lamb”
- Janakiraman T: “The Puppet”
- Jaiwanti Dimri: “The Inner Eye”

Unit 4: Drama

- Mohan Rakesh: *One Day in Ashadha*

Unit 5: Non-fiction

- Romain Rolland: *Journey to the West*

**Prescribed Texts:**

- a. Vajpayee, Atal Bihari . “I sing a new song”. *Poisoned Bread: Translations from Modern Marathi Literature*. edited by Arjun Dangle, trans. by Pavan K Verma, Orient Black Swan, 2009, pp.167-175.
- b. Phull, Sushil Kumar. “The Lamb.” *Indian Literature*, vol. 24, no. 02, 1981, pp. 22–28. *JSTOR*, [www.jstor.org/stable/24158480](http://www.jstor.org/stable/24158480).
3. George K M, editor. *Masterpieces of Indian Literature*. Vol 1-3, National Book Trust, 1997.
- c. Phookan, Nilmani. “In the Lamp's Flickering Darkness.” *Indian Literature*, tran. by Krishna Dulal Barua, vol. 60, no. 5 (295), 2016, pp. 44–45. *JSTOR*, [www.jstor.org/stable/44753991](http://www.jstor.org/stable/44753991).
- d. Dimri, Jaiwanti. *The Inner Eye and Other Stories*. Authorspress, 2016.
- e. Rolland, Romain, & Malcolm-Smith, E.F. *The Life of Vivekananda and the Universal Gospel*. Advaita Ashrama, 1965.
- f. Janakiraman T. “The Puppet.” *Indian Literature*. trans. by M S Ramaswami , vol. 26, no. 02, 1983, pp. 22–32. *JSTOR*, [www.jstor.org/stable/23331517](http://www.jstor.org/stable/23331517).
- g. Kavi, Uttam. *Diliparanjani*. edited and trans. by Karuna Goswamy, Indian Institute of Advanced Study, 2015, pp 16-21.
- h. Rakesh, Mohan. *One Day in Ashadha. Modern Indian Drama: An Anthology, translated by Sarah K Ensley*, Sahitya AKademi, 2000, pp. 125-94.
- i. Iyengar, K R. *Indian Writing in English*. 5<sup>th</sup> ed., Sterling, 2005.



CENTRAL UNIVERSITY OF HIMACHAL PRADESH  
[Established under the Central Universities Act 2009]  
PO Box: 21, Dharamshala, District Kangra - 176215 (HP)  
[www.cuhimachal.ac.in](http://www.cuhimachal.ac.in)

**Course Code:** EEL 411

**Course Name:** Advanced Reading and Comprehension

**Credits Equivalent:** 02 Credits (One credit is equivalent to 10 hours of lectures / organised classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

**Course Objective:** This course is aimed at improving the students' capacity in reading and comprehension with focus on:

- grammar;
- use of syntax;
- inferential skills;
- ability to interpret subtexts.

**Attendance Requirements:**

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination

**Evaluation Criteria:**

- Mid Term Examination: 25%
- End Term Examination: 50%
- Continuous Internal Assessment (CIA): 25%
  - v. Library Work Assignment: 5%
  - vi. Subjective Assignment: 5%
  - vii. Quizzes/Games/Puzzles: 5%
  - viii. Personality Assessment: 5%
  - ix. Ability to Express in Unusual Situations: 5%

**Course Content:**

**UNIT-I: Functional Grammar**

(3 Hours)

- Determiners, Modals
- Phrases & Clauses
- Active and Passive Voice, Narration
- Agreement of Verb with the Subject

**UNIT-II: Transformation and Synthesis**

(3 Hours)

- Analysis, Transformation and Synthesis of Sentences
- Correct Usage of Different Parts of Speech
- Common Errors in Sentences



**UNIT-III: Creative Writing** (5 Hours)

- Comprehension Skills
- Understanding Poetry, Fiction, Essays, Short Stories
- Picture Comprehension

**UNIT-IV: Short Composition** (4 Hours)

- Paragraph Writing
- Letter Writing
- Dialogue Writing
- Précis Writing

**UNIT-V: Long Composition** (5 Hours)

- Story Writing
- Essay Writing
- Report Writing
- Paraphrasing and Comprehension

**Prescribed Text Books:**

1. Wren and Martin (2009). *English Grammar and Composition*. S. Chand, New Delhi.
2. Murphy, Raymond (2009). *Essential English Grammar*. Cambridge University Press, Cambridge.
3. Kumar, Shiv K. et al (2007). *Learn Correct English*. Pearson Publishers, New Delhi.
4. Dev, Anjana et al (2009). *Creative Writing*. Pearson - Longman, New Delhi.
5. Konar, Nira (2009). *Communication Skills for Professionals*. PHI Learning, New Delhi.

**Suggested Extra Readings:**

1. Aarts, Bas (2007). *English Syntax and Argumentation*. Palgrave MacMillan Publishers.
2. Alex, K. (2009). *Soft Skills: Know Yourself and Know the World*. S. Chand, New Delhi.
3. Carter, Ronald and McCarthy Michael (2007). *Cambridge Grammar of English*. Cambridge University Press, Cambridge.

**LECTURE PLAN:**

Lecture	Topic	Source of Study
Lecture -1	Determiners, Modals	Book 1&2
Lecture -2	Phrases, Clauses and Active & Passive Voice	Book 1&2
Lecture -3	Narration, Agreement of the Verb with Subject	Book 1&2
Lecture -4	Analysis of Sentences	Book 1&2
Lecture -5	Transformation and Synthesis of Sentences	Book 1&2
Lecture -6	Correct Usage of Different Parts of Speech, Common Errors in Sentences	Book 1&2
Lecture -7	Comprehension Skills, Understanding Poetry	Book 4
Lecture -8	Understanding Fiction	Book 4
Lecture -9	Understanding Essays	Book 4
Lecture -10	Understanding Short Stories	Book 4
Lecture -11	Picture Comprehension	Book 4
Lecture -12	Paragraph Writing	Book 3
Lecture -13	Letter Writing	Book 3
Lecture -14	Dialogue Writing	Book 3&5
Lecture -15	Précis Writing	Book 1,3,5

Lecture -16	Story Writing	Book 1&3
Lecture -17	Essays Writing	Book 1&2
Lecture -18	Report Writing	Book 1&5
Lecture -19	Paraphrasing	Book 1&2
Lecture -20	Comprehension	Book 4&5