

KAZI NAZRUL UNIVRESITY, ASANSOL

UG 3year and UG 4year Degree Course under NCCF

Subject: English

Semester III

MJC-3 BAENGMJ301Anglo-Saxon to Early 16th Century (1543)

Course Type:		CourseDetails:CC-3		L-T-P:4-1-0	
Credit:5	FullMarks: 100	CAMarks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		0	30	0	70

Full Marks 100

Course Outcome:

The paper is targeted at those candidates who are wishing to complete a **Four-Year /Three-Year MajorCourse** in English. The paper is the first foray for student into a **structured knowledge** gathering into the core study of English Literature. **The paper therefore wishes to impart to the students the growth of English Literature over a period of time.**

In Unit I the focus is on the growth of the English Language. It is strongly felt that no study of literary texts and the literature itself is possible without understanding the growth of the language. **The outcome of Unit I shall be a concretized understanding of the growth of the English language, its vocabulary, loan words and grammar.** In Unit II the focus is on the poetry of the period mentioned. It is hoped that through the study of the selected poetic texts the **students shall have the wherewithal of understanding the trajectory of poetry during the period.** Unit III rounds off the proper understanding of the period through a comprehensive understanding of the History of English Literature of the relevant period mentioned. **The students shall be able to utilize the knowledge on the history of literature** of the period in **two ways—one in linking the subsequent eras in the subsequent papers and two in using this knowledge gathered when they shall appear for NET later.**

UnitI ---

15 marks

Growth and Development of the English Language—

Scandinavian,French,LatinandShakespeareaninfluencesand loanwords

Three questions out of five options of five marks each--3x5=15

Unit-II—

40 marks

Poetry

‘Battle of Maldon’

‘Dream of the Rood’

‘Wife’s Lament’

‘Pearl’

Chaucer: Prologue to *The Canterbury Tales* (ll1-42)

Thomas Wyatt: *‘Remembrance’*

Sir Henry Howard, The Earl of Surrey: *SonnetNo.7* “The soote season, that bud and bloom forth brings”

Five questions of one mark out of eight 5x1=5

Five questions of two marks out of eight 5x2=10

Two questions of 10 marks out of three 2x10=20

One question of 5 marks out of three 1x5=5

Unit III---

15 marks

History of Literature of the relevant period.

One question of 10marks out of two 1x10=10

One question of 5 marks out of three 1x5=5

Continuous Internal Evaluation

30 marks

Student seminars. Text based short and explanatory questions, quizzes, projects, assignments

MJC-4 BAENGMJ302 Understanding Drama**MNC-3 BAENGMN301 Understanding Drama**

Course Type:	Course Details: CC-4			L-T-P:4-1-0	
Credit:5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		0	30	0	70

Full Marks100**Course Outcome:**

This paper is to be studied by students who are pursuing either a **Four-Year Major Course** in English/ a **Three-Year Major Course** in English or have chosen **English as a Minor paper** while they are pursuing a Major in another subject. Therefore, while framing this paper the **objectives regarding the balance and difficulty level has been kept in mind.**

This paper should be seen as a **continuation of the two papers studied earlier in Semesters I and II** which were on *Understanding Poetry* and *Understanding Prose*. Primarily, the objective is to give a **comprehensive understanding of the basics of the study of English Literature** across genres if the students decide to exit after Semester IV.

Unit I focuses on certain terminologies associated with Drama. It is hoped that by studying these terms the students shall be better acquainted with the use of these terms and **how they should be used contextually and technically**. Unit II takes up two dramatic texts and it is hoped that by studying these texts the students shall be **better acquainted with the growth of English Drama in its initial period** of flourishing. The two texts also are a **cultural and literally sampling of texts of the period**. Unit III refers to the history behind the growth of English Drama during the period.

It is hoped that through such a structured study the students would be able to benefit in a three-fold manner—

one-**have a comprehensive initiation into the art of drama,**

two-**have a comprehensive inquisition and understanding into two great dramatic texts**

three—**use the gathered knowledge on growth of English drama, dramatic terms and history of dramatic growth for further study ahead and for NET later.**

UnitI ---**15 marks****Dramatic Terms**

Tragedy, Comedy, Farce, Monologue (Soliloquy and Aside,) Conflict, Chorus, Three Unities, Melodrama.

Three questions out of five options of five marks each--3x5=15

Unit II—**40 marks****Plays**

Christopher Marlowe: *Dr Faustus*

Ben Jonson: *Everyman In His Humour*

Five questions of one mark out of eight 5x1=5

Five questions of two marks out of eight 5x2=10

Two questions of 10 marks out of three 2x10=20

One question of 5 marks out of three 1x5=5

Unit III—

15 marks

Origin and Development of English Drama

One question of 10 marks out of two 1x10=10

One question of 5 marks out of three 1x5=5

Continuous Internal Evaluation

30 marks

Student seminars. Text based short and explanatory questions, quizzes, projects, assignments

AEC-2 AE English Communication

Course Type:	Course Details: AEC-1			L-T-P:4-0-0	
Credit:4	Full Marks:50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		0	15	0	35

Full Marks 50

Course Outcome:

This paper is designed to give a brief overview on English as it used for everyday communicative purposes. **It is expected that all students across all Major and Minor are to avail of this paper either for the 1st Semester or the 3rd Semester.** The focus is on imparting basic knowledge on effective communication skills in English both verbal and written. Unit I focusses on types and modes of communication and business communication. Unit II is on enhancement of written skills. **It is hoped that the students shall be able to hone their communication skills both verbally and in the written method by studying this paper.**

Unit I

10 marks

Types and Modes of Communication:

Verbal and Non-Verbal Communication Personal,
Social, and Business Communication Group
Communication

Effective Communication and Miscommunication

The basic concepts of the above should be discussed in the class.

(Five questions of 2marks each to be attempted out of eight:2x5= 10)

UnitII:

Dialogue and Monologue
Group Discussion Interview
Public Speech

Students should be engaged in practice-sessions and should be made aware of the basic techniques.

(One short answer type questions of 5marks to be attempted out of three: 5x1=5)

Recommended Readings for UnitI and II:

- 1. *Engage: A Course in Communicative English*: Malathy Krishnan, Sharbani Banerjee, Soumitra Roy. Cambridge. 2024.**
- 2. *Fluency in English-Part II*, Oxford University Press. 2006.**
- 3. *Business English*. Pearson,2008.**
- 4. *Language through Literature and Creativity*. Orient Blackswan, 2013.**

Unit III

Passage for Comprehension (Unseen) Exercises:

Comprehension

- A. Summary, Paraphrasing
- B. VocabularyTest

(Five questions of 1mark each to be attempted out of eight:1x5=5

One short answer type question of 5marks to be attempted out of two: 5x1=5 One question of 10 marks to be attempted out of three: 10x1= 10)

Continuous Internal Evaluation: 15 marks

Student seminars. Text based short and explanatory questions, quizzes, projects, assignments

Semester IV

MJC-5 BAENGMJ401 Elizabethan Age to Neo-Classical Age Literature

MNC401--BAENGMN401 Elizabethan Age to Neo-Classical Age Literature

Course Type:	Course Details:CC-5		L-T-P:4-1-0		
		CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
Credit:5	Full Marks: 100	0	30	0	70

Full Marks 100

Course Outcome:

This paper is to be studied by students who are pursuing either a **Four-Year Major Course** in English/ a **Three-Year Major Course** in English or have chosen **English as a Minor paper** while they are pursuing a Major in another subject. Therefore, while framing this paper the **objectives regarding the balance and difficulty level has been kept in mind.**

The paper is also a continuity of the paper on literature of *Anglo-SaxontoEarly16thCentury(1543)* and wishes to further impart to the students a comprehensive knowledge on the growth of English literature across the Elizabethan to the Neo-Classical Ages. As part of this Unit I has poetry where a collection of poems across the time period mentioned has been selected. These poems are some of the best representative poems of the era. **It is hoped that by studying these poems and analyzing them the students shall gain further control over the study of English Poetry and shall be able to use this knowledge as they move forward in their quest for higher education.** The students shall realize that these poems form the very backbone of the pedagogy of English Poetry. **Similar outcome is wished for Unit II while engaging in the study, discussion and analysis of English essays in representative form. Unit III rounds off the proper understanding of the period through a comprehensive understanding of the History of English Literature of the relevant period mentioned.** The students shall be able to utilize the knowledge on the history of literature **of the period in two ways—one in linking the subsequent eras in the subsequent papers and two in using this knowledge gathered when they shall appear for NET later.**

UnitI ---

15 marks

Poetry of the Early 18th century-

John Donne: “*Good Morrow*”, “*Batter my Heart*”

George Herbert: “*Easter Wings*”

Henry Vaughan: “*Retreat*”

Richard Crashaw: “*Christ Crucified*”

Abraham Cowley: "*The Epicure*"

Alexander Pope: *Rape of the Lock* (Canto1)

Three questions out of five options of five marks each--3x5=15

Unit II:

40 marks

Essays:

Joseph Addison: 'Sir Roger at Church'

Richard Steele: 'Spectator Club'

Novel:

Daniel Defoe: *Robinson Crusoe*

or

Jonathan Swift: *Gulliver's Travels* (Book I and II)

Oliver Goldsmith: *She Stoops to Conquer*

Five questions of one mark out of eight 5x1=5

Five questions of two marks out of eight 5x2=10

Two questions of 10 marks out of three 2x10=20

One question of 5 marks out of three 1x5=5

Unit III

15 marks

History of Literature of the relevant period.

One question of 10 marks out of two 1x10=10

One question of 5 marks out of three 1x5=5

Continuous Internal Evaluation

30 marks

Student seminars. Text based short and explanatory questions, quizzes, projects, assignments

MJC-6:BAENGMJ402 Shakespearean Literature

Course Type:	Course Details: CC-6			L-T-P:4-1-0	
Credit:5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		0	30	0	70

Full marks: 100

Course Outcome:

This paper is **only for those students who are either pursuing either a Four-Year or Three-Year Major Program in English**. It is therefore imperative that such students who shall graduate with English Honours in all probability at the end of the fourth year should **have a complete understanding of the life and works of William Shakespeare and literary criticism on his works**. No study of English Literature is complete without the study of Shakespeare's works. Unit I carries forward the structure of study of poetry as had been done in the previous papers while studying other literary eras and focusses on four representative sonnets by Shakespeare. **It is hoped that the outcome of this study shall be that students shall have a deeper understanding on sonnets written by Shakespeare and shall be able to differentiate these sonnets from those of Spenser and Sidney as had been done in the First Semester Poetry paper**. Unit II carries forth the tradition of study on drama as had been done in the previous paper related to Elizabethan Literature. **As course outcome it is hoped that by studying two representative plays by Shakespeare the students shall be able to get to grips with the plays of the greatest dramatist of the world and also understand the uniqueness of Shakespearean plays**. Unit III shall serve as a stepping stone to the study of criticism which the students **shall engage later as they strive to become Hons. Graduates, pursue a Masters Course or even engage in research at some stage of their academic career**.

Unit—I—Sonnets 65, 73, 130, 154

15 marks

Three questions out of five options of five marks each--3x5=15

Unit II—

40 marks

William Shakespeare: *Macbeth*

William Shakespeare: *Twelfth Night*

Five questions of one mark out of eight 5x1=5

Five questions of two marks out of eight 5x2=10

Two questions of 10 marks out of three 2x10=20

One question of 5 marks out of three 1x5=5

Unit III-

15 marks

Shakespeare Criticism; Preface to Shakespeare

One question of 10 marks out of two 1x10=10

One question of 5 marks out of three 1x5=5

Continuous Internal Evaluation

30 marks

Student seminars. Text based short and explanatory questions, quizzes, projects, assignments

Semester V

MJC 7 BAENG MJ501- 19th century Poetry

MNC501 BAENG MN501--19th century Poetry

Course Type:		Course Details:CC-7		L-T-P:4-1-0	
Credit:5	Full Marks: 100	CAMarks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		0	30	0	70

Full Marks: 100

Course Outcome:

This paper is to be studied by students who are pursuing either a **Four-Year Major Course** in English/ a **Three-Year Major Course** in English or have chosen **English as a Minor paper** while they are pursuing a Major in another subject. Therefore, while framing this paper the **objectives regarding the balance and difficulty level has been kept in mind.**

This paper should be seen as a continuation of the earlier paper of CC 5 where the literature of the earlier era was put forward to the students. It is hoped that this paper shall concretize the idea on English Poetry further to the students. Unit II has a collection of poems spanning between the 16th to the Neo-Classical Period and covers a representation of poetry written between the Romantic Period and the Victorian period. Undoubtedly this representative and comprehensive study shall enrich the students both in terms of evincing keen interest in Core English Literature as also in using the knowledge gathered on Romantic and Victorian Poetry later on for Masters Course and NET. Unit III is an extension as well as it continues the focus on enriching the students on the relevant literary works and their historical progression.

Unit I:

15 marks

The candidates are to answer **three explanations with reference to context** out of **five options of five marks each**
3x5=15

(Only from poems listed hereunder in Unit II)

Unit II: 40 marks

Blake: "The Lamb", "The Tyger"

Wordsworth: "Tintern Abbey"

Coleridge: "Christabel", Part – I

Shelley: "Ode to the West Wind"

Keats: "Ode to a Nightingale"

Byron: "She walks in Beauty"

Browning: "My Last Duchess"

Tennyson: "Ulysses"

Arnold: "Dover Beach"

Hopkins: "Pied Beauty"

The candidates are to answer **five** questions of **one mark** out of **eight** options: **5x1=5**

The candidates are to answer **five** questions of **two marks** out of **eight** options: **5x2=10**

The candidates are to answer **two** questions of **ten marks as long answer** out of **three** options:
2x10=20

The candidates are to answer **one** question of **five** marks as explanation with reference to the context out of **three** options:
1x5=5

Unit III: 15 marks

History of Literature of the relevant period with regard to poetry

The candidates are to answer **one long answer** question of **ten** marks out of **two** options:

1x10=10

The candidates are to answer **one** question of **five** marks as **short note** out of **three** options:

1x5=5

Continuous Internal Evaluation: 30 marks

Candidates are to be evaluated through seminar presentations, quizzes, written assessments, problem solving, case presentations etc.

MJC 8 BAENGMJ502- 19th century Prose

Course Type:	Course Details:CC-8			L-T-P:4-1-0	
Credit:5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		0	30	0	70

Full Marks: 100

Course Outcome:

This paper is to be studied by students who are pursuing either a **Four-Year Major Course in English/ a Three-Year Major Course in English**. Therefore, the essential vision of this paper is to engage the learners into a foray of prose writing that happened in English Literature in the 19th century.

From the overall perspective it is hoped that the **learners shall be able to come grips with the essays and novels** that were written in the 19th century. **Unit I** has essays which **shall help the learners to understand the nuances of the evolution of essay writing as it happened during the 19th century in English Literature**. Unit II has three representative novels which the learners can study and it is hoped by studying

this cross-section of novels the learners shall be able to have a deeper understanding of the socio-cultural, moral and philosophical perspectives of the time period mentioned. The course outcome of Unit III is that the learners shall be able to locate the literary history of the period and use it in future for pedagogical purposes and also for NET.

Unit I:

Essays:

15 marks

Charles Lamb: 'Dream Children: A Reverie'

De Quincey: 'On Knocking at the Gate of Macbeth'

Hazlitt: 'On Going a Journey'.

Carlyle: 'The Poet as Hero'

J.S. Mill: 'Subjection of Women' (Chapter 4)

Candidates are to answer **three** questions as **explanatory passages/short notes** of **five** marks out of **five** options:
3x5=15

Unit II:

40 marks

Novels

Charles Dickens: *Hard Times* or Hardy: *Return of the Native*

and

Austen: *Pride and Prejudice*

The candidates are to answer **five** questions of **one mark** out of **eight** options: **5x1=5**

The candidates are to answer **five** questions of **two marks** out of **eight** options: **5x2=10**

The candidates are to answer **two** questions of **ten marks as long answers** out of **three** options:
2x10=20

The candidates are to answer **one** question as short note of **five** marks out of **three** options:
1x5=5

Unit III

History of Literature of the relevant period with regard to prose.

The candidates are to answer **one long answer** question of **ten** marks out of **two** options:
1x10=10

The candidates are to answer **one** question **short note based** of **five marks** out of **three** options:
1x5=5

Continuous Internal Evaluation:

30 marks

Candidates are to be evaluated through seminar presentations, quizzes, written assessments, problem solving, case presentations etc.

MJC 9 BAENGMJ503- 19th century Drama

Course Type:	Course Details:CC-9			L-T-P:4-1-0	
Credit:5	Full Marks: 100	CAMarks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		0	30	0	70

Full Marks: 100

Course Outcome this paper is to be studied by students who are pursuing either a **Four-Year Major Course in English/ a Three-Year Major Course in English**. Therefore, the essential vision of this paper is to engage the learners into a foray of drama that happened in English Literature in the 19th century.

This paper should be seen as a continuation of all the other papers dealing with drama that has been taught earlier across the previous four semesters. As course outcome overall the **attempt is to make the learners adept at handling dramatic texts for all teaching-learning purposes in future.**

Both Unit I and II deal with dramatic texts of the 19th century and it is hoped that after dealing with these texts the **learners shall become proficient in understanding and discussing the trajectory of drama that has happened over the century** and will be able to differentiate from the trajectory of dramatic writing of the earlier eras. Moreover, the **learners shall be able to come to grips with the philosophical and social dimensions** which went into the writing of such plays during a century of immense socio-historical changes.

Unit I

15 marks

Lady Gregory: *Rising of the Moon*

Synge: *Riders to the Sea*.

Candidates are to answer **three** questions of **five** marks out of **five** options based on **explanatory passages with reference to the context:**

3x5=15

Unit II

40 marks

Shaw: *Arms and the Man*

Wilde: *Importance Of Being Earnest*

The candidates are to answer **five** questions of **one mark** out of **eight** options: **5x1=5**

The candidates are to answer **five** questions of **two marks** out of **eight** options: **5x2=10**

The candidates are to answer **two long answer** questions of **ten marks** out of **three** options:

1x10=10

The candidates are to answer **three explanations with reference to the context** question of **five** marks out of **five** options:

3x5=15

Unit III—History of Literature of the relevant period with regard to drama 15 marks

The candidates are to answer **one long answer** question of **ten** marks out of **two** options:

1x10=10

The candidates are to answer **one** question **short note** based of **five marks** out of **three** options:

1x5=5

Continuous Internal Evaluation:

30 marks

Candidates are to be evaluated through seminar presentations, quizzes, written assessments, problem solving, case presentations etc.

Semester VI

MJC 10 BAENGMI601- 20th century Poetry

MNC601 BAENGMN601--20th century Poetry

Course Type:	Course Details:CC-10			L-T-P:4-1-0	
Credit:5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		0	30	0	70

Full Marks: 100

This paper is to be studied by students who are pursuing either a **Four-Year Major Course** in English/ a

Three-Year Major Course in English or have chosen **English as a Minor paper** while they are pursuing a Major in another subject. Therefore, while framing this paper the **objectives regarding the balance and difficulty level has been kept in mind.**

This paper should be seen as a continuation of the earlier paper of CC 7 where the literature of the earlier era was put forward to the students. **As overall course outcome it is hoped that by studying this paper the students would firstly be able to relate to the trajectory of the growth of poetry that has been taught earlier** and see this paper and the poetic texts as a continuation of poems taught earlier. Units I and II continue shall allow the students to dive into the depths of 20th century poetry and **allow them to gain a wholesome idea about the conclusion of the trajectory of English poetry** which the NEP NCCF Syllabus puts forth starting from CC1. Unit III completes the study on the history of English Poetry.

Unit I

15 marks

Candidates are to answer **three** questions of **five** marks out of **five** options based on **explanatory passages with reference to the context:**

3x5=15

The texts suggested below in Unit II are to be base of these questions.

Unit II

40 marks

Thomas Hardy: "In Time of the Breaking of Nations"

Rupert Brooke: "The Soldier"

Wilfred Owen: "Strange Meeting"

Siegfried Sassoon: "The Poet As Hero"

Louis MacNiece: "Prayer Before Birth"

W.B. Yeats: "An Acre of Grass"

T.S. Eliot: "Love Song of J. Alfred Prufrock"

W.H. Auden: "Lullaby"

Dylan Thomas: "Poem In October"

Stephen Spender: "I Think Continually. I think continually of those who were truly great"

The candidates are to answer **five** questions of **one mark** out of **eight** options: **5x1=5**

The candidates are to answer **five** questions of **two marks** out of **eight** options: **5x2=10**

The candidates are to answer **two** questions of **ten marks as long answer** out of **three** options:

2x10=20

The candidates are to answer **one** question of **five** marks as explanation with reference to the context out of **three** options:

1x5=5

Unit III:

15 marks

History of Literature of the relevant period with regard to poetry

The candidates are to answer **one long answer** question of **ten** marks out of **two** options:

1x10=10

The candidates are to answer **one** question of **five** marks as **short note** out of **three** options:

1x5=5

Continuous Internal Evaluation:

30 marks

Candidates are to be evaluated through seminar presentations, quizzes, written assessments, problem solving, case presentations etc.

MJC 11 BAENGMJ602- 20th century Drama

Course Type:	Course Details:CC-11			L-T-P:4-1-0	
Credit:5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		0	30	0	70

Full Marks: 100

Course Outcome this paper is to be studied by students who are pursuing either a **Four-Year Major Course in English/ a Three-Year Major Course in English**. Therefore, the essential vision of this paper is to engage the learners into a foray of drama that happened in English Literature in the 19th century.

This paper should be seen as a continuation of all the other papers dealing with drama that has been taught earlier across the previous four semesters. As course outcome overall the **attempt is to make the learners adept at handling dramatic texts for all teaching-learning purposes in future**.

Both Unit I and II deal with dramatic texts of the 20th century and it is hoped that after dealing with these texts the **learners shall become proficient in understanding and discussing the trajectory of drama that has happened over the century** and will be able to differentiate from the trajectory of dramatic writing of the earlier eras. Moreover, the **learners shall be able to come to grips with the philosophical and social dimensions** which went into the writing of such plays during a century of immense socio-historical changes.

Unit I

15 marks

British Drama—Beckett: *Waiting For Godot*

Osborne: *Look Back in Anger*

Candidates are to answer **three** questions of **five** marks out of **five** options based on **explanatory passages with reference to the context:**

3x5=15

Unit II

40 marks

Brecht—*Life of Galileo*

Ionesco: *The Lesson*

The candidates are to answer **five** questions of **one mark** out of **eight** options: **5x1=5**

The candidates are to answer **five** questions of **two marks** out of **eight** options: **5x2=10**

The candidates are to answer **two long answer** questions of **ten marks** out of **three** options:

1x10=10

The candidates are to answer **three explanations with reference to the context** question of **five** marks out of **five** options:

3x5=15

Unit III: Dramatic Movements and Terms:

15 marks

Existentialism, Theatre of the Absurd, Epic Theatre, Kitchen Sink Drama, Angry Young Man Movement.

The candidates are to answer **one long answer** question of **ten** marks out of **two** options:

1x10=10

The candidates are to answer **one** question **short note based** of **five marks** out of **three** options:

1x5=5

Continuous Internal Evaluation:

30 marks

Candidates are to be evaluated through seminar presentations, quizzes, written assessments, problem solving, case presentations etc.

MJC 12 BAENGMJ602- 20^h century Prose

Course Type:	CourseDetails:CC-12			L-T-P:4-1-0	
Credit:5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		0	30	0	70

Full Marks: 100

Course Outcome:

This paper is to be studied by students who are pursuing either a **Four-Year Major Course in English/ a Three-Year Major Course in English**. Therefore, the essential vision of this paper is to engage the learners into a foray of prose writing that happened in English Literature in the 20th century.

From the overall perspective it is hoped that the **learners shall be able to come grips with the essays and novels** that were written in the 20th century. **Unit I** has essays which **shall help the learners to understand the nuances of the evolution of essay writing as it happened during the 20th century in English Literature**. Unit II has three representative novels which the learners can study and it is hoped by studying this cross-section of novels the **learners shall be able to have a deeper understanding of the socio-cultural, moral and philosophical perspectives** of the time period mentioned. The **course outcome** of Unit III is that the learners shall be **able to locate the literary history of the period and use it in future for pedagogical purposes** and also **for NET**.

Unit I: Non-Fiction

15 marks

Woolf: "Modern Fiction"

Eliot: "The Metaphysical Poets"

Bertrand Russel: "Education and Discipline"

Orwell: "Shooting an Elephant"

Candidates are to answer **three** questions as **explanatory passages/short notes** of **five** marks out of **five** options:

3x5=15

Unit II—Fiction:

40 marks

Golding: *Lord of the Flies*

Conrad: "The Lagoon"

Joyce: "Araby"

The candidates are to answer **five** questions of **one mark** out of **eight** options: **5x1=5**

The candidates are to answer **five** questions of **two marks** out of **eight** options: **5x2=10**

The candidates are to answer **two** questions of **ten marks as long answers** out of **three** options:

$$2 \times 10 = 20$$

The candidates are to answer **one** question as short note of **five** marks out of **three** options:

$$1 \times 5 = 5$$

Unit III

15 marks

History of Literature of the relevant period with regard to prose.

The candidates are to answer **one long answer** question of **ten** marks out of **two** options:

$$1 \times 10 = 10$$

The candidates are to answer **one** question **short note based** of **five marks** out of **three** options:

$$1 \times 5 = 5$$

Continuous Internal Evaluation:

30 marks

Candidates are to be evaluated through seminar presentations, quizzes, written assessments, problem solving, case presentations etc.

MJC 13 BAENGMJ603- Popular Literature

Course Type:		CourseDetails:CC-13		L-T-P:4-1-0	
Credit:5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		0	30	0	70

Full Marks: 100

Course Outcome:

This paper has a very **specialized outlook** and yet engages the learners into one of the most talked about areas of literature, that is Popular Literature. **As overall course outcome it is hoped that the learners shall be able to gather interest into a new sub-genre of fiction which they might be able to use later on for research and in writing academic papers.** Unit I focuses on **detective fiction** which is often treated lightly as Children's Literature but it is hoped that by **studying the prescribed texts the students shall be able to gather the differences that are culturally inherent in the East vs West question.** Unit II is on **Science Fiction** and again it is hoped that through the prescribed texts the students **would be able to critically analyze Science Fiction based texts and use them as possible dissertation topics if they take up Honours with Research in Semester VIII.** Unit III has **Fantasy and Fairy Tales** and it is hoped that by studying the **representative texts the students shall be able to learn to critically analyze Fantasy and Fairy Tales.**

Unit I: Detective Fiction

15 marks

Agatha Christie—"Jewel Robbery"

Saradindu Bandypadhyay—"The Jewel Case"

Conan Doyle: '*Adventure of the Speckled Band*'

Candidates are to answer **three** questions as **explanatory passages/short notes** of **five** marks out of **five** options:
3x5=15

Unit II: Science Fiction

40 marks

Asimov: *2340 AD*

Satyajit Ray: *Nakur Babu and El Dorado*

Rokeya: *Sultana's Dream*

The candidates are to answer **five** questions of **one mark** out of **eight** options: **5x1=5**

The candidates are to answer **five** questions of **two marks** out of **eight** options: **5x2=10**

The candidates are to answer **two** questions of **ten marks as long answers** out of **three** options:
2x10=20

The candidates are to answer **one** question as short note of **five** marks out of **three** options:
1x5=5

Unit III: Fantasy and Fairy Tales

15 marks

Rowling: *The Philosopher's Stone*
: *Thakurmar Jhuli*

Grimm's Tales: *Little Match Girl*

The candidates are to answer **one long answer** question of **ten** marks out of **two** options:
1x10=10

The candidates are to answer **one** question **short note based** of **five marks** out of **three** options:
1x5=5

Continuous Internal Evaluation:

30 marks

Candidates are to be evaluated through seminar presentations, quizzes, written assessments, problem solving, case presentations etc.

