

**Learning Outcomes based Curriculum
Framework (LOCF)
for
English as Generic Elective
Undergraduate Programme
2019**



ज्ञान-विज्ञान विमुक्तये

**UNIVERSITY GRANTS COMMISSION
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UGC LOCF (ENGLISH) COMMITTEE REPORT

for

(i) BA/B.Sc/B.Com under CBCS (English)

(ii) English Literature for Generic Elective (GE) for students majoring in subjects other than English and Discipline Specific Core (DSC) for students pursuing BA without any major (Honors) subject

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1.1 INTRODUCTION

All knowledge is constituted in language. But without proficiency in language, it is difficult to transmit knowledge. Language is imperative for the acquisition, preservation, dissemination, application and creation of knowledge. Hence, the importance of language learning cannot be overemphasized. It is also a fact that language transcends boundaries and barriers; the more proficient in communication we are, the more the world expands for us. Today, the English language is a window to the world. It is not only the most important link language between communities but also the preferred language of pedagogy, employment, information technology, trade and commerce and travel and tourism in India and the world. To this extent, it is crucial that learners are given adequate opportunities to develop language proficiency and skills in not just the basics of grammar but also in communicating effectively across a variety of situations. This is best acquired through a nuanced understanding of the language of literary texts, to start with. Given this, learners should be sensitized to the creative processes and learn to use language both critically as well as creatively. It is also essential for learners to be aware of the implications of language vis-à-vis issues such as gender, caste, class, culture, etc. and thus use language appropriately. Having considered this relationship between language and learning, the UGC-LOCF (English) committee suggests the following courses in language communication and literature that meet the learning outcomes of English for undergraduate students.

English Language Course* (SE Courses) for Undergraduate education in arts, science, and commerce

1. Basic English Communication Skills
2. Advanced English Communication Skills
3. Dictionary and Study Skills
4. Creativity Through Language
5. Appreciating Literature

(* Please see the APPENDIX 1 for Courses 1-5.)

1.2 Learning Outcomes based Curriculum Framework 2018-2019

BA/B.Sc/B.Com under CBCS English & English Literature for Generic Elective (GE) for students majoring in subjects other than English and Discipline Specific Core (DSC) for students pursuing BA without any major (Honors) subject

The UGC Committee constituted for Learning Outcomes based Curriculum Framework for BA/ B.Sc/B.Com (CBCS English) and English Literature for Generic Elective (GE) for students majoring in subjects other than English and Discipline Specific Core (DSC) for students pursuing BA without any major (Honors) subject is pleased to submit its Report.

The Committee suggests that the following global remarks may be considered by the faculty members, departments/schools, Boards of Studies in English, Institutes and Universities, while considering the recommendations for their use.

The Committee suggests the following guidelines for the consideration of Departments/BoS/Universities before considering their implementation:

- i. The learning outcomes are designed to help learners understand the objectives of studying BA/BSc/BCom in English, to help learners use English Language for contemporary academic and social needs. Students develop all the four language skills which will enhance their communication abilities taking support from literary texts. Students will also learn to use language creatively and critically.
- ii. It is significant to mention here that the BA/BSc/BCom CBCS English syllabus remains the point of reference for the LOCF recommendations. However, stakeholders (departments or universities or institutions) may make suitable alternations with justifications while selecting texts, finalizing objectives and organizing principles keeping in view global, national and regional contexts of analysis and appreciation.
- iii. To this end, the texts mentioned in the LOCF document are indicative. Similarly, the organization of divisions/themes/genres/periods/authors/areas, etc. are specific to contexts identified in the course(s) and do not pre-empt further rethinking or selection with clear justification for the choices exercised therein.
- iv. The organization of the courses/papers has been worked into semesters, wherever needed, keeping in mind the credit load in a given semester as well as the desired outcomes of the course/programme.

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- v. Learning outcomes may be modified by Universities/Institutions with proper justification, given that texts recommended for the course, contexts of teaching, and requirements of the stakeholders are as diverse as are regions in the country. The overarching concern of the LOCF committee in English is to have definite and justifiable course outcomes and their realization by the end of the course/programme.
- vi. The Department/Institute/University is expected to encourage its faculty concerned to make suitable pedagogical innovations, in addition to teaching/learning processes suggested in the LOCF recommendations, so that the Course/Programme learning outcomes can be achieved.
- vii. Students majoring in subjects other than English can use these courses (see **Appendix 2**) as part of GE (Generic Electives). B A (English) students without any Honors subject may offer these courses as part of DSC (Discipline Specific Core) courses.
- viii. Courses suggested in **Appendix 1** are meant for BA/BSc/BCom students as SE (Skill Enhancement) Core and Elective Courses, where the number, weightage and credit load will be determined by Universities/Institutions in conformity with the recommendations given hereunder.

The present century has increasingly realised the integrality of all elements in the universe and the interrelatedness of lives in all forms. Tim Cook speaks about maintaining balance between science and the humanities:

If science is a search in the darkness, then the humanities are a candle that shows where we have been and the danger that lies ahead. It is technology married with liberal arts, married with the humanities that make our hearts sing.

The function of literature is to bring the questions of values—human and literary—into the frame.

Literariness is the ability of literature to attract attention to itself through what is clearly a special use of language. As a system of knowledge, literature is said to provide pleasure first and knowledge thereafter. Therein lies its value in being pleasant. Thereafter, the important thing is to know what literature is valued for. Literature is known for what it stands or its commitment. It also celebrates life in all forms and stands for values of life by representing—and often defending—the weak, the poor, the exploited, the vulnerable and the voiceless. In a way, literary values are values of life. The ultimate learning outcomes of literary studies is

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manifest in the form of acquiring linguistic and communicative competence to understand and express these values.

Accordingly, English language learning curricula have evolved over a period of time in India. From its Anglo-centric core, it has moved to the educated Indian variant of English with national and international intelligibility.

The present phase in English language learning fulfils the needs of learners in equipping them to face the vicissitudes of life. Its acceptance lies in its ability to enrich the users' engagement with local and global realities. Clearly, the users of English remain sensitive to different kinds of human experiences, both lived and imagined, and their manifestations in linguistic terms without glossing over the core attributes of life and living, that is, human values. To this end, it is necessary for English Studies to recognize and respect differences in and around the world and transcend binaries.

The LOCF for English is prepared on the contours and curricular structure provided by the UGC, and may be modified without sacrificing the spirit of CBCS and LOCF.

Keeping in mind the above aspects of BA English literature learning, the following courses have been prepared by the LOCF Committee:

English Literature* for DSC/GE for students majoring in subjects other than English or Students doing BA without any Honors subject

1. Introduction to Literature
2. British Literature
3. Modern Indian Literature
4. New Literatures in English

(* Please see the APPENDIX 2 for Courses 1-4.)

1.3 GRADUATE ATTRIBUTES

Disciplinary Knowledge:

- a) Ability to understand, speak, read and write English both at the basic and advanced levels.
- b) ability to understand and engage texts with various linguistic, critical and creative concepts and categories
- c) ability to read texts closely, paying attention to linguistic and stylistic variations and innovations and also exploring themes, generic conventions and historical contexts
- d) ability to understand linguistic/pragmatic frameworks to appreciate literary texts and language use
- e) ability to locate and engage with relevant scholarly works in order to develop one's own critical position and present views coherently and persuasively
- f) ability to situate one's own reading in terms of society, religion, caste, region, gender, and politics
- g) ability to understand the world, to think critically and clearly about the local and the global through a reading of literatures in translation and in the original, to be a located Indian citizen of the world
- h) ability to see and respect difference and to transcend binaries

Communication Skills:

- a) ability to speak and write clearly in standard, academic English
- b) ability to listen to and read carefully various viewpoints and engage with them.
- c) ability to use critical concepts and categories with clarity

Critical Thinking:

- a) ability to read and analyse texts
- b) ability to place texts in historical contexts and be sensitive to their social relevance
- c) ability to substantiate critical readings of literary texts in order to persuade others

Problem Solving:

- a) ability to cope with complex language use
- b) ability to read any unfamiliar literary and non-literary texts

Analytical Reasoning:

- a) ability to evaluate the strengths and weaknesses in a literary text
- b) ability to substantiate one's argument through an enhanced critical and

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communicative ability

Research-Related Skills:

- a) ability to problematize and formulate research questions, and to identify and consult relevant sources to find answers
- b) ability to plan and write a research paper or assignment

Teamwork and Time Management:

- a) ability to participate constructively in classroom discussions
- b) ability to meet a deadline

Scientific Reasoning:

- a) ability to analyse texts, evaluating ideas and literary strategies
- b) ability to formulate logical and persuasive arguments

Reflective Thinking:

- a) ability to locate oneself and see its influence on critical thinking and reading
- b) ability to carry the implications of a text to life and vice versa

Self-directed Learning:

- a) ability to work independently in terms of reading literary, non-literary and critical texts
- b) ability to carry out personal research, postulate questions and search for answers

Digital Literacy:

- a) ability to use digital resources for gathering information
- b) ability to use digital resources for presentations

Multicultural Competence:

- a) ability to engage with and understand language used in literary texts from different regions
- b) ability to respect and transcend differences

Moral and Ethical Values:

- a) ability to interrogate one's own ethical values, and to be aware of ethical issues
- b) ability to read values inherited in literary texts *vis a vis* issues of environment, religion and spirituality, as also structures of power

Leadership Readiness:

- a) ability to lead group discussions

- b) ability to formulate questions for the class in literary, academic and social contexts

Life-long Learning:

- a) ability to retain and build on critical reading skills
- b) ability to infer, cherish and practise human values
- c) ability to transfer such skills in other domains of one's life and work

1.4 QUALIFICATION DESCRIPTORS

The qualification descriptors for the programme in English shall be five learning attributes such as understanding, use, communication, expansion, and application of subject knowledge with a clear understanding of one's location. This also involves an awareness on the students' part of differences pertaining to class, caste, gender, community, region, etc. in order that they can transcend these differences with transparency of purpose and thought. The key qualification descriptor shall be clarity of communication as well as ethical and social awareness. Each student should be able to

- *Demonstrate* a coherent and systematic knowledge and understanding of the field of literary and theoretical developments in the field of English Literary and Language Studies. This would also include the student's ability to identify, speak and write about genres, forms, periods, movements and conventions of writing as well as the ability to understand and engage with literary-critical concepts, and varieties of language use for social communication.
- *Demonstrate* the ability to understand the role of literature and language in a changing world from the disciplinary perspective as well as in relation to its professional and everyday use.
- *Demonstrate* the ability to think and write clearly about one's role as a located Indian citizen of the world through a reading of literatures in English and English translation
- *Communicate* ideas, opinions and values—both literary values and values of life in all shades and shapes—in order to expand the knowledge of the subject and the language as it moves from the classroom to life at large.
- *Recognize* the scope of English language and literary studies in terms of career opportunities, employment and lifelong engagement in teaching, publishing, translation, communication, media, soft skills and other allied fields

- *Apply* subject-specific skills in language and literature to foster a larger sense of ethical and moral responsibility among fellow humans in order to see and respect differences in and among various species and life-forms and learn to transcend them.

1.5 Programme Learning Outcomes

The programme learning outcomes relating to BA/B Sc/B Com English CBCS students:

- Demonstrate a set of basic skills in literary and linguistic 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 translated into English, showing an understanding of the contemporary world.
- Cultivate ability to look at and evaluate the language of literary texts as a field of study and as part of the wider network of local and global culture by using digital resources.
- Display knowledge to cultivate a better understanding of values – both in the use of different language registers and literary forms and genres to arrive at transparent understanding of values of life at all stages.
- Recognize employability options in English literature and language 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
- To enable students to develop an awareness of the linguistic-cultural richness of India as an important outcome of English literary and language studies in India

1.6 TEACHING LEARNING PROCESS

Learning is a challenging, engaging, and enjoyable activity. Learners should be encouraged to engage in a rigorous process of learning and self-discovery by adopting a highly focused approach to education versus rote learning. Each day learners should be encouraged to focus on key areas of the course and spend time on learning the course fundamentals and their application in life and society.

In teaching and learning pedagogy, there should be a shift from domain or conclusions based approach to the experiential or process based approach.

The faculty should promote learning on a proportionate scale of 20:30:50 principle, where lectures constitute 20 percent of the delivery (Hear); visuals 30 percent of the learning methods (See); and experience 50 percent (Do). This ratio is subject to change as per the needs.

In order to achieve its objective of focused process based learning and holistic development, the Institution/University should use a variety of knowledge delivery methods:

Lectures: Lectures should be designed to provide the learners with interesting and fresh perspectives on the subject matter. Lectures should be interactive in a way that students work with their teachers to get new insights in the subject area, on which they can build their own bridges to higher learning.

Discussions: Discussions are critical components of learning, and can be used as a platform for students to be creative and critical with old and new ideas. Besides developing critiquing skills, arriving at consensus on various real life issues and discussion groups lead to innovative problem solving and, ultimately to success.

Simulations: Simulations provide students with opportunities to understand real life situations and scenarios, and solve challenges in a controlled environment or make use of them in simulating cultural experiences by locating/transposing them in new (local, regional, national and international) situations.

Case Studies: Real case studies, wherever possible, should be encouraged in order to challenge students to find creative solutions to complex problems of individual, community, society and various aspects of knowledge domain concerned.

Role Play: Assuming various roles, as in real life, is the key to understanding and learning. Students are challenged to make strategic decisions through role-plays, and to analyse the impact of these decisions. For this purpose, incidents from literary texts may

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also be used.

Team Work: Positive collaboration in the form of team work is critical in the classroom environment, for which it is necessary to transcend one's prejudices and predilections so as to achieve the desired outcomes. In the process of team work, learners will acquire the skills of managing knowledge acquisition and other collaborative learners, thereby understanding how to incorporate and balance personalities.

Study Visits: Study Visits provide an opportunity to students to test their in-class learning in real life situations as well as to understand the functional diversity in the learning spaces.

These may include visits to sites of knowledge creation, preservation, dissemination and application. Institutions may devise their own methods to substitute/modify this aspect.

1.7 ASSESSMENT METHODS:

Alignment of Programme Learning Outcomes and Course Learning Outcomes: The assessment of learners' achievement in BA/B Sc/ B Com English (CBCS) will be aligned with the following:

- programme learning outcomes (graduate descriptors)
- course learning outcomes (qualification descriptors)
- academic and professional skills suggested in the graduate learning descriptors in the LOCF recommendations (indicated and illustrated in the Learning Outcomes in respect of select courses)

Assessment priorities: Institutions will be required to prioritize formative assessments (in-semester activities including tests done at the department or instructor level) rather than giving heavy and final weightage to summative assessments (end-semester and/or mid-semester tests traditionally done centrally). Progress of learners towards achieving learning outcomes may be assessed making creative use of the following, either independently or in combination:

- Time-constrained examinations (say 1-hour or 2-hour tests)
- Closed-book and open-book tests (if applicable, rather than doing as a rule);
- Problem based assignments
- Real life simulations
- Observation of practical skills (speaking, listening, problem solving within a peer group or a class)
- Individual project reports (case-study or term papers within a given word limit)
- Team project reports
- Oral presentations, including seminar presentation
- Viva voce, interviews
- Computerised adaptive testing for MCQ
- Peer and self-assessment etc. and any other pedagogic approaches as may be relevant keeping in view the learners' level, credit load and class size.

Diversity in Assessment Methods: Allowing for the diversity in learning and pedagogical methods adopted by different universities and institutions, stakeholders (Academic Councils, Boards of Studies or statutory bodies) are expected to ensure that the objectives of the course(s) are clearly aligned to learning outcomes. It is expected that the curricula

developed by institutions will maintain a transparent roadmap of (a) pedagogical methods and priorities and (b) learning outcomes that reflect the weightage points given to different aspects of skills and achievements identified in the recommendations.

Learning Outcomes Index: While devising assessment modes and criteria, institutions may look to gridlock course learning outcomes and programme learning outcomes as indicated in the LOCF BA/B Sc/ B Com English (CBCS), and work out ways to assign credit loads and distribute weightage points for each.

Innovation and Flexibility: Within each category, institutions are expected to encourage instructors to bring in innovative and flexible methods to guarantee the fullest realization of Learning Outcomes outlined in the document. All such instructional and assessment requirements must be clearly communicated to all stakeholders at the time of course registration. Any subsequent change or minor modification necessary for fuller realization of learning outcomes must be arranged with due notice and institutional arrangement at the relevant level.

Freedom and Accountability: Freedom and accountability of the stakeholder are key attributes that determine the success of the Learning Outcomes Framework. For example, in research work, learners may be asked to pay attention to library work and survey of literature, originality of ideas, formulation of arguments, and creativity. Components may be assigned weightage points accordingly (say, x:y:z for different components out of 15 points). The excellence of institutions will be increasingly determined by Learning Outcomes rather than programme or course objectives. Hence it is necessary to innovate continually in learning and assessment in order to ensure meaningful and socially relevant learning (with transparent Learning Outcomes indices) rather than rote learning.

Clustering of Activities: Each cluster of activity may be assigned weightage points in accordance with the priorities of the institution without diluting the principles given in the LOCF. So an institution may choose to have any or all of the following in its in-semester activities with clear and transparent methods of communication to learners: open viva voce, group quiz or individual, classroom simulations and problem solving activities, library or field visits, term papers, individual and group reports, poster presentations. Credit hour and L-T-O distribution shall be crucial to any such clustering.

Review and Amendment: It is important for institutions to review, periodically and without fail, the efficacy of any method adopted to meet the learning outcomes proposed in

the LOCF recommendations. Institutions are also required to make statutory provisions to adapt/modify/amend rules and clauses as may be necessary without violating the spirit of the larger programme outcomes outlined by the UGC in the CBCS guidelines.

Spirit Rather than Letter of the LOCF: The guidelines for assessment given here and elsewhere in the LOCF recommendations are indicative rather than exhaustive. So institutions are expected to frame assessment modes and criteria relevant to their situation and context, in keeping with the spirit of the LOCF. The basic idea of LOCF (B A/B Sc/B Com English [CBCS])—that learners at this level should understand their position(s) in the light of regional, national and global perspectives—must find a true and transparent reflection in the assessment.

Appendix 1:

1.8 Structure of B A/B Com/B Sc under CBCS English

[**Note:** These courses are meant for undergraduate education in arts, science and commerce, to be offered to students as skill enhancement courses. The number of electives in addition to the two core courses shall be decided by the Departments/BoS/AC keeping in mind the total credit load and overall credit requirements for course across the board.]

Core Courses

1. AEEC/SEC 1: Basic English Communication Skills

- a. Grammar
- b. Listening and Speaking
- c. Basics of Reading
- d. Basics of Writing

2. SEC 2: Advanced English Communication Skills

- a. Advanced Reading
- b. Advanced Writing
- c. Principles of communication and communicative competence
- d. Cross Cultural Communication

SE Electives

1. Creativity Through Language
2. Dictionary and Reference Skills
3. Appreciating Literature

1. SEC Course 1: Basic English Communication Skills

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 the 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

Some of the course learning outcomes that learners of this course are required to demonstrate runs thus:

- Identify deviant use of English both in written and spoken forms
- Recognize the errors of usage and correct them
- Recognize their own ability to improve their own competence in using the language
- Understand and appreciate English spoken by people from different regions
- Use language for speaking with confidence in an intelligible and acceptable manner
- Understand the importance of reading for life
- Develop an interest for reading
- Read independently unfamiliar texts with comprehension
- Understand the importance of writing in academic life
- Write simple sentences without committing errors of spelling and grammar

Course Content

- i. Major basic grammatical categories
- ii. Notion of correctness and attitude to error correction
- iii. Importance of listening skills
- iv. Problems of listening to unfamiliar dialects
- v. Aspects of pronunciation and fluency in speaking
- vi. Intelligibility in speaking
- vii. Introduction to reading skills
- viii. Introducing different types of texts – narrative, descriptive, extrapolative

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- ix. Introduction to writing skills
- x. Aspects of cohesion and coherence
- xi. Expanding a given sentence without affecting the structure
- xii. Reorganizing jumbled sentences into a coherent paragraph
- xiii. Drafting different types of letters (personal notes, notices, complaints, appreciation, conveying sympathies etc.)

Suggested Reading

1. Acevedo and Gower M (1999) *Reading and Writing Skills*. London, Longman
2. Deuter, M et.al. (2015). *Oxford Advanced Learner's Dictionary of English (Ninth Edition)*. New Delhi, OUP
3. Eastwood, John (2008). *Oxford Practice Grammar*. Oxford, OUP
4. Hadefield, Chris and J Hadefield (2008). *Reading Games*. London, Longman
5. Hedge, T (2005). *Writing*. Oxford, OUP
6. Jolly, David (1984). *Writing Tasks: Students' Book*. Cambridge, CUP
7. Klippel and Swan (1984). *Keep Talking*. Oxford, OUP
8. Saraswati, V (2005). *Organized Writing 1*. Hyderabad, Orient Blackswan
9. Swan, Michael. (1980). *Practical English Usage*. Oxford, OUP
10. Walter and Swan (1997). *How English Works*. Oxford, OUP

2. SEC COURSE 2: ADVANCED ENGLISH COMMUNICATION SKILLS

Course Statement

The course has a focus on helping learners develop their skills of Reading, Writing and communication skills. It builds their competence further in Reading and Writing to facilitate their academic pursuits. Further, it also builds their ability to communicate effectively with a wider range of people especially for professional purposes. The learner is made aware of all aspects of effective communication and skills required for acquiring as well as conveying information. The course will be offered under four headings as given below:

- a. Advanced Reading
- b. Advanced Writing
- c. Principles of communication and communicative competence
- d. Cross Cultural Communication

Course Level Learning Outcomes

Some of the course learning outcomes that learners of this course are required to demonstrate runs thus:

- Read and understand longer pieces of discourse independently
- Read and compare two texts for evaluating them
- Summarise a text for the benefit of peers orally or in writing
- Read and re-narrate a piece of text either orally or in writing
- Plan a piece of writing before drafting – brainstorming and developing web-charts/flow-diagrams/outlines
- Edit a piece of self and peer writing
- Writing and revising the drafts
- Write a review of a text read for academic purpose or pleasure
- Understand the purpose and process of communication
- Identify and overcome barriers of communication
- Understand and appreciate the social norms of communication
- Understand and appreciate the principle of politeness in relation to the speaker/listener

Course Content

- i. Reading texts of different genres and of varying length
- ii. Different strategies of comprehension
- iii. Reading and interpreting non-linguistic texts
- iv. Reading and understanding incomplete texts (Cloze of varying lengths and gaps; distorted texts.)
- v. Analysing a topic for an essay or a report
- vi. Editing the drafts arrived at and preparing the final draft
- vii. Re-draft a piece of text with a different perspective (Manipulation exercise)
- viii. Summarise a piece of prose or poetry
- ix. Using phrases, idioms and punctuation appropriately
- x. Introduction to communication – principles and process
- xi. Types of communication – verbal and non-verbal
- xii. Identifying and overcoming problems of communication
- xiii. Communicative competence
- xiv. Cross-cultural communication

Suggested Readings

- 1) Bailey, Stephen (2003). *Academic Writing*. London and New York, Routledge.
- 2) Department of English, Delhi University (2006). *Fluency in English Part II*. New Delhi, OUP
- 3) Grellet, F (1981). *Developing Reading Skills: A Practical Guide to Reading Skills*. New York, CUP
- 4) Hedge, T. (2005). *Writing*. London, OUP
- 5) Kumar, S and Pushp Lata (2015). *Communication Skills*. New Delhi, OUP
- 6) Lazar, G. (2010). *Literature and Language Teaching*. Cambridge, CUP
- 7) Nuttall, C (1996). *Teaching Reading Skills in a Foreign Language*. London, Macmillan
- 8) Raman, Meenakshi and Sangeeta Sharma (2011). *Technical Communication: Principles and Practice*. New Delhi, OUP

1.9 SEC/ELECTIVES:

SEC (ELECTIVE): 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

Some of the course learning outcomes that learners of this course are required to demonstrate runs thus:

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

Course Content

- 1) Art and Craft of Language
 - Figures of speech, idioms, phrases, proverbs
 - Dialects, registers, codes
 - Gender and language
 - Physical disability and language

2) Appreciating Creativity I

- Poetry
- Dramatic Dialogue
- Short Story
- Translated short stories, editorials, poems, songs, advertisements

3) Appreciating Creativity II

- Advertisement and its types
- Newspaper reports
- Painting and Film reviews
- Cyber media and social media

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.

2. SEC (ELECTIVE): DICTIONARY AND STUDY SKILLS

Course Statement

This paper provides to the students a perspective on usefulness of Dictionaries in language learning and also highlights the importance of reference skills in academic pursuits. The course that is offered in two parts will first focus on using dictionary for different purposes. It begins with tasks on familiarizing the learners with the structure of a dictionary and gradually takes them to various aspects of its use. The second part deals with reference or study skills which emphasises the need to become independent learners. The course helps the learners realise that accessing knowledge is better than receiving it from a secondary source.

Course Level Learning Outcomes

Some of the course learning outcomes that learners of this course are required to demonstrate runs thus:

- Demonstrate their ability to use a dictionary easily
- Understand the multiple uses of a dictionary
- Identify different parts of a dictionary and their uses
- Use different types of dictionary for different purposes
- Appreciate the need for reference/study skills
- Make/take notes systematically in an organized manner
- Develop graphs, charts, grids and other visual support to understand a text
- Use catalogues, indices and other reference materials in library or at home
- Cite books referred to in a systematic and acceptable manner

Course Content

- i. Introduction to a dictionary and its types
- ii. Mapping a dictionary to locate words easily
- iii. Multiple uses of dictionary/ies
- iv. Introduction to Thesaurus/Lexicon/Activator/Encyclopedia and their uses
- v. Importance of study skills in academic life
- vi. Principles of Note making/taking
- vii. Information transfer exercises
- viii. Classification tasks and their importance in language learning
- ix. Using library resources properly
- x. Citing references or developing a bibliography

Suggested Reading

1. Cortell, Stella. (2008). *The Study Skills Handbook*. London, Palgrave Macmillan
2. Deuter, M et.al.(Ed) (2015). *Oxford Advanced Learner's Dictionary of English. (Ninth Edition)*. New Delhi, OUP
3. Kahn, John E (Ed) (1990) *Illustrated Reverse Dictionary*. London, New York, The Reader's Digest Association Ltd.
4. Summers, Della (Ed) (2008). *Longman Essential Activator*. Harlow, Longman
5. Wallace, M J. (2004). *Study Skills in English*. Cambridge, CUP

3. SEC (ELECTIVE): APPRECIATING LITERATURE

Course Statement:

The focus of this course is to expose the students to varied nuances of literary texts in terms of genre. The skills needed for a valid interpretation of a literary text involves a close reading of the text accompanied by a clear understanding of form, contexts and linguistic devices. The aim is to sensitise the students to the fact that different literary texts need to be interpreted through specific sets of tools.

Course Level Learning Outcomes

At the end of the course, the learners will be able to:

- Show how imagery and figures of speech work in poetry and use the analysis of these to arrive at an interpretation of the poem.
- Identify rhyme, beats, sound pattern in a poem and analyse the rhythm of heroic couplets, blank verse and free verse.
- Demonstrate how a dramatic text interacts with a reader in the reading process for meaning and interpretation.
- Identify the performative aspects of a dramatic text
- Demonstrate the ability to identify various aspects of story telling in terms of plot, character, linguistic devices and form in a short story
- Demonstrate the ability for critical thinking and close reading of literary texts from the larger perspectives of culture, society, history and gender.
- Show their useful interpretative skill.

Course Contents

(i) **Poetry:**

Major categories of Poetry: lyric, narrative,
dramatic Verse form: rhymed verse, blank verse,
free verse Imagery, diction, syntax, Rhythm and its
functions

Interplay of sense, feeling, tone and intonation in poetic communication

(ii) **Drama:**

Major categories of Drama: comedy, tragedy, tragi-comedy

Elements of drama: Plot, character, language (dialogue and soliloquy),
setting (stage directions and props)

(iii) **Short Story:**

Types of short stories

Aspects of story telling

(iv) **Contexts of Literature:** author, reader, intertextuality, history, society, culture, gender

Suggested Reading

1. Baldick, Chris (2008) *Oxford Dictionary of Literary Terms*, OUP.
2. Cuddon, J.A. (2014) *Penguin Dictionary of Literary Terms and Literary Theory*, Penguin Books.
3. Green, David (1974) *The Winged Word: An Anthology of Poems for Degree Course*, Macmillan.
4. Scholes, Robert E (1991) *Elements of Literature*(Section on short story in particular), OUP
5. Styan, J.L.(1965) *The Dramatic Experience: A Guide to the Reading of Plays*, CUP
6. Wainwright, Jeffrey (2004) *Poetry: The Basics*, Taylor & Francis

1.10 Appendix 2: BA Litt (Non-Hons)

English Literature for Generic Elective (GE) for students majoring in subjects other than English and Discipline Specific Core (DSC) for students pursuing BA without any major (Honors) subject

COURSE 1 (DSC/ GE): INTRODUCTION TO LITERATURE

Course Level Learning Outcomes

Some of the learning outcomes of the course 'Introduction to Literature' that learners of the course are required to demonstrate run thus:

- Understanding of issues like literature, literariness, literary values and basic literary concepts
- have a basic understanding of development of English literature in terms of various movements
- 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
- appreciate and analyse the select literary poems and plays in the larger socio-cultural contexts of the time
- 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 A: Essay or excerpts on Reading Literature on topics like 'why read literature', 'the meaning of literature', 'literariness', literary values', 'function of literature', pleasure of reading, introduction to major literary concepts

Unit B: Brief Outline of English literature and its main Movements (Classicism, Romanticism, Realism, Naturalism, Expressionism, Symbolism and Modernism)

Unit C: Tales and stories (selections from different traditions of storytelling such as *Panchatantra*, Aesop's Fables, selections from *Tales from Shakespeare*, S Maugham and any others)

Unit D: Epic (excerpts from *The Mahabharata*, *Illiad*, *Odyssey*, or *Paradise Lost*) or Drama (Shakespeare/Shaw/Checkov)

Unit E: Novel (Bach: *Jonathan Livingstone Seagull*) or collection of short stories

Unit F: Nonfiction: Essays (examples) or Autobiography/Biography/Travel Writing

UGC DOCUMENT ON LOCF ENGLISH (GENERIC ELECTIVE)

NB: The texts mentioned here are indicative. Universities, Board of Studies can choose a text or a excerpts with justification.

Suggested Topics:

- Individual and Society
- Relationship between Religious, philosophical and political thought
- Themes of war, love, death, and homelessness
- Literature, culture and society
- Literature and other forms of art/media (Inter-mediality)
- Literature and films

Suggested Activities:

Workshops on Appreciating literature, poetry, drama, short stories, novels and comparison between literary works and their filmed or adapted versions

Suggested Readings

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

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

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

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

Stephen Greenblatt, et al. eds. *The Norton Anthology of English Literature*, Norton & Co. 2012 ed.

2. COURSE 2 (DSC/ GE): BRITISH LITERATURE

Course Level Learning Outcomes

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

- understand English literary cultures from the Renaissance to the present
- develop an understanding of different forms and types of British Literature through exposure to texts that highlight both compliance and contest to tradition
- 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
- 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 as well as the points raised in the CLLO.

Poetry

1. William Shakespeare (a sonnet or a short poem), 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” or Christina Rossetti, “After Death”
3. W B Yeats, “Sailing to Byzantium” or T S Eliot, “To the Indians who Died in Africa” or A Love Song of J Alfred Prufrock”, or Seamus Heaney, “Digging” or “Blackberry-Picking”

Drama

G B Shaw: *Arms and the Man* or J M Synge: *Riders to the City*

Fiction (any one text)

Virginia Woolf, *To the Lighthouse* or George Orwell, *Animal Farm*

or Kazuo Ishiguro, *The Remains of the Day* or Hanif Kureishi: *The Buddha of Suburbia*

Or

Three stories, preferably from different periods (Charles Dickens, “A Christmas Tree” or Wilde, “The Selfish Giant” or Rudyard Kipling, “The Miracle of Purun Bhagat” or “Lispeth”)

UGC DOCUMENT ON LOCF ENGLISH (GENERIC ELECTIVE)

Non-Fictional Prose and Essays

Essays from different periods (at least three Orwell, “Shooting an Elephant” or Virginia Woolf, “Shakespeare’s sister” or Terry Eagleton, “The Slow Death of the University”) or short autobiographical texts (Excerpts from Frank Kermode, *Not Entitled, A Memoir* or travelogues (Excerpts from Mark Shand: *River Dog*)

Suggested Topics

- Forms of English Popular Culture
- The English Countryside
- The Rise of Colonialism
- Different Forms of Storytelling
- Role-Playing in Life and Literature
- Literature and Social Conventions
- Environmental Consciousness in Literature

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].

3. COURSE 3 (DSC/ GE): MODERN INDIAN LITERATURE

Course Level Learning Outcomes

Some of the course learning outcomes that learners of this course, Modern Indian Literature, are required to demonstrate runs thus:

- Demonstrate the ability to read literary texts in terms of genre and contexts.
- engage with and write cogently on issues specific to modern India and to local realities
- critically appreciate the use of English in India

Suggested Course Content:

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”

Novel:

Bama *Karukku*/Arup Kumar Datta, *Kaziranga Trails*

Short Fiction

Shashi Deshpande, “The Inner Rooms”
R.K. Narayan, “Engine
Trouble” Ambai, “Squirrel”

Drama

Girish Karnad, *Tughlaq*/
Mahesh Dattani, *Final Solutions*/
Manjula Padmanabhun, *Lights Out*

Topics

- Role of English in India
- The construction and politics of Gender in India
- The role of community, religion and caste

- Representing conflict and resistance

Suggested Readings

BR Ambedkar, *Annihilation of Caste*

Kamla Bhasin, *Understanding Gender*, Kali for Women, 2000

Amit Chaudhuri, Introduction to *The Picador Book of Modern Indian Literature*, 2001

Meenakshi Mukherjee, "Divided by a Common Language", in *The Perishable Empire*, New Delhi: OUP, 2000. pp. 187--203

4. COURSE 4 (DSC/ GE): NEW LITERATURES IN ENGLISH

Course Level Learning Outcomes

Some of the course learning outcomes that learners of this course, New Literatures in English, are required to demonstrate runs thus:

- show familiarity with the emergent body of literature being produced by writers from South Africa, Caribbean, South Asia, Australia and Canada and its socio-political- cultural contexts
- demonstrate ability to show an understanding of cultural exchange processes as represented through literature will have knowledge about the prominent concepts in this body of literature.
- appreciate new works in literature and pursue their interests in it
- examine different ways of reading and using literary texts across wide range of classical authors, genres and periods with comparative perspectives
- develop ability to pursue research in the field of new literatures in English

Course Contents

Novel

Amitav Ghosh, *Shadow Lines* Chimmanda
Ngozi Adichie, *Half of a Yellow Sun*
Margaret Atwood, *The Blind Assassin* /
Tahmima Anand, *A Golden Age* /
Margaret Atwood, *The Blind Assassin* /
Mohsin Hamid, *The Reluctant Fundamentalist*

Poetry

Derek Walcott, “A Far Cry from Africa”
Yasmine Gunaratne, “Big Match”
Oodgeroo Noonuccal, “The Dawn is At Hand” /
Gwen Harwood, “In the Park”

Short Fiction

Patrick White, “The Age of a Wart”

Sally Morgan, “Daisy Corunna’s
Story”

Ngugi Wa Thiango, “The Upright Revolution:
or Why Human Walk Upright”

Nadine Gordimer, “Six Feet of the Country”

Suggested Readings

Ulka Anjaria, ed. *A History of the Indian Novel in English*, Cambridge UP, 2015.

Elleke Boehmer and Rosinka Chaudhuri, eds. *The Indian Postcolonial: A Critical Reader*, London; New York: Routledge, 2011

Neil Lazarus *Resistance in Postcolonial African Fiction*, New Haven: Yale University Press, 1990.

Sheila Collingwood-Whittick, ed. *The Pain of Unbelonging: Alienation and Identity in Australian Literature*, Amsterdam & New York: Rodopi, 2007.

Robert D Hammer, *Critical Perspectives on Derek Walcott*. Colorado: Lynne Reinner Publishers, 1997.
