

Learning Outcomes based Curriculum Framework

**4-Year B.A Undergraduate Program in Arts with
English Hons and with Research
and 1-year PG Program
under**

New Education Policy 2020

**Minimum Credit Requirement for Award of Certificate:
40 Credits**

**Minimum Credit required for the Award of Diploma at the End of
2 years: 80 Credits**

Minimum Credits for Bachelor in Faculty: 120 Credits (10)

**Minimum Credits for Bachelor with Research in Faculty: 168 credits
(12)**

**ENGLISH HONS SUBJECT I: ONLY 2 SEMESTERS (1 YEAR) AS
OF NOW**

ENGLISH MINOR CORE: (FOR 2 YEARS)

(Rest to be developed in due course of time)

**Department of English
TRIPURA UNIVERSITY**

1.5 Programme Learning Outcomes (BA Hons. English)

The programme learning outcomes relating to BA (Hons) degree programme in English:

- demonstrate a set of basic skills in literary communication and explication of literary practices and process with clarity
- demonstrate a coherent and systematic knowledge of the field of English literature and Bhasha literatures in English showing an understanding of current theoretical and literary developments in relation to the specific field of English studies.
- display an ability to read and understand various literary genres and stylistic variations and write critically
- cultivate ability to look at and evaluate literary texts as a field of study and as part of the wider network of local and global culture
- demonstrate a critical aptitude and reflexive thinking to systematically analyze the existing scholarship and expand critical questions and the knowledge base in the field of English studies using digital resources.
- display knowledge to cultivate a better understanding of values – both literary values that aid us in literary judgment and also values of life at all stages; apply appropriate methodologies for the development of the creative and analytical faculties of students, their overall development of writing, including imaginative writing.
- recognize employability options in English studies programme as part of skill development and as career avenues open to graduates in today's global world such as professional writing, translation, teaching English at different levels, mass media, journalism, aviation communication and personality development
- channelize the interests of the students and analytical reasoning in a better way and make more meaningful choices regarding career after completion of graduate programme
- to enable students to develop an awareness of the linguistic-cultural richness of India as an important outcome of English literary studies in India.

STRUCTURE OF 4 YR B.A SINGLE MAJOR PROGRAM in ENGLISH

FIRST SEMESTER

- A. Major Discipline Specific Course 1: (4 credits): 4 Classes/week
- B. Major Discipline Specific Course 2: (4 credits): 4 classes/week
- C. Minor/Elective Course I (4 credits): 4 classes/week
- D. Prerequisite Allied Subject/ MOOC Subject III From own Faculty except Major: (3 credits): 3 classes/week
- E. Prescribed Skill Enhancement /Vocational Course (3 credits): 3 classes/week
- F. Prescribed Value-Added Course/Project/Internship /Survey (2 Credits): 2 classes/ week

TOTAL: 20 credits

SECOND SEMESTER

- A. Major Discipline Specific Course 3: (4 credits): 4 classes/week
- B. Major Discipline Specific Course 4: (4 credits): 4 classes/week
- C. Minor Elective Course 2 (4 credits)
- D. Prescribed Skill Enhancement/Vocational Courses – (3 credits): 3 classes/week
- E. Prescribed Ability Enhancement Course (LANGUAGE): (3 credits): 3 classes/week
- F. Prescribed Value Added Course/Project/Internship/Survey (2 credits):2 classes/week

TOTAL: 20 credits

GRAND TOTAL: FIRST AND SECOND SEMESTER: 40 credits

(Successful earning of minimum 40 credits will earn a candidate a Certificate in Faculty with a Quit Option)

PRESCRIBED SKILL ENHANCEMENT COURSES TO BE OFFERED BY THE DEPT OF ENGLISH

Sl. No	PAPER TITLES	Credits 8 (2x4)
1	English For Spoken and Written Communication	3
2	Business Communication in English	3
3	Seminar Presentation Skills using PPT	3
4	Academic Writing and Composition	3

PRESCRIBED VALUE ADDED COURSES/TRAINING/SURVEY/PROJECT COURSES (1 IN EACH OF THE 4 SEMESTERS)

Sl. No	Course Titles	Credits	Semester (to be designed and allocated later)
1	The Art of Public Speaking	2	
2	Creative Writing	2	
3	Book Editing and Publishing	2	
4	Content Writing	2	

Detailed Contents of Major Discipline Specific Major/Hons Courses

SEMESTER 1: COURSE 1: INDIAN CLASSICAL LITERATURE

Course Level Learning Outcomes:

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- explain the eco-socio-political-cultural context of the age that produced Indian classical literature from its early beginning till 1100 AD
- appreciate the pluralistic and inclusive nature of Indian classical literature and its attributes

- historically situate the classical literature and diverse literary cultures from India, mainly from Sanskrit, but also Tamil, Prakrit and Pali by focusing on major texts in the principal genres
- trace the evolution of literary culture(s) in India in its/their contexts, issues of genres, themes and critical cultures
- understand, analyze and appreciate various texts with comparative perspectives

Course Content

Stakeholders, as already suggested, may make amendments in the finalization of the corpus.

UNIT – 1

Origins of Kavya Literature:

Excerpts from *The Ramayana*: “Ayodhya Kanda”/ “Yuddha Kanda”

Excerpts from *The Mahabharata: from The Book of Assembly Hall (Sabha Parva)* : “The Dicing” and “The Sequel to Dicing”/ “Virata Parva”.

UNIT – 1I

Bharatamuni’s *The Natyashastra*

Chapter 1: “On the origin of drama”

Chapters on Rasa and Bhava

UNIT – 1II

Sudraka: *Mrichhkatikam* OR Kalidasa: *Abhijnansakuntalam*

Banabhatta: Excerpts from *Kadambari*: Chapter 1 & Chapter 11

Suggested Readings:

1. *The Mahabharata: The Dicing, The Sequel to Dicing and the Temptation of Karna*, Worldview Critical Editions.
2. Padmini Rajappa’s *Kadambari*, Penguin Classics
3. *Srimad Valmiki Ramayana (with Sanskrit Text and English Translation): Part I*, Gita Press, Gorakhpur (2 vols Set).
4. Bharata, *Natyashastra*, tr. Manmohan Ghosh, vol. I, 2nd edn. Calcutta: Granthalaya, 1967.
5. Berriedale Keith’s *A History of Sanskrit Literature*, Motilal Banarasidas, 2019.
6. J.A.B. Van Buitenen, ‘Dharma and Moksa’, in Roy W. Perrett, ed., *Indian Philosophy*, vol V
7. Indian Theatre By Kapila Vatsyayan.

E-Books

1. **The Ramayana Translated Into English Prose From the Original Sanskrit of Valmiki, Year 1977** Manmathanath Dutta

<https://www.abebooks.com/Ramayana-Translated-English-Prose-OriginalSanskrit/30936677357/bd>

2. **The Ramayana of Valmiki, translated by Hari Prasad Shastri**

<https://archive.org/details/The.Ramayana.of.Valmiki.by.Hari.Prasad.Shastri/page/n7/mode/2up>

3. **Valmiki Ramayan trans. Bibek Debroy**

<https://archive.org/details/valmikiramayance/page/n7/mode/2up>

4. **Mahabharata Online.Trans. Kishori Mohan Ganguly** (published between 1883 and 1896)

<https://www.mahabharataonline.com/translation/>

MAJOR/HONS DISCIPLINE SPECIFIC COURSE 2: EUROPEAN CLASSICAL LITERATURE

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- historically situate classical European, i.e., Greek and Latin literary cultures and their socio-political-cultural contexts
- engage with classical literary traditions of Europe from the beginning till the 5th century AD
- grasp the evolution of the concept of classic and classical in the European literary thinking and its reception over a period of time
- appreciate classical literature of Europe and pursue their interests in it
- examine different ways of reading and using literary texts across a wide range of classical authors, genres and periods with comparative perspectives
- develop ability to pursue research in the field of classics
- develop academic and practical skills in terms of communication and presentation and also learn about human and literary values of classical period

Course Content

The texts suggested here are in addition to those in the CBCS syllabus. Some texts/portions have been changed keeping in view the Course Level Learning Outcomes (CLLO) as well as global guidelines in the LOCF documents. Stakeholders, as already suggested, may make amendments in the finalization of the corpus as well as the points raised in the CLLO.

UNIT I

Homer: Selections from the *Illiad* (Book 1) (Penguin)

Sophocles: *Oedipus Rex* (Penguin)

UNIT II

Plautus: *The Pot of Gold* (Penguin)

Horace: Selections from *Satires* Epistle 1, Book 1 (*The Satires of Horace and Persius*, Translation . Niall Rudd, Penguin 2005)

UNIT III

Dante: Selections from *The Divine Comedy: Inferno*, Canto 1& 2 (*Dante's The Divine Comedy: Inferno, Purgatorio, Paradiso*, Ed. Robin Kirkpatrick, Penguin Classics)

Suggested Readings

Homer, *The Illiad*. Tr. E.V. Rieu. Harmondsworth: Penguin, 1985.

Sophocles, *Oedipus the King*. Tr. Robert Fagles in *Sophocles: The Three Theban Plays*. Harmondsworth: Penguin, 1984.

Richard Rutherford, *Classical Literature: A Concise History*. Oxford: Blackwell Publishing, 2005.

SECOND SEMESTER

MAJOR/HONS DISCIPLINE SPECIFIC COURSE 3

INDIAN WRITINGS IN ENGLISH AND IN TRANSLATION

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- appreciate the historical trajectory of various genres of IWE from colonial times till the present
- critically engage with Indian literary texts written in English in terms of colonialism/postcolonialism, regionalism, and nationalism
- critically appreciate the creative use of the English language in IWE
- approach IWE from multiple positions based on historical and social locations

Course Content

Some texts suggested here are in addition to those in the CBCS syllabus. Some texts/portions have been changed keeping in view the Course Level Learning Outcomes (CLLO) as well as global guidelines in the LOCF documents. Stakeholders, as already suggested, may make amendments in the finalization of the corpus as well as the points raised in the CLLO.

UNIT I

NOVELS/ SHORT FICTION

I

R.K. Narayan: *Swami and Friends/ A Tiger in Malgudi* OR
Amitav Ghosh, *The Shadow Lines* OR

Tagore: *Home and the World*

II

Mulk Raj Anand's "Two Lady Rams"
Rohinton Mistry: *Swimming Lesson*
Shashi Deshpande: *The Intrusion*

UNIT II

POETRY

- H.L.V. Derozio 'Freedom to the Slave', 'The Orphan Girl', 'To India – My Native Land'
- Kamala Das, 'Introduction', 'My Grandmother's House'
- Nissim Ezekiel, 'Enterprise' / 'Goodbye Party to Miss Pushpa TS', 'The Night of the Scorpion'
- Robin S. Ngangom, 'The Strange Affair of Robin S. Ngangom', 'A Poem for Mother'
- Eunice de Souza, 'De Souza Prabhu'

UNIT III

DRAMA

- Mahesh Dattani: *Dance Like a Man/ Tara*
- OR
- Girish Karnad: *Naga Mandala/Hayavadana*

Suggested Topics for Presentation

- Indian English
- Indian English Literature and its Readership

- Themes and Contexts of the Indian English Novel
- The Aesthetics of Indian English Poetry
- Modernism in Indian English Literature
- The Nation and Indian English Literature

Suggested Readings

Raja Rao, Foreword to *Kanthapura* (New Delhi: OUP, 1989) pp. v–vi.

Salman Rushdie: Commonwealth Literature does not exist, in *Imaginary Homelands* (London:Granta Books, 1991) pp. 61-70.

Meenakshi Mukherjee, ‘_Divided by a Common Language’, in *The Perishable Empire* (New Delhi: OUP, 2000) pp.187–203.

Bruce King, ‘_Introduction’, in *Modern Indian Poetry in English* (New Delhi: OUP, 2nd edn, 2005) pp. 1–10.

SEMESTER II / MAJOR/HONS DISCIPLINE SPECIFIC COURSE 4

BRITISH POETRY AND DRAMA: 14TH TO 17TH CENTURIES

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- understand the tradition of English literature from 14th to 17th centuries.
- develop a clear understanding of Renaissance Humanism that provides the basis for the texts suggested
- engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts
- appreciate and analyze the poems and plays in the larger socio-political and religious contexts of the time.

Course Content

The texts suggested here are in addition to those in the CBCS syllabus. Some texts/portions have been changed keeping in view the Course Level Learning Outcomes (CLLO) as well as global guidelines in the LOCF documents. Stakeholders, as already suggested, may make amendments in

the finalization of the corpus as well as the points raised in the CLLO.

UNIT-I

Geoffrey Chaucer *Prologue to The Wife of Bath's Tale*

UNIT-II

Edmund Spenser Selections from *Amoretti*:

Sonnet LXVII _Like as a huntsman...‘

Sonnet LVII _Sweet warrior...‘

Sonnet LXXV _One day I wrote her name...‘

John Donne ‘The Sunne Rising’, ‘Batter My Heart’, ‘Valediction: Forbidding Mourning’

UNIT-III

Christopher Marlowe *Doctor Faustus* OR

William Shakespeare *Macbeth* OR

William Shakespeare *The Tempest*

Suggested Readings

Pico Della Mirandola, excerpts from the *Oration on the Dignity of Man*, in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 476–9.

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

Baldassare Castiglione, _Longing for Beauty‘ and _Invocation of Love‘, in Book 4 of *The Courtier*, _Love and Beauty‘, tr. George Bull (Harmondsworth: Penguin, rpt. 1983) pp. 324– 8, 330–5.

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

END OF SECOND SEMESTER

DETAILED COURSE CONTENT OF ENGLISH MINOR

MINOR WITH CREDITS (CORE) SUBJECT II ENGLISH (ONLY 2 YEARS)				
YEAR	SEMESTER	PAPER	Proposed Paper Titles	Credits and Classes per week
1	I	I	Introducing Literature and Literary Genres	4 CR/ 4 classes
	2	II	Creativity Through Language	4 CR/ 4 classes
2	3	III	British Literature	4 CR/ 4 classes
	4	IV	Modern Indian Literatures	4 CR/ 4 classes

SEMESTER I

MINOR PAPER I

INTRODUCING LITERATURE AND LITERARY GENRES

Course Level Learning Outcomes:

1. Understanding of issues like literature, literariness, literary values and basic literary concepts
2. Have a basic understanding of development of English literature in terms of various movements
3. Engage with the genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts
4. Appreciate and analyse select literary poems and plays in the larger socio-cultural contexts of the time
5. Develop skills of critical analysis and interpretation of selected poems in order to understand the theme, language, tone and style, and elements of prosody

Course content

Unit -I:

Basic notions on “why read literature”, “The meaning of literature, literariness, literary values, function of literature, pleasure of reading, introduction to major literary concepts, genres

Unit -II: Epic

Unit III: Drama: Tragedy and Comedy

Unit IV: Novel and Short Story as modern genres

Suggested Readings:

W.H. Hudson, *An Introduction to the Study of English Literature*, Maple Press, 2003

Introduction to English Literature, ed. P. Varghese, Alfa Publications, 2011.

A Dictionary of Literary Terms, Martin Gray, Blackwell, 1998.

Terry Eagleton, *How to Read a Poem*, John Wiley & Sons, 2011

MINOR PAPER II SEMESTER II

CREATIVITY THROUGH LANGUAGE

Course Statement:

The aim of this course is to help learners identify, appreciate as well as use language in multiple creative ways. Learners will be sensitized to the creative process and learn to craft language aesthetically. They will be exposed to the various areas where language can be used creatively be it the conventional literary modes such as poetry, short story and drama as well as advertisements, songs and newspaper reports. Learners will also develop an awareness of the process of translating a text and the cultural contexts of language. Finally, learners will develop a critical engagement with texts in the process of reviewing films and books.

Course Level Learning Outcomes:

1. Demonstrate the ability for creative thinking and critical analysis of literature and media
Show how figures of speech and idioms work in the understanding of texts

2. Demonstrate how a text interacts with the creative reader in the process of interpretation
3. Show their useful creative skill in writing, drafting and reading
4. Review literary and non-literary texts
5. Understand the importance of social media in the present context
6. Assess their own creative competence
7. Respond with sensitivity to the gender and cultural nuances in which a text is located (Value addition)

Course Content

Unit-I:

Art and Craft of Language: Figures of speech, idioms, phrases, proverbs, dialects, registers, codes.

Unit-II:

Appreciating Creativity I: Poetry, Dramatic Dialogue, Short Story, Translated short stories, editorials, poems, songs, advertisements

Unit-III:

Appreciating Creativity II: Advertisement and its types, Newspaper reports Painting and Film reviews, Cyber media and social media

Unit-IV: Creative Writing practice based on Unit-II and Unit

Suggested Reading

1. Baker, Mona (2011). *In Other Words: A Coursebook on Translation*. London, Routledge.
2. Bassnett, Susan. (2002). *Translation Studies*. London, Routledge
3. Dev, Anjana N et.al. (2008). *Creative Writing: A Beginners Manual*. Delhi, Pearson
4. Fiske, John (1982). *Introduction to Communication Studies*. London, Routledge

**SEMESTER III MINOR PAPER III:
BRITISH LITERATURE**

Course Level Learning Outcomes:

1. Understand English literary cultures from the Renaissance to the present
2. Develop an understanding of different forms and types of British Literature through exposure to texts that highlight both compliance and contest to tradition
3. Appreciate and analyze the texts in the larger socio-political and religious contexts of the time demonstrate an awareness of nuances of the English language and its varieties
4. Extend the knowledge of life in literature (say of animals, environment, gender, politics, nationalities, personal and ideological differences) to life and living situations

Suggested Course Content. Stakeholders may make amendments in the finalization of the corpus

Unit-I: Poetry

1. William Shakespeare: Shall I Compare Thee OR John Donne: The Sun Rising OR A Valediction Forbidding Mourning OR John Milton: On His Blindness
2. William Wordsworth: The Solitary Reaper OR John Keats: La Belle Dame sans Merci
3. W B Yeats: Sailing to Byzantium OR T S Eliot: To the Indians who Died in Africa

Unit-II: Drama G B Shaw: *Arms and the Man*

Unit III: Short Story: E.M. Forster: *The Eternal Moment*

Unit IV: Novel: George Orwell: *Animal Farm*

Suggested Readings

Peter Alexander, *A History of English Literature*, 3rd ed. Palgrave Macmillan, 2017.

M. H. Abrams, *A Glossary of Literary Terms*, 11th ed. Cengage, 2015. [Entries on drama, fiction, specific types of poetry]

Robert Scholes, et al, eds. *Elements of Literature*, rpt. OUP, New Delhi, 2010. [Sections on Poetry, Fiction, Essays and Drama].

SEMESTER IV: MINOR PAPER IV

MODERN INDIAN LITERATURE

Course Level Learning Outcomes

1. Demonstrate the ability to read literary texts in terms of genre and contexts.
2. Engage with and write cogently on issues specific to modern India and to local realities
3. Critically appreciate the use of English in India

Suggested Course Content:

Unit-I Poetry:

- i. Kamala Das: An Introduction
- ii. Nissim Ezekiel: Background, Casually
- iii Agha Shahid Ali: The Dacca Gauzes
- iv. Arundhati Subramaniam: Where I Live
- v. Anamika: Women
- vi. Temsula Ao: The Old Story Teller

Unit-II: Novel: Bama *Karukku*

Arup Kumar Datta: *Kaziranga Trails*

Unit-III: Short Fiction

1. Shashi Deshpande: The Inner Rooms
2. R.K. Narayan: Engine Trouble
3. Ambai: Squirrel

Unit-IV: Drama Girish Karnad: *Hayavadana*

INTERDISCIPLINARY COURSE/ FIRST SEMESTER/ 3 CREDITS

Basic English Communication Skills I

Course Statement:

The aim of this course is to help students become familiar with nuances of grammar, and build confidence in them that grammar is learnable. The course also helps learners become aware of language, its dependence on grammar and the variety it exhibits. This course will be offered under four headings as given below:

- A. Grammar
- B. Listening and Speaking
- C. Basics of Reading
- D. Basics of Writing

Course Level Learning Outcomes

- i) Identify non-standard use of English both in written and spoken forms
- ii) Recognize the errors of usage and correct them
- iii) Recognize students' ability to improve their own competence in using the language
- iv) Understand and appreciate English spoken by people from different regions
- v) Use language for speaking with confidence in an intelligible and acceptable manner
- vi) Understand the importance of reading for life
- vii) Develop an interest for reading
- viii) Read independently unfamiliar texts with comprehension
- ix) Understand the importance of writing in academic life
- x) Write simple sentences without committing errors of spelling and grammar

Course Content

Unit-I: Major Basic Grammatical Categories

Notion of correctness and attitude to error correction with practice exercises

Unit-II:

Introduction to Reading Skills

- i) Introducing different types of texts – narrative, descriptive, extrapolative;
- ii) Reading and Comprehension of different types of texts stated above

Unit III

Introduction to Writing Skills

- i) Aspects of cohesion and coherence
- ii) Expanding a given sentence without affecting the structure
- iii) Reorganizing jumbled sentences into a coherent paragraph
- iv) Drafting different types of letters, personal notes, notices, complaints, appreciation, conveying sympathies etc.

Internal Assessment may be based on the following areas:

- i) Importance of listening skills, problems of listening to unfamiliar dialects,
- ii) Aspects of pronunciation and fluency in speaking
- iii) Intelligibility in speaking to be tested in short seminar presentations

Suggested Reading

- i) Acevedo and Gower M (1999): Reading and Writing Skills, London, Longman
- ii) Deuter, M et.al. (2015). Oxford Advanced Learner's Dictionary of English (Ninth Edition). New Delhi, OUP
- iii) Eastwood, John (2008). Oxford Practice Grammar. Oxford,OUP
- iv) Hadeffield, Chris and J Hadeffield (2008). Reading Games. London, Longman
- v) Saraswati, V (2005). Organized Writing 1. Hyderabad, Orient Blackswan

