

Syllabus of Degree Program in English

**3 Years Degree With English/ 4 Years Degree with English Honours/ 4
Years Degree with English Honours with Research
(w.e.f 2023-2024)**

**Under National Curriculum and Credit Framework
(NCCF)**



**Kazi Nazrul University
Asansol, Paschim Bardhaman
West Bengal 713340**

Preamble

The undergraduate course in English has been designed, as per the National Curriculum and Credit Framework (NCCF, w.e. f 2023-24) to train the students in the subject and enable them to use the skills and disciplinary insights to critically approach literary texts in its relation to life and society at large. Woven into a coherent structure, with a wide range of disciplinary, interdisciplinary and trans-disciplinary module and themes, this course provides a solid foundation to the students who can take forward their learned skills and knowledge for or higher research in the discipline and its associated domains. Like many other knowledge domains, English also engages with relevant non literary and interdisciplinary aspects to explore the intertwined relationship between literature and life. And above all, it would produce an active, participatory, and responsible citizen that would help sensitize other members in society and disseminate a current of fresh ideas for better future in the long run.



Kazi Nazrul University
4 Year Degree Course NCCF
Draft Syllabus for Major and Minor in English

Semester I:

MJC-1 BAENGMJI01 Understanding Poetry

Course Type: MAJOR	Course Details: MJC-1		L-T-P: 4 - 1 - 0		
Credit:5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		0	30	0	70

Understanding Poetry

Time: 3 hours

Full Marks: 70 marks

Unit I: Literary Terms

15 marks

Sonnet, Lyric, Heroic Couplet, Epic, Elegy, Ode, Ballad, Dramatic Monologue

The students are to **attempt 3** questions of **5 marks** each from **five options** and write **Short Notes** on the above. **5x3= 15**

Unit II: Poetry and Critical Appreciation of poems

1. Loving in Truth– Sir Philip Sidney
2. To his Coy Mistress- Andrew Marvel
3. Lycidas- JohnMilton
4. La Belle Dame Sans Merci- John Keats
5. Mac Flecknoe- John Dryden
6. I had gone a begging from- Gitanjali No. 50- - - Rabindranath Tagore
7. In the Bazaars of Hyderabad- Sarojini Naidu
8. Omeros- Derek Walcott

The students are to attempt **5 very short questions** of **one mark each** from **eight options** from the above **1x5=5**

The students are to attempt **5 short questions** of **two marks each** from **eight options** from the above **2x5=10**

The students are to attempt **one explanatory passage with reference to context of five marks** from **three options** from the above **5x1=5**

The students are to attempt **one long answer** of **ten marks** from **three options** from the above **10x1=10**

The students are to attempt **one Critical Appreciation** of an **unknown poem** from **two options** **10x1=10**

Unit III: Rhetoric and Prosody

15 marks

The students are to either identify five rhetorical devices used in a given extract of a poem and explain those in brief or identify a rhetorical device and explain in brief from 5 sentences from eight given options

The students are to scan a particular given extract and find out prosodic features from it
10x1=10

Semester II:

MJC-2 BAENGMJ201 Understanding Prose

Course Type: MAJOR	Course Details: MJC-2		L-T-P: 4 - 1 - 0		
Credit:5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		0	30	0	70

Understanding Prose

Time: 3 hours

Full Marks: 70 marks

Unit I: Literary Types

15 marks

Essays, Novels (Picaresque, Epistolary, Gothic, Bildungsroman), Short Story, Life Writings (Memoirs, Biography, Autobiography, Travelogues, Journals)

The students are to **attempt 3 questions of 5 marks each** from **five options** and write **Short Notes** on the above.
5x3=15

Unit II: Essays and Short Stories

40 marks

Essays:

1. Of Travel- Sir Francis Bacon
2. Mischiefs of Party Spirit
3. Toasted English- R.K. Narayan

Short Stories:

1. Araby- James Joyce
2. Vanka- Anton Chekov
3. The Hungry Stones- Rabindranath Tagore

The students are to attempt **5 very short questions of one mark each** from **eight options** from the above
1x5=5

The students are to attempt **5 short questions of two marks each** from **eight options** from the above
2x5=10

The students are to attempt **one explanatory passage with reference to context of five marks from three options** from the above
5x1=5

The students are to attempt **two long answer of ten marks** from **three options** from the above
10x2=20

Unit III: Terms related to Narratology

15 marks

Author, Story, Setting, Character, Plot, Narrator, Points of View, Chronotope

The students are to **attempt 3 questions of 5 marks each** from **five options** and write **Short Notes** on the above.
10x1=10

Kazi Nazrul University
4 Year Degree Course NCCF
Draft Syllabus for SEC I

Semester I:

SEC-1 BAENGSE101 Grammatical Skills and Composition

Course Type: SE	Course Details: SEC-1		L-T-P: 2 - 1 - 0		
Credit:3	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		0	15	0	35

Grammatical Skills and Composition

Time: 2 hours

Full Marks: 35 marks

Unit I: Grammatical Skills

15 marks

Vocabulary Building: (Word Formation, Prefix, Suffix, One Word Substitutes)

Functional Grammar: (Tenses, Conjunctions, Articles, Prepositions, Gerunds, Direct and Indirect Speech, Active and Passive Voices).

The students are to attempt **5 very short questions** of **one mark each** from **eight options** from the above

1x5=5

The students are to attempt **5 short questions** of **two marks each** from **eight options** from the above

2x5=10

Unit II: Composition

20 marks

Writing in One's Own Words: Summarizing and Paraphrasing

The students are to **attempt 2** questions of **5 marks each** out of **three**

5x2=10

Composition Writing (300-350 words)

Students are to attempt **one question** of **10 marks** out of **three**

10x1=10

Kazi Nazrul University
4 Year Degree Course NCCF
Draft Syllabus for SEC II

Semester II:

SEC-2 BAENGSE201 Content Writing and Professional Correspondence

Course Type: SE	Course Details: SEC-2		L-T-P: 2- 1 - 0		
Credit:3	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		0	15	0	35

Content Writing and Professional Correspondence

Time: 2 hours

Full Marks: 35 marks

Unit I: Content Writing

15 marks

1. Advertisements Content Writing, Advertisement on new universities, new career courses, new vocational programmes, workshops etc.
2. Content writing on leaflets and brochures, posters: Leaflets of organizations, posters and brochures of events and courses.
3. Content writing of Web blogs: Web pages or blogs of individuals and institutions.

The students are to attempt **5 very short questions** of **one mark each** from **eight**

1x5=5

The students are to attempt **5 short questions** of **two marks each** from **eight**

2x5=10

Unit II: Professional Correspondences

20 marks

Writing: Methods of Note- taking, Jumbled Sentences

Letter Writing & Mail: Covering Letter, Claiming and adjustment Letters, Sales Letter, E-mails, Essay Writing

Elements of Effective Writing: Agenda, Notices, Circular, Minutes of the Meeting & Proof Reading

The students are to **attempt 2** questions of **5 marks each** out of **three**

5x2=10

Students are to attempt **one question** of **10 marks** out of **three**

10x1=10

Kazi Nazrul University
4 Year Degree Course NCCF
Draft Syllabus for AEC Paper

Semester I:

AEC-1 AECE101 English Communication

Course Type: AE	Course Details: AEC-1		L-T-P: 4 - 0 - 0		
Credit:4	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		0	15	0	35

English Communication

Time: 2 hours

Full Marks: 35 marks

Unit I

10 marks

Types and modes of Communication:

Verbal and Non-Verbal Communication

Personal, Social, and Business Communication

Group Communication

Effective Communication and Miscommunication

The basic concepts of the above should be discussed in the class.

The students are to attempt **5 short questions** of **two marks each** from **eight**

2x5=10

Unit II

Dialogue and Monologue

Group Discussion

Interview

Public Speech

(Students should be engaged in practice-sessions and should be made aware of the basic techniques).

The students are to attempt **two short answer type questions** of **5 marks each** out of **three**

5x2=10

The students are to attempt **five very short answer type questions** of **1 mark each** out of **eight**

1x5=5

Recommended Readings for Unit I and II:

1. *Fluency in English- Part II*, Oxford University Press, 2006
2. *Business English*. Pearson, 2008.
3. *Language through Literature and Creativity*. Orient Blackswan, 2013.

Unit III

Passage for Comprehension (Unseen)

Exercises: Comprehension

- A. Summary, Paraphrasing
- B. Vocabulary Test

The students are to attempt **one question** of **10 marks** to be attempted out of three options from the above

10x1=10

Kazi Nazrul University
Department of English
UG Draft Syllabus of Alternative English

Alternative English

Course Code: AECAE101/ AECAE301

Course Type: AE	Course Details:AEC1/ AEC2		L-T-P:4-0-0		
Credit:4	Full Marks:50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		0	15	0	35

Full Marks :(35+15) = 50

Unit I Poetry

10 marks

- Time and Love by William Shakespeare (When I have seen by Time's fell hand defaced)
- The Flight of Love by P B Shelley (When the lamp is shatter'd)
- Song by C G Rosetti (When I am dead, my dearest)

(Five Questions of 2 marks each to be attempted out of eight: 2x5 = 10)

Recommended Reading: *Palgrave's Golden Treasury* Edited by John Press. OUP.

Unit II Prose

05 marks

4. The Spectator Club by Richard Steele

(One short answer type question of 5 marks to be attempted out of three: 5x1=5)

Recommended Reading: *English Essayists* Edited by Susanta K Sinha.OUP.

Unit III Short Story

10 marks

5. The Thief by Ruskin Bond

(Five Questions of 2 marks each to be attempted out of eight: $2 \times 5 = 10$)

Recommended Reading: *Fantasy: A Collection of Short Stories* Edited by V. Sasikumar. Orient Blackswan.

Unit IV Composition

10 marks

6. A short essay is to be composed within 500 words on a given topic. ($10 \times 1 = 10$)

Recommended Reading: *Little Red Book of Essay Writing* by Terry O'Brien. Rupa.

Continuous Internal Evaluation

15 marks

7. Students seminars, text based short questions, projects and assignments.

Kazi Nazrul University
4 Year Degree Course NCCF

Draft Syllabus for Interdisciplinary/Multidisciplinary Paper

Semester I:

MDC-1 MDC107 Film Appreciation

Course Type: MD	Course Details: MDC-1		L-T-P: 2 - 1 - 0		
Credit:3	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		0	15	0	35

Film Appreciation

Time: 2 hours

Full Marks: 35 Marks

Unit I: Cinematic Terms

10 Marks

Montage, Deep Focus, Long Shot, Flash Back, Art Film, Reels, Documentary, Jump-Cut

The students are to attempt **5 short questions** of **two marks each** from **eight options**

$2 \times 5 = 10$

Unit II: History and Development of Hindi and Bengali Cinema:

15 marks

Silent Films, Early Talkies, Mainstream Hindi Cinema, Angry Young Man, Art Films, Bollywood, Middle of the Road, Post-liberalism, Bengali Trio Directors- (Satyajit Ray, Ritwik Ghatak, Mrinal Sen)

The students are to attempt **5 very short questions** of **one mark each** from **eight options** from the above

$1 \times 5 = 5$

The students are to attempt **2 questions** of **5 marks each** out of **three options** from the above

$5 \times 2 = 10$

Unit III: Film Review:

1. Modern Times
2. Garam Hawa
3. Hirak Rajar Deshe
4. Throne of Blood
5. Unishe April

6. Haider
7. Tarey Zamin Par

Students are to write a Film Review in not more than 300 words on one of the above films
10x1=10

Kazi Nazrul University
4 Year Degree Course NCCF
Draft Syllabus for Interdisciplinary/Multidisciplinary Paper

Semester II:

MDC-2 MDC218 Contemporary India: Women and Empowerment

Course Type: MD	Course Details: MDC-2		L-T-P: 2 - 1 - 0		
Credit:3	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		0	15	0	35

Contemporary India: Women and Empowerment

Time: 2 hours **Full Marks: 35 marks**
Unit I: Concepts **10 marks**

Concepts

Gender as a social construct, Masculinity, Femininity, Feminism, Patriarchy, LGBTQ

The students are to attempt **5 short questions of two marks each** from **eight options**

2x5=10

Unit II: Texts

Kamala Das: “An Introduction”

Mamta Kalia: “Tribute to Papa”

Mahasweta Devi: “Breast Giver”

The students are to attempt **5 very short questions of one mark each** from **eight options** from the above
1x5=5

The students are to **attempt 2 questions of 5 marks each** out of **three options from the above**

5x2=10

Unit III: Issues

Women and Nationalist Movement in India

Women and Partition

Women and Law

Women and Violence

The students are to write one essay type question of on the above topics out of three options

10x1=10

KAZI NAZRUL UNIVERSITY, ASANSOL

UG 3year and UG 4year Degree Course under NCCF

Subject: English

Semester III

MJC-3 BAENGMJ301Anglo-Saxon to Early 16th Century (1543)

Course Type:	CourseDetails:CC-3		L-T-P:4-1-0		
Credit:5	FullMarks: 100	CAMarks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		0	30	0	70

Full Marks 100

Course Outcome:

The paper is targeted at those candidates who are wishing to complete a **Four-Year /Three-Year Major Course** in English. The paper is the first foray for student into a **structured knowledge** gathering into the core study of English Literature. **The paper therefore wishes to impart to the students the growth of English Literature over a period of time.**

In Unit I the focus is on the growth of the English Language. It is strongly felt that no study of literary texts and the literature itself is possible without understanding the growth of the language. **The outcome of Unit I shall be a concretized understanding of the growth of the English language, its vocabulary, loan words and grammar.** In Unit II the focus is on the poetry of the period mentioned. It is hoped that through the study of the selected poetic texts the **students shall have the wherewithal of understanding the trajectory of poetry during the period.** Unit III rounds off the proper understanding of the period through a comprehensive understanding of the History of English Literature of the relevant period mentioned. **The students shall be able to utilize the knowledge on the history of literature** of the period in **two ways—one in linking the subsequent eras in the subsequent papers and two in using this knowledge gathered when they shall appear for NET later.**

Unit I ---

15 marks

Growth and Development of the English Language—

Scandinavian, French, Latin and Shakespearean influences and loan words

Three questions out of five options of five marks each--3x5=15

Unit-II—

40 marks

Poetry

'Battle of Maldon'

'Dream of the Rood'

'Wife's Lament'

'Pearl'

Chaucer: Prologue to *The Canterbury Tales* (ll1-42)

Thomas Wyatt: *'Remembrance'*

Sir Henry Howard, The Earl of Surrey: *Sonnet No. 7* "The soote season, that bud and bloom forth brings"

Five questions of one mark out of eight 5x1=5

Five questions of two marks out of eight 5x2=10

Two questions of 10 marks out of three 2x10=20

One question of 5 marks out of three 1x5=5

Unit III---

15 marks

History of Literature of the relevant period.

One question of 10marks out of two 1x10=10

One question of 5 marks out of three 1x5=5

Continuous Internal Evaluation

30 marks

Student seminars. Text based short and explanatory questions, quizzes, projects, assignments



MJC-4 BAENGMJ302 Understanding Drama

MNC-3 BAENGMN301 Understanding Drama

Course Type:	Course Details: CC-4		L-T-P:4-1-0		
Credit:5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		0	30	0	70

Full Marks100

Course Outcome:

This paper is to be studied by students who are pursuing either a **Four-Year Major Course** in English/ a **Three-Year Major Course** in English or have chosen **English as a Minor paper** while they are pursuing a Major in another subject. Therefore, while framing this paper the **objectives regarding the balance and difficulty level has been kept in mind.**

This paper should be seen as a **continuation of the two papers studied earlier in Semesters I and II** which were on *Understanding Poetry* and *Understanding Prose*. Primarily, the objective is to give a **comprehensive understanding of the basics of the study of English Literature** across genres if the students decide to exit after Semester IV.

Unit I focuses on certain terminologies associated with Drama. It is hoped that by studying these terms the students shall be better acquainted with the use of these terms and **how they should be used contextually and technically**. Unit II takes up two dramatic texts and it is hoped that by studying these texts the students shall be **better acquainted with the growth of English Drama in its initial period** of flourishing. The two texts also are a **cultural and literally sampling of texts of the period**. Unit III refers to the history behind the growth of English Drama during the period.

It is hoped that through such a structured study the students would be able to benefit in a three-fold manner—

one-have a **comprehensive initiation into the art of drama,**

two-have a **comprehensive inquisition and understanding into two great dramatic texts**

three—**use the gathered knowledge on growth of English drama, dramatic terms and history of dramatic growth for further study ahead and for NET later.**

Unit I ---

15 marks

Dramatic Terms

Tragedy, Comedy, Farce, Monologue (Soliloquy and Aside,) Conflict, Chorus, Three Unities, Melodrama.

Three questions out of five options of five marks each--3x5=15

Unit II—

40 marks

Plays

Christopher Marlowe: *Dr Faustus*

Ben Jonson: *Everyman In His Humour*

Five questions of one mark out of eight $5 \times 1 = 5$

Five questions of two marks out of eight $5 \times 2 = 10$

Two questions of 10 marks out of three $2 \times 10 = 20$

One question of 5 marks out of three $1 \times 5 = 5$

Unit III—

15 marks

Origin and Development of English Drama

One question of 10 marks out of two $1 \times 10 = 10$

One question of 5 marks out of three $1 \times 5 = 5$

Continuous Internal Evaluation

30 marks

Student seminars. Text based short and explanatory questions, quizzes, projects, assignments

AEC-2 AE English Communication

Course Type:	Course Details:AEC-1		L-T-P:4-0-0		
Credit:4	Full Marks:50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		0	15	0	35

Full Marks 50

Course Outcome:

This paper is designed to give a brief overview on English as it used for everyday communicative purposes. **It is expected that all students across all Major and Minor are to avail of this paper either for the 1st Semester or the 3rd Semester.** The focus is on imparting basic knowledge on effective communication skills in English both verbal and written. Unit I focusses on types and modes of communication and business communication. Unit II is on enhancement of written skills. **It is hoped that the students shall be able to hone their communication skills both verbally and in the written method by studying this paper.**

Unit I

10 marks

Types and Modes of Communication:

Verbal and Non-Verbal Communication Personal,
Social, and Business Communication Group
Communication

Effective Communication and Miscommunication

The basic concepts of the above should be discussed in the class.

(Five questions of 2marks each to be attempted out of eight: $2 \times 5 = 10$)

Unit II:

Dialogue and Monologue
Group Discussion Interview
Public Speech

Students should be engaged in practice-sessions and should be made aware of the basic techniques.

(One short answer type questions of 5marks to be attempted out of three: 5x1=5)

Recommended Readings for UnitI and II:

1. *Engage: A Course in Communicative English*: Malathy Krishnan, Sharbani Banerjee, Soumitra Roy. Cambridge. 2024.
2. *Fluency in English-Part II*, Oxford University Press. 2006.
3. *Business English*. Pearson,2008.
4. *Language through Literature and Creativity*. Orient Blackswan, 2013.

Unit III

Passage for Comprehension (Unseen) Exercises:

Comprehension

- A. Summary, Paraphrasing
- B. VocabularyTest

(Five questions of 1mark each to be attempted out of eight:1x5=5

One short answer type question of 5marks to be attempted out of two: 5x1=5 One question of 10 marks to be attempted out of three: 10x1= 10)

Continuous Internal Evaluation: 15 marks

Student seminars. Text based short and explanatory questions, quizzes, projects, assignments



Semester IV

MJC-5 BAENGMJ401 Elizabethan Age to Neo-Classical Age Literature

MNC401--BAENGMN401 Elizabethan Age to Neo-Classical Age Literature

Course Type:	Course Details:CC-5		L-T-P:4-1-0		
		CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
Credit:5	Full Marks: 100	0	30	0	70

Full Marks 100

Course Outcome:

This paper is to be studied by students who are pursuing either a **Four-Year Major Course** in English/ a **Three-Year Major Course** in English or have chosen **English as a Minor paper** while they are pursuing a Major in another subject. Therefore, while framing this paper the **objectives regarding the balance and difficulty level has been kept in mind.**

The paper is also a continuity of the paper on literature of *Anglo-SaxontoEarly16thCentury(1543)* and wishes to further impart to the students a comprehensive knowledge on the growth of English literature across the Elizabethan to the Neo-Classical Ages. As part of this Unit I has poetry where a collection of poems across the time period mentioned has been selected. These poems are some of the best representative poems of the era. **It is hoped that by studying these poems and analyzing them the students shall gain further control over the study of English Poetry and shall be able to use this knowledge as they move forward in their quest for higher education.** The students shall realize that these poems form the very backbone of the pedagogy of English Poetry. **Similar outcome is wished for Unit II while engaging in the study, discussion and analysis of English essays in representative form. Unit III rounds off the proper understanding of the period through a comprehensive understanding of the History of English Literature of the relevant period mentioned.** The students shall be able to utilize the knowledge on the history of literature **of the period in two ways—one in linking the subsequent eras in the subsequent papers and two in using this knowledge gathered when they shall appear for NET later.**

UnitI ---

15 marks

Poetry of the Early 18th century-

John Donne: “*Good Morrow*”, “*Batter my Heart*”

George Herbert: “*Easter Wings*”

Henry Vaughan: “*Retreat*”

Richard Crashaw: “*Christ Crucified*”

Abraham Cowley: “*The Epicure*”

Alexander Pope: *Rape of the Lock* (Canto1)

Three questions out of five options of five marks each--3x5=15

Unit II:

40 marks

Essays:

Joseph Addison: ‘Sir Roger at Church’

Richard Steele: ‘Spectator Club’

Novel:

Daniel Defoe: *Robinson Crusoe*

or

Jonathan Swift: *Gulliver’s Travels* (Book I and II)

Oliver Goldsmith: *She Stoops to Conquer*

Five questions of one mark out of eight 5x1=5

Five questions of two marks out of eight 5x2=10

Two questions of 10 marks out of three 2x10=20

One question of 5 marks out of three 1x5=5

Unit III

15 marks

History of Literature of the relevant period.

One question of 10 marks out of two 1x10=10

One question of 5 marks out of three 1x5=5

Continuous Internal Evaluation

30 marks

Student seminars. Text based short and explanatory questions, quizzes, projects, assignments

MJC-6:BAENGMJ402 Shakespearean Literature

Course Type:	Course Details: CC-6		L-T-P:4-1-0		
Credit:5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		0	30	0	70

Full marks: 100

Course Outcome:

This paper is **only for those students who are either pursuing either a Four-Year or Three-Year Major Program in English.** It is therefore imperative that such students who shall graduate with English Honours in all probability at the end of the fourth year should **have a complete understanding of the life and works of William Shakespeare and literary criticism on his works.** No study of English Literature is complete without the study of Shakespeare's works. Unit I carries forward the structure of study of poetry as had been done in the previous papers while studying other literary eras and focusses on four representative sonnets by Shakespeare. **It is hoped that the outcome of this study shall be that students shall have a deeper understanding on sonnets written by Shakespeare and shall be able to differentiate these sonnets from those of Spenser and Sidney as had been done in the First Semester Poetry paper.** Unit II carries forth the tradition of study on drama as had been done in the previous paper related to Elizabethan Literature. **As course outcome it is hoped that by studying two representative plays by Shakespeare the students shall be able to get to grips with the plays of the greatest dramatist of the world and also understand the uniqueness of Shakespearean plays.** Unit III shall serve as a stepping stone to the study of criticism which the students **shall engage later as they strive to become Hons. Graduates, pursue a Masters Course or even engage in research at some stage of their academic career.**

Unit—I—Sonnets 65,73,130,154

15 marks

Three questions out of five options of five marks each--3x5=15

Unit II—

40 marks

William Shakespeare: *Macbeth*

William Shakespeare: *Twelfth Night*

Five questions of one mark out of eight 5x1=5

Five questions of two marks out of eight 5x2=10

Two questions of 10 marks out of three 2x10=20

One question of 5 marks out of three 1x5=5

Unit III-**15 marks**

Shakespeare Criticism; Preface to Shakespeare

One question of 10 marks out of two 1x10=10**One question of 5 marks out of three 1x5=5****Continuous Internal Evaluation****30 marks**

Student seminars. Text based short and explanatory questions, quizzes, projects, assignments

Kazi Nazrul University, Asansol
NCCF 4 year and 3 year Degree Course**English****Course Type: SEC****Course Code: BAENGSE401****Course Details: SEC 3****Course Name: Enhancing Soft Skills and Personality Development**

Course Type: SEC	Course Details: SEC-3		L-T-P:2-1-0		
Credit:3	FullMarks: 50	CAMarks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		0	15	0	35

Full Marks : 50**Course Outcome:**

The NEP 2020 has a vision to empower students with hands on experience while pursuing a course. As part of that vision the Skill Enhancement Course components in English are designed in such a way that the students pursuing either a 3-year degree course or a four-year degree course become better equipped to handle the challenges beyond academics. As part of this exercise and to fulfill the vision of the NEP 2020 the Department of English in the UG Semester IV introduces a Skill Enhancement Course on Soft Skills Development. The previous two SEC papers had an outlook to hone written skills of students at the very base level. This paper has a much more holistic vision and it is hoped that by availing of this course the students would be able to become aware of key components of life skills like Soft Skills, Personality Development, Anger Management, Punctuality etc.

Unit I:**15 marks**

Terms: Soft Skill, Personality Development, Mindset, Personality, Procrastination, Anger Management, Ethics, Etiquette.

Candidates have to answer **five** short questions out of **eight** options

1x5=5

Candidates have to answer **five** questions out of **eight** options 2x5=10

Unit II: **20 marks**

Ways of developing Soft skills; Types of Mindset; Use of Time and Time Efficiency; Overcoming Procrastination; Humour in Workplace; Health and Personality; Business Etiquette; Care for Environment.

Candidates have to answer **two** short notes out of **three** options 5x2=10

Candidates have to answer **one** long answer out of **three** options 10x1=10

Continuous Internal Evaluation **15 marks**

It is advised that Internal Evaluation should be based on group discussions, interviews, viva voce, interactive on-on-one regarding personality development, filling up of questionnaire, situational problems etc. **Conventional written test is not advisable for this component.**

Recommended Reading List:

Soft Skills and Professional Communication: Petes S.J. Francis. New Delhi.Tata McGraw Hill Education 2011.

Semester V

MJC 7 BAENGMJ501- 19th century Poetry

MNC501 BAENGMN501--19th century Poetry

Course Type:	Course Details:CC-7		L-T-P:4-1-0		
Credit:5	Full Marks: 100	CAMarks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		0	30	0	70

Full Marks: 100

Course Outcome:

This paper is to be studied by students who are pursuing either a **Four-Year Major Course** in English/ a **Three-Year Major Course** in English or have chosen **English as a Minor paper** while they are pursuing a Major in another subject. Therefore, while framing this paper the **objectives regarding the balance and difficulty level has been kept in mind.**

This paper should be seen as a continuation of the earlier paper of CC 5 where the literature of the earlier era was put forward to the students. It is hoped that this paper shall concretize the idea on English Poetry further to the students. Unit II has a collection of poems spanning between the 16th to the Neo-Classical Period and covers a representation of poetry written between the Romantic Period and the Victorian period. Undoubtedly this representative and comprehensive study shall enrich the students both in terms of evincing keen interest in Core English Literature as also in using the knowledge gathered on Romantic and Victorian Poetry later on for Masters Course and NET. Unit III is an

extension as well as it continues the focus on enriching the students on the relevant literary works and their historical progression.

Unit I:

15 marks

The candidates are to answer **three explanations with reference to context** out of **five options** of **five marks** each **3x5=15**

(Only from poems listed hereunder in Unit II)

Unit II: 40 marks

Blake: “The Lamb”, “The Tyger”

Wordsworth: “Tintern Abbey”

Coleridge: “Christabel”, Part – I

Shelley: “Ode to the West Wind”

Keats: “Ode to a Nightingale”

Byron: “She walks in Beauty”

Browning: “My Last Duchess”

Tennyson: “Ulysses”

Arnold: “Dover Beach”

Hopkins: “Pied Beauty”

The candidates are to answer **five** questions of **one mark** out of **eight** options: **5x1=5**

The candidates are to answer **five** questions of **two marks** out of **eight** options: **5x2=10**

The candidates are to answer **two** questions of **ten marks as long answer** out of **three** options: **2x10=20**

The candidates are to answer **one** question of **five** marks as explanation with reference to the context out of **three** options: **1x5=5**

Unit III:

15 marks

History of Literature of the relevant period with regard to poetry

The candidates are to answer **one long answer** question of **ten** marks out of **two** options:

1x10=10

The candidates are to answer **one** question of **five** marks as **short note** out of **three** options:

1x5=5

Continuous Internal Evaluation:

30 marks

Candidates are to be evaluated through seminar presentations, quizzes, written assessments, problem solving, case presentations etc.

MJC 8 BAENGMJ502- 19th century Prose

Course Type:	Course Details:CC-8		L-T-P:4-1-0		
Credit:5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		0	30	0	70

Full Marks: 100

Course Outcome:

This paper is to be studied by students who are pursuing either a **Four-Year Major Course in English/ a Three-Year Major Course in English**. Therefore, the essential vision of this paper is to engage the learners

into a foray of prose writing that happened in English Literature in the 19th century.

From the overall perspective it is hoped that the **learners shall be able to come grips with the essays and novels** that were written in the 19th century. **Unit I** has essays which **shall help the learners to understand the nuances of the evolution of essay writing as it happened during the 19th century in English Literature**. Unit II has three representative novels which the learners can study and it is hoped by studying this cross-section of novels the **learners shall be able to have a deeper understanding of the socio-cultural, moral and philosophical perspectives** of the time period mentioned. The **course outcome** of Unit III is that the learners shall be **able to locate the literary history of the period and use it in future for pedagogical purposes** and also for NET.

Unit I:

Essays:

15 marks

Charles Lamb: 'Dream Children: A Reverie'

De Quincey: 'On Knocking at the Gate of Macbeth'

Hazlitt: 'On Going a Journey'.

Carlyle: 'The Poet as Hero'

J.S. Mill: 'Subjection of Women' (Chapter 4)

Candidates are to answer **three** questions as **explanatory passages/short notes** of **five** marks out of **five** options:
3x5=15

Unit II:

40 marks

Novels

Charles Dickens: *Hard Times* or Hardy: *Return of the Native*
and

Austen: *Pride and Prejudice*

The candidates are to answer **five** questions of **one mark** out of **eight** options: **5x1=5**

The candidates are to answer **five** questions of **two marks** out of **eight** options: **5x2=10**

The candidates are to answer **two** questions of **ten marks as long answers** out of **three** options:
2x10=20

The candidates are to answer **one** question as short note of **five** marks out of **three** options:
1x5=5

Unit III

History of Literature of the relevant period with regard to prose.

The candidates are to answer **one long answer** question of **ten** marks out of **two** options:

1x10=10

The candidates are to answer **one** question **short note based** of **five** marks out of **three** options:
1x5=5

Continuous Internal Evaluation:

30 marks

Candidates are to be evaluated through seminar presentations, quizzes, written assessments, problem solving, case presentations etc.

MJC 9 BAENGMJ503- 19th century Drama

Course Type:	Course Details:CC-9		L-T-P:4-1-0		
Credit:5	Full Marks: 100	CAMarks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		0	30	0	70

Full Marks: 100

Course Outcome this paper is to be studied by students who are pursuing either a **Four-Year Major Course in English/ a Three-Year Major Course in English**. Therefore, the essential vision of this paper is to engage the learners into a foray of drama that happened in English Literature in the 19th century.

This paper should be seen as a continuation of all the other papers dealing with drama that has been taught earlier across the previous four semesters. As course outcome overall the **attempt is to make the learners adept at handling dramatic texts for all teaching-learning purposes in future**.

Both Unit I and II deal with dramatic texts of the 19th century and it is hoped that after dealing with these texts the **learners shall become proficient in understanding and discussing the trajectory of drama that has happened over the century** and will be able to differentiate from the trajectory of dramatic writing of the earlier eras. Moreover, the **learners shall be able to come to grips with the philosophical and social dimensions** which went into the writing of such plays during a century of immense socio-historical changes.

Unit I

15 marks

Lady Gregory: *Rising of the Moon*

Syngé: *Riders to the Sea*.

Candidates are to answer **three** questions of **five** marks out of **five** options based on **explanatory passages with reference to the context:**

3x5=15

Unit II

40 marks

Shaw: *Arms and the Man*

Wilde: *Importance Of Being Earnest*

The candidates are to answer **five** questions of **one mark** out of **eight** options: **5x1=5**

The candidates are to answer **five** questions of **two marks** out of **eight** options: **5x2=10**

The candidates are to answer **two long answer** questions of **ten marks** out of **three** options:

1x10=10

The candidates are to answer **three explanations with reference to the context** question of **five** marks out of **five** options:

3x5=15

Unit III—History of Literature of the relevant period with regard to drama **15 marks**

The candidates are to answer **one long answer** question of **ten** marks out of **two** options:

1x10=10

The candidates are to answer **one question short note based** of **five marks** out of **three** options:

1x5=5

Continuous Internal Evaluation:

30 marks

Candidates are to be evaluated through seminar presentations, quizzes, written assessments, problem solving, case presentations etc.

Semester VI

MJC 10 BAENGMJ601- 20th century Poetry

MNC601 BAENGMN601--20th century Poetry

Course Type:	Course Details:CC-10			L-T-P:4-1-0	
Credit:5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		0	30	0	70

Full Marks: 100

This paper is to be studied by students who are pursuing either a **Four-Year Major Course** in English/ a **Three-Year Major Course** in English or have chosen **English as a Minor paper** while they are pursuing a Major in another subject. Therefore, while framing this paper the **objectives regarding the balance and difficulty level has been kept in mind.**

This paper should be seen as a continuation of the earlier paper of CC 7 where the literature of the earlier era was put forward to the students. **As overall course outcome it is hoped that by studying this paper the students would firstly be able to relate to the trajectory of the growth of poetry that has been taught earlier** and see this paper and the poetic texts has a continuation of poems taught earlier. Units I and II continue shall allow the students to dive into the depths of 20th century poetry and **allow them to gain a wholesome idea about the conclusion of the trajectory of English poetry** which the NEP NCCF Syllabus puts forth starting from CC1. Unit III completes the study on the history of English Poetry.

Unit I

15 marks

Candidates are to answer **three** questions of **five** marks out of **five** options based on **explanatory passages with reference to the context:**

3x5=15

The texts suggested below in Unit II are to be base of these questions.

Unit II

40 marks

Thomas Hardy: "In Time of the Breaking of Nations"

Rupert Brooke: "The Soldier"

Wilfred Owen: "Strange Meeting"

Siegfried Sassoon: "The Poet As Hero"

Louis MacNiece: "Prayer Before Birth"

W.B. Yeats: "An Acre of Grass"

T.S. Eliot: "Love Song of J. Alfred Prufrock"

W.H. Auden: "Lullaby"

Dylan Thomas: "Poem In October"

Stephen Spender: "I Think Continually. I think continually of those who were truly great"

The candidates are to answer **five** questions of **one mark** out of **eight** options: **5x1=5**

The candidates are to answer **five** questions of **two marks** out of **eight** options: **5x2=10**

The candidates are to answer **two** questions of **ten marks as long answer** out of **three** options:
2x10=20

The candidates are to answer **one** question of **five** marks as explanation with reference to the context out of **three** options: **1x5=5**

Unit III: **15 marks**

History of Literature of the relevant period with regard to poetry

The candidates are to answer **one long answer** question of **ten** marks out of **two** options:

1x10=10

The candidates are to answer **one** question of **five** marks as **short note** out of **three** options:

1x5=5

Continuous Internal Evaluation: **30 marks**

Candidates are to be evaluated through seminar presentations, quizzes, written assessments, problem solving, case presentations etc.

MJC II BAENGMJ602- 20th century Drama

Course Type:	Course Details:CC-11		L-T-P:4-1-0		
Credit:5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		0	30	0	70

Full Marks: 100

Course Outcome this paper is to be studied by students who are pursuing either a **Four-Year Major Course in English/ a Three-Year Major Course in English**. Therefore, the essential vision of this paper is to engage the learners into a foray of drama that happened in English Literature in the 19th century.

This paper should be seen as a continuation of all the other papers dealing with drama that has been taught earlier across the previous four semesters. As course outcome overall the **attempt is to make the learners adept at handling dramatic texts for all teaching-learning purposes in future**.

Both Unit I and II deal with dramatic texts of the 20th century and it is hoped that after dealing with these texts the **learners shall become proficient in understanding and discussing the trajectory of drama that has happened over the century** and will be able to differentiate from the trajectory of dramatic writing of the earlier eras. Moreover, the **learners shall be able to come to grips with the philosophical and social dimensions** which went into the writing of such plays during a century of immense socio-historical changes.

Unit I **15 marks**

British Drama—Beckett: *Waiting For Godot*

Osborne: *Look Back in Anger*

Candidates are to answer **three** questions of **five** marks out of **five** options based on **explanatory passages with reference to the context:** **3x5=15**

Unit II **40 marks**

Brecht—*Life of Galileo*

Ionesco: *The Lesson*

The candidates are to answer **five** questions of **one mark** out of **eight** options: **5x1=5**

The candidates are to answer **five** questions of **two marks** out of **eight** options: **5x2=10**

The candidates are to answer **two long answer** questions of **ten marks** out of **three** options:

1x10=10

The candidates are to answer **three explanations with reference to the context** question of **five** marks out of **five** options:

3x5=15

Unit III: Dramatic Movements and Terms:

15 marks

Existentialism, Theatre of the Absurd, Epic Theatre, Kitchen Sink Drama, Angry Young Man Movement.

The candidates are to answer **one long answer** question of **ten** marks out of **two** options:

1x10=10

The candidates are to answer **one** question **short note based** of **five** marks out of **three** options:

1x5=5

Continuous Internal Evaluation:

30 marks

Candidates are to be evaluated through seminar presentations, quizzes, written assessments, problem solving, case presentations etc.

MJC 12 BAENGMJ602- 20^h century Prose

Course Type:	CourseDetails:CC-12		L-T-P:4-1-0		
Credit:5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		0	30	0	70

Full Marks: 100

Course Outcome:

This paper is to be studied by students who are pursuing either a **Four-Year Major Course in English/ a Three-Year Major Course in English**. Therefore, the essential vision of this paper is to engage the learners into a foray of prose writing that happened in English Literature in the 20th century.

From the overall perspective it is hoped that the **learners shall be able to come grips with the essays and novels** that were written in the 20th century. **Unit I** has essays which **shall help the learners to understand the nuances of the evolution of essay writing as it happened during the 20th century in English Literature**. Unit II has three representative novels which the learners can study and it is hoped by studying this cross-section of novels the **learners shall be able to have a deeper understanding of the socio-cultural, moral and philosophical perspectives** of the time period mentioned. The **course outcome** of Unit III is that the learners shall be **able to locate the literary history of the period and use it in future for pedagogical purposes** and also **for NET**.

Unit I: Non-Fiction

15 marks

Woolf: “Modern Fiction”

Eliot: “The Metaphysical Poets”

Bertrand Russel: “Education and Discipline”

Orwell: “Shooting an Elephant”

Candidates are to answer **three** questions as **explanatory passages/short notes** of **five** marks out of **five** options:
3x5=15

Unit II—Fiction: **40 marks**

Golding: *Lord of the Flies*

Conrad: “The Lagoon”

Katherine Mansfield: “The Fly”

The candidates are to answer **five** questions of **one mark** out of **eight** options: **5x1=5**

The candidates are to answer **five** questions of **two marks** out of **eight** options: **5x2=10**

The candidates are to answer **two** questions of **ten marks as long answers** out of **three** options:
2x10=20

The candidates are to answer **one** question as short note of **five** marks out of **three** options:
1x5=5

Unit III **15 marks**

History of Literature of the relevant period with regard to prose.

The candidates are to answer **one long answer** question of **ten** marks out of **two** options:

1x10=10

The candidates are to answer **one** question **short note based** of **five** marks out of **three** options:
1x5=5

Continuous Internal Evaluation: **30 marks**

Candidates are to be evaluated through seminar presentations, quizzes, written assessments, problem solving, case presentations etc.

MJC 13 BAENGMJ603- Popular Literature

Course Type:	CourseDetails:CC-13		L-T-P:4-1-0		
Credit:5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		0	30	0	70

Full Marks: 100

Course Outcome:

This paper has a very **specialized outlook** and yet engages the learners into one of the most talked about areas of literature, that is Popular Literature. **As overall course outcome it is hoped that the learners shall be able to gather interest into a new sub-genre of fiction which they might be able to use later on for research and in writing academic papers.** Unit I focuses on **detective fiction** which is often treated lightly as Children’s Literature but it is hoped that by **studying the prescribed texts the students shall be able to gather the differences that are culturally inherent in the East vs West question.** Unit II is on **Science Fiction** and again it is hoped that through the prescribed texts the students **would be able to critically analyze Science Fiction based texts and use them as possible**

dissertation topics if they take up Honours with Research in Semester VIII. Unit III has Fantasy and Fairy Tales and it is hoped that by studying the **representative texts the students shall be able to learn to critically analyze Fantasy and Fairy Tales.**

Unit I: Detective Fiction

15 marks

Agatha Christie—"Jewel Robbery"

Saradindu Bandypadhyay—"The Jewel Case"

Conan Doyle: '*Adventure of the Speckled Band*'"

Candidates are to answer **three** questions as **explanatory passages/short notes** of **five** marks out of **five** options:
3x5=15

Unit II: Science Fiction

40 marks

Asimov: *2340 AD*

Satyajit Ray: *Nakur Babu and El Dorado*

Rokeya: *Sultana's Dream*

The candidates are to answer **five** questions of **one mark** out of **eight** options: **5x1=5**

The candidates are to answer **five** questions of **two marks** out of **eight** options: **5x2=10**

The candidates are to answer **two** questions of **ten marks as long answers** out of **three** options:
2x10=20

The candidates are to answer **one** question as short note of **five** marks out of **three** options:

1x5=5

Unit III: Fantasy and Fairy Tales

15 marks

Rowling: *The Philosopher's Stone*

: *Thakurmar Jhuli*

Grimm's Tales: *Little Match Girl*

The candidates are to answer **one long answer** question of **ten** marks out of **two** options:

1x10=10

The candidates are to answer **one** question **short note based** of **five marks** out of **three** options:

1x5=5

Continuous Internal Evaluation:

30 marks

Candidates are to be evaluated through seminar presentations, quizzes, written assessments, problem solving, case presentations etc.