

**DEBRA THANA S.K.S. MAHAVIDYALAYA**

**PROPOSED CURRICULUM & SYLLABUS (DRAFT)**

**OF**

**BACHELOR OF ARTS WITH ENGLISH**

**(MULTIDISCIPLINARY STUDIES)**

**3-YEAR UNDERGRADUATE PROGRAMME**

**(w.e.f. Academic Year 2024-2025)**

**Based on**

**Curriculum & Credit Framework for Undergraduate**

**Programmes**

**(CCFUP), 2023 & NEP, 2020**

### **Programme Objectives:**

1. To train students to learn the process of beginning and growth of the English language
2. To cultivate the English language proficiency of students, and their ability to communicate with clarity and confidence at different levels, in the modern world
3. To enable students to understand and critically engage with literary texts written in English or available in English translation, approached from various perspectives and with an awareness of the locations of production and reception
4. To enable students to engage with multiple literary forms/genres as mapped against the socio-historical contexts of their production and reception
5. To engage analytically with existing criticism and interpretations of English literary texts, and work independently on practical as well as theoretical problems of literary analysis and interpretation
6. To familiarise students with India-based epistemologies and concepts along with the Western schools of thought, thus getting them equipped with the comparative, cross-cultural, and post-colonial turn in literary studies
7. To familiarise the students with extensive use of varied digital technologies in teaching-learning and research
8. To inculcate human values such as inclusion, empathy, the ability to engage with varied viewpoints, and awareness of contemporary crises
9. To introduce students to the emergent trends in interdisciplinary studies characterizing contemporary English Studies in India and the world, by offering a palette of optional courses, ranging from American Studies to Literature from Bengal
10. To enable students to apply received domain knowledge across multiple sectors of service and industry, enhancing their employability across diverse sectors in government organizations, service sectors, corporate set-ups and global, national, regional and local spaces

### **Programme Specific Outcomes:**

1. To inculcate the ability to speak and write clearly and present one's contentions in standard, academic English and across varied platforms of communication, including the classroom and the internet
2. In-depth disciplinary knowledge of English Studies – its canons, contemporary trends, and emergent possibilities – and a critical understanding of the development of the discipline, with the ability to identify, speak and write about different literary genres, forms, and movements
3. To become acquainted with the spirit of various periods as reflected through the English literary texts prescribed in the syllabus
4. To promote students' analytical and creative faculties in thinking, reading and writing – academic as well as imaginative
5. To enable students to understand, appreciate, analyze and apply various literary-critical concepts and categories within a theoretical framework
6. To account for the role of context(s) in the production, reception, and transmission of major literary works in English
7. To equip students with e-resource utilization skills
8. To cultivate curiosity and application-oriented engagement with learning and its praxis in unfamiliar contexts
9. To understand the world and its contemporary critical issues through a reading of literature in translation and the original
10. To analyze a wide range of problems relating to literary and historical scholarship

## COURSE STRUCTURE

### BACHELOR OF ARTS IN MULTIDISCIPLINARY STUDIES WITH ENGLISH

(under CCFUP, 2023)

Level	YR.	SEM	Course Type	Course Code	Course Title	Credit	L-T-P	Marks		
								CA	ESE	Total
3- Year BA	1 <sup>st</sup>	<b>I</b>	Major-1 (Disc.-A1)	UG/1/ENG/3/M J-1T	T: Poetry & Short story (To be studied by the students taking English as Discipline-A)	4	3+1+0	15	60	75
		SEC		UG/1/ENG/3/S E-1P	To be chosen from SEC-01 of Discipline A/B/C of their Hons. programme	3	0+0+3	10	40	50
		AEC		UG/1/AEC-1T	Communicative English -1 (common for all programmes)	2	2+0+0	10	40	50
		MDC		UG/1/MDC-1T	Multi-disciplinary Course -1 (to be chosen from the list)	3	3+0+0	10	40	50
		VAC		UG/1/VAC-1T	ENVS (common for all programmes)	4	2+0+2	50	50	100
		Minor (Disc.-C1)		UG/1/ENG/3/M I-C1T	T: Academic Writing and Composition (To be studied by the students)	4	3+1+0	15	60	75

				taking English as Discipline-C)					
		Semester-I Total			20				400
<b>II</b>	Major-2 (Disc.-B1)	UG/1/ENG/3/M J-2T	To be decided (Same as A1 for students taking English as Discipline-B)	4	3+1+0	15	60	75	
	SEC	UG/1/ENG/3/S E-2P	To be chosen from SEC-02 of Discipline A/B/C of their Hons. programme	3	0+0+3	10	40	50	
	AEC	UG/1/AEC-2T	MIL-1 (common for all programmes)	2	2+0+0	10	40	50	
	MDC	UG/1/MDC-2T	Multi-Disciplinary Course-02 (to be chosen from the list)	3	3+0+0	10	40	50	
	VAC	UG/1/VAC-2T	Value Added Course-02 (to be chosen from the list)	4	4+0+0	10	40	50	
	Minor (Disc.-C2)	UG/1/ENG/3/M I-C2T	T: Gender & Human Rights (To be studied by the students taken English as Discipline-C)	4	3+1+0	15	60	75	
	Summer Intern	CS	Community Service	4	0+0+4			50	

			Semester-II Total	24			400
			TOTAL of YEAR-1	44			800

MDMJ = Multidisciplinary Major, MDMI = Multidisciplinary Minor, A/B = Choice of Major Discipline; C= Choice of Minor Discipline; MDSEC = Multidisciplinary Skill Enhancement Course, AEC = Ability Enhancement Course, MDC = Multidisciplinary Course, VAC = Value Added Course; CA= Continuous Assessment, ESE= End Semester Examination, P= Practical, L-T-P = Lecture-Tutorial-Practical, MIL = Modern Indian Language, ENVS = Environmental Studies

### QUESTION PATTERN

Full Marks	Question Type	Questions to Attempt	Marks per Question	Marks	Question Options
60	Very short	10	2 Marks	10X2=20 Marks	15
	Short	4	5 Marks	4X5=20 Marks	6
	Long	2	10 Marks	2X10=20 Marks	4
40	Very short	5	2 Marks	5X2=10 Marks	8
	Short	4	5 Marks	4X5=20 Marks	6
	Long	1	10 Marks	1X10=10 Marks	2
25	Very short	3	2 Marks	3X2=6 Marks	5
	Short	2	5 Marks	2X5=10 Marks	3
	Long	1	9 Marks	1X9=9 Marks	2

## **SEMESTER-I**

### **MULTIDISCIPLINARY: MAJOR(UG/I/ENG/3/MJ-1T)**

**Poetry & Short story**

**Credits 04**

**Full Marks: 75**

**Course outcome:**

After the completion of this course, the students will be able to:

1. Understand key concepts of the poems and the short stories prescribed in their syllabus.
2. Account for the role of context(s) in the production, reception, and transmission of these literary works.
3. Demonstrate conceptual and textual understanding in tests and exams.
4. Contest in competitive examinations—written and interactive—related to teaching at all levels.

**Course contents:**

**1. POETRY**

William Shakespeare: Sonnet 116

William Wordsworth: “A Slumber Did My Spirit Seal”

John Keats– “La Belle Dame sans Merci”

Wilfred Owen– “The Send Off”

**2. SHORT STORY**

Katherine Mansfield: “The Fly”

H. E. Bates– “The Ox”

**Suggested Readings:**

1. Helen Vendler: *The Art of Shakespeare's Sonnets*.
2. Katherine Duncan-Jones ed. *Shakespeare's Sonnets*.
3. M.H. Abrams: *The Mirror and the Lamp*.
4. Valerie Shaw: *The Short Story: A Critical Introduction*

**MULTIDISCIPLINARY: MINOR (UG/1/ENG/3/MI-C1T)****Academic Writing and Composition****Credits 04****Full Marks: 75****Course outcomes:**

After the completion of this course, the students will be able to:

1. Write different types of paragraphs, book reviews and media reviews in their own words.
2. Identify the grammatical errors in a given passage.
3. Locate, evaluate, organize, and use research material collected from multiple sources, including scholarly library databases.
4. Learn how to cite, quote, and paraphrase other sources.
5. Understand plagiarism and know how to avoid it.
6. Learn citation styles such as MLA and APA.

**Course contents:**

- Introduction to the Writing Process and Conventions of Academic Writing, Distinction between Academic and Non-Academic Writing, Brainstorming and Outlining, Gathering Information, Sorting the Material
- Study Skills including note making, note taking etc.
- Writing in one's own words – Summarizing and Paraphrasing, Writing Paragraphs, Types of Paragraphs



- Structuring an Argument: Introduction, Interjection, and Conclusion
- Remedial Grammar – The Basic Sentence, Verbs, Nouns, Ending a Sentence, Delayed Subjects, Short Sentences, Long and Winding Sentences
- Citing Resources, Editing, Book and Media Review

**Suggested Readings:**

1. Liz Hamp-Lyons and Ben Heasley: *Study Writing: A Course in Writing Skills for Academic Purposes*
2. Renu Gupta: *A Course in Academic Writing*
3. Iona Leki: *Academic Writing: Exploring Processes and Strategies*
4. Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves That Matter in Academic Writing*
5. John M. Swales: *Academic Writing for Graduate Students*
6. A. J. Thompson & A. V. Martinet: *A Practical English Grammar*
7. F.T. Wood: *A Remedial English Grammar for Foreign Students*
8. Martin Hewings: *Advanced English Grammar*
9. Sidney Greenbaum: *Oxford English Grammar*

**MULTIDISCIPLINARY: SKILL ENHANCEMENT  
COURSE (UG/1/ENG/3/SE-1P)**

**Soft Skills**

**Credits 03**

**Full Marks: 50**

**Course Outcomes:**

After the completion of this course, the students will be able to:

1. Effectively communicate with others and improve the listening skills.
2. Actively participate in group discussions/meetings/interviews.
3. Prepare and deliver presentations.
4. Learn the skills of emotional intelligence.
5. Become a more effective individual through goal/target setting, self-motivation, tackling the problem of stress and practicing positive thinking.
6. Function effectively in multi-disciplinary and heterogeneous teams through the knowledge of teamwork, interpersonal relationships, conflict management and leadership quality.

### **Course Outline:**

1. **Introduction:**
  - A. What are soft skills?
  - B. Need for soft skills
  - C. Soft Skills vs. Hard Skills
  - D. Skills to master
2. **Personality Development:**
  - A. What is personality?
  - B. Types of personality
  - C. Elements of personality development
  - D. Positive Thinking
  - E. Johari's Window
  - F. Communication Skills
3. **Interpersonal relationships:**
  - A. Importance of interpersonal relationship skills
  - B. Types of interpersonal relationships

**C. Factors affecting interpersonal relationships**

**4. Emotional Intelligence:**

- A. Meaning and Definition
- B. Need for Emotional Intelligence
- C. Emotional Intelligence Quotient
- D. Components of Emotional Intelligence
- E. Skills to Develop Emotional Intelligence

**5. Leadership and Team Building:**

- A. Leader and Leadership
- B. Leadership Traits
- C. Culture and Leadership
- D. Leadership Styles
- E. Functions and responsibilities of leadership

**6. Team Building:**

- A. What is a team?
- B. Team Development Stages
- C. Types of Teams
- D. Characteristics of high-performance teams

**7. Managing stress:**

- A. What is stress?
- B. Recognizing stress
- C. Common signs of stress
- D. Tackling the problem

**8. Problem solving:**

- A. Need for problem solving
- B. Skills for problem solving
- C. Process, Stages and Methods of problem solving

**Suggested Readings:**

1. Gajendra Singh Chauhan & Sangeeta Sharma: *Soft Skills: An Integrated Approach To Maximise Personality*
2. Jayashree Mohanraj: *Skill Sutras: Modern Communication and Ancient Wisdom*
3. Gopaldaswamy Ramesh & Mahadevan Ramesh: *The ACE of Soft Skills*
4. Barun K Mitra: *Personality Development and Soft Skills*
5. Manmohan Joshi: *Soft Skills*

## **SEMESTER-II**

### **MULTIDISCIPLINARY: MAJOR (UG/1/ENG/3/MJ-2T)**

**(Disc.- B1) :Same as A1 for students taking English as Discipline-B1**

### **MULTIDISCIPLINARY: MINOR (UG/1/ENG/3/MI-C2T)**

**Gender & Human Rights**

**Credits 04**

**Full Marks: 75**

#### **Course Outcomes:**

After the completion of this course, the students will be able to:

1. Gain a coherent knowledge and a critical understanding of the literary texts prescribed in their syllabus.
2. Contextualize the production and reception of these literary texts.
3. Become acquainted with how gender is presented and problematized in these literary texts.
4. Develop an understanding of the issues concerned with human rights from global and national perspectives.
5. Demonstrate conceptual and textual understanding in tests and exams.
6. Contest in competitive examinations—written and interactive—related to teaching at all levels.

#### **Course contents:**

##### **A. Poetry**

Eunice D'Souza: "Advice to Women"

Meena Kandasamy: “Aggression”

## **B. Short Story**

Temsula Ao: “Laburnum for My Head”

Mahasweta Devi: “Breast Giver”

## **C. Essay**

Virginia Woolf: “Professions for Women”, from *The Death of the Moth and Other Essays*

“The Human Rights Framework in Practice (Section V) [CH. F. Women’s Human Rights In Conflicts And Crises]” from *Women’s Rights are Human Rights* UNHR, 2014.

## **Suggested Readings:**

1. Michel Foucault: *The History of Sexuality*
2. Sandra M. Gilbert and Susan Gubar: *The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination*
3. Elizabeth Jackson: *Feminism and Contemporary Indian Women’s Writing*
4. Nandini Sen (ed.): *Mahasweta Devi: Critical Perspectives*.
5. Vandana Gupta: *Mahasweta Devi: Critical Reading*
6. Priyam Banerjee & Menon: *Human Rights, Gender and the Environment*
7. Temsula Ao: *Laburnum for My Head: Stories*
8. Virginia Woolf: *The Death of the Moth and Other Essays*
9. Meena Kandasamy: *Touch*
10. *Women’s Rights are Human Rights* UNHR

URL -

<https://www.ohchr.org/sites/default/files/Documents/Events/WHRD/WomenRightsAreHR.pdf>

11. Meena Anand (ed.): *Dalit Women: Fear and Discrimination*

12. Abin Chakraborty: “Venomous Touch: Meena Kandasamy and the Poetics of Dalit Resistance.” *Postcolonial Text* 4.4

## **MULTIDISCIPLINARY: SKILL ENHANCEMENT COURSE (UG/1/ENG/3/SE-2P)**

**Basic Phonetics**

**Credits 03**

**Full Marks: 50**

### **Course Outline:**

- Introduction to Phonetics: Phonetics, Phoneme, Phonology
- Air-Stream Mechanism & Organs of Speech
- Vowel and Consonant Sounds
- Varieties of English Pronunciation
- RP and IPA
- Syllable, Word Accent
- Rhythm and Intonation

### **Suggested Readings:**

1. T. Balasubramanian: *A Textbook of English Phonetics*
2. R. K. Bansal & J.B. Harrison: *Spoken English for India*
3. A. C. Gimson: *An Introduction to the Pronunciation of English*
4. Daniel Jones: *The Pronunciation of English*