

PROGRAMME PROJECT REPORT (PPR)

For

B.A. ENGLISH



Submitted By

INSTITUTE OF DISTANCE EDUCATION RAJIV GANDHI UNIVERSITY

RONO HILLS, ITANAGAR

791112



दूरस्थ शिक्षा संस्थान
राजीव गांधी विश्वविद्यालय

INSTITUTE OF DISTANCE EDUCATION
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1. Program Mission and Objectives

This PPR will discuss the mission and objectives of the Bachelor of Arts in English and Bachelor of Arts in English offered by the Institute of Distance Education, Rajiv Gandhi University. The Institute of Distance Education, Rajiv Gandhi University, offers only pass course course for the bachelors program. Therefore the papers offered in English are compulsory papers and elective papers.

1.1 Mission of Teaching English Literature

The purpose of teaching English literature and language is to educate students in both the artistry and utility of the English language through the study of literature and other contemporary forms of culture. Without learning a language it is not possible for a person to understand anything. It is the endeavour of this course to give sufficient impetus on challenging and improving the linguistic as well as literary skills of the students. In the compulsory papers there is focus on developing the communication skills of the students. The elective papers are aimed at creating an interest among students for the critical study of literature. There is careful plan at increasing the level of critical matter as well as the complexity of materials gradually so that the students are able to be at par with the regular mode of studies and be updated with the increasing demand and popularity of the English language in particular and literature in general. This provides students with the critical faculties necessary in an academic environment, on the job, and in an increasingly complex, interdependent world. Graduate students who are capable of performing research, analysis, and criticism of literary and cultural texts from different historical periods and genres. This syllabus also aims to assist students in the development of intellectual flexibility, creativity, and cultural literacy so that they may engage in life-long learning. Through explorations of literature, students can immerse themselves in worlds unlike any they have seen before. When teachers educate their pupils in classic works of literature, there are a number of objectives they may seek to accomplish. Though distinct from each other, each of these objectives works in tandem with the others to create an overall understanding of, and appreciation for, literature and the individuals who produced the masterworks. Although the



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BA syllabus does not include a major course, even then there are several literary as well as linguistic learning that the students can benefit from. The broad division of the general objectives of the English Literature and the Language syllabus of the BA courses in combination can be broadly categorised along these lines.

- i) Build Communication Skills through language learning:** The four objectives of learning any language is develop Reading, Writing, Speaking and Listening skills. Research has shown that seventy five per cent of communication in the life of a person is miscommunicated. Language learning and reading of literature can help a lot in polishing the language acquisition of the students and making the language learning possible. Reading literature provides another avenue for this simple practice. Exposing the students to a reservoir of literature helps them gather knowledge and improve on their language speaking skills as well. Language learning is the ultimate aim is to make the student is acquainted with the language (its use, its speaker, its structure), with the hope that the student will learn enough to actually be able to speak and write the target language. Assignments that are given which include literary as well as linguistic exercises to promote communication skills in the students.
- ii) Create Connections:** Reading literature isn't just about learning about the works themselves, but also about learning how the world works. Through the exploration of literature, students have the opportunity to put themselves in others' shoes, giving them the chance to see how people are connected and better understand the complex dynamic of the human relationship.
- iii) Promote Empathy:** By seeing how actions of others can affect characters within literature, readers can develop their abilities to be empathetic. Teachers promote the development of empathy by engaging students in discussion of literary works, highlighting the emotional aspects of the pieces in question.



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- iv) **Foster Appreciation:** Through regular reading and learning to understand literature, readers can develop an appreciation for the art form. Teachers often seek to foster this appreciation by providing students with works of literature that will appeal to them as well as ones that are relevant to their lives, showing them that literary works have merit and meaning.
- v) **Allow for Enjoyment:** By carefully selecting literary works, the syllabus aims to show the students how enjoyable reading literature can be. Literature acts as a brilliant recreational activity for the students along with improving other skills.
- vi) **Historical and Cultural Identities:** Literature is the latent apparatus to learn about the history and culture of any civilization. The theoretical movement that have been selected specially in the BA courses are aimed at creating awareness amongst students to critically deconstruct literary texts to etch out the socio-cultural, religious and ethnic history of various cultures. Sometimes literature can be the source of history which may otherwise be latent or untold. This syllabus is designed in such a way that the student are able to appreciate and find out the connecting link which binds literature and language with the society.

1.2 General Objectives of Teaching English Literature

After finishing the course of study the expected outcomes are

- Students should be familiar with representative literary and cultural texts within a significant number of historical, geographical, and cultural contexts.
- Students should be able to apply critical and theoretical approaches to the reading and analysis of literary and cultural texts in multiple genres.
- Students should be able to identify, analyse, interpret and describe the critical ideas, values, and themes that appear in literary and cultural texts and understand the way these ideas, values, and themes inform and impact culture and society, both now and in the past.



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- Students should be able to write analytically in a variety of formats, including essays, research papers, reflective writing, and critical reviews of secondary sources.
- Students should be able to ethically gather, understand, evaluate and synthesize information from a variety of written and electronic sources.
- Students should be proficient in oral communication and writing.

1.3. Program Objectives (Paper-Wise)

1.3.1 Bachelor of Arts in English

The BA course in English is offered in as a pass course. There are three compulsory papers and four elective papers. The compulsory papers are mandatory for all and the elective papers are choice based.

Compulsory Papers

Paper Code: BAENC101 and BAENC102

Paper Title: Basic Language Skills and Remedial Grammar

Objective: This paper is aimed at improving the communication skills of the students. It discusses the various aspects of English grammar and usage. In addition it also discusses the various forms of literature like poetry, prose and drama.

Objectives

After completing these Units the students will be able to

- The stigma, shame and silence associated with HIV in Kalpana Jain's *Stigma, Shame and Silence*.
- Evaluate the concept of liberty in A. G. Gardiner's *On the Rule of the Road*.
- Asses the importance of animals in Durrell's *Vanishing Aminals*.



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- Describe the characters in Kunwar Singh as portrayed by Corbett in his writing *Kunwar Singh*.
- Analyse the common errors in the English language and correction of these errors.
- Discuss the rules for converting sentence from direct to indirect and vice-versa.
- Evaluate the use of verbs and types of verbs,
- Apply the degrees of comparison of adjectives and adverbs in daily usage.
- Change Passive Voice into Active voice and vice-versa and use them in daily communication.
- Explain the points to be kept in mind while writing comprehension passage.
- Attempt unseen comprehension of passages and answer the questions given.
- Discuss paragraph writing process in detail.
- Analyse the requisites or essentials of a good business letter.
- Evaluate the process of writing a précis.
- Write an advertisement.
- Discuss Shakespeare as a writer of the Elizabethan era and analyse the text prescribed in the study.
- Describe the meaning and nature of communication.
- Assess the objectives and media of communication.
- Evaluate the characteristics of the stylistics of writing.
- Discuss the concept of dialogue-writing in detail.

Paper Code: BAENC201& BAENC203

Paper Title: Advanced Grammar and Applied Language Skills

Objective: This paper deals with two interrelated but different areas of study: Language and Literature. It takes the endeavours of the previous paper to the higher level.

Objectives:

After completing these Units the students will be able to

- Examine the important lines from Milton's *On His Blindness*.
- Discuss the reference to context of Hardy's *The Darkling Thrush* as a critique of scientific discoveries and developments.
- Analyse Auden as a poet, with reference to the poems prescribed in the text.
- Prepare a brief biographical sketch of select poets from English literature
- Identify the prominent works of important poets.



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- Identify the distinctive elements of metaphysical poetry.
- Discuss the elements of Romantic poetry
- Discuss the elements of Modern Age.
- Critically analyse the various elements of the English fiction in different ages.
- Analyse Dickens as a novelist.
- Explain the characteristics of an essay.
- Define the characteristics of good writing skills.
- Discuss the steps in essay writing.

Paper Code: BAENC202 & BAENG204

Paper Title: English Literary Texts

Outcomes/Objective:

After completing this paper the students will be able to

- Explain importance of spoken English.
- Understand the concept of dictionary and referencing skill.
- Discuss concepts of phonetic transcriptions, stress and intonation.
- Utilize and assess the components of oral communication,
- Discuss the origin and growth of magazines and newspapers.
- List the steps and process of article writing for magazines and newspapers.
- Describe the process of interpretation of charts and diagrams.
- Explain the interpretation of graphs and tables with the help of exhibits.
- Discuss the importance of memorandum, notice and agenda in written communication.
- Understand advertising and interpret the different types of advertisements
- Identify the stages involved in writing a report.
- Explain the importance of a CV.
- Describe the aspects related to the preparation of a CV.
- Identify the main types of CV's.
- Explain the importance of emails in the existing times.
- Discuss the concept of pamphlet writing and slogan writing.
- Understand the essentials of creative writing.
- Analyse the style of various creative writings.
- Evaluate the important tips to develop a good style of writing.
- Discuss the various forms of creative writing like story, poetry, drama etc.



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Objective: This paper continues to introduce different forms of literature and communication skills to the students. This book focuses a lot on oral communication. This paper also discusses some aspects of linguistic studies in English.

Elective Papers:

Paper Code: BAENG101 & BAENG102

Paper Title: Introducing English Literature-I

Objective: This paper familiarizes the students with poems written by various American and British poets. In addition, the students also get to read short stories written by Russian, British and American writers. They are also acquainted with the literary terms generally found in English Literature. This book has been written in the self-instructional mode (SIM) wherein each unit begins with an 'Introduction' to the topic followed by an outline of the 'Unit Objectives'. The detailed content is then presented in a simple and an organized manner, interspersed with 'Check Your Progress' questions to test the understanding of the students,

Objectives

After completing these Units the students will be able to

- Assess the effect of French Revolution in Burn's writings
- Describe *A Red Rose* as a love song
- Discuss George Herbert and Andrew Marvell as metaphysical poets.
- Describe *Prometheus Unbound* as lyrical drama written by P.B. Shelley.
- Describe Thomas Hardy as a prominent poet of the Victorian era.
- Write a biographical sketch of Louis Macneice
- Understand Maupassant as a short story writer
- Discuss the themes of *The Necklace*
- Assess Chekov's skills as a short-essay writer.
- Write reference to context of any passage from the poems prescribed in the text.
- Discuss the themes in the prescribed texts of Graham Greene.
- Understand the different kinds of literary terms.



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- Give examples of various literary terms.
-

Outcomes:

After completing this paper the students will be able to

- Prepare a biographical sketch of William Shakespeare.
- Assess the plays written by Shakespeare.
- Summarize the play *Julius Caesar* act-wise.
- Analyse the themes and literary devices of the play *Julius Ceaser*.
- Prepare a biographical sketch of Oliver Goldsmith.
- Assess the prominent works of Goldsmith with special reference to *She Stoops to Conquer*.
- Discuss the various issues in the select short stories in the paper.
- Describe the various forms of poetry.
- Assess the salient features of different forms of poetry.
- Discuss one act plays from some select writers in English.

Paper Code: BAENG201 & BAENG202

Paper Title: Introducing English Literature-II

Objective: This paper continues the effort that the BAENG101 started and continues acquainting the students with different literatures.

Outcomes:

After completing the paper the students will be able to

- Describe the concept and nuances of poetry.
- Discuss the themes in Donne's *Lover's Infiniteness*.
- Critically analyse Keats as a Romantic poet.
- Explain the central theme of Robert Browning's *My Last Duchess*.
- Describe the underlying theme of Yeats's *The Second Coming*.
- Explain the themes of Donne's poetry.
- Appreciate a life of anonymity and solitude as described by Pope.
- List the major poems of Coleridge.
- Describe the mystic element in *Kubla Khan*.
- Describe the plot, dramatic techniques and major characters in Shaw's *Pygmalion*.



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- Explain Shaw's use of wit, humour and satire in his plays.
- Explain the concept of practical criticism.
- Discuss the major references in *The Waste Land*.
- Discuss T. S. Eliot as a poet and his poetry.
- Critically analyse the poems of P. B. Shelley.

Paper Code: BAENG301 & BAENG303

Paper Title: Reading Poetry and Drama

Outcomes:

After completing the paper the students will be able to

- Describe the concept and nuances of poetry.
- Discuss the themes in Donne's *Lover's Infiniteness*.
- Critically analyse Keats as a Romantic poet.
- Explain the central theme of Robert Browning's *My Last Duchess*.
- Describe the underlying theme of Yeats's *The Second Coming*.
- Explain the themes of Donne's poetry.
- Appreciate a life of anonymity and solitude as described by Pope.
- List the major poems of Coleridge.
- Describe the mystic element in *Kubla Khan*.
- Describe the plot, dramatic techniques and major characters in Shaw's *Pygmalion*.
- Explain Shaw's use of wit, humour and satire in his plays.
- Explain the concept of practical criticism.
- Discuss the major references in *The Waste Land*.
- Discuss T. S. Eliot as a poet and his poetry.
- Critically analyse the poems of P. B. Shelley.

Objective: This paper intends to inculcate the art of reading and analysis poetry and drama. It will discuss major poems of different poets belonging to varied time periods. There is also one drama which is critically analysed. This reading will help the students to study the art of practical criticism.

Paper Code: BAENG302 & BAENG304

Paper Title: Reading Prose and Fiction



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Objective: This paper aims to familiarize the students with different prose and fiction writers.

- Analyse George Orwell as an essayist.
- Examine N. C. Chaudhuri as a writer.
- Describe R. K. Narayan's development as a writer.
- Describe R. K. Narayan's role as an Indian English novelist.
- Explain Narayan's theory of 'Karma' and 'Moksha'.
- Analyse Jane Austen as a novelist and describe the art of characterisation in her texts.
- Explain the features of domestic novels.
- Critically analyse Anita Desai as a writer and her select text.
- Discuss the life and inspirations of the author, Edgar Allan Poe.
- Establish Virginia Woolf as a voice of the gender equality.
- Discuss the different styles of non-fiction prose.
- Understand the treatment of unseen prose passages.
- Critically analyse Woolf's *A Room of One's Own*.

1.4. Industrial or Learner Demand

The distance course offered by Institute of Distance Education for the undergraduate students gives a comprehensive package to the learners for meeting their demands in congruence with the demands of the job industry. Some of them are listed below:

The course has been designed to

- Improve the communication skills of the learners (verbal and non-verbal)
- Make them ready for various competitive examinations which have General English as a paper.
- Understand and apply various facets of English grammar.
- Introduce the learners to English literature so that they can pursue higher studies.
- Create a practicum based syllabus for students to be able to apply in various TGT post that come up.
- Make the students able to sit in the teacher eligibility test programs.

2. Relevance of the Programme with Rajiv Gandhi University's Mission and Goals

RAJIV GANDHI UNIVERSITY VISION

Rajiv Gandhi University aspires to be India's most vibrant, energetic, responsive and acclaimed university, to be recognised for excellence in teaching, research and providing the highest quality educational opportunities for the learners of all communities. The University aim sat nurturing their talent by promoting intellectual growth to shape their personality and



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serve humanity as multi-skilled, socially responsible, creative, adaptable, and contributing and morally sound global citizens.

RAJIV GANDHI UNIVERSITY MISSION

Our mission is to provide opportunities and support students from diverse background and assist them to become well-informed global citizens by developing their intellectual, moral, civic and creative capacities to the fullest through multi-faceted education and sustained engagement with local, national and global communities. The University also aims to carry out academic process for achieving excellence through active and dynamic student-teacher participation and inculcate high moral, ethical and professional standards among students which will enable them to develop knowledge and skills necessary to achieve their professional goals so as to improve the performance and provide leadership and service to the community

This course has been designed in order to align with the mission and goals of Rajiv Gandhi University B.A. English Programme. The plan is to deliver the course through the Distance Learning mode which may reach the maximum number of student aspirants who are unable to thrive to spend non- elastic timings of formal conventional class room education. Such a higher education in Arts subject with appropriate practical experiences will enrich the students in grooming their communication skills. They will also be made privy to the literary concepts and literary genre so as to make them appreciate and evaluate literary works. Thus they would become in future veteran teachers and critics. The course amalgamates the mission of RGU to create a professional course keeping in mind the national and global standards.

3. Nature of Prospective Target Group of Learners

This B.A. English Programme through Distance Learning mode is developed keeping in mind the youths who are unable to continue their study after the higher secondary, due to various constraints. The main focus of the program is to train the students who have qualified their higher secondary examinations and for some reason or the other they have been unable to continue further studies. Arunachal Pradesh has many remote places which make it difficult for students to access the conventional mode of Education. This is where the importance of these two programs lies. This program enables such people from different



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strata of society to polish themselves on the skill of communication and become critically appreciative of English Literature.

This course is also a boon for defence personals including people from the army and police. Their lack of time and accessibility to regular mode of education makes this course perfect for them. All in-service employees who want to apply for promotion in their respective jobs also opt for this course.

4. Appropriateness of Programme to be Conducted in Distance Learning Mode to Acquire Specific Skills and Competence

4.1. Academic Relevance

B.A. English Programme through Distance Learning mode is developed in order to give subject-specific skills including i) knowledge about communication skills ii) knowledge about English language teaching iii) knowledge about English grammar. iv) knowledge about the developments in the field of literature so that they can pursue higher education. All these objective are at par with the syllabus prescribed for the regular mode of study in English Literature by the Rajiv Gandhi University.

4.2. Generic Appropriateness

Apart from academic competence the need to inculcate professional and career oriented course is of utmost importance for each course. This course of study has been designed with this approach. English is the global language. Proper care has been taken to design the syllabus as well as the Self -Learning Materials, so that the course transfers the skill of usage of English language to the students. This helps them for:

- Applying in competitive exams which have English as a paper.
- Applying for teaching posts.
- Pursuing higher studies in English.



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- Improving their one to one and one to many discourse abilities.

5. Instructional Design

a) **Duration:** 3 Years minimum, Maximum 6 years.

b) **Faculty and Staff Requirements:** In order to run the contact and counselling program effectively, there are fulltime working Counselling coordinators for the course. The counselling coordinators do the necessary coordination for involving resource persons in the program and assignment evaluation.

c) **Syllabus Design:** In order to develop a syllabus at par with the needs of the student and keeping in mind the nuances of Online and Distance Learners subject experts from within and outside the university are contacted and appointed for designing the syllabus.

d) **Counselling:** Counselling courses are organised for each semester for 10 days to make the students understand the syllabus. Each paper is taught for 10 hours so that the students become capable of understanding the syllabus and engage in self-study utilising the SLM's provided to them.

The syllabi for the course have been approved by both Academic Council of Rajiv Gandhi University and Distance Education Bureau (UGC) and is at par with the course offered under regular mode. The structure of course for the BA program is given below:



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STRUCTURE OF UNDERGRADUATE COURSE STUDY IN ENGLISH
(2020-21 onwards)

FIRST SEMESTER

Paper Code	Course Title	Marks		
		End Term	Assignment	Total
BENC101:	English Compulsory- I (Basic Remedial Skills & Remedial Grammar I)	70	30	100
BENG101:	Introducing English Literature-I	70	30	100

SECOND SEMESTER

Paper Code	Course Title	Marks		
		End Term	Assignment	Total
BENC102:	English Compulsory-II (Basic Remedial Skills & Remedial Grammar II)	70	30	100
BENG102:	Introducing English Literature-II	70	30	100



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THIRD SEMESTER

Paper Code	Course Title	Marks		
		End Term	Assignment	Total
BENC201:	English Compulsory-III (Advanced Grammar and Applied Language Skills-I)	70	30	100
BENG202:	English Compulsory-IV (English Literary Texts I)	70	30	100
BENG201:	Introducing English Literature III	70	30	100

FOURTH SEMESTER

Paper Code	Course Title	Marks		
		End Term	Assignment	Total
BENC203:	English Compulsory V (Advanced Grammar and Applied Language Skills- II)	70	30	100
BENC204:	English Compulsory VI (English Literary Texts II)	70	30	100
BENG202:	Introducing English Literature IV	70	30	100



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FIFTH SEMESTER

Paper Code	Course Title	Marks		
		End Term	Assignment	Total
BENG301:	Reading Poetry and Drama I	70	30	100
BENG302:	Reading Prose and Fiction I	70	30	100

SIXTH SEMESTER

Paper Code	Course Title	Marks		
		End Term	Assignment	Total
BENG301:	Reading Poetry and Drama I	70	30	100
BENG302:	Reading Prose and Fiction I	70	30	100

[N.B.: DIGITAL PLATFORM: In response to the UGC initiative to go Digital, the internet resources/websites may be visited for all practical purposes to come upon the Recommended Books (for prescribed Text and / or related references / the Suggested Reading) wherever necessary.



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The course has a total of 14 (Fourteen) papers with a total of 1400 marks

Plan of Examination:

Full Marks : 100 Marks
Semester End : 70 Marks
Internal Tests : 30 Marks

Marking Pattern for Semester End Examination (All Papers)

SECTION A- 5X2= 10
SECTION B- 10X3= 30
SECTION C- 15X2= 30

Semester-I

Paper Code: BENC101

**Paper Title: Basic Remedial Skills & Remedial Grammar I
(English Compulsory-I)**

CONTENTS:

UNIT-A: Studying Prose Writing in English I
Kalpana Jain: Stigma, Shame and Silence
A. G. Gardiner: On the Rule of the Road

UNIT-B: Grammar and Usage I
Preposition, Change of Voice, Correction of Errors, Comprehension (Prose)

UNIT-C: Comprehension and Composition
Comprehension (Poetry)

UNIT-D: Studying Drama
William Shakespeare: *As You Like It*

UNIT E: Commutation/ Conversation Skills
Communication Skills: LSRW, Experimenting with the English



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Semester-I
Paper Code: BENG101
Paper Title: Introducing English Literature I
(English Elective-I)

Objectives:

1. To enable each students to have an understanding of the forms of literature.
2. To enable them to have basic knowledge of some common literary terms.

(a) Internal Assessment: 30 Marks

1. An internal assessment of 30 marks will be in the form of internal assignments and shall be considered for final assessment.

(b) Semester End: 70 Marks

Question Pattern

SECTION A- 5X2= 10

SECTION B- 10X3= 30

SECTION C- 15X2= 30

CONTENTS:

UNIT-A: Explanations from Texts

All poems in Unit B and C are for detailed study.

UNIT-B: POETRY I

Robert Burns - A Red, Red Rose

George Herbert - The Pulley

UNIT-C: POETRY-II

Alfred Lord Tennyson - Break, Break, Break

Thomas Hardy - The Darkling Thrush

UNIT D: SHORT STORIES

Guy de Maupassant - The Necklace

Anton Chekhov - The Bet

UNIT-E: LITERARY TERMS I

Simile, Metaphor, Alliteration, Assonance, Personification, Hyperbole, Epithet, Transferred Epithet, Epigram.



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Semester-II

Paper Code: BENC102

Paper Title: Basic Remedial Skills & Remedial Grammar II
(English Compulsory-I)

CONTENTS:

UNIT-A: Studying Prose Writing in English II

Gerald Durrell: *Vanishing Animals*

Jim Corbett: *On the Rule of the Road*

UNIT-B: Grammar and Usage II

Direct- Indirect Speech, Use of Verbs, Degrees of Comparison.

UNIT-C: Composition

Paragraph/Précis Writing/Formal Letter Writing

UNIT-D: Studying Drama

William Shakespeare: *Julius Caesar*

UNIT E: Commutation/ Conversation Skills

Language in conversation and writing, Dialogue Writing

Recommended Books:



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**Semester-II
Paper Code: BENG102
Paper Title: Introducing English Literature II
(English Elective-II)**

Objectives:

1. To enable each students to have an understanding of the forms of literature.
2. To enable them to have basic knowledge of some common literary terms.

(a) Internal Assessment: 30 Marks

1. An internal assessment of 30 marks will be in the form of internal assignments and shall be considered for final assessment.

(b) Semester End: 70 Marks

Question Pattern

SECTION A- 5X2= 10

SECTION B- 10X3= 30

SECTION C- 15X2= 30

CONTENTS:

UNIT-A: Explanations from Texts

UNIT-B: POETRY III

Andrew Marvell

- *To His Coy Mistress*

P. B. Shelley

- *Prometheus Unbound*

UNIT-C: POETRY-IV

Louis MacNeice

- *Prayer Before Birth*

Matthew Arnold

- *Longing*

UNIT D: SHORT STORIES II

Gramham Greene

- *The End of the Party*

Hector Hugh Munro (Saki)

- *The Open Window*

UNIT-E: LITERARY TERMS II

Synecdoche, Irony, Antithesis, Imagery, Oxymoron, Onomatopoeia, Paradox, Metonymy,
Pun



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Semester III

Paper Code: BENC201

Paper Title: Advanced Grammar and Applied Language Skills-I

(English Compulsory III)

UNIT I

Explanation from the texts in the syllabus

UNIT II: Poetry I

Philip Sidney – The Nightingale

George Herbert – The Pulley

UNIT III: Poetry II

John Milton – On His Blindness

And Did those Feet

UNIT IV Poetry III

William Wordsworth – London 1802

Robert Browning – Porphyria's Lover

UNIT V Poetry IV

Thomas Hardy – The Darkling Thrush

W.H Auden – The Unknown Citizen



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Semester-III
Paper Code: BENC202

Paper Title: Paper Title: English Literary Texts I
(English Compulsory IV)

UNIT I: Importance of spoken English

Indian and global context, native and non-native accent of English and issue of intelligibility, dictionary referencing skills, phonetic transcription, stress and intonation

Unit II: Feature Writing

Article writing for newspaper and magazine

UNIT III: Creative Writing I

Writing notice, memorandum, agenda

UNIT IV: Office Writing

Report writing, editing, CV

UNIT V: Creative Writing

Poem and Story



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Semester-III
Paper Code: BENG201

Paper Title: Introducing English Literature III
(English Elective III)

UNIT I

Explanation from the starred text

Unit II Drama I

William Shakespeare- Julius Caesar

UNIT III Drama II

Oliver goldsmith- She Stoops to Conquer

UNIT IV One Act Play

Percival Wilde- The Hour of Truth

Farrell Mitchell- The Best Laid Plan

UNIT V Literary Forms

Lyric, ballad, ode, sonnet, epic, elegy satire, dramatic monologue, drama, one act play, essay, novel short story.



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Semester IV

Paper Code: BENC203

Paper Title: English Literary Texts I

(English Compulsory V)

UNIT I

Passage for explanation from the great expectation

Unit II

Charles Dickens – Great Expectation

UNIT III:

Writing official and unofficial letters

UNIT IV: Grammar and Usage I

Phrases and idioms, antonyms and synonyms, interchange of part of speech

UNIT V

Grammar and Usage II

Diminutive, substitution of a group of words by a single word



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**Semester-IV
Paper Code: BENC204**

**Paper Title: English Literary Texts II
(English Compulsory VI)**

Unit I importance of spoken English

Speaking politely in English, use of can, could, may, might, will, would, excess me, sorry, thanks and please in expressing request, gratitude, compliments, agreement, disagreement, and telephonic conversation, situational conversation: meeting people, greetings, introducing yourself; introducing yourself; introducing people, saying thanks.

Unit II Feature Writing

Interpretation of charts/ graphs/ tables

UNIT III

Minutes, advertisement, paragraph, précis writing, summary writing

UNIT IV Office Writing

Writing e-mail, pamphlet, slogan writing

UNIT V Creative Writing

Play dialogues (with given outlines)



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**Semester-IV
Paper Code: BENG202**

**Paper Title: Introducing English Literature IV
(English Elective IV)**

UNIT I

Explanation from the starred text

Unit II drama i

*Christopher Marlowe: doctor Faustus

UNIT III drama ii

Ben Johnson - everymen in his humour

UNIT IV drama

Richard Brinsley Sheridan- The Rivals

UNIT V one act play

Gordon Daviot- The Pen of My Aunt

Ffrigyegs Karinthy: Refund



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Semester V

Paper Title: BENG 301

Paper Title: Reading Poetry and Drama I

(English Elective V)

UNIT I: Prose

George Orwell- the prevention of literature

J.L Nehru- Homage to Gandhi

Unit II: Prose II

N.C. Chaudhuri- Money and the Englishman

UNIT III

R. K Narayan – The Guide

UNIT IV

Jane Austen- Pride and Prejudice

UNIT V

Anita Desai – Fire and the Mountain



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Semester-V
Paper Code: BENG 302

Paper Title: Reading Prose and Fiction I
(English Elective VI)

UNIT I

Explanation With Reference To the Texts

UNIT II

John Donne – Lover’s Infiniteness

John Milton – How Soon Hath Time

UNIT III

Alexander Pope - Ode on Solitude

S.T Coleridge – Kubla Khan

John Keats – Ode to autumn

UNIT IV

R. Browning – My Last Duchess

W.B. Yeats – The Second Coming

UNIT V

Walter De La Mare – Arabia

Wilfred Owen - Strange Meeting

T.S. Eliot – Gerontion



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Semester VI

Paper Title: BENG303

Paper Code: Reading Poetry and Drama II

(English Elective VII)

UNIT I Short Stories I

Edgar Allan Poe – the cast of amontillado

Virginia Woolf - the duchess and the Jeweler

Unit II Short Stories II

K. Mansfield – The Fly

R K Narayan – The Tail of the Green Blazer

Unit III Practical Criticism

Appreciation of an unseen prose passage

Unit IV Drama I

Samuel Beckett - Waiting for Godot

Unit V Drama II

Tennessee Williams: A Street Car Named Desire



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**Semester-VI
Paper Code: BENG304**

**Paper Title: Reading Poetry and Fiction II
(English Elective VIII)**

UNIT I

Explanation with reference to the context from the text

UNIT II Poetry I

Philip Sidney – Sonnet No 1 from Astrophel and Stella

William Shakespeare Sonnet No. 116

UNIT III Poetry II

Andrew Marvell – To His Coy Mistress

P.B Shelley- Ode to the West Wind

Mather Arnold – A Summer Dream

UNIT IV Drama

George Bernard Shaw – Pygmalion

UNIT V Practical Criticism

Appreciation of an unseen poem



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References/Books Recommended

Jagdish Chandra: Creative English: OUP

William Shakespeare: As You Like It.

Prose for Our Times: Orient Blackswan.

Wren & Martin: High School Grammar & Composition.

A.J. Thomson & A.V. Martinet: A Practical English Grammar OPU.

Communication Skills for Engineers by Sunita Mishra and C. Muralikrishna,
Published by Dorling Kindersley, 2006.

The Written Word. Published by OUP, India, by Vandana Singh (this is for
communicative English)

V. Sasikumar & P.V. Dhamija: Spoken English: Tata McGraw Hill.

R.J. Dixon: Everyday Dialogues in English.

First Degree Language Text Book for Mangalore University: Orient Blackswan.

C.M. Bowra, Romantic Imagination, OUP.

J.R. Watson, English Poetry of the Romantic Period, Longman.

Andrew Sanders. The Short Oxford History of English Literature, OUP India.

Bernard Richards. English Poetry of the Victorian Poets 1830 – 1890, Longman.

Nilanko Malik. Compact English Prosody and Figures of Speech, Macmillan.

M.N. Bose, Essentials of Rhetoric Prosody and Phonetics, Motilal Banarsidass Pvt. Ltd.



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Adler and Rodman: Understanding Human Communication

Bhatnagar & Bell: Communication in English

Balasubramaniam, T: A Textbook of English Phonetics for Indian Students English

Pronouncing Dictionary 15th Edition/New Advanced Learners Dictionary 7th Edition.

Gimson, A.C : An introduction to English Pronunciation

Bansal & Harrison: Spoken English for India.

William Shakespeare: Julius Caesar

Oliver Goldsmith: She Stoops to Conquer

Manuel M: Six Modern One Act Plays: Delhi, S.Chand & Company

Tillyard EMW: Shakespeare Last Plays

Nicoll A: British Drama

Wardle M.H.: Oliver Gold Smith.

Abram M.H.: A Glossary of Literary Terms.

Baldick Chris: The Concise Oxford Dictionary of Literary Terms.

Culdon J.A.: A Dictionary of Literary Terms and Literary Theories



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6. Procedure of Admission, Curriculum Transaction and Evaluation

6.1. Procedure for Admission

For the B.A. in English course, any candidate who has qualified Higher Secondary Level Examination from a recognized Board can apply. For M. A. in English course, any student who has qualified Bachelor Course from a recognized University with 35% or more can apply. The admissions are held completely in the online mode. After the process of admission is over, the candidate has to submit their completed application with the documental evidence to any of the institute designated study centers for verification. After the due verification the candidate is admitted to the course.

6.2. Curriculum Transaction

For delivering the guidance to students to complete the said program the students are provided with Self Learning Material (SLM) for each paper. For M. A. course there is one Course Coordinator, one subject coordinator and two counselors. For the BA course there is one course coordinator, one subject coordinator and one center coordinator. Contact and Counseling is done every session for 20 days in total, in which the students are given information on the course. WhatsApp groups are created for students of each session for proper delivery of the curriculum. If the students have any query regarding the curriculum they are also instructed over telephonic conversation. They can also contact the subject coordinator for assistance on curriculum completion.

6.3. Evaluation

For BA course there are six semesters. Each semester is accompanied with one assignment and for 100 marks, out of which 30% marks are added to the final tally. There is an end semester exam after each semester for 70 marks. The qualifying marks for assignment are 40% and the end semester examination is 35%. The aggregate pass percentage is 40%. Only after qualifying the assignment, the students are eligible for appearing in their end



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semester exam. A candidate gets a total of 6 years to finish the course. Every student is allowed a total of 3 (Three) hours to complete the end semester examination.

For BA course

Percentage of Marks	Class
Below 45	Third
45 to 59	Second
Above 60	First

vii) Requirement of the Laboratory support and Library Resources

The Institute of Distance Education, Rajiv Gandhi University has its own library which has a good collection of books that the students can take help from. Apart from that the students are also allowed to access the Central Library of Rajiv Gandhi University which also contains a collection of various subject related materials.

Laboratory support: Nil

8. Cost Estimate of the Programme and the Provisions

The cost estimate to run the course of BA English by Institute of Distance Education, for one batch of Distance students for the duration of 3 years is as follows:

Sl. No.	Expenditure Heads	Approx. Amount in Rupees (per Year)
1	Honorarium	₹ 10,80,000/-
2	Counseling	₹ 9,00,000/-
	Assignment Response Format	₹ 10,50,000/-
3	Self-Learning Materials	₹ 27,00,000/-



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4	Examination	₹7,50,000/-
5	Evaluation	₹3,00,000/-
	Others	₹2,10,000/-
Total		₹69,90,000/-

Fees Structure

FEE STRUCTURE OF BACHELOR OF ARTS						
Details	BA 1st Semester	BA 2nd Semester	BA 3rd Semester	BA 4th Semester	BA 5th Semester	BA 6th Semester
Admission Fee	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00
Registration Fee	₹ 450.00					
Central Exmination Fee	₹ 800.00	₹ 800.00	₹ 800.00	₹ 800.00	₹ 800.00	₹ 800.00
Continuation Fee		₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00
Marksheet Fee	₹ 250.00	₹ 250.00	₹ 250.00	₹ 250.00	₹ 250.00	₹ 250.00
Self Learning Material	₹ 2,500.00		₹ 2,500.00		₹ 2,500.00	
Assignment Evaluation Fee	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00
Identity Card Fee	₹ 100.00	₹ 100.00	₹ 100.00	₹ 100.00	₹ 100.00	₹ 100.00
Assignment Response Fee	₹ 250.00	₹ 250.00	₹ 250.00	₹ 250.00	₹ 250.00	₹ 250.00
Centre Fee	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00
Counseling Fee	₹ 300.00	₹ 300.00	₹ 300.00	₹ 300.00	₹ 300.00	₹ 300.00
Total	₹ 5,250.00	₹ 2,500.00	₹ 5,000.00	₹ 2,500.00	₹ 5,000.00	₹ 2,500.00



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9. Quality assurance mechanism and expected programme outcomes

The syllabus of the B.A. English has been developed keeping in mind the quality of the programme depends on scientific construction of the curriculum, strong-enough syllabi, sincere efforts leading to skilful execution of the course of the study. The ultimate achievement of B.A. English programme of study may reflect the gaining of knowledge and skill in language and literature. Gaining of knowledge in language and literature may help the students to get new job opportunities, upgrading their position not only in employment but also in the society, make students feel thirsty to achieve in the fields associated with the discipline- English Language, achieving in competitive examinations on the subject- English Language, etc.

The benchmark qualities of the programme may be reviewed based on the performance of students in their end semester examinations. Also the feedback from the alumni, students, parents and employers will be received and analysed for the further improvement of the quality of the B.A. English Programme.



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