

**Choice Based Credit System (CBCS)**

# UNIVERSITY OF DELHI

DEPARTMENT OF ENGLISH

UNDERGRADUATE PROGRAMME  
(Courses effective from Academic Year 2015-16)



## SYLLABUS OF COURSES TO BE OFFERED

Core Courses, Elective Courses & Ability Enhancement Courses

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**Undergraduate Programme Secretariat**

## **Preamble**

The University Grants Commission (UGC) has initiated several measures to bring equity, efficiency and excellence in the Higher Education System of country. The important measures taken to enhance academic standards and quality in higher education include innovation and improvements in curriculum, teaching-learning process, examination and evaluation systems, besides governance and other matters.

The UGC has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions (HEIs) in India. The academic reforms recommended by the UGC in the recent past have led to overall improvement in the higher education system. However, due to lot of diversity in the system of higher education, there are multiple approaches followed by universities towards examination, evaluation and grading system. While the HEIs must have the flexibility and freedom in designing the examination and evaluation methods that best fits the curriculum, syllabi and teaching-learning methods, there is a need to devise a sensible system for awarding the grades based on the performance of students. Presently the performance of the students is reported using the conventional system of marks secured in the examinations or grades or both. The conversion from marks to letter grades and the letter grades used vary widely across the HEIs in the country. This creates difficulty for the academia and the employers to understand and infer the performance of the students graduating from different universities and colleges based on grades.

The grading system is considered to be better than the conventional marks system and hence it has been followed in the top institutions in India and abroad. So it is desirable to introduce uniform grading system. This will facilitate student mobility across institutions within and across countries and also enable potential employers to assess the performance of students. To bring in the desired uniformity, in grading system and method for computing the cumulative grade point average (CGPA) based on the performance of students in the examinations, the UGC has formulated these guidelines.

## **CHOICE BASED CREDIT SYSTEM (CBCS):**

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations, the UGC has formulated the guidelines to be followed.

### **Outline of Choice Based Credit System:**

- 1. Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.
- 2. Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.
  - 2.1 Discipline Specific Elective (DSE) Course:** Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).
  - 2.2 Dissertation/Project:** An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.
  - 2.3 Generic Elective (GE) Course:** An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.
- 3. Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course:** The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement. They ((i) Environmental Science, (ii) English/MIL Communication) are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.
  - 3.1 AE Compulsory Course (AECC):** Environmental Science, English Communication/MIL Communication.
  - 3.2 AE Elective Course (AEEC):** These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

**Project work/Dissertation** is considered as a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem. A Project/Dissertation work would be of 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.

**Details of Courses Under Undergraduate Programme (B.A./ B.Com.)**

Course	*Credits	
	Paper+ Practical	Paper + Tutorial
<b><u>I. Core Course</u></b> (12 Papers)	12X4= 48	12X5=60
Two papers – English		
Two papers – MIL		
Four papers – Discipline 1.		
Four papers – Discipline 2.		
<b>Core Course Practical / Tutorial*</b> (12 Practicals)	12X2=24	12X1=12
<b><u>II. Elective Course</u></b> (6 Papers)	6x4=24	6X5=30
Two papers- Discipline 1 specific		
Two papers- Discipline 2 specific		
Two papers- Inter disciplinary		
Two papers from each discipline of choice and two papers of interdisciplinary nature.		
<b>Elective Course Practical / Tutorials*</b> (6 Practical/ Tutorials*)	6 X 2=12	6X1=6
Two papers- Discipline 1 specific		
Two papers- Discipline 2 specific		
Two papers- Generic (Inter disciplinary)		
Two papers from each discipline of choice including papers of interdisciplinary nature.		
<ul style="list-style-type: none"> <li>• <b>Optional Dissertation or project work in place of one elective paper (6 credits) in 6<sup>th</sup> Semester</b></li> </ul>		
<b><u>III. Ability Enhancement Courses</u></b>		
1. <b>Ability Enhancement Compulsory</b> (2 Papers of 2 credits each)	2 X 2=4	2 X 2=4
<b>Environmental Science</b>		
<b>English Communication/MIL</b>		
2. <b>Ability Enhancement Elective</b> (Skill Based)	4 X 2=8	4 X 2=8
(4 Papers of 2 credits each)		
	<hr/> Total credit= 120	<hr/> Total = 120

**Institute should evolve a system/policy about ECA/ General Interest/Hobby/Sports/NCC/NSS/related courses on its own.**

**\*wherever there is a practical there will be no tutorial and vice-versa.**

**Structure of B.A./B.Com. Programme under CBCS**

**English**

**Semester 1**

**AECC: English Communication Skills/MIL/EVS**

**DSC 1A: The Individual and Society. Eds**

**Semester 2**

**AECC: English Communication Skills/MIL/EVS**

**DSC 1B: Selections (poems, short stories) from Modern Indian Literature**

**Semester 3**

**DSC 1C: British Literature**

**Novel**

**Play**

**AEEC -1: Creative Writing, Book and Media Reviews**

**Semester 4**

**DSC 1D: Literary Cross Currents**

**Selections from Living Literatures-An Anthology of Prose and Poetry  
Eds.Vinay Sood, et al. Orient Longman**

**Novella**

**Play**

**AEEC-2: Translation Studies and Principles of Translation**

**Semester 5****AEEC-3: Technical Writing****DSE-1A: Soft Skills****GE-1: Gender and Human Rights/Contemporary India: Women and Empowerment****Semester 6****AEEC- 4: Business Communication****DSE-1B: Academic Writing****GE -2: Cultural Diversity****Detailed Syllabus****DSC 1-A: The Individual and Society.** Selections from Vinod Sood, et. al., eds., *The Individual and Society: Essays, Stories and Poems* (Delhi: Pearson, 2005).**1-B: Cultural Diversity.** Eds. Sukrita Paul Kumar, Macmillan**1-C: Charles Dickens: *Oliver Twist*****William Shakespeare: *The Merchant of Venice*****1-D: Selections from *Modern Indian Literature* ed. Dept. of English /Living Literatures ed .Macmillan****Short Stories: Premchand, 'The Holy Panchayat'****R.K. Narayan, 'The M.C.C.'****Vaikom Muhammad Basheer , 'The Card-Sharper's Daughter'****Saadat Hasan Manto, 'Toba Tek Singh'****Ambai, 'Squirrel'****Ismat Chughtai, 'Lihaaf' /'The sacred Duty'****Play: Vijay Tendulkar---*Silence, The Court is in Session*****Novella: Rohinton Mistry---*Such a Long Journey***

## **Compulsory: English/MIL Communication**

### **English Communication**

**Credits: 2**

#### **Preamble:**

The purpose of this course is to introduce students to the theory, fundamentals and tools of communication and to develop in them vital communication skills which should be integral to personal, social and professional interactions. One of the critical links among human beings and an important thread that binds society together is the ability to share thoughts, emotions and ideas through various means of communication: both verbal and non-verbal. In the context of rapid globalization and increasing recognition of social and cultural pluralities, the significance of clear and effective communication has substantially enhanced.

The present course hopes to address some of these aspects through an interactive mode of teaching-learning processes and by focusing on various dimensions of communication skills. Some of these are:

Language of communication, various speaking skills such as personal communication, social interactions and communication in professional situations such as interviews, group discussions and office environments, important reading skills as well as writing skills such as report writing, note-taking etc.

While, to an extent, the art of communication is natural to all living beings, in today's world of complexities, it has also acquired some elements of science. It is hoped that after studying this course, students will find a difference in their personal and professional interactions.

The recommended readings given at the end are only suggestive; the students and teachers have the freedom to consult other materials on various units/topics given below. Similarly, the questions in the examination will be aimed towards assessing the skills learnt by the students rather than the textual content of the recommended books.

The Communicative Language Course in English is a **three-tiered** structure, addressing different levels of language learning acquired in school. The three streams **A, B** and **C** are offered to students who have studied English up to class XII, class X and class VIII **respectively**.

**Advanced English: Stream A**  
(For those who have passed English in Class XII)

**Course objectives**

The course enhances the skills of reading, writing, speaking and listening

It encourages recognition and awareness of different genres like the short story, poetry, feature articles, etc.

Topical and social themes form an integral part of the course

The course teaches the students speaking and listening skills in class and tests these skills for a constant monitoring of their proficiency

The course broadens the horizons of the text by project work which is flexible, and enhances the creativity of the student.

The course uses activities centred on translation for students, and gives them a composite view of multiculturalism.

**Semester I**

**Writing skills**

Diary entry

Paragraph writing

Summary/Note-making

Formal and informal letter writing

CV/ Resume writing

Book/ Film reviews

**Internal assessment**

Speaking skills Listening/ comprehension

Project work

Attendance



**Suggested projects**

Sports writing, Poetry about women/ men, Poetry in translation, Telling a story, Fantasy writing, Chat shows, The menace of dowry, A success story

**Recommended Readings**

Fluency in English Part I, Macmillan, Delhi, 2005, Units 1-18

Business English, Pearson, Delhi, 2008, Units 1-3

Language through Literature (forthcoming) ed Dr Gauri Mishra, Dr Ranjana Kaul, Dr Brat Biswas, Primus Books, Delhi, 2015, Chapters 1-7

Martin Hewing, Advanced English Grammar, Cambridge University Press, New Delhi, 2010, Units 1-60

**Semester II****Writing skills**

Interview

Feature article

Notice

Questionnaire/ survey

Essay/speech writing

Report writing

Dialogue writing

**Internal assessment**

Speaking skills Listening/ comprehension

Project work

Attendance

### **Suggested projects**

Creative writing, Theatre Action Group (TAG)/ Other theatre groups, *Billy Elliot*,  
Translating a poem, Arranged marriages, Interviewing a celebrity, Writing a  
newspaper article on a current topic

Today's youth and youth icons, Leadership and politics, Examination system and  
benefits of reform, The Mahabharata, Communalism, Gender discrimination, Social  
activism

### **Recommended Readings**

Fluency in English Part II, Oxford University Press, Delhi , 2006, Unit 1-15

Business English , Pearson, Delhi, 2008 Units 4-6

Language through Literature (forthcoming) ed Dr Gauri Mishra, Dr Ranjana Kaul, Dr  
Bhat Biswas, Primus Books, Delhi, 2015, Chapters 8-14

Martin Hewing, Advanced English Grammar, Cambridge University Press, New Delhi,  
2010,— Units 61-120

## **Intermediate English: Stream B** (For those who have passed English in Class X)

### **Semester I**

#### **Course objectives**

To develop the following skills:

#### ***Reading***

The ability to understand and assimilate the main ideas and specific details in a 400-  
500 word text of moderate difficulty

The ability to read a text at normal speed with correct pronunciation, intonation and  
pauses, and also with appropriate facial expression and gestures (especially in poetry  
and drama)

***Writing***

The ability to write a letter of request, complaint, apology, order, etc

The ability to write an application for a job with a covering letter

The ability to write an advertisement for selling/ buying an item

The ability to write a notice, poster, recipe, etc

The ability to write a paragraph on a given topic

The ability to write a short narrative or essay (up to 100 words)

***Listening***

The ability to comprehend the gist as well as details of a talk, lecture discussion, news item, announcement, etc

The ability to take notes

***Speaking***

The ability to pronounce words correctly and to speak with proper intonation

The ability to introduce one's self and others, socialise, make requests, seek permission and information, place an order, accept an invitation and give directions

**Recommended Readings**

English at the Workplace Part I, Macmillan, Delhi, 2008, Units 1-12

Language, Literature and Creativity, Orient Blackswan, 2013 Chapters 1-4

Raymond Murphy, Intermediate English Grammar, 2<sup>nd</sup> Ed, Cambridge University Press, Cambridge,2012, Units 1-60

**Semester II****Recommended Readings**

English at the Workplace, Part II, Oxford University Press, Delhi, 2007, Units 1-12

Language, Literature and Creativity, Orient Blackswan, 2013, Chapters 5-8

Raymond Murphy, Intermediate English Grammar, 2<sup>nd</sup> Ed, Cambridge University Press, Cambridge,2012, Units 61-120

### **Basic English: Stream C**

(For those who have passed English in Class VIII, and all other categories, except those covered by A & B)

#### **Course objectives**

The prescribed text helps the students increase their proficiency in English by enhancing their resources to deal with communicative needs of everyday life at home, at work, and in social interaction. The material, methodology and language tasks create contexts for interaction and language use, so that learners acquire and sharpen their language skills as they process the text on their own.

The prescribed grammar book provides rules, explanations and examples in easy, accessible language supported by pictorial representations (wherever possible) with practice exercises on the facing page. This format allows for easy and repeated reference, so that students are able to internalise the rules.

The course covers all four language skills: listening, reading, writing and speaking.

#### **Semester I**

##### **Recommended Readings**

Everyday English I, Pearson, Delhi, 2005, Units 1-20

Raymond Murphy, Essential English Grammar, 2<sup>nd</sup> Ed, Cambridge University Press, Cambridge, 2007, Units 1-56

#### **Semester II**

##### **Recommended Readings**

Everyday English II (Foundation 2006), Units 1-21

Raymond Murphy, Essential English Grammar, 2<sup>nd</sup> Ed, Cambridge University Press, Cambridge, 2007, *Units 57-114*

**Any other related Reading which has worked well in interactive pedagogy may be recommended and circulated through U.G.C., CBCS Committee**