

Department of English
Government Degree College Baramulla

Semester 2nd

Major/Minor Course

Title: English Literature

Code: BEL22C201

Credit: Theory: 04; Tutorial: 02

Contact Hours: 64 (Th) + 32 Tu)

Course Objectives:

- *To introduce students to the genre of Metaphysical and Neo-Classical poetry with emphasis on its constituent elements.*
- *To introduce students to the genre of Novel, its genesis and evolution.*
- *To have a thorough knowledge of structure/plot construction and forms of novels.*
- *To introduce students to the genre of Dramatic Comedy with special emphasis on Shakespeare.*

Learning outcomes:

On completion of the course, the student should be able to:

- *Identify and categorize the concept of Metaphysical and Neo-Classical poetry.*
- *Outline the structure, elements and types of Novel*
- *Evaluate, assess and interpret a Novel.*
- *Categorize, compare and situate Shakespearean Comedy within the western dramatic tradition.*

UNIT-I: English Poetry-II

- John Donne (“Go And Catching A Falling Star”, “The Sun Rising”)
- Alexander Pope (“Essay on Criticism”: lines-213-252)
- Thomas Gray (“Elegy Written in a Country Churchyard”)

Unit-II: English Drama-II

- Willaim Shakespeare: *The Merchant of Venice*

UNIT-III: Introducing Novel

- Rise of the English Novel
- Types of Novel (Novella, Historical Novel, Bildungsroman, Realistic Novel, and Psychological Novel)
- Elements of Novel (Plot, Character, Setting, Narrative Techniques)

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Unit-IV: English Novel-I

- Henry Fielding: *Joseph Andrews*

TUTORIALS (2 CREDITS)

Course Objectives:

- *To teach students to analyze various poetic techniques in a given poem.*
- *To teach students the art of recitation.*
- *To introduce students to the theatricality of drama.*
- *To make students enact the select scenes and speeches of the play.*

Learning outcomes:

On completion of the course, the student should be able to:

- *Write a critical analysis of a poem*
- *Identify the poetic techniques employed by the poet.*
- *Outline the structural pattern of a comedy.*
- *Enact selected speeches from The Merchant of Venice*

Unit-I

- Look up the poetic forms, techniques, devices, themes etc., in the poems prescribed in Unit I of the theory syllabus.
- Situate the prescribed poems in their sociocultural context.
- Recite the prescribed poems.

Unit 2

- The theatricality of the play *The Merchant of Venice*.
- Comic relevance of *The Merchant of Venice* in present-day society.
- Enaction of the selected scenes or speeches from *The Merchant of Venice*

Suggested Readings

1. *The Norton Introduction to Literature* by Kelly J. May, W. W. Norton & Company, 2017.
2. *A Background to the Study of English Literature* by B Prasad, Trinity Press Publication, 2016.
3. *Studying Literature: An Introduction to Fiction and Poetry*, Pramod K Nayar Orient Blackswan, 2012.

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4. *A Glossary of Literary Terms* by M H Abrams & G G Harpman Cengage Learning India Pvt Ltd. 2015.
5. *English Literature in Context* by Paul Poplawski, Cambridge University Press, 2016.
6. *The Norton Anthology of Poetry*, W. W. Norton & Company, United Kingdom, 1997.
7. *The Merchant of Venice (Norton Critical Editions)* Edited by Leah S Marcus W. W. Norton & Company (2006)
8. “What is a Novel” by Terry Eagleton from his book *Literary Theory: An Introduction*
9. *The Rise of the Novel* by Ian Watt, University of California Press; First Edition, 2001.
10. *Aspects of the Novel* by E M Forster Penguin Classics (2005)
11. *Joseph Andrews with Shamela and Related Writings (Norton Critical Edition)* by Henry Fielding, Edited by Homer Goldberg, W W Norton and Co. (1987).

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Semester: 2nd

Title: Functional English

Minor Course

Code: BEL22C202

Credit: Theory: 04; Tutorial: 02

Contact Hours: 64 (Th) + 32 (Tu)

Objectives:-

- *To introduce students to listening skills with a focus on listening comprehension.*
- *To upskill students in speaking skills with a focus on Speaking-in-Situations.*
- *To introduce students to reading skills with a focus on reading comprehension.*
- *To upskill students in Business writing skills.*

Learning outcomes: *On completion of the course, the student should be able to:*

- *Outline the purpose, types, and barriers of listening.*
- *Analyse and explain the contents of a speech, conversation, discussion etc.*
- *Speak in different situations, deliver short speeches, and participate in a discussion.*
- *Outline the purpose, techniques, and strategies of reading.*
- *Analyse and explain the contents of written communication.*
- *Write paragraphs, essays, and drafts for business communication.*

Functional English Semester 2

Unit 1: Listening

Purpose of Listening, Hearing vs Listening, Types of Listening, Barriers to Effective Listening. Overcoming barriers to Listening. Traits of a Good Listener.

Listening comprehension in focus (Students will listen to audio/videos: Conversations/ News/ Talks/ Speeches/ Group Discussions/ Documentaries etc and answer the questions).

The following self-study online lessons on listening from the British Council's Learn English are prescribed for the students. [Listening Exercises](#)

Unit 2: Speaking

Speaking strategies: Fluency, Coherence, Accuracy, Range of vocabulary, Grammatical accuracy and Pronunciation.

Speaking in Situations: Greetings and saying goodbye; Introducing each other; Making requests, seeking permission, asking questions, saying Yes and No with politeness, expressing disagreement; Making telephone calls; Conversations: at an office, at a railway station, etc. Delivering a Speech, Participating in Debates and Group discussions.

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Unit 3: Reading

Purpose of reading

Reading Strategy (Before, While, and After reading)

Study Techniques (Survey, Question, Read, Recall, Review)

Techniques of reading(guessing, finding your way around, skimming, scanning, Extensive reading, Intensive Reading, Exploratory Reading, Critical Reading, Analytical Reading).

Reading for comprehension: Students shall be asked to read different texts and answer questions by applying the above-mentioned reading strategies and techniques with a particular focus on Understanding the Organisation of a Passage, Understanding Relationships in Passages, Evaluating Information, Understanding Unknown Words, and the use of Punctuation.

Unit 4: Writing

Modelled writing vs Process Writing, CODER

Note-taking and note-making.

Paragraph/Essay writing: Argumentative, Descriptive, Expository.

Business proposals and reports, Minutes of Meeting; Writing a CV

Writing short speeches.

Note: The teacher should teach Unit 1 and Unit 2 together and correlate listening and speaking Skills.

TUTORIALS

Course Objectives:

- *To develop listening competence among the students*
- *To develop speaking skills among the students*
- *To improve punctuation skills among the students*
- *To develop speech writing skills among the students*

Learning outcomes: On completion of the tutorials, the student should be able to:

- *Answer questions after listening to conversations, dialogues, speeches etc*
- *Deliver presentations and face interviews*
- *Participate in group discussions and debates*
- *Able to punctuate a given piece of writing*

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- *Able to write speeches for various occasions*

Unit-I

- **Listening for comprehension:** Teachers will play Interviews, Short Speeches, Group Discussions, News, Lectures etc., in a classroom and ask questions to the students to test their listening comprehension. The teacher should ask the students to focus on the speaker's verbal and non-verbal aspects and encourage them to emulate them.
- **Spoken Communication:** The teacher will conduct Interviews, Group Discussions, Presentations, and Debates to enhance students' speaking skills. The teacher will also ask the students to Role-Play in different situations to help them improve their conversational skills.

Unit-II

- **Punctuation Skills:** The teacher will ask the students to read select texts thoroughly focusing on punctuation, and illustrate, through examples, how punctuation impacts meaning. The teacher will ask the students to punctuate a given text correctly.
- **Speech Writing:** The teacher will ask the students to write speeches. The teacher will illustrate how to write speeches for different occasions based on modelled and processed writing with a major focus on the objective of the speech, understanding the audience and the use of rhetoric.

Suggested Readings

1. *Communication Skills: A Workbook* by Sanjay Kumar (Oxford University Press)
2. *Teaching Listening: A Course in Language Teaching* (Module 8) by Penny Ur Cambridge University Press.
3. *Business Speaking* by James Schofield, Collins.
4. *Advanced Reading Power: Extensive Reading, Vocabulary Building, Comprehension Skills, Reading Faster* by Beatrice S Mikulecky, Linda Jeffries, Pearson Longman.
5. *Business Correspondence and Report Writing* -by R C Sharma & Krishna Mohan (Mc GrawHill)
6. *IELTS Strategies for Study: Reading, Writing, Listening and Speaking at University and College* by Michael Jaffe Garbutt, Michael Garbutt, and Kerry O'Sullivan.
7. *Eats, Shoots and Leaves* by Lynne Truss (Fourth Estate).
8. *How to Write and Give a Speech* by Joan Detz (St Martin Publishing Group)

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SEMESTER 1st

MULTIDISCIPLINARY COURSE

Subject: English

Title: An Introductory Course In English Literature

Code: BEL22M103

CREDIT: 03 (Three)

CONTACT HOURS: 48

Course Objectives:

- *To familiarise students with the core genres of English literature*
- *To introduce the essential components of poetry, drama and fiction*
- *To enable students to understand different literary techniques.*
- *To guide students regarding the textual analysis of some introductory literary texts.*
- *To sensitise students to the aesthetic, cultural & social aspects of literature.*

Learning outcomes:

On completion of the course, the student should be able to:

- *Outline and explain the different features of a literary text.*
- *Differentiate between various literary genres like prose, poetry and drama.*
- *Write a critical analysis of the given poem, drama and short story.*
- *Identify, compare and relate literary texts in a socio-cultural context.*

UNIT-I: Poetry

A very brief introduction to the elements of Poetry: definition; poetic devices: simile, metaphor, personification, allusion, imagery, oxymoron.

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| 1. Willam Shakespeare | Sonnet 18 |
| 2. William Wordsworth | Nutting |
| 3. Sylvia Plath | Daddy |
| 4. Agha Shahid Ali | Postcard from Kashmir |

Unit-II: Drama

A very brief introduction to the elements of drama (Plot, Character, Setting, Dialogue, Stage)

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| 1. J M Synge | Riders to the Sea |
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UNIT-III: Short Stories.

A very brief introduction to the elements of Fiction: setting, characterisation, narrative (point of view)

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| 1. Leo Tolstoy, | How much Land does a Man Need? |
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2. O Henry, The Gift of the Magi
3. *SH Mantoo* Toba Tek singh

Suggested Readings

1. *An Introduction to the Study of Literature* by William Henry Hudson, Rupa Publications, 2015.
2. *A Background to the Study of English Literature* by B Prasad, Trinity Press Publication, 2016.
3. *Studying Literature: An Introduction to Fiction and Poetry*, Pramod K Nayar Orient Blackswan, 2012.
4. *A Glossary of Literary Terms* by M H Abrams & G G Harpman Cengage Learning India Pvt Ltd. 2015.

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**SEMESTER 1st
Course**

Ability Enhancement Compulsory

Subject: English

Title: English Communication Skills

Code: BEL22A104

CREDIT: Theory 02; TUTORIAL: 01

CONTACT HOURS: 32 (TH) + 16TU)

Part 1: Theory (2 Credits)

Course Objectives:

- *To introduce the basic concept of communication and its types, levels, barriers etc.*
- *To introduce students to the purposes, strategies and techniques of reading.*
- *To develop reading comprehension among the students.*
- *To introduce students to the nature of written communication, focusing on emails, letters, reports and making presentations.*

Learning outcomes:

On completion of the theory course, the student should be able to:

- *Describe types, levels, process and other essential elements of communication.*
- *Apply different reading strategies and techniques.*
- *Answer questions based on given passages, essays etc.*
- *Draft emails, letters and reports as per the standard format.*
- *Write a PowerPoint presentation.*
- *Write posters.*

UNIT I: Introduction to Communication (Contact hours 16)

Communication: Definitions and features.

Process, Levels and Flow of Communication.

Verbal and Non-Verbal Communication.

General and Technical Communication.

Barriers to Communication. Overcoming Communication Barriers.

UNIT-II Reading and Writing Skills: (Contact hours 16)

Reading: Purposes, Strategies and Techniques.

Reading Comprehension: Students will answer questions from a passage provided by the teacher by applying different reading strategies and reading techniques.

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E-mail and Letter Writing (formal and informal.)

Writing Reports. Poster Writing

Writing a PowerPoint Presentation.

Part 2: Tutorials (1 Credit)

(Contact hours 16)

Course Objectives:

- To develop listening competence among the students
- To develop speaking skills among the students

Learning outcomes:

On completion of the tutorials, the student should be able to:

- Describe the process of listening and types of listening.
- Answer questions after listening to conversations, dialogues, speeches etc.
- Deliver presentations and face interviews
- Participate in group discussions and debates.

UNIT-I. : Listening and Speaking Skills (Contact hours 16)

Listening: Introduction, Process and Types. Traits of a good listener.

Listening for comprehension: Teachers will play Ted Talks, Short Speeches, Group Discussions, news etc., in a classroom and ask questions to the students to test their listening comprehension. The teacher should ask the students to focus on the speaker's verbal and non-verbal aspects and encourage them to emulate them.

Spoken Communication: Facing Interviews, Group Discussions, Delivering Presentations, and Participating in a debate. Role playing in different situations.

After teaching the basics of these spoken situations, the teacher should conduct mock interviews and group discussions in the classroom.

Note: Theory Paper will be based on Unit-I and Unit II only, and the tutorials will only be based on Unit III. Tutorial Exams will not be based on assignments or written tests; instead, the speaking and listening skills of the students will be assessed by asking students to role-play, deliver speeches and presentations, participate in group discussions etc.

Suggested Readings

1. *Communication Skills: A Workbook* by Sanjay Kumar (Oxford University Press)
2. *Business Correspondence and Report Writing* -by R C Sharma & Krishna Mohan (Mc GrawHill)
3. *IELTS Strategies for Study: Reading, Writing, Listening and Speaking at University and College* by Michael Jaffe Garbutt, Michael Garbutt, and Kerry O'Sullivan.